



Basic Guidebook



PREFACE

This guidebook is designed to assist you in learning the performance objectives (POs) for the Young Marines Private First Class (YM/PFC) and Young Marines Lance Corporal (YM/LCpl).

As you progress through your career in the Young Marines, you will receive three other guidebooks: Junior, Senior, and Advanced Young Marines Guidebooks. Each guidebook contains additional knowledge for performing, leading, and instructing, that will aid you in becoming a leader in your unit and your community.

This guidebook is also a teaching tool for Senior Young Marines and Adult Volunteers charged with teaching Basic Young Marines.

Upon completion of this guidebook, you should keep it in your personal Young Marines library, as reference material in the future.

The proponent of this publication is Headquarters Young Marines.

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In the Young Marines program, you are given opportunities to earn ribbons, visit places you have never been, learn valuable skills, and become a leader. All your accomplishments are kept in your Record Book. To view your online Record Book, go to www.youngmarines.com and click on Login (top right of the home page), and login. Check your record book periodically to ensure it is up to date. If you find errors, please notify your Unit Commander.

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Introduction

The Young Marines organization is supported by the following vision, mission, guiding principles, objectives, and motto.

Vision To earn and preserve a reputation as a leader in youth development and proponent of a healthy, drug-free lifestyle

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 nurture and develop its members into responsible citizens who enjoy and promote a healthy, drug-free lifestyle

Guiding Principles

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

Objectives

- 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 Marines' core values of, Leadership, Teamwork, and Discipline.

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 Volunteer.

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 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 I do not know the answer to, I will refer the person asking the question to a registered Adult Volunteer. I will never give information I am not certain of nor mislead those who are seeking information about the Young Marines program.

Article VI: I will never forget 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:

- Attend scheduled unit meetings, events, and activities that are purposeful, planned, and organized
- Meet in a safe, drug and tobacco-free environment under the supervision of registered Adult Volunteers
- Be treated with firmness, fairness, dignity, and compassion
- Have opportunities to succeed and excel
- Report any inappropriate action by other Young Marines or Adult Volunteers
- Make 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
- Receive a copy of the Young Marines' Esprit Magazine in the Fall, Winter, Spring, and Summer
- Eight hours of uninterrupted sleep except under the conditions of standing fire watch while on any outing or encampment with the Young Marines
- Have at least 20 minutes to consume each meal
- Attend sick call
- Attend scheduled religious services
- Make and receive emergency phone calls
- Make head calls
- Use medication as prescribed by their doctor or permitted by their parent or guardian

Part One:

YM/PFC Requirements

Chapter 1 – Close Order Drill

PO.1 – Close Order Drill

- EO.1 – March in Double Time
- EO.2 – March in Mark Time
- EO.3 – March at the Half Step
- EO.4 – Execute the Halt
- EO.5 – March at the Route Step

One of the first things you learned as a recruit were the basic Individual Drill Movements. Now that you are a Young Marine Private, you will need to study this chapter well as you progress through Close Order Drill movements. As recruits, you learned very basic, individual movements to build a foundation for your skills. Now you will learn movements that will allow you to move in sync and as a team with your fellow Young Marines. These movements are also used to instill discipline by having you move when you are directed to without having to think about it or ask questions.

There are two words of command you will be given while conducting Close Order Drill. One is called the **preparatory command**, and the other is called the **command of execution**.

The **preparatory command** is the command that tells you to get ready to do something. 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:

squad, ATTENTION. Squad is the preparatory command, and attention is the command of execution.

right, FACE. Right is the preparatory command, and face is the command of execution.

EO.1 – March in Double Time

During Recruit Training, you learned the Quick Time March which is the term for marching at a regular pace or with a regular cadence. Cadence is the number of steps per minute or the “beat” you march to. Quick Time cadence is 120 steps or beats per minute.

Double Time is the term for running or jogging. Regular cadence in Double Time is 180 steps or beats per minute. A regular step in Double Time is thirty-six (36) inches for adults. In the Young Marines, the Platoon Sergeant may adjust the length of the steps for shorter Young Marines.

In most cases, marching will begin from the halt – a stationary position – with Young Marines standing at Attention. The command will be given with the following phrase:

“double time, MARCH” with the preparatory command being “double time,” and the command of execution being “MARCH.”

Upon hearing the command, follow the steps below:

- At “double time,” shift the weight of your body to the right leg without noticeable movement.
- On “MARCH” sharply take a slightly longer than normal step to the front with the left foot.
- Simultaneously raise the forearms to a horizontal position along the waistline, fingers closed and knuckles out.
- 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.
- 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.

EO.2 – March in Mark Time

Mark Time is the term for marching in place without moving forward or backward. Regular cadence in Mark Time is 120 steps or beats per minute just as in Quick Time, but instead, you will take vertical steps to march in place.

This command can be given from a halted position or while marching and will be given as follows:

“mark time, MARCH.” The preparatory command is “mark time,” and the command of execution is “MARCH.”

Upon hearing the command, follow the steps below:

- At “mark time,” shift your body weight to the right leg without noticeable movement.
- On “MARCH,” take a two-inch, vertical step (measured from the ball of the foot to the deck) in place with your left foot. The heel should be four inches from the deck.
- At the same time, begin swinging your arms six inches to the front and three inches to the rear of your leg.
- Continue marching in place at Quick Time cadence, taking two-inch vertical, alternating steps, swinging your arms six inches to the front and three inches to the rear of your legs until given another command.
- 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.

The command can also be given while marching in Quick Time. In this case, follow the steps below upon hearing the command:

- On “MARCH” take one more normal step to the front with your right foot.
- Bring the left foot alongside the right foot as in halt.
- Without losing cadence, take a two-inch vertical step in place with your right foot.
- Continue marching in place at Quick Time cadence, taking two-inch vertical, alternating steps, swinging your arms six inches to the front and three inches to the rear of your legs until given another command.
- 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.

EO.3 – March at the Half Step

The purpose of half step is to march forward at a Quick Time cadence while taking 15-inch steps (half of the full 30-inch steps). It may be executed when halted, at Attention, or marching forward at Quick Time.

While marching it may be given as either foot strikes the deck. The command is “half step, MARCH.”

If the command is called from the Halt:

- On the command “MARCH,” step off forward in quick time cadence with 15-inch steps. Raise your knees and point your toes as described previously for “Mark Time.” The balls of your feet should strike the deck before your heels. At the same time begin swinging your arms six inches to the front and three inches to the rear as you would in quick time.

If the command is called while marching in **Quick Time**:

- On the command “MARCH,” take one more 30-inch step.
- Begin the 15-inch steps as explained above.

To resume quick time from half step, the command is “forward, MARCH.” It may be given as either foot strikes the deck.

- On “MARCH,” take one more half step.
- Step off at Quick Time.

EO.4 – Execute the Halt

When you “halt,” you stop 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.

The procedure to execute the halt is slightly different depending on if you are marching at Quick Time, Double Time, Mark Time, or at the Half Step, but the command will always be the same:

“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.)

While marching in **Quick Time**, the steps are as follows:

- On the count of one, take one more normal step.
- For the second count of halt, take the next step; sharply bring your left heel against the right heel.
- Assume the position until given another command.

While marching in **Double Time**, the steps are as follows:

- For the first count of halt and for your next step, take one more step forward

with your right foot.

- For the second count of halt and for your next step, sharply bring the right heel against the left heel.
- Assume the position of Attention.
- Remain in this position until given another command.

While marching in **Mark Time**, the steps are as follows:

- For the first count of halt and for your next step, take one more vertical step in place with the right foot.
- For the second count of halt, take a vertical step in place with the left foot.
- For the third count of halt and for your next step, take a vertical step in place with the right foot, bringing the right heel smartly against the left heel and assume the position of Attention.
- Remain in this position until given another command.

While marching at the **Half Step**, the steps are as follows:

- For the first count of halt and for your next step, take one more fifteen-inch step to the front with your right foot.
- For the second count of halt and for your next step, sharply bring the left heel against the right heel.
- Assume the position of Attention.
- Remain in this position until given another command.

EO.5– March at the Route Step

The purpose of Route Step is to march over rough terrain or long distances where calling cadence would be inefficient or impractical.

To march at Route Step, the command given is

“route step, MARCH”.

Upon the execution of “MARCH”, cadence is stopped, and the formation is no longer required to stay in step. However, the formation is still required to march with proper technique while maintaining the proper interval and alignment.

To resume marching at **Quick Time**, the command given is “ATTENTION”. Upon the command “ATTENTION”, cadence will resume, and the formation will resume marching in step.

The following objectives are in addition to the requirements to obtain the rank of Young Marine Private First Class. They should be introduced upon the completion of the required Enabling Objectives but will not be required as a sign-off until Young Marines pursue the rank of Young Marine Corporal when the Young Marines will be required to both perform and call the commands for the movements. To help with this process, Young Marines should begin learning the movements as a Young Marine Private seeking the rank of a Young Marine Private First Class.

Open Ranks

The purpose of this movement is to increase the distance between ranks to 70 inches in order to accommodate the movements of an inspection. It may be executed when halted in line at Attention and at normal or close interval. The commands are “at close interval,

- open rank; “MARCH;” “ready, FRONT;” and “COVER.”

When at normal interval –

- On “MARCH,” the front rank takes two 30-inch steps forward, halts, and executes Dress Right Dress.
- The second rank takes one 30-inch step forward, halts, and executes Dress Right Dress.
- The third rank stands fast and executes Dress Right Dress.
- If there is a fourth rank, it takes two 15-inch back steps, halts, and executes Dress Right Dress.

When at close interval –

- All ranks will execute at Close Interval, Dress Right Dress in place of Dress Right Dress.

The Platoon Sergeant verifies alignment as for dress Right Dress. After verifying the alignment, they face to the right, march three paces beyond the front rank, and one pace to the Guide’s right, halts, faces to the left, and commands “ready, FRONT” and “COVER.” If preparing for inspection, on the command “COVER,” the Platoon Sergeant will take one step forward, right face, and then report to the Inspector.

Close Ranks

The purpose of this movement is to decrease the distance between opened ranks to a normal distance of 40 inches. The command is “close ranks, MARCH” and may only be given when the platoon is at Attention at open ranks. It should be given immediately after the reasoning for opening ranks is accomplished.

On the command of execution, "MARCH" :

- The front rank stands fast.
- The second rank takes one 30-inch step to the front and halts.
- The third rank, simultaneously, takes two 30-inch steps to the front and halts.
- If there is a fourth squad, it takes three 30-inch steps to the front and halts.

Each individual maintains cover and alignment while moving. No dressing movements are executed. After the platoon is inspected, the Platoon Sergeant will return to a position three paces in front of the Guide and halts facing to the front. They would exchange salutes with the Inspector, face to the left, and then command "Close ranks, MARCH." After the command, they will return to their position six paces and centered in front of the platoon.

Eyes Right (Left)

The purpose of eyes right (left) is to demonstrate military courtesy to reviewing officers and dignitaries during parades and ceremonies. The command is "eyes, RIGHT (LEFT)," and is executed in one count at Attention or marching at Quick Time. The command to turn the head back to the position of Attention is "ready, FRONT."

While at the halt or marching –

- On the command of execution, "RIGHT (LEFT)," turn your head smartly and look 45 degrees to the right (left) keeping your shoulders square to the front.
- Only the Unit leader and the Guide salute the reviewing officer or dignitaries.
- On the command of "FRONT," turn your head and eyes smartly back to the front.
- The furthest right squad for "eyes, RIGHT" will remain with their heads facing front, and this will be the opposite for "eyes, LEFT."

To Count Off

The purpose of this movement is to designate the relative position in the ranks of each member of the platoon. It may be executed when the platoon is halted at Attention in a line or column. When in line, the command is "count, OFF;" when in column, the command is "from front to rear, count, OFF."

While in line –

- On the command "OFF," everyone except the Squad Leaders turn their heads 90 degrees over the shoulder and look right.
- The Squad Leaders shout ONE.

- The person in the file to the left of the Squad Leaders turns their head smartly back to the front and shouts TWO. Each subsequent person to the left turns their head back to the front and at the same time shouts the next higher number.

While in column –

- On the command “from front to rear, count, OFF,” the Squad Leaders turn their heads 90 degrees over their right shoulder and shouts ONE as the head is turned back to the front.
- Each subsequent rank turns their heads to the right and shouts the next highest number as the head is turned back to the front.

Chapter 2 – General Knowledge

PO.2 – General Knowledge

EO.1 – Pass a Uniform Inspection

EO.2 – Identify the Rank Structure of the Young Marines

EO.3 – Identify and Explain Key Features of the Young Marines Program

EO.4 – Know and Understand Military Terms and Marine Jargon

EO.1 – Pass a Uniform Inspection

As a Young Marine Private and Private First Class, the only uniform you will be responsible for during inspections is the Woodland Camouflage uniform. This uniform is composed of the woodland pattern camouflage blouse, trousers and khaki web belt, black boots, cover, and white t-shirt or another t-shirt specified by the Unit Commander. The instructions for the proper care and wear of your Young Marines uniforms is in your Recruit Guidebook. You should review both the care and wear instruction and the inspection form to prepare for your inspection. Follow the instructions as you prepare your uniform, then check the inspection form to make sure your uniform meets the criteria.

During your uniform inspection, your inspector will make comments on your uniform to let you know areas that need improvement. After each inspection you should review the comments left so you know what to improve upon before your next inspection.

To see pictures of the proper uniform and grooming standards for the Woodland Camouflage uniform, see Appendix G – Additional Uniform Regulations.

To view a copy of the Uniform Inspection Form, see Appendix H – Uniform Inspection Form.

EO.2 – Identify the Rank Structure of the Young Marines

In addition to being categorized by Young Marine rank, the rank structure of the program is divided into four categories after Recruit: Basic, Junior, Senior, and Advanced. There are also two billeted ranks that must be earned. It is important to know which category your rank falls into so you can track your progress and set goals to meet the next rank or earn a new billet.

The following chart displays the organization of the Young Marines Rank Structure:

	Description	Rank
<p>Basic Young Marines</p> 	<p>These Young Marines have graduated Recruit Training and are developing their leadership skills and special training by being team members within platoons.</p>	<p>YM/Pvt YM/PFC YM/LCpl</p>
<p>Junior Young Marines</p> 	<p>These Young Marines have been to Leadership School and often hold senior positions within platoons and special teams such as Platoon Guides or even Platoon Sergeants</p>	<p>YM/Cpl YM/Sgt</p>
<p>Senior Young Marines</p> 	<p>These Young Marines are qualified in a variety of schools, have held Junior leadership positions, and now take their leadership training to a higher level by holding such positions as Platoon Leader, Unit Gunnery Sergeant, or Unit DDR Chief.</p>	<p>YM/SSgt YM/GySgt</p>
<p>Advanced Young Marines</p> 	<p>These Young Marines are experts within our organization. They are highly qualified in a wide variety of skills including leadership, and now they work directly with the adult staff to coordinate events in terms of administration, training, and logistics. They also help determine which Senior, Junior, and Basic Young Marines will hold leadership positions throughout their unit. Often their leadership also extends into National Young Marines events.</p>	<p>YM/MSgt YM/MGySgt</p> <p>Billeted Ranks: YM/1stSgt YM/SgtMaj</p>

E0.3 – Identify and Explain Key Features of the Young Marines Program

The Young Marines has a strong connection to the Marine Corps and their values of honor, courage, and commitment. These values give Marines their strength, regulate their behavior, and bond them together as a force like no other, allowing them to overcome every obstacle and meet all challenges. Their value system inspired our own of leadership, teamwork, discipline, values Young Marines can use for inspiration and determination. The following section will go into more detail on each of our core values so you know exactly how to uphold them.

Leadership

Leadership is the ability to influence others, both positively and negatively. Young Marines aspire to be positive leaders and inspire those they lead. A good leader will effectively pass on from their leaders all that is expected to be accomplished. They will model how to exceed these expectations and be positive role models and mentors for those they lead. A true leader leads by example. Young Marine leaders will:

- Aspire to positively influence their fellow Young Marines
- Accomplish all missions by completing all tasks assigned by leaders including their parents, teachers, and coaches in addition to their Young Marine leaders
- Continuously seek to improve their leadership skills by asking for feedback from leaders above them

Teamwork

Teamwork is cooperation 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, inspire and encourage their team to accomplish the mission successfully, respect those on their team, and listen to their suggestions. They will help 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:

- Always work together with their teammates and respect everyone's opinions and efforts
- Keep their team motivated even when the mission or task is not a popular one or it does not seem to be going well
- Share in the success and failure as a team

Discipline

Discipline requires that Young Marines show instant willingness and respect to the rules of the Young Marines program, their parents' rules, and the laws of the land. Discipline also refers to self-discipline and determines the ability of a Young Marine to set a goal and work hard to see it through to completion. Young Marines will:

- Follow all rules and regulations set forth in the Young Marines Guidebooks and Manuals
- Follow the rules of the home and of their parents, completing chores, obeying curfews, and assisting in the home when needed
- Follow all laws of our government and have respect for our leaders, law enforcement, and those in charge of us
- Follow through on all commitments in the Young Marines, in school, and in any other extra-curricular activity
- Consistently set goals and maintain high expectations for themselves

EO.4 – Know and Understand Military Terms and Marine Jargon

Since the Young Marines is chartered through the Marine Corps League with clear ties to the United States Marine Corps, certain military terms and jargon are commonly used throughout the organization. Below is a list of common military terms and their meaning. Be sure to familiarize yourself with them so you can easily communicate with your fellow Young Marines and Adult Volunteers. In Recruit Training you learned twenty terms. Now you will learn nineteen more to better help you understand Marine jargon.

Aye, Aye, Sir!/ Ma'am!	I heard what you said, I understand what you said, and I will obey
Carry On	Continue with what you were doing
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
Esprit de Corps	Latin for 'Spirit of the Corps'; a feeling of pride, fellowship, and common loyalty shared by the members of a particular group
Field Day	General housecleaning. When a field day is performed, everything is cleaned from top to bottom.
Galley	Kitchen
Grinder	Drill field
Hatch	Door
Ladder	Stairway
Morning Colors	Ceremony of raising the flag at 0800 but can vary by location or event
Passageway	Doorway or corridor
Pogey Bait	Candy, cookies, and snacks
Port	Left side (as you face to the front)
Rack	Bed, bunk
Secure	Lock up, or to stop work
Skivvies	Underwear
Stand By	Be ready; wait
Stow	To put your gear away
Topside	Upstairs or upper deck

Chapter 3 – Field Skills

PO.3 – Field Skills

- EO.1 – Pack and Carry Individual Clothing and Equipment
- EO.2 – Demonstrate Hiking Techniques
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EO.1 – Pack and Carry Individual Clothing and Equipment

In Recruit Training you learned how to select personal clothing and equipment. The following section will explain how best to pack and carry this equipment for expeditions and encampments. Keep in mind each expedition and encampment will require different equipment, so what and how you pack will need to be adjusted based on what you need. The following are general guidelines that can be adapted to each unique situation.

- Line your pack with an open plastic garbage bag you can seal. This will line the main compartment of your pack and keep all of your equipment dry.
- Put all of your toiletries in a protective bag such as a Ziploc bag or other plastic bag that can be sealed. This will act as another layer of protection for your equipment.
- If you are carrying any fuels, be sure they are packed in approved, sealed containers.
- Pack your equipment in the order you are likely to use it.
- Heavy objects should be close to the back of the pack, centered and higher on the load.
- Be sure to carry or pack long items vertically to maximize your space. You don't want the width of your load to exceed twenty-four inches.
- Pack the things you will need in an emergency in outside pockets or in the top of your pack for easy access. Water bottles should also be packed in convenient pockets or pouches.
- Your day's meals and snacks should be packed in an outside pocket.

Once you have packed all of your equipment, use the following checklist to make sure your pack is secure and comfortable to carry:

- Your pack should not weigh more than 10% of your body weight for a daytime hike. If you weight 80 lbs., then your pack should not weight more than 8 lbs.
- You have padded any sharp edges of your equipment and tools to protect your pack and other equipment that could be ripped or damaged.

- ❑ Your pack is as flat as possible.
- ❑ Fasten all pocket covers so nothing is hanging or dangling from the outside of your pack.
- ❑ Tighten all the compression straps to keep the load compact.

EO.2 – Demonstrate Hiking Techniques

Preparing for a Hike

Preparing for a hike begins the day or two before hiking day by making sure your body is properly fueled and your pack is ready to go. Waiting until the night before or even the morning of your hike to prepare can cause you to feel rushed, to forget important equipment, or to run out of energy in the middle of your route from improper nutrition. It is important to know exactly how to fuel your body before, during, and after a hike and what to bring to make sure you are prepared for any situation you may face.

Something else you can do to prepare for an upcoming hike is to add walking into your day or as part of a fitness program. A hike is really a long walk through the wilderness. You should be walking for fitness in the days and even the weeks leading up to your hike to make sure your muscles are prepared to walk for an extended period of time. Most people are not used to walking for several miles, so a hike will be tough on their muscles. Preparing for your hike does mean you have to pack and fuel up the day before, but it also means you need to get your body ready which will take more than a few days before your scheduled hike.

Fueling for your Hike

Hiking uses up a lot more energy than you may think. It is important to make sure your energy stores are full before you leave for your hike. Think of your energy stores like the gas tank in a car on a road trip. You need to make sure the tank is full before you leave and you continue to fill it up throughout your trip so you don't run out of gas before you get to your destination. You need to do the same with your body before any strenuous physical activity such as a hike.

To fill up your energy stores, you need to eat a combination of carbohydrates and proteins. Your body uses carbohydrates for quick energy and protein to fuel your muscles. Carbohydrates are things like bread, pasta, oatmeal, potatoes, and fruits that also contain fiber and sugar to keep you going. Proteins are meats such as chicken or steak, nuts, and nut butters such as peanut butter. Make sure you eat healthy, balanced meals the day before your hike and drink plenty of water. Avoid sodas or caffeinated drinks as these can actually dehydrate you.

During your hike, it is even more important to maintain your fuel stores and hydration levels. You should start your day by eating breakfast and drinking plenty of water or sports drink. While you are hiking, you should be snacking every hour or so and drinking water or sports drink as often as possible. If you wait to eat or drink until you are hungry or thirsty, your stores are already low, or you are already dehydrating. You never want to let yourself get too thirsty. To prevent this from happening, make sure to bring small, high-energy foods with you on the trail such as trail mix or granola bars. You also want to make sure to pack a healthy meal for when you stop for a longer break. This meal, like your meals the day before, should contain both carbohydrates and protein such as a sandwich and some fruit. You also need to make sure you are sipping on water or sports drink every ten to twenty minutes or as often as you can if your bottles are hard to reach easily.

Once you finish your hike, you need to make sure you refuel and rehydrate your body. You may want to reward yourself with sugary treats or big meals, but these foods will not give you the proper vitamins and nutrients you need after a strenuous day of hiking. You need to fill your tank back up with healthy meals and lots of water to avoid feeling tired or hurting the next day.

Packing for your Hike

In addition to preparing your body, you need to prepare your gear for your day of hiking. Below you will find a list of gear you may need. Always check with your Unit Commander, Adult Volunteer, or Senior or Advanced Young Marine who planned the expedition before you pack your bag to make sure you don't bring too much or don't forget anything. Make sure to check the weather as well, so you know what to wear. For more information on clothing and equipment, review this section in your Recruit Guidebook.

You may need to make changes to this list based on the weather, the length of your trip, the season, or the terrain you will be facing, but these items should cover most hiking conditions you and your unit should be prepared for:

- A map or a guidebook of the area
- A compass
- Water
- Snacks or food as listed above
- First aid kit
- Rain gear
- Matches or a fire starter*
- Extra socks and undergarments
- Gloves
- Emergency blanket
- Multi-use pocket or utility knife*

*Only to be used under adult supervision

Hiking Techniques and Tips

Hiking may seem as simple as walking in the wilderness, but a long day of hiking, especially if you're in rough or rocky terrain, can put a lot of strain on your body. Typically, you will hike for longer distances and with heavier packs than you're used to carrying. In order to maintain safety and comfort, follow the techniques and tips below:

- Maintain a steady pace while you are walking. Your goal should be to finish the day at the same pace you started, so don't start off too fast or you'll tire out quickly.
- Make sure to mix up your stride and how you are walking. Take smaller steps, larger steps, and steps on your toes or further back on your heels to use different muscles while you are walking. Walking the same way for a long period of time will wear out those muscles and can cause muscle fatigue or injury.
- Take short, regular breaks instead of long, occasional breaks to keep your muscles in a set pattern. Make sure to stretch during all of your breaks and take time to adjust your pack. Alternate the weight of your pack between your shoulders and hips to keep one area of your body from becoming over tired.
- On each of your breaks, make sure to sip some water and check for blisters. Areas most common for blisters are the ankles, heels, and the bottoms of your toes. Blisters happen from too much friction on your skin, usually because your boots or socks are too loose, and your feet are sliding around while you walk. Each time you stop, make sure your shoes are tied tight so they aren't slipping but not so tight that you cut off circulation. If any part of your foot feels sore, painful, or burning, remove your shoes and socks to check for redness and/or any spot that has started to blister. If you find any of these spots, alert an adult or the medical staff on the trip to treat the areas before the blisters worsen or pop.
- Keep an eye on the weather conditions and how your body is feeling. If it is cold outside, you need to keep enough layers on to stay warm but not so much that you are sweating, or so much that you soak your first layer of clothing. If it looks like rain, make sure your rain gear is easy to access. If it is hot and sunny, you may need to reapply sunscreen or put on a cover. Always be aware of your surroundings and the weather conditions as they change during your hike.
- When hiking uphill, keep a slow and steady pace and focus on your breathing. Walk in a zigzag pattern up the hill if it is too steep to walk up straight comfortably.
- When hiking downhill, be very careful of foot placement and watch where you are going. It is very tempting to take downhills quickly after a tough uphill climb. Most accidents happen when hiking downhill too quickly and stepping in a hole or sliding down loose earth.

If you're hiking at night, additional precautions need to be taken. Safety should be your number one priority any time you're hiking but especially if you're hiking at night. In addition to the tips above, make sure to abide by the following:

- Never try new trails at night and always stick to the trail you or your Unit Commander has chosen. Traveling at night is more difficult than hiking during the day, so you don't want any surprises you may find when traveling an unfamiliar trail.
- Make sure to bring plenty of lights. Travel with flashlights, lanterns, or head-lights, and be sure to bring extra batteries and lantern fuel with you.
- Be very aware of your surroundings and the wildlife you may run into. Many forest animals are nocturnal creatures which means they hunt and travel at night. Make sure to be very respectful of any wildlife you encounter at night and maintain a safe distance from any you spot.
- Check the lunar and weather conditions before you plan a night hike. Traveling with a full or nearly full moon will offer additional light, but fog or clouds could make your hike very difficult, as could rain or a drop in temperature.
- Be even more prepared than you are during a daytime hike. Pack plenty of water and snacks and extra layers for cooler nighttime temperatures. It's important to prepare properly because you never know what can happen on a hike, and nighttime hikes can be even more unpredictable because of the darkness.

E0.3 – Tie a Knot

Tying knots is an essential skill for any Young Marine who will spend time in the field. Before you can tie any knots, you need to make sure your rope or chord is in good condition. Check for any frayed or damaged portions before you try to secure anything with the rope. To keep your rope in good condition, make sure to:

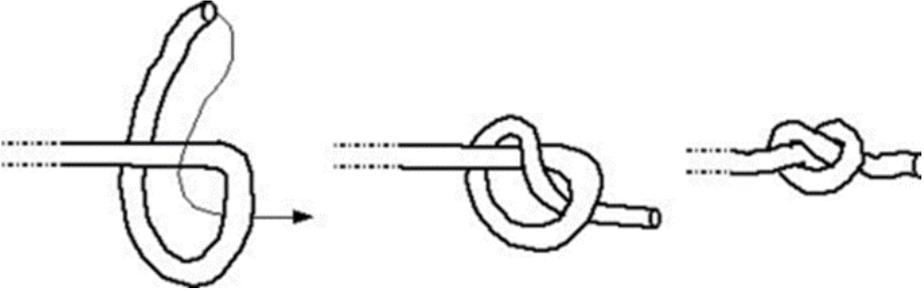
- avoid stepping on the rope,
- distribute wear on the rope,
- keep it dry, clean, and wash with mild soap when dirty,
- store it coiled in a dry place with all knots and kinks removed,
- do not store near strong chemicals because the fumes may damage the rope fibers,
- whip, melt, or bind rope ends to keep them from unraveling, and
- avoid snagging on or dragging across sharp rocks.

This section will describe how to tie six different types of knots: thumb knot, figure eight knot, double figure eight knot, square knot, clove hitch, and half hitch.

The Thumb Knot

The thumb knot or “overhand knot” is used to keep the end of a rope from unraveling or to stop a rope from passing through a pulley or eye. This knot is very strong when the rope is wet. To tie the knot:

1. Make a loop in the rope, holding the tail end (the end you will move to make the knot) in one hand and the loop you made in the other hand.
2. Pass the tail end around the standing part of the rope and then through the loop you made.
3. Pull the knot tight.

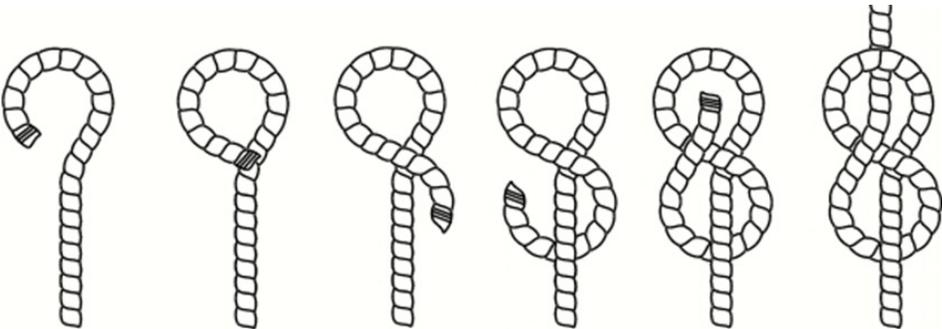


The Figure Eight Knot

The figure eight knot has the same uses as the thumb knot but is easier to undo. This can be useful if the rope becomes jammed against something but also has its downsides as the knot can come undone easier than other knots. To tie the knot:

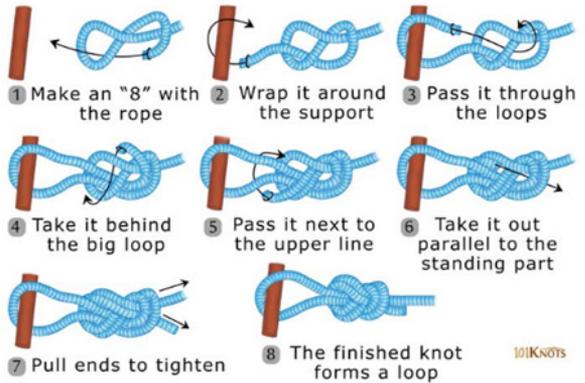
1. Make a loop in the rope holding the tail end in one hand and the rest of the rope in your other hand.
2. Wrap the tail end around the rope before passing it through the loop.
3. Pull the knot tight. If done properly, it should resemble a figure eight.

