

**MARTIAL ARTS CENTER  
OF  
EXCELLENCE**



**BROWN BELT**

24191 GILBERT ROAD  
QUANTICO, VA 22134  
COMM: 703-432-6470/6471  
FAX: 703-432-6468  
DSN: 378-6463

## **TABLE OF CONTENTS**

<b><u>CLASS DESIGNATOR</u></b>	<b><u>PAGE</u></b>
<a href="#"><u>MA-04.1</u></a> Bayonet Techniques	1-13
<a href="#"><u>MA-04.2</u></a> Ground Fighting	14-23
<a href="#"><u>MA-04.3</u></a> Ground Chokes	24-36
<a href="#"><u>MA-04.4</u></a> Major Outside Reap	37-48
<a href="#"><u>MA-04.5</u></a> Unarmed vs. Handheld	49-61
<a href="#"><u>MA-04.6</u></a> Firearm Retention	62-75
<a href="#"><u>MA-04.7</u></a> Firearm Disarmament	76-90
<a href="#"><u>MA-04.8</u></a> Knife Techniques	91-101
<a href="#"><u>MA-04.9</u></a> Non-Lethal Baton Techniques	102-111
<a href="#"><u>MA-04.10</u></a> Upper Body Strikes	112-120
<a href="#"><u>MA-04.11</u></a> Human Dimensions	121-128
<a href="#"><u>MA-04.12</u></a> Zulus	129-143
<a href="#"><u>MA-04.13</u></a> Warrior as a Gentleman	144-154

**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

MARTIAL ARTS INSTRUCTOR TRAINER COURSE

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

BAYONET TECHNIQUES

COURSE TITLE

MARTIAL ARTS INSTRUCTOR TRAINER COURSE

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

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

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.01
LESSON TITLE	Bayonet Techniques (Brown)
DATE PREPARED	December 2004
TIME	2 hrs 30 min
METHOD	Lecture, demonstration, practical application
LOCATION	Classroom indoor/outdoor training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B (Interim)
TRAINING AIDS/EQUIPMENT	Bayonet trainers, flack jackets, helmets w/ face protection, chest protection, neck protection, hand protection, groin protection and mouthpieces

**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.** As Marines we are constantly training to fight America's battles. The fighting that took place in battles like Bloody Ridge, Bairoko, and Okinawa was "Close-In" fighting. The fighting consisted of grenades, firing rounds while closing, bayonets and even knives. During these engagements Marines were confronted by multiple attackers and engagements. Many Marines lost their lives during these engagements, the few that survived recount their fierce battles. The techniques that we will learn today were utilized by those Marines in such battles. Along with your fighting spirit, this will give you the best chance to survive "multiple attacker" engagements, as the Marines of World War II did.

**2. OVERVIEW.** This lesson will cover training techniques used against multiple attackers utilizing bayonet techniques, movement, and combat readiness.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 Gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute bayonet techniques in accordance with the references. (8550.04.01)

(2) Given 782 Gear plus, and without the aid of references, discuss combat readiness in accordance with the references. (8550.04.14)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute bayonet techniques during a 1 on 2 engagement in accordance with the references. (8550.04.01a)

(2) Given 782 Gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute team bayonet techniques during a 2 on 1 engagement in accordance with the references. (8550.04.01b)

(3) Given 782 Gear plus, opponent, BTPG1, mouthpiece, and without the aid of references, execute team bayonet techniques during a 2 on 2 engagement in accordance with the references. (8550.04.01c)

(4) Given 782 Gear plus, and without the aid of references, discuss the definition of combat readiness in accordance with the references. (8550.04.14a)

(5) Given 782 Gear plus, and without the aid of references, discuss the components of combat readiness in accordance with the references. (8550.04.14b)

(6) Given 782 Gear plus, and without the aid of references, discuss the role of individual and unit training in combat readiness in accordance with the references. (8550.04.14c)

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

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. For training to be effective, it must be safe and employ sound principles and techniques in support of a specific Marine Corps mission. The principles to engage multiple attackers are to channel your opponents and utilize sound bayonet techniques.

**BODY** **(145 MIN)**

---

1. ENGAGING MULTIPLE ATTACKERS.

a. There are certain principles and techniques that are used in "multiple attacker" engagements. These principles are as follows:

(1) Channel opponents. Move, using the principles of movement (approach and close), while attempting to place one opponent in front of the other. Using the angles of approach learned earlier in your martial arts training does this.

(2) Bayonet techniques. Execute the bayonet techniques that you learned earlier in your martial arts training (straight thrust, slash, etc.).

(3) Use the following principles of bayonet fighting:

(a) Disrupt. A disrupt is the technique used to create an opening for the Marine when closing with the enemy. This creates the opening in the enemy's defense by bringing the opponent's weapon off line.

(b) Entry. Entry is the movement that is made to get inside the enemy's defense, to find a path to the target. A movement can be a step forward or a small step to an oblique to get within striking distance of the enemy.

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

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

(2) Start slowly at first and increase speed with proficiency.

(3) Students should have enough space so they do not make contact with one another in the initial stages of training.

(4) Do not allow students to execute buttstrokes, slash or smash while training on each other.

(5) Use wooden bayonet trainers and bayonet safety gear when training on each other.

**INSTRUCTOR'S NOTE:** *The material in this lesson is written for right-handed students. Left-handed students should reverse instructions as necessary.*

*To prevent injuries to students during training, enforce the following safety precautions:*

*1. The first stage of practical application will begin with students facing each other, executing the techniques with one another. Ensure proper equipment is*



worn and there is enough distance between students so they do not make contact with other pairs.

2. After students have demonstrated proficiency in the technique(s), move to the second stage, a Bayonet Assault Course. For practical application on instructions, this training will be done with the bayonet trainer and proper equipment. Student will execute an offensive technique or a combination of techniques at each of the Instructors. Instructors will maintain control of students at all times. Movement through a Bayonet Assault Course will be controlled to prevent lines from forming behind any station. Instructors will be positioned throughout the course to fault check and ensure safe execution. Proper technique will be emphasized over power or speed.

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

## 2. BAYONET TECHNIQUES AGAINST MULTIPLE ATTACKERS.

### a. To train the technique: **One on two engagement**

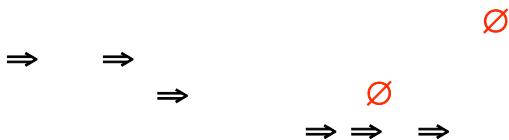
(1) Start in the modified basic warrior stance.

(2) Have two opponents staggered approximately 10 meters in stationary position away from the student.



(3) Student executes movement towards enemy.

(4) While moving toward opponent use angles of approach to place one opponent in front of the other.



(a) Use an economy of motion and no hesitation while moving towards opponents.

(b) Utilize natural terrain features and/or obstacles to channel opponents along with movement.

(c) Attempt to engage one opponent at a time. Do not hesitate at any time.

(d) Primary technique used is the straight thrust, unless a parry is needed to disrupt your opponent.

(5) When at closing distance, student should begin to thrust bayonet trainer so that student can engage the opponent at the furthest possible distance.

b. To train the technique: **Two on One Engagement**

(1) Both Marines start in the modified basic warrior stance.

(2) Have two Marines in a stationary position ten to twenty meters away from the aggressor.



(3) The Marines execute movement toward the enemy.

(4) While moving towards the aggressor do not allow him to use angles of approach to place one Marine in front of the other.

(5) **Stay together in a manner, which allows both Marines to attack simultaneously**, covering each other's movement and attack. This can be accomplished by either staying shoulder to shoulder or within a ninety-degree angle of approach to each other. Communication between the Marines is essential.



(a) Use an economy of motion and no hesitation while moving towards the aggressor.

(b) Utilize natural terrain features and/or obstacles to canalize the aggressor along with movement.

(c) Primary technique used is the straight thrust, unless a disrupt is needed to clear a path for your blade.

c. To train the technique: **Two on Two Engagement**

(1) Both Marines start in the modified basic warrior stance.

(2) Have two aggressors staggered in a stationary position ten to twenty meters away from two Marines.



(3) The Marines execute movement toward the enemies.

(4) While moving towards the aggressors use angles of approach to place one aggressor in front of the other. At the same time do not allow the aggressors to use angles of approach and movement to place one Marine in front of the other.

(5) **Stay together in a manner, which will allow both Marines to attack one aggressor at a time**, covering each other's movement and attack. This can be accomplished by either staying shoulder to shoulder or within a ninety-degree angle of approach to each other. **Do not allow the aggressors to turn this into two, one-on-one engagements.**

(6) There are many possible sequences of events given these restrictions:

(a) The first of the most probable scenarios is the Two Marines killing each of the aggressors one at a time. This is the most desirable outcome as it minimizes risk and exposure for both Marines and allows us to bring to bear the most lethal force on our enemies.

- Us=Zero KIA / Them Two KIA

(b) The second is one Marine being killed in the initial confrontation with the first enemy, who is also killed. This is less desirable but leaves at least one Marine surviving to kill the remaining aggressor.

(c) The last scenario we will explore is with both Marines dispatching the first aggressor and then one Marine being killed during the engagement with the second aggressor. This is as desirable as b but still less desirable than a. The bottom line for these last two scenarios is still:

- Us=One KIA / Them=Two KIA

As was previously mentioned, allowing the aggressor to turn this into two one-on-one engagements increases the chances of the Marines being separated and killed without the support or cover of his fellow Marine. While sometimes unavoidable, this is the least desirable of all outcomes.

When at closing distance, student should begin to thrust bayonet trainer so that student can engage the opponent at the furthest possible distance.

***INSTRUCTOR NOTES:*** Allow students to practice for 45 min. Ensure you are constantly fault checking, throughout training. Maintain speed and control of students at all time.

### 3. WHAT IS COMBAT READINESS?

a. There is no military in the world where effectiveness is more important than in the Marine Corps. Every individual Marine is essential to the performance of his unit, and all Marine units depend upon the effective performance of other units. With us, a loss in effectiveness can result in the loss of Marine lives. Every Marine must know how to and then do his job; this translates into unit effectiveness. But effectiveness is not necessarily combat readiness.

b. Combat readiness is effectiveness plus the desire and ability to keep on fighting until the mission is accomplished. Simply, the ability to maintain efficient and effective performance while under enemy fire; to fight and win. The objective of Marine Corps training is combat readiness.

### 4. HOW DO YOU ACHIEVE COMBAT READINESS?

a. Building unit discipline, proficiency, morale, and esprit de corps.

b. Training to enhance each Marine's knowledge of the job, self-discipline, self-confidence, and leadership.

c. Discipline, proficiency, morale, and esprit de corps are leadership indicators that were dealt with in some detail as leadership challenges. They are reflections of the willpower of the individuals in the unit and are crucial to combat readiness. We will now focus on the training concepts that contribute to a unit's ability to succeed in combat.

## 5. WHAT CAN WE DO DURING PEACETIME TO PREPARE OUR MARINES TO MEET THESE CHALLENGES?

a. "The great majority of soldiers overcome fear, as they have done throughout their lives, by an effort of will and by support from others." Why is this? Where/how can we instill the "will?" How do we ensure individuals will receive the needed support? Some suggestions by follow:

(1) Develop a close knit and cohesive group.

(2) Avoid personnel turbulence.

(3) Know your Marines and be known by them.

(4) Promote and retain only the finest leaders.

(5) Train your Marines as they will be employed and in as nearly accurate to combat environment as possible.

(6) Ensure all are physically fit.

(7) Train to ensure competent administration, logistics, and communication.

(8) Train on how to identify and cope with combat stresses.

(9) Provide realistic and stressful training to build proficiency and confidence in leaders, unit, equipment, tactics, weapons, and self.

(10) Provide firm fair discipline but ensure that you emphasize and recognize superior performance.

(11) Cross train to ensure depth in unit proficiency and leadership.

## 6. MARINES MUST TRAIN THE WAY THEY INTEND TO FIGHT

a. Realistic Training. Combat training must be stressful and incorporate noise, smoke, danger, confusion, and fatigue if it is to be moderately effective. The conditions that are anticipated must be duplicated as much as possible. Exercise your ability to handle in training everything you expect to handle in combat. Carry heavy loads; go on forced marches; conduct low-level flight training; operate without supplies on occasion to simulate the necessity of sharing rations, water, and ammunition; practice care for casualties; and develop physical strength and endurance to the level where everyone has confidence in their ability to persevere.

Use your imagination; it is the responsibility of the leader to prepare the minds of Marines for the shock of combat. Captain Von Schell said it best in Battle Leadership:

"In peace we should do everything possible to prepare the minds of our soldiers for the strain of battle. We must repeatedly warn them that war brings with it surprise and tremendously deep impressions. We must prepare them for the fact that each minute of battle brings with it a new assault on the nerves. As soldiers of the future, we should strive to realize that we will be faced in war by many new and difficult impressions; dangers that are thus foreseen are already half overcome."

b. Train in the basic fundamentals.

(1) Emphasize camouflage; cover and concealment; helo operations; movement; preparation of battle positions; accuracy, control, and distribution of fire; use of supporting arms; land navigation; communicating with and without radios; noise and light discipline; and other basic skills. All are essential elements the combat leader must teach Marines so they can survive on the battlefield.

(2) Unit leaders must learn the skills and techniques themselves before they can teach them, and learn how to train to develop them in their Marines.

(3) Training should emphasize the attack. We don't win by defending. Defense is something that is only accomplished when we are preparing to continue the attack. Even when defending, aggressive patrol actions should take the fight to the enemy, and familiarize him with what he can expect if he elects to attack. Instinctively think of forward movement and instill a desire to close with and destroy the enemy. Concentrate on day and night offensive operations.

c. Training should develop an aggressive spirit and confidence in the fighting ability of the individual and the unit. Emphasize close combat training. A Marine should be an expert in unarmed combat and be able to skillfully fight with the knife and bayonet. These skill areas require extensive training to master requisite speed and technique for effective use, but it is worth it and Marines thrive on it. Hand-to-hand combat training, bayonet training, unit events such as bear pits, push ball, or other physical team oriented efforts develop confidence and aggressive spirit.

d. Cross training is essential. All Marines must not only be able to perform their individual jobs, they must know how to keep the unit operating at peak efficiency. This means knowing one another's job and being able to keep the essential equipment/ weapons operating when combat power is crucial. Cross training is a key element for maintaining cohesion when taking casualties. All

Marines must understand instinctively that their first responsibility in combat is to join their force to others; the unit must prevail. Only through effective control of unit firepower can combat success be attained. Cross training will also develop a depth of leadership ability that will allow for the continued effectiveness of the unit if any leader becomes a casualty. Train all your Marines to be ready and able to take charge and make decisions if their leader is hit!

e. Train under adverse conditions. Combat will test your ability to endure hardship. Marines must be conditioned to withstand the effects of weather. Recall the experience of Captain Barrow in Korea. Extreme weather conditions offer a distinct advantage to the side best prepared to continue fighting amidst such hardships. Training in adverse weather will build confidence in your Marines' ability to care for weapons, equipment, and themselves. Remember, merely enduring is not enough; they must be able to use adverse conditions to their advantage to fight.

f. Drill. Drill is the beginning of the process that turns an uncoordinated group of individuals into a tight military unit. Drill produces a habit of prompt obedience to orders and instills pride, a sense of unity, and discipline. The habit of responsiveness that is developed through drill will help carry the unit through the terrifying moments when the shock of enemy fire is first felt.

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

**TRANSITION:** Review material, probe students, and introduce new material. Hopefully with the training and practice time, a Marine has the confidence to make a sound decision if confronted by multiple attackers and engagements. A Marine should also have the mental, character discipline to train these techniques to be force in readiness.

## **SUMMARY**

**(2 MIN)**

The fighting that took place in such battles like Bloody Ridge, Bairoko and Okinawa was "Close-In" fighting. That fighting consisted of grenades, firing rounds while closing, bayonets and even knives. During these engagements there were Marines confronted with multiple attackers and engagements. Many Marines lost their lives during these engagements, the few that survived recount their fierce battles. The techniques you learned today along with your combat readiness will give you the best chance to survive "multiple attacker" engagements and continue to fight the battle.

**INSTRUCTOR'S NOTE:** *Those with Instructional Review Forms (IRF's), 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

GROUND FIGHTING

COURSE TITLE

BROWN BELT



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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

GROUND FIGHTING

COURSE TITLE

BROWN BELT

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

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

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.02
LESSON TITLE	Ground Fighting
DATE PREPARED	December 2004
TIME	1 hr 30 min
METHOD	Lecture, demonstration, practical application
LOCATION	Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 150054B, MCRP 3-2B, Marine Corps Manual, MCWP 6-11, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	Training mats (when available)

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

**DETAILED OUTLINE**

**OFFENSIVE GROUND FIGHTING**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** The last thing you want to do in a combative engagement is go to the ground. However, in many close combat scenarios the fight ends up on the ground. This is a bad place to be, because in combat, you could easily be outnumbered. In addition, the battlefield may be covered with debris and you run the risk of getting injured on the ground. The priority in a ground fight is to get back on your feet as quickly as possible. The techniques covered here will allow you to get back to your feet while severely limiting your opponents ability to get back up and continue the engagement effectively.

**2. OVERVIEW.** This lesson will cover the techniques for instructing offensive ground fighting techniques including the bent arm-bar from the side-mount, basic leg lock from the guard, and the importance of developing as citizens.

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

a. TERMINAL LEARNING OBJECTIVE(S):

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute ground fighting in accordance with the references. (8550.04.02)

(2) Given 782 Gear plus, and without the aid of references, discuss citizenship in accordance with the references. (8550.04.15)

b. ENABLING LEARNING OBJECTIVE(S):

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a bent armbar from the side mount position in accordance with the references. (8550.04.02a)

(2) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a basic leglock in accordance with the references. (8550.04.02b)

(3) Given 782 Gear plus, and without the aid of references, discuss the definition of citizenship in accordance with the references. (8550.04.15a)

(4) Given 782 Gear plus, and without the aid of references, discuss what phase of the transformation process citizenship belongs to in accordance with the references. (8550.04.15b)

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

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

***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. Ground fighting techniques can be complicated to learn because there are numerous movements in each technique. Mastery of the skills requires extensive practice. We will begin with an introduction to ground fighting and the safety precautions inherent in training.

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

**1. INTRODUCTION.**

a. Purpose. In any close combat situation, the fight may end up on the ground. The purpose of ground fighting is to provide techniques that allow you to get back on your feet as quickly as possible.

(1) If you end up on the ground with an opponent and he is not fighting you, you will simply get back on your feet.

(2) If the opponent is fighting you, however, you want to take quick action, causing enough damage to the opponent (e.g., breaking a limb) to allow you to get back on your feet.

b. Overview of Ground Fighting Techniques. In any ground fighting scenario, you will usually end up in one of four positions with the opponent: mount, guard,

counter to mount, and counter to guard. The mount and guard positions are offensive in that you have the tactical advantage.

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

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

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

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

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

Confirm by questions.

**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? To become proficient as a Martial Arts Instructor Trainer, you must be able to perform the techniques for ground fighting, you must understand and be able to apply fault checking techniques, and you must enforce safety precautions. We will begin by covering the technique for the mount position.

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

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

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

## 2. BENT ARMBAR FROM SIDE MOUNT.

a. Bent Armbar. This technique can be executed from many positions, but we will focus on executing this technique from the side mount position, while the opponent uses his free hand to attempt an eye gouge.

b. Training the Technique. To teach the bent armbar have the students:

(1) Begin with the aggressor lying flat on his back. Position yourself in the right side-mount position, chest to chest with the aggressor.

(a) Your left leg is straight and right leg is bent, knee on the ground at the aggressor's hip.

(b) Your body weight controls the aggressor.

(2) The aggressor attempts an eye gouge with his left hand.

(3) With your left hand, grab the aggressor's left wrist, and place your left elbow against the aggressor's left ear.

(4) With your right hand, reach underneath the aggressor's left triceps and grab your left wrist, both palms down.

