

**CRM LESSON PLAN REPORT**  
**BODY POSITIONING TECHNIQUES (TACTICAL)**  
**071-FRGBB003 / 02.0 ©**

**Approved**  
**30 Apr 2018**

**Effective Date: 30 Apr 2018**

**SCOPE:**

During this period of instruction, students will learn to apply, conduct and employ Tactical Combatives Body Positioning Techniques. The students will correctly apply, conduct and employ this techniques in accordance with TC 3-25.150, and the performance in this lesson plan: Conduct Mount Escapes, Conduct Defense Against Headlocks, Conduct Grappling with Strikes, and Conduct Advance Body Positioning Moves.

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**Distribution Restriction:** Approved for public release; distribution is unlimited.

**Destruction Notice:** None

**Foreign Disclosure: FD1** - This training product has been reviewed by the training developers in coordination with the G2, MCoE, and Fort Benning GA 31905 foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

## SECTION I. ADMINISTRATIVE DATA

All Course  
Masters/POIs  
Including This  
Lesson

### Courses

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

### POIs

<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
9E-F11/950-F7 (MC)	02.0 ©	Tactical Combatives	0	Analysis

Task(s)  
Taught(\*) or  
Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Reinforced  
Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
K7613	Considerations for delivery of instruction	No	Yes
K7725	Knowledge of delivery methods	No	Yes
K26154	Apply learning theory styles within an adult learning environment	No	Yes

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
S2032	Applying critical thinking skills	No	Yes
071-CMD-0017	Instill the Will to Win	No	Yes
S0411	Ability to practice safety at all times.	No	Yes

Administrative/  
Academic  
Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	8 hrs	0 mins	Drill and Practice
Yes	0 hrs	20 mins	Discussion (Small or Large Group)
<hr/>			
Total Hours(50 min):	8 hrs	20 mins	

Instructor  
Action  
Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>			
	0 hrs	10 mins	Classroom Breakdown
	0 hrs	10 mins	Classroom Setup
	0 hrs	10 mins	Facilitate Discussion
	0 hrs	10 mins	Student Re-train
Total Hours (60 min):	0 hrs	40 mins	

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number</u>	<u>Version</u>	<u>Lesson Title</u>
None			

**Prerequisite Lesson(s)****Hours**

None

**Lesson Number Version****Lesson Title****Training Material Classification**

Security Level: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

**Foreign Disclosure Restrictions**

FD1. This training product has been reviewed by the training developers in coordination with the G2, MCoE, and Fort Benning GA 31905 foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

**References**

<b><u>Number</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
AR 350-1	ARMY TRAINING AND LEADER DEVELOPMENT	10 Dec 2017
ATP 3-34.5	Environmental Considerations	10 Aug 2015
ATP 5-19 (Change 001 09/08/2014 78 Pages)	RISK MANAGEMENT	14 Apr 2014
TC 3-25.150	Combatives	31 Mar 2017
TC 3-34.489	The Soldier and the Environment.	08 May 2001

**Student Study Assignment**

Student Study Assignments defined:

1. Study...Master the details of the subject and fix them in your mind through application of the study process (survey, question, read, review, and recite). Prepare to test on the subject (orally, written, and/or performance).
  2. Read...Be proficient in the subject for discussion in the classroom. Prepare to take one or more practical exercises on the subject (orally, written, and/or performance).
  3. Scan...Be familiar with the topic(s). Read the topic sentence of each paragraph. Prepare to participate in checks on learning during classroom discussion (orally, written, and/or performance).
  4. Review...Review is used for material previously discussed in class. Review all notes, Advance Sheets, and any material related to the class as applicable.
- Student must read the following pages in accordance with TC 3-25.150: pages 4-4 thru 4-22, 4-29 thru 4-31, 4-78 thru 4-81, 5-9 thru 5-11, and 5-20 thru 5-23.

**Instructor Requirements**

1. Primary instructor must be a graduate of the Combatives Master Trainer Course (CMTC) and the alternate instructor a Tactical Combatives graduate or a CMTC graduate.
2. Completion of the Common Faculty Development Program-Instructor Course (CFDP-IC).

**Support Personnel Requirements**

Support personnel must be licensed or certified in accordance with Ft. Benning regulations to operate all equipment and facilities required for this lesson plan.

Combat Lifesaver (Enlisted)

**Additional Support Personnel Requirements****Name**

Combat Lifesaver  
Remarks:

