

V. NRA PISTOL INSTRUCTOR TRAINING

NRA TRAINING COUNSELOR GUIDE
NRA Pistol Instructor Training

NRA PISTOL INSTRUCTOR TRAINING

The NRA Pistol Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Pistol Instructor Training (10 hours)

This chapter contains the lesson plans for part two of the NRA Pistol Instructor Training Course. *Training Counselors are encouraged to use PowerPoint® presentations whenever possible.*

Prior to conducting the NRA Pistol Instructor Training Course, Training Counselors must:

- Email the NRA Basics of Pistol Shooting Instructor Led Training (ILT) and Blended ILT Lesson Plan to each candidate with instructions to print/download and bring to class.
- Ensure candidates complete the pre-course questionnaire, Appendix 1.
- Ensure candidates have completed the Instructor Led Training (ILT) for The Basics of Pistol Shooting

The pre-course qualification in Appendix 5 must be conducted prior to or during the course. Only those candidates who achieve satisfactory scores in the pre-course qualification, and who meet other specified requirements for NRA Pistol instructors are eligible for certification. The pre-course qualification includes the following:

- I. **The NRA pre-course qualification will have a minimum passing score of 80 out of a possible 100 points.**

NO LIVE AMMUNITION IN CLASSROOM

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COURSE OUTLINE

NRA Pistol Instructor Training

Course Goal: To develop NRA Certified Instructors who possess the knowledge, skill, and attitude necessary to conduct the NRA Basics of Pistol Shooting Course.

Remaining Length of Course: 10 hours

Course Lessons:

Lesson VI. Introduction to *NRA Basics of Pistol Shooting Lesson Plans* (30 minutes)

Lesson VII. Teaching Pistol Lesson I: Pistol Knowledge and Safe Handling (90 minutes)

Lesson VIII. Teaching Pistol Lesson II: Ammunition Knowledge and the Fundamentals of Pistol Shooting (90 minutes)

Lesson IX. Basic Pistol Shooting Instructional Method (60 minutes)

Lesson X. Teaching Pistol Lesson III: Shooting Positions and Shooting Qualification (90 minutes)

Lesson XI. Evaluating and Improving Performance of Beginning Pistol Shooters (60 minutes)

Lesson XII. Teaching Pistol Lesson IV: Scoring Targets, and Selecting and Maintaining a Pistol (45 minutes)

Lesson XIII. Teaching Pistol Lesson V: Continued Opportunities for Skill Development (45 minutes)

Lesson XIV. Using NRA Basics of Pistol Shooting Course Evaluation, Performance Requirements Checklist and Pistol Instructor Examination and Course Conclusion (90 minutes)

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REQUIRED NRA MATERIALS

NRA Pistol Instructor Training Course

(Visit materials.nrahq.org for item numbers and prices.)

One per candidate:

- *NRA Trainer's Guide*
- NRA Basics of Pistol Shooting Instructor Led Training (ILT) and Blended ILT Lesson Plans
Note: Though the lesson plan for Instructor Led Training (ILT) is used for this course, both the ILT and Blended lesson plans must be given to the candidate.
- *NRA Guide: Basics of Pistol Shooting Handbook*
- *NRA Trainer's Exam* (Available on your NRAInstructors page)
- *NRA Pistol Instructor Exam* (Available on your NRAInstructors page)
- NRA Instructor Course Completion Card

For display:

- NRA Pistol Instructional Wall Charts
- NRA Range Safety Poster
- Marksmanship Qualification Program Booklet

Lesson VI: Introduction to *NRA Basics of Pistol Shooting Lesson Plans*

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- State the goal of the NRA Basics of Pistol Shooting Course.
- Describe the structure of the *NRA Basics of Pistol Shooting Lesson Plans*.
- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting the NRA Basics of Pistol Shooting course.
- Outline the content of the NRA Basics of Pistol Shooting course.

Length: 30 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basics of Pistol Shooting Lesson Plans* (one per candidate)
- *NRA Guide: Basics of Pistol Shooting* student handbook (one per candidate)

References:

- *NRA Basics of Pistol Shooting Lesson Plans Instructor Led Training (ILT)*
- *NRA Trainer's Guide*

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. The Structure of NRA Lesson Plans	Direct candidates to insert the <i>NRA Basics of Pistol Shooting Lesson Plans</i> into the <i>NRA Trainer's Guide</i> binder. Explain to candidates that these lesson plans are the guidelines they are to follow in conducting the <i>NRA Basics of Pistol Shooting</i> as NRA Certified Instructors.
1. Introduction	Turn with candidates to the Introduction on page 1 of the <i>Pistol Lesson Plans</i> . Have them read pages 1 - 7 to themselves. Highlight the following points in your

