

REVERE'S
—RIDERS—

STANDARD OPERATING PROCEDURES

VERSION 2.0

1 OVERVIEW

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1.1 ORGANIZATION PURPOSE

1.1.1 Purpose

The vision of Revere's Riders is: "Every American Choosing Liberty – Every Day!"

The purpose and mission areas of Revere's Riders are: "To educate the public in American history, support marksmanship, and promote civic engagement."

1.1.2 Goals

The goals of this organization shall be as follows:

1. Educate the general public in marksmanship.
 - a. Educate the general public on pro-firearms issues by providing visible leadership by example and through the dissemination of pertinent information.
 - b. Promote the safe and responsible use of all types of firearms and range equipment by facilitating formal and informal classes.
 - c. Promote the safe enjoyment of all areas of shooting sports by facilitating formal and informal shooting activities.
 - d. Gain and maintain affiliations with nationally-recognized shooting sports associations.
2. Educate the general public in American history.
 - a. Promote awareness of American history, with a focus on the colonial period, Revolutionary War, and early Republic.
 - b. Cultivate an appreciation for American heritage and of the sacrifices made by earlier generations of Americans on behalf of liberty and freedom.
3. Promote responsible non-partisan civic involvement.
 - a. Encourage the general public to participate in civic life.
 - b. Educate the general public on civic participation.
 - c. Foster an appreciation for the freedoms and liberties provided by American civic life.
 - d. Provide an environments for club members to practice leadership in traditional organizational governance roles and skills
 - e. Comply with all regulations and requirements to maintain 501(C)3 status. Bias favoring or opposing one candidate or political party over another is strictly prohibited.

1.2 FOREWORD

Thank you for your interest in our organization! This manual of Standard Operating Procedures is intended as a reference guide. It is not intended to be read from cover to cover; instead, use the Table of Contents to jump to the relevant sections as needed.

No manual can replace passion or mentorship. All RR members are encouraged to work as part of a team to grow and move towards our shared objective.

Note for Version 2.0 of the SOPs: This edition has been substantially edited and revised. There are few dramatic differences to instructional methods but you'll find that the document has a disciplined outline and is optimized for digital navigation. We owe a great debt to Phil "V" for his diligence in formatting and editing this version.

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1.3 EDITION INFORMATION

1.3.1 REVISION NOTES

This is Edition 1.3. It is intended as a first draft to get RR members on the same page and provide written guidance for event scheduling and execution.

Future revisions of this material may take a different form rather than a large manual. In order to mitigate the length of the manual, care has been taken to properly format the document with internal navigation.

1.3.2 ACKNOWLEDGMENTS

Many individuals contributed to this manual, and not all can be individually named. We are especially appreciative of the following key contributors:

- John Lee, who adapted CMP and NRA procedures for use in our range procedures
- Ben Edman, who drafted much of the Basic Rifle instructional tips
- Heather Seidler, who compiled the initial history materials
- Sharon Sabo, who compiled the initial civic engagement materials

Any errors are those of the editor (i.e. myself).

1.3.3 REVISIONS AND CHANGES

This manual will be revised on a periodic basis. Please identify changes to the appropriate Officers.

Version 1.1 adds additional detail on skill challenge scoring.

Version 1.2 fixes several typographical errors, removes blank pages, and updates the Qualification Test descriptions for clarity.

Version 2.0 fixes some hierarchy numbering of sections and converts to LibreOffice to auto-generate cross-references etc. Replaces old MRM references with Revere's Riders. No substantive changes to content.



REVERE'S
—RIDERS—

TM

1.4 SOP APPROVAL

26 April 15

Revere's Riders
PO Box 9571
Las Vegas, NV 89191

MEMORANDUM FOR RR CLUB MEMBERS

The enclosed Standard Operating Procedures address typical activities. On 25 April 2015, the RR Board of Directors reviewed the SOPs and passed the following resolution:

WHEREAS, the board of directors has reviewed the proposed Standard Operating Procedures (SOP),

WHEREAS, the SOP are based upon best practices in our field,

RESOLVED, that the proposed SOP are approved and in effect,

RESOLVED FURTHER, that the board shall review the SOP annually,

RESOLVED FURTHER, that the President or Vice President may approve additions, subtractions, or other changes to the SOP from time to time, except that neither shall remove any safety precautions.

The SOPs is ~~approved~~ / ~~rejected~~. It will go into effect immediately and be reviewed on at least an annual basis. It supersedes any previous versions.

The primary points of contact for any issues with the branding usage policy will be the appropriate club officer, but I am always happy to field questions or concerns. This SOP is not perfect, but should serve through our launch.

Respectfully,

//SIGNED-CMS5MAR16//

Christopher M. Seidler

2 ADMINISTRATION

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2.1 REVERE'S RIDER EVENT SCHEDULING

2.1.1 GENERAL OVERVIEW

The following procedures outline how to get an officially sanctioned RR event sanctioned and scheduled. It is important to follow these procedures. Events which are not properly scheduled or sanctioned may not be covered by our insurance. The key steps are to square away the following elements:

- Before the Event: “The Five Ss for Success”
 - Site
 - Scheduling
 - Structuring
 - Staffing
 - Supplies
- Day of the Event
- After the Event

2.1.2 BEFORE THE EVENT

2.1.2.1 SITE: GAIN APPROVAL FOR THE FACILITY

RR requires some key information about each site to be submitted before an event can be scheduled at that facility. Information about the facility can be submitted here: <http://goo.gl/forms/L19KWrtFcD>

RR **requires** this information to be submitted for any venue where loaded firearms will be present or where there is a significant and unusual degree of potential liability. It is optional but recommended for other venues such as speaking engagements in public places.

The speed at which a new range can be approved varies depending on the size of planned events and the type of range. Some range and larger types require us to notify the insurance provider. This information will be used to help schedule events at that site in the future, cutting down on paperwork.

Please allow up to 30 days for routine requests to process assuming insurance involvement is required. It is possible to expedite the process in some cases, but it is best to plan ahead. The form should take no more than 10 minutes to complete.

Planned Event Size	Range Type	Actions
Very Small: <30 active participants at a time:	Any	RR officer reviews and approves. Non-standard ranges may require discussion about risk mitigation.
Small: ~31-50 active participants at a time	NRA-Type Standards	RR officer reviews. If needed, consults insurance provider for advice.
Small: ~31-50 active participants at a time	Informal (“Back 40”)	RR officer reviews and approves with advice from insurance agent.
Large: ~51+ active participants at a time	Any	RR officer collects range data and forwards to agent
Any	Range needs to be added as an “additional insured”	RR officer collects range data and forwards to agent; treasurer pays insurer for certificate to be mailed to range POC

2.1.2.2 SCHEDULING EVENTS

Once you have a location approved, it is time to schedule your event. We have created a standardized form to do this. After you submit information about your event, a volunteer will load the information into our event scheduling website (PicAtic) and update the website. This is currently a manual process, so please allow some time. The form to schedule an event is located here:

<http://goo.gl/forms/eulWdssKFJ>

There are a number of ways to set up PicAtic. If the form does not cover exactly what you're looking for, please be sure to indicate that in the section labeled "notes for scheduler." The scheduler will include standard boilerplate text and applied the standard fee schedule unless you indicate otherwise.

"THE PRESIDENT, VICE PRESIDENT, SECRETARY OR THEIR DESIGNATES MAY SANCTION AND SCHEDULE ANY OF THE FOLLOWING EVENTS: ANY NRA COURSE TAUGHT BY AN NRA CERTIFIED INSTRUCTOR, ANY MATCH BASED ON AN NRA/CMP/RR COURSE OF FIRE, THE RR FIRST STEPS RIFLE COURSE OF FIRE, THE RR BASIC RIFLE COURSE OF FIRE, THE RR FIELD RIFLE COURSE OF FIRE, ANY SHORTER CLINICS DERIVED FROM OTHER APPROVED COURSE CONTENT, ANY NON-FIRING EVENT, AND ANY LIVE FIRE COURSE WHICH IS SUBSTANTIALLY SIMILAR TO THE ABOVE OPTIONS WHICH POSE NO UNDUE RISK OR SAFETY ISSUES. THE BOARD OF DIRECTORS WILL REVIEW AND APPROVE NEW COURSES OR SPECIAL EVENTS WHICH DO NOT FALL INTO THE ABOVE CATEGORIES."

2.1.2.3 STRUCTURING THE EVENT

Event directors are responsible for ensuring there is a good mix of Shooting Sports, American History, and Civic Engagement at each event. As a rule of thumb, 70% of the event should be devoted to the primary focus, 20% to the secondary, and 10% to the tertiary. For example, an eight hour full day shooting class might have 5.5 hours of shooting, 90 minutes of History, and 45 minutes of Civic Engagement spread across the day. Remember that events can and should be broken into chunks, and rotating between the focus items gives a chance for students to physically rest and take breaks.

2.1.2.4 STAFFING: LINING UP THE RIGHT PEOPLE

Per our bylaws and insurance policy, only probationary, junior, and full RR members are covered by liability insurance at our events. All workers to be covered by insurance must sign up as an RR member with the Secretary prior to the event. The membership application is a simple web form:

<http://goo.gl/forms/6BMY1LIMgb>

Non-members may assist with an event, but they must sign a liability waiver form like any other event participant and it must be clear to all that they are not acting as a RR member. This is not necessarily a problem; for example, it may be appropriate to have guest speakers, guest instructors, or competition shooters support an event or clinic.

Most events must have a fully qualified "Event Director" present. The event director is responsible for the overall staffing of the event. If the event director does not hold the proper instructional endorsements, then they must assemble a team with the required skills.

Assistant Event Directors are permitted to run half day shooting events with a maximum of eight participants so long as a 2:1 student/staff ratio is maintained during all live firing. They may run non-firing events with any ratio and no maximum number of students.

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Minimum staffing requirements for common events are summarized in the below table:

Event Type	Event Director	Chief History SME	Chief Instructor
½ Day Events	Assistant+	Assistant+	Assistant+
Full or Two Day Events	Certified	Certified	Certified

Table 1 Minimum Event Staffing Requirements

2.1.2.5 SUPPLIES: LINING UP THE RIGHT STUFF

Event directors are responsible for obtaining appropriate supplies to run their event. Each event has a budget set in the reimbursement policy; in general event directors can be reimbursed for each paid attendee per day to cover supplies (c.f. reimbursements). This includes all supplies to include consumable and non-consumable items. By decentralizing supplies as much as possible, we save significant shipping costs.

Some supplies can be mailed out from the RR Quartermaster because they're cheaper to procure in bulk. To review what is currently available and request these supplies, submit a request through the quartermaster requisition form: <http://goo.gl/forms/qkwUiQOpkd>

Event directors should think carefully about the supplies they'll need to run events. Below is a list of recommended supplies. There are a number of sources for printing targets. All of our materials are in commonly available paper sizes, so you can source copies online (<http://www.docucopies.com/>), or through any local copy shop (UPS Store, Kinkos, etc). If you must, you can use a home printer but this is likely to be slow and more expensive.

If an event director cannot figure out how to source an item they can contact the Quartermaster.

2.1.2.5.1 TARGETS

Many Targets are available for download on the Member's Only area of the RR website here: <http://www.reveresriders.org/wordpress/about-us/membership-information/riders-resources/>

Others can be sourced from National Target or Pistoleer.com, or other sources as desired.

- 8.5x11" RR Drill Targets
- RR Bell Targets
 - 11x17" 25 Yard Classifiers
 - 8.5x11" 25 Yard Classifiers (*useful if you cannot source 11x17" copies*)
 - 8.5x11" 25 Yard Single Bells (*useful for "mini KD" with rimfires at 25/50/75/100 yards*)
 - KD Target: TBA Soon
- Classic 5V Targets
 - 11x17" 25 Yard Classifiers
 - 8.5x11" 25 Yard Classifiers (*useful if you cannot source 11x17" copies*)
 - 8.5x11" 25 Yard 5Vs (*useful for "mini KD" with rimfires at 25/50/75/100 yards*)

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- Full Size KD 5V “A” Targets: <http://www.pistoleer.com/shooting-targets/highpower/>
- Other Full Size Targets
 - Dog Prone Silhouettes: [http://www.pistoleer.com/shooting-targets/competition/Order 27¼" x 21" D-PRONE 200/300 Yard NTIT for use at 100/200/300/400 yards](http://www.pistoleer.com/shooting-targets/competition/Order%2027¼%20x%2021%20D-PRONE%20200/300%20Yard%20NTIT%20for%20use%20at%20100/200/300/400%20yards)
 - Echo Standing Silhouettes: [http://www.pistoleer.com/shooting-targets/competition/Order FACER\(black\) 500/600 Yard NTIT 19½" x 40" \(P\) for use at 100/200/300/400 yards](http://www.pistoleer.com/shooting-targets/competition/Order%20FACER%20black%20500/600%20Yard%20NTIT%2019½%20x%2040%20P%20for%20use%20at%20100/200/300/400%20yards)
Order ITT-6/2 200 Yard E-Style 8¼" x 20" for scaled reproduction
 - IDPA Targets: Multiple Suppliers

2.1.2.5.2 PROMOTIONAL MATERIALS

Promotional Materials are available for download on the Member’s Only area of the RR website here:

<http://www.reveresriders.org/wordpress/about-us/membership-information/riders-resources/>

2.1.3 DAY OF THE EVENT

2.1.3.1 LIABILITY WAIVERS

All participants at live fire events are required to sign the RR Liability Waiver form. These forms protect all volunteers at the event as well as the organization as a whole. Even if the event goes smoothly, it is possible for lawsuits to occur well after the day is over. Event Directors should send these forms to the RR Secretary after the event concludes. Emailing scanned or photographic copies to Secretary@reveresriders.org is preferred. Hard copies can be mailed to:

Revere's Riders
ATTN: Liability Release Forms
PO Box 9571, Las Vegas, NV 89191

2.1.3.2 MODEL RELEASE FORMS

All participants are required to sign the RR Model Release form if we are to use their photograph. Event Directors should take note of which participants decline to sign the form and ensure that photographs of those individuals are not published by RR members at the event. We cannot control photography by non-RR members. Model Release forms should be submitted to the RR Secretary in a manner similar to the liability forms.

2.1.3.3 MONEY COLLECTED

We strongly encourage online sign-up and sales of “swag” items to minimize the compliance and reporting burden on RR members in the field. If you do collect money at an event, make an accounting for it and report excess to the Treasurer when you submit your expense voucher; the Treasurer will then provide instructions. RR members who choose to sell items at an event in their capacity as RR Members must coordinate with the treasurer to ensure that local, state, and federal requirements are satisfied.

Please encourage participants who wish to donate to make checks payable to “Revere's Riders.”

2.1.3.4 IF SOMETHING GOES VERY WRONG...

The Event Director is fully authorized and expected to take immediate actions if there is a safety or medical emergency. Resolve the situation per SOP and with good judgment. After the immediate

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situation is controlled, contact the RR Officers and inform them of what happened. Do not make any statements admitting guilt, promising specific restitution, or so on until RR Officers have coordinated with the insurance company and legal counsel.

If a participant is dissatisfied with their experience but there is no safety or liability issue, please feel free to provide them an appropriate contact (Executive Officer for appropriate area, President, or Vice President) for further discussion.

2.1.4 AFTER THE EVENT

2.1.4.1 REIMBURSEMENTS

Refer to the Reimbursement Policy for more details. File for reimbursement using the online form:

<http://goo.gl/forms/uaUQp57PT2>

2.1.4.2 AFTER ACTION REPORT

Event Directors or their designee are requested to conduct an AAR session with their crew. Using these inputs, they then submit After Action Reports:

- Short Social Media Blurb: Please provide a short paragraph (few sentences maximum) to the Social Media team with any photos of the event to share on Social Media. Email: CE@reveresriders.org.
- Internal Report: Please draft an internal report with significant lessons learned and key metrics. Post to web forum or fill out the appropriate web form (TBA).
- Public Report (optional): In addition to the brief social media blurb, we can host a longer discussion on our website or blog with more photos. We can provide an optional template or you can write a free-form review as you desire. This is a great way to highlight special events, publicly thank the volunteer crew for their hard work, and recognize participants for their achievements.

2.1.4.3 CLERK

Do not forget to submit waiver and model release forms as described above.

2.1.4.4 EXCESS SUPPLIES

Event Directors or their designee should ensure that excess supplies funded by RR – especially non-consumable training aids which can be used in the future – are properly secured and accounted for.

2.2 EVENT PLANS

2.2.1 OVERVIEW

This section provides outlines for a variety of events. The Event Director may of course deviate from the suggested outline so long as safety is not affected. If a particular subject will not be covered at all then that should be noted when the event is scheduled so that participants have appropriate expectations.

2.2.2 BASIC RIFLE – ONE DAY

- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
 - Retrieve rifles
- Fundamentals
 - Freedom Bell Classifier COF
 - Prone Position & Sling Usage
 - Five Fundamentals of Rifle Shooting
 - Natural Point of Aim
 - Basic MOA (Sight Adjustments at 25 Yards)
 - Shot Group Analysis
- Field Positions & Drills
 - Sitting Position
 - Transitions to Sitting and Prone
 - Reloading the Rifle
 - Standing Position
- Skill Challenges
 - RR Qualification Test(s)
 - Freedom Bell Classifier
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.3 BASIC RIFLE – TWO DAY

- Execute Day One as described above
- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
- Freedom Bell Classifier
- Review Fundamentals from Day One as required
 - Prone Position & Sling Usage
 - Five Fundamentals of Rifle Shooting
 - Natural Point of Aim
 - Intermediate IMC Discussion
 - Sitting Position
 - Standing Position
- Fundamentals of Known Distance w/ live fire as facilities allow
- Skill Challenges
 - RR Qualification Test(s) – 25Y, 100Y, or 400Y
 - RR Battle Rattle (optional)
 - Freedom Bell Classifier
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.4 FIRST SHOTS CLINIC

Modify to use NSSF materials as desired [available here](#).

- Introduction
 - Administration & Registration
 - Welcome and Introduction
- Classroom Portion
 - Introduction to Firearms Shooting and Activities
 - Range Information
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
 - Retrieve firearms
- Range Portion
 - Prone Supported or Prone Position & Sling Usage
 - Five Fundamentals of Rifle Shooting
 - Freedom Bell Classifier
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.5 FUNDAMENTALS OF RIFLE MARKSMANSHIP CLINIC

Modify to use NRA materials as desired.

- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
- Introduction to Rifle Safety, Parts, and Operation
 - Safety Procedures
 - Firearms Parts and Nomenclature
 - Ammunition
 - Review how to unload firearms
 - Range Operations & Line Commands
- Fundamentals
 - Prone Position or Prone Supported Positions; sling usage optional
 - Five Fundamentals of Rifle Shooting
 - Natural Point of Aim
 - Shot Group Analysis
- Freedom Bell Classifier
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.6 RAPID FIRE CLINIC

- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
- Very Brief Review of Fundamentals
 - Five Fundamentals of Rifle Shooting
 - Prone Position
 - Natural Point of Aim
- Field Positions & Drills
 - Sitting Position
 - Transitions to Sitting and Prone
 - Reloading the Rifle
- Skill Challenges
 - RR Qualification Test(s)
 - Battle Rattle
 - Freedom Bell Classifier
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.7 RIFLEMAN’S QUARTER MILE CLINIC

- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
- Very Brief Review of Fundamentals & Confirm 25Y zeroes
 - Five Fundamentals of Rifle Shooting
 - Prone Position
 - Natural Point of Aim
- MOA & IMC Discussion
- Obtain DOPE with Live Fire
- RR Qualification Test (at KD) Range
- Freedom Bell Classifier
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.8 FIELD SHOOTING CLINIC

- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
- Very Brief Review of Fundamentals & Confirm 25Y zeroes
 - Five Fundamentals of Rifle Shooting
 - Prone Position
 - Natural Point of Aim
- Brief Review of IMC Fundamentals
 - MOA & IMC Discussion
 - Consider obtaining DOPE with Live Fire
- Field Shooting Activities & Skill Challenges
- Freedom Bell Classifier
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.9 MATCHES

- Introduction
 - Administration & Registration

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- Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
- Skill Challenges (as advertised)
 - Freedom Bell Classifier
 - RR Qualification Test
 - Battle Rattle
 - Field Challenge
 - NRA or CMP Matches

2.2.10 BASIC PISTOL (ONE DAY)

- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands
 - Retrieve firearms
- Fundamentals
 - Two-Handed Pistol Grip
 - Pistol Position: Benchrest (optional)
 - Pistol Position: Isoceles and/or Weaver (Chief Instructor chooses one or both)
 - Whittemore's Stand Classifier COF*
 - Pistol Position: Low Ready
 - Five Fundamentals of Pistol Shooting
 - Natural Point of Aim
- Additional Skills
 - Shot Group Analysis
 - Common Stoppages
- Skill Challenges
 - RR Qualification Test(s)
 - Whittemore's Stand Classifier COF
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.11 FIRST SHOTS PISTOL CLINIC (1/2 DAY)

- Introduction
 - Administration & Registration
 - Setup gear line
 - Welcome and Introduction
 - Safety Procedures
 - Review how to unload firearms
 - Range Operations & Line Commands

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- Retrieve firearms
- Fundamentals
 - Two-Handed Pistol Grip
 - Pistol Position: Benchrest, Isoceles and/or Weaver (Chief Instructor chooses one)
 - Pistol Position: Low Ready
 - Five Fundamentals of Pistol Shooting
 - Natural Point of Aim
- Skill Challenges
 - Whittemore's Stand Classifier COF
- Weave History Throughout
- Call to Action: Civic Engagement

2.2.12	OTHER PROGRAMS
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Conform to NRA or CMP standards.

2.3 REIMBURSEMENT POLICY

2.3.1 PHILOSOPHY

The RR reimbursement policy is intended to ensure that volunteers are reimbursed for their legitimate business expenses, comply with IRS regulations governing non-profits, ensure volunteers do not lose liability protections, minimize the reporting burden on the RR and on volunteers, and maximize the efficiency of limited resources.

Deviations from this policy could have undesirable effects such as tax liability for the volunteer or for RR or the inadvertent conversion of a volunteer member (with liability protection) into an independent contractor employee.

2.3.2 PRICING, FEES, AND MONEY

Club officers will set appropriate pricing scales for RR events. To the maximum extent possible students should use online sign-up to minimize the need for handling cash at events. Event directors may request deviations from the established pricing scales on a case by case basis.

After events, the event director will fill out an event an Event Reimbursement Form to ensure all costs are reimbursed. Any cash collected on site must be mailed to the treasurer. If alternate arrangements are required please work with the treasurer before the event occurs.

Each individual volunteer at the event can file an Individual Reimbursement Form for their personal expenses.

2.3.3 REIMBURSEMENT POLICY

Volunteers working at a sanctioned RR event may be eligible for reimbursement for certain expenses. RR runs what is called an “accountable reimbursements plan.” In order to comply with IRS regulations, volunteers must ensure that:

- Any expenses being claimed are incurred for a nonprofit business purpose. The expenses being reimbursed must be directly related to the work or services provided by the volunteer.
- The volunteer adequately accounts for the expenses within a reasonable period of time—no more 60 days after the expense was incurred.
- The volunteer returns any amounts received in excess of the actual expenses incurred within a reasonable period of time—no more than 120 days after receipt of the excess money.
- Every expense should be supported by documentation showing: What was purchased, how much was paid for it, and who (or what company) it was purchased from. Certain expenses including **all expenses over \$75** require receipts.
- Every expense must be connected to a sanctioned RR event or other RR business purpose.
- Expenses claimed must be in accordance with this policy. Exceptions are at the discretion of the treasurer.

Noncompliance with any of the above may result in your expenses not being reimbursed!

2.3.3.1 INDIVIDUAL REIMBURSEMENT (NO OVERNIGHT TRAVEL)

- **Travel Mileage:** \$0.14/mile (current IRS charitable reimbursement rate)
- **Lunch:** Actual cost not to exceed \$5.50 (50% of \$11 GSA per diem rate)*
- **Dinner:** Actual cost not to exceed \$11.50 (50% of \$23 GSA per diem rate)*
- **Incidental Expenses:** \$5/day or actual cost (whichever is less) per volunteer. All incidental expenses must include a brief written justification statement explaining how they relate to a valid non-profit business purpose and accounting for the “who/what/where/why.”
- **Other expenses:** Approved on a case by case basis by the treasurer.

MEALS WHEN NOT TRAVELING OVERNIGHT

****Claims for meals are only valid if they are (1) consumed on the premises of the event and (2) if reimbursement of the meal is required to conduct a RR event. The IRS has strict interpretations of “valid business purpose” with regard to covering meal expenses.***

Example #1: A volunteer worker is required to stay at the range during lunch because instruction is occurring through the lunch break and incurs costs. Lunch is a reimbursable expense.

Example #2: The event director decides that during a two day weekend event, on Saturday evening the volunteer workers all be required to stay at the range “after hours” in order to conduct an after action review, plan the next day’s activities, and prepare supplies for the next morning. Everyone chips in for pizza delivered to the premises so the volunteers can continue working. This expense is reimbursable up to \$11.50/person.

Example #3: After concluding an event, the volunteer workers depart the premises and go out to dinner together. They discuss the day’s events and lessons learned. Because they have departed the premises, the meal is not directly connected to a business purpose and is thus not reimbursable under our accountable plan.

Table 2: Non Traveling Meal Reimbursement Examples

2.3.3.2 INDIVIDUAL REIMBURSEMENT (OVERNIGHT TRAVEL REQUIRED)

Reimbursement for overnight travel requires pre-approval from the treasurer. If the overnight travel is not pre-approved, then reimbursement may be limited to the standard (lower) rates.

- **Lodging:** Actual cost, not to exceed \$41.50/night per volunteer (50% of GSA \$83 rate).
Receipts are required for all lodging expenses, even if they do not exceed \$75
- **Meals and incidental expenses:** \$23/day per diem (50% of GSA M&IE \$46 rate)
- **Travel Mileage:** \$0.14/mile (current IRS charitable reimbursement rate)
- **Other travel expenses (air fare, rental car, etc):** Approved on a case by case basis by the treasurer

The IRS has rules about overnight travel and per diem usage. To be eligible for per diem reimbursements, the volunteer must travel away from their “tax home” (i.e. outside the metropolitan area) and also have a bona fide overnight rest stop.

In certain high cost areas, the treasurer may authorize higher reimbursement rates. In no case will the treasurer authorize reimbursement that exceeds 50% of the GSA per diem rate.

2.3.3.3 EVENT DIRECTOR REIMBURSEMENT

- **Supplies for Events (consumables, non-consumables, fees, promotional materials, etc):** Actual cost, not to exceed \$15 per paid participant per day of the event. Consult with treasurer in advance if costs are projected to exceed the above threshold.
- **NRA Program Materials:** Actual cost, not to exceed \$15 per paid participant per event. These are specifically for mandatory NRA course packets and similar materials that NRA instructors are required to provide. The course or ticket type must be designated as an NRA course when scheduled to be eligible for this reimbursement so that we charge an appropriate premium.
- **Light refreshments for volunteers:** Actual cost, not to exceed \$2.50/volunteer/day. Event directors may provide light refreshments such as coffee, doughnuts, snacks, bottled water, etc as a de minimus fringe benefit.
- **Gifts or Awards:** Actual cost, not to exceed \$12.50/recipient (50% of IRS Rate) or \$25/day. Gifts or awards should be intended to motivate volunteers, recognize members for contributions, or recognize a generous host.
- **Ammunition for youth shooters:** Actual cost, not to exceed \$15 per day per paid youth shooter. Ammunition must be of .22LR caliber and from a major, reputable manufacturer. When scheduling the event, the “Youth Ticket with Ammunition Provided” must be an option so that we charge an appropriate premium.
- **Half-Day Events:** Reimbursements above are the same for events of less than one full day.
- **Two Hr Events:** Matches and other similar events less than a half day in duration are reimbursable at \$5 per paid participant per day.

2.3.3.4 OTHER REIMBURSEMENTS

The treasurer may authorize other expenses on a case by case basis. For example, if a volunteer agrees to do a bulk order of supplies at a lower price and then ship those supplies to others, the treasurer may reimburse the costs and postage. Another example might include a promotional project, or unique expenses required to get essential personnel to an understaffed event. Any such reimbursement must be done on an accountable basis, and authorization should be sought in advance prior to obligating any funds.

2.3.4 HOW TO FILE FOR REIMBURSEMENT

1. Navigate to the Online Form: <http://goo.gl/forms/rCJzu0tig2>
2. Fill out the form completely.
3. E-Mail any required receipts to: reimbursements@reveresriders.org.
4. Please allow up to 45 days for payment; if you have not been paid within 45 days, contact the treasurer.

Routine reimbursements must use the online form. Contact the treasurer if using the online form is impossible or if you have any special circumstances.

2.3.5 ADVANCES

In special circumstances, the club officers may authorize in advance to cover expected expenses. Advances must comply with specific IRS rules and thus prior coordination is required. Advances will not be available more than 30 days in advance of an event due to IRS rules. If actual expenses are less than the advance, any excess must be returned.

2.3.6 DIRECT CORPORATE PAYMENT

Some expenses may be paid for directly by RR with prior coordination through the Treasurer. For example, it may be possible to have RR directly pay for shirts which are then shipped straight to an Event Director. This method is preferable to an advance payment.

This method is preferred for “one time” purchases of non-consumable supplies such as steel targets, promotional banners, and so on.

2.3.7 LIMITATIONS ON REIMBURSEMENT

Reimbursement is at the discretion of the Treasurer based on the current state of finances. If reimbursement is an issue, check with the Treasurer before the event.

All expense forms should be filed within 14 days of the events. Late forms may be accepted up to 60 days after the event but are a lower priority for reimbursement.

Break-Even Events. In general, RR events should be run on a break-even basis. RR has limited resources, and we urge our members to be good stewards. It is the event director’s responsibility to monitor the financial status of their event.

The treasurer will work directly with event directors if it appears that there are events with excessive costs. *As a general rule of thumb, event directors should ensure that they have one paying student for each local RR member who intends to seek reimbursement at an event, and two or three students for each instructor who requires overnight travel.*

The treasurer has the discretion to limit the reimbursement for very poorly attended events. If this is necessary, the treasurer should inform members at least 48 hours before travel costs or other expenses are incurred.

\$500 Cap. In no circumstance can non-accountable reimbursement to any volunteer exceed \$500 in any calendar year without approval of the Board of Directors. This cap only applies to any payments which are not part of an accountable plan payment. Payments which are part of an accountable plan where each expense is substantiated (i.e. almost all normal reimbursements) are not considered on the annual \$500 cap.

Non-accountable payments in excess of \$500 may compromise the volunteer’s liability protection under the Federal Volunteer Protection Act. Payments in excess of \$600 may require additional IRS paperwork to be filed. This also ensures that volunteer workers do not inadvertently become considered independent contractors or employees, which could compromise the club insurance and cause significant financial publications for the club and the volunteer.



3 CIVIC ENGAGEMENT

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3.1 THE CALL TO ACTION

The purpose of the Call to Action is to encourage attendees to get involved in civic life. It is a critical opportunity to reach the core of our purpose.

From the moment you earn a hat, your RR story begins. Using another individual's vision won't work: their past is not yours. Historically the “Benediction” has been reserved for the “Shoot Boss” which limits delivery of message to end of the day Saturday or Sunday. Every Volunteer on the line has the opportunity from the very first to hold a concept which can be delivered at a moment's notice. This is entirely beneficial as new Instructors often have a closer tie to the Attendees as they have just “stepped out” of those shoes. Let's breakdown the concept of “Find, Filter, Follow Up & Finale”.

3.1.1 FIND

Choose one point in the History that “called” you.

Example: Menotomy

3.1.2 FILTER

Entire books have been written about Menotomy. There is a lot of material to select from! Choose one example (with documentation) and craft a short message as to how it applies to one of the values RR honors.

Example: Jason Russell : Valor, Faith, Courage. 59/Lame; escorted his wife/children to safety – returned
- <http://www.arlingtonhistorical.org/learn/the-battle-of-menotomy/>)

3.1.3 FOLLOW UP

Who is your audience? Tailor the “Call to Action” to them before you meet if possible.

Examples:

Farm store? Jason Russell was a mid-level farmer whose orchard kept most of the surrounding area in Vinegar and Cider. These were important to preserving foods or as a substitute for water.

Family Oriented Group? Jason Russell realized that through his sacrifice his family might survive to see the Liberty he desired for them.

Military/“Tough Guys”? Tactically speaking, Jason Russell and those in Menotomy were outnumbered – but Courage shown through their understanding that subjugation of the populace must never happen or enslavement would ensure.

3.1.4 FINALE

What actions specifically can the listener(s) do today? A week from now? In the long term? If we provide “...go forth and bring more people what result do we know happens? Encourage Letters to the Editor

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(about this Event or specific History moments), present Bills/Ordinances that are Local and without presenting opinions encourage Civic Engagement through action, exhilarate your audience to feel compelled to rouse others to become involved in their community choices, etc.

This becomes the initial starting point of your eventual Call to Action. Creating vs copying instills part of “you” into History instead of reciting another person’s experience. Reach out to others involved in RR that you've worked with if you feel confident – send them your ideas and accept input. Eventually when the muscle fatigue and adrenalin combine at the end of your event and facing you are a group of folks inspired and waiting for direction – the Find, Filter, Follow Up, Finale will shine forth with little effort on your part.

Calls to Action aren't memorized – they are born from the very ideas that inspired you to give the golden gift of time to fellow Americans.

