

# ARIZONA GUN SAFETY PROGRAM

SB 1271 creates ARS § 15-714.01

**Sponsored By: Senator Karen Johnson**



**Developed Under the Direction of: Ed Huntsman  
Arizona Game & Fish Department**

**Written by: Matt & Sherrie Seibert  
INSIGHT Firearms Training Development**

**Program Content Contributions By: Matt & Sherrie Seibert,  
Ed Huntsman, Alan Korwin, Michael Feinberg, Dave Daughtry,  
Steve Andros, Jim Taylor, and Jane Cheek**

**Approved By:**



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# Arizona School Gun Safety Program

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# Arizona Revised Statute 15-714.01

## 15-714.01. Arizona gun safety program course

A. In addition to the voluntary training in the use of bows and firearms prescribed in sections 15-713 and 15-714, each school district and charter school may offer as an elective course a one semester course in firearm marksmanship that shall be designated as the Arizona gun safety program course.

B. A pupil shall be deemed to have satisfactorily completed the Arizona gun safety program course by demonstrating that the pupil has the ability to safely discharge a firearm.

C. The course of instruction prescribed in this section shall be jointly developed by the Arizona game and fish commission, the department of public safety and private firearms organizations and may include materials provided by private youth organizations. At a minimum, the Arizona gun safety program course shall include:

1. Instruction on the rules of gun safety.
2. Instruction on the Basic operation of firearms.
3. Instruction on the history of firearms and marksmanship.
4. Instruction on the role of firearms in preserving peace and freedom.
5. Instruction on the constitutional roots of the right to keep and bear arms.
6. Instruction on the use of clay targets.
7. Practice time at a shooting range.
8. Demonstration of competence with a firearm.

D. School districts and charter schools shall arrange for adequate use of shooting range time by pupils in the Arizona gun safety program course at any established shooting range.

E. Pupils who satisfactorily complete the Arizona gun safety program course shall receive a certificate of accomplishment.

F. Instructors shall be certified by the Arizona game and fish department.

G. Nothing in this section shall be construed to limit or expand the liability of any person under other provisions of law.



# Arizona DPS Five Basic Safety Rules



## Five Basic Safety Rules

- A. All firearms are considered loaded (never assume anything – check it).
- B. Always point firearms in a safe direction (downrange, the ground, etc.), until on target and ready to fire.
- C. Always keep your trigger finger straight along the frame until on target and ready to fire.
- D. Always know your target and what's behind it (bystanders, traffic, etc.).
- E. Maintain control of your firearm (if not in possession, lock it up).

Note: The above are the safety rules taken from DPS training materials. A more detailed version of these rules can be found in section I.B.2.

Note: Teachers should consider having these rules recited at the start of each class.



# No Firearms in the Classroom

**Firearms and Ammunition Will Only Be Used at State-Approved Ranges:** No real firearms or live ammunition will be allowed into the classroom or on school property unless possessed by a law-enforcement officer acting in an official capacity, **or as provided under A.R.S. §13-3102(I)(2), §15-713, §15-714 or §15-714.01.** All demonstrations in class will be done using resources such as Power Point programs, wall charts, slides, overhead transparencies, videos and with plastic firearm simulators, **unless the school specifically approves the presence of actual firearms on school grounds as provided for by federal law 18 U.S.C. §922(q)(2)(B)(iv) or 18 U.S.C. §922(q)(2)(B)(v) and relevant state statutes.**

The portions of The Arizona Gun Safety Program that use real firearms, live ammunition and actual practice in marksmanship and safe handling of real firearms otherwise takes place only at state-approved firing ranges, under the direct supervision of qualified firearms-training instructors.



# COMPLETE PROGRAM OVERVIEW OF GOALS AND OBJECTIVES

## Suggested Hours Allocated to Each Block of Instruction

<u>Curriculum Element</u>	<u>Class Time</u>
<b>History of Firearms</b>	<b>18 Hours</b>
<b>Second Amendment</b>	<b>18 Hours</b>
<b>Firearms Safety</b>	<b>5 Hours Total</b>
• Firearms Safety in the Home	2
• Firearms Safety in the Field	3
<b>Law &amp; Community</b>	<b>8 Hours Total</b>
• Firearms Related Laws	4
• Hunting Laws & Regulations	4
<b>Firearms Operations &amp; Marksmanship</b>	<b>20 Hours</b>
• Rifle	4
• Shotgun	4
• Pistol	4
• Mental Dynamics of Peak Performance	8
<b>2-Day Range: Orientation &amp; Practical</b>	<b>16 Hours Total</b>
• Range Safety Orientation	1 Hour Each Day (X2)
• Range Practical Rifle	7 - Day 1
• Range Practical Shotgun	7 - Day 2
<b>Lifelong Shooting Sports &amp; Community Project</b>	<b>5 Hours</b>
<b>TOTAL</b>	<b><u>90 HOURS</u></b>

# I. Firearms Safety Standards

## **Curriculum Suggestions:      Firearm Safety**

### **Suggested in-class assignments:**

**Objective 1:** Students will know purpose of Firearm Safety, and identify organizations which can offer resources to them.

**Introductory assignment:** Class discussion – “Why is Firearm Safety Necessary?” Follow-up with written paper, finished in class – (essay, short persuasive paragraph).

**Recommended assessment:** Evaluate essays using 6-Trait Scoring Rubric.

### **Standards applicable to this assignment:**

#### **(Writing)**

**W-P1** Use transitional devices; varied sentence structures, the active voice; parallel structures, supporting details, phrases and clauses; correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings...

**W-P2** Write a persuasive essay that contains effective introductory and summary statements, arranges the arguments effectively, and fully develops the idea with convincing proof, details, facts, examples...

**Assignment:** Students research organizations involved in Firearm Safety. Small groups present findings (poster). Class discussion about differences, similarities of organizations and advantages/disadvantages of them.

**Recommended assessment:** Checklist, following Standards (organized, tailored to audience, etc).

### **Standards applicable to this assignment:**

#### **(Reading)**

**Strand 3 – Comprehending Informational Text; Concept 1 – Identify, analyze and apply knowledge of the purpose, structures and elements of expository text. (PO 4 – Organize information by from both primary and secondary sources by taking notes, outlining ideas, *paraphrasing information, and by making charts, conceptual maps, learning logs, and/or timelines*)**

#### **(Listening/Speaking)**

**LS-P2** Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.

**LS-P5** Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies.

**Objective 2:** Students will learn and present the “Ten Commandments of Firearm Safety.”

**Homework assignment** (after Instructor explains them to the students first): Students (working in pairs) design a presentation (act out, poster, power point, etc) illustrating each of the Ten Commandments. (Suggested presentation time: once or twice during each week of total Firearm Safety course, use a presentation as review of the Ten Commandments).

**Recommended assessment:** Instructor evaluation using a rubric based on Viewing/Presenting Standard (use of multimedia), inclusion of all Commandments, and ability of teams to summarize information. Students to self-evaluate based on 4WP Standards (cooperation).

**Standards applicable to this assignment:**  
(Viewing and Presenting)

**VP-P2** Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.

(Workplace)

**1WP-P8** Summarize information from reading material, clearly and succinctly articulating major points and proposals. (All POs)

**4WP-P1** Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills.

**4WP-P2** Understand group dynamics (All POs)

**Objective 3:** Students will understand/demonstrate correct principles and best practices for safe handling of firearms, (including: proper loading/unloading; transport of firearms, safe movement with firearms; “Safe Shot Sections;” safe inspection for barrel obstructions; explanation of why user shouldn’t be impaired by drugs or alcohol; safe firearm cleaning methods, handling firearms during simulated circumstances, how to use “master eye” and demonstration of safe standard shooting positions.

**Assignment:** Students keep a notebook for each skill as they are taught and practiced, one page per skill. Page should include diagrams, sketches and how-to notes and comments about the reasons each skill is important to firearm safety.

**Recommended assessment:** Credit given for each page which accurately and completely portrays Firearm Safety content; points totaled at the end of the course. Also, credit should be given for each successful demonstration of the skills as they are presented and practiced.

**Standards applicable to this assignment:****(Health)****Standard 1**

**1CH-P6** Identify the physiological effects of drug usage.

**Standard 3**

**3CH-P1** Describe the role of individual responsibility for health-enhancement and wellness. (PO1 – Describe the role of individual responsibility for individual’s physical, social, spiritual, and psychological growth and development (e.g., adequate nutrition, recreation and fitness, eating disorders, sexual involvement, and alcohol, tobacco and drug use).

**3CH-P4** Develop injury prevention and management strategies to improve and maintain personal, family and community health. (PO1 – Describe responsible and safe behavior...)

**(Writing)**

**Strand 3 – Applications, Concept 3: Functional – Functional writing provides specific directions related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.**

**(Work Place)**

**1WP-P6** Create documents (manuals, directions, graphs) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer’s use of correct grammar, spelling and punctuation.

**Objective 4:** Students will learn about and demonstrate understanding of outdoor safety and survival involving the use of firearms. Students will explain and demonstrate ethical firearm usage and hunting behaviors for the following situations: at a range, in the open, when hunting.

**Assignment:** Students will plan an imaginary hunting expedition, incorporating all points of Outdoor Safety (i.e., knowing and accounting for a partner’s strengths/weaknesses; knowing which medical provisions are acceptable to have on hand; leaving word as to where they will be, when they will return, note in vehicle, etc.; explaining how to use map, compass, GPS; explaining how provisions for First Aid and emergency response will be covered on trip). Plan will be in the form of a brief list of tasks to be completed, which will include justification for each task.

**Recommended assessment:** Evaluate expedition tasks based on checklist of requirements for ensuring a safe trip.

**Standards applicable to this assignment:****(Health)****Standard 3**

**3CH-P4** Develop injury prevention and management strategies to improve and maintain personal, family and community health. (PO1 – Describe responsible and safe behavior...)

**(Writing)**

**Strand 3 – Applications, Concept 3: Functional – Functional writing provides specific *directions related to real-world tasks*. This includes letters, memos, schedules, directories, signs, *manuals*, forms, recipes, and *technical pieces for specific content areas*.**

**Objective 5:** Students will evaluate and present legal and ethical practices and behaviors related to Firearm Safety and its public image.

**Assignment:** Students will either read paper advertisements (from magazines or newspapers) or watch television advertisements/ public service announcements presenting both positive and negative viewpoints about Firearm usage, and participate in a class discussion or debate about their findings. **Possible extension:** during the discussion, students may brainstorm ways to position Firearm ownership and use in a more positive manner to non-shooters.

**Recommended assessment:** Points awarded to students for participation in class discussion. Before leaving class, each student can write three “statements of new learning” on a sheet of paper to hand to the teacher as they leave the class (this is called “Ticket Out”).

**Standards applicable to this assignment:**

**(Reading)**

**Strand 3: Comprehending Informational Text, Concept 3: Persuasive Text – Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies. (All POs).**

**(Listening/Speaking)**

**LS-P2** Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.

**(Viewing/Presenting)**

**VP-P1** Analyze and evaluate visual media for language, subject matter and visual interpretation use to influence attitudes, decision-making and cultural perceptions.

**VP-P3** Analyze and evaluate the impact of visual media on the intended audience.

## II. History of Firearms Standards

### **Curriculum Suggestions:** **Firearm History**

#### **Suggested in-class assignments:**

**Objective 1:** Students, in pairs, will research a period of history of firearm usage, and use their research to create a power point presentation describing that time and the implications of firearm use.

**Assignment:** Pairs will be given a section of historical time on which to focus their research. Each pair will create a power point presentation (limited to 10 cells) describing their historical time's firearms, the use of them and implications of that use. A final cell requiring properly cited resources will be included in the presentation.

**Recommended assessment:** Evaluate each presentation for historical content and technological competency, using a rubric or checklist.

#### **Standards applicable to this assignment:**

##### **(History)**

##### **Standard 1: History**

**1SS-P1** – Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.

**PO1** – Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned and analyze how change occurs.

**1SS-P2** – Demonstrate knowledge of research sources, and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within the primary and secondary sources. (All POs).

**1SS-P3** – Develop historical interpretations in terms of the complexity of cause and effect in the context in which ideas and past events unfolded. (All POs).

##### **(Technology)**

##### **Standard 3 – Technology Productivity Tools**

**3T-P1** – Communicate to a variety of audiences using professional level technology tools.

**3T-P3** – Use technology tools to publish and present information with interactive features.

**Standard 4 – Technology Communication Tools**

**4T-P1** – Routinely and effectively use online information resources to meet need for collaboration and communication.

**Standard 5 – Technology Research Tools**

**5T-P1** – Develop a research strategy to find accurate, relevant and appropriate electronic information resources. (PO4 – selecting appropriate resources)

**5T-P3** – Present research findings from electronic resources using academic models for citations and format. (PO1 – use evaluation criteria [authority, accuracy, relevancy, timeliness) to find research. PO2 – Use academic model to make citations).

### III. Second Amendment Standards

#### **Curriculum Suggestions:** **Second Amendment Section**

#### **Suggested in-class assignments:**

**Objective 1:** Students will examine the Second Amendment from two perspectives: they will research and evaluate the historical context which necessitated its creation, and they will research and evaluate present-day context in which it is implemented. After gathering their research information, the students will write persuasive papers, on the following topic: “The Second Amendment is (or is not) relevant to our society today.”

**Assignment:** After introductory discussion with whole class about what the Second Amendment is, students should be given time over several class periods to research both historical and modern-day context and application, and discuss their findings in groups and as a whole class. Participation in this assignment can include making of lists of ideas to be posted on the walls in the classroom, sharing of articles or video clips found online – all avenues of resource gathering and sharing should be encouraged. After information has been gathered and shared (with documentation), students should be given class time to write their essay. If time allows, some should read their essays to the class.

**Recommended assessment:** Evaluate each essay using 6-Traits Scoring Rubric for all six traits. Also, evaluate proper implementation of Writing Process steps.

#### **Standards applicable to this assignment:**

##### **(Writing)**

**Concept 4 – Persuasive:** Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. (PO1 – all points mentioned)

##### **(History)**

#### **Standard 1: History**

**ISS-P1** – Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.

**PO1** – Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned and analyze how change occurs.

**ISS-P2** – Demonstrate knowledge of research sources, and apply appropriate research methods, including framing open-ended questions, gathering pertinent

information, and evaluating the evidence and point of view contained within the primary and secondary sources. (All POs).

**1SS-P3** – Develop historical interpretations in terms of the complexity of cause and effect in the context in which ideas and past events unfolded. (All POs).

## IV. Law & Community Standards

### **Curriculum Suggestions:      Laws and Firearms Section**

#### **Suggested in-class assignments:**

**Objective 1:** After hearing an instructor's presentation on laws related to firearm usage, each student will choose a law and write a one-page essay describing the law and its purpose, and evaluating its value in society today.

**Assignment:** Students will write an essay to be finished in class, and some may read their essays to the whole class. Essay contents may be springboard for class discussion on the advantages/disadvantages of the laws.

**Recommended assessment:** Evaluate essays using 6-Trait Scoring Rubric. Participation points for class discussion.

#### **Standards applicable to this assignment:**

**(Writing)**

#### **Strand 1: Writing Process (all components)**

**W-P1** Use transitional devices; varied sentence structures, the active voice; parallel structures, supporting details, phrases and clauses; correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings...

**W-P2** Write a persuasive essay that contains effective introductory and summary statements, arranges the arguments effectively, and fully develops the idea with convincing proof, details, facts, examples...

**(Listening/Speaking)**

**LS-P2** Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.

**LS-P5** Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies.

**Objective 2:** In small groups, students will create and present informational brochures focusing on one of the following topics related to laws about firearms: the difference between criminal and civil procedures, laws related to use of deadly force with a firearm, laws impacting use of firearms, concealed weapon laws, laws focusing on use of firearms by minors, and laws about training to use firearms.

**Assignment:** Students will design informational brochures which will describe the laws in their topic, and present their brochures to the whole class. *Copies of each brochure will be made for each member of the class, and*

*the contents of these brochures will serve as study guides for a summative quiz on the laws.*

**Recommended assessment: Checklist of items to be included in the brochures. Evaluation of written information in brochures using Conventions in the 6-Trait Scoring Rubric. Evaluation of presentation skills, using instructor-designed rubric or checklist.**

**Standards applicable to this assignment:**

**(Listening/Speaking)**

**LS-P2** Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.

**(Workplace)**

**1WP-P6** Create documents (manuals, directions, graphs) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation.

**1WP-P8** Summarize information from reading material, clearly and succinctly articulating major points and proposals. (All POs)

**4WP-P1** Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills.

**4WP-P2** Understand group dynamics (All POs)

**Objective 3:** Students will pass a quiz matching laws with descriptive examples of use/abuse of them.

**Homework assignment** Using all the brochures from the second assignment, the students will study for and take a quiz which matches the stated law with a description of an action related to it.

**Recommended assessment:** Instructor will have answer sheet with correct responses.

**Standards applicable to this assignment:**

**(Reading)**

**Strand 1 – Reading Process**

**Concept 6: Comprehension Strategies**

**PO4** – Connect information and events in text to experience and to related text and sources.

**PO5** – Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, *cause and effect relationships*, logical order, classification schemes, *problem-solution*) of text to aid comprehension.

## V. Firearms Operations and Marksmanship Standards

### Curriculum Suggestions: Firearm Operations

#### Suggested in-class assignments:

**Objective 1:** Students will be able to label and describe the function of relevant components of the following firearms: handgun, shotgun, rifle.

**Assignment:** Students will label instructor-provided diagrams of each type of firearm, and write a brief description of the function of each relevant component.

**Recommended assessment:** Diagrams will be correctly labeled, and descriptions of functions will be accurate.

#### Standards applicable to this assignment:

(Writing)

**Strand 3 – Applications, Concept 3: Functional – Functional writing provides specific directions related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.**

(Science)

#### **Concept 2: Motions and Forces**

**PO4** – Using Newton's 2<sup>nd</sup> Law of Motion, analyze relationships among the net force acting on a body, the mass of the body and the resulting acceleration: graphically and mathematically.

**PO7** – Give an example that shows the independence of the horizontal and vertical components of projectile motion.

**PO13** – Analyze the impulse required to produce a change in momentum.

**PO14** – Quantify interactions between objects to show that the total momentum is conserved in both collision and recoil situations.

**Objective 2:** Students will be able to demonstrate proper cleaning and maintenance of the following gun types: hand gun, shotgun, rifle.

**Assignment:** Each student will demonstrate (using diagrams and/or nonfunctional models) to the whole class, proper cleaning procedures for one of the three types listed.

**Recommended assessment: Observation:** Instructor can use a checklist of the correct procedure to be sure all steps are followed.

**Standards applicable to this assignment:**

**(Listening/Speaking)**

**LS-P2** Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.

**(Workplace)**

**1WP-D3** Use clear, concise and cogent language when presenting analytical responses to workplace literature, *conveying technical information*, and *explaining complex concepts and procedures*.

## VI. Range Safety and Range Practical Standards

### **Curriculum Suggestions: Range Procedures, Behaviors and Marksmanship**

#### **Suggested assignments:**

**Objective 1: After instructor presentation, students will practice and demonstrate to one another proper shooting range protocols, and firearm safety and gun handling practices and procedures.**

**Assignment: In small groups, students will practice all procedures presented and prepare a demonstration for the whole class.**

**Recommended assessment: Students not presenting will evaluate each groups' demonstration for correct procedures, using a checklist of requirements.**

#### **Standards applicable to this assignment:**

##### **(Workplace)**

**4WP-P1** Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills.

**4WP-P2** Understand group dynamics (All POs)

##### **(Listening/Speaking)**

**LS-P2** Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.

**LS-P5** Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies.

**Objective 2: After instructor presentation of the fundamentals of marksmanship for pistols, rifles and shotguns, students will, in small groups, practice and demonstrate correct usage and procedures.**

**Assignment: In small groups, students will practice all procedures presented and prepare a demonstration for the whole class.**

**Recommended assessment: Students not presenting will evaluate each groups' demonstration for correct procedures, using a checklist of requirements.**

#### **Standards applicable to this assignment:**

##### **(Workplace)**

**4WP-P1** Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills.

**4WP-P2** Understand group dynamics (All POs)

**(Listening/Speaking)**

**LS-P2** Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience.

**LS-P5** Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies.

**Objective 3: Students will demonstrate marksmanship and practical knowledge/understanding of firearms safety, safe gun handling, and range procedures at an informal or formal shooting range.**

**Assignment: Students will each have range time with instructors or range staff in which to practice all elements learned in the previous two sections of this section.**

**Recommended assessment: Student ability to shoot properly and demonstrate appropriate, safe gun handling will be evaluated by qualified, certified instructors.**

**Standards applicable to this assignment:**

**(Health)**

**Standard 3 – Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

**3CH-P4 – Develop injury prevention and management strategies to improve and maintain personal, family and community health. (All POs)**

## VII. Life Long Shooting Sports & Community Project Standards

**Curriculum Suggestions:**      **Lifelong Shooting Sports (includes Community Service Project)**

**Suggested in-class assignments:**

**Objective 1:** As they are listening to a lecture about Theodore Roosevelt, Conservation, and modern gun use history, students will take study notes to improve their study skills.

**Introductory assignment:** Note taking exercise during presentation of facts about Roosevelt, Conservation and how modern-day users pay for and support their sport. (Notes may be used for writing assignments/assessments in other sections throughout course).

**Recommended assessment:** Evaluation of each set of notes for demonstration of acceptable note-taking skills. (Format and number of items in notes to be designated by instructor).

**Standards applicable to this assignment:**

(Writing)

**Strand 1: Writing Process**

**Concept 1: Prewriting**

**PO1:** Generate ideas through a variety of strategies (e.g., brainstorming, *notes and logs*, graphic organizers, record of writing ideas and discussion, printed material or *other sources*).

**Objective 2:** Students will explore and write about venues in modern life, including jobs and careers, recreational activities and educational opportunities where Firearm usage applies.

**Assignment:** In small groups, students brainstorm and make a list of areas in modern life where firearms are used – each class time focuses on one area (Jobs/careers, Recreational use, Educational opportunities). After making list in small groups, whole class list is created on board and discussion about many options follows. Each day, students can write a short, impromptu paragraph on the following topic: “What new piece of information did you learn from today’s discussion?” (There should be some new insight about how firearms are prevalent in areas we don’t always think about – focus should be on Sentence Fluency component).

**Recommended assessment:** Points awarded for each student who participates in the small group and class discussion. Use 6-Traits Scoring Rubric to evaluate the paragraph – just Sentence Fluency element.

**Standards applicable to this assignment:****(Workplace)**

**Standard 1, 1WP-P4:** Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion. (All POs).

**(Writing)****Strand 2: Writing Components**

**Concept 5: Sentence Fluency** – Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. (All POs).

**Objective 3:** Students will plan and implement a Community Service Project (30 hours) which compliments their learning from Objective 2. Students may work in pairs or small groups – focus will be on planning/implementation, Leadership and Teamwork, as well as relevance to serving community.

**Assignment:** Students should refer to list from previous day's discussion, and create a team which targets one area that could benefit from Community Service. They are to create a timeline and a plan for implementing their project, and after it is completed, create a brief presentation for the whole class describing what they did, what they learned and how the Project impacted their lives during its implementation. Methods may include posters, audio reports (live or recorded as television news report) and/or power point presentation.

**Recommended assessment:** Instructor evaluation using a rubric based on Viewing/Presenting Standard (use of multimedia). Students to self-evaluate based on Workplace Standards (focus on cooperation, planning), in addition to Instructor evaluation of the students using the same Standards). If recommended by high school, credit should also be given for the number of hours Community Service provided.

**Standards applicable to this assignment:****(Viewing and Presenting)**

**VP-P2** Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.

**(Workplace)****Standard 1**

**1WP-P6** Create documents (manuals, directions, graphs) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation.

**Standard 4** – Students work individually and collaboratively within team settings to accomplish objectives. (All Standards and POs)

**Standard 8** – Students applying principles of resource management and develop skills that promote personal and professional well-being.

**8WP-P1** Set and prioritize their goals, estimate the time required to complete each assigned task, and prepare and follow the timeline/schedule.