**Student Ratio**

1:36

**Qty****Man Hours**

**Equipment  
Required  
for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
1090-01-C14-9367 - Sling, M4/M16 Three Point: MS2 Multi-Mission, Black Remarks:	0:0	0:0	No	0	
4110-01-485-3548 - Chest, Ice Storage, White, 162 Quart Capacity Remarks:	0:0	0:0	No	0	
4120-01-481-6048 - Cooler, Air, Evaporative Remarks:	0:0	0:0	No	0	
4470-01-359-2799 - 1050 Notebook, Special Remarks:	0:0	0:0	No	0	
6515-01-541-8147 - SUPPORT,CERVICAL Remarks:	0:0	0:0	No	0	
6530-00-405-5391 - Litter-Splint, Extrication, Metal, Carrying Case, with Zipper, Adjustable Strap Remarks:	0:0	0:0	No	0	
6530-00-783-7510 - Litter, Nonrigid, Poleless, Nylon, 78 X 26 Inch, Retaining Straps, Field Use Remarks:	0:0	0:0	Yes	3	No
6530-01-380-7309 - Litter, Folding, Rigid Pole 91.60 Inches Remarks:	0:0	0:0	No	0	
6530-01-464-4424 - Pad, Cooling, Chemical, Instant, Non-Toxic, Non-Caustic, 5 X 8 Inch Remarks:	1:6	0:0	No	0	No
6545-01-572-9963 - Medical Equipment Set Combat Lifesaver Remarks:	0:0	0:0	Yes	2	No
6645-00-126-0286 - Stopwatch Remarks:	0:0	1:1	No	0	No
6685-01-590-1047 - Monitor, Heat Stress: Questemp 44 Remarks:	0:0	0:0	No	0	
6730-01-484-2886 - SCREEN,PROJECTION Remarks:	0:0	0:0	No	0	
6730-01-C15-8387 - Projector Overhead, Portable TY SZ STY : PT-F200U Panasonic Remarks:	1:36	0:0	No	0	No
6910-01-C05-2267 - Mat, Floor: Zebra Mats Z700 Remarks: The requirement is to have an 8' X 8' or 64 square feet of training space per Soldier.	23:18	0:0	No	0	No
6910-01-C05-3780 - Interval Timer, High Intensity: Pit Ring Remarks:	0:0	0:0	Yes	2	No
7210-00-081-1417 - Sheet, Bed Cotton White Remarks:	0:0	0:0	Yes	3	No
7240-00-098-3827 - Can, Military Remarks: One can per six students.	1:6	0:0	No	0	No
7330-00-781-3859 - Jug, Insulated, 5 Gallon Remarks:	0:0	0:0	Yes	6	No
7730-01-C91-4112 - Television LED HDTV, 26LD350, LG Electronics U.S.A. Inc. Remarks:	1:36	0:0	No	0	No
7810-01-078-5665 - Bag, Training, Boxer's, 14 Inch Diameter, 42 Inch Long, 70 Pounds Remarks:	1:2	0:0	No	0	No
7810-01-571-4668 - Mat, Mixed Martial Arts Remarks:	0:0	0:0	Yes	256	No

7810-01-C12-6454 - Gloves Boxing, Grant Hook & Loop Remarks:	1:3	0:0	No	0	No
7830-01-127-4181 - Mat, Wrestling, 42- 1/2 X 42-1/2 Foot Remarks:	0:0	0:0	Yes	25	No
7830-01-C16-4886 - Heavy Bag Freestanding, Functional: Everlast Commercial Heavy Bag Remarks:	1:12	0:0	No	0	No
8415-01-519-7772 - Groin Protector Remarks:	1:1	0:0	No	0	No
8415-01-520-7449 - Head Protection, Boxing Remarks:	1:1	0:0	No	0	No
8465-01-F00-4006 - Mitts, Punch - Modern Army Combatives Kit (MACK) Remarks:	1:3	0:0	No	0	No
<i>(Note: Asterisk before ID indicates a TADSS.)</i>					

#### Materials Required

##### *Instructor Materials:*

Lesson Plan, PowerPoint slides of content, Practical Exercise, Student Handouts as needed, visitor's folder, white board, dry erase markers, and references pertaining to this lesson plan.

##### *Student Materials:*

Lesson Plan, PowerPoint slides of content, Student Handouts as needed, and references.

#### Classroom, Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17136BEL3-36 CRXXIB-EL3: Classroom XXI Automation-Aided Instructional Building Advanced Technology-Enhanced Level 3, 36 Persons Remarks: This classroom is located in building 933, on Main Post Fort Benning, GA.	1	0:0	0	0
85210-3700 Organizational Vehicle Parking, Paved, 3700 Square Yard Remarks: Parking used by Students, Instructors and Visitors.	1	0:0	0	0
17120-108630-36 General Instruction Building, 108630 Square Foot, 36 Persons Remarks: Briant Wells Fieldhouse building 933.	1	0:0	0	0

#### Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

**NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material. To prevent injuries, the instructor must consider the following safety precautions before conducting Combatives training:**

- a. Supervise all practical work closely and constantly. Never leave a group unsupervised.
- b. Familiarize the Soldiers with each maneuver by a complete explanation and demonstration before they attempt the moves.
- c. Do not allow the Soldiers to get ahead of the instruction.
- d. Ensure the training partner offers resistance, but allows the maneuver to be freely executed during the learning stages and while perfecting the techniques.
- e. Ensure there is adequate space between Soldiers during practical work, for example, allow at least an 8-foot square for each pair of Soldiers.
- f. Ensure that Soldiers empty their pockets, and remove their jewelry, and identification tags before training.
- g. Stress that only simulated strikes to vital points, such as the head, neck, and groin areas are to be executed.
- h. Ensure that Soldiers understand the use of both physical tapping and verbal signals to indicate to the partner when to stop the pressure in grappling and choking techniques.
- i. Make sure Soldiers warm up and stretch properly before practical work.
- j. Teach and practice fall before conducting throws.
- k. Ensure that the Soldier to be disarmed does not place his finger in the trigger guard during rifle and bayonet disarming.
- l. Make sure Soldiers keep scabbards on knives and bayonet firmly attached to rifles while learning bayonet disarming methods.
- m. use bayonet scabbards or rubber knives during knife disarming training.

