

YOUNG MARINES GUIDE
Junior Young Marines

PREFACE

This guidebook is designed for the Young Marine Corporal and Young Marine Sergeant. There are two more guidebooks that you will receive as you progress through your career in the Young Marines. The Senior Young Marine Guidebook, and The Advanced Young Marine Guidebook. Each guidebook contains additional knowledge as well as other degrees of performing, leading and instructing that will aid you in becoming a leader in your unit as well as in your community.

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

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YOUNG MARINES GUIDE
Junior Young Marines
Performance Objective 1: Close Order Drill

Enabling Objectives:

1. Form the Squad.
2. Dismiss the Squad.
3. Align the Squad.
4. Obtain Close Interval from Normal Interval on Line.
5. Obtain Normal Interval from Close Interval on Line.
6. Obtain Double Arm Interval on Line.
7. Obtain Normal Interval from Double Arm Interval on Line.
8. Form a Column from on Line and Reform to a line.
9. March in the Oblique.
10. March to the Rear.
11. March to the Flank.
12. Change Direction of a Column.
13. Column of Twos from Single File.
14. Form a Single File from a Column of Twos.

1. General. A squad is a group of individuals formed for the purpose of instruction, discipline, control, and order.
 - a. Members of the squad take positions and move as stated in this Manual. All individuals execute the movements at the same time. Squads may drill as squads or as part of a platoon or larger formation.
 - b. Squads are kept intact when practical. The normal formation for a squad is a single rank (squad on line) or single file (squad in column). (See figure 1-1.) This permits variation in the number of individuals composing the squad. The first formation is always on line. Column formation may be taken from line formation. A squad, not at drill, may be marched in column of twos by forming in two ranks.

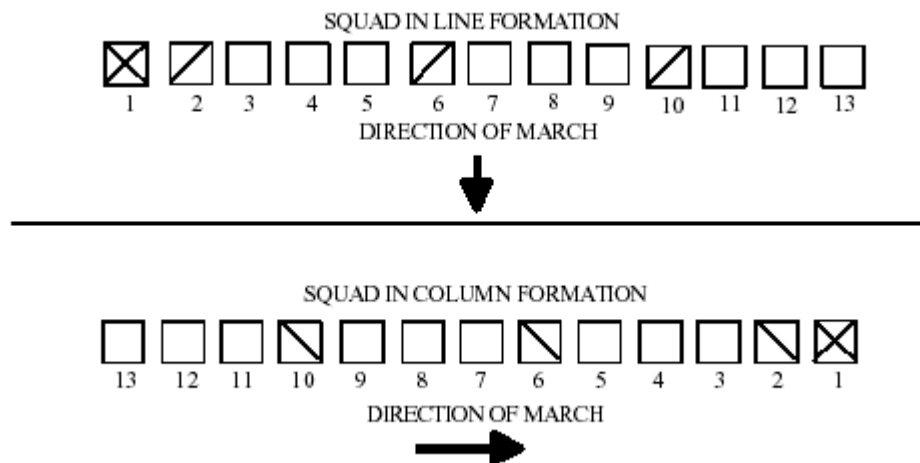


Figure 1-1. Squad Formations.

- c. The squad marches in line for minor changes of position only.
- d. In this Chapter the term “unit leader,” (e.g., “The unit leader then checks the alignment) means the individual drilling the squad. He/she may be the squad leader, or squad member drilling the squad for an inspection or evaluation. If the unit leader is the squad leader, then the number-two Marine (see figure 1-1) executes the movements of the squad leader. The unit leader must maintain proper distance (3 paces) from the squad and remain centered on the squad during all drill movements.

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- 1) If the squad executes a right step, the unit leader, who is facing the squad, would execute a left step in cadence with the squad to maintain proper position. For a right step the unit leader would execute a left step.
- 2) If the squad executes a back step, the unit leader would execute a half step, in cadence with the squad to maintain proper position.
- 3) Movements of the unit leader during other squad movements are explained in the paragraph describing the movement.

E.O. 1 Form the Squad

1. To Form the Squad.

- a. Members of the squad normally form as indicated in figure 1-1. (e.g., maintain fire team/section integrity). However, for parades and ceremonies where appearance is more important, the squads should be sized. To size the squad the tallest member takes position 2 in figure 1-1 with the shortest squad member in position 13. The squad leader, regardless of height, always forms as the squad leader, in position one of figure 1-2.



a. Squad Formed with Unit Integrity.
Figure 1-2. Squads Sizing

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b. Squad Sized.

Figure 1-2. Sizing Squads—Continued.

- b. To form at normal interval, the command is **“FALL IN.”**
- c. The squad forms on line on the left of the squad leader. Each member of the squad, except the individual on the left flank, raises their left arm shoulder high in line with their body. Fingers are extended and joined, palm down thumb extended along the forefinger. Each individual except the squad leader turns their head and looks to the right. To obtain a normal interval, everyone places himself in line so their right shoulder touches the fingertips of the person on their right. (see figure 1-3) As soon as each individual is in line with the person on their right, and the person on their left has obtained normal interval, they assume the position of attention smartly but quietly. (See figure 1-4)

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Figure 1-3, getting proper interval when falling in



Figure 1-4, Squad formed with proper interval

- c. To form at close interval, the command is **“At Close Interval, FALL IN.”**
- d. The squad forms on line on the left of the squad leader. Each member of the squad, except the individual on the left flank, places their left hand on their hip, elbow in line with the body. They rest the heel of the palm on the hip with fingers extended and joined and pointing down. Everyone except the squad leader turns their head and looks to the right. To obtain close interval, they place themselves in line so their right arm touches the elbow of the person on their right. (See figure 1-5) As soon as each individual is in line with the person on their right, and the person on their left has obtained close interval, they assume the position of attention smartly but quietly. (See figure 1-6)

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Figure 1-5, getting proper close interval when falling in



Figure 1-6, Squad formed at close interval

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E.O. 2 Dismiss the Squad.

1. To Dismiss the Squad.

- a. The squad is dismissed only from a line with individuals at attention.
- b. Armed troops are dismissed with the commands “**Inspection, ARMS;**” “**Port, ARMS;**” and “**DISMISSED.**”
- c. Unarmed troops are dismissed with the command “**DISMISSED.**”

E.O. 3 Align the Squad.

1. To Align the Squad.

a. The purpose of these movements is to dress the alignment of the squad. They may be executed when the squad is halted at attention on line. The command is “**Dress Right, DRESS**” or “**At Close Interval, Dress Right, DRESS.**” These commands are given only when the squad is at approximately the same interval as the interval at which the dress is commanded.

b. Dress Right Dress.

i. On the command “**Dress Right, DRESS,**” everyone except the squad leader, smartly turn their heads to the right, 90 degrees over the shoulder look, and align themselves. At the same time, everyone except the individual on the left flank, provide interval by smartly raising their left arm to shoulder height and in line with their body. Fingers are extended and joined, thumb along the forefinger, palm down. (See figure 1-7.)

ii. As the base of the movement, the squad leader keeps his/her head and eyes to the front. All other members of the squad position themselves by short steps until their right shoulders lightly touch the fingertips of the person on their right.

iii. The unit leader, on his/her own command of execution “**DRESS,**” faces half left, as in marching, and proceeds by the most direct route to a position on line with and one pace to the right of the individual on the right flank. At this position, the unit leader executes a halt in the oblique facing the rear of the formation, and then executes a right face, facing down the line of the squad. The unit leader aligns the squad by commanding those individuals in advance or rear of the line to move forward or backward until in line. Name or number designates these individuals. For example: “**Jones, FORWARD;**” or “**Number Three, BACKWARD.**” Those individuals will move until receiving the command “**STEADY.**” The unit leader may execute a series of short side steps to the right or left in order to identify an individual. However, prior to commanding the identified individual to move, the unit leader will be on line with the rank. After verifying the alignment of the squad, the unit leader faces to the right in marching, marches straight to a point 3 paces beyond the squad, halts, faces to the left, and commands “**Ready, FRONT.**” Immediately after commanding “**FRONT,**” the unit leader marches by the most direct route back to post 3 paces, front and centered, on the squad.

iv. On the command “**Ready, FRONT,**” all members of the squad who raised their left arm and turned their head to the right, will smartly but quietly lower their arm to their side and at the same time turn their head back to the front, assuming the position of attention.

v. When aligning a squad of well-drilled troops or when there is insufficient time to verify alignment, the unit leader may command, “**Ready, FRONT**” from his/her normal position (3 paces front and centered), without having verified alignment.

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Figure 1-7. Dress Right Dress.

vi. At Close Interval Dress Right Dress. This movement is executed in the same manner as dress right dress except, on the command, **“At Close Interval, Dress Right, DRESS,”** those individuals providing interval will do so by placing the heel of their left hand on their hip with the elbow in line with their body. Fingers are extended and joined and pointing down. Members gaining interval will move by short steps until their right arm is touching the left elbow of the individual to their left. (See figure 1-8.)



Figure 1-8. At Close Interval Dress Right Dress.

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E.O. 4 Obtain Close Interval from Normal Interval on Line.

1. To Obtain Close Interval from Normal Interval on Line.

a. The purpose of this movement is to close the interval between individuals of a squad on line to 4 inches. It may be executed when the squad is halted at attention and on line at normal interval. The command is **“Close, MARCH.”**

b. The squad leader is the base of this movement. On the command of execution **“MARCH,”** the squad leader stands fast and places his/her left hand on his/her hip, as if dressing at close interval, to provide interval for the individuals to the left. At the same time, all other members of the squad face to the right as in marching, march toward the right flank until approximately 4 inches from the person in front of them, halt, and face to the left. They then execute at close interval dress right dress. After aligning and without command, they will smartly lower their left hands and turn their heads to the front as soon as the individual to their left has touched their elbow with his/her right arm and stopped moving.

c. On his/her command of execution, the unit leader steps to the left in marching. He/she marches parallel to the squad maintaining a distance of 3 paces from the squad. When approximately on the center of the squad at close interval the unit leader halts and faces the squad. He/she then adjusts to the center of the squad by taking small steps left, right, forward or back.

E.O. 5 Obtain Normal Interval from Close Interval on Line.

1. To Obtain Normal Interval from Close Interval on Line.

a. The purpose of this movement is to extend the interval between individuals of a squad on line to one arm length. It may be executed when the squad is halted at attention and on line at close interval. The command is **“Extend, MARCH.”**

b. The squad leader is the base of this movement. On the command of execution **“MARCH,”** the squad leader stands fast and raises his/her left arm to shoulder height to provide interval for the person on the left. At the same time, all other members of the squad face to the left as in marching, march toward the left flank until they have opened approximately a 30-inch distance from the person behind them, halt, and face to the right. They then execute dress right dress. After aligning and without command, they will smartly, and quietly, lower their left arms and turn their heads to the front as soon as the individual to their left has touched their finger tips with his/her right shoulder and has stopped moving.

c. On his/her command of execution, the unit leader steps to the right in marching. He/she marches parallel to the squad maintaining a distance of 3 paces from the squad. When approximately on the center of the squad at normal interval the unit leader halts and faces the squad. He/she then adjusts to the center of the squad by taking small steps left, right, forward or back.

E.O. 6 Obtain Double Arm Interval on Line.

1. To Obtain Double Arm Interval on Line.

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

b. The squad leader is the base of this movement. On the command of execution **“MARCH,”** the squad leader stands fast and raises his/her left arm to shoulder height, to provide interval for the persons on the left. At the same time, all other members of the squad face to the left as in marching, march toward the left flank until they have opened approximately a 70-inch distance from the person behind them, halt, and face to the right. They then

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smartly turn their heads to the right and raise both arms to shoulder height. Individuals on the left flank will only raise their right arm. (See figure 1-9) After aligning and without command, they will smartly, and quietly, lower their right arms and turn their heads to the front as soon as they have proper interval. They will lower their left arms when they feel the individual to their left lower his/her right arm.

c. On his/her command of execution, the unit leader steps to the right in marching. He/she marches parallel to the squad maintaining a distance of 3 paces from the squad. When approximately on the center of the squad at double arms interval the unit leader halts and faces the squad. He/she then adjusts to the center of the squad by taking small steps left, right, forward or back.



Figure 1-9, Double arm interval on line

E.O. 7 Obtain Normal Interval from Double Arm Interval on Line.

1. To Obtain Normal Interval from Double Arm Interval on Line.

a. The purpose of this movement is to decrease the interval between individuals of a squad on line from double arm to normal interval. It can only be executed when the squad is halted at attention and on line at a double-arm interval. The command is **“Assemble to the Right, MARCH.”** On the command of execution, the interval is reduced in a manner similar to close march; except that individuals halt approximately 30 inches from each other, face and execute the appropriate dress movement to obtain normal interval.

b. On his/her command of execution, the unit leader steps to the left in marching. He/she marches parallel to the squad maintaining a distance of 3 paces from the squad. When approximately on the center of the squad at normal interval the unit leader halts and faces the squad. He/she then adjusts to the center of the squad by taking small steps left, right, forward or back.

E.O. 8 Form a Column from a Line and Reform to a line.

1. To Form a Column from on Line and Reform to a line.

a. When halted on line at normal interval, the command to form a column is **“Right, FACE.”** All members of the squad simultaneously face to the right, thereby forming column. The squad leader may then command, **“Forward (Column {Half} Right/Left), MARCH”** to cause the squad to march in column. NOTE: The squad becomes inverted if faced to the left, this should be done only for short movements. When it is desired to form a column facing to the left, the squad should first form column by facing to the right, then execute necessary successive column movements until the column is faced in the desired direction.

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b. When on line at close interval, the squad is first extended to normal interval (see paragraph 6), then forms column by facing to the right as described above.

c. When in column at a halt and at the order, to form a line, the command is **“Left, FACE.”**

E.O. 9 March in the Oblique.

1. To March in the Oblique.

a. The purpose of this movement is to shift the line of march to the right or left and then resume marching in the original direction. It may be executed from any formation that is marching at quick time cadence. The command is **“Right (Left) Oblique, MARCH.”** The word oblique is pronounced to rhyme with strike. The command of execution is given as the foot in the direction of the turn strikes the deck. The command to resume the original direction of march is **“Forward, MARCH.”** The command of execution is given as the foot toward the original front strikes the deck.

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

c. At the command **“Right Oblique, MARCH”** the command of execution is given as the right foot strikes the deck. Everyone then takes one more 30-inch step to the front with the left foot and pivots 45 degrees to the right on the ball of the left foot. Stepping out of the pivot with a 30-inch step, the entire squad marches to the right oblique until given another command. (See figure 1-10.) For the squad to resume marching in the original direction, the command is **“Forward, MARCH”** in this case the command of execution will be given as the left foot strikes the deck. Everyone then takes one more step in the oblique direction; pivots back to the original front and continue to march. To march to the left oblique, substitute left for right and right for left in the above sequence.

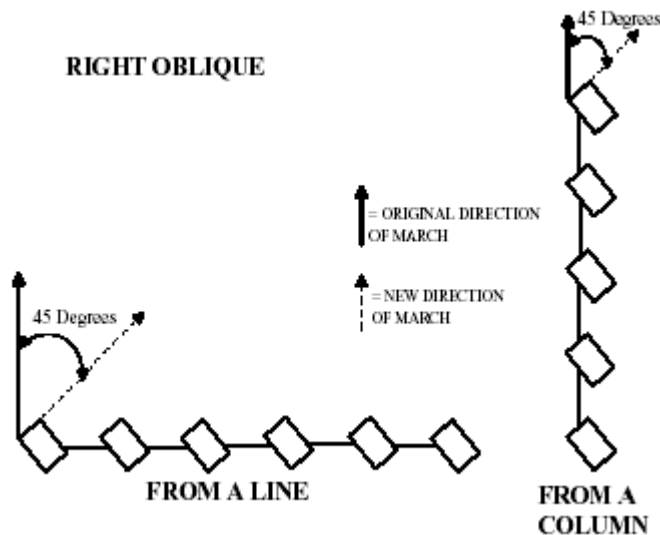


Figure 1-10. Marching to Right Oblique.

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

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

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

E.O. 10 March to the Rear.

1. To March to the Rear.

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

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

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

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

E.O. 11 March to the Flank.

1. To March to the Flank.

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

b. To march to the left flank, when marching at quick time, the command is **“By the Left Flank, MARCH.”** On the command of execution **“MARCH,”** everyone takes one more 30-inch step to the front with the right foot and then pivots 90 degrees to the left on the ball of the right foot. Stepping out of the pivot with a 30-inch step, the entire squad marches in line to the left flank. The unit leader executes the flanking movement with the squad maintaining his/her distance from the squad. For the squad to resume marching in the original direction, the command is **“By the Right Flank, MARCH.”** To march to the right flank, substitute right for left and left for right in the above sequence. No other command may be given when marching to the flank until the unit has resumed marching to the original front. Figure 1-11 shows the original direction of march. Figure 1-12 shows the 90 degree

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turn performing “By the Left Flank”. Figure 1-13 shows the new direction of march, and figure 1-14 shows the return to the original direction of march by means of the command “By the Right Flank”.



Figure 1-11



Figure 1-12



Figure 1-13

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Figure 1-14

E.O. 12 Change Direction of a Column.

1. To Change Direction of a Column.

a. The purpose of this movement is to change the direction of march of a column. It may be executed when the squad is halted or marching in column. The command is **“Column Right (Column Left, Column Half Right, or Column Half Left), MARCH.”** The squad leader establishes the pivot for the movement.

b. When marching, the commands of execution are given on the foot in the direction of the turn. On the command of execution **“MARCH,”** the squad leader takes one more 30-inch step to the front and then pivots 90 degrees to the right (left) on the ball of the left (right) foot. He/she then takes a 30-inch step in the new direction. The remaining members of the squad continue to march to the point where the squad leader pivoted. They would then pivot 90 degrees in the new direction of march.

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- c. When halted, at the command of execution “**MARCH,**” the squad leader faces to the right (left) as in marching and takes one 30-inch step in the new direction with the right (left) foot. The remaining members of the squad step off to the front as in forward march. The remainder of the movement is executed the same as in marching.
- d. Column half right (left) is executed as described above except that the pivot is 45 degrees to the right (left).
- e. During column movements, the unit leader executes the movement with the squad, maintaining proper distance from the squad.
- f. For slight changes of direction, the command is “**INCLINE TO THE RIGHT (LEFT).**” At that command, the squad leader changes direction slightly as commanded. This is not a precision movement and is executed only while marching.

E.O. 13 Column of Twos from Single File.