3.2 INSTRUCTOR FUNDAMENTALS FOR WINNING HEARTS AND CHANGING MINDS

3.2.1 LEARNING THEORY

A key part of civic engagement is winning hearts and minds. This is what educational theorists have classified as the “affective domain” and is concerned with feelings and emotions. The domain is organized like a ladder, with simple feelings that are relatively easily tapped on the bottom rungs up to more complex feelings at the top. When trying to reach hearts and minds, you have to start at the base of the ladder and work up it.

THE AFFECTIVE LADDER: RECEIVING RESPONDING → VALUING → ORGANIZATION → CHARACTERIZATION

For more reading: Krathwohl, D.R., Bloom, B.S. and Masia, B. B. (1964). *Taxonomy of educational objectives, Book II. Affective domain*. New York, NY. David McKay Company, Inc.

It is critical to realize where your audience is on this spectrum in the affective domain. You should tailor your presentations to persuade the audience to move up a rung or two on the ladder. Before conducting a deliberate civic engagement event, ask yourself (1) where is my audience before we start? and (2) where should they be when we finish? In labeling objectives using this domain there has to be a very clear instructional intention for growth in this area specified in the learning objective(s).

3.2.2 THE AFFECTIVE DOMAIN

3.2.2.1 RECEIVING

This refers to the learner’s sensitivity to the existence of stimuli – awareness, willingness to receive, or selected attention.

This is a critical first step: if the audience is not receptive to your ideas then you will be ineffective at reaching any hearts or minds. You must capture their awareness and attention, and remove any barriers to communication. Marketing efforts assist with this, but the initial first welcoming contacts at an event are key for creating a receptive atmosphere.

KEY WORDS: FEEL, SENSE, CAPTURE, EXPERIENCE, PURSUE, ATTEND, PERCEIVE

3.2.2.2 RESPONDING

This refers to the learners’ active attention to stimuli and his/her motivation to learn – acquiescence, willing responses, or feelings of satisfaction.

At this level, the student is willing to engage with the ideas. They may be willing to discuss the ideas, try some exercises or work with others. This may be the only level you can get to at a shorter event with a “cold” audience.

KEY WORDS: CONFORM, ALLOW, COOPERATE, CONTRIBUTE, ENJOY, SATISFY

3.2.2.3 VALUING

This refers to the learner's beliefs and attitudes of worth – acceptance, preference, or commitment. An acceptance, preference, or commitment to a value.

This is the desired level for our students to attain at the conclusion of an event. We would like them to respect the values that we discuss and start searching on their own for more meaning.

KEY WORDS: *BELIEVE, SEEK, JUSTIFY, RESPECT, SEARCH, PERSUADE*

3.2.2.4 ORGANIZATION

This refers to the learner's internalization of values and beliefs involving (1) the conceptualization of values; and (2) the organization of a value system. As values or beliefs become internalized, the learner organizes them according to priority.

This level is one that prospective RR members often reach. At this stage, RR members have carefully considered values and ordered them into their existing priorities. For example, a RR member might decide how the civic values we discuss compare with their duties to friends, family, faith, work, or other obligations.

KEY WORDS: *EXAMINE, CLARIFY, SYSTEMATIZE, CREATE, INTEGRATE*

3.2.2.5 CHARACTERIZATION – THE INTERNALIZATION OF VALUES

This refers to the learner's highest of internalization and relates to behavior that reflects (1) a generalized set of values; and (2) a characterization or a philosophy about life. At this level the learner is capable of practicing and acting on their values or beliefs.

Seasoned and dedicated RR members reach this level where they fully incorporate civic engagement into their value system and way of life.

KEY WORDS: *INTERNALIZE, REVIEW, CONCLUDE, RESOLVE, JUDGE*

3.3 POLITICAL POSITIONS

Our Articles of Incorporation limit us to purposes compatible with Section 501C3 of the IRS Code. In order to maintain tax-exempt status, 501(c)(3) nonprofit organizations cannot engage in political campaigning.

The bottom line is that you cannot take a partisan stance on an issue or candidate in an official capacity as a RR member. You can absolutely support civil engagement, take stances on non-partisan issues such as ballot initiatives, or educate the public in accordance with our purposes. The following is adapted from [NOLO](#):

3.3.1 WHAT DOES "PARTICIPATING IN A POLITICAL CAMPAIGN" MEAN?

In general, the IRS rule refers to campaigns between people who are running for offices in public elections. These can include: candidates running for president of the U.S.; candidates running for governor; candidates running for mayor; and also candidates for lower elected offices such as school board officials, city supervisors, and county trustees.

What is "participating?" Your organization cannot participate in a campaign, directly or indirectly, on behalf of or in opposition to a candidate. If your organization takes a stand in any campaign, supporting or opposing one or another candidate, this violates the prohibition.

3.3.1.1 ACTIVITIES THAT VIOLATE THE PROHIBITION ON POLITICAL CAMPAIGNING

Some activities that the IRS has found to violate the prohibition on political campaigning include:

- Inviting a political candidate to make a campaign speech at an event hosted by the organization
- Using the organization's funds to publish materials that support (or oppose) a candidate
- Donating money from the organization to a political candidate
- Inviting one candidate to speak at a well-publicized and well-attended event, and inviting the other candidate to speak at a lesser function; arranging the speaking event or choosing the questions in such a way that it is obvious that the organization favors one candidate over the others
- Conducting a "get out the vote" telephone drive in a partisan manner by selecting caller responses for further follow-up based on candidate preference

3.3.1.2 WHAT POLITICAL ACTIVITIES CAN A 501(C)(3) NONPROFIT ENGAGE IN?

A 501(c)(3) organization can engage in the following activities without violating the IRS rule:

Non-partisan activities. Your organization may engage in non-partisan activities such as non-partisan voter registration drives, non-partisan candidate debates, and non-partisan voter education, as long as these activities fulfill your exempt purposes.

Legislative or issue advocacy. Your organization can engage in legislative advocacy and issue-related advocacy, as long as it follows certain rules and steers clear of political campaigning. (If your organization is contemplating such activities, it's a good idea to get advice from a qualified attorney.) To learn more, see Nolo's article, [How Much Lobbying Can a Nonprofit Do?](#)

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Don't forget that any individuals associated with a 501(c)(3) organization are entitled to voice their opinions and participate in a political campaign, as long as they are not speaking for the organization.

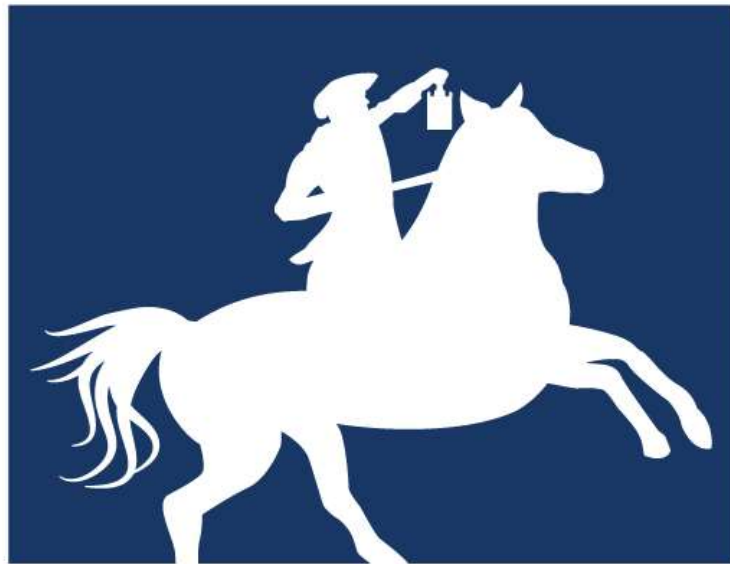
3.3.2 TAKING A POSITION

In addition to the IRS limitations, be careful when speaking on behalf of RR in an official capacity. RR has many members of diverse views. No one person can claim to speak for all of us.

In general you may take a position if it is one endorsed by our Board, if it is one endorsed by the members, one supported by an organization we are affiliated with (such as the NRA, CMP, or Youth Shooting Sports Foundation), or one which is compatible with our purposes. As a Member of RR, you can and should bring up positions to the Officers or at the Member's meetings for consideration.

You can also make it clear that you are speaking individually and not as a member of the club, or just steer clear of controversial topics which do not relate to our purposes.

4 MARKSMANSHIP & SHOOTING SPORTS



REVERE'S
MARKSMEN

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4.1 REVERE'S RIDERS RANGE OPERATIONS

4.1.1 AUTHORIZED PROCEDURES

RR Members may utilize any of the following Range Operations procedures:

- NRA Procedures as outlined in competition rule books or instructor materials
- CMP Procedures as outlined in competition rule books or instructor materials
- RR Procedures as detailed below

Event Directors may approve minor modifications to procedures to conform with local conditions so long as safety is not negatively impacted. When possible, procedures should remain standardized to allow a consistent participant experience, simplify crew training, and ensure consistent safety measures are executed.

The word “gun” is used throughout these procedures to conform with NRA terminology. Feel free to substitute “rifle,” “pistol,” “firearm,” etc.

4.1.2 SAFETY PROCEDURES

4.1.2.1 RULES FOR SAFE FIREARMS HANDLING

The following safety rules will be taught verbatim. All attendees must be familiar with and strictly adhere to these core rules. Encourage all participants to watch themselves and others for compliance with the safety rules.

- 1. Always Keep The Gun Pointed in a Safe Direction**
 - a. A safe direction means that the gun is pointed so that even if it were to go off it would not cause injury or damage. The key to this rule is to control where the muzzle of the barrel is pointed at all times.
 - b. Common sense dictates the safest direction, depending on different circumstances.
- 2. Always Keep Your Finger Off The Trigger Until You Are Ready to Shoot**
 - a. When holding a gun, rest your trigger finger outside the trigger guard alongside the gun.
 - b. Until you are actually ready to fire, do not touch the trigger.
- 3. Always Keep The Gun Unloaded Until Ready to Use**
 - a. Whenever you pick up a gun, always keep the gun pointed in a safe direction, keep your finger off the trigger, engage the safety, and remove the ammunition source (magazine and ammunition from chamber).
 - b. At RR events, students will only load firearms when specifically directed using the “LOAD” command. At all other times, the line will be “cold” with no ammunition in the guns.

4.1.2.2 MEDICAL EMERGENCY PLAN

1. Determine if anyone has First Responder, Medical, or CPR training. You should offer for them to let the Event Director know privately. Designate those people.
2. Designate a person to call 911. Make sure they know the address of the range.

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3. Designate a rally point for everyone else.
4. Designate staff to direct everyone else to that rally point.

4.1.2.3 ADDITIONAL RULES & PROCEDURES FOR SAFE FIREARMS USE AND STORAGE

The following safety procedures will be followed at RR events. They are based on NRA rules, and while participants should be familiar with them they do not need to be taught verbatim.

1. **Know your target and what is beyond.** The Event Director is responsible for surveying the range before use. During firing, the Range Officer(s) must maintain awareness of any changing conditions downrange.
2. **Know how to safely use the gun.** Students may need familiarization with their gun's basic parts, how to open and close the action, and how to remove ammunition from the gun.
3. **Be sure the gun is safe to operate.** Regular cleaning and proper storage are a part of a gun's general upkeep. If there is any question regarding a gun's ability to function, a competent gunsmith should look at it.
 - a. RR instructors are authorized to assist with attaching slings, building up cheek rests on stocks, making sight adjustments, and other minor alterations which do not affect the action of the gun. RR instructors may also assist students in field stripping and cleaning a fouled gun.
 - b. RR instructors are neither armorers nor gunsmiths. RR instructors may not perform any substantive modifications to a gun's fire control group, action, or other parts. Any actions as an armorer or gunsmith are NOT covered as part of a member's official duties and may not be covered by club insurance.
4. **Use only the correct ammunition for your gun.** Most guns have the proper ammunition type stamped on the barrel. Do not shoot without the proper ammunition. RR strongly suggests the use of factory ammunition.
5. **Wear eye and ear protection.** Safety glasses and ear protection are required. RR club insurance may not cover individuals who choose not to wear personal protective equipment.
 - a. All personnel, attendees, guests, and observers of any shooting event will wear eye protection while on the range before live fire commences, during live fire, and until after firing has ceased. Shooting glasses, sunglasses, and prescription glasses are permitted.
 - b. All personnel, attendees, guests, and observers of any shooting event will wear ear protection while on or within earshot of the range before live fire commences, during live fire, and until after firing has ceased. Ear plugs of appropriate rating, shooting earmuffs, and electronic shooting earmuffs are permitted.
6. **Never use alcohol or drugs before or while shooting.** Alcohol, as well as any other substance likely to impair normal mental or physical bodily functions must not be used before or while handling or shooting guns.
7. **Store guns so that they are not accessible to unauthorized persons.** Safe and secure storage requires that untrained individuals (especially children) be denied unsupervised access to guns. At RR events, firearms will either be secured in a closed container or under the supervision of a certified RR member.
8. **Sidearms.** Sidearms are not permitted to be worn by students who will be in the prone, sitting, or kneeling positions on the line. Exceptions to this policy for events requiring holstered sidearms may be approved by the President, Vice President, or Executive Officer for Marksmanship.

4.1.2.4 UNLOADING FIREARMS

Safed Gun. This procedure will be followed to make a gun safe so that participants and instructors can go downrange to the target line.

1. Unload
 - a. Remove All Ammunition and Detachable Magazines from the gun.
 - b. Tube fed rifles should cycle the action to unload, then extend the plunger a few inches.
2. Bolts Open
 - a. Open the bolt of the gun and verify that the chamber is clear.
 - b. Lock the bolt back if the gun is capable, otherwise leave fully open (manual actions) or close on chamber flag (AKs and similar.)
3. Safety On
 - a. If the gun has a safety that can be accessed and engaged with the bolt open, do so.
4. Insert Empty Chamber Indicator (Chamber Flag)
 - a. Place the chamber flag fully into the chamber of the gun.
5. Ground and Clear.
 - a. Place the gun with the muzzle across the firing line, pointed downrange.
 - b. Remove any items which obstruct view of the gun or which will be needed at the equipment line.
 - c. Leave the firing line and return to the equipment line.
 - d. Nobody may touch firearms after they have been cleared and grounded.

4.1.2.5 AMMUNITION DIFFICULTIES

These are problems that can occur with ammunition and how to deal with them. Always listen for the sound of a normal report and the feel of a normal recoil from your gun. If these are not present, stop and find out why.

4.1.2.5.1 HANGFIRES & MISFIRES

1. **Recognize:** A misfire will sound like a dryfire but never fires. A hangfire will initially sound like a dryfire as well, followed by a normal sounding report when the round does fire. When a cartridge fails to fire immediately, it will not be known at first if the problem is a misfire or a hangfire.
2. **Understand:** A misfire is the failure of a cartridge to ignite when the primer or case rim has been struck. A hangfire is a perceptible delay in the ignition of a cartridge. This delay may last several seconds.
3. **Act:** Remain in position with the action closed for several seconds; the NRA suggests waiting at least 30 seconds. Keep the gun pointed in a safe direction. After waiting, eject the cartridge and continue.

4.1.2.5.2 SQUIB

1. **Recognize:** A squib will sound like a light load, or a pellet gun, and there will often be a lot of smoke. There may be a reduction in noise, muzzle flash, or recoil.
2. **Understand:** A squib occurs when the cartridge develops less than normal pressure or velocity; a bullet can fail to exit the muzzle and become lodged in the bore.
3. **Act:** The way to handle a squib is to stop firing, and call for an instructor to assist in determining that the barrel is clear, and removing the stuck round if not using a cleaning rod. Removing a stuck round is straightforward and safe to user and gun. Firing another round after the squib is dangerous and can hurt the user, fellow shooters, and the gun by breaking the barrel. You must clear squibs and not fire again when in doubt!

4.1.2.6 OUT OF BATTERY DISCHARGES.

1. **Recognize:** If a gun is having issues cycling, or cycling abnormally, you should stop shooting and fix the problem before resuming.
2. **Understand:** An out-of-battery discharge is when the gun fires even with the bolt being not fully closed (in battery.) An out-of-battery discharge is unsafe in all guns, and potentially catastrophic in centerfires.
3. **Act:** Check to see if the gun is fouled and in need of cleaning. Always make sure that any detachable magazine is in the receiver before firing. Resolving this issue may require the services of a qualified gunsmith or armorer.

RANGE LAYOUT

This is the layout of the firing range for rifle events. Pistol events are the same, with modified distances to targets.

TARGET LINE AND TARGETS

The Target Line will hold the Targets and be square to the other Lines of the Range. The Target Line must be in front of a suitable backstop berm or other earthworks or hill capable of absorbing all fire safely. Targets should be official event targets, or ad hoc targets as approved and devised by the Event Director.

1. Multiple target lines addressed by one firing line shall be treated the same as a single target line in regards to construction and order.
2. Target in pits are to be serviced by event personnel, scores recorded, sighters spiked and displayed, and communication observed with the firing line. Pits are to be sealed before a course of fire begins; see Line Commands section for detail.

FIRING LINE LAYOUT

The firing line, with the firing positions, is the line upon which all shooters orient themselves at the target line.

1. The firing line shall be square to the target line
 - a. Distance from target line to firing line to be 25 yards (75 ft) for the short course.
 - b. Longer courses of fire may be 100 yards or more; setup lines as appropriate for the facility and course of fire.
 - c. Other distances may be necessary and may be used with appropriately reduced targets.
 - d. Rimfire steel will be shot no closer than 25 yards, and centerfire rifle steel no closer than 100 yards. Pistol steel is to be no closer than 15 yards. Inside of 50 yards, shooters must wear long sleeve shirt and pants; wraparound eye protection is suggested.
2. Construction
 - a. The firing line will be a marked line, for example, with bright spray paint or taut cord.
 - b. The firing positions will be built behind it by the shooters according to their preference. Shooting mats are encouraged. Loose materials should be secured to avoid distractions.
 - c. Space between firing points:
 - i. Small Bore Shooters: 5 feet per firing position
 - ii. High Power Shooters: 6 feet per firing position
3. Muzzles Only

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- a. The only thing to cross a hot or in preparation firing line is the muzzle of the guns. The muzzles should always be across the firing line.
 - b. No hands, heads, feet, or other body parts should ever cross a hot or in preparation firing line.
 - c. If something is dropped across the firing line, alert the Chief Range Officer, and it will be retrieved after the line is cleared.
 - d. If someone falls across the firing line (when hot or in prep), call Cease Fire.
4. Firing Line Conditions
- a. **Hot:** The firing line may be hot, which is when the command to fire has been given. Alternately, the line may be declared hot, which grants the shooters permission to fire at their discretion until told otherwise. Guns may be brought to and removed from the line while hot.
 - b. **Prep:** The firing line may be in preparation, or prep, which is after the command “Your preparation period begins now” has been given. The shooters may handle guns, sling up, get into and out of position, remove flags, close bolts, turn safeties off, dry fire, cycle actions, handle magazines, and do everything BUT load the magazine into the receiver. Guns may be brought to and removed from the line while in prep, and should be brought to the line and removed from the line in cases with muzzles in a safe direction (up).
 - c. **Cold:** The firing line may be cold. This is after the line has been cleared by the Range Officers. Shooters and shoot personnel are allowed to cross the firing line to travel to the target line. No one is allowed to touch, address, or bend over to address, any gun on the firing line when the line is cold. People should not stand on the firing line when cold, but be moving to or from the target line or equipment line. Guns are not to be brought to the firing line while the line is cold (and obviously not removed, either.)
5. Location of Key Personnel
- a. The Chief Range Officer will stand behind the firing line, at least somewhat centered, where they can clearly see the target line, and the entire firing line, and the Range Officers.
 - b. The Range Officers shall stand on their side of the line, and move as necessary to instruct during stages of fire. The Range Officers shall stand on their end of the line during the commands leading to fire, and will return there after clearing their side of the line.
 - c. Multiple Range Officers per side will split the distance between themselves, and report to the main Range Officer on their side, who will report to the CRO.
 - d. The firing line is to be under the supervision of a qualified Chief Range Officer during all courses of fire, and a Range Officer during times when the shooters are elsewhere.
6. Clearing the Line
- a. Once the command “Unload and Make Safe” is given by the CRO, participants will clear their firearms and step back to the equipment line. The Range Officers will meet at the designated “center gun,” clear it, and proceed towards their end of the line. The CRO will watch the guns that have just cleared as they move.
 - b. Once the RO reaches their end of the line, they will stand and watch the CRO, who will question “Is the Line Clear?” The RO will answer with a thumbs up or thumbs down or other arranged signal (flags, paddles, verbal, etc).
 - c. If a RO needs to wait for a shooter to leave a position, he or she should do so patiently, with respect, and flag another instructor to assist if needed, then resume the clearing.
 - d. Once the CRO has received both thumbs up from the ROs, the command “The line is clear” will be given, followed by further instruction.
 - e. Long lines with multiple ROs clearing will have each RO report outwards to the main RO on that side, who will report to the CRO.

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- f. A cleared gun meets the rules for a safed gun (Section I,3) and has no other items present in the firing position besides a shooting mat and any necessary shooting aids (rests). A sling is part of the gun and can be left, even if detached. A scope cover may be left, even if detached.
- g. All tools, magazines, writing implements and paper, food and drink, eye or ear protection, loose ammunition (live, dud, or dummy) and clothing should be retrieved and removed by the shooter as they leave the firing line after making their gun safe.
- h. Multiple guns per shooter are permitted if necessary for a good reason and space permits. Each gun is subject to being made safe at each clearing of the line.

4.1.2.7 EQUIPMENT LINE

- 1. The equipment line will be square to the rest of the lines
 - a. The equipment line should be ten feet, minimum, behind the firing line.
- 2. The shooters should keep all their gear here.
 - a. Encourage shooters to keep their ammo, mags, writing gear, water, and other items that they need readily accessible on the equipment line.
 - b. Long Range and other events with a moving firing and equipment line will necessitate a limited amount of equipment, and shooters should be encouraged to only bring what they need.
- 3. The shooters will return to the equipment line after a course of fire, and should be encouraged to stay behind it except when entering prep or going to the target line.
- 4. Spectators must remain in a designated area behind the equipment line.

4.1.2.8 OTHER AREAS

- 1. The Admin area, where shooters are signed in and initially briefed, should be behind the equipment line at a convenient location.
- 2. Meals and long instruction points should be given away from the firing line at some area with shelter.

4.1.3 CERTAIN TYPES OF GUNS

4.1.3.1 TUBE FED RIFLES.

Tube fed rifles are encouraged to be used by shooters that bring them. Tube fed rifles require some different procedures. The Event Director in consultation with the Chief Range Officer and Chief Instructor at the event may modify these procedures so long as safety is not compromised.

- 1. The shooter will ensure the bolt is open when the preparation command concludes.
- 2. Shooters with tube fed rifles will load their magazines (preferably with a charging device) at the Load command on non-transition stages, and at the Stand command on transition stages.
 - a. Non-Transitions: The shooter will then close the action and then chamber a round on non-transition stages and proceed normally.
 - b. Transitions: On transition stages, the shooter will transition with the action open, get into position, then will close the action, then chamber a round. This “double motion” after the transition adds a safety measure to keep rounds out of the chamber during transition.
- 3. Safeties, if present, will be used normally.
- 4. If a tube fed rifle is a semi-automatic, the shooter, on transition stages, shall load one more round than is necessary, and eject a live round manually at the appropriate stage to serve as a simulation of the magazine change. Manual action tube rifles are not required to do this.

4.1.3.2 OTHER FIREARMS

1. **Magnums:** Out of consideration for other shooters, it is recommended not to bring large magnum rifles or 50 BMG rifles, except in events designed for such rifles.
2. **Automatic:** Automatic guns should be used in semi-automatic mode.
3. **Drop Safety:** Firearms – especially pistols – should be of modern drop safe design. In general most firearms introduced or imported after 1968 are drop safe. Event Directors should inspect older firearms to ensure that they are safe for use, or ask the student to consult a qualified armorer or gunsmith.

4.1.4 SHOOT PERSONNEL

4.1.4.1 EVENT DIRECTOR

1. The Event Director is the single person in charge of the event. The final decisions on all aspects of the shoot rests with him/her, and he/she promotes the event, is the point of contact with the host range, and is responsible for all paperwork.
2. The Event Director appoints the Range Director(s), if necessary, and the CRO and other chief officers.
3. The Event Director writes the Course of Fire for the event and ensures that it meets the objectives of the program for that event.
4. If the Event Director is late, has an emergency, or must leave, any certified instructor will assume the duty, provided that instructor is at least 21. If the instructor is 18 to 21, the instructor may choose to decline, and the event will stop. If the senior instructor is under 18, the event will stop.
5. Event Director is a job that will be held by a properly qualified individual.

4.1.4.2 RANGE DIRECTOR

1. The Range Director is over a single range at a shoot event. If there is only one range being used, the Event Director is the Range Director.
2. If there is more than one range, the Event Director can be one of the Range Directors. If there are multiple ranges in use, the Event Director can oversee all and not be a Range Director.
3. The Range Director has the same duties as the Event Director except for coordination between the ranges.
4. Range Director is a job that will be held by a properly qualified individual.

4.1.4.3 CHIEF RANGE OFFICER

1. The Chief Range Officer (CRO) is directly in charge of the firing line and that is their top priority. Instruction and individual interaction with participants is to be kept to an amount that will not interfere with their duties as CRO.
2. The CRO appoints Range Officers to assist him/her.
3. The CRO calls the line commands and executes the Event Director's course of fire by running the line through the firing stages, and directing the shooters to an instructor for instruction periods, then resumes direction of the shooters as that concludes.
4. The CRO must maintain attention on the line at all times and does not leave it. The CRO may be temporarily relieved as needed, or may transition the duty to another individual with Range Director's knowledge.
5. The CRO will communicate with the Pit or Target Officers if they are present.
6. The CRO is in charge of the line, and will direct the Range Officers and other Instructors to address their concerns as needed.

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7. The CRO position should be rotated among available personnel to balance learning opportunity and fatigue over the course of the event.
8. The ultimate authority is the Event Director, but the direct delegate is the CRO.
9. Certified Instructors who have completed the CRO training can serve as CROs. Assistant instructors who have not completed the CRO training and Apprentice Instructors can be the CRO under close supervision.

4.1.4.4 RANGE OFFICER

1. The Range Officer (RO) is appointed by the CRO and is responsible for the safety of his or her portion of the line during the live fire portions of the COF.
2. The RO will typically be responsible for one half of the line, so there will typically be a CRO and two ROs running a line. One RO can handle a small line. Large lines will require more ROs, who will be responsible for a portion of the line, and who will report to the RO on each end of the line.
3. The RO observes the safety of the shooters during prep and making safe. He or she will continue to be an RO during the firing portion of the string of fire, but will instruct shooters as and when appropriate as well.
4. The RO is responsible for clearing their portion of the line as outlined previously.
5. The RO reports to the CRO and follows their directions.
6. Certified and Assistant Instructors who have completed RO training can serve as ROs. Apprentice Instructors or Event Participants can be an RO under close supervision.

4.1.4.5 CHIEF PIT/TARGET OFFICER

1. The Chief Pit Officer or Chief Target Officer (CPO or CTO) is responsible for running the target pits or lines.
2. The CPO or CTO will communicate via radio with the CRO to coordinate the string of fire.
3. The CPO/CTO will coordinate the efforts of the Pit or Target Officers to ensure speedy and safe target service.
4. The CPO/CTO is the authority on targets' scoring and operating the pit or target line and all repairs and judgments needed.
5. The CPO/CTO will oversee the scoring, posting of pasters to mark sighters, and repairing of targets.
6. The CPO/CTO will enforce the pit/target line's status as sealed or unsealed, and make sure all pit/target personnel are safe during the string of fire.
7. Certified and Assistant Instructors who have completed CPO/CTO training can serve as CPO/CTOs. Apprentice Instructors or Event Participants can be a CPO/CTO under supervision.

4.1.4.6 PIT/TARGET OFFICER

1. The Pit or Target Officer (PO or TO) is appointed by the CPO/CTO to assist him or her.
2. They are in charge of scoring targets, recording scores, posting pasters on sighters, and repairing and servicing targets.
3. Certified and Assistant Instructors who have completed P/TO training can serve as P/TOs. Apprentice Instructors or Event Participants can be a C/TO under close supervision.

LINE COMMANDS

Starting from a cleared line, these are the commands used and their usage. These commands are said loudly by the CRO with authority. Words in boldface are echoed by ROs, Instructors, and Coordinators, and those commands are: "Load!" "Stand!" "Fire!" and "Cease Fire! Cease Fire! Cease Fire!"

4.1.4.7 RUNNING THE LINE

1. “Shooters, your preparation period begins now!”
 - a. This is the command given to begin the events of a string of fire.
 - b. This command permits the shooters, who are behind the equipment line, permission to approach the firing line and enter preparation.
 - c. Ideally, this command was prefaced earlier with a directive to prep magazines (example “Prepare 1 mag, 5 rounds) and some directive of what they will be doing with this string of fire.
 - d. When shooters are in prep, the CRO can remind them of various things, like what to work on during the string of fire, and what the string of fire is. Also remind them to close bolts, remove flags, stage magazines where they can get to them, etc.
2. “Shooters, your preparation period has ended!”
 - a. This command is given when the CRO wishes to begin the firing of the string of fire.
 - b. The amount of time in prep should vary based on the experience level of the shooters and whether the particular string of fire has been done before or not (is instructional or a qualifier)
 - c. CRO will look for shooter activity to cease and the shooters to be waiting in position.
3. “On the firing line, **LOAD!**”
 - a. This command is given on non-transition stages. The emphasis should be placed on LOAD and LOAD will be echoed by the rest of the event staff.
 - b. The shooters will then place the prepped mag into their receivers, and rack the actions, chambering a round.
 - c. Give any tube rifle shooters time to complete this task.
4. “On the firing line, **STAND!**”
 - a. This command is given on transition stages. The emphasis should be placed on STAND and STAND will be echoed by the rest of the event staff.
 - b. The shooters will then stand from their built positions in a safe manner.
 - c. Give shooters enough time to accomplish this safely, and watch for sweeping muzzles. Also watch for tube fed rifle shooters to complete loading the tube mag.
5. “Is the line ready?”
 - a. This is a rhetorical question asked of the line. Shooters will be instructed to wave or otherwise attract notice if they are not ready.
 - b. Shooters that are not ready will be attended to by an instructor or RO, who will determine if it is a safety issue. The string of fire will be stopped for safety issues, and continued for non-safety issues.
6. “Ready on the Right?”
 - a. This is a question asked of the RO on the right side of the line.
 - b. The RO will reply by pointing downrange for affirmative and crossing arms and shaking head for negative.
7. “Ready on the Left?”
 - a. Same as previous, to the RO on the left side of the line
8. “Ready on the firing line!”
 - a. This is said as an announcement, and the CRO will be looking at the target line to make sure it is ready.
9. “**FIRE!**”
 - a. This command is echoed by all event personnel.
 - b. Timed stages will have their timing begun at this point.

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10. “CEASE FIRE! CEASE FIRE! CEASE FIRE!”

- a. This command is used to stop firing, at the end of a string of fire.
- b. This command is used immediately if an unsafe condition presents itself.
- c. This command is used when shooters are finished with their shooting that string of fire, or when time expires on a timed staged, whichever is first.
- d. All people on the range can use this command as a safety measure, however, make sure that children understand the scope of it, and, if used appropriately, call attention and praise to it. Inappropriate use, if occurred, should be noted and discouraged in a professional yet firm manner.
- e. This command is echoed by all event staff.
- f. Continuation of firing after the first word of the command is given is not to be tolerated. Instruction will be given for first offences and chronic offenders may be removed from the line temporarily or permanently as needed.
- g. The CRO will, on fast timed stages, where shooters are expected to sometimes not finish, should hold their hand up and count down the final five seconds so that the rest of the event staff can coordinate echoing the cease fire in unison.

11. “Unload and Make Safe!”

- a. This command is given to the shooters to make their rifles safe.
- b. This command cues the ROs to begin to clear the line.
- c. The shooters will make their rifles safe, collect their gear, and return to the equipment line.

12. “Is the line clear?”

- a. Once the ROs have cleared the line, the CRO uses this command.
- b. The ROs reply with a thumbs up for the affirmative, and a head shake or “NO” for negative.

13. “The Line is clear! Shooters, you may proceed to [next task].”

- a. Once the Line is clear via the ROs signals, this command is used to declare the line clear.
- b. This command will be followed by an instruction of what the shooters are to do next. Example: “Shooters, you may proceed downrange to pull and paste targets.”

4.1.4.8 SPECIAL COMMANDS

1. “Shooters, as you were.”

- a. This command is used to cancel a previous command in the event of an unforeseen situation or delay.
- b. The shoots can resume what they were doing or relax, depending on the context.

2. “Shooters, carry on.”

- a. This command encourages the shooters to resume the previous activity that was temporarily stopped.

3. “Dry Practice.”

- a. This command is used in place of “FIRE!” for dry runs of strings of fire, usually the first time through a transition stage.
- b. If you intend the shooters to fire on the next time through, have them place their mags at the rear of the firing position out of reach for the dry practice run.
- c. Instructors will move their mags to them for the live fire string of fire upon direction of the CRO.
- d. This command may surprise shooters, a “Quickly, Quickly” may assist them in moving promptly.

4. “Shooters, police brass behind the firing line!”

- a. This command is used for an event with a moving firing line.

