

III. NRA RIFLE INSTRUCTOR TRAINING

NRA TRAINING COUNSELOR GUIDE
NRA Rifle Instructor Training

NRA RIFLE INSTRUCTOR TRAINING

The NRA Rifle Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Rifle Instructor Training (11 hours)

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

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

- Ensure candidates scored a minimum of 90% on the Basics of Rifle shooting exam.
- Ensure candidates complete the pre-course questionnaire, Appendix 1.
- Pass the pre-course qualification.

The pre-course qualification in Appendix 3 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 Rifle 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.**

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COURSE OUTLINE

NRA Rifle Instructor Training

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

Remaining Length of Course: 10 hours

Course Lessons:

- Lesson VI. Introduction to *NRA Basic Rifle Shooting Course Outline and Lesson Plans* (30 minutes)
- Lesson VII. Teaching Rifle Lesson I: Rifle Knowledge and Safe Gun Handling (60 minutes)
- Lesson VIII. Teaching Rifle Lesson II: Ammunition Knowledge and the Fundamentals of Rifle Shooting (90 minutes)
- Lesson IX. Basic Rifle Shooting Instructional Method (60 minutes)
- Lesson X. Teaching Rifle Lesson III: Firing the First Shots (90 minutes)
- Lesson XI. Teaching Rifle Lesson IV: Scoring Targets, and Selecting and Maintaining Your Rifle (90 minutes)
- Lesson XII. Evaluating and Improving Performance of Beginning Rifle Shooters (60 minutes)
- Lesson XIII. Teaching Lesson V, Continued Opportunities for Skill Development, Using the Course Evaluation, Performance Requirements Checklist and Examination (120 minutes)

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REQUIRED NRA MATERIALS

NRA Rifle Instructor Training Course

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

One per candidate:

- *NRA Trainer's Guide*
- *NRA Basic Rifle Shooting Course Outline and Lesson Plans & Shooting*
- *NRA Guide: Basic Rifle Shooting Course Student Packet*
- *NRA Gun Safety Rules Card*
- *NRA Trainer's Exam*
- *NRA Rifle Instructor Exam*
- NRA Instructor Course Completion Card

For display:

- NRA Rifle Instructional Wall Charts
- NRA Range Safety Poster
- Sample qualification awards

Lesson VI: Introduction to *NRA Basic Rifle Shooting Outline and Lesson Plans*

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

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

Length: 30 minutes

Facility: Classroom

Training Aids:

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

Rifle
Slide
Intro-1

References:

- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *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 Basic Rifle Shooting Course Outline and 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 Basic Rifle Shooting Course</i> as NRA Certified Instructors.

Rifle
Slide
Intro-2

1. Introduction

Turn with candidates to the Introduction in the *Basic Rifle Lesson Plans*. **Have them read** pages 1 - 7 to themselves. **Highlight** the following points in your presentation:

Rifle
Slide
Intro-3

- a. **Basic**
- b. **Student – Instructor ratio**
- c. **TPI**
- d. **Breaks**
- e. **Safety**
- f. **Emergencies**
- g. **No live ammunition in class**
- h. **Student verification of unloaded firearms**
- i. **Terminology for firearms**

The NRA Basic Rifle Shooting Course is just that: a *basic* course.

On the firing line a one-to-one student-to-instructor ratio on the firing line is encouraged whenever possible. If not possible, should not exceed two-to-one.

NRA courses stress hands-on learning: total participant involvement (TPI).

A 10-minute break should be given after every 50 minutes of instruction.

Safety must be stressed at all times, in your words and in your actions.

Emergency procedures should be established ahead of time.

No live ammunition is permitted in the practical exercises until the live fire training on the range.

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.

Refer to guns as *firearms, guns, Rifles*, etc., but not as *weapons*. *Weapon* has a negative connotation.

2. Course outline

Turn with candidates to the Course Outline of the *Rifle Lesson Plans*.