(5) Apply downward pressure as you pull the aggressor's wrist towards his hips or feet, simultaneously elevating his left elbow by raising your right elbow.

(a) For submission, apply slow and steady pressure.

(b) For joint destruction, rapidly execute full force and full speed while raising the right elbow.

(6) Return to your feet and assume the basic warrior stance.

<p><b>INSTRUCTORS NOTE:</b> <i>Fault check student performance of the Techniques.</i> <i>Enforce safety precautions</i></p>
---

**TRANSITION:** Review material, probe with questions, and introduce new material. We have covered the bent arm bar from the side mount, are there any questions before we go on?

### 3. BASIC LEG LOCK.

a. Basic Leg Lock. This technique can be executed when you are in your opponent's guard, prior to him locking his ankles together. In this scenario, the opponent is attempting to gain the superior position.

b. Training the Technique. To teach the basic leg lock, have the students:

(1) Begin in the aggressor's guard without him locking his ankles together.

(2) With your left elbow, strike the inside of the aggressor's right leg, on the femoral nerve. Maintain pressure on his leg, pinning it to the ground with your left hand until you replace your hand with your left foot in step five.

**INSTRUCTOR'S NOTE:** *The femoral nerve is the primary target area because it is most exposed. A strike to the opponent's groin region is encouraged if it is exposed.*

(3) At the same time bring your right leg forward and to the right, at a 45-degree angle, placing the sole of the foot on the deck.

(4) Quickly over-hook your right arm around the aggressor's left leg, between the lower calf and the heel.

(5) Quickly come to the standing position maintaining control of the aggressor's legs, keeping your back straight and knees slightly bent. With your left leg execute a vertical stomp on the aggressor's groin region.

(6) Clasp your hands together; palm-to-palm, with your right palm towards the deck. Apply bone pressure to the aggressor's Achilles tendon by rotating your right radius up into it. Maintain pressure on the aggressor's Achilles tendon throughout the movement. Slowly straighten your back and look up to increase the pressure for the submission. Stand quickly arching your back for the joint destruction.

**FOR SAFETY DURING TRAINING:** *Simulate stomping the groin by placing your left foot on the inside of the aggressor's thigh.*

**INSTRUCTOR NOTE:** *If the opponent's groin region is not exposed a vertical stomp to the femoral nerve is recommended. Opponents trapped foot should be snug in the students right armpit.*

**INSTRUCTOR'S NOTE:** Reinforce the following safety precautions:

*-Ensure students are applying enough pressure to the opponent's Achilles tendon so that they understand the technique, but not enough to break it.*

*-Ensure students do not execute strikes at full force.*

**TRANSITION:** Review material, probe with questions, and introduce new material. To be proficient in ground fighting, students must practice under the guidance of a trained Martial Arts Instructor Trainer who can fault check performance and provide feedback. Sustainment of these skills requires regular practice of the techniques. To be proficient as a citizen we must constantly develop our skills and understanding of our responsibility to our nation.

#### 4. CITIZENSHIP.

a. A citizen is a person who owes **loyalty** to and is entitled by birth or nationalization to the protection of a state or a nation. He is entitled to vote and enjoy other privileges there. A citizen also has duties and responsibilities that stem from his rights and privileges. As a member of the armed forces you understand some of these duties and have already done much to contribute to our country and its citizens. But as a Marine you know that we continually develop ourselves and seek self-improvement. Additionally, citizenship is the fifth stage of the transformation we undergo by becoming Marines.

b. Part of the process of being a citizen is developing the **knowledge, skills, and values** it takes to be a citizen, in ourselves and in others.

(1) A solid base of **knowledge** is the background all other decisions are made from and our skills and values are developed from. A basic, working knowledge of our country's history is a solid base to begin with when building a productive member of society. You should be familiar with our The Constitution, which you have sworn to protect and defend, and is in the Commandant's reading list. Familiarity with The Bill of Rights and how they came about can deepen your grasp on our country's history. Understanding how we fit into world history can help us understand many of the twists and turns the United States has been through, from its inception up to the present day. There is an old maxim that states that, "those who do not learn from history's mistakes are doomed to repeat them".

In the military it is important to know how our chain of command works. Similarly, as a citizen, we need to know how our government works. Many of the skills we develop as citizens, such as voting and taking an active role in our



society, are based on our understanding of the government and how it works. An uninformed decision can often do more damage than no decision at all.

Keeping in tune with current events also assists us in our path toward becoming solid citizens. Understanding international events can help us understand the bigger issues that, as Marines, we are often called upon to help resolve. It can also help us understand some of the bigger issues that lead to decisions that affect us as citizens and Marines.

(2) Some of the **skills** we develop as citizens are voting, being proactive, and critical thinking. Voting based on our knowledge of the issues, current events, and a candidate's platform is one of the basic rights and responsibilities we enjoy as a citizen. Being proactive takes a little more work and dedication. Being attuned to developing situations often allows us to take action on issues before they spin out of control. Critical thinking allows us to take all of the information presented to us and determine priorities and logical, workable courses of action.

(3) Developing all of these skills and accumulating this requisite knowledge will significantly contribute to the development of our **values**. These values should lead us to make a positive impact or contribution to society. They should inspire us to be better leaders and set the example, encouraging others to develop as citizens of this great country.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have just trained and practiced brown belt ground fighting techniques and also discussed citizenship and its importance as a Marine, are there any questions?

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

---

Having a knowledge of the techniques for ground fighting or citizenship will do us no good if we do not spend the time developing those skills. We must use our knowledge to train our skills and increase our abilities in an engagement and as citizens everyday. The values we are imbued with and take the time to develop will guide us in the application of our ground fighting and citizenship skills.

**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

GROUND CHOKES

COURSE TITLE

BROWN BELT TRAINING

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

GROUND CHOKES

COURSE TITLE

BROWN BELT TRAINING

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

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

**UNITED STATES MARINE CORPS**  
Martial Arts Center of Excellence  
The Basic School  
Marine Corps Combat Development Command  
Quantico, Virginia 22134

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.03
LESSON TITLE	Ground chokes
DATE PREPARED	December 2004
TIME	1.0 hr
METHOD	Lecture, demonstration, practical application
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 150054B, MCRP 3-02B, MCRP 6-11D
TRAINING AIDS/EQUIPMENT	782 gear, Mouthpiece

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

**DETAILED OUTLINE**

**GROUND CHOKES**

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

---

**1. GAIN ATTENTION.** The priority in ground fighting is to get back on your feet as quickly as possible. However, often a ground fight can be ended quickly by executing a choke on the opponent. It is your responsibility to ensure training is safe while ensuring students learn the techniques for chokes. Counseling is also your responsibility in that it is the part of leadership which ensures, by mutual understanding, that the efforts of leaders and their Marines are continuously directed toward unit readiness and effective individual performance. As such one important skill that every leader must possess is the ability to communicate.

**2. OVERVIEW.** This lesson will cover the techniques for instructing ground chokes, including front, side, rear, and figure-four chokes. It will also cover communication and the process of counseling.

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

a. TERMINAL LEARNING OBJECTIVE(S):

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute ground chokes in accordance with the references. (8550.04.03)

(2) Given 782 Gear plus, and without the aid of references, discuss communication and counseling in accordance with the references. (8550.04.16)

b. ENABLING LEARNING OBJECTIVE(S):

(1) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a ground front choke in accordance with the references. (8550.04.03a)

(2) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a ground rear choke in accordance with the references. (8550.04.03b)

(3) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a ground side choke in accordance with the references. (8550.04.03c)

(4) Given 782 Gear plus, opponent, mouthpiece, and without the aid of references, execute a ground figure 4 variation to the rear choke in accordance with the references. (8550.04.03d)

(5) Given 782 Gear plus, and without the aid of references, discuss the types of performance counseling in accordance with the references. (8550.04.16a)

(6) Given 782 Gear plus, and without the aid of references, discuss the elements of formal counseling in accordance with the references. (8550.04.16b)

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

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

**5. EVALUATION.** Topics from this lesson will be evaluated via a written test and a performance checklist during practical applications conducted during belt testing.

**TRANSITION:** Review material, probe with questions, and introduce new material. As discussed in the previous lesson on chokes, there are strict safety precautions pertaining to the training of chokes. These precautions also apply to ground fighting chokes.

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

1. INTRODUCTION.

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

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

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

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

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

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. As Martial Arts Instructor/Instructor Trainers, chokes are among the most dangerous techniques you will train. Always ensure that the safety precautions are observed.

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

## 2. GROUND FRONT CHOKE.

a. Purpose. The ground front choke is a blood choke performed most effectively from the mount position, but can also be executed from other positions. The front choke employs the aggressor's collar to execute the choke.

b. Training the Technique. To teach the ground front choke walk students through the technique, step by step, working hand and arm placement and execution. To teach the ground front choke, have the student:

(1) Begin in the mount position.

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

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

(4) Grab the collar with your elbows facing down, curl your wrist inward and pull down while at the same time attempt to place your head over the aggressor's left shoulder.

(a) The opponent's carotid artery's will be cut off by your radial bone.

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

Confirm by questions and practice.
------------------------------------

**TRANSITION:** Review material, probe with questions, and introduce new material. A ground front choke is an effective technique when you are facing an opponent in the mount position. However, if your opponent is not wearing a lapel or collar, a ground side choke can also be executed when facing an opponent in the mount position.

## 2. GROUND SIDE CHOKE.

a. Purpose. The ground fighting side choke is a blood choke performed from the mount position. The ground fighting side choke is particularly effective when the opponent raises his arms and places them on your chest or throat.

b. Training the Technique. To teach the ground fighting side choke have the student:

(1) Begin with the Marine facing the aggressor in the mount.

(2) The aggressor will push up on the Marine in an effort to get him up and off of him.

(3) Parry the aggressor's right arm inboard, cross-chest with your left hand.

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



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

(6) Pull the aggressor toward your chest, exerting pressure on the side of his neck with your forearm. 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 shoulder into his right carotid artery. This allows you to apply pressure to both carotid arteries and not the trachea or windpipe.

Confirm by questions and practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. The side and front chokes are effective techniques when you are facing your opponent in the mount position. A ground fighting rear choke can be executed when you are behind an opponent.

### 3. GROUND REAR CHOKE.

a. Purpose. The ground rear choke is a blood choke performed when you are behind the opponent.

b. Training the Technique. To teach the ground fighting rear choke, have the student:

(1) Begin sitting on the ground with the aggressor sitting between your legs with his back to your chest.

(2) Get your hooks in by placing your lower legs over the aggressor's thighs. Do not cross your ankles at any time. This compromises your position and makes you vulnerable to counter-attack. Use your insteps and toes to make constant pressure on the aggressor's thighs. Note: Do not try to get your toes under the aggressor's legs.

(3) With your right arm, reach over the aggressor's right shoulder and hook the bend of your arm around his neck.

(a) Ensure the aggressor's windpipe is positioned within the bend of your arm, and pressure is not being exerted directly on his windpipe.

(4) With your left hand (palm up), clasp both hands together, palm-to-palm.

(5) Exert pressure with your biceps and forearm on both sides of the aggressor's neck on his carotid arteries.

(6) While maintaining pressure with your biceps and forearm on both sides of the neck, draw the aggressor closer to you by drawing your right arm in.

(7) To increase the effectiveness of the choke:

(a) Apply forward pressure to the back of the aggressor's head with your head by bending your neck forward.

(b) Stretch out the aggressor by straightening and arching your body while maintaining your hooks and arm positions.

c. Figure-Four Variation

(1) Follow steps one through three for the rear choke.

(2) Grasp your left biceps or shoulder with your right hand and place your left hand against the back of the aggressor's head.

(3) With your left hand, push the aggressor's head forward and down.

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

(5) To increase the effectiveness of the choke stretch out the aggressor by straightening and arching your body while maintaining your hooks and arm positions.

**TRANSITION:** Review material, probe with questions, and introduce new material. As a Martial Arts Instructor/Instructor Trainer, you are responsible for training ground chokes to proficiency. To be effective, you must be able to demonstrate the techniques as well as fault check students and provide feedback. We will now practice the techniques for fault checking performance of ground fighting chokes

4. PRACTICAL APPLICATION/FAULT CHECKING GROUND CHOKES

**TRANSITION:** Review material, probe with questions, and introduce new material. Proficiency in executing ground chokes and fault checking performance will come with practice and experience. Throughout training, enforce safety precautions and the proper execution of the techniques for chokes. Just as we watch each other and give each other feedback when practicing techniques, the

counseling program is designed to give Marines feedback to positively influence their performance.

## 5. THE MARINE CORPS COUNSELING PROGRAM.

a. The Marine Corps counseling program consists of two parts. The first is performance evaluation contained in the fitness report or pro/con marks, and is based upon the documented past performance of the Marine. It should be noted that the time to counsel the Marine of the past performance is not when giving him the fitness report or pro/cons, but prior to this point so that corrective action may be taken and documented. The second part and what we are going to focus on today is performance counseling which focuses on the Marine's future. These two program parts are considered to be separate but complementary.

b. Performance counseling should be a two-way communication between the junior and senior that is positive and forward looking with the ultimate purpose of developing the individual Marine. The aim is to strengthen an individual's performance to make our unit more capable of going places and achieving objectives.

## 6. THE COUNSELING PROCESS.

a. The counseling process is broken down into three types of counseling sessions: initial, follow-on, and event related. These are classified as formal counseling of which initial and follow-on sessions are considered formal counseling. Event-related sessions are defined as INFORMAL counseling.

(1) Let's start off by discussing the first type of counseling-formal counseling. The characteristics of a formal counseling session are that it is planned:

- (a) The senior evaluates how the Marine has been doing.
- (b) The senior develops future targets.
- (c) The Marine is informed of the upcoming session and its content.
- (d) The senior prepares an agenda ahead of time.

b. How much time should you set aside for a formal counseling session? The answer is to make sure you don't shortchange the Marine. You must allow sufficient time to focus on the junior's overall performance and SPECIFIC expected accomplishments over the next several weeks or months.

c. The initial counseling session is the first time the two of you formally sit down and discuss the future of the junior Marine. This session should lay the ground work for the continuing professional relationship. This is when the senior explains his/her goals and expectations for the unit, and how they relate to the junior. They should also jointly arrive at targets for the junior to meet before the next session.

d. Any other formal session that occurs after that initial session is considered to be a FOLLOW-ON session. Here the individual's progress is monitored, any problems are worked on, and senior and junior plan future targets for the next period.

e. The event-related counseling is also known as the spot correction. You notice a deficiency in performance, error in judgment or lapse of discipline and you take immediate corrective action. As such it is done on the spot and usually with no documentation until after the counseling is completed.

## 7. ELEMENTS OF FORMAL COUNSELING.

a. Now let's look at the actual parts of a formal counseling session. These are the five elements.

(1) Preparation, Opening, Main Body, Closing, Follow-Up

b. Let's look first at the PREPARATION phase. The preparation phase is where the seniors make their money. You should:

(1) Review the Marine's current performance in relation to the previous targets that were set.

(2) Give the junior advance notice of the time and content of the session.

(3) Select an appropriate location.

(4) Make a plan, or AGENDA, in writing for the session.

(5) Decide what approach to take. Directive (senior does the talking), Non-directive (junior does the talking), Collaborative (both do the talking).

c. Once the preparation phase is done you are actually ready to conduct the session. Which takes us to the next element of a formal session, the OPENING. The Marine will formally report to you and you should set him at ease by making some small talk or maybe offering him some coffee.

d. Now you are ready for the MAIN BODY of the counseling session. This is when you review the Marine's progress against previous targets and develop a plan and targets for the next period. Unless you are using a complete directive approach, ensure that you INVOLVE THE MARINE IN THE PROCESS. If he feels that he has input into his own future, he will be that much more inclined to excel.

e. CLOSING. At this point, you must ensure the Marine understands the targets and is committed to them. If you don't summarize what conclusions have been reached, you risk having the Marine leave without being on your "sheet of music."

f. FOLLOW-UP. Two things occur during this last element of a formal session: documentation and follow-up. Documentation is not mandatory, but highly recommended. You can use the forms located in the Marine Corps guide for counseling, which contains one example for lance corporals and below and one form for corporals and above.

## 8. FREQUENCY.

a. An initial counseling session must occur according to the Marine Corps order within 30 days of the establishment of a new senior subordinate relationship. This occurs when the new leader joins a unit or a new Marine joins the unit.

b. A platoon commander will normally counsel all of his Marines. This does not relieve subordinate leaders from counseling. This counseling will probably be more detailed than the platoon commander's. Additionally, the platoon commander's counseling should compliment the subordinate leaders counseling.

c. It is clear that lance corporals and below must receive a follow-on session every 30 days. These Marines have the most developing to do and need frequent feedback. For corporals and above, once the initial counseling session is done, a follow-on counseling session must occur within 90 days. After that a follow-on session must be done at least every six months.

d. The above are only guidelines for the minimum counseling requirements. Good leaders counsel their subordinates as often as necessary in order to develop their subordinates as well as improve unit readiness.

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

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

Chokes are effective techniques for quickly ending a fight on the ground. 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. As a Martial Arts Instructor/Instructor Trainer, it is your responsibility to ensure training is safe while ensuring students learn the techniques to proficiency. As a leader it is your responsibility to communicate with subordinates. The Marine Corps has standardized this process with its counseling program. We have discussed what this program is, the types of counseling, the elements of a counseling session and the frequency of counseling.

***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

MAJOR OUTSIDE REAP

COURSE TITLE

BROWN 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-4.04
LESSON TITLE	Major Outside Reap
DATE PREPARED	December 2004
TIME	1 hr 30 min
METHOD	EDIP and Guided Discussion
LOCATION	training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 150054B, MCRP 3-02B, MCRB 6-11B
TRAINING AIDS/EQUIPMENT	Mouthpieces

**UNITED STATES MARINE CORPS**  
Martial Arts Center of Excellence  
The Basic School  
Marine Corps Combat Development Command  
Quantico, Virginia 22134

**DETAILED OUTLINE**

**MAJOR OUTSIDE REAP**

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

---

**1. GAIN ATTENTION.** In any combative confrontation, you need to maintain the tactical advantage. Throws allow you to gain that advantage by taking your opponent to the deck while you remain standing. Throws use the principles of off-balancing by using the momentum and power generated by the opponent to move or throw them. They are size and strength neutral as well and can be very devastating techniques to an opponent if applied efficiently.

**2. OVERVIEW.** This lesson will cover the three parts of a throw, techniques for training off-balancing and the major outside reap. We will also discuss Cohesion, how it affects us as Marines, and why it is so important.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 Gear Plus, opponent, mouthpiece, and without the aid of references, execute a major outside reap, in accordance with the references. (8550.04.04)

(2) Given 782 Gear Plus, and without the aid of references, discuss cohesion, in accordance with the references. (8550.04.17)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear Plus, opponent, mouthpiece, and without the aid of references, execute entry, in accordance with the references. (8550.04.04a)

(2) Given 782 Gear Plus, opponent, mouthpiece, and without the aid of references, execute off-balancing, in accordance with the references. (8550.04.04b)

(3) Given 782 gear plus and without the aid of reference, discuss cohesion, in accordance with the reference. (8550.04.17a)

(4) Given 782 gear plus and without the aid of reference, discuss the definition of cohesion, in accordance with the reference. (8550.04.17b)

(5) Given 782 gear plus and without the aid of reference, discuss the dimensions of cohesion, in accordance with the reference. (8550.04.17c)

(6) Given 782 gear plus and without the aid of reference, discuss why cohesion is important in the Marine Corps, in accordance with the reference. (8550.04.17d)

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

**5. EVALUATION.** Topics from this lesson will be evaluated by performance 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. So far, we have covered the purpose, your TLO's and ELO's, how I will teach this class, and how you will be evaluated. (Probe Students) Now, we will cover an introduction to throws and the safety precautions used when training them.

