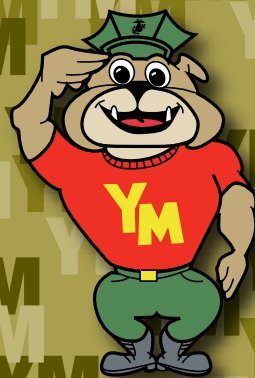


Young Marines



BASIC GUIDEBOOK

PREFACE

This guidebook is designed for the Young Marine Private, Young Marine Private First Class, and Young Marine Lance Corporal. There are three other guidebooks that you will receive as you progress through your career in the Young Marines. The Junior Young Marine Guidebook, The Senior Young Marine Guidebook, and The Advanced Young Marine Guidebook. Each 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.

This guidebook does not replace the Recruit Training Manual, but should be used as a reference for material covered during your recruit training period.

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:

**National Executive Director
Young Marines National Headquarters
P.O. Box 70735
Southwest Station
Washington, DC. 20024-0735**

In the Young Marines program you are given opportunities to earn ribbons, visit places you have never been, to obtain a great amount of knowledge and the ability to become a leader. All of your accomplishments are kept in your record book. To view your online record book go to www.youngmarines.com and click on the Fall In logo. You will see a picture of a compass that will have information about Maintaining a Healthy Drug Free Lifestyle, Guidebooks, Ribbons and Awards, Scholarship information, Special Programs, SPACES (Summer Programs of Adventures, Challenges, Encampments and Schools) and the ability to view your record book. You will want to check your record book periodically to ensure that it is up to date. If you find an error, please notify your Unit Commander.

Revised May 2012.

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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."

Young Marines Code of Conduct

Article I: I am an American youth, proud of my country and our way of life. I am prepared to dedicate myself to educating others and myself in the history, traditions, and institutions thereof. I will do my best to live by the Marine Corps' core values of Honor, Courage and Commitment, as well as, the Young Marine's core values of Discipline, Leadership and Teamwork.

Article II: I will never let another Young Marine down of my own accord. If in-charge, I will do my best to ensure the safety and well being of those for whom I am responsible. I will immediately report any suspicious activity or behavior to a registered adult.

Article III: If I am offered drugs, alcohol, or tobacco products, I will politely resist and refuse. I will make every effort to stay clear of situations involving gangs, drugs, alcohol, and tobacco. I will not get involved in the same. I will also aid my friends and schoolmates to stay clear of similar situations.

Article IV: I will always be loyal to my fellow Young Marines. I will make no statements nor take part in any action that may bring discredit to my God, country, family and Young Marines. If I am the senior Young Marine present, I will take charge. If not, I will obey the lawful orders of those senior to me and support them in every way.

Article V: When asked about the Young Marines Program, I will answer questions politely, respectfully and to the best of my ability. If I am asked a question that I do not know the answer to, I will refer the person asking the question to a registered adult. I will never give information that I am not certain of nor mislead those who are seeking information about the Young Marines Program.

Article VI: I will never forget that I am an American Youth and therefore the future of America, privileged with the freedom won and kept by the blood of those who fought to ensure our freedom. I am responsible for my actions, and dedicated to the principles that made my country free.

Young Marines Rights. A Young Marine in good standing has the right to:

- a) Attend scheduled unit meetings, events and activities that are purposeful, planned and organized.
- b) Meet in a safe, drug and tobacco-free environment under the supervision of registered adults.
- c) Be treated with firmness, fairness, dignity & compassion.
- d) Have opportunities to succeed and excel.
- e) Report any inappropriate action by other Young Marines or adults.
- f) Take any matter of dissatisfaction to their parents or legal guardian who may then discuss the matter with the Unit Commander or address it directly to the next higher headquarters or to the Inspector General of the Young Marines.
- g) Receive a copy of the Young Marines Esprit Magazine in the Fall, Winter, Spring, and Summer.
- h) Eight (8) hours of uninterrupted sleep except under the conditions of standing fire watch while on any outing or encampment with the Young Marines.
- i) Have at least 20 minutes to consume each meal.
- j) Attend sick call.
- k) Attend scheduled religious services.
- l) Make and receive emergency phone calls.
- m) Make head calls.
- n) Use medication as prescribed by their doctor or permitted by their parent or guardian.

Performance Objective 1: Close Order Drill

Enabling Objectives:

1. **Adopt the Positions of Attention, Parade Rest, At Ease, and Rest.**
 2. **Fall in and Fall out of Ranks.**
 3. **Execute Dress Right Dress.**
 4. **Execute the Facing Movements.**
 5. **Marching in Quick Time.**
 6. **Marching in Double Time.**
 7. **Marching in Mark Time.**
 8. **Execute the Halt.**
 9. **Form a Column from Line.**
 10. **Executing Column Movements.**
 11. **Execute the Hand Salute.**
-

1. Introduction. One of the first things you as a new recruit will learn in great detail is Close Order Drill. Even as a Young Marine Private and Young Marine Private First Class, You will need to study this chapter well. Close Order Drill is used for a few different reasons. One is to move you as a group from one place to another all at the same time and in step with each other. It is also used to instill discipline by having you move when you are directed to without having to think about it or ask questions. It also helps the Young Marine who is drilling, or marching you, to get better and gain more confidence while doing so. This Young Marine will be you someday, so study this very hard and practice often.
2. Words of Command. There are two words of command that you will be given while conducting Close Order Drill. One is called the **Preparatory Command**, and the other is called the **Command of Execution**.
 - a. The preparatory command is the command that tells you to get ready to do something.
 - b. The command of execution is the command that tells you to do it.

Throughout this chapter, all preparatory commands will be in small letters, and the commands of execution will be in caps, or all big letters. Here is an example:

1. squad, ATTENTION. Squad is the preparatory command, and attention is the command of execution.
2. right, FACE. Right is the preparatory command, and face is the command of execution.


OK?...Good, then lets get started, and remember...Close Order Drill is a very big and important part of being a Young Marine.

E.O. 1 Adopt the Positions of Attention, Parade Rest, At Ease, and Rest.

1. Position of Attention. The position of attention is the beginning position for all Close Order Drill. In this position you are ready for anything. This is also the position you should be in when you are speaking with adult instructors, Young Marine recruit instructors, or important officials like the Mayor, Senators, or the National Executive Director of the Young Marines. This is always the position that you will “ Fall In” at. After “Falling In”, when you are being told to be at attention, it will be ordered like one of these;

- a. squad, ATTENTION
- b. platoon, ATTENTION

Upon hearing the command “ATTENTION”, follow the steps below.

<ul style="list-style-type: none">a. Bring your left heel against the right heel sharply and quickly.b. Your toes should point away from each other at a 45 degree angle keeping the heels touching.c. Keep your legs straight but not stiff. A little flex in the knees is good. If you lock your knees you will become dizzy and pass out.d. Keep your hips and your shoulders level and facing to the front, and lift your chest like taking a big breath. Don't forget to breath, ha, ha.e. Let your arms hang naturally at your side. Make a loose fist with the fingers curled and your palms facing the side of your leg. Your thumbs are placed along the seam of your trousers.f. Keep your head and body straight and tall and look straight ahead.g. Stand still and do not talk or look around. Keep your mouth closed and tuck your chin in just a little.	
	<p>Figure 1-1</p>

2. Parade Rest. Parade Rest is a way to relax from the position of attention but still keeping your head and eyes to the front. We call this the modified position of attention. You can stand this way longer than you can at attention and still look sharp and uniform with everyone else. It's a very impressive position if I say so myself. You can only go to Parade Rest from attention. The command is "parade, REST". Parade Rest is performed as follows:

Note: The only command you may receive while at parade rest is back to the position of attention. The command is "squad, ATTENTION."

- a. Lets say you are standing at attention and you are given the command, "parade, REST."
- b. At "parade", you will shift the weight of your body to the right leg without noticeable movement.
- c. On "REST" and for the count of one, smartly move your left leg to the side so that your left heel is about 12 inches from your right heel.
- d. Keep your legs straight but not stiff, resting the body weight equally on both legs.
- e. Clasp the hands behind the back while moving the left foot.
- f. Place the left hand at the small of your back, just below the belt, and place the right hand inside the left.
- g. Grasp the thumb of the left hand lightly with the thumb of the right hand.
- h. Extend and join all the fingers, and palms facing the rear. Align the elbows with the body.
- i. Hold your head and eyes in the same position as you would at attention.



Figure 1-2

1. On the command of execution, smartly bring the left heel against the right heel.

2. At the same time, drop the arms to the sides and assume the position of attention.
3. At Ease. At ease is another way to relax from the position of attention. It is almost like Parade Rest, except you can move to make adjustments to your uniform and equipment as long as you keep your right foot in place. You cannot talk at this position.

Remember – there is no preparatory command for “AT EASE”. “At ease” is performed as follows:

- a. Assume that you are halted at attention and that you have received the command “AT EASE” (this command is not preceded by a preparatory command.)
- b. On “AT EASE” and for the count of one, keep your right foot in place. Move about to adjust your uniform and equipment only.
- c. Maintain silence.

Note: The only command you may receive while at ease is “ATTENTION.”

- i. When you hear “squad” or “platoon” assume the position of parade rest.
 - ii. On “ATTENTION,” smartly bring the left heel against the right heel and assume the position of attention.
4. Rest. Rest is still another way to relax from the position of attention. Just like “at ease”, you keep your right foot in place and you can make adjustments to your uniform. You may speak in low conversational tones.
 - a. Assume that you are halted at attention and that you have received the command “REST” (like the command AT EASE, there is no preparatory command).
 - b. On “REST” and for the count of one, keep right foot in place. Move about only to adjust equipment.

Note: The only command you may receive while at rest is the command “ATTENTION.”

- i. When you hear “squad” or “platoon” assume the position of Parade Rest.
- ii. On “ATTENTION” smartly bring the left heel against the right heel and assume the position of attention.

E.O. 2. Fall in and Fall out of Ranks.

1. Fall-In. Assume that you are within earshot and receive the command, “fall, IN.”
 - a. Quickly move to the designated area. (You will know this by the person who gave the command.)
 - b. Get in your squad and get your distance and interval by raising your left arm straight out to your side with your fingers extended and joined. Once your fingers touch the shoulder of the person to your left, you have your proper distance and can drop your arm to your side and remain at attention until given other orders.

- c. If you are the squad leader of a squad other than the first squad, when you fall in, raise your right arm out in front of you with your fingers extended and joined. Get your distance between you and the squad leader in front of you this way. The proper distance should be about 40 inches. Once you have this distance, drop your arm and remain at attention until given other orders.
2. Fall-Out. Assume that you are halted at attention and that you have received the command, “fall-OUT.”
- On “fall OUT” leave your position in ranks.
 - Go to a pre-designated area or remain in the immediate vicinity.

Note: The only command you may receive from “fall OUT” is “fall IN.”

E.O. 3. Execute Dress Right at Normal Interval and Close Interval.

1. Dress Right. Assume that you are in rank and at the position of attention.

- On the command “dress right, DRESS.”
- You raise your left arm shoulder height with hand and fingers joined and extended.
- At the same time, turn your head to the right.
- Move right or left until your right shoulder touches the extended arm of the person to your left. Move forward or backward until you are in line with the person to your right.
- On the command “ready, FRONT.”
- Drop your left arm to your side in the position of attention and turn your head to the front.
- If you have someone to your front, align yourself directly behind the person in front of you.

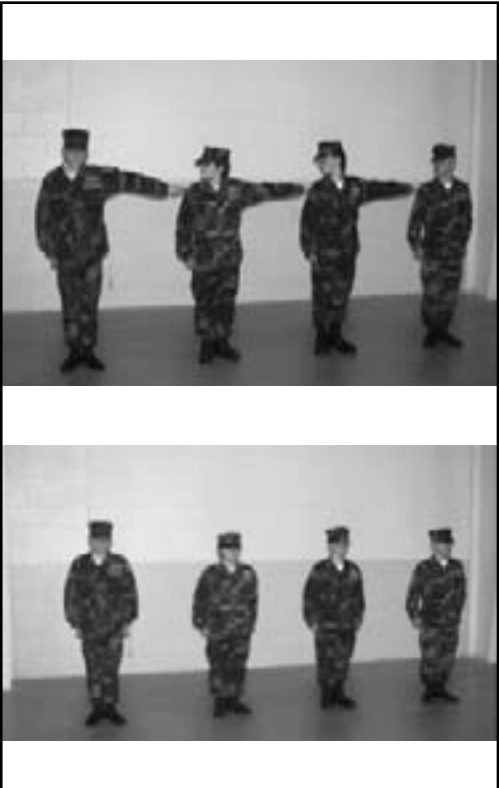



Figure 1-3

E.O. 4. Execute the Facing Movements.

Facing movements are those individual movements that you perform either as one or as part of a squad or a platoon. Facing movements are done in one place and do not require movement from one place to another.

1. Right Face. This command tells you to turn to the right. The preparatory command is “right”, and the command of execution is “FACE”.

<p>a. Assume that you are halted at attention and that you have received the command “right, FACE.” (The preparatory command “right” tells you the direction you are about to move in).</p> <p>b. On “FACE” and for the count of one, slightly lift the toe of the right foot and the heel of the left foot.</p> <p>c. Then face 90 degrees to the right by pivoting on the right heel assisted by slight pressure from the left toe.</p> <p>d. Hold the left leg straight without stiffness. Remember to keep your thumbs along the seams of the trousers.</p> <p>e. For the count of two, smartly bring the left heel against the right heel, assuming the position of attention (TWO).</p> <p>f. Remain in this position until given another command.</p>	
	<p>Figure 1-4</p>

2. Left Face. This command tells you to turn to the left. The preparatory

- a. Assume that you are halted at attention and that you have received the command “left, FACE.”
- b. On “FACE” and for the count of one, slightly lift the toe or the left foot and the heel of the right foot.
- c. Then face 90 degrees to the left by pivoting on the left heel, assisted by slight pressure from the right toe.
- d. Hold the right leg straight without stiffness. Remember to keep your thumbs along the seams of the trousers.
- e. For the count of two, smartly bring the left heel against the right heel, assuming the position of attention.
- f. Remain in this position until given another command.

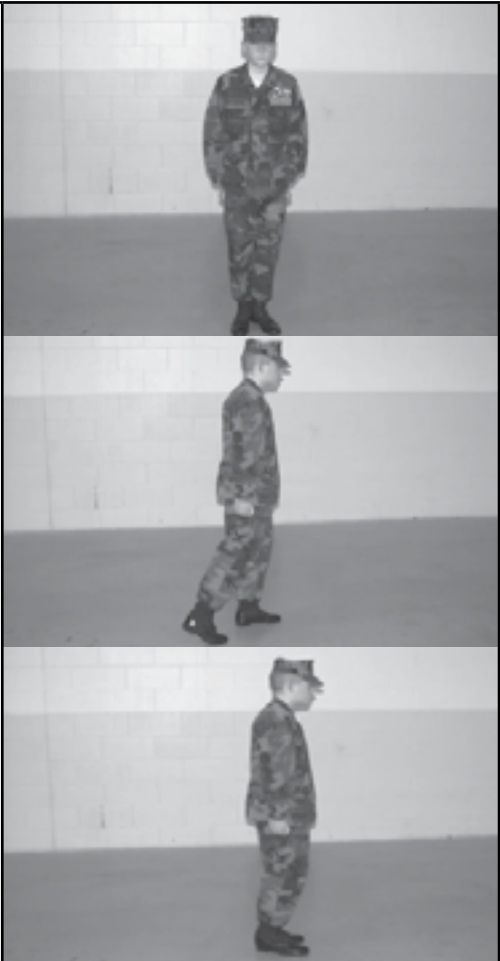



Figure 1-5

command is “left”, and the command of execution is “FACE”.

3. About Face. This command tells you to face in the opposite direction. The preparatory command is “about”, and the command of execution is “FACE”.

<p>a. At “about,” shift the weight of your body to the left leg without noticeable movement.</p> <p>b. On “FACE” and for the count of one, place the ball of the right foot in position, touching the deck at one-half of your foot’s length to the rear and slightly to the left of your left heel.</p> <p>c. Keep the right leg straight without stiffness. Rest the body weight on both legs.</p> <p>d. For the count of two, face to the rear by turning to the right.</p> <p>e. Pivot on the heel of the left foot and the ball of the right foot, assuming the position of attention (TWO).</p>	
	<p>Figure 1-5</p>

Note: If properly executed, the heels will be on line and touching when the movement is completed, and you will be facing in the opposite direction from where you were. Remain in this position until given another command.

E.O. 5. Marching in Quick Time.

Quick Time Cadence. Quick Time is the term for marching at a regular pace. Cadence is the number of steps per minute, or the “beat” you march to. Regular cadence in Quick Time is 120 steps, or beats per minute. A regular Quick Time step is 30 inches for adults. In the Young Marines though, the Platoon Sergeant may adjust the length of the steps for shorter Young Marines.

1. From the Halt. Assuming that you are halted at attention and that you have received the command “forward, MARCH.” The preparatory command is “forward”, and the command of execution is “MARCH”.
 - a. At “forward,” shift the weight of your body to the right leg without noticeable movement.
 - b. On “MARCH” smartly take a normal step to the front with the left foot.
 - c. At the same time, begin to swing your arms in their natural arc, 6 inches to the front and 3 inches to the rear of your legs.
 - d. Continue to march without stiffness or exaggeration of movement, swinging the arms as indicated above until given another command.
 - e. Make sure you keep the same distance between you and the Young Marine in front and to the right of you. You should always be in line with the Young Marine to your right.
2. While Marking Time. (See E.O. 7) Assume that you are marking time and you received the command “forward, MARCH.” The preparatory command is “forward”, and the command of execution is “MARCH”. (Note: The command of execution may be given as either foot strikes the deck. For example, the command is given as the left foot strikes the deck.)
 - a. On “MARCH,” take one more 2-inch vertical step in place with your right foot.
 - b. Take a normal step, measured from the rear of the left heel to the rear of the right heel. Step to the front with your left foot.
 - c. Continue to march, taking normal steps, swinging your arms 6 inches to the front and 3 inches to the rear of your legs until given another command.
 - d. Make sure you keep the same distance between you and the Young Marine in front and to the right of you. You should always be in line with the Young Marine to your right.
3. While Marching Forward at Double Time. (See E.O. 6) Assume you are marching forward at double time and you receive the command “quick time, MARCH.” The preparatory command is “quick time”, and the command of execution is “MARCH”. (Note: The command of execution may be given as either foot strikes the deck. For example, the command is given as the left foot strikes the deck).
 - a. On “MARCH” take a 36-inch step to the front with your right foot.
 - b. Take a normal step to the front with the left leg (measured from the rear of your left heel to the rear of your right heel.)
 - c. At the same time, decrease the cadence to normal steps and lower your arms to the quick-time position.
 - d. Continue to march, taking normal steps, swinging your arms 6 inches to the front and 3 inches to the rear of your legs until given another command.

- e. Make sure you keep the same distance between you and the Young Marine in front and to the right of you. You should always be in line with the Young Marine to your right.
4. While Marching at Half Step. Assume you are marching at half step and you receive the command “forward, MARCH.” The preparatory command is “forward”, and the command of execution is “MARCH”. (Note: The command of execution may be given as either foot strikes the deck. For example, the command is given as the left foot strikes the deck.)
- a. On “MARCH” take one more half step to the front with your right foot.
 - b. Take a normal step to the front with your left foot.
 - c. Continue to march, taking normal steps, swinging your arms 6 inches at the front and 3 inches to the rear of your legs until given another command.
 - d. Make sure you keep the same distance between you and the Young Marine in front and to the right of you. You should always be in line with the Young Marine to your right.

E.O. 6. Marching in Double Time.

Double Time Cadence. Double Time is the term for running or jogging. Cadence is the number of steps per minute, or “beat” you run to. Regular cadence in Double Time is 180 steps, or beats per minute. A regular step in Double Time is 36-inches for adults. In the Young Marines though, the Platoon Sergeant may adjust the length of the steps for shorter Young Marines.

- 1. From the Halt. Assume you are halted at attention and you receive the command, “double time, MARCH. The preparatory command is “double time”, and the command of execution is “MARCH”.
- a. At “double time” shift the weight of your body to the right leg without noticeable movement.
 - b. On “MARCH” smartly take a slightly longer than normal step to the front with the left foot.
 - c. Simultaneously, raise the forearms to horizontal position along the waistline, fingers closed and knuckles out.
 - d. Continue to march, taking slightly longer than normal steps, swinging your arms in their natural arc across the front of your body until given another command.
 - e. Make sure you keep the same distance between you and the Young Marine in front and to the right of you. You should always be in line with the Young Marine to your right.

E.O. 7. Marching in Mark Time.

Mark Time Cadence. Mark Time is the term for marching in place without moving forward or backward. Cadence is the number of steps per minute, or “beat” you Mark Time to. Regular cadence in Mark Time is 120 steps or beats per minute. These are vertical steps you make in place.

1. From the Halt. Assume you are halted at attention and you receive the command “mark time, MARCH.” The preparatory command is “mark time”, and the command of execution is “MARCH”.
 - a. At “mark time” shift your body weight to the right leg without noticeable movement.
 - b. On “MARCH” take a two-inch, measured form the ball of the ball of the foot to he deck, vertical step in place with your left foot. The heel is 4 inches from the deck.
4. At the same time, begin swinging; your arms six inches to the front and three inches to the rear of the your leg.
5. Continue marching in place, taking 120, two-inch vertical alternating steps per minute, swinging your arms 6 inches to the front and 3 inches to the rear of your legs until given another command.
 - e. Make sure you keep the same distance between you and the Young Marine in front and to the right of you. You should always be in line with the Young Marine to your right.
4. While Marching at Quick Time. Assume you are marching at quick time and you receive the command “mark time, MARCH.” The preparatory command is “mark time”, and the command of execution is “MARCH”. (Note: The command of execution may be given as either foot strikes the deck. For example, the command is given as the left foot strikes the deck.
 - a. On “MARCH” take one more normal step to the front with your right foot.
 - b. Bring the left foot along side the right foot as in halt.
 - c. Without losing cadence, take a two-inch vertical step in place with your right foot.
 - d. Continue marching in place, taking two-inch vertical alternating steps per minute, swinging your arms six inches to the front and three inches to the rear of your legs until given another command.
 - e. Make sure you keep the same distance between you and the Young Marine in front and to the right of you. You should always be in line with the Young Marine to your right.

