

PREFACE

This guidebook is designed for the Advanced Young Marine holding the rank of Young Marine First Sergeant and above. This is the last of the four Young Marine Guidebooks you will receive in your career in the Young Marines. This guidebook contains additional knowledge as well as other degrees of performing, leading and instructing that will aid you in becoming a leader in your advanced Young Marine role, in your unit, and in your community.

Additional study and reference materials included with this guidebook are quick series guides located in the inner jacket pocket of this book.

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

Advanced Young Marine

Performance Objective 1: Close Order Drill

Enabling Objectives:

1. Receive reports during a battalion formation
 2. Successfully pass information to subordinate leaders in battalion formation
 3. Successfully command the drill movements of a battalion
 4. Perform a “troop” of the ranks of a battalion formation
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Introduction. Close order drill on a battalion level is performed using many repeated commands called “commands to subordinate leaders”. It also uses “supplementary commands” when an element of a larger unit is acting or about to act separately. Drill as we know it is used to instill discipline through precision and automatic response to orders. It also increases a leaders confidence through the exercise of command by the giving of proper commands and control of drilling troops.

1. Words of Command.

Commands to subordinate leaders takes two forms in a battalion formation.

a. When issuing a command to the entire battalion, such as “attention”, your preparatory command will be “battalion”. The platoon sergeants will respond with “company”. You would then continue with your command of execution, “attention”. Remember to pause after your preparatory command to allow the platoon sergeants to give their appropriate command to their units.

b. When you are in battalion formation and you want to pass information to just the platoon sergeants, the command would be “platoon sergeants, center...march”. (**see E.O. 2, Successfully pass information to subordinate leaders in a battalion formation**).

c. The preparatory command is “platoon sergeants, center” allow the platoon sergeants to face inboard before giving the command of execution, “march”. The platoon sergeants will march toward the center of the formation halting at a point that will allow them to maintain their interval. Once they have halted, the Young Marine nearest the center and on the right of the formation as it faces the front will give the command “Ready....Face”. Upon the command of execution “face”, the platoon sergeants will face to the front. The same platoon sergeant will give the command “forward, march”, halting the platoon approximately three paces from and centered on you.

d. After you have given your information to the platoon sergeants, you will give the command “post”. Platoon sergeants execute an “about face”. The same platoon sergeant will give the command “forward, march” and halt the platoon sergeants at approximately the same location in front of the formation. He will then give the command “ready, face”. The platoon sergeants will face in the direction of their platoons. He will then give the command, “post”.

e. Platoon sergeants will march to a point in front of and centered on their respective platoon, halt, then execute the appropriate facing movement so that they are facing to the front. They will then assume the appropriate position that the rest of the formation is in.

Supplementary commands are initiated by the individual unit while in battalion formation.

a. While marching in battalion formation, the command “column left” is given. The first platoon performs the move on the command of execution “march”. The platoon sergeant of the second platoon, upon hearing the preparatory command, sounds off with “continue to march”. This tells his/her element not to execute the column left but to continue to march forward until he/she gives the command to execute the column left.

b. The platoon sergeant will give the appropriate preparatory command and the command of execution so as to have the platoon execute the movement at approximately the same location as the element before it.

E.O. 1 Receive reports during a battalion formation

You are the battalion Young Marine Sergeant Major. The battalion is formed, at attention, and you are in position (a point in front of and centered on the battalion formation).

- a. Sound off with the command “Report”.
- b. You will receive the reports from each platoon sergeant. An example of a report from a platoon sergeant would be “Alpha platoon, all present and or accounted for”
- c. Always receive reports from platoons starting from your left.
- d. Remember to receive reports from the position of attention. Look at the platoon sergeant as they give their report.

E.O. 2 Successfully pass information to subordinate leaders in a battalion formation

You are the Young Marine battalion Sergeant Major. The battalion is formed, and at attention. You want to pass on some information or orders only to your platoon sergeants.

a. The command would be “platoon sergeants, center...march”. The preparatory command is “platoon sergeants, center” allow the platoon sergeants to face inboard before giving the command of execution, “march”. The platoon sergeants will march toward the center of the formation halting at a point that will allow them to maintain their interval.

b. Once they have halted, the Young Marine nearest the center and on the right of the formation as it faces the front will give the command “Ready...Face”. Upon the command of execution “face”, the platoon sergeants will face to the front. The same platoon sergeant will give the command “forward, march”, halting the squad approximately three paces from and centered on you.

c. After you have given your info to the platoon sergeants, you will give the command “post”. Platoon sergeants execute an “about face”. The same platoon sergeant will give the command “forward, march” and halt the platoon sergeants at approximately the same location in front of the formation. He will then give the command “ready, face”. The platoon sergeants will face in the direction of their platoons. He will then give the command, “post”.

d. Platoon sergeants will march to a point in front of and centered on their respective platoon, halt, then execute the appropriate facing movement so that they are facing to the front. They will then assume the appropriate position that the rest of the formation is in.

E.O. 3 Successfully command the drill movements of a battalion

You are the Young Marine Battalion Sergeant Major. You are to assemble the battalion.

Take your place where you will be centered on the battalion when the units fall-in.

On your command “Battalion...Fall-in”, the battalion will fall-in on you as if they were a platoon and you were their platoon sergeant.

The battalion is formed and at attention. You wish to perform dress right, dress. You give the preparatory command “dress right”, then the command of execution “dress”. Upon your command of execution “dress”, the entire battalion will perform the maneuver.

The battalion is formed at the position of parade rest. You wish to bring them to attention. You give the preparatory command “battalion”, then the command of execution “attention”. Upon your command of execution “attention”, the entire battalion will perform the maneuver.

The battalion is formed and at attention. You wish to face them to the left. You give the preparatory command “left”, followed by the command of execution “face”. Upon your command of execution “face”, the entire battalion will perform the maneuver.

E.O. 4 Perform a “Troop” of the ranks of a Battalion formation. (Also called “Troop the Line”)

You are the Young Marine Battalion Sergeant Major. You wish to perform a troop of the ranks. A troop of the ranks is an overall observation of the battalion performed as you slowly walk from one platoon to the next (from left to right) in front of each platoon.

a. You have already formed the battalion, performed dress right, dress, and had the platoon sergeants report.

b. From your position, you execute a “half-left” and march to the first platoon guide, ensuring that you remain no closer to the platoon than the platoon sergeant.

c. Upon reaching this point, you would execute a “right Face” and begin to slowly march along in front of each platoon and their respective platoon sergeants. You should look at the platoon as you march along. Your objective is to observe the battalion in formation.

d. Do not stop to make any corrections or ask any questions. Make mental notes of anything that stands out, such as haircuts, unserviceable uniforms, etc. Save these comments for the platoon sergeants following formation. You can also relay your observations using the technique in E.O. 2.

Upon completion of your "troop", smartly return to your position in front of the battalion and carry-on with the plan of the day.

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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.	Receive reports during a battalion formation	
	When preparing to receive reports, did the Young Marine give the preparatory command and the command of execution properly?	
	When receiving reports, did the Young Marine begin with the furthest most left platoon?	
	When receiving reports, did the Young Marine remain at attention and not look at the platoon sergeants giving the report?	
2.	Successfully pass information to subordinate leaders in a battalion formation	
	Did the Young Marine give the proper preparatory command and the command of execution pausing where needed to allow the platoon sergeants to face appropriately?	
	Did the Young Marine properly dismiss the platoon sergeants after passing the information on?	
3.	Successfully command the drill movements of a battalion	
	Did the Young Marine give the proper preparatory command and command of execution for attention ?	
	Did the Young Marine give the proper preparatory command and command of execution for Dress Right, Dress ?	
	Did the Young Marine give the proper preparatory command and command of execution for Left Face ?	
	Did the Young Marine give the proper preparatory command and command of execution for Forward, March ?	
	Did the Young Marine give the proper preparatory command and command of execution for Fall out ?	
4.	Perform a "Troop" of the ranks of a Battalion formation	
	Did the Young Marine have the battalion at the position of attention while "trooping" the ranks?	
	Did the Young Marine position him/herself at the proper location at the first platoon guide ensuring that he/she is no closer to the platoon than the platoon sergeant?	

	Did the Young Marine perform the "troop" while observing each platoon by looking in the direction of each platoon?	
	Did the Young Marine upon completion of the "troop" return smartly to their position in front of the battalion?	

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Performance Objective 2: Essential Subjects

Enabling Objectives:

1. Understand Conflict Resolution methods
 2. Recognize signs of abuse
 3. Understand child psychology in the Young Marines
 4. Understand how to counsel fellow Young Marines
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1. Introduction. Essential Subjects are skills you should know to help you succeed in life. Being able to resolve conflicts or knowing what to say and how to say it when counseling are beneficial skills you will use throughout your life.

*** NOTE * Young Marine to Young Marine counseling should only be for Young Marine related issues. Counseling for other areas is the responsibility of the unit commander.**

E.O. 1 Understand Conflict Resolution Methods

A conflict is a disagreement between people, groups, or even nations. In all cases, it takes a good conflict manager, or negotiator to make the peace. A good negotiator keeps some very important skills at hand to make the resolution good for all sides. For example, a good conflict manager will see a conflict as an opportunity, not another fire he/she has to put out. In most cases, there will be some good that comes out of a conflict, but it is the effective negotiator that brings out that good. Some important skills to use when you are resolving conflicts are:

- a. Focus on the issue, not the individuals involved.
- b. Find the common ground between the two individuals, and get cooperation from them with minimum noise.
- c. Learn to read situations quickly for this will detour many conflicts before they start.
- d. Hammer out tough agreements if need be, but settle agreements equitably.
- e. Avoid over using your skills in resolving conflicts. Don't be seen as overly aggressive and assertive unless the situation calls for it, and only as a last resort to resolving the conflict. Above all else, don't get in the middle of everyone else's problems. You are not expected to be part of the conflict, rather part of the solution.

E.O. 2 Recognize signs of abuse

Abuse comes in many forms.

1. A deceitful act or corrupt practice.
2. Improper use or treatment.

3. Abusive language.

4. Physical maltreatment.

Within the above we can find signs of abuse by observing the physical, emotional, and even the financial wellbeing of those around us.

For example, an individual who never has money is selling off things they own, or they are making excuses instead of meeting their financial obligations, **may** be showing signs of abuse.

A child who has physical marks on their body such as bruises or cuts, **may** be an abused child.

Lethargic speech, sleeplessness, or even forgetfulness **may** be a sign of drug or alcohol abuse.

Abuse can attack anyone at any time.

In adults, it is usually brought on by some catalyst such as stress or illness.

Abuse in young adults and teenagers could be from the same catalyst, but could also be brought on by peer pressure.

Abuse in young children usually is the result of the above. Young children more often become the outlet for the rage and anger of those they have come to trust in their lives. Parents, teachers, babysitters, almost anyone in their life could be an abuser.

If you suspect abuse, **report it to the appropriate authority**. Do not attempt to handle these matters yourself, but let the professionals handle it. If you suspect abuse in the Young Marines, you should immediately report it to your unit commander, or another adult you trust.

E.O. 3 Understand Child Psychology in the Young Marines

The Young Marines program handles children of both genders and a wide range of ages. Each age represents a distinct point in a child's development. The information presented is a general depiction of behavior and development for an average child from ages 8 to 18. This information is provided for general orientation. Remember, each child develops at their own rate and may not fit perfectly in the descriptions provided. All children respond well to sincere encouragement and praise.

a. Eight -Year Olds (Ready for Anything). It is an exuberant age characterized by over estimation of their abilities. They usually delay somewhat in carrying out a request and may argue and find excuses, but finally obey, if you insist. They like a hint or cue better than full directions. Generally, they have the capacity for self-regulation, following rules, and concentrating. Their sense of right and wrong is emerging but still unstable and their concern with rules and structure is still emerging. Eight-year olds exhibit a slightly diminished interest in the family and adults. They like proving their dependability, but

cannot sustain a high level of performance for a very long time. They are generally good kids because they want to be and tend to exaggerate rather than lie. They have an excuse for every shortcoming, but will generally admit a wrong.

b. Eight and Nine-year olds (Needs Direction and Reminders). At this age, Young Marines are easy to be around and less argumentative, however, they become sullen or cross when things do not go their way. If no issue is made, they eventually will accept the decision or direction. Nine-year olds are often willing to share responsibility and quick to blame others. Broods a lot about justice, fairness, and rights. Greatly dislikes being interrupted.

c. Ten-Year Olds (Golden Age). Nearing the end of childhood, Ten-year olds are generally cheerful, enjoy obeying and are satisfied with themselves, parents and the world. They are constantly on the go, care for their own physical needs, completely, and use tools fairly well. They often act before they think and then are embarrassed. Tears come quickly, followed by giggles, and grudges are a thing of the past. They often adopt "what-the-heck" ways of exploring new things. They don't particularly get along with immediate juniors (6- to 9-year olds) or seniors (11- to 13-year olds). Ten-year olds tend to have a very self-righteous attitude that despises everything wrong with the world such as injustice, dishonesty, drugs, cigarettes, etc.

d. Eleven-Year Olds (Beginning of Adolescence). This age marks new and intense behavior, impulsiveness, moods and curiosity. Eleven-year olds are in perpetual motion. They are generally happy, sociable, silly and charming. Morality and following laws and rules are a major concern. Hypocrisy by parents and adult mentors is closely scrutinized and they learn quickly that they are not perfect. They are searching for role models that they respect and want to emulate. When such a person is found they want to spend more time with them.

e. Twelve-Year Olds (Awareness). Twelve-year olds begin to pull together all their skills and an emerging political and social personalities take shape. They generally have enough self-confidence about "world" affairs that they will begin to discuss the affairs with adults. They are able to take some teasing good-naturedly.

f. Thirteen- and Fourteen-Year Olds (Early Adolescence). Adolescence is a turbulent time for the adolescent and their families. Even Aristotle and Plato complained about adolescents. Physically, adolescents are entering puberty and all the worries that come with that period of life. Mentally, adolescents are struggling for an identity.

g. Fifteen- and Sixteen-Year Olds (Middle Adolescence). Most girls and some boys are beginning puberty. Parent-adolescent conflicts continue. Peer acceptance is paramount leading to experimentation with cigarettes, alcohol and drugs. Relationships with the opposite sex and sexuality are all consuming affairs. Tends to be less moody and more independent-minded often rejecting and challenging criticism.

h. Seventeen- and Eighteen-Year Olds (Late Adolescence). Seventeen and Eighteen-year olds are reaching adulthood and becoming fully self-dependant. Relationships with the opposite sex become steadier. There is less conflict with parents. Peer group pressure lessens with enhancing friendships based on emotional support for girls and activities for boys. They begin to physically care for others and are capable of assuming greater responsibility for their actions.