## **BODY**

**(85 MIN)**

### **1. INTRODUCTION TO THROWS.**

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

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

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

appropriate for training throws.

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

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

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

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

## 2. BALANCE AND THE THREE PARTS OF A THROW.

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

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

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

c. Angles of Off-balancing. There are eight angles or directions in which an opponent can be off-balanced. Imagine the angles at your feet labeled with forward, rear, right, left, forward right, forward left, rear right, and rear left.

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

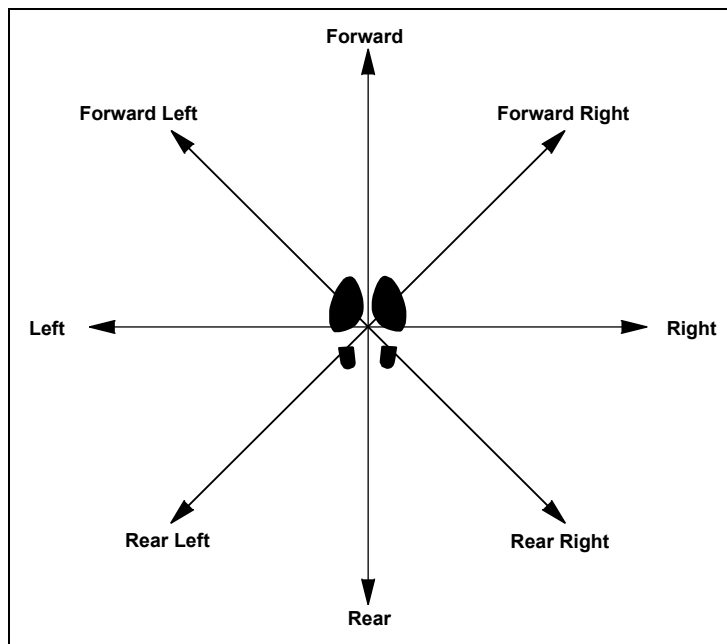
(2) Forward, rear, right, and left are straight angles.

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

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

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

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



e. Principles of Off-balancing.

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

(2) Off-balancing techniques rely on the generated power of the opponent.

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

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

f. Practical Application for Off-balancing.

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

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

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

**INSTRUCTOR'S NOTE:** *Allow students approximately 5 minutes to practice each of the eight angles of off-balancing.*

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

*Fault check student performance. Enforce safety precautions.*

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

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

**TRANSITION:** Review material, probe with questions, and introduce new material. We have covered the three parts of a throw so far. Now, we will talk

about how all three will come together to execute the Major Outside Reap.

### 3. MAJOR OUTSIDE REAP.

a. Major Outside Reap (Opponent Pushing). A major outside reap can be used to take the opponent to the deck while you remain standing. It is particularly effective if the opponent is already off-balanced and pushing on you and defending against the leg sweep.

(1) From the clinch, (right hand behind opponent's neck, left hand on opponent's right tricep) off-balance the aggressor by pulling his right arm (in and downward) with your left hand.

(2) With your right hand on the left side of his neck or head, push down and to your left in an arcing movement.

(3) While off balancing the opponent, just before weight is transferred back on to the opponent's right foot, sweep the opponent's right leg across his body with the inside of your left foot. **FOR SAFETY During Training, make sure you do not strike directly on your opponent's ankle with the inside of your boot.**

b. Major Outside Reap (Opponent Pulling). A major outside reap can be used to take the opponent to the deck while you remain standing. It is particularly effective if the opponent is already off-balanced and pulling on you and defending against the leg sweep.

(1) From the clinch, (right hand behind opponent's neck, left hand on opponent's right tricep) off-balance the aggressor by pulling his right arm (in and downward) with your left hand.

(2) With your right hand on the left side of his neck or head, push down and to your left in an arcing movement.

(3) While off balancing the opponent, just as weight is transferred off the opponent's right foot, sweep the opponent's right leg across his body with the inside of your left foot.

**FOR SAFETY During Training, make sure you do not strike directly on your opponent's ankle with the inside of your boot.**

**TRANSITION:** Review material, probe with questions, and introduce new material. This throw can be very useful in a combative engagement due to the ease of execution. No matter how many throws you know, without the help from your fellow Marines, the mission will never be completed. Marines count on one

another every day. That is why cohesion is so important to Marines, units, and the Marine Corps.

#### 4. COHESION.

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

A good example of this esprit is when the individual Marine risks his life to aid a fellow Marine or to accomplish the mission at hand. An example is that of a trapped Marine division that bravely fought its way across the frozen wastes of Korea, through six communist divisions, to the sea. Cohesion provides Marines with supportive relationships that buffer stress and increases their ability to accomplish the mission or task. Strong unit cohesion results in increased combat power and the achievement of greater successes.

b. There are five dimensions of cohesion: individual morale, confidence in the unit's combat capability, confidence in unit leaders, horizontal cohesion, and vertical cohesion. In combination, these dimensions dramatically affect the capabilities of a unit. Historically, the Corps has fostered individual morale, confidence in the unit's combat capability, and confidence in unit leaders. We understand the benefits attained through developing and maintaining high morale, and we have always stressed the technical and tactical proficiency of every Marine. Equally, our Corps has always emphasized the importance of developing solid, trustworthy leaders. Our reputation is built on the emphasis our fore bearers put on these three dimensions of cohesion. The remaining two dimensions, horizontal and vertical cohesion, are also of equal importance to combat readiness.

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

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



Success in battle can be directly attributed to a unit's overall confidence in its level of performance. "If the history of military organizations proves anything, it is that those units that are told they are second-class will almost inevitably prove that they are second-class."

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

f. Horizontal cohesion, also known as peer bonding, takes place among peers. It is the building of a sense of trust and familiarity between individuals of the same rank or position. Sense of mission, teamwork, personnel stability, technical and tactical proficiency, trust, respect, and friendship are some elements that contribute to peer bonding. An example of horizontal cohesion is the relationship between members of a fire team. Over time, each member develops a sense of trust in the other. This trust is born of several elements. The first is a common sense of mission, the act of placing personal goals aside to pursue the goals of the entire team. Other elements include teamwork and personnel stability. Teamwork is the result of mutual support provided by each member of the team. Teamwork is further enhanced by personnel stability, which promotes familiar and effective working relationships. Perhaps most important is the development of tactical and technical proficiency that continues to support and reinforce the trust and respect between the team members. Shared hardship also promotes horizontal cohesion.

g. Vertical cohesion is not new to our Corps; this dimension of cohesion involves the vertical relationship between subordinate and senior. Vertical cohesion is what draws peer groups into a cohesive unit, such as a battalion or squadron. It is, in part, the building of a mutual sense of trust and respect among individuals of different rank or position. Additionally, vertical cohesion is the sense of belonging that the squad or section maintains relative to its role in the battalion or squadron. Some characteristics of vertical cohesion include unit pride and history, leaders' concern for the Marines, leaders' example, trust and respect for leaders, and shared discomfort and danger.

h. Since the birth of our Corps, Marine units have evidenced horizontal and vertical cohesion to varying degrees and with varying success. However, it is vitally important that these two qualities be developed in combination with each other. Just as the strength of combined arms comes from the combined effects of two or more different arms that mutually support one another, the strength of horizontal and vertical cohesion derives from the combined effects and mutual support they provide each other.

i. Blending vertical cohesion and horizontal cohesion ensures a strong, universal sense of bonding and teamwork among various types of units. If vertical and horizontal cohesion are mutually supported, all these units will be composed of Marines who trust and respect each other. Each type of bond reinforces the other. A cohesive battalion that is comprised of cohesive companies that place the goals and interests of the battalion or company above those of their squad and/or section is an example of the blending of both vertical and horizontal cohesion.

**TRANSITION:** Review material, probe with questions, and introduce new material. Cohesion is a huge part of how well Marines and units function. It is up to us to maintain and continue to build cohesion in our units to ensure the Marines around us understand the value of cohesion.

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

---

Throwing techniques rely on off-balancing to throw an opponent to the deck while you remain standing, thereby gaining the tactical advantage. They are useful tools in many different situations but they also require a lot of work to improve and maintain. Cohesion is the same way. Cohesion is the glue that binds Marines and units to each other. It is an invisible force more powerful than any physical device that will cause Marines to hold the line under the most adverse conditions. It is a force multiplier that can ensure success against overwhelming odds. As leaders we must strive to develop all five components of cohesion in our unit.

***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 AGAINST HAND-HELD WEAPON TECHNIQUES

COURSE TITLE

BROWN 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-4.05
LESSON TITLE	Unarmed Against Hand-Held Weapon Techniques
DATE PREPARED	December 2004
TIME	2 hrs
METHOD	Informal lecture, EDIP, and guided discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B, MCO 1510.122B, MCRP 6-11B, MCO 1500.54B, FM 27-10
TRAINING AIDS/EQUIPMENT	Training knives and sticks; groin protection

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

**DETAILED OUTLINE**

**UNARMED AGAINST HAND-HELD WEAPON TECHNIQUES**

**INTRODUCTION**

**(3 MIN)**

**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. If you are caught in a situation where you are unarmed and have no available weapon, would you be able to respond if attacked by an armed opponent? As a Martial Arts Instructor/Instructor Trainer, you are responsible for training unarmed against hand-held weapon techniques. To be proficient, Marines must continually train to sustain these skills. As Marines, we are also held to a higher standard than others. Discipline is one of those standards; the Law of War holds us to that standard in combat. Warriors in the past had similar laws or codes to keep them from abusing their skills and abilities.

**2. OVERVIEW.** This lesson will cover the techniques for instructing blocks and counters for unarmed against hand-held weapon attacks. We will also discuss the purpose and relevance of the Law of War, as well as some other aspects that we must abide by as Marines on the battlefield.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, training knives and sticks, mouthpiece, and without the aid of reference execute unarmed versus hand-held weapon techniques in accordance with MCRP 3-2B. (8550.04.05)

(2) Given personnel to be trained and a lesson plan, discuss the Law of War in accordance with the reference MCRP 6-11b and FM27-10. (8550.04.18)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, training knives and sticks, mouthpiece and without the aid of reference execute hollowing out with follow on techniques against a straight thrust, in accordance with MCRP 3-2B. (8550.04.05a)

(2) Given 782 gear plus, opponent, training knives and sticks, mouthpiece and without the aid of reference execute bent armbar counter against a vertical attack, in accordance with MCRP 3-2B. (8550.04.05b)

(3) Given 782 gear plus, opponent, training knives and sticks, mouthpiece and without the aid of reference execute forward armbar counter against a forward attack, in accordance with MCRP 3-2B. (8550.04.05c)

(4) Given 782 gear plus, opponent, training knives and sticks, mouthpiece and without the aid of reference execute reverse armbar counter against a reverse attack, in accordance with MCRP 3-2B. (8550.04.05d)

(5) Given 782 gear plus, and without the aid of reference discuss the purpose of the Law of War in accordance with the reference MCRP 6-11b and FM27-10. (8550.04.18a)

(6) Given 782 gear plus, and without the aid of reference discuss other codes, that in conjunction with the Law of War, guide a Marine in his actions in combat in accordance with the reference MCRP 6-11b and FM27-10. (8550.04.18b)

**4. METHOD/MEDIA.** This class will be taught by informal lecture and E.D.I.P method.

**5. EVALUATION.** Topics from this lesson will be evaluated via a written and performance evaluation; make sure you check your schedule for time and date.

***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. Are there any questions on the purpose, learning objectives, or how you will be evaluated? Now let's talk about the safeties that you will adhere to, as well as some of the basics you need to know.

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

1. INTRODUCTION.

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

(1) This training must be closely supervised. Strikes and joint manipulations should not be executed at full force or full speed 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 opponent's attack, as they become more proficient.

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

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

(5) Insure that you use soft footing, or grassy area when using these techniques.

b. Mindset. In any engagement against an knife, a stick, or some other weapon of opportunity -- do not go into it thinking you are going to get cut or hurt. You must establish and retain a mindset to go on the offensive rather than be on the defensive. Survival depends on it.

c. Principles of Counters. A counter is used to control the situation to regain the tactical advantage and end the fight. Regardless of the type of weapon or angle of attack, the following principles apply to countering the attack with a hand-held weapon:

(1) The first action taken in a counter is to move out of the line of attack. Movement is executed in a 45-degree angle forward to the left or right.

(2) The second action taken is to block the attack. (The first and second actions are taken simultaneously.)

(3) The third action taken is to control the weapon by controlling the hand or arm that is holding the weapon. Never attempt to grab the opponent's weapon.



(4) The fourth action taken is to execute appropriate follow-ups to end the fight such as strikes, joint manipulations, throws, or takedowns. You should continue your assault on the opponent until you end the fight.

d. Counter Techniques. There are four techniques that can be used to counter any armed attack: forward armbar counter and reverse armbar counter. These techniques can be used to counter a forward diagonal strike or a forward horizontal strike. With minor variations, the same techniques are used to counter reverse strikes. A third technique, the bent armbar counter, is used to counter a vertical attack, also a counter to a straight thrust.

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the safeties, principles, mindset, or some of the counters you will be learning? Let’s now discuss the techniques you will be learning for unarmed versus handheld.

**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.*

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

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

## 2. COUNTERS TO HAND-HELD WEAPON ATTACKS.

a. Hollowing Out w/follow-on technique. To train the counter for a straight thrust, have the student:

(1) Start from the basic warrior stance, facing the aggressor who attacks with a straight thrust.

(2) Bend at the waist, move your hips backward and jump backward with both feet to move away from the attack. This action is known as "hollowing out."

(3) Hollow out and block the attack with your elbows slightly bent and hands together on top of the attacking arm.

(4) The hands should be palm down and slightly overlapped so one thumb is on top of the other hand's index finger; the other thumb should be under the other hand's index finger in an "inverted V".

(5) Maintain control of the aggressor's attacking arm by firmly grasping his wrist.

(6) Follow-on techniques (strikes, joint-locks, etc.) will consist of techniques used to:

(a) Control the weapon.

(b) Subdue the aggressor.

(c) Remove the weapon

b. Forward Armbar Counter. To train the forward armbar counter to an attack coming from a forward strike, have the student:

(1) Face the aggressor in the basic warrior stance. The aggressor attacks with a forward strike coming in anywhere from a 45-degree angle of attack to parallel to the deck.

(2) Move forward-left, inside the arc of the aggressor attack.

(3) Block the attack with both arms bent so the outside of your forearms make two points of contact with the aggressor's biceps and forearm.

(4) Immediately after making two points of contact, overhook or wrap your left arm over the aggressor's arm, trapping his attacking arm between your biceps and torso by pulling your elbow in. His forearm should be under your armpit with your left forearm making pressure on the aggressor's right elbow.

(5) Place your right hand on the aggressor's shoulder or upper arm and your left palm on your right wrist to further control his arm and to effect an armbar with your left forearm exerting pressure on his right elbow.

(6) Follow-on techniques (strikes, joint-locks, etc.) will consist of techniques used to:

- (a) Control the weapon.
- (b) Subdue the aggressor.
- (c) Remove the weapon.

c. Reverse Armbar Counter. To train the reverse armbar counter to an attack coming from a reverse strike, have the student:

(1) Face the aggressor in the basic warrior stance. The aggressor attacks with a reverse strike coming in anywhere from a 45-degree angle of attack, to parallel to the ground.

(2) Move forward-right, outside the arc of the aggressor's attack.

(3) Block the attack with both arms bent so your forearms make two points of contact with the aggressor's biceps and forearm.

(4) While maintaining control of the aggressor's wrist with your right hand, pivot to your right so your back is against the aggressor's right side. Immediately over hook the aggressor's right arm with your left and wrap your arm tightly around his arm, trapping his attacking arm between your biceps and torso.

(a) The aggressor's biceps should be under your armpit. You must control the aggressor's arm on his elbow to affect an armbar from this position.

(b) Control his arm by pinching it between your arm and torso.

(5) With your right hand, twist the aggressor's wrist and hand outboard, palm up.

(6) Complete the armbar by grabbing the top of your right wrist with your left palm (If your arms are too short it is permissible for you to grab your own gear or utilities at your chest with your left hand to make the pressure and secure the lock).

(a) Apply downward pressure on the aggressor's upper arm and shoulder. Your body is used to apply pressure by arching and/or dropping body weight into the aggressor.

(b) Apply upward pressure on the aggressor's elbow while applying downward pressure on his wrist.

(c) Do follow-on techniques.

***INSTRUCTOR'S NOTE:*** Reinforce to students that this technique can break the opponent's arm, so a slow, steady pressure should be applied during training to prevent injury.

d. Bent Armbar Counter. This counter is particularly effective against a vertical attack. To train the bent armbar counter, have the student:

(1) Face the aggressor in a basic warrior stance. The aggressor attacks with a vertical strike.

(2) Move forward-left to the inside of the aggressor's attacking arm.

(3) Block the attack with both arms bent so your forearms make contact with the aggressor's biceps and forearm.

(4) With your left hand, block the aggressor's forearm. At the same time, slide your right arm underneath his triceps and hook his forearm or wrist with your right hand, hand over hand, bringing your elbows close together.

(5) Apply pressure forward and down with your hands against the aggressor's forearm to off-balance him.

(a) Keep the aggressor's arm bent and elbow in close to your body to maintain leverage.

(b) This action can dislocate or damage the opponent's shoulder.

(6) To take the aggressor to the ground, step past him with your right foot, while keeping the aggressor's arm tight into your body, this will cause the aggressor to be off-balanced and go to the deck.

***INSTRUCTOR'S NOTE:*** Reinforce to students that following safety precautions: Use extreme caution to not exert pressure on the opponent's arm that will damage the shoulder

**TRANSITION:** Review material, probe with questions, and introduce new material. In order to demonstrate the techniques we have discussed, you must become proficient in executing each technique. We will now practice performing the techniques as well as instructing and fault checking the techniques for unarmed against hand-held weapon attacks.

### 3. PRACTICAL APPLICATION FOR INSTRUCTING PERSONNEL TO EXECUTE UNARMED AGAINST HAND-HELD WEAPON TECHNIQUES.

**INSTRUCTOR'S NOTE:** *Pair students to practice unarmed against hand-held weapon techniques. Designate a third student to serve as instructor to fault check execution of the techniques.*

*Designate instructors/pupils in each three-man group to ensure every student the opportunity to fault check each technique. Rotate students after each execution of each technique. Allow students approximately 45 minutes to practice the techniques.*

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

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the mindset, principles, or any of the techniques we have covered? As leaders of Marines we must ensure our Marines are trained in the art of war, but more importantly we must make sure they are trained as ethical warriors. The Law of War is put in place for that reason.

### 4. THE LAW OF WAR.

a. Discipline in combat is essential. Disobedience to the Law of War dishonors the Marine, our Corps, and our Nation. In most cases, Law of War infractions also constitute punishment under the UCMJ. Violations of the Law of War have an adverse impact on public opinion, both nationally and internationally. Violation of the law of war can actually strengthen the enemy's will to fight. In fact, they have, on occasion, served to prolong a conflict by inciting an opponent to continue resistance.

#### b. THE NINE PRINCIPLES OF THE LAW OF WAR:

(1) Fight only enemy combatants.

(2) Do not harm enemies who surrender: disarm them and turn them over to your superior.

(3) Do not kill or torture prisoners.

(4) Collect and care for the wounded, whether friend or foe.

(5) Do not attack medical personnel, facilities, or equipment.

(6) Do not destroy more than the mission requires.

(7) Do not steal; respect private property and possessions.

(8) Do your best to prevent violations of the law of war.

(9) Report all violations to your superiors, a military lawyer, a chaplain, or provost marshal.

c. Violations of these principles prejudice the good order and discipline essential to success in combat.

