



# TRAINING OFFICER'S MANUAL



# TRAINING OFFICERS MANUAL

# TRAINING OFFICERS MANUAL

## TABLE OF CONTENTS

<b>CHAPTER 1</b>	<b>TRAINING</b>	
	<a href="#">Mission</a>	Page 1-1
	<a href="#">Purpose</a>	Page 1-1
	<a href="#">Program Objectives</a>	Page 1-1
	<a href="#">General</a>	Page 1-1
	<a href="#">Categories of Young Marines Training</a>	Page 1-1
	<a href="#">National Training Programs</a>	Page 1-2
	<a href="#">Adventures</a>	Page 1-2
	<a href="#">Challenges</a>	Page 1-1
	<a href="#">Encampments</a>	Page 1-2
	<a href="#">Schools</a>	Page 1-2
	<a href="#">Special Programs</a>	Page 1-2
	<a href="#">Application Process</a>	Page 1-2
	<a href="#">Unit Training</a>	Page 1-2
	<a href="#">Unit Training Meetings</a>	Page 1-3
	<a href="#">Monthly Training Schedule</a>	Page 1-3
	<a href="#">Planning Process</a>	Page 1-3
	<a href="#">Recruit Training</a>	Page 1-4
	<a href="#">Physical Training</a>	Page 1-5
	<a href="#">Ages 8</a>	Page 1-6
	<a href="#">Ages 9-11</a>	Page 1-6
	<a href="#">Ages 12-18</a>	Page 1-6
	<a href="#">Trips and Outings</a>	Page 1-6
	<a href="#">General Training Safety</a>	Page 1-8
<b>CHAPTER 2</b>	<b>PROMOTION REQUIREMENTS</b>	<b>Page 2-1</b>
	<a href="#">Purpose</a>	Page 2-1
	<a href="#">Restrictive Promotions</a>	Page 2-1
	<a href="#">Mandatory Requirements</a>	Page 2-1
	<a href="#">Oral Promotion Board</a>	Page 2-1
	<a href="#">Physical Fitness</a>	Page 2-2
	<a href="#">Recommendations for Promotions</a>	Page 2-2
	<a href="#">Meritorious Promotions</a>	Page 2-3
	<a href="#">Promotions</a>	Page 2-3
	<a href="#">Table of Promotions</a>	Page 2-4
	<a href="#">Leadership School Requirements</a>	Page 2-4
	<a href="#">Advanced Young Marine Initiatives</a>	Page 2-5
	<a href="#">National Promotion Exams</a>	Page 2-5
	<a href="#">Personal Progress Report (optional)</a>	Page 2-10
	<a href="#">Rank Billet Chart</a>	Page 2-12
	<a href="#">Mandatory Awards for Promotion Chart</a>	Page 2-13

## TRAINING OFFICERS MANUAL

<b>CHAPTER 3</b>	<b>YOUNG MARINE RECRUIT TRAINING SOP</b>	<b>Page 3-1</b>
	<a href="#">Situation</a>	Page 3-1
	<a href="#">Mission</a>	Page 3-1
	<a href="#">Execution</a>	Page 3-1
	<a href="#">National Executive Director's Training Philosophy</a>	Page 3-1
	<a href="#">National Executive Director's Intent</a>	Page 3-1
	<a href="#">Concept of Operations</a>	Page 3-1
	<a href="#">Tasks</a>	Page 3-2
	<a href="#">Coordinating Instructions</a>	Page 3-3
	<a href="#">Training Execution</a>	Page 3-3
	<a href="#">Training Day</a>	Page 3-4
	<a href="#">Basic Daily Routine</a>	Page 3-4
	<a href="#">Sleep</a>	Page 3-4
	<a href="#">Young Marine Recruit Rights</a>	Page 3-4
	<a href="#">Administration and Logistics</a>	Page 3-4
	<a href="#">Personnel Qualifications</a>	Page 3-3
	<a href="#">Supervision</a>	Page 3-4
	<a href="#">Meritorious Recognition</a>	Page 3-4
	<a href="#">Command and Signal</a>	Page 3-4
	<a href="#">Recruit Performance Objectives</a>	Page 3-4
	<a href="#">Basic Drill Techniques for Recruit Training</a>	Page 3-5
<b>CHAPTER 4</b>	<b>YOUNG MARINE PHYSICAL FITNESS PROGRAM (PFP)</b>	<b>Page 4-I-1</b>
<b>Section I</b>	<a href="#">General</a>	Page 4-I-1
	<a href="#">Responsibility</a>	Page 4-I-1
	<a href="#">Objectives</a>	Page 4-I-1
	<a href="#">Physical Condition</a>	Page 4-I-1
	<a href="#">Components of Physical Conditioning</a>	Page 4-I-1
	<a href="#">Principles of Physical Conditioning</a>	Page 4-I-2
	<a href="#">Specific PFP's</a>	Page 4-I-2
	<a href="#">Daily 7 Program</a>	Page 4-I-3
	<a href="#">Daily 7 Warm-up and Dynamic Stretching Descriptions</a>	Page 4-I-3
	<a href="#">Daily 7 Warm-up/Cool-down, Stretching And Exercise Cards</a>	Page 4-I-16
	<a href="#">Circuit Training and Exercise Drills</a>	Page 4-I-17
	<a href="#">Fartlek Training</a>	Page 4-I-19
	<a href="#">Young Marines Personal Workout Plans</a>	Page 4-I-20

# TRAINING OFFICERS MANUAL

<b>CHAPTER 4</b>	<b>YOUNG MARINES PHYSICAL FITNESS TEST (PFT)</b>	<b>Page 4-II-1</b>
<b>Section II</b>	<a href="#"><u>General</u></a>	Page 4-II-1
	<a href="#"><u>The Physical Fitness Test</u></a>	Page 4-II-1
	<a href="#"><u>Physical Fitness Classifications and Awards</u></a>	Page 4-II-1
	<a href="#"><u>Performing the Physical Fitness Test</u></a>	Page 4-II-1
	<a href="#"><u>Curl-ups</u></a>	Page 4-II-1
	<a href="#"><u>Right Angle Push-ups</u></a>	Page 4-II-3
	<a href="#"><u>Flexed Arm Hang (boys/girls)</u></a>	Page 4-II-3
	<a href="#"><u>Pull-ups</u></a>	Page 4-II-4
	<a href="#"><u>V-sit and Reach and Sit and Reach</u></a>	Page 4-II-5
	<a href="#"><u>Constructing the Sit and Reach Box</u></a>	Page 4-II-6
	<a href="#"><u>Shuttle Run</u></a>	Page 4-II-6
	<a href="#"><u>Endurance Run/Walk</u></a>	Page 4-II-7
	<a href="#"><u>PFT Warm-up and Cool-down Exercises</u></a>	Page 4-II-8
<b>CHAPTER 4</b>	<b>Section III SCORING THE PHYSICAL FITNESS TEST</b>	
	<a href="#"><u>Scoring the PFT</u></a>	Page 4-III-1
	<a href="#"><u>Medical Waivers</u></a>	Page 4-III-1
	<a href="#"><u>Scoring Tables</u></a>	Page 4-III-1
	<a href="#"><u>PFTs and Promotions</u></a>	Page 4-III-1
	<a href="#"><u>One Mile Run-Walk for Boys</u></a>	Page 4-III-2
	<a href="#"><u>One Mile Run Walk for Girls</u></a>	Page 4-III-2
	<a href="#"><u>Endurance Run Options</u></a>	Page 4-III-3
	<a href="#"><u>Curl Ups for Boys</u></a>	Page 4-III-4
	<a href="#"><u>Curl Ups for Girls</u></a>	Page 4-III-4
	<a href="#"><u>Partial Curl Up for Boys</u></a>	Page 4-III-5
	<a href="#"><u>Partial Curl Up for Girls</u></a>	Page 4-III-5
	<a href="#"><u>Flexed Arm Hang for Boys</u></a>	Page 4-III-6
	<a href="#"><u>Flexed Arm Hang for Girls</u></a>	Page 4-III-6
	<a href="#"><u>Pull Ups for Boys</u></a>	Page 4-III-7
	<a href="#"><u>Pull Ups for Girls</u></a>	Page 4-III-7
	<a href="#"><u>Right Angle Push Up for Boys</u></a>	Page 4-III-8
	<a href="#"><u>Right Angle Push Up for Girls</u></a>	Page 4-III-8
	<a href="#"><u>Shuttle Run for Boys</u></a>	Page 4-III-9
	<a href="#"><u>Shuttle Run for Girls</u></a>	Page 4-III-9
	<a href="#"><u>Sit and Reach for Boys</u></a>	Page 4-III-10
	<a href="#"><u>Sit and Reach for Girls</u></a>	Page 4-III-10
	<a href="#"><u>V Sit Reach for Boys</u></a>	Page 4-III-11
	<a href="#"><u>V Sit Reach for Girls</u></a>	Page 4-III-11

## TRAINING OFFICERS MANUAL

<b>CHAPTER 5</b>	<b>DRUG RESISTANCE AND EDUCATION PROGRAM</b>	<b>Page 5-1</b>
	<a href="#"><u>General</u></a>	Page 5-1
	<a href="#"><u>Policy</u></a>	Page 5-1
	<a href="#"><u>Responsibility</u></a>	Page 5-1
	<a href="#"><u>Commitment</u></a>	Page 5-1
	<a href="#"><u>Five Reasons Young People use Alcohol, Tobacco, and Illicit Drugs</u></a>	Page 5-1
	<a href="#"><u>To Feel Grown Up</u></a>	Page 5-1
	<a href="#"><u>To Fit in and Belong</u></a>	Page 5-2
	<a href="#"><u>To Relax and Feel Good</u></a>	Page 5-2
	<a href="#"><u>To Take Risks and Rebel</u></a>	Page 5-3
	<a href="#"><u>To Satisfy Curiosity</u></a>	Page 5-3
	<a href="#"><u>Information About Drugs</u></a>	Page 5-5
	<a href="#"><u>Narcotics</u></a>	Page 5-5
	<a href="#"><u>Hallucinogens</u></a>	Page 5-5
	<a href="#"><u>Ethyl Alcohol</u></a>	Page 5-6
	<a href="#"><u>Depressants</u></a>	Page 5-6
	<a href="#"><u>Cocaine and Crack Cocaine</u></a>	Page 5-6
	<a href="#"><u>Cannabis (Marijuana)</u></a>	Page 5-7
	<a href="#"><u>Stimulants</u></a>	Page 5-7
	<a href="#"><u>Inhalants</u></a>	Page 5-8
	<a href="#"><u>Resources</u></a>	Page 5-8
	<a href="#"><u>Local Government Resources</u></a>	Page 5-8
	<a href="#"><u>State Government Resources</u></a>	Page 5-8
	<a href="#"><u>Federal Government Resources</u></a>	Page 5-8
	<a href="#"><u>Private Sector Resources</u></a>	Page 5-9
<b>CHAPTER 6</b>	<b>LOCAL SCHOOL ADMINISTRATION</b>	<b>Page 6-1</b>
<b>Section I</b>		
	<a href="#"><u>How Accredited Schools are Run</u></a>	Page 6-1
	<a href="#"><u>Notification of the School and Completing the School</u></a>	Page 6-1
	<a href="#"><u>Qualifications for Attendance</u></a>	Page 6-2
	<a href="#"><u>Authorized School awards</u></a>	Page 6-2
	<a href="#"><u>Selection Criteria</u></a>	Page 6-2

This  
Page  
Intentionally  
Left  
Blank

# TRAINING OFFICER MANUAL

## CHAPTER 1

### TRAINING

1. Mission. The mission of the Young Marines is to positively impact America's future by providing quality youth development programs for boys and girls that nurtures and develops its members into responsible citizens who enjoy and promote a healthy and nutritional, drug-free lifestyle.
  - a. Purpose. The purpose of Young Marine training is to accomplish the mission and objectives of the Young Marines program.
  - b. Program Objectives:
    - 1) Promote the physical, moral, and mental development of its members.
    - 2) Advocate a healthy, drug-free lifestyle through continual drug prevention education and knowledge of a nutritional balance in diet.
    - 3) Instill in its members the ideals of honesty, fairness, courage, respect, loyalty, dependability, attention to school, love of their God, and fidelity to our country and its institutions and good citizenship.
    - 4) Stimulate an interest in and respect for academic achievement and history and traditions of the United States of America.
    - 5) Promote physical fitness through the conduct of physical activities and fitness testing, including participation in athletic events and close order drill.
2. General. The unit, battalion, regiment, or division level training officer (TO) is responsible to the appropriate commander for all matters pertaining to the planning, coordination, and execution of training and instruction to the Young Marines. The TO is appointed by and serves at the pleasure of the commander. The TO must be a registered adult in good standing. The TO will ensure that a current copy of the Training Officers Manual (TOM) and Awards Manual (AM) is available at all regular meetings and encampments (electronic or paper). The TO will also ensure that the official unit copy of the TOM and AM is updated as necessary and will keep the unit commander, executive officer, and staff advised of any and all changes to them. The training officer:
  - a. Plans all training events for their level
  - b. Publishes an annual and quarterly plan, and monthly training schedule
  - c. Coordinates the support for all training events
  - d. Ensures all training events achieve the mission and objectives of the Young Marines Program
  - e. Ensures all training events maintain the interest and meet the expectations of Young Marines
  - f. Ensures all training events meet all safety standards required.
  - g. Ensure appropriate entries are recorded in Young Marine Record Book
3. Categories of Young Marines Training. There are four primary categories of Young Marines Training – National, Local JLS/SLS Leadership Schools, Unit, and Recruit Training.



## TRAINING OFFICER MANUAL

- a. National Training Programs. The National Headquarters sponsors four distinct national training programs – Adventures, Challenges, Encampments, and Schools. These programs are generally offered during summer; second week in May to second week in August. From time-to-time, the National Headquarters may offer programs during other times of the year.
- 1) Adventures. These are education-based activities for individual Young Marines designed to stimulate an interest in and respect for academic achievement and history and traditions of the United States of America.
  - 2) Challenges. These are adventure activities for Young Marines designed to challenge them physically, mentally and morally, build confidence and encourage teamwork.
  - 3) Encampments. These are activities for Young Marines units overseen by the National staff or division commanders and supported by the National Headquarters. They are designed to encourage an annual or bi-annual gathering of Young Marine units to build camaraderie, provide opportunities for Young Marine leadership ranks to hold leadership billets at a higher level of command, learn and share ideas, earn unit and personal awards, and compete in friendly competitions.
  - 4) Schools. These are education-based activities for individual Young Marines designed to build on the training and education each Young Marine learns from their respective units. Young Marines will be given instruction in specialized skills with emphasis on leadership and supplemented with other instructions on core values, physical fitness and health, and substance abuse education.
  - 5) Special Programs. A special program is any program that might be added outside of the normal realm of SPACES programs.
  - 6) Application Process. Young Marines National Programs are open to all Young Marines in good standing with training requirements while meeting minimum event qualifications.
    - a) Acceptance is limited by the number of openings in each program and determined by the National Headquarters staff on a “first come, first served” basis of qualified applicants.
    - b) There is a required application fee, and other fees may be charged based on the event applied for and airline requirements.
    - c) Additional information on the Young Marines website and database site after events are known. All applicants are registered through the database.
- b. Unit Training.
- 1) Unit training is the cornerstone of the Young Marines Program. Success results in Young Marines remaining active and engaged by Unit Commanders and their adult volunteer staff personnel providing required training standards in an interesting and engaging fashion that ‘captures’ youthful exuberance to learn and excel.

## TRAINING OFFICER MANUAL

- 2) Training and classes must fulfill their desire to succeed through a challenging, varied, and exciting program that imparts ample knowledge and skills required for Young Marines to want more, gain confidence in themselves and their abilities in order to successfully advance in knowledge, skill sets, and rank advancement.
  - 3) Volumes can be written on unit training; however, training is generally limited by imagination rather than by resources. Successful unit training programs offer a balanced mix of classroom, field, lecture, and hands-on activities that meet one or more of the five objectives listed in paragraph 2b. Varied activities keep training fresh and Young Marines interested.
  - 4) Unit training is primarily conducted during unit meetings. Training may be conducted any time a Young Marines unit meets, such as during encampments, field trips, fundraisers, community service projects, etc.
- c. Unit Training Meetings. Unit Commanders conduct drills weekly or bi-monthly as a 'rule'. Whether a week night or weekend or combination thereof, the Unit Commander is responsible for schedules allowing for the Training Officer to have sufficient time to conduct and complete training requirements required (i.e., three [3] hours quarterly drug demand reduction [DDR] training and the twice [2] yearly physical fitness tests [PFT]) allowing time for remedial/make-up training opportunities for Young Marines that had an acceptable excuse for not being able to attend the primary date.
- 1) Dates, times, and location of unit meetings shall be established by the unit commander and announced and published in advance to all Registered Adults, Young Marines and their parents
  - 2) Changes to established dates, times, and location of unit meetings, whether temporary or permanent, shall be announced far enough in advance for it to be reasonable that all receive the change in time to plan accordingly. Poor planning and execution is never an excuse for inconveniencing others or wasting their time.
- d. Monthly Training Schedule. The unit commander shall publish a monthly training schedule ten days prior to the first scheduled meeting for each month. At a minimum the monthly training schedule should contain the following:
- 1) Unit Commander, Executive Officer, Training Officer, Adjutant, and Paymaster names and contact information. Listing chain of command (battalion, regiment, division) and their email contact information is also a good idea.
  - 2) Month for which the training is scheduled and the 5 'W's':
    - a) Who. Participants for the event (i.e., Young Marines, unit staff, registered adults, parents, etc.)
    - b) What. Event and supporting activities (i.e., unit meeting, fundraising, encampment, community service, field trip, etc.)
    - c) When. Date and time of event (i.e., Tuesday, 9 May 2014, 1800 to 2000)
    - d) Where. The location of the event (i.e., address, building, campground, etc.)

## TRAINING OFFICER MANUAL

- e) Why. Any explanation that will inform folks why something may have changed and/or other clarifying information such as uniform with/without ribbons, PT gear, etc.
- 3) Remarks. Remarks necessary for providing special coordinating instructions (i.e., required for all Young Marines or parents seeking information in order to qualify for an event).
- e. Planning Process. Success comes with good planning. Planning begins with an “end state” in mind for a given period—the year, half-year, quarter, and/or month. The unit commander sets the training agenda and begins the planning process with the XO/TO and other designated members from the unit and/or support staff. The training planning team under the direction of the Unit Commander must determine the:
  - 1) Unit’s training focus during the period
  - 2) Activities that support the units training focus making sure they support objectives of Young Marines program
  - 3) Special resources needed—such as instructors, equipment, transportation, facility, funding etc.
  - 4) Logical sequence of related activities
  - 5) Adult volunteers who will prepare, coordinate, and/or assume responsibility for activities
  - 6) Optimal dates for activities
  - 7) Plan “B” – alternate dates or weather related alternatives
- f. Recruit Training. The conduct of unit training is generally left to the discretion of unit commanders (UC); however, Recruit Training is regulated by the National Headquarters. The Recruit Training consists of a minimum 26-hour curriculum that must be strictly followed to ensure that all Young Marines are taught the same basic fundamentals.
  - 1) Young Marine Recruits must master the basic skills listed below from the Basic Guide Book:
    - a) PO1 – Close Order Drill – EO 1a,1b,1c,1d, 2a, 2b, 3a, 4a, 4b, 4c, 11a, 11b
    - b) PO2 – Essential Subjects – EO 1a, 2a, 2b, 2c, 3a, 4a, 6a, 6b, 8a (terms in grey shade)
    - c) PO3 – Qualified Field Skills – EO 1b, 8a, 8b, 8c, 8d, 8e
    - d) PO4 – Map & Compass – EO 2a, 2b, 2c, 2d, 2e
    - e) PO5 – Drug Resistance – EO 1a
    - f) PO6 – Public Speaking – No requirements for recruit training
    - g) PO7 – Leadership – EO 1, 4
    - h) PO9 – Physical Fitness, Health & First Aid – EO 1, 2, 4, 5
  - 2) Units may modify the schedule to suit their needs. Units may exceed the 26 hours curriculum; however, they may not reduce any portion of the curriculum to less than 26 hours.