Rifle
Slide
Intro-4

- a. **Length of course**

Note the length of the course. This is the minimum time necessary to adequately cover the material and have students acquire the specified knowledge, skills, and attitude. **Attainment of objectives is paramount.**

- | | |
|--|---|
| b. Course lessons | Review the structure of the course Lesson, and the Lessons you will conduct to validate that training has taken place. |
| 3. Required materials | Note that each exercise 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>Rifle 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. Facility | Note that the Facility is indicated at the beginning of each Lesson. |
| 7. Materials | Note that training aids are indicated for each Lesson. |
| 8. References | Note that the references are indicated for each Lesson. |
| 9. Content/Instructional Notes | Note that the lesson plans have a two-column format. The left column identifies activities or content (what the student must learn) and the right column contains instructional notes – how the instructor should teach the content to students. |
| 10. Performance Requirements Check List | Note the Performance Requirements Checklist in Appendix 4. Instructors complete this checklist with each student, and retain it for their records. |

Rifle
Slide
Intro-5

C. Conclude Lesson

1. Summary

Ask candidates: As a result of your participation in this lesson, can you now:

- Describe the structure of the *NRA Basic Rifle Shooting Course Outline and Lesson Plans*.

Ask: What is the structure?

- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basic Rifle Shooting Course.

Ask: Can you give me a few examples?

- Outline the content of the NRA Basic Rifle Shooting Course.

Ask: What are some examples?

Rifle
Slide
Intro-6

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

Rifle
Slide
Intro-7

3. Preview

Preview next lesson briefly.

Lesson VII: Teaching Rifle Lesson 1: Rifle 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 course goal and special requirements for the lessons.
- Effectively teach the principal parts of a rifle and the types of rifle actions, and demonstrate how they function.
- Effectively explain and apply the NRA rules for safe gun handling.
- Effectively teach how to handle a rifle in a safe manner.

Length: 90 minutes

Facility: Classroom

Training Aids:

- *NRA Gun Safety Rules Card*
- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- Firearms (bolt-action, semi-Automatic, lever-action and slide-action rifles)
- Appropriate dummy ammunition

References:

- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *NRA Guide: Basics of Rifle Shooting* handbook

Rifle
VII-1

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 Rifle Lesson Plans</i> . Review the learning objectives, Exercise 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 1. Distribute NRA materials.

Rifle
VII-2

Rifle
VII-3

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:*

Rifle

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- Group 1, Section G-H: Types of Rifle Actions, Rifle Mechanism Knowledge
- Group 2, Section I-L: **Explain** the parts of the Bolt-action, semi-automatic, lever-action, slide-action rifle knowledge
- Group 3, Section M: Operating Rifles. **Demonstrate** how to load, cock, uncock and unload bolt-action, semi-automatic, lever-action, and slide-action rifles.
- Group 4 Section N-O: Safe gun handling, and conduct a safe rifle 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 Basic Rifle 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.

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

	<p>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.)</p>
4. Evaluation	<p>Ask candidates for specific comments on each presentation using the guidelines in the <i>NRA Training Counselor Guide C5 - C6</i>. Be sure all comments are positive and supportive.</p>
5. Conclusions	<p>Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson I as an NRA Certified Instructor</p>
C. Conclude Lesson	
1. Summary	<p>Ask candidates: As a result of your participation in this lesson, can you now:</p> <ul style="list-style-type: none">• Effectively teach the course goal and special requirements for the lessons. <p>Ask: What are some of the special requirements?</p> <ul style="list-style-type: none">• Effectively teach the principal parts of a rifle and the types of rifle actions, and demonstrate how they function. <p>Ask: What training aids would you use for this?</p> <ul style="list-style-type: none">• Effectively explain and apply the NRA rules for safe gun handling <p>Ask: What questions would you ask your students in this regard?</p> <ul style="list-style-type: none">• Effectively teach how to handle a rifle in a safe manner. <p>Ask: What precautions should be used with this?</p>
2. Questions	<p>Ask candidates what questions they have about this lesson.</p> <p>Answer questions.</p>
3. Preview	<p>Preview next lesson briefly.</p>

Rifle
VII-5

Rifle
VII-6

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

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

- Effectively teach how to identify the different components of a rifle cartridge.
- Effectively teach the firing sequence of cartridge.
- Effectively teach how to properly store ammunition.
- State and explain the major types of cartridge malfunctions, and teach how to react to them.
- Teach the fundamentals of rifle shooting.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *NRA Guide: Basics of Rifle Shooting* handbook
- Firearms (bolt-action, semi-Automatic, lever-action and slide-action rifles)
- Appropriate dummy ammunition

References:

- *NRA Basic Rifle Shooting Lesson Plans*
- *Basics of Rifle Shooting Lesson II*
- *Performance Requirements Checklist Appendix 4*
- *NRA Guide: Basics of Rifle Shooting* handbook

Rifle VIII-1

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. Practical Exercise	
1. Introduction	Turn with candidates to Lesson II in the <i>Rifle Lesson Plans</i> . Review the learning objectives, Exercise content indicated in the left column, and methods of instruction

Rifle VIII-2

Rifle VIII-3

2. Assign topics

on the right.