E.O. 4 Understand how to counsel fellow Young Marines

1. Developing people to their highest potential is a basic leadership responsibility. Counseling is one means of accomplishing this. Counseling involves two-way communication between a Senior Young Marine and a Junior Young Marine to help the junior achieve or maintain the highest possible level of performance.

a. The counseling process involves supporting and reinforcing good performance as well as correcting deficiencies. It is a positive, forward-looking process that focuses on improving performance.

b. Counseling helps to keep Young Marine leaders and their Young Marines directed toward effective individual performance and thus, toward increased unit readiness and effectiveness. Counseling may also include personal counseling, but only as a means of influencing performance.

c. The initial counseling session should lay the groundwork for an effective, productive working relationship between the Senior Young Marine and the Junior Young Marine. It should be scheduled and planned (in advance) and should be designed to accomplish several objectives as follows:

(1) To make the Senior Young Marine's expectations clear.

(2) To ensure that the Junior Young Marine understands those expectations.

(3) To set goals or targets and make plans for the Junior Young Marine to meet those targets.

(4) To convey the Senior Young Marine's interest and concern.

(5) To help the Junior Young Marine understand the senior's Young Marine's leadership style.

(6) To motivate the Junior Young Marine to achieve the highest possible level of (future) performance.

(7) To ensure that the Junior Young Marine understands the mission and status of the unit and the Junior Young Marine's primary and collateral duties.

d. Both the Senior Young Marine and the Junior Young Marine should prepare for the initial counseling session. The agenda should provide for a review of the mission and status of the unit, the Junior Young Marine's duties in the unit, and the targets that should be set for the Junior Young Marine – both for the job at hand and for overall professional development.

2. Counseling Practices

Some counseling practices focus primarily on the nature of the performance that is expected of the Junior Young Marine. Such practices include the following:

- a. Target setting - defining what the Junior Young Marine will be expected to do as a result of the counseling session and setting the standards by which effectiveness will be judged.
- b. Problem solving - analyzing the Junior Young Marine's performance problems and developing solutions to them.
- c. Planning for improvement - developing a plan to build on the strengths of the Junior Young Marine or to overcome shortcomings.

3. Counseling practices are concerned with getting the most productive results from the counseling session. They may be used in target setting, problem solving, planning for improvement, or other aspects of the meeting. They include the following:

- a. Questioning - using a variety of questioning techniques to draw the Junior Young Marine out or to clarify what is said or thought.
- b. Giving feedback - letting the Junior Young Marine know what the Senior Young Marine thinks about performance or summarizing what the Senior Young Marine understands to be going on in the meeting.
- c. Active listening - interpreting what the Junior Young Marine is saying and observing what is being done (identifying verbal or nonverbal cues that indicate thoughts or feelings that may not be expressed directly).

4. The Counseling Process

Counseling, if it is carried out well, benefits the Senior Young Marine, the Junior Young Marine, and the unit as a whole.

- a. The Senior Young Marine benefits by knowing that the expectations are understood, that guidance has been provided toward meeting those expectations, and that there has been a significant contribution made to the development of the individual Young Marine - one of the most important responsibilities of the leader.
- b. The Junior Young Marine benefits by knowing where they stand, what the Senior Young Marine thinks of the junior Young Marine's performance - good or bad, and what must be done to reach full potential as a Young Marine.
- c. The unit benefits when all of its members give continuous attention to the effectiveness of their performance and work to improve performance wherever it can be improved, thus increasing overall unit effectiveness and readiness.

The Senior Young Marine should also give some thought to the counseling approach that will be used during the session. This decision will depend on the Senior Young Marine's assessment of the situation - the amount of time that the session should take,

and if the counseling is because of a performance problem, the Junior Young Marine's readiness to confront this problem.

The Senior Young Marine should give some thought to the questions that may be asked during the session. While the session need not and should not be "scripted" in advance, the Senior Young Marine may find it helpful to identify a few key questions on the most important issues for use in focusing the discussion.

5. Closing the Counseling Session

1. Before the session ends, the Senior Young Marine should take a few minutes to review and summarize the items discussed. The Senior Young Marine asks for the Junior Young Marine's comments to ensure that he/she understands the results of the session in the same way.

2. As the session ends, a few words of small talk may again be in order. The occasion is not a social one, but in many ways it is a highly personal one. It is especially important that the Senior Young Marine recognize this fact. It is especially important to end the session on a positive, encouraging, and forward-looking note.

6. Personal Counseling Notes

a. These notes would benefit both the Senior Young Marine and the Junior Young Marine being counseled by serving as a quick reference in recalling the specifics of the counseling session between the junior and senior.

b. It could just be an outline of the subjects discussed and guidance given. It would aid in ensuring the mutual understanding of responsibilities, expectations, and the direction of the Junior Young Marine.

c. These notes would also serve as an aid so that during future sessions topics are not repeated unless required, and both the Junior Young Marine and the Senior Young Marine see the improvement in the objectives previously set.

NOTE: Planned counseling of one Young Marine on another must revolve around Young Marine – related issues. If the session leads to family – issues, the senior Young Marine should let the junior Young Marine know that the senior Young Marine is not trained to handle personal, family – issues.

Performance Qualification Review
Performance Objective 2: Essential Subjects

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Understand Conflict Resolution Methods	
	Does the Young Marine stay focused on the issue and not the individual?	
	Can the Young Marine read situations quickly to detour conflicts before they start?	
	Is the Young Marine aggressive and assertive only when the situation calls for it?	
	Does the Young Marine understand that they are to be part of the conflict's solution and not the problem?	
2.	Recognize Signs of Abuse	
	Can the Young Marine name two forms of abuse?	
	Does the Young Marine know when abuse can attack?	
	Does the Young Marine understand how peer pressure can lead to abuse?	
	Does the Young Marine understand what to do if they suspect abuse?	
3.	Understand child psychology in the Young Marines	
	Understands that each child develops at their own rate	
	Understands that all children respond well to sincere encouragement and praise.	
	Can effectively discuss, with the aid of this manual, the 8 sections concerning ages of development.	
4.	Understand how to counsel fellow Young Marines	
	Can name two objectives of an initial counseling session.	
	Understands what a follow-on counseling is and how often they are performed.	
	Can explain the differences between formal and informal counseling.	
	Knows who benefits from well-conducted counseling.	
	Can give one reason why it is important to keep personal notes from counseling sessions.	

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Performance Objective 3: Life Skills

Enabling Objectives:

1. Personal Finance
2. Understands the Young Marine Scholarship Program
3. Create an effective work resume
4. Understands Consumer Affairs and applies them in shopping
5. Can search a job out through the newspaper and job service

1. Introduction. Life skills provide a map to help you navigate through life. It helps you to avoid pitfalls that could leave you with financial, educational, and even career set backs. Understanding personal finance, scholarships, and knowing how to write an effective resume will aid you in maintaining a less stressful lifestyle and allow for a good future with employment and a good retirement income. Understanding consumer affairs will help you find the best deals for your dollar.

E.O. 1 Personal Finance

Personal finances are the way in which you earn, save, spend, and distribute your money. You may have a savings and/or checking account that you deposit funds into for paying bills, taking a vacation, or saving for the future. No matter what you wish to do with your money, there are some important things to consider ensuring that your personal finances remain healthy.

The following words and phrases will be used in the example that follows. A brief definition of each is provided here.

Gross pay – This is the total amount of money you earn before anything is taken out of it or subtracted from it.

Taxes - Monies subtracted from your paycheck by the federal, state, or local governments to help pay the cost of running governments like road maintenance, police and fire departments, the military, and other governmental agencies.

Deductions- Other monies taken out of your paycheck such as social security, a retirement fund, or insurance.

Net pay - The amount of your paycheck after deductions have been made to it.

Bank - An establishment for the custody, loan, exchange, or issue of money, for the extension of credit and for facilitating the transactions of funds.

Bank Account- An agreement with your bank that lets you keep your money there until needed.

Bills – Short for the term “**billing statement**” are those payments you are required to make for a service or a product you purchased.

Cash - Money in its natural state of either paper or coin.

borrowed, or an excess above what is due.

Credit Card- A plastic card issued on behalf of a credit institute and based on your credit standing that allows you to make purchases or pay bills. Credit cards have spending limits, and you must make payments to these cards every month. Some must be paid in full at the end of the month, and some require a minimum payment of the total you owe plus an interest charge on the amount left over that you owe.

Checks - A check is a form of payment made on an approved form by your bank. When you write a check, this form or paper is submitted to your bank by the person you gave the check to. Your bank then deducts the amount of the check from your account.

Direct Deposit- A method of having your paycheck automatically deposited into your bank account by your employer.

Budget - A plan that shows where your money comes from and where it should go.

Obligated - Committed. Binded legally or morally.

Lets look at a scenario involving Bill. Bill works for a corporation that manufactures plastic, disposable ice cream cones. Bill's finances break down like this:

Bill earns \$15.00 per hour and works a 40-hour work-week. He gets paid every Friday. His **gross pay** is \$600.00 for the week. After **Taxes** and other **deductions**, such as **insurance**, his **net pay** is \$437.12 for the week.

Bill used to drive to the **bank** on his way home from work on Friday's and deposit his paycheck into his **bank account**, then pay his **bills** either with **cash**, **credit cards**, or by **check**. Now he has **direct deposit**, which means his check is deposited into his account for him by his employer. This means that he no longer has to drive to his bank, his money is always there on Friday.

Now, that he has paid all of his bills for the week, Bill can look at what he has left over, and decide what he would like to do with his money. He may want to take in a movie on Saturday night, or go out to dinner. Whatever he wants to do, he can. After all, it's his money, he earned it, but what about his future? What if something goes wrong with his car and he needs repairs, or his washing machine breaks down. He will need to replace it, or use a Laundromat. Additionally, he must **budget** some of his money to ensure he can live until the next payday. He will need food, fuel for the car, and some money for a soda or juice at work occasionally. So, here is how everything breaks down for Bill's finances.

Gross pay	\$600.00
Retirement Account	\$ 20.00 (subtract from gross pay)
Taxes/Insurance	\$162.88 (subtract from gross pay)
Net pay	\$417.12 (Pay after taxes and insurance)

BILLS

Rent (\$500.00 per month) \$125.00 (Bill leaves this amount in his account every week until the end of the month, then he writes a check for the entire monthly payment.)

Car payment (\$275.00 per month) \$68.75 (Bill leaves this amount in his account every week until the end of the month, then he writes a check for the entire monthly payment.)

*So far, Bill has **obligated** \$193.75 from his paycheck per week for the rent and his car.*

Food	\$100.00
Fuel for his car	\$ 40.00
Sodas and juices	\$ 20.00
Electricity	\$ 15.00
Gas for heating	\$ 18.00

Now Bill's total obligations are \$386.75

He has \$30.37 left in his account. This is what is left of his paycheck for the week.

So, what can Bill do with his \$30.37? There are many things he can decide on. Remember, he was thinking about going to a movie or out to dinner. Well, he could do that, but also remember; we talked about unforeseen things like his car needing repairs or his washing machine breaking down. If he spends this money, and one of those things or anything else happens, he will have no money to get the repairs done. Additionally, Bill is a smart man and wants to put a little away for retirement. He knows, that right now he can't put a whole lot away yet, but he also knows that if he continues to do a good job at work, there will be raises or pay increases which will give him more money. With that in mind, Bill makes contributions to his retirement account every week. He has authorized his employer to deduct \$20.00 from his paycheck each week and deposit this money into a retirement account Bill has chosen through his employer.