The Double Figure Eight Knot



The double figure eight knot is used to anchor a rope around a tree trunk, pole, or other similar item. It begins just like the regular figure eight knot, but you need to make sure you leave enough length on the tail end to make the first knot, wrap around the object you are securing the rope to, and then loop back through the original knot. To tie the knot:

Figure 8 Follow Through Tying Steps

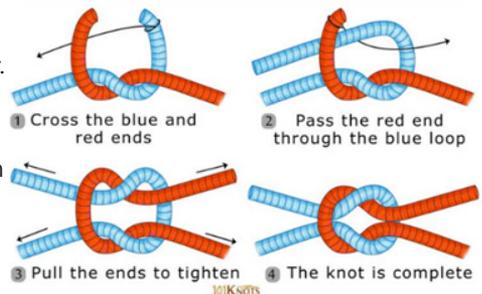


1. Make a figure eight knot, but do not pull it tight. Leave space in each loop of the knot.
2. Wrap the tail end around the support, whatever you are tying the rope to.
3. Pass the tail end through the loops in the same pattern you used to make the first knot. The tail end should be once again facing the support away from the rest of the rope.
4. Pass the tail end behind the big loop at the top of the knot nearest to the support.
5. Pass the tail end through the top loop one last time so the tail end emerges underneath the knot.
6. Pull the tail end so it is next to the standing end of the rope.
7. Pull both ends to tighten the knot.

The Square Knot

The square knot is used for joining two ropes of equal thickness. This is not the most secure knot, so it should not be used for anything but joining two ropes together. To tie the knot:

Square (Reef) Knot Instructions



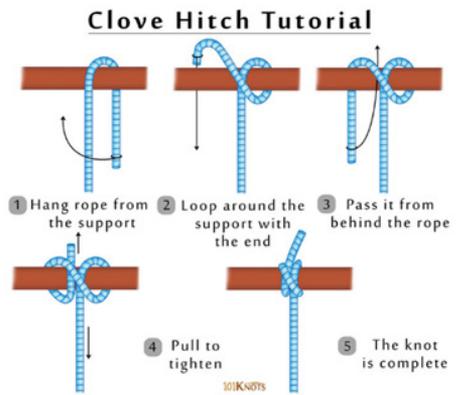
1. Hold each rope you wish to join in each of your hands.
2. Cross the ends of the ropes you wish to join over one another so that they form an 'X'.
3. Bring the end of the rope on your right hand behind the rope in your left hand and then back around so the two ropes are entwined, just like you would do if you were tying your shoes.
4. Take the two ends of the ropes and cross them again to form another 'X'.

5. Take one end and bring it through the loop formed inside both X's.
6. Pull tight on the ends of the ropes to tighten the knot.

The Clove Hitch

The clove hitch is used to secure a rope to a spar, sail, or similar fitting. The benefit of this knot is it can be easily tied and will hold tight when one end is weighted. However, it can slip or bind and is not as effective when tied around a square post. To tie the knot:

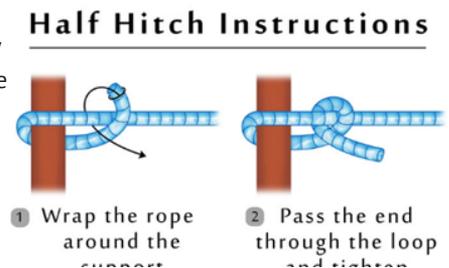
1. Hang your rope, or wrap it around, the object you are hitching the rope to.
2. Loop it around the rope from the back, pulling the rope up and over the part of the rope in front of the object.
3. Loop the rope around the object once again.
4. Pull the end of the rope through the loop you just made around the object, not the first loop that was made.
5. Pull both ends tight.



The Half Hitch

The half hitch is used to fasten the end of the rope around a ring or spar. It is not necessarily a secure knot, but it is the basis for other, more complex knots you will learn. To tie the knot:

1. Wrap one end of the rope around or through the object you are hitching to from behind.
2. Pass the end of the rope behind the standing end of the rope to form a loop.
3. Bring the end back up and through the eye of the loop you just created.
4. Pull the knot tight.



EO.4 – Explain How to Prevent and Treat Exposure Injuries and Illnesses

A major concern while in the field is the impact weather can have on your body. Extreme conditions such as heat, cold, rain, wind, or thunderstorms can negatively impact you very quickly. Know the signs of weather-related illnesses such as hypothermia or heat stroke.

Hypothermia

Hypothermia is the most severe form of cold-related injury. It occurs when your body is losing heat faster than it can produce heat. We wear jackets and coats in the cold to help our body conserve heat, but our bodies have their own ways of producing heat. If it is too cold outside, or we don't wear enough layers to help our bodies conserve heat, we lose too much body heat and can become hypothermic. Hypothermia is a major danger because the symptoms come on so gradually that many victims and their teammates don't notice them until it's too late.

Hypothermia is usually first noticed when **a person is shivering and cannot stop**. This condition is always serious, but at this point the person can be treated by getting them warmed up. Try to get them as warm as possible by layering them with jackets or blankets, getting them to shelter, and replacing any wet clothing with clean, dry layers. Warm food or drinks, even warm water, will also help the process.

If the person cannot be warmed up in time or if their symptoms go unnoticed, severe hypothermia can set in. The symptoms of severe hypothermia are much more drastic than just shivering. If you notice any of the following symptoms, alert an adult to call for emergency medical services, and try to get the person as warm as possible while you wait:

- Slurred speech or mumbling
- Slow or shallow breathing
- Weak pulse
- Lack of coordination
- Drowsiness or very low energy more than just normal tiredness
- Confusion or memory loss
- Loss of consciousness

Often people suffering from hypothermia don't notice how bad their condition is because of how slowly the symptoms appear and because hypothermia often causes confusion or disorientation to the extent they will not notice their symptoms. For this reason, it is important to be very mindful of your own condition and the conditions of those around you. If you begin to shiver uncontrollably or are wet and cold, alert an adult as quickly as possible before you become hypothermic. If you notice someone around you is badly shivering, is looking sluggish, or seems to be confused or dazed, alert an adult.

Cold weather is not the only condition in which hypothermia can occur. You can also become hypothermic in cool, wet, or windy environments. Be particularly careful during rainy weather that is accompanied by a decrease in temperature and wind which can easily lead to a drop in body temperature especially if you are caught unaware or don't have the proper equipment. In the event of a surprise rain shower, seek shelter as quickly as possible and change into warm, dry clothes as soon as you can to avoid hypothermia.

In the event of extreme cold, you also need to look out for **frostbite**. This happens when **soft tissues such as your fingers and toes begin to freeze**. When your core temperature begins to drop in cases of very cold temperatures or wind chill, your body takes blood away from your limbs to protect your internal organs. To prevent frostbite, wear appropriate clothing, mitts or gloves, headgear, and socks and footwear. You can tell frostbite apart from just cold fingers or toes by looking for:

- Cold skin and a prickling sensation in the affected area
- Numbness
- Red, white, bluish-white, or grayish-yellow skin
- Hard or waxy-looking skin
- Clumsiness due to joint or muscle stiffness

You should first treat frostbite by slowly rewarming the area. This may cause tingling or pain in the affected areas. If the frostbite progresses to the point where the skin turns white after first turning red or numbness occurs, still attempt to warm the area, but you also need to seek medical attention.

In cold weather environments, always stay with a partner and be sure to keep an eye out for signs of cold-related illnesses. Alert an adult immediately if you suspect either of these is occurring.

Heat-Related Injuries and Illness

On the opposite end of the spectrum from hypothermia and frostbite are injuries and illnesses caused by heat and sun exposure. Just as our bodies try to warm us up in extreme cold, they will also try to cool us down when overheated. Sweating is your body's natural response to increased body temperature due to sun or heat. When your body can no longer sweat or when it isn't effective at cooling you down, you run into problems.

The first two heat-related injuries and illnesses are the easiest to prevent and treat before they become severe: **sunburn** and **dehydration**.

Sunburn is the result of ultraviolet rays from the sun effecting your skin over a period of time. You do not have to be in direct or even bright sunlight for sunburn to occur. People with very sensitive skin can even get a sunburn at night because ultraviolet rays from the sun reflect off of the moon. Sunburn is also possible when it is cold outside and through clouds since the sun's rays are still strong in those conditions. If you are at a high elevation, hiking or camping in the mountains, you are more likely to get a sunburn because the sun's rays are stronger. Symptoms include **redness and pain in the affected area or blisters if the sunburn is severe**. You can protect yourself from sunburn fairly easily by wearing long-sleeve, light clothing to protect your skin but also so you don't overheat. Wear a hat to protect your face and neck. You should also be applying sunscreen every

two hours or more often if you have been in the water or sweating. If you have sunscreen labeled as waterproof, make sure to follow the instructions on the bottle for how often it needs to be reapplied once you have gotten wet or started sweating. Don't forget to apply sunscreen to the most exposed part of your body: your face, ears, neck, shoulders, back, knees, and the tops of your feet. Also, don't forget your lips can also get sunburned. Apply sunscreen to them or make sure to get lip balm or Chapstick with SPF built in.

Dehydration occurs when **your body has used up more water than you are taking in**. Your body expels water through sweating, breathing, urination, and other bodily functions. It is recommended you drink one to two liters of water a day based on your size and activity level. Larger or older people typically need to drink more water than smaller or younger people just as those who are more active need more water than people who sit for most of the day. If you are active or exercising, you should drink the recommended amount of water plus whatever water you are sweating out. This means during expeditions or encampments you should be drinking more water than you usually do during a normal day. If you let yourself become thirsty while you are hiking or sweating, you are losing too much water. A good rule of thumb is to **drink one canteen or quart every hour or to take sips any time you get a break during a hike or exercise**. If you are not getting enough water, you will quickly become dehydrated, especially in the heat or during strenuous activities. Symptoms include **extreme thirst, headache or dizziness, and dark-colored urine**. If these symptoms occur, stop any strenuous activity and take small, slow sips of water until the symptoms subside. If you or anyone in your group starts to become **irritable or disoriented or can't keep down any fluids**, alert an adult and seek emergency medical attention.

Two more dangerous heat-related illnesses are **heat exhaustion and heatstroke**. These illnesses can also be prevented just like sunburn and dehydration by taking the proper precautions. Once they set in, they are much harder to treat and can be very dangerous.

Heat exhaustion, just like dehydration, occurs in high temperatures, very humid environments, or in times of strenuous exercise and is a result of your body overheating and not being able to cool down. Symptoms of heat exhaustion include **cool, clammy skin even in the heat, extreme sweating, dizziness, fatigue, rapid pulse, muscle cramps, nausea, and headaches**. Heat exhaustion can develop over time or can happen all at once, so it is important to be on the lookout for the symptoms. If any of these occur, stop all physical activity and rest. Get to a cooler or shaded place if possible or try to at least get out of direct sunlight and drink water or sports drink to replenish electrolytes lost through sweat.

If someone experiencing heat exhaustion cannot be cooled quickly enough or their symptoms go unnoticed, it can progress to **heatstroke** which is extremely dangerous. Heatstroke occurs when someone's body temperature rises above 104 degrees Fahrenheit and if left untreated can result in damage to their brain, heart, kidneys, or muscles. If any of the following symptoms occur, cool the person off quickly using whatever means possible

and call emergency services immediately. Symptoms of heatstroke include:

- Confusion, slurred speech, anger, or irritability
- Seizures
- Hot but dry skin signaling that the body can no longer sweat to cool itself
- Nausea or vomiting
- Red or flushed skin
- Rapid heart rate
- Headache

If heatstroke occurs, it is very important to cool the person as quickly as possible. Remove any excess layers of clothing, move them into the shade, or place them into cool water if possible. Spray them with water or use a wet cloth or sponge to wipe over their skin. Cool them with ice packs or wet towels over their head, neck, armpits, and groin.

Fortunately, heat-related illness and injuries can be prevented by taking proper precautions. Always be sure to wear the proper clothing to keep yourself covered and cool. Drink plenty of water or sports drink to keep yourself properly hydrated. Most importantly, be aware of the signs your body is sending you and pay attention to your fellow Young Marines. If you or someone around you starts to feel sick or tired, speak up and ask for a rest or more water.

Severe Weather

Be aware of severe weather such as a lightning or thunderstorms. Lightning produced by thunderstorms or even dry lightning (lightning without rain) can be very dangerous when you are out in the field. In the summertime, strong or dangerous thunderstorms can develop quickly. They may also pass quickly, and it is important to know what to do to ride out the storm safely. If you notice a thunderstorm approaching, stop whatever you are doing and take steps to ensure the safety of you and your team.

- Get out of any water immediately or move away from larger bodies of water. They can be a target for lightning, and water is a major conductor of electricity. You also need to look out for areas where ground water will collect (puddles) because it can conduct ground current if lightning strikes nearby.
- Avoid hilltops or open fields. If you are in either of these places, move to low or covered ground as quickly as possible.
- Stay away from tall, single trees and towers or poles.
- Crouch down as low as you can with your feet close together. This reduces the surface area of your body exposed to ground current if lightning strikes nearby.
- Try to place yourself in an enclosed shelter. A large enclosed building is the safest place, followed by an enclosed metal vehicle such as a truck or van.

Be sure to discuss the plan for inclement weather with your Unit Commander or the leader of your group before your expedition or encampment.

Remember the acronym “**COLD**” to make sure you are always prepared

C: Clean Clothes - Clean clothes breathe and offer better insulation.

O: Overheating - Avoid overheating by utilizing clothing with built-in ventilation or cooling qualities.

L: Loose layers - Dress in loose layers for comfort.

D: Dry - Always stay dry. Choose moisture-wicking fabrics and pack extra clothes in case yours get wet and you have no way to dry them.

EO.5 – Recognize Environmental Hazards

Weather is not the only hazard you may encounter on an expedition or encampment. You also need to be aware of your surroundings, particularly the environment you are in. There are a variety of dangerous plants and animals that you may encounter can harm you or other members of your unit if you are not careful. The most prevalent are poisonous plants, insects, and small animals such as racoons, skunks, and mice or squirrels. Knowing how to identify these hazards and treat potential exposure can ensure a much safer excursion.

Poisonous Plants

Poison ivy and **poison oak** are the most common poisonous plants in the United States. The leaves of these plants have an oily substance on them that can cause a rash when it encounters your skin. **Poison ivy** can be found throughout much of North America and usually grows as a vine or as a low shrub and can be found in open fields, wooded areas, roadsides, and along riverbanks. It can also be found in parks or backyards, places people are more likely to find it. **Poison oak** also grows as a vine or shrub but is mostly found in the western United States. Both plants can be identified by their leaf arrangement: both have leaves that grow in clusters of three.



The color of the leaves can vary based on the location of the plants and time of year, but you can always recognize them by their leaf clusters.



If you see either of these plants, the best thing to do is to avoid the area where you found them. Contact between the sap of the plant and your skin can cause irritation, redness, swelling, and small bumps or even blisters on your skin that can spread if you scratch. If you are exposed to poison ivy or oak, do not touch the area because you can spread the rash over your body by spreading the oil from the plants. **Be sure to wash the exposed area with a lot of warm water and soap within twenty to thirty minutes of**

exposure to melt the oily resin from your skin. You can also try rubbing alcohol, poisonous plant washer, or degreasing soap to wash the area. Make sure to scrub your skin with a towel or washcloth in addition to warm water and soap to remove the oil. Wash under your fingernails, and thoroughly clean any clothing that came into contact with the oils from the plant or from your skin. The longer you wait to remove the oils, the more severe the reaction can be.

The rash from poison ivy and poison oak can last anywhere from two to three weeks or longer if you spread it by scratching or by not taking care of it. If the rash appears, you can treat the symptoms with a cool compress, topical treatments to help with the itching, or antihistamines. For a severe reaction, you may need to see your doctor. Some over the counter (OTC), topical treatments that you can try are Zanfel, Tecnu, Benadryl cream, Sarna, or a hydrocortisone cream such as Cortaid or Cortizone-10. Make sure to read all of the instructions on the back on any medication for proper use, and never use any medication, even if it is a cream, without parent or guardian permission and supervision.

The simplest defense against poisonous plants is to **wear long pants** when in areas where poison ivy or oak grows. You also need to wash all of your clothing and boots after suspected contact has been made. Be sure to check the area you are in thoroughly before hiking through or setting up a camp.

Insects

For most people, biting and stinging insects are simply a nuisance that can be avoided. However, they cannot be avoided out in the wilderness, so the best thing to do is to take precautions and steer clear of any nests you come across. Make sure to always use insect repellent. Apply it liberally and often. Wear protective clothing such as long sleeves and pants tucked into your boots to avoid insects crawling up your legs. You also want to avoid dark colored clothing because this can attract insects.

For some people, insect stings can cause an allergic reaction. Most people who are allergic to insect stings are allergic to bees, wasps, or hornets, but mosquitoes, black flies, and horse flies can also cause small reactions. If people are sensitive or get too many bites a **simple allergic reaction** can be **swelling or itching at the bite site**. Most people get small red bumps when bitten by a mosquito or horse fly that can be treated with topical creams. Be on the lookout for **very large bumps, welts, or hives** after being bitten which can signal a **stronger reaction**. These reactions may need to be treated with antihistamines.

Some people have severe **allergic reactions** to bites or stings which can cause **headaches, fever, severe hives, and even swelling in the nose and throat** which can make it hard to breathe. These types of reactions need to be taken care of by trained medical professionals, so be sure to alert an adult and call emergency medical services if you expect someone is having a severe reaction. Many people with severe allergies carry medication with them in case they are stung. If you or someone you know has a severe allergy and is carrying this medication, make sure you know how to use it in case of emergency.

Another dangerous insect is a **tick**. Ticks are common in wooded areas and can carry harmful diseases such as Lyme Disease. What makes ticks so dangerous is often you will not notice you've been bitten until you find the tick embedded in your skin. Also symptoms of a tick bite take some time to show up. If you will be in an area known for ticks, wear long pants tucked into your socks, or close at the ankles, especially when walking in tall grass or shrubs. Check your body periodically for ticks, paying close attention to warm areas of the body where they prefer to be such as your underarms, groin, or head.



If you are bitten by a tick and find one embedded in your skin, *do not* pull it out. Pulling on a tick can cause the head to break off and remain buried in your skin which can become infected. Instead, alert an adult who will help you to remove the tick using tweezers and sterile supplies. Monitor the area closely over the next few weeks looking for a **red, bullseye rash**. This could signify you have contracted an infection from the tick and need to seek medical attention immediately.

Small Animals

Bears and other large animals are not the only ones you need to be aware of. Smaller woodland animals such as raccoons, mice, squirrels, and chipmunks are not as shy of humans and will readily approach your camp looking for food. Never feed any animals that approach your camp. Small animals can carry germs, bacteria, and diseases such as rabies.

To avoid animals being attracted to your camp, keep all food containers sealed, avoid spilling food in your campsite or on your clothes, and wash your dishes and cutlery away from your shelters. You also want to avoid eating in your shelter. If you choose to hang your food to keep it away from persistent ground animals, make sure to choose branches away from your shelters as well.

EO.6 – Demonstrate a Concern for the Environment

The goal of minimum impact camping is to leave behind no trace that you 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. Keep in mind the following principles as you are planning and during an encampment.

Plan Ahead

Before you leave for your encampment, be sure you have a good understanding of the areas you'll be traveling in and be aware of any regulations or special conditions such as areas to avoid. Try to avoid scheduling your encampment during days or weeks when a lot of other visitors are present. The more people who utilize an area at a given time, the less time the land and animals have to recover. It is also a good idea to use a map and land navigation techniques to plot your route to and from your campsite as well as any other points you may need during the encampment before you visit to avoid going off-trail as much as possible.

Travel and Camp on Durable Surfaces

Be sure to stick to established trails and campsites. By using popular areas and trails, you limit the damage to the wilderness. Many trails have been created to allow people to use the wilderness without harming it by incorporating established toilets, water points, and waste disposal facilities. Good campsites are found, not made so make sure you stick to approved areas and keep your campsite as small as is safe.

While hiking, walk in a single file even if the trail is wet or muddy. Wear shoes or boots with shallow tread so you don't tear up the trail. If you are walking in a pristine area, take a slightly different route than the person in front of you so you do not make a permanent

trail. Traveling in smaller groups of between four and twelve people will also help to minimize trail damage.

Dispose of Waste Properly

When in the field, be sure to **dispose of all waste** in a manner safe for the environment. When cooking, 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. 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.

When it comes to **human waste**, further precautions need to be taken. Whenever possible you should use an established toilet, outhouse, or portable toilet. Where these do not exist, however, you will have to use an alternative.

In small groups you should use a "cathole" or "one-sit hole." Each person in the group should select a private and dry place and **dig a small hole six to eight inches deep**. Make your deposit and then mix in the dirt from the hole with a stick, covering and disguising everything well. If your group has more than twelve people, you should dig **a field latrine: a hole about four feet long, two feet wide, and four feet deep**. To create the latrine, cut out the covering vegetation in one piece and set it aside. Dig your latrine using the previous measurements and then 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 one and a half feet from the top, cover it with the remaining dirt and original natural cover.

When choosing the appropriate location for a latrine or cat hole, consider 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. Be sure to pack out all toilet paper and hygiene products. Do not bury them in the cathole or field latrine.

When **washing either yourself or dishes**, you want to consider similar factors. You want to avoid soiled water seeping back into the groundwater or running into water sources. Soap, body oils, sunscreen, and grease from cooking can all contribute to water pollution. Carry water at least 200 feet away from the water source you took it from and use small amounts of biodegradable soap. Wash using a basin and cloth, both yourself and dishes, and then scatter the water away from other water sources.

Leave What you Find

While in the wilderness, it is important to leave everything exactly as you found it. This applies to taking care of the land you stay and hike on, but also to any cultural or historical structure or artifacts you come across. Make sure to leave rocks, plants, and other objects where you found them. This means more than just not taking rocks or plants out of the forest with you, but you also need to avoid moving them from place to place within the forest to avoid introducing or transporting non-native species. You also need to avoid building structures such as furniture or digging trenches as much as is possible.

Minimize Campfire Impacts

Part of leaving the wilderness as you found it is minimizing the damage you do to the land. Fires are especially damaging to vegetation, even small campfires. To avoid fire damage, use lightweight stoves for cooking and lanterns or flashlights for light in the evening. In areas that allow campfires, keep the fire to the provided areas such as fire rings and keep them small. Most importantly, burn all wood and coals down to ash and be sure to put the campfire out completely. Scatter cool ashes to further minimize damage.

Respect Wildlife

Just as you want to minimize your impact to the land, you also need to minimize your impact to the animals in an area. Many animals in areas where camping and hiking are allowed are used to people, but this doesn't mean you should approach or feed any animals you come across. Observe all wildlife from a safe distance and never approach or feed any animals. Feeding the animals can be hazardous to their health and alter their behaviors which puts them at risk to predators and other dangers. You can protect wildlife by properly storing your food as described in earlier sections of this chapter and avoid wildlife during active periods such as nesting, raising young, or during the winter.

Chapter 4 – Navigation

PO.4 – Navigation

EO.1 – Explain the Basic Principles of Map Reading

EO.1 -Explain the Basic Principles of Map Reading

During Recruit Training you learned the meaning behind the colors and symbols on topographical maps. This chapter will discuss map scales, different types of maps, and how to care for your map in preparation for learning to use maps in the next section of this guidebook.

Map Scales

As you learned in the Recruit Guidebook, map scales and scale bars will be included in the marginal information of all maps. Map scales let you know how many units on a map match distances on land. Scale bars will help you to measure this distance accurately. The most common map scales used are 1:50,000 or 1:250,000-scale topographical maps. Both of these have been produced for most areas of the United States by the federal government.

To use the map scale, you need to know what both numbers on the scale mean. The smaller number represents the distance on the map while the larger number represents distance on land. For example, a map scale of 1:50,000 means one centimeter (cm) on the map equals 50,000 centimeters (cm) on the ground. Since we don't usually measure travel distances in centimeters, we convert this distance into meters (m) or kilometers (km) to make navigating easier. 50,000 centimeters from this map scale equals 500 meters, so when you're using a map scale of 1:50,000, one centimeter between two points means you'll need to travel 500 meters.

Maps with a 1:50,000-scale are the most common maps you will use for land navigation with the Young Marines. Maps that use a 1:250,000-scale cover an area sixteen times larger than maps using a 1:50,000-scale which is more difficult to use with accuracy at this level.

Types of Maps

You will mostly use topographical maps in your land navigation expeditions, but there are many different types of maps that may be useful depending on the circumstances.

- Political maps show countries, providences, states, or other political borders. The most common political maps are globes and atlases. They are also found in your textbooks.
- Street and road maps are also used for navigation but are more likely to assist drivers than those participating in land navigation.
- Statistical maps show statistical information like production levels of crops or minerals throughout a country.
- Relief maps are raised topographical maps. They are built to show a three-dimensional view of the mapped area.
- Orienteering maps are used for the sport of orienteering. They utilize similar features to topographical maps such as the colors and contour lines, but they also include additional features to assist with the sport of orienteering such as labeling the different types of vegetation, forbidden routes, and first aid posts.

Note: See **Appendix A** for Types of Maps

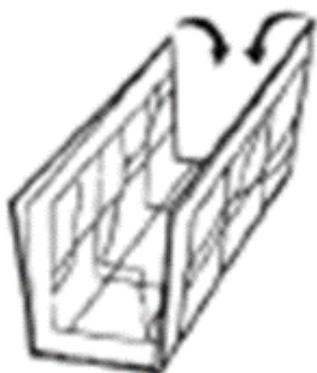
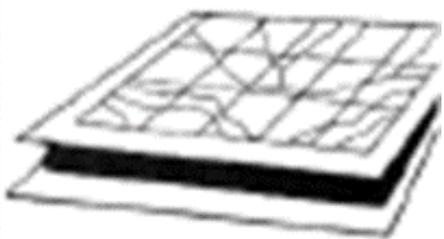
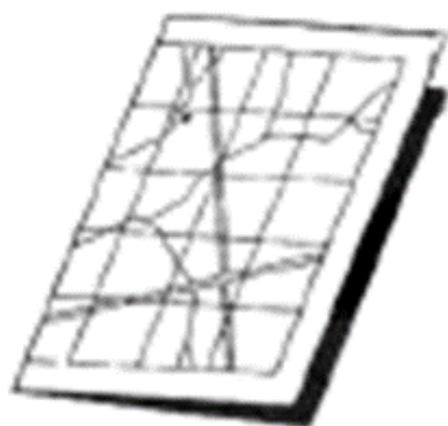
Map Care

It is important to take special care of your maps, especially those you use often or those you are using in the field. Most maps are made of paper and are easily damaged. To ensure a long life for your map, take the following precautions:

- Place your map in a clear, plastic cover or bag or permanently laminate it.
- If it gets wet, be sure to dry it completely on a clean, flat surface before storing it.
- Avoid opening your map fully in a strong wind to prevent tearing.
- Use only pencil to mark your map and erase all markings gently when finished. If your map is protected by plastic, use grease pencils or erasable markers. Be sure your pencil is sharp, or your pen has a fine tip to keep your markings to scale within the map.
- Store maps in a dry place rolled, folded, or laid flat.

If you choose to store or travel with your map folded, follow these steps to fold it properly:

- Lay the map face up and fold it in half by bringing the top of the map sheet down to the bottom of the map sheet.
- Fold the top half of the map sheet down in half again, then turn the map over and fold the bottom half to match the top half.
- Fold the ends of the map in half from left to right.
- Fold each of the open ends back in half again so the map name and index appear on the outside.



Chapter 5 – Healthy, Drug-Free Lifestyle (HDL)

PO.5 – Healthy, Drug-Free Lifestyle (HDL)

EO.1 – Explain the Young Marines' Stance on a Healthy, Drug-Free Lifestyle

EO.1 – Explain the Young Marines' Stance on a Healthy, Drug-Free Lifestyle

A key pillar of the Young Marines program is our determination to live a healthy, drug-free lifestyle. Not only do we believe this is important for all of our Adult Volunteers, Young Marines, and parents, but we believe this is important for everyone. Because of this, an important part of living a healthy, drug-free lifestyle is sharing information about drug use and prevention with our friends, peers, and community members. We do this in the hopes of reducing the demand for drugs in our schools, communities, states, and the country. To help spread our drug-free message, the Young Marines have two key programs we participate in: **Red Ribbon Week** and our **Red Cord Initiative**.

Red Ribbon Week

Red Ribbon Week occurs every year the week of October 23-31 when people all over the country wear red ribbons to spread awareness of the dangers of drug use. The official name of Red Ribbon Week is the National Red Ribbon Campaign, and it was started by the National Family Partnership, or NFP. The NFP began the campaign after the death of DEA Special Agent Enrique "KiKi" Camarena, who was killed in Mexico in 1985.

KiKi Camarena was a United States Marine who joined the DEA (Drug Enforcement Agency) in 1974. He was transferred to Mexico in 1977 where he remained on the trail of some of the country's biggest drug traffickers. He was close to unlocking a multi-billion dollar drug pipeline when he was kidnapped on February 7, 1985. He was found dead on March 5, 1985. During his eleven years with the DEA, Kiki received two Sustained Superior Performance Awards, a Special Achievement Award, and, after his death, the Administrator's Award of Honor which is the highest award given by the DEA.

After his death, Congressman Duncan Hunter and Kiki's friend Henry Lozano launched the Camarena Club in California whose members wore red ribbons and pledged to lead drug-free lives to honor Kiki's memory and sacrifice. In 1985 members of the club presented the "Camarena Club Proclamation" to the First Lady at the time, Nancy Reagan. Parents all over the country began to form their own clubs, or coalitions, to spread awareness of the dangers of drugs. Each coalition also wore red ribbons in Kiki's memory. Once the club had national attention, the National Family Partnership began the first ever Red Ribbon Campaign in 1988 with President and Mrs. Reagan serving as chairpersons.

Every year we continue to celebrate Red Ribbon Week as a program to spread awareness for the dangers of drugs to ourselves and our communities. We do this through community events, the DDR Dash 5k, wearing red ribbons in October, and our red cords throughout the year.

Red Cord Initiative

The Young Marines units have participated in Red Ribbon Week, October 23-31, for over a decade and wanted to do more to share our commitment to a healthy, drug-free lifestyle. At our 2016 Adult Leaders Conference, the adult volunteers of our program created the red cord initiative.

Our red cords are made of red 550 paracord. The color red represents the red ribbons used by the Camarena Club to remember and honor Enrique “Kiki” Camarena who gave his life fighting against drugs and drug-trafficking with the DEA. The 550 paracord shows our connection to the military and our core values of leadership, teamwork, and discipline. We use the red paracord to make bracelets we can wear all the time, not just during Red Ribbon Week. Wearing our red cords year-round shows we are always committed to be healthy and drug-free and to educating our peers and communities on why they should pledge to be drug-free too.

To find out how to make your own red cord, check out the video on our Young Marines website: <https://youngmarines.com/public/page/RedCord>.

Chapter 6 – Public Speaking

PO.6 – Public Speaking

EO.1 – Write and Recite an Elevator Speech

EO.1 – Write and Recite an Elevator Speech

During Recruit Training you wrote your very first elevator speech. As a brief reminder, an elevator speech is a short message about you and the Young Marines that can be given anywhere. It communicates who you are and explains the Young Marines.