E.O. 8. Execute the Halt.

Halting. When you “halt”, you are stopping what you are doing. If you are marching forward, to halt would mean to stop marching forward and come to the position of attention in the direction you are facing. Once you have halted, you will remain at the position of attention until given another command.

1. To Halt while Marching Forward at Quick Time Cadence. Assume you are marching forward at quick time and you received the command, “squad, HALT.” The preparatory command is “squad”, and the command of execution is “HALT”. (Note: The command is given as the left foot strikes the deck.)
 - a. On the count of one, take one more normal step.
 - b. For the second count of halt, take the next step; smartly bring your left heel against the right heel.
 - c. Assume the position until given another command.
2. To Halt while Marching at Double Time Cadence. Assume that you are marching forward at double time and that you have received the command, “squad, Halt.” The preparatory command is “squad”, and the command of execution is “HALT”. (Note: The command is given as the left foot strikes the deck.)
 - a. For the first count of halt and for your next step, take one more 36-inch step to the front with your right foot.
 - b. For the third count of halt and for your next step, smartly bring the right heel against the left heel.
 - c. Assume the position of attention.
 - d. Remain in this position until given another command.
3. To Halt while Marking Time. Assume you are marking time and you received the command, “squad HALT.” The preparatory command is “squad”, and the command of execution is “HALT”. (Note: The command is given as the left foot strikes the deck.)
 - a. For the first count of halt and for your next step, take one more 2-inch vertical step in place with the right foot.
 - b. For the second count of halt, take a 2-inch vertical step in place with the left foot.
 - c. For the third count of halt and for your next step, take a 2-inch vertical step in place with the right foot, bringing the right heel smartly against the left heel and assume the position of attention.
 - d. Remain in this position until given another command.

4. To Halt while Marching at the Half Step. Assume that you are marching forward at a half step and that you have received the command “squad, HALT.” The preparatory command is “squad”, and the command of execution is ”HALT”. (Note: The command of execution may be given as either foot strikes the deck. For example, the command is given as the left foot strikes the deck.)
 - a. For the first count of halt and for your next step, take one more 15-inch step to the front with your right foot.
 - b. For the second count of halt and for your next step, smartly bring the left heel against the right heel.
 - c. Assume the position of attention.
 - d. Remain in this position until given another command.

E.O. 9. Form a Column from Line.

Form a Column. Forming a column is basically executing a right or left face like you are preparing to march forward. When you fall in, you are in line. Once you have completed a right or left face, you are in column.

Formation on Line. Young Marine units always form on line—the long-line facing forward.

1. To Form Column from Line. Assume you are at attention in a formation in-line and you receive the command “right, FACE.” The preparatory command is “right”, and the command of execution is “FACE”.
 - a. At “FACE” face to the right, and form a column.
 - b. Remain in this position until given another command.
2. To Form Line from Column. Assuming you are at attention in a formation in column and you receive the command “left, FACE.” The preparatory command is “left”, and the command of execution is “FACE”.
 - a. At “FACE” face to the left, and form a column.
 - b. Remain in this position until given another command.

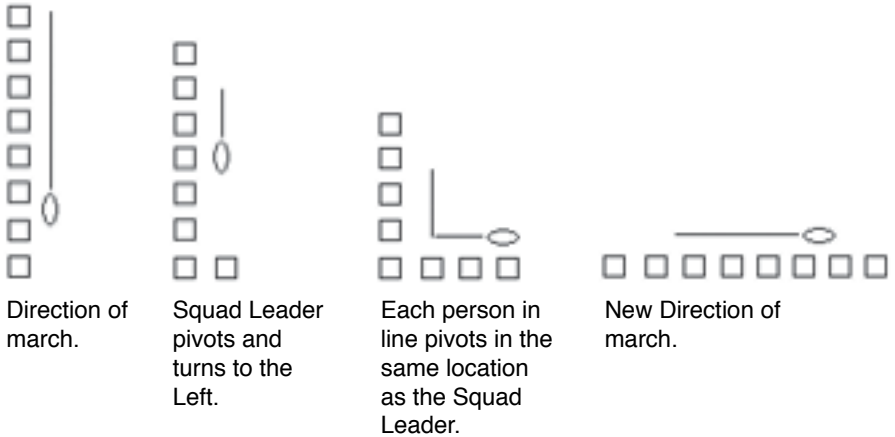
E.O. 10. Executing Column Movements.

Column Movements. A column movement is when you are marching forward in column formation and you are going to turn in a new direction. This is just like making a right or a left face, only your doing so while marching. When marching, the command of execution “MARCH”, would come as the left foot strikes the deck. The commands are:

- a. “Column right, MARCH.” On “MARCH” the column turns 90 degrees to the right.
- b. “Column left, MARCH.” On “MARCH” the column turns 90 degrees to the left.
- c. “Column half-right, MARCH.” On “MARCH” the column turns 45 degrees to the right.

d. "Column half-left, MARCH." On "MARCH" the column turns 45 degrees to the left.

In the example below, the squad will perform a "Column left".




- e. Base Element. The base element is the squad that is closest to the turn. If you are turning to the left, the first squad would be the "base element". The pivot Young Marine for the movement is the first Young Marine in the base squad, excluding the platoon commander or the guide. Each person that follows the pivot Young Marine will pivot, or execute their turn in the same spot as the pivot Young Marine.
1. Column Movements while Marching. Assume that you are marching in column and receive one of the commands listed above.
- The pivot Young Marine on "MARCH" faces the right or left in the direction of the turn.
 - Then takes up a half step.
 - Resume the full step when other Young Marines in your rank are abreast.
 - Other Young Marines of the leading rank turn twice to an oblique (45-degree turn) right or left without changing interval.
 - Place yourselves abreast of the pivot Young Marine.
 - Conform to his or her steps.
 - Execute the first oblique at the command of execution.
 - Execute the second oblique opposite their new line of march so that when the oblique is completed, they will be marching in the new direction with proper interval.
 - Ranks in Rear of the Leading Rank, execute the movement on the same ground and in the same way as the leading rank.

2. Column Movement from the Halt. Assume you are halted and receive one of the commands listed above.
 - a. On “MARCH,” the pivot Young Marine face the right or left by turning to the right or left on your right toe.
 - b. Step one full step with your left foot in the new direction.
 - c. Then take a half step.
 - d. Resume the full step when the other Young Marines of your rank are abreast.
 - e. Other Young Marines of the leading rank. Turn twice to the oblique right or left in marching without changing interval.
 - f. Place yourselves abreast of the pivot Young Marine.
 - g. Conform to his or her step.
 - h. Execute the two oblique movements the same as when the column movement is ordered while marching.
 - i. At the same time, march forward and execute the movements the same as when marching.

E.O. 11. Execute the Hand Salute.

1. Hand Salute. Assume you are halted at attention and you have received the command, “hand, SALUTE.”
 - a. On “SALUTE” raise the right hand until the tip of the right forefinger touches the lower portion of the headdress above or slightly to the right of the right eye.

<p>b. Keep the wrists and forearm straight.</p> <p>c. Incline the forearm at a 45-degree angle.</p> <p>d. Keep the upper arm parallel to the deck and the elbow in line with the body.</p>	
	<p>Figure 1-5</p>

- e. Extend and join the fingers with the thumb along the hand and the palm down. Ensure that you are able to see the entire palm when looking straight ahead.
 - f. On “ready, TWO” smartly and in the most direct manner, return the right hand to the right side.
 - g. Assume the position of attention.
 - h. Remain in position until another command is given.
2. Present Arms without Arms. Assume you are halted at attention and you receive the command, “present, ARMS.”
 - a. On “ARMS” execute the hand salute.
 - b. The next command will be “order, ARMS” smartly and in the most direct manner, return the right hand to the right side.
 - c. Assume the position of attention.
 - d. Remain in position until another command is given.
3. Hand Salute without Commands. A salute shall be rendered to Colors, all Federally Commissioned Officers, and the unit commander only.
 - a. Render the salute when colors or the person to be saluted is at a six-pace distance or at the nearest point of approach if it is within six paces.
 - b. Do not render the salute if the person to be saluted does not approach within 30 paces.
 - c. Assume that you are walking down the street and an officer comes within saluting distance:
 - i. Execute a hand salute.
 - ii. At the same time, turn your head in the direction of the officer.
 - iii. Offer an appropriate greeting while saluting the officer such as “Good Morning, sir or Ma’am.”
 - d. When you are in a group but not in a formation, the entire group salutes at one time. When you are in a formation, the senior person calls the formation to attention, if not already at attention, and salutes for the unit.

Performance Objective 2: Essential Subjects

Enabling Objectives:

1. **Observe Young Marines Uniform Regulations**
2. **Observe the Grooming and Personal Appearance Standards.**
3. **Recite the Pledge of Allegiance, first verse of the National Anthem, the Young Marine Obligation, Creed, and the Young Marine Hymn.**
4. **Identify the rank structure in the Young Marines.**
5. **Observe Military Customs and Courtesies.**
6. **Respond to questioning on the Young Marine History.**
7. **Identify the Personal, Achievement, Service and Qualification Awards.**
8. **Know and understand Military Terms/Marine Jargon.**

Introduction. Essential subjects are those things every Young Marine needs to know to be the best Young Marine they can be. From uniform appearance to personal appearance, looking your best will help you to feel your best. Understanding and knowing the Young Marine Obligation, Creed, and Rank Structure will make your time in the Young Marines helpful and enjoyable. Learn our Customs and Courtesies, know our history, and be able to identify all Awards. You will go far in our organization if you can do these things.

E.O. 1 Observe Young Marines Uniform Regulations

1. Uniform Regulations. Young Marines are authorized to wear appropriately modified versions of the Marine Corps uniform. The National Executive Director issues the modifications designed to clearly identify the wearer as a member of the YM. The Young Marine uniform is worn during Young Marine Drills (Meetings) or other authorized Young Marine activities as determined by the unit commander.



2. Young Marine Uniform. The official uniform in the Young Marines Program for both youth and adult is the woodland pattern camouflage blouse, trousers and khaki web belt, black boots, cover and white T-shirt as shown in Figure 2-1. The camouflage uniform can only be modified as in figure 2-2. Either the red National T-shirt or the unit T-shirt can be substituted for the white T-shirt. This is the only modification that can be made at the unit commander's discretion. No other modifications or deviations are authorized such as shooting badges, scuba bubbles, jump wings, fourragiere, lanyards or other uniforms such as the digital uniform. The unit may designate a Physical Training (PT) uniform consisting of Shorts and T-Shirt, white socks and athletic shoes, as in Figure 2-3. A sweatshirt and pants may be added for cold weather. The Service "A" (Alphas) fig 2.4, Service "B" (Bravos) and Service "C" (Charlies) fig 2-5 uniforms may be worn by Young Marines on special occasions such as parades, and birthday balls. Service A, B or C uniforms are gender specific. Collar devices for the Service A blouse are the Young Marines Disc Insignia collar devices. Rank insignia is to be worn on the Khaki Shirt. The Young Marines Disc Insignia is used on the cover for the service A and C uniforms only. See standards for optional Young Marine uniforms page A-8. Young Marines do not travel in any uniform. Young Marines should always travel in civilian attire with the red National T-shirt, except for SLS and ALS Graduates who may travel in appropriate civilian attire with a red Polo Shirts. The Service A, B and C uniforms are optional uniforms, however they may be required for selected National events.

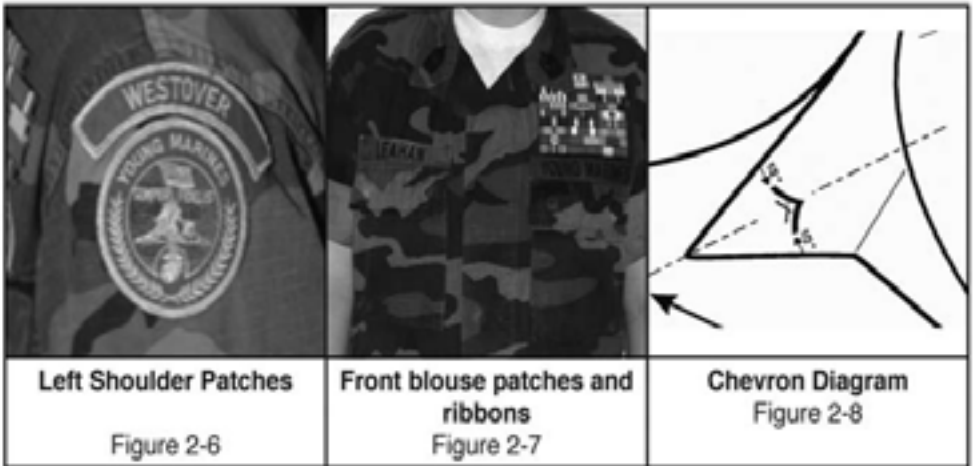
3. Care and Wear of the Uniform. The Young Marine is responsible for keeping their uniform clean and neatly pressed at all times.

The parts of the uniform are:

- a. Cover. The woodland-style authorized camouflage utility cap is worn with the authorized woodland-style camouflage uniform. The cover will be machine or hand laundered in warm water. It may be starched or sized but may not be bleached. The only device worn on the cover is the rank that the Young Marine currently holds. Adults do not wear rank or any other device on their covers.
- b. Camouflage Blouse. Worn with Young Marine breast pocket patch centered above the left breast pocket, 1/8-inch above the pocket, (see figure 2-6). The Young Marine shoulder patch is worn on the wearer's left sleeve with the Unit designation arc centered above the patch, on the shoulder seam, (see figure 2-7). The blouse will be machine or hand laundered in warm water. It may be starched or sized but may not be bleached.
- c. Nametape. An olive drab nametape is worn centered over the right pocket, flush to the pocket seam and flush to the edges of the pocket.
- d. Ribbons. Ribbons are worn so that the lowest row of ribbons is 1/8-inch above the left breast pocket patch and centered. Ribbons are worn in the order of precedence as established in the Young Marine Awards Manual. They are preferably worn in rows of three, (see figure 3). However, they may also be worn in rows of four. Ribbons that become soiled or faded should be replaced.

1. On female coats/blouses with horizontal pockets, ribbons will be worn as prescribed above. On female khaki shirts and coats without the faux pocket, ribbon bars will be placed even with or up to 2 inches above the first visible button and centered so that they are in about the same position as when worn on the coat.

e. Chevrons. Rank insignias are worn on both collars of the camouflage blouse, khaki shirt or field jacket. They are placed vertically with the single point up and center of the insignia on a line bisecting the angle of the point of the collar. The lower outside edges of the chevron are placed 1/2 inch from the edge of the collar.



f. White T-shirts. Will be worn with the camouflage uniform. Unit Commanders should pay particular attention to times when the camouflage blouse is removed to expose the white t-shirt. In order to protect the dignity of our female members, the camouflage blouse should never be removed if participating in events where water is involved i.e., water tag, working parties, inclement weather, etc. During these type events, the white t-shirt can become transparent, potentially leading to unnecessary embarrassment or harassment. The unit T-shirt or the red National T-shirt may be substituted by the unit commander for such events.

g. Camouflage Trousers. Worn with straight or pouch pockets. Nametapes will be sewn over the right rear pocket of the trousers, centered and flush over the top seam, (see figure 2-8). The trouser will be machine or hand laundered in warm water. It may be starched or sized but may not be bleached.

h. Khaki Web Belt. Worn with brass buckle. Either Marine Corps style brass buckle or anodized buckles are authorized. Green or black cargo type belts are also authorized except during formal inspections. The belt will be machine or hand laundered in warm water.

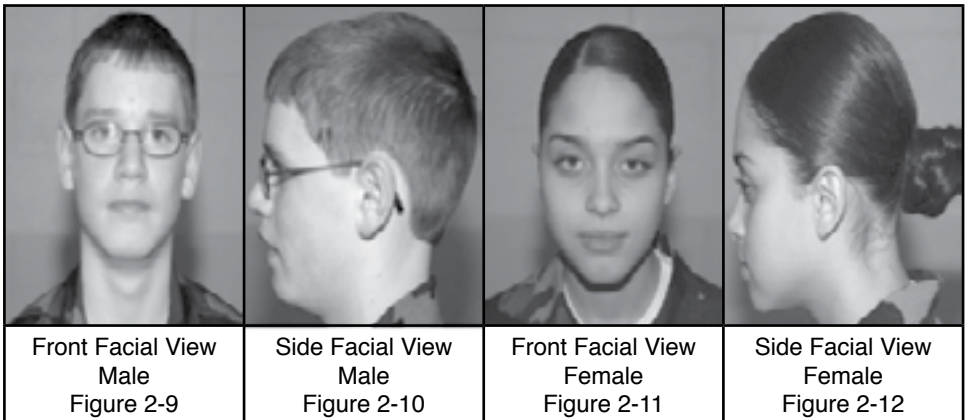
- i. Boots. The Young Marine-unique brush out black boot will be worn with the Young Marine uniform. This boot does not require polishing but will be kept clean and free of dirt by brushing. For those who choose the standard black leather, black hot weather tropical (jungle) combat boots, or the old-style black combat boots (with eyelet lacing), polishing with a high shine on the toes and heels will be maintained whenever possible. Black or green socks will be worn with the boots.
 - j. Unit or Special T-Shirts. Each unit should have a unit T-shirt with the unit name and the Young Marine designation imprinted on the shirt. Colors may vary. These T-shirts should be part of each Young Marines PT uniform. They may also be worn for activities and functions where the camouflage uniform is inappropriate, for example, car washes, certain community service projects, etc. The unit T-shirt or the red National T-shirt may also be worn under the camouflage uniform on the unit level if the unit commander desires. All Young Marines are expected to keep themselves clean and well groomed whether in uniform or not.
4. Uniform Marking. All uniform items and items used on Young Marine activities must be marked with the Young Marines Last and First Name with a permanent black laundry marker. The listed items below must be marked in the following manner:
- a. Web Belt. On one side only, near the buckle end.
 - b. Cover. Inside on the sweatband.
 - c. Blouse. Inside on the neckband.
 - d. Drawers. inside the waistband.
 - e. Gloves. Inside at the wrist.
 - f. Necktie. On the inside of the neck loop.
 - g. Dress Shirts and Undershirts. Inside back, on neckband.
 - h. Shoes/Boots. Inside near the top.
 - i. Socks. On the instep.
 - j. Sweater. Stamped on manufacturing label or use marking tape/label sewed on inside the back of sweater, below the neckband, with thread to match the sweater.
 - k. Trousers; Skirts; Slacks. Inside near the top.
 - l. PT Shorts. Inside immediately below the waistband.
 - m. Bag, Duffel. On the outside of the bottom of the bag.
 - n. Coats. Inside, on the neckband.
 - o. Necktabs. On the underside near left end.
5. Responsibility for the Uniform. You should follow these rules to help safeguard your uniform:
- a. Don't leave your uniform unattended.
 - b. Mark your name in every item of clothing
 - c. Promptly replace damaged or poorly fitting parts of your uniform.

E.O. 2 Observe Grooming and Personal Appearance Standards

1. Grooming and Personal Appearance Standards. Young Marines shall adhere to the following standards:

a. Male Young Marines.

- 1) Hair will be neat and closely trimmed. Hair will be short enough so that it does not touch the ears or hang on the nape of the neck. The hair may be clipped at the edges of the side and back and will not be over 3 inches in length fully extended on the upper portion of the head. Head hair will be styled so as not to interfere with the proper wear of uniform headgear. Hair, which protrudes from beneath properly worn headgear in an unsightly manner, is considered excessive, regardless of length. Male Young Marines are not authorized to wear braids of any sort nor to have eccentric designs cut in their hair.



- 2) Beards are unauthorized. However, mustaches and sideburns may be worn, as long as they conform to current Young Marine grooming standards. When worn, the mustache will be neatly trimmed and must not extend beyond the length of the upper lip. The individual length of a mustache hair fully extended must not exceed 1/2 inch. Except for a mustache, sideburns, eyebrows, and eyelashes; hair may be grown on the face only when a medical officer has determined that shaving is temporarily harmful to the individual Young Marine's health. Sideburns will not extend below the top of the orifice of the ear. Sideburns will not be styled to taper or flare. The length of an individual hair of the sideburn will not exceed 1/8 inch when fully extended.
- 3) The only jewelry permitted is watches, medical items, religious medallions, class or Young Marines ring. All jewelry will be removed for physical training activities.

b. Female Young Marines.

- 1) Grooming. Hair may touch the collar, but will not fall below the collar's lower edge. Hair that would fall naturally below the collar's lower edge will be neatly and inconspicuously fastened or pinned. During physical training periods in which physical training clothing is worn, hair will be allowed to fall naturally, without being fastened or pinned. This does not apply when conducting physical training in the utility uniform.
- 2) Hair will be styled so as not to interfere with the proper wear of the uniform headgear. All headgear will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. Hairstyles, which do not allow the headgear to be worn in this manner, are prohibited.
 - a) Faddish and exaggerated styles to include shaved portions of the scalp other than the neckline, designs in the hair, unsecured ponytails and styles that are distinctly unbalanced or lopsided are prohibited. Multiple braiding and buns are authorized. If hair extensions are used in the braiding of the hair, the extensions must have the same general appearance as the individual's natural hair. Braided hairstyles will be conservative, and conform to other guidelines listed herein.
 - b) Barrettes, combs, rubber bands, etc. are authorized, if concealed by the hair. Inconspicuous hairpins and bobby pins, if required, are authorized. Hairnets will not be worn unless authorized for a specific type of duty.
- 3) Cosmetics. Cosmetics are authorized for wear in uniform if permitted by the parent or legal guardian. It shall be applied conservatively and must complement the individual's complexion and skin tone. Exaggerated or faddish cosmetic styles are considered inappropriate and shall not be tolerated. Non-eccentric lipstick and nail polish colors, to include colorless nail polish are authorized for wear with the uniform. Fingernails with multiple colors and decorative ornamentation are not considered eccentric and MAY NOT be worn. Nail length, to include false nails, will be no longer than 1/4 inch from the tip of the finger.
- 4) Jewelry. The only jewelry permitted is watches, medical items, religious medallions, class or Young Marines ring. All jewelry will be removed for physical training activities. Small, polished ball or round stud earrings, (post, screw-on, or clip), not to exceed six millimeters (about 1/4 inch) in diameter, may be worn with any uniform. When worn, earrings will fit tightly against, and will not extend below, the earlobe. Only one earring will be worn on or in each earlobe in the lowest hole.