a. Basic	presentation: The NRA Basics of Pistol Shooting Course is just that: a <i>basic</i> course.
b. Student – Instructor ratio	On the firing line a one-to-one student-to-instructor ratio on the firing line is encouraged whenever possible. If not possible, it should not exceed two-to-one.
c. TPI	NRA courses stress hands-on learning: total participant involvement (TPI).
d. Breaks	A 10-minute break should be given after every 50 minutes of instruction.
e. Safety	Safety must be stressed at all times, in your words and in your actions.
f. Emergencies	Emergency procedures should be established ahead of time.
g. No live ammunition in class	<i>No live ammunition is permitted in the classroom under any circumstances.</i>
h. Student verification of unloaded firearms	Any time you pick up a firearm, practice the three basic rules for safe gun handling: point it in a safe direction; keep your finger off the trigger; remove the ammunition source (if any), open the action, and visually inspect the chamber(s). Then have a student verify that the firearm is unloaded.
i. Terminology for firearms	Refer to guns as <i>firearms, guns, pistols, handguns</i> , etc., but not as <i>weapons</i> . <i>Weapon</i> has a negative connotation.
2. Course outline	Turn with candidates to the Course Outline of the <i>Pistol Lesson Plans</i> .
a. Course Goal	Review the course goal. Note that it is stated in terms of knowledge, skills, and attitude.
b. Length of course	Note the length of the course. Though it may vary, experience has shown that this is the estimated time necessary to adequately cover the material and have students acquire the specified knowledge, skill, and attitude. Attainment of objectives is paramount.

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| c. Student text | Show candidates a copy of the student handbook. Indicate that each student in an NRA Basics of Pistol Shooting Course must receive a copy. It is an excellent reference book that may be used both during and after the course. |
| d. Course lessons | Review the structure of the course lessons. Note the sequence: pistol parts and operation, safety, ammunition, shooting fundamentals, live fire Lessons, scoring targets, selecting, maintaining, and continued opportunities for skill development. |
| 3. Required materials | Note that each lesson lists required materials, for example; Firearms, eye and ear protection, performance requirements checklist, etc. |
| 4. Learning objectives | Turn with candidates to Lesson I in the <i>Pistol Lesson Plans</i> . Note that each lesson begins with a list of <i>objectives</i> describing the knowledge, skills, and attitude students must demonstrate to verify that training has taken place. |
| 5. Time | Note that the estimated length is indicated at the beginning of each lesson. |
| 6. Location | Note that the location is indicated at the beginning of each lesson. |
| 7. Training aids | Note that training aids are indicated for each lesson. |
| 8. References | Note that the references indicate the informational sources that may be of use during the lesson. |
| 9. Content/Instructional Notes | Note that the lesson plans have a two-column format. The left column identifies the lesson content, i.e., what the students will learn or Practical Exercises. The right column contains instructional notes, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching. |
| 10. Lesson plan walk-through | Turn through the pages of the Pistol Lesson Plans. Summarize briefly the content of each lesson. Note the Practical Exercises: safe handling in Lesson I, shooting skills in Lesson III, and cleaning in Lesson IV. |

11. Student exam and grading key

Turn with candidates to the Student Examination/Evaluation and Grading Key in the Pistol Lesson Plans. Explain that these are teaching tools used to help students learn, as well as to evaluate the students' performance and the instructor's effectiveness.

12. Performance Requirements Check List

Note the Performance Requirements Checklist in the Appendix. Instructors complete this checklist with each student, and retain it for their records.

C. Conclude Lesson

1. Summary

Highlight important points:

- State the goal of the NRA Basics of Pistol Shooting Course.
- Describe the structure of the *NRA Basics of Pistol Shooting Lesson Plans*.
- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basics of Pistol Shooting Course.
- Outline the content of the NRA Basics of Pistol Shooting Course.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

Lesson VII: Teaching Pistol Lesson I: Pistol Knowledge and Safe Gun Handling

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- Effectively teach the parts and operation of revolvers and semi-automatic pistols according to NRA lesson plans.
- Effectively teach the NRA fundamental rules of safe gun handling.
- Conduct a safe pistol handling Practical Exercise.

Length: 90 minutes

Facility: Classroom

Training Aids:

- *NRA Gun Safety Rules Card*
- *NRA Basics of Pistol Shooting Course Outline and Lesson Plans*
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Guide: Basics of Pistol Shooting handbook
- Firearms (single- and double-action revolver and semi-automatic pistol)
- Appropriate dummy ammunition

References:

- *NRA Basics of Pistol Shooting Lesson Plans (ILT)*, Lesson I
- *NRA Guide: Basics of Pistol Shooting* handbook

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. Practical Exercise	
1. Introduction	Turn with candidates to Lesson 1 in the <i>NRA Basics of Pistol Shooting Lesson Plans</i> . Review the learning objectives, lesson content indicated in the left column, and methods of instruction on the right. Review the training aids and NRA materials to be used in teaching Lesson I. Distribute NRA materials.

