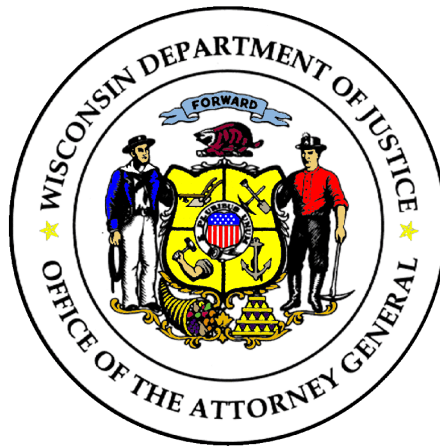


# ***Firearms***

## **Handgun and Rifle Instructor Manual**



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

**June 2016**

The Law Enforcement Standards Board approved this textbook on June 7, 2016.

**Training Academy effective date is January 1, 2018.**

All law enforcement basic preparatory training courses that begin on or after January 1<sup>st</sup>, 2018, must incorporate this updated textbook and any related updates to the curriculum. Academies beginning before that date may elect to use these updated materials.

History of minor revisions:

- 

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# 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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# COMPETENCIES AND LEARNING OBJECTIVES

## PHASE ONE - FUNDAMENTALS OF FIREARMS (16 HRS)

1. **Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  - 1.2 Comply with general range safety rules.
  - 1.3 Store firearms in a safe manner when not on duty.
  
2. **Maintain the handgun and its associated equipment.**
  - 2.1 Identify and describe the role that ballistics play in the performance of the duty handgun.
  - 2.2 Identify nomenclature and functions of semi-automatic pistols and handgun ammunition.
  - 2.3 Field-strip, clean, lubricate, and function check the handgun.
  - 2.4 Maintain duty belt, holster and magazine pouches.
  
3. **Fire the handgun proficiently.**
  - 3.1 Employ the correct techniques for drawing the handgun and for recovering the handgun to the holster.
  - 3.2 Identify and perform the “ready” positions that an officer may employ with a drawn handgun and the uses for these positions.
  - 3.3 Load, reload, and unload the handgun.
  - 3.4 Demonstrate proficiency in basic shooting fundamentals.
  - 3.5 Identify various types of handgun malfunctions and the causes of these malfunctions.
  - 3.6 Demonstrate clearing malfunctions.

## PHASE TWO - FIREARMS AND DEADLY FORCE DECISION-MAKING (52 HRS) (16 RIFLE, 2 DM)

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 Disturbance Resolution Model.
  - 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.

## Competencies and Learning Objectives

- 2. Fire the handgun accurately in a variety of conditions and environments.**
  - 2.1 Identify cover and how to use cover.
  - 2.2 Analyze the various shooting positions and the advantages and disadvantages of each position.
  - 2.3 Identify the issues involved when multiple adversaries are to be engaged.
  - 2.4 Identify the issues involved when close combat shooting occurs.
  - 2.5 Identify the issues involved when using unsupported shooting techniques.
  - 2.6 Identify the issues involved when shooting in low light levels.
  - 2.7 Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.
  
- 3. Take appropriate actions after combat shooting.**
  - 3.1 Assess threat to determine if it has been neutralized.
  - 3.2 Complete post-shooting legal procedures.
  - 3.3 Prepare to testify in court related to a shooting incident.
  - 3.4 Prepare a written report or verbal narration on an officer-involved shooting scenario.
  
- 4. Identify the various types of firearms (both handguns and long guns) and their design and functional differences.**
  - 4.1 Identify various types of firearms and the major functional parts of these firearms.
  - 4.2 Unload and secure a firearm other than one's own.
  
- 5. Examine the role and characteristics of law enforcement patrol rifles.**
  - 5.1 Identify and describe the role that ballistics play in the performance of the rifle.
  - 5.2 Identify nomenclature and functions of patrol rifles.
  - 5.3 Field-strip, clean, lubricate, reassemble and function check the rifle.
  - 5.4 Describe the advantages, limitations, and nomenclature of patrol rifles.
  
- 6. Fire the rifle accurately in a variety of conditions and environments.**
  - 6.1 Load, deploy, carry, reload, and unload rifles in a safe manner.
  - 6.2 Identify and perform the carry and ready positions that an officer may employ with a rifle and the uses for these positions.
  - 6.3 Analyze various shooting positions and the advantages and disadvantages of each position.
  - 6.4 Identify various types of rifle malfunctions and clear those malfunctions.
  - 6.5 Identify rifle-specific issues involved in multiple adversary, close combat, and low light engagements.

## Competencies and Learning Objectives

- 6.6 Demonstrate proficiency in rifle shooting fundamentals in a variety of tactical situations.



## **COURSE OVERVIEW**

The overall purpose of this 68-hour course is to train recruit candidates in firearm skills.

In phase one, students will learn the basic firearm safety rules and learn how to safely handle, operate, and maintain a handgun.

In phase two, students will expand upon their previous firearms training. Students will review and practice firearms safety and care, basic shooting fundamentals, and clearing malfunctions. Students will learn the legal basis and limitations on the use of deadly force, make deadly force decisions, engage in movement and changing positions, and practice in live-fire exercises. Students must qualify with a semi-automatic pistol using the state qualification course. Students will learn how to identify, unload, and secure non-duty firearms. Finally, students will also learn how to safely handle, use, and care for a rifle, including basic shooting fundamentals, clearing malfunctions, positions, and movement practiced with a rifle in live-fire exercises. Students must qualify with a rifle using the state qualification course.

## **COURSE DELIVERY**

This course is taught in Phases One and Two of the recruit academy.

Students should read the textbook prior to arrival at the course. This will expose them to the topics that will be discussed and prepare them to ask questions to clarify topics they did not fully understand. Instructors may develop and administer a basic quiz to confirm students have pre-read the material.

**COURSE SCHEDULE – PHASE ONE (FUNDAMENTALS OF FIREARMS)**

Hours	Lesson Plan	Topic(s)	Notes
1	Lesson 1-1	Ballistics and safety	Up to 1 hour (lecture)
2	Lesson 1-2	Pistol function	Up to 1 hour (lecture/demo)
3	Lesson 1-3	Pistol maintenance	Up to 1 hour (lecture/classroom)
4	Lesson 2-1	Five fundamentals	
5			
6			
7	Lesson 2-2	The draw stroke and ready positions	
8			
9	Lesson 2-3	Loading and Unloading	
10			
11	Lesson 2-4	Clearing malfunctions	
12			
13		Guided Practice	
14			
15			
16			

*This schedule may be adapted at the discretion of the course instructor.  
Mandatory PATs are non-discretionary.*

**COURSE SCHEDULE – PHASE TWO (FIREARMS AND DEADLY FORCE DECISION MAKING)**

Hours	Lesson Plan	Topic(s)	Notes
1	Lesson 3-1	Deadly force decisions	Classroom
2			
3	Lesson 4-1	Using cover	
4			
5	Lesson 4-2	Shooting positions	
6			
7	Lesson 4-3	Shooting while moving	
8			
9	Lesson 5-1	Multiple adversaries and close combat	
10			
11	Lesson 5-2	Shooting unsupported and while seated	
12			
13	Lesson 5-3	Shooting in low light or darkness	
14			
15	Lesson 5-4	Actions after combat shooting	
16			
17		Guided practice	
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			

## Course Overview

28			
29			
30			
31	Lesson 5-5	Reporting deadly force	Lecture & exercise
32			
33		Handgun Qualification – Mandatory PAT	
34			
35	Lesson 6-1	Long Gun Characteristics	Lecture
36	Lesson 6-2	Rifle Nomenclature and Maintenance	Classroom
37	Lesson 6-3	Rifle Shooting Fundamentals	Range
38			
39	Lesson 6-4	Shooting Positions	Range
40			
41			
42			
43	Lesson 6-5	Rifle Malfunctions	Range
44			
45	Lesson 6-6	Low Light, Close Quarters, and Multiple Adversaries	Range
46			
47			
48			
49	Lesson 6-7	Rifle Qualification – Mandatory PAT	Range
50		Rifle Clean-Up	
51	Lesson 7-1	Other Firearms – Handguns	
52	Lesson 7-2	Other Firearms – Long Guns	

*The Firearms Recruit Course totals 68 hours: 2 hours of Deadly Force Decision Making; 48 hours of Handgun; 16 hours of Rifle; and 2 hours of unloading other weapons. The actual schedule may be adapted at the discretion of the course instructor. Mandatory PATs are non-discretionary.*

# INSTRUCTOR OVERVIEW

## INTRODUCTION

In phase one, students will learn the basic firearm safety rules and learn how to safely handle, operate, and maintain a handgun.

In phase two, students will expand upon their previous firearms training. Students will review and practice firearms safety and care, basic shooting fundamentals, and clearing malfunctions. Students will learn the legal basis and limitations on the use of deadly force, make deadly force decisions, engage in movement and changing positions, and practice in live-fire exercises. Students must qualify with a semi-automatic pistol using the state qualification course. Students will learn how to identify, unload, and secure non-duty firearms. Finally, students will also learn how to safely handle, use, and care for a rifle, including basic shooting fundamentals, clearing malfunctions, positions, and movement practiced with a rifle in live-fire exercises. Students must qualify with a rifle using the state qualification course.

## ADMINISTRATIVE GUIDELINES

An LESB-certified Handgun instructor must be present in the classroom at all times to ensure proper delivery of the course materials. For the 16 hours of Rifle training, an LESB-certified Handgun and Rifle instructor must be present. Any assistant instructors shall be familiar with the core abilities, competencies, learning objectives and performance assessment standards; have at least one year of full-time, or at least 2,000 hours, experience as a criminal justice practitioner; and be determined by the school director to be sufficiently qualified to contribute to the class.

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

Carefully review the portion of the curriculum that you are going to teach. Check WILENET before every course you teach to ensure you are using the latest materials. Completely review competencies, learning objectives, and performance standards before you proceed to see what is required of you and your learners.

You must cover all competencies, learning objectives, and performance standards during the course. The curriculum contains performance assessment tasks and additional supporting materials. If you supplement the LESB curriculum, ensure your lesson plan reflects the additional materials and resources.

### **Lesson Plan Requirements:**

At a minimum, you must create a block plan for the course and provide it to your Academy Director prior to the first day of training. A block plan is a template that provides an overview of the course across all lessons day by day. The block plan shall include the course learning objectives as well as some or all of the following that pertain to the course:

- Safety information
- Equipment needs
- Method of instruction
- Skills to be reviewed and new skills to be taught
- Learning activities
- Performance assessment tasks
- Handouts
- Books/student texts
- Videos
- PowerPoint presentations

### **Syllabus Requirements:**

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 describes other general class information. Some of the information you, the instructor, should complete:

- You must list the LESB competencies and learning objectives for the course.
- 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 syllabus to your students at the beginning of the course.
- Provide a final version to your school director upon completion of the section.

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

The minimum instructor-student ratio for Handgun and Rifle 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.

### **Instructional Materials:**

PowerPoint presentations are 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.

**Assessment and Evaluation / Completion Requirements:**

To complete this course of instruction, students must successfully complete mandatory Performance Assessment Tasks (PAT) (marked with an asterisk). Academies must maintain a record of each student's performance on PATs, written tests, and the Skills Competency Checklist. Instructors should check with the school/academy director to determine how students' performance results should be documented.

The following re-testing guidelines apply to the mandatory performance assessment task:

- a. Students who pass a PAT are not allowed a re-test to improve their performance score.
- b. Students who fail a PAT may be granted a second test by the academy. Prior to taking the second test, a student must successfully complete remediation deemed appropriate by the academy.
- c. A re-test of any student must be accomplished before the end-of-phase test conducted at the end of that phase.
- d. A student who passes a skills re-test successfully passes the summative assessment. However, documentation of both the original test scores and the re-test scores must be kept on file for the student.
- e. Failure to pass a re-test will result in the failure of preliminary training and the student must repeat the entire academy.

You may develop quizzes, tests, exercises, or activities to gauge student learning throughout the course. However, the Skills Competency Checklist is a “final exam,” and is *not* completed as each student finishes that skill development training period.

Students must also pass end-of-phase written tests that include questions from this course, and must pass final scenario evaluations. Academies may implement higher standards within their rules and procedures.

**Attendance and Make-up:**

Students in preparatory law enforcement officer training are expected to attend all classes. School Directors are authorized to identify “excused” and “unexcused” absences. Excused absences must be made up prior to the end of the phase during which the absence occurred in the law enforcement academy.

Excused 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. All excused training will be made up and properly documented in the student’s folder with the time, topic and instructor’s name.

## 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 Learning 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.



## HOW THE SYSTEM IS TAUGHT

### Individual Techniques

Firearms involve psychomotor skills—in other words, skills that involve the mind and the body. The best training also involves both mind and body.

**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).**

The proper sequence for training Firearm techniques is

1. Demonstration—visual, *i.e.* seeing
2. Explanation—audio, *i.e.* hearing
3. Repetition—tactile, *i.e.* doing
  - By the numbers
  - Slow for form
  - Increased speed

### Simulations

Once students have learned the basic techniques, only then can the techniques be applied in *simulations*: dynamic, realistic exercises that allow students to practice and be evaluated on their tactics and decision-making abilities. Although these exercises are dynamic and realistic, they are designed to be as safe as possible, and are undertaken under controlled circumstances.

### Intensity / Complexity Levels

Simulations can be designed for various levels of intensity:

- Low level
- Middle level
- High level

Different levels should be achieved through a building-block approach, using “Seven Levels of Simulation Training”:<sup>1</sup>

1. Shadow Training—to develop the concept
2. Prop Training—to develop the concept
3. Partner Training—to develop the concept
4. Dynamic Movement Training—to show the variations
5. Relative Positioning Training—show the variations
6. Environmental Factors Training—show the variations
7. High Level Simulations—to test decision making

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<sup>1</sup> A concept originally developed by Richard Rosenkranz and Gary T. Klugiewicz with Larry Nadeau providing additional clarification of the purpose of each level of simulation.

## Instructor Overview

For training to be effective, participants must contribute as well, by

- Understanding
- Participating
- Evaluating

Training in an adult learning environment means everyone has a role in creating and improving training.

## **INSTRUCTOR NOTE: SAFE FIREARMS TRAINING**

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 an inert 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.

**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).**

# PHASE ONE

## TOPIC 1: INTRODUCTION TO HANDGUNS

### LESSON 1-1: 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 to Handguns</b> <b>Lesson 1-1: Ballistics and Safety</b>
--

#### Performance Objectives

1. **Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  - 1.2 Comply with general range safety rules.
  - 1.3 Store firearms in a safe manner when not on duty.
  
2. **Maintain the handgun and its associated equipment.**
  - 2.1 Identify and describe the role that ballistics play in the performance of the duty handgun.

#### Equipment

PowerPoint projector, screen

#### Materials

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

PowerPoint: Slides 1-16

#### Instructional Method

Lecture, discussion

#### Estimated Length of Class




Up to 1 hour


#### Reading Assignment


pp. 4-11

Lesson 1-1: Ballistics and Safety

<b>Topic 1: Introduction to Handguns</b> <b>Lesson 1-1: Ballistics and Safety</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Ballistics	Lecture	PowerPoint (slides 1-16)	
	Safety: Four Fundamental Rules	Lecture		
	Psychomotor Skill Development	Lecture		

<p><b>pp. 4-11</b>  <b>1-2</b></p> <p><b>pp. 5-6</b>  <b>3</b></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>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>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> <li>Range safety: go over the range safety rules in the book, and any specific rules that pertain to the range you will be using.</li> </ol>	<p>Tell students they will be expected to know these verbatim, and will (frequently) be tested on them.</p>
<p><b>pp. 6-7</b>  <b>4</b></p>	<ol style="list-style-type: none"> <li>Safe storage of weapons <ul style="list-style-type: none"> <li>Emphasize the responsibility involved with owning a weapon.</li> <li>Discuss <a href="#">§948.55 Wis. Stats.</a> (prohibits keeping a weapon within reach or access of a child)</li> </ul> </li> </ol>	

<p>pp. 7-10</p>  <p>5-16</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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<p>pp. 10-11</p> <p> 17</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>
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## **LESSON 1-2: 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.

<p><b>Topic 1: Introduction to Handguns</b> <b>Lesson 1-2: Pistol Function</b></p>
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### **Performance Objectives**

- 1. Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  
- 2. Maintain the handgun and its associated equipment.**
  - 2.2 Identify nomenclature and functions of semi-automatic pistols and handgun ammunition.

### **Equipment**

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

### **Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
PowerPoint: slides 17-21

### **Instructional Method**

Lecture, demonstration

### **Estimated Length of Class**

Up to 1 hour




### **Reading Assignment**

pp. 13-17



Lesson 1-2: Pistol Function

<b>Topic 1: Introduction to Handguns</b>				
<b>Lesson 1-2: Pistol Function</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Why Guns Fire	Lecture	PowerPoint slides 17-21	
	The Firing Cycle	Lecture, demonstration		

<p>pp. 13-17</p> <p> 17</p> <p> 18-21</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> <li>• <b>Lock the slide to the rear</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 dummy rounds into a magazine and insert into the magazine well.</li> <li>2. With the slide still locked back, show the weapon to students, so that they</li> </ol>	<p><b>Note:</b> 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</p>

Lesson 1-2: Pistol Function

<ul style="list-style-type: none"><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>can see the orange dummy rounds through the ejection port.</p> <ol style="list-style-type: none"><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>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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## **LESSON 1-3: 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.

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

- 1. Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  
- 2. Maintain the handgun and its associated equipment.**
  - 2.2 Identify nomenclature and functions of semi-automatic pistols and handgun ammunition.
  - 2.3 Field-strip, clean, lubricate, and function check the handgun.
  - 2.4 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. 17-21

Lesson 1-3: Pistol Maintenance

<b>Topic 1: Introduction and Legal Context</b>				
<b>Lesson 1-3: Pistol Maintenance</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Field Stripping the Weapon	Demonstration, exercise		
	Cleaning the weapon	Demonstration, exercise		



**WARNING**

**Live Fire Hazard**

**Be sure weapon and magazine are fully unloaded:**

- **Remove magazine**
- **Lock the slide to the rear**
- **Physically, visually, mechanically check the weapon and magazines**

**DEMONSTRATION: Field Stripping the Weapon**

**Purpose:** To teach students the proper method for field-stripping the pistol.

**Procedure:**

1. Provide each student with a (previously checked) **unloaded** pistol.
2. Demonstrate the proper method to check that the weapon is unloaded
  - Remove magazine
  - Lock the slide to the rear
  - Physically, visually and mechanically (by cycling the slide) check the weapon
3. Demonstrate each step of the field stripping process. After each step, have the students perform the same step.
4. When the field-stripping process is complete, identify the parts (there may be more parts, depending on the pistol model):
  - Receiver
  - Slide
  - Barrel
  - Recoil spring/rod assembly
5. Demonstrate reassembling the pistol, with students performing each step after you, as before.

**Hour #1**

Have instructors positioned around the class to provide help to any students having trouble with the field stripping process.

<p>pp. 17-20</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>	
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Lesson 1-3: 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>pp. 20-21</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**

### **Safe Training Requirements**

1. The *Scenario Training and Testing Manual* specifies the safety standards and procedures required in all LESB-approved training. Every instructor is responsible for knowing and following these standards.
2. During the firearms basic course, recruits will use live/lethal weapons, “inert” weapons, non-lethal training (NLT) weapons, “blank” weapons, and/or “cold” weapons.
  - a. Live/lethal weapons are handguns and rifles capable of firing lethal ammunition. These weapons shall only be loaded and fired on an approved firing range.
  - b. Inert weapons are originally designed to be completely non-functional. An example is a solid plastic “red gun” with no moving parts.
  - c. Cold weapons are live/lethal weapons that have been conspicuously but temporarily rendered incapable of chambering or firing any kind of lethal or non-lethal ammunition. An example of a cold weapon is a weapon that has had its barrel replaced with a solid plastic barrel.
  - d. NLT weapons are those weapons expressly designed, or converted and marked, to only permit the chambering of non-lethal training ammunition (NLTA). Examples of NLTA include Simunition FX™, ATK’s Force-on-Force™ marker rounds, paintball guns, and Airsoft 6mm weapons.
  - e. Blank weapons are regulated to prevent safety hazards, as “blank” guns have killed officers in training.
3. Safety equipment, standards, and protocols vary depending on the type of training and type of weapon being used.

### **Safe Training via Building-Block Approach**

New skills should be taught in a building-block format (or “crawl, walk, run”). Instructors must ensure student safety when using any weapons. Follow the training safety rules listed in the Scenario Training and Testing Manual, even for inert/cold weapons.

1. Observe an instructor demonstration
2. Student practice in a static line
3. Student guided/directed practice with an inert/cold weapon. Ensure that all weapons are treated as live firearms (ensure students follow firearms safety rules regardless of the type of weapon used).
4. When instructors feel that the recruits can perform the tasks 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 with dummy rounds. These drills ultimately include loading, unloading, reloading (in and out of battery) and malfunction clears. Realistic targets are used for sighting.

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

5. When the recruits are performing all the skills safely and 100% consistent with the classroom model being demonstrated by the instructors, live-fire exercises are conducted. Student practice in live-fire exercises In live-fire exercises, the recruits start out very close to the targets with dummy rounds mixed in with live ammo/markings cartridges to detect any flinching or anticipation.
6. Instructor evaluation

Depending on the specific skill being taught, some of the above steps may be shortened or omitted.

### **Roles and Responsibilities**

1. Each staff member must have functional authority over the entire event. For example, if you are a part-time instructor, you must have authority over the full-time staff or academy director when you are responsible for event safety.
2. The duties of the Safety Coordinator (SC) and Exercise Control Officer (ECO) shown below include NLTA use in a scenario. If only inert or cold weapons are used, or it is a training drill or exercise instead of a full scenario, tasks will decrease.
3. *The LESB Firearms Instructor Course does not fully prepare instructor candidates to serve as an SC or ECO in a NLTA environment. Instead, it introduces instructor candidates to the concepts and principles involved in such training, and prepares students to apply those concepts and principles in an inert or cold weapon environment. If you will use NLTA in your Firearm course, your academy will provide additional training or oversight by the academy's Scenario Master Instructor Trainer (SMIT).*
4. Safety Coordinator (SC). The SC oversees training to ensure it is conducted safely. The SC inspects the physical environment; ensures training is protected from outside hazards; and is directly responsible for safety inspections, approved equipment, and compliance with and enforcement of safety processes and protocols within the training site. The SC is responsible for these duties:
  - a. Obtain all gear necessary for the event.
  - b. Thoroughly inspect all equipment, weapons, and ammunition to ensure it is safe and appropriate for the event.
  - c. Notify surrounding law enforcement agencies and the public of the training, as appropriate, to prevent a 911 response.
  - d. Establish and designate the unsafe zone, semi-safe zone, and safe zone. Inspect the safe and semi-safe zones for any hazards or live/lethal items. Following this inspection, the "safe" and "semi-safe" zones shall be locked-down—anyone entering this area must be searched via a triple-check. Put up signs at every entrance to the semi-safe zone; physically prevent unauthorized access to blank and NLTA environments.

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

- e. Establish the triple-check inspection area. Physically search every student and instructional staff member entering the semi-safe zone. Also, be searched by a member of the instruction staff.
  - f. Create a secure area for storage of equipment, weapons, and ammunition during the event. Personally load every blank/NLTA weapon and magazine.
  - g. Inspect role players
  - h. Issue Site Safety Markers (SSM) after the person or equipment is searched. Remove the SSM from any person or equipment that leaves the semi-safe zone.
  - i. Conduct the safety briefing, including re-entry requirements for everyone. Adhere and enforce compliance with those instructions.
  - j. Issue safety apparel and gear.
  - k. Prepare the student for the exercise. Inspect for the proper donning of protective gear and apparel, except for the face mask, which will be donned at the direction of the Exercise Control Officer (ECO).
  - l. Issue training weapons or gear to the student and hand the student to the ECO.
  - m. When the ECO returns the student, remove all training weapons and equipment from the student. Determine if the student suffered any injuries and direct the student to not discuss the event with others.
  - n. Inspect, reload, and prepare training weapons or equipment for re-issue to another student.
  - o. Continuously monitor the area for unauthorized entry by anyone.
  - p. At anytime, stop the training if unsafe actions or circumstances are present.
  - q. Retrieve and check-in equipment.
  - r. Notify all participants when training is over. Ensure there is an organized end to training to prevent a mistaken or spontaneous re-engagement.
  - s. Inspect the training site for equipment, weapons, or hazards post-training.
  - t. Remove signs/barriers.
  - u. Notify law enforcement agencies and/or the public, as appropriate, that training is over.
5. Exercise Control Officer (ECO). The ECO directs each individual scenario or training exercise. While academies could run only one scenario at a time, it is more common to run multiple scenarios simultaneously. Each scenario or exercise has its own ECO. Depending on the purpose, complexity, and hazards posed by each scenario, the ECO may be the sole person responsible for coaching, teaching, evaluation, and safety in the event or scenario. Note, however, that an individual ECO cannot also serve as the overall safety coordinator. Furthermore, more complex environments may require a separate person assigned to specific roles (i.e. safety, evaluator) in the event. The ECO is responsible for these duties:

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

- a. Review the scenario and communicate with the Safety Coordinator to ensure all necessary equipment is available.
- b. Attend the safety briefing. Contact the SC to learn of any health concerns or student limitations.
- c. Brief the role player(s). Ensure they completely understand their purpose and directions. Communicate any covert signals to be used.
- d. Upon arrival of a student, visually examine them for the presence of all necessary safety apparel and gear. Provide “dispatch information” to the student and confirm they are ready to begin.
- e. Closely accompany the student during the scenario. In training scenarios, offer advice when needed; “pause” the scenario to bring the student back on track if the student needs intervention.<sup>2</sup> Murray suggests three guided questions:
  - 1) “What are you thinking?”
  - 2) What’s your policy on that?”
  - 3) “From an officer safety perspective, what would be safer?”
- f. Serve as “dispatch” within the scenario (unless another person takes that role).
- g. Continuously monitor the training site for safety violations. Stop the scenario if any problems are observed, such as missing protective equipment, unauthorized visitors, etc.
- h. Communicate with the role player, as necessary, to tell him when to surrender, go down, etc.
- i. Immediately intervene to prevent hazardous or possibly hazardous interactions between the role player and student.
- j. When training objectives have been met, call “cease fire” or “stop scenario” and direct participants to holster all weapons. Direct them to show you their empty hands when they have completed this. When everyone’s hands are empty, you can call the scene “cold” and allow people to remove protective helmets.
- k. Check for any injuries.
- l. Conduct a debrief. This should take the form of questions, not “telling.”
  - 1) “What happened? Walk me through what you had.”
  - 2) “What did you do? Why did you do what you did? Are we allowed to do that?”
  - 3) Guide students through their review. In a training scenario, and depending on student performance, repeat the so students who did not demonstrate competence can integrate the remediation into their performance.
- m. Turn the student back over to the Safety Coordinator.

### **Safety Briefing**

*See the Scenario Training and Testing Manual for these rules.*

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<sup>2</sup> See *Training at the Speed of Life – Volume One*, Ken Murray, Armiger Publications, Inc., 2006, pp. 240-249 for a full discussion of this training tool.

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

These questions and rules direct students to take responsibility for their own safety and to inform the training staff of any safety concerns.

Generally, rules #1 - #14 apply to all training events. Rules #15 - #18 apply to training events using hands-on physical force, blank ammunition, and/or non-lethal training ammunition.

