

TRAIN-THE-TRAINER “INTRODUCTION TO PISTOL HANDLING FUNDAMENTALS” CURRICULUM

THIS DOCUMENT LAYS OUT THE CONTENT
OF THE 8 WEEK INTRODUCTION OF PISTOL
HANDLING FUNDAMENTALS.



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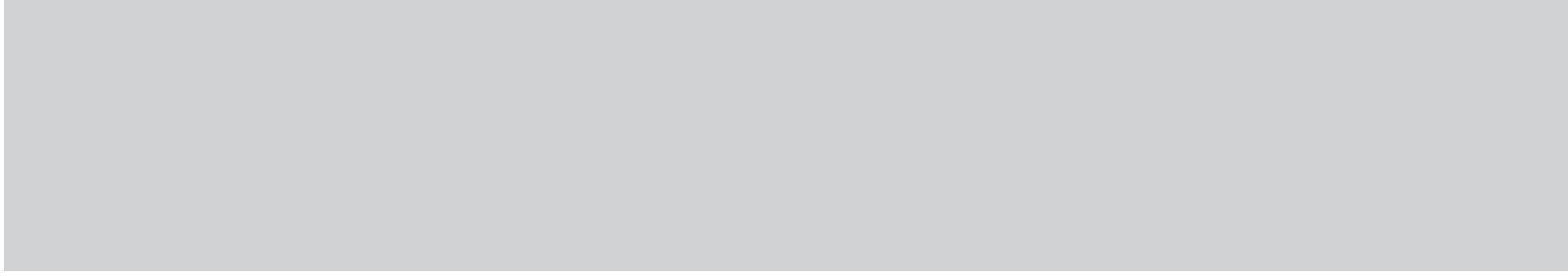
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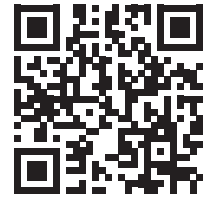
WELCOME

Congratulations on taking a step forward to introducing safe, effective firearm training within your dojo. The following information is laid out step-by-step with a guide supported with video, this manual, and one page lesson cheat sheets. Whether you are very familiar with firearms or do not have much experience or exposure with firearms, you can provide solid instruction to first build yourself as a competent person handling a firearm and then extend these skills to your students. You will further manage a class and have safe practices and equipment.

This "Train the Trainer" course provides you a step-by-step process to confidently put on an eight week firearms introduction "Boot Camp" style course within your own dojo. You can encourage your students to take further classes, such as from an NRA basic pistol instructor, USCCA or other entities which will extend the training to live fire, a range of different live fire pistols and other knowledge and skills. However, an extremely important and often overlooked skill is basic gun handling via a drill-based course to substantively learn and practice how to safely handle a pistol, all the while learning the fun of mental skills and best practices of pistol handling. Whether your students have taken other firearm classes, are new to guns, or even only take your class, they all will immensely benefit from your instruction.

BACKGROUND

HOW TO CONSUME THIS MATERIAL



This class is presented by Mike Hughes, the founder of NextLevel Training and the inventor of the SIRT Training Platforms, and Mario “Moe” Morris, who has taken the initiative to develop and put on a firearms-based class in a dojo he co-owns and operates. The curriculum is focused on fundamentals and safety. As the course title insinuates, “Introduction to Pistol Handling Fundamentals” is a hands-on, drill based course.

Throughout this manual you will see QR codes which link to the on-line course where you can go from printed manual to video easily with your mobile device. The on-line course hosted at SIRTliving.com provides a learning management system to track your progress and provides a central resource for PDF instructional cheat sheets and other resources. We suggest you read this material and watch all the videos on the online course before scheduling your first class.

Note on QR Codes

This manual links to the video sections so you can watch the videos on each topic. Just use your phone camera app to click on the QR codes which will open up the web page.

WHAT THIS COURSE IS NOT



This course will not cover skills such as: how to load a pistol, malfunction recognition and clearance (skills more suitable in a live fire course). The Introduction to Pistol Handling course provides invaluable instruction for general safe pistol handling. All of the drills are geared toward “best practices” to put your students in a glide Path for the most efficient and safest pistol techniques, that is, the best way to establish a grip, draw a pistol, and timing to get the finger on the trigger, just to name a few skills.

This course heavily relies upon the simple technology of the SIRT Training Pistol. The SIRT Platforms are used in nearly all major federal law enforcement agencies and by thousands of instructors across the world. The use of the SIRT platforms extends from very basic introduction to high-level pistol manipulation training, including high-volume force on force. The SIRT Pistols strike a balance of providing comfort to a student without experience with firearms where the SIRT is safe and will not go “bang”, but the SIRT further has qualities where the new user will treat it with respect and handle the SIRT as they would a live fire pistol.

GENERAL TOPICS ON MATERIAL DELIVERY

Below there is a list of topics related to possible modules within this train-the-trainer course through distance learning and perhaps hands-on, in-person learning as described further below.

The order of the below topics are not in any particular order to be distributed but more of a “brain dump” to be organized and placed in context of an overall flow that is delivered to a martial arts instructor.

OPTIONS FOR DELIVERING CURRICULUM-

There are various options for delivering the curriculum, but the base standard option is one curriculum class per week that can possibly be given twice a week (that is the same class given twice a week to meet the needs of the students based on their schedule). Moe has experience with once a week classes and has determined from his personal experience that once a week is enough time to allow the information to marinate, digest, and practice at home with every-day drills (EDDs), making the process enjoyable, sustainable and still providing enough information and drills to keep it interesting without going too fast and overfilling the bucket.

Another option is to have the same class twice a week, which can be done in various forms and for various reasons. For example, one class may be at the same time as the “Little Dragons” kids’ course where the parents drop the kids off but don’t necessarily go anywhere and remain for the class. It is good to give the parents the option to be *meaningfully occupied* in a space of your facility that is not occupied and take this fundamentals Introduction to Pistol Handling course. Therefore an instructor can teach just a 60 to 90-minute block of instruction to the parents while the little guys and gals are in another space in the dojo in the youth course.

Another practical example is that the students take a weekend course so they have the option of getting a weekday course in the evening or the weekend course in an afternoon time block. Some students like to take the same course twice. Generally speaking, this train the trainer course is very scalable and flexible to give you options in your delivery.

FOCUS ON STUDENTS ABSORBING SUBJECT MATTER OVER KEEPING PACE-

The time for delivery of material is predicated on student absorption of subject matter and not just fitting it within a fixed time frame. The time for material delivery is flexibility is an overarching concept for any material. We want to “check the box” and make progress; however, the objective is not to spend so many hours on a topic, but rather to take the necessary time to make sure students have a firm grasp of the techniques and concepts before progressing. Of course, there has to be protocol in place to catch people up and keep everyone meaningfully occupied and engaged. Attention spans and energy levels generally run for 60 to 90-minute windows for a drill-based course. Beginning each session with a

EVERY DAY DRILLS (EDD'S)



refresher of the previous class also aids in long-term retention.

This course is centered around the “Every Day Drill”. As an instructor, you definitely want your students to go home and engage in some training. The every day drills will utilize the teachings that have been done in the course, and the printouts have the key teaching points which you likely had a chance to put forth in the actual hands-on course. All the teaching points in the every day drills are on your course outline pages so everything is copacetic and you won’t get stumped by any student.

THE EDD'S THAT YOU DEVELOP SHOULD ADDRESS THE FOLLOWING BASIC QUESTIONS

- **What:** What exactly are we trying to do in the drill? This is basically a mechanical description as to what it is. Clear the garment, get a good grip, draw the gun, present the first shot. A very clear description of the actual goal. “What physically do you want me to do?” is a question to satisfy the student.
- **Why:** What is the context of this drill? Why do I want to do it? Where is the practical application? For example, from draw to first shot the “why” is very clear that the student needs to have the skill to clear a garment, get the gun out safely and get a first shot on target with defensive accuracy coupled with as much speed as they can muster.
- **How:** All the technique points on exactly how to engage the drill from the set up, equipment needed if any, and the actual technique points. It could even be a separate section on the technique points where we cover the step-by-step at least verbal description of the technique if not coupled with a video, which of course would be extremely helpful as far as the steps and general caveats on the drill.
- **Demo:** Actually have some demonstration whether it’s a few images or a video that can actually show and demo the drill and really reiterate the ‘how’. Of course, the demo is to be shown in class by the instructor with all the points after they do this course but have the same demo which is on the drill app and paper to clearly show what they’re actually supposed to do.
- **Practice Count:** Of course, we have to provide an opportunity to practice and ideally there’s a number they try to reach as far as number of repetitions or number of hits, etc.
- **Execute – goals:** If it’s a speed and accuracy-related drill, where appropriate, have some goals for students to aim for. Some actual times for example. Draw to first shot can clearly have some time for individuals to clear a garment and get a first shot off at specific distances for specified combat accuracy area targets. Of course we want to put caveats that there’s many other factors besides just speed and accuracy such as their situational awareness and the whole context but we want to give some guidelines and goals so they can work towards speed and accuracy while keeping in mind there’s a broader array of skills that need to be in place to be safe and effective with a pistol.

THEME OF THE COURSE: FUNDAMENTALS

The key to being great at any skill is mastery of the fundamentals of that skill. Fundamentals mastery goes for any motor neuron activity. This course is focused on getting the best practice for engaging the fundamentals of pistolcraft.

Safety is inextricably intertwined with competency. A lot of students may want to do the ninja roll and various exotic pistolcraft moves but even such techniques and tactics and procedures (which may have

very limited utility) are only an extension of the fundamentals of grip, sighted fire/point shooting, trigger control, etc.

It goes without saying, but this is a fundamentals of pistol-handling course. Safe firearm practices are inextricably intertwined with pistol handling fundamentals.

DRILL-BASED COURSE

The theme of this fundamental pistol course is clear fundamentals taught with best practices and progressions where the practices and drilling is orders of magnitude higher than traditional firearms courses. A lot of firearms courses, whether they're live-fire courses, force-on-force courses, etc., simply do not get the same volume of reps as students will get in your Pistol Handling Fundamentals Course. The nature of the low cost of each trigger pull coupled with the flexibility of the drills you can do in a dojo lends itself to a lot of trigger pulls with self diagnostics for each pull by the students.

Therefore, I want to strongly emphasize that in a 60 to 90 minute block, the students get orders of magnitude more practice than they would just with a live fire only training. This is not to say they should not live fire; to the contrary, live fire is exceedingly important to verify the skills and safely manipulate the gun within the parameters of the range protocol and safety rules. However, a dojo type environment with SIRT Training Pistols allows a unique environment for students to achieve more repetitions and better feedback on each shot.

LOGISTICS OF PLANNING AND SETTING UP COURSE-

There are many ways to set up this course, as mentioned above. One way of having this course is to coincide with the youth programs so the parents can have some practical training while their kids are in another part of the dojo taking a youth martial arts class. The logistics further encompass all the safety protocols and safety setup which are described below in its own block of instruction, but logistically speaking, a dojo needs to have a clearing barrel so anyone that comes in with a live-fire pistol has the option to go to the clearing barrel, unload and show clear to not have the pistol loaded with ammo in the dojo. Alternatively, depending on the clientele, location and various factors, the dojo owner, out of an abundance of caution, can have a flat no live-fire tools rule in the dojo. Therefore it's incumbent upon the individual to enter the dojo without any live-fire tools on them. However, you should still have a diligent and categorical safety check as described below.

LIFEBOAT INSTRUCTION MODULES-

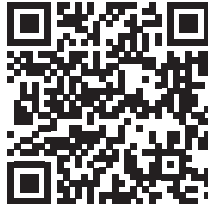
We need a module on "lifeboats," which is essentially a term adopted from instructor Chris Collins where an instructor has a set of modules, drills, time blocks, etc., to pull out and utilize at certain opportune times with a class. Lifeboats can be very fun drills, interactive drills, tangents to particular topics, etc. Basically if something goes sideways, you have your lifeboat to jump into, your go-to drill that is going to pick up the energy and make the class enjoyable at an opportune time.

PROTOCOL FOR STUDENTS THAT GET BEHIND-

Some students advance, grasp concepts, build proficiency, and make progress quicker than other students. Of course, this always presents some problems in any kind of progressive course because you don't want to put too much time with individuals that are lagging and keep the students that are advancing held up.

One protocol with getting people caught up is to actually provide catch-up courses

LIFEBOAT DRILLS



where the instructor supplies dedicated one-on-one time with individuals or possible group for a premium price, say \$60.00 an hour (just as one example), to give individualized instruction so the individuals get caught up and are comfortable with the process while making it time efficient and positive revenue generating for that instructor.

A further option is to have an early show-up time block of 10 to 20 minutes where individuals come in, get their safety checks conducted and get their remedial/catch-up training to be up to speed so they can continue and progress with the rest of the class. It should further be noted that this pre-class time could also be utilized to “get their baseline.” That is to exercise these baseline drills so they have that first point of measure with speed and accuracy to exemplify and measure their skill set.

PRIVATE SESSION/CATCH UP PROTOCOL–

As mentioned above, having the option and bandwidth for private sessions is not only good for the students who want more information, but it allows a further revenue stream for your dojo. Furthermore, if people come to the boot camp late/while the boot camp has been in progress for a few weeks, having a private session protocol will allow them to join the boot camp so you capture that client while also perhaps generating extra revenue for you as the instructor to get them caught up. There’s no special itinerary or lesson plan for the private lesson since it’s basically the same itineraries but on a more individualized one-on-one basis.

