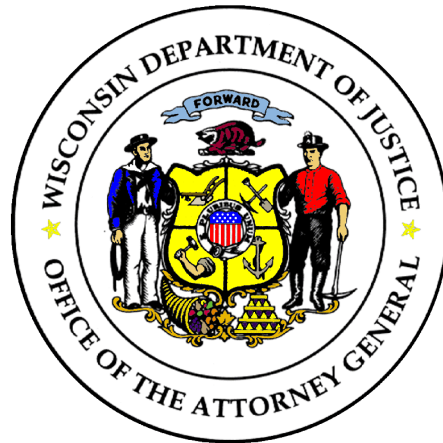


# ***Firearms***

## **Instructor Manual**



**Wisconsin Department of Justice  
Law Enforcement Standards Board**

**September 2012**

The Law Enforcement Standards Board approved this textbook  
on September 5<sup>th</sup>, 2012.

**Training Academy effective date is May 1, 2013.**

All law enforcement basic preparatory training courses that begin on or after May 1<sup>st</sup>, 2013  
must incorporate this updated textbook and any related updates to the curriculum.  
Courses beginning before that date may elect to use these updated materials.

# ACKNOWLEDGEMENTS

The Training and Standards Bureau, Wisconsin Department of Justice gratefully acknowledges the dedication of the Firearms Training Advisory Committee, which has developed the lesson plans, videos, and exercises for use by certified Firearms instructors. The current members (and active emeritus members) of the Committee are

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Special thanks to Chad Abram and Stacy Polodna of the Prairie du Chien Police Department and Minh Duc "Kimba" Tieu of the Madison Police Department for agreeing to be photographed demonstrating firearms techniques.

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# COMPETENCIES AND PERFORMANCE OBJECTIVES

1. Identify the issues that are associated with deadly force decision-making and the use of deadly force.
  - 1.1 Identify and describe the legal and policy issues involving the use of deadly force.
  - 1.2 Define deadly force and explain justified use of deadly force within the defensive and arrest tactics Intervention Options.
  - 1.3 Define imminent threat and the criteria that need to be met in order for a threat to be imminent.
  - 1.4 Assess whether alternatives to shooting are appropriate when encountering a potentially life threatening situation.
  - 1.5 Identify the target requirements that must be met in order to use deadly force.
2. Exhibit good weapon-handling skills.
  - 2.1 Comply with general firearms safety rules.
  - 2.2 Comply with general range safety rules.
  - 2.3 Store firearms in a safe manner when not on duty.
  - 2.4 Secure a firearm other than one's own.
3. Properly maintain the duty weapon and its associated equipment.
  - 3.1 Identify and describe the role that ballistics play in the performance of the duty weapon.
  - 3.2 Identify various types of firearms and the major functional parts of these firearms.
  - 3.3 Identify nomenclature and functions of ammunition.
  - 3.4 Identify the various types of semi-automatic pistols and their design and functional differences.
  - 3.5 Field-strip the duty weapon.
  - 3.6 Clean and lubricate the duty weapon.
  - 3.7 Perform a function check of the duty weapon.
  - 3.8 Maintain duty belt, holster and magazine pouches.
4. Is able to fire the duty weapon accurately in a variety of conditions and environments.
  - 4.1 Demonstrate proficiency in basic marksmanship in a variety of tactical situations.
  - 4.2 Employ the correct technique for drawing the weapon and for recovering the weapon to the holster.

## Competencies and Performance Objectives

- 4.3 Identify and describe the “ready” positions that an officer may employ with a drawn weapon and the uses for these positions.
  - 4.4 Load, reload, and unload the weapon.
  - 4.5 Identify various types of weapon malfunctions and the causes of these malfunctions.
  - 4.6 Demonstrate clearing malfunctions.
  - 4.7 Identify “cover” and how to use “cover.”
  - 4.8 Identify and describe the various shooting positions and the advantages and disadvantages of each position.
  - 4.9 Demonstrate shooting using various shooting positions.
  - 4.10 Identify the issues involved when multiple adversaries are to be engaged.
  - 4.11 Identify the issues involved when close combat shooting occurs.
  - 4.12 Identify the issues involved when using unsupported shooting techniques.
  - 4.13 Identify the issues involved when shooting in low light levels.
5. Take appropriate actions after combat shooting.
    - 5.1 Assess threat to determine if it has been neutralized.
    - 5.2 Complete post-shooting legal procedures.
    - 5.3 Prepare to testify in court related to a shooting incident.
6. Demonstrate familiarity with the operation of long guns.
    - 6.1 Identify the various types of shotguns and their design and functional differences.
    - 6.2 Identify the various types of rifles and their design and functional differences.
    - 6.3 Identify the various parts of long guns.
    - 6.4 Identify the purposes and types of long gun ammunition.
    - 6.5 Demonstrate the safe handling of long guns.
    - 6.6 Load, reload, and unload a long gun.
    - 6.7 Demonstrate shooting a long gun.
    - 6.8 Identify various types of weapon malfunctions and the causes of these malfunctions.
    - 6.9 Demonstrate clearing a malfunction.

**Summative Assessment: Fire the duty weapon accurately and take appropriate actions after combat shooting in a variety of conditions and environments (Mandatory Summative Assessment for all recruits) \***

- \*\*\* Complete the Basic Firearms Course final written test.
- \*\*\* Fire weapon in static environments through practical applications in a simulated environment.
- \*\*\* Initiate proper follow-through procedures after combat shooting in a simulated environment.

# INSTRUCTOR OVERVIEW

## INTRODUCTION

This curriculum is designed for students participating in a basic law enforcement academy in the State of Wisconsin for the purpose of becoming certified Police Officers. The Firearms class meets the requirements of the State of Wisconsin Law Enforcement Standards Board's competency-based recruit training requirements.

## ADMINISTRATIVE GUIDELINES

### **Instructors:**

The Law Enforcement Standards Board (LESB) certifies and registers qualified persons to instruct in preparatory training and to employ curricula approved by the LESB in professional development training. The LESB also certifies qualified persons as Master Instructor Trainers to instruct instructor development and topic-specific instructor courses. Certification status may be queried by individual or by agency on the "Snapshot" feature available on WILENET.

The LESB also recertifies instructors in three year increments from the date of initial certification. An instructor must apply for recertification by sending a completed recertification request form along with documentation that you meet all requirements to the Training and Standards Bureau (TSB). Requirements include teaching each topic you wish to be recertified in, providing a letter of recommendation from a school director, Chief or Sheriff for whom you taught, and successfully completing any specialized training requirements. It is not required that you teach an entire course topic only that you instruct from an LESB-approved curriculum. TSB strives to ensure that instructors are familiar with course content, know how to locate instructional resources and stay current with revisions made by the LESB to the curriculum.

Primary instructors shall be LESB-certified or credentialed and present in the classroom at all times. Instructors who assist certified or credentialed primary instructors shall be determined by the school director to be sufficiently qualified to contribute to the class. Assistant instructors shall be familiar with the core abilities, competencies, learning objectives and performance assessment standards and have at least one (1) year of full-time, or at least 2,000 hours, experience as a criminal justice practitioner.

For this section instructors must be certified in the following topics: Firearms

Schools may use guest presenters with unique qualifications otherwise not available from certified or credentialed instructors. Guest presenters shall have generally



## Instructor Overview

accepted credentials, statewide or nationally, in the specific subject of their presentation. An individual guest presenter may present up to a maximum of four (4) hours of a preparatory training subject.

In an emergency, based on illness or unanticipated unavailability of the scheduled primary instructor, schools may substitute instructors they feel to be competent in the area of instruction when replacing a certified instructor. If a substitute instructor is used, the TSB must be notified within 30 days after the date of instruction of the name of the substitute instructor and the subject that was taught.

### **Role of the Instructor:**

Carefully review the portion of the curriculum that you are going to teach. The curriculum is primarily performance-based. Your obligation as an instructor is to facilitate learning of the competencies and learning objectives. Doing so will ensure that your learners perform up to the stated performance standards. Completely review competencies and learning objectives before you proceed to see what is required of you and your learners. To put it another way, what the learner must learn (competencies and learning objectives) and what the learner must be able to do as a result of the learning (performance standards) is constant no matter where the learning takes place or who facilitates the learning process.

The curriculum may contain performance assessment tasks, learning plans and activities with support materials. Please note that some performance standards are mandatory. These are clearly indicated as mandatory and marked with an asterisk. All others are optional, allowing you the instructor flexibility to decide how best to facilitate the learning process. You are free to change the activities and materials, but you must ensure that in the end your learners have addressed the competencies and learning objectives provided since these are from the Law Enforcement Standards Board.

Before you begin instruction you should update the Syllabus. The syllabus reflects learning outcomes, class expectations, assessment process, grading plan, required text(s) and supplies, and documents other general class information. Some of the information you, the instructor, should complete:

- Fill in the information requested in brackets, on the Syllabus (such as instructor contact information, important dates, grading schemes, etc.).
- Save a copy for yourself.
- Provide the revised syllabus to your students at the beginning of the course.
- Provide a final version to your school director upon completion of the section.

### **Review Resources:**

Take the time to review all resources connected to this instruction. Research WILENET and double check for updated materials since the last time you led a class. Resources might include student texts, research opportunities, appendices, instructor manuals (where available) and videos.

### **Instructor-Student Ratio:**

This course is a highly participative learning experience. Students need to have ample opportunities to practice applying the skills that they are trying to learn. At least one Wisconsin Law Enforcement Standards Board (LESB) certified instructor in all relevant topics is required to be present in the classroom throughout the entire course. The minimum instructor-student ratio for Firearms training is 1:6 (one instructor for each six students) during non-classroom portions of the training. The instructor-student ratio may be increased, however, for scenario-based instruction and role plays; it may be appropriate to include additional safety officers and monitors during those periods of instruction. All instructors helping administer the practice sessions must be fully proficient in firearms procedures.

### **Student Handouts:**

Instructors will distribute a copy of the competencies and learning objectives covered during the course to each student at the start of the training session (syllabus). Instructors are encouraged to provide other handout material as well. Handouts may include a learning plan that identifies the learning activities that will be covered in class and performance assessment task sheets that provide guidance relating to classroom assignments.

### **Instructional Materials:**

PowerPoint presentations may be included in instructor materials. Instructors may add information to the presentations or make minor adjustments, such as updating current numbers, etc.; however, instructors should not change the content to ensure the information remains consistent with LESB standards.

### **Competencies:**

All competencies are required. Students should leave your class with adequate knowledge and skills to successfully perform each listed competency. No competencies are optional. Some are denoted with an asterisk indicative of a required performance assessment task requiring special attention.

### **Assessment and Evaluation Strategy / Completion Requirements:**

To successfully complete this course of instruction, participants must complete any and all Performance Assessment Tasks (PAT) marked with an asterisk, pass a written

## Instructor Overview

examination (Post-Test) and demonstrate competency. Participants must achieve a minimum grade of 70% on written test(s) to successfully complete this training. Academies may implement standards that are higher than the above within their rules and procedures. Some exams have higher minimums, check with your school director.

### **Written Tests:**

Instructors must include at least one test question per learning objective from the test questions that are available. Of course, instructors may add supplementary questions to their tests. Instructors may omit questions that are confusing or clearly wrong and notify the TSB so any such question can be deleted or permanently modified in the test item bank.

The following re-testing guidelines apply to cognitive/written testing:

- a. Students who pass an original test are not allowed a re-test to improve their grade average.
- b. Students who fail any original test may be granted a second test by the training school. Prior to taking the second test, a student must successfully complete remediation deemed appropriate by the training school.
- c. A re-test of any student must be accomplished before the final scenario-based evaluation conducted at the end of the recruit academy. Any exception must be approved by the school director and documented in writing. Approved exceptions must also be kept on file.
- d. A student who passes a retest shall be assigned a score of 70%, or the minimum passing grade established by the training school. Failure to pass a re-test will result in the student receiving the original test grade.
- e. Failure of a re-test results in the failure of the Firearms Basic Course and the student must repeat this topic before they are allowed to pass the recruit academy.
- f. If the student repeats the Firearms Basic Course and fails, they fail preparatory training.

### **Required Performance Assessment Tasks:**

Competencies with required assessments are marked with an asterisk and have an associated PAT with details. Those competencies that have assessment tasks which are required should be documented within the record for each student, successful or not.

**Formative and Summative Assessments:**

During the Firearms course, instructors should use performance assessment tasks, scoring guides, or "Formative Skills Checklists" to ensure students are learning the skills along the way. A "Formative Assessment" is used throughout the course to gauge if students are learning the skill and helps the instructor know if more time should be spent on this skill or lets the instructor know that the students understand and can perform the skill, allowing the instructor to move on to teach the next skill. It should NOT serve as the required final skills evaluation conducted at the end of the Firearms course.

Separate "Summative Assessments" are to be conducted at the end of the course using the *Firearms Skills Competency Checklist* and *Handgun Qualification Standard* (found under the "Firearms Texts" on WILENET) to document the final evaluation. The Evaluation Form and Record of Qualification Attempt should document each student's performance and be kept on file at the academy for each student. The final evaluation at the end of the Firearms course is separate and distinct from the "Formative Assessment" and from the final skills scenarios conducted at the end of the recruit academy. This "Summative Assessment" is a required performance assessment task at the end of the Firearms course.

The following re-testing guidelines apply to the summative assessment (final practical skills testing):

- a. Students who pass an original skills test are not allowed a re-test to improve their performance score.
- b. Students who fail any original skills test may be granted a second test by the training school. Prior to taking the second test, a student must successfully complete remediation deemed appropriate by the training school.
- c. A re-test of any student must be accomplished before the final scenario-based evaluation conducted at the end of the recruit academy. Any exception must be approved by the school director and documented in writing. Approved exceptions must also be kept on file.
- d. The minimum standard is that the student only re-tests on the skills they did not pass during the summative assessment. For example, if the student does not successfully complete four skills on the final Firearms Basic Course summative assessment, the minimum standard is that they receive remedial training and re-testing on those four skills. Academies *may* impose higher standards, such as re-testing a student on all of the firearms skills again.
- e. A student who passes a skills re-test will successfully pass the summative

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assessment. However, documentation of both the original test scores and the re-test scores will be kept on file for the student.

- f. Failure to pass a re-test will result in the failure of the Firearms Basic Course and the student must repeat this topic before they are allowed to pass the recruit academy.
- g. If the student repeats the Firearms Basic Course and fails, they fail preparatory training.

If a recruit's failure in the original evaluation results in termination of employment, the student will be responsible for the cost of a re-test. If the individual is a pre-service student, the individual will be responsible for the cost of the re-test.

### **Student Records:**

Students must meet recruitment eligibility requirements as specified in Wisconsin Administrative Code LES 2.01. School Directors will provide TSB and students with a WisDOJ transcript for all failures and successful completion of curriculum. This certificate should be signed, at a minimum, by the school/academy director. Transcripts are available electronically and should be included with the class student roster materials submitted at the end of each session.

Academies must maintain a record of each student's performance on the PATs marked with an asterisk, written tests and on any proficiency examination. Instructors should check with the school/academy director to determine how students' performance results should be documented.

### **Attendance and Make-up:**

Students in preparatory law enforcement officer training are expected to attend all classes. Excused student absences must be approved by the school director and shall not exceed:

- *10% of the total number of hours of preparatory training for students in the 520 hours of law enforcement training.*
- *10% per unit for students in the part-time law enforcement officer training.*

Only the academy director is authorized to identify "excused" absences and will track any such absence. Instructional hours missed will be made up by the student completing appropriate additional assignments. Make-up assignments will be of sufficient quality to provide the student with the essential information of the instructional period missed.

### **Academic Honesty:**

All students enrolled in this training program have an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. The following behaviors are examples of conduct that could be subject to disciplinary action:

- *Plagiarism* - presenting someone else's words, ideas, or data as your own work.
- *Fabrication* - using invented information or falsifying research or other findings.
- *Cheating* - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.
- *Academic Misconduct* - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts used to document and/or support achievement.

### **Code of Ethics:**

Law enforcement officers must be fully aware of the ethical responsibilities of their position and must strive to work to the highest possible standards of professional policing.

Law enforcement officers act as official representatives of government who are required and trusted to work within the law. The officer's powers and duties are conferred by statute. The fundamental duties of a police officer include serving the community; safeguarding lives and property; protecting the innocent; keeping the peace; and ensuring the rights of all to liberty, equality and justice.

### **ADA Statement:**

If you have a disability that prevents you from meeting the requirements of this course, contact your instructor immediately to file a student disability statement and to develop an accommodation plan. Course requirements will not be waived but reasonable accommodations will be developed to assist you in meeting the requirements. You are expected to work with the instructor and the school director to develop and implement a reasonable accommodation plan.

### **Course Completion:**

Law enforcement officer students employed by Law Enforcement Employers prior to the beginning of this course may be eligible for reimbursement of certain expenses. Any and all reimbursement is contingent upon successful completion of the unit or program. These students should consult their employers to ensure they know how expenses are covered in the event of an incomplete or failure.

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Pre-service students must meet certain recruitment qualifications established by the Law Enforcement Standards Board prior to enrollment. Pre-service students are not eligible for reimbursement of expenses. These students should consult their school/academy director for information about course related expenses.

## TEACHING TOOLS

The teaching tools serve a variety of purposes:

- Focus attention on what the content is by visual review of the material
- Increase interest in content by making it visually appealing
- Improve retention by engaging more than one of the senses during the presentation

Tools that may be included for Instructor use:

### Videos (🎥)

Training videos accompany the curriculum to stimulate interest, motivate, illustrate behaviors or attitudes, and add professionalism to the training. As part of the preparation for the training, the instructors should view each of them. Once a video is presented in class, the instructor should summarize the learning points to generate discussion.

### Handouts (📄)

The instructor may use the handouts provided or others the instructor prefers. The information must be topical and reduce the need for participants to memorize or take notes during a presentation.

### Exercises (👤)

The instructor may use any of the exercises described in the manual to illustrate a concept and to provide a learning experience with class participation. The manual also includes scenarios for progressive role-play by participants and as opportunity for individual evaluation by the instructor.

### Power Point Slides (📄) / Overheads (📄)

A power point slide presentation or overheads may also be available to the instructor for illustration of the course concepts.

### Lesson Plan

Each lesson plan contains performance objectives, specific topical information, material needs, and a time estimate. Lesson plans may also include exercises, handouts, videos, overheads, or power point slides that the instructor may elect to use when emphasizing the topical information for class.



## **TRAINING TIPS**

### **1. Prepare For the Training**

Good instruction requires preparation. To prepare to conduct training, do the following:

- Review materials. Personalize the content. Practice.
- Check the equipment. Equipment needed includes a TV, VCR, flipcharts, markers, tape, overhead projector, and screen.
- Stick to the agenda to ensure all information is presented in the classroom. Adhere to regular breaks and opportunities for questions.
- Address the group, not the screen. Use notes and face the audience.
- Refer to the text and advise the participants where a topic can be found.

### **2. Adhere to the Adult Learning Principles**

Law enforcement recruits are adults and benefit from instruction tailored to adult learning needs. Here are some principles of adult learning:

- Explain the benefits of the subject matter
- Relate learning to participants' past experiences
- Make use of participants' life experiences to encourage participation
- Listen and respect the participants' ideas
- Encourage the participants to be resources to each other and to you, the trainer
- Maximize efficiency of learning
- Involve the participants in learning-centered activities

### **3. Facilitate Discussion**

Dialogue provides a good learning environment where everyone teaches and everyone learns. Make use of participants' life experiences to encourage participation. By interspersing a lecture with questions the instructor will heighten interest, review main ideas, encourage class participation and obtain feedback for all.

Participation in the classroom is for the purpose of learning and practicing the specific communication skills and models. Education must be structured so

participants can apply what they learn. Demonstration is primarily a passive experience for the adult learner; therefore, effective instructors usually encourage questions and then follow up with hands-on practice. Give participants the opportunity to demonstrate failures and uncertainties, to reflect on and evaluate technique, and to rehearse for the real thing. Learning and action go hand in hand.

### **4. Use Exercises**

Case studies can be used for teaching and evaluation. A participant is provided with a number of facts relating to a specific situation and must solve one or more problems or perform one or more tasks using the facts. A case study/scenario may be elaborate or quite short depending on the objective of the lesson.

Other practical exercises can also be used. These can be any structured activity or simulation in which the students actually perform in the classroom or on the range what they will be doing when on the job.

Remember: mistakes must be possible. Remind the group that the exercises are meant to elicit a variety of responses—not just one “right” response. It is the participant's thought process and articulation of that thought process that is evaluated as well as the performance of the action.

Evaluation will help participants recognize and use what they know and identify and understand what was missing and must be developed.

### **5. Include Activity-Centered Learning**

Activity-centered learning involves a series of progressive and realistic exercises designed for learner participation. In activity-centered learning, participants are able to practice and test their knowledge and decision-making as well as their communication and tactical skills, in a safe and controlled environment. Participants will also demonstrate their ability to articulate verbally and document in writing what action they took and their reasons for it.

To be safe and effective, activity-centered learning activities must meet these criteria:

- 
- Reality- and behavior-based and progressive
- Scripted and staged
- Evaluated
- Debriefed in a safe environment
- Documented

- **Reality- and behavior-based and progressive.** The environment of the activity-centered learning activities must be realistic in the use of props and physical space to provide for tactical concerns and atmosphere. Introduce simplistic scenarios first in the classroom and then make them increasingly more complex with the addition of various characters, props, environmental changes, additional police issues and investigative concerns to provide progressive training for the participant.

**Scripted and staged.** To ensure the safety of participants and to provide an optimal learning environment, draft a script for each activity to include the objectives of the exercise, the type of situation, the characters and their backgrounds, the details of the action, and the dispatch information.

**Evaluated.** After the activity has been completed, the participants articulate what their plan was and what actions they took. Participants *may* do a written police report of the simulated situation. Instructors can then ask follow-up questions for a full explanation of situation and response. Class peers and evaluation team members complete a written feedback form on the performance. Videotaping of the final scenarios is highly recommended.

**Debriefed in a safe environment.** Instructors and evaluation team members explain the objectives of the activity and evaluate the individual's performance measured against the core abilities. If the simulation was videotaped, the participant should view his or her own performance. Evaluators note areas where the participant performed well and identify areas that need improvement. Peer feedback forms are given to the participant and written reports are reviewed and returned to the participant with feedback.

**Documented.** All videotapes, reports, feedback forms, evaluation forms, and the participant's response to feedback should be considered formal training documentation and should be retained in conformance with academy policies.

## 6. Problem-Based Learning Philosophy

Problem-based learning (PBL) offers instructors an entirely different way to help new officers learn the complicated business of police work. It also represents a dramatic shift in how instructors deliver training and education in the profession. The PBL method helps develop critical-thinking and problem-solving skills in new police officers.

Typically, recruits will sit in a class and listen to a lecture and view a power point. Next, they would apply what was taught in the lecture to a problem and be evaluated on their performance. The student's critical-thinking and problem-solving skills are not challenged and the student merely regurgitates the steps that were taught in class. This traditional method works well when teaching

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psychomotor skills, but perhaps not as well when teaching critical-thinking and decision-making.

Police officers must develop these critical-thinking skills because no call or situation that they respond to is the same. There are always new variables to deal with and the officers cannot always rely on a step-by-step process they learned in the basic academy to get them through every incident. They must be able to think on their feet and work through different situations to come to some resolution. Police PBL provides the means by which we can help new officers learn how to work safely, think critically, and adopt problem-solving as a daily part of their job.

There are *four* basic principles that characterize the PBL learning process<sup>1</sup>.

***Principle 1: Relevant and real life, ill-structured problems.*** PBL incorporates all of the adult learning techniques instructors learned in the Criminal Justice Instructor Development Course (CJ-IDC). These include individual exercises, lectures, guided discussions, cooperative learning, role plays and other teaching methods. But at the core of PBL, students work in groups to solve *ill-structured problems*. An ill-structured problem is one that mimics real-life situations that are not easily solved and have numerous possible answers. For example, a class of recruits may practice a vehicle contact with uncooperative occupants, the presence of drugs, and an unsafe environment. There is no single correct way to respond to the problem. Instead there are many different possible responses, each of which could solve the problem.

***Principle 2: A variety of responses.*** PBL problems require learners to consider a variety of responses to use in solving their group problem. Ill-structured problems promote creative thinking and, because learners work in collaborative learning groups and follow a five-step process, they also learn to apply positive communication and organizational skills. Each of these performance skills – teamwork, effective communication, and creative problem solving – are essential in good police work.

***Principle 3: A five-step process.*** The five-sequential steps of the police PBL program used by collaborative learning groups are:

1. Create collaborative learning groups. Then brainstorm a list of **ideas** of how the group thinks the problem may be solved. In the classroom, the instructor facilitates the groups.
2. Discuss and list all the **known facts** about the problem.

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<sup>1</sup> Cleveland, G. and Saville, G. (2007) *Police PBL: Blueprint for the 21<sup>st</sup> Century*.

## Instructor Overview

3. Generate a third list of **learning issues** based on the question: *“What do we still need to know in order to resolve this problem?”* Once the groups generate this list, the students need to find appropriate resources, some of which the instructor provides, then they must learn the new material. Instructors merely act as facilitators at this point providing guidance and support during this phase and suggest areas of learning that the group may have overlooked. As the students learn more about the problem they should revisit their original list of ideas on how to solve the problem to see if any of those ideas look like they will work in this situation.
4. **Action Plan:** The learning group determines a response to the original problem using the information and material they learned in the previous steps.
5. **Evaluation.** Students will evaluate their action plan afterwards to determine its effectiveness. Students should complete a learning worksheet to describe what they learned by working through the problem and by listing their strengths and weaknesses throughout the learning process.

**Principle 4: Self-directed learning.** Adult learners construct their own learning in PBL. With support and guidance of the trainers and facilitators, the students discover what it is they need to know to function properly in their job. The self-discovery process means that the students become directly responsible for their own learning. Accordingly, instructors must learn the skill of letting go of classroom control, while still maintaining the responsibility for the learning environment and teaching process.

