Young Marines

SENIOR GUIDEBOOK

PREFACE

This guidebook is designed for the Young Marine Sergeant and Young Marine Staff Sergeant. Upon promotion to Gunnery Sergeant you should be given the Advanced Guidebook which will be the final guidebook that you will receive as you progress through your career in the Young Marines. The Advanced Young Marine Guidebook contains additional knowledge as well as other degrees of performing, leading and instructing that will aid you in becoming a leader in your unit as well as in your community.

The complete drill manual with color guard and guidon drill is located in the Training Officers Manual (TOM) and can be found by visiting www.youngmarines.com. Select Adult Leaders, Training and Education, and then scroll down to the TOM.

Upon your completion of this guidebook, you should maintain it in your personal Young Marine Library as reference material in the future.

The proponent of this publication is the Young Marines National Headquarters. Send comments and recommendations to:

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TABLE OF CONTENTS
SENIOR YOUNG MARINE GUIDEBOOK

Full color reference Photos for some examples are at the back of the book

The Young Marines organization is supported by the following vision, mission, guiding principles, objectives, and motto. It is not required that you learn them however, they will come in handy as a reference when speaking about our program.

Vision. To earn and preserve a reputation as a leader in youth development and drug demand reduction.

Mission. The mission of the Young Marines is to positively impact America's future by providing quality youth development programs for boys and girls that nurtures and develops its members into responsible citizens who enjoy and promote a healthy, drug-free lifestyle.

Guiding Principles.

1. The health, welfare and safety of the Young Marines are paramount.
2. We value our volunteers and will provide them with the tools they need to succeed.
3. We will never forget that this program is for our youth. We will uphold the core values of Honor, Courage and Commitment.
4. We pledge to the parents to serve as positive role models to their children.
5. We get by giving.

Objectives. The objectives of the Young Marines is to:

- Promote the physical, moral, and mental development of its members
- Advocate a healthy, drug-free lifestyle through continual drug prevention education
- Instill in its members the ideals of honesty, fairness, courage, respect, loyalty, dependability, attention to duty, love of God, and fidelity to our country and its institutions
- Stimulate an interest in and respect for academic achievement and the history and traditions of the United States of America
- Promote physical fitness through the conduct of physical activities, including participation in athletic events and close order drill

Motto. "Strengthening the lives of America's Youth."

Performance Objective 1: Close Order Drill

Enabling Objectives:

1. **Form the platoon.**
2. **Dismiss the platoon.**
3. **Count off**
4. **Form the column from line.**
5. **Form line from column.**
6. **Align the platoon.**
7. **Obtain close interval from normal interval in line.**
8. **Obtain normal interval from close interval in line.**
9. **Obtain double arm interval in line.**
10. **Obtain normal interval from double arm Interval.**
11. **Obtain close interval in column.**
12. **Extend to normal interval.**
13. **Open ranks.**
14. **Close ranks.**
15. **Form for physical training.**
16. **Change the direction of a column.**
17. **March to the flank.**
18. **March to the oblique.**
19. **March to the rear.**

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1. General.

a. The first phase of drill has been explained in earlier chapters of this Manual. This section discusses the next phase, platoon drill. In platoon drill, the squad is merged with other squads into a platoon.

b. A platoon consists of a platoon headquarters and two or more squads. Platoon headquarters consists at a minimum of a platoon commander, a platoon sergeant and a platoon guide. One or more assistants may be designated.

c. Squads in a platoon are numbered from front to rear in column (when facing the front of the column) and from right to left in line.

d. The platoon forms in two or more ranks with a 40-inch distance between ranks. Movements in this Guide are described for columns of threes or fours and may be executed by either formation.

e. The platoon changes interval while in line and counts off in the same manner as the squad. Squad leaders are the base for these movements. The guide moves to the right when interval is taken to the left, and does not count off.

f. In platoon drill, if all members of the platoon are to execute a movement simultaneously, the movement is executed on the command of the platoon commander. In this case, squad leaders do not repeat or give any commands. When squads of the platoon are to execute a movement in successive order, such as forming column of twos (files) and reforming into column (of threes, etc.), squad leaders give appropriate supplemental commands for the movement of their squads.

g. Unless specified for the platoon to be at close interval, all changes in formation should be executed with normal interval and distance between files and ranks.

h. The unit leader will march to the left and parallel to the platoon, from a position where he/she can best control the unit.

1) All commands given by the unit leader while the platoon is halted will be 6 paces in front of the unit and centered on the element.

2. Formations.

a. Column and line are the two formations for a platoon. (See figures 1-1and 1-2.)

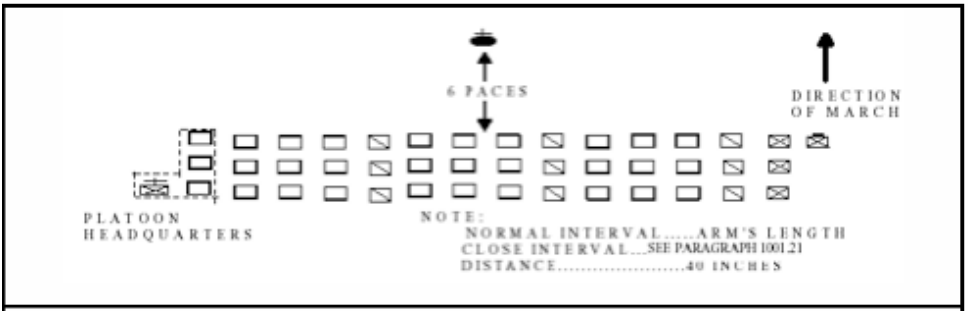


Figure 1-1. Platoon in Line at Normal Interval.

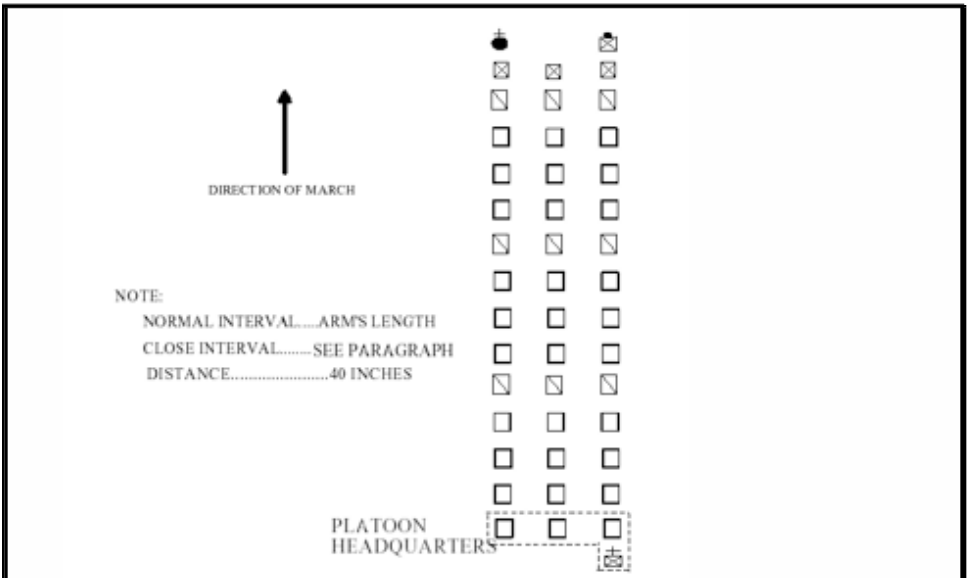


Figure 1-2. Platoon in Column at Normal Interval.

b. The platoon normally forms in line with the squad leaders on the right of their squads and the guide on the right of the first squad leader. (See figure 1-1.) The platoon marches in line for short distances only. The platoon is normally marched in column with the squad leaders in front of their squads and the guide in front of the third (right) squad leader. (See figure 1-2.)

3. Posts of Individuals.

a. In line, the platoon commander's stand 6 paces in front of the center of the front rank of the platoon. (See figure 1-1.) In column, the platoon commander marches at the head of the left file of the platoon (see figure 1-2), unless drilling the platoon, in which case he/she would maintain position 6 paces from the platoon.

b. When the platoon commander is present, the platoon sergeant takes post to the left of the left member of the rear rank when the platoon is in line. When in column, the platoon sergeant follows the last member of the right file (squad). When the platoon commander is not present, the platoon sergeant takes the platoon commander's post and drills the platoon in the manner prescribed for the platoon commander.

c. The platoon guide takes post as stated in paragraph 4.

d. Extra members may fall in on the left when the platoon is in line and in the rear when in column. If the squads are evenly filled, the first extra member falls in with the first squad, the second with the third (fourth) squad and then remaining squads. The platoon sergeant will reposition when necessary so as to remain the last person in the last rank.

e. In this Guide the term "platoon commander," e.g., the platoon commander then checks the alignment, means the individual drilling the platoon. He/she may be the platoon leader, platoon sergeant, or platoon member drilling the platoon for an inspection or evaluation. Except when marching at the head of a platoon column, the platoon commander must maintain proper distance (6 paces) from the platoon and remain centered on the platoon during all drill movements.

1) If the platoon were executing a right step, the platoon commander, who is facing the platoon, would execute a left step in cadence with the platoon in order to maintain proper position. For a left step the platoon commander would execute a right step.

2) If the platoon were executing a back step, the platoon commander would execute a half step, in cadence with the platoon in order to maintain proper position.

3) Movements of the platoon commander during other platoon movements are explained in the paragraph describing the movement.

4. Rules for the Guide.

a. Unless otherwise directed, guide is right and the platoon guide takes post on the right. In line, the guide is posted to the right of the squad leader of the first squad. In column, the guide is posted in front of the squad leader of the third or right squad.

b. In column, when it is desired to guide left or center, the command **"GUIDE LEFT"** is given. At this command, the guide and the platoon commander exchange positions. The guide crosses between the platoon commander and the platoon. To return the guide to normal position, **"GUIDE RIGHT"** is commanded. The guide and platoon commander return to their normal positions with the guide again passing between the platoon commander and the platoon. This movement may be made at a halt or while marching. The base squad or file is the one behind the guide.

c. The guide does not change position at the command **"Dress Left, DRESS."**

d. When a platoon in line is given the command **"Right, FACE,"** the platoon guide executes right face with the platoon. The guide then faces to the right in marching, moves to a position in front of the right squad leader, halts, and executes left face. If a platoon in line is given **"Left, FACE,"** the guide executes left face with the platoon but does not change position within the platoon.

e. When a platoon in column is given the command **"Column of Files from the Left,"** the guide takes position in front of the left squad leader so as to remain at the head of the column.

f. When a platoon in column is given the command **"Column of Twos from the Left,"** the guide takes position in front of the second squad so as to remain at the head of the right file of the column. These movements are executed by facing left as in marching, moving to the appropriate position, halting, and facing right.

g. When reforming in a column of threes or fours from a column of files or twos, the guide takes post at his normal position when the movement is completed.

h. The guide sets the direction and cadence of the march. The leading member of each file is responsible for interval.

1) When a platoon is marching in column and the command **"By the Right (Left) Flank, MARCH"** or **"To the Rear, MARCH"** is given, the guide executes the movement with the platoon but does not change relative position except during specific movements of unit drill.

Note: The guide does not count off.

E.O. 1 Form the Platoon.

1. To Form the Platoon. The platoon forms in line at normal interval and distance between files and ranks (see figure 6-IV-1) on the command **"FALL IN."** To form at close interval, the command is **"At Close Interval, FALL IN,"** in which case the platoon forms in line with normal distance between ranks, but with close interval between files. The platoon sergeant or platoon commander forms the platoon as described below.

a. Forming the Platoon by the Platoon Sergeant.

1) The platoon sergeant takes post 3 paces in front of the point where the center of the platoon will be, faces that point, draws sword if so armed, and commands

either **"FALL IN"** or **"At Close Interval, "FALL IN."** At this command, the guide takes post so that the first rank, when aligned on the guide will be centered on and 3 paces from the platoon sergeant. The squad leader of the first squad falls in to the left of the guide and aligns at normal or close interval. Other squad leaders fall in directly behind the squad leader of the first squad with 40 inches distance between them. The members of the squads fall in and align on their squad leaders at normal or close interval as prescribed in squad drill, except that exact interval is measured only by the front rank. Individuals in the rear ranks gain their interval by covering the corresponding member of the rank in front of them. All personnel fall in at attention and, if armed with the rifle, at the position of order arms.

2) When a report is appropriate, after all personnel are formed, the platoon sergeant commands, **"REPORT."** Remaining in position, the squad leaders, in sequence from front to rear, salute and report, **"All present"** or **"(Rank and Name) absent."** The platoon sergeant then executes about face. (**Note:** If the platoon cannot be formed in regularly organized squads prior to forming the platoon, the platoon sergeant calls the roll. Each Marine answers "here," as their name is called. The platoon sergeant then organizes the platoon into squads and faces the front.)

3) To receive the platoon, the platoon commander takes post 3 paces in front of the platoon sergeant, the platoon sergeant salutes and reports, **"Sir (Ma am), all present or accounted for" or "Sir (Ma am), (number) absent."** The platoon commander returns the salute and may discuss absentees and issue necessary instructions to the platoon sergeant. The platoon commander then commands the platoon sergeant, **"TAKE YOUR POST."** The platoon sergeant marches by the most direct route to a post on the left of the rear rank. The platoon commander then draws sword, if so armed. If the platoon commander does not receive the platoon, the platoon sergeant takes 3 paces forward, faces about and assumes the post and duties of the platoon commander.

b. Forming the Platoon by the Platoon Commander.

1) When appropriate, the platoon may be formed by the platoon commander rather than the platoon sergeant. The procedures are the same except that the platoon commander takes post 6 paces in front of the point where the center of the platoon will be, faces that point, and commands **"FALL IN"** or **"At Close Interval, FALL IN."**

2) The platoon forms on the platoon commander, the platoon sergeant falling in on the left of the rear rank. The platoon commander then receives the report from the squad leaders.

E.O. 2 Dismiss the Platoon.

1. To Dismiss the Platoon.

a. The platoon is dismissed only from in line while at attention.

b. Young Marines are dismissed with the command **"DISMISSED."**

c. The platoon sergeant usually dismisses the platoon.

E.O. 3 Count Off.

The purpose of this movement is to designate the relative position in ranks of each member of the platoon. It may be executed when the platoon is halted at attention in line or column. When in line the command is **"Count, OFF;"** when in column the command is **"From Front to Rear, Count, OFF."**

1. In line, on the command **"Count, OFF,"** everyone except the guide and squad leaders turn their heads 90 degrees to the right and look to the right. The squad leaders shout ONE. The persons in the file to the left of the squad leaders turn their heads smartly back to the front and at the same time shout TWO. After the file to their right has shouted its number, each subsequent file to the left turn their heads back to the front and shouts the next higher number. Numbers are counted off in quick time cadence.

2. In column, on the command **"From Front to Rear, Count, OFF,"** the squad leaders smartly turn their heads to the right and shout ONE as they return their heads back to the front. Each subsequent rank, having seen the heads in front of them return to the front, turn their heads to the right and shout the next higher number as they bring their heads smartly back to the front. This is carried on in sequence at quick time cadence. The guide does not turn his/her head nor count off. The platoon commander gives the command from a position 6 paces in front and centered on the squad leaders.

E.O. 4 Form Column from Line.

The purpose of this movement is to change the formation from line to column. It may be executed only when halted at normal interval and at attention. The command is **"Right, FACE."**

1. On the command of execution **"FACE,"** all members of the platoon face to the right, hereby forming a column. The guide moves to his/her position in front of the right squad leader.

2. The platoon commander may then command any halted movement from his/her current position, (e.g., facing movements, right/left step; etc.) unless otherwise indicated in this guide.

3. If the platoon is to march as part of a larger formation the platoon commander takes post in front of the left file and the guide in front of the right file. (See figure 1-2.) From this position the platoon commander would command, **"Forward (Column Right {Left}), MARCH"** to cause the platoon to march in column.

4. (**Note:** Since the platoon becomes inverted if faced to the left, this should only be done for short adjusting movements. To properly form column facing to the left, the platoon should first form column by facing to the right, then execute successive column movements until the column is faced in the desired direction.)

E.O. 5 Form Line from Column.

The purpose of this movement is to change the formation from a column back to a line. It may be executed when halted at attention and at order arms if armed with rifles. The command is **"Left, FACE."**

1. At the command of execution **"FACE,"** all members of the platoon face to the left, the platoon commander, if necessary, moves by the most direct route to a post 6 paces front and center of the platoon, and the platoon guide takes post on the right of the front rank.

2. (**Note:** When in column, if the platoon is faced to the right it becomes inverted. This should only be done for short adjusting movements.)

E.O. 6 Align the Platoon.

The purpose of these movements is to dress the alignment of the platoon. They may be executed when the platoon is halted at attention in line or column. When in line, the commands are **"Dress Right (Left), DRESS"** or **"At Close Interval, Dress Right (Left), DRESS."** These commands are given only when the platoon is at approximately the same interval as the interval at which the dress is commanded.

1. Dress Right Dress.

a. On the command **"Dress Right, DRESS,"** everyone except those individuals on the right flank, smartly turn their heads to the right, look, and align themselves. At the same time, everyone except those individuals on the left flank, provide interval by smartly raising their extended left arm to shoulder height and in line with their body. Fingers are extended and joined, thumb along the forefinger, palm down.

b. As the base of the movement, the guide stands fast and remains looking to the front. The first squad leader looks to the right and aligns on the guide. The other squad leaders cover on the first squad leader and look to the front, ensuring they have a 40-inch distance. All other members position themselves by short steps until their right shoulders touch the fingertips of the person on their right.

c. The platoon commander, on his/her own command of execution **"DRESS,"** faces half left, as in marching, and proceeds by the most direct route to a position on line with the front rank and 1 pace to the guide's right (or first squad leader if there is no guide). (See figure 1 -3a.)

d. At this position, the platoon commander executes a halt while facing rear, and then executes a right face, facing down the line of the first rank. (See figure 1 -3b.) The platoon commander aligns the front rank by commanding those individuals in advance or rear of the line to move forward or backward until in line. Name or number designates these individuals. For example: **"Jones, FORWARD;"** or **"Number Three, BACKWARDS."** Those commanded to move will move the designated number of steps or will continue to move (taking small steps) until receiving the command **"STEADY."**

e. The commander may execute a series of short side steps to the right or left in order to identify an individual. However, prior to commanding the identified individual to move, the commander will be on line with the rank. After verifying the alignment of the first rank, the platoon commander faces to the left as in marching, and moves to a position on line with the next rank.

f. The 1 pace interval from the guide is maintained (this results in a 2 pace interval from the second and subsequent squad leaders). The commander halts on line with each succeeding rank, executes right face, and aligns the rank. (See figures 1-3c and d.)

g. After verifying the alignment of the last rank, the platoon commander faces to the right in marching, marches straight to a point 3 paces beyond the front rank, maintaining the 1 pace interval to the guide's right, halts, (see figure 1 -3e) faces to the left, (see figure 1-3f) and commands **"Ready, FRONT".**

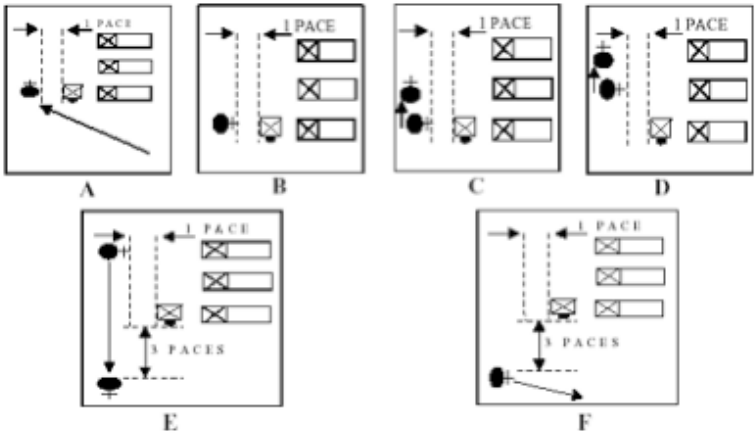


Figure 1-3. Movements of the Platoon Commander when Aligning the Platoon.

h. Immediately after commanding, **"Ready, FRONT";**

1) the platoon commander marches by the most direct route back to a post 6 paces front and centered on the platoon, halts facing down line or to the front.

2) all members of the platoon who raised their left arm and turned their head to the right, will smartly but quietly lower their arm to their side and at the same time turn their head back to the front, assuming the position of attention.

i. When aligning a platoon of well-drilled troops or when there is insufficient time to verify alignment, the platoon commander may command **"Ready, FRONT"** from his/her normal position (6 paces front and centered), without having verified alignment.

2. At Close Interval Dress Right Dress. This movement is executed in the same manner as dress right dress except for the following: On the command **"At Close Interval,**

Dress Right, DRESS," those individuals providing interval will do so by placing the heel of their left hand on their hip with the elbow in line with their body. Fingers are extended and joined and pointing down. Members gaining interval will move by short steps until their right arm is touching the left elbow of the individual to their right.

3. Aligning in Column. The base squad for maintaining alignment while halted or marching in column is normally the third (right) squad. However, when executing a column left, column half left or eyes left alignment is to the first (left) squad. While marching, alignment is maintained by constantly glancing out of the corner of the right (left) eye, without turning the head.

   a. Halted. When halted in column, (except for parades and ceremonies) the platoon is aligned by the command **"COVER."** At the command, the base squad leader obtains a 40-inch distance from the guide and covers on him/her. Other squad leaders obtain proper interval from the base squad leader and align toward the base by glancing out of the corner of their right (left) eye without turning their heads. Other members of the base squad obtain a 40-inch distance and covers on the person in front of them. At the same time, the remaining members of the platoon align on the base squad, by glancing out of the corner of their right (left) eye without turning the head and covers on the person in front of them. Only small adjusting steps are taken by platoon members to gain cover and alignment.

   b. Marching. While marching, cover and alignment are constantly maintained by glancing out of the corner of the right (left) eye, without turning the head, to align on the base squad. The command of **"COVER"** is only given if required.

E.O. 7 Obtain Close Interval from Normal Interval in Line.

The purpose of this movement is to close the interval between files of a platoon in line to 4 inches. It may be executed when the platoon is halted at attention and in line at normal interval. The command is **"Close, MARCH."**

1. The squad leaders are the base of this movement. On the command of execution **"MARCH,"** the squad leaders stand fast and place their left hand on their hip to provide interval for the individuals to their left.

2. At the same time, all other members of the platoon, except for the guide, face to the right as in marching, march toward the right flank until approximately 4 inches from the person in front of them, halt, and face to the left. They then execute at close interval dress right dress. After aligning and without command, they will smartly lower their left hands and turn their heads to the front as soon as the individual to their left has touched their elbow with his/her right arm and stopped moving. Cover is then obtained without command.

3. On the command of execution, the guide will step to the left as in marching and close to 4 inches on the first squad leader. After halting and facing to the right, the guide will execute at close interval dress left dress. When aligned and at the proper interval the guide will return to the position of attention.

4. The platoon commander on his/her own command of execution **"MARCH"** will step to the left in marching. He/she marches parallel to the platoon maintaining a distance of 6 paces from the platoon. When approximately on the center of the platoon at close interval the platoon commander halts and faces the platoon. The platoon commander then adjusts to the center of the platoon by taking small steps left, right, forward or back.

E.O. 8 Obtain Normal Interval from Close Interval in Line.

The purpose of this movement is to extend the interval between files of a platoon in line to one arm length. It may be executed when the platoon is halted at attention and in line at close interval. The command is **"Extend, MARCH."**

1. The squad leaders are the base of this movement. On the command of execution **"MARCH,"** the squad leaders stand fast and raise their left arms to shoulder height to provide interval for the persons on their left.

2. At the same time, all other members of the platoon, except for the guide, face to the left as in marching, march toward the left flank until they have opened approximately a 30-inch distance from the person behind them, halt, and face to the right. They then execute dress right dress. After aligning and without command, they will smartly lower their left arms and turn their heads to the front as soon as the individual to their left has touched their finger tips with his/her right shoulder and stopped moving. Cover is then obtained without command.

3. On the command of execution, the guide will take one step to the right as in marching, halt and face to the left. The guide will then execute dress left dress. When aligned on the first squad leader and at the proper interval the guide will return to the position of attention.

4. The platoon commander on his/her own command of execution **"MARCH"** will step to the right in marching. He/she marches parallel to the platoon maintaining a distance of 6 paces from the platoon. When approximately on the center of the platoon at normal interval the platoon commander halts and faces the platoon. The platoon commander then adjusts to the center of the platoon by taking small steps left, right, forward or back.

E.O. 9 Obtain Double Arm Interval in Line.

The purpose of this movement is to extend the interval between the files of a platoon to a double arm distance. It may be executed when the platoon is halted at attention and in line at normal or close interval. The command is **"Take Interval to the Left, MARCH."**

1. The squad leaders are the base of this movement. On the command of execution **"MARCH,"** the squad leaders stand fast and raise their left arms to shoulder height, to provide interval for the persons on their left. The first squad leader will also raise his/her right arm to provide interval for the guide.

2. At the same time, all other members of the platoon, except for the guide, face to the left

as in marching, march toward the left flank until they have opened approximately a 70-inch distance from the person behind them, halt, and face to the right.

3. They then smartly turn their heads to the right and raise both arms to shoulder height.Individuals on the left flank will only raise their right arm. After aligning and withoutcommand, they will smartly lower their right arms and turn their heads to the front assoon as they have proper interval. They will lower their left arms when they feel theindividual to their left lower his/her right arm. Cover is then obtained without command.

4. On the command of execution, the guide will take two steps to the right as in marching, halt and face to the left. The guide will then execute dress left dress. When aligned on the first squad leader and at the proper interval, the guide will return to the position of attention. When the first squad leader feels the guide lower his/her left arm, the squad leader will lower his/her right arm.

5. The platoon commander on his/her own command of execution **"MARCH"** will step to the right in marching. He/she marches parallel to the platoon maintaining a distance of 6 paces from the platoon. When approximately on the center of the platoon at double arm interval the platoon commander halts and faces the platoon. The platoon commander then adjusts to the center of the platoon by taking small steps left, right, forward or back.

E.O. 10 Obtain Normal Interval from Double Arm Interval.

The purpose of this movement is to decrease the interval between files of a platoon in line from double arm to normal interval. It can only be executed when the platoon is halted at attention and in line at a double arm interval. The command is **"Assemble to the Right, MARCH."**

1. On the command of execution, the interval is reduced in a manner similar to close march; except that individuals halt approximately 30 inches from each other, face and execute the appropriate dress movement to obtain normal interval.

2. The platoon commander on his/her own command of execution **"MARCH"** will step to the left in marching. He/she marches parallel to the platoon maintaining a distance of 6 paces from the platoon. When approximately on the center of the platoon at normal interval the platoon commander halts and faces the platoon. The platoon commander then adjusts to the center of the platoon by taking small steps left, right, forward or back.

E.O. 11 Obtain Close Interval in Column.

The purpose of this movement is to close the interval between files in a column to 4 inches. It may be executed when halted or marching at normal interval in column. The command is **"Close, MARCH."**

1. When halted and the guide is right, on the command **"MARCH,"** members of the base (right) squad will stand fast. Members of the squad next to the base squad will execute

two right steps. The next squad to the left will execute four right steps. If there are four squads in the platoon, the first (left) squad will execute six right steps. While side stepping, cover and alignment will be maintained. Steps may be adjusted slightly so that a 4-inch interval is obtained. Upon completion of the designated number of steps, members of the squad will halt and resume the position of attention.

2. When marching and the guide is right, the command of execution **"MARCH"** is given as the right foot strikes the deck. At this command:

   a. The base (right) squad takes one more 30-inch step with the left foot and then begins to half step. (See figure 1-4.)