So Bill is left with \$30.37, but his bills are paid, he has food, heat and electricity, and he has fuel for his car for the week. Now Bill can leave that remaining money in the bank in case something happens to his car or another appliance in his home, or he could decide to take in that movie or that dinner. The choice is Bill's to make. What would you choose, and why?

One more point I wish to make to you concerns credit cards, financing goods, and loans. If you use a credit card, you will be charged interest on the amount you owe each month.

If you finance a car, appliance, or anything else, there will be interest applied to the amount financed. This holds true with bank loans as well. Interest will increase the amount that you have to pay back to satisfy the debt. This is how lending institutions and credit card companies make their profit.

E.O. 2 Understands the Young Marine Scholarship Program

Do you know that the Young Marines have a scholarship program? They do, and every Young Marine can apply. You as a senior leader in our program are expected to ensure each and every Young Marine under your charge knows about the scholarship program, how it works, and how to apply. In this module, you will learn all these things.

There are actually two Young Marine Scholarships available for applicants. The first is the **Young Marines National Scholarship**, and the second is the **Jimmy Trimble Scholarship**.

1. Young Marines National Scholarship

The Young Marines National Scholarship is designed to assist Young Marines in attaining higher education via tuition assistance.

It is important for Young Marines to know where they can find this information. The application process and the scholarship particulars can be found on the National Headquarters website of the Young Marines. The information contained on the website is subject to changes, therefore you should instruct your Young Marines to check the site occasionally to ensure they are getting updated information. As always, Junior Young Marines need to know they can come to you as a Senior Young Marine for assistance, and you should be able to provide it.

2. Jimmy Trimble Scholarship.

The Jimmy Trimble Scholarship is presented in memory of Jimmy Trimble who was killed in action in World War II on Iwo Jima. The scholarship is awarded to an outstanding male and outstanding female Young Marine applicant.

The information on this scholarship can also be found on the National Headquarters website of the Young Marines.

For both scholarships mentioned above, it is important to look at the application deadline dates as well as the application process, found on the website.

E.O. 3 Create an effective work resume

Finding a job in today's market can be a real challenge, especially one that you may be qualified for. A resume is a tool you use to show the employer who you are, what you know, and what you have done in the past.

A resume is "a short account of one's career and qualifications prepared typically by an applicant for a position". However, there are agencies that can write resumes for you. You provide the information and they put it together. These agencies may charge a nominal fee for this service, but they have the experience to produce a professional looking and sounding resume. If you choose to create your own resume, there are a host of areas you can explore to help you get the best information possible. Libraries have a vast source of books and other literature based on resume writing. There are numerous websites that provide information on producing resumes. Some may charge a fee, and some will provide a free download of information.

What should the typical resume include?
How much information should I provide?
What about the things I do outside of work?

A resume always begins with your name, address, and phone number. Follow this with your education information, and then with your job history. Include any volunteer work

you do or have done in the past. End your resume with names of references. These are people who know you and will give the employer a favorable image of you if the employer contacts them during your hiring process.

On the next page is a sample resume. This is a very simple, no frills resume meant to give you an idea of what yours should include. **Remember**, the best resumes are one page long and type written. Too much information will draw focus away from your strong points.

Keep a record of your work history, and anything else you do in your life that will enhance your resume. You never know when you may find yourself searching for a position. Having up to date, accurate information readily available will allow you to submit your resume on a moments notice. Employers like to see motivated, well-organized people apply for positions within their company.

It is also a good idea to give your current employer an updated copy of your resume as you produce it. If you have completed a schooling course for example, your employer may be ready to look for someone with that type of background. If you don't provide the information, you could be overlooked for a possible promotion or pay increase that could come with that position.

E.O. 4 Understands Consumer Affairs and applies them in shopping

This section is designed to assist you with using your money wisely in making purchases of necessity items that you may need throughout your life. Comparing prices versus the amount or size of the item is important to ensure you are getting the best value for your money. Additionally, reading labels will help you to know exactly what you're buying, what's in it, and how much of each ingredient it contains.

1. What is my dollar really being spent on?

a. First compare prices. Don't just pick up that name brand and buy it because you saw some interesting commercial for it on TV. Shop a little. You might find that there is a brand that will do the same or better job for less money. Additionally, look at the price per unit. A unit may be an ounce, pound, or liter. Always look at the cost per unit. Maybe buying two "one liter" bottles of your favorite drink is cheaper than buying one "two liter" bottle. This is called comparison-shopping. You should also consider the amount of an item you wish to buy. A bag of apples may be cheaper than buying them individually, but will you eat them all before they go bad? Sometimes you have to spend the extra money to ensure what you buy will be used and not end up in the trash.

b. You have made out your shopping list and your ready to make your purchases. You go to the canned vegetables aisle to get a can of green beans, and there are four different brands. Brand "A" is on sale. You pick up the can look at the label of ingredients and the second item listed is salt. Salt is in each of the other cans of beans, but it is listed third. What does this mean? Ingredients are listed by amounts. The largest amount of ingredient is listed first and the least amount is listed last. In the example above, brand "A" has more salt in it than the other three brands. Now you are faced with a decision of not only price, but healthiness of the item you're buying. If your watching your salt consumption, you may want to spend a little more for one of the other three cans of beans because they have less salt.

c. Watch for foods with ingredients that make you sick. You may be allergic to peanuts. More things than peanut butter have peanuts in them. This is why it is wise to read ingredients. Eventually you will come to know and trust certain brands of foods. This does not mean that you should stop reading labels or look for bargains. It simply means you will know that you can consume a particular brand of food and not get sick. Always look for bargains, and always read labels. Just remember, the best bargain may not be the cheapest item.

2. Now that I bought it, what do I do with it?

a. Did you know that over 900 people die every year from electric shock? Did you also know that consumers lose a lot of money on items they buy then break trying to put together? Do you know what they all had in common?

They did not read the directions!

b. Directions that come with purchases tell how to use the product you bought. Whether it's a stereo or a package of noodles, there will be directions.

c. When you cook, always follow the directions on the package. Under cooking could lead to food poisoning, and over cooking could lead to you having to throw the food away.

d. Cleaning agents may contain certain chemicals that cannot be mixed with others, cannot be used on certain surfaces, or must be used with proper ventilation.

e. Drug labels will warn you about taking it with other drugs, or not operating equipment or driving while on this medication. Some drugs need to be taken with food, others with a full glass of water or milk.

3. Labels provide for healthy eating and safety.

a. Look at a label on a can of spaghetti. You now know what's in it, and how to cook it. Now you will learn the calorie content, the fat content, and the vitamin content. Look at the "serving size" or "servings per container". Knowing this will help you figure out how much you should eat to get the proper amount of calories, fat, and vitamins in your diet.

b. Labels will tell you how to store items. Flammable items should never be placed by an open flame or heating source such as the furnace in your home. Some food items will say, "refrigerate after opening". You must keep these foods cold after you open them or they will go bad and could make you very sick.

c. Labels will also include an address where the product was made, or a telephone number. You can write or call if you have questions about the product you purchased.

4. Grocery Savings. You can save hundreds of dollars a year at the grocery store. There is almost always a sale going on at your favorite food store and you can take advantage of it if you know where to look.

a. Your local newspaper will advertise sales from stores. They will also list the dates of the sale. As you become more familiar with the store you shop at, you will learn the sale days.

b. Many stores sell what they call "store brands". These are products that carry the store label instead of the "brand name" labels. These products are just as good as "brand name" products, yet they are much cheaper in most cases.

c. Fresh vegetables are cheapest when they are in season. Consider buying frozen or canned vegetables in the off-season. For example, corn on the cob is cheapest toward the end of summer and fall.

d. Clip coupons. Within the newspapers stores will have inserts advertising the sales they are having. These inserts will contain coupons that you can clip and use that will give you savings in the way of a cheaper price, or possibly a “buy one, get one free or half price” sale for example.

e. Another way to save big money is too check into purchasing Generic Drugs, both over the counter and prescription. Generic drugs are the same drugs, except one is called by it's brand name, and the other is called by it's actual (generic) drug name. Generic drugs in most cases are much cheaper than brand name drugs. If you get a prescription from your doctor for drugs, ask him about generic drugs.

5. Homemade versus store-made. Do you like those rolls of cookie dough you can buy in the refrigerated section of the store? Maybe you can have that same great taste at a cheaper price, and more often. Cooking and baking yourself can be a real cost savings. One reason is that you buy the ingredients in bulk, which means you can store what's left over to use again. For example, buying flour, eggs, and sugar, etc., will allow you to cook or bake many more items than if you bought that roll of cookie dough. Get yourself a cookbook. They will show you how to make things like cookies, cakes, casseroles, even how to make things like fried chicken or omelets.

6. Buying big items. When you look at buying larger items such as appliances or cars, there are other things to consider besides price.

a. Time of the year. The best time of the year to buy refrigerators and washing machines is around July. You will get the best price on a snow blower in the summer, and the best price on a lawn mower in the winter.

b. Compare items. Look at consumer magazines. They talk about different brands and offer facts about performance, energy savings, costs, and repairs. Go to stores that sell appliances when looking for an appliance. More times than not these stores will have the better prices. Don't forget to shop around and check for sales in the newspapers.

c. Buying “used”. You may not be able to afford a new appliance at this time, but need one. Newspapers will have a section where people will advertise items they are selling. You can look there. Additionally you may find the appliance your looking for in a discount store or a “second Hand” shop. Most items in a discount store will be new, but there will sometimes be “reconditioned” appliances there. These are used appliances that have been repaired or updated and are being re-sold. The thing most important to remember here is that buying used, you could be buying someone else problems. Try to find out why the item is being sold. Maybe the individual selling it is moving and can't take it with him, or maybe the item is really on it's last leg of life, and the seller is trying to make a quick buck. Buying used can be risky, but it can also be a big cost savings if you check everything out real well.

If it's a used car you are looking at buying, make sure you take it to a reputable and trained mechanic and have them check it out before you purchase it. If the dealer or the owner will not allow you to do that, **don't buy it!**

7. So many ways to shop today. There are so many ways to shop today. Did you know that you could shop right at home without getting off your sofa? You can buy from a catalog, order by phone items off the television, and you can go on-line and order almost anything.

a. Catalog shopping. Shopping from a catalog is good if you are looking for something that you cannot find locally. Sometimes items in catalogs are cheaper, but sometimes they will end up being more expensive once the cost of shipping the item to you is added into the price. Often items in catalogs don't look as nice as the picture that was in the catalog, and clothes may not fit very well. Buy only from catalog houses that are well known.

b. Shopping on television. Be very careful here. TV shopping shows move fast and try to get you to buy without thinking. Never purchase anything from a television show on impulse. Give yourself a day to really think about the item your interested in. Ask yourself, "Do I really need this?"

c. Shopping on the computer. Today, shopping on-line is the thing to do for most people. You can find just about anything you want or need on the net. The downside here is a combination of the catalog and television issues. Will you get what you pay for as far as what the item looks like on the computer? Will there be shipping costs, and how much? Is there really a need to have this item? You should always make sure that the company you're dealing with on the computer is a legitimate organization. Do some research before entering into any purchase deals.

8. Scams. Unfortunately, there are less than honest people in this world who are always looking to make money off of honest people. Keep an eye out for them. If someone comes to your home soliciting donations, no matter what the cause, make sure you ask for their credentials. They should have identification that proves they are in fact who they say they are. If not, then don't give them anything.

a. Never let anyone in your home unless you are absolutely sure of who they are. Even if an employee of the electric company or even a police officer wants to come into your home, you should ask for identification. Don't let the uniform make you believe they are whom they say. This may not be true, and you could get robbed, or worse. If they cannot give you a valid identification, or if you are unsure, don't let them in. Call the police and report the incident.

b. When you purchase items in stores, make sure the packaging is in tact. Sometimes stores will put items that were returned back on shelves without checking the contents, and you could be buying something that is not complete. If the package looks like it has been opened, don't buy it. Select another package, or go somewhere else.

E.O. 5 Search a job through the newspaper and job service

When the time comes for you to find employment, will you know where to look, or will you just go from place to place and ask if they are hiring? Before you spend your days doing that, let's look at a few ways you can find a job.

a. The local newspaper is a great source for finding jobs in your area. Some print job ads daily, and some will have them printed once a week. Search the paper or call the newspaper office and ask them when they print job ads. These ads will usually tell you what type of work is available, the hours of work, and some may even give the rate of pay. They will either have a phone number to call, or they will provide an address you can go to and apply. You should answer new ads as soon as you can. When an employer is hiring, they want to hire right away.

b. Employment agencies are good sources for job hunting. There are different types of employment agencies.