# I. FIREARMS SAFETY

## A. Firearms Safety Module Overview

### CURRICULUM OVERVIEW

**This module is designed as the starting block for the Arizona Gun Safety Program. It will be integrated into all sections of coursework and curriculum where appropriate and reviewed frequently throughout the course.**

- The student will learn about the importance of firearms safety in the home and in the field (outdoors). Firearms shall include Rifle, Shotgun and Handgun.
- The student will know and understand the purpose of the course and why firearms safety is important. They will be able to list the 5 basic rules of firearms safety.
- The student will learn about the firearms safety in the home, the responsibilities of owning and handling firearms. They will be able to list the rules and reasons that firearms safety should always be followed.
- The student will learn what to do if they come across a firearm that is not theirs and will be able to explain the steps to determine if it is safe and the appropriate course of action.
- The student will learn the role that TV, the media, big screen and society has played in the development of their reality and be able to explain how it has affected their perceptions.
- The student will learn about and be able to identify public and private organizations that support firearms safety and other programs. They will be able to explain the specific political or social driven agendas of the groups identified.
- They will learn the 10 commandments of firearms safety in the field and be able to identify the importance of each.
- The student will learn the importance of proper techniques for handling, using, loading, unloading, maintenance, carrying and transporting firearms. They will be able to identify the safety rules required for each process.
- The student will learn how to determine the condition of a firearm; loaded or unloaded. They will be able to describe how to check the condition and how to check for obstructions in the barrel.
- The student will learn about outdoor safety and survival and will be able to identify the appropriate preparations, behaviors and actions required for outdoor outings.

#### **Course Lessons:**

Lesson I: Safety in the Home

Lesson II: Safety in the Field

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **B. Firearms Safety In The Home**

### **1. Safety in the Home Lesson Overview**

#### **Goals & Objectives**

- The student will learn the five primary rules of firearms safety.
- The student will learn the responsibilities of firearms ownership.
- The student will learn the importance of safe storage in the home.
- The student will learn about the assumptions and myths assumed by parents about their kids and guns and how it has led to firearms accidents.
- The student will learn why schools are mandating dress codes and explain the benefits this rule can provide.
- The student will learn the importance of following safe gun cleaning procedures.
- The student will learn where their reality of firearms comes from (Video Games, Movies, & TV) and the importance of creating a new paradigm of understanding.
- The student will learn the basics of safe firearms cleaning.
- The student will learn about the importance of structuring a gun cleaning session and following a routine.
- The student will learn the importance of safe procedures after the firearm has been cleaned to assure safety for everyone.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## 2. Safety in the Home Lesson Outline

### FIREARMS SAFETY

The real safety of the gun lies in the mind of the shooter.

#### SAFETY RULE #1

- All firearms are considered loaded.
  - Assumption: "The Gun Is Loaded"
  - Always – Check it!

#### SAFETY RULE #2

- Always point firearms in a safe direction, until on target and ready to fire.
- At Home?
  - In a corner where the floor and the wall meet.
  - Use "RIGHT THERE!" Imagine a laser beam.
- On the Range?
  - Down Range

#### SAFETY RULE #3

- Know your target and what's behind it
  - Look beyond where you intend to shoot.

#### SAFETY RULE #4

- Always keep your finger straight along the frame until on target and ready to fire.
  - Point - Then engage.

#### SAFETY RULE #5

- Maintain control of your firearm. 24 / 7
- Liability & Ownership
  - You Must Assure Safety for all members of the family

### FIREARMS OWNERSHIP

- Do You and Your Family Know How to ID & Operate the Guns in Your Home?
- Strut'n Your Wares
  - Rules to follow when showing someone a firearm
  - Make sure the action is open and the gun is unloaded
  - Educate the person in the firearms safety rules
- It is your responsibility to assure the safety rules are followed!

### STORAGE OF FIREARMS & AMMUNITION

- Trigger & Cable Locks
- Gun Vaults & Tactical Gun Safes
  - Where are you going to store your gun?
  - Follow A Routine & Stick To It!
  - What is the condition of the firearm?
  - What level of security?

- Ammunition Storage
  - Periodically exchange ammunition stored in magazines or speed loaders

### **KID'S & FIREARMS MYTHS**

- Why schools are mandating a dress code
- “My Kid Knows Better Than to Touch My Gun!”

### **KIDS, GUNS & VIOLENCE**

- Multi-Media Influence
  - Nintendo & Hollywood
- You Set The Boundaries
  - Your children depend on you to know Right from Wrong
  - Teach Your Children What To Do If They Find A Gun
- Changing the Paradigm
  - The only way for a child to really understand the difference between their squirt gun from Mom or Dads Glock, is to have the child shoot the real firearm.
    - This changes their perception utilizing all five senses.

### **GUN CLEANING**

- Buy a good gun cleaning kit and follow the instructions in your firearms manual
  - (Available on internet)

### **GUN CLEANING ROUTINE**

- Safety Procedures Prior To Cleaning
  - Unload in one room / Clean in another
  - Keep ammunition in a different room
  - Double check to make sure the gun is "unloaded"
- During Cleaning
  - Field strip & Clean
  - Refer to owners manual
  - Do not allow interruptions

### **SAFETY PROCEDURES AFTER CLEANING**

- Function check to assure reliability
- Put the gun away immediately (Do not play !)

## C. Firearms Safety In The Field

### 1. Safety in the Field Lesson Overview

- The student will learn the ten commandments of firearms safety in the field. They will be able to identify the importance of each.
- The student will learn the three major reasons hunting accidents occur. They will be able to explain which rules were broken in each and describe in detail what's required to prevent them.
- The student will learn about the importance of presenting a positive public image.
- They will be able to describe what legal and ethical practices and behaviors are.
- The student will learn the safety requirements for transporting firearms and ammunition and be able to explain the specifics of what is required.
- The student will learn and be able to clearly define the Ethics of Firearm usage and hunting behaviors.
- The student will learn about and be able to elaborate on the responsibilities required for participating in events at a shooting range.
- The student will learn about and be able to describe the special needs and requirements for shooting and hunting on public or private lands.
- The student will learn about the different Firearm Field carry positions and be able to identify each.
- The student will learn about Safe Shooting Zones of Fire. They will be able to explain in detail how to set up a Safe Zone of Fire, and what's required of each shooter.
- The student will learn the special rules for negotiating obstacles in rough country. They will be able to list and identify the important factors and requirements.
- The student will learn about and be able to explain what's required for outdoor safety and survival.
- The students will be introduced to the different Topographical Maps and be able to explain how they work

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no "hands on" training with real firearms. This entire block of instruction is taught in the classroom.

## **2. Safety in the Field Lesson Outline**

### **TEN COMMANDMENTS OF FIREARMS SAFETY IN THE FIELD**

1. Treat every firearm as if it is loaded.
  - a. It's the assumption that the gun is unloaded that causes most accidents.
2. Always control the direction of the firearm's muzzle.
  - a. Never pull a firearm toward you by the muzzle.
3. Be sure of your target and what is beyond it.
  - a. Another person could be in front or behind your target.
4. Be sure the barrel and action are clear of obstructions.
  - a. Make sure you have the correct ammunition size for the firearm you are carrying.
5. Unload and place firearms in a case when they are not in use.
  - a. Leave the action open.
  - b. When transporting firearms in a vehicle, the Firearms should be carried in a protective case, without a round in the chamber and the magazine empty.
6. Never point a firearm at anything you do not want to shoot.
  - a. Never allow horseplay with, or around firearms.
7. Never climb a fence or tree, or jump a ditch or log with a firearm in hand.
  - a. Take a moment to unload the firearm first and then lay it down. Retrieve it afterward without touching or pulling the muzzle towards you.
8. Never shoot a bullet at a flat, hard surface or water.
  - a. During target practice, be sure that your backstop will stop the bullet.
9. Store firearms and ammunition separately.
  - a. Always keep firearms out of reach and sight of children and careless people.
10. Never use drugs or alcoholic beverages before, or while handling or shooting a firearm.
  - a. Just one beer can impair your judgment and shooting performance.
  - b. Avoid handling firearms or shooting when taking any medication that warns;  
"Do not operate machinery".

## **THREE MAJOR REASONS FOR HUNTING ACCIDENTS**

### **1. Cause: Hunters Judgment**

Situation: Mistaken game.

Rule Broken:

#3 Be sure of your target and beyond. Another person could be in front or behind your target.

### **2. Cause: Safety or Law Violation**

Situation: Discharge of a firearm in a vehicle.

Rules Broken:

#1 Treat every firearm as if it is loaded.

#2 Always maintain control the direction of your firearm's muzzle.  
Never pull a firearm toward you by the muzzle.

#5 Always unload and place firearms in a case when they are not in use.  
Leave the action open. Firearms should be transported in a vehicle,  
inside a protective case without a round in the chamber and an empty  
magazine.

#9 Always store firearms and ammunition separately.

### **3. Cause: Lack of Skill or Aptitude**

Situation: Shooter stumbled and fell.

Rules Broken:

#2 Always control the direction of your firearm's muzzle.

#7 Never climb a fence or tree, or jump a ditch or log with a firearm in  
hand. Take a moment to unload the firearm first and lay it down.  
Retrieve it afterward without touching or pulling the muzzle towards  
you.

#10 Never use drugs or alcoholic beverages before, or while handling or  
shooting a firearm.

## **FIREARM RESPONSIBILITY:**

- Be responsible and present a positive public image through legal and ethical practices and behaviors.
- When transporting a firearm in a vehicle:
  - The firearm should be unloaded.
  - The firearm should be locked in a gun case.

- Ammunition should be separate from the gun and in its original container.
  - Keeping ammunition in the original container can help prevent loading your gun with the wrong ammunition.
  - Keeping ammunition in the original container can assure you are hunting with ammunition from the same Lot Number you used to sight-in your gun for better accuracy.
    - The Lot Number is located on the inside flap of the box of ammo.
    - Changing the lot number can change the point of impact up to 3 inches at 100 yards.

### **RESPONSIBILITIES AT A SHOOTING RANGE**

- Be familiar with and follow all the rules of the range.
- Follow the rules of firearms safety.
- Become familiar with the range layout and never drive or walk into areas designated as "Impact Areas".
- Be courteous and considerate of other shooters.
- If you're unsure of the range protocol, ask one of the Range Safety Officers or Range Officials.
- Clean up your mess before leaving the range.

### **SHOOTING / HUNTING ON PUBLIC OR PRIVATE LANDS.**

- Getting permission of the land owner.
- It is unlawful to shoot at or damage property.
- Hunting or shooting outdoors or on a trail.
  - Be familiar with the area you're in.
  - Anticipate coming across other people, hikers, or hunters.
  - Always have a cell phone with you.
  - Shoot in areas that would allow for air rescue to land a helicopter.
    - In case of an accident, you may need to be air lifted out.
- Shooting/Hunting in National Forests.
  - Fire Restrictions & No Shooting.
  - Unlawful to shoot at trees.
    - Don't staple targets to a tree.

- Potential for ricochet.
- Big Fines \$\$\$

### **FIREARM FIELD CARRY POSITIONS**

- Double Hand Ready Position
- Sling Carry Position
- Elbow Carry Position
  - Do not use if someone is in front of you.
- Cradle Carry Position
  - Do not use if someone is on the side of you where your muzzle is pointing.
- Shoulder Carry Position
  - Do not use if someone is behind you.
- Trail Carry Position
  - Do not use if someone is in front of you.

### **SAFE SHOOTING ZONES OF FIRE**

- The Zone of Fire is the area the shooter may safely fire.
- Establish the Zones of Fire with your shooting partners.
- Stay in a straight line.
- The hunter on the left will carry his shotgun with the muzzle pointing to the left.
  - He will shoot any birds that fly straight away and to the left.
- The hunter on the right will carry his shotgun with the muzzle pointing to the right.
  - He will shoot any birds that fly straight away and to the right.
- The hunter in the middle will carry his shotgun with the muzzle pointing straight ahead.
  - He will shoot any birds in the middle and straight away.
- No one will fire above, behind or between other hunters.

### **SPECIAL RULES FOR OBSTACLES & ROUGH COUNTRY**

- When on a steep hillside, crossing a stream, climbing a tree, or crossing a large log, unload your firearm.
- Wear non-slip boots or sturdy shoes that give you good footing and ankle support.

- Crossing a Fence Safely by Yourself
  - Unload the firearm and open the action.
  - Reach under the lowest wire and place the firearm on the ground.
  - Rest your muzzle on your hat or coat.
  - Direct the muzzle away from where you plan to cross.
  - Cross at least 2 fence posts down from where you laid the gun.
  - Slide under the wire where ever possible, rather than trying to climb over it.
  - Retrieve your firearm, making sure you do not pull the muzzle toward you.
  - Check to make sure there are no obstructions in the barrel.
  - Reload the firearm keeping the muzzle pointed in a safe direction.
- Crossing A Fence Safely with Someone Else or With a Group.
  - Unload the firearm and open the action.
  - One person will hold the unloaded firearms while the other person crosses the fence.
  - After one person is on the other side, the firearms will be handed to them, keeping the muzzle pointed in a safe direction and the other person will then cross the fence.
  - The firearm is then returned to the other person.
  - The firearms are then reloaded keeping the muzzle pointed in a safe direction.

## **OUTDOOR SAFETY AND SURVIVAL**

### **INTRODUCTION TO OUTDOOR SAFETY.**

- Preparation
  - Tell someone where you are preparing to go, and when you plan on returning from the outdoors.
  - Bring a survival kit and fully charged cell phone.
  - Include a Compass and a Topographic Map of the area you're going.
  - Bring extra water and food.
  - Take a course in wilderness survival if you are going to venture into the great outdoors.
- Conditions that affect a shooter's physical ability to behave safely, ethically and responsibly.

- Knowing your partner's strengths and weaknesses, and what medication they can / can't have in case of an emergency.
- Explain and describe why shooters and hunters need to develop a plan for every outing.
- Leaving a note in your vehicle indicating which direction you are headed and when you plan to return.

### **TOPOGRAPHICAL MAPS**

- Using and reading a Topographic Map.
- Using a Compass for orienting, and direction.
- Using a GPS unit.



## **II. HISTORY OF FIREARMS**

### **A. History of Firearms Module Overview**

#### **CURRICULUM OVERVIEW**

- The student will learn about and evaluate the history of firearms, from the discovery of gunpowder to the first firearm inventions.
- The student will learn about and evaluate the impact of firearms on the settling of the Americas, and explain their impact on the constitution.
- The student will learn about and evaluate the history of firearms in the United States and describe their impact on various points in history.
- The student will learn about and evaluate the history of firearms influence in the Western Hemisphere.
- The student will analyze and evaluate the United States' and the expanding role of firearms in the world during the late nineteenth and early twentieth century, and explain its involvement with World War II.
- The student will evaluate the impact of firearms in World War II on the US.
- The student will analyze the impact history has made in relation to firearms in the Twenty First Century and the changing attitudes towards firearms use and ownership.

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **B. History of Firearms Lesson Overview**

### **CURRICULUM OVERVIEW**

- The student will learn about the development of gunpowder and will be able to explain the effects of its discovery on the ancient world.
- The student will evaluate the invention of firearms and will be able to describe how they evolved.
- The student will investigate the changes that have occurred in firearms and describe the differences in technology from early firearms to the present.
- The student will learn about the new world with emphasis on the settling the Americas and be able to describe the effect that firearms had.
- The student will learn about and analyze the US constitution and be able to explain the impact in regards to rights, protection, limits, and freedom it has on firearms.
- The student will learn about the history of the development of firearms in the U.S. and be able to detail the important role firearms have had in respect to events in history, such as the Civil War, American Indians in Mexico, Moving West in America, Settling Arizona, The Western Hemisphere and the influence on Foreign Policy.
- The student will research and explain the United State's expanding role in the world during the late nineteenth and early twentieth centuries.
- The student will learn about and be able to define the role of the US in World War II.
- The student will apply the historical analysis of firearms and explain their impact to issues facing the US and its citizens in the Twenty First Century.

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no "hands on" training with real firearms. This entire block of instruction is taught in the classroom.

## **C. History of Firearms Lesson Outline**

### **I. HISTORY OF FIREARMS**

#### **A. Introduction of course**

1. Global Explanation of Course
2. Course description and requirements

#### **B. Discuss the development of Gunpowder and the effects of its discovery on the “ancient world”.**

1. Discover of gunpowder
2. Significance of discover
3. Original powder
4. Improvements of powder

#### **C. Discuss the invention of firearms and evaluate their changes highlighting:**

1. From Muskets to Machine Guns
2. Types of guns
  - a. Carriages
  - b. Mechanisms
  - c. Gun Founding
  - d. Economy of the Firearms

3. First use of guns
4. Firearms across Europe

#### **D. Investigate the following changes in firearm technology.**

1. Smooth Bore
2. Rifling
  - a. Principal of Rifling
  - b. Rifling appears in guns

- c. 1607 Settlers in Jamestown
- d. 1630 to 1850
  - 1.) 1<sup>st</sup> Flintlock
  - 2.) Crimean War, last war to use muzzleloaders

## **II. THE NEW WORLD**

A. Discuss the development of the new world with emphasis on settling Americas

1. Roots of the Constitution
2. Magna Charta
- 3 Mayflower Compact
4. English Bill of Rights
5. Virginia Declaration of Rights
6. Declaration of Independence
7. Articles of Confederation
8. Massachusetts Constitutions of 1780
9. Constitution of the United States

B. Analyze the rights, protections, limits and freedoms included in the U. S. Constitution and the Bill of Rights with emphasis on:

1. The First Amendment guarantees the freedom of religion, speech, press, assembly, and petition
2. The Second Amendment right to bear arms
3. The Fourth, Fifth, and Sixth Amendments of search and seizure, rights of the accused,
4. The right to a fair and speedy trial, and other legal protections
5. The Fourteenth Amendment protection of due process and equal protection under the law

6. Conflicts which occur between rights, including the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights

### **III. HISTORY OF FIREARMS IN THE U. S.**

- A. The development of firearms in the United States
- B. Industrial and modernization effects in the Civil War
- C. The effects of firearms development on American Indians and Mexico
- D. Moving west in America
- E. Settling Arizona
  1. Firearms and settling Arizona
  2. The Wild West and Why
- F. The firearms influence in the Western Hemisphere
- G. The expanding influence in foreign policy

### **IV. FIREARMS INFLUENCE IN THE WESTERN HEMISPHERE**

- A. Trace and analyze the causes and events of the Spanish American War and the effects of modernization of firearms on the outcome.
- B. The causes for a change in foreign policy from isolationism to intervention
- C. The debate between pro and anti imperialists over taking the Philippines
- D. The results of the Spanish American War
- E. The expanding influence in the Western Hemisphere including the Panama Canal
- F. The cause for a change in foreign policy from isolationism to intervention.
- G. Trace the economic and political reasons for this war with emphasis on:
  1. Attack on the USS Maine
  2. Taking the war to the Philippines
- H. Firearms and Ordinance Industrial effects on U. S. Economy.

- V. IV. ANALYZE THE UNITED STATES' EXPANDING ROLE IN THE WORLD DURING THE LATE NINETEENTH AND EARLY TWENTIETH CENTURIES, WITH EMPHASIS ON:**
- A. The events that led to the U. S. involvement in WWI and the United States impact on the outcome based on policies and technology.
  - B. The impact of WWI on the U. S.
  - C. Wilson's involvement in the peace process and the United States rejection of the League of Nations.
- VI. ANALYZE THE ROLE OF THE U. S. IN WWII WITH EMPHASIS ON:**
- A. U. S. moved from a policy of isolationism to international involvement, including Pearl Harbor.
  - B. Effects of WWII on the home front to support the war effort including:
    - 1. War industry
    - 2. Technology of weapons and ordnance
    - 3. Women and minorities in the work force.
  - C. Arizona's contribution:
    - 1. Code Talkers
    - 2. Prisoners of War
    - 3. Ira Hayes
    - 4. Local Training Bases
- VII. FIREARMS AND THE 21<sup>ST</sup> CENTURY**
- A. Apply the skills of historical analysis to current social political, geographical and economic issues facing the U. S. and its citizens with regards to:
    - 1. Impact of changing technology, popular culture and the environment on the Right to bear arms, firearms technology, firearms sports and competition.
    - 2. Possible reasons for changing attitudes of firearm ownership pro and con.

- B. Analyze historical and current events as a historian using primary and secondary source to evaluate the legitimacy of the commentaries of concerning the invention and use of firearms, draw conclusions and be able to debate.



# III. SECOND AMENDMENT

## A. Second Amendment Module Overview

### GOALS & OBJECTIVES

- The student will learn about Freedom and will be able to describe what it is, where it comes from, and why it's important to us and our rights.
- The student will learn about the US Constitution and the Bill of Rights. They will be able to explain in detail about the Second Amendment roots and early developments.
- The student will learn about the Militia and will be able to explain the original intent and the current state.
- The student will learn about the Legislative Posture and evaluate its impact on society and our freedom.
- The student will evaluate the debate over the right to keep and bear arms and will be able to explain how it can impact our rights for long range peace and freedom.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no "hands on" training with real firearms. This entire block of instruction is taught in the classroom.

## **B. Second Amendment Lesson Overview**

### **Goals & Objectives**

- The student will learn about Freedom and will be able to explain what it is, its impact across history and its value.
- The student will learn about the US Constitution and the Bill of Rights and will be able to explain its importance.
- The student will learn about the Second Amendment, and will be able to explain its roots and the early developments.
- The student will learn about the Militia and be able to explain its original intent, current statute, and opposing views.
- The student will learn about recent legislative posture and will be able to explain how the media impacts the legislature and the current state of our situation.
- The student will learn about disarmament and genocide and will be able to explain the historical precursors and the gun bans of socialism/fascism.
- The student will learn what the main debate points are today and will be able to explain their view on the right to keep and bear arms and the things that have a positive or negative effect on that right.
- The student will examine the long range prospects for peace and freedom and will be able to provide their views on how they think peace and freedom will effect them as a family, America as a country and the planet in general.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## C. Second Amendment Lesson Outline

### FREEDOM

- Where freedom comes from.
  - Definition
  - Common Elements
  - Absolute Freedom
  - At Liberty To
  - Internal And External Forces On Personal Freedom
  - Political vs. Financial
  - Personal
  - Creative
- Is freedom important?
  - What are the arguments against freedom?
- What role does government play in freedom?
  - How free are we?
- Are there current threats to freedom?
  - Personal
  - National Freedom
- What is the nature of and prospects for peace?
  - Love your neighbor vs. superior firepower

### U.S. CONSTITUTION AND THE BILL OF RIGHTS

#### THE SECOND AMENDMENT

- Its roots
  - Hammurabi
  - Greek & Roman
  - Enlightenment
  - Colonial
- The Rights of Englishmen
  - The English Citizen Army
  - The Tudors and Stuarts
  - The English Theorists
    - Federalists
    - Antifederalists

- Ratification of the Constitution
  - State Conventions
  - The Framers' Views
- The Bill of Rights
  - James Madison
  - A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.
- Militia Act of 1792
- Militia Act of 1903
- 1934 National Firearms Act
- 1968 Gun Control Act
- 1969 Webster's "gun control"
- 1986 Firearm Owner's Protection Act

## **MILITIA**

- Original Intent
- Current Statute
- Opposing Views
- 1943 Tot vs. U.S.

## **RECENT LEGISLATIVE POSTURE**

- Media Culture
- Current Situation
- Intro To Law
- CCW/RTC

## **DISARMAMENT AND GENOCIDE**

- Historical Precursor
- Gun Bans of Socialism/Fascism

## **THE MAIN DEBATE POINTS TODAY**

- Should people continue to have the right to keep and bear arms

- To what extent can or should this right be limited, curtailed, controlled, regulated or infringed before it surpasses the protection of the amendment
- The litany of anti-literature, pro literature; hoplophobia

### **LONG RANGE PROSPECTS FOR PEACE AND FREEDOM**

- For your family
- For America
- For the planet

Use of timeline; essays to read before class; advice from experts; videos; textbooks; writing assignments; homework; testing; evaluate student and teacher results; curriculum upgrading over time; special guests; community segment; field trip; fun.



