

***MARTIAL ARTS CENTER  
OF  
EXCELLENCE***



**GREEN 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

GREEN 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-3.01
LESSON TITLE	Bayonet Techniques
DATE PREPARED	December 2004
TIME	3 hrs 15 min
METHOD	Informal Lecture, EDIP and Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCRP 6-11B, MCO 1500.54B, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	782 Gear Plus, Bayonet Training Gear, Mouthpiece

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

**DETAILED OUTLINE**

**BAYONET TECHNIQUES**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** Throughout this course, you will learn techniques that you may utilize throughout the spectrum of violence. When engaging the enemy with rifle and bayonet, there must be a violence of action to equal the lethality of the engagement. Though technique is important, the mindset the Marine must possess is vital. The mindset must be one of focus and determination. This committed mindset is crucial for survival on the battlefield. The stresses in combat a Marine may encounter may be just as dangerous as the enemy. Both elements have the ability to take casualties. The training you do today may save your life and the lives of your comrades tomorrow.

**2. OVERVIEW.** This lesson will cover rifle and bayonet techniques as well as the stresses that Marines face in combat.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objectives and enabling learning objectives are as follows.

a. TERMINAL LEARNING OBJECTIVE.

(1) Given 782 gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute bayonet techniques in accordance with the references. (8550.03.01)

(2) Given 782 gear plus, and without the aid of references, discuss the stresses of combat in accordance with the references. (8550.03.16)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute a disrupt while closing with a moving opponent in accordance with the references. (8550.03.01a)

(2) Given 782 gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute a disrupt and thrust while closing with a moving opponent in accordance with the references. (8550.03.01b)

(3) Given 782 gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute a butt-stroke offline with a static opponent in accordance with the references. (8550.03.01c)

(4) Given 782 gear plus, and without the aid of references, discuss the stresses experienced in combat in accordance with the references. (8550.03.16a)

(5) Given 782 gear plus, and without the aid of references, discuss the elements usually encountered in a combat environment in accordance with the references. (8550.03.16b)

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

***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 by written examination and performance evaluation.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have covered your TLO's, ELO's, and how you will be evaluated. Are there any questions? We will now cover the safeties and principles for executing bayonet techniques.

***INSTRUCTOR'S NOTE:*** The following is a review of basic fundamentals for all bayonet techniques which have been taught in the previous belt levels and are reinforced at each belt level.

## **BODY**

**(3 HR 10MIN)**

### **1. INTRODUCTION TO BAYONET TECHNIQUES.**

a. Safety Precautions During Training. To prevent injury during training, ensure you follow these safety procedures:

(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 show students the weapon is not loaded. Always keep the trigger finger away from the trigger.

(4) Cover the weapons handling procedures:

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

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

(c) Keep the weapon on safe until you are ready to fire.

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

***INSTRUCTOR'S NOTE:*** *The instructor should stress the following key points:*

*1. The right hand on the pistol grip allows greater generation of force when executing the forward thrust which is the primary offensive bayonet technique. Additionally, it allows the Marine to transition immediately to assault fire as needed by moving the finger back to the trigger. The finger is kept off the trigger when executing bayonet techniques for safety reasons both to prevent an accidental discharge and protect the finger.*

*2. The position of the left hand on the handguards should be where it is comfortable for the individual but, if the hand is too far forward it causes over extension of the left hand and mitigates some of the power and control generated with the offensive bayonet techniques.*

*3. The buttstock locked into the hip is critical as it provides stability during a bayonet engagement when locking up with an opponent as well as ensuring optimum power generation when executing the thrust or any of the other offensive bayonet techniques.*

*4. The blade of the bayonet is always oriented on the opponent in order to facilitate a rapid engagement. Movement should be within an imaginary box that is shoulder width wide from your neck to your waist.*



**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. *Instructor supervision is essential to safe and effective practical application of martial arts techniques. Ensure fault checking occurs.*

b. Holding the Rifle. When executing bayonet techniques, the rifle is held in a modified basic warrior stance. All movement initiates and ends with the basic modified warrior stance. To hold the rifle:

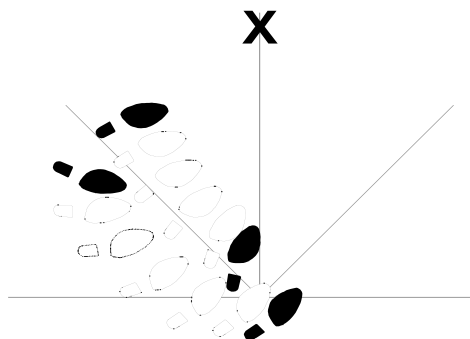
(1) With the right hand, grasp the pistol grip with the trigger finger kept straight and off the trigger.

(2) With the left hand, grasp the hand guards of the rifle underhanded.

(3) Lock the butt stock of the rifle against the hip with the right forearm.

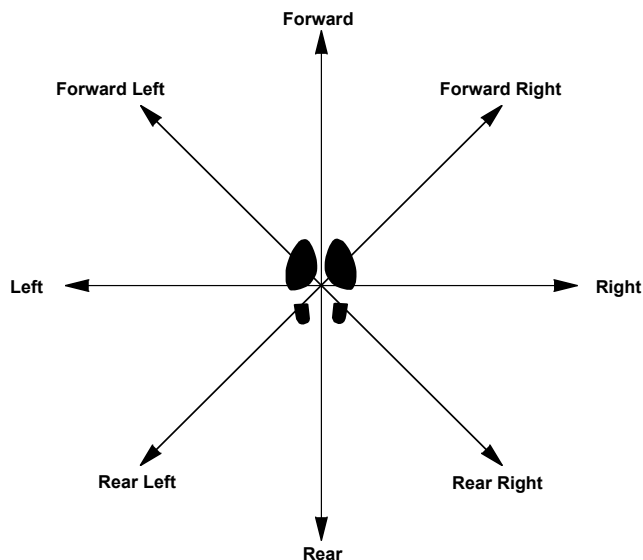
(4) Always execute movements with the bayonet blade at the waistline. The opponent has a greater chance of blocking your attack if you bring the blade in a wide sweeping movement to the opponent. Your attacks should close with the opponent, coming straight to your target. Always keep the bayonet end of the rifle oriented toward the opponent.

c. 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-1.01 Fundamentals class apply for movement with the rifle and bayonet.



## Angles of Attack

### Angles of Movement



(1) Assume the modified basic warrior stance.

(2) Execute movement in the specified direction for one step. Once all students have become familiar with all movements, all will 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.*

d. Executing turns. 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) Turn both right and left while keeping the rifle locked into position and the blade oriented to the front.

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

(2) 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) Change the direction of movement to the right by pivoting 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) Change the direction of movement to the left by pivoting off the ball of your right foot and step with your left foot in the new direction of movement.

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

***INSTRUCTOR'S NOTE:*** During training 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.

e. Approaching. Approaching is used when you have located an opponent and you are within 20-25 yards from the opponent.

(1) Assume the modified basic warrior stance.

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

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

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

(a) Ensure upper bodies are not bouncing around as you move.

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

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

(1) Assume the modified basic warrior stance.

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

(3) Bend your knees so they 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 opponent using your legs to absorb the impact of your steps.

(a) Ensure the upper bodies are not bouncing around as you move.

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

(c) This could cause the opponent to hesitate during the engagement which can give you the psychological and tactical advantage.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have covered the safeties and reviewed the principles of bayonet techniques are there any questions? We will now cover the Green Belt Bayonet Techniques.

## 2. DISRUPT AND THRUST WHILE CLOSING WITH A MOVING OPPONENT.

a. Technique. To train disrupt and thrust while closing with a moving opponent, have students execute the movement slowly using another Marine as a aggressor.

(1) As you close on a moving 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.

(2) 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.

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

(a) Retract the weapon and continue moving forward.

***INSTRUCTOR'S NOTE:*** *Have the students start this technique from the static position first. Once the students have gained some proficiency incorporate movement. Note: Do not allow students to make contact with one another.*

### **3. BUTT-STROKE OFFLINE WITH AN OPPONENT.**

a. Technique. To train butt-stroke offline with an opponent, have students execute, movement slowly using another Marine as an aggressor.

(1) Begin by executing your approach and close on the aggressor.

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

(3) Once their weapon has been interrupted (note: interruption is defined as your weapon being entangled or knocked offline towards your left side) move forward right while executing a butt stroke to the aggressor's head.

(4) Return to the modified basic warrior stance by moving forward and follow-on with a slash and a straight thrust.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed and practiced the bayonet techniques for Green Belt. Are there any questions? It is one thing to execute techniques in training; it is another to apply them. Applying the techniques in an

environment of chaos and confusion will measure our effectiveness as Marines. We will now discuss stresses that a Marine would face in any combat situation.

#### 4. COMBAT STRESS.

a. Five Stresses. E. B. Sledge describes his experiences as a PFC on Peleliu:

"For us, combat was a series of changing events characterized by confusion, awesome violence, gripping fear, physical stress and fatigue, fierce hatred of the enemy, and overwhelming grief over the loss of friends. We endured vile personal filth in a repulsive environment, saturated with the stench of death and decay...

...In combat I saw little, knew little, and understood still less about anything that occurred outside K 3/5. We had our hands full fighting and trying to survive moment to moment."

What stresses do you expect to experience in combat?

- (1) Extreme risk and fear.
- (2) The "fog of war."
- (3) Discomfort and fatigue.
- (4) Casualties.
- (5) Boredom.

The combat environment is characterized by long periods of routine activity that tend to create a false feeling of security. When combat actually occurs, it is frequently sudden, unexpected, and characterized by extremely violent action, savage behavior and intense danger. Everyone on the battlefield, including headquarters and service support personnel, must be prepared for combat at any time. Now let us examine these stresses in greater detail to determine their effect upon the individual Marine and you, the leader.

In separate tie-ins, we will spend more time specifically discussing fear and fatigue. Let us now discuss the remainder of the stresses of combat.

b. The "FOG OF WAR".

What do we mean by the "fog of war?" This expression describes both the literal fog created by the dust, smoke, and debris of the battlefield, and more importantly the mental fog of confusion and uncertainty created by lack of knowledge of the enemy, the chaotic noise, mental and physical fatigue, and fear.

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

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

c. Casualties.

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

How should Marines respond to casualties?

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

(2) During the assault, Marines cannot stop to aid a fallen buddy, and each Marine must know this. Casualties are the job of the corpsman. This is the reason corpsmen are not armed with rifles or machine guns. It is their job to look after the wounded, not to fight. Most corpsmen are "gung-ho" and many want to employ weapons other than their T/O 9mm pistol; this should not be allowed, as they may tend to fire rather than take care of the wounded.

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

What is the result when casualties are not expeditiously evacuated?

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

(5) Another important task of the leader occurs after the casualties have been evacuated. At the first opportunity, communicate with the next of kin. It is also reassuring to the surviving members of the unit to know that they will not be forgotten.

d. Boredom.

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

e. Overcoming stresses of combat.

The above stresses of combat can be mitigated or overcome by the following:

(1) Train yourself and your Marines constantly, realistically, tough and as a team. This applies both before and during combat.



(2) Ensure you have a unit that is cohesive, disciplined, and has a high state of morale. This comes only from good training and positive leadership.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have discussed the safeties, principles and techniques along with some of the stresses that could be felt by Marine's in a combat environment. Are there any questions?

**SUMMARY**

**(2 MIN)**

We must train our Marines in hopes of preparing them for any and all situations faced on the battlefield. When Marines move forward for the final 300 meters, they will do so with rifle and bayonet at hand, the same tools Marines have engaged with since 1775. We will face the stresses that those before us endured and overcame in such battles as Belleau Wood, Tarawa, and Hue City. Let us close with the enemy with skill and determination, which has been the hallmark of our Corps.

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

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

MUSCULAR GOUGING

COURSE TITLE

GREEN 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**

LESSON TITLE

MUSCULAR GOUGING

COURSE TITLE

GREEN 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-3.02
LESSON TITLE	Muscular Gouging
DATE PREPARED	December 2004
TIME	1 hr 15 min
METHOD	Informal Lecture, EDIP and Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1500.54, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	782 gear+, mouthpiece

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**DETAILED OUTLINE**

**MUSCULAR GOUGING**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** In any physical confrontation, a Marine must be ready and able to use any part of his body as a weapon. Like muscles of the Marine's body, a Marine's character must be solid. The Marine must not let chunks of his or her character be pulled away. To execute gouging involves using your fingers to gouge at musculature and other soft target areas such as the trachea to end the engagement or set the opponent up for follow on attacks. To be an effective Marine, you must not let temptations twist and pull to manipulate your character. To be effective, the Marine must learn and be able to use such techniques as muscular gouging to create damage or inflict pain to an opponent's soft target areas. The character of Marines has been and will be challenged continuously throughout history. Each individual must ensure the integrity of his or her own character.

**2. OVERVIEW.** This lesson will cover muscular gouging, target areas for muscular gouging and character.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objectives and enabling leaning objectives are as follows.

a. TERMINAL LEARNING OBJECTIVES.

(1) Given the requirement, an opponent, 782 gear (plus) and without the aid of references execute muscular gouging in accordance with the references. (8550.03.02)

(2) Given the requirement, 782 gear (plus) and without the aid of reference discuss character in accordance with the references. (8550.03.17)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear Plus, opponent, mouthpiece, and without the aid of references, identify target areas for muscular gouging in accordance with the references. (8550.03.02a)

(2) Given 782 Gear Plus, opponent, mouthpiece, and without the aid of the references, demonstrate muscular gouging in accordance with references. (8550.03.02b)

(3) Given 782 Gear Plus and without the aid of references, discuss the definition of character in accordance with references. (8550.03.17a)

(4) Given 782 Gear plus and without the aid of references, discuss the importance of character for a warrior in accordance with references. (8550.03.17b)

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

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

***INSTRUCTOR'S NOTE:*** *Ensure students with IRF's are instructed to set them aside until the end of the period of instruction. At which time they will fill them out and give them back to the instructor.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed what will be covered during this period of instruction and how you will be evaluated. Are there any questions? If not let's talk about the safeties and purpose of this class.

**BODY** **(70 MIN)**

1. INTRODUCTION TO WEAPONS OF OPPORTUNITY. The purpose for this period of instruction is to teach you how to gain the tactical advantage in an unarmed combat situation when engaged with an opponent at close range by the use of muscular gouging.

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

(1) Do not practice the techniques at full force.

(2) Do not practice gouging techniques on the eyes, trachea, windpipe and the groin.

(3) Utilize proper tap out procedures.

(4) Use just enough pressure to understand the techniques.

b. Target Areas. In any unarmed close combat situation, a Marine can rely on his body as a weapon. Gouging is the separating of soft tissue from bone, ligaments or tendons. You can use these techniques to attack soft target areas, which you can grab and use to control or move your opponent. Some of these target areas include:

(1) Eyes. The eyes are excellent areas for gouging because of the great deal of pain caused when pressure is applied to the eyeball. Gouging to the eyes can also temporarily or permanently impair the opponent's vision.

(2) Ears. The ears can be grabbed and twisted or torn from the head, causing bleeding and psychological impact.

(3) Trachea. Located at the front of the neck also known as the throat or windpipe. Grasping, pulling, twisting, crushing or ripping the trachea is an effective measure in close combat.

(4) Sternocleidomastoid. This muscle located on the side of the neck, connected to the mastoid process, that covers the carotid artery and the jugular vein and can be grabbed or separated to cause intense pain.

(5) Trapezius Muscle. Located at the base of the neck and above the clavicle.

(6) Pectoralis. Located in the chest just next to the armpit.

(7) Biceps Muscle. Located in the upper front part of the arm.

(8) Triceps Muscle. Located in the upper rear part of the arm.

(9) Latissimus Dorsi. Located on the back along the side of the rib cages.

(10) Groin region. Located between the legs and extremely sensitive to contact. (not as sensitive to females).

***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. Target areas of the body are not limited to those listed and can be any area which can be twisted pulled and separated when grabbed by the hand. Are there any questions over the target areas discussed? If there are no further questions, we will proceed to the gouging techniques.

## 2. GOUGING TECHNIQUES

a. Introduction. Depending on the target area attacked, gouging can be used either to kill someone or to aid in controlling the opponent.

b. Muscular Gouging. To train muscular gouging:

(1) Stand facing one another.

(2) With your right hand reach out and grab the designated target area with the tips of your fingers.

(a) Use the tips of your fingers to gouge underneath the soft tissue.

(b) Ensure to keep your guard hand up to protect your head because your opponent may try to attack you while attempting to escape the hold.

(3) Once a firm grip has been established twist and pull on the designated target area until the desired result is achieved.

(4) Always follow up with strikes or other controlling techniques.

**TRANSITION:** Review material, probe with questions, and introduce new material. Forcefully pulling at a vulnerable area, such as the ear's or exposed neck muscles can cause severe pain to your adversary. Are there any questions on how we properly execute muscular gouging? If there are no further questions, we will discuss character.

## 3. WHAT IS CHARACTER?

a. Character is defined as "collective distinguishing qualities or characteristics; moral strength; reputation".



b. Character is based upon moral courage and is the foundation of decision making in combat as well as every day life. While there may be some debate on the exact definition of character, to a warrior character is his or her spirit. Character is the beliefs and values that each of us lives by. A man or woman of character is one whose existence rests upon a solid moral foundation. Marines are men and women of character, widely recognized for their moral excellence, selfless courage, committed principles, and sound judgment. Character can be described, as a “moral compass” within one’s self that helps us make right decisions even in the midst of the shifting winds of adversity. Unwavering character encourages us to pursue honorable ideals.

c. Character is readiness. The Corps is a ready force, not a force that when called must struggle to get ready. Our challenge is to be a Corps of men and women who consistently represent the highest moral character in and out of uniform. Character creates a foundation on which successful military units are built. From this foundation, honor, courage, and commitment will always be evident, providing the perfect description of a United States Marine.

d. Character is developed everyday in garrison, on deployment, aboard ship, on duty or on liberty, wherever we are around the world. We are not born with character. Character is developed by the experiences and decisions that guide our lives. Neither can we borrow the character or reputation of another. Each individual creates, develops and nurtures his or her own. That is why each of us must learn to make good moral decisions in our lives. When the right course of action is unclear, only the habit of doing the right thing, as practiced everyday in all areas of our lives, can be counted upon. Well-developed character is our shield against fear and despair. That is why Napoleon said that in war, the importance of moral, relative to the physical, is three to one.

e. As part of the Marine Corps Martial Arts program the character discipline is designed in conjunction with the other two disciplines to positively influence each Marine’s character development.

#### 4. WHAT IS THE IMPORTANCE OF CHARACTER TO A WARRIOR.

a. The great force multiplier in combat is character... not technology... not numbers... but character. It is the foundation of every warrior and the Corps as a whole. This foundation sustains that warrior during the greatest trials, and will provide the crucial moral orientation to decide at the moment of greatest need.

The great German General F. W. Von Mellenthin was once asked his view on the meaning of character. Without hesitating, he said "*character was the determining factor in an officer's ability to make a decision. The stronger the character, the greater the proclivity to decide... to act, to do the right thing.*"

In the Marine Corps this applies not only to officers but also to every Marine. We know that a large part of character is integrity. Integrity is that unflinching trait which, above all others, our Marines demand from their leaders. Absent integrity, a leader has no moral authority to lead Marines.

**TRANSITION:** Review material, probe with questions, and introduce new material. Muscular gouging allows you to disable, make an opponent comply or set them up for follow on techniques. Character of a Marine is always under attack; It is crucial that a warrior always defends it.

## **SUMMARY**

**(2 MIN)**

Muscular gouging is a close range technique that allows you to disable your opponent or set him up for a follow on technique. It can give you the advantage in a close combat encounter when you find yourself in an unarmed situation. Depending upon on the target area and the amount of force used, muscular gouging can be used at all levels of the continuum of force. A Marine's character is always under attack and therefore must be defended at all times. Character is a Marine's reputation, and more. Use muscular gouging to separate muscles and soft target areas on your opponent, but never allow any aspect of your character to be separated from you.

***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

SIDE CHOKE

COURSE TITLE

GREEN 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-3.03
LESSON TITLE	Side Choke
DATE PREPARED	December 2004
TIME	1 hr 15 min
METHOD	Informal Lecture, EDIP and Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1500.54, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	782+, mouthpiece

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**STUDENT OUTLINE**

**SIDE CHOKES**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** When defending against strikes there are many things a person can do. Hopefully he or she will be able to react and make a confident decision and commit to it. In a situation after having successfully parried or blocked a strike, there are many techniques to follow on with. One in particular is a choke that can be applied from an upright position that is very affective. Different types of chokes have been covered in previous belt levels. One that is common in martial arts is a blood choke. Confronted with adversity we must remember who we are and know the difference from right and wrong, because the decision we make will end lives or save them.

**2. OVERVIEW.** This lesson will cover the techniques for training the side choke. We will also talk about right versus wrong and the importance of knowing this in every aspect of life.

**3. LEARNING OBJECTIVES.** The terminal learning objectives and enabling leaning objectives are as follows.

a. TERMINAL LEARNING OBJECTIVE.