E.O. 3 Recite the Young Marine Obligation and Creed.

1. Young Marine Obligation. The first step in becoming a Young Marine is to want to be a Young Marine. The second step is to solemnly take the following Young Marine Obligation:

Young Marine Obligation

From this day forward, I sincerely promise, I will set an example for all other youth to follow and I shall never do anything that would bring disgrace or dishonor upon my God, my Country, and its flag, my parents, myself, or the Young Marines. These I will honor and respect in a manner that will reflect credit upon them and myself. Semper Fidelis

When the Young Marine takes the Young Marine Obligation, it becomes the Young Marines everyday duty and responsibility to always be on their best behavior, always give their very best effort in all they do, and never bring embarrassment or dishonor to the things they hold very important, like their God, country, family, themselves and the Young Marines.

4. Young Marine Creed.

- a. The Young Marine Creed helps Young Marines live up to their obligations. The creed is statements of what Young Marines believe are the right things to do.

Young Marine Creed

- 1) Obey my parents and all others in charge of me whether young or old.**
 - 2) Keep myself neat at all times without other people telling me to.**
 - 3) Keep myself clean in mind by attending the church of my faith.**
 - 4) Keep my mind alert to learn in school, at home or at play.**
 - 5) Remember having self-discipline will enable me to control by body and mind in case of an emergency.**
- b. **Obey my parents and all others in charge of me whether young or old.** The first statement says that Young Marines obey their parents or guardians. They also obey those in charge of them. They may be a caretaker, teachers and school counselors, coaches, police officers, etc., and during Young Marine activities, Young Marines obey the instruction of their adult leaders and senior Young Marines regardless of their age. By being obedient, the Young Marine will quickly earn the respect and confidence of others.
- c. **Keep myself neat at all times without other people telling me to.** The second statement says that Young Marines always keep themselves neat without being told. Young Marines are always presentable and prepared to meet anyone at a moment's notice.

- d. **Keep myself clean in mind by attending the church of my faith.** The third statement says that Young Marines believe in a greater power that guides mankind to a greater good. This faith is established within the Young Marines family and strengthened by the Young Marines regular attendance at their place of worship. Young Marines are respectful of other faiths and religions, because the first settlers to, what is now known as the United States, settled here to attain religious freedom.
- e. **Keep my mind alert to learn in school, at home or at play.** The fourth statement says that Young Marines have a lot to learn, to prepare them for the future. It is the Young Marines parent or guardian's responsibility to send Young Marines to school. It is, however, the Young Marines responsibility to learn. Young Marines always give their best effort whether in school, at home, or play. Everything a Young Marine learns has a purpose and much of what they learn can be use in the future. Young Marines never sell themselves short. They take advantage of every opportunity and do not rely on others, before they can rely on themselves.
- f. **Remember having self-discipline will enable me to control by body and mind in case of an emergency.** The fifth statement says that the key to a Young Marines success is self-discipline. Self-discipline is the ability of one to control themselves, their actions and impulses. Self-discipline is the foundation of Young Marine training and the foundation for success in life. Self-disciplined Young Marines succeed in meeting all their goals. Many Young Marines have earned lifesaving awards and attributed their success to the self-discipline and training taught by their Young Marine unit.

7. Young Marine Hymm

- a. The Young Marine Hymn is the official song of the Young Marines. It is to the same tune as the Marine's Hymn.

Young Marine Hymn ®

**From the North and from the South we'll come
From the East and from the West
We will all enlist int the Young Marines
And forever do our best**

**From the halls of all our grammar schools
To the shores of all our lakes
We will be the fines Young Marines
No matter what it takes**

**Let the Boy Scouts and theGirl Scouts march;
Let the Cub Scouts strut and beam
Oh, you haven't seen the greatest yet
Till you've seen the Young Marines**

**We salute the sailor boys in blue
And the Army in their greens
We are proud to bear the title of
The U.S. Young Marines.**

E.O. 4 Identify the rank structure in the Young Marines.

5. Young Marine Rank Insignia. Young Marines are divided into four groups based on the Young Marine rank they hold. When addressing Young Marines by their rank, the words “Young Marine” precede the rank. For example, if the Young Marine holds the rank of Lance Corporal, the Young Marine should be addressed as “Young Marine Lance Corporal.” When writing the Young Marine rank, the rank can be written in full, such as “Young Marine Lance Corporal” or shorten, such as “YM/LCPL.”

a. Basic Young Marine (BYM) Rank.



Young Marine Private
(YM/PVT)
Figure 2-13

Young Marine Private First
Class (YM/PFC)
Figure 2-14



Young Marine Lance
Corporal (YM/LCPL)
Figure 2-15

b. Junior Young Marine (JYM) Rank.



Young Marine Corporal
(YM/CPL)
Figure 2-16



Young Marine Sergeant
(YM/SGT)
Figure 2-17

c. Senior Young Marine (SYM) Rank.



Young Marine Staff
Sergeant (YM/SSGT)
Figure 2-18



Young Marine Gunnery
Sergeant (YM/GYSGT)
Figure 2-19

d. Advance Young Marine (AYM) Rank.



Young Marine Master Sergeant (YM/MSGT)
Figure 2-20



Young Marine Master Gunnery Sergeant (YM/MGYSGT)
Figure 2-21

e. Young Marine Billets



Young Marine First Sergeant (YM/1stSGT)
Figure 2-22

(This is a billeted rank for YM/MSGT only)



Young Marine Sergeant Major (YM/SGTMAJ)
Figure 2-23

(This is a billeted rank for YM/MGYSGT only)

E.O. 5 Observe Military Customs and Courtesies.

1. Military Customs and Courtesies. Military customs and courtesies exist to ensure that every member of the organization are properly recognized and paid the respect due their position or rank.

a. Addressing Junior, Senior, and Advance Young Marines. When the Basic Young Marine addresses a Junior, Senior, and/or Advance Young Marine (hereafter referred to as “senior” Young Marines), the Basic Young Marine will:

- 1) Approach the senior Young Marine.

- 2) Address the more senior Young Marine by rank or rank and last name then state your business.
 - 3) When the conversation is ended, Say thank you and return to your business.
- b. Addressing Young Marine adult leaders. When addressing an adult leader, all Young Marines will:
- 1) Approach the adult leader.
 - 2) If a Young Marine recruit, you will stand at attention.
 - 3) Render a Hand Salute when outdoors and in uniform to all adults if they are in fact a retired, active or reserve commissioned officer in the United States Military. Registered adults in the Young Marines do not rate a salute unless the meet the criteria above.
 - 4) Address the adult leader by their appropriate title Mr./Mrs./Miss/Ms./Dr./Officer/Detective/Instructor, etc. and their last name, or “sir”/”ma’am” if you do not know their title. If the adult leader is on active duty or in the reserves or retired from the armed forces and their military rank is known, all Young Marines will address them by rank and last name.
 - 5) If a Young Marine recruit, state your rank and last name and request permission to speak. Example—Young Marine Recruit Smith request permission to speak. (Do not say anymore until given the command, “Speak.”) If a Young Marine, address the adult by their appropriate title and state your business.
 - 6) The Young Marine Recruit will remain at attention during the conversation. (Unless given the command “At Ease.”)
 - 7) When the conversation is ended, the Young Marine Recruit will return to the position of attention, if placed earlier “At Ease” by the adult.
 - 8) The Basic Young Marine will say an appropriate parting remark, such as “Thank you/Good Morning/Afternoon/Evening, Sir/Ma’am.”
 - 9) Render a Hand Salute as explained in sub paragraph 3 Above
 - 10) The Young Marine Recruit will take one step back and do an about face and continue to move away from the adult leader. A Young Marine will move off and carry on with their business.
- c. Addressing all other Adults. When addressing any adult either during or outside Young Marine activities, all Young Marines will:
- 1) Approach the adult.
 - 2) If a recruit, stand at attention.

- 3) Address the adult by their appropriate title Mr./Mrs./Miss/Ms./Dr./Officer/ Detective/Instructor, etc. and their last name, or “sir”/“ma’am” if they do not know their title. If the adult is on active duty or in the reserves or retired from the armed forces and their military rank is known, all Young Marines will address them by rank and last name. If the adult is a Military Officer either active, retired, or reserve, the Basic Young Marine will render a salute and an appropriate greeting. (Good morning Sir, etc.)
 - 4) If a Young Marine recruit, State your rank and last name and request permission to speak. Example— Young Marine Recruit Smith request permission to speak. (Do not say anymore until the adult asks you to speak.) If a Young Marine, address the adult by their appropriate title and state your business.
 - 5) The Young Marine Recruit will remain at attention during the conversation. (Unless given the command “At Ease.”)
 - 6) When the conversation is ended, the Young Marine Recruit will return to the position of attention, if placed earlier “At Ease” by the adult.
 - 7) The Young Marine Recruit will say an appropriate parting remark, such as “Thank you/Good Morning/Afternoon/Evening, Sir/Ma’am.” If a military officer, as stated above, render a salute and appropriate parting remark.
 - 8) The Young Marine Recruit will take one step back and do an about face and continue to move away from the adult. A Young Marine will move off and carry on with their business.
- d. Entering a Young Marine Office. Before entering an office the Young Marine Recruit will knock loudly three times and stand at attention in the doorway. When ordered to enter, the Young Marine will:
- 1) Enter the office and take the most direct route to adult present
 - 2) Center on the adult present. Remain in the position of Attention and report by saying, “Young Marine Recruit Smith, reporting as ordered, sir or ma’am.
 - 3) Do not leave the office, until given the command “Dismissed.”
 - 4) When given the command “Dismissed,” respond to the adult by saying “aye, aye, sir/ma’am.”
 - 5) Take one step back and do an about face and take the most direct route out the office.

Note: Young Marines do not salute indoors unless otherwise directed by the unit commander.

Note: In all instances, Young Marines and Young Marine recruits, if they do not know the title of the adults will address them as “sir” or “ma’am”.

e. Rendering Honors to the National Colors and National Anthem. Young Marines in and out of uniform will always come to their feet and stand at attention for the United States Flag and/or the National Anthem.

- 1) National Colors (Flag). Young Marine will come to Attention when the Flag approaches within six (6) paces of them.
 - a) In Uniform. If outdoors, The Young Marine will stand at Attention and render the proper hand salute until the Flag is six paces past the Young Marine. If indoors, the Young Marine, if uncovered, will stand at Attention until the Flag pass six paces beyond. If covered, by direction, the Young Marine will salute.
 - b) Out of Uniform. The Young Marine will stand at Attention until the Flag is six paces past the Young Marine. The Young Marine will place the right hand over their heart. If the Young Marine is wearing a cap, the Young Marine will remove the cap from their head with their right hand and place the cap over their heart.
- 2) Playing of the National Anthem.
 - a) In Uniform. If outdoors, The Young Marine will stand at Attention, face the Flag, and render the proper hand salute until the music stops. If indoors, the Young Marine will stand at Attention until the music stops. If there is no flag, the Young Marine will face the music at attention and remain that way until the music stops.
 - b) Out of Uniform. The Young Marine will stand at Attention and face the Flag until the music stops. The Young Marine may place the right hand over their heart. If the Young Marine is wearing a cap, the Young Marine will remove the cap from their head with their right hand and place the cap over their heart. If there is no flag, the Young Marine will face the music at attention and remain that way until the music stops.

E.O. 6 Respond to questioning on the Young Marine History.

1. The Young Marine should know the:

- a. Young Marine Birthday. The Young Marines official birthday is October 17, 1965. This is the date that the Young Marines was officially chartered by the Marine Corps League. Young Marine units are encouraged to celebrate its birthday each October.
- b. History of the Young Marines. The Young Marines was founded in 1959 in Waterbury, CT. The official charter was issued to the Young Marines on October 17th, 1965. Membership was extended to females in 1975. The organization went international in 1995 with its first units in Okinawa, Japan.
- c. Marine Corps League. The Young Marines are a subsidiary organization of the Marine Corps League. The Young Marines were founded by the Brass City Detachment of the Marine Corps League located in Waterbury, CT.

- d. United States Marine Corps. The Marine Corps has supported the Young Marines since July of 1993. The Young Marines is a service affiliated educational activity and was identified as the focal organization for the Marine Corps' Youth Drug Demand Reduction effort in support of the Defense Authorization Act for Fiscal Year 1993.
- e. Young Marines Mission. The mission of the YM 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.
2. Young Marine -Core Values. Every United States Marine upholds the core values of Honor, Courage and Commitment. These values give Marines their strength, regulates their behavior, and bonds them together into a force, like no other, capable of overcoming every obstacle and meeting any challenge. The Young Marines' Core values are Discipline, Leadership and Teamwork.
- a. Discipline. Discipline requires that Young Marines show instant willingness and obedience to the rules of the Young Marine program, their parent's rules, and the laws of the land. Discipline also dictates a respect for authority. Young Marines will:
- 1) Follow all rules and regulations set forth in the Young Marines Guidebooks and Manuals.
 - 2) Follow the rules of the home and of their parents, completing chores, obeying curfews, and assisting in the home when needed.
 - 3) Follow all laws of our government and have respect for our leaders, police and those in charge of us.
- b. Leadership. Leadership is the ability to influence others. A good leader is able to effectively pass on from their leaders all that is expected to be accomplished. A true leader leads by example. Young Marines will:
- 1) Aspire to positively influence the fellow Young Marines all the time.
 - 2) Accomplish their mission by completing all tasks assigned by their leaders and those in charge of them from their parents, teachers, coaches and Young Marine adult leaders.
- c. Teamwork. Teamwork is co-operation between those working together on a task. To truly understand teamwork, Young Marines must learn to listen to their leaders and peers, ask questions to ensure complete understanding, persuade their team that they can accomplish the mission, respect those on their team and their suggestions, help those on their team to accomplish the mission, share in the glory and the failures of the team, and participate in the task as a member of the team. Young Marines will:
- 1) Always work together to accomplish the mission..
 - 2) Keep their team motivated at all times even when the mission or task is not a

popular one.

- 3) Not grab all the glory for a team effort, but spread it amongst all team members.

E.O. 7 Identify the Personal, Achievement, Service and Qualification Awards.

1. Young Marine Awards. Young Marines are encouraged to earn awards. Young Marine Awards are divided into four categories—Personal Awards, Achievement Awards, Service Awards, and Qualification Awards.
 - a. Personal Awards. Personal Awards are awarded to Young Marines who distinguish themselves with exceptional achievement, service, and/or personal courage.
 - b. Achievement Awards. Achievement Awards are awarded to Young Marines or Young Marine Units that distinguish themselves with outstanding achievement.
 - c. Service Awards. Service Awards are awarded to Young Marines or Young Marine Units that distinguish themselves with outstanding service.
 - d. Qualification Awards. Qualification Awards are awarded to Young Marines who meet the qualification requirements for the award.



Figure 2-26

The flag raising on Iwo Jima signifies valor, virtue, loyalty and sacrifice of the United States Marine Corps. The motto “Semper Fidelis” is latin and translates “Always Faithful”. The Young Marines honor the United States Marine Corps by adopting these symbols as our own.

See Awards Manual for more information on earning these awards.

E.O. 8 Kown and Understand Military Terms/Marine Jargon.

Throughout the history of our military there have been terms used to describe actions and /or events. Additionally, Marines use certain jargon or words to describe things such as direction, location, and other items.

Below is a list of terms you will hear often as a Young Marine.

As You Were	Cancel the previous command, or go back to the last position you were at.
Aye, Aye, Sir!/ Ma'am!	I heard what you said, I understand what you said, and I will obey
Bulkhead	Wall
Carry On	Continue with what you were doing
Chow	Food. Can also be used in place of the words breakfast, lunch, or dinner. Example: We will P.T. right after chow.
Cover	This means three things. a. The uniform article that covers your head b. To put your cover on your head c. Align yourself in formation from front to rear
Deck	Floor
Esprit de Corps	Readiness for action and courage
Evening Colors	Ceremony of lowering the flag at sundown
Field Day	General housecleaning. When a field day is performed, every thing is cleaned from top to bottom.
Firewatch	Person or individuals assigned the duty of maintaining order after lights out
Galley	Kitchen
Gear	Personal belongings, Issued equipment
Grinder	Drill field
Gung Ho	"Can Do!"
Hatch	Door
Head	Bathroom, washroom, or restroom
Ladder	Stairway
Mess Hall	Dining hall or dining room
Morning Colors	Ceremony of raising the flag at sunrise
Overhead	Ceiling
Passageway	Doorway or corridor
Pipe down!	Quiet!
Pogey Bait	Candy, cookies, snacks
Police	To straighten up or tidy up
Port	Left side (as you face to the front)
P.T.	Physical Training

Rack	Bed, bunk
Scuttlebutt	Gossip, or a water fountain
Secure	Lock up, or to stop work
Semper Fidelis	Always Faithful (The Marine Corps Motto)
Skivvies	Underwear
Square Away	To straighten, make ship shape, or to get settled
Stand By	Get ready
Starboard	Right Side
Stow	To put your gear away
Swab	A mop
Topside	Upstairs or upper deck
Uncover	To remove your headgear

Performance Objective 3: Qualified Field Skills

Enabling Objectives:

1. **Select personal clothing and equipment.**
 2. **Pack and carry individual clothing and equipment.**
 3. **Apply principles of outdoor tools safety.**
 4. **Assemble a survival kit.**
 5. **Stove and lantern safety.**
 6. **Discuss the principles of outdoor cooking with water procured in the field.**
 7. **Construct a shelter.**
 8. **Follow camp routine and discipline in the field.**
 9. **Discuss natural hazards.**
 10. **Demonstrate a concern for the environment.**
 11. **Tie a knot (thumb, figure 8, and reef knots; clove and half hitch).**
 12. **Light a fire.**
-

1. Introduction. Outdoor field skills and knowledge are some of the key elements in the Young Marine training program. Many of the greatest challenges and rewards in this program will occur in adventurous outdoor training. Once you are confident in outdoor safety, survival and hiking skills, you will be prepared to fully explore and discover our vast and remote American wilderness.
2. Wilderness Journal. Start now to keep a written record of your adventures and experiences. Keep copies of routes that you travel, write down stories or anecdotes, and draw pictures of the animals, plants and scenery you encounter. Record your favorite, and least favorite, places, people and events and the lessons that you learn from and experience. At the end of your Young Marine career this journal will tell a wonderful story.

E.O. 1 Select Personal Clothing and Equipment

1. Preparing for Outdoor Activities.
 - a. When you select your personal clothing and equipment for an outdoor activity, the elements of weather and season will have a significant impact on your choices. Air temperature, wind, precipitation, altitude, humidity and the UA index (intensity of the sun's rays) are elements of weather that will need consideration.
 - b. When you are in the outdoors keep your eyes open for changes in your environment that could lead to weather changes, and be ready to adapt your clothing and equipment choices. Changes in air temperature, air pressure, wind direction or cloud cover often signal upcoming weather changes. More people die from being improperly prepared for weather changes than any other cause in the outdoors.
2. Clothing. Clothing that you wear for outdoor activity must protect you from sun, wind, rain and snow, variations of temperature and insects. The components of outdoor clothing can be identified as:

- a. Hat—your hat should be wide brimmed for sun and rain protection, with holes for ventilation;
- b. Shell (jacket)—your shell is your primary protection from wind and rain or snow and keeps your insulation layer dry;
- c. Insulation—you will want to have appropriate insulation for the coldest weather expected during your activity outside;
- d. Shirt—in warm weather you need a long sleeve shirt to protect you from the sun and insects;
- e. Undershirt and underwear—your undershirt can be one of your best methods of moving moisture away from your skin to assist cooling as well as keep you dry;
- f. Pants—choose pants with full length legs that have closures at the cuffs and an adjustable waist;
- g. Socks—Wear socks that provide the appropriate amount of insulation required for your activity and comfort; and,
- h. Footwear—the activities you participate in will have a direct impact on your choice of appropriate footwear. Make sure that your boots and socks fit properly, there should be just enough room for your toes to move a little forward. Breaking in footwear prior to a hike will go a long way in preventing blisters.

In general, your clothing should be comfortable and loose fitting. Try all your individual items on before going out to ensure fit and that there is no damage or missing parts. You can complement your cold weather clothing with mitts and a watch cap made from a good insulator that shells moisture. Keep all your clothes as clean as possible, repair and wash when required.

Remember “**COLD**” if you don’t want to be cold:

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

3. Personal Equipment. Items you would ordinarily carry in your pockets are:

- a. Whistle (plastic);
- b. Folding pocket knife with a large (10 cm) and small blade;
- c. Personal identification and medical insurance card;
- d. Map and compass;
- e. Matches;

- f. Survival kit;
 - g. Lip balm;
 - h. Notepad and pencil; and,
 - i. Small flashlight.
4. Accessories. Some small pieces of kit you should always carry in your pack:

- a. Stainless steel cup, knife/fork/spoon (KFS);
- b. Insect repellent and sunscreen;
- c. A small tarp (at least 2m X 2m);
- d. Small trowel for digging;
- e. Sewing kit;
- f. A first aid kit; and,
- g. Hygiene products (as required).

E.O. 2 Pack and Carry Individual Clothing and Equipment

1. Packing a Backpack. When packing your backpack, follow these general rules:
- a. Fasten all pocket covers and don't let anything hang or dangle from the outside of your pack
 - b. Use an open plastic garbage bag that you can seal, as a liner in the main compartment of your pack to keep items dry.
 - c. Place heavy objects close to the back of the frame, centered and higher on the load
 - d. Carry long items vertically. The width of your load should not exceed 60 cm
 - e. The shape of the load should be kept as flat as possible;
 - f. Snug up all compression straps to keep your load compact;
 - g. Place all toiletries in a protective bag inside your pack to avoid toothpaste flavor clothes
 - h. Carry all fuels in an approved sealed container;
 - i. Pack all the things you'll need in an emergency in pockets or in the top of your pack;

- j. Pack things in the order you are likely to use them;
- k. Pack your days meals and snacks in an outside pocket;
- l. Position water bottles in convenient pockets or pouches;
- m. Avoid carrying more than 35 lbs; and,
- n. Always protect and pad sharp edges of equipment and tools.