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

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

Rifle
VIII-4

- All Groups, Section D: Each candidate will **conduct** an eye dominance exercise.
- Group 1, Section B: Rifle ammunition. **Explain** and demonstrate the components of a rifle cartridge, rimfire vs. centerfire, firing sequence, cartridge designations, storing ammunition, and cartridge malfunctions, using groups 2, and 3 as basic students.
- Group 2, Section C and E: Review safe gun handling rules, and **demonstrate** position.
- Group 3, Section G: **Demonstrate** the fundamentals of rifle shooting. Aiming, hold control, breath control, trigger control and follow-through.

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 *NRA Training Counselor Guide, C5 – C6*. **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 exercise. **Share** lessons you learned in your experience in teaching Lesson II as an NRA Certified Instructor

C. Conclude Lesson

1. Summary

Ask candidates: As a result of your participation in this lesson, can you now:

- Effectively teach how to identify the different components of a rifle cartridge.

Ask: What training aids will you need for this exercise?

- Effectively teach the firing sequence of cartridge.

Ask: Where in the handbook can a student see this?

- Effectively teach how to properly store ammunition.

Ask: Where in the handbook can a student see this?

- State and explain the major types of cartridge malfunctions, and teach how to react to them.

Ask: What should be stressed to students on squib loads?

- Teach the fundamentals of rifle shooting.

Ask: What are the five fundamentals of rifle shooting?

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

Rifle

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Rifle

VIII-6

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Lesson IX: Basic Rifle 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 rifle shooters.
- List various ways the instructor can enhance the students' ability to concentrate.
- Describe the NRA eight-step method for training beginning rifle shooters.
- Describe the coach/pupil method, ball and dummy technique, and explain the value of using them in the training process.

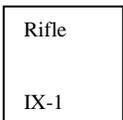
Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- Firearms (bolt-action, semi-Automatic, lever-action and slide-action rifles)
- Appropriate dummy ammunition

References: *NRA Basic Rifle Lesson Plans Appendix 2: The Fundamentals of Rifle shooting.*



Content	Instructional Notes	
A. Introduce Lesson B. Concentration	State learning objectives for the current lesson.	Rifle IX-2
1. Importance	Ask candidates, excluding safety, what the most important element essential to the success of beginning rifle shooters is? Discuss responses.	Rifle IX-3
	Identify <i>concentration</i> as the element.	Rifle IX-4
2. Definition	Ask candidates what concentration is? Discuss responses briefly.	Rifle IX-5
	Explain that it is <i>the ability to focus all one's attention and energies on the accomplishment of a specific task.</i>	Rifle IX-6
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.	Rifle IX-7
	Explain that <i>everything the instructor does must be directed toward enhancing the shooters' ability to concentrate.</i>	Rifle IX-8
4. Ways to enhance concentration	Have candidates turn to Appendix 3 Section D. Ask candidates what ways the instructor can enhance the students' ability to concentrate? Discuss responses.	Rifle IX-9
a. Small caliber ammunition for less recoil (.22 standard velocity)	Discuss responses.	Rifle IX-10
b. Proper grip size	Identify appropriate responses in your presentation, including those listed at left.	
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
 - p. Avoid or control background noise
 - q. Keep spectators to a minimum
 - r. Stress fun as opposed to competition
5. Object of concentration

Rifle

IX-11

Ask candidates what beginning rifle shooters should concentrate on to ensure success? **Discuss** responses.

Explain that the students must learn to concentrate on the two most important fundamentals: *aiming and trigger control, with the visual focus on the front sight*. 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.