1. Live weapons and ammunition shall not be permitted in the training area. Has anyone not been inspected? Do you know of any item or equipment that has not been inspected?
2. You are all responsible for safety. If you discover any prohibited or lethal item at any time during this training event, immediately notify the training staff.
3. Given this inspection, is everyone comfortable having training guns pointed and fired at them?
4. If you leave the semi-safe zone at any time for any reason, no matter how short the duration, you shall notify a member of the instructional staff and relinquish your Site Safety Marker. You must be re-inspected before you are allowed to re-enter the semi-safe zone.
5. If anyone, at any time, perceives a hazardous situation, they shall shout "cease fire" or "stop exercise" until that command is acknowledged and repeated by the exercise controller.
6. Anytime you hear "cease fire!" or an extended blast of a whistle or air horn you will immediately stop all action, keep any weapons pointed in a safe direction, and await further commands.
7. If you feel uncomfortable or unsafe participating in any activity in the training event, notify the instructor prior to undertaking the activity.
8. If any direction or instruction is not completely clear, or you have any doubts, ask the instructor. If any instruction is not crystal clear, or you have any doubt regarding the meaning of an instructor's statement, you are responsible for asking for clarification.
9. Does anyone have any injuries or health conditions that could interfere with full participation in this training? If you have a pre-existing injury or health condition, report it to the instructor before the class begins. Do not perform actions that may aggravate or worsen a health condition or injury.
10. If you or someone else suffer an injury, immediately report it to the training staff. In the event of a medical emergency, notify the training staff immediately. The first aid kit is located [specify] and EMS shall be summoned by [specify process]. [Identify persons with advanced medical training, and describe any additional plans.]
11. You will exhibit good judgment and safety at all times. No horseplay will be tolerated. Horseplay, bad judgment, and/or lack of professionalism shall be grounds for dismissal from training.
12. Do not shoot at anyone wearing a [color] safety vest [optional: "or at anyone waving a hand over their head accompanied by a person wearing a [color] safety vest," if personnel must travel through a safe zone to get to another safe zone].

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

13. Do not brutalize role players. If a role player uses the safety word ("red"), the role player is communicating out-of-role with you. For example, a role player who says, "Ow! That hurts! You're breaking my arm!" is speaking in role—you should proceed as you would in a real situation. However, a role player who says, "Ow! Red! That hurts!" is telling you that you are causing actual pain and should stop your action immediately.
14. [Insert vehicle safety briefing here, if vehicles will be used.]

### *Safety Equipment*

Issue protective apparel to students. Explain how to inspect this safety equipment, what to do if it malfunctions, and when it shall be worn. Finally, discuss the training weapons.

Rules #15 - #18 apply to training events using hands-on physical force, blank ammunition, and/or non-lethal training ammunition.

15. All personnel present within a training environment shall wear protective equipment appropriate to the training tools being utilized.
  - i. Physical force
    1. Students shall wear any necessary protective apparel, as described in the topical LESB instructor manual. Academies and instructors may exceed this minimum safety apparel standard.
    2. Role players shall wear suitable protective apparel to reduce the risk of injury.
    3. The use of a role player "stunt double" is encouraged in any training event where students should not receive clues as to their expected physical force response. Students should be briefed on the "stunt double" process.
    4. Examples of suitable protective apparel include Blauer High Gear™, RedMan™, FIST™, etc.
  - ii. Blank Ammunition [requires LESB-certified Scenario Instructor]
    1. Everyone present shall wear wrap-around eye protection.<sup>3</sup>
    2. Anyone subject to noise levels that may cause hearing damage shall wear hearing protection.<sup>4</sup>
  - iii. Non-Lethal Training Ammunition [requires LESB-certified Scenario Instructor]
    1. Active participants (ex: role players, students) shall wear approved head, throat, hand, and groin protection. Long-sleeve shirts and pants are highly recommended.
    2. Inspect your mask every time before you put it on. Ensure there are no cracks in the eye shield and the lens is properly secured. [Instructor shall demonstrate the inspection on the mask being

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<sup>3</sup> Eye protection should meet the ANSI Z87 standard, at a minimum.

<sup>4</sup> During scenario testing, it is impermissible to "clue-in" students by varying the equipment issued or worn by students or role players. Equipment must be uniformly issued and worn during all scenario week exams.

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

- used.] If you have any question about whether your mask is in proper working condition, ask your instructor before donning it.
3. Throat protection shall be tucked under the shirt or jacket, to prevent a round from entering between the throat protection and other garment.
  4. Groin protection shall be an athletic cup or a purpose-designed exterior garment, and is required regardless of gender. Towels or other impromptu padding is not acceptable.
  5. Non-participants (ex: spectators, safety coordinator) must be clearly identified (i.e. reflective traffic vest) *and* wear face and neck protection at a minimum. More protective equipment may be appropriate, depending on their proximity to training. The exercise controller should strongly consider wearing groin and head protection because of the EC's proximity to the active participants.
16. Does everyone have the required protective apparel?
17. If your head protector, face mask, neck protector, groin protector, or eye protection becomes inoperative or ineffective, immediately shield the area with your hands, lie prone, and shout "cease fire" until "cease fire" is acknowledged and repeated by the exercise controller. The exercise controller will direct you when it is safe to replace the equipment and safe to resume the exercise.
18. The ECO will call "cease fire" when the ECO is satisfied the training criteria have been met. The ECO will then direct you to holster or turn-in your weapons before calling the event "cold." You shall wait to remove your mask and safety equipment until directed to do so by the ECO.

### **Triple-Search and Safety Zones**

The Safety Coordinator will partition the training site into safe, semi-safe, and unsafe zones.

- Safe zone: where training takes place
- Semi-safe zone: Physically separated from the safe zone, where briefs occur and students stage in preparation for entry to the safe zone.  
Everyone who enters or re-enters the semi-safe zone, and any equipment brought into the semi-safe zone, must be searched via a triple-check inspection.
- Unsafe zone: The area outside training where live/lethal weapons may be encountered.

All personnel shall be thoroughly searched before they are allowed to enter the semi-safe zone. The search shall verify they are not carrying a prohibited or lethal item, and shall be conducted in a triple-check process:

- 1) The person shall search their own person.
- 2) The person's partner shall search them.
- 3) The Safety Coordinator shall search the person.



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

Every search should be conducted with the expectation that the person being searched has forgotten a lethal item on their person. It is dangerous and potentially lethal to assume that the second or third search is unnecessary, because the person has already been checked once or twice. From a psychological standpoint, the safety coordinator could assume that any prohibited item would already have been found. Alternatively, the first or second searchers could be lackadaisical, operating under the assumption that anything missed will be detected by the final search.

After a person has been searched, the safety coordinator will apply a Site Safety Marker (SSM) in a uniform location. This permits everyone to instantly verify that the person is authorized to be there and has been searched. A strip of brightly colored tape around an ankle works well. Anytime a person leaves the semi-safe zone the SSM shall be removed, and the person shall be re-searched prior to re-entry.

### **Non-Lethal Training Ammunition (NLTA) Procedures**

Your LESB Handgun Instructor certification orients you to NLTA safety protocols, but it does not certify you as an NLTA instructor.

The Safety Coordinator shall:

- a. Personally inspect and prepare the training weapons
- b. Verify only non-lethal ammunition and weapons are present, and any conversion kits are present and properly installed
- c. Ensure magazines are empty, color-coded, and then personally loaded with NLTA by SC
- d. Follow all other instructions in the Scenario Training and Testing Manual

#### *Entry into NLTA safe zone*

1. SC inspects student for properly-worn gear, except face mask which is hand-carried
2. SC issues loaded weapon directly into the student's holster.
3. SC instructs student to leave the weapon in the holster until the scenario begin and the weapon is needed
4. The Exercise Control Officer will brief the students on the scenario and confirm they are ready.
5. The ECO will instruct everyone (students, role players, other staff, VIPs, etc.) to don their face masks. Inspect/verify that everyone's mask is on. Remind everyone that face masks shall remain on until the ECO announces masks can be removed.
6. Announce, "Going hot!" After confirmation other staff present are ready, announce "Begin scenario!"

#### *During the training scenario*

1. The ECO will continuously monitor for safety violations, stopping the scenario if any are observed

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

2. Offer advice and encouragement in training scenarios
3. If the student needs intervention, call out “pause scenario” to freeze the action. Face masks stay on.
4. Help the student re-focus. Ask:
  - a. “What are you thinking?”
  - b. “What’s your policy on that?”
  - c. “From an officer safety perspective, what would be safer?”
5. When the student is re-focused, rewind the scenario or continue the scenario from where you paused

### *Scenario Conclusion*

1. Face masks stay on until ECO declares scenario “cold”
2. ECO shall call out “cease fire” or “end scenario.” Remind everyone masks stay on.
3. ECO directs everyone to holster weapons and report to central location
4. ECO directs everyone to show their empty hands and accounts for all weapons.
5. After all weapons accounted for and all hands are empty, tell everyone to remove their masks.
6. Check for injuries.

### *Debrief*

1. This is where the important learning occurs
2. Recognize what student did well, and reinforce that behavior
3. Should take the form of questioning, not telling, the student. Have the student reach their conclusions under your guidance
  - a. “What happened? Walk me through what you had.”
  - b. “What did you do? Why did you do what you did?”
  - c. “Are we allowed to do that?”
4. If student did not perform competently, repeat the same scenario so student can integrate remediation into their response. It is not necessary to change the scenario for learning to occur.

### *Return to semi-safe zone*

1. ECO turns students over to SC
2. SC checks for injuries
3. SC removes training weapons from student
4. SC directs students not to discuss scenario with other students
5. SC inspects, reloads, and prepares training weapons and equipment for issue to other students.

## **Live Fire Protective Gear and Practices**

When using live/lethal weapons in range training, the following requirements shall be followed. All personnel on the line shall wear:

- OSHA-approved wrap-around eye protection

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

- A hat with a bill that prevents cartridge cases from falling behind the eye protection (CDC recommendation)<sup>5</sup>
- OSHA-approved hearing protection—ear plugs, ear muffs, or both.
- An NIJ-approved bullet-resistant vest.

Lead is a heavy metal that can build up in the body and cause permanent damage. Lead is not only present in the bullet, but also in the priming compound, and presents an airborne hazard. During and after firing, personnel who have been on the firing range shall not perform any of the following until they have washed their hands and face with soap and water:

- Consume food or beverages
- Apply make-up

## **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 every 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 know those rules, brief students on them, and enforce them.

- 1) Obey all commands by the range officer.
- 2) Keep your firearm holstered at all times when not on the firing line.
- 3) Draw your firearm only when directed to do so by a range officer.
- 4) Always keep your firearm pointed down range.
- 5) Remain on the firing line, facing down range, unless directed otherwise by a range officer.
- 6) Do not bend down to retrieve a magazine until the range has been declared "clear" by the range officer.
- 7) If you drop your weapon, do not attempt to catch it. Allow it to fall to the ground.

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<sup>5</sup> <http://www.cdc.gov/niosh/docs/wp-solutions/2013-104/pdfs/2013-104.pdf>

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

- 8) If a cease-fire is called, immediately cease shooting and remain at the tactical ready until further direction by the range officer.
- 9) If you see any unsafe condition or act, call a cease-fire and notify a range officer.
- 10) Always wear eye and ear protection, a hat with bill, and a bullet-resistant vest.

### **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 arm's 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 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-

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

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.

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.

"Cease Fire!" directs students to immediately stop all shooting.

- 1) Purpose: Immediately stop all shooting, whether routinely or in an emergency.
- 2) Action: Participants immediately stop shooting, continue to keep the muzzle pointed down range, remove finger from within the trigger guard, and await further instructions from the range officer.

"Load!" Prepares the range for live firing:

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

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

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

“Ready on the Right? Ready on the Left?” determines whether shooters are ready to fire.

- 1) Purpose: Determine if all shooters along the line are ready.
- 2) Action: If any shooter is not ready, they will indicate their status to the range officer. The shooter’s peer coach, if any, should also indicate the status. Sufficient time will be allowed for the shooter to complete his/her preparation.

### “The Line is Ready”

- 1) Purpose: Declare that the shooters have indicated they are ready, and should be prepared for the fire command.
- 2) Action: Any shooter not ready at this command shall alert the range officer that he/she is not ready.

### Fire Command

- 1) Purpose: Initiates the course of fire.
- 2) Action: The participants commence the prescribed course of fire.
- 3) The actual command used may vary depending on the exercise and range officer’s preference. However, students must always clearly understand what commands indicate they should fire.
- 4) Suitable “fire” commands include:
  - i. “Fire!”
  - ii. “Threat!”
  - iii. “Gun!”
  - iv. “Knife!”
  - v. The buzzer of a shot timer

### Firing period:

- 1) Firing shall continue until a predetermined time period has lapsed or until all participants have completed their prescribed course of fire.
- 2) During a training exercise, participants shall perform a proper recovery to the holster, or maintain their firearm as previously directed by the instructor.
- 3) During practice sessions, students should 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. The range officer may announce, “Shooters, you have (x) number of minutes remaining to complete your firing,” or similar.
  - i. 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.

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

- ii. 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!"

- 1) Purpose: Stop all firing.
- 2) Action: All participants shall immediately stop shooting. The range officer may direct students to holster; unload; remove magazines and lock the slide to the rear; or bench all firearms.

### "Range is Clear!"

- 1) Purpose: Alert all shooters along the line that travel beyond the firing line for the purposes of retrieving magazines, changing targets, or removal of brass and trash is approved.
- 2) Action: Participants may move down range as directed or desired to change, remove targets or to clean up. The next relay shall not take up positions on the firing line until told to do so. Participants are to stand back from the firing line and away from all firearms. **NO firearms will be handled.**
- 3) If activities are complete for the day, the range officer shall direct students to step back from the line or clear the area, ensure all weapons are unloaded, and direct students to pack away firearms, ammunition, and other gear.

## 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

1. **Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  - 1.2 Comply with general range safety rules.
  
3. **Fire the handgun proficiently.**
  - 3.4 Demonstrate proficiency in basic shooting fundamentals.

#### 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*  
Videos: *Grip, Sight Alignment, Sight Picture, Trigger Control*  
PowerPoint: slides 22-31

#### Instructional Method

Lecture, demonstration, range drills

#### Estimated Length of Class

Three hours



#### Reading Assignment



pp. 23-28










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: 22-31	
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>pp. 23-28</p>  <p>22-24</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 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:             <ul style="list-style-type: none"> <li>• Feet shoulder width apart, gun side slightly (6") back</li> </ul> </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>• 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> 25-27</p> <p> <b>WARNING</b></p> <p><b>Live ammo hazard.</b></p> <p><b>Use inert 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 procedure to ensure no access to live ammo.</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 frame on the same side and just below strong-side thumb, and fingers wrapped over strong-</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 fingers over strong-hand fingers.</p>

	<p>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><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 <i>both eyes open</i>, 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>pp. 26-27</p> <p> 28</p> <p></p> <p> 29</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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   <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>	<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. 27-28</p> <p> 30-31</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></p> <p>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>• <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 (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. Glock), 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> 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 2-2: THE DRAW STROKE AND READY POSITIONS

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

**Topic 2: Shooting Basics**  
**Lesson 2-2: The Draw Stroke and Ready Positions**

### Performance Objectives

1. **Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  - 1.2 Comply with general range safety rules.
  
3. **Fire the handgun proficiently.**
  - 3.1 Employ the correct techniques for drawing the handgun and for recovering the handgun to the holster.
  - 3.2 Identify and perform the “ready” positions that an officer may employ with a drawn handgun and the uses for these positions.
  - 3.4 Demonstrate proficiency in basic shooting fundamentals.

### Equipment

PowerPoint projector, screen  
Inert 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*  
Videos: *The Draw Stroke, Recovering Weapon to Holster, Tactical Ready and Low Ready*  
PowerPoint: slides 32-52

### Instructional Method

Lecture, demonstration, range drills

### Estimated Length of Class




Two hours




### Reading Assignment





pp. 28-33





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: 32-52  Firearms Videos: The Draw Stroke, Recovering Weapon to Holster, Tactical Ready and Low Ready and Position Sul	
Hour #2	Live-fire practice	Range drills		

<p>pp. 28-32</p> <p> <b>WARNING</b></p> <p> 32-42</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:</b> The Draw Stroke</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. 28-32</p>  <p>43-45</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. 28-33</p>  <p>46-50</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>	

<p>pp. 67-68</p>  <p>51-52</p> 	<p><b>LECTURE/DEMONSTRATION:</b> <b>Position Sul</b></p> <p><b>Purpose:</b> To explain and demonstrate Position Sul and identify its uses.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Using an <b>empty</b> weapon, demonstrate Position Sul.</li> </ol> <p><b>DOJ Firearms Video:</b> Position Sul</p> <ol style="list-style-type: none"> <li>2. Go over the uses and advantages/ disadvantages of Position Sul as described in the text.</li> </ol>	<p>Position Sul is a gun safety position, not a “ready” position.</p>
 <p><b>WARNING</b></p> <p>Live ammo hazard.</p>	<p> <b>EXERCISE (LIVE-FIRE)</b></p> <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>

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 Position Sul. Then come back to 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 and Position Sul.</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.

**Topic 2: Shooting Basics**  
**Lesson 2-3: Loading and Unloading**

### Performance Objectives

1. **Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  - 1.2 Comply with general range safety rules.
  
3. **Fire the handgun proficiently.**
  - 3.3 Load, reload, and unload the handgun.
  - 3.4 Demonstrate proficiency in basic shooting fundamentals.

### Equipment

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

### Materials

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Videos: *Administrative Loading, Administrative Unloading, In Battery Loading, Out of Battery Reloading*  
PowerPoint: slides 53-67

### Instructional Method

Lecture, demonstration, range drills

### Estimated Length of Class



Two hours


### Reading Assignment




pp. 33-37


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 53-67	
	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. 33-34</p> <p> 53-57</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>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>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>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>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. 35-36</p>  <p>58-63</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>pp. 36-37</p>  <p>64-67</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. 36-37 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><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>	

## 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

1. **Exhibit good weapon-handling skills.**
  - 1.1 Comply with general firearms safety rules.
  - 1.2 Comply with general range safety rules.
  
3. **Fire the handgun proficiently.**
  - 3.4 Demonstrate proficiency in basic shooting fundamentals.
  - 3.5 Identify various types of handgun malfunctions and the causes of these malfunctions.
  - 3.6 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*  
Videos: *Phase 1 Malfunction, Phase 2 Malfunction*  
PowerPoint: slides 68-77

### Instructional Method

Lecture, demonstration, range drills

### Estimated Length of Class

Two hours



### Reading Assignment



pp. 39-42



Lesson 2-4: Clearing Malfunctions

<b>Topic 2: Basic Shooting</b>				
<b>Lesson 2- 4: Clearing Malfunctions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Explanation of Malfunctions and their Causes	Lecture	PowerPoint slides: 68-77	
	Phase I and Phase II Clear	Demonstration	Firearms videos: Phase 1 Malfunction, Phase 2 Malfunction	
Hour #2	Malfunction Clearing	Range drills		

<p>pp. 39-42  68-77</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>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>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 do not diagnose malfunctions when they occur—we simply apply procedures to clear them.</p>
<p></p>	<p><b>LECTURE/DEMONSTRATION: Clearing Malfunctions</b></p> <ol style="list-style-type: none"> <li>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>Demonstrate the Phase I clear:             <ul style="list-style-type: none"> <li>• Tap</li> <li>• Roll</li> <li>• Rack</li> </ul> </li> <li>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>Hour #2</b></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>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>	

## Lesson 2-4: Clearing Malfunctions

	<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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# PHASE TWO

## TOPIC 3: LEGAL CONTEXT

### LESSON 3-1: 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 3: Introduction and Legal Context</b> <b>Lesson 3-1: 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 Disturbance Resolution Model.
  - 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

PowerPoint projector, screen

#### Materials

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

PowerPoint: Deadly Force Decision-Making

#### Instructional Method

Lecture, discussion

#### Estimated Length of Class

Two hours

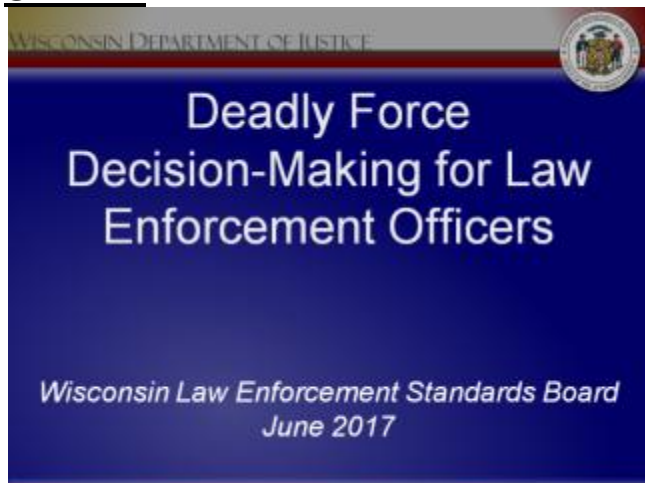
#### Reading Assignment

Text, pp. 45-54

Lesson 3-1: Deadly Force Decisions

<b>Topic 3: Introduction and Legal Context</b>				
<b>Lesson 3-1: Deadly Force Decisions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Constitutional limits on the use of deadly force	Lecture Exercise	PowerPoint slides: 79-97	
	Wisconsin law governing deadly force	Lecture		
Hour #2	Deadly force decisions	Lecture		

## **SLIDE 1**



### **INSTRUCTIONS**

This slide is the opening slide and requires no manipulation to display slide properties.

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**SLIDE NAME** Introduction Slide

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**SLIDE PURPOSE** Introduce instructor(s) and course.

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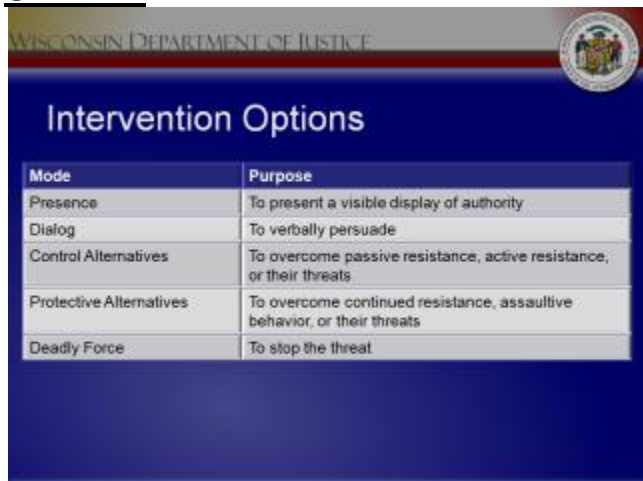
### **NOTES/DISCUSSION**

Begin with an instructor introduction. If not already known to the students, identify yourself and summarize your qualifications to teach the course. Brief students on administrative issues (such as location of bathrooms, smoking policy, cell phone use, etc.).

### **EXITING INSTRUCTIONS**

Click mouse to advance to **SLIDE 2**

## SLIDE 2



WISCONSIN DEPARTMENT OF JUSTICE

### Intervention Options

Mode	Purpose
Presence	To present a visible display of authority
Dialog	To verbally persuade
Control Alternatives	To overcome passive resistance, active resistance, or their threats
Protective Alternatives	To overcome continued resistance, assaultive behavior, or their threats
Deadly Force	To stop the threat

### INSTRUCTIONS

Slide 2 will appear after advancement from the previous slide (1).

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**SLIDE NAME** Intervention Options

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**SLIDE PURPOSE** Refresh modes and purposes of intervention options.

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#### NOTES/DISCUSSION

This slide is intended to refresh – not re-teach – the different modes within intervention options. Students have already had a lecture on the five modes. However, the deadly force mode was not delved into—this presentation will delve deeply into deadly force.

Note that Intervention Options, as opposed to a Force Option Continuum, is comparable to a toolbox. Whatever intervention option you need, pick it. This selection is based on a myriad of circumstances (Threat Assessment Opportunities etc...). It is not a stepwise progression, but rather a list of options.

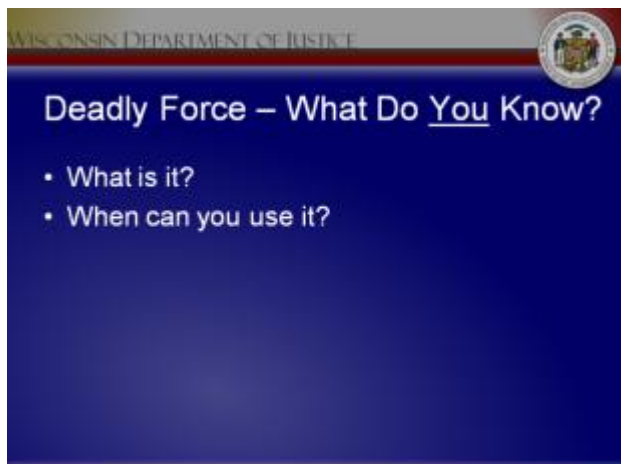
Note that, in general, officers are trained to use somewhat more force than the subject they face, in order to maintain a position of advantage. However, when an officer faces the danger of death or great bodily harm, it's impossible to respond with "more" than deadly force. To maintain a position of advantage, the officer should strive to use good positioning, good tactics, a superior weapon, and have back-up.

### EXITING INSTRUCTIONS

Click mouse to advance to **SLIDE 3**



### **SLIDE 3**



#### ***INSTRUCTIONS***

Slide 3 will appear after advancement from the previous slide (2).

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***SLIDE NAME*** Deadly Force – What Do You Know?

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***SLIDE PURPOSE*** Pause for students to reflect on their current knowledge.

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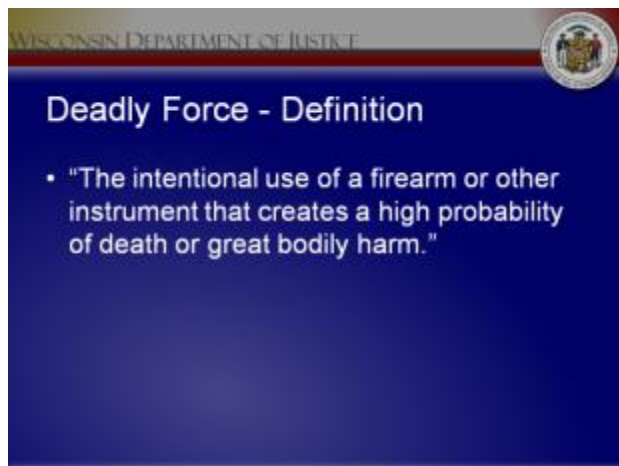
#### ***NOTES/DISCUSSION***

The entertainment industry has led people—including law enforcement recruits—to come to believe many inaccurate and dangerous beliefs regarding what is and what is not deadly force, when deadly force may be used, and when deadly force is inappropriate.

#### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 4**

## **SLIDE 4**



### ***INSTRUCTIONS***

Slide 4 will appear after advancement from the previous slide (3).

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**SLIDE NAME** Deadly Force – Definition

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**SLIDE PURPOSE** Provide definition of deadly force.

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#### ***NOTES/DISCUSSION***

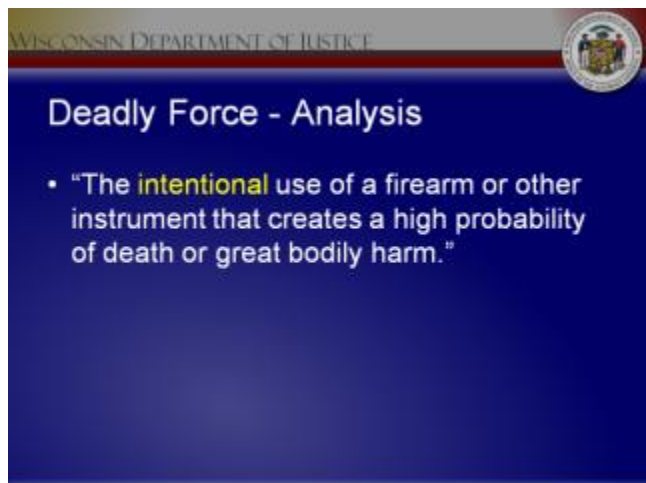
This definition of deadly force is that used by the 7<sup>th</sup> Circuit of the U.S. Court of Appeals, along with the other US Circuits. They interpret the Constitution and rulings of the U.S. Supreme Court as published in such cases as *Graham v. Connor* and *Tennessee v. Garner*, among others.