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

d. Other Codes that work in conjunction with The Law of War:

If you take a look at the law of war you will see that without some of the other codes and values the Marine Corps instills in us, combined with our upbringing, you will find that it is not that difficult to enforce. Such as the code of conduct, the Marine Corps values of: honor, courage, and commitment. It is nothing more than doing what is right, as much as possible, even on the battlefield. If you take a look at many of the different warrior cultures of the past, you will find that most of them had their own ethical or moral code that they must abide by.

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the law of war or the importance of having them?

## **SUMMARY**

**(2 MIN)**

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 the culture uses to fight with and the weapons they employ. As a Martial Arts Instructor Trainer, you are responsible for training unarmed against hand-held weapon techniques. These skills must be continually trained to retain proficiency. This lesson covered angles of attack, blocks, and counters to hand-

held weapon attacks. We also covered the importance of the law of war, and why it is so important that we live by these laws as well as some of the other codes the Marine Corps has in place to ensure that we fight ethically and morally in battle, as we do in our day-to-day lives in peace. Remember, your skill level alone does not make you a warrior, you must have the right mindset and virtues to know when to use it. That is what makes you a warrior.

***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

FIREARM RETENTION

COURSE TITLE

BROWN 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-4.06
LESSON TITLE	Firearm Retention
DATE PREPARED	December 2004
TIME	2 hrs
METHOD	EDIP and guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B, MCRP 6-11B, MCRP 6-11D, MCO 150054B, MCO 1510.122B
TRAINING AIDS/EQUIPMENT	Pistols, holsters, and cartridge belts

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

**DETAILED OUTLINE**

**FIREARM RETENTION**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** Many Marines are armed with the M9 service pistol. It is the responsibility of the Marine to keep his weapon in his possession at all times. A Marine must be constantly alert to his surroundings and the people moving in and around the environment. It is possible the Marine may be placed in a situation where an individual tries to take his weapon. To retain positive control of his weapon, the Marine must understand and be able to apply weapons retention techniques. As a Martial Arts Instructor Trainer, you will be responsible for training weapons retention techniques and instilling these skills in Marines armed with the pistol. Firearm retention techniques are designed to provide the Marine with the skills necessary to maintain positive control of their weapon and if necessary restrain an opponent attempting to disarm them. To retain your weapon is imperative, but there is something else that is important to retain, the history and traditions of our Corps. One of the ways we do this is by performing and attending "Band of Brothers" events. The history and traditions of our Corps, has made us a cohesive unit, which has helped make us the elite fighting force we are today.

**2. OVERVIEW.** This lesson will cover the techniques for instructing firearm retention techniques to include a blocking technique, an armbar technique, and a wristlock technique to include fault checking procedures and the safety precautions inherent in instructing these techniques. It will also cover the discussion topic of "Band of Brothers."

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

a. TERMINAL LEARNING OBJECTIVES:

(1) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of reference execute firearm retention in accordance with the references. (8550.04.06)

(2) Given 782 gear plus and without the aid of reference discuss the concept of "Band Of Brothers" in accordance with the references. (8550.04.19)

b. ENABLING LEARNING OBJECTIVES:

(1) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references execute blocking technique in accordance with the references. (8550.04.06a)

(2) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references execute an armbar technique in accordance with the references. (8550.04.06b)

(3) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references execute a wristlock technique in accordance with the references. (8550.04.06c)

(4) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references execute same side grab from the front in accordance with the references. (8550.04.06d)

(5) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references execute same side grab from the rear in accordance with the references. (8550.04.06e)

(6) Given 782 gear plus and without the aid of references discuss the term "Band Of Brothers" in accordance with the references. (8550.04.19a)

(7) Given 782 gear plus and without the aid of references discuss the purpose of "Band Of Brothers" events in accordance with the references. (8550.04.19b)

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

**5. EVALUATION.** Topics from this lesson will be evaluated by a performance evaluation and an 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. Are there any questions on the purpose, the learning objectives, or how you will be evaluated? Pistol retention techniques employ joint manipulation techniques and pressure points previously taught in the Martial Arts Instructor Course. We will begin by discussing safety precautions during training.

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

---

1. INTRODUCTION.

a. Purpose. A weapons retention technique is used to retain your weapon if an opponent tries to grab it.

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

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

(2) Students should apply just enough pressure to the opponent's limbs and joints to understand the technique, but not enough pressure to injure or break the limbs.

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

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

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

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

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

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

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

(4) Prior to training with a weapon, conduct an "Unload, Show Clear" of the weapon to show students it is unloaded.

(5) Ensure you utilize soft grassy area or mats. You will be going to the ground.

(6) Utilize proper break falls.

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the purpose or safeties you will be using for this period of instruction? Like the other skills taught in this course, pistol retention techniques must be trained by a qualified Martial Arts Instructor Trainer who can set up and conduct training that is safe and effective.

**INSTRUCTOR'S NOTE:** *The techniques in this lesson are written for right-handed students and apply to both the opponent and the student. Left-handed students should reverse instructions as necessary.*

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

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

## 2. PISTOL RETENTION TECHNIQUES.

a. Blocking Technique. If an opponent attempts to grab your pistol in the holster, perform the following blocking technique:

(1) While facing the aggressor he attempts to grab your holstered pistol with his right hand.

(2) Step back with your right foot pivoting your body away from the aggressor while placing your hand on the grip of the pistol.

(3) Extend your left hand/forearm and block, deflect, or strike the aggressor's arm, while forcefully yelling "Get Back" or any authoritative command.

(4) Continue to create distance between you and the aggressor to enable you to access and present your weapon or set up for follow-on actions appropriate to the situation and conditions.

b. Pistol Retention Techniques. If an opponent is successful in grabbing your pistol in the holster, use a pistol retention technique to retain your weapon. Pistol retention techniques employ joint manipulation. There are two side grabs (front & back), and armbar technique and a wristlock technique.

c. Armbar Technique. This technique is used when an opponent grabs your pistol in the holster with his right hand. It also works if you are left-handed and the opponent grabs your pistol with his left hand. To train the armbar technique, have the student:

(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his right hand.

(2) Trap the aggressor's right hand by grabbing his wrist or hand with your right hand and apply pressure against your body and on the pistol to keep it in its holster.

(3) Step back with your right foot and pivot sharply to your right, off-balancing the aggressor, so you are next to him and bring your left arm perpendicular to, and down on, the aggressor's elbow.

(4) At the same time, straighten the aggressor's arm and apply an armbar. The aggressor's trapped arm should be straight across your torso. From here you should be able to control and take down the aggressor. In the case that you are unable to control the situation in this manner and the aggressor is fighting to straighten up, execute the following steps.

(5) Grab the aggressor's right shoulder with your left hand digging your fingers into his brachial plexus tie in to bring him up far enough to rake your left hand across his face turning his head to the opposite direction and off-balancing him.

(6) Grab the aggressor's face and apply pressure back and down to take him to the ground by stepping back (opening the gate) with the left foot. Maintain control of the aggressor's right hand at your right side the entire time.

(7) Follow-on by releasing the aggressor as he falls to the ground and transition to your firearm.

d. Wristlock Technique. This technique is used when an opponent grabs your pistol in the holster with his right hand. To train the wristlock technique, have the student:

(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his right hand.

(2) With your right hand, trap the aggressor's right hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Step back with your right foot and pivot sharply to your right, off-balancing the aggressor, so you are next to him while bringing your left arm perpendicular to, and down on, his elbow.

(4) Maintain pressure on the aggressor's right elbow with your left elbow and a slight bend at the waist. Pivot your left hand to trap the aggressor's right hand, so your forearm is parallel with the aggressor's attacking arm.

(5) Execute a wristlock:

(a) Place your left thumb on the back of his right hand so your knuckles are facing to your left.

(b) With your left hand hook your fingers across the fleshy part of his palm.

(c) Incorporate your second hand into the wristlock, exert downward pressure with your thumbs and rotate his hand to your left. Step back with your left foot, pivot to your left to off-balance the aggressor and drive him to the ground.

(d) Follow on by releasing the aggressor as he falls to the ground and transition to your firearm.

***INSTRUCTOR'S NOTE:*** Explain to students that if the opponent grabs your pistol with his left hand, you execute the wristlock with one hand and step in toward the opponent, rather than away from the opponent.



e. Same Side Grab (Front). This technique is used when an opponent grabs your pistol in the holster with his left hand. To train the technique, have the student:

(1) Begin with the aggressor facing you and grabbing the pistol in your holster with his left hand.

(2) With your right hand, trap the aggressor's left hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(3) Step back with the right foot, rotating the hip (right side) to the rear, at the same time with your left hand, strike the opponent in the upper torso area (simulating a strike to the trachea). Striking surface will be the webbing between thumb and pointer finger.

(4) Follow up by releasing the aggressors hand, doubling the distance and transition to your firearm.

f. Same Side Grab (Rear.) This technique is used when an opponent grabs your pistol in the holster with his right hand. To train the technique, have the student:

(1) Begin with the aggressor behind you and grabbing the pistol in your holster with his right hand.

(2) With your right hand, trap the aggressor's hand by grasping his hand and apply pressure against your body and on the pistol to trap it in its holster.

(a) Similtaniosly step forward with your left foot to off-balance your aggressor, rotate to the right on the ball of your left foot keeping a secure hold on the aggressors wrist.

(3) Execute a reverse wristlock:

(a) Place the palm of your right hand on the back of the aggressor's right hand and wrap the fingers across the fleshy part of his palm below his little finger.

(b) Twist the aggressor's hand to the right while placing the hand against your chest. Bring up the left hand to support the right hand by grabbing the aggressor's hand in between both hands, mimic praying. Apply downward pressure on his hand against the chest. Leave the aggressor's hand on the chest

to fully control him and to gain leverage. The aggressor's hand should be rotated 90-degrees so his palm is facing left.

(c) Follow up by pushing and releasing the aggressor to gain distance and transition to your firearm.

g. Distracter Techniques. Pistol retention techniques employ pressure points to apply distracter techniques. Bone pressure and strikes with the hands (i.e., hammer fist), knees, and feet are effective distracter techniques.

(1) Bone Pressure. Bone pressure is the application of pressure on a bone against a hard object to initiate pain compliance. To apply bone pressure, trap the opponent's hand on the weapon with your hand. Apply a slow, steady pressure on his hand and fingers against the hardness of the weapon until his grip is softened or he releases his grip.

(2) Strikes. If you find it difficult to apply a retention technique, you can strike or kick the opponent to cause the opponent to loosen his grip.

(a) Strikes to the eyes, the arms (radial nerve), or shoulder (brachial plexus tie in) can soften the opponent's grip on the weapon.

(b) Kicks and knee strikes to the peroneal nerve, the femoral nerve, knee, or the groin can be effectively applied because the opponent will not see them coming.

(c) Stomping on the top of the opponent's foot may be enough to distract him or loosen his grip on your weapon.

(3) Pressure Points. Pressure point techniques can also be used to get the opponent to loosen his grip. Pressure can be effectively applied using your fingertips to pressure points such as the webbing between the index finger and thumb, the jugular notch, and the brachial plexus tie in.

Confirm by questions and practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the techniques we have just covered? As part of your duties as a Martial Arts Instructor Trainer, you will be responsible for training weapons retention techniques with the pistol. We will now practice the techniques for fault checking student performance.

### 3. PRACTICAL APPLICATION FOR INSTRUCTING AND FAULT CHECKING PISTOL RETENTION TECHNIQUES.

Confirm by practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. To retain positive control of his weapon, the Marine must understand and be able to apply weapons retention techniques. Practice in weapons retention techniques under the supervision of a Martial Arts Instructor Trainer will greatly enhance the Marine's ability to retain his weapon. Are there any questions on anything we have covered so far? Just like retaining your weapon is imperative to your survival, it is imperative to the Corps survival to retain the history and traditions that has made us a "Band of Brothers".

**INSTRUCTOR'S NOTES:** During the discussion it should be stressed that the term "Brothers" is taken from a historical quotation and as is applied to Marines includes all Marines regardless of gender.

### 4. BAND OF BROTHERS.

**"A spirit of comradeship and brotherhood in arms came into being in the training camps and on the battlefields. This spirit is too fine a thing to be allowed to die. It must be fostered and kept alive and made the moving force in all Marine Corps organizations."**

*Major General John A. Lejeune*

a. As part of our transformation into Marines we are introduced to the history, customs, courtesies and traditions that are unique to our Corps. These traditions are part of the rich heritage of our Corps and are tied to the legacy of past generations of Marines. This legacy was established by the actions, sacrifices, and shared experiences of countless Marines. It is what binds all Marines into a "Band of Brothers". It not only links us to the Marines of yesteryear, but through our shared experiences it binds us to the Marines we are currently serving with. As noted in Major General Lejeune's quote above, the spirit that is evoked by the concept of a "Band of Brothers" is something special that must be kept alive. This concept is based upon cohesion, camaraderie and esprit d'corps. The responsibility to maintain this spirit rests with every Marine, regardless of rank or length of service. One way that we can perpetuate this spirit and ensure that we remain a "Band of Brothers" is by participation in traditional events that foster camaraderie and cohesion.

*"We are all members of the same great family. On social occasions the formality of strictly military occasions should be relaxed, and a spirit of friendliness and good will should prevail."*

*- John A. Lejeune*

b. Again we turn to our 13<sup>th</sup> Commandant for guidance on what it means to develop and maintain the tie of the "Band of Brothers. The "Band of Brothers" events are the social occasions when Marines gather together to celebrate and keep alive our traditions as well as to enjoy each others company. Marines hold a special place in the military establishment for many well-known reasons. Because of the high standing the Corps enjoys, every Marine owes it to himself and to the Corps to be a model not only in combat and on parade, but also on social occasions as well. Being a Marine therefore puts you in a very special group. Like most special groups, the Corps has its own well-established rules, customs, and privileges that in effect add up to a code of social behavior for you, and for your family, too. This code shouldn't make you feel that rigid conformity is required everywhere and in every detail. As a matter of fact, there is probably no military group in the world where social and professional individuality are more appreciated, than among Marines. In the good sense of the phrase, a Marine need never be afraid of developing into "a character" - which really means not being afraid to be yourself. For a warrior this means being able to relax and have fun while always doing the right thing. The following are examples of traditional of social functions:

- (1) Marine Corps Birthday.
- (2) Mess Nights, Dining-In, Field Mess Night, Viking Night, Warrior Night.
- (3) Boss's Night.
- (4) Right-Hand Man Night.
- (5) NCO Appreciation Night.
- (6) Officer, Staff NCO, or NCO Calls.
- (7) Weddings, Christenings.
- (8) Formal/Professional Dinners.
- (9) Club and Mess Organization
- (10) Family days

c. When you joined the Marine Corps you voluntarily accepted the Marine Corps as your way of life whether for 4 years or 30. You became part of a warrior culture and a way of life that demands commitment far above that of a job. It means living by our Core Values, selflessness, sacrifice, and commitment. You will find that the time and effort of this commitment will bring you a lifetime of camaraderie and enjoyment.

**TRANSITION:** Review material, probe with questions, and introduce new material. Maybe now you can see the importance of the “Band of Brothers” concept, and how much stronger it makes our Marine Corps. Are there any questions on anything we have covered so far?

## **SUMMARY**

**(2 MIN)**

Weapons retention techniques are used to retain your weapon and get an opponent to release his grip if he tries to grab it in your holster. Weapons retention techniques employ joint manipulation and bone pressure. This lesson covered weapons retention techniques for the pistol. Once Marines are trained in the techniques and understand and can apply the techniques, they can use them in a variety of situations to retain their weapons.

In order to continue the legacy of excellence passed down by Marines of the past and retain our traditions each of use must practice those traditions on a regular basis. It will not only ensure that our continued existence, it will also strengthen the ties that make us the premier fighting force in the world and a special “Band of Brothers”.

***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

FIREARM DISARMAMENT

COURSE TITLE

BROWN 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-4.07
LESSON TITLE	Firearm Disarmament
DATE PREPARED	December 2004
TIME	1.5 hrs
METHOD	Lecture, demonstration, practical application
LOCATION	Indoor/Outdoor Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 3-2B
TRAINING AIDS/EQUIPMENT	Pistols, holsters, and cartridge belts



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

**DETAILED OUTLINE**

**FIREARM DISARMAMENT**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** Imagine you are in an unfamiliar area in an urban environment and you turn a corner and a gun is pointed directly at your head. Would you know what to do? Would your reaction time be quick enough to counter the situation? Firearm disarmament techniques are designed to counter such a confrontation while permitting you to gain the tactical advantage against an adversary.

**2. OVERVIEW.** This lesson will cover firearm disarmament techniques including safety precautions inherent in training and techniques to counter an adversary armed with a pistol. It will also cover leadership roles.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references execute firearm disarmament in accordance with the references. (8550.04.07)

(2) Given personnel to be trained and a lesson plan, discuss leadership roles in accordance with the references. (8550.04.20)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of reference execute a counter to a pistol to the front in accordance with the references. (8550.04.07a)

(2) Given 782 gear plus, opponent, training pistol, pistol holster, mouthpiece, and without the aid of references execute a counter to pistol to the rear in accordance with the references. (8550.04.07b)

(3) Given 782 gear plus, and without the aid of references, discuss how an established rank structure aids the Marine Corps in carrying out its mission in accordance with the references. (8550.04.20a)

(4) Given 782 gear plus, and without the aid of references, discuss what rank structure provides in accordance with the references. (8550.04.20b)

(5) Given 782 gear plus, and without the aid of references, discuss the roles of a Marine in the rank structure in accordance with the references. (8550.04.20c)

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

**5. EVALUATION.** Topics from this lesson will be evaluated via a written test and via a performance checklist during practical applications conducted during lessons.

***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. When training with a firearm, even a training weapon, specific safety precautions must be enforced. We will begin by discussing safety in training.

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

1. INTRODUCTION.

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

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 of each technique as they become more proficient.

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

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

(b) Never point a weapon at anything you do not intend to shoot. However, during firearm disarmament training, the opponent will have to point the weapon at the student.

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

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

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

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

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

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

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. There are two firearm disarmament techniques we will cover: counter to a pistol to the front, and to the rear. We will begin with the technique for counter to pistol to the front.

***INSTRUCTOR'S NOTE:*** *The techniques in this lesson are written for right-handed students and apply to both the opponent and the student. Left-handed students should reverse instructions as necessary.*

## 2. COUNTER TO PISTOL TO THE FRONT.

a. Pistol to the Front. This technique is performed when you are unarmed and your opponent has a pistol pointing at your front (e.g., head, chest). The technique is the same if the opponent sticks the pistol under your chin.

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

(1) Begin with the aggressor presenting a pistol in his right hand to your chest. The pistol must be touching or very close to the Marine for this technique to work.

(2) Place your hands in a submissive posture, even with your shoulders, elbows into the body, and palms facing the aggressor. Make a submissive verbal statement.

(3) Clear your body from the line of fire by "doubling the distance":

(a) Rotate your torso by bringing the right shoulder back and, at the same time, grab the aggressor's wrist in a "C-Grip" with your left hand pushing the weapon off line. Maintain control of the aggressor's arm.

(4) Step into the aggressor with your right foot and grab the weapon with your right hand in a "C-Grip" by placing your thumb underneath the pistol and your fingers over top of the pistol. This rotates the pistol in the aggressor's hand. An incidental forward horizontal elbow strike to the aggressor is possible while removing the pistol from his grip.

(5) Step back to create distance from the aggressor and transition to employ follow-on actions by performing an expedient press check on the firearm.

c. Safety Precautions During Training. To prevent injury to students during training, enforce the additional safety precaution: The opponent should relax his grip slightly on the pistol and keep his finger out of the trigger housing when the student is rotating the muzzle in his hand.

Confirm by questions and practice.
------------------------------------

**TRANSITION:** Review material, probe with questions, and introduce new material. You must react quickly and decisively if an opponent points a weapon at you at close range. The same holds true for countering an attack from the rear.

### 3. COUNTER TO PISTOL TO THE REAR.

a. Pistol to the Rear. This technique is performed when you are unarmed, and your opponent has a pistol pointing toward your back or back of your head.