**NOTE: Two demonstrators a (Tactical or Master Trainer) will perform the technique at combat speed, assistant instructor must not allow student to get ahead.**

**NOTE: Instructors will immediately address any disrespectful behavior, unsportsmanlike conduct, or overly enthusiastic Soldiers during the practical exercises. While an increase in resistance creates more realistic training for the Soldiers, it can also lead to overly competitive displays of strength and frustration. Bruised egos, hurtful pride, and inexperience can all quickly become safety hazards in the classroom environment. To facilitate this, instructors should foster an environment of respect among Soldiers as well as exercise control while training.**

**NOTE: The most common injury in ground grappling occurs to the Soldier's ribs. The cause of these injuries is often improper transition from position to position. It must be stressed to students that while transitioning from one position to another, space between the Soldiers must be minimized. The Soldier moving to the dominant position must continually strive to stay tight to their training partner. Not only is this safer, but will preclude allowing space for the Soldier to escape the position.**

General Lesson Guidance:

1. Two (Combative Master Trainers) or (Tactical Combative Instructor) will act as demonstrators and perform the techniques at combat speed.
2. The instructor will then talk the two demonstrators through the technique using the step-by-step method of instructions.
3. The instructor will have the student pair up and "drill" the technique slowly, while observing the student pairs and illuminating any key points.
4. Review presentation and develop a list of questions to use during class.
5. Have on hand identified reference material linked to lesson plan.
6. Review and properly prepare conference / discussion material presented.
7. Ensure all equipment listed for this lesson plan (LP) is present, operable, and set up for use before class.
8. Refer to the practical exercise, Appendix C, of this lesson plan. If required, develop additional situations to use during the practical exercise.
9. PowerPoint users: Ensure the SLI file you are using has been called up using Microsoft PowerPoint Viewer and SLI / slide 1 is showing on the screen before class.
10. Whenever noted, slides are available to assist in explanation of task steps. Use slides as needed during class or practical exercise to reinforce training. The instructor may choose to use / not use the LP SLIs as developed, modify the existing SLIs content / order or insert new material as is necessary based on audience analysis to assist in Soldier learning. Changes must be annotated as a pen / ink changes on the vault file master LP, be approved through the Senior Instructor and 316th CAV Development Team notified. Content must support lesson objectives.
11. Whenever necessary, ask leading questions of Soldiers in order to prompt Soldier discussion.
12. Most materials associated with this LP are provided to resident AC Soldiers in digital format loaded on their school issued laptop computers unless stated in instructional notes. TASS BN instructors will have to issue all necessary materials to Soldiers in hard copy unless they have individual Soldier laptop / digital capability.
13. Encourage Students to relate their first hand experiences during the activities.
14. Facilitate this lesson using appropriate methodologies.
15. Control group activities using appropriate Instructor techniques.

Instructor will utilize the current OE, CALL Lessons Learned/ OIL to draw interest and apply relevance during their Instructional Lead in and to solicit feedback/ draw upon Soldiers' experiences.

Instructor will implement approved Lessons Learned that affect existing lesson plans and programs of instruction without resource implications (resource growth). These changes can be made to lesson plans and POIs by way of redlining the documents and updating lesson plans in the TDC database. Recommended changes will be forwarded to the MCoE Training Directorate in order to affect changes/updates to the POI for submission to TOMA, G3 TRADOC. This phase is conducted by the Squadron and followed up by the Brigade L2I representative to verify actions have been completed. For changes which require additional resources or growth, the

Brigade will develop a rationale submission, and submit to DOTD to go through the MCoE resource approval process.

<http://call.army.mil>

This Lesson Supports the Course Outcome:

1. Illustrate the fundamentals of striking and stand-up fighting
2. Participate as assistant instructor for Basic Combatives Certification
3. Demonstrate the ability to exercise restraint while performing as punchers during Optin 3 drill
4. Plan, conduct and supervise company's Basic Competitive Events.
5. Advise command on increasing Combatives effectiveness within their units.

This lesson supports the following General Learning Outcome:

1. Soldiers and Civilians proficient in leader attributes and competencies.
2. Soldier and Civilians proficient in character, competence, and commitment as trusted Army Professionals.
3. Soldier and Civilians demonstrate proficiency in mission command philosophy.
4. Soldier and Civilians demonstrate capacity in creative-critical thinking.
5. Soldier and Civilians demonstrate proficiency in communications skills.
6. Soldier and Civilians demonstrate demonstrate proficiency in cultural awareness, cross cultural competencies in the strategic environment of 2025 and beyond.
7. Soldier and Civilians pursue Comprehensive Fitness/ Resiliency Skills and Performance Enhancement Skills.
8. Soldier and Civilians pursue Lifelong learning, self-assessment, and goal setting.
9. Soldier and Civilians support Army Policies, programs, and processes.
10. Soldier and Civilians are technically and tactically competent.

Consideration during Facilitations:

Keys to facilitation

A. Create action in the classroom

1. Avoid lecturing
2. Engage students in learning through activities

B. The classroom layout sets the tone

1. What layout is best for the desired setting?
  - a. Group work: tables and semi-private or secluded workspaces
  - b. Take focus off of the instructor and placed on the group but still allowing interaction with the instructor

C. Create expectation in students that they will participate in learning

1. This is difficult if students have been conditioned to be passive learners
  - a. Be patient and provide guidance and positive reinforcement
  - b. As students succeed they will change their expectations

D. Some will continue to want to be passive learners despite your best efforts – do not be discouraged, eventually they may participate or other students may influence them to participate

Tips for facilitating discussion:

1. Two demonstrators (Combatives Master Trainer)

- 2.The instructor will then talk the 2 demonstrators through the technique using the step-by-step method of instructions.
- 3.The instructor will then talk the students through the technique using the step-by-step method of instructions.
4. The instructor will have the student pair up and "drill" the technique slowly, while observing the student pairs and illuminating any key points.
5. Have on hand identified reference materials linked to the lesson plan.
6. Review presentation and develop a list of questions to use during class.
7. Review and prepare conference/discussion material presented.
8. Ensure all equipment listed for this Lesson Plan (LP) is present, operable, and set up for use before class.
9. PowerPoint users: Ensure the Instructor's file has been called up using Microsoft PowerPoint Viewer and Instructor/slide 1 is displayed on the screen before class.
10. Whenever noted, slides are available to assist in explanation of task steps. Use slides as needed during class or practical exercise to reinforce training. The Instructor may choose to use/not use the LP SLIs as developed, modify the existing SLIs content/order or insert new material as is necessary based on audience analysis to assist in Soldier learning. Changes must be annotated as a pen/ink change on the vault file master LP, VIP LP, and Instructor LP.
11. Whenever necessary, ask leading questions of Soldiers in order to prompt Soldier discussion.
12. Most materials associated with this LP are provided to Soldiers in digital format loaded on their school issued CD and student handout unless stated within instructional notes. Instructor will have to issue all necessary materials to Soldiers in hard copy unless they have individual Soldier laptop/digital capability.
13. Encourage Soldiers to relate their first hand experiences during the activities.
14. Facilitate this lesson using Instructor's methodologies.
15. Control group activities using Instructor's techniques.

**Proponent Lesson  
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Mark Fariello	Not available	Approver	30 Apr 2018

## SECTION II. INTRODUCTION

Method of Instruction: Discussion (Small or Large Group)  
Mode of Delivery: Resident Instruction  
Instr Type (I:S Ratio): Military - ICH (1:12)  
Time of Instruction: 10 mins

### Motivator

Instructor will facilitate a brief Soldiers' discussion on the lesson plan motivator. A motivator can be in the form of a discussion, short demonstration, or video that should:

1. Provide relevance and significance to the lesson.
2. Gain Soldier's interest and focus the Soldier's on what they are to learn.
3. Explain why the Soldier's need to perform the learning objective and the consequences of nonperformance.
4. Explain the actual job or battlefield conditions that make mastering the terminal learning objective essential for the Soldiers.
5. Cadre will utilize OE, CALL Lesson Learned/OIL to draw interest and apply relevance.

### Terminal Learning Objective

**NOTE.** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Apply Body Positioning Techniques
Conditions:	As a buddy team, in an approved Combatives training environment IAW TC 3-25.150, while wearing sterile ACU's and appropriate footgear (if outdoors).
Standards:	At the completion of this lesson, you (the students) will have correctly demonstrated proficiency of the following techniques as outlined in the following Enabling Learning Objectives (ELO)s.  1. Conduct Mount Escapes 2. Conduct Defense Against Headlocks 3. Conduct Grappling with Strikes 4. Conduct Advance Body Positioning Techniques
Learning Domain - Level:	Psychomotor - Precision
No JPME Learning Areas Supported:	None

### Safety Requirements

Classroom:

1. There are no special safety considerations for this lesson. Instructors will use the facility Standing Operation Procedure (SOP) to provide a safety brief as part of the introduction. Soldiers will react to any emergency situation In Accordance With (IAW) the facility SOP.
2. In the event of a fire, Soldiers will exit the classroom in an orderly manner (last one out closes the door); meet at the location the Primary Instructor has designated; class leader will hold an accountability formation and report his findings to Primary Instructor.
3. In the event of severe weather or tornado, Soldiers will exit the classroom in an orderly

manner; move to the location the Primary Instructor has designated (basement or center of building); class leader will hold an accountability formation and report his findings to Primary Instructor.

Field:

1. Soldiers will be given a safety brief. Seasonal conditions affecting weather, daylight, and night will affect maneuver and Training.
2. Risk assessment level will be determined by the Instructor in the field IAW applicable MCoE Policies and the approved DD Form 2977 (Deliberate Risk Assessment Worksheet) SEP 2014.
3. Senior Instructor will conduct a daily risk assessment IOT identify changed conditions.

#### Risk Assessment Level

**Medium - The operations officer, in cooperation with the principal instructor, will prepare a risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in Risk Management ATP 5-19.**

Assessment: NONE

Controls: NONE

Leader Actions: Safety briefing to all students.

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#### Environmental Considerations

**NOTE:** Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

This statement is automatically placed in environment:

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Based on its commitment to environmental protection, the Army will conduct its operations in ways that minimize environmental impacts. It is the responsibility of all Soldiers, DA civilians and Government Contractors to protect the environment from damage.

#### Instructional Lead-in

In this lesson you will learn how to apply Tactical Striking Techniques effectively and how to move as to control the range at which you are throwing these strikes. With combinations and counter strikes you will be able to properly fight an opponent and finish the fight on your feet, if the situation deems it so.

1. The instructor will verify the classrooms, ranges and/or training areas have been scheduled.
2. The instructor will ensure all training materials, equipment is available and operational. Ensure that there is adequate space between Soldiers during all practical work ( i.e., allow at least an 8-square-foot training space for each Soldier).
3. The instructor will set-up the classroom, range and/or training area at a minimum of 30 minutes prior to the start of training.
4. Instructor will identify the technique to present and paraphrase the instructional lead-in.
5. Two demonstrators (Combatives Master Trainers or Tactical Combatives Instructor qualified) will perform the technique at combat speed.
6. The instructor will then talk the demonstrators through the technique using the step-by-step

method of instructions.

7. The instructor will then talk the students through the technique using the step-by-step method of instructions.

8. The instructor will have the student pairs "drill" the technique slowly, while observing the student pairs and illuminating any key points. Do not allow Soldiers to get ahead of the instruction.