## TRAINING OFFICER MANUAL

- 3) Young Marines Recruit training sessions shall be very structured and all adult Instructors shall abide strictly by the Registered Adults Code of Conduct (RACC).
- 4) All Young Marine Recruit activities shall be well planned and provide a positive and purposeful experience to the Young Marine Recruits. Meetings should be on time with Roll Call and then continued with the Pledge of Allegiance lead by the Unit Commander.
  - a) Hold a 10-minute break after every 50-minute period.
  - b) Unit Commander should set time a time for questions and answer sessions with YM Recruits at each meeting.
  - c) The meeting ends with the recitation of the Young Marines Obligation and the singing of the Young Marines Hymn.
  - d) Below is an example of a weekly training schedule.

TIME	EVENT	WHERE	INSTRUCTOR(S)	REFERENCES
1800 - 1830	Formation, Roll Call, Pledge of Allegiance, Opening ceremonies, PT	Main meeting location / PT field	UC / Adult staff / YM Recruit Instructors & Assistant Recruit Instructors	TOM, RAM, Basic YM Guidebook
1830 - 1920	Instruction: Position of Attention, At Ease, Hand Salute.	Main meeting location	Unit Training Officer / Adult staff / YM Leaders	YM Basic Guidebook, PO1, TOM
1920 - 1930	Break	Main meeting location	Unit TO / YM Leaders	Registered Adult Manual
1930 – 1945	Review previous instruction	Main meeting location	Unit TO / YM Leaders	YM Basic Guidebook. PO1, TOM
1945 - 2005	Instruction: Fall In / Fall Out	Main meeting location	Unit Training Officer / Adult staff / YM Leaders	YM Basic Guidebook, PO1, TOM
2005 - 2020	Commander's Time / Introduce the YM's Obligation	Classroom 1	Unit Commander	TOM, RAM, Commanders Manual, Basic YM Guidebook
2020 - 2030	Formation, Assignment: Memorize Young Marines Obligation	Main meeting location	Unit Commander	TOM, RAM, Basic YM Guidebook
2030	Dismissal			

- e) The schedule can be modified to suit the unit's need; however, all required enabling objectives as listed in paragraph 3. f. 1) above must be met before the Young Marine recruit can be graduated from recruit training. The balance of the enabling objectives not taught during recruit training is reserved for Young Marine advancement to YM PFC and Lance Corporal.

## TRAINING OFFICER MANUAL

- f) Prior to Young Marine recruit graduation, all Young Marine recruits should take the Physical Fitness Test.
  - g) Recruits should have been fitted for and received their uniform and have been given classes on its proper wear and care.
  - h) A graduation ceremony should always culminate the Young Marines recruit training and practice for this should take place prior to the ceremony. Some things to consider including in the graduation ceremony is a possible guest speaker, description of the changes noted in the recruits seen during training and a possible presentation by one of the recruits on why they wanted to earn the title Young Marine. Presentation of the Honor Recruit Award, Meritorious Promotions, other special awards, Basic ribbon and Physical Fitness ribbon awards, etc. This ceremony should be done with all the pomp and circumstance that can be mustered as it is a great day for the Young Marine recruits.
4. Physical Training (PT). The Young Marines will continue to employ the President's Challenge as its PFT test. The following is information provided by the Aerobic and Fitness Association of America on Youth Fitness Programs. Fitness professionals recommend the following:
- a. Children should have a current annual physical exam prior to participation in an exercise program
    - 1) Ages 8.
      - a) Focus on increased body awareness, rhythm and coordination, muscle memory, further development of motor skills, and hand-eye coordination. A circuit format is ideal for this age group since attention span is short. Include a variety of exercise stations to challenge the individual and isolate different muscle groups.
      - b) Encourage activities that include multi-impact movement in combinations to help develop rhythm and muscle memory. Cooperative games are educational too. This age group can benefit from more complex obstacle courses, which incorporate the use of large muscles, locomotive skills, visual perception, spatial awareness, and cognitive and motor functions.
      - c) Introduce participants to basic sports skills
    - 2) Ages 9 –11.
      - a) Design a program to increase physical skills. Combine movement sequence, cardiovascular condition, muscle strength and endurance, flexibility, agility, and balance.
      - b) Include cooperative games, which enhance social skills and group play (sportsmanship).
      - c) Introduce fun, low-impact aerobic exercise programs.
    - 3) Ages 12-18.
      - a) Stress the components of physical fitness.
      - b) Circuits and advanced obstacle courses are appropriate.

## TRAINING OFFICER MANUAL

- c) Individual and team sports will interest this age group. Instructors may focus on developing sports skills.
  - d) Introduce more challenging movement patterns for low-impact aerobic exercises. Include progressive strength-training program.
  - e) Gradually increase intensity and duration of aerobic portion of class until minimum adult standards are met.
  - f) For older participants, instructors may choose to focus on advanced sports skills and strategies.
5. Trips and Outings. All Young Marines look forward to unit trips and outings.
- a. The following are some common sense policies and procedures for ensuring a safe, fun, and successful trips or outings.
    - 1) Registered Adult (RA) Leadership. The Young Marines program requires a 1 to 10 ratio of registered adults to Young Marines for all Young Marine activities. Activities involving both male and female Young Marines require male and female registered adults to be present in proportionate ratio above (i.e., 23 YMs—19 males/4 females; RA requirement—2 males/1 female).
    - 2) Transportation. Motor vehicles transporting passengers or carrying equipment must meet state inspection standard.
      - a) Seat belts are required for all occupants.
      - b) All drivers transporting Young Marines must be 21 years old, possess a valid driver's license appropriate for the motor vehicle being driven, and have sufficient automobile insurance coverage required by law.
      - c) Trucks may not be used for transporting passengers except in the cab. **NEVER TRANSPORT PASSENGERS IN THE OPEN BED OF ANY TRUCK.**
      - d) Driving shall be confined to daylight hours whenever possible and never exceed more than 8 hours of driving per 24-hour period.
      - e) Designate a place to meet and insure all drivers possess a cell phone and know the cell numbers of all other drivers.
      - f) Prepare and provide a strip map with periodic checkpoints stops as a group for all drivers.
      - g) If required, plan a daily destination point
      - h) Attempt to provide two adults per vehicle whenever possible. The minimum requirement is one adult and two or more Young Marines—**never one on one**.
  - b. Unit Commanders are encouraged to make these trips and outings a regular part of their monthly or quarterly routine.

## TRAINING OFFICER MANUAL

6. General Training Safety. The first Guiding Principle of the Young Marines Program is “**The health, welfare and safety of the Young Marines is paramount.**” There is no excuse for sacrificing safety and risking the health and/or welfare of any Young Marine and/or Registered Adult (Details on Safety, Medical and Risk Management can be found in Chapter 10 – Risk Management, of the Registered Adult Manual).
- a. The 16 safety points listed below embodies good judgment and common sense and should be followed stringently without compromise.
- 1) Qualified Supervision. Registered adults must understand when they became a Registered Adult Volunteer that they accepted responsibility for the well-being and safety of Young Marines and are supervision at every Young Marines activity they are in attendance. The Registered Adult in-Charge (RAC) must have sufficient knowledge, experience and skill in the activity to confidently lead and teach the necessary skills and to respond effectively in the case of an emergency.
  - 2) Physical Fitness. The RAC shall ensure that all Young Marines participating in any potentially strenuous activity have a complete health history from a health-care professional, parent, or legal guardian on file with the unit prior to participating.
  - 3) Buddy System. It is always best to organize Young Marines into buddy teams consisting, where possible, of same age, and definitely of same gender. At least one adult person shall be aware at all times of the circumstances involving any outdoor or strenuous activity.
  - 4) Safe Area or Course. A key part of the RAC’s responsibility is to know the area or course of activity and determine that it is well suited and free of hazards.
  - 5) Equipment Selection and Maintenance. Some activities require specialized equipment. The equipment shall be selected to suit the participants and the activity and include such safety and program features that are required to meet reasonable safety standards established for the activity. The RAC shall inspect all equipment prior to and after the activity to determine its condition and ensure its proper maintenance.
  - 6) Personal Safety Equipment. The RAC shall ensure that every participant have and uses the appropriate personal safety equipment required for the activity. Prior to participating in the activity, the RAC shall ensure its suitability, proper fit and serviceability.
  - 7) Safety Procedures and Policies. Common-sense procedures and standards are established before the activity to reduce risk. All participants must be aware of all safety procedures and policies involving the activity. The RAC must conduct a formal period of instruction for all participants and ensure their understanding prior to starting the activity. **The first safety policy is that anyone may stop the activity if they feel an unsafe condition exists.**
  - 8) Skill Level Limits. Every activity has minimum skill levels. The RAC must identify and recognize the skill level of participants and not put that participant at risk by attempting any activity beyond their abilities.
  - 9) Weather Check. The risks of many outdoors activities vary substantially with weather conditions. Potential weather hazards and the appropriate responses should be understood, anticipated, and planned for.

## TRAINING OFFICER MANUAL

- 10) Planning. Safe activities follow a plan that is conscientiously developed by the experienced RAC's or other competent sources. Good planning minimizes risk and builds contingencies for emergencies and changes in plan.
- 11) Communications. The RAC must effectively communicate with participants. A good communication plan provides for administrative and emergency communication. The communication plan should designate the primary and secondary methods of communication. The RAC must have immediate access to all emergency information to include contact telephone numbers for each participant and the public emergency response telephone numbers that serve the area.
- 12) Permits and Notices. The RAC must ensure that all requirements for permits, notices, special requests and agreements are met well in advance of the activity. Appropriate notice shall be directed to parents, enforcement authorities, landowners, and others as needed, before and/or after the activity.
- 13) First Aid Resources. The RAC may determine what additional first-aid supplies and equipment are necessary above those required by the unit's standard operating procedures (SOP) for normal unit activities.
- 14) Applicable Laws. The Young Marines safety policies parallel or go beyond mandates, but the RAC must confirm and assure compliance with all applicable local laws, rules, regulations and/or statutes.
- 15) CPR Resource. Because Young Marines are involved in many physically strenuous activities, the potential for life-threatening emergencies do exist. The Young Marines strongly recommend that, where possible all Registered Adults and eligible Young Marines be trained in cardiopulmonary resuscitation (CPR). A CPR qualified registered adults should be present at all strenuous activities.
- 16) Discipline. Young Marines are expected to conduct themselves consistent with the principles conveyed in the Young Marines Obligation, Creed, and Core Values. RAC shall treat all participants in the manner decreed in the Registered Adult Code of Conduct (RACC), By-laws, and Registered Adult Manual.
- 17) RA fitness. Registered Adults must also know what will be required of them and be prepared to meet the same physical demands being placed on the Young Marines. RAs with walking or respiratory issues should not volunteer to take Young Marines on long hikes.



This  
Page  
Intentionally  
Left  
Blank

# TRAINING OFFICER MANUAL

## CHAPTER 2

### PROMOTIONS

1. **Purpose.** The purpose of this chapter is to establish the promotion criteria as set forth in the new guidebooks. It is the responsibility of all registered adult staff to become familiar with this chapter as well as the four guidebooks. This criteria should provide a fair and just measure of each individual Young Marine's ability to be promoted.
  
2. **Restrictive Promotions.** Promotions to all ranks are restrictive.
  - a. Young Marines must be signed off on all Enabling Objectives listed in the Table of Promotions (Para 6 below) for that rank. Additional restrictions may apply and can be found in the same table under "Required Schools and Other Qualifications". In this section you will see which billets must be filled as part of the promotion requirement for the next rank. A rank billet chart is located at the end of this chapter. **A Young Marine must be eligible to hold a billet, otherwise the billet is left open and a Registered Adult fulfills the need until such time as a Young Marine becomes eligible.** Young Marines must still pass the National Promotion Exam at certain points. See the Promotion Table (para 6). Unit Commanders will determine which registered adults and ALS graduates will be the authorized evaluators for the guidebooks. Parents/Guardians are not authorized to sign off on family member's guidebooks.
  
  - b. Young Marines holding **billeted ranks of YM 1<sup>st</sup> Sgt or YM SgtMaj** on any level are authorized to wear their billeted rank to higher headquarters events **unless Registered Adult in Charge determines only the event billeted YM 1 Sgt or YM SgtMaj should be the only ones wearing the billeted rank to lessen confusion.** YM Division and National Young Marines of the Year will always wear YM-Sergeant Major insignia.
  
  - c. Special consideration will be given to those that are reading impaired. The National exam may be given orally to those Young Marines.
  
3. **Mandatory Requirements.** The following requirements must be met for promotion.
  - a. **Oral Promotion Board.** Also known as XO Board, Young Marines must stand an oral promotion board for each promotion. Oral Promotion Boards are conducted in the following manner:
    - 1) Scheduled and overseen by the unit executive officer.
  
    - 2) Members of the oral promotion board at a minimum will consist of the unit executive officer, a Young Marine senior in rank to those standing the board, and at least one other registered adult. (When there is no Young Marine senior in rank, that slot will be filled by a registered adult) The review board will not be comprised of any relatives of Young Marines seeking promotion.
  
    - 3) The content of the oral promotion board shall not be questions from the guidebook; rather the board is convened for the purpose of determining if the Young Marine is mature enough for the promotion. In addition, this board should ensure that the Young Marine wears the uniform properly with all ribbons and awards and that the fit is appropriate. Questions

## TRAINING OFFICER MANUAL

asked at this board should be such so as the members of the board can get a clear understanding of what the Young Marine understands being promoted means to them. Questions such as “How will promoting you to YM-CPL help this unit?”, or “What are your goals in the Young Marine program?” The oral board is not the place to ask questions from the guidebook that the Young Marine will have to answer on the National promotion exam.

- 4) Each Young Marine presenting themselves before the ‘Board’ for the same rank shall receive the same questions, tasks, and examinations. The Young Marines Obligation, Young Marine Creed, and the Pledge of Allegiance shall be part of every oral promotion board.
  - 5) In addition to the above, the unit Executive Officer, following the oral promotion board will make recommendations for or against promotion to the Unit Commander. The Unit Commander has the authority to accept the recommendation or not.
  - 6) Optional – At the end of promotion requirements is the Young Marine Progress Report. This report is optional. However, if the Unit Commanders decides to require the progress report it must be completed quarterly by all Young Marines and maintained in their paper YM records folder.
- b. Physical Fitness. Young Marines must be encouraged in every way to improve their physical fitness. Each improvement of current PFT score, although short of the minimum standard, should be acknowledged as successful improvement. Young Marines continuously giving the effort but coming up short should not be held back from promotions. At Unit Commanders discretion, a minimum passing score may be entered into the database with a note indicating positive improvement thus rewarding the effort, not the outcome. There will come a time when the Young Marine must have a valid passing PFT score for acceptance to certain National programs.
- c. Recommendations for Promotions. Recommendations for promotions may come from various billets. Young Marines serving in a leadership billet may recommend Young Marines under their charge for promotion to the unit Executive Officer. Additionally, registered adults serving in a billet may recommend Young Marines under their charge for promotion to the unit Executive Officer.
- d. The Unit Commander must take into consideration the following when recommending a Young Marine for promotion.
- 1) Does the Young Marine practice good citizenship and leadership
  - 2) Does the Young Marine participate in school, home, and outside activities
  - 3) Does the Young Marine pass required PFT’s or show improving effort at each test
  - 4) Does the Young Marine practice good personal and other habits to include regular attendance of scheduled meetings and unit events
  - 5) Is the Young Marine mature enough to handle the rank they are being recommended for
  - 6) Has the Young Marine completed and been signed off on all required enabling objectives for the rank they are seeking
- d. Unit Commander should take all the above into consideration for promotions.
4. Meritorious Promotions. The **only** meritorious promotions may be those that finish in the top ten percent of recruit training. Meritorious promotions given at the conclusion of recruit training will be

## TRAINING OFFICER MANUAL

from RCT to PFC. The National Executive Director, Deputy Director(s), and the Division Commanders reserve the right to meritoriously promote Young Marines beyond Recruit Training.

5. **Promotions.** Promotions from one rank to the next must be in order. No ranks may be skipped. The only billeted ranks in the Young Marines are YM-1<sup>st</sup> Sgt and YM-SgtMaj . These billets are explained further below.
- a. A YM-MSgt may be assigned the billet of YM-1<sup>st</sup> Sgt in the unit by the Unit Commander. This assignment will be at least 3 months, however, if there are other YM-MSgt's in the unit that are eligible for the billet, the assignment should not exceed 3 months. This will allow other YM-MSgt's the opportunity to fill the requirement. While filling the billet of unit YM-1st Sgt, the Young Marine will wear the YM-1<sup>st</sup> Sgt insignia. Following the completion of the assignment, the Young Marine will turn over the insignia to the next YM-MSgt that will be filling the billet. The database administrator for the unit will add the YM-1<sup>st</sup> Sgt leadership assignment to the Young Marines profile. Additionally, the YM-MSgt should be awarded the YM-1<sup>st</sup> Sgt ribbon at an appropriate ceremony. This will indicate that the Young Marine has fulfilled the requirements of YM-1<sup>st</sup> Sgt. Young Marines cannot be promoted to YM-MGySgt or fill the billet of YM-SgtMaj without fulfilling the YM-1<sup>st</sup> Sgt billet. YM-MSgt's that have not fulfilled the billet of YM-1<sup>st</sup> Sgt cannot be meritoriously promoted to YM-MGySgt. There are no promotions from YM-1<sup>st</sup> Sgt as this is a billet, not a rank.
  - b. A YM-MGySgt may be assigned the billet of YM-SgtMaj for a higher headquarters billet (there is no unit YM-SgtMaj billet). Young Marines eligible for this billet will seek them out on the Battalion, Regiment, and Division levels. Additionally, Young Marines may apply for the billet of YM-SgtMaj at the National Leadership Academy and/or Local Leadership Schools. The tour of YM-SgtMaj will be at least 3 months; however, if there are other YM-MGySgt's that are eligible for the billet, the tour should not exceed 3 months. This will allow other YM-MGySgt's the opportunity to fill the requirement. Completing 2 weeks at the National Leadership Academy as the academy YM-SgtMaj will substitute as fulfillment of the 3 month period; **filling the billet of YM-SgtMaj at local JLS/SLS events does not fulfill the 3 month requirement**. Following the completion of a tour as YM-SgtMaj, the Young Marine will turn over the insignia to the next to YM-MGySgt that will be filling the billet. Additionally, the YM-MGySgt should be awarded the YM-SgtMaj ribbon at an appropriate ceremony. This will indicate that the Young Marine has fulfilled the requirements of YM-SgtMaj billet.
  - c. Young Marines who are selected as Division Young Marine of the Year (YMOY), regardless of present rank, shall by decree of the National Executive Director be made YM-SgtMaj immediately upon selection as Division YMOY and are authorized to wear the YM-SgtMaj rank for the duration of their time in the Young Marines. These Young Marines must still continue to complete all Young Marine Guidebook requirements. Please note: If the Division YMOY is selected as the NYMOY, the division runner up does not elevate to the position of Division YMOY. The database administrator for the unit will add the YM-SgtMaj leadership assignment to the Young Marines profile and immediately prepare an award certificate for the YM-SgtMaj ribbon.