# IV. LAW & COMMUNITY

## A. Law & Community Module Overview

### GOALS & OBJECTIVES

- The student will learn about Civil and Criminal Laws and be able to explain their relation to firearms misuse.
- The student will learn about State and Federal Laws that apply specifically to Juveniles and Guns. They will be able to identify the laws and describe the proper procedure they need to follow in various circumstances to avoid facing penalties, both civilly and criminally.
- The student will learn about ethical hunting behavior and will be able to explain its impact on the community.
- The student will learn about hunting laws and regulations. They will be able to describe what types of licenses-permits-stamps and tags are available, how to apply, and the rules and regulations required to be followed in the field.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **B. Law & Community**

### **1. Law & Community Lesson Overview**

#### **GOALS & OBJECTIVES**

- The student will learn about civil and criminal laws and be able to describe the difference between them.
- The student will learn about the potential financial expense related to the misuse of a firearm and will be able to explain what is financially required to protect themselves in the event of a civil or criminal charge.
- The student will learn about the different criminal laws, the charges that apply and will be able to describe how they relate to firearms misuse.
- The student will learn what constitutes trespassing.
- The student will learn what constitutes disorderly conduct with a firearm and be able to explain the responsibilities that accompany firearms ownership and procession.
- The student will learn about prohibited procession and be able to list the weapons classified as prohibited.
- The student will learn about and be able to describe the state and federal laws as they apply to Juveniles and Guns.
- The student will learn about the places where firearms are prohibited and will be able to list them.
- The student will learn about Gun Free School Zones and will be able to explain the rules that must be obeyed.
- The student will learn about transporting a firearm in a vehicle and contact with law enforcement. They will be able to list the rules required for transporting a firearm and how to respond to law enforcement during contact with them.
- The student will learn about and will be able to explain the correct procedures required for possessing carrying a firearm on their person or in the field.
- The student will be given basic knowledge of the requirements and age required to carry a firearm under their clothing.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## 2. Law & Community Lesson Outline

### *CIVIL LAW*

#### **YOU CAN BE SUED FOR MISCONDUCT WITH A FIREARM**

- Assault
  - You can be sued for threatening harm to someone with a firearm.
- Negligence
  - Accidental discharge.
    - When you release a bullet from your gun, even if it was unintentional, you are 100% responsible for where that bullet goes.
      - If you shoot it, you bought it!
  - If you shoot a person, animal or someone's property you can be sued.
  - Failure to store a firearm properly
    - **Example:** If you fail to properly store your firearm at home, and somebody breaks into your home, steals your firearm and then kills someone with your gun, you and your family would be vulnerable to a lawsuit.

#### **MISCONDUCT WITH A FIREARM CAN BE EXPENSIVE!**

- If you get sued for a firearms related incident you are going to need an attorney to defend yourself in court.
- You must provide your own attorney in a civil case.
  - The court will not appoint one for you.
  - A Lawyer Costs: \$175.00/hour - \$400.00/hour
  - Normally requires a \$50,000.00 - \$75,000.00 retainer for serious firearms related matters. (i.e. Manslaughter)
  - If you don't have an attorney in a civil case, the chances are - you'll lose.
- Many insurance companies' homeowner policies do not cover firearm related incidents.
  - Have Your Parents Check their policy!
- In a criminal case the State will provide an attorney
  - Only if the sentence for the crime you are charged with involves jail time.
  - You may wait 2 weeks in jail before the attorney has time to see you and review your case.

### *CRIMINAL LAWS*

#### **MANSLAUGHTER**

- Reckless death of another
  - There is NO Justification
    - Even if your action is not the direct cause.
  - **Example:** You go shooting in the desert, without checking downrange. Two people are hiking downrange, and you do not see them. One of your shots hits and kills one of the hikers.
    - You may be charged with manslaughter and civilly sued.

- Coercion / Duress
  - Duress is never a defense in shooting someone.
  - **Example:** A gang-banger tells you they are going to kill one of your family members, unless you kill a member of a rival gang.
    - If you kill the rival gang member, you would be charged with manslaughter, even though you did it to save a member of your family.

### NEGLIGENT HOMICIDE

- Criminal negligence results in death
  - You want to impress and scare your friend, so you try to shoot a bottle out of his hand with your .22 caliber rifle. The bullet hits the bottle, and the bullet ricochets off the bottle and kills your friend.
    - You may be charged with Negligent Homicide and civilly sued by his family.

### ENDANGERMENT

- Reckless conduct which risks imminent death
  - If you point a firearm at a person, without justification, you could be charged with endangerment and sued civilly.

### THREATENING & INTIMIDATION

- Threat or intimidation by word or conduct
  - Does not matter whether it is intentional
- Words of anger or dissatisfaction, coupled with a firearm
  - **Example:** You're deer hunting and you see a deer. You take careful aim and you fire. At the same time another hunter fires at the same deer. When you get to the deer, the other hunter insists he shot it and it is his kill. You shoulder the firearm to intimidate the other hunter, being careful not to point it at him, and tell him to "Back-off".
    - You could be charged with Threatening & Intimidation and civilly sued.
- Cause serious public inconvenience
  - **Example:** You are going on an airplane and you want to carry your air-soft gun in your carry-on luggage. The air-soft gun is discovered when you attempt to go through the security check point at the airport. The flight is delayed due to the situation.
    - You could be charged with Threatening & Intimidation.

### ***ASSAULT (The student needs to know what constitutes a Simple Assault so they can understand how the dynamics change when a gun is added to the equation.)***

- Intentionally creates apprehension of injury
  - You do not have to actually touch the individual to create an assault. You only need to create an "apprehension" of injury.
  - **Example:** You're in an argument with someone; you pull back your fists and say "I'm going to kick your butt".

- Just by creating the "apprehension" of injury, you have committed an assault.
- Knowingly or recklessly causes injury
  - **Example:** You get into an argument with a stranger and punch the stranger giving him a bloody nose.
    - You may be charged with Assault and civilly sued.

### AGGRAVATED ASSAULT

- A simple Assault, coupled with a Deadly Weapon is Aggravated Assault
  - Minimum 3-1/2 Year Prison Sentence
- Display a firearm during a dispute.
  - **Example:** You're on the way to the shooting range and the firearm is locked in the trunk of the car. A car with 4 gang-bangers pulls up to you at a red light and starts giving you a hard time. You pop the trunk, get out of your car and grab the firearm out of the trunk. You then hold it up in the air, being careful not to point it at them, and they speed off and call the police.
    - You may be charged with 4 counts of Aggravated Assault.
      - There were four passengers in the gang-bangers car. Each passenger would constitute an Aggravated Assault charge of 3-1/2 years for each count totaling a 14 year minimum sentence.

### SHOOTING AT STRUCTURES

- It is against the law to knowingly shoot at:
  - Residential Structure
  - Non-Residential Structure
  - Building
  - Automobile
  - Railroad Car
- If it has a floor it's a structure
  - **True Story:** A few years ago two hunters were walking through the desert and came across an abandoned car. One said to the other, "Well what do you think", as they thought about whether they should take a shot at it or not. They both agreed that it was against the law and decided not to shoot at the car. As they walked by the car they heard a pounding noise. On further investigation they found a woman who had been assaulted and locked in the trunk of the car, and left to die.
    - If they had shot at the car and one of their bullets would have hit and killed the woman in the trunk, they would have been charged with Shooting at a Structure, and Manslaughter.

### SHANNON'S LAW

- Describe the history of Shannon's Law and how it came about.
- It is against the law to discharge a firearm within city limits or into city limits.
- Shannon's law, does not apply if the firearm is discharged:

- With justification
- At a legal shooting range.
- In an approved hunting area
- For the control of nuisance wildlife by permit
- With a permit from the chief of Police of the city or town
- By an animal control officer
- Using blanks
- More than one mile from an occupied structure, building, vehicle, watercraft, aircraft, used for lodging, business, transportation, recreation or storage (including dwelling house, whether occupied or on occupied),
- In self-defense or defense of another from animal attack if it is reasonably and immediately necessary.

### **TRESPASS**

- If it is posted “No Trespassing” or “Prohibited Entry”, it is illegal to step foot on the property.
- If it is posted "No Firearms" you must comply and can not bring a firearm on to the property.

### **DISORDERLY CONDUCT**

- To Disturb The Peace
  - **Example:** You remove your firearm from your gun case in a convenience store parking lot to show your friend the gun. A store patron sees you pulling the gun out in the parking lot and calls the police.
    - Because you disturbed someone else's "peace", you could be arrested for Disturbing the Peace.
- Recklessly handle or display a firearm
- Discharge a firearm
  - If you discharge a firearm unlawfully, you could be charged with disorderly conduct.

### **A FIREARM IS LEGALLY CLASSIFIED AS A DEADLY WEAPON**

- Does not matter whether it is loaded or unloaded or temporarily inoperable
  - Just the bare frame of a semi automatic that has absolutely no parts on it, and without the slide attached to it, constitutes a deadly weapon in Arizona.
    - Refer to the court case; State vs. Young
- If a firearm has a metal plug welded in the chamber of the barrel it would not be classified as a deadly weapon.

### **PROHIBITED WEAPONS**

- Possession of “Prohibited” firearms Is illegal
  - Rifle with a barrel less than 16" long
  - Shotgun with a barrel less than 18" long
  - Rifle or Shotgun less than 26" overall
  - Machine Guns

- Silencers
- Firearms over .50 caliber
- Street Sweeper Shotguns

## JUVENILES & GUNS

- Minors under the age of 18 may not receive, possess, transport or ship:
  - Firearms
  - Ammunition
- A minor can only be in possession of a firearm if accompanied by a:
  - Parent
  - Grand Parent
  - Legal Guardian
    - This restriction does not apply if the minor is accompanied by a certified gun-safety or hunting safety instructor acting with the consent of the parent or guardian.
      - It also does not apply to people 14 to 17 who are:
        - Legally hunting
        - Transporting to legally hunt
        - At a shooting event or marksmanship practice where shooting is not prohibited between 5:00 a.m. and 10:00 p.m.
        - Need a firearm related to the production of crops, livestock, poultry, ratites (ostrich-like birds), or similar agricultural pursuits.
          - A peace officer is required to seize a firearm in violation of this law.
          - The minor's driver license may be revoked until the age of 18.
          - May be fined up to \$250.00
          - If the violation occurs in a vehicle the fine may be \$500.00
          - If the parent was aware of the violation and allowed it to happen they also will be liable criminally and civilly.
- Giving or selling a gun or ammunition to a minor, without permission of the parent or legal guardian is a felony.
  - Must have written consent form from the parent or guardian.
- Requires written consent of parent or legal guardian.
  - The note must be in the minor's possession.
    - During transportation.
    - Anytime the minor is in possession of the firearm.
    - Even if your parent or legal guardian is present.
- Anyone who transfers a firearm to a minor must have a note on their person from the parent or legal guardian giving them permission to make the transfer to the minor.

## **HANDGUNS & JUVENILES**

- Federal Law Prohibits people under the age of 18 from having handguns or matching ammunition.
- Exceptions:
  - In course of employment
  - In legitimate ranching or farming
  - For target practice
  - For Hunting
  - For a class in the safe and lawful use of a handgun
  - Transporting
    - Unloaded
    - Locked in a case
    - Directly to and from such activity
  - Against an intruder in the home
- Requires the minor to carry the written consent from parent or guardian on their person anytime they are in possession of a firearm.
  - Even if the parent or guardian is present.
- Minors may inherit title (but not possession) of a handgun.
- A juvenile who is adjudicated delinquent for a crime that would be a misdemeanor if committed by an adult may be banned from possessing a firearm by the court or department of Juvenile Corrections.
- A juvenile who is adjudicated delinquent for a crime that would be a felony if committed by an adult is defined as a prohibited possessor.

## **WHERE FIREARMS ARE PROHIBITED**

- Posted (public/private)
- Polling places (on election day)
- Places that serve alcohol (by the glass)
- Nuclear generating stations
- National park (must be unloaded, ammo stored separately)
- State parks if posted.
- Military installations
- Correctional facilities
- Indian reservations (check with tribe)
- Game preserves
- Airports
- Court houses
- Federal buildings
- School grounds (some exceptions)

## **GUN FREE SCHOOL ZONE**

- Federal Law Says No Firearms Within 1000 Ft.
- Exceptions to bringing a firearm onto school property:
  - If you're licensed by the State.
  - A carrier of a CCW permit

- The firearm must be unloaded
- Remain locked in the vehicle.
- The firearm cannot be visible.
  - It must remain out of sight.
- Program approved by the school
  - Bringing a firearm on school grounds must be authorized by the school principle.
- School security guard
- Law enforcement on duty

## **TRANSPORTING AND CONTACT WITH LAW ENFORCEMENT**

- What to do if stopped during transporting . . .
  - Keep your hands in the officer's plain view.
  - If you're the driver
    - Hands glued to the steering wheel.
    - At night – turn on the dome light of your vehicle.
  - Tell the officer you are in possession of a firearm and you have a note from your parents or legal guardian to be in possession of the firearm.
  - Communicate the location of the firearm.
    - Should be locked in the trunk.
      - If the vehicle doesn't have a trunk, the gun should be in a locked in a gun case and not accessible to any of the occupants.
  - Be polite, follow his instructions and understand his point of view
- If the officer requests to take possession of the firearm.
  - Cooperate fully:
    - Follow his instructions exactly.
    - This is No Time to Joke Around.
  - Realize the police are just doing their job.
- Follow the safety rules!

## **CARRYING FIREARMS**

- The firearm must be kept outside the clothing in plain view.
- Gun cases must be locked, and should be labeled on the outside of the gun case or container to put others on notice that the case contains a firearm.
  - The manufactures name on the gun case, such as "Colt" may not be enough to put others on notice. It recommended that the case is labeled "Gun" or Firearm".
- Carry Concealed Weapon Permit
  - It is illegal to carry a firearm concealed unless you have a CCW.
    - Does not apply on leased or owned property.
  - Must be 21 Years of Age to get a CCW
  - You cannot have been convicted of a felony or a crime of domestic violence.
  - You can not be a Prohibited Possessor.

- Must successfully complete an 8 hour CCW Firearms Safety Program to apply for a CCW.

## **C. Hunting Laws & Regulations**

### **1. Hunting Laws & Regulations Lesson Overview**

#### **GOALS & OBJECTIVES**

- The student will learn about and be able to list the requirements for the various types of hunting licenses in Arizona.
- The student will learn about and be able to explain the process required to apply for each type of license.
- The student will learn the rules that apply to each type of license and explain about each.
- The student will learn about specific rules they apply to hunting in Arizona and will be able to describe each.
- The student will learn about Hunter Education classes and will be able to describe the requirements for the course.
- The student will learn about the most common hunting violations and will be able to list each one and the potential penalties for the violations.
- The student will learn the importance of protecting the right to hunt by reporting violations and will know the correct agency to notify and their contact information.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## 2. Hunting Laws & Regulations Lesson Outline

### ARIZONA DEPARTMENT OF GAME & FISH

- Arizona Game & Fish is authorized by law to provide Hunter Safety Training, and develop courses of study, instructional materials and trainer certifications.
- Arizona Game & Fish has State funding to build, operate and maintain public shooting ranges.

### ETHICAL FIREARM USAGE AND HUNTING BEHAVIORS

- Following the ethical rules of hunting behavior is every hunter's responsibility.
  - Positive Impacts
  - Negative Impacts
    - How it affects the community and protects hunting rights and wildlife conservation
- It is every hunter's responsibility to make a quick kill.
  - Be sure to sight in your firearm before hunting.
  - Know where to place your bullet for a quick kill in the vital area of the animal you're hunting.

### ARIZONA HUNTING LAWS & REGULATION HIGHLIGHTS

- Anyone can hunt in Arizona if you have a hunting license.
- There are several kinds of hunting licenses in Arizona.
- For the purpose of obtaining an Arizona hunting license:
  - A resident is someone who has lived in Arizona for at least 6 months before applying for the license.
  - A nonresident may apply for a license which is valid for the taking of small game and non-game birds (except ducks, geese, and swans).
- Hunting and fishing licenses may be purchased online from the Arizona Game and Fish Department or by calling (866) 462-0433.
  - You'll be issued a temporary license immediately, and your regular license will follow shortly in the mail.
    - The temporary license can't be used to apply for a hunting permit-tag through the draw process. If you need your license number to apply for the draw, Game & Fish can provide it at (866) 462-0433.
- Hunting Permit-Tag Application Forms are available at Arizona Game and Fish Department and at places that issue licenses.
  - You may only submit one application per genus of wildlife in any calendar year.
  - Each genus of wildlife for which you are applying must be submitted on a separate application.

- License fees must be included with each application. Properly prepared and submitted applications will be submitted for the draw.
- You will not receive any mail notification.
  - To find out if you were drawn you can call the Arizona Game and Fish automated service at 602-942-3000.
    - Press 2 and follow the instructions.
  - You can also get draw results at the Arizona Game and Fish web site.
    - For either system, you must provide the Department ID Number and month and day of birth.
  - If you were unsuccessful in the draw, your money will be refunded.
- Open season dates are determined by the kind of big and small game.
- You may legally shoot during daylight hours.
  - Taking wildlife by moonlight or artificial light is illegal, with exceptions made for raccoons, reptiles and certain other mammals.
- In general, you may hunt on lands owned by the U.S. Forest Service, the Bureau of Land Management, and the Arizona State Land Department.
  - Land in Arizona is owned or managed by six different entities, all of which have different rules and regulations. They are:
    - The U.S. Forest Service
    - Bureau of Land Management
    - State of Arizona
    - Indian Reservations
    - National Wildlife Refuges
    - Military Installations.
- Know the type of firearm and caliber you can lawfully hunt game with.
  - There are restrictions as to the type of firearms and size of calibers you are allowed to hunt with that are game specific.
- It is illegal to hunt within a ¼ mile of an occupied structure.
- It is illegal to be intoxicated while hunting.
- A person involved in a hunting accident is required to:
  - Render assistance
  - Report the accident immediately to law enforcement.
  - File a written report to Arizona Game & Fish within 10 days.
- It is illegal to hunt with tracer or armor piercing ammunition.
- Poisoned or explosive projectiles are illegal to use for hunting.
- The use of lead shot is prohibited in non toxic shot hunting zones.
- You may be required to have a magazine plug in autoloader and pump shotgun(s) that limit the number of shells you can load into the firearm.
  - Shotgun larger than 10 gauge.
    - Requires a one-piece filler (gun plug) that cannot be removed without disassembly of the firearm.
      - Limits the magazine capacity to five rounds.
  - Taking of Migratory Birds

- Requires a one-piece filler (gun plug) that cannot be removed without disassembly of the firearm.
  - The shotgun cannot be capable of holding more than three rounds.
    - Limits the magazine capacity to 2 rounds.
- It is unlawful to take wildlife with a centerfire rifle with a magazine that holds more than five rounds.
- Everyone needs a license to hunt big game in Arizona plus any required hunt permit-tags, non-permit-tags or stamps.
- No one under the age of 14 may take Big Game without having completed the Arizona Hunter Education Course or equivalent.
  - No one under age 10 may be certified to hunt Big Game under the Hunter Education Course guidelines.
    - Younger children may take the course, but will not be able to receive the Hunter Safety Certification.
  - The child MUST also be in possession of his/her Hunter Safety card and license during the hunt.
    - Failure to be in possession of BOTH the hunter education card and hunting license may result in a citation.
- A person under 14 may hunt wildlife, other than big game, without a license when accompanied by a properly licensed person 18 years or older.
  - No more than two unlicensed children may accompany any licensed holder.
  - The licensed adult must be present.
- The State of Arizona does recognize hunter education classes from other states.
  - Many other states do recognize Arizona hunter education classes for hunting permits submitted in their jurisdictions.
- Common Violations While Hunting Big Game, Small Game and Migratory Birds:
  - Taking wildlife without a license
  - Taking wildlife during closed season, after legal hours, or using artificial light
  - Exceeding the bag or possession limits
  - Taking wildlife that may not be hunted
  - Improper tagging of big game
  - Hunting from a vehicle
  - Lying about being an Arizona resident
  - Using a prohibited device
  - Shooting too close to a residence or building

- Littering
- Shooting across a road
- Destruction of private property, crops and live stock
- Shoot at road signs and mailboxes
- Penalties may include license revocation and/or fines.
  - Some fines can be thousands of dollars.
- **Report Violations of Poaching or Illegal Hunting Practices to:**
  - **Operation Game Theft Hotline @ (800) 352-0700**



# V. FIREARMS OPERATIONS & MARKSMANSHIP

## A. Firearms Operations & Marksmanship Module Overview

### CURRICULUM OVERVIEW

- The student will learn the legal considerations pertaining to minors and Rifles, Shotguns and Handguns.
- The student will learn what types of firearms are used for various types of shooting activities. (Rifles, Shotguns and Handguns)
- The student will be able to identify and demonstrate knowledge about different types of firearms, their major parts, how they function, and their performance capabilities.
- The student will be able to identify different types of ammunition and their application and performance capabilities.
- The student will learn the basic techniques for cleaning and maintaining a Rifle, Shotgun and Handgun.
- The student will learn the proper grip and positions for shooting Rifles, Shotguns and Handguns.
- The student will be able to identify the principles of marksmanship and the differences in physical, visual and mental skills required for accuracy with a rifle, shotgun and pistol.

### Course Lessons:

Lesson I: Rifle Operations, Performance, Maintenance & Marksmanship

Lesson II: Shotgun Operations, Performance, Maintenance & Marksmanship

Lesson III: Handgun Operations, Performance, Maintenance & Marksmanship

Lesson IV: The Mental Dynamics of Peak Performance

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **B. Rifle**

### **1. Rifle Operations & Performance Lesson Overview**

#### **CURRICULUM OVERVIEW**

- The student will learn the legal considerations pertaining to Rifles.
- The student will be able to identify and demonstrate knowledge about the rifle, its major parts, how they function, and the rifles performance capabilities.
- The student will learn what the action of a rifle is, the various types of actions, and how they function.
- The student will be able to identify different types of ammunition and their application and performance capabilities.
- The student will learn about simple ballistics and be able to describe what internal and external ballistics, muzzle velocity, trajectory and kinetic energy are.
- The student will learn and understand how to choose the proper ammunition for the shooting event they intend to participate in.
- The student will learn and understand simple ballistics.
- The student will learn about the firing process.
- The student will be able to identify the safety mechanisms and demonstrate how they work.
- The student will learn the basics for selecting a rifle.
- The student will learn the basic techniques for cleaning and maintaining a Rifle.
- The student will understand the importance of taking their rifle to an experienced gunsmith for repair when needed.
- The student will learn the important rules for safe rifle shooting.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom

**RANGE PRACTICAL:** Will follow as a separate module of training.

## **2. Rifle Operations & Performance Lesson Outline**

### **LEGAL CONSIDERATIONS**

- Legal overall length must be at least 26 inches. (Includes a folding stock when folded.)
- Legal barrel length must be at least 16 inches.
- Must not exceed .50 Caliber (Except Black Powder)

### **RIFLE'S 3 MAJOR PARTS**

- Stock
- Barrel
- Action

### **STOCK**

- Butt
- Comb
- Grip
- Forend

### **BARREL**

- Bore
- Breach
- Chamber
- Muzzle
- Crown
- Caliber
  - Caliber vs. Metric
- Lands and Grooves

### **ACTION**

- All the major moving parts to load, shoot, and unload the rifle.
- Loading occurs by opening the action and placing a cartridge into the chamber.
- Firing occurs when you squeeze the trigger.
- Unloading occurs when you open the action and the used cartridge case is ejected so the new one can be loaded into the chamber.

### **RECEIVER**

- Bolt / Charging Handle
- Loading / Ejection Ports
- Trigger
- Trigger Guard
- Safety
- Sight System
- Bolt Release
- Magazine Release

## THE MAGAZINE

The three most common type magazines are:

- Tube
- Box
  - Fixed
  - Removable
  - Rotary
- Drum

## MECHANICAL SAFETY'S

When in the "on" position it should prevent the gun from firing.

- Helps guard against unintentional discharges.
- They are mechanical devices and can fail.