(1) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute a side choke in accordance with the references. (8550.03.03)

(2) Given 782 gear plus, aggressor, a mouthpiece, and without the aid of references discuss "Right Versus Wrong". (8550.03.18)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, verbally identify when a side choke would be used, in accordance with the references. (8550.03.03a)

(2) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute hand placement in accordance with the references. (8550.03.03b)

(3) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, apply pressure in accordance with the references. (8550.03.03c)

(4) Given 782 gear, and without the aid of references, discuss the definition of integrity, in accordance with the references. (8550.03.18a)

(5) Given 782 gear, and without the aid of references, discuss a situation when a Marine needs to demonstrate integrity, in accordance with the references. (8550.03.18b)

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

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

***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.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed what will be covered and how you will be tested, are there any questions? Let's now review the types of chokes, safeties and purpose of the period of instruction that we are covering.

## **BODY**

**(70 MIN)**

### 1. INTRODUCTION TO 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. 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 subject to lose consciousness.

(b) The blood choke is the preferred choke because its intended effect (i.e., the subject 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 subject 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. 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:** 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.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed safety and principles involved for training the side choke, are there any questions?

## 2. SIDE CHOKE.

a. Purpose. The side choke is a blood choke performed when you and your aggressor are facing each other. The side choke is particularly effective when deflecting a punch thrown by an aggressor.

b. Training the Technique. To teach the side choke, you do not begin by having students execute the entire technique. Instead, walk students through the technique, step by step, working on arm placement and execution. To teach the side choke, instruct the students as follows:

(1) Begin with Marine facing the aggressor.

(2) The aggressor executes a rear hand punch.

(a) Forward left movement parry/block the aggressor's arm inboard with your lead forearm or palm.

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

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

(5) Pull the aggressor toward your chest, exerting pressure on his left carotid artery with your right radius. This is done by pulling your clasped hands toward your chest. At the same time, push up with your shoulder and head against the aggressor's triceps, driving his right shoulder into his right carotid artery. This allows you to apply pressure to both carotid arteries and not the trachea or windpipe.

(a) Your shoulder and head should be placed high on the triceps close to the armpit to ensure that the shoulder is being driven in more effectively. Your aggressor's side should be up against you.

(b) Ensure pressure is exerted against the carotid arteries on either side of the neck and not on the throat (trachea or windpipe).

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed and trained the side choke, are there any questions? As a martial artist and as a Marine, our integrity is always challenged. Making good decisions for the right reasons is a small part of being a leader.

### 3. RIGHT VERSUS WRONG.

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

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

Consider the young Marine who was brought up in the inner city. After accession into the Marine Corps, this individual gets caught smoking marijuana and is repeatedly disciplined for fighting. While drugs and violence against peers may have been the norm in the inner city, it was emphasized in training that it is illegal, and has no place in the Marine Corps. In such cases, Marines need to know those common cultural norms

of society as a whole and the Marine Corps regulations override any pre-existing sub-cultural norms. This is not to say that all crime in the Marine Corps is attributable to a lack of moral and ethical training, but simply that with specific training, the Marine will know that a particular action is right or wrong.

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

### **"Integrity"**

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

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

It is easy to sit back and say you would do the right thing by keeping a friend from driving drunk, or turning a peer over to the authorities for committing a violent crime. But what about doing the right thing when no one is in immediate or even remote jeopardy of being hurt? Surely, doing

the wrong thing by not turning someone in for cheating on a test is better than ostracizing yourself from your group of friends, isn't it? Not in the Corps! Even fulfilling a promise is no justification for moral wrong doing.

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. We have now discussed right versus wrong and the importance of the subject. As Marines we must set the example in everything we do and make sure we choose the right path.

## **SUMMARY**

**(2 MIN)**

The side choke is an effective technique that can quickly end a fight. Chokes can be easily performed regardless of size or gender. Therefore, a student learning the technique may not realize its swift effectiveness in injuring an opponent. This lesson covered the technique for executing the side choke. Not doing the right thing on or off the job can choke you physically, mentally and morally. We train hard and should always be in control and make the right decisions. This does not prevent you from enjoying yourself or taking a well-deserved break. We are Marines and are subject to a stronger set of morals and ethics than most civilian organizations. When a Marine deviates from this moral path it is the responsibility of his fellow Marines to help him back onto the path.

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

SHOULDER THROW

COURSE TITLE

GREEN BELT

**UNITED STATES MARINE CORPS**  
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THE BASIC SCHOOL  
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APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

SHOULDER THROW

COURSE TITLE

GREEN BELT

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

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

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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MAI-3.04
LESSON TITLE	Shoulder Throw
DATE PREPARED	December 2004
TIME	1 hr 30 min
METHOD	Informal lecture, EDIP and Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54, MCRP 3-02B, MCRP 6-11B, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	782 gear plus, training mats and mouthpiece

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**DETAILED OUTLINE**

**SHOULDER THROW**

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

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**1. GAIN ATTENTION.** In any close combat situation, your aggressor's sizes and strengths will vary. Marines will never have the opportunity to choose their enemy and will need the skills to handle any situation with any aggressor. In combat, you will be forced to react and make effective and timely decisions. You may have to lead Marines through the objective to get the mission accomplished. You may have to assume operational control of Marines under your charge if your chain of command is taken out of the picture for any reason.

**2. OVERVIEW.** This lesson will address the techniques for training off-balancing techniques and the shoulder throw. We will also discuss Combat Leadership and the qualities of a combat leader.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objectives and enabling Learning objectives are as follows:

a. TERMINAL LEARNING OBJECTIVE.

(1) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute a shoulder throw in accordance with the references. (8550.03.04)

(2) Given 782 gear plus, and without the aid of references, discuss "Who is a Combat Leader" in accordance with the references. (8550.03.19)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute entry in accordance with the references. (8550.03.04a)



(2) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute off-balancing in accordance with the references. (8550.03.04b)

(3) Given 782 gear plus, and without the aid of references, discuss the definition of combat in accordance with the references. (8550.03.19a)

(4) Given 782 gear plus, and without the aid of references, discuss combat leadership in accordance with the references. (8550.03.19b)

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

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

**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.*

**TRANSITION:** Review material, probe with questions, and introduce new material. So far, we have covered the purpose, your TLOs and ELOs, how the class will be taught, and how you will be evaluated. Now, we will review the purpose of throws and the safety precautions before training.

## **BODY**

**(85 MIN)**

### 1. INTRODUCTION TO THROWS.

a. Purpose. The purpose of a throw is to bring an aggressor to the ground in order to gain the tactical advantage in a fight. Throws apply the principles of off-balancing, leverage, timing, and body position to upset an aggressor's balance and to gain control by forcing the aggressor to the ground. 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 ground. The throwing technique to be covered is the shoulder throw.

#### b. The Three Parts of a Throw.

(1) Entry. The first piece of a throw is the entry. Your entry should be 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.

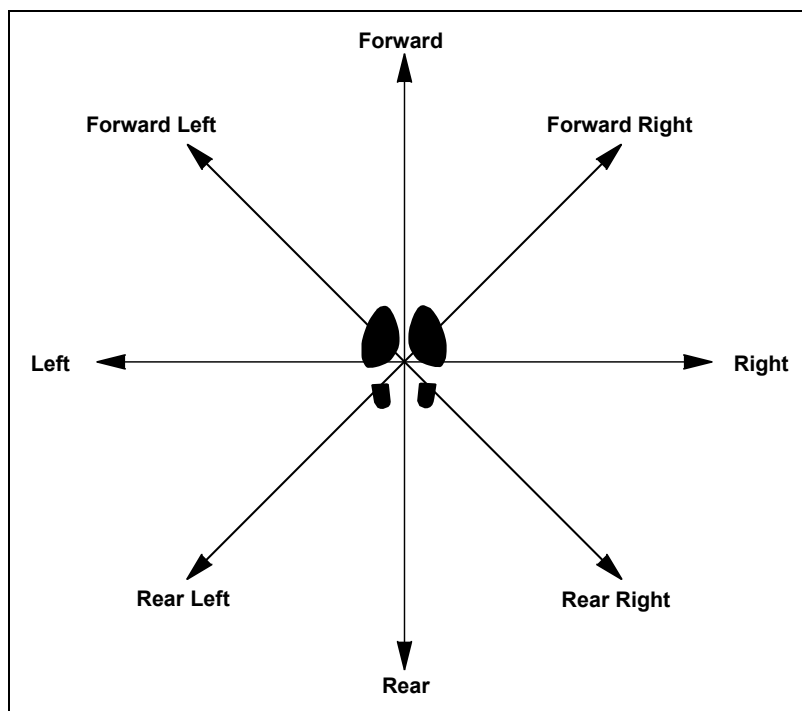
(2) Off-balancing. The second piece of a throw is off balancing. Off-balancing techniques are used to control an aggressor by using his or her momentum to move or throw him or her. Off-balancing techniques can be used to throw an aggressor to the deck while you remain standing, or they can be used to 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.

(a) 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.

[1] The angles correspond to your perspective, not the aggressor's.

[2] Forward, rear, right, and left are straight angles.

[3] Forward right, forward left, rear right, and rear left are considered quadrants, at a 45-degree angle in either direction to your front or your rear.



(b) Off-balancing Techniques. An aggressor can be off balanced by pushing or pulling. An aggressor can be pulled or pushed with your hands, arms, or body.

[1] Pulling. Pulling is performed by grabbing an aggressor with your hands and pulling him forcefully to one of the rear quadrants or right or left.

[2] 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.

(c) Principles of Off-balancing.

[1] 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.

[2] Off-balancing techniques rely largely 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.

[3] 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.

(d) Practical Application for Off-balancing.

[1] Begin the practical application facing one another. One student is the aggressor and the other performs off balancing.

[2] With your left hand, grasp the aggressor's right hand, with your right hand, grasp the aggressor's left shoulder, waist, etc.

[3] Practice each of the eight angles of off balancing. 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 must compensate to maintain his balance.

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

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

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

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

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

*Confirm by questions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We have covered the purpose, principles, and safety precautions. Are there any questions? Now let's discuss the performance steps involved for training the hip throw.

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

## 2. SHOULDER THROW.

a. Shoulder throw. If an aggressor is closing on you, the shoulder throw can be used to take the aggressor to the deck while you remain standing. A shoulder throw can be executed from a static position.

b. Training the technique. Walk through the technique step by step, working on proper body positioning and execution.

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

(2) Grab the aggressor's right wrist with your left hand. And pull into your left hip.

(3) Step forward with your right foot to the inside of the aggressor's right foot. Your heel should be between the aggressor's feet your toes

***INSTRUCTOR NOTE:*** *Ensure that you pull opponent's arm down toward your left hip to prevent the application of a choke.*

should be even with the aggressor's toes.

(4) Step back with your left foot, rotating on the ball of your right foot. Your heels should come close together resembling the foot position in the position of attention. Your feet should be in between the aggressor's with your knees bent.

(5) At the same time under-hook the aggressor's right arm with your right arm, pinching his arm between your biceps and forearm. You may grasp the aggressor's upper arm with your right hand for more control.

(a) Hand placement should allow you to control the aggressor and pull him in close to you.

(b) Your backside should be up against the aggressor. Your hip should be slightly lower than your opponents hips.

(6) Pull the aggressor's arm across your body. Lift the aggressor by straightening your legs and bending slightly at the waist.

(7) Pull down and away with your left-hand while bending straight over at the waist, throw your aggressor over your right shoulder.

(8) Return to the basic warrior stance.

***INSTRUCTOR NOTE:*** *Have students stop prior to throwing the opponent to the deck. Practice this step prior to continuing.*

*Confirm by questions and practice.*

**TRANSITION:** Review material, probe with questions, and introduce new material. Taking your aggressor to the deck in combat is a difficult task, but with plenty of practice, the throw you just learned will enable you to do it with much more ease and efficiency. Taking charge in combat is something that is not as easy to prepare for, but becoming a Combat Leader is something we all need to be ready to expect.

### 3. Combat Leadership.

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

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

### 4. WHO IS A COMBAT LEADER?

a. WHO IS A COMBAT LEADER? Let's read from a Marine's diary.

"Briefly, the First Battalion did not fare too well before they departed from Guadalcanal. 'A' Co. left San Diego with a total of 196, including corpsmen, in the company; when relieved from Guadalcanal, there were about 47 of the original company still remaining. In three attacks to the west of Matanikan, between Point Cruz and Kohumbona, 'A' Co. was assigned as lead Company in the Battalion attack on November 2, 10 & 11, and took a large number of casualties.

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

(Extract from a Marine's Diary, Sgt. James Sorensen, Rifle Squad Leader, Company A, 1st Battalion, 2nd Marines.)

b. Everyone is a potential combat leader regardless of rank or MOS and should be prepared for that eventuality. Combat may be just around the corner, and tomorrow each of us could find ourselves in a combat leadership position.

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

d. If the unit or aircrew fails to react properly and overcome its initial fears, its failure will be reflected for a long time in future actions. Confidence at this point is essential, for it becomes contagious. The Marines in the unit must have confidence in themselves, their comrades, and their leaders.

e. At this crucial moment, if leaders at all levels supply the drive and enthusiasm needed to weld the unit together as a team again, the Marines under their command will react accordingly. If Marines are well disciplined and have been trained for this moment, all that is necessary is the igniting spark of leadership that will get the team moving again quickly. Each leader must commence carrying out the troop leading steps.

## 5. WHAT IS COMBAT?

a. For our purposes, combat will be defined as engaging the enemy with individual or crew served weapons; being exposed to direct or indirect enemy fire; and otherwise undergoing a high probability of direct contact with enemy personnel and firepower, to include the risk of capture.

b. All Marines, regardless of MOS, must be prepared to succeed in combat. The fluid nature of modern combat operations demands that everyone on the battlefield be ready to fight and provide the necessary leadership.

c. What are common elements found in the combat environment?

(1) The combat environment varies for Marines depending upon MOS, duties, tactics, type of conflict, etc. Some common elements found in the combat environment are:

- (a) Confusion and lack of information.
- (b) Casualties.
- (c) Violent, unnerving sights and sounds.
- (d) Feelings of isolation.
- (e) Communication breakdowns.
- (f) Individual discomfort and fatigue.
- (g) Fear, stress, and mental fatigue.
- (h) Continuous operations.
- (i) Homesickness.

(2) The following are some experiences of E.B. Sledge as he describes his experiences as a PFC on Peleliu:

"For us, combat was a series of changing events characterized by confusion, awesome violence, gripping fear, physical stress and fatigue, fierce hatred of the enemy, and overwhelming grief over the loss of friends. We endured vile personal filth in a repulsive environment, saturated with the stench of death and decay...In combat I saw little, knew little, and understood still less about anything that occurred outside K 3/5. We had our hands full fighting and trying to survive moment to moment."

In the January 1983 Marine Corps Gazette article entitled "Understanding Limited War," the author provides some thoughts on what combat may mean to an individual.

"Nations may pursue war on a limited basis to ensure survival, yet combatants pursue it in all its totality for the same reason. To the individual engaged in isolated combat, there is no big or small battle, only the fight for survival. If he fails to survive, that nondescript battle



suddenly became the ultimate conflict. An isolated confrontation on a lonely jungle trail becomes World War III to the participant."

d. All of these factors are elements of combat that a warrior and leader must consider in order to be successful on the battlefield. The fatigue, stress and fear you experience during this course is only a small example of what combat is like. It is important that you train yourself to meet these stresses and prepare your Marines individually and as a team to do the same. During subsequent periods of instruction, we will look at each of the elements found in combat in greater detail.

**TRANSITION:** Review material, probe with questions, and introduce new material. Being a combat leader is something that we all need to prepare for. Do you feel that you are ready to take charge in any given situation and lead Marines to victory.

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

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We have talked today about off balancing and the execution of a shoulder throw. Now, you have the tools to take any aggressor to the deck in any situation and gain the tactical advantage, regardless of size or strength. Being a combat leader does not rest on your physical size or strength either. The Marine Corps Martial Arts Program is designed to train you as a warrior for the eventuality of combat. An important element of this training is to become as proficient in understanding combat leadership as you are with a shoulder throw. Blend the mastery of each of the disciplines into one seamless training program.

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

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

COUNTERS TO STRIKES

COURSE TITLE

GREEN BELT



**UNITED STATES MARINE CORPS**  
MARTIAL ARTS CENTER OF EXCELLENCE  
THE BASIC SCHOOL  
MARINE CORPS COMBAT DEVELOPMENT COMMAND  
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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-3.05
LESSON TITLE	Counters to Strikes
DATE PREPARED	December 2004
TIME	2 hrs 15 min
METHOD	Informal Lecture, EDIP, Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1500.54, MCRP 3-02D, MCRP 3-02E, MCRP 6-11B, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	782 gear plus, mouthpiece

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**DETAILED OUTLINE**

**COUNTERS TO STRIKES**

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

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**1. GAIN ATTENTION.** In a close combat situation, your aggressor will attempt to strike you, generally with punches, kicks, and/or a hand-held weapon. The strike your aggressor uses will not always be an obvious one. When your aggressor executes a strike, you must first avoid that strike. This is accomplished by capitalizing on movement, blocks and your awareness of your surroundings. The movements and blocks must be executed quickly. When circumstances dictate, your situational awareness must be at its peak. Your second objective is to put yourself in the best offensive position. This will allow you to counter your aggressor's attempt to strike regardless of the type of attack. As the Nation's 911 force, its force in readiness, we as Marines are obligated to constantly think about force protection. On any given day over 26,000 Marines are forward deployed in harm's way. The remainder of the Corps may be tasked at a moment's notice to join those deployed. It is your personal and professional obligation as a Marine to be ready at all times.

**2. OVERVIEW.** During this lesson, we will cover counters to the round kick, counters to the round punch, a review of the associated principles and we will discuss Force Protection.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objectives and enabling leaning objectives are as follows.

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus, aggressor, mouthpiece and without the aid of references, execute counters to strikes in accordance with the references (8550.03.05)

(2) Given 782 gear plus, and without the aid of references, discuss force protection in accordance with the references. (8550.03.20)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, aggressor, mouthpiece and without the aid of the references, execute counter to a round kick in accordance with the references. (8550.03.05a)

(2) Given 782 gear plus, aggressor, mouthpiece and without the aid of references, execute counter to a round punch in accordance with the references. (8550.03.05b)

(3) Given 782 gear, and without the aid of references, discuss the types of force protection measures dealing with terrorism in accordance with the references. (8550.03.20a)

(4) Given 782 gear, and without the aid of references, discuss how force protection measures are not limited to terrorism in accordance with the references. (8550.03.20b)

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

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

***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.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just gone over the overview, TLO'S, ELO'S, method and media, and how you will be evaluated. Are there any questions? We will begin by discussing safety precautions during training and the principles of counters to strikes.

***INSTRUCTOR'S NOTE:*** The following is a review of fundamentals for all counters to strikes, which have been taught at tan belt and are reinforced at each belt level.

**BODY**

**(130 MIN)**

1. INTRODUCTION TO COUNTERS TO STRIKES.

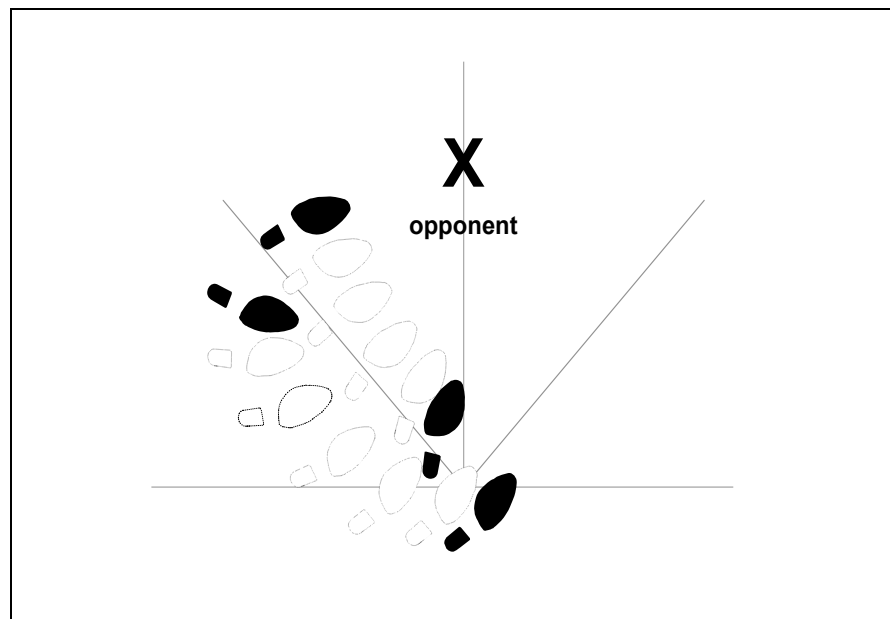
a. Principles of Counters to Strikes. Regardless of the strike, the counter to a strike requires the Marine to move, block, and strike.

(1) Move. The first step in countering a strike is to move out of the way of the impact of the strike. This does not mean to move away. Rather, the movement should both remove you from the point of your aggressor's strike as well as put you in a position to attack. If you move forward at a 45-degree angle, you are no longer in the position to be struck and you are in a better position to strike.

(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 aggressor.



