NRA TRAINING COUNSELOR GUIDE
FOR TRAINING NRA INSTRUCTORS

COURSE OUTLINE & LESSON PLANS

Third Edition - January 2010

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THE NRA TRAINING COUNSELOR GUIDE

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INTRODUCTION

Since 1871, a major objective of the National Rifle Association of America has been the training of people of good repute in the safe handling and proper use of firearms. Today, as the nation’s premier firearm training organization, the NRA continues to introduce thousands of individuals annually to the basics of safe, enjoyable shooting through the NRA Basic Firearm Training Program.

The NRA’s tradition of shooting education is over 137 years old, but the training methodologies used in NRA courses are regularly updated to reflect the latest instructional techniques and ensure the presentation of educationally sound, quality firearm training that is simple, effective, and enjoyable. The administrative policies governing the conduct of NRA training courses are also periodically revised to help maintain the program’s nationally recognized training standards, as well as to ensure that NRA firearm training is available to every law-abiding individual who wishes to receive it.

The NRA offers basic firearm training through three interrelated programs, each representing a different level in the NRA’s national training structure:

The **NRA Basic Firearm Training Program** is designed to train beginners in the basics of firearm safety and shooting fundamentals. NRA basic training also includes reloading and range safety officer training. Courses are available in the ten disciplines of Home Firearm Safety, Pistol, Rifle, Shotgun, Muzzleloading, Personal Protection In The Home, Personal Protection Outside The Home, Range Safety Officer, Metallic Cartridge Reloading, and Shotgun Shell Reloading. These courses are conducted throughout the United States by NRA Certified Instructors.

The **NRA Instructor Training Program** is designed to train experienced shooters to teach NRA Basic Firearm Training Courses as NRA Certified Instructors. Instructor training courses are conducted by NRA Appointed Training Counselors.

The **NRA Training Counselor Program** is designed to train and appoint active, experienced NRA Certified Instructors to conduct NRA Instructor Training Courses as NRA Training Counselors. NRA Training Counselor Workshops are conducted by NRA staff members and selected volunteers with extensive instructor training experience.

NRA Certified Instructors are shooters who teach others *how to shoot*, and NRA Training Counselors are shooters who teach shooters *how to teach others to shoot*, in other words, Training Counselors “*train the trainers!*”
An NRA Training Counselor certification is not for everyone. It involves a very specific commitment to the NRA, its membership, and the shooting community as a whole, to conduct instructor training on a regular basis. It is a responsibility requiring considerable time, effort, and sacrifice, as well as a special dedication and desire to do the best possible job. It is extremely challenging, but extremely rewarding as well. In fulfilling this commitment, Training Counselors exercise a special leadership role, and make a contribution that is vitally important to the future of our firearm freedoms and the shooting sports.

In training the instructors who teach shooters in NRA basic courses, Training Counselors carry an enormous responsibility. The example they set is multiplied many times over in the courses conducted by the instructors they train. The NRA wants all of its trainers to be thoroughly prepared to conduct high quality courses completely and effectively. This book is designed to help the Training Counselor perform that task.

This edition of the *NRA Training Counselor Guide* represents the third revision in 28 years, and its publication coincides with NRA’s implementation of several program updates. As other programs are updated, the availability of page and section changes will be announced in the *NRA Training Department Update Email blasts* and on the NRA Blog at: [nrablog.com](http://nrablog.com).

The philosophy guiding these revisions still revolves around two major points:

1. A call for a solid commitment to *quality* among NRA trainers, beginning with Training Counselors

2. An increased emphasis on *hands-on*, experiential learning at all levels of training

This guide contains the official lesson plans that *must* be used when conducting NRA Instructor Training Courses, as well as helpful information on course preparation and criteria for trainee evaluation. There is also a section containing updates and clarifications on the program policies and administrative procedures that govern the conduct of NRA courses, along with information on changes planned for the near future. Specific details on program changes are announced in the *NRA Training Department email blasts* and NRA Blog at [nrablog.com](http://nrablog.com). In addition, detailed information on the NRA Basic Firearm Training Program may be found in the *NRA Trainer’s Guide*.

This *NRA Training Counselor Guide* will prepare you to conduct successful NRA Instructor Training Courses. We thank you for your commitment to firearm education and your participation in the training programs of the National Rifle Association of America. Your expertise and dedication in training NRA instructors will train a new generation of American shooters to exercise their firearm freedoms safely and responsibly.

Revision date 04-14
If you ever have any questions or concerns about the NRA Training Counselor Program, please contact the NRA National Instructor Trainer at:

NRA Education and Training Division  
11250 Waples Mill Road  
Fairfax, VA 22030  
703.267.1423  
nrainstructors@nrahq.org

Thank you for your dedication to upholding the standards of NRA training.  
Good luck with your course!

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To join NRA today, or for additional information about membership, call 1.800.NRA.3888 or visit nra.org. Your membership dues can be charged to VISA, MasterCard, American Express, or Discover.
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PROGRAM POLICIES AND PROCEDURES

The Role of the NRA Training Counselor

An NRA Training Counselor is an NRA member and an experienced, active NRA Certified Instructor who has been certified by the Director of NRA Education & Training Division to train new NRA Certified Instructors.

The primary role of the Training Counselor is to train experienced shooters to teach NRA Basic Firearm Training Courses as NRA Certified Instructors. Training Counselors accomplish this by conducting courses of the NRA Instructor Training Program according to the current lesson plans and time requirements specified by the NRA Training Department. Guidelines for conducting NRA Instructor Training Courses are contained in the NRA Training Counselor Guide and announcements published in the NRA Training Department email blasts and on the NRA Blog at nrablog.com.

NRA Instructor Training Courses teach candidates how to teach firearm safety and shooting skills to others using the NRA instructional methodologies and training materials. In conducting these courses, Training Counselors play the role of facilitators who guide instructor candidates in the practice of the training process. The NRA Instructor Training Courses do not teach shooting skills. The possession of basic shooting skills is one of the prerequisites for attending an instructor training course.

NRA Training Counselors fill a variety of other roles. By training the instructors who organize and conduct NRA Basic Firearm Training Courses, Training Counselors exercise an important leadership role in establishing NRA training programs on the local level.

Training Counselors are also team builders. They work with individuals who share a common interest in firearm training, and show them by example how to work together as an instructor team and provide this training to members of their local communities.

To maintain a high level of expertise in basic training skills, NRA Training Counselors should continue to teach NRA Basic Firearm Training Courses. Their continued involvement in basic courses also provides opportunities for newly trained instructors to acquire practice under the direction of experienced individuals.

In addition, Training Counselors are mentors to the instructors they train, organizers of training activities, promoters of gun safety training, administrators of the details associated with NRA programs, and valuable resources to communities interested in safe, responsible firearm ownership.
As the title indicates, NRA Training Counselors are *trainers* who teach instructional and organizational skills in the NRA Instructor Training Program, as well as *counselors* who are available to offer guidance, leadership, and direction to individuals interested in conducting successful NRA training courses.

**Training Counselor Program**

The goals of the NRA Training Counselor Program are to:

- Recruit, train, and develop a nationwide base of Training Counselors who are experienced, competent, and active, and who have made a commitment to plan, organize, promote, and conduct NRA Instructor Training Courses on a regular basis.

- Maintain the NRA’s national standard for firearm and instructor training.

- Further the purposes and objectives of the National Rifle Association, especially with regard to the objective to train people of good repute in marksmanship and in the safe handling and efficient use of small arms.

- Provide, in cooperation with the NRA Instructor Training and Basic Firearm Training Programs, quality firearm training to all interested law-abiding persons.

- Promote firearm training as valuable and beneficial to all members of the community.

- Promote the shooting sports as safe, enjoyable, challenging, wholesome activities in which people of all ages, backgrounds, and abilities can successfully participate.

- Foster the development of responsibility, confidence, self-reliance, respect for others, self-discipline, concentration, and overall fitness and health through participation in the shooting sports.

- Assist members of the public in exercising their firearm freedoms safely and responsibly, so that they may preserve these freedoms for themselves and future generations.
The Training Counselor’s mission of training the trainers, therefore, is ultimately aimed at making quality firearm training available at the basic level. In fulfilling this mission, the Training Counselor furthers the objectives of the NRA and builds a mutually beneficial relationship among NRA trainers, the general public, and the NRA itself.

Program Philosophy

The National Rifle Association has been committed to the promotion of firearm training since its founding in 1871. Although this objective has remained constant throughout the NRA’s history, the philosophy that determines the form of its training has been continuously reviewed, reevaluated, and revised. This is necessary in order for the NRA to incorporate the latest teaching methodologies and instructional techniques in its programs, to meet the changing needs of its members and the shooting public, and to maintain its leadership role as the nation’s premier firearm training organization.

Overall program quality and total participant involvement have always been important components of the NRA training programs, and the NRA believes that an even stronger focus on these two points will dramatically improve the effectiveness and success of the programs at every level of training.

Quality

Because of the NRA’s long history of providing quality firearm training to the American public, people expect a high level of quality from training programs bearing the NRA name. The NRA is committed to continuously improving the quality levels in all its training programs, and seeks dedicated individuals who will conduct NRA programs in accordance with this quality commitment.

The NRA’s quality training efforts are focused on two areas: program development and trainer development. The programs - lesson plans, instructional methodologies, training materials, and administrative policies - are developed at the NRA Headquarters, with input from Training Counselors, instructors, and firearm training experts from around the country. The programs exist only on paper, however, until an NRA trainer conducts them in the field. Overall program quality, therefore, is dependent on how well trainers do their jobs in turning ideas into realities. Trainer development prepares trainers to accomplish this.
NRA Training Counselors play a vital role in the trainer development process. After receiving training at an NRA Training Counselor Workshop, Training Counselors recruit, train, and develop the instructors who teach NRA basic courses. The quality of NRA Instructor Training Courses has a significant impact on overall program quality because the Training Counselors’ example in maintaining quality will be followed in the basic courses conducted by the instructors they train.

Quality training depends on upholding the NRA training standards, especially that of safety, which is the most important quality standard in every NRA course. Quality also applies to conducting NRA courses completely, carefully, and accurately, in full compliance with the guidelines and lesson plans of the appropriate program, and with no omissions, short cuts, deviations, additions of extraneous material, or compromises of any kind. By upholding the NRA’s national training standards, Training Counselors and instructors not only preserve the quality of the NRA’s training programs, but also help protect themselves from potential difficulties arising from liability concerns. Courses should be prepared thoroughly, practiced carefully, and conducted enthusiastically.

Quality also involves a commitment by trainers to improving their training and organizational skills on a continuing basis. Self-evaluation, student evaluation, and training team member evaluation can be valuable tools in the quality improvement process.

In addition to meeting these standards themselves, NRA Training Counselors must see to it that instructor trainees possess and demonstrate the knowledge, skills, and attitude necessary to achieve a high level of quality in the NRA basic courses they conduct. Instructors, in turn, must have their students demonstrate that they can perform the requisite activities in order to receive an NRA basic course completion certificate. This performance-oriented approach is the basis for the NRA’s training philosophy of total participant involvement.

**Total Participant Involvement (TPI)**

While a variety of methods have always been used in NRA training programs, actual experience is considered the ideal. The NRA is improving overall program quality by minimizing the use of lecture as a training tool. The NRA has replaced it with an experiential approach to training that places an increased emphasis on hands-on exercises and practical applications at every level of training. An example of how TPI affects the learning process is demonstrated in Lesson V, “Preparing to Teach.”

Experiential learning - “learning by doing” - involves participants in the learning process by having them perform the desired behavior. This training approach has a number of advantages:

- People learn in different ways, but retain what they have actually performed far better than what they have only read, heard, or seen.
• Trainers are able to observe student behavior, and so have a basis for evaluating both the trainees’ performance and the trainers’ own effectiveness. It also gives trainers the opportunity to provide their students with appropriate feedback immediately.

• Trainees are able to receive positive reinforcement for correct behavior and constructive suggestions for improvement.

• Improvement comes with practice and, by practicing skills in hands-on exercises, participants can improve as well as learn.

• Active training engages participants’ energies, holds their interest, and makes learning fun.

According to the NRA’s philosophy of total participant involvement, one learns a new behavior by doing it. The behavior is evaluated on the basis of demonstrated performance, and it is reinforced through trainer feedback, practice, and an enjoyable learning experience.

The purpose of training is to produce change in knowledge, skills, and attitude. Training that actively involves students in the learning process produces changes in knowledge through participation in group or individual learning experiences and application of what is learned, changes in skill are effected through practice under the guidance of an experienced trainer, and changes in attitude take place through personal contact with someone who can effectively communicate the positive qualities of an NRA firearm trainer, such as safety, responsibility, and enthusiasm.

**Training Counselor Certification Process**

**Candidates must successfully complete a Training Counselor Workshop.**

To attend a workshop, candidates must be an NRA Certified Instructor with at least two years’ experience and teach a minimum of 10 complete courses of the NRA Basic Firearm Training Program, according to current NRA lesson plans and training standards, to a cumulative total of at least 50 students.

The quickest way to contact the Training Counselor Program coordinator is by email at trainingcounselor@nrahq.org, or phone at 703.267.1422.

Candidates are required to bring three letters of recommendation supporting their application for certification as an NRA Training Counselor to the workshop in sealed envelopes and present them to the workshop sponsor.
TC Candidate packets will include the candidate’s application (to be completed by the candidate at the workshop), training history, and TC Workshop Participant Evaluation forms.

Training Counselor Workshop training teams consist of experienced Training Counselors. These Trainers take their responsibility seriously, as their recommendation is crucial to the National Manager, NRA Training Department in his decision to endorse a candidate’s certification and forward it to the Managing Director, NRA Education & Training Division for certification. Candidates should be aware that they will be evaluated throughout the workshop and should be intimately familiar with the NRA training methods, materials, and administrative policies and procedures.

The NRA Training Counselor Program Coordinator will submit the candidate’s completed application, payment, evaluation forms, reference letters, and their recommendation for NRA Training Counselor certification to the National Manager, NRA Training Department within 10 days after the completion of the workshop. The National Manager, NRA Training Department will make recommendations to the Managing Director, NRA Education & Training Division based on the Training Department’s evaluation of the following:

- NRA instructional experience, activity, and performance
- Performance at the NRA Training Counselor Workshop
- Educational background
- Firearm and shooting experience
- Teaching experience
- Leadership experience in shooting-related organizations
- Community service experience
- References’ recommendations
- “Reputation” supporting the NRA Training Department

The evaluation process is very deliberate and thorough. After reviewing the recommendations of the workshop training team and the Manager, NRA Training Department, the Director makes the final decision on certification. NRA Certified Training Counselors will be authorized to conduct NRA Instructor Training Courses in the disciplines they are currently certified to teach.
Authorized Instructor Training

NRA Training Counselor Workshops include training sessions in all the discipline groups:

- Pistol
- Rifle
- Shotgun
- Personal Protection (In The Home and Outside The Home)
- Muzzleloading
- Reloading (Metallic and Shotgun Shell)

Although the Training Counselor Workshop will include all of the disciplines, candidates should be aware that they will only be certified to conduct instructor courses in the disciplines in which they currently hold certified instructor ratings.

Qualified Training Counselors who wish to conduct NRA Instructor Training Courses in additional disciplines may add discipline groups by successfully completing the appropriate discipline-specific instructor-training course.

Training Counselors are encouraged to use training teams when conducting instructor courses. Team members may include very experienced NRA Certified Instructors, as well as other Training Counselors. Team members must hold the NRA certification or certification in the appropriate disciplines in order to be eligible to teach. Although the use of experienced NRA Certified Instructors is permitted, using them to teach lessons in the Basic Instructor Training portion of an instructor course is not authorized. Instructors should be limited to making presentations during the discipline specific portion of an instructor course under the direct supervision of the Chief Training Counselor. NRA ratings are not necessary for individuals who assist with the course without providing actual instruction (e.g., secretary, treasurer, and spokesperson).
Instructor Certification

To apply for instructor certification, a candidate must:

- Possess and demonstrate a solid background in firearm safety and shooting skills acquired through previous firearm training and/or previous shooting experience. Instructor candidates must be intimately familiar with each action type in the discipline they wish to be certified.

- Demonstrate solid and safe firearms handling skills required to be successful during an instructor training course by completing pre-course questionnaires and qualification exercises administered by an NRA Appointed Training Counselor.

- Satisfactorily complete the NRA Basic course in the discipline they wish to teach.

- Satisfactorily complete an NRA Instructor Training Course in the discipline they wish to teach (e.g., NRA Basic Pistol Course), and receive the endorsement of the NRA Training Counselor conducting that training.

Meet the following age requirements:

- Certified instructor: 21 years of age or older
- Assistant instructor: 18 years of age or older
- Apprentice instructor: 13-17 years of age

Receive a passing grade on the NRA Trainer’s Examination and appropriate instructor certification examination:

- Certified: 90 percent or higher
- Assistant: 85 percent or higher
- Apprentice: 85 percent or higher

NRA Instructor courses are discipline specific. During the course, candidates will learn NRA policies and procedures, basic public speaking skills, training methodology, use of a training team and training aids, organizing a course, preparing a budget, and finally preparing to teach. In addition, candidates will be provided the appropriate lesson plans and/or basic course student packet. Role-playing is a major part of an instructor course; therefore, Training Counselors MUST have a MINIMUM of four candidates in every course, with 10 –12 candidates being ideal. Training Counselors must take full advantage of the many break-out exercises so candidates can take turns working in teams, actually conducting portions of the course to other candidates who play the role as basic students.

Training Counselors will evaluate each candidate’s performance based on their ability to handle the firearms with confidence, use of appropriate training aids, following
the lesson plans and meeting all learning objectives, while utilizing the teaching philosophies expected of NRA Certified Instructors. Candidates must learn the NRA discipline specific instructional methods and how to evaluate and improve the performance of beginning shooters. Candidates should be provided with the NRA Trainer’s Guide, appropriate Lesson Plans and Outlines, Basic Course Student handbooks, certificates, basic student examinations, NRA Trainer’s Examination and NRA discipline specific instructor examination.

NRA instructor certification is not available to any individual who has been convicted of a crime of violence, or who is prohibited by federal, state, or local law from possessing firearms.

NRA membership is strongly recommended for instructors. The instructors benefit through the many services available to NRA members, and are able to keep up with the latest program news through the “NRA Official Journal,” published monthly in American Rifleman, America’s 1st Freedom and American Hunter magazines. The NRA benefits through the membership of talented individuals who are committed to furthering the NRA’s training objectives. Instructors who are not NRA members must be eligible for NRA membership.

**Pre-Course Questionnaire, Assessment and Qualification Exercises**

Assessment is a standard component of any training program. It shows trainers the ability level of the people they will be training. Assessment also tells both trainers and trainees whether the trainees possess the background necessary to get the most out of the training program. The NRA pre-course questionnaire contained in Appendix 1 is an important tool that should be used as a part of the assessment process. In keeping with the philosophy of total participant involvement, instructor candidates’ abilities should also be assessed on the basis of demonstrated performance in the appropriate NRA pre-course qualification exercises, also found in the Appendixes.

Candidates must attend the basic course prior to attending the instructor course for any discipline they wish to obtain. For the NRA pistol certification, candidates must take the Basics of Pistol Shooting Instructor Led Training (ILT) prior to attending the instructor training.

It is the responsibility of the Training Counselor to screen instructor candidates to see that they possess the prerequisites before attending the instructor training course. It is particularly important that candidates are made aware of the purpose of instructor
training: to prepare experienced individuals to plan and conduct NRA Basic Firearm Training Courses.

Candidates must understand that the NRA Instructor Training Courses are not designed to teach shooting skills, or to prepare candidates to teach courses other than those of the NRA Basic Firearm Training Program. The NRA Instructor courses take experienced shooters and teach them to “teach” shooting using the NRA methodology and standards. The NRA certification provides them with credibility for the skills they have acquired throughout their own life experiences.

Training Counselors must use the pre-course qualification to ensure that candidates possess the necessary firearm background. Pre-course qualification normally consists of three parts: a written test to assess the candidate’s knowledge, a practical exercise on unloading procedures to assess the candidate’s gun handling skills and attitudes on safety, and live fire exercises to assess the candidate’s shooting skills. (The Home Firearm Safety pre-course assessment consists of the unloading exercises only.)

The pre-course qualification must be conducted before or during the instructor training course. It could last anywhere from one-and-a-half to five hours (depending on the number of candidates and the size of the training team). Training Counselors need to allow adequate time for the exercises in addition to the minimum number of hours for the instructor training course.

The shooting skills portion of the pre-course qualification requires live firing on range facilities. Training Counselors should plan for this and secure access to range facilities before the instructor training course. Pre-course qualification must be conducted separately from, and outside the context of, the instructor training course itself.

At the Training Counselor’s discretion, a candidate who does not possess the prerequisite knowledge and skills or cannot successfully complete the pre-course qualification, however, demonstrates a positive and enthusiastic attitude may be admitted to the instructor training course. In these cases, Training Counselors must provide the necessary remedial training and mentor the candidate outside the context of the instructor course. A candidate is not eligible for certification until the Training Counselor is comfortable signing the application with their recommendation.

**Application and Certification Process**

When an instructor candidate successfully completes an NRA Instructor course and receives the endorsement of the chief Training Counselor, the Training Counselor will have 10 days to submit the NRA Instructor Course Report online at NRAInstructors.org.
To finalize the credentialing process, Training Counselors and/or Chief Range Safety Officers should ensure that candidates understand that they will need to wait 48 hours to log in at NRAInstructors.org. Candidates 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.

Training Counselors should inform potential instructor candidates that they must have a few things before they attend your course:

1. An NRA number or existing NRA Instructor number.  
   **NOTE:** Candidates may attend the course without an NRA number. However, non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!

2. Access to some electronic device that they can use to log in to NRAInstructors.org.

3. A valid email address.

4. Some method of printing or downloading credentials from NRAInstructors.org.

The Training Counselor’s responsibilities to instructor candidates go beyond training and recommending them for NRA certification. They should involve newly trained instructors in NRA programs on the local level if possible. Training Counselors should make themselves available to assist new instructors who are organizing basic courses, and recognize the contributions made by instructors who help conduct basic courses as part of an instructor team.
NRA Instructor Ratings

There are three types of NRA instructor ratings:

**NRA Certified Instructors** are individuals who are 21 years old or older and are otherwise fully qualified to conduct NRA Basic Firearm Training Courses. Certified instructor ratings are available in all ten disciplines: Home Firearm Safety, Rifle, Shotgun, Pistol, Personal Protection In The Home, Personal Protection Outside The Home, Muzzleloading, Metallic Cartridge Reloading, Shotgun Shell Reloading and Chief Range Safety Officer (Range Safety Officer is not an Instructor discipline).

**NRA Assistant Instructors** are individuals 18 years of age or older who assist certified instructors to gain the knowledge and experience needed to become certified instructors. Assistant instructors must complete the same instructor level course. The Assistant Instructor ratings are available in four disciplines (Pistol, Rifle, Shotgun, and Muzzleloading). *There are no Assistant Instructor ratings for the Personal Protection and Reloading disciplines.*

**NRA Apprentice Instructors** are young people 13 to 17 years old who wish to understudy a certified instructor. An NRA Certified Instructor will choose the apprentice instructor from select individuals. These individuals must possess the emotional maturity necessary to handle such a position. In addition, they must attend and successfully complete the appropriate NRA Basic Firearm Training Course *prior* to attending an NRA Instructor Training Course. Apprentice instructor ratings are available in the three disciplines of rifle, pistol, and shotgun. *There are no Apprentice Instructor ratings for Personal Protection, Muzzleloading, or Reloading disciplines.*

Assistant and apprentice instructors are expected to assist in the conduct of NRA Basic Firearm Training Courses under the guidance and supervision of an NRA Certified Instructor. To upgrade from assistant to certified status or from apprentice to assistant status, the instructor must have the NRA Certified Instructor he or she has been assisting submit a letter to the NRA Training Department recommending the upgrade. The letter should describe the assistance provided by the assistant or apprentice instructor in NRA Basic Firearm Training Courses and indicate the course dates, locations, and types.

All individuals who provide instruction in NRA Basic Firearm Training Courses must possess the appropriate NRA instructor rating. Individuals who assist with courses without providing instruction (e.g., secretary, treasurer, spokesperson), and guest speakers who teach lesson III of the NRA Personal Protection Courses are not required to possess NRA instructor ratings.
Training Credential Renewals/Recertification

The purpose of the NRA Instructor Training and Basic Firearm Training Programs is to make quality training in the safe handling and proper use of firearms available to every individual of good repute who desires it. To accomplish this, these programs need dedicated trainers who are committed to conducting courses on a regular basis.

The NRA Training Department requires Training Counselors to conduct at least one NRA Instructor Training Course each renewal cycle. Training Counselors are held in the highest regard as they are producing future NRA Certified Instructors, thus it is equally important to remain current by visiting the online NRA Programs Materials Center at: materials.nrahq.org and/or review the current NRA Trainers’ Catalog and be sure to visit the NRA Blog at: nrablog.com/category/Training.aspx and review all the latest training materials upon receipt when planning an Instructor Course. NRA Training Department also sends updates by email blast.

Initial Certified Instructor credentials are valid for two years. After completion of the second year, instructors will need to have reported training at nrainstructors.org and complete an online NRA Trainer Refresher course to recertify. Recertification will be required every other year.

Certified instructors must have a valid email address and be registered at nrainstructors.org. They must remain current on NRA policies and procedures by thoroughly reviewing the NRA Training Department Update email blasts, nrainstructors.org and visiting the NRA Blog at: nrablog.com.

Reporting Training

NRA Training Counselors and Certified Instructors are required to report to the NRA Training Department statistics on the courses they conduct. Submitting the appropriate course reports are extremely important in helping the NRA determine the extent and effectiveness of its training programs.

Training Counselors and Certified Instructors are required to submit a course report to the NRA within ten days of completion of the course. This will supply the NRA with valuable information about its training programs, and allow active trainers to be credited with the correct number of courses conducted. Trainers must register at nrainstructors.org to register courses, advertise training, and submit their course reports.
# Training Counselor Responsibilities

NRA Training Counselors make a specific commitment to serve the NRA, its membership, and the shooting community as a whole. This commitment involves the following responsibilities:

- Keeping current on NRA training program policies by registering at: [nrainstructors.org](http://nrainstructors.org), thoroughly reviewing NRA Training Department *Update* emails upon receipt and visiting the NRA Blog at: [nrablo.com](http://nrablo.com).

- Upholding the training standards of the NRA in conducting NRA Instructor Training and Basic Firearm Training Courses as specified in the *NRA Training Counselor Guide* and *NRA Trainer’s Guide*.

- Following the applicable lesson plans, time requirements, and administrative policies and procedures specified by the NRA.

- Using the necessary NRA training materials in their courses and supplying the appropriate NRA training materials to candidates at the beginning of each instructor course.

- Conducting NRA programs in a manner that is positive, responsible, professional, and enthusiastic.

- Projecting a positive image in dress, behavior, and speech.

- Assuming a leadership role in the establishment of NRA training programs in their communities.

- Keeping their NRA membership current.

- Keeping their instructor ratings current.

- Reporting training after each course.

- Screening prospective instructors to ensure they possess the necessary qualifications.

- Committing to quality in every aspect of course organization and conduct.

- Teaching and practicing the training philosophy of total participant involvement.
Time Requirements for Instructor Training

To preserve the integrity of the NRA training programs, maintain a consistent standard of training on the national level, and protect trainers from potential difficulties arising from liability concerns, the NRA requires that its trainers conduct its programs in strict conformity with the appropriate lesson plans, including the specified time requirements. The attainment of all learning objectives is paramount.

NRA Instructor Training Courses consist of two parts. Part one, “Basic Instructor Training,” is common to all instructor training courses, and lasts six hours. Part two is discipline-specific, and lasts an additional five to 14 hours per discipline.

The times specified for NRA Instructor Training Courses do not include the pre-course qualification exercises or Basic Courses to determine candidate’s eligibility for instructor certification.

When teaching an instructor training course that covers multiple disciplines, Training Counselors need to teach part one only once. Participants who hold NRA Basic Firearm Training Instructor ratings in other disciplines do not need to repeat part one. However, a Training Counselor may require attendance in the Basic Instructor Training portion at their discretion. If it has been over two years since an instructor attended part one, the instructor must repeat it when adding instructor ratings.

In NRA Instructor Training Courses that cover multiple disciplines, there are some segments of part two that are repetitive from one discipline to the next. These are indicated on the chart below.

The numbers in each column indicate the number of hours per lesson. Numbers in parentheses indicate the number of hours a lesson may last if the same material has already been covered in another discipline from the same discipline group. (The only exception is the lesson on “Sports and Activities,” which need not be repeated regardless of the discipline group in which it was originally covered.)

Home Firearm Safety, when taught as part of a multi-discipline instructor training course, should be covered last. This will permit most of the required information and practical exercises to be covered in the Rifle, Pistol, and Shotgun portions of the course.
Hour Requirements for *Part Two* of a Multi-Discipline NRA Instructor Training Course

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Numbers indicate hours per lesson. Numbers in parentheses indicate the length of a lesson if the same material has already been covered in the corresponding lesson from another discipline within the same discipline group.

* Includes 14 hours for the Basic and Advanced Personal Protection Outside The Home course which is a prerequisite to obtain this instructor certification rating. A candidate must have Basic Pistol, *Personal Protection In The Home and attend the entire Basic Personal Protection Outside The Home course.*

If all three of these discipline groups have already been taught, the requirements for Home Firearm Safety instructor training may be met through an overview of the lesson plans, teaching exercises covering causes of gun accidents, accident statistics, elements of gun safety, and parents’ responsibilities, as well as administration of the Home Firearm Safety instructor examination. If only one or two of the five discipline groups have been covered, there must be additional practical exercises in how to teach identification and unloading procedures for firearm types that were not covered in the earlier discipline-specific portion of the course.

Exams may be given as overnight homework or candidates may work on them during breaks. If a candidate finishes his/her exam then the hours allotted for the exam may be subtracted from the total amount of hours necessary to take the course.
Total Time Requirements for Instructor Training

Part One: Basic Instructor Training 6 hours

Part Two: Discipline-Specific Training 5-14 hours per discipline

Total Course Time (examples):

Home Firearm Safety 11 hours
Pistol 16 hours
Pistol and Home Firearm Safety 20 hours
Rifle 16 hours
Rifle and Pistol 26 hours
Rifle, Pistol, and Shotgun 36 hours
Pistol and Personal Protection In The Home 25 hours
Pistol, Personal Protection In The Home and Home Firearm Safety 27 hours
Rifle, Pistol, Shotgun, Home Firearm Safety, and Personal Protection In The Home 43 hours
Pistol, Personal Protection In The Home, and Personal Protection Outside The Home 54 hours
All disciplines 103 hours

Form of Training

The training conducted by NRA Training Counselors and Certified Instructors must be in person, hands-on, and performance-oriented. NRA trainers must be present to provide students with numerous opportunities to make practical applications of what they have learned, to evaluate student performance on a continuous basis, and to offer immediate feedback and reinforcement as aids to learning.

Other then the exam, homework or home study may supplement, but may not substitute for, required class time. Similarly, recorded media may not substitute for instruction. Telephone-guided instruction and training by mail are likewise strictly prohibited in NRA courses.
Image in Training

The NRA training programs are among the most visible NRA activities in communities across the country. As such, they present Training Counselors and NRA Certified Instructors with an excellent opportunity to make a positive statement on the grassroots level about the NRA, its members, and the value and benefit of its firearm safety education programs.

NRA Training Counselors and Certified Instructors must seek to enhance the NRA’s image through their dress, behavior, and speech. They must conduct themselves in a professional manner, and avoid making comments that may be taken as degrading to anyone’s gender, race, religion, or ethnic background. They must be patient in dealing with students who possess different levels of ability and be prepared to accommodate individuals with physical disabilities.

Many people know very little about the NRA except what is reported in the media. High quality training conducted in a responsible manner will leave participants with a positive feeling about the NRA itself, as well as about firearm safety.

Use of NRA Name and Trademarks

The National Rifle Association authorizes Training Counselors and instructors to teach NRA courses. The relationship between the NRA and its trainers is one of cooperation and service; it is not an employer-employee relationship. When promoting courses, NRA trainers must exercise care in how they use the NRA’s name so that this relationship is clear and correctly represented.

NRA Certified Instructors, Training Counselors, and Coaches are permitted to reproduce the three copyrighted trainer emblems (marks). They may be downloaded from the NRA Website at: nrahq.org/education/training/downloads.asp. The appropriate emblem may be used on personal business cards and other printed or electronic promotional materials when used to promote NRA-approved courses, clinics, schools, and workshops for which the trainer holds a current certificate.

Trainers who choose to use reproductions of the trainer emblems must be sure the images are of high quality. Good color or black and white scans of the emblem decals may be used. Do not use scans of the emblem embroidered patch or of photos found in magazines because they will not produce the required quality.

Reproduction and use is limited to these three specific emblems. Only the size may be changed in reproductions. Do not alter the color or content. Trainers may not reproduce the other NRA logos. Any member may use the NRA "member mark," but remember that the member mark may not be used for commercial purposes.
The NRA authorizes its Training Counselors and NRA Certified Instructors to teach official NRA courses only. The NRA name may not be used in connection with any course that is not taught in accordance with NRA training standards. This includes the use of the titles NRA Training Counselor and NRA Certified Instructor unless a clear disclaimer is made stating when a course is not NRA-approved. Any written material used or issued in connection with a non-NRA course may not use the titles NRA Training Counselor or NRA Certified Instructor unless the same material contains the written disclaimer (in print of at least the same size as the titles), “THIS IS NOT AN NRA-APPROVED COURSE.” The use of the NRA name, trainer title(s), or trainer emblem(s) must not be used in such a manner as to cause the public to reasonably believe the user is an NRA employee or that their location is an NRA place of business.

Statements in course promotions must also be phrased so that the NRA’s role in the course is clear. For example, “The ABC Gun Club will sponsor an NRA Instructor Training Course” is acceptable, but “The National Rifle Association will present an Instructor Training Course at the ABC Gun Club” is not.

Similarly, NRA course completion certificates are official NRA documents bearing the NRA seal and the signature of the NRA Secretary. They may only be issued by authorized NRA Training Counselors and Certified Instructors to individuals who have successfully completed the appropriate NRA course taught in accordance with NRA training standards.

Blank NRA certificates may not be reproduced or copied by any means. Completed certificates may be copied by the course participants if necessary to obtain a carry or purchase permit, or as proof of successful course completion.

The NRA logo is an NRA trademark, and use of this trademark is restricted to paid staff for official NRA business, unless specifically authorized in writing by the NRA Secretary. The NRA does not authorize Training Counselors or instructors to reproduce these trademarks for any reason.

There is an NRA Membership Mark, which may be used and reproduced for purposes of displaying one’s membership in the NRA. Only individual members and affiliated clubs may use it. It may not be used by commercial enterprises or for commercial purposes. A copy of the Membership Mark appears in Appendix 12.

**Training Referrals**

The NRA regularly provides the names of Training Counselors and instructors to individuals who contact the NRA for information on training programs in their local areas as a public service. Since the purpose of NRA programs is to serve the membership and the general public at the local level, NRA trainers must be prepared to accommodate these individuals by providing them with specific details on the courses they have planned.
NRA Training Counselors and Certified Instructors who do not wish to have their names released to prospective students should notify the NRA Training Department.

**NRA Training Credentials**

Certification as an instructor or Training Counselor is a privilege, not a right. The NRA reserves the right to withhold or revoke credentials, at its discretion, as it may deem to be in its interest.

Instructors and Training Counselors have received certification from the NRA. This means that the NRA believes, on the basis of information available to it, that the individual has successfully completed a prescribed training course or workshop and appears to be qualified as a certified instructor or Training Counselor. However, neither a certified instructor nor a Training Counselor is an NRA employee.

A Certified Instructor or Training Counselor is *permitted* to teach specific NRA developed courses, but there is no obligation to enroll any individual student. An instructor has broad discretion to refuse to teach an NRA-developed course of instruction to any person. For example, an instructor may believe that a particular individual has shown a tendency to handle firearms without proper regard for safety. It is impossible, from the NRA Headquarters, to determine in advance those situations in which such judgment is justified and when it is not. It is believed that broad discretion is the best policy, and certified instructors and Training Counselors are urged to show due regard for the personal dignity and self-respect of prospective students.

Upon receiving a credible report that a Certified Instructor or a Training Counselor is conducting classes that do not meet NRA requirements, the NRA Training Department will investigate. If, upon preliminary investigation, it should appear that the report is accurate, the credentials of the certified instructor or Training Counselor will be suspended. At this time the holder of the suspended credentials will be informed of the allegations and may be afforded the opportunity to respond, in writing, including such written proof as may seem relevant, to those allegations. The NRA reserves the right, at its discretion, to suspend or revoke credentials.
B. INSTRUCTOR TRAINING COURSE PREPARATION
INSTRUCTOR TRAINING COURSE PREPARATION

Planning and organization are key elements in the success of an NRA training course. The example set by Training Counselors in presenting well-organized and carefully prepared NRA Instructor Training Courses will serve as a model for the basic courses taught by NRA Certified Instructors. Careful planning also ensures a smooth, trouble-free training event, and makes a positive statement about the trainer’s commitment to quality in presenting NRA programs.

Training Counselors are familiar with the seven elements of course organization from their experience in planning NRA basic courses as certified instructors:

1. Leadership
2. Course program
3. Facilities
4. Course participants
5. Equipment/materials
6. Promotion
7. Finance

When conducting NRA Instructor Training Courses, Training Counselors will be using these same organizational elements, with some minor differences in detail. (The NRA Trainer’s Guide contains a thorough discussion of the seven elements in the section, “Organizing Your Course,” and a course organization form listing specific details associated with each element is in the Appendixes.)

Leadership

NRA Instructor Training Courses must be conducted under the leadership and direction of one or more NRA Training Counselors. Assisting the chief Training Counselor in the leadership of the course are the training team/support staff and the sponsor.
Chief Training Counselor

The overall success of an NRA Instructor Training Course is the responsibility of the chief Training Counselor. The chief Training Counselor normally selects a training team and support staff made up of qualified individuals who will work together in organizing and conducting the course. The chief Training Counselor should also seek a sponsor who can assist with such organizational elements as facilities, equipment, and finance.

When selecting and working with members of your leadership team, apply these six elements of team management:

1. **Research and identify**: Determine jobs that need to be done in connection with the course, and make inquiries to learn who possesses the necessary qualifications and skills to perform them.

2. **Recruit**: Ask them to participate. Let them know they are making an important contribution to a valuable program.

3. **Train and place**: Let team members know exactly what they need to do. Provide them with the necessary lesson plans and/or concrete guidelines for the job they are to perform. Be specific. Place team members in roles appropriate to their background. You may also wish to “cross-train” members of the training team and support staff by having them assist more experienced team members with a particular organizational or instructional task. Be prepared for emergencies by making backup assignments.

4. **Continue education**: Make sure all members of your training team are teaching in accordance with the latest NRA instructional methodologies and using current NRA training materials. NRA Certified Instructors may help teach your instructor training course, however, remember that instructors are trained to teach *shooting*. You will need to show them how to teach *teaching*. **This is an excellent opportunity to acquaint experienced instructors with the NRA Training Counselor Program and “groom” qualified individuals for a future Training Counselor certification.**

5. **Service/support**: Hold at least three meetings to discuss the organization of the course: an initial meeting to make assignments; a follow-up meeting to discuss progress; and a final meeting and rehearsal that should take place shortly before the course, preferably at the course site. Between meetings, contact team members individually to check whether they have questions or require assistance. Let them know that you are available to help.

6. **Recognition**: Remember to recognize *all* who have contributed to the success of the course. Thank-you notes, certificates, awards, or a group dinner can let the members of your leadership team know you appreciate their contribution. Team members who
have a positive feeling about their role in the course will probably be willing to help again in the future.

These same elements of team management may also be used when recruiting instructor candidates for your NRA Instructor Training Courses.

**Training Team/Support Staff**

The training team is the component of course leadership that assists the chief Training Counselor by providing instruction in the instructor training course. Members of the training team must be Training Counselors or highly experienced certified instructors and must possess current credentials in the appropriate discipline. (NRA Assistant and Apprentice Instructors may not provide instruction in an NRA Instructor Training Course.)

Members of the support staff also assist in the leadership of the course, but do not provide instruction. Support staff functions can include that of a registrar, treasurer, and spokesperson. These individuals do not need to hold NRA training credentials, but they should be familiar with the goal of instructor training courses and how they differ from basic courses.

**Sponsor**

The sponsor serves the same function in an instructor course as in a basic course, namely, to supply one or more of the organizational elements necessary to conduct a training program.

When seeking sponsors, be sure to let them know the details of the course: the date, time, and location, and also the purpose of the course and its contribution to the community. In an instructor training course, you are supplying the resources who can provide firearm safety training to area residents.

Remember to emphasize how this contribution can benefit the sponsor. An individual or organization may want recognition, or simply involvement in a program they believe in; businesses may want exposure to potential customers; gun clubs or shooting ranges may want to attract new members and demonstrate their positive contribution to the community by promoting firearm education.

The traditional sponsors for NRA training courses include youth, civic, recreational, and community organizations, gun clubs and shooting ranges, and local businesses. However, your list of potential sponsors is limited only by your own creativity.
You can also be creative in proposing possible roles for a sponsor. Organizations that are reluctant to donate funds might be willing to provide materials such as targets, ammunition, or training materials; facilities such as a classroom, range, or parking area; or promotional support, such as free advertising.

Whatever goods or services they provide, always be sure that the sponsors are appropriately recognized for their contribution.

One of your goals in conducting an NRA Instructor Training Course is to prepare instructor candidates to work together as a training team. Working together with members of your leadership team in an enthusiastic and well-coordinated manner is an excellent means for teaching teamwork by example.

Course Program

An important responsibility of an NRA Training Counselor is the development of a personal training plan. Among the details you should specify in this plan are the elements of the course program: which courses you will teach and when.

In determining the disciplines to be covered in instructor training courses during a given year, consider the special needs of your community. For example, passage of a new concealed carry law for handguns may create a demand for personal protection or pistol instructors. During the spring, there may be interest in instructor training for youth group leaders and camp counselors who are preparing for summer shooting sports programs.

You also need to bear in mind your commitment to teach courses. Seeking Training Counselor certification indicates willingness on your part to plan, organize, and promote instructor training courses. In other words, your planning must go beyond simply responding to the needs of your community; you should also be proactive and create interest. This is an important means by which Training Counselors promote the shooting sports and the value and benefits of firearm training.

The other elements of course organization should also be given consideration when planning your course program: the most suitable dates and times for your leadership team and course participants; the number of students you can accommodate; the availability of facilities; lead times for promotion and materials procurement; and the annual training budget. Plan your course program in accordance with the minimum specified NRA time requirements, and remember that additional time may be necessary depending on the group. Be sure to allow ample time for the pre-course qualification. Avoid the temptation to try to fit too much training into a single day or weekend. Proper time management will help ensure a positive and successful training experience both for your training team and your instructor candidates.
NRA Training Department will evaluate training activity to assist them in making accurate referrals to prospective instructors. If a Training Counselor remains inactive for an extended period of time (i.e. 2 years or more) they will be removed from the training referral list.

Facilities

The choice of facilities is an important element in planning a training course because the environment in which you teach has a significant effect on learning. This is particularly important in a course for new instructors because instructor candidates must learn from your example how to create an environment conducive to learning.

When seeking facilities, you need to consider the requirements of the course as well as the needs of the students. The NRA course lesson plans indicate the facilities necessary for each lesson, along with the type of exercises to be held and the training aids to be used. Be sure your facilities can accommodate all these needs.

Every NRA Instructor Training Course requires a facility for discussions, buzz group exercises, exhibits, and presentations. This can be a traditional classroom or you can use a different facility that can comfortably accommodate participants. Does your facility contain tables and comfortable chairs? Are rest rooms and a drinking fountain available? Are there electrical outlets for audiovisual equipment? Will there be heating or air conditioning appropriate for the season? Is there adequate lighting, acoustics, and ventilation? Can the facility be set up to accommodate various teaching methods, practical exercises, and the display of training aids? Is parking available? Is food service onsite or nearby?

Since you must have firearms to use during the pre-course assessment and the hands-on exercises, be sure you may bring firearms to the classroom facility. Do you need written permission? From whom? Make certain that you comply with all applicable laws governing possession and transportation of firearms.

With the exception of Home Firearm Safety, NRA Instructor Training Courses require range facilities for live firing exercises with firearms during pre-course exercises and the course itself. Inspect the range facilities ahead of time. Is it a safe range? Does it have covered firing points that may be used in the event of inclement weather? Can it accommodate the target types and shooting distances you plan to employ? Are there restrictions on the types of guns or ammunition that may be used? Get a copy of the range rules in advance to see whether there are any special requirements. Arrange to have the range all to yourself if possible so that your learning environment will be free from distractions.
Other factors you must consider when seeking facilities include:

1. **Capacity:** How many students can be comfortably accommodated?

2. **Accessibility:** Are the facilities in a convenient location?

3. **Availability:** Can you reserve the facility for the dates you want? Remember that many gun clubs schedule their events a year in advance, so develop your annual training plan early.

4. **Cost:** How will this affect your annual training budget and course fee?

Finally, when you are finished using a facility, always be sure that it is returned to the condition in which it was received, or better.

**Course Participants**

The participants in your instructor training course today will be the NRA Certified Instructors of tomorrow. It is your responsibility as a Training Counselor to identify and recruit qualified participants for your instructor training courses.

Since participants in an NRA Instructor Training Course must meet certain eligibility requirements and be willing to make a commitment to participate actively in NRA training programs, you will need to screen prospective participants carefully. Appendix 1 contains a pre-course questionnaire and appendices 2 through 9 include the pre-course qualification you use during the screening process.

This process must determine several things. First of all, you must determine what instructor candidates expect to get out of an NRA Instructor Training Course and why they want to become NRA Certified Instructors. Remember that the goal of the course is to prepare candidates to teach NRA Basic Firearm Training Courses.

The pre-course questionnaire briefly explains the goals of the instructor training program and the responsibilities of instructors. It will assist both you and the instructor candidate in determining whether an instructor training course is appropriate to meet an individual’s particular needs.

The screening process also involves a determination of the candidate’s background in firearm safety and shooting skills. Prospective instructors are required to do more than simply tell you about their firearm—they must *demonstrate* it. There are specific pre-course qualifications for your use for each discipline in Appendixes 2 through 9. These exercises must be conducted *before* the instructor training course.
When planning your instructor training course, you will also have to decide how specific you wish to be in your recruitment of participants. Do you wish to target members of a particular club, organization, or group, or will you open the course to all qualified individuals? This choice will affect your method of promoting the course.

Remember that as a Training Counselor, you should try to involve new instructors in an NRA training program in their area. You should also assist the instructors you train in establishing NRA programs where they do not exist.

When recruiting course participants, determine in advance the maximum number you will be able to accommodate. This will depend upon the number of people on your training team and the facilities you have at your disposal.

Finally, be sure to keep accurate records of the participants in all your courses. This information must be reported to NRA on the appropriate forms, and should also be saved for your own records in case questions should ever arise concerning who attended a given course.

**Equipment/Materials**

Equipment and materials are essential components of any training activity. In an NRA Instructor Training Course, there are specific NRA training materials you are required to use in order to maintain NRA training standards. You will also need firearms and firearm-related training aids, as well as standard classroom equipment. Range equipment will also be necessary in instructor training courses (except home firearm safety and reloading) for conducting live fire exercises.

**NRA Materials**

NRA Training Counselors are responsible for supplying every instructor candidate with his or her own copy of the *NRA Trainer’s Guide* and the appropriate NRA Instructor Candidate Packet which includes the course outline and lesson plans. Training Counselors should also provide the appropriate Basic Course Student packet to each candidate, as well as any other training materials specified in the *NRA Training Counselor Guide* and the most current NRA Trainers’ Catalog. These materials must be supplied to instructor candidates at the beginning of the course for use during training.

When using the NRA Trainers’ Catalog, be sure to read and follow ordering directions carefully. Note especially the instruction to allow at least four weeks for delivery of materials. Orders may only be placed by Internet or by phone. It is advisable to plan to have materials arrive a minimum of two weeks prior to the scheduled course date. Please be sure to check them right away.
All orders for restricted materials are computer cross-checked with the NRA instructor database to ensure that these materials are sent only to authorized individuals. Be sure to use your name, instructor identification number, and inventory number or the restricted materials will not be released.