1. To a Form Column of Twos from Single File.

- a. When the squad is halted in column, the command is “**Column of Twos to the Left (Right), MARCH.**”
- b. If squad members do not already know whether they are an odd or even number, the squad must be given count off before the above command is given.
- c. On “**MARCH,**” the squad leader stands fast. Even-numbered squad members face half left (right) in marching, take two steps, face half right (left) in marching, and march forward to halt beside and at normal interval from the odd-numbered squad member who was originally in front of them. Odd numbered members, except the squad leader, march forward and halt as they attain a 40-inch distance from the odd-numbered member in front of them. All members required to move do so at the same time. (See figure 1-15)

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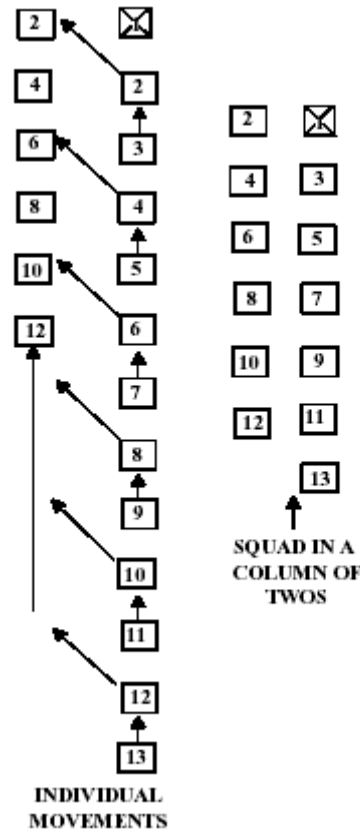


Figure 1-15. Forming Column of Twos from Single File.

E.O. 14 Form a Single File from a Column of Twos.

1. To Form a Single File from a Column of Twos.

a. When the squad is halted in column of twos, the command is “**Column of Files from the Right (Left), MARCH.**” It is important to note, in order to keep from inverting the squad, that:

- i. If a column of twos was built TO the LEFT, then a column of files must be formed FROM the RIGHT.
- ii. If a column of twos was built TO the RIGHT, then a column of files must be formed FROM the LEFT.

b. At the command “**MARCH,**” number one and two members step off at the same time. Number 1 moves forward as number 2 steps half right in marching, moves 2 steps, faces half left in marching, and follows number 1 at a 40-inch distance. Remaining odd and even numbered members step off in pairs, execute the same movements as numbers one and two, and follow in file. (See figure 1-16.)

i. When teaching this movement the unit leader should, after the command of execution “**MARCH,**” begin calling a cadence of “and, STEP, and, STEP.” For example, on the command of execution “**MARCH,**” the number one and two squad members step off. On the first “and, STEP” the number three and four squad members step off. On the second “and, STEP” the number five and six squad members step off, etc. This cadence helps the squad member’s step off at the correct time and keeps the squad in step.

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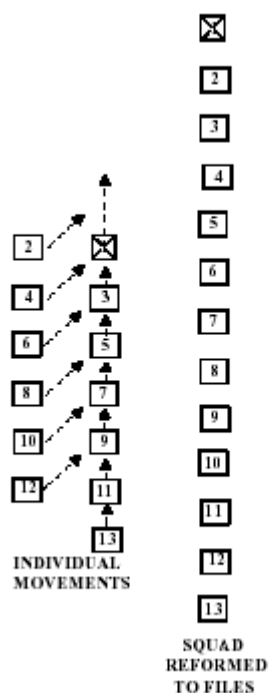


Figure 1-16. Forming Single File from Column of Twos.

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 1: Close Order Drill

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1	Form the Squad.	
	The Young Marine knows how to form the squad.	
2.	Dismiss the Squad.	
	The Young Marine knows how to dismiss the squad.	
3.	Align the Squad.	
	The Young Marine knows how to perform Dress Right Dress.	
4.	Obtain Close Interval from Normal Interval on Line.	
	The Young Marine knows how to obtain close interval from normal interval.	
5.	Obtain Normal Interval from Close Interval on Line.	
	The Young Marine knows how to obtain normal interval from close interval.	
6.	Obtain Double Arm Interval on Line.	
	The Young Marine knows how to obtain double arm interval on line.	
7.	Obtain Normal Interval from Double Arm Interval on Line.	
	The Young Marine knows how to obtain normal interval from double arm interval on line.	
8.	Form a Column from on Line and Reform to a line.	
	The Young Marine knows how to form a column from on line.	
	The Young Marine knows how to reform a line from a column.	
9.	March in the Oblique.	
	The Young Marine knows how to march the squad in the oblique.	
10.	March to the Rear.	
	The Young Marine knows how to march the squad to the rear.	
11.	March to the Flank.	
	The Young Marine knows how to march the squad to the flank.	
12.	Change Direction of a Column.	
	The Young Marine knows how to change the direction of a column.	
13.	Column of Twos from Single File.	
	The Young Marine knows how to form a column of twos from a single file.	
14.	Form a Single File from a Column of Twos.	
	The Young Marine knows how to form a single file from a column of twos.	

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Performance Objective 2: Essential Subjects

Enabling Objectives:

1. Understand your unit's organization.
 2. Draw your unit's organizational chart.
 3. Identify key events in the Young Marine history.
 4. Identify key events in Marine Corps history.
-

Review

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

Full
Camouflage

Figure 2-1



Modify
Camouflage

Figure 2-2



PT

Figure 2-3



Service A

Figure 2-4



Service C

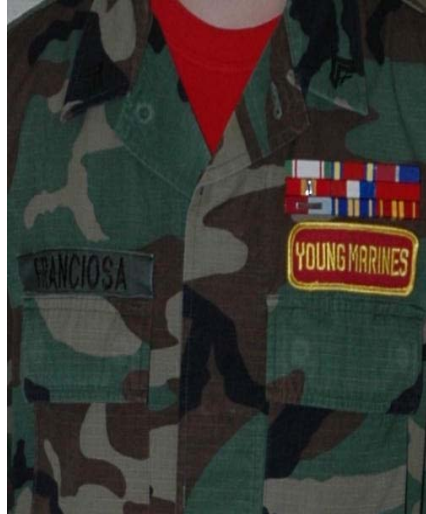
Figure 2-5



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Left shoulder patches



**Front blouse patches and
ribbons**



**Right rear trouser pocket
patch**

Figure 2-6

Figure 2-7

Figure 2-8

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

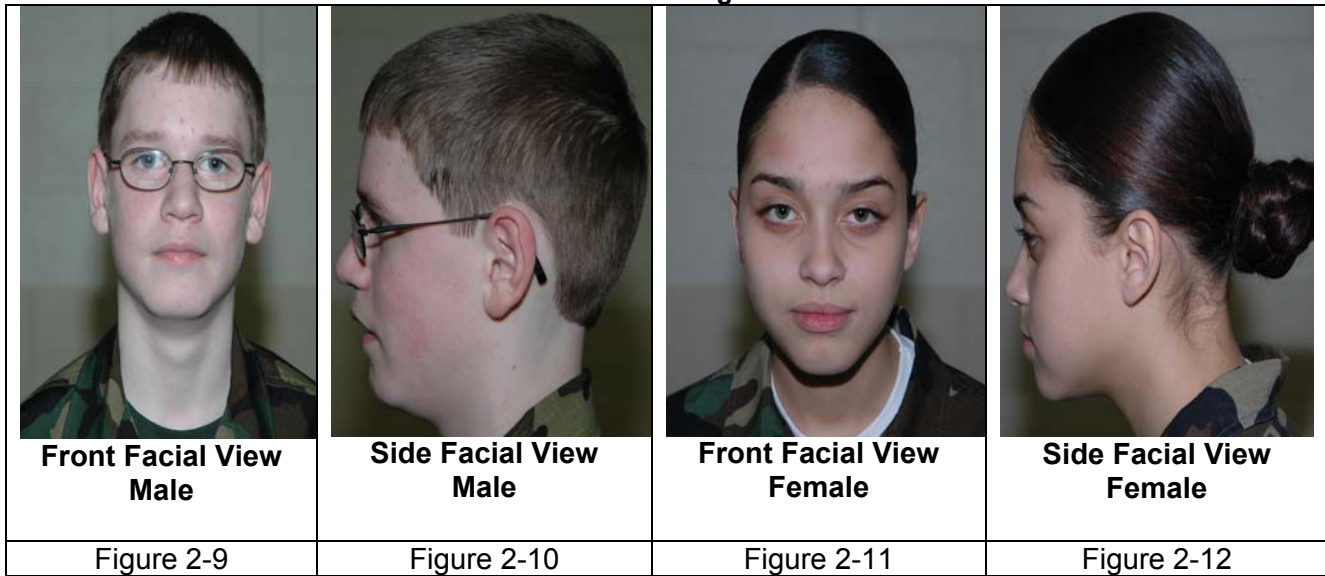
a. Male Young Marines.

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

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

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

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b. Female Young Marines.

1) Grooming. Hair may touch the collar, but will not fall below the collar's lower edge. Hair that would fall naturally below the collar's lower edge will be neatly and inconspicuously fastened or pinned. During physical training periods in which physical training clothing is worn, hair will be allowed to fall naturally, without being fastened or pinned. This does not apply when conducting physical training in the utility uniform.

2) Hair will be styled so as not to interfere with the proper wear of the uniform headgear. All headgear will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. Hairstyles, which do not allow the headgear to be worn in this manner, are prohibited.

a) Faddish and exaggerated styles to include shaved portions of the scalp other than the neckline, designs in the hair, unsecured ponytails and styles that are distinctly unbalanced or lopsided are prohibited. Multiple braiding and buns are authorized. If hair extensions are used in the braiding of the hair, the extensions must have the same general appearance as the individual's natural hair. Braided hairstyles will be conservative, and conform to other guidelines listed herein.

b) Barrettes, combs, rubber bands, etc. are authorized, if concealed by the hair. Inconspicuous hairpins and bobby pins, if required, are authorized. Hairnets will not be worn unless authorized for a specific type of duty.

3) Cosmetics. Cosmetics are authorized for wear in uniform if permitted by the parent or legal guardian. It shall be applied conservatively and must complement the individual's complexion and skin tone. Exaggerated or faddish cosmetic styles are considered inappropriate and shall not be tolerated. Non-eccentric lipstick and nail polish colors, to include colorless nail polish are authorized for wear with the uniform. Fingernails with multiple colors and decorative ornamentation are not considered eccentric and may be worn. Nail length will be no longer than 1/4 inch from the tip of the finger.

4) Jewelry. The only jewelry permitted is watches, medical items, religious medallions, class or Young Marines ring. All jewelry will be removed for physical training activities. Small, polished ball or round stud earrings, (post, screw-on, or clip), not to exceed six millimeters (about 1/4 inch) in diameter, may be worn with any uniform. When worn, earrings will fit tightly against, and will not extend below, the earlobe. Only one earring will be worn on or in each earlobe in the lowest hole.

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E.O. 1 Understand the Unit Organization.

1. Unit Organization. Most Young Marine units are made up of different components with different responsibilities. These include:

a. Unit Headquarters (UHQ). The UHQ consists of your unit commander, the executive officer, and the unit staff, as defined by your unit commander. If your unit has a Unit Young Marine First Sergeant, the Unit First Sergeant is also part of the UHQ. The Unit Headquarters plans, organizes, coordinates, and supervises all unit activities, functions, and events.

1) Unit Commander (UC). The UC is responsible for everything the unit does or fails to do. This includes the good order and discipline of the Young Marines and the UHQ staff. The name of my Unit Commander is _____.

2) Executive Officer (XO). The XO assist the UC in carrying out their duties and responsibility. In the absence of the UC, the XO assumes the duties of the UC. The name of my Executive Officer is _____.

3) Adjutant (AD). The AD is responsible to the UC for all matters involving the administration of the unit. This includes registration and re-registration of Young Marines and adults, and the timely and proper maintenance of all Young Marine Record Books (YMRB) and the Young Marine Database System (YMDBS). The name of my Adjutant is _____.

4) Paymaster (PM). The PM is responsible to the UC for all matters involving the finances of the unit. The PM records all revenues (money the unit receives) and all expenditures (money the unit uses to pay for something). Each month the PM sends a financial report to the National Headquarters Accountant reporting what money the unit received and what money the unit spent. The name of my Paymaster is _____.

5) Female Staff Advisors (FSA). The FSA advises the UC on all matters of special concern to girls in your unit.

6) Training Officer (TO). The TO is responsible to the UC for planning, coordinating, and executing all training activities, events, and functions under the direction of the UC.

7) Young Marine First Sergeant (YM/1STSgt) or Unit 1STSgt. YM/1STSgt advises the UC on all matters of concern with the Young Marines under their charge.

b. Young Marines Headquarters Element (HQE). The HQE consists of the Unit First Sergeant, Unit Gunnery Sergeant, and Unit Guide. The HQE, under the supervision of the UHQ, is responsible for the good order and training of the Young Marines under their charge, for executing the Plan of the Day, for carrying out the orders of the UHQ, and advising the UHQ on matters of concern to Young Marines. The HQE is involved early in the planning and coordination of all activities, functions, and events. If you have ideas on how to make improvements, recommend new activities, functions, and events, you are encouraged to mention them to your HQE.

1) YM/1STSgt or Unit 1STSgt. The YM/1STSgt is responsible to the UC for the discipline and training of the Young Marines under their charge. The YM/1STSgt works closely with the TO in planning, coordinating, and executing the Training Plan. If your unit does not have a Unit First Sergeant, the senior Young Marine in the unit may assume that billet (position).

2) Unit Gunnery Sergeant (Unit Gunny). The senior YM/Gunnery Sergeant in the Unit. Assists the Unit 1STSgt in carrying out their duties. Responsible to the Unit 1STSgt for all logistical planning, coordination, and support of unit training, activities, events, and functions. In the absence of the Unit 1STSgt temporarily assumes

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the duties of the Unit 1STSGT.

3) Unit Guide (UG). Appointed by the YM/1STSGT and Unit Gunny for their reliability, maturity and abilities to get things done. The UG serves at the pleasure of the Unit Gunny. The UG assists the Unit Gunny in carrying out their duties. In the absence of the Unit Gunny, the UG temporarily assumes the responsibility of the Unit Gunny.

c. Platoon (PLT). The Platoon has not more than twenty-five (25) Young Marines and one adult leader. The platoon is divided into The Platoon Headquarters (PLT HQ) with a Platoon Commander (PLT CDR) and (PLT SGT) and three squads of eight Young Marines each.

1) PLT LDR The PLT LDR is an adult leader who is appointed by the UC to serve in this billet. The PLT LDR is responsible for everything the platoon does or fails to do. The PLT LDR is a Young Marine who serves in this position when there is no adult available. This position may be held by an Advanced Young Marine who has served as the Unit 1STSGT.

2) PLT SGT. The PLT SGT is the most senior Young Marine in the platoon under the rank of YM/GYSGT. The PLT SGT is responsible to the PLT CDR for the platoon muster, good order, and training the Young Marines in the platoon. The name of my PLT SGT is _____.

3) Platoon Guide (PG). When needed, the PLT SGT designates the senior Squad Leader as the PG. The PG assists the PLT SGT in carrying out their duties.

d. Squad (SQD). The SQD has not more than eight (8) Young Marines. Each SQD is made up of a SQD HQ and two teams. The SQD HQ consists of a Squad Leader (SQD LDR) and an Assistant SQD LDR (Asst SQD LDR).

1) SQD LDR. The SQD LDR is responsible to the PLT CDR for everything his SQD does or fails to do. They are responsible to the PLT SGT for the SQD muster, and good order and training of each member in their SQD. The SQD LDR is generally an YM/SGT. Young Marines of lesser rank may serve in this billet based on their maturity and proven leadership abilities. The names of my SQD LDR is _____.

2) Asst SQD LDR. The Asst SQD LDR assists the SQD LDR in carrying their duties. The Asst SQD LDR is a senior YM/CPL who has served as a Team Leader and awaiting their opportunity to become SQD LDR. In the absence of the SQD LDR assumes the duties of the SQD LDR. The name of my Asst. SQD LDR is _____.

e. Team (TM). The team has not more than three (3) Young Marines. Each team consists of a Team Leader (TM LDR) and two Team Members (TM).

1) TM LDR. The TM LDR is responsible to the SQD LDR for TM muster, and good order and training of the members of their team. The TM LDR is generally an YM/CPL. Young Marines of lesser rank may serve in this billet based on their maturity and proven leadership abilities. The names of the Team Leaders are _____, and _____.

2) TM Members. TM members are responsible to the TM LDR for their conduct, performance, and training progress. TM members are YM/PVT, YM/PFC, and YM/LCPL. The names of my team members are _____, and _____.

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E.O. 2 Draw Your Unit's Organizational Chart.

1. Organizational Chart. Organizational Charts are diagrams or pictures that show where organizations and people in an organization are relative to each other. There are organizations or people who are in-charge or responsible for other organizations or people. In an organizational chart these organizations and people will appear above the organizations or people they are in-charge of or responsible for.

a. In the information provided above, the organizational chart would show the UHQ and UC at the top of the chart and the TM and TM members at the very bottom. For example:

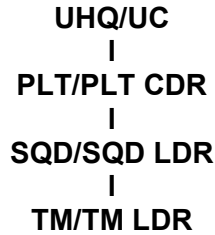


Figure 2-13

b. Your unit may be organized differently from what was previously discussed. This is okay. It is very important for you to understand how your unit is organized. One way to do this is to draw your unit's organizational chart. By doing this, you will see what organizations such as HQ, PLT, SQD, TM are in-charge of or responsible for other organizations and what people are in-charge of or responsible for all the different things that make your unit able to do the things it does each week. Once you know this you, will have a better understanding of how information, work, and fun is passed from one level of the organization to the next.

2. Unit Organizational Chart. In the box provided below, draw your unit's Organizational Chart.

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E.O. 3 Identify Key Events in Young Marine history.

History of the Young Marines.

The Young Marines were formed in 1958 by Marine Corps League members of the Brass City Detachment in Waterbury, Connecticut.

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

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

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

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

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

In 1975, membership was extended to females.

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

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

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

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

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

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

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E.O. 4. Identify Key Events in Marine Corps History

During its many years of experience in peace and war, the Marine Corps has developed many traditions. Traditions of devotion to duty, self-sacrifice, versatility, dependability, traditions of loyalty to country and to the Corps, traditions of uniform, insignia, and equipment. Since the American Revolution, generations of Marines have maintained and perpetuated these traditions.

The birthdate of the Marine Corps is November 10th, 1775. This took place in Philadelphia, Pennsylvania at a place called Tun Tavern. According to legend, Captain Samuel Nicholas, the first Commandant of the Marine Corps, opened the first recruiting station here.

The Marine Corps as it exists today, was formed by the Act of July 11th, 1798. Since that time, the Marine Corps has participated in every major war the United States was involved.

The term "Leatherneck" as applied to Marines is widely used but few people associate it with the uniform. The fact that United States Marines wore a black leather stock, or collar, from 1798 to 1880 may have given rise to the name. According to tradition, the stock was originally worn to protect the jugular vein from a slash of a saber or cutlass. However, official records fail to bear this out.

In 1805, the Marines raised the American flag for the first time in the Old World. Additionally, traditions state that Marine Lieutenant Presley O'Bannon was presented the Mameluke Sword by a former Pasha of Tripoli. It symbolizes the exploits of the Marine Corps on the shores of this land.

During the years 1836 and 1837, Marines serving under Colonel Archibald Henderson assisted the Army in fighting the Creek and Seminole Indians in Georgia and Florida. Colonel Henderson was to become known as the "Grand Old Man" of the Marine Corps after serving as its 5th Commandant from 1820 to 1859. He held this post for 39 years under 10 different presidents.

