

**GunSafety4U®**

Exclusively NRA





## Appendix 1 – Range Brief

### Range Brief:

The Range will be run as a Cold Range. No student will have ammunition in their firearm unless told to do so by an instructor.

All shooters must follow the NRA's three Basic Firearm Safety Rules at all times:

ALWAYS keep the gun pointed in a safe direction. A safe direction for the purpose of this class means downrange. When the pistol is not in use it must remain in the holster.

ALWAYS keep your finger off the trigger until ready to shoot.

ALWAYS keep the gun unloaded until ready to use. For this course, this means that the pistol may be loaded only while on the firing line, after the command to "Load" has been given.

Failure of a student to follow these rules will result in the student being removed from the course.



All shooters and staff must wear eye and ear protection while on the range.

- The Instructor explains that he/she will call shooters to the firing line with commands such as "Group 1 to the line" or "Shooters on Relay One to the firing line."
- The Instructor must review the range commands with the students. The Instructor will read the range commands one at a time. The students will respond as a group what each command (TPI) means. For reference the range commands again are
- Load and Make Ready
- Fire / GO
- Unload
- Show clear
- Holster
- STOP!!!
- Line is safe
- Pickup
- Down Range

At the end of each drill, shooters will let the slide go forward or the cylinder will be closed and with the muzzle pointed down range. The Instructor will tell the shooters to "Holster." When all pistols are safe, the Assisting Instructors will give a "thumbs up" and the Lead Instructor will announce "The line is safe." At that point the shooters may relax but students are not to collect magazines or speedloaders until the pickup command is given.

This course of fire can be shot downrange against a berm or from designated shooting positions on a firing line. Additionally, the course of fire can be administered one student at a time if necessary to meet the needs of the student.

## Appendix 1 – Medical Brief

<b>DISCUSSION</b>	
<p><b>1. Identify student abilities</b></p> 	<p>Ask students if anyone has experience as a first responder: Paramedics, EMTs, Military Medics, Firefighters and LEO.</p> <ul style="list-style-type: none"> <li>• <b>If yes:</b> Designate those students as “first responders”. Ideally each course should have 2-3 individuals assigned to different roles in case of an emergency.</li> <li>• <b>If No:</b> All students can act as first responders</li> </ul>
<p><b>2. Roles</b></p> 	<p>The Lead Instructor will designate individuals to act in the following roles. These individuals can be members of the training team, range staff or students. The specific tasks and number of individuals needed per role will vary widely based upon circumstances. A course taking place at an isolated outdoor range will have a different emergency response plan from one conducted in a conference room using simulation ammunition.</p> <ul style="list-style-type: none"> <li>• <b>Primary Responders</b> – Based upon student abilities and training, you may identify 2-3 individuals as primary responders. <ul style="list-style-type: none"> <li>○ Students trained as Paramedics, EMTs, Military Medics, Firefighters and LEO should be considered as Primary Responders.</li> </ul> </li> <li>• <b>First Responders</b> – Inform students that they can all act as first responders in the event of an emergency.</li> <li>• <b>Communicators</b> – Select 2-3 students to establish communications. Their tasks may include dialing 9-1-1, radioing the clubhouse, meeting/directing arriving EMS.</li> <li>• <b>Transporters</b> – Select 2-3 individuals to move any injured person if the need arises. Their tasks may include moving the injured party to a safer area or loading them into a personal vehicle for transport to the hospital.</li> </ul>
<p><b>3. Medical Brief</b></p>	<p>The medical brief should be conducted at the beginning of each course and briefly refreshed on subsequent days for extended courses. The brief must include:</p> <ul style="list-style-type: none"> <li>• Location of exits</li> <li>• Location of medical/first aid kit, Automatic External Defibrillator (AED)</li> <li>• Identification of Primary and First Responders</li> <li>• Details of emergency response plan</li> </ul>

## Appendix 1 – Medical Brief

### 4. Emergency Response Plan

The emergency response plan will vary widely depending on circumstances of the course. Required contingencies to consider:

- Gunshot wounds
- Heart attack/Cardiac Arrest
- Fractures
- Minor cuts/scrapes

### 5. Medical Kit

The medical/first aid kit does not need to be expensive or elaborate. Most injuries will be minor cuts and scrapes but you should prepare for the possibility of more serious situations. A standard kit should include the following:

- Tourniquets
- Chest seals
- Clotting agent
- Splinting materials
- Gauze, adhesive/non-adhesive bandages

It is recommended that you and your staff seek training specifically to address gunshot wounds, Heart attack/Cardiac Arrest and basic first aid. Also, research laws and regulations in the area of the course pertaining to rendering aid.