Now that you have earned the title of Young Marine and have been in the program for a little while, you have some experiences you can talk about in your elevator speech. Your speech should still explain the basics:

- Your name, rank, and unit name
- National, non-profit for boys and girls ages 8-18
- Leadership, teamwork, and discipline
- Citizenship, veterans' appreciation, DDR

It should also explain some of things you do in the Young Marines. Whenever you talk about our core values, give an example of a time when you experienced a core value of our program.

- You learned leadership by being a Team Leader during Recruit Training.
- Close Order Drill teaches you discipline and bearing.
- You practice teamwork every day by working with your unit and doing teambuilding exercises.

You can also use our Young Marine Creed to help explain to others why our program is so important and how it is helping you to grow as a person and a Young Marine.

Young Marines 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.

You do not have to recite the Creed in your elevator speech. It would take too long – remember your speech needs to be short – and it isn't in your words. You should instead explain what the Young Marines Creed is, what it means to the Young Marines, and what it is teaching you. In other words, sum up the Creed in your own words to help others to understand it.

These changes will help your elevator speech to be more personal to you. People who are asking about the program want to know what you think and what the program means to you. The speech you wrote or memorized in Recruit Training is a great starting point, but it will sound rehearsed to others and not authentic, like it's not coming from you. An updated speech will teach people more about the program, feel more like a conversation, and give you practice with public speaking. Many times the only thing a person knows about the Young Marines is what you tell them and how you present yourself. In that moment you represent all Young Marines!

Chapter 7 – Leadership

PO.7 – Leadership

EO.1 – Define Leaders and Team Members

EO.1 – Define Leaders and Team Members

As a member of the Young Marines, you will work on your leadership skills as you progress through the program. It is important to develop into a strong leader, but it is also important to develop into a strong team member, and more importantly, a team player. Surprisingly, strong team leaders and strong team members have a lot of the same qualities, so as you grow as a team member, you will also be growing as a leader.

A strong team member and team player will:

- **Always be reliable.** Team members can be depended upon to always get the job done and get it done well. They always keep their promises when they say they will do something.
- **Communicate with their team members and leaders.** They share their ideas with the group and always respect the ideas and opinions of others to make sure everyone is heard.
- **Do more than is asked of them.** A strong team member will always do what they are asked to do, but they will also do more than what is asked. This means they do everything to the best of their ability and even do some things without being asked because they know they need to be done.
- **Be flexible.** Sometimes situations change, and a good team member will adapt to changes and even help when things change unexpectedly to make sure the mission is accomplished no matter what. They will also propose changes sometimes when things aren't going quite right.
- **Be committed to the team.** This means everything a team member does is for the good of the team. They form positive relationships with their team members and give 110% to their team at all times.
- **Obey the Young Marines Code of Conduct and the Young Marines Creed.** The Young Marines Code of Conduct and the Young Marines Creed tell us how we should behave and how we should conduct ourselves as Young Marines in our units and out in the world. Both of these will help you to build a strong foundation before you start building your leadership skills.

A strong leader shares a lot of these same qualities, they just do it from a position of leadership, someone who works with their team but who also leads it. A strong leader, in addition to being a strong team member, is:

- **Understanding of each person on their team.** They know that each person has different ideas and different strengths, and they help everyone to work well together.
- **Able to make the tough decisions.** Leaders are aware problems may come up with their team, and they can make decisions to help their team overcome these problems. They are also able to help make decisions to accomplish the mission.
- **Concerned with the well-being of their team.** Good leaders know their team members, and they feel for them. They can help guide their team members through tough problems without blaming people. They help their team to improve instead.
- **Accountable.** Good leaders are responsible for the success and failure of their team. When things go well, they give praise to people who deserve it, but they are also able to help out when things don't go well.
- **Confident.** Strong leaders are confident in their ability to lead, and they are confident in their team's ability to accomplish the mission.
- **Honest.** They can let their team know when things are going well or when they aren't. They give constructive feedback which means they tell their team members how to do better in a way that makes them want to do better. They treat others as they want to be treated.
- **Inspiring.** Strong leaders are able to first and foremost inspire their team members. They help them want to be and do better.
- **Positive.** Strong leaders maintain a positive attitude and model this for their team.

You need to be a strong team member before you can become a strong leader. Once you become a leader, you need to remember all the qualities you learned as a team member. A leader is still a member of the team; they just have more responsibilities as a leader.

Chapter 8 – United States History and Citizenship

PO.8 – United States History and Citizenship

EO.1 – Define Citizenship and the Responsibilities of Good Citizens

EO.2 – Provide a Short History of the United States Flag

EO.3 – Demonstrate Proper Flag Etiquette

EO.1 – Define Citizenship and the Responsibilities of Good Citizens¹

Citizenship is a term for the relationship between people and the country they pledge their allegiance, or loyalty, to. This relationship has two parts though: in return for this allegiance, the country offers protection to its citizens. In the United States, there are several different ways to become a citizen. All people born in the United States or its territories are considered United States citizens regardless of if their parents are citizens. Likewise, anyone born to or adopted by a parent who is a United States citizen is also a citizen even if they are born in another country. Non-citizens or immigrants to the United States can apply for United States citizenship by legally residing in the United States, passing a citizenship test, and pledging allegiance to this country.

As United States citizens, we believe in living peacefully with one another by respecting the rights of others and accepting others' cultures, customs, and traditions regardless of their place of birth. Because we have pledged our allegiance, we also believe in protecting our country and our way of life against all enemies, foreign or domestic. We believe in taking care of one another: the strong should help the weak, and the rich should share their wealth with the poor.

American citizens are granted certain rights: life, liberty, and the pursuit of happiness. Because we've been given these blessings, it is our duty to safeguard them for future generations by being active citizens. As an active citizen, we have certain **rights**, things we are guaranteed by our government, and we have certain **responsibilities** that we must perform because we have been given those rights.

Your **rights** as a United States citizen are:

- Freedom to express yourself
- Freedom to practice any religion you choose or none at all
- The right to a fair trial by a jury
- The right to vote
- The right to apply for work
- The right to run for office
- The freedom to pursue life, liberty, and happiness.

Your **responsibilities** as a United States citizen are:

- To support and defend the Constitution
- Stay informed of any issues affecting your community
- Participate in your community by voting and volunteering
- Obey all federal, state, and local laws
- Respect the rights, beliefs, and opinions of others
- Help others in your community
- Pay taxes (when you're older)
- Serve on a jury (when you're older)
- Defend the country if need be and if you feel called to do so.

EO.2 – Provide a Short History of the United States Flag

The official flag of the United States was established on June 14, 1777 by the Continental Congress. Before this, though, it is not clear who designed the first flag. It is supposed to have been designed by Congressman Francis Hopkinson, and many historians believe that Betsy Ross, a Philadelphia seamstress, created the first one.

The first Flag Act read: "Resolved, that the flag of the United States be made of thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new Constellation." A new Act passed in January of 1794 stipulated the flag would have fifteen stars and fifteen strips after May 1795 to account for new states added to the country. It was this flag that inspired the writing of our National Anthem by Francis Scott Key in 1812.

It wasn't until April 4, 1818 that a new Act was passed that called for thirteen stripes for the original thirteen colonies and a star for each state in the country with new stars being added on the 4th of July after any new states had been admitted to the union.

EO.3 – Demonstrate Proper Flag Etiquette

The United States flag is the most important symbol in our country. We pledge our allegiance and respect to the flag. To ensure our flag is properly respected, The Flag Code was created which states how the flag is and is not to be treated. Throughout each of the guidebooks, you'll learn different aspects of the Flag Code. In this book, you will learn how to display the flag indoors and outdoors and how to raise and lower the flag.

Displaying the Flag Outdoors

- The flag of the United States must always be at the top of a flagpole when displayed with a state, community, society, or unit flag.
- If the flag is flown with other flags but on separate poles of the same height, the flag of the United States should be placed in a position of honor furthest to the

right. No flags should be longer than the United States flag nor should any flag be placed above it.

- When the flag is displayed from a pole or staff on a window, balcony, or building, the stars should be at the peak or tip of the pole unless the flag is at half-staff.
- When the flag is displayed over a street, it should hang vertically with the stars to the north or east. If the flag is hanging over a sidewalk, the stars need to be furthest from the building.
- The flag of one nation may not be displayed above a flag of another nation. If the United States flag is to be displayed with flags from other nations, they must all be the same size, displayed on separate poles, and raised and lowered at the same time.

Displaying the Flag Indoors

- The flag should always be displayed in a place of honor to its own right. This means it should be furthest to the right, placed to the right of any speaker or staging areas, with any other flags to the left.
- The flag should be centered at the highest point of the group when displayed with other flags.
- When the flag is displayed with another flag and the staffs are crossed, the United States flag should be to the right with its staff in front.
- When a flag is displayed against a wall, vertically or horizontally, the stars should be at the top and to the observer's left.

Raising and Lowering the Flag

- The flag is to be raised briskly but lowered slowly and ceremoniously. It is displayed only between sunrise and sunset except under special circumstances.
- When displayed at night, it is to be illuminated.
- The flag is to be saluted as it is raised and lowered, and the salute is held until the flag is unsnapped from the halyard or until the last note of music has been played if music accompanies the act, whichever lasts the longest.

***For more information on the United States Flag, you can access the United States Flag code pdf on the Young Marines website.**



Chapter 9 – Fitness, Health, and First Aid

PO.9 – Fitness, Health, and First Aid

- EO.1 – Identify the Definition, Importance, and Components of Physical Fitness
- EO.2 – Pass the Young Marines Physical Fitness Test (PFT)
- EO.3 – Explain the Difference in Healthy and Unhealthy Foods
- EO.4 – Pursue a Healthy Lifestyle
- EO.5 – Recognize and React to Emergency Situations

EO.1 – Identify the Definition, Importance, and Components of Physical Fitness

During Recruit Training you learned the basics of physical fitness as well as the basics of the Young Marines PFT. You also set a fitness goal for yourself based on your PFT score. Now that you've taken these steps, you'll learn more about different exercises that target each component of physical fitness in this chapter and put together a fitness program to help you with your goals later in this guidebook.

As a review, the components of physical fitness are as follows:

- **Cardiorespiratory endurance.** This is the ability to deliver oxygen and nutrients to tissues and to remove wastes over sustained periods of time. Long runs and swims are often used to measure this component.
- **Muscle Strength.** Muscular strength is the ability of a muscle to exert force for a brief period. Upper body strength, for example, can be measured by various weight-lifting exercises.
- **Muscle Endurance.** Though this also relates to your muscles, muscular endurance is 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.
- **Flexibility.** This is the ability to move joints and use muscles through their full range of motion. For example, the sit-and-reach test is a good measure of flexibility of the lower back and backs of the upper legs. Flexibility is important for proper movement and to keep you from injuring yourself.

Note: Body composition is often considered a component of fitness. It refers to the make-up 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. You should consider your body composition when setting fitness goals and when choosing certain exercises. To build fitness in these areas, you want to choose exercises that use different muscle groups and that require different amounts of strength, flexibility, endurance, and effort.

The following chart contains a few examples of exercises that target different fitness components.

Cardiorespiratory Endurance	Muscle Strength	Muscle Endurance	Flexibility
Running	Squats	Burpees	Stretching
Swimming	Lunges	Planks	Yoga
Biking	Calf raises	Side planks	Pilates
Walking	Step ups	Squat jumps	Tai Chi
Hiking	Sit ups	Crab walks	
	Crunches	Leg raises	
	Push ups	Side leg raises	
	Exercises with weights*		

*Be sure to ALWAYS have adult supervision if you are going to use weights while you exercise. Never use any weights for your fitness program without asking your parents or guardian and without someone showing you how to properly use them.

EO.2 – Pass the Young Marines 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:

- Measures your current physical fitness level
- Raises your awareness of the importance of physical fitness
- Motivates you to participate in physical activities
- Creates an interest in physical fitness as a life-long activity

Once you complete the PFT, you will receive a score and can earn awards. The minimum score to pass the Young Marines Physical Fitness Test (PFT) is 200 points for Young Marines Recruits through YM/LCPL. For YM/CPL through YM/MGYSGT, the minimum physical fitness score is 250 points.

The score ranges and corresponding awards are listed in the following chart.

	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 II	Physical Fitness Ribbon w/ Roman numeral I

- Young Marines retain their respective ribbons with appropriate devices as long as they meet the established standards above.
- The Perfect Physical Fitness Ribbon is awarded to Young Marines earning a score of 500.

EO.3 – Explain the Difference in Healthy and Unhealthy Foods

Eating healthier is a key piece of your new, fit lifestyle. Healthy eating is not the same as dieting. It's creating a lifestyle that will help you be a healthier person and perform to the best of your ability in all of the physically demanding tasks you will participate in as a Young Marine. To help you determine which foods are healthy and which foods are unhealthy, follow the steps below.

Step One: Look Closely at the Foods you Choose

Ask yourself this question: does this food choice look natural? The best foods for you will be unprocessed, whole foods. This means that they are fresh, in their original form, and don't contain any extra or added ingredients. Examples of whole foods are anything from the produce or fresh meats sections of your grocery stores like apples, carrots, lettuce, and meats such as raw chicken or cuts of steak. Whole nuts such as



peanuts and almonds and whole grains such as barley or oats are also considered whole foods. You want to choose foods that are or contain mostly 'whole' foods. This is sometimes very easy. For example, when you compare an apple with an apple pie, it's easier to choose the food that is the healthier, whole food choice. The apple has not been altered in any way which makes it the healthier option. Making this choice can be harder when foods are wrapped in packaging. When it comes to choosing packaged foods such as granola bars, knowing which food is the least processed is harder. To decide healthier options in this instance, you'll need Step 2.

Step Two: Check Out the Ingredients List

When the ingredients in a food contain more than just whole foods such as the apple, you'll need to read the ingredients list to determine what is actually in the foods you are eating. The ingredients list can be found on the nutrition label on the back of boxes or wrappers that foods come in. There are four things you need to be mindful of when reading an ingredients list.

- **The length** - The shorter an ingredients list, the better. This means there are fewer ingredients in a product, so it is less likely to contain a lot of added chemicals or other ingredients to preserve the foods.
- **Familiarity** - Consider how many of the ingredients you recognize. If you can read and recognize most of the ingredients, the food choice is healthier than a long list of ingredients you cannot pronounce or do not recognize.
- **Additives** - Artificial or fake ingredients added to foods to enhance the color, change flavors, or make them last longer than fresh, whole foods would. Additives are usually the long words that you can't pronounce. You also want to be careful of added sugars. Most fruits are naturally sweet, but sometimes companies add sugar to make foods sweeter. You can find these added sugars by looking for words that end in -ose. Even adding natural sugars like coconut sugar or maple syrup is a lot of extra sugar in your diet.
- **Order** - The ingredients on a food label are listed in order from the greatest to the least amount included in the food. You want to choose the foods with the highest amounts of real foods such as whole grains or other food names you recognize such as peanuts or cashews. You also want those less desirable foods such as sugars or words you can't pronounce towards the end of the list.

Nutrition Facts

Serving Size: About (20g)

Servings Per Container: 16

	Amount Per Serving	% Daily Value*
Total Calories	60	
Calories From Fat	15	
Total Fat	2 g	3%
Saturated Fat	1 g	4%
Trans Fat	0 g	
Cholesterol	0 mg	0%
Sodium	45 mg	2%
Total Carbohydrates	15 g	5%
Dietary Fiber	4 g	17%
Sugars	4 g	
Sugar Alcohols (Polyols)	3 g	
Protein	2 g	
Vitamin A		0%
Vitamin C		0%
Calcium		2%
Iron		2%

*Percent Daily Values are based on a 2,000 calorie diet.

Ingredients: Wheat flour, unsweetened chocolate, erythritol, inulin, oat flour, cocoa powder, evaporated cane juice, whey protein concentrate, corn starch (low glycemic), natural flavors, salt, baking soda, wheat gluten, guar gum

Step Three: Read the Nutritional Information

The nutrition label on the back of food products gives you a lot more information than just the ingredients list. Because the list won't tell you exactly how much of each ingredient is in your food, you want look at the nutrition label which lets you know important serving information about your food choice. Whenever you read a nutrition label, you work from the top down.

- **Start with the serving size.** This lets you know how much of the food would be in one serving which is sometimes not the same as what is in a package. For example, you may choose granola bars that are packaged with two in each pack, but the serving size only lists one granola bar. You need to take this into account whenever you read the rest of the label because you will need to double the rest of the numbers or limit yourself to the serving size listed.
- **Look at the number of calories in the food.** There is no need for you to keep track of all the calories you eat in a day, but you should avoid food choices that are over 400 calories in one food item.

- **Examine the type of fats in your food.** The only type of fat you need to worry about are saturated fats. Try to choose foods that have no saturated fats or are very low in this type of fat.
- **Look for carbohydrates next.** This is where you check on the whole grains in your foods. Instead of the words ‘whole grain,’ look for the words ‘dietary fiber.’ Foods that are high in fiber are better for you than foods that don’t have any or are low in fiber. If they are high in fiber, this means they contain whole grains which are those good-for-you whole foods you read about earlier.
- **Below carbohydrates, you’ll find the sugar amount.** Remember that you want to choose foods that are low in natural and added sugars. You should only be having about twenty-five grams of sugar in a day. Try to choose foods that are lower in sugar. These will also be foods that have sugars listed towards the end of the ingredient list. Checking the nutrition label just ensures the item really is low in sugar.

Now that you know how to choose healthy options, you need to balance those healthy choices with the less healthy options. Building a healthy lifestyle does not mean you can never eat the foods you love ever again such as cheeseburgers or pizza. The trick is to choose healthy foods most of the time and to balance what you eat and drink. If you eat healthy most of the time, choosing the foods you love or that may be less healthy has its place. The next section will explain how much of different types of food you need each day so that you can decide how to balance what you eat and drink.

EO.4 – Pursue a Healthy Lifestyle

To build a healthy lifestyle for yourself, you need to know how much of each type of food you should be eating each day. Keep in mind that you will balance these amounts between three meals and most likely one snack a day. You may also need to eat a little more or a little less depending on how active you are each day. For example, if you play sports and practice for several hours each day, you may need to eat more than someone who doesn’t play sports or who is less active. The chart below lists different foods and how many servings you should eat each day. Remember that serving size varies depending on the type of food you are eating, so don’t let the numbers scare you.

Food Type	Girls	Boys
Carbohydrates or Grains	9 servings	11 servings
Vegetables	4 servings	5 servings
Fruits	3 servings	4 servings
Milk, Yogurt, Cheese	2-3 servings	2-3 servings
Protein	2 servings or 6 ounces	3 servings or 7 ounces

(Office of Disease Prevention and Health Promotion, 2000)

You may notice there are different requirements for boys and girls. This is because boys and girls, as well as grown men and women, have different nutritional needs. Our bodies use the food we eat in different ways. However, everyone should try to maintain the same balance in their diets. The following chart offers examples of how much of different types of foods equals a serving. Use this for whole foods that don't come with serving size information on nutrition labels.

WHAT COUNTS AS A SERVING?

Bread, Cereal, Rice, and Pasta Group (Grains Group)—whole grain and refined

- 1 slice of bread
- About 1 cup of ready-to-eat cereal
- 1/2 cup of cooked cereal, rice, or pasta

Vegetable Group

- 1 cup of raw leafy vegetables
- 1/2 cup of other vegetables cooked or raw
- 3/4 cup of vegetable juice

Fruit Group

- 1 medium apple, banana, orange, pear
- 1/2 cup of chopped, cooked, or canned fruit
- 3/4 cup of fruit juice

Milk, Yogurt, and Cheese Group (Milk Group)*

- 1 cup of milk** or yogurt**
- 1 1/2 ounces of natural cheese** (such as Cheddar)
- 2 ounces of processed cheese** (such as American)

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (Meat and Beans Group)

- 2-3 ounces of cooked lean meat, poultry, or fish
- 1/2 cup of cooked dry beans*** or 1/2 cup of tofu counts as 1 ounce of lean meat
- 2 1/2-ounce soy burger or 1 egg counts as 1 ounce of lean meat
- 2 tablespoons of peanut butter or 1/3 cup of nuts counts as 1 ounce of meat

* This includes lactose-free and lactose-reduced milk products. One cup of soy-based beverage with added calcium is an option for those who prefer a non-dairy source of calcium.

** Choose fat-free or reduced-fat dairy products most often.

*** Dry beans, peas, and lentils can be counted as servings in either the meat and beans group or the vegetable group. As a vegetable, 1/2 cup of cooked, dry beans counts as 1 serving. As a meat substitute, 1 cup of cooked, dry beans counts as 1 serving (2 ounces of meat).

In addition to what you eat, you also need to consider what you drink. Depending on your age, you should be drinking one to two liters of water a day which is between five to ten glasses of water. The older and more active you are, the more water you need. Just like healthy versus unhealthy foods, drinking that much water does not mean you can't drink other beverages. All beverages contain water as their first ingredient. However, you need to find balance here as well. If you choose drinks other than water such as juice or soda, you need to be mindful of how much sugar you are drinking. Sugars and calories count for your beverages just as they do for food. You should choose water most of the time to keep added sugars out of your diet, but some juice or soda every now and then can be a great treat.

Finding Balance

Now that you know the healthiest foods and drinks for you and how much of each to have a day, you can work on balancing what you eat, drink, and do in a day. Creating a healthy lifestyle is all about balance: balancing healthy and unhealthy food choices, water and sugary drinks, and exercising regularly.

When it comes to food choices, you find balance by considering foods you need and those you want. If you're having a cheeseburger and fries for lunch or pizza for dinner, you want to make healthier choices throughout the day, or choose foods lower in fat or calories. The same idea applies to what you drink. If you have a soda, fruit juice, or drinks higher in sugar, make sure you drink enough water for balance and choose foods low in sugar to avoid taking in too much throughout the day.

Make sure you are getting enough exercise to balance your food and drink choices. On days you may not eat as healthy, make sure to be a little more active. This does not mean you don't have to be active on days you do eat healthy, you may have to do a little more physical activity to balance your food choices. Be mindful though; you truly are what you eat. Whenever you make healthy choices and drink all of your water, your body will function at its best. Whenever you make less healthy choices or don't drink enough water, you may feel slow, sluggish, or even sick during physical activity.

The same applies to everything you put into your body. In addition to making healthy choices, you need to remember our motto of pursuing a healthy, drug-free lifestyle. Eating healthy and exercising is half of the equation here. Drugs and alcohol have a damaging effect on your body and will counteract all the good you do by eating healthy and exercising. Make sure you choose the right foods and avoid those substances that can directly harm you to be as healthy as possible.

EO.5 – Recognize and React to Emergency Medical Situations

In Recruit Training you discussed the chain of command in case of an emergency. Now we will go over how to recognize situations that will require emergency medical attention instead of basic first aid. Many emergency physicians believe it is everyone's job to be able to recognize the signs of a medical emergency before the situation becomes too dangerous. The following warning signs are not meant to diagnose any problem, nor do they represent everything that might need medical attention, but they are examples of the most common emergencies.

Warning Signs of a Medical Emergency:

- Trouble breathing
- Chest pain
- Fainting, sudden dizziness, or feeling weak
- Sudden blurred or spotty vision
- Changes in mental state such as confusion, drastic changes in behavior, or sudden drowsiness
- Any sudden or severe pain
- Bleeding that won't stop
- Severe vomiting or diarrhea
- Coughing or vomiting blood
- Unusual stomach pain

If you notice any of these signs in someone, immediately tell the nearest adult who will decide if it is necessary to call an ambulance. If the answer is “yes” to any of these questions, it is best to call an ambulance.

- Does the injury or illness seem life-threatening?
- Could things get worse on the way to the hospital if the person wasn't in an ambulance?
- Would moving the person make things worse?
- Does the injury or illness require attention only trained medical professionals could give?
Could traffic or the distance from the hospital delay this person getting medical treatment?

If you are ever the one to call an ambulance, follow these tips to be sure help comes as soon as possible:

- Remain calm and speak clearly.
- Give your name, current address, phone number, and where the patient is, for example in the chow hall or on the parade deck.

- Don't hang up the phone until you are told to.
- Give as much information as possible about what happened and make sure to answer every question you are asked to the best of your ability.

Once help has been called, it may be necessary to give or to continue to give basic first aid to the sick or injured person. This is why it is important everyone in your unit is First Aid and CPR certified. Your unit will oversee scheduling First Aid and CPR training. You will learn more about this in **Part Two: YM LCpl Requirements.**

Part Two:
YM LCpl Requirements

Chapter 10 – Close Order Drill

PO.1 – Close Order Drill

- EO.1 – Complete Corrective Movements
- EO.2 – Form a Column from a Line
- EO.3 – Execute Column Movements
- EO.4 – March to the Rear
- EO.5 – Execute Directional Movements

As a Young Marine PFC, you learned to march to different cadences. In this chapter, you will learn to march in different formations. It will cover how to form a line and column and how to execute column movements as a squad and a platoon.

EO.1 – Complete Corrective Movements

Change Step

The purpose of this movement is to change the cadence count without changing the rhythm of the cadence.

The command is “change step, MARCH.” It may be given while marching at Quick or Double Time, Marking Time, or Double Timing in place. The command of execution is given as the right foot strikes the deck.

While Marching at Quick Time or Double Time:

- On “MARCH,” take one more step, 30 or 36 inches, as appropriate.
- As your right foot comes forward to the next step, place the toe near the left heel and step out again with the left foot. This changes the cadence count, but not the rhythm.

While Marking Time:

- On “MARCH,” lift and lower the left foot twice in succession.
- The second time it touches the deck, raise the right foot and continue marking time.

While Double Timing in Place:

- On “MARCH,” hop twice on the left foot.
- Continue double timing in place.

Side Step

The purpose of Side Step is to move the unit a short distance to the right or left. There are no counts, however there is a cadence of “1-2.”

The command “right (left) step, MARCH” is given only when you are at a halt. At the command “MARCH,” move your right foot 12 inches to the right, then place your left foot smartly beside your right as to reassume the position of Attention. Repeat this movement at a quick time cadence. Keep your legs straight, but not stiff. Hold your arms at your sides as in the position of Attention.

During the movement, the formation must continue to cover.

Back Step

The purpose of Back Step is to march the unit backwards for a short distance.

The command “backward, MARCH” is given only when you are at a halt. Please note that the command is “backward, MARCH” and not “backstep, MARCH.”

At the command “MARCH,” step off to the rear with your left foot and take 15-inch steps at a Quick Time cadence. At the same time swing your arms 6 inches to the front and 3 inches to the rear. This is the equivalent of marching in Half Step backwards. When your foot comes down, the foot must strike with the ball of the foot first. Be sure to bring your feet “boot-top high” and maintain proper alignment.

EO.2 – Form a Column from a Line

When you fall into formation, you are in a line - the long-line facing forward. Forming a column is basically executing a right or left face as if you are preparing to march forward. The command will usually be given from the position of Attention in a formation in line. The command will be given with the following phrase:

“right, FACE” with the preparatory command being “right,” and the command of execution as “FACE.”

Upon hearing the command, follow the steps below:

- At “FACE,” face to the right to form the column.
- Remain in this position until given another command.

You can also form a line from a column. Assuming you are at attention in formation in a column you will receive the command:

“left, FACE” with the preparatory command being “left,” and the command of execution as “FACE.”

You will return to your line by following these steps:

- At “FACE,” face to the left to reform your lines.
- Remain in this position until given another command.

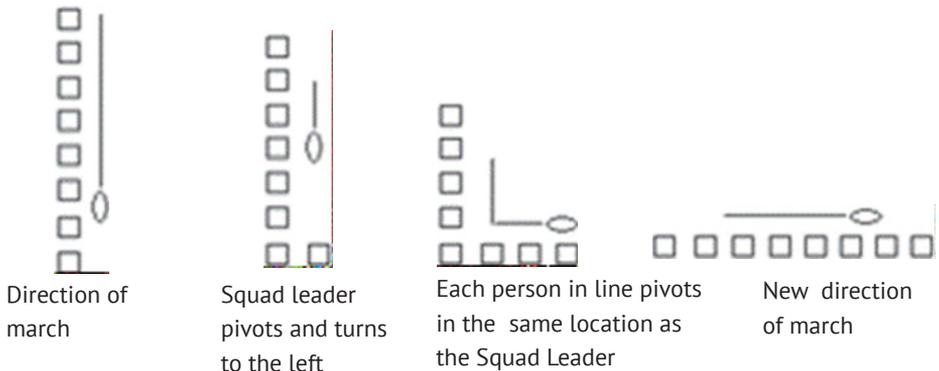
EO.3 – Execute Column Movements

Column movements are used when marching in column formation to change direction of the squad, platoon, or company. It is essentially executing a right or left face except you are doing so while marching instead of while standing still. While marching, the command of execution, “MARCH,” will always be given as the left foot strikes the deck. Column movement commands are:

- “column right, MARCH” – On “MARCH” the column turns ninety degrees to the right.
- “column left, MARCH” – On “MARCH” the column turns ninety degrees to the left.
- “column half-right, MARCH” – On “MARCH” the column turns forty-five degrees to the right.
- “column half-left, MARCH” – On “MARCH” the column turns forty-five degrees to the left.

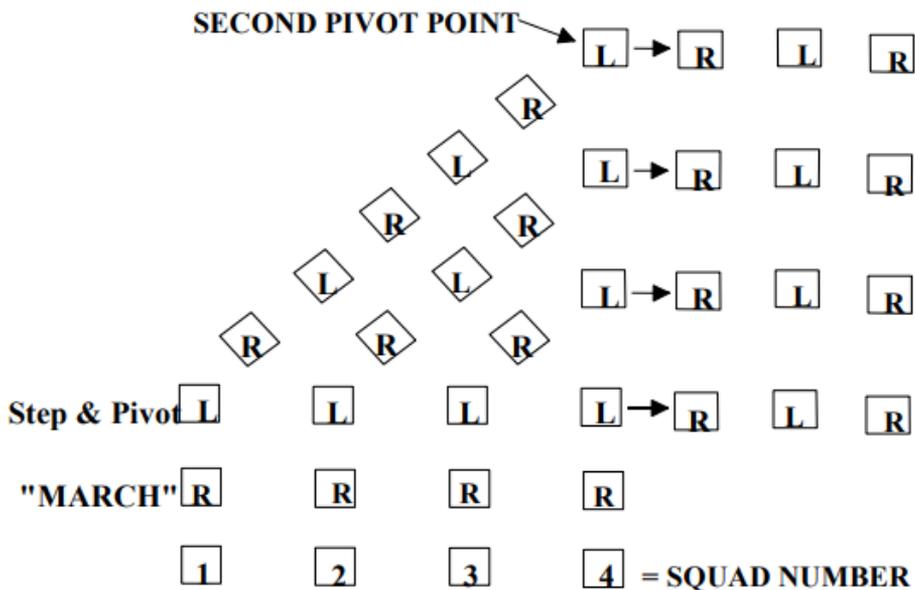
When moving as a platoon or larger group, all squads follow the base element. The base element is the squad that is closest to the turn. If you are turning to the left, the first squad would be the base element. The pivot Young Marine for the movement is the first Young Marine in the base squad, excluding 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.

In this example, the squad will perform a “Column Left.”