9. As needed, the instructor will repeat steps three and four until students are proficient at the technique.

### SECTION III. PRESENTATION

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Conduct Mount Escapes Techniques
<b>CONDITIONS:</b>	As a buddy team, in an approved Combatives training environment IAW TC 3-25.150, while wearing sterile ACU's and appropriate footgear (if outdoors).
<b>STANDARDS:</b>	At the completion of this lesson, you (the students) will have correctly demonstrated proficiency of the following techniques as outlined in the following Learning Step Activity (LSA)s.  1. Employ Immediate Mount Escapes
<b>LEARNING DOMAIN - LEVEL:</b>	Psychomotor - Precision
<b>No JPME LEARNING AREAS SUPPORTED:</b>	None

ELO A - LSA 1. Learning Step / Activity ELO A - LSA 1. Employ Intermediate Mount Escapes

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 3 hrs

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand the proper procedures and techniques in employing Mount Escapes.
2. Demonstrate the proper procedures and techniques in employing Mount Escapes.

#### 1. OPPONENT MOUNTS, POSTS BOTH ARMS

- a. Soldier moves head outside of one of the enemy's arms.
- b. Soldier secures the enemy's same-side arm at the elbow with a hand-over-hand thumbless grip.
- c. Soldier pulls the enemy's arm into chest and keeps elbows tight to body.
- d. Soldier traps the enemy's same-side leg with foot.
- e. Soldier lifts hips and rolls the enemy in the same direction of the trapped arm.
- f. Soldier finishes in the enemy's Guard.

#### 2. ARM AROUND NECK, POST ON ONE SIDE

- a. Soldier traps the enemy's arm that is around the Soldier's neck by pinning his/her

head to the ground.

- b. Soldier secures the bicep of the enemy's trapped arm with a thumbless grip.
- c. Soldier places opposite hand on the enemy's same-side hip.
- d. Soldier traps the enemy's leg on the same side as the enemy's trapped arm.
- e. Soldier drives hips up and rolls the enemy to the same side as the trapped arm.
- f. Soldier finishes in the enemy's Guard.

### **3. LARGER OPPONENT PINS WRIST**

- a. Soldier moves one hand to the opposite hand, keeping both hands on the ground and trapping the enemy's opposite-side wrist.
- b. Soldier collapses leg on the same side as the enemy's trapped hand to trap the enemy's leg.
- c. Soldier rolls to the side of the enemy's trapped arm and leg.
- d. Soldier ends in the enemy's Guard.

### **4. PUSH THE PROPPED KNEE**

\*\*\*Training Partner (enemy) props the knee closest to the Soldier\*\*\*

- a. Soldier begins in Side Control.
- b. Soldier posts hand closest to the enemy's hips at the enemy's near side hip or secures the fabric at the enemy's near side waist.
- c. Soldier switches hips, drives the knee closest to the enemy's head to the enemy's near side hip, and posts the outside leg.
- d. Soldier secures an underhook underneath the enemy's far side shoulder with the arm in the enemy's neck notch.
- e. Soldier pulls up on the enemy's far side shoulder and pushes on the enemy's propped knee.
- f. Soldier drives the knee of the posted leg across the enemy's waist and hooks his/her foot on the enemy's leg.
- g. Soldier releases the enemy's leg and shoulder and establishes the Mount.

### **5. PULL THE PROPPED KNEE**

\*\*\*Training Partner (enemy) props the knee farthest from the Soldier\*\*\*

- a. Soldier begins in Side Control.
- b. Soldier posts hand closest to the enemy's hips at the enemy's near side hip or secures the fabric at the enemy's near side waist.
- c. Soldier switches hips, drives the knee closest to the enemy's head to the enemy's near side hip, and posts the outside leg.
- d. Soldier drives into the enemy's far side shoulder with the shoulder closest to the enemy's head.
- e. Soldier pulls the enemy's propped knee down to the ground.
- f. Soldier steps over the enemy's propped knee with the posted foot and hooks foot around the outside of the enemy's knee.
- g. Soldier establishes the Mount.

## **6. DEFEND AGAINST ATTEMPT TO MOUNT- ARCH**

\*\*\*Soldier begins in the enemy's Side Control after the enemy switches his/her base to achieve the Mount\*\*\*

a. Soldier reaches around the enemy's lower back to secure the far side hip with a thumbless grip using the arm closest to the enemy.

\*\*\*The enemy attempts to step over the Soldier with the posted leg\*\*\*

b. Soldier pulls the enemy's hip and extends the underhook arm.

c. Soldier arches back and raises hips to roll the enemy over.

d. Soldier threads the leg closest to the enemy underneath and behind his/her posted leg.

e. Soldier completes to roll to achieve Side Control.

## **7. DEFEND AGAINST ATTEMPT TO MOUNT BACKDOOR**

\*\*\*A Soldier's enemy may try to achieve the mount by driving their knee across the Soldier's waist. This action creates an opening.

If this happens, the Soldier should perform the defend against attempt to mount backdoor.

a. The enemy achieves side control, and drives their knee across the Soldier's waist, their weight shifts from their back leg. The Soldier lifts this leg with their elbow or forearm.

b. The Soldier moves their leg under the Enemy's leg and using the shrimping motion, the Soldier turns their hip to face the enemy.

c. The Soldier hooks their leg on top of the enemy's to prevent them from stepping back over.

**NOTE: At this point the enemy may attempt to center themselves. If they do refer to the standard course of action. If they do not, refer to The alternate course of action (indicated by ALTERNATE).**

d. The Soldier continues to shrimp their opposite leg out, recomposes and achieves good posture in the guard.

ALTERNATE: The Soldier reaches over the enemy's back and grasps their armpit.

ALTERNATE: The Soldier posts their other hand and climbs onto the enemy's back putting both hooks in to prevent from being bucked off.