Do not skimp on the safety protocols during a private lesson. Although it’s much easier and quicker to implement safety protocols with an individual or a very small group, the safety protocols have to be consistent and bedrock with all the safety checks described above.

WHAT DO I CHARGE FOR A PRIVATE LESSON?

Of course, this varies from area to area and your current demographics of your clientele. You definitely want to value your time and take into consideration whether or not this firearms course is a loss leader to get them into the dojo for further courses where you may want to charge less for the private lesson? If your time is quite valuable and you don’t have much space in the day, then of course you may want to charge more for a private lesson such as up to \$120.00 an hour. Generally speaking, the \$60.00 an hour rate seems a copacetic number across the board. In other words, the rate in San Francisco won’t be the same as what it is in the regular world.

FLOW OF PRIVATE LESSON –

You will very likely find that the speed and flow of a private lesson can go much quicker than a class. Expect to cover two standard lessons in one private lesson just by the merit of one-on-one attention. Further, the reps tend to go more quickly due to the fact there’s less attention diverted elsewhere.

Be sure to provide specific EDDs for your student to execute on their own time. Instruction is great but without follow up reinforcement and repetitions, the value will be lost.

COMMUNICATION STYLE –

Of course, as a dojo owner and martial arts instructor, you already have your base demographics and clientele, but it’s worth noting that you don’t want to choose any language or behaviors that turn off any demographics. We want firearm ownership to properly expand to all appropriate demographics, and at times strong political views or abrasive language can turn off certain people who would otherwise be very much open to firearm ownership and firearm competency. Of course this almost goes without saying that you know your students, but it’s worth mentioning that the image you give off from your attire, the verbiage on your shirts, your choice of words in describing any political groups is best to remain reasonable neutral so as not to be misinterpreted and unnecessarily alienate anyone of any strongly opposed position. This is not to close off discussion and meaningful debate, but as a business owner it’s just best practice to not unnecessarily polarize or alienate.

STUDENT PROFILING –

Of course, as an instructor, you probably have various types of students that fall into certain categories/buckets. You may have a person who “knows it all” already, the mother who just wants to be more safe and proficient, and the individual that just wants to do something while their kid is doing martial arts.

There are a many type of learners, personalities, predispose mindsets and it is far beyond the scope of this manual to discuss all of these factors that distinguish humans. It is best practice to take people as sovereign individuals and not bucket them or otherwise profile and categorize them. However, without question, we as humans fall into certain categories where the field of psychology can, to some degree, analyze and put forth best practices for modus of learning for certain personality types. Again this topic is beyond the scope of this manual; however, the only personality type I would be cautious of is the “know-it-all”, not because know-it-alls are annoying but in this particular venue we must be concerned of know-it-all, insecure type that compromise safety. Perhaps the know-it-alls know too much to not follow the safety protocol or they think they are soooo special to not follow safety protocols to put others and even themselves at risk. All person types needs to be addressed for best curriculum delivery, but it is best to have special attention on know-it-alls to ensure their idiosyncrasies do not bleed over to compromise the safety and value of instruction for other students.

PROTOCOL FOR TESTING AND TRACKING –

The best practice when conducting this course is to administer a baseline incoming test in order to generally evaluate and measure a baseline competency of speed and accuracy for each new individual.. This testing procedure is discussed in detail on Day One modules below.

Before talking about any testing further, it is extremely important to put the word “test” in context. To do very well at a test does not necessarily mean the student has a great aptitude to be a pistol handler/defensive shooter. There’s a plurality of additional context to have the proper mindset and skills to be effective in self-defense. Again, this course primarily focuses on the fundamentals of pistol handling, but of course has a strong foundation to put people on a glide path to safely utilize a firearm for a plurality of reasons. One core reason is self-defense in a critical incident; therefore, testing and tracking is important to maintain motivation and see an increase in skills. Simultaneously, we want to keep in mind that the skills that are trained in this course are directed to be robust and broad for a myriad of context and practical application, and we want to be sure we’re not mastering a drill as opposed to a skill. In other words, the course is not directed to just ace a test but rather, employ a pistol safely and effectively in the broadest practical context as possible. Nonetheless, having baseline tracking with some follow-up testing to measure progress and possibly illuminate deficiencies is a great tool and aspect to have in your course. This will make it more enjoyable and provide meaningful feedback and motivation to your students.

Ideally, the testing should have progressions to vary and broaden the context of the tests in order to expand the skill sets. For example, a baseline test could be a simple draw to first shot on target at a given distance. The progressions on this test can be a further target where more sights are required, movement and drawing such as turning and drawing, lateral movement and drawing, etc. Depending on your situation, you may want to continue and test these various derivatives and progressions, time permitting. Alternatively, stick with some base testing and focus on a lot of the skill and skill development without a rigorous measurement protocol. This is really more up to the idiosyncrasies of your clientele where, generally speaking, Type A personalities may like the tracking and measurement a little bit better than other personalities. Either way, the testing can be more scalable than just a few handful of baseline tests.

TESTING IMPLEMENTATION–

For testing speed and accuracy, a very effective tool is the LASR system sold with the SIRT pistols. LASR re-purposes existing computers, tablets, etc., to track the hits to record the shot placement accuracy as well as the time. Oftentimes you have to finesse the indoor lighting a little bit to make the system work robustly. You would definitely want to test it before each class to make sure it is reliably working and make

any necessary adjustments to the ambient light. Please refer to the LASR tutorials for setup and protocol for using the LASR app in your training environment. LASR is generally very inexpensive, ranging between \$120.00 and \$180.00 depending on your options. You can re-purpose your existing laptops, tablets, and even phones which makes it very accessible and cost effective.

LASR can further be viewed as an assistant instructor, meaning you can have some students doing a LASR-based drill while you are hands-on instructing an individual student.

ADAPTIVE SHOOTING –

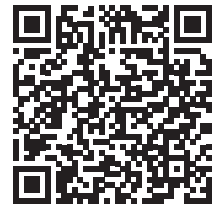
All the modules can be configured to accommodate any adaptive shooting requirements based on the needs of your students. Adaptive shooting is basically accommodating any individuals with physical impairments of any sort. An obvious and common example of adaptive shooting is seen with individuals confined to a wheelchair. Of course, you have to be a bit creative at times regarding how to make such accommodations, but by no means should you have to turn anyone away because of their physical impairments unless it is an extreme case. It should, however, be noted that adaptive shooting extends beyond only individuals with physical disabilities. Many individuals, particularly those who are older, may have problems with their knees or hip joints, making movement and compromised shooting positions very difficult. Of course, on the intake form be sure to take note of those with prior injuries. It is important that you are aware of any such ailments prior to going into the drills. Also, definitely take the time to reiterate in your class that people can opt out from any drill if they're not comfortable or otherwise don't feel they can execute the drill for any reason.

SAFETY CONSIDERATIONS IN YOUR COURSE

BASICS OF SAFE SETUP –

To set up your training area, there are a few fundamental non-negotiables to make sure your training area is extraordinarily safe. These are described below in detail and absolutely must be followed. Of course, all training environments vary. That being said, as an instructor you have to employ some common sense and apply the concepts depending on your specific building/environment setup.

SAFETY VIDEO CONTENT



SAFETY SETUP REGARDING TARGETS –

The safety protocol for weapon checking everyone to have no live-fire tools in the dojo and be categorically diligent upon self-checks, buddy checks and instructor checks to ensure absolutely no live-fire tools or ammo in the dojo is paramount. However, out of an abundance of caution to layer on extra layers of protection, it's best practice to choose a most suitable target area wall when conducting the training. For example, if you have a choice between walls where one is a thin drywall with another class next to it and another wall is an exterior wall, out of an abundance of caution, choose the wall that is exterior to set up your targets. Of course this is very situational depending on many setups and dojo arrangements but it's just a common sense way to layer an extra precaution in the absolute rare and unexpected incident that somehow everything broke down and a live-fire tool came into the training area.

SETTING UP YOUR SIRT-Fire TRAINING AREA –

You have invested in your dojo facility; you have real estate in your dojo that is perhaps not utilized during all hours of the day. To be financially successful, you need to have “feet on the mats”, or perhaps people training in areas where you don't even have mats on the floor. Within your space, you need to define a dedicated training area for conducting the pistol training with SIRT Training Pistols. We call this area a **SIRT-Fire Training Area**. This training area doesn't have to be exclusive 24-7, but it does have to be an exclusive training area during your **Introduction to Pistol Handling Class**.

A SIRT-Fire Training Area is a dedicated space where SIRT Pistols will be handled and absolutely no live fire tools or weapons are allowed in this area. It is paramount to keep this “cleansed” area, that is, an area with no live fire weapons or ammunition. This protocol is discussed below in detail and covered extensively in the accompanying videos, but it is paramount that you have strict protocols diligently practiced to prevent a live fire tool (a gun) from entering the SIRT-Fire Training Area.

This strict safety protocol not allowing live fire guns in an area shouldn't be confused with being “anti-gun” or “anti-conceal carry”. To the contrary, more advanced courses such as force-on-force courses adopt a similar strict protocol to ensure absolutely no live fire tools are in the training area. Force-on-force training is where the students are pointing SIRT Pistols (or marking paint cartridge training pistols) at each other for scenario based drills. Out of an abundance of caution, this curriculum adopts the stringent force-on-force safety protocols so you as a dojo owner and instructor can deliver curriculum with absolute confidence of avoiding the catastrophic mistake of a student mistakenly firing a live fire gun in your Dojo.

Exclusive Training Area–

The training area must be exclusive to the trainees with choke points for limited access. In other words we do not want people to freely come in and out of the SIRT-Fire Training Area because there's a safety hazard. Obviously, they could be carrying a live-fire pistol; therefore, the instructor must be aware of this delineated area and the entry and exit points. If it is logistically difficult to maintain an entry and exit point, purchase caution tape to create a SIRT fire delineated area. Such basic tape can be easily strung across from one wall to another to segment off a portion of the dojo so it is clear that it is not to be crossed without a safety check.

Maintaining Entry and Access to SIRT-Fire Training Area-

To enter the SIRT-Fire Training Area, every person seeking entry must be rechecked head to toe to make sure they are not carrying any live-fire tool. If one of the students leaves, for example, to go to the restroom and reenters the SIRT-Fire Training Area, they need to be safety checked upon reentry. Make sure you just pat down the waist area, ankles as described below to ensure there's no live-fire tools and they are "SIRTin", that is certain they have no live fire tools, weapons or ammo on their person. This has to be habit and due course; students need to understand it ab initio and further have the discipline, fortitude and authority to check instructors as well who leave and enter the SIRT-Fire Training Area. Firearm instructors are the number one killers in law enforcement training accidents in the setting of force-on-force training, so instructors need to be checked as well to ensure there are absolutely no live-fire tools in the designated SIRT-Fire Training Area.

Weapons Check - Pat Down Procedure-

A weapons check procedure consists of a pat down of a person. The proper protocol for initial pat down is to first have a self-check so people have the discipline to check themselves, and it gives them an opportunity if they did make a mistake to go to their car or take other precautions to remedy such as removing a pocket knife, etc. You want to check for any ammunition, pistols or other firearms and knives.

SAFETY WEAPONS CHECK PROCEDURE



When classes have drills to shoot from the ground, be sure to remove items that may tear up your mats or cause the student an injury.

After a self-check, the buddy check where people left and right give a quick check and pat down along the waistline to make sure there's no appendix carry, 4 o'clock carry of any pistols and quick tap to the ankle in an abundance of caution to make sure there's no ankle holsters, shoulder holsters, etc.

Thereafter the instructor does a quick diligent safety check of just checking every individual very quickly, the waistline, the shoulder area, the ankles which can actually be done very quickly and efficiently to absolutely ensure everyone in the training area is not carrying a live-fire tool or any sort of weapon.

Always remind students to check the instructor. As noted above an instructor in law enforcement is a main culprit for a catastrophic accident in force-on-force training, that is where marking cartridges are used and scenarios are put forth to train shooting other individuals similar to paintball but in practical application scenarios for training and exposure. However the number one person potentially violating the rules is an instructor coming back from lunch who's gunned up and no one bothered to check him because of the "respect" for the instructor who is subconsciously breaking the rules. Therefore, it's best

¹ The SIRT-Fire Training Area is the location where you will be handling SIRT Training Pistols and conducting the training.

practice to train the students to always check the instructor and anyone else who might be in that training area, for example a photographer or film person who may be doing marketing material for your class.

Option for Designating an RSO

Depending on the individuals in your class, you may want to assign a designated *Range Safety Officer* (RSO) who is a responsible individual who knows the protocols and is present to help you maintain the safety. This does not alleviate the responsibility upon yourself, because as an instructor you're strictly liable for the safety of your course. Inevitably you may find an individual who is squared away, understands the safety protocol. He or she could have a law enforcement background and is familiar with the force on force training safety protocols. An assistant RSO can be another person to make sure all individuals are checked including yourself as the instructor to ensure that there are no live-fire tools or weapons in the designated SIRT-Fire Training Area.

Engaging Students in Safety Responsibility-

Communicate to the students that they are also responsible for the class's safety. This is not to say that you are alleviating your responsibility, but rather you are extending and reinforcing it to the group level. In other words, students should feel empowered and authorized to call out any safety violation or even a possible potential safety violation. In other words, build a culture in your class that a student may ask another individual if they've been safety checked and this is not an awkward or a faux pas request. Safety is paramount and everyone should take strong ownership and responsibility for the safety and well being of each other and the class in general.