### Types of Mechanical Safety's

- Sliding Plate
- Cross Bolt
- Hammer at Half Cock
- Latch
- Lever

**Rule:** *"If you see Red he's dead."*

## TYPES OF RIFLE ACTIONS

- Bolt
- Pump
- Lever
- Semiautomatic
- Break / Hinge
- Falling Block

## SIGHTS

- Optical
  - Fixed
  - Variable
  - Red Dot
- Common Reticules
  - Duplex
  - Post
  - Crosshair
  - Dot
  - Mil Dot
- Eye Relief
  - Safety precaution of having your eye being too close to the scope

- Power / Magnification
  - Fixed Power
  - Variable Power
- Objective
- Exit Pupil
  - $\text{Objective} \div \text{Power} = \text{Exit Pupil}$
- Mounts
  - Fixed
  - Quick Mount
- Guideline for Scope Usage (Refer to Chart)
- Scope Adjustments
  - Elevation
  - Windage
  - Parallax
  - Bullet Drop Compensator
- Scope Selection
  - Image Quality
    - Brightness
    - Resolution
    - Field of View
- Open Sights
- Guideline for Scope Usage (Refer to Chart)
- Open Sights
- Aperture / Peep Sights

## **CALIBER**

- The caliber of the gun is determined by the diameter of the bore from Land to Land.
- Caliber vs. Metric

## **AMMUNITION PARTS**

- Casing
  - Date Stamp
  - Rimless
  - Rimmed
  - Belted
- Primer
- Gunpowder (Modern Smokeless Powder)
- Bullet

## **AMMUNITION TYPES**

- Rimfire
- Center fire

**HOW A RIFLE FIRES**

- Firing pin strikes the primer.
- The priming compound in the primer explodes, igniting the gunpowder.
- The gunpowder ignites and the gunpowder burns. The burning powder creates gases, and the gases expand.
- The expanding hot gases create pressure which propels the bullet out of the casing and down the barrel.

**BULLET TYPES**

- Wadcutter
- Semi-Wadcutter
- Round Nose
- Full Metal Jacket
- Jacketed Soft Point
- Semi-Jacketed Soft Point
- Lead Hollowpoint
- Semi-Jacketed Hollowpoint
- Full Jacketed Hollowpoint
- Frangible
- Pre-Fragmented

**CHOOSING THE RIGHT AMMUNITION**

- Will be dependent on the kind of shooting you intend to do, and the caliber of the gun.
- There is a stamping on the base of the casing that is marked with the caliber of the cartridge and its manufacture.
- The caliber of the rifle is usually stamped on the barrel
- Be sure to use the right ammunition for the rifle you're using.

**SIMPLE BALLISTICS**

- Internal Ballistics
- External Ballistics
- Muzzle Velocity
- Trajectory
- Kinetic Energy

**BULLET AND CARTRIDGE COMPARISONS**

- Refer to Manufactures Ammunition Comparison Charts
- Never shoot up into the air. Some rifle calibers can reach out to over 5 miles.

## **TYPES OF MALFUNCTIONS AND STOPPAGES**

- Difference between a malfunction and a stoppage.
  - Misfire
    - Types, Causes and Solutions
  - Hang Fire
    - Causes, Potential Hazards, and Solutions
  - Squib Load
    - Causes, Potential Hazards, and Solutions

## **HOW TO SELECT A RIFLE**

- Type of Action
- Caliber
- Gun Fit
- Balance and Handling Qualities

## **CLEANING AND MAINTAINING YOUR RIFLE**

- Cleaning Rod with Attachments
- Cleaning Patches
- Bore Cleaning Solvent
- Light Gun Oil
- Clean Cloth
- Small Brush

Before starting to clean your gun, make absolutely certain that the rifle is unloaded, the action is open, and there is no ammunition in the room where you're cleaning your gun.

## **RIFLE REPAIRS**

- Take your rifle to an experienced gunsmith.

### **3. Rifle Shooting And Marksmanship Lesson Overview**

#### **CURRICULUM OVERVIEW**

- The student will Review the fundamentals of rifle shooting.
- The student will learn proper rifle marksmanship and be able to explain the elements of rifle marksmanship.
- The student will learn about special considerations for rifle marksmanship. They will be able to identify and explain each one.
- The student will learn about vision and the important role it plays in rifle marksmanship. They will be able to describe all the elements that attribute to good vision.
- The student will learn about eye dominance. They will be able to describe what binocular vision is and the different kinds of dominant eye conditions that affect the rifle shooter.
- The student will learn and be able to describe why the traditional two handed triangle eye dominance test doesn't give a good reading.
- The student will learn and be able to explain how to properly test for eye dominance using new techniques proven to be more effective.
- The student will learn what visual acuity is and how to test it. They will be able to explain what it is, why it's important and how to properly test for visual acuity.
- The student will learn about convergent and divergent movements of the eye. The student will be able to explain what each is, and the difference between the two.
- The student will learn about and be able to identify the three ocular movements of the eye that are required to properly sight the rifle. They will be able to demonstrate their complete understanding of this process during live fire when on the range.
- The student will review the five basic positions used for rifle shooting.
- The student will learn why body position is important and be able to describe what's required and how it affects their marksmanship performance.
- The student will review the elements of the rifle position.
- The student will be taught what a pre-shot routine is, and be able explain and utilize the process.
- The student will be taught how to properly sight the rifle. They will be able to explain each step required, especially the third critical step. They will demonstrate complete understanding of the process when on the range.
- The student will learn and be able to explain how breathing affects the sight picture. They will be able to explain why oxygenating the eye and breath control is important.
- The student will learn about the many elements that are important for good trigger control, especially controlling the emotional state. They will be able to identify each element and explain its importance.
- The student will learn the "Secret to Mastery", "Visual Follow Through"!
- The student will be taught how to achieve complete follow through. They will be able to name the elements involved, describe each and explain why follow through is so important.

- The student will be taught rifle beginning basics. They will be able to identify the elements and describe each. They will be able to explain how to align their shooting position with the target, what the minimum arc of movement is, including wobble and figure 8, and how it affects the shot.
- The student will learn about dry firing techniques and the safety requirements for its use. They will be able to explain the process and elaborate on the safety elements required.
- They will be taught live fire practice techniques and about calling the shot.
- The student will review sight adjustment. They will be able to identify the elements involved and explain each.
- The student will review how to use the rifle sling.
- The student will learn the Mental Keys for Peak Performance with a Rifle. They will be able to identify the many elements required and explain the importance of each.
- The student will be taught tips for practicing with success. They will be able to describe the elements and explain the aspect each adds to achieving success.

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **4. Rifle Shooting & Marksmanship Lesson Outline**

### **FUNDAMENTALS OF RIFLE SHOOTING**

- Position
- Shot Preparation
- Sight Picture, Alignment, Focal Acuity on the Front Sight
- Trigger Control
- Follow-through

### **SPECIAL CONSIDERATIONS**

- Mirage
- Reading the Wind
- Distance Estimation
  - Range Finders

### **VISION AND RIFLE SHOOTING**

- What is vision?
- Components of Vision
- Performance vs. 20/20 vision.
- Eye Movements
- Corrective Eyewear

### **EYE DOMINANCE**

- Binocular Vision
- Why the traditional two handed triangle Eye Dominance Test doesn't give you a true reading.
- How to use the 5 point test to correctly diagnose eye dominance.

### **VISUAL ACUITY**

- Convergent and Divergent Movements of the Eye
- What are the three required movements of the eye when utilizing open sights?
- Acuity Testing

### **FIVE BASIC SHOOTING POSITIONS**

- Benchrest
- Standing
  - Free Arm
  - Rest Arm
- Prone
- Kneeling
- Sitting

### **BODY POSITION**

- Comfortable and Relaxed
- Maintain a Natural Balance

- Aligning Your Stance with the Target

### **RIFLE POSITION**

- Shoulder Mount
- Sighting Plane Alignment
- Cheek Weld
- Correct Hand and Index Finger Placement on the Grip

### **SHOT PREPARATION**

- Pre-Shot Routine

### **SIGHTING THE RIFLE**

- Sight Picture
- Sight Alignment
- Pursue Movement of the Eye to the Front Sight

### **SIGHT PICTURE CONTROL**

- Oxygenating the Eye
- Breath Control

### **TRIGGER PULL**

- Proper Finger Position on the Trigger
- Mind & State Control
  - Detachment
- Prepping the Trigger
- Trusting the Unconscious
- Repetition is the Mother of Skill

### **FOLLOW-THROUGH**

- Continuing to maintain breath control, focal acuity, and trigger control, immediately following the shot.
- Visual follow-through, the secret to mastery

### **RIFLE BEGINNING BASICS**

- Start from the benchrest position
- Align the position with the target
- Minimum Arc of Movement
  - Wobble
  - Figure 8
- Dry Firing
- Live Fire Practice
- Calling the Shot

### **SIGHT ADJUSTMENT**

- Shot Grouping

- Windage
- Elevation
- Adjust the rear sight in the same direction you want the shots to move on the target.
- Adjust the front sight in the opposite direction you want the shots to move on the target.
- Reading the Target - Face of a Clock
- Minute of Angle
  - “One Click”

### **THE RIFLE SLING**

- Hasty Sling
- Loop / Military Sling

### **THE MENTAL KEYS FOR PEAK PERFORMANCE WITH A RIFLE**

- Preparation
- Pre-Shot Routine
- Emptying Your Mind
- Entering the Zone of Peak Performance
- Staying in the Present
- Concentration
- Utilizing Imagery as Map for the Body to Follow
- Re-Framing Errors into Successes
- Building Confidence
- Visualization Exercises
- Nutrition and Peak Performance

### **HOW TO PRACTICE**

- Make it fun & safe.
- Practice with a friend.
- Practice with a purpose.
- Quality – not quantity.
- Aim for confidence.
- Structure your practice for success.
- If something isn't working; try something different.
- Remember a time when you performed perfectly, and expect to do well.
- Avoid perfectionism; Give yourself permission to miss and expand!
- Praise yourself.
- Reframe Mistakes: Edit & Re-run.

## **RIFLE SHOOTING SPORTS**

- NRA Rifle Qualification Courses
  - International Air Rifle
  - 4- Position Rifle
  - Light Rifle
  - American Riflemen
  - Sport Shooting
  - High-Power
  - JROTC Rifle
  
- Rifle Types by Activity
  - Refer to Chart
  
- Hunting

## **C. Shotgun**

### **1. Shotgun Operations & Performance Lesson Overview**

#### **CURRICULUM OVERVIEW**

- The student will learn the legal considerations pertaining to Shotguns.
- The student will learn the basics of how a shotgun works.
- The student will be able to identify and demonstrate knowledge about the shotgun, its major parts and how they function
- The student will learn about and be able to describe what Gauge is, how it's measured and what gauges most modern shotguns are available in.
- The student will learn about and be able to describe shot shell, breach, barrel and muzzle and the process that takes place for loading a shotgun.
- The student will learn about and be able to describe what choke is, how it works and how it effects the shot.
- The student will learn about and be able to identify the different types of chokes and the performance of each.
- The student will learn what shotgun actions are and be able to identify the different types of actions and describe how each works.
- The student will learn what shotgun magazines are, be able to describe them and explain the difference between the two common types.
- The student will learn about mechanical safeties. They will be able to identify the different ones and describe how they work.
- The student will learn what shotgun shell components are and be able to describe the components.
- The student will learn what shot pellets are and be able to describe what they are made of, and explain the process that occurs when the shotgun is fired and how the pattern is created.
- The student will learn about the different shot sizes and be able to describe the difference between steel vs. lead shot, how each affects the environment, and the performance of each.
- The student will learn how a shotgun fires and be able to describe the process that takes place.
- The student will learn how to choose the proper ammunition for the shooting event they intend to participate.
- The student will learn the basics for selecting a shotgun and be able to describe the factors to consider.
- The student will learn about the importance of gun fit. They will be able to describe why the proper fit is critical and how the comb height and length of pull affect the fit and accuracy.
- The student will learn how to select gauge. They will be able to describe what factors to consider and how the choice affects the shot, including how the gauge affects recoil if the gun fits properly.
- The student will learn the basic techniques for cleaning and maintaining a shotgun.

- The student will understand the importance of taking their shotgun to an experienced gunsmith for repair when needed.
- The student will learn the important rules for safe shotgun shooting.

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **2. Shotgun Operations & Performance Lesson Outline**

### **SHOTGUN LEGAL CONSIDERATIONS**

- Legal overall length must be at least 26 inches. (Includes a folding stock when folded.)
- Legal barrel length must be at least 18 inches.

### **HOW A SHOTGUN WORKS**

- A shotgun differs from a rifle in that it generally is used to fire multiple projectiles called shot, instead of a single projectile.
- The area covered by a shotguns pattern is considerably larger than a single bullet hole.
- A shotgun also has the capability to shoot a single projectile called a slug.

### **PARTS OF A SHOTGUN**

#### **STOCK**

- Butt
- Comb
- Grip
- Forend

#### **BARREL**

- The barrel of a shotgun has a smooth bore.
- Muzzle - The front of the barrel in which the shot exits is called the muzzle.
- Modern shotguns are loaded at the rear of the barrel which is called the breach.

#### **GAUGE**

- The smooth bore of a shotgun is measured by gauge.
- Starting with the largest, modern shotguns are available in:
  - 10 gauge
  - 12 gauge
  - 16 gauge
  - 20 gauge
  - 28 gauge
  - .410
    - .410 is a caliber; it is actually a 67.5 gauge
    - The .410 shotgun has a bore diameter of 410/1000 of an inch.
- Gauge is measured by the number of the lead balls the size of the diameter of the bore that it would take to weigh one pound.
  - Example: 12 lead balls, the size of the diameter of the bore of a 12 gauge, would weigh 1 pound.

#### **CHOKE**

- Choke is a constriction of the bore at the end of a muzzle.
- Choke size determines the spread of the shot pattern.

- Choke forces the shot as it reaches the end of the muzzle to constrict and squeeze tightly together, thus causing the spread of the shot to remain in a denser pattern for a longer distance.
- The tighter the choke, the denser the pattern.

### **TYPES OF CHOKES & PERFORMANCE**

- Full Choke – 42” pattern at 45 yd.
- Modified Choke – 42” pattern at 35 yd.
- Improved Cylinder Choke – 42” pattern at 25 yd.
- Cylinder Bore - A cylinder bore is not a choke. There is no restriction with a cylinder bore even though some people refer to it as a choke.

### **TYPES OF CHOKES**

- Permanent - Most shotgun barrels are made with permanent chokes.
- Adjustable - Allows different choke selections
- Interchangeable - Interchangeable choke tubes

### **SHOTGUN ACTION**

- All the moving parts which allows for you to load, fire and unload the shotgun.

### **TYPES OF ACTIONS**

- Pump
- Bolt
- Break / Hinge
  - Single Shot
  - Side By Side
  - Over & Under
  - Combination Rifle / Shotgun
- Semiautomatic
- Lever

### **RECEIVER**

- Bolt / Charging Handle
- Loading / Ejection Ports
- Trigger
- Trigger Guard
- Safety
- Sight System
- Bolt Release
- Magazine Release

### **SIGHTING SYSTEMS**

- Bead
- Sights

- Red dot
- Optical

### **THE MAGAZINE**

Break / Hinge Actions do not have magazines. The shot shell is loaded directly into the chamber.

Shotguns generally have two types of magazines:

- Tube
- Box

### **MECHANICAL SAFETY'S**

- When in the "on" position it should prevent the gun from firing.
- Helps guard against unintentional discharges.
- They are mechanical devices and can fail.

#### **Types of Mechanical Safety's**

- Sliding Plate
- Cross Bolt
- Hammer at Half Cock
- Latch

*Rule: "If you see Red he's dead."*

### **SHOTGUN SHELL COMPONENTS**

- The round of ammunition used in a shotgun is called a shot shell..
- Shell Case
- Brass Head
- Primer
- Gunpowder
- Wad
- Shot / Slug

### **SHOT PELLETS**

- The pellets shot out of a shotgun are usually made out of lead or steel.
- Shot pellets begin to spread as soon as they leave the muzzle of the shotgun, thus creating a pattern.
- The further they travel, the farther they will spread apart creating a larger pattern.

### **SHOT SIZE**

- No. 9, No. 8, No. 7-1/2, No. 6, No. 5, No. 4, No. 2, No. O, No. OO, Slug, .410
- Shot Type
  - Lead
  - Steel

### **STEEL vs. LEAD SHOT**

- How does lead shot affect our environment?

- What alternatives are available to the lead shot problem?
- How does steel shot differ from lead shot?
- Which performs better, steel shot or lead shot?

### **NUMBER OF SHOT IN VARIOUS LOADS**

- Refer to Manufactures Comparison Charts

### **HOW A SHOTGUN FIRES**

- Firing pin strikes the primer.
- The priming compound in the primer explodes, igniting the gunpowder.
- The gunpowder ignites and the gunpowder burns. The burning powder creates gases, and the gases expand.
- The expanding hot gases create pressure which propels the shot / slug out of the shell casing and down the barrel.

### **CHOOSING THE RIGHT AMMUNITION**

- Will be dependent on the kind of shooting you intend to do, and the gauge of the gun.
- There is a stamping on the base of the shell casing that is marked with the gauge of the cartridge and its manufacture.
- Be sure to use the right ammunition for the gauge of the shotgun you're using.
  - There is a stamping in the barrel that indicates the gauge of the shotgun.

### **AMMUNITION AND CHOKE SUGGESTIONS**

- Refer to Manufactures Comparison Charts

### **TYPES OF MALFUNCTIONS AND STOPPAGES**

- Difference between a malfunction and a stoppage.
  - Misfire
    - Types, Causes and Solutions
  - Hang Fire
    - Causes, Potential Hazards, and Solutions
  - Squib Load
    - Causes, Potential Hazards, and Solutions

### **HOW TO SELECT A SHOTGUN**

- Barrel Lengths
- Type of Action
- Gauge Size
- Gun Fit
- Balance and Handling Qualities

## IMPORTANCE OF GUN FIT

- Because a shotgun generally does not have sights like a rifle, it is critical that the gun properly fits the shooter.
- An improper fit can result in an unnatural point.

**Comb Height:** Acts much like the elevation adjustment on a rear sight of a rifle.

- The higher the comb, the higher the gun will shoot. A shooter with a comb that is too high will tend to shoot over the target.
- The lower the comb, the lower the gun will shoot. A shooter, whose comb is too low, will tend to shoot under the target.

**Length of Pull:** The Length of Pull is the distance from the trigger to the butt end of the stock. It acts much like the windage adjustment on the rear sight of a rifle.

- If the butt stock is too long, the right handed shooter will tend to shoot to the left of the target.
- If the butt stock is too short, the right handed shooter will tend to shoot to the right of the target.

## HOW TO SELECT GAUGE

- A .410 Shotgun has a much smaller number of shot pellets, which makes it more difficult to hit your target.
  - It is a shotgun for more experienced shooters..
- If a shotgun properly fits, recoil will be negligible when comparing a 20 gauge to a 12 gauge.

## GAUGE COMPARISONS

- Refer to Manufactures Comparison Charts

## CLEANING AND MAINTAINING YOUR SHOTGUN

- Cleaning Rod with Attachments
- Cleaning Patches
- Bore Cleaning Solvent
- Light Gun Oil
- Clean Cloth
- Small Brush

Before starting to clean your gun, make absolutely certain that the shotgun is unloaded, the action is open, and there is no ammunition in the room where you're cleaning your gun.

## SHOTGUN REPAIRS

- Take your shotgun to an experienced gunsmith.

### **3. Shotgun Shooting And Marksmanship Lesson Overview**

#### **CURRICULUM OVERVIEW**

- The student will Review the fundamentals of shotgun shooting.
- The student will learn about special consideration for shotgun marksmanship and will be able to identify and explain each one.
- The student will learn about vision and the important role it plays in shotgun marksmanship. They will be able to describe all the elements that attribute to good vision.
- The student will learn about key elements of vision that play a role in shotgun error and be able to explain each in detail.
- The student will learn about key visual elements that enhance shotgun shooting performance and be able to explain each in detail.
- The student will learn about eye dominance and explain its relationship to shooting.
- The student will learn and be able to describe why the traditional two handed triangle eye dominance test doesn't give a good reading.
- The student will learn and be able to explain how to properly test for eye dominance using new techniques proven more effective.
- The student will learn about ocular motility and will be able to explain how it affects the shooting performance with shotguns.
- The student will learn about visual acuity and accommodation as it relates to shotgun shooting. They will be able to explain how visual acuity relates to moving targets and the pursuit eye movement and the proper eye movement to maximize visual acuity on the leading edge of the target. The student will also learn what accommodation is and will be able to explain how to maintain it.
- The student will learn and be able to explain the importance of warming up the muscles of the eye to achieve visual peak performance. The student will be taught eye exercise to achieve peak visual performance and will demonstrate the ability to do them.
- The student will learn about and be able to explain the role of stance and how it effects the shooting performance and how why it's important to align your stance with the expected target breaking area.
- The student will learn how to assume the proper gun ready posture before moving the gun to target and explain how it affects the shooting performance. Eyes, Muzzle, Target.
- The student will learn about the elements of swing to the target and be able to explain the role each element plays.
- The student will learn the specific keys for trigger pull relating to shotgun shooting, specifically timing. The student will be able to explain the role of each.
- The student will learn about and be able to explain what's required for good follow through when shooting a shotgun.
- The student will learn the "Secret of Follow Through" and will be able to explain fully what is required.
- The student will be taught shotgun beginning basics. They will be able to identify the elements and describe each. The student will learn about dry firing techniques

and the safety requirements for its use. They will be able to explain the process and elaborate on the safety elements required.

- They will be taught live fire practice techniques and will be able to explain the concepts.
- The student will learn the Mental Keys for Peak Performance with a shotgun. They will be able to identify the many elements required and explain the importance of each.
- The student will be taught tips for practicing with success. They will be able to describe the elements and explain the aspect each adds to achieving success.
- The student will be taught concepts for using the shotgun as a rifle when shooting slugs and will be able to explain the process.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **4. Shotgun Shooting & Marksmanship Lesson Outline**

### **FUNDAMENTALS**

- Stance
- Ready Position
- Mounting the Gun and Swing to Target
- Trigger Pull / Slap
- Follow-through

### **VISION AND SHOTGUN SHOOTING**

- What is vision?
- Components of Vision
- Performance vs. 20/20 vision.
- Most errors in shotgun shooting are caused by visual errors.
- Eye Movements
- Optokinetic Reflexes
- Figure-Ground Relationships
- Visual Reaction Time
- Corrective Eyewear
- Contrast Sensitivity & Eyewear

### **EYE DOMINANCE**

- Binocular Vision
- Why the traditional two handed triangle Eye Dominance Test doesn't give you a true reading.
- How to use the 5 point test to correctly diagnose eye dominance.

### **OCULAR MOTILITY**

- How to Test for Ocular Motility

### **VISUAL ACUITY & ACCOMMODATION**

- What do you focus on when shooting at a moving target?
  - Leading Edge
- What is a pursuit movement of the eye?
- What are the proper eye movements required to maximize visual acuity?
- What is accommodation and how to maintain it?

### **EYE EXERCISES TO ENHANCE PERFORMANCE**

- How to warm-up the muscles of the eye to achieve visual peak performance.
- Rotational Eye Exercises
- Version Eye Movement Exercises
- Convergent and Divergent Eye Exercises

### **STANCE**

- Comfortable and Relaxed

- Maintain a Natural Balance
- Aligning Your Stance with the Expected Target Breaking Area

### **GUN READY POSITION**

- The posture you assume before moving your gun to the target.
- Eye's, Muzzle, Target

### **MOUNTING THE GUN**

- Cheek Weld

### **SWING TO THE TARGET**

- Eyes focused on the leading edge of the target.
- Mounting the gun. (Cheek Weld)
- Trigger hand elbow level with shoulders.
- Butt of stock firmly against the shoulder.
- If the gun fits the shooter correctly, the barrel will be aligned with your dominant eye and the target creating a straight sighting plane.

### **TRIGGER PULL**

- How to develop the optokinetic reflex for timing that allows the shot to be released at the proper time.
- Trusting the Unconscious
- Repetition is the Mother of Skill

### **FOLLOW-THROUGH**

- The shotgun muzzle must move through the target as the shot is released.
- The butt of the shotgun must remain secured in the shoulder pocket and the comb, welded to the cheek.
- Visual follow-through, the secret to mastery
  - Follow the largest broken piece of the target to the ground.