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- b. This command will be used with “Unload and make safe” on the last string of fire before the firing line is moved.
 - c. The shooters will ONLY police brass behind the firing line.
 - d. Once the policing has occurred, the ROs will clear the line.
- 5. “Shooters, you may proceed to police brass in front of the firing line!”
 - a. This command is given after the line is cleared and is for a moving firing line.
 - b. The shooters may proceed in front of safed firearms to police brass in front of the firing line.
 - c. The shooters should be encouraged to move quickly, then return behind the equipment line.
- 6. “Shooters, retrieve (or secure) your guns!”
 - a. This command, being given when the shooters are behind their firing positions, allows the shooter to pick up their firearm and mat (they should already be carrying their other gear) to move the firing line.
 - b. The shooter will reach down from beside the firearm, move the firearm off the mat, if they have one, pick up the mat and stow it, then retrieve the firearm and stand with it, muzzle in a safe direction.
 - c. The shooter can remove the chamber flag and carry it securely with them.
 - d. The firearm will be carried with muzzle in a safe direction, mag out, bolt open, and safety on, or may be secured in a case or similar container.
- 7. “Shooters, turn and move to [new location.]”
 - a. This command has the shooters face the appropriate direction, and walk abreast to the new firing line.
 - b. Once arrived at the new firing line, it should be indicated, and the shooters put into preparation to build their firing positions.

4.2 RIFLE SKILL CHALLENGES

4.2.1 OVERVIEW

RR has several competitive shooting events called “skill challenges” that put competitors to the test in a variety of disciplines. This section describes the parameters for each.

Our Skill Challenges resemble formal competition but are intended to provide interesting and difficult problems which link students to marksmen heritage. Thus the parameters for targets, setup, and variations may vary more than traditional CMP or NRA challenges. Students are competing more against their immediate peers and themselves than against the record books. We are affiliated with the NRA and CMP and urge students who have mastered the RR challenges to try their hand in formal competition.

- RR Freedom Bell Classifier: See what your current maximum range is to score consistent hits and ring the Bell!
- RR Qualification Test: This is our signature basic rifle skills test. It requires scoring hits with both rapid and slow fire in a variety of positions against targets at varying ranges. This event may be fired at 25 yards, 100 yards, or the full 400 yard distance.
- RR "5V Vintage" Qualification Test: This version of our classic test uses the vintage targets used by generations of American riflemen. Test your skills against the same target used by previous generations!
- RR Battle Rattle: Based on the CMP's popular Team Matches, this fast-paced event pits teams of four against targets at a variety of ranges.
- RR Field Shoot Challenge: The capstone challenge for a rifleman, these creative events require marksmen to detect, identify, range, and engage targets under field conditions at varying distances.

Most of the Skill Challenges use similar rules and are described below. The Battle Rattle and Field Shoot Challenge differ and are presented separately.

4.2.2 ACCOMMODATIONS

Accommodations for shooters with obvious or documented disabilities, or for youth, MAY be provided at the discretion of the Event Director. If any shooter is judged by the Event Director to not be able to transition safely, he/she may have the shooter start in the firing position and not fire until after a transitioning shooter fires a round first.

For shooters with disabilities who are seated in wheelchairs or shooting seated from a bench, suggested adapted shooting positions are as follows (if possible, and at the discretion of the Event Director): To simulate standing; arms unsupported. To simulate seated/kneeling; one elbow may be supported by a wheelchair arm or table. To simulate prone: both elbows may be supported on wheelchair arms or a table.

4.2.3 TARGETS & DIMENSIONS

Approved targets include the following (dimensions approximate). Reduced versions scaled for 25 yard or other distances are also approved.

Event Directors should use official RR targets if available and suitable. Other targets should be used as an enrichment activity to add to the event.

- “5V” circular targets
 - “V” = 4” Diameter
 - 5 Ring = 12” Diameter
 - 4 Ring = 24” Diameter
 - 3 Ring = 36” Diameter
- U.S. Army “dog” prone silhouette targets
 - 5 Ring = 19” W x 13.5” Tall
 - 4 Ring = 26” W x 19” Tall
 - 3 Ring = 34” W x 27” Tall
- RR Freedom Bell targets (“Hits Count” Scoring)
 - Full Credit Bell = 20” Wide x 18” Tall
 - Partial Credit Frame = 24” Wide x 30” Tall
- Modified U.S. Army “echo” silhouette targets (“Hits Count” Scoring)
 - 19.5” W x 40” Tall
 - Full Credit = Top 11” (head and partial shoulders)
 - Full Credit = Three sheets of 8.5x11” paper oriented landscape in center mass
 - Partial Credit = Rest of Target
- U.S. Army “fox” prone silhouette targets (Full Credit Only, 26” W x 19” Tall)
- IDPA Targets (Full Credit Only, 18.125” x 30” Tall)
- Locally Developed Variants
 - 5 Ring = 115 sq inches
 - 4 Ring = 450 sq inches
 - 3 Ring = 1000 sq inches
 - “Hits Count” Full Credit Zones = 350 +/- 100 sq in
 - “Hits Count” Partial Credit Zones = 1000 +/- 400 sq in

4.2.4 RR RIFLE QUALIFICATION TEST COURSES OF FIRE

4.2.4.1 BELL CLASSIFIER – 25 YARD SCALED TARGETS

Position	Rounds	Time	Target
Shooter's Choice	13	5:00	100 YD 200 YD 300 YD 400 YD 500 YD or 1" Square

Table 3: Bell Classifier

Bell Classifier. Shoot three rounds at each range, and one on a 500 Yard target or Sighter Square. Only hits in "4" or "5" ring count. We are looking for 100% hits at each range.

Fire three rounds at a silhouette at each range, and one bonus round at the sighter square for a total of thirteen rounds. The furthest (smallest) target with three hits is the current maximum effective range.

4.2.4.2 FULL ROUND COUNT RR QUALIFICATION TEST – KNOWN DISTANCE

Position	Rounds	Time	Target
Standing	10	2:00	100 YD
Sitting or kneeling	2+8 (Reload)	60 seconds	200 YD
Prone	2+8 (Reload)	70 seconds	300 YD
Prone	10 or 20	5:00 or 10:00	400 YD

Table 4: Full round count RR Qualification Test (40 rounds)

- Stage One. Target Distance: 100 yards. Magazine Prep: 1 magazine with 10 rounds. Position: standing. Time: 2:00. Note: On command, the shooter fires all 10 rounds at the target.
- Stage Two. Target distance 200 yards. Magazine Prep: 2 magazines with 2 and 8 rounds (on mat). Position: transition standing to seated or kneeling. Time: 1:00. Note: On command, the shooter drops into the seated or kneeling position, loads, and fires 2 rounds; reloads and fires eight more rounds at the target.
- Stage Three. Target distance 300 yards. Magazine Prep: 2 magazines with 2 and 8 rounds (on mat). Position: transition standing to prone. Time: 1:10. Note: On command, the shooter drops into the prone position, loads, and fires 2 rounds; reloads and fires eight more rounds at the target.
- Stage Four. Target distance 400 yards. Magazine Prep: 1 magazine with 10 rounds. Position: prone. Time: 5:00. Note: On command, the shooter fires all 10 rounds at the target. Double the score attained on stage four, or, at the event director's option, fire 20 rounds in 10:00.
- Modification for Rimfires. For Rimfire Rifles, place scaled targets at 25, 50, 75, and 100 yards.

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4.2.4.3 REDUCED ROUND COUNT RR QUALIFICATION TEST – KNOWN DISTANCE

Position	Rounds	Time	Target
Standing	5	60 seconds	100 YD
Sitting or kneeling	2+3 (Reload)	35 seconds	200 YD
Prone	2+3 (Reload)	45 seconds	300 YD
Prone	5 or 10	2:00 or 4:00	400 YD

Table 5: Reduced round count (20 rounds)

- Stage One. Target Distance: 100 yards. Magazine Prep: 1 magazine with 5 rounds. Position: standing. Time: 1:00. Note: On command, the shooter fires all five rounds at the target.
- Stage Two. Target distance 200 yards. Magazine Prep: 2 magazines with 2 and 3 rounds (on mat). Position: transition standing to seated or kneeling. Time: 0:35. Note: On command, the shooter drops into the seated or kneeling position, loads, and fires 2 rounds; reloads and fires three more rounds at the target.
- Stage Three. Target distance 300 yards. Magazine Prep: 2 magazines with 2 and 3 rounds (on mat). Position: transition standing to prone. Time: 0:45. Note: On command, the shooter drops into the prone position, loads, and fires 2 rounds; reloads and fires three more rounds at the target.
- Stage Four. Target distance 400 yards. Magazine Prep: 1 magazine with 5 rounds. Position: prone. Time: 2:00. Note: On command, the shooter fires all five rounds at the target. Double the score attained on stage four, or, at the event director's option, fire 10 rounds in 4:00.
- Modification for Rimfires. For Rimfire Rifles, place scaled targets at 25, 50, 75, and 100 yards.

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4.2.4.4 FULL ROUND COUNT RR QUALIFICATION TEST – 25 YARD SCALED TARGETS

Position	Rounds	Time	Target
Standing	10	2:00	100 YD
Sitting or kneeling	2+8 (Reload)	60 seconds	200 YD
Prone	2+8 (Reload)	70 seconds	300 YD
Prone	10	5:00	400 YD

Table 6: Full Round Count RR Qualification Test – 25 Yard Scaled Targets

- Stage One. Magazine Prep: 1 magazine with 10 rounds. Position: standing. Time: 2:00. Note: On command, the shooter fires 5 rounds at the left 100 yard scaled target, then shifts and fires 5 rounds at the right 100 yard scaled target.
- Stage Two. Magazine Prep: 2 magazines with 2 and 8 rounds (on mat). Position: transition standing to seated or kneeling. Time: 1:00. Note: On command, the shooter drops into the seated or kneeling position, loads, and fires 2 rounds at the left 200 yard scaled target, reloads and fires 3 more rounds at the left 200 yard scaled target, shifts and fires the 5 remaining rounds into the right 200 yard scaled target.
- Stage Three. Magazine Prep: 2 magazines with 2 and 8 rounds (on mat). Position: transition standing to prone. Time: 1:10. Note: On command, the shooter drops into the prone position, loads, and fires 2 rounds at the left 300 yard scaled target, reloads and fires 3 more rounds at the left 300 yard scaled target, shifts and fires the 5 remaining rounds into the right 300 yard scaled target.
- Stage Four. Magazine Prep: 1 magazine with 10 rounds. Position: prone*. Time: 5:00. Note: On command, the shooter fires the following round count at the 400 yard scaled targets (left to right): 2,2,3,3. Double the points on this stage.

4.2.4.5 20 ROUND REDUCED COUNT RR QUALIFICATION TEST – 25 YARD SCALED TARGETS

Position	Rounds	Time	Target
Standing	5	60 seconds	100 YD
Sitting or kneeling	2+3 (Reload)	35 seconds	200 YD
Prone	2+3 (Reload)	45 seconds	300 YD
Prone	5	2:30	400 YD

Table 7: 20 ROUND REDUCED COUNT RR Qualification Test – 25 Yard Scaled Targets

- Stage One. Magazine Prep: 1 magazine with 5 rounds. Position: standing*. Time: 1:00. Note: On command, the shooter fires 5 rounds at the left 100 yard scaled target.
- Stage Two. Magazine Prep: 2 magazines with 2 and 3 rounds (on mat). Position: transition standing to seated or kneeling. Time: :35. Note: On command, the shooter drops into the seated or kneeling position, loads, and fires 2 rounds at the left 200 yard scaled target, reloads and fires 3 more rounds at the left 200 yard scaled target.

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- Stage Three. Magazine Prep: 2 magazines with 2 and 3 rounds (on mat). Position: transition standing to prone. Time: 0:45. Note: On command, the shooter drops into the prone position, loads, and fires 2 rounds at the left 300 yard scaled target, reloads and fires 3 more rounds at the left 300 yard scaled target.
- Stage Four. Magazine Prep: 1 magazine with 5 rounds. Position: prone*. Time: 2:30. Note: On command, the shooter fires the following round count at two of the 400 yard scaled targets (left to right): 2,3. Double the points on this stage.

4.2.4.6 FULL OR REDUCED ROUND COUNT RAPID FIRE “LIBERTY!” TEST – 25 YARD SCALED TARGETS

Position	Rounds	Time	Target
Standing	5 or 10	2:00 or 4:00	100 YD
Sitting or kneeling	5 or 10		200 YD
Prone	5 or 10		300 YD
Prone	5 or 10		400 YD

Table 8: Rapid Fire “Liberty!” (20 or 40 rounds)

Shoot entire course of fire in one go. Transition with empty rifle to new positions. Suggested for “marksmen” and above only.

- Full Round Count. Prepare four magazines with 10 rounds each. Start in the standing position and engage each stage of the 25 yard scaled target as you normally would. Transition with an unloaded rifle between each 10 round magazine to the seated and then prone position. Time: 4:00.
- Reduced Round Count. Prepare four magazines with 5 rounds each. Start in the standing position and engage each stage of the 25 yard scaled target as you normally would. Transition with an unloaded rifle between each magazine to the seated and then prone position. Time: 2:00.

FREEDOM BELL CLASSIFIER 20 ROUND REDUCED COUNT

FULL ROUND COUNT

4.2.5 SCORING

Classic Scoring: Targets which are marked with “5,” “4,” and “3” rings are scored by adding up the point of value of each hit. This is referred to as Classic Scoring in the table below.

Hits Count: Targets which have simply a main score area and a partial credit outline are scored by awarding one point for each hit in the dark area and ½ point for each hit in the light outline area. This is referred to as “hits count scoring” in the table below. The hits count method may be used with a classic target by awarding a full point for any hits in the four or five rings and ½ point for hits in the three ring.

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Solid Hits Count: Targets such as a “FOX” silhouette, IDPA targets or a steel bell with no frame are scored as “solid hits count.” Score requirements are lower as no partial credit is available.

Notes:

- In all courses of fire, either the score for the final prone slow fire stage is doubled or the number of shots fired on this stage must be doubled.
- Score Requirements for 25 Yard reduced targets differ from full-distance “KD” targets. This is because shooters do not need to contend with bullet drop, weather, wind, or other variables.
- KD Targets may be fired at 100/200/300/400 yards (centerfire) or 25/50/75/100 yards (rimfire).

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	Marksman	Sharpshooter	Expert	Master
“Hits Count”	37/50	45/50	48/50	50/50
“Solid Hits Count”	34/50	42/50	45/50	48/50
“Classic”	170/250	210/250	225/250	240/250

Table 9: Full Round Count & 25 Yards Scoring

	Marksman	Sharpshooter	Expert	Master
“Hits Count”	35/50	43/50	46/50	49/50
“Solid Hits Count”	32/50	40/50	43/50	46/50
“Classic”	160/250	200/250	215/250	230/250

Table 10: Full Round Count & Full Distance (KD) Scoring

	Marksman	Sharpshooter	Expert	Master
“Hits Count”	19/25	23/25	24/25	25/25*
“Solid Hits Count”	17/25	21/25	23/25	25/25*
“Classic”	85/125	105/125	113/125	120/125*

Table 11: Reduced Round Count & 25 Yards Scoring *Master must shoot two consecutive scores

	Marksman	Sharpshooter	Expert	Master
“Hits Count”	18/25	22/25	23/25	25/25*
“Solid Hits Count”	17/25	21/25	22/25	25/25
“Classic”	80/125	100/125	108/125	115/125*

Table 12: Reduced Round Count & Full Distance (KD) Scoring *Master must shoot two consecutive scores

4.2.6 RR BATTLE RATTLE

INTRODUCTION

Revere's Riders is a Civilian Marksmanship Program (CMP) affiliated non-profit. The RR Battle Rattle is an adaptation of the popular CMP National Team Infantry Trophy (NTIT) match, commonly known as "Rattle Battle." Variants on this exciting team-based event put on by the CMP and NRA have been drawing competitors since the early 20th century. This section gives a set of rules to use with the "RR Battle Rattle," a scaled down version appropriate for use at any RR event using readily available materials and targets.

HISTORY AND CMP FULL DISTANCE VERSION

- Refer to CMP history online: <http://www.odcmp.com/NM/InfantryTrophyMatchHistory.pdf>
- Example video: <https://www.youtube.com/watch?v=JDpYDKvBpG4>
- Team: Eight people -- Six shooters plus coach and captain (with binoculars)
- Targets: E & F silhouettes
- Time: 50 seconds per stage
- Stages: 600 yd prone (4 points), 500 yd prone (3 points), 300 yd sitting (2 points), 200 yd standing (1 points)
- Scoring: Each hit counts for points (as above); bonus each stage equal to # of targets with six+ hits square
- Ammunition & Equipment: 384 rounds divided among team as desired, binoculars (10X) for coach & captain; team required to move from 600 to 200 yards through match

RR BATTLE RATTLE (25 METERS VERSION FOR USE AT RR EVENTS)

- Teams: Divide participants into teams of four – three shooters, one coach
- Rifles & Ammunition: Three rifles (any RR legal rifle), 100 rounds divided among team as desired
- Teams may swap out coaches and shooters between stages, but only three rifles firing at any given stage!
- Optics: The coach may use an optic of up to 10x power; shooters may use any RR-legal optic on rifle
- Targets: Post two standard 11x17 RR "Freedom Bell" targets (or similar) at 25 meters for each team
- Solid Hits Count Scoring: Only hits in the "hits count" area (or "4" ring) count for this event. No 1/2 credit!
- Course of Fire
 - o Strategy Session: 10 minutes before course of fire begins for teams to assign coach, develop plan, and prep magazines
 - o All stages: Three minute preparation period, 30 seconds to fire
 - o No transitions (i.e. start sitting/stay sitting, start prone/stay prone)
 - o Only the indicated silhouette may be engaged (i.e. you can only engage 400 meters during stage one)

STAGE	POSITION	SILHOUTTE	POINTS PER HIT
1	Prone	400m	4
2	Prone	300m	3
3	Sitting/Kneeling	200m	2
4	Standing	100m	1

Table 13: RR Battle Rattle (25 Meters Version For Use At RR Events)

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- Clearing the Line: Chief Range Officer Discretion
 - o Plan A: There are no transitions and nobody goes down range between stages, so simply press on without clearing the line between each stage. “Honor system” prevents shooters from engaging targets more than once to score extra points. This is the fastest way to proceed.
 - o Plan B: Clear the line. Proceed down range *quickly* to mark and count hits. Use this to maximize safety with tired/new shooters or to validate scores. You must use this method if moving the line (for example, if shooting at actual ranges).
- Scoring
 - o Each hit counts for 1-4 points as described above
 - o Add a bonus to each stage: Count number of targets with at least *three* hits and apply bonus (zero targets-0; one+1; two+4; three+9; all four+16). Targets without at least three hits on them count for NO bonus points.
 - o Ties are broken by highest stage score at 400 yards, then 300, then 200, then 100.
 - o Example: The team lands 20 hits on stage two (300 meters), worth 60 points (20x3). Additionally, three of the four silhouettes have at least three hits on them, for a bonus of nine points. The team scores 69 points on this stage.
 - o 25M only: If a target is “shot out” then it counts for no more than seven hits total
 - o Friendly competition: Can run if desired, consider optics/irons division
 - o RR “25 YARD BATTLE RATTLE” qualification awarded for team score of 210 or better

VARIANTS & EVENT DIRECTOR NOTES

- 100 Yard Variant (team score of 200 required to qualify with rimfires, 210 with centerfire teams)
 - o Post the 100 yard Freedom Bell Silhouettes or 5V: Four silhouettes per station, four stations per team
 - o Start at 100 yards and shoot first set of silhouettes; only 4-5 point zone “solid hits count”
 - o Move to 75 yards and shoot second set of silhouettes; only 4-5 point zone “solid hits count”
 - o Move to 50 yards and shoot third set of silhouettes; only 4-5 point zone “solid hits count”
 - o Conclude at 25 yards and shoot final set of silhouettes; only 4-5 point zone “solid hits count”
 - o Shooters must apply come-ups with help from their coach
 - o *Team must carry gear from firing point to next line! No more than one min transit time! No running.*
 - o Clear rifles before moving between lines
 - o Suggest teaching KD and getting sighters for 22 LR come-ups first!
 - o Score of 200 required to qualify with rimfire (as trajectory must be dealt with); each centerfire rifle on the team increases qualification score by 3.3 points (round up—204/207/210)
- KD Centerfire Variant (team score of 200 required to qualify)
 - o Will need to post four silhouettes per station, or go downrange and mark hits/score targets
 - o Proceed as with 100 yard variant, but move from 400/300/200/100 yards
 - o *Team must carry gear from firing point to next line! No more than four min transit time! No running.*
- Notes
 - o Instructors can and should be on teams – but don’t provide too much strategy help
 - o Time to run a quick Battle Rattle (not clearing line between stages) is about 30 minutes.
 - o Malfunctions. No alibis are accepted for misfires, disabled firearms or other failures of equipment.
 - o All stages must be shot like a marksman, using only a sling if desired for support (no bipods/rests).

Provide attached handout and scoresheet to each group of shooters

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RR BATTLE RATTLE PARTICIPANT INSTRUCTIONS AND SCORE SHEET

INTRODUCTION. The RR Battle Rattle is a team shooting match. You will have to develop a plan, work together as a team, and gets hits on target to win this challenging action shooting challenge! This match is based on the CMP “Battle Rattle” event which is popular with many civilian and service teams.

TEAM. Your team will consist of three shooters and a coach. The coach may use an optic up to 10x power. The entire team gets 100 rounds of ammunition for the course of fire. You may divide your team’s ammunition as you see fit, and the coach may reallocate ammunition between each stage. It is suggested that teams start by allocating 30 rounds per shooter, with the final ten rounds to be given out by the coach as required, but this is just one method.

SETUP. Post four RR Freedom Bell targets at 25 meters for your team’s use. Your team gets a 10 minute strategy session to plan and prep mags.

STAGES. Your team will shoot four stages in the Battle Rattle. You will have a three minute preparation period with thirty seconds to fire for each stage.

STAGE	POSITION	SILHOUETTE	POINTS PER HIT	TIME
1	Prone	400m	4	30 seconds
2	Prone	300m	3	30 seconds
3	Sitting/Kneeling	200m	2	30 seconds
4	Standing	100m	1	30 seconds

SCORING. Each hit is worth points as indicated above. The team also earns a bonus in each stage based on the number of targets which have at least three hits. 210 points are required for 25M qualification (200 pts @ 100 yd rimfire KD, 200 pts @ 400 yd KD). A “shot out” target is worth no more than seven hits.

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RR BATTLE RATTLE SCORE CARD (TO QUALIFY: 210 @ 25M, 200 @ 100 or 400M!)

STAGE	COUNT POINTS FROM HITS			THEN ADD BONUS POINTS (# TGTS w/ 3+ HITS)...					TOTAL
	# HITS	x POINTS PER HIT	SUBTOTAL	Fill in only one square per stage					
				0 TGT +0	1 TGT +1	2 TGTS +4	3 TGTS +9	4 TGTS +16	
1 (400m)		x 4							
2 (300m)		x 3							
3 (200m)		x 2							
4 (100m)		x 1							
TOTAL	SUBTOTAL...			PLUS BONUS POINTS...					

4.2.7 RR FIELD CHALLENGE

This event is in draft form.

4.2.7.1 PURPOSE

RR Field Challenges are intended to test a wide variety of skills. To succeed participants will need to apply the fundamentals of basic rifle marksmanship in a time compressed situation while working as part of a team. Successful marksmen will need to detect, identify, range, and engage targets under field conditions.

The event may be executed with rimfire rifles at 100-150 yards or with centerfire rifles from 400-600 yards. No two challenges are exactly alike. Each challenge consists of four stages: one for each of the Marksman's task.

4.2.7.2 SETUP

The Event Director will divide the range into lanes. Each lane should be at least 20 feet wide. Lanes can be delineated with flags, spray paint, distinctive target backers, and so on.

Within each lane, the Event Director will place about 13+/-2 objects. Each lane should be configured in a similar manner. Examples of objects to place include:

- RR Freedom Bell Silhouettes
- 5V Targets
- Army Type "E" or "F" Silhouettes
- IDPA Silhouettes
- Clay Skeet Pigeons
- Balloons
- NRA Animal Silhouette Targets
- Others as appropriate

Objects may be partially concealed. They should be placed at reasonable Marksmen ranges; i.e. most targets between 50-400 yards and a few out to as far as 600 yards for centerfire contests, or from 12.5-100 yards with a few out to 150 yards for rimfire contests. Competitors should not observe the lanes before the contest starts.

4.2.7.3 EQUIPMENT

Competitors may use any item on their rifle, binoculars or monoculars up to 10x power, any dope sheet they would normally carry, and a small pad with pencil or pen.

4.2.7.4 TARGET DETECTION & IDENTIFICATION

All competitors will be given five minutes to study the lane. Competitors will be put into a preparation period and may use anything on their rifle to assist in studying the lane. At the conclusion of the time, competitors must face away from the lane. All will then be given a six question quiz on what they saw and score one point for each correct answer. Example questions:

- How many Freedom Bells are in your lane?
- What color was the clay skeet pigeon painted?
- What type of animal silhouette was in your lane?
- List five of the objects in your lane.
- Which direction was the Ram animal silhouette facing?

Questions should be similar to “Kim’s Game.” Partial credit for partial answers is at the discretion of the event director.

4.2.7.5 TARGET RANGING

After the first phase is complete, the Event Director will give all competitors a list of some or all of the objects in each lane. The Event Director will also provide participants with the dimensions of each object, in inches. If a participant did not spot the object in the first round he will receive directions to help find it.

All competitors will be given 5 minutes to study the lane. Competitors will be put into a preparation period and may use anything on their rifle to range the targets.

When time expires, all competitors will then be required to give their estimated range for each target. Points are scored for accurate and correct ranges:

	Centerfire Course	Rimfire Course
One Point	+/- 50 yards	+/- 12.5 yards
Half Point	+/- 100 yards	+/- 25 yards
No Points	Worse than +/- 100 yards	Worse than +/- 25 yards

Table 14: Target Ranging Accuracy Scoring

4.2.7.6 TARGET ENGAGEMENT

After the second phase is complete, the participants will be given a chance to engage targets in each lane. If the number of participants exceeds available lanes, then they will take turns with reactive targets being reset as needed. All targets will be ones ranged in the previous phase, with the addition of two “wildcard” targets which must be ranged on the fly. All competitors will have five minutes to engage all targets.

Each target is worth up to two points. Event Directors will announce what constitutes full scoring or partial credit. Typically “hits count” scoring is used unless the target has different parameters. Event

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directors may have special targets which have different parameters for scoring. For example, a reactive target may be worth the full two points if hit but nothing if missed.

Competitors may allocate ammunition and time as they see fit. The amount of ammunition a competitor has available is based on the position they shoot the course from. Regardless of available ammunition, no single target can be worth more than two points. Competitors may not load more than ten rounds into a magazine.

Position Selected	Ammunition Available
# of Rounds (Prone Supported)	15
# of Rounds (Prone Slung)	20
# of Rounds (Sitting)	25
# of Rounds (Kneeling)	30
# of Rounds (Standing)	35

Table 15: Ammunition Allocation By Position

4.2.7.7 RR FIELD CHALLENGE COURSE OF FIRE SUMMARY

	Stage One Detect & ID	Stage Two Range	Stage Three Engage
# Factor Objects	13+/-2 in lane	5 to range	5+2 Wildcard
# of Possible Points	6	5	14
Time	5 Minutes	5 Minutes	5 Minutes

4.2.7.8 VARIANTS

- Doubles. The field challenge may be played as an event for partners, with participants sharing their ammunition supply. Times are cut to 3:00.
- Shooter/Coach. The field challenge may be played as an event for partners, with one individual firing the rifle and the other coaching with binoculars.

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- Multiple Lanes. If staff, facilities, and time allow, multiple dissimilar lanes can be set up to allow contestants to rotate through the course.

4.2.7.9 SCORING FOR RECOGNITION

Because each event varies in setup, scoring is generally competitive within the competitors at the event.

The following score cutoffs may be used for purposes of recognizing individual performance:

- **18/25 Marksmen -- Field Rifle Challenge**
- **22/25 Sharpshooters -- Field Rifle Challenge**
- **23/25 Expert -- Field Rifle Challenge**
- **25/25 Master-- Field Rifle Challenge**

4.3 PISTOL SKILL CHALLENGE

4.3.1 INTRODUCTION

NEAR THIS SPOT, SAMUEL WHITTEMORE, THEN 80 YEARS OLD, KILLED THREE BRITISH SOLDIERS, APRIL 19, 1775. HE WAS SHOT, BAYONETED, BEATEN AND LEFT FOR DEAD, BUT RECOVERED AND LIVED TO BE 98 YEARS OF AGE.

The above inscription marks the place where one of the heroes of April 19, 1775 took a famous stand. Our pistol course of fire merges the legacy left to us by Samuel Whittemore with that of the CMP's Service Pistol, another course steeped in tradition.

4.3.2 TARGETS

This course of fire uses two targets: A small and a large one twice the size. There are several options for appropriately scaled targets depending on where you place the line. Alternatively you may use a single target posted at two different ranges; for example, you can post a large target at the given range, and a second large target at double that range. All dimensions in the below table are for the diameter of a circle.

RR has printable targets which can be posted at 7 yards (scaled targets) or 10 & 20 yards.

	Small Target		Large Target	
	Circle	Bullseye	Circle	Bullseye
Any	40 MOA	15 MOA	80 MOA	30 MOA
7 Yards	3"	1.1"	6"	2.25"
10 Yards	4.25"	1.5"	8.5"	3"
50 Feet	7"	2.5"	14"	5"
25 Yards	10.5"	4"	21"	8"
50 Yards	21"	8"	42"	16"

Table 16: Pistol Target Size Versus Range

Alternatively, a CMP/NRA B-6 (Small) may be posted at 50 yards, and a CMP/NRA B-8 at 25 Yards (Big). These are the targets ours are based upon. Our target sizes have been rounded for ease of construction.

4.3.3 GENERAL NOTES

All pistol firing is done from the "guard" or "low ready" position. There is no draw from the holster required. Shooters may use any safe grip or stance (i.e. one or two handed).

4.3.4 WHITTEMORE’S STAND COURSE OF FIRE

This course of fire is intended to be similar to the simple “Freedom Bell” course of fire in our rifle courses. It is ideal for new shooters or as the pre- and post-test event at pistol events. Tell the story of Samuel Whittemore, and how he shot two Grenadiers with his pistols as they came upon him after shooting one with his musket. Three hits inside a large circle indicates success with this course of fire—we are looking for consistency.

Stage	Rounds	Time	Target
Slow	3	6:00	Small
Slow	3		Large
Standing w/ Rifle*	1	1:00	Small

Table 17: Whittemore's Stand COF

**Special: This stage is shot with a long gun, including an instructor-provided air rifle if necessary. If it cannot be shot due to equipment availability or facilities, it may be skipped. Instead of a small pistol target, a properly scaled Silhouette target may be used (for example, a RR Freedom Bell at 50 Yards).*

4.3.5 RR PISTOL QUALIFICATION TEST (PQT) COURSE OF FIRE

This course of fire is based on the CMP’s National Service Pistol competition.

Stage	Rounds	Time	Target
Slow*	3	3:00	Small
Slow*	3	3:00	Small
Timed	5	0:20	Large
Rapid	5	0:10	Large

Table 18: PQT COF

**The slow fire stages may be shot as one string of 6:00 on two targets if desired.*

Scoring: Shooters are rewarded for using a pistol chambered in larger calibers. Specifically, a power factor of 60 or more provides greater scoring. Power factor is calculated by multiplying the velocity of the round in FPS by the weight in grains, then dividing by 1000. This can be complicated in the field, and it is safe to assume that most common centerfire calibers will meet this requirement.

All Bullseyes: All bullseyes are worth **three** points

Power Factor 60+ (i.e. most centerfires): Other hits in circle but not bullseyes worth **two** points

Power Factor <60 (.22 LR rimfire): Other hits in circle but not bullseyes worth **one** point

	Marksman	Sharpshooter	Expert	Master
Score (%)	60%	85%	90%	95%

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Score (Points)/48	29+	41+	43+	45+
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Table 19: PQT Scoring

4.4 FUNDAMENTALS OF INSTRUCTION

The following primer is sourced from the NRA instructor's manual.

PREPARING AND PRESENTING A LESSON

Planning is essential to success. With NRA training courses, a good deal of your planning work has already been done for you in the various lesson plans. The lesson plans are the instructional framework of NRA courses. By following the NRA lesson plans and studying the student handbook, you and your students can master the course materials.

Each set of basic course lesson plans is accompanied by a support appendix (which includes a grading key for the basic course student course examination) and, in some cases, additional study materials for the instructor.

Although the course outlines, lesson plans, and related materials provide you with a strong foundation on which to build your course, you also need to develop your instructional skills and knowledge. This chapter covers basic teaching principles, teaching methods, training aids, and the effective use of NRA lesson plans.

EIGHT REQUIREMENTS FOR EFFECTIVE TRAINING

Simply because you are presenting a lesson to your students does not mean your students will actually *learn* anything. You must first figure out how to motivate and stimulate their learning by understanding the eight fundamental requirements for training people:

1. *Desire.* People must want to learn.
 - People will not learn something simply because someone says they must.
 - People learn best when they have a strong motivation to acquire a particular skill or increase knowledge of a particular subject.
 - The desire to learn must be created by emphasizing the importance of the knowledge or skill to be learned.
2. *Need.* People learn only what they believe they need to learn.
 - Materials presented in a training program should provide an immediate aid to learning.
 - Try this approach: "This is what you do. This is how you do it. This is why you do it."
3. *People learn by doing.*
 - Get the students involved in discussions and keep them involved.
 - Provide immediate and repeated opportunities to practice or use what is taught.
 - Hands-on training with a skilled instructor is effective.
4. *Situations.*
 - Situations presented in training courses must be *realistic*. Use actual situations as the basis for discussion.

