

Basic Guidebook
To obtain the rank of PFC
Performance Objective 1: Close Order Drill

E.O. 5 Marching in Quick Time.

- a. When given the proper command, did the Young Marine properly march in Quick Time?
- b. When asked to orally describe Quick Time without the help of any aids, did Young Marine describe Quick Time in their own words? Quick Time is the term for marching at a regular pace. 120 steps, or beats per minute

E.O. 6 Marching in Double Time.

- a. When given the proper command, did the Young Marine properly execute Double Time?
- b. When asked to orally describe Double Time without the help of any aids, did the Young Marine describe Double Time? Double Time is the term for running or jogging. 180 steps, or beats per minute.

E.O. 7 Marching in Mark Time.

- a. When given the proper command, did the Young Marine properly execute Mark Time?

E.O. 8 Execute the Halt.

- a. When given the proper command, did the Young Marine properly execute Halt?

E.O. 9 Form a Column from Line.

- a. While in formation (Squad or Team on-line) and given the proper command, did the Young Marine execute the proper movement to form Column from Line?

Performance Objective 2: Essential Subjects

E.O. 1 Observe Young Marines Uniform Regulations.

- b. Can describe the only modifications that the unit commander can make to the official uniform. Either the red National T-shirt or the unit T-shirt can be substituted for the white T-shirt.
- c. Knows what style boots can be worn with the Young Marine Uniform. Young Marine-unique brush out black boot will be worn with the Young Marine uniform. This boot does not require polishing but will be kept clean and free of dirt by brushing. For those who choose the standard black leather, black hot weather tropical (jungle) combat boots, or the old-style black combat boots (with eyelet lacing), polishing with a high shine on the toes and heels will be maintained whenever possible.
- d. Knows how to mark all articles of the Young Marine Uniform.
 - a. Web Belt. On one side only, near the buckle end.
 - b. Cover. Inside on the sweatband.
 - c. Blouse. Inside on the neckband.
 - d. Drawers. inside the waisband.
 - e. Gloves. Inside at the wrist.
 - f. Necktie. On the inside of the neck loop.
 - g. Dress Shirts and Undershirts. Inside back, on neckband.
 - h. Shoes/Boots. Inside near the top.
 - i. Socks. On the instep.
 - j. Sweater. Stamped on manufacturing label or use marking tape/label sewed on inside the back of sweater, below the neckband, with thread to match the sweater.
 - k. Trousers; Skirts; Slacks. Inside near the top.
 - l. PT Shorts. Inside immediately below the waistband.
 - m. Bag, Duffel. On the outside of the bottom of the bag.
 - n. Coats. Inside, on the neckband.
 - o. Necktabs. On the underside near left end.

E.O. 4 Identify the Rank Structure of the Young Marines. Must be able to describe the rank insignia as well.

b. Knows the ranks in the Basic group, Junior group, Senior group, and Advanced group.

BASIC GROUP

- YM PVT - PRIVATE
- YM PFC - PRIVATE FIRST CLASS
- YM LCP - LANCE CORPORAL

JUNIOR GROUP

- YM CPL - CORPORAL
- YM SGT – SERGEANT

SENIOR GROUP

- YM SSGT – STAFF SERGEANT
- YM GYSGT – GUNNERY SERGEANT

ADVANCED GROUP

- YM MSGT – MASTER SERGEANT
- TM MGYSGT – MASTER GUNNERY SERGEANT
- YM 1STSGT – FIRST SERGEANT
- YM SGTMAJ – SERGEANT MAJOR

c. Knows which 2 Young Marine ranks are billets only.

- YM 1STSGT – FIRST SERGEANT
- YM SGTMAJ – SERGEANT MAJOR

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

c. Knows the relationship between the Young Marines and the Marine Corps League. **The Young Marines are a subsidiary organization of the Marine Corps League.**

d. Knows the relationship between the Young Marines and the Marine Corps. **the focal organization for the Marine Corps' Youth Drug Demand Reduction effort in support of the Defense Authorization Act for Fiscal Year 1993.**

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

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

Aye, Aye, Sir!/ Ma'am!	I heard what you said, I understand what you said, and I will obey
Carry On	Continue with what you were doing
Cover	This means three things. a. The uniform article that covers your head b. To put your cover on your head c. Align yourself in formation from front to rear
Esprit de Corps	Readiness for action and courage
Field Day	General housecleaning. When a field day is performed, every
Galley	Kitchen
Grinder	Drill field
Hatch	Door
Ladder	Stairway
Morning Colors	Ceremony of raising the flag at sunrise
Passageway	Doorway or corridor
Pogey Bait	Candy, cookies, snacks
Port	Left side (as you face to the front)
Rack	Bed, bunk

Secure	Lock up, or to stop work
Skivvies	Underwear
Stand By	Get ready
Stow	To put your gear away
Topside	Upstairs or upper deck

Performance Objective 3: Qualified Field Skills

E.O. 1 Select personal clothing and equipment.