2. Assign topics

Divide candidates into groups. **Assign** each group the task of *preparing and presenting a brief training session on one of the following topics:*

- **Group 1:** Will conduct a brief presentation on Section D: Gun Owner's Responsibilities and Section E: Introduce lesson (**REVIEW** the learning objectives).
- **Group 2:** Will conduct a brief presentation on Section F: Why Americans Own Pistols, and section G: the types of pistol actions.
- **Group 3:** Will explain Section H: Revolver knowledge and **Demonstrate** how they operate Section J 1-2.
- **All Groups:** Will explain Section I: Semi-automatic Pistol Knowledge, and demonstrate how they function Section J 3.
- **Group 1:** Will explain Section K: Safe Gun Handling.
- **Group 2:** Will conduct Section L: Safe Pistol Handling Practical Exercise.

Explain that there will be several Practical Exercises during the remainder of the course. All candidates must assist in the preparation of each of their group's presentations. All candidates will be expected to play a leading role in at least one classroom presentation *and* one range presentation (more, if possible).

Note that their presentations will be the primary way candidates will demonstrate that they have acquired the knowledge, skills, and attitude necessary to organize and conduct the *NRA Basics of Pistol Shooting Course* as NRA Certified Instructors.

Encourage candidates to use the indicated training aids during their presentations.

Allow time for preparation. **Circulate** among groups to observe their progress. **Assist** when necessary by guiding candidates to solve any difficulties themselves.

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| 3. Presentations | Ask candidates to make presentations. Instruct other candidates to observe each presentation closely and make appropriate notes since their comments will be a primary source of input during the evaluation session to follow. Make appropriate notes on candidates' performance. (Evaluations should be conducted immediately after <i>each</i> presentation.) |
| 4. Evaluation | Ask candidates for specific comments on each presentation using the guidelines in the <i>NRA Training Counselor Guide</i> . Be sure all comments are positive and supportive. |
| 5. Conclusions | Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this Lesson. Share lessons you learned in your experience in teaching Lesson I as an NRA Certified Instructor |
| C. Conclude Lesson | Highlight important points: |
| 1. Summary | <ul style="list-style-type: none">• Effectively teach the parts and operation of revolvers and semi-automatic pistols according to NRA lesson plans.• Effectively teach the NRA fundamental rules of safe gun handling.• Conduct a safe pistol handling Practical Exercise. |
| 2. Questions | Ask candidates what questions they have about this lesson.

Answer questions. |
| 3. Preview | Preview next lesson briefly. |

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Lesson VIII: Teaching Pistol Lesson II: Ammunition Knowledge and the Fundamentals of Pistol Shooting

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- Effectively teach ammunition components, types, and the firing sequence of a cartridge according to NRA lesson plans.
- Effectively teach ammunition identification, storage, and malfunctions according to NRA lesson plans.
- Explain the importance of determining eye dominance in beginning pistol shooters, and conduct an eye dominance exercise.
- Effectively teach the five fundamentals of pistol shooting according to NRA lesson plans.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basics of Pistol Shooting Course Lesson Plans*
- *NRA Guide: Basics of Pistol Shooting* handbook
- Firearms (single- and double-action revolver and semi-automatic pistols)
- Appropriate dummy ammunition
- Empty cartridge case for one of the pistols
- Empty ammunition box

References:

- *NRA Basics of Pistol Shooting Lesson Plans (ILT), Lesson II*
- *NRA Guide: Basics of Pistol Shooting* handbook

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. Practical Exercise	Turn with candidates to Lesson II in the <i>Pistol Lesson</i>

1. Introduction

Plans. **Review** the learning objectives, Lesson content indicated in the left column, and methods of instruction on the right.

Review the training aids and NRA materials to be used in teaching Lesson II.

2. Assign topics

Divide candidates into groups. **Assign** each group the task of *preparing and presenting a brief training session on one of the following topics:*

- **Group 1:** Explain Section B 1-5: Pistol Ammunition.
- **Group 2:** Explain Section B 6: Cartridge Malfunctions and Section C: **Review** Safe Gun Handling Rules.
- **Group 3:** Section D: Dominant Eye, and conduct a dominant eye drill; and Section G: Fundamentals of Pistol Shooting.
- **All Candidates:** Demonstrate with a partner that they can conduct Sections E (Position) and F (Grip).

You may wish to assign two topics to a group.

Encourage candidates to use the indicated training aids during their presentations.

Allow time for preparation. **Circulate** among groups to observe their progress. **Assist** when necessary by guiding candidates to solve any difficulties themselves.

3. Presentations

Ask candidates to make presentations. **Instruct** other candidates to observe each presentation closely and make appropriate notes since their comments will be a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates' performance. (Evaluations should be conducted immediately after *each* presentation.)

4. Evaluation	Ask candidates for specific comments on each presentation using the guidelines in the <i>NRA Training Counselor Guide</i> . Be sure all comments are positive and supportive.
5. Conclusions	Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this Lesson. Share lessons you learned in your experience in teaching Lesson II as an NRA Certified Instructor
C. Conclude Lesson	
1. Summary	Highlight important points:
	<ul style="list-style-type: none">• Effectively teach ammunition components, types, and the firing sequence of a cartridge according to NRA lesson plans.• Effectively teach ammunition identification, storage, and malfunctions according to NRA lesson plans.• Explain the importance of determining eye dominance in beginning pistol shooters, and conduct an eye dominance Lesson.• Effectively teach the five fundamentals of pistol shooting according to NRA lesson plans.
2. Questions	Ask candidates what questions they have about this lesson.
	Answer questions.
3. Preview	Preview next lesson briefly.