It is a good idea to order enough materials for the maximum number of students you are able to accommodate in your course. In this way, you will not need to turn away qualified candidates who may learn of your course at the last minute. If you wind up with extra materials, you may save them for your next course or return them to the NRA Program Materials Center within 60 days for a refund.

Do not order too many extra materials, however, because they are constantly revised and updated. Be sure that the NRA materials you use in your course are current.

In addition to supplying your students with the necessary NRA materials, be sure that you and the other members of your training team have the NRA materials necessary to teach the instructor training course. These include the Training Counselor lesson plans, the wall charts, DVDs and NRA instructor materials for reference and display.

**Other Equipment and Materials**

In the *classroom* portion of your course, standard audiovisual equipment, such as a computer, projector, chalkboard, flip chart and easel, overhead projector, and TV/VCR or DVD player should be employed. Be sure to have the necessary supplies to use with these items, such as chalk and an eraser, sufficient flip chart paper, fresh markers that will not bleed through paper, a spare bulb for the projector, blank overhead transparencies, and extra batteries for the remote controls used with any of your equipment.

If you plan to use equipment you have not used before, be sure you learn to operate it correctly. Confirm that all equipment is in good working order prior to the course date.

You will also need firearms and *dummy* ammunition for classroom presentations. Emphasize the NRA policy: *There must be no live ammunition in the classroom, and you must be able to visually distinguish a dummy cartridge from a live one to ensure that a live cartridge is not brought to class.* Additional training aids may be obtained from the NRA or industry sources, or made by the Training Counselor.

In the *range* portion of your course, you will need equipment necessary for live fire exercises, such as guns, ammunition, targets, target frames, staples, pasters, ear and eye protection, spotting scopes, benchrests, sandbags, shooting mats, and gun racks.

For all course equipment, determine ahead of time the quantities you will need and whether the training team members, instructor candidates, or sponsors will provide them.
Promotion

One of your responsibilities as an NRA Training Counselor is to recruit instructors by promoting NRA Instructor Training Courses. Proper promotion will generate interest among potential sponsors and help provide you with an adequate turnout of qualified instructor candidates.

Your method of promotion will depend upon your target audience. If you are interested in recruiting instructor candidates from a particular group, organization, or club, a personal appearance at a group function or meeting is an excellent method for promoting your course.

Placing announcements in organization newsletters and posting notices on club bulletin boards will also get your message to potential instructor trainees. Ask club officers or active group members who share your interest in firearm training to help you recruit—these individuals can be excellent sources of word-of-mouth promotion.

When considering specific groups for which you may wish to conduct an instructor course, remember the local NRA-affiliated shooting and hunting clubs and state association, as well as civic groups, service organizations, fish and wildlife departments, and youth organizations. These same groups may consider acting as sponsors for your course.

If you are going to open your course to the general public, you have a greater number of promotional options. The Internet is a great source for advertising. NRA provides trainers with free advertisement at nrainstructors.org. You may consider public service announcements in newspapers, radio, and TV are a cost-free way to reach hundreds of people in your community. Send press releases to local newspapers, and explain why your course is a newsworthy event. Announcements and print advertisements can be placed in a variety of newsletters and bulletins. Course announcement flyers can be left at gun and sporting goods stores or handed out at gun shows. Don’t forget social media and Internet forums in which you can target your specific audience.

The NRA also provides lists of Training Counselors to individuals who contact the NRA Training Department for information on instructor training courses in their area.

Finally, remember that satisfied students who recommend your course to others can be one of the best sources of instructor course promotion. Doing a thorough job in
conducting a quality program, and providing your trainees with support after the course, will generate many recommendations.

For additional information on course promotion, see the extensive section titled “Generating Publicity for an NRA Training Course” in the *NRA Trainer’s Guide*.

**Finance**

The planning and conduct of every NRA Instructor Training Course will involve expenditures for various items. One of your responsibilities as an NRA Training Counselor is to organize your courses in a financially responsible manner. *This requires the development of an annual training budget in conjunction with your annual training plan.* The budget should contain an estimate of expenses for each course, as well as estimated revenues. You should also consider the anticipated source of the revenue when planning your budget.

A course budget worksheet is included in Appendix 10 to assist you in your budget development.

**Expenses**

When planning an instructor training course, consider all the costs associated with the different organizational elements. The expenses of your leadership team, for example, might include their travel costs, annual NRA certification fees, and liability insurance. Your training costs may vary according to the *course program* you have planned. There will often be a cost to rent your classroom and/or range facilities, and you may wish to consider providing refreshments, snacks, or meals to your *course participants*.

Your *equipment/materials* costs may include rental fees for audiovisual aids; maintenance and depreciation on items you own; and replacement costs of items that cannot be reused, such as ammunition, targets, and disposable ear protection. Remember that you are required to supply instructor candidates with the required NRA training *materials*, and that your costs will include shipping charges and, in some cases, sales tax. Do not forget the various costs associated with course *promotion*, such as copying charges for course announcements, postage, telephone calls, and the cost of advertisements.

**Revenues**

Since Training Counselors are not reimbursed by the NRA for the costs of conducting training, they are responsible for raising the revenue necessary to recover their expenses. The most frequent methods used to balance the training budget are taking course deposits.
Before you can determine your course fee, you will need to total your anticipated expenses. Next, you will have to decide whether you wish to partially recover your expenses, completely recover your expenses and no more (i.e., “break even”), or make a profit. The NRA leaves the decision whether or not to train for profit up to the individual Training Counselor. After adding any projected profit to the anticipated expenses, divide by the expected number of course participants.

Training Counselors may minimize expenses by having a sponsor supply some or all of the items necessary to conduct a course. Some sponsors may choose to donate funds to help pay for course costs. If so, take this amount into account when computing your course fee.

Before the course, it is a good idea to request a deposit from prospective course participants. This will assist the budgeting process in two ways. First of all, it will help you determine how many students to expect for your course. An individual who submits a deposit is making a commitment to attend your course. Second, deposits will provide you with operating revenue, which will reduce or eliminate your out-of-pocket costs for pre-course expenses. When requesting a deposit, always indicate whether or not it is refundable and, if refundable, under what conditions (e.g., within seven days of the course starting date).

Training Counselors must make their own arrangements for obtaining the appropriate liability insurance and any necessary business licenses. They are also responsible for the tax consequences that will result from generating income from their training.

All Training Counselors should keep accurate records of their expenses and revenues before, during, and after the course. You may wish to delegate this task to a member of your support staff. Your budgetary records will supplement your other training records, and will be useful in planning future courses. Accurate records of your revenues and expenses will also document whether a profit was made and, if so, how much.
C. EFFECTIVE EVALUATION
C. EFFECTIVE EVALUATION
EFFECTIVE EVALUATION

A responsibility critical to the Training Counselor’s role in the trainer development process is that of evaluation. Your goal in conducting an NRA Instructor Training Course is to prepare candidates to organize and teach NRA Basic Firearm Training Courses as NRA Certified Instructors. To assist you and your instructor candidates in achieving this goal, you will need to examine the effectiveness of your training. This is the function of evaluation.

Nature of Evaluation

Essentially, evaluation is a determination by the trainer of whether and to what extent training (i.e., the desired changes in knowledge, skills, and attitude specified in the learning objectives) has taken place.

Evaluation is an important ongoing activity that serves a vital purpose for both Training Counselors and instructor candidates alike. For Training Counselors (the trainers), evaluation indicates both the progress of the candidates and the effectiveness of the training that the Training Counselor has provided. For instructor candidates (the trainees), evaluation lets them know how well they are doing, and forms the basis of feedback, which is a necessary component of the skill development process, and which helps provide the motivation necessary for candidates to improve their skills.

Employment of NRA’s training philosophy of total participant involvement (TPI) is critical in ensuring that your evaluation has a concrete basis in the candidate’s performance.

Remember that the ultimate goal of evaluation is the improvement of performance. When teaching an NRA Instructor Training Course, you will be fostering the continuous improvement of the performance of your instructor candidates during training. At the same time, you will also be seeking ways to improve the performance of your training team in conducting and organizing future courses. To accomplish these goals, you will need to ask:

1. Have the participants demonstrated that they have acquired the knowledge, skills, and attitude necessary to organize and conduct both the classroom and the range portions of an NRA basic course? (Instructor candidate evaluation.)

2. Were you and the members of your training team effective in developing this knowledge, skills, and attitude in instructor candidates? Was your course well-organized, did it run smoothly, was it a suitable model of how a training course should be conducted, and did it create an environment conducive to learning? (Training team evaluation.)
In evaluating these items, you will use different evaluation methods and apply different evaluation criteria.

**Instructor Candidate Evaluation**

Since the goal of an instructor training course is the development of effective instructors to conduct the NRA Basic Firearm Training Program, the evaluation of your instructor candidates is critical. It takes place continuously throughout the training process. _Before the course_, your evaluation determines whether candidates possess the necessary prerequisites for attending the course. _During the course_, you perform evaluations of both their organizational and teaching skills. _At the end of the course_, you will make a final evaluation, which will be the basis for your recommendations regarding the candidate’s certification. You may continue your evaluation as you make yourself available to assist in the continuing education and development of the instructors you trained.

**Before the Course**

Prior training and experience obtained by the candidates is used as a determination of whether candidates possess the necessary background to successfully participate in an NRA Instructor Training Course. The pre-course questionnaire and qualification is where candidates validate their experience before instructor training begins. These elements form a vital part of the evaluation process by establishing a baseline of the candidate’s skills and their readiness for training.

The pre-course qualifications contained in Appendices 2 through 9, will give Training Counselors the opportunity to evaluate the candidate’s knowledge, skills, and attitude through their participation in firearm safety, handling, and shooting exercises. The criteria for each discipline are listed in the introduction to part two of the appropriate instructor training course lesson plans. The pre-course questionnaire, found in Appendix 1, will allow you to learn about their shooting and educational background, and clarify to instructor candidates the goal and purpose of the NRA Instructor Training Course.

**During the Course**

The majority of your evaluation activities will take place during the instructor training course itself. You will have a variety of opportunities to perform continuous evaluation of instructor candidates. Remember that your overall goal is to develop in candidates the knowledge, skills, and attitude necessary to teach NRA basic courses. The specific criteria that will determine whether that goal has been met are found in the _learning objectives_ for each lesson. Candidates must indicate through demonstrated performance that they have acquired the knowledge, skills, and attitude that were
specified. Remember to implement the principles of total participant involvement (TPI) and ground your evaluation in the candidate’s performance.

The candidate’s demonstration of teaching and organizational skills during the practical exercises will form the primary basis for your determination of whether to endorse the candidate for certification. For this reason, you need to provide each candidate with at least two opportunities (more if possible) to perform in the practical exercises: once in a classroom session and once in a range session. (Since there are no range sessions in the home firearm safety or reloading instructor training courses, each candidate will participate in two classroom sessions.)

Observe the practical exercises carefully, and have other instructor candidates do the same. The evaluation sessions you conduct after each exercise should take the form of a closely directed group discussion with other instructor candidates. The discussion should answer the following questions for each presentation:

- Were candidates well prepared?
- Did they pay close attention to safety?
- Did they practice the NRA policy of having a student verify that guns were unloaded?
- Did they follow the NRA lesson plans?
- Did they introduce the subject?
- Did they state their objectives?
- Were explanations clear?
- Were demonstrations simple?
- Did they involve students (TPI)? How?
- Did their teaching methods appeal to multiple senses? Which?
- Did they use different teaching principles? Which?
- Did they use different teaching methods? Which?
- Did they use training aids? Which?
- Did they appear confident?
NRA TRAINING COUNSELOR GUIDE
Effective Evaluation

- Was their dress appropriate?
- Did they use eye contact? Body movement? Hand gestures?
- Did they vary the pitch and speed of their voices?
- Was their attitude positive? Responsible? Enthusiastic?
- Was the presentation professional?
- Did team members work well together?
- Did they meet their objectives? How did they verify this?
- Did they summarize, allow for questions, and introduce the next topic?
- What was good about the presentation?
- What could have made it even better?

The manner in which you evaluate is as important as the tools you use. Always find something the candidate did well and discuss it. Encourage other candidates to do the same. Your job is to bring out the best in instructor candidates, not to find fault with their performance. Do so through encouragement and positive reinforcement. Do not offer “constructive criticism.” When it appears that positive suggestions for improvement are appropriate, use questions to elicit suggestions from other instructor candidates. In this way, the candidates who are assisting in the evaluation session take on the role of a support group. Remember that the goal of evaluation is the improvement of performance. Positive comments will provide both the guidance and the motivation for that improvement.

Another tool you will use to evaluate candidates is the instructor examination. Instructor candidates must achieve a minimum grade in the examination to be eligible for certification. However, the examination must not be the sole determining factor upon which you base your recommendation of a candidate. The candidate’s ability to indicate knowledge and understanding of teaching methodology and program policy is an important objective of NRA instructor training courses. It is not sufficient by itself, however, to indicate that a candidate possesses the knowledge, skills, and attitude necessary to organize and conduct successful NRA basic courses. (Remember that the examination should be used as a teaching tool as well as an evaluation tool, as indicated in the lesson plans.)

In addition to the formal evaluation tools of the practical exercises and the instructor examination, there are several informal tools a Training Counselor can use to

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evaluate instructor candidates. The buzz group exercises and preparation sessions for the practical exercises provide you with an excellent opportunity to observe the candidate’s interpersonal and organizational skills, and their attitudes about training. You can see who the leaders are, who the followers are, and who the most active contributors are. If there are candidates who do not participate as fully as you would like, encourage them and give them specific assignments.

All of the lessons in part one of the instructor training course, and many of those in part two, involve the extensive use of questions to involve candidates in the training process. These questions, along with the review sessions at the end of each lesson, provide you with additional evaluation opportunities. They will indicate who is actively engaged in the thought process you are attempting to direct, and who might need some additional attention and encouragement.

Finally, be aware of a candidate’s behavior during class and breaks. It can be a good indicator of a candidate’s attitude about firearms, safety, and the training process.

**At the End of the Course**

As indicated above, you should make your evaluations continuously throughout the course, and provide appropriate feedback to reinforce learning. As the course nears its end, you should have a clear idea of what each candidate’s abilities are, and whether you will endorse a particular candidate for instructor certification.

Those candidates who have demonstrated that they are fully qualified to teach the appropriate NRA basic course may be recommended for the certified rating. Those who have demonstrated that they are qualified to assist in conducting a basic course, but who need additional experience to be fully qualified, may be recommended for the assistant rating. Those who demonstrate the appropriate qualifications but who are under the age of 21 may be recommended for the assistant or apprentice rating.

If a candidate’s performance indicates that they do not possess the knowledge, skills, and attitude necessary to conduct NRA basic courses as an NRA instructor, you have several options.

The first option is to retrain the candidate. Training Counselors may wish to meet with the candidate after the course for supplementary training, or have the candidate participate in a future basic training course as an assistant before attending another instructor training course. After the supplementary training, reevaluate the candidate and determine whether you can give your endorsement based on their performance.

If the candidate still does not demonstrate the necessary knowledge, skills, and attitude, attempt to redirect the candidate to another role in the NRA program. Individuals can assist in the conduct of an NRA course in a variety of ways without providing instruction. Secretaries, treasurers, registrars, and publicity directors play an
important part in course organization. The candidate in question may be ideal for one of these roles.

If all else fails, your only option may be to reject the candidate. This will normally be for reasons of attitude.

If, at any time during the course, you have reason to believe that you may need to reject a candidate because of an attitude incompatible with the role of NRA instructor, you owe it to the candidate to discuss this. It is a part of the process of providing feedback, and will give the candidate the opportunity to improve their performance by demonstrating the proper attitude.

After the Course

Once the course is over and you have made your recommendations for NRA instructor certification, the process of evaluation continues. Make yourself available to assist in the new instructors’ development, even if they work on someone else’s team. Follow up with the instructors you train. Check on their progress in conducting NRA basic courses and offer your assistance as necessary.

Training Team Evaluation

In addition to letting candidates know how much progress they are making in their performance as instructor trainees, the evaluation process also indicates to Training Counselors and the members of their training team the level of effectiveness of the organizational and teaching skills they use in planning and conducting the course. Like instructor candidate evaluation, training team evaluation should take place continuously throughout the course.

Before the Course

It is imperative that the chief Training Counselor keep in close touch with each member of the training team and support staff during the planning stages of the course. The chief Training Counselor must ensure that all members of the training team and support staff understand their jobs and have the necessary resources to perform them. Meet with team members; have them keep you informed of their progress in making the necessary preparations for the course, and offer assistance as necessary.
During the Course

The performance of the candidates during the training session indicates the amount of learning that is taking place. Remember that it is also an indication of your effectiveness as a trainer. Be conscious of the candidate’s reactions to your training strategy. If difficulties appear, it may indicate a need for a different approach on your part.

Do you see confused faces? Try a different explanation, or use a training aid. Are you not receiving responses to your question? Reword the question if necessary. Are candidates losing interest? Be enthusiastic and get them more involved in the training process. Be sensitive to the need for frequent breaks, particularly during long training sessions. Remember that you are responsible for creating an environment conducive to learning.

After the Course

A follow-up meeting for members of the training team and support staff should be held after every NRA Instructor Training Course. The purpose of this meeting should be to evaluate the organization and conduct of the course.

There are various tools you may use to perform this evaluation. The first is self-evaluation. All training team members should reflect on how well they did in carrying out their responsibilities and how they might improve for the next time. The results of the self-evaluation can be shared with the rest of the training team.

Peer evaluation can be an effective complement to self-evaluation. As instructor candidates took on the role of a support group when they were performing their peer evaluations, training team members should do the same. Ask the same questions of one another as you asked of instructor candidates during the evaluation sessions. Remember to be positive and encouraging.

NRA Training Department will solicit your candidate’s evaluation by electronic means. Training Counselors are authorized to make copies of the instructor course evaluation contained in Appendix 15 and distribute them to your candidates at the conclusion of the course. The candidate’s comments can be extremely valuable in helping you evaluate the effectiveness of your course.

The performance of the candidates during the practical exercises should be reviewed during the post-course evaluation. What worked well in developing the desired knowledge, skills, and attitude? What improvements can be incorporated into future courses? The candidates’ performance on the examination is also an important evaluation tool that will help you evaluate the effectiveness of the training team.
In evaluating your teaching effectiveness and that of your training team, use the learning objectives for each instructor training course lesson as your criteria, as well as the overall course goal. Refer to the Training Session Evaluation Form in Appendix M of the *NRA Trainer’s Guide* for additional guidelines to evaluate your teaching effectiveness.

You will also need to evaluate the *organizational skills* you used in planning and managing the instructor training course. Use the seven elements of course organization as your guidelines, and examine the success of each:

1. **Leadership:** Did training team members work well together? Did everyone understand their assignment? Were the lessons well-prepared? Did everyone enjoy the experience?

2. **Course Program:** Did the course attract an adequate number of students, indicating it met the needs of the community?

3. **Facilities:** Were they conducive to learning? Ready on time? Clean?

4. **Course Participants:** Were they qualified? Was your method of screening participants successful?

5. **Equipment/materials:** Did you have enough? Was equipment in good working order? Did you allow enough time to acquire the necessary equipment and materials?

6. **Promotion:** Were you able to reach your intended audience?

7. **Finance:** Did the course generate enough revenue to cover expenses? What expenses did you overestimate? Underestimate?

Your constant examination of your own performance and your dedication to conducting quality training activities will contribute tremendously to your own development as a trainer, the development of instructor candidates, and the success of the NRA Instructor Training Program. Experienced Training Counselors also provide valuable input for the development of NRA training programs as the NRA strives to continuously improve the effectiveness of the courses. If you have comments and suggestions on how to improve NRA training programs, please forward them to the NRA Training Department.
I. NRA BASIC INSTRUCTOR TRAINING
BASIC INSTRUCTOR TRAINING

The NRA Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Discipline-Specific Instructor Training (5-14 hours)

This chapter contains the lesson plans for part one of all NRA Instructor Training Courses. When conducting instructor training courses that include multiple disciplines, part one needs to be taught only once. *Training Counselors are encouraged to use PowerPoint® presentations whenever possible.*

Prior to conducting an NRA Instructor Training Course, Training Counselors must have instructor candidates complete the pre-course questionnaire, appendix 1, and the appropriate pre-course qualification found in appendices 2 through 9. Only those candidates who achieve satisfactory scores in the pre-course qualification, and who meet other specified requirements for NRA instructors, are eligible for certification.
COURSE OUTLINE

Basic Instructor Training

Course Goal: To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Basic Firearm Training Courses.

Length of Part One: 6 hours

Course Lessons:

Opening Exercise: How to Introduce a Speaker (30 minutes)

Lesson I: The Instructor and the NRA Basic Firearm Training Program (60 minutes)

Lesson II: Using a Training Team (60 minutes)

Lesson III: Training Materials and Training Aids (60 minutes)

Lesson IV: Organizing Your Course (60 minutes)

Lesson V: Preparing to Teach (90 minutes)
REQUIRED NRA MATERIALS

NRA Instructor Training Course—Part One

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

One per candidate:

- *NRA Trainer’s Guide*
- *NRA Basic Firearm Training Program* brochure
- NRA Training Course Student Registration Cards
- NRA Basic Firearm Training Course Budget Worksheet (copy from *NRA Trainer’s Guide* appendix)

For display:

- All items to be used in part two of course (display during Lesson III)
- NRA instructor cap
- NRA instructor shirt
- NRA instructor patch and rockers
Opening Exercise: How to Introduce a Speaker

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

- State the goal of part one of an NRA Instructor Training Course.
- Describe the basic guidelines for introducing a speaker.
- Describe the background of the other instructor candidates in this course.
- Demonstrate basic public speaking skills in introducing an instructor candidate to the class.
- Describe their appreciation for the background and abilities of other class members.

Length: 30 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Trainer’s Guide* (one per candidate)
- Handouts

References:

- *NRA Trainer’s Guide*, Appendix O

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<th>Content</th>
<th>Instructional Notes</th>
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<tr>
<td><strong>A. Course Orientation</strong></td>
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<tr>
<td>1. Registration</td>
<td><strong>Instruct</strong> the candidates to fill out an NRA Training Course Student Registration Card.</td>
</tr>
<tr>
<td>2. Welcome</td>
<td><strong>Introduce</strong> self and welcome candidates to the course.</td>
</tr>
<tr>
<td>3. Course goal</td>
<td><strong>Review</strong> goal for Part One as stated in course outline. To develop NRA Certified Instructors who possess the Knowledge, Skills, and Attitude necessary to organize and conduct NRA Basic Firearm Training Courses.</td>
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4. Course schedule  **Review** the course content, times, dates, and locations of the different parts of the course. **Distribute** any handouts containing this information and include it in your presentation before the session.

5. Special considerations  **Review** any special considerations unique to the course, when candidates should bring firearms to class, etc.

6. Course staff  **Identify** other members of the training team and support staff, and **introduce** those who are present.

7. Orientation to facilities  **Point out** location of rest rooms, drinking fountain, telephone, fire exits, alarm, first aid kits, and extinguishers, etc. During facilities orientation is an excellent time to inform all the candidates what direction is considered safe for firearms handling.

8. Role playing  **Discuss** role playing with candidate instructors. During your instructor training, you will play two roles: basic student (act like one) and NRA instructor. Your goal is to always follow the instructor lesson plan regardless which role you are playing. Acting as basic student, you will follow the instruction given by the instructor candidate, while following along in your instructor lesson plan. You will be working from two sets of books: basic and instructor. Just remember to always follow the lesson plan.

**B. Introduce Lesson**

1. Objectives  **State** learning objectives for the current lesson.  

   **Ask** what learning objectives are? What is their purpose? **Discuss** responses briefly.

   What do you notice about the way learning objectives are stated? **Discuss** responses briefly.

   **Explain** that learning objectives are learner-centered statements that indicate the behavior the students should demonstrate to verify that learning has taken place.
Ask candidates why it is important that each lesson have specific learning objectives? Discuss responses briefly.

Explain that objectives keep the lesson focused, and let both instructors and students know where they are going: instructors know what to teach and students know what they should expect to learn. Objectives are also the criteria used to determine whether or not learning has taken place.

The training process begins with a statement of objectives, continues with the instructor’s presentation of material and the students’ performance of practical exercises, and ends with an evaluation to determine whether the objectives were met.

Note! In addition to safety, the instructor’s primary goal is to meet each lesson’s learning objectives.

2. Total Participant Involvement

Turn with candidates to NRA Trainer’s Guide Section ROLES AND RESPONSIBILITIES OF TRAINERS IN THE NRA FIREARM TRAINING PROGRAM, Par. RESPONSIBILITIES OF NRA TRAINERS, bullet seven. Describe NRA’s training philosophy of total participant involvement (TPI): we train people by explaining, demonstrating, and, most important, having them perform the skill being taught.

C. Practical Exercise: How to Introduce a Speaker

1. Introduction

Turn with candidates to Appendix O, HOW TO INTRODUCE A SPEAKER, in the NRA Trainer’s Guide. Have them read guidelines to themselves. Emphasize that there are two sets of guidelines: one for introducing training team members and one for introducing guest speakers.
2. Assignment

Assign candidates the task of introducing another candidate to the rest of the class. One member of each pair of candidates should use the guidelines for introducing training team members and the other should use the guidelines for introducing a guest speaker. Allow several minutes for preparation.

3. Presentations

Ask candidates to make introductions. Allow all candidates to finish before proceeding to evaluation.

4. Evaluation

NOTE: Evaluations will take place in the next lesson.

5. Conclusion

Ask candidates to think about and makes notes on what this exercise was supposed to accomplish. Their responses will be discussed during the next lesson.

D. Certification Requirements

Candidates should be aware that obtaining NRA certification requires them to:

- Attend the entire course
- Participate in discussions and practical exercises
- Demonstrate knowledge, skills, and attitude necessary to organize, conduct, and supervise safe shooting activities and range operations.
- Achieve an examination score of 90% or higher.
- Submit an application and fee.

E. Conclude Lesson

1. Summary

Highlight important points:

- Describe the basic guidelines for introducing a speaker.
- Describe the background of the other instructor candidates in this course.
- Demonstrate basic public speaking skills in introducing an instructor candidate to the class.
- Have an appreciation for the background and abilities of other class members.
<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
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<tr>
<td>2.</td>
<td>Question and answer period</td>
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<td>3.</td>
<td>Preview</td>
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Lesson I: The Instructor and the NRA Basic Firearm Training Program

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

• Explain why training is important for both shooters and instructors.
• Describe NRA’s training philosophy of total participant involvement (TPI).
• Identify and explain the importance of the eight fundamental requirements for training people.
• State the purpose of the NRA Basic Firearm Training Program and Instructor Training Program, and explain where they fit in NRA’s training structure.
• Identify the eligibility requirements, responsibilities, and personal qualities of NRA Certified Instructors.

Length: 60 minutes

Facility: Classroom

Training Aids:

• Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
• *NRA Basic Firearm Training Program* brochures (one per candidate)
• *NRA Instructor Training Program* brochures (one per candidate)
• *NRA Shooting Education Update* newsletter

Reference:

• *NRA Trainer’s Guide*, Preparing To Teach
<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Notes</th>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td><strong>State</strong> the learning objectives for this lesson.</td>
</tr>
<tr>
<td>B. The Function of Training</td>
<td><strong>Ask</strong> candidates what they thought the opening exercise was supposed to accomplish. <strong>Discuss</strong> responses briefly.</td>
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<td><strong>Explain</strong> that this exercise was actually a miniature training session that taught them how to introduce a speaker.</td>
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<td><strong>Ask</strong> what training is? What is it supposed to accomplish? <strong>Discuss</strong> responses briefly.</td>
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<td></td>
<td><strong>Explain</strong> that training is an activity that functions to produce a <strong>change</strong> in <strong>knowledge</strong>, <strong>skills</strong>, and <strong>attitude</strong>.</td>
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<td><strong>Ask</strong> what changes they thought took place in their knowledge, skills, and attitude as a result of their participation in the exercise. <strong>Discuss</strong> responses briefly.</td>
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<td>Answers should include the following:</td>
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<td></td>
<td>• <strong>Knowledge</strong></td>
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<td>• They learned the basic guidelines for introducing a speaker, and learned about the background of other class members.</td>
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<tr>
<td></td>
<td>• <strong>Skills</strong></td>
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<td>• They practiced the skill of introducing a speaker.</td>
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<td>• <strong>Attitude</strong></td>
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<td>• They became comfortable in learning what they had in common with other candidates and acquired an appreciation for their backgrounds.</td>
</tr>
<tr>
<td>C. The Importance of Training for Shooters and Instructors</td>
<td><strong>Ask</strong> candidates why training is important for <strong>shooters</strong>. <strong>Discuss</strong> responses briefly.</td>
</tr>
<tr>
<td></td>
<td><strong>Ask</strong> why training is important for instructors. <strong>Discuss</strong> responses briefly. <strong>Note</strong> similarities in their responses, which should include the five listed on the left.</td>
</tr>
</tbody>
</table>
1. Safety
2. Quality and effectiveness in performance
3. Benefits to the shooting sports, the shooting community, and the community as a whole
4. Promotion of the responsible exercise of our firearm freedoms
5. Promotion of the enjoyment of shooting sports

Explain that, if we agree that training is important for shooters for these reasons, it should be clear that instructors also require training to help the people they instruct accomplish these goals.

D. Eight Requirements for Effectively Training People

1. Desire
2. Need
3. People Learn by Doing
4. Situation
5. Previous Experience
6. Relaxed
7. Variety
8. Guidance

Ask candidates why each item is important, and ask them to give examples how each requirement can be applied in the context of firearm instruction. Discuss responses.

E. The NRA Basic Firearm Training Program

Distribute NRA Basic Firearm Training Program brochures to candidates.
1. History
   • **Note** that the NRA was founded in 1871 “for the improvement of its members in marksmanship.” From its inception, the NRA has had training among its primary objectives. Today, NRA is recognized as the nation’s premier firearm training organization, reaching thousands of individuals annually with its training programs.

2. Goal
   • **Discuss** program goal: to teach the basic knowledge, skills, and attitude necessary for the safe handling and proper use of firearms. (*Emphasize* “Basic.”)

3. Courses
   • **List** the different courses available through the program.

4. National standard
   • **State** that these courses are NRA’s *national standard* for firearm training.

**F. The NRA Instructor Training Program**

Distribute *Share Your Knowledge* brochures to candidates.

1. Goal
   **Discuss** program goal: to train experienced shooters *to teach* NRA basic courses according to NRA lesson plans and training standards.

2. Eligibility requirements
   **Discuss** eligibility requirements as listed in brochure. **Turn** with candidates to *NRA Trainer’s Guide* Section POLICIES AND PROCEDURES, Par. NRA TRAINING PROGRAM POLICIES AND PROCEDURES, Sub-par. Certified Instructor.

   **Explain** different types of instructor ratings: certified, assistant and apprentice.

   **Turn** with candidates to *NRA Trainer’s Guide* Section, Par. NRA TRAINING PROGRAM POLICIES AND PROCEDURES, Sub-par. Requirements for Becoming an NRA Trainer.

   **Note** that instructor certification is available to “people of good repute” and is not available to individuals who have been convicted of a crime of violence or who are
prohibited by federal, state, or local law from possessing firearms. (Possessing means handling)

3. Responsibilities

**Discuss** responsibilities as listed in brochure. **Turn** with candidates to *NRA Trainer’s Guide* Section **ROLES AND RESPONSIBILITIES**, Par. RESPONSIBILITIES OF NRA TRAINERS.

**Explain** instructor’s commitment to help accomplish the goals of the NRA Training Program. Submit NRA Firearm Training Course Report within 10 days of completion of training at [www.nrainstructors.org](http://www.ntrainstructors.org).

**Turn** with candidates to *NRA Trainer’s Guide* Section **POLICIES AND PROCEDURES**, Par. NRA TRAINING PROGRAM POLICIES AND PROCEDURES, Sub-par. Training Standard. **Note**, in particular, the instructor’s responsibility to uphold NRA’s national training standards in NRA courses.

**Explain** that these standards, as specified in the *NRA Trainer’s Guide* and appropriate NRA course outlines and lesson plans, must be followed in order for the courses to be considered NRA approved.

**Note:** Instructors also have access to the NRA Blog at [www.nrablog.com](http://www.nrablog.com), as well as receive regular email updates from NRA Training Department.

**Explain** that these resources contain updates on policies for NRA instructors, as well as a variety of useful information for individuals involved in shooting education.


5. In-person training

**Explain** that all NRA training must be provided in person and that homework, home study, or videotapes may supplement, but may not substitute for class or range instruction.
6. Use of title *NRA Certified Instructor*

**Turn** with candidates to *NRA Trainer’s Guide* Section POLICIES AND PROCEDURES, Par. NRA TRAINING PROGRAM POLICIES AND PROCEDURES, Sub-par. Use of NRA Name and Trademarks. **Note** also that instructors are authorized to use the title *NRA Certified Instructor* only in connection with courses conducted according to NRA standards, unless there is a clear disclaimer stating that a course is not NRA approved.

**Explain** that any written material used or issued in connection with a course not approved by the NRA (such as a letter of completion) may not use the title *NRA Certified Instructor* unless the same material contains the written disclaimer (in print of at least the same size as the title), “This is not an NRA-approved course.” **Note** that NRA Course Completion Certificates may only be issued in NRA-approved courses.

7. Personal qualities

**Turn** with candidates to *NRA Trainer’s Guide* Section ROLES AND RESPONSIBILITIES, Par. NRA TRAINERS PROJECT A POSITIVE IMAGE. **Ask** candidates what personal qualities they believe are important for instructors. Discuss responses briefly.

**Compare** responses with those listed in *NRA Trainer’s Guide*.

8. Trainer’s Ethics

**Identify** the NRA Trainer’s Ethics Guide in the Introduction to the NRA Trainer’s Guide. **Explain** that it is each candidate’s responsibility to study them and abide by them.

G. Conclude Lesson

1. Summary

**Highlight** important points:

- Explain why training is important for both shooters and instructors.
- Describe NRA’s training philosophy of total participant involvement.
- Identify and explain the importance of the eight fundamental requirements for training people.
2. Question and answer period

Ask the candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.

- State the purpose of the NRA Basic Firearm Training Program and Instructor Training Program, and explain where they fit in NRA’s training structure.
- Identify the eligibility requirements, responsibilities, and personal qualities of NRA Certified Instructors.
Lesson II: Using a Training Team

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

- Describe the function of a training team.
- List the advantages of using a training team.
- List the responsibilities of training team members in an NRA basic course.
- Describe and use the “buzz group” method of training.

Length: 60 minutes

Facility: Classroom

Training Aids: Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart

References: NRA Trainer’s Guide, Organizing Your Course and Appendices

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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. The Training Team</td>
<td>Ask what a training team is? Discuss responses.</td>
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<tr>
<td></td>
<td>Explain that a training team is a group of instructors working together to plan, organize, promote, and conduct an NRA Basic Firearm Training Course.</td>
</tr>
<tr>
<td>C. Buzz Group Exercise:</td>
<td>Turn with candidates to NRA Trainer’s Guide Section PREPARING TO TEACH, Par. TEACHING METHODS. Sub-par. Buzz Groups.</td>
</tr>
<tr>
<td>Advantages of a Training Team</td>
<td>Review briefly the guidelines for a “buzz group” exercise.</td>
</tr>
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BIT II-1

BIT II-2

BIT II-3

BIT II-4
2. **Assignment**

Divide candidates into groups. Assign each group the task of *listing the advantages of using a training team to organize and conduct an NRA basic course.*

**Explain** that each group should appoint a spokesperson that will make a brief presentation to the rest of the class on the findings of the group.

**Encourage** candidates to use 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. Allow each group to finish before proceeding to evaluation.

4. **Evaluation**

**Ask** candidates for general comments on each presentation: “What was good about them?” “What could have made them even better?” **Discuss** briefly.

**Make** appropriate notes on candidates’ performance.

5. **Conclusions**

**Turn** with candidates to *NRA Trainer’s Guide* Section ORGANIZING YOUR COURSE, Par. LEADERSHIP.

**Review** the most important advantages of using a training team. **Include** those listed at left and appropriate responses from candidates.
Backup is available in case of emergency, reducing or eliminating cancellations.

A greater number of students may be accommodated.

Instructors may more easily keep their training commitment to NRA.

D. Training Team Members’ Responsibilities

1. Chief instructor.

   Manage course organization and conduct.

   Recruit training team, support staff, and sponsor.

   Make assignments.

   Motivate, assist, and support training team members.

   Provide quality control.

   Ensure that accurate records are kept.

   Report training data to NRA.

   Recognize all who have assisted with course.

   Ask candidates what roles they see for members of a training team. Discuss responses briefly.

   Explain that the responsibilities for organizing and conducting an NRA basic course are shared among a chief instructor, team instructors, and a support staff.

   Ask candidates what the responsibilities of the chief instructor might be. Discuss responses briefly.

   Highlight responsibilities listed at left and other appropriate responses from candidates.
2. Team instructors and support staff.

Promote course.

Secure equipment and order NRA materials.

Obtain and set up facilities.

Take registration.

Keep track of expenses and revenues.

Provide instruction in classroom and on range.

**E. Conclude Lesson**

1. **Summary**

   **Highlight** important points:
   
   - Describe the function of a training team.
   - List the advantages of using a training team.
   - List the responsibilities of training team members in an NRA basic course.
   - Describe and use the “buzz group” method of training.

2. **Question and answer period**

   **Ask** candidates what questions they have about this lesson.

   Answer questions.

3. **Preview**

   **Preview** the next lesson briefly.
Lesson III: Training Materials and Training Aids

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

- Identify the training materials necessary to teach the appropriate NRA basic course(s).
- Describe the proper procedures for ordering materials from the NRA Program Materials Center.
- Describe the characteristics, sources, and uses of training aids.
- Identify various training aids that may be used in NRA basic courses.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Trainers’ Catalog (one per candidate)
- All NRA materials to be used during part two of instructor training course
- NRA instructor shirt
- NRA instructor cap
- NRA instructor patch and rockers
- Overhead projector (if available)
- Flannel board
- TV/VCR/DVD/CD and appropriate media (if available)
- Other training aids as appropriate

References: NRA Trainer’s Guide, Preparing To Teach, Par. Training Aids; and Appendices

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<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. NRA Training Materials</td>
<td>Arrange a display of the latest (current) NRA training materials listed at left for the specific discipline in which the candidates are to be trained.</td>
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C. Policy on NRA Materials

Distribute copies of the latest (current) NRA Trainers’ Catalog so candidates can become familiar with the correct name of each item and its location in the Catalog and the prices.

Hold up the NRA materials one at a time. Describe each item and its function in an NRA basic course.

Indicate the current price for each item. Note that there is a fee for most brochures.

Show both a regular lesson plan (one-day course) and the FIRST Steps lesson plan (half-day or less). FIRST Steps lesson plans are available for rifle, pistol, and shotgun only.

The Basic Course Student Study Packet contains:

- NRA Gun Safety Rules brochure
- NRA Basic Firearm Training Program brochure
- NRA Marksmanship Qualification Program booklet
- Basic practical rocker

Appropriate:
- NRA basic handbook
- Basic course examination and evaluation
- Completion certificate

Turn with candidates to NRA Trainer’s Guide Section POLICIES AND PROCEDURES, Par. NRA TRAINING PROGRAM POLICIES AND PROCEDURES, Sub-par. NRA Training Materials.

Explain the NRA policy that all indicated materials (except cap, shirt, patches, and rockers) must be used in NRA basic courses. It is the instructor’s responsibility to order the necessary materials for each student as indicated on the
D. Ordering Procedures for NRA Materials

1. Delivery time
   Allow at least three to four weeks for delivery of NRA materials. Plan to have orders arrive at least two weeks prior to the course date to check for accuracy. Orders may be expedited at a significant cost.

2. Restricted Items
   Certain items in the Catalog are restricted. NRA will ship them only to individuals who possess the appropriate instructor rating. Instructor ID is required; therefore candidates should not attempt to order restricted items until they have activated their NRA credentials. If a different training team member is ordering restricted materials, the name and ID number of the authorized instructor must be used.

E. Training Aids

   1. Definition
      Explain that anything an instructor can use to help develop the desired knowledge, skill, or attitude in students is a training aid.

   2. Uses
      Turn with candidates to NRA Trainer’s Guide Section PREPARING TO TEACH, Par. TRAINING AIDS.

      Ask candidates: “What are some of the uses of training aids?” Discuss responses briefly.

      Review the six uses listed in the NRA Trainer’s Guide.
3. Characteristics

Ask candidates what some of the characteristics of a good training aid are? Discuss responses.

Review the eight characteristics listed in NRA Trainer’s Guide Section PREPARING TO TEACH, Par. TRAINING AIDS.

4. Sources

a. NRA

b. Industry

c. Instructor’s imagination

Ask candidates where training aids can be obtained? Discuss responses.

BIT III-11

BIT III-12

BIT III-13

BIT III-14

5. Examples

Ask candidates for some examples of training aids that may be used in an NRA basic course? Discuss responses.

a. Computer presentation and projector

Ask candidates for some of the advantages and disadvantages of using a computer presentation and projector as a training aid? Discuss responses briefly.

Turn with candidates to the section on view graph slides/transparencies/computer presentations in Appendix K of the NRA Trainer’s Guide. Highlight some of the key points, such as:

- Utilizing tools such as PowerPoint® to make your presentation.
- Professional appearance.
- Use of animations.
- Easy to update and make changes.

b. Chalkboard

Ask candidates for some of the advantages and disadvantages of using a chalkboard as a training aid? Discuss responses.

Turn with candidates to the section on chalkboards and whiteboards in Appendix K of the NRA Trainer’s Guide. Highlight some of the key points, such as:
c. Charts and posters

- Print words.
- Keep material simple.
- Make letters and drawings large enough for all to see.
- Use color for emphasis (choose colors that are easy to read).
- Erase materials as you go.

Ask candidates what some of the advantages and disadvantages of using charts and posters as training aids are? Discuss responses.

Turn with candidates to the section on flip charts, charts, and posters in Appendix K of the NRA Trainer’s Guide. Highlight some of the key points, such as:

- The first page should be a title page.
- The second page should define the subject.
- The following page should explain the subject.
- Summarize on the last page.
- Use large lettering.
- Use color for emphasis.
- Keep material simple.

d. Overhead projector

Ask candidates for some of the advantages and disadvantages of using an overhead projector as a training aid? Discuss responses.

Turn with candidates to the section on viewgraph slides and transparencies in Appendix K of the NRA Trainer’s Guide. Highlight some of the key points, such as:

- The instructor may write on it or read from it while facing the class.
- Projection can be done in a normally lighted room.
- Strips of paper can be used to cover sections of the transparency to progressively disclose information.
- Printed material may be transferred to
overhead transparencies designed for this purpose using a copy machine.

e. Flannel board

Ask candidates for some of the advantages and disadvantages of using a flannel board as a training aid? Discuss responses.

Turn with candidates to the section on flannel boards and magnetic boards in Appendix K of the NRA Trainer’s Guide. Highlight some of the key points, such as:

- Use flannel boards to build ideas or illustrations—such as the components of a sight picture—progressively.
- Use colors that contrast but do not distract.
- Use one idea or word on a card.

f. Video and DVDs

Ask candidates for some of the advantages and disadvantages of using videotapes and DVDs as training aids? Discuss responses.

Turn with candidates to the section on videocassettes/DVDs in Appendix K of the NRA Trainer’s Guide. Highlight some of the key points, such as:

- Locate the TV/VCR/DVD player on a stand high enough for all to see.
- Review it—not just the case—to be sure you have the correct video.
- Preview it to be able to comment on new or outdated material.
- Have it set for the portion you wish to show.
- If you need to show a video in the middle of a presentation, mark the location for the media player on the floor and wheel it out of the way until the appropriate time.
g. Slides

Ask candidates for some of the advantages and disadvantages of using slides as training aids? Discuss responses.

Turn with candidates to the section on viewgraph slides and transparencies in Appendix K of the NRA Trainer’s Guide. Highlight some of the key points, such as:

- Use slides as you would use a flip chart.
- Use colorful backgrounds.
- Slide may be used for both text and illustrations.

h. Favorite homemade training aid

Ask candidates if anyone has a favorite training aid. Discuss responses.

F. Conclude Lesson

1. Summary

Highlight important points:

- Identify the training materials necessary to teach the appropriate NRA basic course(s).
- Describe the proper procedures for ordering materials from the NRA Program Materials Center.
- Describe the characteristics, sources, and uses of training aids.
- Identify various training aids that may be used in NRA basic courses.

2. Question and answer period

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson IV: Organizing Your Course

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

- List and describe the seven elements of course organization.
- Use the elements of course organization to plan a hypothetical NRA basic course.
- Demonstrate the cooperation and team spirit necessary to plan an NRA course together with other instructor candidates.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- Budget Worksheet (one per candidate: copy from Appendix H in NRA Trainer’s Guide)
- NRA Trainers’ Catalog

References: NRA Trainer’s Guide, Organizing Your Course and Appendices

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<tr>
<td>A. Introduce Lesson</td>
<td>A. State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Elements of Organization</td>
<td>There is sometimes a tendency to underemphasize the importance of organizational skills when training firearm instructors. Stressing these skills will help new instructors feel confident and well-prepared when planning and teaching their first courses.</td>
</tr>
<tr>
<td>1. Leadership</td>
<td>A. Ask candidates what elements they think are necessary for organizing an NRA basic course. Remind them of the responsibilities of training team members and support staff discussed during the previous lesson. These responsibilities indicate some of the tasks necessary for course planning. Discuss responses.</td>
</tr>
<tr>
<td>a. Chief trainer</td>
<td></td>
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<tr>
<td>b. Training team/support staff</td>
<td></td>
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<tr>
<td>c. Sponsor</td>
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2. Course Selection  
Turn with candidates to *NRA Trainer’s Guide* Section ORGANIZING AN NRA TRAINING COURSE. Identify the seven elements of course organization on your presentation as listed at left. Ask candidates for examples of how each element is used in planning an NRA basic course. Discuss responses.

3. Facilities  
Describe each element as detailed in the *NRA Trainer’s Guide*.

4. Course Participants  

5. Equipment/materials  

6. Promotion  

7. Finance  

C. Practical Exercise: Organizing an NRA Basic Course

1. Introduction  
Turn with candidates to the NRA Firearm Training Course Organization Questions in Appendix D of the *NRA Trainer’s Guide*. Distribute the budget worksheets copied from *NRA Trainer’s Guide* Appendix H. Review the purpose of the course organization form and budget worksheet.

2. Assignment  
Divide candidates into groups. Assign each group the task of planning a hypothetical NRA basic course using the seven elements of course organization, the organization form, and the worksheet.

   Explain that each group must prepare a budget and should appoint a spokesperson who will make a brief presentation to the rest of the class on the findings of the group.

   Require candidates to use training aids during their presentations (you could assign which training aid to use for each presentation).

   Allow time for preparation. Circulate among groups to observe. Assist when necessary by guiding candidates to solve the problem themselves.

3. Presentations  
Ask candidates to make presentations. Allow all groups to finish before proceeding to evaluation.
4. Evaluation  Ask candidates for general comments on each presentation: “What was good about them?” “What could have made them even better?” Discuss briefly. Make appropriate notes on candidates’ performance.

5. Conclusions  Explain that candidates have now seen first-hand the many details involved in planning an NRA basic course.

   Emphasize the importance of proper planning in ensuring a successful course.

D. Conclude Lesson

1. Summary  Highlight important points:

   - List and describe the seven elements of course organization.
   - Use the elements of course organization to plan a hypothetical NRA basic course.
   - Demonstrate the cooperation and team spirit necessary to plan an NRA course together with other instructor candidates.

2. Question and answer period  Ask candidates what questions they have about this lesson.

   Answer questions.

3. Preview  Preview the next lesson briefly.
Lesson V: Preparing to Teach

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

- Describe the importance of involving multiple senses in the training process.
- Name and describe the steps necessary to teach a skill.
- Name different teaching principles and teaching methods and give examples of how they are used in an NRA basic course.
- Discuss the uses of questions in the teaching process.
- Discuss the uses of nonverbal communication in the teaching process.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- Firearm
- Dummy ammunition

References: NRA Trainer’s Guide, Preparing To Teach and Appendices

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<tr>
<th>Content</th>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State the learning objectives for this lesson.</td>
</tr>
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</table>

B. Review Training and Total Participant Involvement (TPI) | Review training by asking candidates what training is? What is it supposed to accomplish? An activity whose function is to produce change in knowledge, skills, and attitude. Review TPI by asking candidates how total participant involvement produces these changes? By actively involving students in the training process. |
C. Practical Exercise: Involving Multiple Senses in Training

1. Introduction

   Explain to candidates that an important training principle will be illustrated in the following exercise on how to unload one of the firearms that will be used later in the course. (For muzzleloading firearms, the exercise should cover the procedure for checking for a load.)