Shortly after the Mexican War, the Marines carried the "Tripoli-Montezuma" flag, which had the motto, "By Land, by Sea." When the present Marine Corps emblem was adopted in 1868, the Navy Department authorized the use of the word on the flag of the United States Marine Corps. The present motto, "Semper Fidelis", replaced "By Sea and Land" on streamers above the eagle soon after the Civil War and was officially adopted as the motto in 1880. The march, "Semper Fidelis" was composed by the late John Philip Sousa in the year 1888 during the time he was leader of the U.S. Marine Band. The U.S. Marine Band is known as "The President's Own." The U.S. Marine Drum and Bugle Corps is known as "The Commandants Own."

In 1868 the familiar emblem of the Marine Corps, the Eagle, Globe, and Anchor was adopted. The streamer held in the beak of the eagle is inscribed with the motto of the United States Marine Corps, "Semper Fidelis". This Latin phrase means "Always Faithful". The eagle stands for air service, the globe for land service, and the anchor for sea service.

In 1915, Parris Island, South Carolina, was established as the Marine Corps Recruit Depot. It is larger and older than MCRD San Diego. Parris Island is the only recruit depot for Women Marines.

Marines during World War I

During the battle of Belleau Wood, Marines fought with such ferocity that the Germans in their official reports referred to them as "Teufel Hunde" (devil-dogs).

Marines in World War II

The Marine Corps in the Pacific during World War II was the "stopper". At the outbreak of hostilities, they were the only trained amphibious force ready to fight an island-hopping war.

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Iwo Jima – February 19th, 1945

In order to provide fighter protection for the B-29 bombers based in the Marianas and at the same time eliminate the enemy's air base for attacks on the Superforts, it was necessary to secure Iwo Jima in the Volcano Islands. The rugged, natural terrain of the bit of volcanic bleakness had been supplemented by extensive man-made fortifications. On the morning of February 19th, 1945, hundreds of landing boats roared through the pounding surf to spill thousands of 4th and 5th Division Marines onto Iwo's southeastern beaches.

On February 23rd, units of the 28th Marines captured Mount Suribachi thus reducing the enemy's fire on the landing beaches and gave the Marines an excellent observation point.

Organized resistance ended on Iwo Jima at 1800, March 16th, 1945, when the 3rd and 5th Marine Divisions smashed through the enemy's lines to reach Kitano Point at the extreme northern tip of the island. In all, 5000 Americans and 60,000 Japanese were killed in the battle of Iwo Jima.

Iwo Jima is the sight of the most famous Marine flag raising. The Marine Corps War Memorial in Arlington, Virginia is a physical representation of the Iwo Jima flag raising and it is represented on the shoulder patch of Young Marines.

Good fighting men abounded on both sides. Admiral Nimitz said, with the fighting still raging, "Among the Americans who served on Iwo Jima, uncommon valor was a common virtue."

Okinawa

In June 1945, the battle of Okinawa became known as the bloodiest battle of the Pacific. 110,000 Japanese soldiers were killed out of 117,000. A total of approximately 225,000 Japanese and Okinawans perished in some 90 days of continuous combat. This was the first conquest of Japanese soil.

Following the dropping of the atomic bombs on Hiroshima and Nagasaki, the Japanese surrendered. On September 2nd, 1945, in a brief but solemn ceremony aboard the battleship Missouri, representatives of Japan signed the surrender documents.

National Security Act of 1947

This Act specified the functions to be carried out by the Marine Corps for the first time in history. Now the role of the Marine Corps as a force in readiness was more than just a matter of tradition.

Marines in Korea

Marines served proudly in Korea. The first large scale battle between Americans and the Chinese Communist Division was at the Chosin Reservoir on 3 November, 1950.

Marines in Vietnam

Marines fought in Vietnam from 1965 until the fall of Saigon and the total withdrawal of American forces in 1975.

Marines in Beirut, Lebanon

On October 23rd, 1983 while on a mission to preserve peace, a Beirut terrorist attacked the Marine Barracks killing 241 Marine and Navy personnel.

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Marines in Grenada

On 25 October, 1983 Operation URGENT FURY took place in the tiny Island of Grenada. Led by Marines, the operation freed Grenada after a coup by the pro-Castro Government. Eighteen Americans lost their lives.

Marines in the Middle East

In August of 1990, the U.S. started deploying troops to the Middle East in response to Iraq's invasion of Kuwait. Many former Young Marines saw action in this war as Marines.

Attack on our homeland

On September 11th 2001, our country was suddenly and viciously attacked. Following this assault on our nation, Marines were sent into Afghanistan in search of the militant group responsible for this malicious act of violence and terrorism.

For more information on any of the above history, please visit your local library or the internet.

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 2: Essential Subjects

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Understand your unit's organization.	
	The Young Marine can correctly state the chain of command within the unit.	
	The Young Marine can describe the duties of each billet in the unit's chain of command.	
2.	Draw your unit's organizational chart.	
	The Young Marine can draw the unit's organizational chart.	
3.	Identify key events in the Young Marine history.	
	Knows the year and location the Young Marines were formed.	
	Knows where the Young Marines were adopted as a National program.	
	Knows when the official charter of the Young Marines was issued.	
	Knows the year Young Marine membership was extended to females.	
	Knows the year the United States Marine Corps officially recognized the Young Marines as it's focal point for drug demand reduction efforts.	
	Knows the year the Young Marines went international with their first unit in Okinawa, Japan.	
	Knows what the Fulcrum Shield Award is and what it is presented for.	
	Knows the year the Young Marines were the first recipients of the Fulcrum Shield Award.	
	Knows what years a group of Young Marines traveled to Japan for the 59 th and 60 th anniversary of the flag raising on Mount Suribachi.	
4.	Identify key events in Marine Corps history.	
	Knows the birthdate and location of the United States Marine Corps.	
	Knows what the term leatherneck means.	
	Knows who the Marine is that was presented the Mamaluke Sword by a former Pasha of Tripoli.	
	Knows who the "Grand Old Man" of the Marine Corps is.	
	Knows what the Marine Corps Motto is.	
	Knows what the United States Marine Corps Band is known as.	
	Knows what the United States Marine Drum and Bugle Corps is known as.	
	Knows the year the Marine Corps adopted the Eagle, Globe and Anchor as their emblem.	
	Knows what the three parts of the emblem stands for.	
	Knows what the Germans referred to the Marines as during the Battle of Belleau Wood.	
	Knows the date of the flag raising on Mount Suribachi during World War II.	
	Knows where the first large scale battle between American's and Chinese Communists was during Korea.	

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	Knows the date of the total withdrawal of forces from Vietnam.	
	Knows the date the Marine Corps sent Marines to the defense of Kuwait during operation Desert Shield.	
	Knows the date our country was attacked by terrorists in New York, Washington DC, and Pennsylvania in the same day.	

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Performance Objective 3: Field Skills

Enabling Objectives:

1. **Employ methods of environmentally safe waste disposal in the field.**
2. **Maintain unit equipment.**
3. **Tie a knot (bowline, fisherman's and square lashing).**
4. **Identify bivouac site and all its various components.**
5. **Observe hiking techniques**
6. **Prepare for an expedition.**
7. **Discuss dangerous animals.**

Review

1. Wilderness Journal. Keep a written record of your adventures and experiences. Keep copies of routes that you travel, write down stories or anecdotes, and draw pictures of the animals, plants and scenery you encounter. Record your favorite, and least and scenery you encounter. Record your favorite, and least favorite places, people and events and the lessons that you learn from experience. At the end of your Young Marine career this journal will tell a wonder story.

2. Personal Clothing and Equipment.

a. When you select your personal clothing and equipment for an outdoor activity, air temperature, wind, precipitation, altitude, humidity and the UV index are elements of environment that will need consideration. Clothing must protect you from sun, wind, rain and snow, variations of temperature and insects.

b. In general, your clothing should be comfortable and loose fitting and check that there is no damage or missing parts. Keep all your clothes as clean as possible, repair and wash when required. Remember "**COLD**" if you do not want to be cold:

- 1) C—clean clothes breathe and insulate better;
- 2) O—avoid overheating by ventilating;
- 3) L—dress in loose layers; and,
- 4) D—stay dry

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

- 1) Whistle (plastic);
- 2) Folding pocket knife;
- 3) Personal identification and medical insurance card;
- 4) Map and compass;
- 5) Survival kit with matches;
- 6) Lip balm;
- 7) Notepad and pencil; and,
- 8) Small flashlight.

3. Packing. The general rules for packing your pack are:

- a. Fasten all pocket covers and do not let anything hang or dangle from the outside of your pack;
- b. Place a plastic garbage bag inside the main compartment to keep your items dry;

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- c. Place heavy objects close to the back of the frame, centered and higher on the load;
- d. Carry long items vertically, width of your load should not exceed your shoulder width;
- e. The shape of the load should be kept as flat as possible;
- f. Snug up all compression straps to keep your load compact and secure;
- g. Place all toiletries in a protective bag inside your pack to avoid toothpaste flavored clothes;
- h. Carry all fuels in an approved sealed container;
- i. Pack all the things you will need in an emergency in pockets or in the top of your pack;
- j. Pack things in order you are likely to use them;
- k. Pack your days meals and snacks in an outside pocket;
- l. Position water bottles in convenient pockets or pouches;
- m. Avoid carrying more than 35 lbs (not more than 1/4 to 1/3 your body weight not to exceed 35 lbs) and,
- n. Always protect and pad sharp edges of equipment and tools.

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

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

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

c. Observe your immediate environment, weather, terrain, and resources available, and how each of these affect your options. Look for a location for a shelter, for fresh drinking water, and for clues to your location or the route you took to get where you are now (e.g. 'I followed a stream until it went into a swamp, then I walked over this hill behind me...')

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

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

6. Safety Procedures for the Stove.

- a. Fill, light, and use the stove outside of tents, buildings and confined shelters;
- b. Ensure no pots or objects are placed on the stove when filling or lighting;
- c. Never open a pressurized fuel tank when the stove is lit;
- d. Only fill or pack up a stove that is cool to your touch;

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

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

g. Always fill using a funnel.

7. Safety Procedures for the Lantern.

a. Fill, light and use the lantern outside of tents, buildings and confined shelters;

b. Only fill or pack up a lantern that is cool to your touch;

c. Always fill the lantern in a different place than where you plan to use it – stay downhill and downwind from other sources of fire;

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

e. Always fill using a funnel; and,

f. Ensure that the heat shield is in place.

8. Selecting a Wilderness Shelter Site.

a. To protect yourself and your shelter:

1) Avoid overhanging tree branches and other overhead hazards;

2) Avoid open hilltops—you will be exposed to wind and lightning;

3) Orient the opening of your shelter away from the wind;

4) Avoid depressions where water might pool after rainfall;

5) Ensure you are at least 300 ft from your cooking area (bears and other animals will be attracted to food smells); and,

6) Never site your shelter on a road or path.

b. To lessen the impact on the environment and other wilderness users:

1) Ensure you are at least 300 ft from open water—local wildlife relies on water access for survival and your presence at the water's edge may interrupt their habits;

2) Select a shelter site out of the direct view of other wilderness users—at least 30 ft from a trail, path or road; and,

3) Construct your shelter on a durable surface like sand, rock or grass—fragile plant life may be permanently damaged by your use of the area. Avoid moving large stones and branches.

9. Safety Regulations, Routine and Discipline in the Field. In a bivouac site, there are general rules that you are expected to remember and follow whenever you are camping with cadets. These are called “Standard Operating Procedures” or SOP’s:

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- a. You will not go into water above your knees without supervision and an approved personal floatation device;
- b. You will use tools safely;
- c. You will know the location of the group first aid kit, the fire fighting equipment and the location of your leader's shelter;
- d. You will keep your shelter and the surrounding area tidy and free from hazard;
- e. Male and female Young Marines will not enter the other's shelter;
- f. You will know the action to take in case of a fire, or other emergency;
- g. You will inform your leader before leaving the bivouac site;
- h. You will not venture further than the latrine by yourself; and,
- i. You will protect yourself, your Young Marines and your equipment from fire, animals, insects, heat and cold injuries, lightning and dehydration.

10. Heat and Cold Injuries.

a. Cold Injuries. Frostbite happens when soft tissue freezes. It is a particular danger on days with a high wind-chill factor. Prevent frostbite by wearing appropriate clothing, mitts, hat, and socks and footwear. Hypothermia is the lowering of your body core temperature. You can become the hypothermic in almost any weather, in any season—but especially in cold, wet and windy environments. Protect yourself from wind and precipitation, keep warm and dry, and make sure you are fit, well fed and well rested before working in the cold.

b. Heat Injuries. Protect yourself from sunburn and heat injuries by:

- 1) Drinking water regularly;
- 2) Reducing activity in hot weather;
- 3) Covering up—wear light clothing, long sleeve shirts and full-length pants. Always wear a hat;
- 4) Applying sunscreen to exposed skin every 2 hours, or more often if you are near water or perspiring heavily. Put sunscreen on your skin at least 20 minutes before you go out in the sun, paying particular attention to the most exposed parts—ears, face, neck, shoulders and back, knees and tops of feet. Do not forget your lips, ears and nose;
- 5) Reducing or avoiding extended exposure during the peak sun hours, 1000-1600hrs;
- 6) Dark skin gives an SFP protection of only about 8.

11. Minimum Impact Camping. The goal of minimum impact camping is to leave behind no trace that you have used or passed through a wilderness area. By acting responsibly and taking a few precautions, you can leave a bivouac or a trail in the same natural condition for the next person to enjoy.

a. Remember that you are not the only one using the wilderness—you are a guest in someone else's home.

- 1) Always clean up after yourself. Any garbage that you bring in, you must bring out.

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2) Keep noise, and lights at night, to a minimum, and try not to disturb the natural setting unnecessarily moving or damaging trees, plants or rocks.

3) Respect all burial sites, private property, local residences and the privacy of other wilderness uses.

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

1) In small groups, you should use a “cat-hole” or “one-sit hole.” Each person selects a private and dry place and digs a small hole only 6 to 8 inches deep. Make your deposit and then mix in the dirt from the hole with a stick, covering everything well.

2) In a group of more than 12 people, you should dig a latrine—a hole about 2 feet by 2 feet, 1 foot to 2 feet deep. Cut the covering vegetation in one piece and set it aside. Leave the pile of loose earth and the shovel beside the hole to allow users to spread some dirt over their deposit. When the hole is full to about 6 inches from the top, cover it with the remaining dirt and original natural cover.

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

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

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

c. Choose a site that is already established as a fire ring/pit/mound, or select a site that is free from combustible ground cover, has no overhanging branches, and is away from buildings (10 feet). Think about where sparks might fly and pick a site that is appropriate—do not start a fire on a windy day;

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

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

E.O. 1 Employ Methods of Environmentally Safe Waste Disposal in the Field.

1. Food and Meal Waste. Divide waste from Meals Ready to Eat (MRE's) or other packaged meals into paper, plastic, foil, and cardboard. Pack this waste out and recycle where appropriate. Remember to encourage Young Marines to finish all the food they open, and not to dump food scraps or extra liquid on the ground—it is polluting, and it will attract animals. Tin cans, glass, plastic containers and other food related garbage are treated the same way. Do not burn any of these. Large groups staying in one bivouac site may set up a garbage point. Collect garbage after each meal and place it in doubled bags.

2. Waste from Equipment. Damaged and broken equipment is a common source of pollution, either from the broken pieces being left around or fuel (or other liquids) leaking out. If equipment is broken or damaged, and repair is not possible, ensure you have all the pieces picked up mark the device as not serviceable, and return it/pack it out.

a. If fuel or oil has leaked from it, you will have to clean that up as well. Naphtha fuel will evaporate quickly, so a small spill will soon disappear. Leaked oil will not evaporate. Oil soaked soil will have to be bagged and carried out of the area. Naphtha and oil can be cleaned from equipment easily with a rag, and the rag packed out to be

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disposed of properly.

b. Large accidental fuel spills can be deterred by packing fuel in 1 quart or liter approved fuel bottles. When you refill a stove or lantern always use a filter funnel and take care not to spill or waste fuel. Wipe up spilled fuel immediately, and pack out the rag.

3. Human Waste. You have learned of some of the alternatives to using established restrooms to dispose of human waste. Some parks and wilderness areas now require that all solid human waste be packed out of the area and disposed of in an approved septic facility. Many people make their own portable toilets from pails or milk crates. Some even have toilet seats that fit on top. For long hikes or wilderness back packing trip, it is best to hand each team member their own small container or double thick plastic bag. Only put human waste and toilet paper in these portable toilets—no garbage, foliage or dirt. Remember—always wash your hands after use.

E.O. 2 Maintain Unit Equipment.

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

- a. Cleaning equipment—stoves, lanterns, tools, etc;
- b. Checking ropes for dirt and damages;
- c. Check first aid kit, and refill as required;
- d. Only using the approved fuel in stoves and lanterns, and cleaning spilled fuel immediately;
- e. Checking sleeping bags and shelters for damage and dirt—clean and repair immediately; and,
- f. Checking proper operation of stoves and lanterns.

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

- a. Ensure all equipment is clean, dry and in good repair;
- b. Ensure first aid kit is full;
- c. Ensure all metal tools are sharp and oiled;
- d. Remove batteries from the radios, flashlights, etc; and,
- e. Repair, clean, and refill team storage boxes as required.

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E.O. 3. Tie a Knot.

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

- a. Make a simple overhand loop (looks like the #6);
- b. Pass the short end through the hole from the bottom;
- c. Bend the end around the length, and pass it through the small loop just formed and alongside its own continuation; and,
- d. Tighten the bowline by holding onto the bight formed by the end and pulling hard on the standing part.

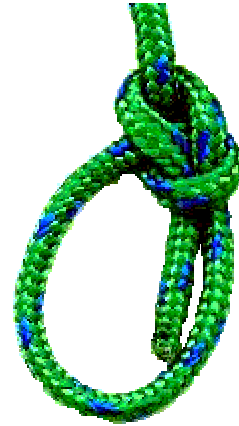


Figure 1-

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

- a. Tie an overhand knot in one of the ropes, do not tighten it;
- b. Pass the other rope end through the loop, and tie an overhand knot.



Figure 2-

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

- a. Start with a clove hitch;
- b. Do three or four wrappings;
- c. Frap twice; and,
- d. End with a clove hitch.



Figure 3-

E.O. 4 Identify Bivouac Site and all its Various Components.

1. Components of a Bivouac Site. A bivouac site in a pristine wilderness location looks different than an established campground. Each component of the site is spread out, both to make the impact less severe on one area, as well as to protect your team from unwanted visits from local animals. (figure 1) Note that the prevailing wind blows cooking, latrine and garbage smells away from your sleeping area.