E.O. 3. Apply Principles of Outdoor Tools Safety.

1. Safe use of common field tools. When using an axe, shovel or bow saw:
 - a. Store tools in a secure place, never leave them lying around or touching the ground;
 - b. Always use the right tool for the job;
 - c. Follow the safety procedures for using the equipment; and,
 - d. Keep edges and blades sharp and handles tight, and clean and lightly oil steel parts before storage.
2. Bow Saw Safety. To use your saw safely use steady strokes without excessive weight on the blade. Be sure to firmly secure the wood, and be careful not to saw your finger!
3. Axe Safety. To use your axe safely:
 - a. Set yourself up a safe distance from other people;
 - b. Check that the axe head is secure on the handle;
 - c. Always limb (cut off branches) by working from the bottom of the tree towards the top, and stand on the opposite side of the trunk from the branches you are cutting off;
 - d. Ensure that your swing is not aimed at your foot;
 - e. Secure your target in a safe manner—not with your hand; and,
 - f. Use both hands on the handle.

E.O. 4 Assemble a Survival Kit

1. Field Survival Kit. You should carry a compact survival kit when traveling or working in the wilderness. Carry your kit in a pocket—it is possible that you will become separated from your pack (voluntarily or not) in an emergency. This is a suggested list of items that you can select from to fill your kit. Add to this list when you discover another useful item:
 - a. Matches—at least 20, the kind that will strike anywhere and are waterproof;
 - b. Candle—tea light or small candles;
 - c. Strong thin cord—30ft;

- d. Fishing gear—15ft of 15 lb line, bare hooks, a lead weight and a cork;
- e. Adhesive bandages of various sizes;
- f. Small safety pins;
- g. Plastic bags—2 large garbage, 2 small bags;
- h. Food—concentrated soup or hard candy;
- i. Aluminum foil—small box;
- j. Fuel tablets or fire starters—sealed in plastic to avoid contamination of the rest of your kit
- k. Mirror—unbreakable and shatter proof (not glass), for signaling:
 - l. Small simple compass;
- m. Emergency blanket;
- n. Spare flashlight bulb and batteries;
- o. Young Marine sewing kit,
- p. Crayon (will write anywhere) and paper.

Note: If you can carry only the bare minimum, carry matches, a signaling device (whistle), protection for your body from the elements (garbage bags), a container to heat water, quick energy food and adhesive bandages.

2. Action in an Emergency Situation. In an emergency situation, remember STOP.

STOP	Stop where you are! Don't panic. Many lost people waste valuable energy, and risk injury by panicking—running aimlessly, continuing to travel after dark, walking in circles, etc.
THINK	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.
OBSERVE	Observe your immediate environment, weather, terrain, and resources available, and how each of these affect 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...")
PLAN	Plan your best course of action. Include in your plan the methods you will use to signal rescuers.

E.O. 5 Stove and Lantern Safety

1. Safety Procedures for the Stove.

- a. Fill, light, and use the stove outside of tents, buildings and confined shelters;
- b. Ensure no pots or objects are placed on the stove when filling or lighting;
- c. Never open a pressurized fuel tank when the stove is lit;
- d. Only fill or pack up a stove that is cool to your touch;
- e. 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;
- f. Set the stove on a stable, level and clean surface when you use and fill it; and,
- g. Always fill using a funnel.

2. Safety Procedures for the Lantern.

- a. Fill, light and use the lantern outside of tents, buildings and confined shelters;
- b. Only fill or pack up a lantern that is cool to your touch;
- c. Always fill the lantern in a different place than where you plan to use it – stay downhill and downwind from other sources of fire;
- d. Set the lantern on a stable, level and clean surface when you use and fill it;
- e. Always fill using a funnel; and,
- f. Ensure that the heat shield is in place.

E.O. 6 Discuss the Principles of Outdoor Cooking with Water Procured in the Field

1. Finding Drinking Water.

- a. We have to be careful of the water we drink—even water in remote wilderness areas can be unsafe. Drinking water can contain hazards that are either natural or a result of pollution by human activity. Water is essential to survival. If there is no safe drinking water available to you, you will have to find your own.
- b. To find 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, then cool, before drinking.

2. **Outdoor Cooking.** Eating regularly in the field is a very important factor in maintaining your strength and energy. Even though you may be preoccupied with other things going on, you must eat as much healthy food as possible when engaged in physical outdoor activities. Cold weather, strenuous exercise and constant activity use up a lot of your energy reserves, and only a good, healthy meal can replace them.
- a. As a Young Marine, you may be introduced to at least one form of military field ration—most likely a Meal Ready to Eat (or “MRE”). Each MRE is divided between cooked meat, vegetables and fruit in sealed foil pouches, and dried foods in paper pouches. The foil pouches can be heated in boiling water until hot, and dried food must be hydrated. All of the food items are safe to eat cold—they might not taste as good, though. You will also find high sugar items like chocolate, hard candies and drink mixes, as well as coffee and tea.
 - b. For snacks on the trail you can supplement your MRE with high calorie trail mixtures of nuts, seeds, granola, dried fruit, cereals, candies, etc.
 - c. You may also have the opportunity to learn about other ways to cook fresh food in the field:
 - 1) Boiling is one of the simplest and surest ways of cooking fresh food. Almost every food source can be made safe to eat by boiling. Save the water left over from cooking plants and animals to make a soup;
 - 2) Food can be baked over a fire, or wrapped in aluminum foil (or wet leaves and mud) and covered in hot coals;
 - 3) Fresh meat and fish can be smoked to cure it, or leave it to dry in bright sun on a rack; and,
 - 4) Food can be fried in a pan on a stove, or on a rock by a fire.

E.O. 7 Construct a Shelter

1. **Wilderness Shelter.** When you construct your shelter in the wilderness you will need to consider several factors. Not only do you need protection from wind, precipitation and direct sunlight, you must also consider the effect your activities have on the environment around you.
2. **Selecting a Wilderness Shelter Site.**
 - a. To protect yourself and your shelter:
 - 1) Avoid overhanging tree branches and other overhead hazards;
 - 2) Avoid open hilltop—you'll be exposed to wind and lightning;
 - 3) Orient the opening of your shelter away from the wind;

- 4) Avoid depressions where water might pool after rainfall;
 - 5) Ensure your shelter area is at least 100ft from your cooking area (bears and other animals will be attracted to food smells); and,
 - 6) Never site your shelter on a road or path.
- b. To lessen the impact on the environment and other wilderness users:
- 1) Ensure you are at least 100ft from open water—local wildlife relies on water access for survival and your presence at the water’s edge may interrupt their habits;
 - 2) Select a shelter site out of the direct view of other wilderness users—at least 30ft from a trail, path or road; and,
 - 3) Construct your shelter on a durable surface like sand, rock or grass—fragile plant life may be permanently damaged by your use of the area. Avoid moving large stones and branches.

3. Improved Shelter.

Type A Shelter

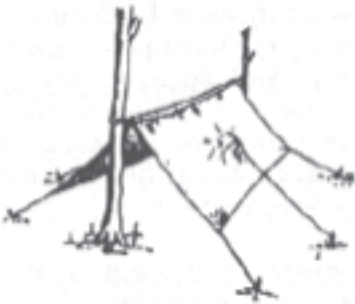


Figure 3-3

The easiest improvised shelter is the “A-frame” shelter. Check for sufficient height by sitting up inside—it should not touch your head. Keep the sides low to protect you from wind, and to trap body heat. To construct an “A” type shelter:

- a. Tie a line 3 to 4 feet off the ground from one tree to another.
- b. Drape a tarp, or poncho evenly over the line and stake lower portion to the ground.

E.O. 8 Follow Camp Routine and Discipline in the Field

1. Hygiene. A high standard of personal hygiene is important in the field because it protects you against illness and promotes good health. Keep yourself, your clothing and your equipment clean and dry. Change your clothes, especially socks and undergarments, regularly. Avoid non-biodegradable soap, and soaps or shampoos with perfumes or strong odors—animals and insects will find you more irresistible than you would probably prefer. Be sure to read E.O. 10 along with these healthy hints:

- a. Wash yourself daily—completely when possible with clean water or snow. Wash your hands carefully with water and biodegradable soap after dirty work or using the washroom, and before cooking or eating;
 - b. Keep your hair neat and wash with soap or shampoo at least once a week;
 - c. Brush your teeth and use floss at least twice a day;
 - d. Use body powder on your feet and crotch to help avoid chaffing in warm weather;
 - e. It is very important to go to the washroom regularly;
 - f. Eat all your food despite whether you think it tastes good or not. Your body requires food for energy;
 - g. Always treat injuries properly and immediately. Wounds that will not heal or that get bright red could be infected—get medical help immediately; and keep alert, cheerful and work hard.
2. Safety Regulations, Routine and Discipline. In a campsite, there are general rules that you are expected to remember and follow whenever you are camping with Young Marines. These are called “Standard Operating Procedures” or SOP’s:
- a. You will not go into water above your knees without supervision and an approved personal floatation device;
 - b. You will use tools safely;
 - c. You will know the location of the group first aid kit, the fire fighting equipment and the location of your leader’s shelter;
 - d. You will keep your shelter and the surrounding area tidy and free from hazards;
 - e. Male and female Young Marines will not enter the other’s shelter;
 - f. You will know the action to take in case of a fire, or other emergency;
 - g. You will inform your leader before leaving the campsite;
 - h. You will not venture further than the head by yourself; and,
 - i. You will protect yourself, your teammates, and your equipment from fire, animals, insects, heat and cold injuries, lightning and dehydration.

E.O. 9 Discuss Natural Hazards

1. Natural Hazards. The American wilderness is a great classroom for learning. There are some lessons however, that you may not want to learn the hard way. Poisonous plants, biting and stinging insects, nuisance animals, lightning, heat and cold injuries, and hazardous terrain can make an other wise enjoyable experience a nightmare.

2. Poisonous Plants. Poison ivy is the most common poisonous plant in the United States. Contact between the sap of the plant and your skin can cause irritation, redness, swelling and eventually blisters on your skin that can spread if you scratch. The effects of poison ivy will last 14 to 20 days or longer if you spread it by scratching, or by not taking care of it. Your simplest defense is to wear long pants when in areas where poison ivy grows, wash clothing and boots after suspected contact and take a good look for it before setting up your shelter for the night.



Figure 3-4

3. Insects. Biting and stinging insects are found everywhere in our wilderness. They are the most common hazard for the nature enthusiast. For most people, insects are a nuisance that can be defended against by protective clothing and repellent. Wear protective clothing, avoiding dark colors (insects are attracted to them), and use a repellent if necessary.
- a. About 15 percent of people will react seriously to bee and wasp stings and insect bites. For them, an insect can produce a condition known as “anaphylactic shock”—where tissues swell extensively and can constrict their airway.
 - b. Reactions can start with headaches, fever and muscle spasms, and can develop into widespread hives, nausea, dizziness, and difficulty breathing. Some will require immediate assistance and professional medical aid.
 - c. Usually those people allergic to stings will carry a kit with them with appropriate medication in it. If you are allergic, or one of your teammates is, make sure you know how to use the medication in the case of an emergency.
 - d. Mosquitoes, black flies, horse flies and deer flies may also cause reactions in people. Although not as severe as bee and wasp stings, swelling and fever may result from multiple bites.
 - e. Ticks can also cause irritation and in some cases carry harmful germs. Wear long pants, tucked into socks or closed at the ankle when walking in the woods, and check your body each day for ticks embedded in your skin paying close attention to warm areas such as under the arms and the groin region—they’re about the size of a pinhead.
 - i. If you find one, pull it out immediately with tweezers—do not use your fingers. You can use a sterile needle to remove any remaining parts. A tick bite may show up early on as a red bump at the site, followed 3 to 30 days later by a red rash with a white center—a “bull’s eye.”
 - ii. Save the tick part(s) that you remove in a plastic container and bring it to a physician if you suspect disease. Wash the bite with soap and water.

4. Nuisance Animals.

- a. Raccoons, skunks, mice, squirrels and chipmunks are common woodland animals that are not shy of human activity. Keep all food containers sealed, avoid spilling food on your clothing, and wash dishes and cutlery away from shelters. Do not feed wild animals, and dissuade animals that hang around your campsite.
- b. Never eat in your shelter. Hang food containers from an overhanging branch well away from your shelter to keep persistent animals out.
- c. Bites from animals are rarely harmful, but wolves, coyotes, fox, dogs, bats, skunks and raccoons are known to carry rabies. Squirrels, rabbits, mice and rats may become rabid but rarely transmit the disease—however they may carry other infections.

5. Heat and Cold Injuries. “Hypothermia” is the rapid lowering of your body’s core temperature. “Hyperthermia” is the raising of your body’s core temperature and comes in two general stages: Heat exhaustion and then heat stroke. Both of these conditions develop over periods of continued exposure to the elements, and can be exacerbated by poor planning and poor supervision.

- a. Hypothermia. Hypothermia or “exposure,” is the most severe form of cold-related injury. Hypothermia is a major danger because the symptoms come on so gradually that many victims and their teammates don’t notice them until its too late.
 - 1) Hypothermia is usually first noticed when a person is shivering and cannot stop. At this point, the condition is not serious and can be treated by getting the person warm, dry and sheltered. Warm food and drink will also help.
 - 2) Severe hypothermia starts when the person stops shivering—their body is giving up trying to stay warm. They will become drowsy and eventually lapse into unconsciousness and die without treatment.
 - 3) You can become hypothermic in almost any weather, in any season—but especially in cold, wet and windy environments. Protect yourself from wind and precipitation, keep warm and dry, and make sure you are fit, well fed and well rested before working in the cold.
- b. Frostbite. In cold weather you must also beware of frostbite. Frostbite happens when soft tissue freezes. It is a particular danger on days with a high wind-chill factor. Prevent frostbite by wearing appropriate clothing, mitts, hat/watch cap, socks and footwear. Treat frostbite by slowly warming the affected area. Do not allow this area to freeze again or the flesh cells will die. In cold weather partner Young Marines (and yourself!) together to watch each other for signs of cold related injuries.
- c. Heat Exhaustion and Heat Stroke. Heat Exhaustion and Heat Stroke can be avoided by drinking plenty of water before and during activity in warm weather (up to 1 quart per hour), wearing a hat and sunscreen, and by moderating activity in extremely hot environments.

- 1) Heat Exhaustion. A person suffering from heat exhaustion may be pale, dizzy, or nauseous, and have cold and clammy skin. They may also have a headache or cramps. In fact, a headache is often the first sign that you are dehydrated. Giving the victim cool water to drink and allowing them to rest in the shade can treat heat exhaustion. If there is little or no improvement after 30 minutes, seek medical attention. Untreated, heat exhaustion symptoms will progressively get worse leading to heat stroke and eventually death.
 - 2) Heat Stoke. Heat Stroke is the next step from untreated heat exhaustion. Symptoms are all of the above getting worse, leading to disorientation and irrational or even violent behavior. If conscious, the victim will complain of chills and nausea and their skin will become hot and dry as their body loses its ability to sweat. Heat stroke requires immediate medical attention.
- d. Sunburn. Sunburn is the result of the sun's ultraviolet rays on your skin over a period of time. It can start with a minor burn that shows red on your skin, followed by more serious burns that could include second degree (blisters) or third degree burns. Protect yourself by:
- 1) Covering up—wear light clothing, long sleeve shirts and full-length pants. Always wear a hat;
 - 2) Applying sunscreen no less than SPF 30 to exposed skin every 2 hours, or more often in the water or if sweating. Put sunscreen on your skin at least 20 minutes before you go out in the sun, paying particular attention to the most exposed parts—ears, face, neck, shoulders and back, knees and tops of feet. Do not forget your lips, ears and nose; and,
 - 3) Reducing or avoiding extended exposure during the peak sun hours, 1000 to 1600 hours.
 - 4) Dark skin gives an SPF protection of only about 8.

6. Dehydration.

- a. For ordinary activity, it is recommended that you drink at least 1 quart of water each day.
- b. For strenuous activity, or activity in a warm environment you may need to consume as much as 1 canteen or 1 quart per hour. Take advantage of all rest stops to drink.
- c. Drink slowly, take small sips and hold the water in your mouth for a short time before swallowing. The two main ways of telling if you are dehydrating are:
 - 1) You have a headache; and/or
 - 2) Your urine is dark yellow, or you've gone 24 hours without urinating.

7. Lightening and Dangerous Terrain.

- a. **Lightening.** Lightening strikes kill people every year. When you notice a thunderstorm approaching, stop whatever you are doing and take steps to ensure your safety.
- 1) Get out of the water,
 - 2) Do not stay on a hill top or in an open field,
 - 3) Stay out from under tall single trees, and stay away from towers and poles.
 - 4) If the storm has caught you off-guard, crouch down as low as you can with your feet close together (this will reduce the surface area of your body exposed to possible ground current from a nearby strike).
 - 5) Place yourself in a cluster of trees; spread out 30ft from other members of your team.
 - 6) Avoid depressions where water may gather, as it will conduct ground current.
- b. **Dangerous Terrain.** You should take extra care when crossing dangerous terrain. Steep slopes and cliffs, wet rocks, obstacles on a trail, and deep flowing water all create risks to your safety when you try to cross them, or pass near them. For difficult obstacles:
- 1) Pass your backpack over to a teammate first, and then cross; or use a “spotter” at the obstacle to assist teammates;
 - 2) Do not try to wade through water when you cannot see the bottom.
 - 3) Only attempt to cross water obstacles deeper than knee-deep with supervision and the required safety equipment.
- c. **Traveling at Night.** If you are required to travel at night, ensure that you can see and be seen. Stay off roads where visibility is limited to avoid being hit by vehicles that can't see you, and do not try to pass through dense brush where you can lose your way, become separated from your group or walk off a cliff.

E.O. 10 Demonstrate a Concern for the Environment

1. **Minimum Impact Camping.** The goal of minimum impact camping is to leave behind no trace that you have used or passed through a wilderness area. By acting responsibly and taking a few precautions, you can leave a campsite or a trail in the same natural condition for the next person to enjoy. You will also help the wildlife and plants to recover faster from your visit.
- a. By using popular areas and trails you actually limit the extension of damage to the wilderness. Many trails have been created to allow people to use the wilderness without harming it—they have established toilets, water points and campsites that take the environment into consideration for you.

- b. Remember that you are not the only one using the wilderness—you are a guest in someone else’s home. Always clean up after yourself. Any garbage that you bring in, you must bring out. When possible, clean up other garbage that you find along your way or at your campsite. Keep noise, and lights at night, to a minimum and try not to disturb the natural setting by unnecessarily moving or damaging trees, plants or rocks.
- c. Respect burial sites, private property, local residences and the privacy of other wilderness users.

2. Trail Etiquette.

- a. Wear shoes or boots with shallow treads so you do not rip up the ground.
- b. When following an established trail, avoid taking short cuts or walking around wet or muddy sections. This deviation from the trail will widen it or unnecessarily damage the land around it.
- c. When walking in pristine areas, spread out and take a slightly different route than the person in front of you—you can still follow your leader, but you will not make a permanent trail.
- d. Travel in small groups (4-12 people) whenever possible.
- e. Be respectful to others you might meet along the way.
- f. Check your clothes regularly and remove hitchhiking noxious weed seedlings and burrs.

3. Cooking.

- a. Avoid dropping or draining food on the ground in your cooking area. Waste water from cooking, when cooled, should be evenly distributed across the ground away from the cooking area and campsite. Don’t dump wastewater into ground water.
- b. Eat all of your meal and pack up any garbage immediately. Pack wet waste in a sealed container or plastic bag. Remember to divide garbage up for recycling—cardboard, paper, metal, plastic, glass, etc.

4. Human Waste. Whenever possible you should use an established toilet, outhouse or portable toilet. Where these do not exist, you will have to use an alternative.

- a. In small groups, you should use a “cat-hole” or “one-sit hole.” Each person selects a private and dry place and digs a small hole only 1.5 to 2 feet deep. Make your deposit and then mix in the dirt from the hole with a stick, covering everything well.
- b. In a group of more than 12 people, you should dig a field latrine—a hole about 4 feet long, 2 feet wide, 4 feet deep. Cut the covering vegetation in one piece and set it aside. Leave the pile of loose earth and the shovel beside the hole to allow

users to spread some dirt over their deposit. When the hole is full to about 1.5 feet from the top, cover it with the remaining dirt and original natural cover.

- c. The primary considerations for an appropriate location for a latrine or cat hole are privacy and the prevention of fecal matter entering ground water. Choose a site at least 100 yards from a ground water source, on dry ground, in a location downwind from your campsite and cooking area, and off trails and roads.
5. Washing. Soap, body oils, sunscreen, grease and fuel residue can all contribute to ground water pollution if you are not careful. Wash, using a basin and cloth, at least 120 yards from open water.

E.O. 11 Tie a Knot

1. Ropes. Ropes, like other pieces of equipment, require care and maintenance to ensure they work when you need them to. Some rules of rope care to remember are:
 - a. Do not step on a rope;
 - b. Distribute wear on the rope;
 - c. Keep it dry and clean—wash with mild soap when dirty;
 - d. Store coiled, in a dry place with all knots and kinks removed;
 - e. Do not store near strong chemicals (acids, cleaning solutions) as the fumes may damage the rope fibers;
 - f. Rope ends should be whipped, melted or bound to keep rope from unraveling;
 - g. Avoid snagging on, or dragging across, sharp rocks; and
 - h. Always inspect a rope before and after use for damage.
2. Knots.

The **Thumb Knot**—or “overhand knot.” It is used to keep the end of the rope from unraveling, or to stop a rope from passing through a pulley or eye.



Figure 3-5

The **Figure Eight Knot**. This knot has the same uses as the thumb knot, but is easier to undo.