Rifle

IX-12

C. Rifle Instructional Method

Turn with candidates to Lesson III, section C of the *Rifle Lesson Plans*. **Explain** that the NRA has developed an *eight-step method* for teaching beginning rifle shooters. Following the principles of total participant involvement, the method has the students perform a different activity in each step.

Stress that this method, along with the emphasis on concentration, was developed with the goal of ensuring *initial success* in beginning rifle shooters. Success encourages and motivates the students, ensures an enjoyable learning experience, and provides reinforcement to the training process.

1. Study the position

This involves students by having them *read, hear,* and/or *see* the elements of a good shooting position.

2. Practice position without gun

This has students *practice* what they have just heard and seen. The gun is not yet used so the students can concentrate totally on the position of the body.

3. Practice position with gun

Once the students have achieved a good body position, the gun is added. The gun fits the position, not the other way around.

4. Align position with target

There are different techniques for aligning each position. *Natural aiming area* is stressed.

Note that the first four steps are concerned with putting the students into the correct position.

5. Dry fire exercise

Ask candidates what the advantages of dry firing as an instructional technique are? **Discuss** responses, including the following:

- 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 exercises
- Students fire 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 exercise to shoot a group.
7. Make appropriate sight adjustments
- Students are taught to make sight adjustments from the benchrest position.
8. Resume live firing
- 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. *It is extremely important that students learn to shoot a group, and then move it to the center of the target.*

D. Instructional Techniques

1. Coach/pupil method
- a. Explanation

Ask candidates what is the coach/pupil method? What is the ball and dummy technique?

Turn with candidates to Appendix 3, page A3-4 section III, sub-section B.

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

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IX-14

Rifle

IX-15

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 rifle 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 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

Turn with candidates to Appendix 3 page A3-7 section exercise three. **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 exercises in the NRA Basic Rifle Shooting Course.

E. Conclude Lesson

1. Summary

Ask candidates: As a result of your participation in this lesson, can you now:

- Explain the importance of concentration for the success of beginning rifle shooters.

Ask: What is the importance of concentration?

- List various ways the instructor can enhance the students' ability to concentrate.

Ask: What are some examples of how to do this?

- Describe the NRA eight-step method for training beginning rifle shooters.

Ask: What are the steps?

- Describe the coach/pupil method and ball and dummy technique, and explain the value of using them in the training process.

Ask: What is the value of using these techniques?

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

Rifle

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Lesson X: Teaching Rifle Lesson III: Firing the First Shots

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

- Effectively teach the knowledge, skills and attitude necessary to assume the benchrest position with a rifle.
- Effectively teach how safely shoot a rifle from the benchrest position, using the fundamentals of rifle shooting, at a target on a range.
- Effectively demonstrate the knowledge, skills and attitude necessary to assume the free arm and arm rest standing shooting positions with a rifle.
- Effectively teach how to safely shoot a rifle from the free arm and arm rest standing shooting position, using the fundamentals of rifle shooting, at a target on a range.

Length: 90 minutes

Facility: Range

Training Aids:

- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *NRA Guide: Basics of Rifle Shooting* handbook
- Firearms, ammunition
- Appropriate dummy ammunition
- Safety glasses, hearing protection
- Targets
- Sandbags, benches (tables), and chairs
- Sight adjustment tools

References:

- *NRA Basic Rifle Lesson Plan*, Lesson III

Rifle

X-1

Content	Instructional Notes	
<p>A. Introduce Lesson</p> <p>B. Practical Exercise</p>	<p>State learning objectives for the current lesson.</p> <p>Be sure to emphasize that candidates acting as students should not shoot like a professional! BE STUDENTS!</p>	<p>Rifle</p> <p>X-2</p>
<p>1. Introduction</p>	<p>Turn with candidates to Lesson III in the <i>Rifle Lesson Plans</i>. Review the learning objectives, Exercise content indicated in the left column, and methods of instruction on the right.</p>	<p>Rifle</p> <p>X-3</p>
<p>2. Assign topics</p>	<p>Review the training aids and NRA materials to be used in teaching Lesson III.</p> <p>Divide candidates into two groups. Assign each group the task of <i>preparing and presenting a brief training session on one of the following topics. Each group member will need to teach another group member how shoot using the NRA 8-step instructional method.</i></p> <ul style="list-style-type: none"> • Training Counselor will conduct a range safety brief using the NRA Rifle Lesson plans. • Group 1, Section C: Firing the First Shots. Using Group 2 as students, Group 1 will teach the 8 step method for shooting a rifle from a benchrest position. • Group 2, Section D: Free Arm Standing position. Using Group 3 as students, Group 2 will teach the 8 step method for shooting a rifle from a Free Arm standing position. • Group 3, Section E: Arm Rest Standing position. Using Group 1 as students, Group 2 will teach the 8 step method for shooting a rifle from Arm Rest standing position. <p>Allow time for preparation. Circulate among groups to observe their progress. Assist when necessary by guiding candidates to solve any difficulties themselves.</p>	<p>Rifle</p> <p>X-4</p>