2. Assignment

   Assign to four candidates the task of presenting a brief training session on how to unload the firearm:

   - The first candidate will offer an explanation only, without handling the firearm.
   - The second candidate will perform a demonstration only, without any explanation.
   - The third candidate will explain and demonstrate simultaneously.
   - The fourth candidate will explain, demonstrate, and then direct a “student” to perform the unloading process.

3. Presentations

   Ask candidates to make presentations one at a time. Allow all candidates to finish before proceeding to evaluation.

4. Evaluation

   Ask candidates for general comments on the presentations: “What was good about them?” “What could have made them even better?” Discuss briefly. Make appropriate notes on candidates’ performance.

5. Conclusions

   Ask candidates what they learned from this exercise. Discuss briefly. People use different senses while learning. Note that explanation alone and demonstration alone were not as effective as doing both simultaneously. Note also that following explanation and demonstration with hands-on practice was most effective of all.
Ask candidates how involvement of multiple senses maximizes the effectiveness of the training process? Discuss responses, including the following:

- The senses complement each other, so the more senses that are involved; the greater the learning is reinforced.

- People favor different senses; what may not be apparent when perceived through one sense will be made clear through another or a combination of senses.

D. How to Teach a Skill

Turn with candidates to NRA Trainer’s Guide Section PREPARING TO TEACH, Par. HOW TO TEACH A SKILL. Discuss each of the five steps of teaching a skill and the time balance involved.

1. Preparation

   This step involves preparing the students (through motivation) as well as preparing the staff and equipment for the lesson.

2. Explanation

   The students learn through the sense of hearing.

3. Demonstration

   The students learn through the sense of sight. Refer candidates to the paragraph Demonstration in the NRA Trainer’s Guide for additional information.

4. Practice

   The students learn by doing.

5. Teaching

   The students become more keenly aware of what they have learned by communicating it to someone else. This further reinforces learning.

E. Teaching Principles

Ask candidates what a principle is? Discuss responses. Turn with candidates to NRA Trainer’s Guide Section PREPARING TO TEACH, Par. BASIC TEACHING PRINCIPLES.

1. Relate the known to the unknown

2. Progress from simple to complex

3. Some students learn more quickly than others

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4. Break down a skill and teach one part at a time

5. Basic shooting skills must be learned before they can be applied to a specific activity

6. Developing skills requires continued opportunities for instruction, practice, and encouragement

F. Teaching Methods

1. Actual Experience
2. Simulation
3. Demonstration
4. Exhibit

Ask candidates what a method is? Discuss responses. Turn with candidates to NRA Trainer’s Guide Section PREPARING TO TEACH, Par. TEACHING METHODS.

Explain that a teaching method is the manner in which teaching is put into practice. Discuss each of the teaching methods listed. Ask candidates to give examples of how each method can be used in teaching shooting skills. Discuss responses briefly. Note that actual experience is considered the ideal teaching method and is the basis of TPI.

Refer candidates to NRA Trainer’s Guide Section PREPARING TO TEACH, Par. TEACHING METHODS, sub-par.s. On exhibits and group discussion.

G. Using Questions in Training

1. Cause people to think
2. Stimulate discussion
3. Arouse curiosity
4. Evaluate understanding
5. Focus attention

Ask candidates how questions have been used in our training sessions today? Discuss responses.

Explain that questions have a variety of uses in training, including those listed at left. Highlight the items listed to the left during your presentation. Note that questions are particularly important for TPI because they stimulate thought and involve students in the training process.

Note also that instructors should repeat questions before answering them. This will ensure that everyone in the class has heard the question, and give instructors an extra moment to collect their thoughts before answering them.
6. Guide students to solve problem

7. Keep students on the topic

8. Review

H. Using Nonverbal Communication in Training

Ask candidates how nonverbal communication has been used in our training sessions today? Discuss responses.

Explain that nearly 80 percent of our communication is nonverbal, making it critically important in the training process.

Ask candidates for some examples of nonverbal communication. List appropriate responses in your presentation, including the five listed at left. Ask candidates why each is important to both trainer and trainee.

1. Eye contact
   - Students see the trainer speaking to them as individuals. The trainer can see reactions of students in their facial expressions.

2. Body movement
   - Body movement holds students’ attention, expresses the trainer’s enthusiasm, and relaxes trainer. Fidgeting among students indicates nervousness or boredom.

3. Voice
   - Varying intonation and rate of speech holds students’ attention and allows the trainer to express enthusiasm. The trainer can emphasize key words and phrases. A momentary pause can focus attention. Students’ voices may express comfort or hesitation.

4. Dress and appearance
   - The trainer’s dress and appearance show that the trainer cares about his or her presentation, and demonstrates professionalism. It also shows that the trainer cares enough about the students to dress for them. Dress can indicate students’ feelings toward training.

5. Attitude
   - Attitude is projected in everything the trainer does, and how he or she does it. Attitude is taught by example. Attitude is also contagious, so be upbeat, positive, and enthusiastic!
I. Presenting the Lesson

1. Prepare the presentation
2. Practice presenting your lesson
3. Personalize your lesson
4. Illustrate your lesson’s presentation
5. Pace yourself
6. Summarize the lesson presentation

J. Evaluating Training

Turn with candidates to *NRA Trainer’s Guide* Section PREPARING TO TEACH, Par. PRESENTING THE LESSON. Highlight the six steps noted.

K. Conclude Lesson

1. Summary

Highlight important points:

- Describe the importance of involving multiple senses in the training process.
- Name and describe the steps necessary to teach a skill.
- Name different teaching principles and teaching methods and give examples of how they are used in an NRA basic course.
- Discuss the uses of questions in the teaching process.
- Discuss the uses of nonverbal communication in the teaching process.
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<th>Question and answer period</th>
<th>Ask candidates what questions they have about this lesson. Answer questions.</th>
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<td>Preview</td>
<td>Preview the next lesson briefly.</td>
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II. NRA HOME FIREARM SAFETY INSTRUCTOR TRAINING
NRA HOME FIREARM SAFETY INSTRUCTOR TRAINING

The NRA Home Firearm Safety Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Home Firearm Safety Instructor Training (5 hours)

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

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

- Ensure candidates complete the pre-course questionnaire, Appendix 1.
- Ensure candidates have successfully completed the Home Firearm Safety pre-course assessment in Appendix 2.

The pre-course assessment in Appendix 2 must be conducted prior to or during the course. Only those candidates who achieve satisfactory scores in the pre-course assessment and who meet other specified requirements for NRA instructors are eligible for certification. Candidates for the Home Firearm Safety instructor rating must perform as follows in the pre-course assessment exercises:

I. **Unloading Procedures:** The candidate must demonstrate basic safe handling and unloading procedures for each of the firearms specified. The candidate will need 80% (112 points) on the pre-course assessment to achieve a passing score.

---

**NO LIVE AMMUNITION IN THE CLASSROOM**
COURSE OUTLINE

NRA Home Firearm Safety Instructor Training

Course Goal: To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Home Firearm Safety Course.

Remaining Length of Course: 5 hours

Course Lessons:

Lesson VI. Introduction to NRA Home Firearm Safety Course Outline and Lesson Plans (30 minutes)

Lesson VII. Teaching Home Firearm Safety Lessons I and II: Gun Safety Rules, and Firearm Identification and Unloading (90 minutes)

Lesson VIII. Teaching Home Firearm Safety Lessons III and IV: Safe Gun Handling Practical Exercises, Ammunition, Firearm Cleaning and Storage (90 minutes)

Home Firearm Safety Instructor Examination and Course Conclusion (90 minutes)
REQUIRED NRA MATERIALS

NRA Home Firearm Safety Instructor Training Course

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

One per candidate:

- *NRA Trainer’s Guide*
- *NRA Home Firearm Safety Instructor Candidate Packet* (includes course outline and lesson plans, and examination)
- *NRA Home Firearm Safety* student packet (includes handbook and completion certificate)
- *NRA Instructor Course Completion Card*

For display:

- NRA Home Firearm Safety Instructional Wall Charts
- *Fundamentals of Gun Safety* video
Lesson VI: Introduction to NRA Home Firearm Safety Course Outline and Lesson Plans

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

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

Length: 30 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Home Firearm Safety Course Outline and Lesson Plans* (one per candidate)
- *NRA Home Firearm Safety* student handbook (one per candidate)

References:

- *NRA Home Firearm Safety Course Outline and Lesson Plans*
- *NRA Trainer’s Guide*

<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. The Structure of NRA Lesson Plans</td>
<td>Distribute <em>NRA Home Firearm Safety Course Outline and Lesson Plans</em>. Candidates may insert them into the <em>NRA Trainer’s Guide</em> binder. Explain to candidates that these lesson plans are the guidelines they are to follow when conducting the NRA <em>Home Firearm Safety</em> Course as NRA Certified Instructors.</td>
</tr>
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</table>
1. Introduction

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Basics</td>
<td>The NRA Home Firearm Safety Course is a basic course.</td>
</tr>
<tr>
<td>TPI</td>
<td>NRA courses stress hands-on learning: total participant involvement (TPI).</td>
</tr>
<tr>
<td>Breaks</td>
<td>Lessons are 50 minutes in length. A 10-minute break should be given after every 50 minutes of instruction.</td>
</tr>
<tr>
<td>Safety</td>
<td>Safety must be stressed at all times, in your words and, most importantly, in your actions.</td>
</tr>
<tr>
<td>Emergencies</td>
<td>Emergency procedures should be established ahead of time.</td>
</tr>
<tr>
<td>No live ammunition, black powder, or percussion caps in class</td>
<td>No live ammunition is permitted in the classroom under any circumstances. You must be able to visually distinguish a dummy cartridge from a live one to ensure that a live cartridge is not brought to class. No black powder or live percussion caps are permitted in class. Flints must be removed from flintlock firearms before bringing them to class.</td>
</tr>
<tr>
<td>Student verification of unloaded firearms</td>
<td>Any time you pick up a firearm, practice the three 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). Check to be sure that a muzzleloading firearm does not contain an ignition source or a ball, shot, wads, or powder. Then have a student verify that the firearm is unloaded. In the case of a muzzleloading firearm, have the student verify that it contains no ignition source, ball, shot, wads, or powder.</td>
</tr>
<tr>
<td>Terminology for firearms</td>
<td>Refer to guns as firearms, guns, pistols, rifles, shotguns, and so forth, but not as weapons. Weapon has a negative connotation.</td>
</tr>
</tbody>
</table>

Revision date 01-10
i. No student firearms

Students are not permitted to bring firearms to class. All firearms must be under the control of instructors at all times, and all handling of firearms by students must be done under instructors’ supervision during the appropriate part of the course.

2. Course outline

Turn with candidates to the Course Outline in the *Home Firearm Safety Lesson Plans*.

a. Goal

Review the course goal. Note that it is stated in terms of *knowledge*, *skills*, and *attitude*.

b. Length of course

Note the length of the course. Experience has shown that this is the time necessary to adequately cover the material and have students acquire the specified knowledge, skills, and attitude. Courses must meet this minimum length in order to be considered NRA courses. **Attainment of objectives is paramount.**

c. Student text

Show candidates a copy of the student handbook. Indicate that each student in an NRA *Home Firearm Safety* Course must receive a copy. It is an excellent reference book that may be used both during and after the course.

d. Course lessons

Review the structure of the course lessons. Note the sequence: rules for safe gun handling, firearm identification and unloading, safe handling practical exercises, ammunition, and firearm cleaning and storage.

3. Required materials

Turn with candidates to the Required Materials List in the *Home Firearm Safety Lesson Plans*. Show candidates the other NRA materials that must be used in each NRA *Home Firearm Safety* Course.

4. Learning objectives

Turn with candidates to Lesson I in the *Home Firearm Safety Lesson Plans*. Note that each lesson begins with a statement of *objectives* describing the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.

5. Length of lesson

Note that the required length is indicated at the beginning of each lesson.
6. Facility

**Note** that the facility is indicated at the beginning of each lesson.

7. Training aids

**Note** that training aids are indicated for each lesson.

8. References

**Note** that the references indicate the chapters in the student handbook that contain the material the students will learn during the lesson.

9. Content

**Note** that the lesson plans have a three-column format. The left column indicates the lesson **content**, i.e., what the students will learn.

**Note** that the **center** column contains **instructional notes**, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching.

**Note** that the **right** column contains notes, what slide to use from any computer presentations, and provides space for you to write **additional notes**.

10. Lesson plan walk-through

**Turn** through the pages of the *Home Firearm Safety Lesson Plans*. **Summarize** the content of each lesson.

**Note** the safe gun handling **practical exercise** in Lesson III.

C. The NRA *Home Firearm Safety*

**Student Handbook**

**Distribute** copies of the NRA *Home Firearm Safety* student handbook to candidates. **Page** through handbooks with candidates. **Note** the many illustrations to which instructors may refer students during class.

**Note** also that the handbook was not designed solely for use as a basic course textbook, so it does not always follow the same sequence as the *NRA Home Firearm Safety Course Outline and Lesson Plans*.
D. Conclude Lesson

1. Summary

Highlight important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson VII: Teaching Home Firearm Safety Lessons I and II: Gun Safety Rules, and Firearm Identification and Unloading

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

- The importance of firearm safety.
- The NRA rules for safe gun handling.
- Parents’ responsibilities to teach their children about gun safety.
- How to identify and unload rifles, pistols, and shotguns of various action types.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Home Firearm Safety Lesson Plans*
- *NRA Home Firearm Safety* handbook
- *NRA Gun Safety Rules* card (one per candidate)
- *A Parent’s Guide to Gun Safety* brochure (one per candidate)
- NRA Home Firearm Safety Instructional Wall Charts
- Rifles, pistols, and shotguns of various action types
- Appropriate dummy ammunition
- Muzzleloading firearm
- Air gun

References:

- *NRA Home Firearm Safety Lesson Plans*, Lessons I and II
- NRA *Home Firearm Safety* handbook, chapters 1 and 2; Appendix 1

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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
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</tbody>
</table>
B. Practical Exercise

1. Introduction

   **Turn** with candidates to Lessons I and II in the *Home Firearm Safety Lesson Plans*. **Review** the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.

   **Review** the NRA materials and training aids that are to be used in teaching Lessons I and II. **Distribute** appropriate NRA materials to candidates.

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*:

   - The importance of firearm safety (Lesson I, sections B, C, D, and E)
   - The three fundamental rules of safe gun handling, and rules when using or storing firearms (Lesson I, sections F, G, H and I)
   - Identifying and unloading pistols (Lesson II, section E)
   - Identifying and unloading rifles (Lesson II, section F)
   - Identifying and unloading shotguns (Lesson II, section G)
   - Muzzleloading firearms and air guns (Lesson II, sections H and I)

   **Explain** that there will be an additional practical exercise during the remainder of the course. All candidates must assist in the preparation of each of their group’s presentations, but all candidates do not need to participate in each presentation. However, all candidates will be expected to play a leading role in at least two classroom presentations (more, if possible).

   Depending on the class size, you may wish to assign two topics to a group. If the class size is relatively large, you
may wish to have some groups prepare presentations from the following lesson at the same time.

**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 *Home Firearm Safety* 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*. **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** your experience in teaching Lessons I and II as an NRA Certified Instructor.
C. Conclude Lesson

1. Summary

   Highlight important points:
   - The importance of firearm safety.
   - The NRA rules for safe gun handling.
   - Parents’ responsibilities to teach their children about gun safety.
   - How to identify and unload rifles, pistols, and shotguns of various action types.

2. Questions

   Ask candidates what questions they have about this lesson.

   Answer questions.

3. Preview

   Preview next lesson briefly.
Lesson VIII: Teaching Home Firearm Safety Lessons III and IV: Safe Gun Handling Practical Exercises, Ammunition, Firearm Cleaning and Storage

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

- Conduct a safe gun handling practical exercise according to NRA lesson plans.
- Effectively teach ammunition components, types, compatibility with firearms, and the firing sequence of ammunition according to NRA lesson plans.
- Effectively teach and demonstrate procedures for the safe and proper cleaning of firearms.
- Effectively teach guidelines for safe firearm storage.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Home Firearm Safety Lesson Plans
- NRA Home Firearm Safety handbook
- NRA Home Firearm Safety Instructional Wall Charts
- NRA Fundamentals of Gun Safety video
- TV/VCR/DVD player (if available)
- Rifles, pistols, and shotguns of various action types
- Appropriate dummy ammunition
- Empty ammunition box
- Cleaning equipment
- NRA Home Firearm Safety Course Completion Certificate (one per candidate)

References:

- NRA Home Firearm Safety Lesson Plans, Lessons III and IV
- NRA Home Firearm Safety handbook, chapters 2, 3, and 4
### Content | Instructional Notes
--- | ---
A. **Introduce Lesson** | **State** learning objectives for the current lesson.

B. **Practical Exercise**

1. **Introduction** | **Turn** with candidates to Lessons III and IV in the *Home Firearm Safety Lesson Plans*. **Review** the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.

   **Review** the NRA materials and training aids to be used in teaching Lessons III and IV. **Distribute** appropriate NRA materials to candidates.

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:*

   - Safe gun handling practical exercise with Pistols and Rifles (Lesson III, section C)  
   - Safe gun handling practical exercise with Shotguns (Lesson III, section C)  
   - Ammunition (Lesson IV, sections C, D, and E)  
   - Firearm cleaning (Lesson IV, sections F and G)  
   - Firearm storage (Lesson IV, section H)  

   Depending on the class size, you may wish to assign two topics to a group.

   Since this will be the final opportunity to have candidates make presentations, review your notes to verify that all candidates will play a leading role in at least two presentations.

   **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. 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 your experience in teaching Lessons III and IV as an NRA Certified Instructor.

C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct a safe gun handling practical exercise according to NRA lesson plans.
- Effectively teach ammunition components, types, compatibility with firearms, and the firing sequence of ammunition according to NRA lesson plans.
- Effectively teach and demonstrate procedures for the safe and proper cleaning of firearms.
- Effectively teach guidelines for safe firearm storage.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Home Firearm Safety Instructor Examination and Course Conclusion

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

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

**Length:** 90 minutes

**Facility:** Classroom

**Training Aids:**

- *NRA Trainer’s Guide*
- *NRA Home Firearm Safety Lesson Plans*
- *NRA Home Firearm Safety Instructor Examination*
- NRA Instructor Course Completion Card (one per candidate)

**References:** *NRA Training Counselor Guide*

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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. The Role of Examinations in Training</td>
<td>Ask candidates what role they believe examinations play in the training process. Discuss responses briefly. Explain that an examination should be viewed as one of many teaching and evaluation tools that help instructors and students alike determine whether and to what extent training has taken place. Examinations indicate progress as well as point out areas where additional training may be necessary to develop the desired knowledge, skills, and attitude. Examinations also indicate how successful the trainers have been in teaching the students, and where instructors may need to modify or strengthen their presentations.</td>
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Revision date 04-14
C. Instructor Examination

| Note that candidates must achieve a minimum grade in 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. |

D. Exam Grading and Review

| Distribute an NRA Home Firearm Safety Instructor Examination to each candidate. Allow candidates to use the NRA Trainer's Guide and NRA Home Firearm Safety Lesson Plans during the examination, along with any notes they may have taken in class. Allow 60-90 minutes for candidates to complete the examination. |

E. Instructor Certification

| 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 may discuss correct answers to missed questions. |

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

| 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. |
**F. The Role of Student Evaluations in Training**

**Explain** what they will need to complete the credentialing process:

1. An NRA number or existing NRA Instructor number.

**Note:** Candidates may attend the course without an NRA number. However, *non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!*

2. Access to some electronic device that they can use to log in to NRAInstructors.org.

3. A valid email address.

4. Some method of printing or downloading credentials from NRAInstructors.org.

**Ask** candidates what role they believe student evaluations play in the instructor development process.

**Discuss** responses briefly.

**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 you have provided (appendix 15).

**Explain** that they will be receiving evaluations from their students when they conduct the NRA *Home Firearm Safety Course.*
G. The Role of Recognition in Training

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

H. Instructor Course Completion Cards

Distribute NRA Instructor Course Completion Cards to candidates who have successfully completed the course. Congratulate them on their accomplishment.

Explain that they will be distributing course completion certificates to students who successfully complete the NRA Home Firearm Safety Course.

I. Conclude Course

1. Summary

Highlight important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

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

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.
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 (10 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 Basic Rifle Shooting exam.
- Ensure candidates complete the pre-course questionnaire, Appendix 1.
- Ensure candidates have completed the Basic Rifle Student Course.
- Ensure candidates have successfully completed 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: Course review and Examination (30 minutes)

Lesson XIV. Using Appendices 1-4: Additional Rifle Shooting positions, Fundamentals Outline for Rifle Shooting, Rifle Instructional method and the Performance Requirements Checklist (90 minutes)

NO LIVE AMMUNITION IN CLASSROOM
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 Rifle Instructor Candidate Packet
- Basic Rifle Shooting 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 Course 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 Basics 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 Outline and Lesson Plans (one per candidate)
• NRA Guide: Basic 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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<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. The Structure of NRA Lesson Plans</td>
<td>Direct candidates to insert the NRA Basic Rifle Shooting Course Outline and Lesson Plans into the NRA Trainer’s Guide 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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</tbody>
</table>

Revision date 3-16
1. Introduction

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

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

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

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.

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Revision date 3-16
C. Conclude Lesson

1. **Summary**

Highlight important points:

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

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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<th>Content</th>
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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. Practical Exercise</td>
<td>Turn with candidates to Lesson 1 in the <em>NRA Rifle Lesson Plans</em>. 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.</td>
</tr>
</tbody>
</table>

Rifle VII-1

Rifle VII-2

Rifle VII-3

Revision date 3-16
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 **Highlight** important points:

   - 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.

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: 90 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*
- *Basic Rifle Shooting Lesson II*
- *Performance Requirements Checklist Appendix 4*
- *NRA Guide: Basics of Rifle Shooting* handbook

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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. Practical Exercise</td>
<td>Turn with candidates to Lesson II in the <em>Rifle Lesson Plans.</em> Review the learning objectives, Exercise content indicated in the left column, and methods of instruction</td>
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Revision date 3-16
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:

- 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

Highlight important points:

- 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.

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

**References:** *NRA Basic Rifle Lesson Plans Appendix 2: The Fundamentals of Rifle shooting.*
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<tr>
<td><strong>A. Introduce Lesson</strong></td>
<td>State learning objectives for the current lesson.</td>
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<tr>
<td><strong>B. Concentration</strong></td>
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<tr>
<td>1. Importance</td>
<td>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.</td>
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<tr>
<td>2. Definition</td>
<td>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.</td>
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<tr>
<td>3. Implications for instructor</td>
<td>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.</td>
</tr>
<tr>
<td>4. Ways to enhance concentration</td>
<td>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.</td>
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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.
- 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

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

   a. Explanation

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

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

   **Note** that the coach/pupil method should be used whenever possible throughout the eight steps of the NRA instructional method for teaching beginning 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 rifle 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

Highlight important points:

- 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 and ball and dummy technique, and explain the value of using them in the training process.

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 to 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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<tr>
<td>A. Introduce Lesson</td>
<td><strong>State</strong> learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td><strong>Turn</strong> with candidates to Lesson III in the <em>Rifle Lesson Plans</em>. <strong>Review</strong> 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><strong>Review</strong> the training aids and NRA materials to be used in teaching Lesson III.</td>
</tr>
<tr>
<td>2. Assign topics</td>
<td><strong>Divide</strong> candidates into two groups. <strong>Assign</strong> 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 eight 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 eight step method to 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 eight 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 eight step method for shooting a rifle from Arm Rest standing position.

*Note that this is a live fire exercise. All live fire exercises conducted during this instructor course should incorporate the coach/pupil method.*
Because of the extreme importance of developing candidates’ range teaching abilities, every candidate must conduct each shooting position and shooting qualification.

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

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

3. Presentations

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

4. Evaluation

Ask candidates for specific comments on each presentation using the guidelines in the NRA Training Counselor Guide 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

Highlight important points:

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

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
A. **Introduce Lesson**

**State** learning objectives for the current lesson.

B. **Practical Exercise**

1. **Introduction**

   **Turn** with candidates to Lesson IV in the NRA *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**

   2. **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

   **Highlight** important points:
   - 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.

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:

- *Basic Rifle Shooting Lesson Plan Appendix 2 The fundamentals of rifle shooting*
- *Basic Rifle Shooting Lesson Plan Appendix 3 Rifle shooting skills and instructional method*
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<td>State learning objectives for the current lesson.</td>
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<tr>
<td><strong>B. Evaluation</strong></td>
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<tr>
<td>1. Definition</td>
<td>Ask candidates what evaluation is? Discuss responses.</td>
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<td>Explain that evaluation is a determination of whether and to what extent training has taken place.</td>
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<td>2. Purpose</td>
<td>Ask candidates what the ultimate purpose of evaluation is? Discuss responses.</td>
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<td>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.</td>
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<td>Ask candidates what an instructor needs to do when making an evaluation? Discuss responses briefly.</td>
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<td>3. Process</td>
<td>Explain that an instructor needs to know the correct behavior to look for, how to look for it, and how to provide feedback to enhance the students’ ability to perform it.</td>
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<td>Explain that an instructor is looking for conformity to certain standards, namely, the safe and correct execution of the five fundamentals of rifle shooting.</td>
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<tr>
<td>b. Method</td>
<td>Ask candidates how to determine that the rifle shooting fundamentals are being executed correctly? Discuss responses.</td>
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<td>Explain that this is determined primarily through observation of the gun while the students are shooting. Occasionally, the instructor should also watch the shooters, and take a look at the target between shots.</td>
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</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.
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<tr>
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<th>Difficulty in concentrating</th>
<th>Spot through students’ behavior.</th>
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<td></td>
<td>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.</td>
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<td>3.</td>
<td>Difficulty in relaxing</td>
<td>Spot through students’ words and behavior.</td>
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<td>Assist 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>4.</td>
<td>Incorrect position</td>
<td>Spot through observation.</td>
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<td>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.</td>
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<td>5.</td>
<td>Incorrect sight alignment/picture</td>
<td>Spot through students’ description of what they are seeing.</td>
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<td>Assist by asking students to draw correct sight picture or by using chart.</td>
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<td>6.</td>
<td>Incorrect trigger squeeze</td>
<td>Spot through students’ target or ball and dummy technique.</td>
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<td>Assist by having students dry fire and asking students to concentrate on feeling the trigger move to the rear.</td>
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<td>7.</td>
<td>Incorrect follow through</td>
<td>Spot through students’ inability to call the shot by observing hits on the students’ target.</td>
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<td>Assist by having students’ dry fire and by using ball and dummy technique. Have students concentrate on calling the shot.</td>
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</table>
D. Conclude Lesson

1. Summary
   Highlight important points:
   - 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.

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

3. Preview
   Preview next lesson briefly.
Lesson XIII: Using the NRA Basic Rifle Shooting Course Evaluation, Performance Requirements Checklist and Rifle Instructor Examination

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

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

Length: 90 minutes

Facility: Classroom

Training Aids:

- NRA Trainer's Guide
- NRA Basic Rifle Shooting Course Outline and Lesson Plans
- 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
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<tr>
<th>Content</th>
<th>Instructional Notes</th>
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<tbody>
<tr>
<td>A. <strong>Introduce Lesson</strong></td>
<td>B. <strong>State</strong> learning objectives for the current lesson.</td>
</tr>
<tr>
<td><strong>B. The Role of The Performance Requirements Checklist</strong></td>
<td><strong>Ask</strong> candidates what role they believe the Performance Requirements Checklist plays in the training process. <strong>Discuss</strong> responses.</td>
</tr>
<tr>
<td><strong>Explain</strong> that a checklist should be viewed as one of many <em>teaching</em> and <em>evaluation</em> 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. <strong>Note</strong> that Instructors must complete the Performance Requirements Checklist with their students and maintain a copy for their records.</td>
<td></td>
</tr>
<tr>
<td><strong>C. The Role of Student Evaluations in Training</strong></td>
<td><strong>Distribute</strong> the NRA Instructor Course Evaluation, Appendix 13. <strong>Ask</strong> candidates what role they believe student evaluations play in the instructor development process. <strong>Discuss</strong> responses.</td>
</tr>
<tr>
<td><strong>Explain</strong> that instructors need to strive for constant improvement in their organizational and teaching skills. Their students are important sources of input in this process. <strong>Explain</strong> that they should take a few minutes and complete the evaluation and return it to you. <strong>Explain</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>
D. The Role of Recognition in Training

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

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

E. Instructor Examination

Distribute an NRA Rifle Instructor Examination. Allow candidates to use the NRA Trainer’s Guide, the NRA Basic Rifle Shooting Lesson Plans and the NRA Guide: Basic 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.

F. Exam Grading and Review

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

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

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

G. Instructor Certification

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

**Explain** what they will need to complete the credentialing process:

1. An NRA number or existing NRA instructor number.  
   **Note:** Candidates may attend the course without an NRA number. However, non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will happened AFTER they have been processed by NRA Training Department as long as the instructor course report is completed correctly. They should not contact NRA Training Department for it. Once non-members receive their NRA non-member number they can register and complete processing. **IF THEY JOIN DURING THE COURSE, they will also have to wait. Remember, membership before the course is most expedient!**

2. Access to some electronic device that they can use to login in and register at NRAInstructors.org.

3. A valid email address.

4. Some method of printing or downloading credentials from NRAInstructors.org.

**H. Instructor Course Completion Cards**

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

**Explain** that they will be distributing course completion certificates to students who successfully complete the NRA *Basic Rifle Shooting* Course.
I. Conclude Course

Highlight important points:

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

2. Questions
   Ask candidates what questions they have about this lesson.
   Answer questions.
   Ask candidates what questions they have about the NRA Instructor Training and Basic Firearm Training Programs.
   Answer questions.

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.
IV. NRA SHOTGUN INSTRUCTOR TRAINING
NRA SHOTGUN INSTRUCTOR TRAINING

The NRA Shotgun Instructor Training Course consists of two parts:

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

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

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

- Ensure candidates complete the pre-course questionnaire, Appendix 1.
- Ensure candidates have completed the Basic Shotgun student course.
- Ensure candidates have successfully completed the Shotgun pre-course qualification.

The pre-course qualification in Appendix 4 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 Instructors are eligible for certification.

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

No live ammunition is permitted in the classroom!

Revision date 09/18
COURSE OUTLINE
NRA Shotgun Instructor Training

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

Length of Course: 11 hours

Course Lessons:

Lesson VI: Introduction to *NRA Basic Shotgun Shooting Course Outline and Lesson Plans* (30 minutes)

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

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

Lesson IX: Basic Shotgun Instructional Method (60 minutes)

Lesson X: Teaching Shotgun Lesson III: Firing the First Shots (90 minutes)

Lesson XI: Teaching Shotgun Lesson IV: Shotgun and the Shooting Skills Practical Exercise (90 minutes)

Lesson XII: Evaluating and Improving Performance of Beginning Shotgun Shooters (60 minutes)

Lesson XII: Teaching Shotgun Lesson V: Continued Opportunities for Shotgun Skill Development (30 minutes)

Shotgun Instructor Examination and Course Conclusion (90 minutes)
Required NRA Materials
NRA Shotgun Instructor Training Course

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

One per candidate:

• **NRA Trainer’s Guide**

• **NRA Trainer’s Exam** (Available on your NRAInstructors page)

• **NRA Shotgun Instructor Candidate Packet** (includes course outline and lesson plans and instructor examination)

• **NRA Basic Shotgun Student Packet** (includes handbook, certificate and examination)

• NRA Instructor Course Completion Card

For Display:

• Shotgun Instructional Wall Charts

• Qualification awards- have samples to show class

• NRA Range Safety Poster
LESSON VI: Introduction to *NRA Basic Shotgun Shooting Course Outline and Lesson Plans*

**LEARNING OBJECTIVES:** As a result of their participation in this training session, instructor candidates will be able to:

1. State the goal of the NRA Basic Shotgun Shooting Course.
2. Describe the structure of the *NRA Basic Shotgun Shooting Course Outline and Lesson Plans*.
3. Explain NRA policies on safety procedures, course length, required materials and teaching methods to be followed when conducting an NRA Basic Shotgun Shooting Course.
4. Outline the content of the NRA Basic Shotgun Shooting Course.

**LENGTH:** 30 minutes

**FACILITY:** Classroom

**TRAINING AIDS:**

1. *NRA Guide: Basics of Shotgun Shooting* handbook (1 per student)
2. *NRA Basic Shotgun Shooting Course Outline and Lesson Plans* (one per candidate)
3. Computer, projector, CD presentation, chalk or whiteboard, flip chart

**REFERENCE:**

1. *NRA Basic Shotgun Shooting Course Outline and Lesson Plans*

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td><strong>State</strong> learning objectives for the current lesson</td>
</tr>
<tr>
<td>B. The Structure of NRA</td>
<td><strong>Distribute</strong> <em>NRA Basic Shotgun Shooting Course Outline and Lesson Plans</em>. Candidates may insert them into the <em>NRA Trainer’s Guide</em> binder.</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td><strong>Explain</strong> to candidates that these lesson plans are the guideline they are to follow in conducting the NRA Basic Shotgun Shooting Course as NRA Certified Instructors.</td>
</tr>
</tbody>
</table>
1. Introduction

- **Turn** with candidates to the Introduction in the *Shotgun Lesson Plans*. **Have them read** the Introduction to themselves. **Identify** appropriate responses, including those listed at left.

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

  b. TPI
  NRA courses stress hands-on learning: Total Participant Involvement (TPI)

  c. Breaks
  Lessons are two hours in length. However; a 10-minute break should be given after every 50 minutes of instruction.

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

  e. Emergencies
  Emergency procedures should be established ahead of time.

  f. No live ammunition in class
  *No live ammunition is permitted in the classroom under any circumstances.* You must be able to visually distinguish a dummy shotshell from a live one to ensure that a live shotshell is not brought to class

  g. Student verification of unloaded firearms
  Any time you pick up a firearm, practice the three rules for safe gun handling: point it in a safe direction; keep your finger off the trigger; remove the magazine (if any), open the action, and visually inspect the chamber(s). Then have a student verify that the firearm is unloaded.

  h. Terminology for firearms
  Refer to *guns as firearms, guns, shotguns*, etc., but not as *weapons*. *Weapon* has a negative connotation.

2. Course outline

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

  a. Goal
  **Review** the course goal. **Note** that it is stated in terms of knowledge, skills, and *attitude*.

  b. Length of course
  **Note** the length of the course. Experience has shown that this is the minimum time necessary to adequately cover the material and have students acquire the specified knowledge, skills and attitude. Courses must meet this minimum length in order to be considered NRA courses.
c. Student text

**Show** candidates a copy of the student handbook. **Indicate** that each student in an NRA Basic Shotgun Shooting Course must receive a copy. It is an excellent reference book that may be used both during and after the course.

d. Course lessons

**Review** the structure of the course lessons. **Note** the sequence: shotgun parts and operation, safety, ammunition, shooting fundamentals, live fire exercises, and continued opportunities.

3. Required materials

**Turn** with candidates to the Required Materials list at the beginning of the *Shotgun Lesson Plans*. **Show** candidates the other NRA materials that must be used in each NRA Basic Shotgun Shooting Course.

4. Learning objectives

**Turn** with candidates to Lesson I of the *Shotgun Lesson Plans*. **Note** that each lesson begins with a statement of **objectives**. They state the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.

5. Length of lesson

**Note** that the required length is indicated at the beginning of each lesson.

6. Facility

**Note** that the facility is indicated at the beginning of each lesson.

7. Training aids

**Note** that training aids are indicated for each lesson.

8. References

**Note** that the references indicate the chapters in the student handbook that contain the material the students will learn during the lesson.

9. Content

**Note** that the lesson plans have a three-column format. The left column indicates the lesson content, i.e., what the students will learn.

**Note** that the *center* column contains instructional notes, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching.

**Note** that the *right* column contains notes, what slide to use from any computer presentations, and provides space for you to write additional notes.
10. Lesson plan 

**Turn** with the candidates through the pages of the *Shotgun Lesson Plans*. **Summarize** briefly the content of each lesson. **Note** the practical exercises: safe handling in Lesson I, shooting skills in Lessons III and IV, and cleaning in Lesson III.

11. Appendixes 

**Turn** with candidates to the Appendixes of the *Shotgun Lesson Plans*. **Note** that Appendix 1 contains detailed information of the four fundamentals of shotgun shooting. Appendix 2 contains information on methods for shotgun skills development and shooting exercises. Appendix 3 contains a copy of the Student Examination/Evaluation and Grading Key. **Explain** that these are teaching tools used to help students learn, as well as to evaluate the students’ performance and the instructor’s effectiveness.

**C. The NRA Basics of Shotgun Shooting Student Handbook**

**Distribute** copies of the NRA *Basics of Shotgun Shooting* student handbook to candidates. **Page** through handbook with candidates. **Note** the many illustrations to which instructors may refer students during class. The handbook does not always follow the same sequence as the *NRA Basic Shotgun Shooting Course Outline and Lesson Plans*.

**D. Conclude Lesson**

1. Summary

**Highlight** important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

**Preview** next lesson briefly.
LESSON VII: Teaching Shotgun Lesson I: Shotgun Knowledge and Safe Handling

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

1. Effectively teach the parts and operation of various shotgun action types according to the NRA Lesson Plans.
2. Effectively teach the NRA fundamental rules for safe gun handling.
3. Conduct a safe shotgun handling practical exercise

LENGTH: 90 minutes

FACILITY: Classroom

TRAINING AIDS:

1. Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.
2. *NRA Basic Shotgun Shooting Course Outline and Lesson Plans*
4. *NRA Gun Safety Rules* card (one per candidate)
5. *NRA Shotgun Instructional Wall Charts*
6. Shotguns of various action types and gauges
7. Appropriate dummy ammunition

REFERENCE:

1. *NRA Basic Shotgun Shooting Course Outline and Lesson Plans*, Lesson I.

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<th>Content</th>
<th>Instructional Notes</th>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td><strong>State</strong> learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td><strong>Turn</strong> with candidates to Lesson I of the <em>Shotgun Lesson Plans</em>. <strong>Review</strong> the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column. <strong>Review</strong> the training aids and NRA materials to be used in teaching Lesson I. <strong>Distribute</strong> appropriate NRA materials to candidates.</td>
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2. Assign topics

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<tbody>
<tr>
<td></td>
<td>• Shotgun parts and operation: pump and hinge actions (sections C-2 and C-3 a-b)</td>
</tr>
<tr>
<td></td>
<td>• Shotgun parts and operation: Semi-automatic and bolt actions (sections C-2 and C-3 -d)</td>
</tr>
<tr>
<td></td>
<td>• Safe Gun handling (section D)</td>
</tr>
<tr>
<td></td>
<td>• Safe shotgun handling practical exercise (sections E)</td>
</tr>
</tbody>
</table>

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

3. Presentations

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

4. Evaluation

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

5. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things were learned during this exercise. Supplement their comments with important lessons you learned in your experience in teaching Lesson I as an NRA Certified Instructor.

C. Conclude Lesson

1. Summary

Highlight important points:

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<tr>
<td></td>
<td>• Effectively teach the parts and operation of various shotgun action types according to NRA Lesson Plans.</td>
</tr>
<tr>
<td></td>
<td>• Effectively teach the NRA fundamental rules for safe gun handling.</td>
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<tr>
<td></td>
<td>• Conduct a safe shotgun handling practical exercise.</td>
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</tbody>
</table>
2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
LESSON VIII: Teaching Shotgun Lesson II:
Ammunition Knowledge and the 
Fundamentals of Shotgun Shooting

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

1. Effectively teach ammunition components, types and the firing sequence of a shotshell according to the NRA Lesson Plans.
2. Effectively teach ammunition identification, storage and malfunctions according to the NRA Lesson Plans.
3. Explain the importance of determining eye dominance in beginning shotgun shooters and conduct an eye dominance exercise.
4. Effectively teach the fundamentals of shotgun shooting according to the NRA Lesson Plans.

LENGTH: 90 minutes

FACILITY: Classroom

TRAINING AIDS:

1. Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.
2. NRA Basic Shotgun Shooting Course Outline and Lesson Plans
4. NRA Gun Safety Rules card (one per candidate)
5. NRA Shotgun Instructional Wall Charts
6. Shotguns of various action types and gauges
7. Appropriate dummy ammunition
8. Empty shotshell case for one of the shotguns
9. Empty ammunition box

REFERENCE:

1. NRA Basic Shotgun Shooting Course Outline and Lesson Plans, Lesson II; Appendix 1.

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<th>Content</th>
<th>Instructional Notes</th>
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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
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</tbody>
</table>
| B. Practical Exercise    | Turn with candidates to Lesson II of the Shotgun Lesson Plans.  
                          | Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column. |

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

2. Assign topics

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

- Shotgun ammunition (section C)
- Dominant eye exercise (section D)
- Shotgun shooting fundamentals: Position and mount (sections F-1 and F-2)
- Shotgun shooting fundamentals: Vision and movement. (sections F3 and F-4)

Depending on the class size, 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. 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 were learned during this exercise. Supplement their comments with important lessons you learned in your experience in teaching Lesson II as an NRA Certified Instructor.
C. Conclude Lesson

1. Summary

Highlight important points:

- Effectively teach ammunition components, types and the firing sequence of a shotshell according to the NRA Lesson Plans.
- Effectively teach ammunition identification, storage and malfunctions according to the NRA Lesson Plans.
- Explain the importance of determining eye dominance in beginning shotgun shooters and conduct an eye dominance exercise.
- Effectively teach the fundamentals of shotgun shooting according to the NRA Lesson Plans.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
LESSON IX: Basic Shotgun Shooting Instructional Method

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

1. Explain the importance of concentration for the success of beginning shotgun shooters.
2. List the various ways the instructor can enhance the student’s ability to concentrate.
3. Describe the NRA eight-step method for training beginning shotgun shooters.
4. 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:

1. Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.
2. Shotgun

REFERENCE:

1. NRA Basic Shotgun Shooting Course Outline and Lesson Plans, Appendix 2.

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Notes</th>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Concentration</td>
<td></td>
</tr>
<tr>
<td>1. Importance</td>
<td>Ask candidates, excluding safety, what the most important element essential to the success of beginning shotgun shooters is? Discuss responses. Identify concentration as the element.</td>
</tr>
<tr>
<td>2. Definition</td>
<td>Ask candidates what concentration is? Discuss responses briefly. Explain that it is the ability to focus all of one’s attention and energies on the accomplishment of a specific task.</td>
</tr>
</tbody>
</table>
3. Implication for Instructor

Ask candidates since concentration is so important to the success of beginning shotgun 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.

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

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

4. Ways to enhance concentration

a. Semi-automatic action for less recoil

b. Proper stock fit

c. Manageable gun weight

d. Shorter barrel length

e. Functional gun and clean mechanism

f. Quality ammunition

g. 12 gauge for more shot in the air

h. Small shot size and large shot amount (#9, 1 1/8 oz.)

i. Skeet or open choke

j. Reasonable Target speed

k. One target direction

l. Target color easily visible

m. Good lighting

n. Fair weather

o. Little wind

p. Comfortable clothing
<table>
<thead>
<tr>
<th>q. Instructor does not over instruct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>r. Adequate ear and eye protection</td>
</tr>
<tr>
<td>s. Avoid or control background noise</td>
</tr>
<tr>
<td>t. Keep spectators to a minimum</td>
</tr>
<tr>
<td>u. Stress fun as opposed to competition</td>
</tr>
</tbody>
</table>

5. Object of concentration

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

Explain that the students must learn to concentrate on the target. All other factors are secondary. Remind instructors that they will need to stress and reinforce this point regularly.

C. Shotgun Instructional Method

Turn with candidates to lesson III, section E of the Shotgun Lesson Plans.

Explain that the NRA has developed an eight-step method for teaching beginning shotgun 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 shotgun shooters. Success encourages and motivates the students, ensures an enjoyable learning experience, and provides reinforcement to the training process.

1. Determine eye dominance

This ensures that students will shoulder the gun so they can point it using their dominant eye.

2. Watch straighaway targets

This allows students to see the speed and direction of the target’s flight path.

3. Point finger at target

This teaches students to point without concentrating on the body movements necessary to position the shotgun.
NRA Training Counselor Guide

**NRA Shotgun Instructor Training**

4. Point Finger and say “bang” on touching target

This teaches students to time their shots so that they pull the trigger as soon as the muzzle touches the target.

- Follow the target to the ground with finger. This reinforces follow-through.

5. Review shooting fundamentals

This allows students to *hear*, *see*, and *practice* the fundamentals.

6. Dry point shotgun at target

Now that students have learned to point correctly, the shotgun is added.

7. Dry fire shotgun at target

**Ask** candidates what the advantages of dry firing as an instructional technique are? **Discuss** responses briefly, 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.

8. Shoot at target with live ammunition

Students fire at straightaway targets. The instructor observes and provides appropriate feedback.

D. Instructional Techniques

1. Coach/pupil method

   a. Explanation

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

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

Choose two candidates to demonstrate the coach/pupil method. Appoint one to be the “coach” and the other, the “pupil.” Have them come to the front of the room. Direct the “coach” to assist the “pupil” in practicing the fundamentals of shotgun shooting. 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.

c. Ball and Dummy

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 Shotgun Shooting Course.

E. Conclude Lesson

Highlight important points:

1. Summary

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

Ask candidates what questions they have about this lesson.

Answer questions.

Preview next lesson briefly.
**LESSON X: Teaching Shotgun Lesson III: Firing the First Shots**

**LEARNING OBJECTIVES:** As a result of their participation in this training session, instructor candidates will be able to:

1. Explain basic range safety procedures, range commands and shooting safety rules.
2. Effectively teach students to shoot a shotgun at straightaway targets according to the NRA instructional method.

**LENGTH:** 90 minutes

**FACILITY:** Range

**TRAINING AIDS:**

1. *NRA Basic Shotgun Shooting Course Outline and Lesson Plans.*
2. *NRA Guide: Basics of Shotgun Shooting* handbook
3. Eye and ear protection
4. Shotguns
5. Live ammunition
6. Traps
7. Targets
8. NRA Range Safety Poster

**REFERENCE:**


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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
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</table>
| B. Practical Exercise| Turn with candidates to Lesson III in the *Shotgun 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 III. |

IV-25
Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics:

- Range safety, shooting facility orientation, shooting safety rules (sections C and D).
- Firing the firsts shots at straightaway targets according to the NRA eight-step method (section E).

*Note that this is to be a live fire exercise. All live fire exercises conducted during this instructor course should incorporate the coach/pupil method, and at least one live fire exercise in the course should incorporate the ball and dummy technique.*

A competent gunsmith should check any firearm whose condition is questionable before using it in live fire exercises. *Note* that instructors should follow this same policy with firearms used in NRA basic courses, particularly student firearms.

Because of the extreme importance of developing candidates’ range teaching abilities, you may wish to have more than one group prepare presentations on section “E,” depending on the size of the class. Candidates should use volunteers from other groups as “students” during their range teaching presentations.

If the class size is relatively large, you may wish to have some groups prepare presentations from the following lesson at the same time.

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

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

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

5. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things were learned during this exercise. Supplement their comments with important lessons you learned in your experience in teaching Lesson III as an NRA Certified Instructor.

E. Conclude Lesson

1. Summary

Highlight important points:

- Explain range safety procedures, range commands, and shooting safety rules.

- Effectively teach students to shoot at straightaway targets according to the NRA instructional method.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
LESSON XI: Teaching Shotgun Lesson IV: Shotgun Shooting Skills Practical Exercise

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

1. Effectively teach students to develop their shotgun shooting skills by shooting at more challenging targets according to the NRA instructional method.
2. Effectively teach students to care for and clean a shotgun and conduct a shotgun cleaning practical exercise.

LENGTH: 90 minutes

FACILITY: Range

TRAINING AIDS:

1. NRA Basic Shotgun Shooting Course Outline and Lesson Plans.
2. NRA Guide: Basics of Shotgun Shooting handbook
3. Eye and ear protection
4. Shotguns
5. Live ammunition
6. Traps
7. Targets
8. NRA Range Safety Poster
9. Appropriate gun cleaning equipment

REFERENCE:

1. NRA Basic Shotgun Shooting Course Outline and Lesson Plans, Lesson IV and Appendix 2.
2. NRA Guide: Basics of Shotgun Shooting handbook, Part IV Chapter 15 and Part III.

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<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
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</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson IV in the Shotgun Lesson Plans. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.</td>
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</table>

IV-29
Review the training aids and NRA materials to be used in teaching Lesson IV.