Figure 3-6

The **Double Figure of Eight Knot**. It is used to anchor a rope around a tree trunk, pole or such item.



Figure 3-7

The **Reef Knot**. This knot is used for joining two ropes of equal thickness. To tie the knot remember: 'left over right and under, right over left and under.'



Figure 3-8

The **Clove Hitch**. It is used to secure a rope to a spar, rail or similar fitting.

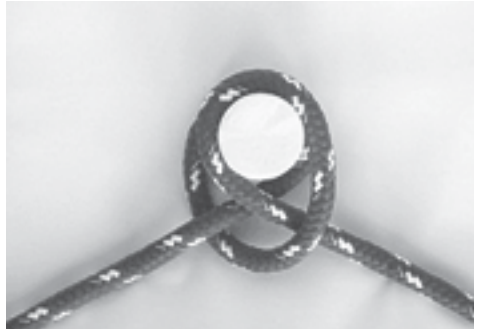


Figure 3-9

The **Half Hitch**. This knot used whenever the end of a rope is to be fastened around a spar or ring.



Figure 3-10

E.O. 12. Light a Fire

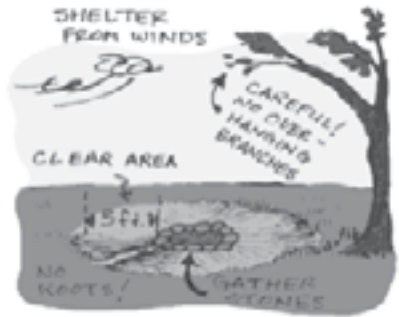
1. Safety. Some safety guidelines to follow are:
 - a. Ensure you have fire safety equipment available to you before starting a fire. This equipment could be a shovel, rake, pail with sand or water, or a fire extinguisher. This equipment stays by the fire all the time. Never light a fire beside a lantern, 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/mound, or select a site that is free from combustible ground cover, has no overhanging branches, and is away from buildings (10 feet). 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.

2. Lighting a Fire.

- a. Fire requires three components to burn: fuel, oxygen, and heat. Fuel comes in four basic categories:
 - 1) **Tinder**—small dry material used to ignite the fire (small twigs, pine needles, moss, birch bark);
 - 2) **Kindling**—thin wood smaller in diameter than your finger;
 - 3) **Softwood fuels**—from dry evergreen branches, will burn hot and fast and is good for getting a fire going;
 - 4) **Hardwood fuels**—difficult to ignite, but will burn hot for a long time and create hot coals for cooking.
- b. To start a fire,

- 1) Take a handful of tinder and make a pile.
- 2) Cover loosely with some kindling. Be sure to allow space between the kindling for air to get in.
- 3) Put your back to the wind and ignite the tinder. If there is no wind you may need to blow on the smoldering tinder to ignite it.
- 4) Once the kindling is burning well, add small softwood, then hardwood fuel. Add more fuel only as required making sure not to smother the fire.



Performance Objective 4: Map and Compass

Enabling Objectives:

1. Introduction to Maps and Map Reading.
 2. State the meaning of conventional signs found on a topographical map.
 3. Locate a specific point on a map using a four and six figure grid reference and a Protractor.
 4. Orient a map without the use of a compass.
 5. Introduction to the Compass
-

E.O. 1. Introduction to Maps and Map Reading.

1. Introduction. Examples of types of maps are:
 - a. Political maps show countries, provinces or other political borders—e.g. globes and atlases;
 - b. Street and road maps are designed to assist commuters and tourists;
 - c. A statistical map shows statistical information like the production levels of crops or minerals across a country;
 - d. Relief maps are built to show a three dimensional view of the mapped area;
 - e. Outline maps show only borders, rivers, coastlines, etc.;
 - f. Topographical maps show water, vegetation, structural and contour details;
 - g. Orienteering maps are used for the sport of orienteering; and,
 - h. Air photomaps are the actual pictures used to create all these maps.
2. 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.

3. Folding a Map.

Step 1—Lay map face up, fold map in half by bringing the top of the map sheet down to the bottom of the map sheet.

Step 2—Fold the top half of the map sheet up into half again, then turn map over and fold bottom half to match the top half.

Step 3—Fold the ends of the map into half from left to right.

Step 4—Fold each of the open ends back into half again so that the map name and index to adjacent map sheet appears on the outside.

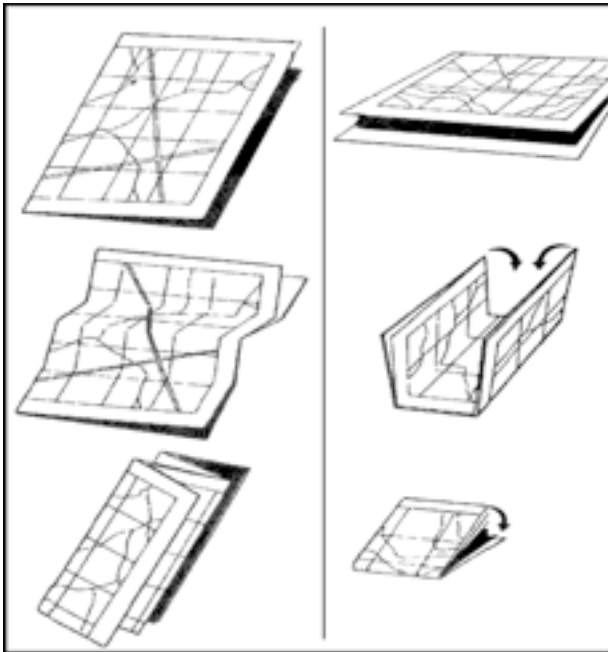


Figure 4-1

4. Topographical Maps.

- a. 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.
- b. 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).

5. **Map Scale.** Modern maps share one thing in common, they are all drawn to scale—meaning they are an exact representations of the area that they illustrate. The scale of a map is an expression of the ratio between one unit on the map and the distance it covers, in the same units, on the real ground. For example, a 1:50,000-scale map illustrates an area where one cm on the map represents 50,000cm (500m) on the ground. The 1:50,000 map covers an area of about 1000 square kilometer. This makes it an excellent size for expeditions. A 1:250,000-scale map covers the same area of land as sixteen 1:50,000 maps.

E.O. 2 State the Meaning of Conventional Signs found on a topographical Map

1. **Map Symbols and Colors.** In mapmaking, symbols and color are used to represent all the information. Colors can show area features like lakes, forests, and cleared fields; or can be used to illustrate information about a symbol—e.g. marsh symbols are printed in blue, and orchard symbols are in green. Symbols are used to illustrate different objects or features, both those that appear at points (e.g. rivers). Symbols and colors used on a map are commonly referred to as “conventional signs.”

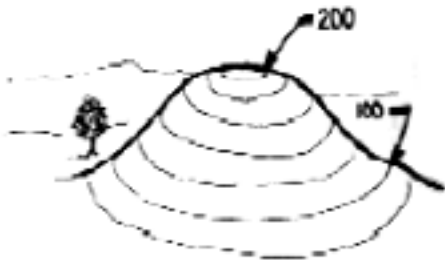
2. **Conventional Signs.** The five basic colors of a topographical map are:

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

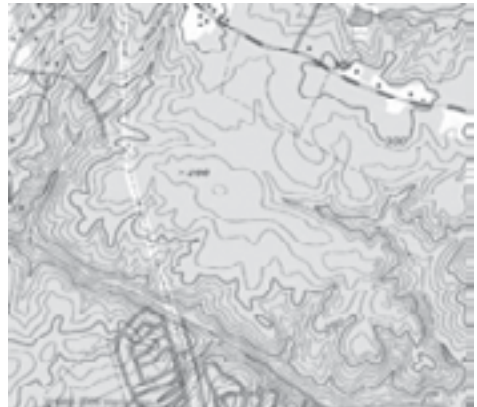
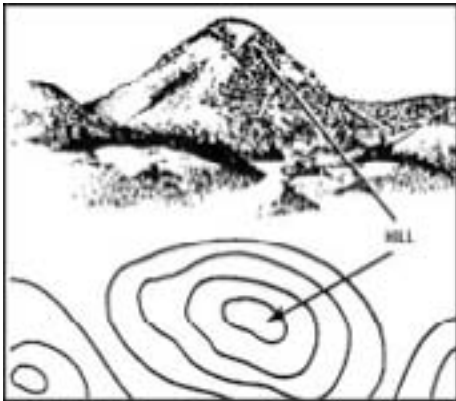


Figure 4-2

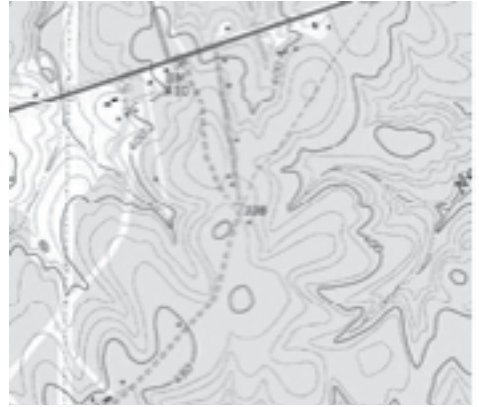
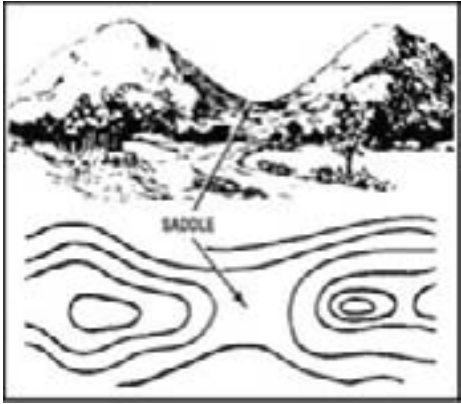
3. **Map and Compass Terms.** The following terms are used in map reading:



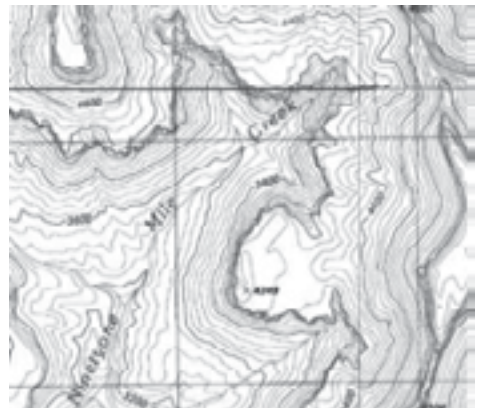
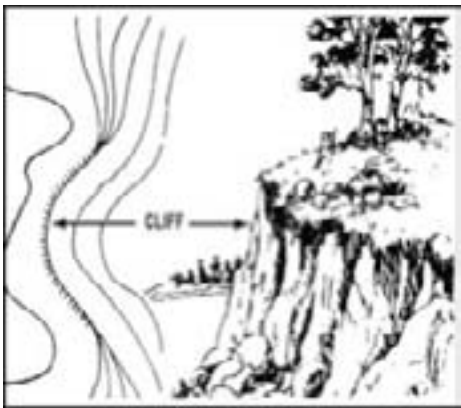
- a. Contour line – A contour line is a line on the map joining points of equal elevation above sea level. Contour lines are drawn on maps to give you a three-dimensional view of the ground.



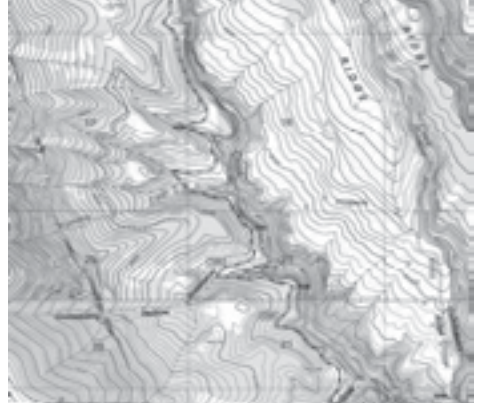
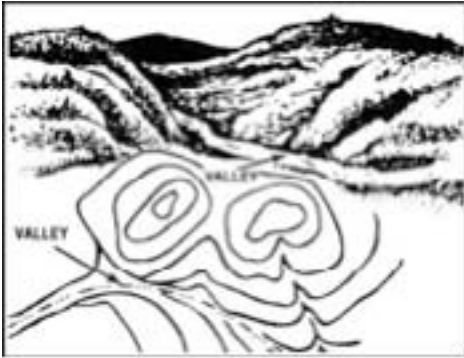
- b. Hill – A hill is a point or small area of high ground. When you are located on a hilltop the ground slopes down in all directions. A hill is shown on a map by a number of closed contour lines.



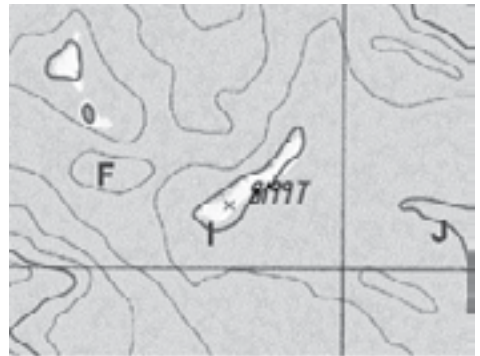
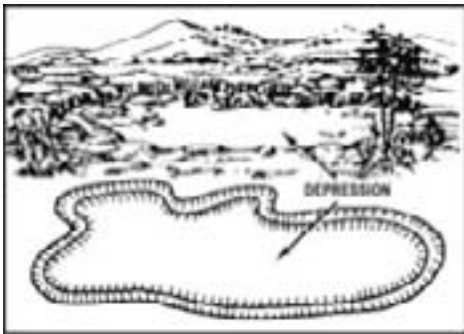
c. Saddle – A saddle is the low ridge between two peaks.



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.
4. Marginal Information. Marginal information is found in the margin of your map, normally located at the bottom. Some useful information is:
- Name of map sheet—for ease of reference the name of the map is usually the major community or district the map covers (find this at the bottom center of the margin, as well as the bottom right corner);
 - Number of the map sheet and index of adjoining maps, the center block of the index identifies your map, plus the 8 maps around it (find this at the bottom right corner);
 - Date of map data—helps to indicate the amount of change that may have occurred since the map has been printed (find it in the copyright information in the bottom left and right corners);
 - Map Scale—ratio scale for the map (find it under the map name, bottom center); e.g. "Scale 1:50,000";

- e. Scale Bars—used to help measure distance on the map (find them under the map scale, bottom center). Notice how the left end of the scale bars are divided into tenths for measuring accurate distances;
- f. Contour Interval—indicates the distance between the contour lines (find this in the bottom margin, just right of the scale bars). The contour interval could be in feet or meters—make sure you check; and,
- g. Legend of conventional signs—(find this in the bottom margin, plus a more complete list on the back of the map).

E.O. 3 Orient a Map without use of a compass

1. 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.

2. Pacing. Pacing is a very important skill in map using. You need to know how many of your paces fit into 100m. Pace along the length of a football field counting every left foot (begin by stepping off with the right foot)—an average adult will pace about 60-70 paces in 100m. Once you know your pace for 100m, you can keep track of how far you have traveled on a route recording 100m sections. Keep in mind that going up or down slopes, or crossing obstacles, will affect your pace. Try counting every third step on slopes. Factors affecting pacing:

- a. Walking uphill—you take smaller paces;
- b. Walking downhill—you take larger paces;
- c. Type of terrain—mud, thick bush will shorten paces;
- d. Weather—heavy rain or snow will shorten your pace;
- e. Fatigue—if tired your pace will shorten; and,
- f. Equipment—will shorten your pace in relation to the amount of equipment you are carrying.

3. Choosing a Route. There are some strategies that you can use to help make navigating cross country easier:

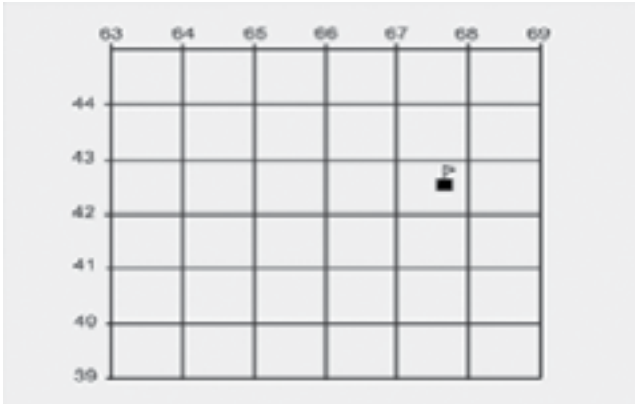
- a. Plot your start and finish points. Estimate the distance between the two by comparing the distance on the map to the same on the bar scale. Another way of estimating is to measure the width of your thumb on the bar scale, then see how many “thumbs” long your route is;
- b. “Handrails” are obvious linear features on the ground that you can follow towards your target. Handrails make the trip easier by doing the navigation for you. They might be creeks, trails, power lines, fences or even slopes of ridges and hills. You might be able to string several handrails together to lead you to your target;
- c. “Collecting features” are landmarks along your route that you can check off as you pass. They allow you to concentrate on only a few navigation waypoints instead of trying to keep track of every thing you pass. Break down a long route into smaller sections between collecting features; and,
- d. A “Catching feature” is the stop sign that tells you, you have gone too far. It should be a large and obvious feature across your route that you would not be able to miss like a creek or a road. Always pick out a catching feature.

Sometimes the target point that you are looking for is small or hard to recognize. Do not try to rush straight through the woods to find a tiny target. When you plan your route, look for something large and easy to find close to your target. This is called using an “Attack point.” Your route is effectively broken down into one long, easy route from the start to your attack point, and a short, difficult route from attack point to your target.

E.O. 4 Locate a Specific Point on a Map Using a Four or Six Figure Grid Reference and a Protractor.

1. Identifying Locations. To assist in identifying a location on a map, there is a rectangular grid printed over the map face. These grid lines are shown in blue on a topographical map. The grid lines are exactly parallel to each other. On a 1:50,000-scale map, these grid lines are 1000m (or 1 km) apart.
 - a. N-S Grid line. Each vertical grid line is numbered. The vertical lines are numbered from the west going towards the east. In the bottom and top margins you will find each vertical grid line’s number, usually a two-digit number at the top and bottom ends of the line.
 - b. W-E Grid line. Each horizontal grid line is also numbered, this time starting with zero at the bottom. In the left and right margin you will find the two-digit numbers at the ends of each horizontal line. Horizontal grid lines are numbered from south to north.
2. 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.

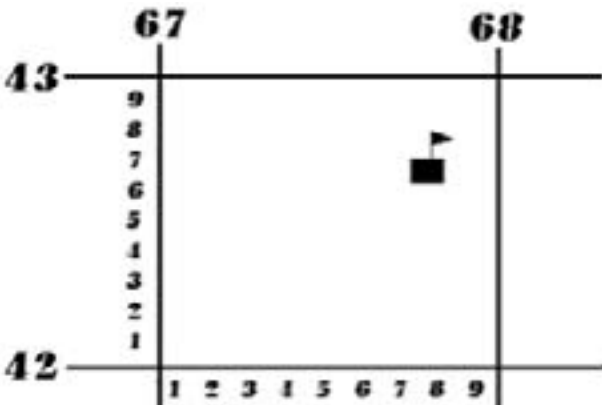


For example: The school is located in the grid square identified as 6742.

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.”

- 3. 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 describes a square 100m x 100m—in other words, it is accurate to about 100m.

Protractor. A protractor is a device used for measuring a point within a grid square rather than estimating. To use, place the corner of your protractor on the grid square and read in the number of tenths and up the number of tenths. The grid reference for the building in the example above is 678427.

The corner where the protractor “cut out” reads zero is placed where the four digit grid reference 4267 meet.

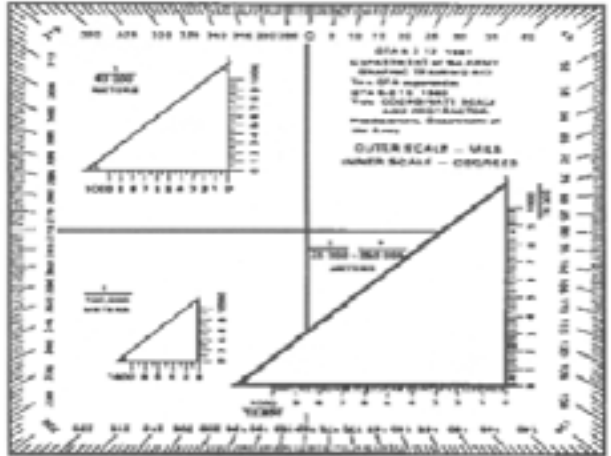


Figure 4-5

E.O. 5 Introduction to the Compass.

The compass of choice in the Young Marines is the “Brunton” model 9020G, pictured below.



This compass is very easy to use, light-weight yet sturdy enough for Young Marine use. A search on the internet will get you to Brunton’s website where you may order this compass, or speak with your unit commander.

You will learn more about the compass in the Young Marine Junior Guidebook.

Notes

Performance Objective 5: Drug Resistance

Enabling Objectives:

1. **Identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and methamphetamine.**
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E.O. 1. Identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and methamphetamine.

1. Alcohol. Alcohol is also known as Booze, Sauce, Brews, Brewskis, Hooch, Hard Stuff, Juice. In the United States, It is legal for adults over 21 years old to use alcohol.

2. Alcohol affects on Your brain. Drinking alcohol leads to a loss of coordination, poor judgment, slowed reflexes, distorted vision, memory lapses, and even blackouts.

3. Alcohol affects on Your body. Alcohol can damage every organ in your body. It is absorbed directly into your bloodstream and can increase your risk for variety of life-threatening diseases, including cancer.



