

## **V. NRA PISTOL INSTRUCTOR TRAINING**

**NRA TRAINING COUNSELOR GUIDE**  
*NRA Pistol Instructor Training*

# NRA PISTOL INSTRUCTOR TRAINING

The NRA Pistol Instructor Training Course consists of two parts:

- Part one: Basic Instructor Training (6 hours)
- Part two: NRA Pistol Instructor Training (9.5 hours)

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

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

- Email the NRA Basic Pistol Phase II Lesson Plan to each candidate with instructions to print/download and bring to class, with their *NRA Guide: Basics of Pistol Shooting* handbook.
- Ensure candidates complete Phase I of the NRA Basic Pistol Course.
- Ensure candidates complete the pre-course questionnaire, Appendix 1.

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

- I. Complete Phase I of the NRA Pistol Course and achieve a passing score of 90% or higher
- II. **The NRA pre-course qualification will have a minimum passing score of 80 out of a possible 100 points.**

***NO LIVE AMMUNITION IN CLASSROOM***

**NRA TRAINING COUNSELOR GUIDE**  
*NRA Pistol Instructor Training*

## COURSE OUTLINE

### NRA Pistol Instructor Training

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

**Remaining Length of Course:** 9.5 hours

**Course Lessons:**

- Lesson VI. Introduction to *NRA Basics of Pistol Shooting Phase II Lesson Plans* (30 minutes)
- Lesson VII. Teaching Pistol Exercise I: Firearm and Range Safety Review (60 minutes)
- Lesson VIII. Teaching Pistol Exercise II: Fundamentals (90 minutes)
- Lesson IX. Basic Pistol Shooting Instructional Method (60 minutes)
- Lesson X. Teaching Pistol Exercise III: Loading, Cocking, De-cocking, Unloading, and Pistol Maintenance (90 minutes)
- Lesson XI. Teaching Pistol Exercise IV: Shooting Positions and Shooting Qualification (90 minutes)
- Lesson XII. Evaluating and Improving Performance of Beginning Pistol Shooters (60 minutes)
- Lesson XIII. Using Appendix D and E: NRA Basics of Pistol Shooting Course Evaluation and Performance Requirements Checklist and Pistol Instructor Examination and Course Conclusion (90 minutes)

***NO LIVE AMMUNITION IN CLASSROOM***

## REQUIRED NRA MATERIALS

### NRA Pistol Instructor Training Course

(Visit [materials.nrahq.org](https://materials.nrahq.org) for item numbers and prices.)

**One per candidate:**

- *NRA Trainer's Guide*
- *NRA Basics of Pistol Shooting Phase II Lesson Plans & Shooting Qualifications*
- *NRA Guide: Basics of Pistol Shooting Handbook* (Candidates receive this during Phase I)
- *NRA Trainer's Exam* (Available on your NRAInstructors page)
- *NRA Pistol Instructor Exam* (Available on your NRAInstructors page)
- NRA Instructor Course Completion Card

**For display:**

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

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

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

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

**Length:** 30 minutes

**Facility:** Classroom

**Training Aids:**

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

**References:**

- *NRA Basics of Pistol Shooting Phase II Lesson Plans*
- *NRA Trainer's Guide*

Pistol  
VI-1

Content	Instructional Notes
A. Introduce Lesson	State learning objectives for the current lesson.
B. The Structure of NRA Lesson Plans	Direct candidates to insert the <i>NRA Basics of Pistol Shooting Phase II Lesson Plans</i> into the <i>NRA Trainer's Guide</i> binder. <b>Explain</b> to candidates that these lesson plans are the guidelines they are to follow in conducting the <i>NRA Basic Pistol Shooting Phase II</i> as NRA Certified Instructors.

Pistol  
VI-2

## 1. Introduction

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

Pistol  
VI-3

### a. Basic

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

### b. Student – Instructor ratio

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

### c. TPI

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

### d. Breaks

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

### e. Safety

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

### f. Emergencies

Emergency procedures should be established ahead of time.