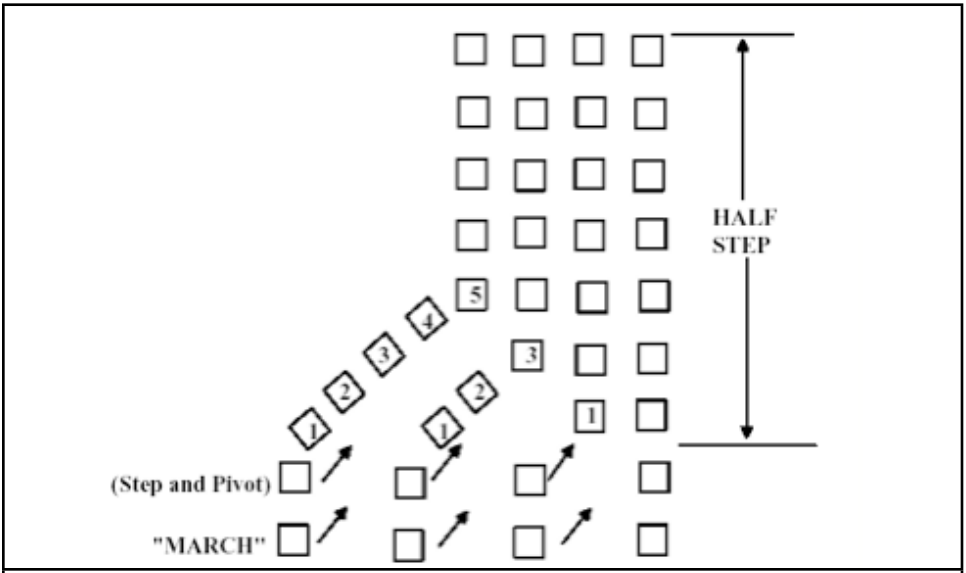


Figure 1-4. Close March (While Marching), Right Squad Base.

   b. The squad to the left of the base squad takes one more 30-inch step to the front with the left foot; execute right oblique toward the base squad for one step and then steps 30-inches back to the original front. The squad then begins to half step.

   c. The next squad to the left takes one more 30-inch step to the front and then executes right oblique toward the base squad for three steps and steps 30 inches back to the original front. The squad then begins to half step.

   d. If there are four squads in the platoon, the first (left) squad would execute the same movements as above except the members would take five steps in the oblique.

   e. Steps in the oblique may be adjusted slightly so that a 4-inch interval is obtained.

   f. At the command **"Forward, MARCH"** all squads resume taking 30-inch steps.

   g. If the guide has been shifted to the left or center, the base squad will become the squad behind the guide. The commands of execution will be given as the left foot

strikes the deck, if guide is left, or on either foot if guide is center. Side steps or oblique movements will be made toward the base squad as appropriate.

h. The platoon commander, on his/her command **"MARCH,"** oblique the number ofsteps necessary to remain parallel to the platoon and picks up the half step. The platoon commander picks up a full 30-inch step on his/her command of **"Forward, MARCH."**

E.O. 12 Extend to Normal Interval in Column.

The purpose of this movement is to extend the interval between files in a column from close to normal interval. It may be executed when halted or marching in column at close interval. The command is **"Extend, MARCH."**

1. When halted and the guide is right, on the command of execution **"MARCH,"** members of the base (right) squad stand fast. Members of the squad next to the base squad will execute two left steps. The next squad to the left will execute four left steps.

2. If there are four squads in the platoon, the first (left) squad will execute six left steps. While side stepping, cover and alignment will be maintained. Steps may be adjusted slightly so that one arms interval is obtained between squad leaders. Upon completion of the designated number of steps, members of the squad will halt and resume the position of attention.

3. When marching and the guide is right, the command of execution **"MARCH"** is given as the left foot strikes the deck. At this command:

   a. The base (right) squad takes one more 30-inch step with the right foot and then begins to half step.

   b. The squad next to the base squad takes one more 30-inch step to the front with the right foot, executes left oblique away from the base squad for one step and steps 30 inches back to the original front. The squad then begins to half step.

   c. The next squad to the left takes one more 30-inch step to the front and then executes left oblique away from the base squad for three steps and steps 30 inches back to the original front. The squad then begins to half step.

   d. If there are four squads in the platoon, the first (left) squad would execute the same movements as above except the members would take five steps in the oblique.

   e. Steps in the oblique may be adjusted slightly so that a one-arm interval is obtained between squad leaders.

   f. At the command **"Forward, MARCH,"** all squads resume taking 30-inch steps.

   g. If the guide has been shifted to the left or center, the base squad will become the squad behind the guide. Side steps or oblique movements will then be made away from the base squad as appropriate.

h. The platoon commander, on his/her command **"MARCH,"** oblique the number of steps necessary to remain 6 paces from the platoon and picks up the half step. The platoon commander picks up a full 30-inch step on his/her command of **"Forward, MARCH."**

E.O. 13 Open Ranks.

The purpose of this movement is to increase the distance between ranks to 70 inches in order to accommodate the movements of an inspection party or to stack arms. It may be executed when halted in line at attention, and at normal or close interval. If armed, rifles will be at order arms. The commands are **"At Close Interval, Open Ranks," "MARCH;" "Ready, FRONT;"** and **"COVER."**

1. When at normal interval, on the command of execution **"MARCH,"** the front rank takes two 30-inch steps forward, halts, and executes dress right dress. The second rank takes one 30-inch step forward, halts, and executes dress right dress. The third rank stands fast and executes dress right. If there is a fourth rank, it takes two 15-inch back steps, halts, and executes dress right. When at close interval, all ranks will execute at close interval, dress right dress in place of dress right dress.

2. The platoon commander verifies alignment as for dress right dress, except that he/she will verify the 70-inch distance between ranks by taking two 30-inch steps and one 10-inch step when moving from one rank to the next. After verifying the alignment of the rear rank, he/she faces to the right in marching, marches 3 paces beyond the front rank, and 1 pace to the guide's right, halts, faces to the left, and commands **"Ready, FRONT"** and **"COVER."** The platoon responds to these commands in the same manner as when they are given following dress right dress.

3. If the platoon is about to be inspected the platoon commander, after the command **"COVER"** will take one step to the front so that he/she is 3 paces directly in front of the guide, and then execute a right face. From this position the platoon commander reports the platoon to the inspecting officer.

E.O. 14 Close Ranks.

The purpose of this movement is to decrease the distance between opened ranks to a normal distance (40 inches). It may only be given when the platoon is at attention at open ranks. The command is **"Close Ranks, MARCH."** It should be given immediately after the reason for opening ranks is accomplished, and before the platoon is given further drill movements or dismissed.

1. On the command of execution **"MARCH,"** the front rank stands fast while the second rank takes one 30-inch step to the front and halts. At the same time, the third rank takes two 30-inch steps to the front and if there is a fourth squad, it takes 3 steps and halts. Each individual maintains cover and alignment while moving. No dressing movements are executed.

2. The platoon commander may give the command to close ranks when:

a. After the platoon is inspected, the platoon commander returns to a position 3 paces in front of the guide and halts facing to the front. It is from this position that the inspecting officer would critique the inspection. The platoon commander would exchange salutes with the inspection officer and after that officer has departed, the platoon commander would face to the left and then command **"Close Ranks, MARCH."**

b. The platoon commander, on the command **"MARCH,"** then moves to his/her position 6 paces and centered on the platoon.

E.O. 15 Form for Physical Training.

The purpose of the movement is to form the platoon for physical exercise. It may be executed when the platoon is halted at attention and in a column of threes or fours at normal interval. The sequence of commands are: **"From Front to Rear, Count, OFF;" "Take Interval to the Left, MARCH;" "Arms, DOWN;"** and **"Even Numbers, To the Right, MOVE."** To reform to a column the commands are **"Assemble, MARCH" and "COVER."**

1. The command **"From Front to Rear, Count, OFF"** is given by the platoon commander in order to designate odd and even ranks. It is executed as prescribed for counting off in column.

2. The next command is **"Take Interval to the Left, MARCH."** This movement is different from the movement described in paragraph 13, which is executed when the platoon is in line formation. With the platoon in column, the extended interval is set by designating the number of steps the members of each squad take to the left.

   a. On the command of execution **"MARCH,"** all members of the squad on the right flank (third squad if it is a three squad platoon, fourth squad if it is a four squad platoon) and the guide, will cover in file, stand fast and each member extends both arms side ways at shoulder height, palms down with fingers extended and joined. This squad forms the base of the movement.

   b. At the same time, the members of each squad to the left of the base squad will face to the left as in marching and take two, four, or six (if it is a four squad platoon) 30-inch steps respectively. Upon completing their designated number of steps, they will halt, execute a right face, will cover in file, stand fast, and extend their arms to the side at shoulder height in the same manner as the right file. If armed with rifles the rifles are carried at trail arms during movement and then raised in the same manner as the right file.

   c. At the command **"Arms, DOWN,"** the arms are lowered smartly to the side and if armed with rifles the position of order arms is assumed.

3. On the command **"Even Numbers to the Right, MOVE,"** all even numbered individuals and the guide will move to their right to the middle of the interval between files. Swinging the right leg to the right and springing off the left foot will do this. The movement should be completed in one hop. If armed with rifles the weapon is brought to trail arms and held against the right leg during movement. Once in position, even

numbered members cover and assume the position of attention. Odd numbered members do not move. From this position physical drill may be executed without the danger of collisions between individuals.

4. Upon the completion of physical drill, the command **"Assemble, MARCH"** is given. On the command of execution, the odd numbered members of the base squad stand fast. Even numbered members of the base squad step left in marching and double time to their positions covered on the odd numbered members of the base squad and the guide will return to a position in front of the base squad leader. At the same time, all other members will face right as in marching and, at a double time cadence, reassemble in column at normal interval and stand fast. The platoon commander would then give the command of **"COVER"** in order for the platoon to quickly pick up its alignment and cover.

5. The platoon commander, once the platoon is in column, gives all commands from position 6 paces in front of, centered on, and facing the column. He/she makes those movements necessary to maintain this position during the execution of the movement(s).

E.O. 16 Change the Direction of a Column.

The purpose of this movement is to change the direction of march of a column. It may be executed when the platoon is halted or marching in column at normal or close interval. The command is **"Column Right (Column Left, Column Half Right or Column Half Left), MARCH."**

1. The base element during the turn is the squad on the flank in the direction of the turn. The leading member of the base squad, excluding the platoon commander and guide, establishes the pivot for the movement.

2. When marching, the commands of execution are given on the foot in the direction of the turn. On the command of execution **"MARCH,"** the leading member of the base squad takes one more 30-inch step to the front and then pivots 90 degrees to the right (left) on the ball of the left (right) foot. He/she then takes one 30-inch step in the new direction before beginning to half step.

3. At the same time other members of the leading rank execute a right (left) oblique. They step in this direction until they are on line with the new line of march (normally two, four and six steps respectively) and then execute a second right (left) oblique.

4. The original interval is maintained while in the oblique. Stepping out of the second oblique with a 30-inch step, they begin to half step as soon as they are aligned on the base squad leader. When all members of the same rank have come abreast, everyone in that rank resumes a full step. Ranks in rear of the leading rank execute the pivot movements on the same points and in the same way as the leading rank. (See figure 1-5.)

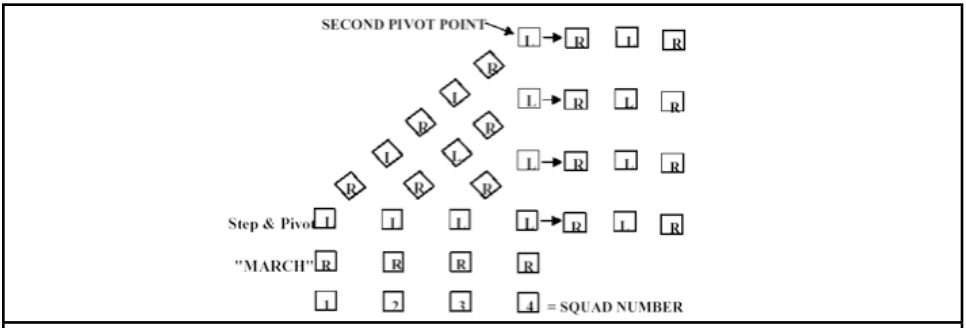


Figure 1-5. Executing Column Right (Left).

5. When halted, at the command of execution **"MARCH,"** the leading member of the base squad faces to the right (left) as in marching and takes one 30-inch step in the new direction with the right (left) foot. At the same time other members of the leading rank step off in the right (left) oblique. Members behind the lead rank step off to the front as in forward march. The remainder of the movement is executed the same as in marching.

6. During column movements, the platoon commander and guide execute either an oblique or a 90-degree pivot (depending on the direction of the movement) on the command of execution. After completing their turn, they adjust their line of march so that they are in front of the appropriate squad.

7. For slight changes of direction, the command is **"INCLINE TO THE RIGHT (LEFT)."** At that command, the guide changes direction as commanded. This is not a precision movement and is executed only while marching.

E.O. 17 March to the Flank.

The purpose of this movement is to march the platoon to the right or left flank for a short distance. It may be executed from any formation that is marching at quick time or double time cadence. The command is **"By the Right (Left) Flank, MARCH."** The command of execution is given as the foot in the direction of the turn strikes the deck.

1. To execute a right flank when marching at quick time, the command is **"By the Right Flank, MARCH."** On the command of execution **"MARCH,"** everyone takes one more 30-inch step to the front with the left foot and then pivots 90 degrees to the right on the ball of the left foot. Stepping out of the pivot with a 30-inch step, the entire platoon marches in line to the right flank. The platoon commander and guide execute the flanking movement with the platoon, but do not change their position within the platoon. (For the one exception to this, see Unit Drill, paragraph 12.) For the platoon to resume marching in the original direction, the command is **"By the Left Flank, MARCH."** To march to the left flank, substitute left for right and right for left in the above sequence. No other command may be given when marching to the flank until the unit has resumed marching to the original front. (See figure 1-6.)

2. When this movement is executed from a column at close interval, squad(s) to the rear of the squad that becomes the leading squad takes up the half step. They resume

a full step as soon as a 40-inch distance has opened between squads. After such a movement, the platoon maintains normal interval until close march is commanded.

3. When marching at double time, on the command of execution **"MARCH,"** everyone takes two more 36-inch steps to the front and then two 6-inch vertical steps in place at double time cadence. While stepping in place, everyone turns 90 degrees toward the direction commanded and then steps off with a 36-inch step in the new direction.

4. When the platoon executes flank movements from a column at close interval, squad(s) to the rear of the squad that becomes the leading squad, will take up a half step. They resume a full step as soon as a 40-inch distance has opened between squads. After such a movement, the platoon maintains normal interval until close march is commanded.

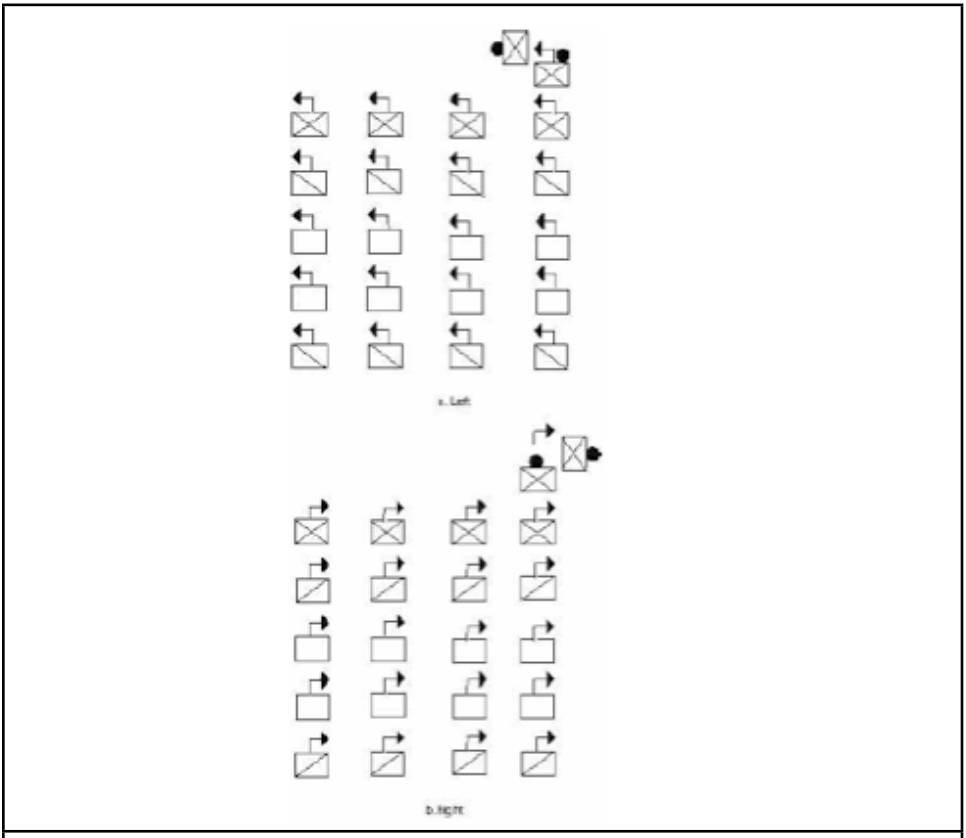


Figure 1-6. Right (Left) Flank.

E.O. 18 March in the Oblique.

The purpose of this movement is to shift the line of march to the right or left for a short distance and then resume marching in the original direction. It may be executed from any formation that is marching at quick time cadence. The command is **"Right (Left) Oblique, MARCH."**

1. The word oblique is pronounced to rhyme with strike. The command of execution is given as the foot in the direction of the turn strikes the deck. The command to resume the original direction of march is **"Forward, MARCH."** The command of execution is given as the foot toward the original front strikes the deck.

2. To teach the platoon to march to the oblique, the instructor aligns the unit and has members face half right (left). The instructor then explains that these positions are maintained when marching to the oblique. Individuals keeping their shoulders parallel to the persons in front and/or adjacent to them achieve this. The individual at the corner of the platoon towards the direction of the oblique is the base of the movement, and must maintain a steady line of march keeping his/her other shoulders blocked perpendicular to the direction of march.

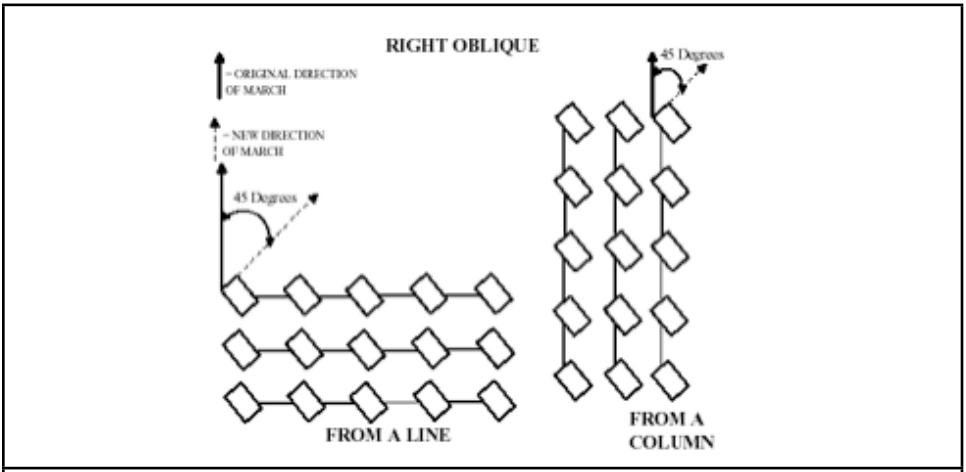


Figure 1-7. Marching to Right Oblique.

3. To march the platoon in the right oblique, the command is **"Right Oblique, MARCH."** On the command **"MARCH,"** everyone then takes one more 30-inch step to the front with the left foot and pivots 45 degrees to the right on the ball of the left foot. Stepping out of the pivot with a 30-inch step, the entire platoon marches to the right oblique until given another command. (See figure 1-7.)

4. For the platoon to resume marching in the original direction, the command is **"Forward, MARCH,"** in this case the command of execution will be given as the left foot strikes the deck. Everyone then takes one more step in the oblique direction with the right foot; pivots back to the original front and continue to march. To march to the left oblique, substitute left for right and right for left in the above sequence.

5. To halt the squad facing in the original direction of march the command is **"Platoon, HALT."** The command of execution **"HALT"** is given on the left foot when marching to the right oblique, and on the right foot when marching to the left oblique. At the command **"HALT,"** everyone takes one more step in the oblique direction, pivots to the original front on the toe of the right (left) foot, and places the left (right) foot beside the other at the position of attention.

6. To temporarily halt the squad in the oblique direction, in order to correct errors, the command is **"In Place, HALT."** The command of execution **"HALT"** may be given as either foot strikes the deck. At the command of execution **"HALT,"** the squad halts in two counts as in quick time and remains facing in the oblique direction. The only command that can be given after halting in place is **"Resume, MARCH."** At that command the movement continues marching in the oblique direction.

7. When given half step or mark time while marching in the oblique, the only commands that may be given are, **"Resume, MARCH,"** to continue marching with a 30-inch step in the oblique; or **"In Place, HALT."** to halt in the oblique in order to correct errors.

E.O. 19 March the Rear.

The purpose of this movement is to march the platoon to the rear for a short distance. It may be executed when halted or marching forward at quick time or double time. The command is **"To the Rear, MARCH"** it will be given as the right foot strikes the deck.

1. When halted, on the command of execution **"MARCH,"** everyone takes one 15-inch step to the front with the left foot and then pivots 180 degrees toward the right on the balls of both feet. Stepping out of the pivot with a 30-inch step, the entire platoon marches to the rear. For the platoon to resume marching in the original direction, the command **"To the Rear, MARCH"** is given again. No other command may be given when marching to the rear until the unit has resumed marching to the original front.

2. When marching at quick time, on the command of execution **"MARCH,"** everyone takes one more 15-inch step to the front with the left foot and then pivots 180 degrees toward the right on the balls of both feet. Stepping out of the pivot with a 30-inch step, the entire platoon marches to the rear. For the platoon to resume marching in the original direction, the command **"To the Rear, MARCH"** is given again. No other command may be given when marching to the rear until the unit has resumed marching to the original front.

3. When marching at double time, on the command of execution **"MARCH,"** everyone takes two more 36-inch steps to the front and then four 6-inch vertical steps in place at double time cadence. On the first and third steps in place, everyone pivots 180 degrees to the right. After the fourth step in place, and for the fifth step, they step off with a 36-inch step in the new direction. For the platoon to resume marching in the original direction, the command **"To the Rear, MARCH"** is given again. No other command may be given when marching to the rear until the unit has resumed marching to the original front.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 1: Close Order Drill

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**Form the platoon.**	
a.	Can correctly form the platoon.	
2	**Dismiss the platoon.**	
a.	Can correctly dismiss the platoon.	
3	**Count off.**	
a.	Can correctly count off in line.	
b.	Can correctly count off in column.	
4	**Form the column from line.**	
a.	Can correctly form the column from a line.	
5	**Form line from column.**	
a.	Can correctly form a line from a column.	
6	**Align the platoon.**	
a.	Can correctly align the platoon at close interval.	
b.	Can correctly align the platoon at normal interval.	
7	**Obtain close interval from normal interval in line.**	
a.	Can correctly obtain close interval from normal interval.	
8	**Obtain normal interval from close interval in line.**	
a.	Can correctly obtain normal interval from close interval.	
9	**Obtain double arm interval in line.**	
a.	Can correctly obtain double arm interval in line.	
10	**Obtain normal interval from double arm Interval.**	
a.	Can correctly obtain normal interval from double arm interval.	
11	**Obtain close interval in column.**	
a.	Can correctly obtain close interval in column formation.	
12	**Extend to normal interval.**	
a.	Can correctly extend to normal interval.	
13	**Open ranks.**	
a.	Can correctly perform open ranks.	
14	**Close Ranks.**	
a.	Can correctly perform close ranks.	
15	**Form for physical training.**	
a.	Can correctly form a platoon for PT.	

PERFORMANCE QUALIFICATION REVIEW

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
16	**Change the direction of a column.**	
a.	Can correctly perform column left while marching in column.	
b.	Can correctly perform column right while marching in column.	
17	**March to the flank.**	
a.	Can correctly march the platoon to the flank.	
18	**March to the oblique.**	
a.	Can correctly march the platoon in the oblique.	
19	**March to the rear.**	
a.	Can correctly march the platoon to the rear.	

Performance Objective 2: Essential Subjects

Enabling Objectives:

1. **List the duties and responsibilities of a Senior Young Marine.**
2. **Describe the relationship between the Unit Commander and Senior Young Marines.**
3. **Describe the role of the Marine Corps League to the Young Marines.**
4. **Describe the role of the United States Marine Corps to the Young Marines**
5. **Describe the National Young Marine Organization.**

Review

1. History of the Young Marines.

The Young Marines were formed in 1959 by Marine Corps League members of the Brass City Detachment in Waterbury, Connecticut.

By 1960, this unit of Young Marines had grown to over 300 young people and 20 adults.

In June of 1962, there were over 1500 boys in some 10 cities and towns, sponsored by various Marine Corps League Detachments, throughout Connecticut.

Steve Zuraw, a member of the Marine Corps League Valley Detachment in Connecticut raised more than $5000.00 to fly an entire Young Marine unit to the League's National Convention in Kansas City, Missouri, where the League adopted the Young Marines as a National Program.

The official charter of the Young Marines was issued on October 17, 1965.

Chartered as a subsidiary organization of the Marine Corps League, the Young Marines began to function independently in 1974.

In 1975, membership was extended to females.

The Young Marines' first by-laws were established in 1977 followed by an election of its first governing body. These by-laws were approved in 1978 at the Atlantic City Convention of the Marine Corps League.

In 1980, the organization was granted status as a youth educational organization with a 501(c)3 IRS classification.

In 1993, the United States Marine Corps officially recognized the Young Marines as its focal point for their Youth Drug Demand Reduction efforts. This became the Young Marines primary focus for strengthening our youth. Additional support given by the United States Marine Corps is covered in Marine Corps Order 5000.20.

In 1995, the organization went international with the forming of Young Marine units in Okinawa, Japan.

The Secretary of Defense Fulcrum Shield Award is given annually by the Office of the Deputy Assistant Secretary of Defense for Counter-Narcotics (ODASD(CN)) to recognize the efforts of military-affiliated youth organizations that have successfully assisted in spreading the anti-drug message throughout their community. It focuses heavily on DoD Red Ribbon Activities in which the organization has participated, as well as other Drug Demand Reduction activities the organization has participated during the previous fiscal year. The Young Marines were the first recipients of this prestigious award in 2001.

In 2004 and 2005 a group of Young Marines along with the National Executive Director and a group of veterans of the battle for Iwo Jima, made the journey to this historic location to commemorate the 59th and 60th anniversary of the Marines securing Mount Suribachi. The Young Marines shoulder patch depicts the famed flag raising atop this hill, and the most famous of all military monuments showing this flag raising stands in Arlington National Cemetery. Inscribed on this monument are the words that described each Marine that fought, lived, and died on that island... “Uncommon Valor was a Common Virtue”.

In 2005, several ribbons and awards were added to include the Distinguished Order of Merit (DOM). The new guidebooks were implemented. In December of 2005, the first annual Young Marines Symposium was held in Baltimore, MD. The symposium was composed of the Young Marine of the Year, the 5 Division finalists, and the top performers from Advanced Leadership School. The Young Marines gathered to discuss topics of importance within the Young Marine program and to make recommendations to the National Executive Director.

In 2006, the online registration for the SPACES program was activated and two new adventures were added, the White Mountain Adventure and the Mountain River Adventure. New training material was unveiled at the Adult Leaders Conference to include the Commander’s Manual, the Adjutant’s Manual, the Paymaster Manual and the Activity Guide.