Instructors should try to incorporate the PBL philosophy into their classrooms whenever possible. Do not always rely on the traditional method of lecture, power point, practice. By doing this you will help build the critical-thinking and problem-solving skills these new recruits will need from the first day they set foot on the road as officers.

## INSTRUCTOR REQUIREMENTS

The lead instructor in a Firearms class must have successfully completed either a Criminal Justice Instructor Development Course (CJ-IDC) or the Wisconsin Technical College System Course #52 at a Law Enforcement Standards Board (LESB) approved technical college, completed a Firearms Instructor course sponsored by the Training and Standards Bureau and must be certified as a Firearms Instructor by the LESB. Assistant instructors need not be certified, although that is strongly recommended.

# **TOPIC 1: INTRODUCTION AND LEGAL CONTEXT**

## **LESSON 1-1: DEADLY FORCE DECISIONS**

Deadly force and the conditions under which it is justified are defined. Concepts important in the decision to use deadly force (such as target requirements, preclusion, and the Greater Danger Exception) are introduced and discussed.

<b>Topic 1: Introduction and Legal Context</b> <b>Lesson 1-1: Deadly Force Decisions</b>
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**Performance Objectives**

1. Identify the issues that are associated with deadly force decision-making and the use of deadly force.
  - 1.1 Identify and describe the legal and policy issues involving the use of deadly force.
  - 1.2 Define deadly force and explain justified use of deadly force within the defensive and arrest tactics Intervention Options.
  - 1.3 Define imminent threat and the criteria that need to be met in order for a threat to be imminent.
  - 1.4 Assess whether alternatives to shooting are appropriate when encountering a potentially life threatening situation.
  - 1.5 Identify the target requirements that must be met in order to use deadly force.

**Equipment**

Power point projector, screen

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*

PowerPoint Presentation: slides 1-20

**Instructional Method**

Lecture, discussion, range exercises

**Estimated Length of Class**

Two hours



**Reading Assignment**

Text, pp. 5-9

Lesson 1-1: Deadly Force Decisions



<b>Topic 1: Introduction and Legal Context</b>				
<b>Lesson 1-1: Deadly Force Decisions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Constitutional limits on the use of deadly force	Lecture Exercise	Powerpoint slides: 1-20	
	Wisconsin law governing deadly force	Lecture		
Hour #2	Deadly force decisions	Lecture		








 <p>1-11</p> <p>Pp. 5</p>	<p><b>LECTURE: Constitutional limits on the use of deadly force</b></p> <p><b>Purpose:</b> To set the legal limits in the context of federal and state law and agency policy</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Discuss landmark U.S. Constitutional cases <ul style="list-style-type: none"> <li>• Terry v. Ohio (1968)</li> <li>• Graham v. Connor (1989)</li> <li>• Tennessee v. Garner (1985)</li> </ul> </li> <li>2. Emphasize <i>reasonableness</i> standard (judged under the totality of the circumstances from the perspective of a reasonable officer at the scene with similar training and experience) <ul style="list-style-type: none"> <li>• Court recognized the difficulty of making decisions in real life circumstances</li> <li>• Court provided elements to consider <ul style="list-style-type: none"> <li>-severity of the alleged crime at issue</li> <li>-whether the suspect poses an imminent threat to safety</li> <li>-whether the suspect is actively resisting or attempting to evade arrest by flight</li> </ul> </li> </ul> </li> <li>3. Emphasize need to articulate imminent threat posed by suspect</li> </ol>	<p><b>Hour #1</b></p> <p>United States Supreme Court 392 U.S. 1 (1968), United States Supreme Court 490 U.S. 386 (1989) and United States Supreme Court 471 U.S. 1 (1985)</p> <p>Refer to appendix of student text for fact descriptions and decisions.</p> <p>This information is also located in Appendix A in this manual.</p>
	<p><b>EXERCISE</b></p> <p><b>Purpose:</b> To provide an opportunity to apply the Constitutional law to fact situations</p> <p><b>Procedure:</b> Pose a series of hypothetical situations and ask students to decide if deadly force is appropriate <i>under Constitutional law</i>.</p>	<p>You can make up any number of these. Have students vote by a show of hands for shoot or no-shoot, then articulate the</p>

## Lesson 1-1: Deadly Force Decisions

	<ol style="list-style-type: none"><li>1. Bank robber who has just shot a teller flees with gun in hand. Officer on site sees him running away.</li><li>2. Same scenario, but no visible weapon.</li><li>3. Officer clearing a building, where there was an intrusion alarm, is confronted by suspect carrying baseball bat. Suspect is cornered and holding bat aggressively about 10 feet from officer.</li><li>4. Same scenario, but suspect is 25 feet away.</li><li>5. Suspect in a sexual assault, who is believed to be armed with a pistol, is confronted by officers under conditions of low light. Suspect pulls something from his pocket. Officers can't see what it is, but it reflects light as if it were metallic.</li></ol>	justification for whichever decision they made. Don't make them all easy and clear-cut.
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<p><b>Pp. 5-6</b></p>  <p><b>12-14</b></p>	<p><b>LECTURE: Wisconsin Law</b></p> <p><b>Purpose:</b> To familiarize students with the provisions in Wisconsin laws that govern deadly force.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the meaning of <i>privilege</i> in §939.45 Wis. Stats. as it applies to officers' use of deadly force.</li> <li>2. Discuss the limits on use of deadly force in self-defense or the defense of others (§939.48 Wis. Stats.)</li> </ol> <p><b><i>Officer must reasonably believe deadly force is needed to prevent death or great bodily harm.</i></b></p> <ol style="list-style-type: none"> <li>3. Note prohibition against use of deadly force to prevent suicide [§939.48(5)] and solely in defense of property [§939.49(1)]</li> </ol>	
<p><b>Pp. 6-9</b></p>  <p><b>15</b></p>	<p><b>LECTURE: Deadly Force Decisions</b></p> <p><b>Purpose:</b> To outline the definition of deadly force and the criteria that must be met for officers to use it.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Definition of deadly force: <p><b><i>The intentional use of a firearm or other instrument, the use of which would result in a high probability of death.</i></b></p> <ul style="list-style-type: none"> <li>• Must be intentional, not accidental</li> <li>• Must be likely to cause death</li> </ul> </li> <li>2. Deadly force is appropriate when confronted with behavior that you reasonably believe <p><b><i>Has caused or imminently threatens to cause death or great bodily harm to you or another person or persons.</i></b></p> </li> </ol>	<p><b>Hour #2</b></p>

Lesson 1-1: Deadly Force Decisions

 16   17   18   19   20	<p>3. Imminence = about to happen. For a threat to be imminent, suspect must have</p> <ul style="list-style-type: none"> <li>• Intent</li> <li>• Weapon</li> <li>• Delivery system</li> </ul> <p>4. Preclusion: within DAAT system, can use deadly force only if other options are or would be ineffective.</p> <p>5. Target Requirements: Go over what each of the three means, using examples</p> <ul style="list-style-type: none"> <li>• Target acquisition</li> <li>• Target isolation</li> <li>• Target identification</li> </ul> <p>6. <b>Greater danger exception:</b> can use deadly force without having target isolation.</p> <p><b>Example:</b> person shooting randomly in crowded area: consequence of letting him/her continue is worse than possibility that your round might strike an innocent person.</p> <p>Purpose: Stop a Threat If Stopped: Stop Shooting</p>	<p>Give examples that lack one or more of the three criteria for imminence (e.g. subject with knife who is on the other side of a twelve-foot fence).</p> <p>Be sure students understand this one. It <i>doesn't</i> mean the end justifies the means.</p>
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Topic 1: Lesson 1-2

## **INSTRUCTOR NOTES: SAFETY, USE AND CARE OF FIREARMS**

Teaching officers to be safe with and around firearms is a critical part of safe firearms training. Safety should be integrated throughout any firearms training or course. It is your responsibility as a firearms instructor to ensure a safe training environment for your students; their safety is your responsibility.

Review the four fundamental rules of firearms safety:

- Assume all guns are loaded.
- Never let the muzzle cross anything you are not willing to destroy.
- Keep your finger off the trigger and outside the trigger guard until you are firing.
- Know your target and what's beyond it.

If you practice safe firearms handling techniques, and ensure your students also practice these techniques with a real firearm or with a simulated firearm (“Red Gun”) in accordance with these rules all the time – then even under stress you and your students will follow them.

A safe weapon is one that is unloaded (no rounds in the chamber or elsewhere in the gun) and the action is open (not in a firing position).

As an instructor you must instill safety procedures in the minds of officers. Always set the example by handling firearms safely and ensure other staff members also set the example for students in your class. Ensure you identify and correct errors and unsafe behaviors throughout the course.



## **LESSON 1-2: BALLISTICS AND SAFETY**

During this session, you will discuss the rules of firearms safety and identify the role that ballistics play in the performance of a duty weapon.



<b>Topic 1: Introduction and Legal Context</b> <b>Lesson 1-2: Ballistics and Safety</b>
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**Performance Objectives**

- 2. Exhibit good weapon-handling skills.
  - 2.1 Comply with general firearms safety rules.
  - 2.2 Comply with general range safety rules.
  - 2.3 Store firearms in a safe manner when not on duty.
  - 2.4 Secure a firearm other than one's own.
  
- 3.1 Identify and describe the role that ballistics play in the performance of the duty weapon.

**Equipment**

Powerpoint projector, screen

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*

Powerpoint Presentation: slides 21-35

**Instructional Method**

Lecture, discussion, range exercises

**Estimated Length of Class**


Up to 1 hour

**Reading Assignment**



Pp. 9-15


Lesson 1-2: Ballistics and Safety

<b>Topic 1: Introduction and Legal Context</b> <b>Lesson 1- 2: Ballistics and Safety</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Ballistics	Lecture	Powerpoint slides 21-23	
	Safety: Four Fundamental Rules	Lecture	Powerpoint slides 24-35	
	Psychomotor Skill Development	Lecture		

<p><b>Pp. 9-11</b></p>	<p><b>LECTURE: Ballistics</b></p> <p><b>Purpose:</b> To explain what happens when a person is shot and to reinforce the CNS as the primary target.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Types             <ul style="list-style-type: none"> <li>• Internal (inside the gun)</li> <li>• External (en route to the target)</li> <li>• Terminal (when the bullet hits something)</li> </ul> </li> <li>2. When a person is shot             <ul style="list-style-type: none"> <li>• Incapacitation depends on                 <ol style="list-style-type: none"> <li>A. Permanent tissue damage</li> <li>B. Shot placement</li> <li>C. Physical/psychological state of victim</li> </ol> </li> <li>• Only a central nervous system hit will always cause an immediate effect-- hence, it is our primary target</li> </ul> </li> </ol>	<p><b>Hour #1</b></p> <p>Emphasize the goal is to <b>stop the threat</b>. CNS hits will put a person down immediately. A lethal shot to heart or lungs may not stop the individual for several minutes.</p>
<p><b>Pp. 11-15</b></p> <p> 21</p>	<p><b>LECTURE: Safety</b></p> <p><b>Purpose:</b> To present and explain the rules of firearms safety</p> <ol style="list-style-type: none"> <li>1. Go over the four fundamental rules of firearms safety:             <ul style="list-style-type: none"> <li>• Assume all guns are loaded</li> <li>• Never let the muzzle cross anything you are not willing to destroy</li> <li>• Keep your finger off the trigger and outside the trigger guard until you are firing</li> <li>• Know your target and what's beyond it.</li> </ul> </li> <li>2. Explain to students that if they practice handling weapons in accordance with these rules <b>all the time</b>--then even under stress they will follow them.</li> </ol>	<p>Tell students they will be expected to know these verbatim, and will (frequently) be tested on them.</p>

Lesson 1-2: Ballistics and Safety

<p><b>Pp. 13-14</b>    <b>22</b></p>	<p>3. Range safety: go over the range safety rules in the book, and any specific rules that pertain to the range you will be using.</p>	
<p><b>Pp. 14-15</b>    <b>23</b></p>	<p>4. Safe storage of weapons</p> <ul style="list-style-type: none"> <li>• Emphasize the responsibility involved with owning a weapon.</li> <li>• Discuss §948.55 Wis. Stats. (prohibits keeping a weapon within reach or access of a child)</li> </ul>	
<p><b>Pp. 15</b></p>	<p><b>LECTURE: Making weapons safe</b></p> <p>1. What is a safe weapon?</p> <ul style="list-style-type: none"> <li>▪ Unloaded (no rounds in the chamber or elsewhere in the gun)</li> <li>▪ Action open (not in firing position)</li> </ul> <p>2. Optional Demonstration:</p> <p>Using dummy rounds, demonstrate unloading various kinds of weapons:</p> <ul style="list-style-type: none"> <li>▪ Bolt-action rifle</li> <li>▪ Semi-auto rifle</li> <li>▪ Shotgun</li> <li>▪ Revolver</li> <li>▪ Semi-auto pistol</li> </ul>	<p>If students are utterly unfamiliar with guns, this may not mean much to them; on the other hand, just the familiarity of seeing how different weapons are loaded/unloaded may be useful.</p>

<p><b>Pg. 15-18</b></p> <p> <b>24-35</b></p>	<p><b>Lecture: Safety through Psychomotor Skill Development</b></p> <p><b>Purpose:</b> To familiarize students with psychomotor skill building and the effects of stress on skills.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Provide definition of psychomotor skill development and its relationship to firearms training.<ul style="list-style-type: none"><li>▪ Involves mind and body similarly to playing sports.</li><li>▪ 3000 - 5000 repetitions build automatic response (muscle memory)</li><li>▪ Muscle memory means the body performs without thinking-automatic.</li></ul></li><li>2. Importance of psychomotor skill development for officer<ul style="list-style-type: none"><li>▪ Effects of stress on the body ("fight or flight" response to danger, tunnel vision, and auditory exclusion) brain becomes focused on the threat.</li><li>▪ Deadly force must be accurate and justified</li><li>▪ Must be able to draw and fire automatically (repetitions of skill under simulated stress, mental rehearsals, and visualization).</li></ul></li><li>3. Controlling self and others<ul style="list-style-type: none"><li>▪ Stress affects suspects and other officers.</li><li>▪ Officers need to gain and maintain control.</li><li>▪ Difficult to "turn off" the aggression (autogenic breathing exercise and debriefing self and others).</li></ul></li></ol>	
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## **LESSON 1-3: PISTOL FUNCTION**

The fundamentals of how firearms operate are presented, along with a description of the firing cycle of the two most common types of semi-auto pistol.

<b>Topic 1: Introduction and Legal Context</b> <b>Lesson 1-3: Pistol Function</b>
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**Performance Objectives**

- 3. Properly maintain the duty weapon and its associated equipment.
  - 3.1 Identify and describe the role that ballistics play in the performance of the duty weapon.
  - 3.2 Identify various types of firearms and the major functional parts of these firearms.
  - 3.3 Identify nomenclature and functions of ammunition.
  - 3.4 Identify the various types of semi-automatic pistols and their design and functional differences.

**Equipment**

Powerpoint projector, screen  
Semi-auto pistol with magazine  
Dummy rounds

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Powerpoint presentation: slides 36-39

**Instructional Method**

Lecture, demonstration

**Estimated Length of Class**

Up to 1 hour




**Reading Assignment**

Pp. 19-23

Lesson 1-3: Pistol Function

<b>Topic 1: Introduction and Legal Context</b>				
<b>Lesson 1- 3: Pistol Function</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Why Guns Fire	Lecture	Powerpoint slides 36-39	
	The Firing Cycle	Lecture, demonstration		



<p>Pp. 19--22</p> <p> 36</p> <p> 37-39</p>	<p><b>LECTURE: Why Guns Fire</b></p> <p><b>Purpose:</b> to explain the fundamentals of firearm operation</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Describe/show the composition of an ammunition cartridge ( a <i>round</i> of ammunition) <ul style="list-style-type: none"> <li>• Casing</li> <li>• Primer</li> <li>• Propellant</li> <li>• Bullet</li> </ul> </li> <li>2. Explain how a primer can be exploded by being struck (by the firing pin), and the explosion causes the propellant to burn, creating rapidly expanding gas.</li> <li>3. The expanding gas in a confined space causes pressure to build</li> <li>4. The pressure forces the bullet out of the casing and down the barrel.</li> <li>5. In a semi-auto, some of the gas pressure is used to operate the mechanism that ejects the empty casing and pushes the next round in place</li> </ol>	<p><b>Hour #1</b></p> <p>Have some empty casings and bullets to pass around so students can see the parts.</p>
<p> <b>WARNING</b></p> <p><b>Live Fire Hazard</b></p> <p><b>Be sure weapon and magazine are fully unloaded:</b></p> <ul style="list-style-type: none"> <li>• <b>Remove magazine</b></li> </ul>	<p><b>LECTURE/DEMONSTRATION: The Firing Cycle</b></p> <p><b>Purpose:</b> To illustrate the function of the weapon</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using an empty weapon, slide locked to the rear, load two or three orange</li> </ol>	<p><b>Note:</b></p> <p>Be careful to explain unfamiliar terms like extractor and ejector. Be sure students</p>

Lesson 1-3: Pistol Function

<ul style="list-style-type: none"> <li>• <b>Lock the slide to the rear</b></li> <li>• <b>Physically, visually, mechanically check the weapon</b></li> </ul> <p><b>Be sure only dummy rounds are available in training room.</b></p>	<p>dummy rounds into a magazine and insert into the magazine well.</p> <ol style="list-style-type: none"> <li>2. With the slide still locked back, show the weapon to students, so that they can see the orange dummy rounds through the ejection port.</li> <li>3. Slowly allow the slide to go forward, showing the top round being pushed forward into the chamber.</li> <li>4. Simulate firing. Slowly pull slide to the rear so that students can see the "spent" dummy round extracted and ejected.</li> <li>5. Remove slide, and show students the extractor hook, the ejector, and the firing pin hole.</li> </ol>	<p>understand <i>how</i> these parts work to pull the casing out and tip it out the ejection port.</p> <p>It is important to make sure students (who may be shy about asking questions) understand the function, so they will be comfortable with the weapon and understand why malfunctions occur</p>
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Topic 1: Lesson 1-4

## **LESSON 1-4: PISTOL MAINTENANCE**

Students learn to field strip, clean, lubricate, reassemble, and perform a function check of the weapon. Procedures for inspecting and maintaining duty gear are presented.

## Lesson 1-4: Pistol Maintenance

<b>Topic 1: Introduction and Legal Context</b> <b>Lesson 1-4: Pistol Maintenance</b>
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### **Performance Objectives**

- 3.5 Field-strip the duty weapon.
- 3.6 Clean and lubricate the duty weapon.
- 3.7 Perform a function check of the duty weapon.
- 3.8 Maintain duty belt, holster and magazine pouches.

### **Equipment**

Powerpoint projector, screen  
Cleaning kits

### **Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*

### **Instructional Method**

Lecture, demonstration

### **Estimated Length of Class**


Up to 1 hour

### **Reading Assignment**

Pp. 23-27

Lesson 1-4: Pistol Maintenance

<b>Topic 1: Introduction and Legal Context</b>				
<b>Lesson 1- 4: Pistol Maintenance</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Field Stripping the Weapon	Demonstration, exercise		
	Cleaning the weapon	Demonstration, exercise		

 <p><b>WARNING</b></p> <p><b>Live Fire Hazard</b></p> <p><b>Be sure weapon and magazine are fully unloaded:</b></p> <ul style="list-style-type: none"> <li>• <b>Remove magazine</b></li> <li>• <b>Lock the slide to the rear</b></li> <li>• <b>Physically, visually, mechanically check the weapon and magazines</b></li> </ul>	<p><b>DEMONSTRATION: Field Stripping the Weapon</b></p> <p><b>Purpose:</b> To teach students the proper method for field-stripping the pistol.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Provide each student with a (previously checked) <b>unloaded</b> pistol.</li> <li>2. Demonstrate the proper method to check that the weapon is unloaded             <ul style="list-style-type: none"> <li>• Remove magazine</li> <li>• Lock the slide to the rear</li> <li>• Physically, visually and mechanically (by cycling the slide) check the weapon</li> </ul> </li> <li>3. Demonstrate each step of the field stripping process. After each step, have the students perform the same step.</li> <li>4. When the field-stripping process is complete, identify the parts (there may be more parts, depending on the pistol model):             <ul style="list-style-type: none"> <li>• Receiver</li> <li>• Slide</li> <li>• Barrel</li> <li>• Recoil spring/rod assembly</li> </ul> </li> <li>5. Demonstrate reassembling the pistol, with students performing each step after you, as before.</li> </ol>	<p><b>Hour #1</b></p> <p>Have instructors positioned around the class to provide help to any students having trouble with the field stripping process.</p>
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<p><b>Pp. 24-26</b></p>	<p><b>DEMONSTRATION: Cleaning the Pistol and Magazines</b></p> <p><b>Purpose:</b> To show the proper way to clean a pistol.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Demonstrate cleaning the pistol, following the procedure in the student text.</li><li>2. As you complete each step, have the students perform the step.</li><li>3. Identify critical cleaning issues, including these:<ul style="list-style-type: none"><li>• Cleaning the extractor</li><li>• Avoiding getting oil/solvent in the firing pin hole</li><li>• Wiping/blowing parts dry of solvent</li></ul></li><li>4. Demonstrate, step-by-step, the procedure for lubricating and reassembling the weapon. As you complete each step, have students perform the same step.</li><li>5. When students have reassembled the weapon, have them field-strip and reassemble it again, this time without watching you do the process step-by-step. Have instructors stand by to assist.</li><li>6. Demonstrate disassembling and cleaning the magazine, per manufacturer's instructions.</li><li>7. Demonstrate how to function-check the weapon:</li><li>8. With magazine removed, check that the slide moves freely without binding.</li></ol>	<p><b>Note:</b> Most students tend to over-lubricate the weapon. Emphasize importance of using no more oil than needed.</p>
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Lesson 1-4: Pistol Maintenance

	<p>9. Insert magazine, and move slide to the rear. Ensure that the follower engages the slide stop lever to lock the slide back.</p> <p>10. Let the slide go forward, and operate the decocking lever (if so equipped). Check that it properly decocks the weapon.</p>	
<p><b>Pp. 25-27</b></p>	<p><b>DEMONSTRATION: Inspecting Duty Gear</b></p> <p><b>Purpose:</b> To show how to properly inspect the duty belt and associated gear for wear.</p> <p><b>Procedure:</b></p> <p>Identify what to check and what signs of wear to look for, especially</p> <ul style="list-style-type: none"><li>• Holster adjustment screws</li><li>• Holster and shank--look for cracks, or other signs of wear</li><li>• Magazine (and other) pouches: check snaps/Velcro® for function, wear.</li></ul>	

## INSTRUCTOR NOTES: TEACHING SHOOTING FUNDAMENTALS

When leading students through the basic fundamental skills that are included in the firearms basic course, watch students closely and provide immediate corrective feedback. This includes providing positive feedback when a student does something correctly. You want to provide positive feedback when they do a skill correctly to reinforce that behavior and let them know they are performing the skill correctly.

Take the Firearms Evaluation Materials Checklist with you to the range to ensure you cover all of the skills taught in the Firearms course. You should also use the checklist as students go through the drills to ensure all students can perform the skills correctly at least one time before they go through the final skills assessment (Summative Assessment) that is completed at the end of the class.

Checking students off as you practice the drills does not count as the final skills check. You should ensure each student can perform the skills correctly during the practice sessions to ensure that everyone is learning the skill correctly prior to moving to the next skill and also to ensure that you saw every student perform the skill correctly at least once before the final test.

At the end of the basic course, you must designate and make it clear to students that you are now going to administer the final practical “summative assessment.” Every student will be tested on each of the 22 Firearms skills using the *Firearms Skill Evaluation Checklist* and *Handgun Qualification Standard* course.

- At the end of the Skill Evaluation Checklist, if any student did not pass any of the skills, they will receive remedial training and then take a retest, which consists of the skill(s) they missed on the original test (minimum standard). If the student still does not pass a skill a second time, they fail the Firearms class.
- If a student does not pass the Handgun Qualification Standard on the first attempt, they will receive remedial training and then re-shoot the qualification course in its entirety. If the student does not pass on the second attempt, they fail the Firearms class.

Use the Evaluation Materials Checklist and *Record of Qualification Attempt* to document student success or failure on the final summative skills assessment. These documents **must** be maintained on each student at the academy because these are mandatory assessments.

## **INSTRUCTOR NOTES: SAFETY PROCEDURES FOR CLASSROOM AND LIVE-FIRE ENVIRONMENTS**

### **Safety Guidelines:**

During the Firearms Basic Course recruits will practice drills with non-functioning “Red Guns” and/or functioning firearms with no live ammunition, or firearms that fire marking cartridges. You, as the instructor, must ensure student safety when using these firearms and ensure that all weapons are treated as live firearms (ensure students follow firearms safety rules regardless of the type of weapon used).

Initially, recruits will observe you, or another instructor, demonstrate the skills. They will then practice the movements in a static line. The next step for recruits is to practice drills with “Red Guns” as they are walked through the skills by you or another instructor.

When you feel that the recruits can perform the skills with “conscious effort,” the class is issued actual firearms, magazines and dummy rounds. Thorough safety inspections are conducted to ensure that there is no live ammunition mixed in with dummy rounds. The recruits then participate in the same drills using real equipment with dummy rounds. These drills ultimately include loading, unloading, reloading (in and out of battery) and malfunction clears. Realistic targets are used for sighting.

When the recruits are performing all the skills safely and 100% consistent with the classroom model being demonstrated by you or another instructor, live-fire exercises are conducted. In live-fire exercises, the recruits start out very close to the targets with dummy rounds mixed in with live ammunition/marketing cartridges to detect any flinching. Eventually, students are introduced to forward, backward, and lateral movement, also firing from seated positions and cover. Non-firing drills are conducted until you are confident the students can complete the live-fire exercises safely and with a high likelihood of success.