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5. *Previous experience* affects people's ability to learn.
 - If the new knowledge doesn't fit with what people already know or think they know, they may reject it.
 - Training materials should convince people that the methods taught are the best.
6. People learn best in a *relaxed, informal, comfortable environment*.
 - Provide opportunities for fun and fellowship.
 - Encourage discussion and questions.
7. Use a *variety* of training approaches and methods, and change the pace often.
8. People want *guidance and help*, not grades or criticism.

BASIC TEACHING PRINCIPLES

To be an effective trainer, you must apply basic teaching principles to the subjects being taught. The first four principles are absolutely critical.

Relate the Known to the Unknown

To learn is to move from the known to the unknown. Relating new materials to what is already known makes the learning process easier. When explaining new information or skills, begin with the known, or at least relate parts of the new material to the known. For example:

- Compare a two-handed pistol shooter's standing position (*unknown*) to that of a boxing stance (*known*).

- Point a finger on the non-shooting hand (*known*) at a moving clay target before pointing a shotgun (*unknown*).

Progress from the Simple to the Complex

Remember that students must learn the simple skills before attempting more difficult ones. Beginning with the basics allows students to learn skills quickly, increasing the possibility of early success and building self-confidence. For example, beginning rifle or pistol shooters learn basic shooting skills from a stable benchrest position (*simple*) that controls movement and allows them to develop the shooting fundamentals before moving to a less stable shooting position (*complex*).

Another example of this philosophy is the NRA's five-step method of teaching a shooting position in five steps:

- *Study the position.* A picture is worth a thousand words. The trainer can point out the basic structure of the position.
- *Practice the position without the firearm.* Students practice getting into and out of the position. This forces the students to focus on the body and not the firearm.
- *Practice the position with the firearm.* Once the students can get into and out of the position consistently, the firearm is added. Students practice safe gun handling while concentrating on becoming comfortable and familiar with the position.
- *Align the position with the target.* Students adjust the position so the firearm naturally points at the target.
- *Shooting from the position.* This consists of first dry firing (*simple*) to live firing (*complex*).

Some Students Learn More Quickly than Others

Evaluate each student and gauge the type and amount of instruction he or she requires. Age, mental maturity, level of physical development, attention span, interest, and many other factors affect the rate of learning. For example:

- Some young people may not have developed sufficient strength to hold a shotgun.
- Young people's attention spans tend to be shorter than adults' attention span.

Break Down a Skill and Teach One Part at a Time

Feed your students one piece of information at a time. Be sure they digest the information and perform the step before moving on to the next piece. This should be done in a sequential manner, placing each part in place until the entire skill can be performed. For example:

- In the skill of shooting, its "parts" are the fundamentals: (1) aiming, (2) breath control, (3) hold control, (4) trigger control, and (5) follow-through. Even these can be broken down further for teaching.
- Properly positioning the stock in relation to the face and shoulder must be learned before attempting live firing with a rifle or shotgun.

Basic Shooting Skills Must Be Learned Before They Can Be Applied to a Specific Activity

This principle combines and reinforces the first four principles. In their enthusiasm, students – and even trainers – often start with learning the specific

skills required to participate in a sport rather than focusing on safety, the fundamentals, and the basic skills of that sport. This is a serious error in the learning process that often leads to frustration and failure. Be sure your students have reasonably mastered the basic skills before they attempt to apply their skills to such activities as hunting or competitions. For example:

- Teach the basic shotgunning skills before students test their skills in trap from the 16-yard line, which is a test of advanced skills.
- Teach the basic rifle skills before students hunt big or small game.
- Teach the basic pistol skills before students attempt timed or rapid-fire competition.

Developing Skills Requires Continued Opportunities for Instruction, Practice, and Encouragement

By far, the best way to learn a skill is to perform it over and over again. If shooters are to reach their full potential, they must refine their skills through continued training and study. A good trainer with a positive attitude can greatly enhance this process. Your encouragement can inspire your students. For example:

- The Winchester/NRA Marksmanship Qualification Awards Program provides a good format for shooter development, advancement, achievement, and recognition.
- NRA Hunter Clinics, NRA National Shooting Camps and Clinics, and the NRA shooting camps program provide continued training beyond the basics.

CLASSROOM

Setting Up the Classroom

The classroom set-up should be complete and all trainers ready to begin at least one-half hour before the scheduled start of class. To set up the classroom properly, consider the following:

- *Chairs and tables for students.* If space permits, set up the room to allow trainers to move around the class. Leaving a center aisle so that trainers can get closer to the students during demonstrations is recommended. Make sure there is ample room for students' comfort.
- *Front table.* A small table at the front of the class for the lesson plan and other training aids to be used by the trainers.
- *Side table.* One or more side tables to hold handout materials, training aids, and firearms while they are not in use.
- *Trainers' table and chairs.* Trainers who are not taking part in the presentation should remain seated *at the rear of the class* behind the students. Keeping the training team out of sight of the students reduces distractions and allows trainers at the rear table to give hand signals and cues (such as timekeeping) to the presenter without being seen by the class.
- *Registration table.* A side or front table with registration cards, student packets, name tags, waivers, course itinerary, receipt book, and any other materials to be given to the participants as they arrive.
- *Overhead and slide projectors.* Set up the projector so it does not block the

view of any students. Trainers should sit in various seats throughout the room to ensure lines of vision are clear.

If the projector is on a wheeled cart, mark proper location on the floor with a small piece of tape. The cart can then be moved out of the way when not in use and quickly put in place to use.

Keep spare bulbs on hand. Have a backup plan in case power is lost or a bulb burns out so you can continue with your lesson without stops or delays.

Where possible, put the screen off to one side, at a 45-degree angle to the class. Putting a screen at the center of the room distracts from the trainer even when the screen is not in use.

- *Chalkboards and flip charts.* Ensure there is an ample supply of markers and an eraser. Erase or cover immediately after use to reduce distractions. Keep the board and easel off to the side of the class when not in use.
- *Transparencies.* Make sure transparencies are in the proper order for the presentation.
- *Videos.* Make sure all videos are cued to their proper starting point.
- *Dummy ammunition.* Inspect and verify each and every cartridge of dummy ammunition to ensure no live cartridges are present.
- *Inspect and test equipment.* Inspect and test *every* piece of equipment that will be used.
- *Refreshments.* If refreshments are provided, set up a refreshment table at the rear of the room.

CLASSROOM SAFETY

Specific precautions are necessary to assure that there are no chances for an unintentional discharge in the classroom and that all gun safety rules are followed at all times.

- No live ammunition is permitted in the classroom at anytime an NRA firearm course is being taught. This applies to everyone including students, instructors, and visitors to the room. There are no exceptions. A sign on the classroom door may be needed, especially when the classroom is at a gun club where members may enter the room while class is in session.
- All firearms carried into the classroom must be immediately inspected to assure they are unloaded.
- Each time a firearm is handled in the classroom the action must be opened and the firearm inspected by two persons to confirm it is unloaded. Doing this builds a good safety habit in your students.
- Establish for the class which directions are to be considered as the safe directions in the classroom.
- When demonstrating with a firearm, take precautions to prevent even the mistaken appearance that the firearm is pointed in an unsafe direction. During a rehearsal, have someone view the demonstration from various student seats to assure the demonstration does not appear to be unsafe from the students' perspectives.
- Make sure a finger does not touch or appear to touch a trigger unless the act of firing the gun is being demonstrated.
- Firearms located in the classroom should have their actions open when not being used in a demonstration requiring the action to be closed. They must be pointed in a safe direction at all times.
- Dummy ammunition in the classroom must be clearly and easily distinguishable from live ammunition.
- During NRA reloading courses, no firearms are permitted in the classroom. This applies to everyone in the classroom without exception.

Greeting Students

- *Welcome placard.* Using an overhead, flip chart, or chalkboard, place a welcome greeting in a prominent location.
- *Greet students.* Personally greet the students. Collect any money due for the course and hand out student packets, name tags, and any other materials.
- *Instructions for forms.* Using either a chalkboard or flipchart, sign, etc... tell students what they are to do before the class begins (fill out name tag, sign waiver, review safety brochure, etc.).

HOW TO TEACH A SKILL

To teach students a skill, you must break down the lesson into discrete steps. The five basic steps in teaching a skill follow.

1. *Preparation.* The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so that the skill can be demonstrated, taught, and *practiced*
2. *Explanation.* The explanation serves two purposes: (1) to introduce the

subject by giving some background about its usefulness and application and (2) to describe the subject in detail, technical enough to be complete but not confusing.

The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill.

3. *Demonstration.* This is the first step in actual teaching. The demonstration should be done so effectively and simply that the students will have confidence in their own ability to achieve success. Demonstration of a skill is not the opportunity for the trainer to show his or her proficiency, but to show the steps in performing the skill.
4. *Practice.* Hearing and seeing aren't enough. The learning process actually takes place when students have the opportunity to try the skill themselves under the guidance of a trainer. The coach-and-pupil technique, in which one student acts as a coach for another student, works well at this point. The "coach" instructs the other student through the skill, and then they switch roles. Nothing can beat the "learn by doing" method. Be sure the students are realistic in their performance expectations.
5. *Teaching Others.* People often learn best when they teach others. Whenever possible, each student should have the opportunity to demonstrate and practice teaching others using the coach-and-pupil technique. Occasionally a summary or review and examination are desirable. The extent to which they are used

depends on the type of skill and how well the students have learned.

No one can thoroughly learn a skill except by doing it; therefore, most of the time must be spent in practice. The proper time balance is:

- Explanation (hearing): 10 percent
 - Demonstration (seeing): 25 percent
 - Practice (doing): 65 percent
- Additional tips for teaching a skill include the following:
- Know how the skill is to be performed.
 - Review your own experience in learning the skill, and know the NRA-recommended steps for teaching it.
 - Keep the instruction personal by working with an individual or small group. Let the students in a small group coach each other (coach-and-pupil technique).
 - Know your students. Their abilities and personality traits affect how they learn a skill.
 - If the students are not familiar with the skill, go slowly. Insist on accuracy first, speed second (if speed is a factor).
 - Let the students try to do it on their own. Don't interrupt their efforts unless they get bogged down or go off track – or if safety is threatened.
 - Students will make mistakes. Remember to correct mistakes tactfully and positively. Never make corrections sarcastically. Always provide positive feedback to students.
 - Encourage the students by complimenting their progress and pointing out the completion of each step.
 - Urge students to practice and to teach someone else.

Above all, keep the atmosphere upbeat. Students may become frustrated by their mistakes, so the training team must maintain a positive attitude that encourages students to keep trying.

TEACHING METHODS

How you present your subject is as important as *what* you present. Teaching a subject does not necessarily mean it will be learned. Often, people have vast knowledge about a subject but they lack the ability to communicate that knowledge – making that knowledge useless. Because someone is a good shooter does not guarantee that he or she will be a good trainer.

There are many ways of teaching a subject, and each has its own characteristics, strengths, and weaknesses. As the trainer, you must be aware of these teaching methods and make the best use of them. Before you choose a teaching method, consider these aspects of your course:

- Purpose of the material covered
- Ability of the trainer
- Knowledge and skill of the students
- Size of the group
- Time available
- Facilities and equipment available

Actual Experience

In most cases, learning by doing is considered the ideal for NRA training courses. Students retain only 10 percent of what they hear and 25 percent of what they see, but a whopping 65 percent of what they do. The NRA wants its students to be totally immersed in their training through experiential training, which means hands-on applications, practical

exercises, and constant positive feedback – TPI. The TPI method of teaching works like an apprentice program. For instance, the apprentice machinist learns to run a lathe by actually running it while under competent instruction and supervision. Shooting is taught by having the student perform the skills (safe gun handling, fundamentals, shooting) under the watchful eye of the trainer.

Simulation

An example of a simulation is having a student perform all the fundamentals that lead to firing a shot, but without using live ammunition (dry firing). Simulation should be as realistic as possible.

Many shooting athletes practice dry firing on a daily basis to hone their shooting skills. By practicing the correct shooting stance and going through the entire shooting sequence (without using live ammunition), athletes train their muscles and their minds. The repetition ingrains the shot process in the subconscious, resulting in better performance during competition.

Other advantages of dry firing are:

- A range is not needed since it can be done in a safe area at home and no live ammunition is being used.
- It can be practiced in a small area.
- No ammunition costs (never use live ammunition to practice dry firing).

When the student is ready, a simulation should be immediately followed by the actual shooting experience. Remember the adage:

Practice does not make perfect;
perfect practice makes perfect.

Demonstration

A demonstration shows students the correct way to perform an activity. *Always demonstrate the correct way.* Demonstrating the wrong way instills an incorrect thought in the students' minds.

Demonstrating a skill so that others can learn it is an art. The steps of a good demonstration are as follows:

1. Prepare for the demonstration.
 - Plan in advance the steps you will use in giving the demonstration.
 - Make a written outline of the steps.
 - Collect and prepare the necessary materials or equipment.
 - Practice the demonstration from beginning to end until you can do it smoothly and easily. If you use a demonstrator, be sure to rehearse him or her. Note how much time is required.
- Know your class. Determine their present level of knowledge in relation to the subject to be taught and decide how much detail you will need to give them.
2. Give the demonstration.
 - Briefly tell your students the major points to watch for during the demonstration. List the major points on the chalkboard or a flip chart.
 - Pace your demonstration according to the difficulty in learning the various steps. Go slowly over the most difficult steps.
 - Watch for the students' reactions. Ask questions to ensure that everyone understands. If anything is unclear, based on their feedback, repeat any difficult or important steps.

3. Practice the skill. Give the students a chance to practice, and coach them as needed.
4. Summarize the demonstration. Briefly review the important steps in order. Use a chalkboard, flip chart, or poster as a visual aid in the summary.

Exhibit

An exhibit is generally a static display without either motion or explanation. It can be an effective "silent" training aid. Its effectiveness depends entirely on the viewer's ability and willingness to comprehend; often no one is standing by to explain the content. As soon as a student walks into the exhibit and starts using one of the display objects, the effectiveness is greatly increased. The minimum requirement for exhibit materials is that they be labeled carefully.

An exhibit, with a trainer standing by, can turn the informal time before and after a class into a productive learning period. In many cases, students will ask questions under these informal circumstances that they might not otherwise ask in class.

Some points to consider when creating an exhibit include:

- Where should you place the exhibit? An exhibit should be placed in a high-traffic area where people will pass by it often.
- Consider the background. If possible, use more than just table surfaces. Use walls, ceilings, and other surfaces.
- Make it stimulating and challenging. Create an atmosphere with signs, streamers, and color. Use giveaways. Get the students involved in the

exhibit by using attention-getting devices such as strings to pull, a flashing light, and peepholes.

- Make the material self-explanatory with clear, simple labels.
- Cover the main points. Omit details that may clutter or crowd the exhibit. For literature exhibits, some special considerations include:

- Feature literature that relates to a particular training session or course.
- Keep it simple and attractive.
- Arrange literature in a logical, flowing order so that it tells a story.
- Don't just lay handbooks and brochures flat on a table. Use pegboards, book trees, or easels. Use wire coat hangers to make book holders.
- Encourage people to look through the literature. Avoid "Do Not Touch" signs.

Words — Oral and Written

The least effective of all teaching methods is the use of words alone. Yet, there are times when verbal or written material is the only means of communication available.

The talking presentation is the most difficult teaching method to do well. Most firearm trainers are not accomplished public speakers, and they are more comfortable when they have something to do in addition to talking. The best trainers are almost always in motion. Their voice inflections and body movements add emphasis and color to the presentation. A short presentation is the most challenging because it takes a delicate refining process to cut away the time-consuming extra words and still get the idea across clearly.

When a talking presentation must be

made, off-the-cuff speaking ability cannot be relied upon. Following a lesson plan is the best way to cover all the points in proper sequence and within the allotted time. Take the time to write out your entire presentation, underlining key words and phrases. Then practice giving the presentation without reading it.

Group Discussion

Instead of lectures, all training sessions are designed to immerse the students totally in the training process. Trainers lead the students from the known to the unknown, the simple to the complex, using the students' knowledge to build upon. The purpose is to arouse the interest and curiosity of the students so that they express ideas, gain information on the topic, and learn from the other group members.

Use group discussion to:

- Create an informal atmosphere.
- Share ideas and broaden viewpoints.
- Stimulate interest in the subject.
- Help students express their ideas.
- Identify problems and explore solutions.
- Get participation from persons who hesitate to speak.

Some guidelines for participants in a discussion are to:

- Focus discussion on the learning objectives.
- Be an active part of the group.
- Listen and learn.
- Discuss completely, but do not argue.
- Respect other students and their opinions. Learn to take criticism and live with differing opinions.
- Contribute ideas related to the subject.
- Ask questions to clarify ideas.
- Work to solve common problems.

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- Be clear and brief-no speeches.
- Write down good ideas.
- Adhere to the time limit.

To prepare for a discussion, you should:

1. Make the room as comfortable as possible. Check the ventilation and lighting.
2. Keep the group small. If you have a large class, break it into smaller groups. This encourages more participation.
3. Arrange seats in a circle, semicircle, U-shape, or hollow square so that each person in the group can easily see everyone else.
4. Have paper and pencil ready to record main points.
5. Go over the ground rules for participants in a group discussion.
6. Announce the time allotted. Start and end the discussion on time.

To lead a discussion, consider the following:

1. Clarify the learning objectives. Explain the objectives so they mean something to each student.
2. Help the group feel at ease. Make sure everyone knows everyone else.
3. Develop a sensitivity to the desires of others to speak. It shouldn't be necessary for students to raise their hands to get attention. Let the person talking remain seated. More people will participate and those speaking will feel more at ease.
4. Be careful of the person who tries to monopolize the discussion. Interrupt the "speech maker" tactfully and lead the discussion to another person.
5. Don't be surprised when students express "unusual" ideas. They just might work!

6. Keep the discussion on track. If it gets sidetracked, bring it back to the main subject by suggesting there are some more important points that need to be covered in the limited time.
7. Capture and record main ideas as they are developed by the group on a flip chart or chalkboard.
8. Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don't let the discussion drag.
9. Permit friendly disagreement on the point under discussion, but not between personalities.

Stick to the time limit. If there doesn't seem to be sufficient time to cover the subject, continue the lesson but figure out where to make up the time. Mention this lack of adequate time in your training session evaluation, and correct it before the next session.

Quickly summarize the conclusions so that everyone will realize the important facts brought out in that discussion.

Buzz Groups

Buzz groups are a means of exchanging ideas quickly. Large classes are divided into smaller groups, and each group briefly discusses solutions to a given situation. The buzz groups then arrive at a solution and present it to the entire class.

Buzz groups are effective in training trainers. They are not used very often in training beginners, especially in the basics of safety and shooting skills, because beginners don't have the necessary knowledge and experience.

Use buzz groups when:

- The entire group is too large for all members to effectively take part.
- Exploring various areas of a subject.
- Some group members are slow to take part.
- Time is limited.
- A warm, friendly atmosphere in the group is needed.

Why use buzz groups? Because buzz groups:

- Encourage the shy student.
- Allow for sharing leadership.
- Save time.
- Develop leadership skills.
- Pool ideas.
- May be used easily with other training methods.
- Provide variety in training.
- Help build small-group spirit.

Remember to keep buzz groups small. This will require participation from all group members to develop points or arrive at conclusions. Organize the groups so that a minimum of moving around is required. Keep discussion time short so only key points are brought out.

Brainstorming

Brainstorming is another way to find a solution or generate ideas during a small group discussion. As in buzz groups, brainstorming participants learn from each other. The rules for brainstorming, however, state that no value judgement can be placed on any idea, whether good or bad. *All* ideas are acceptable and *all* ideas are written down during the brainstorming session to encourage the participants to think and speak freely. Only after the brainstorming session are the ideas evaluated.

Role Playing

Play acting or role playing is an excellent method of teaching. Many situations can be dramatized by the students in the classroom. For example, students can play the part of the assistant instructor demonstrating safe gun handling to the other students. You are limited in using the role playing method only by your imagination. While this is a good way to show the class what should be done, those who are actually participating get much more from the role playing than those who observe it. Allow as many students as possible to take roles in your course. Develop scenarios that reinforce the correct way of doing something, rather than showcasing the wrong way; avoid negative training.

Role playing is more appropriate for training trainers than basic students.

Teachable Moment

One of the most valuable teaching methods, the teachable moment is an unexpected situation that can be used by the trainer to teach a point outside of the written outline. A good example is when a student in a shotgun class fires a “bloop” (a shot shell mistakenly loaded without powder). When a bloop is fired, the shot usually travels 15 to 20 yards through the air, with only the primer firing. The teachable moment here is to tell the students that the wad is likely still in the barrel. Show the students the wad, demonstrate how to get it out while observing the safe gun handling rules, and explain the outcome if the wad were not removed.

Teachable moments occur in almost every class. A good trainer is constantly

on the alert for teachable moments. Just be certain to use the moment in a positive way, being sensitive to the student who is being used in the example.

TRAINING AIDS

Training aids support the trainers, not replace them! Anything trainers can show their students to help them better understand the subject is an audiovisual aid. Training aids include still photos, charts, flannel boards, chalkboards, mechanical devices, models, transparencies, and videotapes.

Training aids are used to:

- Attract attention
- Arouse interest
- Clarify spoken explanations
- Give unity to an idea
- Make more learning possible in less time
- Aid in retention

An effective training aid, no matter which type is used, has some common characteristics. It:

- Relates to the subject.
- Explains an idea, shows a method, or explains a procedure.
- Is large enough to be clearly visible to everyone in the audience.
- Has lettering that is large and bold.
- Lists only main points, not a lot of detail.
- Accents important points either by bright colors or underlining.
- Is sturdy enough to be used again.
- Is portable and easily moved.

Many mechanical devices make excellent instructional aids for firearm trainers. Few such aids are available for purchase, but you can devise or adapt mechanical devices to help you teach. For

instance, a regular sliding door bolt simulates the locking action of a bolt-action rifle – and it bears the same name! Other mechanical devices are a sighting bar, triangulation equipment, and similar aids well-known to most firearm trainers.

When working with electric training aids (e.g., overhead projectors and VCRs), have a backup plan in case of a power outage. This plan may include using handouts or a flip chart to help you teach the course.

For details on creating and using training aids, see Appendix K.

PRESENTING THE LESSON

A review of how to prepare for teaching:

1. *Prepare* the presentation.
 - Study and follow the appropriate NRA course outline and lesson plans. Highlight the key points and note any additional comments or reminders.
 - Read the student handbook and be familiar with its contents and format.
 - Expect to find a variety of shooting sports experience among the students in the class, resulting in a wide range of questions and discussion.
 - Read supportive material in addition to the basic materials.
 - Focus on attainment of the learning objectives.
2. *Practice* presenting your lesson.
 - Rehearse the presentation until you are comfortable with it. Some trainers like to use a tape recorder or video camera to evaluate themselves.

- Note in your lesson outline the time allotted for major points. This will help you stay within the time limits. Be sure to use open-ended questions. Allow time to conduct demonstrations and practice exercises.
 - Prepare to speak extemporaneously, with an occasional glance at the lesson outline or, better, from notes on index cards. Do not memorize or read word-for-word. Free yourself from the rostrum.
 - If you are prepared, you will feel at ease during the presentation.
 - Take a few deep breaths before you begin.
3. *Personalize your lesson.*
- Make each student believe you are talking to him or her. Look at the class as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
 - Watch the group's reaction as you go along. Be sure you are keeping their interest.
 - Use thought-provoking questions. This will help stimulate thinking, and will also generate feedback from the students. The feedback will indicate whether or not they understand what you are saying.
4. *Illustrate your lesson's presentation.*
- Use a chalkboard or chart to list your main points, or draw diagrams or sketches while you talk. Training aids help make the presentation more interesting and reinforce the learning process. The students both can hear and see what is being discussed.
- Balance what is said with what is shown. The training aid should be simple so that it does not distract the students from the lesson.
 - Use the equipment and materials needed to conduct the presentation.
 - Display related brochures and manuals.
 - Illustrate important points with human interest stories. But be careful! Don't let the class turn into a storytelling session. True stories, not necessarily funny stories, are excellent. When interest is waning, an amusing story usually helps. Tell stories that contribute to attainment of the learning objectives.
5. *Pace yourself.*
- Take your time. Remember, the object is not to see how fast you can go or how much material you can present within the time limit, but to teach! Give the new material a chance to sink in before moving ahead.
 - Look for signals. Students, through body language, often communicate whether a trainer is going too fast or too slow. Pay attention to such signals.
 - Stay within the time limit. Pay attention to your watch and time the notes on your outline beforehand. *Caution:* Don't cut off if learning is taking place.
 - Stay on the subject. Don't get sidetracked.
6. *Summarize the lesson presentation.*
- Give the students a chance to ask questions during and after the

lesson. This enables you to determine whether learning objectives are being met and whether some points need further emphasis.

- Summarize the lesson by restating its main objectives and their importance.
- Preview the next lesson. Briefly identify the next lesson and any special requirements or information the class may need.

USING NRA LESSON PLANS EFFECTIVELY

Understanding the format of NRA lesson plans is as important as understanding their content. Each lesson has been organized in the same manner to provide continuity and standardization, and to make it easier for you to teach other courses in the program. Lesson plans will have:

1. Introduction – instructions for the trainer to assist in conduct of the particular course
2. Gathering period (pre-opening) – points to consider:
 - Displays
 - Registration
 - Refreshments
3. Opening
 - Conduct and organization of course
 - Administration
 - Facilities
 - No ammunition in classroom
 - Introductions
 - Staff
 - Students
 - Course goal

4. Lesson plan

- Lesson titles
- Learning objectives
- Facility requirements
- Training aids
- References
- Contents of lesson
- Instructional notes

Each lesson begins with learning objectives that state what the students should be able to do once they have completed the lesson. By listing the specific objectives, both you and your students know what you are going to accomplish during each class. The objectives enable both you and the students to determine, at the completion of the lesson, if the desired learning has taken place or certain points need additional work. Mastery of the learning objectives is paramount. Some students learn quickly, others require more time.

Each lesson has a review of the previous lesson, an introduction, the lesson itself, a summary, and a preview of the next lesson. These components ensure a smooth transition from one lesson to the next, and reinforce the learning objectives.

Safe Gun Handling

In any course, the first information to be presented is the NRA safe gun handling rules. Make sure each student receives a copy of the *NRA Gun Safety Rules* brochure, which is included in the student packet. In a discussion with the students, determine the safe direction to point firearms for your particular class setting. Ask a member of your training team to verify that the gun is unloaded, keeping the firearm pointed in a safe

direction. With the action open and chamber empty, demonstrate the safe gun handling rules when using a firearm. Identify the parts of the firearm necessary to make the rules understandable, such as the muzzle, trigger, trigger guard, and magazine.

You can then involve the students in a safe gun handling exercise, ensuring they simultaneously observe the three primary gun safety rules. They should also verify that ammunition is not present, the action is open, and the empty chamber or chambers are visible. This safe gun handling exercise allows each student to immediately apply the information just received, thus reinforcing learning.

Then, the remainder of the major components and parts names (nomenclature) can be discussed, along with their functions in the operation of the firearm.

Shooting Fundamentals

Shooting fundamentals are limited in number to simplify learning. Once you have reviewed and demonstrated the fundamentals, move your class to the range for simulated and actual experience exercises. Before shooting begins, review the gun safety rules and appropriate range rules. The best time to teach these rules is at the time they can be applied, increasing the likelihood of retention.

Once the students have demonstrated a reasonable skill performance and a proper attitude toward safety, provide an opportunity to practice. As noted in the lesson plans, you are encouraged to repeat practice sessions as time and need permit.

The Winchester/NRA Marksmanship Qualification Program (the program booklet is included in the student packet)

is designed to develop shooting skills, starting from simple skills and progressing to more complex skills. You can order patches, rockers, certificates, and pins to award students who master a skill.

A basic practical rocker is included in the student packet. The basic practical rocker is intended to introduce new shooters to the Winchester/NRA Marksmanship Qualification Program and to interest them in practicing and improving their skills. The rocker is to be awarded to anyone who masters the four basic marksmanship skills taught as part of an NRA Basic Firearm Training Course. The four basic marksmanship skills are safe gun handling on and off the range, group shooting, zeroing the firearm, and cleaning the firearm. The rocker comes with details on the grouping and zeroing requirements.

Firearm Cleaning and Storage

Firearm cleaning and storage should be conducted as a practical exercise after range training, permitting each student to gain experience under your supervision. The materials needed and their purpose should be discussed. Make sure students understand and follow the hygienic guidelines.

Shooting Opportunities

As your students improve their shooting abilities, they will be eager to become involved in shooting activities. You have taught them the basic skills, so make sure you guide their development. In addition, encourage students to continue to participate in the Winchester/NRA Marksmanship Qualification Shooting Program so that

they can improve their shooting skills at their own pace. Training activities, hunting, general recreational shooting, and competitive activities are covered in the lesson plans. Give your students the names of local shooting clubs and associations.

Student Exams – A Teaching Tool

Have the students acquired the skills and knowledge outlined in the learning objectives? To find out, you must give a written (or oral, if necessary) exam.

An examination is a teaching tool, a means of determining whether or not your students have learned the material. All too often tests are used only to indicate which students passed and which students failed a course. This is a mistake. You can use an exam to increase the students' learning. Use the NRA basic course exam as the primary test for your students (included in the student packet). Use the examination as a tool to enhance learning, not as a pass/fail evaluation. Exam results can also be used as an indication of an instructor's success.

Note- The most important element is the student's attitude. As an instructor you must make a subjective judgement as to whether the student has gained the requisite knowledge, skills and attitude in order to receive a completion certificate.

Course Evaluation

Attached to each NRA student exam is a course evaluation form. This form should be completed at the end of the course by the students and returned to you for review. The form solicits information about the student, knowledge and skills learned, course organization and in-

struction, and general comments about the course. Use this information to plan and conduct your next course. Take comments to heart to enhance your own teaching skills.

It is also recommended that your training staff evaluate themselves after each lesson and upon completion of the course. (See Appendix L, NRA Trainer's Self-Assessment Checklist, and Appendix M, Training Session Evaluation Form.)

Teaching Your First Course

It is recommended that newly certified instructors and newly appointed training counselors begin teaching formal NRA courses as early as is practical following receipt of their printed credentials. That which seemed so clear and understood during your own training can fade into uncertainty and misunderstanding with the passage of time unless it is reinforced by actual training experience.

Probably the best initial experience for a new trainer is to team-teach a course with an established, experienced training team or, as an alternative, to audit the course conducted by such a team. This allows the new trainer to gain confidence and to see, first-hand, how the course progresses smoothly from start to finish.

If you have questions in preparing for or presenting your course, you should first research this Trainer's Guide and the course lesson plan. The next recourse should be to consult with the trainer who trained you; they are responsible to be your mentor. If your question or concern is still not addressed to your satisfaction, contact the NRA National Instructor Trainer.

4.5 BASIC RIFLE MARKSMANSHIP INSTRUCTIONAL MODULES

4.5.1 OVERVIEW

Basic Rifle Marksmanship consists of three broad pillars which form a foundation for all other activities.

- Fundamentals of Shooting a Rifle (aka the “Five Fundamentals”)
- Shooting Positions
- Natural Point of Aim

After the pillars are mastered, the basic marksman must learn a few more additional skills:

- How to analyze groups for errors
- How to make sight adjustments and zero a rifle at 25 yards
- Intermediate calculation of minutes of angle for precise sight adjustments at all ranges
- Fundamentals of Known Distance Shooting, to include basic ballistics and live firing to longer distances (if the range facility permits)

All of these subjects are covered with lesson plans in this section. Together these modules form the core of a RR Basic Rifle class. They can also be used separately as review material or as parts of other classes.

Dry fire is a useful practice, but students should ensure it is safe in their rifles. Consider the use of dummy rounds where indicated by the owner’s manual.

4.5.2 FUNDAMENTALS OF SHOOTING A RIFLE (AKA THE “FIVE FUNDAMENTALS”)

4.5.2.1 LESSON PLAN OVERVIEW

4.5.2.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

- State the five fundamentals of shooting a rifle
 - Explain the proper sight alignment for their sights or optic
 - State whether they are using a 6:00 or center of mass hold
 - Describe when in the breath cycle they should take a shot
 - Explain the importance of hold control
 - Describe how to engage the trigger
 - Explain what to do during the follow through after a shot is fired
- Demonstrate the five fundamentals of shooting a rifle

4.5.2.1.2 LENGTH

20-30 minutes

4.5.2.1.3 FACILITY

Range

4.5.2.1.4 TRAINING MATERIALS

Student handouts

4.5.2.1.5 REFERENCE

NRA The Basics of Rifle Shooting Handbook -- Part 2 Chapter 1 (pp 61)

4.5.2.2 PLAN OF INSTRUCTION

1. Provide overview of the five fundamentals
 - a. Lecture
 1. Aiming
 2. Breath Control
 3. Hold Control
 4. Trigger Control
 5. Follow Through
 - b. Review learning objectives
2. Live fire plan
 - a. Dry practice
 - b. Drill target

4.5.2.3 INSTRUCTIONAL NOTES

4.5.2.3.1 AIMING

4.5.2.3.1.1 SIGHT ALIGNMENT

Sight alignment is the relationship between the eye, the rear sight, and the front sight or tube of a scope.