## **8. ESCAPE THE HALF-GUARD**

a. Soldier begins in the enemy's Half-Guard.

b. Soldier reaches same side arm as the free leg around the enemy's head.

c. Soldier moves opposite arm underneath the enemy's far side armpit and secures a wrestler's grip.

d. Soldier drives shoulder into the enemy's chin and forces the enemy to look away.

e. Soldier uses a heel-toe motion to walk trapped foot towards the enemy's tailbone.

f. Soldier moves underhook hand to the enemy's knee.

- g. Soldier shakes the enemy's top knee to push the enemy's knee off of the trapped leg.
- h. Soldier drives the knee to the ground as soon as it is free.
- i. Soldier reaches underneath the enemy's armpit and uses hand to walk the enemy's arm toward his/her head.
- j. Soldier uses backside foot to hook on the enemy's same side leg and pry trapped foot out from between the enemy's legs.
- k. Soldier releases hooks one at a time and establishes the Mount.

## **9. REVERSE BENT ARM BAR FROM SIDE CONTROL**

When a Soldier has the enemy in Side Control, the enemy may use a far-side underhook to create space and escape this position. The Soldier may use the reverse bent arm bar from side control to stop the enemy from escaping while finishing the fight.

- a. The Soldier assumes th side control.
- b. Soldier sist throughas though they are attempting to mount, and secures the enemy's wrist using the thumb grip.
- c. Soldeir moves their other arm from the notch created by their enemy's neck and shoulder (elbow notch) and reaches under the enemy's arm to secure a figure four above their elbow.
- d. Soldier sits through, using the torque of their body to bring the enemy's arm down and anchors thier elbow to their hip.
- e. Soldier brings their leg next to the enemy's head by putting thier knee on thier hip and sliding it aloong thier body to capture their arm.
- f. The Soldier sits through, then moves his back leg over the enemy's head and places his foot on the ground.
- g. Soldier leans back and twists the enemy's arm to torque his shoulder.

**NOTE: As with any submission technique, apply the reverse bent arm bar using slow, steady pressure and release as soon as the training partner taps.**

Check on Learning:

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier

explanations.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

**CHECK ON LEARNING (ELO A):**

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

**REVIEW SUMMARY(ELO A):**

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Conduct Defense Against Headlocks
<b>CONDITIONS:</b>	As a buddy team, in an approved Combatives training environment IAW TC 3-25.150, while wearing sterile ACU's and appropriate footgear (if outdoors).
<b>STANDARDS:</b>	<p>At the completion of this lesson, you (the students) will have correctly demonstrated proficiency of the following techniques as outlined in the following Learning Step Activity (LSA)s.</p> <p>1. Employ Defense Against Headlocks</p>
<b>LEARNING DOMAIN - LEVEL:</b>	Psychomotor - Precision
<b>No JPME LEARNING AREAS SUPPORTED:</b>	None

ELO B - LSA 1. Learning Step / Activity ELO B - LSA 1. Employ Defense Against Headlocks

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 1 hr 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand the proper procedures and techniques in employing Defense Against Headlocks.
2. Demonstrate the proper procedures and techniques in employing Defense Against Headlocks.

### **1. ESCAPE THE HEADLOCK- FORM THE FRAME**

\*\*\*Soldier begins in the enemy's headlock. The enemy is in a modified side control position (Scarf) and faces the Soldier with wrestler's grip around the Soldier's head\*\*\*

- a. Soldier turns into the enemy and drives the elbow closest to the enemy to the ground in a short, jerky motion.
- b. Soldier reaches the opposite arm around the enemy's back and places the forearm across the enemy's chin.
- c. Soldier places free hand on top of the wrist of the arm that is on the enemy's jaw bone.
- d. Soldier pushes hips away from the enemy.
- e. Soldier pushes the enemy's head away and wraps his/her top leg over the enemy's head.
- f. Soldier locks legs together, extends body, and secures the enemy's near side arm when s/he releases the headlock.

### **2. ESCAPE THE HEADLOCK- FOLLOW THE LEG**

- a. Soldier turns into the enemy and drives the elbow closest to the enemy to the ground in a short, jerky motion.
- b. Soldier reaches the opposite arm around the enemy to feel for the enemy's leg.
- c. Soldier throws top leg over the enemy's leg and hooks it.
- d. Soldier secures the enemy's top shoulder with the top arm.
- e. Soldier pulls the bottom arm free and posts it on the ground.
- f. Soldier drives body weight into the enemy's shoulder on the side of the headlock to break the enemy's grip.
- g. Soldier secures the enemy's wrist and brings the enemy's arm behind his/her back.
- h. Soldier pulls head out and maintains control of the enemy.

### **3. ESCAPE THE HEADLOCK- ARCH OVER**

- a. Soldier secures a wrestler's grip around the enemy's lower ribs and pulls the enemy into him/her.
- b. Soldier raises hips, arches back, and lifts the enemy towards his/her head.
- c. Soldier rotates the enemy in a half-moon around his/her head and rolls on top of the enemy.
- d. Soldier continues to rotate until s/he is on both knees and behind the enemy's back.
- e. Soldier posts both hands on mat in front of the enemy and extends the enemy's body by sweeping the legs down or the head up.
- f. Soldier steps over the enemy with the foot closest to the enemy's hips and pulls the foot tight against the enemy's hips.
- g. Soldier posts hand closest to the enemy's head underneath the enemy's jawbone.
- h. Soldier forms frame with the opposite hand and drives head up and away from the enemy's headlock.
- i. Soldier traps the enemy's arm in between his/her head and shoulder.
- j. Soldier secures the enemy's wrist with a thumb grip with the hand closest to the

enemy's hips.

k. Soldier maintains pressure on the enemy and walks foot securing the enemy's waist up to the enemy's armpit.

l. Soldier steps over the enemy's head with the opposite foot.

m. Soldier secures the enemy's arm with both hands, pulls heels to butt, pinches knees, and establishes the Straight Arm Bar.

