

UNITED STATES MARINE CORPS  
Marine Corps University  
Corporals Noncommissioned Officers Program

CPL 0104  
Jan 99

STUDENT HANDOUT

Hip Pocket Training

LEARNING OBJECTIVES:

a. TERMINAL LEARNING OBJECTIVE: Given a training site, training support equipment, and with the aid of references, conduct individual training per the references. (CPL 7.1)

b. ENABLING LEARNING OBJECTIVES (CE): Without the aid of but per the references, identify the following:

- (1) The definition of a hip pocket class. (CPL 7.1a)
- (2) The elements of an individual training standard. (CPL 7.1b)
- (2) The basic definition of a learning objective. (CPL 7.1c)

c. ENABLING LEARNING OBJECTIVES (PE): With the aid of and per the references, conduct a five minute hip pocket class in a classroom environment using the following effective oral communication techniques:

- (1) The fundamentals of oral communication. (CPL 7.1d)
- (2) The supporting mannerisms used during a period of instruction. (CPL 7.1e)
- (3) The key elements of an instructor's attitude. (CPL 7.1f)

d. ENABLING LEARNING OBJECTIVES (PE): With the aid of and per the references, write a brief outline for a five minute hip pocket class that includes the following items:

- (1) Learning objective that consists of an action verb and an object. (CPL 7.1g)
- (2) Main points to be covered. (CPL 7.1h)

OUTLINE

1. HIP POCKET CLASS:

a. Definition: A hip pocket class is:

- \* A short informal period of instruction.

- \* Given on the spur of the moment.
- \* Given to a small unit (or a solitary Marine).
- \* Corrects a deficiency.

It is usually given as soon as the deficiency is noticed. It is a given to correct “targets of opportunity.”

EXAMPLE: If you are a machinegun team leader and you notice that your team is not performing gun drills correctly, you would give a short hip pocket class on the correct way to perform a gun drill.

b. A hip pocket class might also be described as a “teachable moment.” This is where an event occurs and you use something about that event to teach your Marines an important lesson instead of just letting the event pass by unnoticed.

EXAMPLE: A Marine in your company is going on emergency leave to go to his father’s funeral. The company is taking up a collection for flowers to send to the funeral. You could just collect up the money or you could collect the money and talk about how the Marine Corps is a band of brothers and sisters committed to looking out for each other’s welfare -- Marines take care of their own.

You could have planned a formal period of instruction on how Marines take care of their own, but the lesson actually might mean more to your Marines if they saw it in relationship to the death of a friend’s father.

NOTE: The intent of this class is not to make you all qualified to teach at a formal school. Rather, it’s intent is to give you the skills to so that you can teach your Marines in a professional manner during these types of situations.

2. INDIVIDUAL TRAINING STANDARDS (ITS’S): The Marine Corps training system is based on standards. Training standards do the following:

- \* Establish the tasks that units and individuals are expected to perform.
- \* Define proficiency in those tasks.
- \* Serve as a means of identifying training deficiencies.

All training standards are derived from the specific mission requirements of the Marine Corps and are developed using current doctrine. Individual Training Standards (ITS) are the tasks that individual Marines within a given grade for a particular MOS are trained to perform. ITS's are published in the MCO 1510 Individual Training Standard System (ITSS) series. The ITSS is intended to assist unit commanders in developing individual training programs and should be available to the Marines expected to plan/conduct training. Individual training should be conducted at the lowest practical level. The ITSS will serve as a guide for conducting the training

and outlines what the Marines are expected to know and to teach. The five elements of an ITS are as follows:

a. Task: This is a unit of work that is usually performed over a short period of time, has a specific beginning and ending, can be measured, and is a logical and necessary unit of performance.

b. Conditions: These are the equipment, manuals, assistance/supervision, special physical demands, environmental conditions, and locations that describe the situation/environment under which the Marine performs the task.

c. Standard: This is the accuracy, time limits, sequencing, quality, product, process, restrictions, etc., that indicate how well a task must be performed.

d. Performance Steps: These are the steps that the Marine must perform to accomplish the training objective.

e. Administrative Instructions: This is the amount of simulation involved with the behavior, conditions, and standards in the training environment. Safety and cost factors can influence the amount of simulation involved. Logistical considerations are also listed here.