To perform a column movement while marching, follow the steps below after receiving one of the above commands:

- On the command “column left, MARCH,” the first squad is the base element. On the next step after “MARCH,” the First Squad Leader pivots 90 degrees to the left on the ball of the right foot. Following the pivot, the First Squad Leader steps off in a 30-inch step. Beginning with the second step after the pivot, the First Squad Leader takes up the Half Step. Each succeeding member of the first squad marches to the approximate pivot point established by the person in front of them and performs the same procedures as the squad leader (lead person). (For “Column Right,” third squad is the base element and the pivots occur on the opposite foot noted for “Column Left.”)
- The Second Squad leader takes one 30-inch step, pivots 45 degrees to the left on the ball of the right foot, takes two 30-inch steps prior, and again pivots 45 degrees to the left on the ball of the right foot. Following this pivot, the Second Squad Leader steps off in a 30-inch step. Each succeeding member of the second squad marches to the approximate pivot point established by the person in front of them and performs the same procedures as the squad leader (lead person). The Second Squad Leader continues marching in 30-inch steps until aligned with the First Squad Leader, then picks up the Half Step. Each succeeding member of the second squad marches to the approximate pivot point established by the person in front of them and performs the same procedures as the squad leader. (For “Column Right,” the pivots occur on the opposite foot noted for “Column Left.” The Second Squad Leader will pick up the Half Step once he or she aligns with the First Squad Leader.)
- The Third Squad leader takes one 30-inch step, pivots 45 degrees to the left on the ball of the right foot, takes four 30-inch steps prior, and again pivots 45 degrees to the left on the ball of the right foot. Following this pivot, the Third Squad Leader steps off in a 30-inch step. Each succeeding member of the third squad marches to the approximate pivot point established by the person in front of them and performs the same procedures as the squad leader (lead person). The Third Squad Leader continues marching in 30-inch steps, without picking up the Half Step at any point. Once the Third Squad Leader is aligned with the First and Second Squad Leader, the First and Second Squad Leaders will automatically resume full 30-inch steps. This procedure is followed by all succeeding members of the respective squads. (For “Column Right,” the first squad performs the outermost pivots. The pivots occur on the opposite foot noted for “Column Left.” The First Squad Leader will continue marching at a full 30-inch step after the second pivot without picking up the Half Step. Once he or she aligns to the Second and Third Squad Leaders, those squad leaders will resume the full 30-inch step.)



EO.4 – March to the Rear

The purpose of this movement is to march the unit to the rear for a short distance.

The command is "to the rear, MARCH." It may be executed when halted or while marching at either quick time or double time. When marching the command of execution "MARCH" is given when the right foot strikes the deck. When marching to the rear, the only movement that can be given is "to the Rear, MARCH" in order to bring the individual or unit back to its original front.

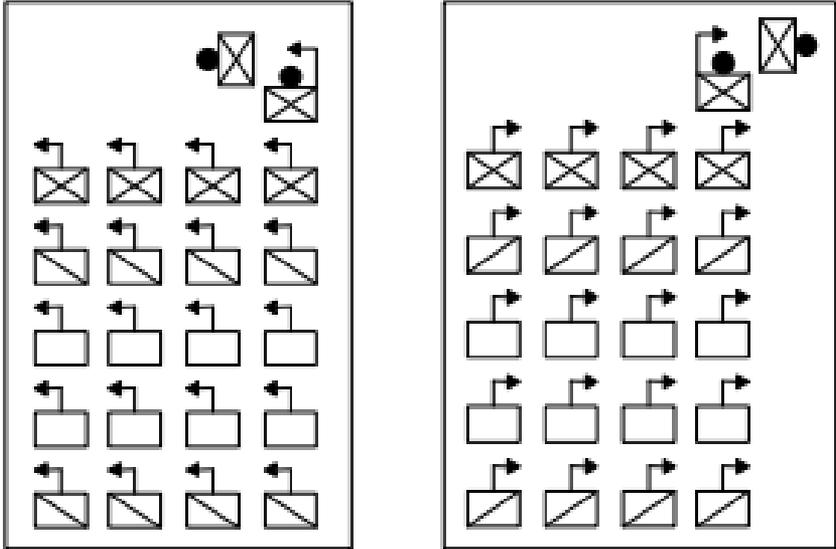
Upon the command "to the rear, MARCH," the formation will take one more step forward with the left foot, and on the balls of both feet, pivot over the right shoulder to face the opposite direction, then take a 30-inch step forward with the left foot.

EO.5 – Execute Directional Movements

March to the Flank

The purpose of this movement is to march the entire unit to the right (left) for a short distance. The Flank differs from the Column movement by changing the direction of the formation simultaneously instead of one after the other. During the execution of the Flank, the formation will be marching in line instead of in column. The Flank may be executed when halted or while marching. The command is "by the right (left) flank, MARCH." When

marching the command of execution is given as the foot in the direction of the movement strikes the deck.



While at Quick Time:

- On “MARCH,” take one more step.
- Turn to the right (left) on the ball of the left (right) foot. At the same time, step off 30 inches in the new direction with the right (left) foot.

From a Halt:

- For right Flank, turn 90 degrees to the right by pivoting on the ball of the right foot and (using a cross overstep) stepping off with the left foot 30 inches in the new direction of march.
- For left Flank, turn 90 degrees to the left by pivoting on the ball of the right foot and stepping off 30 inches with the left foot in the new direction of march.

Please note that at the execution of the Flank, alignment changes. Instead of aligning to the right, the formation aligns to the center. This is because the furthest left point of the formation will find it challenging to align properly to the right.

March to the Oblique

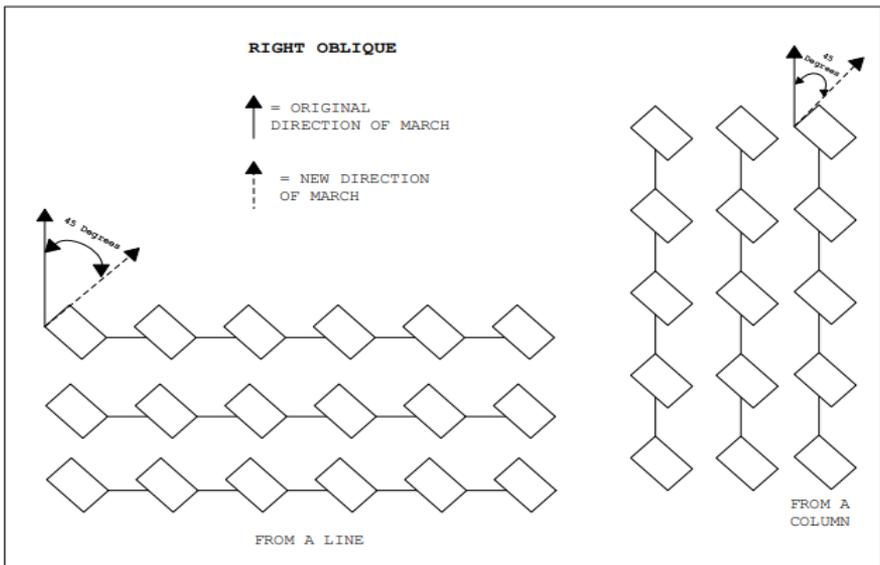
The purpose of this movement is to shift the line of march to the right or left for a short distance and then resume marching in the original direction. It may be executed from any formation that is marching at quick time cadence. The command is “right (left) oblique,

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

To march the platoon in the right oblique, the command is "right oblique, MARCH." On the command "MARCH," everyone then takes one more 30-inch step to the front with the left foot and pivots 45 degrees to the right on the ball of the left foot. Stepping out of the pivot with a 30-inch step, the entire platoon marches to the right oblique until given another command. For the platoon to resume marching in the original direction, the command is "forward, MARCH,." In this case the command of execution will be given as the left foot strikes the deck. Everyone then takes one more step in the Oblique direction with the right foot; and pivots back to the original front and continues to march. To march to the left Oblique, substitute left for right and right for left in the above sequence.

Performing an Oblique is the almost the same as performing a Flank. Instead of pivoting the full 90 degrees simultaneously as in a Flank, the formation will pivot 45 degrees simultaneously. Once the pivot is executed, the members of the formation will cover behind the new member in front of them. Please note that at the execution of an Oblique, alignment changes. Instead of aligning to the right, the members of the formation will align their lead shoulder to the rear shoulder of the member before them in their squad. In a Right Oblique, if you were able to have an imaginary line pass through the right shoulder (rear shoulder) of a Young Marine, it would then hit the left shoulder (lead shoulder) of the Young Marines directly behind them.

Once the command "forward, MARCH" is called, the formation will simultaneously pivot back to the original line of march and resume normal cover and alignment.



Halting While in the Oblique

The purpose of these commands is to halt the formation while marching in an Oblique.

There are two different Halt commands that can be given during an Oblique. If “HALT” is given, the formation will halt facing the original line of march. In a Right Oblique, if “HALT” is given, the command will be given on the left foot, and the formation will take one more 30-inch step in the oblique with the right foot, plant the foot facing the original line of march, then bring the left foot together as to assume the Position of Attention.

If the command “in place, HALT” is given, the formation will halt normally in the Oblique. To resume marching, the command given is “resume, MARCH”. Upon “resume, MARCH” the formation will begin marching forward in the Oblique.

When given Half Step or Mark Time while marching in the oblique, the only commands that may be given are “resume, MARCH” to continue marching with a 30- inch step in the oblique, or “in place, HALT.” to halt in the oblique in order to correct errors.

The following objectives are in addition to the requirements to obtain the rank of Young Marine Lance Corporal. They should be introduced upon the completion of the required Enabling Objectives but will not be required as a sign-off until Young Marines pursue the rank of Young Marine Sergeant when the Young Marines will be required to both perform and call the commands for the movements. To help with this process, Young Marines should begin learning the movements as a Young Marine Private First Class seeking the rank of a Young Marine Lance Corporal.

To Obtain Close Interval in Column (Close)

The purpose of this movement is to close the interval between files in a column to 4 inches. The command is “close, MARCH” and is executed when halted or while marching at normal interval in a column.

While at the Halt –

- On the command “MARCH,” members of the base (right) squad will stand fast.
- Members of the squad next to the base will execute two side steps to the right.
- The next squad to the left will execute four side steps to the right.
- If there is a fourth squad, the left most squad will execute six side steps to the right.
- While side stepping, cover and alignment will be maintained. After the designated number of steps, members of the squad will halt and resume the position of Attention.

While marching, the command of execution “MARCH” is given as the right foot strikes the deck. At this command:

- The base (right) squad take one more 30-inch step with the left foot and then begins to half step.
- The squad to the left of the base squad takes one more 30-inch step to the front with the left foot, executes right Oblique toward the base squad for one step, and then steps 30 inches back to the original front. The squad then begins to half step.
- The next squad to the left takes one more 30-inch step to the front with the left foot, executes right Oblique toward the base squad for three steps, and then steps 30 inches back to the original front. The squad then begins to half step.
- If there is a fourth squad, the left most squad will execute the same movements as above except the members will take five steps in the oblique.
- At the command “forward, MARCH,” all squads resume taking 30-inch steps.

To Extend to Normal Interval in Column (Extend)

The purpose of this movement is to extend the interval between files in a column from close to normal interval. The command is “extend, MARCH” and is executed when halted or marching in column at close interval.

While at the Halt –

- On the command of execution “MARCH,” members of the base (right) squad stand fast.
- Members of the squad next to the base will execute two side steps to the left.
- The next squad to the left will execute four side steps to the left.
- If there is a fourth squad, the left most squad will execute six side steps to the left.
- While side stepping, cover and alignment will be maintained. After the designated number of steps, members of the squad will halt and resume the position of Attention.

While marching, the command of execution “MARCH” is given as the left foot strikes the deck. At this command:

- The base (right) squad take one more 30-inch step with the right foot and then begins to half step.
- The squad to the left of the base squad takes one more 30-inch step to the front with the right foot, executes left Oblique toward the base squad for one step, and then steps 30 inches back to the original front. The squad then begins to half step.
- The next squad to the left takes one more 30-inch step to the front with the right foot, executes left Oblique toward the base squad for three steps, and then steps 30 inches back to the original front. The squad then begins to half step.
- If there is a fourth squad, the left most squad will execute the same movements as above except the members will take five steps in the oblique.
- At the command “forward, MARCH,” all squads resume taking 30-inch steps.

Column of Files from the Right (Left) and Reform

The purpose of this movement is to diminish the platoon of either two, three, or four squads into one column. The command is “column of files from the right (left), MARCH” and may be executed when the platoon is halted at Attention and at normal or close interval. To reform the platoon, the command is “column of twos (threes or fours) to the right (left), MARCH.” To avoid inverting the platoon, if the column of files were taken from the right, the column of twos (threes or fours) must be taken to the left and then vice versa.

When forming a column of files –

- The Platoon Sergeant gives the command “right, FACE” to form the platoon into columns. Once the Guide has taken their position, the Platoon Sergeant then gives the command.
- On the preparatory command “column of files to the right,” the base (right) Squad Leader gives the command “FORWARD.” The rest of the Squad Leaders simultaneously turn their head and eyes to the right and give the command “STAND FAST.”
- On the command of execution “MARCH,” the base (right) squad, led by the Guide, marches forward. On the command of its Squad Leader, the next squad executes a column half right and a column half left to follow the base squad. If there are three or more squads, the remaining squads execute the same movements of the command of their Squad Leader.
- The commands and directions are the opposite when performing a Column of Files from the Left. The Guide will always position themselves in front of the base element.

To Reform –

- The platoon begins in the single column as formed from the movements described above. The command is “column of twos (threes or fours) to the left, MARCH.”
- On the preparatory command, Squad Leaders, in sequence, give the following supplementary commands: the third Squad Leader turns their head and eyes to the left and commands “STAND FAST;” the second and first Squad Leaders simultaneously give the commands “column half left, column half right.”
- On the command of execution “MARCH,” the squads will execute the commands simultaneously. Once the Squad Leaders have aligned to the base squad, they give the command “squad, HALT.”

Column of Twos from the Right (Left) and Reform

The purpose of this movement is to diminish a platoon of either three or four squads into two columns. The command is “column of twos from the right (left), MARCH” and may

be executed when the platoon is halted at Attention and at normal or close interval. To reform the platoon, the command is “column of threes (or fours) to the right (left), MARCH.” To avoid inverting the platoon, if the column of twos were taken from the right, the column of threes (or fours) must be taken to the left and then vice versa.

When in a column of threes, to form a column of twos –

- The Platoon Sergeant gives the command “right, FACE” to form the platoon into columns. Once the Guide has taken their position, the Platoon Sergeant will then give the command.
- On the preparatory command “column of twos from the right,” the right two Squad Leaders turn their head and eyes to the right and give the command “FORWARD.” The left Squad Leader turns their head and eyes to the left and gives the command “column of twos to the left.”
- On the command of execution “MARCH,” the two right squads march forward. On the command of its Squad Leader, the left squad forms a column of twos to the left. Then the squad executes a column half right and a column half left to follow the two leading squads at normal distance in column.
 - o Squad members must know if they are even or odd numbers for this movement. On the command of execution “MARCH,” the Squad Leader stands fast. Even-numbered members face half left in marching, take two steps, face half right in marching, and march forward to halt beside and at normal interval from the odd-numbered squad member who was originally in front of them.
 - o Odd-numbered members, except the Squad Leader, march forward and halt as they attain the normal interval from the odd-numbered squad member in front of them.
 - o All these movements occur simultaneously.
 - o The commands and directions are the opposite when performing a column of twos from the left. The Guide will always position themselves in front of the base element.

To Reform –

- The platoon begins in the two columns as formed from the movements described above. The command is “column of threes to the left, MARCH.”
- On the preparatory command, the two lead Squad Leaders turn their head and eyes to the right and give the supplementary command “STAND FAST.” The remaining Squad Leader then turns their head and eyes to the left and commands “column files from the right” and “column half left.”
 - o The squad members step off by twos (two and three; four and five; six and seven; etc.) in the left oblique.
 - o The even-numbered members of the squad take one step in the left oblique and pivot back to the original direction of march, following the Squad Leader.

- o The odd-numbered members of the squad take three steps in the left oblique and pivot back to the original direction of march, following the Squad Leader.
- On the command of execution "MARCH," the squads will execute the commands simultaneously. Once the Squad Leader has aligned to the squads, they will give the command "squad, HALT."

Chapter 11 – General Knowledge

PO.2 – General Knowledge

EO.1 – Recite the Young Marines Hymn

EO.2 – Identify Key Events in Young Marines History

EO.3 – Identify the Personal, Achievement, Service, and Qualification Awards

EO.4 – Observe Military Customs and Courtesies

EO.1 – Recite the Young Marines Hymn

“The Young Marines Hymn” is the official song of the Young Marines. Just like the Obligation, it should be memorized and sung loud and proud with your fellow Young Marines.

“The Young Marines Hymn” is sung to the same tune as “The Marine Corps Hymn.”

The words are as follows:

From the North and from the South we'll come
From the East and from the West
We will all enlist in 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 finest Young Marines
No matter what it takes

Let the Boy Scouts and the Girl Scouts march;
Let the Cub Scouts strut and beam
Oh, you haven't seen the greatest yet
'Til 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.

EO.2 – Identify Key Events in Young Marines History

The Young Marines was founded in 1959 in Waterbury, CT by the Brass City Detachment of the Marine Corps League. By 1960, this unit of Young Marines had grown to over 300 young people and 20 adults. In June of 1962, there were over 1500 boys in ten cities and towns, sponsored by various Marine Corps League Detachments throughout Connecticut.

In 1965 Steve Zuraw, a member of the Marine Corps League Valley Detachment in Con-

nnecticut, raised more than \$5000.00 to fly an entire Young Marine unit to the League's National Convention in Kansas City, Missouri where the League adopted the Young Marines as a National Program. The official charter was issued to the Young Marines on October 17th, 1965 which is the official birthday of the Young Marines. Though originally chartered as a subsidiary organization of the Marine Corps League, the Young Marines began to function independently in 1974. In the year 1975, females were officially allowed to the join the program.

The Young Marines' first by-laws were established in 1977 followed by an election of its first governing body. These by-laws were approved in 1978 at the Atlantic City Convention of the Marine Corps League. In 1980 the organization was granted status as a youth educational organization with a 501 (c) 3 IRS classification. In 1995 the organization went international with the formation of Young Marine units in Okinawa, Japan.

Today tens of thousand of young men and women have been part of the Young Marines, but our focus has remained the same: to strengthen the lives of America's youth by teaching the importance of self-confidence, academic achievement, honoring our veterans, good citizenship, community service, and living a health, drug-free lifestyle. We focus on mental, moral, and physical development to promote strong character building and leadership development.

EO.3 – Identify the Personal, Achievement, Service, and Qualification Awards

Young Marines who distinguish themselves in areas that fall under our core values of leadership, teamwork, and discipline can earn awards. All Young Marines are encouraged to pursue and earn awards which are divided into four categories: personal, achievement, service, and qualification awards.

- **Personal awards** are awarded to Young Marines who distinguish themselves with exceptional achievement, service, and/or personal courage. For example, the **Distinguished Service Ribbon** is awarded to any Young Marine who distinguishes his/herself by going above and beyond what they are called to do and contributes significantly to the success of the Young Marines program. For example, the Division and National Young Marines of the Year often achieve this award. However, there are other personal awards such as the **Commendation of Merit Ribbon** which can be earned on a smaller scale such as going above and beyond in a single meritorious effort in your unit.
- **Achievement awards** are awarded to Young Marines or Young Marine Units that distinguish themselves with an outstanding achievement. For example, the **Perfect Physical Fitness Score Ribbon** is awarded to all Young Marines who score 100 points in each of the five events of an officially scheduled PFT.
- **Service awards** are awarded to Young Marines or Young Marine Units that distin-

guish themselves with outstanding service. For example, Young Marines can be awarded ribbons for serving as a member of a Color Guard or serving as a Young Marine Staff Member at the National Leadership Academy. These awards are the **Color Guard Ribbon** and the **Young Marine Staff Ribbon**.

- **Qualification awards** are awarded to Young Marines who meet the qualification requirements for the award. For example, Young Marines who achieve all the requirements for the **Drug Demand Reduction Ribbon**, successfully executing all of the Performance and Enabling Objectives in each guidebook pertaining to Drug Demand Reduction, are eligible to apply for this award.

See the Awards Manual for more information on specific awards and their requirements.

EO.4 – Observe Military Customs and Courtesies

Military customs and courtesies exist to ensure every member of a military organizations is properly recognized and respected based on their rank or position. The same applies to the Young Marines program. This section will discuss how to address other Young Marines and Adult Staff members, how to enter Young Marine offices, and how to render honors to our National Colors (Flag) and National Anthem.

Addressing Junior, Senior, and Advanced Young Marines

When the Basic Young Marine addresses a senior Young Marine, anyone from junior to advanced ranks or any Young Marine who is senior or above you in rank, the Basic Young Marine will:

- Approach the senior Young Marine and address them by their rank or their rank and last name before stating your business.
- When the conversation has ended, say thank you and return to your business.

Addressing Adults

When addressing any adult either during or outside Young Marine activities, all Young Marines will:

- Approach the adult.
- Address the adult by their appropriate title and their last name. Use sir or ma'am if you do not know their title. If the adult is active duty, in the reserves, or retired from the armed forces and their military rank is known, all Young Marines will address them by their rank and last name. If the adult is a Military Officer, either active, retired, or reserve, render a salute and an appropriate greeting (Good morning Sir, etc.).
- Render a hand salute when outdoors and in uniform to all adults who are

retired, active, or reserve commissioned officers in the United States military. You do not salute adult volunteers in the Young Marines if they do not meet the criteria above.

- State your business.
- When the conversation is ended, the Young Marine will return to the position of Attention if placed earlier “At Ease” by the adult.
- The Young Marine 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.
- The Young Marine will take one step back, an about face, and continue to move away from the adult. The Young Marine will move off and carry on with their business.

Entering a Young Marine Office

- Before entering an office, Young Marines will knock loudly three times and stand at attention in the doorway.
- When ordered to enter, enter the office and take the most direct route to the adult present.
- Focus your position and attention on the adult present. Remain in the position of Attention and report by saying, “Young Marine (Rank and Last Name), reporting as ordered, sir/ma’am.”
- Do not leave the office until given the command “Dismissed.”
- When given the command “Dismissed,” respond to the adult by saying “aye, aye, sir/ma’am.”
- Take one step back, do an about face, and take the most direct route out of 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 will always address adults as “sir” or “ma’am” if they know or do not know their title.

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 the National Anthem.

- National Colors (Flag)
 - o Young Marines will come to Attention when the flag approaches within six (6) paces of them.

- o In uniform and outdoors, Young Marines will stand at Attention and render the proper hand salute until the flag is six paces past the Young Marine. If indoors, Young Marines will stand at Attention until the flag pass six paces beyond. If covered by direction, Young Marines will salute.
- o Out of uniform, Young Marines will stand at Attention until the flag is six paces past the Young Marine. Young Marines will place the right hand over their heart. If the Young Marine is wearing a cap, the Young Marine will remove the cap with their right hand and hold it at the left shoulder, the hand being over the heart.
- Playing of the National Anthem
 - o In uniform and outdoors, Young Marines will stand at Attention, face the flag, and render the proper hand salute until the music stops. If indoors, Young Marines 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.
 - o Out of uniform, Young Marines will stand at Attention and face the flag until the music stops. Young Marines may place their right hand over their heart. If the Young Marine is wearing a cap, the Young Marine will remove the cap with their right hand and hold it at the left shoulder, the hand being over the heart. If there is no flag, the Young Marine will face the music at attention and remain that way until the music stops.

Chapter 12 – Field Skills

PO.3 – Field Skills

- EO.1 – Apply Principles of Outdoor Tools Safety
- EO.2 – Demonstrate Stove and Lantern Safety
- EO.3 – Explain Protocols for Camp Preparation
- EO.4 – Light a Fire
- EO.5 – Assemble a Survival Kit
- EO.6 – Discuss the Principles for Outdoor Cooking, Storage, and Water Procured in the Field
- EO.7 – Participate in Unit or City-Wide Conservation Efforts

EO.1 – Apply Principles of Outdoor Tools Safety

In addition to personal clothing and equipment, you may be responsible for various outdoor tools while on an expedition or encampment. It is important to not only know which tools to choose for certain jobs, but how to use and store these tools safely. Below you will find a description of tools you may use while on an encampment.

Matches, Lighters or Fire Starters

Matches, lighters, or fire starters will primarily be used for starting fires or lighting lanterns. Any time you are dealing with fire of any kind, make sure you do so with adult supervision.

Safety and Use:

- Match books should have a striking surface on the back cover.
- Close the cover of the match book before striking the match.
- Strike the match away from your body.
- Hold the match at arm's length when striking and when in use.
- Do not use matches or lighters when distracted.
- Be careful around flammable materials such as dry leaves, wood, or flammable fluids such as gasoline.
- Always check lighters for cracks, leaks, or other defects.
- If lighter fluid has spilled on or near the lighter or match, clean the spill before using the lighter or match.
- Be careful where you dispose of matches in case of the presence of flammable materials.
- Only throw matches away once the flame has been extinguished and the match is cool to the touch.

Rope

Ropes have many uses during expeditions and encampments but will mainly be used for securing materials or tying down equipment. However, ropes are also used for guiding and during ropes courses. In all cases proper care is essential for rope safety. Check your ropes for any damage, tears, or frayed sections before use. Always check a rope's Safe Working Load (SWL), if possible, before using a rope that will bear weight or be lifting or pulling heavy objects.

Additional Precautions When Using Rope:

- Make sure there are no knots in your rope as they can reduce rope strength and can cause rope fibers to rub against each other.
- Keep your ropes clean. Dirt and grit can cause the fibers to be cut or abraded. Wash ropes with mild soap and lukewarm water then air dry.
- Be careful when running ropes over sharp or rough edges or surfaces such as a log or even the ground. Consistent force can cause tears in rope fibers or cut the rope while in use.
- Ropes are damaged by excessive heat or sun exposure. Be sure to store your rope in an area that is out of the sun and does not get too hot.

Knives – Pocket or Sheath

Knives are often essential tools for camp set up, cooking in the field, chopping wood, or clearing trails. They are only as good as the condition they are kept in, so it is essential to keep your knife clean and sharp. Dull knives are more dangerous than sharp knives because dull knives can cause you to lose control of the knife and injure yourself or someone else. Below are some tips to keep your knives clean and safe.

Safety and Cleaning:

- Do not use knives for anything but cutting. Hammering, chopping, prying, or using your knife for any purpose other than cutting can damage the blade, cause your knife to bend or twist, or even break away from the handle.
- Clean the whole knife, not just the blade. Keeping the handle clean will reduce accidents. If you have a pocketknife, be sure to also clean the pivot joint and locking mechanism.
- Keep your knife in a clean, dry place. If you have a leather sheath, don't keep it in there for too long because leather holds on to moisture which can cause your blade to rust.
- If your knife does rust or begins to change color, be sure to clean it properly immediately.

Safety and Use:

- Apply force away from your body. Never point a knife towards yourself or another person.
- Never try to catch a falling knife. Pick it up after it has fallen.
- Do not run or climb while holding knives.
- Always hand a knife to someone else handle first and never throw it to someone.
- Make sure the area you are using the knife in is well-lit, clear of debris, and away from anyone who may distract you or hurt themselves while the knife is in use.
- Never use a knife without adult supervision.

Hammers and Mallets

Hammers and mallets are fairly simple tools but can cause safety hazards when used incorrectly or when the wrong tool is chosen. You must first choose the proper tool for the job you need done. Hammers are best for driving in fasteners like nails or stakes when a lot of force is needed. Mallets are better to alter the shape of materials or when less force is needed. Once you've chosen your tool, you next need to make sure the tool is the proper length and size for your body. Hammers and mallets that are too long or too heavy can cause injuries to your hand and wrist. It is also a good idea to choose a hammer or mallet with a cushioned handle to protect you from the impact force.

Safety and Use:

- Before use make sure the handle is not loose, cracked, or splintered.
- Wear appropriate eye protection to protect your eyes from flying debris.
- Check the area around you to make sure no one is near enough to be hit by the hammer while you're working.
- Be sure you're on a secure and balanced surface and you have sure footing. Awkward body positions can cause strains or stress on your body.
- Do not use the side or cheek of the hammer to strike a surface or object.
- Never leave hammers strewn about the work area or campsite.

Shovels and Spades

Shovels are designed mostly to dig but are also used to move loose material such as dirt, gravel, sand, or snow. Spades are smaller, handheld shovels used for digging straight-edged holes that are usually smaller in size. For digging larger holes or for moving heavy or large amounts of material, a full-size shovel would be best. For digging smaller holes like in the case of a field latrine or planting, a spade would be a better choice. Always consider the shovel weight, handle type, length, and blade size before selecting a tool. Shovels that are too long for your body or too heavy for your task will put unnecessary strain on your muscles and can cause serious injury.

Safety and Use:

- When using a shovel, keep your feet wide with your front foot close to the shovel. Put your weight on your front foot and use it to push the shovel forward or down into the dirt or material you are shoveling. Shift your weight to your back foot and then turn your body in the direction you want to move the material. Never use your back to turn your load, or you could cause injury.
- Do not lift or shovel more than you feel comfortable. For example, don't shovel for too long and don't lift more than you can easily carry.
- Take regular breaks while shoveling, especially if you aren't used to the movements or level of exertion.

Bow Saw

Bow saws are used for cutting logs or branches. Portable bow saws are used during encampments to cut small or medium sized logs to build fires or shelters. Always have adult supervision when using or even handling a bow saw.

Using a Bow Saw:

1. Make sure the blade is sharp and clean. Have an adult help you with this step, especially if the blade appears to be loose.
2. Place one hand on the handle and the other on the piece of wood you will be sawing, making sure your hand is well away from the saw blade.
3. Use steady strokes in a forward and backward motion. Do not put too much pressure on the saw: let the blade do the work for you.
4. Move at your own pace so you don't cause the wood to wobble.

Safety:

- Keep your hand holding the wood in place six to twelve inches away from the saw blade.
- Wear protective gloves, goggles, and closed-toe shoes.
- Never stand beneath a branch if you are cutting it off a tree.
- Maintain a distance of several feet away from anyone else while using the saw. The one exception is the adult who is supervising.
- Never handle a bow saw unless you intend to use it and use the same precautions while moving as you would with a knife. Keep the blade pointed away from your body and always hand it to someone else to handle first.

Axes and Hatchets

Axes and hatchets can be more dangerous than other tools because of how they are used

and their size. Make sure to be especially careful and follow all use and safety procedures when handling an axe. Axes and hatchets are most commonly used for chopping kindling or firewood or removing branches from trees.

Before you begin using an axe, you need to establish a “safety circle.” This is an area around your body where you can safely use an axe without hurting anyone or yourself. Create your safety circle by holding the axe near its head and extending its arm’s length from your body. Rotate the handle all around you, including above you to make sure there is nothing you can hit while you use the axe that might get in the way.