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 C5 – C6*. **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 exercise. **Share** lessons you learned in your experience in teaching Exercise 3 as an NRA Certified Instructor

C. Conclude Lesson

1. Summary

Ask candidates: As a result of your participation in this lesson, can you now:

- Effectively teach the knowledge, skills and attitude necessary to assume the benchrest position with a rifle.

Ask: What are the steps you will use to do this?

- Effectively teach how safely shoot a rifle from the benchrest position, using the fundamentals of rifle shooting, at a target on a range.

Ask: What are the steps you will use to do this?

- Effectively demonstrate the knowledge, skills and attitude necessary to assume the free arm and arm rest standing shooting positions with a rifle.

Ask: What are the steps you will use to do this?

- Effectively teach how to safely shoot a rifle from the free arm and arm rest standing shooting position, using the fundamentals of rifle shooting, at a target on a range.

Ask: What are the steps you will use to do this?

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X-5

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2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

Rifle

X-6

Lesson XI: Teaching Rifle Lesson IV: Scoring Targets, and Selecting and Maintaining a Rifle

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

- Effectively teach students how to properly score a rifle target.
- Effectively explain to students the basic guidelines for selecting a rifle.
- Effectively teach students to identify the materials needed to clean a rifle.
- Effectively teach students how to clean a rifle.

Length: 90 minutes

Facility: Classroom

Training Aids:

- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *NRA Guide: Basics of Rifle Shooting* handbook
- Targets used in lesson III
- Rifles
- Safety glasses
- Cleaning equipment

Rifle

XI-1

References:

- *NRA Basic Rifle Lesson Plan*, Lesson III

Content	Instructional Notes
<p>A. Introduce Lesson</p> <p>B. Practical Exercise</p>	<p>State learning objectives for the current lesson.</p>
<p>1. Introduction</p>	<p>Turn with candidates to Lesson IV in the <i>NRA Rifle Lesson Plans</i>. Review the learning objectives, Lesson content indicated in the left column, and methods of instruction on the right.</p> <p>Review the training aids and NRA materials to be used in teaching and conducting Lesson IV.</p>
<p>2. Assign topics</p>	<p>2. Assign two groups the following topics:</p> <ul style="list-style-type: none"> • Group 1, Section B-C: Scoring Targets and Selecting and purchasing a rifle. • Group 2, Section D: Caring for the rifle. <p>Allow time for preparation. Circulate among groups to observe their progress. Assist when necessary by guiding candidates to solve any difficulties themselves.</p>
<p>3. Presentations</p>	<p>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.)</p>
<p>4. Evaluation</p>	<p>Ask candidates for specific comments on each presentation using the guidelines in the <i>NRA Training Counselor Guide C5 – C6</i>. Be sure all comments are positive and supportive.</p>
<p>5. Conclusions</p>	<p>Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson IV as an NRA Certified Instructor</p>

Rifle
 XI-2

Rifle
 XI-3

Rifle
 XI-4

C. Conclude Lesson

1. Summary

Ask candidates: As a result of your participation in this lesson, can you now:

- Effectively teach students how to properly score a rifle target.

Ask: What training aids would you use for this?

- Effectively explain to students the basic guidelines for selecting a rifle.

Ask: What is the most important question for a student to answer when selecting a rifle?

- Effectively teach students to identify the materials needed to clean a rifle.

Ask: What training aids will you use for this exercise?

- Effectively teach students how to clean a rifle.

Ask: What do you need to consider when conducting this exercise?

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.