See figure 0104-1 for an example of an ITS that was taken from MCO 1510.90, Individual Training Standards (ITS) System For Marine Battle Skills Training (MBST), Volume 2 - Corporal Through Gunnery Sergeant.

**TASK:** SGTX.14.13 DIRECT A HELICOPTER IN A LANDING ZONE

**CONDITIONS:** Provided an established landing zone, radio with appropriate call signs/frequencies, and two flashlights with wands.

**STANDARD:** Direct the helicopter so the pilot will be able to locate the landing zone, land where directed, and takeoff when directed.

**PERFORMANCE STEPS:**

1. Mark the landing zone.
  - a. During daylight mark the landing zone with either smoke grenades or air panels. If marking with smoke, have the pilot identify the color of the smoke.
  - b. During night time use the GAIL system, if available, or field expedient methods (i.e. flashlights, heat tabs, strobe lights, etc.).
2. Establish and maintain communication with helicopter.
3. Give zone brief to pilot.
4. Use hand and arm signals to direct landing/takeoff (flashlights with wands required at night).

**REFERENCES:**

1. USMC Battle Drill Guide
2. FMFM 5-3, Assault Support
3. FMFM 6-5, Marine Rifle Squad
4. FM 57-38, Pathfinder Operations

**ADMINISTRATIVE INSTRUCTIONS:**

1. Due to limited access to aircraft, simulated training is authorized.

Figure 0104-1

3. **INSTRUCTIONAL METHODS:** An instructional method is the approach used to present instruction or lessons. A delivery system may employ more than one instructional method. Of the different types of methods, the only ones that you may use for your hip pocket class are lecture and/or demonstration. (The other methods are being presented to you to help you relate to some of the other types of instruction that you have received already.) Some of the more common instructional methods are:

a. **Lecture:** Lectures utilize one or more instructors to present information to a group of students, usually in a classroom setting. Lectures are typically used to teach large amounts of information in a relatively short period of time. Lectures are an example of a single-sensory instructional method, appealing only to the students' sense of hearing. They provide little feedback from the students. In other words, the instructor can not be sure if all of the students understand the information until they take the test. He can get some visual feedback (if he sees

some students with a lost look on their faces) and some verbal feedback (by asking questions), but other forms of instruction provide more feedback. Lectures take relatively little time to prepare.

b. Demonstration: A demonstration can be extremely effective when used in conjunction with a lecture. A demonstration is a learning experience in which students observe a sequence of events designed to teach a procedure, technique, or operation that the instructor presents verbally while demonstrating it. Demonstrations tap into the students' senses of hearing and sight. Demonstration may include presentations of models, films, videos, maps, diagrams, or a live demonstration. A demonstration presents an example, one which a student can observe directly in the classroom without having to rely on previous learning or experience.

c. Seminar/Guided Discussion: Seminars/guided discussions are instructor-led interactions which involve participation by all class members. Seminars/guided discussions bring students together to discuss, analyze, explore, or debate a topic or problem. This method of instruction is typically used to encourage student participation in exchange of ideas, values, or attitudes. It is good for tapping into the wealth of experience in classes where the students are seasoned Marines. The amount of information taught is typically far less than in other methods.

d. Practical Application: Practical application involve students applying previously learned knowledge or skills under controlled conditions with close instructor supervision. Practical application provide students with realistic experience in performing those tasks that will be performed on the job, often with the same equipment or resources that are used on the job. Practical application can involve all five of the student's senses and therefore, has the highest degree of transfer of learning. Because the instructor can see the students performing each required task, there is a great deal of feedback. It takes a lot of preparation, more resources, more time to perform, and more instructor supervision than other types of instruction.

e. Paper Based and Computer Based, Self-Paced Instruction: Unlike other instructional methods, self-paced instruction delivers standardized instruction because it does not rely on the delivery by an instructor and every student receives the same materials. Self-paced instruction permits the student to progress through a course of instruction at the student's own rate of learning. Self-paced instruction is used to guide the student through a controlled path of study and specific job tasks with a minimum amount of supervision. Feedback from the students is usually slow. If a student has questions, he may have to communicate with the instructor over long distances.