- a. Sleeping Area
- b. Bivouac Kitchen
- c. Food hang
- d. POL point(Petroleum, Oils, Lubricants)
- e. Garbage Point (Animal Proof)
- f. Head facility

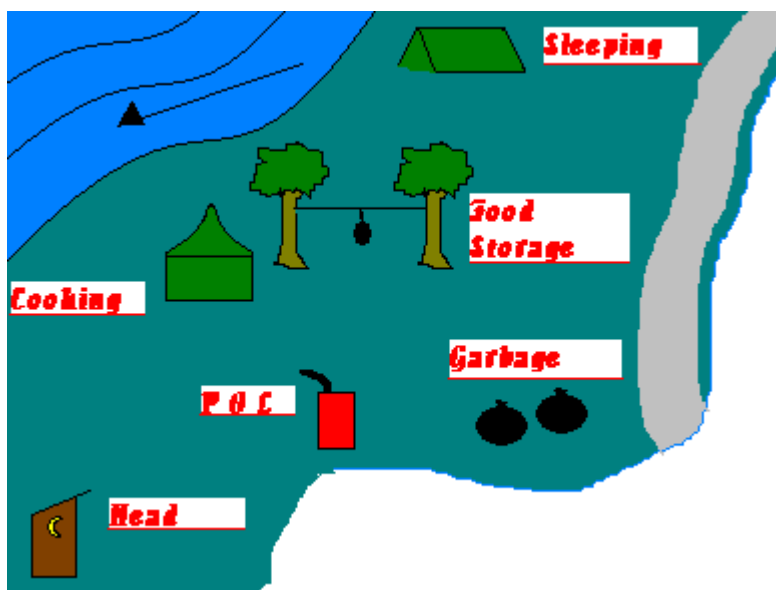


Figure 1-

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

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

2. Tips for Finding a Good Bivouac Site. The key to a good bivouac site is planning:

- a. Select places where the ground cover is very durable—grass, sand, rock, clear forest floor or snow;
- b. Avoid wetlands, ferns, new or delicate foliage;
- c. In the winter, or cold weather, choose a site that is protected from the wind. A location half-way up a hillside, with a southern exposure, is a good place;
- d. Heavy vegetation, wetland and dense brush are havens for insects in warm weather. Avoid these sites whenever possible. Look for a site that has some open areas for wind to blow through;
- e. Always check for danger; and,
- f. Choose a site that is visually pleasing.

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

- a. Before you select a site to hang your food you should be looking around for animal indicators. These could include tracks in the snow, sand, and dirt or on a path. Look for signs on the trees like claw marks or missing bark. Avoid areas with berry patches, acorns or nut crops on the ground, and orchards—these attract not only humans but also animals.
- b. When you hang up your food pack, remember that you are to include all of your food, snacks, gum, candy, any beverage, plus toiletries. In another pack you should put all of your cooking utensils, pots, pans, and all clothing that you cook in. You should never go into your tent with the clothing that you cooked in—change right after cooking and wash your face and hands after meals.

E.O. 5 Observe Hiking Techniques.

1. Hiking. Walking with a pack is different than just waking. There are techniques that will make you more comfortable and efficient. Always stretch and warm up before starting a hike.

2. Foot Care. Use a comfortable insole and ensure that you change your socks regularly on a long hike. Keep your feet dry—use foot powder to keep your sweat from soaking your socks. By wearing two pair of socks, friction is reduced on your skin, and moisture can be drawn away from your foot into the outer sock.

a. Check your feet every hour and reapply powder or change socks as required. Treat all “hot spots” and blisters immediately. Always carry some adhesive bandages and blister treatment (like moleskin) for foot care.

b. Avoid popping blisters unless you can be sure that the area and implements are sterilized. Do not be afraid to stop your team if you, or a teammate, is having foot problems. Time taken in prevention is always less than being slowed down by injuries or emergencies later on.

c. Keep your boots dry! Avoid wading into water unnecessarily, and air them out at rest stops and overnight. Do not tuck wet socks into your boots at night.

3. Energy Conservation Techniques. When you are on a hike, you want to conserve your energy so that you will save spare energy to deal with a changed plan or an emergency. Prepare yourself by being well fed, well rested

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and physically fit before you start a hike. Stretch and warm up well before you start. Being overly tired increases your chances of accidents, injuries and making poor decisions.

a. Breathing. A good indicator of efficient walking is your rate of breathing. Heavy, labored breathing is a sign you may be working too hard. Your muscles need sufficient oxygen to work well, and breathing normally and rhythmically allows enough oxygen to transfer into your bloodstream. On level ground, carrying a pack, an average person will take one full breath in and out per 3 paces. On difficult terrain your rate of breathing should increase, but do not let yourself get to a point when you are struggling to breathe evenly (gasping or wheezing).

b. Pace. Work with your Young Marines to create a suitable pace that everyone can manage. This means; changing the length of each stride, or changing the speed of each stride. It is like changing gears on your bike. Difficult terrain can be crossed with a short fast pace. Easy terrain may be better suited for long relaxed paces. The best judge of pace is whether the team has to stop often and the pace slows gradually during the day, or whether the team can maintain the pace throughout the day with only the regular rest stops. Do not treat hiking like a race—the fastest team does not win.

c. Off-trail Hiking. Walking off-trail is both exhilarating and challenging. Navigating, obstacle crossing, and safety concerns make “bushwhacking” all the more interesting! Ensure your Young Marines keep their spacing to avoid branches swinging back, and to be able to see upcoming danger. Beware of pushing rocks or snow down on Young Marines, always check up and down a steep loose slope before crossing.

d. Techniques. When walking up a steep hill, keep your body straight. It will be easier to regain your balance, and if you fall at least you will fall forward. Take small steps and try to always keep going up—rather than cross an obstacle that would require you to climb up and then down the other side, find a route around that lets you stay at the same height, or increase slowly. If you cannot easily step over it, go around.

i. Reduce the angle of a very steep slope by walking across rather than straight up—this is called “traversing.” Keep the angle less than 45°

ii. Walking down a steep hill is as difficult and dangerous as walking up. Keep control of your speed and watch out for loose soil, snow, ice or loose/wet rock. Keep your knees slightly bent and place each step gently to reduce the impact and friction on your feet. Try to step on the uphill side of obstacles and rocks.

4. Crossing Obstacles.

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

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

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

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wear your boots—if the water is not too cold you may want to remove your socks to keep them dry. Always dry your feet after crossing.

E.O. 6 Prepare for an Expedition.

1. Expedition Preparation. What is an expedition? An expedition is an organized voyage or journey across land or water, with a specific aim in mind. To prepare yourself for an expedition you must be physically and mentally ready to go. To be physically ready, you must be physically fit (at the appropriate fitness level for the expedition, and not have any recent or recurrent injuries), your personal and team equipment must be ready and you need the expedition plan and map. To be mentally ready you need to be prepared for understanding of the expedition aim. The golden rule is, “Check, then check again.”

2. Preparing Equipment. The expedition plan will have a list of items each person is required to bring, as well as equipment that will be issued—personal and team. A few days before the expedition, check the weather forecast for the expedition dates. Note both high and low temperature, as well as wind speed and precipitation. Few weather forecasts are exactly right, but it will be a good guide for choosing clothing. Some small equipment may be left off the plan list and you have the option of bringing extra stuff but remember that you will have to carry it.

a. Lay all your items out and check each piece for serviceability and cleanliness. Wash and fix it as required. Ensure batteries are in your flashlight. And check your survival items for all the appropriate items. Always check your items before the expedition—once you have started it is too late to remember you have no toilet paper, or that there is a hole in your rain jacket. When you are issued team equipment, check it as well. Set up the tent to make sure there is no holes and that all the parts are there. Light the stove and lantern and let them burn for 5-10 minutes to be sure they are operational.

b. When you finish an expedition check your items again and fix and clean right away! If your items are clean, dry and in good order when they are put away, it will be quicker and easier to get ready for the next expedition.

3. Prepare Yourself. You must be ready. Get yourself into good physical condition and stay there. You will not be able to contribute to your team if you cannot keep up. You do not need to be the fastest or the strongest on your team—but you should be at least as the team average. The wilderness treats everybody the same, it will not go easy on you because you were not ready.

a. Make sure your technical skills are ready. Practice the small skills so that you can perform them easily. Your Young Marines will not have confidence in you if you struggle through tying knots, setting up a shelter or navigating. Seek advice from experienced Young Marines and bring some notes or this manual with you if you think you will need something to act as a reference.

b. Ask yourself:

i. Am I ready?

ii. Do I need to practice any skills?

iii. Are there new skills required from me?

iv. What is the weather forecast?

v. Do I have food, water, a place to sleep?

vi. Do I understand the emergency plan, the route and the timetable?

vii. Is my gear serviceable and properly packed?

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c. Write down your thoughts and reactions, as well as memorable events in your journal.

4. Prepare for Emergencies. Emergencies can happen any number of different ways. Sudden changes in weather, accidents, natural disaster, poor decisions by one or more people, or even attacked by animals. You can lower the risk to you and your Young Marines by making reasonable and sensible decisions, and by following established safety guidelines.

a. Remember the “Buddy System” and watch over your buddy. Learn and practice Emergency First aid skills.

b. One of the most stressful wilderness situations is getting lost. Some people panic when they realize they are lost, and by running around they make themselves even more tired, disoriented and confused. Remember STOP from the review section.

E.O. 7 Discuss Dangerous Animals.

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

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

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

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

d. Do not feed bears. Keep as clean as possible. Do not sleep in the same clothes you ate or cooked in. Choose unscented personal hygiene items and secure them overnight in the same manner as food—away from the bivouac site. Used feminine hygiene products should be sealed in a plastic bag and packed out as garbage—do not try to burn or bury them.

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

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

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

a. Cougars, mountain lions, and pumas are all the same species of large wildcat. They are rare, however their population is increasing, and the expansion of human development is encroaching on their natural habitat. Take the same precautions as for bears. When a wildcat attacks, it is usually hunting and will target what it thinks is

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easy prey. By staying in a group and keeping your pack on you will likely not look much like lunch.

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

3. Poisonous Snakes. Poisonous snakes are common in many parts of the United States. Rattlesnakes, Cotton Mouths, Copperheads, and Moccasins live in many parts of the United States. Bites are painful but not unusually fatal. These snakes will likely be found on warm rocks, or curled up in crevices and under rocks, and near water. They are most prevalent in the warm summer months (May to September). Give them their space, they only attack in self-defense.

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

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

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 3: Field Skills

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Employ methods of environmentally safe waste disposal in the field.	
	Knows how to dispose of food containers and meal waste.	
	Knows the methods for properly disposing human waste.	
2.	Maintain unit equipment.	
	Knows how to maintain unit equipment before and after use.	
3.	Tie a knot (bowline, fisherman's and square lashing).	
	Can tie a bowline knot and give examples of its use.	
	Can tie a fisherman's knot and give examples of its use.	
	Can tie a square lashing and give examples of its use.	
4.	Identify bivouac site and all its various components.	
	Can draw a bivouac site diagram.	
	Knows how far from the campsite food should be hung.	
	Can choose a good site for camping taking into consideration, the time of year and the weather.	
5.	Observe hiking techniques	
	Knows how to take care of their feet when hiking.	
	Understands breathing and pace while hiking.	
	Knows what traversing is.	
6.	Prepare for an expedition.	
	Knows what an expedition is.	
	Knows that the "Buddy system" is very important while on expedition.	
7.	Discuss dangerous animals.	
	Knows to keep food sealed so as to keep animals away.	
	Knows how to act when there is a bear around.	
	Knows how to act around other wild animals.	
	Knows the months most poisonous snakes are prevalent in the U.S.	
	Knows how to treat a snake bite victim.	

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Performance Objective 4: Map and Compass

Enabling Objectives:

1. **Measuring the distance between two points on a topographical map.**
2. **Contour lines.**
3. **Identify parts of a compass and their functions.**
4. **Identify the points on a compass.**
5. **Magnetic Declination and Orient a map using a compass.**
6. **Measure a magnetic bearing.**

Review

1. Map Scale. The scale of a map is an expression of the ratio between one unit on the map and the distance it covers, in the same units, on the real ground. For example, a 1:50,000-scale map illustrates an area where one cm on the map represents 50,000cm (500m) on the ground. The 1:50,000 map covers an area of about 1000 square kilometers. This makes it an excellent size for expeditions. A 1:250,000-scale map covers the same area of land as sixteen 1:50,000 maps.

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

- a. Place your map in a clear plastic bag, or permanently laminate it;
- b. Fold it properly and refold it only along the original fold lines to view other parts;
- c. If it gets wet, dry it on a flat, clean surface;
- d. Do not open it fully in a strong wind;
- e. Use only pencil to mark your map and erase all markings gently—maps protected by plastic can be marked using grease pencils or erasable markers; and,
- f. Store maps in a dry place, rolled, folded or laid flat.

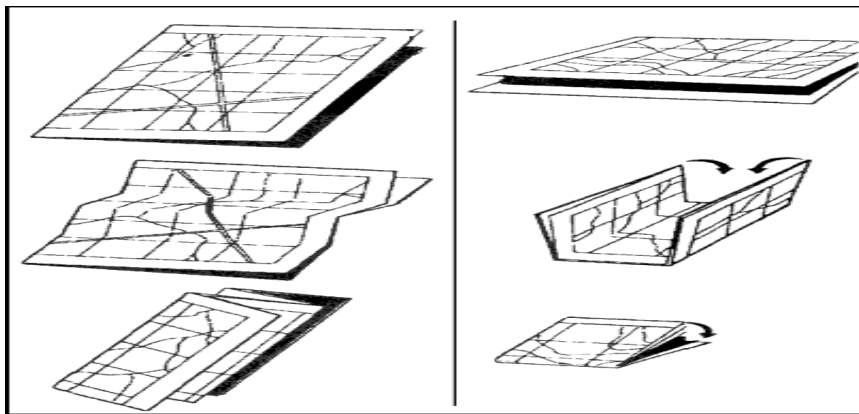


Figure 4-

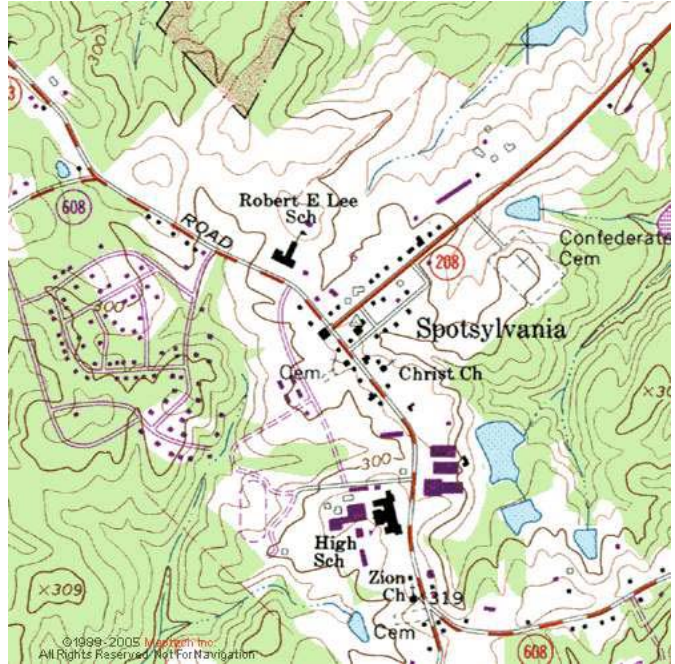
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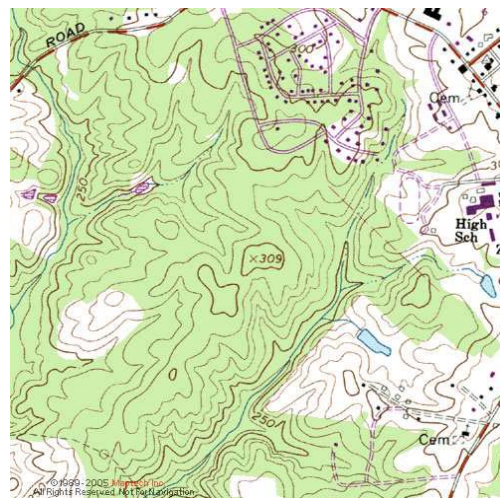
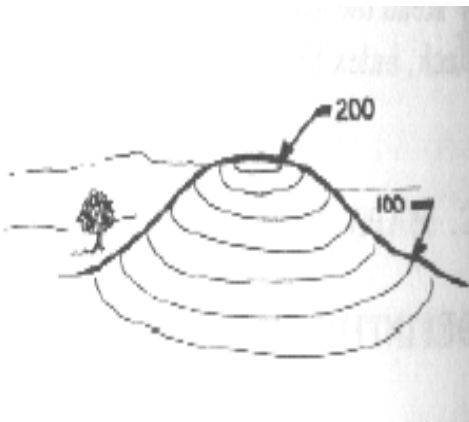
3. Topographical Maps. A topographical map illustrates water features, vegetation, elevation and depression, wetlands, urban development, transportation and communication routes (road, railways, telephone lines, etc.), structures, natural features and place names 1:50,000 or 1:250,000 scale topographical maps are produced of all areas of United States by the federal government through the U. S. Geological Survey.

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

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

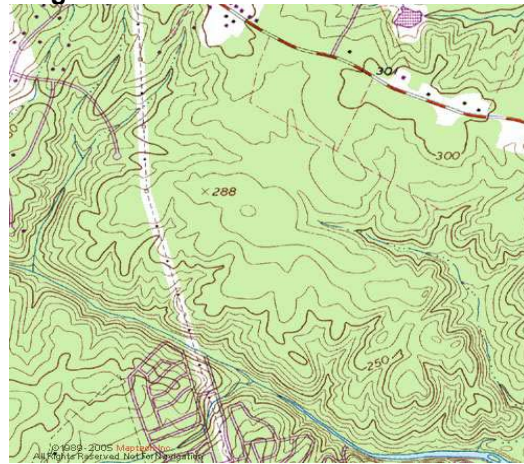
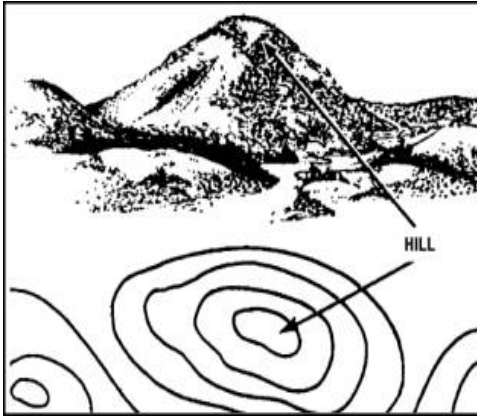


5. Map and Compass Terms. The following terms are used in map reading:

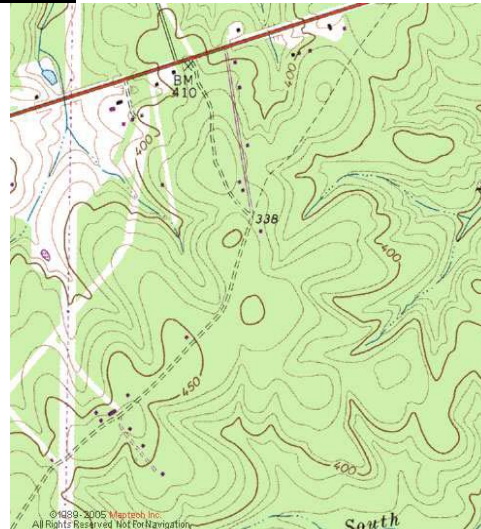
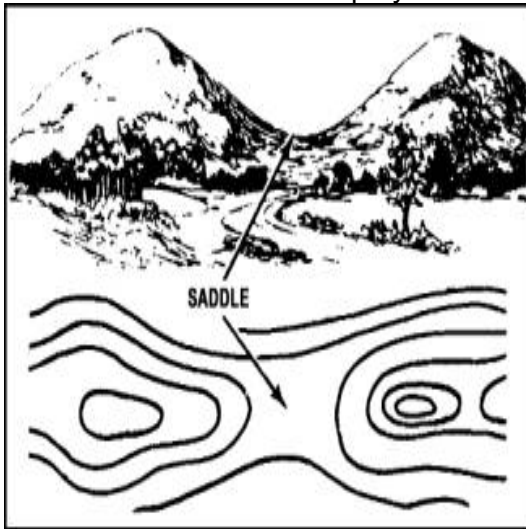


a. Contour line – A contour line is a line on the map joining points of equal elevation above sea level. Contour lines are drawn on maps to give you a three-dimensional view of the ground.