Side note: In one law enforcement class a simple handcuff key got wedged in between the ribs of an individual when doing some basic drills. So it's always best to err on the side of caution and make sure nothing can cause any injury to the students to make the training course sustainable and enjoyable.

DAY 01 - FIRST CLASS



The first 30 minute block of the class is devoted to introductions and ensuring all the new students feel comfortable with the environment and you as an instructor. However, we do not want to drone on and on about the 8 week course, what is to be covered and every nuance about the facility and the course. **We have to get a “win” quickly** so they understand this is a drill-based course that is very engaging and very enjoyable. With that being said, it’s critically important to start off with the safety brief and protocol so everyone is on the same page as to the format of the course and how safety is inextricably intertwined with the course. Implement safe practices to begin with a safe environment in an engaged manner so we can get to a first drill.

TRAINING AREA SETUP-

When setting up the training area be sure that you have your waiver forms if they haven’t filled it out already, perhaps even name badges if you want them to fill out name badges (if you didn’t preprint them) so you can identify them by name and start committing them to memory. Also, set up your table with the SIRTs and your delineated area to make that exclusive area.

Explain the nature of a SIRT-Fire range versus a live-fire range. Even though we are using these SIRTs, just as a live-fire tool, there are some very distinct differences between a SIRT-Fire range versus a live-fire range. Even though we treat the SIRTs as a live-fire tool we extend their capability to emulate real life without compromising any of the four fundamental safety rules. For example, with a SIRT-Fire range you can shoot 360°, high angle, have individuals offset as moving no shots etc. without violating any firearms safety rule and providing extremely valuable practical training extending one’s gun-handling skills and capabilities. However, live-fire ranges are different with extended protocols to stack on the safety while unfortunately limiting the training. For example, in a SIRT-Fire range you as an instructor can be downrange and should be downrange from them where they do not muzzle you but they expand their capabilities of being aware of you as a moving no shoot and pull back to the sul position¹ to point the SIRT downward. Further, in a SIRT-Fire range the students may be offset from one another or even engage in drills where there are moving no shoots from one another. You would not do this with a live fire range because the risk of mistake is too high and costly, but this is invaluable training so people understand there are indeed moving liabilities in real life they have to contend with which of course is almost never emulated on a live-fire range.

Strongly communicate the distinct differences between a SIRT-Fire range and the live-fire range but the common threat is that strict adherence to the safety rules.

SAFETY PROTOCOL-

Introduce the safety protocol as taught in the previous module. Introduce the concept that they should self-check and of course bring no live-fire tools or other weapons into the training area. Have them do the self-check so there’s no firearms ammunition or even knives or sharp/ pointy objects on their person which can cause problems down the road - for example, when they go supine on the mats.

Attitude Determines Altitude-

Encourage students to have a positive mental attitude. If there is any safety violation, the students must accept the feedback and ensure they continue muzzle awareness and trigger finger discipline (keep

1 The Sul Position is where the pistol is near the chest and muzzle pointed downward.



the finger off of the trigger until ready to shoot). These rules will now be covered in detail below.

Four Rules of Firearm Safety-

Go over the four rules of firearms and use the SIRT as a mnemonic, as shown in the video, while

SAFETY ONLINE CONTENT AND VIDEO



referencing the grip of the pistol state, **do not load the pistol until ready to use/treat every firearm as if it's loaded.** Then move to the trigger; **never put your finger on the trigger until you're ready to shoot.** This means not intending to discharge a round where the finger is off that trigger, not even in the trigger guard until you're ready to shoot. Now move down to the muzzle area and describe that you **never point where you're not willing to destroy, or otherwise stated always point the muzzle in a safe direction.** Note that the muzzle should be pointed in the safest direction at all times, generally down in a sul position or, on some occasions, high port. Don't necessarily interject the specific positions at this point in an instructive manner, because it may start a line of questioning which you don't want to engage in at this time, so a general sul position pointed down is best practice to exemplify a safe direction of orienting the pistol.

The fourth rule can be described referring to the laser's impact, **always be aware of your target and what's behind it.** This rule is extremely important for live-fire pistols, but it's also important with SIRT Fire because in the rare event all rules broke down and somehow, somehow a live-fire tool was interjected into the training area, you want to have the most suitably ballistic wall as possible to capture a round in the catastrophic unexplainable error of a live bullet firing off. At this point, describe the target area and why you chose this target area, and of course describe that this is not a force on force class at this time (exception of the possible scenarios Mo described which will be different modules downstream), and of course treat the SIRT with the respect and reverence of a live fire pistol.

While demonstrating rules, hold the pistol in a sul position, given the tacit communication as described above, where the proper way to hold and maintain a pistol in an upper high-compressed ready position.

INCOMING EXAMINATION TEST-

The number one priority is that everyone is safe and feels

To be utterly clear, we are not saying you need to have a live fire area to absorb live rounds on an ongoing basis. We are stating out of an abundance of caution, and layering redundant safety protocols, it is best to have a ballistic wall with the ability to catch projectiles in the event of failure of all the safety set up rules.

"..with a SIRT-Fire range you can shoot 360°, high angle, have individuals offset as moving no-shoots etc. without violating any firearms safety rule.."

comfortable on day one, but it is helpful to have a baseline test. A baseline test provides a partial quantitative assessment, but moreover a qualitative feel for the skill level of the student and their attitude. A measured test provides a quantitative measure for their speed and accuracy, and testing the various skill sets. A baseline test also provides feedback to the students on how much improvement they have made when they take the same baseline test in 8 weeks. Note, we're doing the baseline test with SIRT pistols

BASELINE TEST VIDEO INTRODUCTION



since there may be some very poor and/or unsafe handling. We're not saying that's okay, we're saying it's good to illuminate safety issues so that you, as an instructor, can understand where their skill level is at and where the class as a whole is starting from.

The number one objective for a baseline test is safety. We have to absolutely make sure there is no injury, no live fire tools, no way that person can possibly get hurt. Be sure to be 100% comfortable with the safety check protocol before starting your first class.

A second objective of the incoming examination test is that they are comfortable in executing the test. This is their first class and you do not want to have an environment where a test brings forth an excessive sense of self-incompetence that they shouldn't be in this course. We do not want to present this as a super-combat action endeavor, but rather just a very practical execution of skill sets of gun handling. We will be shooting the Century BOB bags for a target, but you don't have to go into depth about human shaped targets and using lingo such as "turning off the pump" or the "light switch" or any such tactical nomenclature. The Century BOB is just simply an inanimate target at this phase with the vast benefits of a three dimensional target for them to get used to targets beyond just paper, two dimensional targets.

Set up the drill beforehand with LASR. Become very familiar with LASR and make sure the lighting conditions are appropriate. You may have to, in extreme cases, use a pop tent tarp to have enough diminished ambient light to make the unit work. Obviously, watch the LASR module to get fully prepped on this technology

Target set up is where there is a first BOB bag target to dress in the individual at 5 yards from the baseline. Make sure it's not closer than 5 yards. If the target is too close **retention shooting** would be more appropriate.

Make sure the second target is placed at the 15 yard mark and faced sideways to the student. You want to make use of the BOB bags inherent nature of being a 3D target. This target is an instant incapacitating lateral head shot.

Make sure you demo the drill. Your demo should be very smooth; not necessarily slow but not herky-jerky fast. You are just simply demoing the mechanics of what they need to do, which is laid out in detail below.

Ease their mind, and perhaps best practice is to have the general class doing things such as being lectured on the logistics of your facility, using the bathroom, telling their own story and background, some general acquaintance, and people getting their name tags on, while your assistant instructor pulls them

Retention Shooting:

See <https://nextleveltraining.com/demo-page-retention/> for more information on retention shooting.




over and just engages the test. This is not a pressure test or a test of their nerves. Some students will be very nervous and feel very foolish. Remember some students have never handled a pistol before in their life. A SIRT Pistol is totally inert, it can not go boom, but they may still be very nervous to even handle a dedicated training tool. However, the baseline test is a baseline, so part of the personal growth for the students is building that substantive confidence with safe gun handling ability. The worse they start off in the baseline, the more ground they will make in the next 8 weeks.

You don't want the students to be excessively and unnecessarily uncomfortable in taking the test. Use your best judgment to select who goes and in what order. If possible, engage in the test without everyone's prying eyes on them. We want to make them feel comfortable, and they understand it is a baseline, so the student understands the test is a measure illustrating the gains in their pistol handling and performance by the end of the 8 weeks.

Execution and Drill-

Execution of the drill is to first give them a SIRT pistol in the sheave and tell them to put it on their body, and perhaps help them tuck it in so it is in a concealed position. Explain to them that you will discuss gun handling much further in the future, but the class is just getting a baseline assessment of their experience. Make sure the students absolutely understand that the SIRT Pistols cannot go "boom". It is a completely "inert training pistol". Once it's tucked away, tell them on the go signal that they'll commence. As shown in the demo, instruct the students to turn and engage their first target with six shots and then move to the second position and shoot the far target with one shot. The drill does not stop until that final shot is hit. Of course we do not want to laser dash. It has to be a clean shot where the laser is not swept across, but that first impact of the photons do indeed represent where the projectile would go with a live fire gun.

As shown in the video in the companion on-line course,  runthrough, record their time or take a quick photo of it with their name tag. The best approach is probably to record the baseline time on their sign in sheet and cycle in the next individual. It would be best to try to get this done within about 10 minutes.

Things to Look Out for in the Baseline Test.-

There are many qualitative assessments on the test versus quantitative measures such as the students' speed and accuracy. You want to get to know the experience level of the students and take note of what safety deficiencies they have in their gun handling skills.

Some key issues to look at when they do the drill includes:

- As the students draw the gun and turn, do they have their finger on the trigger? Are they muzzling you and everyone else?
- Do they bring it to upper chest cavity level and spin around muzzling the whole world or do they have any resemblance of a sul position?
- Do they go high port? If they do, is it because they've watched Charlie Angels or are they trained to do high port?

Of course, there's a lot of pistol handling which is far beyond what we can describe here, but you can get a feel for their safe gun handling abilities and comfort with shooting just by watching how they execute the test. The most important safety skill is their muzzle awareness and their trigger finger discipline (finger off trigger until ready to shoot).

Film their baseline. Film is a great way to get a baseline and ultimately watch back to see students' progress. This is best done around week 8. Make sure to include in the waiver that they may be filmed for analysis and possible marketing material.

COMMUNICATE AND SET THE ATTITUDE RIGHT AWAY-

Strongly communicate to all the students that this is a mere "assessment", have fun with it, no one is going to know about it, it's simply a baseline to build from. In fact, the worse they do, the more gains they're going to make so there is absolutely no downside to this assessment and they can essentially just

have fun with it. Keep things light and low key; focus on the objectives of the course which are to make them competent, safe pistol handlers with a very strong foundation in pistol handling skill sets to put them in a glide path for mastery of pistol skills if they so choose to continue their journey.

NOT A COACHING SESSION–

Resist any temptation to coach during the assessment. It's more important to get them through it and determine the baseline. Obviously, the coaching is going to come throughout the 8 weeks and it's going to come in a very methodical outlay of building upon fundamentals. Strongly communicate this to the assistant instructor helping you that they're merely just to run them through at this point and make sure they feel comfortable going through the assessment.

HANDING OUT SIRTS–

After the baseline test, cover the four safety rules one more time. Then we will direct the students to the SIRT Table to pick and SIRT Training Pistol.

At this time about 20 minutes to 30 minutes into the course, you should commence handing out the SIRTS by directing them to the SIRT table where they grab a SIRT. Observe their pistol handling skills: is there trigger finger off the trigger, is the muzzle in safe direction? Note that even though you clearly communicated these safety rules, many regular people will not initially adopt them. That is why you are putting on this course!

Strongly communicate that egos are checked at the door. If you see anyone muzzling anyone else or finger on the trigger, politely but firmly communicate that violation of the safety rules. Tell them that if you are the recipient of such feedback, accept it graciously, remedy the issue without making any meaningless or pathetic excuses. Communication on safety is intended to get each other better. But also be aware of a "gotcha person" in your class. That is a student that relishes in pointing out mistakes in others in order to satisfy their position in a hierarchy.

At this time, direct individuals to a safe firing line which can be a string of painter tape away from the wall, and line up on the target. Watch their pistol handling at this time, ensure they are indeed being aware of the muzzle and fingers off the trigger. Reiterate that the SIRT pistols cannot go "boom"; they are completely inert devices, but of course handle them as a live fire tool.

This would be a good time to ask if there are any questions, if anyone feels uncomfortable, and of course commence with the first strong-hand-only trigger control isolation drill.

TRIGGER CONTROL DRILL–

It is time for a first drill. We will start with trigger control, which is defined as the ability to press the trigger without moving the muzzle. A very simple yet very difficult skill to master.

BACKGROUND ON TRIGGER CONTROL–

The first drill is essentially a trigger control isolation drill where we go strong hand only and shoot targets. This is a great drill because we don't have to go into all the vast idiosyncrasies of grip and grip establishment, but give the students a "quick win" to actually start to shoot and do something physical and with a SIRT in reasonably short order. Don't skimp on the safety protocol whatsoever, but move through

HANDING OUT SIRTS (FIRST VIDEO IN LESSON)



itl with the notion that safety will be reiterated in future courses. You mainly want to ensure that they feel safe and comfortable within the environment. Ensure that your students understand that you take safety very seriously. However, giving them a quick win by actually getting to a meaningful drill where they get some immediate feedback is extremely beneficial to increase the motivation of the course, get them involved, and keep the tempo of the course.