(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 aggressor's strike. The follow-on strikes used will depend on your angle to the aggressor, the position of the aggressor, and the available vulnerable target areas exposed on the aggressor.

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. We just went over the principles of counters to strikes and the safety precautions for counters to strikes, are there any questions? Now we will discuss the counter to the round kick.

## 2. COUNTERS TO A ROUND KICK.

a. This counter is used when the aggressor executes a round kick with his right leg. To train the counter to a round kick, instruct students as follows:

(1) Begin with the aggressor extending his right leg, approximately waist level or slightly higher, in a round kick fashion.

(a) As the student's proficiency increases, the technique can be trained to defend against an aggressor executing a round kick.

(2) Move: From the basic warrior stance, forward-left to the inside of the aggressor's attacking leg.

(a) This moves your body out of the line of attack and places you inside the power of the strike.

(b) Movement may be executed to the rear to avoid an aggressive or powerful strike, but it is not recommended because it does not put you in a position to counter with an attack of your own.

(3) Block: At the same time, block your aggressor's attacking leg with the meaty portion of your forearms.

(a) Block with the meaty portion of the forearms.

(b) Do not bend down to block the attack.

(c) Make two points of contacts on the attacking leg with both of your arms.



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

(4) Strike: With your right hand, forcefully grasp the aggressor's face, push forward and away from you to further off balance the aggressor.

(a) For greatest effectiveness and efficiency of movement, you would insert your fingers deeply into the aggressor's eyes as you grasp his face. Executing a chin jab or face smash is acceptable.

(b) Simultaneously, execute a leg sweep and drive the aggressor to the deck by pushing with your right arm against your opponent's upper torso.

(5) Rapidly retract back to basic warrior stand.

***INSTRUCTOR'S NOTE:*** *Ensure students do not execute a strike to the face during training.*

### 3. COUNTER TO A ROUND PUNCH.

a. From the basic warrior stance begin with the aggressor extending his right arm as if executing a round punch.

b. Move: forward left to the inside of the aggressor's attacking arm.

(1) This immediately moves your body out of the line of attack and places you inside the strike.

(2) Do not move backward. You increase your chances of being hit because the outside of your aggressor's arm is moving faster than the inside and this is where all the power is generated.

c. Block: the attack with both arms bent so your forearms make contact with the aggressor's biceps and forearm. Block with the force of a strike, applying the principal that every block is a strike.

d. With your left arm, over hook the aggressor's right arm at or slightly above the elbow.

e. Strike: Control his arm by pinching it between your bicep and torso and execute a right inside/reverse knife hand strike to the right side of your aggressor's neck.

f. Grab the back of your aggressor's neck with the right hand and apply downward pressure and execute a right vertical knee strike to the aggressor's available target areas. After the knee strike, create distance between you and your opponent.

g. Recover to the Basic Warrior Stance

**TRANSITION**: Review material, probe with questions, and introduce new material. You have just learned the MCMAP counter to the round kick and the counter to the round punch. Are there any questions? One of the reasons you learn counters to strikes is to protect yourself against a physical attack. Protection goes far beyond a close combat situation. Next we are going to discuss force protection, what it includes, and why it is important.

#### 4. FORCE PROTECTION.

Force protection is the process by which individuals and units minimize the risk to both from external dangers. It consists of a series of measures that minimize the risk from terrorist threats, accidental injury, and damage to property and equipment. We will begin by discussing those measures dealing with the threat of terrorism.

a. The force protection measures dealing with terrorism consist of anti-terrorism and counter-terrorism measures. Anti-terrorism measures are designed to prevent a terrorist attack. Counter-terrorism measures are taken in response to a terrorist incident. They include:

(1) Anti-terrorism measures include criminal information and intelligence gathering, threat assessments, crime prevention measures, operational security measures, personal protection, physical security measures, and crisis management planning.

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

(3) In addition, every Marine should practice sound personal protective measures. These include awareness of your surroundings, avoiding patterns and habits, blending into the local surroundings and not drawing attention to yourself.

b. Force protection measures are not limited to those concerned with terrorism. Marines should be constantly aware of their surroundings no matter where they are or their circumstances. Liberty conduct, personal safety, operational risk management and preventative maintenance are all force protection measures that ensure that every Marine and his equipment are all combat ready to answer a 911 call.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed force protection and some of the steps we can take to protect ourselves and fellow Marines. Are there any questions?

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

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No matter what the situation, a Marine must remain ever vigilant. Whether countering an aggressor's strike or maintaining force protection status, it does not matter. Marines must continually practice countermeasures and familiarize themselves with their surroundings and aggressor's actions. We have discussed force protection and practiced countering our aggressor's strikes. You will be able to take these techniques and the basic principles to counters to strikes and apply them in any circumstance within the continuum of force, as a force ready to go at moment's notice.

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

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

LOWER BODY STRIKES

COURSE TITLE

GREEN BELT



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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-3.06
LESSON TITLE	Lower body strikes
DATE PREPARED	December 2004
TIME	1.5 hrs
METHOD	EDIP, guided discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1500.54,
TRAINING AIDS/EQUIPMENT	Striking Pads

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**DETAILED OUTLINE**

**LOWER BODY STRIKES**

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

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**1. GAIN ATTENTION.** The legs provide the most powerful weapons of the body, while the POW handling acronym, “the five S’s and a T”, give the Marine weapons with which to handle a prisoner of war. 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 handling a POW, a leader can not 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, POW handling must be trained and practiced to become proficient.

**2. OVERVIEW.** This lesson will cover the physical techniques for executing green belt level strikes with the lower body. Also we will discuss the POW handling acronym, “five S’s and a T”.

**3. INTRODUCTION TO LEARNING OBJECTIVES.** The terminal learning objectives and enabling leaning objectives are as follows.

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus, a striking pad, mouthpiece, without the aid of references, execute the lower body strikes, in accordance with the references. (8550.03.06)

(2) Without the aid of references, given the requirements, discuss the POW handling acronym, “the five S’s and a T” in accordance with the references. (8550.03.21)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, striking pad, mouthpiece, and without the aid of references, execute a round knee, in accordance with the references. (8550.03.06a)

(2) Given 782 gear plus, striking pad, mouthpiece, and without the aid of references, execute a push kick, in accordance with references. (8550.03.06b)

(3) Without the aid of references, discuss the POW handling steps, "the five S's and a T", in accordance with the reference. (8550.03.21a)

(4) Without the aid of references, discuss the definitions of the POW handling steps "five S's and a T", in accordance with the reference. (8550.03.21b)

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

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

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

**TRANSITION:** Review 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 training lower body strikes.

**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 muscles of the body. In addition, legs are less prone to injury. The feet are the preferred choice for striking because they are protected by boots. The feet, heels, and knees of the legs are used to execute knee strikes, kicks, and stomps.



b. Safety Precautions During Training. 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 opponent 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 opponent. 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 opponent. Ensure all students hold the striking pad correctly. Do not allow students to execute the techniques at full 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'S NOTE:*** *Instructor supervision is essential to safe and effective practice of Martial Arts techniques. Ensure fault checking occurs.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed the principles and safeties of lower body strikes. There are a variety of techniques that may be used with the legs to strike an opponent. 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 opponent and the available target areas on the opponent. Let's now train the round knee and push kick.

## 2. KNEE STRIKE.

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

b. Striking Surface. The striking surface is the inside bone portion of the knee (not the knee cap).

c. Target Areas of the Body. If the opponent is upright, the inside or outside of the thigh and lower torso are often good target areas.

d. Technique. To train the Round Knee, have students:

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

(2) Raise your right knee outward at a 45 degree angle, shin is vertical. Rotating your right hip forward and pivoting on your left foot, drive your knee horizontally into the opponent while simultaneously reaching up with both hands around the back of the neck and pulling your opponent into the direction of your driving knee strike. (Knee and foot stay vertical throughout the entire strike.)

(a) Make contact to your opponent using the inside of your knee.

(b) Follow through the target area driving with your knee and hips.

***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 hips 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 opponent are close enough to grab hold of each other. Kicks are excellent strikes used in the mid range of close combat fighting where you and your opponent are too far apart to execute knee strikes.

***INSTRUCTOR'S NOTE:*** The following push kick technique is performed with the rear leg, but can also be trained with both.

## 2. PUSH KICK.

a. Purpose. The purpose of kicks is to stop an opponent's attack or to create an opening in his\her defense in order to launch an attack. Kicks can be performed with the lead leg or the rear leg. Kicks with the rear leg have

greater power because the hips can be rotated into the attack. However, the rear leg is further away from the opponent, so a strike with the rear leg will not make contact on the opponent as quickly as a strike with the lead leg.

b. Push Kick. The push kick is executed when the opponent is in front of you.

c. Striking Surface. The ball of your foot.

d. Target Areas of the Body. Vulnerable target areas are the opponent's lower abdominal, upper torso, and front of the thighs all the way down to the knees.

e. Technique. To train the push kick instruct the students as follows:

(1) Raise your right knee waist high or parallel to the deck.

(2) Always keep your hands up to protect yourself from any strikes.

(3) Never extend your foot above waist high because it is difficult to maintain power and it is easier for the opponent to counter by blocking or catching the leg.

(4) Make contact on the opponent's abdomen with the ball of your rear foot. There is limited movement on one leg, so keep in mind it is difficult to change the direction of a kick after its initiated.

(a) Follow-through the target area by thrusting your hips forward toward your opponent.

(b) Rapidly retract to the basic warrior stance.

***INSTRUCTOR'S NOTE:*** Reinforce to students the following fault check procedures for kicks. Check: Maintaining balance. 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 foot and leg to go through the target area.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed and practiced the push kick. Are there any questions? Strikes with the legs can deliver powerful blows during a combative engagement, allowing you to gain the tactical advantage over

your opponent. Once you gain that advantage you may want to take him as a POW. There are six steps to the proper handling of a POW. They are search, segregate, silence, speed, safeguard and tag.

### 3. POW handling Steps "The Five S's and a T".

Prisoners of war are one of the most valuable sources of information for gaining intelligence. These steps should be performed in a quick manner and taken to the Marines chain of command as soon as possible.

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

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

c. Silence. Silence is essential. Prisoners must not be allowed to talk to one another. Some methods available to the Marine are: using duct tape or gags to cover the EPW's mouth. The Marine must ensure that the EPW's are able to breath, hydrate and are treated humanly.

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

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

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

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

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

(3) The name of the capturing unit.

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

**TRANSITION.** Review material, probe with questions, and introduce new material. Are there any questions over the steps to handle an EPW? By sustaining and reviewing this material you will be better prepared to handle a POW situation.

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

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The legs provide the most powerful weapons of the body with which to execute strikes because they use the largest muscles of the body. After utilizing these weapons of the body the Marine must also know how to handle any situation that may arise including handling an EPW. By performing the six steps to handling an EPW a Marine will also be prepared to handle the opponent after the fight.

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

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

UPPER BODY STRIKES

COURSE TITLE

GREEN BELT



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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-3.07
LESSON TITLE	Upper Body Strikes
DATE PREPARED	December 2004
TIME	1 hr 45 min
METHOD	EDIP, Guided Discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54, MCO 1510.122B MCO 1000.9, MCRP 3-02B, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	Striking pads, mouthpiece



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**DETAILED OUTLINE**

**UPPER BODY STRIKES**

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

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**1. GAIN ATTENTION.** Strikes are an important part to the unarmed element of Martial Arts training. Punching is often not the best weapon to use, so one must hone other skills to minimize self-injury. These techniques involve simple movements and gross motor skills. To be effective, these techniques must be trained and practiced until they can be executed instinctively. Strikes are offensive skills. In combat, taking the offensive is the key to success. At other times an offensive attitude is contrary to our warrior ethos. One aspect of this is our dealings with fellow Marines. All Marines share responsibility for maintaining the proper environment of mutual respect and confidence within their units. Teamwork, *esprit de corps*, and identity with a common purpose are the key aspects that make our Marine Corps what it is today; a proud, effective military force. Sexual harassment is one type of discriminatory behavior that erodes morale and discipline and is capable of destroying unit readiness.

**2. OVERVIEW.** This lesson will cover the techniques for executing green belt level upper body strikes as well as understanding the importance of financial management.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given striking pad, mouthpiece, and without the aid of references, execute upper body strikes in accordance with the references. (8550.01.07)

(2) Without the aid of the reference, discuss financial management in accordance with the references. (8550.01.22)

b. ENABLING LEARNING OBJECTIVES.

(1) Given striking pad, mouthpiece, and without the aid of references, execute a ridge hand strike in accordance with the references. (8550.01.07a)

(2) Without the aid of the reference, discuss the DOD definition of financial management in accordance with the references. (8550.01.22a)

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

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. Strikes are basic to all Martial Arts unarmed confrontations. These individual hitting techniques must be taught to proficiency before additional, more complicated techniques can be learned. As you will see from experience strikes are more efficient than punches.

**BODY** **(100 MIN)**

1. INTRODUCTION TO STRIKES.

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

(1) The hands, forearms, and elbows are individual weapons of the arms that can be used to execute strikes.

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

b. 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 a straight line.

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

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

(2) Muscular Tension. There should be no muscular tension in the hand and forearm until the moment of impact to maximize damage to the opponent and to avoid injury to your hand. The arms are relaxed until the moment of impact.

(3) Follow-through. A strike should be delivered so that the weapon (e.g., hand, elbow) hits and remains on the impact site (target), and follows through the target. This technique will inflict maximum damage on the opponent.

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

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

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

c. Movement. Your movement will put you in the proper position for launching an attack against your opponent 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 opponent.

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

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

e. Safety Precautions During Training.

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

(a) Begin by executing the strikes "in the air." Do not make contact on an opponent 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 hyper-extension of the joints. When striking an object (e.g., heavy bag), hyperextension is not as big a concern because the object absorbs the impact.

(b) In the second stage of training, pair up and acquire target areas on your opponent. At no time will contact be made.

(c) As proficiency is gained execute strikes on equipment (when available) such as an air shield, a heavy air bag, or a bayonet dummy.

[1] For strikes with the arms, have the opponent 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.

(d) Strikes will not be executed at full force or full speed.

**TRANSITION:** Review material, probe with questions, and introduce new material. Strikes are placed in two categories: strikes with the arms and strikes with the legs. We will cover strikes with the arms in this lesson. Strikes with the arms include strikes with the hands and strikes with the elbow.

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

## 2. STRIKES WITH THE HANDS.

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

b. Striking Surface. The striking surface of the ridge hand is between the index finger side of the hand, with the thumb tucked underneath to the bend of the inside portion of the elbow. Tuck the thumb underneath onto the palm of the hand.

c. Target Areas of the Body. The ridge hand is ideal for targets such as the neck, the head, the ribs, and kidneys.

***INSTRUCTOR'S NOTE:*** Explain and demonstrate the technique using EDIP. Allow students to imitate each of the techniques. Provide practice 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 during the practical application until they are proficient in the technique.
6. Fault check student's performance of the techniques.
7. Enforce safety precautions.

d. Technique. To train the ridge hand, have students:

(1) From the basic warrior stance, make a knife hand with your thumb tucked underneath.

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

(3) Thrust your arm forward and step into the opponent (forward left, optional) while rotating your right hip and shoulder forward.

(a) Rotate your wrist so the palm is face down.

(b) Contact should be made with inside cutting edge of hand to the bend of the elbow.

(c) Follow-through the target area with your arm and regain and assume the basic warrior stance.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have covered the ridge hand strike and practiced are there any questions?

### 3. FINANCIAL MANAGEMENT.

a. Definition of financial management planning. Financial planning is the ability to coordinate your finances through the use of insurance, loans, investments, banking credit/debt, and estate planning to achieve your financial goals. Financial planning is an ongoing process that consists of short, intermediate and long range goals, estimating your yearly net income (income after taxes), estimating your expenses (including fixed and flexible) and establishing a budget on your income and expenses.

b. Components of a Financial Management Plan. Financial management planning is an ongoing process. To ensure that you develop a sound plan, let's go over the components.

Credit – What is credit and how do you use it.

Debt – What is debt and how do you manage it.

Financial Goals – What are your financial goals.

Savings and Investing – How do you save and invest.

(1) Credit. What is credit? Credit is whenever you pay for goods or services after you have taken possession of them. For example, if you purchase a vehicle and still owe money on it and make monthly payments, you have purchased the vehicle on credit. Every time you use credit to purchase an item, the prospective lender has to decide whether or not you are worth the risk. Your credit rating is a month-to-month record of your payment history

with banks or credit card issuers. It includes information such as bankruptcies, tax liens and even if you made late payments on your credit cards. Your credit history is kept by a credit bureau, a central clearinghouse that provides credit reports to banks or businesses that are considering giving you credit. Most reports are issued by one of the following credit bureaus:

Equifax	1-800-685-1111
Trans Union	1-312-408-1400
Experian	1-800-392-1122

(a) A poor credit rating could mean you'll be denied a loan or a credit card. You could also be turned down for insurance, an apartment or even a job because of poor credit. Ensure that you check your credit rating every few years for accuracy. This should especially be done when you are applying for a mortgage or a major loan.

(2) Debt. What exactly is debt to income ratio? This is determined by taking the total amount of debt payments divided by your monthly income after tax income.

If your debt to income ratio is:

Less than 15 percent, you are managing your credit well.  
Between 15 and 20 percent, you are on the borderline of being debt heavy.  
Greater than 20 percent, you are in over your head.

Is your debt level too high? Here are some danger signals that tell you your debt is too high:

- You are borrowing to pay for items you used to pay for with cash?
- An increasing percentage of your income going to pay debts?
- You make only the minimum payments on your revolving charge accounts?
- You take out a loan before the old one is paid off/ take out a new one to pay off an existing loan?
- You are chronically late in paying your bills?
- You are being threatened with repossession of your car or cancellation of your credit cards or with other legal action?

NOTE: If you could answer yes to any of questions, you should cut back on credit use and be alert for other signs of overspending.

If you answered yes to either of the last two questions, you are in serious trouble and should seek credit-counseling help immediately. Groups usually

have more resources than individuals. Varying backgrounds and experiences ensure new or different approaches.

(3) Financial Goals. What is it that you want out of life? Each individual and family is unique. Therefore, the specific goals you want to achieve in your life are unique to you. However, there are some specific goals which apply to just about everyone. These are the ones we deal with here. Your list will probably be more detailed and longer. However, this is a good start.

(a) Short term goals (3 years or less) The first thing one has to do is to protect themselves against risk. This is done in two ways. The first is to create an emergency fund. The emergency fund will protect the individual or family against unexpected situations. These unexpected situations might be unemployment, health care costs not covered by insurance, or property losses not covered by insurance. The second thing to do is to purchase adequate insurance. The best mix of insurance will cover: disability, health, life, property and casualty, and your automobile.

- Pay off consumer credit debt.
- Get a good credit rating.
- Develop an investment program.
- Establish a disciplined savings plan.
- Purchase insurance coverage, automobile, homeowners, renters and life insurance coverage.
- Set up a will and power of attorney, either conventional or durable.

(b) Intermediate goals (4-20 years) The next thing one might want is to provide for the financial security of yourself and your family. You want to be able to meet all your financial needs without straining your resources. Many people have other dependents they have to take care of. This might include elderly parents. As time passes, many people want to be able to fund in part or in full the tuition needs of their children. And many parents also want to be able to fund in part or in whole, special things for their children such as first homes, cars, etc. Another goal many people have is a comfortable standard of living. By this, we mean travel, vacations, a second home, membership in a country club, entertainment, a new home or improvements to your existing home, and relaxation.

- Pay for a wedding and home.
- Provide for children's college education.
- Possible future needs and support for aging parents.
- Increase income for additional goals and luxuries.
- Review insurance coverage's.
- Provide for your advanced education.



(c) Long term goals (21 or more years) A fourth goal almost all people have is a comfortable retirement. People want to maintain the same standard of living in retirement that they had while they were working. They want to maintain their financial independence during retirement. It is also important to shield your assets in retirement against a medical emergency. And perhaps most important, people want to be able to retire early or retire precisely when you want to.

The last goal most people have is estate planning. Regardless of your circumstances, almost all people want to provide for an orderly transition of their assets. The fallacy is that only people with large estates need to plan. The reality is that almost all people need some type of estate planning. For most people, estate planning is relatively simple and inexpensive to set up. For others, where their estates are large and complicated, the use of professionals is necessary.

- Establish and work toward your retirement goals.
- Maintain standard of living over your entire lifetime.
- Assess housing location for retirement.

(4) Saving and Investing. Remember your financial and lifestyle goals? The key to meeting them is to establish a regular, disciplined savings plan - and sticking to it. Once you have put money into a sound financial tool, leave it alone!

A retirement survey states that out of 100 people who worked from age 25 to 65 (Survey from the Social Security Administration)

57 were dependent on relatives, friends or charity  
33 were dead  
5 were still working  
4 had adequate retirement income  
1 was well to do

Personal Savings Rates. The United States of America is one of the lowest ranking countries when it comes to personal savings.

US	2.1%
France	12.8%
Germany	11.6%
Japan	11.9%
United Kingdom	11.6%

(a). Saving and Investing Objectives (Requires personal Budgeting). To help you get started in developing your plan, here is some guidance.