## TRAINING OFFICER MANUAL

6. **Table of Promotions.** The following tables show the requirements for promotion to each rank. Please note the National Promotion Exam requirements for certain ranks.

- **BASIC GUIDEBOOK** – Newly promoted Young Marine LCPL's should be given the Junior Guidebook so that they can begin studying for the next rank.
- **JUNIOR GUIDEBOOK** – Newly promoted Young Marine SGT's should be given the Senior Guidebook so that they can begin studying for the next rank.
- **SENIOR GUIDEBOOK** – Newly promoted Young Marine GYSGT's should be given the Advanced Guidebook so that they can begin studying for the next rank.
- **ADVANCED GUIDEBOOK** - Young Marine must complete all requirements in this YM Guidebook in order to be promoted to YM-MSGT and YM-MGYSGT.

7. **Leadership School Requirements.**

- a. **Before promotion to YM-SGT Young Marines are required to complete a National or locally certified Junior Leadership School (JLS).** Young Marines must have minimum of 12 months in the program from date of graduation of recruit training to start date of JLS.
- b. **Before promotion to YM-GySgt Young Marines are required to complete a national or locally certified Senior Leadership School (SLS).** Young Marines must have at least nine months between graduation date from JLS and start date of SLS whether local or National SLS.
- c. **Before promotion to YM-MGySgt Young Marines are required to complete the National Advanced Leadership School.** Young Marines must have at least nine months between graduation date from SLS and start date of ALS. Advance Leadership School is only conducted at National Leadership Academy each summer.

1) Young Marines must complete Senior Leadership School before they can apply for Young Marine Staff at any level schools. Graduates of SLS may apply as YM Staff in the billets of YM Platoon Sergeant or Squad Advisors only. SLS graduates may be instructors at JLS.

2) Young Marine Staff are positions delegated by the Unit Commander

a. Billeted positions

- i. Unit Supply Assistant
- ii. Unit Training Assistant
- iii. Unit Adjutant Assistant
- iv. Unit Executive Officer Assistant
- v. Assistant YM Recruit Instructor

b. Other positions as deemed appropriate including but not limited to:

- i. Unit Photographer
- ii. Event Planner
- iii. Event planning committee
- iv. Unit Chaplain

## TRAINING OFFICER MANUAL

- d. Young Marine Recruit Instructor
  - 1) In order to standardize recruit training that all YM Recruits receive the National Headquarters Training and Education Department instituted a YM Recruit Instructor Course at the National Leadership Academy. This course is designed to teach Senior Leadership Students (YM-Sgt's thru YM-GySgt's) how to train YM Recruits utilizing all program standards. Only those YMs who attend the National Senior Leadership School and pass this course are eligible to hold the billet of YM Recruit Instructor. Units may have YM-Cpl's and above acting as assistant recruit instructors under the direct charge of an accredited YM Recruit Instructor or registered adult.
  - 2) Certified YM Recruit Instructors are eligible to earn the YM Recruit Instructor Device, worn on the Basic Ribbon, after successful completion of duty as a Recruit Instructor; graduation of the recruit platoon. YM Assistant Recruit Instructors are not authorized to earn the device.
- 8. **Advanced Young Marine Initiatives.** Young Marines that complete the Advanced Guidebook will be authorized for the following.
  - a. Apply as Young Marine Sergeant Major at any Leadership School.
  - b. Apply as Young Marine National Staff for the summer Intern program (if offered)
  - c. Completing the Advanced Guidebook is also a requirement for the Distinguished Order of Merit.
  - d. Graduates of Advanced Leadership School, with the approval of the unit commander, are authorized to sign off on Young Marine Guidebook Enabling Objectives for those Young Marines under their charge.
- 9. **National Promotion Exams.** The following national promotion exam requirements will be followed for the purpose of restrictive promotions. These exams are found in the database.
  - Basic Guidebook National Exam – Minimum of 50 questions – 70% required to pass.
  - Junior Guidebook National Exam – Minimum of 50 questions – 75% required to pass.
  - Senior Guidebook National Exam – Minimum of 50 questions – 75% required to pass.
  - Advanced Guidebook National Exam – Minimum of 100 questions – 80% required to pass.

## TRAINING OFFICER MANUAL



RCT to PVT	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-PVT	PO1 – EO1, EO2, EO3, EO4, EO11 PO2 – EO1a, EO2, EO3a, EO4a, EO6a-b, EO8a (terms in grey shade only) PO3 – EO1b, EO8 PO4 – EO2 PO5 – EO1a PO6 – None required for this rank PO7 – EO1, EO4 PO8 – EO3, EO4 PO9 – EO1, EO2, EO4, EO5a-c	Quarterly DDR Training	N/A	Basic PFT (if applicable) Honor Graduate (if applicable)	N/A	26 hours, Recruit Training	<b>Must be registered in YM Database before first day of training!</b>
PVT to PFC	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-PFC	PO1 – EO5, EO6, EO7, EO8, EO9 PO2 – EO1b-d, EO4b-c, EO6c-d, EO8b (terms in white only) PO3 – EO1a, EO2, EO9, EO10, EO11 PO4 – EO1 PO5 – EO1a PO6 – None required for this rank PO7 – EO2 PO8 – EO1, EO2 PO9 – EO3, EO4, EO5d-f	Quarterly DDR Training	N/A	Basic First Aid	N/A	N/A	
PFC to LCPL	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-LCPL	PO1 – EO10 PO2 – EO3b-c, EO5, EO6e-f, EO7 PO3 – EO3, EO4, EO5, EO6, EO7, EO12 PO4 – EO3, EO4 PO5 – EO1a-b PO6 – EO1, EO2 PO7 – EO3 PO8 – EO5 PO9 – EO4	Quarterly DDR Training	N/A	Community Service  Drug Demand Reduction  PFT	Basic Guidebook Examination (Database printout)	N/A	
	<b>* = Required Billet Database must report two (2) PFT's per year (Jan-Jun / Jul-Dec)</b>						

## TRAINING OFFICER MANUAL

LCPL to CPL	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-CPL	PO1 – EO1, EO2, EO3, EO4, EO5, EO6, EO7, EO8 PO2 – EO1, EO3a-d, EO4a-h PO3 – EO1a, EO3a, EO4a-b, EO5a, EO6a, EO7a-b PO4 – EO2, EO3, EO4, EO6 PO5 – EO1a, EO2 PO6 – EO1, EO2a PO7 – EO1, EO2, EO5, EO6, EO9 PO8 – EO1a, EO2a-b, EO3a-b PO9 – EO1, EO2, EO5a	Quarterly DDR Training	Guidon Bearer*  Team Leader*	CPR	N/A		
CPL to SGT	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-SGT	PO1 – EO9, EO10, EO11, EO12, EO13, EO14 PO2 – EO2, EO3e-i, EO4i-o PO3 – EO1b, EO2, EO3b-c, EO4c, EO5b-c, EO6b, EO7c-e PO4 – EO1, EO5, EO7 PO5 – EO1b-c, EO3 PO6 – EO2b PO7 – EO3, EO4, EO7, EO8 PO8 – EO1b-c, EO2c-d, EO3c PO9 – EO3, EO4, EO5b	Quarterly DDR Training	Assistant Squad Leader*  <b>Plus</b> <u>Select one:</u> *  Color Guard  Squad Leader	Advance First Aid  Junior Leadership  DDR w/ ★	Junior Guidebook Examination (Database printout)	Junior Leadership School (JLS)	
SGT to SSGT	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-SSGT	PO1 – EO1, EO2, EO6, EO13, EO14, EO16, EO19 PO2 – EO1, EO2, EO4 PO3 – EO1, EO4 PO4 – EO1, EO2 PO5 – EO1, EO2 PO6 – EO1, EO2, EO4 PO7 – EO1, EO2, EO4, EO6a-b, EO7 PO8 – EO1, EO2 PO9 – EO1a-c, EO2a-e, EO2m, EO2o, EO3	Quarterly DDR Training	Squad Leader*  Platoon Guide*	Conservation	N/A	N/A	
	<b>* = Required Billet</b> <b>Database must report two (2) PFT's per year (Jan-Jun / Jul-Dec)</b>						



## TRAINING OFFICER MANUAL

SSGT to GYSGT	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-GYSGT	PO1 – EO3, EO4, EO5, EO7, EO8, EO9, EO10, EO11, EO12, EO15, EO17, EO18 PO2 – EO3, EO5 PO3 – EO2, EO3 PO4 – EO3 PO5 – EO3, EO4 PO6 – EO3, EO5, EO6, EO8a-b, EO9a-b PO7 – EO3, EO5, EO6c, EO8, EO9 PO8 – EO3, EO4 PO9 – EO1d-e, EO2f-l, EO2n	Quarterly DDR Training	Platoon Sergeant*	Senior Leadership  DDR w/ 	Senior Guidebook Examination (Database printout)	Senior Leadership School (SLS)	
GYSGT to MSGT	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-MSGT	PO1 – EO1, EO2 PO2 – EO1, EO4 PO3 – EO1, EO2 PO4 – EO1, EO2 PO5 – EO1, EO3, EO4 PO6 – EO1, EO2, EO3, EO7, EO9 PO7 – EO1, EO3 PO8 – EO1a-e PO9 – EO1 PO10 – EO1, EO3	Quarterly DDR Training	Unit Gunnery Sergeant*  Unit Supply Assistant*	DEA device  	N/A	N/A	
MSGT to MGYSGT	PO / EO	DDR	Billet	Ribbons	Exam	School	In Addition to:
YM-MGYSGT	PO1 – EO3, EO4 PO2 – EO2, EO3 PO3 – EO3, EO4, EO5 PO4 – EO3, EO4 PO5 – EO2, EO5, EO6 PO6 – EO4, EO5, EO6, EO8 PO7 – EO2, EO4 PO8 – EO1f, EO2a-e, EO3 PO9 – EO2, EO3 PO10 – EO2, EO4	Quarterly DDR Training	YM First Sergeant*  <b>Plus</b> <u>Select one:</u> *  Unit Adjutant Assistant  Unit Paymaster Assistant  Unit Training Assistant	Advance Leadership  Current CPR trained  DDR (4 <sup>TH</sup> Award)	Advance Guidebook Examination (Database printout)	Advance Leadership School (ALS)	
* = Required Billet Database must report two (2) PFT's per year (Jan-Jun / Jul-Dec)							

This  
Page  
Intentionally  
Left  
Blank

# TRAINING OFFICER MANUAL

## Young Marines PERSONAL PROGRESS REPORT

Date Issued: \_\_\_\_\_  
Date To Be Returned: \_\_\_\_\_

Name

\_\_\_\_\_

Last	First	Middle
------	-------	--------

Rank \_\_\_\_\_ Platoon \_\_\_\_\_ Drills Since Last Report \_\_\_\_\_ UAs \_\_\_\_\_

---

### **SCHOOL EVALUATION**

Additional Comments:

Polite and attentive to Teachers and others?	Yes	No
Making an effort compatible with their ability?	Yes	No
Completes assignments on time and work turned in on time?	Yes	No
Is neat in appearance and cares for personal belongings?	Yes	No
Contributes to the class or activity regularly?	Yes	No

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Print name of person preparing this document

\_\_\_\_\_ and School Name

Teacher's Signature and Date

\_\_\_\_\_

---

### **HOME EVALUATION**

Additional Comments:

Polite and attentive to Parents?	Yes	No
Takes responsibility in caring for own room?	Yes	No
Takes care of own clothing?	Yes	No
Does homework on time without urging?	Yes	No
Does household chores without urging?	Yes	No
Has shown improvement in behavior since joining?	Yes	No
Has shown improvement in	Yes	No

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# TRAINING OFFICERS MANUAL

behavior since last report? \_\_\_\_\_

Print name of person preparing this document  
\_\_\_\_\_

Parent's Signature and Date  
\_\_\_\_\_

YM Name (Last, First, Initial) \_\_\_\_\_ Rank \_\_\_\_\_

---

## **PLATOON COMMANDER'S EVALUATION**

Drills since last report \_\_\_\_\_

Date last report rec'd \_\_\_\_\_

Attendance                      Excellent    Good    Poor

Personal Appearance        Excellent    Good    Poor

Attention to Leaders        Excellent    Good    Poor

Leadership Abilities        Excellent    Good    Poor

Attention to details        Excellent    Good    Poor

YM subjects knowledge      Excellent    Good    Poor

Contributes to Platoon      Yes        No

Works well with others      Yes        No

Is YM *promotable* at this time    Yes        No

Additional Comments:






















































































Print name of Platoon Commander \_\_\_\_\_



Signature and Date \_\_\_\_\_

# TRAINING OFFICERS MANUAL

This chart shows billets Young Marines are eligible to hold by rank and entered into their Young Marine record book. If unit does not have Young Marines with rank appropriate to the billet, then said billet is left unfilled or filled by a registered adult or at the Unit Commanders discretion a lesser rank YM mature enough to handle the billet (they will not have the billet entered in the database records however until the rank requirement is met).

## YOUNG MARINES RANK / BILLET CHART









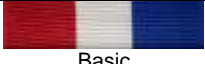














										
Billet Assignment	YM RCT	YM PVT	YM PFC	YM LCPL	YM CPL	YM SGT	YM SSGT	YM GYSGT	YM MSGT	YM MGYSGT
Team Member										
Team Leader										
Color Guard										
Assistant Squad Leader										
Squad Leader										
Platoon Guide / (Guidon Bearer)										
Assistant Recruit Instructor	YM CPL and above that have not received National Recruit Instructor certification									
Recruit Instructor	Graduates of National SLS or ALS that have received National Certification to be a YM Recruit Instructor									
Platoon Sergeant										
Unit Gunnery Sergeant										
Unit Supply Assistant										
Unit Training Assistant										
Unit Adjutant Assistant										
Unit Paymaster Assistant										
YM First Sergeant										
Unit XO Assistant										
YM Sergeant Major										

	= Must fill this billet at or by rank indicated
	= Must fill one of these billets at or by rank indicated

# TRAINING OFFICERS MANUAL

Below chart shows awards that Young Marines must earn before promotion to rank indicated.

## YOUNG MARINES MANDATORY AWARDS FOR PROMOTION CHART

Must earn award indicated before promotion to >												
<b>Award</b>	YM RCT	YM PVT	YM PFC	YM LCPL	YM CPL	YM SGT	YM SSGT	YM GYSGT	YM MSGT	YM MGYSGT		
 Basic	Earn before promotion to >											
 Basic First Aid	Earn before promotion to >											
 Community Service	Earn before promotion to >											
 Physical Fitness												
 Drug Demand Reduction				< First award of DDR ribbon at completion of Basic YM Guidebook								
 CPR	Earn before promotion to >											
 Advance First Aid	Earn before promotion to >											
 DDR w/ ★				< Second award of DDR ribbon at completion of Junior YM Guidebook								
 Junior Leadership												
 Conservation				Earn before promotion to >								
 DDR w/ ★★	Earn before promotion to >											
 Senior Leadership				< Third award of DDR ribbon at completion of Senior YM Guidebook								
 DEA device	Earn before promotion to >											
 Advance Leadership	Earn before promotion to >											
 DDR w/ ★★★				< Fourth award of DDR ribbon at completion of Advance YM Guidebook								

**Note:** Other than the DDR, School and YM 1<sup>ST</sup> Sgt ribbons there is no 'restriction on a YM earning an award two or three or more ranks ahead of when it is required for a rank (i.e., DEA device required before promotion to YM-MSGT can be earned as early as YM-PVT).

# TRAINING OFFICER MANUAL

## CHAPTER 3

### YOUNG MARINE RECRUIT TRAINING SOP

1. Situation. The purpose of this chapter is to provide policy and instructions for the conduct of recruit training. The Performance Objectives required by each recruit for successfully completing recruit training are found at the end of this document and on the chart on page 2-5.
2. Mission. Young Marine recruit training is conducted in order to teach Performance Objectives necessary to become a basically trained Young Marine who can succeed in school, at home, and in the Young Marine program, thereby becoming a quality citizen in society.
3. Execution.
  - a. National Executive Directors Training Philosophy. We must remember that we are not training Marines, but children. Consequently, the goal must be to provide them with a training environment that will allow them to develop a sense of confidence and self-respect. Simultaneously, we must ensure a safe, disciplined and structured training atmosphere.
  - b. National Executive Directors Intent. Young Marines recruit training is the third phase of a five-phase process (Parents informational night, recruit enrollment, recruit training, recruit skills testing, graduation). The intent is to provide an opportunity for youth to be basically trained Young Marines who are imbued with the desire to succeed in life through living it as a member of this respectable organization. One of the goals that are fundamental to our vision is to mold a healthy drug-free, disciplined Young Marine who stands for honor and integrity while simultaneously reinforcing these values to those under their charge and sharing this philosophy with their friends.
  - c. Concept of Operations. Young Marine Recruit Training is a 26-hour entry-level training program designed to provide the necessary skills to graduate and become a Young Marine. Young Marine Recruit Training occurs in these phases:
    - 1) Processing. Includes receiving and approving all necessary documents prior to forming. This includes proper submittal of the registration forms to National Headquarters.
      - a) Review of the Young Marine recruit's medical information to determine any special needs.
      - b) Haircuts (male only). Young Marine recruits that need haircuts should be informed of such at the enrollment meeting.
      - c) Review of the Young Marine contract. Do this by having the Young Marine Recruit in the presence of their parent/guardian and a registered adult, read back their contract. Discreetly grade the Young Marine Recruit with a grade of (1), (2), or (3) on their reading skill as indicated below. This will help you determine which Young Marine Recruits cannot read well and will require assistance with lessons and oral testing.
        - (1) Unable to read
        - (2) Some reading ability but requires assistance
        - (3) Able to read on their own and understand the contents of the Young Marine Guidebook and other written materials such as examinations

## TRAINING OFFICERS MANUAL

- d) Provide some initial indoctrination into the Young Marine way of life such as how to answer when spoken to, what to wear to recruit training, and what will be expected of them during this training.
- e) Hold the first Parent Meeting to discuss Recruit Training and answer any questions parents may have concerning this.
- f) Do not perform any training to include an initial strength test if the child is not registered with National Headquarters. **All Young Marine recruits must be entered into the Young Marine database to be insured before any training, including strength tests are conducted.**

2) Forming. Occurs between the completion of the processing period and the start of the regular training schedule as processed Young Marine recruits are formed into platoons. The forming operation can take place with processing if so desired.

3) Training. Young Marine recruit training is comprised of not less than 26 training hours. Initial training focuses on building discipline, physical fitness, basic close order drill, and mastery of the Young Marine Performance Objectives for recruits.

### d. Tasks

1) National Executive Director. Approve registration package for Young Marine recruit-training platoon.

2) National Training Director. Review and update Training Officers Manual (TOM), YM Guidebooks, and other training materials annually.

3) Division, Regimental, Battalion Commanders.

a) Monitors Recruit Training process within Area Of Responsibility (AOR).

b) Ensures the safety of all Young Marine recruits by periodic inspections of units conducting recruit training.

c) Ensures that only registered and qualified adults and Young Marines are training Young Marine recruits.