Check on Learning:

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

**CHECK ON LEARNING (ELO B):**

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

**REVIEW SUMMARY(ELO B):**

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Conduct Grappling with Strikes
<b>CONDITIONS:</b>	As a buddy team, in an approved Combatives training environment IAW TC 3-25.150, while wearing sterile ACU's and appropriate footgear (if outdoors).
<b>STANDARDS:</b>	<p>At the completion of this lesson, you (the students) will have correctly demonstrated proficiency of the following techniques as outlined in the following Learning Step Activity (LSA)s.</p> <ol style="list-style-type: none"><li>1. Employ Pass the Guard</li><li>2. Employ Defense Against Strikes</li></ol>
<b>LEARNING DOMAIN - LEVEL:</b>	Psychomotor - Precision
<b>No JPME LEARNING AREAS SUPPORTED:</b>	None

ELO C - LSA 1. Learning Step / Activity ELO C - LSA 1. Employ Pass the Guard

Method of Instruction: Drill and Practice  
Mode of Delivery: Resident Instruction  
Instr Type (I:S Ratio): Military - ICH (1:12)  
Time of Instruction: 30 mins  
Media Type: Unassigned  
Other Media: Unassigned

Objectives:

1. Understand the proper procedures and techniques in employing Pass the Guard with Strikes.
2. Demonstrate the proper procedures and techniques in employing Pass the Guard with Strikes.

**PASS THE GUARD WITH STRIKES**

1. Soldier keeps head close to the enemy's chest and secures both of the enemy's arms at the biceps with a thumbless grip.
2. Soldier stands up one leg at a time.
3. Soldier releases one of the enemy's biceps and secures fabric in the middle of the enemy's chest.
4. Soldier release the enemy's other bicep and strikes the enemy in the head.
5. Soldier reaches between the enemy's leg and his/her own body and places hand on same-side knee with the hand that was striking the enemy.
6. Soldier changes levels and pushes his/her elbow outward to break the enemy's guard.
7. Soldier reaches across the enemy's body and secures the enemy's opposite-site collar with the hand that is on the knee.
8. Soldier drives same-side knee of the arm that secures the collar into the enemy's same-side neck notch.
9. Soldier releases the grip on the enemy's chest and secures the back of the enemy's beltline/waist.
10. Soldier drives into the enemy's legs and achieves Side Control.

Check on Learning:

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

ELO C - LSA 2.      Learning Step / Activity ELO C - LSA 2. Employ Defense Against Strikes

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 1 hr 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security

Objectives:

1. Understand the proper procedures and techniques in employing Defense Against Strikes.
2. Demonstrate the proper procedures and techniques in employing Defense Against Strikes.

**1. DEFEND AGAINST STRIKES IN THE GUARD, CLOSE**

- a. Soldier begins in the Guard
- b. Soldier pulls the enemy forward with the closed guard.
- c. Soldier reaches arms on both sides of the enemy's neck and pulls enemy's head down on either side.
- d. Soldier uses hand on opposite side of the enemy's head to frame the enemy's same side arm.
- e. Soldier opens Guard and places same side foot on the enemy's hip.
- f. Soldier hooks hand over the enemy's upper arm and pulls it into the knee.
- g. Soldier repeats steps 4-6 to secure the enemy's opposite side arm as well.

**2. DEFEND AGAINST STRIKES IN THE GUARD, MIDDLE**

- a. Soldier begins in the Guard
- b. Soldier pulls the enemy forward with the closed guard.
- c. Soldier reaches arms on both sides of the enemy's neck and pulls enemy's head down on either side.
- d. Soldier uses hand on opposite side of the enemy's head to frame the enemy's same side arm.
- e. Soldier opens Guard and places same side foot on the enemy's hip.
- f. Soldier hooks hand over the enemy's upper arm and pulls it into the knee.
- g. Soldier repeats steps 4-6 to secure the enemy's opposite side arm as well.
- \*\*\*Training Partner (enemy) breaks free of the Soldier's grasp\*\*\*
- h. Soldier drives knee on the same side of the enemy's free arm into the enemy's same side shoulder and arches back to create space.
- i. Soldier secures the top of the enemy's shoulder on the free arm and traces down the triceps with a thumbless grip.
- j. Soldier pulls the enemy's arms into the knees/shins.

**3. DEFEND AGAINST STRIKES IN THE GUARD, FAR**

- a. Soldier begins in the Guard
- b. Soldier pulls the enemy forward with the closed guard.
- c. Soldier reaches arms on both sides of the enemy's neck and pulls enemy's head down on either side.
- d. Soldier uses hand on opposite side of the enemy's head to frame the enemy's same side arm.

- e. Soldier opens Guard and places same side foot on the enemy's hip.
- f. Soldier hooks hand over the enemy's upper arm and pulls it into the knee.
- g. Soldier repeats steps 4-6 to secure the enemy's opposite side arm as well.
- \*\*\*Training Partner (enemy) breaks free of the Soldier's grasp\*\*\*
- h. Soldier drives knee on the same side of the enemy's free arm into the enemy's same side shoulder and arches back to create space.
- i. Soldier secures the top of the enemy's shoulder on the free arm and traces down the triceps with a thumbless grip.
- j. Soldier pulls the enemy's arms into the knees/shins.
- \*\*\*Training Partner (enemy) stands up\*\*\*
- k. Soldier transitions grip to the enemy's wrists on both sides.
- l. Soldier keeps one foot on the enemy's hip and kicks the enemy's chest or face with the opposite foot.
- m. Soldier releases the enemy's wrists after the final kick and stands in base.