Safety and Use

- Wear safety goggles, work gloves, and closed-toe shoes or boots.
- Use both hands to steady the handle. One hand should be further up on the handle, closer to the axe head, while the other should be closer to the end of the handle to steady yourself.
- Make sure you have a steady stance and are on a balanced surface. Use a wood block if necessary so you are not bending over too far when chopping wood.
- Always check to make sure the axe head is secure to the handle before use.
- Ensure your swing is not aimed at your foot.
- Sheathe the axe when not in use.
- To hand the axe to another person, make sure it is secure in its sheath, the head is down, and the sharp edge is not pointing towards either of you. The person you are passing the axe to should say “Thank you” to let you know they have a secure hold on the axe and that you can let go.

EO.2 – Demonstrate Stove and Lantern Safety

While on an encampment, your Unit Commander or the encampment planner may choose to use a campfire for cooking and light during the night. They may also choose to use a camp stove to make cooking easier and safer, and a lantern for more reliable light, or so more people can have light. When using both a camp stove and lanterns, it is important to follow safety guidelines, and make sure you have adult supervision while using both items.

Camp Stove Safety

- Fill, light, and use the stove outside of tents, buildings, and confined shelters. Camp stoves involve both flammable fuels and fire which can pose safety hazards when used in confined spaces.
- Ensure no pots or objects are placed on the stove when filling or lighting. The stove should be clear of all objects and cool to the touch before filling.
- Always fill a stove using a funnel.

- Never open a pressurized fuel tank when the stove is lit.
- 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.
- Set the stove on a stable, level, and clean surface when you use and fill it, but do not use the stove on the same surface where you filled it.
- Only fill or pack up a stove that is cool to the touch and has been off for several hours.

Lantern Safety

- Fill, light, and use the lantern outside of tents, buildings, and confined shelters.
- Only fill or pack up a lantern that is cool to the touch and has been off for several hours.
- Always fill the lantern in a different place than where you plan to use it. Stay downhill and downwind from other sources of fire
- Always fill lanterns using a funnel.
- Set the lantern on a stable, level, and clean surface when you use and fill it, but do not use lanterns on the same surface where you filled it.
- Ensure that the heat shield is in place before use.

EO.3 – Explain Protocols for Camp Preparation

In addition to handling tools and equipment, now that you have some experience within the Young Marines, you'll be taking on more responsibility during encampments such as helping to set up campsites. This section will cover how to select a camp site and construct a basic shelter.

When choosing your campsite, you will need to consider several factors. You need protection from wind, precipitation, and direct sunlight. Also consider the effect you have on the environment around you. Consult a guidebook or park resource that details the locations of campsites in more heavily visited areas. Some campgrounds or parks may require the use of specific sites, so know in advance what to expect.

Consider these guidelines when choosing a campsite:

- Look for previously impacted areas on flat ground where others may have camped in the past.
- Your site should be at least 200 feet away from a water source. You will need water for many camp activities, so be close enough for easy access, but not so close you risk polluting the water source.
- Be aware of proximity to insects and other wildlife. Choose a site with a breeze if you are at risk for mosquitoes and not close to animal dwellings.

- Check the weather before choosing a site. If there will be high winds, choose a location with trees or large rocks to block the wind. If there will be rain, avoid low spots that collect water.

Avoid the following situations when choosing your campsite:

- Ensure your shelter area is at least 100 feet from your cooking area to avoid attracting bears or other animals.
- If you choose a shaded spot for wind or rain cover avoid hazardous, hanging tree branches.
- Do not setup your campsite near other hikers or campers.
- Avoid selecting a campsite on a road or path.
- Avoid untrampled areas like meadows or lake shores to avoid damaging the area. If you must camp in a less-traveled area, choose flat land or rock.

Once you have chosen your campsite, you'll assist with shelter construction. As you move through the program, you will learn to construct various types of shelters. At this stage, you will assist with basic tent construction. Each tent will be slightly different to set up based on the type and size, but there are some similarities in equipment and in the set-up process. No matter the type of tent, you will need a ground cloth or tarp, a tent and poles, tent pegs or stakes, a waterproof cover, and a mallet for the stakes. Before setting up your tent, lay out all your equipment to double check you have everything. Also make sure you have the instructions for your specific tent, most tents can be set up by following these general steps:

- Lay down your ground cloth or tarp wherever you set up your tent. Make sure the ground is free of sticks or rocks.
- Position your tent so the doors face away from the wind.
- Attach the stakes to the tent floor. Make sure the tent floor is straight and tight before using the mallet to drive the stakes into the ground all the way.
- Once the tent floor is secure, attach the rest of the stakes to the tent body points to finish securing your tent.
- Lay out all your poles and assemble them if need. Follow the instructions for attaching the poles to your tent.
- Attach your waterproof cover if you choose to use one.

EO.4 – Light a Fire

The next step in setting up your campsite is to gather supplies to light a fire. This section will detail the safety equipment needed for this task and the basic steps to light a fire with standard equipment such as matches, lighter or a fire starter.

Fire Safety

Be sure before beginning you know the regulations concerning fires for the area you are in. Many state parks, especially conservation areas or areas used for training purposes, restrict fires at all times. Other areas may allow fires unless the weather has been too hot or dry.

Collect the following safety equipment before starting a fire.

- A shovel
- A rake
- A pail with sand or water
- And a fire extinguisher

These supplies are to stay by the fireside at all times in case of emergency and to control the size of the fire. Next you will need to choose your fire site carefully. Always choose a site that has been established such as a fire pit or ring and that doesn't have any flammable materials near it, such as overhanging branches, that could catch fire. You also must be at least ten feet away from any buildings. You want to anticipate where any sparks might fly and land, so choose a location away from anything that could be damaged by the sparks and never start a fire on a windy day.

Keep in mind once you've built your fire a small, hot fire is more efficient and useful than a large fire. It is also easier to control and maintain. Always keep the size of your fire under control and do not use more wood than is necessary to keep it burning. Finally, never leave a fire unattended and always make sure it is fully extinguished before leaving it.

Lighting a Fire

Fires require three basic components: fuel, oxygen, and heat. Your fire will get its oxygen from the air around it, but you'll need to collect your fuel and heat sources before beginning. Fuel comes in four basic categories:

- **Tinder** - small dry material used to ignite the fire such as small twigs, pine needles or cones, moss, or dry bark
- **Kindling** - thin wood that is thinner than your finger
- **Softwood fuels** - dry branches that will burn hot and fast to get your fire going
- **Hardwood fuels** - larger pieces of wood or logs that are difficult to ignite because of their size but will burn for longer periods to sustain your fire and create hot coals for cooking

You will also need a source of heat such as matches, lighter, or fire starter.

Follow these steps to start your fire:

1. Make a pile using a handful of **tinder**.
2. Cover this pile loosely with **kindling**. Remember fire needs oxygen, so make sure there is enough space between the pieces of kindling to allow air to get through. If there is no wind, you may need to blow on the tinder to help it ignite fully.
3. Once the kindling is burning well, add small **softwood fuel** to help the fire grow. Once you have a small fire of softwood, you can add the **hardwood fuel**. Be careful not to add too much hardwood, or you will smother the fire, because hardwood is difficult to burn. Use **only as much fuel as required** to keep your fire going at the size and intensity you need.

You can build your fire in a variety of shapes, but they will all require the same materials and follow a similar process to the one listed above.

When using a **cone** shape, start with a small handful of tinder loosely piled in the middle of your fire pit or ring. Build a small cone with the kindling around your tinder pile. Once the kindling is lit and burning strong, you can add larger logs a few at a time until your fire reaches the size you need. This is a good way to avoid over-burning your fuel.

You can also use a **log cabin** shape by starting with two larger pieces of fuel wood parallel to each in the center of your pit. Make sure to leave space between the two logs for your tinder and kindling. You will place two slightly smaller pieces of fuel wood perpendicular to the bottom logs to make a square shape. Put a good amount of tinder in the middle of the square. Continue to add smaller pieces of wood to each layer making sure to keep the square shape. Adding fuel wood in a perpendicular way to insure air circulates between the logs. Once you have the size you need, finish with a layer of kindling and tinder.

A **pyramid** is similar to the log cabin shape except you place the logs side by side instead of leaving space to make a square. Continue to add layers of smaller logs to your pyramid until it reaches the needed height. Top your pyramid with kindling and tinder.



Minimum Impact Campfire

Remember we practice minimum impact camping, and fires can be very damaging. Be sure to practice all the fire safety rules any time you are lighting a campfire. To minimize damage to the environment, follow these principles:

- Only build a fire where there is an abundance of wood
- Use existing fire rings and keep fires small and burning for only as long as you will use them
- Allow wood to burn down to ash or make sure to put fires out with water instead of dirt
- Do not build fires next to rock structures that may retain black marks from the soot and flames
- Use a fire pan if no fire ring exists to minimize damage to surrounding areas

EO.5 – Assemble a Survival Kit

Anything can happen on an encampment or expedition. It's important to always be prepared for any situation, so you should always have a survival kit with you. Carry your kit in a pocket because you could become separated from your pack in an emergency. The following is a suggested list of items you can select from to fill your kit.

Add to this list when you discover another useful item.

- Matches—at least 20, the kind that will strike anywhere and are waterproof
- Candle—tea light or small candles
- Strong thin cord—30 feet
- Fishing gear—15 feet of 15 lb. line, bare hooks, a lead weight, and a cork
- Adhesive bandages of various sizes
- Small safety pins
- Plastic bags—2 large garbage, 2 small bags
- Food—concentrated soup or hard candy
- Aluminum foil— or folded square
- Fuel tablets or fire starters—sealed in plastic to avoid contamination of the rest of your kit
- Mirror—unbreakable and shatter proof (not glass) for signaling
- Small, simple compass
- Emergency blanket
- Spare flashlight bulb and batteries
- Sewing kit
- 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.

EO.6 – Discuss the Principles for Outdoor Cooking, Storage, and Water Procured in the Field

In this stage of your training, you'll take part in helping to set up campsites during encampments. As a Young Marine Private First Class and Young Marine Lance Corporal, your primary concern will be helping to locate and prepare water and assisting with preparing, cooking, and storing food safely.

Locating and Purifying Drinking Water

Clean water is one of the most important items to take with you on an encampment or an expedition. Your Unit Commander and unit staff members will likely pack bottled water, but it is important to know what to do in case you run out of water, get lost while hiking, or are out in the wilderness longer than you planned to be.

There are three main ways to locate water: **using campground spigots, collecting rainwater, or locating clear, running water.** Even when water comes from a spigot or if it appears clear and clean, never assume water is safe to drink. Naturally occurring water often contains bacteria that can cause illnesses even if it looks clean. The same can be said for water from campground or trail spigots; you can never be completely sure the water has been properly filtered or purified. The following methods can be used for purifying water in the field:

- 1. Water filters:** You can pack water filters as a back-up option, especially for water retrieved from campground spigots. Filters can also be used for natural water if it has an iodine system built in to kill viruses. Be careful though because filters can easily become clogged when being used for muddy or dirty water.
- 2. Chemical tablets or iodine:** Chemical tablets or iodine are good options because they don't cost much and are easy to carry. They kill most common viruses and bacteria but will not be as effective if there are parasites in the water. Be sure to check the date of the tablets because most of them have a limited shelf life.
- 3. Boiling water:** Boiling water is a sure way to purify water and can usually be done with equipment or tools you have on hand such as stoves or campfires and pots. You must bring the water to a full boil (large bubbles) and let it boil for a full minute then let the water cool down so you can drink it.

Note: The only method that works well for muddy or dirty water is using water filters. Using chemical tablets, iodine, or boiling the water will not be able to remove dirt or solid impurities, nor can they improve the taste of water. Make sure to choose the option that best fits your needs while in the field. The best option always will be to make sure to plan and prepare properly so you never run out of clean water.

Preparing and Storing Food in the Field

Another important piece of your field experience is making sure you have enough healthy food to maintain strength and energy. Being out in the elements, strenuous exercise, and the constant activity of an encampment or expedition uses up a lot of your energy reserves which can only be restored with proper nutrition.

One of the ways you may get nutrition in the field is through a Meal Ready to Eat (MRE). Each MRE is composed of pre-cooked meats, vegetables, and fruits in sealed foil packets as well as dried fruits, drink mixes, coffee, tea, and hard candies or chocolate. The cooked foods can be heated using boiling water, and any dried foods can be rehydrated before eating. Your Unit Commander may also supplement the MREs with snacks such as trail mix or other packaged foods with a long shelf life.

The reason MREs and packaged foods are so commonly used in the field is because they are packaged in a way that prevents them from spoiling easily. When you are on an encampment or expedition, it is very important to ensure the food you are eating is safe. The easiest way to do this is by only eating non-perishable food items like MREs or prepackaged foods. However, make sure to check the expiration dates as even MREs can go bad.

If you are unable to bring precooked or prepackaged meals, you will likely be cooking food in the field. This can be done in a number of ways, several of which are similar to how to cook food at home.

- **Boiling** food is the simplest and easiest way to ensure that your food is cooked properly.
- Meals can also be prepared **over a campfire** by roasting meat and vegetables or wrapped in foil and placed directly in the fire or under hot coals which will act like an oven would at your house.
- Meat can also be **smoked or cured** though this requires additional equipment and precautions to make sure the food is properly prepared and safe to eat.
- Food can also be cooked just as you would at home **using a pan and stove or campfire** if these items were brought on the encampment.

Food Safety

When it comes to handling raw or uncooked food, certain precautions need to be taken to protect yourself and others from foodborne illnesses such as food poisoning. The most common problems that can cause illness are when germs are passed from unclean hands to foods, food spoiling, or raw meat handled incorrectly.

To avoid spreading germs from your hands:

- Always wash your hands with soap and water after using the restroom or handling any outside materials or tools. Use hand sanitizer if you don't have soap.
- Dry your hands with towels or paper towels that will not be used to dry dishes.
- When sharing food from a bag, always shake food into someone's hand. Do not reach into bags with unclean hands.
- Always wash your hands before handling food.

To keep food from spoiling:

- Perishable items (meats and dairy) must be kept at or below forty degrees.
- Pre-chill your cooler with bags or blocks of ice for at least an hour before packing them. Then use frozen water bottles or sealed bags of ice to keep food cold. The best bottles to use are insulated water bottles because they will stay cold longer than plastic bottles.
- Freeze foods ahead of time and make sure any food that could leak such as raw meat is put into two bags for an extra layer of protection.
- Pack your cooler by putting frozen meat or any food most likely to spoil in the bottom closest to the ice and packing all the food you'll use first at the top.
- Avoid opening the cooler or leaving it open for longer than necessary to keep the inside cold and be sure to use a thermometer to monitor the temperature.

To avoid cross-contamination from raw meat:

- Cut up and package your meat (using two bags) before you leave home to avoid having to pack extra knives and cutting boards.
- If you do cut raw meat at camp, cook the meat immediately and wash everything that touched the raw meat (knives, cutting boards, your hands) with hot water and soap.
- Make sure to use separate knives and cutting boards for food you will not cook such as cheese, fruits, or vegetables.

Food Storage

Once your food has been cooked, or even beforehand, it is essential that it is stored properly. This serves two purposes: to prevent food from spoiling and to keep wildlife out of your food and away from your camp. This last point is the most important since human food can be dangerous for wildlife to consume, and it is also dangerous to have wild animals approach your camp and search for the food.

Follow these safety tips to keep your food safely stored and out of reach of animals:

- **Always check with the parks first to learn their regulations for storing food.** Not following those rules may result in fines, your food being taken away, or removal from the park to protect both the visitors and the animals.
- In Picnic Areas and Campgrounds:
 - o Always keep your food where it is easily available and never leave your food unattended. During the day, keep all of your food stored safely in a cooler. At night, make sure all of your food is secured in a cooler that can be additionally secured against bears, either one that has a locking mechanism or in a metal box or bear box.
 - o Be sure to secure your food, garbage, and other scented items first thing when you get to your campsite. Any odors will attract wildlife
 - o Do not store food in your tent or backpack.
 - o Wash dirty dishes immediately.
 - o Do not attempt to burn excess food. It is very difficult to completely burn food or trash and the remains will still attract wildlife. You should also never dispose of food waste in the wilderness. Pack and store all uneaten food and make sure there aren't a lot of crumbs or trash around the campsite. Treat any other garbage the same as you would food.
- While Backpacking or Hiking:
 - o Check with the park before traveling with food. Some do not allow it at all on hiking trails, while others may provide or require special containers for transporting food.
 - o Choose foods easy to carry, high in nutrition, and do not have strong smells such as tortillas, jerky, nuts, dried fruits, peanut butter, and protein bars.
 - o Take food out of its original package and use resealable bags instead of bottles, jars, and cans, and be sure to dispose of them properly.
 - o Carry food and garbage in plastic bags to contain crumbs and grease that can leave odors in your backpack.

EO.7 – Participate in a Unit or City-Wide Conservation Effort

Conservation efforts within communities can be anything from creating or continuing recycling programs to sponsoring park clean-ups to assisting with wildlife preservation or conservation efforts. Conservation is important for the community because it can ensure clean lands and water for the community to use. It can also bring a community together. It is important to be involved in conservation efforts within your unit and within your community.

Conservation efforts can be as simple as a unit-wide recycling initiative or cleaning up trash in a local park and as big as planting trees or plants in a natural area. Check your local news channel or your city, county, or state government office for information on proposed or ongoing conservation projects. Work with your unit to research the conservation needs in your city or town and help come up with a reasonable plan for everyone to get involved with.

Check the database library and Young Marines website for forms to help you log your conservation efforts.

Chapter 13 – Navigation

PO.4 – Navigation

EO.1 – Locate a Specific Point on a Map Using a Four-Figure Grid Reference

EO.2 – Navigate Familiar Terrain

EO.1 – Locate a Specific Point on a Map Using a Four-Figure Grid Reference

In previous training sessions, you learned how to identify colors on a topographical map and how to equate a map scale with the land area it refers to. Now you will learn to use your map to navigate familiar terrain. The first step in navigation is to locate specific points, mostly your starting point or where you are currently at and your end point or where you intend to go.

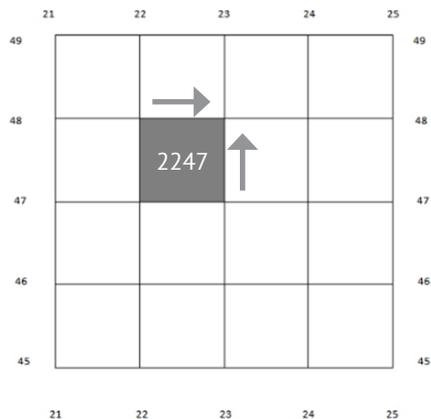
To locate points on your map, you use the grid lines printed over the entire map. Grid lines are the lines printed in blue on topographical maps that run from north to south and east to west, or vertically and horizontally. All the places where the grid lines intersect, or cross, are called points, and these points are used to identify points on your map. You use these points to state locations where you currently are or where you need to get to.

Grid lines are also used to tell the distance between points or features on a map. They can be used with map scales to figure out how far you must travel to get to different points. You need to start with identifying your points, and for that you will use a four-figure grid reference.

Four-Figure Grid Reference

A four-figure grid reference is a series of four numbers that refers to an entire grid square a point is in. To locate or state a point using a four-figure grid, you will use the north-south lines (N-S lines) that run up and down and west-east lines (W-E lines) that run left to right. To begin, always start with the N-S line to the left of your point. Then you will state the W-E line beneath your point.

For example, to state any point inside the shaded box to the left, you always



start with the N-S line to the left of the box. In this case, the N-S line is 22. Next you will state the W-E line below the point which is 47 for this box. The four-figure grid coordinate for any point inside this grid square is 2247. There are no spaces between any of the numbers when you state the point.

You will follow the same process if you are given a four-figure grid coordinate. The first two numbers in your coordinate refer to the N-S line to the left of your point. The last two numbers are your W-E point. Put one finger on the number of the N-S line and one on the W-E line given in your coordinate. Slowly bring your fingers together until they touch but are still on the same numbered lines. The box to the left and above the lines is the box your point is in.

EO.2 – Navigate Familiar Terrain with the Use of a Map

Now that you understand the grid system and how to state and locate grid coordinates, you're ready to use your map to navigate. The first step in navigating any terrain including areas you are familiar with is to locate your starting point. To locate your approximate location on the map:

- Identify two to three prominent landmarks on the ground near where you are such as a hill or water feature, something easily identifiable on a topographical map. Try to use landmarks in different directions such as to the right and left of where you are so that you can more accurately determine your location.
- Locate the landmarks near you on your map.
- Rotate your map until all your landmarks line up with the direction the objects are located on the ground. For example, if you are to the left of a large hill, make sure the hill is also on the left side of your map. If you orient yourself using a stretch of road, make sure that the map lines up and is parallel to the road on the ground.
- Double check landmarks all around you to make sure that features in front of you are in the same position on your map.

Choosing and Planning your Route

The next step in the navigation process is to choose and plot the route you will take from your starting point to your end point. You will begin this step by plotting your end point. Use the steps above to locate your given end point from the four-figure grid coordinate.

You will also need to estimate the distance between your start and end point to know how far you'll need to walk. Measure the distance on the map using a ruler. Compare this distance to the map scale to determine the distance between your points. For example, if the map scale uses one centimeter to equal one hundred meters and your points are four centimeters apart on the map, then they are four hundred meters apart on the ground.

Once you know the distance between your points, you can use features on the map and on the ground to track your progress towards your points.

- **Handrails** are obvious features on the ground you can follow towards your target. Handrails make the trip easier by doing the navigation for you. They could be creeks, trails, power lines, fences, or even slopes of ridges and hills. Look on your map at the land between your two points and try to identify any of these handrails along the way. Using several handrails together can lead you to your target.
- **Collecting features** are landmarks along your route 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 everything you pass. Break down a long route into smaller sections between collecting features. As you pass each one, you will know how much farther you have to walk, and that you are on the right track.
- **Catching features** are the stop signs that tell you that you have gone too far. They should be large or obvious features at the end of your route or just past the end of your route that you would not be able to miss like a creek or a road. Always pick out a catching feature to be sure you have reached the end of your route.

Chapter 14 – Healthy, Drug-Free Lifestyle

PO.5 – Healthy, Drug-Free Lifestyle (HDL)

EO.1 – Educate Peers on the Importance of Being Drug Free

EO.1 – Educate Peers on the Importance of Being Drug Free

An important part of the Young Marine program is our commitment to live a healthy, drug-free lifestyle. A part of this lifestyle is sharing with others why they should be drug-free as well. A big part of reducing the demand for drugs is sharing with your friends, neighbors, and community why drugs are harmful to our bodies and how they are bad for our cities and towns, too. You can teach others why they should be drug-free by teaching HDL classes to your unit, asking your teacher if you can give a class or presentation to your classmates, and talking to people in the community about the dangers of drugs and why you live a healthy, drug-free lifestyle when you do community service or volunteer events. Your task now is to get 10 people to pledge to be drug-free while you are out in the community. You can hand out red chords and use the pledge cards to teach people about the drug-free lifestyle and to help them share their own commitments.

Use the Healthy, Drug-Free pledge sheet that can be found in the database library, Young Marines website, or at your unit to keep track of people who take the pledge.

Chapter 15 – Public Speaking

PO.6 – Public Speaking

- EO.1 – Prepare and Construct a Basic Speech
- EO.2 – Demonstrate Basic Speech Techniques
- EO.3 – Utilize Visual Aids
- EO.4 – Prepare for Audience Questions
- EO.5 – Give a Speech

Public speaking is an important part of the Young Marines program and an important part of being an effective leader. You need to be comfortable speaking in front of small and large groups of people whether formally with a prepared speech, or informally and speaking from the heart in the moment. This chapter will cover basic speech preparation techniques and how to interact with your audience.

EO.1 - Prepare and Construct a Basic Speech

You follow similar steps for speech preparation and writing as you would for essay writing or a similar task. Each of them will be covered in more detail in this section, but the general steps are as follows:

- Choose a topic.
- Determine the purpose and audience for the speech.
- Gather evidence, data, and support.
- Outline and write a draft of your speech.

Choose a Topic

You will usually be given a topic to write your speech on, and it is likely the topic will be very broad. There will be a lot within the topic you could talk about. For example, you may be asked to give a speech on living a healthy drug-free lifestyle, or on the Young Marines program. There are smaller topics within both of these that would help you narrow down what to research, and give your speech a clear focus.

To narrow down your topic, start by brainstorming a list of all the smaller topics within it, or all the things you're interested in speaking about. Once you have a list, choose the top two or three topics you find most interesting, or will be most interesting to the people you are speaking to. You may need to do a little research during this portion of the process to narrow down your thoughts and make sure you can gather enough information.

Choose topics that:

- You are interested in
- Your audience is invested in
- Can be backed up with research, data, or important people's opinions
- You have the ability to research

Avoid topics that:

- Are too broad
- Cannot be backed up by facts or data
- You cannot research or do not have access to information for
- Your audience is opposed to
- You do not believe in

Determine the Purpose and Audience for the Speech

Once you have your topic, decide on the purpose for your speech and who you will be speaking to. These are the two most important pieces of giving a speech.

There are three different purposes for public speaking: **to inform, to persuade, and to entertain**. Your speech may have more than one purpose and may potentially address all three. For example, a speech about the dangers of drugs may both inform and persuade. You may have to inform your audience about the dangers of certain gateway drugs before you can persuade them not to use them. If you are giving this speech to young children, you may have to inform and persuade them as well, but you will also have to entertain them to keep them interested in your speech.

For this reason, it is important to know your audience as well. Ask yourself these questions:

- Who is my audience? Consider everything from age to background to gender.
- What do they know about my topic? Will there be information that they need to know or information you can leave out because they may already know it?
- What are their interests? Is there any information you can include or anything you can do to make them interested or invested in your speech?
- What do they know about you and/or the Young Marines? Will you need to introduce yourself and the program?

Once you have your purpose and have analyzed your audience, you have a starting point for your research.

Gather Evidence, Data, and Support

Regardless of your speech purpose, you will need to gather evidence, data, and support for any point you are making in your speech. If you are informing your audience of your topic, you will need specific details to include. If you are trying to persuade them, you will need facts and data to back up your points. The more evidence you include in a speech from trusted sources, the more your audience will believe and trust in you.

You can gather evidence, data, and support from:

- Print and internet sources such as books, newspapers, or websites
- Observations you make in your community or daily life
- Interviews
- Surveys
- Personal experience

What is important in gathering evidence, is not just the evidence all by itself but what you do with the evidence and how you explain it to your audience. As you gather evidence, here are some questions you can ask yourself to make sure you explain your evidence and work it into your speech effectively:

- I've just stated this point, but so what? Why is it interesting? Why should anyone care?
- What does this information imply?
- What are the consequences of thinking this way or looking at a problem this way?
- I've just described what something is like or how I see it, but why is it like that?
- I've just said that something happens—so how does it happen? How does it come to be the way it is?
- Why is this information important? Why does it matter?
- How is this idea related to my topic? What connections exist between them? Does it support my main idea? If so, how does it do that?
- Can I give an example to better communicate this point?

(The Writing Center, University of North Carolina Chapel Hill, 2018)

You will not need to or be able to answer all of these questions for everything you include in your speech, but you should always make sure to at least state why each point is important and say how it supports your ideas.

Outline and Write a Draft of your Speech

Any speech you give should be clearly organized with an **introduction, body, and conclusion**. To make sure your speech is organized, you should always create an outline before writing your full speech.

When making an outline, divide your paper into three parts for your **introduction, body, and conclusion**. Your **introduction** should state who you are, give a little bit of your background, state your topic, and state the purpose for your speech. The **body** of your speech should contain your main points in order from least to most important, the evidence to back up your points, and an explanation of your evidence and points. Your **conclusion** wraps up your points. Remind your audience what you've just talked about, but most importantly, let them know what they should now do with this information. Now that they have all of this information, what do you want them to do? Most of your speeches will end with a Call to Action, some greater purpose for the speech or something for your audience to do once you've finished speaking.

Your outline should include all of this information, but it does not have to be in great detail. The purpose for an outline is to get your ideas on paper and to put them all in order before you write your actual speech. Outlines might contain only brief ideas, short sentences, or no complete sentences at all.

When you set out to write a full draft, this is when you write down everything you want to say in complete sentences. Use the bones you put down in your outline, all your ideas, and add the meat in your draft, all the words you need to say to get your point across. Make sure to state any sources you used to create your speech as well.

EO.2 – Demonstrate Basic Speech Techniques

Now that you've written your speech, it's time to give it. Below are some tips to help you before and during your speech:

- Always rehearse your speech ahead of time. Make sure you stayed within your given time frame and aren't forgetting large portions of your speech.
- Write down the main points of your speech on note cards so you can refer to them if you forget where you are in your speech. Practice using the note cards so you aren't just reading from the cards.
- Speak slowly and clearly. We have a tendency to speak quickly or mumble when we are nervous, so remember to take deep breaths before beginning, speak each word by itself, and breathe between each sentence and during natural pauses. Again, practice this as you practice your speech.
- Make eye contact with members of the audience. You don't have to stare at just one person. Just let your eyes naturally wander throughout the crowd, looking

at different people as you speak. This helps the audience to better connect with you and your words.

- Be mindful of your body language. Stand tall with good posture. Avoid slouching, crossing your arms, fidgeting too much, or even standing too stiffly. Give your speech as if you are talking with someone you feel comfortable around.
- Think positively. Give yourself a pep talk before your speech and tell yourself how great you are going to do. This will help you to feel less nervous, and it will help you do better while you are speaking. You can also try a power pose: stand with your feet apart, hands on your hips, and your head held high. It will help calm your nerves and make you feel strong.

EO.3 – Utilize Visual Aids

Your speech can also include a visual aid. Visual aids can be as simple as a photograph or poster, and as complex as a PowerPoint presentation, but they are all used to enhance your speech and emphasize the important points you are talking about. Your visual aid should never contain an entire written copy of your speech. It may contain your important points, but it should not have whole portions of your speech on it for you to read from. Use these tips to help you create a visual aid for your speech:

- Create your visual aid after you have written your whole speech. This way you will know which points are most important and which would be the best to include in your visual aid.
- Avoid clutter. Do not use too many pictures, words, or colors on one page or slide. If you are creating a poster, do not make a collage of pictures or words. If you are creating a PowerPoint presentation, do not fill each slide with large boxes of text.
- Avoid using large blocks of text. Your visual aid should not contain large portions of your speech. Instead, include key words, phrases, or points you are making in your speech.
- Explain any jargon or acronyms. The Young Marines uses a lot of words and abbreviations that most people who weren't in the military will not understand. If you include any of these, make sure to explain what they are to your audience.
- Keep it simple. Avoid overly bright colors, complex images or graphics, or any animations or videos that will be hard for your audience to see. You also want to make sure your colors aren't too dark especially if you include words on your slides. For example, blue words on a black background or bright orange words on a white background are very difficult for an audience to see.
- Make sure your visual aid compliments your speech. If you are using a PowerPoint presentation, each slide should contain different points. If you are using a poster, point out different sections as you are speaking.

Overall, your visual aid is there to help make your speech better and highlight the important parts. Be careful not to focus on your visual aid. Refer to it but do not read from it or look at it, instead focus on your audience.