This definition will be broken down into its important elements in the next few slides.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 5**

## **SLIDE 5**



### ***INSTRUCTIONS***

Slide 5 will appear after advancement from the previous slide (4).

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***SLIDE NAME*** Deadly Force – Analysis

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***SLIDE PURPOSE*** Analyze intent in the use of deadly force.

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***NOTES/DISCUSSION***

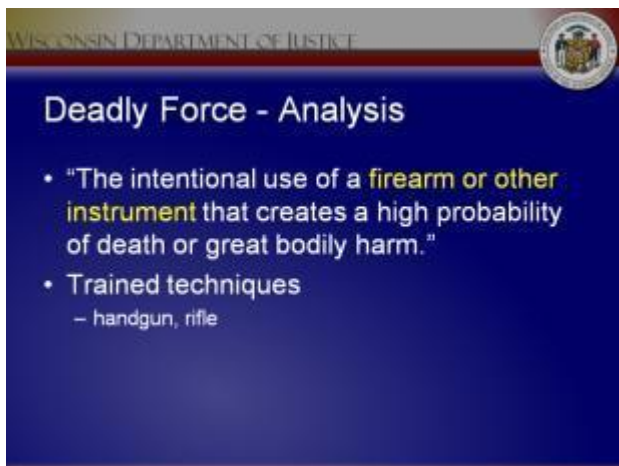
The use of deadly force must be *intentional*. If you deliberately hit a person in the head with your baton, it would be considered deadly force. On the other hand, suppose you attempted to strike a person in the elbow area (an appropriate baton target), but the person ducked or fell, and your baton actually struck his or her head. Your actions would not constitute deadly force—even if the person died as a result of the blow—because you did not intend to use deadly force.

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### ***EXITING INSTRUCTIONS***

Click mouse to  
advance to **SLIDE 6**

## **SLIDE 6**



### ***INSTRUCTIONS***

Slide 6 will appear after advancement from the previous slide (5).

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**SLIDE NAME** Deadly Force – Analysis (#2)

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**SLIDE PURPOSE** Analyze the instrument of deadly force.

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**NOTES/DISCUSSION**

Within the DAAT system, one trained tactic is classified as deadly force: the firearm.

Untrained but justified techniques will be discussed in the next slide.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 7**

## **SLIDE 7**

WISCONSIN DEPARTMENT OF JUSTICE

### Deadly Force - Analysis

- "The intentional use of a **firearm or other instrument** that creates a high probability of death or great bodily harm."
- Untrained techniques
  - Running over a subject with a squad
  - Intentional baton strike to the head
  - Stabbing a subject in the throat with a pen
  - Blind roadblock in front of fleeing subject

### ***INSTRUCTIONS***

Slide 7 will appear after advancement from the previous slide (6)

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**SLIDE NAME** Deadly Force – Analysis (#3)

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**SLIDE PURPOSE** Analyze the instrument of deadly force.

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**NOTES/DISCUSSION**

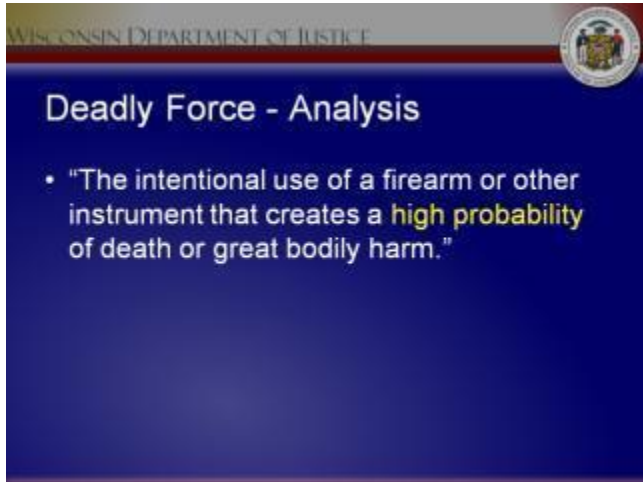
Students previously learned that they may use tactics that are untrained but justified. Officers may deliver deadly force in other ways, such as running over a subject with a vehicle or intentionally striking a subject in the head with a baton. While these are not trained techniques, they may be justified depending on the totality of the circumstances as known to the officer at the time.

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 8**

## **SLIDE 8**



### ***INSTRUCTIONS***

Slide 8 will appear after advancement from the previous slide (7)

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***SLIDE NAME*** Deadly Force – Analysis (#4)

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***SLIDE PURPOSE*** Analyze high probability in the use of deadly force..

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### ***NOTES/DISCUSSION***

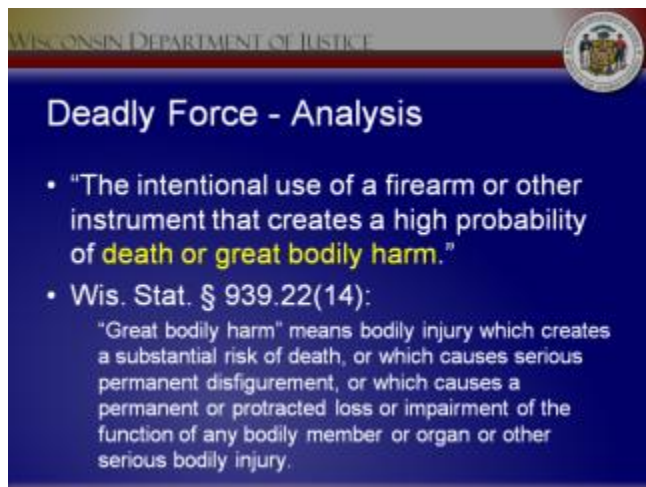
“High probability” is more than merely possible—it is highly likely.

A baton strike to the knee area is not likely to cause a high probability of death or great bodily harm, but it conceivably could do so in certain unlikely circumstances. Because a baton strike to the knee area does not create a high probability of death or great bodily harm, it would not be considered deadly force even if the subject did, in fact, suffer great bodily harm. The same is true for a trained empty hand strike to the head. Because that strike doesn't create a high probability of death or great bodily harm, it would not be considered deadly force.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 9**

## **SLIDE 9**



WISCONSIN DEPARTMENT OF JUSTICE

### Deadly Force - Analysis

- "The intentional use of a firearm or other instrument that creates a high probability of **death or great bodily harm.**"
- Wis. Stat. § 939.22(14):  
"Great bodily harm" means bodily injury which creates a substantial risk of death, or which causes serious permanent disfigurement, or which causes a permanent or protracted loss or impairment of the function of any bodily member or organ or other serious bodily injury.

### **INSTRUCTIONS**

Slide 9 will appear after advancement from the previous slide (8)

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**SLIDE NAME** Deadly Force – Analysis (#5)

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**SLIDE PURPOSE** Analyze great bodily harm in the application of deadly force.

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#### **NOTES/DISCUSSION**

Great bodily harm is more serious than "substantial bodily harm", defined in 939.22(38):

"Substantial bodily harm" means bodily injury that causes a laceration that requires stitches, staples, or a tissue adhesive; any fracture of a bone; a broken nose; a burn; a petechia; a temporary loss of consciousness, sight or hearing; a concussion; or a loss or fracture of a tooth.

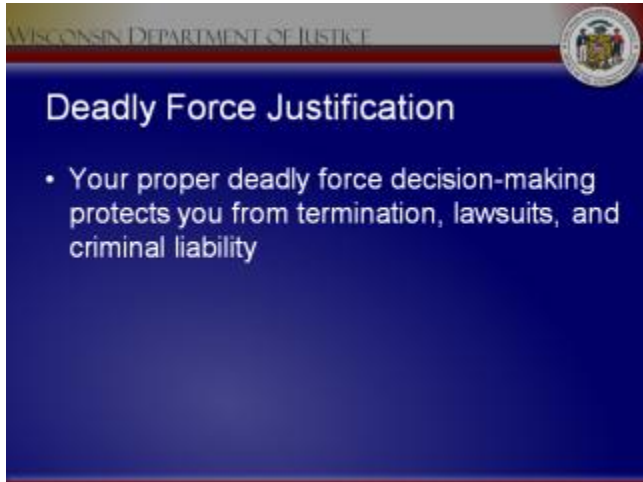
Great bodily harm is the *most serious injury possible* without causing death.

The purpose of this slide is to get students to understand that GBH is an important part of understanding deadly force, especially as officers will face threats that imminently threaten GBH that segue into imminently threatening death.

### **EXITING INSTRUCTIONS**

Click mouse to advance to **SLIDE 10**

**SLIDE 10**



***INSTRUCTIONS***

Slide 10 will appear after advancement from the previous slide (11)

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***SLIDE NAME*** Deadly Force Justification

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***SLIDE PURPOSE*** Reflect on the seriousness of the use of deadly force.

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***NOTES/DISCUSSION***

This slide is intended to impress upon students the seriousness of the decision to use deadly force. The decision should not be made lightly. That said, recruits must reflect upon their willingness to use deadly force in advance of the situation – here, in training – to determine whether they believe they are capable of employing deadly force if called upon to do so.

Improper decision-making could even result in criminal charges.

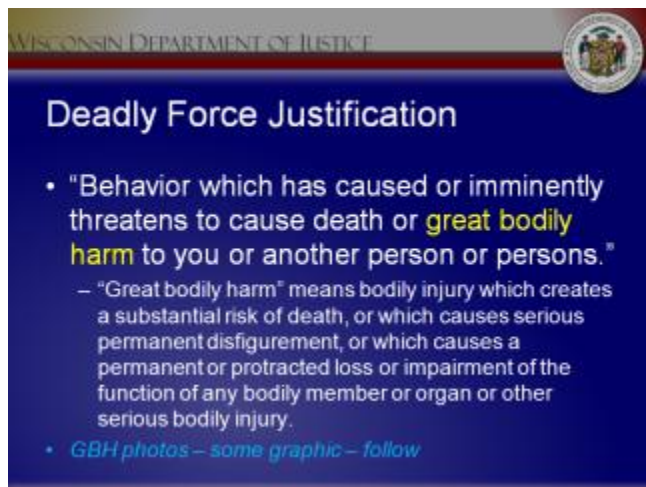
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***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 11**



## **SLIDE 11**



### ***INSTRUCTIONS***

Slide 11 will appear after advancement from the previous slide (12)

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**SLIDE NAME** Deadly Force Justification (#2)

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**SLIDE PURPOSE** Transition to danger of great bodily harm as deadly force justification.

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**NOTES/DISCUSSION**

Deadly force is justified to respond to behavior which imminently threatens death or great bodily harm. While the meaning of death is obvious, recruits have less experience understanding what "great bodily harm" is and what behavior may cause it.

The next few slides show examples of behavior that may result in great bodily harm. Some of these slides are graphic.

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 12**

**SLIDE 12**



***INSTRUCTIONS***

Slide 12 will appear after advancement from the previous slide (11)

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***SLIDE NAME*** Great Bodily Harm – Analysis

---

***SLIDE PURPOSE*** Discuss “injury which creates a substantial risk of death.”

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***NOTES/DISCUSSION***

The first photo illustrates behavior which creates a substantial risk of death, wherein an officer is pinned to the ground and being strangled. The second photo is an autopsy photo of a strangulation victim.

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***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 13**

## **SLIDE 13**



### ***INSTRUCTIONS***

Slide 13 will appear after advancement from the previous slide (12)

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**SLIDE NAME** Great Bodily Harm – Analysis (#2)

---

**SLIDE PURPOSE** Discuss “serious permanent disfigurement.”

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**NOTES/DISCUSSION**

The photos illustrate behavior which creates a substantial risk of serious permanent disfigurement, wherein an officer is trapped while a subject tries to rip flesh off the officer’s face with his teeth.

Note “serious” permanent disfigurement. Great bodily harm is not a mere bruise.

Add additional examples that cause fear of GBH. Examples

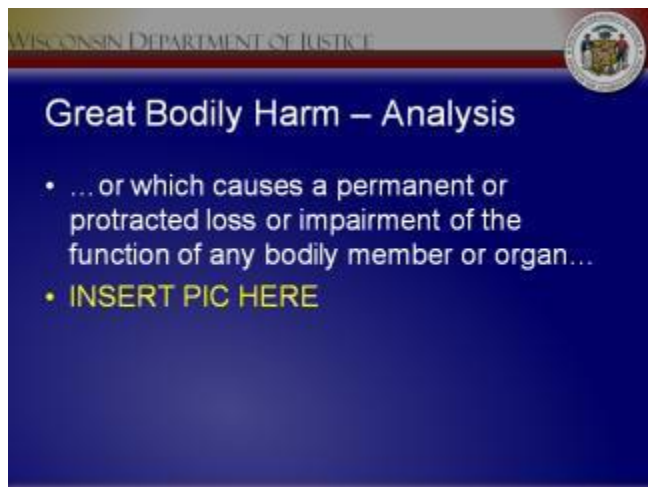
- biting officer’s face off
- throwing caustic acid
- others

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 14**

## **SLIDE 14**



### ***INSTRUCTIONS***

Slide 14 will appear after advancement from the previous slide (13)

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**SLIDE NAME** Great Bodily Harm – Analysis (#3)

---

**SLIDE PURPOSE** Discuss “permanent...loss or impairment of the function of any bodily member or organ.”

### ***NOTES/DISCUSSION***

The original photo showed an officer trapped in a mixed-martial arts hold wherein the officer was in danger of having multiple joints permanently disabled by the subject.

In that photo, note that a broken bone is not great bodily harm. A broken bone, while serious, is “substantial bodily harm.” However, an attack on an officer that is likely to permanently injure the function of an officer’s body would qualify as great bodily harm.

Note how difficult it would be to differentiate between whether an attack was likely to merely break a bone, or permanently injure a joint. Regardless, note the seriousness of an attack that would be likely to create this level of injury, and the necessity of responding with an appropriately high level of force to gain control.

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 15**

## **SLIDE 15**



### ***INSTRUCTIONS***

Slide 15 will appear after advancement from the previous slide (14)

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**SLIDE NAME** Great Bodily Harm – Analysis (#4)

---

**SLIDE PURPOSE** Discuss “or other serious bodily injury.”

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**NOTES/DISCUSSION**

The first photo illustrates a “stomping”, where an officer is trapped and his head being kicked while against an immovable hard surface. The second photo is an autopsy photo of a stomping victim.

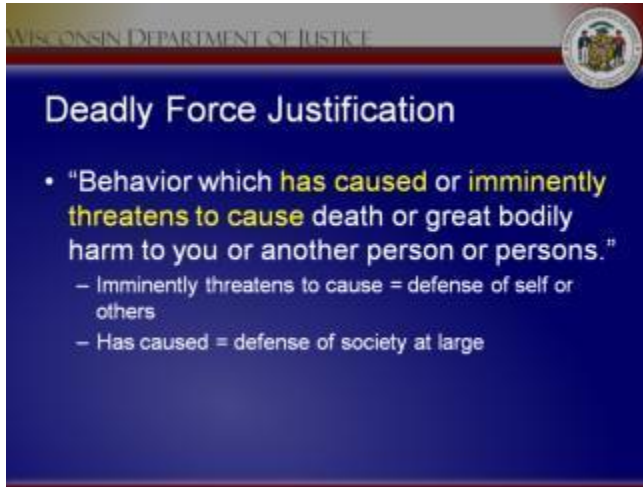
Note that while a “normal” punch to the head is unlikely to cause death or great bodily harm, that situation can change when the head is unable to “give” or move in response to the blow. When a person’s head is immobilized against a solid object, the entire force of the blow is transmitted directly to the head. And, of course, some people may be able to punch harder than “normal” people, such as boxers, professional wrestlers, etc., increasing the danger presented by an attack from such a person. Still, a “normal” punch would not justify a deadly force response absent additional factors.

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 16**

**SLIDE 16**



***INSTRUCTIONS***

Slide 16 will appear after advancement from the previous slide (15)

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***SLIDE NAME*** Deadly Force Justification (#3)

---

***SLIDE PURPOSE*** Introduce difference between defense of self or others, and defense of society at large.

***NOTES/DISCUSSION***

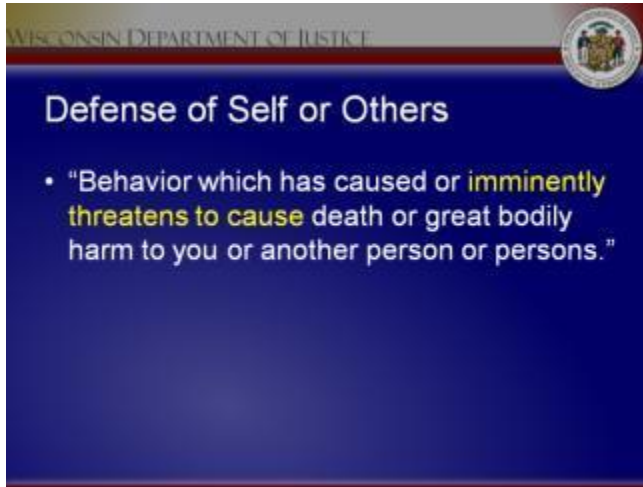
Use this slide to introduce the concept that there are two separate standards for the use of deadly force. The first is defense of self or others. However, under certain circumstances an officer may use deadly force in the defense of society at large.

Both of these standards will be examined in depth – just point out the element that differentiates between the two standards.

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 17**

## **SLIDE 17**



### ***INSTRUCTIONS***

Slide 17 will appear after advancement from the previous slide (16)

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**SLIDE NAME** Defense of Self or Others

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**SLIDE PURPOSE** Discuss imminence.

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***NOTES/DISCUSSION***

The word imminent means “about to happen.” An imminent threat is an immediate threat.

The purpose of this slide is to frame a better understanding of the premise that officers understand the difference between a threat that is “about to happen” and a threat that “is happening.” Officers must maintain the position of advantage and focusing on threats that are “about to happen” reinforces that concept.

Examples of behavior which would “imminently threaten” an officer:

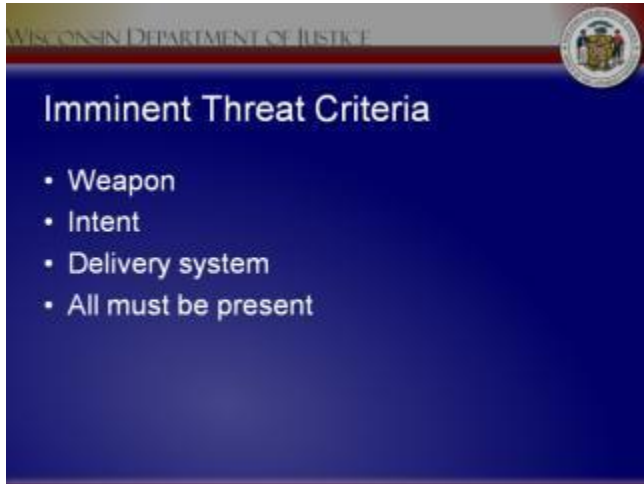
- Suspect about to use a firearm on an officer.
- Suspect about to use a knife on an officer.
- Suspect with his/her hands around an officer’s throat, trying to strangle him/her.

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 18**

**SLIDE 18**



***INSTRUCTIONS***

Slide 18 will appear after advancement from the previous slide (17)

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***SLIDE NAME*** Imminent Threat Criteria

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***SLIDE PURPOSE*** Discuss the criteria that must be present for a defensive use of deadly force.

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***NOTES/DISCUSSION***

An attacker must display all three criteria in order for an officer to use deadly force in defense of self or others. They will be examined individually.

The word imminent means “about to happen.” An imminent threat is an immediate threat. For a subject’s threat to be considered imminent, it must meet three criteria:

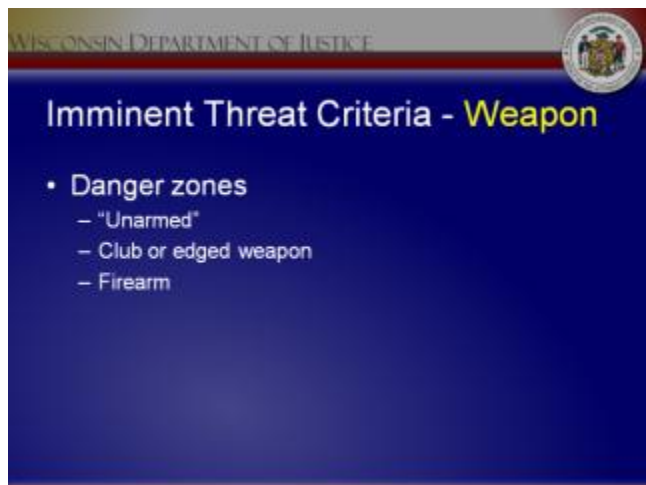
- Intent
- Weapon
- Delivery System

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 19**



## **SLIDE 19**



### **INSTRUCTIONS**

Slide 19 will appear after advancement from the previous slide (18)

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**SLIDE NAME** Imminent Threat Criteria – Weapon

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**SLIDE PURPOSE** Discuss weapon criteria.

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**NOTES/DISCUSSION**

The subject must have a conventional or unconventional weapon capable of inflicting great bodily harm or death. Guns and knives are not the only weapons—many common objects can be used as weapons. Beer bottles, baseball bats, pieces of broken glass, large rocks or bricks—all of these and others can be weapons. Some individuals are able to inflict death or serious injury with their hands or feet, and some apparently innocuous items, such as a pen, can be used as a weapon.

Danger Zones in relation to reaction time:

**Unarmed (10 feet)** - This is the minimum distance needed to react to an unarmed assault. If a subject is within this zone the officer’s ability to react is diminished. It is about the distance covered by two steps with a punch thrown, or one step with a kick thrown.

**Club or Edged Weapon** - Any distance where the officer reasonably perceives an imminent danger of death or great bodily harm.

Note that the previous danger zone for a club or edged weapon was 21 feet. The “Tueller drill” is a reaction time drill that demonstrates that 21 feet is the minimum distance that an officer needs in order to draw his/her firearm from a security holster, move, and deliver two shots. The officer should not have a holstered weapon when facing a person armed with a knife or club, and two shots do not ensure that the subject will be stopped. The Tueller drill is only a gauge to understand the unexpected danger and quickness that a subject with a club or edged weapon can present even several yards away, and the limited reaction time an officer has. A subject outside of 21 feet may pose an imminent threat—each officer must articulate the perceived imminent danger and justify their response.

**Firearm** – Line of sight unbroken by cover.

### Topic 3: Lesson 3-1 Deadly Force Decisions

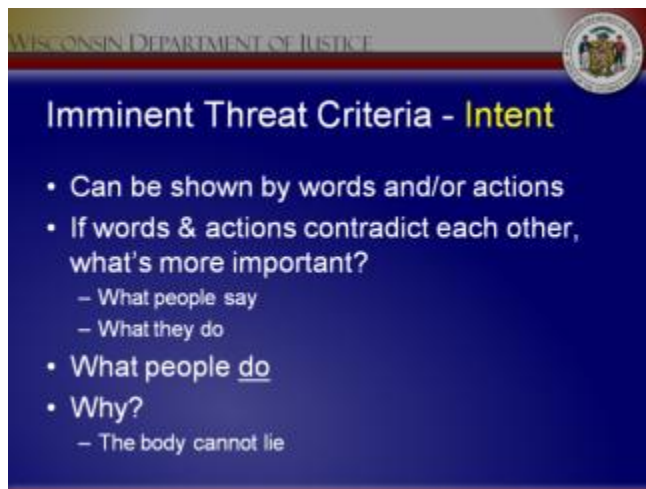
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Discussion point – what about grenades? Pipe bombs? Flamethrowers? This slide is to encourage officers to locate the expert personnel that can answer these questions, if in fact an officer is faced with these threats. If that knowledge is not at hand then he/she will be held to his/her reasonable perception of threat at that time.

#### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 20**

## **SLIDE 20**



WISCONSIN DEPARTMENT OF JUSTICE

### Imminent Threat Criteria - Intent

- Can be shown by words and/or actions
- If words & actions contradict each other, what's more important?
  - What people say
  - What they do
- What people do
- Why?
  - The body cannot lie

### **INSTRUCTIONS**

Slide 20 will appear after advancement from the previous slide (19)

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**SLIDE NAME** Imminent Threat Criteria – Intent

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**SLIDE PURPOSE** Discuss intent criteria.

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**NOTES/DISCUSSION**

The subject must indicate his or her intent to cause great bodily harm or death to you or someone else. Some of the ways that intent might be shown would include deliberately pointing a weapon at you, stating an intention to kill you, rushing at you with a knife, and so on.

Give an example of a contradiction between what a suspect is saying and what a suspect is doing. If there is a contradiction between what the subject says, and what the subject is doing, what is more important?

- What people say? or
- What people do?

What people do.

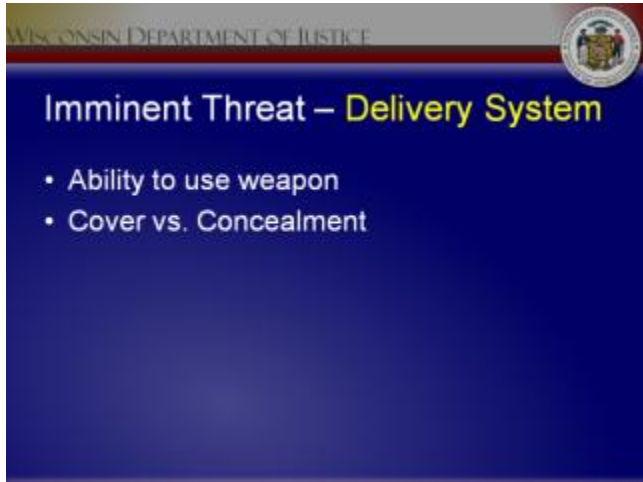
Example: subject approaching officers with a gun to his own head saying “I just want to kill myself.” Is this a “suicide by cop” or a “copicide”? If the subject just wanted to kill himself, he could do so without attempting to close the distance on police officers. The physical actions being taken by the subject belie the subject’s apparent motivation.

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### **EXITING INSTRUCTIONS**

Click mouse to advance to **SLIDE 21**

## **SLIDE 21**



### ***INSTRUCTIONS***

Slide 21 will appear after advancement from the previous slide (20)

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**SLIDE NAME** Imminent Threat Criteria – Delivery System

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**SLIDE PURPOSE** Discuss delivery system criteria.

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#### ***NOTES/DISCUSSION***

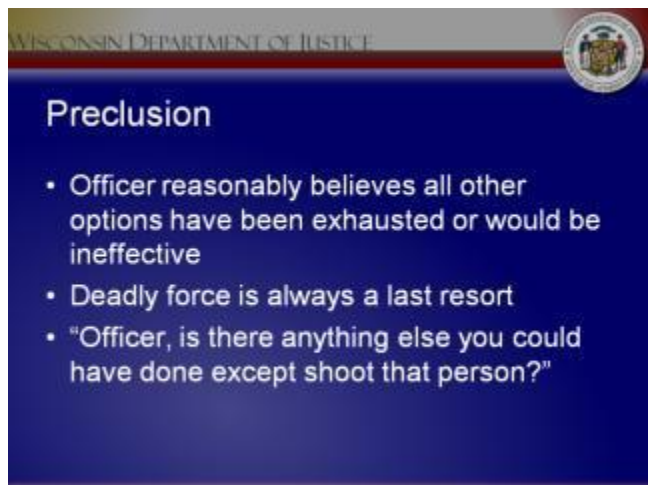
The subject must have a means of using the weapon to inflict harm. A person armed with a baseball bat, having stated his or her intention to kill you, does not meet the criteria for imminent threat if he or she is standing 50 yards away from you on the other side of a fence. There is no delivery system. The same person standing 10 feet away from you does meet the criteria.