Alcohol Figure 5-1

- a. Alcohol affects on your self-control. Alcohol depresses your central nervous system, lowers your inhibitions. And impairs your judgment. Drinking can lead to risky behaviors.
 - b. Alcohol can kill you. Drinking large amounts of alcohol can lead to coma or even death. Also, in 1998, 35.8 percent of traffic deaths of 15-20 year olds were alcohol-related.
 - c. Alcohol can hurt you—even if you are not the one drinking. If you are around people who are drinking, you have an increased risk of being seriously injured, involved in car crashes, or affected by violence. At the very least, you may have to deal with people who are sick, out of control, or unable to take care of themselves.
4. Tobacco. Tobacco is also known as Cigarettes: Smokes, Cigs, Butts. Smokeless Tobacco: Chew, Dip, Spit Tobacco, and Snuff.
 - a. Tobacco damages your health. Smoking is the most common cause of lung cancer. Smoking is also a leading cause of cancer of the mouth, throat, bladder, pancreas, and kidney. Smokeless tobacco can cause mouth cancer, tooth loss, and other health problems.

b. Tobacco affects your body's development. Smoking is particularly harmful for teens because your body is still growing and changing. The 200 known poisons in cigarette smoke affect your normal development and can cause life-threatening diseases, such as chronic bronchitis, heart disease, and stroke.

b. Tobacco is addictive. Cigarettes contain nicotine--a powerfully addictive substance. Three-quarters of young people who use tobacco daily continue to do so because they find it hard to quit.

c. Tobacco can kill you. Smoking is the leading preventable cause of death in this country. More than 400,000 Americans die from tobacco-related causes each year, and most of them began using tobacco before the age of 18.

5. Marijuana. Street terms for marijuana are Weed, Pot, Grass, Reefer, Ganja, Mary Jane, Blunt, Joint, Roach, or Nail.

a. Marijuana's Affect on Your Body. THC (active ingredient in marijuana) affects the nerve cells in the part of the brain where memories are formed. Marijuana can seriously affect your sense of time and your coordination, impacting things like walking and driving. There are more than 400 known chemicals in marijuana.

A single joint contains four times as much cancer-causing tar as a filtered cigarette. Marijuana can limit your body's ability to fight off infection. Long-term marijuana use can even increase the risk of developing certain mental illnesses.

b. Other Dangers. Marijuana can be laced with other dangerous drugs without your knowledge. "Blunts"—hollowed-out cigars filled with marijuana—sometimes have substances such as crack cocaine, PCP, or embalming fluid added. Marijuana can be addictive. Not everyone who uses marijuana becomes addicted, but some users do develop signs of dependence.

6. Cocaine and Crack. The word "cocaine" refers to the drug in both a powder (cocaine) and crystal (crack) form. It is made from the coca plant and causes a short-lived high that is immediately followed by opposite, intense feelings of depression, edginess, and a craving for more of the drug. Cocaine may be snorted as a powder, converted to a liquid form for injection with a needle, or processed into a crystal form to be smoked.



Tobacco Figure 5-2



Marijuana Figure 5-3



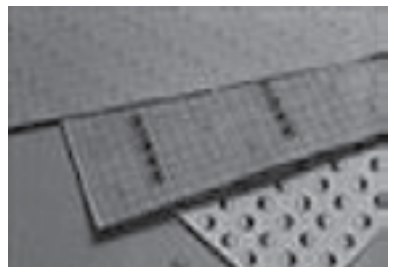
Cocaine Figure 5-4

- a. Cocaine affects your body. People who use cocaine often don't eat or sleep regularly. They can experience increased heart rate, muscle spasms, and convulsions. If they snort cocaine, they can also permanently damage their nasal tissue.
 - b. Cocaine affects your emotions. Using cocaine can make you feel paranoid, angry, hostile, and anxious, even when you're not high.
 - c. Cocaine is addictive. Cocaine interferes with the way your brain processes chemicals that create feelings of pleasure, so you need more and more of the drug just to feel normal. People who become addicted to cocaine start to lose interest in other areas of their life, like school, friends, and sports.
 - d. Cocaine can kill you. Cocaine use can cause heart attacks, seizures, strokes, and respiratory failure. People who share needles can also contract hepatitis, HIV/AIDS, or other diseases.
7. Inhalants. Inhalants are substances or fumes from products such as glue or paint thinner that are sniffed or "huffed" to cause an immediate high. Because they affect your brain with much greater speed and force than many other substances, they can cause irreversible physical and mental damage before you know what's happened.



Inhalants Figure 5-5

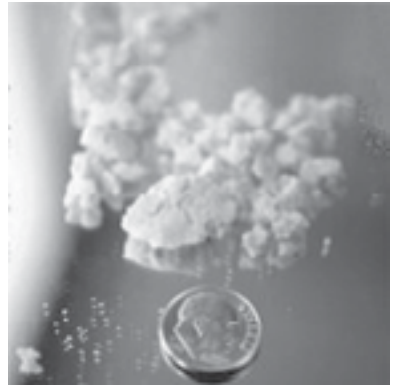
- a. Inhalants affect your heart. Inhalants starve the body of oxygen and force the heart to beat irregularly and more rapidly—that can be dangerous for your body.
 - b. Inhalants damage other parts of your body. People who use inhalants can lose their sense of smell; experience nausea and nosebleeds; and develop liver, lung, and kidney problems. Chronic use can lead to muscle wasting and reduced muscle tone and strength.
 - c. Inhalants can cause sudden death. Inhalants can kill you instantly. Inhalant users can die by suffocation, choking on their vomit, or having a heart attack.
8. Hallucinogens. Hallucinogens are also known as acid, cid, blotter, illusion, lysergic acid diethylamide, LSD, magic mushrooms, mushrooms, shrooms, PCP or Angel Dust. Hallucinogens affect your brain.



Hallucinogens Figure 5-6

- a. Hallucinogens affect your brain. Hallucinogens alter how the brain perceives time, reality, and the environment around you. They also affect the way you move, react to situations, think, hear, and see. This may make you think that you're hearing voices, seeing images, and feeling things that don't exist.

- b. Hallucinogens affect your heart. The use of hallucinogens leads to an increase in heart rate and blood pressure. Hallucinogens can put you in a coma. They can also cause heart and lung failure. Hallucinogens affect your well-being. The use of hallucinogens may change the way you feel emotionally. They may cause you to feel confused, suspicious, and disoriented. Use of PCP may interfere with hormones related to normal growth as well as with the learning process.
 - c. Hallucinogens affect your self-control. The impact of hallucinogens varies from time to time, so there is no way to know how much self-control you might maintain. They can cause you to mix up your speech, lose control of your muscles, make meaningless movements, and do aggressive or violent things.
9. Methamphetamine. Methamphetamine is also known as Speed, Meth, Crystal, Crank, Tweak, Go-fast, Ice, Glass, Uppers, and Black beauties.



Methamphetamine Figure 5-7

- a. Methamphetamine affects your brain. In the short term, meth causes mind and mood changes such as anxiety, euphoria, and depression. Long-term effects can include chronic fatigue, paranoid or delusional thinking, and permanent psychological damage.
 - b. Methamphetamine affects your body. Over “amping” on any type of speed is very risky. Creating a false sense of energy, these drugs push the body faster and further than it’s meant to go. It increases the heart rate, blood pressure, and risk of stroke.
 - c. Methamphetamine affects your self-control. Meth may be as addictive as crack and more powerful.
 - d. Methamphetamine is not what it seems. Even speed drugs are not always safe. Giga-jolts of the well-known stimulants caffeine or ephedrine can cause stroke or cardiac arrest when overused or used by people with sensitivity to them. Methamphetamine can kill you. An overdose of meth can result in heart failure. Long-term physical effects such as liver, kidney, and lung damage may also kill you.
10. Oxy Contin. Street terms for OxyContin: Hillbilly heroin, Oxy, Oxycotton.



Oxy Contin Figure 5-8

- a. OxyContin® is the brand name of a time-release formula of the analgesic chemical oxycodone. OxyContin® is prescribed as a pain medication. Instances of abuse of this drug have increased in recent years.

- b. Long-term usage can lead to physical dependence.
- A large dosage can cause severe respiratory depression that can lead to death.
 - Withdrawal symptoms include restlessness, muscle and bone pain, insomnia, diarrhea, vomiting, cold flashes with goose bumps, and involuntary leg movements.

Other “Predatory” or “Club” drugs include:

Ecstasy



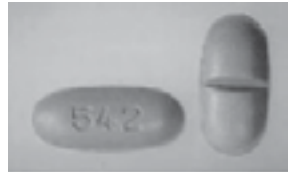
GHB



Ketamine



Rohypnol



A Young Marine is always well informed. Below are websites where you can access further information on the dangers of these and other drugs.

A true Young Marine leader will be well informed of the type of drug activity that goes on in their neighborhood and work with their Young Marine peers to keep them away from it.

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

Notes

Performance Objective 6: Public Speaking

Enabling Objectives:

1. List the basic elements of speech preparation.
 2. Talk for three minutes on a topic of the Young Marine's choice.
-

E.O. 1 List the Basic Elements of Speech Preparation

1. Preparation. Points to consider when preparing a speech:
 - a. Select and limit the subject—do not pick a topic that is too large to talk about in the time allotted;
 - b. Determine the purpose—once you know the purpose or reason for your speech, it is easier to prepare your notes;
 - c. Analyze the audience and occasion—talk at the level of the audience and prepare a speech that you think they can relate to and will be interested in;
 - d. Gather the data and know your material—every speech contains facts, make sure they are correct. Gather additional information when you can, it is always nice to know a little more about the subject that you are speaking about in case there are questions for the audience;
 - e. Outline the material—your information can be divided into:
 - 1) “Must knows”—points that are vital to your message;
 - 2) “Should knows”—points that will augment your message; and
 - 3) “Could knows”—points that you can bring up if you have time;
 - f. Organize and develop the speech into the introduction, body and conclusion—your audience will be able to follow you more closely if your thoughts are well organized. The introduction should have your name, the topic and purpose of your speech. The body should contain all the key information required to make your point. Do not add unnecessary information. Instead, use questions to the audience or visual aids to fill in time. The conclusion should wrap up all your main points and leave the audience with a clear understanding of the topic—not new thoughts;
 - g. Plan visual aids—a simple diagram or picture can help you to explain your point of view, after all “a picture is worth a thousand words;” and,
 - h. Practice aloud and rehearse—in front of family and friends. Practice makes perfect—it will also give you confidence. Revise your speech as required during your practices.

2. Presentation. Here are some additional tips and hints for when you are speaking:

- a. Is the audience comfortable and can they see you? Is the room set up the way you like it? If not then change it if you can;
- b. Write the main points of your speech out on a small card so that you can refer to it in case you forget the information, or what you were going to say next. Hold this card at your side or back and do not read from it for the whole speech;
- c. Be yourself. Your audience will forgive your nervousness, but they will be turned off by false modesty or bravado;
- d. If you feel nervous do not apologize to the audience for it, they may not have noticed before and thought that you were doing fine. Do not fidget or pace;
- e. Make eye contact with the members of your audience and keep each person engaged in; your speech;
- f. Take your time and use visual aids to help explain your points; and,
- g. Ask questions to the audience to see if you are making your point, and to keep them interested in your topic.

E.O. 2 Talk for Three Minutes on a Topic of the Young Marine's Choice

3. Critical Factors. The Young Marines three minute speech will be assessed using the following factors—did the Young Marine:

- a. Select and limit the subject of the speech?
- b. Determine the purpose of the speech?
- c. Analyze the audience and occasion?
- d. Gather together enough data/information?
- e. Outline the material?
- f. Develop an introduction, body and conclusion?
- g. Plan visual aids?
- h. Show evidence of having rehearsed the speech?
- i. Did the audience enjoy the speech?

REMEMBER
Tell them what your going to tell them...
Tell them...
Tell them what you told them

Notes

Performance Objective 7: Leadership

Enabling Objectives:

1. Carry out the duties of a Team Member (Young Marine Recruits)
 2. Carry out the duties of a Team Leader (Young Marines Only)
 3. Duties of a Young Marine Flag Bearer (Young Marines Only)
 4. Understand the duties of Firewatch
-

Introduction. Young Marines have always prided themselves on their ability to demonstrate good leadership. This is a skill that will serve you well all your life, regardless of the career you choose.

E.O. 1. Carry Out the Duties of a Team Member

1. Team Member Duties. Duties of a team member are:
 - a. Comply with rules and orders;
 - b. Make responsible decisions for your own (and your teammates') safety;
 - c. Maintain good personal habits and manners;
 - d. Admit your mistakes and learn from experience;
 - e. Cooperate with others and work as a member of a team;
 - f. Accept constructive criticism;
 - g. Take care of all personal and group equipment—repair or report items of equipment and clothing when they break or become damaged; and,
 - h. Encourage your teammates.
2. Teamwork. As a Young Marine, you will develop a sense of teamwork, trust and friendship. Simply put, "TEAM" means:
 - **T—Together**
 - **E—Everyone**
 - **A—Accomplishes**
 - **M—More**
 - a. In the Young Marines there are lots of tasks and responsibilities that everyone has to do. You may need to rely on your teammates and leaders to help complete a task. You should lend a hand freely, and expect others will help you when you need it. Being a good team member is the first step in becoming a leader. Your leaders began where you are today. Trust their experience and work on your skills so you can become a good leader.

- b. Be honest with yourself, and your teammates, about your personal limits—things you cannot or will not do. Do not try to hide behind foolish or misleading behavior. Accept your teammates' limits, but be encouraging and supportive to try to get them to improve. Never resort to violent or vindictive behavior, and never leave a teammate behind. Be patient and understanding when things go wrong, when people make mistakes, or when plans change at the last minute. Expect the unexpected.
- c. Making responsible decisions means doing the right thing even when no one is watching.

E.O. 2. Carry out the Duties of the Team Leader

- 1. Team Leader Duties. As a Young Marine team leader, your responsibility is to the members of your team. You are responsible for their safety and training. Additionally, you must ensure your team is well informed.
 - a. Ensures team members are squared away for inspections and tests such as PT tests.
 - b. Assists the Squad leader with supervision and the carrying out of all orders and assignments for their team.
 - c. Ensures their team is taken care of before themselves.
 - i. Team Leaders eat only after their team has gotten their chow.
 - ii. Team Leaders ensure their team members have appropriate shelter and sleeping comforts before themselves.
 - iii. Team Leaders always look out for the welfare of their team.
 - d. Take responsibility for your teams actions.
 - e. YM Privates and above can hold the billet of Team Leader.

E. O. 3 Duties of a Young Marine Flag Bearer

Being selected as a Young Marine Flag Bearer is a very prestigious honor. This means you will carry the colors of our nation or the colors of our Young Marine organization. You will become part of your units Color Guard. When Young Marines carry the colors, they do so with respect and dignity.

- 1. Carrying the National Colors. The National Colors, also known as the American Flag, National Standard, National Ensign, or even Old Glory, always occupy the same location in a color guard. They are always to the right of all other flags carried. Some things to know when carrying our National Colors.
 - a. The National Colors should never be allowed to touch the ground.
 - b. The National Colors are never dipped or lowered. They are held aloft with pride and dignity at all times.

- c. In a color guard, the National Colors are held higher than the other flags. Normally the staff can be adjusted for this purpose.
2. Carrying the Young Marine Colors or other flags in a Color Guard. In addition to the Young Marine Unit Colors, there are other flags that can be part of a color guard. The United States Marine Corps Flag, your State Flag, the MIA/POW Flag, or others that the unit commander may deem acceptable. When these flags are carried, they are done so in this way.
 - a. These flags are always to the left of the National Colors in a color guard.
 - b. These flags are always held at the same level or lower than the National Colors.
 - c. When performing "Eyes, Right", or rendering honors, these flags will dip.

Note: As a color bearer in a color guard, you are responsible for the care and maintenance of your flag. Regardless of which flag you carry, always treat it with the utmost respect.

3. Young Marine Privates and above can hold the billet of Flag Bearer.

E. O. 4 Understand the duties of Firewatch

As a Young Marine, it is your duty to look after your peers and subordinates. Firewatch is performing that duty while they are sleeping. While performing firewatch, you are on the lookout for anything that could bring harm to your fellow Young Marines. For example, if you are camping and you are on firewatch, one of your jobs may be to control the camp fire so that it does not get out of hand and cause a forest fire. Another duty may be to ensure everyone is in the rack, except those authorized to be up. Whatever your duties are as a firewatch, you should remain alert and carry out your duties to the best of your ability. The below **Young Marine General Orders** will help assist you in performing this duty. Learn them well and live by them when performing firewatch.

YMGO #1 – While on firewatch I will remain awake and alert until relieved by my replacement or authorized adult.

YMGO #2 – I will enforce all orders given me by the adult in charge.

YMGO #3 – I will report all dangerous activity immediately to the adult in charge.

YMGO #4 – I will never forget that I am a Young Marine and will perform my duties to the best of my ability.

Notes

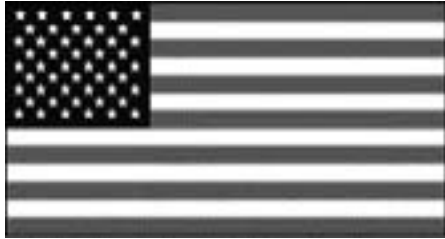
Performance Objective 8: Citizenship

Enabling Objectives:

1. **Discuss United States (U.S.) Citizenship and its responsibilities.**
 2. **Provide a short history of the U.S. Flag.**
 3. **Sing or recite from memory, the first stanza of the National Anthem.**
 4. **Recite from memory, the Pledge of Allegiance.**
 5. **Perform 50 hours of Community Service.**
-

E.O. 1. Discuss United States (U.S.) Citizenship and its responsibilities.

1. U.S. Citizenship. All people born in this country are considered to be U.S. citizens. Likewise, anyone born to a U.S. parent is considered to be a U.S. citizen. Non-citizens or Foreign Nationals can apply for U.S. citizenship by legally residing in the U.S., passing a citizenship test, and reciting the Pledge of Allegiance to the United States. U.S. citizens believe in:
 - a. Living peacefully with one another by respecting the rights of others and accepting their cultures, customs and traditions.
 - b. Protecting our country and our way of life against all enemies, foreign or domestic.
 - c. Taking care of each other, the strong help the weak and the rich share their wealth with the poor.
 - d. The blessings of liberty today and protecting and safeguarding these blessings for future generations by being active citizens who vote, get involved in their communities, respect our leaders and hold them accountable to serve the greater good.
2. Responsibilities. As a citizen you have a responsibility to:
 - a. Help others in the community
 - b. Care for and protect our heritage and environment
 - c. Obey the laws
 - d. Respect and protect the rights and freedoms of others



E.O. 2. Provide a short history of the U.S. Flag.

The first Stars and Stripes was created by the Continental Congress on 14 June 1777. This date is now observed nationally as “Flag Day.”

Betsy Ross is known as the seamstress who is supposed to have sewn the first flag.

Francis Scott Key wrote the Star Spangled Banner (our National Anthem) while observing our flag of 15 stars and fifteen stripes fly over Fort McHenry during the War of 1812.

Realizing that the flag would become unwieldy with a stripe for each new state, Captain Samuel C. Reid, USN, suggested to Congress that the stripes remain thirteen in number to represent the Thirteen Colonies, and that a star be added to the blue field for each new state coming into the Union. The law of April 4, 1818, that resulted required that a star be added for each new state on the 4th of July after its admission.

E.O. 3. Sing or recite from memory, the first stanza of the National Anthem.

National Anthem. Francis Scott Key (1779-1843) penned the lyrics of the National Anthem in 1814. Francis Scott Key was a respected young lawyer living in Georgetown just west of where the modern day Key Bridge crosses the Potomac River (the house was torn down after years of neglect in 1947). He made his home there from 1804 to around 1833 with his wife Mary and their six sons and five daughters.

To the verses was added a tune: “Anacreon in Heaven”, written by British composer John Stafford Smith. In October a Baltimore actor sang Key’s new song in a public performance and called it “The Star-Spangled Banner”. An Act of Congress adopted it on March 3, 1931 as the United States National Anthem.

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?

E.O. 4. Recite from memory, the Pledge of Allegiance.

1. Pledge of Allegiance.

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.”

- a. Dr. John W. Baer writes in “The Pledge of Allegiance A Short History” that Francis Bellamy (1855 - 1931), a Baptist minister, wrote the original Pledge in August 1892. The original Pledge read as “I pledge allegiance to my Flag and the Republic for which it stands, one nation, indivisible, with liberty and justice for all.”
- b. What follows is Bellamy’s own account of some of the thoughts that went through his mind in August 1892, as he picked the words of his Pledge:

It began as an intensive communing with salient points of our national history, from the Declaration of Independence onwards; with the makings of the Constitution...with the meaning of the Civil War; with the aspiration of the people...

The true reason for allegiance to the Flag is the ‘republic for which it stands.’ ...And what does that vast thing, the Republic mean? It is the concise political word for the Nation - the One Nation which the Civil War was fought to prove. To make that One Nation idea clear, we must specify that it is indivisible, as Webster and Lincoln used to repeat in their great speeches. And its future?

Just here arose the temptation of the historic slogan of the French Revolution which meant so much to Jefferson and his friends, ‘Liberty, equality, fraternity.’ No, that would be too fanciful, too many thousands of years off in realization. But we as a nation do stand square on the doctrine of liberty and justice for all...

- c. In October 1892, the pledge was changed to read “... the Republic...” to “...to the Republic....”
- d. In 1923 and 1924 the National Flag Conference, under the ‘leadership of the American Legion and the Daughters of the American Revolution, changed the Pledge’s words, “...my Flag...” to “...the Flag of the United States of America.”
- e. In 1942, an Act of Congress approved the Pledge of Allegiance as the official pledge of the United States.
- f. In 1954, Congress after a campaign by the Knights of Columbus, added the words, “under God,” to the Pledge. The Pledge was now both a patriotic oath and a public prayer.

NOTE: No other flag may be flown above the Stars and Stripes, except; (1) the United Nations flag at UN Headquarters; (2) the church pennant, a dark blue cross on a white background, during church services conducted by naval chaplains at sea.

E.O. 5. Perform 50 hours of Community Service

1. Community Service. Being a good citizen means actively and purposefully participating in your community. Perform a community service by volunteering for an activity that directly benefits your community. This service is to be a minimum of 50 hours and performed in accordance with the Young Marines Awards Manual.