Execution of the Drill-

Instruct the students to grab the SIRT with their non-dominant hand and simply strike the top part of the pistol as shown in the pistol with a flag thumb, and wrap their fingers around the front, and extend out on the target in front of them. At this time, simply tell them to prep and break the shot, or otherwise just tell them to pull the trigger and shoot the target. Yes, we could talk about sight alignments, proper trigger pull, etc., but at this point we just want to get a quick win so they understand pull the trigger, see the impact. Direct them to take five shots on the target and pull back to that high-ready position (see video

Trigger Control is very simple to understand, “press trigger without moving muzzle”; however, trigger control is extremely difficult to master.

via qr code below. As they do this make sure they have safe gun handling and are not muzzling each other, and the trigger finger comes off the trigger when they pull back to that high position.

Always feel free to walk in front of them at this time so they do not muzzle you; they do treat you with respect, but communicate to them that if they were to use their pistol in life; that they have to understand the world is not a clean range; that they need to employ the skills of muzzle awareness and trigger-finger discipline. But on the live-fire range of course you will not walk down range without further protocol out of abundance of caution. Make sure they clearly understand that this is different from a live-fire range, but you being in front of them while they are holding pistols is a skill building exercise so they are reaffirming their confidence of being aware of you and not muzzling you (that is pointing the pistol at you) negligently.

Have them extend out with their single strong hand only and rip off a few more shots on the target a few times so they get a feel for it or perhaps you can direct them to pull it back to high ready and re-extend just to break up the rapid success of shots when they fully present.

TRIGGER CONTROL DRILL (SECOND VIDEO IN LESSON)



INTRODUCTION TO DIAGNOSTICS-

At this time, tell them the objective of trigger control is to break the shot without moving the muzzle. If the shot indicating laser moves when they're breaking the shot, this is not good. A small movement when breaking the shot will turn into a huge movement when there is any time pressure placed upon them. Therefore, instruct them to focus on getting **a clean dot, not a dash**, and continue the drill.

Trigger Control Training Tip-

You can tell the students to take the pad of their finger touching the trigger and push it high and outside rather straight back. So, if it's a right-handed shooter, they may push high to their right shoulder or above their right shoulder as an aiming point of where they are pressing the trigger (not aiming but

where they are pressing their trigger finger rearward). So, they work their trigger finger mechanics to effectively push, then straight back to get a clean dot, not a dash.

DEMONSTRATING THE DRILL-

It is a great idea for you to demo, but make sure you're solid on this. Try flagging your thumb hard, pressing the base of your thumb into the base of the pistol so you lock it down as much as possible

DIAGNOSTICS & COACHING POINTS FOR DRILL



(which is just kind of cheating because you're using more support on the grip of your strong hand), but you can clearly demonstrate a dot and not a dash. It is not a bad idea to practice this before the class so you can demonstrate this competency and perhaps even sneak in a few reps before you demo in front of the entire class. Strongly reiterate "dots not dashes". This is foundational to trigger control which will be carried forward in nearly every drill going forward in the course.

DRILL PROGRESSIONS-

Now, take the students and move them back as far as they can from their target where you simply just move the firing line, and use as much space available within your training area so now they have a further shot. Of course, this may require sight alignment which is not taught yet, but we find that they will figure out a way to align the pistol on the target even if they're staring at the dot and using that as a sighting aid which is okay for the time being. We want them to have that extra distance which will create a greater laser sweep so they clearly understand "dots not dashes".

DRILL PROGRESSION VIDEO LESSON



PROGRESSION ON TRIGGER CONTROL DRILL: SWITCH HANDS-

If the students are getting a fatigued trigger finger, which will eventually happen, have them switch to their other hand. There are some phenomena where shooting with the non-dominant hand (left hand if they're right handed) helps the dominant hand, even though the other hand is doing the "work". It a good and viable skill set to shoot with the non-dominant hand. Any shooter needs to be able to manipulate the gun with the non-dominant hand in case the strong hand is inoperable or otherwise occupied. Further, practicing a skill with your non-dominant hand helps build that skill with the dominant hand. The science on this is rather loose and not yet fully validated, but practical experience has proven weak hand training is valuable for strengthening the other side of the body. Nonetheless, practically speaking, the strong-

hand trigger finger, particularly on a second knuckle, may be getting sore after a few hundred trigger pulls; therefore, giving it a break without taking a needless group rest is the best solution.

DRILL PROGRESSION: PREP BREAK RESET-

The next progression of the drill is “prep-break-reset”. It is extremely important to understand the proper way to pull a trigger, and moreover, reset and re-prepare a trigger for safe, effective shooting of multiple consecutive accurate shots. Turn on the take up indicator where the shooter will extend the pistol out, prep the trigger to “the wall” and note that there is a red laser below the sight picture. This also can be beneficial because they can start both-eye-open shooting, which is the spillover benefit as described further below. With the red take-up laser on, point out key locations: the wall, where they fully prep the trigger, and note how the trigger gets more difficult to continue to press to actually break the shot. This variance in trigger pressure is the main reason that beginners miss targets. That is why trigger mechanics are very simple to understand but very difficult to master. Now you should verbalize and explain to the students to break the shot, pin the trigger back, and keep the upper laser on. If you have performer models the upper laser will be red. Pro models the upper shot, indicating the laser will be green. Now, explain and walk through with the pin trigger. Release the trigger forward sufficiently to hear the distinctive click, and re-prepare to turn the lower red laser on. Now, explain to them that they just completed a shot. Even though the bullet was ejected upon the green laser emitting, they are not done shooting until they reset and re-prepare.

NEXT DRILL PROGRESSION: DO NOT PIN THE TRIGGER-

Now, tell the students to keep the green as a pulse. That is, a shot indicating a laser has a pulse (note; if you have SIRT Performer models this will be an upper shot red shot indicating laser). Now prep, break, reset, and re-prepare. The shot indication will be a pulse. Note that they don’t want to pin the trigger. They want to break that shot and as quickly as possible move on to the next step, which is to reset and re-prepare. After you demo it, have them do the drill on your command a few more times where you say break and they break, reset, re-prepare. The lower red laser (i.e. the trigger take-up laser) only pulses off for a very momentary second of time while they’re resetting, re-preparing. Note; it may pulse off a little

Why go strong hand only; why not start with grip?

You want to start with strong hand only because grip takes a lot of patience and discipline to put in correctly. Starting with strong hand only is nice because it’s a relevant skill set in itself, but also the trigger finger is more isolated without the aid of the support hand to mask trigger mechanic deficiencies. A good grip will mask a trigger mechanic deficiency when shooting with the strong hand only, the support hand is not there to stabilize the gun so to speak. The trigger finger has to act on its own to break the shot without moving the muzzle. We’ll get to grip later but one point to consider is having that high raised flagged thumb where it stands up like a flagpole, because not only does that stabilize the hand a little bit, but also it sets the stage for the support hand to engage next there to for solid two-handed full engagement grip.

DRILL PROGRESSION: PREP-BREAK-RESET



bit, and that's okay. That means that they're going a little bit further forward before that reset, and that's fine. We don't want them to slowly go right to that click but sufficiently forward and then re-prepare.

FINAL PROGRESSION: GO FASTER-

Final progression is to simply speed up the previous drill where the lower trigger take-up laser and the upper laser more or less pulses, creating a clean array of dots right on target. Instruct them to shoot five rounds on a target, where on the fifth and final round, the lower red take-up laser is still on because their trigger is "prepped". They are on target, but they're ceasing the actual firing process. It's a great habit and skill set to prep, break and reset, which will put them on a glide path for mastery for the upcoming weeks and drills.

Even though we're doing progressions on this drill, note that the core diagnostic principles are always

NOTE ON RESETTING TRIGGER: reset does not mean traveling the trigger forward just to that click and stopping. It means allowing the trigger to come sufficiently forward, perhaps a little bit excessively forward, but then changing direction and prepping that trigger back to the wall position. Explain in context for a lot of scenarios where there's competition or defensive shooting; multiple shots are required. You can cite the FBI statistic where it takes 2.8 or 2.9 shots to neutralize threats based on your caliber, and note that 9 millimeter and 40 were very similar in those statistics and shot placement was a dominant factor but nonetheless you have to have the ability to put multiple shots on target in a plurality of contexts when shooting. Shooting is not about one shot on target it's about multiple successive, quick, rapid shots that are accurate and fast on target. Proper trigger mechanics in the way we're teaching will allow this skill set to take a foothold.

in play. Strive for dots, not dashes. If dashes become more prevalent, remind them that it's imperative that they keep striving for dots. Granted, when we speed things up their mechanics may erode, but nonetheless they should still strive for those clean dots. Don't be surprised by low left dashes for a right-handed shooter or low left dashes for left-handed shooters since that is a common deficiency just based on the biomechanics of the joints of the finger to throw shots low left with poor trigger mechanics.

Remember you can always have a progression and change a drill by adjusting the distance of the target. Moving them further away from the target will accentuate their deficiency, showing a larger dash just by way of nature of being further from the target.

Further, instead of a larger target, if you do not have the ability to use distance then you can always use a smaller target on the wall. However, being further away is nice because it accentuates the length of the dashes.

DRILL PROGRESSION GO FASTER



Questions and Answers

The final block can be a simple Q&A. One thing to note straight away during the question and answer is to cut off and avert the line of questions of the endless “what if’s”. For example, some students may be infatuated with the plurality of context where defensive engagements may occur. There’s some great videos out there that show actual shootings that can be very enlightening as to effective and ineffective tactics and skills and possible threats, but there’s no one single tactic or rule that covers plurality of context.

Furthermore, this is a fundamentals class. Strongly stress to the students that a fundamentals class is a basis and foundation for skill sets to be stacked upon. A fundamental is not a tactic; a drill is not a scenario. Therefore, it’s not the best use of time to play the ‘what if’ game or ‘second guessing’ game based on YouTube videos of actual critical incidents. This can go ad nauseam with endless debates which never seem to come to fruition. For example, there may be debates whether to charge the target, where the back can find cover, etc. The answers to these questions require a lot of context as to the skill of the shooter, the full context shown beyond what was within that particular video they’re referencing. The best answer you can give is to continue working on the fundamentals and master them. They will give a sense of spaciousness to act if one is in a critical incident with a pistol.

INTRODUCTION TO THE DRILLS AND THE EVERYDAY DRILLS (EDD) CONCEPT--

The single hand trigger control isolation drill is their first Every Day Drill (EDD) where the students will now go home for six days, grab their SIRT and get a few shots off at various distances and various speed tempos attaining dots not dashes on the target. Distributed learning is all about getting the reps in, distributed over time just as more of a lifestyle and habit. Of course, this is a drill they can do at home with their SIRT pistols straight away utilizing safe practices and continually build their skill set and fill the small “white space” in their schedule to get quick home everyday drills when they can squeeze it in.

SAFE PRACTICES FOR EVERY DAY DRILLS (EDDs)--

Safety is paramount for every day drills. Safety requires conscientious effort, procedure, ritual, set up, and just plain ol’ ground-in habit. Your checklist for safe practices for EDDs:

1. Define your training area. Have reasonable boundaries to the training area that way of it being a select room or portion of a room with some kind of a boundary such as the edge of a rug. Respect the boundaries that this is the dedicated training area.
2. Have a ballistic wall for targets to use with SIRT against. Yes the SIRT only shoots photons, but safety must be layered, independent and redundant. A thick exterior wall is much better than a thin interior wall with people immediately behind.
3. No live fire tools (ammo, magazines, guns etc). in your safety area. Keep the safety area hundred percent cleansed, that means do not bring in a weapon in your training area.
4. Keep your safety area exclusive and don’t let people just wondering in. In a worst-case scenario someone else who conceal carries will want to do your drill and pull out a live-fire-tool and cook off a round. If you train with another person, be sure you safety check one another to ensure you each do not have any live fire equipment on any person, in your bags, around you, or otherwise accessible to either of you.
5. When you complete your training whether it’s 20 minutes or 20 seconds, repeat to yourself “I am done training, I am done training, I am done training.” If you are transitioning to say for example

EVERY DAY DRILLS (EDDs)



your concealed carry live fire equipment, do NOT go back into your training area. You do not want to go on any kind of "auto pilot" and get in one more rep with your live gun and fire a live round.

This protocol is important and clearly instruct this to your students. Training must be safe to be a sustainable lifestyle.

How are we shooting the target without talking about sight alignment?

We will talk about sight alignment, and they're not leaving the course without ever getting introduction to sight alignment. However, we don't want to be a mile wide and inch deep starting out. We want to get them a quick win. We could spend 2 hours talking about all the fundamentals and all the idiosyncrasies and put them to sleep. It's imperative to the TPI (total participation involvement) that they get the win quickly. We can isolate trigger control with one hand and they may figure out the sights on their own, but they're not going to have sufficient number of reps to have any training scars at this time. If there are any questions as to the sights of equal height equal light etc., you can use your discretion based on your class to answer it or basically tell them that we'll be touching upon sight alignment in future blocks during the boot camp.