- Open sights: front sight centered in the rear sight notch; top of the front sight is even with the top of the rear sight
- Aperture or peep sights: top of the front sight is centered in the rear sight aperture
- Telescopic sight: Head positioned so you can clearly see the entire field of view (i.e. no shadow)

4.5.2.3.1.2 SIGHT PICTURE

Sight picture is the relationship between the aligned sights or scope and the target.

- 6:00 hold: With this sight picture, the tip of the front sight is positioned at the base of the target. We recommend using this hold with iron sights.
- Center of mass hold: with this sight picture, the front sight or scope reticle is positioned in the center of the target. We recommend using this hold with most scopes.

Each has advantages and disadvantages – one isn't better than another. Pick one and stick to it.

Regardless of which sight picture you use, the front sight or reticle should be clear and crisp. The target and rear sight will be blurry. This is because your eye can only focus on one object any time. With scopes, adjust the optic if the picture is blurry.

4.5.2.3.2 BREATH CONTROL

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Breath control means pausing your breathing before you fire a shot. Breathing causes your body to move which makes it impossible to get a steady sight picture. We want you to exhale normally; the bottom of the breathing cycle, when your lungs are empty, is the most relaxed and repeatable. Your natural breathing cycle is a breath every 6-8 seconds. If you hold your breath longer your muscles will start to shake and your vision will blur. If you're not able to fire the shot within this time, simply take a breath and repeat.

4.5.2.3.3 HOLD CONTROL

Hold Control is the process of maintaining the correct relationship between the shooter, gun, and target. Hold control requires great focus and concentration. Maintaining a consistent sight alignment (with a physical focus on the front sight), sight picture (the mental discipline of holding the aligned sights on the target) and practice of layering all of the fundamentals together as in integrated act of shooting are essential to achieving hold control.

4.5.2.3.4 TRIGGER CONTROL

Squeeze the trigger straight back in a smooth controlled motion until the rifle fires.

4.5.2.3.4.1 FINGER PLACEMENT

Generally speaking, you want either the middle of the first pad of your trigger finger or the first joint of your trigger finger to be as low as possible on the trigger without touching the trigger guard. Remember that the trigger is a lever. The bottom of the trigger gives you the most leverage and can make a heavy trigger feel light.

The trigger must move straight back. Not enough pad and you can push your muzzle to the support side. Too much pad and you hook your muzzle to the firing side. Poor trigger placement can result in horizontal stringing on your target.

4.5.2.3.4.2 WHEN TO ENGAGE THE TRIGGER

When your sights are on the target and you've stopped all movement.

4.5.2.3.4.3 SQUEEZE THE TRIGGER

When you are at full exhale and your sights are on the target it is time to squeeze the trigger. Keep your eyes focused on the front sight or reticle and start applying pressure to the trigger until the shot breaks.

4.5.2.3.5 FOLLOW THROUGH

When the shot breaks it's critical that you ride the trigger all the way to the point it stops. Any movement of the trigger after it reaches the stop will distort the shot. Trap the trigger and ride the recoil. This is called follow through.

4.5.2.3.5.1 TRIGGER RESET

While you are taking your next breath, in preparation for the next shot; release only enough pressure on your trigger finger until you feel the trigger reset. You are now ready for your next shot.

4.5.2.3.5.2 CALL THE SHOT

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If the shooter focuses on the front sight and follows through correctly, the shooter should be able to call their shots, that is, indicate their location on the target before looking at the bullet hole.

4.5.2.3.6 LIVE FIRE PLAN

4.5.2.3.6.1 DRY FIRE AND TRIGGER RESET DRILL

If students are unfamiliar with the concept of trigger reset, then a dry practice drill can be conducted. Have students apply all five steps and press the trigger for a single dry shot. After the hammer drops, have a coach or partner manually cycle the firearm's action while the student keeps the trigger trapped to the rear. After the action has been cycled, the students can gradually release the trigger which allows them to hear and feel the sear reset. This concept can also be demonstrated using a “clicky pen.”

4.5.2.3.6.2 LIVE FIRE

Utilize drill squares to practice these five steps. Watch closely for follow through and trigger resets. These are common shooter (new and experienced) errors. This is an easy place for new instructors to start working directly with shooters.

4.5.3 SHOOTING POSITIONS

4.5.3.1 PRONE

4.5.3.1.1 LESSON PLAN OVERVIEW

4.5.3.1.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

- State the advantages of the prone position
- Demonstrate the knowledge, skills and attitude to safely assume this position with a rifle
- Safely shoot a rifle using the fundamentals of rifle shooting at a target on a range from the prone position.
- Explain and demonstrate how to shift natural point of aim from the prone position.

4.5.3.1.1.2 LENGTH

20-30 minutes

4.5.3.1.1.3 FACILITY

Range

4.5.3.1.1.4 TRAINING MATERIALS

Demonstration rifle

4.5.3.1.1.5 REFERENCE

NRA The Basics of Rifle Shooting Handbook -- Part 2, Chapter 3 (pp 90)

4.5.3.1.2 PLAN OF INSTRUCTION

1. Explain pros and cons of the position and when you would use it
2. Have another coach model the position and highlight:
 - a. **Body lies facing target** and angled slightly to the trigger side
 - b. **Support hand** is loose and relaxed
 - c. **Support elbow** is extended, directly under the rifle
 - d. **Sling is taut and high on the bicep**
 - e. **Support leg** is extended straight back in line with the spine
 - f. **Firing side leg** is bent slightly, drawn up high to get the diaphragm off the ground
 - g. **Firing side hand** grips rifle firmly; rifle butt low in shoulder
 - h. **Cheek weld**
3. Practice the position
 - a. Dry practice
 - b. Drill target
4. Align the position with a target
 - a. Dry practice
 - b. Drill target

4.5.3.1.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: Support elbow directly under the rifle, relaxed, sight alignment

4.5.3.1.3.1 CHARACTERISTICS OF THE POSITION

The prone position is the steadiest of the four positions. Both elbows and the entire body are placed in contact with ground, thus providing a large area of support. The prone position should be used when maximum accuracy is required. It can be somewhat slower to get into than some of the other positions, and may not allow you to see the target in some terrain.

4.5.3.1.3.2 BUILDING THE POSITION

- To build the proper prone position, start by squaring your shoulders to the target. Turn your body 30-45 degrees to the trigger side. Adjust your mat to the proper index. Using your trigger hand to support you, drop down to your knees.
- Place the butt of the rifle on the ground in front of your knees and put the barrel in your trigger side shoulder pocket. The rifle is now supported so you may use your hands to set up your sling. Remember to place your support hand between the sling and the fore stock. Once you are slung up correctly, use your trigger hand to support your body down into prone.
- Relax and roll your support shoulder and plant your support elbow directly under the rifle. Still using your trigger hand on the ground for support, kick your feet straight back.
- Your support hand is relaxed letting the sling and elbow hold the rifle. If you cannot get your support elbow directly under the rifle, try indexing your body further.
- Your support leg is straight, in line with the spine.
- Your trigger side leg is drawn up high, rolling you onto your rib cage and providing room for your diaphragm to breathe.
- Use your trigger hand to push the butt of the rifle away from you just enough to clear the shoulder, then guide the butt of the rifle into your shoulder pocket. This should require some effort – if not the sling is too loose. Pull the butt of the rifle into your shoulder pocket firmly and plant your trigger side elbow firmly on the ground. Your shoulders should be roughly level.
- Your eye must be directly over the stock and aligned with your front and rear sight. Your ears should be level with the ground. There should be a slight roll of cheek over the top of the stock and you must come back to this same position every time – repeatable.
- If your head, eye and sights do not all align, make some adjustments to your stock so they do. A properly fit rifle is critical to marksmanship.

4.5.3.1.3.3 ADJUSTING THE POINT OF AIM IN THE POSITION

To adjust the natural point of aim in this position, the body rotates around the support elbow. It is easiest to think of shifting of the belt buckle forward and back (for elevation) or left and right (for windage).

4.5.3.1.3.4 LIVE FIRE PLAN & COACHING NOTES

Dry Fire

During a dryfire preparation period, coaches should assist students in assuming and fine tuning this position. Sometimes it is easier for the shooter (women in particular) to lie fully on their support side (think – taking a nap). This puts the elbow in the correct position and then they can roll the rest of the body into position.

Live Fire

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Utilize drill squares to practice the position. Watch closely for appropriate body position. Be sure to call out when students are doing something right; this reinforces the desirable position for all other students within earshot.

Once the groups begin to look acceptable, you can try a drill that requires the students to shift their NPOA in order to engage multiple targets.

4.5.3.2 SEATED OR KNEELING

4.5.3.2.1 LESSON PLAN OVERVIEW

4.5.3.2.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

- State the advantages of the seated or kneeling position
 - Demonstrate the knowledge, skills and attitude to safely assume the seated or kneeling position with a rifle
 - Safely shoot a rifle using the fundamentals of rifle shooting at a target on a range from the seated or kneeling position
 - Explain and demonstrate how to shift natural point of aim in the seated or kneeling position
-

4.5.3.2.1.2 LENGTH

20-30 minutes

4.5.3.2.1.3 FACILITY

Range

4.5.3.2.1.4 TRAINING MATERIALS

Demonstration rifle

4.5.3.2.1.5 REFERENCE

NRA The Basics of Rifle Shooting Handbook -- Part 2, Chapter 3 (pp 90)

4.5.3.2.2 PLAN OF INSTRUCTION

1. Explain pros and cons of the position and when you would use it
 2. Have another coach model the position and highlight:
 1. Crossed-leg Seated Position
 2. Crossed-ankle Seated Position
 3. Open Leg Seated Position
 4. Kneeling Position
 3. Practice the position
 1. Dry practice
 2. Drill target
 4. Align the position with a target
 1. Dry practice
 2. Drill target
-

4.5.3.2.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: Elbows on the target side of the knee, both elbows need support or use kneeling, find the combination that works for you

4.5.3.2.3.1 CHARACTERISTICS OF THE POSITION

The kneeling position is particularly useful in the field. It is quick to assume, steadier than standing and provides the clearance necessary to shoot over terrain such as tall weeds or brush.

The sitting position is a stable position because it provides support for both elbows. For hunters, sitting, like kneeling, provides more ground clearance than the prone position.

Due to different body geometries, there are a wide number of variations between individuals in this particular position.

4.5.3.2.3.2 BUILDING THE POSITION

Just like in prone, you need to start with a proper body index. Square your shoulders to your target and index your body about 40 degrees. Using your trigger hand for support, drop down into a crossed leg position; drawing your trigger side leg in first.

Lay the rifle across your lap with the trigger guard facing you and put on your sling. You may need to take 1-2" of length out of the sling from the prone position.

CROSS LEGGED

- Bending at the hips, keep your spine straight, lean forward and place your support elbow on the target side of the knee.
- Place the fore stock of the rifle onto the relaxed support hand; remember to trap your support hand between the sling and the fore stock of the rifle.
- Use your trigger hand to push the butt of the rifle away from you just enough to clear the shoulder, then guide the butt of the rifle into your shoulder pocket. This should require some effort – if not the sling is too loose. Pull the butt of the rifle into your shoulder pocket firmly and put your trigger side elbow on the target side of your trigger side knee. Your shoulders should be roughly level.
- Your eye must be directly over the stock and aligned with your front and rear sight. Your ears should be level with the ground. There should be a slight roll of cheek over the top of the stock and you must come back to this same position every time – repeatable.
- If the rifle is not straight up and down (canted) you may use your trigger hand to correct any cant. You may also move the fore stock of the rifle closer to the base of your relaxed fingers.
- To make windage NPOA adjustments, reach behind you with your trigger side hand to take the weight off of your bottom and pivot around your support elbow. For elevation you can move the butt of the rifle up or down in the shoulder pocket or slide your support hand forward or back on the fore stock. In cross-legged, legs can be moved in or out to increase/decrease elevation; using the boots as a fulcrum.
- Remember to check your NPOA after you have made an adjustment.

CROSS ANKLE

- If your body type doesn't allow you to stay in the crossed leg position, you may extend your legs into the crossed ankle position. Extend your trigger side leg as far as you can with your support leg on top. Draw your feet closer to your body until the outside of your support foot is in contact with the ground.
- Everything else about the position remains the same.

OPEN LEG

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- If you are having a hard time getting your trigger side elbow in contact with your knee – try the open leg position. Spread your feet to a wide base just beyond shoulder width. Draw your knees up until there is about 10” between the ground and the back of your knee. Your feet should be flat on the ground or heels dug into the ground.
- Windage NPOA adjustments are made by shuffling your feet with your bottom as the pivot point.
- Everything else about the position remains the same.

KNEELING

- Sometimes you need a little more height or you need to get into position very quickly. Use the kneeling position.
- Point your support toe at your target. Use your trigger hand for support, if necessary, and sit on your trigger side ankle. The ankle may be flat to the ground or you may sit on the heel depending on your footwear and flexibility. Your support shin should be as vertical as possible.
- Put your support elbow on the target side of the knee, directly under the rifle.
- Place the forearm of the stock of the rifle onto the relaxed support hand; remember to trap your support hand between the sling and the fore stock of the rifle.
- Use your trigger hand to push the butt of the rifle away from you just enough to clear the shoulder, then guide the butt of the rifle into your shoulder pocket. This should require some effort – if not the sling is too loose. Pull the butt of the rifle into your shoulder pocket firmly. There is no support for your trigger elbow. Allow your elbow to relax into a natural position.
- Your eye must be directly over the stock and aligned with your front and rear sight. Your ears should be level with the ground. There should be a slight roll of cheek over the top of the stock and you must come back to this same position every time – repeatable.

4.5.3.2.3.3 ADJUSTING THE POINT OF AIM IN THE POSITION

Adjusting NPOA for windage is generally made by shuffling the body left or right. Elevation is adjusted by moving the legs in or out or moving the support hand forward and back.

4.5.3.2.3.4 LIVE FIRE PLAN & COACHING NOTES

Dry Fire

During a dryfire preparation period, coaches should assist students in assuming and fine tuning this position. These positions are tricky and may require extra preparation.

Watch the trigger elbow. If it's not in contact with the body in some way or they are clearly using their quad muscles, help the shooter. Experiment with body index and move the feet closer or further apart. Sometimes getting into position without the rifle will help you spot what the correct index should be.

Elbows can also be placed into the pockets created by the back of the knees. Trigger side is what gets the most recoil. One or both elbows can be placed into the pockets created by the back of the knee(s) to adapt to body type or adjust gross elevation. This alteration is more vulnerable to recoil.

Live Fire

Utilize drill squares to practice the position. Watch closely for appropriate body position. Be sure to call out when students are doing something right; this reinforces the desirable position for all other students within earshot.

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Once the groups begin to look acceptable, you can try a drill that requires the students to shift their NPOA in order to engage multiple targets.

4.5.3.3 STANDING

4.5.3.3.1 LESSON PLAN OVERVIEW

4.5.3.3.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

- State the advantages of the standing position
- Demonstrate the knowledge, skills and attitude to safely assume the standing position with a rifle
- Safely shoot a rifle using the fundamentals of rifle shooting at a target on a range from the standing position
- Explain and demonstrate how to shift natural point of aim in the standing position

4.5.3.3.1.2 LENGTH

20-30 minutes

4.5.3.3.1.3 FACILITY

Range

4.5.3.3.1.4 TRAINING MATERIALS

Demonstration rifle

4.5.3.3.1.5 REFERENCE

NRA The Basics of Rifle Shooting Handbook -- Part 2, Chapter 3 (pp 82)

4.5.3.3.2 PLAN OF INSTRUCTION

1. Explain pros and cons of the position and when you would use it
2. Have another coach model the position and highlight:
 - a) Feet are shoulder width apart
 - b) Body weight distributed equally on both feet
 - c) Head and body are erect
 - d) Support arm is free from the body (free hand), or tucked into hip (arm rest)
 - e) Left hand under fore end supports weight of rifle; consider hasty sling use
 - f) Right hand grasps rifle grip
 - g) Butt of stock is positioned against shoulder so rifle sight is at eye level
3. Practice the position
 - a) Dry practice
 - b) Drill target
4. Align the position with a target
 - a) Dry practice
 - b) Drill target

4.5.3.3.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: Head erect, feet near perpendicular with target

4.5.3.3.1 CHARACTERISTICS OF THE POSITION

The free arm position is used when the time available to fire a shot is very short or when the target is moving such as in hunting shots. Once again, field conditions may dictate that you need to shoot from the standing position. The barrel is the furthest from the ground making this the least stable position. Your body is also subject to movement from influences like the wind.

A variant of the standing position known as the arm rest standing position provides a higher degree of stability and accuracy and is often used in competition events. This position places the support elbow against the support side of the body for additional bracing.

Finally, some marksmen utilize a squared up stance in which the shooter faces the target with little or no index. This is particularly common with shooters who have a background in action rifle competition events, the military, or law enforcement.

Because we are a practical field shooting program, our curriculum emphasizes the traditional free armed position. If students desire to work on a variant position they are welcome to practice those skills.

4.5.3.3.2 BUILDING THE POSITION

Key concepts: Build the stack, chest high, head level

- Square your shoulders to the target and index your body 90 degrees to the trigger side. Place your feet hip width apart and relax your knees. Roll your hips slightly forward putting your center of gravity directly over your heels.
- We recommend the hasty sling in the standing position; be aware that some competitions do not allow the use of a sling standing. The loop sling is acceptable but it is more difficult to use NPOA. You may need to take another 1-2" out of your sling for the standing position compared to the prone position.
- Place the fore stock of the rifle onto the relaxed support hand; remember to trap your support hand between the sling and the fore stock of the rifle.
- Keeping your chest high and your ears level, relax the shoulders and bring the butt of the rifle up to your head. The butt of the rifle may be planted very high in your shoulder pocket.
- Your eye must be directly over the stock and aligned with your front and rear sight. Your ears should be level with the ground. There should be a slight roll of cheek over the top of the stock and you must come back to this same position every time – repeatable.
- There is no support for your trigger elbow. Allow your elbow to relax into a natural position.
- Standing is generally considered a slow fire stage and you may get tired. It's okay to take a break. In competition you may have a 5 gallon bucket to set your rifle on or a bench. It's critical that you don't move your feet. Take a couple of deep breaths and keep going.
- If you have the luxury of a sling, simply remove your finger from the trigger guard, and bend slightly at the waist. Relax, take a few breaths and come back into position. If your feet haven't moved, your NPOA is still on.

4.5.3.3.3 ADJUSTING THE POINT OF AIM IN THE POSITION

Your pivot point for NPOA is your support foot. For windage move your trigger side foot right or left. For elevation, move your trigger side foot closer to your support foot or further away.

4.5.3.3.4 LIVE FIRE PLAN & COACHING NOTES

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Dry Fire

During a dryfire preparation period, coaches should assist students in assuming and fine tuning this position. Pay particular attention that students bring the rifle up to them rather than bending their head at an extreme angle.

Action shooters and law enforcement frequently bend forward at the waist and have their elbows at extreme angles. This is correct form for big, close, rapid fire targets. Point out the difference between action shooting and marksmanship. For LEO/military, they are also used to body armor.

Live Fire

Use a larger target to practice the position. Watch closely for appropriate body position. Be sure to call out when students are doing something right; this reinforces the desirable position for all other students within earshot.

Once the groups begin to look acceptable, you can try a drill that requires the students to shift their NPOA in order to engage multiple targets.

4.5.4 NATURAL POINT OF AIM (NPOA)

4.5.4.1 LESSON PLAN OVERVIEW

4.5.4.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

- Understand the value of NPOA in making consistent shots
- Explain how to check their NPOA

4.5.4.1.2 LENGTH

20-30 minutes

4.5.4.1.3 FACILITY

Range

4.5.4.1.4 TRAINING MATERIALS

Demonstration rifle, preferably with laser pointer

4.5.4.1.5 REFERENCE

<http://www.nrafamilyinsights.org/articles/Make-Natural-Point-Aim-Work>

4.5.4.2 PLAN OF INSTRUCTION

- Explain the principle of NPOA
- Explain how to check NPOA
- Demonstrate NPOA with a dummy rifle, ideally one with a laser
- Show how to shift NPOA
- Practice the position
- Dry practice
- Drill target

4.5.4.3 INSTRUCTIONAL NOTES

“Where the relaxed body will naturally place the shot”

KEY CONCEPTS: Relaxed, repeatable, cadence

- Putting multiple rounds in the same hole can be achieved by using your Natural Point Of Aim. The definition of NPOA is where the **relaxed** body will naturally place the shot. The keys to marksmanship are *relaxed* and *repeatable*.
- How do you find your NPOA? Close your eyes and build your position. Mentally start with your support hand and ensure everything is in proper position. Take a breath. Exhale fully, to the bottom of the breath (the most repeatable). Pause your breathing, RELAX and open your eyes.
- Wherever your front sight is – that **is** your Natural Point Of Aim. There is only one NPOA. You have it or you do not.

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- Chances are your front sight is not where you want it to be – you must make an adjustment. Imagine you are aiming a canon. You can't just move the barrel over slightly; you have to adjust the carriage of the canon.
- In the prone position, you will keep your support elbow pinned in place – this is your pivot point. Pick up your hips and make an adjustment to your carriage. If you want to move your Point Of Aim to the left, you must move your hips to the right. If you want to move your Point of Aim (POA) to the right, you must move your hips to the left. If you want to move your POA up, you must move your hips back. If you want to move your POA down, you must move your hips forward.
- After making an NPOA adjustment, you must verify the change. Close your eyes, take a breath, relax, open your eyes. If you are on target, take the shot. If not, make another NPOA adjustment. Repeat this process until you open your eyes and your front sight is exactly where you want it to be. With proper position and technique your front sight will return to this position naturally after every shot.
- Once we have aligned our NPOA with our target, we don't have to check it until we change targets or break position (like when we reload). All you need to take the next shot is a fresh breath.
- Breathe in, breathe out – squeeze; breathe in, breathe out – squeeze. This is shooting in cadence or rapid fire. If you need to shoot faster, breathe faster. Relaxed and repeatable – the keys to marksmanship.

4.5.4.3.1 LIVE FIRE PLAN & COACHING NOTES

Dry Fire

During a dry fire preparation period, coaches should assist shooters in acquiring their NPOA. Coaches can observe shooters close their eyes or even block the sights/scope with their hand. Block the sights in front of the front sight with an index card or similar to avoid putting your hand in front of the muzzle. After blocking the sight, ask shooters to validate that they are still on target.

If resources and time allow, it is helpful to allow students to experiment with a dummy rifle equipped with a laser.

Live Fire

Proper NPOA drills must have more than one target. Arranging targets so vertical and horizontal NPOA changes must be achieved is useful. You may also consider assigning shooters multiple backers to eliminate any possibility of muscling.

4.5.5 SHOT GROUP ANALYSIS

4.5.5.1 LESSON PLAN OVERVIEW

4.5.5.1.1 LEARNING OBJECTIVES

- By the end of this lesson, students should be able to...
- Identify vertical stringing and state corrective action.
- Identify horizontal stringing and state corrective action.
- Identify diagonal stringing and state corrective action.
- Identify a larger size group and state corrective action.

4.5.5.1.2 LENGTH

- 15 minutes

4.5.5.1.3 FACILITY

- Range or Classroom

4.5.5.1.4 TRAINING MATERIALS

- Targets with sample groups

4.5.5.1.5 REFERENCE

- Rifle Marksmanship Diagnostic and Training Guide, May 2011 Fort Benning Research Unit
www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA544533

4.5.5.2 PLAN OF INSTRUCTION

1. Explain value of being able to diagnose your own performance
2. ID common groups and the errors associated with them
 - a. Vertical
 - b. Horizontal
 - c. Diagonal
 - d. Larger Groups
3. Use lesson as an opportunity to reinforce fundamentals from earlier lessons

4.5.5.3 INSTRUCTIONAL NOTES

- KEY CONCEPTS: Self-diagnosis
- Vertical Stringing: Check breathing. Shooter is likely not firing at bottom of breath cycle.
- Horizontal Stringing: Check trigger control. Shooter may be jerking trigger.
- Diagonal Stringing: Many possible causes. Check sling, flinching, cant of rifle.
- Large Groups: Check NPOA, position stability, sight picture and hold control (focus on front sight).

4.5.6 BASIC MINUTES OF ANGLE (MOA): 25 YARD ZEROING PROCEDURES

4.5.6.1 LESSON PLAN OVERVIEW

4.5.6.1.1 LEARNING OBJECTIVES

- By the end of this lesson, students should be able to...
 - State the relationship between MOA and inches at 25 yards
 - Calculate and make sight adjustments at 25 yards
-

4.5.6.1.2 LENGTH

- 15 minutes
-

4.5.6.1.3 FACILITY

- Range or Classroom
-

4.5.6.1.4 TRAINING MATERIALS

- Whiteboard; 25 yard drill targets
-

4.5.6.1.5 REFERENCE

- <http://nssf.org/video/facts/MOA.cfm>
-

4.5.6.2 PLAN OF INSTRUCTION

1. Show how to measure how far off center a group is
2. Explain the concept of MOA
3. Convert the inches from step #1 into MOA
4. Convert MOA into clicks for sights or scopes

4.5.6.3 INSTRUCTIONAL NOTES

- *How to move your Point Of Impact (the holes in paper) to match your Point Of Aim or zeroing your rifle*
- **KEY CONCEPTS:** Minute Of Angle is ~1" per 100y, translating Inches into Minutes into Clicks, Front Opposite, Rear the Same (FORS).
- **Step 1:** Identify the group. Draw a box around your group (you may ignore called flyers). Draw an X from the corners of your box to find the center of your group.
- **Step 2:** Identify how many inches you would like your group to move up or down (elevation) and how many inches you would like your group to move left or right (windage).
- **Step 3:** Determine what 1 MOA is at the distance you are currently shooting.
What is a Minute Of Angle? There are 360 degrees in a circle. 1 degree is about 60 inches at 100 yards. Since this is too big a measurement to work with we will divide that degree into minutes. Minute is French for 1/60th. What is 1/60th of 60"? **A MINUTE OF ANGLE IS 1" *PER* 100 YARDS.** (It's actually 1.047" but 1" is good enough for our purposes).
What distance did you shoot this group at? What is 1 MOA at this distance?
- **Step 4:** Determine how many minutes you want to move your group and in which direction – remember to do this for both windage and elevation. Write it down.
- **Step 5:** Determine how your sighting system works. Typical military sighting systems will be 1 click per minute. Your scope may be 4 (1/4" @100y) or 8 (1/8" @100y) clicks per minute. Your red dot or tech sights may be 2 clicks per minute.
- **Step 6:** Input the correct sight adjustment into your sighting system. Be sure to write down your adjustments. For iron sights, if you are working with your front sight – you need to move your sight in the OPPOSITE direction of the change you want to make. If you are working with your rear sight – you need to move the sight in the SAME direction of the change you want to make. You can use the acronym FORS (Front Opposite, Rear the Same) to help you remember.
- Remember, you must have a decent group (~6 MOA) before making a sight adjustment. You may find that, as you start to implement some of the techniques of marksmanship, you need to make sight adjustments throughout the day – that's okay. Just do it smartly using Inches, Minutes and Clicks.
- **Instructor note:** For drift adjustable sights, draw a reference line on the sight and the barrel. Have the student use a punch and hammer (scale of 1-10 you need about a 7 to move a stock Ruger sight). You will know you have moved the sight when the line on the barrel no longer is in alignment with the mark on the sight. The width of a piece of paper is about 1 MOA at 25 yards.
- **Instructor note:** Do not over-complicate this lesson. The intent is for students to be able to make sight adjustments at 25 yards. Based on your students and instructional flow it may make sense to defer some of the content in this lesson until the discussion of "intermediate IMC."
- **Instructor note:** Some scopes may be calibrated in mils. There are 3.6 MOA in a Mil (milliradian) – this is an oversimplification but will work for our purposes.

4.5.7 INTERMEDIATE MINUTES OF ANGLE DISCUSSION

4.5.7.1 LESSON PLAN OVERVIEW

4.5.7.1.1 LEARNING OBJECTIVES

- By the end of this lesson, students should be able to...
- State the relationship between MOA and inches at ranges from 25 to 600 yards
- Convert between inches and MOA at ranges from 25 to 600 yards

4.5.7.1.2 LENGTH

- 15 minutes

4.5.7.1.3 FACILITY

- Range or Classroom

4.5.7.1.4 TRAINING MATERIALS

- Whiteboard; 25 yard drill targets

4.5.7.1.5 REFERENCE

- <http://nssf.org/video/facts/MOA.cfm>

4.5.7.2 PLAN OF INSTRUCTION

1. Explain the concept of MOA
2. Establish the baseline of 1 MOA at 100 Yards = 1"
3. From that baseline, calculate various conversions at ranges from 25-400 yards

4.5.7.3 INSTRUCTIONAL NOTES

- This lesson reinforces and builds upon the previous discussion. It sets the stage for discussion of firing out to the Rifleman's Quarter Mile. It is ideal as a review on day two of a two-day class. Students should now have a firm grasp of MOA at 25 yards, so applying the concept at different ranges should be straightforward. At the instructor's option it can be incorporated into the basic discussion.

4.5.8 FUNDAMENTALS OF KNOWN DISTANCE SHOOTING: APPLICATION OF IMC

4.5.8.1 LESSON PLAN OVERVIEW

4.5.8.1.1 LEARNING OBJECTIVES

- By the end of this lesson, students should be able to...
- State typical ballistic trajectories for common rifles
- Explain how to compensate for ballistic drops
- Explain the concept of “battle sight zero” or “maximum point blank range”
- Gather and record data for “come ups” at various ranges

4.5.8.1.2 LENGTH

- 15 to 30 minutes + 45 minute live fire exercise

4.5.8.1.3 FACILITY

- Range or Classroom

4.5.8.1.4 TRAINING MATERIALS

- Whiteboard; 25 yard drill targets

4.5.8.1.5 REFERENCE

- <http://nssf.org/video/facts/MOA.cfm>

4.5.8.2 PLAN OF INSTRUCTION

1. Fundamentals: Ballistic Arc of Bullet
2. Typical Drops (3-3-3-4, 2-2-3-3)
3. Techniques to Compensate
 - a. Dial in Comeups
 - b. Battle Sight Zero
 - c. Kentucky Windage
4. Other Effects at Distance
5. Data on Personal Equipment (DOPE)
6. Live Fire and DOPE Collection

4.5.8.3 INSTRUCTIONAL NOTES

- *Why IMC is important*
- **KEY CONCEPTS:** Near zero/far zero, standard come ups (3, 3, 3, 4/2, 2, 3, 3), Custom come ups (DOPE), Kentucky Windage, Battle Sight Zero

4.5.8.3.1 FUNDAMENTALS

- Why do we care about mathematical sight adjustments? Why not just ‘guess and check’? If you are only going to shoot at static targets at a fixed distance – zero your rifle at that distance and forget everything else we taught you about IMC. However, if you intend to shoot at varying distances or in windy conditions you need to understand Inches, Minutes and Clicks.
- Where does the angle come from anyway? Aren’t we shooting in a straight line?
- Due to gravity, we must angle our barrel up and lob our projectile at the target. Think of this like throwing a football. If you threw the ball directly at the recipient, the ball would hit their feet. We correct for this by throwing high. The further out the recipient is, the higher we must throw the ball.
- Imagine a straight line between you and your target – line of sight. Now, think about your sights; the rear sight is higher than the front **angling** the barrel up. If you draw the arc that the bullet takes (just like the football) you will see that the bullet crosses your line of sight twice. The first time is called your near zero. The second time is called your far zero.

4.5.8.3.2 TYPICAL BALLISTIC DROPS

- **“3-3-3-4.”** Gravity is very predictable. Generally speaking there is 3 MOA drop between 100 and 200 yards. There’s an additional 3 MOA drop between 200 and 300 yards. There’s an additional 3 MOA drop between 300 and 400 yards; and there is a 4 MOA drop between 400 and 500 yards. These are what’s known as the standard come ups.
- **“2-2-3-3.”** For rifles with a high sight height and flat shooting trajectory such as the AR15 you will want to use 2, 2, 3 & 3.
- **.22 LR:** A .22 LR zeroed at 25 yards will typically also be zeroed at 50 yards. It will be about 2.5 MOA low at 75 yards, an additional 2.5 MOA low at 100 yards, an additional 4 MOA low at 125 yards, and an additional 4 MOA low at 150 yards. Hence: **0, 2.5, 2.5, 4, 4**. There is very wide variance in .22 LR rifles and ammunition so this rule of thumb is very approximate.
- Your Rifle, Ammunition, and Sights may be different. The only way to know is to check with live fire. Online ballistics calculators can also be of some help.

4.5.8.3.3 TECHNIQUE ONE TO COMPENSATE: DIAL IN COME UPS

- If your rifle is zeroed at 100 yards, and you know your target is at 300 yards, you could simply dial in the correct number of MOA adjustments based on the standard comeups. In this example, with our AR-15, we would dial in 4 MOA of elevation adjustment (2+2).
- The advantage of this technique is that it can be quite precise.
- The disadvantage is that it is slow and can lead to errors.

