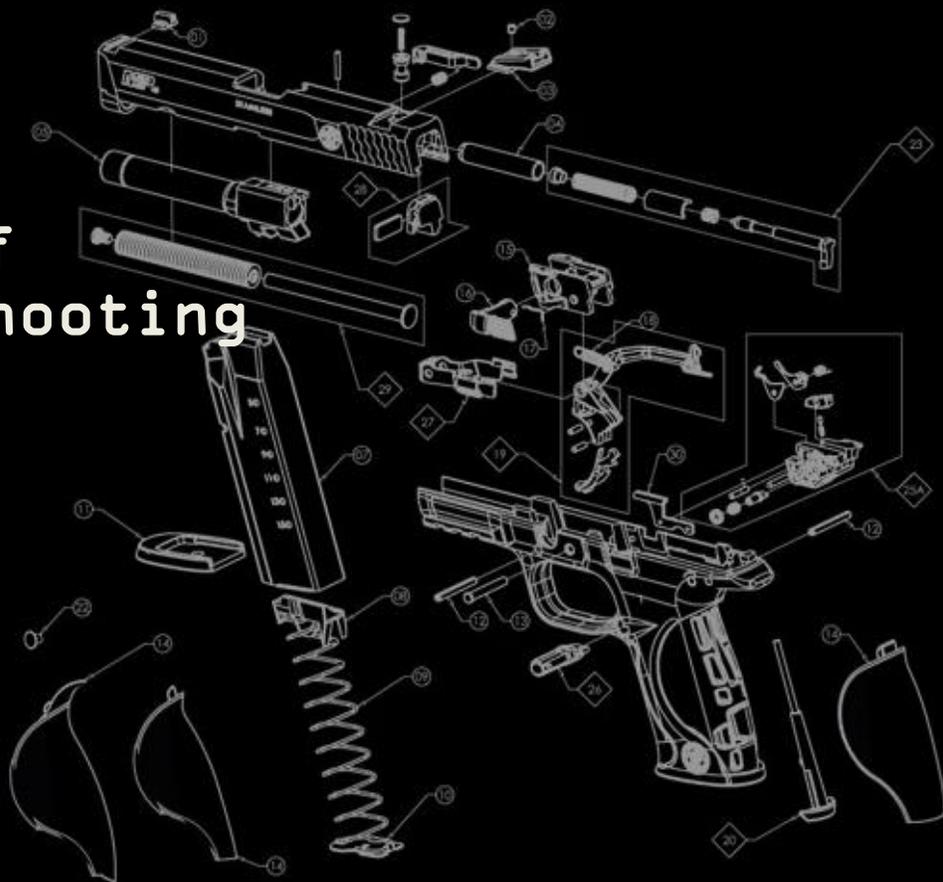




# Basics of Pistol Shooting



## BLENDED LEARNING INSTRUCTOR LED TRAINING

### LESSON PLAN APPENDIX

&

### SHOOTING QUALIFICATIONS







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For more information, write:  
Training Department, Education & Training Division  
National Rifle Association of America  
11250 Waples Mill Road  
Fairfax, VA 22030

***Thank you for your dedication to upholding  
the standards of the NRA training programs.***

***Good luck with your course!***

We thank you for your commitment to firearm education and for participating in the training programs of the National Rifle Association. Your expertise and dedication will help train a new generation of shooters how to exercise their freedoms safely and responsibly. If you have any questions about the NRA Basic Pistol Shooting Course, please contact:

NRA Training Department  
11250 Waples Mill Road  
Fairfax, Virginia 22030  
(703) 267-1500

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## TABLE OF CONTENTS

DISCLAIMER .....	1
COURSE INFORMATION .....	1
OBJECTIVES .....	2
QUALIFICATION/COURSE COMPLETION CERTIFICATE.....	2
MATERIALS.....	3
TIME REQUIREMENTS.....	4
EXERCISE REQUIREMENTS .....	4
STUDENT-TO-INSTRUCTOR RATIO .....	4
PARTICIPANT INVOLVEMENT .....	5
TERMINOLOGY.....	6
FIREARM SAFETY .....	6
RELEASE, WAIVER, INDEMNIFICATION, HOLD HARMLESS, AND ASSUMPTION OF RISK AGREEMENT .....	7
NRA PISTOL MARKSMANSHIP QUALIFICATION PROGRAM .....	7
COURSE OUTLINE .....	8
STUDENT COURSE INTRODUCTION.....	9
APPENDIX A: ONE-HANDED STANDING SHOOTING POSITION.....	10
APPENDIX B: THE FUNDAMENTALS OF PISTOL SHOOTING.....	12
APPENDIX C: PISTOL SHOOTING SKILLS INSTRUCTIONAL METHOD.....	18
APPENDIX D:: NRA BASICS OF PISTOL SHOOTING COURSE EVALUATION.....	24
APPENDIX E: PERFORMANCE REQUIREMENTS CHECKLIST .....	26
SHOOTING QUALIFICATION TARGETS .....	31

## DISCLAIMER

The NRA expressly disclaims any and all liabilities, losses, costs, claims, demands, suits, or actions of any type or nature whatsoever arising from or in any way related to: this manual; the use of this manual; any representation, drawing, or statement made in this manual; or any claim that a particular action is in compliance or performed according or pursuant to this manual.

This manual is under no circumstances to be viewed as a restatement of the law in any jurisdiction or to assure compliance with any applicable federal, state or local laws, ordinances, rules or regulations. You must consult a local attorney to ascertain compliance with all applicable federal, state or local laws, ordinances, rules, or regulations and to advise you of the applicable duty of care required in your jurisdiction.

Instructors should consult with their attorneys for advice on reducing their potential liability for injuries or damages which students or others may incur while learning to use pistols safely, or as a result of other activities. The effectiveness of theories of liability (e.g., strict liability, negligence, and others) and methods for protecting oneself from liability (e.g., incorporation, waivers, and others) vary between different jurisdictions, and the attorney consulted should be familiar with the law of the applicable jurisdiction.

Discharging firearms in poorly ventilated areas, cleaning firearms, or handling ammunition or lead-containing components may result in exposure to lead. Have adequate ventilation at all times. Wash hands with water after exposure.

## COURSE INFORMATION

The Instructor Led Training portion of the blended NRA Basic Pistol Shooting Course reinforces and applies the knowledge that students have already learned in the NRA Basics of Pistol Shooting self-study portion of the course. Instructors are responsible for evaluating student knowledge, while helping the student develop skills and determine if the student has the proper attitude to own and use a pistol safely in a classroom and range setting. Ultimately, students will become more comfortable and familiar with pistols in order to earn a certificate. The Basics of Pistol Shooting Course will also help prepare the student for participation in other NRA courses.

In order to uphold the NRA's adherence to safety, and to maintain standardization among all NRA courses, adhere to the following guidelines when conducting the NRA Basic Pistol Course.

The key to conducting a successful Basics of Pistol Shooting Course is to be well organized and know the subject. To maintain national standards for this program, the NRA has developed lesson plans for you. Prepare for the class by reviewing this lesson plan and ensuring that all materials are prepped for use. Each lesson plan provides the:

- Lesson title
- Learning objectives
- Estimated length of lesson
- Location and preparation information

- Materials
- Resources, including references to self-study lesson
- Discussion notes
- Demonstration notes
- Student practice information
- Performance Requirements Checklist information

Prepare for the class by reviewing this lesson plan and ensuring that all materials are prepped for use.