Explain the difference between Cover and Concealment. Cover will stop the rounds that are fired at you. Concealment only hides you from view, offering limited or no ballistic protection.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 22**

## **SLIDE 22**



### **INSTRUCTIONS**

Slide 22 will appear after advancement from the previous slide (21)

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**SLIDE NAME** Preclusion

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**SLIDE PURPOSE** Discuss preclusion.

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**NOTES/DISCUSSION**

Before you can use deadly force, you must reasonably believe that all other options have been exhausted or would be ineffective. In other words, deadly force is always a last resort.

Note that in many deadly-force situations, you will not have time or the ability to try other options—if a subject a few feet away from you suddenly pulls a gun and threatens to shoot you, generally the only reasonable response is to fire. There is simply not enough time to try alternatives.

If feasible, you should give a verbal warning before firing, but this is not always possible, and in some cases may not be desirable. A verbal warning is feasible if you have sufficient time, distance, and/or cover from the subject posing the deadly threat, such that the verbal warning would not increase or prolong the danger to yourself or other innocent people.

Note that many officers subconsciously wait to finish speaking before firing their weapon. If this delay would increase the deadly threat to the officer or other innocent persons, it may be undesirable to issue a warning to a subject posing an immediate and/or close range threat, when a moment's delay could be fatal. Alternatively, you may train yourself to yell, "Police/Sheriff! Don't move!" when you draw your firearm. When programmed as an automatic "tape loop", an officer may not delay, as the warning is then automatic and doesn't require conscious processing.

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### **EXITING INSTRUCTIONS**

Click mouse to advance to **SLIDE 23**

## **SLIDE 23**



### ***INSTRUCTIONS***

Slide 23 will appear after advancement from the previous slide (22)

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**SLIDE NAME** Target Requirements

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**SLIDE PURPOSE** Introduce target requirements.

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**NOTES/DISCUSSION**

If you have determined that you face a threat that meets the requirements to permit a deadly-force response, and you have decided to shoot, you must still fulfill these three target requirements before shooting.

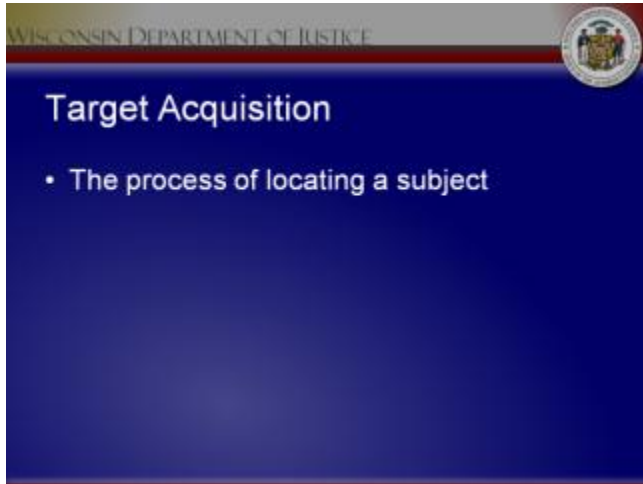
They will be discussed in-depth in following slides.

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 24**

## **SLIDE 24**



### ***INSTRUCTIONS***

Slide 24 will appear after advancement from the previous slide (23)

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***SLIDE NAME*** Target Acquisition

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***SLIDE PURPOSE*** Discuss target acquisition.

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***NOTES/DISCUSSION***

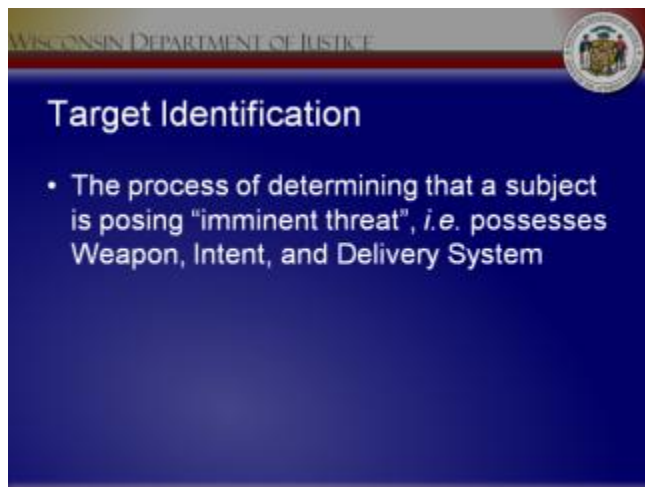
Target acquisition is the process of locating a subject. Target acquisition means simply that you have acquired an actual target to shoot at. You cannot fire blindly in the direction of a sound, for example, because you may endanger others. If someone has shot at you from an apartment building, you cannot return fire until you have a specific target to aim at.

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### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 25**

## **SLIDE 25**



### ***INSTRUCTIONS***

Slide 25 will appear after advancement from the previous slide (24)

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**SLIDE NAME** Target Identification

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**SLIDE PURPOSE** Discuss target identification.

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**NOTES/DISCUSSION**

Target identification means that you have identified your target as the source of the imminent threat. To continue the previous example, just because you see someone at a window in that apartment building, you cannot shoot until you verify that the individual you see is the person who shot (or someone else who is about to shoot at you).

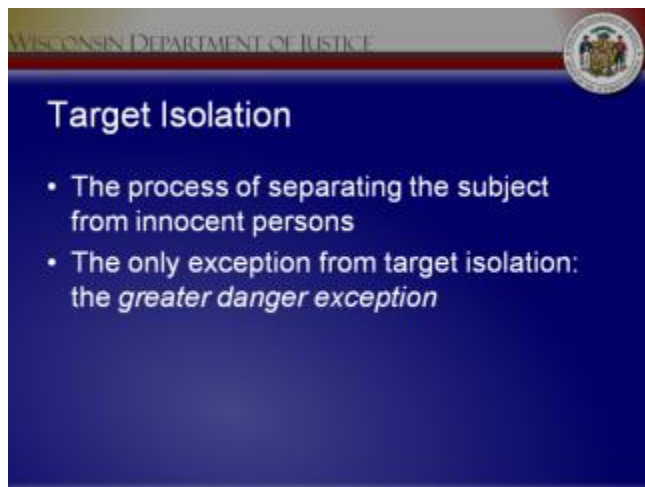
---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 26**



## **SLIDE 26**



### ***INSTRUCTIONS***

Slide 26 will appear after advancement from the previous slide (25)

---

***SLIDE NAME*** Target Isolation

---

***SLIDE PURPOSE*** Discuss target isolation and the greater danger exception.

---

***NOTES/DISCUSSION***

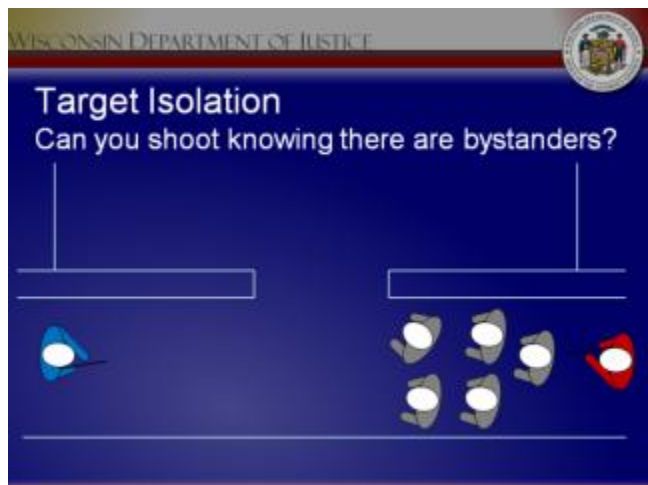
Target isolation means that you can shoot at your target without danger of harming innocent people. If the person who shot at you from the apartment building ran out of the building and into a crowd of people, you could not shoot at him or her without endangering others.

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 27**.

## **SLIDE 27**



### ***INSTRUCTIONS***

Slide 27 will appear after advancement from the previous slide (26)

---

***SLIDE NAME*** Target Isolation

---

***SLIDE PURPOSE*** Illustrate lack of target isolation.

---

***NOTES/DISCUSSION***

Target isolation means that you can shoot at your target without danger of harming innocent people. In this example the officer is in blue and the subject is in red. The officer does not have target isolation and should not attempt to shoot. Instead, the officer should maneuver to a more advantageous position, order the innocent bystanders to run or drop to the ground, etc.

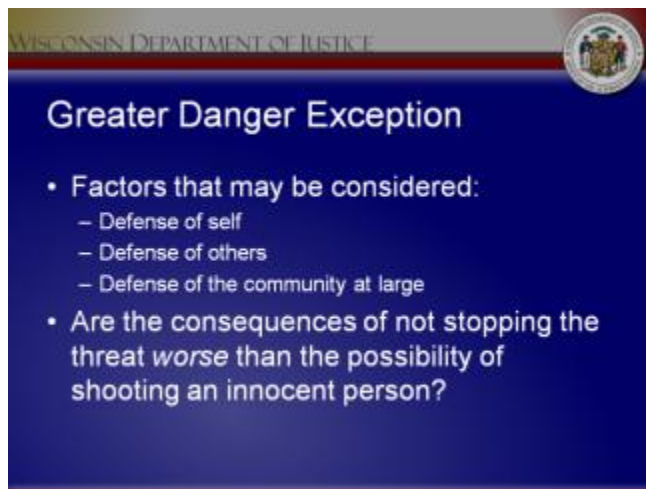
The greater danger exception is discussed on the next slide.

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 28**.

## **SLIDE 28**



### ***INSTRUCTIONS***

Slide 28 will appear after advancement from the previous slide (27)

---

**SLIDE NAME** Greater Danger Exception

---

**SLIDE PURPOSE** Discuss target isolation and the greater danger exception.

---

**NOTES/DISCUSSION**

The one exception to the requirement for target isolation is called the “greater danger exception.” Essentially, this exception allows you to shoot without target isolation if the consequence of not stopping the threat would be worse than the possibility of hitting an innocent person.

Even if the greater danger exception applies, you should always attempt to minimize or eliminate the chance of your rounds striking innocent persons to the degree you are able.

**Defense of others:** If a deranged subject is randomly shooting people, you might be justified in firing without target isolation because if not stopped, the suspect could be expected to continue shooting. The chance that your bullet might strike an innocent person is preferable to the likelihood of the suspect killing or injuring many others.

**Defense of self:** If a subject is attempting to kill you, you might be justified in firing without target isolation. How likely is it you will be injured or killed, versus how likely is it your rounds will endanger an innocent person? Based on the situation, would your failure to stop the subject endanger innocent people because you are unable to protect them?

**Defense of community at large:** How skilled are you with your weapon, versus the challenge presented in stopping the subject without endangering others? Would it be acceptable that your use of deadly force poses an immediate threat to the safety of innocents, when the subject does not pose an immediate threat?

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 29**.

**SLIDE 29**



***INSTRUCTIONS***

Slide 29 will appear after advancement from the previous slide (28)

---

***SLIDE NAME*** Defense of Self

---

***SLIDE PURPOSE*** Discuss target isolation and defense of self.

---

***NOTES/DISCUSSION***

Even if the greater danger exception applies, you should always attempt to minimize or eliminate the chance of your rounds striking innocent persons to the degree you are able.

**Defense of self:** If a subject is attempting to kill you, you might be justified in firing without target isolation. How likely is it you will be injured or killed, versus how likely is it your rounds will endanger an innocent person? Based on the situation, would your failure to stop the subject endanger innocent people because you are unable to protect them?

---

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 30**.

**SLIDE 30**



***INSTRUCTIONS***

Slide 30 will appear after advancement from the previous slide (29)

---

***SLIDE NAME*** Defense of Others

---

***SLIDE PURPOSE*** Discuss target isolation and defense of others.

---

***NOTES/DISCUSSION***

Even if the greater danger exception applies, you should always attempt to minimize or eliminate the chance of your rounds striking innocent persons to the degree you are able.

**Defense of others:** If a deranged subject is randomly shooting people, you might be justified in firing without target isolation because if not stopped, the suspect could be expected to continue shooting. The chance that your bullet might strike an innocent person is preferable to the likelihood of the suspect killing or injuring many others.

---

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 31**.

**SLIDE 31**



***INSTRUCTIONS***

Slide 31 will appear after advancement from the previous slide (30)

---

***SLIDE NAME*** Defense of Community at Large

---

***SLIDE PURPOSE*** Discuss target isolation and defense of the community at large.

---

***NOTES/DISCUSSION***

Even if the greater danger exception applies, you should always attempt to minimize or eliminate the chance of your rounds striking innocent persons to the degree you are able.

**Defense of community at large:** How skilled are you with your weapon, versus the challenge presented in stopping the subject without endangering others? Would it be acceptable that your use of deadly force poses an immediate threat to the safety of innocents, if a subject does not pose an immediate threat? (Of course, in the illustration shown the subject is posing an imminent threat. This subject is discussed further in the *Garner* portion of this instruction.)

---

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 32**.

## **SLIDE 32**



### ***INSTRUCTIONS***

Slide 32 will appear after advancement from the previous slide (31)

---

**SLIDE NAME** Deadly Force Permitted?

---

**SLIDE PURPOSE** Review and tie together the components of deadly force.

---

**NOTES/DISCUSSION**

This formula may assist some students in understanding that all criteria must be satisfied before deadly force may be used.

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 33**.

## **SLIDE 33**



### ***INSTRUCTIONS***

Slide 33 will appear after advancement from the previous slide (32)

---

***SLIDE NAME*** Decision-Making Video (#1a)

---

***SLIDE PURPOSE*** Display video.

---

***NOTES/DISCUSSION***

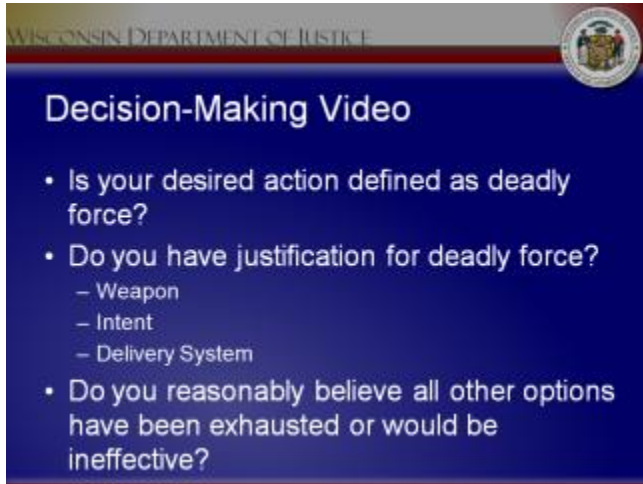
View Deadly Force Decision-Making Video Clip # 1.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 34**.



## **SLIDE 34**



WISCONSIN DEPARTMENT OF JUSTICE

### Decision-Making Video

- Is your desired action defined as deadly force?
- Do you have justification for deadly force?
  - Weapon
  - Intent
  - Delivery System
- Do you reasonably believe all other options have been exhausted or would be ineffective?

### ***INSTRUCTIONS***

Slide 34 will appear after advancement from the previous slide (33)

---

**SLIDE NAME** Decision-Making Video (#1b)

---

**SLIDE PURPOSE** Utilize video as discussion point for deadly force.

---

**NOTES/DISCUSSION**

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

How does the student want to respond? Is the desired response deadly force, as defined?

Does the subject display the deadly force criteria? Do you observe a Weapon? Do you observe Intent by the suspect? Do you observe the suspect to have a Delivery System?

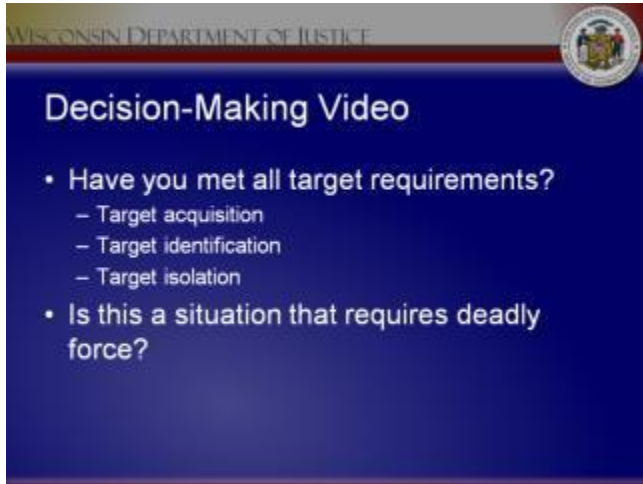
Has the preclusion standard been met?

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 35**.

**SLIDE 35**



***INSTRUCTIONS***

Slide 35 will appear after advancement from the previous slide (34)

---

***SLIDE NAME*** Decision-Making Video (#1c)

---

***SLIDE PURPOSE*** Utilize video as discussion point for deadly force.

---

***NOTES/DISCUSSION***

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

Have you filled all of your Target Requirements? Acquisition? Identification? Isolation?

Is this a situation that requires deadly force?

---

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 36**.

## **SLIDE 36**



### ***INSTRUCTIONS***

Slide 36 will appear after advancement from the previous slide (35)

---

***SLIDE NAME*** Decision-Making Video (#2a)

---

***SLIDE PURPOSE*** Display video.

---

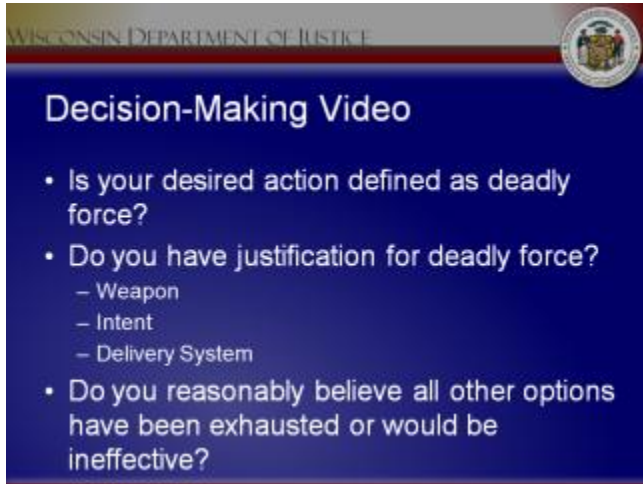
***NOTES/DISCUSSION***

View Deadly Force Decision-Making Video Clip # 2.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 37**.

## **SLIDE 37**



WISCONSIN DEPARTMENT OF JUSTICE

### Decision-Making Video

- Is your desired action defined as deadly force?
- Do you have justification for deadly force?
  - Weapon
  - Intent
  - Delivery System
- Do you reasonably believe all other options have been exhausted or would be ineffective?

### ***INSTRUCTIONS***

Slide 37 will appear after advancement from the previous slide (36)

---

**SLIDE NAME** Decision-Making Video (#2b)

---

**SLIDE PURPOSE** Utilize video as discussion point for deadly force.

---

**NOTES/DISCUSSION**

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

How does the student want to respond? Is the desired response deadly force, as defined?

Does the subject display the deadly force criteria? Do you observe a Weapon? Do you observe Intent by the suspect? Do you observe the suspect to have a Delivery System?

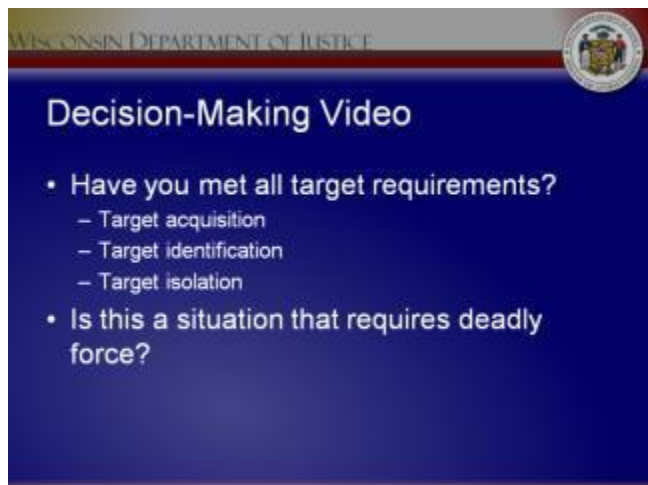
Has the preclusion standard been met?

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 38**

## **SLIDE 38**



### ***INSTRUCTIONS***

Slide 38 will appear after advancement from the previous slide (37)

---

**SLIDE NAME** Decision-Making Video (#2c)

---

**SLIDE PURPOSE** Utilize video as discussion point for deadly force.

---

**NOTES/DISCUSSION**

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

Have you filled all of your Target Requirements? Acquisition? Identification? Isolation?

Is this a situation that requires deadly force?

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 39**

**SLIDE 39**



***INSTRUCTIONS***

Slide 39 will appear after advancement from the previous slide (38)

---

***SLIDE NAME*** Decision-Making Video (#3a)

---

***SLIDE PURPOSE*** Display video.

---

***NOTES/DISCUSSION***

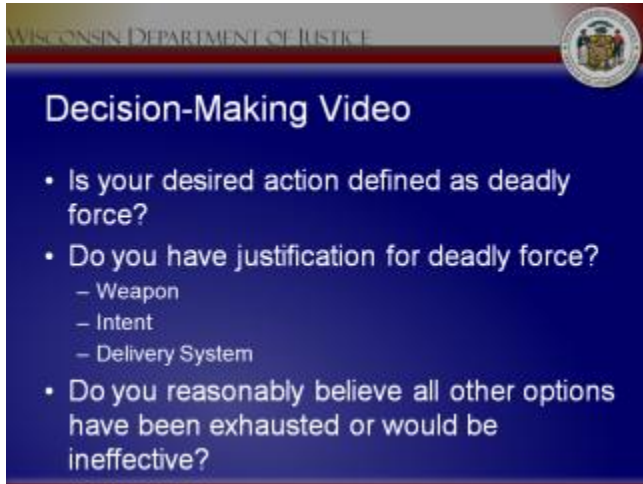
View Deadly Force Decision-Making Video Clip #3.

---

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 40**

## **SLIDE 40**



WISCONSIN DEPARTMENT OF JUSTICE

### Decision-Making Video

- Is your desired action defined as deadly force?
- Do you have justification for deadly force?
  - Weapon
  - Intent
  - Delivery System
- Do you reasonably believe all other options have been exhausted or would be ineffective?

### ***INSTRUCTIONS***

Slide 40 will appear after advancement from the previous slide (39)

---

**SLIDE NAME** Decision-Making Video (#3b)

---

**SLIDE PURPOSE** Utilize video as discussion point for deadly force.

---

**NOTES/DISCUSSION**

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

How does the student want to respond? Is the desired response deadly force, as defined?

Does the subject display the deadly force criteria? Do you observe a Weapon? Do you observe Intent by the suspect? Do you observe the suspect to have a Delivery System?

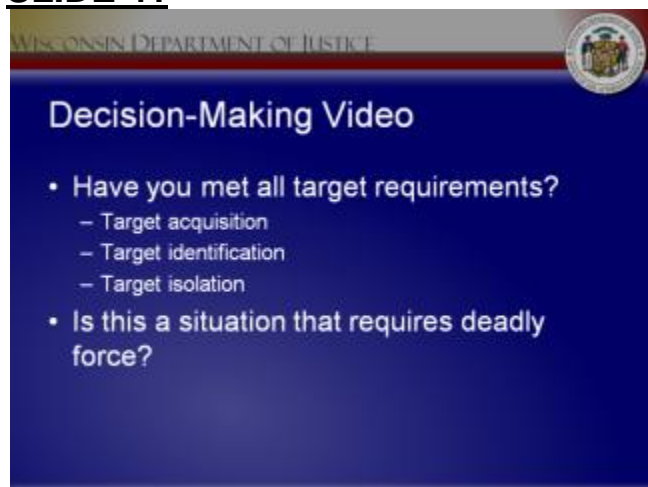
Has the preclusion standard been met?

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 41**

## SLIDE 41



### **INSTRUCTIONS**

Slide 41 will appear after advancement from the previous slide (40)

---

**SLIDE NAME** Decision-Making Video (#3c)

---

**SLIDE PURPOSE** Utilize video as discussion point for deadly force.

---

#### **NOTES/DISCUSSION**

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

Have you filled all of your Target Requirements? Acquisition? Identification? Isolation?

Is this a situation that requires deadly force?

### **EXITING INSTRUCTIONS**

Click mouse to advance to **SLIDE 42**



## **SLIDE 42**



### ***INSTRUCTIONS***

Slide 42 will appear after advancement from the previous slide (41)

---

**SLIDE NAME** Decision-Making Video (#4a)

---

**SLIDE PURPOSE** Display video.

---

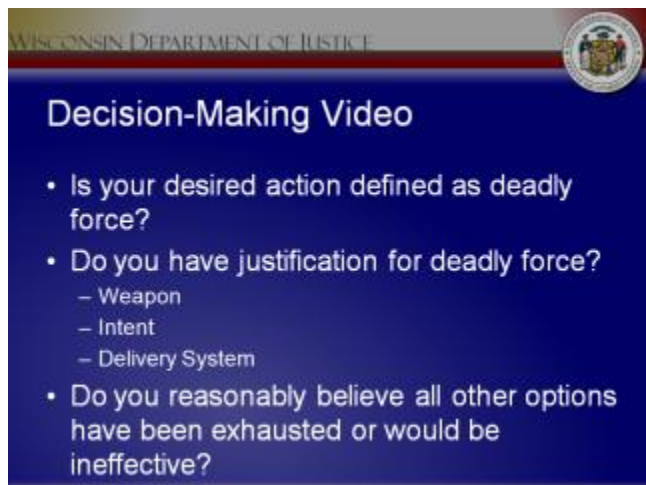
**NOTES/DISCUSSION**

View Deadly Force Decision-Making Video Clip # 4.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 43**

## **SLIDE 43**



WISCONSIN DEPARTMENT OF JUSTICE

### Decision-Making Video

- Is your desired action defined as deadly force?
- Do you have justification for deadly force?
  - Weapon
  - Intent
  - Delivery System
- Do you reasonably believe all other options have been exhausted or would be ineffective?

### ***INSTRUCTIONS***

Slide 43 will appear after advancement from the previous slide (42)

---

**SLIDE NAME** Decision-Making Video (#4b)

---

**SLIDE PURPOSE** Utilize video as discussion point for deadly force.

---

**NOTES/DISCUSSION**

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

How does the student want to respond? Is the desired response deadly force, as defined?

Does the subject display the deadly force criteria? Do you observe a Weapon? Do you observe Intent by the suspect? Do you observe the suspect to have a Delivery System?