4.5.8.3.4 TECHNIQUE TWO TO COMPENSATE: BATTLE SIGHT ZERO OR MAX POINT BLANK RANGE

- If your rifle is zeroed at, say, 25 yards, the bullet will be on target at 25 yards, arcing high to an apogee, then cross the zero again at 300 yards for an AR-15 or other high sights type rifle (200 yards for a low iron sights type rifles like an M1 Garand, M1A or M14).
- Experience tells us that if your near zero is 25 yards then your far zero will be about 300 yards for an AR-15 type or other high sights rifle. Assuming we have a 20" target and we hit dead center at 300 yards but my target is only 200 yards away – using the standard come ups for an AR-15 (2-2-3-3), am I going to hit high or low? High; how high? 2 MOA. What is 2 MOA at 200 yards? 4"; on my 20" target did I hit? Yes.
- My target is now 100 yards away. Without changing my 300 yard zero and using the standard come ups for an AR-15 (2-2-3-3), am I going to hit high or low? High; how high? 4 MOA. What is 4 MOA at 100 yards? 4"; on my 20" target did I hit? Yes.
- My target is now 400 yards away. Without changing my 300 yard zero and using the same standard come ups, am I going to hit high or low? Low; how low? 3 MOA. What is 3 MOA at 400 yards? 12"; on my 20" target did I hit? Yes.

4.5.8.3.5 TECHNIQUE THREE TO COMPENSATE: KENTUCKY WINDAGE OR HOLDING OVER

- Now on that last example we were going to hit 16" low. Lets' say we had a 20" square steel plate. Assuming we are aiming for the center of the plate, we would have hit dirt. What can we do? Well, if you know you are going to hit 16" low, you can aim 16" high. This is called Kentucky Windage. It's expedient, but is it the most accurate? No; the most accurate would be to make a 4 MOA sight adjustment and aim for the center. This is why you need to understand Inches, Minutes and Clicks.

4.5.8.3.6 COMBINED TECHNIQUES: AR-15 BSZ EXAMPLE

- You can combine all three techniques. Here is an example with the AR-15 with A2 sights zeroed at 25 yards.
- From 25 yards to 300 yards we know our rounds will be up to 7" high as they arc towards apogee. So at these ranges we can compensate by holding low.
- Outside of 300 yards, we know that the bullet will be dropping rapidly. Fortunately, the A2 sight system has a wheel for rapid elevation adjustments. We can dial in the correct MOA to get on target out to 600 yards.

4.5.8.3.7 OTHER EFFECTS AT DISTANCE

- Wind is Most Significant: A cross wind will push the bullet off course about 1 MOA per 10 MPH per 100 yards. So if you are shooting a target at 400 yards with a 10 MPH crosswind, the round will be off by 4 MOA – 16 inches!
This is a rule of thumb. Wind doping and corrections is a discussion that could take up many pages.
- Shooting Uphill or Downhill: Rule of Thumb – aim low to avoid overshooting on hills.

4.5.8.3.8 LEARNING ABOUT YOUR RIFLE

- We've given you the standard come ups and they will get you on paper, but you need to build your own custom come up table for your rifle. To do this, you will need a data log book. Then document your 25 yard zero and move your target out to 100 yards. Shoot a group and see where it hits. We expect it to be about 6" high but what is reality? Measure, calculate, and write it down. When you have your 100 yard zero move your target out to 200 yards. Shoot another group and see where it hits. Measure, calculate, and write it down.

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Repeat this process out as far as you want, in whatever increments you want. This process is called getting DOPE. When you are satisfied that you have the come ups for your rifle/ammunition combination – build a table in Excel that you can laminate onto your stock so you have that data when you are in the field.

- **Instructor Note:** Standard come ups are not caliber specific, it really has more to do with the center line of the sighting system to the center line of the barrel. High mounted scopes or carry handle style iron sights will have similar come ups vs. low mounted irons on say the M1 Garand.
- BSZ is a hotly debated topic 250, 275, 300 yards there's no 'right' answer. 25/300, documented above, is chosen for simplicity.

4.5.8.3.9 LIVE FIRE

- Fire groups at 25/100/200/300/400 yards. Do not have shooters make sight adjustments. The purpose is to gather data on where each student's rifle groups at that range.
- For rimfire shooters, the same procedure can be used at 25/50/75/100 yards.
- Pause during live fire to mark hits and calculate IMC. Point out when the "far zero" is reached.
- Fire groups from prone in a slow fire manner. Shooters struggling to get "on paper" at these ranges can use a rest. The purpose of this exercise is to teach the students how to get DOPE.

4.6 BASIC PISTOL MARKSMANSHIP INSTRUCTIONAL MODULES

4.6.1 OVERVIEW

Basic Pistol Marksmanship begins with a solid understanding of safety rules, pistol operation, and ammunition. This baseline knowledge provides a safety layer which can then be built upon.

Pistol Marksmanship then consists of three broad pillars which form a foundation for all other activities.

1. Fundamentals of Shooting a Pistol (aka the “Five Fundamentals”)
2. Grip & Shooting Positions
3. Natural Point of Aim

The concept of “Natural Point of Aim,” while less important than with rifle shooting, is also a key fundamental to understand and apply.

After the pillars are mastered, the basic marksman must learn a few more additional skills:

4. How to analyze groups for errors
5. Resolving basic malfunctions

All of these subjects are covered with lesson plans in this section. Together these modules form the core of a Revere’s Marksmen Basic Pistol class. They can also be used separately as review material or as parts of other classes.

Dry fire is a useful practice, but students should ensure it is safe in their firearms. Consider the use of dummy rounds where indicated by the owner’s manual.

Safety Techniques:

- Chief instructors must carefully review and adhere to the RR Range Operations SOP. Several items specific to pistols (for example, use of drop safe firearms) are critical. Due to the short barrels on pistols, unsafe situations can develop rapidly, so continuous safety focus is critical.
- Student/RSO Ratio: Classes with large numbers of new shooters such as half day events should strive for a 2 student to 1 RSO ratio during live fire. Even with the full day classes, the first few events of the day may be wisest to shoot in relays if needed to get to a 2/1 ratio and allow students to serve as additional safety monitors backing up the RSOs. This allows you to identify which students are struggling with safety rules and put extra attention on them. After gauging participant skill levels, up to a 10/1 ratio is acceptable and in accordance with NRA competition policies, but the Event Director must use their judgment and ensure the ratio makes sense for their team, the shooters, and the facility. Likewise, at the end of the day when students are tired, it may be wise to go back to relays to allow for a 2/1 ratio.
- Multiple shots: For the first few drills of the day, consider loading pistols with only one shot at a time. This allows instructors to reinforce fundamentals and evaluate student proficiency with less complexity and risk. As students get a firm grip on the pistol and build solid positions, move to loading multiple rounds in magazines/cylinders.

4.6.2 FUNDAMENTALS OF SHOOTING A PISTOL (AKA THE “FIVE FUNDAMENTALS”)

4.6.2.1 LESSON PLAN OVERVIEW

4.6.2.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. Explain the fundamentals of pistol shooting:
 - a. Explain the proper sight alignment for their sights or optic
 - b. Describe when in the breath cycle they should take a shot
 - c. Explain the importance of hold control
 - d. Describe how to engage the trigger
 - e. Explain what to do during the follow through after a shot is fired
2. Demonstrate the five fundamentals of shooting a pistol

4.6.2.1.2 LENGTH

20-30 minutes

4.6.2.1.3 FACILITY

Range

4.6.2.1.4 TRAINING MATERIALS

Student handouts

4.6.2.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2 Chapter 1 (pp 66-70)

NRA Basic Pistol Shooting Course – Lesson II, Section G

4.6.2.2 PLAN OF INSTRUCTION

1. Provide overview of the five fundamentals
2. Lecture
 - a. Aiming
 - b. Breath Control
 - c. Hold Control
 - d. Trigger Control
 - e. Follow Through
3. Review learning objectives
4. Live fire plan
 - a. Dry practice
 - b. Drill target

4.6.2.3 INSTRUCTIONAL NOTES

4.6.2.3.1 AIMING

Shooting Sports – American History – Civic Engagement

Aiming is the process of achieving the proper relationship between the target, front sight, and rear sight.

4.6.2.3.1.1 SIGHT ALIGNMENT

Sight alignment is the relationship between the pistol's front and rear sights.

1. Typical Post-and-Notch Sights: The top of the front sight is even with the top of the rear sight, the post is centered in the notch, and equal amounts of light on both sides.
2. Telescopic sight: Head positioned so you can clearly see the entire field of view (i.e. no shadow)

4.6.2.3.1.2 SIGHT PICTURE

Sight picture is the relationship between the aligned sights and the target. It is best to keep both eyes open while aiming, as more light is available to the eyes, depth perception is better, and facial contortions and muscle tensions are eliminated. A small piece of frosted tape on the inside of the lens of safety glasses can relieve eye strain if needed.

1. 6:00 Hold: In traditional bullseye shooting, the aligned iron sights are placed at the 6:00 position in relation to the round black bull.
2. Center of Mass: In target sports such as pistol silhouette, cowboy action, and practical pistol shooting, the aligned sights are placed on the center area of the target. This sight picture is also used for defensive shooting purposes. Shooters with optical sights or red dots put the crosshairs or dot exactly at the spot on the target where a hit is desired.

Either sight picture may be used. For Revere's Riders events, we recommend the center of mass hold.

The front sight should be clear and crisp. The target and rear sight will be blurry. This is because your eye can only focus on one object any time.

4.6.2.3.2 BREATH CONTROL

Breath control means pausing your breathing before you fire a shot. Breathing causes your body to move which makes it impossible to get a steady sight picture. We want you to exhale normally; the bottom of the breathing cycle, when your lungs are empty, is the most relaxed and repeatable. Your natural breathing cycle is a breath every 3-8 seconds. If you hold your breath longer your muscles will start to shake and your vision will blur. If you're not able to fire the shot within this time, simply take a breath and repeat.

Of note, the NRA suggests expelling half a breath rather than the whole breath (pp 67). For the sake of consistency with our rifle program as well as consistency for the shooter from shot to shot, we suggest a full exhalation.

In any situation where the shooter may need to fire a shot quickly, under mental or physical stress, the heart will be pounding and lungs demanding air. Under these circumstances, breath control involves simply stopping breathing and holding it. Breathing should simply cease momentarily while the shot(s) are being fired. This will steady the position and allow for a quick shot or series of shots.

4.6.2.3.3 HOLD CONTROL

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Control is the process of maintaining the correct relationship between the shooter, gun, and target. Hold control requires great focus and concentration. Maintaining a consistent sight picture (with a focus on the front sight), practice, and mental discipline are essential to achieving hold control.

Hold control is achieved through a proper grip, well balanced and stable shooting position, and extensive practice. Physical fitness can also contribute. Some shooters make the mistake of firing a long string of shots without allowing the arm and shoulder muscles to rest. Shooters should fire only a few shots, then lower the gun (to the guard position with proper muzzle discipline) and rest.

Note: NRA discusses this very abstract concept, and the verbiage above is from NRA. This is best explained using keywords like “focus on the target,” “concentrate,” or “consistency.”

4.6.2.3.4 TRIGGER CONTROL

Squeeze the trigger straight back in a smooth controlled motion until the pistol fires.

1. The index finger is placed so that the trigger is halfway between the tip of the finger and the first joint.
2. The trigger is squeezed straight to the rear in a smooth, continuous manner without disturbing sight alignment. Pressure should be applied evenly, not in a start and stop manner.
3. The shooter should not be able to predict when the gun will fire. Each shot should come as a surprise.

When you are at full exhale and your sights are on the target it is time to squeeze the trigger. Keep your eyes focused on the front sight or reticle and start applying pressure to the trigger until the shot breaks.

There are some variants to the above guidelines:

1. Situations where slow gradual pull is not appropriate (hunting, defensive encounter, etc): Trigger control should still be practiced. Control involves speeding up the process of squeezing the trigger without jerking or flinching. The time period will be compressed. The Modern Technique refers to this as a “compressed surprise break.”
2. Single action shooting: The trigger should be pulled using the middle of the last pad of the trigger finger rather than the position described above.

4.6.2.3.5 FOLLOW THROUGH

When the shot breaks it's critical that you ride the trigger all the way to the point it stops. Any movement of the trigger after it reaches the stop will distort the shot. Trap the trigger and ride the recoil. This is called follow through.

4.6.2.3.5.1 TRIGGER RESET

While you are taking your next breath, in preparation for the next shot; release only enough pressure on your trigger finger until you feel the trigger reset. You are now ready for your next shot.

4.6.2.3.5.2 CALL THE SHOT

If the shooter focuses on the front sight and follows through correctly, the shooter should be able to call their shots, that is, indicate their location on the target before looking at the bullet hole.

4.6.2.3.6 LIVE FIRE PLAN

4.6.2.3.6.1 DRY FIRE AND TRIGGER RESET DRILL

If students are unfamiliar with the concept of trigger reset, then a dry practice drill can be conducted. Have students apply all five steps and press the trigger for a single dry shot. After the hammer drops, have a coach or partner manually cycle a semiautomatic firearm's action while the student keeps the trigger trapped to the rear. After the action has been cycled, the student can gradually release the trigger which allows them to hear and feel the sear reset. This concept can also be demonstrated using a "clicky pen."

4.6.2.3.6.2 LIVE FIRE

Utilize drill targets to practice these five steps. Watch closely for follow through and trigger resets. These are common shooter (new and experienced) errors. This is an easy place for new instructors to start working directly with shooters.

4.6.3 TWO HANDED GRIP

4.6.3.1 LESSON PLAN OVERVIEW

4.6.3.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. Demonstrate an appropriate two handed pistol grip

4.6.3.1.2 LENGTH

20-30 minutes

4.6.3.1.3 FACILITY

Range

4.6.3.1.4 TRAINING MATERIALS

Demonstration pistol

4.6.3.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2, Chapter 9 (pp 64-65)

4.6.3.2 PLAN OF INSTRUCTION

1. Explain the grip
2. Demonstrate the grip
3. Practice the drill
 1. Dry practice
 2. Drill target

4.6.3.3 INSTRUCTIONAL NOTES

“Consistency”

KEY CONCEPTS: Control, consistent

1. Grasp pistol behind the muzzle in the support hand
2. Make a “Y” in the thumb and fingers of the firing hand
3. Place the gun’s backstrap firmly in the web of the firing hand
4. Bring the support hand around the front of the grip
5. Overlie and overlap support hand fingers over the firing hand fingers; knuckles of the second joint of the support hand should be roughly aligned with same knuckles of firing hand

4.6.3.3.1 LIVE FIRE PLAN & COACHING NOTES

4.6.3.3.1.1 DRY FIRE

During a dry fire preparation period, coaches should assist shooters in building a proper grip. With semiauto pistols, the support hand thumb should lie directly forward of and below the shooting-hand thumb. With revolvers, the support thumb crosses and lies directly atop the firing thumb. For pistols with thumb safeties such as 1911s, the thumb rides on top of the safety.

Grips may vary from pistol to pistol and position to position. Coaches should help check grips to make sure they are consistent and provide control. Check for white knuckles and shaking hands; these are indications of a grip that is too tight. “Dangling” pistols that droop or seem uncontrolled are examples of grips which are too loose.

4.6.3.3.1.2 LIVE FIRE

To practice, use a drill target. Coaches should watch hands carefully for signs of inappropriate grips.

4.6.4 SHOOTING POSITIONS: BENCHREST

4.6.4.1 LESSON PLAN OVERVIEW

4.6.4.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. State the advantages of the benchrest position
2. Demonstrate the knowledge, skills and attitude to safely assume this position with a pistol
3. Safely shoot a pistol using the fundamentals of pistol shooting at a target on a range from the benchrest position.
4. Explain and demonstrate how to shift natural point of aim from the benchrest position.

4.6.4.1.2 LENGTH

20-30 minutes

4.6.4.1.3 FACILITY

Range

4.6.4.1.4 TRAINING MATERIALS

Demonstration pistol

4.6.4.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 3, Chapter 11 (pp 77)

4.6.4.2 PLAN OF INSTRUCTION

1. Explain pros and cons of the position and when you would use it
2. Have another coach model the position and highlight:
 - a. Head erect
 - b. Back straight
 - c. Feet solidly on the ground
 - d. Arms extended
 - e. Pistol in proper two-handed grip at eye level
 - f. Wrists supported by rest
3. Practice the position
 - a. Dry practice
 - b. Drill target
4. Align the position with a target
 - a. Dry practice
 - b. Drill target

4.6.4.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: Stable support, stool and bench at comfortable height, head erect, back straight, arms relaxed

4.6.4.3.1 CHARACTERISTICS OF THE POSITION

The benchrest position is the steadiest positions. This fundamental pistol can be used to zero a pistol, help novice shooters master the five fundamentals, and allow for maximum accuracy when a rest is available. Variants of this position can be used when an improvised rest or barricade is available.

4.6.4.3.2 PREPARING TO USE THE POSITION

1. Shooting Bench: A bench 30-36" high with sufficient space for the shooter's elbows, rests, and other equipment. The bench must be sturdy; card tables, planks across sawhorses, etc are not steady enough.
2. Chair or Stool: This should be high enough so that half of the torso is above the bench. The feet should be flat on the floor, with an angle at the knee joint of 80-90 degrees.
3. Rest: A rest should support the pistol. Rests can range from simple sandbags to more elaborate devices. The barrel of the pistol should protrude at least 2" beyond the rest.
4. Elbow Pad: Hard-recoiling pistols can lift the shooting hands and drive elbows downward. For extended sessions with centerfire pistols, an elbow pad is recommended.

4.6.4.3.3 BUILDING THE POSITION

1. Head: Erect
2. Back: Straight
3. Feet: Solidly on ground
4. Arms: Extended and relaxed
5. Grip: Two handed at eye level
6. Wrists: Supported by sandbag rest

4.6.4.3.4 LIVE FIRE PLAN & COACHING NOTES

4.6.4.3.4.1 DRY FIRE

During a dryfire preparation period, coaches should assist students in assuming and fine tuning this position.

4.6.4.3.4.2 LIVE FIRE

Utilize drill targets to practice the position. Watch closely for appropriate body position. Be sure to call out when students are doing something right; this reinforces the desirable position for all other students within earshot.

4.6.5 SHOOTING POSITIONS: ISOCELES

4.6.5.1 LESSON PLAN OVERVIEW

4.6.5.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. State the advantages of the standing isoceles position
2. Demonstrate the knowledge, skills and attitude to safely assume the standing isoceles position with a pistol
3. Safely shoot a pistol using the fundamentals of pistol shooting at a target on a range from the standing isoceles position
4. Explain and demonstrate how to shift natural point of aim in the standing isoceles position

4.6.5.1.2 LENGTH

20-30 minutes

4.6.5.1.3 FACILITY

Range

4.6.5.1.4 TRAINING MATERIALS

Demonstration firearm

4.6.5.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2, Chapter 12 (pp 83)

4.6.5.2 PLAN OF INSTRUCTION

1. Explain pros and cons of the position and when you would use it
 - a. Have another coach model the position and highlight key aspects
2. Practice the position
 - a. Dry practice
 - b. Drill target
3. Align the position with a target
 - a. Dry practice
 - b. Drill target

4.6.5.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: Weight equally distributed on both feet, feet perpendicular to target, body straight or leaning forward, head erect, pistol at eye level, two handed grip, arms extended

4.6.5.3.1 CHARACTERISTICS OF THE POSITION

The standing isosceles position is one of the two basic standing positions. Under stress, many shooters instinctively adopt a modified form of this position. It is natural and easy to assume. Simply standing from a benchrest position puts most shooters in an approximation of this position.

4.6.5.3.2 BUILDING THE POSITION

The position is so-named because from above, the extended arms resemble an isosceles triangle.

1. Feet: Shoulder width apart, feet and shoulders square with target
2. Knees: Slightly bent
3. Weight: Slightly forward on balls of the feet
4. Grip: Two handed. Recoil is mitigated in this position by the straight alignment of both wrists behind the pistol into the arms; there is no or less need for “push-pull” tension as experienced in the weaver position.
5. Arms: Fully extended
6. Head: Erect, not hunched; shoulders at normal height (not raised), pistol raised to eye level

The modern or modified isosceles varies the basics above. The modern isosceles features a more aggressive lean with shoulders forward of the hips. The arms are straight directly behind the pistol or slightly bent like a boxer. The support foot is placed about six inches in front of the firing side foot.

4.6.5.3.3 ADJUSTING THE POINT OF AIM IN THE POSITION

Pivot at the waist. The upper body acts like a turret, easily rotating to the right or the left. The isosceles position and its variants allow maximum peripheral vision and ability to pivot in all directions.

4.6.5.3.4 LIVE FIRE PLAN & COACHING NOTES

4.6.5.3.4.1 DRY FIRE

During a dryfire preparation period, coaches should assist students in assuming and fine tuning this position.

4.6.5.3.4.2 LIVE FIRE

Utilize drill targets to practice the position. Watch closely for appropriate body position. Be sure to call out when students are doing something right; this reinforces the desirable position for all other students within earshot.

Once the groups begin to look acceptable, you can try a drill that requires the students to shift their position in order to engage multiple targets.

4.6.6 SHOOTING POSITIONS: WEAVER

4.6.6.1 LESSON PLAN OVERVIEW

4.6.6.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. State the advantages of the weaver position
2. Demonstrate the knowledge, skills and attitude to safely assume the weaver position with a pistol
3. Safely shoot a pistol using the fundamentals of pistol shooting at a target on a range from the weaver position
4. Explain and demonstrate how to shift natural point of aim in the weaver position

4.6.6.1.2 LENGTH

20-30 minutes

4.6.6.1.3 FACILITY

Range

4.6.6.1.4 TRAINING MATERIALS

Demonstration pistol

4.6.6.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2, Chapter 12 (pp 85)

4.6.6.2 PLAN OF INSTRUCTION

1. Explain pros and cons of the position and when you would use it
2. Have another coach model the position and highlight:
 - a. Stance (asymmetric boxer's)
 - b. Grip (push-pull)
 - c. Elbows (tucked in, flexed down)
 - d. Head (erect or tilted as needed to see sights)
3. Practice the position
 - a. Dry practice
 - b. Drill target
4. Align the position with a target
 - a. Dry practice
 - b. Drill target

4.6.6.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: "Push Pull" tension between hands in grip, bent elbows, asymmetric foot position

4.6.6.3.1 CHARACTERISTICS OF THE POSITION

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The Weaver position is named for LA County Sheriff's deputy Jack Weaver, who originated it in the late 1950s. This position gives considerable support to the firearm, enhances recoil absorption, and gives excellent balance and mobility. Notable disadvantages include the requirement for more muscle input than the isosceles and possibilities for difficulties by cross-dominant shooters.

While less popular than the isosceles position in modern competition and defensive pistol usage, some students may feel comfortable with this position, or a hybrid between this and an isosceles. Instructors may teach either or both positions.

4.6.6.3.2 BUILDING THE POSITION

Key concepts: Boxer's stance, firing side rearward, knees flexed, weight forward

1. Body placed in rough boxer's stance, foot on firing side placed rearwards, support-hand shoulder angled toward target
2. Knees slightly flexed; weight forward on balls of feet
3. Pistol in two-handed grip; elbows bent (support-hand elbow slightly downward), pistol closer to body than isosceles; bent elbow serves as "shock absorber" for recoil
4. Head may tip slightly to see sights
5. "Push-Pull:" Firing hand is pushed forward, support hand pulls rearward – creates stability
6. Variants: Body position will alter this basic setup. Variants include only blading the upper body to more or less of a degree, head fully erect, angled head, and varying degrees of flexion in the elbows

4.6.6.3.3 ADJUSTING THE POINT OF AIM IN THE POSITION

The asymmetric nature of this position requires an extra-careful check of Natural Point of Aim. Shooters should check NPOA. To change targets, the elbows can be bent. The upper body may be able to rotate (easier to the firing side). As a last resort, the foot position can be changed.

4.6.6.3.4 LIVE FIRE PLAN & COACHING NOTES

4.6.6.3.4.1 DRY FIRE

During a dryfire preparation period, coaches should assist students in assuming and fine tuning this position. Pay particular attention to the "push-pull" isometric tension of the position. The elbows should be tucked in close to the body or flexed downward, not splayed out to the sides.

4.6.6.3.4.2 LIVE FIRE

Use a larger target to practice the position. Watch closely for appropriate body position. Be sure to call out when students are doing something right; this reinforces the desirable position for all other students within earshot.

Once the groups begin to look acceptable, you can try a drill that requires the students to shift their NPOA in order to engage multiple targets or move to smaller targets.

4.6.7 SHOOTING POSITIONS: LOW READY

4.6.7.1 LESSON PLAN OVERVIEW

4.6.7.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. State the advantages of the low ready position
2. Demonstrate the knowledge, skills and attitude to safely assume the low ready position with a pistol
3. Be prepared to transition from the low ready to a firing position, or from a firing position back to the low ready

4.6.7.1.2 LENGTH

10-20 minutes

4.6.7.1.3 FACILITY

Range

4.6.7.1.4 TRAINING MATERIALS

Demonstration pistol

4.6.7.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2, Chapter 12 (pp 86)

4.6.7.2 PLAN OF INSTRUCTION

1. Explain pros and cons of the position and when you would use it
2. Have another coach model the position and highlight:
 - a. Feet (squared up or asymmetric depending on preferred firing position)
 - b. Arms (extended, down at 45 degree angle)
 - c. Grip (two handed)
 - d. Head (erect, unobstructed view)
3. Practice the position
 - a. Dry practice
 - b. Drill target
4. Align the position with a target
 - a. Dry practice
 - b. Drill target

4.6.7.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: Feet in same position as firing stance, arms extended and down at 45 degrees, head erect

4.6.7.3.1 CHARACTERISTICS OF THE POSITION

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The Low Ready position is used when you need to hold your firearm in anticipation of use but are not ready to fire immediately. It is also useful in longer strings of fire as a safe resting position.

This position is simple to assume, and it is easy to transition to a firing stance. It provides an unobstructed view of your surroundings.

4.6.7.3.2 BUILDING THE POSITION

Key concepts: Same feet stance as firing position, arms out and down, two handed grip, head erect

1. Feet are placed in same position as a firing stance (reference weaver or isosceles)
2. Knees slightly bent and weight forward on balls of feet; ready to move
3. Arms extended and down at 45 degree angle; pistol should be pointed at ground several feet in front of you
4. Two handed grip
5. Head erect for good field of view

4.6.7.3.3 LIVE FIRE PLAN & COACHING NOTES

4.6.7.3.3.1 DRY FIRE

During a dryfire preparation period, coaches should assist students in assuming and fine tuning this position. A simple way to assume the position is to have the students assume a firing stance, then simply lower the extended arms about 45 degrees downward. Pay particular attention to muzzle discipline. Students should be watched to make sure they're not pointing the muzzle at their feet. Grips should be firm with pistols in a secure hold; no loosely "dangling" pistols.

Practice bringing the pistol up to a firing stance and dry firing a shot, then returning to the low ready. As part of the recovery, you can include a basic "assessment" stage: assess the pistol (loaded, functional), assess yourself, and look around the environment. This emphasizes the advantages of having the head erect and a full field of view.

Some students with a "tactical" background or experience may bring the pistol in close to their chest. This is a variant on the "ready" position but we teach the "low ready" as described above with arms extended out and down at basic courses. The low ready is preferred as it presents fewer muzzle control issues and allows an instructor or RSO to supervise and intervene, helping keep students from sweeping themselves or a neighbor with their muzzles.

4.6.7.3.3.2 LIVE FIRE

Have students assume the low ready, then bring their pistols up, fire at a drill target, and recover. If necessary, this can be done "on command" initially to walk students through each step, then automatically.

Students often get tired and can lead to safety issues if they mentally relax when they physically relax by assuming the low ready. Watch carefully for muzzle issues or loose grips in this position, especially later in the day.

4.6.8 NATURAL POINT OF AIM (NPOA)

4.6.8.1 LESSON PLAN OVERVIEW

4.6.8.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. Understand the value of NPOA in making consistent shots
2. Explain how to check their NPOA

4.6.8.1.2 LENGTH

20-30 minutes

4.6.8.1.3 FACILITY

Range

4.6.8.1.4 TRAINING MATERIALS

Demonstration pistol, preferably with laser pointer

4.6.8.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2, Chapter 10 (pp 72-73)

4.6.8.2 PLAN OF INSTRUCTION

1. Explain the principle of NPOA
2. Explain how to check NPOA
3. Demonstrate NPOA with a dummy pistol, ideally one with a laser
4. Show how to shift NPOA
5. Practice the position
 - a. Dry practice
 - b. Drill target

4.6.8.3 INSTRUCTIONAL NOTES

"Where the relaxed body will naturally place the shot"

KEY CONCEPTS: Relaxed, repeatable, cadence

1. Putting multiple rounds in the same hole can be achieved by using your Natural Point Of Aim. The definition of NPOA is where the **relaxed** body will naturally place the shot. The keys to marksmanship are *relaxed* and *repeatable*.
2. How do you find your NPOA? Close your eyes and build your position. Take a breath. Exhale fully, to the bottom of the breath (the most repeatable). Pause your breathing, RELAX and open your eyes.
3. Wherever your front sight is – that *is* your Natural Point Of Aim. There is only one NPOA. You have it or you do not.

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4. Chances are your front sight is not where you want it to be – you must make an adjustment. Imagine you are aiming a canon. You can't just move the barrel over slightly; you have to adjust the carriage of the canon. You will move your body position to adjust the NPOA; generally the foot position or some other aspect of the stance must be adjusted.
5. After making an NPOA adjustment, you must verify the change. Close your eyes, take a breath, relax, open your eyes. If you are on target, take the shot. If not, make another NPOA adjustment. Repeat this process until you open your eyes and your front sight is exactly where you want it to be. With proper position and technique your front sight will return to this position naturally after every shot.
6. Once we have aligned our NPOA with our target, we don't have to check it until we change targets or break position (like when we reload). All you need to take the next shot is a fresh breath.
7. Breathe in, breathe out – squeeze; breathe in, breathe out – squeeze. This is shooting in cadence or rapid fire. If you need to shoot faster, breathe faster. Relaxed and repeatable – the keys to marksmanship.
8. With pistols, there will be a “wobble area” where the front sight moves around. That's ok. We want the wobble area centered on the target.
9. The NRA calls this concept “Natural Aiming Area;” NPOA is used here for consistent terminology with our other classes. The concepts are the same, and are closely related to the “hold control” fundamental of shooting step.

4.6.8.3.1 LIVE FIRE PLAN & COACHING NOTES

4.6.8.3.1.1 DRY FIRE

During a dry fire preparation period, coaches should assist shooters in acquiring their NPOA. Coaches can observe shooters close their eyes or even block the sights with their hand. Block the sights in front of the front sight; use an index card or similar to avoid putting your hand in front of the muzzle. After blocking the sight, ask shooters to validate that they are still on target.

If resources and time allow, it is helpful to allow students to experiment with a dummy pistol equipped with a laser.

4.6.8.3.1.2 LIVE FIRE

Proper NPOA drills must have more than one target. Arranging targets so vertical and horizontal NPOA changes must be achieved is useful.

4.6.9 SHOT GROUP ANALYSIS

4.6.9.1 LESSON PLAN OVERVIEW

4.6.9.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. Identify vertical stringing and state corrective action.
2. Identify horizontal stringing and state corrective action.
3. Identify diagonal stringing and state corrective action.
4. Identify a larger size group and state corrective action.

4.6.9.1.2 LENGTH

15 minutes

4.6.9.1.3 FACILITY

Range or Classroom

4.6.9.1.4 TRAINING MATERIALS

Targets with sample groups

4.6.9.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2, Chapter 13 (pp 89-94)

4.6.9.2 PLAN OF INSTRUCTION

1. Explain value of being able to diagnose your own performance
2. ID common groups and the errors associated with them
 - a. Vertical
 - b. Horizontal
 - c. Diagonal
 - d. Larger Groups
3. Use lesson as an opportunity to reinforce fundamentals from earlier lessons

4.6.9.3 INSTRUCTIONAL NOTES

KEY CONCEPTS: Self-diagnosis

1. Large Groups: Check NPOA, position stability, sight picture and hold control (focus on front sight); reinforce importance of "follow through"
2. Hold Errors: Large groups that get bigger over course of a session
 - a. Large arc of movement due to inability to keep pistol still
 - b. Initial fix is to take more breaks during shooting; long term fix is more practice and improved muscle tone
3. Aiming Errors: Groups off in any direction
 - a. Small groups off center: Sight picture not correct; check position of front sight, then consider adjusting sights or scope

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- b. Larger groups further off center: Check sight alignment; ensure front sight centered in rear sights
- 4. Trigger Errors: Groups off to support side
 - a. Large group low and to support side: Jerking the trigger
 - b. Large group straight out to support side: applying trigger pressure laterally instead of straight back
 - c. Large group high and to support side: “Riding the recoil,” jerking trigger finger or entire gun forward before firing
 - d. The cure for trigger issues is generally a ball and dummy or dry fire routine; use of a laser pointer can often help in diagnosis
- 5. Grip Errors: Groups off to firing side
 - a. Semi-auto fails to cycle: Grip too loose
 - b. Group low and slightly to the firing side: Often related to “breaking the wrist,” which occurs when shooter drops gun slightly to counteract recoil; can also be “lobstering,” which is a tight grip as the trigger is squeezed
 - c. Groups out to the firing side: “Thumbing” the shot, applying pressure to side of pistol
 - d. Groups high and slightly to the firing side: “Heeling the gun,” anticipates shot and gives gun butt a push
 - e. In all these cases, start by checking the shooter’s grip; then check position to ensure appropriate recoil management; follow-up with ball and dummy/dry fire to smooth out issues related to anticipating the shot
- 6. Breathing errors: In bullseye shooting, vertical stringing can be evidence of a breathing error. Larger groups towards the end of a string may also indicate muscle fatigue induced by holding one’s breath too long. The fix is to readdress a proper breath cycle.

4.6.10 CLEARING COMMON PISTOL STOPPAGES
--

4.6.10.1 LESSON PLAN OVERVIEW

4.6.10.1.1 LEARNING OBJECTIVES

By the end of this lesson, students should be able to...