### **OIC and TSO Responsibilities:**

The Officer-in-Charge (OIC) is the person who is in charge of establishing (setting up) and running exercises, scenarios and the firing range. The OIC works closely with the Training Safety Officer (TSO - next paragraph) to ensure the safety of all participants while primarily focusing on achieving the training objectives. OIC duties include:

- Time and personnel management
- Exercise/scenario implementation
- Debrief

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

The Training Safety Officers (TSO) is the person who has **THE OVERALL** responsibility for the safety of all personnel (staff, students, observers, etc.). The TSO must be an experienced trainer and subject matter expert. The TSO is ultimately responsible for the safety of the training. The TSO duties include:

- Giving the safety briefing
- Briefing the medical-mishap plan (or some call it an emergency action plan) if an incident occurs during training.
- Installing or supervising the installation of the weapon conversion kits.
- The TSO must conduct or personally supervise the pre-exercise/scenario personnel and equipment inspections
- Additionally, the TSO is the person who designates when a range is either "HOT" or "COLD."
- The TSO is responsible for training area security and is not an active participant in the exercises/scenario

Students/Officers on Range: The students involved in the training session are responsible for coming to the training session with a good, positive attitude about the learning process. Students, as well as all personnel, are also required to ensure that no non-converted weapons, lethal ammunition, knives, impact weapons or live chemical agents are brought to the training area.

### Support Personnel:

Additional training staff personnel: Due to the complexity of the exercise/scenario or due to an increased concern for safety, oftentimes there is a need to have one or more additional staff personnel support the training. These support personnel should be experienced instructors.

Training area guards work for the TSO. For safety reasons, guards control access into the training area and must be in voice or radio contact with the TSO. Only exercise/scenario personnel properly searched and equipped are allowed in the area to avoid serious risk for personal injury and subsequent liability issues. The number of guards needed depends on the size of the training site and/or the number of access points into the training area.

Administrators, VIPs and Legal Representatives: You may want to consult with these types of people when you are designing your training in order to obtain information on certain policies or guidelines. It is imperative that they follow the same safety rules as outlined for training. Proper protective equipment and clothing must be provided for everyone. Do not let VIPs insert unnecessary training artificialities into the training environment.

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

### **Safety Equipment:**

The following is a list of recommended safety equipment to have on hand when running exercises/scenarios involving firearms/simulated firearms:

- Safety vest (one per staff member, VIP or personnel involved directly with the exercise/scenario)
- Whistle or air horn (one per staff member)
- Hand-held radios
- Medical-mishap plan or emergency action plan
- Medical equipment as allowed by policy
- Other safety equipment as directed by policy

These items are in addition to all the required protective safety equipment/clothing required when conducting firearms training.

### **Advanced Planning Tasks:**

Training Location: there are several issues to consider when selecting a training location to run exercises/activities involving firearms/simulated firearms. The site may be a permanent site that you use each time or it might be an improvised facility that you were able to obtain on a one-time basis. The site may be indoors or out. Regardless of the training site that is selected, there are a few common denominators that should be considered when selecting a training location. The first is training safety. The site should allow for three definitive zones to be established ensuring adequate safety protocols are followed. The zones are:

- Un-Safe: All live lethal weapons, rounds, knives, etc. are kept in this zone.
- Semi-Safe: Free from impact of the safe zone; separated by a physical barrier from the safe zone. Briefs, gear storage, etc., all take place here.
- Safe Zone: Training takes place here.

Between the zones there should be controlled access/exit points.

### **Safety Sweep:**

Prior to the start of the training, the TSO and OIC will conduct a “safety sweep” of the semi-safe and safe zones. The safety sweep is a complete environmental inspection to ensure there are no lethal or potentially lethal items contained within these zones. The safety sweep should include anything brought into the safe zone prior to training. The inspection should also ensure that environmental factors, such as hazardous materials, broken glass, etc. are not present to potentially harm participants during firearms training.

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

When the safety sweep is completed and the appropriate training tools, such as non-lethal training munitions, inert OC, training batons and training knives, etc., are staged within the safe zone, the safe zone will be considered “Force on Force Sterile.” Once the safety sweep has been conducted, the TSO must ensure that no personnel enter that area without being inspected or accompanied by the TSO.

### Prepare Students for “Red Gun”/Firearms Use:

**Safety Brief:** Prior to the beginning of training, the TSO is required to cover, in depth, issues involving safety. This should be done with all participants and, optimally, in a semi-formal format. Semi-formal means that all participants (staff, students, and other support personnel) stop all other activities and pay attention to the briefing. **DO NOT** rush through the safety briefing. It is up to the TSO and the rest of the staff to set the standards by giving credence to all safety issues. The attention, or lack of attention, that the staff gives to all safety issues, including the safety briefing, will be seen and felt by the students.

**Safety Brief Content:** The briefing should contain general range safety rules and review weapons handling safety rules (again, treat all weapons, even “red guns” as though they are loaded) to reinforce safe weapons handling skills. The safety briefing should also contain portions of the medical-mishap plan/emergency action plan. What will you do if someone is seriously injured during the training? Can you assure that your actions or the actions of the other staff or students will be appropriate actions at the appropriate times?

A medical-mishap plan/emergency action plan is the plan that lists what to do in case of an emergency. It includes answer to the following questions:

- Who is going to do what and when?
- Who will give attention to the victim?
- Who will get outside medical help?
- How will the victim be transported if necessary?
- What do you do with the remaining students?

These are all just a few of the items for consideration that should be planned, organized and periodically rehearsed by the training staff **BEFORE** the training begins.

In the safety briefing, the students should be given a condensed version of the plan, which should address mainly what is expected of the students should an emergency arise during training. At a minimum, the safety briefing should cover the overall safety issues that are relevant to the training event, the medical-mishap plan, and general firearms safety.

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

An example safety briefing and medical-mishap plan is located in Appendix B of this manual.

### Personnel Safety Inspections:

Once the training day has started, and prior to anyone entering the safe zone, a safety inspection must be performed on all personnel as well as the items they bring with them (kit bags, back packs, etc.). The personnel safety inspection is done to prevent anyone from accidentally bringing lethal items into the safe zone. It is the last check completed by the TSO to ensure items such as live weapons, lethal ammunition, live OC, batons, knives, etc. do not enter the training environment.

The inspection should be performed with a hands-on inspection and metal detector, if available. The inspections should be performed the same way every time and ensure that nothing was missed. Once the individual and his/her gear have been inspected, they must enter the safe zone so that the TSO knows nothing else must be picked up from the people yet to be inspected.

There should be a general sequence in which the safety inspection is done. There is no set way to conduct the inspection. TSO's may develop their own method, the key is to do the inspection the same way every time and develop a method that is thorough. The OIC inspects the TSO and then the TSO inspects everyone else in order of importance or amount of time it takes them to be briefed. For example, the TSO will inspect the OIC first, then role players, VIPs, etc. Students are inspected last in most cases.

### OIC Preparing Personnel:

After completion of the OIC inspection by the TSO, the OIC will enter into the safe zone and start to receive other staff members after they have been inspected. The OIC will give them instructions and make sure all personnel understand them. If there are any VIPs or additional personnel in the safe zone, the OIC will need to make sure they are kept in an area on the training site that is out of the way and that won't interfere with training. The last person positioned will be the TSO. The TSO must know what activities will be performed and know the safety concerns and where to be during critical times throughout the training event.

### IF Using Non-Lethal Munitions During Training:

The TSO will prepare the firearms by making sure that they have been cleaned and then by filling the magazines in accordance with the type of training event they'll be used in. If non-lethal training munitions will be used during the training, the TSO will verify that only non-lethal munitions are used and that the proper conversion kits have been installed in all weapons that are inside the safe zone.

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

The TSO will also make sure that all magazines have been emptied and ensure all weapons and magazines are properly marked with brightly colored blue tape.

### TSO Inspection of Students:

After the TSO has prepared all the firearms and training aids, the TSO will perform a personnel safety inspection on all students. During this inspection, the TSO must do a hands-on inspection and metal detection of the students and their equipment (gun belts, tactical vests, etc.) to ensure that they are free from anything live or lethal. The TSO will then lock down and secure the safe zone and issue the students unloaded converted weapons, magazines that are empty or loaded with non-lethal training munitions only, other use of force options and any other training aids the OIC requested. The TSO gives students their firearms and will then tell the students not to load until the OIC tells them to do so.

### First Safety Loop Towards Becoming “HOT”

When the TSO starts the personnel safety inspection on the last student, the OIC will start the first safety loop. Prior to the loop, everyone should already have on all protective equipment required by the OIC. The safety loop is the process in which all personnel in the safe zone properly put their mandatory protective equipment on and then get a visual inspection by the OIC to verify that everyone has all their protective gear and that it has been put on properly.

As the OIC does this verification, the OIC will let everyone know that all gear needs to stay on until the TSO calls the range “COLD.” The OIC finishes the loop with the verification of the students. Once the OIC has finished the first safety loop, the OIC will then ask the TSO to make the range “HOT” so training can begin.

### Second Safety Loop Towards Becoming “HOT”

The TSO, when asked by the OIC to make the range “HOT” will reply “STAND BY.” The TSO will then conduct the second safety loop to verify that all personnel have all mandatory protective gear and that it has been put on properly. The TSO will once again remind everyone in the safe zone to keep on all equipment until the training activity has been called “COLD.”

The TSO finishes the loop by verifying that the OIC is properly geared up and the OIC verifies that the TSO is ready. When the TSO is satisfied that everyone in the safe zone is properly suited up, the TSO will call the site “HOT.” The TSO should repeat this statement loud enough for everyone in the safe zone to hear it. The TSO will then assume their position for the training activity.



## **Managing Firearms or Simulated Firearms Use**

### Running Exercises/Scenarios:

The OIC will call for the training activity to begin. The OIC will repeat the statement loud enough for everyone in the safe zone to hear it. The OIC will then give the necessary information to the students to perform the activity. The information could also be delivered by a dispatcher, command and control, or via a squad car computer. Any other information the students need to conduct the activity safely must also be provided. The OIC will remain in close proximity to observe all actions of the students and to verify that the training objectives are being met.

### End Scenario:

The OIC will call out “END SCENARIO – END SCENARIO!” to end the activity when the objectives have been met. If the exercise is not considered a final assessment and is being conducted as a practice session, the OIC may pause the activity by calling “FREEZE SCENARIO or FREEZE ACTIVITY,” but keeping everyone in position for a brief remediation of the students about a previous trained warning sign or opportunity. Observing that the students now recall the correct response, the OIC will start the activity again.

When “END SCENARIO” is called, all personnel will keep all safety gear in place. The OIC will select an area in the safe zone that is in close proximity to where the critical objectives of the activity were met and is large enough to account for all weapons and personnel. The OIC will immediately verify that no injuries have occurred.

### First and Second Safety Loop Towards Becoming “COLD”

If no personnel were injured, a standard procedure for making the range “COLD” will begin. The range cannot be called “COLD” until the OIC and TSO again conduct safety loops. The First Safety Loop begins with the OIC counting all personnel ensuring that everyone who was originally in the safe zone is now present and verifying that everyone is okay. The next step is the OIC making sure that all weapons, magazines, inert OC, training knives, batons and any other issued training aids are placed in a central location, counted, then compared to the original list of people and gear.

The Second Safety Loop is conducted by the TSO at the same time the OIC is doing the First Safety Loop. The TSO will make sure that all weapons, magazines, inert OC, training knives, batons and any other issued training aids are accounted for. Once the OIC has verified that everyone and everything is

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

accounted for, the OIC will ask the TSO to make the range "COLD." If the TSO concurs, the TSO will say "RANGE COLD."

### Debrief:

The purpose of the debriefing is to specifically identify what the students did correctly and reinforce those responses as desired behaviors. Debriefing is lead by the OIC and involves all participants and staff personnel. Firearm handling skills must be addressed based on safety and tactical readiness. These are skills that officers must use in every law enforcement situation. Other personnel may also have observations to discuss and may be able to help reinforce the desired behaviors.

**NOTE: Triple Check Safety Procedures can be found in Appendix C of this manual.**

## **INSTRUCTOR NOTES: PLANNING AND MANAGING A FIRING RANGE**

### General Firearms / Range Safety Rules:

Be sure to review the following fundamental rules of firearms safety multiple times throughout the basic course:

- Assume all guns are loaded
- Never let the muzzle cross anything you are not willing to destroy
- Keep your finger off the trigger and outside the trigger guard until you are firing
- Know your target and what's beyond it

### Range Safety:

Because a range is typically used by many officers at once, safety requires that all shooters follow certain rules. You should brief all students in the class on these rules **each time** they enter the range. The following range rules are general rules, applicable to any range. In addition, the particular range you use may have its own rules. Be sure you learn those rules, brief students on them and enforce them while on the range.

- Obey all commands by the range officer
- Keep your firearm holstered at all times when not on the firing line
- Draw your firearm only when directed to do so by a range officer
- Always keep your firearm pointed down range

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

- Remain on the firing line, facing down range, unless directed otherwise by a range officer
- If a cease-fire is called, immediately cease shooting and remain at the low ready until further direction by the range officer
- If you see any unsafe condition or act, call a cease-fire and notify a range officer
- Always wear eye and ear protection

### **Storage of Firearms:**

Firearms must be carried in a holster on the person or in an otherwise secured manner according to the academy/range/agency rules. Personnel must keep approved firearms under their direct control at all times. Direct control means that the firearm is carried on the person, is secured within arms reach at all times, or is under locked storage.

### **Preparing Students for the Firing Range:**

Before taking students on to the firing range (each time) you should give students a safety briefing. Ensure students have all of their equipment prior to leaving for the range.

### **Range Set Up:**

Follow the set up for exercises as they are described in the Firearms Skills Competencies and Evaluation Materials (located on WILENET in the text section of the Firearms materials). Ensure you have each exercises set up on the range and that you have enough instructors to supervise the range exercises and provide for a safety officer as well.

### **Manage a Firing Range (Class Safety and Commands):**

#### **Class Safety:**

You must make your teaching environment as safe as possible. Adequate supervision during range exercises must be maintained at all times. Adequate numbers of qualified Training Safety Officers (TSOs) should be on the firing range at all times during firing sessions. This improves instruction by letting the

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

instructor concentrate on teaching, increases the safety of the participants, and provides additional trained responders in case of an emergency.

Careful instructor preparation should include considering possible hazards and managing safety concerns before the course starts. Often you can foresee hazards and take steps to eliminate or control them before participants are on the firing range.

When using co-instructors, assistant instructors, or TSOs, it is critical to clearly define their roles and responsibilities to eliminate any confusion or lapses in supervision. They can help by leading specific instructional activities, such as supervising a task station or helping a student who needs individual assistance, under the supervision and guidance of a certified firearms instructor. Co-instructors, assistant instructors and TSOs can help decrease risks by providing more supervision. An aide or TSO is not a substituted for a certified instructor; however.

### Firearms Basic Course Students:

Students must know and follow the range rules and regulations. Instructors should explain and enforce all rules and regulations on the firing range.

Equipment: Check to be sure that any equipment/firearms you intend to use is ready and in good working condition before your course begins.

### Teaching Environment:

You should ensure hazards on the range have been eliminated or minimized. Document and report your concerns to the range/facility manager or program administrator and retain a copy for your records. Some conditions may require temporary adjustments or suspending a class.

### Facility/Firing Range:

Besides being prepared to teach, you must be prepared to react appropriately in any type of emergency. Be sure your duties and responsibilities are correctly documented in the medical-mishap/emergency action plan to avoid any misunderstandings.

### **Range Commands:**

The purpose of range commands is to provide concise, clear and standard methods of range operation. This provides the shooters or participants with easy to understand guidelines and enhances safety. The following general commands are provided along with their purpose and description of the action that should result.

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All commands are given by a designated range or safety officer, except for “cease fire” or “misfire.” A cease fire may be called by anyone detecting an unsafe situation. In the event of a misfire, the shooter having the trouble should alert the range officer immediately.

### **To Indicate an Emergency or Hazardous Condition:**

#### **CEASE FIRE!**

Purpose: Stop all shooting routinely or, in case of emergency, immediately.

Action: Participants immediately stop shooting, continue to keep the muzzle pointed down range, remove finger from within the trigger guard, unload and clear the firearm and await further instructions from the range officer.

#### **MISFIRE!**

Purpose: Notify the range officer and other participants that a round did not fire when the trigger was pulled and to alert other shooters along the line that a hazardous condition may exist.

Action: The shooter experiencing the misfire continues to keep the firearm pointed down range, removes his/her finger from within the trigger guard and awaits further instructions. The range officer may or may not call a general cease fire depending on the situation. Shooters immediately adjacent to the misfire should cease fire, unload, open and either ground or bench their firearms and step back from the line. The remaining shooters may continue to fire as directed by a range officer or may cease fire at their option and await further instructions.

### **Preparing the Range for Live Firing:**

#### **LOAD**

Purpose: Notify participants that they can load the prescribed number of rounds.

Action: Participants will load the prescribed number of rounds and stand ready for the next command.

#### **IS THE LINE READY?**

Purpose: Determine if all shooters along the line are ready.

Action: All shooters not ready should indicate their status to the range officer. Sufficient time will be allowed for the shooter to complete his/her preparation.

### **READY ON THE RIGHT**

Purpose: Declare that the shooters have indicated they are ready.

Action: Any shooter not ready at this command may choose to either alert the range officer that he/she is not ready or to complete the process of getting ready before the final command has been given.

### **READY ON THE LEFT**

Purpose: Continues the command prior to giving the commence firing command.

Action: Any shooter not ready at this command may choose to either alert the range officer that he/she is not ready or to complete the process of getting ready before the final command has been given.

### **COMMENCE FIRING**

Purpose: Declare the range formally open for live fire.

Action: The participants may commence the prescribed course of fire.

### **Firing Period:**

Firing shall continue until a predetermined time period has lapsed or until all participants have completed their prescribed course of fire. During practice sessions, students, when finished firing, should simply open the action, clear the firearm, bench or holster the firearm and step back behind the line and wait until all shooters have completed the event. After this, a mutually agreed upon cease fire is called.

### **To Stop Firing and Declare the Range Safe:**

### **SHOOTERS YOU HAVE (X) NUMBER OF MINUTES LEFT TO COMPLETE THE COURSE or SHOOTERS FIRE YOUR REMAINING ROUNDS**

Purpose: Alert all shooters that a general cease fire is about to be called and to allow the slower shooters to complete the course of fire.

Action: In the event there are rounds remaining that have not been fired, the shooter, upon the command "Cease Fire" unloads, clears and holsters his/her firearm.

### **CEASE FIRE! (General):**

Purpose: Stop all firing.

## Instructor Notes: Teaching Shooting Fundamentals, Safety Procedures and Range Operations

Action: All participants shall unload, open, remove magazines and bench or holster all firearms. If activities are complete for the day, step back from the line or clear the area by packing away firearms, ammunition, other gear and cleaning up the area.

### **RANGE IS CLEAR:**

Purpose: Alert all shooters along the line that travel beyond the firing line for the purposes of target change or retrieval, the removal of brass and trash is approved.

Action: Participants may move down range as directed or desired to change, remove targets or clean up. The next relay shall not take up positions on the firing line until told to do so. Participants going down range are to stand back from the firing line and away from all firearms. **NO** firearm will be handled while others are down range.

## **TOPIC 2: SHOOTING BASICS**

### **LESSON 2-1: FIVE FUNDAMENTALS**

The five shooting fundamentals—stance, grip, sight alignment, sight picture, and trigger control— are explained, demonstrated, and practiced.



<b>Topic 2: Shooting Basics</b> <b>Lesson 2-1: Five Fundamentals</b>
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**Performance Objectives**

4. Is able to fire the duty weapon accurately in a variety of conditions and environments.
  - 4.1 Demonstrate proficiency in basic marksmanship in a variety of tactical situations.

**Equipment**

Powerpoint projector, screen  
Training weapons (red guns)  
Duty pistols  
Practice ammunition  
Dummy rounds  
Realistic threat targets

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *Grip, Sight Alignment, Sight Picture, Trigger Control*  
Powerpoint presentation: slides 40-50

**Instructional Method**

Lecture, demonstration

**Estimated Length of Class**



Three hours



**Reading Assignment**





Pp. 29-34



Lesson 2-1: Five Fundamentals



<b>Topic 2: Basic Shooting</b> <b>Lesson 2- 1: Five Fundamentals</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Five Fundamentals	Lecture, demonstration, exercise	Powerpoint slides: 40-50	
Hour #2	Sight alignment, sight picture, trigger control	Demonstration, video, exercise	Firearms Videos: Grip, Sight Alignment, Sight Picture, Trigger Control	
Hour #3	Live-fire practice	Range drills		



<p><b>Pp. 29-32</b></p>  <p><b>40-43</b></p>	<p><b>LECTURE/DEMONSTRATION: Stance</b></p> <p><b>Purpose:</b> To show students the proper stance and explain its advantages</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Stance: a good stance must             <ul style="list-style-type: none"> <li>• Be stable to allow the shooter to hold the gun on target</li> <li>• Allow for movement</li> <li>• Be comfortable and not tiring, to allow the shooter to maintain it</li> <li>• Maximize your tactical advantage</li> </ul> </li> <li>2. The tactical stance (used also in DAAT) fulfills these requirements             <ul style="list-style-type: none"> <li>• It is stable—knees bent, weight on balls of feet, lowered center of gravity</li> <li>• It allows for movement in any direction</li> <li>• It is comfortable—weight is supported by bone, not muscle, which fatigues</li> <li>• Provides binocular vision and places the most protective part of vest between you and the threat</li> </ul> </li> <li>3. Instructor demonstrates the tactical stance.</li> </ol>	<p><b>Hour #1</b></p>
	<p><b>EXERCISE: Stance</b></p> <p><b>Purpose:</b> To allow students to practice proper stance</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Have one member of the pair assume a tactical stance:</li> </ol>	<p><b>Note:</b></p> <p>It is not necessary to have a "weapon" at this time. Focus first on getting the body right.</p>

	<ul style="list-style-type: none"> <li>• Feet shoulder width apart, gun side slightly (6") back</li> <li>• Knees bent, weight on balls of feet</li> <li>• Slight lean forward</li> </ul> <p>3. Have partner push gently against the student's shoulder, attempting to push the student off balance to the rear. If the stance is solid, the student should maintain balance.</p> <p>4. Instructor(s) circulate and correct as needed.</p> <p>5. Switch roles and repeat.</p>	<p>The push to the rear simulates recoil.</p>
<p> 44-46</p> <p> <b>WARNING</b></p> <p><b>Live ammo hazard.</b></p> <p><b>Use training weapon (red gun) or unloaded weapon only.</b></p> <p><b>If using real weapon, ensure it is empty:</b></p> <ul style="list-style-type: none"> <li>• Remove magazine</li> <li>• Lock slide to the rear</li> <li>• Physically, visually, and mechanically inspect it</li> </ul> <p><b>Use triple-search</b></p>	<p><b>LECTURE/DEMONSTRATION: Grip</b></p> <p><b>Purpose:</b> To explain and demonstrate the proper grip and the reason for it.</p> <p><b>Procedure:</b></p> <p>1. Requirements for a good grip</p> <ul style="list-style-type: none"> <li>• Comfortable and stable</li> <li>• Allows shooter to control recoil with minimal fatigue</li> <li>• Prevents "muzzle whip" so that gun functions properly</li> </ul> <p>2. Using a training weapon (red gun) or empty functional weapon, demonstrate step-by-step how to grip the weapon.</p> <ul style="list-style-type: none"> <li>• Strong hand high on the backstrap, backstrap against the webbing between thumb and hand (NOT against large knuckle of the thumb);</li> <li>• Index finger extended along frame above trigger guard;</li> <li>• Thumb forward against frame on opposite side;</li> <li>• Other fingers wrapped around the grip high under the trigger guard</li> <li>• Reaction hand covering the open area of the grip, with thumb against</li> </ul>	<p>Explain that "muzzle whip" means permitting the gun to rock, so that the muzzle moves upward. This diverts some of the energy that is needed to cycle the slide, and may result in malfunctions.</p> <p><b>Note:</b> to achieve optimal reaction-hand grip, angle the hand so fingers when extended, point approx. 45° down. Then wrap reaction-hand</p>



<p><b>procedure to ensure no access to live ammo.</b></p> 	<p>frame on the same side and just below strong-side thumb, and fingers wrapped over strong-side fingers.</p> <p>3. Demonstrate how to bring weapon up in front of the master eye. Stance should remain the same, all you do is raise and lower the weapon.</p> <p><b>DOJ Firearms Video:</b> Grip</p>	<p>fingers over strong-hand fingers.</p>
  	<p><b>EXERCISE: Determining Master Eye</b></p> <p><b>Purpose:</b> To allow the instructor to identify each student's master eye.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students cross their open hands, thumbs extended, palms facing away from them, so that the webbing between thumbs and hands forms a hole about 1" across.</li> <li>2. Have students, with arms extended and <b>both eyes open</b>, look through this gap at the instructor's nose.</li> <li>3. Whichever eye is visible to the instructor is the student's master eye.</li> </ol> <p><b>Alternative:</b></p> <ol style="list-style-type: none"> <li>1. Have students, with both eyes open, extend their strong arm, thumb up, so that the thumb covers a spot drawn on a chalkboard or whiteboard that is at least 10' away.</li> <li>2. Keeping the thumb in position, have students close first one eye, then the other. When the master eye is closed, the thumb will appear to "jump" off target.</li> </ol>	 <p><b>Note:</b> It is not uncommon for the master eye to be opposite the strong hand. For shooting a handgun, the shooter simply moves the weapon so that the sights are aligned with the master eye. When shooting a long gun, however, the shooter must either learn to shoot with the non-master eye or hold the weapon on the non-dominant side.</p>