Experts recommend you save 10 percent of your base pay from every paycheck. So if you make \$1700 per paycheck, plan to put \$170 from each paycheck into your savings tools. These tools include contributions to your permanent life insurance or pension plan, as well as traditional savings. You should also consider putting your annual pay raises in savings. Even if you can't afford to save a full 10 percent, put something aside. The military makes it easy to save regularly each month; you can set up an allotment to put your money directly into a savings account or other investment. You can also direct your bank to automatically transfer a set amount each month to a savings account.

(b) Rule of 72. Your money grows over time because of compound interest, where your interest earns interest, which then earns interests. This rule says that if you divide 72 by the anticipated rate of return you can earn, the result will be the number of years it will take for your money to double.

EXAMPLE: 72 divided by % rate equals the years until your money doubles

EXAMPLE: 72 divided by 10% equals 7.2 years

(c) Specific investments programs. There are many investment programs where you can place your money. Pick up any financial magazine or newspaper and you'll see, everybody wants your money.

Low risk investments. Some low risk investments are:

Savings accounts. This type of account pays very little interest and is primarily used for those that need liquidity with their assets. It can be used to hold an "emergency fund" if needed. Banks normally pay between 3 - 4% interest per quarter. Other banks may pay more.

Bank money market accounts. When you deposit money in this type of account, your money is automatically invested in a short term instrument.

Annuities. An annuity is a contract with an insurance company and is subject to Internal Revenue Code guidelines. Money within an annuity accumulates tax-deferred; you don't pay taxes on any of our earnings until you receive the money, usually at retirement.

*Certificates of deposit. A Certificate of Deposit is money that is lent to a financial institution for a set period of time. The financial institution agrees to pay you at a set rate of interest for the use of your money. The interest rates vary from bank to bank.*

US Savings Bonds. This is money that is loaned to the government in return for a set amount over a certain number of years.

US Treasury Bills. Treasury bills have maturities of 3 to 6 months. They are auctioned off once every week. These are a direct short term obligation of the U. S. government. T-bills do not pay interest. They are purchased for a discount. At the end of the maturity period, the owner receives the full value of the T-bill.

High risk investments. High risk investing is more for the strong at heart. There is the increase risk for loss, but also an increasing reward through appreciation of this type of investment.

Commodities. Otherwise known as oil, wheat, gold, silver, etc.

Corporate Bonds. This is made up of money loaned to a corporation by their investors. A bond certificate will state, the corporation's obligation to pay back a specific amount of money, at a specific point in time, at a specific rate of interest. Interest is usually paid twice a year.

Municipal Bonds. Municipal bonds are issued by a state or local government. They are debt instruments. The funds go to either support a governments general financing needs or for special projects. These bonds are free from federal tax on the accrued interest and also free from state and local taxes if they are issued in the state of residence. Keep in mind that any profit realized from the purchase or sale is not exempt from tax. Only the accrued interest is tax exempt.

Stocks. You can purchase shares of an organization, i.e., Mobile, IBM, etc. in hopes that their "stock" will rise above the purchase price.

Real Estate. The purchasing of land, property. Very volatile depending on the economy.

Mutual Funds. A mutual fund is an investment company that makes investments for a group of people who share similar financial goals. These funds may hold hundreds of different investments at one time.

**TRANSITION:** During this period of instruction, we have discussed how to determine your debt to income ratio, how to determine financial goals, various types in investment programs.

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

During this period of Instruction we have covered the Ridge Hand Strike and Financial Management. Ridge Hand Strike is another strike to help protect you from physical harm. A devastating blow to the side of the neck or head of your adversary from a ridge hand strike could get you out of some sticky situations, just as being financially responsible will keep you out of financial trouble. Proper planning is a way of defending yourself against financial woes.

**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

UNARMED MANIPULATION

COURSE TITLE

GREEN 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-3.08
LESSON TITLE	Unarmed Manipulations
DATE PREPARED	December 2004
TIME	1 hr 30 min
METHOD	EDIP and Informal Lecture
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCO 1000.9, MCO 1500.54, MCO P5354.1C, MCRP 6-11B, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	782 gear plus, mouthpiece

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

**DETAILED OUTLINE**

**UNARMED MANIPULATIONS**

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

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**1. GAIN ATTENTION.** Throughout this course, we have covered close combat techniques, which are intended to cause the death or serious injury of an aggressor. 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 Marine Corps Martial Arts techniques of unarmed restraints and manipulation. The capability to resolve issues while on liberty without creating confrontation is important as well. Later we will discuss ways to handle situations with the informal resolution system. Marines operate within a continuum of force on a daily basis, particularly in support of peacekeeping missions or operation. In these situations, Marines must act responsibly to handle situations without resorting to deadly force. Utilizing the informal resolution system (IRS) is one way to prevent a situation from escalating. The informal resolution system allows Marines to handle issues as professionals in an informal atmosphere, which may exist outside of a combat environment.

**2. OVERVIEW.** This lesson will cover unarmed restraints and manipulation including enhanced pain compliance, reverse wristlock come-along, controlling technique and discussion of the informal resolution system.

**3. INTRODUCE LEARNING OBJECTIVES.** The terminal learning objectives and enabling learning objectives are as follows.

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus an aggressor, and without the aid of references, execute unarmed manipulations in accordance with the references. (8550.03.08)

(2) Given 782 gear plus and without the aid of references, discuss the informal resolution system in accordance with the references. (8550.03.23)



b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute enhanced pain compliance in accordance with the references. (8550.03.08a)

(2) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute a reverse wristlock come-along in accordance with the reference. (8550.03.08b)

(3) Given 782 gear plus, aggressor, mouthpiece, and without the aid of references, execute a controlling technique in accordance with the reference. (8550.03.08c)

(4) Given 782 gear plus and without the aid of references, discuss the purpose of the informal resolution system in accordance with the references. (8550.03.23a)

(5) Given 782 gear plus and without the aid of references, discuss the three sections that compose the informal resolution system in accordance with the references. (8550.03.23b).

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

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

***INSTRUCTOR'S NOTE:*** *The instructor will review, probe and introduce the next subject.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed what will be covered and how you will be tested, are there any questions? Let's now discuss the principles, safeties and purpose of the period of instruction that we are covering.

***INSTRUCTOR'S NOTE:*** *The following is a review of basic fundamentals for all unarmed restraints and manipulations which have been taught at tan belt and are reinforced at each belt level.*

**1. INTRODUCTION TO UNARMED RESTRAINTS AND MANIPULATION.**

a. Purpose. Enhanced pain compliance techniques are applied in the third and fourth levels in the continuum of force model. Apply two points of contact to enhance control and leverage while applying a technique.

b. 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 of behavior a 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.

c. Compliance Techniques. Compliance techniques are unarmed manipulation techniques used to physically force a subject or aggressor to comply. Compliance can be achieved through Marine Corps Martial Arts techniques of:

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

(2) Come-along holds.

d. 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.

e. Safety Precautions During Training. To prevent injury to students during training, instruct students as follows:

(1) When executing a joint manipulation in training and for compliance in combat, apply a slow, steady pressure until compliance is achieved. Bones 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 aggressor's body that will get his attention.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed the principles, safeties and the purpose associated with unarmed manipulations training. Are there any questions? We will now start with the reverse wristlock with enhanced pain compliance.

**INSTRUCTOR'S NOTE:** *Explain and demonstrate the unarmed manipulation technique using EDIP. Allow students to imitate each of the techniques. Provide practice 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 during the practical application until they are proficient in the technique.*
6. *Fault check student's performance of the techniques.*
7. *Enforce safety precautions.*

## 2. ENHANCED PAIN COMPLIANCE.

a. Enhanced Pain Compliance. Enhanced pain compliance techniques are applied in the third and fourth levels in the continuum of force model. Applying two points of pain enhances control and leverage while applying a technique.

(1) From a **reverse wristlock**, continue to control the aggressor's right hand with your right hand. Use your left hand to pull down and apply pressure on the aggressor's radial nerve. When pressure is added to the radial nerve, do not loosen your right hand's grip on the reverse wristlock.

[a] Pressure can be added to the nerve by moving out and down, in a circular motion.

[b] Striking with the left hand before grabbing the radial nerve is acceptable.

(2) From the **basic wristlock**, maintain control of the meaty portion of the aggressor's left hand with your right hand, use the left hand to maintain control of the lower forearm and elbow (palm up).

[a] Pressure is added taking the left thumb and pushing into the aggressor's ulnar nerve located just below the joint. Also pulling up on the elbow. (Opposite direction of the hand).

[b] Pressure can also be added by using the fingers of the left hand to pull down on the aggressor's radial nerve from the backside of the forearm.

(3) From the **wristlock come along**, maintain control of the wrist with both hands, and lock the aggressor's elbow with the forearms.

[a] Apply pressure against the finger joints to bend them away from each other, splitting the fingers in opposite directions.

### 3. REVERSE WRISTLOCK COME-ALONG

a. Reverse Wristlock Come-Along. To train the reverse wristlock come-along, have the student:

(1) With your right hand, execute a reverse wristlock. Instead of stopping the rotation at 90 degrees continue the rotation until the aggressor's palm is facing straight up towards the sky.

(2) Ensure you keep the aggressor's hand close to your chest.

(3) With your left hand grab the meaty portion of the aggressor's thumb and as much of the palm as possible.

(4) With your right hand, collapse the aggressor's right arm by applying pressure to the inner portion of his elbow.

(5) At the same time step forward with the left foot pivoting on the ball of your right foot so that you are facing the same direction as your aggressor.

(6) At the same time with your right hand pull the aggressor's elbow to your chest as you bring your left arm high into your aggressor's armpit.

[a] Maintain upward pressure with your left arm to keep your aggressor off balance.

[b] Keep pressure on your aggressor's wrist by rotating your palm towards you while keeping downward pressure on the hand to maintain compliance over your aggressor.

(7) Your right hand will come on top of the aggressor's right hand. Keep your elbows tight to control the aggressor's arm.

(8) For enhanced pain compliance: release with your right hand and re-grasp the bottom two fingers on the aggressor's left hand and pull them down and away from his hand.

#### 4. CONTROLLING TECHNIQUES.

##### a. Opposite Side Grab.

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

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

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

[a] Target area to grasp on the right forearm is the radial nerve.

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

##### b. Same Side Grab.

(1) The aggressor grabs your left wrist with his right hand.

(2) Rotate your left palm upward.

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

(4) Continue to rotate the aggressors palm outboard until control or compliance is achieved.

**TRANSITION**: Unarmed restraints and manipulation techniques including come-alongs, and enhanced pain compliance 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.

## 5. PRACTICAL APPLICATION.

***INSTRUCTOR'S NOTE:*** Pair students to practice unarmed restraints and manipulation. Allow students approximately 30 minutes to practice the techniques for fault checking the techniques.

*Rotate students after each execution of each technique.*

*Fault check student performance. Enforce safety precautions.*

**TRANSITION:** Joint manipulation and come-alongs are effective unarmed restraint and manipulation tools to gain compliance from a subject. Are there any questions over the techniques that we have just discussed and practiced? When faced with confrontation from another Marine, using the techniques that we just discussed is not the first or only way to resolve the issue. To allow for better understanding and work relationships we have the informal resolution system. Let's discuss this program and how its implementation can create a better work environment.

6. Informal Resolution System (IRS). This system was designed so that whenever possible, conflicts arising from offensive or unwelcomed behavior can be resolved at the lowest possible level. The IRS is designed to address behaviors that could potentially become sexual harassment or other types of behaviors that are inappropriate but do not constitute an offense under the UCMJ. The recipient is encouraged to confront the offender directly in person, in writing, or through an informal third party. The third party can be the supervisor, a co-worker, or someone outside of the workplace. The offender should be informed that the behavior is offensive or unwelcomed and should be stopped. Training in the IRS should be part of normal leadership training for all Marines.

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

IRS also emphasizes people's responsibility to be a role model of appropriate behavior and confront inappropriate behavior when observed or brought to their attention. It is not appropriate and is unauthorized to use the IRS to resolve conflicts that are criminal in nature.

b. Individual Responsibilities. In general, each individual's responsibilities are:

(1) Do not ignore discrimination, sexual harassment, or other inappropriate behavior when it is encountered or observed.

(2) Review options under the IRS, and take action to resolve the conflict.

(3) The IRS is comprised of three sections: behavior zones (3 zones), roles (4 roles), and resolution options (3 options).

c. Behavior Zones. (based on "reasonable person" standard)

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

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

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

d. Roles.

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

(2) Offending person. One who may have offended/harassed another.

(3) Other person. One approached by recipient or by offending person or who observes inappropriate behavior.

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

e. Resolution Options. (Under IRS)

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



(2) Informal third party -- recipient (or offending person) enlists the informal assistance of some other person to help resolve the conflict.

(3) Training Information Resources (TIR). Generic, non-accusatory command training.

**TRANSITION:** We have just discussed the informal resolution system, and how to utilize it. Are there any questions concerning the informal resolution system? If not, then let's continue.

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

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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 workspaces, we must be able to resolve our issues with other Marines without resorting to utilizing the techniques taught here today. In the third level within the continuum of force, compliance techniques are applied to control a situation. These actions include Marine Corps Martial Arts techniques of unarmed restraints and manipulation. Being able to decrease the stress between two or more Marines is known as the informal resolution system.

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

**UNITED STATES MARINE CORPS**  
MARTIAL ARTS INSTRUCTOR TRAINER COURSE  
THE BASIC SCHOOL  
MARINE CORPS COMBAT DEVELOPMENT COMMAND  
QUANTICO, VIRGINIA 22134

## **DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

KNIFE TECHNIQUES

COURSE TITLE

GREEN BELT



**UNITED STATES MARINE CORPS**  
MARTIAL ARTS INSTRUCTOR TRAINER COURSE  
THE BASIC SCHOOL  
MARINE CORPS COMBAT DEVELOPMENT COMMAND  
QUANTICO, VIRGINIA 22134

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-3.09
LESSON TITLE	Knife Techniques
DATE PREPARED	December 2004
TIME	1 hr 15 min
METHOD	E.D.I.P (explain, demonstrate, imitate, practice) informal lecture and guided discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54, MCRP 3-02B, MCRP 6-11B, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	782 gear plus, training knife, groin protection, eye protection, mouthpiece.

**UNITED STATES MARINE CORPS**  
MARTIAL ARTS INSTRUCTOR TRAINER COURSE  
THE BASIC SCHOOL  
MARINE CORPS COMBAT DEVELOPMENT COMMAND  
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**DETAILED OUTLINE**

**KNIFE TECHNIQUES**

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

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**1. GAIN ATTENTION.** Different weapons are employed by different groups of people or cultures. When deployed to an unfamiliar region of the world, you must become familiar with the techniques that culture uses to fight and the weapons they employ. On the battlefield there are many situations that may arise. Your rifle may malfunction or you may run out of rounds. If you were caught in a situation where you are armed with only a knife, would you be able to effectively defend yourself and eliminate the threat if attacked by an armed aggressor? These are questions you must ask yourself, as your life and the lives of others who rely on you depend on these skills. They are questions that are relevant to fear. Fear is a common human factor to combat on the battlefield. As Marines, we all face the eventuality of combat. In order to prepare ourselves to be successful on the battlefield we must understand that environment. Combat will present you with a set of challenges more difficult than anything you have ever experienced. As a warrior and leader every Marine must study these challenges and prepare to overcome them. The first battlefield related challenge to confront is fear.

**2. OVERVIEW.** This lesson will cover the techniques for instructing blocks and follow on techniques for knife versus hand-held weapon attacks. Additionally, we will discuss the fear we will face in combat, how we must block and counter that fear with action.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus, an aggressor, mouthpiece, and without the aid of references, execute knife techniques in accordance with the references.  
(8550.03.09)

(2) Given 782 gear and without the aid of references, discuss fear in accordance with the references. (8550.03.24)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus an aggressor, a mouthpiece, and without the aid of references, execute block for a vertical strike with follow-on techniques in accordance with the references. (8550.03.09a)

(2) Given 782 gear plus an aggressor, a mouthpiece, and without the aid of references, execute block for a forward strike with follow-on techniques in accordance with the references. (8550.03.09b)

(3) Given 782 gear plus without the aid of references, discuss the sources of fear, in accordance with the references. (8550.03.24a)

(4) Given 782 gear and without the aid of references, discuss the conditions that stimulate fear in accordance with the references. (8550.03.24b)

(5) Given 782 gear and without the aid of references, discuss the factors for overcoming fear in accordance with the references. (8550.03.24c)

**4. METHOD/MEDIA.** This class will be taught by E.D.I.P (explain, demonstrate, imitate, practice), informal lecture and guided discussion.

**5. EVALUATION.** Topics from this lesson will be evaluated via a written and performance examination.

***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.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just gone over the purpose of this lesson, the learning objectives, how it will be presented, and how you will be evaluated. Are there any questions? We will now review some of the basics of knife fighting you have been taught in previous instruction at prerequisite MCMAP belt levels.

**1. (REVIEW) BASICS OF KNIFE FIGHTING.**

a. Grip. Your grip on the knife should be natural. Grasp the knife's grip with your thumb and fingers wrapped entirely around the handle of the knife when drawn from its sheath. Your grip will be tight to keep the knife from slipping when thrusting. This is commonly known as a hammer grip; the blade and tip end of the knife is always oriented toward the aggressor.

b. Stance. The Modified basic warrior stance serves as the foundation for initiating knife techniques.

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

(2) The right elbow is bent. The tip of the blade is pointed forward toward the aggressor's head. This position serves as an index point, where all techniques are initiated.

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

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

c. Principles of Knife Fighting.

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

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

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

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

(1) Neck. Carotid arteries are excellent target areas because they are not usually covered by body armor or natural protection.

(2) Lower Abdomen or Groin. The lower abdomen and groin region is not usually covered by body armor.

(3) Aorta. The aorta, if not covered by body armor, is an excellent target, which, if struck, can prove fatal in a matter of seconds or minutes.

(4) The Extremities. There are additional, secondary target areas that will cause excessive bleeding by severing an artery. These target areas are not immediately fatal, but will often become fatal within minutes if bleeding is not stopped.

(a) Attacks on targets such as the legs can cause a great deal of trauma and prove fatal. For example, the femoral artery located in the thigh is a large artery which, if cut, will cause extensive blood loss.

(b) Attacks on the brachial artery, located between the biceps and triceps on the inside of the arm, can cause extensive bleeding and damage.

(c) Attacks on the radial and ulnar nerves of the arm can cause extensive bleeding and damage.

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

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

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

(3) When engaging an aggressor with forward movement, start in your modified basic warrior stance and maintain a low silhouette, move forward in a



normal walking motion and follow every knife strike with a follow-on strike with your opposite hand to continue aggression on your aggressor. Strikes used with opposite hand will be face smash, chin jab, or eye gouge. These are most effective in that situation.

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

(1) This training must be closely supervised. Strikes should not be executed at full force because they can injure the student.

(2) To be realistic, the techniques should be performed quickly. In reality, an attacker is not going to stand there and let you take him. He will be fighting as much as you. However, have students perform the techniques slowly at first, and increase the speed of execution of each technique, as well as the aggressor's attack, as they become more proficient.

(3) When training blocking techniques, ensure students step inside to clear the attack of the weapon.

(4) When using training knives ensure not to make full body contact, especially in throat or neck area.

g. Mindset. In any close combat engagement against a knife, a stick, or some other weapon of opportunity you must acknowledge that you may be cut or injured, but that you will defeat your aggressor, the enemy, and eliminate the threat. You must establish and retain a mindset to go on the offensive rather than be on the defensive. Your survival depends on it.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just covered some of the basics of knife fighting, discussed the safeties and mindset, Are there any questions? There are two types of techniques used to counter a hand-held weapon attack when you are armed with a knife: blocks and follow on techniques. Blocks are used to deter or deflect an attack. A follow on technique is used to inflict as much damage as possible on the aggressor.

***INSTRUCTOR'S NOTE:*** All techniques taught during this lesson are for right-handed students. In addition, the attacker is attacking with his right hand. Left-handed students should reverse instructions as necessary.

## 2. BLOCKS.

a. Angles of Attack. Before you can learn to block or counter an attack with a hand-held weapon (i.e., knife, stick), you must understand from what angle your attacker will come at you. There are six angles from which an attacker will typically attack with a hand-held weapon:

(1) Vertical strike coming in straight down on you.

(2) Forward diagonal strike coming in at approximately a 45-degree angle to you.

(3) Reverse diagonal strike coming in at approximately a 45-degree angle to you.

(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 you.

b. Blocks. On any hand-held weapon attack with a knife or stick, you can deflect the attacker's hand or arm to block the attack.

(1) Block with a Follow on Technique. To train the basic block with a follow on technique, instruct the students as follows:

(a) Step forward at a 45-degree angle to move your body out of the line of the attack.

[1] Always step in the direction of the strike and bring your full body weight to bear, as moving in the opposite direction of the strike will risk getting hit with the weapon.

(b) Thrust your weak-side forearm forward, hand up, against the aggressor's attacking arm. Contact is made on the aggressor's arm with the outside of your forearm.

[1] Do not block with your hand. Use the outside of your forearm to place more mass next to the attacking arm.