### **SHOTGUN BEGINNING BASICS**

- Start with a Straightaway
- Developing a Natural Point
- Shotguns are Pointed, Not Aimed
- Developing the Visual Skills
- Dry Firing
- Live Fire Practice

### **THE MENTAL KEYS FOR PEAK PERFORMANCE WITH A SHOTGUN**

- Preparation
- Pre-Shot Routine
- Emptying Your Mind
- Entering the Zone of Peak Performance
- Staying in the Present

- Concentration
- Utilizing Imagery as Map for the Body to Follow
- Re-Framing Errors into Successes
- Building Confidence
- Visualization Exercises
- Nutrition and Peak Performance

### **HOW TO PRACTICE**

- Make it fun & safe.
- Practice with a friend.
- Practice with a purpose.
- Quality – not quantity.
- Aim for confidence.
- Structure your practice for success.
- If something isn't working; try something different.
- Remember a time when you performed perfectly, and expect to do well.
- Avoid perfectionism; Give yourself permission to miss and expand!
- Praise yourself.
- Reframe Mistakes: Edit & Re-run.

### **USING THE SHOTGUN AS A RIFLE**

- Very Effective up to 100 yards
- Slugs
  - Groves & Ridges
  - “Brush Busters”
- Can Travel up to 1000 yards
- Sabot
  - 150 Yard Accuracy
- Sights & Optics

### **SHOOTING SPORTS**

- Trap Shooting
- Skeet Shooting
- Sporting Clays
- Hunting

## **D. Handgun**

### **1. Handgun Operations & Performance Lesson Overview**

#### **CURRICULUM OVERVIEW**

- The student will be able to identify and demonstrate knowledge of the different types of handguns, their major parts, and how they function.
- The student will learn about and be able to identify the different parts of single and double action revolvers, both the frame and the barrel.
- The student will learn about and be able to describe the firing process of a revolver and how the action works for both single and double action.
- The student will learn about and be able to describe the proper and safe techniques to load, unload, and de-cock both single and double action revolvers.
- The student will learn about the various Semiautomatic Pistols and be able to identify their parts.
- The student will learn about and be able to describe the firing process of a semiautomatic pistol and how the action works.
- The student will learn how to properly load, unload, cock and de-cock a semiautomatic pistol.
- The student will learn about and be able to describe the different mechanical safeties of a semiautomatic pistol and how they work, including the difference between an actual safety and a de-cocker.
- The student will learn about and be able to describe the different types of sights and how they each work for both revolvers and semiautomatic pistols.
- The student will learn about and be able to explain the different parts that make up ammunition.
- The student will be able to identify different types of ammunition and their application and performance capabilities.
- The student will learn about the firing process of a pistol cartridge and be able to explain the process that takes place.
- The student will learn about different bullet types and understand how to choose the proper ammunition for the shooting event they intend to participate in.
- The student will learn about simple ballistics and be able to describe what internal and external ballistics, muzzle velocity, trajectory and kinetic energy are.
- The student will learn about bullet and cartridge comparisons, and the distance some handgun bullets can travel.
- The student will evaluate the difference between revolvers and semiautomatic pistols.
- The student will learn about and be able to explain the important factors to consider when choosing a handgun.
- The student will learn the basic techniques for cleaning and maintaining both revolvers and semiautomatic pistols.
- The student will understand the importance of taking their handgun to an experienced gunsmith for repair when needed.

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

**No Range Practical For Handgun**

## **2. Handgun Operations & Performance Lesson Outline**

### **TYPES OF HANDGUNS**

- Single Action Revolvers
- Double Action Revolvers
- Single Action Semiautomatics
- Double Action Semiautomatics
- Glock Safety Action
- Bolt Action
  - Same as covered in previous block of Rifle instruction.
- Break / Hinge
  - Same as covered in previous block of Rifle instruction.

### **REVOLVERS**

Pistol that has a rotating cylinder containing a number of firing chambers.

### **HOW A REVOLVER WORKS**

The action of the trigger or hammer rotates the cylinder so that the chamber to fire lines up with the forcing cone of the barrel and the firing pin.

### **REVOLVER FRAME**

- Grips
- Trigger Guard
- Rear Sight
- Backstrap
- Top Strap

### **REVOLVER BARREL**

- Metal tube through which the bullet passes
  - Bore
  - Rifling
  - Lands
  - Grooves
  - Forcing Cone
  - Muzzle
  - Front Sight

### **REVOLVER ACTION**

- All the major moving parts to load, fire, and unload the pistol.
  - Trigger
  - Hammer
  - Hammer Spur
  - Cylinder
  - Cylinder Release
  - Ejector
  - Ejector Rod
  - Ejector Star

**SINGLE ACTION REVOLVER**

- By pulling the trigger only one action takes place - Release of the hammer
- How to Load
- How to Unload
- How to Cock
- How to Uncock
  - Thumb/Thumb, Finger/Finger, Thumb/Thumb

**DOUBLE ACTION REVOLVER**

- By pulling the trigger two actions take place - The hammer is cocked and released
- How to Load
- How to Unload
- How to Cock
- How to Uncock
  - Thumb/Thumb, Finger/Finger, Thumb/Thumb

**SEMIAUTOMATIC PISTOLS**

- Fires a single cartridge each time the trigger is pulled.
- Automatically extracts and ejects the empty casing
- Inserts a new cartridge into the chamber

**SEMIAUTOMATIC FRAME**

- Grip Panels
- Trigger Guard
- Rear Sight
- Back Strap
- Mechanical Safety
- Slide Lock
- Magazine Well

**SEMIAUTOMATIC BARREL**

- Bore
- Chamber
- Rifling
  - Lands
  - Grooves
- Muzzle
- Caliber
- Front Sight

**SEMIAUTOMATIC ACTION**

- Trigger
- Hammer
- Slide

- Magazine
- Magazine Release

### **SEMI-AUTOMATIC OPERATIONS**

- How to Load
- How to Unload
- How to Cock
- How to Uncock
  - De-cocking Mechanisms

### **THE MAGAZINE**

- A removable storage device designed to hold cartridges.

### **MECHANICAL SAFETY'S**

- When in the "on" position it should prevent the gun from firing.
- Helps guard against unintentional discharges.
- They are mechanical devices and can fail.

### **Types of Mechanical Safety's**

- Sliding Plate
- Cross Bolt
- Hammer at Half Cock
- Latch
- Lever
- De-cocking Lever

**Rule:** *"If you see Red he's dead."*

### **SIGHTS**

- Open Sights
  - Fixed
  - Adjustable
- Tritium
- Scope (Generally Extended Eye Relief)
  - Fixed
  - Variable
- Common Reticules
  - Duplex
  - Post
  - Crosshair
  - Dot
- Red Dot

### **CALIBER**

- The caliber of the gun is determined by the diameter of the bore from Land to Land.
- Caliber vs. Metric

**AMMUNITION PARTS**

- Case
- Primer
- Gunpowder (Modern Smokeless Powder)
- Bullet

**AMMUNITION TYPES**

- Rimfire
- Centerfire

**HOW A PISTOL CARTRIDGE FIRES**

- Firing pin strikes the primer.
- The priming compound in the primer explodes, igniting the gunpowder.
- The gunpowder ignites and the gunpowder burns. The burning powder creates gases, and the gases expand.
- The expanding hot gases create pressure which propels the bullet out of the casing and down the barrel.

**BULLET TYPES**

- Wadcutter
- Semi-Wadcutter
- Round Nose
- Full Metal Jacket
- Jacketed Soft Point
- Semi-Jacketed Soft Point
- Lead Hollowpoint
- Semi-Jacketed Hollowpoint
- Full Jacketed Hollowpoint
- Silver Tip Hollowpoint
- Frangible
- Pre-Fragmented

**CHOOSING THE RIGHT AMMUNITION**

- Will be dependent on the kind of shooting you intend to do, and the type and caliber of the gun.
- There is a stamping on the base of the casing that is marked with the caliber of the cartridge and its manufacture.
- The caliber of the pistol is usually stamped on the barrel of a revolver or on the slide of the semiautomatic
- Be sure to use the right ammunition for the pistol you're using.

**SIMPLE BALLISTICS**

- Internal Ballistics
- External Ballistics
- Muzzle Velocity

- Trajectory
- Kinetic Energy

## **BULLET AND CARTRIDGE COMPARISONS**

- Refer to Manufactures Comparison Charts
- Never shoot up into the air.
  - Some standard pistol calibers can reach out to over 1.5 miles.

## **TYPES OF MALFUNCTIONS AND STOPPAGES**

- Difference between a malfunction and a stoppage.
  - Misfire
    - Types, Causes and Solutions
  - Hang Fire
    - Causes, Potential Hazards, and Solutions
  - Squib Load
    - Causes, Potential Hazards, and Solutions

## **REVOLVERS VS. SEMI-AUTOS**

### **Revolvers**

- Simple
- Reliable
- Lower ammo capacity
- Easy to use

### **Semi-Automatics**

- More Complicated
- Smaller and more compact
- Higher ammo capacity

## **HOW TO SELECT A HANDGUN**

- Type of Action
  - Revolver
    - Single Action
    - Double Action
  - Semiautomatic
    - Single Action
    - Double Action
    - Glock Safety Action
  - Bolt Action
  - Break / Hinge
- Caliber
- Comfortable to Shoot
  - Gun Fit
- Reliability
- Balance and Handling Qualities

## **CLEANING AND MAINTAINING YOUR HANDGUN**

- Cleaning Rod with Attachments
- Cleaning Patches
- Bore Cleaning Solvent
- Light Gun Oil
- Clean Cloth
- Small Brush

Before starting to clean your gun, make absolutely certain that the handgun is unloaded, the action is open, and there is no ammunition in the room where you're cleaning your gun.

## **HANDGUN REPAIRS**

- Take your pistol to an experienced gunsmith.

### **3. Handgun Shooting & Marksmanship Lesson Overview**

#### **CURRICULUM OVERVIEW**

- The student will learn the fundamentals of proper marksmanship. No Range Practical.
- The student will learn about vision and the important role it plays in handgun marksmanship. They will be able to describe all the elements that attribute to good vision.
- The student will learn about eye dominance. They will be able to describe what binocular vision is and the 7 kinds of dominant eye conditions.
- The student will learn and be able to describe why the traditional two handed triangle eye dominance test doesn't give a good reading.
- The student will learn and be able to explain how to properly test for eye dominance using new techniques proven more effective.
- The student will learn what visual acuity is and how to test it. They will be able to explain what it is, why it's important and how to properly test for visual acuity.
- The student will learn about convergent and divergent movements of the eye. They will be able to explain what each is and the difference between the two.
- The student will learn about and be able to identify the three ocular movements of the eye that are required to properly sight the pistol. They will be able to demonstrate their complete understanding of this process during live fire on the range.
- The student will review and be able demonstrate the five basic positions used for pistol shooting.
- The student will learn why body position is important and be able to describe what's required and how it affects the marksmanship performance.
- The student will be taught and will be able to demonstrate the proper one handed and two handed grip for revolvers and semiautomatic pistols.
- The student will be taught the key to a good grip. They will be able to explain how the grip affects recoil and realignment, affecting the overall shooting performance. They will be able to explain how to tell if they have a good grip.
- The student will be taught what a preshot routine is and be able explain the process.
- The student will be taught how to properly sight the pistol. They will be able to explain each step required, especially the third critical step. They will demonstrate complete understanding of the process while on the range.
- The student will learn and be able to explain how breathing affects the sight picture. They will be able to explain why oxygenating the eye and breath control is important.
- The student will learn about the many elements that are important for good trigger control, especially controlling the emotional state. They will be able to identify each element and explain its importance.
- The student will learn the "Secret to Mastery" Visual Follow Through
- The student will be taught how to achieve complete follow through. They will be able to name the elements involved, describe each and explain why follow through is so important.

- The student will be taught handgun beginning basics. They will be able to identify the elements and describe each. They will be able to explain how to align the position with the target, what minimum arc of movement is and how it affects the shot.
- The student will learn about dry firing techniques and the safety requirements for its use. They will be able to explain the process and elaborate on the safety elements required.
- They will be taught live fire practice techniques and about calling the shot.
- The student will learn about sight adjustment. They will be able to identify the elements of adjustable and fixed sights and explain how to adjust each.
- The student will learn the Mental Keys for Peak Performance with a Pistol. They will be able to identify the many elements required and explain the importance of each.
- The student will be taught tips for practicing with success. They will be able to describe the elements and explain the aspect each adds to achieving success.

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

**No Range Practical for Handgun!**

## **4. Handgun Shooting & Marksmanship Lesson Outline**

### **FUNDAMENTALS**

- Stance / Position
- Shot Preparation
- Sight Picture, Alignment, Focal Acuity on the Front Sight
- Trigger Control
- Follow-through
- Minimal Arc of Movement

### **VISION AND HANDGUN SHOOTING**

- What is vision?
- Components of Vision
- Performance vs. 20/20 vision.
- Eye Movements
- Corrective Eyewear
- Contrast Sensitivity and Eyewear

### **EYE DOMINANCE**

- Binocular Vision
- 7 Kinds of Dominant Eye Conditions
  - Right Master Eye
  - Left Master Eye
  - Right Dominant Eye
  - Left Dominant Eye
  - Balanced Dominance
  - Cross Dominance
  - Parallel Dominance
- Why the traditional two handed triangle Eye Dominance Test doesn't give you a true reading.
- How to use the 7 point test to correctly diagnose eye dominance.

### **VISUAL ACUITY**

- Convergent and Divergent Movements of the Eye
- What are the three required movements of the eye when sighting the pistol?
- Acuity Testing

### **FIVE BASIC SHOOTING POSITIONS**

- Benchrest
- Standing
  - Weaver
  - Isosceles
- Prone
- Kneeling
- Sitting

**BODY POSITION**

- Comfortable and Relaxed
- Maintain a Natural Balance
- Aligning Your Stance with the Target

**GRIP**

- One Handed
- Two Handed
- The Key to a Grip
  - Natural return of the sights into alignment

**SHOT PREPARATION**

- Pre-Shot Routine

**SIGHTING THE PISTOL**

- Sight Picture
- Sight Alignment
- Pursue Movement of the Eye to the Front Sight

**SIGHT PICTURE CONTROL**

- Oxygenating the Eye
- Breath Control
- Minimum Arc of Movement

**TRIGGER PULL**

- Proper Finger Position on the Trigger
- Mind & State Control
  - Detachment
- Prepping the Trigger
- Trusting the Unconscious
- Repetition is the Mother of Skill

**FOLLOW-THROUGH**

- Continuing to maintain breath control, focal acuity, and trigger control, immediately following the shot.
- Visual follow-through, the secret to mastery

**HANDGUN BEGINNING BASICS**

- Start from the benchrest position
- Align the position with the target
- Dry Firing
- Live Fire Practice
- Calling the Shot

**SIGHT ADJUSTMENT WITH ADJUSTABLE SIGHTS**

- Shot Grouping
- Windage Adjustment
- Elevation Adjustment
- Adjust the rear sight in the same direction you want the shots to move on the target.
- Adjust the front sight in the opposite direction you want the shots to move on the target.
- Reading the Target - Face of a Clock

**SHOT ADJUSTMENT WITH FIXED SIGHTS**

- Change Ammunition
  - Design of the bullet
  - Caliber of the bullet
  - Weight of the bullet
- Compensate where you aim on the target
- Take the gun to a gunsmith for adjustment

**THE MENTAL KEYS FOR PEAK PERFORMANCE WITH A PISTOL**

- Preparation
- Pre-Shot Routine
- Emptying Your Mind
- Entering the Zone of Peak Performance
- Staying in the Present
- Concentration
- Utilizing Imagery as Map for the Body to Follow
- Re-Framing Errors into Successes
- Building Confidence
- Visualization Exercises
- Nutrition and Peak Performance

**HOW TO PRACTICE**

- Make it fun & safe.
- Practice with a friend.
- Practice with a purpose.
- Quality – not quantity.
- Aim for confidence.
- Structure your practice for success.
- If something isn't working; try something different.
- Remember a time when you performed perfectly, and expect to do well.
- Avoid perfectionism; Give yourself permission to miss and expand!
- Praise yourself.
- Reframe Mistakes: Edit & Re-run.

## **SHOOTING SPORTS**

- NRA Pistol Competition
- SASS
- Bull's-eye
- PPC
- IPSC
- IDPA
- Recreational Shooting
- Hunting

## **E. Mental Dynamics of Peak Performance**

### **1. Mental Dynamics of Peak Performance**

#### **Lesson Overview**

##### **CURRICULUM OVERVIEW**

- The student will learn how mental and emotional control is the key to shooting and a quality life.
- The student will learn the importance of the mind body relationship for peak performance.
- The student will understand the stages of learning and the importance performing and trusting the unconscious.
- The student will be taught global learning strategies to accelerate the learning process.
- The student will learn how the left and right hemispheres differ and their role in peak performance.
- The student will learn how fear, stress and performance anxiety affects their performance.
- The students will learn about the roots of their perceptions that dictate how they will perform.
- The student will learn about anchors and conditioned responses and how they affect their behavior and performance.
- The student will learn how to set and collapse anchors to enhance their behavior and performance.
- The student will learn how their beliefs empower them or disempower them.
- The student will identify their empowering beliefs and disempowering beliefs.
- Students will learn how to transcend their limiting beliefs into empowering beliefs.
- The student will learn and demonstrate the ability to control and transform their emotional state into empowerment.
- The student will learn how their physiology, focus and self-talk influence their ability to achieve peak performance.
- The students will learn how to use autogenic breathing to center and stabilize their emotions.
- The students will learn how to interrupt negative patterns of behavior and create new patterns to achieve peak performance.
- The students will learn how they neuro-code their experiences and utilize this understanding to program a positive state and positive experiences.
- The student will learn how to use imagery and metaphors for muscel movement mapping.
- The student will learn the techniques for going into an “Alpha State” to program the skills learned in this course and any skill they want to learn so the process is automatic.
- The student will learn how to enter the zone of peak performance on command.
- The student will learn how to use a pre-shot routine for effective muscel mapping.

- The students will learn the importance of proper nutrition and how nutrition effects performance
- The students will learn the importance of proper exercise and how exercise effects performance.
- The student will learn the importance of practice and how to properly practice for peak performance.
- The student will be guided through an exercise to discover how the information taught in this block of instruction can be applied to their every day life to achieve peak performance in everything they do.

**NOTE:** Although the material is comprehensive, this module deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## 2. Mental Dynamics of Peak Performance Lesson Outline

### THE MIND & BODY CONNECTION

- "The secret of shooting is the key to living" (*Matt Seibert*)

### MIND/BODY SYNCHRONIZATION

- If the mind and body are out of sync, so will the results of one's performance.

### STAGES OF LEARNING

- Unconscious Incompetence
- Conscious Incompetence
- Conscious Competence
  - Thinking creates deviation
- Unconscious Competence
  - The skill must be programmed to the unconscious (Goal)
  - Trusting the unconscious

### TREE OF THE MIND

- Roots – Unconscious
- Trunk-Thoughts
- Branches-Emotions
- Leaves-Behavior
- Fruit-Performance
  - The roots(unconscious) feed the tree(conscious)

### ASSOCIATIVE LINKING

- Accelerating the Learning Process
- Relating the Known to the Unknown

### HEMISPHERIC BRAIN FUNCTION & PEAK PERFORMANCE

- Left Brian
  - Thinking
  - Logical
  - Linier
  - Sequential
  - Alternating Current
- Right Brian
  - Feeling
  - Creative
  - Abstract
  - Random
  - Direct Current
- Parallel Processing
- Hemispheric Shifts

**MID BRAIN**

- The Primitive Brain
  - Sympathetic Response
  - Fight or Flight
- Common Triggers

**FEAR & STRESS RESPONSE (Sympathetic Response)**

- Forebrain Shutdown
  - Heartbeat At 115 Beats Per Minute
    - Vasoconstriction
    - Loss of motor skill
    - Transferring fear into peak performance
  - Heartbeat At 145 Beats Per Minute
    - Loss of complex motor skills
  - Heartbeat At 175 Beats Per Minute
    - The only thing that works is gross motor
    - Forebrain shuts down
      - You can't reason when the forebrain has been hijacked by the mid-brain

**EFFECTS OF FEAR & STRESS**

- Loss Of Mental Tracking
- Difficult To Focus & Tunnel Vision
- Auditory Exclusion
- Loss Of Coordination
- Time & Space Distortions

**MIND/BODY SYNCHRONIZATION = GUN CONTROL**

- Stimulus
- Associations
  - Unconscious
- Thoughts
  - Conscious
- Create Emotions
- The Body Responds
  - The body controls the stability of the gun
- Bullet Impact
  - Is a reflection of what's going on in the mind of the shooter
    - At the unconscious level

**WHAT CREATES OUR PERCEPTIONS?**

- Parents
- Hollywood
- Teachers, Friends And People

- Your Past Experiences Create Associations Which Will Determine How You Respond

### **PERCEPTIONS OF REALITY**

- The Meaning You Give To A Situation Will Determine How You're Going To React To It

### **ANCHORS / CONDITIONED RESPONSES**

- Examples
  - American Flag
  - Advertising Uses Them
  - A Certain Look
- You Have A Choice How You're Going To Respond
- Setting an Anchor
- Collapsing an Anchor

### **BELIEFS**

- Associated Labels
- Global Beliefs
  - If This /Then This

### **BELIEF**

- If You Believe It, You're Right!
- Your Belief Becomes A Self Fulfilled Prophecy
  - If you have a really strong belief, the mind will fabricate the evidence to support that belief.
- Sometimes We're So Sure Of What We Think We Know, We Close Our Minds To Other Possibilities
- If There Are Gaps In Our Perceptions, The Mind Will Create It's Own Reality

### **THE MAP IS NOT THE TERRITORY**

- The Map
  - Your Perception
- The Territory
  - The Reality

### **TRANSCEND YOUR REALITY**

- Stretching Your Beliefs Will Create New Opportunities For Improvement Beyond Your Current Understanding
- The Key
  - Non-Judgment

**DETACHED STATE**

- Give-Up Conscious Control
  - Trust the unconscious
- Stay In The Present

**MANIFEST YOUR DESTINY – THE POWER OF STATE**

- Physiology
- Self talk
- Focus
- You're The Creator of Your State!

**PHYSIOLOGY**

- Posture
- Breathing
- Location of feeling
- Facial expression

**AUTOGENIC BREATHING**

- Centering & Emotional Stabilization
  - Inhale slowly through your nose
    - Deep into the lower diaphragm
    - To a 3 count
  - Hold
    - For a 2 count
  - Exhale all the air
    - Exhale through your mouth
    - To a 6 count
- Repeat This "3" Times

**SELF TALK**

- Continuous loop rituals
- Interrupting The Pattern
- The Old Tape
- Creating New Patterns / Preloading
  - OLD TAPE: "I can't believe this is happening"
    - Denial
  - PRE LOADING: I new this would happen
    - Facing Reality
  - OLD TAPE: "Oh shit ..."
  - PRE LOADING: "YES"
    - Empowerment
  - OLD TAPE: "I'm screwed"
    - Helplessness
  - PRE LOADING: "I can do it"
    - Positive Reinforcement

**FOCUS**

- What
- How
- Associated
- Dissociated

**MODALITIES / SOFTWARE FOR THE BRAIN**

- Visual - Auditory - Kinesthetic
  - The neuro-coding of our experience
- Sub-Modalities
  - The quality of the pictures, sounds and feelings that are associated with the state
- Program
  - How the qualities of the modalities are represented, will determine the quality of the state

**CYBER TECHNIQUES**

- Imagery
  - Create metaphors for integration
  - Use multi sensory enriched pictures
    - Create a map for the body to follow

**THE POWER OF VISUALIZATION**

- Programming To The Unconscious
- How to Enter an Alpha State
  - Progressive Relaxation Techniques
- Visualize in an Alpha State
  - Disassociated
  - Associated
  - Anchoring in an Alpha State

**THE ZONE FOR PEAK PERFORMANCE**

- Preparation
- Pre-Shot Routine
- Emptying Your Mind
- Entering the Zone of Peak Performance
  - Firing-off an Anchor
- Staying in the Present
- Concentration
- Utilizing Imagery as Map for the Body to Follow
- Re-Framing Errors into Successes
- Building Confidence
- Visualization Exercises

## **NUTRITION AND PEAK PERFORMANCE**

- Effects of Nutrition on Performance
- Diet for Proper Nutrition
- Brain Foods
- Vitamin Supplements
- Natural Beta Blockers
- Balancing Your Blood Sugars
- Factors That Can Negatively Effect Performance
  - Smoking
  - Caffeine
  - White Sugars
  - Foods and Airborne Allergies
  - Alcohol & Drugs

## **EXERCISE & PEAK PERFORMANCE**

- Aerobic Training
- Anaerobic Training
- Strength Training
  - Positive Effects
  - Negative Effects
- Training to Increase Speed
  - Physically
  - Visually
- Training to Enhance Visual Performance
- Training Regiment
- Pre-Competition Exercise Program Modifications

## **HOW TO PRACTICE**

- Make it fun & safe.
- Practice with a friend.
- Practice with a purpose.
- Quality – not quantity.
- Aim for confidence.
- Structure your practice for success.
- If something isn't working; try something different.
- Remember a time when you performed perfectly, and expect to do well.
- Avoid perfectionism; Give yourself permission to miss and expand!
- Praise yourself.
- Reframe Mistakes: Edit & Re-run.