E.O. 1 List the duties and responsibilities of the Senior Young Marine.

1. Definitions.

   a. Duty. Duty is something you must do because of the position you hold.

   b. Responsibility. Responsibility is being accountable for what you do.

2. Duties and Responsibilities of a Senior Young Marine. As a Senior Young Marine you will be asked to assume greater responsibility. Your unit commander will not ask you to do more than what you are capable of handling, but how much you do and how much responsibility you assume is ultimately up to you. Thus far you have earned your rank along with the privileges and respect of your office. The following is a list of your responsibilities: Remember, this list or any list is not all-inclusive. Many times you will be called upon to use your best judgment. Always do what is right, no matter how tough and you will never fail.

   a. Supervise, control, motivate and correct your subordinates;

b. Work towards the personal and professional development of your subordinates;

c. Support and implement all policies established by the chain of command;

d. Always be of good character and vigilance;

e. Show respect towards superiors and subordinates:

f. Use appropriate language at all times;

g. Always place the safety of your subordinates first;

h. Communicate orders, instructions and feedback in both directions of the chain of command;

i. Always leave the area and facilities you use better than you found it;

j. Be an instructor, coach, mentor and leader; and,

k. Endeavor to increase your own skills and knowledge.

E.O. 2 Describe the Relationship between the Unit Commander and Senior Young Marines

Relationship Between the Unit Commander and Senior Young Marines.

Unit Commander (UC)	Senior Young Marines (SYM)
The UC commands, establishes policy and plans the training of the unit.	The SYM carries out the daily routine of the unit within the guidelines passed down by the UC.
The UC concentrates on collective training of the unit.	The SYM concentrates on individual training of the Young Marines.
The UC is responsible for personal interviews, career progression and counseling of all Young Marines.	The SYM is responsible for looking after the welfare and development of the Young Marines in his/her charge.
The UC concentrates on the unit's effectiveness and efficiency in accomplishing each planned activity.	The SYM concentrates on the continued individual development of their Young Marines ensuring that each one is well trained and highly motivated.
The UC pays particular attention to standards of performance and training of Senior and Advance Young Marines.	The SYM concentrates on standards of performance and training of Young Marines.
The UC makes time and other resources available so that the SYM can do his/her jobs.	The SYM gets the job done.

E.O. 3 Describe the role of the Marine Corps League to the Young Marines.
The Marine Corps League supports the Young Marines through adult volunteer leadership within their communities. Although today adult leaders do not have to be a member of the league to be involved with the Young Marines, many are. They

open their detachment homes as a meeting place for local units and award an annual scholarship to the Young Marine of the Year. The Marine Corps League and the Young Marines work hand in hand in fund raising activities to benefit the Marine Reserve's Toys for Tots program as well as other worthwhile endeavors.

E.O. 4 Describe the role of the United States Marine Corps to the Young Marines.

In addition to the Marine Corps recognizing the Young Marines as it's focal point for Youth Drug Demand Reduction, they have produced a Marine Corps Order which establishes the support given to the Young Marines by way of facilities for meetings, training aids, accommodations, demonstrations and other types of support on a not-to-interfere basis.

E.O. 5 Describe the National Young Marine Organization.

Young Marines National Organization.

a. Board of Directors. The Board of Directors is comprised of elected members from each Young Marine Division, as well as elected members at large, the National Executive Director and invited members. The total membership of the board is 15 broken down in this way:

1 National Executive Director
6 Division Representatives (elected)
7 Appointed Members
1 Marine Corps League Representative (selected by the League)

National Executive Director. The National Executive Director serves as its Chief Executive Officer for the Young Marines Program and directs the daily action of the national headquarters staff and the six division commanders. The National Executive Director is responsible to the Young Marines Board of Directors for achieving the mission, purpose and objectives of the Young Marines Program.

b. Young Marines National Headquarters Staff. The National Headquarters Staff works at the pleasure of the National Executive Director. The permanent positions with the staff consists of the following:

Deputy Director
Executive Assistant
Inspector General
Training Director
Assistant Training Director
Public Relations Director
Administrative Assistants

c. Divisions. The entire Young Marine organization is separated into 6 Divisions within the continental United States and a seventh Division comprised of units outside the country. Each Division has a Commander appointed by the National Executive Director with consent of the Board of Directors. Division Commanders oversee their divisions by ensuring all involved follow the rules and regulations of our organization.

Division 1 (Northeast)
Division 2 (Mid-Atlantic)
Division 3 (Southeast)
Division 4 (Mid-South)
Division 5 (Mid-West)
Division 6 (West)
Division 7 (Outside Continental U.S.)

d. Regiments. Regiments are authorized if there are two to five Battalions where practical. There can be more than one Regiment in a State. Battalions must be formed before a Regiment can exist.

e. Battalions. Battalions can be formed if there are three to five units where practical. There can be more than one Battalion in a State.

f. Units. Units are formed when there are at least three registered adults who have secured a safe meeting place and have received approval from the National Headquarters to operate a unit. You are a member of a unit. You are automatically a member of a Battalion if one is formed, likewise you would automatically become a member of a Regiment if one is formed.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 2: Essential Subjects

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**List the duties and responsibilities of a Senior Young Marines.**	
a.	Can list four of the duties and responsibilities of a senior Young Marine.	
2	**Describe the relationship between the Unit Commander and Senior Young Marines.**	
a.	Can effectively describe the relationship between the unit commander and senior Young Marines.	
3	**Describe the role of the Marine Corps League to the Young Marines.**	
a.	Can successfully describe the role of the Marine Corps League to the Young Marines.	
4	**Describe the role of the United States Marine Corps to the Young Marines.**	
a.	Can successfully describe the role of the United States Marine Corps to the Young Marines.	
b.	Can name the order which establishes the support the Young Marines receive from the United States Marine Corps.	
5	**Describe the National Young Marine Organization.**	
a.	Can describe the chain of command from the board of directors down to the unit.	
b.	Can successfully state how many Young Marine divisions there are.	
c.	Knows how regiments and battalions are authorized.	
d.	Can name the National Executive Director of the Young Marines.	

Performance Objective 3: Field Skills

Enabling Objectives:

1. **Discuss survival psychology and strategy.**
2. **Predict a change in weather.**
3. **Judge a distance.**
4. **Construct an improvised shelter.**

Review

1. Remember **"COLD"** if you do not want to be cold:

   C - clean clothes breathe and insulate better;
   O - avoid overheating by ventilating;
   L - dress in loose layers; and,
   D - stay dry

2. Items you would ordinarily carry in your pockets are:

   a. Whistle (plastic);

   b. Folding pocket;

   c. Personal identification and medical insurance card;

   d. Map and compass;

   e. Survival kit with matches;

   f. Lip balm;

   g. Notepad and pencil; and,

   h. Small flashlight.

3. Emergency Situations. In an emergency situation, remember STOP.

   a. Stop where you are! Do not panic. Many lost people waste valuable energy, and risk injury by panicking—running aimlessly, continuing to travel after dark, walking in circles, etc.

   b. Think about immediate and future dangers and the factors involved in your situation. Consider the time of day, your physical condition, and the last time you had a drink or something to eat. Try to list the options that are open to you.

   c. Observe your immediate environment, weather, terrain, and resources available, and how each of these affects your options. Look for a location for a shelter, for fresh drinking water, and for clues to your location or the route you took to get where you

are now (e.g. 'I followed a stream until it went into a swamp, then I walked over this hill behind me...")

d. **Plan** your best course of action. Include in your plan the methods you will use to signal rescuers.

4. Finding Drinking Water. To finding safe drinking water, collect rainwater or clean water from a spring or a fast moving stream. No matter where you have collected your water in the wilderness, **bring water to a rolling boil, and then cool before drinking.**

5. Lantern and Stove Safety.

a. Safety procedures for the field lantern:

1) Fill, light, and use the lantern

2) Only fill or pack up a lantern that is cool to your touch;

3) Always fill the lantern in a different place than where you plan to use it - stay downhill and downwind from sources of fire;

4) Set the lantern on a stable, level and clean surface when you use and fill it;

5) Always fill using a funnel; and,

6) Ensure that the heat shield is in place.

b. Safety procedures for the field stove:

1) Fill, light, and use the stove outside of tents, buildings and confined shelters;

2) Ensure no pots or objects are placed on the stove when filling or lighting;

3) Never open a pressurized fuel tank when the stove is lit;

4) Only fill or pack up a stove that is cool to your touch;

5) Always fill the fuel tank in a different place than where you plan to use the stove - stay downhill and downwind from other sources of fire;

6) Set the stove on a stable, level and clean surface when you use and fill it; and,

7) Always fill using a funnel.

6. Fire Safety. Some safety guidelines to follow are:

a. Ensure you have fire safety equipment available to you before starting a fire. This equipment could be a shovel, rake, pail with sand or water, or a fire extinguisher. This equipment stays by the fire all the time. Never light a fire beside a lantern, stove or fuel container;

b. Never leave your fire unattended and always ensure the fire is fully extinguished before leaving it;

c. Choose a site that is already established as a fire ring/pit/mount, or select a site that is free from combustible ground cover, has no overhanging branches, and is away from buildings (3m). Think about where sparks might fly and pick a site that is appropriate—do not start a fire on a windy day;

d. Ensure that you know the regulations concerning fires for the area that you are in. Some parks, conservation areas, and training areas do not allow fires at any time, or may restrict fires when the weather has been hot and dry; and,

e. A small hot fire is more efficient and useful than a large bonfire. Always keep the size of your fire under control, and do not use more wood than necessary to keep it burning.

7. Unit Equipment Maintenance. Routine maintenance can be carried out before use and/or each day by:

a. Cleaning equipment—stoves, lanterns, tools, etc;

b. Checking ropes for dirt and damages;

c. Check first aid kit, and refill as required;

d. Only using the approved fuel in stoves and lanterns, and cleaning spilled fuel immediately;

e. Checking sleeping bags and shelters for damage and dirt—clean and repair immediately; and,

f. Checking proper operation of stoves and lanterns.

8. Maintenance before Storage. Before storing equipment for a length of time:

a. Ensure all equipment is clean, dry and in good repair;

b. Ensure first aid kit is full;

c. Ensure all metal tools are sharp and oiled;

d. Remove batteries from the radios, flashlights, etc; and,

e. Repair, clean, and refill team storage boxes as required.

9. Stove Maintenance and Repair. Coleman two-burner stoves require regular maintenance to ensure proper operation. Remember not to work on a stove until it is cool to your touch. The most common problems/repairs are:

Problem	Repair
Will not pump-dried out pump seal	Remove pump assembly and apple oil or lip balm to leather seal until pliable.
Will not light—no fuel at burner	Either the generator is blocked, or there is insufficient pressure in the fuel tank. Check fuel level in tank, pump up the tank and try again.
Light, but flame is low and yellow	Low pressure in tank, or generator is damaged or blocked. Pump up the tank and see if the flame improves.
Large yellow flame, singled eyebrows	Move your head back, turn the fuel off and wait for the flame to burn down. You may have turned on the fuel and let too much fuel pool in the burner before lighting ("flooding" the stove), or the generator may not be properly seated in the gooseneck. Ensure the generator is pushed fully into the gooseneck and follow proper lighting procedure.
Generator blocked	Remove generator for replacement or repair.

10. Lantern Maintenance and Repair. Common problems occurring with the Coleman lantern including damage or missing mantles, insufficient pressure in the fuel tank and generator malfunctions as in the stove. To replace a damaged mantle:

    a. Remove the ventilator and globe;

    b. Clean pieces of the old mantle from the burner cap and tie a new mantle in place securely;

    c. Just before using the lantern, light the mantle and let it burn to ash (it will remain in place over the burner cap as long as you do not touch it, or shake the lantern; then,

    d. Replace the globe and ventilator, and follow correct lighting procedure.

11. Bowline. (figure 1) The bowline is often called the rescue knot as it makes a simple loop that does not slip. It can be used to tie around you or throw to someone who needs a lifeline (or to tie to the bow of a ship).

    a. Make a simple overhand loop (looks like the #6);

    b. Pass the short end through the hole from the bottom;

    c. Bend the end around the length, and pass it through the small loop just formed and alongside its own continuation; and,

    d. Tighten the bowline by holding onto the bight formed by the end and pulling hard on the standing part.

Figure 1

12. Fisherman's knot. (figure 2) The fisherman's knot is used to join fishing line and ropes together:

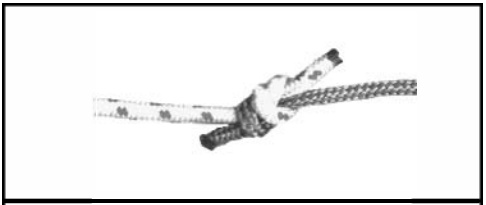


Figure 2

a. Tie an overhand knot in one of the ropes, do not tighten it;

b. Pass the other rope end through the loop, and tie an overhand knot.

13. Square lashing. (figure 3) A square lashing is used to lash spars that cross at a right angle, touching where they cross.

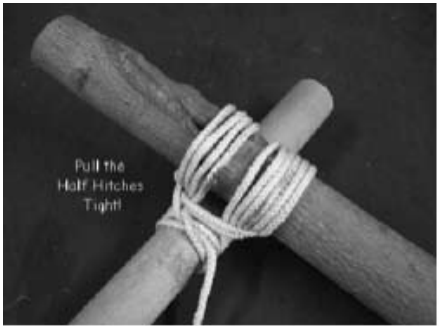


Figure 3

a. Start with a clove hitch;

b. Do three or four wrappings;

c. Frap twice; and,

d. End with a clove hitch.

14. Components of a Campsite. A campsite in a pristine wilderness location looks different than an established campground. Each component of the site is spread out, both to make the impact less severe on one area, as well as to protect your team from unwanted visits from local animals. Note that the prevailing wind blows cooking, latrine and garbage smells away from your sleeping area.

a. Sleeping Area

b. Campsite Kitchen

c. Food hang

d. Petroleum, Oil, and Lubricant (POL) point

e. Garbage Point (Animal Proof)

f. Head facility

g. In an established campsite, the locations for head, wash-up areas, shelters and kitchen may already be set for you. Be sure your team members use these established facilities.

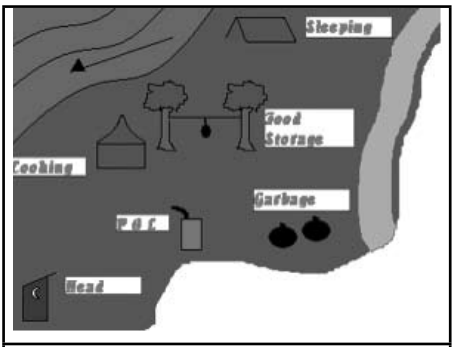


Figure 3-4

h. Remember to avoid areas that show little use or damage—choose another location to allow that site to fully recover.

15. Tips for Finding a Good Campsite. The key to a good campsite is planning:

a. Select places where the ground cover is very durable—grass, sand, rock, clear forest floor or snow;

b. Avoid wetlands, ferns, new or delicate foliage;

c. In the winter, or cold weather, choose a site that is protected from the wind. A location half-way up a hillside, with a south exposure, is a good place;

d. Heavy vegetation, wetland and dense brush are havens for insects in warm weather. Look for a site that has some open areas for wind to blow through;

e. Always check for danger; and,

f. Choose a site that is visually pleasing.

16. Food Hang. All animals are attracted to food. This is why it is very important that when you are out on an expedition that you “animal proof” your food. This could include locking it up in your vehicle, putting it into animal-proof food containers or barrels provided by some parks and wilderness areas, or hanging food packs from a tree.

a. Before you select a site to hang your food you should be looking around for animal indicators. These could include tracks in the snow, sand, and dirt or on a path. Look for signs on the trees like claw marks, missing bark, and look for animal droppings on the ground. Avoid areas with berry patches, acorns or nut crops on the ground, and orchards— these attract not only humans but also animals.

b. When you hang up your food pack, remember that you are to include all of your food, snacks, Gum, candy, any beverage, plus toiletries. In another pack you should put all of your cooking utensils, pots, pans, and all clothing that you cook in. You should never go into your tent with the clothing that you cooked in—change right after cooking and wash your face and hands after meals.

c. To hang your food and equipment:

1) Make sure the tree is at least 100 yards from your camp site and cooking area.

2) Find a tree with a strong branch at least 6 yards from the ground. If one is not available use a rope attached to two trees.

3) Make sure the pack is at least 5 yards off the ground and 2 yards from the tree trunk.

4) If available, you can hang food over a rock face or cliff for the night.

5) If the above is not available, hide your food in air sealed containers under bushes and rocks away from any path or trail. You can place pots on top to act as a warning device and deterrent

17. Crossing Obstacles.

a. When crossing boulders and land obstacles plan your route before starting to cross. Always choose safety over convenience. If you wear your pack across, keep all your straps tight to keep the pack close to your body. You can always take your pack off for difficult obstacles and hand it over to a teammate—on long obstacles makes a chain of people to ferry packs. On difficult obstacles one person can act as a spotter for the next. Keep your hands free for balance—do not try to carry something while crossing. Ensure that the obstacle does not become too crowded and keep extra distance between each person.

b. Do not try to wade through a water obstacle where the water is above your knee, or if the water is fast flowing. Always be sure you can see the bottom clearly. If the water is murky and you cannot see the bottom, find another way across. Examine the consequences of falling in before considering crossing a makeshift or suspicious bridge. Do not risk falling into deep, cold or dangerous water because you are too lazy to look for another route. With the appropriate safety equipment, your leader may choose to cross or make a bridge. Only cross a deep or unknown water obstacle with the direct supervision of an adult leader.

c. When you cross, remove your pack and ferry it across (ensure it is waterproofed!), or carry it on your back with the waist belt and sternum strap undone, and be ready to remove your pack if you fall. Do not cross a water obstacle alone. You can use a walking stick as an aid for balance and cross in pairs or groups. If the bottom is smooth, you may want to remove your boots and wear running shoes or sandals across. If the bottom is rocky, wear your boots—if the water is not too cold you may want to remove your socks to keep them dry. Always dry your feet after crossing.

18. Bears. Bears pose a distinct threat to you and themselves. They will often visit areas inhabited by humans, usually to their own detriment. Inform yourself as to signs of bear activity, and avoid areas where you suspect bear activity or where bear warnings are posted (e.g. garbage dumps, in some areas of national parks). There are several breeds of bears you may encounter in the United States. The most common are Black bears and Grizzly bears.

a. Do not surprise a bear. Never startle, crowd, corner, pursue or approach a bear for any reason. The space a bear needs to feel unthreatened varies from a few feet to several hundred meters.

b. Control bear attractants. Bears have a strong sense of smell and, as omnivores; they are attracted to just about any food source. Minimized foods with strong odor (e.g. bacon, fish), perfumes, and scented toiletries (sunscreen, shampoos, etc.).

c. Properly dispose of all garbage or seal in an airtight container. Wash all equipment (packs, sleeping bags, stoves, etc.) before bringing to the wilderness and again if they get food spilled or cooked onto them. Clean pots, dishes and utensils immediately after use. Dispose of wastewater at least 100m away from cooking and campsites.

d. Do not feed bears. Keep as clean as possible. Do not sleep in the same clothes you ate or cooked in. Choose unscented personal hygiene items and secure them over night in the same manner as food—away from the campsite. Used feminine hygiene

products should be sealed in a plastic bag and packed out as garbage - do not try to burn or bury them.

e. Inform yourself on the appropriate action to take if confronted or attacked by a bear. Read research material, always travel in a group of four or more, and take precautions to protect you and the bear. Carry bear repellent spray (or other deterrent) for use only as a last resort. Report bear encounters to the appropriate authorities as soon as possible. Some people choose to wear bells attached to their packs to alert bears that may not be within sight.

f. In the case of confrontation or attack, stick together and keep your pack on. Face the animal and back away slowly. You cannot outrun or out-climb a bear so do not try.

19. Wildcats and other Dangerous Animals. Bears are not the only dangerous animals in the wilderness. Wildcats, wolverines, wild dogs, and even moose can be dangerous when provoked, or while hunting. It is your responsibility to protect yourself, as well as them, from harm. Follow the steps for bear-proofing yourself, your kit, and your campsite.

a. Cougars, mountain lions, and pumas are all the same species of large wildcat. They are rare, however their population is increasing, and the expansion of human development is encroaching on their natural habitat. Take the same precautions as for bears. When a wildcat attacks it is usually hunting and will target what it thinks is easy prey. By staying in a group and keeping your pack on you will likely not look much like lunch.

b. Never provoke a big animal. Moose, caribou, elk, musk, ox, and even domestic cattle will protect their territory and their young. Give them a polite amount of space. If confronted, stay in a group and back away slowly. Think of the headlines, “Young Marines trampled by Bessie the cow.”

20. Poisonous Snakes. Poisonous snakes are common in the United States. Rattlesnakes are found in all parts of the United States. Bites are painful but not usually fatal. These snakes will likely be found on warm rocks, or curled up in crevices and under rocks, in dry and warm climates during the summer months (May to September). Give them their space. They will only attack in self-defense.

a. Any bite victim must seek medical attention immediately. Move the victim away from the snake to avoid a second bite. Treat victims by rinsing the bite area with clean water, applying a cold compress, immobilizing and elevating the bite area, keeping them calm and transporting them with the victim at rest. Be prepared for the victim to develop respiratory problems. Do not apply a tourniquet.

b. Report a bite or sighting to local wildlife authorities.

E.O. 1. Discuss Survival Psychology and Strategy.

1. Survival Psychology and Strategy. Not too many people plan to get lost and have to survive outdoors. In fact, what makes a situation one of survival are the circumstances of emergency or sudden departure from the plan. Getting lost and having to

sleep out overnight, in a tent, with all your equipment is not survival—it's camping.

a. So, a survival situation is the absence of all, or most, of the equipment and conditions you expect in a routine outdoor experience. Injuries, accidents, severe weather, human error, or quite often, a combination of several factors lead people into survival situations. It is when you are left outside with only the contents of your pockets that you are faced with the real life or death struggle of survival.

b. Recent search and rescue statistics tell us that 92% of people that die when lost die within the first 4 days (with 50% of mortalities occurring within the first 24 hours). This puts a new perspective on survival strategy. Before you need to learn how to hunt or trap animals, or select edible plants, you simply need to be able to live through the first few days—with heat, shelter, water, and the ability to assist searchers in finding you.

2. The Survival Priority List.

a. First Aid—for yourself and others. Treat all injuries to the best of your ability. Any health problems left untreated can severely affect your ability to carry out all the other actions required for survival. Complete first aid also includes observing and analyzing current or future dangers.

b. Fire—is a lifesaver! It will provide an important source of heat, assist in providing safe drinking water, and will be a primary tool for signaling your location to rescuers. Even under wet conditions you can start a fire. Gather what you think is enough fire wood, and then times that by four, that should be enough. Start collecting wood far from your site, and then as you grow weaker, collect from closer in.

c. Shelter—is what is going to keep you alive for any extended period of time. You need your shelter to be waterproof, windproof and as insulated as possible. Select a safe location, protected from the elements, but close to a clearing for your signal, and as close as you can to fresh water.

d. Signals—a clearing is the best place to make a signal; anything can be used to make your signal. Toilet paper, rocks, fire and smoke, a mirror, piles of branches, patterns in the snow, etc. Place objects in the form of a triangle as this is a universal distress signal. Bright fire during the night and smoky fire during the day are your best signals.

e. Water—you can only survive for three days without water. Heating the water to drink will increase your body core temperature in poor conditions. Always melt snow before ingesting as it uses more fluid for your mouth to melt snow than a mouthful of snow provides. Remember the rules for safe drinking water—do not make yourself sick by drinking water from a suspicious source.

f. Food—you can go a long time without food if you are conserving your energy and body heat. You cannot rely on the availability of large game, or your ability to catch it to provide food. In some locations plants with nutritional value may be sparse.

Choose food that will give you more food energy than the energy you will expend trying to get it. In most cases the simple things to eat are:

1) Snails (lakeshores, forests and fields - boil them);

2) Bugs, ants, grubs, grasshoppers and maggots under rocks, logs, near fields - wash them before boiling, or roasting); and,

3) Plants: in the north, rosehips are good - eat the flesh and get rid of the seeds and bristles, cattails - eat the roots of them).

There are many other edible things in the wilderness. You can enhance your awareness through proper research, preparation and cooking.

3. The Psychology of Survival. Fear is a normal reaction for people faced with an emergency that threatens any of their important needs. Fear influences your behavior, and thus your chances for survival. Acceptance of fear as a natural reaction to a threatening situation will lead to purposeful rather than random behavior, and in this way will greatly increase your chances for survival. Fear and confidence are not opposites - a reasonable person can acknowledge fear and still remain confident in their ability to overcome it.

Fear. How people react to fear depends more on them than on the situation. Physical strength may not be as effective a tool against fear as a sense of humor, or a cool head under pressure. Some fears can lead directly to a sense of helplessness and hopelessness. Fear must be recognized, lived with, and if possible, used to your advantage by channeling your excess energy created by adrenaline towards the tasks at hand. You can fight this by identifying each fear, understanding it, and coping with it.

a. Fear of the unknown - "What is out there? What's going to happen to me? Where is it safe?" By accepting this fear as normal you can remain calm and begin to answer each question. Do not criticize yourself for having critical or negative thoughts, just concentrate on, and resolve each new question or problem calmly and confidently.

b. Fear of your own weakness - this leads to a pessimistic attitude and then giving up. Compare the current problem with successful solutions you have used (or learned about) in the past to get through something similar.

c. Fear of discomfort - is what causes people to continue into bad storm to get back to the warmth and security of base camp, instead of stopping and making a safe, albeit uncomfortable, emergency shelter for the night before they are soaked, exhausted and hypothermic.

d. Fear of being alone - even the most independent people can feel the effects of loneliness unless steps are taken to adapt to, and deal with the isolation.

e. Phobias - about the dark, or animal, etc. - people with phobias can easily imagine their worst nightmares coming true, especially in the stressful survival situation. Again approach each fear with an action plan and an understanding of this fear in context with the whole situation.

f. **Fear of suffering or death**—actually might be your strongest ally in survival. If you always keep it in your mind that unless you act you can die, you can use this energy to focus yourself in tough times. By accepting this fear, and not dwelling on it, you can rate your plans on whether a specific action is going to keep you alive or not. Have confidence in your teammates', your leader(s) and rescuer's abilities to get you out.

4. Seven Enemies of Survival. Pain, cold, thirst, hunger, fatigue, boredom and loneliness - everyone have experienced these, but few have known them where they have threatened their survival. With these feelings, as with fear, the more; you know about them and their effects on you, the better you will be able to control them, before they control you.

a. **Pain.** Pain is your body's way of making you pay attention to something that is wrong with you. Carry out appropriate first aid to the best of your ability. Pain that is ongoing will seriously impact your ability to remain positive and get required work done. Keep your mind occupied with the important work, and allow enough time for rest and recuperation.

b. **Cold.** Cold is a much greater threat to survival than it sounds. It not only lowers your ability to think, but it also tends to lower your will to do anything but get warm again. Even a few degrees drop in your body temperature can affect your ability to make reasonable decisions. Fire and shelter are your primary methods of keeping warm, in any season—you will not have the energy to work to stay warm for any real length of time.

c. **Thirst.** Thirst even when thirst is not extreme, it can dull your mind. As with pain and cold, lack of water will slowly degrade your ability to survive. Make a point of drinking regularly.

d. **Hunger.** Hunger is dangerous because of the effects it can have on the mind, primarily in lessening the person's ability for rational thought. Both thirst and hunger increase a person's susceptibility to the weakening effects of cold, pain and fear. Solid food is not a real necessity until a week or more has passed—this is not to say that you would not eat given the chance. It is usually the fear of starving to death—a fear that manifests itself long before the risk of starvation is real—that leads people to making poor decisions about safe or appropriate food.

e. **Fatigue.** Fatigue, even a very moderate amount of fatigue can reduce mental ability. Fatigue can make you careless—it becomes increasingly easy to adopt the feeling of just not caring. Fatigue may represent an escape from a situation that becomes too difficult. If you recognize the dangers of a situation you can often summon the strength to go on.

f. **Boredom and Loneliness.** Boredom and loneliness are two of the toughest enemies of survival. They are dangerous mainly because they are unexpected. When nothing happens, when something is expected and does not come off, when; you must stay still, quiet, expected and does not come off, when you must stay still, quiet, and alone, these feelings creep up on you. Keep your self busy, even if it means creating

luxuries around your shelter, fishing or setting traps, etc.