<p><b>Pp. 32-33</b></p> <p> <b>48</b></p> <p></p>	<p><b>LECTURE: Sight Alignment/Sight Picture</b></p> <p><b>Purpose:</b> To explain proper sight alignment.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Explain that proper sight alignment is achieved when the master eye sees the front sight post centered between the rear sight posts with all posts level across the top. Refer to Figure 5 in the text.</li> </ol> <p><b>DOJ Firearms videos:</b> Sight Alignment and Sight Picture</p> <ol style="list-style-type: none"> <li>2. Explain that sight picture refers to the visual placement of the sights on the target. Point of impact should be just above the top of the aligned sights. For law enforcement shooting, the primary target is the central nervous system (CNS).</li> <li>3. Emphasize that for an accurate shot, the shooter must have the front sight in focus, which will cause the target to blur.</li> </ol>	<p><b>Hour #2</b></p> <p><b>Note:</b></p> <p>Emphasize that the shooter must look at the front sight <i>between</i> the rear sight posts. Because of the emphasis instructors place on looking at the front sight, students often tilt the weapon up slightly to enable them to see the front sight post unobstructed.</p> <p>Emphasize that focusing on the front sight will help the shooter to minimize movement and enhance accuracy.</p>
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<div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 100px;">  <p><b>WARNING</b></p> <p><b>Live ammo hazard.</b></p> <p><b>Ensure weapon is empty:</b></p> <ul style="list-style-type: none"> <li>• <b>Remove magazine</b></li> <li>• <b>Lock slide to the rear</b></li> <li>• <b>Physically, visually, and mechanically inspect it</b></li> </ul> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p> </div>	<p><b>EXERCISE: Sight Alignment/Sight Picture (DRY FIRE ONLY)</b></p> <p><b>Purpose:</b> To allow students to practice achieving sight alignment and sight picture, using proper stance and grip.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post realistic threat targets on range or classroom wall.</li> <li>2. Have students assume the proper stance and grip on <b>empty</b> weapons, and raise weapon in front of master eye.</li> <li>3. Have students establish proper sight alignment and sight picture, using one of the posted threat targets.</li> <li>4. Instructors circulate and help students achieve proper stance and grip, correcting as needed.</li> <li>5. Have students bring weapon down and then back up several times, to help them learn to re-acquire sight alignment and sight picture.</li> </ol>	<p><b>Note:</b></p> <p>Pay particular attention to stance and grip. Ensure that students are bringing weapons up to their eyes rather than ducking their heads to the weapons.</p> <p>Help cross-eye dominant students find proper position to keep weapon in front of master eye.</p>
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<p>Pp. 34   49-50</p> <p></p>	<p><b>LECTURE/DEMONSTRATION:</b>  <b>Trigger Control</b></p> <p><b>Purpose:</b> To describe and demonstrate proper trigger control.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Explain that the goal is to operate the trigger without moving the weapon off target.</li> <li>2. The shooter must move the trigger smoothly straight back, without jerking it or pushing/pulling it sideways. The trigger should rest against the center of the pad of the finger. Too much or too little "finger" on the trigger will tend to push the gun to the side.</li> <li>3. While operating the trigger, the shooter must keep focused on the front sight to minimize movement of the pistol. Note that there will always be a small amount of movement. The shooter should not try to anticipate when the sight picture will be perfect and try to pull the trigger then--this will result in jerking it. Just concentrate on pulling the trigger smoothly and slowly to the rear.</li> <li>4. When the trigger has traveled its full distance, the shooter should allow it to go forward only far enough to reset the trigger/sear for the next shot.</li> <li>5. When finished firing, the shooter can then allow the finger to come off the trigger and back along the frame.</li> </ol> <p><b>DOJ Firearms Video:</b> Trigger Control</p> <ol style="list-style-type: none"> <li>6. Using an <b>empty</b> weapon, demonstrate proper trigger control (you may have to cycle the weapon manually).</li> </ol>	<p><b>Hour #3</b></p> <p><b>Note:</b>          Students may not be familiar with the term "sear." Explain that they will feel and hear a "click" as it resets.</p>
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<div style="text-align: center;">  </div> <div style="text-align: center;">  <b>WARNING</b> </div> <p><b>Live ammo hazard.</b></p> <p><b>Ensure weapon is empty:</b></p> <ul style="list-style-type: none"> <li>• Remove magazine</li> <li>• Lock slide to the rear</li> <li>• Physically, visually, and mechanically inspect it</li> </ul> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p>	<p><b>EXERCISE (DRY-FIRE):</b></p> <p><b>Purpose:</b> To allow students to practice proper trigger control</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post realistic face targets on the range or in the classroom.</li> <li>2. Divide students into pairs.</li> <li>3. Have one member of the pair establish a shooting stance and grip using an <b>empty</b> weapon.</li> <li>4. Have "shooter" aim the weapon at the CNS of the target and operate the trigger:             <ul style="list-style-type: none"> <li>• Slowly and smoothly press the trigger to the rear</li> <li>• Hold the trigger back</li> <li>• Release the trigger to reset only</li> <li>• Repeat</li> </ul> </li> </ol> <p><b>Note:</b> If the weapon must be cycled to reset (e.g. Glocks), have the partner operate the slide while the shooter holds the trigger to the rear. That will also give valuable feedback as to the stability of the shooting platform.</p> <ol style="list-style-type: none"> <li>5. After several "shots" switch roles and repeat.</li> </ol>	<p><b>Note:</b></p> <p>Emphasize to students the need to hold the sight picture throughout the trigger pull and (if needed), cycling of the weapon.</p>
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	<p><b>EXERCISE (LIVE-FIRE):</b></p> <p><b>Purpose:</b> To give students practice in the fundamentals.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post realistic face targets at approximately 6-8 feet from shooters.</li> <li>2. Have students load two magazines with several dummy rounds interspersed among the live rounds.</li> <li>3. With weapons holstered, have students insert magazine into the magazine well.</li> <li>4. Have students unholster the weapon, point it down range, and cycle the slide to chamber a round, then decock if needed.</li> <li>5. At the command to fire, have students raise the weapon in a good shooting stance, sight on the target's CNS, and fire one round, then lower the weapon, decocking if needed.</li> <li>6. When a student encounters a dummy round, instruct them to             <ul style="list-style-type: none"> <li>• Take their finger off the trigger;</li> <li>• Tap the bottom of the magazine to ensure it is fully seated;</li> <li>• Roll the weapon slightly to tilt the ejection port toward the ground;</li> <li>• Cycle the slide to extract the dummy and feed a new round.</li> </ul> </li> <li>7. Repeat, one round at a time, until the slide locks back (empty magazine).</li> </ol> <p>Have students reholster, remove the empty magazine and replace it with a full one, then repeat the exercise.</p>	<p><b>Note:</b></p> <p>Remind students to keep the weapon pointed down range (or holstered) at all times.</p> <p>Use the dummy rounds to identify those shooters who are anticipating recoil. Help them to see when the muzzle dips on a dummy round. If they can see it, over time, they can correct it. Emphasize pulling the trigger through the shot.</p> <p>Coach other issues as they arise.</p> <p>This will set the stage for Phase I malfunction clears.</p>
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## Lesson 2-1: Five Fundamentals

## **LESSON 2-2: THE DRAW STROKE AND READY POSITIONS**

The draw stroke is demonstrated and practiced. The tactical ready and low ready are described, discussed, and practiced.

<b>Topic 2: Shooting Basics</b> <b>Lesson 2-2: The Draw Stroke and Ready Positions</b>
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**Performance Objectives**

4. Is able to fire the duty weapon accurately in a variety of conditions and environments.
  - 4.2 Employ the correct technique for drawing the weapon and for recovering the weapon to the holster.
  - 4.3 Identify and describe the “ready” positions that an officer may employ with a drawn weapon and the uses for these positions.

**Equipment**

Powerpoint projector, screen  
Training weapons (red guns)  
Duty pistols  
Practice ammunition  
Dummy rounds (if needed for correcting anticipation of recoil)  
Realistic threat targets

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *The Draw Stroke, Recovering Weapon to Holster, Tactical Ready and Low Ready*  
Powerpoint presentation: slides 51-69

**Instructional Method**

Lecture, demonstration, range drills

**Estimated Length of Class**




Two hours




**Reading Assignment**

Pp. 35-39




Topic 2: Lesson 2-2



<b>Topic 2: Basic Shooting</b>				
<b>Lesson 2- 2: The Draw Stroke and Ready Positions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Draw Stroke Ready Positions	Lecture, demonstration, exercise	Powerpoint slides: 51-69  Firearms Videos: The Draw Stroke, Recovering Weapon to Holster, Tactical Ready and Low Ready	
Hour #2	Live-fire practice	Range drills		

<p>Pp. 35-38</p> <p> <b>WARNING</b></p> <p> 51-61</p> <p><b>Live ammo hazard.</b></p> <p><b>If using a functional weapon, ensure weapon is empty:</b></p> <ul style="list-style-type: none"> <li>• <b>Remove magazine</b></li> <li>• <b>Lock slide to the rear</b></li> <li>• <b>Physically, visually, and mechanically inspect it</b></li> </ul> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p> <p></p>	<p><b>LECTURE/DEMONSTRATION: The Draw Stroke</b></p> <p><b>Purpose:</b> To explain and demonstrate the proper draw stroke</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using a red gun or an <b>empty</b> weapon, demonstrate the 4-step draw stroke in slow motion, so that each step is distinct.</li> <li>2. Explain that this is the most efficient and safe way to draw the weapon.</li> <li>3. Stress the need to turn the weapon to point at the target as soon as it clears the holster and to push the weapon in a straight line to full firing position.</li> <li>4. Stress the importance of establishing a shooting grip while the weapon is still holstered, and the importance of releasing the thumb break <i>simultaneously</i>—not as a separate motion.</li> </ol> <p><b>DOJ Firearms Video: The Draw Stroke</b></p>	<p><b>Hour #1 Note:</b></p> <p>In demonstrating the draw stroke, demonstrate common errors:</p> <ul style="list-style-type: none"> <li>• Releasing the thumb break before establishing a shooting grip</li> <li>• Scooping, (like an underhand pitch) or lobbing (like casting a fishing lure) rather than moving the weapon in a straight line to firing position.</li> <li>• Moving the entire body rather than just the arm and hand.</li> </ul>
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 <p><b>WARNING</b> Live ammo hazard.</p> <p>Ensure weapons are empty:</p> <ul style="list-style-type: none"> <li>• Remove magazine</li> <li>• Lock slide to the rear</li> <li>• Physically, visually, and mechanically inspect it</li> </ul> <p>Use triple-search procedure to ensure no access to live ammo.</p>	<p><b>EXERCISE (DRY-FIRE)</b></p> <p><b>Purpose:</b> To let students practice the draw stroke.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using <b>empty</b> weapons, have students face a wall, and practice the draw stroke             <ul style="list-style-type: none"> <li>• By the numbers</li> <li>• Slow for form</li> <li>• <i>Gradually</i> increasing speed, <b>but never at the expense of form.</b></li> </ul> </li> <li>2. Instructors circulate and coach as needed.</li> </ol>	
<p>Pp. 37-38</p>  <p>62-64</p> 	<p><b>LECTURE/DEMONSTRATION: Recovering to the Holster</b></p> <p><b>Purpose:</b> To explain and demonstrate the proper way to recover the weapon to the holster.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using an <b>empty</b> weapon, demonstrate the recovery process, emphasizing the need to scan and breathe.</li> <li>2. Point out that re-holstering is the exact reverse of drawing the weapon.</li> </ol> <p>Emphasize keeping eyes up looking for further threats, rather than looking at the holster.</p> <p><b>DOJ Firearms Video:</b> Recovering Weapon to Holster</p>	



 <p><b>WARNING</b></p> <p><b>Live ammo hazard.</b></p> <p><b>Ensure weapons are empty:</b></p> <ul style="list-style-type: none"> <li>• <b>Remove magazine</b></li> <li>• <b>Lock slide to the rear</b></li> <li>• <b>Physically, visually, and mechanically inspect it</b></li> </ul> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p>	<p><b>EXERCISE: Drawing and Reholstering the Weapon</b></p> <p><b>Purpose:</b> To give students practice in drawing their weapons and recovering to the holster.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using <b>empty</b> weapons, have students face a wall and practice drawing the weapon to a full fire position, then lowering it, decocking if needed, scanning and breathing, and recovering properly to the holster.</li> <li>2. Circulate and coach as needed.</li> </ol>	<p><b>Note:</b></p> <p>Emphasize form over speed at this point. Students will want to speed up the draw stroke too soon.</p>
<p>Pp. 38-39</p>  <p>65-69</p> 	<p><b>LECTURE/DEMONSTRATION: The Ready Positions</b></p> <p><b>Purpose:</b> To explain and demonstrate the tactical ready and the low ready and identify their uses.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using an <b>empty</b> weapon, demonstrate the two ready positions.</li> </ol> <p><b>DOJ Firearms Videos:</b> Tactical Ready and Low Ready</p> <ol style="list-style-type: none"> <li>2. Go over the uses and advantages/disadvantages of each, as described in the text.</li> </ol>	

<div style="text-align: center;">  <b>WARNING</b> </div> <p><b>Live ammo hazard.</b></p> <p><b>Ensure weapons are empty:</b></p> <ul style="list-style-type: none"> <li>• <b>Remove magazine</b></li> <li>• <b>Lock slide to the rear</b></li> <li>• <b>Physically, visually, and mechanically inspect it</b></li> </ul> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p>	<div style="text-align: center;">  <b>EXERCISE (LIVE-FIRE)</b> </div> <p><b>Purpose:</b> To give students practice in drawing the weapon, recovering to the holster, and using the ready positions, as well as continued practice in the fundamentals.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post realistic threat targets at approximately 6-8 feet from shooters.</li> <li>2. Have students load all magazines, and administratively load their weapons, as before, and reholster.</li> <li>3. On the command to fire, shooters will draw the weapon, fire the prescribed number of rounds, and drop to the tactical ready to assess the target.</li> <li>4. If the student is satisfied no further threat exists, he or she will go through the recovery process.</li> <li>5. Repeat until the slide locks back on an empty magazine.</li> </ol>	<p><b>Hour #2</b></p> <p><b>Note:</b> At this point, you are still primarily concerned with form, not speed. Coach as needed for issues with the fundamentals of draw stroke/recovery process.</p> <p>Vary the number of rounds called for—including zero (just assess the target).</p>
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Topic 2: Lesson 2-2

	<ol style="list-style-type: none"><li>6. Have students reload with the weapon in the holster, as before, and continue.</li><li>7. Have the students draw to the low ready and await the command to fire. At each command, the students will fire the prescribed number of rounds, then return to the low ready and await the command to fire.</li><li>8. Repeat steps 1-7 until all rounds are expended, then have students reholster an empty weapon.</li></ol>	<p>The purpose of this is simply to get the students used to the two ready positions.</p> <p>Continue to coach the fundamentals, and use dummy rounds if needed to help fix anticipation of recoil.</p>
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## **LESSON 2-3: LOADING AND UNLOADING**

The proper procedure for administratively loading and unloading the weapon is presented. Procedures for out-of-battery and in-battery reloading are presented and practiced.

<b>Topic 2: Shooting Basics</b> <b>Lesson 2-3: Loading and Unloading</b>
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**Performance Objectives**

4.4 Load, reload, and unload the weapon.

**Equipment**

Powerpoint projector, screen  
Duty pistols  
Practice ammunition  
Dummy rounds  
Realistic threat targets

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *Administrative Loading, Administrative Unloading, In Battery Loading, Out of Battery Reloading*  
Powerpoint presentation: slides 70-85

**Instructional Method**

Lecture, demonstration, range drills

**Estimated Length of Class**



Two hours


**Reading Assignment**

Pp. 39-43




Topic 2: Lesson 2-3


<b>Topic 2: Basic Shooting</b>				
<b>Lesson 2-3: Loading and Unloading</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Administrative Loading and Unloading	Lecture, Demonstration, Exercise	Powerpoint slides 70-85	
	Out-of-Battery Reloading	Demonstration, Exercise	Firearms videos: Administrative Loading, Administrative Unloading, In Battery Loading, Out of Battery Reloading	
Hour #2	Out-of-Battery Reloading	Range drills		
	In-battery Reloading	Demonstration, Range drills		




<p>Pp. 39-40</p> <p> 70-75</p> <p></p>	<p><b>LECTURE/DEMONSTRATION: Administrative Loading/Unloading</b></p> <p><b>Purpose:</b> To present the proper procedure for administratively loading and unloading the weapon.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using an <b>empty</b> weapon and dummy rounds, demonstrate the proper way to administratively load the weapon: <ul style="list-style-type: none"> <li>• Load the magazine (with dummy rounds)</li> <li>• With the weapon holstered, insert the magazine into the magazine well</li> <li>• Draw to step #3</li> <li>• Cycle the slide. Decock if needed.</li> <li>• Reholster</li> </ul> </li> <li>2. Administratively unload the weapon: <ul style="list-style-type: none"> <li>• With the weapon holstered, remove the magazine</li> <li>• Draw to step #3.</li> <li>• Lock the slide to the rear, letting the (dummy) round fall to the floor.</li> <li>• Visually and physically check to be sure the weapon is empty.</li> <li>• Release the slide. Decock if needed.</li> <li>• Reholster an empty weapon.</li> </ul> </li> </ol> <p><b>DOJ Firearms Videos:</b> Administrative Loading and Administrative Unloading</p>	<p><b>Note: Emphasize:</b></p> <ul style="list-style-type: none"> <li>• Not overloading the magazine;</li> <li>• Tugging on the magazine to be sure it is seated;</li> <li>• Not covering the ejection port when cycling the slide.</li> </ul> <p><b>Note: Emphasize:</b></p> <ul style="list-style-type: none"> <li>• Removing the magazine first. Otherwise, a round may be inserted in the chamber when the slide is cycled.</li> <li>• Letting the round fall—not trying to catch it.</li> <li>• Checking the weapon to be sure it is empty.</li> </ul>
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	<p><b>EXERCISE:</b></p> <p><b>Purpose:</b> To give students an opportunity to practice administrative loading and unloading.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Starting with an <b>empty</b> weapon and dummy rounds, with students facing a wall, have students properly load a magazine and insert it in the magazine well of the holstered weapon.</li><li>2. Have students draw to step #3, and cycle the slide, chambering a round.</li><li>3. Have students decock if needed, and reholster.</li><li>4. Have students remove the magazine from the holstered weapon.</li><li>5. Have students draw to step #3 and lock the slide to the rear, letting the dummy round fall to the floor.</li><li>6. Have students visually and physically check the weapon to be sure it is empty.</li><li>7. Have students release the slide, decock if needed, and reholster an empty weapon.</li></ol>	<p><b>Note:</b></p> <p>One repetition of this exercise with dummy rounds in the classroom is probably sufficient, since students will have lots of repetitions on the range.</p> <p>You may wish to have students show the empty weapon, slide locked back, to another student to verify that it is empty.</p>
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<p>Pp. 41-42</p>  <p>76-81</p> 	<p><b>LECTURE/DEMONSTRATION: Out-of-Battery Reloading</b></p> <p><b>Purpose:</b> To explain and demonstrate the proper way to reload a weapon when the slide locks back on an empty magazine.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Using a weapon with the slide locked back on an empty magazine, demonstrate the proper procedure: <ul style="list-style-type: none"> <li>Move to cover.</li> <li>Bring the weapon in toward you.</li> <li>Press the magazine release button and strip the magazine, letting it fall.</li> <li>Remove a full (of dummy rounds) magazine and insert it in the magazine well.</li> <li>Release the slide.</li> </ul> </li> </ol> <p><b>DOJ Firearms Video:</b> Out of Battery Reloading</p>	<p><b>Note:</b> Demonstrate both right-handed and left-handed.</p> <p>Emphasize the importance of indexing the magazine with your index finger along the front to aid in locating the magazine well.</p>
	<p><b>EXERCISE: Out-of-Battery Reloading</b></p> <p><b>Purpose:</b> To give students initial practice in performing an out-of-battery reload</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Have students place an empty magazine in their weapon and a magazine with at least one dummy round in it in a magazine pouch.</li> <li>Have students (facing a wall) draw to step #3 and lock the slide back on the empty magazine.</li> </ol> <p>Following the procedure demonstrated, have students practice the out-of-battery reload several times.</p>	<p><b>Note:</b></p> <p>Emphasize</p> <ul style="list-style-type: none"> <li>Moving to cover</li> <li>Striving for smoothness and a minimum of wasted motion.</li> </ul>

	<p><b>EXERCISE (LIVE-FIRE):</b></p> <p><b>Purpose:</b> To allow students to practice the draw stroke and out-of-battery reloads under live-fire conditions.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Have students load one or two magazines to capacity and reserve one empty magazine.</li><li>2. Post realistic threat targets at 6-8 feet, and provide simulated cover (barricades).</li><li>3. At the firing line, have students insert a loaded magazine and chamber a round, then decock (if needed) and reholster.</li><li>4. Have students remove the loaded magazine from the weapon and place it in a magazine pouch, then insert the empty magazine into the weapon.</li><li>5. On the command to fire, students will draw and fire one round, then step behind cover and perform an out-of-battery reload, then step back out and finish firing the prescribed number of rounds and recover (on their own) to the holster.</li><li>6. When everyone is reholstered, have students pick up the empty magazine and replace it in the weapon, putting the magazine with rounds in it into a magazine pouch.</li><li>7. Repeat steps 5-7 as desired.</li></ol>	<p><b>Hour #2</b></p>
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<p><b>Pp. 42-43</b></p> <p> <b>82-85</b></p> <p></p>	<p><b>LECTURE/DEMONSTRATION: In-battery Reloads</b></p> <p><b>Purpose:</b> To explain and demonstrate the procedure for in-battery reloads.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Following the steps on pp. 42-43 of the student text, demonstrate the procedure for in-battery reloads.</li> <li>2. If you wish, you may also demonstrate a procedure for retaining the magazine that is removed from the weapon.</li> </ol> <p><b>DOJ Firearms Video:</b> In Battery Reloading</p>	<p><b>Note:</b></p> <p>Emphasize that you will reload while still in battery only if there is a lull in the action.</p> <p>Emphasize moving to cover to perform the reload.</p>
<p></p>	<p><b>EXERCISE (LIVE-FIRE)</b></p> <p><b>Purpose:</b> To provide students an opportunity to practice in-battery reloads.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students fully load magazines.</li> <li>2. Post realistic threat targets at 6-8 feet and provide simulated cover.</li> <li>3. Have students administratively load their weapons and reholster.</li> <li>4. On the command to fire, have students draw and fire the prescribed number of rounds, perform an in-battery reload behind cover, and assess the target.</li> <li>5. If students hear no further command to fire, they can recover to the holster on their own.</li> <li>6. When the line is safe, have students pick up dropped magazines.</li> <li>7. Repeat as desired.</li> </ol>	

Topic 2: Lesson 2-4

## **LESSON 2-4: CLEARING MALFUNCTIONS**

Introduction to malfunctions and their causes.

<b>Topic 2: Shooting Basics</b> <b>Lesson 2-4: Clearing Malfunctions</b>
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**Performance Objectives**

- 4.6 Demonstrate clearing malfunctions.

**Equipment**

Powerpoint projector, screen  
Duty pistols  
Practice ammunition  
Dummy rounds  
Realistic threat targets

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *Phase 1 Malfunction, Phase 2 Malfunction*  
PowerPoint Presentation: slides 86-95

**Instructional Method**

Lecture, demonstration, range drills

**Estimated Length of Class**



Two hours



**Reading Assignment**

Pp. 45-49

Topic 2: Lesson 2-4

<b>Topic 2: Basic Shooting Lesson 2- 4: Clearing Malfunctions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Explanation of Malfunctions and their Causes	Lecture	Powerpoint slides: 86-95	
	Phase I and Phase II Clear	Demonstration	Firearms videos: Phase 1 Malfunction, Phase 2 Malfunction	
Hour #2	Malfunction Clearing	Range drills		

<p><b>Pp. 47-49</b></p>  <p><b>86-95</b></p>	<p><b>LECTURE: Malfunctions</b></p> <p><b>Purpose:</b> To explain malfunctions and their causes</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Describe the four malfunctions in the firing cycle: failure to             <ul style="list-style-type: none"> <li>• Fire</li> <li>• Extract</li> <li>• Eject</li> <li>• Feed</li> </ul> </li> <li>2. Discuss the major causes of malfunctions             <ul style="list-style-type: none"> <li>• Poor weapon maintenance</li> <li>• Poor shooting habits</li> <li>• Mechanical failure</li> <li>• Bad ammunition</li> </ul> </li> </ol>	<p><b>Hour #1</b></p> <p><b>Note:</b> Emphasize that we are not going to diagnose malfunctions when they occur—we simply apply procedures to clear them.</p>
	<p><b>LECTURE/DEMONSTRATION: Clearing Malfunctions</b></p> <ol style="list-style-type: none"> <li>1. Malfunction categories             <ul style="list-style-type: none"> <li>• Non-critical—can be fixed in the field</li> <li>• Critical—cannot be fixed in the field</li> </ul> </li> <li>2. Demonstrate the Phase I clear:             <ul style="list-style-type: none"> <li>• Tap</li> <li>• Roll</li> <li>• Rack</li> </ul> </li> <li>3. Demonstrate the Phase II clear             <ul style="list-style-type: none"> <li>• Strip the magazine</li> <li>• Rack the slide twice</li> <li>• Insert a fresh magazine</li> <li>• Charge the weapon</li> </ul> </li> </ol> <p><b>DOJ Firearms Videos:</b> Phase 1 Malfunction, Phase 1 Malfunction 1 Hand, Phase 2 Malfunction, and Phase 2 Malfunction 1 Hand</p>	<p>Explain that the Phase I will ensure that the magazine is seated, and solve most malfunctions (failure to fire, failure to feed, failure to eject)</p> <p>The Phase II will normally clear a double-feed (failure to extract)</p>

	<p><b>EXERCISE (LIVE-FIRE): Phase I Clear</b></p> <p><b>Purpose:</b> To give students practice in performing Phase I clears</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students load magazines interspersing 4-5 dummy rounds in each one.</li> <li>2. Post realistic threat targets at 6-10 feet and provide simulated cover at the firing line.</li> <li>3. Starting with the weapon holstered, at each command to fire, students will draw and fire the prescribed number of rounds at the CNS of the target and recover on their own to the holster.</li> <li>4. When a student encounters a dummy round, have the student perform a Phase I clear, then finish firing the prescribed rounds.</li> </ol>	<p><b>Hour #2</b></p> <p><b>Note:</b> For this exercise, it is helpful to have dummy rounds with brass casings rather than entirely plastic dummy rounds. The plastic ones tend to fail to extract as the rim gets damaged with repeated use.</p>
	<p><b>EXERCISE (LIVE-FIRE): Phase II Clear</b></p> <p><b>Purpose:</b> To give students a chance to practice phase II clears.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Starting with an <b>empty</b> weapon, have students lock the slide to the rear.</li> <li>2. Keeping the weapons pointed down range, have students insert a dummy round or empty shell casing in the chamber.</li> </ol>	



Topic 2: Lesson 2-4

	<ol style="list-style-type: none"><li>3. Have students insert a magazine containing live rounds into the magazine well and release the slide. It will go slightly forward, simulating a double-feed.</li><li>4. With students holding weapons at the tactical ready, issue a command to fire.</li><li>5. At the command to fire, students will attempt to fire, then complete a Phase II clear and fire the prescribed number of rounds, recovering to the holster on their own.</li><li>6. When the line is safe, have students administratively unload the weapon and repeat the set-up. Repeat as desired.</li></ol>	
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# **TOPIC 3: COVER, MOVEMENT AND POSITION**

## **LESSON 3-1: USING COVER**

Cover and concealment are defined and differentiated. Principles of shooting from behind cover and moving to and from cover are introduced.