### g. No live ammunition in class

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

### h. Student verification of unloaded firearms

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

### i. Terminology for firearms

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

## 2. Course outline

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

Pistol  
VI-4

### a. Length of course

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

b. <b>Student lessons</b>	<b>Phase I of the Basics of Pistol Shooting</b> is required prior to completing the Pistol Instructor. This is what your basic students will complete prior to coming to your class.
c. <b>Course exercises</b>	<b>Review</b> the structure of the course exercises. <b>Note</b> that students will have passed phase I, and the exercises you conduct will validate that training has taken place.
3. <b>Required materials</b>	<b>Note</b> that each exercise lists required materials, for example; Firearms, eye and ear protection, performance requirements checklist, etc...
4. <b>Learning objectives</b>	<b>Turn</b> with candidates to Exercise I in the <i>Pistol Lesson Plans</i> . <b>Note</b> that each Exercise begins with a list of <i>objectives</i> describing the knowledge, skills, and attitude students must demonstrate to verify that training has taken place.
5. <b>Time</b>	<b>Note</b> that the estimated length is indicated at the beginning of each Exercise.
6. <b>Location</b>	<b>Note</b> that the location is indicated at the beginning of each Exercise.
7. <b>Materials</b>	<b>Note</b> that training aids are indicated for each Exercise.
8. <b>Resources</b>	<b>Note</b> that the resources indicate the Exercises completed during phase I.
9. <b>Important</b>	<b>Note</b> the yellow triangle containing an exclamation at the introduction to each exercise. This denotes important safety and policy information.
10. <b>Activities</b>	<b>Note</b> that the lesson plans have a two-column format. The left column identifies activities or content (what the student must learn) and the right column contains instructional notes – how the instructor should teach the content to students.
11. <b>Discussion</b>	<b>Note</b> that a green box with a question mark indicates questions the instructor will ask the students, encouraging class participation.

Pistol  
VI-5

12. <b>Student practice</b>	<b>Note</b> a bullseye target. This section will indicate to the instructor that a practical exercise must be performed by the student.
13. <b>Demonstration</b>	<b>Note</b> a blue circle containing a teacher. This indicates that the instructor will need to demonstrate a skill or concept. <b>Note</b> that during demonstrations the instructor should only show the correct way of performing a skill. <b>NEVER</b> demonstrate incorrect methods, such as, how to grip a pistol.
14. <b>Performance Requirements Check List</b>	<b>Note</b> the Performance Requirements Checklist in Appendix E. Instructors complete this checklist with each student, and retain it for their records.
<b>C. Conclude Lesson</b>	
1. <b>Summary</b>	<p><b>Highlight</b> important points:</p> <ul style="list-style-type: none"> <li>• Describe the structure of the <i>NRA Basics of Pistol Shooting Phase II Lesson Plans</i>.</li> <li>• Explain NRA policies on safety procedures, course length, required materials, and teaching methods to be followed when conducting an NRA Basics of Pistol Shooting Phase II.</li> <li>• Outline the content of the NRA Basics of Pistol Shooting Phase II.</li> </ul>
2. <b>Questions</b>	<p><b>Ask</b> candidates what questions they have about this lesson.</p> <p>Answer questions.</p>
3. <b>Preview</b>	<b>Preview</b> next lesson briefly.

Pistol  
VI-6

## Lesson VII: Teaching Pistol Exercise 1: Firearm and Range Safety

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

- Effectively review the three NRA rules for safe gun-handling.
- Effectively teach the range safety rules and site specific rules.
- Effectively teach different range commands.

**Length:** 90 minutes

**Facility:** Classroom

**Training Aids:**

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

**References:**

- *NRA Basics of Pistol Shooting Phase II Lesson Plans*, Exercise 1
- *NRA Guide: Basics of Pistol Shooting* handbook
- *NRA Basics of Pistol Shooting Phase I*, Lesson 5

Pistol  
VII-1

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

Pistol  
VII-2

Pistol  
VII-3

Pistol  
VII-4

2. Assign topics

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

- Group 1, Section A: Half of the group will conduct a **demonstration** with a single-action revolver, and half will conduct it with a double-action revolver
- Group 2, Section A: Each candidate will **demonstrate** using a semi-automatic pistol
- Group 3, Section A: Prepare classroom for **Student Practice** and conduct practical 1 (independent gun handling) and 2 (exchanging a pistol with another) using groups 1, 2, and 4 as basic students
- Group 4, Section B 1-3, and C: Range-specific information and rules, NRA Rules for using and storing a gun, review actions for malfunctions, state hygiene rules. Discussion, Range-specific information and rules.