(1) Paper-Based, Self-Paced Instruction: This contains a series of lessons with self-test questions which allow the instructor to monitor the student's progress. It can be used to supplement other instructional methods and material presented, and is effective for correspondence courses.

(2) Computer-Based, Self-Paced Instruction: This presents information via a computer and requires student interaction to proceed through the instruction. The student makes selections by using an input device (e.g., keyboard, touch screen), and the computer program advances according to a predetermined plan based on student responses.

f. Simulators: Simulators duplicate job performance in a controlled environment on a mock-up of the equipment or, in some cases, the actual equipment. Simulators are particularly effective for instruction on psychomotor tasks that are very costly, and tasks that are hazardous to perform, such as clearing a minefield or decontaminating NBC equipment. Simulators often can give detailed feedback to the instructor throughout the entire evolution, such as weapons firing simulators that show the location of the front sight post while the student is aiming in and firing. Simulators remove safety hazards and minimize pressures for productivity. Like practical application, simulators involve most of the student's senses.

g. Video-Telecommunications Instruction: Video-telecommunications instruction is a method of instruction which uses a satellite communications link or a telephone line to simultaneously distribute instruction to students at multiple sites throughout the country or world. The type of instruction is commonly presented via lecture and is effective for disseminating information that must be delivered to many students at the same time in a standardized format. The instructor presents the information from a single site while the satellite link transmits the lecture to monitors at all field sites.

4. OUTLINE: The outline that you will prepare for your hip pocket class with consist of two basic parts, the learning objective and the points that you will cover. In a formal period of instruction, there are more parts to a detailed outline, but this material is beyond the scope of this class since they would not be formalized in an unplanned class.

a. Learning Objectives: Learning objectives are clearly-worded action statements that describe the planned outcome of the instruction (what the students will be able to do at the end of the class). Learning objectives are sometimes called behavioral objectives. They describe a task that the students must be able to complete. For example, "Engage targets using the M240G machinegun" is a task that all Marines are expected to be able to perform. Don't confuse a step within a task for the task itself. For example, "Load the M240G machinegun is a step within the task of engaging targets. Sometimes, there are steps within steps. For example, "Place the ammunition on the feed tray" is a sub-step of loading the machinegun. Further, don't confuse a job description for a task within the job description. For example, "Execute the duties of a machinegunner, MOS 0331" is a job description for someone who must be able to perform many tasks, such as engaging targets. Sometimes the lines are kind of blurry between what is a task and what are steps within a task. The best way to look at it is to ask if the behavior is ever performed "of and by itself." If so, then it is probably a task. For example, do you ever just "write a patrol order" or do you always write a patrol order in conjunction with doing something else, such as conducting a patrol?

(1) The following are examples of jobs, tasks, and steps:

\* Jobs

- \* Execute the duties of a squad leader.
- \* Execute the duties of a sergeant of the guard.
- \* Execute the duties of a mechanic.

- \* Tasks
  - \* Conduct a patrol.
  - \* Conduct morning colors.
  - \* Perform a tune-up on a truck.
- \* Steps
  - \* Perform immediate action drills.
  - \* Attach the colors to the lanyard.
  - \* Drain the oil from the oil pan.

(2) Behavior: Learning objectives specify the behavior that is to take place. It identifies an observable and measurable action that takes place. For example, you can not see a student "understand" something, but you can see or hear them "identify" something. The learning objective specifies what the student must do to show that he can apply the knowledge gained, accomplish the skills taught, or demonstrate the attitudes presented during the period of instruction. It should always have only one action verb and only one object so that they don't create confusion. For example; "Field Strip the M16 service rifle." "Field strip" is the action verb and "M16 service rifle" is the object. The following are examples of "poor" and "good" action verbs:

ACTION VERBS (POOR)

familiarize	orient	understand	appreciate
have knowledge of	show	express	be acquainted with

ACTION VERBS (GOOD)

write	evaluate	measure	stimulate
abstract	calculate	summarize	transform
assemble	qualify	reduce	identify
analyze	categorize	order	build
disassemble	catalog	arrange	integrate
associate	define	outline	test
list	diagram	rank	check
balance	replicate	predict	translate
describe	represent	prove	code
classify	reproduce	control	convert
solve	experiment	demonstrate	decode
compare	investigate	select	encode
match	discover	choose	approximate
infer	delineate	explain	sequence
interpret			

b. Points You will Cover: These are the main points that you will cover during your class. You have to think about the main things that you must cover in order for your class to be clear to your students. Thus, these main points must come in a logical sequence.