1. Explain how to identify and react to a “failure to fire” (i.e. hangfire/misfire)
2. Explain how to use the tap, rack, and assess drill
3. Demonstrate how to use the tap, rack, and assess drill

4.6.10.1.2 LENGTH

20-30 minutes

4.6.10.1.3 FACILITY

Range

4.6.10.1.4 TRAINING MATERIALS

Demonstration pistol, dummy rounds

4.6.10.1.5 REFERENCE

NRA The Basics of Pistol Shooting Handbook -- Part 2, Chapter 14 (pp 95-98)

4.6.10.2 PLAN OF INSTRUCTION

1. Explain common stoppages and how to clear them
2. Demonstrate the “tap, rack, assess” drill
3. Practice the drill
 - a. Dry practice
 - b. Drill target

4.6.10.3 INSTRUCTIONAL NOTES

“Quickly recognize and resolve a stoppage”

KEY CONCEPTS: Tap, Rack, Assess

1. Stoppages may cost a target shooter a win, or have even more dire consequences for a person who owns a pistol for protection; every pistol shooter should know how to clear these stoppages safely
2. Common causes of stoppages
 - a. Ammunition problems
 - b. Poor maintenance
3. Common types of stoppages
 - a. Failure to Fire
 - i. Diagnosis: Firing pin falls on loaded chamber but gun does not fire. Most common cause is ammunition used is a “dud” causing a hangfire or misfire

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- ii. Fix: NRA suggests waiting 30-60 seconds with muzzle pointed downrange. If this is not practical (for example, defensive encounter, timed competition), shooter should pull the trigger again if possible with their type of pistol. With a revolver, this will bring a fresh cartridge around. With a semi-auto, a second firing pin hit may discharge the cartridge. If this fails, proceed to “tap, rack, assess.” If the issue is persistent, consider changing ammunition types then examine the firing pin and refer to a gunsmith.
- b. Failure to Eject (Semiauto only)
 - i. Diagnosis: The fired case is extracted partially from the chamber but is not completely ejected. Fired case remains within the slide, may be partially protruding from ejection port. Often known as a “stovepipe.” Trigger feels mushy.
 - ii. Fix: Tap, rack, assess drill
- c. Failure to go Into Battery (Semiauto only)
 - i. Diagnosis: Slide does not go all the way forward, and is about 1/8 to ¼” short of going into battery
 - ii. Fix: Tap, rack, assess drill
- d. Double Feed (Semiauto only)
 - i. Diagnosis: Two rounds feed and jam chamber. The second round will likely be visible rising up and the slide will not be in battery. Trigger feels mushy.
 - ii. Fix: Lock slide to rear, drop magazine, rack slide to ensure chamber clear, reload, and send slide forward (tap-rack)
- e. Tap, Rack, Assess Drill (Semiauto only)
 - i. Remove trigger finger from trigger
 - ii. Tap the magazine with the palm of the support hand to ensure it is firmly seated
 - iii. Invert the pistol so the ejection port is facing down by rotating about 90 degrees toward the thumb of the shooting hand; this ensures empty cases will be dislodged
 - iv. Rack the slide vigorously and let it go back forward under spring tension (do not “ride” the slide)
 - v. Reassume shooting position, assess target area, and continue firing if appropriate

4.6.10.3.1 LIVE FIRE PLAN & COACHING NOTES

4.6.10.3.1.1 DRY FIRE

During a dry fire preparation period, coaches should assist shooters in practicing “Tap, Rack, Assess.” Dummy rounds are very useful for this procedure. Pay careful attention to muzzle positions.

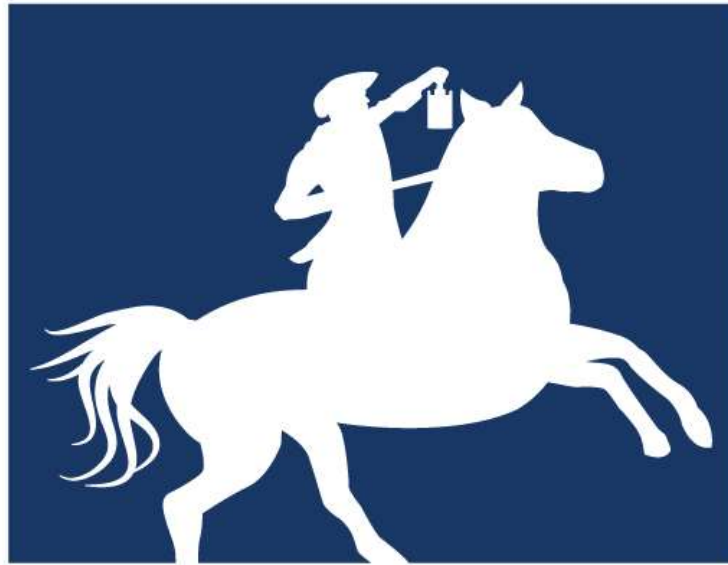
Malfunction clearance is not a major focus of our basic class. We teach the basic fundamentals as described by the NRA “Basics of Pistol Shooting” manual. More advanced classes may get into other techniques. Students can practice the drills and use them on the courses of fire if they have a problem. Coaches should focus on “tap, rack, assess” (which will fix most common issues) and plan on helping students who have double feeds or other more complicated problems.

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4.6.10.3.1.2 LIVE FIRE

To practice, mix a magazine (or revolver cylinder) with live and dummy rounds. Revolver cylinders can be left with empty chambers. When a dummy round or empty cylinder is encountered, a failure to fire will result. Students will have to identify the issue and conduct the right action.

5 HISTORY & STORYTELLING



**REVERE'S
MESSENGERS**

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5.1 STORYTELLER'S GUIDE

Congratulations on taking the first step on the road to sharing the history and heritage of this country with other Americans. Many people find this to be an intimidating task and it is our hope that the information in this document will make it easier for you to tackle this new skill-set.

Like marksmanship, public speaking and storytelling is a skill to be learned. Just as it is highly unlikely for someone to shoot a sharpshooter score the first time they pick up a rifle, one should not expect to be perfect at storytelling the first time. Just as any other skill, this is one that requires thought and practice.

5.1.1 THE BASICS OF PUBLIC SPEAKING

- *Set the Stage:* Ensure that you are positioned where you can be seen and heard by the audience. Make eye-contact with everyone throughout the presentation.
- *Speak Up:* If you have a larger audience or are in an outdoors space with other competing noises, you may have to speak louder than you normally would to ensure that everyone can hear you. This doesn't mean that you should shout, though!
- *Slow Down:* It is common for people to speak much faster in front of an audience than they usually would. Be conscious of this, slow down, and enunciate clearly. Don't be afraid of silence, either. A brief pause to reorganize your thoughts is much more effective than filling that silence with unnecessary words such as "uh," or overuse of "and" or "like."

5.1.2 THE BASICS OF STORYTELLING

- *Find the Story:* All stories have a beginning, middle and end. The story rises and builds to a climax and then tapers back down to a conclusion. Know your storyline! Additionally, you don't want to get bogged down in extraneous details. You should have a detailed knowledge of what you are speaking about, but that doesn't mean that your audience needs to know every little bit. They won't remember it and it will distract from your message. Pare the story down to the essentials.
- *Find Your Voice:* No two people should tell a story exactly the same way. Find the parts of the story that speak to you and build your story around those parts. It will have a bigger impact on the audience because it had an impact on you. Listen to other storytellers, borrow from them when you hear something that resonates, but don't try to copy.
- *Prepare:* There is no need to memorize your story ahead of time. Nor should you plan on reading word-for-word from a script. However, preparation is still necessary. Notecards or an outline can be very helpful without interfering with your presentation. Ultimately, you need to be comfortable with your knowledge of the subject. In addition to listening to other storytellers, reading the recommended source material and/or doing research on your own will help to familiarize you with the topic.

5.1.3 LEARNING STYLES

Not everyone learns in the same way. Some people are great listeners, while others prefer to see something written down. While storytelling is inherently a spoken form of communication, there are some things you can do to help maintain the interest and attention of your audience.

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Visual Aids: Maps, pictures and handouts and a host of other material can all be judiciously used to aid in the understanding of the story. For example, a common pitfall in the April 19th story is the large cast of characters. It can be difficult for a listener to keep the names and identities straight. A few pictures of important people, displayed at the appropriate times in the story, can make it easier to follow along. As in all things, though, moderation is key.

Audience Interaction: Getting people involved will keep their interest. Asking a focus question or two at the beginning gives the audience something to listen for. Involving them throughout the story can also be beneficial.

5.1.4 HOW TO GET STARTED

Pick a story. Don't feel that you need to jump in head first with a full hour-long presentation! Choose a shorter portion, a five minute story or a ten to twenty minute section of a larger story to start with. If you need help, ask your Event Director or anyone on the History committee for some tips or to listen to your presentation before you share it at an event.

5.2 THE MIDNIGHT RIDE OF PAUL REVERE

5.2.1 NOTES

This outline is not intended as a straight-jacket. No two storytellers will tell this story the same way; this is simply a framework to get you started on the path.

You are encouraged to read David Hackett Fisher’s “Paul Revere’s Ride” before attempting to tell this story.

It is strongly recommended that the story not be told all at once. Plan for breaks between sections. The three sections (Lexington Green, the North Bridge, Merriam’s Corner) presented here are a suggested method of division only. The entire story should be concluded or brought to a reasonable end during a single day of an event.

It is also recommended that the entire story be told in approximately an hour. If dividing the story into three sections as suggested above, each section should be roughly 20 minutes long.

5.2.2 OBJECTIVES

At its heart, the Midnight Ride of Paul Revere is a story about choices. Today, many people live with the feeling that their own individual actions do not matter in the grand scheme of things. This leads to apathy – if your actions can have no real effect, then why act at all? This story is intended to show how false that belief is. The choices and actions of a single individual can change the course of history.

To this end, the wise storyteller will tell this tale in a way that emphasizes the role of individual choices and actions, from the well-known actions of Paul Revere that led to over ten thousand militia marching in less than eight hours, to Robert Newman’s more obscure choice to light the lanterns atop the Old North Church, despite knowing he would be arrested. There are many such choices to highlight throughout the course of this story.

5.2.3 LEXINGTON GREEN

5.2.3.1 SETTING THE STAGE

- Consider starting “in the action” then moving back to cover some of the stage setting; don’t get bogged down here spending too much time on the entire history of the British colonies in North America!
- Briefly describe the events of the early 1770s
- Intolerable Acts
- Powder raids
- Introduce the main players in Boston
- General Gage
- Colonel Smith
- Major Pitcairn
- Dr. Joseph Warren

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- Paul Revere
- William Dawes
- New orders for General Gage arrive from England
- Warren and Revere make contingency plans to carry warnings out of Boston

5.2.3.2 MIDNIGHT RIDE

- Warren and Revere suspect that something is up, riders dispatched into the countryside
- Dawes travels overland
- Revere crosses the river to Charlestown
- Robert Newman lights two lanterns in Old North Church
- Dawes and Revere warn Lexington that “the Regulars are out” and continue on towards Concord
- Joined by Samuel Prescott, the three ride into an ambush. Prescott is the only one able to continue.

5.2.3.3 MARCH OF THE BRITISH

- Gage attempts to send his forces out in secrecy but problems abound
- The river crossing takes too long
- The supplies provided by the Navy for Gage’s men are rotten
- Smith is worried about lost time and losing surprise, sends Pitcairn and light infantry ahead

5.2.3.4 BATTLE OF LEXINGTON

- Introduce Captain Parker
- Parker is sick and will die in a matter of months, still rallies his men on the green
- The militia debates what to do, even disperses to the tavern for a while
- When the Regulars arrive, some 60-70 militia men are on Lexington Green
- Jesse Adair does not continue on the road to Concord, turns right, leading Regulars towards Lexington meetinghouse – where the militia stand
- Parker “Stand your ground. Don’t fire unless fired upon, but if they want a war, let it begin here!”
- British “Disperse, ye damned rebels, lay down your arms!”
- Parker orders men to stand down, but a shot rings out
- Regulars fire into the militia without orders
- Regulars begin bayonetting militia, entering public buildings and private homes
- Colonel Smith arrives, forces the regulars back into order
- Victory volley to empty muskets
- Regulars march to Concord
- Eight colonists killed – five sets of fathers and sons broken by death

5.2.4 THE NORTH BRIDGE

5.2.4.1 RAISING THE MILITIA

- Samuel Prescott carries the alarm to Concord and beyond
- Militia begin arriving from other towns
- Debate what course of action to take – march out and meet the Regulars, wait in town, or retreat to Punkatasset Hill for more reinforcements

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- Acton
- Introduce Isaac Davis and family
- Isaac has four sick children but marches with his minutemen anyway
- “Take care of the children”

5.2.4.2 ARRIVAL OF THE BRITISH

- Colonel Smith’s forces arrive in Concord, begin searching town
- Not much is found
- 3 canon destroyed
- Liberty pole torn down
- Burning of the Liberty pole
- Fire spreads
- Colonists and Regulars work together to extinguish flames
- From Punkatasset Hill, smoke is seen
- “Will we stand here while they burn our town?”

5.2.4.3 BATTLE OF CONCORD

- Colonel Barrett orders the militia to march to the North Bridge
- “Don’t fire unless fired upon
- Isaac Davis and Acton militia lead the way
- “I have not a man who is afraid to go.”
- Regulars at North Bridge outnumbered by approaching militia
- Withdraw across bridge, lose formation
- Regulars fire without orders
- Initial volley kills Isaac Davis and Abner Hosmer
- “Fire fellow soldiers, for God’s sake, fire as fast as you can!”
- Major Buttrick orders militia to fire on Regulars
- Half of the regular officers killed
- Regulars break and run

5.2.5 MERRIAM'S CORNER

5.2.5.1 MERRIAM'S CORNER

- Colonel Smith begins retreat to Boston
- Militia continue gathering
- At Merriam’s Corner, shots fired again
- No colonial injuries; Regulars killed and wounded
- Militia continue harassing the British column
- No longer waiting to be fired upon first
- Parker’s Revenge
- Lexington militia waited for the Regulars to return
- Surprise attack wounds Colonel Smith, unhorses Pitcairn
- Regulars break morale entirely

5.2.5.2 REINFORCEMENTS & THE MOVING CIRCLE OF FIRE

- Brigadier General Earl Percy meets Colonel Smith's column in Lexington with reinforcements
- Earl Percy uses artillery to fend off the militia
- Allows for a brief rest before continuing
- General Heath arrives and takes command of militia
- Implements moving circle of fire
- Surrounds Regular column with a ring of skirmishers at a distance
- Militia continue inflicting casualties on Regulars and sapping morale

5.2.5.3 MENOTOMY

- Fighting grows more intense
- Earl Percy nearly killed
- Regulars lose control
- British soldiers began to commit atrocities
- Civilians murdered, churches and other buildings looted
- More die in Menotomy than in Lexington and Concord combined
- Earl Percy manages to break through
- Leads men into Charlestown and safety
- Militia surround Boston

5.2.6 BIBLIOGRAPHY

Hacket-Fischer, David. *Paul Revere's Ride*. Oxford: Oxford University Press, 1994.

5.3 1776

5.3.1 ABSTRACT

Following the skirmishes at Lexington and Concord in Massachusetts on April 19, 1775, the spirit of resistance swept Britain’s colonies in America. This outline explores the critical period of 1775-1776. It outlines the victory at Boston, the soaring ideals of the Declaration of Independence, the crushing colonial defeats in New York and New Jersey, and culminates with Washington's desperate gamble in December 1776 on the banks of the Delaware.

5.3.2 THEMES: THE SPIRIT OF 1776

The “Spirit of 1776” holds a special place in American mythos. This spirit has been referenced by artists, judges, historians, and many other Americans. Our challenge is to share the true story of 1776, from its soaring declarations of freedom and human dignity in the early rosy days of summer to the abject crisis where lives, fortunes, and sacred honor hung in the balance during the waning twilight of the darkest days of the year.

This tale encompasses three broad themes: the ringing clarion call of the Declaration, perseverance through Crisis, and resolve to see things through Liberty or Death. The common thread through all is that of choices. Men chose to sign the Declaration of Independence, and the soldiers in the field supported it and chose to stay and fight. Storytellers are encouraged to read the primary and secondary sources, ponder the themes of 1776 for themselves, and frame the story in a brief but powerful manner for their students. To the maximum extent possible, let the words of those who were there speak through primary sources, and keep “preaching” or “pontificating” to a minimum.

5.3.3 GUIDEPOST NOTES

Each portion of the story should take about 20 minutes to present to your students, resulting in a total lesson time of about an hour. Each portion is in turn split into three or four guideposts, which means a pacing of about five minutes per guidepost is about right. Within each guidepost, you will notice several opportunities for “excursions.” The wise storyteller will practice each portion of the story and determine if they have time to include an optional excursion. Additionally, there are many opportunities to expand upon the portions presented here. Storytellers are encouraged to weave in characters, stories, or other events which interest them and their students. This outline is intended as a guide, not a straitjacket.

5.3.4 LIVES, FORTUNES, AND SACRED HONOR

5.3.4.1 BUNKER HILL

- April 19, 1775: Briefly recap Col Smith's march; Boston is immediately besieged by militia
- Visual Aid: Show or sketch map of Boston. Key points are the city itself and the dominating hills of Dorchester Neck & Charleston Neck. Whoever can dominate the heights controls the city. A simple sketch is more than adequate.



- June 1775: American Committee of Safety learns that the British are planning an operation to seize and fortify Dorchester (Wood 3), and thus resolve to take the initiative by seizing Charleston themselves
- Col William Prescott commands American militia, who move in overnight and rapidly entrench
- June 17: Americans repulse two British advances but are ultimately overrun by Howe's redcoats
Optional excursion: Use John Trumbull's famous painting as a visual aid and discuss the death of Maj Pitcairn on the third and final charge (he was prominent on Apr 19) and Joseph Warren
- Losses (Wood 32): American 441 out of 3000, British 1150 out of 2500; losses of officers, elite light infantry and grenadiers as high as 80%
- The high cost paid to take Bunker Hill was shocking to British; parliament resolved to send 2K immediately and have an army of 20K in America by 1776 (McCullough 7)
- *Optional excursion: Gun Control & the Siege (Kopel)*
- Apr 23: Gov Gage offers to allow Boston residents to leave if they surrender their arms. 2674 arms were collected; Gage refuses to allow Bostonians to leave.
- June 19: Following Bunker Hill, Gage again allows Bostonians to turn in arms, and states that possession of arms will be treated as treason.

5.3.4.2 The Guns Of Ticonderoga & Evacuation Of Boston

- July 3: George Washington arrives to take command of the colonial forces at Boston
- Begins to impose discipline, improve defenses, and focus on sanitation
- Eager to take the initiative and attack Boston in Sep & Oct out of fears that the militia will melt away, but defers to councils of war which decide to continue siege
- *Optional Excursion: Arrival of the Riflemen (Fischer 22-25, McCullough 38)*
- *Optional Excursion--September: Benedict Arnold takes 1K colonials North to a surprise attack on Quebec. If you choose to discuss this side story, the perspective of rifleman Daniel Morgan is perhaps most interesting and relevant.*

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- November 17: Henry Knox, 25 year old bookseller, travels to Ft Ticonderoga to retrieve heavy artillery. The fort had previously been captured by Benedict Arnold and Ethan Allen's "Green Mountain Boys" from NH/VT. By the end of Jan (o/a 27 Jan), Knox returns to Boston with 59 canons weighing nearly 60 tons.
- March 4, 1776: Washington seizes Dorchester Heights with a quick overnight operation and emplaces Knox's cannon atop the hills, menacing Boston
- March 8: Washington receives word that if the British are allowed to evacuate, the city will not be burned, and on March 17 the British sail away with 8906 soldiers, 1100 loyalists, 667 women and 553 children (McCullough 104)

5.3.4.3 Declaration Of Independence

- Jan 10, 1776: The pamphlet "Common Sense" is published
- Previous to this time, mood among Army was that they were fighting for rights as Englishmen
- Washington wrote of the pamphlet,

"My countrymen, I know from their form of government and steady attachment heretofore to royalty, will come reluctantly into the idea of independency, but time and persecution brings many wonderful things to pass, and by private letters which I have recently received... I find Common Sense is working a powerful change there in the minds of many men" (McCullough 112).

- Washington discerns that next blow is likely to fall at New York and moves the Army there immediately; GW moves his headquarters on April 4, and arrived by 13 April
- First time most of the New England militia left the environs of Boston
- General Lee, Washington's #2, had started fortifications and Washington continued
- The British Arrive (McCullough 134)
- June 29: First 45 British ships arrive in the lower bay
- Major Warships: Asia (64 guns), Centurion & Chatham (50 guns), Phoenix (40 guns), Greyhound (30 guns)... total of 120 ships...
- Troops embarked: Washington's staff estimated 25-30K (McCullough 135)
- July 2: British start landing on Staten Island
- Was the largest expeditionary force ever sent abroad by Britain
- Washington's General Orders of July 9, at 6 PM (McCullough 137)

"The general hopes this important event will serve as a fresh incentive to every officer and soldier to act with fidelity and courage, as knowing that now the peace and safety of his country depends (under God) solely on the success of our arms..."

- Set the scene: Enormous British flotilla, 25K+ regulars outnumbering the still ragged Continentals in the city... and the Declaration represents an act of treason which cannot be taken back
- Read key excerpts from the Declaration of Independence as it would have been read to the troops. The preamble and final paragraphs, at a minimum, are worthwhile. Alternatively, print out a half dozen cards with a sentence or two each on them and pass them out to the audience to read to keep them engaged.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.-- That to secure these rights, Governments are instituted among Men, deriving their just powers from the

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consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness... But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

*We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States... And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other **our Lives, our Fortunes and our sacred Honor.***

- Peace meetings & British Reinforcements
- 20 July: Washington meets with Howe's personal adjutant to hear a peace proposal; Washington refuses to accept a letter from Howe and remarks courteously that he was "not vested with any powers on this subject by those from whom he derived his authority and power... Those who have committed no fault want no pardon... We are only defending what we deem our indisputable rights" (McCullough 145-146)... Peace talks effectively break down.
- August: British flotilla consists of over 400 ships, 32,000 troops landed on Staten Island; the entire city of NY had only 30K inhabitants and it was the largest city in North America (McCullough 148-149)
- End with a mini-benediction:
- The Declaration of Independence stated in plain words what the Continental Army had increasingly known was necessary
- Washington's men are inspired by the ringing words of the Declaration, but they are facing the mightiest army to ever be sent to North America – ever
- The Declaration has committed the Congress and the Continentals to a total victory or total defeat: their lives, fortunes, and sacred honor hang in the balance.

5.3.5 CRISIS

5.3.5.1 Long Island

- Defensive Disposition of the Continental Army
- Washington faces challenging problem to defend NYC without control of the sea
- Stationed half the troops in Manhattan, half across the river in Brooklyn on Long Island, and fortified along the rivers; about 4500 troops in Brooklyn
- Defenses intended to exact a heavy price similar to Bunker Hill: outer line of defenses on Guan Heights and then a solid fort in Brooklyn itself
- Aug 22 Pennsylvania Riflemen under Col Hand report British landing and fall back
- Washington sends a few reinforcements, bringing total # to 8K
- British troops number about 20K including Hessians
- Night March

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- On night of August 26, Cornwallis takes 10K men around the flank of the American army, finding an undefended pass through the Heights thanks to loyalists
- Grant and the Hessians start a frontal diversionary attack at 0900 to pin down defenders
- American defenses collapse once flanked; almost 2K KIA/WIA/captured
- The Miraculous Escape
- Remaining Continentals pinned against river in strong fort
- British begin siege operations; Washington realizes that without control of the river, the Royal Navy can trap his army
- Late on August 29, Washington organizes an escape from Long Island... Washington has hardly fishermen from Marblehead, MA to row his army across; the escape takes longer than expected and Washington worries that the Royal Navy will cut them to pieces in the morning
- A miraculous fog blows in at dawn on August 30, shielding the evacuation from view; Washington, who took the last boat back to Manhattan, landed at about 0700

5.3.5.2 New York

- 11 Sep: Congressional delegation of John Adams, Ben Franklin, and Edward Rutledge meets with Admiral Howe to discuss peace; fails to reach terms
- 12 Sep: Washington decides to abandon NY, with consent from congress
- **Kip's Bay/15 Sep:** British forces land halfway down Manhattan Island; militia collapse, and British rapidly march across Manhattan, threatening to cut off the 1/3 of GW's army that remains in lower Manhattan—luckily Howe stops and the Continentals narrowly escape
***Dangerous Dames Side Story:** Mary Lindley Murray is credited with delaying William Howe and his army during General Washington's retreat from New York following the British landing at Kip's Bay, 15 September 1776. As the story goes, Mrs. Robert Murray, the mother of Lindley and John, invited the officers to tea[7] at her mansion of Inclineburg and, through feminine wiles, succeeded in delaying the British troops for a period sufficient to allow a successful American retreat.[1][8] She is said by Rev. T. Dewitt Talmage to have saved American independence by detaining Lord Howe long enough to permit Israel Putnam to pass up the Greenwich road from the city and join the forces of George Washington in the north end of the island, before Howe was able to overtake him. This detention and the stories told by the fair friend saved 4,000 men, who otherwise would have been cut off and captured.*
- James Thacher, M.D., a gossip surgeon with the Continental Army, kept a journal that is one of the prime sources of information about the military happenings of the times. In an entry for Sept. 20, Thacher tells the story as follows: "The British generals...repaired to the house of a Mr. Robert Murray, a Quaker and friend of our cause; Mrs. Murray treated them with cake and wine, and they were induced to tarry two hours or more, Governor Tryon frequently joking her about her American friends. By this happy incident general Putnam, by continuing his march, escaped...It has since become almost a common saying among our officers, that Mrs. Murray saved this part of the American army."
- **Harlem Heights/16 Sep (Optional Rifleman Story):** Continental Rangers under Col Knowlton conduct recon and run into large British force; they withdraw. Washington devised a trap for the British force; a feint party drew them into a fight with 900 Continentals, while Knowlton reinforced with three companies of riflemen would sneak around the flank. The plan worked, and the British withdrew. The Americans withdrew once major British reinforcement arrived. Howe lost 14-90 KIA/154-300 WIA; Americans lost 30 KIA/100 WIA. This was the first battlefield victory Washington won, but ultimately was minor and inconclusive.
- **White Plains/28 Oct:** British forced Washington out of a defensive position; 150-500 Americans lost, 267 British/Hessian lost. Luckily, before Howe could crush Washington's army, heavy rain fell that allowed Washington to get away; he snuck into the hills

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- **Ft Washington/16 Nov:** Howe turned back south and besieged mighty Ft Washington with 3000 American troops in Northern Manhattan, the last major bastion of American resistance in NY. The entire garrison was lost (most captured), which was a complete disaster.
- **Fort Lee/20 Nov:** Fort Lee guarded the NJ side of the river. Once Ft Washington fell, the Royal Navy controlled the Hudson river and Ft Lee became untenable. Once the Hessians landed on the NJ side of the river, Ft Lee was abandoned. The Continental Army lost almost all of their supplies in the hasty retreat, including much needed tents, winter gear, etc.

5.3.5.3 Fox Chase

- Washington's situation was growing dire: His army had suffered several catastrophic defeats, he was driven out of New York, and most of his troops had lost their supplies at Ft Lee.
- Gen Cornwallis dispatched to chase Washington, who fled through New Jersey; Cornwallis treated the affair as a "fox chase"
- 30 Nov: Howe issues a proclamation offering amnesty to anyone who will swear an oath of loyalty to the King. Many come forward to take the oath.
- Washington finally crosses the Delaware river into New Jersey in early December; Cornwallis ordered to stop his advance and go into winter quarters.
- 12 Dec: American General Charles Lee captured by the British.

5.3.5.4 Crisis

- Washington is down to about 5000 effectives. He warns Congress that he cannot stop the British if they try to force their way into Pennsylvania. Panic sweeps Philadelphia and Congress evacuates the city.
- Morale is low; the troops are lacking supplies. Many lack shoes and literally leave bloody footprints in the snow. Howe's offer of amnesty is tempting many.
- 18 Dec: Washington is privately despairing. In a private letter to his brother on 18 Dec, he wrote:

...between you and me, I think our affairs are in a very bad situation... I have no doubt but that General Howe will still make an attempt upon Philadelphia this winter. I see nothing to oppose him a fortnight hence... I think the game is pretty near up...

- Washington knows that most of his army's enlistments expire on 31 December. His army will shrink to fewer than 1500 on the New Year.
- 21 Dec: The winter solstice and darkest day of the year... Washington begins to formulate a daring plan to attack – a last, desperate gamble. Rumors and hints can be found in the letters of his closest confidantes (private secretary Reed, Gen Nathaniel Greene, etc).
- 23 Dec: In this context, Thomas Paine publishes a remarkable pamphlet. Paine is traveling with General Nathaniel Greene, one of Washington's trusted commanders. He has taken a musket and shared the trouble of the march. He is also a radical whig and writer, known as "the Common Sense fellow." On the 24th – Christmas Eve – Washington ordered the pamphlet to be read to his soldiers:

THESE are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man

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and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER" and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth.

- Read the primary source, or use the above described technique of having the students each read a sentence. You may want to go through Crisis and find a few other choice quotes that appeal to you. "If there must be trouble, let it be in my day, that my child may have peace" is a good one, as is the one about panics, or the discussion of Tories.

5.3.6 LIBERTY OR DEATH

5.3.6.1 The Crossing

- 14 Dec – Hessians established winter quarters along the Delaware River; one brigade of 1500 men under the battle-hardened Col Rall was encamped at the village of Trenton. Fortuitously, New Jersey militia skirmishes on 23 December drew 2000 Hessians away from Trenton.
- Americans formed up on PA side of river and were passed the password: LIBERTY OR DEATH
- Ferried across in broad bottomed Durham boats by Col Glover's Massachusetts fisherman from Marblehead, the same men responsible for the escape from LI, NY
- River was full of floating ice chunks; sleeting and freezing rain
- Apocryphal quote from WA: "Shift your fat ass, Henry, but don't swamp the *** boat!" Washington was approachable and could command gutter language from time to time. Witnesses report this quote and report uncontrollable laughter from the ranks... He also lead from the front and was one of the first to cross, with the artillery.
- Artillery did not finish crossing until 3 AM; inf not until 4 AM (4 hrs behind schedule)
- The diversionary attacks Washington was counting on could not cross the river
- The approach march
- Washington split army into two wings, one under Greene and one under Sullivan
- Many men lacked boots; columns left bloody prints in snow
- Gen Sullivan send Washington a note warning him that the powder was wet. Washington replied, "Tell General Sullivan to use the bayonet. I am resolved to take Trenton." Also, he ensured strong artillery (which worked better in wet conditions) was available to each column.
- Washington rode up and down the line encouraging the men... but secretly was very concerned. The surprise attack was supposed to occur at dawn. At daylight the Americans were still about two miles outside town.

5.3.6.2 Trenton

- Hessians on alert – not drunk and senseless
- Col Rall had been harassed by partisans and received warnings from Loyalists
- New Jersey militia had raided Trenton earlier
- Hessians were on alert on Christmas Eve, with 1/3 the force on sentry or ready to move

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- American soldier John Greenwood, who fought in the battle and supervised Hessians afterward, said, "I am certain not a drop of liquor was drunk during the whole night, nor, as I could see, even a piece of bread eaten."
- First contact
- 0800, Washington leads an initial attack and breaks the outpost at a cooper's shop
- Pennsylvania riflemen under Col Hand block the road to Princeton to the North
- Hessian detachments start falling back in an orderly fashion, fighting through town
- Main assault
- Sullivan's wing attacks from the river road and blocked the bridge over Assunpink Creek to the West
- Washington set up on high ground and brought artillery into play
- Hessians tried to seize American cannons but are driven back with grapeshot
- Col Rall tried to organize a counterattack, but the German weapons wouldn't fire and the attack fizzles out; Hessians surrender
- After Action
- The Hessian forces suffered 22 fatalities, 83 serious injuries, and 896 captures. The Americans suffered only two fatalities (from exposure on the march) and five injuries from war wounds, including a near fatal wound to future president James Monroe.
- Col Rall and all four Hessians battalion commanders were killed
- Also captured were approximately 1,000 arms and some much-needed ammunition
- Washington realized his 2400 man force was too small to press and withdrew to PA

5.3.6.3 Assunpink Creek

- Followup
- After the success at Trenton, Washington learned that the Hessians and British had withdrawn to Princeton, and on 27 Dec proposed a follow on raid
- Several crossing attempts were aborted due to weather, and on New Year's Eve the army was still in PA
- Enlistments for most troops expired on New Year's Day
- The Appeal
- Washington addressed troops on New Year's eve and offered them a ten dollar bounty if they would re-enlist for six months. \$10 back then would be worth a few hundred dollars today. When he made the offer, he had no known authority to do so and was basically risking making the payment out of pocket.
- Present the following excerpt from Washington's Crossing. I suggest reading the bold text verbatim. Pause afterwards and ask the audience what they would do under such conditions.

Washington agreed to try the same appeal with the Continentals in Greene's and Sullivan's divisions [to convince the men to stay with the army for a few more weeks beyond the expiration of their enlistments]. He mustered the New England regiments and begged them to serve another six weeks. A sergeant remembered that the general "personally addressed us...told us that our services were greatly needed, and that we could do more for our country than we ever could at any future date, and in the most affectionate manner entreated us to stay." Then the regimental commanders asked all who would stay to step forward. "The drums beat for volunteers," one remembered, "but not a man turned out." One explained that his comrades were "worn down with fatigue and privations, had their hearts fixed on home and comforts of the domestic circle." The men watched as Washington "wheeled his horse about, rode in front of the regiment," and spoke to them

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again. Long afterward, a sergeant still remembered his words.