5. Attitudes for Survival. "[Human] capacities have never been measured: nor are we to judge what we can do by any precedents, so little has been tried. What people say you cannot do, you try and find you can." --H. D. Thoreau

   a. "I can handle this." The willingness to approach the situation in control, and the confidence, will go a long way towards getting you out alive.

   b. "I know what to do." Research has shown that survival knowledge and skills, when employed, are key elements in successful survival stories. The ability to react to a new successful survival stories. The ability to react to a new situation will create a sense of confidence and security.

   c. "I am a survivor!" Curiosity, humor, imagination, willpower and common sense are the attributes of a survivor.

   d. "I can take care of myself." Knowing what to do, how to do it and having the confidence to act on these strengths will keep you from being a burden on other team members, as well as allowing you to be an active leader. Positive acts and attitudes are contagious.

   e. "I will get out of this." Remember that people are likely looking for you—even if you fear that no one will find you.

6. Emergency Signals. You can use anything to form a triangle (make three points) to use as a distress signal. Use rocks, a big pile of logs and brush, or anything as long as it is in an open area that can be seen from above. Fire is another form of communicating. During the day, use a smoky fire burning green brush; at night use a bright fire using dry softwood branches. Triangles and signals in sets of three are international distress signals.

7. Ground to Air Signals Letters should be at least 30 feet long and visible from the air (open river banks, clearings, frozen lake, etc.). If making a signal in winter you must make sure that you stomp down the snow so a shadow appears to form the signals.

X Require Doctor	**II** Require Medical Supplies	**F** Require Food and Water
V Unable to proceed, require help	 Going this direction	 Need map and compass

Figure 3-4

E.O. 2. Predict a Change in Weather.

1. Weather. Knowing the weather influences your choice in clothing, routes, plans, etc. One thing to remember is that weather is a combination of systems, and as such, it gives warnings of change in advance of a new system. Your ability to notice and interpret these warnings will give you an advantage in making decisions for your team's safety and well being.

2. United States Weather Systems. Over the United States, warm air (tropical) masses usually move north from the Caribbean and cold air (polar) masses move south from the arctic through Canada. Air masses can form over both the land and the ocean. Air masses generally move from west to east. Weather associated with a polar air mass is apt to change abruptly as the cool air warms rapidly over land, while weather associated with tropical air masses will likely remain constant for a while, as the air is already warm.

3. Air pressure. The force air exerts on an object—is affected by air temperature. Cold air is heavier, and therefore creates areas of high pressure as more air is close to the ground. Warm air creates low pressure because warm air rises and reduces the pressure on the ground. These areas are called pressure systems. The line where two air masses meet is called a front. There are three types of fronts: warm, cold, and occluded.

   a. Warm fronts—are more stable than cold that makes the weather less severe, but longer lasting. As warm air meets cold, it raises over the cold. And the moisture in the air condenses creating clouds and possibly precipitation. Warm fronts move between 15-30km/h, and the air is moist with low ceilings and poor visibility, but there may be no appreciable precipitation. Warm fronts can be forecast up to two days in advance by as consistent sequence of cloud formations—cirrus, cirrostratus, altostratus, and then nimbostratus.

   b. Cold fronts—are unstable compared to warm fronts. They are consequently very active. As cold air comes in contact with a warm air mass, it forces itself underneath, pushing the warm air up where the moisture condenses into clouds and possibly precipitation. Weather conditions are commonly more severe, although shorter in duration than those associated with a warm front. Cold fronts move between 30 and 50 mph, and from the north or west. Cold fronts can arrive with little warning, altostratus clouds usually proceeding nimbostratus and cumulonimbus.

   c. Occluded fronts—occurs when one air mass is caught between two others. In most cases, the weather will include precipitation, often heavy—altostratus clouds preceding cumulonimbus.

4. Types of Cloud Formations.

a. Cirrus—are detached clouds in the form of white, delicate filaments or white (mostly white) patches or narrow bands. These clouds have a fibrous (hair-like) appearance, or a silky sheen, or both. Cirrus clouds leave milky white swirls and curls etched across the sky.

Figure 3-5

b. Cumulus—Often referred to as heap clouds, cumulus clouds are typified by heaped or fluffy formations.

Figure 3-6

c. Cirrocumulus—High-level heap clouds. Very often seen combined with cirrus clouds. Cirrocumulus clouds indicate a condition of unstable air and may lead to precipitation before long.

Figure 3-7

d. Fair-weather cumulus—Low-level cumulus clouds that often form in the late morning or early afternoon.

Clouds are not very dense, are white in color, and are well separated from one another. These clouds form when the air mass is stable and being warmed.

Figure 3-8

e. Cumulus congestus— High-level cumulus cloud formed by massive uplifting of heated air within a very unstable air mass. Its top is still bumpy and forming. If clouds form in the west there is a likelihood of gusty winds and showers in 5 to 10 hours.

Figure 3-9

f. Altocumulus—medium-level, fleecy or puffy clouds, similar to dense cirrostratus, but without any telltale halo. When viewed in the morning expect precipitation within twenty-four hours (often that afternoon).

Figure 3-10

g. Cumulonimbus—Often massive cumulus with a broad base ranging from 3,000 feet upward to 16,000 feet, even 65,000 feet is not unusual. Top is fuzzy or anvil shaped. Heavy downpours, coupled with hail, lightning, and thunder, are common.

Figure 3-11

h. Stratus—means layered, essentially formless with no real defining base or top. Fog is a type of stratus cloud that lies close to the ground and is caused when the earth's surface cools. This cooling effectively lowers the air temperature, resulting in condensation.

Figure 3-12

i. Cirrostratus—High-level veil-like cloud formations composed of ice crystals and often spreading out over a very large surface area. Halos around the sun are very often observed in cirrostratus clouds. When observed decreasing in size, it indicates a lowering of the cloud ceiling and possible precipitation within forty-eight hours.

Figure 3-13

j. Altostratus—Medium-level clouds that are flat, and dark grey in color. A darkening of the cloud cover indicates possible precipitation within forty-eight hours.

Figure 3-14

k. Nimbostratus—Low-level, dark and thick clouds, often without any real defining shape. Their ragged edges, known as scud, produce steady precipitation.

Figure 3-15

5. Forecasting from Clouds.

a. When the weather is going to change for the worse you will notice several general cloud activities. Clouds, regardless of their formation, will thicken (darken), increase in numbers and join together, form layers or stacks, and/or lower in elevation. Clouds that form banks in the west, with winds from the south forecast storms. Other signs of change for the worse are:

1) Clouds that are moving in all directions, contrary to the ground wind;

2) Altostratus clouds that darken and lower mean precipitation over the next 24 hours;

3) A halo around the moon;

4) Altocumulus clouds moving quickly across the sky, or forming with turrets in the morning are signs of storms within 12 hours; and,

5) Cumulus clouds forming in the morning and stacking in the afternoon, or moving from the south or southwest, expect rain or storms that day.

b. When the weather is going to change for the better you will notice the cloud cover lifting, becoming lighter and small patches of blue sky developing. If cumulus clouds form in the afternoon or float alone without stacking, expect fair weather for 24 hours. Stratocumulus clouds drifting with the prevailing wind remaining scattered indicates 24 hours of the current weather.

6. Forecasting from Winds.

a. Changing for the worse:

1) Winds from the east increasing in speed;

2) Winds from the south increasing in speed; or,

3) Winds shift in a counter-clockwise direction.

b. Changing for the better:

1) Winds from the north-west usually indicate clearing, or continued clear weather for 24 hours;

2) Winds from the south or north decrease; and,

3) Winds change in a clockwise direction.

E.O. 3. Judge a Distance.

1. Unit of Measure Method. This method relies on you observing and remembering a measured distance and then estimating other distances using your "unit of measure." The most common unit of measure is 100yds. Your local soccer or football field is 100yds long. Stand at one end and familiarize yourself with the distance. This distance then becomes your imaginary measuring stick as you place it between yourself and the object you are judging a distance to. By saying to yourself. "That object is 3 football fields away"—you have judged it to be 300yds. This method can only be used when there is nothing obstructing your field of vision.

2. The Appearance Method. Another way to judge the distance to an object is to study what it looks like compared to its surroundings; this is called the appearance method. It takes a lot of practice to become good at it. One way of practicing is to again go back to the place where you have accurately measured a 100yd-mark so you can memorize what they look like at that distance. Do the same with the targets at 200yds, 300yds, 400yds or more. You can learn to judge distance from the appearance of the object, i.e. from its size and the amount of detail you can distinguish.

a. The following may be used as a guide to judge the distance between you and another person:

1) 200yds—all parts of the body are distinct;

2) 300yds—outline of the face becomes blurred;

3) 400yds—outline of the body remains clear but the face is difficult to distinguish; and,

4) 500yds—the body appears to taper from the shoulders and movement of limbs cannot be observed.

b. An object will appear closer than it is when:

1) The object is in bright light or the sun is shining from behind you;

2) The color of the object contrasts sharply with the color of the background;

3) You are looking over water, snow or a uniform surface;

4) There is terrain between you and the object that you cannot observe because of an obstruction; and,

5) It is larger than other things around it.

c. An object will appear further away than it really is when:

1) There is poor light or fog or the sun is in your eyes;

2) Only a small part of the object can be seen;

3) You are looking down a street or tree-lined road;

4) The object tends to blend with the background;

5) The object is smaller than other things around it; and,

6) You are lying down.

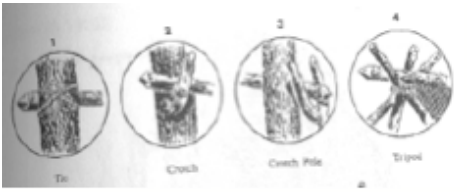
3. The Halving Method. The first two methods are great from distances under 500yds, but when the distance is greater, they become more difficult. By breaking the total distance in half (and even breaking that half into quarters) you may be able to employ the unit of measure, or appearance methods to judge the smaller distance. Once you have judged the fraction of the total distance (1/2, etc.) just do the math.

4. The Bracketing Method. This method is a very rough estimating tool. Say to yourself, "That object is a least X yards away, but it is not Y yards." Take the average of the two estimates, for example if "X is 600yds and "Y" is 1000yds, your distance is 800yds. This is definitely the fastest method to use.

5. The Unit Average Method. When you are uncertain of the distance to an object, get several of your teammates to judge the distance using their choice of the previous methods. Calculate the average of all estimates. This method takes the longest, but quite often a group of skilled Young Marines will be very accurate.

E.O. 4. Construct an Improvised Shelter.

1. Improvised Shelters. Types of improvised shelters: a. Lean-to;



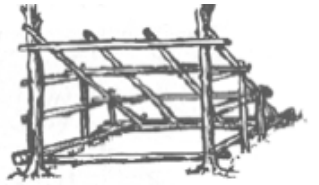


Figure 3-16

b. Lopped tree shelter;

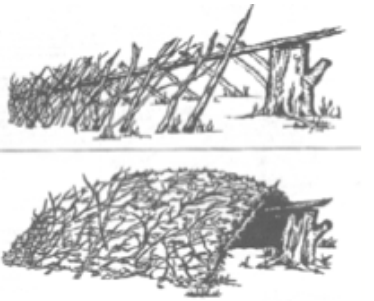


Figure 3-17

c. Snow shelter

Figure 3-18

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 3: Field Skills

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**Discuss survival psychology and strategy.**	
a.	Knows what a survival situation is	
b.	Knows what the recent search and rescue statistics are for people who get lost	
c.	Knows the 6 priorities of survival in order	
d.	Understands that fear is a normal reaction to surviving	
e.	Knows the 7 enemies of survival	
f.	Knows the 6 ground to air signals	
2	**Predict a change in weather.**	
a.	Understands United States weather systems	
b.	Knows the 3 types of fronts	
c.	Can name 3 types of cloud formations	
d.	Knows how to forecast good and bad weather using the clouds	
3	**Judge a distance.**	
a.	Knows how to use the 100 yard method	
b.	Knows how to use the appearance method	
c.	Understands the halving, bracketing, and unit average method	
4	**Construct an improvised shelter.**	
a.	Can name 3 types of shelters	
b.	Can successfully construct a lean to shelter	

Performance Objective 4: Map and Compass

Enabling Objectives:

1. **Measure a grid bearing.**
2. **Measure a Magnetic Bearing.**
3. **Navigating at Night.**

Review

1. Care of Maps. Ways to protect your map:

   a. Place your map in a clear plastic bag, or permanently laminate it;

   b. Fold it properly and refold it only along the original fold lines to view other parts;

   c. If it gets wet, dry it on a flat, clean surface;

   d. Don't open it fully in a strong wind;

   e. Use only pencil to mark your map and erase all markings gently—maps protected by plastic can be marked using grease pencils or erasable markers; and,

   f. Store maps in a dry place, rolled, folded or laid flat.

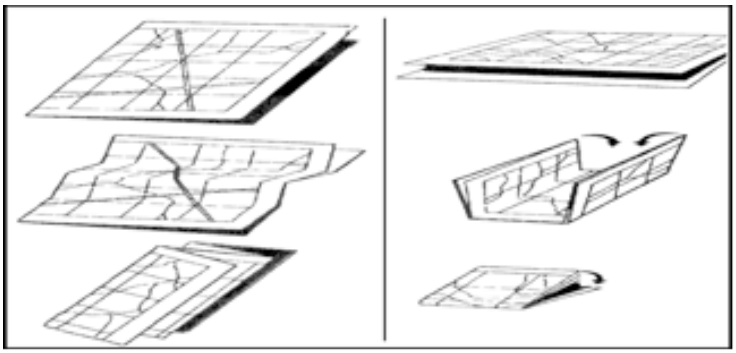


Figure 4-1

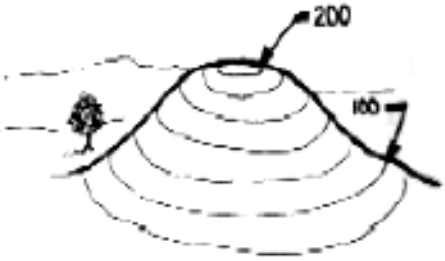
2. Topographical Maps. A topographical map illustrates water features, vegetation, elevation and depression, wetlands, urban development, transportation and communication routes (roads, railways, telephone lines, etc.), structures, natural features and place names 1:50,000- or 1:250,000-scale topographical maps are produced of all areas of the United States by the federal government. The information is stored in the National Topographical Data Base as part of the National Topographical System (NTS). The mapping information is based on the North American Datum of 1983 (NAD 83).

3. Conventional Signs. The five basic colors of a topographical map are:

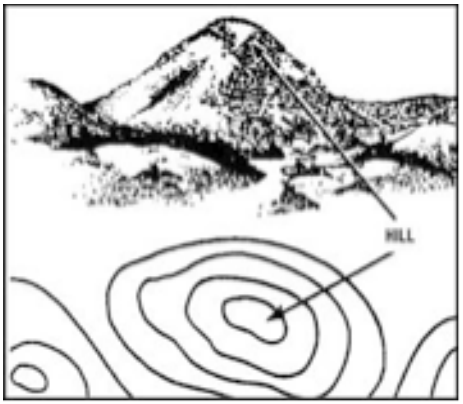
a. Red—is used for paved roads and highway numbers—it is also used to shade in areas of urban development;
b. Brown—is used for contour lines, contour elevations, spot elevations, sand, cliffs, and other geological features;
c. Blue—is used for water or permanent ice features (like rivers, lakes, swamps and ice fields), names of water features, and the grid lines;
d. Green—is used for vegetation features like woods, orchards and vineyards;
e. Black—is used for cultural features (buildings, railways, transmission lines, etc.), toponymy (place names), some symbols and precise elevations.

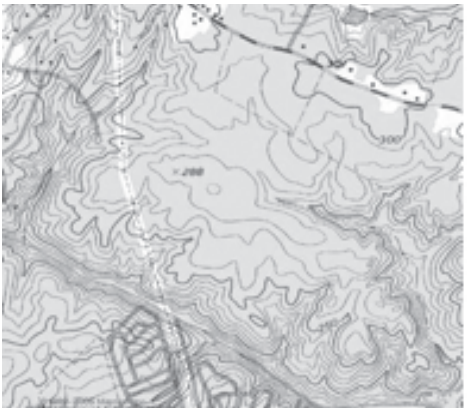
Figure 4-2

4. Map and Compass Terms. The following terms are used in map reading:

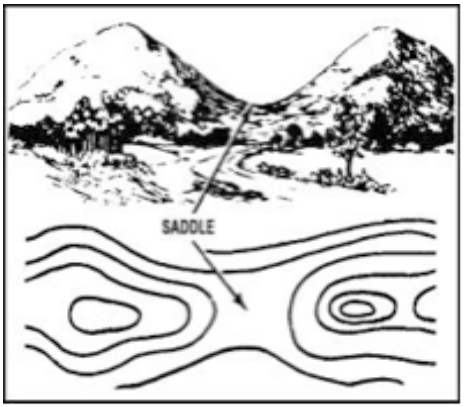


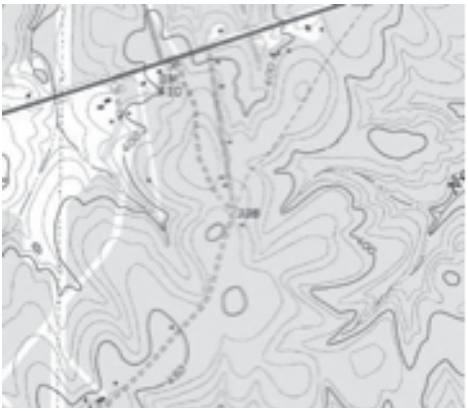
a. Contour line – A contour line is a line on the map joining points of equal elevation above sea level. Contour lines are drawn on maps to give you a three-dimensional view of the ground.



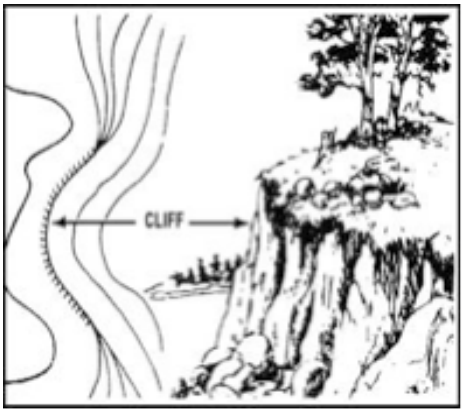


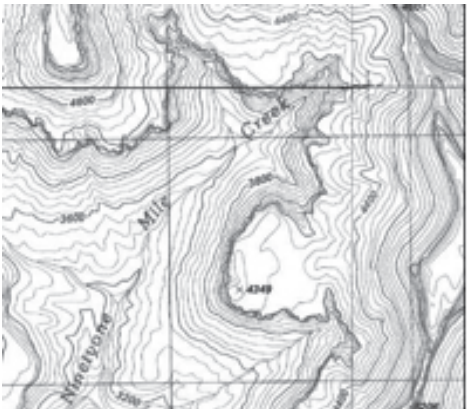
b. Hill – A hill is a point or small area of high ground. When you are located on a hilltop the ground slopes down in all directions. A hill is shown on a map by a number of closed contour lines.



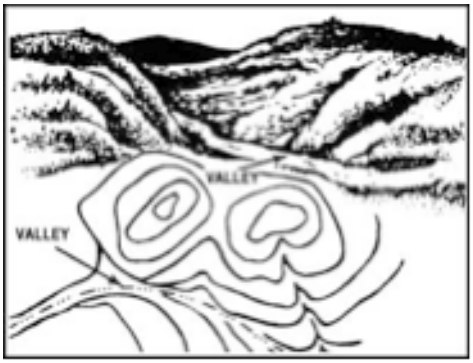


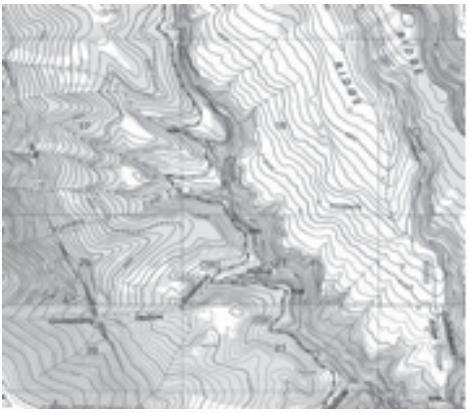
c. Saddle – A saddle is the low ridge between two peaks.



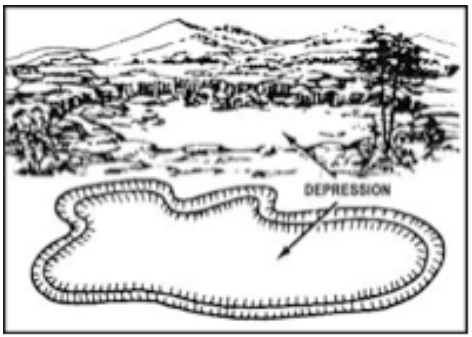


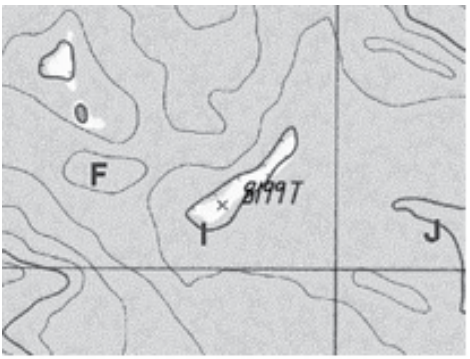
d. Cliff – A cliff is a near vertical slope. The closer the lines are to each other, the steeper the slope. A cliff will be shown on a map by the close contour lines that touch or have tick marks on them. These tick marks will point towards the lower ground.





e. Valley – A valley is level ground bordered on the sides by higher ground. Contour lines indicating a valley are somewhat U-shaped.

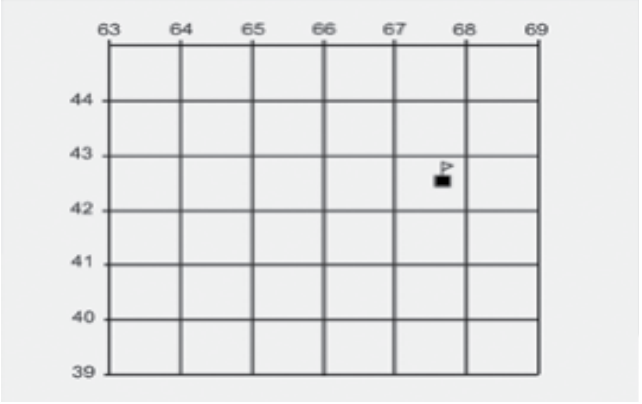




f. Depression – A depression is a low point or hole in the ground surrounded on all sides by higher ground.

E.O. 1 Measure a Grid Bearing

1. Four-Figure Grid References. When you identify a location using the grid system it is called using a "grid reference." For centuries, mathematicians have always stated the X coordinate (vertical) before the Y coordinate (horizontal), so map users have adopted that procedure. N-S grid lines are stated before W-E grid lines. Listing the numbers of the grid lines that intersect at its bottom left corner identifies every 1-kilometer (km) grid square.

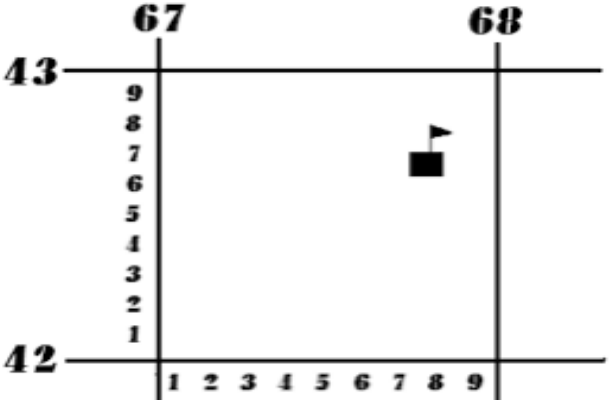


For example: The school is located in the grid square identified as 6742.

Figure 4-3

Remember: a four-figure grid reference refers to the entire grid square. The easiest way to remember to list the N-S grid lines, then W-E grid lines is the saying , "Read right and up."

2. Six-Figure Grid References. We often need to be more accurate than a 1 km square. Each small easting and northing is numbered 1 to 9, from west to east and from south to north respectively. Then each smaller (100m x 100m) square can be identified listing all N-S grid line, then W-E grid line.



For example: Grid reference 678427 is given, the easting is 678 or 67 and 8/10, and the northing is 427 or 42 and 7/10.

Figure 4-4

Remember: that a six figure grid reference descries a square 100m x 100m—in other words, it is accurate to about 100m.

Review

Orient a Map by Inspection.

Step 1	Identify your approximate location on the map.
Step 2	Identify 2 or 3 prominent landmarks on the ground and find them on the map. Try to use landmarks in different directions.
Step 3	Rotate your map until all identified objects on the map line up with the direction in which objects are located on the ground. If you are near a straight stretch of road, orient your map by using the road. Line up the road on the map parallel with the road on the ground.
Step 4	Check all around you to verify that the features to your front are in front of your position on the map, and so on. The top of your map now points north.

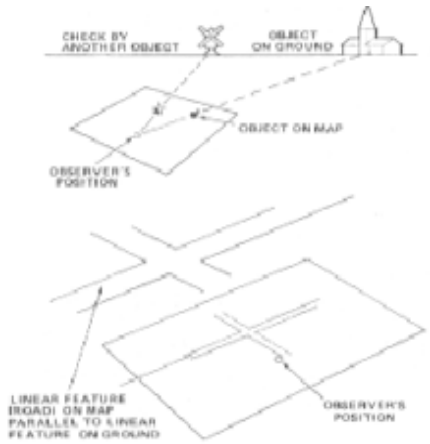


Figure 4-5

1. Measuring Distance on a Topographical Map. There are two ways to describe the distance between features; point-to-point, or along a route. Point to point measures the straight line between points. Measuring along a route might be an obvious path, road, or along your planned route.

a. To measure a straight line between two points:

1) Take a piece of paper and place the upper edge on the map so that it touches the two points.

2) Mark the points on your paper.

3) Clearly indicate your start and finish point.

4) Now place the paper on your scale bars.

5) Calculate the distance.

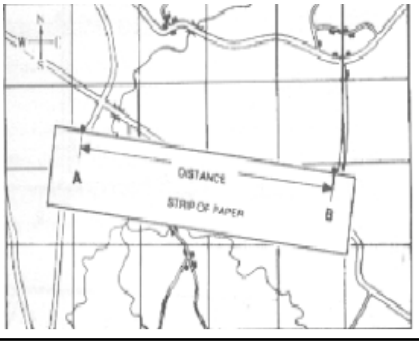


Figure 4-5

b. To measure along a route (road, trail, stream, etc.) between two points:

1) Lay a piece of paper along the first section and mark the paper.

2) Now pivot the paper until it lays along the second section, mark your piece of paper at the end of the section.

3) Repeat this process until you have reached point B.