### 4) Unit Commanders.

a) Ensures the constant safety of Young Marine recruits by closely monitoring Recruit Training, inspecting training sites, equipment, and personnel.

b) Ensure all registered adults training Young Marine recruits understand and know the Registered Adult Manual, RA Code of Conduct (RACC), and other documents as required for the safe and successful training of all participants.

c) Ensures each Young Marine recruit is fully trained before graduating him or her from recruit training.



## TRAINING OFFICERS MANUAL

### e. Coordinating Instructions

- 1) Graduation Criteria. There are three graduation requirements for the successful completion of Young Marine recruits training.
  - a) Be signed off on all required Performance Objectives for recruit training (See Promotion Policy – To Obtain the rank of YM-PVT).
  - b) Perform and record the Young Marine Physical Fitness Test.
  - c) Meets the minimum number of hours required during Young Marine recruit training.
- 2) Shortcomings. When Young Marine recruits do not meet the minimum number of hours and/or performance objectives for successful completion of recruit training for graduation they should be given additional time and instruction to correct the deficiency. **The objective is to provide recruits an opportunity to achieve the standards.** Every attempt should be made to allow Young Marine recruits to master required subjects. Involve the parents and/or a YM that lives nearby. Recycling a recruit should never be done. Anything else can be accomplished through additional instruction rather than recycling.
- 3) Waivers. The Unit Commander is granted waiver authority for those unique cases in which an otherwise qualified Young Marine recruit could be technically barred from graduation.
- 4) Separation. When attempts to bring deficient Young Marine recruits to satisfactory levels of knowledge, conditioning, discipline, or skill have failed, the Unit Commander has the authority to separate the recruit from the Young Marine organization. This should only be undertaken after all other avenues have failed.

### f. Training Execution

- 1) General. All who are associated with the training of Young Marine recruits must ensure this vital process is conducted in a professional manner. Hazing, maltreatment, abuse of authority, or other inappropriate alternatives to leadership are counterproductive practices and are expressly forbidden. Registered adults in supervisory positions are strictly charged to treat all Young Marine recruits firmly, fairly, and with dignity and compassion, and will be held accountable for their actions. All registered adults will ensure that they are familiar with the Registered Adult Manual and RACC as well as any other documentation required by National Headquarters or any other office in their chain of command.
- 2) Young Marine Recruit Training **is not** Marine Corps Boot Camp, and should not be treated as such. Profanity is never acceptable in any situation. Remember, Praise in public, but punish, when you must, in private.
- 3) Unit commanders must schedule a parents night prior to start of recruit training, or during sign-ups to inform the parents that there will be yelling, at times, and its purpose is to drive home important points as well as get the undivided attention of all at the same time. Yelling will not be directed to any one individual. The Young Marines is not an in your face scared straight program.

## TRAINING OFFICERS MANUAL

- 4) Young Marines serving in an instructor training capacity must be supervised by a registered adult at all times, and must hold the proper Certification of Instruction from the National SLS Recruit Instructor Course to be a Recruit Instructor.
  - 5) Ensure that all Young Marines recruit training staff has reviewed the medical documentation on each and every Young Marine recruit **prior to** the start of training. They must know which recruits can and cannot perform certain activities. All registered adults are responsible for the safety of the Young Marine recruits as well as their training.
  - g. Training Day. A training day consists of one in which formal training per the approved documentation found herein takes place. The training days will be numbered consecutively from the first training day, and will not include processing or forming days. The length of a training day is defined as the period of time beginning with the first period of instruction and ending with the conclusion of the last period of instruction.
  - h. Basic Daily Routine. The basic daily routine will consist of Roll Call, Pledge of Allegiance, close order drill (COD) instruction/review, physical fitness training, classroom instruction/review, unit commander's time, assignments, closing formation to include the Young Marines Obligation and Creed. Ample breaks will be given throughout the training day.
  - i. Sleep. **(If overnight training is conducted)** Young Marine recruits will be permitted eight hours of uninterrupted sleep per night. The only exceptions to the aforementioned policy can occur when a recruit is required to stand fire-watch, which will be no longer than one hour.
  - j. Young Marine Recruits Rights. The following rights are fundamental to the welfare of all Young Marine recruits while in training and will not be denied.
    - 1) Eight hours of uninterrupted sleep, except under those conditions described above.
    - 2) 20 minutes to consume each meal.
    - 3) Attend sick call.
    - 4) Attend scheduled religious services.
    - 5) Speak with the unit commander or any registered adult at any time.
    - 6) Make and receive emergency phone calls.
    - 7) Make head calls
    - 8) Use medication as prescribed by a doctor or permitted by their parent or guardian per reference (a), appendix D.
4. Administration and Logistics
- a. Personnel Qualification
    - 1) The unit commander will establish a training course for adult instructors assigned to Young Marine recruit training duties. Local hospitals, fire/police departments or schools can assist with this course. Phone numbers for fire/police should also be known by all hands involved with training recruits. The course will serve as indoctrination to the recruit training process and will include at a minimum, the following items:
      - a) Basic First-Aid

## TRAINING OFFICERS MANUAL

- b) Cardio-Pulmonary Resuscitation (CPR)
  - c) Knowledge of the Registered Adult Manual (RAM), Registered Adult Code of Conduct (RACC) and the Young Marines Basic Guidebook
  - d) Basic Close Order Drill
  - e) Basic Physical Training
  - f) Safety Training
  - g) Basic Field Survival Training
  - h) Detecting the onset of medical problems, i.e. heat casualties, frostbite, and other extremity injuries.
- 2) Young Marines recruit adult instructors must successfully complete the course and any refresher training as required by higher headquarters or the unit commander.

### b. Supervision

- 1) Young Marines recruit adult instructors must pay strict attention to the supervisory requirements as set forth in the Registered Adult Manual (RAM), chapter 9, paragraph 8c, (1), (2), (3).
- 2) When there are female Young Marines recruits, the platoon must have a registered female adult on hand in accordance with the Registered Adult Manual (RAM), chapter 4, paragraph 2e, Female Staff Advisor.
- 3) Young Marines recruit adult instructors, at all levels, will be constantly alert for recruits with physical, mental, or other difficulties. Recruits who attempt to harm themselves, harm others, or run away, will remain in the presence of adult instructors until the parents can retrieve them. Registered adult personnel will, in the event of injury, contact the unit Corpsman and provide immediate first-aid if necessary.
- 4) Each Young Marine recruit will receive an interview from the unit commander or his/her designate at least once during the training cycle. This interview will provide the recruit the opportunity to discuss personal problems, performance levels, and to voice grievances without fear of reprimand, intimidation, or repercussions.

c. Meritorious Recognition. Unit commanders are authorized to promote up to 10% (rounded to the lowest whole number) of the total strength of the graduating Young Marines recruit platoon, as long as the recruits being considered meet the necessary requirements for graduating recruit training. Meritorious promotions will be from PVT to PFC.

### 5. Command and Signal

- a. Signal. This document is effective as of the date signed by the National Executive Director, and will remain in effect until cancelled or updated.
- b. Command. This document is applicable to all Young Marine units conducting recruit training. The unit commanders are responsible to the National Executive Director for the overall accomplishment of Young Marine recruit training in accordance with this directive.

# TRAINING OFFICERS MANUAL

## Basic Drill Techniques for Recruit Training

The best training tool is to lead by example. If you want recruits to stand at attention properly, then the Unit Commander (UC) and staff must do the same at all times. Require staff to march and execute movements in the same manner being instructed to recruits.

**Explain, Demonstrate, Perform, And Review.** Using this method, recruits will learn better, faster, and retain the information taught. Add to this UC and staff performing accordingly, and successful training results and sharper, motivated Young Marines.

**Speak clearly.** If a recruit instructor, adult or Young Marine tries to sound like a Drill Instructor, young children will not always understand what is being stated. If command is to perform a “left face”, then give the command loud enough for all of them to hear, slow enough for them to react appropriately, and clearly enough so they will understand the command. There are examples of recruits that could not hear from the last squad because instructors were not loud and clear enough. Always face the platoon/squad/detail when giving commands. [Additionally, “**know your troops**”. In the case of hearing impaired recruits, instructors and recruits can work out a simple “recruit sign language” for facing movements and head calls, to name a few.] No recruit should be made to “stand out” in the face of his or her peers in an adverse light. **(See the RAM Chapter 2, Page 4, Paragraph 5a, and Chapter 2, Page 5, Paragraph 1, 1a, 1b, 1c, 2, and 3 for more information on the above)**

During recruit training, everything taught should be explained fully to Young Marine recruits. When for example, they are taught the position of at ease, explain what its purpose is. See the example below. Never assume recruits will automatically know what everything means or why they do it.

### EXAMPLE

(For purposes of this example, assume that recruits know the position of attention)

This block of instruction will be on the position of “at ease”.

The purpose of this position is to allow you to rest in an orderly fashion. You may make adjustments to your clothing and equipment while in this position, but you must keep your right foot in place. There is no talking while in this position.

The command used to get you into this position is “**at ease**”. I will now give the command “at ease” to my assistant who will demonstrate the proper movements.

**(Instructor gives the command to his assistant who executes the move)**

You will notice that upon the command “at ease”, my assistant moved his left leg to the left approximately shoulder distance (**show them**), and at the same time moved both arms behind his back where he has joined his hands in this fashion (**show them**), keeping his fingers straight and interlocking his thumbs. You will notice the fluid motion he used as he performs this command. Do not lock your knees and keep your back straight. We will demonstrate once again. **(Demonstrate again using the assistant)**

**(Ask if there are any questions concerning this movement)** If need be, demonstrate again until recruits understand the basic principle of the movement.

I will now give the command “at ease”. You will execute the movement in the manner in which you were instructed.

## TRAINING OFFICERS MANUAL

**(Give the command and observe the movement)** Explain about anticipating commands if this happens and if need be demonstrate the move again with assistant. Always end the training session with the recruits performing the move.

**(Once they have a basic understanding of the movement, explain some situations where this would be used).** One example of using this position would be during closing formation, when the commander is giving out assignments or “passing the word”.

The only position you can go to from “at ease” is “attention”.

Give the command and have the recruits execute the movement. Do this again during the review phase of the schedule. Give a command other than attention while they are in the position of at ease. Correct those that move, and again explain that they can only be given the command “attention” from “at ease”.

**(Remember, there is no substitute for practice and leadership)**

# TRAINING OFFICERS MANUAL

## CHAPTER 4

### SECTION I: YOUNG MARINE PHYSICAL FITNESS PROGRAM (PFP)

1. **General.** Every Young Marine must work to become physically fit, regardless of age and rank. Furthermore, physical fitness is an indispensable aspect of Young Marine leadership. The habits of self-discipline required to gain and maintain a high level of physical fitness are inherent to Young Marines and must be a part of the character of every Young Marine. Young Marines who are not physically fit must be encouraged in every way to improve their physical fitness. Every improvement over the current PFT score, however slight, should be praised and acknowledged as success.
2. **Responsibility.** In order to maintain continuity of Young Marine physical fitness standards, the procedures in this chapter will be used for developing and administering physical fitness training and test. It is the responsibility of Unit Commanders to conduct a minimum of two physical fitness tests per year conducted in the manner outlined by this chapter.
3. **Objectives.** The Unit's PFP should focus on health, fitness, and unit cohesion rather than preparation exclusively for the PFT. The Program should reflect the following objectives to:
  - a. Improve current physical fitness level.
  - b. Raise your awareness of importance of physical fitness.
  - c. Motivate participation in physical fitness activities.
  - d. Create an interest in physical fitness as a life-long activity.
4. **Physical Condition.** The Young Marines Program considers physical fitness to be the ability of Young Marines to meet the physical demands of ordinary and extraordinary situation without undue fatigue. To achieve this state of physical fitness, physical conditioning should incorporate the components and principles listed below.
  - a. **Components of Physical Conditioning.** To capitalize on those components that can benefit conditioning efforts, the following categories of exercises should be included in both individual and unit PFPs:
    - 1) **Strength.** Muscular strength refers to the ability of the muscular system to move the body through resistance. Many associate strength training with progressive resistive exercises using weights and machines. However, the ability of a Marine to effectively handle their own body weight should be a prerequisite before integrating strength training with machines into their program. This can be accomplished through the Daily 7 Program described in paragraph 4.c.1), and applying the principles listed in paragraph 4.b. Strength training can be separated into two categories, general and specific.
      - a) **General Strength Training.** This type of training strengthens the muscular system by focusing on a full body workout for strength and size. In this type of training, the major muscle groups are exercised without a specific task or functional goal in mind. This type of strength training contributes to overall health.
      - b) **Specific Strength Training.** This type of strength training is task specific. Youth as young as eight can use specific strength training to improve their health and fitness and ward off unwanted weight gain. Unfortunately however, coaches, teachers and fitness instructors often try to accommodate kids' needs by simply watering down adult programs--which can lead to injury. For these reasons the Young Marines utilize the Presidential Youth Fitness Program (The Presidents Challenge).

## TRAINING OFFICERS MANUAL

- 2) Endurance. Two types of endurance conditioning are needed for a Young Marine to meet the physical demands for both, aerobic and anaerobic.
  - a) Aerobic Endurance. Aerobic activity, meaning “in the presence of oxygen,” is categorized by physical demands that are sub-maximal (not an “all out” effort) and involve activity that is continuous in nature (lasting more than 3-5 minutes). Two examples are sprinting and long distance running.
  - b) Anaerobic Endurance. Anaerobic activity, meaning “without oxygen,” is categorized by physical demands that are high intensity and of shorter (less than 2-3 minutes) duration. Examples are pull ups, most forms of weight lifting, and running short, quick distances.
- 3) Mobility. Mobility conditioning is geared towards improving quality of movement. Quality of movement depends on the following:
  - a) Posture
  - b) Balance and stability
  - c) Agility
  - d) Coordination
  - e) Power
  - f) Speed
  - g) Flexibility
- b. Principles of Physical Conditioning Program. There are several different principles to consider when developing an effective PCP:
  - 1) Progression. Conditioning programs must incorporate a systematic means to increase training load.
  - 2) Regularity. To realize a conditioning effect, training programs must conduct physical conditioning sessions at least 3-5 times per week.
  - 3) Overload. Only when the various systems of the body are overloaded will they become able to handle greater load.
  - 4) Variety. Varying a program from time to time maintains interest and prevents staleness.
  - 5) Recovery. Essential for allowing the systems overloaded during conditioning to adapt and become stronger.
  - 6) Balance. Balanced conditioning programs ensure all the components of physical fitness conditioning (strength, endurance, and mobility) are properly addressed.
  - 7) Specificity. Conditioning that is specific in nature yields specific gains. For example, stationary bike riding is of little value in improving running.

## TRAINING OFFICERS MANUAL

- c. Specific PFPs. Units that strive to augment their PFP should use innovative combinations of the types of exercise defined below:
- 1) Daily 7 Program. The Daily 7 Program is a comprehensive series of warm-up, conditioning, and cool-down exercises replacing the former Daily 7 Program. This all-encompassing program can be incorporated into any unit aerobic or anaerobic conditioning session, or can be used as a conditioning session in of itself. Paragraph 5 contains the Daily 7 Program in detail.
    - a) Warm-up Exercises. The Daily 7 warm-up exercises facilitate gradual distribution of blood flow to the muscles, preparing both the cardiovascular and muscular skeletal systems for the exercise session, by effectively targeting both the upper and lower body. The increased blood flow to the muscles produces a warming effect, increasing the elasticity of the muscles and connective tissue, which is believed to reduce injury.
    - b) Conditioning Exercises. The Daily 7 conditioning exercises provide a total body workout through the proper execution of traditional calisthenics. Conditioning exercises can be used as a workout session in and of itself, or to augment the main fitness event (e.g., squad ability run or obstacle course).
    - c) Cool-down Exercises. The Daily 7 cool-down exercises (which are basically the same as the warm-up exercises at slower pace) allow the body to gradually return to the pre-exercise state.
  - 2) Physical Conditioning. Physical conditioning is comprised of general physical conditioning exercises that will develop and maintain strength, endurance, and the physical skills necessary to sustain a Young Marine each day and for a lifetime. Good examples of physical conditioning that prepares Young Marines to successfully handle all demands of their daily activities that may include load-bearing marches, water survival training, obstacle course, and confidence course.

### 5. Daily 7 Program.

- a. Purpose. The Daily 7 Program is a comprehensive series of warm-up, conditioning, and cool-down exercises; it replaces the former Daily 7. The Daily 7 warm-up exercises facilitate gradual distribution of blood flow to the muscles, preparing both the cardiovascular and muscular skeletal systems for the exercise session, by effectively targeting both the upper and lower body. The increased blood flow to the muscles produces a warming effect, increasing the elasticity of the muscles and connective tissues, which is believed to reduce injury risks. The Daily 7 conditioning exercises include traditional calisthenics that are safe in providing a total body workout, which can vary in duration, degree of difficulty, and level of intensity. The Daily 7 cool-down exercises (the same exercises used in the warm-up at a slower pace) allow the body to gradually return to the pre-exercise state.
- b. Scope. There are three different ways the Daily 7 Program can be used during physical training:
  - 1) Daily 7 Warm-up (D7WU). A series of warm-up and dynamic stretching exercises that should be conducted prior to the main activity (e.g., formation run, obstacle course, circuit course, etc.), of every physical training session.
  - 2) Daily 7 Workout (D7WO). A series of conditioning exercises that can be used as augmentation to another conditioning activity (circuit course, Physical Fitness Test (PFT),



## TRAINING OFFICERS MANUAL

etc.), or can be used as a conditioning activity in of itself by simply increasing the number of repetitions or by increasing or slowing down the execution of the repetition.

- 3) Daily 7 Cool-Down (D7CD). A series of cool-down exercises that should be used as the final activity of a physical training session.

### 6. Daily 7 Warm-up and Dynamic Stretching Descriptions.

#### a. Warm-up Exercises.

- 1) Heel to Toe Rocking. Starting position is standing with feet together and hands on hips. Rock back onto the heels, pause, then rock forward onto the toes and pause. Repeat 10 to 15 repetitions.

1



2



- 2) Partial Squats. Starting position is standing with feet shoulder width apart, arms at sides. (1) Keeping the heels on the deck, partially squat until the hands are near mid-calf. The knees should only bend to about 60 degrees, just short of a sitting position (2). Return to the starting position (3). Repeat 10 to 15 repetitions.

1



2



## TRAINING OFFICERS MANUAL

- 3) Thigh Stretch. Starting position is standing with feet shoulder width apart, hands on hips. Shift weight onto the right foot and quickly bend the left knee five times, bringing the left heel towards the buttocks. Switch legs and repeat. Repeat the whole cycle two or three times, until a total of 15 to 20 repetitions are done on each leg.

1



2



- 5) Neck Flexion. Starting position is standing with feet shoulder width apart, hands on hips. (1) Tilt the head to the left side, bringing the left ear toward the left shoulder, pause. Switch sides and repeat. (2) Flex the neck forward bringing the chin toward the chest, pause. Extend the head back and pause Repeat for 5 to 10 repetitions.

1



2



- 6) Trunk Lateral Flexion. Starting position is standing with feet shoulder width apart, hands on hips. Bend the trunk to the left side (1), pause, then switch to the right side (2) and pause. Repeat for 5 to 10 repetitions. Proceed to the Stretching Exercises.