Combined with the information found in the *NRA Trainer's Guide* ("Planning and Conducting Your NRA Course"), the material presented in this course outline will put you on the road to success. The learning objectives are your road map--use them.

## OBJECTIVES

In the instructor led portion, instructors are responsible for determining whether students have successfully completed each exercise. In this course, students must complete the exercises provided and meet the shooting qualification in order to achieve certification. It is strongly recommended to use the Performance Requirements Checklist provided (see Appendix E) to sign off on each exercise as the student demonstrates proficiency. (You are authorized to make photocopies of the Performance Requirements Checklist and Shooting Targets as needed.)

Explanations and demonstrations provided by the instructors are not to be confused with meeting a learning objective. The students must be able to perform each objective. It is up to the instructor's discretion whether the student has passed. There is no minimum score to pass. Cause for failing a student would be the unsafe handling of a firearm, inability to meet learning objectives, or a poor attitude.

## QUALIFICATION/COURSE COMPLETION CERTIFICATE

Students must demonstrate the Knowledge, Skills, and Attitude necessary for the safe and proficient use of a pistol, and pass the qualification shooting standard at a Level 1: Red minimum to earn a completion certificate.

**Instructors should provide an original Performance Requirements Checklist to the student and keep a copy for the instructor's records. Then, instructors and students need to each sign off on Exercises 1 through 4 in the Performance Requirements Checklist as students demonstrate the knowledge, skills, and attitude necessary for the safe and proficient use of a pistol. After completion of Exercise 4, sign and date each copy of the Performance Requirements Checklist for completion.**

After completion of Exercise 4, sign and date each copy of the Performance Requirements Checklist for completion. Students are ready to begin the shooting qualification to earn certification. Keep in mind that each qualification level does not need to be conducted in a single session. **Sample qualification targets are available at the end of this lesson plan. Instructors may make as many copies as needed, however print a test page for each level to ensure they have printed to the proper target measurements. If not, you may have to enable your printer to print outside of the margins. If you're unable to print the targets to the proper size, create your own targets to meet the standard.**

Instructors have the freedom to invite students back for further mentorship, and qualifying for each additional level as well as participating in the Winchester/NRA Marksmanship Qualification Program. If your students' return, you have the choice of printing new certificates to endorse each level, or have them bring their original certificates back for your endorsement.

### **Red, White, and Blue Certification**

Students must qualify at the Level 1: Red level to earn a Basic Pistol Course Completion certificate. Once the student accomplishes the Level 1: Red level, instructors are encouraged to offer them the opportunity to qualify for the Level 2: White, Level 3: Blue, and Instructor level endorsements on their certificates.

- Qualification for **Level 1: Red** is four five shot groups within the four-inch circle at 10 feet.
- Qualification for **Level 2: White** is four five shot groups within the four-inch circle at 15 feet.
- Qualification for **Level 3: Blue** is four five shot groups within the four-inch circle at 20 feet.

*NOTE – Groups can be cumulative and do not need to be shot consecutively*

### **Level 4(Instructor) Certification**

Instructors can also take this opportunity to allow the students the opportunity to shoot to the same qualification standard an NRA Certified Instructor must shoot. For Level 4, use the NRA Instructor Training Qualification Target. Have the student shoot 20 shots from 45 feet. If they are able to place 16 of the 20 shots within a six inch group, the student would earn the Level 4 endorsement. Each endorsement is something they would be proud to share with their friends and family.

## **MATERIALS**

### **Required**

- Targets (blank typing paper and bullseye targets)
- Staple gun and staples, and/or target holders
- Target pasters
- Eye and hearing protection
- Pens or pencils
- Course schedule (one per student and instructor)
- Firearms (single-action and double-action revolver, semi-automatic pistol)
- Appropriate dummy ammunition
- Live ammunition (suggest 200 rounds of factory ammunition, objectives could be met with a bare minimum of 40 rounds if the benchrest portion is conducted in the classroom with a simulator. The vast majority of students will require more than the minimum.)
- Gun cleaning kit

### **Optional**

- Performance Requirements Checklist ( one per student and one per instructor for record keeping)
- NRA Basic Pistol Shooting Course Wall Charts (13330)
- NRA DVD: Fundamentals of Gun Safety (11560) and DVD player
- NRA Range Rules Poster (EF 14880)
- Flip chart, easel, and markers

- Computer presentation and projector
- Dry erase board, markers, and eraser
- Name tags
- Marking pens
- Highlighter pens
- Folding chairs
- Refreshments
- NRA Member Services Guide (one per student)
- Ceiling fans or floor fans for ventilation
- Access to the Self-Study: Basics of Pistol Shooting self-study

See the current NRA Trainers' Catalog or <http://materials.nrahq.org> for item numbers and prices.

### **TIME REQUIREMENTS**

The NRA Basics of Pistol Shooting course is objective-based. This course has been designed to allow for maximum flexibility in scheduling. The exercise times listed are typical times and your actual experience may vary.

Instructors teaching this course for the first time, those mentoring new instructors, or those who do not have the support of an experienced instructor team should factor in additional time. It is better to plan a longer course and finish early than to run overtime or cut a lesson short. With experience gained by teaching from these lesson plans, you will soon be able to plan an entire course accurately and adhere more closely to your schedule.

### **EXERCISE REQUIREMENTS**

#### **Location**

Each lesson will indicate whether you may perform the exercises in a classroom, or whether a range is required. If you have difficulty scheduling range time, or must maximize the amount of shooting and minimize dry practice while on the range, then you may want to conduct all of the dry-firing drills in a classroom setting before proceeding to the range.

#### **Targets**

Use blank targets (such as typing paper or the back of a standard target) allow beginning shooters to concentrate upon sight alignment and trigger control without the distraction of a bullseye. Use targets provided in the lesson plan for the shooting exercises when indicated. The emphasis should be on shooting for group, not score. Instructors may make as many copies of the targets as desired.

### **STUDENT-TO-INSTRUCTOR RATIO**

During the range exercises for the NRA Basic Pistol Shooting Course, a *one-to-one student-to-instructor ratio on the firing line is encouraged whenever possible*. If this is not possible, the ratio on the firing line should not exceed two shooters for every NRA Certified Pistol Instructor.

Whenever possible, use the coach/pupil method, with one student coaching the shooter on the line through the proper technique. This promotes student learning and provides an extra pair of eyes on the shooting line for greater safety.

Additionally, it is recommended that a range safety officer oversee the safety of the entire line. The range safety officer's responsibility is to ensure safety, not to give individual instruction.

Depending upon the range facilities used and the number of instructors available, it may be advantageous to split the class into two or more separate groups or to use two relays for the range sessions.

## **PARTICIPANT INVOLVEMENT**

### **Total Participant Involvement**

The key to a successful and positive training experience is total participant involvement (TPI). *People learn by doing!* Use questions, discussions, demonstrations, group interaction, and practical exercises to their maximum potential. Minimize lectures. Remember, telling is *not* synonymous with teaching.

### **Pregnant Women and Nursing Mothers**

Pregnant women are encouraged to discuss their participation in this course with their physicians prior to the first lesson. They should discuss the effects of exposure to loud sounds and (if using an indoor range) airborne lead particulate. If any students are pregnant or nursing an infant, *they should not handle any chemicals, lubricants, or solvents* unless they have discussed doing so with their physician.

### **Physical Limitations and Disabilities**

Some students will not be able to assume certain shooting positions (i.e., standing shooting positions) because of physical limitations or disabilities. The presence of a physical limitation does not by itself affect a student's eligibility to attend the course or receive a completion certificate. Where necessary, adapt the exercise to work within a given student's abilities. For example, students in wheelchairs may utilize a sitting unsupported shooting position for the standing positions taught in this course.