4) Compare the distance marked on the paper to the bar scale and calculate the distance.

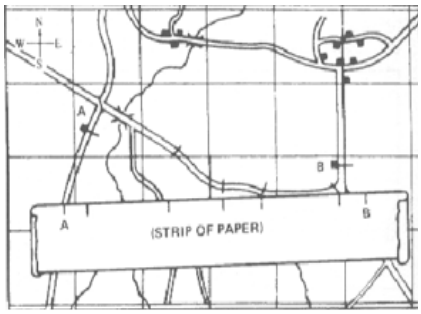


Figure 4-5

2. Contour Lines. The shape of the ground is the most permanent natural feature on your map, and on the ground. While trees get cut down and roads built, etc., the hills, valleys, cliffs and ridges remain pretty much unchanged. Your ability to read contour lines is a great aid to navigation, as well as a major influence on your choice of route.

a. Mapmakers created contour lines as a two-dimensional method of representing three-dimensions. Elevation or 'relief.' On a map is illustrated by joining all points with the same elevation to create contour lines. Now, instead of covering the entire map with contour lines, specific elevation values are selected with intervals between—e.g. every 10m. The value of the difference between the elevations of contour lines is labeled as the 'contour interval' and is printed in the bottom margin of the map. Not all maps have the same contour interval.

b. The contour lines are printed in light brown with every fifth line darker—called "index contour lines." Elevation above Mean Sea Level (M.S.L.) is indicated on some lines, with the numbers (in meters

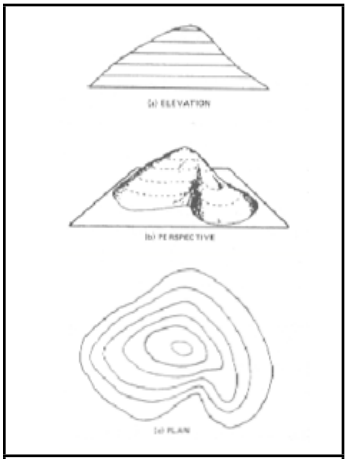
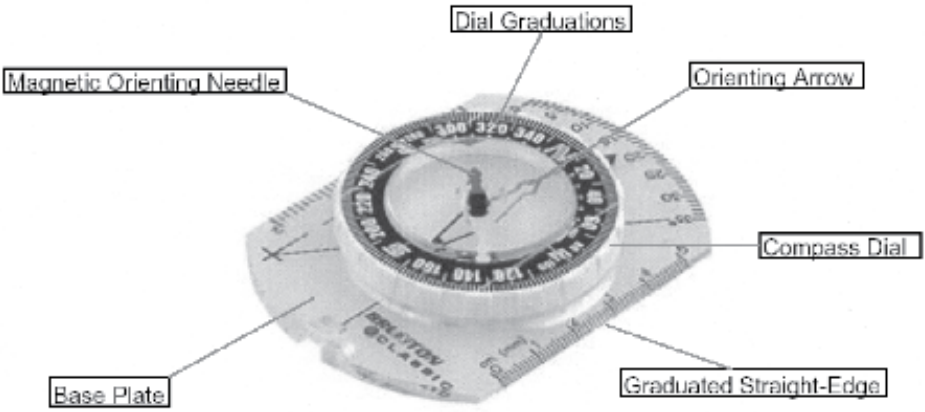


Figure 4-5

c. Remember that any change in elevation that is less than the contour interval will not necessarily be shown by contour lines on the map. On a 1:50,000 scale map with a 10m contour interval some hills as tall as a two-story house may not be depicted. In some cases, 'spot elevations' will give you an exact elevation.

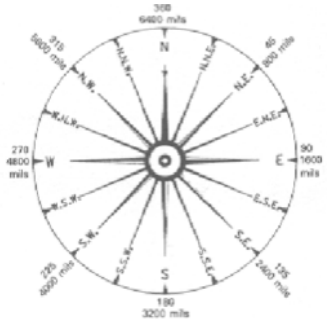
3. Compass. The compass is an important tool used in wilderness navigation. A compass user must take care to be precise in their measurements with the compass. A small error in calculation or measurement can equal a significant error in the field.



a. Most compasses operate on the same basic principle. A small, elongated, permanently magnetized needle is placed on a pivot so that it may rotate freely in the horizontal plane. The Earth's magnetic field which is shaped approximately like the field around a simple bar magnet exerts forces on the compass needle, causing it to rotate until it comes to rest in the same horizontal direction as the magnetic field. Over much of the Earth, this direction is roughly true north, which accounts for the compass's importance for navigation.

b. The Earth has a north and a south magnetic pole. These magnetic poles correspond roughly with the actual geographical magnetic poles. The north magnetic pole is located at approximately 78.9-degrees North latitude and 103.8-degrees W longitude about 1000km from the geological North Pole. The nature of the magnetic field allows the magnetic north pole to shift geographic position about 5 to 10cm per year. Other natural phenomena, like earthquakes, can change the magnetic field locally.

4. Cardinal Points. The four main cardinal points are North (N), East (E), South (S), and West (W). Each of these is divided in half into north-east (N.E.), south-east (S.E.), south-west (S.W.), and north-west (N.W.). The circle is then again subdivided as shown below. Map users would then use these points to describe their direction of travel.



5. The Three Norths.

a. True North (TN)—the earth spins on an axis that passes through the North and South Pole. The geographic North Pole or true North is located at the top of the earth w here the lines of longitude converge.

b. Grid North (GN)—is the north indicated by grid lines on a topographical map. Because N-S Grid Lines are exactly parallel to each other, they will never converge at the North Pole; therefore they are pointing slightly off true north.

c. Magnetic North (MN)—is where a magnetic compass needle points. Magnetic North is shown with an arrow (compass), Grid North with a small square (map grid), and True North with a star (Polaris—the North Star).

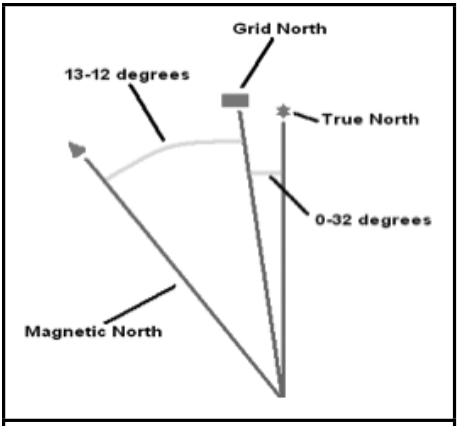


Figure 4-5

6. Mils and degrees.

a. The degree system of bearings shares some structure and terminology with units of time. There are 360 degrees in a circle. There are 60 minutes (60') in a degree, and there are 60 seconds (60") in a minute, and to use decimals of minutes instead of seconds (e.g. 1.5' instead of 1" 30").

b. Mil is a metric-like system for dividing a circle. A circle is divided into milli-radian and there are 6318 mil-radians in a circle. But 6318 is not a convenient number for simple math, so map users commonly use 6400 mils in a circle. At one km each mil is about one meter wide.

c. In the Young Marines, we use only degrees.

7. Orient your Map by Compass. To orient your map with a compass:

a. Rotate the compass dial until N is lined up with the direction arrow on the front of the baseplate.

b. Place the straight edge of the compass alongside any true north line on the map – the left or right border or any line of longitude.

c. Holding the map and compass together at your front, turn your self until the magnetic orienting needle is directly over the orienting arrow inside the dial ("put the red in bed.") Your map is now oriented.

E.O. 2 Measure a Magnetic Bearing.

1. When using a compass there are factors that can cause it to become less accurate:

   a. Compass error—each compass may have an inherent error from manufacturing. You would notice this when comparing bearings taken with one compass, with bearings taken by others. Most new and well taken care of compasses have no measurable error;

   b. Compass deviation—there may be either local geological abnormalities (e.g. large amount of iron content in rock), or other factors like using a compass too close to power lines, wire fence, or vehicles that will cause the magnetic needle to deviate from an accurate reading. You can lessen this chance by moving away from obvious sources of magnetic disturbance or large iron/steel objects—i.e. you will not get an accurate bearing from inside a car!

   c. Damage—air can infiltrate the liquid inside the compass dial (a result of extreme temperatures or damage) forming bubbles that will effect the movement of the magnetic needle, sometimes causing error;

   d. Not holding the compass horizontally causes the needle to try to pivot at an angle, which will cause the needle to move less smoothly and possibly create an error; or,

   e. You are too close to the magnetic north pole.

2. <u>Measuring a Magnetic Bearing.</u> To take a bearing you should:

   a. Select the object on which a bearing is to be taken and face that object;

   b. Hold the compass level in front of your body with the orienting arrow facing the direction you want to go.

   c. Rotate the compass dial with your index finger and thumb until the magnetic orienting needle is over the orienting arrow (red in bed). Ensure the orienting arrow has remained on the object; and

   d. Read the bearing on the compass dial (in degrees) that point to the direction arrow on the front of the baseplate. This is your bearing.

3. <u>Calculating the Back Azimuth.</u> To calculate what the bearing is from that object back to you is a simple matter of subtracting 180 degrees from the original azimuth if it is more than 180 degrees, or adding 180 degrees to the original azimuth if it is less than 180 degrees.

4. Set and Follow a Bearing. A bearing is a quick and efficient method of describing a route to take. The bearing, however, is usually not enough information on its own. There must also be a distance or a target object for you to look for. To set and follow a bearing on a compass follow these steps:

   a. Select the object on which a bearing is to be taken and face that object;

   b. Hold the compass level in front of your body with the orienting arrow facing the object;

   c. You are now facing the direction of the object—using map reading skills you may then be able to navigate to the desired location; or

   d. Rotate the compass dial with your index finger and thumb until the magnetic orienting needle is over the orienting arrow (red in bed). Ensure the orienting arrow has remained on the object; and;

   e. Read the bearing on the compass dial (in degrees) that point to the direction arrow on the front of the baseplate. This is your bearing to the object. You may now walk to that object, and then repeat as required until you have arrived at your desired location.

5. Navigating with a Map and Compass.

a. Map simplification—the amount of detail on a topographical map causes many people to be overwhelmed when the time comes to make navigation decisions. By filtering the map detail down to only the most important features, or by concentrating on distinct sets of features one at a time, a navigator can make navigation a simpler process. The most common simplification is:

   1) Locate the dangers—especially in the winter you need to be aware of bodies of water;
   2) Locate the primary contour features—you can even highlight or circle them;
   3) Look for unique features—landmarks you may be able to use along your route; and
   4) Establish borders—linear features that will keep you within a certain area while you navigate, including your catching feature (knowing these features exist will give you more confidence as you navigate).

b. Route selection—can be strategized by considering the following:

   1) What are the features of your target (in orienteering it's called a 'control')? By reviewing all the features of your target in your head, you are more likely to recognize it when you get there;

   2) If your target is small, or hidden in difficult terrain, plan your route first to a nearby large landmark that is easy to find (attack point), then navigate from that point to

your target;

3) Plan your route keeping in mind:

   a. Are the skills required to complete the navigation within your ability?

   b. What are the consequences of making an error in each component of the route?

   c. What is the distance traveled—both vertical and horizontal?

   d. How much time should it take for each component?

   e. Working from the target point backwards to the start point can solve difficult route choices.

      i. At what speed or 'tempo' should I attempt to navigate each component of my route? When permitted by terrain, move quickly from the start to your attack point, and then slow down as you approach your target to allow for more precise navigating. Also take note of length and difficulty of the planned route so that you can pace yourself; and,

      ii. What will stop me if I miss? Always choose a catching feature on the far side of your target and keep watch for it when navigating. Avoid approaching a target from a direction where there is a poor or no catching feature.

   Note: Route planning is aided by remembering the word CARTS—Control, Attack point, Route, Tempo, and Stop.

      a. Aiming off—is a useful compass technique. No one can follow a bearing in a perfectly straight line. When you are planning a route to take you to a distinct location on a linear feature (on a road, creek, contour feature, etc.) you should always 'aim off' to one side. That way, when you arrive at the feature, you will know for certain which way you need to turn to arrive at your destination. If you do not aim off, you may have few clues as to your location when you arrived at the linear feature.

      b. Confidence—As you navigate, your level of confidence will fluctuate with success or challenge. When your confidence drops, so will your effectiveness as a navigator. Stay attuned to the 'alarm bells' that go off in your head when your confidence starts to drop. When you first notice that you doubt your location, your map or compass, or the person who gave you the original directions or instructions—take the time to go through the steps of orienting your map, finding your location and reasserting your confidence. Letting the situation worsen will create wasted effort, poor decision-making and/or danger.

E.O. 3 Navigating at Night.

1. Navigating at Night. When traveling at night it may be desirable to enlist the aid of a team member to act as a pointer—instead of choosing a landmark to navigate to. The person on the point moves ahead and acts as the landmark directed by the navigator to move right or left to keep them in line with the bearing. When placed, march to them and repeat the procedure. Remember that at night, distance traveled will feel greater than it actually is.

   a. The “North Star” or “Polaris” has long been used for navigation at night in the Northern Hemisphere. It does not change positions in the sky, resting on a bearing close to True North.

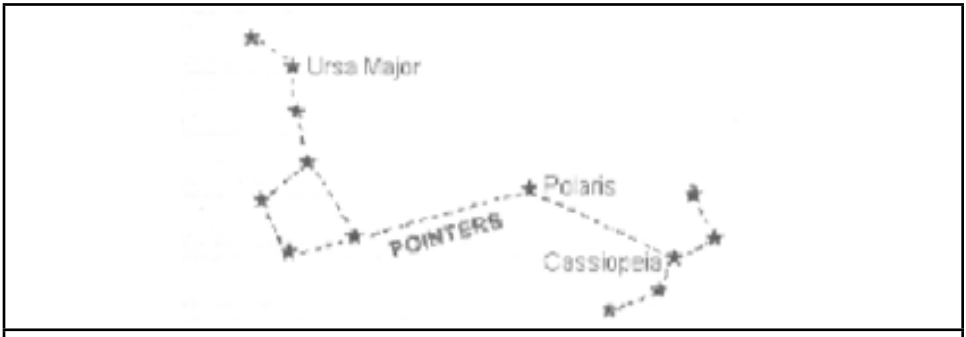


Figure 4-1

   b. Polaris is centered between Ursa Major (“The Big Dipper”) and Cassiopeia, and is the brightest star between these two constellations. Remember—all other stars move in the sky (as much as 300 mils in an hour), you can use them as navigation landmarks for short periods of time only (15 minutes).

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 4: Map and Compass

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**Measure a grid bearing.**	
a.	Plot a grid bearing using a protractor	
b.	Plot a grid bearing using a compass as a protractor	
2	**Measure a Magnetic Bearing.**	
a.	Can successfully measure the magnetic bearing	
b.	Can successfully follow a magnetic bearing.	
3	**Navigating at Night.**	
a.	Can successfully locate the North Star. (Polaris)	
b.	Can successfully locate the “Big Dipper”	
c.	Can successfully follow a magnetic bearing at night with the use of a pointer. (team member as point)	

Performance Objective 5: Drug Resistance

Enabling Objectives:

1. **Have more sophisticated information about drugs.**
2. **Make connections between drug use and it's consequences for the individual and society.**
3. **Emphasize that drug use does not fit in with establishing productive life goals.**
4. **Age oriented information on illegal drug use.**

Because this information changes so frequently, information contained in this chapter will be more reference info than standard info. We will provide internet links, and other reference material that will allow each Young Marine and unit to maintain an up to date hold on drug resistance.

Review

Ensure that you review all the information on drug resistance in the previous two guidebooks.

E.O. 1 Have more sophisticated information about drugs

As a senior Young Marine, it is now your responsibility to lead. Lead by intellect, lead by doing, lead by example. As a leader, you should have the most and the best information available to you so that you can properly train those under your care. The below listed websites are the same as in the junior guidebook. These are the best websites for the information you should know. Even though we listed them in the junior guidebook, you should use these to get more information. Become as knowledgeable as you can on this subject. Your subordinates will undoubtedly have questions, and you will need to have the answers.

www.whitehousedrugpolicy.gov
www.prevention.samhsa.gov
www.cdc.gov
www.ed.gov
www.dea.gov
www.rugfreeamerica.org

E.O. 2 Make connections between drug use and it s consequences for the individual and society

In this section, you are required, through research, to develop a training period of instruction showing the connections between those that use drugs and the consequences they suffer as well as the consequences our society suffers.

Some things that our society suffers are;

1. Higher taxes as a result of needing more police officers, more drug resistance trained staff at hospitals, as well as money for drug rehab clinics, to name a few.

2. Disease. Getting stuck by a used needle can infect you with any number of diseases, some fatal.

3. Crime. People that get hooked on drugs just have to have them. When they can no longer afford them, they turn to crime to get the money they need for them. Crime affects everyone, even you.

Using the websites above as well as local assistance from the police, hospital and even school counselors, you should be able to construct a good lesson on this issue.

E.O. 3 Emphasize that drug use does not fit in with establishing productive life goals.

In this section, you should be not only creating lesson plans for classes about the above subject, but you should be constantly relating news articles and maybe even your own experiences that deal with people who have lost their way because of drugs and now live a life that is void of any goals.

You can have all the education in the world, but if you are doing drugs, they will destroy what you have worked for. Your job will go away, and soon so shall your family and friends. Any goals you have had for your life will disappear in a heartbeat. No one will want to hire you as no one hires drug users. If you have aspirations of being a professional athlete, forget it! Athletes today undergo extensive drug tests. There is no room for illegal drugs in today's society.

E.O. 4 Age oriented information on illegal drug use.

In teaching your Young Marines about illegal drugs, tobacco, and alcohol, we have provided the following information. Use this in addition to the other areas we have offered above.

Children ages 8-11.

In this age group, children need to know:

- How to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- That use of alcohol, tobacco, and other drugs are illegal at their age.
- That laws about drug use and sales are designed to protect people.
- About addiction and how addiction affects individuals and their families.
- That smokeless tobacco and wine coolers are drugs that are both harmful and illegal for them.
- How and why the effects of drugs vary from person to person, especially immediately after use.
- How drugs affect different parts of the body, and why drugs are dangerous for growing bodies and developing minds.
- How social influences such as media advertising, peer pressure, family influences, and community standards may promote drug use.

Drug prevention lessons and activities for this age group should:

- Focus on the drugs children are apt to use first – tobacco, alcohol, and marijuana.
- Encourage open and frank discussions of concerns about drugs and drug use.
- Focus on life skills such as problem solving, resisting peer pressure, developing friendships, and coping with stress.
- Not glamorize drug use through accepting the drug-using behavior of some folk heroes such as musicians, actors, or athletes.
- Emphasize that most people, including a vast majority of people their own age, do not use drugs.
- Emphasize the development of personal and civic responsibility.
- Emphasize the development of self esteem.
- Emphasize the development of healthy leisure activities, such as sports, music, art, clubs, and volunteering.

Children ages 12-13

Children in this age group need to know:

- How to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- That use of alcohol, tobacco, and other drugs is illegal at their age.
- That experimenting with drugs is using drugs and does carry significant risks.
- How drugs are pushed and how society fights the drug supply problem.
- That laws about the use, manufacture, and sale of drugs are designed to protect people.
- The extent of the drug problem locally and the efforts of authorities to control it.
- How addiction affects individuals and their families.
- That smokeless tobacco and wine coolers are drugs which are both harmful and illegal for them.
- How steroid use can damage the body and mind.
- How drugs affect different parts of the body, especially the circulatory, respiratory, nervous, and reproductive systems, and why drugs are dangerous for growing bodies and developing minds.
- How drugs interfere with the performance of physical and intellectual tasks.
- How social influences such as media advertising, peer pressure, family influences, and community standards may promote drug use.

Drug prevention lessons and activities should allow opportunities to prove that they are becoming more responsible by:

- Thorough independent research
- Helping others
- Serving as a positive role model for young adults

Children ages 14-18

This age group should:

- Know how to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms.
- Understand that the long and short term effects of specific drugs include addiction and death.
- Understand that use of alcohol and other drugs is illegal at their age.
- Understand that experimenting with drugs is using drugs.
- Know how drugs are pushed and how society fights the drug supply problem.
- Know that laws about the use, manufacture, and sale of drugs are designed to protect people.
- Be aware of the extent of the drug problem locally and know what authorities are doing to control it.
- Understand addiction and know how it affects individuals and their families.
- Know that tobacco in any form is unhealthy, and that wine coolers are illegal drugs.
- Understand how steroid use can damage the body and mind.
- Know how and why the effects of drugs vary from person to person, especially immediately after use.
- Know how drugs affect different parts of the body, especially the circulatory, respiratory, nervous, and reproductive systems, and why drugs are dangerous for growing bodies and developing minds.
- Know how drug use is related to certain diseases and disabilities including AIDS, learning disorders and handicapping conditions, birth defects, and heart, lung, and liver disease.
- Understand that taking a combination of drugs, whether illegal or prescription, can be fatal.
- Know how alcohol, tobacco, and other drugs affect the developing fetus and the breast feeding infant.
- Know the full effects and consequences of operating equipment, driving vehicles, and performing other physical tasks while using drugs.
- Know the full effects and consequences of drug use on performance of intellectual tasks.
- Know that drug use can affect opportunities for personal growth and professional success.
- Be familiar with treatment and intervention resources.
- Understand that they are role models for younger youth.

Drug prevention lessons and activities should:

- Have more sophisticated information about drugs.
- Make connections between drug use and its consequences for the individual and society.
- Emphasize that drug use does not fit in with established productive life goals.
- Underscore that they are citizens and consumers, and that as part of society they must bear the costs of drug use.

For more information, see the registered adult manual, chapter 11.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 5: Drug Resistance

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**Have more sophisticated information about drugs.**	
a.	The Young Marine can show that they know where to go to find information about drug resistance.	
2	**Make connections between drug use and it s consequences for the individual and society.**	
a.	Using the information in this chapter, the Young Marine can successfully develop a class on drug use and its consequences for the individual and society.	
3	**Emphasize that drug use does not fit in with establishing productive life goals.**	
a.	Along with enabling objective 2, the Young Marine should include a class about how illegal drug use does not fit in with productive life goals.	
4	**Age oriented information on illegal drug use.**	
a.	Young Marine uses this information when developing classes so as to reach the appropriate audience.	

Performance Objective 6: Public Speaking

Enabling Objectives:

1. **List the principles of instruction.**
2. **List methods of instruction.**
3. **Prepare a lesson plan.**
4. **Ask questions.**
5. **List five types of verbal support.**
6. **Make a visual aid.**

Introduction. The learning process is internal, and cannot be directly observed. Therefore, to determine if learning is occurring, we must observe changes in human behavior. Learning is a relative change in behavior resulting from experience. Because learning is essential to the Young Marines Program, it is vital for instructors to understand how people learn. Learning occurs under a variety of conditions, depending on the nature of the skills, attitudes, or knowledge to be learned. Learning occurs under a variety of conditions, depending on the nature of the skills, attitudes, or knowledge to be learned. Instruction must be planned and given accordingly. An effective instructor will:

a. Master the material being presented;

b. Observe Principles of Instruction when planning a lesson;

c. Make the learning process as successful as possible; and,

d. Present subject matter so that it is easily understood.

E.O. 1. List the Principles of Instruction.

To assist you in developing your skills as an effective instructor the Young Marines have adopted principles of instruction called ICEPAC. ICEPAC is an acronym for **Interest, Comprehension, Emphasis, Participation, Accomplishment,** and **Confirmation.** There are two basic types of instruction you will provide to your Young Marines—knowledge and skill. Knowledge lessons are lessons that teach Young Marines what they need to know or remember. Skill Lessons are lesson that teach Young Marines what they need to do. Regardless of what type of lesson you are instructing you will need to apply ICEPAC. Below are tables using ICEPAC to assist you making your lessons more effective and interesting to your Young Marines.

a. **Interest.** You must create and maintain the interest of the Young Marines. The use of competitions and games are an excellent way to stimulate curiosity and maintain interest. The table below provides some techniques to capture interest on different factors.

FACTOR	TECHNIQUE
Information	Inform Young Marines of the purpose of the lesson and the advantages this new knowledge or skill will give them.
Enthusiasm	Display enthusiasm for the subject matter, and motivated the Young Marines to be enthusiastic about it.
Variety	If practical, use more than one instructor (team teaching) to present material. Use an appropriate variety of training aids.
Realism	Move away form the classroom and conduct training under realistic conditions.
Participation	Involve Young Marines in knowledge lesson by asking questions. Ensure Young Marines participate early in a skill lesson. Use speed and/or ability competitions or games to reinforce learning toward end of lessons.

b. Comprehension. You must make sure that each Young Marine understands what is being taught. Determine the knowledge level of the class, and teach at that level. Allow time for questions from the class. You will be able to judge their comprehension by the questions asked.

FACTOR	TECHNIQUE
Logic	Organize material into logical order by proceeding from known to unknown, and moving from the simple material to the more difficult.
Questions	Ask questions throughout a knowledge lesson to assess Young Marine comprehension.
Observation	Watch for unusual expressions that may indicate a Young Marine's difficulty. Observe Young Marines as they practice skills to help them correct mistake.
Review	Ask review questions at the start of class to ensure Young Marines are at the required level.
Assignments	Review any end-of-class assignments prior to the start of next class.

c. Emphasis. Some points are more important and require you to make them stand out. Try to use as many senses as possible in your lessons. Touch, sight, hearing, and even taste and smell can help Young Marines remember a teaching point.

FACTOR	TECHNIQUE
Scheduling	Allocate teaching time to the importance of the teaching points (TPs) of the lesson.
In-class review	Repeat TPs during lesson.
Reinforcement	Knowledge - ask questions. Skills - practice. Attitude - Discuss, act out scenes, and/or use audio-visual aids to support TPs.
Post-class review	Encourage note taking for later review, distribute handouts covering essential elements of TPs.

d. Participation. If the Young Marines are actively involved with the lesson they will retain the information better—learn by doing. Get everyone involved by doing practical exercises, games, etc. In large groups, ask questions, divide into smaller work-groups, or conduct activities where many can participate at once. Ensure that participation is encouraged from all Young Marines. Allow Young Marines who are doing well to mentor Young Marines who are having difficulty. Avoid activities that focus on only a few Young Marines.

LESSON	TECHNIQUE	GUIDELINE
Knowledge or Attitude	Ask questions.	Ensure questions are thought provoking and open-ended.
	Ensure Young Marines take part in-group or guided discussions.	Encourage them to stay on topic.
Skill	Ensure early involvement by Young Marines.	Stress importance of doing it right the first time.
	Ensure ample practice time.	Make sure sufficient supplies and equipment are available.
	Maintain close supervision during practice session.	Correct mistakes as they occur.

e. Accomplishment. Give the Young Marines a feeling of success by telling them that they have done well in the lesson. If some Young Marines had difficulty in the class, spend some extra time with them and encourage them. Maintaining a sense of accomplishment requires that Young Marines use the knowledge or skill that they learned again soon after the class, and that new skills and knowledge are tied into previous learning.

FACTOR	TECHNIQUE
Inform Young Marines of TPs	Young Marines know what is expected of them.
Be clear and concise	Young Marines learn easily, which creates satisfaction.
Keep Young Marines informed of their progress	Young Marines take responsibility for their progress. Young Marines can build on strengths and weaknesses.
Compliment Young Marines on good work.	Young Marines want to continue doing work the correct way.

f. Confirmation. It is your responsibility to ensure that learning has occurred. Do this by confirming the information at the end of each stage and at the end of the overall lesson. You can ask questions or give an end of lesson test.

FACTOR	TECHNIQUE
Practice	Observe the Young Marines practice skills.
Exercises	Provide exercises or guide discussions that stress the key points of the lesson.
Questions	Listen carefully to answers to questions.
Tests	Conduct end of lesson tests and periodic Performance Objective Reviews.
Observations	Note and provide feedback of Young Marines behavior.