1. Government employment agencies – are a free service and are located in most towns.

2. Private employment agencies – These agencies will charge for the service they provide. Most will charge you after they have found you a job. Those that want money up front should be avoided as they may not be an honest company and are looking to steal your money.

c. Word of mouth has been and perhaps always will be one of the best ways to land a good job. Tell all your friends and family that you are looking for a job. Tell them what you're looking for in a job; what your skills are, and ask them to let you know if jobs open up where they work. Ask people you know about the places they work at. Ask about the kinds of jobs they have there.

Finding a job can take time, but the worst thing you can do is sit at home feeling sorry for yourself. Not only will you feel bad about yourself for not working, but remember this important information. Those that currently work will have a better opportunity at a new job than those not working. With that in mind, take whatever you can get. You may not like the job you're doing, but you will be making money, and you are demonstrating that you understand an important responsibility.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 3: Life Skills

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Personal Finance	
	Understands the difference between gross pay and net pay.	
	Creates a budget for his/her use on a daily basis	
	Opens a savings account at a bank of his/her choice	
	Understands what obligations mean when referring to bills owed.	
2.	Understands the Young Marine Scholarship Program	
	Can find the information on scholarships on the National Headquarters website.	
	Knows the two types of scholarships available in the Young Marines, and can give a short class on each	
3.	Create an effective work resume	
	Knows that a resume is a short account of one's career and qualifications prepared typically by an applicant for a position.	
	Knows that the best resumes are one page long and type written	
	Knows why a resume should be kept up to date.	
4.	Understands Consumer Affairs and applies them in shopping	
	Given a label, can explain who to tell the amounts of ingredients in the product.	
	Given a label, can show the calories, fat content, and vitamins in a single serving.	
	Can explain the difference between generic and name brand items.	
	Given a store list, can purchase the items on the list using the skills taught in this manual to include, comparison-shopping, healthy shopping, coupon shopping, and sales shopping.	
	Can name two ways to shop from home.	
5.	Can search a job out through the newspaper and job service	
	Can explain using a newspaper, how to locate the job section, and locate specific jobs in that section.	
	Can explain the difference between a government employment agency and a private employment agency.	
	Can explain why it's important not to sit at home when looking for a job.	

YOUNG MARINES GUIDE Advanced Young Marine

Performance Objective 4: Field Skills

Enabling Objectives:

1. Planning and Leadership
 2. Supervising Field Exercises
 3. Special Considerations
 4. Plan and execute a unit encampment
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1. Introduction. At this stage in your Young Marine Career, you are expected to be planning, executing, and supervising encampments and other field exercises. This chapter will cover those areas where you will be overseeing the training by your Young Marine Subordinates.

E.O. 1 Planning and Leadership

As you have learned by now, planning is a vital part of coordinating the activities of the Young Marines. Nothing happens without a plan, and nothing is successful without a carefully laid out plan. This objective will aid you in the proper planning, **and** delegation of duties for camping and field exercises.

1. Let's talk delegation. Throughout your time in the Young Marines, your adult staff have told you what to do, how to do it, and when to do it. Most of what they have been telling you was delegated down to them in one form or another.

On the national level, here is how it works. Manuals, guides, and directives are put out by National Headquarters. Unit commanders use the knowledge in these documents to run their individual units. The National Executive Director could not possibly run all the units, so he delegates by way of appointments and elections. Even your unit commander must delegate duties to his staff. This is why in your unit you have unit executive officers, adjutants, training officers, etc. Each of these billets fulfills a portion of the entire program, and is delegated to them by the unit commander.

So here you are taking that next step in the Young Marines, the step to delegating authority. There are some very important rules to remember when delegating.

- a. Don't delegate to someone if you know they cannot perform the task.
- b. Abuse of delegating authority will undermine your leadership and authority within your unit. Don't use the delegated authority you have to push everything off onto your subordinates. You too have a responsibility not only to those above you, but also especially to those below you, to complete missions and set the example. Remember, you cannot delegate responsibility.
- c. Watch how you delegate. Make sure you are giving all the information you can to your subordinate. Unclear or partial instructions will cause the subordinate to fail.

2. Planning. In order to successfully plan anything, we should first break down our team into sections. Once we figure out the what, who, and how, then we can figure out the rest of the plan, such as costs, activities, meals, etc. With this in mind, use the below guide to assist with a good planning operation.

a. What? – **This is the task to be accomplished.** This can be suggested by anyone in the unit, but the overall responsibility of the activity will lie with the unit commander or the training officer.

b. Who? - **This is the delegation of certain responsibilities to assigned and capable people on your staff.** Figuring out who is going to participate is the responsibility of the administrator. In a unit's case, this could be the adjutant. Lets suppose you are planning a qualified field trip. You will need to know who has already completed this and received the ribbon, and who needs to complete this task to receive the ribbon. Additionally, there may be Young Marines that cannot do certain things because of medical reasons. The adjutant will have this information and can provide you with a list of approved attendees.

c. How? - **This is a very important step, for out of this comes a whole list of tasks that will need to be completed.** For this section use the acronym FLAME. This task will show where the money is going to be used, who is going to oversee critical areas of the encampment, and how is everyone going to get to the encampment. Add a "T" at the end for transportation. The "How" section should be given to the unit's fiscal administrator (paymaster). This is where the unit funds are going to be expended for your encampment/field exercise. See the example below.

WHAT - Qualified Field Encampment – Unit Trainer

WHO - At a minimum, those Young Marines who have not earned the qualified field ribbon.
Unit Trainer
Unit paymaster
Unit Adjutant
3 Adult staff members (Mr. Jones, Mr. Smith, Mrs. Brown)

HOW - Logistics – Trainer/paymaster

- F - Fees** – Charges for the campsite, permits, licenses.
- L - Lodging** – Where are they going to sleep? (In this case they will be building their own shelters.)
- A - Activities** – What will the unit be doing while there? (During a qualified field, your Young Marines will be constructing shelters, cooking/heating fires, and preparing three meals from scratch.)
- M - Meals** – How many and what is the cost. (in this case Young Marines will be bringing three meals from home to be used during the qualified field exercise, however, you will have adult staff, and Young Marine staff on this trip too. They will need to eat. Are they going to prepare their meals in the same fashion, or are they going to eat by other means.)
- E - other Expenses** – Firewood, plastic tarps for ground covers, radios for communication, etc.
- T - Transportation – Air/Ground** – How is everyone going to get there? Once there, how do people get out if they have to? Will there be a vehicle available for supply runs, medical emergencies, or anything else that may require its use?

One more important thing to remember when planning anything is the “seven P’s.

Proper prior planning precludes the possibility of poor performance.

3. Leadership

As the Senior Young Marine, it is your responsibility to ensure quality leadership of your Young Marines. When planning a field exercise, you will need to delegate some very important tasks to some of your Junior Young Marines. Classes on shelter building for example. Which of your junior Young Marines has experience in this area. Do you have experienced Young Marines who can give a class on fire building? Is there someone who can follow up this class with one on fire safety? If not, you will have to give this class, or bring in an outside source.

a. We all know that part of being a leader is to “Lead by Example”. Out in the field, do everything you are asking your Young Marines to do. If they are sleeping in tents, so should you as their Senior Young Marine.

b. Nothing worth doing right is ever easy. This is true with leadership. Its not easy to be the leader, because it must be done right. You as the Senior Young Marine must know all there is to know about the activity your doing. You should also be prepared to step in and pick up the ball should one of your subordinate assistants becomes unable to complete their assignments.

E.O. 2 Supervising Field Exercises

At this point in your career you are no longer the Young Marine that teaches, but the Young Marine that supervises subordinate Young Marines. As a Young Marine First Sergeant or a Young Marine Master Sergeant, your primary function in the field is to supervise and observe your subordinates in such areas as class work, field skills, and leadership. You should always be on the lookout for a suitable replacement. Find that Young Marine that you feel will be able to step into your shoes. Provide guidance to those subordinate Young Marines that have been tasked with the duties of instruction. Prior to the field exercise, meet with your Young Marine staff to determine a course of action, decide who will teach what, assign any special duties, and ensure that they know what they are doing. Remember, if they look bad, you look bad. You're their Senior Young Marine.

E.O. 3 Special Considerations

As with all Young Marines and adults, the first order of business is to see to the safety of all. When field activities take place, there are some special considerations you must look at to ensure the safety of those under your care.

1. Age Differences – Children on the average need about ten hours of sleep. Generally, the older you are the less sleep you need. Younger children are harder to wake, so you should keep the ages of your Young Marines in mind when assigning duties such as firewatch. You should ensure that your youngest members are assigned the first or last watches. This will ensure unbroken sleep for them.

2. Bed Wetters – Some children will be afflicted with this into their teen years. In many cases, bedwetting is a medical issue called Enuresis (**en-yu-'re-ses**). It must be understood and not treated as a disqualification from going to the field. As a Senior Young Marine and a leader of your subordinates, it is your responsibility to ensure Young Marines are never shamed or embarrassed over such an incident. With a little thought and compassion, you can provide that Young Marine with the same field experience as the rest of the unit. First and foremost, **be understanding and supportive**. Take it upon yourself to ensure that the Young Marine gets cleaned up and that their bed gear gets dried out and aired. If need be, and you are able, remove the bed gear from the area until it has been dried out and aired. Talk to the Young Marine. Tell him that you understand and that as long as he wants to participate, he will be treated as equally as everyone else and there will not be another word said about this. People who are afflicted with bed-wetting fear they will be ridiculed and teased. **Don't let this happen!** You are the Senior Young Marine. Take care of your troops.

3. Emotions - Camping brings out emotions in certain people that you don't normally see in other areas. Homesickness is one example. Loss of sleep can be another. It is important for you not to jump to conclusions when a Young Marine comes to you and tells you he is sick and his stomach hurts. He may be homesick, but then again he may actually be ill. Do you want to be held responsible for making a sick Young Marine perform normal duties because you determined it was homesickness when it wasn't? As you know, when camping or in the field, Young Marines do not have the comforts of home that they are used to. There are no video games, recliners, and a full fridge of soda to keep their attention. You must be able to provide the entertainment or you will lose control of your Young Marines. Once control is lost, you may be faced with anxious

or bored Young Marines. This is when arguments amongst them can start and can escalate quickly.

4. Spiritual Life – Practicing religion is a fundamental right of every American. Arrangements should be made for religious services whenever you are in the field. If you cannot provide spiritual leadership in the form of clergy, then you should make provisions for some private time for those that would like to observe their faith. This does not have to be more than 15 to 30 minutes, but it should be made available. Never impose religion on another Young Marine. Never ostracize an individual or group of individuals by not providing spiritual leadership for them and providing it for others. Either you have clergy for all religions in your unit, or you have no clergy at all and allow for some private reflection time on the day their religion requires them to do so.

5. Sufficient free time - Remember to schedule some free time or down time for your Young Marines when possible. Everyone needs to relax a little each day. Even your adult staff relaxes every day. Free time gives everyone a much-needed break. Remember, breaks are great, but you still need to oversee and supervise. Free time can quickly turn into unsupervised rough housing that will result in problems. Try to come up with some ideas for free time like games, a nature walk, a scavenger hunt, or anything else that will allow them to relax and be out from under the thumb of the daily routine.

6. Parents – If you are camping locally, encourage parents to stop by. Young Marines, especially those younger ones will be encouraged to see their parents and this will make the exercise go better for them. It also lets the parents see what their children are doing. Parents worry about their children when they are not with them. By allowing this, you are making both the parents and the Young Marine feel better, safer, and more comfortable.

E.O. 4 Plan and execute a unit encampment

Using what you have learned in the Young Marines and in this chapter, you will need to meet with your unit commander and receive permission to plan and execute a unit encampment. As a requirement for the successful completion of this manual, your unit commander will authorize you to carry out this task at the earliest convenience of the unit's schedule.

You must perform the duties of the Senior Young Marine by meeting with the necessary adult staff and subordinate Young Marines to discuss, plan, and execute this duty.

Upon completion of the encampment, request an **after action report** from each of your subordinate Young Marines who held billets for the encampment, and from each of the adults as well. Request an **after action review** from your unit commander. Make this a part of your Young Marine Record Book.

When preparing an After Action Report (AAR), use the “topic, issue, discussion, and recommendation” plan.

- a. The **topic** should be about one item only. For example, chow.
- b. The **issue** should only be related to the topic. If there are no issues, then there is no topic.

c. The **discussion** should include the particulars of the issue. For example, if the issue was lack of variety, then the discussion could include something like:

Each morning meal consisted of cold cereal and juice. When questioned, the cook stated that it was easy to feed everyone this way.

d. After you have listed all of the topics and issues, and have noted your discussion points, you can then list your **recommendation**.

REMEMBER – An AAR is not to bad mouth or put anyone down. It is for addressing issues in a professional manner and offering recommendations to better the efforts in the future. In fact, it can include “topics” that were attempted and found to be very beneficial.