Students who are in wheelchairs, use prosthetic devices, or have amputations may need gun handling skills and techniques adapted in ways that are not covered in this lesson plan or the student handbook. An excellent resource for assistance and advice in working with disabled shooters is the national manager of the NRA Adaptive Shooting Program. Call Manager, National Adaptive Shooting Program, Education and Training Division, National Rifle Association of America, (703) 267-1431, for further information and assistance.

Regardless of the physical ability, all students are required to demonstrate the necessary **knowledge**, **skills**, and **attitude** to receive a course completion certificate. Also, safety must never be compromised when modifying techniques to accommodate a student's abilities.

## TERMINOLOGY

Do not use the term *weapon* in this course. *Weapon* has a negative connotation. Use *pistol*, *revolver*, *gun*, *firearm*, or specific model.

## FIREARM SAFETY

During every lesson, constantly emphasize in words and by your own actions that a gun must always be kept pointed in a safe direction. Be certain that students observe this rule at all times, especially whenever students handle guns, as in dry-fire, live-fire and gun cleaning exercises. Safety must be your foremost concern; therefore, you must personally observe all of the gun safety rules at all times, and monitor your students carefully to ensure that they are also observing these rules. Instructors must lead by example.

Whenever you pick up a pistol, either for demonstration purposes or to hand it to a student, always be sure to keep it pointed in a safe direction, keep your finger off the trigger, remove the magazine (if any), open the action, and visually and physically check the chamber(s) to be sure that no live round remains in the gun. Use each such occasion as an opportunity to reinforce your students' gun safety training by having a student verify the unloaded condition of the pistol. Be sure that each student also performs this sequence of steps each time he or she picks up a pistol. Ensure that the student observes all of the safe gun handling rules (such as "**ALWAYS keep the gun pointed in a safe direction**") while he or she inspects the chamber(s) to verify that the pistol is empty.

**IMPORTANT NOTE:** All training aids to be used as representation of a firearm (e.g.: Blue guns, Laser training devices, Air Soft, Air guns, toy guns, etc.), **MUST** be treated in the same fashion and with the same safety rules as firearms **AT ALL TIMES**. Infractions against this rule will be treated exactly the same as infractions using firearms in the same manner.

Bad habits can easily be passed from instructor to student, and so you must make absolutely sure that all necessary respect for firearms safety rules are followed at all times, regardless of the tool used in the capacity of firearm during a class.

### **Establish Emergency Procedures**

Establish emergency procedures to be followed in the event of an accident. All course staff should be aware of these procedures and maintain a list of emergency telephone numbers.

### **No Live Ammunition in the Classroom**

No live ammunition is permitted in the classroom. In a training environment where handling and dry firing is necessary, it is imperative that no ammunition or loaded firearms be present. If ammunition is not in the room, it cannot possibly get into a firearm! This protects instructors from potential liability and protects the students as well. Only dummy ammunition that is visually distinct from live ammunition is allowed in the classroom. Live ammunition may only be present on the range during live-fire exercises.

## **RELEASE, WAIVER, INDEMNIFICATION, HOLD HARMLESS, AND ASSUMPTION OF RISK AGREEMENT**

A sample Release, Waiver, Indemnification, Hold Harmless, and Assumption of Risk Agreement is included in the *NRA Trainer's Guide*. You or your club may want to develop a similar agreement for use with your shooting activities.

Please note that the legal issues that may be raised in an attempt to enforce such an agreement involve the interpretation of contract and tort law, both of which are governed by state (not federal) law. Tort and contract law varies from state to state and this form agreement may be enforceable in some jurisdictions and not in others. You will have to tailor this agreement to comport with the law of the state in which you intend to use it. You are strongly urged to obtain the advice of an attorney licensed to practice law in your state to advise you of the specific applicable state statutory and common law as they relate to tort and contract law, and in particular how to ensure the enforceability of release and waiver and hold harmless and indemnification agreements in your jurisdiction.

The form agreement was not drafted by an attorney licensed to practice law in your state, nor was it drafted to comport with and to withstand the scrutiny of the particular laws in your state. The agreement is therefore not to be considered as a restatement of law, nor is it to be relied upon to protect you. You must have an attorney, who is licensed to practice law in your state, review said form, if you intend to make any use of it.

Please note that the agreement is intended to be executed by adult individuals, not minors. Even if otherwise effective, it will not be effective if executed by or on behalf of a minor.

## **NRA PISTOL MARKSMANSHIP QUALIFICATION PROGRAM**

Be sure to encourage participation in the NRA Pistol Marksmanship Qualification program. This program is designed to support the course content and will help the students get started in a shooting program. Emphasize that it is a fun and challenging way for students to demonstrate the skills they have acquired in the Basic Pistol Shooting Course, and also serves as an incentive to further enhance those skills.

## COURSE OUTLINE

**Course Goal: To teach the basic knowledge, skills and attitude necessary for owning and using a pistol safely.**

### **Exercise 1: Firearm and Range Safety**

**Setting:** Classroom and/or range

**Learning Objectives:**

1. The three NRA rules for safe gun-handling.
2. State range rules.
3. Identify range commands.

### **Exercise 2: Fundamentals**

**Setting:** Classroom and/or range

**Learning Objectives:**

1. Determine your dominant eye.
2. Assume a proper two-handed grip.
3. Demonstrate the five fundamentals of pistol shooting: aiming, breath control, hold control, trigger control, and follow through.

### **Exercise 3: Loading, Cocking, De-cocking, Unloading, and Pistol Maintenance**

**Setting:** Classroom and/or Range

**Learning Objectives:**

- A. Load, cock, de-cock, and unload a single-action revolver.
- B. Load, cock, de-cock, and unload a double-action revolver.
- C. Load, cock, de-cock, and unload a semi-automatic pistol.
- D. Review how to safely clean a pistol.

### **Exercise 4: Shooting Positions and Shooting Qualification**

**Setting:** Range

**Learning Objectives:**

- A. Demonstrate the learning steps to assume the benchrest position, and shoot from the benchrest position.

**NOTE: The benchrest exercise may be conducted in the classroom using firearm simulators with a resetting trigger, sights and a laser indicating shot placement.**

- B. Demonstrate the learning steps to assume the Isosceles position, and shoot from the Isosceles position.
- C. Shoot the course qualification.

# STUDENT COURSE INTRODUCTION

Before beginning the course exercises, take 20 minutes to address various administrative tasks with students.

## INTRODUCTIONS

- Instructor
- Staff
- Assistants
- Range staff (if appropriate)

## POLICIES

- No live ammunition in the classroom
- Firearm security
- Refreshments/snacks/smoking
- Breaks and lunch
- Cell phones and other mobile devices

## LOCATION INFORMATION

- Restrooms and drinking fountains
- Phones and emergency exits
- Air conditioning and heating adjustment

## COURSE INFORMATION

- Course length
- Course objective
- Course outline

## APPENDIX A

# One-Handed Standing Shooting Position

### INTRODUCTION

Though not a requirement for this course, the one-handed standing shooting position may be taught as an extension of Exercise IV Shooting Positions. It is more difficult than two-handed positions. It is used in some pistol competitions because it is more challenging.