<b>Topic 3: Cover, Movement and Position</b> <b>Lesson 3-1: Using Cover</b>
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### **Performance Objectives**

- 4.7 Identify “cover” and how to use “cover.”
- 4.8 Identify and describe the various shooting positions and the advantages and disadvantages of each position.
- 4.9 Demonstrate shooting using various shooting positions.

### **Equipment**

Powerpoint projector, screen  
Live-fire range  
Simulated cover for use on range  
Duty weapons  
Practice Ammo  
Dummy rounds

### **Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*

Videos:

DOJ Firearms videos: *Slicing the Pie and Repositioning*

AIMS Video: *Using Cover*, available from Training and Standards video library.

Powerpoint presentation: slides 96-105

### **Instructional Method**

Lecture, discussion, range exercises

**Note:** *All exercises should be explained, demonstrated by the instructor staff, and then dry fired by students prior to live-fire. Allow time for questions and refinements. Initially live-fire should be done at slow speeds.*

### **Estimated Length of Class**



Two hours



### **Reading Assignment**


Text pp. 51-55





Topic 3: Lesson 3-1

<b>Topic 3: Cover, Movement and Position</b>				
<b>Lesson 3-1: Using Cover</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Cover vs. Concealment	Lecture	Video: "Using Cover"	AIMS
	How to Use Cover	Exercise	Powerpoint slides 96-105	
	Conforming to Cover	Lecture		
	When to Leave Cover	Lecture		
Hour #2	Shooting from Behind Cover	Lecture		
	Slicing the Pie	Exercise	Firearms Videos:	
	Repositioning	Exercise	Slicing the Pie and Repositioning	
		Live Fire Drills		

<p><b>Pp. 51</b></p>  <p><b>96-97</b></p>	<p><b>LECTURE: Cover vs. Concealment</b></p> <p><b>Purpose:</b> To explain the importance of knowing the difference between cover and concealment and how to properly use available cover.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Define cover and concealment: <ul style="list-style-type: none"> <li>• Cover = anything that will stop an incoming round</li> <li>• Concealment = anything that will prevent your assailant from seeing you</li> </ul> </li> <li>2. Using cover <ul style="list-style-type: none"> <li>• Conform to cover</li> <li>• Use "third eye" principle</li> <li>• Only leave cover to gain tactical advantage</li> </ul> </li> </ol>	<p><b>Hour # 1</b></p>
	<p><b>VIDEO:</b>  <b>DOJ Firearms video</b>  <i>Using Cover (AIMS)</i></p>	<p>(16min)</p>

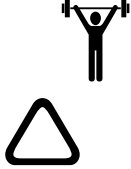

   <b>98-101</b>	<p><b>EXERCISE: How to use cover</b></p> <p><b>Purpose:</b> To demonstrate how to properly use cover—while minimizing your exposure to potential threats.</p> <p><b>Procedure:</b></p> <p><b>Part 1: TRAINING WEAPON ONLY (RED GUN)</b></p> <ol style="list-style-type: none"> <li>1. Set up barricade or some type of cover.</li> <li>2. Divide students into pairs of “officers” and “subjects.”</li> <li>3. Have “subjects” stand down range acting as a violator.</li> <li>4. Have “officer” move into position behind cover. Remember to position at least 3-6 feet away from or behind cover.</li> <li>5. Have “officers” properly roll out, using their weapon as a “third eye” minimizing exposure.</li> <li>6. Have “subjects” give feedback as to what they see and make any needed refinements.</li> </ol> <p>Switch roles and repeat.</p> <p><b>Part 2: LIVE FIRE</b></p> <ol style="list-style-type: none"> <li>1. Set up barricades on range (plywood or cardboard simulated cover) and post realistic threat targets.</li> <li>2. Have students move into position behind cover, being careful not to "hug" cover.</li> </ol> <p>Have students properly roll out, using weapon as "third eye" and minimizing exposure to fire the prescribed rounds.</p>	<p>Tables set on end will work for classroom demonstrations.</p> <p>This allows students to observe how to properly minimize exposure to threat.</p> <p>Ensure students do not “Hug” their cover. (See fig. 11 Pg. 52)</p> <p>Have “subjects” describe what they see as the “officers” roll out from their covered position.</p>
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<p><b>Pp. 53</b></p> <p> <b>102</b></p>	<p><b>LECTURE: Leaving cover</b></p> <p><b>Purpose:</b></p> <p>To explain what circumstances might cause an officer to decide to give up cover and present techniques for doing so.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Only leave cover to gain a tactical advantage (e.g., a flanking maneuver, or to prevent becoming flanked, or when that position becomes untenable)</li><li>2. Keep moving—pause, if needed, only behind cover.</li><li>3. Move laterally rather than directly away from the adversary.</li><li>4. If you have to move directly away, use a zigzag pattern while moving.</li></ol>	<p><b><u>ADDITIONAL READING:</u></b></p> <p>"Tactical Tools: A Cornering Overview" by Ken J. Good can be found at <a href="http://strategosintl.com/pdfs/Cornering%20Overview.pdf">http://strategosintl.com/pdfs/Cornering%20Overview.pdf</a></p>
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<p>Pp. 53-55</p> <p> 103-105</p> <p></p> <p></p> <p> <b>WARNING</b></p> <p><b>Use inert training weapon (red gun) only.</b></p> <p><b>DO NOT use functional weapon.</b></p>	<p><b>LECTURE: Shooting from behind cover</b></p> <p><b>Purpose:</b> To explain the proper techniques used to shoot from cover.</p> <p><b>Procedure:</b></p> <p>Describe the two techniques in the text:</p> <ul style="list-style-type: none"> <li>• “Slicing the Pie” (also called “metering”)</li> <li>• Repositioning</li> </ul> <p><b>DOJ Firearms Video:</b> Slicing the Pie</p> <p><b>EXERCISE: "Slicing the Pie"</b></p> <p><b>Purpose:</b> To demonstrate how to use the “Slicing the Pie” technique to shoot from cover.</p> <p><b>Procedure:</b></p> <p><b>Part 1: TRAINING WEAPON ONLY (RED GUN)</b></p> <ol style="list-style-type: none"> <li>1. Set up barricade or some type of cover.</li> <li>2. Divide students into pairs of “officers” and “subjects”.</li> <li>3. Have “subject” stand down range acting as a violator.</li> <li>4. Have “officers” move into position behind cover and visually clear the area they can see, using weapon as "third eye." (<i>the slice</i>)</li> <li>5. If no adversary appears, "officers" move a little farther, bringing more area into view. (<i>another slice</i>) Remind "officers" to look for parts of the subject, not the whole person.</li> </ol>	<p><b>Hour #2</b></p> <p><i>"Slicing the Pie" a/k/a Metering</i> enables an officer to view an area from behind cover in incremental steps, thereby enabling the officer to see a subject before the subject can see the officer.</p> <p>It gives you the tactical advantage of gradually decreasing the size of the unknown area in which an adversary may be waiting. It is generally the best choice, except:</p> <ol style="list-style-type: none"> <li>1. If the area in front of cover cannot be visually cleared – it contains concealment for the adversary</li> <li>2. If you encounter an adversary who is “locked in” on you.</li> </ol> <p>Ensure students do not “hug” their cover. (see fig. 11 pg. 52)</p>
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	<p>6. When "officer" sees subject, have "officers" give verbal commands (e.g. "Police! Show me your hands!, etc.")</p> <p>Switch roles and repeat the exercise.</p> <p><b>*Have "officers" give feedback as to what they see as they continue to "slice the pie".</b></p> <p><b>**Remind "officers" that once they have visually cleared an area, not to give it up by returning to cover, or they will have to clear it again.</b></p>	
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 <p><b>WARNING</b></p> <p><b>Use inert training weapon (red gun) only.</b></p> <p><b>DO NOT use functional weapon.</b></p> 	<p><b>EXERCISE: Repositioning</b></p> <p><b>Purpose:</b> To demonstrate how to properly use the “repositioning” technique for shooting from cover.</p> <p>In other words, use varied shooting positions to prevent appearing from behind cover in the same place twice in a row, or in an identifiable pattern.</p> <p><b>Procedure:</b> (May be setup in classroom or range for demonstration and dry fire exercises).</p> <p><b>DOJ Firearms Video: Repositioning</b></p> <p><b>Part 1: TRAINING WEAPON</b></p> <ol style="list-style-type: none"> <li>1. Set up barricade or some type of cover.</li> <li>2. Divide students into pairs of “officers” and “subjects”.</li> <li>3. Have “subjects” stand down range and lock in on “officers” position.</li> <li>4. Have “officers” move into position behind cover.</li> <li>5. Have “officers” roll out from behind cover where they will encounter “subject” locked in on their position.</li> <li>6. Have officers engage target, then move back behind cover and reposition. (Standing to kneeling or left to right)</li> <li>7. Have “officers” move out again, from different location, carry out target requirements, and engage target again.</li> <li>8. Continue until the threat is stopped.</li> <li>9. Switch roles and repeat exercise.</li> </ol>	<p>Repositioning provides you with the tactical advantage of preventing your adversary from locking in on you. Use varied shooting positions, never appearing from behind cover in the same place twice in a row, or following a predictable pattern.</p> <p>The disadvantage is that each time you return to cover, you no longer can see what your adversary may be doing.</p> <p>Ensure students do not “hug” their cover (fig. 11 Pg. 52)</p> <p>Remind students that each time they move out from cover, they must assume conditions have changed.</p>
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	<p><b>EXERCISE: Repositioning</b></p> <p><b>Part 2: LIVE FIRE</b></p> <p><b>LIVE FIRE DRILL(S):</b></p> <ol style="list-style-type: none"> <li>1. Post realistic targets. Shooters at 3 yard line, with barricade in shooting lane.</li> <li>2. Students load three magazines to capacity</li> <li>3. On command to fire, student fires three magazines, in 2-4 round bursts, repositioning after every burst. Students should use various shooting positions and both sides of barricades.</li> </ol> <p><b>100% accountability for every shot.</b></p>	<p><b>Advanced Skill Variations:</b></p> <ul style="list-style-type: none"> <li>• increased distance to target</li> <li>• use of flashlight</li> <li>• left and right handed shooting</li> <li>• multiple targets (requires proper metering)</li> <li>• multiple barricades (requires movement between them)</li> <li>• threat/no threat targets</li> <li>• moving targets</li> <li>•</li> </ul>
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## **LESSON 3-2: SHOOTING POSITIONS**

Different shooting positions are introduced, demonstrated and practiced.

<b>Topic 3: Cover, Movement and Position</b> <b>Lesson 3-2: Shooting Positions</b>
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**Performance Objectives**

- 4.8 Identify and describe the various shooting positions and the advantages and disadvantages of each position.
- 4.9 Demonstrate shooting using various shooting positions.

**Equipment**

Powerpoint projector, screen  
Live-fire range  
Simulated cover for use on range  
Training weapons (red guns)  
Duty weapons  
Practice Ammo  
Dummy rounds

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *High Kneel, Low Kneel, Double Kneel and Roll Over Prone*  
Powerpoint presentation: slides 106-117

**Instructional Method**

Lecture, discussion, range exercises

**Note:** *All exercises should be explained, demonstrated by the instructor staff, and then dry fired by students prior to live-fire. Allow time for questions and refinements. Initially live-fire should be done at slow speeds (for demonstration and dry fire exercise)*

**Estimated Length of Class**


Two hours




**Reading Assignment**

Text pp. 57-64


Topic 3: Lesson 3-2

<b>Topic 3: Cover, Movement and Position</b>				
<b>Lesson 3-2: Shooting Positions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Shooting Positions  Shooting Positions	Lecture  Exercises	Powerpoint slides: 106-117  Firearms Videos: High Kneel, Low Kneel, Double Kneel and Roll Over Prone	Requires: Training weapons (red guns)
Hour #2	Shooting Positions	Exercises: Live Fire		Realistic threat targets  Simulated cover (barricades)  Live ammunition

<p><b>Pp. 57-62</b></p> <p> <b>106-117</b></p>	<p><b>LECTURE: Shooting Positions</b></p> <p><b>Purpose:</b></p> <p>To present descriptions and rationale for use of varied shooting positions.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Use of different shooting positions allows officer to adapt to different situations.</li> <li>2. Choice of position should be based on             <ul style="list-style-type: none"> <li>• Conforming to cover</li> <li>• Balance of stability vs. mobility (accuracy vs. speed)</li> <li>• How long position must be maintained</li> <li>• Officer's physical abilities</li> <li>• Target location</li> </ul> </li> <li>3. Classic positions             <ul style="list-style-type: none"> <li>• Standing (already learned)</li> <li>• Kneeling (high, low, double)</li> <li>• Rollover prone</li> </ul> </li> <li>4. "Field expedient" positions             <ul style="list-style-type: none"> <li>• Supine (on back, shooting overhead or between legs)</li> <li>• Seated (in a car or otherwise)</li> </ul> </li> <li>5. Fundamentals must be used in all positions             <ul style="list-style-type: none"> <li>• Grip</li> <li>• Sight alignment</li> <li>• Sight picture</li> <li>• Trigger control</li> </ul> </li> <li>6. Four Fundamental Safety Rules must be enforced (Pp. 12 student guide).</li> </ol>	<p><b>Hour #1</b></p> <ul style="list-style-type: none"> <li>• Remind officers of need to adhere to the <i>Four Fundamental Rules of Firearms Safety</i> (Pp.12 Student Guide)</li> <li>• Officers must never cover themselves or others with the muzzle.</li> <li>• Officers must keep the finger off the trigger</li> <li>• Officers and Range Personnel must consider where every bullet will land when firing and consider movement in and out of the various positions</li> </ul>
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   <p><b>WARNING</b></p> <p>Use inert training weapon (red gun) or EMPTY weapons only.</p> <p>If empty weapons are used, follow triple-search procedure to ensure no access to live ammo.</p>	<p><b>EXERCISE: Shooting Positions</b></p> <p><b>Purpose:</b> To demonstrate and allow practice in different shooting positions.</p> <p><b>Procedure:</b></p> <p><b>DOJ Firearms Videos:</b> High Kneel, Low Kneel, Double Kneel, and Roll Over Prone</p> <p><b>Part 1: DRY FIRE/TRAINING WEAPONS</b></p> <ol style="list-style-type: none"> <li>1. In classroom, demonstrate the Double Kneel, High Kneel, Low Kneel, and Rollover Prone positions as explained in the Student Manual.</li> <li>2. Have students line up on the firing line with unloaded weapons or inert training weapons.</li> <li>3. On command, have the students practice moving into the commanded position, starting from the previous position.</li> </ol> <p>For example, students start out at the standing ready position. On command "High Kneel" they drop their strong side knees to the ground. On command "Double Kneel" they drop their off side knees to the ground. On command "Rollover Prone" they place their off hands on the ground and lie down into the rollover prone position.</p> <ol style="list-style-type: none"> <li>4. At first, keep the speed of this dry drill very slow and controlled. Simply moving from position to position can be physically taxing on some students.</li> <li>5. Advanced Skill Variations: use of both right- and left-handed shooting positions, use of different barricades (i.e. car, barrels, curb) to force officer to select proper position, use of commands "UP" and "DOWN" instead of specific positions (allowing officers to chose their own positions), and use of the flashlight.</li> </ol>	<p><b>Note:</b></p> <p>Pay particular attention to muzzle direction and trigger finger position. Make sure each student has obtained the proper position called for before issuing the next command.</p>
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	<p><b>Part 2: LIVE FIRE</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Post realistic targets, with shooters at distances of 3-5 yards.</li><li>2. Repeat drills.</li><li>3. As students gain proficiency, use smaller targets, longer distances, and the increased skill variations described above.</li></ol>	<p><b>Hour #2</b></p>
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## **LESSON 3-3: SHOOTING WHILE MOVING**

Techniques for shooting while moving are presented and practiced.

<b>Topic 3: Cover, Movement and Position</b> <b>Lesson 3-3: Shooting While Moving</b>
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**Performance Objectives**

- 4.1 Demonstrate proficiency in basic marksmanship in a variety of tactical situations.
- 4.7. Identify “cover” and how to use “cover.”
- 4.8. Identify and describe the various shooting positions and the advantages and disadvantages of each position.
- 4.9. Demonstrate shooting using various shooting positions.

**Equipment**

Powerpoint projector, screen  
Live-fire range  
Simulated cover for use on range  
Duty weapons  
Practice Ammo  
Dummy rounds

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *Roll Step and Moving Laterally*  
Powerpoint presentation: slides 118-122

**Instructional Method**

Lecture, discussion, range exercises

**Note:** *All exercises should be explained, demonstrated by the instructor staff, and then dry fired by students prior to live-fire. Allow time for questions and refinements. Initially live-fire should be done at slow speeds (for demonstration and dry fire exercise)*

**Estimated Length of Class**



Two hours

**Reading Assignment**

Text pp. 62-64


Topic 3: Lesson 3-3





<b>Topic 3: Cover, Movement, and Position</b>				
<b>Lesson 3-3: Shooting While Moving</b>				
Time	Topic	Activities	Resources	Notes
Hour#1	Shooting While Moving  Immediate Lateral Movement	Lecture  Exercise: DRY FIRE	Powerpoint slides: 118-122  Firearms Videos: Roll Step and Moving Laterally	
Hour #2	Immediate Lateral Movement  Pivots	Exercise: LIVE FIRE  Exercise: LIVE FIRE  Exercises: LIVE FIRE DRILLS		

<p><b>Pp. 62-64</b></p>  <p><b>118-122</b></p>	<p><b>LECTURE: Shooting While Moving</b></p> <p><b>Purpose:</b> To present the principles and techniques of moving while shooting.</p> <p><b>Procedure:</b></p> <p><b>Principles of Movement:</b></p> <ol style="list-style-type: none"> <li>1. The closer you are to your opponent, the more radical your movement must be (laterally and vertically).</li> <li>2. Move toward cover, or to a position of advantage</li> <li>3. If encountering more than one opponent, move to line them up so as to deal with them one at a time, a/k/a "stacking."</li> <li>4. While moving, maintain your shooting platform so as to effectively return fire, if necessary (e.g. DON'T TURN YOUR BACK AND RUN AWAY).</li> <li>5. Humans are designed to move forward. You can move 3-5 times faster forward than backward. Therefore, use techniques that allow you to move "forward" (i.e. in whatever direction you need to. (Develop your ability to shoot using either hand). If you must move backward, use the roll-step technique.</li> </ol> <p>Do NOT stop moving to shoot, reload, clear malfunctions, etc. Keep moving, Keep Moving, KEEP MOVING!</p>	
	<p><b>Techniques of Movement:</b></p> <ol style="list-style-type: none"> <li>1. Immediate Lateral Movement a/k/a "Stepping Off the Tracks"</li> </ol> <p><b>DOJ Firearms Videos:</b> Roll Step and Moving Laterally</p>	

Topic 3: Lesson 3-3

	<ul style="list-style-type: none"> <li>• When attacked from the front, a simple step or two to one side while countering may be the simplest and most effective response to avoid the initial attack.</li> <li>• Remember not to cross the feet when moving.</li> <li>• Proper technique when stepping off to the right is to pick up the right foot and move it about one long step while pushing off with the left.</li> <li>• Repeat as necessary to move farther off the line of attack. Reverse this procedure when moving left.</li> </ul>	
	<p>2. Movement Across Ground - a/k/a "Groucho Walking"</p> <ul style="list-style-type: none"> <li>• Officer uses a "roll step" to move feet. That is heel-to-toe walking in a forward direction or toe-to-heel in a backward direction.</li> <li>• Officer keeps the knees bent and lowers center-of-gravity to utilize legs as a shock absorber.</li> <li>• Instead of "pushing off" with the rear foot, visualize "pulling forward" with the front foot like the treads of a tank.</li> <li>• The upper torso maintains correct shooting position and may traverse side to side and up and down much like the turret of the tank.</li> <li>• Maintain eye-weapon-threat alignment while moving in this manner.</li> </ul>	
	<p>3. Pivoting: left, right, rear (must face threat in order to bring your weapons to bear)</p>	

	<p><u>Left, Right Pivots</u></p> <ul style="list-style-type: none"> <li>• Turn head in direction of target and "lock in" (look-shoot technique).</li> <li>• Turn "forward" toward target, pivoting on foot closest to target, while stepping around with foot farthest from target.</li> <li>• Draw weapon only when facing target.</li> </ul> <p><u>Rear Pivots</u></p> <ul style="list-style-type: none"> <li>• Turn head in direction of target and "lock in" (look-shoot technique).</li> <li>• Turn "forward" toward target, pivoting on same side foot as direction of head turn (e.g. If you looked over your right shoulder, pivot on the right foot, and vice versa).</li> <li>• Draw weapon only when facing target.</li> </ul>	
 <p><b>WARNING</b> Use inert training weapon (red gun) or EMPTY weapons only.</p> <p>If empty weapons are used, follow triple-search procedure to ensure no access to live</p>	<p><b>EXERCISE: Immediate Lateral Movement</b></p> <p><b>Part 1: DRY FIRE/TRAINING WEAPON</b></p> <ol style="list-style-type: none"> <li>1. Officers face target at 9-foot line, with unloaded handguns or training weapons holstered.</li> <li>2. On command "LEFT" or "RIGHT," officers "step off the tracks" in that direction while drawing their handgun and issuing verbal challenges/stuns: "POLICE! STOP!"</li> <li>3. Officers recover properly to the holster on their own and re-index to the front of their target. Repeat #2.</li> <li>4. Advanced skill variation: Move at a 45-degree angle forward or backward to the left or right of the line of attack. Start facing 90 degrees left or right of the target, or 180 degrees away from the target...EVERYONE PIVOTS IN SAME DIRECTION.</li> </ol>	<p><b>Note:</b> Muzzle control while conducting this drill on a linear range with other students is CRITICAL.</p>

<p>ammo.</p>  <p><b>WARNING</b> Use no weapons for this drill. Have students practice movement only.</p>	<p><b>NO WEAPON DRILL:</b></p> <p>Start facing 90 degrees left or right of the target, or 180 degrees away from the target, requiring a pivot prior to lateral movement (MAKE SURE EVERYONE PIVOTS IN THE SAME DIRECTION).</p>	
	<p><b>Part 2: LIVE FIRE: Immediate Lateral Movement</b></p> <ol style="list-style-type: none"> <li>1. Repeat Steps 1-3 of Dry Drill, with 2-4 hits on target per command.</li> <li>2. Use different "GO" signals like "GUN", "FIRE", etc and make officers justify their shooting on wrong command. Make officers shoot combinations (i.e. two center mass then two CNS).</li> </ol>	<p><b>Hour #2</b></p> <p>Note: Emphasize muzzle control.</p> <p>You can use this drill with various levels of force (i.e. baton, OC, Simunitions FX marking cartridges) and with attacker in "Red-Man" suit with various attacks, multiple attackers.</p>
  <p><b>WARNING</b></p> <p><b>Permit only ONE OFFICER AT A TIME</b></p>	<p><b>LIVE FIRE: Pivots - ONE OFFICER AT A TIME</b></p> <ol style="list-style-type: none"> <li>1. Start officers at 3 yards facing a realistic threat target.</li> <li>2. Have officer "RIGHT FACE" in order to conduct a left pivot, "LEFT FACE" in order to conduct a right pivot, and "ABOUT FACE" in order to conduct a rear pivot.</li> </ol>	



Topic 3: Lesson 3-3

<p><b>to do this exercise.</b></p> <p><b>Keep everyone else well away.</b></p>	<p>3. On "GO" command, Officer will pivot to face the target, and fire 2-4 hits to the CNS/CM.</p>	
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## **TOPIC 4: SPECIAL CIRCUMSTANCES**

### **LESSON 4-1: MULTIPLE ADVERSARIES AND CLOSE COMBAT**

Techniques for dealing with multiple adversaries are introduced, demonstrated, and practiced. Techniques for close-combat shooting are described and practiced.

<b>Topic 4: Special Circumstances</b> <b>Lesson 4-1: Multiple Adversaries and Close Combat</b>
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### **Performance Objectives**

- 4.1 Demonstrate proficiency in basic marksmanship in a variety of tactical situations.
- 4.10 Identify the issues involved when multiple adversaries are to be engaged.
- 4.11 Identify the issues involved when close combat shooting occurs.