Record of Volunteer/Community Service

Place and Event	Date/Hrs.	Signature
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Place and Event	Date/Hrs.	Signature
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Notes

Performance Objective 9: Physical Fitness, Health, and First Aid

Enabling Objectives:

1. **Identify the Components of Physical Fitness.**
 2. **Commit to a Personal Physical Fitness Program.**
 3. **Explain the Ten Tips on Healthy Eating.**
 4. **Pass the Young Marine Physical Fitness.**
 5. **Apply Basic First Aid Techniques**
-

1. Introduction. In the following pages you will find the basic information you need to begin and maintain a personal physical fitness program. These guidelines are intended for the average healthy individual. It tells you what your goals should be and how often, how long and how hard you must exercise to achieve them. It also includes information that will make your workouts easier, safer and more satisfying. The rest is up to you.
2. Definition. Physical fitness is to the human body what fine-tuning is to an engine. It enables us to perform up to our potential. Fitness can be described as a condition that helps us look, feel and do our best. More specifically, it is:
 - a. “The ability to perform daily tasks vigorously and alertly, with energy left over for enjoying leisure- time activities and meeting emergency demands. It is the ability to endure, to bear up, to withstand stress, to carry on in circumstances where an unfit person could not continue, and is a major basis for good health and well-being.”
 - b. Physical fitness involves the performance of the heart and lungs, and the muscles of the body. And, since what we do with our bodies also affects what we can do with our minds, fitness influences to some degree qualities such as mental alertness and emotional stability.
 - c. As you undertake your fitness program, it’s important to remember that fitness is an individual quality that varies from person to person. It is influenced by age, sex, heredity, personal habits, exercise and eating practices. You can’t do anything about the first three factors. However, it is within your power to change and improve the others where needed.

E.O. 1. Identify the Components of Physical Fitness.

1. Components of Physical Fitness. Physical fitness is most easily understood by examining its components, or “parts.” There is widespread agreement that these four components are basic:
 - a. **Cardiorespiratory Endurance** - the ability to deliver oxygen and nutrients to tissues, and to remove wastes, over sustained periods of time. Long runs and swims are among the methods employed in measuring this component.

- b. Muscular Strength - the ability of a muscle to exert force for a brief period of time. Upper-body strength, for example, can be measured by various weight-lifting exercises.
- c. Muscular Endurance - the ability of a muscle, or a group of muscles, to sustain repeated contractions or to continue applying force against a fixed object. Pushups are often used to test endurance of arm and shoulder muscles.
- d. Flexibility - the ability to move joints and use muscles through their full range of motion. The sit-and- reach test is a good measure of flexibility of the lower back and backs of the upper legs.
- e. BODY COMPOSITION is often considered a component of fitness. It refers to the makeup of the body in terms of lean mass (muscle, bone, vital tissue and organs) and fat mass. The amount of fat in your body is an indication of fitness, and the right types of exercises will help you decrease body fat and increase or maintain muscle mass.

E.O. 2. Commit to a Personal Physical Fitness Program.

1. Getting Started.

a. Make a Commitment.

- 1) You have taken the important first step on the path to physical fitness by seeking information. The next step is to decide that you are going to be physically fit.
- 2) The decision to carry out a physical fitness program cannot be taken lightly. It requires a lifelong commitment of time and effort. Exercise must become one of those things that you do without question, like bathing and brushing your teeth. Unless you are convinced of the benefits of fitness and the risks of unfitness, you will not succeed.
- 3) Patience is essential. Don't try to do too much too soon and don't quit before you have a chance to experience the rewards of improved fitness. You can't regain in a few days or weeks what you have lost in years of sedentary living, but you can get it back if you persevere. And the prize is worth the price.
- 4) Make Sure you are in Good Health. If you had not exercised in many years or if you have health problems, ask your parents whether you should visit a doctor, before beginning a physical fitness program. Vigorous exercise involves minimal health risks for persons in good health or those following a doctor's advice.

E.O. 3 Explain the Ten Tips on Healthy Eating.

1. The Ten Tips on Healthy Eating.

- a. Start your day with breakfast. Breakfast fills your "empty tank" to get you going after a long night without food. And it can help you do better in school. Easy to prepare breakfasts include cold cereal with fruit and low-fat milk, whole-wheat toast with peanut butter, yogurt with fruit, whole-grain waffles or even last night's pizza!

- b. **Get Moving!** It's easy to fit physical activities into your daily routine. Walk, bike or jog to see friends. Take a 10-minute activity break every hour while you read, do home work or watch TV. Climb stairs instead of taking an escalator or elevator. Try to do these things for a total of 30 minutes every day.
- c. **Snack smart.** Snacks are a great way to refuel. Choose snacks from different food groups - a glass of low-fat milk and a few graham crackers, an apple or celery sticks with peanut butter and raisins, or some dry cereal. If you eat smart at other meals, cookies, chips and candy are OK for occasional snacking.
- d. **Work up a sweat.** Vigorous workouts - when you're breathing hard and sweating - help your heart pump better, give you more energy and help you look and feel your best. Start with a warm-up that stretches your muscles. Include 20 minutes of aerobic activity, such as running, jogging, or dancing. Follow-up with activities that help make you stronger such as push-ups or lifting weights. Then cool-down with more stretching and deep breathing.
- e. **Balance your food choices** - don't eat too much of any one thing. You don't have to give up foods like hamburgers, french fries and ice cream to eat healthy. You just have to be smart about how often and how much of them you eat. Your body needs nutrients like protein, carbohydrates, fat and many different vitamins and minerals such as vitamins C and A, iron and calcium from a variety of foods. Balancing food choices from the Food Guide Pyramid and checking out the Nutrition Facts Panel on food labels will help you get all these nutrients.
- f. **Get fit with friends or family.** Being active is much more fun with friends or family. Encourage others to join you and plan one special physical activity event, like a bike ride or hiking, with a group each week.
- g. **Eat more grains, fruits and vegetables.** These foods give you carbohydrates for energy, plus vitamins, minerals and fiber. Besides, they taste good! Try breads such as whole-wheat, bagels and pita. Spaghetti and oatmeal are also in the grain group. Bananas, strawberries and melons are some great tasting fruits. Try vegetables raw, on a sandwich or salad.
- h. **Join in physical activities at school.** Whether you take a physical education class or do other physical activities at school, such as intramural sports, structured activities are a sure way to feel good, look good and stay physically fit.
- i. **Foods aren't good or bad.** A healthy eating style is like a puzzle with many parts. Each part -- or food -- is different. Some foods may have more fat, sugar or salt while others may have more vitamins or fiber. There is a place for all these foods. What makes a diet good or bad is how foods fit together. Balancing your choices is important. Fit in a higher-fat food, like pepperoni pizza, at dinner by choosing lower-fat foods at other meals. And don't forget about moderation. If two pieces of pizza fill you up, you don't need a third.
- j. **Make healthy eating and physical activities fun!** Take advantage of physical activities you and your friends enjoy doing together and eat the foods you like. Be

adventurous - try new sports, games and other activities as well as new foods. You'll grow stronger, play longer, and look and feel better! Set realistic goals - don't try changing too much at once.

- k. The Food Guide Pyramid. Food Guide Pyramid is a practical tool to help you make food choices that are consistent with the Dietary Guidelines for Americans. Using the Pyramid enables you to eat a variety of foods daily so that you can get the nutrients you need. To make the most of the Pyramid, you need to know what counts as a serving.

E.O. 4 Pass the Young Marines Physical Fitness.

1. The Physical Fitness Test (PFT). The Young Marines are required to take two PFTs each year - one between January and June and the other between July and December. The unit commander may schedule additional PFT's in order to achieve the unit's goal for a higher fitness level.

The PFT

- a. Measures your current physical fitness level.
 - b. Raises your awareness of importance of physical fitness
 - c. Motivates you to participate in physical activities.
 - d. Creates an interest in physical fitness as a life-long activity.
2. Physical Fitness Classifications and Awards. The minimum score to pass the Young Marines Physical Fitness Test (PFT) is 200 points for Young Marines Recruits to YM/LCPL. For YM/CPL to YM/MGYSGT, the minimum physical fitness score is 250 points.

	3rd Class	2nd Class	1st Class
Score Range	200-299	300-399	400-500
Qualification Award	Physical Fitness Ribbon 250-299 YM/CPL & Above	Physical Fitness Ribbon w/ Roman numeral 2	Physical Fitness Ribbon w/ Roman numeral 1

- a. Young Marines retain their respective ribbons w/appropriate devices as long as they meet the established standards above.
- b. The Achievement Ribbon is awarded to Young Marines earning a score of 475 to 499.
- c. The Perfect Physical Fitness Ribbon is awarded to Young Marines earning a score of 500.

3. Physical Fitness Test (PFT). The five basic exercises used in the PFT are the Curl-ups or Partial Curl-ups (modified), the Shuttle Run, the V-sit or Sit & Reach (modified), the One Mile Run or the Half- Mile Run for 8-9 year olds (modified) and the Right-angle Push-ups (modified), Pull-ups, or the Flexed Arm Hang. Modified events will have a maximum score of 95 points with the exception of Sit & Reach which has a maximum score of 99

a. Curl-ups. The curl-up exercise strengthens abdominal muscles and as part of the PFT it measures abdominal muscle strength.

- 1) Starting Position. On a flat soft surface, lay on your back, with knees flexed and feet about 12 inches from the buttocks. Arms are crossed with hands placed on opposite shoulders and elbows held close to chest. Helpers kneel in front of you and hold your feet in place. Helpers should count out loud each curl-up you perform.



Figure 9-2

- 2) Execution. Keeping this arm position, raise the trunk curling up to touch elbows to thighs and then lower yourself back to the floor so that the shoulder blades touch the floor, for one curl-up. To start, a timer calls out the signal “Ready? Go!” and begins timing for one minute. You stop when the timer says “Stop!”.
 - 3) Administrative Note. You may rest in down position as long as you maintain the correct body position while resting. “Bouncing” off the floor is not permitted. The curl-up will only be counted if performed correctly.
 - 4) Time Limit. 1 minute.
 - 5) Scoring Table. The Curl-up Scoring table is available at your unit.
- b. Right Angle Push-Ups or Flexed Arm Hang or Pull-Ups. This event measures upper body strength and endurance. The unit commander (or designee) will determine which of these three exercises the Young Marine will do however, the unit commander (or designee) should work with the Young Marine to determine which of the three gives the Young Marine the best opportunity to pass the PFT, while at the same time most challenges the individual Young Marine as well.

Right Angle Push-Ups

- 1) **Starting Position.** Lay face down on a flat soft surface in a push-up position with hands under shoulders and legs straight, parallel, and slightly apart, with the toes supporting you. Lift your body to full height by extending the arms up straight. Support will be on your hands and toes. Back and knees will remain straight. At this time you will lower your body until there is a 90 degree angle at the elbows with the upper arms parallel to the floor. Once you reach this 90 degree position, the counter will kneel before you and place their hands palm up, under your shoulders. This will mark how far down you will go when performing this exercise.

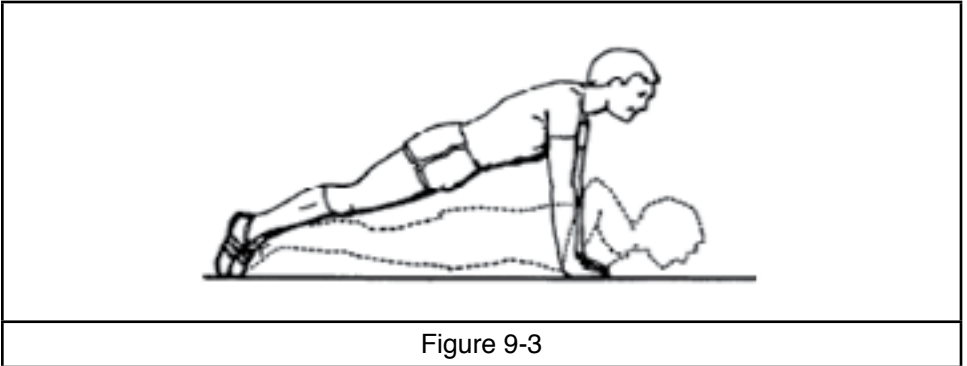


Figure 9-3

- 2) **Execution.** The push-up is done to a metronome (or audio tape, clapping, drums) with one complete push-up being performed every three seconds, and are continued until the student can do no more in rhythm (not in rhythm for three push-ups).
- 3) **Administrative Note.** Spend as little time in the starting position as possible in order to increase the number of repetitions.
- 4) **Time Limit.** None
- 5) **Scoring Table.** Score only those push-ups done with proper form and in rhythm. The Push-Up scoring table is available at your unit.

Flex Arm Hang (Boys or Girls). The Flex Arm Hang exercise measures upper body strength and endurance.

- 1) **Starting Position.** Using either an overhand grasp (palms facing away from the body) or an underhand grip (palms facing toward the body), assume a flexed arm hang position with the chin clearing the bar. You should be lifted or assisted into this position.
- 2) **Execution.** Hold your body straight with your chin above the bar and chest close to the bar for as long as possible. This is a time event. Time is started when your partner is no longer providing you support. When your chin touches or falls below the bar, time is called.

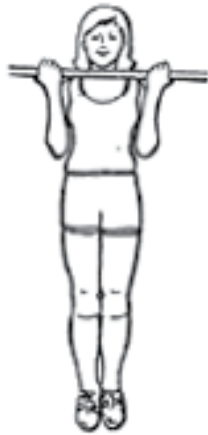


Figure 9-4

- 3) Administrative Note. You are not permitted to rest your chin on the bar.
- 4) Time Limit. Time begins when you are in position and you signal your partner to let you go. Time ends when your chin touches or falls below the bar.
- 5) Scoring Table. The Flex Arm Hang Scoring table is available at your unit.

Pull-ups. The Pull-up exercise measures upper body strength and endurance.

- 1) Starting Position. Hang from the bar at a height you can hang from with arms fully extended and feet free from the floor or ground, using either an overhand grasp (palms facing away from the body) or an underhand grip (palms facing toward the body). If needed, you may be lifted into position.



Figure 9-5

- 2) Execution. On the command "Begin!", raise body until chin clears the bar and then lower the body to full-hang position. Repeat the procedure performing as many pull-ups as you can. Spend as little time as possible hanging from the bar beforehand. Kicking of the legs (kipping) or swinging of the body is not permitted.
- 3) Administrative Note. Pull-ups should be done in a smooth rather than jerky motion. There is no rest position for this exercise.

- 4) Time Limit. There is no time limit for this event.
- 5) Scoring Table. The Pull-up Scoring table is available at your unit.
- c. V-sit and reach (or sit and reach). This event measures flexibility of the lower back and hamstrings.

1a) V-sit testing Mark a straight line two feet long on the floor as the baseline. Draw a measuring line perpendicular to the midpoint of the baseline extending two feet on each side and marked off in half-inches. The point where the baseline and measuring line intersect is the "0" point. Student removes shoes and sits on floor with measuring line between legs and soles of feet placed immediately behind baseline, heels 8-1/2" apart. Student clasps thumbs so that hands are together, palms down and places them on measuring line. With the legs held flat by a partner, student slowly reaches forward as far as possible, keeping fingers on baseline and feet flexed. After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded.



Figure 9-6

- 2a) V-sit tip. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.
- 3a) V-sit rules. Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Students should be encouraged to reach slowly rather than "bounce" while stretching. Scores, recorded to the nearest half inch, are read as plus scores for reaches beyond baseline, minus scores for reaches behind base line.

1b) Sit and reach testing. A specially constructed box (see below) with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. Student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.



Figure 9-7

- 2b) Sit and reach tip. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.
- 3b) Sit and reach rules. Legs must remain straight, soles of feet against box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.

Constructing the Sit and Reach Box

1. Using any sturdy wood or comparable material (3/4" plywood is recommended), cut the following pieces:

- 2 pieces - 12" x 12"
- 2 pieces - 12" x 10"
- 1 piece - 12" x 21"

2. Assemble the pieces using nails or screws and wood glue.

3. Inscribe the top panel with 1 centimeter gradations. It is crucial that the 23 centimeter line be exactly in line with the vertical plane against which the subject's feet will be placed.

4. Cover the apparatus with two coats of polyurethane sealer or shellac.

5. For convenience, you can make a handle by cutting a 1" x 3" hole in the top panel.

6. The measuring scale should extend from 9 cm to 50 cm.

d. Shuttle Run. This event measures speed, quickness and agility.

- 1) Shuttle run testing. Mark two parallel lines 30 feet apart and place two blocks of wood or similar object behind one of the lines. Students start behind opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places block behind the line, runs back and picks up the second block and runs back across starting line.



Figure 9-8



Figure 9-9

- 2) Shuttle run tip. Be sure the participants understand the importance of running through the finish line.
- 3) Shuttle run scoring. Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second.

e. Endurance run/walk. This event measures heart/lung endurance.

- 1) Endurance run/walk testing. On a safe, one-mile distance, students begin running on the count "Ready? Go!" Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.



Figure 9-10

- 2) Endurance run/walk tip. Use a large enough running area so that no more than eight laps are necessary to complete a mile. Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time. If you are not using a track that is measured in miles, then you will need to convert from that measurement into miles. Refer to the conversion chart below for converting to miles when using a 400 meter track or 440 yards.
- 3) Endurance run/walk scoring. Always review students' health status before administering this test. Give students ample instruction on how to pace themselves. Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test. Times are recorded in minutes and seconds. Alternative distance for 8 and 9 year old Young Marines is $\frac{1}{2}$ mile. The same objective and testing procedure are used as with the mile run.

Conversion for Miles	
<p>On a 400 meter track</p> <p>1 mile = 4 laps + 9 meters</p> <p>$\frac{3}{4}$ mile = 3 laps + 6.75 meters</p> <p>$\frac{1}{2}$ mile = 2 laps + 4.5 meters</p> <p>$\frac{1}{4}$ mile = 1 lap + 2.25 meters</p>	<p>On a 440 yard track</p> <p>1 mile = 4 laps</p> <p>$\frac{3}{4}$ mile = 3 laps</p> <p>$\frac{1}{2}$ mile = 2 laps</p> <p>$\frac{1}{4}$ mile = 1 lap</p>

4. 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 become less prone to injury.
5. 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

1. Use the following exercises to warm up and cool down. (For cooling down, perform in reverse order)
 - 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.
2. 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.

3. Sportsmanship. A person who displays good sportsmanship is fond of sports and behaves fairly and generously. Sportsmanship is an attitude and it should be part of everyone's sports gear when they head out to play. Here are some tips to help you practice good sportsmanship, whatever sport you play:

- a. Always play by the rules of the game;
- b. Respect all the referee's decisions without grumbling;
- c. Accept that your opponents played well and deserved to win;
- d. Accept victory with humility and modesty;
- e. Compliment your opponent on his/her play;
- f. Do not try to gain unfair advantage over your opponent;
- g. Do not try to win by cheating;
- h. Remain in control of your emotions and do not resort to violence; and,
- i. Remember that it is not who won or lost, but how you played the game.

E.O. 5 Basic First Aid.

**** WARNING ****

Handling or contact with fluids, such as blood, may be hazardous to your health

WEAR GLOVES – PUT SOMETHING BETWEEN YOU AND THE VICTIM

1. First Aid training is recognized as an important aspect of civil defense. In the event of a major catastrophe, medical and hospital services may be temporarily unavailable. Citizens must rely on caring for their own injuries as well as those of others. Possession of First Aid knowledge is a civic responsibility.
2. In the Young Marines, each member whether Young Marine or adult should be first aid trained. This will enable you to properly care for your sick and/or injured Young Marines.
3. Definition of First Aid. First Aid is defined as immediate care given to a victim until the services of trained personnel arrive.

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.

Your unit should conduct additional first aid and rescue breathing (CPR) training annually for all Young Marines and adult staff.