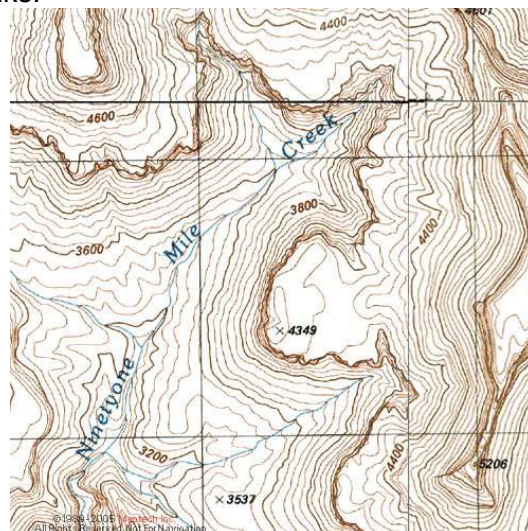
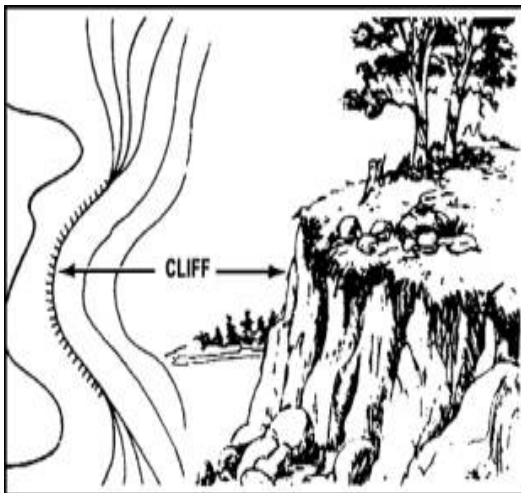
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b. Hill – A hill is a point or small area of high ground. When you are located on a hilltop the ground slopes down in all directions. A hill is shown on a map by a number of closed contour lines.

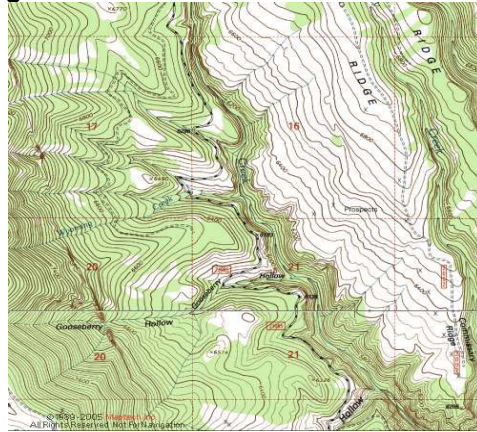
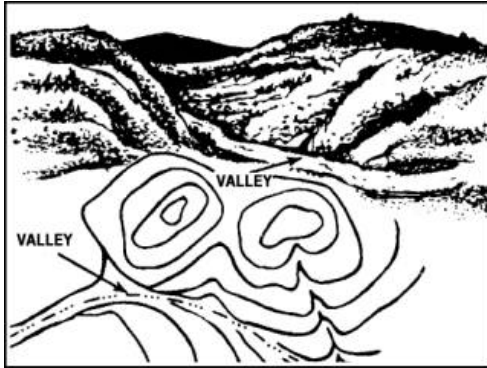


c. Saddle – A saddle is the low ridge between two peaks.

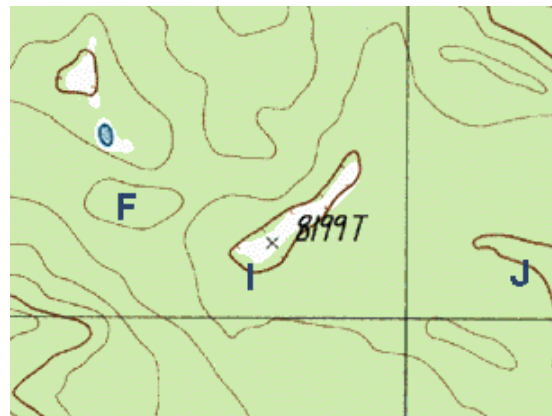
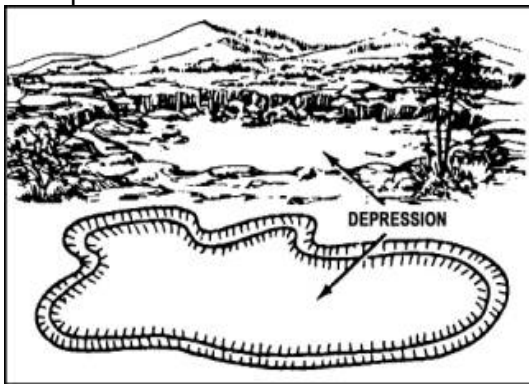


d. Cliff – A cliff is a near vertical slope. The closer the lines are to each other, the steeper the slope. A cliff will be shown on a map by the close contour lines that touch or have tick marks on them. These tick marks will point towards the lower ground.

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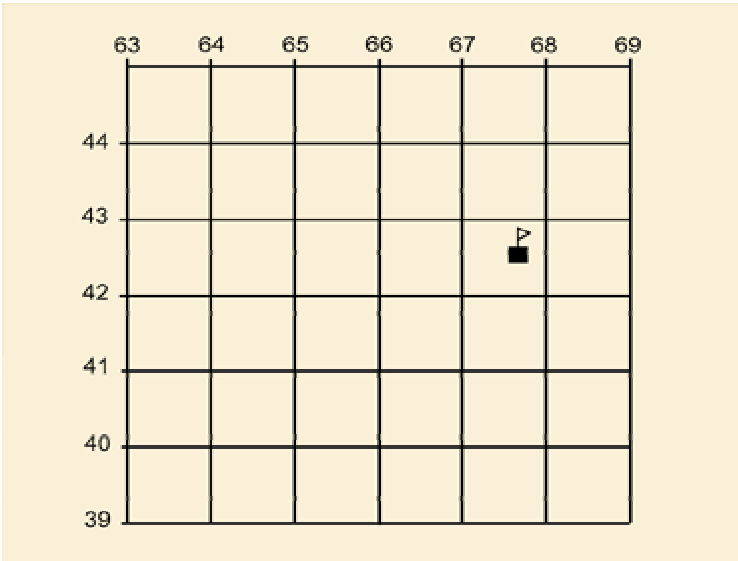
e. Valley – A valley is level ground bordered on the sides by higher ground. Contour lines indicating a valley are somewhat U-shaped.



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

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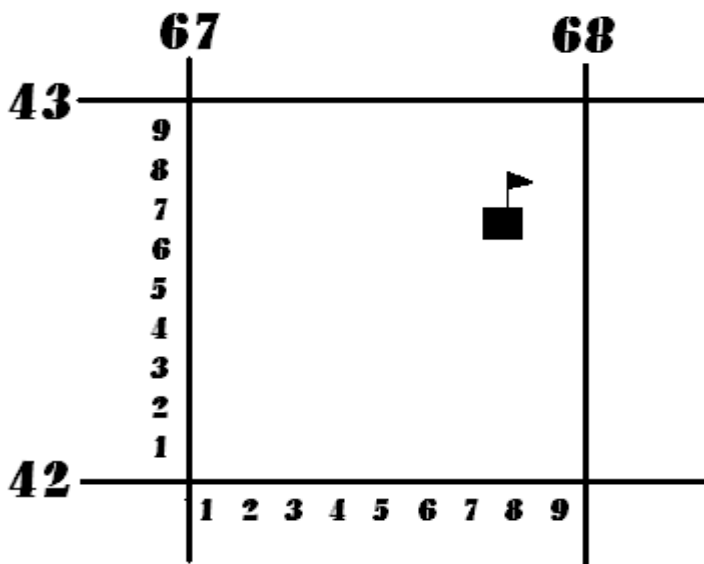
6. Four-Figure Grid References. When you identify a location using the grid system it is called using a “grid reference.” For centuries, mathematicians have always stated the X coordinate (vertical) before the Y coordinate (horizontal), so map users have adopted that procedure. **N-S grid lines are stated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



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

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

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



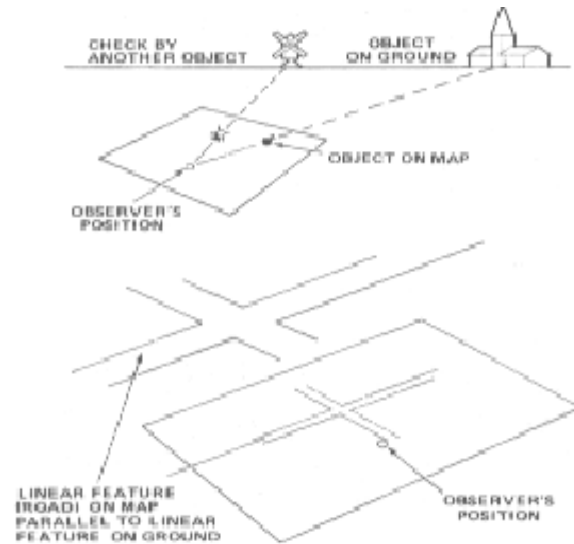
For example: Grid reference 678427 is given, the easting is 678 or 67 and 8/10, and the northing is 427 or 42 and 7/10.

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

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8. Orient a Map by Inspection.

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



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E.O. 1 Measuring Distance Between Two Points on a Topographical Map.

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

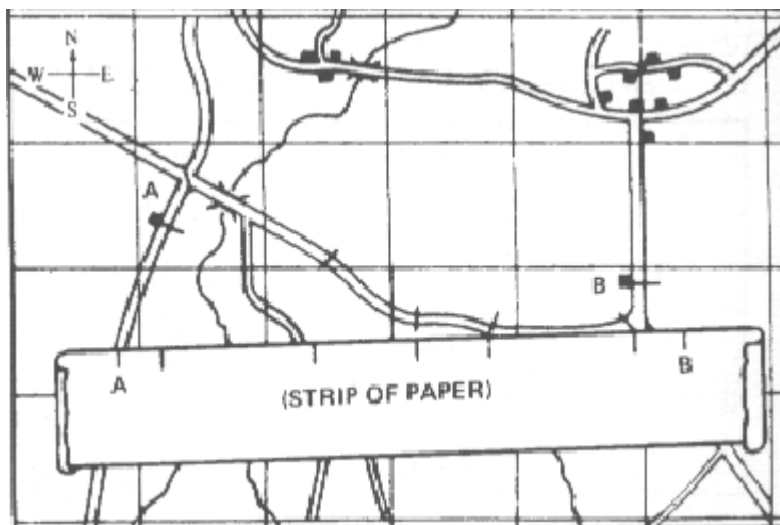
a. To measure a straight line between two points:

- i. Take a piece of paper and place the upper edge on the map so that it touches the two points.
- ii. Mark the points on your paper.
- iii. Clearly indicate your start and finish point.
- iv. Now place the paper on your scale bars.
- v. Calculate the distance.



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

- i. Lay a piece of paper along the first section and mark the paper.
- ii. Now pivot the paper until it lays along the second section, mark your piece of paper at the end of the section.
- iii. Repeat this process until you have reached point B.
- iv. Compare the distance marked on the paper to the bar scale and calculate the distance.



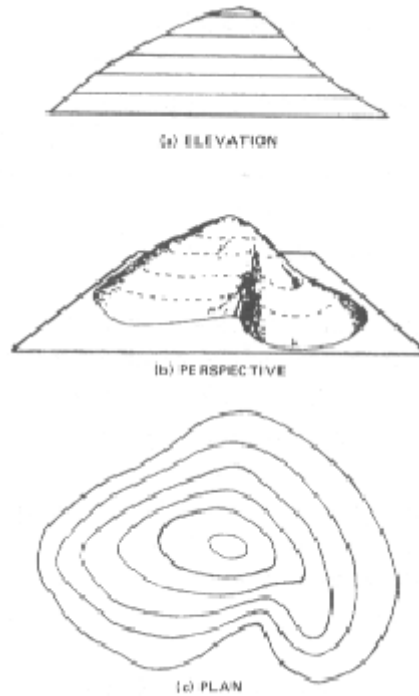
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E.O. 2 Contour Lines.

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

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

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

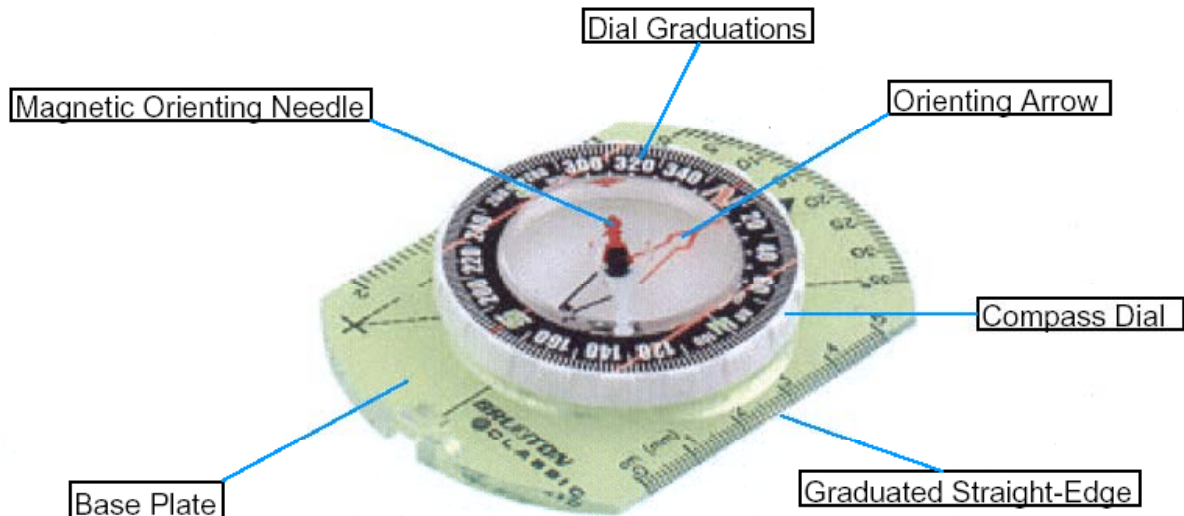


c. Remember that any change in elevation that is less than the contour interval will not necessarily be shown by contour lines on the map. On a 1:50,000 scale map with a 10m contour interval some hills as tall as a two-story house may not be depicted. In some cases, 'spot elevations' will give you an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

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E.O. 3 Identify Parts of the Compass and their Functions.

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



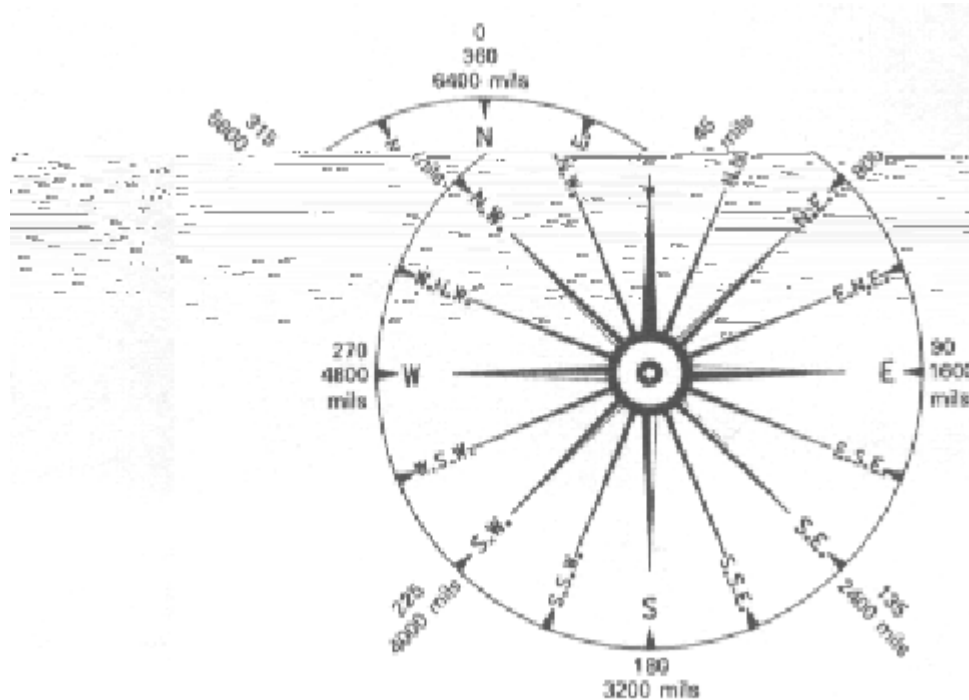
a. Most compasses operate on the same basic principle. A small, elongated, permanently magnetized needle is placed on a pivot so that it may rotate freely in the horizontal plane. The Earth's magnetic field which is shaped approximately like the field around a simple bar magnet exerts forces on the compass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

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

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E.O. 4 Identify the Points on a Compass.

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

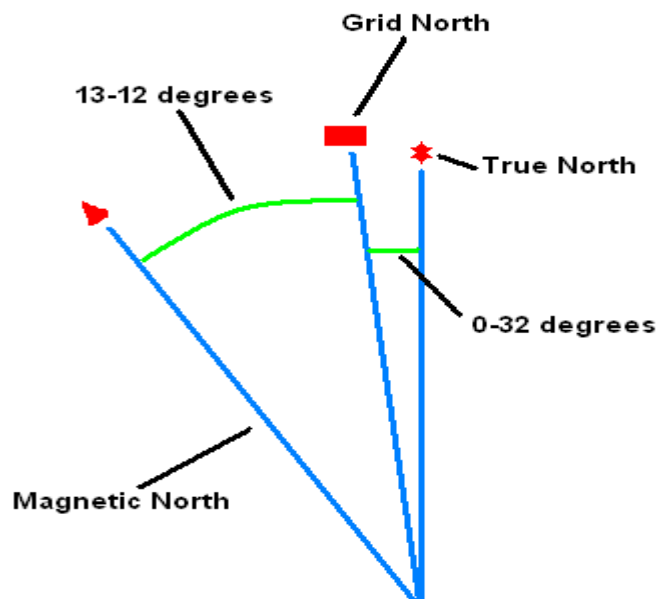


2. The Three Norths.

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

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

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



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3. Mils and degrees.

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

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

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

E.O. 5 Magnetic Declination and Orient a Map Using a Compass.