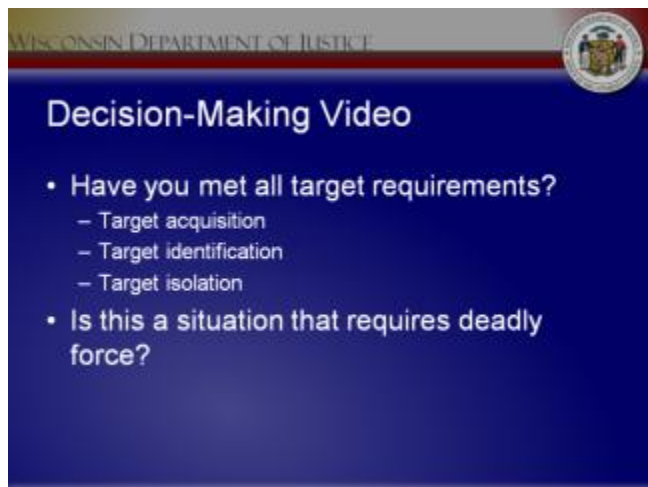
Has the preclusion standard been met?

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 44**

## **SLIDE 44**



### ***INSTRUCTIONS***

Slide 44 will appear after advancement from the previous slide (43)

---

**SLIDE NAME** Decision-Making Video (#4c)

---

**SLIDE PURPOSE** Utilize video as discussion point for deadly force.

---

**NOTES/DISCUSSION**

Use this Q&A format as a process to guide students through understanding and applying deadly force in appropriate situations.

Have you filled all of your Target Requirements? Acquisition? Identification? Isolation?

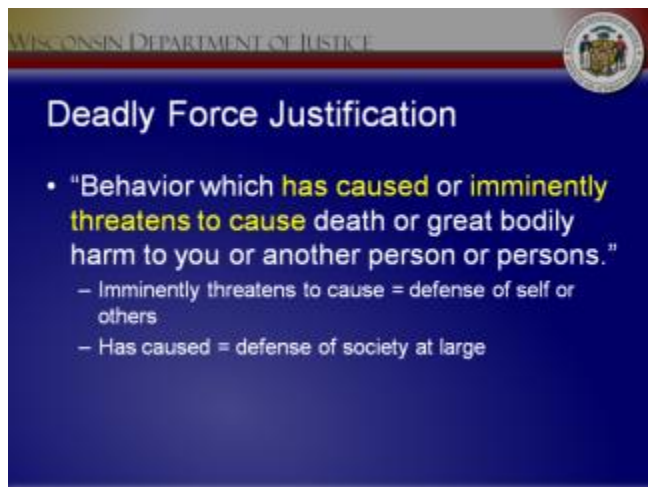
Is this a situation that requires deadly force?

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 45**

## **SLIDE 45**



### ***INSTRUCTIONS***

Slide 45 will appear after advancement from the previous slide (44)

---

**SLIDE NAME** Deadly Force Justification (#4)

---

**SLIDE PURPOSE** Transition to defense of society at large.

---

**NOTES/DISCUSSION**

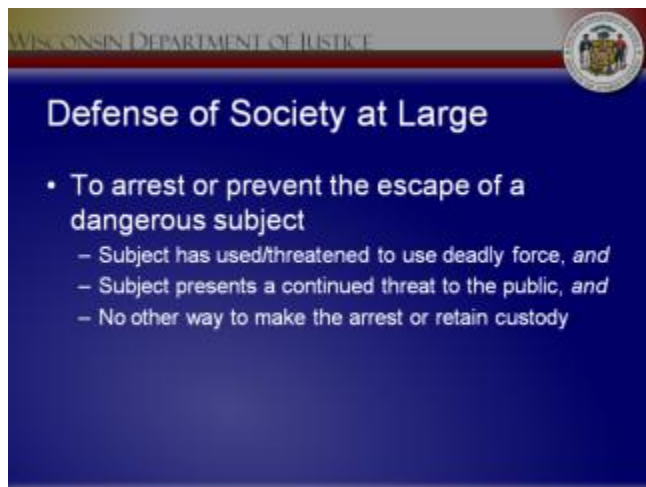
Use this slide to remind students that there are two separate standards for the use of deadly force. The first was defense of self or others, which has just been discussed. Now we'll examine when an officer may use deadly force in the defense of society at large.

---

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 46**

## **SLIDE 46**



### **INSTRUCTIONS**

Slide 46 will appear after advancement from the previous slide (45)

---

**SLIDE NAME** Defense of Society at Large

---

**SLIDE PURPOSE** Explain concept of deadly force to arrest.

---

#### **NOTES/DISCUSSION**

Deadly force is most commonly used in defense of self or others. However, in uncommon circumstances it may be used in defense of society at large—to make an arrest or prevent the escape of a dangerous subject. This was addressed by the U.S. Supreme Court in *Tennessee v. Garner*.

In *Garner*, the U.S. Supreme Court said, “Where the suspect poses no immediate threat to the officer and no threat to others, the harm resulting from failing to apprehend him does not justify the use of deadly force to do so...A police officer may not seize an unarmed, non-dangerous suspect by shooting him dead.”

Conversely, you may use deadly force to apprehend a criminal suspect who has used or threatened to use deadly force against someone, and presents a continued threat to the public, and you reasonably believe there is no other way to make the arrest or retain custody of the person once arrested. In any case the officer should not use deadly force unless he/she reasonably believes it is necessary to capture a dangerous suspect, and then only as a last resort.

In these cases the “has caused” element of subject behavior becomes the focus of attention in an officer’s use of deadly force:

Behavior which *has caused* or imminently threatens to cause death or great bodily harm to you or another person or persons

In all such cases, the officer should warn the subject, if feasible, prior to using deadly force.

## Topic 3: Lesson 3-1 Deadly Force Decisions

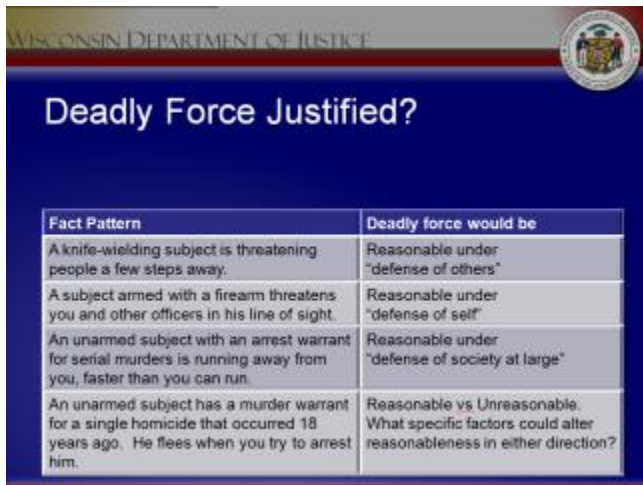
---

These situations are fact-intensive inquiries, and are not easily reflected in abstract analysis. As always, follow your agency's policy and consult your training officer with any questions.

### ***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 47**

**SLIDE 47**



Fact Pattern	Deadly force would be
A knife-wielding subject is threatening people a few steps away.	Reasonable under "defense of others"
A subject armed with a firearm threatens you and other officers in his line of sight.	Reasonable under "defense of self"
An unarmed subject with an arrest warrant for serial murders is running away from you, faster than you can run.	Reasonable under "defense of society at large"
An unarmed subject has a murder warrant for a single homicide that occurred 18 years ago. He flees when you try to arrest him.	Reasonable vs Unreasonable. What specific factors could alter reasonableness in either direction?

***INSTRUCTIONS***

Slide 47 will appear after advancement from the previous slide (46)

---

**SLIDE NAME** Deadly Force Justified?

---

**SLIDE PURPOSE** Discuss various fact patterns.

---

**NOTES/DISCUSSION**

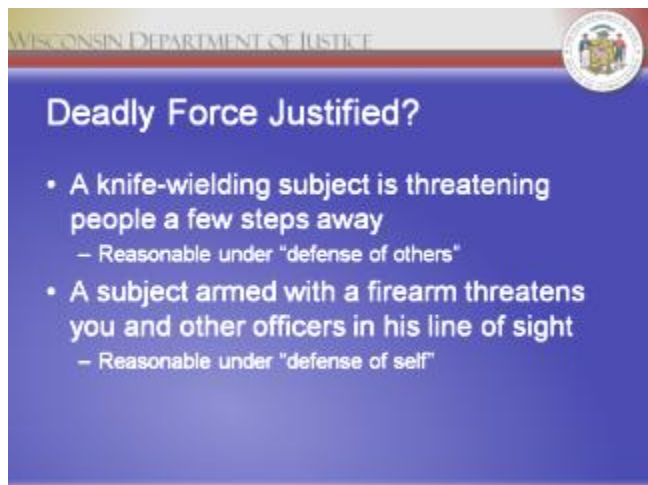
Review these fact patterns with the students. Discuss when deadly force would and would not be appropriate, and point out how small changes in the fact pattern can sometimes change the entire result.

---

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 48**

**SLIDES 48-50**



***INSTRUCTIONS***

Slides 48-50 will not normally appear.

---

**SLIDE NAME** Deadly Force Justified? (#2-#4)

---

**SLIDE PURPOSE** Discuss various fact patterns.

---

***NOTES/DISCUSSION***

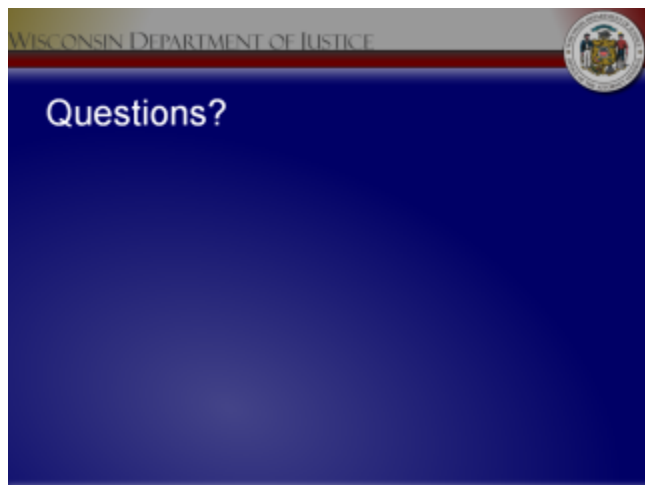
Slides #41 - #43 are hidden within this PowerPoint presentation and will normally not be used in this lecture. These slides cover the same material shown in slide #40. As the instructor, if you prefer the layout of these slides, you may use them instead of slide #40. You should not use both slide #40 and slides #41-#43.

***EXITING INSTRUCTIONS***

Click mouse to advance to **SLIDE 44**



## **SLIDE 51**



### ***INSTRUCTIONS***

Slide 51 will appear after advancement from the previous slide (47)

---

***SLIDE NAME*** Questions?

---

***SLIDE PURPOSE*** Address unanswered questions.

---

***NOTES/DISCUSSION***

Solicit and respond to unanswered questions.

---

### ***EXITING INSTRUCTIONS***

**Stop** – this is the end of the presentation.

# TOPIC 4: COVER, MOVEMENT AND POSITION

## LESSON 4-1: 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 4: Cover, Movement and Position</b> <b>Lesson 4-1: Using Cover</b>
--

### Performance Objectives

2. **Fire the handgun accurately in a variety of conditions and environments.**
  - 2.1 Identify cover and how to use cover.
  - 2.7 Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.

### 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: *Slicing the Pie and Repositioning*  
PowerPoint: slides 80-89

### Instructional Method

Lecture, discussion, range exercises

### Estimated Length of Class


Two hours



### Reading Assignment


Text pp. 55-59




Lesson 4-1: Using Cover

<b>Topic 4: Cover, Movement and Position</b>				
<b>Lesson 4-1: Using Cover</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Cover vs. Concealment	Lecture	PowerPoint slides 98-107	
	How to Use Cover	Exercise		
	Conforming to Cover	Lecture		
	When to Leave Cover	Lecture		
Hour #2	Shooting from Behind Cover	Lecture	Firearms Videos: Slicing the Pie and Repositioning	
	Slicing the Pie	Exercise		
	Repositioning	Exercise		
		Live Fire Drills		


<p>pp. 55  98-99</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>
---	--	------------------------

   <b>102-104</b>  <p><b>WARNING</b> Live firearm hazard!</p> <p>Use Inert weapons only. Do not use "cold" weapons, or live firearms.</p> <p>Use triple-search procedure to ensure no "cold" or live firearms are present.</p> <p>See Scenario &amp; Safety Manual for safe training requirements.</p>	<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: INERT 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.</p> <p>Have “subjects” describe what they see as the “officers” roll out from their covered position.</p>
--	--	---


<p>pp. 57  104</p>	<p><b>LECTURE: Leaving cover</b></p> <p><b>Purpose:</b> 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>ADDITIONAL READING:</b></p> <p>"Tactical Tools: A Cornering Overview" by Ken J. Good.</p>
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<p>pp. 57-59</p> <p> 105-107</p> <p></p> <p></p> <p><b>WARNING</b> Live firearm hazard!</p> <p>Use Inert weapons only. Do not use "cold" weapons, or live firearms.</p> <p>Use triple-search procedure to ensure no "cold" or live firearms are present.</p> <p>See Scenario &amp; Safety Manual for safe training requirements.</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"</li> </ol>	<p><b>Hour #2</b></p> <p>"Slicing the Pie" a/k/a "metering" 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.</p>
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Lesson 4-1: Using Cover

	<p>to look for parts of the subject, not the whole person.</p> <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>	
 <p><b>WARNING</b> Live ammunition hazard!</p> <p><b>Use Inert or Cold weapons only. Do not use live firearms.</b></p> <p><b>Use triple-search procedure to ensure no live firearms are present.</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>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</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>you return to cover, you no longer can see what your adversary may be doing.</p> <p>Ensure students do not “hug” their cover</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> <p>increased distance to target</p> <p>use of flashlight</p> <p>left and right handed shooting</p> <p>multiple targets (requires proper metering)</p> <p>multiple barricades (requires movement between them)</p> <p>threat/no threat targets</p> <p>moving targets</p>
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## LESSON 4-2: SHOOTING POSITIONS

Different shooting positions are introduced, demonstrated and practiced.

<b>Topic 4: Cover, Movement and Position</b> <b>Lesson 4-2: Shooting Positions</b>
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### Performance Objectives

2. **Fire the handgun accurately in a variety of conditions and environments.**
  - 2.1 Identify cover and how to use cover.
  - 2.2 Analyze the various shooting positions and the advantages and disadvantages of each position.

### 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*  
Videos: *High Kneel, Low Kneel, Double Kneel and Roll Over Prone*  
PowerPoint: slides 90-97

### Instructional Method

Lecture, discussion, range exercises

### Estimated Length of Class


Two hours



### Reading Assignment

Text pp. 61-64


Lesson 4-2: Shooting Positions

<b>Topic 4: Cover, Movement and Position</b>				
<b>Lesson 4-2: Shooting Positions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Shooting Positions  Shooting Positions	Lecture  Exercises	PowerPoint slides: 108-115  Firearms Videos: High Kneel, Low Kneel, Double Kneel and Roll Over Prone	Requires: Inert weapons (red guns)
Hour #2	Shooting Positions	Exercises: Live Fire		Realistic threat targets  Simulated cover (barricades)  Live ammunition

<p>pp. 61-64</p> <p> 109-115</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</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></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> Live ammunition hazard!</p> <p>Use Inert or Cold weapons only. Do not use live firearms.</p> <p>Use triple-search procedure to ensure no live firearms or ammunition is present.</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> 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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## Lesson 4-2: Shooting Positions

	<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 4-3: SHOOTING WHILE MOVING

Techniques for shooting while moving are presented and practiced.

<b>Topic 4: Cover, Movement and Position</b> <b>Lesson 4-3: Shooting While Moving</b>
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### Performance Objectives

2. **Fire the handgun accurately in a variety of conditions and environments.**
  - 2.1 Identify cover and how to use cover.
  - 2.2 Analyze the various shooting positions and the advantages and disadvantages of each position.
  - 2.3 Identify the issues involved when multiple adversaries are to be engaged.
  - 2.4 Identify the issues involved when close combat shooting occurs.
  - 2.7 Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.

### 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: *Roll Step and Moving Laterally*  
PowerPoint: slides 98-102

### Instructional Method

Lecture, discussion, range exercises

### Estimated Length of Class

Two hours



### Reading Assignment

Text pp. 64-66




Lesson 4-3: Shooting While Moving





<b>Topic 4: Cover, Movement, and Position</b>				
<b>Lesson 4-3: Shooting While Moving</b>				
Time	Topic	Activities	Resources	Notes
Hour#1	Shooting While Moving  Immediate Lateral Movement	Lecture  Exercise: DRY FIRE	PowerPoint slides: 116-120  Firearms Videos: Roll Step and Moving Laterally	
Hour #2	Immediate Lateral Movement  Pivots	Exercise: LIVE FIRE  Exercise: LIVE FIRE  Exercises: LIVE FIRE DRILLS		

<p>pp. 64-66</p>  <p>116-120</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>	

## Lesson 4-3: Shooting While Moving

	<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</li> </ol>	<p><b>Note:</b> Muzzle control while conducting this drill on a linear range with other students is CRITICAL.</p>

<p><b>ammo.</b></p>  <p><b>WARNING</b> Use no weapons for this drill. Have students practice movement only.</p>	<p>DIRECTION.</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 conduct a rear pivot.</li> </ol>	

Lesson 4-3: Shooting While Moving

<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 5: SPECIAL CIRCUMSTANCES

## LESSON 5-1: 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 5: Special Circumstances</b> <b>Lesson 5-1: Multiple Adversaries and Close Combat</b>
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### Performance Objectives

2. **Fire the handgun accurately in a variety of conditions and environments.**
  - 2.1 Identify cover and how to use cover.
  - 2.3 Identify the issues involved when multiple adversaries are to be engaged.
  - 2.4 Identify the issues involved when close combat shooting occurs.
  - 2.7 Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.

### 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: slides 103-109

### Instructional Method

Lecture, discussion, range exercises

### Estimated Length of Class

Two hours



### Reading Assignment

Text pp. 67-72

Lesson 5-1: Multiple Adversaries and Close Combat

<b>Topic 5: Special Circumstances</b>				
<b>Lesson 5-1: Multiple Adversaries and Close Combat</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Multiple Adversaries	Lecture	PowerPoint slides: 121-127	
Hour #2	Look-shoot technique Traverse fire	Exercise: LIVE FIRE Exercise: LIVE FIRE		



<p>pp. 68-72   121-127</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></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 5-2: 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 5: Special Circumstances</b> <b>Lesson 5-2: Shooting Unsupported and While Seated</b>
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### Performance Objectives

2. **Fire the handgun accurately in a variety of conditions and environments.**
  - 2.2 Analyze the various shooting positions and the advantages and disadvantages of each position.
  - 2.5 Identify the issues involved when using unsupported shooting techniques.
  - 2.7 Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.

### 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: *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: slides 110-124

### Instructional Method

Lecture, discussion, range exercises

### Estimated Length of Class

Two hours



### Reading Assignment



Text pp. 73-77

Lesson 5-2: Shooting Unsupported and While Seated

<b>Topic 5: Special Circumstances</b>				
<b>Lesson 5-2: Shooting Unsupported and While Seated</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Unsupported Shooting—reaction hand	Lecture/Demo	Powerpoint slides: 128-135	
	Unsupported reaction hand shooting techniques	Video	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	
	Reaction hand draw and fire, Reloading, malfunction clears	Exercises: DRY FIRE		
	Same	Exercises: LIVE FIRE		
Hour #2	Shooting while seated	Lecture	Powerpoint slides: 136-142	
	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	

Lesson 5-2: Shooting Unsupported and While Seated

<p>pp. 73-75  128-135</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: Drawing weapon Reloading weapon Clearing malfunctions</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>	<p><b>EXERCISE: Unsupported Shooting Reaction Hand</b></p> <p><b>Part 1: DRY FIRE/DUMMY ROUNDS</b></p> <p><b>Purpose:</b> To provide practice in unsupported shooting and weapon handling with the reaction hand.</p> <p><b>Procedure:</b></p> <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 difficult. Explain this is a necessary skill, so now is the time to practice.</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>	




## Lesson 5-2: Shooting Unsupported and While Seated


	<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>pp. 75-77</p> <p> 136-142</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>1. 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>2. Ballistic issues involved in shooting through glass.</li> <li>3. 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></p> <p><b>WARNING</b></p> <p>Use inert training weapons only.</p> <p>Follow triple-search procedure to ensure no access to live weapons or ammo.</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>1. Use training weapons or secure all live ammunition.</li> <li>2. Place students in chairs with arms. Chairs can be placed next to wall to simulate car door.</li> <li>3. "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>

Lesson 5-2: Shooting Unsupported and While Seated

	<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> <li>• Verbalize</li> <li>• Fire two rounds</li> <li>• Bring weapon to the tactical ready</li> </ul> </li> </ol>	

Lesson 5-2: Shooting Unsupported and While Seated

	<ul style="list-style-type: none"> <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 <b>right</b>, 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 5-3: SHOOTING IN LOW LIGHT OR DARKNESS

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

<b>Topic 5: Special Circumstances</b> <b>Lesson 5-3: Shooting in Low Light or Darkness</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.**
  - 1.5 Identify the target requirements that must be met in order to use deadly force.
  
2. **Fire the handgun accurately in a variety of conditions and environments.**
  - 2.6 Identify the issues involved when shooting in low light levels.
  - 2.7 Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.

### 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*  
Videos: *Harries Technique and FBI Technique*  
PowerPoint: slides 125-135

### Instructional Method

Lecture, discussion, range exercises

### Estimated Length of Class



Two hours

### Reading Assignment

Text pp. 77-82

Lesson 5-3: Shooting in Low Light or Darkness

<b>Topic 5: Special Circumstances</b>				
<b>Lesson 5-3: 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: 143-153	
	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>pp. 77-82</p> <p> 143-153</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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Lesson 5-3: Shooting in Low Light or Darkness



	<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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Lesson 5-3: Shooting in Low Light or Darkness

	<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>	

## Lesson 5-3: Shooting in Low Light or Darkness

	<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>• <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>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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## LESSON 5-4: 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 5: Special Circumstances</b> <b>Lesson 5-4: Actions after Combat Shooting</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.
  - 1.4 Assess whether alternatives to shooting are appropriate when encountering a potentially life threatening situation.
  
3. **Take appropriate actions after combat shooting.**
  - 3.1 Assess threat to determine if it has been neutralized.
  - 3.2 Complete post-shooting legal procedures.
  - 3.3 Prepare to testify in court related to a shooting incident.
  - 3.4 Prepare a written report or verbal narration on an officer-involved shooting scenario.

### 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 136-142

### Instructional Method

Lecture, discussion, range exercises

### Estimated Length of Class



Two hours

### Reading Assignment

Text pp. 82-86

Lesson 5-4: Actions After Combat Shooting




<b>Topic 5: Special Circumstances</b> <b>Lesson 5-4: Actions After Combat Shooting</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	What To Do After Combat Shooting	Lecture	PowerPoint slides: 154-159  DOJ Firearms Video: After Combat Shooting	
Hour #2	Post-Combat Actions	Exercise: Scenario/ Simulation		

<p>pp. 82-85</p> <p> 154-159</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. Assess! Is more shooting necessary?</li> <li>2. Breathe!</li> <li>3. Cover! Find or remain behind cover.</li> <li>4. Scan! Tactically evaluate the situation and gather as much information as possible. Additional suspects?</li> <li>5. Reload! Reload your weapon</li> <li>6. 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>7. 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> <li>• When backup arrives, decide on best approach.</li> </ul> </li> <li>8. Approach the subject and begin follow-through:</li> </ol>	<p><b>Hour #1</b></p> <p>Even if the shooting has stopped, the fight may not be over.</p> <p><b>This video will be updated.</b></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</p>
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## Lesson 5-4: Actions After Combat Shooting

	<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>he is no longer a danger. If subject is <b>prone</b>; approach 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>
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  <p><b>WARNING</b></p> <p>Use marking cartridges or blank cartridges only. Use triple-search procedure to ensure no access to live ammo. Follow Scenario Safety Manual requirement.</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/marking 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 marking cartridges 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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## LESSON 5-5: REPORTING DEADLY FORCE

Prepare a written or verbal report justifying use of deadly force.

<b>Topic 5: Special Circumstances</b> <b>Lesson 5-5: Reporting Deadly Force</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.
  - 1.4 Assess whether alternatives to shooting are appropriate when encountering a potentially life threatening situation.
  
3. **Take appropriate actions after combat shooting.**
  - 3.1 Assess threat to determine if it has been neutralized.
  - 3.2 Complete post-shooting legal procedures.
  - 3.3 Prepare to testify in court related to a shooting incident.
  - 3.4 Prepare a written report or verbal narration on an officer-involved shooting scenario.

### Equipment

PowerPoint projector, screen

### Materials

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
PowerPoint: slides 142-146

### Instructional Method

Lecture, discussion

### Estimated Length of Class


Two hours

### Reading Assignment



Text pp. 86; 163-171


Lesson 5-5: Reporting Deadly Force

<b>Topic 5: Special Circumstances</b>				
<b>Lesson 5-5: Reporting Deadly Force</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Deadly force reporting	Lecture/ Simulation	PowerPoint slides: 160- 164	
Hour #2	Deadly force reporting	exercise		

Teaching Tools	Learning Points	Additional Notes
 <p>160-164</p>	<p><b>LECTURE/DISCUSSION: Reporting Deadly Force</b></p> <p><b>Purpose:</b> To orient students to the reporting requirements following a use of deadly force.</p> <p><b>Review of Common Officer-Involved Shooting Investigation Procedures:</b> Following a shooting, it is common to see these steps:</p> <ol style="list-style-type: none"> <li>1) Officer provides critical information to supervisor and/or other officers regarding public safety concerns. These may be called “public safety statements.” This example is from the Mount Prospect (IL) Police Dept.:             <ol style="list-style-type: none"> <li>(1) Are you injured?</li> <li>(2) If you know of anyone who was injured, what is his or her location?</li> <li>(3) In what direction did you fire your weapon(s)?</li> <li>(4) If any suspects are at large, what are their descriptions?</li> <li>(5) What was their direction of travel?</li> <li>(6) How long ago did they flee?</li> <li>(7) For what crimes are they wanted?</li> <li>(8) With what weapons are they armed?</li> <li>(9) Does any evidence need to be preserved?</li> <li>(10) Where is it located?</li> <li>(11) Did you observe any witness(es)?</li> <li>(12) Where are they?</li> </ol> </li> <li>2) Officer removed from scene.</li> <li>3) Peer support may be provided, but communications are not privileged.</li> <li>4) Wis. Stat. requires an outside investigation.</li> <li>5) Memory often improves following a high-stress incident. Best practice is suggested as a formal interview 48-72 hours later, after adequate rest.</li> </ol>	<p><b>Hour #1</b></p> <p>Note that these are common but not universal. Students must always follow the process and procedure of their agency.</p>

Lesson 5-5: Reporting Deadly Force

Teaching Tools	Learning Points	Additional Notes
	<p>6) “Cognitive Interview” is the preferred technique. Officer is a victim, not a perpetrator.</p> <p>As with any use-of-force incident, you must report your observations and actions. In a deadly-force situation, you must articulate why you reasonably believed that deadly force was justified. Because your report is the foundation for future investigations, testimony, and litigation, it is critical that you thoroughly and completely describe the totality of the circumstances that led up to your use of deadly force.</p> <p>Follow the guidelines you have learned in Report Writing for writing use of force reports. Remember, the more familiar you are with the basic concepts underlying Wisconsin officers' proper action—the RESPOND model and Disturbance Resolution—the better able you will be to articulate the basis for your use of deadly force.</p>	
   <p><b>WARNING</b></p> <p><b>Use marking cartridges or blank cartridges</b></p>	<p><b>EXERCISE: Deadly Force reporting</b></p> <p><b>Scenario Drill/marking weapon/blank cartridges only</b></p> <p><b>Purpose:</b> To give officers practice in explaining their use of deadly force.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Student experiences an officer-involved shooting in a scenario (involving marking cartridges or blanks for "live fire"). Student: <ul style="list-style-type: none"> <li>• Assess/Breathe/Cover/Scan/Reload</li> <li>• communicates with dispatch</li> </ul> </li> <li>2. Backup officer approaches, and identifies him/herself to primary officer.</li> </ol>	<p><b>Hour #2</b></p>

Teaching Tools	Learning Points	Additional Notes
<p><b>only. Use triple-search procedure to ensure no access to live ammo. Follow Scenario Safety Manual requirement.</b></p>  <p><b>WARNING</b></p> <p><b>Use inert training weapon (red gun) ONLY for backup.</b></p> <p><b>Use triple-search procedure to ensure no access to live ammo.</b></p>	<p>Backup asks for situation report and for primary officer's plan.</p> <p>3. Backup advises primary that he/she will "cover" the downed suspect <b>(using a training weapon)</b>.</p> <p>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></p> <p>5. While backup covers the suspect, primary officer approaches, handcuffs and searches suspect. Suspect offers no resistance.</p> <p>6. <u>Primary officer is led away from the scene and directed to explain/justify their use of force.</u> Instructor may:</p> <ul style="list-style-type: none"> <li>• Require a thorough (start-to-finish) written report of incident; or</li> <li>• Perform an interview of the officer</li> </ul>	<p>Upon completion, Instructor ends the scenario and "suspect" is uncuffed.</p>

## Lesson 5-5: Reporting Deadly Force



## TOPIC 6: LAW ENFORCEMENT RIFLES

### INSTRUCTOR NOTE: TEACHING THE LAW ENFORCEMENT RIFLE

To teach this 16-hour block within the Firearm curriculum, instructors must be certified as a “Rifle” instructor.