PERFORMANCE QUALIFICATION REVIEW Performance Objective 4: Field Skills

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Planning and Leadership	
	Can explain the what, who, and how of planning	
	Understands the acronym FLAMET	
	Understands leadership in the field	
2.	Supervising Field Exercises	
	Understands the supervise and observe philosophy	
3.	Special Considerations	
	Understands how to deal with bed wetters	
	Understands age differences in the field	
	Demonstrates good use of free-time	
	Makes Young Marines and parents feel comfortable in the field	
4.	Plan and execute a unit encampment	
	Successfully discussed, planned and executed a unit encampment of at least three days and two nights.	
	Requested and received after action reports from Subordinate Young Marines who held billets at the encampment	
	Requested, received, and had filled in their Young Marine Record Book, an after action review from their unit commander.	

YOUNG MARINES GUIDE

Advanced Young Marine

Performance Objective 5: Map and Compass

Enabling Objectives:

- 1. Assign and supervise a map reading class**
 - 2. Assign and supervise a map reading course**
 - 3. Assign and supervise a compass class**
 - 4. Assign and supervise a pace count course**
 - 5. Assign and supervise a compass course**
 - 6. Create and run a map and compass competition**
-

1. **Introduction.** Map and compass skills are an essential part of being a Young Marine. More importantly, with good map and compass skills, your Young Marines will be more confident about being in the field. As a Senior Young Marine, your subordinates depend on you to ensure they are being taught correctly. Therefore, you must ensure your best people are teaching the subject. With that in mind, you are responsible for assigning the Young Marine(s) you feel can teach the use of a map and a compass. Additionally, you should supervise these classes to ensure proper training is being conducted.

E.O. 1 Assign and supervise a map reading class

This objective can take place in either a classroom or a field environment, but the location should be dry and comfortable to enhance concentration by the students.

- a. Select a Young Marine to instruct based on their map and compass skills.
- b. Assign the selected Young Marine to give a map reading class.
- c. Assign the selected Young Marine a date that they will give the class.
- d. Request a training plan from the selected Young Marine in advance of the class so that you may review it, and either approve it or have changes made to it.
- e. Supervise but do not interfere in the class. Take notes of the Young Marine instructor throughout the class. Look for knowledge of material in the instructor. Note the training aids used. Are they serviceable and is there enough for everyone to get the full effect of the class?
- f. Make time, following it's completion, to discuss the class with the instructor.
- g. Produce an after action review of the class and the instructor.
- h. Set a time to review the reports with the instructor
- i. Assign additional training for the instructor if required based on the success of the students tests scores, the instructors after action report and your after action review.

E.O. 2 Assign and supervise a map reading course

This objective should take place outdoors after a class on map reading has been given. This will be considered the practical application phase of map reading.

- a. Select a Young Marine based on their map skills.
- b. Assign the selected Young Marine to set up and implement a map reading course.
- c. Assign the selected Young Marine a date that they will perform the assignment.
- d. Request a training plan from the selected Young Marine in advance so that you may review it, and either approve it or have changes made to it.
- e. Supervise but do not interfere in the assignment. Take notes of the Young Marine instructor throughout the assignment. Look for knowledge of material in the instructor. Note the training aids used. Are they serviceable and is there enough for everyone to get the full effect of the course? Perform the course yourself to see how well it was thought out and put together. Observe students actively participating. Ask their assessment of the course.
- f. Request an after action report from the instructor.
- g. Produce an after action review of the assignment and the instructor.
- h. Set a time to review the reports with the instructor
- i. Assign additional training for the instructor if required based on the success of the students tests scores, the instructors after action report and your after action review.

The blocks of instruction will consist of the following and can be taught to any level above recruit;

Understanding map scales

Conventional signs on a map

Map terms

Legend and marginal information

Orient a map without a compass

Locate a specific point on a map using the four and six grid coordinates

Use a protractor on a map

E.O. 3 Assign and supervise a compass class

This objective can take place in either a class room or a field environment, but the location should be dry and comfortable to enhance concentration by the students

- a. Select a Young Marine based on their compass skills.
- b. Assign the selected Young Marine to give a compass class.
- c. Assign the selected Young Marine a date that they will give the class.

d. Request a training plan from the selected Young Marine in advance of the class so that you may review it, and either approve it or have changes made to it.

e. Supervise but do not interfere in the class. Take notes of the Young Marine instructor throughout the class. Look for knowledge of material in the instructor. Note the training aids used. Are they serviceable and is there enough for everyone to get the full effect of the class?

f. Request an after action report from the instructor.

g. Produce an after action review of the class and the instructor.

h. Set a time to review the reports with the instructor

i. Assign additional training for the instructor if required based on the success of the students tests scores, the instructors after action report and your after action review.

E.O. 4 Assign and supervise a pace count course

This objective should take place in a field environment.

a. Select a Young Marine based on their skills in this area.

b. Assign the selected Young Marine to plan, setup, teach, and run a pace count course.

c. Give the selected Young Marine a date they will perform the assignment.

d. Request a training plan from the selected Young Marine in advance of the assignment so that you may review it, and either approve it or have changes made to it.

e. Supervise but do not interfere in the assignment. Ensure the distance of the course is known and accurate. Take notes of the Young Marine instructor throughout the assignment. Look for knowledge of material in the instructor. Note the training aids used. Are they serviceable and is there enough for everyone to get the full effect of the assignment?

f. Request an after action report from the instructor.

g. Produce an after action review of the assignment and the instructor.

h. Set a time to review the reports with the instructor.

i. Assign additional training for the instructor if required based on the success of the students tests scores, the instructors after action report and your after action review.

E.O. 5 Assign and supervise a compass course

This objective will take place outdoors in a field environment under manageable weather conditions.

- a. Select a Young Marine based on their skills in this area.
- b. Assign the selected Young Marine to plan, setup, teach, and run a compass course.
- c. Give the selected Young Marine a date they will perform the assignment.
- d. Request a training plan from the selected Young Marine in advance of the assignment so that you may review it, and either approve it or have changes made to it.
- e. Supervise but do not interfere in the assignment. Take notes of the Young Marine instructor throughout the assignment. Look for knowledge of material in the instructor. Note the training aids used. Are they serviceable and is there enough for everyone to get the full effect of the assignment? Perform the course yourself to see how well it was thought out and put together. Observe students actively participating. Ask their assessment of the course.
- f. Request an after action report from the instructor.
- g. Produce an after action review of the assignment and the instructor.
- h. Set a time to review the reports with the instructor.
- i. Assign additional training for the instructor if required based on the success of the students tests scores, the instructors after action report and your after action review.

E.O. 6 Create and run a map and compass competition

Once all of your subordinate Young Marines have completed the above courses, you and your Young Marine Instructors will plan, setup, and oversee a map and compass competition. This assignment can take place at a time of the unit commanders choosing, and must be held in the appropriate field environment. Your unit commander will instruct you on the purpose, intent, and the “how to” of running such an event.

Performance Qualification Review
Performance Objective 5: Map and Compass

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Assign and supervise a map reading class	
	Chose appropriate instructors for the class	
	Requested a training plan and reviewed it with the instructor.	
	Supervised but did not interfere in the class	
	Reviewed all after action reports with the instructor	
	Submitted a letter of completion on behalf of the instructor to the adjutant for inclusion in the instructors Young Marine Record Book	
2.	Assign and supervise a map reading course	
	Chose appropriate instructors for the class	
	Requested a training plan and reviewed it with the instructor.	
	Supervised but did not interfere in the class	
	Performed the course assignment as a class member so as to critique the instructor's ability to set up, plan, and execute the practical application of the course.	
	Reviewed all after action reports with the instructor	
	Submitted a letter of completion on behalf of the instructor to the adjutant for inclusion in the instructors Young Marine Record Book	
3.	Assign and supervise a compass class	
	Chose appropriate instructors for the class	
	Requested a training plan and reviewed it with the instructor.	
	Supervised but did not interfere in the class	
	Reviewed all after action reports with the instructor	
	Submitted a letter of completion on behalf of the instructor to the adjutant for inclusion in the instructors Young Marine Record Book	
4.	Assign and supervise a pace count course	
	Chose appropriate instructors for the class	
	Requested a training plan and reviewed it with the instructor.	
	Supervised but did not interfere in the class	
	Performed the course assignment as a class member so as to critique the instructor's ability to set up, plan, and execute the practical application of the course.	
	Reviewed all after action reports with the instructor	
	Submitted a letter of completion on behalf of the instructor to the adjutant for inclusion in the instructors Young Marine Record Book	

5.	Assign and supervise a compass course	
	Chose appropriate instructors for the class	
	Requested a training plan and reviewed it with the instructor.	
	Supervised but did not interfere in the class	
	Performed the course assignment as a class member so as to critique the instructor's ability to set up, plan, and execute the practical application of the course.	
	Reviewed all after action reports with the instructor	
	Submitted a letter of completion on behalf of the instructor to the adjutant for inclusion in the instructors Young Marine Record Book	
6.	Create and run a map and compass competition	
	Planned, setup, and ran a map and compass competition with the assistance of the Young Marine instructors used in the previous classes.	
	Recorded scores for teams and recommended the appropriate ribbon awards for the first place team to the unit commander	
	Submitted an after action report to the unit commander	
	Received an after action review from the unit commander on this event	

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Performance Objective 6: Drug Resistance/Personal Safety

Enabling Objectives:

- 1. Sets the example for a drug-free lifestyle**
 - 2. Holds informal discussions with subordinates about drug, alcohol, and tobacco use on a regular basis**
 - 3. Regularly relates own experiences with peer pressure concerning drugs, alcohol, and tobacco, and how to say no to this pressure**
 - 4. Defensive driving**
 - 5. Dating**
 - 6. Juggling school, job, dating, and family**
 - 7. Computer safety**
 - 8. Safeguarding self, property, and others**
 - 9. Gangs**
-

1. Introduction. In this chapter we will discuss Drug, alcohol, and tobacco resistance, and personal safety. You will be expected to provide leadership in “setting the example for all other youth to follow” by being the mentor to your subordinates. If ever your skills as a Senior Young Marine are needed, it is in this area that you have the ability to impact a young adults life in a positive, safe and healthy way. Additionally we will explore such safety topics as defensive driving and internet safety.

E.O. 1 Sets the example for a drug free lifestyle

1. In today's society we are faced with everyday challenges. Of these challenges, the one that is the hardest to overcome is the peer pressure you face concerning drugs, alcohol, and tobacco. To make it easier for you to say no, you have, throughout your elementary and middle school life, received numerous classes, lectures, and presentations on the dangerous effects of these drugs. Now as a Senior Young Marine, you are the one who must pass this information down to your Young Marines. Even the youngest of your subordinates will at some time while in elementary school be faced with a dangerous situation concerning drugs, alcohol, or tobacco. Your job is to leave such an impression on their minds, that they will hear your words about the dangers of these chemicals and they will draw the strength from those words to say no.

2. Remember how you felt when someone older than you in school talked to you for the first time, or befriended you even though they were older? Didn't it make you feel special hanging out with the big guys? Your subordinates feel the same way. If someone older than them befriends them, they will think that is the coolest thing. They will also eventually put their trust in these older friends. If these friends are good, law-abiding, drug free people, then that child is in luck. But, if that friend happens to be a drug abuser, drinker, smoker, or even a child molester, that Young Marine is in harm's way. This is where your leadership and mentoring ability can potentially save a life. You need to be that big guy friend to your Young Marines. You need to reinforce the values we hold as Young Marines. You need to be the one your Young Marines can come to when they feel that negative peer pressure and are looking for ways to say no. You need to be the first line of defense for these young people.

E.O. 2 Holds informal discussions with subordinates about drug, alcohol, and tobacco use on a regular basis

1. Informal discussions are those talks that take place when your standing around on a break, walking to the chow hall, or just relaxing at your campsite. Just as easily as it is to start a conversation about sports, cars, or anything else, it is equally easy to start a conversation about the dangers of these drugs. You can relate experiences you had in situations and tell them how you were able to deal with it. Talk to your Young Marines about drugs in their schools and neighborhoods. You will not know the impact drugs have in these areas if you don't ask. Based on this information, you can tailor your discussions. One Young Marine may be experiencing pressure to do drugs. Another may be experiencing pressure to try alcohol. By knowing, you can focus your mentoring skills on that subject.

2. Your Young Marines want to know you, trust you, and be like you if you are a good Senior Young Marine. Don't let them down. Never joke about drugs and other abuses. Never put off a discussion with one of your subordinates about these things, and if need be, set a time and place to continue the discussion. If that Young Marine sees you taking an active interest in their problem, they are going to trust you most, and will follow your leads.

E.O. 3 Regularly relates own experiences with peer pressure concerning drugs, alcohol, and tobacco, and how to say no to this pressure

In addition to the informal discussions and the mentoring of your Young Marines about the dangers of drugs, alcohol, and tobacco, you should make it a point to relate experiences you have had in dealing with these matters to your subordinates. Being in school, you will no doubt be faced with these issues on an almost daily basis. If you can relate these experiences to your Young Marines and they trust your leadership skills, they will listen to you and they will apply the same technique when they are placed in similar situations. As you can see, leadership, "setting the example", and mentoring are all tools you use to gain the trust and confidence of your Young Marines. This is one of the most critical areas where these skills are most important.