“My brave fellows,” Washington began, “you have done all I asked you to do, and more than could be reasonably expected; but your country is at stake, your wives, your houses, and all that you hold dear. You have worn yourselves out with the fatigues and hardships, but we do not know how to spare you. If you will consent to stay one month longer; you will render that service to the cause of liberty, and to your country, which you probably can never do under any other circumstances.”

The drums rolled again. The sergeant recalled that “the soldiers felt the force of the appeal” and began to talk among themselves. One said, “I will remain if you will.” Another said, “We cannot go home under such circumstances.” A few men stepped forward, then several others, then many more and “their example was [followed] by nearly all who were fit for duty in the regiment, amounting to about two hundred volunteers.” These were veterans who understood what they were being asked to do. They knew well what the cost might be. One of them remembered later that nearly half the men who stepped forward would be killed in the fighting or dead of disease “soon after.”

---from Washington's Crossing by David Hackett Fischer.

- On 1 January, a chest of money arrived from Philadelphia to pay the troops, and Congress voted Washington emergency dictatorial powers
 - Washington had about 6000 effectives and moved back to Trenton, which he began fortifying
 - British Counterstroke
 - When news of Col Rall's disaster reached the British command, Gen Cornwallis was dispatched with 5000 men to counterattack; Cornwallis skimmed the cream of the army and had some of the best units available including Guards, Highlanders, Grenadiers and 12 lb artillery (Fischer "The Bridge")
 - On 2 January, Cornwallis left Princeton and began the 11 mile march to Trenton
 - American riflemen under Col Hand delayed Cornwallis through several careful ambushes and good use of the terrain; fate also intervened, and a sudden thaw turned the roads into muck and mire--Cornwallis did not arrive until late in the afternoon
- OPTIONAL EXCURSION:** *Detailing the exploits of the riflemen and tactics used is easily a five minute segue.*
- The Stone Bridge
 - Washington had dug in carefully behind Assunpink Creek, crossed by a prominent stone bridge and a few fords
 - Hand's riflemen, hard pressed with the German Jagers and British hot on their heels, fell back across the bridge; some Americans caught on wrong side; Hessians had ordered "No Quarter!" and carried it out, and an American chaplain was executed on his knees praying (Fischer "the Bridge")—the retreat of screening forces was in danger of becoming an utter rout and disrupting the defensive lines
 - At this critical moment, Washington posted himself on his horse at the bridge; witness Private Johnathan Howland wrote, "the noble horse of General Washington stood with his breast pressed close against" the bridge rail. "The firm, composed and majestic countenance of the general inspired confidence... At the end of the bridge, I pressed against the shoulder of the general's horse and in contact with the boot of the general. The horse stood as firm as the rider, and seemed to understand that he was not to quit his post and station."
 - Though daylight was fading, Cornwallis attacked the American fortifications three times and tried to force the bridge; Washington placed himself at the bridge and ensured the lines held, personally managing reinforcements.

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- Artillery shattered the third and final British push with point-blank grapeshot; an artillerist wrote, “the bridge looked red as blood, with their killed and wounded and red coats.”
- The Escape
- Cornwallis withdrew after the third attack; “We’ve got the old fox safe now. We’ll go over and bag him in the morning.”
- Washington had a skeleton crew make digging noises, firing two cannon, and tending fires, as if staying to entrench, but quietly moved his army away, to the North, and slipped away in the night
- Aftermath
- Fischer reports 100 American casualties, 365 British casualties

5.3.6.4 Princeton

- Washington escapes Trenton and holds a council of war
- Two pieces of vital intel arrived informed the council of war:
- Joseph Reed, a lawyer and Washington’s private secretary, led seven of the Philadelphia Light Dragoons to Princeton, abducted British prisoners who told of the troops holding the position
- Colonel John Cadwalder, of the Philadelphia Associators (militia), had found a spy in Princeton who confirmed the estimate of the enemy’s strength and provided a detailed map
- General Arthur St Clair suggested a bold strike on the British HQ at Princeton
- The March
- The roads froze again, allowing movement
- During the march, rumor of a British attack swept the ranks and militia fled in panic
- Again running late; intended to seize outposts at dawn, but was still 2 miles out of town
- Washington dispatched Gen Mercer to the left to tear up a bridge while he marched up the East of Princeton
- Simultaneously... British Gen Mawhood was preparing his command to march south and assist Cornwallis
- Mercer and the Peach Orchard
- Mercer saw Mawhood coming up and dispatched a few riflemen to stop him
- Initially, the Americans drove off a few Royal Dragoons, but Mawhood brought his numbers to bear and crushed Mercer’s command in a farmer’s peach orchard
- Col Cadwalader with 1100 Pennsylvania militia crested over the hill to assist Mercer, but the green militia broke and ran when they saw Mercer’s men fleeing
- A lone artillery battery is all that is keeping the British from crushing the continentals
- Breaking Point
- Washington personally arrives at this point and deploys Col Hand’s riflemen again to hold the line, and then personally rallies Cadwalader’s militia: ““Parade with us my brave fellows! There is but a handful of the enemy and we shall have them directly!””
- Washington managed the lines personally, got within 30 yards of the enemy, and directed a volley
- American numbers and rifle fire took their toll; British wavered, then collapsed after a charge— Washington led a chase, shouting “It’s a fine fox chase my boys!”
- Princeton Hall
- A few Regulars holed up in the college at Princeton Hall

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- Young Lieutenant Alexander Hamilton, commanding artillery, fired through the window (by story taking the head off a portrait of King George), and the regulars surrendered
- Aftermath
- George Washington claimed 100 British KIA and 300 captured
- GW reported about 35 Americans KIA
- GW considered pushing on for Brunswick to seize the enemy's rear supply depot and a chest rumored to have 70,000 pounds of cash, but Gen Greene & Col Knox talked him out of it
- The British pulled back from much of NJ, and the militia were emboldened; Militia were inspired to rise up and launched a "forage war" targeting British supply parties which crippled the British logistics going into the spring campaign season

5.3.7 THE SPIRIT OF 1776

- Remind that the war would grind on for seven long years, with the outcome often in doubt
- Challenge students to think about what the spirit of '76 means
- LIVES, FORTUNES, AND SACRED HONOR: Is the spirit of 1776 the excitement of Spring in Boston, as the exultant militia chased off the world's strongest army? Is it the heady words of the Declaration of Independence, "that all men are created equal with inalienable rights?" Is it the sobering realization in the hot summer that such words were treason, and those who fought for them put their lives, fortune, and sacred honor on the line?
Quotes to ponder:
"We must all hang together, or assuredly we shall all hang separately." – Ben Franklin
And obviously the Declaration of Independence itself
- CRISIS: Is the spirit of 1776 the perseverance to survive crisis after crisis? The Continentals suffered battering losses through the New York campaign in 1776. Quotes to ponder:
"We fight, get beaten, rise, and fight again" – Gen Nathaniel Greene
Paine's immortal words from Crisis...
"The time is now near at hand which must probably determine whether Americans are to be freemen or slaves; whether they are to have any property they can call their own; whether their houses and farms are to be pillaged and destroyed, and themselves consigned to a state of wretchedness from which no human efforts will deliver them. The fate of unborn millions will now depend, under God, on the courage and conduct of this army. Our cruel and unrelenting enemy leaves us only the choice of brave resistance, or the most abject submission. We have, therefore, to resolve to conquer or die." – George Washington
- LIBERTY OR DEATH: Is the spirit of 1776 the desperate conviction shown in the darkest hours of the winter solstice? Of a desperate gamble and clever counterstroke? Consider where GW got his password for the venture from: Patrick Henry.
"Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"
Consider GW's farewell address to put a bow on things...
- It may not be possible to put a neat bow on the spirit of 1776. I would argue that the spirit encompasses all of these themes: the ringing clarion call of the Declaration, perseverance through Crisis, and resolve to see things through Liberty or Death. The common thread through all is that of choices. Men chose to sign the Declaration of Independence, and the soldiers in the field supported it and chose to stay and fight. During the great Crisis, the "summer soldiers and

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sunshine patriots” melted away, leaving a hard forged core of the Continental Line. During the desperate gamble in New Jersey Washington led free men, sharing a vision for the future, who voluntarily chose to step forward and re-enlist. The Continentals knew and truly believed the fate of unborn millions rested on their choices.

- Final thoughts to consider closing with:

“Our country is in danger, but not to be despaired of. Our enemies are numerous and powerful; but we have many friends, determining to be free, and heaven and earth will aid the resolution. On you depend the fortunes of America. You are to decide the important question, on which rest the happiness and liberty of millions yet unborn. Act worthy of yourselves.” - Joseph Warren, March 6, 1775 (Died at Bunker Hill in Chapter one of our story)

“Posterity! You will never know how much it cost the present Generation to preserve your Freedom! I hope you will make good use of it. If you do not, I shall repent in Heaven, that I ever took half the Pains to preserve it.” — John Adams

5.3.8 BIBLIOGRAPHY

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6 REVERE'S RIDERS TRAINING PROGRESSION

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6.1 GENERAL OVERVIEW

The following procedures outline how RR members are qualified to staff events. The intent of these procedures is to establish a baseline standard for performance in order to ensure safety and quality control. Skill levels are recognition of competence, not badges of rank or longevity.

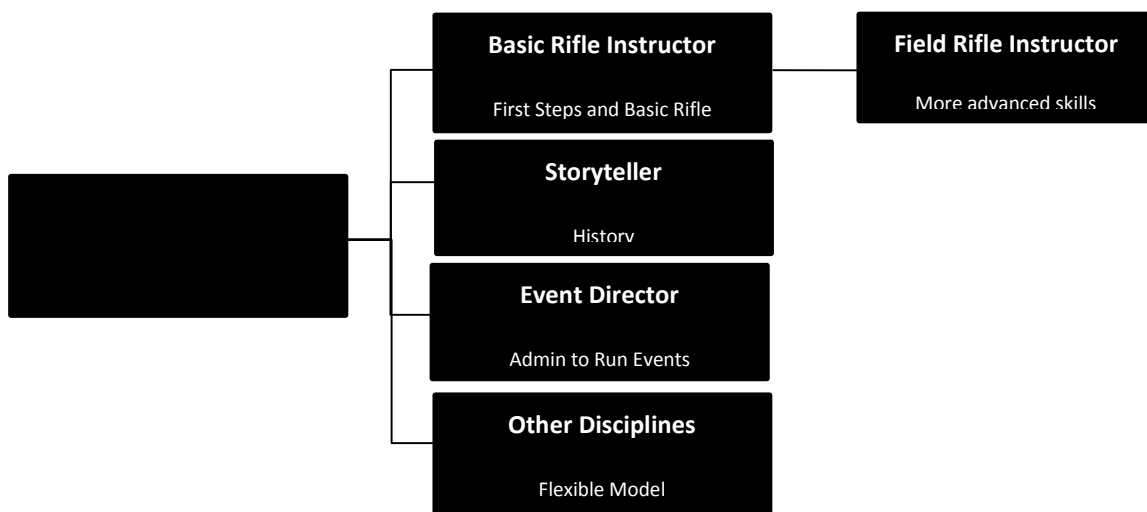
All members go through RR Basic Instructor Training (RR-BIT). After completing RR-BIT, members may add endorsements for specific skill disciplines that allow them to tailor their learning to their interests and local needs.

Each discipline has four skill levels which are based on the progression used by the NRA as well as the classical skill model that would be familiar to skilled tradesmen like Paul Revere: Apprentice, Assistant, Certified, and Master. Apprentices are learning the fundamentals; Assistants have mastered the basics and can perform some tasks; Certified members are fully qualified; Masters oversee the training progression of others.

Training generally follows the “see one/do one” model. That is, members are encouraged to observe the skill under the guidance of an experienced Master and get one-on-one instruction, study the fundamentals and practice, then demonstrate proficiency. Grading is a simple “Go/No-Go;” if a candidate needs extra practice then they receive remedial instruction and try again.

The RR Board of Directors has ultimate say over Member skill level progression or regression. The President or Vice President may grandfather, promote or regress members based on demonstrated performance and first-hand reports from event attendees or other RR volunteers; members may appeal to the full Board if they feel the action is unfair.

Some events require Tests. Sample tests are included at the end of this chapter. Master instructors can require tests to be completed in writing, ask questions verbally, or supervise upgrades applying the skills. The important thing is that the upgrading member learns the skills.



6.2 RR BASIC INSTRUCTOR TRAINING

6.2.1 PURPOSE

The purpose of RR-BIT is to establish a fundamental baseline of knowledge, skills, and attitudes for RR Members to function as part of a cohesive team. The BIT process includes administrative tasks as well as activities related to the Shooting Sports, Civic Engagement, and American History.

6.2.2 TIMELINE

The entire BIT process is intended to be completed over two RR events with a “hands on” training model. BIT takes at least eight hours of on-the-job training plus some self-study.

6.2.3 CHECKLIST OF TASKS

TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
APPRENTICE INSTRUCTOR				
Sign up as a RR Member		N/A	N/A	N/A
Submit Upgrade to Secretary		N/A	N/A	N/A
Apprentice Upgrade Complete				
ASSISTANT INSTRUCTOR				
Be an RR Member		N/A	N/A	N/A
Be 16+ Years of Age		N/A	N/A	N/A
Work 1+ RR Events (4+ Hrs)				
State RR's Purpose				
Be familiar with RR's Goals				
Sign up for events				
Range Officer Procedures				
Safety Rules				
Pit/Target Procedures				
Reimbursement Policy				
Event Check-In (forms, etc)				
<u>Test: Safety Fundamentals</u>				
Assistant Upgrade Complete				

Table 20: BIT Task List

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TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
CERTIFIED INSTRUCTOR				
Be a RR Member		N/A	N/A	N/A
Be 18+ Years of Age		N/A	N/A	N/A
Work 2+ RR Events (8+ Hrs)				
Chief Range Officer Procedures				
Short History Presentation				
Short Civic Engagement Talk				
Understand next skill upgrades				
<u>Test: Instructor Fundamentals</u>				
Certification Upgrade Complete				
MASTER INSTRUCTOR				
Be a Full RR Member		N/A	N/A	N/A
Be 21+ Years of Age		N/A	N/A	N/A
Worked 8+ RR Events				
RR Officer Approval				
Master Upgrade Complete				

Table 21: BIT Task List(contd)

6.2.4 BIT SPECIAL INSTRUCTIONS AND CLARIFICATION

The following provides a study guide and clarification for tasks above.

- **Assistant**
 - **RR Membership:** Apprentice, Assistant, and Certified Instructors may be any class of RR Member. Master Instructors must be Full members.
 - **State RR's Purpose.** Found in our Articles of Incorporation and By Laws. The purpose of this club shall be as follows: "To educate the public in American history, support the shooting sports, and promote civic engagement."
 - **Be Familiar with RR's Goals.** RR's Goals are also found in the bylaws. Assistants need not state them verbatim, but mentors should ensure that Assistant Instructors are familiar with them.
 - **Sign Up for Events.** Explain how to keep tabs on events in your area to volunteer at.
 - **Range Officer Procedures.** Demonstrate RO procedures to standard per the SOP.
 - **Safety Rules.** State the three safety rules verbatim per the SOP. Teach them to students.
 - **Pit/Target Procedures.** Explain or demonstrate Pit/Target procedures per the SOP.
 - **Reimbursement Policy.** Understand how to file for reimbursements, and what is covered.
 - **Event Check-In.** Explain or demonstrate how to welcome guests to an RR Event and process their waiver forms for the Event Director.
 - **Test—Safety Fundamentals:** Pass a brief test on safety fundamentals (see appendix).
- **Certified**

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- **Chief Range Officer Procedures:** Demonstrate CRO procedures to standard per the SOP.
- **Short History Presentation:** Demonstrate the ability to tell 10 total minutes of history to a public audience, with a focus on the colonial period, Revolutionary War, or early Republic. This presentation may consist of several shorter presentations (example, two five minute talks) or one longer presentation.
- **Short Civic Engagement Presentation:** Demonstrate the ability to discuss Civic Engagement for at least five total minutes. This presentation may consist of several shorter presentations (i.e. a few “elevator speeches”) or one longer presentation. Example topics include encouraging the general public to participate in civic life, educating the general public on civic participation, fostering an appreciation for the freedoms and liberties provided by American civic life, approaching a partner organization, or similar topics.
- **Understand Next Skill Upgrades:** The candidate should understand how to add additional endorsements for specific skill discipline. The Master instructor should have a goal-setting discussion and help tailor an upgrade plan based on the individual’s interests and the needs of the local crew or area.
- **Test—Instructor Fundamentals:** Pass a brief test on instructor fundamentals (see appendix).

6.3 RR BASIC RIFLE ENDORSEMENT

6.3.1 PURPOSE

The purpose of RR Basic Rifle Endorsement is to establish a fundamental baseline of knowledge, skills, and attitudes for RR Members to teach the RR First Steps and Basic Rifle curricula.

6.3.2 TIMELINE

The Basic Rifle endorsement is intended to be completed over at least two RR events with a “hands on” training model. It should take at least 20 hours of on-the-job training plus some self-study.

6.3.3 CHECKLIST OF TASKS

TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
APPRENTICE BASIC RIFLE				
Complete RR-BIT (Assistant+)		N/A	N/A	N/A
Score “Marksman+” on RR Rifle Qualifier				
Demo prone position				
Explain prone position				
Apprentice Upgrade Complete				
ASSISTANT BASIC RIFLE				
Complete RR-BIT (Assistant+)				
Explain Freedom Bell COF				
Rifle Safety, Parts, & Operation				
Sling Usage				
Prone Supported Position				
Five Rifle Shooting Fundies				
Natural Point of Aim				
Basic IMC (25 Yard Adjustments)				
Rifle Cleaning, Storage, & Trng				
Assistant Upgrade Complete				

Table 22: Basic Rifle Task List

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CERTIFIED BASIC RIFLE				
Complete RR-BIT (Certified+)				
Score “Sharpshooter+” on RR Rifle Qualifier				
Explain RR Qualifier COF				
Sitting Position				
Standing Position				
Shot Group Analysis				
Intermediate IMC				
Fundies of KD Shooting Lecture				
Familiar w/ Battle Rattle COF				
Familiar w/ KD Qualifier COF				
Serve as Chief Instructor for a Basic Rifle event				
Certification Upgrade Complete				
MASTER BASIC RIFLE				
Be a Full RR Member		N/A	N/A	N/A
Be 21+ Years of Age		N/A	N/A	N/A
Work 8+ RR Basic Rifle Events				
RR Officer Approval				
Master Upgrade Complete				

Table 23: Basic Rifle Task List (contd)

6.3.4 BASIC RIFLE SPECIAL INSTRUCTIONS AND CLARIFICATION

The following provides a study guide and clarification for tasks above.

- **Assistant:** These tasks are the essential ones required to execute the first third of a 2-Day Basic Rifle Class, or an entire First Steps class. All lesson plans can be found in the Basic Rifle section/
- **Certified:** To complete this upgrade, the candidate must serve as the Chief Instructor for a Basic Rifle event under the direct supervision of the certifying Master Basic Rifle Instructor. The line items above may be accomplished simultaneously or completed prior based on the preferences of the upgrading and certifying members.
- **NRA Certifications:** Individuals holding the appropriate NRA Rifle Instructor certification may have all tasks included in NRA Basic Rifle curriculum signed off. Such individuals need only demonstrate the RR specific skills.
- **CMP EIC or NRA Sharpshooters:** The RR Rifle Qualifier score requirement is waived for any instructor holding CMP EIC points in Service Rifle or a NRA Sharpshooter rating or better in a rifle discipline.

6.4 RR FIELD RIFLE ENDORSEMENT

6.4.1 PURPOSE

The purpose of RR Field Rifle Endorsement is to establish a fundamental baseline of knowledge, skills, and attitudes for RR Members to teach the RR Field Rifle curricula.

6.4.2 TIMELINE

The Field Rifle endorsement is intended to be completed over at least two RR events with a “hands on” training model. It should take at least 20 hours of on-the-job training plus some self-study. It builds on the Basic Rifle skill set.

6.4.3 CHECKLIST OF TASKS

TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
APPRENTICE FIELD RIFLE				
Complete RR-BIT (Certified)		N/A	N/A	N/A
Complete RR Basic Rifle (Certified) Endorsement				
Score “Marksman+” on RR Rifle Qualifier at KD Ranges				
Apprentice Upgrade Complete				
ASSISTANT FIELD RIFLE				
Attend 1+ Field Shoot Event or have NRA/CMP experience				
Target Detection				
Target Identification				
Field-Expedient Ranging				
Intermediate IMC				
Basic Ballistics				
Data Collection (“DOPE”)				
Explain Battle Rattle COF				
Explain RR Classifier COF (KD)				
Assistant Upgrade Complete				

Table 24: Field Rifle Task List

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CERTIFIED FIELD RIFLE				
Score “Sharpshooter+” on RR Rifle Qualifier at KD Ranges				
Serve as Chief Instructor for a Field Rifle event				
Explain Field Rifle Challenge COF				
Certification Upgrade Complete				
MASTER FIELD RIFLE				
Be a Full RR Member		N/A	N/A	N/A
Be 21+ Years of Age		N/A	N/A	N/A
Work 2+ RR Field Rifle Events				
RR Officer Approval				
Master Upgrade Complete				

Table 25: Field Rifle Task List (contd)

6.4.4 FIELD RIFLE SPECIAL INSTRUCTIONS AND CLARIFICATION

The following provides a study guide and clarification for tasks above.

- **Apprentice:** The Field Rifle upgrade builds on the skills in Basic Rifle and thus Basic Rifle endorsement is required for entry. A “Marksman” score or better must be live-fired on a RR Classifier at Known Distance (either 100 yard Rimfire or 400 yard Centerfire).
- **Certified:** To complete this upgrade, the candidate must serve as the Chief Instructor for a Field Rifle event under the direct supervision of the certifying Master Basic Rifle Instructor. The line items for “assistant” may be accomplished simultaneously or completed prior based on the preferences of the upgrading and certifying members. Because this is an advanced skill set, the “see one/do one” mentorship model is most appropriate. Master instructors must ensure that Certified candidates are fully prepared to execute Field Rifle events on their own. If there is doubt, the Candidate should spend time as an Assistant to have more chances to practice the skills required. The RR Rifle Qualifier requirement is waived for any instructor holding CMP EIC points in Service Rifle or a NRA Sharpshooter rating or better in High Power Rifle.

6.5 RR BASIC PISTOL ENDORSEMENT

6.5.1 PURPOSE

The purpose of RR Basic Pistol Endorsement is to establish a fundamental baseline of knowledge, skills, and attitudes for RR Members to teach the RR Pistol curricula.

6.5.2 TIMELINE

The Basic Pistol endorsement is intended to be completed over at least two RR events with a “hands on” training model. It should take at least 20 hours of on-the-job training plus some self-study.

6.5.3 CHECKLIST OF TASKS

TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
APPRENTICE PISTOL				
Complete RR-BIT (Certified)		N/A	N/A	N/A
Score “Marksman+” on RR Pistol Qualifier				
Apprentice Upgrade Complete				
ASSISTANT PISTOL				
Complete RR-BIT (Certified)				
Explain Whittemore’s Stand COF				
Pistol Safety, Parts, & Operation				
Fundamentals of Shooting a Pistol				
Two Handed Grip				
Position: Isoceles				
Position: Weaver				
Position: Low Ready				
Clearing Common Stoppages				
Shot Group Analysis				
Assistant Upgrade Complete				

Table 26: Basic Pistol Task List

Shooting Sports – American History – Civic Engagement

TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
CERTIFIED PISTOL				
Score “Sharpshooter+” on RR Pistol Qualifier				
Explain RR Pistol Qualifier				
Position: Benchrest				
Natural Point of Aim				
Serve as Chief Instructor for a Basic Pistol event				
Certification Upgrade Complete				
MASTER PISTOL				
Be a Full RR Member		N/A	N/A	N/A
Be 21+ Years of Age		N/A	N/A	N/A
Complete all NRA Requirements to be a Certified Basic Pistol Training Instructor		N/A	N/A	N/A
RR Officer Approval				
Master Upgrade Complete				

Table 27: Basic Pistol Task List (contd)

6.5.4 PISTOL SPECIAL INSTRUCTIONS AND CLARIFICATION

The following provides a study guide and clarification for tasks above.

- Certified:** To complete this upgrade, the candidate must serve as the Chief Instructor for a Pistol event under the direct supervision of the certifying Master Basic Pistol Instructor. The line items above may be accomplished simultaneously or completed prior based on the preferences of the upgrading and certifying members.
- NRA Certifications:** Individuals holding the appropriate NRA Basic Pistol Instructor certification may have all tasks included in NRA Basic Pistol curriculum signed off. Such individuals need only demonstrate the RR specific skills.
- CMP EIC or NRA Sharpshooters:** The RR Pistol Qualifier score requirement is waived for any instructor holding CMP EIC points in Service Rifle or a NRA Sharpshooter rating or better in a pistol discipline.

6.6 RR EVENT DIRECTOR ENDORSEMENT

6.6.1 PURPOSE

The purpose of RR Event Director Endorsement is to establish a fundamental baseline of knowledge, skills, and attitudes for RR Members to organize and lead RR events.

6.6.2 TIMELINE

The Event Director endorsement is intended to be completed through at least two events with 24+ hours of on the job training.

6.6.3 CHECKLIST OF TASKS

TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
APPRENTICE EVENT DIRECTOR				
Complete RR-BIT (Certified)		N/A	N/A	N/A
Complete Storyteller (Assistant)		N/A	N/A	N/A
Be a Full RR Member		N/A	N/A	N/A
Shadow an Event Director				
Apprentice Upgrade Complete				
ASSISTANT EVENT DIRECTOR				
Serve as Acting Event Director for a ½ Day or Full Day Event		N/A	N/A	N/A
Test: RR Policies				
Sign up a new facility				
Schedule an Event				
Order supplies w/ budget				
Submit Reimbursement				
Opening Comments at Event				
Lead Civic Engagement Talk				
Recruit new RR Member				
Assistant Upgrade Complete				
CERTIFIED EVENT DIRECTOR				
Serve as Acting Event Director for a Two Day Event, or 2xOne Day Events		N/A	N/A	N/A
Know the RR Civic Engagement Goals				

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Lead Civic Engagement Talk				
Certification Upgrade Complete				
MASTER EVENT DIRECTOR				
Be a Full RR Member		N/A	N/A	N/A
Be 21+ Years of Age		N/A	N/A	N/A
Work 3+ RR Events as an Event Director				
RR Officer Approval				
Master Upgrade Complete				

Table 28: Event Director Task List

6.6.4 EVENT DIRECTOR SPECIAL INSTRUCTIONS AND CLARIFICATION

RR Event Directors are individuals with sound judgment and experience well versed in administrative procedures to ensure an event runs smoothly. The upgrading volunteer should go through all steps to plan and execute an event; the Master instructor can simulate some steps (for example, if working an established range, simulate signing up a new facility).

Two Civic Engagement Talks are required. Assistants are to lead a generic ~5-10 minute discussion. Certified instructors are to have a plan to tailor their comments to their specific audiences, including how to tailor comments on day one versus day two of a multiday event which may require preparation of more content. Example topics include encouraging the general public to participate in civic life, educating the general public on civic participation, fostering an appreciation for the freedoms and liberties provided by American civic life, approaching a partner organization, or similar topics.

Assistant Event Director candidates must know how to welcome potential volunteers to the organization and sign up them up as Apprentices.

6.7 RR STORYTELLER ENDORSEMENT

6.7.1 PURPOSE

The purpose of RR Storyteller Endorsement is to establish a fundamental baseline of knowledge, skills, and attitudes for RR Members to effectively tell history.

6.7.2 TIMELINE

The Storyteller endorsement is intended to be completed through at least one event with 2+ hours of on the job training.

6.7.3 CHECKLIST OF TASKS

TASK	DATE	LOCATION	MASTER NAME	MASTER INITIAL
APPRENTICE STORYTELLER				
Complete RR-BIT (Assistant)		N/A	N/A	N/A
Hear RR History Presentation				
Apprentice Upgrade Complete				
ASSISTANT STORYTELLER				
Prepare and tell at least 15+ minutes of relevant history				
State the RR History Goals				
Assistant Upgrade Complete				
CERTIFIED STORYTELLER				
Prepare and tell at least 15+ minutes of relevant history				
Prepare and tell at least 15+ minutes of relevant history				
Prepare and tell at least 15+ minutes of relevant history				
Certification Upgrade Complete				

Table 29: Story Teller Task List

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MASTER STORYTELLER				
Be a Full RR Member		N/A	N/A	N/A
Tell history at 4+ live events				
Either: 1) Learn a second hr of history 2) Research and prepare a history lesson plan for RR's Instructor Materials or Newsletter				
RR Officer Approval				
Master Upgrade Complete				

Table 30: Story Teller Task List (contd)

6.7.4 STORYTELLER SPECIAL INSTRUCTIONS AND CLARIFICATION

RR Storytellers are expected to be effective communicators of relevant history with a focus on the colonial period, Revolutionary War, and early Republic. A number of RR Lesson Plans are available. Assistant Storytellers should learn a coherent story that stands on its own, appropriate for use at a shorter event. Certified Storytellers may break their presentation into several sections or combine it together. The default assumption is that Certified Storytellers have mastered the entire story of *Paul Revere's Ride* plus some additional anecdotes, or the entire story of 1776. Candidates may tell all history at one event or spread it across multiple events.

6.8 TEST: SAFETY FUNDAMENTALS & POLICIES

- A score of 90% is required to pass. All answers can be found in the Range SOP.

1. State one of the three fundamental NRA / RR Rules for Safe Firearms Handling:
 - _____
2. State another of the three fundamental NRA / RR Rules for Safe Firearms Handling:
 - _____
3. State a third fundamental NRA / RR Rule for Safe Firearms:
 - _____
4. RR Instructors may assist students with their firearms in all of the following ways EXCEPT:
 - a. Attaching slings
 - b. Making sight adjustments
 - c. Field Stripping and Cleaning
 - d. Substantive modifications to a gun's fire control group, action, or other parts
5. True or False: Safety glasses and ear protection are required. RR club insurance may not cover individuals who choose not to wear personal protective equipment.
 - a. True
 - b. False
6. True or False: Never use alcohol or drugs before or while shooting.
 - a. True
 - b. False
7. True or False: At RR events, firearms will either be secured in a closed container or under the supervision of a certified RR member.
 - a. True
 - b. False
8. True or False: Sidearms can be worn by students who will be in the prone, sitting, or kneeling positions on the line.
 - a. True
 - b. False
9. When clearing a firearm at a RR event, participants should do all of the following EXCEPT:
 - a. Unload the firearm by removing all ammunition and detachable magazines
 - b. Open the bolt and verify the chamber is clear
 - c. Engage the safety if possible
 - d. Insert an Empty Chamber Indicator (chamber flag)
 - e. Handle the rifle to make sight adjustments while others are downrange
10. While working as a Range Officer, you observe an unsafe condition develop. What should you do?
 - a. Call "CEASE FIRE" immediately.
 - b. Wait until the next break and tell the Chief Range Officer.
 - c. Make a note of it and bring it up at the After Action Report.

6.9 TEST: INSTRUCTOR FUNDAMENTALS

- *A score of 90% is required to pass. All answers can be found in the Instructor SOP.*
- 1. True or False: RR has a policy forbidding harassment or discrimination. Students and RR members should be treated with dignity and respect. Mistakes should be corrected tactfully and positively, never sarcastically.
 - a. True
 - b. False
- 2. True or False: Relating new materials to what is already known makes the learning process easier. Instructors should use a “building block” approach.
 - a. True
 - b. False
- 3. True or False: Instructors should start with simple concepts before moving onto more complex activities.
 - a. True
 - b. False
- 4. True or False: All students learn at the same pace and in the same way.
 - a. True
 - b. False
- 5. According to the NRA and RR instructor manual, students retain about 10% of what they _____, 25% of what they _____, and 65% of what they _____. This is why the NRA and RR emphasize “Total Participant Involvement.”
 - a. Hear, See, Do
 - b. Do, Think About, Hear
 - c. See, Do, Hear
- 6. Who, if anyone, should provide additions to an effective but slightly incomplete presentation?
 - a. The Event Director
 - b. The Chief Instructor
 - c. Any instructor at the event
 - d. Both A & B
- 7. True or False: Demonstrations are a chance for instructors to show off; it doesn’t matter if you clearly show the steps in performing the skill.
 - a. True
 - b. False
- 8. If the students are not familiar with a skill, you should insist on ____ first, ____ second.
 - a. Speed, Showmanship
 - b. Speed, Accuracy
 - c. Accuracy, Speed
 -
- 9. What is an effective tool to organize your thoughts when giving a talking presentation?
 - a. Reading a script verbatim
 - b. Lesson Plan or Outline
 - c. Only ineffective instructors have to prepare; you should always speak off the cuff
 -
- 10. Examinations, whether knowledge tests or live fire shooting contests, serve all of the following roles except:
 - a. A means to determine if your students have learned the material
 - b. A tool to enhance learning and reinforce concepts
 - c. An indication of the instructor’s success at teaching
 - d. A chance for the instructors to add new objectives that they haven’t taught yet as a surprise twist

6.10 TEST: RR POLICIES

TBA. Until a test is released, to complete this requirement, candidates should review policies with their mentor and ensure there are no questions.

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