1. Background. Having an oriented map is the key to successful navigation. When poor visibility, or lack of identifiable landmarks, inhibits orienting by inspection, a quick and accurate orientation can be accomplished using your compass. However, as we know, a magnetic compass points to Magnetic North, not True North, so orienting a map accurately requires a map user to compensate for the difference.

2. Magnetic Declination. Magnetic declination is the difference between True North and Magnetic North, and it is measured in degrees and minutes. Declination will change, not only depending on geographic position, but also annually due to the shifting magnetic pole. There are only two lines in the Northern Hemisphere where the Magnetic North and True North line up equaling a declination of 0 degrees—one line running through central Canada and one through Russia. Stating whether the declination is east or West of True North further describes declination.

3. Calculate Declination. To calculate current declination using the information provided by the declination diagram (and information printed directly underneath) is just a matter of simple math.

a. To calculate declination we always use the declination stated between Magnetic North and Grid North—ignoring True North. This is because bearings taken from a map use Grid North as their point of reference.

b. The annual change noted under the diagram will be either 'increasing' (the declination is getting larger), or 'decreasing' (getting smaller). The total annual change will then be added or subtracted from the original declination in accordance with *increasing* or *decreasing* respectively, to get the current declination.

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In the example with east declination —the declination as of 1991 was E 19° 52' and the annual change decreasing 7.0'. The math goes like this:		In the example with west declination —the declination as of 1993 was W 13° 18' and the annual change increasing 1.7'. The math goes like this:	
Current Year:	2001	Current Year:	2001
Year of declination information:	<u>-1991</u>	Year of declination information:	<u>-1993</u>
Difference of years:	10	Difference of years:	8
Difference in years:	10	Difference in years:	8
Annual Change:	<u>x7.0'</u>	Annual Change:	<u>x1.7'</u>
Total change:	70'	Total change:	13.6'
(Convert to degrees and minutes when 60' or more.)	or 1° 10'	(Round up or down as required.)	or 14'
Annual change was decreasing so it is subtracted from the original declination:		Annual change was increasing so it is add to the original declination:	
Original declination:	E 19° 52'	Original declination:	W 13° 18"
Total Change:	<u>-1° 10'</u>	Total Change:	<u>+14'</u>
Current declination:	E 18° 42'	Current declination:	W 13° 32'
This tells us that the magnetic needle on a compass will point to the east of grid north by 18 degrees and 42 minutes, for the area depicted by this map in 2001.		This tells us that the magnetic needle on a compass will point to the west of grid north by 13 degrees and 32 minutes, for the area depicted by this map in 2001.	
This declination in mils is about 337 mils that mean that if you were to follow a compass bearing for 1 km without adjusting for declination, you would be 337 meter off the grid bearing plotted on your map. This is how important declination is.		It is possible to have a very small original declination and a larger total annual change, so that when your do the math the current declination actually changes from what was originally a West declination to East or vice versa.	

4. Setting declination on a compass. The compass has the advantage of a mechanical device on the back of the dial that adjusts the orienting arrow to compensate for declination. The declination scale is in degrees and graduated up to 90 degrees west and east. Ensure that you adjust this device in the correct direction. Each time you move to a new map area, you will have to recalculate declination and adjust your compass accordingly.

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

- a. Rotate the compass dial until N is lined up with the direction arrow on the front of the baseplate.
- b. Place the straight edge of the compass alongside any true north line on the map – the left or right border or any line of longitude.
- c. Holding the map and compass together at your front, turn your self until the magnetic orienting needle is directly over the orienting arrow inside the dial ("put the red in bed.") Your map is now oriented.

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E.O. 6 Measure a Magnetic Bearing.

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

- a. Compass error—each compass may have an inherent error from manufacturing. You would notice this when comparing bearings taken with one compass, with bearings taken by others. Most new and well taken care of compasses have no measurable error;
- b. Compass deviation—there may be either local geological abnormalities (e.g. large amount of iron content in rock), or other factors like using a compass too close to power lines, wire fence, or vehicles that will cause the magnetic needle to deviate from a n accurate reading. You can lessen this chance by moving away from obvious sources of magnetic disturbance or large iron/steel objects—i.e. you will not get an accurate bearing from inside a car!
- c. Damage—air can infiltrate the liquid inside the compass dial (a result of extreme temperatures or damage) forming bubbles that will effect the movement of the magnetic needle, sometimes causing error;
- d. Not holding the compass horizontally causes the needle to try to pivot at an angle, which will cause the needle to move less smoothly and possibly create an error; or,
- e. You are too close to the magnetic north pole.

2. Measuring a Magnetic Bearing. To take a bearing you should:

- a. Calculate, then set the current declination on your compass;
- b. Select the object on which a bearing is to be taken and face that object;
- c. Hold the compass level in front of your body with the orienting arrow facing the direction you want to go.
- d. Rotate the compass dial with your index finger and thumb until the magnetic orienting needle is over the orienting arrow (*red in bed*). Ensure the orienting arrow has remained on the object; and
- e. Read the bearing on the compass dial (in degrees) that points to the direction arrow on the front of the baseplate. This is your bearing.



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

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

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- a. Calculate, then set the current declination on your compass;
- b. Select the object on which a bearing is to be taken and face that object;
- c. Hold the compass level in front of your body with the orienting arrow facing the object;
- d. You are now facing the direction of the object—using map reading skills you may then be able to navigate to the desired location; or
- e. Rotate the compass dial with your index finger and thumb until the magnetic orienting needle is over the orienting arrow (*red in bed*). Ensure the orienting arrow has remained on the object; and;
- f. Read the bearing on the compass dial (in degrees) that points to the direction arrow on the front of the baseplate. This is your bearing to the object. You may now walk to that object, then repeat as required until you have arrived at your desired location.

5. Navigating with a Map and Compass.

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

- i. Locate the dangers—especially in the winter you need to be aware of bodies of water;
 - ii. Locate the primary contour features—you can even highlight or circle them;
 - iii. Look for unique features—landmarks you may be able to use along your route; and
 - iv. Establish borders—linear features that will keep you within a certain area while you navigate, including your catching feature (knowing these features exist will give you more confidence as you navigate).
- b. Route selection—can be strategized by considering the following:
- i. What are the features of your target (in orienteering it's called a 'control')? By reviewing all the features of your target in your head, you are more likely to recognize it when you get there;
 - ii. If your target is small, or hidden in difficult terrain, plan your route first to a nearby large landmark that is easy to find (attack point), then navigate from that point to your target;
 - iii. Plan your route keeping in mind:
 - 1) Are the skills required to complete the navigation within your ability?
 - 2) What are the consequences of making an error in each component of the route?
 - 3) What is the distance traveled—both vertical and horizontal?
 - 4) How much time should it take for each component?

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

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

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

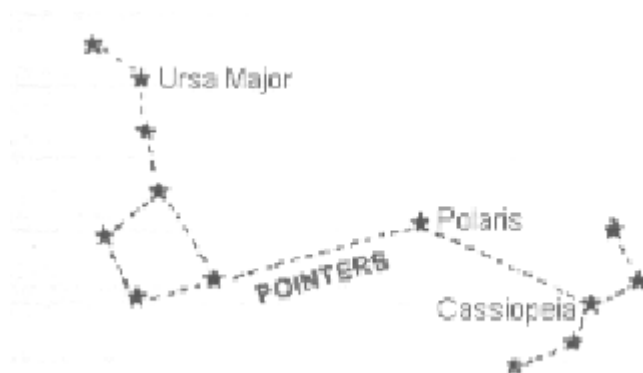
Note: Route planning is aided by remembering the word **CARTS**—Control, Attack point, Route, Tempo, and Stop.

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

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

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

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



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

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 4: Map and Compass

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Measuring the distance between two points on a topographical map.	
	Knows the two ways to measure distance on a topographical map.	
	Knows how to measure a straight line between two points.	
	Knows how to measure distance along a route.	
2.	Contour lines.	
	Knows that all maps do not have the same contour interval.	
	Knows that contour lines indicate elevation above sea level.	
	Knows the color of contour lines on a map.	
3.	Identify parts of a compass and their functions.	
	Can correctly identify the baseplate of a compass.	
	Can correctly identify the orienting arrow on a compass.	
	Can correctly identify degrees on a compass.	
	Can correctly identify the magnetic orienting needle on a compass.	
4.	Identify the points on a compass.	
	Given a compass can correctly identify north, south, east and west.	
	Can correctly identify the three norths.	
5.	Magnetic Declination and Orient a map using a compass.	
	Knows that magnetic declination is the difference between true north and magnetic north.	
	Knows how to calculate magnetic declination.	
	Can correctly orient a map using a compass.	
6.	Measure a magnetic bearing.	
	Knows how to measure a magnetic bearing.	
	Can correctly shoot an azimuth.	
	Can successfully arrive at the azimuth destination.	
	Can successfully shoot a back azimuth.	

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Performance Objective 5: Drug Resistance

Enabling Objectives:

1. Conduct independent research on tobacco, alcohol, and illegal drugs.
 2. Help inform and encourage friends to stay away from all forms of tobacco, alcohol, and illegal drugs.
 3. Serve as a positive role-model for leaders, peers, and subordinates against the use of tobacco, alcohol, and drugs.
-

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

Review

For a review of the dangers of tobacco, alcohol, and illegal drugs, see the Young Marine Basic Guidebook, Performance objective 5.

E.O. 1 Conduct independent research on tobacco, alcohol, and illegal drugs.

Now that you are beginning to step into leadership roles within your platoon, the responsibility to your Young Marines increases. With that in mind, you will need to research areas that will give you the best and latest information concerning tobacco, alcohol, and illegal drugs so that you will be able to properly educate your subordinates. The websites listed below will provide you with that information. As you research your data, make notes of anything new. Your Young Marines may not have heard of it before, so keep them informed. Additionally, ensure that you provide your Young Marines with these websites so that they may keep up to date as well.

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

Don't forget that there are other sources available such as your local library, drug and alcohol centers, law enforcement agencies and even your school.

E.O. 2 Help inform and encourage friends to stay away from all forms of tobacco, alcohol, and illegal drugs.

As a Young Marine, you are expected to live a drug-free lifestyle. This means in addition to you not putting these things in your body, you are expected to stay away from others that do these things. Hanging around with those that use these drugs is as bad as using them yourself. You can help your friends to get away from these habits by providing them with information. Encourage your friends to visit the websites listed above. Talk to them about what you have learned about the dangers of using these drugs. Become a role model to your friends just as you have for your Young Marines.

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E.O. 3 Serve as a positive role-model for leaders, peers, and subordinates against the use of tobacco, alcohol, and drugs.

Serving as a positive role model is not easy. You have to “walk the walk” and “talk the talk”. If you want to be a role model against drug use, you need to keep yourself away from all forms of it. You even need to stay away from friends and peers that do it. If you can do this everyday, people will see that you are serious. They will ask your questions, some will be tough, such as “if I’m smoking but your not, why should that keep you away from me?” Your answer would be simple. “I choose to live my life free of drugs, tobacco and alcohol. I enjoy your friendship, but would really appreciate it if you did not do those things around me.” If you persist with a positive attitude concerning the dangers of tobacco, alcohol, and illegal drugs, people will catch on. Relate experiences that you may have about someone who messed their life up as a result of using tobacco, alcohol, or illegal drugs. The impact you have on your Young Marines may just save a life one day.

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 5: Drug Resistance

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Conduct independent research on tobacco, alcohol, and illegal drugs.	
	Can demonstrate how to research information using the website addresses provide.	
	Knows other areas where information on this subject can be found.	
	Presents documentation of a successful research project.	
2.	Help inform and encourage friends to stay away from all forms of tobacco, alcohol, and illegal drugs.	
	Young Marine is observed encouraging friends, peers, or fellow Young Marines to stay away from tobacco, alcohol, and illegal drugs.	
3.	Serve as a positive role-model for leaders, peers, and subordinates against the use of tobacco, alcohol, and drugs.	
	The Young Marine serves as a positive role model against the use of tobacco, alcohol, and illegal drugs by staying away from those that use it and talking about the dangers of using every chance they get.	
	The Young Marine carries with them readily accessible references for those that may want information on abuse of tobacco, alcohol, or illegal drugs.	

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Performance Objective 6: Public Speaking

Enabling Objectives:

- 1. List the ways in which to avoid stage fright.**
- 2. Talk for 5 minutes on a drug you researched in Performance Objective 5.**

Review

1. Points to Consider. Eight points to consider when preparing a speech:

- a. Select and limit the subject—do not pick a topic that is too large to talk about in the time allotted;
- b. Determine the purpose—once you know the purpose or reason for your speech, it is easier to prepare your notes;
- c. Analyze the audience and occasion—talk at the level of the audience and prepare a speech that you think they can relate to and will be interested in. Get to know your audience—getting up in front of your fellow Young Marines and speaking is an excellent first step in making speeches. If you are speaking somewhere else, arrive early and meet some of the people at your speech. You will feel much more comfortable in front of them;
- d. Gather the data and know your material—every speech contains facts. Make sure they are correct.
- e. Outline the material—brainstorm, this may bring out your speech. Your information can be divided into:
 - 1) “Must knows”—points that are vital to your message;
 - 2) “Should knows”—points that will augment your message; and,
 - 3) “Could knows”—points that you can bring up if you have time.
- f. A well-organized speech allows your audience to follow you more closely. Organize and develop the speech into the:
 - 1) Introduction—The introduction should have your name, the topic and purpose of your speech.
 - 2) Body—The body should contain all the key information required to make your point. Do not add unnecessary information instead use questions to the audience or visual aids to fill in time.
 - 3) Conclusion—The conclusion should wrap up all your main points and leave the audience with a clear understanding of the topic—no new thoughts.
- a. Plan visual aids—a simple diagram or picture can help you to explain your point of view, after all “a picture is worth a thousand words;” and
- b. Practice aloud and rehearse—in front of family and friends. Practice makes perfect—it will also give you confidence. Revise your speech as required during your practices.

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E.O. 1 List the Ways in which to Avoid Stage Fright.

1. Personal appearance. Satisfy yourself that your appearance is of a high standard. If you are assured before you start, you are not likely to be concerned about it once you have begun.
2. Memorize the opening sentence. This will boost your confidence, and give you a push start. This will also give you time to look and make eye contact with audience members. Concentration will provide the confidence you need to get over any stage jitters.
3. Breathe deeply. This will help you relieve tension. Try to relax your shoulder muscles otherwise they will make your neck stiff and you will become uncomfortable.
4. Believe in yourself. Also the importance of your speech. The audience wants to know everything in your speech, because you believe in your message.
5. Prepare your speech. Preparation and practice are one of the best ways to help with your speech and stage fright. The value of practicing until you get it right cannot be underestimated. Try out your speech on friends and relatives before you have to present it.
6. Pick out a friendly face. It will help make you feel more comfortable. You may have some people who are just not interested in your speech so do not worry about if they looked bored. Just talk to the people who are interested.
7. Voice. A speaker's voice can mean the difference between a good speech and a bad speech. Practice moderating your pitch, volume, rate of speech, pronunciation, and pauses. Get a friend to listen to you and mark down the good and bad points about your voice presentation.

E.O. 2 Talk for five minutes on a drug you researched in Performance Objective 5.

1. Preparing your five-minute speech.

There are 4 points of preparation for giving a speech, they are:

- a. Subject. Choose a subject that is reasonable to talk about in five minutes. Newspapers are great examples of how a large story or subject is broken down into short sections of information to keep people's interest.
- b. Introduction. Who are you? Why is what you are going to talk about important or interesting to the audience—how will they use this information in their life? Will your audience have an opportunity to ask questions at the end? Will there be test? Tell a joke.
- c. Body. Most people cannot remember more than 7 new things at once. Ideally, you can pick 3 or 4 main points and discuss each briefly.
- d. Conclusion. Summarize your main points, ask questions and answer ones from your audience. Always finish with a positive statement.

REMEMBER

Tell them what you're going to tell them...

Tell them...

Tell them what you told them

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2. Critical Factors. The five minute speech will be assessed using the following critical factors:

Critical Factor		
Did the Young Marines:	<u>Yes</u>	<u>No</u>
a. Select and limit the subject of the speech?		
b. Determine the purpose of the speech?		
c. Analyze the audience and occasion?		
d. Gather together enough data/information?		
e. Outline the material?		
f. Develop an introduction, body and conclusion?		
g. Plan visual aids?		
h. Show evidence of having rehearsed the speech?		

Date of Speech: _____ Number in Audience: _____

Speaker's Name: _____ Evaluator's Name: _____

Subject: _____ Time Start: _____ Time Stop: _____

Evaluator's notes:

Pass _____ Fail _____

Evaluator's signature: _____

I was counseled on this date by the evaluator on my speech and made me aware of my strengths and weaknesses. The evaluator told me:

The best part of my speech was: _____.

I need to improve on the following: _____.

Speaker's signature: _____ Date: _____

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 6: Public Speaking

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	List the ways in which to avoid stage fright.	
	Can list 4 of the 8 ways to avoid stage fright	
2.	Talk for 5 minutes on a drug you researched in Performance Objective 5.	
	Knows the 4 points of preparation for giving a speech	
	Had the evaluation completed upon giving the 5 minute speech	

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Performance Objective 7: Leadership

Enabling Objectives:

- 1. Define Leadership.**
 - 2. Discuss qualities of a leader.**
 - 3. Discuss morale and esprit de corps.**
 - 4. The 11 Principles of leadership.**
 - 5. Carry out the duties of a Young Marine Assistant Squad Leader**
 - 6. Carry out the duties of a Young Marine Squad Leader**
 - 7. Understand the duties of a Young Marine Platoon Guide**
 - 8. Understand the duties of a Young Marine Color Sergeant**
 - 9. Understand the duties of a Young Marine Color Guard Rifleman**
-

Review

1. Duties of a team member are:

- a. Comply with rules and orders;
- b. Make responsible decisions for your own (and your Young Marine's') safety;
- c. Maintain good personal habits and manners;
- d. Admit your mistakes and learn from experience;
- e. Cooperate with others and work as a member of a team;
- f. Accept constructive criticism;
- g. Take care of all personal and personal and group; and,
- h. Encourage your Young Marines.

2. Be honest with yourself, and your Young Marines, about your personal limits—especially over things you cannot or will not do. Do not try to hide behind foolish or misleading behavior. Accept your Young Marine's limits, but be encouraging and supportive. Try to get them to improve. Never resort to violent or vindictive behavior, and never leave a Young Marine behind.

3. Be patient and understanding when things go wrong, when people make mistakes, or when plans change at the last minute. Expect the unexpected.

4. Making responsible decisions means doing the right thing even when no one is watching.

5. Leadership skills start with the development of communication. Interpersonal and active listening skills;

a. Communication skills—speak clearly and concisely, look at the person you are in conversation with, and listen to what they have to say—do not interrupt;

b. Interpersonal skills—involve yourself with people and try to build an understanding of their feelings, experiences and behavior; and,

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c. Active listeners CARE:

C—concentrate on the person, do not let yourself be distracted;

A—acknowledge, let them know you are listening;

R—respond, paraphrase back what you think they are saying, and ask questions to confirm your understanding; and,

E—empathy—imagine the problem through their eyes.

E.O. 1 Define Leadership.