***INSTRUCTOR'S NOTE:*** Caution students that to execute this technique, the weapon must be close to or touching your rear. If the weapon is too far away from your body, this technique would be difficult to execute or it would be ineffective.

b. Technique. To teach the counter when a pistol is to your rear, have the student:

(1) Begin with the aggressor presenting a pistol in his right hand to your back. The pistol must be touching or very close to the Marine for this technique to work.

(2) Place your hands in a submissive posture, even with your shoulders, elbows into the body, and palms facing away from you. Make a submissive verbal statement and perform a tactical peak to see what hand the pistol is in.

(3) Turn into the aggressor, with your left foot, pivoting on your right foot, while rotating your torso. Use your left forearm to knock the weapon off line, doubling the distance between the weapon and your body, clearing you from the weapon's line of fire. Keep your hands up.

(a) The movement with the left foot should be deep enough to set up for the subsequent leg sweep.

(4) Quickly over hook the aggressor's right arm with your left arm trapping it into your armpit between torso and biceps and execute a right chin jab/ palm heel strike.

(5) Execute a leg sweep taking the aggressor to the ground. Maintain control of the aggressor's right arm.

(6) Place your right hand on the aggressor's left shoulder or upper arm and your left palm on your right wrist to further control his arm and to effect an armbar.

(7) Execute an armbar and continue to exert steady pressure against the arm to force the aggressor's release of the weapon. Use your right knee to control his hips and/or abdominal area.

(8) Once the aggressor releases the weapon, release his arm, retrieve the weapon, and step back to create distance from him. Transition to employ follow-on actions by performing an expedient press check on the firearm.

Confirm by questions and practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. The techniques for countering a confrontation with an armed opponent at close range require practice in order to achieve proficiency. As a Martial Arts Instructor Trainer, you will be responsible for training firearm disarmament techniques. To do so effectively, you must understand and be able to apply the techniques for instructing and fault checking firearm disarmament techniques.

4. PRACTICAL APPLICATION FOR INSTRUCTING PERSONNEL TO EXECUTE FIREARM DISARMAMENT TECHNIQUES.

Confirm by practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. Proficiency in executing firearm disarmament techniques will take practice under the guidance of a qualified Martial Arts Instructor Trainer. With this in mind a Marine must understand leadership roles and how we receive our guidance and leadership.

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

5. RANK STRUCTURE.

Marines exercise their duties, responsibilities and authority within the Corps' organizational structure. Without organization, the Corps would be a shapeless, ineffective force unable to carry out its assigned mission. In other words, the success of the Corps depends upon each Marine in the organization carrying out his duties and responsibilities to ensure mission accomplishment. This rank structure provides for the following:

- a. A set chain of command that provides the "who is in charge" structure required to get things done.

b. Individual authority that allows authority to be given to individuals at the organizational level which gets things going and gets things done.

c. Standardized organizational structure that provides a set or base organization that allows personnel to move from billet to billet within the Corps and still know "what's going on."

d. Lines of communication that establishes the "who needs to know" for the decision making process in the chain of command.

e. Decentralized execution that allows execution of orders at the lowest organizational level directly affected by the decision/action.

## 6. DEFINITIONS.

a. Role. This is a socially expected behavior pattern that is usually determined by an individual's status in a particular society. It is the proper or customary function of a person; the part to be played by a person; what a person thinks he is supposed to do; or what others think he is supposed to do. The two major roles that a Marine is expected to fulfill are institutional (his role as a Marine professional) and organizational (how he functions in his role in his unit).

b. Institutional Role. This is a role, which is professional in nature.

EXAMPLES: An American fighting man in the Corps.

- A Marine serving in his role as either an enlisted man or officer.
- A Marine serving in his specific rank.
- A Marine serving in his MOS.
- A Marine serving as a role model -- as an example for others combining all of the above.

These institutional roles center on the ideals and goals of expected behavior for Marines by the Marine Corps as a professional institution. The leadership traits and principles are examples of institutional behavioral ideals and goals for Marines. Some of the institutional ideals and goals that we are expected to live by are:

- Adherence to the Code of Conduct.
- Service to country through mission accomplishment.
- To be prepared to inflict death or injury to an enemy during war.
- To comply with the basic customs, courtesies, and traditions of the Corps.
- To be an example to their Marines in the performance of duty, in the sharing of hardship and danger; and above all in upholding the high standards of moral and ethical behavior.

- To participate in the unit's and base's social life, such as Family Days, Marine Corps Birthday Celebrations, Mess Nights, and other special events and functions.

7. ORGANIZATIONAL ROLE. These roles are often linked with or incorporated with institutional roles. These roles include additional expected behavior that goes with a specific unit, such as a member of a disbursing branch, reconnaissance battalion, or an aviation maintenance section. Organizational roles do the following:

- Enable the individual to identify with the unit.
- Set the organization apart and give it a special nature.
- May require the individual to adopt special customs, a different manner of dress, and a general personality characteristic.

EXAMPLE: Our rank in our billet, such as a sergeant section leader or a corporal fire team leader.

#### 8. AFFECTS ON YOUR ROLE.

a. Your role is affected by the following:

- Your understanding of what role you should play.
- Your subordinates' expectations.
- Your institutional and organizational roles.
- Your acceptance of your responsibilities in your rank and position. What you think you're supposed to do.
- Your subordinates' realization of your responsibility to mission accomplishment. What they think you should do.
- Your subordinates' recognition that your ability to influence a given situation is limited.
- The standards and ethics of the Corps and your unit. (Ideally these should be the same, but different leaders have different personalities. They may have different missions and may interpret orders differently, which could result in slightly different standards from one unit to another.)

#### 9. EXPECTATIONS.

a. Subordinates' Expectations of Their Leaders:

- Honest, just, and fair treatment.
- Consideration due them as mature, professional Marines.
- Trust and confidence.
- To accept their errors and use the errors as learning experiences.
- Personal interest taken in them as individuals.



- Loyalty.
- The best in leadership.
- To be kept oriented and told the "reason why."
- A well-thought-out program of training, work, and recreation.
- Clear-cut and positive decisions and orders, which are not constantly changing.

b. Leaders' Expectations of Their Subordinates:

- Fulfill their institutional and organizational roles as expected by their seniors.
- Be responsible and use initiative.
- Display loyal behavior to seniors as an example for their subordinates and peers by giving willing and obedient service to seniors' orders, whether they are in agreement or not.
- If a conflict exists, have the moral courage to bring it to the senior's attention at the proper place and time, and in an appropriate manner.

## 10. INTERRELATIONSHIPS OF THE LEADERSHIP RANK STRUCTURE.

The key goal of this part of the lesson is to determine how the rank structure should be used to enable us to work together as a team to assure mission accomplishment and troop welfare.

a. The Function and Interaction of Marines within Their Organizational Role: The primary interrelationship is based on your organizational role. Here, operating within the authority of your position and rank, you work to accomplish your mission, and see to your Marines' welfare. Within this role you are a senior, a peer, and a subordinate. Your effectiveness in accomplishing these roles is the result of your ability to function as a link in the chain of command. As a subordinate you provide communication down to your subordinates on unit goals and objectives, disseminate information on policies, and interpret changes. As the senior you provide communication upward to seniors on your subordinates' requirements for resources to accomplish their mission, their goals, and their welfare.

b. Impact for Individual Responsibility Failure:

(1) When a Marine fails in his duties and responsibilities in fulfilling his institutional role, the following happens:

- He loses his credibility.
- His overall prestige, respect, trust, and confidence and that of the Marine Corps is damaged.
- He sets a poor example for seniors, peers, and subordinates.

- His failure may condone or reinforce the acceptance of lower standards of conduct, professionalism, discipline, morale, and esprit.

(2) When a Marine fails in his duties and responsibilities in fulfilling his organizational role, the following happens:

- He may be guilty of all those items previously listed under institutional role.
- He may disrupt the normal functioning of the chain of command and communication flow. These problems may eventually cause seniors to feel the need to provide more supervision, to lose faith in their subordinates, or to make all the decisions themselves.

## 11. TASKS AND DUTIES.

a. Officers: Some of the tasks and duties normally associated with officers are:

- General officers provide long rang goals and objectives, general guidance, and acquire the resources necessary to accomplish them.
- Field grade officers develop the plans and policies to achieve the goals and objectives within the guidance, assign missions to units, and allocate the resources.
- Company grade officers implement and execute the plans and their assigned mission to accomplish the goals and objectives utilizing the resources provided.
- Officers exercise command.
- Officers are accountable for mission accomplishment.
- Officers are accountable for unit readiness and performance.
- Officers set standards for unit performance.
- Officers are responsible for collective unit training (including planning, providing resources, conducting, and evaluating).

b. NCO's: NCO's are primarily concerned with their specific team and its individuals. They execute assigned tasks within a senior's guidance using available resources. The complementary relationship and mutual respect between the commissioned officer and the noncommissioned officer is based on traditional, functional, and legal reasons. Many tasks and duties are overlapping and must be shared to some degree. The leader's ability to clarify who is to do what, to whom, when, and how is an important part of his leadership role. Some specific duties normally performed by NCO's are to:

- NCO's train subordinates in their MOS and basic military skills.
- NCO's are accountable for the actions of their squad, section, or team.
- NCO's enforce standards of military and physical appearance.

- NCO's ensure supervision, control, and discipline of subordinates.
- NCO's assist in personal and professional development of Marines.
- NCO's provide communication link between the individual Marine and the organization.
- NCO's plan and conduct the routine and day-to-day unit operation within the policies established by the officers.
- NCO's maintain appearance and condition of unit billeting spaces, facilities, and work areas.

c. Peers: Some of the roles and responsibilities of peers are as follows:

- Peers support and help each other.
- Peers compete in spirit of enhancing esprit and mission accomplishment, and perfecting individual/unit performance but not to cut each other down.
- Peers share victories, hardships, and lessons learned.
- Peers exert a positive influence on their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

## 12. HOW TO ESTABLISH AND MAINTAIN PROFESSIONAL WORKING RELATIONSHIPS BETWEEN RANKS.

As we previously discussed, the basic rank structure establishes the working relationships as seniors, peers, and subordinates. Understanding this should be easy, but because of promotions, transfers, and frequent policy changes many Marines are not really sure what their roles are. Some things you should do are:

- Understand your role so you can assist your subordinates and seniors.
- Know the roles of seniors, peers, and subordinates.
- Ensure your subordinates know and understand their roles and the roles of others round them.
- Train subordinates to accomplish their role, and be prepared to perform the role of their immediate senior.
- Provide subordinates feedback on how well they are accomplishing their role, and counsel them to improve their performance.
- Delegate the necessary authority for subordinates to accomplish their role, and ensure they realize just what they are accountable for.
- Give them the necessary resources and freedom of action to accomplish their tasks.
- Give them the respect due their position and require others to do the same.
- Insist they accomplish their duties and ensure they do the same with their subordinates.
- Adhere to the standards of the Corps and require all others under you to do the same.

- Maintain open communication lines and squelch rumors.
- Ensure subordinates are capable of accomplishing assigned tasks.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed leaderships roles and responsibilities among the ranks, are there any quistions?

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

---

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

***INSTRUCTOR NOTE:*** *Those with Instructional Review Forms (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

BROWN 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-4.08
LESSON TITLE	Knife Techniques
DATE PREPARED	December 2004
TIME	1 hr 30 min
METHOD	EDIP and Guided Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 150054B, MCO 1510.122B, MCRP 3-02B, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	Training knives and sticks; groin protection, eye protection

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

**DETAILED OUTLINE**

**KNIFE TECHNIQUES**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** On a battlefield somewhere in the near future, if you are caught in a situation where you are armed with only a knife, would you be able to respond if attacked by an armed opponent? As a Martial Arts Instructor or Instructor Trainer, you are responsible for training knife versus hand-held weapon attacks. To be proficient and not have weaknesses, Marines must continually train to sustain these skills. We as Marine leaders also need to know our Marines strengths and weaknesses. It is our duty to keep our Marine's informed of these strengths and weaknesses and together come up with a plan to correct any deficiency they may have. It might just save their life.

**2. OVERVIEW.** This lesson will cover the brown belt knife techniques, which will incorporate instructing blocks and follow on techniques for the knife versus hand-held weapon attacks. We will also discuss counseling techniques.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, mouthpiece, training knives, eye protection, groin protection, and without the aid of references execute knife techniques in accordance with the references. (8550.04.08)

(2) Given 782 gear plus, and without the aid of the references, discuss counseling techniques in accordance with the references. (8550.04.21)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, mouthpiece, training knives, eye protection, groin protection, and without the aid of references execute block for a



reverse strike with follow-on techniques in accordance with the references.  
(8550.04.08a)

(2) Given 782 gear plus, opponent, mouthpiece, training knives, eye protection, groin protection, and without the aid of references execute block for a straight thrust with follow-on techniques in accordance with the references.  
(8550.04.08b)

(3) Given 782 gear plus and without the aid of the references, discuss the techniques for effective counseling in accordance with the references.  
(8550.04.21a)

(4) Given 782 gear plus and without the aid of the references, discuss the frequency of counseling in accordance with the references. (8550.04.21b)

**4. METHOD/MEDIA.** This class will be taught by the E.D.I.P and guided discussion.

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

**5. EVALUATION.** This lesson will be evaluated by an oral evaluation and a performance evaluation.

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the purpose, learning objectives, or how you will be evaluated? Now let's talk about the mindset and safeties required for this class.

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

1. INTRODUCTION.

a. Mindset. In any engagement against a knife, a stick, or some other weapon of opportunity -- do not go into it thinking you are going to get cut or hurt. You must establish and retain a mindset to go on the offensive rather than be on the defensive. Survival depends on it.

b. 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 for each technique, as well as the opponent's attack, as they become more proficient.

(3) Conduct practical application periods using training knives.

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

Confirm by questions.

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the safeties, or the mindset needed to conduct this training? 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 opponent.

***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 attack 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 a 45-degree angle to you.
- (3) Reverse diagonal strike coming in at 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) Straight thrust coming in a straight linear line to you.

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

(1) Block for a Reverse Strike. To train the block for a reverse diagonal or reverse horizontal strike, have the student:

(a) From the modified basic warrior stance move forward-right, outside the arc of the aggressor's attack.

(b) Block the attack with your left arm and knife. Your left arm is bent so your forearm makes contact with the aggressor's triceps. Make contact and slash with the knife on the aggressor's forearm.

(c) Maintain control of the aggressor's arm and follow through with at least three follow-on techniques to the available target areas.

(2) Block for a Straight Thrust. To train the block for a straight thrust, have the student:

(a) From the modified basic warrior stance bend at the waist, move your hips backward and jump backward with both feet to move away from the attack, "hollowing out". Thrust both hands out forcefully, with your left hand making contact palm down on the aggressor's forearm. Above that your right hand holds the knife making contact on the aggressor's forearm with the knife. The knife is parallel to the fingers of your left hand.

(b) Slash through the aggressor's right arm, maintain control of it with your left and follow through with at least three follow-on techniques to the available target areas.

Confirm by questions and practice.

***INSTRUCTOR'S NOTE:*** Pair students to practice knife against hand-held weapon techniques. Designate a third student to serve as instructor to fault check execution of the techniques. Allow students approximately 45 minutes to practice the techniques.

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

**TRANSITION:** Review material, probe with questions, and introduce new material. Are there any questions on the techniques we just covered? Whether attacked with a knife or a stick, blocks with follow on techniques can be very effective. However, as with all training, knife against handheld weapons needs to be trained to an instinctive level. The same can be said about your Marines. The more you know your Marines, the more effective leader you will be, and the more effective you and your unit will be in combat. Counseling is a great tool to learn about your Marines and it is also good for the Marines to get a status report on their abilities and their progress. It also gives you and that Marine the ability to come up with a solution to any problems or deficiencies.

### 3. COUNSELING TECHNIQUES.

The Marine Corps Counseling Program has developed the following six techniques for effective counseling.

a. Setting targets. Let's look at the first: setting targets. Realistic and specific targets are set during formal sessions and should be considered a motivational tool as well as a way to measure a Marine's progress.

(1) Targets must be measurable, realistic, challenging, and you MUST have them in order to effectively improve an individual's performance. They need to be SPECIFIC. Which is better? "Sgt White, you and I have determined that if you have a better military appearance, it will add to your leadership abilities." or... "Sgt White, as part of our plan to improve your appearance, let's say that every Monday morning, you will have a fresh haircut, and a set of utilities straight from the cleaners. Do you think you can do that?"

(2) These targets should be limited in number to avoid over-burdening the Marine, and unless it is a directive session, they should be jointly set by the junior and senior. Only revise them if circumstances outside of the person's control change, not if the Marine cannot perform them.

b. Problem solving. The next counseling technique is problem solving. This technique is used when something has occurred that is hindering the Marine's performance. Use the following questions, according to the situation to help sort out the problem.

(1) Perhaps when you ask "If there is something about the junior that is preventing performance?", you might find out that he does not have the required mental or physical ability. When you ask the question, "Is there something outside his control that is hindering him?", you will find out that he does not know that his performance is not meeting expectations. Does he have the necessary

knowledge? Or is he missing certain necessary skills? Perhaps the Marine has an attitude that prevents him from progressing.

(2) Whatever the problem turns out to be, we must always be willing to consider that it might be something outside the junior's control. More often than not, it is something that we have not done correctly. Confusion caused by poor targets, lack of feedback on his performance, and lack of positive reinforcement are common problems. Others can be conflicting demands on the junior's time, insufficient resources, and lack of delegated authority to achieve desired results.

(3) Once the problem is identified, we need to start looking at solutions. You must look at these factors and decide if the solution you have picked is the best one. Above all, it should be realistic and as simple as possible.

c. Questioning. The next counseling technique is questioning. Questioning is valuable as a tool to bring problems, viewpoints, and attitudes to the surface, and to stimulate thinking. There are four types of questioning which are closely related to the type of counseling approach you decide to use.

(1) The closed ended question. Commonly used when you want a yes or no answer. What counseling approach would best be supported by this type of counseling? Yes, the direct approach.

(2) The open ended question. This prompts the individual to give an explanation and forces them to open up more in order to share their thoughts. What counseling approach would be best served by this kind of question? That's right, the non-directive approach.

(3) The probing question. This kind of question is meant to take the conversation further and force the junior to think. "What now, lieutenant" is a common one asked at TBS.

(4) The interpretive question. This question is one where you draw a conclusion and solicit the other's agreement or disagreement. This is a good way to wrap up a series of questions and to draw conclusions.

d. Active listening. The next counseling technique is actively listening. When you manage to get your Marines to open up to you, you must be able to listen to what they are saying and interpret it. There are two barriers that can prevent you from doing this; lack of concentration and filters.

(1) Lack of concentration is simply that. We listen four times faster than we speak, and often we use that extra time to think about something else, like what we're going to say next. It is essential that you give 100% of your attention

to the Marine. All the more important that you have scheduled the session in a place and time where you will not be interrupted.

(2) Filters occur when, because of a bias, we refuse to listen to a person. A Marine ignores directions because he does not like the appearance of the person giving directions. What would be some other examples of filters? If you think someone is unintelligent, out of shape, speaks differently or is from a different background.

(3) Some techniques for effective listening:

(a) Listen for generalizations or threads of meaning that can be deduced from the facts.

(b) Listen for facts (Pvt Jones was 30 minutes late) and distinguish them from opinions (Pvt Jones doesn't care about doing a good job).

(c) Listen for changes in tone of voice, rate of speech, and volume. This may indicate that the junior is unsure about something or may not want to come forth with some information. Watch for non-verbal cues (avoiding eye contact, slumping, clenched fists). Remember, active listening is not only hearing what is said, but it is also interpreting the meaning of what is said.

e. Feedback. The next counseling technique is giving feedback. Feedback is basically letting someone know how he or she is doing. Unless it is a directive session, you should use more positive than negative reinforcement. Focus on specific actions and events and not personal issues. Relate the feedback to the set targets and the unit's targets. If the person is silent, use probing questions to get responses. Allow the junior to vent emotions, but avoid arguments. Feedback is most effective if:

(1) It deals with things that can be changed.