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:

- Teaching students to develop their shotgun shooting skills (section F).

Note that this is to be a live fire exercise and should incorporate the coach/pupil method.

- Caring for the shotgun and shotgun cleaning practical exercise (Lesson IV, section H)

Because of the extreme importance of developing candidates’ range teaching abilities, you may wish to have more than one group prepare presentations on section “F,” depending on the size of the class. Candidates should use volunteers from other groups as “students” during their range teaching presentations.

Since this will be the final opportunity to have candidates make range presentations, review your notes to see whether there are any candidates who have not yet played a leading role in a range 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. 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 were learned during this exercise. Supplement their comments with important lessons you learned in your experience in teaching Lesson IV as an NRA Certified Instructor.

E. Conclude Lesson

Highlight important points:

1. Summary

• Develop their shotgun shooting skills by shooting at more challenging targets according to the NRA instructional method.

• Care for and clean a shotgun, and conduct a shotgun cleaning practical 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 Shotgun Shooters

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

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

LENGTH: 60 minutes

FACILITY: Classroom or range

TRAINING AIDS:

1. Computer and digital projector, CD presentation disk, chalk, whiteboard or flip chart
2. Shotgun

REFERENCE:

1. NRA Basic Shotgun Shooting Course Outline and Lesson Plans, Lesson IV and Appendix 2.

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<td>State learning objectives for the current lesson.</td>
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<td>B. Evaluation</td>
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<tr>
<td>1. Definition</td>
<td>Ask candidates what evaluation is? Discuss responses.</td>
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<td></td>
<td>Explain that evaluation is a determination of whether and to what extent training has taken place.</td>
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<td>2. Purpose</td>
<td>Ask candidates what the ultimate purpose of evaluation is? Discuss responses.</td>
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<td></td>
<td>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.</td>
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3. Process

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<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Ask</td>
<td>candidates what an instructor needs to do when making an evaluation? Discuss responses.</td>
</tr>
<tr>
<td>Explain</td>
<td>that an instructor needs to know the correct behavior to look for, how to look for it, and how to provide feedback to enhance the students’ ability to perform it.</td>
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a. Standard

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<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Ask</td>
<td>candidates what behaviors to look for in beginning shotgun shooters on the firing line? Discuss responses briefly.</td>
</tr>
<tr>
<td>Explain</td>
<td>that an instructor is looking for conformity to certain standards, namely, the safe and correct execution of the fundamentals of shotgun shooting.</td>
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b. Method

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<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Ask</td>
<td>candidates how they determine that the shotgun shooting fundamentals are being executed correctly? Discuss responses.</td>
</tr>
<tr>
<td>Explain</td>
<td>that this is determined primarily through observation of the gun and shooters, and observation of the result of the shot.</td>
</tr>
</tbody>
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c. Feedback

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<tr>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>Ask</td>
<td>candidates how an instructor provides feedback when performance is correct? Discuss responses.</td>
</tr>
<tr>
<td>Explain</td>
<td>that the instructor encourages and motivates the students to keep up the good work.</td>
</tr>
<tr>
<td>Ask</td>
<td>how the instructor provides feedback when performance is incorrect? Discuss responses.</td>
</tr>
<tr>
<td>Explain</td>
<td>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 directing the students to perform the correct action, not by describing the incorrect action. In other words, feedback must be positive to be effective.</td>
</tr>
<tr>
<td>Note</td>
<td>that if adjustments to a student’s stance or swing are necessary, the instructor should demonstrate the correct technique 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.</td>
</tr>
</tbody>
</table>
### C. Common Difficulties Among Beginning Shotgun 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 are some of the more common difficulties experienced among beginning shotgun shooters. **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 or leaning face across the stock. **Assist** by repeating eye dominance exercise and having students use an opaque patch over the non-dominant eye.

2. **Difficulty in concentrating**
   - **Spot** through students’ behavior. **Assist** students by ensuring environment is conducive to learning, specifying what students should concentrate on (target), 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.

4. **Incorrect stance**
   - **Spot** through observation of students running out of swing at target breaking area. **Assist** by asking students to describe and assume the correct stance and alignment with the target breaking area.

5. **Not keeping cheek on stock**
   - **Spot** through observing students lifting head, redness on cheek, or shooting above target. **Assist** by checking for proper stock fit and directing students to move gun and body as a unit.

6. **Incorrect pointing technique (aiming)**
   - **Spot** through observing students riding target, slowing or stopping swing at instant of firing, or shifting cheek on stock. **Assist** by directing students’ concentration on target and having students practice dry pointing and dry firing.

7. **Incorrect follow-through**
   - **Spot** through observing students’ stance, students riding target, students slowing or stopping swing at instant of firing, or restrictive clothing. **Assist** by asking students to explain importance of follow-through, using suggestions listed under “improper stance” and “improper pointing technique” above, and suggesting students wear clothing that is less restrictive.
E. Conclude Lesson

Highlight important points:

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

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

3. Preview
   Preview next lesson briefly.
LESSON XIII: Teaching Shotgun Lesson V: Continued Opportunities for Shotgun Skill Development

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

1. Effectively teach how to pursue shotgun shooting activities after the course.
2. Teach the Basic guidelines for selecting a shotgun.
3. The benefits of participating in shooting organizations.
4. The objectives, programs and benefits to members of the National Rifle Association.

LENGTH: 60 minutes

FACILITY: Classroom

TRAINING AIDS:

1. Computer and digital projector, CD presentation disk, chalk, whiteboard or flip chart
2. NRA Basic Shotgun Shooting Course Outline and Lesson Plans
3. NRA Guide: Basics of Shotgun Shooting handbook
4. NRA Marksmanship Qualification Program booklet (one per candidate)
5. NRA Basic Shotgun Shooting Course Student Examination/Evaluation (one per candidate)
6. NRA Basic Shotgun Shooting Course Completion Certificate (one per candidate)

REFERENCE:

1. NRA Basic Shotgun Shooting Course Outline and Lesson Plans, Lesson V.
2. NRA Guide: Basics of Shotgun Shooting handbook, Part IV.

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<tr>
<td>B. Practical Exercise</td>
<td>Turn with candidates to Lesson V in the Shotgun Lesson Plans.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.</td>
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<td></td>
<td>Review the training aids and NRA materials to be used in teaching Lesson V. Distribute appropriate NRA materials to candidates.</td>
</tr>
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IV-37
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:

- Training and Shotgun qualification program (sections C-1 and C-2)
- Competitive shooting opportunities and NRA-affiliated clubs (sections C-3 and E-1)
- Selecting a shotgun (section D)
- The National Rifle Association: goals, programs and membership benefits (section E-3)

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.

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. 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 were learned during this exercise. Supplement their comments with important lessons you learned in your experience in teaching Lesson V as an NRA Certified Instructor.
E. Conclude Lesson

1. Summary
   Highlight important points:
   • How to improve their shooting skills through participation in the *NRA Marksmanship Qualification Program* and competitive shooting activities.
   • Basic guidelines for selecting a shotgun.
   • The benefits of joining shooting organizations.
   • The objectives, programs and benefits to members of the National Rifle Association.

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

3. Preview
   Preview next lesson briefly.
Lesson XIV: Using the NRA Basic Shotgun Shooting Course Evaluation, Performance Requirements Checklist and Shotgun Instructor Examination

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

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

LENGTH: 90 minutes

FACILITY: Classroom

TRAINING AIDS:

1. NRA Trainer’s Guide
2. NRA Basic Shotgun Shooting Course Outline and Lesson Plans
3. NRA Shotgun Instructor Examination (one per candidate)
4. NRA Instructor Course Completion Card (one per candidate)
5. Performance Requirements Checklist (Appendix 6 Lesson Plans)

REFERENCE:

1. NRA Training Counselor Guide

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<td>State learning objectives for the current lesson.</td>
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B. The Role of the Performance Requirements Checklist

Ask candidates what role they believe the Performance Requirements Checklist plays in the training process. Discuss responses.

Explain that a checklist should be viewed as one of many 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.

IV-41
C. The Role of Student Evaluations in Training

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 skill.

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

Distribute the NRA Instructor Course Evaluation, Appendix 13.

Ask candidates what role they believe student evaluations play in the instructor development process. Discuss responses.

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

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

Explain that they will be receiving evaluations from their students when they conduct the NRA Basic Shotgun Shooting Course.

D. The Role of Recognition in Training

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

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

E. Instructor Examination

Distribute an NRA Shotgun Instructor Examination to each candidate. Allow candidates to use the NRA Trainer’s Guide and NRA Basic Shotgun Shooting Course Outline and Lesson Plans during the examination, along with any notes they may have taken in class. Allow 60-90 minutes for candidates to complete the examination.

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

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

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

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

G. Instructor Certification

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

Explain what they will need to complete the credentialing process:

1. An NRA number or existing NRA Instructor number. 
   **Note:** Candidates may attend the course without an NRA number. However, non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!

2. Access to some electronic device that they can use to log in to NRAInstructors.org.

3. A valid email address.

4. Some method of printing or downloading credentials from NRAInstructors.org.
H. Instructor Course Completion Cards

Distribute NRA Instructor Course Completion Cards to candidates who have successfully completed the course. Congratulations on their accomplishment.

Explain that they will be distributing course completion certificates to students who successfully complete the NRA Basic Shotgun Shooting Course.

E. Conclude Lesson

Highlight important points:

1. Summary
   - Explain the role of examinations in the training process.
   - Explain the role of student evaluations in instructor development.
   - Explain the importance of recognizing students upon successful completion of a training course.
   - Explain how to finalize credentialing with the National Rifle Association.

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

   Answer questions.

   Ask candidates what questions they have about the NRA Instructor Training and Basic Firearms Training Program. Answer questions.

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.
V. NRA PISTOL INSTRUCTOR TRAINING
NRA PISTOL INSTRUCTOR TRAINING

The NRA Pistol Instructor Training Course consists of two parts:

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

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

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

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

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

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

NO LIVE AMMUNITION IN CLASSROOM

Revision date 6-17
COURSE OUTLINE

NRA Pistol Instructor Training

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

Remaining Length of Course: 10 hours

Course Lessons:

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

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

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

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

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

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

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

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

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

NO LIVE AMMUNITION IN CLASSROOM
REQUIRED NRA MATERIALS

NRA Pistol Instructor Training Course

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

One per candidate:

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

For display:

- NRA Pistol Instructional Wall Charts
- NRA Range Safety Poster
- Marksmanship Qualification Program Booklet
Lesson VI: Introduction to NRA Basics of Pistol Shooting Lesson Plans

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

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

Length: 30 minutes

Facility: Classroom

Training Aids:

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

References:

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

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<tr>
<td>B. The Structure of NRA Lesson Plans</td>
<td>Direct candidates to insert the NRA Basics of Pistol Shooting Lesson Plans into the NRA Trainer’s Guide binder. Explain to candidates that these lesson plans are the guidelines they are to follow in conducting the NRA Basics of Pistol Shooting as NRA Certified Instructors.</td>
</tr>
</tbody>
</table>
| 1. Introduction | Turn with candidates to the Introduction on page 1 of the Pistol Lesson Plans. Have them read pages 1 - 7 to themselves. Highlight the following points in your
The NRA Basics of Pistol 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, it 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 classroom under any circumstances.

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, pistols, handguns, etc., but not as weapons. Weapon has a negative connotation.

Attainment of objectives is paramount.

Review the course goal. Note that it is stated in terms of knowledge, skills, and attitude.

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

Revision date 6-17
11. **Student exam and grading key**

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

12. **Performance Requirements Check List**

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

C. **Conclude Lesson**

   1. **Summary**

      **Highlight** important points:

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

2. **Questions**

   **Ask** candidates what questions they have about this lesson.

   Answer questions.

3. **Preview**

   **Preview** next lesson briefly.
Lesson VII: Teaching Pistol Lesson I: Pistol Knowledge and Safe Gun Handling

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

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

Length: 90 minutes

Facility: Classroom

Training Aids:

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

References:

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

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<tr>
<th>Content</th>
<th>Instructional Notes</th>
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<tbody>
<tr>
<td><strong>A. Introduce Lesson</strong></td>
<td><strong>State</strong> learning objectives for the current lesson.</td>
</tr>
<tr>
<td><strong>B. Practical Exercise</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td><strong>Turn</strong> with candidates to Lesson 1 in the <em>NRA Basics of Pistol Shooting Lesson Plans</em>.  <strong>Review</strong> the learning objectives, lesson content indicated in the left column, and methods of instruction on the right. <strong>Review</strong> the training aids and NRA materials to be used in teaching Lesson I. <strong>Distribute</strong> NRA materials.</td>
</tr>
</tbody>
</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**: Will conduct a brief presentation on Section D: Gun Owner’s Responsibilities and Section E: Introduce lesson (REVIEW the learning objectives).

- **Group 2**: Will conduct a brief presentation on Section F: Why Americans Own Pistols, and Section G: the types of pistol actions.

- **Group 3**: Will explain Section H: Revolver knowledge and **Demonstrate** how they operate Section J 1-2.

- **All Groups**: Will explain Section I: Semi-automatic Pistol Knowledge, and demonstrate how they function Section J 3.

- **Group 1**: Will explain Section K: Safe Gun Handling.

- **Group 2**: Will conduct Section L: Safe Pistol Handling Practical Exercise.

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

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

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

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

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

4. Evaluation

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

5. Conclusions

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

C. Conclude Lesson

Highlight important points:

1. Summary

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

2. Questions

Ask candidates what questions they have about this lesson. Answer questions.

3. Preview

Preview next lesson briefly.
Lesson VIII: Teaching Pistol Lesson II: Ammunition Knowledge and the Fundamentals of Pistol Shooting

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

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

Length: 90 minutes

Facility: Classroom

Training Aids:

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

References:

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

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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td>Turn with candidates to Lesson II in the <em>Pistol Lesson</em></td>
</tr>
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</table>

Revision date 6-17
1. Introduction

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

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

2. Assign topics

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

- **Group 1:** Explain Section B 1-5: Pistol Ammunition.

- **Group 2:** Explain Section B 6: Cartridge Malfunctions and Section C: **Review** Safe Gun Handling Rules.

- **Group 3:** Section D: Dominant Eye, and conduct a dominant eye drill; and Section G: Fundamentals of Pistol Shooting.

- **All Candidates:** Demonstrate with a partner that they can conduct Sections E (Position) and F (Grip).

You may wish to assign two topics to a group.

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

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

3. Presentations

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

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

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

5. Conclusions

C. Conclude Lesson

1. Summary

**Highlight** important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

**Preview** next lesson briefly.
Lesson IX: Basic Pistol Shooting Instructional Method

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

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

Length: 60 minutes

Facility: Classroom

Training Aids:

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

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

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<tr>
<th>Content</th>
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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Concentration</td>
<td></td>
</tr>
<tr>
<td>1. Importance</td>
<td>Ask candidates, excluding safety, what the most important element essential to the success of beginning pistol shooters is? Discuss responses.</td>
</tr>
<tr>
<td>2. Definition</td>
<td>Ask candidates what concentration is? Discuss responses briefly.</td>
</tr>
<tr>
<td>3. Implications for instructor</td>
<td>Ask candidates since concentration is so</td>
</tr>
</tbody>
</table>

Revision date 6-17
4. Ways to enhance concentration

a. Small caliber ammunition for less recoil (.22 standard velocity)

b. Proper grip size

c. Manageable gun weight (but not too light)

d. Medium barrel length

e. Gun functional and mechanism clean

f. Good quality ammunition

g. Target close to shooter

h. Target relatively large

i. Target blank

j. Good lighting

k. Fair weather

l. Little wind

m. Comfortable clothing

n. Instructor does not over instruct

o. Adequate ear and eye protection

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.*

**Ask** candidates what ways the instructor can enhance a student’s ability to concentrate? **Discuss** responses.

**Identify** appropriate responses in your presentation, including those listed at left.
p. 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 pistol 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. Pistol Instructional Method

Turn with candidates to Lesson III of the Pistol Lesson Plans. Explain that the NRA has developed an eight-step method for teaching beginning pistol 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 pistol 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
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 Lesson

*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 Lessons

Students fire single-action for group size (not score) at a large, relatively close, blank target, loading one shot at a time. The instructor observes and provides appropriate feedback. Afterward, students participate in a five-shot Lesson to shoot a group.

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*
D. Instructional Techniques

1. Coach/pupil method

   a. Explanation

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

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

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

   b. Demonstration

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

      *Note* also that this method provides increased attention to safety because there is an additional person watching the shooter.
2. Ball and dummy technique

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

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

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

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

**Highlight** important points:

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

E. Conclude Lesson

1. Summary

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

2. Questions

**Ask** candidates what questions they have about this lesson.

Answer questions.

3. Preview

**Preview** next lesson briefly.
Lesson X: Teaching Pistol Lesson III: Shooting Positions and Shooting Qualification

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

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

Length: 90 minutes

Facility: Range

Training Aids:

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

References:

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

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<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson III in the NRA Basics of <em>Pistol Shooting Lesson Plans</em>. Review the learning objectives, Lesson content indicated in the left column, and methods of instruction on the right. Review the training aids and NRA materials to be used in teaching and conducting Lesson III.</td>
</tr>
</tbody>
</table>
2. Assign topics

- **Training Counselor**: The Training Counselor will assume the role as an instructor, and facilitate Section B: Range Safety Briefing.

- **All Candidates**: Must teach section C-D (benchrest and two handed standing isosceles position) to another candidate using the 8 step method. **Note**: Remind the candidates that when they are students, they should shoot like one!

- **All Candidates**: Section F: **Conduct** the Shooting Qualification for another candidate.

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

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

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

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

3. Presentations

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

4. Evaluation

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

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

C. Conclude Lesson

1. Summary

Highlight important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson XI: Evaluating and Improving Performance of Beginning Pistol Shooters

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

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

Length: 60 minutes

Facility: Classroom

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

References:
- NRA Basics of Pistol Shooting Lesson Plans (ILT), Appendix 2
- NRA Guide: Basics of Pistol Shooting, Chapter 15

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<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. Evaluation</td>
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<tr>
<td>1. Definition</td>
<td>Ask candidates what evaluation is? Discuss responses.</td>
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<td></td>
<td>Explain 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? Discuss responses.</td>
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<td>Explain that evaluation has a number of purposes, such as measuring students’ progress or an instructor’s effectiveness. But, ultimately, the purpose of evaluation</td>
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is to improve the performance of the students in whom we are attempting to develop requisite knowledge, skills, and attitude.

3. Process

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

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

a. Standard

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

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

b. Method

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

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

c. Feedback

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

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

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

Explain that according to the principles of total participant involvement, people learn by doing. The instructor, then, must involve students in the evaluation process by encouraging self-analysis and by directing the students to perform the correct action, not by describing the incorrect action. In other words, feedback must be positive to be effective.
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 Pistol 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 pistol shooters are. Discuss responses, including the difficulties listed at left. Ask candidates how to spot the difficulties, and how they would direct students to improve. Discuss responses briefly, including suggestions listed below.

1. Use of non-dominant eye

Spot through students’ missing the target altogether. Assist by repeating eye dominance lesson and by having students use an opaque patch temporarily over the non-dominant eye.

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.

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. (See Common Pistol Shooting Errors in NRA Guide: Basics of Pistol Shooting handbook, Chapter 15.)

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

7. Incorrect follow through

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

D. Conclude Lesson

1. Summary

Highlight important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson XII: Teaching Pistol Lesson IV: Scoring Targets and Selecting and Maintaining a Pistol

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

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

Length: 45 minutes

Facility: Classroom

Training Aids:

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

References:

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

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<td>1. Introduction</td>
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<td>objectives, Lesson content indicated in the left column,</td>
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<td>and methods of instruction on the right. Review the</td>
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<td>training aids and NRA materials to be used in</td>
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<td>teaching and conducting Lesson IV.</td>
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</table>
6. Assign topics  

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

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

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

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

7. Presentations  

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

8. Evaluation  

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

9. Conclusions  

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

1. Summary

Highlight important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson XIII: Teaching Pistol Lesson V: Continued Opportunities for Skill Development

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

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

Length: 45 minutes

Facility: Classroom

Training Aids:

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

References:

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

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<td>State learning objectives for the current lesson.</td>
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<td>D. Practical Exercise</td>
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<td>2. Introduction</td>
<td>Turn with candidates to Lesson V in the Pistol Lesson Plans. Review the learning objectives, Lesson content indicated in the left column, and methods of instruction on the right.</td>
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</table>
2. Assign topics

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

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

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

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

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

3. Presentations

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

6. Evaluation

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

7. Conclusions

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

1. Summary

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

2. Questions

   Ask candidates what questions they have about this lesson.

   Answer questions.

3. Preview

   Preview next lesson briefly.
Lesson XIV: Using the NRA Basics of Pistol Shooting Course Evaluation, Performance Requirements Checklist and Pistol Instructor Examination

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

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

Length: 90 minutes

Facility: Classroom

Training Aids:

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

References: NRA Training Counselor Guide

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<td>B. State learning objectives for the current lesson.</td>
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<td>B. The Role of The Performance</td>
<td>Ask candidates what role they believe the Performance Requirements Checklist plays in</td>
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<td>Requirements Checklist</td>
<td>the training process.</td>
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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 should complete the Performance Requirements Checklist with their students and maintain a copy for their records.

C. The Role of Student Evaluations in Training

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

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

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

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

D. The Role of Recognition in Training

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

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

E. Instructor Examination

Distribute an NRA Pistol Instructor Examination. Allow candidates to use the NRA Trainer’s Guide, the NRA Basics of Pistol Shooting Lesson Plans and the NRA Guide: Basics of Pistol Shooting Handbook during the
examination, along with any notes they may have taken in class. **Allow** 60-90 minutes for candidates to complete examination.

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

**F. Exam Grading and Review**

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

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

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

**G. Instructor Certification**

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

**Explain** what they will need to complete the credentialing process:

1. An NRA number or existing NRA instructor number.
   
   **Note**: Candidates may attend the course without an NRA number. However, **non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will happened AFTER they have been processed by NRA Training Department as long as the instructor course report is completed correctly.**
They should not contact NRA Training Department for it. Once non-members receive their NRA non-member number they can register and complete processing. IF THEY JOIN DURING THE COURSE, they will also have to wait. Remember, membership before the course is most expedient!

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

**H. Instructor Course Completion Cards**

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

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

**I. Conclude Course**

1. **Summary**

   **Highlight** important points:

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

2. **Questions**

   **Ask** candidates what questions they have about this lesson.

   Answer questions.

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

Thank candidates for assisting the National Rifle Association in training the next generation of American shooters to use their firearm freedoms safely and responsibly.
VI. NRA PERSONAL PROTECTION IN THE HOME INSTRUCTOR TRAINING
NRA PERSONAL PROTECTION IN THE HOME INSTRUCTOR TRAINING

The NRA Personal Protection In The Home Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Personal Protection In The Home Instructor Training (9 hours)

This chapter contains the lesson plans for part two of the NRA Personal Protection In The Home Instructor Training Course. Training Counselors are encouraged to use PowerPoint® presentations whenever possible.

A Personal Protection In The Home Instructor candidate must be a NRA Certified Pistol Instructor prior to attending Personal Protection In The Home Instructor training. Basic Pistol or FIRST Steps is a prerequisite for basic Personal Protection In The Home, therefore, shooting fundamentals are only reviewed in the Personal Protection In The Home course.

Prior to conducting the NRA Personal Protection in the Home Instructor Training Course, Training Counselors must:

- Ensure candidates complete the pre-course questionnaire, Appendix 1.
- Ensure candidates have completed the basic Personal Protection in the Home student course.
- Ensure candidates have successfully completed the Personal Protection in the Home pre-course qualification.

The pre-course qualification in Appendix 6 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 instructors are eligible for certification.

Candidates for the Personal Protection in the Home instructor ratings must perform as follows in the pre-course qualification exercises:

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 Personal Protection In The Home Instructor Training

Course Goal: To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Basic Personal Protection In The Home Course.

Remaining Length of Course: 9 hours

Course Lessons:

Lesson VI. Introduction to NRA Basic Personal Protection In The Home Course Outline and Lesson Plans (40 minutes)

Lesson VII. Teaching Personal Protection In The Home Lesson I: Introduction to Defensive Shooting (1 hour)

Lesson VIII. Teaching Personal Protection In The Home Lesson II: Basic Defensive Pistol Skills (3 hours)

Lesson IX. Teaching Personal Protection In The Home Lesson III: Firearms and the Law, Possession, Ownership, and the Use of Deadly Force (30 minutes)

Lesson X. Teaching Personal Protection In The Home Lesson IV: Strategies for Home Safety and Responding to a Violent Confrontation (1 hour)

Lesson XI. Teaching Personal Protection In The Home Lesson V: Selecting a Pistol for Self-Defense (40 minutes)

Lesson XII. Teaching Personal Protection In The Home Lesson VI: Sport Shooting Activities and Training Opportunities (30 minutes)

Lesson XIII. Teaching Personal Protection In The Home Lesson VII: Course Review and Examination and Course Conclusion (1.5 hours)
REQUIRED NRA MATERIALS

NRA Personal Protection In The Home Instructor Training Course

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

One per candidate:

- *NRA Trainer’s Guide*
- *NRA Personal Protection In The Home Instructor Candidate Packet* (includes course outline and lesson plans and instructor examination)
- *NRA Basic Personal Protection In The Home student packet* (includes handbook, completion certificate, and examination)
- *NRA Instructor Course Completion Card*

For display:

- *NRA Pistol Instructional Wall Charts*
- *NRA Range Safety Poster*
- *A Woman’s Guide to Firearms* videotape
- Sample qualification awards
Lesson VI: Introduction to *NRA Basic Personal Protection In The Home Course Outline and Lesson Plans*

**Learning Objectives:** As a result of participation in this lesson, instructor candidates will be able to:

- State the goal of the NRA Basic Personal Protection In The Home Course.
- Describe the structure of the *NRA Basic Personal Protection In The Home Course Outline and Lesson Plans*.
- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basic Personal Protection In The Home Course.
- Outline the content of the NRA Basic Personal Protection In The Home Course.

**Length:** 40 minutes

**Facility:** Classroom

**Training Aids:**
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basic Personal Protection In The Home Course Outline and Lesson Plans* (one per candidate)
- *NRA Personal Protection In The Home Basic Course Student Packet* (one per candidate)
- NRA Pistol Instructional Wall Charts

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<td>State the learning objectives for this lesson.</td>
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<tr>
<td></td>
<td>Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basic Personal Protection In The Home Course.</td>
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<tr>
<td>B. The Structure of the NRA Lesson Plan</td>
<td>Distribute <em>NRA Basic Personal Protection In The Home Course Outline and Lesson Plans</em>. Explain to candidates that these lesson plans are the guidelines they are to follow as NRA Certified Instructors in conducting the NRA Basic Personal Protection In The Home Course.</td>
</tr>
</tbody>
</table>
1. Introduction

Turn with candidates to the Introduction in the Personal Protection In The Home Lesson Plans. Have them read the Introduction to themselves. Highlight the following points in your presentation:

a. Who can take the NRA Basic Personal Protection In The Home Course?

NRA’s Basic Personal Protection In The Home Course is for law-abiding adults, as defined by applicable federal, state, or local law.

b. Contents of Introduction section

Read the title of each paragraph and give a brief explanation of each paragraph. The following paragraphs must be explained:

- Course length and time requirements
- The course is based on objectives
- Lesson III – Firearms and the Law
- Total Participant Involvement (TPI)
- No live ammunition in the classroom
- Student-to-instructor ratio
- Demonstrations on the range
- Objects used for Cover & Concealment drills
- Range Commands
- Instructor’s mindset
- Students’ mindset and visualization
- Targets
- Presentation
- Skill development course
2. Course outline

Turn with candidates to the Course Outline in the Introduction to the *Personal Protection In The Home Lesson Plans.*

3. Course materials

Turn with candidates to the Course Materials list in the Introduction to the *Personal Protection In The Home Lesson Plans.* Show candidates the other NRA materials that must be used in each NRA Basic Personal Protection In The Home Course.

4. Gathering period

Turn with candidates to the Gathering Period section in the Introduction to the *Personal Protection In The Home Lesson Plans.* The gathering period is time to set up the classroom, go over last-minute checks, and welcome candidates to the NRA Basic Personal Protection In The Home Course.

5. Lesson plans

Turn with candidates to Lesson I of the *Personal Protection In The Home Lesson Plans.*

a. Learning objectives

Note that each lesson begins with a statement of objectives that state the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.

b. Length of lesson

Note that the estimated class length is indicated at the beginning of each lesson, but the full accomplishment of each learning objective is far more important than lesson length.

c. Facility

Note that the facility is listed at the beginning of each lesson.

d. Required materials and optional materials

Note that training aids are indicated for each lesson.
e. **No live ammunition in the classroom**

   *Note* The bold print at the bottom of the page. *No live ammunition is permitted in the classroom under any circumstances. You must be able to visually distinguish a dummy cartridge from a live one to ensure that a live cartridge is not brought to class.*

f. **Lesson content**

   *Note* that the lesson plans have a three-column format. The left column indicates the lesson content, i.e., what the students will learn.

g. **Instructional notes**

   *Note* that the center column contains instructional notes, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching.

h. **Slide and note area**

   *Note* that the right column contains notes, what slide to use from the appendix, and space for the instructor to write additional notes.

6. **Lesson plan walk-through**

   **Turn** with candidates through pages of the *Personal Protection In The Home Lesson Plans*. **Summarize** briefly the content of each lesson.

C. **The NRA Guide to the Basics of Personal Protection In The Home Student Handbook**

   **Page through** the student handbook with candidates. *Note* the many illustrations to which instructors may refer students during class.

D. **Conclude Lesson**

1. **Summary**

   **Highlight** the most important points:

   - State the goal of the NRA Basic Personal Protection In The Home Course.
   - Describe the structure of the *NRA Basic Personal Protection In The Home Course Outline and Lesson Plans*.
2. Questions

- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basic Personal Protection In The Home Course.
- Outline the content of the NRA Basic Personal Protection In The Home Course.

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson VII: Teaching Personal Protection In The Home
Lesson I: Introduction to Defensive Shooting

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

- Conduct Lesson I of the NRA Basic Personal Protection In The Home Course.
- Explain the importance of using a firearm responsibly and ethically for Personal Protection In The Home.
- Explain the importance of developing the proper mindset for using a firearm for Personal Protection In The Home and facing a life-threatening encounter.
- Explain the NRA’s four levels of awareness.
- Explain the importance of mental preparation and physical training for a potentially life-threatening confrontation.

Length: 60 minutes

Facility: Classroom

Training Aids:

- NRA Basic Personal Protection In The Home Course Outline and Lesson Plans (one per candidate)
- NRA Personal Protection In The Home Basic Course Student Packet (one per candidate)
- NRA Pistol Instructional Wall Charts
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart

### Content | Instructional Notes
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A. Introduce Lesson | State the learning objectives for this lesson.
B. Introduction | Turn with candidates to Lesson I in the Personal Protection In The Home Lesson Plans. Review the learning objectives, lesson content indicated in the left column, methods of instruction in the middle column, and note space in the right column.

Review the NRA training aids and materials to be used in teaching Lesson I.
C. Presentations

Present Personal Protection In The Home Lesson I to candidates as if you were an NRA instructor. Remember to be prepared and rehearsed; you are setting the standard for your candidates.

1. Evaluation

Ask candidates for specific comments.

D. Conclude Lesson

1. Summary

Highlight most important points:

- Conduct Lesson I of the NRA Basic Personal Protection In The Home Course.
- Explain the importance of using a firearm responsibly and ethically for Personal Protection In The Home.
- Explain the importance of developing the proper mindset for using a firearm for Personal Protection In The Home and facing a life-threatening encounter.
- Explain the NRA’s four levels of awareness.
- Explain the importance of mental preparation and physical training for a potentially life-threatening confrontation.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson VIII: Teaching Personal Protection In The Home
Lesson II: Basic Defensive Pistol Skills

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

- Conduct Lesson II of the NRA Basic Personal Protection In The Home Course.
- Conduct a range safety briefing.
- Explain and demonstrate all live fire exercises.
- Supervise the safe conduct of all live fire exercises.

Length: 3 hours (Note: Provide the students with 10-minute breaks every hour or as needed to preclude fatigue.)

Facility: Range (Note: To eliminate distractions and to make effective communications with the class possible, your class should have exclusive use of the range if possible.)

Training Aids:

- NRA Basic Personal Protection In The Home Course Outline and Lesson Plans (one per candidate)
- NRA Personal Protection In The Home Basic Course Student Packet (one per candidate)
- NRA Pistol Instructional Wall Charts
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- Pistols
- Two magazines (for semi-automatic students)
- Ear and eye protection
- 80 rounds of quality factory ammunition minimum (per student)
- Objects to use as cover or concealment
- Blank targets (such as butcher paper, the back of a standard target, paper shopping bag, or large paper plates) or a D-1 Precision Target (otherwise known as the Bianchi Target or a “tombstone” target) are the only targets permitted for use in the NRA Basic Personal Protection In The Home Course. Realistic humanoid targets are specifically prohibited.
- Range equipment (target stands, backers, pasters, staplers, etc.)
- Appropriate dummy ammunition

Optional Materials:

- Speed loaders
- Magazines
- Magazine and speedloader pouches
- Knee pads
- Overhead transparencies, slides, and projector
- Pistol owner’s manual
- Extra ammunition

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<td><strong>State</strong> the learning objectives for this lesson.</td>
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<td>B. Practical Exercise</td>
<td><strong>Turn</strong> with candidates to Lesson II in the <em>Personal Protection In The Home Lesson Plans</em>. <strong>Review</strong> the learning objectives, lesson content indicated in the left column, methods of instruction in the middle column, and note space in the right column. <strong>Review</strong> the NRA training aids and materials to be used in teaching Lesson II.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td><strong>There is not enough time</strong> to do all the presentations and evaluations in three hours. <strong>Focus</strong> your candidates’ attention on doing their best presentation in the time allotted. Depending on the size of the class, there may not be enough time to prepare and present all subjects and conduct evaluations in the time allotted to the class. There are teaching opportunities in every class, therefore, every instructor candidate should get an opportunity to present at least one subject. Candidates having difficulties should get additional opportunities. It is important that every candidate give at least one presentation. Preparing the presentation should be a group task. <strong>Divide</strong> candidates into groups. <strong>Assign</strong> each group the task of preparing and presenting a brief training session on one of the following topics. Select a candidate to present the lesson. Ensure each candidate presents a lesson to demonstrate their ability to teach:</td>
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Depend on the class size, you may wish to assign more 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

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

5. Conclusions
Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson II.
C. Conclude Lesson

1. Summary

**Highlight** important points:

- Conduct Lesson II of the NRA Basic Personal Protection In The Home Course.
- Conduct a range safety briefing.
- Explain and demonstrate all live fire exercises.
- Supervise the safe conduct of all live fire exercises.

2. Questions

**Ask** candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson IX: Teaching Personal Protection In The Home
Lesson III: Firearms and the Law:
Possession, Ownership, and the Use of Deadly Force

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

- Identify persons authorized to conduct Lesson III of NRA Basic Personal Protection In The Home Course.
- Determine what material to provide a guest instructor.

Length: 30 minutes

Facility: Classroom

Training Aid: NRA Personal Protection In The Home Basic Course Student Packet (one per candidate)

Optional Materials:
- NRA Basic Pistol Shooting Course Outline and Lesson Plans
- Computer presentation and projector, overhead transparencies and projector

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<td>State the learning objectives for this lesson.</td>
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<tr>
<td>B. NRA Policy on Guest Speakers</td>
<td>Turn with candidates to Lesson III: Firearms and the Law, in the Personal Protection In The Home Lesson Plans. Read to candidates the “Special Instruction” on who can teach Lesson III. This lesson must be conducted by an attorney licensed to practice law within the state this course is given and who is familiar with this area of the law, a Law Enforcement Officer (LEO) who possesses an intermediate or higher Peace Officer Standards and Training (POST) certificate granted within the state or an individual currently certified to instruct in this area of the law by the state in which this course is presented.</td>
</tr>
</tbody>
</table>
NRA Certified Instructors may conduct this lesson only if they meet the requirements stated above and then only in their capacity as an attorney, or other state certified individual, not in their capacity as an NRA Certified Instructor. Instructors are authorized to reproduce this lesson and provide a copy to the presenter. It is essential to the quality of the lesson that the presenter is provided a copy of the lesson plan in advance of the class to allow for proper preparation and planning. Schedule your class and coordinate with the presenter to allow ample time for questions and answers during and at the end of the lesson.

Note that if qualified guest speakers are not available, the NRA Basic Personal Protection In The Home Course cannot be taught, and NRA course completion certificates cannot be awarded.

Review the learning objectives, lesson content indicated in the left column, methods of instruction in the middle column, and note space in the right column.

Review the NRA training aids and materials to be used in teaching Lesson III. Walk-through lesson with the candidates.

C. Obtaining Guest Speaker

Ask candidates for their ideas on obtaining qualified guest speakers in their area. Discuss responses briefly. The availability of guest speakers will vary greatly from one part of the country to the next. Normally, personal contacts in the shooting community will lead to a qualified speaker who shares both an interest in the shooting community and a belief in the importance of training for firearm owners.

Share your experiences in obtaining guest speakers for courses you have conducted as an NRA Certified Instructor.
D. Working with Guest Speakers

**Explain** to candidates that guest speakers are special members of the training team that conducts the NRA Basic Personal Protection In The Home Course. These speakers perform an important service, and you have a responsibility to let them know exactly what they need to do to effectively teach their portion of the course.

1. Preparation

**Explain** that copies of the NRA *Your Firearms Laws* brochures, *Interstate Transportation of Personally Owned Firearms* brochures, and *Compendium of State Pistol Laws* brochures should be given to the guest speaker for Lesson III ahead of time, along with a copy of the lesson plans and the NRA *Basics of Personal Protection In The Home* handbook. These items can be downloaded from [nraila.org](http://nraila.org).

**Encourage** candidates to have their guest speakers present a brief “audition” ahead of time. This will help instructors ascertain the speakers’ level of knowledge and skills, and ensure they meet expectations of the students.

2. Support

**Explain** that instructors should ask guest speakers if they have any special requests for equipment or training aids they wish to use during their presentation.

Instructors should keep in touch with guest speakers before the course to provide any necessary assistance or support.

3. Recognition

**Explain** to candidates that they should be sure to thank the speakers at the end of their presentation. **Tell** candidates to check with speakers whether a letter to their law firm of law enforcement agency would be an appropriate form of recognition for their contribution.
E. Conclude Lesson

1. Summary

Highlight important points:

- Identify persons authorized to conduct Lesson III of NRA Basic Personal Protection In The Home Course.
- Determine what material to provide a guest instructor.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson X: Teaching Personal Protection In The Home
Lesson IV: Strategies for Home Safety and Responding to a Violent Confrontation

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

- Conduct Lesson IV of NRA Basic Personal Protection In The Home Course.
- Explain strategies and methods to enhance personal safety at home and in public.
- Describe strategies for responding to a potentially life-threatening encounter.
- Explain the importance of mentally preparing for the aftermath of a violent confrontation.

Length: 1 hour

Facility: Classroom

Training Aids:

- NRA Basic Personal Protection In The Home Course Outline and Lesson Plans (one per candidate)
- NRA Personal Protection In The Home Basic Course Student Packet (one per candidate)
- Several gun locking devices

Optional Materials: Computer presentation and projector, overhead transparencies, slides, and projector

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<tr>
<td>A. Introduce Lesson</td>
<td><strong>State</strong> the learning objectives for this lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
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</tr>
<tr>
<td>1. Introduce lesson</td>
<td><strong>Turn</strong> with candidates to Lesson IV in the Personal Protection In The Home Lesson Plans. <strong>Review</strong> the learning objectives, lesson content indicated in the left column, methods of instruction in the middle column, and note space in the right column. <strong>Review</strong> the NRA training aids and materials to be used in teaching Lesson IV.</td>
</tr>
</tbody>
</table>
2. Assign topics

There is not enough time to do all the presentations and in evaluations in one hour.

Focus your candidates attention on doing their best presentation in the time allotted.

Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. Select a candidate to present the lesson, ensure each candidate presents a lesson to demonstrate their ability to teach:

- Making yourself and your home safer (section B)
- Emergency plan for responding to a possible break-in (section C)
- When the police arrive (section D)
- Emotional and legal aftermath (section E)
- Safe storage of a Personal Protection In The Home pistol (section F)

Depending on the class size, you may wish to assign more 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct Lesson IV of NRA Basic Personal Protection in the Home Course.
- Explain strategies and methods to enhance personal safety at home and in public.
- Describe strategies for responding to a potentially life-threatening encounter.
- Explain the importance of mentally preparing for the aftermath of a violent confrontation.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson XI: Teaching Personal Protection In The Home

Lesson V: Selecting a Pistol for Self-Defense

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

- Conduct Lesson V of the NRA Basic Personal Protection In The Home Course.
- Identify the criteria for selecting a pistol and ammunition suited to individual self-defense needs.
- Identify the major cartridge designs available for practice and Personal Protection In The Home, and explain the use, advantages, and disadvantages of each type.

Length: 40 minutes

Facility: Classroom

Training Aids:
- *NRA Basic Personal Protection In The Home Course Outline and Lesson Plans* (one per candidate)
- *NRA Personal Protection In The Home Basic Course Student Packet* (one per candidate)

Optional Materials:
- Several pistols
- Various types of dummy ammunition
- Computer presentation or overhead transparencies and projector

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<td>State the learning objectives for this lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
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<tr>
<td>1. Introduce lesson</td>
<td>Turn with candidates to Lesson V in the <em>Personal Protection In The Home Lesson Plans</em>. Review the learning objectives, lesson content indicated in the left column, methods of instruction in the middle column, and note space in the right column. Review the NRA training aids and materials to be used in teaching Lesson V.</td>
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</table>
2. Assign topics

There is not enough time to do all the presentations and in evaluations in 40 minutes.

Focus your candidates attention on doing their best presentation in the time allotted.

Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. Select a candidate to present the lesson, ensure each candidate presents a lesson to demonstrate their ability to teach:

- Selecting a firearm (section B)
- Ammunition (section C)
- Accessories (section D)

Depending on the class size, you may wish to assign more 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

1. Summary

**Highlight** important points:

- Conduct Lesson V of the NRA Basic Personal Protection In The Home Course.
- Identify the criteria for selecting a pistol and ammunition suited to individual self-defense needs.
- Identify the major cartridge designs available for practice and Personal Protection In The Home, and explain the use, advantages, and disadvantages of each type.

2. Questions

**Ask** candidates what questions they have about this lesson.

Answer questions.

3. Preview

**Preview** the next lesson briefly.
Lesson XII: Teaching Personal Protection In The Home
Lesson VI: Sport Shooting Activities and Training Opportunities

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

- Conduct Lesson VI of the NRA Basic Personal Protection In The Home Course.
- Identify organizations, associations, clubs, and businesses that may help your students hone, enhance, and expand their Personal Protection In The Home skills.
- Explain methods and precautions for dry-fire practice.

Length: 30 minutes

Facility: Classroom

Training Aids:

- *NRA Basic Personal Protection In The Home Course Outline and Lesson Plans* (one per candidate)
- *NRA Personal Protection In The Home Basic Course Student Packet* (one per candidate)
- NRA membership applications if available
- *NRA Marksmanship Qualification Program* booklet
- *NRA Guide to the Basics of Personal Protection In The Home*

Optional Materials:

- List of local NRA affiliated ranges and clubs (available through the NRA Field Operations Division)
- List of local commercial ranges
- Information on other shooting organizations (e.g., USA Shooting, IDPA, IPSC)

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<td><strong>State</strong> the learning objectives for this lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td><strong>Turn</strong> with candidates to Lesson VI in the <em>Personal Protection In The Home Lesson Plans</em>. <strong>Review</strong> the learning objectives, lesson content indicated in the left</td>
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column, methods of instruction in the middle column, and note space in the right column.

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

2. Assign topics

There is not enough time to do all the presentations and in evaluations in 30 minutes.

Focus your candidates attention on doing their best presentation in the time allotted.

Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. Select a candidate to present the lesson, ensure each candidate presents a lesson to demonstrate their ability to teach:

- Shooting activities (section B)
- Additional training opportunities (section C)

Depending on the class size, you may wish to assign more 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct Lesson VI of the NRA Basic Personal Protection In The Home Course.
- Identify organizations, associations, clubs, and businesses that may help your students hone, enhance, and expand their Personal Protection In The Home skills.
- Explain methods and precautions for dry-fire practice.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson XIII: Teaching Personal Protection In The Home
Lesson VII: Course Review and Examination

Learning Objective: As a result of participation in this lesson, instructor candidates will be able to:

- Conduct Lesson VII of the NRA Basic Personal Protection In The Home Course.

Length: 90 minutes

Facility: Classroom

Training Aids:

- *NRA Basic Personal Protection In The Home Course Outline and Lesson Plans* (one per candidate)
- *NRA Personal Protection In The Home Basic Course Student Packet* (one per candidate)
- Course exams and evaluations (one per student)
- Pens or pencils
- Exam key
- Course completion certificates (one per student)

Optional Materials: Computer presentation or overhead transparencies and projector

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<tr>
<td><strong>A. Introduce Lesson</strong></td>
<td>State the learning objectives for this lesson.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson VII in the <em>Personal Protection In The Home Lesson Plans</em>. Review the learning objectives, lesson content indicated in the left column, methods of instruction in the middle column, and note space in the right column.</td>
</tr>
<tr>
<td>B. Presentations</td>
<td>Present Personal Protection In The Home Lesson VII to candidates as if you are the NRA instructor. During your presentation, replace the Basic Personal Protection In</td>
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C. Conclude Lesson

1. Summary

Highlight important points:

- Pass the *NRA Basics of Personal Protection In The Home* Instructor Course Examination.
- Explain how to finalize credentialing with the National Rifle Association.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Instructor Certification

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

Explain what they will need to complete the credentialing process:

1. An NRA number or existing NRA Instructor number.

   **Note:** Candidates may attend the course without an NRA number. However, *non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!

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

D. Conclude Course

Highlight the course goal:

- To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Basics of Personal Protection In The Home Course.

1. Questions

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

Answer questions.

2. Course Completion Card

Issue NRA Instructor Course completion card to those individuals who have successfully completed the course.

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.

E. Dismiss

Dismiss the class.
VII. NRA PERSONAL PROTECTION
OUTSIDE THE HOME
INSTRUCTOR TRAINING
NRA BASICS OF PERSONAL PROTECTION OUTSIDE THE HOME INSTRUCTOR TRAINING

The NRA Personal Protection Outside The Home Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Personal Protection Outside The Home Instructor Training (16 hours)

This chapter contains the lesson plans for Part Two of an NRA Personal Protection Outside The Home Instructor Training Course. *Training Counselors are encouraged to use PowerPoint® presentations whenever possible.*

A Personal Protection Outside The Home Instructor Candidates must be both an NRA Certified Pistol Instructor, as well as an NRA Certified Personal Protection In The Home Instructor.

Prior to conducting the NRA Personal Protection Outside The Home Instructor Training Course, Training Counselors must ensure instructor candidates have *passed the Personal Protection Outside The Home Level 2 (Advanced).* Only those candidates who successfully complete the Level 2 (Advanced) Personal Protection Outside The Home Course, achieve a score of 90 percent or better on the Basics of Personal Protection Outside The Home Student Examination, and pass the Personal Protection Outside The Home Instructor Training Course are eligible for certification.