### 6. Basic Emergency Response Plan

The Basic Emergency Response Plan has too many variables to list but each should follow a similar pattern:

- Cease fire immediately
- Take charge of the situation
- Activate the appropriate plan (Fire, Gunshot, Heart Attack/Cardiac Arrest)
- Triage the injured
- Render the appropriate aid

**Give students a short break.**

**Appendix 1 – Medical Brief**

**NOTES**

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## Appendix 1 – Student Drills

### Appendix 1 - Student Drills

<p><b>Accuracy Introduction</b></p>	<p>Students must have acceptable accuracy before they can attempt to increase complexity. As with all NRA training, start with the simple and move to the complex. <b>The Instructor may repeat the accuracy drills until he or she is comfortable with the group progressing. If there is a student that cannot progress after several attempts, it is the instructor’s discretion to give the option of additional training at a later date and allow the student to go through the qualification when they are ready. A separate course report may be submitted for that individual at that time.</b></p>
<p><b>1. Accuracy</b></p> <ul style="list-style-type: none"> <li>• Dry Practice</li> <li>• Rounds: 0</li> <li>• Yards: 3</li> <li>• Position: Standing</li> <li>• Grip: 2-Handed</li> </ul>	<p style="text-align: center;"><b>Students to Dry Practice</b></p> <p><b>Objective:</b> To ensure that students are ready for live fire</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Have shooters dry practice while performing the draw. Instructors are not to proceed until comfortable that everyone is ready to move forward.</li> <li>• Instructors should be moving about, checking stance, draws, trigger press, sight acquisition, follow-through and scanning.</li> <li>• Ensure that students’ support hand is flat against the chest and that they are establishing the shooting hand grip while in the holster</li> <li>• Students should be holstering without sweeping their hand (should be exact reverse of draw) support hand to chest while shooting hand holster. No rush to holster</li> <li>• DA/SA de-cock before holstering.</li> <li>• Single action safeties on before holstering</li> </ul>

This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

## Appendix 1 – Student Drills

### Appendix 1 - Student Drills

#### 2. Accuracy

- Live Fire
- Rounds: 15
- Yards: 3
- Position: Standing
- Grip: 2-Handed

#### *Students load 3 loading devices with 5 rounds*

**Objective:** To introduce accuracy shooting and to make corrections to students shooting fundamentals.

**Procedure:**

- Observe students looking for any flaw in the fundamentals. It is important to make corrections early so that the student will have a solid shooting foundation.
- Load and Make ready.
- On the command of “**Threat**” draw and fire a 5 shot group, keeping the group as small as possible, scan & assess, holster.
- Unload, show clear, holster
- Instructors diagnose targets and make suggestions to the shooters.
- Repeat drill as necessary.
- Shooters tape targets.

This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

## Appendix 1 – Student Drills

### Appendix 1 - Student Drills

#### 3. Accuracy

- Live Fire
- Rounds: 5
- Yards: 3
- Position: Standing
- Grip: 2-Handed

#### *Students load 1 loading devices with 5 rounds*

**Objective:** To watch students to make sure that the corrections given are being applied.

**Procedure:**

- Load and Make ready.
- On the command of “**Threat**” draw and fire a 5 shot group, keeping the group as small as possible, scan & assess, holster.
- Instructor: Emphasize the importance of loading the gun the same way every time to build a routine. The load should be very similar to performing an emergency reload
- Unload and show clear, holster
- Instructors diagnose targets and make suggestions to the shooters.
- Prepare for next drill: Shooters tape targets.

This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

**Appendix 1 - Student Drills**

**4. Accuracy**

- Live Fire
- Rounds: 5
- Yards: 5
- Position: Standing
- Grip: 2-Handed

***Students load 1 loading devices with 5 rounds***

**Objective:** To watch students to make sure that the corrections given are being applied. The need for corrections will be more apparent at further distance.

**Procedure:**

- Load and Make ready.
- On the command of “**Threat**” draw and fire a 5 shot group, scan & assess, holster.
- Unload and show clear, holster
- Instructor: Watch to see if shot groups open up significantly with the distance change. Explain that the further the distance the more the fundamentals become important.
  - Instructors diagnose targets and make suggestions to the shooters.
- Shooters tape targets. Have students don their cover garment for the remainder of the course.