DAY 02 STANCE-PLATFORM - SIGHT ALIGNMENT - GRIP-



Of course every class begins with a warm greeting, solid eye contact, a firm handshake or otherwise your protocol to acknowledge that person so that they feel comfortable and know that you recognize them. Further, the class starts out with the same safety protocol. Consistency in your setup is critical. As described previously in the safety section: your facility has the exclusive area and where there are no weapons, you immediately do the safety brief then allow them into the area, explain to them the choke point and let them start their everyday drills as described below.

Students don't always show up at once so it's a good idea to get the safety pat down, get them into the exclusive training area, and let them start the everyday drill. In this case, that should be strong hand only trigger drills from the previous week. If you have time, you may want to give them a few coaching points as far as pressing the trigger high and outside, challenge them to go faster, use a take up laser to really get the prep-break-reset trigger control down, and otherwise coach them for success as you see fit. Of course, when other people filter in, acknowledge them and continue the process where early birds can get a little bit more training and personal time.

Continue to do the everyday drill with just the strong hand only, encourage a few progressions as far as speeding up, increasing distance, switching to weak hand, etc. This is basically a refresher from the previous course. Of course people are going to get varied amounts of repetitions depending on the time they enter the course, but once everyone is in, note that everyone has been safety checked individually, that **you as an instructor have been safety checked**, and if no one did safety check that you remind them to always check everyone in the facility including the instructors and assistant instructors and any support staff etc. Then, start the next block of instruction which would be a quick and easy win on stance.

STANCE/PLATFORM-

We will now introduce stance because it's quick and easy to learn, and there are a lot of misconceptions regarding stance in the firearms industry. Stance is not particular foot placement unless you are in a very specific discipline, such as bullseye, where disciplined foot and hip placement may have a slight effect on the natural aiming area and movement of a pistol in extremely small degrees to maximize pure and absolute accuracy. Extreme accuracy has various benefits as a subset discipline and is highly specialized for some positional shooting but not as relevant for speed and accuracy shooting and the majority of the context of defensive pistol craft. Therefore, stance is more of a concept where the body is in position to absorb recoil and not get rocked back, and to further facilitate movement of the shooter in and out of shooting positions.

STANCE INTRO



OBJECTIVES OF STANCE:

There are two primary objectives to stance.

The **first objective** of stance is related to movement, having two elements: A) getting into position and B) getting out of shooting position. This generally means bent knees and good balance to take first steps that are not *false steps* (e.g. stepping backwards to go forwards) to quickly get out of a shooting position. This objective fits in a plurality of context, whether it's defensive or competitive shooting where you want to have the best footwork possible to get in and out of shooting positions as described in the video.

The **second objective** of stance is not to get rocked back with recoil. This generally means a good athletic stance.

A simple to get students in a good athletic stance/platform is:

- Stand in front of the class before you even administer SIRTs, or if they already have SIRTs in their hands, just have them hold it at the sul position.
- Tell them to mirror you, tracking your movements so that when you move to your left, they're moving to their right.
- Stagger them as necessary just so they have enough space, and instruct them to stop when instructed to.
- Move left and right, and when you say stop, they should stop, identify one of the individuals with the best stance (who didn't stand up because a few will inevitably) and use them as an example of what is a good stance.

KEYS FOR A GOOD STANCE-

Give them these few coaching point keys and they will be impressed with your knowledge at what a good stance.

- **Nose over toes.** Nose over toes generally means there's a good forward aggressive lean where you're not leaning back but the upper fuselage breast plate is leaned forward with a little bit more aggression.
- **Posterior chain flexion.** This is a fancy way of saying that the glutes and lower back are somewhat arched and the tail bone is "poked" back, whereas having a slight bend at the hip facilitates explosiveness in and out of shooting positions. This is in contrast, of course, to some shooting positions where the hips are protruded forward and while they're leaning backward. This is not considered best practice in most shooting disciplines.
- **Knees over midfoot.** Note that the knees are generally over midfoot, in a good athletic stance. Pay attention that if you press the sternum of the shooter, they're not easily rocked back. This allows them to keep the gun on target so they don't do what's called the "typewriter". That is where they go bop-bop-bop-bing when shooting live fire and get rocked back, demonstrating how there's a considerable muzzle lift just by using the laser of the SIRT if they get rocked back while doing a rapid shot drill (see video in lesson via QR code in previous page). It's imperative that they don't get rocked back and their upper fuselage stays on target when shooting rapid shots. All this is a lot of background for you but the drill is very simple and you can get a win within 5 minutes to teach stance.

FOOT PLACEMENT-

Foot placement is not important for stance/platform if you just note your knees, hips and thoracic can have over 180 degrees of rotation irrespective of the exact foot placement. Further, specific foot placement is actually a training scar where individuals may adjust their feet and then present the pistol costing an abhorrent amount of time to shot where they can simply align their breast plate and extend and shoot (to be discussed further) as opposed to being obsessed about their specific foot placement. The feet land

where they land when stopping to a shooting position. It's more important that their overall body posture is low and aggressive to meet the objectives of stance.

ALTERNATIVE DRILL: JUMP AND LAND-

Another drill that you can experiment with is a simple “jump and land”. In this drill, you basically tell the students to close their eyes and then jump up reasonably high and then land. Generally speaking, they should land in a reasonably athletic stance with knees over mid-foot, posterior chain flexion, and nose over toes. They should land in a good athletic stance to facilitate the core objective stance to handle recoil and facilitate movement in and out of shooting positions.

SIGHT ALIGNMENT

Sight alignment is having the front sight in the center of the rear notch and the top surface of the front sight is level with the top surfaces of the rear sight. Sight picture is now just having the aligned sight placed in front of the target.

The drill for sight alignment/ sight picture is quite simple, set up for a target as far as possible from

SIGHT ALIGNMENT -SIGHT PICTURE



the students. Utilize the long length of the room and generally back up all the way back near the back wall to maximize distance. For example, if you can get up to say 20 yards, then use the full 20 yards.

Instruct the students to only shoot the target once for each presentation. That is, they only have one shot to hit the target. So they extend, prep, break a shot and then evaluate if it's a hit or miss. The reason for one shot is a follow up shot may be based on the feedback of the previous shot. In other words we want them to fully focus on the front sight with the proper sight alignment and the proper sight picture with a target there behind, and with only that information, press the trigger and thereafter get the feedback from the laser impact to see if it was a hit or miss. After the shot, pull the come back to a compressed tire ready then begin another repetition.

DIAGNOSTICS-

You want to maintain the primary focus of the drill is proper sight alignment and sight picture; however, feel free to note some diagnostics the shooters can do regarding trigger control. As noted in the video below, some students may have a nice tight dot, indicating good trigger mechanics but many

DIAGNOSTICS ON SIGHT ALIGNMENT DRILL



students will not have optimized trigger mechanics. The dash indicates movement of the muzzle when pressing the trigger (which is not good). Whether to coach deeper diagnostics or not is at your discretion. How much do you want to coach them on a tangential yet important fundamental, but if a student has a reserve amount of attention and focus to accomplish “dots not dashes” every time they pull the trigger

on the SIRT then reaffirm they should get clean dots and not dashes on the target. Because there is more distance to the target the dashes will be longer and more pronounced.

INTRODUCTION TO GRIP-

With the introduction of stance and grip in place now can go into grip and grip establishment. One of the best ways to teach grip is to start with the ideal grip and then work backwards to grip establishment so the students attain that consistent grip from a plurality of context of presenting the gun whether it's from the draw, grabbing out of a safe, off the table, etc.

OBJECTIVES OF GRIP-

There are two objectives of the fundamentals of gripping a pistol.

1. The first objective of grip is to align the muzzle based on the feel of the gun in your hands so you consistently hit shots where you are looking. This is essentially having a good natural point of aim where the muzzle is consistently aligned without necessarily having to refer to the sights.
2. The second objective of grip is recoil management, where you grip subconsciously to return the muzzle down shot after shot after shot without conscious effort based on the isostatic contractions of your gripping hands and upper torso. This will be discussed further below, but it's important to note that with these two objectives of grip we're essentially driving consistent shots.

INTRODUCTION TO GRIP



ESTABLISHING A PERFECT GRIP-

Demo to the class (as best shown in the video in the QR code below) where they first establish their strong hand by grabbing the muzzle with their weak hand, slapping high on the beaver tail tang area of the pistol, wrap their fingers around the front of the portion of the gun and, of course, have the thumb flagged upward. They should already have this strong hand grip from the previous day, but we are setting stage for the support hand to be placed. Now, take the base of the thumb, the pollicis area of the support hand and with canted forward wrist, place the support hand very close next to the adjacent thumb of the strong hand. There should be a slight canal region in the rear of the gun they fill in and they wrap their fingers around the front. With a forward candid wrist and pressure in this area they now have a solid two-handed isosceles grip.

Now, instruct them to press the base of their thumbs together where this pressure comes from their chest. The compressed thumbs provide a solid bedding which will return the muzzle down to a consistent location.

GRIP KEY POINTS



GRIP RECAP

So to reiterate basic steps grab the muzzle area with support hand, flag thumb, go high driving the beaver tail deep in the base of the thumb area between the thumb and the forefinger that fleshy area.

Wrap the fingers around the front tightly. With an emphasis on the second knuckles pressing on the front portion of the grip, take the support hand at the base area and plug it in adjacent to the base of the other thumb as high and close as possible. Squeeze this area together for a firm bedding. Some people may be able to engage a rear quarter flank or 1/8 flank of this exposed area of the grip other people may have too thick of a thumb to do so but either way, generally speaking, you want to have the base of the thumbs pressed tightly together with as much compressed meat behind the pistol as possible and then wrap the support hand fingers in front. Ideally, the gun is sized where the second knuckles overlap one another on the grip but, of course, this depends on the size of their hands and the size of the grip of their live fire gun.

GRIP ESTABLISHMENT

Now that the shooter's relaxed, pull back slightly from full extension. Have them pull back towards the holster position, noting where the index finger engages the trigger guard. From this low ready position, have them re-extend (as best shown in the video) so they will re-establish their grip. Note that when they first contact that upper portion of their index finger they can roll into a very consistent grip. A common deficiency, of course, is slapping the hand on very late which is extremely hard to consistently place a support hand thereon.

GRIP ESTABLISHMENT



What about bent arms vs. straight arms?

Bent arm/straight arm is dependent on the shooter. Some females, for example, tend to go straight arm more than males. A lot of males with an athletic background in football, wrestling, etc. generally seem to take a slight bent arm approach. Either way, it tends to be best practice to rotate the elbows out a little bit which gives more pressure in the upper rear quarter flank areas of the pistol, having a nice firm consistent bedding for the pistol to impact and be returned down to that consistent location. Further, having that firm bedding in this area mitigates flinch because all the flesh is precompressed and the felt recoil is greatly reduced, not inducing any reactive response which can detrimentally affect accuracy by anticipating the boom and pushing the muzzle down before ignition and the bullet.

Now, have the grip fully extended and go around do a grip check where you torque the muzzle as best shown in the video. Essentially, you want to provide a slight torque on the muzzle to make sure that the grip is "locked-in". Look at the base of the hairs on the wrist to make sure there's no flex in the grip. If there's any "mush" in the grip, that is, if it's easy to torque back, then inevitably the shooter will flinch when they are introduced to live fire.

RECOIL IMPULSE DRILL

Once you have a few reps of establishing grip and extending, take a water bottle and strike the front of the muzzle and miss it every so often just to emulate some recoil so they can feel the shot. You can even have them pull the trigger a few times so they basically are apathetic to the boom and the impulse, whereas when you miss and don't go too far towards your face. Because that's a noxious stimuli, they will be building a rationalized apathy so that tight, locked in grip will be doing all its work without any proactiveness from the shooter. This is critical because any change in muscular contraction can ultimately manifest into a dreaded flinch.

Therefore, for final grip establishment, have them pull the support handle away just a little bit from the pistol and reestablish the support hand near the trigger guide and roll out to that final grip.

GRIP VALIDATION



DRILL GRIP ESTABLISHMENT-

During the first drill, simply have them establish the grip from a compressed ready, punch out, and hit the target fearlessly. Hand out permission to fail cards as needed, where essentially they're not using the sight this time, they're using the feel of the gun to align the muzzle, to punch out, prep the trigger upon presentation and break the shot.

PROGRESSION ON DRILLING GRIP ESTABLISHMENT-

Have them prep the trigger so that upon presenting, they're starting to prep the trigger. They may use this to align the muzzle a little bit with their non-dominant eye but there's a benefit to this because this "cheating" is actually getting them to begin both eye open shooting, which is what we want since the red take up laser is down out of sight picture, they can only see it by using their non-dominant eye. Don't worry at this point if they're left eye or right eye dominant. They're going to figure that out and utilize it on their own at this point.

After they've done some reps at extending and hitting aggressively, have them turn off the take up laser so that they're punching out, hitting targets aggressively and really building their natural point of aim and having a lot of fun at this time with the effectiveness of their pistol craft.

At this point, let's parlay our fundamentals into a quick sight alignment drill. Now, explain that when they align the muzzle they are also aligning the sights. The better natural point of aim they have by way of their grip establishment the easier it is have sight alignment. However, they don't need their sights up close with a good natural point of aim, but they will eventually need the sights at distance when the minute angle of the target is much, much smaller. Therefore, let's parlay the current wins and skills you have with the class by moving them as far back as you can and shoot the head shots of a Bob Bag provided by Century at distance.

Instruct the students to extend out, prep the trigger and then pull their focus back to the front sight and get equal height and equal light. You can re-explain what sight alignment, but honestly they probably have figured it out at this point on their own. Nonetheless, make sure that there's a complete understanding with the diagram of equal height equal light without a sight alignment and of course sight pictures having the target behind these aligned sights.