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

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

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

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

- |                               |   |
|-------------------------------|---|
| 3. Presentations              | <b>Ask</b> candidates to make presentations. <b>Instruct</b> other candidates to observe each presentation closely and make appropriate notes since their comments will be a primary source of input during the evaluation session to follow. <b>Make</b> appropriate notes on candidates' performance. (Evaluations should be conducted immediately after <i>each</i> presentation.) |
| 4. Evaluation                 | <b>Ask</b> candidates for specific comments on each presentation using the guidelines in the <i>NRA Training Counselor Guide C5 - C6</i> . <b>Be sure</b> all comments are positive and supportive.   |
| 5. Conclusions                | <b>Ask</b> candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. <b>Share</b> lessons you learned in your experience in teaching Exercise 1 as an NRA Certified Instructor   |
| <br><b>C. Conclude Lesson</b> |   |
| 1. Summary                    | <b>Highlight</b> important points: <ul style="list-style-type: none"><li>• Effectively review the three NRA rules for safe gun-handling.</li><li>• Effectively teach the range safety rules and site specific rules.</li><li>• Effectively teach different range commands.</li></ul>  |
| 2. Questions                  | <b>Ask</b> candidates what questions they have about this lesson.<br><br>Answer questions.  |
| 3. Preview                    | <b>Preview</b> next lesson briefly.   |

Pistol  
VII-5



## Lesson VIII: Teaching Pistol Exercise 2: Fundamentals

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

- Effectively teach how to determine your dominant eye.
- Effectively teach how to assume a proper two-handed grip using a revolver and semi-automatic pistol.
- Effectively teach the five fundamentals of pistol shooting.

**Length:** 90 minutes

**Facility:** Classroom

**Training Aids:**

- Computer and digital projector, CD presentation disk, chalk or whiteboard, or flip chart
- *NRA Basics of Pistol Shooting Phase II Lesson Plans*
- *NRA Guide: Basics of Pistol Shooting* handbook
- Firearms (single- and double-action revolver and semi-automatic pistols)
- Appropriate dummy ammunition

**References:**

- *NRA Basics of Pistol Shooting Phase II Lesson Plans*
- *Basics of Pistol Shooting Lesson 5 – Preparation for shooting*
- *Performance Requirements Checklist*
- *NRA Guide: Basics of Pistol Shooting* handbook

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

Pistol  
VIII-2

Pistol  
VIII-3

2. Assign topics

**Review** the training aids and NRA materials to be used in teaching Exercise 2.

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

Pistol  
VIII-4

- Group 1, Section A: Each candidate will **conduct** an eye dominance exercise using groups 2, 3 and 4 as basic students.
- Group 2, Section B: Half the group will **demonstrate** the proper two-handed grip with a revolver, half with a semi-automatic and conduct the two-handed grip student practice, using groups 1, 3 and 4 as basic students.
- Group 3, Section C 1-3: **Demonstrate** aiming with typical post and notch sights and teach Aiming, Hold Control and Breath Control.
- Group 4, Section C 4-5: **Demonstrate** proper Trigger Control and Follow-Through. **Conduct** a student practical dry-fire exercise using an unloaded pistol, using groups 1-3 as basic students. Concentrate on student's ability to apply fundamentals.

You may wish to assign two topics to a group.

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

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

3. Presentations

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

4. Evaluation

**Ask** candidates for specific comments on each presentation using the guidelines in the *NRA Training Counselor Guide*, C5 – C6. **Be sure** all comments are positive and supportive.

5. Conclusions

**Ask** candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. **Share** lessons you learned in your experience in teaching Exercise 2 as an NRA Certified Instructor

**C. Conclude Lesson**

1. Summary

**Highlight** important points:

- Effectively teach how to determine your dominant eye.
- Effectively teach how to assume a proper two-handed grip using a revolver and semi-automatic pistol.
- Effectively teach the five fundamentals of pistol shooting.

Pistol  
VIII-5

2. Questions

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

Answer questions.