Leadership is defined as: “The ability to guide, direct or influence people.” Some of our greatest leaders came from the most basic of educations in the poorest parts of the world. It does not take a wealthy person or a highly educated person to lead. It takes a person with a genuine concern for those he leads; a person of humility; one who can see the result and guide his people to that end; a person who directs by need and not by favoritism. One who can influence others by convincing them that the course of action is true and just.

E.O. 2 Discuss the Qualities of a Leader.

1. Leadership Traits. When you lead, give yourself objectives to measure your standards against. The following 14 Leadership traits have been a standard not only in the Marine Corps, but also in the Young Marines for years. Try to memorize the following acronym for these traits.

JJ DID TIE BUCKLE

Each of these letters signifies one of the leadership traits.

a. Judgement – Considering the consequences before you act. Very simply put, it weighing all the facts in a given situation before rendering a decision.

b. Justice – Applying fair, consistent rewards, praise, or reprimand. Never play favorites. Never judge a person based on their race, sex, age, or anything else. Their actions should be the sole device you use to judge someone.

c. Decisiveness – Say what you mean and mean what you say. Study the choices you have then select the one that will get the job done without causing problems for yourself or your subordinates.

d. Integrity – Always telling the truth no matter the outcome or the consequences. Doing the right thing even when no one is looking.

e. Dependability – Regardless of obstacles, you can get the job done. Always be on time. Never make excuses and continue to push until the job is done. Dependability also means making personal sacrifices for the betterment of your troops. You need to be dependable at all times. Your fellow Young Marines, adults, family and peers will hold you in the highest esteem if they know that you can be depended upon for help and guidance.

f. Tact – Doing and saying the right thing. Having genuine concern for all. Additionally, tact is the ability to convey your thoughts and ideas so as to elicit agreement and full participation.

g. Initiative – Taking action for things that need to be done. If you know it needs to be done...do it. Thinking ahead, planning, and knowledge shows good initiative.

h. Endurance – Performing your duty for long periods of time and still completing the mission. Don't give up because you're a little tired or a little hungry. Your Young Marines depend on you to lead them through. Only after your subordinates have been taken care of should you rest. Staying mentally, emotionally, physically, and spiritually fit will increase your endurance.

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i. Bearing – How you carry yourself everyday in every situation. Controlling your emotions, not using harsh words, maintaining calm in dangerous situations are all signs of good bearing. Additionally, bearing is also a sign of your appearance. The way you wear your uniform or any clothing is bearing. Are your ribbons spaced correctly on your uniform? Does the tip of your belt buckle not extend more than 2 inches passed the buckle? Are your trousers pressed properly and are they bloused correctly?

j. Unselfishness – Ensuring that the needs of those under your care are met before your own needs. Making sure your troops are fed, clothed, sheltered, and safe before you is the highest form of unselfishness. You don't always have to be the one that gets to go, or have, or say, or do. Let others share the spotlight with you.

k. Courage – Courage comes in two forms; physical and moral. It is said that "courage is holding onto fear a minute longer". Physical courage is acting calmly in stressful or dangerous situations. Taking control over your emotions and make them work for you. "When the going gets tough, the tough get going". Moral courage is knowing what's right and standing up for it regardless of what others might think. Moral courage is also accepting responsibility for your actions.

l. Knowledge - Know your job and your equipment. Encompassed in that statement is knowing your troops and their limits. You must be knowledgeable in all that you do as a Young Marine. True leaders are. Your subordinates will certainly know if you are and will act accordingly. If they see that you are not knowledgeable on the subject, they will not trust your leadership.

m. Loyalty - Being true to your troops, unit, family, friends, and most importantly yourself is what loyalty is. Always back the decisions of those in charge of you. Never badmouth anyone or anything. Maintain confidence in your subordinates by not repeating things they have told you that they wanted to keep between the two of you. The only instance where you would do this is if the information would cause harm to them or yourself. Remember, loyalty like respect, is a two way street. To get it...you have to give it!

n. Enthusiasm – Having the zest and the drive to accomplish goals is enthusiasm. How you approach situations such as teaching, camping, doing homework, or household chores shows your level of enthusiasm. If you stand up in front of your Young Marines and give a real positive class full of energy and passion, they will learn better. If you lack enthusiasm in giving this class, it appears you don't care and they will not care either. Approach everything you do in life with great vigor and enthusiasm.

2. Experience. Experience is a valuable asset of a good leader. Endeavor to gain a wide variety of experiences. Every lesson you learn in leadership will enable you to become more confident. Experience will not always give you the right answer, but it will help you understand that people are more important than tasks.

3. Behavior. Be yourself. Leadership is personality dependent. That is, each individual's leadership style is unique to them because of their background, education, and personality.

4. Trust. Trust is earned. Quite often it is the team that decides to trust their leader—trust is earned when you best demonstrate the qualities they are looking for. It is very difficult for other people to take a leadership position if they have not first earned the team's trust. "The leader...accepts the burdens of others and, by doing so, earns their gratitude and the right to lead them."

5. Performance. Leaders must demonstrate the will to accept the same risks and inconveniences that they ask of their team. They show this by:

- a. Sharing in the workload
- b. Eating the same food
- c. Carrying the same load
- d. Completing the same tasks
- e. Sleeping in similar shelters, etc.

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6. Shared Approach. Leaders can further this sharing approach through simple acts like eating only after ensuring all team members have something to eat, checking team members are safe and secure before going to sleep and being the last person standing in the rain when there is not enough room under the tarp.

E.O. 3 Discuss Morale and Esprit De Corps.

1. Morale and Esprit de Corps. Morale is a state of mind. It directly influences the performance and proficiency of individuals and therefore, that of the organization itself. Esprit de corps is team spirit, and in the simplest terms represents one's pride in belonging to a particular organization or unit. Calling a group a team does not make it one.

2. Morale. In the Young Marines morale appears as:

- a. Common purpose—members make decisions that benefit the teams;
- b. Leadership—leaders are trusted and experienced;
- c. Discipline—the team works well together, and events occur as planned;
- d. Self-respect—individuals respect themselves and others;
- e. Pride—individuals present themselves well and feel a strong bond to the team goals;
- f. Comradeship—members enjoy participating in the activities of the team;
- g. Mutual confidence—members trust their peers;
- h. Young Marine's well being—leaders take care of their team members; and,
- i. Comfort and welfare—the environment is one where members can easily learn and grow.

3. Esprit de Corps. Esprit de corps exists only in an environment where all team members feel involved and included. Some easy ways to build team spirit are:

- a. Ensure everyone knows each other, and always introduce new members to the team;
- b. Build trust by delegating small responsibilities to team members;
- c. Praise good performance, and correct errors fairly and immediately;
- d. Watch for, and fix, small problems before they become big;
- e. Take care of your team members;
- f. Share your experience;
- g. Do activities together and consciously include every member; and,
- h. Find some common bonds—things that members may have in common—and create new common experiences (new challenges, team songs, stories, saying, etc.)

4. Common Purpose. Common purpose is a team attitude that develops within a team that works together to succeed when challenged. Individual interests are replaced by an overwhelming motivation towards team goals.

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E.O. 4 The 11 Principles of Leadership.

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

a. Take responsibility for your actions and the actions of your Young Marines – The leader is responsible for all his unit does or fails to do. Use your authority with judgment, tact, and initiative. Do not allow your Young Marines to stand alone. Be there for them and they will be there for you.

b. Know yourself and seek self improvement – Continually evaluate yourself. Are you meeting the demands of your position? Do your subordinates know you? Do you seek all the information you can on a subject so that you can become better equipped to teach it and know it?

c. Set the example – Your subordinates will always look to you as a standard to follow. Lead by example and your subordinates will follow that example. Set examples of truth, justice, and honor.

d. Develop your subordinates – Give your subordinates the task at hand and let them complete it with minimal interference. This will aid you in developing strong leaders that will follow your example. Supervise to a limit. Allow your subordinates to work out the details.

e. Ensure that a job is understood, then supervise it and carry it through to completion – Always ensure that your Young Marines have the information they need. Ask questions to determine their level of knowledge of the situation. Welcome questions from your subordinates to also ensure understanding. Supervise the situation being careful not to micro-manage. Always complete the task given. Do not leave anything for someone else to clean up when it is your responsibility.

f. Know your Young Marines and look after their welfare – Food, clothing, and shelter. The three basic necessities of life. Each of your Young Marines requires them to be comfortable. As a Young Marine leader it is your duty to ensure that they receive these. That is known as looking after their welfare. Learn about each of your Young Marines. You may find that some cannot eat certain foods, or they may be allergic to certain plants, or they cannot perform certain duties or exercises. Knowing this will help you to become a better leader and in the eyes of your subordinates you will be the person they trust to take care of them.

g. Every Young Marine should be kept informed – “Getting the word” is the single most important thing your Young Marines want and need, and getting the straight scope is what they need. Do not start or pass rumors. If it is not “cast in stone”, it is not the word. Keeping your subordinates well informed with the right information will go a long way in accomplishing your mission.

h. Set goals you can reach – For you personally, don’t set unattainable or impossible goals. No one can do it all. If the job will take you two days, do not say you will get it done in one. Additionally, do not set unattainable goals then drive your Young Marines to complete it. They will lose all respect in you as a leader. Make sure the goal is attainable and you assign the appropriate personnel. They will share in the glory of completion with you if they know that you did not overuse them to complete the mission.

i. Make sound and timely decisions – Knowledge and judgment are required to produce sound decisions. Include initiative and the decision will be a timely one. Have the courage to admit bad decisions and change those that you can. Don’t change decisions too often as this will confuse your subordinates and appear that you don’t know what you’re doing.

j. Know your job – Pretty simple. Always stay abreast of changes. Stay informed. Make all meetings so that you don’t miss out on important information or changes. Refresh your knowledge by re-visiting the guidebooks. Seek out copies of the awards manual, recruit training guide and other material that you may need to know your job.

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k. Teamwork – Train as a unit whenever possible. Not only will you become aware of your members strengths and weaknesses, but so will they. They will then compensate so that the whole team can succeed. Train all the members of your team so that substitutes can be used if someone is missing. Ensure that everyone on your team pulls their weight. Try not to break up the team if possible. The team that trains together, stays together, and succeeds together.

E.O. 5 Carry out the duties of a Young Marine Assistant Squad Leader.

1. The Young Marine Assistant Squad Leader assists the Squad Leader with his/her duties.
2. Carries out all duties as assigned by the Squad Leader.
3. Performs the duties of Squad Leader in their absence.
4. Young Marine Corporals can hold the billet of Young Marine Assistant Squad Leaders.

E.O. 6 Carry out the duties of a Young Marine Squad Leader.

1. The Young Marine Squad Leader is responsible to the Platoon Sergeant for their squad.
2. Carries out all duties as assigned by the Platoon Sergeant.
3. The first squad leader assumes the duties of the Platoon Guide in their absence.
4. Some responsibilities a Squad Leader has are:
 - a. Care and Safety of the members of their squad.
 - b. Responsibility for their squad members being kept up to date on unit, platoon, or squad information.
 - c. Ensuring their squad members look their best by adhering to the Young Marine Uniform Regulations.
 - d. Ensuring the squad members are where they are supposed to be at all times.
 - e. Recommends to the Platoon Sergeant members of their squad that are ready for promotion or awards.
5. Young Marine Corporals and Sergeants can hold the billet of Young Marine Squad Leaders.

E.O. 7 Understand the duties of a Young Marine Platoon Guide

1. The Young Marine Platoon Guide is responsible for and carries the Platoon Guidon.
2. The Young Marine Platoon Guide assumes the duties of the Young Marine Platoon Sergeant in their absence.
3. The Young Marine Platoon Guide is responsible for ensuring members of their platoon receive all gear and equipment they need.
4. It is the Young Marine Platoon Guides responsibility to ensure all members of the platoon receive appropriate water and chow breaks, and ensure all get chow.
5. Young Marine Sergeants can hold the billet of Platoon Guide.

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E.O. 8 Understand the duties of a Young Marine Color Sergeant.

1. The Young Marine Color Sergeant is the senior Sergeant on the color guard.
2. Duties of this position include:
 - a. the continual training and preparedness of the color guard.
 - b. ensuring all members of the color guard are notified of events with times, locations, and directions, etc.
 - c. ensuring members of the color guard are appropriately dressed and well groomed according to the Young Marines uniform regulations.
 - d. Billeted as one of the rifle bearers within the color guard.
 - e. When a platoon is participating with the color guard, the Parade Sergeant is the authority for all things except the actual command of the color guard while marching in the parade or other event.
3. Young Marine Sergeants can hold the billet of Young Marine Color Sergeant.

E.O. 9 Understand the duties of a Young Marine Color Guard Rifleman

1. A Young Marine Color Guard Rifleman is one of two rifleman on a color guard. The other is the Young Marine Color Sergeant. They form to the outside of the colors. This signifies protection of our National Colors.
2. Duties of this position include:
 - a. ensuring continual training and preparedness for your position.ensuring your uniform and appearance are in line with the Young Marines uniform regulations.
 - b. being available to perform this duty when required.
3. Young Marine Corporals and Sergeants can hold the billet of Young Marine Color Guard Rifleman.

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 7: Leadership

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Define Leadership.	
	Knows what Leadership is defined as.	
2.	Discuss qualities of a leader.	
	Can correctly recite the 14 Leadership Traits	
	Can give examples of the 14 Leadership Traits	
3.	Discuss morale and esprit de corps.	
	Can discuss morale and what it means	
	Can discuss Espirit de Corps and what it means	
	Knows what the term "common purpose" means	
4.	The 11 Principles of leadership.	
	Can correctly list the 11 Principles of Leadership	
5.	Carry out the duties of a Young Marine Assistant Squad Leader	
	Understands the duties of the Young Marine Assistant Squad Leader	
	Knows what the rank of a Young Marine Assistant Squad Leader is	
6.	Carry out the duties of a Young Marine Squad Leader	
	Understands the duties of a Young Marine Squad Leader	
	Knows what the rank of a Young Marine Squad Leader is	
7.	Understand the duties of a Young Marine Platoon Guide	
	Understands the duties of a Young Marine Platoon Guide	
	Knows what the rank of a Young Marine Platoon Guide is	
8.	Understand the duties of a Young Marine Color Sergeant	
	Understands the duties of a Young Marine Color Sergeant	
	Knows what the rank of a Young Marine Color Sergeant is	
9.	Understand the duties of a Young Marine Color Guard Rifleman	
	Understands the duties of a Young Marine Color Guard Rifleman	
	Knows what the rank of a Young Marine Color Guard Rifleman is	

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Performance Objective 8: Citizenship

Enabling Objectives:

E.O. 1 Understand American Values

E.O. 2 History of our National Anthem

E.O. 3 History of our Flag

E.O. 1 Understand American Values

As Young Marines you live your life with a set of values. Moral courage, self discipline, and respect for other's are but a few of these. As Americans we have a set of values established long ago and found in the American's Creed. Freedom, Equality, Justice and Humanity are the values all Americans should strive to live by everyday of their lives. Let's read the American's Creed below to see how these values fit our lives as Americans.

The American's Creed

I believe in the United States of America, as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of **freedom, equality, justice, and humanity** for which American patriots sacrificed their lives and fortunes.

I therefore, believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

Freedom - ability to act freely: a state in which somebody is able to act and live as he or she chooses, without being subject to any, or to any undue, restraints and restrictions. (**country's right to self-rule:** a country's right to rule itself, without interference from or domination by another country or power.)

Equality - state of being equal: rights, treatment, quantity, or value equal to all others in a given group.

Justice - The quality of being just; conformity to the principles of righteousness and rectitude in all things; strict performance of moral obligations; practical conformity to human or divine law; integrity in the dealings of men with each other; rectitude; equity; uprightness.

Humanity - 1. human race: the human race considered as a whole.

2. qualities of a human being: the qualities or characteristics considered as a whole to be typical of human beings.

3. kindness: kindness or compassion for others

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The Preamble to the Constitution of the United States also holds a set of values that we should keep in mind when deciding on our political leadership. The government is bound by the constitution to govern our country keeping these values always in mind. The Preamble reads as follows;

The Preamble to the Constitution of the United States

We, the People of the United States, in order to form a more perfect union **establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty** to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

These are the values our forefathers felt best described America and its people, and these are the values we as a people today should continue to uphold thus ensuring generations to come a land that will be safe and free.

E.O. 2 History of our National Anthem

1. National Anthem. Francis Scott Key (1779-1843) penned the lyrics of the National Anthem in 1814. Francis Scott Key was a respected young lawyer living in Georgetown just west of where the modern day Key Bridge crosses the Potomac River (the house was torn down after years of neglect in 1947). He made his home there from 1804 to around 1833 with his wife Mary and their six sons and five daughters. At the time, Georgetown was a thriving town of 5,000 people just a few miles from the Capitol, the White House, and the Federal buildings of Washington.

After war broke out in 1812 over Britain's attempts to regulate American shipping and other activities while Britain was at war with France, all was not tranquil in Georgetown. The British had entered Chesapeake Bay on August 19th, 1814, and by the evening of the 24th of August, the British had invaded and captured Washington. They set fire to the Capitol and the White House, the flames visible 40 miles away in Baltimore.

President James Madison, his wife Dolley, and his Cabinet had already fled to a safer location. Such was their haste to leave that they had had to rip the Stuart portrait of George Washington from the walls without its frame!

A thunderstorm at dawn kept the fires from spreading. The next day more buildings were burned and again a thunderstorm dampened the fires. Having done their work the British troops returned to their ships in and around the Chesapeake Bay.

In the days following the attack on Washington, the American forces prepared for the assault on Baltimore (population 40,000) that they knew would come by both land and sea. Word soon reached Francis Scott Key that the British had carried off an elderly and much loved town physician of Upper Marlboro, Dr. William Beanes, and was being held on the British flagship TONNANT. The townsfolk feared that Dr. Beanes would be hanged. They asked Francis Scott Key for his help, and he agreed, and arranged to have Col. John Skinner, an American agent for prisoner exchange to accompany him.

On the morning of September 3, he and Col. Skinner set sail from Baltimore aboard a sloop flying a flag of truce approved by President Madison. On the 7th they found and boarded the TONNANT to confer with Gen. Ross and Adm. Alexander Cochrane. At first they refused to release Dr. Beanes. But Key and Skinner produced a pouch of letters written by wounded British prisoners praising the care they were receiving from the Americans, among them Dr. Beanes. The British officers relented but would not release the three Americans immediately because they had seen and heard too much of the preparations for the attack on Baltimore. They were placed under guard, first aboard the H.M.S. Surprise, then onto the sloop and forced to wait out the battle behind the British fleet.

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Now let's go back to the summer of 1813 for a moment. At the star-shaped Fort McHenry, the commander, Maj. George Armistead, asked for a flag so big that "the British would have no trouble seeing it from a distance". Two officers, a Commodore and a General, were sent to the Baltimore home of Mary Young Pickersgill, a "maker of colors," and commissioned the flag. Mary and her thirteen year old daughter Caroline, working in an upstairs front bedroom, used 400 yards of best quality wool bunting. They cut 15 stars that measured two feet from point to point. Eight red and seven white stripes, each two feet wide, were cut. Laying out the material on the malt house floor of Claggett's Brewery, a neighborhood establishment, the flag was sewn together. By August it was finished. It measured 30 by 42 feet and cost \$405.90. The Baltimore Flag House, a museum, now occupies her premises, which were restored in 1953.