Rifle

XI-6

NRA TRAINING COUNSELOR GUIDE
NRA Rifle Instructor Training

Lesson XII: Evaluating and Improving Performance of Beginning Rifle 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 rifle shooters.
- Explain how to provide feedback in a positive manner.
- Discuss ways to improve the performance of beginning rifle shooters.

Length: 60 minutes

Facility: Classroom

Training Aids:

- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *Performance Requirements Checklist Appendix 4*
- *NRA Guide: Basics of Rifle Shooting* handbook

- **References:**

- *Basics of Rifle Shooting Lesson Plan Appendix 2 The fundamentals of rifle shooting*
- *Basics of Rifle Shooting Lesson Plan Appendix 3 Rifle shooting skills and instructional method*

Rifle

XII-1

Content	Instructional Notes	
A. Introduce Lesson	State learning objectives for the current lesson.	Rifle XII-2
B. Evaluation		Rifle XII-3
1. Definition	Ask candidates what evaluation is? Discuss responses.	Rifle XII-4
	Explain that evaluation is a determination of whether and to what extent training has taken place.	Rifle XII-5
2. Purpose	Ask candidates what the ultimate purpose of evaluation is? Discuss responses.	Rifle XII-6
	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.	Rifle XII-7
	Ask candidates what an instructor needs to do when making an evaluation? Discuss responses briefly.	Rifle XII-8
3. Process	Explain that an instructor needs to know the <i>correct behavior</i> to look for, how to <i>look</i> for it, and how to provide <i>feedback</i> to enhance the students' ability to perform it.	Rifle XII-9
a. Standard	Ask candidates what behaviors to look for in beginning rifle shooters on the firing line? Discuss responses.	Rifle XII-10
	Explain that an instructor is looking for conformity to certain standards, namely, the <i>safe and correct execution of the five fundamentals of rifle shooting</i> .	Rifle XII-11
b. Method	Ask candidates how to determine that the shooting fundamentals are being executed correctly? Discuss responses.	Rifle XII-12
	Explain that this is determined primarily through observation of the <i>gun</i> while the students are shooting. Occasionally, the instructor should also watch the	Rifle XII-13

c. Feedback	<p><i>shooters</i>, and take a look at the <i>target</i> between shots.</p> <p>Ask candidates how an instructor provides feedback when performance is correct? Discuss responses.</p>	Rifle XII-13
	<p>Explain that the instructor encourages and motivates the students to keep up the good work</p> <p>Ask how the instructor provides feedback when performance is incorrect? Discuss responses.</p>	
	<p>Explain that according to the principles of total participant involvement, people learn by doing. The instructor, then, must <i>involve students</i> in the evaluation process by encouraging self-analysis and by directing the students to perform the correct action, <i>not</i> by describing the incorrect action. In other words, <i>feedback must be positive to be effective</i>.</p>	Rifle XII-14-15
C. Common Difficulties Among Beginning Rifle Shooters	<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>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 rifle 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>	Rifle XII-16
1. Use of non-dominant eye	<p>Spot through students' missing the target altogether. Assist by repeating eye dominance exercise and by having students use an opaque patch temporarily over the non-dominant eye.</p>	Rifle XII-17

2. Difficulty in concentrating

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.

3. Difficulty in relaxing

Spot through students' words and behavior.

Assist students by being positive and encouraging, and by emphasizing what they are doing correctly. Have student take and drink of water.

4. Incorrect position

Spot through observation.

Assist by asking students to name and assume the correct details of the position. Instructors must ensure students' position is *comfortable, balanced, relaxed, and properly aligned with the target*.

5. Incorrect sight alignment/picture

Spot through students' description of what they are seeing.

Assist by asking students to draw correct sight picture or by using chart.

6. Incorrect trigger squeeze

Spot through students' target or ball and dummy technique.

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.

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

Ask candidates: As a result of your participation in this lesson, can you now:

- Explain the definition, purpose, and process of evaluating beginning rifle shooters.

Ask: What is the purpose of evaluating them?

- Explain how to provide feedback in a positive manner.

Ask: What is the method used for this?

- Discuss ways to improve the performance of beginning rifle shooters.

Ask: What are some examples?

Rifle

XII-18

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

Rifle

XII-19

3. Preview

Preview next lesson briefly.