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

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

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

- a. Knows where to place heavy objects in a backpack. **Place heavy objects close to the back of the frame, centered and higher on the load**

E.O. 9 Discuss Natural Hazards.

- a. Can describe the defensive measures taken to protect against poison ivy. **Your simplest defense is to wear long pants when in areas where poison ivy grows, wash clothing and boots after suspected contact and take a good look for it before setting up your shelter for the night.**
- b. Can describe the defensive measures taken to protect against insects. **can be defended against by protective clothing and repellent. Wear protective clothing, avoiding dark colors (insects are attracted to them), and use a repellent if necessary.**
- c. Can describe what to do if bitten by a tick.
 - **If you find one, pull it out immediately with tweezers—do not use your fingers.**
 - **Save the tick part(s) that you remove in a plastic container and bring it to a physician if you suspect disease.**
 - **Wash the bite with soap and water.**
- d. Can describe how to store food containers in the field. **Hang food containers from an overhanging branch well away from your shelter to keep persistent animals out.**
- e. Can describe the effects and treatment of Hypothermia.
 - **Mild Hypothermia is first noticed when a person is shivering and cannot stop.**
 - **Severe hypothermia starts when the person stops shivering—their body is giving up trying to stay warm. They will become drowsy and eventually lapse into unconsciousness and die without treatment.**
- f. Can describe the effects and treatment of frostbite.
 - **Frostbite happens when soft tissue freezes.**
 - **Treat frostbite by slowly warming the affected area.**
- g. Can describe how to protect against heat exhaustion and heat stroke. **It can be avoided by drinking plenty of water before and during activity in warm weather (up to 1 quart per hour), wearing a hat and sunscreen, and by moderating activity in extremely hot environments.**
- h. Knows the two main ways of telling if you are dehydrating.
 1. **You have a headache; and/or**
 2. **Your urine is dark yellow, or you've gone 24 hours without urinating.**
- i. Can name two methods to help avoid being struck by lightning.
 1. **Get out of the water,**
 2. **Do not stay on a hill top or in an open field,**
 3. **Stay out from under tall single trees, and stay away from towers and poles.**
 4. **If the storm has caught you off-guard, crouch down as low as you can with your**
 - i. **feet close together (this will reduce the surface area of your body exposed to**
 - ii. **possible ground current from a nearby strike).**
 - iii. **Place yourself in a cluster of trees; spread out 30ft from other members of your team.**
 5. **Avoid depressions where water may gather, as it will conduct ground current.**

- j. Understands how to travel at night. ensure that you can see and be seen. Stay off roads where visibility is limited to avoid being hit by vehicles that can't see you, and do not try to pass through dense brush where you can lose your way, become separated from your group or walk off a cliff.

E.O. 10 Demonstrate a Concern for the Environment.

- a. Can describe what minimum camping impact means. impact camping is to leave behind no trace that you have used or passed through a wilderness area.
- b. Can describe how to walk in pristine areas. spread out and take a slightly different route than the person in front of you—you can still follow your leader, but you will not make a permanent trail.
- c. Knows where not to dump waste water. Waste water from cooking, when cooled, should be evenly distributed across the ground away from the cooking area and campsite. Don't dump wastewater into ground water.
- d. Can describe the dimensions of a field latrine.
- In small groups, you should use a "cat-hole" or "one-sit hole." Each person selects a private and dry place and digs a small hole only 1.5 to 2 feet deep.
 - In a group of more than 12 people, you should dig a field latrine—a hole about 4 feet long, 2 feet wide, 4 feet deep.
- e. Knows how far away from a ground water source latrines or cat holes should be dug. 100 yards from a ground water source
- f. Knows how far away from a ground water source the washing site should be. at least 120 yards from open water.

E.O. 11 Tie a Knot.