*NO LIVE AMMUNITION IN CLASSROOM*
COURSE OUTLINE

NRA Personal Protection Outside The Home Instructor Training

**Course Goal:** To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Personal Protection Outside The Home Course.

**Remaining Length of Course:** 16 hours

**Course Lessons:**

- **Lesson VI:** Introduction to NRA Basics of Personal Protection Outside The Home Course Lesson Plans (1 hour)
- **Lesson VII:** Teaching Basics of Personal Protection Outside The Home Lesson V: Presenting the Pistol from Concealment (4 hours)
- **Lesson VIII:** Teaching Basics of Personal Protection Outside The Home Lesson VI: Presentation, Position and Movement (4 hours)
- **Lesson IX:** Teaching Basics of Personal Protection Outside The Home Lesson VII: Special Shooting Techniques (6 hours)
- **Lesson X:** Basics of Personal Protection Outside The Home Instructor Examination (1 hour)
NRA MATERIALS

NRA Basics of Personal Protection Outside The Home Instructor Training Course

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

One per candidate:

- *NRA Basics of Personal Protection Outside The Home Instructor Candidate Packet* (includes course outline and lesson plan with CD and instructor examination)
- *NRA Basics of Personal Protection Outside The Home Basic Course Student Packet* (includes handbook, basic and advanced completion certificates, and examination)
- *NRA Instructor Course Completion Card*

Optional:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart

For display:

*NRA Basics of Personal Protection Outside The Home Wall Charts*
*NRA Range Safety Poster*
Lesson VI:  Introduction to NRA Basics of Personal Protection Outside The Home Lesson Plans

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

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

Length: 60 minutes

Facility: Classroom

Required Materials:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basics of Personal Protection Outside The Home Course Lesson Plan (one per candidate)
- NRA Basics of Personal Protection Outside The Home Basic Course Student Packet (one per candidate)

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<td>A. Introduce Lesson</td>
<td>State the learning objectives for this lesson</td>
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<tr>
<td>B. The Structure of the NRA Lesson Plan</td>
<td>Distribute NRA Basics of Personal Protection Outside The Home Course Lesson Plans.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to the Introduction in the Basics of Personal Protection Outside The Home Lesson Plans. Guide the candidates through the Introduction</td>
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List the following points in your presentation:

a. Not a basic course

The NRA Basics of Personal Protection Outside The Home Course is not a basic shooting course. The course is a basic concealed carry course, with intermediate level shooting.

b. Who can take the NRA Basics of Personal Protection Outside The Home Course

NRA’s Basics of Personal Protection Outside The Home course is for citizens of good repute who have either completed the NRA Basics of Personal Protection In the Home Course or have passed the pre-course assessment.

c. Contents of Introduction Section

Read the title of each paragraph and give brief explanations. The following paragraphs must be explained.

- The Lesson Plans
- Course length and time requirements
- The Course is based on objectives
- Course Completion Certificates
- Lesson III
- Total Participant Involvement
- No live ammunition in the classroom
- Student-to-instructor ratio
- Demonstrations on the range
- Objects used for cover and concealment drills
- Range Commands
- Instructor’s mindset
- Student’s mindset and visualization
- Targets
- Pistols
- Single-action and double-action shooting
- Presentation
- Holsters
- Reloading
- Emphasize technique
- Defensive Accuracy
- Hits count!
- Pregnant women and nursing mothers
- Physical limitations and disabilities
- Defensive Pistol skills development exercises
• Release, waiver indemnification, and assumption of risk agreement
• Test and answer key
• Course presentation CD

2. Course outline

Review the Course Outline with candidates.

3. Course materials

Turn with candidates to the Course Materials list in the Introduction to the Basics of Personal Protection Outside The Home Lesson Plans. Show candidates the other NRA materials that must be used in each NRA Basics of Personal Protection Outside The Home Course.

4. Gathering Period

Turn with candidates to the Gathering Period in the Introduction to the Basics of Personal Protection Outside The Home Lesson Plans. The Gathering Period is the time to greet students to your NRA Basics of Personal Protection Outside The Home Course.

5. Lesson Plans

Turn with candidates to Lesson I of the Basics of Personal Protection Outside The Home Lesson Plans.

a. Learning Objectives

Note that each lesson begins with learning objectives that state the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.

b. Length of lesson

Note that the estimated lesson length is indicated at the beginning of each lesson, but the full accomplishment of each Learning Objective is far more important than lesson length.

c. Facility

Note that the facility is listed at the beginning of each lesson.

d. Required Materials and Optional Materials

Note that training aids are indicated for each lesson.

e. **No live ammunition in the classroom**

Note The bold print at the bottom of the page. *No live ammunition is permitted in the classroom under any circumstances. You must be able to visually distinguish a dummy cartridge from a live one to ensure that a live cartridge is not brought into the classroom.*

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**f. Lesson content**  
**Note** that the lesson plans have a three-column format. The left column indicates the lesson **content**, i.e., what the student will learn.

**g. Instructional notes**  
**Note** that the center column contains **instructional notes**, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching.

**h. Slide and note area**  
**Note** that the right column contains notes, what slide to use from the CD presentation, and provides space for you to write additional notes.

**6. Lesson plan walk-through**  
**Turn** with candidates through the pages of the **NRA Personal Protection Outside The Home Lesson Plans**. **Summarize** the content of each lesson.

**C. The NRA Guide to Basics of Personal Protection Outside The Home Student Handbook**  
**Distribute** the **NRA Guide to the Basics of Personal Protection Outside The Home Handbook**. **Page** through the student handbook with candidates. **Note** the many illustrations to which instructors may refer students during class.

**D. Instructor Training**  
The focus of instructor training for **NRA Personal Protection Outside The Home** is on safely presenting and reholstering of the Pistol. The lessons I through IV and VIII are similar to the **Personal Protection In The Home** lessons which you already teach.

**E. Conclude Lesson**

1. **Summary**  
**Highlight** important points:

- State the goal of the Basics of Personal Protection Outside The Home Course.
- Describe the structure of the **NRA Basics of Personal Protection Outside The Home Course Outline and Lesson Plans**.
- Explain NRA policies on safety procedures, course length, required materials and teaching methods to be followed when conducting an NRA Basics of Personal Protection Outside The Home Course.
2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson VII: Teaching Basics of Personal Protection Outside The Home Lesson V: Presenting the Pistol from Concealment

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

- Conduct Lesson V of the NRA Basics of Personal Protection Outside The Home Course.

Length: 4 hours (Note: Provide the students with 10 minute breaks every hour or as needed to preclude fatigue.)

Facility: Range (Note: In order to eliminate distractions and to make effective communications with the class possible, your class should have exclusive use of the range, if possible.)

Required Materials:
- NRA Basics of Personal Protection Outside The Home Lesson Plan (one per candidate)
- NRA Guide to the Basics of Personal Protection Outside The Home Handbook (one per candidate)
- NRA Personal Protection Outside The Home Instructional Wall Charts
- Computer presentation and projector, chalk board, flip chart or dry erase board
- Pistol(s)
- Holster(s) and holster purse(s)
- Eye and ear protection (Electronic ear protection recommended)
- 40 rounds of quality factory ammunition (minimum) per student
- D-1 Precision Targets (otherwise known as the Bianchi Target or “tombstone” target)
- Range equipment (target stands, target backers/pasters, staplers, etc.)
- Appropriate dummy ammunition
- Concealed carry clothing

Optional Materials:
- NRA Personal Protection Outside The Home Condensed Reference Guide for Range Exercises
- Extra speedloaders
- Extra magazines
- Extra speedloader and magazine pouches
- Range Safety posters
- Extra ammunition
- Pistol owner’s manuals

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<td><strong>State</strong> the learning objectives for this lesson.</td>
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<tr>
<td><strong>B. Practical Exercise</strong></td>
<td><strong>Turn</strong> with candidates to Lesson V in the <em>NRA Basics of Personal Protection</em></td>
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<tr>
<td>1. Introduction</td>
<td><em>Outside The Home Lesson Plans</em>.</td>
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<td>2. Assign Topics</td>
<td><strong>Review</strong> the learning objectives, the lesson content indicated in the left column,</td>
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<td>the methods of instruction in the middle column, and notes space in the right column.</td>
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<td></td>
<td><strong>Review</strong> the NRA training aids and materials to be used in teaching Lesson V.</td>
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<td></td>
<td><strong>There is enough time</strong> to do all the presentations and evaluations in 4 hours, so **</td>
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<td><em>focus</em> your candidates on doing their best. All candidates are required to</td>
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<td>complete each dry-fire and live-fire exercise with the strong-side hip holster and</td>
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<td>purse holster, to insure that they can safely teach both strong-side hip holster</td>
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<td>and purse holster. They will be certified to teach both carry methods.</td>
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<td><strong>Divide</strong> candidates into groups. <strong>Assign</strong> each group the task of preparing and</td>
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<td>present the lesson, ensure each candidate presents a lesson to demonstrate their</td>
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<td>ability to teach:</td>
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<tr>
<td></td>
<td>• Range Safety Briefing (section B)</td>
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<td></td>
<td>• Presenting the Pistol, (section C (1) – C (2) Step 9, Reholster)</td>
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<td>• Presenting the Pistol, (section C (3) Dry-fire: Presentation Exercise)</td>
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<tr>
<td></td>
<td>• Presenting the Pistol, (section C (4) Exercise 1, Live-fire: Present and fire one shot)</td>
</tr>
</tbody>
</table>

Revision date 01-10
• Presenting the Pistol, (section C (5) Exercise 2, Live-fire: Present and fire one shot)

• Presenting the Pistol, (section C (6) Exercise 3, Live Fire: Present and fire two shots)

• Presenting the Pistol from Concealment, (section D (1) Accessing the Firearm)

• Presenting the Pistol from Concealment, (section D (2) – D (3) Dry-fire exercise, Present and Fire the Pistol from Concealment, Live-fire: Present and Fire the Pistol from Concealment)

**PURSE HOLSTER EXERCISE ONLY**

• Presenting the Pistol, (section C (1) – C (2) Step 9, Reholster)

• Presenting the Pistol, (section C (3) Dry-fire: Presentation Exercise)

• Presenting the Pistol, (section C (4) Exercise 1, Live-fire: Present and fire one shot)

• Presenting the Pistol, (section C (5) Exercise 2, Live-fire: Present and fire one shot)

• Presenting the Pistol, (section C (6) Exercise 3, Live Fire: Present and fire two shots)

• Presenting the Pistol from Concealment, (section D (1) Accessing the Firearm)

• Presenting the Pistol from Concealment, (section D (2) – D (3) Dry-fire exercise, Present and Fire the Pistol from Concealment, Live-fire: Present and Fire the Pistol from Concealment)

• Presenting the Pistol, (section C (1) – C (2) Step 9, Reholster)
Depending on the class size, you may need to assign multiple topics to each group.

**Encourage** candidates to use the indicated training aids and TPI 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

### 4. Evaluation

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

### 5. Conclusions

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

**C. Conclude Lesson**

1. **Summary**

   **Highlight** important points:
   
   - Conduct Lesson V of the NRA Basics of Personal Protection Outside The Home Course.

2. **Questions**

   **Ask** candidates what questions they have about this lesson.

   Answer questions.

3. **Preview**

   **Preview** the next lesson briefly.
Lesson VIII: Teaching Basics of Personal Protection Outside The Home
Lesson VI: Presentation, Position and Movement

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

- Conduct Lesson VI of the NRA Basics of Personal Protection Outside The Home Course.

Length: 4 hours (Note: Provide the students with 10-minute breaks every hour or as needed to preclude fatigue.)

Facility: Range (Note: In order to eliminate distractions and to make effective communications with the class possible, your class should have exclusive use of the range if possible.)

Required Materials:
- NRA Basics of Personal Protection Outside The Home Lesson Plan (one per candidate)
- NRA Guide to the Basics of Personal Protection Outside The Home Handbook (one per candidate)
- NRA Personal Protection Outside The Home Instructional Wall Charts
- Computer presentation and projector, chalk board, flip chart or dry erase board
- Pistol(s)
- Holster(s), and purse(s)
- Eye and ear protection (electronic ear protection recommended)
- 54 rounds of quality factory ammunition (minimum) per student
- Objects to use as cover or concealment
- D-1 Precision Targets (otherwise known as the Bianchi Target or “tombstone” target)
- Range equipment (target stands, target backers/pasters, staplers, etc.)

Optional Materials:
- NRA Personal Protection Outside The Home Condensed Reference Guide for Range Exercises
- Extra speedloaders
- Extra magazines
- Extra speedloader and magazine pouches
- Extra ammunition
- Pistol owner’s manuals
- NRA Personal Protection Outside The Home Instructional Wall Charts

Revision date 04-14
<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Notes</th>
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<tbody>
<tr>
<td><strong>A. Introduce Lesson</strong></td>
<td><strong>State</strong> the learning objectives for this lesson.</td>
</tr>
<tr>
<td></td>
<td><strong>B. Practical Exercise</strong></td>
</tr>
<tr>
<td>1. Introduction</td>
<td><strong>Turn</strong> with candidates to Lesson VI in the <em>NRA Basics of Personal Protection</em></td>
</tr>
<tr>
<td></td>
<td><em>Outside The Home Lesson Plans</em>.</td>
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<tr>
<td></td>
<td><strong>Review</strong> the learning objectives, the lesson content indicated in the left</td>
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<tr>
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<td>column, the methods of instruction in the middle column, and notes space in the</td>
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<td></td>
<td>right column.</td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong> the NRA training aids and materials to be used in teaching Lesson VI.</td>
</tr>
<tr>
<td>2. Assign Topics</td>
<td><strong>Focus</strong> your candidates on doing their best presentation in the time allotted.</td>
</tr>
<tr>
<td></td>
<td><strong>Divide</strong> candidates into groups. Assign each group the task of preparing and</td>
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<td>presenting a brief training session on one of the following topics. Select a</td>
</tr>
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<td></td>
<td>candidate to present the lesson. Ensure each candidate presents a lesson to</td>
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<td>demonstrate their ability to teach:</td>
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<tr>
<td></td>
<td>- Present the Pistol while Standing and Move to a High Barricade (section B)</td>
</tr>
<tr>
<td></td>
<td>- Present the Pistol while Standing and Engage Two Targets (section C)</td>
</tr>
<tr>
<td></td>
<td>- Present the Pistol using Strong Hand Only (section D)</td>
</tr>
<tr>
<td></td>
<td>- Present the Pistol using the Two-Handed Point Shooting Technique (section E)</td>
</tr>
<tr>
<td></td>
<td>- Presenting the Pistol using the One-Handed Point Shooting Technique (section F)</td>
</tr>
</tbody>
</table>
Depending on the class size, you may need to assign multiple topics to each group.

Encourage candidates to use the indicated training aids and TPI 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct Lesson VI of the NRA Basics of Personal Protection Outside The Home Course.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson IX: Teaching Basics of Personal Protection Outside The Home Lesson VII: Special Shooting Techniques

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

- Conduct Lesson VII of the NRA Basics of Personal Protection Outside The Home Course.

Length: 6 hours (Note: Provide the students with 10-minute breaks every hour or as needed to preclude fatigue.)

Facility: Range (Note: In order to eliminate distractions and to make effective communications with the class possible, your class should have exclusive use of the range if possible.)

Required Materials:
- NRA Basics of Personal Protection Outside The Home Lesson Plan (one per candidate)
- NRA Guide to the Basics of Personal Protection Outside The Home Handbook (one per candidate)
- NRA Personal Protection Outside The Home Instructional Wall Charts
- Computer presentation and projector, chalk board, flip chart or dry erase board
- Pistol(s)
- Holster(s), and holster purse(s)
- Eye and ear protection (electronic ear protection recommended)
- Welding goggles or very dark sunglasses
- 112 rounds of quality factory ammunition (minimum) per student
- Objects to use as cover or concealment
- D-1 Precision Targets (otherwise known as the Bianchi Target or “tombstone” target)
- Range equipment (target stands, target backers/pasters, staplers, etc.)
- Folding chairs

Optional Materials:
- NRA Personal Protection Outside The Home Condensed Reference Guide for Range Exercises
- Extra speedloaders, magazines
- Extra speedloader and magazine pouches
- NRA Personal Protection Outside The Home Instructional Wall Charts
- Extra ammunition
- Knee pads
- Ground covers (shooting mats)
### THE NRA TRAINING COUNSELOR GUIDE
### NRA Basics of Personal Protection Outside The Home Course

<table>
<thead>
<tr>
<th>Content</th>
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<tr>
<td><strong>A. Introduce Lesson</strong></td>
<td>State the learning objectives for this lesson.</td>
</tr>
<tr>
<td><strong>B. Practical Exercise</strong></td>
<td><strong>1. Introduction</strong> Turn with candidates to Lesson VII in the <em>NRA Basics of Personal Protection Outside The Home Lesson Plans</em>. Review the learning objectives, the lesson content indicated in the left column, the methods of instruction in the middle column, and notes space in the right column. Review the NRA training aids and materials to be used in teaching Lesson VII.</td>
</tr>
<tr>
<td><strong>2. Assign Topics</strong></td>
<td>Focus your candidates on doing their best presentation in the time allotted. Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. Select a candidate to present the lesson. Ensure each candidate presents a lesson to demonstrate their ability to teach:</td>
</tr>
<tr>
<td></td>
<td>- Present the Pistol Using the Strong Hand only Hip Shooting Technique (section D)</td>
</tr>
<tr>
<td></td>
<td>- Presenting the Pistol and Moving Rearward (section E)</td>
</tr>
<tr>
<td></td>
<td>- Presenting the Pistol from Standing to Kneeling Behind a Low Barricade (section F)</td>
</tr>
<tr>
<td></td>
<td>- Presenting the Pistol from Standing to Squatting Behind a Low Barricade (section G)</td>
</tr>
<tr>
<td></td>
<td>- Presenting a Pistol, Moving to a Low Barricade and Firing from Kneeling or Squatting (section H)</td>
</tr>
</tbody>
</table>
- Presenting a Pistol from Sitting to Standing (section I)
- Presenting a Pistol from Standing and Turning 90 Degrees to the left (section J)
- Presenting a Pistol from Standing and Turning 90 Degrees to the right (section J)
- Presenting a Pistol from Standing and Turning 180 Degrees to the left (section K)
- Presenting a Pistol from Standing and Turning 180 Degrees to the right (section K)
- Presenting the Pistol and engaging a target at extended range (section L)
- Presenting a Pistol and engaging a target under low light conditions (section M)

Depending on the class size, you may need to assign multiple topics to each group.

**Encourage** candidates to use the indicated training aids and TPI 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. **Evaluation**

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

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct Lesson VII of the NRA Basics of Personal Protection Outside The Home Course.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson X: Instructor Examination

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

- Pass the NRA Basics of Personal Protection Outside The Home Instructor Course Examination.
- Explain how to finalize credentialing with the National Rifle Association.

Length: 1 hour

Facility: Classroom

Required Materials:
- Instructor Examination (one per candidate)
- Instructor Examination Answer Key
- NRA Instructor Course Completion Card (one per candidate)
- Computer presentation and projector, chalk board, flip chart or dry erase board

Optional Materials:

<table>
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<tr>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State the learning objectives for this lesson.</td>
</tr>
<tr>
<td>B. Course Review</td>
<td>Briefly review key points of the NRA Basics of Personal Protection Outside The Home Course.</td>
</tr>
<tr>
<td></td>
<td>Ask students what questions they have regarding any of the material covered in the course.</td>
</tr>
<tr>
<td>C. Written Examination</td>
<td>Distribute an NRA Personal Protection Outside The Home Instructor Examination. Allow candidates to use the lesson plans, handbooks, notes, brochures, and any other materials handed out during the course. They may not ask other course students or graduates for assistance.</td>
</tr>
</tbody>
</table>

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D. Grade Exam

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.

E. Instructor Certification

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

Explain what they will need to complete the credentialing process:

1. An NRA number or existing NRA Instructor number.
   Note: Candidates may attend the course without an NRA number. However, non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!

2. Access to some electronic device that they can use to log in to NRAInstructors.org.

3. A valid email address.

4. Some method of printing or downloading credentials from NRAInstructors.org.
F. Instructor Course Completion Cards

**Distribute** NRA Instructor Course Completion Cards to candidates who have successfully completed the course. **Note** that NRA will send them their instructor credentials. **Congratulate** them on their accomplishment.

G. Conclude Lesson

1. Summary **Highlight** important points:

   - Pass the NRA Basics of Personal Protection Outside The Home Instructor Course Examination.
   - Explain how to finalize credentialing with the National Rifle Association.

2. Questions **Ask** candidates what questions they have about this lesson and the course.

   Answer questions.

H. Conclude Course **Highlight** the course goal:

To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Basics of Personal Protection Outside The Home Course.

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

I. Dismiss Dismiss the class.
VIII. NRA-NMLRA MUZZLELOADING INSTRUCTOR TRAINING
NRA-NMLRA MUZZLELOADING INSTRUCTOR TRAINING

The NRA-NMLRA Muzzleloading Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA-NMLRA Muzzleloading Instructor Training (12.5 hours)

This chapter contains the lesson plans for part two of the NRA-NMLRA Muzzleloading Instructor Training Course.

Prior to conducting the NRA-NMLRA Muzzleloading Instructor Training Course, Training Counselors must:

- Ensure candidates complete the pre-course questionnaire, Appendix 1.
- Ensure candidates have completed the basic NRA-NMLRA student course.
- Ensure candidates have successfully completed the NRA-NMLRA pre-course qualification.

The pre-course qualification in Appendix 7 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 instructors are eligible for certification.

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

NRA-NMLRA Muzzleloading Instructor Training

Course Goal: To develop NRA-NMLRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA-NMLRA Basic Muzzleloading Shooting Course.

Remaining Length of Course: 12.5 hours

Course Lessons:

Lesson VI. Introduction to NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans (30 minutes)

Lesson VII. Teaching Muzzleloading Lesson I: General Muzzleloader knowledge and Safe Gun handling (90 minutes)

Lesson VIII. Teaching Muzzleloading Lesson II: Black Powder and Loading Muzzleloading Guns (90 minutes)

Lesson IX. Basic Muzzleloading Instructional Method (60 minutes)

Lesson X. Teaching Muzzleloading Lesson III: Firing and Cleaning a Muzzleloader (90 minutes)

Lesson XI. Teaching Muzzleloading Lesson IV: Shooting a Muzzleloader from the Cross-sticks (or an alternate) Position (90 minutes)

Lesson XII. Teaching Muzzleloading Lesson V: Shooting a Muzzleloader from the Offhand (Standing) Position (90 minutes)

Lesson XIII. Evaluating and Improving Performance of Beginning Muzzleloading Shooters (60 minutes)

Lesson XIV. Teaching Muzzleloading Lesson VI: Shooting Activities and Muzzleloaders (60 minutes)

Muzzleloading Instructor Examination and Course Conclusion (90 minutes)
REQUIRED NRA MATERIALS

NRA-NMLRA Muzzleloading Instructor Training Course

(See current NRA Trainers’ Catalog and materials.nrahq.org for item numbers and prices.)

One per candidate:

- NRA Trainer’s Guide
- NRA-NMLRA Muzzleloading Instructor Candidate Packet (includes course outline and lesson plans, and Muzzleloading Instructor Exam)
- NRA-NMLRA Basic Muzzleloading student packet (includes handbook, completion certificate, and Basic Muzzleloading Course Student Exam)
- NRA Instructor Course Completion Card

For display:

- NRA Instructional Wall Charts
- NRA Range Safety Poster
- Sample qualification awards
Lesson VI: Introduction to NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans

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

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

Length: 30 minutes

Facility: Classroom

Training Aids:

- Chalk or whiteboard or flip chart
- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans (one per candidate)
- NRA-NMLRA Muzzleloading Handbook (one per candidate)

References:

- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans
- NRA Trainer’s Guide
<table>
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<tbody>
<tr>
<td><strong>A. Introduce Lesson</strong></td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td><strong>B. The Structure of NRA-NMLRA Lesson Plans</strong></td>
<td>Distribute <strong>NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans</strong>. Candidates may insert them into the <strong>NRA Trainer’s Guide</strong> binder. Explain to candidates that these lesson plans are the guidelines they are to follow in conducting the <strong>NRA-NMLRA Basic Muzzleloading Shooting Course</strong> as NRA-NMLRA Certified Instructors.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to the Introduction in the <strong>Muzzleloading Lesson Plans</strong>. Have them read the Introduction to themselves. Highlight appropriate responses in your presentation, including those listed at left.</td>
</tr>
<tr>
<td>a. Basics</td>
<td>The <strong>NRA-NMLRA Basic Muzzleloading Shooting Course</strong> is just that: a basic course.</td>
</tr>
<tr>
<td>b. TPI</td>
<td>NRA-NMLRA courses stress hands-on learning: Total Participant Involvement (TPI).</td>
</tr>
<tr>
<td>c. Breaks</td>
<td>Lessons are two hours in length. However, a 10-minute break should be given after every 50 minutes of instruction.</td>
</tr>
<tr>
<td>d. Safety</td>
<td>Safety must be stressed at all times, in your words and in your actions.</td>
</tr>
<tr>
<td>e. Emergencies</td>
<td>Emergency procedures should be established ahead of time.</td>
</tr>
<tr>
<td>f. No black powder or percussion caps in class; flints removed from flintlocks</td>
<td>No black powder or live percussion caps are permitted in the classroom under any circumstances. Flints must be removed from flintlocks before bringing them to class.</td>
</tr>
<tr>
<td>g. Student verification of unloaded firearms</td>
<td>Any time you pick up a gun, practice the three basic rules for safe gun handling: point it in a safe direction; keep your finger off the trigger; and check to be sure the gun is unloaded. To be considered “unloaded,” a muzzleloading gun may not contain an ignition source.</td>
</tr>
</tbody>
</table>
Terminology for muzzleloaders

Refer to muzzleloading guns as muzzleloaders, guns, shotguns, pistols, revolvers, or rifles, but not as weapons or firearms. Weapon has a negative connotation and muzzleloaders are not governed under the same laws as firearms by BATF.

2. Course outline

Turn with candidates to the Course Outline of the Muzzleloading Lesson Plans.

a. Goal

Review the course goal. Note that it is stated in terms of knowledge, skills, and attitude.

b. Length of course

Note the length of the course. Experience has shown that this is the minimum time necessary to adequately cover the material and have students acquire the specified knowledge, skills, and attitude. Courses must meet this minimum length in order to be considered NRA-NMLRA courses.

c. Student text

Show candidates a copy of the student handbook. Indicate that each student in an NRA-NMLRA Basic Muzzleloading Shooting Course must receive a copy. It is an excellent reference book that may be used both during and after the course.

d. Course lessons

Review the structure of the course lessons. Note the sequence: muzzleloading parts and operation, safety, black powder and loading procedures, shooting and cleaning exercises, identifying failure to fire, and games and activities.

3. Required materials

Refer candidates to the NRA Trainers’ Catalog. Show candidates the other NRA-NMLRA materials that must be used in each NRA-NMLRA Basic Muzzleloading Shooting Course.

4. Learning objectives

Turn with candidates to Lesson I in the Muzzleloading Lesson Plans. Note that each lesson begins with a statement of objectives. They state the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.
5. **Length of lesson**  
   *Note* that the required length is indicated at the beginning of each lesson.

6. **Facility**  
   *Note* that the facility is indicated at the beginning of each lesson.

7. **Training aids**  
   *Note* that training aids are indicated that are to be used in each lesson.

8. **References**  
   *Note* that the references indicate the chapters in the student handbook that contain the material the students will learn during the lesson.

9. **Content**  
   *Note* that the lesson plans have a two column format. The left column indicates the lesson content, i.e., what the students will learn.

   *Note* that the right column contains instructional notes, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching.

10. **Lesson plan walk-through**  
    *Turn* with candidates through the pages of the *Muzzleloading Lesson Plans*. **Summarize** the content of each lesson. *Note* the practical exercises: safe handling in Lesson I; loading and shooting skills in Lessons III, IV, and V; and cleaning in Lessons III, IV, and V.

11. **Student exam and grading key**  
    *Turn* with candidates to the Student Examination Grading Key in Appendix A of the *Muzzleloading Lesson Plans*, and **distribute** the NRA-NMLRA Basic Muzzleloading Student Examination/Evaluation.

    **Explain** that these are teaching tools used to help students learn, as well as to evaluate the students’ performance and the instructor’s effectiveness.

**C. The NRA-NMLRA Muzzleloading Handbook**  
   **Distribute** copies of the NRA-NMLRA *Muzzleloading Handbook* to candidates. **Page** through handbook with candidates. *Note* the many illustrations to which instructors may refer students during class. *Note* also that the handbook was not designed solely for use as a basic course textbook, so it does not always follow the same sequence as the *NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans*.
D. Conclude Lesson

1. Summary

Highlight important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson VII: Teaching Muzzleloading Lesson I: General Muzzleloader Knowledge and Safe Handling

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

- Effectively teach the parts and operation of muzzleloading guns according to NRA-NMLRA lesson Plans.
- Effectively teach the NRA-NMLRA fundamental rules of safe gun handling.
- Conduct a safe gun handling practical exercise.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, The Lure of Muzzleloading DVD, chalk or whiteboard, or flip chart
- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans
- NRA-NMLRA Muzzleloading Handbook
- NRA Gun Safety Rules card (one per candidate)
- NRA Pistol Instructional Wall Charts
- Muzzleloading guns (one flintlock and one percussion)

References:

- NRA-NMLRA Basic Muzzleloading  Shooting Course Outline and Lesson Plans, Lesson I
- NRA-NMLRA Muzzleloading Handbook,
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<tr>
<td>B. Practical Exercise</td>
<td><strong>Turn</strong> with candidates to Lesson I-1 of the <em>Muzzleloading Lesson Plans</em>. <strong>Review</strong> the learning objectives, lesson content indicated in the left column, and methods of instruction in the center column. <strong>Review</strong> the training aids and NRA-NMLRA materials to be used when teaching Lesson I. <strong>Distribute</strong> appropriate NRA-NMLRA materials to candidates.</td>
</tr>
</tbody>
</table>
| 1. Introduction             | **Divide** candidates into groups. **Assign** each group the task of *preparing and presenting a brief training session on one of the following topics:*  
  - Parts of Muzzleloader (section D)  
  - Safe gun handling (section E). *Note* that rule three should be “Always keep the gun unloaded until ready to use.”  
  - Safe gun handling practical exercise (section F)  
  **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, but all candidates do not need to participate in each presentation. However, all candidates will be expected to play a leading role in at least one classroom presentation *and* one range presentation (more, if possible).  
  Depending on the class size, you may wish to assign two topics to a group. If the class size is relatively large, you may wish to have some groups prepare presentations from the following lesson at the same time. **Note** that their presentations will be the primary way they will demonstrate the knowledge, skills, and attitude |
necessary to organize and conduct the *NRA-NMLRA Basic Muzzleloading Shooting Course* as NRA-NMLRA 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*. **Be sure** all comments are positive and supportive.

5. Conclusions

**Ask** candidates what important things were learned during this exercise. **Share** your experience in teaching Lesson I as an NRA-NMLRA Certified Instructor.

**C. Conclude Lesson**

**Highlight** important points:

1. Summary

   - Effectively teach the parts and operation of muzzleloading guns according to NRA-NMLRA lesson plans.
   - Effectively teach the NRA-NMLRA fundamental rules of safe gun handling.
   - Conduct a safe gun handling practical exercise.

2. Questions

   **Ask** candidates what questions they have about this lesson.

   Answer questions.

3. Preview

   **Preview** next lesson briefly.
Lesson VIII: Teaching Muzzleloading Lesson II: Black Powder and Loading Muzzleloading Guns

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

- To identify black powders and their proper uses.
- The proper safety procedures for black powder use and storage.
- The proper components of a load.
- The proper procedures and accessories for loading a muzzleloader.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, chalk or whiteboard or flip chart
- NRA-NMLRA Basic Muzzleloading Pistol Shooting Course Outline and Lesson Plans
- NRA-NMLRA Muzzleloading Handbook
- NRA Instructional Wall Charts
- NRA-NMLRA The Lure of Muzzleloading DVD (if available)
- Empty black powder or appropriate substitute containers
- Powder flask
- Powder horn
- Powder measure/Shot measure
- Patches or patch material and Shotgun wads
- Patch knife
- Patch lubricant
- Projectiles (balls, bullets and shot)
- Ball starter
- Ramrod
- Capper
- Spent percussion caps

References:

- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans, Lesson II
- NRA-NMLRA Muzzleloading Handbook
## Content

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### A. Introduce Lesson

#### Black Powder Loading Process

- **State** learning objectives for the current lesson.

- **Ask** candidates if they have ever taught a class on shooting skills with modern firearms? **Note** number.

- **Ask** how many have ever taught a class on reloading ammunition? **Note** number.

- **Explain** that in teaching muzzleloading guns, the instructor is essentially giving students a course in how to load ammunition before teaching them how to shoot.

- **Emphasize** the importance of the loading process as an operation separate from that of shooting the muzzleloading gun.

### B. Practical Exercise

1. **Introduction**

   - **Turn** with candidates to Lesson II-1 of the Muzzleloading Lesson Plans. **Review** the learning objectives, lesson content indicated in the left column, and methods of instruction in the center column.

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

2. **Assign topics**

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

     - Black powder and black powder safety (sections C and D)

     - Load components and loading accessories (section E and F)

     - Loading procedures (section G)

   Depending on the class size, 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*. Be sure all comments are positive and supportive.

5. Conclusions

Ask candidates what important things were learned during this exercise. Share your experience in teaching Lesson II as an NRA-NMLRA Certified Instructor.

C. Conclude Lesson

1. Summary

Highlight important points:

- To identify black powders and their proper uses.
- The proper safety procedures for black powder use and storage.
- The proper components of a load.
- The proper procedures and accessories for loading a muzzleloading gun.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson IX: Basic Muzzleloading 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 muzzleloading shooters.
- List various ways the instructor can enhance the students’ ability to concentrate.
- Describe the coach/pupil method, the ball and dummy technique, and explain the value of using them in the training process.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Chalk or whiteboard or flip chart
- Muzzleloading Guns

References: NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans
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<th>B. Concentration</th>
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<tr>
<td>1. Importance</td>
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<tr>
<td>Identify concentration as the element.</td>
</tr>
<tr>
<td>2. Definition</td>
</tr>
<tr>
<td>Explain that it is the ability to focus all of one’s attention and energies on the accomplishment of a specific task.</td>
</tr>
<tr>
<td>3. Implications for instructor</td>
</tr>
<tr>
<td>Explain that everything the instructor does must be directed toward enhancing the shooters’ ability to concentrate.</td>
</tr>
<tr>
<td>4. Ways to enhance concentration</td>
</tr>
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</table>

- a. Light powder load for less recoil
- b. Proper grip size
- c. Proper stock fit
- d. Manageable gun weight
- e. Gun functional and mechanism clean
- f. Consistent load, properly seated

Revision date 05-15

VIII-22
g. Target close to shooter
h. 12 gauge more shot in air
i. Target relatively large
j. Target blank
k. Skeet or open choke
l. Good lighting
m. One target direction
n. Target speed reasonable
o. Fair weather
p. Little wind
q. Comfortable clothing
r. Safe clothing: long sleeves (to protect from burns) and natural material (synthetics can melt and may promote static electricity)
s. Instructor does not over instruct
t. Adequate ear and eye protection
u. Avoid or control background noise
v. Keep spectators to a minimum
w. Stress fun as opposed to competition
5. Object of concentration

| Ask candidates what beginning muzzleloading shooters should concentrate on to ensure success? |
| Discuss responses. |

**Explain** that the students must learn to concentrate on the *front site* for rifle and pistol shooters, and on the *target* for shotgun shooters. All other factors are secondary. **Remind** instructors that they will need to stress and reinforce this point regularly.

**C. Instructional Method (Rifle/Pistol)**

| Turn with candidates to lesson III section I of the *Muzzleloading Lesson Plans.* **Explain** that the NRA-NMLRA has developed a *12-step method* for teaching beginning muzzleloading rifle and pistol shooters. (*Note* that the lesson plans detail eleven steps: step twelve is a return to live firing.) 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 the beginning muzzleloading shooters. Success encourages and motivates the students, ensures an enjoyable learning experience, and provides reinforcement to the training process. |

1. Determine Eye Dominance

**Explain** to candidates that they should determine the students’ dominant eye prior to teaching the fundamentals or beginning the instructional method. This step determines which hand/side the students should use when shooting. It assures that students position themselves so they can look through the sights with their dominant eye.

2. Rifle/Pistol shooting basics

Review the 5 shooting fundamentals (aiming, breath control, hold control, trigger control and follow-through)

3. Students assume position

This involves students by having them *read, hear,* and/or *see* the elements of a good shooting position, and then *practice* what they have just
4. Position Rifle/Pistol

The supported position is used to help students concentrate on aiming and trigger control. The gun is not yet used so the students can concentrate totally on the position of the body.

5. Site Alignment practice

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

6. Dry Fire on blank target

Students practice aligning their sights against the center of a blank target. *Natural point of aim* is stressed.

**Ask** candidates what the advantages of dry firing as an instructional technique are? **Discuss responses** briefly, 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 of the students’ technique.

7. Fire Caps (or flash pan)

This allows students to practice a part of the loading procedure while continuing to practice shooting fundamentals.

8. Load Rifle/Pistol

This allows students to practice the entire loading process under the supervision of the instructor, who observes and provides appropriate feedback.

9. Live fire

**Remind** candidates that they will essentially be giving students instruction in how to load ammunition prior to having them shoot. **Stress** the importance of loading as a process separate from and vital to the practice of shooting skills.

Students fire for group size (not score) at large,
10. Live fire on bullseye target

Live firing is continued on a bullseye target, so students can learn the importance of proper sight picture.

11. Make appropriate site adjustment

Students are taught to make sight adjustments from the benchrest position.

12. Repeat

The “coach” and “pupil” reverse roles and repeat steps 1-9.

### Instructional Method Shotgun

1. Determine eye dominance

This ensures that students will shoulder the gun so they can point it using their dominant eye.

2. Watch straight away targets

This allows students to *see* the speed and direction of the target’s flight path.

3. Review shooting fundamentals

Position – Mount – Vision - Movement – Follow-through

4. Dry point shotgun at target

This teaches students to point without concentrating on the body movements necessary to position the shotgun.

This teaches students to time their shots so that they pull the trigger as soon as the muzzle touches the target. This allows the students to *hear, see* and *practice* the fundamentals.

5. Dry fire shotgun at target

Now that students have learned to point correctly, dry firing is added. **Ask** candidates: What are some of the advantages of dry firing as an instructional technique? **Discuss** responses

a. It allows the students to concentrate on the technique rather than result.
6. Fire Caps (or flash pan)  
   This allows students to practice a part of the loading procedure while continuing to practice shooting fundamentals.

7. Load shotgun  
   This allows students to practice the entire loading process under the supervision of the instructor, who observes and provides appropriate feedback.

8. Shoot at target with live ammunition  
   Remind candidates that they will essentially be giving students instruction in how to load ammunition prior to having them shoot. Stress the importance of loading as a process separate from and vital to the practice of shooting skills. Students fire at straightaway targets. The instructor observes and provides appropriate feedback.

D. Instructional Techniques

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

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

*Note* that the coach/pupil method should be used whenever possible throughout the 12 steps of the NRA-NMLRA instructional method for teaching beginning muzzleloading shooters on the range.

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. **Direct** the “coach” to assist the “pupil” in assuming the benchrest muzzleloading pistol shooting position. **Note** that even though it was not the “coach’s” turn to shoot, the “coach” actively participated and became involved in the learning experience of the “pupil” under the guidance and direction of the instructor.

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

### 2. Ball and dummy technique

**Explain** the ball and dummy technique: *an instructional technique that has a student fire 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 load in the gun. 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-NMLRA Basic Muzzleloading Shooting Course.
E. Conclude Lesson

1. Summary

   Highlight important points:
   - Explain the importance of concentration for the success of beginning muzzleloading shooters.
   - List various ways the instructor can enhance the students’ ability to concentrate.
   - Describe the NRA-NMLRA 12-step method for training beginning muzzleloading rifle and pistol shooters.
   - Describe the NRA-NMLRA method for training muzzleloading shotgun shooters.
   - Describe the coach/pupil method and ball and dummy technique, and explain the value of using them in the training process.

2. Questions

   Ask candidates what questions they have about this lesson.

   Answer questions.

3. Preview

   Preview next lesson briefly.
Lesson X: Teaching Muzzleloading Lesson III: Firing and Cleaning a Muzzleloader

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

- Effectively teach the fundamentals of shooting.
- Explain basic range safety procedures, range commands, and shooting safety rules to be followed when shooting muzzleloading guns.
- Effectively teach students to load and shoot a muzzleloading rifle, pistol and shotgun according to the NRA-NMLRA instructional method.
- Effectively teach proper methods and materials to clean a muzzleloader.

Length: 90 minutes

Facilities: Classroom and/or Range

Training Aids:

- *NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans*
- *NRA-NMLRA Muzzleloading Handbook*
- NRA Instructional Wall Charts
- Ear and eye protection
- Muzzleloading guns
- Load components and loading equipment
- Targets
- Cleaning equipment
- NRA Range Safety Poster

References:

- *NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans, Lesson III*
- *NRA-NMLRA Muzzleloading Handbook*
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<tr>
<td>State learning objectives for the current lesson.</td>
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</table>

### B. Practical Exercise

1. **Introduction**
   - **Turn** with candidates to Lesson III in the *Muzzleloading Lesson Plans*. **Review** the learning objectives, lesson content indicated in the left column, and methods of instruction in the center column.
   - **Review** the training aids and NRA-NMLRA materials to be used in teaching Lesson III.

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:
     - Eye dominance and shooting fundamentals
       Rifle/Pistol (sections C and E)
     - Fundamentals of shooting shotguns (section F)
     - Range safety, shooting facility orientation, shooting safety rules (section G)
     - **All Groups:** Firing the first RIFLE shots according to the NRA-NMLRA 12-step method (section I), Loading and firing the first PISTOL shots from a supported position (section J), loading and firing the first REVOLVER shots from a supported position (section K), Loading and firing the first SHOTGUN shots (section M)
     - Discuss Cleaning equipment and procedures (section N)

*Note that this may be a live fire exercise. All live fire exercises conducted during this instructor course should incorporate the coach/pupil method, and at least one live fire-exercise in the course should incorporate the ball and dummy technique.*

A reputable gunsmith should check any gun whose...
condition is questionable before it is used in live fire exercises. Note that instructors should follow this same policy with guns used in NRA-NMLRA basic courses, particularly student guns.

Everyone needs to be able to teach the proper loading and firing procedure for Muzzleloading rifles, pistols, and shotguns. Circulate among groups.

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

9. 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.)

10. Evaluation

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

11. Conclusions

Ask candidates what important things were learned during this exercise. Share your experience in teaching Lesson III as an NRA-NMLRA Certified Instructor.

C. Conclude Lesson

Highlight important points:

1. Summary

- Effectively teach the fundamentals of shooting.
- Explain basic range safety procedures, range commands, and shooting safety rules to be followed when shooting muzzleloading guns.
- Effectively teach students to load and shoot a muzzleloading rifle, pistol, and shotgun according to the NRA-NMLRA instructional method.
- Effectively teach proper methods and materials to clean a muzzleloader.
| 2. Questions | Ask candidates what questions they have about this lesson. Answer questions. |
| 3. Preview | Preview next lesson briefly. |
Lesson XI: Teaching Muzzleloading Lesson IV: Shooting a Muzzleloader from the Cross-Sticks Position

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

- Effectively teach students how to shoot a muzzleloading rifle from the cross-sticks position

Length: 90 minutes

Facility: Classroom

Training Aids:

- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans
- NRA-NMLRA Muzzleloading Handbook
- Ear and eye protection
- Muzzleloading guns
- Load components and loading equipment
- Targets
- Cleaning equipment
- NRA Range Safety Poster

References:

- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans, Lesson IV
- NRA-NMLRA Muzzleloading Handbook
A. Introduce Lesson

State learning objectives for the current lesson.

B. Practical Exercise

1. Introduction

Turn with candidates to Lesson IV-1 in the Muzzleloading Lesson Plans. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the center column.

Review the training aids and NRA-NMLRA materials to be used in teaching Lesson IV.

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:

- Section D-E, All candidates will work in pairs and will explain, and demonstrate the cross-sticks position (section D), and have their fellow candidates assume the cross-stick shooting position using the NRA-NMLRA 12-step method for shooting a muzzleloading rifle.

Note that any necessary sight adjustments were made from the benchrest position. Therefore, sight adjustments are not made during subsequent exercises.

Because of the extreme importance of developing candidates’ range teaching abilities, you may wish to have more than one group prepare presentations on topics in section “E,” depending on the size of the class. Candidates should use volunteers from other groups as “students” during their range teaching presentations.

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

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.
3. Presentations
Make appropriate notes on candidates’ performance. 
(Evaluations should be conducted immediately after each presentation.)

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

4. Evaluation
Ask candidates what important things were learned during this exercise. Share your experience in teaching Lesson IV as an NRA-NMLRA Certified Instructor.

5. Conclusions
Ask candidates what important things were learned during this exercise. Share your experience in teaching Lesson IV as an NRA-NMLRA Certified instructor.

C. Conclude Lesson

1. Summary
Highlight important points:
• Effectively teach students how to shoot a muzzleloader from the cross-sticks position.

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

Answer questions.

3. Preview
Preview next lesson briefly.
Lesson XII: Teaching Muzzleloading Lesson V: Shooting from the Offhand (Standing) Position

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

- Explain and demonstrate the causes of failures to fire and demonstrate how to teach the proper correction procedures.
- Explain and demonstrate how to teach firing a muzzleloader from a Standing position.

Length: 90 minutes

Facility: Classroom

Training Aids:

- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans
- NRA-NMLRA Muzzleloading Handbook
- Ear and eye protection
- Muzzleloading guns
- Load components and loading equipment
- Targets
- Cleaning equipment
- NRA Range Safety Poster

References:

- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans, Lesson V
- NRA-NMLRA Muzzleloading Handbook, chapters
# Content | Instructional Notes
---|---
A. Introduce Lesson | State learning objectives for the current lesson.

**B. Practical Exercise**

1. Introduction | Turn with candidates to Lesson V-1 in the *Muzzleloading 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-NMLRA materials to be used in teaching Lesson V.

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*:

   - Failure to fire (section D)
   - Offhand/Standing position (Section E)
   - Pistol two-hand hold/one-hand hold (section F, G)
   - Shotgun: Review Stance, Swing, Trigger control, Follow through (section H)
   - Review cleaning procedures (section I)

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

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

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

Ask candidates what important things were learned during this exercise. Share your experience in teaching Lesson V as an NRA-NMLRA Certified Instructor.

C. Conclude Lesson

1. Summary

Highlight important points:

- Explain and demonstrate the causes of failures to fire and demonstrate how to teach the proper correction procedures.
- Explain and demonstrate how to teach firing a muzzleloader from a Standing position.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview next lesson briefly.
Lesson XIII: Evaluating and Improving Performance of Beginning Muzzleloading 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 muzzleloading shooters.
- Explain how to provide feedback in a positive manner.
- Discuss ways to improve the performance of beginning muzzleloading shooters.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Chalk or whiteboard, or flip chart
- NRA-NMLRA Muzzleloading handbook
- Paige sighting device (if available)

References: NRA-NMLRA lesson Plans, Appendix II
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<td>State learning objectives for the current lesson.</td>
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<tr>
<td><strong>B. Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>1. Definition</td>
<td><strong>Ask</strong> candidates what evaluation is? <strong>Discuss</strong> responses briefly.</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>
</tr>
<tr>
<td>2. Purpose</td>
<td><strong>Ask</strong> candidates what the ultimate purpose of evaluation is? <strong>Discuss</strong> responses.</td>
</tr>
<tr>
<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 the requisite knowledge, skills, and attitude.</td>
</tr>
<tr>
<td>3. Process</td>
<td><strong>Ask</strong> candidates what things an instructor needs to do when making an evaluation? <strong>Discuss</strong> responses.</td>
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<td></td>
<td><strong>Explain</strong> that an instructor needs to know the correct behavior to look for, how to look for it, and how to provide feedback to enhance the students’ ability to perform it.</td>
</tr>
<tr>
<td>a. Standard</td>
<td><strong>Ask</strong> candidates what behaviors we are looking for in beginning shooters on the firing line? <strong>Discuss</strong> responses briefly.</td>
</tr>
<tr>
<td></td>
<td><strong>Explain</strong> that an instructor is looking for conformity to certain standards, namely, the safe and correct execution of the fundamentals of shooting.</td>
</tr>
<tr>
<td></td>
<td>Since the instructor teaches loading the muzzleloader as a separate process from shooting, the instructor must also observe that safe and proper loading procedures are followed.</td>
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b. Method

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

Explain that this is determined primarily through observation of the gun and shooter and the result of the shot.

Ask candidates how to determine that safe and proper loading procedures are followed? Discuss responses briefly.

Explain that this is determined through observation of the loading process.

c. Feedback

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

Explain that according to the principles of Total Participant Involvement, people learn by doing. The instructor must involve students in the evaluation process by encouraging self-analysis and directing the students to perform the correct action, not 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 Muzzleloading Shooters

Explain that in addition to recognizing correct behavior, instructors also need to know how to spot incorrect behavior and, more important, how to direct the students
to improve.

**Ask** candidates what they think are some of the more common difficulties experienced among beginning muzzleloading shooters. **Discuss** responses briefly, 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.