This block of instruction will certify recruits as a basic patrol rifle operator. Recruits should expect to receive additional training at their agency to further increase their proficiency, and to learn their agency’s policies and procedures.

#### **Recruit Standards vs. Agency Standards**

This rifle curriculum was first adopted in December, 2014. Because there wasn’t a common rifle curriculum before that, officers and agencies adopted a range of procedures and practices. This curriculum is not intended to restrict alternate or advanced techniques at the agency level. However, this is the required curriculum for LESB instructors teaching in LESB-certified recruit academies, and in LESB Rifle instructor courses.

#### **Employer-Based Academies**

At the June 3<sup>rd</sup>, 2014 meeting of the Law Enforcement Standards Board, the LESB adopted a policy permitting employer-based recruit academies to offer 16 hours of shotgun training in lieu of these 16 hours of rifle training. For example, Milwaukee PD’s in-house recruit academy may elect to provide 16 hours of shotgun training instead of 16 hours of rifle training. However, Milwaukee Area Technical College must use this 16 hour rifle curriculum.

## LESSON 6-1: RIFLE CHARACTERISTICS AND ADVANTAGES

Familiarization with rifle characteristics and advantages.

<b>Topic 6: Law Enforcement Rifles</b> <b>Lesson 6-1: Rifle Characteristics and Advantages</b>
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### Performance Objectives

5. **Examine the role and characteristics of law enforcement patrol rifles.**
  - 5.1 Identify and describe the role that ballistics play in the performance of the rifle.
  - 5.2 Identify nomenclature and functions of patrol rifles.
  - 5.3 Field-strip, clean, lubricate, reassemble and function check the rifle.
  - 5.4 Describe the advantages, limitations, and nomenclature of patrol rifles.

### Equipment

PowerPoint projector, screen

### Materials

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Rifle PowerPoint: slides 1-37

### Instructional Method

Lecture, discussion

### Estimated Length of Class


One hour

### Reading Assignment

Text pp. 87-112


Lesson 6-1: Rifle Characteristics

<b>Topic 6: Law Enforcement Rifles</b>				
<b>Lesson 6-1: Rifle Characteristics and Advantages</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Long gun advantages, ballistics, and deployment.	Lecture/ Discussion	Rifle PowerPoint slides: 1-37	Hour #1 (0800-0900)

Teaching Tools	Learning Points	Additional Notes
	<p><b>LECTURE/DISCUSSION: Rifle Characteristics and Advantages</b></p> <p><b>Purpose:</b> To orient students to the benefits and characteristics of patrol rifles.</p> <p><b>Procedure:</b> Orient students to course and what will be discussed.</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Benefits</li> <li>• Deployment considerations</li> <li>• Ballistics</li> <li>• Field-stripping, maintenance and inspection</li> <li>• Carry modes &amp; loading</li> <li>• Shooting fundamentals &amp; familiarization (dry-fire only)</li> <li>• Carry positions</li> </ul>	<p><b>Hours #1-4</b></p>
 1-7	<p><b>History, benefits, and deployment</b></p> <ul style="list-style-type: none"> <li>• History             <ul style="list-style-type: none"> <li>○ Rifles used by law enforcement for over a hundred years</li> <li>○ Not a recent fad, or a sign of the “militarization of the police”</li> </ul> </li> <li>• Benefits over handguns             <ul style="list-style-type: none"> <li>○ Easier to shoot accurately</li> <li>○ Terminal effectiveness</li> <li>○ Increased effective range</li> </ul> </li> <li>• Dispel myths             <ul style="list-style-type: none"> <li>○ Over penetration                 <ul style="list-style-type: none"> <li>▪ Typical .223 law enforcement bullets penetrate about the same number, or slightly fewer, walls compared to typical law</li> </ul> </li> </ul> </li> </ul>	<p><b>Hour #1</b></p>

Lesson 6-1: Rifle Characteristics

Teaching Tools	Learning Points	Additional Notes
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>enforcement handgun rounds (9mm, .40 S&amp;W, .45ACP)                             <ul style="list-style-type: none"> <li>▪ Both rifle and handgun bullets will penetrate several layers of drywall or common residential construction</li> <li>▪ Neither system allows officers to indiscriminately fire rounds within a home and believe that these rounds may not penetrate several walls</li> <li>▪ But officers may be less likely to miss with a rifle, and/or stop the threat faster</li> </ul> </li> <li>○ Rifles are too long to use indoors                             <ul style="list-style-type: none"> <li>▪ Point out comparative lengths</li> <li>▪ Rifle may be shortened by tucking stock under arm</li> </ul> </li> <li>○ Accessories – rifles are a system                             <ul style="list-style-type: none"> <li>▪ Sling needed – holster for rifle</li> <li>▪ Light essential to ID target</li> <li>▪ Optic nice but not mandatory; if have an optic, must have back-up iron sights</li> <li>▪ Nothing else essential</li> </ul> </li> <li>○ Appropriate ammunition choices                             <ul style="list-style-type: none"> <li>▪ FMJ common for practice</li> <li>▪ Controlled expansion common for duty</li> <li>▪ “Varmint” rounds, which quickly disintegrate upon striking anything, do not meet FBI recommended minimum penetration depth</li> <li>▪ Different bullets/loads may strike in different locations</li> </ul> </li> <li>○ Fully automatic fire seldom necessary for patrol</li> <li>● When to deploy                             <ul style="list-style-type: none"> <li>○ Every time the call could reasonably be expected to produce a gunfight. Alarms, high-risk stops, burglary in progress, man with a gun, etc.</li> </ul> </li> </ul> </li> </ul>	

Teaching Tools	Learning Points	Additional Notes
 <p>8-14 pp. 90-94</p>	<p><b>Ballistics</b></p> <ul style="list-style-type: none"> <li>• Internal             <ul style="list-style-type: none"> <li>○ Like handgun, can be problematic to repeatedly re-chamber the same round</li> <li>○ Some agencies allocate any round that has been chambered on a call to training use thereafter</li> </ul> </li> <li>• External             <ul style="list-style-type: none"> <li>○ Necessity of zeroing                 <ul style="list-style-type: none"> <li>▪ Unlike handguns, rifles have easily-adjustable sights</li> <li>▪ Required because different bullets strike in different locations; <i>and</i></li> <li>▪ Officer eyesight varies and can lead to discrepancy in point of impact</li> <li>▪ Discuss pool rifles vs individual rifles</li> <li>▪ Discuss irons &amp; optics (zero method the same; co-witness red dots and irons when possible)</li> </ul> </li> <li>○ Bullet rise and fall                 <ul style="list-style-type: none"> <li>▪ Bullets not launched perfectly parallel to line of sight</li> </ul> </li> <li>○ Compare/contrast 50-yard and 7-yard zeros</li> <li>○ Difference in point of aim/point of impact/line of bore                 <ul style="list-style-type: none"> <li>▪ POA and POI differs by 2½ inches at muzzle</li> <li>▪ Line of bore and line of sight affects shooting over cover</li> </ul> </li> </ul> </li> <li>• Selector             <ul style="list-style-type: none"> <li>○ Purpose (student experience is DAO pistols)</li> <li>○ Regardless of selector position, the trigger finger is off the trigger and outside the trigger guard until you are firing</li> <li>○ Students will leave the selector on “safe” until they have decided to fire.</li> </ul> </li> </ul>	<p><b>Hour #1 (continued)</b></p> <p>Students do not spend any time zeroing rifles during the 16-hour rifle training within the academy. As such, the necessity of zeroing should be emphasized, but do not spend time discussing the actual process. This must be addressed by their agency instructor at the in-service level, depending on the equipment and needs of their agency.</p> <p>Selector manipulation will be practiced during the dry-fire component in 6-3.</p>

Lesson 6-1: Rifle Characteristics

Teaching Tools	Learning Points	Additional Notes
	<ul style="list-style-type: none"><li>▪ When challenging a suspect, entering a high-risk area, etc., the selector stays on safe. It only moves to “fire” after the decision has been made to fire shot(s).</li><li>○ Return to “safe” when you move or when no more shots appear to be needed.</li><li>○ Follow agency policy at your agency</li></ul>	

## **LESSON 6-2: RIFLE NOMENCLATURE AND MAINTENANCE**

Parts identification, field-stripping, and maintenance.

<b>Topic 6: Law Enforcement Rifles</b> <b>Lesson 6-2: Rifle Nomenclature and Maintenance</b>
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### **Performance Objectives**

- 5. Examine the role and characteristics of law enforcement patrol rifles.**
  - 5.2 Identify nomenclature and functions of patrol rifles.
  - 5.3 Field-strip, clean, lubricate, reassemble and function check the rifle.

### **Equipment**

PowerPoint projector, screen

### **Materials**

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

Rifle PowerPoint: slides 15-21

Rifle Disassembly and Cleaning PPT (all slides, 1-36)

Cleaning equipment (cleaning rods, patches, lubricating oil, solvent, etc.)

### **Instructional Method**

Lecture, discussion, hands-on practice

### **Estimated Length of Class**

One hour





### **Reading Assignment**

Text pp. 87-112



Lesson 6-2: Rifle Nomenclature and Maintenance

<b>Topic 6: Law Enforcement Rifles</b>				
<b>Lesson 6-2: Rifle Nomenclature and Maintenance</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Parts and field stripping.	Discussion and hands-on activity	Rifle PowerPoint slides: 15-21  Rifle disassembly and cleaning PowerPoint, all slides (1-36)	Hour #2 (0900 – 1000)

Teaching Tools	Learning Points	Additional Notes
<p> 15-22</p> <p> Rifle disassembly and cleaning, 1-36.</p> <p>pp. 94-99</p> <p></p> <p></p> <p><b>WARNING</b></p> <p><b>Live ammunition hazard. Use triple-search procedure to ensure no live ammunition is allowed into</b></p>	<p><b>Field-stripping and maintenance (hands-on)</b></p> <ul style="list-style-type: none"> <li>• Nomenclature</li> <li>• Cycle of operation             <ul style="list-style-type: none"> <li>○ introduction/overview only – this is not an armorer class</li> </ul> </li> <li>• Field-strip. Field strip to:             <ul style="list-style-type: none"> <li>○ Separate upper &amp; lower receiver groups</li> <li>○ Remove charging handle, bolt carrier assembly                 <ul style="list-style-type: none"> <li>▪ Inverting upper receiver helps prevent bolt carrier from falling out</li> <li>▪ Must align ears of charging handle with clearance cuts in upper receiver</li> </ul> </li> <li>○ Remove firing pin, cam pin, and bolt                 <ul style="list-style-type: none"> <li>▪ Bolt must be compressed into bolt carrier, and cam pin rotated 90 degrees, to extract cam pin</li> </ul> </li> <li>○ Remove extractor pin &amp; extractor                 <ul style="list-style-type: none"> <li>▪ Apply pressure to rear of extractor to reduce pressure on pin</li> <li>▪ Push out extractor pin with firing pin retaining pin, not the firing pin</li> <li>▪ Do <u>not</u> remove extractor spring from extractor</li> </ul> </li> <li>○ Remove buffer and action spring. Need only remove buttstock and handguards if corrosion or moisture present</li> </ul> </li> <li>• Cleaning methods &amp; inspection points             <ul style="list-style-type: none"> <li>○ Necessary to clean and lubricate on routine basis, to ensure rifle is ready for use at a moment's notice</li> <li>○ Chamber                 <ul style="list-style-type: none"> <li>▪ Use rotating chamber brush w/solvent to clean chamber. Note that pistols don't have specialized brush. Shoving brush in/out</li> </ul> </li> </ul> </li> </ul>	<p><b>Hour #2</b></p> <p>Point out the areas to inspect as described in the student manual.</p> <p>This is not an armorer's course, but students must know how to clean rifle, and main inspection points. Just as a student does not need to be a pistol armorer to know that a cracked barrel is a problem, a student doesn't have to be an armorer to inspect rifle issues.</p>

Teaching Tools	Learning Points	Additional Notes
<p><b>training area.</b></p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>is likely to get brush jammed.                             <ul style="list-style-type: none"> <li>▪ Should be completely dry after cleaning</li> </ul> </li> </ul> </li> <li>○ Barrel                             <ul style="list-style-type: none"> <li>▪ Orient barrel so cleaning solvent does not run into gas tube</li> <li>▪ Should be completely dry after cleaning</li> </ul> </li> <li>○ Upper &amp; lower receivers</li> <li>○ Bolt (including seated extractor spring) &amp; bolt carrier                             <ul style="list-style-type: none"> <li>▪ Inspect bolt lugs for cracks</li> <li>▪ Inspect area around cam pin hole for crack</li> <li>▪ Inspect cam pin</li> <li>▪ Inspect extractor to ensure clean, square/sharp, and unchipped</li> <li>▪ Ensure extractor spring is seated and has internal buffer</li> <li>▪ Bolt carrier has two screws (do <u>not</u> turn these) and gas key is rock-solid</li> </ul> </li> <li>○ Magazine                             <ul style="list-style-type: none"> <li>▪ Should be clean. Disassemble if necessary. USGI magazines are more difficult to disassemble; despite this, they must be clean to ensure proper function.</li> </ul> </li> <li>● Reassemble and function-test                             <ul style="list-style-type: none"> <li>○ Proper reassembly is in reverse order, with these caveats                                     <ul style="list-style-type: none"> <li>▪ Extractor pin will slide in easily when everything is lined up properly. Do not pound.</li> <li>▪ It is <u>not</u> necessary to space the gaps in the gas rings. The rings compress when the bolt is seated in the bolt carrier, sealing these gaps.</li> <li>▪ After bolt has been inserted, but before cam pin has been inserted, check gas rings by checking that bolt “hangs” from bolt carrier</li> <li>▪ Bolt must be lined up with extractor to right side, ejector to left,</li> </ul> </li> </ul> </li> </ul>	

Lesson 6-2: Rifle Nomenclature and Maintenance

Teaching Tools	Learning Points	Additional Notes
	<p style="padding-left: 40px;">in order to insert cam pin into bolt</p> <ul style="list-style-type: none"> <li>▪ Ensure the firing pin retaining pin is between the “ears” of the firing pin, thereby retaining the firing pin within the bolt. This can be checked by shaking the bolt after reassembly—no parts should fly off!</li> </ul> <ul style="list-style-type: none"> <li>• Lubrication               <ul style="list-style-type: none"> <li>○ Run “wet” (but completely dry inside barrel, chamber, and magazine)</li> <li>○ Demonstrate lubrication points; students lube their rifles following these instructions in preparation for firing later in day</li> <li>○ AR-15 rifles are designed to work with sufficient amounts of oil. Ensure sufficient oil is on bolt carrier rails, bolt, cam pin and bolt lugs. Other steel areas should have a very light coat of oil for rust prevention.</li> </ul> </li> <li>• Function test               <ul style="list-style-type: none"> <li>○ Muzzle always in safe direction; selector on safe; finger off trigger</li> <li>○ Remove magazine; lock bolt to rear; visually and physically inspect chamber for presence of ammunition. If possible, have second person also inspect, and/or repeat the inspection process.</li> <li>○ Point rifle in safe direction that will contain any round accidentally fired</li> <li>○ With selector on “safe”, pull trigger. Hammer should not fall.</li> <li>○ Rotate selector to “fire” and pull and hold trigger to rear. Hammer should fall.</li> <li>○ While holding trigger to rear, cycle bolt. Slowly release trigger. Should hear/feel “click” as hammer is caught.</li> <li>○ Pull the trigger. Hammer should fall.</li> <li>○ If rifle fails any part of the function test, follow your agency’s process to take it out of service until it can be inspected and repaired by an armorer.</li> </ul> </li> <li>• How to load rifle magazines</li> </ul>	

Lesson 6-2: Rifle Nomenclature and Maintenance

Teaching Tools	Learning Points	Additional Notes
	<ul style="list-style-type: none"><li>○ Insert from the top of the magazine, not the front like you must do with your pistol</li><li>○ Download by 2 (but follow agency policy)<ul style="list-style-type: none"><li>▪ This allows magazine to be more easily seated on a closed bolt. A USGI magazine loaded with 30 rounds can be difficult to seat when the bolt is closed.</li></ul></li></ul>	

## LESSON 6-3: RIFLE SHOOTING FUNDAMENTALS

Familiarization with long gun shooting techniques.

<b>Topic 6: Law Enforcement Rifles</b> <b>Lesson 6-3: Rifle Shooting Fundamentals</b>
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### Performance Objectives

6. **Fire the rifle accurately in a variety of conditions and environments.**
  - 6.1 Load, deploy, carry, reload, and unload rifles in a safe manner.
  - 6.2 Identify and perform the carry and ready positions that an officer may employ with a rifle and the uses for these positions.

### Equipment

Rifles—appropriate number for dry-fire  
Dummy rounds  
Ammunition (at range)

### Materials

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Rifle PowerPoint, slides 23-27  
Rifles  
Dummy rounds  
Realistic threat targets

### Instructional Method

Dummy drills (dry-fire)  
Range Exercises (live-fire)

### Estimated Length of Class




Two hours

### Reading Assignment

Text pp. 87-112

Lesson 6-3: Rifle Shooting Fundamentals

<b>Topic 6: Law Enforcement Rifles</b>				
<b>Lesson 6-3: Rifle Shooting Fundamentals</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Loading, unloading, and states of readiness	Dummy drills	Rifle; dummy rounds; PowerPoint slides 23-27	Hour #3 (1000-1100)
Hour #1	Carry positions	Dummy drills		Hour #3 (1000-1100)
Hour # 2	Fundamentals – stance, dry fire, & carry positions	Dry fire Drills		Hour #4 (1100-1200)  <i>(lunch 1200-1300)</i>

Teaching Tools	Learning Points	Additional Notes
<p> 23-27 pp. 108-110</p> <p></p> <p> <b>WARNING</b></p> <p><b>Live ammunition hazard. Use triple-search procedure to ensure no live ammunition is allowed into training area. Verify that all “dummy” rounds are inert and no</b></p>	<p><b>Loading, Unloading, and States of Readiness</b></p> <ul style="list-style-type: none"> <li>• Instruct “master grip” on pistol grip             <ul style="list-style-type: none"> <li>○ Strong hand only leaves pistol grip when locking the bolt to the rear. For all other manipulations, the strong hand stays on the pistol grip.</li> <li>○ Left-hand users may (optionally) lock the bolt to the rear by pressing the bottom of the bolt catch with their trigger finger. (However, do not release the bolt using the trigger finger, as this may start to compromise the master grip.)</li> </ul> </li> <li>• Administrative carry             <ul style="list-style-type: none"> <li>○ A non-tactical way to carry or store the rifle. For example, when transporting it to the armory at the end of your shift, or taking it to an armorer for repair or inspection.</li> <li>○ Instructor demonstration:                 <ul style="list-style-type: none"> <li>▪ Selector on safe</li> <li>▪ Remove magazine</li> <li>▪ Lock bolt to rear                     <ul style="list-style-type: none"> <li>• Lock charging handle back in upper receiver</li> </ul> </li> <li>▪ Visually and physically inspect chamber</li> <li>▪ Weapon slung or carried vertically</li> </ul> </li> <li>○ Student practice “by the numbers”</li> <li>○ Independent student repetitions</li> </ul> </li> <li>• Squad ready             <ul style="list-style-type: none"> <li>○ A method for storing the rifle in the squad car or other transport location, where the rifle must be accessible but it is not being deployed on a call.</li> <li>○ Instructor demonstration:                 <ul style="list-style-type: none"> <li>▪ Selector on safe; no magazine in magazine well</li> <li>▪ Visually and physically inspect chamber</li> </ul> </li> </ul> </li> </ul>	<p><b>Hour #3</b></p> <p>Instructors should demonstrate these skills correctly, both right-handed and left-handed.</p>








Lesson 6-3: Rifle Shooting Fundamentals


Teaching Tools	Learning Points	Additional Notes
<p><b>live rounds are present.</b></p>	<ul style="list-style-type: none"> <li>▪ Close bolt                             <ul style="list-style-type: none"> <li>• Confirm chamber is empty by pulling charging handle just far enough to the rear to see there is no brass/round in the chamber or in front of the bolt. Close bolt (allow to slam forward). Close dust cover.</li> </ul> </li> <li>▪ Insert “loaded” magazine (dummy rounds)                             <ul style="list-style-type: none"> <li>• Push/pull on the magazine to ensure it is properly seated</li> </ul> </li> <li>▪ Inspect rifle for correct status                             <ul style="list-style-type: none"> <li>• Verify that selector is on “safe”</li> <li>• Verify magazine is fully seated via push/pull</li> </ul> </li> <li>▪ Weapon placed into squad car</li> <li>○ Student practice “by the numbers”</li> <li>○ Independent student repetitions</li> <li>• Call ready                             <ul style="list-style-type: none"> <li>○ How the rifle is carried when it is removed from the squad car for use.</li> <li>○ A round should be chambered as soon as the rifle is removed in preparation for deployment. This is generally before the rifle’s sling is put on, or red-dot optics are turned on. Without a round in the chamber, the rifle cannot be used.</li> <li>○ Keep weapon “up”; i.e. don’t bend over while working gun. Keep suspects in peripheral vision, head up.</li> <li>○ Instructor demonstration:                                     <ul style="list-style-type: none"> <li>▪ Selector on safe, loaded magazine in weapon</li> <li>▪ Pull charging handle fully to rear, then release, allowing it to slam forward. Do not “ride” the handle forward.</li> <li>▪ Turn on battery-powered optics</li> <li>▪ Weapon slung, in hands, or shouldered</li> <li>▪ If time permits, confirm loaded chamber.</li> </ul> </li> </ul> </li> </ul>	<p>Emphasize the push/pull as a key concept that students will use every time they insert a magazine into the rifle.</p>

Lesson 6-3: Rifle Shooting Fundamentals

Teaching Tools	Learning Points	Additional Notes
	<ul style="list-style-type: none"> <li>• Pull charging handle to the rear just far enough to see brass in front of the bolt.</li> <li>• Release charging handle, allowing it to slam forward under spring pressure. Do not “ride” the charging handle.</li> <li>• Firmly press the forward assist to ensure the bolt is fully forward. Failure to seat the bolt fully forward = failure to fire               <ul style="list-style-type: none"> <li>▪ Turn on any electronic sights</li> <li>▪ Put on sling</li> </ul> </li> <li>○ Student practice “by the numbers”</li> <li>○ Independent student repetitions</li> <li>• Out-of-Battery Reloads (bolt locked open)               <ul style="list-style-type: none"> <li>○ Instructor demonstration:                   <ul style="list-style-type: none"> <li>▪ Transition to pistol, if in effective handgun range (not practiced here—discussion point only. Will be practiced in later session)</li> <li>▪ Move behind cover, if not already there.</li> <li>▪ Keep weapon “up”; i.e. don’t bend over while working gun. Keep suspects in peripheral vision, head up.</li> <li>▪ Press magazine release and pull out magazine</li> <li>▪ Insert new magazine using push/pull</li> <li>▪ Release bolt using bolt catch</li> </ul> </li> <li>○ Student practice “by the numbers”</li> <li>○ Independent student repetitions</li> </ul> </li> <li>• Reloading procedure (bolt forward)               <ul style="list-style-type: none"> <li>○ Instructor demonstration:                   <ul style="list-style-type: none"> <li>▪ Performed during “lull” in action, when behind cover and time allows.</li> <li>▪ Keep weapon “up”; i.e. don’t bend over while working gun. Keep suspects in peripheral vision, head up.</li> </ul> </li> </ul> </li> </ul>	<p>Left-hand students may release bolt catch by reaching over the top of the upper receiver, or by reaching around the front of the lower receiver.</p>

Teaching Tools	Learning Points	Additional Notes
	<ul style="list-style-type: none"> <li>▪ Remove partially-expended magazine from magazine well</li> <li>▪ Stow the partial magazine in a designated location. (For example, always place it in the left rear pocket, or the left cargo pocket, or whatever consistent location the student prefers.)</li> <li>▪ Insert full magazine using push/pull technique</li> <li>○ Student practice “by the numbers”</li> <li>○ Independent student repetitions</li> </ul>	
<p> 28-33</p> <p>pp. 103-107</p> <p></p> <p></p> <p><b>WARNING</b></p> <p><b>Live ammunition hazard. Use triple-search procedure to ensure no live ammunition</b></p>	<p><b>Shooting fundamentals &amp; Selector use familiarization – dry fire</b></p> <ul style="list-style-type: none"> <li>• Instructor demonstration:</li> <li>• Stance             <ul style="list-style-type: none"> <li>○ Squared to target, elbows down, buttstock in pocket, shoulders forward, knees bent</li> <li>○ Pistol stance; then remove pistol &amp; drop in rifle</li> <li>○ Rifle stocks generally not fully extended</li> </ul> </li> <li>• Grip             <ul style="list-style-type: none"> <li>○ Strong hand firm and high on pistol grip</li> <li>○ Reaction hand firm grip on forearm</li> <li>○ Right-handed – rest thumb on selector</li> <li>○ Left-handed – two options to manipulate selector (individual student choice)                 <ul style="list-style-type: none"> <li>▪ Left thumb “lives” on left side of lower receiver, resting on selector. Thumb does <u>not</u> move to right side of grip—it stays on left side</li> <li>▪ Rest base of left index finger on selector, and turn selector from “safe” to “fire” when trigger finger moves down towards trigger. (This is dependent on hand &amp; grip size and may not be possible for all students.)</li> </ul> </li> </ul> </li> </ul>	<p><b>Hour #3</b></p> <p>If every student doesn't have a rifle, split into two relays. One student performs skill while other student observes and provides feedback.</p> <p><u>Do not allow left-handed students to perform slower on safety manipulation.</u> Instructor should demo the LH methods, and</p>