<b>OBJECTIVES</b>	<p>A. Safely demonstrate the knowledge, skills, and attitude necessary to assume the one-handed standing shooting position.</p> <p>B. Safely shoot a pistol from the one-handed standing shooting position, using the fundamentals of pistol shooting, at a target on a range.</p>
<b>TIME</b>	This exercise is objective based
<b>LOCATION</b>	Range
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Firearms (single- and double-action revolver, semi-automatic pistol)</li> <li>• Live ammunition</li> <li>• Pens or pencils</li> <li>• Eye and ear protection</li> <li>• Targets (printed from the lesson plan – verify size accuracy)</li> </ul>
<b>RESOURCES</b>	<p>Basics of Pistol Shooting</p> <ul style="list-style-type: none"> <li>• Lesson 6 – Shooting Positions</li> </ul> <p>Appendix C – Pistol Shooting Skills Instructional Methods</p>
<b>IMPORTANT</b> 	<b><i>No live ammunition in the classroom!</i></b>

### ACTIVITIES

#### A. Safely demonstrate how to assume the one-handed standing shooting position.

<b>DEMONSTRATION</b> 	Demonstrate the proper one-handed grip and the one-handed standing position.
<b>STUDENT PRACTICE</b>  <b>1. Fundamentals practice without ammunition</b>	<p>Have students focus on attaining a proper body position before adding the handgun.</p> <p>Check for the following:</p> <ul style="list-style-type: none"> <li>• Proper one-handed grip</li> <li>• Feet shoulder-width apart with body weight evenly distributed</li> <li>• Body and head comfortably erect</li> <li>• Shooting arm fully extended with wrist and elbow locked</li> <li>• Non-shooting hand relaxed in a pocket or comfortably hooked in the belt or waistband</li> <li>• Pistol raised to eye level</li> <li>• Shooter relaxed and comfortable</li> </ul>

	Students should be positioned so that their pistols naturally point at the target center.
<b>B. Safely demonstrate how to shoot a pistol using the one-handed standing shooting position.</b>	
<b>DEMONSTRATION</b> 	Demonstrate how to safely shoot a pistol using the one-handed standing position.
<b>STUDENT PRACTICE</b>   <b>1. Dry-fire exercise</b>       <b>2. Single-shot exercise</b>       <b>3. Five-shot exercise</b>       <b>4. Continue firing five-shot groups</b>	<p>Have students dry-fire their pistols at the target while applying the fundamentals:</p> <ul style="list-style-type: none"> <li>• Aiming</li> <li>• Breath control</li> <li>• Hold control</li> <li>• Trigger control</li> <li>• Follow-through</li> </ul> <p>Students should concentrate on sight alignment, focusing on the front sight, and pressing the trigger without disturbing the sights. Students must be able to execute the fundamentals of shooting during dry-firing before they can progress to live ammunition.</p> <p>Ensure that everyone on the range has eye and hearing protection.</p> <p>Note: Students with double-action revolvers should cock the hammer before each shot, if possible.</p> <p>Have students load and fire, one cartridge at a time.</p> <p>Now, have them fire five times at a blank target. Using the coach/pupil method, have coaches evaluate the shooters.</p> <p>Perform this exercise at least twice, for a total of 10 shots.</p> <p>Have students load and fire five cartridges from the one-handed standing shooting position on a bullseye target. The students should use a six o'clock hold so that they can see the front sight in the white area of the target around the bullseye. The students should rest between shots.</p> <p>Have the coaches evaluate the shooters after this five-shot string. Repeat the exercise as necessary, until you are satisfied with the student's performance.</p>

## APPENDIX B

# The Fundamentals of Pistol Shooting

### INTRODUCTION

This detailed outline is provided as a study reference to assist you in your preparations to teach the fundamentals of pistol shooting.

#### I. **Importance of a Fundamental**

##### a. **What does “fundamental” mean? What is a fundamental?**

- i. “Fundamental” has a number of meanings:
  1. Basic; elemental
  2. Necessary; indispensable
  3. Primary; principle; most important
  4. Central; key
  5. Of or relating to essential structure, function, or facts
- ii. In terms of pistol shooting, a “fundamental” is an essential skill, technique, or principle that provides the foundation for effective shooting.

##### b. **Why are fundamentals so important in sports? What role do they serve?**

- i. They are the elementary skills necessary to the beginner for “initial success” in the early stages of skills development.
- ii. They are the basic skills that form the foundation of a sport activity.
- iii. They are the basic skills that can be built upon to meet the specific skill requirements of a sport.
- iv. They are forever essential in providing a sound foundation for progressively improving the performance of a sport skill from beginner to world champion.

#### II. **Eye Dominance**

Determining which eye is dominant will tell the shooter which eye should be used to aim this pistol. This information, in turn, usually also indicates which hand should be used to hold the pistol.

For most shooters, the dominant eye and dominant hand are on the same side. A minority of individuals experience cross-dominance, in which the dominant eye and dominant hand are on opposite sides. Such shooters should aim the pistol using the dominant eye, and learn to hold the gun with the non-dominant hand. If this is not possible, the shooter can cant the gun in order to aim with the dominant eye.

Establishing eye dominance needs to be done before teaching the pistol shooting fundamentals. Have the students use the following exercise to determine their dominant eye.

##### a. **Skills Learned**

- i. Establish dominant eye to determine which eye should be used to aim the pistol, and which hand should be used to hold the pistol.
- ii. The student learns how to determine the dominant eye.

### b. Exercise

- i. Extend the hands at arm's length in front of the face. Bring the hands together, leaving a small opening between them, and, keeping both eyes open, look at a distant object through this opening. Focus the eyes on the object as the hands are brought slowly to the face. As the hands reach the face, the eye that is used to view the object is the dominant eye.
- ii. If the right eye is dominant, the pistol should be aimed with the right eye and held in the right hand, if possible. If the left eye is dominant, the pistol should be aimed with the left eye and held in the left hand, if possible.

### c. Instructional Points

- i. Repeat the exercise several times to check for consistency of results.
- ii. Have the students extend their hands at arm's length, and then bring their hands together, leaving a small hole between them. Then have the students look through the hole at the bridge of your nose. This will allow you to validate the identity of the dominant eye.
- iii. However, for cross-dominant shooters, there is nothing wrong with holding the pistol in the dominant hand in front of the dominant eye.
- iv. As with most any exercise, there may be exceptions to the rule, but this exercise will reliably establish the dominant eye in the majority of cases.
- v. Do not give the students medical or optometric advice regarding their dominant or non-dominant eyes. Don't attempt to be an eye doctor unless you are one!

## III. Pistol Shooting Foundations

### a. Shooting Position

- i. Not a shooting fundamental, but the platform from which the fundamentals are executed
- ii. A *shooting position* is the position of the shooter's body and gun in relationship to the target. The suggested teaching order in this course is the two-handed grip in the benchrest position and then the two-handed grip in the standing position.
- iii. Elements of a shooting position
  1. A shooting position should be *comfortable*. This can be achieved through stretching exercises and by practicing the position.
  2. A shooting position should be *balanced*, putting the body's center of balance over the supported points of the position. An erect head position is key, contributing to balance and also permitting the shooter to sight through the center of the lens of the eye. This, in turn, avoids distortions in the sight picture caused by looking through the eyelashes.
  3. A shooting position should be *consistent* and *relaxed*.
  4. A shooting position should be *aligned with the target*. A good position must provide a steady natural aiming area (NAA). The entire body position must be shifted to align the NAA with the target. After firing, the pistol will tend to return to the NAA.
  5. *NAA exercise*: To establish NAA, the shooter should take his or her unloaded pistol and acquire the shooting position in relationship to a target. The shooter should

then close his or her eyes and allow the body to settle naturally into the position. The shooter then opens the eyes and determines where the gun is pointing in relation to the target. If the gun is pointing slightly to the right or left, the body is shifted to bring it naturally into target alignment.

iv. **Benchrest position**

The benchrest position is the most stable pistol shooting position, and should be the position learned first by new pistol shooters. Its stability also makes it useful even for experienced pistol shooters during accuracy testing and sight zeroing.