5. MEDIA: The purpose of developing media is to enhance learning by presenting instruction that appeals to many senses, while contributing to the smooth flow of information to the students. A visual medium can increase the meaningfulness of the material to the student and stimulate student interest. The media selected are developed to complement the target audience's comprehension level while maintaining relevance to the learning objectives and instruction presented.

a. General Considerations: Information that is presented visually should be developed using standard guidelines, principles, or conventions. Regardless of the type of media, the following considerations apply:

(1) Necessary: Use only the media needed to enhance or support instruction. Too many or unnecessary media can be distracting.

(2) Appropriate: Media must be relevant to the learning objectives and the student target population.

(3) Simple: Each medium or visual used should convey only one thought, idea, concept, or topic.

(4) Accurate: All media must be accurate in content, grammar, spelling, and format.

(5) Portable/Durable: The media should be as easy as possible to use, move, store, and maintain.

(6) Attractive/Neat: Professional, neat, and appealing media enhances the credibility of the instructor and the instruction.

b. Colors: Many colors have universal meanings; for example, red means stop and yellow means caution. These convention should be followed when possible. Contrasting colors should be used to convey distinctions between objects, while similar colors are best to convey similarity between objects. Colors can provide visual interest, but too many colors appearing in one visual can create a cluttered appearance. The same colors representing particular objects or titles should be used throughout a lesson plan or a course.

c. Amount of Information: A visual should not be overloaded with too much information. Visual or text screens should contain 8-10 words per line, 4 lines of text per paragraph, with paragraphs separated by at least one blank line. No more than 10 lines of text should appear on the visual at one time. Concise bullet statements are generally easier to read and comprehend than wordy paragraphs.



d. Typeface: A type size and typeface should be used that can easily be read from any part of the instructional area. If a title is to appear on the medium, the type size used for the title should be larger than any other text used on the medium so that the title can be distinguished easily. Typeface should be clear, uncluttered, centered, and neatly displayed.

e. Don't Talk to the Media: As a sign of nervousness, some instructors talk to their media instead of to the students.

f. Display of the Media: The media should be clearly visible to all students. Display the media only when you are referring to it. Put it away when it is not in use so you don't distract your students.

g. Different Types of Media: There many different types of media that can be used to support your period of instruction. The above mention guidelines should be adhered to in order for them to be effective. Of these types of media, the only ones that you will be permitted (but not required) to use are chalkboards, flip charts, and the actual objects, since these are the only things that you might "reasonably" have access to on the spur of the moment. Some of the most common types of media are:

(1) Chalkboards: Although chalkboards are created and revised as instruction progresses, the instructor should plan the display in advance. The instructor may want to write material on the chalkboard prior to conducting the class. Advance planning will ensure that all visual material is presented and that all details are included in the visual.

(2) Flip Charts: These may be prepared well in advance of the class or written on during the class (if you are writing down input from the students during a guided discussion, for example). These can be used to develop ideas in stages.

(3) Slides: Prior to using slides in a presentation, the instructor should ensure that the slides are in the proper sequence and right side up. The instructor should review the slides to be sure they can be projected clearly and sharply in the classroom environment.

(4) Overhead Transparencies: This is an excellent device for displaying ideas and keeping eye contact with the students at the same time. Prior to using overhead transparencies in a presentation, the instructor should ensure that they are in proper sequence and right side up. Should the instructor need to mark on the transparencies during instruction, he should briefly practice to ensure that the marks are legible and physically fit the structured parameters of the transparencies.

(5) Videotapes, Audio-Tapes, and Films: These are media that normally do not require any preparation. However, the instructor should review them as a final check to ensure they are operational and appropriate to the period of instruction.