This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

### Appendix 1 - Student Drills

#### 5. Firing Multiple Shots

- Live Fire
- Rounds: 15
- Yards: 5
- Position: Standing
- Grip: 2-Handed

*Students load 3 loading devices with 5 rounds each*

**Objective:** To introduce students to firing more than one shot consecutively.

**Procedure:**

- **Instructor explains and demonstrates:** Reinforce that students should be scanning. Demonstrate firing 2 rounds and performing a scan.
- Load and Make ready.
- Allow time for students to load after every 5 shots.
  - Ensure students are loading the gun as if they were performing an emergency reload. Repetition builds the proper foundation.
- On the command of “**Threat**” draw, fire one shot, scan & assess, holster.
  - Repeat this sequence five times calling “**Threat**” for each shot.
- On the command of “**Threat**” draw, fire two shots, scan & assess, holster.
- On the command of “**Threat**” draw, fire three shots, scan & assess, holster.
  - Repeat this skill one more time, calling “**Threat**” for each sequence of shots.
- Unload and show clear, holster

This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

**Appendix 1 - Student Drills**

**6. Emergency Reload**

- Live Fire
- Rounds: 15
- Yards: 5
- Position: Standing
- Grip: 2-Handed

*Shooters load 3 loading devices with 5 rounds each*

**Objective:** To introduce students to an emergency reload in a live fire setting.

**Procedure:**

- **Instructor explains and demonstrates:** The numbers drill. Have one loading device with five rounds. Load another device with 3 rounds. Load the gun with the 5 round magazine. Have an assistant instructor call out the number 3. Have the assistant instructor call out the number 4. This will demonstrate the reload. Have the assistant instructor call out the number 3. This completes the demonstration.
- Load and Make ready.
  - Explain that this drill will be repeated until all ammo is exhausted
  - Shooters are to perform reloads as needed
- Instructor calls the number **2**, shooters draw, fire, scan & assess, holster
- Instructor calls the number **3**, shooters draw, fire, scan & assess, holster
- Instructor calls the number **3**, shooters draw, fire, scan & assess, holster
- Instructor calls the number **4**, shooters draw, fire, scan & assess, holster
- Instructor calls the number **3**, shooters draw, fire, scan & assess, holster
- Unload and show clear, holster

This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

**Appendix 1 - Student Drills**

**7. Shooting Hand Only**

- Live Fire
- Rounds: 15
- Yards: 5
- Position: Standing
- Grip: 1-Handed

**Shooters load 3 loading devices with 5 rounds each**

**Objective:** To introduce students to shooting one handed as if they had a phone/flashlight or other device in their other hand.

**NOTE:** (For safety purposes non-firing hand will be against the chest.)

**Procedure:**

- **Instructor explains and demonstrates:** the proper method for shooting one handed
- Load and Make ready.
- **Instructors:** Make sure that students' support hand goes flat against their chest to prevent it from being swept by the pistol.
  - Ensure students are loading the gun as if they were performing an emergency reload. Repetition builds the proper foundation.
- On the command of **"Threat"** draw, fire one shot, scan, holster.
  - Repeat this sequence five times calling **"Threat"** for each shot.
- On the command of **"Threat"** draw, fire two shots, scan, holster.
- On the command of **"Threat"** draw, fire three shots, scan, holster.
  - Repeat this skill one more time, calling **"Threat"** for each sequence of shots.
- Unload and show clear, holster

This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

## Appendix 1 – Student Drills

### Appendix 1 - Student Drills

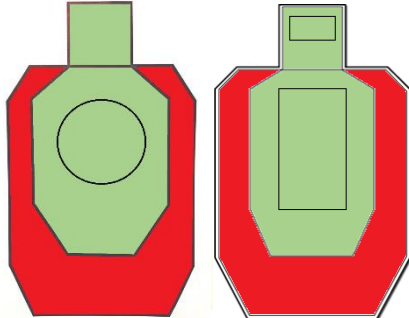
<p><b>8. Distance Drill</b></p> <ul style="list-style-type: none"><li>• Live Fire</li><li>• Rounds: 10</li><li>• Yards: 15</li><li>• Position: Standing</li><li>• Grip: 2-Handed</li></ul>	<p><i>Shooters load 2 loading devices with 5 rounds each</i></p> <p><b>Objective:</b> To introduce students to shooting at a moderate distance.</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"><li>• <b>Instructor explains and demonstrates:</b> the proper method for shooting accurately at distance.</li><li>• Load and Make ready.</li><li>• On the command of “<b>Threat</b>” draw, fire five shots slow fire, reload, scan, holster.</li><li>• On the command of “<b>Threat</b>” draw, fire five shots.</li><li>• Unload and show clear, holster</li></ul>
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This is a mandatory Student drill, if the NRA Student Qualification Course of Fire is being administered

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## Appendix 1 – STUDENT QUALIFICATION