1



2



## TRAINING OFFICERS MANUAL

### b. Dynamic Stretching Exercises.

- 1) Upper Back Stretch. Starting position is standing with feet shoulder width apart. Extend the arms and clasp the hands in front of the chest. Push the arms forward rounding the shoulders and upper back. Hold the position for 10 seconds and breath naturally. The stretch should be felt over the upper back.



- 2) Chest Stretch. Starting position is standing with feet shoulder width apart. Clasp hands together behind the lower back, palms up. Pull the arms up toward the head. Hold the position for 10 seconds and breath naturally. The stretch should be felt in the front of the chest and shoulders.



- 3) Groin Stretch. Starting position is in the sitting position with both knees bent and the bottoms of the feet together. Grasp the feet and gently push the knees with the elbows toward the deck. Hold the position for 10 seconds and breath naturally. The stretch should be felt over the inside of both thighs.



## TRAINING OFFICERS MANUAL

- 4) Calf Stretch. Starting position is standing with arms at the sides. Place the left foot approximately 2 feet forward and slightly bend the right knee. Lean forward toward the left foot pointing the left toes up to the sky. Hold the position for 10 seconds and breath naturally. Grabbing the left foot and gently pulling it towards you can increase the level of intensity. The stretch should be felt over the left calf. Switch sides and repeat.



- 5) Hamstring Stretch. Starting position is lying down with the back flat against the deck. Bring the left knee toward the chest grasping the left leg just below the knee. Gently straighten the left knee and hold for the count. The right leg should remain on the deck. Hold the position for 10 seconds and breath naturally. The stretch should be felt on the back of the left thigh. Switch sides and repeat.



- 6) Triceps Stretch. Starting position is standing, arms at the sides. Bend the left elbow and bring the left arm up and back placing the left hand between the shoulder blades. Gently pull the left elbow with the right hand behind the head. Hold the position for 10 seconds and breath naturally. The stretch should be felt over the back of the upper arm. Switch sides and repeat.



## TRAINING OFFICERS MANUAL

- 7) Quadriceps Stretch. Starting position is lying down on the left side. Bend the left hip and knee to 90 degrees. Grasp the right ankle with the right hand and pull the right knee straight back. Do not hyperextend the lower back. Hold the position for 10 seconds and breath naturally. The stretch should be felt over the front of the right thigh. Switch sides and repeat.



- 8) Lying Down ITB Stretch. Starting position is lying down on the deck. Bring the left leg with the knee straight across the body (1). Hold the position for 10 seconds and breath naturally. The stretch should be felt over the left hip. Switch sides and repeat (2).



- 9) Posterior Shoulder Stretch. Starting position is standing with feet shoulder width apart, arms at the sides. Bend the left elbow and bring the left arm across the chest. Give a gentle pull with the right hand. Hold the position for 10 seconds and breath naturally. The stretch should be felt over the posterior left shoulder. Switch sides and repeat.



## TRAINING OFFICERS MANUAL

- 10) Hip Flexor Stretch. Starting position is standing, hands on hips. Step the left foot forward 3 to 4 feet. Place the right knee on the deck. Gently move the left knee forward. Hold the position for 10 seconds and breath naturally. The stretch should be felt over the front of the right thigh and hip. Switch sides and repeat.



- 11) Single-Leg Lower Back Stretch. Starting position is lying with the back flat against the deck. Bring the right knee toward the chest grasping the right knee. Gently pull the knee tight into the chest. The left leg should remain on the deck. Hold the position for 10 seconds and breath naturally. The stretch should be felt along the lower back to the right buttock. Switch sides and repeat.



- 12) Prone Abdominal Stretch. Starting position is lying on the stomach with the hands placed near the shoulders as if in the down position of a pushup. Slowly raise the upper body, keeping the waist on the deck. Hold the position for 10 seconds and breath naturally. The stretch should be felt over the abdomen.



## TRAINING OFFICERS MANUAL

### c. Daily 7 Conditioning Exercise Descriptions.

- 1) Push-ups. Starting position is lying on your stomach with hands shoulder width apart, toes on the deck, and elbows, back, and knees straight. On the first and third count, lower the chest to the deck; bend the elbows to at least 90 degrees (1/3). On the second and fourth count, extend the arms back to the starting position (2/4). This exercise conditions the chest, primarily in the anterior shoulder region, and secondarily, the triceps.

1/3



2/4



- 2) Crunches. Starting position is lying on the back with the hips bent to 90 degrees and the knees bent, feet off the deck. Bend the elbows to 90 degrees and fold across the chest or rib cage. On the first and third count raise the upper torso off the deck touching the thighs with the forearms (1/3). On the second and fourth count, return to the starting position (2/4). The arms must remain in constant contact with the chest/rib cage when executing the crunch. This should be done in a slow and controlled manner. This exercise conditions the abdominal muscles.

1/3



2/4



- 3) Dirty Dogs. Starting position is on the hands and knees. On the first and third count raise the left leg to the side, while keeping the knee bent (1/3). On the second and fourth count return the leg to the starting position (2/4). Switch sides and repeat. This exercise conditions the hip abductors.

1/3



2/4



## TRAINING OFFICERS MANUAL

- 4) Wide Pushups. Starting position is lying on the stomach with hands beyond shoulder width apart, toes on the ground, and elbows, back, and knees straight. On the first and third count, lower the chest to the deck, bending the elbows to at least 90 degrees (1/3). On the second and fourth count, extend the arms back to the starting position (2/4). This exercise conditions the chest, primarily in the anterior shoulder region, and secondarily, the triceps. With the wider hand position, the chest muscles increase their workload.

1/3



2/4



- 5) Dive Bomber Pushups. Starting position is lying on the stomach with hands and toes on the deck, and elbows and knees straight. The hands will be slightly beyond shoulder width apart. The hips will be raised up and the shoulders will be behind the hands. On the first count, lower the chest down and forward to the deck, the shoulders will be even with the hands (1). On the second count, continue forward extending the elbows where now the shoulders are in front of the hands (2). On the third count, reverse the direction lowering the chest down and back to the deck, the shoulders will be even with hands (3). On the fourth count, continue back and up to the starting position (4). This exercise is done in a smooth, continuous motion. This exercise conditions the chest and anterior shoulder primarily, and secondarily, the triceps through a greater range of motion.

1



2



3



4





## TRAINING OFFICERS MANUAL

- 6) Elbow to Knee Crunches. Starting position is lying on the back with the right foot flat on the deck and, the left foot crossed over the right knee, and the arms crossed over the chest. On the first and third count, raise the upper torso off the deck rotating to the left touching the right elbow to the left thigh (1/3). On the second and fourth count, return to the starting position (2/4). This exercise should be done in a slow and controlled manner. Switch sides and repeat. This exercise conditions the abdominal muscles with more emphasis on the oblique.

1/3



2/4



- 7) Side Crunches. Starting position is lying on the left side with the left arm across the chest and right arm along the side of the body. On the first and third count, raise the upper torso and feet off the deck sliding the right hand down the thigh (1/3). On the second and fourth count, return to the starting position (2/4). Switch sides and repeat. This exercise conditions the abdominal muscles with emphasis on the internal oblique and external oblique.

1/3



2/4



- 8) Prone Flutter Kicks. Starting position is lying on the stomach. On the first count raise the left leg off the deck while the right leg remains on the deck (1). On the second count, lower the left leg to the starting position (2). On the third count, raise the right leg off the deck while the left leg remains on the deck (3). On the fourth count, lower the right leg to the starting position (4). This exercise conditions the muscles that extend the hip and back.

1



2



3



4



## TRAINING OFFICERS MANUAL

- 9) Back Extension. Starting position is lying on the stomach with hands behind the head. On the first and third count, raise the upper torso and legs off the deck (1/3). On the second and fourth count, lower the upper torso and legs to the starting position (2/4). This exercise conditions the muscles that extend the back.

1/3



2/4



- 10) Donkey Kicks. Starting position is on the hands and knees. On the first and third count, kick the left leg back and up straightening the knee (1/3). On the second and fourth count, bend the knee and hip bringing the left knee into the chest (2/4). The back should not hyperextend during this exercise. Switch sides and repeat. This exercise conditions the muscles that extend the hip.

1/3



2/4



- 11) Hip Adduction. Starting position is lying on the left side with the right leg bent setting the right foot in front of the left knee. On the first and third count, raise the straight left leg off the deck squeezing the thighs together (1/3). On the second and fourth count, lower the left leg to the starting position (2/4). The left toes should be pointing straightforward not to the sky. Switch side and repeat. This exercise conditions the muscles on the inner thigh.

1/3



2/4



## TRAINING OFFICERS MANUAL

- 12) Side Leg Raises. Starting position is lying on the left side with the left knee bent, the hip vertical and the toes on the right foot pointing forward not to the sky. On the first and third count, raise the right leg approximately 18 inches leading with the heel (1/3). The toes will still point forward, not to the sky. On the second and fourth count, lower the right leg to the starting position (2/4). Switch sides and repeat. This exercise conditions the muscles on the side of the hip and thigh.

1/3



2/4



- 13) Steam Engines. Starting position is standing with the feet shoulder width apart and hands behind the head. On the first count, touch the right elbow to the left knee by bending and raising the left knee and twisting and bending the upper torso to the left (1). On the second count, return to the starting position (2). On the third count, touch the left elbow to the right knee by bending and raising the right knee and twisting and bending the upper torso to the right (3), and on the fourth count, return to the starting position (4). This exercise should be done in a slow and controlled cadence. This exercise conditions the abdominal muscles, primarily the oblique, and secondarily, the hip and thigh.

1



2



3

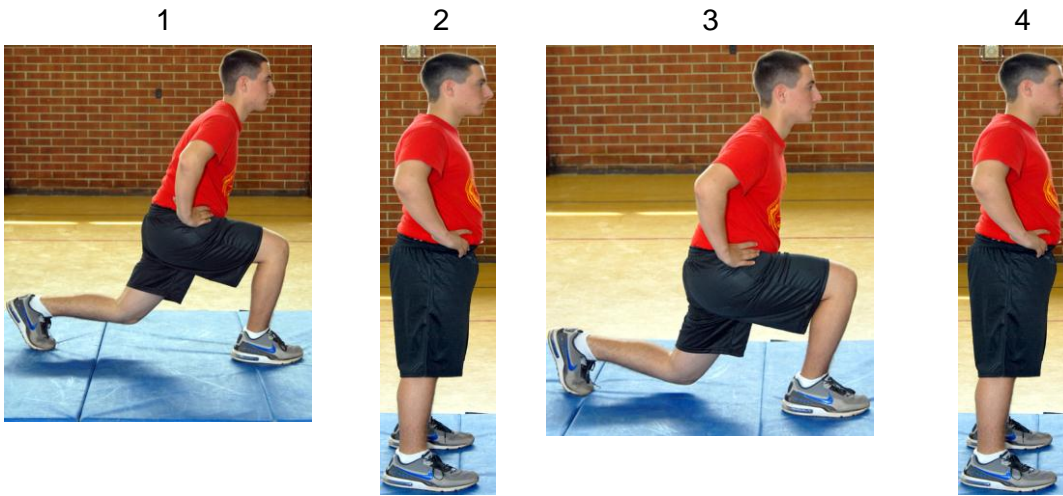


4

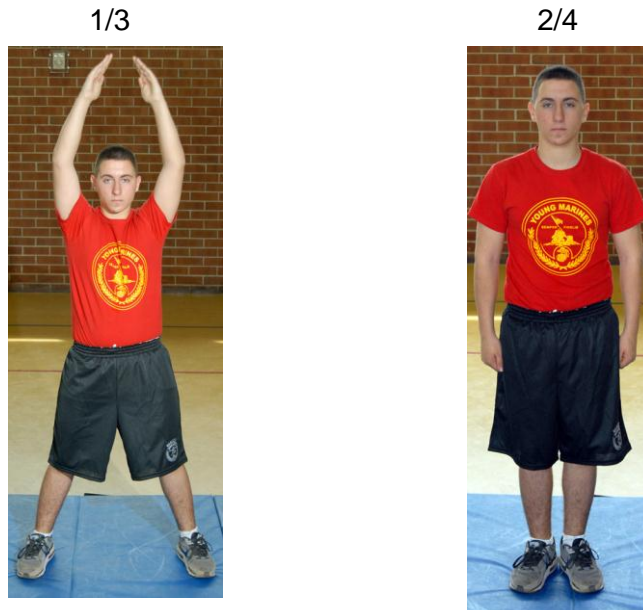


## TRAINING OFFICERS MANUAL

- 14) Lunges. Starting position is standing with the feet shoulder width apart and hands on the hips. On the first count, touch the right knee to the deck by stepping forward with the left foot and bending both knees (1). On the second count, return to the starting position (2). On the third count, touch the left knee to the deck by stepping forward with the right foot and bending both knees (3). On the fourth count, return to the starting position (4). Do not bend the forward knee more than 90 degrees. This exercise should be done in a slow and controlled cadence. This exercise conditions the muscles that extend the hip and knee of the forward leg.



- 15) Side Straddle Hops. Starting position is standing with the feet together and arms at the sides. On the first and third count, jump and land with both feet just beyond shoulder width apart while bringing the hands together overhead (1/3). On the second and fourth count, jump back to the starting position (2/4). This exercise is done in a smooth, continuous motion. This exercise conditions the upper arm, hip, and thigh.



## TRAINING OFFICERS MANUAL

### 7. Daily 7 Warm-up/Cool-Down, Stretching and Exercise Cards.

#### STRETCHING CARD A

1. Chest Stretch
2. Triceps Stretch
3. Posterior Shoulder Stretch
4. Iliotibial Band (ITB) Stretch
5. Modified Hurdler Stretch
6. Hip and Back Stretch
7. Quadriceps Stretch
8. Lower Back Stretch
9. Abdominal Stretch

#### EXERCISE CARD 1

1. Wide Pushups
2. Donkey Kicks
3. Crunches
4. Dive Bomber Pushups
5. Dirty Dogs
6. Side Crunches
7. Back Extensions
8. Lunges
9. Side Straddle Hops

#### STRETCHING CARD B

1. Upper Back Stretch
2. Chest Stretch
3. Shoulder and Neck Stretch
4. Triceps Stretch
5. Posterior Shoulder Stretch
6. Lying Down (ITB) Stretch
7. Modified Hurdler Stretch
8. Groin Stretch
9. Calf Stretch

#### EXERCISE CARD 2

1. Pushups
2. Crunches
3. Side Leg Raises
4. Diamond Pushups
5. Elbow-to-Knee Crunches
6. Prone Flutter Kicks
7. Hip Abduction
8. Lunges
9. Steam Engines

#### STRETCHING CARD C

1. Active Hamstring Stretch
2. Groin Stretch
3. Hip Flexor Stretch
4. Lower Back Stretch
5. ITB Stretch
6. Calf Stretch
7. Neck Stretch
8. Upper Back Stretch
9. Chest Stretch

#### WARM-UP/COOL-DOWN CARD

1. Toe-Heel Rocking
2. Partial Squats
3. Butt Kicks
4. Trunk Bends
5. Neck Bends
6. Arm Circles
7. Triceps Stretch
8. \*Stretch Card (10 seconds)
9. \*Exercise Cards

8. Circuit Training and Exercise Drills. Circuit training is described as a specific training routine in which a variety of fitness exercises are performed. It can accommodate a large number of Young Marines with little supervision, provide variety and challenge with its progressive programming, and allow participants to progress at their own rate.

- a. The goal of circuit training is to develop strength and endurance through a systematic and progressive conditioning program that involves stations where specific exercises are performed. These exercises are performed vigorously for a short period of time before moving to a follow-on station. The vigorous activity in short periods of time provide a near maximal quality training session, assuring progressive overload in an organized manner. The exercise

## TRAINING OFFICERS MANUAL

selected for each station and the arrangement of the stations is determined by the objective of the circuit.

- 1) **Free Circuit.** Free (portable) circuits use equipment that can be readily transported or set up for use regardless of the training area and environment. A simplified course can be executed on a basketball court, a field, or on the deck of a ship. In a free circuit, there is no set time for staying at each station and no signal to move from one station to the next. Young Marines work at their own pace, doing a fixed number of repetitions (rep) at each station. Progress is measured by the time needed to complete a circuit. However, in remedial training, the quality and number of repetitions should be monitored.
  
- 2) **Fixed Circuit.** Fixed circuits require equipment that is normally in place and can be used on a regular basis. In a fixed circuit, a specific length of time is set for each station. The time is monitored with a stopwatch, with Young Marines rotating through the stations on command. To increase the intensity or difficulty of a fixed circuit:
  - a) Maintain the time for completion, but increase the number of reps;
  - b) Increase the time per station along with the number of reps; and,
  - c) Increase the number of times a circuit is negotiated.
  
- b. **Number of Stations/Circuit Training Reps.** The goal of the circuit, as well as the time and equipment available will determine the number of stations. A circuit geared for the objective of developing upper or lower body strength may need as little as six to eight stations, while a cardiovascular strength and endurance circuit may have as many as 10 stations. The total number of participants, the number of stations, and the level of supervision available determine the number of Young Marines assigned to negotiate a single circuit station.
  
- c. To achieve the desired training effect, the circuit may have to be repeated several times. For example, a 10-station circuit requiring Young Marines to exercise for 30 seconds at each station and 15 seconds to move between stations may result in Young Marines completing the entire evolution three times. The entire training session, designed to take between 45-60 minutes, includes a warm-up and cool-down period (e.g., Daily 7).
  
- d. As the conditioning level increases, consideration can be given to either increase exercise periods from 30 to 45 and 60 second intervals, or the addition of a fourth rotation through the circuit. Stations should be arranged in a sequence that allows for adequate recovery time between high/low intensity exercises or by alternating different muscles groups.
  - 1) **Cardiovascular Endurance Circuit #1.** This circuit is designed to improve the cardio-respiratory system by exercising hard at each of the eight exercise stations, with a steady recovery time (slow jog) between stations. Recommended course length is approximately 1/4 to 1/2 mile in length.

<b>Cardiovascular Endurance Circuit #1</b>	
Station #1	Ab Crunch 20 reps
Station #2	Bend and Thrust 20 reps
Station #3	Sprint 1 rep
Station #4	Inclined Pushups 20 reps
Station #5	Star Jumps 20 reps
Station #6	Dorsal Raise 20 reps
Station #7	Knee Lifts 20 reps
Station #8	Dips 20 reps

## TRAINING OFFICERS MANUAL

- 2) Cardiovascular Endurance Circuit #2. Recommended course length is ½ to 1.0-mile, with 14 events/stations:

Station #1	Stationary Run	30 seconds
Station #2	Pushup	30 seconds
Station #3	Side Straddle Hop	30 seconds
Station #4	Crunches	30 seconds
Station #5	Ski Jumps	30 seconds
Station #6	Flutter Kicks	30 seconds
Station #7	Bend and Reach (slow reps)	30 seconds
Station #8	Wide Pushup	30 seconds
Station #9	Bicycle	30 seconds
Station #10	Knee Bender	30 seconds
Station #11	Steam Engines (Daily 7)	30 seconds
Station #12	Twisting Situp	30 seconds
Station #13	Lunges (Daily 7)	30 seconds
Station #14	All-Fours Run	30 seconds

- 3) Upper Body Strength Circuit #2. This circuit is designed to improve upper body strength and endurance, and is normally conducted following a cardiovascular training session. Proper form and full range of motion are important. Eight stations are set up over a course length of approximately 500 yards.