[2] Exert pressure with the blocking arm to "block and stick". Control must be made with blocking arm, if subject tries to retract, use blocking hand to grab and control the arm.

(c) Make contact with the knife on the aggressor's arm either on the biceps or forearm to cut the attacking arm and to set up another target area for an attack.

[1] In most cases the knife will initially be used to aid in the blocking of the attacking arm.

[2] Use the knife to slash through the attacking arm to gain the advantage over the aggressor or cause him to drop his weapon.

(d) Follow through with as many slashing techniques, and/or thrusting techniques to available target areas on the aggressor. Do this until the aggressor is dead. Remember you are fighting for your life, and so is your aggressor, the enemy.

(2) Counter to a Vertical Attack. To train the block for a vertical attack, instruct the student as follows:

(a) From the modified basic warrior stance move forward, inside the arc of attack.

(b) Block the attack, over and in front of your head, with your left arm bent so your forearm makes contact with the aggressor's forearm.

(c) At the same time execute a vertical thrust into the aggressor's neck and follow through with at least three more killing (preferably thrusting) techniques to available target areas. Control the aggressor's attacking arm throughout.

(3) Counter to a Forward Strike. To train the block for a forward diagonal or forward horizontal strike, instruct the student as follows:

(a) From the modified basic warrior stance move forward-left, inside the arc of the attack.

(b) Block the attack with your left arm bent so your forearm makes contact with the aggressor's forearm.

(c) At the same time use the knife-edge to block on the aggressor's upper arm or bicep. Then slash downward on the biceps dropping your body weight to develop maximum force.

(d) Follow through with at least three more killing (preferably thrusting) techniques to available target areas on the aggressor. Control the aggressor's attacking arm throughout.

**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.

**TRANSITION:** Review material, probe with questions, and introduce new material. Whether attacked with a knife or a stick, blocks with follow on techniques can be very effective. However, these techniques must be trained continuously to a level that they become instinctive. Are there any questions on what we just covered? Now we are going to discuss fear. Imagine your squad or fire team is being attacked. Your defensive position is about to be overrun by three of the enemy; you just ran out of ammunition, all you have is a knife. Do you think you would have any fear?

### 3. SOURCE AND CONDITIONS THAT STIMULATE FEAR.

#### a. Sources of fear.

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

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

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

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

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

b. Conditions that stimulate fear.

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

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

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

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

4. EFFECTS OF FEAR.

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

b. Physically, the body reacts when threatened or there is anticipation of danger. During World War II, General George S. Patton, USA, wrote a friend:

"It is rather interesting how you get used to death. I have had to go inspect the troops everyday, in which case you run a good chance...of being shot. I had the same experience everyday, which is for the first half hour, the palms of my

hands sweat and I feel very depressed. Then, if one hits near you, it seems to break the spell and you don't notice them anymore."

c. Physiological reactions include:

- (1) Trembling.
- (2) Pounding heart.
- (3) Irrational laughter.
- (4) Sweating.

d. Psychological reactions include:

- (1) Inability to make decisions.
- (2) Over-fixation with minor details.
- (3) Displaying lack of confidence.

## 5. RECOGNIZING FEAR.

a. The leader may not normally see these manifestations/reactions in peacetime. Fear must be recognized and dealt with promptly. Fear is infectious and can destroy the effectiveness of a unit.

b. Extreme reaction to fear occurs when the individual confronts a situation in which death appears to be imminent. During such instances, two basic forms of behavior have been observed.

(1) "We fought like rats, which do not hesitate to spring with all their teeth bared when they are cornered by a man infinitely larger than they are." (Statement of German soldier on Eastern Front during World War II describing how they reacted when overrun by Russian hordes. From Combat Motivation by Anthony Kellet.)

(2) "They sat there dumbly in the line of fire, their minds blanked out, their fingers too nerveless to hold a weapon." This has been termed "freezing under fire." From Men Against Fire by S.L.A. Marshall, writing about soldiers on Omaha Beach in World War II.

## 6. OVERCOMING FEAR.

a. Many experts have attempted to answer this question and focus attention on the following areas:

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

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

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

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

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

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

c. What actions can you, a leader of MARINES, take to help overcome fear?

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

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

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

(c) Instill a sense of unit cohesion, a belief in the band of brothers concept, and develop esprit.

(d) Do not tolerate self-pity.

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

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

(g) Take physical corrective action as necessary.

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. Fear is going to be in each and every one of us in combat. Do not think for one moment that you will not feel the effects of fear. But how you control that fear is what will make a difference for you as well as the Marines that you lead into combat.

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

There are no guarantees in combat. You will not always have enough rounds. You will not always get re-supplied on time. Your rifle will not always function. These may be some of the thoughts and fears you will have in combat. Every warrior will experience fear at one time or another. As professionals and masters at arms we need to study fear, recognize it and overcome its effects. This is even more critical for the leader, as he must look after his men as well as himself. Learn to master your fear so that it does not master you. With the



techniques you have learned today, and with enough practice you should be able to instinctively face those fears with confidence.

***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

NON-LETHAL BATON TECHNIQUES

COURSE TITLE

GREEN 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	MAI-3.10
LESSON TITLE	Non-lethal Baton Techniques
DATE PREPARED	December 2004
TIME	1 hr 45 min
METHOD	EDIP, and Guided Discussion
LOCATION	Training Area Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54, MCRP 3-02B, MCRP 6-11B, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	782 gear plus Mouthpiece, Striking Pad, Training Baton

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

**DETAILED OUTLINE**

**NON-LETHAL BATON TECHNIQUES**

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

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**1. GAIN ATTENTION.** Today's mission of the Marine Corps is somewhat different than that of the past. Non-lethal situations such as peace keeping or humanitarian missions are more frequently undertaken now than ever. You may only be armed with a baton in a given situation and be expected to neutralize the threat or de-escalate the matter in a peaceful and professional manner. Your reactions must also be in accordance with the MCMAP continuum of force model. In the fourth level in the continuum of force (Assaultive - Bodily Harm), defensive tactics, including nonlethal baton blocks and blows, are employed. However, blows to the head or other bony parts of the body are considered deadly force and are not to be employed at this level. 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 and strikes with the weapon at hand. You must also be able to handle any situation as professionally as possible and maintain the Marine Corps' high reputation for Profession of Arms.

**2. OVERVIEW.** This lesson will cover the techniques for training non-lethal baton techniques including grip, stance, movement, target areas of the body, angles of attack, blocks, and strikes. We will also talk about Profession of Arms, how it affects us, and how it can be developed.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 Gear Plus, opponent, mouthpiece, and without the aid of references, execute non-lethal baton in accordance with the references.  
(8550.03.10)

(2) Given 782 gear and without the aid of references, discuss the profession of arms in accordance with the references. (8550.03.25)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, mouthpiece, and without the aid of references, execute two-handed forward strike in accordance with the references. (8550.03.10a)

(2) Given 782 gear plus, opponent, mouthpiece, and without the aid of references, execute two-handed reverse strike in accordance with the references. (8550.03.10b)

(3) Given 782 gear plus, opponent, mouthpiece, and without the aid of references, execute a rear jab in accordance with the references. (8550.03.10c)

(4) Given 782 gear plus, opponent, mouthpiece, and without the aid of references, execute a front jab in accordance with the references. (8550.03.10d)

(5) Given 782 gear plus, opponent, mouthpiece, and without the aid of references, execute high block in accordance with the references. (8550.03.10e)

(6) Given 782 gear plus, opponent, mouthpiece, and without the aid of references, execute low block, in accordance with the references. (8550.03.10f)

(7) Given 782 gear and without the aid of references, discuss the characteristics of a professional in accordance with the references. (8550.03.25a)

(8) Given 782 gear and without the aid of references, discuss the definition of the "Profession of Arms" in accordance with the references. (8550.03.25b)

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

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

**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.

**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 some safety precautions before training.

**BODY** **(100 MIN)**

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1. GRIP, STANCE, 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:

(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:

(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 modified 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:

(a) Grip the baton using the one-handed grip.

(b) Elevate the baton up and orient it toward your opponent, with your gripping hand on your side, 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:

(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.

c. Movement. In a non-lethal confrontation, movement may be made to create distance between you and a aggressor or to close the gap to control the aggressor. When facing an aggressor, movement is made in a 45-degree angle to either side of the aggressor. Moving at a 45-degree angle is the best way to both avoid a aggressor's strike and to put yourself in the best position to control the aggressor.

d. 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, re-establish control over the aggressor, and maintain control once compliance is achieved.

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

(1) 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:

(3) Begin with 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, focus on acquiring skills.



(4) As you become more proficient, you will be allowed to pair up and face each other as you perform the techniques. Both the student and the opponent are stationary. There should be no contact between students at this stage. Pads may also be used at a later stage to enhance training.

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. The continuum of force is something that regulates our actions in every situation. We discussed the principles and safety precautions for training. Are there any questions? The way the baton is carried facilitates movement and employment of the baton. Your carry also enables you to execute blocks

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

## 2. BLOCKING TECHNIQUES.

a. One-handed Blocks. One-handed blocks are used when carrying the baton in the one-handed carry. The same one-handed blocks used in weapons of opportunity apply in non-lethal baton engagements.

b. 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) High Block. A high block is executed to deter a downward vertical attack directed at your head and shoulders.

(a) From either carry, execute forward movement and raise the baton up to a level slightly above and in front of the top of your head. The baton should be in a horizontal position to block the blow.

(b) Open the fingers of the left hand, extended and joined, supporting the baton. This minimizes the chance of your left hand being struck.

(c) At the moment of impact, the baton should be perpendicular to the opponent's striking surface to absorb the impact of the blow.

(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.

(2) Low Block. A low block is executed to deter an upward vertical attack directed at your abdomen, groin, or torso. The opponent's blow can be delivered by a foot, knee, or fist.

(a) From either carry, execute forward movement and lower the baton to a level even with or below your knee. The baton should be in a horizontal position to block the blow.

(b) Open the fingers of the left hand, extended and joined, supporting the baton. This minimizes the chance of your left hand receiving the brunt of the attack.

(c) At the moment of impact, the baton should be perpendicular to the opponent's striking surface to absorb the impact of the blow.

(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.

Confirm by questions and practice.
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**TRANSITION:** Review material, probe with questions, and introduce new material. The baton can be effectively used to block an aggressor from attacking you. (Probe Students) Striking can also be done with the baton, as long as it is done to certain areas with the intent to control and not to harm.

### 3. STRIKING TECHNIQUES.

a. Target Areas of the Body. Marines must avoid striking an aggressor 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 muscular areas of the upper and lower legs. Avoid striking the knee joints because this can cause permanent damage.

(2) Arms. Primary targets are muscular areas of the arms and shoulders. Avoid striking the shoulder joints because this can cause permanent damage.

(3) Torso. Primary target is the abdominal area. Avoid striking the chest, rib cage, spine, tail bone, and groin because strikes to these areas can cause permanent damage or death.

b. Two-handed Striking Techniques. The following strikes are executed using the two-handed grip:

(1) Two-handed Forward Strike. This strike is an effective follow-up to a middle block or right block.

(a) Stand facing the aggressor with the baton carried in a two-handed carry and the baton parallel to the deck.

(b) Step forward with the right leg and drive the end of the baton with your right hip and hand into the target area.

(c) Power is generated by stepping forward with the right foot and rotating the right hip and shoulder into the strike.

(2) Two-handed Reverse Strike. This strike is an effective follow-up to a forward strike or left block.

(a) Stand facing the aggressor with the baton carried in a two-handed carry with the right leg forward. The baton should be horizontal to the deck.

(b) Step forward with the left leg and drive the end of the baton with your left hip and hand into the target area.

(c) Power is generated by stepping forward with the left foot and rotating the left hip and shoulder into the strike.

(3) Front Jab. This strike is effective for countering a frontal attack; it can also be executed as a quick poke to keep a aggressor away from you. To train the front jab, have the student:

(a) Stand facing the aggressor with the baton carried in a two-handed carry.

(b) The baton is held either horizontal to the deck or at a slight downward angle.

(c) Thrust both hands forward in a quick jab as you drive into your opponent with your hips by stepping forward with your lead leg and following it with your rear leg returning to the Modified Basic Warrior Stance.

(4) Rear Jab. This strike is effective for countering a rear attack.

(a) Stand with your back to the aggressor and with the baton carried in a two-handed carry.

(b) The baton is held either horizontal to the deck or at a slight downward angle.

(c) Turn head to acquire your target.

(d) Thrust both hands rearward in a quick jab as you drive into the aggressor with your hips by stepping back with your rear leg and following it with your lead leg returning to the modified basic warrior stance.

**TRANSITION:** Review material, probe with questions, and introduce new material. Proficiency in executing non-lethal baton techniques will come with practice and experience. The ability to assess a situation and determine the appropriate course of action requires Professionalism. Professionalism is an intrinsic value found in the consummate Marine.

#### 4. PROFESSIONALISM.

**"A military professional is a person who has undergone special preparation and training. A professional possesses the knowledge on which professional actions are based and the ability to apply this knowledge in a practical way. The profession is a means of earning a living, but wages do not become the primary purpose of their work."**

a. To be a Professional a Marine must be:

(1) Competent. To be competent, Marines must study and work to become expert in their field while continually striving to improve their knowledge and expertise in all related military skills appropriate for their rank and billet.

(2) Responsible. To be responsible, Marines must first make sure that they know what is expected of them and work diligently to fulfill those expectations. These expectations come from their immediate supervisor, but also are associated with holding a particular rank within the Corps.

(3) Dedicated. To be dedicated, Marines must be willing to make personal sacrifice. They must put themselves and their personal needs secondary to the needs of the Corps. Duty, Honor, and Country are the guideposts for a military professional and without dedication a Marine will not put these ahead of personal desires.

b. Since we have established the Marine Corps as a profession, does that mean that every Marine is a professional?

(1) Some would say that only Marine Corps Officers and SNCOs are professionals. This type of thinking is contrary to the Marine Corps philosophy of leadership. Every Marine can be a professional to the extent that he/she practices the previously listed characteristics of a professional. However, it must be pointed out that like all the other professions, the Marine Corps possesses some members who are not as professional as others and their lack of professionalism adversely impacts the Corps as a whole.

(2) Unprofessional Marines are those individuals who put their personal needs ahead of the Corps. They shirk responsibility while continually placing blame elsewhere. They usually lack ambition and are indifferent toward improving their knowledge and skill level.

## 5. DEVELOPING PROFESSIONALISM.

a. What can you, the individual Marine, do to improve professionalism in the Corps?

b. Due to the inherent responsibilities of the U. S. Marine Corps, there is a great need for the development and maintenance of high standards of conduct among the members of our profession. A Marine must embrace and follow a unique value system, which sets him a part from the rest of society. This value system is based upon obedience, courage, discipline, selflessness, and honor; the principle ingredients of the Marine ethos. To be a professional, each Marine must develop the following leadership qualities.

(1) Technical Competence. You must be technically and tactically proficient, know your job and do it well, in order to lead others.

(2) Values. To develop professional values and attitudes, you simply resolve to let nothing be more important to you than the welfare of your Marines, the accomplishment of your mission, and your personal integrity. (Values are covered in more detail in "Instilling and Developing Values.")

(3) Ethical conduct. Your values include what you want, but your ethics are more involved with the way you get what you want. In "getting what you

want", a leader must be concerned with proper conduct and the distinction between right and wrong. Nothing must sway him/her from choosing a course of action that is right, i.e., conforming to ethical and moral standards. (Ethics are covered in "Ethical Leadership.")

c. In order to develop professionalism in your subordinates you must:

(1) Be a professional Marine. Set the example.

(2) Letting subordinates know what it means to be a professional. Define professionalism in specific terms.

(3) Stress the uniqueness of the profession and explain the responsibilities associated with being a Marine.

(4) Wear the uniform with pride and insist on the same from subordinates.

(5) Cultivate in each Marine's heart a deep, abiding love of Corps and Country by historical, educational, and patriotic address.

(6) Train your Marines to be the future leaders of our Corps. Each of us should view each of our subordinates as our successor.

**TRANSITION:** Review material, probe with questions, and introduce new material. Professionalism is something that the Corps is known for and every Marine must strive to keep himself or herself at the highest level possible. The responsibility of maintaining that professionalism in our selves, our peers, and our Marines is ours to be dedicated to.

## **SUMMARY**

**(2 MIN)**

In his book, The Profession of Arms, Sir John Hackett points out that military professionals are expected to "get out there and get killed if that's what it takes." Although somewhat simply stated, this quote does point out the extent of the dedication necessary to be called a military professional. Professionalism must be the heart of every Marine leader. The leader must not only conduct himself/herself in a professional manner, but must also develop a spirit of professionalism in all Marines. Remember, upon claiming the title Marine, you have entered upon one of the oldest and most honorable professions. However, with this prestige comes the responsibility of conducting yourself in a manner consistent with the thousands of proud, dedicated, courageous Marines who have served our Corps well and made tremendous sacrifices for our country. Professionalism also carries over to the 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 an aggressor to comply when deadly force is not authorized or needed. Non-lethal baton techniques are an important part in the fourth level in the continuum of force but are only useful when applied properly and professionally.

***INSTRUCTOR'S NOTE:*** *Have completed IRFs and turn them in at this time.*

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

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

WEAPONS OF OPPORTUNITY

COURSE TITLE

GREEN 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

WEAPONS OF OPPORTUNITY

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GREEN BELT

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	MAI-3.11
LESSON TITLE	Weapons of Opportunity
DATE PREPARED	December 2004
TIME	1.5 hr
METHOD	EDIP, Informal Lecture, Guided Discussion
LOCATION	Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, MCRP 6-11B, MCO 1500.54, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	782 Gear Plus, Mouthpiece, Training Sticks, E-tool

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**DETAILED OUTLINE**

**WEAPONS OF OPPORTUNITY**

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

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**1. GAIN ATTENTION.** On the battlefield, a Marine will be forced to adapt and overcome many different situations. When ammunition is depleted and you are forced to fight close in, weapons of opportunity, like your e-tool, can be the difference between life and death. Battlefield debris and several other items we use every day can aid us in a combative environment and help us to survive and save the lives of others. Along with adapting to the battlefield and the enemy, you will be affected by elements of the "Fog of War". Fatigue is among those elements. Fatigue will affect your judgment, your ability to think and fight, and the overall performance and communication of your unit.

**2. OVERVIEW.** This lesson will cover techniques utilized while blocking with a weapon of opportunity. Also, we will discuss fatigue and how it can effect a Marine, and what can be done to overcome it.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus, an aggressor, mouthpiece, and without the aid of references, employ weapons of opportunity in accordance with the references. (8550.03.11)

(2) Given 782 gear and without the aid of references, discuss fatigue in accordance with the references. (8550.03.26)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, an aggressor, mouthpiece, and without the aid of references, execute a block for a vertical strike with follow on techniques in accordance with the references. (8550.03.09.a)

(2) Given 782 gear plus, an aggressor, mouthpiece, and without the aid of references, execute a block for a forward strike with follow on techniques in accordance with the references. (8550.03.09b)

(3) Given 782 gear plus, an aggressor, mouthpiece, and without the aid of references, execute a block for a reverse strike with follow on techniques in accordance with the references. (8550.03.09c)

(4) Given 782 gear plus, an aggressor, mouthpiece, and without the aid of references, execute a block for a straight thrust with follow on techniques in accordance with the references. (8550.03.09d)

(5) Given 782 gear and without the aid of references, discuss the definition of fatigue in accordance with the references. (8550.03.26a)

(6) Given 782 gear and without the aid of references, discuss what happens to Marines if fatigue is ignored in accordance with the references. (8550.03.26.b)

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

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. So far, we have covered the purpose, your TLOs and ELOs, how I will teach this class, and how you will be evaluated. Now we will talk about what a weapon of opportunity is and how it can be used.

## **BODY**

**(85 MIN)**

### 1. WEAPONS OF OPPORTUNITY.

a. In any unarmed combat situation, a Marine can rely on his body as a weapon. In addition, a Marine should be ready and able to use anything around him to serve as a weapon. This may mean throwing sand or liquid in an aggressor's eyes to temporarily impair their vision or smashing the aggressor's head with a rock or helmet. In a confrontation, a Marine must use whatever

means are available and do whatever it takes to win, or face the very real possibility of losing his life. Some weapons of opportunity include:

(1) Entrenching Tool (E-Tool). Marines commonly carry an e-tool; it can be an excellent weapon, especially when sharpened. The e-tool can be used to block, slash, smash, and thrust at an aggressor. Additionally, pioneer gear from vehicles such as a shovel, axe, pry bar, pick, etc, may also be used.

(2) Tent Pole and Pins. Tent poles and pins can be used to block, strike, or thrust at an aggressor.

(3) Web or Rigger's Belt. A web rigger's belt can be stretched between your hands and used to block an aggressor's attack and it can also be an effective choking weapon. A sling or rope from a tent can also be used effectively for these purposes.

(4) Debris on the Battlefield. Debris on the battlefield such as sticks, glass, or any sharp piece of metal may be used to cut, slash, or stab an aggressor. Other debris such as an ammo can, piece of shrapnel, boards, metal pipe, or broken rifles may be used to strike an aggressor or apply a choke.