### Appendix 1 – Student Qualification

<p><b>Qualification Introduction</b></p>	<p><b>Objective:</b></p> <p>The NRA CCW qualification is a 50 round course of fire that tests the students' ability to demonstrate defensive accuracy at common defensive distances. There are 100 points available. A student must score 80% to pass the course. The Basic student has three attempts to qualify. In the event a student does not pass the qualification within the 3 allotted attempts, the entire course must be retaken.</p>
<p><b>Scoring Introduction</b></p>	<ul style="list-style-type: none"> <li>• Stress to students that defensive accuracy is what is desired. Although some of the targets used in the course have scoring rings, each target will be broken into zones for scoring purposes.</li> <li>• For this course, Instructors may use <b>only</b> the following targets: USPSA, or IDPA. Either paper or cardboard versions of these targets are acceptable.</li> </ul> <div style="text-align: center;">  </div>
<p><b>Scoring</b></p>	<p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• If the shooter scores a hit in the Green Zone as outlined above the student will not receive a penalty.</li> <li>• A shot that strikes the Red Zone of the target as outlined above 1 point will be deducted.</li> <li>• If the bullet strikes the border between the Green and the Red Zone, it will be counted as a Green Zone hit.</li> <li>• A complete miss will require another attempt at qualifying. A student has 3 attempts total to qualify.</li> <li>• If a student fails to scan and assess they will be penalized 2 points per incident.</li> <li>• Students will be allowed to re-shoot a drill if and only if they have an ammunition induced malfunction such as a fat round or a strike on the primer without the round going off.</li> <li>• If a student has a non-ammunition related malfunction, causing a shot not to be fired, each shot not taken will result in a 2 point penalty.</li> <li>• A 2 point <i>Procedure</i> penalty will be imposed for any other error by the student. (ie. Not loading the prescribed rounds into the loading device)</li> </ul>

**Appendix 1 - Student Qualification**

**1. 1-Handed Qualification**

- Live Fire
- Rounds: 10
- Yards: 3
- Position: Standing
- Grip: 1-Handed

**Shooters load 2 loading devices with 5 rounds each**

**Objective:** To assess the student’s ability to draw and engage the target, one handed with multiple rounds at close distance.

**Procedure:**

- Load and Make ready.
- On the command of “**Threat**” draw, fire two shots, scan & assess, holster.
- On the command of “**Threat**” draw, fire three shots, scan & assess, holster.
  - Repeat this sequence calling “**Threat**” each time for a total of ten shots.
- Unload, show clear, holster.

**Appendix 1 - Student Qualification**

**2. 2-Handed Qualification**

- Live Fire
- Rounds: 10
- Yards: 5
- Position: Standing
- Grip: 2-Handed

***Shooters load 2 loading device with 5 rounds each***

**Objective:** To assess the student’s ability to draw and engage the target with multiple rounds two handed.

**Procedure:**

- Load and make ready.
- On the command of “**Threat**” draw, fire two shots, scan & assess, holster.
- On the command of “**Threat**” draw, fire three shots, scan & assess, holster.
  - Repeat this sequence calling “**Threat**” each time for a total of 10 shots.
- Unload, show clear, holster.
- Once the line is clear students will score and paste all holes in the target.

## Appendix 1 – STUDENT QUALIFICATION

### Appendix 1 - Student Qualification

**3. 5 shot bill-drill  
Qualification**

- Live Fire
- Rounds: 10
- Yards: 7
- Position: Standing
- Grip: 2-Handed

*Shooters load 2 loading devices with 5 rounds each*

**Objective:** To assess the student’s ability to fire one handed at a Threat.

**Procedure:**

- Load and Make ready.
- On the command of “**Threat**” draw, fire five shots, perform an emergency reload, and re-engage the target with another five shots, scan & assess, holster.
- Unload, show clear, holster.
- Once the line is clear and called safe, students will score and paste all holes on the target outside of the Green Zone.

**Appendix 1 - Student Qualification**

**4. Reload Qualification**

- Live Fire
- Rounds: 15
- Yards: 7
- Position: Standing
- Grip: 2-Handed

*Shooters load three loading devices with 5 rounds each*

**Objective:** To assess the students' ability to perform an emergency reload and to fire multiple shots under additional stress.

**Procedure:**

- Load and make ready.
- On the command of "**Threat**" draw, the instructor will call out a number. Shooters fire the corresponding number of shots, scan & assess, holster.
- Instructor will repeat with a different number. Students will fire and reload as necessary.
- Unload, show clear, holster.
- Once students have exhausted all of their ammunition the Instructor will administer the appropriate range commands to make the line safe.