To assume the benchrest position:

1. Sit behind the bench or table facing the target, with both feet squarely on the ground.
2. Extend both arms fully forward toward the target, with the pistol held in a proper two-handed grip.
3. The back should be straight or leaning slightly forward.
4. Rest both wrists on sandbags or other suitable support. Do not allow the gun to touch the support.
5. Keep the head erect. If necessary, increase the height of the sandbag or other support to raise the pistol to eye level, which allows an erect head position.

v. **Two-handed standing shooting position**

The two-handed standing shooting position is probably the most versatile offhand shooting position, being useful for self-defense, competition, and general recreational shooting.

To assume the two-handed standing shooting position:

1. Stand facing the target with the shoulders and feet square to the target. The body weight should be equally distributed on both feet.
2. Extend both arms fully forward toward the target, with the pistol held in a proper two-hand grip.
3. Raise the pistol so that sights are at eye level. It is important to have the head erect and vertical, not canted to one side.
4. Lean forward slightly, on the balls of the feet, so that the body can absorb recoil. Avoid leaning backward.

**b. Grip**

*Grip* refers to the manner in which the pistol is held in the hand. A proper and consistent grip is essential to accurate shooting. A *two-handed grip* is taught in this course. Together, grip and position are the foundations that allow proper execution of the shooting fundamentals.

To assume a proper two-handed grip:

- i. While keeping the gun pointed in a safe direction, and with the trigger finger off the trigger, use the non-shooting hand (“support hand”) to place the pistol in the shooting hand (“dominant hand”).
- ii. Fit the “V” formed by the thumb and index finger of the shooting hand as high as

possible on the pistol backstrap.

- iii. Grip the pistol using the base of the thumb and the lower three fingers of the shooting hand. The pressure of the grip should be directed straight to the rear.
- iv. With the pressure of the grip applied at the “V” of the thumb and forefinger, wrap the lower three fingers naturally around the grip. This isolates the trigger finger from the grip, allowing better trigger control and less gun movement when the trigger is pressed.
- v. Hold the pistol firmly, but without exerting so much pressure that the hand shakes.
- vi. Keep the index finger off the trigger. It should lie along the side of the frame, outside of the trigger guard.
- vii. The thumb should lie relaxed on the other side of the frame.
- viii. Place the heel of the support hand against the heel of the shooting hand. With a revolver, place the thumb of the non-shooting hand on the thumb of the shooting hand, and firmly wrap the fingers of the non-shooting hand around the fingers of the shooting hand. With a semi-automatic pistol, place the support-hand thumb forward of and below the shooting-hand thumb before wrapping the fingers of the support-hand around the fingers of the shooting-hand.

With students using semi-automatic pistols, be sure their thumbs are out of the path of the recoiling slide.

Emphasize that uniformity is the most important aspect of the grip. The shooter should grip the pistol the same way every time.

#### IV. **Pistol Shooting Fundamentals**

##### a. **Aiming**

*Aiming* is the process of putting the gun’s sights into proper relationship with each other and with the target. Aiming is composed of two elements: *sight alignment* and *sight picture*.

- i. *Sight alignment* is the visual relationship between the eye and the front and rear sights. In correct sight alignment, the front sight will be viewed as centered in the notch of the rear sight with the top of both sights on the same level.
- ii. *Sight picture* is the visual relationship of the eye, the aligned sights, and the target. The aiming point may be the spot where the shooter wants the bullets to strike (center hold) or it may be another spot where sight alignment can be more precisely seen (such as the 6 o’clock hold). In the later case, the sights are adjusted so that the shot will strike the desired location rather than the actual aiming point.
- iii. To achieve correct sight alignment and sight picture, it is imperative that the shooter focus on the front sight. The appearance of the rear sight will be less sharp, and the target will likely be blurred.
- iv. Proper sight alignment is more critical to accuracy than a proper sight picture. Even a slight error in sight alignment can cause an inaccurate shot. On the other hand, a similar error in sight picture, if sight alignment is correct, may still produce an acceptable shot.

**b. Breath Control**

Body movement while breathing can produce gun movement which impairs shooting. *Breath control* enables the shooter to hold the pistol steady and maintain proper sight picture.

- i. To minimize body movement, breathing must stop while firing a shot.
- ii. The shooter should breathe normally while settling into position. Before each shot, the shooter should take a breath, let enough air out to be comfortable, and hold the remaining breath while firing the shot.
- iii. If the shot isn't fired within 5 to 8 seconds after breathing is interrupted, oxygen depletion may cause muscle tremors and/or blurred vision, resulting in a poor shot. If this period of time elapses without a shot being fired, the trigger finger should be removed from the trigger, the gun should be lowered (while continuing to be pointed in a safe direction), and the shooter should relax, take a few breaths, and then begin the firing cycle again. Instructors should be attentive to a student's reaction to delayed shots, and have them rest and restart the shot process as needed.

**c. Hold Control**

*Hold control* refers to the ability of the shooter to maintain the proper sight picture and sight alignment during the process of firing the shot.

- i. It is impossible to hold the pistol in a shooting position without some circular or oval motion of the sights, this is called the "arc of movement." If no errors in executing the shooting fundamentals are committed, each shot will strike within the shooter's arc of movement. With practice, the shooter will develop the muscles and coordination used in holding the pistol steady, and the arc of movement will decrease. Beginning shooters should be encouraged to accept their arc of movement and execute the fundamentals to the best of their ability.
- ii. A proper grip assists the pistol shooter to fire the shot without disturbing sight alignment, and thus is an essential factor in hold control. A good grip also enables the shooter to quickly re-establish the correct sight picture for subsequent shots.
  1. The handbook describes ways to initially establish both the two-handed and one-handed grip. Some adjustments in grip may be required to accommodate the individual shooter's hand size, finger length, and hand strength. If the shooter cannot dry-fire the pistol without disturbing sight alignment, grip adjustments should be made until correct sight alignment can be maintained while dry-firing.
  2. *Consistency* is the most important element in establishing the grip. Once the shooter determines the optimum grip, it should be practiced until it can be reliably repeated, shot after shot.
- iii. *Natural Aiming Area* (NAA) refers to the individual, instinctive alignment of the shooter, gun and target in a specific stance. The NAA is achieved when the stance feels most balanced and comfortable to the shooter, and the pistol is in close alignment with the target. An exercise for determining an individual's NAA is described in the *NRA Guide to the Basics of Pistol Shooting*. Ensuring the students are able to establish and consistently repeat their NAA will enhance their ability to master hold control quickly.

**d. Trigger Control**

*Trigger control* describes the process of pressing the trigger without disturbing the sight picture. This is generally accomplished using a gradual trigger press that produces a surprise trigger break. The grip and placement of the trigger finger on the trigger may need adjustment to accomplish the correct trigger press.

- i. The trigger finger pressure on the trigger should be directly rearward, and should be continuous and uninterrupted until the shot is fired.
- ii. Instructors should be watchful that the new shooter with a large arc of movement does not attempt to jerk the trigger at the instant when a correct sight picture may fleetingly appear. Ball-and-dummy exercises will usually reveal trigger jerking. Be sure your corrective instruction is positive. Tell the students to “press the trigger steadily” rather than “don’t jerk the trigger.”