- a. Can name three ways to care for a rope.
- a. Do not step on a rope;
 - a. Distribute wear on the rope;
 - b. Keep it dry and clean—wash with mild soap when dirty;
 - c. Store coiled, in a dry place with all knots and kinks removed;
 - d. Do not store near strong chemicals (acids, cleaning solutions) as the fumes may damage the rope fibers;
 - e. Rope ends should be whipped, melted or bound to keep rope from unraveling;
 - f. Avoid snagging on, or dragging across, sharp rocks; and
 - g. Always inspect a rope before and after use for damage.
- b. Can tie a thumb knot.
- c. Can tie a figure eight knot.
- d. Can tie a double figure eight knot.
- e. Can tie a reef knot.
- f. Can tie a clove hitch.
- g. Can tie a half hitch.

Performance Objective 4: Map and Compass

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

- a. Can describe three different types of maps
- a. Political maps show countries, provinces or other political borders—e.g. globes and atlases;
 - b. Street and road maps are designed to assist commuters and tourists;
 - c. A statistical map shows statistical information like the production levels of crops or minerals across a country;
 - d. Relief maps are built to show a three dimensional view of the mapped area;
 - e. Outline maps show only borders, rivers, coastlines, etc.;
 - f. Topographical maps show water, vegetation, structural and contour details;
 - g. Orienteering maps are used for the sport of orienteering; and,
 - h. Air photomaps are the actual pictures used to create all these maps.
- b. Can describe how to care for their map.
- a. Place your map in a clear plastic bag, or permanently laminate it;
 - b. Fold it properly and refold it only along the original fold lines to view other parts;
 - c. If it gets wet, dry it on a flat, clean surface;
 - d. Don't open it fully in a strong wind;
 - e. Use only pencil to mark your map and erase all markings gently—maps protected by plastic can be marked using grease pencils or erasable markers; and,
 - f. Store maps in a dry place, rolled, folded or laid flat.

- c. Knows the two scales used on topographical maps. 1:50,000- or 1:250,000-scale
- d. Knows what a map scale of 1:50,000 means. illustrates an area where one cm on the map represents 50,000cm (500m) on the ground.

Performance Objective 5: Drug Resistance

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

- a. Young Marine must attend and receive a certificate of attendance/ completion for all required quarterly Drug Resistance classes as specified by Chapter 11, paragraph 2 of the Registered Adult Manual. Verify with Adjutant

Performance Objective 6: Public Speaking Authorized Evaluators Initials

None required for this rank

Performance Objective 7: Leadership

E.O. 2 Carry out the duties of a Team Leader. To be evaluated by the Plt Sgt

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

Performance Objective 8: Citizenship

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

Did the Young Marine know the meaning of good citizenship?

- a. Living peacefully with one another by respecting the rights of others and accepting their cultures, customs and traditions.
- b. Protecting our country and our way of life against all enemies, foreign or domestic.
- c. Taking care of each other, the strong help the weak and the rich share their wealth with the poor.
- d. The blessings of liberty today and protecting and safeguarding these blessings for future generations by being active citizens who vote, get involved in their communities, respect our leaders and hold them accountable to serve the greater good.
- b. Did the Young Marine know the responsibility of citizenship?
 - a. Help others in the community
 - b. Care for and protect our heritage and environment
 - c. Obey the laws
 - d. Respect and protect the rights and freedoms of others

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

- a. Did the Young Marine, in their own words, provide a short history of the U.S. Flag?

The first Stars and Stripes was created by the Continental Congress on 14 June 1777.

This date is now observed nationally as "Flag Day."

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

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

- b. Did the Young Marine know the name of the seamstress who was supposed to have sewn the first flag? Betsy Ross is known as the seamstress who is supposed to have sewn the first flag.