## Appendix 1 – STUDENT QUALIFICATION

### ***Appendix 1 - Student Qualification***


<p><b>5. Distance Qualification</b></p> <ul style="list-style-type: none"> <li>• Live Fire</li> <li>• Rounds: 5</li> <li>• Yards: 15</li> <li>• Position: Standing</li> <li>• Grip: 2-Handed</li> </ul>	<p style="text-align: center;"><b><i>Students will load 1 loading device with 5 rounds each</i></b></p> <p><b>Objective:</b> To assess the students ability to shoot accurately at distance</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Load and make ready.</li> <li>• On the command of “<b>Threat</b>” draw, and fire 5 rounds at a moderate pace while still getting Green Zone hits, scan &amp; assess, holster.</li> <li>• Unload, show clear, holster.</li> <li>• Once the line is clear and safe, students will score the target.</li> </ul>
<p><b>Summarize</b></p>	<p style="text-align: center;"><i>Instructor scores targets and finalizes course</i></p> <p style="text-align: center;"><b><i>Ask Students: What are their questions?</i></b></p>

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## Appendix 2 – Legal Considerations

<b>OBJECTIVES</b>	<p>As a result of their participation in this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the general rights and restrictions under the laws of their state permitting the carrying of concealed firearms for self-defense.</li> <li>2. State key legal provisions and restrictions pertaining to the use of deadly force.</li> <li>3. Explain potential criminal and civil legal actions that may be taken subsequent to a defensive encounter</li> <li>4. Explain the appropriate steps to take when carrying a firearm during a traffic stop</li> <li>5. Explain where the students may find detailed legal information for their specific jurisdiction.</li> </ol>
<b>TIME</b>	Based upon state requirements
<b>LOCATION</b>	Classroom
<b>MATERIALS</b>	<p><b>Required</b></p> <p>NRA CCW Lesson Plan State-specific legal information materials as required</p> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Notepads and pens or pencils-one per student</li> </ul>
<b>IMPORTANT</b> 	<p><i>Students should not be handling ammunition or loaded pistols in this exercise. No live ammunition in the classroom!</i></p>

**Appendix 2 – Legal Considerations**

<p><b>NOTES</b></p>	
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### INTRODUCTION

#### A Message to NRA Instructors

The NRA CCW Course exposes students to several schools of thought regarding defensive shooting techniques. Although the course attempts to avoid giving students too much information too fast, or giving them too many choices, the course is not confined to one rigid or dogmatic system.

As an Instructor, your role is that of a guide. Once the fundamentals are learned, students are exposed to new ideas in a measured fashion and encouraged to experiment and choose the techniques best suited to them. Instructors must be careful to avoid presenting their own opinions, or the techniques that happen to be their favorites, as absolutes. Although a particular technique may work best for the instructors, it may not be the best technique for the students. Conversely, what may not work for the instructors may be appropriate for the students.

No single style of shooting works for every individual. Differences in body shape, hand size, strength, flexibility and dexterity – and the presence of any physical limitations or disabilities – all have an effect on technique. A student's confidence in his or her own abilities is also an important, if not primary, consideration in selecting a shooting style. If a student is more confident, comfortable and capable shooting from a particular stance, chances are he or she will revert to that stance when under stress, regardless of what they were taught during a training course.

There is a wide variety of positions, grips, gun-handling techniques, reloading methods and so forth. Each variation has inherent strengths and weaknesses. Encourage your students to experiment with the subtle variations in the techniques presented in this course. Once they determine what is best for them, they must drill and practice these techniques until they become second nature.

Remember that you are dealing primarily with beginning and intermediate pistol shooters. One of your missions in conducting NRA training is to "set the hook" and get your students involved in shooting after completing this course. Too many graduates of a basic course go home, put their pistol in the nightstand, and leave it there for the next ten years. As an NRA Certified Instructor, you should encourage further training and practice. Ask your students to challenge themselves and to continue developing their skills by getting involved in shooting activities, joining a gun club, participating in the NRA Marksmanship Qualification Program, and/or shooting in competitions sponsored by NRA Action Pistol, International Defensive Pistol Association (IDPA), and similar organizations.

No course is comprehensive or encyclopedic in content. No course or technique has a monopoly of validity. Mentor your students through the NRA CCW Course of Fire to enhance their basic skills. Encourage your students to seek training in as many techniques from as many sources as possible, to continue their growth as shooters and to develop a system that works for them.

Finally, in order to uphold the NRA's commitment to safety, and to maintain standardization among all NRA courses, adhere to the lesson plans when conducting the NRA CCW Course.