E.O. 2. List Methods of Instruction.

Choosing a Method. The method of instruction must match as closely as possible the environment where the Young Marines will use their new skill, knowledge or attitude.

1) Lecture Method. The lecture method is used to impart specific knowledge or attitudes to Young Marines.

   a) Advantages of using the lecture method are:

      i) Large class size;

      ii) Large amount of material can be covered;

      iii) No elaborate equipment required; and,

      iv) Preparation is simple.

   b) Disadvantages are:

      i) Young Marines who have difficulty with information have less opportunity for individual confirmation;

      ii) Some Young Marines do not learn by only listening; and,

      iii) Complex information is not easily remembered.

A successful lecture is interactive and includes group discussions, question and answer periods, interesting visual aids, and/or using handouts to help the Young Marine assimilate the information.

2) Demonstration-Performance Method. The demonstration-performance method is based on two main human tendencies: people learn by doing, and people learn by imitating. It is primarily used for learning skills. The Young Marines observe the performance of the target skill and rehearse it under controlled conditions.

   a) The advantages of this method are:

      i. The Young Marines participate in the learning and therefore the level of interest can be kept high;

      ii. There is opportunity for Young Marine who have difficulties to get assistance from the instructor; and,

      iii. The instructor knows at each stage of the lesson whether the Young Marines are gaining the skills.

   b) Disadvantages are:

i. The class size must be small in order to allow the instructor time to assess each Young Marine's development; and,

ii. The Young Marines will learn from and imitate the instructor, so the instructor must be very comfortable and confident with the skill.

The four essential phases of this lesson are:

PHASE	ACTION	DESCRIPTION
1.	Explanation	Instructor describes skill to be learned and why it is needed, and then describes each step to be followed plus the desired end result.
2.	Demonstration	Instructor demonstrates exact procedure (complex skills are demonstrated in "slow-time" or distinct parts). Each step may be explained as demonstrated. Young Marines are provided the opportunity to ask questions
3.	Supervised Performance	Young Marines practice the skills step-by-step under supervision. (Complex skills are practiced in slow time until Young Marines are competent enough to try them at normal speed.) Supervisor provides assistance, correction, or re-demonstration as necessary. Practice under supervision continues until mastery is achieved.
4.	Evaluation	Young Marines are informed of standard required. The instructor verifies mastery by administering the appropriate lesson check or test/enabling check/ PO check. The instructor supervises check closely and informs Young Marines of results as soon as practically possible.

3) Other methods of instruction include:

a) Discussion method - Young Marines are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material;

b) Tutorial method - instructor works directly with an individual Young Marines;

c) Seminar method - instructor works directly with small group(s) which solve problems or tackle assignments as a team;

d) Independent study - Young Marines receive instructional materials and work through them independently—the instructor monitors work that is produced;

e) Study assignment method - self-directed learning where Young Marines complete assignments or exercise at their own pace. Suitable for senior, mature Young Marines;

f) Field trip - a planned learning experience outside your local headquarters where Young Marines observe "real-life" application of the skill being learned;

g) Games and role-playing methods - giving Young Marines the opportunity for interaction in friendly competition, skill challenges, or by playing out target behaviors in realistic scenarios;

h) Opportunity teaching - the instructor chooses a suitable moment to introduce a new skill, attitude or knowledge because the Young Marines are in an environment to give this new information meaning—e.g. on a hike, teaching lighting a stove right before lunch;

i) Behavior modeling - Young Marines acquire new behavior by observing live or video models and then rehearsing the behavior; i.e. drill movements.

j) Peer learning and mutual instruction - Young Marines are provided materials and direction, and then teach their peers using those materials and information;

k) Mentoring - Young Marines who are strong in a subject are paired with Young Marines who are having difficulty. Mentoring also works with pairing senior Young Marines with junior Young Marines to give guidance, instruction and behavior modeling; and,

l) On the job training - Young Marines are placed into real roles and supervised closely—by doing the "job" the Young Marines pick up the skills, knowledge and attitudes required.

E.O. 3. Prepare a Lesson Plan.

1) Purpose of the Lesson Plan. The lesson plan is a method for organizing teaching material on paper. It is personal to the instructor and particular to the lesson being taught. The lesson plan contains the information included in the applicable Young Marine Guide and other appropriate resources along with the personal ideas and thoughts of the instructor. A lesson plan is essential to good teaching because it helps you in organizing your lesson, gives you a sense of confidence, provides a ready reference if you forget your place while instructing and it ensures that the information is presented in a logical sequence.

2) Young Marine Guide. The key to successful instruction is careful planning.

   a) The Young Marine guide is typically divided into nine (9) Performance Objectives (PO). Each PO is divided into several Enabling Objectives (EO).

      i) Performance Objective 1—Close Order Drill

      ii) Performance Objective 2—Essential Subjects

      iii) Performance Objective 3 - Field Skills

      iv) Performance Objective 4 - Map & Compass

      v) Performance Objective 5 - Drug Resistance

      vi) Performance Objective 6 - Public Speaking

      vii) Performance Objective 7 - Leadership

viii) Performance Objective 8—Citizenship

ix) Performance Objective 9—Physical Fitness & Health

b) The instructor must refer to the particular Performance Objective to confirm the specific Performance Objective and Enabling Objective are being covered in your lesson. A typical Lesson Plan will show:

i) Who the class is for: (ex. Basic Young Marines)

ii) The Performance Objective: (ex. PO 1)

iii) The Enabling Objective(s) covered: (ex. EO 1, 2, 3, 4, 5, and 6)

iv) Teaching Points (TP)

v) Time allotted for class

vi) Method of instruction recommended for class

vii) Substantiation

viii) References, Training Aids required

ix) Test details

3) Preparing a Lesson Plan. The lesson plan is an essential tool to ensure that instruction follows a specific, well-planned, goal-oriented design.

a) The lesson plan is divided into the following parts;

i) Introduction—build Young Marine's interest and motivation;

ii) Body—present each teaching point;

iii) End of Lesson Test—confirm Young Marines mastery of the TPs; and,

iv) Conclusion—summarize key points and link to future lessons.

b) Introduction (may take 10% of lesson time) and includes:

i) Who - introduce yourself;

ii) What - they will be taught in this lesson, specifically listing the goals for the class (TPs);

iii) Where - they will apply this information;

iv) How - the Young Marines will be tested at the end of the lesson; and,

v) Review - of the previous material as required.

c) Body (may take 75% of lesson time). The body of a lesson plan presents the TPs divided into a series of stages:

i) Briefly introduce each stage;

ii) Present each teaching point clearly;

iii) Young Marines participation in a skill stage should involve lots of practice of the skill, while a knowledge stage should involve a lot of questions and discussion on the content; and,

iv) Confirm each stage.

v) End of Lesson Test (may take 10% of lesson time) are based on the lesson objective. Guidelines for end-of-lesson test include:

vi) Written test - good for knowledge-based material;

vii) Observation of skill - plan required to manage and observe the skill; and,

viii) Combination of both - requires a plan to manage both.

d) Conclusion (may take 5% of lesson time) allows for summarization of key points and links them to coming lesson and "On-the-Job" use. An effective conclusion includes:

i) Summary - review TPs re-emphasize main points;

ii) Closing statement - link class to future lesson; and,

iii) Re-motivating statement - re-state the importance of the lesson.

E.O. 4. Ask Questions.

1) Purpose for Asking Questions.

a) There are six purposes to asking questions:

i) Stimulate mental activity - challenge and alert Young Marines;

ii) Evaluate learning - validates the learning;

iii) Arouse and maintain interest - involves the Young Marine;

iv) Teach problem solving skills - instructor presents problems through questions and Young Marines must solve;

v) Guide and provoke thought—allows the instructor to guide thinking through development of a lesson; and,

vi) Control a lesson—open, close, or direct discussion, or highlight certain points.

2) The qualities of a good question are:

   a) It is easily understood;

   b) It is complete and clear;

   c) It should use appropriate vocabulary; and,

   d) It should have only one correct answer.

3) Two types of questions are commonly used in a classroom lesson:

   a) Participation question—used during the lesson to simulate and maintain interest, promote mental activity, and guide the thoughts of the Young Marines; and,

   b) Evaluation question—used before the lesson, or at the end of each stage of the lesson to confirm the Young Marine's level of comprehension.

4) Other types of questioning techniques are:

   a) Lead-off—you start off with the beginning of the answer, but let the Young Marines think, then answer;

   b) Follow-up—used after an important teaching point;

   c) Overhead—ask a question to the whole class;

   d) Direct—ask a specific question to a specific person; and,

   e) Reverse and relay—if someone is not quite getting the answer, relay it to someone who can help him or her out.

Instructors should always encourage questions.

SITUATION	**TECHNIQUE**
Beginning of lesson	Assure Young Marines that questions are welcome.
Easy question	Occasionally, pass a question to another Young Marine, creating interest and encouraging participation.
Irrelevant question	Politely reject a question if totally unrelated to the subject being presented.
Answer unknown	If you do not know the answer, tell the class that you do not know, but will get back to them.
Question not heard or understood	Ensure all Young Marines heard and understood the question.
End of lesson	Invite questions at the end of the lesson to ensure full comprehension.

E.O. 5. List Five Types of Verbal Support.

1) Verbal Support. Good instruction must be convincing to be successful. TPs are accepted more readily when the instructor illustrates statements using verbal support techniques.

   a) There are five types of verbal support techniques. To remember the types of verbal support use the acronym CREST:

      i) Comparisons - link the unknown to something familiar. Used to bridge the gap between present knowledge and knowledge to be learned. Take the information in the lesson being taught and compare it to something from everyday life. The comparisons must be meaningful and relevant.

      ii) Reasons - a logical explanation that answers the question "why" and explains why they are learning this material, or why a rule or SOP was created.

      iii) Examples - used to clarify and simplify an idea. Examples should be relevant to the Young Marines background so they can relate to what you are trying to explain.

      iv) Statistics—factual information to emphasize or support, e.g. "one out of every three Young Marines will attend a summer training center this year."

      v) Testimony—the instructor can quote an authority on particular subjects, or relate a true story from their own experience to clarify a teaching point.

   b) Verbal support can also be used to:

      i) Create interest;

      ii) Clarify and illustrate;

      iii) Emphasize; and,

      iv) Add variety.

E.O. 6. Make a Visual Aid.

1) Training Aids. A visual aid is any resource or item used by the instructor to clarify, simplify or reinforce instruction—"a picture is worth a thousand words." Four types of training aids commonly used are audio-visual aids and programs, training equipment, training devices, and simulators.

   a) Audio-visual aids are used to:

      i) Emphasize or explain a TP;

ii) Bring realism to the classroom;

iii) Maintain interest; and,

iv) Assist the Young Marine in understanding lesson material.

b) Type of audio-visual aids include:

i) Overhead projector (OHP) - used in front of the class by the instructor, with easily prepared transparencies, and can be used to provide lesson continuity by only uncovering the points as the lesson progresses;

ii) Chalkboard (and white board) - easy to use and can be prepared before lesson but requires good writing skills and instructor often has their back to the class;

iii) Flip chart - portable, easy to store and very flexible but requires neat hand writing;

iv) Projected material (videocassette, films, computer, and slides) - provides realism and is attention getting but requires planning to acquire and use in the lesson. If necessary, explain each image on the screen. And prepare questions in advance so that the Young Marines will watch with a purpose;

v) Models - easily permits Young Marines to see and operate realistic parts or machines without consequences of errors although cost, storage and class size may be problems;

vi) Actual object - add realism by getting Young Marines to handle the actual item however, sufficient items must be provided for the class to use, ideally one item for each Young Marine; and,

vii) Still graphics - use prepared charts, diagrams, sketches, drawings and photographs to show an object or location that otherwise would be impossible to explain.

2) Using a Training Aid. To achieve maximum effectiveness from a training aid, the instructor must plan, prepare, select and use it carefully. Some guidelines to follow when using training aids are:

a) Preparing the aid - ensure it is in good condition, available for the lesson, and that you are able to use it effectively considering class size, time available and ease of presentation;

b) Preparing the instructor (you) - ensure lesson plan contains notes or cues on use and timing of each aid and practice the lesson using the aid;

c) Preparing the classroom - place training aid(s) in classroom before the lesson, checking visibility from all parts of the room. Leave it covered or turned off until needed;

d) Preparing the Young Marines - explain the function and purpose of the aid, and how it helps achieve the instructional objective:

e) Presenting the aid - ensure that you do not block the Young Marines view of the aid and encourage questions about the aid. (Note - the instructor must be present during a presentation in order to answer any questions and correct any problems with the equipment); and

f) Applying the aid - if the objective calls for the Young Marines to use the aid, have them start immediately after your presentation while memory is fresh.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 6: Public Speaking

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**List the principles of instruction.**	
a	The Young Marine knows the 6 principles of instruction.	
b	The Young Marine can give examples for each of the 6 principles of instruction.	
2	**Talk for 5 minutes on a drug you researched in Performance Objective 5.**	
a	The Young Marine can name 5 methods of instruction.	
b	The Young Marine can give a speech using at least 2 different methods of instruction.	
3	**Prepare a lesson plan.**	
a	The Young Marine can successfully prepare a lesson plan using the information in this chapter.	
4	**Ask questions.**	
a	Can name 3 of the 6 purposes for asking a question.	
b	Can name the 2 types of questions commonly used in a classroom lesson.	
5	**List five types of verbal support.**	
a	Can name the 5 types of verbal support.	
b	Can give examples of 2 of the 5 types of verbal support.	
6	**Make a visual aid.**	
a	Upon given a subject, the Young Marine can successfully create visual aids as support.	

Performance Objective 7: Leadership

Enabling Objectives:

1. **Define the terms leadership, management and command.**
2. **List the three styles of leadership.**
3. **Participate in the *FISH* Philosophy.**
4. **Describe the process of communication.**
5. **Supervise a Young Marine activity.**
6. **Solve a problem.**
7. **Perform the duties of a Young Marine Platoon Sergeant.**
8. **Understand the duties of a Young Marine Parade Sergeant.**
9. **Perform the duties of a Young Marine Platoon Leader.**
10. **Perform the duties of a Young Marine Instructor.**

Review

1) Duties of a Young Marine Assistant Squad Leader.

   a) The Young Marine Assistant Squad Leader assists the Squad Leader with his/her duties.

   b) Carries out all duties as assigned by the Squad Leader.

   c) Performs the duties of Squad Leader in their absence.

   d) Young Marine Corporals can hold the billet of Young Marine Assistant Squad Leaders.

2) Duties of a Young Marine Squad Leader.

   a) The Young Marine Squad Leader is responsible to the Platoon Sergeant for their squad.

   b) Carries out all duties as assigned by the Platoon Sergeant.

   c) The first squad leader assumes the duties of the Platoon Guide in their absence.

   d) Some responsibilities a Squad Leader has are:

      i) Care and Safety of the members of their squad.

      ii) Responsibility for their squad members being kept up to date on unit, platoon, or squad information.

      iii) Ensuring their squad members look their best by adhering to the Young Marine Uniform Regulations.

      iv) Ensuring the squad members are where they are supposed to be at all times.

v) Recommends to the Platoon Sergeant members of their squad that are ready for promotion or awards.

e) Young Marine Corporals and Sergeants can hold the billet of Young Marine Squad Leaders.

3) Qualities of a Leader. When you lead, give yourself objectives to measure your standards against. Describe yourself using these words:

a) Honest - you need to be honest and fair to gain trust;

b) Responsible - do the right thing for the team;

c) Confident - in yourself, your team and your leader(s);

d) Enthusiastic - it will inspire your team;

e) Dependable - be there when you are needed;

f) Patient - take time for your Young Marines, answer their questions and ensure they understand;

g) Decisive - make a safe and reasonable decision, based on the input of your team, and then carry it out. Expect the unexpected. Remember, to make responsible decisions by doing the right thing even when no one is watching.

h) Determined - finish the job.

i) Loyal - to your team, yourself, and your leader(s); and,

j) Courageous - try something new, stick to your convictions, admit mistakes then correct them, and overcome challenges by always expecting the unexpected.

4) Shared Approach. Leaders must demonstrate the will to accept the same risks and inconveniences that they ask of their subordinates. They show this by sharing in the workload, eating the same food, carrying the same load, completing the same tasks, sleeping in similar shelters, etc. Leaders can further this shared approach through simple acts like eating only after ensuring all team members have something to eat, checking team members are safe and secure before going to sleep, and being the last person standing in the rain when there is not enough room under the tarp.

5) Morale. In the Young Marines morale appears as:

a) Common purpose - members make decisions that benefit the teams;

b) Leadership - leaders are trusted and experienced;

c) Discipline - the team works well together, and events occur as planned;

d) Self-respect - individuals respect themselves and others;

e) Pride - individuals present themselves well and feel a strong bond to the team goals;

f) Comradeship - members enjoy participating in the activities of the team;

g) Mutual confidence - members trust their peers;

h) Young Marines' well-being - leaders take care of their team members; and,

i) Comfort and welfare - the environment is one where members can easily learn and grow.

6) Esprit de Corps. Some easy ways to build team spirit are:

a) Ensure everyone knows each other, and always introduce new members to the team;

b) Build trust by delegating small responsibilities to team members;

c) Praise good performance, and correct errors fairly and immediately;

d) Watch for, and fix, small problems before they become big;

e) Take care of your subordinates;

f) Share your experience;

g) Do activities together and consciously include every member; and,

h) Find some common bonds - things that members may have in common - and create new common experiences (new challenges, team songs, stories, saying, etc.)

7) The 11 Principles of Leadership. Leadership is a process of focusing and motivating, of looking forward and reflecting, and of making decisions. Because leadership is an art form rather than a science, there are no true rules - simply principles to guide a leader.

a) Take responsibility for your actions and the actions of your Young Marines.

b) Know yourself and seek self improvement.

c) Set the example.

d) Develop your subordinates.

e) Ensure that a job is understood, then supervise it and carry it through to completion.

f) Know your Young Marines and look after their welfare.

g) Every Young Marine should be kept informed..

h) Set goals you can reach.

i) Make sound and timely decisions.

j) Know your job.

k) Teamwork.

E.O. 1. Define the terms Leadership, Management, and Command.

1) Leadership, Management, and Command. These terms are universally used, but definitions vary between the civilian and military worlds. In school, most courses are classified into two categories - arts and the sciences. The arts are based on a personal interpretation of facts and general principles. The sciences are based on laws and equations that are accurate time and time again. Leadership and Management can be placed in these two categories respectively.

2) Definitions.

a) Leadership - The art of influencing human behavior in order to accomplish a task in the manner desired by the leader.

b) Management - The science of employing human resources and material in the most economical and effective manner to accomplish a task.

c) Command - The lawful authority that a superior exerts over their subordinates by virtue of their rank or appointment.

3) Leadership.

a) The Young Marines is a task-oriented organization—i.e. they exist to carry out a duty that is broadly understood by each member. So, a leadership model that ties directly into accomplishing a task is suitable. The Young Marines organization is based on the United States Marine Corps model. There is no better task-oriented organization than the United States Marine Corps. History has proven that time and again.

b) Young Marine training and activities may not always have a definable task (i.e. the goals may be in the areas of creating good citizens, choosing a healthy drug-free lifestyle, offering life changing experiences, etc). Leadership in the Young Marines may be further referred to as the art of influencing individuals and teams to accomplish shared goals with a competency and motivation they world not have achieved on their own. Leadership includes aspects of motivating, coaching, counseling, communicating, acting, and critiquing.

4) Management. Even though managers and leaders are often separated in the civilian

world, the two are integral in the Young Marines. Previously, we discussed that people expect their leaders to be good organizers and planner. Management includes aspects of planning, preparation, scheduling, communicating, coordinating, and reviewing.

5) Command. Young Marines who lead other Young Marines do not have a legal basis for their position of command, simply an institutional or traditional one. A Young Marine leader can rely on several sources of substance for their command:

   a) Referent power - when you are identified with, or valued by group members, they are more likely to agree with you, support your opinions, and follow you:

   b) Legitimate power - when a young person joins the Young Marines they implicitly accept the authority of command of Young Marine leaders. This is defined by your rank and position - an indication of the level of support given to you by your unit commander.

   c) Expect power - the more skill, knowledge and experience you have will generate the respect of your subordinates and their acceptance of you as their leader;

   d) Reward power - is based in your ability to, and your perceived predisposition to, praise and reward subordinates for positive behavior. Your subordinates will respect (and then learn to expect) appropriate rewards, and this expectation gives you strength to influence their behavior; and,

   e) Coercive power - is based on your ability to withdraw rewards or opportunities, and in some cases enforce disciplinary action. A leader who relies heavily on this power will soon nullify its effect.

E.O. 2. List the Three Styles of Leadership.

1) Leadership Styles. A leadership style is the approach that a leader adopts in the interest of getting the job done. Style is portrayed as a range of approaches based on how much authority a leader exercises and how free team members are to contribute to the situation. No one uses one style all the time—leaders should change their approach depending on the people involved and the situation. The factors involved in the situation usually are associated with:

   a) The elements of perceived risk, actual danger, or emergency;

   b) Time considerations - due to schedule, identified risk, or other conditions (e.g. amount of daylight left, approaching storm, availability of a resource, etc.);

   c) How confident and competent you are in the skills and knowledge required by the task or challenge you are facing;

   d) The competency, experience, morale and other factors associated with the team and/or members of the team;

   e) The opportunity for effective communication from the leader to the team, and vice versa;

f) The complexity of a task; and,

g) The size and scope of the task (e.g. the number of people, number of sub-tasks, number of levels of command, etc.).

2) The Authoritative Style. The authoritative style of leadership comes from a need to impose order on a situation where the team or individuals would be unable (or are unwilling) to impose the order on themselves. The fundamental rule with this approach is to use only as much direction as is required by the situation. The situations where you could employ this style are:

a) Situations of danger or emergencies;

b) When you require a high level of productivity from an experience team or individual;

c) Where the task is important, time is limited, and the team will be placed at risk if they are not successful;

d) Passing on important orders or instructions;

e) Significant feedback from the team is not required; or,

f) When you are not trying to teach members of the team.

Authoritative leadership is for situations where simplicity, speed, and uniform action are required (e.g. in extreme danger, when time is an over-riding factor, or when large numbers are involved) and where the consequences of poor decisions are severe. This style does not infer that communication is cut off from the team to the leader. In fact, the leader must work even harder to assess and understand the attitudes and ideas of the team members. As with any leadership style, the team must be ready and willing to accept authoritative leadership—and they must trust that the leader is adopting this style for the best interest of the team.

3) The Participative Style. The participative approach is a process of personal interaction between a leader and team members. This style has two key elements;

a) The Persuasive element—by setting an example, the persuasive leader encourages and inspires Young Marines to participate in the assigned task; and,

b) The Developmental element—this leader instructs, guides, coaches and assists team members in an effort to develop their skills and experience.

In this style the leader may still direct activity, but often with significant feedback from the team as well as an emphasis placed on personal initiative by the members. This approach is most common when working with a new team, or a team that is in a learning situation (especially complex skill or knowledge). A leader may also adopt the participative style when a team seems unlikely to meet its goals and the situation is

not yet serious enough for the authoritative approach.

The participative approach also enables leaders to demonstrate and instruct behaviors and attitudes. This style is the best opportunity for a leader to get to know their team and it requires a significant amount of two-way communication. It is also helpful in building, or rebuilding trust within a team.

4) The Free-Rein Style. The free-rein approach calls for the leader to temporarily withdrawal influence, giving the Young Marines the opportunity to work on their own. This approach is most common with experienced teams carrying out routine activities (e.g. setting up a bivouac site, cooking lunch, organizing for parade, etc.).

   a) The free-rein style greatly benefits self-motivated team members looking for new responsibilities and challenges. Whether tasks are assigned by the leader, or shared by team members, this approach allows an opportunity for the leader to assess the development of leadership skills of team members.

   b) Leaders who adopt this approach do not abdicate their responsibilities for safety or guiding the team towards shared goals.

5) Conscientious Leadership. Conscientious leadership is the willingness to put yourself in another's shoes, to be compassionate, and to accept another's well being as a priority of your own. You can demonstrate this by;

   a) Seeing things from a team member's point of view;

   b) Sharing your own experiences and being open and accessible;

   c) Listening;

   d) Coaching, motivating and helping;

   e) Keeping promises and following through with plans;

   f) Forgiving errors and not prejudicing;

   g) Not surprising people with bad news - give fair and clear warnings, and make plans for improvement;

   h) Correcting mistakes with appropriate action; and,

   i) Acknowledging contributions towards team morale and success - especially for those whose contributions may be few.

6) Ethical Leadership. Ethics is about right and wrong, and doing the right thing. Any action or lack of action that affects human beings involves ethics. The United States Constitution is a good example of the ethical structure of the United States form of democracy.

a) The ethical principles of freedom, equality, justice and humanity are what make our society function. As a leader in the Young Marines, you have a responsibility to act within these ethical guidelines.

b) Remember, you are not required to follow an order you know is unlawful, and you have a responsibility to speak out or act when you see unethical behavior.

E.O. 3. Participate in the *Fish* Philosophy.

1) As a Senior Young Marine, you will be required to complete the *Fish* Philosophy during your attendance at either the National Senior Leadership School or a nationally approved equivalent Senior Leadership School.

E.O. 4. Describe the Process of Communication.

1) Effective Communication.

i) Communication is a process of sharing information between two or more people. The information and the method of sharing can range from simple to complex. Effective communication occurs when:

ii) The originator expresses what they intended; and,

iii) The recipient of the information alters their actions or beliefs on the basis of what the originator meant.

a) As we know, communication is far from being exact. A message sent by you is rarely received exactly the way that you meant it. There are several factors that affect human communication:

i) What is meant by the originator;

ii) What is understood by the recipient;

iii) Barriers to communication;

iv) The result of communication; and,

v) Feedback.

2) Mind of the Originator. As a leader, you are required to communicate with your Young Marines. In most cases you and your Young Marines will communicate your ideas orally, although you will employ other methods consciously or unconsciously.

a) Communication begins with you generating a concept in your head. This concept is based on past experience and learning, the influence of the current situation, and your ability to formulate new concepts. To communicate this concept to another person, you have to translate it into a combination of words, actions, and/or emotions.

b) Spoken (and written) communication contains many aspects that affect the

presentation of your ideas. The actual content of your message that you wish to communicate can vary tremendously from a request for assistance to instructions on how to complete a task. The content can be expressed using language that is complex, very simple or highly technical. The last of the aspects of oral communication that can affect your message is your intent. Are you trying to convince someone? Are you trying to motivate a group or are you trying to promote understanding of a subject?

c) Using your body to help express or clarify your intention, e.g. pointing and saying "Over there." If you are communicating a skill, have the team follow your actions as you progress through the skill. Favor your communication by putting it in context of what you feel is important to the recipient.

3) Mind of the Recipient. Once you have sent your message, it is up to the recipient to receive your message. The recipient decoded your transmission, relying on their ability to understand the language of the information, as well as their interpretation of other clues.

a) There are several aspects that effect the efficiency of receiving your message. Is the recipient ready to listen? Is the recipient's mind open and is the recipient concentrating on what you are saying? Once the recipient has heard; your message, did the recipient perceive your meaning? Lastly, the recipient must be able to recall the information that you sent.

b) The recipient will take your information and process it like you did when you originally received it. They will understand your information in context of their past learning and experience, and will judge its value based on their own scale of importance.

4) Barriers to Communication. In between the originator and the recipient there may be barriers to communication:

a) Emotional barriers - worry, fear and mistrust can take away from your message. A recipient with strong negative emotions about the originator will have difficulty processing any message sent;

b) Guidelines for effective communication:

i) Make sure your message is accurate, complete, up-to-date and contains correct information;

ii) Make sure the information is being communicated to the people that need it;

iii) Give the recipient enough time to process the message before you expect action;

iv) Finish one message before beginning another;

v) Be friendly and communicate in a personal manner;

vi) Be a good listener, and draw feedback from recipients; and,

vii) Take responsibility to make sure your meaning and intent were understood.