## **GLOBAL INTEGRATION OF PEAK PERFORMANCE TECHNIQUES**

- How can you use these mental skills to improve your self image?
- How can you use these mental skills in your relationships?
- How can you use these mental skills in school?
- How can you use these mental skills at home?
- How can you use these mental skills in other sports?
- How can you use these mental skills to improve the overall quality of your life?

# VI RANGE SAFETY & RANGE PRACTICAL

## A. Range Safety & Range Practical Module Overview

### CURRICULUM OVERVIEW

- The student will know the rules of firearms safety and be able to successfully demonstrate a complete understanding of firearms safety on the range during practical shooting.
- Student will have an understanding of the necessary equipment for safety and be able to demonstrate the proper use of each.
- The student will understand the rules specific to firearms safety when on the range and be able to follow and apply the fundamentals of each.
- The student will understand the importance of knowing the range commands and successfully demonstrate an understanding of each.
- The student will understand the steps for the end of the day routine and successfully be able to demonstrate each.

#### Rifle

- The student will successfully demonstrate the Rifle field carry positions.
- The student will successfully demonstrate the proper body shooting positions.
- The student will go thru both dry fire and live fire practice exercises applying the fundamentals of marksmanship in each position.
- The student will observe the instructor safely and properly demonstrate the cleaning of a rifle.
- The student will demonstrate the proper end of the day routine for encasing the firearm and cleaning the range.

#### Shotgun

- The student will successfully demonstrate the Shotgun field carry positions.
- The student will successfully demonstrate how to set up safe zones of fire.
- The student will learn how to properly pattern a shotgun and will observe the density of shot with different chokes and distance.
- The student will successfully demonstrate the proper body shooting position.
- The student will successfully demonstrate the ready position.
- The student will successfully demonstrate how to properly position, mount and swing the shotgun to the target.
- The student will demonstrate the proper trigger pull and follow through.
- The student will go through both dry fire and live fire practice exercises applying the fundamentals of marksmanship while shooting at moving targets.
- The student will observe the instructor safely and properly demonstrate the cleaning of a shotgun.
- The student will demonstrate the proper end of the day routine for encasing the firearm and cleaning the range.

## **B. Range Safety**

### **1. Range Safety Lesson Overview**

#### **CURRICULUM OVERVIEW**

- Students will review the 5 Basic Rules of Firearms Safety
- Students will learn the importance of checking to make sure the ammunition they are shooting is the ammunition designed to be shot in their firearm.
- Students will learn what safety protective equipment is required for safe shooting and why it is required.
- The students will learn the universal Range Conduct Rules that are to be followed on a shooting range to assure safety for everyone.
- The students will learn the basic Range Commands that are used on most ranges and the importance of following the Range Officers instructions.
- The students will learn the importance of following an “End of Day” routine to assure the day of shooting ends safety.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom and reinforced on the range.

#### **Range Practical Follows as a Separate Module**

## 2. Range Safety Lesson Outline

### RANGE RULES OF FIREARMS SAFETY

- All guns are considered loaded.
- Always point guns in a safe direction.
- Know your target and what's beyond.
- Keep your finger straight along the frame until on target and ready to fire.
- Maintain control of your firearm 24/7
- Range Assistance
  - If you are not familiar with a firearm:  
Ask for help!
- DOUBLE CHECK AMMO
  - Be sure your ammo is the ammunition made for your firearm

### SAFETY EQUIPMENT

- Ear Protection
  - Roll the soft ear plugs as tight as possible before inserting in ear for maximum protection.
  - Once the ear plug is inserted allow time for full expansion while holding the plug in place
    - You should actually be able to feel a sucking sensation as the plug expands.
- Eye Protection
  - Enter the range environment with Eye and Ear protection "ON"
- Wear a Hat
- Wear Tight Fitting Clothing

### RANGE CONDUCT RULES

- DO NOT participate in any shooting activity while under the influence of drugs or alcohol.
- Women who are pregnant should not be allowed on the range and exposed to live gun fire.
- No Naked Guns
  - Do not walk out onto the range with a naked gun. All guns should be encased in some type of carrying case.
- You are responsible for your firearm during breaks
- DO NOT handle your weapon behind the firing line.
- "De-case" and "In-case" your firearm at the Shooting bench
- Never go in-front of the firing line
- If your target falls off the carrier, notify your instructor.
- A "brass call" will be done at the end of the class
- Keep your pistol on the shooting bench when on the firing line unless instructed otherwise by an instructor
- Load and unload as directed by the range master or individual instructor working with you
- Stand in place when on the firing line

- Wait for instructions
  - Stay Focused
- Do NOT turn around with a pistol in your hand
  - Bench the firearm first, and then turn.
- Do not bend down to pick something up off the ground with a gun in your hand
- Wait until the line has been called "SAFE" before picking something off the ground.
- Do NOT let the pistol dangle
  - The pistol should be either:
    - Benched
    - In the Ready Position
    - On Target (or)
    - In a Gun Case
- Know where you intend the muzzle to point before making transitions
  - During Reloads
    - Think "Right There"
    - Then move
- Adjust your body position during all transitions including loading and unloading, so that the firearm is naturally pointing down range.
  - Make sure the muzzle points into the backstop and not into the air
- When De-cocking and lowering the hammer –Keep the muzzle pointed down range into the backstop
- Place the firearm on the bench with your trigger finger straight along the frame of the gun to set it down
- Types of Malfunctions and Stoppages
  - Difference between a malfunction and stoppage
    - Misfire
    - Hang Fire
    - Squib Load
- If you have a malfunction or equipment problem
  - Keep muzzle pointed down range
  - Keep finger outside trigger guard
  - Wait 30 seconds before opening the action
  - Raise your hand
  - Stay facing downrange, Do NOT turn around
  - Be Patient. Wait for assistance
- Procedures and safety requirements for going downrange to tape or change targets.
  - The firearms should be benched with the action open
  - Step back behind the line, until the line has been called safe
  - NO gun handling once the line has been called safe
  - Follow the instructions of the Range Master

## **RANGE COMMANDS**

- Review and understand the commands for the range
- Bakers Flag
  - How to determine if a range is hot or cold
- If someone calls a "Cease Fire"
  - Stop firing
  - Set your gun down
  - Step back from the shooting bench and behind the firing line
  - Wait for instructions
- If you ID a safety concern: call for a "Cease Fire"

## **END OF THE DAY ROUTINE**

- Bring your gun case to bench when retiring the firearm
- Check the condition of the firearm before retiring the firearm to the gun case
- No firearm handling during brass call and clean-up
- Wash hands after shooting to prevent lead contamination

## C. Range Practical - Rifle

### 1. Range Practical – Rifle Lesson Overview

#### CURRICULUM OVERVIEW

**This course is designed for the fundamental application. The student must now apply all the information and skills previously taught in the classroom. The instructor will first model and demonstrate each application. The student will then Practice the position and complete a dry fire and live fire exercise.**

- List of Equipment and Training Aids
- Instructor Instructional Notes
- Review of Range Safety Procedures
- Review Field Carry Positions
- Benchrest Position
  - Familiar with the Firearm
  - Body Position
  - Position of the Rifle
  - Student Practices the Position
  - Dry Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Live Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Shoot a Five Shot Group
  - Adjust the Sights
  - Repeat Shooting 5 Shot Groups as Time Allows
- Free Arm Standing Position
  - Body Position
  - Position of the Rifle
  - Student Practices the Position
  - Dry Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Live Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Shoot a Five Shot Group
  - Repeat Shooting 5 Shot Groups as Time Allows
- Arm Rest Standing Position
  - Body Position
  - Position of the Rifle
  - Student Practices the Position
  - Dry Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Live Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Shoot a Five Shot Group
  - Repeat Shooting 5 Shot Groups as Time Allows
- Prone Position
  - Body Position
  - Position of the Rifle
  - Student Practices the Position with Instructor Assistance
  - Getting into and out of the Position
    - Instructor Demonstrates
    - Student Practices

- Dry Fire Exercise(Applying the Fundamentals of Marksmanship)
- Live Fire Exercise(Applying the Fundamentals of Marksmanship)
- Shoot a Five Shot Group
- Repeat Shooting 5 Shot Groups as Time Allows
- Kneeling Position
  - Body Position
  - Position of the Rifle
  - Student Practices the Position with Instructor Assistance
  - Getting into and out of the Position
    - Instructor Demonstrates
    - Student Practices
  - Dry Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Live Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Shoot a Five Shot Group
  - Repeat Shooting 5 Shot Groups as Time Allows
- Sitting Position
  - Body Position
  - Position of the Rifle
  - Student Practices the Position with Instructor Assistance
  - Getting into and out of the Position
    - Instructor Demonstrates
    - Student Practices
  - Dry Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Live Fire Exercise(Applying the Fundamentals of Marksmanship)
  - Shoot a Five Shot Group
  - Repeat Shooting 5 Shot Groups as Time Allows
- Shooting Games
- Gun Cleaning Demonstration
- Range Closing & Summary

## 2. Range Practical – Rifle Lesson Outline

### EQUIPMENT & TRAINING AIDS:

- Rifles
- Ammunition
- Eye and ear protection
- Paper targets (Suggestion: Use the Birchwood Casey “Shoot•N•C” Self-Adhesive Bulls-Eye Targets for better positive feedback of performance.)
- Spotting scopes (optional)
- Tables (bench)
- Chairs
- Supports (sandbags, rolls, etc.)
- Other training aids as appropriate

### INSTRUCTIONAL NOTES

**Note: The techniques described in the Shooting Positions are for a “Right Handed Shooter.”**

Here are some tips in accelerating the student’s progress and enhancing their performance:

- Clearly define the learning objectives and goals for the range practical.
  - Safety & Familiarization
  - Rifle Marksmanship Fundamentals
- Create the vision of the goal of a Marksman
  - “An Expert Marksman is someone who can hit anything he can see within the effective range of the rifle.”
- Divide the class into relays.
- Conduct an equipment check on sights, trigger, safeties, stocks, magazines, and ammunition. (Assure the ammunition the student brought to shoot, is the ammunition for the gun.)
- The instructors should position themselves so that all the students can hear their instructions and clearly see their demonstrations.
- The learning process can be accelerated if two instructors are working together in explaining and demonstrating each step of the process.
  - One instructor will explain the process, biomechanics, and tips for success as another instructor demonstrates and models the proper techniques. The students will then be able to see and understand exactly what is expected of them in a step-by-step process.
- Instructors need to watch for:
  - Strict compliance of the safety rules.
  - Overall posture and balance.
  - Head Position to assure a straight sighting plane with the dominate eye.
  - Body, shoulder, and foot position.
  - Relaxed arms and wrist.
  - Hand and finger position to accommodate a “straight back” motion on the trigger

- Only give the student the number of rounds of ammunition required for each exercise.
  - Be sure the student only loads the required number of rounds of ammunition required for each position.
- Point out and praise every improvement in the student's performance and be specific in the praise so the positive behavior is reinforced.
- Suggest methods of improvement rather than criticize and condemn.
- If the student isn't getting it, demonstrate it "live fire", and allow the student to see what a successful shot should look like.
  - Point out the area of performance you want to student to modify as you demonstrate the live fire shot.
- Use the Furr Technique to impart the proper method of compressing the trigger.
- Remember; If a students shot is out of control, it was because his mind is out of control.
  - Interrupt the negative pattern of thought.
  - Center the student's emotional state.
  - Direct the students thought patterns using metaphors and imagery to create a map in the students mind for their body to follow.
- When working with students that have a physical handicap, try to get into their world and teach from their prospective.
- Success Breeds Success.
  - Start with the targets as close as 15ft. and move the targets back gradually.
  - Progress the difficulty of the exercise proportionately with the confidence level of the student. (The belief that "I can do it" is as important as the alignment of their sights.)

## **REVIEW RANGE SAFETY PROCEDURES**

- Review the Range Safety Rules.
- Reinforce "NO HORSEPLAY" and the consequences of misbehavior.
- Explain the range etiquette and protocol required for the range being used.
- Explain how to move the firearms from the vehicle to the range area.
- Explain the layout of the range, safety parameters, how to determine if the range is hot, and the location of the restrooms.
- Explain how to move the encased firearm to the shooting bench for de-casement and how at the end of the day, encasing the firearm will be done at the shooting bench.
- Explain the Range Commands used on the range.
- Reinforce the need for making sure that when the student is making transitions into different shooting positions or coming out of a shooting position that the safety is in the "ON" position, and the muzzle stays pointed down range.
- Procedures and safety requirements for going down range to tape or change targets.
  - The firearms should be benched with the action open.
  - Step back behind the line until the line has been called safe.
  - NO gun handling once the line has been called safe.

- Explain how targets are scored.
- Review medical and emergency procedures, safety equipment and its location.

### **FIREARM FIELD CARRY POSITIONS EXERCISE**

- Demonstrate the Double Hand Ready Position
- Demonstrate the Sling Carry Position
- Demonstrate the Elbow Carry Position
- Demonstrate the Cradle Carry Position
- Demonstrate the Shoulder Carry Position
- Demonstrate the Trail Carry Position

## ***BENCHREST POSITION***

### ***(Explain and Demonstrate)***

#### **BECOMING FAMILIAR WITH THE FIREARM**

- Demonstrate the procedure for de-casing the firearm at the shooting bench.
- Muzzle Discipline (Keeping the muzzle pointed down-range and pointed into the backstop)
- How to position your body so the muzzle naturally points down range.
- Finger outside the trigger guard until you're ready to shoot.
- How to remove the magazine.
- How to open the action.
- Location of the safety.
- How the safety works.
- How to load.
- How to unload.
- How to set the gun down on the bench when finished shooting.
  - Action Open.
- Explain and demonstrate how to determine whether or not a gun barrel is free of any obstruction.
  - Point gun barrel / muzzle in a safe direction
  - Open action

#### **BODY POSITION (Explain and Demonstrate)**

- The shooter is behind the table facing target.
- Both the shooters elbows are resting on bench.
- The rifle fore end lies in the support hand and is supported by a solid support.
  - Make sure the barrel is not touching the support.
- The right hand grasps the rifle grip.
- Muscle Relaxation

#### **POSITION OF THE RIFLE (Explain and Demonstrate)**

- Verify the shooters master/dominate eye.
- Butt of the stock is positioned against the shoulder in the “shoulder pocket” of the shooter.
  - Cheek/Spot Weld
  - The rifle sights are eye level, creating a straight sighting plane with the dominate eye.

#### **PRACTICING THE POSITION (Explain and Demonstrate)**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- The student assumes the Bench Rest Position. (without the rifle)

- The instructor demonstrates to the student that the rifle is clear.
  - No round of ammunition in the chamber and the magazine is empty.
- The instructor then lays the rifle into the student's hands and sculpts the student's position for comfort and stability.
- The instructor positions the rifle against the cheek and shoulder so that the dominant eye can look at the sights comfortably and naturally.
  - The instructor affirms eye dominance and a straight sighting plane.
    - Occluding one eye may be necessary.
- The instructor confirms the body alignment to the target.
  - Vertical adjustments can be made by adjusting the height of the support.
  - Horizontal adjustments can be made by moving the support either left or right on the bench.

### **DRY FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Shooting position.
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back "Gently" during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.

### **LIVE FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Shooting position.
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.

- Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Reframe Mistakes: Edit & Rerun

### **SHOOT A 5-SHOT GROUP**

- Repeat the above Live Fire Exercise for a total of 5 shots.
- Coach the student with each shot.
  - Reinforce what the student does right.
  - Suggest and modify things the student can do to improve their performance.
- Tape or replace targets after every 5 shots.

### **ADJUST THE SIGHTS TO CENTER THE GROUPS ON THE TARGET**

- Reading the Target
- Teach the students how to make sight adjustments.
- Repeat the process until the group is centered.

### **REPEAT SHOOTING 5-SHOT GROUPS AS TIME ALLOWS.**

## ***FREE ARM STANDING POSITION***

### ***(Explain and Demonstrate)***

- Feet are shoulder width apart; body should be at a right angle to the target.
- The body weight is distributed equally on both feet.
- The head and body are erect.
- The left arm is free from the body.
- The left hand under the fore end supports the weight of the rifle.
- The right hand grasps the rifle grip.

### **POSITION OF THE RIFLE (Explain and Demonstrate)**

- Verify the shooters master eye.
- Butt of the stock is positioned against the shoulder in the “shoulder pocket” of the shooter. (Strong elbow up)
  - Cheek/Spot Weld
  - The rifle sights are eye level, creating a straight sighting plane with the dominate eye.

### **PRACTICING THE POSITION (*Explain and Demonstrate*)**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- The student assumes the Free Arm Standing Position. (without the rifle)
- The instructor demonstrates to the student that the rifle is clear.
  - No round of ammunition in the chamber and the magazine is empty.
- The instructor then lays the rifle into the student’s hands and sculpts the student’s position for comfort and stability.
- The instructor positions the rifle against the cheek and shoulder so that the dominant eye can look at the sights comfortably and naturally.
  - The instructor affirms eye dominance and a straight sighting plane.
    - Occluding one eye may be necessary.
- The instructor confirms the body alignment to the target.
  - Vertical adjustments can be made by lifting or lowering the rifle fore end.
  - Horizontal adjustments can be made by moving the feet.

### **DRY FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Shooting position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.

- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.

### **LIVE FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Shooting position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Reframe Mistakes: Edit & Rerun

### **SHOOT A 5-SHOT GROUP**

- Repeat the above Live Fire Exercise for a total of 5 shots.
- Coach the student with each shot.
  - Reinforce what the student does right.
  - Suggest and modify things the student can do to improve their performance.
- Tape or replace targets after every 5 shots.

### **REPEAT SHOOTING 5-SHOT GROUPS AS TIME ALLOWS.**

## ***ARM REST STANDING POSITION***

### ***(Explain and Demonstrate)***

- Feet are shoulder width apart; body should be at a right angle to the target.
- The body weight is distributed equally on both feet.
- The body bends back at the waste away from the rifle for maximum bone support.
- The head is erect.
- The left arm rests on the side or hip.
- The left hand supports the weight of the rifle and the wrist is straight.
- The right hand grasps the rifle grip.

### **POSITION OF THE RIFLE (Explain and Demonstrate)**

- Verify the shooters master eye.
- Butt of the stock is positioned against the shoulder in the “shoulder pocket” of the shooter. (Strong elbow up)
  - Cheek/Spot Weld
  - The rifle sights are eye level, creating a straight sighting plane with the dominate eye.

### **PRACTICING THE POSITION (*Explain and Demonstrate*)**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- The student assumes the Arm Rest Standing Position. (without the rifle)
- The instructor demonstrates to the student that the rifle is clear.
  - No round of ammunition in the chamber and the magazine is empty.
- The instructor then lays the rifle into the student’s hands and sculpts the student’s position for comfort and stability.
- The instructor positions the rifle against the cheek and shoulder so that the dominant eye can look at the sights comfortably and naturally.
  - The instructor affirms eye dominance and a straight sighting plane.
    - Occluding one eye may be necessary.
- The instructor confirms the body alignment to the target.
  - Vertical adjustments can be made by varying the position of the left arm against the body.
  - Horizontal adjustments can be made by moving the feet.

### **DRY FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Shooting position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.

- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.

### **LIVE FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Shooting position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Reframe Mistakes: Edit & Rerun

### **SHOOT A 5-SHOT GROUP**

- Repeat the above Live Fire Exercise for a total of 5 shots.
- Coach the student with each shot.
  - Reinforce what the student does right.
  - Suggest and modify things the student can do to improve their performance.
- Tape or replace targets after every 5 shots.

### **REPEAT SHOOTING 5-SHOT GROUPS AS TIME ALLOWS.**

## ***PRONE POSITION***

### ***(Explain and Demonstrate)***

- The body lies facing the target, and angled slightly to the left.
- The left elbow is extended in front of the body.
- The right knee is bent slightly to keep the diaphragm of the ground.
- The rifle fore end rests in the left hand.
- The right hand grasps the rifle grip.

### **POSITION OF THE RIFLE (Explain and Demonstrate)**

- Verify the shooters master eye.
- Butt of the stock is positioned against the shoulder of the shooter, so the rifle sights are eye level, creating a straight sighting plane.

### **PRACTICING THE POSITION (Explain and Demonstrate)**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- The student assumes the Prone Position. (without the rifle)
- The instructor demonstrates to the student that the rifle is clear.
  - No round in the chamber and the magazine is empty.
- The instructor then puts the rifle into the prone student's hands and sculpts the student's position for comfort and stability.
- The instructor positions the rifle against the cheek and shoulder so that the dominant eye can look at the sights comfortably and naturally.
  - The instructor affirms eye dominance and a straight sighting plane.
    - Occluding one eye may be necessary.
- The body should be turned slightly towards the left of the target (For a right-handed shooter, opposite for a left-handed shooter.)
  - Extends the legs, with the right knees slightly bent.
- The instructor confirms the body alignment to the target.
  - Vertical adjustments can be made by moving the left hand forward (lowers the rifle) or to the rear (raises rifle) on the fore end.
  - Horizontal adjustments can be made by rotating the position left or right around the left elbow.
- Once the shooter understands and feels comfortable in the position, the instructor will take the rifle from the shooter, and allow the shooter to stand. Then he will show the student how to safely move into the prone position.

### **GETTING INTO THE PRONE POSITION**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- Get Into the Prone Position.
  - With the rifle in left hand, the body turns to the left of the target.
  - Slowly drop gently down onto a kneeling position.
  - Once in the kneeling position the student extends his right hand forward onto the ground and lowers himself into the prone position.

- Extend the left elbow forward
- Position the butt of the rifle into the shoulder pocket.
- Extends the legs, with the right knee slightly bent.
- Raise the rifle to eye level creating a straight sighting plane.
- Adjust the alignment of the body position so that it comfortably aligns the body/rifle position to the target.

### **GETTING OUT OF THE PRONE POSITION**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- Finger outside the trigger guard.
- Safety “ON”.
- Keeping the muzzle pointed down range and into the backstop.
- The instructor unloads the firearm and locks the action open.
- The instructor stands-up
- The instructor verifies the condition of the firearm.
- The firearm is placed on the shooting bench.
  - Muzzle pointing down range.

### **DRY FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Getting into the Prone position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Moving out of the Prone Position.

### **LIVE FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Getting Into the Prone position.
  - Mounting the gun

- Natural Point of Aim
- Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
- Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Call the Shot.
- Anchor the Experience if Successful.
- Moving out of the Prone Position.
- Reframe Mistakes: Edit & Rerun

### **SHOOT A 5-SHOT GROUP**

- Repeat the above Live Fire Exercise for a total of 5 shots.
- Coach the student with each shot.
  - Reinforce what the student does right.
  - Suggest and modify things the student can do to improve their performance.
- Tape or replace targets after every 5 shots.

### **REPEAT SHOOTING 5-SHOT GROUPS AS TIME ALLOWS.**

## ***KNEELING POSITION***

### ***(Explain and Demonstrate)***

- The body sits on the heel, of the right foot.
- The lower leg is vertical.
- The left elbow rests on the left knee.
- The rifle fore end rests in the left hand
- The head and body are erect.
- The right hand grasps the rifle grip.