**COURSE INFORMATION**

**OBJECTIVES**

In the NRA CCW course, instructors will teach the basic knowledge, skills, and attitude necessary to carry a concealed pistol for personal defense.

**Student to Instructor Ratio**

Due to the depth of content, in-class firearm handling practical skills tests, range qualification and objective based completion criteria; there must be not more than four (4) students for every one (1) instructor. In short, if live firearms (Loaded or unloaded) are being handled, there Must be a 1:4 ratio or the One instructor must run relays of four students.

**Targets and Scoring**

The approved targets and scoring methods for this course are outlined in Appendix 1.

**Qualification**

Students must demonstrate shooting proficiency via a score of 80/100 or 80% to receive a Course Completion Certificate.

**COURSE COMPLETION CERTIFICATE**

The Instructor is ultimately responsible for determining if a student has successfully completed each learning objective, and if the student has demonstrated the knowledge, skills, and attitude necessary to receive a Course Completion Certificate.

**Instructor Materials**

<b><i>Required Materials</i></b>	
NRA CCW Lesson Plans	<i>Double Action Revolver</i>
<i>Semi-Automatic Pistol</i>	<i>Concealed carry holster, belt and pouches</i>
<i>Magazines/speed loaders</i>	<i>Sufficient supply of dummy ammunition in popular calibers</i>
<i>Cover garment(s)</i>	<i>Target pasters/tape</i>
<i>Targets (See Appendix 1)</i>	<i>Simulated barricade/cover</i>
<i>Stapler/staples</i>	<i>Cleaning kit</i>
<i>Marker</i>	

### ***Recommended***

NRA CCW PowerPoint Slides

### ***Optional***

If possible, provide concealed carry permit applications for the locale in which the instructor is delivering the course.

If available and convenient, provide an assortment of concealed carry pistols, holsters, cover garments, and flashlights for the student to handle during or after class.

### **Student Materials**

#### ***Required***

For participants to be successful in this course, they should have the following items, either personally owned or provided.

- *Quality Pistol appropriate for concealed carry – recommend minimum of 9mm or .38 Special*
- *Quality Strong Side Hip Holster – recommend form fitted leather or kydex, must cover trigger/trigger guard*
- *Quality Belt, designed to carry a holster and a firearm strongly recommended*
- *Quality ammunition suitable for practice. Encourage students to have at least two hundred rounds.*
- *Spare magazines or speed loaders with appropriate pouches – at least two additional (3 total)*
- *Clothing appropriate for concealed carry*
- *Eye protection*
- *Hearing protection - recommend electronic*

### **TIME REQUIREMENTS**

The NRA CCW course will require between 1 and 16 hours; however, it is objective based and allows for maximum flexibility in scheduling. The course length is an estimate; actual experience may vary. Gaining experience instructing from these lesson plans will assist in determining actual course length.

## Appendix 4

Instructors teaching NRA CCW for the first time, those mentoring new instructors, or those who do not have the support of an instructor team may need to factor in additional time.

Lesson 1: Firearm Safety (1 hour)

Lesson 2: Pistol Nomenclature and Selecting a Pistol for Self-Defense (1 hour)

Lesson 3: Ammunition Knowledge and Defensive Ammunition Selection (1 hour)

Lesson 4: Basic Defensive Pistol Skills (2 hours)

Lesson 5: Drawing from Concealment (2 hours)

Lesson 6: Loading and Stoppage Remediation (1 hour)

Lesson 7: Mindset (2 hours)

Lesson 8: Carry Modes and Pistol Concealment (2 hour)

Lesson 9: Firearm Cleaning (1 hour)

Lesson10: Sport Shooting and Training Activities (1 hour)

Non-NRA Legal (Optional): (1 hour)

NRA CCW CoF: (2 hours)

## PARTICIPANT INVOLVEMENT

### ***Total Participant Involvement***

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

### ***Physical Limitations and Disabilities***

The NRA Adaptive Shooting Program is an excellent resource when instructing students with disabilities. For more information or assistance, contact the NRA Adaptive Shooting Program by email at [adaptiveshooting@nrahq.org](mailto:adaptiveshooting@nrahq.org) or by phone at (703) 267-1491.

### **FIREARM SAFETY**

#### ***Demonstration***

Safety is the foremost concern. During every lesson, emphasize in words and actions observance of the NRA Rules for Safe Gun Handling at all times.

Monitor students carefully to ensure they observe the rules as well, especially when handling firearms, and in dry-fire, live-fire, and gun cleaning exercises.