Teaching Tools	Learning Points	Additional Notes
<p><b>is allowed into training area. Verify that all “dummy” rounds are inert and no live rounds are present; or do not use dummy rounds at all—just dry fire on empty chamber with no magazine in place.</b></p>	<ul style="list-style-type: none"> <li>▪ Left-hand manipulation of the selector is <u>not</u> slower than right-hand manipulation – don’t accept slower manipulation. Ambidextrous selectors are not necessary in recruit training.</li> <li>• Sights. Aperture sight introduction and use               <ul style="list-style-type: none"> <li>○ Determine eye dominance</li> <li>○ Focus on front sight</li> <li>○ Stock partially or fully collapsed to keep body square to target</li> <li>○ Nose to charging handle permits consistent cheek weld and eye position</li> <li>○ Both eyes open, tip of post automatically centers in aperture; bullet’s point of impact is the top of the post</li> </ul> </li> <li>• Trigger               <ul style="list-style-type: none"> <li>○ Finger off trigger until decision to fire is made. When covering a suspect, the finger is outside of the trigger guard</li> <li>○ Center of pad on center of trigger</li> <li>○ Controlled press; not a pull or jerk or slap</li> <li>○ Hold to rear; release to sear</li> <li>○ Every shot followed by preparation for next shot</li> </ul> </li> <li>• Dry fire. <u>Students perform.</u> <ul style="list-style-type: none"> <li>○ Each shot ends with preparation to fire an additional round</li> </ul> </li> </ul>	<p>allow LH students to use their preferred method.</p> <p>When performing dry fire, have students start with selector on “safe”, turning it to fire when decision to fire is made.</p>
<p> 35-37</p> <p>pp. 101-103</p> <p></p>	<p><b>Ready Positions</b></p> <ul style="list-style-type: none"> <li>• Instructor demonstration, followed by student practice “by the numbers” and then independent student repetitions</li> <li>• Firing position (standing position learned above)</li> <li>• Tactical Ready               <ul style="list-style-type: none"> <li>○ Similar to firing position, except rifle is lowered enough to allow officer to observe the suspect’s hands, belt line, and surroundings</li> </ul> </li> </ul>	<p><b>Hour #4</b></p> <p>When performing dry fire, have students start with selector on “safe”, turning it to fire when</p>

Teaching Tools	Learning Points	Additional Notes
 <p><b>WARNING</b></p> <p><b>Live ammunition hazard. Use triple-search procedure to ensure no live ammunition is allowed into training area. Verify that all “dummy” rounds are inert and no live rounds are present; or do not use dummy rounds at all—just dry fire on empty</b></p>	<ul style="list-style-type: none"> <li>○ Students may lower the muzzle merely an inch or two, but that is not Tactical Ready. Must lower weapon enough to allow clear view.</li> <li>○ Buttstock rotates on toe of buttstock. Do not reposition stock on shoulder between firing position and Tactical Ready</li> <li>○ Dry fire practice             <ul style="list-style-type: none"> <li>▪ Student challenges “suspect” (realistic threat target); selector on “safe” and rifle in Tactical Ready</li> <li>▪ Upon “threat” stimulus from instructor, student simultaneously brings rifle into firing position while turning selector to “fire.” Index finger moves to trigger and [dry]-fires the rifle.</li> <li>▪ Upon command, cycle bolt, move selector to “safe” and bring rifle back to Tactical Ready. Repeat multiple times.</li> </ul> </li> <li>● Depressed muzzle             <ul style="list-style-type: none"> <li>○ Conceptually identical to “Position Sul.”                 <ul style="list-style-type: none"> <li>▪ This positions the muzzle nearly vertical, used when working around other officers or innocent persons to avoid violating Firearm Safety Rule Two</li> <li>▪ This position also permits a safe post-shooting 360-degree scan</li> </ul> </li> <li>○ It is not intended as a “ready” position—Tactical Ready is preferable.                 <ul style="list-style-type: none"> <li>▪ It may be necessary to fire from Depressed Muzzle if a target suddenly appears while the rifle is in this position.</li> </ul> </li> <li>○ Steps (selector on safe):                 <ul style="list-style-type: none"> <li>▪ From Tactical Ready, turn the rifle inboard while rotating on the toe of the buttstock. (The toe of the buttstock stays in the same location as the Firing position and Tactical Ready.)</li> <li>▪ Point the rifle between and slightly forward of your feet, maintaining a solid grasp of the rifle.</li> <li>▪ To go back to Tactical Ready or Firing position, rotate the toe of the buttstock on the shoulder while raising the rifle.</li> </ul> </li> </ul> </li> </ul>	<p>decision to fire is made.</p> <p>Introduce carry positions and then perform dry-fire drills from these positions. Example: “searching” in tactical ready—see target—identify threat—raise rifle—selector to “fire”—press trigger. Or, while moving around partner (Sul)—see threat—raise rifle—selector to “fire”—press trigger.</p>

Lesson 6-3: Rifle Shooting Fundamentals

Teaching Tools	Learning Points	Additional Notes
<p><b>chamber with no magazine in place.</b></p>	<ul style="list-style-type: none"> <li>• Port Arms                             <ul style="list-style-type: none"> <li>○ This is <u>not</u> a “high ready” position. This is a <i>movement</i> position.</li> <li>○ Its purpose is to allow rapid movement from “point A” to “point B”, i.e. sprinting.                                     <ul style="list-style-type: none"> <li>▪ If the officer trips or falls, the muzzle is not plugged with dirt like it would be in Tactical Ready, so the rifle can stay in operation.</li> <li>▪ It also allows the officer more freedom of movement than trying to run in the “Tactical Ready” position.</li> </ul> </li> <li>○ Officer must control muzzle direction while running. May direct up and to side, or forward to side, depending on environment.</li> </ul> </li>   <li>• Summary dry-fire exercise – shift prep and call response                             <ul style="list-style-type: none"> <li>○ (Previous student puts the rifle in “administrative carry.”)</li> <li>○ Confirm the rifle is in “administrative carry.”</li> <li>○ Perform function check.</li> <li>○ Make the rifle “squad ready.”</li> <li>○ Put the rifle in its “storage location” (bag in “trunk” or another student may serve as the “vehicle mount.”)</li> <li>○ Retrieve rifle on arrival at call; immediately put it into “call ready.”</li> <li>○ Sprint to your assigned perimeter position (“port arms”).</li> <li>○ Inform relay they observe a suspect who appears in their perimeter area (“tactical ready”—selector on “safe”. Students verbalize “Police! Stop! Turn around!” etc. as appropriate.)</li> <li>○ Inform students of threat (selector to “fire” while rifle raised to firing position—index finger to trigger—press trigger)</li> <li>○ Return rifle to “squad ready.”</li> <li>○ Put rifle in “administrative carry.”</li> </ul> </li> </ul>	<p>This drill combines all skills learned thus far. Instructors may use these, adapt these, or develop their own that accomplish the desired review of materials.</p>

**If held on two days, 8am to 5pm, this is an appropriate lunch break. Live fire begins after lunch.**

## LESSON 6-4: SHOOTING POSITIONS

Become familiar with rifle shooting techniques.

<b>Topic 6: Law Enforcement Rifles</b> <b>Lesson 6-4: Shooting Positions</b>
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### Performance Objectives

6. **Fire the rifle accurately in a variety of conditions and environments.**
  - 6.2 Identify and perform the carry and ready positions that an officer may employ with a rifle and the uses for these positions.
  - 6.3 Analyze various shooting positions and the advantages and disadvantages of each position.
  - 6.6 Demonstrate proficiency in rifle shooting fundamentals in a variety of tactical situations.
5. **Examine the role and characteristics of law enforcement patrol rifles.**
  - 5.2 Identify nomenclature and functions of patrol rifles.
  - 5.3 Field-strip, clean, lubricate, reassemble and function check the rifle.

### Equipment

Rifles—appropriate number for live-fire  
Live ammunition

### Materials

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Rifles  
Ammunition (estimated @ 300 rounds/student for the entire training course)  
Realistic threat targets  
Cleaning equipment

### Instructional Method

Range Exercises

### Estimated Length of Class


Four hours (3½ hours of range exercises, followed by 30 minutes of rifle cleaning)


### Reading Assignment


Lesson 6-4: Shooting Positions


<b>Topic 6: Law Enforcement Rifles</b>				
<b>Lesson 6-4: Shooting Positions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1- #2	Shooting positions	Range Drills	Range; rifles; ammunition; Targets; etc.	Hours #5-#6 (1300-1430)
Hour #2	Shooting from cover	Range drills		Hours #6-#7 (1430-1600)
Hour #3-#4	Skills practice, integration, and remediation	Range drills		Hour #8 (1600-1630)
Hour #4	Rifle maintenance	Classroom	Cleaning equipment	End of Hr #8 (1630-1700 )





Teaching Tools	Learning Points	Additional Notes
	<p><b>Shooting Position – Standing</b></p> <ul style="list-style-type: none"> <li>• Introduce common shooting positions, and summarize advantages and disadvantages of each. Relate to students’ experience with handgun. Standing, kneeling, and prone               <ul style="list-style-type: none"> <li>○ Lower = more stable</li> <li>○ Lower = slower to get into or out of</li> </ul> </li> <li>• Standing               <ul style="list-style-type: none"> <li>○ Review technique from dry-firing session.</li> <li>○ Students perform familiarization firing exercise</li> </ul> </li> </ul> <p><b>EXERCISE (LIVE-FIRE):</b></p> <p><b>Purpose:</b> To allow students to practice firing the rifle in live-fire conditions.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students load one magazine to capacity.</li> <li>2. Post realistic threat targets at 5-10 yards</li> <li>3. At the firing line, have students put the rifle in “administrative carry,” then upon command, “squad ready.” Inform them they’ve just arrived at a high-risk call, and to make their rifle “call ready.” After chambering a round the student should be in Tactical Ready, selector on safe.</li> <li>4. On the command to fire, students will raise the rifle to firing position while rotating the selector to fire, and then place their index finger on the trigger and fire the specified number of rounds. Upon completion, bring the rifle back to Tactical Ready, rotating the selector to safe.</li> <li>5. Repeat step 4 as desired.</li> <li>6. Upon completion, direct students to make put the rifle in administrative carry</li> </ol>	<p><b>Hour #5 - #6</b> (1300 – 1430)</p> <p>Remind officers of need to adhere to the <i>Four Fundamental Rules of Firearms Safety</i></p> <p>Officers must keep the finger off the trigger until firing</p> <p>The selector must be on “safe” except when firing. After the student has fired the specified number of rounds, the selector should be returned to “safe.”</p>


Teaching Tools	Learning Points	Additional Notes
	<p><b>Shooting Position – Kneeling</b></p> <ul style="list-style-type: none"> <li>• Demonstrate both supported and unsupported kneeling positions, and how to get into and out of each position</li> <li>• For supported positions, avoid bone on bone contact. Use “hard on soft” or “soft on hard.”</li> <li>• Strong knee down. Students perform.</li> <li>• Reaction knee down. Students perform.</li> <li>• Both knees down. Students perform.                             <ul style="list-style-type: none"> <li>○ Officers can use their preferred technique after this.</li> </ul> </li> </ul> <p><b>EXERCISE (LIVE-FIRE):</b>  <b>Purpose:</b> To allow students to practice firing from various kneeling positions in live-fire conditions.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students load one magazine to capacity.</li> <li>2. Post realistic threat targets at 15-25 yards</li> <li>3. At the firing line, have students put the rifle in “administrative carry,” then upon command, “squad ready.” Inform them they’ve just arrived at a high-risk call, and to make their rifle “call ready.” After chambering a round the student should be in Tactical Ready, selector on safe.</li> <li>4. On the command to fire, students will raise the rifle to firing position while rotating the selector to fire, then place their index finger on the trigger and fire the specified number of rounds. Upon completion, bring the rifle back to Tactical Ready, rotating the selector to safe.</li> <li>5. Repeat step 4 as desired, allowing students to [safely] transition to different kneeling positions between strings of fire.</li> <li>6. Upon completion, direct students to make put the rifle in administrative carry</li> </ol>	


Teaching Tools	Learning Points	Additional Notes
	<p><b>Shooting Position – Prone</b></p> <ul style="list-style-type: none"> <li>• Cover may dictate which prone position is preferred.</li> <li>• Traditional prone.               <ul style="list-style-type: none"> <li>○ Steps of getting into and out of position.</li> </ul> </li> <li>• Breathing and natural point of aim               <ul style="list-style-type: none"> <li>○ Breathing is a precision shot technique. Use when time allows and precision demands.</li> <li>○ Discuss natural point of aim and have students implement during second repetition of these positions</li> </ul> </li> </ul> <p><b>EXERCISE (LIVE-FIRE):</b>  <b>Purpose:</b> To allow students to practice firing from prone position in live-fire.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have students load one magazine to capacity.</li> <li>2. Post realistic threat targets at 50-100 yards</li> <li>3. At the firing line, have students put the rifle in “administrative carry,” then upon command, “squad ready.” Inform them they’ve just arrived at a high-risk call, and to make their rifle “call ready.” After chambering a round have the student assume the prone position, selector on safe.</li> <li>4. On the command to fire, students will rotate the selector to fire, and then place their index finger on the trigger and fire the specified number of rounds. Upon completion, rotate the selector to safe.</li> <li>5. Repeat step 4 as desired.</li> <li>6. Upon completion, have students put the rifle in administrative carry</li> <li>7. Direct students to kneel while maintaining safe muzzle direction; then stand while maintaining safe muzzle direction.</li> </ol>	<p>Students do not spend time sighting-in during this course, and this is not a “sniper”/precision rifle course.</p> <p>Ensure students maintain control of their muzzle direction while getting into the prone position.</p>

Teaching Tools	Learning Points	Additional Notes
	<p><b>Shooting From Cover – Standing Position</b></p> <ul style="list-style-type: none"> <li>• Instructor demonstration: proper standing position use of cover with rifle               <ul style="list-style-type: none"> <li>○ Avoid hugging cover</li> <li>○ Keep muzzle back from cover</li> </ul> </li> <li>• Demonstrate strong-side and reaction-side standing position use of cover               <ul style="list-style-type: none"> <li>○ Strong side: lean to side so only expose eye &amp; rifle. Do not “chicken wing” strong side arm.</li> <li>○ Reaction side: 50% of cover in the world requires shooting on the reaction side. However, point out how much of body is exposed when using rifle in “typical” manner around reaction side cover.                   <ul style="list-style-type: none"> <li>▪ Two options</li> <li>▪ place reaction-side leg deep forward, then lean heavily forward and to the side.</li> <li>▪ Experiential exercise: switch shoulders and shoot from reaction side (will <u>not</u> be required on qualification course)</li> </ul> </li> </ul> </li> </ul> <p><b>EXERCISE (LIVE FIRE):</b>  <b>Purpose:</b> To allow students to practice standing position use of cover</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post realistic targets. Shooters at 7-15 yard line, with barricade in shooting lane.</li> <li>2. Students load three magazines with 15 rounds each</li> <li>3. On command to fire, student fires three magazines, in 2-3 round bursts, repositioning left and right after every burst to use both sides of the barricade equally. Reload behind cover when necessary. 100% accountability for every shot.</li> </ol>	<p><b>Hour #6 - #7</b> (1430 – 1600)</p> <p>The selector must be on “safe” except when firing. After the student has fired the specified number of rounds and returned to cover, the selector should be returned to “safe.” It will be turned to fire again only when the officer begins to bring the trigger finger to the trigger to fire the next series of rounds.</p>

Teaching Tools	Learning Points	Additional Notes
	<p><b>Shooting From Cover – Kneeling Position</b></p> <ul style="list-style-type: none"> <li>• Instructor demonstration: proper kneeling position use of cover                             <ul style="list-style-type: none"> <li>○ Avoid hugging cover/keep muzzle back from cover</li> <li>○ Strong knee down, reaction knee down, both knees down</li> </ul> </li> <li>• Demonstrate strong-side and reaction-side kneeling position use of cover                             <ul style="list-style-type: none"> <li>○ Strong side: lean to side so only expose eye &amp; rifle. Do not “chicken wing” strong side arm. Switch knees and compare.</li> <li>○ Reaction side: 50% of cover in the world requires shooting on the reaction side. Point out how much of body is exposed when using rifle in “typical” manner around reaction side cover.                                     <ul style="list-style-type: none"> <li>▪ Two options</li> <li>▪ Place foot far forward from knee, then lean heavily forward and to the side. Switch knees and compare.</li> <li>▪ Experiential exercise: switch shoulders and shoot from reaction side (will <u>not</u> be required on qualification course)</li> </ul> </li> </ul> </li> </ul> <p><b>EXERCISE (LIVE FIRE):</b>  <b>Purpose:</b> To allow students to practice kneeling position use of cover</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post realistic targets. Shooters at 25 yard line, with barricade in shooting lane.</li> <li>2. Students load three magazines with 15 rounds each</li> <li>3. On command to fire, student fires three magazines, in 2 round bursts, repositioning left and right after every burst to use both sides of the barricade equally. Reload behind cover when necessary. Students may experiment with various kneeling positions on both sides of barricades.</li> </ol>	<p>Discuss when kneeling position appropriate.</p> <p>Shoot around, not over, cover when possible. Ex: vehicle hood ricochets bullets into person shooting over vehicle.</p> <p>If shoot over cover, remind about line of sight/line of bore difference.</p>

Teaching Tools	Learning Points	Additional Notes
	<p><b>Shooting From Cover – Prone Position</b></p> <ul style="list-style-type: none"> <li>• Instructor demonstration: proper prone position use of cover               <ul style="list-style-type: none"> <li>○ Avoid hugging cover/keep muzzle back from cover</li> </ul> </li> <li>• Demonstrate strong-side and reaction-side prone position use of cover               <ul style="list-style-type: none"> <li>○ Strong side: move to side so only expose eye &amp; rifle.</li> <li>○ Reaction side: 50% of cover in the world requires shooting on the reaction side. Experiential exercise: switch shoulders and shoot from reaction side (will <u>not</u> be required on qualification course)</li> </ul> </li> </ul> <p><b>EXERCISE (LIVE FIRE):</b>  <b>Purpose:</b> To allow students to practice prone position use of cover</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Post realistic targets. Shooters at 50-100 yard line, with barricade in shooting lane.</li> <li>2. Students load three magazines with 15 rounds each</li> <li>3. On command to fire, student fires three magazines, in 2 round bursts, repositioning left and right after every burst to use both sides of the barricade equally. Reload behind cover when necessary. Students may experiment with various kneeling positions on both sides of barricades.</li> </ol> <p><b>Shooting From Cover – Rollover Prone Position (optional)</b></p> <ul style="list-style-type: none"> <li>• Point out usefulness for shooting under vehicles or other low cover, and difficulty of suspect seeing student.</li> </ul>	<p>For rollover prone, emphasize muzzle control. This is a non-traditional technique and will likely be unfamiliar to most students. Gauge competence of students before deciding whether to introduce technique. Not required on qualification course.</p>

Teaching Tools	Learning Points	Additional Notes
	<p><b>Skills Practice, Integration, and Remediation</b></p> <ul style="list-style-type: none"> <li>• Exercises integrating all skills taught thus far               <ul style="list-style-type: none"> <li>○ States of Readiness</li> <li>○ Loading/unloading</li> <li>○ Reloads (out-of-battery and in-battery)</li> <li>○ Post-shooting actions                   <ul style="list-style-type: none"> <li>▪ Assess, Breathe, Cover, Scan, and Reload</li> </ul> </li> </ul> </li> <li>• Example #1:               <ul style="list-style-type: none"> <li>○ Put rifle in “squad ready” condition</li> <li>○ Make “call ready”</li> <li>○ Go to cover &amp; take assigned shooting position</li> <li>○ Upon signal, fire assigned number of rounds</li> <li>○ Perform post-shooting follow-through</li> </ul> </li> <li>• Example #2: 6-6-6 “Devil” drill               <ul style="list-style-type: none"> <li>○ Three magazines, 6 rounds each. Begin in standing position at 18 yards. Upon signal, fire six standing; reload; move to kneeling and fire six rounds; reload; move to prone and fire last six rounds. Time students (goal = 100% hits in 18 seconds).</li> </ul> </li> </ul>	<p><b>Hour #8</b> (1600 – 1630)</p> <p>This time shall be used by the instructor to provide additional practice, remediation, and skill-building for students. The instructor should select drills that assist the particular students in mastering basic rifle operation skills.</p> <p>Note: ensure competency through repetition of basic skills—this is <u>not</u> an advanced rifle operator class.</p>

Teaching Tools	Learning Points	Additional Notes
 <p><b>WARNING</b></p> <p>Live ammunition hazard. Ensure no live ammunition is allowed into cleaning area.</p>	<p><b>Rifle Maintenance</b></p> <ul style="list-style-type: none"> <li>Students field-strip, clean, and reassemble their rifles, and then perform a function check under the tutelage of the instructor</li> </ul> <p><b>EXERCISE: Clean Rifles</b></p> <p><b>Purpose:</b> To allow students to practice field-stripping and maintaining their rifle</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Direct students to put rifle into administrative carry. Remove ammunition and magazines to another area.</li> <li>Ensure no ammunition is present in cleaning area.</li> <li>Direct students to field-strip and clean their rifles. May put “rifle cleaning PowerPoint” on loop to assist them, or otherwise assist students in accomplishing this task.</li> <li>Guide students through hands-on experience in cleaning and inspecting rifle.</li> <li>Re-assemble rifle after instructor verifies it is clean.</li> <li>Perform function check at instructor’s direction.</li> </ol>	<p><b>Hour #8</b> (1630 – 1700)</p>



## LESSON 6-5: RIFLE MALFUNCTIONS

Clear rifle malfunctions.

<b>Topic 6: Law Enforcement Rifles</b> <b>Lesson 6-5: Rifle Malfunctions</b>
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### Performance Objectives

6. **Fire the rifle accurately in a variety of conditions and environments.**
  - 6.4 Identify various types of rifle malfunctions and clear those malfunctions.
  - 6.6 Demonstrate proficiency in rifle shooting fundamentals in a variety of tactical situations.

### Equipment

Rifles—appropriate number for live-fire  
Dummy rounds  
Live ammunition

### Materials

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Rifles  
Practice ammunition  
Dummy rounds  
Realistic threat targets

### Instructional Method

Range Exercises

### Estimated Length of Class



Two hours

### Reading Assignment



Text pp. 87-112

Lesson 6-5: Rifle Malfunctions


<b>Topic 6: Law Enforcement Rifles</b>				
<b>Lesson 6-5: Rifle Malfunctions</b>				
Time	Topic	Activities	Resources	Notes
Hour #1-2	Malfunction clearance	Demonstration and dry drills	Long gun; dummy rounds	Hours #9-10

Teaching Tools	Learning Points	Additional Notes
  <p><b>WARNING</b></p> <p>Live ammunition hazard.</p>	<p><b>Dry Drill Review (optional)</b></p> <ul style="list-style-type: none"> <li>• If overnight break since last module, may briefly review previous 8 hours of skills in dry-fire format.</li> </ul> <p><b>Rifle Stoppage – Handgun Transition</b></p> <ul style="list-style-type: none"> <li>• Handgun transition vs. rifle malfunction clear               <ul style="list-style-type: none"> <li>○ Transition to handgun is faster than reloading the rifle or clearing a malfunction</li> <li>○ Transition to handgun if you are within effective handgun range</li> </ul> </li> <li>• Instructor demonstration of transition               <ul style="list-style-type: none"> <li>○ No rifle sling = retain rifle. Tuck the rifle under the reaction arm, muzzle downrange, and use your handgun one-handed.</li> <li>○ Carry strap – Push reaction arm through carry strap loop (between loop and rifle); then either sling the rifle over the reaction shoulder, or hang the rifle from the reaction-side arm by the carry strap.</li> <li>○ 1, 2, or 3 point sling – release rifle and draw handgun</li> </ul> </li> </ul> <p><b>EXERCISE: Handgun Transition (dry-fire)</b>  <b>Purpose:</b> To allow students to practice transitioning to their handgun</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Direct students to put rifle &amp; handgun into administrative carry. Remove all ammo &amp; magazines to another area. Verify handgun is empty and holster.</li> <li>2. Ensure no ammunition is present in training area via triple-search process.</li> <li>3. Direct students to search for “suspect” in Tactical Ready. Observe threat and attempt to fire.</li> <li>4. Rifle does not fire (because it’s still in administrative carry). Transition to handgun and dry-fire. Repeat as appropriate.</li> </ol>	<p><b>Hour #9</b> (0800-0830)</p> <p><b>Hour #9-#10</b> (0830-1000)</p> <p>Emphasize importance of controlling muzzle direction.</p> <p>For increased safety, have students move the selector to “safe” before transitioning to their handgun. Note, however, that clothing or uniform items may cause selector to rotate.</p>

Teaching Tools	Learning Points	Additional Notes
<p>Use triple-search procedure to ensure no live ammunition is allowed into training area. Verify that all “dummy” rounds are inert and no live rounds are present.</p>	<p><b>Clearing a Rifle Malfunction</b></p> <ul style="list-style-type: none"> <li>• Refresh—“master grip” on pistol grip.</li> <li>• Keep weapon “up”; i.e. don’t bend over when working on rifle. Keep suspects in peripheral vision, head up.</li> <li>• The rifle malfunction clearing methods are very similar (but not identical) to the “Phase 1” and “Phase 2” steps for a handgun.             <ul style="list-style-type: none"> <li>○ Phase 1 is “push/pull” instead of “tap.”</li> <li>○ Phase 2 adds two steps:                 <ul style="list-style-type: none"> <li>▪ Lock bolt to rear before removing magazine</li> <li>▪ Perform finger sweep of magazine well after removing magazine to detect double-fed rounds jammed on feed ramp</li> </ul> </li> </ul> </li> <li>• Instructor demonstration of a Phase 1:             <ul style="list-style-type: none"> <li>○ Push/pull (<u>not tap</u>) on magazine to ensure it is seated</li> <li>○ Tilt the rifle towards the ejection port and rack the bolt all the way to the rear, allowing it to slam forward</li> <li>○ Re-assess and fire if needed</li> </ul> </li> <li>• Instructor demonstration: If Phase 1 doesn’t work, perform a Phase 2 (“**” indicates difference from handgun method):             <ul style="list-style-type: none"> <li>○ Lock the bolt to the rear **                 <ul style="list-style-type: none"> <li>▪ This is the one exception to the “master grip.” The strong hand may be used to pull back the charging handle while the reaction hand activates the bolt catch. The strong hand pushes the charging handle back into the receiver and then returns to the pistol grip.</li> </ul> </li> <li>○ Pull out the magazine.</li> <li>○ Keeping the magazine well vertical, insert the reaction-hand fingers through the bottom of the magazine well into the area just behind the</li> </ul> </li> </ul>	<p>If you don’t have dummy rounds, you can remove the spring and follower from a magazine. This will prevent the bolt from locking to the rear and allow you to practice the Phase 1 clear.</p> <p>Note: do not lay the rifle on its side while performing a phase two. This might bump the bolt catch and allow the bolt catch to pinch fingers. Fingers must be inserted to detect stuck rounds, which may not be visualized in low light.</p>

Teaching Tools	Learning Points	Additional Notes
  <p><b>WARNING</b> Live ammo hazard. Use triple-search to ensure no live ammo is present. Verify all "dummy"</p>	<p>feed ramps to detect any stuck rounds. ** If any rounds are felt, dislodge them. Otherwise, remove your fingers from the mag well.</p> <ul style="list-style-type: none"> <li>▪ Do not press the bolt catch while performing this step, which would allow the bolt to slam shut on your fingers</li> <li>▪ Do not press back on the bolt with the fingers, which would release the bolt catch and allow the bolt to slam shut on your fingers</li> </ul> <ul style="list-style-type: none"> <li>○ Rack the bolt at least twice. Pull the charging handle all the way to the rear and allow it to slam forward, at least twice.</li> <li>○ Insert a fresh magazine, using push/pull</li> <li>○ Pull the charging handle fully to the rear and release it, allowing it to slam shut and chamber a new round</li> </ul> <p><b>EXERCISE: Rifle Malfunction Clear (dry fire)</b>  <b>Purpose:</b> To allow students to practice clearing rifle malfunctions</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Direct students to put rifle into administrative carry. Ensure no ammunition is present in training area or in magazines via triple-search process.</li> <li>2. Direct students to make rifle "squad ready" and then "call ready," and then to search for a "suspect" in Tactical Ready.</li> <li>3. On signal, student "observes threat" 50 yards away &amp; attempts to fire.</li> <li>4. Rifle does not fire. Student performs Phase 1 and reassesses.</li> <li>5. Shooting is still necessary. Student attempts to fire, but rifle does not fire.</li> <li>6. Student performs Phase 2 and reassesses.</li> <li>7. Repeat as appropriate.</li> </ol>	<p>Perform this slowly, by the numbers at first, before allowing students to increase their speed.</p>



Teaching Tools	Learning Points	Additional Notes
	<p><b>EXERCISE: Rifle Malfunction Clear – Phase 2 (live fire)</b>  <b>Purpose:</b> To allow students to practice clearing rifle malfunctions</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Direct students to load one magazine with practice ammunition and another magazine with one live round followed by as many dummy rounds as are available.</li> <li>2. Using the magazine with dummy rounds, direct students to make rifle “squad ready” and then “call ready,” and then to search for a suspect in Tactical Ready.</li> <li>3. On signal, student observes threat 50 yards away and must fire two rounds.</li> <li>4. If the rifle does not fire, student should perform Phase 1 and attempt to fire the round.</li> <li>5. When the rifle doesn’t fire after Phase 1, student should perform Phase 2 and fire until two rounds have been fired.</li> <li>6. Upon completion of the exercise, perform in-battery reload, inserting magazine containing dummy rounds.</li> <li>7. Repeat as appropriate until magazine is empty.</li> </ol>	<p>Remind students to keep their “master grip” on the pistol grip, and to keep the rifle “up”; i.e. don’t bend over when working on rifle. Keep the suspect in peripheral vision, head up.</p>

## **LESSON 6-6: LOW LIGHT, CLOSE QUARTERS, AND MULTIPLE ADVERSARIES**

Familiarization with low-light, close quarters operation, and multiple adversaries.