Station #1	Crunches	20 reps
Station #2	Pull-ups	3 sets @ max effort
Station #3	Dorsal Raises	20 reps
Station #4	Triceps Dips	40 reps
Station #5	Sit-ups	2 sets of 5 reps
Station #6	Rope Heaves	20 reps
Station #7	Pushups	20 reps
Station #8	Sprint	1 rep

- 4) Upper Body/Abdominal Strength Circuit #3. This circuit is designed to encompass a cardiovascular/anaerobic (sprint) portion that incorporates eight exercise stations with no set course length required. This circuit is conducted without a set time signal, e.g., Young Marines move immediately to a station after each exercise is completed. Recommended one to two complete course rotations, with a possible time decrease to 20 seconds (vice 30) on the second running.

<b>Upper Body/Abdominal Strength Circuit #3</b>		
Station #1	Elevated Pushup	30 seconds
Station #2	Twisting Sit-up	30 seconds
Station #3	Parallel Dips	30 seconds
Station #4	Abs Crunch (feet unsecured)	30 seconds
Station #5	Wide Pushup	30 seconds
Station #6	Flutter Kicks	30 seconds
Station #7	Diamond Pushup	30 seconds
Station #8	Bicycle	30 seconds

## TRAINING OFFICERS MANUAL

- 5) Lower Body/Upper Body Strength (Weight Room) Circuit #4. This circuit is designed to follow a cardiovascular session. There are 13 exercise stations and the circuit should be conducted in one to two complete rotations. Each exercise should encompass slow and controlled movements, striving for muscle failure within 8-12 repetitions. A preliminary session, for Young Marines to become familiar with weight room layout and starting weight limits and execution is recommended.

<b>Lower Body/Upper Body Strength (Weight Room) Circuit #4</b>		
Station #1	Leg Press	8-12 reps
Station #2	Leg raise	8-12 reps
Station #3	Leg Extension	8-12 reps
Station #4	Leg Curl	8-12 reps
Station #5	Heel Raise	8-12 reps
Station #6	Bench Press	8-12 reps
Station #7	Seated Row	8-12 reps
Station #8	Military Press	8-12 reps
Station #9	Lat Pull Down	8-12 reps
Station #10	Shrugs	8-12 reps
Station #11	Triceps Extension	8-12 reps
Station #12	Biceps Curl	8-12 reps
Station #13	Incline Sit-ups	8-12 reps

- b. Cardiovascular/Muscular Endurance Circuit Course: Recommended course length is ½ - 1.0 miles. Location and spacing of exercise stations is normally based on terrain. After a unit orientation run, the endurance circuit course should be run as an individual effort.

Station #1	Mountain Climbers	20 reps
Station #2	Bends and Thrusts	20 reps
Station #3	Abs Crunches (feet unsecured)	20 reps
Station #4	Sprint	50-100 meters
Station #5	Sit-up and Twist	20 reps
Station #6	Pull-ups or Pushups	10-20 reps
Station #7	Dorsal Raises	20 reps
Station #8	Star Jumps	20 reps
Station #9	Squat Thrusts	20 reps

### 9. Young Marines Personal Workout Plans.

- a. Upper Body Strength (Weekly) Circuit. A 3 day per week routine is recommended to improve overall upper body strength deficiencies. Conduct tests every 2 weeks and increase weights and reps as necessary.

<b>Monday</b>	Pull-ups Lat Pull-down* Seated Row* Biceps Curl (EZ-Curl Bar)* Alternating Bicep Curls (Dumbbell)	2 sets to fatigue 2 sets of 15 reps 2 sets of 15 reps 2 sets of 15 reps 2 sets of 15 reps
* Strive for momentary muscular fatigue at the end of each set. Allow 45-60 seconds rest between sets and 2-3 <b>minutes</b> rest between exercises		



## TRAINING OFFICERS MANUAL

<b>Tuesday</b> <i>Cross Training</i>		Cardiovascular/Abdominal Training
<b>Wednesday</b> Pull-up/Pushup/Crunch Pyramid **	Set #1: 1 Pull-up/2 Pushups Set #2: 2 Pull-ups/4 Pushups Set #3: 3 Pull-ups/6 Pushups/25 Crunches Set #4: 4 Pull-ups/8 Pushups Set #5: 5 Pull-ups/10 Pushups/25 Crunches Set #6: 4 Pull-ups/8 Pushups Set #7: 3 Pull-ups/6 Pushups/25 Crunches Set #8: 2 Pull-ups/4 Pushups Set #9: 1 Pull-up/2 Pushups  ** Decrease/Increase reps in pyramid based on the Marine's ability and progression of strength, the minimal rest between sets, and spotter assistance necessary to complete required reps.	
<b>Thursday</b> Rest		No training
<b>Friday</b> Weight Training		Repeat Monday training session

- b. Strength and Endurance Training Schedule (20 weeks). This training schedule's primary fitness element is running, but also strives to combine aspects of strength, endurance, and flexibility. The running portion of the program provides the base of cardiovascular endurance necessary to augment all other physical skills. In addition to the progressive overload running program, strength training and flexibility exercises (e.g., Daily 7), addressing lower and upper body resistance training must be incorporated. Weight training can augment or be substituted for the Daily 7 exercises. Each training period will include a warm-up prior to exercise and a cool-down session to follow.

<b>WEEK 1,2</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 40 min @ 10 min/mile pace	Lower Body Resistance Daily 7 or Weight Training (1 set)
<b>Tuesday</b>	None	Upper Body Resistance - Daily 7 or Weight Training (1 set)
<b>Wednesday</b>	Run 30 min @ 10 min/mile pace	Lower Body- (1 set)
<b>Thursday</b>	None	Upper Body - (1 set)
<b>Friday</b>	Run 30 min @ 10 min/mile pace	Lower Body - (1 set)

TRAINING OFFICERS MANUAL

<b>WEEK 3,4</b>	<i>Endurance</i>	<b>Strength</b>
<b>Monday</b>	Run 44 min @ 10 min/mile pace	Lower Body Resistance Daily 7 or Weight Training (1 set)
<b>Tuesday</b>	None	Upper Body Resistance - Daily 7 or Weight Training (1 set)
<b>Wednesday</b>	Run 33 min @ 10 min/mile pace	Lower Body - (1 set)
<b>Thursday</b>	None	Upper Body - (1 set)
<b>Friday</b>	Run 33 min @ 10 min/mile pace	Lower Body - (1 set)
<b>WEEK 5,6</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 48 min @ 10 min/mile pace	Lower Body Resistance Daily 7 or Weight Training (2 set)
<b>Tuesday</b>	None	Upper Body Resistance - Daily 7 or Weight Training (2 set)
<b>Wednesday</b>	Run 36 min @ 10 min/mile pace	Lower Body - (2 set)
<b>Thursday</b>	None	Upper Body - (2 set)
<i>Friday</i>	Run 36 min @ 10 min/mile pace	Lower Body - (2 set)
<b>WEEK 7,8</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 53 min @ 10 min/mile pace	Lower Body Resistance Daily 7 or Weight Training (2 set)
<b>Tuesday</b>	None	Upper Body Resistance - Daily 7 or Weight Training (2 set)
<b>Wednesday</b>	Run 40 min @ 10 min/mile pace	Lower Body - (2 set)
<b>Thursday</b>	None	Upper Body - (2 set)
<b>Friday</b>	Run 40 min @ 10 min/mile pace	Lower Body - (2 set)

TRAINING OFFICERS MANUAL

<b>WEEK 9</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 53 min @ 10 min/mile pace	Upper Body Resistance Daily 7 or Weight Training (3 set)
<b>Tuesday</b>	None	Lower Body Resistance - Daily 7 or Weight Training (3 set)
<b>Wednesday</b>	Run 40 min @ 10 min/mile pace	Upper Body - (2 set)
<b>Thursday</b>	None	Lower Body - (3 set)
<b>Friday</b>	Run 40 min @ 10 min/mile pace	Lower Body - (2 set) Power— 2 reps
<b>WEEK 10</b>	<i>Endurance</i>	<b>Strength</b>
<b>Monday</b>	Run 53 min @ 8.5 min/mile pace	Upper Body Resistance Daily 7 or Weight Training (2 set)
<b>Tuesday</b>	Intervals: 4X400m sprints in 2 min	Lower Body Resistance - Daily 7 or Weight Training (3 set)
<b>Wednesday</b>	Run 40 min @ 8.5 min/mile pace	Upper Body - (2 set)
<b>Thursday</b>	None	Lower Body - (3 set) Power— 3 reps
<b>Friday</b>	Run 40 min @ 8.5 min/mile pace	Lower Body - (2 set)
<b>WEEK 11</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 53 min @ 8.5 min/mile pace	Upper Body Resistance Daily 7 or Weight Training (3 set)
<b>Tuesday</b>	Intervals: 4X400m sprints in 2 min	Lower Body Resistance Daily 7 or Weight Training (2 set)
<b>Wednesday</b>	Run 40 min @ 8.5 min/mile pace	Upper Body - (3 set)
<b>Thursday</b>	None	Lower Body - (2 set) Power— 4 reps
<b>Friday</b>	Run 40 min @ 8.5 min/mile pace	Upper Body - (3 set)

TRAINING OFFICERS MANUAL

<b>WEEK 12</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 58 min @ 8.5 min/mile pace	None
<b>Tuesday</b>	Intervals: 5X400m sprints in 2 min	Upper/Lower Body Resistance Daily 7 or Weight Training (2 set)
<b>Wednesday</b>	Run 40 min @ 8.5 min/mile pace	None
<b>Thursday</b>	None	Upper/Lower Body - (3 set) Power—4 reps
<b>Friday</b>	Run 30 min @ 7.5 min/mile pace	None.
<b>WEEK 13</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 58 min @ 8.5 min/mile pace	None
<b>Tuesday</b>	Intervals: 6X400m sprints in 2 min (4 min rest)	Upper/Lower Body Resistance Daily 7 or Weight Training (2 set)
<b>Wednesday</b>	Run 40 min @ 8.0 min/mile pace	None
<b>Thursday</b>	None	Upper/Lower Body - (3 set) Power—4 reps
<b>Friday</b>	Run 30 min @ 7.0 min/mile pace	None.
<b>WEEK 14</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 58 min @ 8.5 min/mile pace	None
<b>Tuesday</b>	Intervals: 6X400m sprints in 2 min (3:30 min)	Upper/Lower Body Resistance Daily 7 or Weight Training (3 set)
<b>Wednesday</b>	Run 40 min @ 8.0 min/mile pace	None
<b>Thursday</b>	None	Upper/Lower Body - (3 set) Power—4 reps
<b>Friday</b>	Run 30 min @ 7.0 min/mile pace	None.
<b>WEEK 15</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 30 min (easy pace)	Upper/Lower—(1set)
<b>Tuesday</b>	None	None
<b>Wednesday</b>	Run 20 min (easy pace)	None
<b>Thursday</b>	None	None
<b>Friday</b>	Run 20 min (easy pace)	Upper/Lower—(1 set)

TRAINING OFFICERS MANUAL

<b>WEEK 16</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 30 min (easy pace)	Upper/Lower—(1set)
<b>Tuesday</b>	None	None
<b>Wednesday</b>	Run 20 min (easy pace)	None
<b>Thursday</b>	None	None
<b>Friday</b>	Run 20 min (easy pace)	Upper/Lower—(1 set)
<b>WEEK 17</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Run 30 min (easy pace)	None
<b>Tuesday</b>	None	Lower Body—(2 sets) Power—2 sets
<b>Wednesday</b>	Run 20 min (easy pace)	None
<b>Thursday</b>	None	Lower Body—(2 sets) Power—2 sets or Obstacle Course
<b>Friday</b>	Run 20 min (easy pace)	None
<b>WEEK 18</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Team Sport	None
<b>Tuesday</b>	None	Lower Body—(1 sets) Power—1 sets
<b>Wednesday</b>	Team Sports	None
<b>Thursday</b>	None	Lower Body—(2 sets) Power—2 sets or Obstacle Course
<b>Friday</b>	Team Sports	None
<b>WEEK 19</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	Team Sport	None
<b>Tuesday</b>	None	None
<b>Wednesday</b>	Team Sports	None
<b>Thursday</b>	None	None
<b>Friday</b>	Team Sports	Obstacle Course
<b>WEEK 20</b>	<b>Endurance</b>	<b>Strength</b>
<b>Monday</b>	None	Upper/Lower Body—(2 sets)
<b>Tuesday</b>	Team Sport	None
<b>Wednesday</b>	None	Upper/Lower Body—(1 sets) Power—1 sets
<b>Thursday</b>	Team Sports	Obstacle Course
<b>Friday</b>	None	Upper/Lower Body—(2 sets) Power—2 sets

11. On week 21, begin the training cycle again, starting at week 1.

## TRAINING OFFICERS MANUAL

12. The 20-week PT cycle uses a modified form of periodization training. No athlete can maintain a continuous competitive edge - any attempt to do so will result in an over trained state where mental and physical abilities will deteriorate. Interruptions in the training schedule are expected. As a general guideline, for each week during which scheduled PT is not done, the unit should go back 2 weeks from the last week to safely restart the program.

**CHAPTER 4**  
**SECTION II: YOUNG MARINES PHYSICAL FITNESS TEST (PFT)**

1. General. One Young Marine program objective is to “Promote physical fitness through the conduct of physical activities, including participation in athletic events and close order drill.” One way to measure how well Young Marines are meeting this objective is through the Physical Fitness Test.
2. The Physical Fitness Test (PFT). Young Marines are required to take two PFT’s 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. Young Marines who miss the PFT or fail the PFT should be given an opportunity to make up the PFT. If they cannot perform a portion or the whole PFT a doctor’s note must be provided and an entry made in the record book to reflect the PFT or portions there of listed in the doctor’s note. (For example, if a Young Marine has a doctor’s note that states the Young Marines is not to do any activities involving running, then the Young Marine would not participate in the shuttle run or endurance run but will complete the Pull ups, sit ups and v-sit. A note will be placed in the PFT section of the database for the events the Young Marine could not do based on the doctor’s note. All other scores will be entered for the events the Young Marine could do. If the Young Marines combined scores are below passing even with the noted events then the Young Marine has failed the PFT. If the Young Marines scores are passing or above with the noted events then the Young Marines has passed the PFT.) **Young Marines attending leadership schools shall be administered the PFT as one of the first events following check in. Those who fail this PFT shall be given one make up opportunity within 24 hours. Failures of the make-up test will not be sent home they will stay at the school but will receive a Certificate of Attendance (COA) vice a graduation certificate. The UC will be notified that when the YM successfully completes the PFT that the scores should be sent to National Headquarters, Director, Training & Education. At that time a school graduation certificate will be prepared and mailed to the unit.**

The PFT:

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

**Fitness Standards Chart**

<b>Classification</b>	<b>3rd Class</b>	<b>2nd Class</b>	<b>1st Class</b>
<b>Score Range</b>	200-299	300-399	400-500
<b>Qualification Award</b>	Physical Fitness Ribbon 250-299/above YM-LCpl	Physical Fitness Ribbon w/Roman numeral II	Physical Fitness Ribbon w/Roman numeral I

- a. Young Marines retain their respective ribbons w/appropriate devices as long as they meet the established standards above.
- b. A Unit Achievement Certificate is awarded to Young Marines earning a score of 475 to 499.

- c. The Perfect Physical Fitness Ribbon is awarded to Young Marines earning a score of 500. Unit commanders should forward the name of the Young Marine to the Esprit Magazine for proper recognition.

4. Performing the Physical Fitness Test (PFT). The five basic exercises used in the PFT are Curl-ups, Pull-ups -Boys (13 & older), Flexed Arm hang - Girls, Shuttle Run, V-sit, 1 Mile (Endurance Run/Walk) or the 1/2 Mile Endurance Run/Walk for 8 and 9 year olds. **Boys 12 and under will perform the Flexed Arm Hang instead of pull-ups. The three Modified events include the following: Partial Curl-Ups, Right Angle Push-Ups and Sit and Reach.**

**A. The PFT events are performed with the events below:**

1. Ensure you have an even, clean, rock free area and equipment to perform the events listed below.

**2. Males perform:**

- a. Pull-ups or Flex-Arm Hang (12 & below)
- b. Right Angle Push-ups (this is a modified event to substitute for pull ups or Flex arm hang).
- c. Curl-ups
- d. Partial Curl-ups (this is a modified event to substitute for Curl ups).
- e. V-Sit
- f. Sit and Reach (This is a modified event to substitute for the V-sit) .
- g. 1 mile Endurance Run (for 10 year olds and older).
- h. ½ mile Endurance run (for 8 & 9 year olds year olds).
- i. Shuttle Run

**3. Females perform:**

- a. Flex Arm hang
- b. Right Angle Push-ups (This is a modified event to substitute for the Flex Arm Hang).
- c. Curl-ups
- d. Partial Curl-ups (this is a modified event to substitute for Curl ups).
- e. V-Sit
- f. Sit and Reach (This is a modified event to substitute for the V-sit).
- g. 1 mile Endurance Run (for 10 year olds and older).
- h. ½ mile Endurance run (for 8 & 9 year olds year olds).
- i. Shuttle Run

**B. Example of performing a PFT:**

1. Curl-ups or (Modified Partial Curl-Ups)
2. Pull-Ups, Flex Arm Hang or (Modified Right Angle Push- ups)
3. Shuttle Run
4. 1 mile & ½ mile endurance runs
5. V-sit or (Modified Sit and Reach)



- a. Curl-ups. The curl-up exercise strengthens abdominal muscles and as part of the PFT, it measures abdominal muscle strength.
- i. Starting Position. On a flat soft surface, lay on your back, with knees flexed and feet about 12 inches from the buttocks. Arms are crossed with hands placed on opposite shoulders and elbows held close to chest. Helpers kneel in front of you and hold your feet in place. Helpers should count out loud each curl-up you perform.



- ii. Execution. Keeping this arm position, raise the trunk curling up to touch elbows to thighs and then lower yourself back to the floor so that the shoulder blades touch the floor, for one curl-up. To start, a timer calls out the signal “Ready? Go!” and begins timing for one minute. You stop when the timer says “Stop!”.
- iii. Administrative Note. You may rest in the down position as long as you maintain the correct body position while resting. “Bouncing” off the floor is not permitted. The curl-up will only be counted if performed correctly.
- iv. Time Limit. 1 minute.

- v. Scoring Table. Use the curl-up scoring table provided in section III of the PFT chapter in the Training Officers Manual. Modified Curl-Ups may be performed with the counter holding the head as shown above.

- b. Push Ups – Boys Only. This event measures upper body strength and endurance.

Right Angle Push-Ups (Modified)

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



- ii. Execution. The push-up is done to a metronome (or audio tape, clapping, drums) with one complete push-up being performed every three seconds, and are continued until the student can do no more in rhythm (not in rhythm for three push-ups).

- iii. Administrative Note. Spend as little time in the starting position as possible in order to increase the number of repetitions.

- iv. Time Limit. None

- v. Use the Right Angle Push-Ups scoring table provided in section III of the PFT chapter in the Training Officers Manual.

- c. Flex Arm Hang (Boys 12 and under will perform the Flexed Arm Hang instead of pull-ups). The Flex Arm Hang exercise measures upper body strength and endurance.

Starting Position. Using either an overhand grasp (palms facing away from the body) or an underhand grip (palms facing toward the body), assume a flexed arm hang position with the chin clearing the bar. You should be lifted or assisted into this position.