**e. Follow-Through**

*Follow-through* is an important aspect of many physical skills, such as sports. In general, follow-through involves the continuation of an action, with proper technique, through and beyond the completion of an action. For example, in swinging a golf club, follow-through means that the club is swung through and past contact with the golf ball while maintaining proper grip, balance, head, and body position and so forth.

- i. In pistol shooting, follow-through means to maintain position, and continue aiming, hold control, breath control, and trigger control for one or two seconds after the shot is fired. Follow-through ensures that the shooter will integrate and continue all shooting fundamentals before, during, and immediately after the shot is fired.
- ii. When the mind causes the trigger finger to activate the trigger, trigger movement causes the firing pin to go forward and hit the primer, which in turn creates a spark which ignites the powder charge. This produces a volume of high-pressure gas which propels the bullet down the bore. The mind simply cannot calculate the precise moment when this process is complete and the bullet is on its way to the target. In order to ensure that all fundamentals are actually applied at the moment the shot is fired, the shooter must employ follow-through, consciously continuing the fundamentals even after the bullet has left the barrel.
- iii. A shooter exercising proper follow-through should be able to “call the shot.” This means that the shooter is so focused on sight alignment and sight picture that he or she can report, with reasonable accuracy, where the pistol was pointing at the moment the shot was fired. The practice of calling the shot will aid the shooter in maintaining concentration on the front sight.

**V. Teaching Basic Shooting Positions**

Only after the shooter has learned the fundamentals involved in firing a shot in the benchrest position is it appropriate to introduce the standing two-handed position. The two-handed standing shooting position taught in the NRA Basic Pistol Shooting Course is the *Isosceles position*, so called because the base of the shooter’s arms form an Isosceles triangle when viewed from above. There a number of other two-handed standing shooting positions, including the Weaver, modified Weaver, and modified Isosceles.

# APPENDIX C

## Pistol Shooting Skills Instructional Method

### INTRODUCTION

This detailed outline is provided as a study reference to assist you in your preparations for Exercise IV, "Shooting Positions," in the NRA Basics of Pistol Shooting Course.

### I. Method Objectives

- a. To expose the beginning shooter to a successful shooting experience.
- b. To instill confidence in the beginner's ability to hit a target on his or her first attempt by properly using the fundamentals of pistol shooting.

### II. Method Preparation Requirements

- a. **Number of participants per instructor:**  
The instructor's experience, the physical size and mental maturity of the participants, and the limitations of the range facility are all factors that will determine the instructor/participant ratio. It is important that you know your capabilities and limitations and always work within them. Ideally, an instructor will be at each firing point.
- b. **Equipment/materials:**
  - i. Range: one or more firing points
  - ii. Targets: numerous targets per shooter
  - iii. Firearms:
    1. One pistol for each two shooters for dry-firing exercises. If not possible, run the exercises in relays.
    2. One pistol for each firing point
  - iv. Ammunition: at least 200 rounds per shooter change to? "suggest 200 rounds of factory ammunition, objectives could be met with a bare minimum of 40 rounds if the benchrest portion is conducted in the classroom with a simulator. The vast majority of students will require more than the minimum.
  - v. Accessories:
    1. Hearing protection for each shooter and instructor
    2. Eye protection for each shooter and instructor
- c. **Operational Considerations for Group Exercises:**
  - i. A shooting line must be marked on the ground to maintain safety, group control and position during group exercises (tape or baby powder are good for marking lines).
  - ii. The instructor should position himself so all shooters can hear or see instructions:
    1. Without firearms: in front of the class, at the end of the firing line or at the center of the group.
    2. With firearms: in the rear of the class, at the end of the firing line, or at the center of the group
- d. **Things To Help Your Students Concentrate**  
You should do everything possible to enhance your students' learning and concentration

on hitting the first target. Listed below are a few suggestions:

- i. Small caliber—less recoil
- ii. Proper gun fit—grip not too large or small
- iii. Proper gun weight—not too heavy
- iv. Shorter barrel—not muzzle-heavy
- v. Safety off—instructor check
- vi. Gun functional and mechanism clean
- vii. Reliable ammunition of good make and proper caliber
- viii. Target should be close
- ix. Target should be large
- x. Target background—clear
- xi. Range should be well-lit
- xii. Range should have little or no wind
- xiii. Range should have little or no background noise
- xiv. Clothing—shooters should wear light shirts or jackets closed in front
- xv. Do not over-instruct
- xvi. Keep extraneous spectators to a minimum
- xvii. Don't introduce or discuss competitive shooting until the students can hit the target

**e. Instructional Techniques Used**

i. Coach/Pupil method

Two students are paired as a team, one as the shooter/pupil, and the other as the coach. The roles are reversed upon the direction of the instructor.

1. Provides for increased attention to safety
2. Makes productive use of non-shooting time of students
3. Allows for productive exchange of information on the skill
4. Improves performance
5. Increases learning

ii. Dry-Firing

This is practicing the fundamentals of firing a shot with an unloaded gun. A dummy round may be used or the hammer/firing pin may be dropped on an empty chamber. For .22 rimfire, insert a fired case to protect the firing pin.

1. Allows shooter to focus attention on the fundamentals rather than the results of a shot.
2. Allows refinement of skills before trying live firing, thus greatly increasing the likelihood for success.
3. Assists instructor in analyzing skill performance.

iii. Ball and Dummy Method

This is a combination of live and dry-firing used at the discretion of the instructor. The gun is loaded with a combination of live cartridges and dummy rounds. Loading of the gun is done by the instructor, out of sight of the student, so that the student does not know when he or she might be pressing the trigger on a live cartridge or a dummy round. This allows the instructor and shooter to readily recognize errors in shooting fundamentals, especially trigger jerking, anticipation, flinching, etc.

1. Allows shooter and instructor to analyze execution of fundamentals under circumstances that simulate live fire for the student
2. Allows reinforcement of correct skills execution

### III. Instructional Method

#### a. Points to be reviewed with the class before beginning shooting exercises:

- i. Range layout and operation orientation
- ii. Positions and movement of people on and around the range
- iii. Range commands or signals to be used
- iv. Pay attention to instructors at all times.
- v. Firearms handling and shooting rules—at all times, firearms are to be carried on the range either with the muzzle pointed in the safest direction, or cased, as appropriate
- vi. Special procedures concerning firearms and ammunition during exercises.  
Instructor(s) should supervise ammunition before, during, and after each session.
- vii. Reconfirm eye dominance of shooters.
- viii. Other points as may be appropriate to the situation.