(6) Hook-and-Loops: These are designed to show one idea at a time. They are also good if you need to move objects or ideas around the board.

(7) Actual Objects: If it is practical, this is the best way to show something, such as a class on how to operate the SINCGARS radio.

(8) Models: A model is used in place of a actual object. Remember, it must be simple, visible, and appropriate. Always consider the possibility of using an assistant. If the model has moving parts, make sure that they work properly.

6. FUNDAMENTALS OF ORAL COMMUNICATION: Oral communication skills can influence student understanding of material and how much information students will retain. Oral communication skills include volume, pitch, speed, pauses, clarity, and vocabulary. The key to using these skills effectively lies with a natural presentation.

a. Volume: The volume of the instructor's voice should be sufficient for all listeners to hear without undue strain. If necessary, the instructor may use a public address system during outdoor instruction or when addressing a large audience.

b. Pitch: The pitch of an instructor's voice should be natural, as in normal conversation. Variations in pitch may be used to produce emphasis or to convey expression. For instance, the instructor may stress important words and subordinate less important words. Don't talk in a monotone.

c. Speed: The speed of delivery should permit clear enunciation and should not exceed that of a normal conversation. Changes in speed of delivery are useful for creating emphasis and variety. Important topics can be presented more slowly than normal to ensure all students grasp the topic. Faulty applications of speed are:

(1) Slow and Ponderous Speaking: This causes the students to become disinterested in the subject matter. It also shows a lack of rehearsal.

(2) Fast Speaking: This is an abrupt, machine-gun type.

(3) Choppy and Halting: This is mainly caused from nervousness due to lack of rehearsal.

(4) Poor Phrasing: This is breaking up a complete sentence into unnatural phrases.

d. Pauses: Pauses are useful for gaining the students' attention or for stressing the importance of a particular point. Pauses allow students to ask questions when necessary and stimulate student participation.

e. Clarity: The instructor should speak with clarity to remove any chance of being misinterpreted.

f. Vocabulary: The instructor should use vocabulary that is easily understood by the students and appropriate to the subject matter. The vocabulary should be natural to the instructor and sound natural to the students. If the instructor's vocabulary or choice of words is patronizing, the students will feel that the instructor thinks they are not capable of grasping the material. The use of profanity is definitely out! Using profanity will alienate a portion of your class.

7. SUPPORTING MANNERISMS: Supporting mannerisms, or non-verbal communication skills, consist of any movement or gesture the instructor uses that can influence reaction and retention of instruction. Again, much of the effectiveness of these skills lies in a natural presentation.

a. Appearance: Every Marine today has been programmed to expect good military appearance. The first evaluation an instructor must face with his students is appearance.

b. Gestures: The biggest problem many instructors have is what to do with their hands? The best advice is to forget them. The whole key is being natural. Remember, nothing is bad unless used to excess. Let's discuss some of the common distracters you'll face everyday.

- \* Limited - Frozen speaker.
- \* Forced - Robot, jerky.
- \* Punching - Two fistful.
- \* One Handed - Wounded Marine.
- \* Hands Clasped.
- \* Rubbing - Shows nervousness.

c. Body Movement: Instructors should avoid standing in one spot for more than a few minutes because this will appear unnatural and distract the students. Do not create a barrier between the instructor and student by being elevated on a platform or by standing behind a podium. Natural movement around the classroom among the students is an important technique for maintaining student interest. Every time the instructor moves to a different position in the classroom, closer contact with a different segment of the classroom is established. Although natural movement is important during presentation, the instructor must understand when movement should be restricted. For instance, when the instructor is trying to direct student attention to a model, a demonstration, a wall chart, etc., unnecessary movement can distract this attention.

d. Eye Contact: The instructor should keep his eyes moving through the group, focusing on individuals in the class. Eye contact gives the instructor immediate feedback from the students; a perceptive instructor can sense whether or not a student is understanding a concept. Eye contact also provides individual contact with each student.

e. Facial Expressions: Show what you are feeling and thinking on your face. Avoid a lack of expression or "dead-pan" face.