- i. Execution. Hold your body straight with your chin above the bar and chest close to the bar for as long as possible. This is a time event. Time is started when your partner is no longer providing you support. When your chin touches or falls below the bar, time is called.
  - ii. Administrative Note. You are not permitted to rest your chin on the bar.
  - iii. Time Limit. Time begins when you are in position and you signal your partner to let you go. Time ends when your chin touches or falls below the bar.
  - iv. Scoring Table. Use the Flexed Arm Hang scoring table provided in section III of the PFT chapter in the Training Officers Manual.
- d. Pull-ups (Boys Only). The Pull-up exercise measures upper body strength and endurance.
- i. Starting Position. Hang from the bar at a height you can hang from with arms fully extended and feet free from the floor or ground, using either an overhand grasp (palms facing away from the body) or an underhand grip (palms facing toward the body). If needed, you may be lifted into position.



- ii. Execution. On the command “Begin!”, raise body until chin clears the bar and then lower the body to full-hang position. Repeat the procedure performing as many pull-ups as you can. Spend as little time as possible hanging from the bar beforehand. Kicking of the legs (kipping) or swinging of the body is not permitted.
- iii. Administrative Note. Pull-ups should be done in a smooth rather than jerky motion. There is no rest position for this exercise.
- iv. Time Limit. There is no time limit for this event.
- v. Scoring Table. Use the Pull-Ups scoring table provided in section III of the PFT chapter in the Training Officers Manual.

- e. V-sit and reach (or sit and reach- **Modified**). This event measures flexibility of the lower back and hamstrings.
- ia. V-sit testing Mark a straight line two feet long on the floor as the baseline. Draw a measuring line perpendicular to the midpoint of the baseline extending two feet on each side and marked off in half inches. The point where the baseline and measuring line intersect is the "0" point. Student removes shoes and sits on floor with measuring line between legs and soles of feet placed immediately behind baseline, heels 8-12" apart. Student clasps thumbs so that hands are together, palms down and places them on measuring line. With the legs held flat by a partner, student slowly reaches forward as far as possible, keeping fingers on baseline and feet flexed. After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded.
  - ib. V-sit tip. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.
  - ic. V-sit rules. Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Students should be encouraged to reach slowly rather than "bounce" while stretching. Scores, recorded to the nearest half inch, are read as plus scores for reaches beyond baseline, minus scores for reaches behind baseline.



- ii. Sit and reach testing. A specially constructed box (see below) with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. Student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.
- ii. Sit and reach tip. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.
- ii. Sit and reach rules. Legs must remain straight, soles of feet against box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.



### Constructing the Sit and Reach Box

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

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

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

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

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

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

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



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

- i. Shuttle run testing. Mark two parallel lines 30 feet apart and place two blocks of wood or similar object behind one of the lines. Students start behind opposite line. On the signal

"Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places block behind the line, runs back and picks up the second block and runs back across starting line.

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

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

- i. Endurance run/walk testing. On a safe, one-mile distance, students begin running on the count "Ready? Go!" Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.
- ii. Endurance run/walk tip. Use a large enough running area so that no more than eight laps are necessary to complete a mile. Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time. If you are not using a track that is measured in miles, then you will need to convert from that measurement into miles. Refer to the conversion chart below for converting to miles when using a 400 meter track or 440 yards.
- iii. Endurance run/walk scoring. Always review students' health status before administering this test. Give students ample instruction on how to pace themselves. Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test. Times are recorded in minutes and seconds. Alternative distance for 8 and 9 year old Young Marines is ½ mile. The same objective and testing procedure are used as with the mile run.

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

5. Warm-up and Cool-down. A 5-10 minute warm-up is an essential part of every fitness session. A warm-up routine has a number of benefits. It is beneficial because it:

- a. Prepares the body for action;
- b. Helps develop sports skills; and,
- c. Helps prevent injury. Muscles that are supple and strong become less prone to injury.

6. Warm-ups. Here are some guidelines for a warm-up session

:

- a. Start with three minutes of brisk walking or easy jogging;
- b. Do your stretching exercises slowly and smoothly;
- c. Stretch only until you feel tightness, not pain;
- d. Do strengthening exercises at a controlled speed;

- e. Breathe naturally, inhaling and exhaling fully on each repetition. Breath holding should be avoided;
- f. Arm Circles, Curl and Stretch and Ankle Rocker require gentle, continuous action. For the other stretching exercises, use a stretch-and hold movement. Start with a minimum of five repetitions, holding the stretched position for at least 10-20 seconds.

### **Warm-up and Cool-down Exercises**

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

- a. Arm Circles Full, slow sweeping circles with both arms forward then backwards.
- b. Side Stretch Reach one arm overhead and the other down the side of the leg. Repeat alternately to the other side.
- c. Sit & Reach One leg straight, one bent with the sole of the foot near the knee of the straight leg. Reach out with both arms along the straight leg.
- d. Cat Back Flatten lower back to floor, then slowly curl up with arms straight.
- e. Thigh Stretch Bend one knee, grasp ankle, pull foot gently toward the buttock. Repeat alternately with the other leg. Don't arch the back.
- f. Pelvic Tilt On your back, knees bent, feet flat on the deck. Tighten abdominals and buttocks, and press your lower back firmly against the deck.
- g. Cross-overs Seated on deck, legs in front of you, knees bent and feet flat on the deck. Roll legs to one side toward the deck. Look over the other shoulder. Repeat to other side.
- h. Calf Stretch One foot in front of the other with toes pointed straight ahead. Bend both legs (squatting) to stretch the soleus muscle in the rear leg. Repeat with legs further apart and back straight to stretch the calf muscle in the rear legs.

Cool-downs. Stretching exercises play an important role in the cool-down following an activity session. A cool-down (warm up done in reverse order) brings the heart rate and body temperature back to normal, and it helps prevent unnecessary stiffness and soreness that can result from vigorous activity.

# TRAINING OFFICERS MANUAL

## CHAPTER 4

### SECTION III: SCORING THE YOUNG MARINES PHYSICAL FITNESS TEST (PFT)

1. Scoring the PFT. The most important thing to remember is that certain events are modified events and do not score to 100 points (**the highest possible score to earn with a modified PFT is 495**). The following events are considered modified:
  - a. Endurance Run for 8 and 9 year olds.
  - b. Partial Curl-ups.
  - c. Right Angle Push-ups.
  - d. Sit & Reach.
  
2. Medical Waivers. Young Marines who are unable to perform an event due to a medical issue must provide documentation from their doctor prior to the PFT for the safety and wellbeing of the Young Marine. This documentation is to be maintained in the Young Marines record book.
  - a. Scoring for a waived event. Events that the Young Marine cannot perform due to the medical waiver are scored as 50 points. Ensure that in the database, in the notes section of the PFT portion, that a note is entered stating that this PFT was performed with a medical waiver.
  - b. Units should require a letter from the Young Marines' doctor releasing them from waivers and returning them to full PFT activities.
  
3. Scoring Tables. On the following pages you will find the scoring tables for all PFT events. Pay particular attention to the modified events as they will not score to 100 points. To read the tables, do the following:
  - a. Find the age of the Young Marine on the table.
  - b. Read down that column until you reach the time or repetitions that the Young Marine performed. Keep in mind that you may not find an exact time or number of repetitions. For this, round the time **down** to the next closest time and round the repetitions **up** to the next closest number of repetitions.
  - c. Read across to the left of the table to the appropriate percentile. This is the score for this event.
  
4. PFT's and Promotions. Keep in mind that not all Young Marines will be able to pass the PFT test. Modified events can help in this area. Until a Young Marine begins to develop a passing PFT score, they should utilize the modified events for their PFT test. Additionally, as stated in Chapters 2 (**page 2-2, paragraph b**) and Chapter 3 (**page 3-3 Paragraph e, 1-b**) of the Training Officers Manual, those who come up short on the PFT test but continually show improvement should not be held back from promotions. **Remember to reward the effort and not the outcome of the PFT test**. Young Marines however, should understand that there will come a time when they must be able to pass the required PFT test for admittance to National and Accredited schools.



# TRAINING OFFICERS MANUAL

## ONE-MILE RUN/WALK FOR BOYS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

PERCENTILE	AGE									
	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	16:49

## ONE-MILE RUN/WALK FOR GIRLS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

PERCENTILE	AGE									
	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

# TRAINING OFFICERS MANUAL

## ENDURANCE RUN OPTIONS (MODIFIED)

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

PERCENTILE	BOYS			GIRLS	
	AGE			AGE	
	8 *	9 *		8 *	9 *
95	3:30	3:30		3:58	3:53
90	3:41	3:42		4:06	4:04
85	3:49	3:46		4:18	4:13
80	3:55	3:54		4:27	4:20
75	4:02	3:59		4:34	4:28
70	4:09	4:04		4:42	4:37
65	4:16	4:09		4:48	4:43
60	4:22	4:14		4:56	4:50
55	4:31	4:20		5:02	4:57
50	4:39	4:27		5:10	5:05
45	4:47	4:33		5:15	5:12
40	4:57	4:44		5:25	5:23
35	5:07	4:54		5:37	5:36
30	5:20	5:05		5:50	5:48
25	5:40	5:24		6:02	6:02
20	6:00	5:49		6:20	6:28
5	6:33	6:30		6:56	7:12

\* ½ Mile

# TRAINING OFFICERS MANUAL

## CURL-UP FOR BOYS

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

PERCENTILE	AGE									
	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

PERCENTILE	AGE									
	8	9	10	11	12	13	14	15	16	17+
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

# TRAINING OFFICERS MANUAL

## PARTIAL CURL-UP FOR BOYS (MODIFIED)

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

PERCENTILE	AGE									
	8	9	10	11	12	13	14	15	16	17+
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.

PERCENTILE	AGE									
	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

# TRAINING OFFICERS MANUAL

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

Percentile Scores Based on Age/Test Scores in Seconds

PERCENTILE	AGE				
	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

PERCENTILE	AGE									
	8	9	10	11	12	13	14	15	16	17+
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

# TRAINING OFFICERS MANUAL

## PULL-UPS FOR BOYS

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

PERCENTILE	AGE									
	8	9	10	11	12	13	14	15	16	17+
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

# TRAINING OFFICERS MANUAL

## RIGHT ANGLE PUSH-UPS FOR BOYS (MODIFIED)

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

PERCENTILE	AGE									
	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.

PERCENTILE	AGE									
	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

# TRAINING OFFICERS MANUAL

## SHUTTLE RUN FOR BOYS

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

PERCENTILE	AGE									
	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

PERCENTILE	AGE									
	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



# TRAINING OFFICERS MANUAL

## SIT AND REACH FOR BOYS (MODIFIED)

Percentile Scores Based on Age/Test Scores in Centimeters

PERCENTILE	AGE								
	8	9	10	11	12	13	14	15	16
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

PERCENTILE	AGE								
	8	9	10	11	12	13	14	15	16
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

# TRAINING OFFICERS MANUAL

## V-SIT REACH FOR BOYS

Percentile Scores Based on Age/Test Scores in Inches

PERCENTILE	AGE									
	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

PERCENTILE	AGE									
	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

This  
Page  
Intentionally  
Left  
Blank

# TRAINING OFFICERS MANUAL

## CHAPTER 5

### DRUG RESISTANCE AND PREVENTION PROGRAM

1. General. In response to the United States' substantial illicit drug problem, Congress mandated in section 1045 of the National Defense Authorization Act for Fiscal Year 1993 that the Secretary of Defense "conduct a pilot outreach program to reduce the demand for illegal drugs. The program shall include outreach activities by the active and reserve components of the Armed Forces and shall focus primarily on youths in general and inner-city youths in particular." The Young Marines program was one of 12 youth programs funded in support of the Act. The Young Marines continue to receive federal funding in support of the drug demand reduction program.
2. Policy. Young Marine Units are required to provide a minimum of three (3) hours of drug prevention/ drug resistance instruction each quarter (every three months) each operating year.
3. Responsibility. Working with Young Marines is both challenging and rewarding. As challenging as they are, they seek our attention and approval. Keep in mind that we are helping them become adults who will become parents, caregivers, employees, friends, neighbors, followers, leaders, and responsible members of the community. We do this by:
  - a. Advocating a healthy, drug-free lifestyle through personal example
  - b. Providing continual drug prevention education using community resources
  - c. Providing a safe, clean and nurturing environment in your meeting places and activities
  - d. Encouraging open communication when they are troubled or uncertain
4. Commitment. An effective drug demand reduction program is an essential part of the Young Marines Program. The value of the program is limited only by your imagination and your commitment to reducing the abuse of alcohol, tobacco, and drugs by youth. Registered Adults must strive to be the positive role models expected of them. Young Marines look to them for guidance, strength, and protection, yet they want room to grow, experience life, push the limits, and be more independent. Most Young Marines are conflicted between wanting greater independence and needing greater security. What they do not receive from adults they will seek from peers. Be available, do not smother, respect their space, but be straight, firm, and open—remember to listen. Young Marines may talk more openly about sensitive topics with someone who is not their parent or guardian.
5. Five Reasons Young People Use Alcohol, Tobacco, and Illicit Drugs. In the Substance Abuse and Mental Health Services Administration of the U.S. Department of Health and Human Services (HHS) pamphlet called Keeping Youth Drug-Free: A Guide for Parents, Grandparents, Elders, Mentors, and other Caregiver state that there are five basic reasons why young people use alcohol, tobacco, and illicit drugs.
  - a. To Feel Grown up. Children like to imitate adults and being grownup is a very desirable thing. To Children it means freedom, making your own decisions and being able to eat and drink anything they want. Imitating adults is how children naturally learn to become adults. They like to "try on" adult behaviors. Lots of things fit into the grownup category, such as drinking alcoholic beverages and smoking cigarettes. Young people understand and accept the differences between what adults may legally do and what is appropriate and legal for children. Through the drug prevention education program and personal example, we want to continue to reinforce this understanding by not abusing legal substances or using illegal drugs.

## TRAINING OFFICERS MANUAL

### b. To Fit in and Belong.

- 1) All children need to be liked and accepted. To meet this need, children join groups of other children who provide affection and acceptance. Sometimes, such groups may use alcohol, smoke and chew tobacco, sniff inhalants, smoke pot, take LSD, use methamphetamines, smoke crack cocaine, or shoot heroin. The sad facts are that drug abuse is everywhere. In the United States, five to 10 million young people between 12-17 are using alcohol, tobacco, or illicit drugs. In other words, half the young people in this age category are using alcohol, tobacco, or illicit drugs.
- 2) Wanting to fit in and belong is one of the most natural parts of growing up. It is important. For most young people it is the most important part of growing up. A clear position against alcohol and other drug use is not enough for an affective drug prevention education program. It must provide knowledge and skill to help them cope with deciphering pro-use messages, refuse both subtle and direct offers of alcohol and drugs, act appropriately in social situations, build solid interpersonal relationships, express their thoughts and feelings, solve problems, make decisions, and communicate with people in positions of authority.
- 3) A supportive and effective drug prevention education program must include:
  - a) Strong acceptance of the child
  - b) High expectations for appropriate behavior
  - c) Strong responsiveness to the child
  - d) Strong positive involvement with the child, e.g. in planned activities
  - e) Solid guidance
- 4) Jerry Moe, Director of the Children's Services in Sierra Tucson, Tucson, AZ advises that "Building trust is a process, not a event; time is the key. Simply caring about a child is all that it takes to start. Listening...validating, respecting and empowering a youngster will build a positive connection, for children don't care about how much adults know until they know how much adults care."

### c. To Relax and Feel Good.

- 1) The environment that children grow up in today is very challenging and we can all relate to the comment that "Gee, I'm glad I'm not a kid growing up today. Its really tough out there." They are in a world of:
  - More violence and gangs
  - Economic pressures
  - HIV and AIDS
  - Changing family structures
  - Easy access to alcohol, tobacco, and illicit drugs
  - Lack of good role models
  - More teen pregnancies
  - Many more multimedia influences
  - Less security about the future
  - Techno-distractions

## TRAINING OFFICERS MANUAL

- 2) These are all factors that may contribute to the new upturn in drug abuse in this country. Some young people think that alcohol or illicit drugs will cheer them up or make them forget about problems they have.
  - 3) Children need someone to help guide them through difficult times, someone to whom they can express their concerns and apprehensions without fear of rejection or recrimination. One of the most important things that can keep children away from alcohol and drugs is the concern and support of at least one caring adult who mentors them through the many phases of childhood.
- d. To Take Risks and Rebel. All children need to learn how to take risks because they need to learn many new skills that most adults take for granted. The negative side is that young people, especially teenagers, think they are invincible and are prone to take greater risks. As greater levels of risk are achieved, most young people (especially teenagers) feel almost immortal and will continue to look for opportunities to push limits to grow and in some cases for thrills and excitement. This is why drugs and alcohol hold such allure for some young people with the chance to prove they “can handle it.” To help young people find ways to test their limits, develop activities that involve supervised outdoor programs, i.e. mountain climbing, rappelling, and other physically demanding, or apply risk-taking skills to social, emotional, and intellectual situations instead of daredevil type stunts.
- e. To Satisfy Curiosity. By nature, children are very curious. Many will experiment with alcohol, tobacco, and illicit drugs; however, this should not deter us from advocating a healthy and drug-free lifestyle through an aggressive drug prevention education program. The following is the Drug Education For Youth’s (DEFY) list of learning objectives appropriate for each age group.
- 1) Ages 8-11.
    - a) Children in this age group need to know:
      - How identify to alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms
      - That use of alcohol, tobacco, and other drugs is illegal at their age
      - That laws about drug use and sales are designed to protect people
      - About addiction and how addiction affects individuals and their families
      - That smokeless tobacco and wine coolers are drugs that are both harmful and illegal for them
      - How and why the effects of drugs vary from person to person, especially immediately after use
      - How drugs affect different parts of the body, and why drugs are dangerous for growing bodies and developing minds
      - How social influences such as media advertising, peer pressure, family influences, and community standards may promote drug use.
    - b) Drug prevention lessons and activities should:
      - Focus on the drugs children are apt to use first—tobacco, alcohol, and marijuana
      - Encourage open and frank discussions of concerns about drugs and drug use
      - Focus on life skills such as problem solving, resisting peer pressure, developing friendships, and coping with stress
      - Not glamorize drug use through accepting the drug-using behavior of some folk heroes such as musicians, actors, or athletes

## TRAINING OFFICERS MANUAL

- Emphasize that most people, including a vast majority of people their own age, do not use drugs.
- Emphasize the development of personal and civic responsibility
- Emphasize the development of self-esteem
- Emphasize the development of healthy leisure activities, such as sports, music, art, clubs, and volunteering

### 2) Ages 12-13.

#### a) Children in this age group need to know:

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

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

- Through independent research
- Helping peers
- Serving as a positive role-model for young youths

### 3) Ages 14-18.

#### a) This age group should know:

- How to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in their various forms
- Understand that the long- and short-term effects of specific drugs include addiction and death
- Understand that use of alcohol and other drugs is illegal at their age
- Understand that experimenting with drugs is using drugs
- Know how drugs are pushed and how society fights the drug supply problem
- Know that laws about the use, manufacture, and sale of drugs are designed to protect people
- Be aware of the extent of the drug problem locally and know what authorities are doing to control it

## TRAINING OFFICERS MANUAL

- Understand addiction and know how it affects individuals and their families
- Know the tobacco in any form is unhealthy, and that wine coolers are illegal drugs
- Understand how steroid use can damage the body and mind
- Know how and why the effects of drugs vary from person to person, especially immediately after use
- Know how drugs affect different parts of the body, especially the circulatory, respiratory, nervous, and reproductive systems, and why drugs are dangerous for growing bodies and developing minds
- Know how drug use is related to certain diseases and disabilities including AIDS, learning disorders and handicapping conditions, birth defects, and heart, lung, and liver disease
- Understand that taking a combination of drugs, whether illegal or prescription, can be fatal
- Know how alcohol, tobacco, and other drugs affect the developing fetus and the breast feeding infant
- Know the full effects and consequences of operating equipment, driving vehicles, and performing other physical tasks while using drugs
- Know the full effects and consequences of drug use on performance of intellectual tasks
- Know that drug use can affect opportunities for personal growth and professional success
- Be familiar with treatment and intervention resources
- Understand that they are role models for younger youth

b) Drug prevention lessons and activities should:

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

### 6. Information about Drugs.

a. Narcotics.