### **Topic 6: Law Enforcement Rifles**

#### **Lesson 6-6: Low Light, Close Quarters, and Multiple Adversaries**

### **Performance Objectives**

- 6. Fire the rifle accurately in a variety of conditions and environments.**
  - 6.5 Identify rifle-specific issues involved in multiple adversary, close combat, and low light engagements.
  - 6.6 Demonstrate proficiency in rifle shooting fundamentals in a variety of tactical situations.

### **Equipment**

Rifles—appropriate number for live-fire  
Dummy rounds  
Live ammunition

### **Materials**

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Rifles (some of which have weapon-mounted light)  
Practice ammunition  
Realistic threat targets

### **Instructional Method**

Range Exercises

### **Estimated Length of Class**

Four hours

### **Reading Assignment**

pp. 87-112




Lesson 6-6: Low Light, Close Quarters, and Multiple Adversaries

<b>Topic 6: Law Enforcement Rifles</b>				
<b>Lesson 6-6: Low Light, Close Quarters, and Multiple Adversaries</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Low Light Operation	Range Drills	Rifle; ammunition; handheld flashlights	Hour #11
Hour #2	Close Quarters	Range Drills		Hour #12
Hour #2-3	Multiple Adversaries	Range Drills		Hour #12-13


Lesson 6-6: Low Light, Close Quarters, and Multiple Adversaries


Teaching Tools	Learning Points	Additional Notes
<p>pp. 77-82 and p. 89</p>	<p><b>Low Light Environments</b></p> <p><b>Purpose:</b> To orient students to necessity, benefits, and techniques necessary to operate rifle in low light.</p> <p><b>Discussion Points to Cover:</b></p> <ol style="list-style-type: none"> <li>1) Student review – low light engagements common.</li> <li>2) Having a rifle doesn't remove necessity of Target Identification. Light may be necessary to identify target.</li> <li>3) As with handgun, challenge in Tactical Ready to maintain view of subject's hands and belt area.</li> <li>4) Same principles of use as handguns             <ol style="list-style-type: none"> <li>a) Light on (blip or strobe as appropriate)</li> <li>b) Identify. Shoot if appropriate.</li> <li>c) Light off</li> <li>d) Relocate</li> <li>e) Repeat a) to e), as necessary</li> </ol> </li> <li>5) Similar to handguns, light may be attached to rifle or may be handheld.</li> </ol> <p><b>Instructor Demonstration</b></p> <ul style="list-style-type: none"> <li>• Weapon-mounted light             <ul style="list-style-type: none"> <li>○ May have pressure tape or switch</li> </ul> </li> <li>• Handheld light options             <ul style="list-style-type: none"> <li>○ Full-size flashlight. Reaction hand holds light against the rifle's handguard and activates switch with thumb</li> <li>○ Compact tactical light options                 <ul style="list-style-type: none"> <li>▪ Hold similarly to full-size flashlight above, with hand wrapped overhand on handguard</li> </ul> </li> </ul> </li> </ul>	<p>Hour #1</p>

Teaching Tools	Learning Points	Additional Notes
	<ul style="list-style-type: none"> <li>▪ Hold sling by front sling swivel and compress tailcap switch against sling swivel; or compress tailcap against magazine well.</li> <li>▪ Modified Harries; rest rifle’s handguard on reaction arm’s wrist or elbow</li> <li>▪ FBI technique, shooting rifle with strong hand only</li> <li>▪ Other options (instructor)</li> <li>○ Note that a weapon-mounted light is generally more effective, but:             <ul style="list-style-type: none"> <li>▪ These options allow use of handheld light if rifle light fails</li> <li>▪ These allow retention of handheld light used for searching</li> </ul> </li> </ul> <p><b>EXERCISE: Rifle and Flashlight Use (dry and live fire)</b>  <b>Purpose:</b> To allow students to practice using rifle with flashlight</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Weapon mounted light             <ol style="list-style-type: none"> <li>a. Direct students to make rifle “squad ready” and then “call ready,” and then to search for a suspect in Tactical Ready</li> <li>b. Light on – identify threat – shoot – light off – relocate – repeat</li> </ol> </li> <li>2. Full size flashlight             <ol style="list-style-type: none"> <li>a. Direct students to make rifle “squad ready” and then “call ready,” and then to search for a suspect in Tactical Ready</li> <li>b. Light on – identify threat – shoot – light off – relocate – repeat</li> </ol> </li> <li>3. Compact tactical flashlight             <ol style="list-style-type: none"> <li>a. Direct students to make rifle “squad ready” and then “call ready,” and then to search for a suspect in Tactical Ready</li> <li>b. Light on – identify threat – shoot – light off – relocate – repeat</li> </ol> </li> <li>4. Repeat each type of light again, live-fire, with three loaded magazines per student.</li> </ol>	<p>Perform this “dry” first, before introducing live fire.</p> <p>Use threat and non-threat targets so students must differentiate between shoot/no-shoot targets while using a light.</p> <p>Ensure students are not leaving their lights on for a prolonged time period.</p>



Lesson 6-6: Low Light, Close Quarters, and Multiple Adversaries

Teaching Tools	Learning Points	Additional Notes
	<p>search for a suspect in Tactical Ready.</p> <ol style="list-style-type: none"> <li>3. On signal, student observes threat 3 yards away</li> <li>4. Rotate selector to “fire” while coming to shooting position, and side-step laterally off line of attack. Simultaneously fire 2-3 rounds into threat.</li> <li>5. Repeat as appropriate.</li> </ol> <p><b>EXERCISE: Extreme Close Quarters (live fire)</b>  <b>Purpose:</b> To allow students to practice extreme close quarter use of the rifle</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Direct students to load one magazine with practice ammunition</li> <li>2. Direct students to make rifle “squad ready” and then “call ready,” and then to search for a suspect in Tactical Ready.</li> <li>3. Inform student they are searching a very confined space (closet, etc.). Student should tuck buttstock under arm</li> <li>4. On signal, student observes threat 1 yard away</li> <li>5. Rotate selector to “fire” while coming to shooting position, and side-step laterally off line of attack. Simultaneously fire 2-3 rounds into threat.</li> <li>6. Repeat as appropriate.</li> </ol>	<p>Emphasize it is still necessary to aim rifle. This “tucked” position relies on physiological aiming. While suitable for extreme close quarters, it is not sufficiently accurate to be suitable at longer distances.</p>

 <p><b>WARNING</b> Live ammo hazard. Ensure no live ammo is present.</p>	<p><b>Multiple Adversaries</b></p> <p><b>Purpose:</b> To orient students to necessity, benefits, and techniques necessary to engage multiple adversaries. This further integrates movement, beyond already-practiced lateral movement off the line of attack.</p> <p><b>Discussion Points to Cover:</b></p> <ol style="list-style-type: none"> <li>1) Student review – multiple adversaries not uncommon.</li> <li>2) There are lots of advantages to movement when facing a single adversary. When there are multiple adversaries, they can try to outflank you, so movement becomes even more important. You must be able to move and engage, to try to limit their ability to outflank you.</li> <li>3) Not possible to run and shoot. Situation dictates whether it’s better to shoot while moving to cover, or whether it’s better to sprint to cover, stop, and shoot.</li> </ol> <p><b>Instructor demonstration:</b></p> <ol style="list-style-type: none"> <li>a) Recognize threat – sprint to cover using port arms – fire</li> <li>b) Recognize threat – shoot while moving to cover (roll step)</li> <li>c) Recognize threat and lack of cover – shoot while moving to align threats (to eliminate their ability to flank and to create a crossfire hazard for them)</li> </ol> <p><b>Student Practice (dry fire):</b></p> <ol style="list-style-type: none"> <li>a) Student practice at instructor directions – recognize threat – sprint to cover using port arms – dry fire</li> <li>b) Student practice at instructor directions – recognize threat – dry fire while moving to cover (roll step)</li> <li>c) Student practice at instructor directions – recognize threat and lack of cover – dry fire while moving to align threats (to eliminate their ability to flank and to create a crossfire hazard for them)</li> </ol>	<p><b>Hour #2 - #3</b></p> <p>Because this drill introduces extended student movement, you may need to reduce the number of students on the firing line when performing this drill.</p>
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**EXERCISE: Multiple Adversaries and Movement (live fire)**

**Purpose:** To allow students to practice sprinting to cover with the rifle

**Procedure:**

1. Direct students to load five rounds into magazine
2. Direct students to make rifle “squad ready” and then “call ready”
3. Inform student they just arrived on a perimeter location and hear shots being fired on the other side of specified cover
4. On signal, student sprints 25-50 yards to cover using port arms
  - a. Ensure safe muzzle direction; finger off trigger
  - b. Maintain distance from designated cover
5. Behind cover, move to tactical ready, meter the corner, and fire 2-3 rounds at suspect. Selector back to “safe”, transition to other side of cover, and fire remaining rounds at suspect.
6. Repeat as appropriate.



**EXERCISE: Multiple Adversaries and Movement (live fire)**

**Purpose:** To allow students to practice shooting while moving to cover or while aligning threats

**Procedure:**

1. Direct students to load two magazines
2. Direct student to center of range, and to make their rifle “squad ready” and then “call ready”
3. Upon signal, student sees threat 25 yards away, and cover 10 yards away. Student roll-steps towards cover while shooting target.
4. Repeat with next student as appropriate.

When working around others, ensure students do not come out of Depressed Muzzle until they are aligned with the target. May perform individually or in pairs for safety.

	<p><b>Practice and Remediation</b> Use this time to practice skills and provide remediation specific to the needs of the recruit class. Some possible suggestions are shown below.</p> <p><b>Additional Shooting drills</b></p> <ul style="list-style-type: none"><li>• Pivot drills (using Depressed Muzzle).<ul style="list-style-type: none"><li>○ <u>Pivot forward, on foot closest to threat.</u></li><li>○ Pivot left</li><li>○ Pivot right</li><li>○ Pivot 180 degrees</li></ul></li><li>• 25 yards. Movement drills<ul style="list-style-type: none"><li>○ Move from one cover position to another. After beginning movement, threat recognized; officer engages threat while finishing movement to cover. (Wouldn't have left cover in first place if knew threat was there.)</li></ul></li><li>• 25 yards. Cover drills<ul style="list-style-type: none"><li>○ Standing &amp; kneeling behind cover. Perform on both sides, center mass. (Familiarization shooting from reaction shoulder.)</li></ul></li><li>• 15 yards. Multiple target drills<ul style="list-style-type: none"><li>○ Two targets, 1 round on each</li><li>○ Two targets, 2 rounds on each</li></ul></li><li>• 25 yards. Multiple target drills<ul style="list-style-type: none"><li>○ Two targets, 1 round on each</li></ul></li></ul> <p>Two targets, 2 rounds on each</p> <ul style="list-style-type: none"><li>• 15 yards. Speed drills, 100% accuracy.<ul style="list-style-type: none"><li>○ Single rounds, center mass</li><li>○ Single rounds, CNS</li><li>○ Two round pairs, center mass</li></ul></li></ul>	<p><b>Hour #3 - #4</b></p>
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## Lesson 6-6: Low Light, Close Quarters, and Multiple Adversaries

	<ul style="list-style-type: none"><li>• 25 yards. Speed drills, 100% accuracy<ul style="list-style-type: none"><li>○ Single rounds, center mass</li><li>○ Single rounds, CNS</li><li>○ Two rounds pairs, center mass</li></ul></li><li>• 25 yards. Cover drills<ul style="list-style-type: none"><li>○ Prone behind cover. Perform on both sides, center mass. (Familiarization shooting from reaction shoulder.)</li></ul></li><li>• 50 yards. Position drills<ul style="list-style-type: none"><li>○ Kneeling, 5 rounds center mass</li><li>○ Sitting, 5 rounds center mass</li><li>○ Standing, 5 rounds center mass</li></ul></li><li>• 100 yards. Steel targets if available. Position drills<ul style="list-style-type: none"><li>○ Prone, 5 rounds center mass</li><li>○ Sitting or kneeling (student preference), 5 rounds center mass</li></ul></li></ul>	
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## LESSON 6-7: QUALIFICATION COURSE

Familiarization with low-light, close quarters operation, and multiple adversaries.

<b>Topic 6: Law Enforcement Rifles</b> <b>Lesson 6-7: Qualification Course</b>
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### Performance Objectives

6. **Fire the rifle accurately in a variety of conditions and environments.**
  - 6.5 Identify rifle-specific issues involved in multiple adversary, close combat, and low light engagements.
  - 6.6 Demonstrate proficiency in rifle shooting fundamentals in a variety of tactical situations.

### Equipment

Rifles—appropriate number for live-fire  
Dummy rounds  
Live ammunition

### Materials

Textbook: *Firearms: A Training Guide for Law Enforcement Officers*  
Rifles  
Practice ammunition  
Realistic threat targets

### Instructional Method

Range Evaluation

### Estimated Length of Class

Two hours

### Reading Assignment

Lesson 6-7: Qualification Course

<b>Topic 6: Law Enforcement Rifles</b>				
<b>Lesson 6-7: Qualification Course</b>				
Time	Topic	Activities	Resources	Notes
Hour #1-2	Qualification Course	Evaluation	Long gun; live ammo; targets	Hours #15-16

Lesson 6-7: Qualification Course

<b>Teaching Tools</b>	<b>Learning Points</b>	<b>Additional Notes</b>
	Administer rifle qualification course as detailed in the Rifle Qualification Course document.	

# TOPIC 7: UNLOADING WEAPONS OTHER THAN ONE'S OWN

## LESSON 7-1: OTHER HANDGUNS

Familiarization with other firearms that may be encountered as evidence or at scenes.

<b>Topic 7: Other Firearms</b> <b>Lesson 7-1: Handguns</b>
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### Performance Objectives

4. **Identify the various types of firearms (both handguns and long guns) and their design and functional differences.**
  - 4.1 Identify various types of firearms and the major functional parts of these firearms.
  - 4.2 Unload and secure a firearm other than one's own.

### Equipment

PowerPoint projector, screen

Various kinds of semi-automatic pistols, revolvers, derringers, etc. (if available to instructor or academy)

### Materials

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

PowerPoint: *Unloading Weapons Other Than Your Own*

### Instructional Method

Lecture, exercises

### Estimated Length of Class


One hour

### Reading Assignment

Text pp. 113-118

Lesson 7-1: Unloading Other Weapons – Handguns

<b>Topic 7: Other Firearms</b>				
<b>Lesson 7-1: Handguns</b>				
Time	Topic	Activities	Resources	Notes
Hour #1	Handgun types and safety principles	Lecture/ Discussion/ Exercise	Instructor Resources PowerPoint slides	

 1-23	<p><b>LECTURE: Making weapons safe</b></p> <ol style="list-style-type: none"><li>1) <b>ALWAYS FOLLOW ALL RULES OF FIREARM SAFETY</b></li><li>2) ALWAYS KEEP WEAPON POINTED IN SAFE DIRECTION</li><li>3) IF YOU ARE AT A SCENE AND ARE NOT <u>CERTAIN</u> OF WHAT YOU ARE DOING, LEAVE WEAPON ALONE AND REQUEST ASSISTANCE.</li><li>4) What is a safe weapon?<ol style="list-style-type: none"><li>a) Unloaded (no rounds in the chamber or elsewhere in the gun)</li><li>b) Action open (not in firing position)</li></ol></li><li>5) Why unload a weapon?<ol style="list-style-type: none"><li>a) Weapons are not stored in evidence in a loaded condition</li><li>b) Weapons cannot be shipped in a loaded condition</li></ol></li><li>6) How handle and package a weapon?<ol style="list-style-type: none"><li>a) Packaging for evidence<ol style="list-style-type: none"><li>i) Fingerprints</li><li>ii) DNA</li><li>iii) Order of cartridges within the weapon is important</li><li>iv) Don't clean it or wipe it down!</li></ol></li><li>b) Found property<ol style="list-style-type: none"><li>i) Could be potential evidence?</li><li>ii) Follow your agency's policy</li></ol></li><li>c) Safekeeping<ol style="list-style-type: none"><li>i) Fingerprints/DNA not a concern</li></ol></li></ol></li><li>7) Demonstrate: semi-auto pistols<ol style="list-style-type: none"><li>a) First remove magazine</li><li>b) Then empty chamber by racking slide</li><li>c) Visual &amp; physically inspect chamber</li><li>d) Lock slide to rear, if possible</li></ol></li><li>8) Demonstrate: Revolvers<ol style="list-style-type: none"><li>a) opening double-action revolver cylinder, and using ejector rod</li><li>b) opening loading gate of single-action cylinder, and pressing out cartridges</li><li>c) Document order of cartridges in cylinder, and position of cylinder within frame. In other words, which cartridge was just fired, and which one would be</li></ol></li></ol>	
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Lesson 7-1: Unloading Other Weapons – Handguns

	<p>fired next? Document all.</p> <p><b>EXERCISES: Make Handguns Safe</b></p> <p>Using dummy rounds, have students demonstrate unloading various kinds of weapons:</p> <ul style="list-style-type: none"><li>▪ Revolvers<ul style="list-style-type: none"><li>▪ Single action</li><li>▪ Double action</li></ul></li><li>▪ Semi-auto pistols<ul style="list-style-type: none"><li>▪ Single-action w/safety that blocks slide</li><li>▪ Double-action with slide-mounted safety/de-cocker</li></ul></li><li>▪ Derringer or single-shot pistol</li></ul>	
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## **LESSON 7-2: OTHER LONG GUNS**

Familiarization with other firearms that may be encountered as evidence or at scenes.

<b>Topic 7: Other Firearms</b> <b>Lesson 7-2: Long Guns</b>
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### **Performance Objectives**

- 4. Identify the various types of firearms (both handguns and long guns) and their design and functional differences.**
  - 4.1 Identify various types of firearms and the major functional parts of these firearms.
  - 4.2 Unload and secure a firearm other than one's own.

### **Equipment**

PowerPoint projector, screen

Various kinds of rifles and shotguns (if available to instructor or academy)

### **Materials**

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

PowerPoint: *Unloading Weapons Other Than Your Own*

### **Instructional Method**

Lecture, exercises

### **Estimated Length of Class**


One hour

### **Reading Assignment**

Text pp. 113-119

Lesson 7-2: Unloading Other Weapons – Long Guns

<b>Topic 7: Other Firearms</b>				
<b>Lesson 7-2: Long Guns</b>				
Time	Topic	Activities	Resources	Notes
Hour #2	Long Gun types, designs, functional differences, and unloading	Lecture/ Discussion/ Exercise		

 <b>24-36</b>	<p><b>LECTURE: Making weapons safe</b></p> <ol style="list-style-type: none"><li>1) ALWAYS KEEP WEAPON POINTED IN SAFE DIRECTION</li><li>2) ALWAYS FOLLOW ALL RULES OF FIREARM SAFETY</li><li>3) IF YOU ARE AT A SCENE AND ARE NOT <u>CERTAIN</u> OF WHAT YOU ARE DOING, LEAVE WEAPON ALONE AND REQUEST ASSISTANCE.</li><li>4) Ammunition can be found in more varied locations in long guns<ol style="list-style-type: none"><li>a) In magazine below action</li><li>b) In tube under barrel</li><li>c) In stock behind action</li></ol></li><li>5) Ammunition may be able to be removed by:<ol style="list-style-type: none"><li>a) Removing magazine (like Ruger 10/22)</li><li>b) Removing shells from tube (like 870 using shell stops)</li><li>c) Removing shells from tube (by cycling action, like Winchester 94)</li><li>d) Removing shells from tube (by removing spring-loaded tube, like Marlin 60 or Nylon 66)</li></ol></li><li>6) Removing ammunition doesn't clear the chamber!</li><li>7) Using dummy rounds, demonstrate unloading various kinds of rifles and shotguns:<ol style="list-style-type: none"><li>a) Single-shot and double barrel<ol style="list-style-type: none"><li>i) Lever that actuates hinge</li></ol></li><li>b) Bolt action<ol style="list-style-type: none"><li>i) Safety may lock bolt closed</li></ol></li><li>c) Lever action<ol style="list-style-type: none"><li>i) May or may not have additional safety</li><li>ii) If tube-fed, and no inside plunger, may have to cycle each cartridge through the action. Keep weapon pointed in a safe direction with finger off trigger.</li></ol></li><li>d) Pump action<ol style="list-style-type: none"><li>i) Find action release</li><li>ii) If tube-fed, may be able to release cartridges with shell stops instead of</li></ol></li></ol></li></ol>	<b>Hour #1</b>
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## Lesson 7-2: Unloading Other Weapons – Long Guns

	<p>cycling them through the action</p> <ul style="list-style-type: none"><li>e) Semi-auto<ul style="list-style-type: none"><li>i) May be similar to AR-15, or may have tube-fed magazine.</li><li>ii) Some semi-autos do not lock the bolt to the rear (ex: M1 carbine)</li><li>iii) Like pistols and AR-15, remove magazine first, <i>then</i> rack bolt.</li></ul></li><li>f) Even after ammunition removed from tubular magazines, a round may be in the action, ready to be fed into the chamber</li><li>g) Triple-check weapon for presence of ammunition, visually and physically.</li><li>h) Document order of cartridges in weapon.</li></ul> <p><b>EXERCISE: Make Long Guns Safe</b></p> <p>Using dummy rounds, have students demonstrate unloading various kinds of weapons:</p> <ul style="list-style-type: none"><li>▪ Bolt action rifle (blind magazine)</li><li>▪ Rifle with detachable magazine</li><li>▪ Lever action rifle</li><li>▪ Pump action shotgun</li><li>▪ Tube-fed rimfire rifle</li><li>▪ Break-action shotgun</li></ul>	
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# APPENDIX A: 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 an LCD projector, TV, flipcharts, markers, tape, overhead projector, screen, inert weapons, safety equipment, etc.
- 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 skills. 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

## Appendix A: Training Tips

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 PowerPoint. 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 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>6</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.
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.

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<sup>6</sup> Cleveland, G. and Saville, G. (2007) *Police PBL: Blueprint for the 21<sup>st</sup> Century*.



## Appendix A: Training Tips

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.

## APPENDIX B: TRIPLE SEARCH PROCEDURE<sup>7</sup>

1. Brief all personnel on the triple search procedure.
  - a. Have you brought everything you will need during this training event? Do you have your duty belt, water, snacks, protective apparel, and study materials? If not, retrieve needed items now.
  - b. Have you inspected your duty belt, gear, and bags to ensure you have not brought any firearms, ammunition, knives, OC spray, batons, electronic control devices, or other weapons? If not, do it now and take any unneeded or prohibited items to your vehicle or to the safety coordinator. (Note: when possible, gear bags and backpacks should not be brought into the training area. If they must be brought in, they must be thoroughly searched, and then marked as having been searched.)
  - c. Have you been checked by another person? If not, have another person check you now.
2. Direct participants to line up outside the semi-safe zone. Have them remove their duty belts, and remove all items from their pockets.
  - a. Place pocket items in a small bin that can be easily examined by the safety coordinator.
  - b. Removal of the duty belt allows the belt to be searched more easily, and prevents interference with the metal detector around the waist area.
3. As the safety coordinator prepares to physically search an individual, ask that person:
  - a. Does all of this equipment belong to you?
  - b. Do you carry extra weapons or ammunition in your equipment?
  - c. Do you carry a backup gun or knife on your person? Where?
  - d. Are you carrying a backup weapon today?
4. The safety coordinator performs a physical search of each person and that person's gear. Ideally, this thorough physical search will utilize physical contact using a metal detector. A thorough physical pat-down can be effective, when the safety coordinator conducts consistent, thorough physical searches regardless of the person's sex, experience, assignment, etc.
5. After the safety coordinator finishes the individual search, ask the person whether they are aware of anything missed during the search. Apply the SSM to the person. Apply an SSM to the person's gear bag/backpack after it has been searched. (*The SSM shall be removed from any person or gear that leaves the semi-safe zone at any time for any reason, and shall require the person to be re-searched before the SSM may be re-applied.*)

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<sup>7</sup> See the [Scenario Training and Testing Manual](#) for complete information.

## Appendix B: Triple Search Procedure

*This Appendix is excerpted from the Scenario Training and Testing Manual. Instructors are responsible for following all requirements in the Scenario Training and Testing Manual, even if not excerpted in this Appendix.*

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# **DANGER**

## **Live Ammo Hazard**

**Simulation training only - No live ammo allowed**



**NO ONE IS ALLOWED TO ENTER THIS TRAINING AREA WITHOUT FOLLOWING THESE SAFETY PROCEDURES.**

- Only specially designated weapons and training munitions are permitted in the training area.
- No live ammunition is permitted.
- All participants and firearms will be visually and physically checked to ensure that no live (conventional) ammunition enters the area.

### **TRIPLE CHECK SAFETY RULE**

**Before entering the training area you must be triple-checked:**

1. Check yourself for unauthorized weapons and live ammunition.
2. Have your partner check you.
3. Have the Safety Officer or Instructor check you.

If you leave the training area, you must always be triple-checked before re-entering.

- If you see any safety violation, immediately call out the designated "STOP SCENARIO!" signal and notify the Instructor or Safety Officer.
- If you hear the "STOP SCENARIO!" signal, immediately cease all activity.
- Read, understand, and follow all safety instructions. Failure to do so may result in serious injury, disability, and death.

This Firearm Simulation Safety Poster was designed with input from:

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• International Association of Law Enforcement Firearms Instructors, Inc.® (IALEFI®) • Diana A. Spencer, RedMan Training Gear®  
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