<table>
<thead>
<tr>
<th>Difficulty (aiming)</th>
<th>Spot responses</th>
<th>Assist responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Difficulty in concentrating</td>
<td><strong>Spot</strong> through students’ behavior.</td>
<td><strong>Assist</strong> students by ensuring environment is conducive to learning, specifying what students should concentrate on (target for shotgun shooters/sight alignment and trigger control for rifle and pistol shooters), and asking students to describe in detail what they are doing during each shot.</td>
</tr>
<tr>
<td>2. Difficulty in relaxing</td>
<td><strong>Spot</strong> through students’ words and behavior.</td>
<td><strong>Assist</strong> students by being positive and encouraging, and by emphasizing what they are doing correctly.</td>
</tr>
<tr>
<td>3. Incorrect stance</td>
<td><strong>For shotgun shooters</strong> <strong>Spot</strong> through observation of students running out of swing at target breaking area.</td>
<td><strong>Assist</strong> by asking students to describe and assume the correct stance and alignment with the target breaking area. <strong>For pistol/rifle</strong> <strong>Spot</strong> through observation.</td>
</tr>
<tr>
<td>4. Not keeping cheek on stock</td>
<td><strong>For shotgun shooters</strong> <strong>Spot</strong> through observation of the students lifting head, redness on cheek, or shooting above target.</td>
<td><strong>Assist</strong> by checking for proper stock fit and directing students to move gun and body as a unit.</td>
</tr>
<tr>
<td>5. Incorrect pointing technique</td>
<td><strong>For shotgun shooters</strong> <strong>Spot</strong> through observation of students riding target, slowing or stopping swing at instant of firing, or shifting cheek on stock.</td>
<td><strong>Assist</strong> by directing students’ concentration on target and having students practice dry pointing and dry firing. <strong>For pistol/rifle</strong> <strong>Spot</strong> through students’ description of what they are seeing.</td>
</tr>
</tbody>
</table>
6. Incorrect follow-through  | **Spot** through observation of students’ stance, student riding target, students slowing or stopping swing at instant of firing, or restrictive clothing. **Assist** by asking students to explain importance of follow-through by using suggestions listed under “improper stance” and “improper pointing technique”.

7. Incorrect trigger squeeze  | For pistol/rifle **Spot** for shots low and to the left on target for right-handed shooters, low and to the right for left-handed shooters. **Assist** by having students dry fire and asking students to concentrate on feeling the trigger move to the rear.

8. Use of non-dominant eye  | **Spot** through students’ missing the target altogether or leaning face across the stock. **Assist** by repeating eye dominance exercises and having students use an opaque patch temporarily over the non-dominant eye.

9. Putting wad and shot/ball before powder  | **Spot** through observation of the loading process. **Assist** by having students explain each step of the loading process before performing it.

**D. Conclude Lesson**

1. Summary  | **Highlight** important points:

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

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

   Answer questions.

3. Preview  | **Preview** next lesson briefly.
Lesson XIV:  Teaching Muzzleloading Lesson VI:
Shooting Activities with Muzzleloaders

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

- How to improve their shooting skills through participation in muzzleloading shooting activities, and competitive shooting.
- The criteria for selecting a muzzleloading rifle, pistol or shotgun.
- The benefits of joining NRA and NMLRA affiliated shooting clubs, and muzzleloading shooting organizations.
- The objectives, programs, and benefits to members of the National Rifle Association and the National Muzzle Loading Rifle Association.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Chalk or whiteboard, or flip chart
- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans
- NRA-NMLRA Muzzleloading Handbook
- NRA Marksmanship Qualification Program booklet (one per candidate)

References:

- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans, Lesson VI
- NRA-NMLRA Muzzleloading Handbook,
<table>
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<tr>
<th>Content</th>
<th>Instructional Notes</th>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson VI-1 in the <em>Muzzleloading Lesson Plans</em>. 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-NMLRA materials to be used in teaching Lesson VI. Distribute appropriate NRA-NMLRA materials to candidates.</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Assign topics</td>
<td>Divide candidates into groups. Assign each group the task of <em>preparing and presenting a brief training session on one of the following topics:</em></td>
</tr>
<tr>
<td></td>
<td>- Muzzleloading activities (sections C)</td>
</tr>
<tr>
<td></td>
<td>- Selecting a muzzleloading gun (section D)</td>
</tr>
<tr>
<td></td>
<td>- Shooting Groups and Association (section E)</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Encourage candidates to use the indicated training aids during their presentations.</td>
</tr>
<tr>
<td></td>
<td>Allow time for preparation. Circulate among groups to observe their progress. Assist when necessary by guiding candidates to solve any difficulties themselves.</td>
</tr>
<tr>
<td>3. Presentations</td>
<td>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.</td>
</tr>
</tbody>
</table>
Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

Ask candidates what important things were learned during this exercise. Share your experience in teaching Lesson VI as an NRA-NMLRA Certified Instructor.

C. Conclude Lesson

1. Summary

Highlight important points:

- How to improve their shooting skills through participation in muzzleloading shooting activities, and competitive shooting.
- The criteria for selecting a muzzleloading gun.
- The benefits of joining NRA- and NMLRA-affiliated shooting clubs, and muzzleloading shooting organizations.
- The objectives, programs, and benefits to members of the National Rifle Association and the National Muzzleloading Rifle Association.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

Ask candidates what questions they have about the instructor training course as a whole. Answer questions.

3. Preview

Preview next session briefly.
Muzzleloading Instructor Examination and Course Conclusion

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

- Explain the role of examinations in the training process.
- Explain the role of student evaluations in instructor development.
- Explain the importance of recognizing students upon successful completion of a training course.

Length: 90 minutes

Facility: Classroom

Training Aids:

- NRA Trainer’s Guide
- NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans
- NRA-NMLRA Muzzleloading Instructor Examination (one per candidate)
- NRA Instructor Course Completion Card (one per candidate)

References: NRA Training Counselor Guide
             NRA-NMLRA Muzzleloading Handbook
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. The Role of Examinations in Training</td>
<td>Ask candidates what role they believe examinations play in the training process. <strong>Discuss</strong> responses. <strong>Explain</strong> that an examination should be viewed as one of many teaching and evaluation tools that help instructors and students alike determine whether and to what extent training has taken place. Examinations indicate progress as well as point out areas where additional training may be necessary to develop the desired knowledge, skills, and attitude. Examinations also indicate how successful the trainers have been in teaching the students, and where instructors may need to modify or strengthen their presentations. <strong>Note</strong> 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. <strong>Remind</strong> candidates that they will be administering examinations to students in the NRA-NMLRA Basic Muzzleloading Shooting Course. <strong>Note</strong> that there is not a specific “passing” grade for students in an NRA-NMLRA basic course and that instructors should use the learning objectives for each lesson to determine whether students have successfully completed the course.</td>
</tr>
<tr>
<td>C. Instructor Examination</td>
<td><strong>Distribute</strong> an NRA-NMLRA Muzzleloading Instructor Examination. <strong>Allow</strong> candidates to use the NRA Trainer’s Guide, the NRA-NMLRA Basic Muzzleloading Shooting Course Outline and Lesson Plans and the NRA-NMLRA Muzzleloading Handbook during the examination, along with any notes they may have taken in class. <strong>Allow</strong> 60-90 minutes for candidates to complete the examination.</td>
</tr>
</tbody>
</table>
D. 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.

E. 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-NMLRA Trainer until they finish this process.

**Explain** what they will need to complete the credentialing process.

1. An NRA number or existing NRA Instructor number.

**Note:** Candidates may attend the course without an NRA number. However, non-members, who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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.**

2. Access to some electronic device that they can use to log in to NRAInstructors.org
### The Role of Student Evaluations in Training

**Ask** candidates what role they believe student evaluations play in the instructor development process. **Discuss** responses briefly.

**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 will be receiving evaluations from their students when they conduct the *NRA-NMLRA Basic Muzzleloading Shooting Course*.

### The Role of Recognition in Training

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

**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.

### Instructor Course Completion Cards

**Distribute** NRA Instructor Course Completion Cards to candidates who have successfully completed the course.

**Explain** that they will be distributing course completion certificates to students who successfully complete the *NRA-NMLRA Basic Muzzleloading Shooting Course*.

### Conclude Course

**Highlight** important points:

1. **Summary**
   - Explain the role of examinations in the training process.
   - Explain the role of student evaluations in instructor development.
   - Explain the importance of recognizing students upon successful completion of a training course.
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 or the NRA-NMLRA Muzzleloading Instructor Training and Basic Muzzleloading Training Programs.

Answer questions.

3. Thank you

Thank candidates for assisting the National Rifle Association and the National Muzzle Loading Rifle Association in training the next generation of American shooters to use their firearm freedoms safely and responsibly.
IX. NRA CHIEF RANGE SAFETY OFFICER TRAINING
NRA CHIEF RANGE SAFETY OFFICER TRAINING

The NRA Chief Range Safety Officer Training Course consists of two Parts:

- Part One: Basic Instructor Training (6 hours)
- Part Two: NRA Chief Range Safety Officer Training (8 hours)

This chapter contains the lesson plans for Part Two of an NRA Chief Range Safety Officer Training Course. Part One must be completed before beginning Part Two training.

A Chief Range Safety Officer (CRSO) candidate must be an NRA Certified Range Safety Officer (RSO) prior to attending Chief Range Safety Officer Training. Chief Range Safety Officer candidates may complete their prerequisite Range Safety Officer training course the day prior to attending the Chief Range Safety Officer Course.

Successful completion of the Chief Range Safety Officer Course is dependent on:

- Performance in class participation and exercises.
- Attaining a score of 90 percent or higher on the open book CRSO Examination. The CRSO Examination, Appendix 12, is to be copied and presented to the CRSO candidate during Lesson VI, Introduction to Range Safety Officer Course Lesson Plans.

The CRSO Exam and Answer Key is Appendix 12.

If both RSO and CRSO Training is to be conducted on successive days for current NRA certified instructors, use the following general format:

Day one (nine hours)

- Upon completion of the Range Safety Officer Course, Chief Range Safety Officer candidates will receive:
  - Range Safety Officer Course Lesson Plan.
  - Evening assignment to completely review the contents of the RSO Lesson Plan in preparation for practical exercises on day two.

Day two (eight hours)

- Conduct the NRA Chief Range Safety Officer Course using the same method as all other instructor training.
- Stop the Basic Range Safety Officer practical exercises in lessons IV, V, and VI when the CRSO candidate completes dividing the class into groups, assigns practical exercises, and ensures that the candidates who are role-playing as RSO candidates understand their assignments. This method saves about two hours.

NO LIVE AMMUNITION IN CLASSROOM

Revision date 01-10
 COURSE OUTLINE

NRA Chief Range Safety Officer Training

Course Goal: To develop NRA Certified Chief Range Safety Officers who possess the knowledge, skills, and attitude necessary to train and supervise NRA Range Safety Officers and to provide the essential information required to develop Range Standard Operating Procedures.

Remaining Length of Course: 8 hours

Course Lessons:

Lesson VI. Introduction to NRA Basic Range Safety Officer Course Lesson Plans (one hour)

Lesson VII. The Role of the Chief Range Safety Officer and Range Standard Operating Procedures (one hour)

Lesson VIII. Teaching NRA Basic Range Safety Officer Course Lesson I: Introduction to the NRA Basic Range Safety Officer Course and Lesson II: The Role of the NRA Range Safety Officer and Range Standard Operating Procedures (one hour)

Lesson IX. Teaching NRA Basic Range Safety Officer Course Lesson III: Range Inspections and Range Rules (one hour)

Lesson X. Teaching NRA Basic Range Safety Officer Course Lesson IV: Range Safety Briefing (one hour)

Lesson XI. Teaching NRA Basic Range Safety Officer Course Lesson V: Emergency Procedures (one hour)

Lesson XII. Teaching NRA Basic Range Safety Officer Course Lesson VI: Gun Stoppages and Malfunctions (one hour)

Lesson XIII. Teaching NRA Basic Range Safety Officer Course Lesson VII: RSO Test and Review and Chief Range Safety Officer Examination Review (one hour)
REQUIRED NRA MATERIALS

NRA Chief Range Safety Officer Instructor Training Course

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

One per CRSO candidate:

- NRA Basic Range Safety Officer Course Outline
- NRA Basic Range Safety Officer Student Packet
- NRA Basic Range Safety Officer Course Presentation CD
- NRA Chief Range Safety Officer Examination
- NRA Instructor Course Completion Card
- Notepad and pencil

Training Aids:

- NRA Chief Range Safety Officer Examination Key
- Single-action revolver, double-action revolver, and semi-automatic pistol
- Bolt, lever, pump, hinge, falling block, and semi-automatic rifles
- Appropriate dummy ammunition
- Muzzleloading gun
- Air or BB gun (rifle or pistol)
- Range safety poster or signs
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

Optional aids: Empty chamber indicator, RSO patches, pins, and decals; RSO shirt, jacket, hat, and vest; CRSO rockers

For display:

NRA Rifle, Pistol, and Shotgun Instructional Wall Charts
NRA Range Safety Poster
Lesson VI: Introduction to NRA Basic Range Safety Officer Course Lesson Plans

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

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

**Length:** One hour

**Facility:** Classroom

**Required Materials per CRSO candidate:**

- *NRA Basic Range Safety Officer Course Outline*
- *NRA Basic Range Safety Officer Student Packet*
- *NRA Basic Range Safety Officer Presentation CD*
- *NRA Chief Range Safety Officer Examination*
- *NRA Instructor Course Completion Card*
- Notepad and pencil

**Training Aids:**

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

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<tbody>
<tr>
<td><strong>A. Introduce Lesson</strong></td>
<td><strong>State</strong> the learning objectives for this lesson.</td>
</tr>
<tr>
<td><strong>B. Course Goal</strong></td>
<td>To develop NRA Certified Chief Range Safety Officers who possess the knowledge, skills, and attitude necessary to train and supervise NRA Range Safety Officers and to provide the essential information required to develop Range Standard Operating Procedures.</td>
</tr>
</tbody>
</table>
### C. The Structure of the NRA Basic Range Safety Officer Lesson Plan

**Distribute** *NRA Basic Range Safety Officer Course Outline & Lesson Plan.* **Explain** to candidates that these lesson plans are the guidelines they are to follow as NRA Certified Chief Range Safety Officers in conducting the NRA Basic Range Safety Officer Course.

1. **Introduction**
   - **Turn** with candidates to the Introduction in the Basic Range Safety Officer Lesson Plan. **Have them read** each paragraph of the Introduction. **Highlight** the following points:
     - **a. Basic Course**
       - The NRA Basic Range Safety Officer Course is a basic course.
     - **b. Total Participant Involvement**
       - **Ask** what makes up Total Participant Involvement (TPI)?
         - Lecture
         - Questions
         - Demonstrations
         - Hands-on exercises
     - **c. PowerPoint® Presentation**
       - The Basic Range Safety Officer Lesson Plan PowerPoint® presentation CD is available from the NRA Program Materials Center.
     - **d. Setting the Example**
       - Each time you handle a gun you must follow the NRA’s Gun Safety Rules. Each time a gun is handled in the class, a second person should be asked to verify that the gun is unloaded.
     - **e. Role Playing**
       - RSO candidates will role-play as RSOs and shooters during the course.
     - **f. Breaks**
       - Candidates should be given a 10-minute break after every 50 minutes of teaching.
     - **g. Reports and Applications**
       - Upon completion of the course, Report training at [nrainstructors.org](http://nrainstructors.org).
     - **h. Student Packets**
       - Each RSO candidate must receive and retain a RSO Student Packet.
i. Course Completion Certificates  
Wallet-size basic course completion cards can be purchased to award to RSO candidates who successfully complete the course.

j. No Live Ammunition Allowed in the RSO Course  
**NO live ammunition, black powder, percussion caps or flints are permitted in the NRA RSO Course.**  
There is no exception to this rule. All dummy ammunition must be easily distinguishable from live ammunition.

k. Acceptable Terms for Guns  
NRA CRSOs and RSOs may refer to guns as firearms, rifles, pistols, shotguns, etc., but *not* as weapons. *Weapon* has a negative connotation and is prohibited in NRA courses.

l. Emergency Procedures  
Establish emergency procedures to be followed in the event of an accident. All staff must be aware of these procedures. Maintain a list of emergency telephone numbers and keep a first-aid kit within reach.

2. Course Outline  
**Turn** with candidates to the Course Outline in the Basic Range Safety Officer Lesson Plan.  
**Ask:**

- What is the Course Goal?
- What is the Basic RSO Course length?
- What is the RSO student textbook?
- How many lessons make up the RSO Course?

3. Course Materials  
**Turn** with candidates to the Course Materials page in the Basic Range Safety Officer Lesson Plan.  
**Ask** what materials are needed to conduct an NRA Basic RSO Course?

You may choose the presentation CD with a computer and projector system, or make transparencies for use with an overhead projector.

4. Lesson I  
**Turn** with candidates to Lesson I in the Basic Range Safety Officer Lesson Plan.  
**Highlight** the following points:

a. Learning Objectives  
**Note:** Each lesson begins with learning objectives. They state the knowledge, skills, and attitude students must demonstrate to verify training has taken place.
b. Length of Lesson | **Note:** The estimated class length is indicated at the beginning of each lesson.

c. Facility | **Note:** The facility is listed at the beginning of each lesson.

d. Required and Optional Materials | **Note:** Training aids are indicated for each lesson.

e. Reference | **Note:** Each lesson lists sources from which the material was derived.

f. Instructional Notes | **Note:** The top half of each page is a copy of the appropriate presentation slide. The bottom half of the page contains instructional notes to assist the CRSO in presenting the topic.

**Ask** what the number on the left side of the Instructional Note is used for?

- It is the suggested time to present the information on that slide.

**Explain:** The cumulative time will keep you on track!

5. Lesson Plan Walk-through | **Turn** with candidates through the pages of the Basic Range Safety Officer Lesson Plan. **Summarize** the content of each lesson.

6. The *NRA Basic Range Safety Officer Student Study Guide* | **Page through** the student Handbook with candidates. **Note** the many illustrations the CRSO may refer students to during class.

7. CRSO Examination | **Pass out** the Chief Range Safety Officer examination. **Explain** that it is an open book examination. They may work on it during their breaks. The goal is to have everyone complete their examinations by the start of CRSO lesson XIII.
D. Conclude Lesson

1. Summary

Highlight important points:

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

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson VII: The Role of the Chief Range Safety Officer and Range Standard Operating Procedures

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

- Describe the role of the NRA Chief Range Safety Officer.
- Explain the general purpose of Range Standard Operating Procedures.
- Explain the basic content of Range Standard Operating Procedures.
- Explain the CRSO’s role in the development of Range Standard Operating Procedures.

Length: One hour

Facility: Classroom

Training Aids:

- Sample Range Standard Operating Procedures from the NRA Range Safety Officer Student Study Packet (One per CRSO candidate)
- Notepad and pencil (One per CRSO candidate)
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart

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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State the learning objectives for this lesson. Slide XII-12</td>
</tr>
<tr>
<td>B. The Role of the Chief Range Safety Officer</td>
<td>The Chief Range Safety Officer (CRSO) may have overall responsibility for the safe handling and shooting of guns on range property as outlined in the Range Standard Operating Procedures. Slide XII-13</td>
</tr>
<tr>
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<td>- The CRSO trains and supervises RSOs.</td>
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<td>- The CRSO may develop range SOPs as directed by the range management or owner.</td>
</tr>
<tr>
<td></td>
<td>- The CRSO may be responsible for the implementation of the Range SOP.</td>
</tr>
<tr>
<td></td>
<td>- A CRSO is often in charge of a range complex or more than one range. Slide XII-14</td>
</tr>
<tr>
<td>C. The Purpose of a Range Standard Operating Procedure (SOP)</td>
<td>Explain that the range SOP lists the CRSO’s and RSO’s duties and all activities associated with the range and range premises. The range SOPs are official documents approved by the facility management or the range</td>
</tr>
</tbody>
</table>
owner. The SOP should address safety, emergency training, eye and hearing protection, and hygiene guidelines pertaining to smoking, drinking, and eating on the firing line. RSOs requiring guidance should refer to the SOPs.

D. Contents of SOP

1. Preamble

Explain that the preamble section states the purpose of the SOP, and includes the source of organizational authority (bylaws, charter, Articles of Incorporation, etc.) and relevant terms.

Organizational information indicates that the SOPs are official documents. SOPs are printed on organization letterhead. In addition to address it should include phone numbers, date of adoption or last review, reason the organization was founded, and a brief description of the range facility and its purpose and include the signatures of officers.

2. Constitution

Explain that the Constitution of the organization may contain information such as its Articles of Incorporation and Bylaws.

3. Organizational Chart

Explain that an Organizational Chart illustrates how the facility is organized.

4. Non-profit Organization

Explain that a non-profit section may contain guidelines for non-profit membership organizations. Consultation with an attorney and accountant to review the non-profit status to ensure it complies with all federal, state, and local laws is recommended.

5. Safety Plan

Explain that the Safety Plan contains all NRA and general safety rules, commands, emergency procedures, and most of the information from which the Range Safety Briefing is developed.
6. Range Operations

**Explain** that the Range Operations include day-to-day details to open and close the facility, items to consider when only one person uses the range, document usage, range credentials, guns, ammunition and projectiles permitted, as well as administrative policies regarding disciplinary action and insurance regulations.

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7. RSO Training Requirements and Reports

**Explain** that RSO Training Requirements and Reports contain specific RSO training course information, outlines, and Catalogs for materials.

Commercial ranges and shooting clubs should include procedures to train management and staff.

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E. The CRSO’s Role in Developing Range Standard Operating Procedures.

**Explain** that the CRSO may develop the range SOP if required by the range management or owner.

- Range management or owners are ultimately responsible for establishing and amending Range Standard Operating Procedures.
- Range management may assign CRSOs to develop or amend the Range SOP for their approval.
- The CRSO may be responsible for the implementation of the Range SOP.

---

F. Practical Exercise

1. **Introduce Lesson**

**Explain:** Use the sample SOP as a starting document and edit it to meet the needs of your range. Delete, modify, or add sections or rules to your draft SOP.

2. **Assign Topics**

**Focus** your candidates’ attention on doing their best presentation in the time allotted.

Depending on the size of the class, there may not be enough time to prepare and present all subjects and conduct evaluations in the time allotted. Since there are ample teaching opportunities in every class, each instructor candidate will have an opportunity to present at least one subject. Provide additional opportunities to candidates having difficulties. Every candidate shall give at least one presentation. Preparing the presentation will be a group task.
Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. One candidate from each group should present the lesson.

- SOP Chapter 3 Organizational Chart
- SOP Chapter 5 Safety Plan
- SOP Chapter 6 Range Operations
- SOP Chapter 7 Range Training Requirements and Reports

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience as a Chief Range Safety Officer.
G. Conclude Lesson

1. Summary

**Highlight important points:**

- Describe the role of the NRA Chief Range Safety Officer.
- Explain the general purpose of Range Standard Operating Procedures.
- Explain the basic content of Range Standard Operating Procedures.
- Explain the CRSO’s role in the development of Range Standard Operating Procedures.

2. Questions

Ask candidates what questions they have about this lesson

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson VIII: Teaching NRA Basic Range Safety Officer
Lesson I and II: Introduction to the NRA Basic
Range Safety Officer Course, The Role of the
NRA Range Safety Officer, and Range Standard
Operating Procedures

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

- Conduct Lessons I and II of the NRA Basic Range Safety Officer Course.
- Understand the NRA’s Range Safety Officer Course.
- Effectively teach the certification requirements for NRA Range Safety Officer.
- Effectively teach the goal of the NRA Range Safety Officer Course.
- Effectively teach the role of the Range Safety Officer.
- Effectively teach the purpose of having Range Standard Operating Procedures.

Length: One hour

Facility: Classroom

Training Aids:
- NRA Basic Range Safety Officer Lesson Plan (one per candidate)
- NRA Basic Range Safety Officer Student Packet (one per candidate)
- Notepad and pencil (one per candidate)
- NRA Rifle, Pistol, and Shotgun Instructional Wall Charts
- NRA Basic Range Safety Officer Presentation Viewgraphs for Lesson I and II
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

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<td>State the learning objectives for this lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lessons I and II in the NRA Basic Range Safety Officer Lesson Plan. Review the learning objectives, length of the course, facility, references, and CRSO instructional notes. Review the training aids and materials to be used in teaching Lessons I and II.</td>
</tr>
</tbody>
</table>
2. Assign Topics

**Focus** your candidates’ attention on doing their best presentation in the time allotted.

**Divide** candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. (One candidate from each group should present the lesson.

- Lesson I, pages I-1 to I-4
- Lesson I, pages I-5 to I-8
- Lesson II, pages II-1 to II-3
- Lesson II, pages II-4 to II-6

**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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

**Ask** candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson I and II.
C. Conclude Lesson

1. Summary

**Highlight** important points:

- Conduct Lessons I and II of the NRA Basic Range Safety Officer Course.
- Understand the NRA’s Range Safety Officer Course.
- Effectively teach the certification requirements for NRA Range Safety Officer.
- Effectively teach the goal of the NRA Range Safety Officer Course.
- Effectively teach the role of the Range Safety Officer.
- Effectively teach the purpose of having Range Standard Operating Procedures.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson IX: Teaching NRA Basic Range Safety Officer
Lesson III: Range Inspection and Range Rules

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

- Conduct Lesson III of the NRA Basic Range Safety Officer Course.
- Effectively teach “properly inspect an indoor range.”
- Effectively teach “properly inspect an outdoor range.”
- Effectively teach the four types of shooting range rules and how each type applies to the handling and use of guns.

Length: One hour

Facility: Classroom

Training Aids:

- NRA Basic Range Safety Officer Lesson Plan (one per candidate)
- NRA Basic Range Safety Officer Student Packet (one per candidate)
- NRA Rifle, Pistol, and Shotgun Instructional Wall Charts
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

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<td>State the learning objectives for this lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
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<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson III in the <em>NRA Basic Range Safety Officer Lesson Plan</em>. Review the learning objectives, length of the course, facility, references, and CRSO instructional notes. Review the training aids and materials to be used in teaching Lesson III.</td>
</tr>
<tr>
<td>2. Assign Topics</td>
<td>Focus your candidates’ attention on doing their best presentation in the time allotted. Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. (One candidate from each group should present the lesson.)</td>
</tr>
</tbody>
</table>
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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct Lesson III of the NRA Basic Range Safety Officer Course.
- Effectively teach “properly inspect an indoor range.”
- Effectively teach “properly inspect an outdoor range.”
- Effectively teach the four types of shooting range rules and how each type applies to the
handling and use of guns.

2. Questions

**Ask** candidates what questions they have about this lesson.

**Answer** questions.

3. Preview

**Preview** the next lesson briefly.
Lesson X: Teaching NRA Basic Range Safety Officer
Lesson IV: Range Safety Briefing

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

- Conduct Lesson IV of the NRA Basic Range Safety Officer Course.
- Effectively teach the purpose of a range safety briefing.
- Organize candidates to conduct a range safety briefing.

Length: One hour

Facility: Classroom

Training Aids:
- *NRA Basic Range Safety Officer Lesson Plan* (one per candidate)
- *NRA Basic Range Safety Officer Student Packet* (one per candidate)
- Notepads and pencils (one per candidate)
- NRA Rifle, Pistol, and Shotgun Instructional Wall Charts
- Range safety poster or signs
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

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<td>State the learning objectives for this lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson IV in the <em>NRA Basic Range Safety Officer Lesson Plan</em>. Review the learning objectives, length of the course, facility, references, and CRSO instructional notes. Review the training aids and materials to be used in teaching Lesson IV.</td>
</tr>
<tr>
<td>2. Assign Topics</td>
<td>Focus your candidates’ attention on doing their best presentation in the time allotted. The key objective of this lesson is for CRSO candidates to understand how to organize RSO candidates for a practical exercise.</td>
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</tbody>
</table>
The presentation time you allot for the first three presentations can be reduced to ensure sufficient time for Group 4 to complete their assignment.

Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. (One candidate from each group shall present the lesson.

- Lesson IV, pages IV-1 to IV-5
- Lesson IV, pages IV-6 to IV-10
- Lesson IV, pages IV-11 to IV-14
- Lesson IV, pages IV-15
  (Stop the presentation once candidates are in their assigned groups and understand their assignments.)

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

1. Summary **Highlight** important points:
   - Conduct Lesson IV of the NRA Basic Range Safety Officer Course.
   - Effectively teach the purpose of a range safety briefing.
   - Organize candidates to conduct a range safety briefing.

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

3. Preview **Preview** the next lesson briefly.
Lesson XI: Teaching NRA Basic Range Safety Officer Lesson V: Emergency Procedures

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

- Conduct Lesson V of the NRA Basic Range Safety Officer Course.
- Effectively teach the purpose of having emergency procedures.
- Effectively teach the steps to take during an emergency.
- Organize candidates to conduct an emergency exercise.

Length: One hour

Facility: Classroom

Training Aids:

- NRA Basic Range Safety Officer Lesson Plan (one per candidate)
- NRA Basic Range Safety Officer Student Packet (one per candidate)
- Notepad and pencil (one per candidate)
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

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<td>State the learning objectives for this lesson.</td>
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<tr>
<td>B. Practical Exercise</td>
<td>Turn with candidates to Lesson V in the NRA Basic Range Safety Officer Lesson Plans Review the learning objectives, length of the course, facility, references, and CRSO instructional notes. Review the training aids and materials to be used in teaching Lesson V.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Focus your candidates’ attention on doing their best presentation in the time allotment. The key objective of this lesson is for CRSO candidates to understand how to organize RSO candidates for a practical exercise.</td>
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</table>
The presentation time you allot for the first three presentations can be reduced to ensure sufficient time for Group 4 to complete their assignment.

Divide candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. (One candidate from each group shall present the lesson.

- Lesson V, pages V-1 to V-3
- Lesson V, pages V-4 to V-5
- Lesson V, pages V-6 to V-7
- Lesson V, pages V-8 to V-9
(Stop the presentation once candidates are in their assigned groups and understand their assignments.)

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance.
( Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

1. Summary

   **Highlight** important points:
   
   - Conduct Lesson V of the NRA Basic Range Safety Officer Course.
   - Effectively teach the purpose of having emergency procedures.
   - Effectively teach the steps to take during an emergency.
   - Organize candidates to conduct an emergency exercise.

2. Questions

   **Ask** candidates what questions they have about this lesson.

   Answer questions.

3. Preview

   **Preview** the next lesson briefly.
Lesson XII: Teaching NRA Basic Range Safety Officer
Lesson VI: Gun Stoppages and Malfunctions

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

- Conduct Lesson VI of the NRA Basic Range Safety Officer Course.
- Effectively teach the difference between a stoppage and a malfunction.
- Effectively teach how to safely take a gun from a shooter.
- Effectively teach how to clear common stoppages.

Length: One hour

Facility: Classroom

Training Aids:
- NRA Basic Range Safety Officer Lesson Plan (one per candidate)
- NRA Basic Range Safety Officer Student Packet (one per candidate)
- Notepad and pencil (one per candidate)
- NRA Rifle, Pistol, and Shotgun Instructional Wall Charts
- Single-action revolver, double-action revolver, and a semi-automatic pistol
- Bolt, lever, pump, hinge, falling block, and semi-automatic rifles
- Appropriate dummy ammunition
- Muzzleloading gun
- Air or BB gun (rifle or pistol)
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

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<td>B. Practical Exercise</td>
<td></td>
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<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson VI in the NRA Basic Range Safety Officer Lesson Plans. Review the learning objectives, length of the course, facility, references, and CRSO instructional notes. Review the training aids and materials to be used in teaching Lesson VI.</td>
</tr>
<tr>
<td>2. Assign Topics</td>
<td>Focus your candidates’ attention on doing their best presentation in the time allotted. The key objective of this lesson is for CRSO candidates</td>
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to understand how to organize RSO candidates for a practical exercise. The presentation time you allot for the first three presentations can be reduced to ensure sufficient time for Group 4 to complete their assignment.

**Divide** candidates into groups. Assign each group the task of preparing and presenting a brief training session on one of the following topics. (This is the final practical. Select a candidate to present the lesson that you feel did not have sufficient opportunities to demonstrate their teaching abilities.)

- Lesson VI, pages VI-1 to VI-8
- Lesson VI, pages VI-9 to VI-16
- Lesson VI, pages VI-17 to VI-24
- Lesson VI, pages VI-25 to VI-28
  (Stop the presentation once candidates are in their assigned groups and understand their assignments.)

**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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

**4. Evaluation**

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

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct Lesson VI of the NRA Basic Range Safety Officer Course.
- Effectively teach the difference between a stoppage and a malfunction.
- Effectively teach how to safely take a gun from a shooter.
- Effectively teach how to clear common stoppages.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions.

3. Preview

Preview the next lesson briefly.
Lesson XIII: Teaching NRA Basic Range Safety Officer
Lesson VII: Test and Review and Chief Range Safety Officer Examination

Learning Objectives: As a result of their participation in this lesson, CRSO candidates will be able to:

- Conduct Lessons VII of the NRA Basic Range Safety Officer Course.
- Successfully complete the NRA Chief Range Safety Officer Examination.
- Explain how to finalize credentialing with the National Rifle Association.

Length: One hour

Facility: Classroom

Training Aids:
- *NRA Basic Range Safety Officer Lesson Plan* (one per candidate)
- *NRA Basic Range Safety Officer Student Packet* (one per candidate)
- Notepad and pencil (one per candidate)
- CRSO Examination Key
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart.

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<td>State the learning objectives for this lesson.</td>
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<td>B. Present Lesson</td>
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</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson VII in the <em>NRA Basic Range Safety Officer Lesson Plan</em>. Review the learning objectives, length of the course, facility, references, and CRSO instructional notes. Review the training aids and materials to be used in teaching Lesson VII.</td>
</tr>
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2. Examination

**Present** Basic Range Safety Officer Lesson VII to CRSO candidates. Replace the Range Safety Officer Test with the Chief Range Safety Officer Examination. A score of 90% or higher is required to pass.

3. CRSO Certification

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

**Explain** what they will need to complete the credentialing process:

1. An NRA number or existing NRA Instructor number.

   **Note:** Candidates may attend the course without an NRA number. However, *non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!*

2. Access to some electronic device that they can use to log in to NRAInstructors.org.

3. A valid email address.

4. Some method of printing or downloading credentials from NRAInstructors.org.

**Distribute** NRA Instructor Course Completion Cards to candidates who have successfully completed the course. **Congratulate** them on their accomplishment.
C. Conclude Lesson

1. Summary

Highlight important points:

- Conduct Lessons VII of the NRA Basic Range Safety Officer Course.
- Successfully complete the NRA Chief Range Safety Officer Examination.
- Explain how to finalize credentialing with the National Rifle Association.

2. Questions

Ask candidates what questions they have about this lesson or the CRSO Course.

Answer questions.

3. Closing statement and Dismissal

Encourage the candidates to continue their education, training, and participation in other NRA training opportunities.

Thank the candidates for assisting the National Rifle Association train future generations in the safe operation of shooting ranges.

Dismiss the class.
X. NRA BASIC METALLIC CARTRIDGE RELOADING INSTRUCTOR TRAINING
NRA BASIC METALLIC CARTRIDGE RELOADING INSTRUCTOR TRAINING

The NRA Basic Metallic Cartridge Reloading Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Basic Metallic Cartridge Reloading Instructor Training (7.5 hours)

This chapter contains the lesson plans for part two of an NRA Basic Metallic Cartridge Reloading Instructor Training Course. Training Counselors are encouraged to use PowerPoint® presentations whenever possible.

Prior to conducting an NRA Basic Metallic Cartridge Reloading Instructor Training Course, Training Counselors should have instructor candidates complete the pre-course questionnaire, found in Appendix 1. In addition, Training Counselors should also have instructor candidates demonstrate their reloading background and experience through completion of the pre-course assessment exercises shown below. Only those candidates who meet all specified requirements for NRA instructors are eligible for certification.

Candidates for basic metallic cartridge reloading instructor ratings must perform as follows in the pre-course assessment exercises:

I. **Pre-Test:** 90 percent or higher. (The NRA Basic Metallic Cartridge Reloading Student Examination is used for the pre-test.)

II. **Pre-Course Assessment:** The candidate must demonstrate basic knowledge, skills, and safe handling procedures for reloading metallic cartridges by performing the following:

- Set up rifle sizing die for both full-length and neck sizing in accordance with the manufacturer’s instructions.
- Set up and zero a powder scale (manufacturer’s instructions available), then weigh an object such as a bullet or empty cartridge case.
- Set up powder measure (manufacturer’s instructions available) to throw a specified load.
- When given a cartridge, bullet, and powder charge, find the approximate velocity and describe the ballistic characteristics from a reloading manual (i.e., zero at 100 yards, bullet height or drop at 50, 150, 200, and 300 yards).

*Note:* If necessary, a substitute (such as cornmeal) may be used in place of powder in these assessments.

Revision date 01-10
COURSE OUTLINE

NRA Basic Metallic Cartridge Reloading Instructor Training

Course Goal: To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Basic Metallic Cartridge Reloading Course.

Remaining Length of Course: 7.5 hours

Course Lessons:

Lesson VI. Introduction to NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans (30 minutes)

Lesson VII. Teaching Basic Metallic Cartridge Reloading Lesson I: Introduction to Reloading and Reloading Safety (60 minutes)

Lesson VIII. Teaching Basic Metallic Cartridge Reloading Lesson II: Centerfire Cartridge Components (60 minutes)

Lesson IX. Teaching Basic Metallic Cartridge Reloading Lesson III: Using the Reloading Manual and Reloading Data (60 minutes)

Lesson X. Teaching Basic Metallic Cartridge Reloading Lesson IV: Metallic Cartridge Reloading Equipment (60 minutes)

Lesson XI. Teaching Basic Metallic Cartridge Reloading Lesson V: Making the First Metallic Cartridges (90 minutes)

Lesson XII. Teaching Basic Metallic Cartridge Reloading Lesson VI: Course Review and Examination (90 minutes)

Important Note: Safety, adequate training, and the practice of proper techniques constitute the foundation of reloading. For this reason, anyone who wishes to engage in reloading should first become thoroughly familiar with proper reloading procedures (through a training course or other means). Also, reloading should not be undertaken by anyone who cannot devote his or her complete attention to the reloading process. Always consult a current reloading manual published by a reliable source and use only the components specified. Remember to double-check everything!
REQUIRED MATERIALS

NRA Basic Metallic Cartridge Reloading Instructor Training Course

(Visit materials.nrahq.org for item numbers and prices. Check with the Sporting Arms and Ammunition Manufacturers’ Institute [SAAMI] for current prices on their items.)

One per candidate:

- NRA Trainer’s Guide
  NRA Basic Metallic Cartridge Reloading Instructor Candidate Packet (includes Course Outline and Lesson Plans, and Student Examination)
- NRA Basic Reloading Course Student Packet (includes handbook, Reloading Course Student Examination, and Course Completion Certificate)
- NRA Instructor Course Completion Card
- NRA Basic Course Student Registration Cards (25/pack)
- NRA Certified Instructor Program brochure (Share Your Knowledge)
- SAAMI Smokeless Powder (item 200)**
- SAAMI Primers (item 201)**
- SAAMI Sporting Ammunition (item 202)**

Other Required Equipment/Materials:

- NRA Basic Metallic Cartridge Reloading Wall Charts (set of seven)
- At least one complete set of reloading equipment, including:
  - Safety glasses for all instructors and students
  - Reloading press
  - Bullets (appropriate for the cartridge[s] to be reloaded during the practical exercise in Lesson VI; must be listed in reloading manuals)
  - Cartridge boxes and labels (appropriate for the cartridge[s] to be reloaded during the practical exercise in Lesson VI)
  - Case length gauge or caliper (appropriate for the cartridge[s] to be reloaded during the practical exercise in Lesson VI)
  - Case lube pad
  - Case preparation tools (neck brush, primer pocket cleaner, chamfering tool; appropriate for the cartridge[s] to be reloaded during Lesson V)
  - Case trimmer (appropriate for the cartridge[s] to be reloaded during Lesson V)

Revision date 05-16
• Dies (appropriate for the cartridge[s] to be reloaded during Lesson V; additional 2-, 3-, and 4-die sets for visual aids, if available)
• Empty cartridge cases (6 to 10, both rifle and pistol; appropriate for the cartridge[s] to be reloaded during Lesson V)
• Loading block (appropriate for the cartridge[s] to be reloaded during Lesson V)
• Priming tool (may be part of press; appropriate for the cartridge[s] to be reloaded during Lesson V)
• Powder scale
• Powder measure
• Powder trickler
• Powder funnel
• Powder (appropriate for the cartridge[s] to be reloaded during Lesson V; must be listed in reloading manuals for the cartridge and components selected)
• Primers (appropriate for the cartridge[s] to be reloaded during Lesson V; must be listed in reloading manuals for the cartridge and components selected)
• Reloading manuals containing reloading data from manufacturers of metallic cartridge components
• Empty cartridge cases of various case head and body types (with and without defects)

Tools should be mounted on a sturdy bench. Make sure all components are segregated and well-identified. Be sure to comply with all applicable reloading safety precautions and local fire regulations. Remember, your example will influence your instructor candidates’ attitudes toward safety and handling components.

Just as live ammunition is never permitted in the classroom during any NRA firearm training course, no firearms are permitted in the classroom during any NRA reloading course.

**Sporting Arms and Ammunition Manufacturers’ Institute (SAAMI) brochures are available from the National Shooting Sports Foundation, 11 Mile Hill Road, Newtown, CT 06470-2359. Downloadable brochures are available at saami.org/Publications/**

No firearms are permitted in the classroom
Lesson VI: Introduction to *NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans*

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

- Effectively conduct the gathering period and opening period of the NRA Basic Metallic Cartridge Reloading Course.
- State the goal of the NRA Basic Metallic Cartridge Reloading Course.
- Describe the structure of the *NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans*.
- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basic Metallic Cartridge Reloading Course.
- Outline the content of the NRA Basic Metallic Cartridge Reloading Course.

**Length:** 30 minutes

**Facility:** Classroom

**Training Aids:**

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans* (one per candidate)
- *NRA Basic Reloading Course Student Packet* (one per candidate)

*No firearms in the classroom!*

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<td>State learning objectives for the current lesson.</td>
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<tr>
<td>B. The Structure of NRA Lesson Plans</td>
<td><strong>Distribute</strong> <em>NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans</em>. Candidates may insert them into the <em>NRA Trainer’s Guide</em> binder. <strong>Explain</strong> to candidates that these lesson plans are the guidelines they are to follow in conducting the <em>NRA Basic Metallic Cartridge Reloading</em> Course as NRA Certified Instructors.</td>
</tr>
</tbody>
</table>
1. Introduction  

Turn with candidates to the Introduction in the Metallic Cartridge Reloading Lesson Plans.

Have them read the Introduction to themselves.  
Identify appropriate responses in your presentation, including those listed at left:

a. Basics  
The NRA Basic Metallic Cartridge Reloading Course is just that: a basic course. The reloading instructors will need to make an effort to simplify.

b. Course goal  
Review the course goal. Note that it is state in terms of knowledge, skills, and attitude.

c. Course length and time requirements  
Emphasize that the length of each lesson indicated in the lesson plans should be used only as an estimate. The actual length of each lesson will vary with such factors as class size, facilities, instructor experience, student experience and comprehension acuity, and student-to-instructor ratio.

Although the course can be completed in a single day, it can also be conducted a few hours at a time over several days. Stress that instructors with less experience should factor in extra time for teaching the course.

d. Student-to-instructor ratio  
Due to the need to provide close supervision and guidance to each student striving to learn the precise and highly technical process of reloading, a student-to-instructor ratio of no more than six students to one instructor is recommended; a four-to-one ratio is preferred.

e. Objective-based course  
Emphasize that the course is objective based, requiring each student to accomplish specific performance objectives before proceeding to more complex tasks. State that instructors should use the performance requirements checklist in Appendix 1 of the Metallic Cartridge Reloading Lesson Plans to track their students’ performance. There should be one copy of this checklist per student. Instructors are granted permission to reproduce this checklist locally.
f. **TPI**

NRA courses stress hands-on learning: Total Participant Involvement. **Discuss** with instructor candidates various ways in which TPI can be incorporated (e.g., questions, discussions, demonstrations, and group interactions).

g. **Instructor’s mindset**

Each instructor should encourage students to learn to think for themselves. Instructors must therefore resist the urge to do the students’ thinking for them.

h. **Lessons and lesson plans**

Lessons I to V and VII of the NRA Basic Metallic Cartridge Reloading Course are one hour in length, while Lesson VI is two hours in length. A 10-minute break should be given after every 50 minutes of instruction.

**Review** with instructor candidates the multi-column format used in the lesson plans for the Metallic Cartridge Reloading Course. Lesson content, instructional notes, and suggested training aids and references each have a separate column.

i. **Safety**

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

**Make sure** all components are segregated and well-identified. **Be sure** to abide by all applicable fire regulations. If necessary, use a substitute for powder during the reloading practical.

Just as live ammunition is never permitted in the classroom during any NRA firearm training course, *no firearms are permitted in the classroom during any NRA reloading course.*

Emergency procedures should be established ahead of time. **Follow** established NRA emergency procedures as outlined in the NRA Range Safety Officer Course.

*Note:* Safety, adequate training, and the practice of proper techniques constitute the foundation of reloading.

For this reason, anyone who wishes to engage in reloading should first become thoroughly familiar with proper reloading procedures (through a training course or other means). Also, reloading should not be undertaken by anyone who cannot devote his or her complete attention to the reloading process.
Always consult a current reloading manual published by a reliable source, and use only the components specified. Remember to double-check everything!

j. Policy notes

The NRA Basic Metallic Cartridge Reloading Course may be conducted only by NRA Certified Instructors who possess the appropriate instructor rating and who strictly follow the specifications of the lesson plans. Teaching a basic reloading course may be used to fulfill an instructor’s annual activity goal.

When conducting an NRA Basic Metallic Cartridge Reloading Course, the instructor must provide each student with the items in the NRA Basic Metallic Cartridge Reloading Course Student Packet. The number of students listed on an instructor’s course report should equal the number of student packets ordered; this helps the NRA track the number of students taking NRA courses.

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

2. Course outline

Turn with candidates to the Course Outline in the Metallic Cartridge Reloading Lesson Plans.

a. Goal

Review the course goal: To provide beginning reloaders with the basic knowledge, skills, and attitude necessary to safely reload metallic cartridges. Note that it is stated in terms of knowledge, skills, and attitude.

b. Length of course

Note the length of the course: eight hours. Experience has shown that this is the minimum time necessary to adequately cover the material and have students acquire the specified knowledge, skills, and attitude. Courses must meet this minimum length in order to be considered NRA courses.

c. Student text

Show candidates a copy of the student handbook, the NRA Guide to Reloading. Indicate that each student in an NRA Basic Metallic Cartridge Reloading Course must receive a copy. It is an excellent reference book that may be used both during and after the NRA Basic Metallic Cartridge and Shotgun Shell Reloading Courses.
d. Course lessons  | **Review** the structure of the course lessons. **Note** the sequence:

- I: Introduction to Reloading and Reloading Safety
- II: Centerfire Cartridge Components
- III: Using the Reloading Manual and Reloading Data
- IV: Metallic Cartridge Reloading Equipment
- V: Making the First Metallic Cartridges
- VI: Course Review and Examination

3. Required materials  | **Turn** with candidates to the Required Materials list in the *Metallic Cartridge Reloading Lesson Plans*. **Show** candidates the other NRA materials that must be used in each NRA Basic Metallic Cartridge Reloading Course.

4. Learning objectives  | **Turn** with candidates to Lesson I: Introduction to Reloading and Reloading Safety in the *Metallic Cartridge Reloading Lesson Plans*. **Note** that each lesson begins with a statement of objectives. They state the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.

5. Length of lesson  | **Note** that the required length is indicated at the beginning of each lesson.

6. Facility  | **Note** that the facility is indicated at the beginning of each lesson.

7. Training aids  | **Note** that training aids are indicated for each lesson.

8. Content  | **Note** that the lesson plans have a three-column format. The left column indicates the lesson content, i.e., what the students will learn.

**Note** that the center column contains instructional notes, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching.
9. Lesson plan walk-through

Note that the right column contains notes, what slide to use from any computer presentations, and provides space for you to write additional notes.

Turn with candidates through the pages of the Metallic Cartridge Reloading Lesson Plans. Summarize briefly the content of each lesson. Note the practical exercises in Lesson V.

10. Student exam and grading key

Turn with candidates to the Student Examination/Evaluation and Grading Key in the Metallic Cartridge Reloading Lesson Plans.

Explain that these are teaching tools used to help students learn, as well as to evaluate the students’ performance and the instructor’s effectiveness.