(2) It is timely (If Sgt White doesn't have his hair cut on Monday, it is ineffective feedback if you don't speak to him until Wednesday).

(3) It should be geared toward the individual's needs, not yours. Simply venting your anger accomplishes nothing. You are not prepared to hear the junior's responses.

f. Planning for improvement. The last counseling technique is planning for improvement. The important things to remember here is that the plan is JOINTLY developed, and should have specific steps and a timetable. The plan then becomes part of the on-going counseling process to track progress and problems.

***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. Are there any questions on the different counseling techniques that we have discussed? Proper counseling techniques are valuable tools to any leader for problem solving issues that arise.

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

---

During this lesson, you were taught the knife techniques for the brown belt level of training. There is a good possibility that you will one day use these as well as other techniques to survive in this ever changing world. Remember a warrior is always armed; you must always be prepared for any situation your enemy throws at you. One tool in your leadership toolbox is the ability to communicate and counsel your Marines. To do this you can use the counseling techniques we have discussed in order to better communicate with your Marines. Remember communication is a two-way street. It is just as important to receive, as it is to send.

***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

BROWN BELT



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

**APPROVAL SHEET**

DETAILED INSTRUCTOR GUIDE

LESSON TITLE

NON-LETHAL BATON TECHNIQUES

COURSE TITLE

BROWN BELT

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

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

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.09
LESSON TITLE	Non-Lethal Baton Techniques
DATE PREPARED	December 2004
TIME	2 hrs 30 min
METHOD	EDIP and Guided Discussion
LOCATION	Indoor/Outdoor Classroom
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 150054B, CJCSIROE MCRP 6-11B, MCRP 3-02B
TRAINING AIDS/EQUIPMENT	Batons and 782 gear

**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)**

---

**1. GAIN ATTENTION.** A baton or nightstick can be a viable tool when used correctly. They play an important part in the continuum of force model and can be used defensively (blocking), offensively (striking), and as a restraining device when needed. In the fourth level in the continuum of force (Assaultive - Bodily Harm), defensive tactics include nightstick blocks and blows. However, blows to the head or other bony parts of the body are considered deadly force. This is where the Rules Of Engagement (ROE) come in to play. ROE is what determines what force is authorized. The continuum of force model does not fall under ROE but works with it to deal with situations throughout the spectrum of violence.

**2. OVERVIEW.** This lesson will cover non-lethal baton techniques including grip, stance, movement, target areas of the body, angles of attack, blocks, strikes, and restraints. We will also discuss Rules Of Engagements and how it is important to 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 OBJECTIVE.

(1) Given 782 Gear Plus, opponent, training baton, striking pad, mouthpiece, and without the aid of references, execute nonlethal baton techniques in accordance with the references. (8550.04.09)

(2) Given 782 Gear Plus and without the aid of references, discuss Rules Of Engagement in accordance with the references. (8550.04.22)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear Plus, opponent, training baton, striking pad, mouthpiece, and without the aid of references, execute a counter to the middle grab in accordance with the references. (8550.04.09a)

(2) Given 782 Gear Plus, opponent, training baton, striking pad, mouthpiece, and without the aid of references, execute a counter to the end grab in accordance with the references. (8550.04.09b)

(3) Given 782 Gear Plus, opponent, training baton, striking pad, mouthpiece, and without the aid of references, execute a block for a vertical strike with follow-on techniques in accordance with the references. (8550.04.09c)

(4) Given 782 Gear Plus, opponent, training baton, striking pad, mouthpiece, and without the aid of references, execute a block for a forward strike with follow-on techniques in accordance with the references. (8550.04.09d)

(5) Given 782 Gear Plus, opponent, training baton, striking pad, mouthpiece, and without the aid of references, execute a block for a reverse strike with follow-on techniques in accordance with the references. (8550.04.09e)

(6) Given 782 Gear Plus and without the aid of references, explain the purpose of Rules Of Engagement in accordance with the references. (8550.04.22a)

(7) Given 782 Gear Plus, and without the aid of references, discuss the definition of the right of self-defense in accordance with the references. (8550.04.22b)

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

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

**5. EVALUATION.** You will be evaluated by performance.

**TRANSITION:** Now that we have gone over the purpose, TLO's and ELO's, and how you will be evaluated are there any questions? If not, then let's move on to the Introduction to Non-Lethal Baton.

**1. INTRODUCTION TO NON-LETHAL BATON TECHNIQUES.**

a. Continuum of Force. In the fourth level in the continuum of force (Assaultive - Bodily Harm), the Marine uses defensive tactics to neutralize a threat and control the situation. Non-Lethal baton techniques are among those defensive tactics. Defensive tactics are techniques used to defeat an assailant's attack, re-establish control over the subject and maintain control once compliance is achieved.

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

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

(2) Train the practical application portion of non-lethal baton techniques in two stages:

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

(b) As students become more proficient, allow them to pair up and face each other as they perform the techniques so they can acquire a target. Both the student and the opponent are stationary. There should be no contact between students at this stage.

Confirm by questions.
-----------------------

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we that we have covered the continuum of force and safety are there any questions? Now let's talk about grip, stance, and movement.

**2. GRIP, STANCE, AND MOVEMENT.**

a. Grip. There are two basic grips that may be used:

(1) One-handed Grip. (Taught previously in MA-2.11.)

(2) Two-handed Grip. (Taught previously in MA-2.11.)

b. Stance, Method of Carry and Draws. The basic warrior stance serves as the foundation for initiating non-lethal baton techniques. The method of carry provides effective defensive positions with a wide range of options to control a combative individual. The Modified Baton Carry gives other tactical options while assessing the temper and intent of the opponent. Refer to (MA-02.11 Non-Lethal Baton).

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

Confirm by questions and practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have learned GRIP, STANCE, AND MOVEMENT, are there any questions? If not let's move on to countering techniques.

### 3. COUNTERING TECHNIQUES.

a. Counter to the Middle Grab. Usually a person will try to grab the weapon or block it as an instinctive action. If the person grabs the middle of the baton, a counter should be executed to maintain control of the weapon. To train this technique have the students:

(1) Marine begins in two-handed carry.

(2) The aggressor grips the middle of the baton with his right hand.

(3) Rotate the end of the baton in a quick, circular action and then slash downward to release his grip. Rotating the baton against the aggressor's thumb is the most effective direction to clear it quickly. Additionally, you may need to step back with your right foot to increase your leverage and balance.

(4) When the opponent releases the weapon step back doubling the distance between you.

(5) Return to the two handed carry.

b. Counter to the End Grab.

(1) Marine begins in two-handed carry.

(2) The aggressor grips the end of the baton with either hand.

(3) Rotate the end of the baton in a quick, circular action and then slash downward to release his grip. Rotating the baton against the aggressor's thumb is the most effective direction to clear it quickly. Additionally, you may need to step back with your right foot to increase your leverage and balance.

(4) Return to the two handed carry.

**TRANSITION:** Review material, probe with questions, and introduce new material. Now that we have gone over the counter to the middle grab and the counter to the end grab are there any questions? Now lets move on to blocking with follow-on strikes.

#### 4. BLOCKING WITH FOLLOW-ON STRIKES.

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

b. Blocks with follow-on strikes. These are one handed blocks with follow on strikes to non-lethal portions of the body, not joints or bones.

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

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

(a) Begin with the aggressor executing a vertical strike.

(b) Execute a high block as outlined in GREEN-08.

(c) Follow-on with combinations of one-handed forward and reverse strikes, front and rear jabs, and two-handed forward and reverse stikes to non-lethal target areas. These follow-ons are outlined in GRAY-11 and GREEN-08.

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

(a) Begin with the aggressor executing a forward strike.

(b) Execute a left block as outlined in GRAY-11.

(c) Follow-on with combinations of one-handed forward and reverse strikes, front and rear jabs, and two-handed forward and reverse strikes to non-lethal target areas. These follow-ons are outlined in GRAY-11 and GREEN-08.

(3) Block for a Reverse Strike. To train the block for a reverse strike:

(a) Begin with the aggressor executing a reverse strike.

(b) Execute a right block as outlined in GRAY-11.

(c) Follow-on with combinations of one-handed forward and reverse strikes, front and rear jabs, and two-handed forward and reverse strikes to non-lethal target areas. These follow-ons are outlined in GRAY-11 and GREEN-08.

Confirm by questions and practice.

## 6. PRACTICAL APPLICATION FOR FAULT CHECKING NON-LETHAL BATON TECHNIQUES.

Confirm by practice.

**TRANSITION:** Review material, probe with questions, and introduce new material. The Non-Lethal Baton is a very important part of the continuum of force. The use of this weapon must be authorized by the Rules Of Engagement.

## 7. RULES OF ENGAGEMENT.

a. US Forces follow directives issued by a competent military authority that delineates the circumstances and limitations under which deadly force will be initiated against other forces encountered. Intrinsic to the effective use of non-lethal options is the authorization to employ them. In peacekeeping efforts, ROE serve as an essential balance between what is imposed and what is allowed. ROE are the primary means by which the National Command Authority (NCA) can, through the Chairman, Joint Chiefs of Staff (CJCS) and the combatant commanders, provide guidance to deployed forces in peacetime for handling crises and in wartime to help control the level of hostilities.

(1) ROE should be distinguished from tactical control measures, threat conditions, and arming orders. Although arming orders are sometimes listed on



the same quick reference card as ROE, for easy reference, ROE should also be distinguished from other policies and directives developed, such as weapons confiscation rules.

(2) The use of lethal force, employed under the standing ROE, will never be denied. At no time will forces be deployed without the ability to defend themselves against a lethal threat nor will they forego normal training, arming, and equipping for combat. Non-lethal options are a complement to, not a replacement for, lethal force and seek to expand a proactive response across the range of military operations.

**TRANSITION:** Review material, probe with questions, and introduce new material. We have discussed the rules of engagement, are there any questions?

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

---

Marines operate within a continuum of force where actions may shift between non-lethal actions and deadly force. In either case, Marines will use the tools available to them to control a situation or eliminate a threat. Non-lethal baton techniques are among the tools Marines have available to them to physically force a subject to comply when deadly force is not authorized by the Rules Of Engagement. A baton plays an important part in the fourth level in the continuum of force (Assaultive - Bodily Harm). Batons can be used defensively (blocking), offensively (striking), and as a restraining device when needed. This lesson provided a baseline knowledge of non-lethal baton techniques including blocks, restraints, and strikes, as well as some insight in to the Rules Of Engagement.

**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

UPPER BODY STRIKES

COURSE TITLE

BROWN BELT

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

UPPER BODY STRIKES

COURSE TITLE

BROWN BELT

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

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

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.10
LESSON TITLE	Upper Body Strikes
DATE PREPARED	December 2004
TIME	1.0 hr
METHOD	EDIP, Guided Discussion
LOCATION	Training area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 1500.54B, MCO P100.12, MCRP 3-02, MCRP 6-11B
TRAINING AIDS/EQUIPMENT	Striking pads, mouthpiece

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

**DETAILED OUTLINE**

**UPPER BODY STRIKES**

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

---

**1. GAIN ATTENTION.** Strikes are an important part to the unarmed element of Martial Arts training. Punching is often not the best weapon to use, so one must hone other skills to minimize self-injury. These techniques involve simple movements and gross motor skills. 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. Throughout one's career situations will arise where physical courage alone will not accomplish the mission. As the stress and rigors of combat blur the Laws of War, it is important to ensure our Marines are guided by a set of morals that protect our nation's image. In many cases the courage to stand up for these morals will require more mental fortitude than courage displayed on the battlefield.

**2. OVERVIEW.** This lesson will cover the cross elbow strike as well as understanding moral courage.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 gear, striking pad, mouthpiece, and without the aid of references, execute the cross elbow strike upper body strikes in accordance with the references. (8550.04.10)

(2) Given 782 gear and without the aid of references discuss moral courage in accordance with the references. (8550.04.23)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 gear plus, opponent, mouthpiece, striking pad and the aid

of references, execute cross elbow strike, in accordance with the references. (8550.04.10a)

(2) Given 782 gear plus without the aid of references, define moral courage in accordance with the reverences. (8550.04.23a)

(3) Given 782 gear plus without the aid of references, impact of moral courage in accordance with the references. (8550.04.23b)

(4) Given 782 gear plus without the aid of references, leadership responsibilities in accordance with the references. (8550.04.23c)

**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** **(55 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 including elbow strikes.

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

b. Principles of Execution. 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 muscular tension in the hand and forearm at the moment of impact to maximize damage to the opponent and to avoid injury to your hand. The arms are relaxed until the moment of impact.

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

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. The strike can be performed with either the left or right arm depending upon:

(1) Your angle of attack.

(2) The position of 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 hyperextension of the joints. When striking an object (e.g., heavy bag), hyperextension is not as big a concern because the object absorbs the impact.

(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. In this period of instruction we will discuss strikes with the arms.

## 2. CROSS ELBOW STRIKES.

a. Angles of Attack. Elbow strikes can be performed from a variety of angles: vertically (low to high or high to low) and horizontally (forward or to the rear).

b. Striking Surface. The striking surface is two inches above or below the point of the elbow, depending upon your angle of attack, the opponent's attack angle, and the position of the opponent.

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

d. Cross Elbow Strike. To train the Cross elbow strike, have students:



(1) Start in your basic warrior stance.

(2) Keep your hands in place rotating your left elbow in a forward circular motion, while driving your elbow in your opponent's guard. Additionally rotating your left shoulder and hip forward to generate additional power.

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

(4) Finish the technique by repeating the same steps with the right elbow and return to your basic warrior stance.

**TRANSITION**: Review material, probe with questions, and introduce new material. Now that we have had the opportunity to practice strikes we need to discuss moral courage.

### 3. DEFINING MORAL COURAGE.

a. MORALS: A rule of conduct with regard to right and wrong.

b. COURAGE: The quality of mind enabling one to face danger or hardship resolutely.

c. MORAL COURAGE: The understanding of what is right and the ability to act upon those values regardless of the repercussions.

### 4. IMPACT OF MORAL COURAGE.

a. Why is it important to practice moral courage? Without a sound foundation of morals and the leadership to ensure it is practiced, a unit can suffer in many ways. Moral courage is lowered, conflicts arise and the ability to accomplish the mission is diminished. When we apply a lack of moral courage to a unit in combat the outcome is potentially disastrous. Regardless of rank, every Marine on the battlefield has the ability to influence the image of the Corps through their actions or inaction. For this reason we must ensure all Marine leaders, down to each Fire Team Leader, have the moral courage to make the right decision.

### 5. LEADERSHIP RESPONSIBILITIES.

a. In order to ensure unit cohesion, moral courage must be a continuing action. Reporting incidents of disorderly conduct, sexual harassment, and hazing requires moral courage. It is the responsibility of the individual Marine, regardless of rank to not tolerate such behavior, as it does not uphold the highest standards and traditions of the United States Marine Corps.

b. As a leader, you must always set the example. Inaction or acceptance of dishonorable actions will influence those Marines around you. Displaying moral courage is an inherent quality of a leader as it is a fundamental step in the process of setting the example.

c. It is the responsibility of the leader to produce an environment that embraces or rewards those who make morally courageous decisions.

**TRANSITION:** Review material, probe with questions, and introduce new material. We should now understand that moral courage is the responsibility of all Marines.

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

---

Strikes are among the primary techniques you will use in any Martial Arts unarmed confrontation. Individual strikes can be easily learned and sustained because they involve simple movements and gross motor skills. This lesson covered the cross elbow strike. We have also had the opportunity to discuss moral courage. Moral courage can be defined as the understanding of what is right and the ability to act upon those values regardless of the repercussions. As we enhance our ability to win our nations battles, it is important that we continue to uphold the professionalism and image of those who have come before us.

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

HUMAN DIMENSIONS

COURSE TITLE

BROWN BELT

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

HUMAN DIMENSIONS

COURSE TITLE

BROWN BELT

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

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

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.11
LESSON TITLE	Human Dimensions
DATE PREPARED	December 2004
TIME	1 hr
METHOD	Lecture/Discussion
LOCATION	Classroom/Training Field
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	Lecture, Chief Steve Band, FBI's Behavioral Science Unit
TRAINING AIDS/EQUIPMENT	None

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

**DETAILED OUTLINE**

**HUMAN DIMENSIONS**

**INTRODUCTION**

**(3 MIN)**

**1. GAIN ATTENTION.** The physical act of taking another's life is very easy to train for and actually can take very little physical exertion. The trigger pull is a mere few pounds of pressure exerted and a sharpened blade pierces the skin and bites deep into the flesh of our enemy with even less effort. But how will Marines, who have trained for the physical aspects of killing, deal with the mental, emotional, and psychological stresses during and after a combative engagement?

**2. OVERVIEW.** The purpose of this period of instruction is to give Marines the tools they will need to survive combat, and the stresses that often manifest themselves after combative experiences.

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

a. TERMINAL LEARNING OBJECTIVES.

(1) Given 782 Gear Plus and without the aid of references, discuss the human dimensions of combat in accordance with the references. (8550.04.24)

b. ENABLING LEARNING OBJECTIVES.

(1) Given 782 Gear Plus and without the aid of references, discuss the factors of a combative environment and human responses to stress in accordance with the references. (8550.04.24a)

(2) Given 782 Gear Plus and without the aid of references, discuss the human response to stress in accordance with the references. (8550.04.24b)

**4. METHOD/MEDIA.** This lesson is taught as a lecture/discussion and is done in conjunction with the MAIT Course and brown belt training.

**5. EVALUATION.** This class is taught for informational purposes and will not be formally evaluated. Participation is part of the required syllabus, and the instructor will monitor the students' participation and comprehension.

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

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

---

1. The Psychology of Survival. How do you deal with an individual or group that is hell bent on killing you or those in your charge? Is there something in your brain that can prevent your death at the hands of an adversary? We train day in and day out for the physical aspects of a life or death situation, but rarely do we talk about or develop the finer points of our mental and emotional preparedness for combat and combat's after effects. In order to do this we must make the distinction between mind and body and specifically train our mind to prevent our death at the hands of our enemies.

2. The "Inoculation Effect". An inoculation works by introducing a weakened version or very small amount of a disease into your body so that your body can build immunity or learn to fight off that disease in its full strength. Just as your body develops a resistance to ward off an illness with an inoculation, your mind can take in information that will make you more resistant to death. The resistance is built by becoming more familiar with certain ideas and concepts, which we will discuss.

One of the things we can do to enhance our "inoculation" is take time to think things through. This is called "cognitive rehearsal". If you take the time to think about how you will act in a tough situation, you are more likely to work through that plan when confronted with the real situation. If you can think about things correctly they will not bother you as much. Different things affect different people differently. This is because they look at things differently. It's a matter of perspective. If you realize that "people and things cannot upset you, you will be able to work through many scenarios with less difficulty than the average man, because you are "inoculated" and more resistant to situations that could lead to your death.

3. Survival Attributes. It has been shown that there are three key components or attributes to overcoming death at the hands of your enemies. By having these

and ensuring we train our Marines to have them, we prepare a more combat ready and effective Corps.

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

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

c. Mental Preparation.

Your mental preparation will be the difference between you giving up after being shot or compromised versus fighting through to win after being wounded. Different things motivate individuals to fight on, but one common denominator we see time and time again, is a unit's cohesion, training, and esprit de corps giving them the strength to stand together and fight in a combative situation.

4. Fear. Fear is "an automatic emotional reaction to a perceived danger of threat characterized by a high state of arousal". It is important to note however, what scares you may or may not scare me depending on our view or experience. Fear elicits both physical and emotional responses. Understanding these responses can dictate whether you live or die at the hands of your enemy. These physical and emotional changes prepare you for the unknown, provided you aren't taken out by your own anxiety.