3. Preview

**Preview** next lesson briefly.



## Lesson IX: Basic Pistol Shooting Instructional Method

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

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

**Length:** 60 minutes

**Facility:** Classroom

**Training Aids:**

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

**References:** *NRA Basics of Pistol Shooting Phase II Lesson Plans Appendix C*

Pistol  
IX-1

Content	Instructional Notes
<b>A. Introduce Lesson</b>	<b>State</b> learning objectives for the current lesson.
<b>B. Concentration</b>	
1. Importance	<b>Ask</b> candidates, excluding safety, what the most important element essential to the success of beginning pistol shooters is? <b>Discuss</b> responses.
	<b>Identify</b> <i>concentration</i> as the element.
2. Definition	<b>Ask</b> candidates what concentration is? <b>Discuss</b> responses briefly.
	<b>Explain</b> that it is <i>the ability to focus all one's attention and energies on the accomplishment of a specific task.</i>
3. Implications for instructor	<b>Ask</b> candidates since concentration is so important to the success of beginning shooters, what implication does this have for the instructor? <b>Discuss</b> responses.
	<b>Explain</b> that <i>everything the instructor does must be directed toward enhancing the shooters' ability to concentrate.</i>
4. Ways to enhance concentration	<b>Ask</b> candidates what ways the instructor can enhance the students' ability to concentrate? <b>Discuss</b> responses.
a. Small caliber ammunition for less recoil (.22 standard velocity)	<b>Identify</b> appropriate responses in your presentation, including those listed at left.
b. Proper grip size	
c. Manageable gun weight (but not too light)	
d. Medium barrel length	
e. Gun functional and mechanism clean	
f. Good quality ammunition	

Pistol  
IX-2

Pistol  
IX-3

Pistol  
IX-4

Pistol  
IX-5

Pistol  
IX-6

Pistol  
IX-7

Pistol  
IX-8

Pistol  
IX-9

Pistol  
IX-10

Pistol  
IX-11

- g. Target close to shooter
  - h. Target relatively large
  - i. Target blank
  - j. Good lighting
  - k. Fair weather
  - l. Little wind
  - m. Comfortable clothing
  - n. Instructor does not over instruct
  - o. Adequate ear and eye protection
  - p. Avoid or control background noise
  - q. Keep spectators to a minimum
  - r. Stress fun as opposed to competition
5. Object of concentration

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

**Explain** that the students must learn to concentrate on the two most important fundamentals: *aiming and trigger control, with the visual focus on the front sight*. The students must learn to watch the front sight while squeezing the trigger straight to the rear in a smooth, continuous manner without disturbing the sight alignment. All other factors are secondary. **Remind** instructors that they will need to stress and reinforce this point regularly.

## C. Pistol Instructional Method

**Turn** with candidates to Exercise 4, section A of the *Pistol Lesson Plans*. **Explain** that the NRA has developed an *eight-step method* for teaching beginning pistol shooters. Following the principles of total participant involvement, the method has the students perform a different activity in each step.

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

### 1. Study the position

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

### 2. Practice position without gun

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

### 3. Practice position with gun

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

### 4. Align position with target

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

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

### 5. Dry fire exercise

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

- It allows the students to concentrate on technique rather than result.
- It allows the students to refine skills before live firing, increasing the likelihood of success.

	<ul style="list-style-type: none"><li>• It makes it easier for the instructor to observe and provide feedback on the students' technique.</li></ul>
6. Live fire exercises	Students fire single-action for group size (not score) at a large, relatively close, blank target, loading one shot at a time. The instructor observes and provides appropriate feedback. Afterward, students participate in a five-shot exercise to shoot a group.
7. Make appropriate sight adjustments	Students are taught to make sight adjustments from the benchrest position.
8. Resume live firing	Live firing is resumed, this time on a bullseye target, so students can learn the importance of proper sight picture. Afterward, the students repeat the first six steps when learning other shooting positions. <i>It is extremely important that students learn to shoot a group, and then move it to the center of the target.</i>
<b>D. Instructional Techniques</b>	
1. Coach/pupil method	
a. Explanation	<p><b>Explain</b> the coach/pupil method: <i>an instructional technique that pairs two students who alternately play the roles of coach and pupil under the supervision of an instructor.</i> A single gun is used for the two students. The “pupil” shoots while the “coach” provides instruction, support, and feedback under the direction of the instructor. The “coach” and “pupil” then reverse roles.</p> <p>Following the principles of total participant involvement, this method involves the people who are waiting for a turn to shoot (the “coaches”) in the learning process of those who are actually shooting (the “pupils”). The “coaches” become more keenly aware of what they have learned by articulating and communicating it to another student. This also reinforces learning for “pupils” and “coaches” alike.</p>

b. Demonstration

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

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

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

2. Ball and dummy technique

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

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

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

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

## **E. Conclude Lesson**

### 1. Summary

**Highlight** important points:

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

### 2. Questions

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

Answer questions.