- Product names: Heroin, morphine, codeine, Dilaudid, Demoral, Percodan, Methadone, Talwin
- Street names: Heroin—Big H, horse, dope, boy, and smack. Morphine—M, Miss Emma, Mister Blue, morph. Codeine—Schoolboy. Dilaudid—Lord. Methadone—fizzies, dollies.
- Symptoms of use: Lethargy, drowsiness, euphoria, nausea, constipation, constricted pupils, slowed breathing.
- Potential consequences: HIV infection, heart or respiratory problems, mood swings, chronic constipation, tremors, toxic psychosis, high potential for addiction.
- Route of administration: Injected and ingested.
- Medical use: For pain relief (except heroin and methodone).



## TRAINING OFFICERS MANUAL

- Legal status: Illicit or prescription only.

### b. Hallucinogens.

- Product names: LSD (lysergic acid diethylamide), PCP (phencyclidine), DMT (dimethyltryptamine), Mescaline, MDA (methylenedioxyamphetamine), STP (dimehtoxymethamphetamine), psilocybin, MDMA (methylenedioxyamphetamine).
- Street names: LSD—acid, windowpane, blotter, wedding bells, microdot. PCP—angel dust, love boat, hog, animal trunk, STP, peace, MDMA—ecstasy, xtc, adam, love drug. Mescaline peyote, mescal, cactus buttons, cactus head. Psilocybin—psychedelic mushrooms, shrooms.
- Symptoms of use: Trance-like state, excitation, euphoria, increased pulse rate, insomnia, hallucinations.
- Potential consequences: Impaired judgment and coordination can result in greater risk for injury, self-inflicted injury, violent behavior, paranoia, depression or anxiety, unpredictable flashbacks.
- Route of administration: Ingested.
- Medical use: None.
- Legal status: Illicit.

### c. Ethyl alcohol.

- Product names: Beer, gin, vodka, bourbon, whisky, liqueur, wine, brandy, champagne, rum, sherry, port, coolers.
- Street names: Booze, alcohol, liquor, drinks, cocktails, highballs, nightcaps, moonshine, white lightning, hooch.
- Symptoms of use: Slurred speech, impaired judgment and motor skill, incoordination, confusion, tremors, drowsiness, agitation, nausea and vomiting, respiratory ailments, depression.
- Potential consequences: Impaired judgment can result in sexually transmitted diseases (including HIV/AIDS), injuries, auto crashes, inability to control drinking, high tolerance level, blackouts and memory loss, interference with personal relationships, cirrhosis of the liver, vitamin deficiencies, damage to heart and central nervous system, sexual impotence, and weight gain.
- Route of administration: Ingested.
- Medical use: For appetite stimulation and mild sedation.
- Legal status: Legal for those of established drinking ages.

## TRAINING OFFICERS MANUAL

### d. Depressants.

- Product names: Sleeping pills and tranquilizers (Seconal, Nembutal, Smytal, Quaalude, Miltow, Norcet, Placidyl, Valium, Librium, Tauxene, Ativan, Xanax, Serax)
- Street names: Downers, goofballs, red devil, blue devil, blues, yellow jackets, pink ladies, Christmas trees, phennies, peanuts.
- Symptoms of use: Drowsiness, confusion, incoordination, tremors, slurred speech, depressed pulse rate, shallow respiration, dilated pupils.
- Potential consequences: Anxiety, depression, restlessness, psychotic episodes, chronic fatigue, insomnia, changes in eyesight, irregular menstruation, stopped breathing, suicide, dependence requiring more of the drug to get the same effect, severe withdrawal symptoms.
- Route of administration: Ingested.
- Medical use: For tranquilization, sedation, and sleep.
- Legal status: Prescription only

### e. Cocaine and Crack Cocaine.

- Product names: Cocaine, crack cocaine.
- Street names: Cocaine—coke, flake, snow, happy dust, gold dust, Cecil, C, freebase, toot, white girl, Scotty. Crack cocaine—crack, rock, base, and sugar block.
- Symptoms of use: Excitability, euphoria, talkativeness, anxiety, increased pulse rate, dilated pupils, paranoia, agitation, and hallucinations.
- Potential consequences: High risk for addiction, violent or erratic behavior, hallucinations, cocaine psychosis, eating or sleeping disorders, impaired sexual performance, ongoing respiratory problems, ulceration of the mucous membrane of the nose, collapse of the nasal septum, cardiac or respiratory arrest.
- Route of administration: Sniffed and smoked.
- Medical use: None.
- Legal status: Illicit.

### f. Cannabis (Marijuana).

- Product names: Delta-9-tetrahydrocannabinol, Cannabis sativa, marijuana, hashish, hashish oil.
- Street names: Pot, weed, reefer, joint, stick, Mary Jane, Acapulco Gold, rope, jive stick, hay, loco weed, bhang, ganja, hash, hash oil, chronic, (Blunts refer to cigars into which marijuana is rolled.)

## TRAINING OFFICERS MANUAL

- Symptoms of use: Mood swings, euphoria, slow thinking and reflexes, dilated pupils, increased appetite, dryness of mouth, increased pulse rate, delusions, hallucinations.
- Potential consequences: Anti-motivational syndrome, memory impairment, weight gain, increased risk for cancer, lower sperm counts and lower testosterone levels for men, increased risk of infertility for women, psychological dependence requiring more of the drug to get the same effect. Marijuana serves as a barrier against self-awareness, and users may not learn key developmental skills.
- Route of administration: Ingested and smoked.
- Medical use: Research.
- Legal status: Illicit.

### g. Stimulants.

- Product names: Amphetamine, Methamphetamine, Biphphetamine, Dexedrine, Desoxyn, Tenuate, Ionamin, Tepanil.
- Street names: Uppers, pep pills, bennies, wake-ups, eye-openers, co-pilots, coast-to-coast, cartwheels, A's, black beauties, chalk, ice, crank, speed, meth, crystal.
- Symptoms of use: Excitability, tremors, insomnia, sweating, dry mouth and lips, bad breath, dilated pupils, weight loss, paranoia, and hallucinations.
- Potential consequences: Weight loss, nutritional deficiency, chronic sleep problems, high pressure, paranoia, anxiety or nervousness, decreased emotional control, severe depression, violent behavior, death from heart failure or suicide.
- Route of administration: Ingested.
- Medical use: For narcolepsy, obesity, hyperkinesias
- Legal status: Prescription only.

### h. Inhalants.

- Product names: Organic solvents, nitrous oxide, nitrites, aerosols, airplane glue, nail polish remover, lighter fluid, gasoline, paints, hair spray.
- Street names: Nitrous oxide—laughing gas, whippets. Amy nitrates—snappers, poppers, pearls, amies. Butyl nitrate—locker room, bolt, bullet, rush, climax.
- Symptoms of use: Drunkenness, slurred speech, incoordination, nausea, vomiting, slowed breathing.
- Potential consequences: Brain damage, pains in chest, muscles, joints, heart trouble, severe depression, toxic psychosis, nerve damage, fatigue, loss of appetite, bronchial tube spasm, sores on nose or mouth, nosebleeds, diarrhea, nausea, bizarre or reckless behavior, sudden death, suffocation.

## TRAINING OFFICERS MANUAL

- Route of administration: Sniffed.
  - Medical use: Nitrous oxide only, for anesthesia.
  - Legal status: Most products available in retail stores.
7. Resources. In addition to resources available in your local area, there are several publications available and organizations you may contact for help. The following is a partial list of resources available to you:

a. **Local Government Resources**.

Police Department  
Sheriffs Department  
Health Department

b. **State Government**.

National Guard State Headquarters  
Drug Demand Reduction Coordinator

c. **Federal Resources**:

**SAMHSA's National Clearinghouse for Alcohol and Drug Information**

P.O. Box 2345  
Rockville, MD 20847-2345  
800-729-6686  
[www.samhsa.gov](http://www.samhsa.gov)

SAMHSA's Center for Substance Abuse Prevention (CSAP)  
[www.samhsa.gov/csap](http://www.samhsa.gov/csap)

SAMHSA's Family Guide to Keeping Youth Healthy and Drug Free  
<http://family.samhsa.gov>

SAMHSA's Parenting is Prevention  
<http://parentingisprevention.samhsa.gov>

SAMHSA's Soy Unica! Soy Latina!  
[www.soyunica.gov](http://www.soyunica.gov)

**Centers for Disease Control and Prevention (CDC) National AIDS Clearinghouse**

P.O. Box 6003  
Rockville, MD 20849-6003  
800-458-5231  
[www.cdcnpin.org](http://www.cdcnpin.org)

Tobacco Information and Prevention Source at CDC  
[www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)

## TRAINING OFFICERS MANUAL

### **Office of Minority Health Resource Center**

P.O. Box 37337  
Washington, DC 37337  
800-444-6472  
[www.omhrc.gov](http://www.omhrc.gov)

### **Office of National Drug Control Policy (ONDCP)**

[www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov)

ONDCP's Anti-Drug  
[www.theantidrug.com](http://www.theantidrug.com)

ONDCP's Freevibe  
[www.freevibe.com](http://www.freevibe.com)

### **Office of Juvenile Justice and Delinquency Prevention and Center for Substance Abuse Prevention's Strengthening America's Families**

[www.strengtheningfamilies.org](http://www.strengtheningfamilies.org)

### **Children, Youth, and Families Education and Research Network (CYFERnet)**

[www.cyfernet.org](http://www.cyfernet.org)

#### b. **Private-Sector Resources:**

### **Adolescence Directory Online Center for Adolescent Studies Indiana University**

[www.education.indiana.edu/cas/adol/adol.html](http://www.education.indiana.edu/cas/adol/adol.html)

### **Partnership For A Drug-Free America**

[www.drugfreeamerica.org](http://www.drugfreeamerica.org)

### **Al-Anon/Alateen Family Group Headquarters, Inc**

1600 Corporate Landing Parkway  
Virginia Beach, VA 23454-5617  
800-356-9996  
[www.al-anon.alateen.org](http://www.al-anon.alateen.org)

### **Alcoholics Anonymous World Services**

475 Riverside Drive  
New York, NY 10115  
[www.alcoholics-anonymous.org](http://www.alcoholics-anonymous.org)

### **America Online's Parents' Resource Center**

Key word: drug help

### **Community Anti-Drug Coalitions of America**

901 North Pitt Street, Suite 300  
Alexandria, VA 22314  
703-706-0560  
800-54-CADCA  
[www.cadca.org](http://www.cadca.org)

## TRAINING OFFICERS MANUAL

### **Early Childhood Educators' and Family Web Corner**

<http://users.stargate.net/~cokids/>

### **Mothers Against Drunk Driving (MADD)**

P.O. Box 541688

Dallas, TX 75354-1688

800-GET-MADD

[www.madd.com](http://www.madd.com)

### **Narcotics Anonymous**

P.O. Box 9999

Van Nuys, CA 91409

818-773-9999

[www.na.org](http://www.na.org)

## CHAPTER 6

### LOCAL SCHOOL ADMINISTRATION

This document outlines the procedure for getting local Junior Leadership and Senior Leadership Schools (JLS / SLS) accredited. It is the intent of this program for standardization and to afford Young Marines throughout the program an additional avenue for receiving credit in attending the necessary leadership training that instead of sole source training at the National Leadership Academy.

1. The Local School Director must submit the following to National Headquarters Training and Education Department:
  - a. Notice of intent to host a school.
  - b. Dates, location, contact information and the application period dates for the school.
  - c. Training Plan
  - d. Proposed Training Schedule
  - e. Outline of the training area (barracks, chow hall, classrooms, etc.)
  - f. Proposed adult staff
  - g. Proposed YM staff (ALS graduates of the National School only for SLS Attendees, SLS Graduates for JLS attendees)
  - h.. Planned student attendance.
  - i. A roster of attendees following the close of the application period.
  
2. Notification of school and completing school.
  - a. Notify National Headquarters Training Department of school in order that dates, location, and contact information can be placed on the Young Marines website calendar. This notification should be sent as early as possible.
  
  - b. NOTE: If hosting an SLS, the FISH Philosophy will be taught. This must be done by an accredited adult only.
  
  - c. Upon completion of school, the School Director must send National Headquarters Training Department a roster of all graduates and any non-graduates (explanation of why a Young Marine did not graduate must be included). Roster will indicate honor graduate, top scorer on PFT (both male and female) Young Marines, as well as any other accolades (i.e., perfect PFT, superior performance, etc.) desired to have entered into Young Marine record books such as most improved, most motivated, etc.
  
  - d. Submit with the school roster After Action Reviews (AAR's) from each registered adult involved in administering the school.
  
  - e. Young Marines outside of host battalion, regiment, and division may attend. Units/parents are responsible for travel to the school.
  
  - f. Young Marines are to receive Certificates (Completion and Award), tests scores, PFT scores broken down by event, Medical Log and any other paperwork completed on that Young Marine to take back to respective units for inclusion in record books.
  
  - g. It is the responsibility of the School Director to check record books of Young Marines attending school to insure eligibility. Any disqualifying errors in a Young Marines record must be reported to the Young Marines Unit Commander/Regimental Commander.

- h. All waivers for attendance at a local school must be approved beforehand my Director, Training and Education Department, National Headquarters.
3. Qualifications for school attendance.
- a. Organizational (local) Schools.
    - 1) Young Marine Corporals regardless of gender, ages 11 or older.
    - 2) Young Marine Lance Corporals, regardless of gender, ages 12 or older.
  - b. The perspective students must demonstrate maturity and an aptitude to lead, meet the minimum physical fitness requirement, and be in good health.
  - c. A comprehensive list of qualifications for local school attendance can be found on the following page and in the Young Marines online library.
4. School award Criteria.

The only awards authorized to be awarded at any Leadership School are:

- a. Young Marine Staff Ribbon: Awarded to all Young Marines who participate as school staff.
  - b. Young Marine Sergeant Major: Awarded to the Young Marine who has participated as the National Leadership Academy YM-Sergeant Major only.
  - c. Young Marine 1<sup>st</sup> Sergeant: Awarded to the Young Marine who has been assigned as the National Leadership Academy YM-First Sergeant only.
  - d. Honor Graduate Ribbon/Device: Awarded per the awards manual to Young Marine selected as the Leadership Academy/Schools honor graduate for each respective school.
  - e. School ribbon award: Awarded to those Young Marines who complete respective Leadership School (entered by National Headquarters only).
  - f. Gold X Device: Awarded to those Young Marines who have excelled at the National Leadership Academy ALS. The Young Marines in the top 10 are invited to participate in the annual Young Marine Symposium.
  - g. Additional awards: Some School Directors may award special recognition awards for those Young Marines that have excelled in a certain area (i.e. PFT, Motivation, s). These additional awards may be Young Marine Medallions, certificates, or Plaques.
5. Any questions to the above may be submitted to National Training and Education Department at 800-717-0060 ext 203.



**LOCAL ACCREDITED SCHOOLS SELECTION CRITERIA**

	<b>JLS</b>	<b>REQUIREMENTS</b>	<b>SLS</b>
YM CPL'S AGES 11 OR OLDER / YM LCPL'S 12 OR OLDER		<b>RANK</b>	YM SGT'S AND SSGT'S AGES 12 OR OLDER
YM CPL'S AGES 11 OR OLDER / YM LCPL'S 12 OR OLDER		<b>AGE</b>	YM SGT'S AND SSGT'S AGES 12 OR OLDER
MUST HAVE PASSED THE BASIC EXAM		<b>EXAMS</b>	MUST HAVE PASSED THE BASIC AND JUNIOR EXAM.
MUST SHOW ALL PROMOTION INFORMATION		<b>RANK</b>	MUST SHOW ALL PROMOTION INFORMATION
MUST SHOW ALL BILLETS FOR THE RANK(S) THEY HELD.		<b>LDRSHP</b>	MUST SHOW ALL BILLETS FOR THE RANK(S) THEY HELD.
AWARDS SHOULD MATCH THE RANK(S) THEY HOLD ACCORDING TO THE TABLE OF PROMOTIONS IN THE TOM.		<b>AWARD HISTORY</b>	AWARDS SHOULD MATCH THE RANK(S) THEY HOLD ACCORDING TO THE TABLE OF PROMOTIONS IN THE TOM.
THIS IS WHERE ALL ITEMS IN THE DROP DOWN BOX IN THIS SECTION ARE ENTERED.		<b>TRAINING HISTORY</b>	THIS IS WHERE ALL ITEMS IN THE DROP DOWN BOX IN THIS SECTION ARE ENTERED.
MUST SHOW TWO PFTS (1ST JAN-JUN, 2ND JUL-DEC) EACH YEAR SINCE JOINING THE PROGRAM. THE LAST ONE MUST BE A PASSING PFT FOR THE RANK HELD.		<b>PFT'S</b>	MUST SHOW TWO PFTS (1ST JAN-JUN, 2ND JUL-DEC) EACH YEAR SINCE JOINING THE PROGRAM. THE LAST ONE MUST BE A PASSING PFT FOR THE RANK HELD.
SHOULD BE BLANK AT THIS TIME.		<b>LDRSHP SCH.</b>	MUST SHOW ATTENDANCE TO A JLS SCHOOL.
COMMUNITY SERVICE SECTION MUST BE POPULATED AND SHOW CORRECT AMOUNT OF HOURS FOR THE RIBBON.		<b>COMMUNITY SERVICE</b>	COMMUNITY SERVICE SECTION MUST BE POPULATED AND SHOW CORRECT AMOUNT OF HOURS FOR THE RIBBON.
ALL QUARTERLY REQUIRED DDR TRAINING MUST BE ENTERED HERE.		<b>DDR</b>	ALL QUARTERLY REQUIRED DDR TRAINING MUST BE ENTERED HERE.
IF A YOUNG MARINE HAS MISSED AN EVENT A NOTE MUST BE PLACED IN THEIR RECORD BOOK WHERE THE EVENT WOULD NORMALLY BE POSTED.		<b>NOTATIONS OF MISSED EVENTS</b>	IF A YOUNG MARINE HAS MISSED AN EVENT A NOTE MUST BE PLACED IN THEIR RECORD BOOK WHERE THE EVENT WOULD NORMALLY BE POSTED.
12 MONTHS FROM DATE OF RECRUIT GRADUATION TO THE START OF THE JLS SCHOOL.		<b>MINIMUM TIME BETWEEN SCHOOLS</b>	9 MONTHS FROM DATE OF JLS GRADUATION TO THE START OF THE SLS SCHOOL.
NONE OF THE ABOVE WILL BE OVERLOOKED, WAIVED, OR OTHERWISE OMMITTED FOR ACCEPTANCE TO JLS.		<b>NOTE</b>	NONE OF THE ABOVE WILL BE OVERLOOKED, WAIVED, OR OTHERWISE OMMITTED FOR ACCEPTANCE TO SLS.

4. More information for local schools can be found in the School Directors Manual.