### **Equipment**

Powerpoint projector, screen  
Live-fire range  
Simulated cover for use on range  
Duty weapons  
Practice Ammo  
Dummy rounds

### **Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Powerpoint presentation: slides 119-129

### **Instructional Method**

Lecture, discussion, range exercises

**Note:** *All exercises should be explained, demonstrated by the instructor staff, and then dry fired by students prior to live-fire. Allow time for questions and refinements. Initially live-fire should be done at slow speeds (for demonstration and dry fire exercise)*

### **Estimated Length of Class**



Two hours

### **Reading Assignment**

Text pp. 65-69

Topic 4: Lesson 4-1

<b>Topic 4: Special Circumstances</b>				
<b>Lesson 4-1: Multiple Adversaries and Close Combat</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Multiple Adversaries	Lecture	Powerpoint slides: 119-129	
Hour #2	Look-shoot technique Traverse fire	Exercise: LIVE FIRE Exercise: LIVE FIRE		

<p><b>Pp. 65-67</b></p>  <p><b>119-129</b></p>	<p><b>LECTURE: Multiple Adversaries</b></p> <p><b>Purpose:</b> To explain and exercise the motor skills that enable a shooter to competently engage multiple adversaries in a deadly force situation.</p> <p><b>Points to cover:</b></p> <ol style="list-style-type: none"> <li>1. Move (to cover/concealment or a better position).</li> <li>2. Deal with the primary threat first.</li> <li>3. Deal with the remaining threats one at a time.</li> <li>4. <i>Look-Shoot-Look</i> technique</li> </ol>	<p><b>Hour #1</b></p>
	<p><b>EXERCISE: Multiple Adversaries</b></p> <p style="text-align: center;"><b>LIVE FIRE</b></p> <p><b>Purpose:</b> To learn and practice look-shoot technique</p> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Post two realistic targets at least 3 feet apart. Shooters at 10 feet.</li> <li>2. From a standing position next to cover, on command, draw weapon to firing position as you move to cover and assume the tactical ready position.</li> <li>3. On command, bring weapon to the firing position on a target and fire one round, then, using the look-shoot technique, engage the next target and fire one round.</li> <li>4. Repeat 10 times for a total of 20 rounds.</li> <li>5. On command, bring weapon to the firing position on a target and fire two rounds, then, using the look-shoot technique, engage the next target and fire two rounds.</li> <li>6. Repeat as desired.</li> </ol>	<p><b>Note:</b> You may wish to have students practice the look-shoot technique with empty weapons before doing live fire.</p>



**EXERCISE: Multiple Adversaries/Traverse Fire**

**LIVE FIRE**

**Purpose:** Provide advanced practice with look-shoot technique, requiring students to engage alternative targets at alternate distances with traverse fire. Shooters must move to cover, and engage targets that look different at varying distances.

**Procedure:**

1. Post targets as follows:
  - #1: head target at 10 ft.
  - #2: head/torso target cut/folded in half at 20 ft.
  - #3: full head/torso at 30 ft.
2. Targets placed at least 5 feet apart, downrange from a barricade. Targets are numbered.
3. From a standing position next to cover, on command, draw to the firing position, and verbalize while moving to cover. Then assume a ready position.
4. Instructor calls 3- to 5-round course of fire by calling out a sequence of target numbers and then giving a fire cue (gun, knife etc.).
5. Repeat as desired.

## **LESSON 4-2: SHOOTING UNSUPPORTED AND WHILE SEATED**

Different techniques for unsupported (one-hand) shooting are presented and practiced. Techniques for drawing and firing while seated (as in a squad car) are presented and practiced.

<b>Topic 4: Special Circumstances</b> <b>Lesson 4-2: Shooting Unsupported and While Seated</b>
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### **Performance Objectives**

- 4.1. Demonstrate proficiency in basic marksmanship in a variety of tactical situations.
- 4.9. Demonstrate shooting using various shooting positions.
- 4.12. Identify the issues involved when using unsupported shooting techniques.

### **Equipment**

Powerpoint projector, screen  
Live-fire range  
Simulated cover for use on range  
Duty weapons  
Practice Ammo  
Dummy rounds

### **Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *Unsupported Drawing Reaction Hand, Reload Battery 1 Hand, Reloading Out of Battery 1 Hand, Phase 1 Malfunction 1 Hand, Phase 2 Malfunction 1 Hand Drawing While Seated and Shooting From a Vehicle*  
Powerpoint presentation: slides 130-143

### **Instructional Method**

Lecture, discussion, range exercises

**Note:** *All exercises should be explained, demonstrated by the instructor staff, and then dry fired by students prior to live-fire. Allow time for questions and refinements. Initially live-fire should be done at slow speeds (for demonstration and dry fire exercise).*

### **Estimated Length of Class**

Two hours

### **Reading Assignment**



Text pp. 62-64





Topic 4: Lesson 4-2

<b>Topic 4: Special Circumstances</b>				
<b>Lesson 4-2: Shooting Unsupported and While Seated</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Unsupported Shooting—reaction hand	Lecture/Demo	Powerpoint slides: 130-137	
	Unsupported reaction hand shooting techniques  Reaction hand draw and fire, Reloading, malfunction clears	Video  Exercises: DRY FIRE	Firearms Videos: Unsupported Drawing Reaction Hand, Reload Battery 1 Hand, Reloading Out of Battery 1 Hand, Phase 1 Malfunction 1 Hand, Phase 2 Malfunction 1 Hand	
	Same	Exercises: LIVE FIRE		
Hour #2	Shooting while seated	Lecture	Powerpoint slides: 138-143	
	Shooting while seated, to the front, left side, right side	Exercises: DRY FIRE  Exercises: LIVE FIRE	Firearms Videos: Drawing While Seated and Shooting from a Vehicle	

Topic 4: Lesson 4-2

<p><b>Pp. 69-71</b></p> <p> <b>130-135</b></p> <p></p>	<p><b>Lecture: Unsupported Shooting</b></p> <p><b>Purpose:</b> To explain and demonstrate how to shoot with one-hand (unsupported shooting).</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Circumstances: injury, lateral movement, reaction hand is engaged.</li><li>2. Cant the weapon to increase stability.</li><li>3. Other weapon-handling issues with one-hand:<ul style="list-style-type: none"><li>• Drawing weapon</li><li>• Reloading weapon</li><li>• Clearing malfunctions</li></ul></li><li>4. Clearing malfunctions<ul style="list-style-type: none"><li>• Phase I</li><li>• Phase II</li></ul></li></ol> <p><b>DOJ Firearms Videos:</b> Unsupported Drawing Reaction Hand, Reload Battery 1 Hand, Reloading Out of Battery 1 Hand, Phase 1 Malfunction 1 Hand, Phase 2 Malfunction 1 Hand</p>	<p><b>Hour #1</b></p>
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  <b>WARNING</b> <b>Make sure weapons are EMPTY.</b> <b>Use triple-search procedure to ensure no access to live ammo.</b>	<b>EXERCISE: Unsupported Shooting Reaction Hand</b>  <b>Part 1: DRY FIRE/DUMMY ROUNDS</b>  <b>Purpose:</b> To provide practice in unsupported shooting and weapon handling with the reaction hand.  <b>Procedure:</b> <ol style="list-style-type: none"><li>1. Post standard targets at 6 feet.</li><li>2. Using EMPTY weapon, practice draw with reaction hand.</li><li>3. Using magazines with dummy rounds, practice reloading in and out of battery, using one-hand (reaction) technique.</li><li>4. Using dummy rounds, practice Phase I and Phase II malfunction clears.</li></ol>	
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**EXERCISE: Unsupported Shooting—  
Reaction Hand**

**Part 2: LIVE FIRE**

**Purpose:** To provide practice in unsupported shooting and weapon handling with the reaction hand.




**Procedure:**

1. Post standard realistic threat targets.
2. Beginning at 6 feet, using reaction hand only, on command
  - Draw and fire 2 rounds.
  - Bring weapon to tactical ready.
  - Verbalize.
  - Fire 2 more rounds.
  - Recover to the holster on own.
3. If rounds are on target, move back to 12 feet and repeat.
4. If rounds are on target, move back to 18 feet and repeat.
5. If rounds are on target, move back to 24 feet and repeat.
6. If rounds are on target, move back to 30 feet and repeat.


	<p><b>EXERCISE: Unsupported Shooting— Reaction Hand</b></p> <p><b>Part 3: LIVE FIRE</b></p> <p><b>Purpose:</b> To give students practice in unsupported shooting with the reaction hand.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post standard realistic threat targets and place barricades at 6 feet, approximately 12 feet laterally from shooter's start location.</li> <li>2. Beginning at 6 feet, using reaction hand only, on command             <ul style="list-style-type: none"> <li>• Draw to firing position.</li> <li>• Verbalize.</li> <li>• Move to cover, <b>maintaining visual on "suspect."</b></li> <li>• From behind cover, roll out and fire two rounds.</li> <li>• Reposition and fire two more rounds.</li> <li>• Assess and recover to holster on own.</li> </ul> </li> <li>3. Repeat as desired.</li> </ol>	<p><b>NOTE:</b> Retention holsters may make drawing with the reaction hand impossible. If so, have officers start at the low ready.</p>
	<p><b>EXERCISE: Unsupported Shooting— Reaction Hand</b></p> <p><b>Part 4: LIVE FIRE</b></p> <p><b>Purpose:</b> To give students practice clearing malfunctions using reaction hand only.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post standard realistic threat targets at 6 feet, with barricades approximately 12 feet laterally from shooter's start location.</li> <li>2. Load magazines with twenty rounds with dummy rounds mixed in (<b>not in first or last position</b>).</li> </ol>	


Topic 4: Lesson 4-2



	<ol style="list-style-type: none"><li>3. Begin by setting up a double feed, by<ul style="list-style-type: none"><li>• Starting with empty weapon, slide locked back, no magazine, insert dummy round into chamber.</li><li>• Insert magazine into weapon and allow slide to go forward as far as it will (not far).</li></ul></li><li>4. From the tactical ready position, on command, bring weapon to firing position and attempt to fire.</li><li>5. Move to cover.</li><li>6. Attempt Phase I clear (unsuccessful).</li><li>7. Complete Phase II clear, roll out from cover and fire two rounds. Reposition and fire two more rounds.</li><li>8. Repeat as desired.</li></ol>	
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<p><b>Pp. 72-74</b></p> <p> <b>136-143</b></p> <p></p>	<p><b>LECTURE: Shooting While Seated</b></p> <p><b>Purpose:</b> To explain and demonstrate how to safely draw and fire a weapon from a seated position (as in a squad car).</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Tactical considerations <ul style="list-style-type: none"> <li>Disengage if possible/appropriate.</li> <li>Weapon must be drawn so that the muzzle <b>does not cross</b> any part of your body.</li> </ul> </li> <li>Ballistic issues involved in shooting through glass.</li> <li>Instructor demos, using a <b>training weapon (red gun)</b>. Show alternative "stances," unsupported technique, etc. depending on body position and direction of threat.</li> </ol> <p><b>DOJ Firearms Videos:</b> Drawing While Seated and Shooting from a Vehicle</p>	<p><b>Hour #2</b></p>
<p></p> <p><b>WARNING</b></p> <p>Use inert training weapon or <b>EMPTY</b> weapons only.</p> <p>If empty weapons are used, follow <b>triple-search procedure</b> to ensure no access to live</p>	<p><b>EXERCISE: Shooting While Seated</b></p> <p><b>Part 1: DRY FIRE/TRAINING WEAPON</b></p> <p><b>Purpose:</b> To allow students to practice drawing to firing position while seated.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Use training weapons or secure all live ammunition.</li> <li>Place students in chairs with arms. Chairs can be placed next to wall to simulate car door.</li> <li>"Shoot" from seated position, facing threat. <ul style="list-style-type: none"> <li>Draw the weapon/verbalize.</li> <li>Bring weapon to two-handed shooting grip.</li> </ul> </li> </ol>	<p><b>NOTE:</b></p> <p>An actual car seat is even more constricting than a chair. If possible, have students try this exercise in a squad.</p>



<p><b>ammo.</b></p>	<p>4. "Shoot" from driver's seat to the left. (Chairs with wall to the left.)</p> <ul style="list-style-type: none"> <li>• Draw the weapon/verbalize.</li> <li>• RH shooters: assume two-handed grip; LH shooters: transfer weapon to right hand, assume two-handed grip</li> <li>• Lean right so muzzle is away from window.</li> </ul> <p>5. "Shoot" from passenger seat to the right. (Chairs with wall to right.)</p> <ul style="list-style-type: none"> <li>• Draw the weapon/verbalize.</li> <li>• RH shooters transfer weapon to left hand, assume two-handed grip;</li> <li>• LH shooters: assume two-handed grip</li> <li>• Lean left so muzzle is away from window.</li> </ul> <p>6. "Shoot" across center of vehicle (e.g. driver's seat to right or passenger seat to left).</p> <ul style="list-style-type: none"> <li>• Draw the weapon/verbalize.</li> <li>• If shooting toward strong side             <ul style="list-style-type: none"> <li>– extend weapon in strong hand</li> <li>– cant weapon to unsupported shooting grip.</li> </ul> </li> <li>• If shooting toward reaction side, bring weapon to good two-handed shooting grip.</li> </ul>	
	<p><b>EXERCISE: Shooting While Seated</b></p> <p><b>Part 2: LIVE FIRE</b></p> <p><b>Purpose:</b> To provide practice engaging target directly in front while seated.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post standard realistic threat target at 30 feet. Student is seated in chair facing it.</li> <li>2. From a seated position, on the command to fire:             <ul style="list-style-type: none"> <li>• Draw to a firing position</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>• Verbalize</li> <li>• Fire two rounds</li> <li>• Bring weapon to the tactical ready</li> <li>• Recover to holster on own</li> </ul> <p>3. Repeat as desired.</p>	
	<p><b>EXERCISE: Shooting While Seated</b>  <b>Part 3: LIVE FIRE</b></p> <p><b>Purpose:</b> To provide practice engaging target directly in front while seated simulating shooting between front door post and open door of squad (e.g. high-risk stop)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post standard target at 30 feet directly in front of a barricade. Position a chair behind the barricade so shooter can lean from the chair and engage the target (simulates shooting between the door and door post gap of a vehicle).</li> <li>2. From a seated position, on command:             <ul style="list-style-type: none"> <li>• Draw weapon to a firing position around the left side of the barricade.</li> <li>• Verbalize.</li> <li>• Fire two or more rounds.</li> <li>• Bring weapon to the tactical ready.</li> <li>• Recover to the holster on own.</li> </ul> </li> <li>3. Repeat as desired.</li> <li>4. From a seated position, on command:             <ul style="list-style-type: none"> <li>• Draw weapon to a firing position around the right side of the barricade.</li> <li>• Verbalize.</li> <li>• Fire two or more rounds.</li> <li>• Bring weapon to the tactical ready.</li> <li>• Recover to the holster on own.</li> </ul> </li> <li>5. Repeat as desired.</li> </ol>	

  <p><b>Permit only ONE OFFICER AT A TIME to do this exercise.</b></p> <p><b>Keep everyone else well away.</b></p>	<p><b>EXERCISE: Shooting While Seated</b></p> <p><b>Purpose:</b> To provide practice in shooting while seated to the right and left.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Post standard realistic threat target at 30 feet. Position a chair facing 90 degrees to the right or the left of the target.</li><li>2. With the chair facing to the <b>left</b>, from a seated position, on command<ul style="list-style-type: none"><li>• Draw weapon to a firing position to your right.</li><li>• Verbalize.</li><li>• Fire two or more rounds.</li><li>• Bring weapon to the tactical ready.</li><li>• Recover to the holster on own.</li></ul></li><li>3. Repeat as desired.</li><li>4. With the chair facing to the right, from a seated position, on command<ul style="list-style-type: none"><li>• Draw weapon to a firing position to your left.</li><li>• Verbalize.</li><li>• Fire two or more rounds.</li><li>• Bring weapon to the tactical ready.</li><li>• Recover to the holster on own.</li></ul></li><li>5. Repeat as desired.</li></ol>	<p><b>Note: This exercise requires only ONE SHOOTER at a time.</b></p>
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## **LESSON 4-3: SHOOTING IN LOW LIGHT OR DARKNESS**

Different techniques for shooting in low light or darkness are introduced, demonstrated, and practiced.

<b>Topic 4: Special Circumstances</b> <b>Lesson 4-3: Shooting in Low Light or Darkness</b>
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**Performance Objectives**

- 4.1. Demonstrate proficiency in basic marksmanship in a variety of tactical situations.
  
- 4.13. Identify the issues involved when shooting in low light levels.

**Equipment**

Powerpoint projector, screen  
Live-fire range  
Simulated cover for use on range  
Duty weapons  
Practice Ammo  
Dummy rounds  
Flashlight(s)

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms videos: *Harries Technique and FBI Technique*  
Powerpoint presentation: slides 144-154

**Instructional Method**

Lecture, discussion, range exercises

**Note:** *All exercises should be explained, demonstrated by the instructor staff, and then dry fired by students prior to live-fire. Allow time for questions and refinements. Initially live-fire should be done at slow speeds (for demonstration and dry fire exercise).*

**Estimated Length of Class**



Two hours

**Reading Assignment**

Text pp. 74-76

Topic 4: Lesson 4-3

<b>Topic 4: Special Circumstances</b>				
<b>Lesson 4-3: Shooting in Low Light or Darkness</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Principles of Shooting in Low Light or Darkness	Lecture	Powerpoint slides: 144-154	
	Flashlight-Assisted Shooting	Lecture/Demo	Firearms Videos: Harries Technique and FBI Technique	
Hour #22	Shooting in Low Light	Exercises: DRY FIRE  Exercises: LIVE FIRE		
	Flashlight assisted shooting	Exercises: DRY FIRE  Exercises: LIVE FIRE		



<p><b>Pp. 74-77</b></p> <p> <b>144-154</b></p> <p></p>	<p><b>LECTURE: Shooting In Low Light Or Darkness</b></p> <p><b>Purpose:</b> To present the basic principles of operating in a low-light environment and the correct use of lighting tools</p> <p><b>Procedure:</b></p> <p><b>DOJ Firearms Videos:</b> Harries Technique and FBI Technique</p> <p>1. Basic Principles</p> <ul style="list-style-type: none"> <li>• Why we need to know <ul style="list-style-type: none"> <li>– 80% of officer-involved shootings occur in low or reduced light.</li> <li>– 90% occur within 20 feet.</li> <li>– 67% occur within 10 feet.</li> <li>– Low light reduces your ability to see color, shape, and detail—you can be effectively legally blind.</li> </ul> </li> <li>• Lighting Conditions <ul style="list-style-type: none"> <li>– Bright Light - normal daylight conditions, no lighting tools are necessary to operate normally</li> <li>– Medium Light - the light levels are reduced and some dark adaptation is necessary to operate normally</li> <li>– Low Light - light levels are reduced to the point that lighting tools become necessary</li> <li>– No light - there is no light available (i.e. inside a bank vault, or the hold of a ship)</li> </ul> </li> <li>• Unequal Lighting Conditions <ul style="list-style-type: none"> <li>– <i>Blinding Front Light</i> - a "wall" of light that prevents seeing anything behind the light source. Officers typically use this to their advantage when conducting traffic stops in low light.</li> </ul> </li> </ul>	<p><b>Hour #1</b></p> <p><b>Note:</b> Remind students of target requirements (acquisition, identification, and isolation).</p> <p><b>Note:</b> The eye takes about 40 minutes to become dark-adapted after moving from a lit area to a dark area. This dark adaptation will be lost in a moment when exposed to light.</p> <p>Ability to become dark-adapted is diminished by increased age, poor nutrition, poor overall health, and smoking.</p> <p>Light levels are relative to each other with regard to dark adaptation. A dayshift officer entering a dark basement will suffer as much or more impairment as a</p>
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	<ul style="list-style-type: none"> <li>- <i>Backlighting</i> - a source of light behind an officer that silhouettes his/her shape and movement, thereby giving away the officer's location.</li> <li>- <i>Dark Holes</i> - a recessed unlit area that is in plain sight, but that cannot be seen into because of the unequal lighting (i.e. a dark garage or a dark room at the end of a lit hallway). These dark holes can allow an adversary to be concealed without any actual cover or concealment.</li> <li>• Basic Lighting Principles             <ul style="list-style-type: none"> <li>- Evaluate the lighting conditions.</li> <li>- "See" yourself from the opposite perspective. (How does your threat see you and what can you do about it?)</li> <li>- Generally, move to and stay in the lowest level of light possible.</li> <li>- If you are at a disadvantage because of unequal lighting conditions, direct light into the area to mitigate the disadvantage and move out of the area.</li> <li>- When searching, use intermittent blasts of light, followed by immediate lateral and/or vertical displacement. (Remember that the flashlight attracts bullets.)</li> <li>- When a threat has been located, "Power" with the light. (Shine the light directly into their eyes to momentarily blind. Act quickly to control them. Keep them illuminated until they are no longer a threat.)</li> </ul> </li> </ul>	<p>dark-adapted night shift officer searching a warehouse.</p> <p>Therefore, all officers should have flashlights available to them at all times.</p> <p>Adapted from the <i>Low Light Instructor's Handbook</i>, by Ken Good, SureFire Institute.</p> <p><b>NOTE:</b> In some circumstances, it may be preferable to turn on ambient lighting, if you can do so without exposing yourself to the threat.</p>
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	<ul style="list-style-type: none"> <li>- When operating in an environment where threats are POSSIBLE, keep the weapon at a low ready. When operating where threats are EXPECTED, keep your weapon, light, and eye in constant alignment.</li> <li>- Carry more than one flashlight! They are mechanical devices subject to Murphy's Law.</li> <li>- Have a partner! In a low light environment, it is impossible to see everything. Moreover, if you encounter a potential threat, you will necessarily become "Target Fixated." Your partner must then begin to "cover your back" and search for other threats.</li> </ul>	
	<p>2. Use of lighting tools</p> <ul style="list-style-type: none"> <li>• Most often used in low-threat settings (navigating, searching for things, etc.). Light is held in officer's reaction hand, leaving strong hand free to draw weapon.</li> <li>• In high-threat settings, weapon is already presented. Flashlight will assist officer to obtain target requirements.</li> <li>• Flashlight can also be used to confuse, disorient, and blind a threat to prevent him/her from effectively engaging the officer.</li> <li>• Improper use of the flashlight will telegraph the officer's location to potential threats and can best be thought of as a "bullet magnet."</li> </ul> <p>3. Reloading and Malfunctions</p> <ul style="list-style-type: none"> <li>• Return Weapon to Strong Hand</li> <li>• Keep Weapon Pointed in Safe Direction</li> <li>• With small lights, may reload with flashlight in hand, otherwise:</li> </ul>	

	<ul style="list-style-type: none"><li>- return flashlight to holster</li><li>- place in crook of knee</li><li>- place under foot</li><li>- Less Desirable: grounding or armpit</li></ul> <p>4. Time Management</p> <ul style="list-style-type: none"><li>• Just as important as distance, if not more</li><li>• End the confrontation ASAP</li><li>• Don't allow opponent time to formulate plan</li><li>• Don't allow opponent to launch attack</li><li>• Literally, tenths and hundredths of a second can make a difference</li></ul> <p>5. Movement</p> <ul style="list-style-type: none"><li>• Continuous, unpredictable movement interrupts opponent's loop, makes you a hard target</li><li>• Flexible, Fluid, Flowing, Unpredictable</li></ul> <p>6. Mind Set</p> <ul style="list-style-type: none"><li>• Chaos<ul style="list-style-type: none"><li>- Accept that Chaos is a normal part of Lethal Encounter</li><li>- Inflict Chaos upon your opponent, Place your opponent under duress</li><li>- "Deadly Calm" Mental State</li><li>- Facilitated by breath control and lower heart rate, resulting from training &amp; experience</li></ul></li><li>• Confidence / Balance<ul style="list-style-type: none"><li>- Proper mental state yields better "posturing" and can win the confrontation before it begins</li><li>- Predator and Prey relationship</li><li>- Target Fixation - #1 Killer</li><li>- Flexible, Fluid, Flowing, Unpredictable</li></ul></li></ul>	
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   <p><b>WARNING</b></p> <p><b>Live ammo hazard.</b></p> <p><b>Ensure weapon is empty:</b></p> <ul style="list-style-type: none"> <li>• Remove magazine</li> <li>• Lock slide to the rear</li> <li>• Physically, visually, and mechanically inspect it</li> </ul> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p>	<p><b>EXERCISES: Low-Light Shooting</b></p> <p><b>Purpose:</b> To give students a chance to practice low light shooting techniques/live range fire/with flashlight.</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• All Drills Will Be Practiced “Dry” Before The Live Fire Exercises.</li> <li>• Two Relays Will Be Run, When Not Shooting, You Will Be Teamed With A Shooter For Safety/Coaching</li> </ul> <p style="text-align: center;"><b>Live Fire Exercises</b></p> <p>1. Drill #1 - Practice “Neck Index”</p> <ul style="list-style-type: none"> <li>• Three full magazines: ~45 rounds</li> <li>• Static Silhouette Target at 5 yards</li> <li>• Slow for form</li> <li>• Fire 2-3 rounds from draw on command, using one magazine</li> <li>• Fire 2-3 rounds on command, off hand, one magazine</li> <li>• Fire 2-3 rounds on command, transitioning between right and left hand in between bursts, one magazine</li> </ul> <p style="text-align: center;"><b>Live Fire Exercises</b></p> <p>2. Drill #2 - Practice -Harries Technique</p> <ul style="list-style-type: none"> <li>• Three full magazines: ~45 rounds</li> <li>• Static Silhouette Target at 5 yards</li> <li>• Slow for form</li> <li>• Fire 2-3 rounds from draw on command, using one magazine</li> <li>• Fire 2-3 rounds on command, off hand, one magazine</li> <li>• Fire 2-3 rounds on command, transitioning between right and left hand in between bursts, one magazine</li> </ul>	<p><b>Low-Light Shooting Course developed by:</b></p> <p>D.N.E. Agents Jay Smith &amp; Darren Hynek</p>
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	<p style="text-align: center;"><b>Live Fire Exercises</b></p> <p>3. Exercise #3 - "Light, Shoot, Move"</p> <ul style="list-style-type: none"><li>● Three full magazines, static silhouette target @ 5 yards.</li><li>● On command "Up" "Down" "Left" or "Right" "Transition", illuminate target, fire two or three HITS!, extinguish light and make directed movement/transition</li><li>● Practice displacing both vertically and horizontally, while maintaining Eye/Light/Weapon alignment</li></ul> <p style="text-align: center;"><b>Live Fire Exercises</b></p> <p>4. Exercise #4 - Neck Index test</p> <ul style="list-style-type: none"><li>● Load three magazines with 10 rounds each</li><li>● Face Target at 10 feet</li><li>● Illuminate and engage target as it appears, shoot as necessary until it disappears, extinguish light and move within shooting position.</li><li>● Vary shooting positions between kneeling and standing, left and right handed.</li></ul> <p style="text-align: center;"><b>Live Fire Exercises</b></p> <p>5. Exercise #5 - Harries Technique test</p> <ul style="list-style-type: none"><li>● Load three magazines with 10 rounds each</li><li>● Face Target at 10 feet</li><li>● Illuminate and engage target as it appears, shoot as necessary until it disappears, extinguish light and move within shooting position.</li><li>● Vary shooting positions between kneeling and standing.</li><li>● Compare Targets from Exercise #4 and #5</li></ul>	
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## Topic 4: Lesson 4-4

## **LESSON 4-4: ACTIONS AFTER COMBAT SHOOTING**

The proper procedures to follow after an officer-involved shooting are presented. Students practice these procedures in a simulated combat environment.