4. Each Young Marine should carry with them a personal first aid kit, especially while hiking, camping, or away from home or your normal meeting area.
A personal first aid kit should include, at a minimum:

- 6 Adhesive bandages (Band-aids)
- 2 Sterile gauze pads, 3-by-3-inch
- 1 Small roll of adhesive tape
- 1 Moleskin, 3-by-6-inch
- 1 Small bar of soap
- 1 Small tube of antiseptic
- 1 Pair of scissors
- 1 Pair of latex gloves
- 1 Mouth-barrier device for rescue breathing or CPR
- 1 Plastic goggles or other eye protection
- 1 Pencil with paper

5. Basic Young Marines are required to pass a prescribed course in Basic First Aid by completing the requirements for the Basic First Aid Ribbon Award. (See your unit commander for the award requirements)

Full Camouflage	Modified Camouflage	PT	Service A	Service C
Figure 2-1	Figure 2-2	Figure 2-3	Figure 2-4	Figure 2-5
				

		
Left Shoulder Patches Figure 2-6	Front blouse patches and ribbons Figure 2-7	Right rear trousers pocket patch Figure 2-8



U.S. FLAG



Figure 3-4

Figure 4-2



Figure 4-2



Figure 4-2



Figure 4-3



Figure 4-3

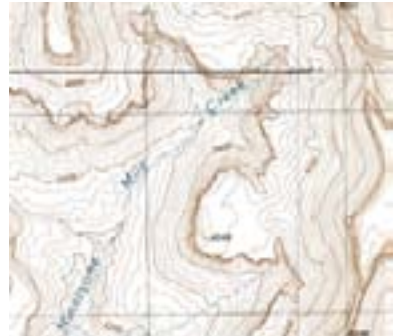


Figure 4-3



























































































































Figure 4-4



Figure 4-4

RANK BILLET CHART

	YM Rct	YM Pvt	YM PFC	YM LCpl	YM Cpl	YM Sgt	YM SSgt	YM GySgt	YM MSgt	YM MGySgt
Billet Assignments										
Team Member										
Flag Bearer										
Team Leader										
Color Guard Rifleman										
Assistant Squad Leader										
Assistant Squad Leader										
Squad Leader										
Platoon Guide										
Platoon Sergeant										
Platoon Leader										
Unit Gunnery										
Unit Supply Assistant										
Unit Training Assistant										
Unit Adjutant Assistant										
Unit Paymaster Assistant										
YM First Sergeant										
Unit Executive Officer Assistant										
YM Sergeant Major										

To Obtain Rank of	PO/EO	DDR	Billet	Ribbons	Exam	School	In addition to requirements for:
YMP/PVT	PO1 EO1, EO2, EO3, EO4, EO11 PO2 EO1a, EO2, EO3a, EO4a, EO6a-b, EO8a-terms in grey shade only PO3 EO1b, EO8 PO4 EO2 PO5 EO1a PO6 None required for this rank PO7 EO1, EO4 PO8 EO3, EO4 PO9 EO1, EO2, EO4, EO5a-c	Quarterly DDR Training	N/A	Basic PFT, if applicable Honor Graduate, if applicable	N/A	Recruit	Registered

Basic Guidebook To obtain the rank of PVT

Performance Objective 1: Close Order Drill

E. 0. 1 Adopt the Positions of Attention, Parade Rest, At Ease, and Rest.

- | | Authorized Evaluators Initials | Date |
|---|--------------------------------|------|
| a. When given the proper command, did the Young Marine properly assume the position of Attention? | | |
| b. When given the proper command, did the Young Marine properly assume the position of Parade Rest? | | |
| c. When given the proper command, did the Young Marine properly assume the position of At Ease? | | |
| d. When given the proper command, did the Young Marine properly assume the proper position of Rest? | | |

E. 0 2 Fall in and Fall out of Ranks.

- | | | |
|---|--|--|
| a. When given the proper command, did the Young Marine properly Fall-in? | | |
| b. When given the proper command, did the Young Marine properly Fall-out? | | |

E. 0. 3 Execute Dress Right

- | | | |
|--|--|--|
| a. When given the proper command, did the Young Marine properly execute Dress Right? | | |
|--|--|--|

E. 0 4 Execute the Facing Movements.

- | | | |
|---|--|--|
| a. When given the proper command, did the Young Marine properly execute Right Face? | | |
| b. When given the proper command, did the Young Marine properly execute Left Face? | | |
| c. When given the proper command, did the Young Marine properly execute About Face? | | |

E. 0 11 Execute the Hand Salute.

- | | | |
|--|--|--|
| a. When given the proper command, did the Young Marine properly execute the Hand Salute? | | |
| b. When asked to orally describe the proper times to render a Hand Salute without the help of any aids, did the Young Marine know when to properly render a Hand Salute? | | |

Performance Objective 2: Essential Subjects

	Authorized Evaluators Initials	Date
E. 0.1. Observe Young Marines Uniform Regulations.		
a. Wears the Young Marine uniform correctly.		
E. 0.2 Observe Grooming and Personal Appearance Standards.		
a. Knows how hair is worn for both male and female Young Marines.		
b. Knows the only jewelry permitted while wearing the official Young Marine Uniform.		
c. Knows how to properly clean and press the Young Marine Uniform.		
E. 0.3 Recite the Young Marine Obligation and Creed.		
a. Can properly recite the Young Marine Obligation.		
E. 0.4 Identify the Rank Structure of the Young Marines.		
a. Knows how to properly state a Young Marine Rank.		
E. 0.6 Respond to questioning on Young Marine History.		
a. Knows the Young Marine Birthday.		
b. Knows where and when the Young Marines were founded.		
E.0.8 Know and understand Military Terms/Marine Jargon.		
a. Knows what each of the 20 shaded terms or Marine Jargon mean (see pages BYM-2-16 & BYM-2-17)		
Performance Objective 3: Qualified Field Skills		
E. 0.1 Select personal clothing and equipment.	Authorized Evaluators Initials	Date
b. Can name three personal equipment items that should be carried in pockets.		
E. 0.8 Follow Camp Routine and Discipline in the Field.		
a. Knows why a high standard of personal hygiene is important in the field.		
b. Knows how often to wash in the field.		
c. Knows how many times a day to brush their teeth in the field.		
d. Knows how deep into the water to go without adult supervision and a floatation device.		
e. Knows what to do before leaving the campsite.		

	Authorized Evaluators Initials	Date
Performance Objective 4: Map and Compass		
E. 0.2 State the meaning of conventional signs found on a topo-graphical map.		
a. Can define the five basic colors on a topographical map.		
b. Can point out a contour line on a map.		
c. Can point out a depression on a map.		
d. Can locate the date of the map.		
e. Can locate the legend on the map.		
Performance Objective 5: Drug Resistance	Authorized Evaluators Initials	Date
E. 0.1 Identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and methamphetamine.		
a. Young Marine must attend and receive a certificate of attendance/ completion for all required quarterly Drug Resistance classes as specified by Chapter 11, paragraph 2 of the Registered Adult Manual.		
Performance Objective 6: Public Speaking	Authorized Evaluators Initials	Date
None required for this rank		
Performance Objective 7: Leadership	Authorized Evaluators Initials	Date
E. 0.1 Carry out the duties of a Team Member.		
a. Did the Young Marine comply with rules and orders?		
b. Did the Young Marine make responsible decisions on their safety and the safety of their teammates?		
c. Did the Young Marine maintain good personal habits and manners?		
d. Did the Young Marine admit mistakes and learn from experience?		
e. Did the Young Marine cooperate with others and work as a member of a team?		
f. Did the Young Marine accept constructive criticism?		
g. Did the Young Marine take care of all personal and group equipment—repair or report items of equipment and clothing when they break or become damaged?		
h. Did the Young Marine encourage their teammates?		
E. 0.4 Understand the duties of Firewatch.		
a. Did the Young Marine correctly recite the 4 Young Marine General Orders?		

	Authorized Evaluators Initials	Date
Performance Objective 8: Citizenship		
E. O. 3 Sing or recite from memory, the first stanza of the National Anthem.		
a. Did the Young Marine recite or sing from memory, the lyrics of the National Anthem?		
b. Did the Young Marine know who wrote the words to the National Anthem?		
E. O. 4 Recite from memory, the Pledge of Allegiance.		
a. Did the Young Marine recite from memory the Pledge of Allegiance?		
b. Did the Young Marine know who wrote the original Pledge of Allegiance?		
Performance Objective 9: Physical Fitness, Health and First Aid	Authorized Evaluators Initials	Date
E. O. 1 Identify the definition, importance and components of Physical Fitness.		
a. Without any aids, did the Young Marine in their own words know the meaning of physical fitness?		
b. Without any aids, did the Young Marines in their own words explain the importance of good physical fitness?		
c. Without any aids, did the Young Marines name the components of physical fitness?		
E. O. 2 Commit to a Personal Physical Fitness Program.		
a. Did the Young Marine commit to physical fitness program?		
b. Is the Young Marine medically cleared to pursue a physical fitness program?		
E. O. 4 Pass the Young Marine Physical Fitness Test.		
a. Did the Young Marine pass the PFT?		
b. Does the Young Marines PFT score continue to improve?		
E. O. 5 Basic First Aid.		
a. Does the Young Marine know that possessing first aid knowledge is a civic responsibility?		
b. Does the Young Marine know that all Young Marines and adults in the Young Marines should be trained in first aid?		
c. Does the Young Marine know the definition of First aid?		
Additional Requirements: Earn the Basic Ribbon		

To Obtain Rank of	PO/EO	DDR	Billet	Ribbons	Exam	School	In addition to requirements for:
YM/PFC	PO1 EO5, EO6, EO7, EO8, EO9 PO2 EO1b-d, EO4b-c, EO6c-d, EO8b-terms in white only PO3 EO1a, EO2, EO9, EO10, EO11 PO4 EO1 PO5 EO1a PO6 None required for this rank PO7 EO2 PO8 EO1, EO2, PO9 EO3, EO4, EO5d-e	Quarterly DDR Training	N/A	Basic First Aid	N/A	N/A	YM/PVT

E.O. 6 Respond to questioning on Young Marine History.

- c. Knows the relationship between the Young Marines and the Marine Corps League.
- d. Knows the relationship between the Young Marines and the Marine Corps.

E.O. 8 Know and understand Military Terms/Marine Jargon.

- b. Knows what each of the 19 un-shaded terms or Marine Jargon mean (see pages BYM-2-16 & BYM-2-17)

Performance Objective 3: Qualified Field Skills

E.O. 1 Select personal clothing and equipment.

- a. Knows what the acronym C. O. L. D. stands for.

E.O. 2 Pack and carry individual clothing and equipment.

- a. Knows where to place heavy objects in a backpack.

E.O. 9 Discuss Natural Hazards.

- a. Can describe the defensive measures taken to protect against poison ivy.
- b. Can describe the defensive measures taken to protect against insects.
- c. Can describe what to do if bitten by a tick.
- d. Can describe how to store food containers in the field.
- e. Can describe the effects and treatment of Hypothermia.
- f. Can describe the effects and treatment of frostbite.
- g. Can describe how to protect against heat exhaustion and heat stroke.
- h. Knows the two main ways of telling if you are dehydrating.
- i. Can name two methods to help avoid being struck by lightning.
- j. Understands how to travel at night.

E.O. 10 Demonstrate a Concern for the Environment

- a. Can describe what minimum camping impact means.
- b. Can describe how to walk in pristine areas.
- c. Knows where not to dump waste water.
- d. Can describe the dimensions of a field latrine.
- e. Knows how far away from a ground water source latrines or cat holes should be dug.
- f. Knows how far away from a ground water source the washing site should be.

Authorized Evaluators Initials

Date

E.0. 11 Tie a Knot.

- a. Can name three ways to care for a rope.
- b. Can tie a thumb knot.
- c. Can tie a figure eight knot.
- d. Can tie a double figure eight knot.
- e. Can tie a reef knot.
- f. Can tie a clove hitch.
- g. Can tie a half hitch.

Performance Objective 4: Map and Compass

E.0. 1 Introduction to Maps and Map Reading.

- a. Can describe three different types of maps
- b. Can describe how to care for their map.
- c. Knows the two scales used on topographical maps.
- d. Knows what a map scale of 1:50,000 means.

Performance Objective 5: Drug Resistance

E.0. 1 Identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and methamphetamine.

a. Young Marine must attend and receive a certificate of attendance/ completion for all required quarterly Drug Resistance classes as specified by Chapter 11, paragraph 2 of the Registered Adult Manual.
Performance Objective 6: Public Speaking Authorized Evaluators Initials
None required for this rank

Performance Objective 7: Leadership

E.0. 2 Carry out the duties of a Team Leader.

- a. Did the Young Marine ensure that their team was squared away for inspections?
- b. Did the Young Marine make responsible decisions on their safety and the safety of their teammates?
- c. Did the Young Marine ensure that their team members were taken care of before themselves?

Authorized Evaluators Initials

Date

Authorized Evaluators Initials

Date

Authorized Evaluators Initials

Date

	Authorized Evaluators Initials	Date
Performance Objective 8: Citizenship		
E.O. 1 Discuss United States (U.S.) Citizenship and its responsibilities.		
a. Did the Young Marine know the meaning of good citizenship?		
b. Did the Young Marine know the responsibility of citizenship?		
E.O. 2 Provide a short history of the U.S. Flag.		
a. Did the Young Marine, in their own words, provide a short history of the U.S. Flag?		
b. Did the Young Marine know the name of the seamstress who was supposed to have sewn the first flag?		
Performance Objective 9: Physical Fitness, Health and First Aid	Authorized Evaluators Initials	Date
E.O. 3 Explain the Ten Tips on Healthy Eating.		
a. When provided a list of the Ten Tips on Healthy Eating, did the Young Marine explain in their own words each tip?		
b. Without any aids, did the Young Marine describe the food pyramid?		
E.O. 4 Pass the Young Marine Physical Fitness Test.		
a. Did the Young Marine pass the PFT?		
b. Does the Young Marines PFT score continue to improve?		
E.O. 5 Apply Basic First Aid Techniques.		
d. Does the Young Marine know and understand the "Good Samaritan" law for their state?		
e. Does the Young Marine carry a personal first aid kit with them containing at a minimum, the prescribed items?		
Additional Requirements: Earn the Basic First Aid Ribbon		

To Obtain Rank of	PO/EO	DDR	Billet	Ribbons	Exam	School	In addition to requirements for:
YM/LCPL	PO1 EO10 PO2 EO3b-c, EO5, EO6e-f, EO7 PO3 EO3, EO4, EO5, EO6, EO7, EO12 PO4 EO3, EO4 PO5 EO1a-b PO6 EO1, EO2 PO7 EO3 PO8 EO5 PO9 EO4, EO5f	Quarterly DDR Training	N/A	Community Service Drug Demand Reduction	Basic Exam	N/A	YM/PFC

Basic Guidebook

To obtain the rank of LCpl

Performance Objective 1: Close Order Drill

E.0. 10 Executing Column Movements.

- While in formation (Squad or Team on-line) and given the proper command, did the Young Marine properly execute Column Right and Column Half Right?
- While in formation (Squad or Team on-line) and given the proper command, did the Young Marine properly execute Column Left and Column Half Left?
- While in formation (Squad or Team on-line) and given the proper command, did the Young Marine properly execute Column Right and Column Left from the Halt?
- When asked to orally describe the Base Element without the help of any aids, did the Young Marine properly describe the Base Element?

Performance Objective 2: Essential Subjects

E.O. 3 Recite the Young Marine Obligation and Creed.

- Can properly recite the Young Marine Creed.
- Can give examples of each of the 5 statements of the Creed.

E.O. 5 Observe Military Customs and Courtesies.

- Knows how to address senior Young Marines, Unit Commanders, and other adult staff.
- Knows the procedure for entering and exiting a Young Marine office.
- Knows how to render honors to the National Standard in and out of uniform.
- Knows how to render honors to the National Anthem in and out of uniform.

E.O. 6 Respond to questioning on Young Marine History.

- Knows the 3 Young Marine core values.
- Can give an example of each of the core values

E.O. 7 Identify the Personal, Achievement, Service and Qualification Awards.

- Can explain what a personal award is.
- Can explain what an achievement award is.
- Can explain what a service award is.

	Authorized Evaluators Initials	Date
	Authorized Evaluators Initials	Date
	Authorized Evaluators Initials	Date

d. Can explain what a qualification award is.			
e. Can explain how to earn the Drug Demand Reduction Ribbon Award.			
f. Can explain how to earn the Academic Achievement Ribbon Award.			
Performance Objective 3: Qualified Field Skills		Authorized Evaluators Initials	Date
E.O. 3 Apply principles of outdoor tools safety.			
a. Can discuss the various outdoor tools and describe how to care for each.			
E.O. 4 Assemble a survival kit.			
a. Can list the bare minimum that can be carried in a field survival kit.			
E.O. 5 Stove and lantern safety.			
a. Describe the safety procedures for a stove.			
b. Describe the safety procedures for a lantern.			
c. Knows when the only time to open a fuel container on a stove or lantern is.			
E.O. 6 Discuss the Principles of Outdoor Cooking with Water Procured in the Field.			
a. Knows two ways to collect safe drinking water.			
b. Knows how to prepare water found in the field for drinking.			
c. Knows the safest and simplest way to cook fresh food in the field.			
E.O. 7 Construct a shelter.			
a. Can name three things to do or not do when selecting a wilder-ness shelter site.			
b. Knows how far away from open water ones shelter should be.			
c. Knows how far away from a trail ones shelter site should be.			
E.O. 12 Light a fire.			
a. Knows what safety equipment to have on hand before starting a fire.			
b. Knows the three components required to start a fire.			
c. Knows the four basic categories of fuel for a campfire.			
d. Knows what kindling is.			
Performance Objective 4: Map and Compass		Authorized Evaluators Initials	Date
E.O. 3 Orient a map without use of a compass.			
a. When given a map of the area they are in, they can correctly orient themselves without the use of a compass.			

- b. When given a set course, can accurately determine their pace count.
- c. Knows what a "catching feature" on a map is.

E.O. 4 Locate a Specific Point on a Map Using a Four and Six Figure Grid Reference and a Protractor.

- a. Using a four figure grid coordinate, locate a specific grid square on a map.
- b. Using a six figure grid coordinate, locate a specific item on a map.
- c. Properly use a protractor to pin point a location on a map.

Performance Objective 5: Drug Resistance

E.O. 1 Identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and methamphetamine.

- a. Young Marine must attend and receive a certificate of attendance/ completion for all required quarterly Drug Resistance classes as specified by Chapter 11, paragraph 2 of the Registered Adult Manual.
- b. Submit to the unit commander a report about the dangers of drugs and the effects they have on the human body.

Performance Objective 6: Public Speaking

E.O. 1 List the Basic Elements of Speech Preparation

- a. Did the Young Marine list the eight basic elements of speech preparation?

E.O. 2 Talk for Three Minutes on a Topic of the Young Marines Choice

- a. Did the Young Marine select and limit the subject of the speech?
- b. Did the Young Marine determine the purpose of the speech?
- c. Did the Young Marine analyze the audience and occasion?
- d. Did the Young Marine gather together enough data/information?
- e. Did the Young Marine outline the material?
- f. Did the Young Marine develop an introduction, body and conclusion?
- g. Did the Young Marine plan visual aids?
- h. Did the Young Marine show evidence of having rehearsed the speech?
- i. Did the audience enjoy the speech?

Authorized Evaluators Initials Date

Authorized Evaluators Initials Date

	Authorized Evaluators Initials	Date
Performance Objective 7: Leadership		
E.O. 3 Carry out the duties of a Young Marine Flag Bearer.		
a. Did the Young Marine know where the National Colors belong in a color guard?		
b. Did the Young Marine not dip the National Colors while performing "Eyes, Right" or rendering appropriate honors?		
c. Did the Young Marine carry the flag they were given in a professional and dignified manner?		
Performance Objective 8: Citizenship	Authorized Evaluators Initials	Date
E.O. 5 Perform 50 Hours of Community Service.		
a. Did the Young Marine perform 50 hours of Community Service as described in the Young Marines Awards Manual?		
Performance Objective 9: Physical Fitness, Health and First Aid	Authorized Evaluators Initials	Date
E.O. 4 Pass the Young Marine Physical Fitness Test.		
a. Did the Young Marine pass the PFT?		
b. Does the Young Marines PFT score continue to improve?		
E.O. 5 Apply Basic First Aid Techniques.		
f. Did the Young Marine earn the Basic First Aid Ribbon Award as prescribed in the Young Marines Award Manual?		
Additional Requirements:		
Earn the Community Service Ribbon		
Pass the National Basic Exam		

NAME _____

UNIT _____

BASIC GUIDEBOOK PROMOTION SIGN-OFF

YM/PVT - All PO's and EO's completed

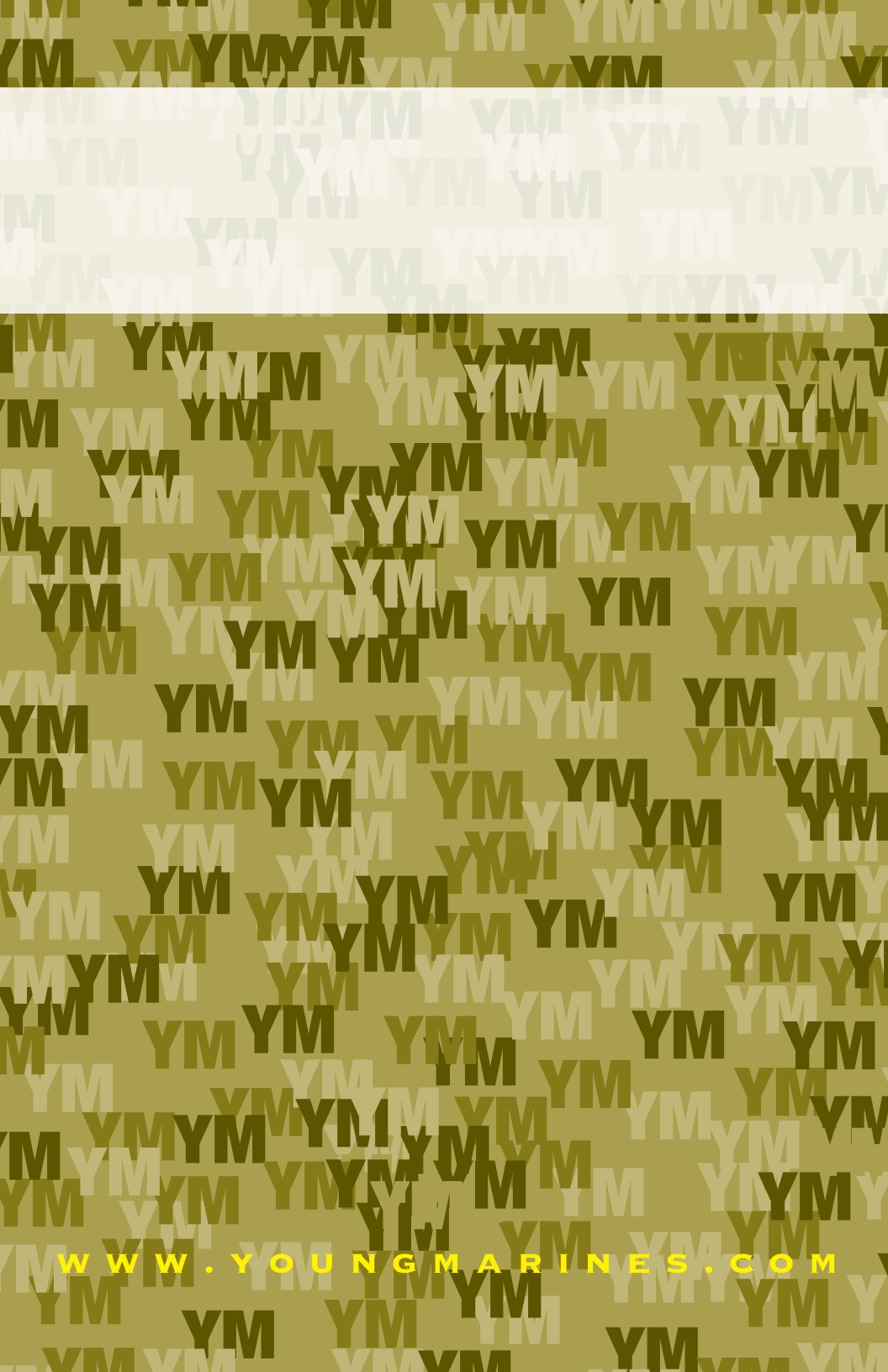
Authorized Evaluators Signature _____ DATE _____

YM/PFC - All PO's and EO's completed

Authorized Evaluators Signature _____ DATE _____

YM/LCPL - All PO's and EO's completed

Authorized Evaluators Signature _____ DATE _____



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