At 7 a.m. on the morning of September 13, 1814, the British bombardment began, and the flag was ready to meet the enemy. The bombardment continued for 25 hours, the British firing 1,500 bombshells that weighed as much as 220 pounds and carried lighted fuses that would supposedly cause it to explode when it reached its target. But they weren't very dependable and often blew up in mid air. From special small boats the British fired the new Congreve rockets that traced wobbly arcs of red flame across the sky. The Americans had sunk 22 vessels so a close approach by the British was not possible. That evening the cannonading stopped, but at about 1 a.m. on the 14th, the British fleet roared to life, lighting the rainy night sky with grotesque fireworks.

Key, Col. Skinner, and Dr. Beanes watched the battle with apprehension. They knew that as long as the shelling continued, Fort McHenry had not surrendered. But, long before daylight there came a sudden and mysterious silence. What the three Americans did not know was that the British land assault on Baltimore as well as the naval attack, had been abandoned. Judging Baltimore as being too costly a prize, the British officers ordered a retreat.

Waiting in the predawn darkness, Key waited for the sight that would end his anxiety; the joyous sight of Gen. Armistead's great flag blowing in the breeze. When at last daylight came, the flag was still there!

Being an amateur poet and having been so uniquely inspired, Key began to write on the back of a letter he had in his pocket. Sailing back to Baltimore he composed more lines and in his lodgings at the Indian Queen Hotel he finished the poem. Judge J. H. Nicholson, his brother-in-law, took it to a printer and copies were circulated around Baltimore under the title "Defense of Fort McHenry". Two of these copies survive. It was printed in a newspaper for the first time in the Baltimore Patriot on September 20th, 1814, then in papers as far away as Georgia and New Hampshire.

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

THE STAR-SPANGLED BANNER

First Stanza

Oh, say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

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E.O. 3 History of our Flag

Before we became a nation, our land knew many flags. Long ago, the Norsemen probed our coastal waters sailing under the banner of the black raven. Columbus carried a Spanish flag across the seas. The Pilgrims carried the flag of Great Britain. The Dutch colonists brought their striped flag to New Amsterdam. The French explored the continent under the royal fleur-de-lis. Each native Indian tribe had its own totem and insignia. Immigrants of every race and nationality, in seeking a new allegiance, have brought their symbols of loyalty to our shores.

During our Revolution, various banners were used by the not-yet-united colonies. A green pine tree with the motto, "An Appeal To Heaven," was popular with our young Navy. Aroused colonists along the Atlantic seaboard displayed the rattlesnake's warning, "Don't Tread On Me," The Moultrie "Liberty" flag, a large blue banner with a white crescent in the upper corner, rallied the defenders of Charleston, South Carolina, in 1776. The Bunker Hill flag was a blue banner with a white canton filled with a red cross and a small green pine. The flag of the maritime colony of Rhode Island bore a blue anchor under the word "Hope." Strikingly similar to the stars and stripes was the flag carried by the Green Mountain Boys of Vermont at the Battle of Bennington on 16 August 1777.

The first flag of the colonies to have any resemblance to the present Stars and Stripes was the "Grand Union Flag," sometimes referred to as the "Congress Colors." When Washington took command of the Continental Army at Cambridge, Massachusetts, in 1776, he stood under the "Grand Union Flag" which continued to show a dependence upon Great Britain. The flag consisted of thirteen stripes, alternately red and white, representing: the Thirteen Colonies, with a blue field in the upper left hand corner bearing the crosses of St. George (England) and St. Andrew (Scotland), signifying union with the mother country.

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

In this flag the thirteen stars, representing a constellation, were arranged in a variety of designs. Congress did not specify the arrangement of the thirteen stars on the blue union, except to say that they should represent a new constellation. The most popular with the stars in a circle so that no state could claim precedence over another is known as the Betsy Ross flag, in honor of the seamstress who is supposed to have sewn the first one.

The first Navy Stars and Stripes had the stars arranged in staggered formation in alternate lines and rows of threes and twos on a blue field. A close inspection of this arrangement of the stars shows a distinct outline of the diagonal X-shaped cross and the cross of St. George of the English flag. This indicates how difficult it was for the colonists, even at this late date, to break away entirely from the British flag under which they had been born and had lived all the years of their lives.

As the American frontier expanded, two new States were added to the Union, and these were incorporated into the flag. This meant that two stars and two stripes were added to the design - making a total of fifteen each. It was this flag that withstood enemy bombardment at Fort McHenry, Maryland, 13-14 September 1814, and inspired Francis Scott Key to write the "Star Spangled Banner."

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

Since 1818, each new state has brought a new star for the flag. A 48-star flag came along with admission of Arizona and New Mexico in 1912. Alaska added a 49th star in 1959, and Hawaii paved the way for 50 stars in 1960. This growing pattern of stars could be said to reflect the growing dimensions of America's responsibilities, as the thirteen stripes reflect the constant strength of our country's traditions.

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PLEDGE OF ALLEGIANCE

**“I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands,
one Nation under God, indivisible, with liberty and justice for all.”**

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

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

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

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

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

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 8: Citizenship

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Understand American Values	
	Can recite the American's Creed.	
	Can define the four principles of the American's Creed.	
	Can state the five values of the Preamble to the U.S. Constitution.	
2.	History of our National Anthem	
	Knows who penned the lyrics of the National Anthem.	
	Knows the first title of the poem that became the National Anthem.	
	Knows the tune that was added to the poem that became the National Anthem.	
	Knows the date Congress adopted the Star Spangled Banner as the National Anthem.	
3.	History of our Flag	
	Knows the date and year flag day was created.	
	Knows how many stripes are on the U.S. Flag.	
	Under the law of April 4, 1818 the Young Marine knows how a star is added to our flag.	

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

Enabling Objectives:

- 1. Discuss the components of physical fitness.**
- 2. Develop and use a personal workout plan.**
- 3. Measure Your Resting and Target Heart Rates.**
- 4. Determine what factor causes weight loss and gain.**
- 5. Earn the Young Marine CPR Ribbon Award.**

Review

1. Safety.

a. Know your limits—Select and participate in physical activities that you are ready for—in skill, fitness level, and knowledge of the rules. Avoid pushing yourself to a point where you cannot back-out safely—e.g. half way up a rock face is not the point to suddenly decide you cannot continue.

b. Prepare—it is good to wait 2-3 hours after a meal before starting a physical activity. Drink water (up to 8 cups a day for the average person), and warm up properly before physical activity. Keep in mind weather, safety equipment and your personal goals when planning to participate.

c. Hot and cold weather—Reduce the intensity of your workouts and drink more fluids than usual (as you will dehydrate faster) during hot or cold weather. Dress appropriately for the weather—remember wind chill! Avoid strenuous activity above 30°C or below -20°C.

2. Warm-up.

5-10 minutes of exercise such as walking, slow jogging, knee lifts, arm circles or trunk rotations. Low intensity movements that simulate movements to be used in the activity can also be included in the warm-up.

3. Cool-down.

A minimum of 5-10 minutes of slow walking, low-level exercise, combined with stretching.

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E.O. 1. Discuss the Components of Personal Fitness.

1. Activity.

Time Needed Depends on Effort				
Very Light Effort	Light Effort 60 minutes	Moderate Effort 30-60 minutes	Vigorous Effort 20-30 minutes	Maximum Effort
<ul style="list-style-type: none"> Strolling Dusting 	<ul style="list-style-type: none"> Light walking Volleyball Easy gardening Stretching 	<ul style="list-style-type: none"> Brisk walking Biking Raking leaves Swimming Dancing Water aerobics 	<ul style="list-style-type: none"> Aerobics Jogging Hockey Basketball Fast swimming Fast dancing 	<ul style="list-style-type: none"> Sprinting Racing
<p align="center">How does it feel? How warm am I? What is my breathing like?</p>				
<ul style="list-style-type: none"> No change from rest state Normal breathing 	<ul style="list-style-type: none"> Starting to feel warm Slight increase in breathing rate 	<ul style="list-style-type: none"> Warmer Greater increase in breathing rate 	<ul style="list-style-type: none"> Quite warm More out of breath 	<ul style="list-style-type: none"> Very hot/perspiring heavily Completely out of breath
<p align="center">Range needed to stay healthy</p>				

2. Endurance Activities. This type of activity helps your heart, lungs and circulatory system stay healthy and give you more energy. They range from walking and household chores to organized exercise programs and recreational sports.

3. Flexibility Activities. This type of activity helps your muscles and bones stay strong, improve your posture and help to prevent diseases like osteoporosis. Strength activities are those that make you work your muscles against some kind of resistance, like when you push or pull hard to open a heavy door.

4. Increasing your Physical Fitness. Physical activities that increase your fitness are designed around these guidelines.

- Progression—the principle of progressive overload—increase the demands of an activity (duration and intensity) gradually over a period of time;
- Specificity—the effects of activity are specific to the types of training done: running improves aerobic fitness; medicine ball exercises improve coordination, agility, and strength; and so on;
- Consistency—it is important to exercise regularly. Studies show that, for fitness improvement, three times a week is twice as good as two times a week; and,

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d. Flexibility—Inclement weather (heat and humidity or extreme cold), facility conflicts, or other factors may cause you to miss or modify sessions. Try to stick to a routine, but be flexible and improvise whenever necessary.

e. Sticking with it:

- 1) Train with a friend or listen to music;
- 2) Record your workouts and progression on a daily chart;
- 3) Vary your routine; and,
- 4) Challenge yourself to do better.

5. Variety. Participate in as much physical activity as your schedule allows; team sports, personal fitness training, pastimes, or simply being active in everyday activities—walk to school, take the stairs, etc. Even if you are specializing in one sport, studies show that risk of repetitive injuries decrease, and overall development increases when activities are varied. Allow your body sufficient time in between sessions and activities to recover. Never continue when you are injured.

- a. Walking, jogging, and hiking--
- b. Cycling and stationary cycling--
- c. Swimming--
- d. Self-defense--
- e. Rope skipping and calisthenics--
- f. Cross-country skiing, skating and snow shoeing--

E.O. 2 Develop and use a personal workout plan

1. Plan Your Workout. How often, how long and how hard you exercise, and what kinds of exercises you do should be determined by what you are trying to accomplish. Your goals, your present fitness level, age, health, skills, interest and convenience are among the factors you should consider. For example, an athlete training for high-level competition would follow a different program than a person whose goals are good health and the ability to meet work and recreational needs.

a. Your exercise program should include something from each of the four basic fitness components described previously. Each workout should begin with a warm-up and end with a cool down. As a general rule, space your workouts throughout the week and avoid consecutive days of hard exercise.

b. Here are the amounts of activity necessary for the average healthy person to maintain a minimum level of overall fitness. Included are some of the popular exercises for each category:

1) WARMUP - 5-10 minutes of exercise such as walking, slow jogging, knee lifts, arm circles or trunk rotations. Low intensity movements that simulate movements to be used in the activity can also be included in the warm-up.

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2) MUSCULAR STRENGTH - a minimum of two 20-minute sessions per week that include exercises for the entire major muscle groups. Lifting weights is the most effective way to increase strength.

3) MUSCULAR ENDURANCE - at least three 30-minute sessions each week that include exercises such as calisthenics, pushups, sit-ups, pull-ups, and weight training for all the major muscle groups.

4) CARDIORESPIRATORY ENDURANCE - at least three 20-minute workouts of continuous aerobic (activity requiring oxygen) rhythmic exercise each week. Popular aerobic conditioning activities include brisk walking, jogging, swimming, cycling, rope jumping, rowing, cross-country skiing, and some continuous action games like racquetball and handball.

5) FLEXIBILITY - 10-12 minutes of daily stretching exercises performed slowly, without a bouncing motion. This can be included after a warm-up or during a cool down.

6) COOL DOWN - a minimum of 5-10 minutes of slow walking, low-level exercise, combined with stretching.

c. Selecting Exercises. The keys to selecting the right kinds of exercises for developing and maintaining each of the basic components of fitness are found in these principles:

1) SPECIFICITY - pick the right kind of activities to affect each component. Strength training results in specific strength changes. Also, train for the specific activity you're interested in. For example, optimal swimming performance is best achieved when the muscles involved in swimming are trained for the movements required. It does not necessarily follow that a good runner is a good swimmer.

2) OVERLOAD - work hard enough, at levels that are vigorous and long enough to overload your body above its resting level, to bring about improvement.

3) REGULARITY - you can't hoard physical fitness. At least three balanced workouts a week are necessary to maintain a desirable level of fitness.

4) PROGRESSION - increase the intensity, frequency and/or duration of activity over periods of time in order to improve.

Some activities can be used to fulfill more than one of your basic exercise requirements. For example, in addition to increasing cardiorespiratory endurance, running builds muscular endurance in the legs, and swimming develops the arm, shoulder and chest muscles. If you select the proper activities, it is possible to fit parts of your muscular endurance workout into your cardiorespiratory workout and save time.

d. Scheduling Your Workout.

1) The hour just before the evening meal is a popular time for exercise. The late afternoon workout provides a welcome change of pace at the end of a school day and helps dissolve the day's worries and tensions.

2) Another popular time to work out is early morning, before the school day begins. Some supporters of the early start say it makes them more alert and energetic during the day.

3) Among the factors you should consider in developing your workout schedule are personal preference, school, and family responsibilities, availability of exercise facilities and weather. It's important to schedule your

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workouts for a time when there is little chance that you will have to cancel or interrupt them because of other demands on your time.

You should not exercise strenuously during extremely hot, humid weather or within two hours after eating. Heat and/or digestion both make heavy demands on the circulatory system, and in combination with exercise can be an overtaxing double load.

E.O. 3 Measure Your Resting and Target Heart Rates.

1. Heart Rate. The heart rate is widely accepted as a good method for measuring intensity during running, swimming, cycling, and other aerobic activities. Exercise that doesn't raise your heart rate to a certain level and keep it there for 20 minutes won't contribute significantly to cardiovascular fitness.

a. Resting Heart Rate. Resting heart rate should be determined by taking your pulse after sitting quietly for five minutes. When checking heart rate during a workout, take your pulse within five seconds after interrupting exercise because it starts to go down once you stop moving. Count pulse for 10 seconds and multiply by six to get the per-minute rate.

b. Target Heart Rate. The heart rate you should maintain is called your target heart rate. There are several ways of arriving at this figure.

i. One of the simplest is: maximum heart rate $(220 - \text{age}) \times 70\%$. Thus, the target heart rate for a 12 year-old would be 145.

ii. Other methods for figuring the target rate take individual differences into consideration. Here is one of them:

1. Subtract age from 220 to find maximum heart rate.
2. Subtract resting heart rate (see below) from maximum heart rate to determine heart rate reserve.
3. Take 70% of heart rate reserve to determine heart rate raise.
4. Add heart rate raise to resting heart rate to find target rate.

c. Proper Clothing.

1. All exercise clothing should be loose-fitting to permit freedom of movement, and should make the wearer feel comfortable and self-assured.

2. As a general rule, you should wear lighter clothes than temperatures might indicate. Exercise generates great amounts of body heat. Light-colored clothing that reflects the sun's rays is cooler in the summer, and dark clothes are warmer in winter. When the weather is very cold, it's better to wear several layers of light clothing than one or two heavy layers. The extra layers help trap heat, and it's easy to shed one of them if you become too warm.

3. In cold weather, and in hot, sunny weather, it's a good idea to wear something on your head. Wool watch or ski caps are recommended for winter wears, and some form of cover (hat) that provides shade and can be soaked in water is good for summer.

4. Never wear rubberized or plastic clothing, such garments interfere with the evaporation of perspiration and can cause body temperature to rise to dangerous levels.

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The most important item of equipment for the runner is a pair of sturdy, properly fitting running shoes. Training shoes with heavy, cushioned soles and arch supports are preferable to flimsy sneakers and light racing flats.

E.O. 4 Determine what factor causes weight loss and gain.

1. Controlling Your Weight.

a. The key to weight control is keeping energy intake (food) and energy output (physical activity) in balance. When you consume only as many calories as your body needs, your weight will usually remain constant. If you take in more calories than your body needs, you will put on excess fat. If you expend more energy than you take in you will burn excess fat.

b. Exercise plays an important role in weight control by increasing energy output, calling on stored calories for extra fuel. Recent studies show that not only does exercise increase metabolism during a workout, but it causes your metabolism to stay increased for a period of time after exercising, allowing you to burn more calories.

c. How much exercise is needed to make a difference in your weight depends on the amount and type of activity, and on how much you eat. Aerobic exercise burns body fat. A medium-sized adult would have to walk more than 30 miles to burn up 3,500 calories, the equivalent of one pound of fat. Although that may seem like a lot, you don't have to walk the 30 miles all at once. Walking a mile a day for 30 days will achieve the same result, providing you don't increase your food intake to negate the effects of walking.

d. If you consume 100 calories a day more than your body needs, you will gain approximately 10 pounds in a year. You could take that weight off, or keep it off, by doing 30 minutes of moderate exercise daily. The combination of exercise and diet offers the most flexible and effective approach to weight control.

e. Since muscle tissue weighs more than fat tissue, and exercise develops muscle to a certain degree, your bathroom scale won't necessarily tell you whether or not you are "fat." Well-muscled individuals, with relatively little body fat, invariably are "overweight" according to standard weight charts. If you are doing a regular program of strength training, your muscles will increase in weight, and possibly your overall weight will increase. Body composition is a better indicator of your condition than body weight.

Lack of physical activity causes muscles to get soft, and if food intake is not decreased, added body weight is almost always fat. Once-active people, who continue to eat as they always have after settling into sedentary lifestyles, tend to suffer from "creeping obesity."

E.O. 5 Earn the Young Marine Advanced First Aid Ribbon Award.

In accordance with the Young Marine Awards Manual, you are to earn the Young Marine Advanced First Aid Ribbon Award.

This also entitles you to the CPR Ribbon Award.

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PERFORMANCE QUALIFICATION REVIEW
Performance Objective 9: Physical Fitness, Health, and First Aid

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1	Discuss the components of physical fitness	
	Knows the two types of activities.	
	Knows how long to warm-up.	
	Knows how long to cool-down.	
2	Develop and use a personal workout plan.	
	Knows what each workout starts and ends with.	
	Knows the six amounts of activity necessary for average health.	
3	Measure Your Resting and Target Heart Rates	
	Knows that a certain heart rate should be maintained for 20 minutes in order to contribute significantly to cardiovascular fitness.	
	Knows that your resting heart rate should be determined by taking your pulse after sitting quietly for five minutes.	
	Knows how to figure their target heart rate.	
4	Determine what factor causes weight loss and gain	
	Knows that the key to weight control is keeping energy intake (food) and energy output (physical activity) in balance.	
	Knows that how much exercise is needed to make a difference in your weight depends on the amount and type of activity, and on how much you eat.	
	Knows that lack of physical activity causes muscles to get soft.	
5	Earn the Young Marine Advanced First Aid Ribbon Award	
	Young Marine has earned the Advanced First Aid Ribbon Award.	