Instructors must lead by example. When picking up a pistol for demonstration purposes or when passing it to a student, always keep it pointed in a safe direction, keep your finger off the trigger, remove the magazine on semi-automatic pistols, open the action, and check the chamber(s) via visual and physical inspection to ensure no live ammunition is in the gun. Use demonstrations as an opportunity to reinforce safety training by having the student verify the unloaded condition of the pistol. Ensure each student also performs this sequence of steps every time they pick up a pistol.

#### ***Training Aids***

Treat all training aids representing a firearm (e.g.: blue guns, laser training devices, Air Soft, air guns, toy guns, etc.) according to the NRA Rules for Safe Gun Handling. Any infractions with a training aid will incur the same repercussions as infractions using actual firearms.

#### ***Establish Emergency Procedures***

Establish emergency procedures to follow in the event of an accident. Inform all course staff of these procedures and maintain a list of emergency telephone numbers.

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

Prohibit live ammunition in the classroom. In a training environment where handling and dry-firing is necessary, it is imperative that no ammunition or loaded firearms are present.

Following this protocol protects everyone from injury and instructors from potential liability.

Use only dummy ammunition, which is visually distinct from live ammunition, in the classroom.

Live ammunition may only be present on the range during live-fire exercises.

## Appendix 4

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

A sample Release, Waiver, Indemnification, Hold Harmless, and Assumption of Risk Agreement is available in *the NRA Trainer's Guide*. Consider developing a similar agreement for use with shooting activities and instructing purposes.

Please note that state (not federal) law governs the legal issues that may arise in an attempt to enforce such an agreement. Tort and contract law varies from state to state, so this sample agreement may be enforceable in some jurisdictions and not in others. You should get advice from an attorney licensed to practice law in the relevant state in order to make sure any agreement you use will protect you in the state where you conduct training.

Please note that only adults, and not minors, may execute the agreement. Even if otherwise effective, it will not be effective if executed by or on behalf of a minor.

## STUDENT COURSE INTRODUCTION

### COURSE GOAL

To gain the basic knowledge and skills necessary to carry a concealed pistol for personal protection.

### SETTING

Classroom and shooting range

### LEARNING OBJECTIVES

#### ***Lesson One: Firearm Safety (1 hour)***

1. Identify the main causes of firearm accidents.
2. How the three fundamental NRA rules for safe gun handling apply when carrying or using a concealed pistol.
3. How the NRA rules for using or storing a gun apply when carrying or using a concealed firearm.
4. The importance of carrying and using a pistol responsibly and ethically.
5. Special safety considerations that must be observed when carrying or using a concealed pistol.
6. The various techniques for storing a pistol safely.

#### ***Lesson Two: Pistol Nomenclature and Selecting a Pistol for Self-Defense (1hour)***

1. Identify two main types of pistols.
2. Identify the main components of a pistol.
3. Identify the criteria for selecting a pistol suited to their individual self-defense needs.

#### ***Lesson Three: Ammunition Knowledge and Defensive Ammunition Selection (1 hour)***

1. Identify the main components of a pistol cartridge.
2. Identify how to properly store ammunition.
3. Identify the major types of pistol ammunition.
4. Identify the difference between practice ammunition and defensive ammunition.
5. Identify additional accessories for concealed carry.

#### ***Lesson Four: Basic Defensive Pistol Skills (2 hours)***

1. Identify the Fundamentals of Marksmanship.
2. Identify Elements of a Good Shooting Position and explain how they can change in a defensive encounter.
3. Explain and demonstrate the fundamentals of defensive marksmanship.
4. Explain defensive accuracy.
5. Explain the differences between cover and concealment, and identify examples of each.

#### ***Lesson Five: Drawing from Concealment (2 hours)***

1. Explain and demonstrate the technique for safely presenting and holstering a concealed pistol.

#### ***Lesson Six: Loading and Stoppage Remediation (1 hour)***

1. Perform emergency reloads
2. Identify types of stoppages
3. Perform Immediate action drills

### ***Lesson Seven: Mindset, Responding to an Attack and the Aftermath (2hours)***

1. The levels of mental awareness.
2. The importance of mental preparation and developing the proper mindset for carrying and using a pistol for personal protection and facing a life-threatening encounter.
3. Techniques for avoiding life-threatening confrontations.
4. The psychological and physiological changes that may occur during an attack.
5. The differences between having a firearm for personal protection in the home and carrying a pistol for personal protection outside the home.
6. Techniques for controlling and responding to a violent encounter.
7. The emotional, legal and social aftermath of a defensive shooting.

### ***Lesson Eight: Carry Modes and Pistol Concealment (2 hours)***

1. Identify the various pistol concealed carry modes and the benefits and limitations of each.
2. Explain the basic principles of pistol concealment as they relate to the carrying of a pistol for self-defense.