5. Response Cycle. We use a model with six stages, proposed by Dr. Roger Solomon, to describe the stages we progress through when confronted with a life-threatening situation. The faster we recognize and progress through these stages, the faster we will be able to deal with a life-threatening situation, thus increasing the chances of survival.



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

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

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

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

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

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

Understanding these stages and training to get through them faster increases your survivability. If you are not aware of how you respond in a deadly situation your situation becomes more deadly.

6. Mental Preparation for Encounters With Fear. There are certain attributes a warrior must have in order to not die at the hands of his enemy.

a. Self-Confidence in Performance. If you do not feel a certain level of confidence in your performance you will probably not perform well and you will die.

b. Training. You must expose yourself and your Marines to the most realistic training possible, within acceptable safety constraints.

c. Believing ones-self effective in combat. Answer the question, “Can you kill another human being if lawfully and necessarily called upon to do so?” If there is a doubt in your mind now, it could easily be magnified when you find yourself hesitating in a kill-or-be-killed situation.

d. Decisiveness. Even when taken by surprise you need to be able to act accurately and quickly.

e. Perseverance under stress. If you are physically or emotionally wounded in combat, will you be able to fight on? Can you fight through adversity or will you worry about dying.

7. Post Action Coping. We have discussed your preparation before and during a deadly confrontation. How do you prepare yourself and others for the aftermath of a deadly encounter? There are seven coping attributes to allow you to recover, or assist others with the recovery process.

a. Communication. If something affects you emotionally, communication helps make it better. Debriefing has a positive, healing effect.

b. Compassion. This is a healing attribute. Having compassion for others allows you to deal with your own trauma.

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

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

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

f. Hope. You must have something to make things worth doing, to make it worth going on.

***INSTRUCTOR'S NOTE:*** Ask students 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. We discussed the factors of human dimensions, is there any questions at this time?

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

Being aware of all these attributes is only the beginning of your mental preparation for a deadly situation. Only through practice of these steps can we achieve mastery of these skills, which will greatly decrease the chances of dying at the hands of our enemy, and prepare us to deal with taking his life.

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

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

MARTIAL CULTURE STUDY – THE ZULUS

COURSE TITLE

BROWN BELT

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

MARTIAL CULTURE STUDY – THE ZULUS

COURSE TITLE

BROWN BELT

PREPARED BY:           MACE STAFF           DATE:                                   

APPROVED BY:           MACE STAFF           DATE:

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

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.12
LESSON TITLE	Martial Culture Study – The Zulus
DATE PREPARED	December 2004
TIME	1.0 hr
METHOD	Lecture and Discussion
LOCATION	Training Area
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCO 150054B, MCRP 3-2B, MCRP 6-11C, SECNAVINST 6320.4a, Reading List (selected books include but are not limited to):  1) Ian Knight, <u>The Zulus</u> 2) Martin Windrow, <u>The Zulu War</u> 3) E. A. Ritter, <u>Shaka Zulu</u> 4) Ian Knight, <u>The Anatomy of the Zulu Army</u> 5) Ian Knight, <u>The Battle of Isandlwana</u> 6) John Laband, <u>Shaka, Social Order and Military Tactics</u>
TRAINING AIDS/EQUIPMENT	Media, Note Taking Material

**UNITED STATES MARINE CORPS**  
Martial Arts Center of Excellence  
The Basic School  
Marine Corps Combat Development Command  
Quantico, Virginia 22134

**DETAILED OUTLINE**

**MARTIAL CULTURE STUDY – THE ZULUS**

**INTRODUCTION**

**(3 MIN)**

- 1. GAIN ATTENTION.** In the Marine Corps Martial Arts Program, the term “martial” means military. The Marine Corps – one of the world’s elite fighting organizations – is much more than a large number of personnel wearing the same uniform. Rather, it is a group; a tribe; a culture. And since our primary mission is to make Marines and win battles to preserve that tradition, we are, in effect, a martial culture.
- 2. OVERVIEW.** This lesson will cover the definitions and aspects of a martial culture, using a group well-known as the Zulus. The lesson will give a brief synopsis of their background, training, and achievements to include landmark battles. Afterward, a guided discussion will follow.
- 3. LESSON PUROSE.** The purpose of this lesson is to provide the Marine with the knowledge of what a Martial Culture is, and how different martial cultures of the past and present differ and are similar to the present day Marine Corps.
- 4. METHOD/MEDIA.** This class will be taught by lecture and discussion.
- 5. EVALUATION.** This lesson will be not evaluated in specific, but will be evaluated through the participation, giving opinions and point of views in discussion.

**TRANSITION:** Any questions over anything I just covered? Let us now discuss what is meant by the term “Martial Culture” and its application to today’s discussion on the Zulus.

## 1. THE INTRODUCTION.

The word “warrior” is used loosely in our society today. Athletes who show toughness and grit are given that title. However, in reality the true warrior – a professional fighting man – is far from an athlete, though he has tremendous physical skills. He is equally far from an academician, though he possesses great mental powers. He is, in effect, a breed apart; he is a part of a very select culture.

Before we begin our look at the Zulus, we should define two aspects. The first is the term “martial culture.” It is a society or tribe whose primary function is the **creation, training, and sustaining of warriors**. The entire ethos of the society is, in fact, tied to the warrior identity. While there are probably warriors in any society, very few cultures base their entire lifestyle around their development. The second definition is the term “warrior” itself. A warrior is an **arms-carrying, professional fighting man whose primary function is to train and prepare for conflict**. This ethos differs greatly from the part-time fighter or the athlete. The warrior stands alone in his mission; his training and, in actuality, his societal development is based on that end state – battlefield combat.

**TRANSITION:** We’ve covered the two aspects of the study. Any questions? With these definitions in mind, let us turn now to a page out of the Zulu past. It was a different time, though in a lot of respects Zulus remain the same and are proud of their warrior heritage. Let’s look at a country going to war against the British Empire.

## 2. HISTORICAL BACKGROUND.

In the mid-to-late 1700s and the 1800s, America was rocked by the aggression of Britain, becoming a free country, American Indian disputes, along with European ideals of claiming portions of America. Not to mention the American Civil War. Historians commonly refer to these events as the period of American Independence and civil strife. But for the Zulus – the road to war started with one man creating a Zulu army fighting for its existence, food, grazing rights, and innovating a yet untested way of campaigning against the enemy.

The Zulus are a very remarkable people to have taken on the British Empire and won, if not the war, at least some remarkable battles. Zululand lies on the South-Eastern Coast of what is known today as South Africa. The country consists of steep rolling grasslands, to a sub-tropical coastal strip intersected with many rivers and deep wide gorges. In the valleys, thorn bushes grow luxuriously and many parts of the country are thickly forested. Origin has it that a man named Zulu established his homestead in Zululand around 1670. The name Zulus means

'The Heavens' and his people took the name 'amaZulu' which means the 'people of the heavens'.

They lived in a series of village homesteads that were family units – the huts were dome shaped much like a beehive. A Zulu man might have as many wives as his wealth and status would allow. The Zulus lived a typical agriculture society meaning men tended to the cattle and the cultivation of crops while all household duties fell to the wives. Meat was only eaten on special occasions such as festivals and before going into battle. The Zulus, much like every society, had their own kind of alcohol and made a rather sour beer. Tobacco was used as snuff, yet they generally lived a healthy lifestyle – and were on average rather light skinned compared to other African communities.

The Zulus lived in great dread of the evil effect of witchcraft and wore magical charms to ward off evil spirits. If an innocent man was possessed, even without his knowledge, the penalty for this was gruesome – a sharpened stick about 18" was driven into the victim's anus killing him. The usual criminal cases were tried before a chief and a fine in cattle was levied against the individual. More serious crimes meant punishment by being clubbed to death.

Zululand was very rich in ore and fuel. Once the ore was melted, it was hammered into shape, which was (held or viewed in) a superstitious awe and made to form spears for the men and hoes for the women.

Until the 18<sup>th</sup> century, warfare was infrequent and mostly bloodless; most disputes were over grazing rights. Combatants would meet at an appointed time and place to include women and children. Warriors would step out and challenge rivals from the opposing forces to individual combat. One side would eventually lose and withdraw.

By the late 18<sup>th</sup> century, land was congested and no longer possible for clans to have access to adequate grazing all year long. Historians will argue this point today, but historically it seems extremely likely the competition for natural resources was a major cause of the enduring violence that followed.

When you read about Shaka and what historians commonly refer to as "The Crushing", he actually ended up belonging to a minor Zulu clan living between two more powerful neighbors. The Chief of the Zulus met a maiden near a streambed and fell in love with her. The maiden became pregnant, yet the Zulu advisors sent her away as she was considered bad luck for the Zulus and possessed by demons. She eventually delivered a son and named him Shaka. Shaka eventually ended up with one of the more powerful neighbors. Shaka was born in 1787, led the Zulus beginning in 1816, and died in 1828 due to being stabbed to death, with the type of spear he invented, by his half-brothers.



The basis of Shaka's power was the 'amabutho' system, a traditional means of social control that he refined as a means of integrating Zulus into the growing Zulu kingdom. All Zulus, men and women, were grouped by age and gender in regiments referred to as amabutho, in order to effectively and efficiently control them and to exploit their labor. This was to prevent too many men from the same clan dominating a regiment and becoming a potential source of dissent. This was Shaka's idea of his Zulus no longer serving their lesser chiefs, but the Zulu king himself. The basic functions of the male regiments included policing Shaka's Zulus and battling external enemies.

The Zulus lived amongst a circle of huts that contained the regiment's cattle and parade ground. The circle of huts were surrounded by a barrier consisting of two rows of stakes leaning inwards so as to cross at the top with the gaps in-between filled with thorn bushes.

To remain under control, the regimental system established by Shaka had to be fed and rewarded constantly. This required sending the regiments out on constant raids for cattle and other battlefield booty. The regiments required constant warfare providing the necessity for Shaka's rule.

The vast majority of warriors were unmarried. This was to maintain control over military resources. When a warrior did marry, he was allowed to disperse, establish his own homestead and give his allegiance to the new clan chief. Cattle looted during Zulu raids were property of the king and quartered with the regiments for food and milk. Each regiment was provided a herd of cattle with a similar hide so when they made war shields out of the hides, each regiment had its own identity. These shields were property of the regiment, kept in an armory, and issued at the start of each campaign. The most senior regiments carried white shields and the youngest carried black shields.

Morale was extremely high. The common age of the warriors in the regiments, battlefield successes, and the terror inspired by the Zulus amongst neighboring peoples all led to an extremely high *Espirit de Corps*.

Following Shaka's murder, his half-brother, named Dingane, became king, yet he lacked the zest for military expansion and concentrated on keeping the state together. During his reign, Natal, just to the south of Zululand, was filling up with survivors from Shaka's former kingdom and the Boers who were descendants of the Dutch, Germans, and French. In 1834, the Boers left the Cape after becoming disgruntled with 30 years of British rule. Natal had plenty of cattle and enough room for the Boers.

In 1842, The British decided to exercise its claim to Natal causing the Boers to

move to Transvaal which is just northwest of Zululand. Natal was becoming a threat to Zululand and as many as 4,000 Zulus per year were leaving Zululand for Natal. Natal offered work, cattle, and potential wives that appeared more appealing than the Zulu army.

The War of 1879 was a disaster for Zululand. The post war period was wrought with civil war. After the war, Britain divided Zululand in thirteen small kingdoms and initially, pre-Shaka clans were returned to prominence. Cetshwayo, who led the Zulus during the War of 1879 and once captured, was taken to Cape Town, actually petitioned Queen Victoria. In fact, the public actually liked him so much, he was granted permission to return to his homeland in 1883. He was provided a small tract of land; no power in terms of kingship, yet a military that was allowed only to provide ceremonial service.

Cetshwayo helplessly watched as violence erupted across the country. Britain did absolutely nothing to stop the civil war. Cetshwayo died suddenly in 1884 of heart disease but was rumored to have been poisoned. Various clans continued fighting from the 1880s through about 1906 even while Zululand was annexed by Britain in 1887 and opened for European settlement. The Boer War (1899-1902) did not affect Zululand, nevertheless, land was cramped, over-grazed, locusts ate the crops, and when Britain imposed a tax in the post-Boer War era, this was the last straw for the Zulus. Many chiefs refused to pay the tax making the country ripe for rebellion.

A state of emergency was declared in Natal, and a force was put together to put down the rebellion in 1906. Hundreds of Zulus were killed ending the rebellion and further fighting in Zululand. Close to 5,000 Zulus were brought to trial, the leaders exiled and the rest imprisoned. Today, there are over six million Zulus living in South Africa. Memories of their warrior past are a significant source of national pride.

**TRANSITION:** We've discussed the historical background. Any questions or comments? With the scene set now for the birth of the Zulu warrior, let's examine their training.

### 3. THE TRAINING.

Before setting out on a campaign, the regiment would sprinkle themselves with magical dust and were required to chew a piece of meat which had been specially prepared. This was in order to bind them together and make them invulnerable to enemy weapons.

Before going into battle, Shaka would call up two regiments and order them to

challenge one another to see who would excel in the coming battle. Those distinguishing themselves in these fights would be rewarded and those accused of being a coward would be executed.

When training for a campaign, they would practice setting out in a single column preceded by scouts who noted every detail of the enemy's movement. Once the enemy was spotted, the army was formed into a circle for their final instructions. Normally, the highest-ranking commanders would watch the battle from some high ground, issuing orders by runner or hand signals.

At the end of a battle, the Zulus were required to disembowel the corpse of his victim believing the spirit of the dead warrior was in his stomach and if not released, would haunt the slayer. Victorious Zulu warriors would dress themselves in the clothing of the falling opponent and wear the clothing until a certain cleansing ceremony took place. This ended up literally driving the Zulus mad due to the tension of combat, wearing the dead uniform, and disemboweling the enemy. After a victorious battle, the army disbanded due to the stress of their style of warfare.

Shaka expected his troops to cover up to fifty miles per day and most had no sandals. They had to forage for their own food and water; Shaka rationalized this as another incentive for his regiments to be successful in their raiding parties and in battle.

Shaka was dynamic (and ruthless); the lives of his troops meant nothing to him, and he drew no distinction between the interests of the state and his own personal wishes. His army was highly centralized both in execution and command. Shaka urged war to the death and a flick of the wrist would consign a man to death. He maintained an iron grip on his empire – only later in life did his judgment falter, and his behavior become psychotic.

Shaka preferred to charge down upon his enemy and engage them in hand – to – hand combat. He did not like the flimsy throwing spear, so he designed his own broad bladed spear for close combat. He began with 400 fighting men, armed them with his new spear and large war shields that covered them from the shoulder to the ankle.

Shaka perfected the style of combat and training in Zululand. When going into battle, the Zulu army resembled a charging bull. The British referred to this as the 'chest and horns'. The center of the army – the bulls' chest – would advance slowly, while the two flanking divisions – the horns – would move rapidly out to surround the enemy. Once the circle was complete, the chest would charge in and destroy the enemy in hand – to – hand combat with their stabbing spears. Reserve regiments were called the 'loins' and would act in support or pursue the

enemy to its death. Two factors were essential to this successful style of fighting and to the psychological advantage his armies enjoyed: Shaka's emphasis on the deadly stabbing spear over the previously used and less effective throwing spear. Shaka also insisted on giving no quarter in battle.

Shaka tried out his chest and horns strategy, along with his newly developed spear and shield upon one of his neighboring clans. His training and strategy were brutally effective. The Zulus would hook the left edge of the shield to the enemy's, rip it across their body to block the opponent's spear, and then pierce the enemy.

During the late 1850's, the army significantly changed from Shaka's rule. Warriors were no longer recruited, and boys aged 14 were expected to serve for about four years as a cadet looking after the king's herds and royal homesteads. When there were enough men around to form a regiment, the king would form a regiment giving them a special location to live in Zululand. Warriors were not permanently mustered as they had been in Shaka's time. Once the regiment was established, warriors were allowed to spend long periods at home with their families. If required, the king would order a regiment to form for duty.

Duties of the regiment were not and never had been just military; however, in Shaka's day, there was more than enough campaigning to keep them busy. Warriors were also required to work the king's fields, build new homes, organize hunts, and partake in national ceremonies.

Cetshwayo, who ruled from 1856 until his capture by the British in 1879, introduced a new type of shield that was much smaller, lighter, and easier to wield than the full length shield designed by Shaka. However, both types were trained with and carried into battle. Guns were also available during this time either by taking them from the battlefield or by trading with the whites. However, powder was poor, there were no spare parts, percussion caps were in short supply, and pebbles were sometimes used in place of bullets – nor was anyone available or willing to train the Zulus in the use of the guns. From most accounts of battle, people recall the volume of fire from the Zulus, but not the accuracy of fire.

**TRANSITION:** We have just gone through the training. Any questions or comments? As the British went into full gear, the Zulus yearned for action. Both units got more than their share.

## 1. SIGNIFICANT BATTLES.

The War of 1819 was a turning point in the history of Zululand and indeed, of black South Africa. Before a neighboring chief attacked Shaka, Shaka chose to move his people to the countryside. Since the people lived off the land, this

caused the invading army problems due to the lack of food while on the march. After the invading chief grew weary of chasing Shaka throughout the countryside and rugged terrain, he decided to return to his own territory; however, Shaka laid a trap, and as the invading chief began to cross a large river, Shaka launched a massive attack using the chest and horns tactic – smashing the invading chief's army. This removed the largest obstacle to Shaka's power. In a series of campaigns from 1819 – 1824, Shaka dislodged powerful groups living amongst Zululand up to the fringes of British Cape Colony. To further his power, he killed off clan chiefs and put his own people in charge of the newly acquired clans.

Shaka's army grew from 400 in 1816 to about 15,000 in 1824 when the expansion ended.

During February of 1838, Dingane, fearing for his state, entered into negotiations with the Boers. He then invited seventy-one Boers, included in this number was the leader of the Boers, to his residence for a celebration dance. Dingane rose to his feet shouting, 'slay the warriors'. All seventy-one were clubbed or stabbed to death. Dingane sent his army to the Boer encampment, which was the first true crucial test for the Zulu army as they faced firearms for the first time in large quantities. Upon learning the guns worked well in daylight, they began attacking at night. The Boers put up a good fight and drove the Zulus away.

In April, 347 mounted Boers counterattacked. Dingane, knowing the Boers needed cattle, laid a trap by staging a larger herd of cattle. Instead of attacking, the Boers went for the cattle and 6,000 Zulus bore down on them scattering the Boers. Later in April, white traders in Natal formed an army of 4,000 black supporters of the Boers and crossed into Zululand. This fight went back and forth until one flank of the Zulus were able to complete their encirclement pinning the enemy against a river, winning this fight virtually hands down. However, the tide was about to turn later in the year.

In the November/December timeframe, Dingane made another attempt to wipe out the Boers with as many as 10,000 Zulus. It was at this time, he reintroduced the throwing-spear, as this was accurate up to fifty yards and the Boers' guns accurate up to 100 yards. The Zulus were unsuccessful and launched their own campaign with 470 whites and 340 black supporters. The Boers drew up on the banks of Ncome River, purposely established a laager on the bank of the river. The river protected one side and another by a dry streambed bedded against the river. The Zulus attacked at dawn. Their forces were divided and the attack was not coordinated properly. One force had to attack the laager by crossing the river and another force was to remain out of gun range until the army crossed the river; however, they began the attack before the river crossing force made it across the river and were cut to pieces. The force crossing the river was driven back into the river and totally annihilated. Survivors from the first attack fled into the dry

streambed and became easy targets for the Boers from the lip of the streambed. The Zulus were too cramped to reply with their weapons resulting in the river becoming choked with bloody corpses. This battle has forever been known as **Blood River**.

Britain justified invading Zululand in 1879 in order to simplify the complex political situation in South Africa by joining the British and Boer state to the north – Zululand was viewed as a threat to this. Additionally, the British wanted open trading in Zululand, which was not possible since the king in Zululand controlled the trade. The British demanded the Zulus disband their army; refusing to do so, Britain invaded Zululand in January of 1879.