### **POSITION OF THE RIFLE (Explain and Demonstrate)**

- Verify the shooters master eye.
- Butt of the stock is positioned against the shoulder of the shooter, so the rifle sights are eye level, creating a straight sighting plane.

### **PRACTICING THE POSITION (Explain and Demonstrate)**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- The student assumes the Kneeling Position. (without the rifle)
- The instructor demonstrates to the student that the rifle is clear.
  - No round of ammunition in the chamber and the magazine is empty.
- The instructor then lays the rifle into the kneeling student's hands and sculpts the student's position for comfort and stability.
- The instructor positions the rifle against the cheek and shoulder so that the dominant eye can look at the sights comfortably and naturally.
  - The instructor affirms eye dominance and a straight sighting plane.
    - Occluding one eye may be necessary.
- The body should be turned towards the right of the target (For a right-handed shooter, opposite for a left-handed shooter.)
- The instructor confirms the body alignment to the target.
  - Vertical adjustments can be made by moving the left hand forward (lowers the rifle) or to the rear (raises rifle) on the fore end.
  - Horizontal adjustments can be made by rotating the position left or right with the right foot.
- Once the shooter understands and feels comfortable in the position, the instructor will take the rifle from the shooter, and allow the shooter to stand. Then he will show the student how to safely move into the kneeling position.

### **GETTING INTO THE KNEELING POSITION**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- Get Into the Kneeling Position.
  - With the rifle and both hands, the body turns to the right of the target.
  - Slowly drop gently down onto the right knee and sit back on the right foot.
  - Adjust the left leg so that the lower left leg is vertical.
  - Place the left elbow on the left knee.

- Raise the rifle to eye level creating a straight sighting plane.
- Position the butt of the rifle into the shoulder pocket.

### **GETTING OUT OF THE KNEELING POSITION**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- Finger outside the trigger guard.
- Safety “ON”.
- Keeping the muzzle pointed down range and into the backstop.
- The instructor unloads the firearm and locks the action open.
- The instructor stands-up
- The instructor verifies the condition of the firearm.
- The firearm is placed on the shooting bench.
  - Muzzle pointing down range.

### **DRY FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Getting Into the Kneeling position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Moving out of the Kneeling Position.

### **LIVE FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Getting into the Kneeling position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.

- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Moving out of the Kneeling Position.
- Reframe Mistakes: Edit & Rerun

### **SHOOT A 5-SHOT GROUP**

- Repeat the above Live Fire Exercise for a total of 5 shots.
- Coach the student with each shot.
  - Reinforce what the student does right.
  - Suggest and modify things the student can do to improve their performance.
- Tape or replace targets after every 5 shots.

### **REPEAT SHOOTING 5-SHOT GROUPS AS TIME ALLOWS.**

## ***SITTING POSITION / Cross Ankle*** ***(Explain and Demonstrate)***

The body sits on the ground.

- The legs are extended from the body, and bent at the knees with the ankles crossed.
- The elbows rest on the legs just in front of the knees.
- The rifle fore end rests in the left hand.
- The right hand grasps the rifle grip.

### **POSITION OF THE RIFLE (Explain and Demonstrate)**

- Verify the shooter's master eye.
- Butt of the stock is positioned against the shoulder of the shooter, so the rifle sights are eye level, creating a straight sighting plane.

### **PRACTICING THE POSITION (Explain and Demonstrate)**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- The student assumes the Sitting Position. (without the rifle)
- The instructor demonstrates to the student that the rifle is clear.
  - No round in the chamber and the magazine is empty.
- The instructor then lays the rifle into the sitting student's hands and sculpts the student's position for comfort and stability.
- The instructor positions the rifle against the cheek and shoulder so that the dominant eye can look at the sights comfortably and naturally.
  - The instructor affirms eye dominance and a straight sighting plane.
    - Occluding one eye may be necessary.
- The body should be turned towards the right of the target (For a right-handed shooter, opposite for a left-handed shooter.)
- The instructor confirms the body alignment to the target.
  - Vertical adjustments can be made by moving the left hand forward (lowers the rifle) or to the rear (raises rifle) on the fore end.
  - Horizontal adjustments can be made by rotating the position left or right with on the buttocks.
- Once the shooter understands and feels comfortable in the position, the instructor will take the rifle from the shooter, and allow the shooter to stand. Then he will show the student how to safely move into the sitting position.

### **GETTING INTO THE SITTING POSITION (Explain and Demonstrate)**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- Get Into the Sitting Position.
  - With the rifle in the left hand, the body turns to the right of the target.
  - Slowly drop gently down onto a sitting position.
  - Extends the legs, with knees bent, crossing left ankle over the right ankle.
  - Place the elbows forward of the knees.

- Raise the rifle to eye level creating a straight sighting plane.
- Position the butt of the rifle into the shoulder pocket.

### **GETTING OUT OF THE SITTING POSITION**

**The instructor demonstrates the entire process to create a role model for the students to follow!**

- Finger outside the trigger guard.
- Safety “ON”.
- Keeping the muzzle pointed down range and into the backstop.
- The instructor unloads the firearm and locks the action open.
- The instructor stands-up
- The instructor verifies the condition of the firearm.
- The firearm is placed on the shooting bench.
  - Muzzle pointing down range.

### **DRY FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Getting into the Sitting position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.
- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Moving out of the Sitting Position.

### **LIVE FIRE EXERCISE (Applying the Fundamentals of Marksmanship)**

- Getting into the Sitting position.
  - Mounting the gun
  - Natural Point of Aim
  - Muscle Relaxation
- Shot Preparation.
- Breathing.

- State Management.
- Pre-Shot Routine.
- Sight Picture.
  - Finger goes inside the trigger guard.
- Sight Alignment.
  - Prep the Trigger.
- Pursuit Movement to the Front Sight.
  - Detach Emotionally.
  - Create a Neuro Pathway.
  - Compress the trigger straight back “Gently” during the minimum arc of movement, allowing the shot to be released.
- Follow Through.
- Call the Shot.
- Anchor the Experience if Successful.
- Moving out of the Sitting Position.
- Reframe Mistakes: Edit & Rerun

### **SHOOT A 5-SHOT GROUP**

- Repeat the above Live Fire Exercise for a total of 5 shots.
- Coach the student with each shot.
  - Reinforce what the student does right.
  - Suggest and modify things the student can do to improve their performance.
- Tape or replace targets after every 5 shots.

### **REPEAT SHOOTING 5-SHOT GROUPS AS TIME ALLOWS.**

## SHOOTING GAMES

**Once the basics are learned, make the learning experience fun for integration and create a positive memorable learning experience.**

- Necco Wafer Competition: Tape a Necco Wafer to the center of a target.
  - Objective: Challenge the student to hit the Necco Wafer with the least number of shots.
- Popsicle Stick Competition: Tape a Popsicle stick vertically on the target.
  - Objective: Challenge the student to cut the Popsicle stick in half with the least number of shots.
- Refer to: [www.insightfirearmstraining.com](http://www.insightfirearmstraining.com) for more suggested shooting games.

## GUN CLEANING DEMONSTRATION

- Review of Gun Cleaning Safety Procedures.
- Demonstrate how to field strip firearm.
- Demonstrate the method of cleaning the Barrel.
- Demonstrate the method of cleaning the Action.
- Demonstrate the method of cleaning Magazines.
- Reassemble the firearm.
- Demonstrate how to safely function test the firearm.
- Review the safety post cleaning procedures.
- Encase the firearm.

## RANGE CLOSING & SUMMARY

- Retiring the Firearms to the Gun Case
- Brass Call
  - No Handling Your Firearm During Cleanup!
- Congratulate the students for a great job.
- Thank the students for making the day safe and fun.
- Ask the students what they enjoyed most about the day.
- Ask the students what you could have done to make the experience more enjoyable.
- No gun handling or gun cleaning when they get home.
  - Explain it's been a long day, and you don't want to handle a firearm when you're tired.
  - Wait until another day!

## MAKE THE EXPERIENCE REALLY MEMORABLE

Introduce a “photo shoot” using a camera or camcorder. Take pictures of your students shooting. These photos can be used in a future class for analyzing the shooters performance. One good picture can be given to the student with a Certificate of Completion at the end of class. Also, you can give the student a picture of a class shot at the range, to validate his attendance and his accomplishments. The photos could be in a frame, which is capable of being self-standing. It does not have to be an expensive

frame. If it is in some kind of a frame, you will find they will put it on their desk, either at home and will become a permanent keep-sake.

The photo will also act as an anchor for the feelings he retained from the class and the learning experiences he gained from the class, and will support and aid his confidence of what he has achieved. It is also a stimulus as a reminder for him to practice. You can put a positive affirmation or phrase on the bottom of the picture frame - "Practice is the mother of success".

## **D. Range Practical - Shotgun**

### **1. Range Practical – Shotgun Lesson Overview**

#### **CURRICULUM OVERVIEW**

**This course is designed for the fundamental application of the shotgun. The student must now apply all the information and skills previously taught in the classroom. The instructor will first model and demonstrate each application. The student will then Practice and complete dry fire and live fire exercises.**

- Specific techniques for shotgun shooting
- List of Equipment and Training Aids
- Instructor Instructional Notes
- Review of Range Safety Procedures
- Becoming Familiar With the Firearm
- Review Field Carry Positions Exercise
- Safe Shooting Zones of Fire Exercise
- Patterning the Shotgun
- Body Position
- Gun Ready Position
- Positioning the Shotgun
- Mount & Swing to Target
- Trigger Pull
- Follow Thru

#### **Clay Targets**

- Exercise 1
  - a. Getting Familiar with the Clay Target
- Exercise 2
  - a. Getting Focal Acuity On the Leading Edge of the Target
- Exercise3
  - a. Developing the process
- Dry Fire Exercise
- Live Fire Exercise - Straight Away Targets
  - a. Repeat as time allows
- Live Fire-Learning the Angles
  - a. Repeat as time allows
- Live Fire- Targets in Random Direction
  - a. Repeat as time allows
- Gun Cleaning Demonstration
- Range Closing & Summary

## **2. Range Practical – Shotgun Lesson Outline**

### **BEFORE COMING OUT TO THE RANGE**

#### **THINGS THAT WILL HELP YOU STUDENTS**

- Have the student bring a semi-auto shotgun if available – Less Recoil.
- Smooth butt – Rubber pads hang up on clothing.
- Use a 12 gauge – Puts more shot in the air.
- Shot size and amount: #9 shot– 1-1/8oz – More shot in the air.
- Light powder load – Less recoil.
- The gun must be functional and clean.
- Skeet or Modified Choke preferred.
- Wear light shirts with no pockets on the shooting side.

#### **EQUIPMENT & TRAINING AIDS:**

- Shotgun
- Ammunition
- Eye and ear protection
- Paper targets for patterning the Shotgun
- Clay Targets
- Trap Target Thrower
- Field Safety Markers
- Gun Rack
- Tables
- Other training aids as appropriate

#### **INSTRUCTIONAL NOTES**

Here are some tips in accelerating the student's progress and enhancing their performance:

- Clearly define the learning objectives and goals for the range practical.
  - Safety & Familiarization
  - Shotgun Fundamentals
- Create the vision of the goal of Shotgun shooting
  - “An Expert Shotgun Shooter is someone who can hit anything he can see within the effective range of the shotgun.”
- Divide the class into relays.
- Conduct an equipment check on trigger, safeties, stock, and ammunition. (Assure the ammunition the student brought to shoot, is the ammunition for the gun.)
- The instructors should position themselves so that all the students can hear their instructions and clearly see their demonstrations.
- The learning process can be accelerated if two instructors are working together in explaining and demonstrating each step of the process.
  - One instructor will explain the process, biomechanics, and tips for success as another instructor demonstrates and models the proper techniques. The students will then be able to see and understand exactly what is expected of them in a step-by-step process.

- Instructors need to watch for:
  - Strict compliance of the safety rules.
  - Overall posture and balance.
  - Gun fit
  - Head Position to assure a straight sighting plane with the dominate eye.
  - Body, shoulder, and foot position.
  - Hand and finger position to accommodate a “straight back” motion on the trigger
- The target speed should be slow and reasonable
- The target direction should be “straight away targets” in the beginning
- Target background should be clear.
- Light conditions should be day light.
- Wind conditions are best when there is “no wind”.
- Warm weather does not require heavy and bulky clothing.
- Clay Target color should be Hi-Vis.
- Only give the student the number of rounds of ammunition required for each exercise.
  - Be sure the student only loads the required number of rounds of ammunition required for each exercise.
- Reinforce the concept of: Eyes – Muzzle – Target.
- Do not over instruct. (Especially to your Auditory Learners.)
- Point out and praise every improvement in the student’s performance and be specific in the praise so the positive behavior is reinforced.
- Suggest methods of improvement rather than criticize and condemn.
- If the student isn’t getting it, demonstrate it “live fire”, and allow the student to see what a successful shot should look like.
  - Point out the area of performance you want to student to modify as you demonstrate the live fire shot.
- Remember; if a students shot is out of control, it was because his mind is out of control.
  - Interrupt the pattern of thought. They need to develop a sense of when to release the shot.
    - You can’t think it.
  - Center the student’s emotional state.
  - Direct the students thought patterns using metaphors and imagery to create a map in the students mind for their body to follow.
- When working with students that have a physical handicap, try to get into their world and teach from their prospective.
- Success Breeds Success.
  - Start with the students’ right up close to the trap house and move the shooters back gradually.
- Progress the difficulty of the exercise proportionately with the confidence level of the student. (The development of the belief that “I can do it” is as important as the development of the Optokinetic Reflexes.)

## **REVIEW RANGE SAFETY PROCEDURES**

- Review the Range Safety Rules.
- Reinforce “NO HORSEPLAY” and the consequences of misbehavior.
- Explain the range etiquette and protocol required for the range being used.
- Explain how to move the firearms from the vehicle to the range area.
- Explain the layout of the range, safety parameters, how to determine if the range is hot, and the location of the restrooms.
- Explain how to move the encased firearm to the gun rack for de-casement and how at the end of the day, encasing the firearm will be done at the gun rack.
- Explain how to move the shotgun from the gun rack to the shooting position and from the shooting position to the gun rack.
- Explain the Range Commands used on the range.
- Explain the term: “PULL” and its meaning.
- Reinforce the need for making sure that when the student is moving into different shooting positions that the safety is in the “ON” position, the action is open, and the muzzle stays pointed in a safe direction.
- Review medical and emergency procedures, safety equipment and its location.

## **BECOMING FAMILIAR WITH THE FIREARM**

- Demonstrate the procedure for de-casing the firearm and placing it in the gun rack.
- Muzzle Discipline (Keeping the muzzle pointed in a safe direction.)
- Finger outside the trigger guard until you’re ready to shoot.
- How to open the action.
- Location of the safety.
- How the safety works.
- How to load.
- How to unload.
- How to move from the shooting position and set the gun in the gun rack when finished shooting.
  - Gun Unloaded.
  - Action Open.
- Explain and demonstrate how to determine whether or not a gun barrel is free of any obstruction.
  - Point gun barrel / muzzle in a safe direction
  - Open action

## **FIREARM FIELD CARRY POSITIONS EXERCISE**

- Demonstrate the Double Hand Ready Position
- Demonstrate the Sling Carry Position
- Demonstrate the Elbow Carry Position
- Demonstrate the Cradle Carry Position
- Demonstrate the Shoulder Carry Position
- Demonstrate the Trail Carry Position

## **SAFE SHOOTING ZONES OF FIRE EXERCISE**

- Demonstrate how to establish Zones of Fire with your shooting partners.
  - Stay in a straight line.
  - The hunter on the left will carry his shotgun with the muzzle pointing to the left.
  - The hunter on the right will carry his shotgun with the muzzle pointing to the right.
  - The hunter in the middle will carry his shotgun with the muzzle pointing straight ahead.

## **PATTERNING THE SHOTGUN**

- The instructor demonstrates the density of the different chokes at 25 yards.
  - Full
  - Modified
  - Improved Cylinder
  - Cylinder
- The instructor demonstrates how the density of the shotgun pattern deteriorates with distance. (Use a modified choke)
  - 25 Yards
  - 35 Yards
  - 45 Yards

## **BODY POSITION (Explain and Demonstrate)**

- Establish the target breaking area.
- Have student take a boxers stance with the lead hand and arm punching outward toward the target breaking area.
  - This is the hand that would support the forearm.
    - Right Eye Dominate – punch with left hand
    - Left Eye Dominate – punch with right hand.
  - The other hand that is drawn back toward the rib cage will support the grip of the gun.
- The front lead knee should be slightly bent.
  - The body weight should be over the front leg.
  - The body leans slightly forward.
- The back leg is straight.

## **GUN READY POSITION**

**The position of the gun before calling for a target. The “Down and Out Position”.**

- The stock is along the side of the shooter.
  - The gun is slightly forward.
  - Do not allow the student to place the stock under the arm pit.
- The trigger finger elbow should be out away from the stock.
  - This keeps the forearm from resting on the side of the stock.
  - Improves the movement of the gun to the face.
- With correct gun fit the forearm hand position is in the middle of the forearm.
  - The grip is firm but not overly tight.

- Things that will effect the recommended hand position:
  - Size of the shotgun
  - Shooters body size and length of their arm.
  - Shooters strength.
  - Shotgun fit.
- Muzzle Position should be slightly below the expected path of the target.
- The muzzle should allow the shooter an unobstructed view of the target flight area.
- The barrel and muzzle should be in a straight line directly under the shooters dominate eye.

### **POSITIONING THE SHOTGUN (Explain and Demonstrate)**

- Verify the shooters master/dominate eye.
- The shooters gun is in the Gun Ready Position.
- The shooter looks into the target breaking area with anticipation of looking for the leading edge of the target.
- When the shooter picks up the target they immediately begin mounting the gun while maintaining visual accommodation on the leading edge of the target.
- The shooter brings the butt of the stock up and into the “shoulder pocket” of the shooter.
  - Cheek/Spot Weld
  - The shotgun is brought up to eye level, creating a straight sighting plane with the dominate eye, and then into the shoulder pocket.

### **MOUNT & SWING TO THE TARGET**

- On seeing the target, the shooter moves the body and the shotgun as a single unit toward the target.
- Focus is on the leading edge of the target.
  - One eye is slightly occluded if eye dominance is an issue.
  - The degree of occlusion will be determined by the variance in the degree of dominance of one eye over the other.
- The stock should come up into position firmly against the cheek of the face.
  - With correct gun fit this aligns the barrel in a straight line with the dominate eye.
  - The gun mount must come up to the face and into the shoulder pocket simultaneously.
    - The gun does not come into the shoulder first with the face coming down to the stock.
  - The stock must stay welded to the cheek through the entire shooting process.
- The trigger hand elbow must be level with the shoulder.

### **TRIGGER PULL**

- Trigger is pulled when the gun barrel touches the target, while maintaining swing, allowing the unconscious to release the shot.

- The trigger pull is a quick and crisp pull straight backwards of the finger onto the face of the trigger.
- Successful repetitions teach the unconscious the optokinetic reflexes required for properly developing the timing of releasing the shot.

### **FOLLOW THROUGH**

- Follow through is continuing the same smooth movement of the gun/body swing during the shooting process.
- Visual Follow
  - Through is the process where you maintain your focal acuity on the leading edge of the target as the shot is released.
  - When the target is hit, you visually track the largest piece of the target to the ground.
- Keep the stock welded to the face after firing.

## ***CLAY TARGETS***

### **EXERCISE - 1**

**Have the class watch the target in flight. (5+ targets)**

- Pass around a target to see and feel.
- Demonstrate how easily it breaks by hand.
- Have the students count 1001, 1002 etc. as a target is released in flight to get a sense of its speed.
- Discuss its path and where it goes in relation to the background.
  - The movement is away from the shooter.
  - Upwards until it reaches terminal velocity and then descends towards the ground.
  - Use associative linking (Example: a Frisbee) to understand the targets flight path.

### **EXERCISE - 2**

**Have the class get focal acuity on the leading edge of the target, and have the student move their finger toward and point at it in flight. (5+ targets)**

- Begin developing the hand-eye coordination of focusing on the leading edge of the target while pointing.
  - Be sure the student is using the eye that is dominate when a gun is mounted to his shoulder.
    - You must have used the 5 point dominance test to correctly verify this.
  - The movement to the target should be smooth and unhurried.
    - Not jerky.

### **EXERCISE - 3**

**Have the class get focal acuity on the leading edge of the target, and have the student move their finger toward and point at it in flight and say “Bang” when they feel they would release the shot. (5+ targets)**

- Continue developing the hand-eye coordination of focusing on the leading edge of the target while pointing.
  - Be sure the student is using the eye that is dominate when a gun is mounted to his shoulder.
    - You must have used the 5 point dominance test to correctly verify this.
  - The movement to the target should be smooth and unhurried.
    - Not jerky.
- Begin to develop the optokinetic timing for releasing the shot.

### **DRY FIRE EXERCISE - 4**

**(5+ Straight Away Targets – Shooter is Centered Behind the Trap House)**

- Ready Gun Position.
  - Align the body’s natural point of aim with the breaking area.
  - Gun position

- Muscle Relaxation
- State Management.
- Pre-Shot Routine.
- Visual Anticipation.
  - Anticipating looking for the leading edge of the target.
- Mount & Swing to the Target.
  - Mount the gun and swing the body/gun towards the target.
    - Cheek Weld
    - Visual Acuity on the leading edge of the target.
    - The movement of the Body/Gun should be smooth and flowing.
- Trigger Pull
  - Trust the unconscious.
- Follow Through.
  - Body/Gun
  - Visual Follow Through
- Anchor the Experience if Successful.

### **LIVE FIRE EXERCISE - 5**

#### **(5+ Straight Away Targets – Shooter is Centered Behind the Trap House)**

- Ready Gun Position.
  - Align the body's natural point of aim with the breaking area.
  - Gun position
  - Muscle Relaxation
- State Management.
- Pre-Shot Routine.
- Visual Anticipation.
  - Anticipating looking for the leading edge of the target.
- Mount & Swing to the Target.
  - Mount the gun and swing the body/gun towards the target.
    - Cheek Weld
    - Visual Acuity on the leading edge of the target.
    - The movement of the Body/Gun should be smooth and flowing.
- Trigger Pull
  - Trust the unconscious.
- Follow Through.
  - Body/Gun
  - Visual Follow Through
- Anchor the Experience if Successful.
- Reframe Mistakes: Edit & Rerun

### **REPEAT LIVE FIRE ROTATION AS TIME ALLOWS.**

**LIVE FIRE EXERCISE - 6****Learning the Angles (5+ Straight Away Targets)****5 Shooters are Positioned Behind the Trap House and Rotate Positions**

**(1 moves to the #2 position, 2 moves to #3 position, 3 moves to #4 position, 4 moves to #5 position, and 5 moves to the #1 position walking behind the line of shooters)**

- Ready Gun Position.
  - Align the body's natural point of aim to the center of the trap house.
  - Gun position
  - Muscle Relaxation
- State Management.
- Pre-Shot Routine.
- Visual Anticipation.
  - Anticipating looking for the leading edge of the target.
- Mount & Swing to the Target.
  - Mount the gun and swing the body/gun towards the target.
    - Cheek Weld
    - Visual Acuity on the leading edge of the target.
    - The movement of the Body/Gun should be smooth and flowing.
- Trigger Pull
  - Trust the unconscious.
- Follow Through.
  - Body/Gun
  - Visual Follow Through
- Anchor the Experience if Successful.
- Reframe Mistakes: Edit & Rerun

**REPEAT LIVE FIRE ROTATION AS TIME ALLOWS.****LIVE FIRE EXERCISE - 7**

**(Targets are released randomly in different directions)**

**5 Shooters are Positioned Behind the Trap House and Rotate Positions**

**(1 moves to the #2 position, 2 moves to #3 position, 3 moves to #4 position, 4 moves to #5 position, and 5 moves to the #1 position walking behind the line of shooters)**

- Ready Gun Position.
  - Align the body's natural point of aim to the center of the trap house.
  - Gun position
  - Muscle Relaxation
- State Management.
- Pre-Shot Routine.
- Visual Anticipation.
  - Anticipating looking for the leading edge of the target.
- Mount & Swing to the Target.
  - Mount the gun and swing the body/gun towards the target.
    - Cheek Weld
    - Visual Acuity on the leading edge of the target.
    - The movement of the Body/Gun should be smooth and flowing.