<b>Topic 4: Special Circumstances</b> <b>Lesson 4-4: Actions after Combat Shooting</b>
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**Performance Objectives**

- 5. Take appropriate actions after combat shooting.
  - 5.1 Assess threat to determine if it has been neutralized.
  - 5.2 Complete post-shooting legal procedures.
  - 5.3 Prepare to testify in court related to a shooting incident.

**Equipment**

Powerpoint projector, screen  
Live-fire range  
Simulated cover for use on range  
Duty weapons  
Practice Ammo  
Dummy rounds

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
DOJ Firearms video: *After Combat Shooting*  
Powerpoint presentation: slides 155-160

**Instructional Method**

Lecture, discussion, range exercises

**Note:** *All exercises should be explained, demonstrated by the instructor staff, and then dry fired by students prior to live-fire. Allow time for questions and refinements. Initially live-fire should be done at slow speeds (for demonstration and dry fire exercise).*

**Estimated Length of Class**

Two hours



**Reading Assignment**

Text pp. 77-79




Topic 4: Lesson 4-2

<b>Topic 4: Special Circumstances</b>				
<b>Lesson 4-4: Actions After Combat Shooting</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	What To Do After Combat Shooting	Lecture	Powerpoint slides: 155-160  DOJ Firearms Video: After Combat Shooting	
Hour #2	Post-Combat Actions  Deadly-Force Reporting	Exercise: Scenario/ Simulation  Lecture/ Simulation		Note: Use of force reporting is covered in report writing.



<p>Pp. 77-79</p> <p> 155-160</p> <p></p>	<p><b>LECTURE: What To Do After Combat Shooting</b></p> <p><b>Purpose:</b> To describe the steps taken after a shooting to guarantee continued survival and to maintain control of the scene.</p> <p><b>Procedure:</b></p> <p><b>DOJ Firearms Video: After Combat Shooting</b></p> <ol style="list-style-type: none"> <li>1. Find or remain behind cover and reload.             <ul style="list-style-type: none"> <li>• While remaining behind cover, tactically evaluate the situation and gather as much information as possible.</li> <li>• Reload your weapon.</li> </ul> </li> <li>2. Communicate with dispatch.             <ul style="list-style-type: none"> <li>• Give location and state that shots have been fired.</li> <li>• Request backup.</li> <li>• Inform dispatch if you have been injured.</li> <li>• Request EMS, and identify a safe location for them to stage.</li> </ul> </li> <li>3. Plan your approach to the subject             <ul style="list-style-type: none"> <li>• If possible wait for backup to arrive before moving from cover.</li> <li>• If possible verbally direct subject to drop or move away from his weapon.</li> <li>• <b>Do not leave cover yourself. Never directly accept a weapon from subject.</b></li> </ul> </li> </ol>	<p><b>Hour #1</b></p> <p>Even if the shooting has stopped, the fight may not be over.</p> <p>Communicate with dispatch to request assistance and to inform other of the situation.</p> <p>Under the stress of being involved in a shooting, you may feel pressure to bring the subject under control. <b>Resist the temptation to rush in and secure the subject.</b> Just because the subject is down does not mean he is no longer a danger. If subject is <b>prone</b>; approach</p>
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	<ul style="list-style-type: none"> <li>• When backup arrives, decide on best approach.</li> </ul> <p>4. Approach the subject and begin follow-through:</p> <ul style="list-style-type: none"> <li>• Stabilize</li> <li>• Monitor / Debrief</li> <li>• Search</li> <li>• Escort</li> <li>• Transport</li> <li>• Turn-over / Release</li> </ul> <p>5. Plan and Write Your Report</p> <ul style="list-style-type: none"> <li>• Your report must articulate why you reasonably believed that deadly force was justified.</li> <li>• It is critical that you write a thorough and complete report describing the totality of the circumstances that led up to your use of deadly force.</li> <li>• Follow department policy and the guidelines you have learned in Report Writing for completing your use of force reports.</li> </ul>	<p>from the feet. If subject is <b>supine</b>; approach from the head. If subject is <b>on his side</b>; approach from the back.</p> <p>If you have backup, have one officer approach while maintaining a tactical advantage. The other officer should “cover” the subject with his weapon. <b>Avoid a crossfire.</b></p> <p>Always assume the subject is alive and dangerous. Avoid reaching or leaning directly over the subject.</p> <p>Review the basic concepts of the Respond Model and Disturbance Resolution when writing your use of force reports.</p>
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  <p><b>WARNING</b></p> <p>Use Simunition™ marking cartridges or blank cartridges only.</p> <p>Use triple-search procedure to ensure no access to live ammo.</p>  <p><b>WARNING</b></p> <p>Use inert training weapon (red gun) ONLY for backup.</p> <p>Use triple-search procedure to ensure no access to live ammo.</p>	<p><b>EXERCISE: Post Shooting Actions</b></p> <p><b>Scenario Drill/Simunition™ weapon/blank cartridges only</b></p> <p><b>Purpose:</b> To give officers practice in post-shooting procedures.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. When primary officer has experienced an officer-involved shooting in a scenario (involving Simunitions or blanks for "live fire"), officer             <ul style="list-style-type: none"> <li>• seeks cover and reloads</li> <li>• covers downed suspect</li> <li>• scans for additional suspects</li> <li>• communicates with dispatch</li> </ul> </li> <li>2. Backup officer approaches, and identifies him/herself to primary officer. Backup asks for situation report and for primary officer's plan.</li> <li>3. Backup advises primary that he/she will "cover" downed suspect (<b>using a training weapon</b>).</li> <li>4. Primary officer holsters weapon. Instructor advises primary officer that the shooting portion of the scenario is completed and <b>weapon will remain in holster through the rest of the scenario</b>.</li> <li>5. While backup covers the suspect, primary officer approaches, handcuffs and searches suspect. Suspect offers no resistance.</li> <li>6. Upon completion, Instructor ends the scenario and "suspect" is uncuffed.</li> </ol>	<p><b>Hour #2</b></p> <p><b>Note:</b></p> <p>This drill may be done using two officers or an officer and an instructor (as the back up).</p>
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# **TOPIC 5: LONG GUNS**

## **LESSON 5-1: LONG GUN CHARACTERISTICS**

Familiarization with long gun types, characteristics, and advantages.

<b>Topic 5: Long Guns</b> <b>Lesson 5-1: Long Gun Characteristics</b>
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**Performance Objectives**

6. Demonstrate familiarity with the operation of long guns.
  - 6.1 Identify the various types of shotguns and their design and functional differences.
  - 6.2 Identify the various types of rifles and their design and functional differences.
  - 6.3 Identify the various parts of long guns.
  - 6.4 Identify the purposes and types of long guns.

**Equipment**

Power point projector, screen

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Power point presentation: slides 161-167

**Instructional Method**

Lecture, discussion

**Estimated Length of Class**




One hour


**Reading Assignment**

Text pp. 79 - 84


Topic 5: Lesson 5-1

<b>Topic 5: Long Guns</b>				
<b>Lesson 5-2: Long Gun Characteristics</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Long Gun types, designs, functional differences, and advantages	Lecture/ Discussion	Powerpoint slides: 161-167	

<p><b>Pp. 79-84</b></p> <p> <b>161-167</b></p> <p> <b>161</b></p> <p></p>	<p><b>Lecture: Long guns in law enforcement</b></p> <p><b>Purpose:</b> To identify the types and characteristics of long guns in law enforcement.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Advantages of long guns over handguns.<ul style="list-style-type: none"><li>• Long guns are easier to aim.</li><li>• Long guns have increased effective range.</li><li>• Long guns are more likely to quickly incapacitate a suspect.</li></ul></li></ol> <p><b>EXERCISE:</b> Pose a series of hypothetical situations and ask students to explain why a long gun would provide an advantage to the officer.</p> <ul style="list-style-type: none"><li>• Bank robber who has just shot a teller flees with gun in hand.</li><li>• Officer clearing a building, where there was an intrusion alarm, is confronted by suspect holding a knife. Suspect charges officer from 30 feet away.</li><li>• Same as the previous situation, but subject is 10 feet away.</li></ul> <ol style="list-style-type: none"><li>2. Types of long guns</li></ol> <p>Law enforcement agencies have adopted various kinds of long guns; shotguns and rifles.</p>	<p><b>Hour #1</b></p> <p><b>Optional case study:</b> Miami FBI shoot-out, 1986, Platt and Matix.</p>
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 162- 164	<p><i>SHOTGUNS</i></p> <ul style="list-style-type: none"><li>• Are a traditional and versatile weapon system.</li><li>•</li><li>• Shotguns are capable of firing several different kinds of ammunition:</li><li>•</li><li>• “Shot” cartridges contain multiple spherical projectiles which begin to disperse or “spread” after leaving the barrel.</li><li>•</li><li>• “Slug” cartridges contain one large projectile</li><li>•</li><li>• “Less-lethal” specialty rounds, such as beanbags or rubber buckshot.</li><li>•</li><li>• “Gas” rounds, such as OC or teargas.</li><li>•</li><li>• Law enforcement shotguns are available in two common actions.</li><li>•</li><li>• The most common is the “pump” action shotgun, where the user manually cycles the action between shots by pulling and pushing the fore-end.</li><li>•</li><li>• Semi-automatic shotguns reload themselves using the energy of the fired cartridge to operate the action.</li><li>•</li><li>•</li><li>•</li></ul>	
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 <p>165- 167</p>	<ul style="list-style-type: none"><li>•</li><li>• RIFLES</li><li>• Are shoulder-fired weapons designed to deliver a single spin-stabilized projectile.</li><li>•</li><li>• “Carbine” is a common term that refers to a shortened version of a full-length rifle, or a rifle that fires less-powerful ammunition than other rifles.</li><li>•</li><li>• Rifles are available in four common action types:</li><li>•</li><li>• Semi-automatic and pump action rifles operate similarly to shotgun actions.</li><li>•</li><li>• Lever action and bolt action rifles are also used by some law enforcement agencies. These actions must be manually cycled between shots, either by operating a lever behind the trigger or by manipulating a bolt handle.</li></ul> <p>3. Safeties</p> <ul style="list-style-type: none"><li>• Unlike some common handguns, most shotguns and rifles have a manual safety.</li><li>• When activated by the user, the “safety” renders the trigger inoperative.</li><li>• However, the safety is a mechanical device, subject to failure.</li><li>• Most long gun safeties do not block the firing pin.</li><li>• You must always use the same proper</li></ul>	
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	<p>weapon handling practices with long guns that you use with your pistol, even if the safety is applied:</p> <ul style="list-style-type: none"><li>▪ Assume all guns are loaded.</li><li>▪ Never let the muzzle cross anything you are not willing to destroy.</li><li>▪ Keep your finger off the trigger and outside the trigger guard until you are firing.</li><li>▪ Know your target and what is beyond it.</li></ul> <p><b>SHOTGUNS</b></p> <p>1. Parts of a Shotgun:</p> <ul style="list-style-type: none"><li>• Front site</li><li>• Rear site</li><li>• Buttstock</li><li>• Trigger</li><li>• Sling</li><li>• Bolt</li><li>• Barrel</li><li>• Fore-end</li><li>• Magazine tube</li><li>• Safety</li></ul> <p><i>Almost all shotguns use a fixed tubular magazine that extends forward from the action underneath the barrel. When the action cycles, the magazine spring pushes the cartridge past the “shell stops” onto a “shell lifter” which raises the cartridge in front of the bolt. When the bolt closes, the cartridge is fed into the chamber.</i></p> <p><b>RIFLES</b></p> <p>1. Parts of a Rifle:</p>	
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- Front site
- Rear site
- Buttstock
- Trigger
- Magazine catch
- Bolt
- Barrel
- Fore-end
- Bolt-catch
- Charging handle
- Safety
- Magazine
- Sling
- Flash hider

*Most rifles use a detachable magazine that extends below the action. When the action cycles, the bolt pushes a cartridge out of the magazine in to the chamber.*

## **LESSON 5-2: MALFUNCTIONS AND LIVE FIRE FAMILIARIZATION**

Familiarization with long gun malfunctions and shooting techniques.

<b>Topic 5: Long Guns</b> <b>Lesson 5-2: Malfunctions &amp; Live-Fire Familiarization</b>
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**Performance Objectives**

- 6. Demonstrate familiarity with the operation of long guns.
  - 6.5 Demonstrate the safe handling of long guns.
  - 6.6 Load, reload, and unload a long gun.
  - 6.7 Demonstrate shooting a long gun.
  - 6.8 Identify various types of weapon malfunctions and the causes of these malfunctions
  - 6.9 Demonstrate clearing a malfunction.

**Equipment**

Shotguns or rifles—appropriate number for live-fire  
Dummy rounds  
Live ammunition

**Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Long guns (either shotguns or rifles)  
Practice ammunition  
Dummy rounds  
Realistic threat targets

**Instructional Method**

Range Exercises

**Estimated Length of Class**


Three hours

**Reading Assignment**

Text pp. 79 - 84

Topic 5: Lesson 5-2




<b>Topic 5: Long Guns</b>				
<b>Lesson 5-2: Long Gun Characteristics</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Cycle of Operation	Lecture/ Demonstration	Long gun; dummy rounds	Conceptual review from lesson 1-3.
	Malfunction clearance	Lecture/ Demonstration		
Hours # 2 - 4	Familiarization firing and malfunction clearance	Range Drills		




 <p><b>WARNING</b></p> <p><b>Live ammo hazard.</b></p> <p><b>Ensure weapon is empty:</b></p> <ul style="list-style-type: none"> <li>• Remove magazine</li> <li>• Lock slide to the rear</li> <li>• Physically, visually, and mechanically inspect it</li> </ul> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p> <p><b>Pp. 79-84</b></p>	<p><b>Lecture/Demonstration: The Firing Cycle</b></p> <p><b>Purpose:</b> To illustrate the function of the weapon.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using an empty long gun, bolt locked to the rear, load two or three orange dummy rounds into the magazine (and insert into magazine well, if applicable).</li> <li>2. With the bolt still locked back, show the weapon to students, so that they can see the orange dummy rounds through the ejection port.</li> <li>3. Slowly allow the bolt to go forward, showing the top round being pushed forward into the chamber.</li> <li>4. Simulate firing. Slowly pull bolt to the rear so that students can see the "spent" dummy round extracted and ejected.</li> <li>5. Remove bolt, and show students the extractor hook, the ejector, and the firing pin hole.</li> </ol> <p><b>LECTURE: Loading, Reloading, Unloading and Malfunctions of Shot Guns and Rifles</b></p> <p><b>Purpose:</b> To illustrate how to load, reload, unload and clear malfunctions of the weapon.</p>	<p><b>Hour #1</b></p> <p><b>Note:</b></p> <p>Be careful to explain unfamiliar terms like extractor and ejector. Be sure students understand <i>how</i> these parts work to pull the casing out and tip it out the ejection port.</p> <p>It is important to make sure students (who may be shy about asking questions) understand the function, so they will be comfortable with the weapon and understand why malfunctions occur</p>
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	<p><b>Procedure:</b></p> <p>SHOTGUNS</p> <p>1. Loading, Reloading, and Unloading:</p> <ul style="list-style-type: none"><li>• Different shotgun models have different loading, reloading, and unloading methods.</li><li>• Basic principles shared by all shotguns include:<ul style="list-style-type: none"><li>▪ Shotguns usually contain 4-6 cartridges in the magazine tube. Because of limited ammunition supply, you should perform a tactical reload during any lull in the gunfight (if spare ammunition is available).</li><li>▪ Cartridges must be pressed completely past the “shell stops” when loading the magazine.</li><li>▪ When unloading, remove cartridges from the magazine using the “shell stops” – not by chambering and ejecting each round.</li></ul></li></ul> <p>2. Malfunctions</p> <ul style="list-style-type: none"><li>• If the officer is in a gunfight within effective handgun range, the immediate “fix” of a shotgun malfunction is to transition to the handgun.</li><li>• When you have the opportunity, diagnose the shotgun malfunction by opening the action.</li><li>• Remove any fired cartridges and ensure one unfired cartridge is present on the shell lifter.</li></ul>	<p><b>Note:</b> Transitioning to the handgun is faster than fixing a shotgun malfunction.</p>
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	<ul style="list-style-type: none"> <li>• Close the action and reassess the situation.</li> <li>• Shotgun malfunctions are typically caused by faulty, defective, or underpowered ammunition; a shotgun that is dirty or has a broken part; or failure of the user to properly manipulate the shotgun.</li> </ul> <p>RIFLES</p> <p>1. Loading, Reloading, and Unloading</p> <ul style="list-style-type: none"> <li>• Rifles with detachable magazines have a loading, reloading, and unloading procedure similar to your pistol.</li> <li>• When seating a magazine, ensure it is in place by using a “push-pull” technique.             <ul style="list-style-type: none"> <li>▪ Firmly push the magazine into the magazine well.</li> <li>▪ Then, without pressing the magazine release, pull on the magazine to ensure it is fully seated.</li> <li>▪ If it is seated properly, the magazine will remain in the magazine well.</li> </ul> </li> <li>• To chamber a cartridge, pull the charging handle fully to the rear, and then allow the bolt to shut under spring tension.</li> <li>• To unload a semi-automatic rifle, remove the magazine and then lock open the bolt to visually and physically inspect the chamber.</li> <li>• A cartridge can remain in the chamber even after the magazine has been removed, similar to your pistol.</li> </ul>	<p><b>Note:</b> The push-pull eliminates failure to properly seat a magazine – a common cause of rifle malfunctions.</p> <p><b>Note:</b> The bolt must not be “eased” forward, which can cause a malfunction.</p>
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   <p><b>WARNING</b></p> <p>Live ammo hazard.</p>  	<p>2. Malfunctions</p> <ul style="list-style-type: none"> <li>• If the officer is in a gun fight within effective handgun range, the immediate “fix” of a rifle malfunction is to transition to the handgun.</li> <li>• When you have the opportunity, clear the malfunction.</li> <li>• Semi-automatic rifles use the same “Phase 1” and “Phase 2” malfunction clearance procedures as your pistol.</li> </ul> <p><b>EXERCISE (Live-Fire):</b> Phase I Clear (Rifles)</p> <p><b>Purpose:</b> To give students practice in performing Phase I clears</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students load magazines interspersing ~40% dummy rounds in each one.</li> <li>2. Post realistic threat targets at more than 75 feet away and provide simulated cover at the firing line.</li> <li>3. Starting with the weapon at low ready, at each command to fire students will fire the prescribed number of rounds at the CNS of the target and recover on their own.</li> <li>4. When a student encounters a dummy round, have the student perform a Phase I clear, then finish firing the prescribed rounds.</li> </ol> <p><b>EXERCISE (LIVE-FIRE):</b> Phase II Clear (Rifles)</p> <p><b>Purpose:</b> To give students a chance to practice phase II clears.</p>	<p><b>Note:</b> Transitioning to the handgun is faster than fixing a rifle malfunction.</p>
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 <p><b>WARNING</b></p> <p><b>Live ammo hazard.</b></p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Starting with an empty weapon, have students lock the bolt to the rear.</li> <li>2. Keeping the weapons pointed down range, have students insert a dummy round or empty shell casing in the chamber.</li> <li>3. Have students insert a magazine containing live rounds into the magazine well and release the bolt. It will go slightly forward, simulating a double-feed.</li> <li>4. With students holding weapons at the tactical ready, issue a command to fire.</li> <li>5. At the command to fire, students will attempt to fire, then complete a Phase II clear and fire the prescribed number of rounds, recovering on their own.</li> <li>6. When the line is safe, have students administratively unload the weapon and repeat the set-up. Repeat as desired</li> </ol>	
  <p><b>WARNING</b></p> <p><b>Live ammo hazard.</b></p>	<p><b>EXERCISE (LIVE-FIRE): Malfunction Transitions (rifle and/or shotgun)</b></p> <p><b>Purpose:</b> To give students a chance to practice transitioning to their pistol when they encounter a malfunction.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students load the long gun with 2-3 rounds.</li> <li>2. With students holding the weapon at a tactical ready position, issue the order to fire.</li> <li>3. When students run out of ammunition, they should transition to their handgun without violating any safety rules or losing control of the long gun.</li> </ol>	

# TESTING GUIDELINES

## Testing Guidelines for the Firearms Basic Course

There are three types of testing conducted at the recruit academy. They are:

1. Final Written Tests for each topic. These written tests are taken at the end of each topic taught at the academy. (For example, at the end of the Firearms basic course, a final written test is given to students to test them on that topic.)
2. Practical Skills Summative Assessment. The practical skills summative assessment is a practical skills test given at the end of a tactical course to assess if a student can perform the skills taught in a specific tactical topic. For example, at the end of the Firearms basic course, students are tested on 22 skills in which they must demonstrate competency by performing the skill correctly.
3. Scenario-based Evaluation. At the end of the basic recruit academy, students participate in a final scenario evaluation in which they draw on all of the knowledge they learned throughout the recruit academy to respond to simulated situations they may run into as officers. This final scenario-based evaluation is distinctly separate from the written test and final Firearms Summative Assessment that takes place at the end of the Firearms Basic Course.

To successfully complete the firearms basic course, students must complete all Performance Assessment Tasks (PAT) marked with an asterisk, pass a written examination (post-test) and demonstrate competency in the firearms skills. Participants must achieve a minimum grade of 70% on the written test to successfully pass the firearms basic course. (Academies may implement standards that are higher than 70%.)

### Written Testing Guidelines:

Instructors must include at least one test question per learning objective from the test questions that are available in the Training and Standards Bureau test bank. The test bank is only accessible by the Academy Directors at this point. You must work with your Academy Director to get a copy of the test questions in order to develop a final written test. The test questions are only accessible to Academy Directors at this point to protect the integrity of the tests. Eventually an electronic test bank will be made available to instructors through a new online testing program; however, the Training and Standards Bureau is still working on this project.

## Testing Guidelines

You may add supplementary questions to your final written test; however, you cannot just omit asking at least one test bank question per learning objective because you feel there are no good questions for that learning objective. If you feel there are test questions that are confusing or clearly wrong you should notify the Training and Standards Bureau so that question can be deleted or modified in the test bank.

Each academy has established policies and procedures for administering exams. Instructors must work with Academy Directors to determine what their schools policy and procedures are. However, the Law Enforcement Standards Board established some basic testing guidelines for all academies to follow.

The following re-testing guidelines apply to written tests:

- Students who pass an original test are not allowed to re-test to improve their grade average.
- Students who fail any original test may be granted a second test by the training school. Prior to taking a second test, a student must successfully complete remediation deemed appropriate by the training school.
- A re-test of any student must be accomplished before the final scenario-based evaluation conducted at the end of the recruit academy. Any exception must be approved by the Academy Director and documented in writing. Approved exceptions must also be kept on file.
- A student who passes a re-test shall be assigned a score of 70%, or the minimum passing grade established by the training school. Failure to pass a re-test will result in the student receiving the original test grade.
- Failure of re-test results in the failure of that topic and the student must repeat that topic before they are allowed to pass the recruit academy.
- If the student fails the Firearms Basic Course after taking it a second time, they fail preparatory training.

### **Required Performance Assessment Tasks (PATs):**

In the firearms course, there is only one required PAT. That required task is to perform the Summative Assessment at the end of the basic course. There are other performance assessment tasks created for the firearms course that instructors should conduct, but they are not required to be completed by students and there is no documentation requirement for each student.

The non-required PATs are included in the course materials as a way for you to gauge if students are learning along the way. If the students cannot perform the

## Testing Guidelines

PAT, it may indicate there is a problem with what the students are learning, interpreting or hearing in the classroom. If the students are able to perform the PATs throughout the course it indicates to you that the students are learning the skills properly.

The attached scoring guides (to the PATs) can be used to provide students with feedback on areas they need to improve on. Again, for the non-required PATs this documentation is not necessary to be kept on each student.

### **Formative and Summative Assessments:**

A “Formative Assessment” is used throughout the course to gauge if students are learning the skill and helps the instructor know if more time should be spent on a skill. (The non-required PATs mentioned above). The “Formative Assessment” does **NOT** serve as the required final skills evaluation conducted at the end of the Firearms course.

Separate “Summative Assessments” are conducted at the end of the course using the *Firearms Skills Competencies Evaluation Material Guide* and *Handgun Qualification Standard* (found under the “Firearms Texts” on WILENET) to document the final evaluation. The skills checklist and *Record of Qualification Attempt* forms will document each student’s performance and must be kept on file at the academy for each student.