### ***Lesson Nine: Firearm Cleaning and Maintenance (1 hour)***

1. Identify the basic equipment needed to clean/maintain a firearm.
2. Identify how to properly clean both semi-automatic pistols and revolvers.
3. Identify what services are best referred to a qualified gunsmith.

### ***Lesson Ten: Sport Shooting and Training Activities (1 hour)***

1. Identify organizations, associations, clubs, and businesses that may help hone, enhance, and expand personal protection skills.
2. Explain methods and precautions for dry-fire practice, including drawing from the holster.

### ***Appendix 1: NRA Concealed Carry Course of Fire***

1. Range Brief
2. Medical Brief
3. Student Live Fire Drills
4. Student Qualification course of fire

### ***Appendix 2: Legal Considerations***

1. Explain the general rights and restrictions under the laws of their state permitting the carrying of concealed firearms for self-defense.
2. State key legal provisions and restrictions pertaining to the use of deadly force.

## Appendix 4

3. Explain potential criminal and civil legal actions that may be taken subsequent to a defensive encounter
4. Explain the appropriate steps to take when carrying a firearm during a traffic stop
5. Explain where the students may find detailed legal information for their specific jurisdiction.

### ***Appendix 4:***

1. Message to NRA Instructors
2. Course Information Overview
3. Student Course Information Overview
4. Course Evaluation

### STUDENT COURSE INTRODUCTION

#### INTRODUCTIONS

- Instructor
- Staff
- Assistants

#### POLICIES

- No Live Ammunition in the Classroom
- Firearm Security/Storage in the Classroom
- Refreshments/Snacks/Smoking
- Cell Phones and Other Mobile Devices

#### LOCATION INFORMATION

- Restrooms and Drinking Fountains
- Phones and Emergency Exits
- Air Conditioning and Heating Adjustment

#### COURSE INFORMATION

- Course Length
- Course Objective
- Course Outline

## COURSE EVALUATION

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

### GENERAL INFORMATION

1. How did you learn about this training course?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Course Poster | <input type="checkbox"/> Government Agency   | <input type="checkbox"/> School          |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> NRA Website         | <input type="checkbox"/> Friend          |
| <input type="checkbox"/> Gun Club      | <input type="checkbox"/> Local Advertisement | <input type="checkbox"/> Firearms Dealer |
| <input type="checkbox"/> Other _____   |  |  |

2. Please indicate your age group.

- |                                      |                                |                                |                                |                                |
|--------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> 9 and under | <input type="checkbox"/> 10-12 | <input type="checkbox"/> 13-17 | <input type="checkbox"/> 18-21 | <input type="checkbox"/> 22-30 |
| <input type="checkbox"/> 31-40       | <input type="checkbox"/> 41-50 | <input type="checkbox"/> 51-60 | <input type="checkbox"/> 61-70 | <input type="checkbox"/> 71-80 |
| <input type="checkbox"/> over 80     |                                |                                |                                |                                |

3.  Male  Female

### YOUR KNOWLEDGE AND SKILLS

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

1. State a gun owner's responsibilities.	1	2	3	4	5
2. State the NRA Rules for Safe Gun Handling.	1	2	3	4	5
3. State methods for safe firearm storage.	1	2	3	4	5
4. Describe the four levels of awareness.	1	2	3	4	5
5. Describe components of a defensive mindset.	1	2	3	4	5
6. Identify considerations for selecting a concealed carry firearm.	1	2	3	4	5
7. Identify aspects of a concealed carry holster.	1	2	3	4	5
8. Identify features of a cover garment.	1	2	3	4	5
9. Describe benefits of a flashlight.	1	2	3	4	5
10. State the major criteria for ammunition evaluation.	1	2	3	4	5
11. State the difference between training and defensive ammunition.	1	2	3	4	5
12. Identify opportunities for continuing education.	1	2	3	4	5

## Appendix 4

### COURSE ORGANIZATION AND INSTRUCTION

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

1. The lessons were easily understood.	1	2	3	4	5
2. The lessons were presented in a logical manner.	1	2	3	4	5
3. This course has helped me gain a better understanding of owning a pistol for concealed carry purposes.	1	2	3	4	5
4. This course met my needs.	1	2	3	4	5
5. The instructors presented the information effectively.	1	2	3	4	5
6. The instructors answered my questions.	1	2	3	4	5
7. The instructors made the course enjoyable.	1	2	3	4	5
8. The instructors presented a favorable image.	1	2	3	4	5

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

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### COMMENTS

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

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

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3. Please make any additional comments.

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