Lesson IX: Basic Pistol Shooting Instructional Method

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- Explain the importance of concentration for the success of beginning pistol shooters.
- List various ways the instructor can enhance the students' ability to concentrate.
- Describe the NRA eight-step method for training beginning pistol shooters.
- Describe the coach/pupil method, ball and dummy technique, and explain the value of using them in the training process.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- Revolver or semi-automatic pistol

References: *NRA Basics of Pistol Shooting (ILT) Course Lesson Plans Appendix 3*

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. Concentration	
1. Importance	Ask candidates, excluding safety, what the most important element essential to the success of beginning pistol shooters is? Discuss responses. Identify <i>concentration</i> as the element.
2. Definition	Ask candidates what concentration is? Discuss responses briefly. Explain that it is <i>the ability to focus all one's attention and energies on the accomplishment of a specific task.</i>
3. Implications for instructor	Ask candidates since concentration is so

- important to the success of beginning shooters, what implication does this have for the instructor?
Discuss responses.
Explain that *everything the instructor does must be directed toward enhancing the shooters' ability to concentrate.*
4. Ways to enhance concentration
- a. Small caliber ammunition for less recoil (.22 standard velocity)
 - b. Proper grip size
 - c. Manageable gun weight (but not too light)
 - d. Medium barrel length
 - e. Gun functional and mechanism clean
 - f. Good quality ammunition
 - g. Target close to shooter
 - h. Target relatively large
 - i. Target blank
 - j. Good lighting
 - k. Fair weather
 - l. Little wind
 - m. Comfortable clothing
 - n. Instructor does not over instruct
 - o. Adequate ear and eye protection
- Ask** candidates what ways the instructor can enhance a student's ability to concentrate?
Discuss responses.
Identify appropriate responses in your presentation, including those listed at left.

<p>p. Avoid or control background noise</p> <p>q. Keep spectators to a minimum</p> <p>r. Stress fun as opposed to competition</p>	
<p>5. Object of concentration</p>	<p>Ask candidates what beginning pistol shooters should concentrate on to ensure success? Discuss responses.</p>
	<p>Explain that the students must learn to concentrate on the two most important fundamentals: <i>aiming and trigger control, with the visual focus on the front sight</i>. The students must learn to watch the front sight while squeezing the trigger straight to the rear in a smooth, continuous manner without disturbing the sight alignment. All other factors are secondary. Remind instructors that they will need to stress and reinforce this point regularly.</p>
<p>C. Pistol Instructional Method</p>	<p>Turn with candidates to Lesson III of the <i>Pistol Lesson Plans</i>. Explain that the NRA has developed an <i>eight-step method</i> for teaching beginning pistol shooters. Following the principles of total participant involvement, the method has the students perform a different activity in each step.</p>
	<p>Stress that this method, along with the emphasis on concentration, was developed with the goal of ensuring <i>initial success</i> in beginning pistol shooters. Success encourages and motivates the students, ensures an enjoyable learning experience, and provides reinforcement to the training process.</p>
<p>1. Study the position</p>	<p>This involves students by having them <i>read, hear, and/or see</i> the elements of a good shooting position.</p>
<p>2. Practice position without gun</p>	<p>This has students <i>practice</i> what they have just</p>

	<p>heard and seen. The gun is not yet used so the students can concentrate totally on the position of the body.</p>
3. Practice position with gun	<p>Once the students have achieved a good body position, the gun is added. The gun fits the position, not the other way around.</p>
4. Align position with target	<p>There are different techniques for aligning each position. <i>Natural aiming area</i> is stressed.</p> <p>Note that the first four steps are concerned with putting the students into the correct position.</p>
5. Dry fire Lesson	<p>Ask candidates what the advantages of dry firing as an instructional technique are? Discuss responses, including the following:</p> <ul style="list-style-type: none">• It allows the students to concentrate on technique rather than result.• It allows the students to refine skills before live firing, increasing the likelihood of success.• It makes it easier for the instructor to observe and provide feedback on the students' technique.
6. Live fire Lessons	<p>Students fire single-action for group size (not score) at a large, relatively close, blank target, loading one shot at a time. The instructor observes and provides appropriate feedback. Afterward, students participate in a five-shot Lesson to shoot a group.</p>
7. Make appropriate sight adjustments	<p>Students are taught to make sight adjustments from the benchrest position.</p>
8. Resume live firing	<p>Live firing is resumed, this time on a bullseye target, so students can learn the importance of proper sight picture. Afterward, the students repeat the first six steps when learning other shooting positions. <i>It is extremely important that students learn to shoot a group, and then move it</i></p>

to the center of the target.