(5) Helmet. The helmet should primarily be used to protect the Marine's head; however, a helmet can also be used to strike an aggressor on an unprotected area like the head and face. The helmet can be grasped by the rim with both hands, thrust with arms forward, to strike your aggressor or it can be swung using a firm one hand grip.

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

(1) Do not execute the techniques at full speed or with full body contact.

(2) Train the practical application portion of combative techniques in three stages:

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

(4) Execute strikes against equipment such as a heavy bag, bayonet dummy, or some locally produced target.

(5) As you become more proficient, pair up and face each other as you perform the blocking and striking techniques. Both the student and the aggressor are stationary. There should be no contact between students at this stage. Striking pads can be used in later stages of training.

**TRANSITION:** Weapons of opportunity include anything found on the battlefield that can be used to engage an aggressor. Remember, weapons of opportunity and their uses are limited only by your imagination. From MRE spoons to clumps of dirt, your mind is what makes them lethal. So far we have discussed what can be used as a battlefield weapon and safety precautions for training. Are there any questions? Now we will discuss the basics of employing weapons of opportunity. This includes angles of attack, grip, stance, and movement.

## 2. INTRODUCTION TO WEAPONS OF OPPORTUNITY.

a. Angles of Attack. There are six angles from which an attack with a hand-held weapon can be launched:

(1) Vertical strike coming straight down on an aggressor.

(2) Forward diagonal strike coming in at a 45-degree angle to the aggressor.

(3) Reverse diagonal strike coming in at a 45-degree angle to the aggressor.

(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 aggressor.

b. Grip. There are two basic grips that may be used to grip the weapon of opportunity:

(1) One-handed Grip.

(a) With your right hand, grasp the lower end of the weapon of opportunity, about two inches from the end.

(b) Wrap your thumb and index finger around it so that they are touching one another.

(c) Your grip should be firm but natural.

(2) Two-handed Grip.

(a) With your right hand, grasp the lower end of the weapon of opportunity, about two inches from the end. Wrap your thumb and index finger around it so that they are touching one another.

(b) With your left hand, grasp the upper end of the weapon, palm up, about two inches from the end.

(c) Your hands should be approximately 10 to 12 inches apart.

c. Stance and Method of Carry. The modified basic warrior stance serves as the foundation for initiating weapons of opportunity techniques. The method of carry provides effective defensive positions with a wide range of options to attack a combative individual.

(1) One-Handed Carry.

(a) Grip the weapon of opportunity using the one-handed grip.

(b) Elevate it up and orient it toward your aggressor, with your gripping hand on your side, 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.

(a) Grip the weapon of opportunity using the two-handed grip.

(b) Elevate it up, with your left hand higher than your right hand.

(c) Orient the weapon toward the aggressor.

d. Movement. Movement is executed the same as it is for all other Martial Arts techniques. Consider a 360-degree circle around an aggressor. You can move anywhere in this circle to gain a tactical advantage and make accessible different target areas of your aggressor's body.

(1) When facing an aggressor, movement is made in a 45-degree angle to either side of the aggressor.

(2) Moving at a 45-degree angle is the best way to both avoid an aggressor's strike and to put yourself in the best position to attack an aggressor.

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

### 3. BLOCKING TECHNIQUES.

a. Introduction. Regardless of whether your aggressor has a weapon, you will use your stick in the same way. These blocking techniques apply to a weapon of opportunity such as a stick, a tent pole, a club, a broken rifle, an E-tool, a pipe, etc.

b. Blocks. A block is meant to deter or deflect an attack by an aggressor. A block sets you up for a follow-on attack against the aggressor. Blocks are executed by hitting and retracting, rather than hitting and sticking or following through like strikes.

c. Blocks Against Armed Attacks. All blocks being taught in this lesson will begin from the one-handed carry or two-handed carry. When the aggressor has a weapon, blocks are executed with your weapon as follows:

(1) Block for a Vertical Strike with follow on techniques. To train the block for a vertical strike:

(a) Begin in the modified basic warrior stance with a one-handed carry. The aggressor extends his right hand in a vertical attack.

(b) Move forward to get your body inside the arc of attack.

[1] This movement gets you inside the aggressor's strike and his generated power.

[2] When you step in forcefully, you prevent the aggressor from developing power in their swing and stop their momentum.

(c) Block the aggressor's weapon by making two points of contact to disperse the impact of the attack.

[1] Block the aggressor's weapon by positioning your weapon so it is perpendicular to the aggressor's weapon. If your weapon is not



perpendicular to the aggressor's weapon, your aggressor's weapon can slide through and make contact on you.

[2] With the muscular portion of your left forearm, block the aggressor's wrist or forearm.

(d) If you are closer to the aggressor, use your weapon to block the aggressor's arm. It is the same movement except now you block the aggressor's arm with both your weapon and your arm.

(e) Follow up with strikes to lethal target areas on the aggressor, as outlined in TAN-15 and GRAY-12.

(2) Block for a Forward Strike with follow on techniques. To train the block for a forward strike:

(a) Begin in the modified basic warrior stance with a one-handed carry. The aggressor extends his right hand in a forward strike.

(b) Move forward-left to get your body inside the arc of the attack.

(c) To disperse the impact of the attack, block with two points of contact.

[1] Block the aggressor's wrist or forearm with the meaty portion of your left forearm.

[2] Strike the aggressor's attacking biceps with your weapon.

(d) Follow up with strikes to lethal target areas.

(3) Block for a Reverse Strike with follow on techniques. To train the block for a reverse strike:

(a) Begin in the modified basic warrior stance with a one-handed carry. The aggressor extends his right hand in a reverse strike.

(b) Move forward right to get your body inside the arc of the attack.

(c) To disperse the impact of the attack, block with two points of contact.

[1] Block the aggressor's weapon by positioning your weapon so it is perpendicular, and making contact with the aggressor's weapon.

[2] With your left arm, block the aggressor's forearm with the muscular portion of your forearm.

[3] If you are in closer to the aggressor, block the aggressor's triceps with the back of your left forearm and strike his forearm with your weapon.

(d) Follow up with strikes to lethal target areas.

(4) Block for a Straight Thrust with follow on techniques. To train the block for a straight thrust:

(a) Begin facing aggressor with their right arm straight out in front of them, simulating a straight thrust.

(b) Block your aggressors attack by striking their weapon perpendicular with yours as you step forward right with your right foot, to the outside of your opponents left foot.

(c) With your left hand, reach across the block and grasp your aggressors attacking limb. This will prevent a follow-on attack with their weapon.

(d) Follow up with strikes to lethal target areas.

**TRANSITION:** Review material, probe with questions, and introduce new material. Keep in mind that when executing blocks for these strikes, the Marine needs to attempt to maintain control of the aggressor's attacking arm to prevent another attack and to leave them open for a strike. (Probe Students) How do you think that fatigue would affect your performance when executing these techniques or any techniques for that matter?

#### 4. WHAT DOES FATIGUE MEAN TO THE LEADER?

a. Definition. Extreme tiredness. Exhaustion, weariness from physical exertion, or mental weariness from stress. A debilitating tiredness brought on by exhaustion.

b. The mental and physical health of the warrior surely influences his performance during combat. Associated with health are three forms of fatigue. Fatigue of the body is affected by such issues as physical conditioning, weight of gear worn and carried, and environment-dictated work-rest cycles. Fatigue

of the spirit is a mixture of demoralization and hopelessness that may be more difficult to control. Fatigue of the mind is synonymous with sleep deprivation.

c. The leader is not immune to fatigue. As he/she becomes increasingly tired, he/she may lose the ability to make decisions rapidly, and may become more easily confused, disoriented, and ultimately ineffective.

d. Leaders must understand the effects of fatigue on themselves and on their Marines and know when to provide rest. S.L.A. Marshall states: "Right on the battlefield, with an attack pending they would halt everything to order a rest or a sleep if they felt that the condition of the troops demanded it." The leader must know when to rest, especially amidst the chaos and confusion of battle. Without it, a unit will lose its effectiveness as surely as if by enemy fire. The leader must be able to recognize when fatigue is beginning to adversely affect the unit."

## 5. RECOGNIZING FATIGUE.

### a. WHAT ARE SOME KEY INDICATORS OF FATIGUE?

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

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

(3) Failure to fire weapons.

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

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

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

## 6. EFFECTS OF FATIGUE.

### a. WHAT HAPPENS TO MARINES IF FATIGUE IS IGNORED?

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

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

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

## 7. OVERCOMING FATIGUE.

a. Physical Fitness. In virtually every documented account of battle, the exhausting effects of even short bursts of fighting are stressed. Only the physically fit combatant will be able to endure such fatigue. How long the combatant who cannot meet standards of weight or physical efficiency, will survive is a matter for conjecture. Remember the reply of the Delphian Oracle when asked what Sparta had most to fear? One word, *luxury*.

b. "Battle Doctrine for Front Line Leaders". Arrange continuously for your Marines to get as much rest as the situation will allow. Avoid unnecessary harassment, such as "standing by." Unless your unit is on the move or unless you or the enemy are actually attacking, you can usually arrange for at least two-thirds of your Marines to sleep at night. (Originally published by the 3d Marine Division during World War II).

c. "American In Combat". Though Americans enjoy a relatively bountiful, and even luxurious, standard of living in their home environment, they do not have to be pampered, spoon-fed, and provided with every comfort and convenience to keep them steadfast and devoted, once war comes. They are by nature rugged men, and in the field will respond most perfectly when called upon to play a rugged part. Soft handling will soften even the best men. But even the weak man will develop a new vigor and confidence in the face of necessary hardship, if moved by a leadership that is courageously making the best of a bad situation. (Excerpt from the Armed Forces Officer).

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

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

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

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

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

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. Fatigue is an enemy that affects us every day of our lives and can hinder us in combat. We need to take care of ourselves and learn ways to prevent and deal with fatigue so that we can be prepared for any situation. (Probe Students) Remember, as a leader, it is your responsibility to make sure that your Marines learn these ways as well. You must ensure that they are not suffering from fatigue and look for symptoms so that you can prevent unnecessary mishaps.

## **SUMMARY**

**(2 MIN)**

On the battlefield, a Marine must be skilled and willing to use anything around him to serve as a weapon. This may mean picking up a stick to defend against an aggressor with a rifle, bayonet, pistol, stick, spear or sword. MCMAP Weapons of Opportunity techniques can be used with anything that is found on the battlefield. Your proficiency with the techniques could mean the difference between life and death for you or one of your fellow Marines. You must also train to deal with fatigue. Fatigue affects your decision-making, your combative abilities, and your overall performance. Taking care of yourself and your Marines will help you accomplish the mission with the least amount of mishaps and lead to victory. Accept nothing less.

**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

GROUND FIGHTING

COURSE TITLE

GREEN 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	MAI-3.12
LESSON TITLE	Ground Fighting
DATE PREPARED	December 2004
TIME	1 hr 15 min
METHOD	Informal lecture, EDIP and guided discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCWP 6-11, MCRP 6-11B, MCO 1500.54, 1510.122A
TRAINING AIDS/EQUIPMENT	782 gear plus, training mats (when available), mouthpiece



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MARINE CORPS COMBAT DEVELOPMENT COMMAND  
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**DETAILED OUTLINE**

**GROUND FIGHTING**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** During close combat engagements on the battlefield, fighting an adversary on the ground is the last option. However, fighting that adversary on the ground is a possibility Marines must be prepared for. Anything is possible on the battlefield. If you should end up fighting an adversary on the ground, you must, as a professional combatant, prepare for it. In any ground-fighting scenario, you will usually end up in one of four positions with the aggressor. In the previous lesson (gray belt), we covered the offensive ground fighting techniques for the mount and guard positions. In this lesson, we will cover counters for these techniques, such as when the aggressor has the tactical advantage. There are many variations of these techniques, which can be learned, but all require continual practice to be mastered. Your survival depends on your proficiency, based on continuous practice and mastery of the techniques. "Anything is possible on the battlefield"; the same can be said about life. In life, your ethics are constantly challenged. You are forced to grapple with tough situations that test your moral principles. We, as Marines, have values that many men and women have upheld since the beginning of our existence. When Americans hear the words Marine Corps, they think of an elite fighting force made up of consummate professionals; they think of people whose conduct is beyond reproach!

**2. OVERVIEW.** This lesson will cover the techniques for instructing defensive ground fighting techniques including counter to the mount and counter to the guard. We will also discuss the importance of instilling and preserving Professionalism and Ethics in the Marine Corps.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus an aggressor, mouthpiece, and without the aid of references, execute ground fighting in accordance with the references. (8550.03.12).

(2) Given 782 gear and without the aid of references, discuss "Professionalism and Ethics" in accordance with the references. (8550.03.27)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus an aggressor, mouthpiece, and without the aid of references, execute counter to the mount in accordance with the references. (8550.03.12a).

(2) Given 782 gear plus an aggressor, mouthpiece, and without the aid of references, execute counter to the guard in accordance with the references. (8550.03.12b).

(3) Given 782 gear and without the aid of references, discuss the sources of values in accordance with the references. (8550.03.27a)

(4) Given 782 gear and without the aid of references, discuss the categories of values in accordance with the references. (8550.03.27b)

(5) Given 782 gear and without the aid of references, discuss the documents on which our professional ethics are based in accordance with the references. (8550.03.27c)

**4. METHOD/MEDIA.** This class will be taught using informal lecture, EDIP (Explain, Demonstrate, Imitate, and Practice) as well as an informal guided discussion.

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

***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.

**TRANSITION:** Review material, probe with questions, and introduce new material. We covered the purpose of this lesson, your learning objectives, how you will be taught the lesson, how and when you will be evaluated. Are there any questions at this time? We will begin by discussing the safety precautions inherent in training ground fighting.

**1. GROUND FIGHTING.**

a. Purpose. The purpose of ground fighting is: Apply techniques that will allow you to get to your feet as quickly as possible if off balanced, taken to, or knocked to the ground.

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

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

(2) Apply just enough pressure to the aggressors' limbs to understand the technique, but not enough pressure to injure or break the limbs.

(3) Once a technique is applied to the point of discomfort, "tap out" to indicate to immediately release pressure or stop the technique.

(4) You "tap out" by firmly tapping hand or foot two or more times on any part of the aggressor's body that will get his attention.

(a) Only slow steady pressure is to be applied when using these techniques during training. While training, do not execute quick or jerky movements.

(b) No distracters are to ever be executed at full force or full speed during training.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just covered all of the safeties and the purpose for ground fighting. Are there any questions at this time? Now we will begin by covering the defensive technique for counter to the mount position.

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

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.*

## 2. COUNTERS TO THE MOUNT POSITION.

a. Counter to the Mount. This technique is executed if you are lying on your back on the ground and the aggressor is mounted on top of you. The aggressor's legs are wrapped around you. The aggressor has the tactical advantage.

b. Training the Technique. To train the counter to the mount position.

(1) Begin by lying on your back with the aggressor mounted on top of you. The aggressor's legs are wrapped around you.

(2) Grab the aggressor's gear or clothing on his upper torso and pull him down close to you, while thrusting your hips upward.

(a) This off-balances the aggressor.

(b) This causes the aggressor to extend his arms in front of him and place his hands on the ground to regain his balance.

(3) With your right arm, hook the aggressor's left arm, from the inside around the outside, above his elbow.

(a) Draw your elbow in to bend the aggressor's elbow, bringing him down close to you. (Your arm must be hooked above the aggressor's elbow in order to bend it.)

(b) Drive the knuckles of your right hand into his chest.

(4) With your right foot, hook the aggressor's left leg or ankle. This prevents the aggressor from using his leg to prevent you from rolling him over.

(5) With your left hand, strike the aggressor's side and continue to push him over and roll him off of you to your right side.

(a) At the same time, raise your hips and push off with your left leg to assist in rolling the aggressor on his back.

(b) Maintain control of the aggressor's hooked arm.

(6) Avoid being pulled into the aggressor's guard while continuing to maintain control of his over-hooked arm.

(7) Go to a squatting position maintaining pressure on the aggressor's hip with your left knee and using your hands (palm-to-palm or figure-four) to apply pressure against the aggressor's left elbow.

(a) This action may break the aggressor's arm.

(b) Arching your back as you rise will assist in breaking the aggressor's arm.

(8) Return to the basic warrior stance.

***INSTRUCTOR'S NOTE:*** Reinforce to students the following safety precaution:

*During training, make sure you roll over with the aggressor so you do not break his arm and ensure the aggressor's trapped palm is facing up, to avoid injury to the aggressor.*

Confirm by questions and practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. That was the counter to the mount. Are there any questions on that technique? The technique for counter to the mount position is a complicated technique and requires a great deal of practice to learn and develop proficiency. We will now cover our next technique: Counter to the Guard.

### 3. COUNTERS TO THE GUARD POSITION.

a. Counter to the Guard. This technique is executed if the aggressor is lying on his back on the ground, and you are kneeling on the ground between his legs with his legs wrapped around you.

b. Training the Technique.

(1) Begin with the aggressor lying on his back on the deck. You are in his guard.

(2) With your elbows, strike the aggressor's legs at the femoral nerve on the inside of the thigh to drive and separate his legs.

(3) With your right fist, strike the aggressor's groin.

(4) At the same time, hook your left arm underneath the aggressor's right knee from the inside, ensure your upper body is staying low and your chin is tucked.

(5) Quickly throw the aggressor's right leg over your head with your left arm, as you move to your left, and return to the basic warrior stance.

***INSTRUCTOR'S NOTE:*** Reinforce to students the following safety precaution: *During training, simulate striking the groin.*

Confirm by questions and practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just covered counter to the guard. Are there any questions on the technique we just covered? To fully understand the instructional techniques for teaching ground fighting including the safety precautions and fault checking procedures, we will now practice the techniques.

***INSTRUCTOR'S NOTE:*** Pair students to practice the techniques. Allow students approximately 25 minutes to practice the techniques for fault checking ground-fighting techniques.

*Rotate students after each execution of each technique.*

*Fault check student performance*

*Enforce safety precautions.*

**TRANSITION:** Review material, probe with questions, and introduce new material. We have practiced both ground fighting techniques you are required to know for your Green Belt performance exam. To be proficient in these techniques, you must practice under the guidance of a certified Marine Corps Martial Arts Instructor or Instructor Trainer who can fault check performance and provide feedback. Sustainment of these skills requires regularly scheduled practice of the techniques. Are there any questions on the two techniques we have practiced? (PROBE). Practicing to become proficient is a common thread of professionalism.

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

#### 4. PROFESSIONALISM AND ETHICS.

a. Professionalism. One aspect of the Marine Corps that makes us so special is the high standards of performance and conduct for which we are recognized. This reputation is based upon the deeds and the actions of Marines from our past. But what made their actions so memorable was the level of professionalism and conduct associated with those actions. So it continues today. We are an elite organization that views itself as special and with the highest standards. But what does it mean to be a professional?

The Marine Corps is neither a job nor merely a career men and women drone through in order to reach retirement. When we took our oath, in our hearts we pledged to give our all and sacrifice everything if necessary. As members of a Corps, of a team, we understand the concept of selflessness, subordinating our personal needs for that of the common good. We have accepted the fact that as Marines we are expected to maintain the highest standards of conduct and performance. Our appearance must be squared away and our attention to

detail meticulous. This is what makes us a professional. It is the hallmark of a Marine, of a Warrior/Defender.

b. Ethics. The most important aspect of being a professional is our character. Our character is defined as the values by which we live our life. It governs our actions and guides our decisions. As warriors, we embrace a set of values that allows us to live life by an ethical set of standards. These ethical standards are set forth in the Constitution, the UCMJ, Law of War, Code of Conduct, regulations, and customs and traditions of the service.

It is important to understand that to be a professional and to be a warrior you must be an individual whose character is based upon certain ethical standards and values. For a Marine, these are things we have been taught since the first day of recruit training or OCS. But to truly be a warrior/defender, you must apply these values without exception. This requires decision making using ethical standards. It comes down to always listening to your conscience and making the right choice.

“It’s easy to do justice, but hard to do right.”- LTCOL. George H. Bristol.

“What’s right isn’t always popular, and what’s popular isn’t always right.”- Unknown author.

These are statements that illustrate the characteristics of ethics, and what it takes to be an ethical warrior.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just discussed something that has been a part of many different warrior cultures: being a professional and an ethical warrior. Are there any questions on anything we have covered during this lesson?

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

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During this lesson, we trained in the ground fighting techniques that are part of requirement for obtaining your green belt, counter to the mount and counter to the guard. With practice, these techniques will become muscle memory. So, if you get off balanced, or knocked to the ground with an aggressor, you can apply these techniques and get back to your feet as quickly as possible. Your life or the lives of fellow Marines depend on your proficiency to do so. We have discussed the importance of professionalism past and present, as well as how practicing these and other techniques ties directly into being a professional. We also discussed the importance of being an ethical warrior, and how making the right decision is sometimes like grappling with one’s own morals. But making



the right choice or decision is what true Marines have always done, and must continue to do to carry on our legacy.