Lesson XIII: Teaching Lesson V, Continued Opportunities for Skill Development, Using the Course Evaluation, Performance Requirements Checklist and Examination

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

- Explain ways to pursue rifle shooting activities after the course.
- 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: 120 minutes

Facility: Classroom

Training Aids:

- *NRA Trainer's Guide*
- *NRA Basics of Rifle Shooting Handbook*
- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *NRA Marksmanship Qualification Program booklet* (one per candidate)
- NRA Rifle Instructor Examination (one per candidate)
- NRA Instructor Course Completion Card (one per candidate)
- NRA Basic Rifle Shooting Course Evaluation (Appendix)
- Performance Requirements Checklist (Appendix 4, Lesson Plans)

Rifle

Exam-1

References: *NRA Training Counselor Guide*

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. Practical Exercise	
1. Introduction	<p>Turn with candidates to Lesson V in the Rifle Lesson Plans. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.</p> <p>Review the training aids and NRA materials to be used in teaching Lesson V. Distribute appropriate NRA materials.</p>
2. Assign Topics	<p>Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics:</p> <ul style="list-style-type: none"> • Group 1, Section B: Maintaining Skills. • Group 2, Section C: The NRA. <p>Since this will be the final opportunity to have candidates make classroom presentations, review your notes to see whether there are any candidates who have not yet played a leading role in a classroom presentation or whom you wish to see again.</p> <p>Allow time for preparation. Circulate among groups to observe their progress. Assist when necessary by guiding candidates to solve any difficulties themselves.</p>
3. Presentations	<p>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.)</p>
4. Evaluation	<p>Ask candidates for specific comments on each presentation using the guidelines in the <i>NRA Training Counselor Guide C5 – C6</i>. Be sure all comments are positive and supportive.</p>

Rifle
Exam-2

Rifle
Exam-3

**C. 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 *teaching* and *evaluation* 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.

Rifle
Exam-4

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 must complete the Performance Requirements Checklist with their students and maintain a copy for their records.

**D. The Role of Student
Evaluations in
Training**

Distribute the NRA Instructor Course Evaluation, Appendix 13. **Ask** what role they believe student evaluations play in the instructor development process.

Rifle
Exam-5

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.

Rifle
Exam-6

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 Basic Rifle Shooting Course using Appendix 4 in the Lesson plan and NRA sends electronic surveys to students as well.

Rifle
Exam-7

**E. The Role of
Recognition in
Training**

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

Rifle
Exam-8

	<p>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.</p>	Rifle Exam-9
<p>F. Instructor Examination</p>	<p>Distribute an NRA Rifle Instructor Examination.</p> <p>Allow candidates to use the <i>NRA Trainer's Guide</i>, the <i>NRA Basic Rifle Shooting Lesson Plans</i> and the <i>NRA Guide: Basics of Rifle Shooting Handbook</i> during the examination, along with any notes they may have taken in class. Allow 60-90 minutes for candidates to complete examination.</p> <p>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.</p>	Rifle Exam-10
<p>G. Exam Grading and Review</p>	<p>Have candidates exchange examinations for grading. Review correct answers and have candidates' grade examinations. Once graded, return exam to the owner.</p> <p>Provide an opportunity for one-on-one interviews. Candidates should discuss correct answers to missed questions.</p> <p>Collect examinations. Check each examination. You are responsible for their accuracy.</p>	Rifle Exam-11
<p>H. Instructor Certification</p>	<p>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</p>	Rifle Exam-12

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:

4. 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 happen 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!*

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

Rifle

Exam-13

Rifle

Exam-14

I. 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 Basic Rifle Shooting Course.

J. Conclude Course

1. Summary

Ask candidates: As a result of your participation in this lesson, can you now:

- Explain several ways to pursue rifle shooting activities after the course.

Ask: What examples can you give of ways to do this?

- Explain the importance of completing the Performance Requirements Checklist.

Ask: What is the importance of the Checklist?

- Explain the role of student evaluations in instructor development.

Ask: What is the student's role?

- Explain the importance of recognizing students upon successful completion of a training course.

Ask: Why is this so important?

- Explain how to finalize credentialing with the National Rifle Association.

Ask: Where do you go to accomplish this, and when?

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.

Answer questions and tell them that you are their first point of contact with any difficulties or concerns.

3. Thank you

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

Rifle

Exam-15

Rifle

Exam-16