D. Instructional Techniques

1. Coach/pupil method

a. Explanation

Explain the coach/pupil method: *an instructional technique that pairs two students who alternately play the roles of coach and pupil under the supervision of an instructor.* A single gun is used for the two students. The “pupil” shoots while the “coach” provides instruction, support, and feedback under the direction of the instructor. The “coach” and “pupil” then reverse roles.

Following the principles of total participant involvement, this method involves the people who are waiting for a turn to shoot (the “coaches”) in the learning process of those who are actually shooting (the “pupils”). The “coaches” become more keenly aware of what they have learned by articulating and communicating it to another student. This also reinforces learning for “pupils” and “coaches” alike.

Note that the coach/pupil method should be used whenever possible throughout the eight steps of the NRA instructional method for teaching beginning pistol shooters on the range.

b. Demonstration

Choose two candidates to demonstrate the coach/pupil method. **Appoint** one to be the “coach,” the other the “pupil.” **Have them come** to the front of the room. **Instruct** the “coach” to assist the “pupil” in assuming the benchrest pistol shooting position. **Note** that even though it was not the “coach’s” turn to shoot, the “coach” actively participated and became involved in the learning experience of the “pupil” under the guidance and direction of the instructor.

Note also that this method provides increased attention to safety because there is an additional person watching the shooter.

2. Ball and dummy technique

Explain the ball and dummy technique: *an instructional technique in which a student fires a gun whose condition (loaded or unloaded) is known to the instructor but not the student.*

Ask candidates what they think the purpose of this technique is? **Discuss** responses.

Explain that it allows both the student and the instructor to see clearly what the student is doing when the student believes there is a live round in the chamber. This helps the student concentrate on technique and reinforces correct skills execution.

Note that the ball and dummy technique may be used at the discretion of the instructor during the live fire portion of the range Lessons in the NRA Basics of Pistol Shooting Course.

Highlight important points:

- Explain the importance of concentration for the success of beginning pistol shooters.
- List various ways the instructor can enhance the students' ability to concentrate.
- Describe the NRA eight-step method for training beginning pistol shooters.
- Describe the coach/pupil method and ball and dummy technique, and explain the value of using them in the training process.

E. Conclude Lesson

1. Summary

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

Lesson X: Teaching Pistol Lesson III: Shooting Positions and Shooting Qualification

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- Effectively teach the learning steps to shoot from the benchrest position.
- Effectively teach the learning steps to shoot from the isosceles position.
- Effectively conduct the shooting qualification.

Length: 90 minutes

Facility: Range

Training Aids:

- *NRA Basics of Pistol Shooting Lesson Plans*
- *NRA Guide: Basics of Pistol Shooting* handbook
- Eye and Ear protection
- Pistols
- Targets (in Lesson Plans)
- Appropriate quality factory ammunition.
- Appropriate range gear.
- Other training aids as appropriate

References:

- *NRA Basics of Pistol Shooting Lesson Plans (ILT)*, Lesson III
- *NRA Guide: Basics of Pistol Shooting* handbook

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. Practical Exercise	
1. Introduction	Turn with candidates to Lesson III in the <i>NRA Basics of Pistol Shooting Lesson Plans</i> . Review the learning objectives, Lesson content indicated in the left column, and methods of instruction on the right. Review the training aids and NRA materials to be used in teaching and conducting Lesson III.

2. Assign topics

- **Training Counselor:** The Training Counselor will assume the role as an instructor, and facilitate Section B: Range Safety Briefing.
- **All Candidates: Must** teach section C-D (benchrest and two handed standing isosceles position) to another candidate using the 8 step method. **Note: Remind the candidates that when they are students, they should shoot like one!**
- **All Candidates:** Section F: **Conduct** the Shooting Qualification for another candidate.

Note that this is a live fire Lesson. All live fire Lessons conducted during this instructor course should incorporate the coach/pupil method.

Because of the extreme importance of developing candidates' range teaching abilities, every candidate must conduct each shooting position and shooting qualification.

This is the final opportunity to have candidates make range presentations, review your notes to see whether there are any candidates who will require remediation or counseling prior to your recommendation.

Allow time for preparation. **Circulate** among groups to observe their progress. **Assist** when necessary by guiding candidates to solve any difficulties themselves.

3. Presentations

Ask candidates to make presentations. **Instruct** other candidates to observe each presentation closely and make appropriate notes since their comments will be a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates' performance. (Evaluations should be conducted immediately after *each* presentation.)

4. Evaluation

Ask candidates for specific comments on each presentation using the guidelines in the *NRA Training Counselor Guide*. **Be sure** all comments are positive and supportive.

5. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this Lesson. **Share** lessons you learned in your experience in teaching Lesson 4 as an NRA Certified Instructor

C. Conclude Lesson

1. Summary

Highlight important points:

- Effectively teach the learning steps to shoot from the benchrest position.
- Effectively teach the learning steps to shoot from the Isosceles position.
- Effectively conduct the shooting qualification.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

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Lesson XI: Evaluating and Improving Performance of Beginning Pistol Shooters

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- Explain the definition, purpose, and process of evaluating beginning pistol shooters.
- Explain how to provide feedback in a positive manner.
- Discuss ways to improve the performance of beginning pistol shooters.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- Revolver or semi-automatic pistol
- **References:**
- *NRA Basics of Pistol Shooting Lesson Plans (ILT), Appendix 2*
- *NRA Guide: Basics of Pistol Shooting, Chapter 15*

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. Evaluation	
1. Definition	Ask candidates what evaluation is? Discuss responses. Explain that evaluation is a determination of whether and to what extent training has taken place.
2. Purpose	Ask candidates what the ultimate purpose of evaluation is? Discuss responses. Explain that evaluation has a number of purposes, such as measuring students' progress or an instructor's effectiveness. But, ultimately, the purpose of evaluation

is to improve the performance of the students in whom we are attempting to develop requisite knowledge, skills, and attitude.

3. Process

Ask candidates what an instructor needs to do when making an evaluation? **Discuss** responses briefly.

Explain that an instructor needs to know the *correct behavior* to look for, how to *look* for it, and how to provide *feedback* to enhance the students' ability to perform it.

a. Standard

Ask candidates what behaviors to look for in beginning pistol shooters on the firing line? **Discuss** responses.

Explain that an instructor is looking for conformity to certain standards, namely, the *safe and correct execution of the five fundamentals of pistol shooting*.

b. Method

Ask candidates how to determine that the pistol shooting fundamentals are being executed correctly? **Discuss** responses.

Explain that this is determined primarily through observation of the *gun* while the students are shooting. Occasionally, the instructor should also watch the *shooters*, and take a look at the *target* between shots.

c. Feedback

Ask candidates how an instructor provides feedback when performance is correct? **Discuss** responses.

Explain that the instructor encourages and motivates the students to keep up the good work

Ask how the instructor provides feedback when performance is incorrect? **Discuss** responses.

Explain that according to the principles of total participant involvement, people learn by doing. The instructor, then, must *involve students* in the evaluation process by encouraging self-analysis and by directing the students to perform the correct action, *not* by describing the incorrect action. In other words, *feedback must be positive to be effective*.

	<p>Note that if adjustments to a student's position are necessary, the instructor should demonstrate the correct position and/or give appropriate verbal instructions to the student. Only if this is unsuccessful should an instructor consider making physical adjustments to a student's position. <i>Instructors must ask permission before physically adjusting a student's position, and must do so in a manner that is both sensitive and professional.</i></p>
<p>C. Common Difficulties Among Beginning Pistol Shooters</p>	<p>Explain that in addition to recognizing correct behavior, instructors also need to know how to spot incorrect behavior and, more importantly, how to direct the students to improve.</p> <p>Ask candidates what they think some of the more common difficulties experienced among beginning pistol shooters are. Discuss responses, including the difficulties listed at left. Ask candidates how to spot the difficulties, and how they would direct students to improve. Discuss responses briefly, including suggestions listed below.</p>
<p>1. Use of non-dominant eye</p>	<p>Spot through students' missing the target altogether. Assist by repeating eye dominance Lesson and by having students use an opaque patch temporarily over the non-dominant eye.</p>
<p>2. Difficulty in concentrating</p>	<p>Spot through students' behavior. Assist students by ensuring environment is conducive to learning, specifying what students should concentrate on (aiming and trigger control), and asking students to describe in detail what they are doing during each shot.</p>
<p>3. Difficulty in relaxing</p>	<p>Spot through students' words and behavior. Assist students by being positive and encouraging, and by emphasizing what they are doing correctly.</p>
<p>4. Incorrect position</p>	<p>Spot through observation. Assist by asking students to name and assume the correct details of the position. Instructors must ensure students' position is <i>comfortable, balanced, relaxed, and properly aligned with the target.</i></p>
<p>5. Incorrect sight alignment/picture</p>	<p>Spot through students' description of what they are seeing. Assist by asking students to draw correct sight picture or by using chart.</p>

6. Incorrect trigger squeeze

Spot through students' target. (See Common Pistol Shooting Errors in *NRA Guide: Basics of Pistol Shooting* handbook, Chapter 15.)

Assist by having students dry fire and asking students to concentrate on feeling the trigger move to the rear.

7. Incorrect follow through

Spot through students' inability to call the shot by observing hits on the students' target. (See Common Pistol Shooting Errors, *NRA Guide to the Basics of Pistol Shooting*, Chapter 15.) **Assist** by having students' dry fire and by using ball and dummy technique. Have students concentrate on calling the shot.

D. Conclude Lesson

1. Summary

Highlight important points:

- Explain the definition, purpose, and process of evaluating beginning pistol shooters.
- Explain how to provide feedback in a positive manner.
- Discuss ways to improve the performance of beginning pistol shooters.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

Lesson XII: Teaching Pistol Lesson IV: Scoring Targets and Selecting and Maintaining a Pistol

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- Effectively teach students to properly score a target.
- Explain to students basic guidelines for selecting a pistol.
- Identify the materials needed to clean a pistol and ensure your student can clean a pistol safely.