Now, have them break the shot on the very small target at distance. If available, use a target at distance not a smaller target up close. One reason you want to use a Bob Bag head or a T-zone target is because the size represents an upper incapacitating head shot. Although this is a fundamentals class, we want to parlay the skills into defensive accuracy. By using a T-zone representing the kill zone in a headshot, you are building intuitive knowledge into the shooters so they understand at what distance they need sights. With an excessively smaller, closer target, they may get mis-calibrated as to when they may need sight. Therefore, we might as well use defensive accuracy targets (in this case incapacitating targets which is a head shot) and let them start to gauge the distance at which they actually need sights based on their ability.

Maximum distance will dependent on your dojo but try to get as much distance as possible to these targets and observe their hits and watch those laser impacts to see if they actually have sight alignment.

TRIGGER CONTROL WITH GRIP ESTABLISHMENT



Of course, they have to have trigger control to hold it on target. You can remind them of dots not dashes but the fundamental focus is sight alignment. Inevitably you're going to see shots that are high on target this means that they're having that front sight ride high in that notch. Test their gun, grab their pistol or ask them if you can hold their pistol, extend it out and get some clean shots and confirm the sights are aligned. If the lasers are not aligned with the sights then go ahead and take your 1.5 millimeter hex wrench and adjust it quickly or swap out an extra SIRT pistol so they have one that's absolutely aligned on target. Explain to them equal height equal light and reinforce that the front sight has to be focused and right across the upper surface of rear sight.

Let them journey on their own, don't have to correct every shot, perhaps just let them have self-exploration for a bit and circle back to them in a few minutes after you coach up other shooters. From the student's perspective, it is really annoying to coach every rep where they need a little sense of spaciousness to explore and figure out technique on their own.

PROGRESSION ON DRILL:

Have them pull back and do a reacquisition of sights every shot. As a progression of this drill, have them shoot one shot on target and then pull back to high ready and recommence the whole shooting process. The reason we do this is because we don't want them to use a previous shot as a guide to the next shot as they can do with the lasers and, of course, with live fire as well in some circumstances. So, if they reestablish and just get one shot on target, they have to exercise the fundamental and discipline of pulling their focus back to the front sight, getting proper alignment (which should be essentially aligned with a good grip and grip establishment), get final close loop feedback of any final adjustments while prepping the trigger and breaking that shot with the sight alignment and the target immediately there behind (sight picture). This is a fun drill, it can go on easily for 10 or 15 minutes before boredom takes hold and the individuals get a high sense of confidence and satisfaction that they can actually align the muzzle and break the shot at distance with accuracy. In an ideal world, you would transfer to live fire at some point and show immediate carryover but they'll just have to take your word for it that these skills are immediately and highly transferable to live fire.

Of course, you can always do some recoil impulse drills and check their grips; however, we have found that because they

Key Tip: Awareness of Breast Plate (Sternum)

At some point, take a break and tell them to have an awareness of their breast plate at this time so they align their breast plate and almost point their upper portion of their breast plate at the target allowing them a little bit more forward aggressive lean as if the laser's coming out of their upper breast plate right to the target. This is just to help them align a core foundation point to further enhance and improve their natural point of aim. Eventually, this will be in their subconscious competence where dressing targets would be instinctive upon first sequencing of aligning the breast plate, establishing the grip, punching out, sequencing the prep of the trigger and breaking that shot seamlessly for a maximized accuracy and blistering

understand dots not dashes and diagnostics portion, they will tighten their grips appropriately to cinch the gun down to get tighter dots. Of course, they may be masking trigger mechanic issues but moreover, they're getting a good solid grip even in dry fire where traditional dry fire generally the grip tends to weaken just because there's less of a need with a simple click without any feedback of the actual muzzle movement. This is a spillover benefit of the diagnostics of dots not dashes.

CLOSING OF DAY 02



EVERY DAY DRILL FOR DAY 02-

The homework drill everyday drill can simply be at this point to establish grip and fearless punch out and break a shot on target. Instruct the people to take home the targets to put up in a good safe area and make sure they follow safe practices at home as discussed in the safe practices block above and get in their requisite number of reps, say 50 extensions and break and hit the target. Challenge them to go further and further back to really see their natural point of aim.

Talk about, briefly, uncalibrated training that when they put the gun down and they do a rep a few hours later they're essentially uncalibrated that is un-warmed up. It's a golden time to click off a round without any warm up just to see where they are uncalibrated because if they do have to use a gun in a defensive situation, there is no warm up.

PREPARATION FOR NEXT WEEK

In preparation for next week, advise your students to wear a tight under shirt under their outer shirt. Next week we will work on the draw so the students may be more comfortable having an under shirt as they practice clearing the outer garment to get to the pistol.

You may even advise them to bring several outer garment shirts such as a button up (flannel type shirt/blouse), a loose t shirt, a sweatshirt. Basically they can get practice clearing several types of garments in the next class.

A tighter undershirt helps hide belly fat when they clear their garment in the draw process and allows them to more easily change their outer shirt.

Coaching Point if Student is Struggling:

If any student is struggling, have them do an isolation drill of pinning the trigger. That is, instruct them to break the shot but hold the shot fully rearward. If we instruct reset, re-prepare and all that, just explain to them this is progressive isolation drill and just have them pin it all the way back and observe the laser impact. This is an advantage of having a constant on the laser when the trigger on SIRT is fully pressed rearward.

Now, instruct them to just bring that green dot right behind the sight picture in the upper cerium area of the Century Bob Bag. Now, tell them to focus on the laser and pull back to the front sight so there's a green blurry dot (red dot in SIRT 110 Performer models) so they clearly understand how that laser glow creates equal light around the sights and those top surfaces are level. Some people get this immediately, some people take time, but either way they're on the path of understanding sight alignment and sight picture

DAY 03 INTRO TO DRAW



The third day starts off similar to the second day with very consistent protocol building class participation habits and the people do come in, understand the safety protocol and not get lackadaisical on the safety protocol. They will understand the process of the pat down and start their everyday drill. Today's everyday drills are especially fun, where you instruct them to first start with some strong hand only single shots, then support hand only, single shots, working the trigger control. Encourage them to speed up their trigger press- break-reset, to go as fast as they can and still maintain dots not dashes. Generally speaking, mechanics will erode when going faster, whereas they have to have the discipline to break the shots without moving the muzzle at full speed. Note the coaching points of pressing the trigger high and outside so they end up ultimately pulling the trigger straight back without disturbing the muzzle.

Further instruct their everyday drill to do the first shot presentation from high compressed ready. Then from high compressed ready align their breast plate to the target, extend out and break the shot. Encourage them to change things up and turn the red take up lasers on so the red laser is on and they are prepping the trigger upon presenting to target when the muzzle is reasonably aligned and they are breaking the shot without any dwell, that is, wasted time.

Have them change the target distance and starting body orientations with respect to the target so they can now turn and align themselves to target and break the shot around the room.

Further encourage them in their everyday drill to have distance in at least a portion of their short training. Make sure the take up laser is turned off and they are shooting some targets that are very far which you have set up in your area and are using the sight alignment. Encourage them to do one shot on the far target and reset themselves back to compressed high ready so they don't walk in the shots. But just start really working that skill of presenting out aggressively, prepping the trigger, get a final sight confirmation for the far distant target say on the Century Bob bag and breaking that nice clean shot as a clean dot.

This first block of instruction is quite enjoyable and you may find this everyday drill will naturally roll longer and longer, which is good. This is about training and reps and you have a good opportunity to coach them at this time. Don't necessarily feel you have to have a hard start time, but rather, have the freedom to allow them to continue the training and continue to pick up where they've left behind just before we build on the other blocks. By no means should they see this as any lack of discipline, but of course you may have a student or two who wants to get going on the training. Read your students to start the day's block of instruction at an appropriate time with the understanding that being in sync with their natural motivation. But remember, the 8 day format is a guide not an absolute, if the curriculum stretches out for 10 days, 12 days.... that is fine, in fact may even be better because each fundamental has great focus, coaching and reinforced repinions.

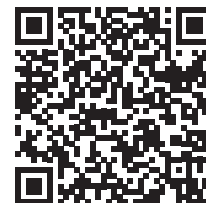
THE PHYSIOLOGY OF THE HANDS-

This module will start off with taking a step back and look at the human physiology of the hands and the separation of the muscles through the gripping portion and the upper forearms. As shown in the video, instruct the individuals to hold the SIRT in the support hand and have their strong hand up in front of their face. Tell the students to take their lower three fingers with their index finger (trigger finger) extended upward and ONLY with their lower three fingers grip a pretend rope, as if they are trying to grip a thin rope in the middle of their hand. We call this a rope grip, but note the contraction of the index finger when they adopt a rope style grip. As the pinky, ring finger, and middle finger curl into the palm, the trigger finger will contract as well, no matter how hard you try to only rope grip the lower three fingers. This is an involuntary contraction of the trigger finger is because the fingertips are all connected to the same muscle in the upper forearm. A rope grip is bad....

Now simply have them adopt what is called a C-clamp grip which I credit to Larry Yatch. C-clamp grip basically pivots the lower three fingers about the main knuckles and brings the lower three fingers slightly rearward independent from the index finger. Of course some pressure in the front portion of

the handle of the pistol is advantageous for returning the muzzle down to a consistent location. Instead of pressure on the sides of the pistols, which really does not do much good because friction is required, it is best to press the rear portion of the second knuckles of the lower three fingers rearward by way of

C-CLAMP GRIP



pivoting the big knuckles of the lower three fingers. The trigger finger is left isolated to pull the trigger irrespective of the pressure on the front portion of the gun from the lower three fingers. When individuals adopt a rope style grip and press their fingertips in the side of the gun they generally have to loosen this grip to accommodate trigger mechanics. This makes gripping the gun extremely difficult and a precarious balance like a 60/40 rule or other such rules which can be completely averted if you simply adopt a C-clamp grip. As noted above Mr. Larry Yatch learned this phenomena in teaching at his Sealed Mindset facility where he found he could get a wide array of students with various skill levels and abilities to have a proper grip in trigger mechanics very quickly by adopting a C-clamp grip as opposed to a rope grip. By driving a C-clamp grip in the subconscious competence, the students are on a glide path to be able to isolate their grip from their trigger finger. Under stress, if they have a naturally tighter grip, their trigger finger will operate independently from their gripping muscles.

As you explain this, have them adopt a C-clamp grip with the SIRT and go strong hand only. They may notice slight movement of the fingertips and the thumbs when they do rapid shots fast, which is totally fine. Dave Sevigny was one of the the best shooters in the world and his strong hand thumb moves quite a bit when he was hammering down on the trigger but because his thumb is high and outside out of the way it doesn't impede his shooting performance or accuracy whatsoever.

Now have them place the support hand on in the manner as described above in Day Two where the base of the thumbs are pressed together and the rear portion and pressed together by the chest and have them adopt a C-clamp grip where perhaps the fingertips are in the palm of their other hand and have them engage basically the same presentation drills as before but encourage them to go fast and observe if they have further isolation of their trigger finger with respect to their gripping fingers. Now instruct them to grip the gun a little bit more aggressively with chest squeeze and C-clamp pressure and see if there's any erosion of their trigger mechanics.

As a drill progression, have them grip as hard as they can while pressing the trigger rapidly and relax the grip then see if there's any erosion of their trigger speed and trigger mechanics (by way of looking at the laser dash). For some people, if not most people, you may find that as they grip hard their trigger mechanics (and trigger speed) may not erode or otherwise slow down, but this is their self-exploration. This is their journey to understand the relationship of grip and trigger control and, as much as possible, isolate these two fundamentals away from each other so a forceful grip does not interfere with their trigger mechanics.

INTRODUCING THE DRAW-

We want to parlay our skills and fundamentals into some practical application which is the draw. We're not going to go to a full on draw at this time but we want to grease the skids and utilize the skills developed thus far with grip and grip establishment to parlay into a draw. There are several ways to carry a gun, but we're going to start with the standard appendix carry.

Appendix carry generally means the gun is positioned near the appendix in the front part of the body offset toward the strong hand. So a right handed shooter will have the gun slightly shifted to the strong side, the student's right, where the muzzle is about aligned right near vertically and likely slightly rotated inwards to their left. For this starting drill we will simply take the pistol and you'll explain to them all holsters will have the trigger guard covered. It is critical for any component holster the trigger guard is

completely covered so nothing can get in there and pull that trigger when in the holster. T

There is further 4:00 carry back around the hip, but again we will start with appendix carry for the purpose of this first progression.

Have students tuck in their SIRT in the brim of their pants or shorts. Explain to them that they will now tuck the shirt in what we call colloquially “gangster carry” where no holster is utilized, but the pistol is just simply positioned in the brim of their pants. Again just to reiterate, they would never carry a live fire tool with this but for purposes of training and training only they will tuck the SIRT in their waistband to start the pathway of understanding the fundamentals of a draw. If you invested in paddle holsters, super, use them.

MAIN FOCUS OF DAY THREE: THE DRAW



Now as best shown in the video, have them grab the pistol where they are “high on the pistol” that is the middle finger is pressed high into the trigger guard and the thumb is over the sight on top of the slide. This is a desirable position to start grabbing the pistol because when the thumb becomes inside it is more inclined to grab cloth, skin, fat etcetera making it difficult to establish a grip. Generally speaking for concealed carry the best way to draw the gun is to have the thumbs over sights and the thumb will “pop” over to that flag position as soon as the gun clears the brim of the pants (or is withdrawn from the holster).