Performance Objective 9: Physical Fitness, Health and First Aid

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

- a. When provided a list of the Ten Tips on Healthy Eating, did the Young Marine explain in their own words each tip?
 - a. **Start your day with breakfast.** Breakfast fills your “empty tank” to get you going after a long night without food. And it can help you do better in school. Easy to prepare breakfasts include cold cereal with fruit and low-fat milk, whole-wheat toast with peanut butter, yogurt with fruit, whole-grain waffles or even last night’s pizza!
 - b. **Get Moving!** It’s easy to fit physical activities into your daily routine. Walk, bike or jog to see friends. Take a 10-minute activity break every hour while you read, do home work or watch TV. Climb stairs instead of taking an escalator or elevator. Try to do these things for a total of 30 minutes every day.
 - c. **Snack smart.** Snacks are a great way to refuel. Choose snacks from different food groups - a glass of low-fat milk and a few graham crackers, an apple or celery sticks with peanut butter and raisins, or some dry cereal. If you eat smart at other meals, cookies, chips and candy are OK for occasional snacking.
 - d. **Work up a sweat.** Vigorous workouts - when you’re breathing hard and sweating help your heart pump better, give you more energy and help you look and feel your best. Start with a warm-up that stretches your muscles. Include 20 minutes of aerobic activity, such as running, jogging, or dancing. Follow-up with activities that help make you stronger such as push-ups or lifting weights. Then cool-down with more stretching and deep breathing.
 - e. **Balance your food choices** - don’t eat too much of any one thing. You don’t have to give up foods like hamburgers, french fries and ice cream to eat healthy. You just have to be smart about how often and how much of them you eat. Your body needs nutrients like protein, carbohydrates, fat and many different vitamins and minerals such as vitamins C and A, iron and calcium from a variety of foods. Balancing food choices from the Food Guide Pyramid and checking out the Nutrition Facts Panel on food labels will help you get all these nutrients.
 - f. **Get fit with friends or family.** Being active is much more fun with friends or family. Encourage others to join you and plan one special physical activity event, like a bike ride or hiking, with a group each week.
 - g. **Eat more grains, fruits and vegetables.** These foods give you carbohydrates for energy, plus vitamins, minerals and fiber. Besides, they taste good! Try breads such as whole-wheat, bagels and pita. Spaghetti and oatmeal are also in the grain group. Bananas, strawberries and melons are some great tasting fruits. Try vegetables raw, on a sandwich or salad.
 - h. **Join in physical activities at school.** Whether you take a physical education class or do other physical activities at school, such as intramural sports, structured activities are a sure way to feel good, look good and stay physically fit.
 - i. **Foods aren’t good or bad.** A healthy eating style is like a puzzle with many parts. Each part -- or food -- is different. Some foods may have more fat, sugar or salt while others may have more vitamins or fiber. There is a place for all these foods. What makes a diet good or bad is how foods fit together. Balancing your choices is important. Fit in a higher-fat food, like pepperoni pizza, at dinner by choosing lower-fat foods at other meals. And don’t forget about moderation. If two pieces of pizza fill you up, you don’t need a third.
 - j. **Make healthy eating and physical activities fun!** Take advantage of physical activities you and your friends enjoy doing together and eat the foods you like. Be adventurous - try new sports, games and other activities as well as new foods. You’ll grow stronger, play longer, and look and feel better! Set realistic goals - don’t try changing too much at once.
- b. Without any aids, did the Young Marine describe the food pyramid?
 - a. **The Food Guide Pyramid.** Food Guide Pyramid is a practical tool to help you make food choices that are consistent with the Dietary Guidelines for Americans. Using the Pyramid enables you to eat a variety of foods daily so that you can get the nutrients you need. To make the most of the Pyramid, you need to know what counts as a serving.

E.O. 4 Pass the Young Marine Physical Fitness Test.

- a. Did the Young Marine pass the PFT? Verify with the adjutant
- b. Does the Young Marines PFT score continue to improve? Verify with the adjutant

E.O. 5 Apply Basic First Aid Techniques.

- d. Does the Young Marine know and understand the “Good Samaritan” law for their state? give legal protection to individuals who act in good faith and are not guilty of willful misconduct or gross negligence.

Any person, including those licensed to practice medicine, who gratuitously and in good faith renders emergency care or treatment either in direct response to emergency situations related to and arising out of a public health emergency declared a state of emergency which has been declared at the scene of an emergency outside of a hospital, doctor's office, or other place having proper medical equipment, without objection of the injured victim or victims thereof, shall not be held liable for any civil damages as a result of such care or treatment or as a result of any act or failure to act in providing or arranging further medical treatment where the person acts as an ordinary reasonably prudent person would have acted under the same or similar circumstances.

- e. Does the Young Marine carry a personal first aid kit with them containing at a minimum, the prescribed items? **Check rucksack. All our members get one at graduation.**

Additional Requirements:

Earn the Basic First Aid Ribbon.

Note: Age 14 or older? Project Alert Online Training must be completed before promotion.

See projectalert.com When the training is complete, a link for a certificate is sent to the email supplied by the Young Marine. Please forward this link to the Adjutant who will send it to National to be entered in the Young Marine's online record.