### 3. Preview

**Preview** next lesson briefly.



## Lesson X: Teaching Pistol Exercise 3: Loading, Cocking, De-Cocking, Unloading, and Pistol Maintenance.

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

- Effectively teach how to load, cock, de-cock and unload a single-action revolver.
- Effectively teach how to load, cock, de-cock and unload a double-action revolver.
- Effectively teach how to load, cock, de-cock, and unload a semi-automatic pistol.
- Effectively teach the review of how to safely clean a pistol.

**Length:** 90 minutes

**Facility:** Classroom

### Training Aids:

- *NRA Basics of Pistol Shooting Phase II Lesson Plans*
- *NRA Guide: Basics of Pistol Shooting* handbook
- Firearms (single- and double-action revolver and semi-automatic pistols)
- Appropriate dummy ammunition
- Gun cleaning kits (solvent, rods, bore brush, jag, patches, soft cloth, small brush, etc...)
- Safety glasses

### References:

- *NRA Basics of Pistol Shooting Phase II Lesson Plans*, Exercise 3
- *NRA Basics of Pistol Shooting Phase I, Lesson 9*
- *NRA Guide: Basics of Pistol Shooting* handbook

Pistol  
X-1

Content	Instructional Notes
<b>A. Introduce Lesson</b>	<b>State</b> learning objectives for the current lesson.
<b>B. Practical Exercise</b>	
1. Introduction	<b>Turn</b> with candidates to Exercise 3 in the <i>Pistol Lesson Plans</i> . <b>Review</b> the learning objectives, Exercise content indicated in the left column, and methods of instruction on the right.

Pistol  
X-3

2. Assign topics

**Review** the training aids and NRA materials to be used in teaching Exercise 3.

Pistol  
X-4

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

- Group 1, Section A: **Conduct** a demonstration on how to load, cock, de-cock, and unload a single-action revolver. Groups 2, 3 and 4 as basic students.
- Group 2, Section B: **Conduct** a demonstration on how to load, cock, de-cock, and unload a double-action revolver. Groups 1, 3 and 4 as basic students.
- Group 3, Section C: **Conduct** a demonstration on how to load, cock, de-cock, and unload a semi-automatic pistol. Groups 1, 2 and 4 as basic students.
- Group 4, Section D: **Conduct** section D, discussion and demonstration on how to safely clean a pistol.

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

3. Presentations

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

4. Evaluation

**Ask** candidates for specific comments on each presentation using the guidelines in the *NRA Training Counselor Guide C5 – C6*. **Be sure** all comments are positive and supportive.

5. Conclusions

**Ask** candidates how they would manage the topics time wise in an actual course, as well as what important things they learned during this exercise. **Share** lessons you learned in your experience in teaching Exercise 3 as an NRA Certified Instructor

**C. Conclude Lesson**

1. Summary

**Highlight** important points:

- Effectively teach how to load, cock, de-cock and unload a single-action revolver.
- Effectively teach how to load, cock, de-cock and unload a double-action revolver.
- Effectively teach how to load, cock, de-cock, and unload a semi-automatic pistol.
- Effectively teach the review of how to safely clean a pistol.

Pistol  
X-5

2. Questions

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

Answer questions.

3. Preview

**Preview** next lesson briefly.



## Lesson XI: Teaching Pistol Exercise 4: Shooting Positions and Shooting Qualification

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

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

**Length:** 90 minutes

**Facility:** Range

**Training Aids:**

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

Pistol  
XI-1

**References:**

- *NRA Basics of Pistol Shooting Phase II Lesson Plans*, Exercise 4
- *NRA Basics of Pistol Shooting Phase I, Lessons 6 and 7*
- *NRA Guide: Basics of Pistol Shooting* handbook

Content	Instructional Notes
<b>A. Introduce Lesson</b>	<b>State</b> learning objectives for the current lesson.
<b>B. Practical Exercise</b>	
1. Introduction	<b>Turn</b> with candidates to Exercise 4 in the <i>NRA Pistol Lesson Plans</i> . <b>Review</b> the learning objectives, Exercise content indicated in the left column, and methods of instruction on the right. <b>Review</b> the training aids and NRA materials to be used in teaching and conducting Exercise 4.