Make sure the index finger is high slide, that is, up along the slide region well away from the trigger guard area. Not only should the finger be off the trigger but completely out of the trigger guard so if there’s any involuntary contraction from the finger it will in no way work its way into the trigger guard and press the trigger under any circumstance.

Now instruct the students to withdraw the pistol and start to work the muzzle away from the body. As soon as the pistol is withdrawn instruct the students to “pop” their thumb from on top of the sights over to the side in that high thumb flagged position as they have done numerous times previously every time they have established their grip.

VIDEO ON SETTING UP THE DRAW DRILL



Instruct them to get the support hand engaged to the trigger guard of the pistol soon in the grip establishment process. The index finger of the support hand finds that consistent location where the upper surface of the index finger is engaging that inner corner area of the trigger guard (their set point as noted on Day Two), and have them simply establish the same grip establishment as they have before and extend out on target. At this point this should be very familiar, having already completed hundreds of reps of presenting and hitting the target with a good natural point of aim. Of course this can be done on far targets utilizing the sights, but either way this is the beginning of grip establishment with the introduction of drawing the pistol.

Be sure to watch for the support hand not being flagged in front of the muzzle when they're establishing their grip. When the support hand comes from the chest portion of their body and works towards the trigger guard of the pistol, make sure it does not take a path in front of the muzzle.

CORE CONCEPT: FLUIDITY

The draw should be very fluid. They can start very slow and smoothly, minimizing their movement. If you have mirrors, it's not a bad idea to get in front of the mirror and make sure they're not shrugging their shoulders or having any unnecessary tension upon engaging in their draw stroke.

Normally this will take a full block of instruction for the remainder of the day, whereas the EDDs may take a little longer today, not because you directed them to be, but the natural motivation will pull them to keep doing the drills, additionally they may enjoy the individual coaching as they are starting the class. The physiology piece on C-clamp grip may take a little bit of time and they may have a few questions on the grip and grip establishment with the draw.

The draw may take some time for them to feel comfortable with the muzzle pointed into their groin area and the students may ask if they are violating the rule of pointing out something they're not willing to destroy. This is why the firearm rules need a bit of common sense because at times when the pistol is holstered it will be pointed in not the most desirable locations such as the testes of a male carrying appendix. However, it's not a bad idea to bring in an appendix holster and show them how the trigger guard is covered and how the pistol sits in appendix carry and demonstrate various practical positions such as seated, standing, taking a knee etcetera and how at times a pistol may indeed be pointed at vital areas. However a pistol owner has to build substantive confidence that when the trigger guard is covered with any reputable modern pistol, it will not go off. Therefore, this is a good block for them to build substantive confidence in the beginnings of a draw with an inert SIRT pistol. If you have holsters such as sheath Sticky holsters, that's great. You can use those. But if you don't have that investment, tucking the SIRTs into your waistband will suffice *as long as you clearly explain in context they would use a holster eventually in their training and of course with a live fire pistol.*

CLEARING GARMENT-

Have everyone grab the holsters and holster up and tuck into the appendix configuration with the grip exposed and the shirt tucked in. As noted at the very end of the last chapter regarding Day 02, last week's suggested attire for this week is to have a tight under shirt and an outer shirt.

A simple drill is to have them lift their shirt from the tucked position and place it over the pistol. Be sure their grip establishment from on exposed handle of the pistol is solid before advancing to clearing a cover garment. Note the technique points of:

- thumb over the sight,
- withdraw your finger off the trigger,
- support hand engaged in the trigger guard at an early appropriate time,
- prepping the trigger while almost fully extended out and
- breaking off shots.

You will have to reinforce some of the technique points above and do a quick little refresher drill, such as, a trigger take up on prepping and then breaking the shot as soon as it's reasonably aligned within that defensive accuracy zone.

A Note on Concealed Carry vs. Open Carry:

You may want to discuss the benefits of concealment where open carry is allowed in many states but it's probably not the best practice. Having a pistol is a piece of intelligence you want to keep to yourself and not necessarily broadcast in many contexts. Uniformed Law Enforcement Officers and armed security guards with exposed guns have special issues to contend with open carry and almost universally use retention holsters. So it's best practice just to keep a gun concealed if one decides to carry a firearm.

METHOD OF CLEARING GARMENT-

A simple method for clearing the garment is to take the support hand and grab the cloth of the cover garment any which way. It doesn't have to be an elegant grab, but just have them grab cloth in the most intuitive manner. Then have them lift the outer garment (shirt) while simultaneously going for that grip which they've already trained all week and established. As soon as the garment is cleared, make sure they lift their shirt twice as high as they need to. This is why you told the students to wear an undergarment for the this week (like a tight Under Armor shirt) so they're not flashing their belly on every draw. In particular, some ladies with some extra mid section mass may not feel comfortable lifting the garment high enough to clear the pistol.

Now it's simply a matter of putting the index finger on the trigger guard at the appropriate time and on the seam. Normal mechanical highway as they've been practicing all last week. Work this drill over and over again so that they get very comfortable clearing the garment, grabbing the pistol simultaneously and thereafter working on their grip establishment presentation.

The first step is to do a micro drill without the full pistol extraction. Have them clear the garment and grab the pistol, then repeat.... clear the garment and grab the pistol. Repeat this process for a generous amount of time.

After a period of say 5 minutes or so of just clearing and establishing a grip, proceed to the steps we have already trained, including:

- clearing the garment,
- grabbing the pistol, and
- fully withdrawing the *finger off the trigger*, establishing grip,
- presenting out, and finally
- re-holstering, slow and deliberate.

Before you go to the second phase, discuss the mindset of re-holstering. **Draw fast, re-holster slow and deliberate.**

There's no competition for a speed re-holster. You always want to make sure that the trigger guard is completely clear of any third party material or extra material so that it does not press the trigger. With sticky holsters they should be withdrawn and re-inserted, then tucked back in for best practice with a live fire gun.

Always make sure there isn't anything else that needs to be shot before re-holstering. Meaning don't mindlessly re-holster. Some entities require a scan before

Note on Targets and Your Students' Defensive Mindset Journey

Target size generally is an approximate area which either scores your points of competition or represents defense of accuracy for neutralizing a threat. For example, in United States Practical Shooting Association, USPSA, maximum point, A-Zone, target regions are 15cm wide by 28 cm high, which generally is the size of a human's internal vital organs. Three dimensional targets on the Bob Bags allows for a 3d image of a chest cavity where shot placement is generally in the center of the Bob bag at any angle.

Some students get a little bit squeamish when you talk about defensive accuracy, combat accuracy or any other term regarding shutting down organs for lethal force to neutralize a threat. Other students get a little bit too obsessed with the topic of combat accuracy and desire to get detailed with a more granular approach of precise angles and different impact regions in the ventricles of the heart, for example. Either way I would suggest not getting too wrapped around the axle in defending or describing the "acceptable accuracy zone". Have your targets simple to set up such as not 8 1/2 x 11 sheet of paper with painters tape on the wall or perhaps full little bit smaller to say 8 x 10" or thereabouts and not get to overly concerned about the size of the acceptable accuracy zone for the target.

Some students may not be in a mental place yet to even consider "defensive accuracy", body organs, head shot vs. body shots... This discourse might make some uncomfortable; however, a person not accustomed to a combative mindset has to start somewhere. If they are in your class they are somewhat interested in pistol craft. Some need build proficiency with the pistol and develop skills first before taking a next step of self defense and personal responsibility

re-holstering, but practically just make an affirmative mental step of “I am finished with the pistol” and then re-holster. Do not rush re-holstering. Even with SIRT Pistols and if you are not using a holster for this block due to budget and logistic reasons (again you will always have a holster for a live fire pistol), practice slow, deliberate, trigger finger along the slide and checking for no obstructions when repositioning the SIRT in the waistband.

CLEARING THE GARMENT



When re-holstering with the appendix, particularly if it's a Kydex type static holster that is not removable, a best practice is to protrude the hips forward and make sure the muzzle is pointed away as much as possible from the body and the lower organs (particularly the femoral artery) and insert very deliberately with the trigger guard absolutely clear of any obstructions. It is very important to make sure there is nothing in the trigger guard when pushing the gun in the holster.

REITERATE THE DRAW PROGRESSIONS:

- a. First progression is to simply grab cloth of the shirt and clear it high. Lift the garment higher than you think you need to.
- b. Second progression is grab cloth, clear it high while the dominant strong hand establishes grip. Note: do not do too many reps of the first progression a) so they understand that both hands move at the same time. Be sure both hands move at the same time, non dominant hand grabbing cloth and simultaneously strong hand grabbing the handle of the SIRT.
- c. Third progression: grab the cloth, lift high while simultaneously establishing grip on the gun. Extract the gun, finger off the trigger, muzzle awareness from the body as soon as possible and place the support hand index finger on the trigger guard of the support hand in preparation for presentation and grip establishment. This slight pause once they get to that position where the muzzle is beginning to orient toward the target, the support hand is getting that set position ready to establish grip, and then on a second command have them punch out, establish grip and break a shot in a point shooting fashion without sights. In other words fearlessly break the shot and allow the grip to aim the gun. If they miss, they have the permission to fail. That is, they have liberty to fail so they can make any adjustments so that grip establishes a consistent final orientation which aligns the muzzle where they're looking at.

COMMON DEFICIENCIES TO WATCH OUT FOR-

You will see some of these technique deficiencies:

SUPPORT HAND CHASING PISTOL

Be sure to pay attention to “support hand chasing the gun.” This refers to when the support hand slaps on upon full extension. It is extremely difficult to maintain any kind of reliable grip when the support hand comes on late during the presentation of the gun. Advise them to get the support hand on early in the draw process. The upper surface of the index finger of the non dominant hand finds the inner corner of the trigger guard as soon as possible.

ARTIFICIAL PAUSES–

Something seen commonly in institutional type training, particularly with the draw, is artificial pauses and stops, throughout the draw process. These are extremely hard to iron out down the road. The draw process should be one fluid motion that is as simple as throwing a punch or a kick. Make sure that no students get the artificial pauses of getting the hands of the gun and pausing, retracting and pausing, orientating the gun forward and pausing, presenting out and pausing, then prepping the trigger and pausing and then breaking the shot. It should all be one fluid motion where all the corners are rounded out.

CASTING (like a fishing pole)

Another thing to pay attention to is excessive casting. Casting is where the front sight is raised excessively high when presenting a gun. Similar to 'casting' a fishing pole. A slight amount of cast, depending on the wrist flexibility where the front sights are just a little bit above the rear sight upon presentation, may be helpful, if not physiologically necessary based on the mobility of the wrist. In other words, the sights don't have to be completely aligned right in front of their face and presented out. However, excessive casting where, for example, the gun is up 35-45 degrees and then dropped down, tends to waste movement and to create an oscillation-like effect as it comes down into place and it makes it very difficult to align the muzzle. Casting is a lot of wasted movement of the pistol upon presentation.

DIAGNOSING ISSUES OF THE STUDENTS–

Have them stand in front of a mirror and pay attention that they're not "chicken winging" their arms out or doing other unnecessary movements like shrugging their shoulders. Also make sure that their initial grip on the gun is solid where they are high on the gun. It is important that they're not just grabbing low on the handle or fidgeting and re-gripping the gun after it comes out, popping their thumb over, and the base of the thumb area is high on the tang of the pistol.

RE-CHECK OTHER FUNDAMENTALS–

When they're integrating the draw, remember that they're getting reps and essentially working on their other fundamentals. Their stance should be proper. You may have to do a recheck on that as far as a jump and land in place or a quick athletic stance left-right drill. (Note: When they run into position and draw that might remedy a bit of stance issues too.)

COMMON DEFICIENCIES AND DIAGNOSING ISSUES



INTRODUCTION TO FOUR O'CLOCK CARRY–

Another very popular method of carrying a pistol is behind the hip. For a right handed shooter this is referred to as 4:00 carry. A "3:00 carry" is generally right on the hip and usually an outside the waistband holster. A "4:00 carry" is behind the hip and generally inside the waistband holster which is much more easily concealable. The 4:00 draw requires a little bit more shoulder mobility and a slightly different method of clearing the garment, but otherwise it is very similar to an appendix carry draw.

ORIENTING THE HOLSTER–

A sheath holster such as a "Sticky Holster" (stickyholsters.com) is a useful holster to cover the trigger guard and easily be tucked in the waistband. Instruct students to tuck it behind their hip with their shirt tucked in. They may have to adjust their belt.

With the holster tucked around behind the waist note how they can adjust it slightly with a more forward cant and have them engage in a few reps of just reaching behind and grabbing the pistol, withdrawing the pistol, finger off trigger and quickly getting the index finger of support hand in the set position and present out and hit the target. Do about 5 minutes of reps of this step just so they're fluidly drawing from 4:00, punching out, establishing their grip, and getting quality shots.

Now progress the drill into defeating the garment where the shirt is now placed over their pistol, and as shown in the video, they reach back with both hands, lift the shirt with both hands, try to continue to raise with the left hand (for right-handed shooter) as they grab the handle of the pistol again with their thumb over sights. Continue the drill with the same skill set of drawing the pistol, removing the finger off the trigger, getting the index finger on the trigger guard at the set point, and punching out and hitting the target.