#### b. Exercises applicable to all positions:

##### i. Exercise One: Practicing the fundamentals using the coach/pupil method

1. Coach/pupil assignment—have students count off by twos and pair off, ones being “pupils” and twos being “student-coaches.”
2. Have students put on eye and hearing protection
3. Have “pupils” step up to the line at arm’s length (at least) apart with the “student-coach” immediately to the rear.
4. Stress the absolute importance of paying attention to, and immediately following, the directions of the instructor.
5. Re-emphasize the rules of safe firearms handling:
  - (a) Keep the gun pointed in a safe direction at all times. During the practicing of the fundamentals, pistols are to be pointed downrange. At all other times, they are to be held or carried with the muzzle pointed in the safest direction.
  - (b) Keep the finger off the trigger at all times, except when directed otherwise by the instructor.
  - (c) Keep the action open at all times, and the pistol unloaded, except when directed to load the pistol and close the action by the instructor. Now is the time to ingrain in the students the habit of frequently checking the action, magazine and chamber of a gun to ensure it is unloaded.
6. Remind shooters that their dominant eye determines which eye they will use to aim the pistol, and which hand should be used to hold it, if possible.
  - (a) Right-eye dominant—hold pistol in right hand
  - (b) Left-eye dominant—hold pistol in left hand
  - (c) Cross-dominant shooters can simply raise the gun to their dominant eye for aiming.
7. Stress the importance of staying in position and on the line.
8. On command, have student-coaches get a pistol and return to the firing line

- behind their pupil.
9. Per your directions, have each coach/pupil pair practice the fundamentals at their own pace.
    - (a) The student-coach checks the shooter's pistol shooting fundamentals.
    - (b) The student-coach should hold the pistol or it should be placed on the bench/table when the pupil is not actually practicing the fundamentals, to avoid tiring the pupil.
- ii. **Exercise Two—Shooters dry-fire at the target using the pistol. Instruct each pair of shooters from the rear of the line as needed.**
1. Skills learned:
    - (a) How to open and close the pistol's action
    - (b) The benchrest shooting position
    - (c) Aiming
    - (d) Hold control
    - (e) Breath control
    - (f) Trigger control
    - (g) Follow-through
  2. Exercise preparation:
    - (a) Explain the exercise to the class.
      - (1) The pupil should close the pistol action only on instructor command.
      - (2) Action to be opened immediately by pupil each time upon completion of dry-firing.
    - (b) Explain the proper procedures for opening and closing the pistol action. Let students practice before starting exercise.
      - (1) Stress muzzle control and awareness.
      - (2) Stress keeping the finger off the trigger, except when in position and ready to shoot.
    - (c) Continue same coach/pupil assignments, with students exchanging roles
  3. Exercise:
    - (a) Position shooters on line with student-coaches to the rear holding the pistol, or place pistol on bench/table.
    - (b) On command from the instructor, student-coaches hand the pistol to the pupil, who closes the action and attains a proper benchrest position and grip.
    - (c) The instructor then gives the "commence firing" command. The shooter aims and presses the trigger.
    - (d) Shooter then opens the action of the pistol.
    - (e) Repeat and allow discussion as necessary to improve skills.
    - (f) Have student-coaches and pupils exchange roles.
    - (g) Repeat 3.(a) through 3.(e), above.
    - (h) Student-coaches should return the pistol to the bench/table when the exercise is finished.
  4. Instructional points:
    - (a) Check ability to properly close and open action in a safe manner.

(b) Be sure shooter opens action immediately upon completion of dry-firing.

iii. **Exercise Three—individual shooters participate with the class instructor (one-on-one) in ball-and-dummy exercises.**

1. Skills learned:
  - (a) Reinforce safe handling and shooting under live-firing conditions.
  - (b) To shoot at own initiative and pace.
  - (c) To load and unload live ammunition from the pistol.
  - (d) To shoot at a target using the fundamentals of pistol shooting.
2. Exercise preparation
  - (a) Explain exercise's purpose and how it works to class.
  - (b) Stress and review importance of gun handling, shooting rules, and related exercise procedures.
  - (c) Demonstrate the proper procedures for loading and unloading ammunition for the pistol used.
  - (d) Have instructors and students put on eye and hearing protection.
3. Exercise
  - (a) The instructor loads the pistol with live cartridges and dummy rounds, with the shooter looking in the other direction as loading takes place so as not to see the loading process. The instructor then closes the action.
  - (b) On command, the shooter aims, fires and follows through.
  - (c) The shooter checks to see if the action is open and, if not, opens it.
  - (d) Repeat the ball-and-dummy exercise as necessary.
  - (e) Upon completion of the ball-and-dummy exercise, allow the shooters to fire the remaining rounds on their own.
    - (1) With the shooter holding the pistol, give the shooter one cartridge and supervise loading of the pistol.
    - (2) Allow the shooter to shoot the target at his or her own pace.
    - (3) Repeat the process until all five cartridges are fired.
  - (f) If the shooter is executing the fundamentals correctly, normally the first two or three initial attempts should be dummy rounds with a live cartridge to follow. This allows the instructor to prepare the shooter for success with the first live cartridge, gives the shooter time to settle down, allows him or her to see and correct minor problems (usually flinching), and promotes shooter familiarity with shooting from the firing point independently.
  - (g) After the first round is fired, be very supportive, whether the shot is a hit or miss. Give one to three more dummy rounds as appropriate before providing the second live round.
  - (h) If the first two live shots result in hits, allow the shooter to fire the remaining three shots on his or her own initiative under supervision.  
If the shooter has missed any targets with the first two live cartridges, continue the ball-and-dummy exercise through the third live cartridge. Thereafter allow the shooter to fire the remaining shots, loading and firing at his own initiative.
4. Instructional Points:

- (a) Work with only one shooter at a time.
- (b) Pay special attention to the muzzle direction at all times during the exercise.
- (c) When handing the pistol to the shooter, cup your hand around the trigger guard to ensure safety and to train new shooters to keep their trigger fingers off the trigger upon receiving the pistol
- (d) Instructors and student-coaches conducting the exercise should be the only ones handling ammunition and the pistol except the shooter participating under supervision.
- (e) On the first attempt, if students experience great difficulty in executing the fundamentals because of live firing, continue the use of dummy rounds, up to five times. Using any more than five dummy rounds may only increase the anxiety level and begin to tire the shooter. If problems still persist, the instructor has two options:
  - (1) Allow the shooter to fire one cartridge. In some cases, the anxiety of the first shot may be the only problem. Firing even one shot, though the chance for success may be minimal, is necessary to get him or her “over the hump.”
  - (2) Shooters with consistently severe problems that will clearly cause them to miss the target should be returned to dry-firing until the problems are resolved.
  - (3) Knowing when to use which option will come with experience
- (f) Make the exercise fun and enjoyable for the shooter. Be enthusiastic and encouraging. Remember, it can be very intimidating performing a skill for the first time in front of peers.
- (g) Keep the exercise moving. Beginners tire quickly and the rest of the group will be anxious for their turn.
- (h) Keep instruction limited to only that which is necessary to produce a target hit (success). Too much instruction at the beginning destroys the ability to concentrate and creates frustration.
- (i) If possible, have qualified assistant instructors conduct the exercise for other shooters on other firing points.
- (j) Provide supervision for the rest of the class while working with shooters. Keep their attention and involvement.

## APPENDIX D

# NRA Basics of Pistol Shooting Course Evaluation

Your input is needed to improve future training courses. Please take a few moments to complete this evaluation and return it to the instructor.