Pistol  
XI-2

Pistol  
XI-3

2. Assign topics

2. **Assign** each candidate a partner to work with. Each candidate will conduct exercises as follows:
- Every candidate, Section A: **Conduct** “Benchrest position” to your partner and reverse.
  - Every candidate, Section B: **Conduct** Isosceles position” to your partner and reverse.
  - Every candidate, Section C: **Conduct** the Shooting Qualification to your partner and reverse.

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

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

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

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

3. Presentations

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

4. Evaluation

**Ask** candidates for specific comments on each presentation using the guidelines in the *NRA Training Counselor Guide C5 – C6*. **Be sure** all comments are positive and supportive.

5. Conclusions

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

**C. Conclude Lesson**

1. Summary

**Highlight** important points:

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

Pistol  
XI-5

2. Questions

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

Answer questions.

3. Preview

**Preview** next lesson briefly.



## Lesson XII: Evaluating and Improving Performance of Beginning Pistol Shooters

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

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

**Length:** 60 minutes

**Facility:** Classroom

**Training Aids:**

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

**References:**

- *NRA Basics of Pistol Shooting Phase II Lesson Plans, Appendix B*
- *NRA Basics of Pistol Shooting Phase I, Lesson 7*
- *NRA Guide: Basics of Pistol Shooting, Chapter 15*

Content	Instructional Notes
<b>A. Introduce Lesson</b>	<b>State</b> learning objectives for the current lesson.
<b>B. Evaluation</b>	
1. Definition	<b>Ask</b> candidates what evaluation is? <b>Discuss</b> responses.  <b>Explain</b> that evaluation is a determination of whether and to what extent training has taken place.
2. Purpose	<b>Ask</b> candidates what the ultimate purpose of evaluation is? <b>Discuss</b> responses.

Pistol  
XII-5

Pistol  
XII-1

Pistol  
XII-2

Pistol  
XII-3

Pistol  
XII-4

Pistol  
XII-5

	<b>Explain</b> that evaluation has a number of purposes, such as measuring students' progress or an instructor's effectiveness. But, ultimately, the purpose of evaluation is to improve the performance of the students in whom we are attempting to develop requisite knowledge, skills, and attitude.	Pistol XII-6
	<b>Ask</b> candidates what an instructor needs to do when making an evaluation? <b>Discuss</b> responses briefly.	Pistol XII-7
3. Process	<b>Explain</b> that an instructor needs to know the <i>correct behavior</i> to look for, how to <i>look</i> for it, and how to provide <i>feedback</i> to enhance the students' ability to perform it.	Pistol XII-8
a. Standard	<b>Ask</b> candidates what behaviors to look for in beginning pistol shooters on the firing line? <b>Discuss</b> responses.	Pistol XII-9
	<b>Explain</b> that an instructor is looking for conformity to certain standards, namely, the <i>safe and correct execution of the five fundamentals of pistol shooting</i> .	Pistol XII-10
b. Method	<b>Ask</b> candidates how to determine that the pistol shooting fundamentals are being executed correctly? <b>Discuss</b> responses.	Pistol XII-11
	<b>Explain</b> that this is determined primarily through observation of the <i>gun</i> while the students are shooting. Occasionally, the instructor should also watch the <i>shooters</i> , and take a look at the <i>target</i> between shots.	Pistol XII-12
c. Feedback	<b>Ask</b> candidates how an instructor provides feedback when performance is correct? <b>Discuss</b> responses.	Pistol XII-13
	<b>Explain</b> that the instructor encourages and motivates the students to keep up the good work	Pistol XII-14
	<b>Ask</b> how the instructor provides feedback when performance is incorrect? <b>Discuss</b> responses.	
	<b>Explain</b> that according to the principles of total participant involvement, people learn by doing. The instructor, then, must <i>involve students</i> in the evaluation process by encouraging self-analysis and by directing the students to perform the correct action, <i>not</i> by describing	Pistol XII-15

**C. Common Difficulties  
Among Beginning  
Pistol Shooters**

the incorrect action. In other words, *feedback must be positive to be effective.*

**Note** that if adjustments to a student's position are necessary, the instructor should demonstrate the correct position and/or give appropriate verbal instructions to the student. Only if this is unsuccessful should an instructor consider making physical adjustments to a student's position. *Instructors must ask permission before physically adjusting a student's position, and must do so in a manner that is both sensitive and professional.*

**Explain** that in addition to recognizing correct behavior, instructors also need to know how to spot incorrect behavior and, more importantly, how to direct the students to improve.

