III. 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.

NO LIVE AMMUNITION IN CLASSROOM
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)

References:

- *NRA Basic Rifle Shooting Course Outline and Lesson Plans*
- *NRA Trainer’s Guide*

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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. The Structure of NRA Lesson Plans</td>
<td>Direct candidates to insert the <em>NRA Basic Rifle Shooting Course Outline and Lesson Plans</em> into the <em>NRA Trainer’s Guide</em> binder. Explain to candidates that these lesson plans are the guidelines they are to follow in conducting the NRA Basic Rifle Shooting Course as NRA Certified Instructors.</td>
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1. Introduction

   a. Basic
      The NRA Basic Rifle Shooting Course is just that: a basic 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, 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
      No live ammunition is permitted in the practical exercises until the live fire training on the range.

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

2. Course outline

   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 *Rifle Lesson Plans*. **Note** that each Lesson begins with a list of *objectives* 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.
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?

2. **Questions**
   - **Ask** candidates what questions they have about this lesson.
   
   Answer questions.

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

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<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
<td>Turn with candidates to Lesson 1 in the NRA Rifle Lesson Plans. Review the learning objectives, Exercise content indicated in the left column, and methods of instruction on the right.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Review the training aids and NRA materials to be used in teaching Lesson 1. Distribute NRA materials.</td>
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</table>
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, 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
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 I 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 course goal and special requirements for the lessons.

Ask: What are some of the special requirements?

- Effectively teach the principal parts of a rifle and the types of rifle actions, and demonstrate how they function.

Ask: What training aids would you use for this?

- Effectively explain and apply the NRA rules for safe gun handling

Ask: What questions would you ask your students in this regard?

- Effectively teach how to handle a rifle in a safe manner.

Ask: What precautions should be used with this?

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
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

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<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
<td>Turn with candidates to Lesson II in the Rifle Lesson Plans. Review the learning objectives, Exercise content indicated in the left column, and methods of instruction</td>
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2. Assign topics

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:

- 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.
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

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<td>State learning objectives for the current lesson.</td>
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<tr>
<th>B. Concentration</th>
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#### 1. Importance

- Ask candidates, excluding safety, what the most important element essential to the success of beginning rifle shooters is? Discuss responses.

- Identify concentration as the element.

#### 2. Definition

- Ask candidates what concentration is? Discuss responses briefly.

- Explain that it is the ability to focus all one’s attention and energies on the accomplishment of a specific task.

#### 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

- Have candidates turn to Appendix 3 Section D.

- Ask candidates what ways the instructor can enhance the students’ ability to concentrate? Discuss responses.

- Identify appropriate responses in your presentation, including those listed at left.

  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

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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

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.
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.

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## 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.
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.
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
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<td>State learning objectives for the current lesson.</td>
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<td>B. Practical Exercise</td>
<td>Be sure to emphasize that candidates acting as students should not shoot like a professional! BE STUDENTS!</td>
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<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson III in the Rifle Lesson Plans. Review the learning objectives, Exercise content indicated in the left column, and methods of instruction on the right.</td>
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<tr>
<td>2. Assign topics</td>
<td>Review the training aids and NRA materials to be used in teaching Lesson III. Divide candidates into two groups. Assign each group the task of 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.</td>
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- 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.

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 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?
2. Questions  Ask candidates what questions they have about this lesson. Answer questions.

3. Preview  Preview next lesson briefly.
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

References:

- *NRA Basic Rifle Lesson Plan*, Lesson III
Content | Instructional Notes
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A. **Introduce Lesson** | **State** learning objectives for the current lesson.

B. **Practical Exercise**

1. **Introduction** | **Turn** with candidates to Lesson IV in the **Rifle Lesson 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 and conducting Lesson IV.

2. **Assign topics** | **Assign** two groups the following topics:

   - Group 1, Section B-C: Scoring Targets and Selecting and purchasing a rifle.

   - Group 2, Section D: Caring for the rifle.

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

*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. *Instructors must ask permission before physically adjusting a student’s position, and must do so in a manner that is both sensitive and professional.*

C. Common Difficulties Among Beginning Rifle Shooters

*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.

*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.

1. Use of non-dominant eye

*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.
<table>
<thead>
<tr>
<th></th>
<th>Difficulty in concentrating</th>
<th>Spot through students’ behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assist</td>
<td>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.</td>
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<td></td>
<td>Difficulty in relaxing</td>
<td>Spot through students’ words and behavior.</td>
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<tr>
<td></td>
<td>Assist</td>
<td>Students by being positive and encouraging, and by emphasizing what they are doing correctly. Have student take and drink of water.</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Incorrect position</td>
<td>Spot through observation.</td>
</tr>
<tr>
<td></td>
<td>Assist</td>
<td>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.</td>
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<td></td>
<td>Incorrect sight alignment/picture</td>
<td>Spot through students’ description of what they are seeing.</td>
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<tr>
<td></td>
<td>Assist</td>
<td>By asking students to draw correct sight picture or by using chart.</td>
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<td></td>
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<tr>
<td></td>
<td>Incorrect trigger squeeze</td>
<td>Spot through students’ target or ball and dummy technique.</td>
</tr>
<tr>
<td></td>
<td>Assist</td>
<td>By having students dry fire and asking students to concentrate on feeling the trigger move to the rear.</td>
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<td></td>
<td>Incorrect follow through</td>
<td>Spot through students’ inability to call the shot by observing hits on the students’ target.</td>
</tr>
<tr>
<td></td>
<td>Assist</td>
<td>By having students’ dry fire and by using ball and dummy technique. Have students concentrate on calling the shot.</td>
</tr>
</tbody>
</table>
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?

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

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)

References: NRA Training Counselor Guide
### Content | Instructional Notes
--- | ---
**A. Introduce Lesson** | State learning objectives for the current lesson.

**B. Practical Exercise**

1. **Introduction** | 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.

   **Review** the training aids and NRA materials to be used in teaching Lesson V. **Distribute** appropriate 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, Section B: Maintaining Skills.
   - Group 2, Section C: The NRA.

   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.

   **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.
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.

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.

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

E. The Role of Recognition in Training

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

**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.

**Distribute** an NRA Rifle Instructor Examination.

**Allow** candidates to use the *NRA Trainer’s Guide*, the *NRA Basic Rifle Shooting Lesson Plans* and the *NRA Guide: Basics of Rifle 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.

G. 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.

H. 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:

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](http://www.nrainstructors.org).

6. A valid email address.

7. Some method of printing or downloading credentials from [NRAInstructors.org](http://www.nrainstructors.org).

**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?

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.

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.