Length: 45 minutes

Facility: Classroom

Training Aids:

- *NRA Basics of Pistol Shooting Lesson Plans*
- *NRA Guide: Basics of Pistol Shooting* handbook
- Eye protection
- Pistols
- Targets used in Lesson III
- Cleaning equipment
- Other training aids as appropriate

References:

- *NRA Basics of Pistol Shooting Lesson Plans (ILT)*, Lesson IV
- *NRA Guide: Basics of Pistol Shooting* handbook, chapters 17 and 18

Content	Instructional Notes
B. Introduce Lesson	State learning objectives for the current lesson.
B. Practical Exercise	
1. Introduction	Turn with candidates to Lesson IV in the <i>NRA Basics of Pistol Shooting Lesson Plans</i> . Review the learning objectives, Lesson content indicated in the left column, and methods of instruction on the right. Review the training aids and NRA materials to be used in teaching and conducting Lesson IV.

6. Assign topics

Divide candidates into groups. **Assign** each group the task of preparing and presenting a brief training session on one of the following topics:

- **Group 1:** Scoring Targets (section B)
- **Group 2:** Selecting and purchasing a Pistol (section C)
- **Group 3:** Caring for the Pistol (section D)

Encourage candidates to use the indicated training aids during their presentations.

Allow time for preparation. **Circulate** among groups to observe their progress. **Assist** when necessary by guiding candidates to solve any difficulties themselves.

7. Presentations

Ask candidates to make presentations. **Instruct** other candidates to observe each presentation closely and make appropriate notes since their comments will be a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates' performance. (Evaluations should be conducted immediately after *each* presentation.)

8. Evaluation

Ask candidates for specific comments on each presentation using the guidelines in the *NRA Training Counselor Guide*. **Be sure** all comments are positive and supportive.

9. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this Lesson. **Share** lessons you learned in your experience in teaching Lesson IV as an NRA Certified Instructor

D. Conclude Lesson

1. Summary

Highlight important points:

- Effectively teach students to properly score a target.
- Explain to students basic guidelines for selecting a pistol.
- Identify the materials needed to clean a pistol and ensure your student can clean a pistol safely.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

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Lesson XIII: Teaching Pistol Lesson V: Continued Opportunities for Skill Development

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to:

- Explain how to improve their shooting skills through participation in the *NRA Marksmanship Qualification Program*, the *NRA Basic Firearm Training Program*, and competitive shooting.
- Describe the benefits of joining an NRA-affiliated shooting club.
- Describe the objectives, programs, and benefits to members of the National Rifle Association.

Length: 45 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basics of Pistol Shooting Course Lesson Plans*
- *NRA Guide: Basics of Pistol Shooting* handbook
- *NRA Marksmanship Qualification Shooting* booklet

References:

- *NRA Basics of Pistol Shooting Lesson Plans (ILT), Lesson V*
- *NRA Guide: Basics of Pistol Shooting* handbook, chapter 19

Content	Instructional Notes
C. Introduce Lesson	State learning objectives for the current lesson.
D. Practical Exercise	
2. Introduction	Turn with candidates to Lesson V in the <i>Pistol Lesson Plans</i> . Review the learning objectives, Lesson content indicated in the left column, and methods of instruction on the right.

2. Assign topics

Review the training aids and NRA materials to be used in teaching Lesson V.

Divide candidates into groups. **Assign** each group the task of *preparing and presenting a brief training session on one of the following topics:*

- **Group 1:** The NRA Marksmanship Qualification Program (section B-1)
- **Group 2:** Training, Competitive shooting opportunities, and NRA-affiliated clubs (sections B-2 through B-4)
- **Group 3:** The National Rifle Association (section C)

Encourage candidates to use the indicated training aids during their presentations.

Allow time for preparation. **Circulate** among groups to observe their progress. **Assist** when necessary by guiding candidates to solve any difficulties themselves.

3. Presentations

Ask candidates to make presentations. **Instruct** other candidates to observe each presentation closely and make appropriate notes since their comments will be a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates' performance. (Evaluations should be conducted immediately after *each* presentation.)

6. Evaluation

Ask candidates for specific comments on each presentation using the guidelines in the *NRA Training Counselor Guide*. **Be sure** all comments are positive and supportive.

7. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this Lesson. **Share** lessons you learned in your experience in teaching Lesson V as an NRA Certified Instructor

D. Conclude Lesson

1. Summary

Highlight important points:

- Explain how to improve their shooting skills through participation in the *NRA Marksmanship Qualification Program*, the *NRA Basic Firearm Training Program*, and competitive shooting.
- Describe the benefits of joining an NRA-affiliated shooting club.
- Describe the objectives, programs, and benefits to members of the National Rifle Association.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

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Lesson XIV: Using the NRA Basics of Pistol Shooting Course Evaluation, Performance Requirements Checklist and Pistol Instructor Examination

Learning Objectives: As a result of their participation in this training session, instructor candidates will be able to explain to students:

- Explain the importance of completing the Performance Requirements Checklist.
- Explain the role of student evaluations in instructor development.
- Explain the importance of recognizing students upon successful completion of a training course.
- Explain how to finalize credentialing with the National Rifle Association.