- Trigger Pull
  - Trust the unconscious.
- Follow Through.
  - Body/Gun
  - Visual Follow Through
- Anchor the Experience if Successful.
- Reframe Mistakes: Edit & Rerun

### **REPEAT LIVE FIRE ROTATION AS TIME ALLOWS.**

### **GUN CLEANING DEMONSTRATION**

- Review of Gun Cleaning Safety Procedures.
- Demonstrate how to field strip firearm.
- Demonstrate the method of cleaning the Barrel.
- Demonstrate the method of cleaning the Action.
- Reassemble the firearm.
- Demonstrate how to safely function test the firearm.
- Review the safety post cleaning procedures.
- Encase the firearm.

### **RANGE CLOSING & SUMMARY**

- Retiring the Firearms to the Gun Case
- Brass Call
  - No Handling Your Firearm During Cleanup!
- Congratulate the students for a great job.
- Thank the students for making the day safe and fun.
- Ask the students what they enjoyed most about the day.
- Ask the students what you could have done to make the experience more enjoyable.
- No gun handling or gun cleaning when they get home.
  - Explain it's been a long day, and you don't want to handle a firearm when you're tired.
  - Wait until another day!

### **MAKE THE EXPERIENCE REALLY MEMORABLE**

Introduce a “photo shoot” using a camera or camcorder. Take pictures of your students shooting. These photos can be used in a future class for analyzing the shooters performance. One good picture can be given to the student with a Certificate of Completion at the end of class. Also, you can give the student a picture of a class shot at the range, to validate his attendance and his accomplishments. The photos could be in a frame, which is capable of being self-standing. It does not have to be an expensive frame. If it is in some kind of a frame, you will find they will put it on their desk, either at home and will become a permanent keep-sake.

The photo will also act as an anchor for the feelings he retained from the class and the learning experiences he gained from the class, and will support and aid his confidence of what he has achieved. It is also a stimulus as a reminder for him to practice. You can put a positive affirmation or phrase on the bottom of the picture frame - "Practice is the mother of success".

## **VII. LIFE LONG SHOOTING SPORTS & COMMUNITY PROJECT**

### **A. Life Long Shooting Sports & Community Project Module Overview**

#### **Goals and Objectives:**

This module of instruction is an interest builder for the remainder of the course and establishes the groundwork for the community service project.

- The student will learn about, research and understand the impact that the settling of the Americas had on wildlife.
- The student will learn about, research and understand the impact that Theodore Roosevelt had on Conservation.
- The student will learn about, research and understand the various career paths, recreational sports and educational opportunities that exist for them in relationship to firearms and Life Long Shooting Sports.
- The Student will work cooperatively with others to develop and implement a community service project that will promote Life Long Shooting Sports and careers to the community.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## **B. Life Long Shooting Sports & Community Project Lesson Overview**

- The Student will learn about the settling of North America and will be able to explain the impact it had on wildlife.
- The student will learn about Theodore Roosevelt and will be able to describe his role in creating new legislative laws and explain the direct implications he and the laws had on conservation.
- The student will research the expense of hunting and fishing sports and be able to list some of the ways these sportsmen pay for their sport.
- The student will learn about, research, and be able to explain the different ways that knowledge of firearms and shooting can be applied throughout their life, i.e. jobs & careers and recreational sports.
- The student will learn about, research and be able to give clear examples of the educational opportunities that are available to them in relation to firearms and shooting.
- The student will work cooperatively with other students to develop and implement a community service project to promote Life Long Shooting Sports to the community.

**NOTE:** Although the material is comprehensive, this course deals with basic elements and theory. It is classroom only. There is no “hands on” training with real firearms. This entire block of instruction is taught in the classroom.

## C. Life Long Shooting Sports & Community Project Lesson Outline

### I. Introduction

- A. North American Model (History)
  - 1. Theodore Roosevelt and Conservation
  - 2. How hunters and fisherman pay for their sport (Economics)
  
- B. Three paths
  - 1. Jobs/careers
    - a. Law Enforcement
    - b. Manufacturing
    - c. Sales
    - d. Range operations
    - e. Training/instructor
    - f. Hunting guide
    - g. Conservationist
    - h. Military
    - i. Lobbyist / Politician
  - 2. Recreation
    - a. Volunteer (SCTP/NRA/BSA)
    - b. Hunting
    - c. Competitive shooting (teamwork)
      - 1) Military
      - 2) NRA
      - 3) Local clubs
      - 4) National orgs (ATA/NSCA)
  - 3. Education opportunities
    - a. Scholarships
    - b. Olympics
    - c. Military
    - d. Grant Writing

### II. Jobs/Careers

- A. Apply for a job (Language Arts)
  - 1. Find a job to apply for
    - a. Pick one you find interesting
    - b. Get background info
    - c. What would you have to do to get this job?
  - 2. Write resume
  - 3. Write letter applying for job.

**III. Recreation/Education**

- A. Identify one club, university, college or activity to participate in and provide paper.

**IV. Give Report**

**V. Community Service Project**

- A. Leadership (based upon BSA Eagle Packet)
- B. Teamwork
- C. Volunteer for one of the activities researched in Lifelong Shooting Skills

# **Life Long Shooting Sports & Community Service Project Career & Employment Opportunities**

Accessories

Ancillary Products

Armorer

Authorship

Body Guard

Book Distributors

Civilian Marksmanship Program

Clothing And Apparel

Competition (IPSIC, IDPA, SASS)

Cowboy Action

Criminal Justice And Forensics

Ear and Eye Protection

Engraving

Instructor And Trainer

International Involvement

Firearm Schools

Firearms Design

Game-and-Fish-Type Government Work

Game Calls

Gun Shows

Gunsmithing

Gun Stocks and Woodworking

Historical Reenactment and Support

Holster Manufacture

Hunting Guides

Hunting Lodges

Hunting Preserves

Law

Law Enforcement  
Lobbying  
Mass-Market Magazines  
Military Collecting  
Military Procurement Military Supply  
Military Training  
Movie Weapons Wrangler  
Museum Collections  
Niches Like Dixie Catalog  
Olympic Programs  
Optics  
Outfitters  
Private Investigator  
Public and Private Ranges  
Public Relations  
Range Equipment And Construction  
Reloading Companies  
Retail Sales  
Rights Associations (NRA, GOA, SAF, States)  
Security Guard  
Software Development  
Sporting Clays And Traps  
Test Gear  
Trade Associations (NSSF, SAAMJ, AFI)  
Wholesale Sales and Distribution  
Websites and Development  
Wildlife Preservation

# Resources

## **HISTORY OF FIREARMS**

**Gunpowder and the explosion of world war,**  
[www.school.discover.com/lessonplan/program/gunpowder](http://www.school.discover.com/lessonplan/program/gunpowder)

**The American Constitution, A documentary**  
[www.yale.edu/lawweb/avalon/constpap.htm](http://www.yale.edu/lawweb/avalon/constpap.htm)

**Fire Lance**  
[www.en.wikipedia.org/wiki/fire\\_lance](http://www.en.wikipedia.org/wiki/fire_lance)

**History of Firearms**  
[www.invention.about.com/od/militaryhistoryinventions/firearms.htm](http://www.invention.about.com/od/militaryhistoryinventions/firearms.htm)

**The Story of the Gun: The Complete History of Firearms, Vol. I, II, III, IV.**  
[www.mtv.com/movies/movies.195386/related\\_movies.jhtml](http://www.mtv.com/movies/movies.195386/related_movies.jhtml)

**Weapons and Warfare in Renaissance Europe:  
Gunpowder, Technology and Tactics**  
[www.bibliochat.com/title/OU7X91RMR57MJPE](http://www.bibliochat.com/title/OU7X91RMR57MJPE)

**Technology and the Development of Field Artillery  
Through the American Civil War, 1861-65**  
[WWW.X-CD.com/usma/ehlen1/ehlen1.htm](http://WWW.X-CD.com/usma/ehlen1/ehlen1.htm)

**The development of the Cannon and Gunpowder**  
[www.wowessays.com/dbase/ag3](http://www.wowessays.com/dbase/ag3)

**Guns, Firearms, and Ammunition History**  
by Mary Bellis  
<http://inventors.about.com/library/inventors/blgun.htm>

**Wikipedia** – general online encyclopedia  
[www.wikipedia.com](http://www.wikipedia.com)

## **SECOND AMENDMENT**

**The History of the Second Amendment**  
By: David E. Vandercoy, Valparaiso Univ. Law Review 28 (1994): 1007-1039.

**The Role of Firearms in the Preservation of Peace and Freedom**  
by Alan Korwin  
<http://www.AZGSP.org>

**The Arizona Gun Owners Guide**

By: Alan Korwin

<http://www.gunlaws.com/agog.htm>**FIREARMS & BALLISTICS****Colt Industries Inc.**<http://www.coltsmfg.com/cmci/home.asp>**Federal Ammunition Ballistic Guide**<http://www.federalpremium.com>**Glock Website**<http://www.glock.com/>**Pistol Ballistic Chart**[http://www.sportsmansguide.com/resource/remington\\_charts/pr\\_ballistics.pdf](http://www.sportsmansguide.com/resource/remington_charts/pr_ballistics.pdf)**Remington Firearms; Rifles & Shotguns**<http://www.remington.com/>**Rifle Ballistic Chart**[http://www.sportsmansguide.com/resource/remington\\_charts/cf\\_ballistics.pdf](http://www.sportsmansguide.com/resource/remington_charts/cf_ballistics.pdf)**Smith & Wesson**<http://www.smith-wesson.com>**Strum, Ruger & Co.**<http://www.ruger-firearms.com/>**Winchester Ammunition; Shotgun Ammunition, Charts & Guides**<http://www.winchester.com>**FIREARMS OPERATIONS & MARKSMANSHIP****Arizona Department of Game & Fish**<http://www.gf.state.az.us/>**Arizona Department of Game & Fish**

Arizona Hunter Education Manual

**INSIGHT Firearms Training Development**<http://www.insightfirearmstraining.com>

## **National Rifle Association**

[www.nra.org](http://www.nra.org)

### **NRA Student Handbooks**

- The Basics of Rifle Shooting
- The Basics of Shotgun Shooting
- The Basics of Pistol Shooting

<http://materials.nrahq.org/go/home.aspx>

## **National Muzzleloader Rifle Association**

[www.nmlra.org](http://www.nmlra.org)

## **National Shooting Sports Association**

[www.nssa-nzca.com](http://www.nssa-nzca.com)

## **National Shooting Sports Foundation**

[www.nssf.org](http://www.nssf.org)

## **HUNTING LAWS & REGULATIONS**

### **Arizona Department of Game & Fish**

Arizona Game & Fish Hunter Education Manual

### **Arizona Game & Fish**

<http://www.gf.state.az.us/>

### **Arizona Game & Fish Hunting & Fishing Regulations**

[http://www.azgfd.gov/h\\_f/documents/AZFallRegs06-07\\_001.pdf](http://www.azgfd.gov/h_f/documents/AZFallRegs06-07_001.pdf)

### **Article: About Phoenix; Arizona Hunting Facts**

<http://phoenix.about.com/od/sportsandrecreation/a/hunting.htm>

### **The Arizona Gun Owners Guide**

By: Alan Korwin

<http://www.gunlaws.com/agog.htm>

## **LAW & COMMUNITY**

### **Arizona Department of Game & Fish**

<http://www.gf.state.az.us/>

### **Arizona Department of Game & Fish**

The Arizona Hunter Education Manual

**The Arizona Gun Owners Guide**

By: Alan Korwin

<http://www.gunlaws.com/agog.htm>**INSIGHT Firearms Training Development**<http://www.insightfirearmstraining.com>**Legal Issues Relating to the Use of Deadly Force**

By: Michael P. Anthony

<https://www.azdps.gov/ccw/legal.asp>**NRA Book Store**<http://www.nrastore.com/nra/Products.aspx?cat=Videos>**LIFE LONG SHOOTING SPORTS & COMMUNITY PROJECT****Arizona Department of Game & Fish**<http://www.gf.state.az.us/>**Arizona Department of Game & Fish**

The Arizona Hunter Education Manual

**INSIGHT Firearms Training Development**<http://www.insightfirearmstraining.com>**Mental Dynamics Of Peak Performance**[www.insightfirearmstraining.com](http://www.insightfirearmstraining.com)**NRA Book Store**<http://www.nrastore.com/nra/Products.aspx?cat=Videos>**The National Rifle Association**<http://www.nra.org/>**Book: Mental Training For Shooting Success**

By: Richard L. Domey, Ph.D.

[http://pierce.eou.edu/core/ctrl?target=erl/eou\\_bib\\_book&id=48](http://pierce.eou.edu/core/ctrl?target=erl/eou_bib_book&id=48)**Book: Unlimited Power: The New Science of Personal Achievement**

By: Anthony Robbins

<http://www.amazon.com/Unlimited-Power-Science-Personal-Achievement/dp/0684845776>

## **POWER POINT PRESENTATIONS**

By: Insight Firearms training Dev. LLC

- Law
- Marksmanship
- Mental Dynamics for Peak Performance
- Pistol Operations
- Range Safety
- Rifle
- Safety in the Field
- Safety in the Home
- Shotgun

<http://www.insightfirearmstraining.com>

## **SAFETY IN THE HOME, SAFETY IN THE FIELD, & RANGE SAFETY**

**Arizona Department of Game & Fish**

<http://www.gf.state.az.us/>

**Arizona Department of Game & Fish**

[Arizona Hunter Education Manual](#)

**Arizona Wildlife Federation**

[www.azwildlife.org](http://www.azwildlife.org)

**INSIGHT Firearms Training Development**

<http://www.insightfirearmstraining.com>

**International Hunter Education Association**

[www.ihea.com](http://www.ihea.com)

**Local Fire Departments**

**Local Health Departments**

**Local Hospitals**

**Mayo Clinic**

[www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex](http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex)

**National Bowhunter Education Association**

[www.nbef.org](http://www.nbef.org)

**National Muzzleloader Rifle Association**

[www.nmlra.org](http://www.nmlra.org)

**National Rifle Association**

[www.nra.org](http://www.nra.org)

**NRA Student Handbooks**

- The Basics of Rifle Shooting
  - The Basics of Shotgun Shooting
  - The Basics of Pistol Shooting
- <http://materials.nrahq.org/go/home.aspx>

**National Shooting Sports Foundation**

[www.nssf.org](http://www.nssf.org)

**National Shooting Sports Association**

[www.nssa-nsca.com](http://www.nssa-nsca.com)

**The Arizona Gun Owners Guide**

By: Alan Korwin

<http://www.gunlaws.com/agog.htm>

**Wildlife Conservation Council (and members)**

[www.arizonawildlifecouncil.org](http://www.arizonawildlifecouncil.org)

***Life Long Shooting Sports & Community Project*****Boy Scouts of America**

[www.meritbadge.com](http://www.meritbadge.com)

**Careers in Law Enforcement in the US**

<http://justice.uaa.alaska.edu/rlinks/careers/lawenf.html>

**Careers in Criminal Justice**

[http://www.prenhall.com/cjcentral/career/careers\\_in\\_cj.html](http://www.prenhall.com/cjcentral/career/careers_in_cj.html)

**Department of State**

<http://careers.state.gov/specialist/opportunities/secagent.html>

**Firearm Identification**

[http://www.firearmsid.com/A\\_career.htm](http://www.firearmsid.com/A_career.htm)

**Shooting Sports info**

<http://www.shootingsports.com/home.html>

## **SHOOTING VIDEOS**

### **Shoot/Don't Shoot**

Alan Madison Productions, Inc., P0 Box 100, Chatham, NY 12037, Phone 518-392-3311  
A company that offers hunter education training videos and DVDs.

[www.alanmadison.com](http://www.alanmadison.com)

### **Gun Video Online Video Catalog**

<http://gunvideo.com/index.php?tpl=policies>

### **NRA Book Store**

<http://www.nrastore.com/nra/Products.aspx?cat=Videos>

### **Video Trainer: Laser Shot, Inc.**

Located at 12818 Century Drive, Stafford, Texas 77477, Phone: 281-240-1122

A company that offers an option to live firearms use as a video trainer for target or game shooting.

[www.lasershot.com](http://www.lasershot.com)

## **VISION & SHOOTING**

### **An Insight to Sports**

By: Dr. Wayne Martin

<http://www.abebooks.com/servlet/BookDetailsPL?searchurl=y=9&bi=724995398&isbn=0939116111>

### **INSIGHT Firearms Training Development**

<http://www.insightfirearmstraining.com>



# Legal Forms

## DISCLAIMER

**The use of these forms is intended for preparation and educational purposes only.**

All documents are provided as an illustration and shall only be used as a guide or example. No liability is assumed for errors in substance or form. It is your responsibility to revise the forms to meet current law and your particular facts. No liability is assumed for improper use of these forms.

**PARTICIPANT AGREEMENT, RELEASE, AND ACKNOWLEDGEMENT OF RISK**

In consideration of the services Napolitano High School, their agents, owners, officers, volunteers, participants, employees, and all other persons or entities acting in any capacity on their behalf (hereinafter collectively referred to as N.H.S.), I hereby agree to release, indemnify, and discharge N.H.S., on behalf of myself, my spouse, my children, my parents, my heirs, assigns, personal representatives and estate as follows:

1. I acknowledge that shooting a firearm entails known and unanticipated risks which could result in physical or emotional injury, paralysis, death, or damage to myself, to property, or to third parties. I understand that such risks simply cannot be eliminated without jeopardizing the essential qualities of the activity.  
  
The risks include, among other things: Participation may result in the undersigned or third parties being shot by a firearm, suffering hearing loss; inhalation or contact with airborne contaminants and or flying debris.  
  
Furthermore, N.H.S. employees have difficult jobs to perform. They seek safety, but they are not infallible. They might be unaware of a participant's fitness or abilities. They may give inadequate warning or instructions, and the equipment being used might malfunction.
2. I expressly agree and promise to accept and assume all of the risks existing in this activity. My participation in this activity is purely voluntary, and I elect to participate in spite of the risks.
3. I hereby voluntarily release, forever discharge, and agree to indemnify and hold harmless N.H.S. from any and all claims, demands, or causes of action, which are in any way connected with my participation in this activity or my use of N.H.S.'s equipment or facilities, including any such claims which allege negligent acts or omissions of N.H.S.
4. Should N.H.S. or anyone acting on their behalf, be required to incur attorney's fees and costs to enforce this agreement, I agree to indemnify and hold them harmless for all such fees and costs.
5. I certify that I have adequate insurance to cover any injury or damage I may cause or suffer while participating, or else I agree to bear the costs of such injury or damage myself. I further certify that I am willing to assume the risk of any medical or physical condition I may have.
6. In the event that I file a lawsuit against N.H.S., I agree to do so solely in the state of Arizona, and further agree that the substantive law of that state shall apply in that action without regard to the conflict of law rules of that state.
7. I agree that if any portion of this agreement is found to be void or unenforceable, the remaining document shall remain in full force and effect.

By signing this document, I acknowledge that if anyone is hurt or property damaged during my participation in this activity, I may be found by court of law to have waived my right to maintain a lawsuit against N.H.S. on the basis of any claim from which I have released them herein.

I have had sufficient opportunity to read this entire document. I have read and understood it, and agree to be bound by its terms.

Students Full Name: \_\_\_\_\_ Signature of Student: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**PARENT'S OR GUARDIAN'S ADDITIONAL INDEMNIFICATION**  
(Must be completed for participants under the age of 18)

In consideration of \_\_\_\_\_ (print minor's name) ("Minor") being permitted by N.H.S. to participate in its activities and to use its equipment and facilities, I further agree to indemnify and hold harmless N.H.S. from any and all claims which are brought by, or on the behalf of Minor, and which are in any way connected with such use or participation by Minor.

Parent Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_

Bus Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Parent's email \_\_\_\_\_

**AUDIO, VIDEO, PHOTOGRAPHIC AND PRINTED MATTER  
RELEASE**

Napolitano High School is conducting a program consisting of firearms safety, operations, a shooting practical and other firearms related activities. The firearms program and activities are supervised by Napolitano High School, staff, including instructors, interns, and staff personnel.

I hereby grant Napolitano High School permission to take photographs, video recordings, and/or sound recordings of the **Arizona Gun Safety Program.**

I hereby grant Napolitano High School permission to use, reproduce, alter, distribute, and/or post any written testimonials, negatives, prints, motion pictures, video tapings, audio sound clips, and any other reproduction of the same for educational and promotional purposes in manuals, on fliers, on the World Wide Web, including printed, video, or audio advertisements and promotional lectures or in any other manner deemed desired or necessary.

I declare that I have read and understand the contents of this photographic release, and I am signing this as my free and voluntary act, irrevocably binding myself and my heirs.

---

Participant Signature

---

Guardian signature if participant is under 18 years old

Date: \_\_\_\_\_



# Program Contributors

## **Matt Seibert**

### **Insight Firearms Training Development**

312 Double D Dr., Prescott, AZ, 86303

Tel: (928) 717-4422

E-Mail: [seibert@insightfirearmstraining.com](mailto:seibert@insightfirearmstraining.com)

Web: [www.insightfirearmstraining.com](http://www.insightfirearmstraining.com)

## **Sherrie Seibert**

### **Insight Firearms Training Development**

PO Box 12293, AZ, 86304-2293

Tel: (928) 708-9208

Fax: (928) 776-4668

E-Mail: [seibert@insightfirearmstraining.com](mailto:seibert@insightfirearmstraining.com)

Web: [www.insightfirearmstraining.com](http://www.insightfirearmstraining.com)

## **Ed Huntsman**

### **Arizona Game and Fish Department**

5000 West Carefree Highway, Phoenix, AZ 85086

Tel: (602)789-3237

Fax: (602)789-3903

E-Mail: [EHuntsman@azgfd.gov](mailto:EHuntsman@azgfd.gov)

Web: <http://azgfd.gov>

## **Alan Korwin**

### **Bloomfield Press**

4848 E. Cactus, #505-440, Scottsdale, AZ 85254

Tel: (602)996-4020

E-Mail: [alan@gunlaws.com](mailto:alan@gunlaws.com)

Web: <http://gunlaws.com>

## **Betsy & Michael Feinberg**

### **Catharon Software Corporation**

P.O. Box 20399, Sedona, AZ 86341

Tel: (928)203-0676 ext. 12

Fax: (928)203-0767

E-Mail: [MikeFPub101@Catharon.com](mailto:MikeFPub101@Catharon.com)

## **Dave Daughtry**

### **Pima County Natural Resources**

#### **Parks and Recreation**

3500 W. River Road, Tucson, AZ 85741

Tel: (520)877-6128

E-Mail: [dave.daughtry@parks.pima.gov](mailto:dave.daughtry@parks.pima.gov)

Web: <http://www.pima.gov/nrpr>

**Stephen J. Andros**  
**President, LEED Accredited Professional**  
**GrEn A/E Consultants LLC**

Route 66 Studio, 863 S. Cypress Point, Williams, AZ 86046

Tel: (928)635-0104

Fax: (928)635-0105

E-Mail: [steve@grenspeccs.com](mailto:steve@grenspeccs.com)

Web: <http://www.grenspeccs.com>

**Jim Taylor**  
**Director of Educational Services**  
**Yavapai County Educational Service Agency**

P.O. Box 26326, Prescott Valley, AZ 86312

Tel: (928)771-3568

Fax: (928)771-3549

E-Mail: [jim.taylor@co.yavapai.az.us](mailto:jim.taylor@co.yavapai.az.us)

Web: <http://ww2.co.yavapai.az.us/departments/Sch/SchHome.asp>

**Jane Cheek**  
**Technology Integration Specialist**  
**Yavapai County Education Services Agency**

1899 Idylwild Road, Prescott, AZ 86305

Tel: (928)830-7699

E-Mail: [jane.cheek@co.yavapai.az.us](mailto:jane.cheek@co.yavapai.az.us)

Web: <http://ww2.co.yavapai.az.us/departments/Sch/SchHome.asp>