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

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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

ANATOMY AND PHYSIOLOGY

COURSE TITLE

GREEN BELT



**UNITED STATES MARINE CORPS**  
MARTIAL ARTS CENTER OF EXCELLENCE  
THE BASIC SCHOOL  
MARINE CORPS COMBAT DEVELOPMENT COMMAND  
QUANTICO, VIRGINIA 221344

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-3.13
LESSON TITLE	Anatomy and Physiology
DATE PREPARED	December 2004
TIME	1 hr
METHOD	Lecture
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-02B, FSIC, MCO 1500.54
TRAINING AIDS/EQUIPMENT	782 gear and curriculum materials

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**DETAILED OUTLINE**

**ANATOMY AND PHYSIOLOGY**

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

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**1. GAIN ATTENTION.** The human body is designed to withstand and fight off a crisis. For example, the brain and spinal cord, which control the functioning of the body, are protected and housed by the skull and vertebrae, respectively. Our internal organs such as the heart and lungs are protected by the rib cage. However, the human body is not impervious to attack. There are points of weakness on the body that are vulnerable to attack. It is important to understand the bone and muscular structure of the body to capitalize on assaulting those areas, which will cause the most structural damage to an opponent when attacked. This includes immobilization from pain, unconsciousness, or even death due to structural, nerve, or organ damage. This lesson will provide additional information on target areas of the body in a close combat engagement when the use of deadly force is justified.

**2. OVERVIEW.** This lesson will cover anatomy and physiology with a focus on target areas of the body, which are structurally weak and vulnerable to attack.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 Gear and without the aid of references, discuss the basic elements of anatomy and physiology, in accordance with the references. (8550.03.24)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear and without the aid of references, discuss the target areas of the body, in accordance with the references. (8550.03.24a)

(2) Given 782 Gear and without the aid of references, discuss weapons of the body, in accordance with the references. (8550.03.24b)

(3) Given 782 Gear and without the aid of references, discuss pressure points, in accordance with the references. (8550.03.24)

**4. METHOD/MEDIA.** This class will be taught by informal lecture and power point presentation.

**5. EVALUATION.** Topics from this lesson will be evaluated on participation and by monitoring the student's comprehension.

**TRANSITION:** Review material, probe with questions, and introduce new material. We will begin our discussion of anatomy at the top by discussing the head and neck.

***INSTRUCTOR'S NOTE:*** *The instructor can use a student as a demonstrator to point out the various areas of the body. Also have the students identify each target area on their own body.*

## **BODY**

**(55 MIN)**

### 1. THE HEAD AND NECK.

#### a. Target Areas and Pressure Points

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

#### (2) Ears.

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

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

(3) Mastoid Process.

(a) Anatomy. Beneath the external auditory meatus is a rounded mastoid process, the point of attachment for many neck muscles. The mastoid process is recessed behind the ear.

(b) Results of an Attack. Pressure applied at an upward angle to the mastoid process results in extreme pain.

(4) Eyes.

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

(b) Results of an Attack. The eyes are vulnerable to attack because they are extremely sensitive to even the slightest touch and could easily be poked into their sockets. The results of striking the eyes include eyes watering, involuntary closing of the eyes, minor pain, and even shock.

(5) Nose.

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

(b) Results of an Attack. Strikes to this region can cause watering of the eyes and nose bleeding. Pressure applied to the bone beneath the nose and above the upper lip at an upward 45-degree angle can induce pain compliance.

(6) Jaw.

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

(b) Results of an Attack.

[1] The mandible can be dislocated when struck downward at a 45-degree angle. The preferred target area is the tip of the mandible (chin). Hitting the jaw can cause unconsciousness because the Vagus nerve running up against the socket behind the jaw controls some motor function and neurological functions of the body including regulating breathing and heart rate.

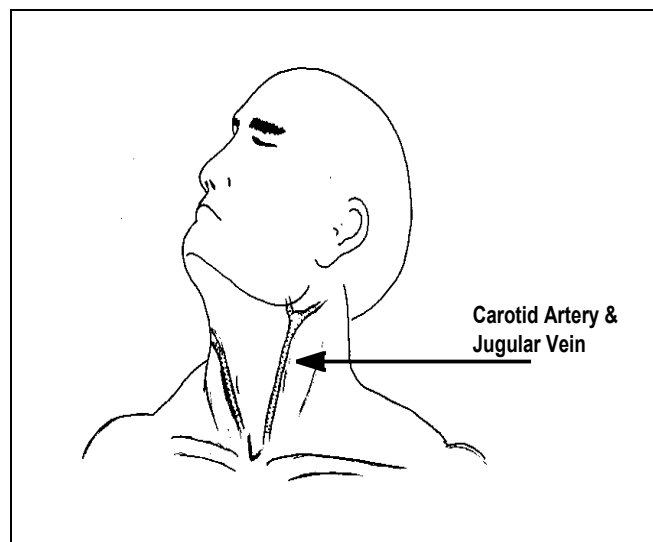
[2] Striking the side of the mandible where the jaw joint is hinged to the skull will break the joint.

(7) Neck.

(a) Sides of the Neck - Sternocleidomastoid Muscle.

[1] Anatomy. The sternocleidomastoid muscle, responsible for supporting and flexing the head, covers the region on the frontal sides of the neck. Beneath this muscle lie the carotid artery and jugular vein. The carotid artery feeds blood from the heart to the brain; the jugular vein returns blood from the brain to the heart. The carotid sinus is located at the juncture of the carotid arteries and regulates blood pressure.

[2] Results of an Attack. Effects of a blow to this area range from dizziness, to unconsciousness, to death due to a complete collapse of the bloodlines carrying blood to and from the brain. If the carotid sinus is struck, it can fake the body into shutting down, and it can also stop the heart. Strikes should be executed at a 45-degree angle upward.





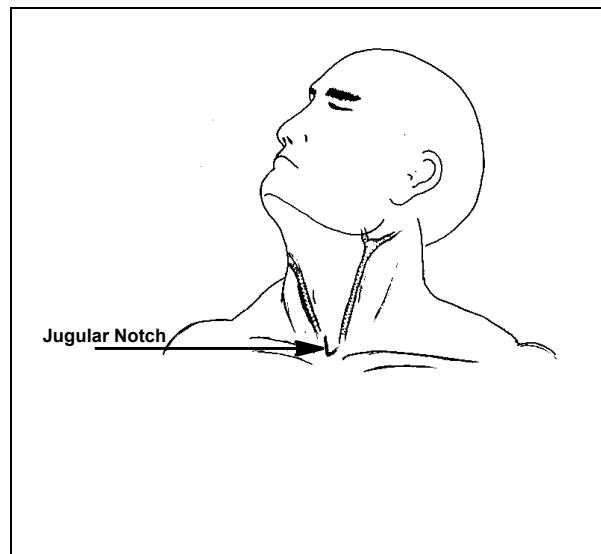
(8) Throat.

(a) Anatomy. The front of the neck or throat region contains the esophagus and the trachea.

[1] The esophagus is a straight, collapsible tube connecting the pharynx to the stomach, which allows food to enter the digestive system.

[2] Directly in front of the esophagus is the trachea, which is the air tube, leading to the lungs. The trachea is lined with C-shaped rings made of hyaline cartilage. The larynx serves as the opening to the trachea. It is composed of connective tissue containing cartilage, the largest of which is the Adam's apple or thyroid cartilage.

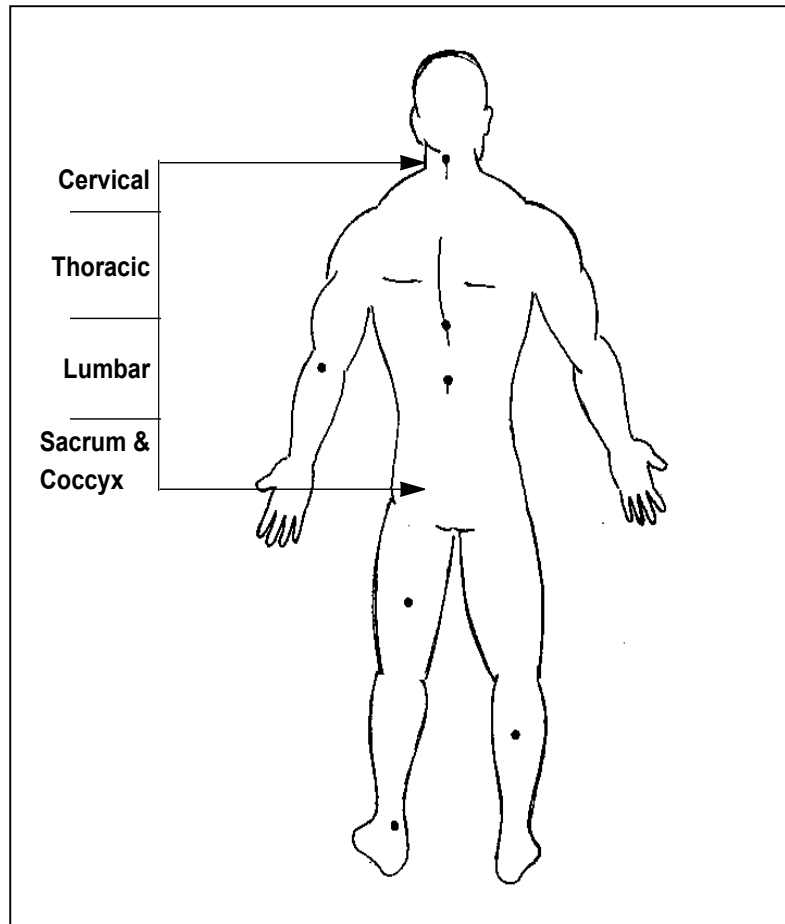
[3] The jugular notch is located at the base of the neck in the notch formed at the center of the clavicle.



(b) Results of an Attack. When the front of the neck is struck, the hyaline cartilage of the trachea can puncture the trachea, disrupting breathing. Pressure applied to the jugular notch at a 45-degree angle downward with a quick stabbing motion with the index finger serves as a distraction technique. Strikes to this area can cause serious damage including shock, unconsciousness, and even death.

(9) Back of the Neck.

(a) Anatomy. The vertebrae house and protect the spinal cord. Nerve impulses from the brain are transmitted to the nervous system throughout the body via the spinal cord. There are 26 vertebrae. At the top of the spinal column are seven cervical vertebrae in the neck. The weight of the skull is supported on top of the spine and vertebrae.



(b) Results of an Attack.

[1] Over-rotating the neck can misalign the vertebrae and damage the spine. This will disrupt the neurological functions controlled by the spine in this area including respiratory functions.

[2] Strikes to the back of the neck (cervical vertebrae) where the base of the skull meets the spine can have a devastating effect causing paralysis or even death.

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. The head and neck are often good target areas because they are not always covered by body armor. Attacks to the head and neck can have devastating effects because they protect the brain and spinal cord, which in turn control the functioning of the body. Attacks to the torso can also be devastating, although the torso is often protected by body armor.

## 2. THE TORSO.

### a. Target Areas and Pressure Points

#### (1) Spinal Cord.

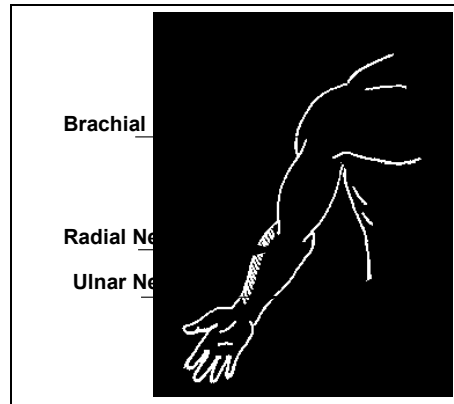
(a) Anatomy. Below the cervical vertebrae in the neck are 12 thoracic vertebrae in the chest region; 5 lumbar vertebrae in the small of the back; the sacrum consisting of 5 fused vertebrae; and the coccyx, or tail bone, formed by the fusion of 4 vertebrae. The spinal cord is housed and protected by these vertebrae.

(b) Results of an Attack. If the spinal cord is severed, the opponent will lose functioning of those parts of the body controlled by the portion of the spinal cord that was damaged. For example, the first five thoracic vertebrae control the rhythm of the heart. Shock, cardiac arrest, and unconsciousness could result from a severe blow to this area.

[1] Clavicle (Collar Bone). The clavicle can be easily broken causing the loss of the use of the arm on that side of the body.

#### (2) Brachial Plexus.

(a) Anatomy. A plexus is a point at which the spinal nerves combine temporarily before passing to their respective points of termination. The brachial plexus is in the shoulder at its juncture to the torso, underneath the collar bone. It can be accessed underneath the armpit.



(b) Results of an Attack. Pressure or strikes applied to this area can cause a great deal of pain and may cause temporary paralysis of the arm due to a disruption in the functioning of the nerves.

### (3) Internal Organs.

(a) Anatomy. In the center of the chest are the lungs, heart, and spleen. The kidneys are located just under the bottom ribs on either side of the spinal column. The kidneys serve to control the homeostasis of body fluids. These organs are protected by the rib cage. The rib cage is composed of 12 pairs of ribs joined at the center of the body in the sternum. At the base of the sternum is the xiphoid process, which is a delicate bone, which can easily be broken.

(b) Results of an Attack. Strikes to the sternum are extremely effective resulting in intense pain and disruption of cardio-respiratory function. Breaking the ribs may puncture an organ causing internal damage and bleeding. Damage to the heart can cause shock, unconsciousness, and death. Damage to the lungs will disrupt or stop breathing. Strikes to the kidneys and spleen will cause severe pain and disrupt body functioning.

### (4) Groin.

(a) Anatomy. The groin is a good target area because it is highly sensitive and it is an area the opponent will tend to protect. Strikes above the groin are often effective because the abdominal muscles tend to be weak in the average person.

(b) Results of an Attack. Strikes to the groin and abdominal muscles result in intense pain and will cause the opponent to double over, temporarily disabling him.

(5) Tail Bone (Coccyx).

(a) Anatomy. The tail bone, or coccyx, is located at the base of the vertebral column.

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

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. Attacks to the torso are very effective but may be limited if the opponent is wearing body armor. The arms and legs are often better target areas because they are usually not covered by body armor.

3. THE EXTREMITIES.

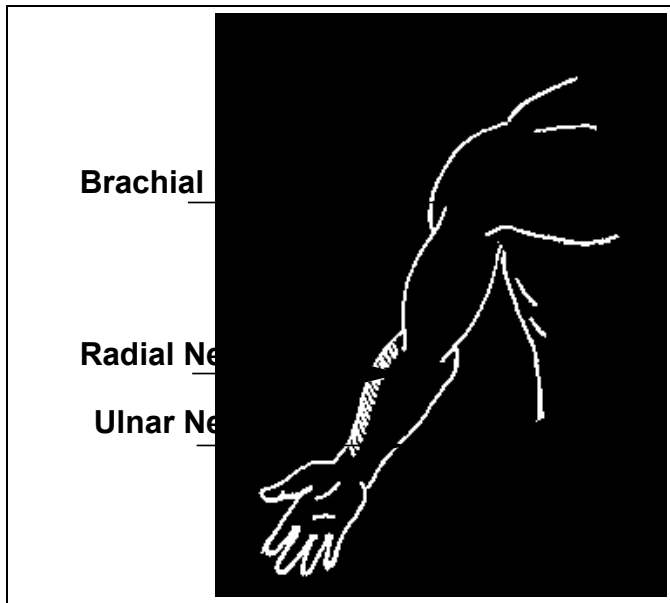
a. Target Areas and Pressure Points.

(1) Elbow and Knee Joints. The elbow and knee joints only bend in one direction. Striking or bending the joint in the opposite direction can break the joint causing intense pain and a loss of use of the extremity.

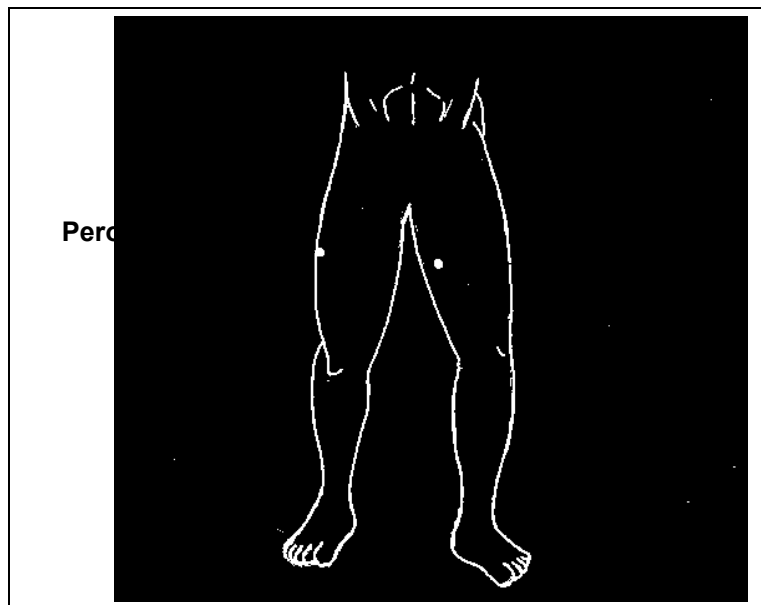
b. Nerves.

(1) Anatomy.

(a) There are two bones in the forearm: The radial bone travels from the thumb up the forearm; the ulna bone travels from the small finger up the forearm. The radial and ulnar nerves travel along the radial and ulna bones, respectively, and make excellent striking areas.



(b) The femoral nerve (inside of thigh) and peroneal nerve (outside of thigh) are good targets especially since targets below the waist are not usually covered with body armor. The femoral artery is a large artery carrying blood from the heart to the leg.



(2) Results of an Attack. A powerful blow to a nerve can cause a temporary paralysis of the nerve, causing pain and serving to weaken an opponent.

(3) Individual Sensitivity to Nerve Strikes. Nerves are covered by muscle. Therefore, the larger or meatier the opponent, the less effective nerve strikes become. In addition, individual pain tolerances differ due to individual sensitivity. Both of these factors affect the effectiveness of nerve strikes.

c. Muscles.

(1) Anatomy. Skeletal muscles are attached to bones at their ends. When the muscles contract, they move the parts of the skeleton to which they are attached.

(2) Results of an Attack. The muscles can be separated from the bone with your fingers to cause pain. In addition, muscles can be squeezed to cause pain.

d. Bones in the Arms, Fingers, Legs, and Feet. Bone pressure is the application of pressure on a bone against a hard object. The results are intense pain at the point of application.

(1) For example, we have discussed the application of pressure on an opponent's finger bones against a handgun or rifle when the opponent is trying to grab your weapon. In these cases, bone pressure is applied with the hands against the hardness of the weapon. Rubbing the bone against the hard object will increase the pain.

(2) Bone pressure can also be applied with a baton or similar weapon or even the sole of your boot as long as the bone is up against a hard object like the deck or a wall.

e. Weapons of the Body. **Arms** and **Legs** are considered weapons of the body. These are the most used portions of the human body, and also for the common use of attack and self-defense.

(1) Weapons of the Arms.

(a) Elbows

(b) Hands

(2) Weapons of the Legs.

(a) Knees

(b) Feet

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

**TRANSITION:** Review material, probe with questions, and introduce new material. In combat, the most effective attacks are those made to vulnerable target areas of the body or those areas not covered by body armor. A lack of body armor often makes attacks to the extremities very effective.

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

The human body, while it is designed to withstand great injury and crisis, is not impervious to attack. There are points of weakness on the body that make it vulnerable to attack. It is important to understand the bone and muscular structure of the body to understand those areas, which will cause the most structural damage to an opponent when attacked. This includes immobilization from pain, unconsciousness, or even death due to structural, nerve, or organic damage. This lesson covered anatomy and physiology with a focus on target areas of the body, which are structurally weak and vulnerable to attack. These target areas are only intended for attack when the use of deadly force is justified.

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



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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

COMBAT FITNESS

COURSE TITLE

GREEN BELT



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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-3.14
LESSON TITLE	Combat Fitness
DATE PREPARED	December 2004
TIME	1 hr
METHOD	Lecture/Demonstration
LOCATION	Classroom and Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54, MCO 1500.52B, MCO 6100.3J, MCO 6100.10_, MCO 3500.27_, MCRP 3-02A, MCRP 3-02B, MCRP 3-02C
TRAINING AIDS/EQUIPMENT	782 gear plus, rifle, log, sandbag, ammo cans and ammo containers of various sizes, (obstacle, circuit or confidence course, and pool if available)

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**DETAILED OUTLINE**

**COMBAT FITNESS**

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

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***"ADVERSITY INTRODUCES A MAN OR WOMAN TO THEMSELVES..."***

**1. GAIN ATTENTION.** The Marine Corps' purpose is to serve as "...an expeditionary force in readiness". Combat Conditioning in the Marine Corps is principally "...to prepare Marines to physically withstand the rigors of combat." All other goals of physical training must support the physical requirements of combat. The integration of martial arts training into a realistic and challenging fitness program is essential to develop combat fitness. This concept not only develops a more physically fit Marine, it also develops an individual who is mentally tough and confident. This is the goal of the combat conditioning program

**2. OVERVIEW.** This lesson will cover the integration and synergy between martial arts training and physical fitness that can be achieved by the use of drills and exercises that enhance combat conditioning. It will provide the Marines with the tools for understanding the components and importance of the combat conditioning program.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 Gear and without the aid of reference, discuss Combat Fitness in accordance with the references. (8550.03.25)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear and without the aid of reference, discuss physical readiness training in accordance with the references. (8550.03.25a)

(2) Given 782 Gear and without the aid of reference, discuss Combat physical readiness in accordance with the references. (8550.03.25b)

**4. METHOD/MEDIA.** This period of instruction will be taught by lecture and demonstration.

**5. EVALUATION.** Topics from this lesson are taught for information only and will not be formally evaluated. All users are required to participate in Combat Conditioning as a part of their belt curriculum as listed in their training log.