Length: 90 minutes

Facility: Classroom

Training Aids:

- *NRA Trainer's Guide*
- *NRA Basics of Pistol Shooting Lesson Plans (ILT)*
- NRA Pistol Instructor Examination (one per candidate)
- NRA Instructor Course Completion Card (one per candidate)
- NRA Basics of Pistol Shooting Course Evaluation (Appendix 6)
- Performance Requirements Checklist (Appendix 4)

References: *NRA Training Counselor Guide*

Content	Instructional Notes
A. Introduce Lesson	B. State learning objectives for the current lesson.
B. The Role of The Performance Requirements Checklist	Ask candidates what role they believe the Performance Requirements Checklist plays in the training process. Discuss responses. Explain that a checklist should be viewed as one of many <i>teaching</i> and <i>evaluation</i> tools that help instructors and students alike determine whether training has taken place. The checklist determines progress as well as point out areas where additional training may be necessary to

develop the desired knowledge, skills, and attitude.

The checklist provides a guide to enable an instructor to validate that each objective has been completed, which includes the acknowledgement of the student. If a student is not comfortable signing off on a particular objective, the instructor should revisit this area of the course with them; until they are confident they can perform the particular skill.

Note that Instructors should complete the Performance Requirements Checklist with their students and maintain a copy for their records.

C. The Role of Student Evaluations in Training

Distribute the NRA Instructor Course Evaluation. **Ask** candidates what role they believe student evaluations play in the instructor development process. **Discuss** responses.

Explain that instructors need to strive for constant improvement in their organizational and teaching skills. Their students are important sources of input in this process.

Explain that they should take a few minutes and complete the evaluation and return it to you.

Explain that they will be receiving evaluations from their students when they conduct the NRA Basics of Pistol Shooting, and NRA sends electronic surveys to students as well.

D. The Role of Recognition in Training

Ask candidates what role they believe student recognition plays in the training process. **Discuss** responses.

Explain that recognition is a way of rewarding students for their efforts, signifying that they have achieved a certain level of proficiency, encouraging their continued participation, and motivating them to do so.

E. Instructor Examination

Distribute an NRA Pistol Instructor Examination. **Allow** candidates to use the *NRA Trainer's Guide*, the *NRA Basics of Pistol Shooting Lesson Plans* and the *NRA Guide: Basics of Pistol Shooting Handbook* during the

examination, along with any notes they may have taken in class. **Allow** 60-90 minutes for candidates to complete examination.

Note that candidates must achieve a minimum grade of 90% on the instructor examination to be eligible for certification. The examination is used together with other evaluation tools to determine whether candidates have successfully completed the instructor training course.

F. Exam Grading and Review

Have candidates exchange examinations for grading. Review correct answers and **have candidates' grade** examinations. Once graded, return exam to the owner.

Provide an opportunity for one-on-one interviews. Candidates should discuss correct answers to missed questions.

Collect examinations. Check each examination. You are responsible for their accuracy.

G. Instructor Certification

Explain that candidates will need to register at NRAInstructors.org 48 hours after you submit the electronic Instructor Course Report to activate their credentials. When they register, they will be required to acknowledge the electronic disclaimer, pay their credentialing fee online, verify their contact information is correct and then print or download their certificate/ID card. This process must be completed within 30 days after the course report is submitted. They will not be able to perform in the capacity as an NRA Trainer until they finish this process.

Explain what they will need to complete the credentialing process:

1. An NRA number or existing NRA instructor number.
Note: Candidates may attend the course without an NRA number. However, *non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will happened AFTER they have been processed by NRA Training Department as long as the instructor course report is completed correctly.*

They should not contact NRA Training Department for it. Once non-members receive their NRA non-member number they can register and complete processing. IF THEY JOIN DURING THE COURSE, they will also have to wait. Remember, membership before the course is most expedient!

2. Access to some electronic device that they can use to login in and register at NRAInstructors.org.
3. A valid email address.
4. Some method of printing or downloading credentials from NRAInstructors.org.

H. Instructor Course Completion Cards

Distribute NRA Instructor Course Completion Cards to candidates who have successfully completed the course. **Note** that NRA does not send them their instructor credentials. **Congratulate** them on their accomplishment.

Explain that they will be distributing course completion certificates to students who successfully complete the *NRA Basics of Pistol Shooting Course*.

I. Conclude Course

1. Summary

Highlight important points:

- Explain the importance of completing the Performance Requirements Checklist.
- Explain the role of student evaluations in instructor development.
- Explain the importance of recognizing students upon successful completion of a training course.
- Explain how to finalize credentialing with the National Rifle Association.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

Ask candidates what questions they have about the NRA Instructor Training and Basic Firearm Training Programs.

3. Thank you

Answer questions.

Thank candidates for assisting the National Rifle Association in training the next generation of American shooters to use their firearm freedoms safely and responsibly.