EO.4 – Prepare for Audience Questions

It is always a good idea to ask your audience if they have any questions after you finish your speech. This helps them feel involved in your presentation and may help them to understand anything you talked about that wasn't clear to them right away. Because of this, you may want to let your audience know that you will be holding a question and answer session after your speech. This way they know to hold their questions until the end, and they know to think of some things to ask you. Follow the steps below to help you prepare for questions from your audience:

- It is always a good idea to over prepare for audience questions. You probably did a lot of research for your speech, and you may have information that you did not use. This is good because it means that you have extra information to tell your audience if they have questions about certain points. Always make sure you know a little more than what you included in your speech in case this happens, and you need to explain something in more detail.
- Listen carefully to your audience's questions. Before you respond, you want to make sure you fully understood the question. You might also want to repeat the questions back to your audience to make sure you know what you're being asked.
- Pause and think about your answer before responding. It is fine to wait a few seconds to collect your thoughts before you answer a question. It is also fine to admit you don't know the answer to a question and follow up with saying you will find out the answer and let them know later.

EO.5 – Give a Speech

Now that you've written and practiced your speech and created your visual aid, it's time to give your speech to your chosen audience. For your guidebook sign-off or any other time you are giving a speech in your unit, whoever is listening will use this rubric or one similar to it. It is printed here so you know what your audience is looking for in a well-put-together speech. Look it over while you are writing and practicing your speech to make sure you are hitting all of the important points.

EXPRESSION

1. Facial/Vocal – Young Marine enters into the thought and spirit of the selection and communicates the same to the audience.
2. Introduction and Conclusion
3. Content

4. Variety - Timing, pitch, emphasis (effective for meaning)
5. Appropriate gestures and makes the story come alive

PLATFORM PRESENCE

1. Poise - before audience (at ease in stance, voice and facial expression)
2. Eye Contact - with audience

VOICE AND SPEECH

1. Clearly Audible
2. Words are Understandable - enunciation, pronunciation
3. No Noticeable Interruption - due to forgetfulness and/or use of cue cards

Your evaluator will give you a score from one to five in each category with five being the highest you can score in each category. They will also score you based on your age and grade level so that each evaluation is fair. You will be given your score sheet each time you give a speech so that you can look at your notes, read your feedback, and work on areas that need improvement for next time.

The full rubric can be viewed in **Appendix D**.

Chapter 16 – Leadership

PO.7 – Leadership

EO.1 – Discuss Positive Leaders

EO.2 – Reflect on Leadership Experiences

EO.1 – Discuss Positive Leaders

Now that you're taking on more leadership roles, it's important to pull inspiration from people in your life who are already in leadership roles. Think about someone who has been a positive leader in your life.

Positive leaders will be people who:

- Care about the people they lead and expect them to follow through on their promises,
- Challenge their team to be excellent and push them to be their best without being demanding,
- Unite their team ,
- Connect with each person on their team and get to know them,
- Communicate effectively with everyone ,
- Spread hope and optimism among the team,
- Have a strong vision for the team and help everyone to achieve it.

Think about people who do some or all of these things. Consider what they do, what they say, and how they treat others. Use them as an example of the kind of leader you hope to be. Use the space below to jot down some of their behaviors that you hope to exemplify as a leader.

EO.2 – Reflect on Leadership Experiences

As you start to take on leadership roles in your unit such as team leader, it is important to think about how you're doing as a leader, how you can do better in your role, and how you will do better the next time you are in a leadership position. To do this, one of your superiors, either a more senior Young Marine or an Adult Volunteer, will fill out a Leadership Evaluation Form, or LEF, for you in your position.

Your evaluator will score you based on the Whole Young Marines Concept. This means they will take into account everything about you as a leader. To understand the areas you'll be evaluated on, make sure to look at the billet descriptions in the Appendices. You should also refer to the Young Marines Creed, Obligation, and the Code of Conduct for examples of how Young Marines and Young Marine leaders should act and behave. You've already learned about the Young Marines Creed and Obligation. The Young Marines Code of Conduct is listed below:

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 Marines' core values of Leadership, Teamwork, and Discipline.

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 wellbeing of those for whom I am responsible. I will immediately report any suspicious activity or behavior to a registered Adult Volunteer.

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 school-mates 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 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 Volunteer. 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.

Your evaluator will assign you a rating from Unsatisfactory to Outstanding and a score from 6 to 9.9. They will also explain why you earned the score you received. As a Young Marine and a leader, you should always be learning about how to be a better leader. Once you get your LEF score, you should sit down with your evaluator and talk about your score. Ask them to explain anything that you don't understand and let them help you set goals to improve your leadership skills. You can talk about steps you can take, or you can fill out a handout like you used during Recruit Training during your conversation.

To view the Basic LEF Form, see **Appendix C**.

Chapter 17 – United States History and Citizenship

PO.8 – United States History and Citizenship

EO.1 – Explain the Type of Government in the United States

EO.2 – Perform Community Service

EO.1 - Explain the Type of Government in the United States

The United States of America uses a system of government called **federalism**. We don't hear this word very often, but it means power in our country is shared by **national, state, and local** levels, the three levels of our government.

Our country began as thirteen separate colonies that turned into separate states. Each of these states had its own set of laws, and they all struggled to work together as one union like we are now because they each wanted all the powers of a nation: to make laws, treaties, money, and do business with other nations. However, for all the states to best survive and compete with other nations around the world, leaders in each state agreed they would need to work together. In 1776 the states all agreed to the Articles of Confederation which established a very limited national government could declare war and negotiate peace with one vote from each state.

After the Revolutionary War, this very limited system of government was no longer working. The states were not agreeing with one another once again, so leaders from the states met and created the government we know today by writing and signing the United States Constitution which created a **strong central or national government** that had national powers such as the ability to create federal laws.

The Constitution states that **any power not given to the federal government will go to the state governments and the people**. This is how state and local governments were established: everyone who lives or visits the United States must follow our national or federal laws, but there were still some powers that needed to go to the states such as raising their own taxes and deciding how they wanted citizens in their states to live, work, and behave. We follow all federal laws first and then any laws that apply to the state we live in or are visiting.

This same idea applies to **local** governments which can be as large as a **county or parish** and as small as a **town or township**. Local governments have to decide how they want people who live in their small area to live, work, and behave, so they have their own laws as well. Any power not regulated by federal or state governments is taken care of by local governments.

Following three different sets of laws may sound like it can get confusing at times, but there are rules in place to make it very simple. **Federal or national laws come first before anything else.** The Constitution states no laws can come before a national law and no law can conflict with a national law. This means state and local governments cannot make a law that would go against the United States Constitution. For example, a state cannot outlaw free speech because it is a law of the Constitution. You only obey the laws of the places you live in or are visiting. For example, if you live in New York City, New York, you do not have to obey laws in Los Angeles, California because you do not live in that city or state. The only time you must obey another city or state's laws is if you visit that area. However, you always must obey national or federal laws no matter what state you live in.

EO.2 – Perform 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. You should perform a minimum of **fifty hours** of community service either with your unit or on your own. These hours should also be performed in accordance with the Young Marines Awards Manual. Use the chart in **Appendix E** to record your efforts. You can also print the form in the database library or from the Young Marines website.

Chapter 18 – Fitness, Health, and First Aid

P0.9 – Fitness, Health, and First Aid

- EO.1 – Commit to a Personal Physical Fitness Program
- EO.2 – Pass the Young Marines Physical Fitness Test (PFT)
- EO.3 – Explain Factors Relating to Weight Loss and Gain
- EO.4 – Demonstrate an Understanding of Basic First Aid

EO.1 – Commit to a Personal Physical Fitness Program

The next step in your fitness journey is to create a fitness program that addresses your physical fitness goals. You've already set a physical fitness goal based on your PFT score and learned about the components of physical fitness. Now it is time to put this information together to create a fitness or exercise program that will help you reach your goals. Follow the three steps below to set up your fitness routine. You can use the handout provided by your unit to put your program in writing and to track your progress.

1. **Choose fitness components that will help you meet your goal.** Look at your goal to see which components of physical fitness will most help you reach your goal:

If your goal is to run faster or for a longer amount of time, you need to choose exercises that strengthen your **cardiorespiratory fitness**. You also need to choose exercises that help with **muscle endurance** to keep your whole body strong.

If your goal is to do more push-ups, pull-ups, or sit-ups, then you want to choose exercises that will help with **muscle strength** and **muscle endurance** because you need both for those exercises.

If your goal is to reach further on the V-sit or sit and reach, choose activities that will help you to increase your **flexibility**.

2. **Choose exercises that will help you to reach your fitness goal.** Once you have chosen the fitness components that will be most helpful to you, it's time to choose some exercises or activities from each component to put into your program. Use the chart and your Senior or Advanced Young Marine or Adult Volunteer to help you choose your exercises:

Cardiorespiratory Endurance	Muscle Strength	Muscle Endurance	Flexibility
Running Swimming Biking Walking Hiking	Squats Lunges Calf raises Step ups Sit ups Crunches Push ups Exercises with weights*	Burpees Planks Side planks Squat jumps Crab walks Leg raises Side leg raises	Stretching Yoga Pilates Tai Chi

*Be sure to ALWAYS have adult supervision if you are going to use weights while you exercise. Never use any weights for your fitness program without asking your parents and without someone showing you how to properly use them.

Make sure you track your progress to see how you are improving. When it comes to exercises that address cardiorespiratory endurance, these exercises are easy to track. You know you are improving when you can perform the exercise for a longer period of time or when you can do it faster. For exercises in muscle strength and muscle endurance, you'll need to track how many reps and sets of exercises that you do. A rep is how many times you do each exercise. For example, doing ten squats means you've done ten reps. A set is repeating your reps. For example, you may do three sets of ten reps of squats which means you've done your ten reps, taken a break, done ten more reps, rested again, and then completed one final set. You will track progress for these exercises by being able to complete more reps or more sets of each of these exercises. Each exercise has a different way to count reps and sets, so make sure you get help from a Senior or Advanced Young Marine or an Adult Volunteer in your unit as you are choosing exercises and deciding how many reps and sets to start with.

3. Add warm-up and cool-down exercises to your program. It's always important to warm up your muscles before working out and to cool down afterwards to avoid injuries like pulled muscles or joint problems. Below is a list of warm-up and cool down exercises for you to incorporate into your program.

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

- Arm circles – Full, slow sweeping circles with both arms forward then backwards.
- Side stretch – Reach one arm overhead and the other down the side of the leg. Repeat alternately to the other side.

- Sit and 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.
- Cat back – Flatten lower back to the floor then slowly curl up with arms straight.
- Thigh stretch – Bend one knee, grasp ankle, pull foot gently toward the buttock. Repeat alternately with the other leg. Don't arch the back.
- 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.
- 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.
- Calf stretch – One foot in front of the other with toes pointed straight ahead. Bend both legs (squatting) to stretch the muscle in the rear leg. Repeat with legs further apart and back straight to stretch the calf muscle in the rear leg.

The most important part of a fitness program is making it something you enjoy and look forward to. To make it fun, you can also include activities like sports. Below is a list of some activities you can add to your fitness program or routine instead of conditioning exercises:

- Team sports such as football, basketball, baseball, soccer, etc.
- Dancing
- Kickball or dodgeball
- Tennis
- Golf
- Walking with friends and family
- Swimming

Anything that gets you up, moving, and increases your heart rate is a great activity to add to your program. Make sure to include a balance of conditioning exercises (those listed in the chart) and extra activities you do with others either at home or during drill to keep your fitness program fun and interesting.

Remember any time you are exercising with others it's important to have good 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 mindset when they head out to play. Here are some tips to help you practice good sportsmanship no matter the sport you play:

- Always play by the rules of the game.
- Respect all the referee's decisions without grumbling.
- Accept that your opponents played well and deserved to win.

- Accept victory with humility and modesty.
- Compliment your opponent on his or her play.
- Do not try to gain unfair advantage over your opponent.
- Do not try to win by cheating.
- Remain in control of your emotions and do not resort to violence.
- Remember it is not who won or lost but how you played the game.
- Afterwards, review your performance and make a plan using your fitness program to get better for next time.

EO.2 – Pass the Young Marines 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:

- Measures your current physical fitness level
- Raises your awareness of importance of physical fitness
- Motivates you to participate in physical activities
- Creates an interest in physical fitness as a life-long activity.

Once you complete the PFT, you will receive a score and can earn 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. The score ranges and corresponding awards are listed in the following chart.

	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 II	Physical Fitness Ribbon w/ Roman numeral I

- Young Marines retain their respective ribbons with appropriate devices as long as they meet the established standards above.
- The Perfect Physical Fitness Ribbon is awarded to Young Marines earning a score of 500.

To help you track your progress, use the PFT Score charts in **(Appendix F.)** The charts show the number of repetitions for each exercise by age and percentile. Find your age on the

chart first then find the number of repetitions you did for the exercise. The column all the way to the left shows you the percentile you fall in. This column is very close to the number of points you would earn for the exercise, so you can use this to see where you stand as you continue to exercise and improve your scores.

EO.3 – Explain Factors Relating to Weight Loss and Weight Gain

In Part One of this book, you learned how to read nutrition labels and how to pursue a healthy, balanced lifestyle. This section will discuss even further how to balance your diet to avoid weight gain, how to avoid added sugars, and how to balance your diet and exercise.

Healthy Weight and Added Sugars

According to the Dietary Guidelines for Americans 2015-2020 released by the CDC, Centers for Disease Control, all Americans should follow these general guidelines for a healthy lifestyle:

- Eat plenty of fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products such as cheese and yogurt.
- Eat mostly meats that have low fat, chicken or turkey, fish, beans, eggs, and nuts.
- Avoid saturated fats, trans fats, salt (sodium), and added sugars.
- Stay within your daily calorie needs.

The hardest to avoid is added sugars. Sugar is naturally present in all fruits and many vegetables such as tomatoes and carrots. Sugar is often added, to most of the foods we buy at the grocery store or order while out to eat. Below is a list of foods that you may be surprised have added sugar:

- Low-fat yogurt – up to twelve teaspoons in one cup
- BBQ sauce – up to three teaspoons in two tablespoons of sauce
- Ketchup – one teaspoon in one tablespoon of sauce
- Fruit juice – potentially as much sugar as a can of soda
- Spaghetti sauce – contains natural and added sugars to enhance flavor
- Sports drinks – up to eight teaspoons in a twenty-ounce bottle
- Chocolate milk – two teaspoons in an eight-ounce glass
- Granola – six teaspoons in a 100-gram serving
- Flavored coffee – up to twenty-five teaspoons in a large coffee
- Iced tea – sweetened varieties can contain the same amount of sugar as soda
- Protein bars – may contain up to thirty grams of added sugar similar to a candy bar
- Canned soup – popular brands contain added sugars such as sucrose, barley malt, and maltose

- Cereal bars – low in protein and very high in added sugars
- Canned fruit – often packaged in sugar syrup
- Bottled smoothies – prepackaged smoothies contain up to twenty-four teaspoons of sugar
- Breakfast cereal – up to two teaspoons of sugar in a very small, one-ounce serving

Added sugar can be very harmful to your health when eaten in too large of an amount. Sugar can lead to weight gain because it is high in calories. It can harm your teeth, your heart, and other organs such as your brain. Sugar causes a major spike in your energy level, so you may feel a crash after eating a lot of it. To avoid eating too much added sugar, make sure to read the nutrition labels of anything you buy in the store. Pay special attention to all words that end in -ose because these words are sugar in disguise. **High fructose corn syrup, sucrose, maltose, and dextrose** as well as **natural sugars, palm sugar, coconut sugar**, and other words that may sound natural are all forms of added sugars. Read carefully and avoid choosing foods that have too much added sugars.

Balancing your Diet

Eating a healthy, balanced diet does not mean you can never eat foods you love, or comfort foods. Below you will find some tips from the CDC to help you learn how to eat the foods you love in a healthy way:

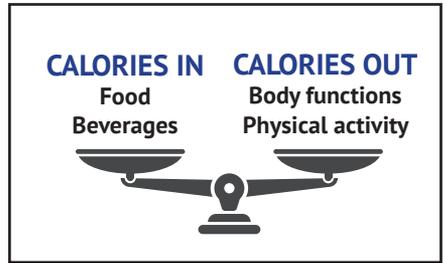
- “Eat them less often. If you normally eat these foods every day, cut back to once a week or once a month. You’ll be cutting your calories because you’re not having the food as often.
- Eat smaller amounts. If your favorite higher-calorie food is a chocolate bar, have a smaller size or only half a bar.
- Try a lower-calorie version. Use lower-calorie ingredients or prepare food differently. For example, if your macaroni and cheese recipe use whole milk, butter, and full-fat cheese, try remaking it with non-fat milk, less butter, light cream cheese, fresh spinach and tomatoes. Just remember to not increase your portion size.
- The point is, you can figure out how to include almost any food in your healthy eating plan in a way that still helps you lose weight or maintain a healthy weight.” (CDC, 2016)

Balance What you Eat with What you Do

The second half of a healthy lifestyle is also living an active lifestyle. Every day your body uses the food you eat as fuel to power it. Just sitting down all day would burn this fuel because your body is doing things even if you are not active such as breathing and pumping blood throughout your body. Whenever you are active like at recess or in a physical

education class, your body uses even more fuel. Anything your body doesn't use during the day gets stored in the form of fat inside your body. You will gain weight if you eat or take in more fuel than you can burn. This can happen if you eat too many unhealthy foods or if you don't get enough exercise.

This is why it is important to balance what you eat with what you will do during the day so you know what your body needs and what it doesn't. For example, if you know you won't be doing much physical activity during the day, like if you are sitting in school all day and don't have any after-school activities, be sure to eat very healthy and in proper amounts so you don't take in too much fuel. Even eating only healthy foods can be bad if you eat too much, so make sure to only eat when you're actually hungry. On the other hand, if you will have a lot of physical activity planned, such as a Young Marine event like a drill meeting or a PFT, make sure to eat enough to fuel your body. You should still stick to healthy choices, though.



Balancing your diet comes on those days where you want to eat something a little extra special such as the comfort foods just mentioned or when you have something higher in sugar or calories. This doesn't have to be a bad thing or mean you have to go run a mile to make up for it. Just make sure you include some physical activity throughout the day such as a walk with your family or a game with your friends to balance the extra fuel you took in.

EO.4 – Demonstrate an Understanding of Basic First Aid

In order to progress out of the Basic Guidebook, you need to complete all of the requirements for the Basic First Aid Award Ribbon. Your Unit Commander will give you more information on the ribbon requirements and will schedule the necessary trainings. Until you receive your training, you can follow these basic steps in the event of an emergency or other situation that would require first aid.

- **Always check out the scene to size up the situation.** Make sure the scene is safe to enter in case there was an accident that would endanger other people in addition to the injured person. Try to figure out what happened to cause the injury or illness and see how many people are involved. You also want to figure out the nature or severity of the illness or injury and see if anyone else is around to help should you need it.
- **If the person is awake and responsive, ask for their permission to help them.** Any time you will help someone you always have to introduce yourself, state what you think is wrong, and describe what you are going to do to help them even if

all you can do is call for help. Ask the person questions to try to figure out what happened and what is wrong with them before calling for help. Send someone to get an adult or call for emergency services; never leave a sick or injured person alone.

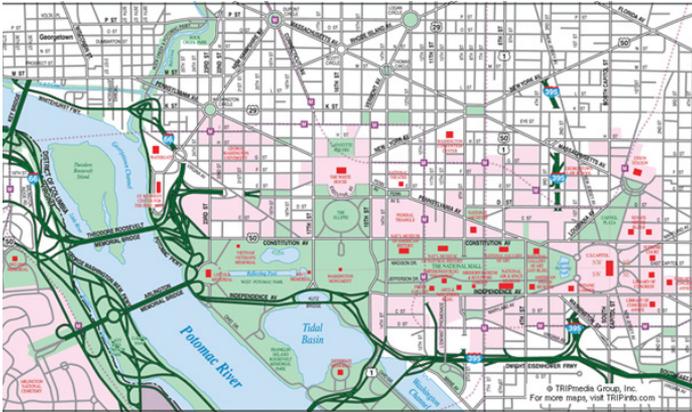
- If the person is unresponsive, which means you've tried repeatedly to get their attention and they cannot respond because they have fainted or are too disoriented, then you are still obligated to help them even if they can't give permission. Helping someone who cannot give consent is covered under a Good Samaritan Law. Every state has its own Good Samaritan Law. Make sure to familiarize yourself with your state's laws as part of your first aid training.
- Send someone to get a first aid kit or use your own personal kit to treat any minor injuries with adult supervision. Your personal first aid kit should contain:
 - o 6 adhesive bandages (Band-aids)
 - o 2 sterile gauze pads, 3-by-3-inch
 - o 1 small roll of adhesive tape
 - o 1 moleskin, 3-by-6-inch
 - o 1 small bar of soap or alcohol pads
 - o 1 small tube of antiseptic
 - o 1 pair of scissors
 - o 1 pair of latex gloves
 - o 1 mouth-barrier device for rescue breathing or CPR
 - o 1 pair of plastic goggles or another eye protection
 - o 1 pencil with paper
- Wait with the person until help arrives in the form of an adult in charge or emergency medical services. Talk to the person to keep them awake and calm.

Appendix A – Types of Maps

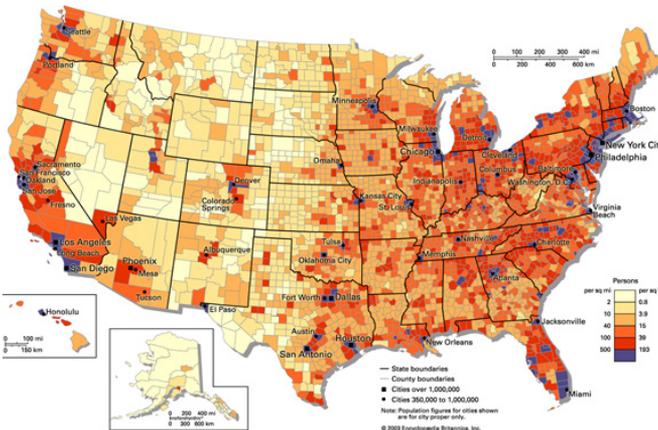
Political Map



Street or Road Map



Statistical Map



Relief Map



Orienteering Map



Topographical Map



Appendix B – Basic Young Marine Billet Opportunities²

Young Marine Team Leader

During Recruit Training you learned how to be an effective team member. Now that you can work as a team with others, you need to practice being a leader on your team. A leader is defined as “a person who has commanding authority or influence.” As a team leader, you will have the authority to direct those in your team, but you will also have the ability to influence them or act as a role model for them, someone they can look to as an example of not only a leader, but as another member of the team. They will also look to you as an example of how to treat one another. As a team leader, you will have certain duties to perform. Before you take on the task be sure to consider the kind of leader you want to be and the example you want to set for your team.

All Young Marine Privates will have the ability to serve as a team leader, so you can begin to develop your leadership skills even at this early stage in your Young Marine career. As a team leader, your job will be as follows:

- Ensure your team members are squared away for inspections and tests such as the PFT. This means more than reminding them these tests are coming up. Be prepared to help them prepare their uniforms, help them out during PT sessions, or help them study for their guidebook tests. This also means you need to be knowledgeable in these areas before you can help your team.
- Assist the Squad Leader with supervision and carrying out all orders and assignments for the squad. A good leader can still perform the duties of a team member and take orders from leaders above them. This is how you set a good example for your team members: by continuing to act for the good of the team.
- Ensure your team is taken care of before yourself. Always look out for the welfare of your team by making sure your team members have chow, shelter, and sleeping comforts before yourself, and checking in on your teammates in tough situations.

Take responsibility for your team’s actions. If your team is successful, then you are successful. This also means if your team fails, you fail. It is your job as team leader to make sure everyone in your team does their very best for the good of each individual and for the good of the team

Young Marine Color Guard Member

One of the leadership roles you can hold in addition to team leader is the role of Young Marine Flag Bearer. You must be at least Young Marine Private to hold this billet. 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 Marines organization and will become part of your unit's Color Guard. When Young Marines carry the colors, they do so with respect and dignity. As a color bearer in a color guard, you are also responsible for the care and maintenance of your flag. Regardless of which flag you carry, always treat it with the utmost respect. As a flag bearer, follow the protocols for carrying the National Colors or the Young Marine Colors.

Carrying the National Colors

The National Colors, also known as the American Flag, National Standard, National Ensign, or even Old Glory, always occupies the same location in a color guard. It is always to the right of all other flags carried. Below are the protocols for carrying the National Colors:

- The National Colors should never be allowed to touch the ground.
- The National Colors are never dipped or lowered except when navigating through buildings, crowds, etc. They are held aloft with pride and dignity at all times.
- In a color guard, the National Colors are held higher than the other flags. Normally the staff can be adjusted for this purpose.

Carrying the Young Marine Colors or Other Flags

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. Use the following protocol when carrying these flags:

- These flags are always to the left of the National Colors in a Color Guard.
- These flags are always held at the same level or lower than the National Colors.
- When performing "Eyes, Right" or rendering honors, these flags will dip.

Young Marine Color Sergeant

Another billet option is that of Color Sergeant. This position is open to **YM/PFC** and above in good standing in the unit. This position is not required for promotion but is another opportunity for leadership. The Color Sergeant should be the senior member of the Color Guard. As the Color Sergeant, the Young Marine is responsible for carrying the National Colors and the overall success of the color guard.

Duties and Responsibilities of a Unit Young Marines Color Sergeant are:

- The continual training and preparedness of the color guard
- Ensuring all members of the color guard are notified of events with times, locations, directions, etc.
- Ensuring members of the Color Guard are appropriately dressed and well-groomed according to the Young Marines Uniform Regulations
- Commanding the Color Guard during events

Appendix C – Basic Leadership Evaluation Form



BASIC TO JUNIOR LEADERSHIP EVALUATION FORM											
Last Name	First Name	MI	Rank	Platoon	Duty Assignment	Date					
Unsatisfactory: This category is generally for a Young Marine who knows the correct thing to do but chooses to do what is not correct. A Young Marine who has most likely been scolded for an inappropriate infraction. This category can also be a Young Marine who is afraid to step out and do what is right.				Above Average: A Young Marine who excels past the average and shows he is not afraid to step out of their boundaries. However, this should not be based on anything that is a skill such as PFTs, drill, or test taking skills. The exception is the Young Marine who shows tenacity in not giving up on weaknesses in these areas.							
Below Average: A Young Marine who has fallen short of what a Young Marine of his current rank should know. A Young Marine who also understands what should happen but chooses to do otherwise. This can include a lack of knowledge, confidence, and willingness to do task associated with their billet and rank.				Excellent: A Young Marine who goes over and beyond normal duties. This Young Marine is not necessarily the most motivated Young Marine but the Young Marine who shows a clear positive distinctive presence in a particular area.							
Average: A Young Marine who does not stand out but does not get into trouble. The average Young Marines is based off the caliber of students that rank attending the Leadership School and based off the prior knowledge required for a Young Marine of that particular rank.				Outstanding: Although this score should be almost unobtainable, this Young Marine has completely demonstrated a high level of understanding of the scored leadership trait. If they have not yet, they are on the way to mastering the trait.							
Unsatisfactory		Below Average		Average		Above Average		Excellent		Outstanding	
5.0 to 5.9		6.0 to 6.9		7.0 to 7.4		7.5 to 7.9		8.0 to 8.9		9.0 to 9.9	
Leadership Evaluation Score Choice:								Please choose a score between within the specified categories and write the justification for the score below.			
Remarks:											

Appendix D – Public Speaking Evaluation Form

PUBLIC SPEAKING EVALUATION FORM

NAME: _____ RANK: _____

SCHOOL: _____

SPEECH TITLE: _____

EVALUATOR: _____

EVALUATOR DIRECTIONS

1. Evaluate the speech to the best of your ability and taking into account the grade level of the Young Marine.
2. Write the Young Marines scores in the appropriate boxes.
3. Be sure to score each of the 10 areas. Total the points.
4. Record the final rating on the appropriate line at the bottom of this evaluation sheet by dividing score by 50.