**TRANSITION:** Now that we understand the purpose of this class and the learning objectives associated with it are there any questions? (PROBE). We will begin by discussing the purpose of the combat conditioning program and the program's philosophy.

## **BODY**

**(55 MIN)**

### **1. PHYSICAL AND COMBAT READINESS.**

a. Purpose. The Marine Corps exists to make Marines and fight our Nations battles. This means that everything we do as Marines is centered around our preparation for combat. For this reason, the Marine is the ultimate cross trainer who must be prepared for any uncertainty. Unlike the professional athlete, a Marine cannot afford to peak. A Marine must maintain the optimal fitness level at all times. A Marine's training combines strength and speed to create power that is applied at the optimum moment because combat is not joined by units of equal size and numbers. A Marine combines aerobic and anerobic fitness to create endurance for the battlefield knowing combat has no quarters or halftime and is not a timed event. A Marine combines flexibility and coordination to create agility knowing that combat does not take place on a level playing field.

A Marine combines all of these attributes with mental toughness and an iron will to overcome any foe or obstacle. The knowledge that combat is the most physically, mentally and spiritually demanding activity that a human will ever face motivates the Marine to ensure that his physical development is based upon combat conditioning and not simply being fit.

b. Program Philosophy. A key element of the physical discipline is combative conditioning. A program that goes a level beyond our current physical fitness program. It combines the physical fitness dividends of martial arts training with those of traditional physical fitness, water survival training, rough terrain skills training, and the Semper Fit program. It is designed to mitigate the human factors experienced during combat that have a physically

debilitating effect on the human body, allow a Marine to fight in any terrain and under any climatic condition, and face the rigors of the dispersed battlefield encountered in modern combat. It consists of the various components of fitness as well as the numerous programs that are part of MCMAP combat conditioning program.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we understand the purpose and philosophy behind the combat conditioning program are there any questions?

## 2. TYPES OF DRILLS.

a. There are six types of drills:

(1) Martial Arts Drills. Martial arts drills and exercises such as the bull-in-the-ring drill focus solely on the martial arts technique that you have learned. They allow you to practice the techniques repeatedly, against opponents of different sizes and weights. This is a way in which a new martial arts physical discipline technique can be done to provide a measure of physical training.

(2) Martial Arts Cohesion Exercise. The Cohesion Exercises, formally known as "rooms" are only conducted with the Instructor and Instructor Trainer Courses. They are intended to place Marines in a stressful situation where the only way to get through is to pull together and work as a team.

(3) Martial Arts Integration Training. Integration training is multifaceted. It puts together individual techniques into practical fighting combinations. A simple bag drill where we combine the different punches, upper body strikes, and lower body strikes is the simplest example of this type of integration training.

Bear pit drills, bayonet exercises, bayonet assault courses and trails and the battle course all enhance muscular and cardiovascular endurance, flexibility, strength and speed. These combine martial arts techniques with realistic physical exercises.

As outlined in MCO 6100.3J and MCRP 3-02A Units will continue to conduct well rounded programs that stress all components of physical fitness. Start each PT session with stretching and body hardening that can be done not only during martial arts training but as part of the daily seven (or daily sixteen) for any type of PT. This in fact has been introduced at recruit training with the implementation of the program. Martial arts training can be combined with

speed marches, running of the obstacle course or as part of Fartlek training. These are all examples of integration training.

(4) Martial Arts Field Exercise. This includes not only normal field and live fire training but also rough terrain skills and adventure training. Martial arts training should be combined with field and live fire training in order to enhance this training as well as to better equate the realism of the combat environment. Specialized skills from rappelling, fast roping, mountaineering, over-snow travel to steep earth climbing, each requires and further enhances physical fitness. This ensures that Marines will continue to be capable of responding in every clime and place.

(5) Deployed Drill. We find ourselves under unique constraints when deployed. Whether it be on ship or in a far off distant land, we often have to tailor our program to the resources we have available to us. Safety and creativity are the two most important aspects when we adapt our program to new environments. Incorporating ramp sprints, flight deck P.T., well-deck swimming, and activities of these types, with our Martial Arts Drills takes coordination with ship personnel and is a lot of work, but well worth it for the training the Marines will receive.

(6) Aquatic Drill. Marines by our very nature are "soldiers of the sea." An integral component of fitness, water survival training not only provides enhancement in all components of fitness, but also provides a much needed skill for overcoming water obstacles from a stream crossing to an amphibious landing.

3. WHAT IS EXPECTED OF TAN THROUGH BLACK BELT USERS? It is your responsibility to participate in all combat conditioning activities planned and executed both for MCMAP specific and unit training. This is part of the requirements for each belt as annotated in your training logbook. These evolutions will be tracked and signed off on by your MAIT / MAI in your logbook.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed the different types of drills and your responsibilities for each of these drills, as a Marine participating in the MCMAP. Are there any questions?

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

## **SUMMARY**

**(2 MIN)**

With the physical discipline, we develop a union between the Martial Arts, combative conditioning, and individual as well as unit combat skills. It is battlefield oriented, combat equipment based and develops the ability to overcome physical hardship and physical obstacles (water survival, assault climber, cold weather training) under any climatic condition. It will develop a physical toughness in every Marine that will translate into mental toughness. It will produce a Marine who possesses combat fitness and the ability to handle any situation that confronts him.

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



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**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

MARTIAL CULTURE STUDY – THE SPARTANS

COURSE TITLE

GREEN BELT



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THE BASIC SCHOOL  
MARINE CORPS COMBAT DEVELOPMENT COMMAND  
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**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-3.15
LESSON TITLE	Martial Culture Study-The Spartans
DATE PREPARED	January 2005
TIME	1 hr
METHOD	Lecture and Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54B, MCRP 3-2B, MCRP 6-11C, SECNAVINST 6320.4a, Reading List (selected books include but are not limited to): (1) Steven Pressfield, <u>Gates of Fire</u> (2) Paul Cartledge, <u>The Spartans</u> (3) W.G. Forrest, <u>A History of Sparta</u> (4) Nick Sekunda, <u>The Spartan Army</u>
TRAINING AIDS/EQUIPMENT	Media, Note Taking Material

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**DETAILED OUTLINE**

**MARTIAL CULTURE STUDY – THE SPARTANS**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** Guiding principles of most importance for the happiness and excellence of a state would remain securely fixed, if they were embedded in the citizens' character and training. Lycurgus, the founder of the Spartan 'Constitution' around 800 b. c. Lycurgus did not put his laws in writing: in fact, one of the so-called rhetras is a prohibition to this effect. Being asked why he had not made any use of written laws, he said, "Because those who are trained and disciplined in the proper discipline can determine what will best serve the occasion." In the Marine Corps Martial Arts Program, or the Marine Corps in general.

**2. OVERVIEW.** In this lesson, we will study the Martial Culture of the Spartan Army. The lesson will give a brief synopsis of their background, training, and achievements. Afterward, a guided discussion will follow.

**3. LESSON PURPOSE.** The purpose of this lesson is to provide the Marine with the knowledge of what a Martial Culture is, and how different martial cultures of the past and present, differ and 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 evaluated through the participation, giving opinions and point of views in discussion.

**TRANSITION:** Are there any questions over gain attention, overview, lesson purpose, method and media, and evaluation?

**1. THE INTRODUCTION.**

As Marines and warriors we are constantly striving to improve for the better. One of the ways we can improve ourselves as warriors is to study warrior societies of the past. In the MCMAP program we have four primary Martial Cultures that we study. One of these Martial cultures is the Spartans. Although the Spartans did not speak of our exact synergy as taught in MCMAP, they believed that a warrior must be physically fit, mentally strong and morally right. Through the study of Martial Cultures, we can learn important principles in order to strengthen our own Martial Culture.

**TRANSITION:** Refresh the student's minds about our synergy. Probe for any questions. Now, let's compare the differences between the Spartans and the Marines.

**2. HISTORICAL BACKGROUND.**

Early Sparta can only be traced by legends and myths passed down from generations to generations. One of these legends was that of Lacedaemon (Spartans), the son of Zeus whom married Sparta the daughter of Eurotas. The earliest actual date historians can agree upon is approximately 1200 BC. Until the 7<sup>th</sup> century BC, Sparta was a very cultured society that supported the arts of military society. In 776, Lycurgus' brother, King of Sparta died. His brother's widow made a deal with Lycurgus. He would kill her unborn child upon birth and would marry him to make him the King of Sparta. Lycurgus agreed and upon birth, instead of killing the child, he fled the country. Lycurgus traveled to Crete, Asia, Egypt and Libya, in order to study their culture and military. When Lycurgus returned, his nephew Charilaos he had saved became the King of Sparta. Lycurgus presented to the people of Sparta a constitution that he had written. This constitution required a great amount of sacrifice from the Spartan people. After much persuasion the constitution was accepted. Lycurgus last request was that the constitution never be changed until his return. This constitution laid the groundwork for their modest society. For example, the constitution forbade the use of silver and gold as money, but accepted the use of iron as money, by replacing gold and silver with iron. The value of money decreased among the Spartan people. Iron was also very heavy and became impractical to carry around. The constitution also required that all lands be re-divided equally. Another law of the constitution was that houses could only be built with axes and saws, in order to keep the dwellings modest. The laws of the constitution caused a decline in the arts and set the stage for the militaristic Spartan society that we are familiar with today.



It is not known specifically when the training of the Spartans became as we know it today. It is known that the Spartans were engaged in battles as early as 7<sup>th</sup> Century. Battles include the Persian War, Messenian War, Peloponnesian Wars, ranged all the way to the 2<sup>nd</sup> century AD. When the Romans controlled the area that was once considered Sparta.

The peak of Spartan civilization was during 480 BC. at the battle of Thermopylae. During this time the Persian Empire was on the verge of couriering the entire world, as far west as they would travel. The Greeks needed a way to slow down the Persian advance until they could assemble an army suitable to stop them. The solution was three hundred hand picked



Spartan warriors. Although they were accompanied by seven thousand hoplites from various other city-states, this was still a very small army compared to the millions of Persians that were headed towards Greece. Once the three hundred Spartans were chosen the army was assembled. King Leonidas chose Thermopylae as his defensive position due to its extraordinary location on the Grecian peninsula. Thermopylae was a pass in the rocky terrain that forced the Persians to funnel through by only a few hundred at a time. Through the use of natural terrain the Spartans fought at the pass till the death. The exact number of Persians that were killed is unknown but according to historians that for every one Spartan that died ten Persians went with him. Because of these brave Spartans the Persians advance was stopped by Greece.

**TRANSITION**: We've discussed the historical background. (PROBE) Are there any questions or comments? Let's examine their training.

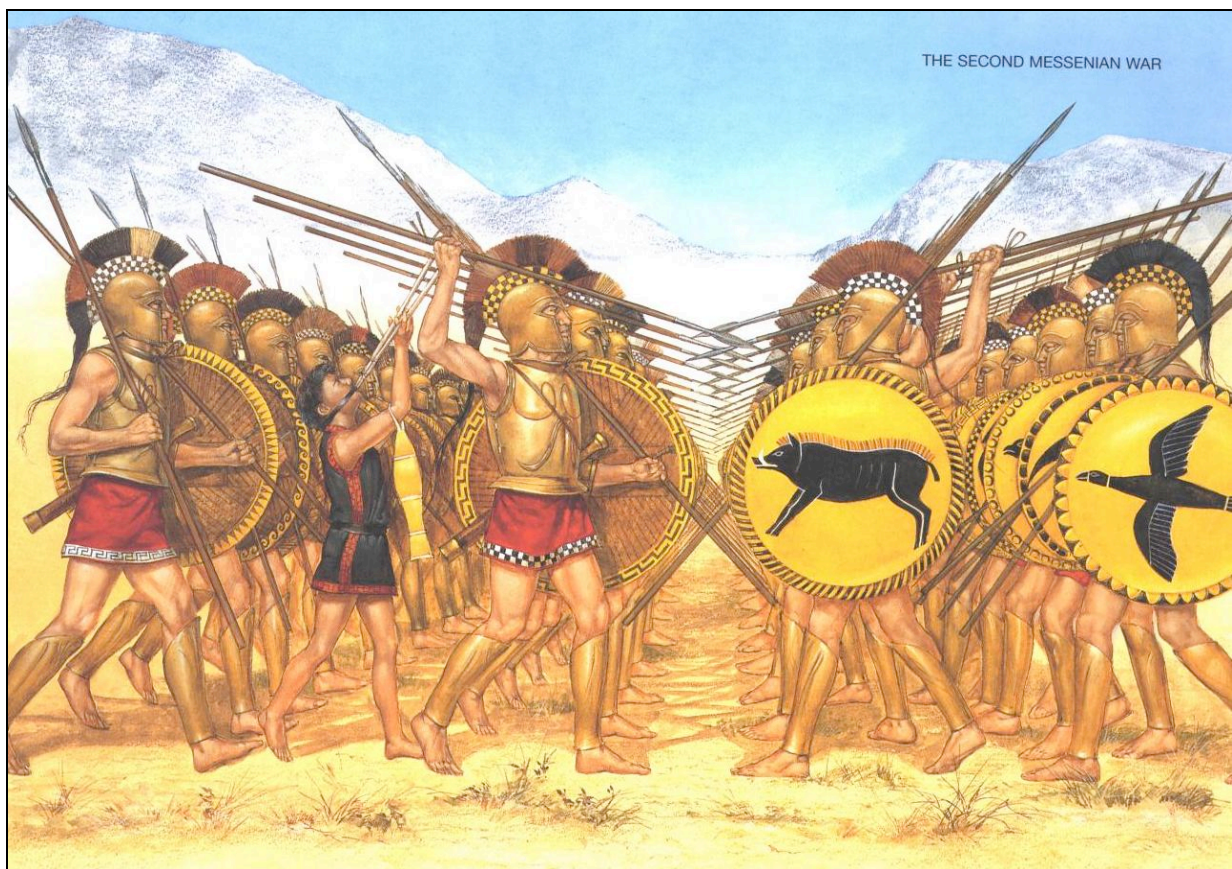
### 3. THE TRAINING.

a. Physical. The Spartans have been admired for their courage and military victories by almost every military culture. Although the pinnacle of their society took place about three thousand years ago, people are still impressed with their actions. For instance, when you typed in the words, "spartan football", in the search engine of your computer, over thirty two thousand sites can be chosen from. What did the Spartans do during their training that made them one of the most recognized groups of warriors ever?

The Spartans' training started at birth. Whenever a Spartan family gave birth to a son, a group of Spartan elders would come to view the child to see if the child was physically perfect. If the child was not, then he was left outside of the city to die of exposure. At home, the young boy was taught to be content with plain food and not to be afraid of the dark or of being left alone. His mother would bathe him in wine to 'temper' his body. The next stage of the



young Spartan's training is called Agoge, which is the Spartan system of military education introduced by Lycurgus during the Archaic age. Beginning at age 7, children left their families and entered disciplined military training. This weakened family loyalties while increasing group solidarity among peers who would serve together in the military. The Agoge was equivalent of boot camp, but lasted until the Spartan turned twenty years old. During the training the boys were formed into units and teams. Once the unit was formed each boy voted on the units chain of command. This was a valuable lesson for the boys. It taught them is they wanted to be a leader they had to have the respect of their peers. Flogging was one of the training tools that were used during Agoge, and it is similar to one of the training tools used by the Marine Corps Martial Arts program, which is body hardening. Flogging was used in two ways for the students. The first was as a way to discipline the students if caught doing something unacceptable. The second way was to build the young students pain tolerance. In the Marine Corps Martial Arts program, the purpose of body hardening is to condition the body muscles to absorb a higher impact. Although flogging is more extreme then body hardening, the two serve about the same purpose. During the flogging, the Spartan instructors whipped the



From The Spartan Army by Nick Sekunda (Osprey Military Elite Series) – Richard Hook

and



students never showed any malice toward them. Or any type of facial expressions, emotion, and was to show no pleasure in flogging these students. Another type of training that took place for the Spartans is very similar to our style of fighting. The Spartans would train in the disciplines of boxing, wrestling and pankration is similar to submission grappling.

When the students turned twenty years old they became instructors at the Agoge. When they turned twenty-one, and had successfully completed their training, they became Spartan Warriors and citizens of Sparta. Although they've earned their place in society they never stopped training. The Spartans also took great pride in the fact that several Olympic champions came from their ranks. What really separated the Spartans from the rest of Greece was that their life and society revolved around the warrior. The training of a Spartan warrior never stopped, unlike other Greek city-states where the armies were composed of a citizen army that would only train for a week or two and when they became tired they make excuses to return to their shops and farms.

b. Mental.

In the Marine Corps Martial Arts program we believe that a Marine must be a well-rounded individual in order lead Marines. The Spartan warriors' beliefs were similar. For instance, the city-state of Sparta had the highest literacy rate in all of Greece. The main reason the literacy rate was so high was because women in Sparta were allowed to receive a formal education. These educated women began to teach the young Spartans how to read and write before the age of 7. The Spartans believed that in order to lead warriors they must have a high level of education. The Spartans also spent large amounts of time working on their speaking skills. Due to the fact that they lived in a democracy and understood that their speaking skills had to be finely tuned in order to sway the government and councils opinions in the favor of Sparta.

The Spartans also believed that legacy was very important. Each Spartan youth in the Agoge was assigned a mentor who was not their father. This mentor would help mold the youth into a Spartan warrior. The Spartan was also responsible for his squires. In other Greek city-states they were not as active in the development of the children and squires as were the Spartans. For instance, in the book Gates of fire Dienekes was telling a story to Xeo his squire about how great of a Spartan warrior his brother was and at the end he said, "Thus you see, Xeo, how courage before the enemy may perhaps come more easily to me than others. I hold the example of my brother before me." The Spartans throughout the entire book are always referring back to the stories of heroic Spartans that came before them. This passing of legacy helped to improve the Spartans performance spiritually due to the fear of letting their fore fathers down. We as Marines do the same through our Warrior

Studies. The difference between the two is that ours is in a more formal setting and is given to a larger group.

c. Character.

Character development of each Spartan youth was the responsibility of every Spartan within the community. All citizens of Sparta were allowed to discipline a youth regardless of whose' son it was. Furthermore, every Spartan child referred to Spartan Warriors as father. This system helped to keep the community tight and kept boundaries from being formed between families and clans. The only draw back to this was that Spartans were very skeptical of outsiders and you could never become a citizen unless your parents were citizens.

The character of a Spartan was expected to be of the highest caliber. Historians, swear that the Spartan youth was encouraged to steal by their drill instructors, just as long as they didn't get caught. This belief tarnished the reputation of the Spartans. It was true that they were encouraged to steal by their drill instructors but only during their survival training and if they did get caught they were dealt with harshly.

The students of the Agoge were also taught and constantly reminded of the use of proper manners, especially while in the public eye. A good example of their manners was a famous anecdote told by a Greek. An old man at the Olympic games stumbled around the arena looking for a seat while everyone laughed at him. When he came to the Spartans section of the arena the entire section stood to give him a seat, and there was universal applause in the arena. The moral of the anecdote is that all Greeks know how to act but only the Spartans act on it. Like the Spartans, Marines are taught how to act by drill instructors, peers, and leaders. These leaders talk about things such as Core Values, Leadership Traits and Leadership principles. It's up to the Marine to put them into action.

The Spartans understood that its' warriors had to be well rounded in order to succeed. The physical aspect of a Spartan Warrior is what the general public recognizes the most, even though they did practice what we refer to as a Synergy. Furthermore, our general public associates Marines by our physical appearance and victories in battle. Through the Martial arts programs we will leave a legacy that is remembered not only for our physical attributes, but also our mental toughness and impeccable character.

**TRANSITION:** We have just gone through the training. Are there any questions or comments?

**INSTRUCTOR'S NOTE:** *The instructor should begin to transition to discussion group leader mode. Questions and answers should be allowed to flow freely.*

#### 4. DISCUSSION.

a. **What are the pros and cons of the Spartans that maybe we can or cannot use today?** (Allow the students to list the pros and cons. There are no "right" or "wrong" answers)

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.)

c. 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 Spartans to today's Marine Corps. Try to enlist topics such as training, MCMAP, ready for combat. Allow the students to flow if possible.)

**TRANSITION:** With our discussion of the Spartans, we have examined not only a great culture in our history, but also ourselves. (PROBE) Are there any questions or comments? What can the Spartans tell us today?

#### **SUMMARY**

**(2 MIN)**

Marines, the Spartans are history. Their standard of excellence is still one to admire. They are a shining example of a martial culture, an organization whose primary function is the breeding, training, and sustaining of warriors in all perspective such as physical, mental, and character.

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.