8. KEY ELEMENTS OF AN INSTRUCTOR'S ATTITUDE: An instructor's attitude toward instruction, the school, the course topics, and the students can significantly influence student motivation towards learning. A relaxed, confident, natural delivery with close attention to student perception and reaction, is most effective for learning. No one thing can make or break an instructor faster than the way they feel about themselves. Some key elements are:

a. Sincerity: Unless instructors really care about their students and the subject matter, they cannot be completely successful. Any subject will prove more interesting after a bit of outside research is done.

b. Enthusiasm: Nothing is more valuable to a course of instruction than an enthusiastic instructor. An instructor cannot pretend true enthusiasm for a subject for long. Enthusiasm breathes life into a subject, makes ideas real, establishes rapport, and motivates students.

c. Rapport: Remember the rapport needs to be established during the gain attention and carried throughout the class. Rapport is best described by developing an atmosphere of mutual trust and respect. The classic "DI" method makes students uncomfortable and the students will not participate in the class.

REFERENCES: MCRP 3-0A, Unit Training Management Guide  
MCRP 3-0B, How to Conduct Training  
FM 25-3, Training in Units  
Systems Approach to Training Manual

APPENDIX A  
SAMPLE OUTLINE

Learning Objective: Identify an object located at a six digit coordinate on a map.

Main Points:

1. Locate the grid square.
  - a. Use the first, second, fourth, and fifth digits of the coordinate.
  - b. Read right, then up.
2. Locate the object within the grid square.
  - a. Use the third and sixth digits of the coordinate.
  - b. Use the correct scale on the protractor.
  - c. Read right, then up.
3. Identify the object using the index in the margin of the map.

## APPENDIX B

### HIP POCKET CLASS PERFORMANCE EVALUATION

1. The students will be required to give a five minute hip pocket class on a subject that pertains to their MOS and/or billet and that they might normally present to their Marines. The student is not required to use any media unless they choose to use it. The only media they may use is a chalkboard, flip chart, or the actual object (this may be simulated), since the student would not normally have access to (or time to prepare) other types of media for an informal and spur of the moment “hip pocket class.”
2. The outline for the class should be neat and consist only of the following:
  - a. The learning objective which only has to have an observable behavior (an action verb and object).
  - b. Main points (paragraph headings only). There should be no paragraphs with the headings. The purpose of this is to get the student to think in advance about how he should teach a class so that it will eventually come more naturally to him.

APPENDIX C

UNITED STATES MARINE CORPS  
Marine Corps University  
Corporals Course

CPL 0104  
Sept 98

HIP POCKET TRAINING

PERFORMANCE EVALUATION CHECKLIST

NAME: \_\_\_\_\_ RANK: \_\_\_\_\_ DATE: \_\_\_\_\_

SQUAD: \_\_\_\_\_ CLASS: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

FINAL SCORE: \_\_\_\_\_

(Student must get at least 80 points to pass this performance evaluation.)

OUTLINE CHECKLIST (-1 point up to the maximum for each category)

	<u>MAX POINTS</u>	<u>POINTS</u>
1. LEARNING OBJECTIVE: * Action Verb. * Object.	10	_____
2. MAIN POINTS:	10	_____

PRESENTATION CHECKLIST (-1 point up to the maximum for each category)

	<u>MAX POINTS</u>	<u>POINTS</u>
1. ORAL PRESENTATION:		
a. Volume:	5	_____
b. Pitch:	5	_____
c. Speed: * Slow and Ponderous. * Fast. * Choppy and halting. * Poor phrasing.	5	_____

d. Pauses:	5	_____
e. Clarity:	5	_____
f. Vocabulary:	5	_____
2. SUPPORTING MANNERISMS:		
a. Appearance:	5	_____
b. Gestures:	5	_____
* Limited - Frozen speaker.		
* Forced - Robot, jerky.		
* Punching - Two fisted.		
* One handed - Wounded Marine.		
* Hands clasped.		
* Rubbing - Shows nervousness.		
c. Body Movement:	5	_____
d. Eye Contact:	5	_____
e. Facial Expressions:	5	_____
3. INSTRUCTOR'S ATTITUDE:		
a. Sincerity:	5	_____
b. Enthusiasm:	5	_____
4. EFFECTIVENESS OF CLASS:	15	_____
TOTAL POINTS		_____