	Beginning = 1	Emerging = 2	Developing = 3	Maturing = 4	Strong = 5	
A. EXPRESSION	1	2	3	4	5	TOTAL
1. Facial/Vocal – Young Marine enters into the thought and spirit of the selection and communicates the same to the audience.						
2. Introduction and conclusion						
3. Content						
4. Variety - Timing, pitch, emphasis (effective for meaning)						
5. Appropriate gestures and makes the story come alive						
B. PLATFORM PRESENCE	1	2	3	4	5	TOTAL
6. Poise - before audience (at ease in stance, voice and facial expression)						
7. Eye contact - with audience						
C. VOICE AND SPEECH	1	2	3	4	5	TOTAL
8. Clearly Audible						
9. Words are Understandable - enunciation, pronunciation						
10. No Noticeable Interruption - due to forgetfulness and/or use of cue cards						

ACTUAL TIME: _____

TOTAL POINTS _____

Needs Work: 0 - 30 GOOD: 30 – 40 = 90 EXCELLENT: 40 - 50

Appendix F – PFT Score Charts

ONE-MILE RUN/WALK FOR BOYS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds AGE										
PERCENTILE	8	9	10	11	12	13	14	15	16	17+
100	8:48	8:31	7:57	7:32	7:11	6:50	6:26	6:20	6:08	6:06
95	9:00	8:47	8:08	7:45	7:25	7:00	6:33	6:29	6:18	6:14
90	9:23	9:04	8:19	8:00	7:41	7:11	6:45	6:38	6:25	6:23
85	9:38	9:12	8:37	8:14	7:56	7:20	6:59	6:48	6:33	6:32
80	9:56	9:30	8:59	8:27	8:05	7:29	7:09	6:57	6:44	6:40
75	10:15	9:47	9:11	8:45	8:14	7:41	7:19	7:06	6:50	6:50
70	10:39	10:07	9:29	9:01	8:25	7:55	7:29	7:16	6:58	6:57
65	11:05	10:30	9:48	9:20	8:40	8:06	7:44	7:30	7:10	7:04
60	11:27	10:46	10:10	9:46	8:58	8:17	7:59	7:39	7:20	7:14
55	11:55	11:03	10:32	10:07	9:11	8:35	8:13	7:52	7:35	7:24
50	12:08	11:20	10:58	10:25	9:40	8:54	8:30	8:08	7:53	7:35
45	12:30	11:44	11:14	10:54	10:00	9:10	8:48	8:29	8:09	7:52
40	12:54	12:08	11:40	11:25	10:22	9:23	9:10	8:49	8:37	8:06
35	13:23	12:33	12:15	12:00	10:52	10:02	9:35	9:05	8:56	8:25
30	14:10	12:59	13:07	12:29	11:30	10:39	10:18	9:34	9:22	8:56
25	14:57	13:52	13:50	13:08	12:11	11:43	11:22	10:10	10:17	9:23
20	16:08	15:01	14:47	14:35	13:14	12:47	12:11	11:25	11:49	10:15
0	22:40	19:40	23:00	23:32	23:05	24:12	18:10	21:44	20:15	16:45

ONE-MILE RUN/WALK FOR GIRLS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds AGE										
PERCENTILE	8	9	10	11	12	13	14	15	16	17+
100	10:02	9:30	9:19	9:02	8:23	8:13	7:59	8:08	8:23	8:15
95	10:20	10:03	9:38	9:22	8:52	8:29	8:20	8:24	8:39	8:34
90	10:55	10:22	10:08	9:44	9:15	8:49	8:36	8:40	8:50	8:52
85	11:20	10:45	10:19	10:04	9:36	9:09	8:50	8:55	9:11	9:15
80	11:38	10:58	10:42	10:24	10:05	9:30	9:09	9:09	9:25	9:33
75	11:53	11:13	10:52	10:42	10:26	9:50	9:27	9:23	9:48	9:51
70	12:10	11:32	11:00	11:00	10:44	10:07	9:51	9:37	10:09	10:08
65	12:30	11:52	11:22	11:17	11:05	10:23	10:06	9:58	10:31	10:22
60	12:46	12:13	11:40	11:36	11:23	10:57	10:25	10:18	10:58	10:48
55	13:07	12:24	11:58	12:00	11:47	11:20	10:51	10:40	11:15	11:05
50	13:31	12:48	12:08	12:21	12:01	11:40	11:10	11:00	11:44	11:20
45	13:56	13:19	12:30	12:42	12:24	12:00	11:36	11:20	12:08	12:00
40	14:21	13:44	13:00	13:09	12:46	12:29	11:52	11:48	12:42	12:11
35	14:53	14:07	13:29	13:44	13:35	13:01	12:18	12:19	13:23	12:40
30	15:19	14:57	14:00	14:16	14:12	14:10	12:56	13:33	14:16	13:03
25	15:45	15:40	14:30	14:44	14:39	14:49	14:10	14:13	16:03	14:01
20	16:55	16:58	15:43	16:07	16:00	16:10	15:44	15:17	18:00	15:14
0	20:40	24:00	24:00	21:02	24:54	20:45	20:04	24:07	21:00	28:50

ENDURANCE RUN OPTIONS (MODIFIED)

Percentile Scores Based on Age/Test
Scores in Minutes and Seconds **BOYS**
AGE

PERCENTILE	8 *	9 *
95	3:30	3:30
90	3:41	3:42
85	3:49	3:46
80	3:55	3:54
75	4:02	3:59
70	4:09	4:04
65	4:16	4:09
60	4:22	4:14
55	4:31	4:20
50	4:39	4:27
45	4:47	4:33
40	4:57	4:44
35	5:07	4:54
30	5:20	5:05
25	5:40	5:24
20	6:00	5:49
5	6:33	6:30

GIRLS

AGE

8 *	9 *
3:58	3:53
4:06	4:04
4:18	4:13
4:27	4:20
4:34	4:28
4:42	4:37
4:48	4:43
4:56	4:50
5:02	4:57
5:10	5:05
5:15	5:12
5:25	5:23
5:37	5:36
5:50	5:48
6:02	6:02
6:20	6:28
6:56	7:12

CURL-UP FOR BOYS

Percentile Scores Based on Age/Test in No. of Curl-ups in 60 seconds **AGE**

PERCENTILE	8	9	10	11	12	13	14	15	16	17+
100	40	41	45	47	50	53	56	57	56	55
95	38	40	43	45	48	51	54	55	53	53
90	37	38	41	43	47	50	52	53	51	51
85	36	37	40	42	45	48	51	51	50	50
80	35	35	40	40	44	46	49	50	48	48
75	34	34	38	39	43	45	48	49	48	46
70	32	33	36	38	42	43	47	47	46	45
65	31	32	35	37	40	42	45	45	45	44
60	30	31	34	36	39	41	44	44	44	43
55	29	30	33	35	38	40	42	43	42	41
50	28	29	32	34	37	39	41	41	40	40
45	26	27	30	32	35	38	40	40	40	40
40	25	26	30	31	34	36	39	38	38	38
35	23	24	28	29	32	34	37	36	37	36
30	20	22	25	27	30	32	35	35	35	35
25	18	20	23	25	27	30	33	32	31	32
20	14	16	19	20	25	26	28	29	27	27
0	0	1	4	0	7	0	0	0	6	1

CURL-UP FOR GIRLS

Percentile Scores Based on Age/Test in No. of Curl-ups in 60 seconds **AGE**

PERC	8	9	10	11	12	13	14	15	16	17+
ENTI										
LE										
100	38	39	40	42	45	46	47	48	45	44
95	36	38	38	40	43	44	45	46	43	41
90	35	36	37	39	41	42	43	44	41	40
85	33	35	35	37	40	42	42	41	40	38
80	31	34	34	35	39	40	41	40	38	37
75	30	32	32	35	38	40	40	39	37	36
70	30	31	32	33	36	38	39	37	36	35
65	29	30	30	32	35	37	37	36	35	34
60	28	30	29	31	34	36	36	35	34	33
55	27	29	28	30	32	35	35	34	33	31
50	25	27	27	29	31	33	34	32	32	30
45	24	26	26	28	30	31	32	31	30	30
40	23	25	25	27	29	30	31	30	30	28
35	22	23	23	25	27	28	30	28	27	25
30	20	20	21	24	25	26	28	26	25	25
25	18	19	19	20	23	23	25	23	23	22
20	12	13	14	16	20	19	20	20	19	19
0	0	0	0	2	0	0	0	0	0	0

PARTIAL CURL-UP FOR BOYS (MODIFIED)

Percentile Scores Based on Age/Test in No. of Curl-ups every 3 sec. **AGE**

PERC	8	9	10	11	12	13	14	15	16	17+
ENTI										
LE										
95	30	37	35	43	64	59	62	75	73	66
90	27	33	35	40	58	55	58	70	61	63
85	26	30	30	37	54	51	54	67	50	58
80	25	27	29	35	48	48	52	60	48	50
75	22	26	28	30	42	45	50	51	45	50
70	20	23	27	29	36	42	48	50	40	47
65	17	22	25	27	34	40	43	47	38	44
60	17	20	24	26	32	39	40	45	37	42
55	16	19	21	23	31	37	39	42	36	41
50	15	18	20	22	31	35	33	40	34	39
45	14	16	19	21	29	31	31	36	33	33
40	13	15	19	21	27	31	30	32	30	31
35	12	14	16	18	26	30	30	30	29	30
30	11	14	14	18	24	30	28	29	28	28
25	10	11	12	17	22	28	24	26	24	25
20	9	11	10	13	18	21	24	22	23	24
5	7	10	7	8	11	16	21	20	16	19

PARTIAL CURL-UP FOR GIRLS (MODIFIED)

Percentile Scores Based on Age/Test in No. of Curl-ups every 3 sec. **AGE**

PER CEN TILE	8	9	10	11	12	13	14	15	16	17+
95	30	37	33	43	50	59	48	38	49	58
90	27	33	29	40	49	52	44	37	41	50
85	26	30	28	39	43	50	41	35	35	49
80	25	27	27	37	40	46	40	35	32	48
75	22	26	26	34	39	45	37	30	29	44
70	20	23	25	32	34	41	33	30	27	42
65	17	22	25	30	32	40	31	28	26	40
60	17	20	24	27	30	40	30	26	26	40
55	16	19	24	25	29	38	30	25	24	35
50	15	18	21	24	26	36	28	25	23	33
45	14	16	20	23	25	36	26	22	21	30
40	13	15	19	21	24	32	25	22	20	30
35	12	14	18	20	22	29	22	20	20	30
30	11	14	17	18	21	27	21	19	19	28
25	10	11	17	18	19	22	20	15	16	26
20	9	11	12	18	16	20	16	13	15	24
5	7	10	10	14	4	16	10	10	11	11

FLEXED-ARM HANG FOR BOYS (12 and under only)

Percentile Scores Based on Age/Test Scores in Seconds **AGE**

PERCEN TILE	8	9	10	11	12
100	23	24	31	31	30
95	18	20	25	26	25
90	17	18	22	22	21
85	15	16	20	19	19
80	14	14	17	17	16
75	12	12	15	15	15
70	11	11	14	13	13
65	10	10	12	11	12
60	9	8	10	10	10
55	8	8	8	9	9
50	6	7	7	7	8
45	5	5	6	6	6
40	4	5	5	5	5
35	3	3	3	4	4
30	2	3	2	3	2
25	1	2	1	1	1
20	0	0	0	0	0
0	0	0	0	0	0

FLEXED-ARM HANG FOR GIRLS

Percentile Scores Based on Age/Test Scores in Seconds **AGE**

PER	8	9	10	11	12	13	14	15	16	17+
CEN										
TILE										
100	17	20	22	20	21	21	25	28	24	24
95	15	16	19	16	16	19	21	23	21	20
90	13	14	16	14	14	16	18	18	18	18
85	11	12	14	13	13	14	16	15	16	15
80	10	11	12	11	11	12	13	12	13	12
75	10	10	11	9	10	10	11	10	10	11
70	9	9	9	8	8	9	10	9	9	10
65	8	8	8	7	7	8	9	7	7	7
60	7	7	7	6	6	6	7	6	6	6
55	6	6	6	5	5	5	6	5	5	5
50	5	5	5	4	4	5	5	4	4	5
45	4	4	4	4	3	4	4	4	3	4
40	3	3	3	3	2	3	3	3	2	2
35	3	2	2	2	1	1	2	2	2	2
30	1	1	1	1	1	1	1	1	1	1
25	0	0	0	0	0	0	0	1	0	1
20	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0

PULL-UPS FOR BOYS

Percentile Scores Based on Age/Test Scores in Number of Pull-ups **AGE**

PER	8	9	10	11	12	13	14	15	16	17+
CEN										
TILE										
100		7	7		10	11		11		13
95		6	7		9	10		10		12
90		5	6		8	10		10		11
85		5	5		7	9		9		10
80		4	5		6	8		8		10
75		3	4		6	7		8		10
70		3	4		5	7		7		9
65		2	3		5	6		7		8
60		2	2		4	5		7		7
55		1	2		4	5		6		7
50		1	1		3	4		5		6
45		1	1		3	4		5		5
40		0	1		2	3		4		5
35		0	0		1	2		4		4
30		0	0		1	2		3		3
25		0	0		0	1		2		2
20		0	0		0	0		0		1
0		0	0		0	0		0		0

RIGHT ANGLE PUSH-UPS FOR BOYS (MODIFIED)

Percentile Scores Based on Age/Test Scores in # of Push-ups every 3 sec. **AGE**

PER CEN TILE	8	9	10	11	12	13	14	15	16	17+
95	17	18	22	27	31	39	40	42	44	53
90	15	17	21	26	30	35	37	40	41	50
85	14	17	20	24	28	35	32	37	40	46
80	13	15	18	23	25	31	30	35	36	44
75	12	15	18	20	24	30	28	34	34	43
70	11	13	16	19	20	28	25	32	32	41
65	10	12	14	16	20	26	24	31	30	40
60	9	12	14	15	18	24	24	30	30	37
55	9	11	13	15	17	21	22	30	29	35
50	8	10	12	14	15	20	21	27	28	34
45	8	9	12	12	15	20	20	25	25	30
40	7	8	11	10	13	16	18	25	25	30
35	7	8	11	10	12	16	18	24	25	27
30	6	7	10	8	10	12	15	21	23	25
25	6	5	8	5	9	11	13	20	22	23
20	4	5	7	3	7	9	11	18	20	21
5	2	3	4	1	4	4	7	15	15	20

RIGHT ANGLE PUSH-UPS FOR GIRLS (MODIFIED)

Percentile Scores Based on Age/Test Scores in # of Push-ups every 3 sec. **AGE**

PER CEN TILE	8	9	10	11	12	13	14	15	16	17+
95	17	18	20	19	20	21	20	20	24	25
90	15	17	19	18	20	17	19	20	22	22
85	14	17	19	17	17	17	15	20	20	20
80	13	15	17	17	15	15	12	18	19	19
75	12	15	17	16	12	14	11	18	16	18
70	11	13	14	15	11	13	10	16	15	17
65	10	12	14	12	10	12	10	15	13	16
60	9	12	13	11	10	11	10	15	12	16
55	9	11	11	9	10	10	9	15	12	15
50	8	10	10	8	8	10	8	13	12	15
45	8	9	10	8	7	8	5	11	11	14
40	7	8	9	7	5	7	5	11	10	12
35	7	8	8	7	5	6	5	11	8	11
30	6	7	8	6	3	5	5	10	5	9
25	6	5	7	4	2	4	3	7	4	7
20	4	5	4	2	1	3	2	5	3	5
5	2	3	1	1	1	2	1	2	1	2

SHUTTLE RUN FOR BOYS

Percentile Scores Based on Age/Test Scores in Seconds and Tenths **AGE**

PER CEN TILE	8	9	10	11	12	13	14	15	16	17+
100	11.1	10.9	10.3	10.0	9.8	9.5	9.1	9.0	8.7	8.7
95	11.2	11.0	10.5	10.2	9.9	9.6	9.3	9.1	8.9	8.9
90	11.4	11.1	10.7	10.4	10.0	9.8	9.4	9.2	8.9	8.9
85	11.5	11.3	10.8	10.5	10.1	9.9	9.5	9.3	9.0	9.0
80	11.8	11.5	11.0	10.6	10.3	10.0	9.6	9.4	9.1	9.1
75	11.9	11.6	11.2	10.8	10.4	10.1	9.7	9.5	9.2	9.2
70	12.0	11.8	11.3	11.0	10.5	10.1	9.8	9.5	9.3	9.3
65	12.2	11.9	11.5	11.1	10.6	10.2	9.9	9.7	9.4	9.4
60	12.3	12.0	11.6	11.2	10.7	10.3	10.0	9.8	9.5	9.5
55	12.5	12.2	11.8	11.4	10.8	10.4	10.1	9.9	9.6	9.6
50	12.7	12.5	12.0	11.5	11.0	10.6	10.2	10.0	9.7	9.6
45	13.0	12.8	12.2	11.7	11.1	10.7	10.3	10.1	9.8	9.8
40	13.3	13.0	12.4	12.0	11.2	10.8	10.5	10.2	10.0	9.9
35	13.6	13.3	12.7	12.2	11.4	11.0	10.7	10.4	10.1	10.1
30	13.8	13.6	13.1	12.6	11.6	11.1	11.0	10.7	10.3	10.3
25	14.2	14.1	13.6	13.0	12.0	11.4	11.3	11.0	10.6	10.6
20	15.0	14.5	14.5	13.5	12.4	12.0	12.0	11.8	11.1	11.1
0	18.0	18.8	16.9	16.8	16.1	16.4	19.9	19.8	23.0	23.0

SHUTTLE RUN FOR GIRLS

Percentile Scores Based on Age/Test Scores in Seconds and Tenths **AGE**

PER CEN TILE	8	9	10	11	12	13	14	15	16	17+
100	11.8	11.1	10.8	10.5	10.4	10.2	10.1	10.0	10.1	10.0
95	12.0	11.3	11.1	10.6	10.5	10.4	10.3	10.1	10.2	10.2
90	12.1	11.5	11.3	10.8	10.7	10.5	10.5	10.3	10.4	10.3
85	12.2	11.7	11.4	11.0	10.8	10.6	10.6	10.4	10.5	10.4
80	12.4	11.9	11.6	11.1	10.9	10.8	10.8	10.6	10.6	10.6
75	12.6	12.1	11.8	11.2	11.0	10.9	10.9	10.7	10.7	10.7
70	12.8	12.2	11.9	11.4	11.2	11.0	11.0	10.8	10.8	10.9
65	12.9	12.5	12.1	11.5	11.3	11.1	11.2	11.0	10.9	11.0
60	13.0	12.7	12.2	11.7	11.4	11.2	11.3	11.1	11.0	11.1
55	13.3	12.9	12.4	11.9	11.5	11.4	11.4	11.2	11.2	11.2
50	13.5	13.0	12.6	12.1	11.7	11.5	11.6	11.4	11.4	11.3
45	13.7	13.2	12.8	12.2	11.9	11.6	11.7	11.5	11.5	11.5
40	13.9	13.4	13.1	12.5	12.1	11.8	11.9	11.7	11.7	11.7
35	14.3	13.7	13.3	12.8	12.3	12.0	12.1	11.9	11.9	11.9
30	14.8	14.0	13.7	13.0	12.5	12.4	12.5	12.2	12.2	12.1
25	15.2	14.6	14.2	13.4	12.9	12.8	12.9	12.6	12.6	12.7
20	16.2	15.6	15.0	14.0	13.4	13.4	14.0	13.2	13.2	13.2
0	20.5	20.5	17.8	20.6	16.1	19.8	21.4	16.6	15.4	19.8

SIT AND REACH FOR BOYS (MODIFIED)

Percentile Scores Based on Age/Test Scores in Centimeters **AGE**

PER	8	9	10	11	12	13	14	15	16
CEN									
TILE									
99	31	31	30	31	31	33	36	37	38
95	30	30	29	30	30	32	34	36	37
90	29	29	28	29	29	30	33	34	36
85	28	28	28	28	29	29	31	33	35
80	27	28	27	27	28	28	30	32	34
75	27	27	26	26	27	27	30	32	32
70	26	26	26	26	27	27	29	31	31
65	25	25	25	25	26	26	28	30	30
60	25	25	24	24	25	25	27	29	29
55	24	24	23	23	24	24	26	28	28
50	23	23	22	23	23	23	25	27	27
45	23	22	21	22	22	22	24	26	26
40	22	22	20	21	21	20	23	24	25
35	20	20	18	18	18	18	21	22	21
30	18	18	17	16	16	15	18	19	18
25	16	16	12	12	13	12	15	13	11

SIT AND REACH FOR GIRLS (MODIFIED)

Percentile Scores Based on Age/Test Scores in Centimeters **AGE**

PER	8	9	10	11	12	13	14	15	16
CEN									
TILE									
99	33	33	33	34	36	38	40	43	42
95	32	32	32	33	35	37	39	42	41
90	31	31	31	32	34	36	38	41	39
85	30	30	30	31	33	35	36	40	38
80	30	30	29	30	32	33	36	39	37
75	29	29	29	30	32	32	35	37	36
70	28	28	28	29	31	31	34	37	35
65	28	28	28	29	30	31	33	36	34
60	27	27	27	28	29	30	32	34	33
55	26	26	27	27	28	29	31	33	33
50	25	25	26	26	27	27	30	32	32
45	24	24	25	25	26	26	29	32	31
40	23	23	24	24	25	24	28	31	30
35	22	22	22	23	23	23	26	30	28
30	21	21	21	22	22	22	24	28	26
25	19	20	19	20	20	20	23	25	23
20	17	17	16	16	15	17	18	19	14

V-SIT REACH FOR BOYS

Percentile Scores Based on Age/Test Scores in Inches **AGE**

PER CEN TILE	8	9	10	11	12	13	14	15	16	17+
100	3.0	3.0	4.0	4.0	4.0	3.5	4.5	5.0	6.0	7.0
95	2.5	3.0	3.0	4.0	3.0	3.0	4.0	5.0	5.5	6.0
90	2.0	2.0	3.0	3.0	3.0	2.5	3.5	4.0	5.0	5.5
85	2.0	2.0	2.0	2.5	2.0	2.0	3.0	4.0	4.5	5.0
80	1.0	1.5	2.0	2.0	2.0	1.5	2.5	3.0	4.0	4.5
75	1.0	1.0	1.5	2.0	1.5	1.0	2.0	3.0	3.5	4.0
70	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.5	3.0	3.5
65	0.5	1.0	1.0	1.0	1.0	0.5	1.0	2.0	3.0	3.0
60	0.0	0.0	0.5	1.0	0.0	0.0	1.0	2.0	2.0	3.0
55	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	2.0	2.0
50	-1.0	-0.5	0.0	0.0	-0.5	-1.0	0.0	1.0	1.5	1.5
45	-1.0	-1.0	0.0	-1.0	-1.0	-1.0	0.0	0.0	1.0	1.0
40	-1.5	-1.5	-1.0	-1.0	-2.0	-2.0	-1.0	0.0	0.5	1.0
35	-2.0	-2.0	-2.0	-2.0	-2.0	-2.5	-2.0	-1.0	0.0	0.0
30	-3.0	-2.5	-2.5	-3.0	-3.0	-3.0	-2.0	-2.0	-1.0	-1.0
25	-3.0	-3.0	-3.5	-3.5	-4.5	-4.0	-4.0	-3.0	-3.0	-2.0
20	-4.0	-5.0	-5.0	-5.0	-6.0	-6.0	-5.0	-5.0	-4.0	-4.0
0	-10.0	-13.0	-12.0	-10.0	-12.0	-12.5	-12.0	-10.0	-12.0	-10.0

V-SIT REACH FOR GIRLS

Percentile Scores Based on Age/Test Scores in Inches **AGE**

PER CEN TILE	8	9	10	11	12	13	14	15	16	17+
100	4.5	5.5	6.0	6.5	7.0	7.0	8.0	8.0	9.0	8.0
95	4.0	5.0	5.0	6.0	6.0	6.0	7.0	7.5	8.0	7.5
90	4.0	4.0	5.0	5.0	6.0	6.0	6.5	7.0	8.0	7.0
85	3.5	4.0	4.0	5.0	5.0	5.0	6.0	6.5	7.0	6.0
80	3.0	3.5	4.0	4.5	5.0	5.0	6.0	6.0	7.0	6.0
75	3.0	3.0	3.0	4.0	4.5	4.5	5.0	6.0	6.0	5.5
70	2.5	3.0	3.0	4.0	4.0	4.0	5.0	5.0	6.0	5.0
65	2.0	2.0	3.0	3.0	3.5	3.5	4.5	5.0	5.5	4.5
60	2.0	2.0	2.5	3.0	3.0	3.0	4.0	4.5	5.0	4.0
55	1.5	2.0	2.0	2.5	3.0	3.0	4.0	4.0	4.5	4.0
50	1.0	1.0	2.0	2.0	2.5	2.5	3.5	3.5	4.0	3.5
45	1.0	1.0	1.0	1.5	2.0	2.0	3.0	3.0	4.0	3.0
40	0.5	0.0	1.0	1.0	2.0	2.0	2.5	2.0	3.0	2.5
35	0.0	0.0	0.5	1.0	1.0	1.0	2.0	2.0	2.5	2.0
30	0.0	-0.5	0.0	0.0	0.5	0.5	1.0	1.0	2.0	1.5
25	-1.0	-1.0	-1.0	-0.5	0.0	0.0	0.0	0.5	1.0	1.0
20	-2.5	-3.0	-2.5	-3.0	-2.5	-2.5	-1.5	-1.0	-0.5	-1.0
0	-6.0	-11.0	-17.0	-11.0	-11.0	-11.0	-10.0	-10.0	-6.0	-12.0

Appendix G – Additional Uniform Regulations³

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 Marines uniform is worn during drills (meetings) or other authorized Young Marines activities as determined by the Unit Commander.
2. Young Marine Uniform. The official uniform in the Young Marines program for youth is the woodland pattern camouflage blouse, trousers, khaki web belt, black boots, cover, and white crew-neck T-shirt as shown in Figure 8-a. The camouflage uniform can only be modified as in Figure 8-b. Either the red National T-shirt or the unit T-shirt can be substituted for the white T-shirt at the unit level. 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, jump wings, lanyards, or other uniforms such as the digital uniform. The unit may designate a Physical Training (PT) uniform consisting of shorts, T-shirt, white socks, and athletic shoes, as in Figure 8-c. A sweatshirt and pants may be added for cold weather. The Service "A" (Alphas) Figure 8-E and 8-F, Service "B" (Bravos) Figure 8-G and 8-H and Service "C" (Charlies) Figure 8-I and 8-J 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, B and C uniforms only. 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 YM red polo shirt. The Service A, B, and C uniforms are optional; however, they may be required for selected National events.
 - a. Young Marines ranked Private through Lance Corporal must wear the woodland pattern camouflage uniform.
 - b. Young Marines ranked Corporal or higher are authorized to wear Service "B" and "C" uniforms.
 - c. Young Marines ranked Staff Sergeant or higher are authorized to wear Service "A" uniforms.

³ Extracted from Chapter 8 of the Adult Volunteer Manual.

Official Camouflage
Uniform
(Figure 8-a)



Modified Camouflage
Uniform
(Figure 8-b)



PT Uniform
(Figure 8-c)



Service "A" (Alpha)
Uniform Male
(Fig. 8-e)



Service "A" (Alpha)
Uniform Female
(Fig. 8-f)



Service "B" (Bravo)
Uniform Male
(Fig. 8-g)



Service "B" (Bravo)
Uniform Female
(Fig. 8-h)



Service "C" (Charlie)
Uniform Male
(Fig. 8-i)



Service "C" (Charlie)
Uniform Female
(Fig. 8-j)



Note: Females may wear either the trousers or the skirt with the Alpha, Bravo, and Charlie Uniforms.

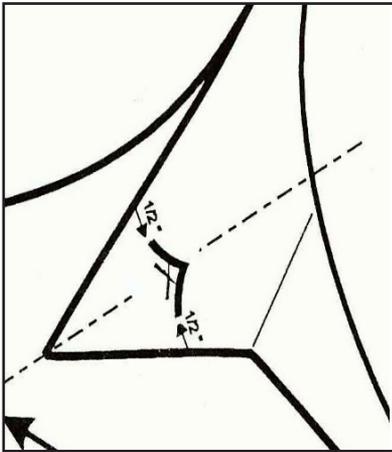
3. **Care and Wear of the Uniform.** The Young Marine is responsible for keeping their uniform clean and neatly pressed at all times. The parts of the uniform are:
 - a. **Cover.** The woodland-style authorized camouflage utility cap is worn with the authorized woodland-style camouflage uniform. The cover will be machine or hand laundered in warm water. It may be starched or sized but may not be bleached. The authorized cover comes with the ironed on Marine Corps emblem and is authorized by all personnel. Adults and Young Marines do not wear rank or any other device on their covers. When indoors, covers will not be worn with the exception of ceremonial purposes (color guard, inspection, graduations, etc.)
 - b. **Camouflage Blouse.** Worn with Young Marines olive drab breast pocket patch centered above the left breast pocket, flush to the pocket seam and flush to the edge of the pocket, (see Figure 8-k). The Young Marine shoulder patch is worn on the wearer's left sleeve with the unit designation arc centered above the patch, flushed on the shoulder seam, (see Figure 8-l). The shoulder patch should not be ironed or creased. The blouse will be machine or hand laundered in warm water. It may be starched



Front blouse patches and ribbons
(Figure 8-k)



Left shoulder patches
(Figure 8-l)



Chevron Placement Diagram
(Figure 8-m)



Sleeves

or sized but may not be bleached. Young Marine of the Year (YMOY) rocker is to be worn on wearer's left sleeve centered below the Young Marine shoulder patch.

- c. **Sleeves.** The policy within the Young Marines is one of health and safety. The Unit Commander (UC) will decide if the sleeves should be rolled up or not depending on factors such as weather and training. The simple rule of thumb is if it is hot, roll them up. If it is cold, roll them down. There will be times during selected training when it will be logical to roll sleeves down during warm weather. For example, performing map and compass in the field may require sleeves to be down to protect against ticks, other insects, scrapes and scratches. There may also be times during cold weather when the UC may want sleeves rolled up for the purpose of presenta-

tion. For example, presenting the colors prior to a banquet which would be indoors and having sleeves up may give a better appearance. In all events, the safety and wellbeing of the Young Marine comes first.

- 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 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 Marines Awards Manual. They are preferably worn in rows of three, (see Figure 8-k). However, they may also be worn in rows of four. Ribbons that become soiled or faded should be replaced. On female coats/blouses with horizontal pockets, ribbons will be worn as prescribed above. On female khaki shirts and coats without the faux pocket, the bottom of the ribbon bar is worn centered and even between the first and second buttons on the dress uniform.

- e. **Additional Awards and Devices.** The Distinguished Order of Merit (DOM) will be worn as follows: the subdued patch of the badge will be permanently affixed to the right breast pocket of the official Young Marines woodland style camouflage uniform. On female khaki shirts and coats without the faux pocket, the Gold Badge will be placed even with or up to two inches above the first visible button and centered so they are in about the same position as when worn on the coat. For males, the Gold Badge will be placed centered 1/8" above right breast pocket. It can also be worn on a blazer or displayed as in a shadow box. The Presidential Service Volunteer Award may be worn centered on the left breast pocket flap. For the female blouse where there are no pockets, the award will be worn 1/2 inch below the lowest row of ribbons and centered. Only the senior Presidential Service Volunteer Award awarded may be worn.



- f. **Shoulder Cord.** The Shoulder Cord will be worn by the National and Division Young Marines of the Year. The National Shoulder Cord is gold and Division Shoulder Cord is blue. The Shoulder Cord will be worn on the right shoulder of the Dress Uniform or attached with a small khaki button to match the shirt.



g. **Chevrons.** Rank insignia 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 $\frac{1}{2}$ inch from the edge of the collar (See Figure 8n).



Edge of the collar
(Figure 8n)

h. **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. The unit T-shirt or the red National T-shirt may be substituted by the Unit Commander for such events.

i. **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 8-o). The trouser will be machine or hand laundered in warm water. It may be starched or sized but may not be bleached.



Right rear trouser
pocket patch
(Figure 8o)

j. **Khaki Web Belt.** Worn with the Marine Corps style brass or anodized buckle and tip. The length of belt slack should be 2-4 inches.

k. **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) boots, or the old-style black 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.

l. **Unit or Special T-Shirts.** Each unit is authorized to have a unit T-shirt with the unit name and logo imprinted on the shirt. Colors may vary. These T-shirts may 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 uniforms items and items used on Young Marine activities must be marked with the Young Marine's 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 inside only, upside down near the buckle end
 - b. Cover- inside on the sweatband
 - c. Blouse- inside, centered on the neckband
 - d. Skivvies- inside the waistband
 - e. Gloves- inside at the wrist
 - f. Necktie- on the inside of the neck loop
 - g. Dress Shirts and Undershirts- inside, centered on the neckband
 - h. Shoes/Boots- inside near the top
 - i. Socks- outside on top of the foot
 - 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- upside down, inside the wearer's left front waistband
 - l. PT Shorts- upside down, inside the wearer's left front waistband
 - m. Bag, Duffel- on the outside of the bottom of the bag
 - n. Coats- inside, centered on the neckband
 - o. Neck tabs- inside, centered on the neckband

5. **Responsibility for the Uniform.** Follow these rules to help safeguard uniform:
 - a. Don't leave uniform unattended.
 - b. Mark name in every item of clothing.
 - c. Promptly replace damaged, worn, or poorly fitting uniform.