5) Orders. An 'order' is a very formal format of communication. They are traditionally written or verbal. An order is the clearest, most direct communication of information related to the accomplishment of a task from a leader to a team or individual. There are four types of orders:

a) Direct order - is specific, concise and definite. The recipient of a legal direct order is obliged to respond without hesitation or indecision. Direct orders are used when the leader has determined that there are no other viable options for action. Drill commands are an example of direct order;

b) Request - is a softened direct order where the leader is expressing their will; however there is some latitude for the recipient to use their initiative to accomplish the instruction, e.g. "Young Marine G, can you help YM/CPL R with that stove?"

c) Implied order - relies on the initiative, experience, confidence and knowledge of the recipient to accomplish the instruction. It is most commonly used with experienced team members when the leader gives the order, and a reasonable person understands that there are other orders implied but not spoken, e.g. "YM/SGT H, set the bivouac site on the edge of the clearing"—the implied orders are that all rules for minimum impact and bivouac site will be followed, and YM/SGT H understands that she is responsible to you to ensure that the task is carried out.

d) Call for Volunteers - is used to give team members an opportunity to feel integral to the success of the task, or to improve team members' sense of responsibility to be involved.

6) Giving and Receiving Orders.

a) When you give orders:

i) Plan - the content of the order. Be clear, concise, to the point, and follow a chronological order, avoid unnecessary information and petty instructions;

ii) Deliver - the order clearly, in an orderly fashion, and directly to the member or team that requires the information. Ensure the recipient knows what your aim is, what level of quality and quantity is expected, and what the factors of the situation are;

iii) Confirm - the order was understood by requesting feedback and observing results; and,

iv) Evaluate - the effectiveness of your order giving style and content by observing results, listening to feedback and asking peers to critique your style. Adjust

your order-giving style to improve for the next time.

b) To receive orders at a scheduled orders session, arrive early to read background information, examine marked maps, prepare yourself, receive handouts, etc.;

i) Listen to the entire instruction;

ii) Write down details, and start a list of questions you want to ask at the end;

iii) Confirm the aim of the activity;

iv) Confirm the details of tasks or responsibilities assigned to you;

v) Confirm and write down tasks and responsibilities of people you will have to deal with during the activity;

vi) Confirm critical timings, emergency and supervisory plans;

vii) Confirm travel instruction;

viii) Confirm resource requirements;

ix) Confirm the method of communications;

x) Confirm the chain of command; and,

xi) Confirm that your watch is synchronized to the watch of the commander.

E.O. 5. Supervise a Young Marine Activity.

1) Supervision. Supervision is one of the most important responsibilities of a Young Marine leader. You may be responsible to oversee an area, an activity, a group or a specific individual. While supervision is required for the assessment of instruction for a skill, or efficient and effective management of personnel, or ensuring compliance with rules, its most important role is safety. Supervision is not only a leadership responsibility; it is also a legal responsibility. For clarity and precise instruction, supervision can be further modified:

a) General supervision - participants are undergoing planned activity, but may not be immediately in view;

b) Close supervision - participants are in view, and within range of voice signals;

c) Direct supervision - participants are within 3m; or,

d) Immediate supervision - participant(s) are within your arms length.

2) Supervision for Safety.

The supervisor's checklist:

a) Plan ahead - admit that accidents can happen to you and set in place a plan for emergencies and a communicate plan for everyone involved.

b) Search for dangerous conditions and situations - remember that danger is often a combination of conditions (e.g. fatigue, poor planning, ice and steep slopes). Judge an activity based on what the worst possible outcome could be if there was an accident. You can manage the risks of dangerous situations by:

i) Removing elements that contribute to the danger;

ii) Avoiding dangerous elements by re-routing, moving training areas, changing the goals or objectives of the activity, or canceling the activity; and,

iii) Rate the level of seriousness of the elements and accept that there is a level of risk that is acceptable - anything higher than that level requires removing the danger or altering your activity to avoid it.

(1) Monitor the situation - determine if your original judgment on danger was accurate, and to track new risk conditions;

(2) Minimize losses - make choices that will result in the lowest overall loss - e.g. if the choice is save a canoe and equipment trapped in a rapid versus risking a life to get it back, accept the loss of the canoe and equipment. In the event of an accident, act immediately to ensure everyone is safe and initiate first aid to the injured.

(3) Make appropriate adjustments - if new risks are identified, or an accident happens, go back to your original plan and make the right adjustments - do not continue as if nothing had happened.

3) Supervision for Assessing Skills.

a) Supervising shows your team that you think their work is important, it will also allow you to immediately correct any errors or inconsistencies of their performance. Once a problem is detected, the leader should:

i) Stop the Young Marine;

ii) Explain what is wrong with the work;

iii) Demonstrate and explain the correct procedure;

iv) Have the Young Marine continue to work (leader inspects); then,

v) Follow up on the Young Marine at a later date by assigning that Young Marine a similar task so that improvement can be noted.

b) As leader, it depends on your personal initiative to decide whom and when to supervise. Use direct supervision when:

i) Young Marines need assistance to achieve success;

ii) Failure is costly (safety, resources, Esprit de Corps);

iii) Young Marines have had significant difficulty with this work in the past; and,

iv) You are working with a new or inexperienced group.

c) To properly oversee a Young Marine activity;

i) Find a good position to supervise from;

ii) Observe the activity carefully;

iii) Take notes on the task being performed;

iv) Interact only when necessary (usually safety error);

v) Check or visually inspect the completed work; then,

vi) Inform Young Marines of the results.

E.O. 6. Solve a Problem.

1) Problem-Solving. Every task that is assigned requires some degree of problem solving. The action for solving a problem will depend on the complexity of the task, safety, and the resources available - time, people, skills, equipment, etc. establishing a standardized procedure for routine activities—e.g. labeling all clothing and equipment with a permanent marker for easy identification.

a) For more complex tasks there are three methods to help the leader solve problems. You decide on the best method based on the time available. These methods are:

i) Trial and error;

ii) Straight analysis; and,

iii) Logical analysis (most common method).

2) Logical Analysis and the Military Estimate.

a) Logical Analysis—is the best process if there is sufficient time available for consideration of all the options. It helps reduce a complex thought process to a simple format. There are seven steps that the leader must follow in order to formulate a good plan of action:

i) Confirm the task - by understanding both the task and the aim or intent of the person assigning the task, you then have the freedom to act within your personal initiative to lead your team to success—especially when factors or plans change.

ii) Identify the problem(s) - once the task is understood, the leader must consider the problems or challenges that may occur in the execution—this usually requires breaking the task down onto its component parts ("do this, then this...").

iii) Determine the 'Critical Factor' - there is usually one problem that all others will depend on. This is called CRITICAL FACTOR. Once identified, a plan to solve the problem can be formed around solving the critical factor.

iv) Develop alternate solutions - create as many possible solutions as time allows, drawing from the experience, knowledge and initiative of your team.

v) Compare alternatives - each solution must then be compared in order to decide upon the best solution. In order to decide, ask some of these questions:

(1) Which solution is the simplest?

(2) Which solution is the safest? What is the worst possible outcome? What are the dangerous elements?

(3) Which solution is the most flexible?

(4) Which solution uses available resources in an economical manner?

(5) Which will solve the critical factor and all other problems?

vi) Determine the best solution to implement in your plan of action. Implement the solution into the plan and get the task done. If the plan does not work like you wanted, you can always fall back on one of your alternative solutions.

b) The Military Estimate. The military estimate is the process of logical analysis reduced to a simple format - Aim, Factors, Courses Open and Plan.

AIM	What is the team aim or goal—or what is the intent of your commander who assigned the task.
FACTOR	Safety, time, physical and mental condition of the team members, resources available, environment conditions (rain, darkness, temperature), etc.
COURSES OPEN	List and compare the options open to the team. Consider safety, your team, resources and flexibility.
PLAN	Select the safest and most reasonable plan.

3) Trial and Error and Straight Analysis.

a) Trial and Error Analysis - is often applied in highly complex situations where a single solution does not seem obvious. Leaders are aware that error is a probability. By simplifying the situation, logical analysis can be applied to eventually solve the problem. This method should be utilized if there is a great deal of time available and the possible outcomes are not serious, e.g. a team has been tasked with loading a vehicle with equipment. They try several ways of loading, only to discover that the most important factor is not that everything fits but that all the heavy items are place forward of the rear wheel.

b) Straight Analysis—involves a compressed problem solving process because time is of the essence. The most important considerations will be met while secondary ones will be overlooked—e.g. a leader will rescue a Young Marine from a capsized canoe, before recovering any equipment.

4) Make a Simple Plan. A plan will answer these questions:

a) What tasks must be done to achieve team goal or task?

b) Who will do what job?

c) When must the work start? If there is more than one phase, when will each phase start and finish?

d) When must the whole job be finished?

e) Where will the job be worked on? What routes or travel arrangements are there?

f) How is each task to be done? What SOP's are to be used? What rules and regulations apply?

g) What is the supervisory plan?

h) What is the emergency plan and who is responsible for each part of it?

i) What dress, equipment, and resources are required?

j) How will the team communicate (radio, whistle, voice, hand signal, etc.)?

k) Who is in charge?

5) The Problem Solving Climate. The ground rules for developing a problem solving climate are:

a) Express regard, respect and consideration of the thoughts and opinions of each team member;

b) Encourage team members to assist each other in the expression of opinion;

c) Implement the sound ideas and suggestions advanced by team members;

d) Promote the feeling that each person is an important member of the team; and,

e) Permit the expression of contrary opinions, knowing that failing to do so may lead to members becoming preoccupied, withdrawn, or resistant to decisions arrived at.

6) Judgment.

a) Sound judgment is a leader's primary tool in safe and reasonable decision-making. Judgment is a cycle of three thought processes—inductive reflection, deductive reflection, evaluative reflection

i) Inductive reflection—is used to make general concepts from experience—e.g. participating in a weekend hike forms some concepts of hiking in your mind.

ii) Deductive reflection—is used to make specific predictions based on general concepts—e.g. having been on a hike before, you are able to make predictions about what the next hike will be like.

iii) Evaluative reflection—is used to analyze the accuracy of our predictions and then to define or refine our general concepts—e.g. the second hike was on a hilly route, so the new experience of hiking up and down hills is added to our overall understanding of hiking in general.

b) Inductive reflection forms the base of skill and knowledge. Deductive reflection allows us to use what we know to overcome challenges and evaluative reflection allows us to learn from success or failure. Sound judgment must be developed in this manner, through a continuing process of learning, applying, and learning. The key is that you can not develop sound judgment without challenging your self and then analyzing both your successes and your failures. Listen to other leaders and analyze their good judgment. Keep a logbook or journal to assist your learning process. Never stop learning or trying.

E.O. 7 Perform the duties of a Young Marine Platoon Sergeant.

1) The Young Marine Platoon Sergeant is responsible for their platoon. They answer to their Platoon Leader on all matters pertaining to their platoon.

Additionally:

a) The Platoon Sergeant must ensure members of their platoon follow all regulations and guidelines pertaining to the standards and conduct of the Young Marines.

b) Holds inspections to ensure members are properly fitted with uniforms and equipment, as well as maintaining appropriate grooming standards.

c) Periodically tests the knowledge of members of the platoon to ensure they are studying their guidebooks.

d) Passes on to the Platoon Leader all requests and recommendations from them and their squad leaders concerning members of their platoon.

e) Performs other duties as assigned by the platoon leader or unit commander.

2) Young Marine Staff Sergeants can be billeted as Young Marine Platoon Sergeants.

E.O. 8 Understand the duties of a Young Marine Parade Sergeant.

1) The Young Marine Parade Sergeant is the Young Marine in Charge (YMIC) of the platoon when participating in parades and other ceremonies.

2) The Young Marine Parade Sergeant is expected to be highly proficient in platoon drill as the platoon will be performing in public.

3) Other duties of the Young Marine Parade Sergeant include:

a) Ensuring all members are in the appropriate uniform and their appearance is in accordance with the Young Marine regulations.

b) Ensuring that the platoon knows where the muster location is, where the parade ends, the route that will be marched, and the times of start and end of the parade.

c) Assumes the duty of training backups and replacements for their position. Backups should be Staff Sergeants, but replacements can be Sergeants. These replacements could then assume the duties of Young Marine Parade Sergeant upon promotion to Staff Sergeant.

4) Young Marine Staff Sergeants can be billeted as Young Marine Parade Sergeant.

E.O. 9 Perform the duties of a Young Marine Platoon Leader

1) The Young Marine Platoon Leader is responsible to the unit commander for their platoon.

2) They serve as the official authority to the Platoon Sergeant for all matters pertaining to the platoon.

3) Platoon Leaders attend all meetings called by the unit commander and pass down to their respective Platoon Sergeants all information necessary for the smooth operation of their platoon.

4) Platoon Leaders perform inspections of their platoons on a normal basis to ensure compliance with uniform regulations.

5) Platoon Leaders pass on to the unit commander all recommendations for promotions and/or awards for those in their platoon.

6) At the request of the unit commander, Platoon Leaders train their replacements.

7) Young Marine Gunnery Sergeants can be billeted as Platoon Leaders.

E.O. 10 Perform the duties of a Young Marine Instructor

1) A Young Marine Instructor is billeted as a Young Marine Recruit Instructor for a period of not less than 3 months, or as an instructor of specific subjects as listed below for a period of not less than 3 months. These subjects are:

   a) Drug Resistance Training

   b) Platoon Leader Training

   c) Parade Sergeant Training

   d) Physical Fitness and Health Fitness Training.

2) As a Young Marine Recruit Instructor, the Young Marine should be well versed in all aspects of recruit training. Additionally, they should understand and accept that only adults discipline Young Marines. Some areas Young Marine Recruit Instructors should know well and be able to teach are:

   a) Individual drill movements

   b) Young Marine uniform and appearance regulations.

   c) Young Marine history.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 7: Leadership

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**Define the terms leadership, management and command.**	
a	Can correctly give the definition for leadership	
b	Can correctly give the definition for management	
c	Can correctly give the definition for command	
2	**List the three styles of leadership.**	
a	Can correctly list the 3 styles of leadership	
b	Can give examples of each of the 3 styles of leadership	
3	**Describe the process of communication.**	
a	Can correctly explain the mind of the originator versus the mind of the recipient	
b	Can correctly name the 4 types of orders	
4	**Supervise a Young Marine activity.**	
a	Knows the 4 types of supervision	
b	Can describe the supervisors checklist	
5	**Solve a problem.**	
a	Knows the 4 terms that make up the military estimate	
b	Given a problem, the Young Marine successfully solves it Using the information contained in this chapter	
6	**Perform the duties of a Young Marine Platoon Sergeant**	
a	Understands the duties of a Young Marine Platoon Sergeant	
b	Knows the rank required to be a Young Marine Platoon Sergeant	
c	Performs the duties of a Young Marine Platoon Sergeant for a period of not less than 3 months	
7	**Understand the duties of a Young Marine Parade Sergeant**	
a	Understands the duties of a Young Marine Parade Sergeant	
b	Knows the rank required to be a Young Marine Parade Sergeant	
8	**Perform the duties of a Young Marine Platoon Leader**	
a	Understands the duties of a Young Marine Platoon Leader	
b	Knows the rank required to be a Young Marine Platoon Leader	
c	Performs the duties of a Young Marine Platoon Leader for a period of not less than 3 months	
9	**Perform the duties of a Young Marine Instructor**	
a	Understands the duties of a Young Marine Instructor	
b	Knows the rank required to be a Young Marine Instructor	
c	Performs the duties of a Young Marine Instructor for at least one Recruit Training cycle	

Performance Objective 8: Citizenship

Enabling Objectives:

1. **Describe three types of government.**
2. **Read the Declaration of Independence.**
3. **Read the Constitution of the United States.**
4. **Describe the structure of the United States government**

Review

1) American Values.

As Young Marines you live your life with a set of values. Moral courage, self discipline, and respect for other's views are but a few of these. As Americans we have a set of values established long ago and found in the American's Creed. Freedom, Equality, Justice and Humanity are the values all Americans should strive to live by everyday of their lives. Let's read the American's Creed below to see how these values fit our lives as Americans.

The American's Creed

"I believe in the United States of America, as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of **freedom, equality, justice,** and **humanity** for which American patriots sacrificed their lives and fortunes.

I therefore, believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

a) **Freedom - ability to act freely:** a state in which somebody is able to act and live as he or she chooses, without being subject to any, or to any undue, restraints and restrictions.(country's right to self-rule: a country's right to rule itself, without interference from or domination by another country or power.)

b) **Equality - state of being equal:** rights, treatment, quantity, or value equal to all others in a given group.

c) **Justice - The quality of being just:** conformity to the principles of righteousness and rectitude in all things; strict performance of moral obligations; practical conformity to human or divine law; integrity in the dealings of men with each other; rectitude; equity; uprightness.

d) Humanity - 1. human race: the human race considered as a whole.

2. qualities of a human being: the qualities or characteristics considered as a whole to be typical of human beings.

e) kindness: kindness or compassion for others

The Preamble to the Constitution of the United States also holds a set of values that we should keep in mind when deciding on our political leadership. The government is bound by the constitution to govern our country keeping these values always in mind. The Preamble reads as follows;

The Preamble to the Constitution of the United States

We, the People of the United States, in order to form a more perfect union establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

These are the values our forefathers felt best described America and its people, and these are the values we as a people today should continue to uphold thus ensuring generations to come a land that will be safe and free.

2) National Anthem

For a history review of the Star Spangled Banner, see the Junior Young Marine Guidebook, YMPO8, Citizenship.

THE STAR-SPANGLED BANNER

First Stanza

Oh, say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

3) Flag

For a history of our flag, please review E.O. 2. Provide a short history of the U.S. Flag, in the Junior Young Marine Guidebook, YMPO8 Citizenship.

PLEDGE OF ALLEGIANCE

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

E.O. 1. Describe Three Types of Government.

Types of Government. Governments have always existed in one form or another. The form of government reflects society and its changing needs. Governments are classified according to how people share the power:

a. Autocracy - Awe-tock-racy - one person has absolute leadership (e.g. an absolute monarch such as the King of Jordan);

b. Oligarchy - All-i-gar-key - a few people have power (e.g. Cuba under communism); and,

c. Democracy - Dem-ock-racy - control is vested in the population (e.g. United States)

Democratic Government. Democracy is more than a method of government, however, as it implies several important beliefs and tradition. One of these beliefs is that open discussion by a well-informed public will result in the best policies for the country. Another belief is that the best political system is one in which as many people as possible have a share in decision-making and responsibilities. Freedom of choice in politics and other related matter, and individual value are also basic to democracy. Democracy recognizes personal freedom and the right to make your own choices as being important. Democracy means that people know what is best for them.

E.O. 2. Read the Declaration of Independence

One of our great documents is the Declaration of Independence which was adopted by the Continental Congress in Philadelphia, July 4, 1776.
The Declaration of Independence charters our freedom as an independent nation among the “powers of the world.”

The Declaration of Independence states that all men are created equal and that God has given them the right to live, to be free, and to work for happiness.

The Declaration of Independence proclaimed the independence of the 13 British colonies in America. The declaration recounted the grievances of the colonies against the British crown and declared the colonies to be free and independent states.

Upon organization of the national government in 1789, the Declaration of Independence was assigned for safekeeping to the Department of State. In 1841 it was deposited in the Patent Office, then a bureau of the Department of State; in 1877 it was returned to the State Department. Because of the rapid fading of the text and the deterioration of the parchment, the document was withdrawn from exhibition in 1894. It is now enshrined in the National Archives Exhibition Hall, Washington, DC., and is sealed in a glass and bronze case filled with inert helium gas.

You can obtain a copy of the Declaration of Independence to read at your local library.

E.O. 3. Read the Constitution of the United States.

The United States Constitution was drafted by the Constitutional Convention of May 25 - September 17, 1787, and, following its ratification by the conventions in two-thirds of the states, as provided in the Constitution, became effective in 1789. In 1987 the United States celebrated the bicentennial of the Constitution.

When the first U.S. Congress convened on March 4, 1789, before it were 103 amendments to the Constitution submitted by the states, 42 amendments proposed by minority groups within the states, and bills of rights submitted by Virginia and by New York. After deliberating on these proposed amendments, Congress reduced them to 12, which were submitted to the states. Two failed to be ratified; the others became the first 10 amendments. They were ratified on December 15, 1791, and are known as the **Bill of Rights.**

In general the 10 amendments are sweeping prohibitions against government abridgment or destruction of fundamental rights. The 10th Amendment, reserving to the states, or the people, those powers not delegated or prohibited to the federal government, established a basis for subsequent judicial interpretations of the Constitution, thereby limiting the power of the federal government.

Other events caused the enactment of additional amendments over the years. The 11th Amendment limits the jurisdiction of the federal judiciary. The 12th Amendment changed the method of electing the president and vice president.

Following the victory of the North in the Civil War, the 13th, 14th, and 15th Amendments were ratified. These abolished slavery, conferred citizenship on former slaves, and established principles that a state cannot “deprive any person of life, liberty, or property, without due process of law,” and that the right of U.S. citizens to vote cannot be denied or abridged on account of race or color.

The 16th Amendment (ratified February 3, 1913) resulted from a Supreme Court decision holding unconstitutional a federal tax on income derived from property and not apportioned among the states. This amendment gave Congress the power to levy “taxes on incomes, from whatever source derived, without apportionment among the several States”.

Popular demand, extending over many years, resulted in the enactment of the 17th Amendment (ratified April 8, 1913), providing for the election of senators by popular vote.

The 18th Amendment, the so-called Prohibition Amendment, was ratified on January 16th 1919, and was repealed when the 21st Amendment was ratified on December 5th 1933.

The long agitation for woman suffrage finally culminated in the enactment of the 19th Amendment (ratified August 18th 1920), giving women the right to vote.

The 20th, or “Lame Duck” Amendment (ratified January 23, 1933) changed the end of the

terms of the president and vice president from March 4 to January 20, and of representatives from March 4 to January 3; and fixed January 3 as the opening date of the annual meeting of Congress, which was empowered to designate another date.

The 22nd Amendment, limiting the terms a president can serve to two, was ratified on February 27, 1951.Residents of the District of Columbia gained the right to vote for president and vice-president upon enactment of the 23rd Amendment.

The 24th Amendment prohibiting a tax payment as a requirement to vote was ratified on January 23, 1964.

The 25th Amendment which was ratified on February 10, 1967, provides that in the case of the removal from office, the death, or the resignation of the president, the vice-president shall become president. It also provides for the filling of a vacancy in the office of the vice- president.

The 26th Amendment, as ratified July 1, 1971, provides for the lowering of the voting age to 18.

You can obtain a copy of the U.S. Constitution to read at your local library.

E.O. 4. Describe the structure of the United States Government.

The Federal Government is one of delegated powers only, its authority being defined and limited by the Constitution, our basic document. All powers not granted to the Federal Government by the Constitution are reserved to the State or the people.

Under the Federal System set up under the Constitution there are two kinds of government: the National Government, which is the Government of the United States, and the State governments, which govern the 50 States in the Union. Each State has a constitution of its own, which must not conflict with the Federal Constitution.

The Federal and State Governments, constituted with different powers and designed for different purposes, are but the agents and trustees of the people.

<u>The three branches of Government.</u>

The three branches of Government are the Executive Branch, Legislative Branch, and the Judiciary Branch. We know this as “Separation of Powers.

a. Legislative Branch - Consists of the Senate, and the House of Representatives, which make the laws.

b. Executive Branch - Consists of the President, Vice-President, executive departments and other agencies, which administer and enforce the laws.

c. Judicial Branch - Consists of the Supreme Court and other Federal Courts, which interprets the law and applies it to cases coming before the courts.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 8: Citizenship

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**Describe three types of government.**	
a.	Can correctly name and describe the three types of government	
b.	Can explain why we live in a democracy and how it works	
2	**Read the Declaration of Independence.**	
a.	Can explain what the Declaration of Independence means	
b.	Has read in its entirety, the Declaration of Independence	
3	**Read the Constitution of the United States.**	
a.	Knows the date the U.S. Constitution became effective	
b.	Knows the date the Bill of Rights were ratified	
c.	Has read in its entirety, the U.S. Constitution	
4	**Describe the structure of the United States government.**	
a.	Can explain what delegated powers are to the United States	
b.	Can name the 2 kinds of government in the U.S.	
c.	Can name the 3 branches of the government	
d.	Can give a brief correct explanation of each of the branches of the government	

Performance Objective 9: Physical Fitness, Health and First Aid

Enabling Objectives:

1. **Pursue a healthy lifestyle.**
2. **First Aid**
3. **Re-qualify in CPR**

Review

1. Safety.

   a. Know your limits - Select and participate in physical activities that you are ready for - in skill, fitness level, and knowledge of the rules. Avoid pushing yourself to a point where you cannot back-out safely—e.g. half way up a rock face is not the point to suddenly decide you cannot continue.

   b. Prepare - it is good to wait 2-3 hours after a meal before starting a physical activity. Drink water (up to 8 cups a day for the average person), and warm up properly before physical activity. Keep in mind weather, safety equipment and your personal goals when planning to participate.

   c. Hot and cold weather - Reduce the intensity of your workouts and drink more fluids than usual (as you will dehydrate faster) during hot or cold weather. Dress appropriately for the weather—remember wind chill! Avoid strenuous activity above 30ºC or below -20ºC.

2. Warm-up and Cool-down. A 5-10 minute warm-up is an essential part of every fitness session. A warm-up routine has a number of benefits. It is beneficial because it:

   a. Prepares the body for action;

   b. Helps develop sports skills; and,

   c. Helps prevent injury. Muscles that are supple and strong, they become less prone to overstretch and strain.

3. Warm-ups. Here are some guidelines for a warm-up session:

   a. Start with three minutes of brisk walking or easy jogging;

   b. Do your stretching exercises slowly and smoothly;

   c. Stretch only until you feel tightness, not pain;

   d. Do strengthening exercises at a controlled speed;

   e. Breathe naturally, inhaling and exhaling fully on each repetition. Breath holding should be avoided;

f. Arm Circles, Curl and Stretch and Ankle Rocker require gentle, continuous action. For the other stretching exercises, use a stretch-and hold movement (see figures below). Start with a minimum of five repetitions, holding the stretched position for at least 10-20 seconds.

Warm-up and Cool-down Exercises

a. Arm Circles – Full, slow sweeping circles with both arms forward then backwards.

b. Side Stretch – Reach one arm overhead and the other down the side of the leg. Repeat alternately to the other side.

c. Sit & Reach – One leg straight, one bent with the sole of the foot near the knee of the straight leg. Reach out with both arms along the straight leg.

d. Cat Back – Flatten lower back to floor, then slowly curl up with arms straight.

e. Thigh Stretch – Bend one knee, grasp ankle, pull foot gently toward the buttock. Repeat alternately with the other leg. Don't arch the back.

f. Pelvic Tilt – On your back, knees bent, feet flat on the deck. Tighten abdominals and buttocks, and press your lower back firmly against the deck.

g. Cross-overs – Seated on deck, legs in front of you, knees bent and feet flat on the deck. Roll legs to one side toward the deck. Look over the other shoulder. Repeat to other side.

h. Calf Stretch – One foot in front of the other with toes pointed straight ahead. Bend both legs (squatting) to stretch the soleus muscle in the rear leg. Repeat with legs further apart and back straight to stretch the calf muscle in the rear leg.

4. Cool-downs. Stretching exercises play an important role in the cool-down following an activity session. A cool-down (warm up done in reverse order) brings the heart rate and body temperature back to normal, and it helps prevent unnecessary stiffness and soreness that can result from vigorous activity.