Pistol  
XII-16

**Ask** candidates what they think some of the more common difficulties experienced among beginning pistol shooters are. **Discuss** responses, including the difficulties listed at left. **Ask** candidates how to spot the difficulties, and how they would direct students to improve. **Discuss** responses briefly, including suggestions listed below.

Pistol  
XII-17

1. Use of non-dominant eye

**Spot** through students' missing the target altogether. **Assist** by repeating eye dominance exercise and by having students use an opaque patch temporarily over the non-dominant eye.

2. Difficulty in concentrating

**Spot** through students' behavior. **Assist** students by ensuring environment is conducive to learning, specifying what students should concentrate on (aiming and trigger control), and asking students to describe in detail what they are doing during each shot.

3. Difficulty in relaxing

**Spot** through students' words and behavior. **Assist** students by being positive and encouraging, and by emphasizing what they are doing correctly.

4. Incorrect position

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

5. Incorrect sight alignment/picture

**Spot** through students' description of what they are seeing. **Assist** by asking students to draw correct sight picture or by using chart.

6. Incorrect trigger squeeze

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

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

7. Incorrect follow through

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

## **D. Conclude Lesson**

1. Summary

**Highlight** important points:

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

2. Questions

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

Answer questions.

3. Preview

**Preview** next lesson briefly.

Pistol  
XII-18

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

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

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

**Length:** 90 minutes

**Facility:** Classroom

**Training Aids:**

- *NRA Trainer's Guide*
- *NRA Basics of Pistol Shooting Phase II Lesson Plans*
- NRA Pistol Instructor Examination (one per candidate)
- NRA Instructor Course Completion Card (one per candidate)
- NRA Basics of Pistol Shooting Course Evaluation (Appendix D, Phase II Lesson Plans)
- Performance Requirements Checklist (Appendix E, Phase II Lesson Plans)

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

Pistol  
Exam-1

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

Pistol  
Exam-2

Pistol  
Exam-3

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

areas where additional training may be necessary to develop the desired knowledge, skills, and attitude.

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

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

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

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

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

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

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

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

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

Pistol  
Exam-4

Pistol  
Exam-5

**E. Instructor Examination**

**Distribute** an NRA Pistol Instructor Examination. **Allow** candidates to use the *NRA Trainer's Guide*, the *NRA Basics of Pistol Shooting Phase II Lesson Plans* and the *NRA Guide: Basics of Pistol Shooting Handbook* during the examination, along with any notes they may have taken in class. **Allow** 60-90 minutes for candidates to complete examination.

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

**F. Exam Grading and Review**

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

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

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

**G. Instructor Certification**

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

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

1. An NRA number or existing NRA instructor number.

**Note:** Candidates may attend the course without an NRA number. However, *non-members who are not yet instructors will have to wait for their non-member*

*instructor number to be assigned and sent to them by email. This will happen AFTER they have been processed by NRA Training Department as long as the instructor course report is completed correctly. They should not contact NRA Training Department for it. Once non-members receive their NRA non-member number they can register and complete processing. IF THEY JOIN DURING THE COURSE, they will also have to wait. Remember, membership before the course is most expedient!*

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

## H. Instructor Course Completion Cards

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

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

## I. Conclude Course

### 1. Summary

**Highlight** important points:

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

Pistol  
Exam-10

### 2. Questions

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

Answer questions.

- |              |  |
|--------------|--|
| 3. Thank you | <p><b>Ask</b> candidates what questions they have about the NRA Instructor Training and Basic Firearm Training Programs.</p> <p>Answer questions.</p> <p><b>Thank</b> candidates for assisting the National Rifle Association in training the next generation of American shooters to use their firearm freedoms safely and responsibly.</p> |
|--------------|--|