E.O. 4 Defensive driving

1. If you are not already driving, you are probably getting very close to that time in your life. Every teenager dreams of getting their license and having that freedom of the open road, but there are some things you need to know and remember when getting behind the wheel of a motor vehicle.

a. Motor vehicles are machines. Like any other machine, it can break down at any time, and it can cause serious injury or death. Treat your car like a machine. A machine requires regular maintenance. If you ignore the maintenance of a machine, it can break down. Further, parts of the machine could break which could cause permanent damage to the machine. Your car is no different. If you don't maintain your car it will break down. Oil changes, belt changes, tune ups, and tire rotations are just a few scheduled items that you should have performed for your car

b. What is defensive driving? When you are on the defensive, you are protecting yourself. Be constantly on the alert for dangers around you. When you are driving, you need to remain alert and awake at all times. Keep your eyes on the road and your mind on your driving. Always watch out for someone or something coming into your lane of travel. It may not be another car. It could be a large piece of a truck tire that had blown out and fell off onto the road. It could be a piece of wood that fell off the back of a truck. You never know what is coming your way when you are driving.

c. What are some of the defensive driving skills you can employ to assist you with safe driving?

1. Never joy ride in a car. It is not a playground, and should not be treated like one.
2. Keep your windows and mirrors clean. This will cut down on glare and you will see better.
3. Drive the posted speed limit. Too many people will speed so they can keep up with the flow of traffic. If you do, then your breaking the law and putting your safety as well as the safety of others at risk.
4. Drive with both hands on the wheel and buckle up.

The one most important thing to remember, is this:

CARS DON'T KILL...DRIVERS OF CARS DO.

E.O. 5 Dating

At some point in your life, you may begin dating. This is a whole new experience in your life and it can be very fulfilling. When you find someone you want to be with and they want to be with you, it opens up a whole new world of good times, good feelings, good experiences. But, it also has its dangers, let downs, and heart breaks. Make sure you really know the person your thinking of dating. Invite them over so that your parents may meet them. There are people in this world who look to take advantage of others by any means they can. You should be aware of this.

Here are some helpful hints concerning dating.

1. Until you really know the person, don't date alone. Arrange to have your family and friends meet the person.
2. Go to places you are familiar with, and where there are other people around.
3. Don't accept food or drinks from someone you don't know well.
4. Don't do anything your not comfortable with.
5. Always know where you are going beforehand and make sure your parents and/or friends know where you will be.

6. Carry enough money or a cell phone so that you can call home once in a while to let your parents know that you are safe.

7. Never, never, never, be alone with someone you do not know or trust well.

E.O. 6 Juggling school, job, dating, and family

1. While in the Young Marines, as you earned higher rank, your responsibilities increased. As you get older, your responsibilities in life will increase too. You will find that there is more that you want to do, but there is only so much time. Therefore, you need to set priorities for yourself. School, job, dating, and family can really chew up your day. Obviously, your family is always top priority. Within the family are important events such as birthdays, picnics, Sunday dinners, or even church. Whatever lifestyle your family has, you should try to keep to the traditions.

2. Following the family comes school. A good education goes a long long way in life. You may meet someone who dropped out of school and has a good job, but they are the exception to the rule. Most people who drop out of school spend the rest of their lives scraping out a living that could be much better with an education. Education opens doors to a whole host of areas. Even mediocre jobs today require at least a high school diploma. The military requires at least a high school diploma. Don't jeopardize your future, stay in school.

3. The last two items in this chapter we will discuss are dating and jobs. Once you have figured out how to juggle your family life with your school life, you will be looking for time for either dating or a job. Either one will take more time away from everything else you have in your life. In any event, if you decide you want to work a job after school or on the weekends, you may have to give up something like school sports that normally take place after school or on the weekend. The point here is to not spread yourself so thin that your family and school suffer. You may feel that a job is more important to you now than school sports. Talk these issues over with your parents. Remember, for every new thing you do in life, more time is taken away from something else.

Family and school should be your number one priorities.

E.O. 7 Computer safety

Today computers are everywhere. We use them in school, at work, and at home. We use them for research, and we use them for communication, and we use them for fun. This chapter will enlighten you to safety measures you can take to make your computer experiences more enjoyable.

1. E-Mail – Electronic mail is a fast means of communication all over the world. Unfortunately there are people looking to cause harm to you or your computer. Viruses can be sent within e-mails, that when opened can permanently damage a computer. Never open an e-mail unless you know who sent it to you, and you trust them.

2. Chat – This is a means of instant communication either by typing or by “voice chatting” on a computer. This process is faster than e-mail if the person(s) you are speaking with are on-line. You should be alert to the dangers that this can possess. Never, ever agree to meet someone you do not know. Never send personal information to anyone you do not know. On a computer, you cannot tell who the person is your chatting with. They could tell you they are 16 years old, when in fact they are 35 years old. Their intentions could be dangerous. It’s ok to chat with someone, just make sure you are comfortable with the discussion. Do not give your e-mail address to someone you do not know.

3. Web cams – A web cam is a device you can attach to your computer that allows you to transmit an image. People will sometimes have web cams when they chat with each other so they can see whom they are chatting with. Be careful of people you don’t know who want you to turn on your web cam. They can record your image and use it in a malicious fashion. Always know who you are talking with before agreeing to do this. Web cams can be a way of keeping closer with friends and family that live long distances away.

4. Downloading items on your computer – Downloading is a way of retrieving information off your computer. Friends or family could send you a picture that you can download and print out. You can also download information for a school project, however you should trust the source you are downloading from. Many times downloads will have viruses attached to them, or the content may not be appropriate for children.

Always ask your parents about the things discussed above before attempting them on your own. Protect yourself by protecting your privacy, and always know who your e-mailing, chatting with, or downloading from.

E.O. 8 Safeguarding self, property, and others

The world is a wonderful place, but it is also a dangerous place. Safeguarding your personal belongings as well as yourself and others will help you avoid dangerous situations.

1. Home – In your home always keep windows and doors locked and bolted. Never invite anyone into your home that you do not know. If people such as police, utility workers or salesman come to your door, you should ask for identification. Don’t assume they are who they say they are because they wear a uniform or a suit. Don’t leave your personal items outside. When you are through with something, put it away. Inside, you should never leave items strewn about the house. This causes trip hazards and can result in serious injuries.

2. Car – Always lock your car doors even when you are driving. Lock them when your car is in your driveway as well. Thieves can steal a car in just seconds. Store items of value in the trunk of the car. Don’t leave them on the seat of your vehicle where thieves can easily spot them. Never leave animals or small children in unattended vehicles. If you must leave your pet in your car, leave a window open just a little to allow for airflow, but don’t leave it open enough for a hand to slip in.

3. School – Keep your locker locked. If you walk to school, always use an established route. Make sure your family and friends know the route you take to school, and never walk alone!

Remember – safety begins with you!

E.O. 9 Gangs

Throughout history there have been gangs. In the nineteen twenties gangs were smuggling illegal alcohol across the borders of Canada into the US. During this time the country had enacted prohibition on alcohol. This meant that making, selling, and consuming alcohol was illegal.

In the nineteen thirties and nineteen forties, gangs ran illegal gambling operations, and muscled business owners for money.

Today gangs traffic illegal drugs, as well as promote violence and a total disregard for our laws and way of life. Every day someone loses a life to a gang related incident. Some parent has to cope with the reality that their son or daughter is dead and no longer coming home.

When gangs are present in a neighborhood, you can almost watch the value of property and life drop. Schools become breeding grounds for drugs and violence. People are beaten up or killed because they walked in the gangs “turf” or area. They rule by fear and intimidation.

Don't let yourself fall into this trap. Stay clear of gangs and gang related activities. If you know of places that gangs hang out in, don't go near there. Gangs will drag you down, take away your pride and self-esteem, and cause you to lose the most valuable things in your life...your family. When enough people understand that gangs are bad news and they want them out of their neighborhoods, they will go away. When children learn to say no to that kind of lifestyle, they will not become recruits for gangs and they will go away. When we all can live our lives as we are taught by our parents, religions, and the Young Marines, these gangs will disappear.

RESOURCES

Resources you can turn to when faced with the above issues are listed below but not limited to:

For information on drug abuse:

Your family

Drug-free websites such as:

www.whitehousedrugpolicy.gov

www.prevention.samhsa.gov

www.cdc.gov

www.ed.gov

www.dea.gov

www.drugfreeamerica.org

Local police and hospital personnel

For information on defensive driving:

Your local motor vehicle office

Local police

For information concerning dating and computer safety:

Your family

Your religious instructor

Your school

For information on safeguarding self, property, and others:

Your family

Local police

For information on gangs:

Local police

Performance Qualification Review
Performance Objective 6: Drug Resistance/Personal Safety

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Sets the example for a drug-free lifestyle	
	Talks to their subordinate Young Marines about negative peer pressure.	
	Relates own experiences to subordinates about the pressures of drug resistance	
	Allows him/herself to become the older friend of their subordinates and sets the good example concerning drug resistance	
	Constantly reminds subordinates about saying no to drugs.	
2.	Holds informal discussions with subordinates about drug, alcohol, and tobacco use on a regular basis	
	Can be observed discussing drug resistance with subordinates when possible.	
	Makes good use of downtime to "preach" about drug resistance.	
3.	Regularly relates own experiences with peer pressure concerning drugs, alcohol, and tobacco, and how to say no to this pressure	
	Young Marine is eager to relate such experiences.	
	Young Marine encourages subordinates to relate their experiences concerning drugs, and offers sound advice where needed.	
4.	Defensive Driving (if applicable)	
	Understands what defensive driving is.	
	Understands that vehicles are machines and can break down without proper maintenance	
	Can state two of the four defensive driving skills.	
5.	Dating (if applicable)	
	Really knows the person they are dating	
	Has invited over and introduced the person they are dating to their parents.	
	Knows not to accept food or drink from someone they do not know well.	
	Ensures that parents always know where they are going, and always carries enough change for a phone call, or carries a cell phone for contacting parents.	
6.	Juggling school, job, dating, and family	
	Understands that family comes first followed by school.	
	Maintains family ties and traditions.	
	Doesn't spread themselves too thin and burns out on their committed priorities.	
7.	Computer Safety	
	Understands what e-mail, chat, web cams, and	

	downloading items off the computer are all about.	
	Knows to seek parent's consent before performing any actions on a computer.	
	Knows not to give personal information to anyone on a computer unless they know the person very well.	
8.	Safeguarding self, property, and others	
	Always keeps their home windows and doors locked when not in use.	
	Does not allow anyone into their home unless they are sure of who they are. This includes uniformed people as well.	
	Seeks identification from people they do not know before allowing them into their home.	
	Always locks their car door even while driving.	
	Stores items of value in the trunk of the car out of sight from would be thieves.	
	Keeps school locker locked when not in use	
	Uses established routes for going to and from school, and ensures that friends and family know of these routes.	
9.	Gangs	
	Does not associate themselves with gangs and gang members.	
	If aware of places that gangs hang out in, they steer clear of those areas.	
	Talks to their subordinates about gangs and the negative effect they have on the community and our way of life.	

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Performance Objective 7: Public Speaking

Enabling Objectives:

- 1. Uses good body language while speaking**
 - 2. Using proper grammar and breathing while speaking**
 - 3. Effective oral communication**
 - 4. Reaching everyone your speaking to**
-

In this chapter we will discuss the art of public speaking. Through this chapter you will learn some key points that will help you to be an effective speaker.

E.O. 1 Uses good body language while speaking

1. Have you ever held a conversation with someone who cannot seem to stand in one spot while they talk? Their hands and arms seem to take on a life of their own? These two habits can detract from what they are trying to say. When speaking to a group of people it is best to move only when you have to. Constantly walking back and forth, swaying or rocking takes away from the point your trying to make. Hands in your pockets makes you appear disinterested in what you are doing. When addressing a group try to remember these simple points;

a. Stand in one spot unless you have to move, but be relaxed. People want to be able to focus on you and what you are saying. Constantly moving around distracts people and they will not absorb all that you hope they will.

b. Hand gestures help to emphasis certain points, however, small movements such as playing with a pen can be distracting to your audience. If you are using a podium, you can rest your hands on it, but don't appear to be leaning on it. Stand erect at the podium and only use hand gestures to make important points.

c. Discipline while speaking in front of a group is very important. You should not be scratching or adjusting your clothes. Maintain a professional appearance at all times and you will get your point across more effectively.