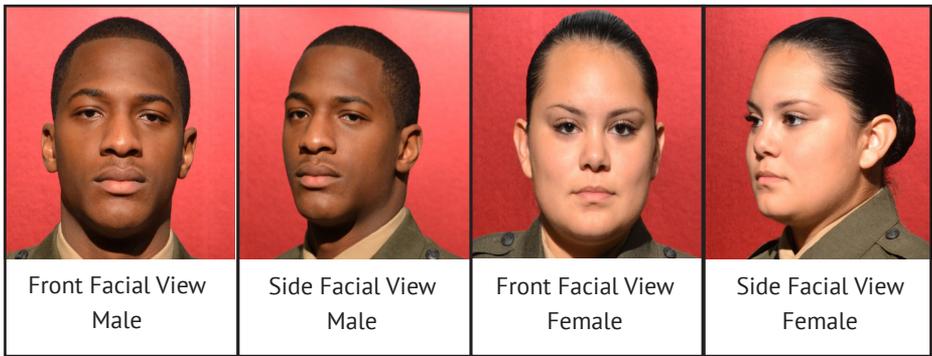
6. **Grooming and Personal Appearance Standards.** Young Marines shall adhere to the following standards:
 - a. **Male Young Marines.**
 - 1) **Hair Length.** Hair will be neat and closely trimmed. The hair may be clipped at the edges of the side and back and will be evenly graduated all the way around the head (blended or faded and not edged as an outline) from zero length at the hairline in the lower portion of the head to the upper portion of the head. Hair will not be over three inches in length fully extended (an extended hair, not the style, determines proper length) on the upper portion of the head. The bulk of the hair shall not exceed approximately two inches. Bulk is defined as the distance that the mass of hair protrudes from the scalp when styled. The back and sides of the head below the hairline may be shaved to remove body hair.
 - 2) Sideburns will not extend below the top of the orifice of the ear, as indicated by the line A-A' in figures 2-11 and 2-12. Sideburns will not be styled to taper, flare or come to a point. The length of an individual hair of the sideburn will not exceed 1/8 inch when fully extended.
 - 3) No male Young Marine will be required to have his entire hair length clipped to the scalp except when such action is prescribed by a medical officer. This does not prohibit a male Young Marine from having his hair clipped (or shaved) to the scalp if he so desires.
 - 4) **Hair Style.** 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 hair styles will conform to the natural shape of the head without eccentric directional flow, twists or spiking. One (cut, clipped or shaved) natural, narrow, fore and aft off centered part (placed no further

than the outer corner of the eye and will not extend down the back of the head) is authorized. The following hair style types are considered eccentric and are not authorized (this list is not all inclusive):

- a) hair styling which include single patches of hair on the top of the head (not consistent with natural hair loss);
- b) hair styled to run as a strip down the center of the scalp (i.e. "Mohawk" fashion);
- c) hair styled to leave an unusually large open (bald) area on the top of the head (not consistent with natural hair loss); and
- d) hair styles which include the etching of letters, signs or figures, not considered natural in appearance. Braiding of the hair is not authorized for male Young Marines. When used, hair gel/mousse should provide a conservative, natural appearance.

5) Hair Color. If applied, dyes, tints, bleaches and frostings, which result in natural colors, are authorized. The hair color must complement the person's complexion tone. Color changes that detract from a professional image are prohibited.

6) Beards are unauthorized. However, mustaches and sideburns may be worn, permitting 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.



7) The only jewelry permitted is watches, Red Cord, medical items, religious medallions, class or Young Marines ring. All jewelry will be removed for physical training.

b. Female Young Marines.

1) Grooming.

a) Hair Regulations. The requirement for hair regulations is to maintain uniformity within a military population. Female Young Marine hairstyles require non- eccentric and non-faddish styles, maintaining a conservative, professional appearance. For the purpose of these regulations, women's hairstyles will be organized into three basic categories; short length, medium length, and long hair.

(1) **Hair Length.**

(a) Short Hair Length. Short hair is defined as hair length that extends no more than one inch from the scalp. Bangs, if worn, may not fall into the line of sight, may not interfere with the wear of all headgear, and when worn with headgear must lie neatly against the head. The width of the bangs may extend to the hair-line at the temple.

(b) Medium Hair Length. Medium hair is defined as hair that does not extend beyond the collar's lower edge (in all uniforms) and extends more than one (1) inch from the scalp. Medium hair may fall naturally in uniform and is not required to be secured. When worn loose, graduated hair styles are acceptable, but the

length, from the front to the back, may not exceed one-inch difference in length, from the front to the back. The regulations for the wear of bangs detailed above are relevant. No portion of the bulk of the hair as measured from the scalp will exceed approximately two inches.

(c) **Long Hair.** Long hair is defined as hair that extends beyond the collar's lower edge. Long hair will be neatly and inconspicuously fastened or pinned, except that bangs may be worn. The regulations for the wear of bangs detailed above are relevant. No portion of the bulk of the hair, as measured from the scalp, will exceed approximately two inches (except a bun, which may extend a maximum of three inches from the scalp) and no wider than the width of the head.

(2) **Hairstyles.** Faddish and exaggerated styles to include shaved portions of the scalp other than the neckline, designs cut in the hair, unsecured ponytails and unbalanced or lopsided hairstyles are prohibited. Hair will be styled so as not to interfere with the proper wear of all uniform headgear. All headgear will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. When headgear is worn, hair should not protrude at distinct angles from under the edges. Hairstyles, which do not allow the headgear to be worn in this manner, are prohibited.

Examples of hairstyles considered to be faddish or exaggerated and thus not authorized for wear in uniform are (this list is not all-inclusive); locks and twists (not including French rolls/twists), hair sculpting (eccentric directional flow, twists, texture or spiking), buns or braids with loose hair extending at the end, multiple braids that do not start at the top of the head, hair styles with severe angles, and loose unsecured hair (not to include bangs) when medium/long hair is worn up.

(a) **Braids.** Medium and long hair may be braided. Multiple braiding (defined as more than two braids) is authorized. When worn, multiple braids shall be of uniform dimension, small in diameter (approx. ¼ inch), show no more than 1/8 of an inch of scalp between the braids and must be tightly interwoven to present a neat, professional, well-groomed appearance. Foreign material (i.e., beads, decorative items) shall not be braided into the hair. Braids must continue to the end of the hair in one direc-

tion, in a straight line, and can be worn loose per medium hair length guidelines or secured to the head in the same manner as described for medium or long length hair styles. Ends shall be secured only with inconspicuous rubber bands. If multiple braids are worn they must encompass the whole head.

(b) **Hair Extensions.** Hair extensions are authorized for medium and long hair only. Extensions must have the same general appearance as the individual's natural hair.

(c) **Wigs.** Wigs, if worn in uniform, must look natural and conform to the above regulations.

(3) **Physical Training (PT).** Short length hair may be worn down for organized PT, except when considered a safety hazard. Long/medium hair must be secured. Pony tails are authorized. When hair-securing devices are worn (i.e., small pony tail holders...), they must be consistent with the hair color.

(4) Examples of hair accessories not authorized for securing hair for PT or in uniform are; barrettes, scrunchies, bows, ribbons, alligator clips, hair nets.

(a) **Hair Accessories,** except in PT situations, inconspicuous hairpins and bobby pins, rubber bands if required, are authorized. Hairnets will not be worn unless authorized for a specific type of duty such as, while serving food.

(b) 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.



(5) The hallmark of a female Young Marine is a neat and squared away hairstyle that compliments the individual YM and stays within regulations. The styles chosen for demonstration give basic instruction on the most common styles suitable for most hair types. It is understood that every YM's hair length, texture and volume are different and might have to work individually with some Young Marines to find a style that works best. Pictures of products and items commonly used and where to get them is included. This IS NOT a recommendation or endorsement to purchase any of these products; they are a guide to help YMs create a lasting style if wearing their hair in this manner is not something they have done before. YMs may choose whatever products they like and whatever style suits them to best meet regulations and not be eccentric.

Exhibit 1: Product Suggestions



- (1) Hair gel/smoothing cream (any brand or product that will reduce flyaways)
- (2) Fine/Medium tooth comb-bristle brush for smoothing
- (3) Hair ties (need to match YM's hair color)
- (4) Form made from sock or foam donut if sock bun style is chosen (Dollar Store, CVS, and Walmart, Sally's Beauty Supply or most major retailers. They can be purchased for between 1-4 dollars. They also come in different sizes and colors so purchase based on hair length/color)
- (5) Bobby pins are smaller and work well for fine hair and can be found at any major retailer. For thick hair, hair pins work best. They are harder to find but Sally's Beauty Supply or any beauty supply retailer should carry them.
- (6) Hair spray/Freeze spray. Different brands all work well. This is a freeze spray or a very heavy hold hair spray. Sally's or any beauty supply place will carry this item. It runs about nine dollars and one can will last a very long time. This locks in style and prevents fly-away hair.

Exhibit 2: How to do the "Sock bun"



- (1) Hair should first be brushed thoroughly. A mister or gel may be used to wet hair prior to brushing.
- (2) Apply gel type product liberally and use a fine or medium tooth comb to get all bumps out. This will result in a neat, wet slicked back look.
- (3) Secure hair into a low pony tail with hair ties the color of YM's hair. Use foam/sock donut (they come in small and large sizes, use size appropriate for the length of hair) and pull low pony tail through the donut. Make sure at this point the donut is low enough so it will not interfere with the wearing of YM cover.

- (4) Fan hair out neatly around the donut and secure with a second hair tie. This will present nice neat bun in the center with excess hair sticking out around the bun.
- (5) Start at any point and twist excess hair around the bun, keep twisting and pinning until all hair is twisted around base of the bun in a ropelike fashion. Bobby pin frequently to ensure there are no flyaways. Spray with freeze spray to lock in the style and make sure all wisps are secure.

Exhibit 3: How to make a donut from a sock



- (1) Cut the toe area off the sock.
- (2) Roll sock outward from the toe end toward the elastic end until a donut shape is formed.

Exhibit 4: How to do the French braid



- (1) Starting at the top French braid hair down center of head and secure with hair tie at very end. Tuck tail of braid at the base of the head making sure it is tucked high enough to not touch the lower end of the collar.
- (2) Two French braids down each side of the head with the ends tucked or gathered at the base also is acceptable and not considered eccentric. Example in picture above. This works well for very thick, long hair.

Exhibit 5: How to do the low braid

- (1) Start braid low and secure ends with hair tie.
- (2) Roll up bottom of braid and tuck under.
- (3) Secure with bobby pins and make sure folded braid does not extend past the lower edge of the collar.



These styles and products are only suggestions. If there are any questions, please reach out to any female staff member or Unit Commander. Our Young Marines “YouTube” page has many hair tutorials for reference.

- b) **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. The completed look should be a natural one. Cosmetics with a sparkle/glitter or similar finish are not authorized for wear (to include in the hair). Exaggerated or faddish cosmetic styles are considered inappropriate and shall not be tolerated. Excessive make-up (example: over drawn eyeliner) that detracts from the professional look of a Young Marine will be asked to be removed upon UC discretion.
- c) **Nails.** Fingernails will be kept clean and neatly trimmed so as not to interfere with performance of duty, detract from military image or present a safety hazard. Nail Length will be no longer than ¼-inch from the tip of the finger. Clear nail polish is the only authorized nail polish color authorized in any Young Marine uniform. Acrylics and press on nails are not authorized in uniform.
- d) **Jewelry.** The only jewelry permitted is watches, stud earrings, Red Cords, medical items, religious medallions, class or Young Marines ring. All jewelry will be removed for physical training activities. Small, polished gold or silver ball earrings, 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. Gauges are not authorized.

7. **Standards for Optional Young Marine Uniforms.**

- a. **An excerpt from Marine Corps Uniform Regulations.** Any individual wearing the Marine Corps uniform or variation of, is expected to reflect the high personal appearance standards and Esprit de Corps that all Marines in uniform represent. To this end, particular attention will be paid not only to the correct and military wear of uniform components, but also to the individual's personal and physical appearance. All personnel exercising the privilege of wearing the Marine Corps service uniform will comply fully with Marine Corps grooming standards.
- b. **Young Marines Service Uniforms.** All Young Marines Service Uniforms are optional; however, they may be required for selected national events. Young Marines are au-

thorized to wear Young Marine modified equivalent uniforms of U. S. Marine Corps Alpha, Bravo, and Charlie uniforms as described below. There is no Young Marines version of the U.S. Marine Corps Dress Blues Uniform or its variants. The Dress Blue Uniform or any variation of this uniform is not authorized for wear by Young Marines.

a. **Service “A” (Alphas).** This uniform is appropriate for formal and semi-formal occasions. The Young Marine must be a Staff Sergeant or higher to be authorized to wear the Service “A” uniform.

- 1) Garrison Cover with the Young Marines Disc Insignia, a solid gold colored anodized brass emblem depicting the Young Marine logo, placed over the insignia slot located on the left side of the cover.
- 2) Service Coat with the Young Marine shoulder patch worn on the left sleeve with the unit designation arc centered above the patch on the shoulder seam. Young Marines shall wear the Disc Insignia, a solid gold colored anodized brass emblem depicting the Young Marines logo on the collars over each insignia slot.



- 3) Khaki long sleeve shirt with rank insignia on each collar. Females may wear both the long or short sleeve khaki shirt and green neck tab with this uniform. Female khaki shirts will be worn outside the skirt/slacks. The sleeves of the khaki shirts will be creased and lapels roll-pressed; however, shirts will not be pressed with military creases.
- 4) Khaki Tie and gold-plated or anodized tie clasp. The tie clasp may not exceed ¼- inch in length. Young Marines are authorized to wear the USMC Enlisted tie clasps as part of the Young Marine Service uniform. They can also use the Young Marine tie clasp found on the Vanguard website. Females will wear the green service neck tab when the long sleeve khaki shirt is worn with the service “A”/”B” uniforms and when the short sleeve shirt is worn with the service “A” uniform. Neck tab will be worn with service “C” uniform or when the service sweater is worn.

- 5) Trousers. Service and dress trousers will be full cut, straight hanging, zipper fly front, and without cuffs. Trousers will provide relaxed fit and will be long enough to break slightly over the shoe in front and to reach the juncture of the welt of the shoe in the rear. A variation of 1/4 inch above/below the welt is acceptable. Hems will be from two inches to three inches wide. Trousers will be pressed to present a smooth vertical crease at about the center front and rear of each leg. The crease will extend from the bottom of the hem to about two inches above the trouser crotch.
- a) Skirts will be of conventional length and sweep appropriate to the appearance of the uniform and the individual. Service skirts will be from one inch above the kneecap to one inch below the kneecap. Skirts will have a hem or facing from two inches to three inches wide and the seams will be pressed open and flat. Skirts may be worn as part of the service "A," "B," or "C" uniform. Regulation Heels (see regulations below) are the only shoe authorized with the skirt. No exceptions.
- b) Slacks will be long enough to break slightly over the shoe in front and to reach the juncture of the welt of the shoe in the rear. A variation of 1/2 inch above the welt is acceptable. The hem on the slacks will be from two inches to three inches wide. Slacks will be pressed to present a smooth vertical crease at about the center front and rear of each leg. The crease will extend from the bottom of the hem to about two inches above the crotch. Slacks may be worn as part of the service "A," "B," or "C" uniform. For females, heels are not permitted in the slacks. Dress shoes, as listed in section seven, must be worn. No exceptions.
- 6) Males will wear black dress socks with all service and dress uniforms. Females may wear black socks when slacks are worn. Females will wear full-length nylon hose with service uniform skirts. Dark hose or black socks will be worn with slacks. Hose should harmonize with the natural skin tone of the individual. Hose with seams, designs, pronounced open-work mesh, or fancy heels are not authorized. Snag-proof, run-resistant hose of an inconspicuous mesh may be worn.
- 7) Black dress shoes must be approved for wear by the Unit Commander prior to purchase. The shoes shall be of synthetic semi-gloss or high gloss (patent) finish. Shoes consisting of double/platform soles or heels or metal heel or toe plates are prohibited. Females shall wear patent black pumps of conservative cut with closed toes and heel without ornamental stitching or seams while

wearing the service uniform skirt only; female black dress shoes, in accordance with the dress shoe regulations above, will be worn with the service uniform pants only. Heels will measure from 1-1/2 inches to 2-1/2 inches in height. The base of the heel will measure from 3/8 by 3/8 inch to 1-1/4 by 1-1/2 inches. Black pumps will be smooth leather or synthetic leather. Any elastic binding around the throat of the pump will match the color of the shoe.

d. **Service “B” (Bravos).** This uniform is prescribed for formations, parades or ceremonies in temperate climates from November through March. This uniform should not be worn for formal or semi-formal social events. It is the same as the Alpha uniform except that the service coat is not worn, and the long sleeve khaki shirt must have the Young Marine shoulder patch worn on the left sleeve with the unit designation arc centered above the patch on the shoulder seam. The Young Marine must be a YM/ Corporal or higher to wear the Service “B” uniform.

e. **Service “C” (Charlies).** This uniform is prescribed for formations, parades or ceremonies in temperate climates from April through October. This uniform is authorized year-round in consistently warm climates and the tropics. It is the same as the Service “B” except that the long sleeve khaki shirt and tie or green neck tab is replaced by the short sleeve khaki shirt. The short sleeve khaki shirt must have the Young Marine shoulder patch worn on the left sleeve with the unit designation arc centered above the patch on the shoulder seam. The Young Marine must be a YM/ Corporal or higher to wear the Service “C” uniform.

8. **Other Optional Uniform Items.**

a. **Service Sweater (woolly pully).** May be worn at the individual's option as a component of the Service Bravo or Charlie uniforms. May also be worn under the camouflage uniform.

b. **Tanker Jacket.** May be worn at the individual's option as a component of the Service Bravo or Charlie uniforms. When worn the jacket will be zipped at least to the top (i.e., the highest point) of the external slash pockets. When worn with the sweater, the sleeves and the waistband of the sweater will be rolled up or under to ensure they do not extend below the jacket's sleeves/waistband. The tanker jacket will not be worn with nametapes. However, the Young Marines shoulder patch and Unit arc should be worn below the wearer's left shoulder seam. Plastic or metal chevrons are to be worn on the shoulder straps. The single point will be inboard and placed so that it is an equal distance from the front and rear edges of the shoulder straps with the lowest point of the insignia's outer edge 3/4 inch from the armhole seam.

- c. Field Jacket. Is intended for wear with the utility uniform. When issued, it should be the principal outer garment worn with utilities. The wearing of nametapes on the field jacket will be at the discretion of the Unit Commander. However, the Young Marine shoulder patch and Unit arc should be worn below the left shoulder seam. The camouflage Gortex field jacket is also authorized for wear. When wearing the Gortex field jacket the Young Marine shoulder patch and Unit arc should be worn below the left shoulder seam.
 - d. All Weather Coat (AWC). The AWC may be worn with the Service or Camouflage uniforms. It may be worn with or without the liner at the individual's option. Plastic or metal chevrons are to be worn vertically, on each side of the collar with the single point up and the center of the insignia on a line bisecting the angle of the point of the collar. The lower outside edge of the insignia will be equally spaced 1/2 inch from both sides of the collar. The AWC will not be worn with nametapes. However, the Young Marine shoulder patch and unit arc should be worn below the left shoulder seam.
 - e. Scarf. Young Marines may wear the green wool scarf when the AWC, Tanker Jacket, or Field Jacket is worn with the Service or Utility uniform. When worn, the scarf will overlap to form a "V" at the base of the throat, hiding the garment beneath.
 - f. Gloves. Young Marines may wear or carry black leather, vinyl, cloth or knit gloves with the Service or Camouflage Utility uniform.
 - g. Red Cord. Young Marines are authorized to wear the Red Cord bracelet on their wrist in accordance with drug demand reduction efforts while in any Young Marine uniform.
9. The use of chewing gum, chewing tobacco, cigarettes; hands in pockets; or the consumption of food or beverage while walking in uniform or while in formation, are examples of activities that detract from an appropriate military presence. However, good judgment will govern the application of this policy in the field environment.

10. **Tattoo Policy.**

Tattoos or brands on the head and neck are prohibited.

Tattoos or brands that are prejudicial to good order, discipline and morale, or are of a nature to bring discredit upon the Young Marines are also prohibited. "Prejudicial to good

order, discipline and morale or are of a nature to bring discredit to the Young Marines” may include, but are not limited to, any tattoo that is sexist, racist, vulgar, anti-American, antisocial, gang related, or extremist group or organization related.

Appendix H – Uniform Inspection Form³

COVER

Rank/Name:

- Cleanliness
- Emblem Condition
- Fit/Press
- No Irish Pennants

Date:

HYGIENE

- Haircut/Style
- Facial hair
- Fingernails
- Cosmetics (If applicable)

Inspected by:

RIBBONS/BREAST INSIGNIA

- Placement
- Serviceability
- Name tag placement/Condition
- No Irish Pennants

Comments:

BLOUSE

- Cleanliness
- Fit/Press
- No Irish Pennants

WEB BELT/BRASS

- Length
- Cleanliness
- Military alignment
- Buckle (shined, not scratched, etc.)
- No Irish Pennants

TROUSERS

- Cleanliness
- Fit/Press
- Secure Pockets
- No Irish Pennants

FOOTWEAR

- Shined
- Serviceability

Appendix I – Promotion Matrix and Sign-Off Sheet

Basic Guidebook

To obtain the rank of Young Marine Private First Class

Authorized

Evaluator's

Initials Date

Performance Objective 1: Close Order Drill

EO1: March in double time.

a.	Explain how to march in double time.		
b.	March in Double Time.		

EO2: March in mark time.

a.	March in mark time.		
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EO.3: March at the half step.

a.	March at the half step from halt.		
b.	March at the half step in quick time.		

EO4: Execute the halt.

a.	Execute the halt when ordered.		
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EO.5: March at route step.

a.	March at route step.		
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Performance Objective 2: General Knowledge

EO1: Pass a uniform inspection.

a.	Pass inspection in Woodland Camouflage.		
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EO2: Identify the rank structure of the Young Marines.

a.	Identify the ranks in the Basic group, Junior group, Senior group, and Advanced group.		
b.	Identify which two Young Marines ranks are billets only.		

EO3: Identify and explain key features of the Young Marines program.

a.	Identify the three Young Marine core values.		
b.	Give an example of each of the core values.		

EO4: Know and understand military terms and Marine jargon.

a.	Define the terms or Marine jargon listed in the Basic Guidebook.		
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Performance Objective 3: Field Skills

EO1: Pack and carry individual clothing and equipment.

a.	Explain where to place heavy objects in a backpack.		
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E02: Demonstrate hiking techniques.

a.	Pack for a hike.		
b.	Understand how to travel at night.		
c.	Explain what to eat and drink before a hike.		

E03: Tie a knot.

a.	Name three ways to care for a rope.		
b.	Tie a thumb knot.		
c.	Tie a figure eight knot.		
d.	Tie a double figure eight knot.		
e.	Tie a square knot (reef knot).		
f.	Tie a clove hitch.		
g.	Tie a half hitch.		

E04: Explain how to prevent and treat exposure injuries and illnesses.

a.	Describe the effects and treatment of hypothermia.		
b.	Describe the effects and treatment of frostbite.		
c.	Describe how to protect against heat exhaustion and heat stroke.		
d.	Explain the two main ways of telling if you are dehydrated.		
e.	Name two methods to help avoid being struck by lightning.		

E05: Recognize environmental hazards.

a.	Describe the defensive measures taken to protect against poison ivy and poison oak.		
b.	Describe the defensive measures taken to protect against insects.		
c.	Describe the procedure for addressing tick bites.		

E06: Demonstrate a concern for the environment.

a.	Describe and demonstrate minimum camping impact.		
b.	Describe and demonstrate care for pristine environments.		
c.	Explain where to dump wastewater and what areas to avoid.		
d.	Describe the dimensions of a field latrine.		
e.	Explain the restrictions on latrines or cat holes.		
f.	Explain the restrictions on washing sites.		

Performance Objective 4: Navigation**E01: Explain the basic principles of map reading.**

a.	Describe three different types of maps.		
b.	Describe how to care for a map.		
c.	Identify the two scales used on topographical maps.		
d.	Define a map scale of 1:50,000.		

Performance Objective 5: Healthy, Drug-Free Lifestyle (HDL)

EO1: Identify and explain two drug free initiatives in the Young Marines program.

a.	Explain why the Young Marines participate in Red Ribbon Week.		
b.	Explain the Young Marines red cord initiative and how it promotes a healthy, drug-free lifestyle.		

Performance Objective 6: Public Speaking

a.	Write or re-write an elevator speech that describes the Young Marines program.		
b.	Incorporate examples of the Young Marines Creed and core values into an elevator speech.		

Performance Objective 7: Leadership

EO1: Define leaders and team members.

a.	Discuss the difference in leaders and team members.		
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Performance Objective 8: United States History and Citizenship

EO1: Define citizenship and the responsibilities of good citizens

a.	Explain the meaning of good citizenship.		
b.	Understand and exemplify the responsibilities of citizens.		

EO2: Provide a short history of the U.S. flag.

a.	Provide a short history of the U.S. Flag.		
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EO3: Demonstrate proper flag etiquette.

a.	Describe how to display national and state flags.		
b.	Explain when to raise and lower the flag.		

Performance Objective 9: Fitness, Health, and First Aid

EO1: Identify the definition, importance and components of Physical Fitness.

a.	Identify exercises that target physical fitness components.		
b.	Describe the difference in endurance, strength training, and flexibility exercises and give examples of each.		

EO2: Pass the Young Marines Physical Fitness Test.

a.	Pass the PFT or continue to improve PFT scores.		
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EO3: Explain the difference in healthy and unhealthy foods.

a.	Identify healthy versus unhealthy foods and explain what classifies them as healthy or unhealthy.		
b.	Read a nutrition label and use it to choose healthy foods.		

E04: Pursue a healthy lifestyle.

a.	Explain how many servings of fruits and vegetables are needed each day.		
b.	Determine how much water to drink each day.		
c.	Explain the dangers of alcohol and drugs to the body.		

E05: Recognize and react to emergency situations.

a.	Identify situations that would qualify as an emergency.		
b.	Explain the chain of command for emergency situations.		

To obtain the rank of Young Marine Lance Corporal

Performance Objective 1: Close Order Drill

Authorized

Evaluator's

Initials Date

EO1: Complete corrective movements.

a.	Perform change step.		
b.	Perform side step.		
c.	Perform back step.		

EO2: Form a column from a line.

a.	Form Column from Line while in formation (Squad or Team on-line).		
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EO3: Execute column movements.

a.	Execute Column Right and Column Half Right while in formation (Squad or Team on-line).		
b.	Execute Column Left and Column Half Left while in formation (Squad or Team on-line).		
c.	Execute Column Right and Column Left from the Halt while in formation (Squad or Team on-line).		
d.	Describe the Base Element.		

EO4: March to the rear.

a.	March to the rear from halt.		
b.	March to the rear in quick time.		

EO5: Execute directional movements.

a.	March to the flank.		
b.	March to the oblique.		

Performance Objective 2: General Knowledge

EO1: Recite the Young Marines Hymn.

a.	Properly recite the Young Marines Hymn.		
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EO2: Identify key events in the Young Marines history.

a.	Identify the year and location where the Young Marines was founded.		
b.	Identify the location where the Young Marines was adopted as a national program.		
c.	Identify where the official charter of the Young Marines was issued.		
d.	Identify the year Young Marines membership was extended to females.		
e.	Identify the year the Young Marines went international with their first unit in Okinawa, Japan.		

E03: Identify the Personal, Achievement, Service, and Qualification Awards.

a.	Explain what a personal award is.		
b.	Explain what an achievement award is.		
c.	Explain what a service award is.		
d.	Explain what a qualification award is.		

E04: Observe military customs and courtesies.

a.	Properly address senior Young Marines, Unit Commanders, and other adult staff.		
b.	Demonstrate how to enter and exit a Young Marine office.		
c.	Render honors to the National Standard in and out of uniform.		
d.	Render honors to the National Anthem in and out of uniform.		

Performance Objective 3: Field Skills**E01: Apply principles of outdoor tools safety.**

a.	Identify the various outdoor tools and describe how to care for each.		
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E02: Demonstrate stove and lantern safety.

a.	Describe the safety procedures for a stove.		
b.	Describe the safety procedures for a lantern.		

E03: Explain protocols for camp preparation.

a.	Identify three things to look for and three things to avoid when selecting a camp site.		
b.	Describe the ideal location for a camp in proximity to water and trails.		
c.	Explain how to construct a basic tent.		
d.	Assist with shelter construction.		

E04: Light a fire.

a.	Collect proper safety equipment to have on hand before starting a fire.		
b.	Identify the three components required to start a fire.		
c.	Identify the four basic categories of fuel for a campfire.		
d.	Explain what kindling is.		
e.	Light a fire using traditional tools (matches, lighters, etc.).		

E05: Assemble a survival kit.

a.	List the items that are essential for a field survival kit.		
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E06: Discuss the principles for outdoor cooking, storage, and water procured in the field.

a.	Demonstrate two ways to collect safe drinking water.		
b.	Demonstrate how to prepare water found in the field for drinking.		
c.	Demonstrate the safest and simplest way to store and cook fresh food in the field.		

E07: Participate in a unit or city-wide conservation effort.

a.	Assist with unit and city-wide conservation efforts initiated within the unit.		
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Performance Objective 4: Navigation**E01: Locate a specific point on a map using a four-figure grid reference.**

a.	Locate a specific grid square on a map using a four-figure grid coordinate.		
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E02: Navigate familiar terrain using terrain features.

a.	Identify position when given a map of a familiar area.		
b.	Identify and explain handrails and collecting and catching features on a map.		
c.	Identify landmarks on the ground and locate on a map.		
d.	Orient a map so that north on the map corresponds to north on the ground.		

Performance Objective 5: Healthy, Drug-Free Lifestyle (HDL)**E01: Educate peers on the importance of being drug free.**

a.	Help 10 people pledge to be drug free.		
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Performance Objective 6: Public Speaking**E01: Prepare and construct a basic speech.**

a.	List the basic elements of speech preparation.		
b.	Determine the purpose of a speech.		
c.	Adapt the speech for audience and occasion.		
d.	Gather evidence for support.		
e.	Write a draft of the speech.		

E02: Demonstrate basic speech techniques.

a.	Speak slowly and clearly.		
b.	Use notes appropriately.		
c.	Show evidence of having rehearsed the speech.		

EO3: Utilize visual aids.

a.	Incorporate a visual aid such as a poster or PowerPoint presentation.		
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EO4: Prepare for audience questions.

a.	Prepare for audience questions.		
b.	Respond respectfully and clearly to audience questions.		

EO5: Give a Speech.

a.	Give a three to five-minute speech on topic of Young Marine's choice.		
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Performance Objective 7: Leadership**EO1: Discuss positive leaders.**

a.	Identify qualities that make people strong leaders.		
b.	Give examples of positive leaders in their lives.		
c.	Explain how the Young Marines Code of Conduct helps to create positive leaders.		

EO2: Reflect on leadership experiences.

a.	Explain why the Young Marines Code of Conduct is essential for being a good leader.		
b.	Create a plan for leadership development based on Basic Young Marines LEF score.		

Performance Objective 8: United States History and Citizenship**EO1: Explain the type of government in the United States.**

a.	Identify and explain the type of government in the United States.		
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EO2: Perform community service.

a.	Perform 50 hours of community service as described in the Young Marines Awards Manual.		
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Performance Objective 9: Fitness, Health, and First Aid**EO1: Commit to a personal physical fitness program.**

a.	Commit to a physical fitness program.		
b.	Design a personal physical fitness program with the help of Senior or Advanced Young Marines.		

EO2: Pass the Young Marines Physical Fitness Test.

a.	Pass the PFT or continue to improve PFT scores.		
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E03: Explain factors relating to weight loss and weight gain.

a.	Explain the effect of added sugar on the body.		
b.	Identify foods with added sugars.		
c.	Explain how to balance diet and exercise to stay healthy.		

E04: Demonstrate an understanding of basic first aid.

a.	Describe the “Good Samaritan” law in home state.		
b.	Describe the items along with their function that should be carried in personal first aid kits.		
c.	Assemble and restock a first aid kit.		
d.	Earn the Basic First Aid Ribbon.		

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