They entered Zululand in three columns. The Bulk of the Zulus focused on the center column, other Zulu regiments focused on the other two columns. 23,000 Zulus encountered the British center column camped beneath a rocky outcrop known as **Isandlwana**. Earlier in the morning of 22 January, General Chelmsford sent half of his forces away from the camp looking for the Zulus. Left behind were six companies, two cannons, and a small number of mounted volunteers. The Zulus caught the British scattered over a wide plain in front of the camp and in a very short time, had outflanked the British. Fighting raged in close quarters amongst the tents and transport wagons. Eventually, the British were forced to stand back – to – back firing and fighting hand – to – hand until they were overcome. In the adrenaline rush of combat, the Zulus killed everything they came across, and the bodies of hundreds of transport oxen, mules, and even dogs were mixed up with over 1200 British human corpses. Isandlwana had become a charnel house. The battle of Isandlwana had become the worst defeat suffered by the British army during the Victorian era.

At virtually the same time, over 5,000 Zulus attacked the right column along the coast. When this column learned of the defeat at Isandlwana, they entrenched themselves at a deserted station called **Eshowe**. Cetshwayo had a difficult time keeping his army in the field in order to exploit the victory at Isandlwana and the entrenched Brits at Eshowe. It was not until March that he was able to collect his army again.

In March, he attacked the left column that had been engaged in continuous cattle raiding. It was the left column the Zulus now feared to be the most dangerous. The left column moved to relieve the besieged right column and came under attack by the Zulus at a place called **Khambula**. This battle was the most decisive of the war. Cetshwayo ordered his army not to attack fortified positions, but to draw them out into the open. However, the Zulus attack became uncoordinated and ended up attacking the fortified positions. For over four hours, the Zulus launched fierce attacks, penetrating the defense several times. In the end, the Zulus were brutally and savagely chased from the battlefield, and this

was only the beginning of more bad news for the Zulus.

In April, 12,000 Zulus attacked a British relief column. The British drew their forces up in a square, protected by a ditch and earth rampart. The cannon volley and Gatling fire cut the Zulus down well before they even got close. This allowed the relief column to relieve the besieged column at Eshowe. The double defeats of the Zulus dealt a devastating blow to Cetshwayo's war plans. Morale was bad, victory against the British was impossible, and the British initiated a new invasion in June compelling Cetshwayo to initiate a diplomatic solution.

The British thought otherwise – they wanted to avenge Isandlwana. On 4 July, the British formed a large rectangle and were greeted by a slow advancing Zulu army. For one long hour, the Zulus tried to direct their attack but failed. The Zulu dead amounted to 6,000 and many more injured. Thousands of cattle were taken; hundreds of homesteads were destroyed, shattering the political, military, social, and economic structure of Zululand. Cetshwayo was eventually captured in August by a British patrol and taken to Cape Town, South Africa, thus ending the War of 1879.

**TRANSITION:** After reviewing the significant battles, are there any questions or comments? A Martial Culture Study is not designed to be a history class, though we have just conducted a quick snapshot of the Zulus. Those Marines interested can check the CMC reading list for books pertaining to the Zulus. I have a reference bibliography that I can give you at the completion of this period of instruction. They are fascinating warriors. But now let's turn our attention to some discussion questions.

***INSTRUCTOR'S NOTE:*** *The instructor should begin to transition to discussion group leader mode. Questions and answers should be allowed to flow freely.*

## 1. DISCUSSION.

It is pretty clear the Zulus meet the major criteria of a martial culture. But first, let's discuss this question: **what are the strengths and weakness of the Zulus?** (Allow the students to list the strengths and weaknesses. There are no "right" or "wrong" answers; however, these topics are germane:

Strengths: high morals, conditioning, hand picked, good leadership, tough training, esprit de corps, backing of king and country, size.

Weaknesses: elite within an elite, British interference, light arms, equipment, logistics

With those factors in mind, **should a martial culture be so influenced by the personality of the leader and what are the major differences between the Zulus and the Marine Corps?** (Allow students to discuss aspects of leadership with regard to leadership. Examples can come from Zulu battles and training, or from the leaders themselves.)

We know the Zulus were a tough warrior unit. With that in mind, **can a unit such as the Zulus exist without an armed conflict looming imminent?** (Allow students to compare and contrast the strengths and weaknesses again, this time in context of combat. Use topics such as tough training, combat leadership, battle fatigue and combine with possible negative outcomes of such a unit, to include high casualty ratio, failure to get back into normal society, etc.)

The Zulus were considered an elite unit – the ‘chest and horns’. So is the Marine Corps. **Is there such a thing as an elite within an elite?** (Allow students to discuss openly the elite syndrome – strengths and weaknesses. Consider such topics as elitism, recon, Zulu scouts, cults that develop as a result of “special status”.)

These questions lead us to one we haven’t asked: **is today’s Marine Corps a martial culture?** (Allow students to compare and contrast the Zulus to today’s Marine Corps. Try to enlist topics such as training, MCMAP, ready for combat. Allow the students to flow if possible.)

**TRANSITION:** With our discussion of the Zulus, we have examined not only a great unit within our history, but also ourselves. (PROBE) Any questions or comments? What can the Zulus tell us today?

**SUMMARY** **(3 MIN)**

Marines, the Zulus live on. Their standard of excellence is still one to admire; though they only lasted a few years as warriors over the course of history, they were in action almost the entire time. They are remembered for the three “Cs”:



cohesion, competence, and confidence. In places such as Isandlwana, Blood River, Eshowe, and Khambula, three elements were put to the test. The Zulus live on in our NCOs – small unit leaders, combat fit Marines, tenacious, and smart who operate as the Zulus did.

They are a shining example of a martial culture, an organization whose primary function is the breeding, training, and sustaining of warriors. Without a doubt, they left one of the finest combat records in the history of Africa. Our job as Marines is to take elements of their ethos and mold it with our own.

In closing, with this knowledge it is important for each Marine to ask himself or herself this question: am I a part of a martial culture? The answer is within me, my commitment to God, country, and Corps.

***INSTRUCTOR'S 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

WARRIOR AS A GENTLEMAN

COURSE TITLE

BROWN BELT

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

APPROVAL SHEET

**DETAILED INSTRUCTOR OUTLINE**

LESSON TITLE

WARRIOR AS A GENTLEMAN

COURSE TITLE

BROWN BELT

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

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

**UNITED STATES MARINE CORPS**  
Martial Arts Center of Excellence  
The Basic School  
Marine Corps Combat Development Command  
Quantico, Virginia 22134

**INSTRUCTOR PREPARATION CHECKLIST**

**ESSENTIAL DATA**

LESSON DESIGNATOR	MA-4.13
LESSON TITLE	Warrior as a Gentleman
DATE PREPARED	December 2004
TIME	1 hr 15 min
METHOD	Lecture/Discussion
LOCATION	Classroom/Training Field
INSTRUCTORS REQUIRED	One and assistants as needed
REFERENCES	MCRP 6-11B, MCWP 6-11
TRAINING AIDS/EQUIPMENT	None

**UNITED STATES MARINE CORPS**  
Martial Arts Center of Excellence  
The Basic School  
Marine Corps Combat Development Command  
Quantico, Virginia 22134

**DETAILED OUTLINE**

**WARRIOR AS A GENTLEMAN**

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

1. **GAIN ATTENTION.** As Marines we are taught, and expected to conduct ourselves using our Core Values of honor, courage, and commitment as guidelines. In so doing we will in fact be conducting ourselves as true gentlemen.
2. **LESSON PURPOSE.** The purpose of this period of instruction is to ensure each Marine understands the concept of what a gentleman is and how being a gentleman is at the center of our conduct as a warrior.
3. **METHOD/MEDIA.** This lesson is taught as a lecture/discussion and is done in conjunction with the Brown Belt Training and the MAIT Course.

**TRANSITION:** Throughout our Marine Corps careers to include during this course, we have received instruction concerning character development, standards of conduct, ethics, morals, and what it means to be a Marine. All of these values can be summed up in one word, gentleman.

***INSTRUCTOR NOTE:*** *The instructor should emphasize that when using the term gentleman it applies to female Marines as ladies of professional character. The instructor should use MCRP 6-11B and MCWP 6-11, Leading Marines, as well as this handout for the class.*

**BODY** **(50 MIN)**

1. **WHAT IS A GENTLEMAN?** We use the term gentleman to describe someone who is well mannered, considerate, and possesses high standards of behavior. The term gentleman in the classic sense came to us from the medieval era when there were no professional armies. Individuals who were skilled in the art of war trained from birth to death. These individuals, known as knights, spent their entire life preparing for war. Their skills were so highly developed that they had the potential to be dangerous to the very people they had trained to protect.

Because of this they had to have a code of conduct by which to live. This code became known as the **code of chivalry**. This code required a certain type of conduct by the knights when in polite company, what we would call the civilian world today. This meant the knight would gentle his condition when not in combat and that his conduct would be chivalrous in nature. But what do we mean by chivalry and chivalrous conduct? Chivalry was the medieval system or code of conduct for knights to follow. This code championed ideals such as **bravery, courtesy, and honor**. Throughout history we find that warriors, entrusted with the protection of its citizenry, developed codes of ethics to adhere to in their daily life and to guide their decision-making. This includes the Spartans, Samurai, Knights, and of course, the Marine Corps.

2. WHAT ARE ETHICS? Ethics are the rules or standards that govern a person or members of a profession. When we speak, as Marines, of our "ethos", we are referring to the fundamental values that are particular to our culture. As a Marine, you are taught from your very first day in recruit training that we exist to fight and win our nation's battles. This concept is reinforced in our credo that every Marine is a rifleman and that you are now a member of the world's finest fighting force. The conclusion is we are all warriors. Like the warriors of the past, we are highly trained in the art of modern warfare and like them we have a code to live by. Our code is our ethos. It is expressed in our Core Values and leadership philosophy.

3. THE IMPORTANCE OF A PROFESSIONAL AND PERSONAL CODE. Why is it so important to have an ethos? In society, we find ourselves at odds with those who do not share similar values. Republican vs. Democrat, Haves vs. Have-Not, upstanding citizen vs. criminal element, are just some of the classes we see struggling with each other due to a lack of a shared moral basis. We do not have room for these kinds of issues in a fighting hole, under enemy fire. We depend on each other, not just for our individual needs, but for the greater good. Our tactics are not always the best for the individual, but they unfailingly support the team and therefore the mission. From birth, people learn and practice ethics, morals, and rules that they pick up from their environment. Family and friends set examples and teach the young the difference between right and wrong. As people get older they are compelled to live by the laws of the land, or suffer consequences. These laws do not necessarily fit the wants of the individual, but they serve to protect others from his or anybody else's unjust behavior (ideally). These laws serve the greater good and what the majority of people have deemed to be right.

When a citizen steps up to the challenge and joins the Marine Corps, they take on a new set of morals and values. Some are similar to our society and some may even mirror our personal values. Regardless of whether you possessed them before, it becomes crucial that you take on and share our ethos. Our lives and the success of our mission surely depend on it.

4. HOW OUR ETHICS DEFINE US AS GENTLEMEN AND WARRIORS. We begin imbuing an individual with our ethos during a rigorous indoctrination process

I am an NCO dedicated to training new Marines and influencing the old. I am forever conscious of each Marine under my charge, and by example will inspire him to the highest standards possible. I will strive to be patient, understanding, just, and firm. I will commend the deserving and encourage the wayward.

I will never forget that I am responsible to my Commanding Officer for the morale, discipline, and efficiency of my men. Their performance will reflect an image of me.

called boot camp. Marine recruits learn the importance of teamwork, leadership, and Core Values, while striving to attain the entry level of a basically trained Marine. Marines learn their General Orders, so they will be able to accomplish their responsibilities in the same, professional manner. These orders, along with the rifleman's creed and their Drill Instructor's guidance, help form a basis for a code of ethics to adhere to in their daily life and to guide their decision-making skills. A Marine's new ethics are put to the test the day they leave boot camp and return back to the society they came from three months prior. Do his newfound respect for human dignity and standards of behavior see him through this time or does he fall into his old values before he enlisted?

Just as the Code of Conduct guides our behavior as prisoners of war, we are given tools such as the NCO and SNCO creeds to continue to guide and shape our decision-making skills as we progress through the ranks. We are expected to handle ourselves as gentlemen in polite company and as professional managers of violence in any operational setting. We train our skills to be able to take life and temper this with our humility and patience. We know that using our skills to take a life is not the ultimate thing but that preserving or protecting a life with our skills is indeed the ultimate manifestation of our abilities.

***Instructor Note:*** *At this time the Instructor should read the appropriate level creed(s) for his students and discuss how they effect the students' conduct as a warrior and a gentleman. Note that there are additional ones at the end of the outline that can be included in the discussion based on the composition of the class.*

5. THE MARINE NON-COMMISSIONED OFFICER. Tales of their combat exploits have become legend. NCOs are the Corporals and Sergeants responsible for the

lives of their men in combat. They must be leaders of men, but also much more. They carry with them the unbroken traditions of duty and dedication to their assigned mission. Their creed need not be lengthy. It is short and to the point:

6. THE MARINE STAFF NON-COMMISSIONED OFFICER. We all need roadmaps for life. We all need goals. Those unfortunate souls who don't know what is expected of them can rarely accomplish anything of significance, and they can never be a team player.

In the Marine Corps each Marine -- regardless of rank, in war or in time of peace - - has goals and responsibilities. Goals change from time to time and from situation to situation. But, the elementary and constant responsibility of each Staff NCO is outlined in the Staff NCO Creed:

I am a Staff Noncommissioned Officer in the United States Marine Corps. As such, I am a member of the most unique group of professional military practitioners in the world. I am bound by duty to God, Country, and my fellow Marines to execute the demands of my position to and beyond what I believe to be the limits of my capabilities.

I realize I am the mainstay of Marine Corps discipline, and I carry myself with military grace, unbowed by the weight of command, unflinching in the execution lawful orders, and unswerving in my dedication to the most complete success of my assigned mission.

Both my professional and personal demeanor shall be such that I may take pride if my juniors emulate me, and knowing perfection to lie beyond the grasp of any mortal hand, I shall yet strive to attain perfection that I may ever be aware of my needs and capabilities to improve myself. I shall be fair in my personal relations, just in the enforcement of discipline, true to myself and my fellow Marines, and equitable in my dealing with every man.

7. PUTTING WORDS INTO ACTION. These creeds are manifestations of our ethical system. These ethics define us as gentlemen and separate us from the untrained, selfish individuals that populate a significant portion of our world. These ethics ensure that we can depend on each other and build our combat effectiveness.

As protectors of our society we find ourselves constrained by, and held to a higher standard that, at times, separates us from our society. This does not keep us from functioning in a proper, contributing manner with those around us. Indeed we must set an example for those that look to us as their protectors. These are not things just to write down just because they sound cool, or look neat framed on



the wall. These things only mean something and are important if we strive to live by them everyday.

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

## **SUMMARY**

**(2 MIN)**

As Marines we are trained to a high level of lethality with an understanding that we must possess the strength of character to temper our conduct and actions in our daily lives. We conduct ourselves as gentlemen and gentlewomen through the practice of our Core Values in all that we do. As Marine Corps Martial Arts Instructor Trainers you must not only be the example of the gentlemen you must also teach and instill in your Marines the components of character discipline part of the Marine Corps Martial Arts Program.

The following creeds are examples of codes of behavior for different times, people, and situations, and are included for additional reading.

The True Gentleman

**THE TRUE GENTLEMAN is the man  
whose conduct proceeds from good will and an  
acute sense of propriety, and whose self-control is  
equal to all emergencies; who does not make the  
poor man conscious of his poverty, the obscure man  
of his obscurity, or any man of his inferiority or  
deformity; who is himself humbled if necessity  
compels him to humble another; who does not  
flatter wealth, cringe before power, or boast of his  
own possessions or achievements; who speaks with  
frankness but always with sincerity and sympathy;  
whose deed follows his word; who thinks of the  
rights and feelings of others, rather than his own;  
and who appears well in any company, a man with  
whom honor is sacred and virtue safe.**

**--John Walter Wayland**

The new Code of Conduct is not a part of the Uniform Code of Military Justice (UCMJ). Instead, the Code of Conduct is a personal conduct mandate for members of the American Armed Forces throughout the world.

Article I: I am an American, fighting in the armed forces which guard my country and our way of life. I am prepared to give my life in their defense.

Article II: I will never surrender of my own free will. If in command I will never surrender the members of my command while they still have the means to resist.

Article III: If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.

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

Article V: When questioned, should I become a prisoner of war, I am required to give name, rank, service, number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

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

### **The Spartan Creed**

I would not say anything for a man nor take account of him for any speed of his feet or wrestling skill he might have, not if he had the size of a Cyclops and strength to go with it, not if he could outrun Bóreas, the North Wind of Thrace, not if he were more handsome and gracefully formed than Tithónos, or had more riches than Midas had, or Kinyras too, not if he were more of a king than Tantalid Pelops, or had the power of speech and persuasion Adrastos had, not if he had all splendors except for a fighting spirit.

For no man ever proves himself a good man in war unless he can endure to face the blood and the slaughter, go close against the enemy and fight with his hands. Here is courage, mankind's finest possession, here is the noblest prize that a young man can endeavor to win, and it is a good thing his city and all the people share with him when a man plants his feet and stands in the foremost spears

relentlessly, all thought of foul flight completely forgotten, and has well trained his heart to be steadfast and to endure, and with words encourages the man who is stationed beside him.

Here is a man who proves himself to be valiant in war. With a sudden rush he turns to fight the rugged battalions of the enemy, and sustains the beating waves of assault. And he who so falls among the champions and loses his sweet life, so blessing with honor his city, his father, and all his people, with wounds in his chest, where the spear that he was facing has transfixed that massive guard of his shield, and gone through his breastplate as well, why, such a man is lamented alike by the young and the elders, and all his city goes into mourning and grieves for his loss. His tomb is pointed to with pride, and so are his children, and his children's children, and afterward all the race that is his. His shining glory is never forgotten, his name is remembered, and he becomes an immortal, though he lies under the ground, when one who was a brave man has been killed by the furious War God standing his ground and fighting hard for his children and land.

But if he escapes the doom of death, the destroyer of bodies, and wins his battle, and bright renown for the work of his spear, all men give place to him alike, the youth and the elders, and much joy comes his way before he goes down to the dead. Aging, he has reputation among his citizens. No one tries to interfere with his honors or all he deserves; all men withdraw before his presence, and yield their seats to him, the youth, and the men his age, and even those older than he. Thus a man should endeavor to reach this high place of courage with all his heart, and, so trying, never be backward in war.

### **The Creed of a United States Marine**

This is my rifle. There are many like it, but this one is mine.  
My rifle is my best friend. It is my life.  
I must master it as I must master my life.  
My rifle, without me, is useless. Without my rifle, I am useless.  
I must fire my rifle true. I must shoot straighter than my enemy  
who is trying to kill me. I must shoot him before he shoots me.

I will...

My rifle and I know that what counts in this war is not the rounds we fire,  
the noise of our burst, nor the smoke we make.  
We know that it is the hits that count.

We will hit...

My rifle is human, even as I am human, because it is my life.  
Thus, I will learn it as a brother. I will learn its weaknesses,  
its strength, its parts, its accessories, its sights and its barrel.  
I will ever guard it against the ravages of weather and damage  
as I will ever guard my legs, my arms, my eyes and my heart against damage.  
I will keep my rifle clean and ready. We will become part of each other.

We will...

Before God, I swear this creed.

My rifle and myself are the defenders of my country.  
We are the masters of our enemy. We are the saviors of my life.  
So be it, until victory is America's and there is no enemy, but peace!

MGen. William H. Rupertus  
U.S. Marine Corps