E.O. 2 Using proper grammar and breathing while speaking

1. Nothing throws off a group of listeners than improper use of grammar from a speaker. You should always rehearse what you're going to say. If you can, tape yourself while speaking and then as you listen to the recording try to pick up words that may be confusing to the group you will be speaking to. You can then change the way you state things so that you will get a clearer understanding from the group. Using big words is not always the best way to get a point across.

a. Do not use words you do not understand. Research words you want to use, and ensure that they fit properly and that people will understand them. If you must use a word that may be confusing, make sure you offer a definition to the group.

b. Rehearse out loud and in front of a mirror to ensure that your pronunciation of words is correct. An improperly pronounced word will kill the point you are trying to make, confusing the people and effectively ruining your subject.

2. Speaking is very much like reading a book. They have punctuation marks like periods, commas, and exclamation points. In speaking you also use these punctuation marks.

a. Do not try to give your whole presentation in one breath. Additionally, do not try to run a whole sentence together when there needs to be a comma, or pause. If you read a passage in a book, you will notice that a comma is really a short break for a breath before continuing on. A good time to take a breath is at the conclusion of the sentence.

b. You should mentally see punctuation marks in your mind as you speak. Do not be afraid to speak slowly and deliberately using punctuation where necessary. Your point will be well taken and you will be understood.

c. Say only as much as your lungs will allow without appearing winded. Before you begin to speak, take a deep breath, open your mouth and speak clearly.

E.O. 3 Effective oral communication

1. When you read a newspaper, or a book report, you never see the author use the words like “umm” or ahh. However, when speaking a lot of people use these pauses. They use them to either gather their thoughts, find their place in their presentation, or they are stumbling over a word. This is a bad practice and people will assume you do not know your subject. Good speakers never use improper English. {Instead, they will take a breath and continue on.} They speak clearly and in a high enough tone for everyone to hear. When you are addressing a group of people, you should always try to project your voice to the last row. Think of yourself as speaking over those in the front rows, and your voice will carry to the rear. Don't be afraid to open your mouth when you speak. By doing so, the words you are speaking are clear and are formed properly. If you speak in low tones, or mumble, people will not hear you and your listeners will get bored.

2. Some speakers tend to end a sentence with “ok?”. This is not good practice. It gives the impression that you are soliciting approval from your audience, when your words alone should be able to do that. Have complete confidence in what you are saying. Know your subject and people will accept what you have to say without you looking for approval. Remember, people may not always agree with what you're saying, but they will welcome your opinion if you practice good oral communication.

3. Lastly, but equally important is to maintain “eye contact” with your audience. Eye contact shows respect as well as confidence.

E.O. 4 Reaching everyone your speaking to

1. You have been assigned the task of presenting a talk on one of your favorite subjects. Because you are very knowledgeable in this area, you are very excited about this opportunity. Finally the chance to express your views to a group of people. The big day comes, you walk up on the stage and look out over the audience. It's then that you

realize, all the planning you made to give this talk to a group of adults will not work. The audience is mixed with adults and children. You scramble to try to find the words that all will understand. You become nervous, tripping over words, forgetting what to say next. This is not an uncommon thing. Many speakers are not effective because they do not know their audience. If you had known that your audience would be so diverse in age, you could have better prepared.

2. Speakers should get into the habit of finding out who their audience is and where their areas of expertise lie.

3. You have been asked to give an overview of your unit and the training you have done to a local civic organization. You decide to impress them with your knowledge of Marine Jargon. You begin with informing the group of the location of the head facilities. Everyone has this confused look on their face. You then start talking about drill on the “grinder” and you want them to know where the “ladder” is located in case of fire. You ask them to please refrain from eating “pogey bait” during your class. Sure, some of the people in attendance will understand these terms, but not all. Reaching your audience means using words that all will understand. You need to speak to the level and knowledge of the group. Do not try to impress your audience with words they will not understand. They will be more impressed to see that you know how to reach them on their level.

4. Lastly, never use acronyms without defining what they mean. An example of this is the Registered Adult Manual (RAM). If you refer to this as the RAM, make sure you inform your audience what RAM stands for or they will be confused.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 7: Public Speaking

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Uses good body language while speaking	
	Maintains a good composure by standing erect.	
	Stands in one spot as much as possible	
	Does not fidget with hands or puts them in pockets	
	When using a podium, does not lean on it	
2.	Using proper grammar and breathing while speaking	
	Does not use words he/she does not understand	
	Uses proper punctuation when speaking	
	Takes a good breath before speaking and uses good breathing techniques	
3.	Effective oral communication	
	Does not use the "um's" or "ahh's" while speaking	
	Can project their voice so that those in the rear of the room will clearly hear what they are saying	
	Does not end sentences with "ok?", or "right?"	
4.	Reaching everyone your speaking to	
	Knows the audience and speaks to that level	
	Does not confuse the audience with words they do not understand	

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Performance Objective 8: Leadership

Enabling Objectives:

- 1. Duties and responsibilities of the YM MSgt / YM 1stSgt**
 - 2. Duties and responsibilities of the YM MgSgt / YM SgtMaj**
 - 3. Filling adult billets as Young Marines**
 - 4. Prepare documentation for an award**
-

In this chapter you will learn the roles of the above ranks and the importance they play in a sound unit. Earning one of these ranks requires drive, desire, and motivation. These ranks are not given lightly, they are reserved for the best of the best. Are you one of those?

E.O. 1 Duties and responsibilities of the Young Marine Master Sergeant and Young Marine First Sergeant

- In a unit there is only one billet of unit Young Marine 1st Sgt. The duties of the unit Young Marine 1st Sgt are as follow:
 - Retention – In this role, you are responsible for trying to keep your Young Marines in the program. If you suspect a Young Marine may be thinking of leaving the unit, you should set time aside to sit with them and find out what it is that is driving their decision. It may be something legitimate like work or sports, but it could also be a problem with someone else in the unit that you can fix and retain that Young Marine.
 - Promotions – When promotions are in order, it is the responsibility of the unit 1st Sgt to arrange the promotion, call those being promoted forward, read the promotion warrants, and post the recipients after the promotions take place.
 - Promotion Boards – Unit 1st Sgt's usually sit on promotion boards. When a Young Marine has been selected for promotion, you should arrange the board, in connection with the unit Executive Officer who also sits on the board. The unit XO will provide details of the board to you and you will make it happen.
- As a Young Marine 1st Sgt or a Young Marine M/Sgt, the other unit billets you can hold are:
 - Young Marine Recruit Instructor
 - Parade Commander
 - Administration (assisting an adult billet)

E.O. 2 Duties and Responsibilities of the Young Marine Sergeant Major and Master Gunnery Sergeant

1. In the Young Marine unit, there is only one billet of unit Young Marine Sergeant Major. The duties of the unit SgtMaj are as follows:

a. Work closely with the unit commander to ensure the smooth operation of the unit.

b. Assist the unit commander with all inspections.

c. The SgtMaj is considered the “older brother or sister” to their Young Marines. You should always look out for their well being and never allow them to be put in danger. The unit SgtMaj knows the program like the back of their hand. They have all the answers to all the questions. When in the field with other units, the SgtMaj makes liaison with the other unit SgtMaj and irons out such details as chow, training sites, etc. When the “old man” (unit commander) is not present, you are the motivator your unit depends on.

d. Awards and Certificates – As it is the job of the unit Young Marine 1stSgt to handle promotions, it is your job to handle any awards or certificates being given to your Young Marines. You would perform this in the same manner the unit 1stSgt performs promotions.

While performing the duties above as the unit Young Marine Sergeant Major, you are authorized to wear the Young Marines Sergeant Major insignia. Upon completion of this tour (3 to 6 months), you would revert back to wearing the Young Marine Master Gunnery Sergeant insignia. The next Young Marine in line would then be given the opportunity to be the unit Young Marine Sergeant Major. When you are discharged from the Young Marines, you will be discharged as a Young Marine Sergeant Major.

In addition to the above requirements, a Young Marine filling the billet of Unit Young Marine Sergeant Major must serve as the Young Marine Sergeant Major for one of the following:

1. An encampment on the battalion, regimental, or division level as authorized by the commanders of those levels.

2. Advanced, Senior, or Junior Leadership school hosted by National Headquarters.

3. Any approved SPACES program hosted by National Headquarters such as Civil War Adventure, or one of the ACES programs.

Remember, it is your responsibility to search out the above events and submit for the position. You must serve in one of these positions to receive credit for serving as a Young Marine Sergeant Major.

2. As a Young Marine MG/Sgt or a Young Marine SgtMaj, the other billets you can hold are:

- a. Young Marine Recruit Instructors
- b. Parade Commanders
- c. Public Relations (voice for the unit when dealing with the media)
- d. Administration (filling an adult billet)

E.O. 3 Filling adult billets as Young Marines

1. You noticed in the previous two Enabling Objectives, that administration was listed as one of the other billets YM8's and YM9's can perform. This section covers that.

2. The duties that can be performed are:

- a. Unit Young Marine Sergeant Major YM9
- b. Unit Executive Officer Assistant YM9
- c. Unit Adjutant Assistant YM8 / YM9
- d. Unit Paymaster Assistant YM8 / YM9
- e. Unit Training Assistant YM7 / YM8 / YM9
- f. Unit Supply Assistant YM7 / YM8 / YM9

3. The above areas can be performed by you with the qualified adult overseeing in a "correction only" basis.

Unit Young Marine Sergeant Major

As the unit Young Marine Sergeant Major you are responsible to the adult unit commander. The adult unit commander may assign any part of their duties to you. Some of these duties may include but are not limited to:

- Opening and closing formations/ceremonies.
- Performing promotions and awards ceremonies.
- Attending staff meetings on the unit level or higher
- Being the point of contact for the unit for specific matters
- Being the point of contact for the unit during multi unit encampments.

Unit Executive Officer Assistant

As the unit Young Marine Executive Officer Assistant you are responsible to the adult unit executive officer, or the unit Young Marine Sergeant Major if there is one. You may perform all or some of the duties of the unit executive officer. Specific duties will be approved by the adult unit commander. Some of these duties may include but are not limited to:

- Sitting on all promotions boards for the unit.
- Setting up, operating, and attesting to all physical and health fitness tests.
- Assuming the duties of the unit Young Marine Sergeant Major in their absence.

Unit Adjutant Assistant

If you are performing the duties of the unit adjutant Assistant, you cannot make entries into Young Marine record books, as you are not permitted access to any personal information on your Young Marines. The adult unit adjutant is responsible for this, however you can assist the adjutant with other duties that do not require access to the Young Marine record books. These duties are determined by the unit commander and the unit adjutant jointly.

Unit Paymaster Assistant

If you are performing the duties of the unit paymaster Assistant, you cannot sign checks as this is an adult responsibility. There are other duties that you can perform in the way of reconciliations of the statements, being involved with the expenditure of funds for encampments, etc. or even putting together budgets for encampments and other activities. You could even be given the responsibility for collecting and depositing funds from fundraisers, dues, etc. This will also help you to understand how bank accounts work.

While you are performing as the unit adjutant assistant or the unit paymaster assistant, you must always have a registered adult present.

Unit Training Assistant

As a Young Marine Unit Training Assistant you are responsible to the adult unit training officer. You may perform some or all of the duties of the training officer. This will be determined by the adult unit commander and the adult unit training officer jointly. Some of these duties may include but are not limited to:

Creating training schedules

Creating unit annual, quarterly, and monthly training plans.

Setting up annual, quarterly, and monthly specialized and refresher training for adults and senior Young Marines.

Making contact with and setting up such training as drug resistance training, first aid training, and other training that may require outside sources such as fire/police personnel, hospital/EMT personnel, etc.

Unit Supply Assistant

As the Young Marine Unit Supply Assistant you are responsible to the adult unit supply officer. You may perform some of all of the duties of the supply officer. This will be determined by the adult unit commander and the adult unit supply officer jointly. Some of these duties may include but are not limited to:

- Inventory of unit equipment
- Receiving and issuing of unit equipment
- Ordering unit equipment
- Maintaining stock control of equipment

As a senior Young Marine holding any position, your number one mission is always the safety and well being of your Young Marines. If you cannot guarantee that, do not allow the training or activity to commence.

Remember, when you serve in a billet you serve at the pleasure of the adult unit commander.

E.O. 4 Prepare documentation for an award

At this stage in your Young Marine career, you need to be aware of the accomplishments of your junior Young Marines. Being a Young Marine yourself, you know that earning awards is a big thing therefore, you should become very familiar with the Young Marines Awards Manual.

Recognize your outstanding Young Marines with letters of appreciation, and other awards they may be eligible for.

You can prepare the award documentation or certificate. You can ask the unit adjutant for the forms you need.

Once you have created the award documentation, you should forward it through your chain of command to your unit commander for approval.