### General Information

1. How did you learn about this training course?

- Course Poster                       Government Agency                       School  
 Family Member                       NRA Website                       Friend  
 Gun Club                       Local Advertisement                       Firearms Dealer  
 Other \_\_\_\_\_

2. Please indicate your age group.

- 9 and under                       10-12                       13-17                       18-21                       22-30  
 31-40                       41-50                       51-60                       61-70                       71-80  
 over 80

3.  Male     Female

### Your Knowledge and Skills

Please rate how well you feel you can do the following as a result of attending this course, on the following scale: **1=not at all; 2=poorly; 3=satisfactory; 4=very well; 5=extremely well.**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Identify the three NRA rules for safe gun-handling   | 1 | 2 | 3 | 4 | 5 |
| 2. State range rules.   | 1 | 2 | 3 | 4 | 5 |
| 3. Identify range commands.   | 1 | 2 | 3 | 4 | 5 |
| 4. Determine your dominant eye.   | 1 | 2 | 3 | 4 | 5 |
| 5. Assume a proper two-handed grip.   | 1 | 2 | 3 | 4 | 5 |
| 6. Demonstrate the five fundamentals of pistol shooting: aiming, breath control, hold control, trigger control, and follow through. | 1 | 2 | 3 | 4 | 5 |
| 7. Load, cock, de-cock, and unload a single-action revolver.  | 1 | 2 | 3 | 4 | 5 |
| 8. Load, cock, de-cock, and unload a double-action revolver.  | 1 | 2 | 3 | 4 | 5 |
| 9. Load, cock, de-cock, and unload a semi-automatic pistol.   | 1 | 2 | 3 | 4 | 5 |
| 10. Demonstrate the learning steps to shoot from the benchrest position.  | 1 | 2 | 3 | 4 | 5 |
| 11. Demonstrate the learning steps to shoot from an Isosceles position.   | 1 | 2 | 3 | 4 | 5 |
| 12. Demonstrate how to safely clean a pistol.   | 1 | 2 | 3 | 4 | 5 |
| 13. Meet at least one level of the shooting qualification to earn course certification.   | 1 | 2 | 3 | 4 | 5 |

**Course Organization and Instruction**

Circle the appropriate number representing your response to each statement below, using the following scale: **1=not at all; 2=poorly; 3=satisfactory; 4=very well; 5=extremely well.**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. The exercises were easily understood.   | 1 | 2 | 3 | 4 | 5 |
| 2. The exercises were presented in a logical manner.   | 1 | 2 | 3 | 4 | 5 |
| 3. This course has helped me gain a better understanding of the function and safe operation of firearms. | 1 | 2 | 3 | 4 | 5 |
| 4. This course met my needs.   | 1 | 2 | 3 | 4 | 5 |
| 5. The instructors presented the information effectively.  | 1 | 2 | 3 | 4 | 5 |
| 6. The instructors answered my questions.  | 1 | 2 | 3 | 4 | 5 |
| 7. The instructors made the course enjoyable.  | 1 | 2 | 3 | 4 | 5 |
| 8. The instructors presented a favorable image.  | 1 | 2 | 3 | 4 | 5 |

Please provide suggestions for improvement for any statement you rated 1 or 2:

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**Comments**

1. How do you feel this course could be improved?

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2. What parts of this training course do you feel were most beneficial?

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3. Please make any additional comments.

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## Appendix E:

### Performance Requirements Checklist

#### A. INFORMATION

 Student copy

 Instructor copy

STUDENT INFORMATION					
Last Name		First Name		Date	
Street Address				Apartment/Unit #	
City		State		ZIP	
Phone		Work Phone			
E-mail Address					

SIGNATURE					
Date Started		Date Completed			
Certification Earned	Level 1: Red <input type="checkbox"/> Level 2: White <input type="checkbox"/> Level 3: Blue <input type="checkbox"/> Instructor <input type="checkbox"/>				
Student Signature		NRA No.		Date	
Instructor Signature		NRA No.		Date	

#### B. CHECKLIST

In order to receive certifications, instructors must witness students performing the following requirements for each exercise and add a signature or initial to each line. It is up to the instructor's discretion on the total number of attempts and the number of successful attempts required to meet requirements.

Note: Exercise requirements may vary based on availability of materials, class size, and available locations. Add non-applicable (N/A) in place of the signature for activities that are not required for certification.

EXERCISE I: SAFETY				
Requirement	Notes	Date	Instructor initials	Student initials
<b>GUN HANDLING SAFETY</b>				
<b>1. Independent handling exercise</b>				
a. Student kept gun pointed in a safe direction.				
b. Student kept finger off the trigger until ready to shoot.				
c. Student kept gun unloaded until ready to use it.				



# NRA

## EXERCISE I: SAFETY

Requirement	Notes	Date	Instructor initials	Student initials
<b>2. Pistol exchanging exercise</b>				
a. Student kept gun pointed in a safe direction.				
b. Student kept finger off the trigger until ready to shoot.				
c. Student kept gun unloaded until ready to use it.				

## EXERCISE II: FUNDAMENTALS

Requirement	Notes	Date	Instructor Initials	Student Initials
<b>EYE DOMINANCE</b>				
Student determined eye dominance.				
<input type="checkbox"/> Right <input type="checkbox"/> Non-Dominant <input type="checkbox"/> Left				
<b>TWO-HANDED GRIP</b>				
<b>1. Student assumed the proper two-handed grip:</b>				
a. With a semi-automatic				
b. With a revolver				
<b>2. Student followed safety rules throughout the exercise:</b>				
a. Student kept gun pointed in a safe direction.				
b. Student kept finger off the trigger until ready to shoot.				
c. Student kept gun unloaded until ready to use it.				
<b>FIVE FUNDAMENTALS OF PISTOL SHOOTING</b>				
<b>1. Student demonstrated the five fundamentals of pistol shooting:</b>				
a. Aiming				
b. Breath control				
c. Hold control				
d. Trigger control				
e. Follow through				
<b>2. Student followed safety rules throughout the exercise:</b>				



# NRA

## EXERCISE II: FUNDAMENTALS

Requirement	Notes	Date	Instructor Initials	Student Initials
a. Student kept gun pointed in a safe direction.				
b. Student kept finger off the trigger until ready to shoot.				
c. Student kept gun unloaded until ready to use it.				

## EXERCISE III: LOADING, COCKING, DE-COCKING, UNLOADING, AND PISTOL MAINTENANCE

Requirement	Notes	Date	Instructor Initials	Student Initials
<b>1. Student properly loaded, cocked, de-cocked, and unloaded:</b>				
a. A single-action revolver				
b. A double-action revolver				
c. A semi-automatic pistol				
<b>2. Student followed safety rules throughout the exercise:</b>				
a. Student kept gun pointed in a safe direction.				
b. Student kept finger off the trigger until ready to shoot.				
c. Student kept gun unloaded until ready to use it.				
<b>2. Student understands how to safely clean a pistol.</b>				
a. Inspect.				
b. Oil.				
c. Clean.				

## EXERCISE IV: SHOOTING POSITIONS AND SHOOTING QUALIFICATION

Requirement	Notes	Date	Instructor Initials	Student Initials
<b>1. Student demonstrated the learning steps to shoot from the:</b>				
a. Benchrest position				
b. Isosceles position				



# NRA

## EXERCISE IV: SHOOTING POSITIONS AND SHOOTING QUALIFICATION

Requirement	Notes	Date	Instructor Initials	Student Initials
<b>3. Student followed safety rules throughout the exercise:</b>				
a. Student kept gun pointed in a safe direction.				
b. Student kept finger off the trigger until ready to shoot.				
c. Student kept gun unloaded until ready to use it.				
<b>4. Shooting qualification:</b>				
<p>After completion of Exercise IV, add the completion date and your signature to the first page of this Performance Requirements Checklist.</p> <p>Students are now ready to complete the shooting qualification. Print the targets provided. Students must earn a minimum of Level 1: Red level certification to pass the course and receive certification.</p>				



Student Name: \_\_\_\_\_ Certified Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

1

2



Level 1 Target

**NRA**

3

4

Student Name: \_\_\_\_\_ Certified Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

1

2

  
Level 2 Target

**NRA**

3

4

Student Name: \_\_\_\_\_ Certified Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

1

2



Level 3 Target

**NRA**

3

4

20 shots/15 yards (45 feet) 16 out of 20 shots in a 6 inch group

Student Name: \_\_\_\_\_ Certified Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