5. Activity.

Time Needed Depends on Effort				
Very Light Effort	**Light Effort 60 minutes**	**Moderate Effort 30-60 minutes**	**Vigorous Effort 20-30 minutes**	**Maximum Effort**
• Strolling • Dusting	• Light walking • Volleyball • Easy gardening • Stretching	• Brisk walking • Biking • Raking leaves • Swimming • Dancing • Water aerobics	• Aerobic • Jogging • Hockey • Basketball • Fast swimming • Fast dancing	• Sprinting • Racing
	How does it feel? How warm am I? What is my breathing like?			

• No change from rest state • Normal breathing	• Starting to feel warm •Slight increase in breathing rate	• Warmer • Greater increase in breathing rate	• Quite warm • More out of breath	• Very hot/ perspiring heavily • Completely out of breath
	Range needed to stay healthy			

6. Endurance Activities. This type of activity help your heart, lungs and circulatory system stay healthy and give you more energy. They range from walking and household chores to organized exercise programs and recreational sports.

7. Flexibility Activities. This type of activity helps your muscles and bones stay strong, improve your posture and help to prevent diseases like osteoporosis. Strength activities are those that make you work your muscles against some kind of resistance, like when you push or pull hard to open a heavy door.

8. Increasing your Physical Fitness. Physical activities that increase your fitness are designed around these guidelines.

   a. Progression - the principle of progressive overload—increase the demands of an activity (duration and intensity) gradually over a period of time;

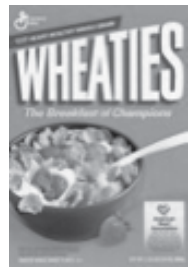
   b. Specificity - the effects of activity are specific to the types of training done: running improves aerobic fitness; medicine ball exercises improve coordination, agility, and strength; and so on;

   c. Consistency - it is important to exercise regularly. Studies show that, for fitness improvement, three times a week is twice as good as tow times a week; and,

   d. Flexibility - Inclement weather (heat and humidity or extreme cold), facility conflicts, or other factors may cause you to miss or modify sessions. Try to stick to a routine, but be flexible and improvise whenever necessary.

E.O. 1. Pursue a Healthy

Lifestyle. Food Groups.

Grain Products 6 oz. every day	  

Vegetables and Fruit 2 1/2 Cups - Vegetables and 2 Cups Fruit per day	 
Milk Products 3 Cups every day	 
Meat and Alternatives 5 1/2 oz. every day	 

Other Foods
Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

2. Nutrition.

a. Variety - select foods from all 4-food groups daily. Reduce or eliminate your consumption of processed food products, fast food and junk food. There are also other foods that can be used as meat and dairy alternatives if you prefer a vegetarian or vegan diet.

b. Carbohydrates - are the best source of energy for physical activity. Get them from enriched and whole grain breads, pasta, cereals, and fruits and vegetables.

c. Fats - beware of the fat content in food. While your body can accept some fat intake, it is quickly stored and becomes difficult to use up or get rid of!

d. Protein - is found in meats, eggs, cheese, soy products, nuts, etc. A balanced diet contains enough protein for an average active person.

e. Supplements - with proper nutrition, you do not need vitamins, minerals or other supplements. Supplements for weight loss or muscle development are usually much less effective than a balanced diet combined with regular activity.

f. Eating and sleeping - the human body requires energy and rest to perform at its peak. Balanced meals and about 8 hours sleep will give you what you need to perform and improve.

3. Drug and Smoking Policy.

a. Young Marine regulations on drugs and smoking: Any involvement with illegal drugs, prohibited substances, or drug-related paraphernalia will not be tolerated. Incidents involving Young Marines and drugs will be referred to local authorities for prosecution and you could be released from the Young Marine Organization. Smoking is NOT permitted by any Young Marine.

b. Smoking affects the body in many ways. It narrows the blood vessels and puts added strain on your heart, shortness of breath (3 times more than non-smokers), makes your hair and clothes stink, stains teeth and causes bad breath. Most people once they start smoking they can not quit, it becomes addictive. There are many more added health risks. Do not waste your money on tobacco. Spend it on new clothes, CD's, movies and going out.

c. Drug Use has the same hazards as smoking but the health risks are greater. Damage and loss of brain cells, respiratory problems, overdose and death are some of the main factors. Do not start using. Start refusing! Let people know that you do not want any part of drugs.

E.O. 2 First Aid

Review

1) Definition of First Aid. First Aid is defined as immediate care given to a victim until services of trained personnel arrive.

2) Caution Statement. Legally, you must be given permission by the victim before you begin to help. If the victim is unconscious, consent is implied. If the victim is a child or disturbed try to get consent from the parent or guardian. "Good Samaritan" laws give legal protection to individuals who act in good faith and are not guilty of willful misconduct or gross negligence. This varies from state to state so know the laws in your state.

Before you begin first aid:

1) Survey the scene. Make sure it is safe for you to attempt first aid. Approach carefully. Look around to see what caused the accident then be sure you don't get hurt as you

approach the victim. Be aware of slippery footing, electrical wires that are down, traffic and other potential hazards. Remember, if you get hurt attempting to provide first aid, you will not be helping the victim.

2) Do a primary survey of the victim. This survey, or assessment, should take no more than fifteen to twenty seconds. The assessment includes:

   a) Is the victim breathing? If the victim seems to be unconscious, pat them on the shoulder and ask if they are alright. Place your ear next to the victim's mouth and nose where you can hear and feel the movement of air. Watch for the chest to rise and fall.

   b) Is the victim's heart beating? Feel for a pulse in the neck artery beneath the ear and just under the jawbone.

   c) Is there severe bleeding? Open any outer clothing that might be hiding wounds.

   d) Is there evidence of poisoning? Consider the victim's appearance and behavior and any clues suggesting what they might have swallowed.

   Once the assessment has been completed, begin treatment and have someone call for help. If you are alone perform basic lifesaving first aid and then go for or call for help. Treat those that pose the greatest threat to life first.

Below are some of the basic first aid steps that you became certified in for your Basic First Aid Ribbon. It is a good idea to re-certify each year in Basic First Aid to refresh your memory of the skills learned.

1) The ABC's. ABC stands for Airway, Breathing and Circulation. Following the initial assessment of the victim, the certified person will perform the ABC's as follows:

   a) Airway – This is checking to ensure that the airway is open and unobstructed.

   b) Breathing – This is checking to ensure that the victim is breathing by means of looking, listening and feeling. Look to see if the chest is rising, listen for sounds of breathing, and feeling for air coming from the victim's mouth and nose.

   c) Circulation – This is checking for a heart beat by way of carotid artery.

2) Rescue Breathing. Performing rescue breathing requires you to be trained by certified personnel. The following is the procedure for performing rescue breathing **but is in no way a certified course.** Seek certification from qualified personnel.

   First, check the ABC's to determine if a victim requires artificial respiration (rescue breathing). If the victim has a pulse but is not breathing, begin rescue breathing. Open the airway using the head-tilt/ chin-lift method taught for rescue breathing. Pinch the nose and give one breath every 5 seconds for anyone over 9 years of age. Every three seconds for anyone under 9. Each breath should last one to one and one-half seconds. Check to ensure the chest is rising and falling. If it is not there may be a blockage or you may not be getting a tight seal over the victim's mouth and nose. After one minute, (12 breaths) check the pulse to ensure the victim has not gone into cardiac arrest. (No pulse) In the event of cardiac arrest, CPR will

be required. Without proper training CPR can cause further damage to the victim. If trained, begin CPR. If not, continue giving rescue breathing until help arrives or you become too exhausted to continue. **Proper training by qualified personnel should be sought each year.**

3) Choking. The universal distress signal for choking is the victim clutching at his throat with one or both hands. Choking is caused by an airway obstruction. The victim may stop breathing and lose consciousness.

   a) Partial Obstruction. If there is a partial obstruction, you can hear air coming out, leave the victim alone. They may be able to cough it out. If they are successful, call EMS. Do not try to help them dislodge it.

   b) Complete Obstruction. If the obstruction is lodge completely and the victim is not able to get any air into their lungs you may need to perform abdominal thrusts on the victim. **This should only be done after you have been trained by qualified personnel.** If abdominal thrusts are done improperly you may cause more harm to the victim.

4) Bleeding. Stop the bleeding, prevent infection and treat for shock. Loss of too much blood can cause death. Use the following steps to control bleeding:

   a) Apply direct pressure. **Important** – Once pressure has been applied, keep it in place. If dressings become soaked with blood, apply new dressing over the old dressings. The less a bleeding wound is disturbed, the easier it will be to stop the bleeding.

   b) Elevate the injury above the heart, if possible. **Important** – If bleeding continues and you do not suspect a fracture, ELEVATE the wound above the level of the heart and continue to apply direct pressure.

   c) Apply pressure at pressure points. **Important** – If the bleeding still can not be controlled, the next step is to apply PRESSURE AT A PRESSURE POINT. For wounds of the arms or hands, pressure points are located on the inside of the wrist (radial artery-where the pulse is checked) or on the inside of the upper arm (brachial artery). For wounds of the leg, the pressure point is at the crease in the groin (femoral artery). Steps 1 and 2 should be continued with the use of the pressure points.

   d) Use a pressure bandage. **Important** – The final step to control bleeding is to apply a PRESSURE BANDAGE over the wound. Note the distinction between a dressing and a bandage. A dressing may be a gauze square applied directly to a wound, while a bandage, such as a roll of gauze, is used to keep the dressing in place. Pressure should be used in applying the bandage. After the bandage is in place, it is important to check the pulse to make sure circulation is not interrupted. When faced with the need to control major bleeding, it is not important that the dressings you have are sterile. Use whatever you have at hand and work fast!

A slow pulse rate, or bluish fingertips or toes, signal a bandage may be too tight and impeding circulation.

Proceed to the next step if the first one fails to control the bleeding. The use of a

tourniquet is determined when you go through your training. It has been used as a last resort and at times it has been said never to use one. Check with your certified instructor for the current answer to this question.

5) Open wounds. Open wounds have the following classifications:

   a) Abrasions – damage by a scrape with a little bleeding

   b) Incisions – sharp, even cuts.

   c) Lacerations – jagged, torn wounds from sharp, irregular edges.

   d) Punctures – small holes with little bleeding caused by small caliber bullets, pins or nails.

   e) Avulsion – tissue torn or hanging from the body with heavy bleeding usually caused by accidents. Often tissue can be reattached.

   f) Amputation – complete removal of an extremity. In the event of amputations, the amputated body part should be wrapped in a moist dressing and placed in a plastic bag. This should be transported with the victim.

   g) Crushing injuries – parts of the body caught between heavy equipment, etc. with possible external and internal bleeding

6) Internal Bleeding. Signs and symptoms of internal bleeding are:

   a) Bruised, swollen, tender or rigid abdomen

   b) Bruises on chest or signs of fractured ribs

   c) Blood in vomit

   d) Wounds that have penetrated the chest or abdomen

   e) Bleeding from the rectum or vagina

   f) Abnormal pulse and difficulty breathing

   g) Cool, moist skin

   First aid in the field for internal bleeding is limited. If the injury appears to be a simple bruise, apply cold packs to slow bleeding, relieve pain and reduce swelling. If you suspect more severe internal bleeding, carefully monitor the patient and be prepared to administer CPR if required (and you are certified to do so). You should also reassure the victim, control external bleeding, care for shock, loosen tight fitting clothing and place victim on side so fluids can drain from mouth if the situation allows.

7) Types of Bleeding. There are three types of bleeding: arterial, venial and capillary.

   a) Arterial – Arterial bleeding is characterized by spurts with each heartbeat, is bright red in color (although blood darkens when it meets the air) and is usually severe and hard to control. Arterial bleeding requires immediate attention.

b) Venial – Venial bleeding is characterized by a steady flow and the blood is dark, almost maroon in shade. Venial bleeding is easier to control than Arterial bleeding.

c) Capillary - Capillary bleeding is usually slow, oozing in nature and this type of bleeding usually has a higher risk of infection than other types of bleeding.

8) Shock. Shock usually accompanies severe injury or emotional upset. The signs are cold and clammy skin, pale face, chills, confusion, frequent nausea or vomiting and shallow breathing. Until emergency help arrives, have the victim lie down with the legs elevated. Keep the victim covered to prevent chilling or loss of body heat. Give non-alcoholic fluids if the victim is able to swallow and has not sustained an abdominal injury.

9) Bites. All bites, from animals require medical care. Infection from a bite can set in within hours.

a) Minor wounds – If the bite barely breaks the skin and there is no danger of rabies, treat it as a minor wound. Wash the wound thoroughly with soap and water. Apply an antibiotic cream to prevent infection and cover the bite with a clean bandage.

b) Deep wounds – If the animal bite creates a deep puncture of the skin or the skin is badly torn and bleeding, apply pressure with a clean, dry cloth to stop the bleeding and see your doctor.

c) Infection – If you notice signs of infection, such as swelling, redness, increased pain or oozing, see you doctor immediately.

d) Suspected rabies – If you suspect the bite was caused by an animal that might carry rabies – including any wild or domestic animal of unknown immunization status – see your doctor immediately.

Doctors recommend getting a tetanus shot every 10 years. If your last one was more than 5 years ago and your wound is deep or dirty, your doctor may recommend a booster. You should have a booster within 48 hours of the injury.

Domestic pets cause most animal bites. Dogs are more likely to bite than cats are. Cat bites, however, are more likely to cause infection. Bites from non-immunized domestic animals and wild animals carry the risk of rabies. Rabies is more common in raccoons, skunks, bats and foxes than cats and dogs. Rabbits, squirrels and other rodents rarely carry rabies. If you think an animal that bit you the victim is rabid, immediately call EMS, and then call the police and animal control. Describe the animal and give its location. DO NOT attempt to capture the animal yourself. It may bite you!

e) Insect bites and stings – The greatest danger from insect bites or stings is an allergic reaction.

i) Watch for any of the following symptoms:

(1) Difficult or noisy breathing

(2) Hives

(3) Itching

(4) Decreased consciousness

(5) Pain

(6) Swelling of the throat

(7) Redness or discoloration

Severe allergic reaction may cause shock. On any sign of an allergic reaction, immediately call EMS, begin treatment for shock and monitor the ABC's.

ii) Try to remove stingers left in skin with tweezers or scrape it away with something like a credit card. Do not try to squeeze it out as it may release more venom into the blood.

iii) Wash the bite with soap and water and watch for symptoms of allergic reaction and shock.

f) Snake bites – Each year, nearly 8,000 people receive poisonous snake bites in the United States. Even a bite from a so-called "harmless" snake can cause infection or allergic reaction in some people. People who frequently visit wilderness areas, camp, hike, and picnic or live in a snake-inhabited area should be aware of the potential dangers posed by venomous snakes.

i) Poisonous snakes - Any of the following snakes cause poisonous bites:

(1) Rattlesnake

(2) Copperhead

(3) Cottonmouth Water Moccasin

(4) Coral Snake

ii) Symptoms – While each individual may experience symptoms differently, the following are the most common symptoms of poisonous snake bites:

(1) Bloody wound discharge

(2) Fang marks in the skin and swelling at the site of the bite

(3) Severe localized pain

(4) Diarrhea

(5) Burning

(6) Convulsions

(7) Fainting

(8) Dizziness

(9) Weakness

(10) Blurred vision

(11) Excessive sweating

(12) Fever

(13) Increased thirst

(14) Loss of muscle coordination

(15) Nausea and vomiting

(16) Numbness and tingling

(17) Rapid pulse

iii) Treating snake bites

(1) Call for emergency assistance immediately if someone has been bitten by a snake. Responding quickly in this type of emergency is crucial. While waiting for emergency assistance:

(a) Wash the bite with soap and water

(b) Immobilize the bitten area and keep it lower than the heart

(c) Cover the area with a clean, cool compress or a moist dressing to minimize swelling and discomfort

(d) Monitor vital signs

(2) If a victim is unable to reach medical care within 30 minutes, the American Red Cross recommends: Apply a bandage, wrapped two to four inches above the bite, to help slow the venom. This should not cut off blood from a vein or artery – the band should be loose enough to slip a finger under it.

A suction device can be placed over the bite to help draw venom out of the wound without making cuts. These devices are often included in commercial snake bite kits. Most often, physicians use antivenin – an antidote to snake venom – to treat serious snake bites. Antivenin is derived from antibodies created in a horse's blood serum when the animal is injected with snake venom. Because antivenin is obtained from horses, snake bite victims sensitive to horse products must be carefully managed.

iv) Preventing snake bites - Some bites, such as those inflicted when you accidentally step on a snake in the woods, are nearly impossible to prevent. However, there are precautions that can reduce your chances of being bitten by a snake. These include:

(1) Leave snakes alone. Many people are bitten because they try to kill a snake or get too close to it.

(2) Stay out of tall grass unless you wear thick leather boots and remain on hiking paths as much as possible.

(3) Keep hands and feet out of areas you can not see. Do not pick up rocks or firewood unless you are out of a snake's striking distance.

(4) Be cautious and alert when climbing rocks.

10) Other types of injuries and treatments

a) Fractures, dislocations, sprains and strains – These types of injuries involve bones, tendons, ligaments and muscles. Immobilize the injured area, if possible, and seek medical care. For a compound fracture, where the bone has broken through the skin, control the bleeding, immobilize the injury by using a splint, treat for shock and monitor the ABC's until EMS arrives.

b) Frostbite – When exposed to very cold temperatures, skin and underlying tissues may freeze, resulting in frostbite.

i) Areas most likely to be affected:

(1) Hands

(2) Feet

(3) Nose

(4) Ears

You can identify frostbite by the hard, pale and cold quality of the skin that has been exposed to the cold. As the area thaws the flesh becomes red and painful.

ii) If your fingers, ears or other areas suffer frostbite:

(1) Get out of the cold

(2) Warm your hands by tucking them under your arms. If your nose, ears or face is frostbitten, warm the area by covering it with dry, gloved hands.

(3) Don't rub the affected area. Never rub snow on frostbitten skin.

(4) If there's any chance of refreezing, don't thaw out the affected areas. If they're already thawed out, wrap them up so they don't refreeze.

(5) Get emergency medical help if numbness remains during warming. If you can't get help immediately, warm severely frostbitten hands or feet in warm – not hot – water. You can warm other frostbitten areas such as your nose, cheeks or ears, by covering them with your warm hands or by applying warm cloths.

c) Heart attack – A heart attack occurs when an artery supplying your heart with blood and oxygen becomes blocked. This loss of blood flow injures your heart muscle. A heart attack generally causes chest pain for more than 15 minutes, but it can also be "silent" and have no symptoms at all. Many people who suffer a heart attack

have warning symptoms hours, days or weeks in advance. The earliest predictor of an attack may be recurrent chest pain that's triggered by exertion and relieved by rest (angina).

i) Symptoms – Someone having a heart attack may experience any or all of the following:

(1) Uncomfortable pressure, fullness or squeezing pain in the center of the chest. The pain may last several minutes or come and go. It may be triggered by exertion and relieved by rest.

(2) Prolonged pain in the upper abdomen.

(3) Discomfort or pain spreading beyond the chest to the shoulders, neck, jaw, teeth, or one or both arms.

(4) Shortness of breath.

(5) Lightheadedness, dizziness, fainting.

(6) Sweating

(7) Nausea

ii) What to do is you or someone else may be having a heart attack:

(1) Dial 911 or your local emergency medical assistance number. Don't tough out the symptoms of a heart attack fro more than 5 minutes. If you don't have access to emergency medical services, have a neighbor or friend drive you to the nearest hospital. Police or fire-rescue units also may be a source of transportation. Drive yourself only as a last resort, if there are absolutely no other options, and realize that it places you and other at risk when you drive under these circumstances.

(2) Chew and swallow an aspirin, unless you're allergic to aspirin or have been told by your doctor never to take aspirin. But seek emergency help first, such as calling 911.

(3) Take nitroglycerin, if prescribed. If you think you are having a heart attack and your doctor has prescribed nitroglycerin for you, take it as directed. Do not take anyone else's nitroglycerin, because that could put you in more danger.

(4) Begin CPR. If you are with a person who might be having a heart attack and he or she is unconscious, tell the 911 dispatcher or another emergency medical specialist. You may be advised to begin cardio-pulmonary resuscitation (CPR). If you haven't received CPR training, doctors recommend skipping mouth-to-mouth rescue breathing and proceeding directly to chest compression. The dispatcher can instruct you in the proper procedures until help arrives.

d) Heat and cold injuries

i) Heat exhaustion – Heat exhaustion is one of the heat-related syndromes,

which range in severity from mild heat cramps to heat exhaustion to potentially life-threatening heat stroke.

(1) Signs and symptoms of heat exhaustion often begin suddenly, sometimes after excessive exercise, heavy perspiration and inadequate fluid intake. Signs and symptoms resemble those of shock and may include:

(a) Feeling faint or dizzy

(b) Nausea

(c) Heavy sweating

(d) Rapid, weak heartbeat

(e) Low blood pressure

(f) Cool, moist, pale skin

(g) Low-grade fever

(h) Heat cramps

(i) Headache

(j) Fatigue

(k) Dark-colored urine

(2) If you suspect heat exhaustion:

(a) Get the person out of the sun and into a shady or air-conditioned location.

(b) Lay the person down and elevate the legs and feet slightly.

(c) Loosen or remove the person's clothing.

(d) Have the person drink cool water.

(e) Cool the person by spraying or sponging him or her with cool water and fanning.

(f) Monitor the person carefully. Heat exhaustion can quickly become heat stroke.

(g) If a fever greater than 102 F (38.9 C), fainting, confusion or seizures occur, dial 911 or call for emergency medical assistance.

ii) Heat Stroke – Heat stroke is the most severe of the heat-related problems, often resulting from exercise or heavy work in hot environments combined with inadequate fluid intake.

(1) High risk factors for heat stroke include:

(a) Young children

(b) Older adults

(c) People who are obese

(d) People born with an impaired ability to sweat

(e) Other

(i) Dehydration

(ii) Alcohol use

(iii) Cardiovascular disease

(iv) Certain medications

What makes heat stroke severe and potentially life-threatening is that the body's normal mechanisms for dealing with heat stress, such as sweating and temperature control, are lost.

(2) Signs and Symptoms

(a) Main sign –

(i) Markedly elevated body temperature – generally greater than 104 F (40 C) –

(ii) Changes in mental status ranging from personality changes to confusion and coma.

(iii) Skin may be hot and dry – although if heat stroke is caused by exertion the skin may be moist.

(b) Other signs and symptoms may include:

(i) Rapid heartbeat

(ii) Rapid and shallow breathing

(iii) Elevated or lowered blood pressure

(iv) Cessation of sweating

(v) Irritability, confusion or unconsciousness

(vi) Feeling dizzy or lightheaded

(vii) Headache

(viii) Nausea

(ix) Fainting, which may be the first sign in older adults

(3) If you suspect heat stroke:

(a) Move the person out of the sun and into a shady or air-conditioned space.

(b) Dial 911 or call emergency medical assistance.

(c) Cool the person by covering him or her with damp sheets or by spraying with cool water. Direct air onto the person with a fan or newspaper.

(d) Have the person drink cool water if he or she is able.

iii) Hypothermia – Under most conditions your body maintains a healthy temperature. However, when exposed to cold temperatures or to a cool, damp environment for prolonged periods, your body's control mechanisms may fail to keep your body temperature normal. When more heat is lost than your body can generate, hypothermia can result. Hypothermia is defined as an internal body temperature less than 95 F (35 C).

(1) May increase chances of hypothermia

(a) Wet or inadequate clothing

(b) Falling into cold water

(c) Uncovered head during cold weather

(2) Signs and symptoms – Signs and symptoms usually develop slowly. People with hypothermia typically experience gradual loss of mental acuity and physical ability, so they may be unaware that they need emergency medical treatment.

(a) Shivering

(b) Slurred speech

(c) Abnormally slow breathing

(d) Cold, pale skin

(e) Loss of coordination

(f) Fatigue, lethargy or apathy

(g) Confusion or memory loss

(3) People at higher risk

(a) Older adults

(b) Infants

(c) Young children

(d) People who are very lean

(e) Those who judgment may be impaired by mental illness or Alzheimer's disease

(f) People who are intoxicated

(g) Homeless

(4) Conditions that may predispose people to hyperthermia

(a) Malnutrition

(b) Cardiovascular disease

(c) Under-active thyroid (hypothyroidism)

(5) To care for someone with hypothermia

(a) Dial 911 or call for emergency medical assistance. While waiting for help to arrive, monitor the person's breathing. If breathing stops or seems dangerously slow or shallow, begin cardiopulmonary resuscitation (CPR) immediately.

(b) Move the person out of the cold. If going indoors isn't possible, protect the person from the wind, cover his or her head, and insulate his or her body from the cold ground.

(c) Remove wet clothing. Replace wet things with warm, dry covering.

(d) Don't apply direct heat. Don't use hot water, a heating pad or heating lamp to warm the victim. Instead, apply warm compresses to the neck, chest wall and groin. Don't attempt to warm the arms and legs. Heat applied to the arms and legs forces cold blood back toward the heart, lings and brain, causing t he core body temperature to drop. This can be fatal.

(e) Don't give the person alcohol. Offer warm nonalcoholic drinks, unless the person is vomiting.

(f) Don't massage or rub the person. Handle people with hypothermia gently, because they are at risk for cardiac arrest.

E.O. 3. Re-qualify in CPR

You must re-qualify in CPR by attending the necessary classes either set up by the unit or by an authorized group, and submitting a copy of your certification to your unit adjutant for inclusion in your Young Marine Record Book.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 9: Physical Fitness, Health and First Aid

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
1	**Pursue a healthy lifestyle.**	
a.	Knows the food groups and the recommended servings per day	
b.	Knows the types of food carbohydrates are found in	
c.	Knows the types of food proteins are found in	
d.	Knows the Young Marine drug and smoking policy	
e.	Assist with administering the Young Marine Physical Fitness Test and the Young Marine Health Fitness Test	
2	**First Aid**	
a.	**Knows what to do before beginning First Aid**	
b.	**Knows the procedures for rescue breathing**	
c.	**Knows the universal sign for choking**	
d.	**Knows the 4 steps to control bleeding**	
e.	**Can identify the 7 types of open wounds**	
f.	**Knows the signs and symptoms of internal bleeding**	
g.	**Name the three types of bleeding**	
h.	**Can identify signs of shock.**	
i.	**Knows the classifications of bites.**	
j.	**Knows the symptoms of allergic reaction from insect stings**	
k.	**Can name 4 kinds of poisonous snakes**	
l.	**Name the areas most likely to be affected by frostbite**	
m.	**Can identify the symptoms of a heart attack**	
n.	**Knows why heat stroke is severe and potentially life threatening**	
o.	**Define Hypothermia**	
3	**Re-qualify in CPR to be eligible for YM SSgt**	
a.	Must have re-qualified in CPR and submitted the necessary certification for inclusion in their Young Marine Record Book.	

Notes:

Notes:

Figure 3-5

Figure 3-8

Figure 3-11

Figure 3-14

Figure 3-6

Figure 3-9

Figure 3-12

Figure 3-15

Figure 3-7

Figure 3-10

Figure 3-13

Figure 4-2

Figure 4-2

Figure 4-2

Figure 4-3

Figure 4-3

Figure 4-3

Figure 4-4

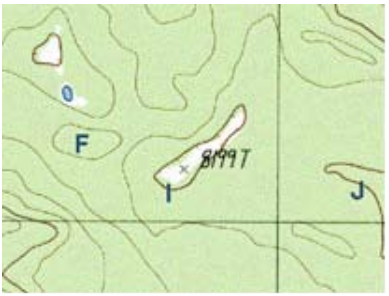


Figure 4-4

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