Make sure you check the awards manual carefully to ensure the Young Marine rates the award before putting them in for it.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 8: Leadership

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Duties and Responsibilities of the Young Marine Master Sergeant and the Young Marine First Sergeant	
	Successful in performing retention duties.	
	At the request of the unit SgtMaj, arranges and sits on promotion boards	
	Is knowledgeable as a Young Marine Assistant Recruit Instructor	
	Knows how to form the unit for parade functions	
	Understands the administration billets available to be held, and has held at least one.	
	Successfully performs as the unit Young Marine First Sergeant for a period of 3 to 6 months.	
2.	Duties and Responsibilities of the Young Marine Master Gunnery Sergeant and the Young Marine Sergeant Major	
	Works closely with the unit commander to ensure the smooth operation of the unit.	
	Assists the unit commander with inspections.	
	Knows all aspects of the Young Marine program from a Young Marine perspective.	
	Handles all awards and certificate presentations in conjunction with the unit commander.	
	Understands the administration billets available to be held, and has held at least one.	
	Successfully performed as a Young Marine Sergeant Major for 3 to 6 months and held this billet at one of the approved encampments or Nationally sponsored events as listed in this section. (Documentation should be attached)	
3.	Filling adult billets as Young Marines	
	Successfully performs the duty of the billet assigned with appropriate adult supervision on a "correction only" basis.	
	Always guarantees the safety and well being of the unit prior to any activity.	
4.	Prepare documentation for an award	
	Research, prepare the documentation, and submit through the chain of command an award for one of your subordinate Young Marines.	

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Performance Objective 9: Citizenship

Enabling Objectives:

- 1. The levels of Government**
 - 2. Responsibilities of citizens**
 - 3. Community Service**
-

Introduction – In this chapter you will be expected to learn about your local government, your responsibilities as a citizen of your city, town, and state, and your role in community service.

We will also explore numerous areas of community service programs that you should, as a citizen, get involved in.

Review

The three branches of Government. The three branches of Government are the Executive Branch, Legislative Branch, and the Judiciary Branch.

Legislative Branch – Consists of the Senate, and the House of Representatives, which make the laws.

Executive Branch – Consists of the President, Vice-President, executive departments and other agencies, which administer and enforce the laws.

Judicial Branch – Consists of the Supreme Court and other Federal Courts, which interprets the law and applies it to cases coming before the courts.

E.O. 1 The levels of Government.

1. How many levels of government do you think there are? You know that your town or city has a government. Your state also has a government, and our nation has a government known as the federal government. Did you know that there are other levels of government, and even entities of government that you have heard of but never thought of them as a government? Lets explore these areas a little. We will begin on a very small scale of government....home.

a. In your home, many decisions are made on how best to govern the family. Decisions are made concerning purchases, cleaning, and shopping. These are things that more often require a discussion followed by mutual understanding. This is how government works.

b. In your school, not only is there a school board, but a student body made up of classmates that are elected to the position. This group meets and discusses such things as the class yearbook or the class trip. It works the same way as any other form of government. An item is discussed, then it is voted on.

c. Within your town, there are other forms of government at work. Your library has a board that decides things like which books to carry. Even some of the local merchants may have a board or association that meets to discuss things like sidewalk sales, or nights to stay open a little later.

d. Your city or town has a government that decides where the tax money is best spent. Should it be on road upkeep, schools, senior citizens, or a park? The City Counsel makes up this form of government.

e. From your town or city there are districts or counties, then there is the state government followed by the federal government. In all of the above cases, there is one thing they have in common. They all elect people to serve in the interest of all concerned.

2. Members of governments are elected by votes of others. For example, in your school, you and your classmates elect your class president. You vote for the individual you feel will best serve the needs of the class. The person with the most votes wins the election.

3. There are titles that people hold in governments. They can be any of the following titles, or something different. Some of them are:

- a. School class president
- b. Library board chairman
- c. City alderman
- d. Mayor
- e. Selectman
- f. State Representative
- g. Governor

In all cases, they are elected to govern a group of people.

4. You do not need to hold a degree or have any special education to be involved in many forms of government. Anyone can run for an office or a seat on a governing board. Visit your local library for more information on governments. You can also visit your local town or city hall for information on their governing structure. As a citizen, it is everyone's duty to know their form of government and to support it by voting regularly or getting involved in the decision processes.

E.O. 2 Responsibilities of Citizens

1. Have you ever walked down the street in your town and seen things like litter in the gutter, or a fence around a house falling down? Maybe you know of a corner in your town where there are accidents that happen too frequently, or you know of an area that is unsafe yet children play there daily. As a citizen, we all have responsibilities for each other. Trash breeds rodents and disease and makes your neighborhood look dirty. People will not want to visit there or live there, and the property values of the homes in your neighborhood will drop. Homes will fall into disrepair, and eventually crime will spring up. Lets take those areas again and put them into a little scenario. They were the street gutter, a broken down fence around a house. A corner where accidents happen, and an unsafe area for children to play. Here's how an area can get like that.

a. Trash builds up in the street gutters from litter, and from citizens who live on the street not properly bagging their household trash. As this gets worse, a homeowner up the street from you has a fence that got damaged during that big windstorm, and decides not to fix it right now but maybe in the spring. A local gang looking for a place to hang out sees your neighborhood as the perfect place. It's dirty and people don't care about their property. A perfect place for criminals to hang out. After awhile, things start to happen like burglaries, fires, and other types of vandalism. One day a passing motorist crosses into the adjoining street and is hit by an on-coming vehicle because the stop sign had been stolen. Your neighbor's child ends up in the hospital after getting stuck with a syringe while playing in the vacant lot where a home that had been burned down once stood. This is only one scenario of how your neighborhood could go from a nice quiet, clean, and friendly place to a dirty, devalued, gang ridden area. As a citizen in your community, it is your duty to act upon these things before they get out of hand.

b. In the case of the trash situation, you can call your local health department, or you could organize a neighborhood clean up. You could talk to your neighbor with the broken fence.

c. You could call the local police and report the missing stop sign.

d. You and a handful of concerned citizens can make things happen. Whole neighborhoods have been refurbished and raised from the ashes of blight and despair through the hard work and perseverance of a few people. Remember, your elected officials work for you and everyone else in your community. You may not win every issue you bring to your local government, but you will have tried your best. Don't give up on good government.

2. Attend town or city meetings. Read the local paper and keep up on current affairs in your community. Many times communities will get something they didn't want in their town because the people did not show up to vote. Examples of these have been power plants, incinerators, or strip malls. Not everyone likes them, but if they don't exercise their right to vote, then they should not complain about the decisions of their government.

3. Voting – Not only is this every persons right, it is your duty as a citizen to vote. Vote in elections. Vote on issues that you feel are important to the welfare of your neighborhood, town, state, and country.

E.O. 3 Community Service

In the Young Marines organization, you can earn ribbons and awards for providing community service. Did you know that community service goes much farther than that? Community service comes in many forms from neighborhood clean-ups to government service. Here are a few examples.

a. Your adult volunteers provide a valuable service to the community by instilling in you a sense of pride and leadership.

b. Your local veteran's organization provides a service to the community in the form of community donations to hospitals, libraries, and enforcement organizations.

c. If you have a volunteer fire department in your town or city, they provide a life saving community service to your town.

Everyone should be involved in some form of community service in his or her towns or cities. It is a way to help your neighbors, provide a safe community for all, and a way to ensure future generations will enjoy the same safe, friendly, and clean environment you have helped create through your community service.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 9: Citizenship

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	The levels of Government	
	Successfully explains the local levels of government from town or city to State.	
	Explains the duties of a Mayor, State Representative, and a Governor.	
	Knows where to go to get information on their local government.	
2.	Responsibilities of Citizens	
	Researched and knows the process for voting on community issues.	
	Organized a community service effort in their neighborhood.	
	Attended at least two town or city meetings and provided a report on the issues that were discussed.	
3.	Community Service	
	Interviewed a community service provider such as a volunteer fireman or other individual or group that provides service at no cost, and submits this interview to National Headquarters for printing in the Young Marine newsletter.	
	Reports to the local government (town or city hall) on a community service project planned by the Young Marine. Get feedback from the governing officials as to this project.	

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Performance Objective 10: Physical Fitness and Health

Enabling Objectives:

- 1. Healthy bodies the Young Marine way**
 - 2. Keeping your Young Marines physically fit**
 - 3. Eating for fitness and health**
 - 4. Re-qualify in CPR**
-

This chapter deals with physical fitness and health. Throughout your time in the Young Marines you have performed physical fitness tests, been involved in Physical Training Competitions, and did things that required strength and stamina. As you get older, your body changes and your physical fitness activities will change as well. Let's have a look at this chapter and see what changes may be in store for you, as well as explore the areas of keeping your Young Marines fit and eating the proper foods.

REFERENCES

- Quick Series "Healthy Lifestyles"
- Quick Series "Performance Nutrition"
- Quick Series "Training Log"

E.O. 1 Healthy Bodies the Young Marine way

1. PT is part of every Young Marine meeting and part of every Young Marine activity such as encampments and schools. But it doesn't stop there. You need to exercise more than once a week and more than a weekend a few times a year. You don't have to be at a Young Marine function to perform PT. You can do this on your own in your home, in the park, or at the gym. The types of physical activities you do can be varied. Here are some examples.

- School sports
- Youth leagues such as volleyball, basketball, or baseball.
- Work around the yard. Raking, shoveling, building and repairing are all good forms of physical activity.
- Take walks or hikes.
- Play with your dog if you have one.

Whatever you decide to do, do it vigorously. Getting your heart rate up is one key to a good workout. Some areas have gyms or YMCA's that you can join. They provide many sources for exercising. As a senior Young Marine, you should ensure that your unit perform PT on a weekly basis and at all encampments.

E.O. 2 Keeping your Young Marines physically fit

1. Your Young Marines rely on you for each and every activity. They also need to rely on you to look after their health. Here are ways you can do this.

a. Ensure that PT is part of every Young Marine meeting and encampment. The daily 16 is a good program for your Young Marines, but you should try to do other things when possible.

- i. Relay races
- ii. A good hike
- iii. Organized athletics such as baseball.
- iv. Squad, platoon or unit competitions.

b. In addition to PT at Young Marine meetings and encampments, you should be encouraging your Young Marines to create a physical fitness program that they can do at home. Talk to them about school sports and keeping themselves active at home by helping around the house and performing some yard chores. Additionally, volunteering can be a good source of exercise if you do things like street clean-ups.

c. Make it fun...Don't make PT or athletic activities something they regret.

E.O. 3 Eating for Fitness and Health

1. Exercise is a must in order to stay in shape, but in order to exercise, you need fuel to burn. You get this fuel from the foods you eat. Eating the right foods will give you the necessary nutrients and vitamins required to keep you healthy and fit.

Fact: Generally speaking, a person can live without food for 60 days, but only ten days without water.

2. Water is your lifeblood. You should drink about 8 glasses of water each day. This makes everything in your body work better. Without water, organs in your body can shut down.

3. Your body requires some fat, therefore you should eat foods with fat in them, just don't over-do it. Your body uses fat for energy and to build cells. A layer of fat on your body protects your insides and helps to keep you warm. Some foods that contain fat in them are:

- a. Meats
- b. Nuts
- c. Cheese
- d. Cooking oils

These fats are broken down after you eat them. If your body doesn't use them all, they become stored fat. This is the fat that makes you overweight. This is why you should only consume the amount of fat you need for your body. Once you become overweight, it's hard to lose it.

4. Even though sugar (Fructose) provides you energy, excessive amounts can make you overweight. A little now and then is ok but don't over-do it. Salt is a necessary requirement for your body. You should watch how much salt you use. There is enough salt in most meals to provide the daily requirement you need.

5. 3-5 servings of vegetables per day and 2-3 servings of fruit per day. This may sound like a lot, but it really isn't. These fruits and vegetables do not have to be fresh either. You can eat frozen, or even dried fruits and vegetables. Try growing your own. Fruit also comes in cans, but there is a lot of sugar in these products.

Remember – Never eat anything without knowing what it is, and knowing if you may be allergic to it. Check with your parents if you have never eaten something before. They will know.

E.O. 4 Re-qualify in CPR

You must be re-qualified in Cardio Pulmonary Resuscitation (CPR). The certificate of completion should be part of your Young Marine Record Book.

As a senior Young Marine, your area of responsibility has increased, and the number of Young Marines you are responsible for have also increased. As safety is our number one priority, it is required that you re-qualify in this area.

PERFORMANCE QUALIFICATION REVIEW
Performance Objective 10: Physical Fitness and Health

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluator's Signature
1.	Healthy bodies the Young Marine way	
	Ensures that PT is performed at every meeting and encampment	
	Performs some sort of physical training outside the Young Marine program	
	Plans, conducts, and scores physical fitness tests in their unit	
2.	Keeping your Young Marines physically fit	
	Continually encourages Young Marines to stay fit	
	Sets up physical fitness training in the form of sport games and unit challenges	
	Participates in all physical fitness activities the unit does	
3.	Eating for fitness and health	
	Knows how long a person can live without food and water	
	Knows how much water a person should drink every day	
	Explain the benefits of fat intake on the body	
	Can name four (4) foods that contain fat	
	Explain what happens with stored fat	
	Knows how many servings of fruits and vegetables should be consumed each day	
	Knows which organ in the body too much salt will affect	
4.	Re-Qualify in CPR	
	Young Marine must be re-qualified in CPR and certification included in the Young Marines' record book.	