Check on Learning:

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

**CHECK ON LEARNING (ELO C):**

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

**REVIEW SUMMARY(ELO C):**

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Conduct Advanced Body Positioning
<b>CONDITIONS:</b>	As a buddy team, in an approved Combatives training environment IAW TC 3-25.150, while wearing sterile ACU's and appropriate footgear (if outdoors).
<b>STANDARDS:</b>	<p>At the completion of this lesson, you (the students) will have correctly demonstrated proficiency of the following techniques as outlined in the following Learning Step Activity (LSA)s.</p> <ol style="list-style-type: none"> <li>1. Employ Side Control Escapes</li> <li>2. Employ North/South Escapes</li> </ol>
<b>LEARNING DOMAIN - LEVEL:</b>	Psychomotor - Precision

<b>No JPME LEARNING AREAS SUPPORTED:</b>	None
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ELO D - LSA 1. Learning Step / Activity ELO D - LSA 1. Employ Side Control Escapes

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand the proper procedures and techniques in employing Side Control Escapes.
2. Demonstrate the proper procedures and techniques in employing Side Control Escapes.

## **SIDE CONTROL ESCAPES-**

### **1. OPPONENT HAS STANDARD SIDE CONTROL**

- a. Soldier begins in the enemy's Side Control.
- b. Soldier raises hips and lifts the enemy with the arm that supports the weight of the enemy's hips.
- c. Soldier turns into the enemy and drives the bottom knee across the enemy's belt line.
- d. Soldier extends his/her body and switches hips to rotate foot around the enemy's back.
- e. Soldier establishes the Guard.

### **2. OPPONENT HAS HEAD AND FAR ARM UNDERHOOKED**

- a. Soldier arches towards the enemy's hips and transitions the arm securing the enemy's waist into an underhook.
- b. Soldier arches towards the enemy's head and drives the underhook arm over and around the enemy's head.
- c. Soldier steps over with his/her feet to follow the arm.
- d. Soldier maintains pressure on the enemy and establishes a Front Headlock.

Check on Learning:

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Objectives:

1. Understand the proper procedures and techniques in employing North/South Escapes.
2. Demonstrate the proper procedures and techniques in employing North/South Escapes.

**SIDE CONTROL ESCAPES-**

**1. OPPONENT HAS STANDARD SIDE CONTROL**

- a. Soldier begins in the enemy's Side Control.
- b. Soldier raises hips and lifts the enemy with the arm that supports the weight of the enemy's hips.
- c. Soldier turns into the enemy and drives the bottom knee across the enemy's belt line.
- d. Soldier extends his/her body and switches hips to rotate foot around the enemy's back.
- e. Soldier establishes the Guard.

**ADVANCED BODY POSITIONING MOVES, NORTH/SOUTH ESCAPES**

**2. OPPONENT HAS BOTH ELBOWS IN ARMPITS**

- a. Soldier begins with both feet flat and hands on either side of the enemy's hips.
- b. Soldier raises hips and either pushes the enemy away or pushes away from the enemy.
- c. Soldier drives one arm between him/herself and the enemy and around the outside of the enemy's opposite side leg.
- d. Soldier arches back, steps over towards the side of the enemy that s/he is attacking, and drives shoulder into the enemy's hip.
- e. Soldier posts elbow on the inside of the enemy's leg and secures a wrestler's grip.
- f. Soldier walks feet around to the rear of the enemy and secures the enemy's same side leg in-between his/her legs.
- g. Soldier reaches around the enemy's opposite side leg with both arms.
- h. Soldier drives into the enemy's hip and pulls the enemy's leg.
- i. Soldier maintains pressure on the enemy and establishes a dominant body position.

Check on Learning:

Assess the Soldiers developing (skills/knowledge/situational

awareness) by observation, question and Soldier explanations.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

**CHECK ON LEARNING (ELO D):**

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

**REVIEW SUMMARY(ELO D):**

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

## SECTION IV. SUMMARY

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - ICH (1:12)
Time of Instruction:	10 mins

### Check on Learning

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, question and Soldier explanations.

### Review/ Summary

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

## SECTION V. STUDENT EVALUATION

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### **Testing Requirements**

1. This lesson plan will be informally assessed/evaluated during class using checks on learning such as questions and answers and a practical exercise that is performance based.
2. This lesson plan will be formally assessed/evaluated in (FRBB012), and in accordance with the Individual Student Assessment Plan (ISAP). See training schedule for time.
3. Evaluation determines whether a standard was met; success or failure
4. Assessment provides feedback on performance; Strengths, Areas of Improvement, and Insights

### **Feedback Requirements**

Feedback is essential to effective learning. Instructor will give formative verbal feedback to students throughout the lesson. Schedule and provide feedback on the assessment/evaluation and any information to help answer Soldiers questions about the training exercise.

## Appendix A - Viewgraph Masters

### Body Positioning Techniques (Tactical) 071-FRGBB003 / Version 02.0 ©

Sequence	Media Name	Media Type
None		

## **Appendix B - Assessment Statement and Assessment Plan**

**Assessment Statement: None.**

**Assessment Plan: None.**

## Appendix C - Practical Exercises and Solutions

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 071-FRGBB003 Version 02.0 ©**

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## Appendix D - Student Handouts

### Body Positioning Techniques (Tactical) 071-FRGBB003 / Version 02.0 ©

Sequence	Media Name	Media Type
None		