The final evaluation at the end of the Firearms course is separate and distinct from the “Formative Assessment” and from the final skills scenarios conducted at the end of the recruit academy.

These “Summative Assessments” are the only required PATs for the Firearms Course.

### **Summative Assessment Testing Guidelines:**

The following re-testing guidelines apply to the final Summative Assessment.

At the end of the basic course, you must designate and make it clear to students that you are now going to administer the final practical “summative assessment.” Every student will be tested on each of the 22 Firearms skills using the *Firearms Skill Evaluation Checklist* and *Handgun Qualification Standard* course.

- At the end of the Skill Evaluation Checklist, if any student did not pass any of the skills, they will receive remedial training and then take a retest, which consists of the skill(s) they missed on the original test (minimum standard). If the student still does not pass a skill a second time, they fail the Firearms class.

## Testing Guidelines

- If a student does not pass the Handgun Qualification Standard on the first attempt, they will receive remedial training and then re-shoot the qualification course in its entirety. If the student does not pass on the second attempt, they fail the Firearms class.

Use the Evaluation Materials Checklist and *Record of Qualification Attempt* to document student success or failure on the final summative skills assessment. These documents **must** be maintained on each student at the academy because these are mandatory assessments.

- Students who pass the original Summative Assessment (final skills test) are not allowed a re-test.
- Students who fail the original skills test may be granted a second test by the training school. Prior to taking the second test, a student must successfully complete remediation deemed appropriate by the training school.
- A re-test of any student must be accomplished before the final scenario-based evaluation conducted at the end of the recruit academy. Any exception must be approved by the school director and documented in writing. Approved exceptions must also be kept on file.
- For the Skill Evaluation Checklist, the minimum standard is that the student only re-tests on the skills they did not pass during the original Summative Assessment. For example, if a student passes all but 4 skills in the Firearms Skill Evaluation Checklist, the minimum standard is that they receive remedial training and re-testing on those 4 skills. Academies may impose higher standards, such as re-testing the student on all of the skills, passed or failed, again.
- For the Handgun Qualification Standard, the minimum standard is that the student re-tests the entire Qualification Standard if they did not pass on the first attempt. For example, if a student passes each stage except for the 15 and 25-yard shooting, the student receives remedial training and then re-shoots the entire qualification course.
- A student who passes a re-test will successfully pass the Summative Assessment, but documentation of the original failure and re-test must both be kept on file for the student.
- Failure to pass a re-test will result in the student failing Firearms. The student must repeat and successfully pass the Firearms topic before they can pass the recruit academy.
- If the student fails the Firearms Basic Course after taking it a second time, they fail preparatory training.

## Testing Guidelines

### **Scenario-based Evaluation (done at the end of the recruit academy):**

The following re-testing guidelines apply to students taking part in scenario-based evaluation during the final week of preparatory law enforcement officer training:

- Students must take part in five (5) evaluated non-use of force scenarios. Students must be successful in four (4) out of the five (5) non-use of force scenarios. No re-testing is allowed for non-use of force scenarios.
- Students must take part in two (2) evaluated use of force scenarios. If a student fails one (1) of the two (2) use of force scenarios, they may be given the opportunity to take part in another use of force scenario (which shall be the same type of scenario as the scenario that was performed unsuccessfully). If performance is successful, the student will pass. If not the student will fail the final scenario –based evaluation.

The following re-testing guidelines apply to students who fail the scenario-based evaluation in preparatory law enforcement officer training:

- An individual who fails the scenario-based evaluation shall be given one (1) opportunity to re-test. A re-test of the entire (whole week) scenario-based evaluation may be offered either at the original training school or at a training school other than the original school that provided the evaluation.
- If a student is re-tested at the original school, a Training and Standards Bureau representative shall be present to observe the re-test. (Note: employer-based training schools that choose to terminate the employment of a recruit who fails scenario-based evaluation are not obligated to provide the recruit with a re-test.)
- The original school will provide the student with an explanation of the reason(s) for failure.
- An individual must wait a minimum of two (2) weeks from the conclusion of the failed scenario-based evaluation prior to being allowed to re-test. An individual must complete the re-test within six (6) months of the original failed evaluation, however.
- Prior to commencement of the re-test, the individual shall be required to complete remediation work to include no less than reading assignments relating to the failed area(s).



## Testing Guidelines

- The individual will be subject to the same criteria for passing the re-test of the scenario-based evaluation as is employed for all other students going through the evaluation at the school providing the re-test.
- If the individual fails the re-test, that individual will not be granted any additional re-tests. The individual fails preparatory training.

## **Documentation Requirements for Firearms Basic Course**

When teaching at the recruit level, the following documents must be kept on file at the academy for each recruit:

- Copy of the final Firearms written test results.
- Required Performance Assessment Task results
  - Skills Competency Evaluation checklist
  - Handgun Qualification record

# APPENDICES

## **APPENDIX A: BASIC CASE LAW**

1. TERRY V. OHIO, 392 U.S. 1 (1968)
2. GRAHAM V. CONNOR, 490 U.S. 386 (1989)
3. TENNESSEE V. GARNER, 471 U.S. 1 (1985)

## **TERRY V. OHIO, 392 U.S. 1 (1968)**

**U.S. Supreme Court  
TERRY v. OHIO, 392 U.S. 1 (1968)  
392 U.S. 1  
TERRY v. OHIO.  
CERTIORARI TO THE SUPREME COURT OF OHIO.  
No. 67.  
Argued December 12, 1967.  
Decided June 10, 1968.**

A Cleveland detective (McFadden), on a downtown beat which he had been patrolling for many years, observed two strangers (petitioner and another man, Chilton) on a street corner. He saw them proceed alternately back and forth along an identical route, pausing to stare in the same store window, which they did for a total of about 24 times. Each completion of the route was followed by a conference between the two on a corner, at one of which they were joined by a third man (Katz) who left swiftly. Suspecting the two men of "casing a job, a stick-up," the officer followed them and saw them rejoin the third man a couple of blocks away in front of a store. The officer approached the three, identified himself as a policeman, and asked their names. The men "mumbled something," whereupon McFadden spun petitioner around, patted down his outside clothing, and found in his overcoat pocket, but was unable to remove, a pistol. The officer ordered the three into the store. He removed petitioner's overcoat, took out a revolver, and ordered the three to face the wall with their hands raised. He patted down the outer clothing of Chilton and Katz and seized a revolver from Chilton's outside overcoat pocket. He did not put his hands under the outer garments of Katz (since he discovered nothing in his pat-down which might have been a weapon), or under petitioner's or Chilton's outer garments until he felt the guns. The three were taken to the police station. Petitioner and Chilton were charged with carrying [392 U.S. 1, 2] concealed weapons. The defense moved to suppress the weapons.

Though the trial court rejected the prosecution theory that the guns had been seized during a search incident to a lawful arrest, the court denied the motion to suppress and admitted the weapons into evidence on the ground that the officer had cause to believe that petitioner and Chilton were acting suspiciously, that their interrogation was warranted, and that the officer for his own protection had the right to pat down their outer clothing having reasonable cause to believe that they might be armed. The court distinguished between an investigatory "stop" and an arrest, and between a "frisk" of the outer clothing for weapons and a full-blown search for evidence of crime. Petitioner and Chilton were found guilty, an

## Appendices

intermediate appellate court affirmed, and the State Supreme Court dismissed the appeal on the ground that "no substantial constitutional question" was involved.

### **Held:**

1. The Fourth Amendment right against unreasonable searches and seizures, made applicable to the States by the Fourteenth Amendment, "protects people, not places," and therefore applies as much to the citizen on the streets as well as at home or elsewhere. Pp. 8-9.
2. The issue in this case is not the abstract propriety of the police conduct but the admissibility against petitioner of the evidence uncovered by the search and seizure. P. 12.
3. The exclusionary rule cannot properly be invoked to exclude the products of legitimate and restrained police investigative techniques; and this Court's approval of such techniques should not discourage remedies other than the exclusionary rule to curtail police abuses for which that is not an effective sanction. Pp. 13-15.
4. The Fourth Amendment applies to "stop and frisk" procedures such as those followed here. Pp. 16-20.
  - (a) Whenever a police officer accosts an individual and restrains his freedom to walk away, he has "seized" that person within the meaning of the Fourth Amendment. P. 16.
  - (b) A careful exploration of the outer surfaces of a person's clothing in an attempt to find weapons is a "search" under that Amendment. P. 16.
5. Where a reasonably prudent officer is warranted in the circumstances of a given case in believing that his safety or that of others is endangered, he may make a reasonable search for weapons of the person believed by him to be armed and dangerous [392 U.S. 1, 3] regardless of whether he has probable cause to arrest that individual for crime or the absolute certainty that the individual is armed. Pp. 20-27.
  - (a) Though the police must whenever practicable secure a warrant to make a search and seizure, that procedure cannot be followed where swift action based upon on-the-spot observations of the officer on the beat is required. P. 20.
  - (b) The reasonableness of any particular search and seizure must be assessed in light of the particular circumstances against the standard of whether a man of reasonable caution is warranted in believing that the action taken was appropriate. Pp. 21-22.
  - (c) The officer here was performing a legitimate function of investigating suspicious conduct when he decided to approach petitioner and his companions. P. 22.
  - (d) An officer justified in believing that an individual whose suspicious behavior he is investigating at close range is armed may, to neutralize the threat of physical harm, take necessary measures to determine whether that person is carrying a weapon. P. 24.

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(e) A search for weapons in the absence of probable cause to arrest must be strictly circumscribed by the exigencies of the situation. Pp. 25-26.

(f) An officer may make an intrusion short of arrest where he has reasonable apprehension of danger before being possessed of information justifying arrest. Pp. 26-27.

6. The officer's protective seizure of petitioner and his companions and the limited search which he made were reasonable, both at their inception and as conducted. Pp. 27-30.

(a) The actions of petitioner and his companions were consistent with the officer's hypothesis that they were contemplating a daylight robbery and were armed. P. 28.

(b) The officer's search was confined to what was minimally necessary to determine whether the men were armed, and the intrusion, which was made for the sole purpose of protecting himself and others nearby, was confined to ascertaining the presence of weapons. Pp. 29-30.

7. The revolver seized from petitioner was properly admitted into evidence against him, since the search which led to its seizure was reasonable under the Fourth Amendment. Pp. 30-31.

Affirmed. [392 U.S. 1, 4]

**GRAHAM V. CONNOR 490 U.S. 386 (1989)**

**U.S. Supreme Court  
GRAHAM v. CONNOR, 490 U.S. 386 (1989)  
490 U.S. 386  
GRAHAM v. CONNOR ET AL.  
CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE  
FOURTH CIRCUIT**

**No. 87-6571.**

**Argued February 21, 1989  
Decided May 15, 1989**

Petitioner Graham, a diabetic, asked his friend, Berry, to drive him to a convenience store to purchase orange juice to counteract the onset of an insulin reaction. Upon entering the store and seeing the number of people ahead of him, Graham hurried out and asked Berry to drive him to a friend's house instead. Respondent Connor, a city police officer, became suspicious after seeing Graham hastily enter and leave the store, followed Berry's car, and made an investigative stop, ordering the pair to wait while he found out what had happened in the store. Respondent backup police officers arrived on the scene, handcuffed Graham, and ignored or rebuffed attempts to explain and treat Graham's condition. During the encounter, Graham sustained multiple injuries. He was released when Connor learned that nothing had happened in the store. Graham filed suit in the District Court under 42 U.S.C. 1983 against respondents, alleging that they had used excessive force in making the stop, in violation of "rights secured to him under the Fourteenth Amendment to the United States Constitution and 42 U.S.C. 1983." The District Court granted respondents' motion for a directed verdict at the close of Graham's evidence, applying a four-factor test for determining when excessive use of force gives rise to a 1983 cause of action, which inquires, inter alia, whether the force was applied in a good-faith effort to maintain and restore discipline or maliciously and sadistically for the very purpose of causing harm. *Johnson v. Glick*, 481 F.2d 1028. The Court of Appeals affirmed, endorsing this test as generally applicable to all claims of constitutionally excessive force brought against government officials, rejecting Graham's argument that it was error to require him to prove that the allegedly excessive force was applied maliciously and sadistically to cause harm, and holding that a reasonable jury applying the *Johnson v. Glick* test to his evidence could not find that the force applied was constitutionally excessive.

**Held:**

All claims that law enforcement officials have used excessive force - deadly or not - in the course of an arrest, investigatory stop, or other "seizure" of a free citizen are properly analyzed under the Fourth Amendment's "objective reasonableness" standard, rather than under a substantive due process standard. Pp. 392-399. [490 U.S. 386, 387]

(a) The notion that all excessive force claims brought under 1983 are governed by a single generic standard is rejected. Instead, courts must identify the specific constitutional right allegedly infringed by the challenged application of force and then judge the claim by reference to the specific constitutional standard which governs that right. Pp. 393-394.

(b) Claims that law enforcement officials have used excessive force in the course of an arrest, investigatory stop, or other "seizure" of a free citizen are most properly characterized as invoking the protections of the Fourth Amendment, which guarantees citizens the right "to be secure in their persons . . . against unreasonable seizures," and must be judged by reference to the Fourth Amendment's "reasonableness" standard. Pp. 394-395.

(c) The Fourth Amendment "reasonableness" inquiry is whether the officers' actions are "objectively reasonable" in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation. The "reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation. Pp. 396-397.

(d) The Johnson v. Glick test applied by the courts below is incompatible with a proper Fourth Amendment analysis. The suggestion that the test's "malicious and sadistic" inquiry is merely another way of describing conduct that is objectively unreasonable under the circumstances is rejected. Also rejected is the conclusion that because individual officers' subjective motivations are of central importance in deciding whether force used against a convicted prisoner violates the Eighth Amendment, it cannot be reversible error to inquire into them in deciding whether force used against a suspect or arrestee violates the Fourth Amendment. The Eighth Amendment terms "cruel" and "punishments" clearly suggest some inquiry into subjective state of mind, whereas the Fourth Amendment term "unreasonable" does not. Moreover, the less protective Eighth Amendment standard applies only after the State has complied with the constitutional guarantees traditionally associated with criminal prosecutions. Pp. 397-399.

827 F.2d 945, vacated and remanded.



**TENNESSEE V. GARNER, 471 U.S. 1 (1985)**

**U.S. Supreme Court**

**TENNESSEE v. GARNER, 471 U.S. 1 (1985)**

**471 U.S. 1**

**TENNESSEE v. GARNER ET AL.**

**APPEAL FROM THE UNITED STATES COURT OF APPEALS FOR THE  
SIXTH CIRCUIT**

**No. 83-1035.**

**Argued October 30, 1984**

**Decided March 27, 1985\***

A Tennessee statute provides that if, after a police officer has given notice of an intent to arrest a criminal suspect, the suspect flees or forcibly resists, "the officer may use all the necessary means to effect the arrest." Acting under the authority of this statute, a Memphis police officer shot and killed appellee-respondent Garner's son as, after being told to halt, the son fled over a fence at night in the backyard of a house he was suspected of burglarizing. The officer used deadly force despite being "reasonably sure" the suspect was unarmed and thinking that he was 17 or 18 years old and of slight build. The father subsequently brought an action in Federal District Court, seeking damages under 42 U.S.C. 1983 for asserted violations of his son's constitutional rights. The District Court held that the statute and the officer's actions were constitutional. The Court of Appeals reversed.

***Held:***

The Tennessee statute is unconstitutional insofar as it authorizes the use of deadly force against, as in this case, an apparently unarmed, nondangerous fleeing suspect; such force may not be used unless necessary to prevent the escape and the officer has probable cause to believe that the suspect poses a significant threat of death or serious physical injury to the officer or others. Pp. 7-22. [471 U.S. 1, 2]

(a) Apprehension by the use of deadly force is a seizure subject to the Fourth Amendment's reasonableness requirement. To determine whether such a seizure is reasonable, the extent of the intrusion on the suspect's rights under that Amendment must be balanced against the governmental interests in effective law enforcement. This balancing process demonstrates that, notwithstanding probable cause to seize a suspect, an officer may not always do so by killing him. The use of deadly force to prevent the escape of all

## Appendices

felony suspects, whatever the circumstances, is constitutionally unreasonable. Pp. 7-12.

(b) The Fourth Amendment, for purposes of this case, should not be construed in light of the common-law rule allowing the use of whatever force is necessary to effect the arrest of a fleeing felon. Changes in the legal and technological context mean that that rule is distorted almost beyond recognition when literally applied. Whereas felonies were formerly capital crimes, few are now, or can be, and many crimes classified as misdemeanors, or nonexistent, at common law are now felonies. Also, the common-law rule developed at a time when weapons were rudimentary. And, in light of the varied rules adopted in the States indicating a long-term movement away from the common-law rule, particularly in the police departments themselves, that rule is a dubious indicium of the constitutionality of the Tennessee statute. There is no indication that holding a police practice such as that authorized by the statute unreasonable will severely hamper effective law enforcement. Pp. 12-20.

(c) While burglary is a serious crime, the officer in this case could not reasonably have believed that the suspect - young, slight, and unarmed - posed any threat. Nor does the fact that an unarmed suspect has broken into a dwelling at night automatically mean he is dangerous. Pp. 20-22.

710 F.2d 240, affirmed and remanded.

## **SAMPLE SAFETY BRIEFING and MEDICAL-MISHAP PLAN: Non-Use of Force Scenario/Exercise**

### **Safety Equipment Check:**

1. All lethal equipment (guns, knives, batons, live ammunition, O.C.) will be removed from the training area.
2. All personnel will wear proper protective clothing. This includes all personnel identified as staff, students, role-players, VIPs and support personnel. As a minimum, the clothing will include:
  - a. Duty uniform, camouflage fatigues or nomex flight-suit with boots. Appropriate optional clothing for role-players must fully cover the arms, legs and hands.
  - b. In exercises/scenarios using marking cartridges, face/eye, throat and groin protection is mandatory and shall be worn at all times by personnel directly involved in or near the training activity. ALWAYS check your mask prior to use. Be sure the lens is locked firmly into place and that the mask is free of cracks. Make sure the mask is in good safe condition. When in doubt, replace it.
  - c. The groin area shall be protected by the use of an athletic cup. The use of a hard athletic cup is required!
3. Does everyone have the appropriate personal safety equipment?

### **General safety rules:**

The general safety rules will be strictly adhered to and I will enforce them. General safety rules are always in effect during the training. They are:

- a. All participants must display safety awareness and good judgment at all times.
- b. I (TSO) am the only person who can grant permission for the training cycle to begin. When I am satisfied with the training area security, that everyone is wearing the proper clothing and protective equipment, and I am satisfied with the safety of the intended training activity, I will start the training cycle by announcing that the range is "HOT."
- c. At no time shall any attending personnel remove any of his/her safety equipment until the training area has been called "COLD" by me.

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- d. Before the range can be called "COLD", all personnel and all weapons will be cleared and deemed safe with a buddy-check.
- e. If you hear "STOP SCENARIO" or the sound of a whistle or air horn, you will immediately stop training.
- f. If anyone sees anything at any time that they think is unsafe, they may stop training by shouting "STOP SCENRARIO, STOP SCENARIO!" All participants will pass along the word, until all training has been stopped.
- g. No physical contact will be initiated that is considered Use of Physical Force unless authorized by the OIC, and the participants are properly equipped with approved blunt trauma protective equipment.
- h. I, as the TSO, have the final authority to adjust anything necessary to ensure the safety of all participants.
- i. No horseplay will be tolerated.
- j. Report all injuries to the instructor staff.
- k. No knives or sharp objects are permitted in the training area. Remove all non-essential items from your pockets. These items slow down the personnel safety inspection.
- l. If you leave the training area after inspection, you must be re-inspected before returning to the area.

### **Mishap Procedures:**

1. In the event of a personnel injury, the nearest person to the victim will shout "STOP SCENARIO, STOP SCENARIO," until all training has been stopped. Remember; keep your masks on until a range is called "COLD."
2. Once all personnel are accounted for and all weapons have been determined to be clear and safe, I, the TSO, will call the range "COLD."
3. At this time, if not directed by a staff member elsewhere, all students will return to the classroom and stand by for further instructions.

Are there any questions?

## Triple Check Safety Procedures Revised August 29, 2002

### TRAINING AREA

The instructor and designated persons must secure the training area and check it for unauthorized personnel, unauthorized weapons, firearms, live ammo and safety problems or areas. Once the training area has been checked the instructor must cordon off, mark and post signs to alert anyone of the training area and access control must be established.

The designated training area is: \_\_\_\_\_

**No live ammunition will be loaded, carried or permitted in the designated training area during the simulation training exercises.**

Everyone entering the designated training area must be triple checked for unauthorized firearms, weapons and live ammunition.

### TRIPLE CHECK

The triple check procedure is as follows:

1. **Everyone** (instructors, participants, students, role players, observers, and visitors) checks themselves for any firearms, live ammo, and unauthorized weapons that include edged, impact, chemical, pyrotechnic, and electronic weapons. They must visually and physically inspect any and all firearms magazines that they will bring into the training area for live ammunition. Only properly marked magazines will be authorized for magazine disconnect guns or loaded with marking cartridges or blanks. Extra magazines are not authorized.
2. **A designated partner or team leader** will visually and physically inspect all firearms and magazines for live ammunition. They will then ask the person being checked: **Do you have any other firearms, weapons or live ammo on your person or within your immediate control?** The person being checked must answer the questions. The person checking must visually and physically check for any forgotten unauthorized items. This check includes all outer garments, including tactical vests and load bearing vest, pockets, duty belt, and ankles for ankle holsters. When they are confident that the person being checked does not have any unauthorized firearms, weapons, or live ammunition the person being checked may proceed to be checked by the instructor.

## Appendices

3. **The instructor** must have the above listed procedure performed on him/her by two designated personnel and then repeat the above procedure on everyone. The instructor is authorized to carry a multi-purpose tool for emergencies, but it must be in a pocket, sheath or case.

Once the instructor feels confident that everyone has been triple checked and does not have any unauthorized firearms, weapons, magazines, or live ammunition, the instructor may start the exercises.

### **STOP ACTION PROCEDURES**

Everyone agrees that we are responsible for each other safety. We agree to watch for any safety violation or problem, stop the training exercises immediately by yelling "STOP SCENARIO" and notify an instructor.

Everyone must stop all action upon hearing anyone say "STOP SCENARIO."

No one may leave the designated area with out the instructor's approval. Anyone who leaves the training area is subject to the triple check procedure prior to returning. No one may enter any unauthorized area or participate outside the designated training area.

Anyone may stop participating in an exercise by yelling "OUT OF ROLE." Once a participant has been declared or declared he/she "OUT OF ROLE," all activity dealing with that participant must STOP immediately.

Remember to work at your own pace, don't over-exert yourself. Report any and all injuries to an instructor immediately. Do not suffer in silence.

### **FIREARMS & WEAPONS**

You may only use blanks, marking cartridges, inert agents and distraction devices that have been issued to you by the instructor. Upon receiving them you must inspect them to ensure they are intact. Any time you use the above equipment the following protective equipment is mandatory.

**All firearms will be marked as follows:**

**Working firearms** will be marked by having the front of the barrel taped yellow or an Ammo-Safe safety device installed.

**Firearms capable of firing marking cartridges** will have the proper insert installed and be marked blue. Marking cartridge magazines will be loaded by the instructor in the presence of a designated person and marked with blue tape.

**Simulated firearms** are designated as non-functional, can not accept any ammo, and be marked red.

## Appendices

**Simulated weapons** are designated as non-functional weapon designed not to cause injury. All simulated firearms and weapons must be declared during the triple check. Simulated weapons will be marked red.

**Firearms that will be used to fire blanks** will only be loaded with blanks issued by instructors but may be loaded by a designated participant and the participant will confirm that it's a blank before loading it into the firearm. Firearms and magazines loaded with blank cartridges will be marked with green tape.

### **SAFETY EQUIPMENT**

All persons must wear protective equipment designated by the instructor. This protective equipment must remain on until ordered to remove it by an instructor. Mouth guards are available and highly recommended for simulation training.

The students will use the following equipment:

Blanks	Ear and Eye Protection
Marking Cartridges	Authorized Face, Throat and Groin Protection with Body Armor
Inert Agents	Eye Protection
Distraction Devices	Ear and Eye Protection

The role players will use the following equipment:

Blanks	Ear and Eye Protection
Marking Cartridges	Authorized Face, Throat and Groin Protection with Body Armor
Inert Agents	Eye Protection
Distraction Devices	Ear and Eye Protection

Instructors will wear authorized Head, Throat, and Groin Protection with designated instructor vest during marking cartridge simulations.

**Realistic training is important, however SAFETY COMES FIRST!**

# WARNING

NO ONE IS ALLOWED TO ENTER THIS TRAINING AREA WITHOUT FOLLOWING THESE PROCEDURES. FAILURE TO COMPLY MAY RESULT IN SERIOUS INJURY, DISABILITY AND DEATH.

## TRIPLE CHECK RULE

**Before entering the training site:**

1. Check yourself physically for unauthorized firearms, other weapons, and “live” ammo. \*
2. Be checked by your partner for unauthorized firearms, other weapons, and “live” ammo.
3. Be checked by the assigned Safety Officer for unauthorized firearms, other weapons, and “live” ammo.

- **All firearms that remain in the training area** will be visually and physically inspected to ensure that they are unloaded and that no “live” ammo remains in the training area.
- **All persons who leave and return** to the training area are subject to the same mandatory checks and must repeat the entire 3-step process each time.
- **All persons in attendance** agree to watch for safety violations and will immediately call out the designated “Stop Scenario!” signal and notify a Safety Officer or instructor immediately of any such violation.

**ALL TRAINING WILL IMMEDIATELY CEASE IF AN UNAUTHORIZED FIREARM, OTHER WEAPON, OR “LIVE” AMMO IS BROUGHT INTO, OR FOUND IN, THE TRAINING SITE.**

\* Live ammo is defined as any conventional ammunition or rounds other than training munitions specifically authorized for use by the instructor. Revised August 29, 2002.