C. The NRA Guide to Reloading Student Handbook

Distribute copies of the NRA Guide to Reloading student handbook to candidates. Page through handbook with candidates. Note the many illustrations to which instructors may refer students during class. Note also that the handbook is only a basic reference describing the basic process of reloading. It does not contain actual reloading data; thus, it must be used with a manufacturer’s reloading data manual. It will also be used in the NRA Basic Shotgun Shell Reloading Course.

D. Gun Owner’s Responsibilities

Have the candidates turn to the Opening Period in the Metallic Cartridge Reloading Lesson Plans and read aloud the shaded box titled “Gun Owner’s Responsibilities.” Discuss with the students as necessary to ensure their understanding of these responsibilities.

Gun Owner’s Responsibilities

Americans enjoy a right that citizens of many other countries do not—the right to own firearms. But with this right comes a responsibility. It is the gun owner’s responsibility to store, operate and maintain his or her firearms safely. It is the gun owner’s responsibility to ensure that unauthorized or untrained individuals cannot gain access to his or her firearms. And it is the gun owner’s responsibility to learn and obey all applicable laws that pertain to the purchase, possession and use of a firearm in his or her locale. Guns are
neither safe nor unsafe by themselves. When people learn and practice responsible gun ownership, firearms are safe.

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<th>E. Conclude Lesson</th>
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<td><strong>2. Questions</strong></td>
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<td><strong>Answer questions</strong></td>
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<td><strong>3. Preview</strong></td>
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</table>
NRA TRAINING COUNSELOR GUIDE
NRA Basic Metallic Cartridge Reloading Instructor Training

X-16

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Lesson VII: Teaching Basic Metallic Cartridge Reloading Lesson I: Introduction to Reloading and Reloading Safety

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

- Effectively conduct Lesson I: Introduction to Reloading and Reloading Safety of the NRA Basic Metallic Cartridge Reloading Course.
- Teach the firing process.
- Teach the reloading process.
- Teach why people reload.
- Name and explain the fundamental safety rules for reloading.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basic Reloading Course Student Packet
- NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans
- NRA Basic Metallic Cartridge Reloading Training Aids (wall charts or overhead transparencies)
- One set of reloading equipment
- SAAMI Sporting Ammunition brochure

No firearms in the classroom!

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<th>Content</th>
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<tr>
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<td>State learning objectives for the current lesson.</td>
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<td>B. Practical Exercise</td>
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<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson I in the Metallic Cartridge Reloading Lesson Plans. Review the learning objectives, lesson content indicated in the left column, methods of instruction in the center column, and references in the right column.</td>
</tr>
</tbody>
</table>
2. Assign topics

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

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

- Introduction to Reloading (section B.1)
- Introduction to Reloading (section B.2)
- Introduction to Reloading (sections B.3 and B.4)
- Introduction to Reloading (section B.5)
- Introduction to Reloading (section B.6)
- Reloading Safety Rules (section C)

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, but all candidates do not need to participate in each presentation. However, all candidates will be expected to play a leading role in at least one classroom presentation (more than one, if time and facilities permit).

Depending on the class size, you may wish to assign two topics to a group. If the class size is relatively large, you may wish to have some groups prepare presentations from the following lesson at the same time.

Note that their presentations will be the primary way candidates will demonstrate that they have acquired the knowledge, skill, and attitude necessary to organize and conduct the NRA Basic Metallic Cartridge Reloading Course as NRA Certified Instructors.

Encourage candidates to use the indicated NRA Basic Metallic Cartridge Reloading 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

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

5. Conclusions
Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson I.

C. Conclude Lesson

1. Summary
Highlight important points:

- Effectively conduct Lesson I.
- Teach the firing process.
- Teach the reloading process.
- Teach why people reload.
- Name and explain the fundamental safety rules for reloading.

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

Answer questions

3. Preview
Preview the next lesson briefly.
Lesson VIII: Teaching Basic Metallic Cartridge Reloading Lesson II: Centerfire Cartridge Components

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

- Effectively conduct Lesson II: Centerfire Cartridge Components of the NRA Basic Metallic Cartridge Reloading Course.
- Teach the proper nomenclature for centerfire cartridge components: cases, primers, bullet types, and smokeless powder.
- Teach the proper handling and storage procedures for cartridge components.

**Length:** 60 minutes

**Facility:** Classroom

**Training Aids:**

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans*
- *NRA Basic Reloading Course Student Packet*
- NRA Basic Metallic Cartridge Reloading Training Aids (wall charts or overhead transparencies)
- One set of reloading equipment
- SAAMI *Sporting Ammunition* brochure
- SAAMI *Primers* brochure
- SAAMI *Smokeless Powder* brochure

*No firearms in the classroom!*

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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td><strong>Turn</strong> with candidates to Lesson II in the <em>Metallic Cartridge Reloading Lesson Plans</em>. <strong>Review</strong> the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.</td>
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</tbody>
</table>

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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:

- Centerfire Cartridge Cases (section B)
- Primers (section C)
- Powders (section D)
- Bullets (section E)

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson II.
C. Conclude Lesson

1. Summary

Highlight important points:

- Effectively conduct Lesson II.
- Teach the proper nomenclature for centerfire cartridge components: cases, primers, bullet types, and smokeless powder.
- Teach the proper handling and storage procedures for cartridge components.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview the next lesson briefly.
Lesson IX: Teaching Basic Metallic Cartridge Reloading Lesson III: Using the Reloading Manual and Reloading Data

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

- Effectively conduct Lesson III: Using the Reloading Manual and Reloading Data of the NRA Basic Metallic Cartridge Reloading Course.
- Teach how to select a suitable load for a particular cartridge from a reloading manual.
- Teach how to identify necessary information for a particular cartridge in the ballistics tables in reloading manuals.
- Teach how to refine a metallic cartridge load.
- Teach how to recognize signs of high chamber pressure.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basic Reloading Course Student Packet
- NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans
- NRA Basic Metallic Cartridge Reloading Training Aids (wall charts or overhead transparencies)
- At least two current manufacturer’s metallic cartridge reloading data manuals with ballistics tables

No firearms in the classroom!

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<tr>
<td>B. Practical Exercise</td>
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<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson III in the Metallic Cartridge Reloading Lesson Plans. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.</td>
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</tbody>
</table>

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Review the training aids and NRA materials to be used in teaching Lesson III. **Distribute** NRA materials.

2. Assign topics

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

- The Reloading Manual (section B)
- Using Reloading Data (section C)
- Reloading Data Safety (section D)
- Using Ballistics Tables (section E)
- Refining the Load (section F)

**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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

1. Summary

Highlight important points:

- Effectively conduct Lesson III.
- Teach how to select a suitable load for a particular cartridge from a reloading manual.
- Teach how to identify necessary information for a particular cartridge in the ballistics tables in reloading manuals.
- Teach how to refine a metallic cartridge load.
- Teach how to recognize signs of high chamber pressure.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview the next lesson briefly.
Lesson X: Teaching Basic Metallic Cartridge Reloading Lesson IV: Metallic Cartridge Reloading Equipment

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

- Effectively conduct Lesson IV: Metallic Cartridge Reloading Equipment of the NRA Basic Metallic Cartridge Reloading Course.
- Teach the equipment needed to reload metallic cartridges.
- Teach the operation of metallic cartridge reloading equipment.
- Teach the requirements for a basic reloading bench.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basic Reloading Course Student Packet*
- *NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans*
- NRA Basic Metallic Cartridge Reloading Training Aids (wall charts or overhead transparencies)
- One set of reloading equipment
- Sample cartridge components

*No firearms in the classroom!*

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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. Practical Exercise</td>
<td>Turn with candidates to Lesson IV in the <em>Metallic Cartridge Reloading Lesson Plans</em>. Review the learning objectives, lesson content in the left column, and methods of instruction in the right column.</td>
</tr>
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2. Assign topics

**Review** the training aids and NRA materials to be used in teaching Lesson IV. **Distribute** NRA materials.

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

- Identification of Reloading Equipment (section B.1)
- Identification of Reloading Equipment (sections B.2 and B.3)
- Identification of Reloading Equipment (sections B.4-B.7)
- Identification of Reloading Equipment (sections B.8-B.11)
- Identification of Reloading Equipment (sections B.12-B.15)
- Identification of Reloading Equipment (sections B.16-B.20)

In classes having an insufficient number of candidates to form a separate group for each of the above, topics may be combined as needed.

**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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. **Make** appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)
4. Evaluation

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

5. Conclusions

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Effectively conduct Lesson IV.
- Teach the equipment needed to reload metallic cartridges.
- Teach the operation of metallic cartridge reloading equipment.
- Teach the requirements for a basic reloading bench.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview the next lesson briefly.
Lesson XI: Teaching Basic Metallic Cartridge Reloading Lesson V: Making the First Metallic Cartridges

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

- Effectively conduct Lesson V: Making the First Metallic Cartridges of the NRA Basic Metallic Cartridge Reloading Course.
- Teach the proper setup of reloading equipment.
- Teach the proper technique to reload a metallic cartridge.
- Reload a metallic cartridge
- Teach the proper hygienic guidelines for handling lead and components.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basic Reloading Course Student Packet*
- *NRA Basic Metallic Cartridge Reloading Course Outline and Lesson Plans*
- NRA Basic Metallic Cartridge Reloading Training Aids (wall charts or overhead transparencies)
- One complete reloading station for every two to four instructor candidates
- Sufficient cases, primers, bullets, and powder at each station to allow each candidate to present the reloading process (components must match dies and available reloading data)
- At least two different reloading manuals per station

*No firearms in the classroom!*

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<td>State learning objectives for the current lesson.</td>
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<td>B. Practical Exercise</td>
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<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson V in the <em>Metallic Cartridge Reloading Lesson Plans</em>.</td>
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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 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:

- The Reloading Process (sections D.1-D.4)
- The Reloading Process (sections D.5-D.7)
- The Reloading Process (sections D.8-D.12)
- The Reloading Process (sections D.14-D.16)
- The Reloading Process (sections D.17-D.19)
- Reloading Hygiene (section E)

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Effectively conduct Lesson V.
- Teach the proper setup of reloading equipment.
- Teach the proper technique to reload a metallic cartridge.
- Reload a metallic cartridge
- Teach the proper hygienic guidelines for handling lead and components.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview the next lesson briefly.
Lesson XII: Teaching Basic Metallic Cartridge Reloading Lesson VI: Course Review and Examination

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

- Effectively conduct Lesson VI: Course Review and Examination of the NRA Basic Metallic Cartridge Reloading Course.
- Successfully complete the NRA Trainer’s Examination and the NRA Basic Metallic Cartridge Reloading Course Examination.

Length: 90 minutes

Facility: Classroom

Training Aids:

- NRA Guide to Reloading handbook (one per candidate)
- Course examinations and evaluations (one per candidate)
- Pens or pencils
- Examination key
- Course completion certificates (one per candidate)
- NRA membership applications (one per candidate)

Optional Materials:

- NRA Basic Metallic Cartridge Reloading Wall Charts
- Overhead transparencies and projector

No firearms in the classroom!

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<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson VI in the Metallic Cartridge Reloading Lesson Plans. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the center column.</td>
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2. Presentation

**Present** Lesson VI: Course Review and Examination of the NRA Basic Metallic Cartridge Reloading Course to the candidates as if you are the NRA instructor.

**C. Written Examinations**

**Distribute** copies of the NRA Trainer’s Examination and the *NRA Basic Metallic Cartridge Reloading* Course Student Examination.

**Administer** the NRA Trainer’s Examination first, then the NRA Basic Metallic Cartridge Reloading Course Student Examination.

**Allow** a brief break between exams.

**Examinations** are open-book examinations. Candidates may use their handbooks, notes, brochures, and any other materials handed out during the course. However, they may not ask other course students or graduates for answers.

**D. Grade Examinations**

**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.

*Note:* The examination should be viewed as one of many teaching and evaluation tools that help instructors and students alike determine whether and to what extent training has taken place. Examinations indicate progress as well as point out areas where additional training may be necessary to develop the desired knowledge, skills, and attitude.

Examinations also indicate how successful the trainers have been in teaching the students, and where instructors may need to modify or strengthen their presentations. **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.

**Remind** candidates that they will be administering examinations to students in the NRA Basic Metallic Cartridge Reloading Course. **Note** that there is not a specific “passing” grade for students in an NRA basic course, and that instructors should use the learning objectives for each lesson to determine whether students have successfully completed the course.

### E. Instructor Certification

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

**Explain** what they will need to complete the credentialing process:

1. An NRA number or existing NRA Instructor number.
   **Note:** Candidates may attend the course without an NRA number. However, *non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!
## F. Instructor Course Completion Cards

**Distribute** NRA Instructor Course Completion Cards to candidates who have successfully completed the course. **Congratulate** them on their accomplishment.

**Explain** that they will be distributing course completion certificates to students who successfully complete the NRA Basic Metallic Cartridge Reloading Course.

## G. Conclude Lesson

1. **Summary**

   **Highlight** important points:
   - Pass the *NRA Basics of Metallic Cartridge Reloading* Course Examination.
   - Explain how to finalize credentialing with the National Rifle Association.

2. **Questions**

   **Ask** the candidates what questions they have about this lesson.

   Answer questions.

## H. Conclude Course

**Highlight** the course goal:

To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the *NRA Basic Metallic Cartridge Reloading* Course.

1. **Questions**

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

   Answer questions.

2. **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.

3. **Dismissal**

   **Dismiss** the class.
XI.  NRA BASIC SHOTGUN SHELL RELOADING INSTRUCTOR TRAINING
NRA BASIC SHOTGUN SHELL RELOADING INSTRUCTOR TRAINING

The NRA Basic Shotgun Shell Reloading Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Basic Shotgun Shell Reloading Instructor Training (7.5 hours)

This chapter contains the lesson plans for part two of an NRA Basic Shotgun Shell Reloading Instructor Training Course. Training Counselors are encouraged to use PowerPoint® presentations whenever possible and "teach to the slides” and maintain the lesson plan for reference.

Prior to conducting an NRA Basic Shotgun Shell Reloading Instructor Training Course, Training Counselors should have instructor candidates complete the pre-course questionnaire, found in Appendix 1. In addition, Training Counselors should also have instructor candidates demonstrate their reloading background and experience through completion of the pre-course assessment exercises shown below. Only those candidates who meet all specified requirements for NRA instructors are eligible for certification.

Candidates for basic shotgun shell reloading instructor ratings must perform as follows in the pre-course assessment exercises:

I. **Pre-Test:** 90 percent or higher. (The NRA Basic Shotgun Shell Reloading Student Examination is used for the pre-test.)

II. **Pre-Course Assessment:** The candidate must demonstrate basic knowledge, skill, and safe handling procedures for reloading shotgun shells by performing the following:

   A. Set up a shotgun shell reloader in accordance with the manufacturer’s instructions so that it will:
      - Throw a charge of a particular size and weight of shot
      - Throw a charge of a particular type and weight of powder
      - Seat the wad with a specific amount of wad pressure
• Form a proper crimp

B. Set up and zero a powder scale (manufacturer’s instructions available), then accurately weigh a thrown charge of shot or powder.

C. When given a specific hull, wad, and weight and velocity of the shot charge, use a shotgun shell reloading manual to find the proper powder type and quantity to safely produce the velocity desired with the components specified, as well as such ballistic information as downrange velocity and pellet energy at various ranges.

*Note:* If necessary, a substitute (such as cornmeal) may be used in place of powder in these assessments.
COURSE OUTLINE

NRA Basic Shotgun Shell Reloading Instructor Training

Course Goal: To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Basic Shotgun Shell Reloading Course.

Remaining Length of Course: 7.5 hours

Course Lessons:

Lesson VI. Introduction to *NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans* (30 minutes)

Lesson VII. Teaching Basic Shotgun Shell Reloading Lesson I: Introduction to Reloading and Reloading Safety (60 minutes)

Lesson VIII. Teaching Basic Shotgun Shell Reloading Lesson II: Shotgun Shell Components (60 minutes)

Lesson IX. Teaching Basic Shotgun Shell Reloading Lesson III: Using the Reloading Manual and Reloading Data (60 minutes)

Lesson X. Teaching Basic Shotgun Shell Reloading Lesson IV: Shotgun Shell Reloading Equipment (60 minutes)

Lesson XI. Teaching Basic Shotgun Shell Reloading Lesson V: Making the First Shotgun Shells (90 minutes)

Lesson XII. Teaching Basic Shotgun Shell Reloading Lesson VII: Course Review and Examination (90 minutes)

*Important Note:* Safety, adequate training, and the practice of proper techniques constitute the foundation of reloading. For this reason, anyone who wishes to engage in reloading should first become thoroughly familiar with proper reloading procedures (through a training course or other means). Also, reloading should not be undertaken by anyone who cannot devote his or her complete attention to the reloading process. Always consult a current reloading manual published by a reliable source and use only the components specified. Remember to double-check everything!
REQUIRED MATERIALS

NRA Basic Shotgun Shell Reloading Instructor Training Course

(Visit materials.nrahq.org for item numbers and prices. Check with the Sporting Arms and Ammunition Manufacturers’ Institute [SAAMI] for current prices on their items.)

One per candidate:

- NRA Trainer’s Guide
- NRA Basic Shotgun Shell Reloading Instructor Candidate Packet (includes Course Outline and Lesson Plans, NRA Trainer’s Examination, NRA Basic Reloading Course Student Examination)
- NRA Basic Reloading Course Student Packet (includes handbook, Examination, Scantron Answer Sheet, Course Completion Certificate, NRA Gun Safety Rules brochure, NRA Basic Firearm Training Program brochure)
- NRA Instructor Course Completion Card
- NRA Basic Course Student Registration Cards (25/pack)
- NRA Certified Instructor Program brochure (Share Your Knowledge)
- SAAMI Smokeless Powder (item 200)**
- SAAMI Primers (item 201)**
- SAAMI Sporting Ammunition (item 202)**

Other Required Equipment/Materials:

- NRA Basic Shotgun Shell Reloading Wall Charts (set of seven)
- At least one complete set of reloading equipment, including:
  - Safety glasses for all instructors and students
  - Shotgun shell reloading press
  - Bushings or charge bars for both powder and shot (appropriate for the shotgun shell[s] to be reloaded during Lesson V)
  - Shot (appropriate for the shotgun shell[s] to be reloaded during Lesson V; must be listed in reloading manuals)
  - Powder and shot scale
  - Empty hulls (6 to 10; appropriate for the shotgun shell[s] to be reloaded Lesson V)
  - Wads (appropriate for the shotgun shell[s] to be reloaded during Lesson V; must be listed in reloading manuals for the components selected)
  - Powder (appropriate for the shotgun shell[s] to be reloaded during Lesson V; must be listed in reloading manuals for the components selected)
- Primers (appropriate for the shotgun shell[s] to be reloaded during Lesson V; must be listed in reloading manuals for the components selected)
- Shotgun shell boxes and labels (appropriate for the shotgun shell[s] to be reloaded during Lesson V)
- Reloading manuals containing reloading data from manufacturers of shotgun shell components
- Empty hulls of various gauges and types (with and without defects)

Tools should be mounted on a sturdy bench. Make sure all components are segregated and well-identified. Be sure to comply with all applicable reloading safety precautions and local fire regulations. Remember, your example will influence your instructor candidates’ attitudes toward safety and handling components.

Just as live ammunition is never permitted in the classroom during any NRA firearm training course, **no firearms are permitted in the classroom during any NRA reloading course.**

**Sporting Arms and Ammunition Manufacturers’ Institute (SAAMI) brochures are available from the National Shooting Sports Foundation, 11 Mile Hill Road, Newtown, CT 06470-2359. Downloadable brochures are available at saami.org/Publications/**.
Lesson VI: Introduction to NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans

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

- Effectively conduct the gathering period and opening period of the NRA Basic Shotgun Shell Reloading Course.
- State the goal of the NRA Basic Shotgun Shell Reloading Course.
- Describe the structure of the NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans.
- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basic Shotgun Shell Reloading Course.
- Outline the content of the NRA Basic Shotgun Shell Reloading Course.

Length: 30 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans (one per candidate)
- NRA Basic Reloading Course Student Packet (one per candidate)

No firearms in the classroom!

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<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. The Structure of NRA Lesson Plans</td>
<td>Distribute NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans. Candidates may insert them into the NRA Trainer’s Guide binder. Explain to candidates that these lesson plans are the guidelines they are to follow in conducting the NRA Basic Shotgun Shell Reloading Course as NRA Certified Instructors.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to the Introduction in the Shotgun</td>
</tr>
</tbody>
</table>

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### NRA Basic Shotgun Shell Reloading Course

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Basics</strong></td>
<td>The NRA Basic Shotgun Shell Reloading Course is just that: a <strong>basic</strong> course. The reloading instructors will need to make an effort to simplify.</td>
</tr>
<tr>
<td><strong>b. Course goal</strong></td>
<td>The goal of the NRA Basic Shotgun Shell Reloading Course is <strong>to provide beginning reloaders with the basic knowledge, skills, and attitude necessary to safely reload shotgun shells.</strong></td>
</tr>
<tr>
<td><strong>c. Course length and time requirements</strong></td>
<td><strong>Emphasize</strong> that the length of each lesson indicated in the lesson plans should be used only as an estimate. The actual length of each lesson will vary with such factors as class size, facilities, instructor experience, student experience and comprehension acuity, and student-to-instructor ratio. Although the course can be completed in a single day, it can also be conducted a few hours at a time over several days. <strong>Stress</strong> that instructors with less experience should factor in extra time for teaching the course.</td>
</tr>
<tr>
<td><strong>d. Student-to-instructor ratio</strong></td>
<td>Due to the need to provide close supervision and guidance to each student striving to learn the precise and highly technical process of reloading, a student-to-instructor ratio of no more than six students to one instructor is recommended; a four-to-one ratio is preferred.</td>
</tr>
<tr>
<td><strong>e. Objective-based course</strong></td>
<td><strong>Emphasize</strong> that the course is objective based, requiring each student to accomplish specific performance objectives before proceeding to more complex tasks. <strong>State</strong> that instructors should use the performance requirements checklist in Appendix 1 of the <em>Shotgun Shell Reloading Lesson Plans</em> to track their students’ performance. There should be one copy of this checklist per student. Instructors are granted permission to reproduce this checklist locally.</td>
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<tr>
<td>f. TPI</td>
<td>NRA courses stress hands-on learning: Total Participant Involvement. Discuss with instructor candidates various ways in which TPI can be incorporated (e.g., questions, discussions, demonstrations, and group interactions).</td>
</tr>
<tr>
<td>g. Instructor’s mindset</td>
<td>Each instructor should encourage students to learn to think for themselves. Instructors must therefore resist the urge to do the students’ thinking for them.</td>
</tr>
<tr>
<td>h. Lessons and lesson plans</td>
<td>Note that each lesson should include a ten-minute break at the end and the one two-hour lesson (lesson V) should incorporate an additional break after the first 50 minutes.</td>
</tr>
<tr>
<td>i. Safety</td>
<td>Safety must be stressed at all times, in your words and in your actions. Make sure all components are segregated and well-identified. Be sure to abide by all applicable fire regulations. If necessary, use a substitute for powder during the reloading practical. Just as live ammunition is never permitted in the classroom during any NRA firearm training course, no firearms are permitted in the classroom during any NRA reloading course. Emergency procedures should be established ahead of time. Follow established NRA emergency procedures as outlined in the NRA Range Safety Officer Course. Note: Safety, adequate training, and the practice of proper techniques constitute the foundation of reloading. For this reason, anyone who wishes to engage in reloading should first become thoroughly familiar with proper reloading procedures (through a training course or other means). Also, reloading should not be undertaken by anyone who cannot devote his or her complete attention to the reloading process. Always consult a current reloading manual published by a reliable source, and use only the components specified. Remember to double-check everything!</td>
</tr>
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The NRA Basic Shotgun Shell Reloading Course may be conducted only by NRA Certified Instructors who possess the appropriate instructor rating and who strictly follow the specifications of the lesson plans. Teaching a basic reloading course may be used to fulfill an instructor’s annual activity goal.

j. Policy notes

When conducting an NRA Basic Shotgun Shell Reloading Course, the instructor must provide each student with the items in the NRA Basic Shotgun Shell Reloading Course Student Packet. The number of students listed on an instructor’s course report form should equal the number of student packets ordered; this helps the NRA track the number of students taking NRA courses.

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

2. Course outline

Turn with candidates to the Course Outline in the Shotgun Shell Reloading Lesson Plans.

a. Goal

Review the course goal: to provide beginning reloaders with the basic knowledge, skills, and attitude necessary to safely reload shotgun shells. Note that it is stated in terms of knowledge, skills, and attitude.

b. Length of course

Note the length of the course: six hours. Experience has shown that this is the minimum time necessary to adequately cover the material and have students acquire the specified knowledge, skills, and attitude. Courses must meet this minimum length in order to be considered NRA courses.

c. Student text

Show candidates a copy of the student handbook, the NRA Guide to Reloading. Indicate that each student in an NRA Basic Shotgun Shell Reloading Course must receive a copy. It is an excellent reference book that may be used both during and after the NRA Basic Shotgun Shell and Metallic Cartridge Reloading Courses.
d. Course lessons

Review the structure of the course lessons. Note the sequence:

- I: Introduction to Reloading and Reloading Safety
- II: Shotgun Shell Components
- III: Using the Reloading Manual and Reloading Data
- IV: Shotgun Shell Reloading Equipment
- V: Making the First Shotgun Shells
- VI: Course Review and Examination

3. Required materials

Turn with candidates to the Required Materials list in the Shotgun Shell Reloading Lesson Plans. Show candidates the other NRA materials that must be used in each NRA Basic Shotgun Shell Reloading Course.

4. Learning objectives

Turn with candidates to Lesson I: Introduction to Reloading and Reloading Safety in the Shotgun Shell Reloading Lesson Plans. Note that each lesson begins with a statement of objectives. They state the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.

5. Length of lesson

Note that the required length is indicated at the beginning of each lesson.

6. Facility

Note that the facility is indicated at the beginning of each lesson.

7. Training aids

Note that training aids are indicated for each lesson.

8. Content

Note that the lesson plans have a three-column format. The left column indicates the lesson content, i.e., what the students will learn.

Note that the center column contains instructional notes, i.e., how the instructor should teach the content to students, along with other important information to be used while teaching.
Note that the right column contains notes, what slide to use from any computer presentations, and provides space for you to write additional notes.

9. Lesson plan walk-through

Turn with candidates through the pages of the Shotgun Shell Reloading Lesson Plans. Summarize briefly the content of each lesson. Note the practical exercises in Lesson V.

10. Student exam and grading key

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

C. The NRA Guide to Reloading Student Handbook

Distribute copies of the NRA Guide to Reloading student handbook to candidates. Page through handbook with candidates. Note the many illustrations to which instructors may refer students during class. Note also that the handbook is only a basic reference describing the basic process of reloading. It does not contain actual reloading data; thus, it must be used with a manufacturer’s reloading data manual. It will also be used in the NRA Basic Metallic Cartridge Reloading Course.

D. Gun Owner’s Responsibilities

Have the candidates turn to the Opening Period in the Shotgun Shell Reloading Lesson Plans and read aloud the shaded box titled “Gun Owner’s Responsibilities.” Discuss with the students as necessary to ensure their understanding of these responsibilities.

Gun Owner’s Responsibilities

Americans enjoy a right that citizens of many other countries do not—the right to own firearms. But with this right comes a responsibility. It is the gun owner’s responsibility to store, operate and maintain his or her firearms safely. It is the gun owner’s responsibility to ensure that unauthorized or untrained individuals cannot gain access to his or her firearms. And it is the gun owner’s responsibility to learn and obey all applicable laws that pertain to the purchase, possession and use of a firearm.
E. Conclude Lesson

1. Summary

Highlight most important points:

- Effectively conduct the gathering period and opening period of the NRA Basic Shotgun Shell Reloading Course.
- State the goal of the NRA Basic Shotgun Shell Reloading Course.
- Describe the structure of the NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans.
- Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basic Shotgun Shell Reloading Course.
- Outline the content of the NRA Basic Shotgun Shell Reloading Course.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview the next lesson briefly.

firearm in his or her locale. Guns are neither safe nor unsafe by themselves. When people learn and practice responsible gun ownership, firearms are safe.
Lesson VII: Teaching Basic Shotgun Shell Reloading Lesson I: Introduction to Reloading and Reloading Safety

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

- Effectively conduct Lesson I: Introduction to Reloading and Reloading Safety of the NRA Basic Shotgun Shell Reloading Course.
- Teach the firing process.
- Teach the reloading process.
- Teach why people reload.
- Name and explain the fundamental safety rules for reloading.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basic Reloading Course Student Packet
- NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans
- NRA Basic Shotgun Shell Reloading Training Aids (wall charts or overhead transparencies)
- One set of reloading equipment
- SAAMI Sporting Ammunition brochure

No firearms in the classroom!

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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 I in the Shotgun Shell Reloading Lesson Plans. Review the learning objectives, lesson content indicated in the left column, methods of instruction in the center column, and references in the right column.</td>
</tr>
</tbody>
</table>

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

2. Assign topics

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

- Introduction to Reloading (section B.1)
- Introduction to Reloading (section B.2)
- Introduction to Reloading (sections B.3 and B.4)
- Introduction to Reloading (section B.5)
- Introduction to Reloading (section B.6)
- Reloading Safety Rules (section C)

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, but all candidates do not need to participate in each presentation. However, all candidates will be expected to play a leading role in at least one classroom presentation (more than one, if time and facilities permit).

Depending on the class size, you may wish to assign two topics to a group. If the class size is relatively large, you may wish to have some groups prepare presentations from the following lesson at the same time.

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 Shotgun Shell Reloading Course as NRA Certified Instructors.

Encourage candidates to use the indicated NRA Basic Shotgun Shell Reloading 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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Effectively conduct Lesson I.
- Teach the firing process.
- Teach the reloading process.
- Teach why people reload.
- Name and explain the fundamental safety rules for reloading.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview the next lesson briefly
Lesson VIII: Teaching Basic Shotgun Shell
Reloading Lesson II: Shotgun Shell Components

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

- Effectively conduct Lesson II: Shotgun Shell Components of the NRA Basic Shotgun Shell Reloading Course.
- Teach the proper nomenclature for shotgun shell components: hulls, primers, smokeless powder, wads, and shot or slugs.
- Teach the proper handling and storage procedures for shotgun shell components.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans
- NRA Basic Reloading Course Student Packet
- NRA Basic Shotgun Shell Reloading Training Aids (wall charts or overhead transparencies)
- One set of reloading equipment
- SAAMI Sporting Ammunition brochure
- SAAMI Primers brochure
- SAAMI Smokeless Powder brochure

No firearms in the classroom!

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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td>Turn with candidates to Lesson II in the Shotgun Shell Reloading Lesson Plans. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.</td>
</tr>
</tbody>
</table>

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

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:

- Shotgun Shell Cases (Hulls) (section C)
- Primers (section D)
- Powders (section E)
- Wads (section F)
- Shot pellets (section G)

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson II.
C. Conclude Lesson

1. Summary

**Highlight** important points:

- Effectively conduct Lesson II.
- Teach the proper nomenclature for shotgun shell components: hulls, primers, smokeless powder, wads, and shot or slugs.
- Teach the proper handling and storage procedures for shotgun shell components.

2. Questions

**Ask** candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview next lesson briefly.
Lesson IX: Teaching Basic Shotgun Shell
Reloading Lesson III: Using the Reloading Manual and Reloading Data

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

- Effectively conduct Lesson III: Using the Reloading Manual and Reloading Data of the NRA Basic Shotgun Shell Reloading Course.
- Teach how to select a suitable shotgun shell load from a reloading manual.
- Teach how to identify necessary information for a particular shotgun shell load in the ballistics tables in reloading manuals.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basic Reloading Course Student Packet
- NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans
- NRA Basic Shotgun Shell Reloading Training Aids (wall charts or overhead transparencies)
- At least two current manufacturer’s shotgun shell reloading data manuals with ballistics tables

No firearms in the classroom!

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<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson III in the Shotgun Shell Reloading Lesson Plans. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the right column.</td>
</tr>
</tbody>
</table>

Revision date 01-10
Review the training aids and NRA materials to be used in teaching Lesson III. Distribute NRA materials.

2. Assign topics

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

- The Reloading Manual (section C)
- Using Reloading Data (section D)
- Reloading Data Safety (section E)
- Using Ballistics Tables (section F)
- Trying Different Loads (section G)

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

Ask candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. Share lessons you learned in your experience in teaching Lesson III.
C. Conclude Lesson

1. Summary

**Highlight** important points:

- Effectively conduct Lesson III.
- Teach how to select a suitable shotgun shell load from a reloading manual.
- Teach how to identify necessary information for a particular shotgun shell load in the ballistics tables in reloading manuals.

2. Questions

**Ask** candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview next lesson briefly.
Lesson X: Teaching Basic Shotgun Shell Reloading Lesson IV: Shotgun Shell Reloading Equipment

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

- Effectively conduct Lesson IV: Shotgun Shell Reloading Equipment of the NRA Basic Shotgun Shell Reloading Course.
- Teach the equipment needed to reload shotgun shells.
- Teach the operation of shotgun shell reloading equipment.
- Teach the requirements for a basic reloading bench.

Length: 60 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basic Reloading Course Student Packet*
- *NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans*
- NRA Basic Shotgun Shell Reloading Training Aids (wall charts or overhead transparencies)
- One set of shotgun shell reloading equipment
- Sample shotgun shell components

*No firearms in the classroom!*

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Practical Exercise</td>
<td>Turn with candidates to Lesson IV in the <em>Shotgun Shell Reloading Lesson Plans</em>. <strong>Review</strong> the learning objectives, lesson content in the left column, and methods of instruction in the right column.</td>
</tr>
<tr>
<td>1. Introduction</td>
<td><strong>Review</strong> the training aids and NRA materials to be used in teaching Lesson IV. <strong>Distribute</strong> NRA materials.</td>
</tr>
</tbody>
</table>

Revision date 01-10

XI-29
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:

- Identification of Reloading Equipment (section C.1)
- Identification of Reloading Equipment (sections C.2 and C.3)
- Identification of Reloading Equipment (section C.4)

In classes having an insufficient number of candidates to form a separate group for each of the above, topics may be combined as needed.

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

5. Conclusions

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

1. Summary

Highlight important points:

- Effectively conduct Lesson IV.
- Teach the equipment needed to reload shotgun shells.
- Teach the operation of shotgun shell reloading equipment.
- Teach the requirements for a basic reloading bench.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview next lesson briefly
Lesson XI: Teaching Basic Shotgun Shell Reloading Lesson V: Making the First Shotgun Shells

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

- Effectively conduct Lesson V: Making the First Shotgun Shells of the NRA Basic Shotgun Shell Reloading Course.
- Teach the proper techniques used to reload a shotgun shell.
- Teach the proper setup of shotgun shell reloading equipment.
- Teach the proper hygienic guidelines for handling lead and components.
- Teach reloading of a shotgun shell.

Length: 90 minutes

Facility: Classroom

Training Aids:

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- NRA Basic Reloading Course Student Packet
- NRA Basic Shotgun Shell Reloading Course Outline and Lesson Plans
- NRA Basic Shotgun Shell Reloading Training Aids (wall charts or overhead transparencies)
- One complete reloading station for every two to four instructor candidates
- Sufficient hulls, primers, powder, wads, and shot at each station to allow each candidate to present the reloading process (components must match available reloading data)
- At least two different reloading manuals per station

No firearms in the classroom!

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
</tbody>
</table>
B. Practical Exercise

1. Introduction

Turn with candidates to Lesson V in the Shotgun Shell Reloading 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 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:

- The Reloading Process (sections D.1-D.2)
- The Reloading Process (sections D.3-D.5)
- The Reloading Process (sections D.6-D.9)
- The Reloading Process (sections D.10-D.11)
- Reloading Hygiene (section E)

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. Other candidates will observe each presentation closely and make appropriate notes. Their comments are a primary source of input during the evaluation session to follow. Make appropriate notes on candidates’ performance. (Evaluations should be conducted immediately after each presentation.)

4. Evaluation

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

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

C. Conclude Lesson

1. Summary

Highlight important points:

- Effectively conduct Lesson V.
- Teach the proper techniques used to reload a shotgun shell.
- Teach the proper setup of shotgun shell reloading equipment.
- Teach the proper hygienic guidelines for handling lead and components.
- Teach reloading of a shotgun shell.

2. Questions

Ask candidates what questions they have about this lesson.

Answer questions

3. Preview

Preview the next lesson briefly.
Lesson XII: Teaching Basic Shotgun Shell Reloading Lesson VI: Course Review and Examination

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

- Effectively conduct Lesson VI: Course Review and Examination of the NRA Basic Shotgun Shell Reloading Course.
- Successfully complete the NRA Trainer’s Examination and the NRA Basic Shotgun Shell Reloading Course Examination.

Length: 90 minutes

Facility: Classroom

Training Aids:

- NRA *Guide to Reloading* handbook (one per candidate)
- Course examinations and evaluations (one per candidate)
- Pens or pencils
- Examination key
- Course completion certificates (one per candidate)

Optional Materials:

- NRA Basic Shotgun Shell Reloading Wall Charts
- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart

No firearms in the classroom!

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduce Lesson</td>
<td>State learning objectives for the current lesson.</td>
</tr>
<tr>
<td>B. Present Lesson</td>
<td></td>
</tr>
<tr>
<td>1. Introduction</td>
<td>Turn with candidates to Lesson VI in the <em>Shotgun Shell Reloading Lesson Plans</em>. Review the learning objectives, lesson content indicated in the left column, and methods of instruction in the center column.</td>
</tr>
</tbody>
</table>

Revision date 01-10
2. Presentation

**Present** Lesson VI: Course Review and Examination of the NRA Basic Shotgun Shell Reloading Course to the candidates as if you are the NRA instructor.

C. Written Examinations

**Distribute** copies of the NRA Trainer’s Examination and the *NRA Basic Shotgun Shell Reloading* Course Student Examination.

**Administer** the NRA Trainer’s Examination first, then the NRA Basic Shotgun Shell Reloading Course Student Examination.

**Allow** a brief break between exams.

**Examinations** are open-book examinations. Candidates may use their handbooks, notes, brochures, and any other materials handed out during the course. However, they may not ask other course students or graduates for answers.

D. Grade Examinations

**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.

*Note:* The examination should be viewed as one of many teaching and evaluation tools that help instructors and students alike determine whether and to what extent training has taken place. Examinations indicate progress as well as point out areas where additional training may be necessary to develop the desired knowledge, skills, and attitude.

Examinations also indicate how successful the trainers have been in teaching the students, and where instructors may need to modify or strengthen their presentations.

**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.

Remind candidates that they will be administering examinations to students in the NRA Basic Shotgun Shell Reloading Course. Note that there is not a specific “passing” grade for students in an NRA basic course, and that instructors should use the learning objectives for each lesson to determine whether students have successfully completed the course.

E. Instructor Certification

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

Explain what they will need to complete the credentialing process:

1. An NRA number or existing NRA Instructor number.
   Note: Candidates may attend the course without an NRA number. However, non-members who are not yet instructors will have to wait for their non-member instructor number to be assigned and sent to them by email. This will 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!
F. Instructor Course Completion Cards

Distribute NRA Instructor Course Completion Cards to candidates who have successfully completed the course. **Congratulate** them on their accomplishment. **Explain** that they will be distributing course completion certificates to students who successfully complete the NRA Basic Shotgun Shell Reloading Course.

G. Conclude Lesson

1. **Summary**
   
   **Highlight** important points:
   - Pass the *NRA Basics of Shotgun Shell Reloading* Course Examination.
   - Explain how to finalize credentialing with the National Rifle Association.

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

H. Conclude Course

**Highlight** the course goal:

To develop NRA Certified Instructors who possess the knowledge, skills, and attitude necessary to conduct the NRA Basic Shotgun Shell Reloading Course

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

2. **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.

3. **Dismissal**
   
   Dismiss the class

Revision date 04-14
Appendix 1

NRA INSTRUCTOR TRAINING PROGRAM
PRE-COURSE QUESTIONNAIRE

Thank you for your interest in the NRA Instructor Training Program. The goal of this program is to develop instructors to teach NRA Basic Firearm Training Courses according to the lesson plans and training standards of the National Rifle Association. This program is not designed to prepare you to teach other firearm training courses (such as law enforcement, security, or hunter safety courses), nor to prepare you to develop firearm training courses of your own.

The NRA Instructor Training Course is designed to teach you how to teach others to shoot using NRA lesson plans and training methods. The course is not designed to improve your shooting skills. Taking the NRA Basic course in the discipline you wish to obtain is a prerequisite for certification. You will be asked to demonstrate your firearm background through participation in pre-course assessment or qualification exercises.

A complete NRA Instructor Training Course consists of two parts. The first is basic instructor training, which consists of 6 hours of instruction. The second part is discipline-specific instructor training, which consists of an additional 5 to 14 hours of instruction per discipline. For example, an NRA Instructor Training Course in rifle, pistol, and shotgun lasts at least 40 hours.

During the NRA Instructor Training Course, you will receive from your Training Counselor the NRA Trainer’s Guide, the appropriate NRA Instructor Candidate Packet which includes the course outlines and lesson plans for the disciplines you wish to teach, the appropriate NRA basic course student packet which includes the handbook, certificates, NRA Gun Safety Rules brochure and other materials used in NRA basic courses.

The NRA Training Counselor who conducts your course will make a recommendation to NRA concerning your certification based on an evaluation of your knowledge, skills, and attitude. You will be asked to demonstrate your organizational and teaching skills through participation in several practical exercises during the course of your training. You will also be asked to complete an instructor certification examination. A minimum score of 90 percent is required for certified instructor applicants (85 percent for assistant and apprentice instructor applicants). However, attendance at the course, or a passing grade on the examination, does not guarantee that you will receive the recommendation of the NRA Training Counselor.
Initial Certified Instructor credentials are valid for two years. After completion of the second year, instructors will need to have reported training at nrainstructors.org and complete an online NRA Trainer Refresher course to recertify. Recertification will be required every other year.

Certified Instructors must have a valid email address and be registered at nrainstructors.org. They must remain current on NRA policies and procedures by thoroughly reviewing the NRA Training Department Update email blasts, nrainstructors.org and visiting the NRA Blog at: nrablog.com.
I have read the description of the NRA Instructor Training Program on the previous pages, understand its goals, and am interested in attending a course to prepare me to become an NRA Certified Instructor.

Signature

Name

Street

City, State, Zip

Email address ____________________________@______________________________

Daytime Phone ________________________ Evening Phone _________________

Today’s Date ________________________ Date of Birth ______________________

Occupation __________________________

Highest level of education completed ________________________________

NRA Member? _________ Status (Annual, Life, etc.) ______________________________

Do you currently hold ratings as an NRA Basic Firearm Training Instructor or NRA Shooting Coach? _________ If yes, which ratings do you hold? ______________________________

Which instructor ratings are you interested in obtaining? ______________________________

Why do you wish to become an NRA Certified Instructor? ______________________________

Where do you plan to conduct the classroom and range portions of your NRA Basic Firearm Training Courses? ______________________________
Briefly describe any previous teaching experience (shooting and non-shooting related).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Briefly describe your shooting experience with rifles, pistols, shotguns, muzzleloading firearms, and air guns. List the types of guns you have fired (e.g., bolt-action rifle, semi-automatic pistol), how long you have been shooting them, how often you shoot them, how many rounds you have fired in the past six months, and the types of activities in which you participate with these guns.

________________________________________________________________________
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Appendix 2

NRA INSTRUCTOR TRAINING PROGRAM
PRE-COURSE ASSESSMENT

HOME FIREARM SAFETY

Name of Candidate

Date

Shoots Right- or Left-Handed? (Circle one.)
UNLOADING PROCEDURES FOR DIFFERENT ACTION TYPES

1. Double-Action Revolver

The candidate is brought to a table on which rests a double-action revolver loaded with six rounds of dummy ammunition. The gun is resting on its right side with the action closed and the muzzle pointed in a safe direction.

Have the candidate explain and demonstrate the proper procedures to unload this gun. Check that candidate performs the following:

_____ a. Picks up gun, points in safe direction, keeps finger off trigger.

_____ b. Follows unloading procedures outlined in the NRA Home Firearm Safety handbook.

_____ c. Visually and manually inspects chambers.

_____ d. Returns gun to table with gun pointed in safe direction, cylinder open, and chambers visible.

On a scale of 1 to 5 (5 being highest), rate the candidates:

_____ Knowledge of unloading procedure (explanation).

_____ Skill in performing this procedure (demonstration).

_____ Attitude toward safety (explanation and demonstration).

_____ Comfort level in unloading this type of gun (explanation and demonstration).

Notes:
2. Single-Action Revolver

The candidate is brought to a table on which rests a single-action revolver loaded with six rounds of dummy ammunition. The gun is resting on its left side with the action closed and the muzzle pointed in a safe direction.

Have the candidate **explain and demonstrate** the proper procedures to unload this gun. Check that candidate performs the following:

_____ a. Picks up gun, points in safe direction, keeps finger off trigger.
_____ b. Follows unloading procedures outlined in the NRA *Home Firearm Safety* handbook.
_____ c. Visually and manually inspects each chamber.
_____ d. Returns gun to table with gun pointed in safe direction, loading gate open, and hammer in position that allows cylinder to be rotated.

On a scale of 1 to 5 (5 being highest), rate the candidates:

_____ Knowledge of unloading procedure (explanation).
_____ Skill in performing this procedure (demonstration).
_____ Attitude toward safety (explanation and demonstration).
_____ Comfort level in unloading this type of gun (explanation and demonstration).

Notes:
3. Semi-Automatic Pistol

The candidate is brought to a table on which rests a semi-automatic pistol with one round of dummy ammunition in the magazine and one in the chamber. The gun is resting on its left side with the action closed, the safety (if applicable) in the “safe” position, and the muzzle pointed in a safe direction.

Have the candidate explain and demonstrate the proper procedures to unload this gun. Check that candidate performs the following:

_____ a. Picks up gun, points in safe direction, keeps finger off trigger.

_____ b. Follows unloading procedures outlined in the NRA Home Firearm Safety handbook. (Have candidate lock the slide back if the gun is equipped with a slide lock.)

_____ c. Visually and manually inspects the chamber.

_____ d. Returns gun to table with gun pointed in safe direction, magazine out, and slide back.

On a scale of 1 to 5 (5 being highest), rate the candidates:

_____ Knowledge of unloading procedure (explanation).

_____ Skill in performing this procedure (demonstration).

_____ Attitude toward safety (explanation and demonstration).

_____ Comfort level in unloading this type of gun (explanation and demonstration).

Notes:
4. Bolt-Action Rifle

The candidate is brought to a table on which rests a bolt-action rifle loaded with a round of dummy ammunition in the chamber and two or more additional rounds of dummy ammunition in the magazine. The gun is resting on its left side with the action closed, the safety in the “safe” position, and the muzzle pointed in a safe direction.

Have the candidate **explain and demonstrate** the proper procedures to unload this gun. Check that candidate performs the following:

- a. Picks up gun, points in safe direction, keeps finger off trigger.
- b. Follows unloading procedures outlined in the NRA *Home Firearm Safety* handbook.
- c. Visually and manually inspects chamber.
- d. Returns gun to table with gun pointed in safe direction, action open, and chamber visible.

On a scale of 1 to 5 (5 being highest), rate the candidates:

- Knowledge of unloading procedure (explanation).
- Skill in performing this procedure (demonstration).
- Attitude toward safety (explanation and demonstration).
- Comfort level in unloading this type of gun (explanation and demonstration).

Notes:
5. Semi-Automatic Rifle

The candidate is brought to a table on which rests a semi-automatic rifle loaded with a round of dummy ammunition in the chamber and two or more additional rounds of dummy ammunition in the magazine. The gun is resting on its left side with the action closed, the safety in the “safe” position, and the muzzle pointed in a safe direction.

Have the candidate explain and demonstrate the proper procedures to unload this gun. Check that candidate performs the following:

_____ a. Picks up gun, points in safe direction, keeps finger off trigger.

_____ b. Follows unloading procedures outlined in the NRA Home Firearm Safety handbook. (Note: If the rifle has a detachable box magazine, it should be removed first.)

_____ c. Visually and manually inspects chamber.

_____ d. Returns gun to table with gun pointed in safe direction, action open, and chamber visible.

On a scale of 1 to 5 (5 being highest), rate the candidates:

_____ Knowledge of unloading procedure (explanation).

_____ Skill in performing this procedure (demonstration).

_____ Attitude toward safety (explanation and demonstration).

_____ Comfort level in unloading this type of gun (explanation and demonstration).

Notes:
6. Pump Action Shotgun

The candidate is brought to a table on which rests a pump action shotgun loaded with a round of dummy ammunition in the chamber and two or more additional rounds of dummy ammunition in the magazine. The gun is resting on its left side with the action closed, the safety in the “safe” position, and the muzzle pointed in a safe direction.

Have the candidate explain and demonstrate the proper procedures to unload this gun. Check that candidate performs the following:

_____ a. Picks up gun, points in safe direction, keeps finger off trigger.

_____ b. Follows unloading procedures outlined in the NRA Home Firearm Safety handbook.

_____ c. Visually and manually inspects chamber.

_____ d. Returns gun to table with gun pointed in safe direction, action open, and chamber visible.

On a scale of 1 to 5 (5 being highest), rate the candidate’s:

_____ Knowledge of unloading procedure (explanation).

_____ Skill in performing this procedure (demonstration).

_____ Attitude toward safety (explanation and demonstration).

_____ Comfort level in unloading this type of gun (explanation and demonstration).

Notes:
7. **Hinge Action Shotgun**

The candidate is brought to a table on which rests a hinge action shotgun loaded with a round of dummy ammunition in each chamber. The gun is resting on its left side with the action closed, the safety in the “safe” position, and the muzzle pointed in a safe direction.

Have the candidate **explain and demonstrate** the proper procedures to unload this gun. Check that candidate performs the following:

- a. Picks up gun, points in safe direction, keeps finger off trigger.
- b. Follows unloading procedures outlined in the NRA *Home Firearm Safety* handbook.
- c. Visually and manually inspects chamber(s).
- d. Returns gun to table with gun pointed in safe direction, action open, and chamber(s) visible.

On a scale of 1 to 5 (5 being highest), rate the candidates:

- Knowledge of unloading procedure (explanation).
- Skill in performing this procedure (demonstration).
- Attitude toward safety (explanation and demonstration).
- Comfort level in unloading this type of gun (explanation and demonstration).

Notes:
Appendix 3

NRA INSTRUCTOR TRAINING PROGRAM
PRE-COURSE QUALIFICATION

RIFLE

Name of Candidate _______________________________ Date______________

The NRA Instructor Training Pre-Course Qualification is to be administered after the potential Instructor Candidate has taken the Basic Rifle Shooting Course, and achieved a minimum score of 90 percent on the Basic Rifle Shooting Course Student Exam. The Pre-Course Qualification must be administered before or during an Instructor Training Course and is a hands-on, practical exercise to evaluate an individual’s knowledge, skills and attitude in safety, loading, unloading, clearing firearm malfunctions, and shooting skills. The qualification is conducted in three phases. Alternatively, candidates may provide documented proof of NRA Competitive Rifle classification as a Sharpshooter or better, or a certification as an NRA LEAD Patrol Rifle or Precision Rifle Instructor.

Passing/Failing:
The NRA Pre-Course Qualification for Rifle will have a maximum score of 100 points and a minimum passing score of 80 points. Minimum passing requirement must be met in each phase.

Unsafe Gun Handling:
Candidates who demonstrate unsafe gun handling will be given 0 points for that particular skill test. Examples of unsafe gun handling include pointing the gun in an unsafe direction or any area not designated as safe by the Training Counselor, sweeping one’s own body, or placing the finger on the trigger before being ready to shoot.

PHASE 1 - LOADING/UNLOADING
Location: Classroom or Range

Using dummy ammunition, instructor candidate must load and unload a bolt-action rifle, lever action rifle, and a semi-automatic rifle.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.
**Loading**
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

<table>
<thead>
<tr>
<th>Rifle Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolt Action Rifle</td>
<td></td>
</tr>
<tr>
<td>Lever Action Rifle</td>
<td></td>
</tr>
<tr>
<td>Semi-Automatic Rifle</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Unloading**
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

<table>
<thead>
<tr>
<th>Rifle Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolt Action Rifle</td>
<td></td>
</tr>
<tr>
<td>Lever Action Rifle</td>
<td></td>
</tr>
<tr>
<td>Semi-Automatic Rifle</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

**PHASE 2 – CLEARING COMMON RIFLE STOPPAGES**
Location: Classroom or Range

Using dummy ammunition, instructor candidate must demonstrate how to clear a common rifle stoppage using a semi-automatic rifle. Training Counselor will set-up the rifle and conduct a practical exercise involving failure to fire and double feeds.

*Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.*

FAILURE TO FIRE DRILL: If candidate waits 30 seconds keeping the gun pointed in a safe direction, taps the bottom of the magazine, and pulls the charging handle/bolt handle expending the bad cartridge, 5 points will be given.

DOUBLE FEED DRILL: If the candidate locks the bolt to the rear and renders the rifle unloaded, 5 points will be given.
Minimum Passing 8 points / Maximum 10 points
5 points maximum per stoppage type

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-Automatic Failure to Fire</td>
<td>________</td>
</tr>
<tr>
<td>Semi-Automatic Double Feed</td>
<td>________</td>
</tr>
<tr>
<td>TOTAL</td>
<td>________</td>
</tr>
</tbody>
</table>

**PHASE 3 – RIFLE SHOOTING**

Location: Range

Candidate will shoot one type of rifle for the shooting phase of the qualification. A blank 4.5 inch diameter circle at a distance of 25 yards will be used as the target for the shooting phase. Candidate will fire 10 shots from each of three positions: bench rest position, prone position, and standing, unsupported position. A fresh target will be used for each position. Two points will be given for each shot that hits the paper. Shots that break the edge of the paper will count as a hit (see below). Candidates will be allowed to shoot their own firearms if desired. *Two requalification shoots are allowed within any 24-hour period.*

![Target Diagram]

If distance adjustment is required due to range limitations, the following formula will be used; all distances are in inches (hit scoring and requirements remain the same):

\[
\text{Target Diameter} = \text{Target Distance} \times 0.005
\]
Candidates will be given a score of 0 for each safety violation.

Minimum Passing 48 points / Maximum 60 points
2 points for each scoring hit

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rifle Shooting - Benchrest (10 shots)</td>
</tr>
<tr>
<td>Rifle Shooting - Prone (10 shots)</td>
</tr>
<tr>
<td>Rifle Shooting - Standing (10 shots)</td>
</tr>
</tbody>
</table>

Phase I Loading Unloading Sub-Total: 
Minimum Passing 80%

Phase II Clearing Stoppages Sub-Total: 
Minimum Passing 80%

Phase III Rifle Shooting Sub-Total: 
Minimum Passing 80%
Appendix 4

NRA INSTRUCTOR TRAINING PROGRAM
PRE-COURSE QUALIFICATION

SHOTGUN

Name of Candidate ______________________________ Date ________________

The NRA Instructor Training Pre-Course Qualification is to be administered after the potential Instructor Candidate has taken the Basic Shotgun Shooting Course and achieved a minimum score of 90 percent on the Basic Shotgun Shooting Course Student Exam. The Pre-Course Qualification must be administered before an individual attends an Instructor Training Course and is a hands-on, practical exercise to evaluate an individual’s knowledge, skills and attitude in safety, loading, unloading, clearing firearm stoppages, and shooting skills. The qualification is conducted in three phases.

Passing/Failing:
The NRA Pre-Course Qualification for Shotgun will have a maximum score of 100 points and a minimum passing score of 80 points. Minimum passing requirement must be met in each phase.

Unsafe Gun Handling:
Candidates who demonstrate unsafe gun handling will be given 0 points for that particular skill test. Examples of unsafe gun handling include pointing the gun in an unsafe direction or any area not designated as safe by the Training Counselor, sweeping one’s own body, or placing the finger on the trigger before being ready to shoot.

PHASE 1 - LOADING/UNLOADING
Location: Classroom or Range

Using dummy ammunition, instructor candidate must load and unload a pump action shotgun, hinge action shotgun, and a semi-automatic shotgun.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.
Loading
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

<table>
<thead>
<tr>
<th>Action Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pump Action Shotgun</td>
<td>_______</td>
</tr>
<tr>
<td>Hinge Action Shotgun</td>
<td>_______</td>
</tr>
<tr>
<td>Semi-Automatic Shotgun</td>
<td>_______</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_______</td>
</tr>
</tbody>
</table>

Unloading
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

<table>
<thead>
<tr>
<th>Action Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pump Action Shotgun</td>
<td>_______</td>
</tr>
<tr>
<td>Hinge Action Shotgun</td>
<td>_______</td>
</tr>
<tr>
<td>Semi-Automatic Shotgun</td>
<td>_______</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_______</td>
</tr>
</tbody>
</table>

Phase 2 – Clearing Common Shotgun Stoppages
Location: Range

Using dummy ammunition, instructor candidate must demonstrate how to clear a common shotgun stoppage using a pump or semi-automatic shotgun. Training Counselor will set-up the shotgun and conduct a practical exercise involving failure to fire and double feeds.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

Failure to Fire Drill: If candidate waits 30 seconds keeping the gun pointed in a safe direction, ejects the unfired shell properly, and attempts to refire, 5 points will be given.

Double Feed Drill: If the candidate locks the bolt to the rear, removes the double feed, and chambers and fires a new shell, 5 points will be given.
Minimum Passing 7 points / Maximum 10 points
5 points maximum per stoppage type

Points

Shotgun Failure to Fire

Shotgun Double Feed

TOTAL

PHASE 3 – SHOTGUN SHOOTING

Location: Range

Candidate will fire one 25-shot round of trap or skeet; when practical, give the prospective candidate his or her choice. When skeet is shot, the doubles may be shot as additional singles on stations 1, 2, 6, and 7. Minimum total hits of 13 must be attained. Alternatively, candidates may provide documented proof of having scored 50% or greater in any ATA or NSSA event or 45% in any NSCA event. Two refires are allowed within any 24-hour period.

SHOTGUN SHOOTING

Minimum Passing 49 points / Maximum 60 points

<table>
<thead>
<tr>
<th>Targets Hit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>59.09</td>
</tr>
<tr>
<td>23</td>
<td>58.17</td>
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<tr>
<td>22</td>
<td>57.25</td>
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<tr>
<td>21</td>
<td>56.34</td>
</tr>
<tr>
<td>20</td>
<td>55.42</td>
</tr>
<tr>
<td>19</td>
<td>54.5</td>
</tr>
</tbody>
</table>

Total:

Total Score (minimum passing qualification score is 80 points)
Appendix 5

NRA INSTRUCTOR TRAINING PROGRAM 
PRE-COURSE QUALIFICATION

PISTOL

Name of Candidate ______________________________Date______________

The NRA Instructor Training Pre-Course Qualification is to be administered after the potential Instructor Candidate has completed the Basics of Pistol Shooting Instructor Led Training and achieved a minimum score of 90 percent on the Basics of Pistol Shooting Exam. The Pre-Course Qualification must be administered before an individual attends an Instructor Training Course and is a hands-on, practical exercise to evaluate an individual’s knowledge, skills and attitude in safety, loading, unloading, clearing firearm malfunctions, and shooting skills. The qualification is conducted in three phases. Alternatively, candidates may provide documented proof of Classified Sharpshooter or better in NRA Conventional or Action Pistol, Classified Marksman or better in International Defensive Pistol Association (IDPA) or Classified “C” or better in US Practical Shooting Association (USPSA)/International Practical Shooting Confederation (IPSC) or a certification as an NRA LEAD Handgun/Shotgun or Tactical Handgun certified instructor.

Passing/Failing:
The NRA Pre-Course Qualification for Pistol will have a maximum score of 100 points and a minimum passing score of 80 points. Minimum passing requirement must be met in each phase.

Unsafe Gun Handling:
Candidates who demonstrate unsafe gun handling will be given 0 points for that particular skill test. Examples of unsafe gun handling include pointing the gun in an unsafe direction or any area not designated as safe by the Training Counselor, sweeping one’s own body, or placing the finger on the trigger before being ready to shoot.

PHASE 1 - LOADING/UNLOADING
Location: Classroom or Range

Using dummy ammunition, instructor candidate must load and unload a single action revolver, double action revolver, and a semi-automatic pistol.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.
Loading
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

Points

<table>
<thead>
<tr>
<th>Single Action Revolver</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Action Revolver</td>
<td></td>
</tr>
<tr>
<td>Semi-Automatic Pistol</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL_________

Unloading
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

Points

<table>
<thead>
<tr>
<th>Single Action Revolver</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Action Revolver</td>
<td></td>
</tr>
<tr>
<td>Semi-Automatic Pistol</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL_________

PHASE 2 – CLEARING COMMON PISTOL STOPPAGES
Location: Range

Using dummy ammunition, instructor candidate must demonstrate how to clear a common pistol stoppage using a semi-automatic pistol. Training Counselor will set-up the pistol and conduct a practical exercise involving failure to fire and double feeds.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

FAILURE TO FIRE DRILL: If candidate waits 30 seconds keeping the gun pointed in a safe direction, taps the bottom of the magazine, and pulls the slide to the rear, 5 points will be given.

DOUBLE FEED DRILL: If the candidate locks the slide to the rear, removes the magazine, and renders the pistol unloaded 5 points will be given.

A5- 2
Revision date 01-16
Minimum Passing 8 points / Maximum 10 points
5 points maximum per stoppage type

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-Automatic Failure to Fire</td>
</tr>
<tr>
<td>Semi-Automatic Double Feed</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**PHASE 3 – PISTOL SHOOTING**

Location: Range

Candidate will shoot any gun of their choice, regardless of action, sights or caliber, at a blank 9 inch diameter paper target at a distance of 15 yards. Candidates will fire 20 shots from a two-handed, unsupported, standing position. Targets will be broken into two ten-shot targets or four five-shot targets. Three points will be given for each scoring hit. In order for a hit to count, it must fall inside a ½” border from the edge of the plate. Shots that break the edge of the ½” border will count as hits. All scoring hits on a target must be within a 6” or less extreme spread (see below). Candidates will be allowed to shoot their own firearms if desired. *Two requalification shoots are allowed within any 24-hour period.*

![Target Diagram](image)

If adjusted distance is required due to range limitations, the following formulae will be used; all distances are in inches (hit scoring and requirements remain the same):

- **Target Diameter:** Target Distance divided by 60.0
- **Outside Border:** Target Diameter divided by 18.0
- **Extreme Spread:** Target Diameter divided by 1.5

*Candidate will be given a score of 0 for safety violations.*
Minimum Passing 48 points / Maximum 60 points
3 points for each scoring hit

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pistol Shooting</td>
</tr>
</tbody>
</table>

| Phase I Loading Unloading Sub-Total:        |
| Minimum Passing 80%                        |

| Phase II Clearing Stoppages Sub-Total:     |
| Minimum Passing 80%                        |

| Phase III Pistol Shooting Sub-Total:       |
| Minimum Passing 80%                        |

| Pistol Pre-Course Qualification Total Score: |

Revision date 01-16
Appendix 6

NRA INSTRUCTOR TRAINING PROGRAM
PRE-COURSE QUALIFICATION

PERSONAL PROTECTION IN THE HOME

Name of Candidate ______________________________ Date __________________

The NRA Instructor Training Pre-Course Qualification is to be administered after the potential Instructor Candidate has taken the Basic Personal Protection in Home Course and achieved a minimum score of 90 percent on the Personal Protection in the Home Course Student Exam. The Pre-Course Qualification must be administered before or during an Instructor Training Course and is a hands-on, practical exercise to evaluate an individual’s knowledge, skills and attitude in safety, loading, unloading, clearing firearm stoppages, and shooting skills. The qualification is conducted in three phases. Alternatively, candidates may provide documented proof of Classified Sharpshooter or better in NRA Conventional or Action Pistol, Classified Marksman or better in International Defensive Pistol Association (IDPA) or Classified “C” or better in US Practical Shooting Association (USPSA)/International Practical Shooting Confederation (IPSC) or a certification as an NRA LEAD Handgun/Shotgun or Tactical Handgun certified instructor.

Passing/Failing:
The NRA Pre-Course Qualification for Pistol will have a maximum score of 100 points and a minimum passing score of 80 points. Minimum passing requirement must be met in each phase.

Unsafe Gun Handling:
If a candidate demonstrates unsafe gun handling, he or she will be given 0 points for that particular skill test. Examples of unsafe gun handling include pointing the gun in an unsafe direction or any area not designated as safe by the Training Counselor, sweeping his or her own body, or placing the finger on the trigger before being ready to shoot.

PHASE 1 - LOADING/UNLOADING
Location: Classroom or Range

Using dummy ammunition, instructor candidate must load and unload a single action revolver, double action revolver, and a semi-automatic pistol. Ensure candidates demonstrate these skills with confidence.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

Revision date 03-18
Loading
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Action Revolver</td>
</tr>
<tr>
<td>Double Action Revolver</td>
</tr>
<tr>
<td>Semi-Automatic Pistol</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Unloading
Minimum Passing 12 points / Maximum 15 points
5 points maximum per action type

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Action Revolver</td>
</tr>
<tr>
<td>Double Action Revolver</td>
</tr>
<tr>
<td>Semi-Automatic Pistol</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

PHASE 2 – CLEARING COMMON PISTOL STOPPAGES
Location: Classroom or Range

Using dummy ammunition, instructor candidate must demonstrate how to clear a common pistol stoppage using a semi-automatic pistol. Training Counselor will set-up the pistol and conduct a practical exercise involving failure to fire and double feeds.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

FAILURE TO FIRE DRILL: If candidate waits 30 seconds keeping the gun pointed in a safe direction, taps the bottom of the magazine, and pulls the slide to the rear, 5 points will be given.

DOUBLE FEED DRILL: If the candidate locks the slide to the rear, removes the magazine, and renders the pistol unloaded 5 points will be given.
Minimum Passing 8 points / Maximum 10 points
5 points maximum per stoppage type

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-Automatic Failure to Fire</td>
</tr>
<tr>
<td>Semi-Automatic Double Feed</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**PHASE 3 – PISTOL SHOOTING**

Location: Range

**EQUIPMENT REQUIRED:** Shot timer or stopwatch  
**FIREARMS CALIBER:** Pistols must be 9mm or larger; Revolvers must be .38 or larger

Training Counselor will inform candidate that after the sequence of the drill is explained and objectives are stated, requests for elaboration may result in negative points assigned, and that a failure to follow all the skills in the drill will result in a deduction of points. However, the candidate may request that the sequence of the drill and objectives be stated more than once by the Training Counselor without being assigned negative points. Candidates will be allowed to shoot their own firearms if desired.

From a low ready position, candidates will shoot one type of pistol at a blank 9 inch diameter circle at a distance of 21 feet. On the command to fire, candidates will shoot an accelerated pair (i.e. 2 shots) from a two handed standing position and then scan their immediate area for additional threats. Each shot that hits the paper will be given a value of 3 points. Shots that break the edge of the paper will count as a hit. Candidates must shoot each string of fire in less than 2 seconds. Any shots after two seconds will be deducted from the total number of shots on the target at the end of the session. This drill will be repeated 10 times.

*If the candidate does not know what the low ready position is or how to assume a low ready, then 10 points will be deducted. If the candidate fails to scan during any of the 10 shot sessions, 2 points will be deducted for each failure to scan and assess. Training Counselor needs to time candidate for each 2 shot session. The candidate may not exceed 2 seconds per each two shot string. Candidate will be given a score of 0 for safety violations.*
Minimum Passing 48 points / Maximum 60 points

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of hits on paper (3 points/hit)</td>
</tr>
<tr>
<td></td>
<td>Failure to understand low ready position (-10 pts)</td>
</tr>
<tr>
<td></td>
<td>Failure to Scan and Assess (-2 pts/per)</td>
</tr>
</tbody>
</table>

Total Shooting Score (A-B-C)

Total Score (minimum passing qualification score is 80 points)
Appendix 7

NRA-NMLRA INSTRUCTOR TRAINING PROGRAM PRE-COURSE QUALIFICATION

MUZZLELOADING

Name of Candidate ______________________________ Date_________________

The NRA-NMLRA Instructor Training Pre-Course Qualification is to be administered after the potential Instructor Candidate has taken the Basic Muzzleloading Course and achieved a minimum score of 90 percent on the Basic Muzzleloading Course Student Exam. The Pre-Course Qualification must be administered before or during an Instructor Training Course and is a hands-on, practical exercise to evaluate an individual’s knowledge, skills and attitude in safety, loading, unloading, clearing firearm malfunctions, and shooting skills. The qualification is conducted in three disciplines, muzzleloading pistol, rifle and shotgun.

Passing/Failing:
The NRA-NMLRA Pre-Course Qualification for Muzzleloading will have a maximum score of 100 points and a minimum passing score of 80 points per discipline, muzzleloading, pistol, rifle and shotgun. Minimum passing requirement must be met in each phase.

Unsafe Gun Handling:
Candidates who demonstrate unsafe gun handling will be given 0 points for that particular skill test. Examples of unsafe gun handling include pointing the gun in an unsafe direction or any area not designated as safe by the Training Counselor, sweeping one’s own body, or placing the finger on the trigger before being ready to shoot.

MUZZLELOADING PISTOL SAFE GUN HANDLING
Location: Classroom or Range

Using an unloaded/unprimed muzzleloading pistol of each action type, the candidate must meet the following requirements.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

For each action type, candidate will explain and demonstrate the proper procedure to check whether the gun is unloaded:

1. No ignition source
NRA Training Counselor Guide

Appendix 7: NRA-NMLRA Instructor Training Program Pre-Course Qualification

Muzzleloading

2. No ball
3. No powder

Single Shot Percussion Pistol

1. Pick gun up; point in safe direction; finger off trigger
2. Place hammer at half cock and inspect nipple
3. Follow procedures to check bore as outlined in the NRA-NMLRA Muzzleloading Handbook
4. Return gun to table with muzzle pointed in safe direction and hammer at half cock

Flintlock Pistol

1. Pick gun up; point in safe direction; finger off trigger
2. Open frizzen, inspect pan, and gently lower hammer
3. Follow procedures to check bore as outlined in the NRA-NMLRA Muzzleloading Handbook
4. Return gun to table with muzzle pointed in safe direction, frizzen open, and hammer down

Muzzleloading Revolver

1. Pick gun up; point in safe direction; finger off trigger
2. Place hammer at half cock and inspect nipples
3. Follow procedures to check bore as outlined in the NRA-NMLRA Muzzleloading Handbook (NOTE: if candidate attempts to inspect chambers visually ensure gun is pointed in safe direction and the face is NOT placed over the muzzle or cylinder)
4. Return gun to table with muzzle pointed in safe direction and hammer at half cock position

SAFE GUN HANDLING

Minimum Passing 25 points / Maximum 30 points
10 points maximum per action type

<table>
<thead>
<tr>
<th>Action Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Shot Percussion</td>
<td></td>
</tr>
<tr>
<td>Flintlock</td>
<td></td>
</tr>
<tr>
<td>Muzzleloading Revolver</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Revision date 06-15
PHASE 2 – MUZZLELOADING PISTOL KNOWLEDGE

Location: Classroom or Range

Using an unloaded/unprimed muzzleloading pistol of any action type as a guide – if necessary, the candidate must properly explain the following operations of a muzzleloading pistol.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

Loading: In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

Y/N 8. Patch the ball
Y/N 9. Start ball and patch
Y/N 10. Trim the patch
Y/N 11. "Short seat" the ball
Y/N 12. Seat the ball against the powder charge
Y/N 13. Capping and priming

Identifying Failure to Fire: In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

Y/N
1. Bad cap
Y/N
2. Blocked flash channel
Y/N
3. Non-sparking flintlock
Y/N
4. Ball then powder

Corrective Procedures: In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook
NRA TRAINING COUNSELOR GUIDE
Appendix 7: NRA-NMLRA Instructor Training Program Pre-Course Qualification
Muzzleloading

Y/N

1. Recap
2. Pull nipple
3. Knap flint
4. Carbon dioxide discharger
5. Pull ball

Muzzleloading Pistol Knowledge

Minimum Passing 40 points / Maximum 45 points
15 points maximum per section

Points

Loading
Identifying Failure to Fire
Corrective Procedures

TOTAL

PHASE 3 – MUZZLELOADING PISTOL SHOOTING
Location: Range

Candidate will shoot ten shots with a revolver at a blank 9 inch diameter paper target at a distance of 15 yards. Candidates will fire ten shots using a one- or two-handed, unsupported, standing position. Two and a half points will be given for each scoring hit. In order for a hit to score, it must be on the plate. Candidates will be allowed to shoot their own firearm if desired. Two requalification shoots are allowed within any 24-hour period.

Revision date 06-15
If adjusted distance is required due to range limitations, the following formula will be used; all distances are in inches (hit scoring and requirements remain the same):

Target Diameter: Target Distance divided by 60.0

Candidate will be given a score of 0 for safety violations.

Minimum Passing 20 points / Maximum 25 points
2.5 points for each scoring hit

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pistol Shooting</td>
</tr>
</tbody>
</table>

Total Score (minimum passing qualification score is 80 points) __________

Revision date 06-15
MUZZLELOADING RIFLE SAFE GUN HANDLING
Location: Classroom or Range

Using an unloaded/unprimed muzzleloading rifle of each action type, the candidate must meet the following requirements.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

For each action type, candidate will explain and demonstrate the proper procedure to check whether the gun is unloaded:

1. No ignition source
2. No ball
3. No powder

**Percussion Rifle**

1. Pick gun up; point in safe direction; finger off trigger
2. Place hammer at half cock and inspect nipple
3. Follow procedures to check bore as outlined in the NRA-NMLRA Muzzleloading Handbook
4. Return gun to table with muzzle pointed in safe direction and hammer at half cock

**Flintlock Rifle**

1. Pick gun up; point in safe direction; finger off trigger
2. Open frizzen, inspect pan, and gently lower hammer
3. Follow procedures to check bore as outlined in the NRA-NMLRA Muzzleloading Handbook
4. Return gun to table with muzzle pointed in safe direction, frizzen open, and hammer down

**SAFE GUN HANDLING**
Minimum Passing 20 points / Maximum 30 points
15 points maximum per action type

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percussion Rifle</td>
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</tr>
<tr>
<td>Flintlock</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

A7- 6

Revision date 06-15
PHASE 2 – MUZZLELOADING RIFLE KNOWLEDGE
Location: Classroom or Range

Using an unloaded/unprimed muzzleloading rifle of any action type as a guide – if necessary - the candidate must properly explain the following operations of a muzzleloading rifle.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

**Loading:** In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

1. Position rifle for loading
2. Check bore for load
3. Wipe and clean bore
4. Snap a cap to ensure nipple and bore are clear.
5. Measure powder charge
6. Place powder in the bore
7. Prepare the patch
8. Patch the ball
9. Start ball and patch
10. Trim the patch
11. "Short seat" the ball
12. Seat the ball against the powder charge
13. Capping and priming

**Identifying Failure to Fire:** In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

Y/N

1. Bad cap
2. Blocked flash channel
3. Non-sparking flintlock
4. Ball then powder

**Corrective Procedures:** In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

Y/N

1. Recap
2. Pull nipple
3. Knap flint
4. Carbon dioxide dischrger
5. Pull ball

Revision date 06-15
Muzzleloading Rifle Knowledge

Minimum Passing 40 points / Maximum 45 points
15 points maximum per section

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loading</td>
</tr>
<tr>
<td>Identifying Failure to Fire</td>
</tr>
<tr>
<td>Corrective Procedures</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

PHASE 3 – MUZZLELOADING RIFLE SHOOTING

Location: Range

Candidate will shoot one type of muzzleloading rifle for the shooting phase of the qualification. Candidate must utilize a muzzleloading rifle that has front and rear sights; use of telescopic sights, riflescopes, or aiming devices is not allowed. A blank 9 inch diameter circle at a distance of 25 yards will be used as the target for the shooting phase. Candidate will fire 5 shots from each of two positions: benchrest position and standing unsupported position. A fresh target will be used for each position. 2.5 points will be given for each shot that hits the paper. Shots that break the edge of the paper will count as a hit (see below). Candidate will be allowed to shoot his or her own muzzleloading rifle if desired. Three requalification shoots are allowed within any 24-hour period.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

If distance adjustment is required due to range limitations, the following formula will be used; all distances are in inches (hit scoring and requirements remain the same):

\[ \text{Target Diameter} = \text{Target Distance (in inches)} \times 0.01 \]
Minimum Passing 20 points / Maximum 25 points
2.5 points for each hit on paper

<table>
<thead>
<tr>
<th>Points</th>
<th>Bench Rest (5 shots)</th>
<th>Standing (5 shots)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score (minimum passing qualification score is 80 points)
MUZZLELOADING SHOTGUN – SAFE GUN HANDLING
Location: Classroom or Range

Using an unloaded/unprimed muzzleloading shotgun of each action type, the candidate must meet the following requirements.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

For each action type, candidate will explain and demonstrate the proper procedure to check whether the gun is unloaded:

1. No ignition source
2. No load
3. No powder

Percussion Shotgun
1. Pick gun up; point in safe direction; finger off trigger
2. Place hammer at half cock and inspect nipple
3. Follow procedures to check bore as outlined in the NRA-NMLRA Muzzleloading Shooting Handbook
4. Return gun to table with muzzle pointed in safe direction and hammer at half cock

Flintlock Shotgun
1. Pick gun up; point in safe direction; finger off trigger
2. Open frizzen, inspect pan, and gently lower hammer
3. Follow procedures to check bore as outlined in the NRA-NMLRA Muzzleloading Shooting Handbook
4. Return gun to table with muzzle pointed in safe direction, frizzen open, and hammer down

SAFE GUN HANDLING
Minimum Passing 20 points / Maximum 30 points
15 points maximum per action type

Points

<table>
<thead>
<tr>
<th>Action Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percussion Shotgun</td>
<td>______</td>
</tr>
<tr>
<td>Flintlock Shotgun</td>
<td>______</td>
</tr>
<tr>
<td>TOTAL</td>
<td>______</td>
</tr>
</tbody>
</table>

Revision date 06-15
PHASE 2 – MUZZLELOADING SHOTGUN KNOWLEDGE
Location: Classroom or Range

Using an unloaded/unprimed muzzleloading shotgun of any action type as a guide – if necessary - the candidate must properly explain the following operations of a muzzleloading shotgun.

Requests for assistance will result in a deduction of 3 points per action type in the exercises; candidate will be given a score of 0 for safety violations.

Loading: In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

<table>
<thead>
<tr>
<th>Operation</th>
<th>Y/N</th>
<th>Operation</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Position shotgun for loading</td>
<td></td>
<td>8. Place lubricated cushion wad over wad.</td>
<td></td>
</tr>
<tr>
<td>4. Snap a cap to ensure nipple and bore are clear.</td>
<td></td>
<td>11. If loading another barrel, leave ramrod in the already loaded barrel.</td>
<td></td>
</tr>
<tr>
<td>5. Measure powder in bore</td>
<td></td>
<td>12. Repeat steps 5-10 for additional barrel.</td>
<td></td>
</tr>
<tr>
<td>6. Place powder in the bore</td>
<td></td>
<td>13. Capping and priming</td>
<td></td>
</tr>
<tr>
<td>7. Place over powder wad and seat on powder.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identifying Failure to Fire: In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

<table>
<thead>
<tr>
<th>Failure to Fire</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bad cap</td>
<td></td>
</tr>
<tr>
<td>2. Blocked flash channel</td>
<td></td>
</tr>
<tr>
<td>3. Non-sparking flintlock</td>
<td></td>
</tr>
<tr>
<td>4. Ball then powder</td>
<td></td>
</tr>
</tbody>
</table>

Corrective Procedures: In accordance with NRA-NMLRA Basic Muzzleloading Shooting Handbook

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recap</td>
<td></td>
</tr>
<tr>
<td>2. Pull nipple</td>
<td></td>
</tr>
<tr>
<td>3. Knap flint</td>
<td></td>
</tr>
<tr>
<td>4. Carbon dioxide dischrger</td>
<td></td>
</tr>
<tr>
<td>5. Pull ball</td>
<td></td>
</tr>
</tbody>
</table>

Revision date 06-15
Muzzleloading Shotgun Knowledge

Minimum Passing 40 points / Maximum 45 points
15 points maximum per section

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loading</td>
</tr>
<tr>
<td>Identifying Failure to Fire</td>
</tr>
<tr>
<td>Corrective Procedures</td>
</tr>
</tbody>
</table>

TOTAL

PHASE 3 – MUZZLELOADING SHOTGUN SHOOTING

Location: Range

Using a muzzleloading shotgun, candidate will fire ten shots at straight away clay targets from the 10-yard line on a registered trap field, if available. Portable trap may be used if conditions are matched. Candidates must break a minimum of five targets.

Minimum Passing 12.5 points/Maximum 25 points

Total Score (minimum passing qualification score is 80 points)
Appendix 8

NRA INSTRUCTOR TRAINING COURSE
BUDGET WORKSHEET

The NRA has prepared this budget worksheet to assist you in estimating the costs involved in planning and conducting an NRA Instructor Training Course. As explained earlier, the NRA does not expect Training Counselors to pay these costs themselves. You may recover your costs by charging a course fee and/or by using a sponsor. You may partially recover your costs, completely recover your costs (break even), or make a profit. This decision is up to you. Training Counselors must keep in mind that generating profits may require them to obtain a business license in their locality, and is likely to affect their liability insurance coverage and tax situation.

**Leadership**
(Items marked with an asterisk should be pro-rated according to the number of courses you conduct per year. You may wish to spread the cost of attending a Training Counselor workshop over several years.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel costs (e.g., personally owned vehicles, $.55 per mile)</td>
<td>_________</td>
</tr>
<tr>
<td>NRA certification fees*</td>
<td>_________</td>
</tr>
<tr>
<td>Cost of attending Training Counselor workshop*</td>
<td>_________</td>
</tr>
<tr>
<td>Liability insurance*</td>
<td>_________</td>
</tr>
</tbody>
</table>

**Facilities**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom rental fee</td>
<td>_________</td>
</tr>
<tr>
<td>Range rental fee</td>
<td>_________</td>
</tr>
</tbody>
</table>

**NRA Materials: Training Team**
(Initial cost or depreciation on existing items.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional wall charts</td>
<td>_________</td>
</tr>
<tr>
<td>Item</td>
<td>Amount</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Videotapes, DVDs, etc…</td>
<td></td>
</tr>
<tr>
<td>NRA Training Counselor shirt and hat</td>
<td></td>
</tr>
<tr>
<td>NRA Training Counselor patch and rockers</td>
<td></td>
</tr>
<tr>
<td><strong>NRA Materials: Instructor Candidates</strong></td>
<td></td>
</tr>
<tr>
<td>NRA Trainer’s Guides</td>
<td></td>
</tr>
<tr>
<td>NRA Instructor Candidate Packets</td>
<td></td>
</tr>
<tr>
<td>NRA Basic Course Student Packets</td>
<td></td>
</tr>
<tr>
<td>NRA Instructor Course Completion Cards</td>
<td></td>
</tr>
<tr>
<td>Instructor Course Report Form</td>
<td></td>
</tr>
<tr>
<td>Shipping</td>
<td></td>
</tr>
<tr>
<td>Sales tax</td>
<td></td>
</tr>
<tr>
<td><strong>Non-NRA Materials: Training Team</strong></td>
<td></td>
</tr>
<tr>
<td>(Rental costs, actual costs, and/or depreciation)</td>
<td></td>
</tr>
<tr>
<td>Audiovisual equipment</td>
<td></td>
</tr>
<tr>
<td>Depreciation on personally owned firearms</td>
<td></td>
</tr>
<tr>
<td>Dummy ammunition</td>
<td></td>
</tr>
<tr>
<td>Other training aids</td>
<td></td>
</tr>
<tr>
<td><strong>Non-NRA Materials: Instructor Candidates</strong></td>
<td></td>
</tr>
<tr>
<td>Ammunition</td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
</tr>
<tr>
<td>Target repair materials (stapler, staples, pasters, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
Disposable ear plugs
Eye protection
Photocopying costs for pre-course questionnaires and assessment forms
Refreshments

**Promotion**
Internet
Print advertisements
Photocopying costs for course flyers
Postage
Telephone

**Subtotal of Expenses**

**(Less Amount Donated by Sponsor)**

**Total Expenses**

**Projected Profit**

**Total Projected Revenue**

Divide total expenses by the anticipated number of participants in the course to compute the “break-even” fee for instructor candidates. If you plan to make a specific profit, add it to the expenses and divide the sum by the number of instructor candidates to compute the course fee.
Appendix 9

NRA BASIC FIREARM TRAINING COURSE
BUDGET WORKSHEET

The NRA has prepared this budget worksheet to assist you in estimating the costs involved in planning and conducting an NRA Basic Firearm Training Course. The NRA does not expect instructors to pay these costs themselves. You may recover your costs by charging a course fee and/or by using a sponsor. You may partially recover your costs, completely recover your costs (break even), or make a profit. This decision is up to you. Instructors must keep in mind that generating profits may require them to obtain a business license in their locality, and is likely to affect their liability insurance coverage and tax situation.

Leadership
(Items marked with an asterisk should be pro-rated according to the number of courses you conduct per year. You may wish to spread the cost of attending an instructor training course or recertification activity over several years.)

Travel costs (e.g., personally owned vehicles, $.55 per mile) ______

NRA certification fees* ______

Cost of attending instructor training course* ______

Liability insurance* ______

Guest speaker for NRA Personal Protection Course ______

Facilities

Classroom rental fee ______

Range rental fee ______
**NRA Materials: Training Team**
(Initial cost or depreciation on existing items.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional wall charts</td>
<td></td>
</tr>
<tr>
<td>Videotapes, DVDs</td>
<td></td>
</tr>
<tr>
<td>NRA Certified Instructor shirt</td>
<td></td>
</tr>
<tr>
<td>NRA Certified Instructor cap</td>
<td></td>
</tr>
<tr>
<td>NRA Certified Instructor patch and rockers</td>
<td></td>
</tr>
</tbody>
</table>

**NRA Materials: Basic Course Students**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRA basic course student packets</td>
<td></td>
</tr>
<tr>
<td>Shipping</td>
<td></td>
</tr>
<tr>
<td>Sales tax</td>
<td></td>
</tr>
</tbody>
</table>

**Non-NRA Materials: Training Team**
(Rental costs, actual costs, maintenance, and/or depreciation.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisual equipment</td>
<td></td>
</tr>
<tr>
<td>Depreciation on personally owned firearms</td>
<td></td>
</tr>
<tr>
<td>Dummy ammunition</td>
<td></td>
</tr>
<tr>
<td>Other training aids</td>
<td></td>
</tr>
</tbody>
</table>

**Non-NRA Materials: Basic Course Students**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ammunition</td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
</tr>
<tr>
<td>Target repair materials (stapler, staples, pasters, etc.)</td>
<td></td>
</tr>
<tr>
<td>Disposable ear plugs</td>
<td></td>
</tr>
</tbody>
</table>
Eye protection

Photocopying costs for course handouts

Refreshments

**Promotion**

Internet

Print advertisements

Photocopying costs for course flyers

Postage

Telephone

**Subtotal of Expenses**

(Less Amount Donated by Sponsor)

**Total Expenses**

**Projected Profit**

**Total Projected Revenue**

Divide total expenses by the anticipated number of participants in the course to compute the “break-even” fee for basic course students. If you plan to make a specific profit, add it to the expenses and divide the sum by the number of students to compute the course fee.
Appendix 10

NRA MEMBERSHIP MARK

The NRA Membership Mark is designed for use by NRA members in good standing, either individual members or affiliated clubs or associations. It may be used on personal or business checks, stationery, literature, or business cards. It may *not* be used for commercial purposes. The purpose of the Membership Mark is simply to provide the means for an individual, club, or association to display membership in the National Rifle Association of America.

See “Use of NRA Name and Trademarks,” in Section A: Program Policies and Procedures, for additional information.
Appendix 11

HOW TO INTRODUCE A SPEAKER

Proper introductions at a training course are important. Students attending the course expect to hear and see qualified trainers and good introductions help establish prestige for the staff. Here are some suggestions for NRA trainer and guest speaker introductions:

- NRA Trainer
  1. Give the full name carefully. Avoid the use of nicknames.
  2. Describe the trainer’s experience: shooting, training, recognitions, or awards.
  3. Describe involvement in NRA.
  4. Describe the trainer’s function in the training course and explain why they were selected for the particular assignment in the course.
  5. State their occupation.
  6. Be professional.

- A guest speaker at a training course needs a slightly different type of introduction:
  1. Be brief.
  2. Avoid stale or stilted phrases, such as “This speaker needs no introduction” or “We are gathered here tonight.”
  3. Briefly answer the following questions:
     a. Why is the subject of interest in general?
     b. Why is it of interest to this particular audience?
     c. Why is this speaker the one to present it?
  4. Give the speaker a sincere buildup, but don’t oversell them.
5. Make the speaker’s name the climax of your introduction by pausing before it, saying it clearly, and raising your voice a bit. “I am pleased to present (short pause) Ms. Gloria Brooks!” Her name is usually recognized as the signal for her to come forward. Don’t give it until you are ready for her.

6. Face the audience until you have finished saying the speaker’s name, and then quickly turn to the speaker for their acknowledgement.

7. Be sure to thank the speaker after they have finished and, when appropriate, congratulate them on their presentation.
Appendix 12

Revision 06-15

NRA Chief Range Safety Officer Examination

Print Name ___________________________________________ Date _____________________________

NRA ID No. ____________________________________________________________________________

Directions: Questions in this examination are based on the NRA Basic Range Safety Officer Course Outline & Lesson Plans (item #13516) and the support materials.

- Be sure to read and study each question carefully
- Please select or write the BEST answers for each of the following questions

True/False - Circle the correct answer.

1. T or F Law Enforcement Officers are the only individuals who can carry a loaded firearm in an NRA RSO course.

2. T or F The NRA Basic Range Safety Officer Course is nine hours long.

3. T or F Each time a gun is handled in the class, a second person should be asked to verify that the gun is unloaded.

4. T or F The NRA Basic RSO completion certificate is part of the RSO Student Packet.

5. T or F The CRSO provides each RSO candidate with their own RSO Student Packet.

6. T or F The RSO Student Study Guide matches the CRSO slide presentation.

7. T or F When conducting the practical exercise for Lesson IV, the 30-minute exercise time includes five minutes of preparation time.

8. T or F The estimated practical exercise time for Lesson VI is 40 minutes.

9. T or F The Safety Plan is a section in the Standard Operating Procedures.

10. T or F The CRSO trains, coordinates, and supervises RSO in accordance with the SOP.
Short Answer - write the correct answers in the space provided.

11. Name four of the seven sections in the sample SOP.

_______________________________________________________________________________________
_______________________________________________________________________________________

12. How does the CRSO report RSO training to the NRA training department?

_______________________________________________________________________________________

13. CRSOs develop the range SOP as directed by:  ______________________________________________

14. When evaluating the RSO, what characteristic is most important?  _____________________________

_______________________________________________________________________________________

Multiple Choice - Circle the correct answer.

15. RSO course materials are ordered from:
   A. NRA Headquarters Training Department.
   B. NRA Whittington Center.
   C. NRA Program Materials Center.
   D. the NRA Range Division’s Technical Team.

16. What are the requirements to become an RSO?
   A. Be 21 years old or older and participate in all nine hours of discussions and practical exercises.
   B. Demonstrate knowledge by achieving an examination score of 90% or higher, demonstrate skills of safe gun handling, and exhibit a very positive attitude necessary to organize, conduct, and supervise safe shooting activities and range operations.
   C. Complete the application process at NRAinstructors.org.
   D. All the above.
17. Range inspections are accomplished:
   A. In accordance with SOP for the specific range.
   B. Before the range opens.
   C. After the range closes.
   D. By maintenance personnel.

18. Which of the following duties belong to the CRSO?
   A. The CRSO has overall responsibility for the safe handling and shooting of firearms anywhere on the range property as directed by the Range Standard Operating Procedures.
   B. The CRSO trains, and supervises RSOs, and develops range SOPs as directed by the range management or owner.
   C. The CRSO may be responsible for the implementation of the SOP and is often in charge of a range complex or more than one range.
   D. All of the above.

19. What categories of rules are in the SOP?
   A. Gun safety, Program, Shooting, and Muzzle.
   C. Administrative, General, Site-specific, Gun safety.
   D. As published in Army Field Manuals on range design.

20. Stoppages on the Firing Line
   A. are cleared by RSO or another shooter, if the shooter needs assistance.
   B. are taken to gunsmiths when the gun is loaded.
   C. warrant a “cease fire”.
   D. are covered in the safety briefing.
NRA Chief Range Safety Officer Examination Key

True/False - Correct answers.

1. False (RSO LP, p. iii) “…under any circumstances,…”
2. True (RSO LP, page v)
3. True (RSO LP, p. ii)
4. False (RSO LP, page vi) Certificated are printed off NRAinstructors.org after all applications requirements are met.
5. True (RSO LP, iii)
6. True (RSO LP, I-3)
7. False (RSO LP, IV-I5) Preparation is 15 minutes.
8. False (RSO LP, VI-27)
10. True (RSO LP, II-3, XII-15)

Short Answer - Correct answers

12. Online at NRAInstructors.org (RSO LP, VII-2)
13. The Range Owner (RSO LP, II-3)
14. Attitude (RSO LP, I-4)

Multiple Choice - Correct answer.

15. C. NRA Program Materials Center (NRA Trainer's Guide, Appx B)
16. D. Be 21 years old or older and participate in all nine hours of discussions and practical exercises. Demonstrate knowledge by achieving an examination score of 90% or higher, demonstrate skills of safe gun handling, and a very positive attitude necessary to organize, conduct, and supervise safe shooting activities and range operations. Complete the application process at NRAinstructors.org. (RSO LP, I-6)
17. A. In accordance with SOP for the specific range. (RSO LP, page VII-3)

18. D. The CRSO has overall responsibility for the safe handling and shooting of firearms anywhere on the range property as directed by the Range Standard Operating Procedures. The CRSO trains, and supervises RSOs, and develops range SOPs as directed by the range management or owner. The CRSO may be responsible for the implementation of the SOP and is often in charge of a range complex or more than one range. (RSO LP, page II-3 and TC's CRSO Slide XII-B)

19. C. Categories of rules in the SOP are Administrative, General, Site-specific, Gun safety. (RSO LP, III-7)

20. A. Stoppages on the Firing Line are cleared by RSO or another shooter, if the shooter needs assistance. (RSO LP, VI-6)
Chief Range Safety Officer Final Exam Answer Sheet

Name: ___________________________   NRA ID: _________________   Date: ______________

Score: _________ (90% to Pass; 18:20)

1) T  F  -2  90%
2) T  F  -1  95%
3) T  F
4) T  F
5) T  F
6) T  F
7) T  F
8) T  F
9) T  F
10) T  F
11) __________________________________________________________________________
12) __________________________________________________________________________
13) __________________________________________________________________________
14) __________________________________________________________________________
15) A B C D
16) A B C D
17) A B C D
18) A B C D
19) A B C D
20) A B C D
Appendix 13

NRA INSTRUCTOR COURSE EVALUATION

Please complete the following evaluation. It is one of the ways we monitor and improve NRA training programs. Thank you for your help.

GENERAL INFORMATION
How did you find out about the course?  NRAINSTRUCTORS.org
Other ______________________

YOUR KNOWLEDGE AND SKILLS
As a result of your training, on a scale of 1 – 5, (1 indicating not at all, and 5 indicating extremely well), please rate the following.

1. Explain why shooters and instructors are important  1  2  3  4  5
2. Use the NRA Instructional method to teach shooting skills  1  2  3  4  5
3. Use of NRA’s training philosophy of Total Participant Involvement (TPI)  1  2  3  4  5
4. Explain, demonstrate and use the fundamentals of shooting  1  2  3  4  5
5. Explain how to evaluate and improve a student’s shooting skills  1  2  3  4  5
6. Proceed with planning and conducting your first NRA course  1  2  3  4  5
7. Register and use http://nrainstructors.org  1  2  3  4  5

COURSE ORGANIZATION AND INSTRUCTION

8. The Trainers presented a favorable image  1  2  3  4  5
9. The Trainers presented the information effectively  1  2  3  4  5
10. The Trainers made the course enjoyable  1  2  3  4  5
11. The Trainers answered my questions  1  2  3  4  5
12. The material presented was easily understood  1  2  3  4  5
13. The material was presented in a logical manner  1  2  3  4  5
14. This course has prepared me to teach beginning shooters  1  2  3  4  5

Based on your experience in this class, would you take another course with us?
YES  NO  If no, please explain: __________________________________________

Based on your experience in this class, would you take any other NRA courses?
YES  NO  If no, please explain: __________________________________________
COMMENTS

How can this course be improved:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Based on your experience, please provide any further statements you deem necessary for the improvement or our program:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for your time!