FIGHTING THROUGH SNAGS-

Categorically make sure the students fight through snags. A snag is where the clothing gets caught up with the pistol and causes issues in the draw process. There are no do-overs in a critical incident; to establish a psychological foundation have them fight through any kind of snag. Remember the SIRT pistols are inert but they should respect the muzzle, keep their finger out of the trigger as they get the SIRT away from the clothing, establish the grip and start the presentation grip establishment process.

Snags will eventually happen. As they grab the pistol, clothing is loose and free flowing and will interpose between the hand and the grip area. Sometimes this clears out on its own but other times the whole muzzle can get entangled within the garment. Of course this is good to do and vet out in training particularly under time pressure because they need to get an appreciation of how to clear away that garment safely while respecting the trigger and making sure nothing gets in the trigger guard. While fighting through the snag the students also must respect the orientation of the muzzle so they do not point the muzzle pointing at anything they are not willing to destroy.

Further, if you have time you can have people change their garment into just a front open garment so they work the same process with appendix and 4:00 so they know they can pull the garment over from appendix say with their right hand as they establish their grip. But moreover this is a more common way to carry at 4:00 where both hand sweep the garment over behind them while holding it with the left hand (with right-handed shooter) they establish the grip with the strong hand, again thumb over the sights and they withdraw the pistol and again begin the grip establishment, full extension process.

FOUR O'CLOCK CARRY AND SNAGS



LIFEBOAT DRILLS-

If you somehow find that you need to fill more time and your class is picking up the modules at an accelerated rate then below are a few lifeboat drills. Lifeboat drill generally just means you may need a drill that is fun, effective and easy to implement to either fill in time or to meet their expectations for the time block or to build energy and change the pace if you're losing motivational inertia in the class.

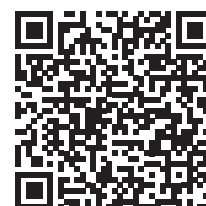
Classic "Bill Drill" -

At this point a classic build drill with the skills already utilized would be a great drill to extend and build upon the previous skills. Have them start within the tuck position, strong hand on the pistol and on the beep of a buzzer they withdraw and shoot six shots as quickly as possible on the target before the

second beep. Set a shot timer to a reasonable par time and start off with, say, four seconds so people can get their hits. Have them track their hits and self-judge so to speak that they got all within the acceptable accuracy zone.

Gradually lower the par time so they are forced to go faster and faster to rip off the shots. You can turn this into a competition where you have a number of people judging two people that are up and if there's any misses the judges call it and whoever gets the last shot in or whoever finishes the rally of shots wins and you can hold a small mini-championship or various games of that nature. Basically you have to read your students and understand their motivations and what makes them tick, but some healthy and fun competition can liven the energy, fill in the time and end a class having them want more.

LIFE BOAT DRILLS: BUZZER TO BUZZER DRILL



Buzzer to buzzer drill-

As Gary Drake demos in this video, drawing to beat a buzzer time with a slow progression can help prevent artificial pauses in the draw process. This drill is very addicting and they start out very slow where everyone can work on smooth mechanics. You may be shocked how fast the students get as you incrementally lower the par time.

EVERY DAY DRILLS (EDDs) for DAY THREE

Every day drills until the next class or two work on the draw. If your students have a SIRT pistol at home, they can practice daily in short trainings. Encourage them to train in front of the mirror to watch themselves and look for wasted movement. Encourage him to work on the fundamentals of establishing a good grip, trigger control with proper trip brake reset and getting close target with your natural put a van and further targets utilizing their sights.

DAY THREE EDDS



DAY THREE CLOSING-

We have actually covered quite a bit of ground in these three days. If the class is not quite getting it, feel free to go over the above noted drills and fundamentals before introducing the material to day four. This is not a race, quality of the uptake of information and having the students enjoy the process is much more important than racing through the material. Finish off the day with strong encouragement to continue their every day drills (EDD's). They will get orders of magnitude more benefit out of the class if they continue to train at home even for very short blocks of time.

DAY THREE CLOSING



DAY 04 INTRO TO RELOADS AND MOVEMENT -GET OFF THE X-

Day 04 will focus on movement and reloads. Each of these skills will be generally taught on this day. Movement primarily focuses on moving your feet while doing another action, such as drawing the gun. Reloads primarily focus on the skill of dropping a magazine and inserting a second magazine.

DAY 04 INTRO RELOAD AND MOVEMENT:



MOVEMENT-

When we introduced movement it is very similar to the adage walking and chewing gum. We are going to exercise the aforementioned skills to date but just throw in some movement in different directions. There's a plurality of context why you want to move while handling a gun. On the range, movement is very difficult because of the safety concerns and range rules, but experience and research dictates that moving is a highly relevant skill in a lethal engagement with a pistol.

MOVEMENT



First drill is to simply designate different areas in the dojo having a start position and a second position giving wide amounts of space so they're not confined by other people in repositioning themselves and drawing and shooting. Demonstrate first by doing the draw process. If they're less experienced, then go from an exposed gun not clearing garment, otherwise have them build on the skill sets which they have worked in their everyday drills of drawing the gun, repositioning and then getting to the second shooting position while they present the pistol, prep the trigger and break the shot on target. I encourage them to move to the left, move to the right and also move towards angles of survivability which would be triangle steps forward and to the left.

SELF DISCOVERY

It is imperative to note that a lot of this class is about self-discovery for the student. We can preach, we can show statistics, but in the end, a student has to have that self-discovery, that 'aha' moment of understanding what their capabilities are... and what they are not. This block of instruction on movement is specifically designed to show the difficulty of shooting after movement on a far difficult shot. Granted, it should illuminate to some students how they can shoot quite effectively with defensive accuracy and more up close threats, but it'll definitely exemplify the movement of the core and the platform makes a sighted fire much more difficult where there's self-exploration by way of drilling in your class will illuminate that

perhaps it's better to stabilize the platform and decelerate to a static position engage the far target and move out of that position as any situation may dictate. Of course, training in the dojo you can't prepare for the plurality and myriad of potential threat engagements. But this self-exploration can illuminate the skills and limitations which are transferable for their raw pistol skills if the student is ever in need of defending life.

As noted in the video in the adjacent QR codes, the movement is on the draw; they are moving on the draw, they're clearing the garment, they're fighting through snags.... then they're decelerating to a position and establishing grip getting full extension and shooting close targets and far targets. You may note that on closer targets they do not have to fully stop to have defensive accuracy. Even if you take a Bob Bag and put a marker area onto the defensive accuracy zone facing the person and from the side from the torso and up in the head region they will see that as they decelerate a closer range say within 5 to 7 yards, the laser movement might present, not because of trigger mechanics just because a bit more of lack of complete body stability. However, the shots are good enough. They do not need to have perfect shots. A dead center hard dot shot is no more "value" defensively speaking than an upper shot with some slight movement as the hips are stabilizing. The main point is that they have to get shots that have "good enough" defensive accuracy, without tiny X ring bulls-eye type accuracy.

Secondly, when the individuals in your class decelerate in a far target to get one clean shot on a further target, they may notice it is much more difficult to get sufficient stability to make that far shot. This is a good time to discuss and put forth the notion of sequencing.

SEQUENCING

Sequencing movements is where as they decelerate into their position and they plant their lead leg, they have a slight higher degree of patience before presenting out and we're only talking a few hundred tenths of a second if not a few hundredths of a second so as they present out and prep the trigger the muzzle (the front sight by their vision as they pull their vision back) is sufficiently stable to dampen out as they extend and get a crisp sight picture before that shot is broken. If they are *unsequenced* and they run to position fully extended and that muzzle will wobble around to an annoying degree before they have sufficient stability to break that shot.

If they're properly sequenced there should be minimal dwell whether it's a close shot or a further shot. In other words, when they're running and drawing the gun to a position as they decelerate to their shooting position, as they present out, if they're properly sequenced they will extend, prep and break that shot based on their natural point of aim shooting which they've been working on to a high degree at this point. Of course you can increase the target distance so they understand the scope and amount of accuracy they have at different distances when using natural point of aim. F

Have the students move around the room to create different angles on the Century Bob Bags to build an understanding of the defensive accuracy on the side of the Bobs, the torso, as well as up on the head. The angle to a threat is a little bit different depending on the orientation of the target.

RELOAD OVERVIEW-

Reload is an important skill because obviously as the pistol runs out of rounds, it's a paperweight. Every shooter should know how to reload. With that in mind, reload should be put in full context with respect to a speed reload, tactical reload, how to re-chamber the pistol, what to do with an extra ammo and a dump magazine, etc.

Side Note: A lot of competitions encompass and adopt the notion of defensive accuracy like IDPA of course just has the rings to show any shot within that zero down ring is full value with no penalty of time addition to the score. USPSA of course has the 15 by 28 centimeter A zones for full points where any shot within that area is good enough, embodying the notion of defensive accuracy and getting away from a tiny center bulls-eye target with a very small X ring.

Reload is actually rarely utilized in critical incidents. FBI statistics show that only a handful of actual LE or civilian firearm fights resulted in a reload.

SPEED RELOAD-

First is a basic reload, a simple speed reload where the mag within the pistol is dumped on the ground. That is done by pressing the mag release where the magazine drops from the grip area and falls to the ground while the shooter simultaneously reaches for the second magazine to be inserted into the mag well (handle area of the pistol).

Upon full hard insertion thereafter, the slide is dropped with two different competing techniques.

First Technique: Overhand Rack-

The first technique is to take the support hand over the top of the pistol and pull it back rearwardly

RELOADS



aggressively. At this point, the mag catch is disengaged, and the shooter must let go of the slide, it goes forward to chamber the round. After that, the index finger reestablishes on the trigger guard, and the pistol is represented on target depending on the context of the situation.

Second Technique Slide Catch-

Perhaps an alternative technique is to insert the magazine and thereafter, with the thumb of the strong hand, press down on the slide release, which will allow the slide to drop forward, chambering the next round where the shooter can take the support hand and simultaneously reestablish grip and extend the pistol depending on the context. Some instructors do not teach this technique because it does require more training, and the equipment has to be set and the thumb has to be strong enough to release the mag release. Nonetheless, it is a very valid technique which is faster if practiced properly. Note, if the shooter doesn't hit the mag release on the first press, generally speaking, the best practice is to take the thumb and re-engage the slide release and press with more force to drop the slide.

TACTICAL/MAGAZINE RETENTION RELOAD-

Another option other than a speed reload is a tactical reload where there's some lull in a gunfight, and the individual wishes to put a fresh magazine into the pistol, but yet retain the ammunition in the magazine of the pistol. This requires a decision upstream because instead of dumping the mag right away, the shooter will grab the second mag then discharge the magazine into open fingers generally between the forefinger and middle finger or between the thumb and forefinger, as shown in the video, and the mag is retained while the second magazine is inserted into the pistol. At this point, this second magazine is put into a separate location or put into the same location if the shooter only carries one magazine. This gets highly contextual and there's various debates on this process; but nonetheless, there's statistically very few incidents of speed or tactical reloads and actual engagements.

You may ask yourself: do I overhand rack after a tactical reload? There is one line of thought that even after a tactical reload to overhand rack to make sure it is a round in the chamber. Although, other instructors feel this is a waste of ammo and time because the probability of a round not being in the chamber is exceedingly low, but again this is all very highly contextual.

DRILLING RELOADS-

The video shows basic drills you can implement regarding reloads.

Side NOTE: It should be noted that a reload may be more likely due to some form of malfunction which is reserved in the live-fire block which is beyond the scope of this class but obviously a necessary skill that students need to learn and understand to extend their knowledge in the field of pistol craft.

DAY 05 DECELERATING AND SHOOTING -

DAY 05 INTRO



INTRODUCTION TO SHOOTING ON THE MOVE WITH ACCELERATION-

Shooting on the move is considered somewhat of a controversial topic because the choice between shooting on the move or simply running to cover is so highly contextual. The main focus of this block is to illuminate the students' deficiencies when trying to shoot difficult targets while on the move. Furthermore, we want to illuminate how their defensive accuracy may be better than they realize when shooting on the move with an up-close target.

DAY 05 FIRST DRILL

The first drill is very simple: have the student set up at three or four start positions depending on the size of your class and have them run to the second cone, not completely lateral to them but lateral with slightly forward progress. So make it a little bit easier to turn the hips, but they'll get the basics of a moving platform and squaring up on a target.

Place the targets about 7 yards away whereby at the end of the drill they will simply go to a compressed high-ready stool position and go back in line. Go a few times each direction where essentially they are shooting on the move taking a heel-toe step basically trying to be as stable as possible. You don't necessarily have to go too far into the techniques because honestly you'll be shocked how well they'll learn on their own to stabilize their upper torso just by mitigating their laser movements. Their diagnostics of dot not dashes tends to carry over to not just their trigger mechanics but their overall body stability as they're shooting on the move on this close target. The demo starts off talking about heel-toe and turning the hips with respect to the direction of the movement of the legs. Don't do any of the crab side crawl or any of those motions which you may have seen on the internet.

SECOND DRILL: DECELERATE TO FAR TARGET-

Now reposition the bob bags that are the further target and have them do the same drill, but as far as you are able in your class, so say the threat is an incapacitating shot at 15 yards. If you need to describe the context of this shot refer to the statistics, not necessarily just police shootings that deal with a lot of up-close interview, but rather situations of any form of lethal threats where there is distance where you're protecting yourself (or oftentimes others) from a very clear threat (not another concealed-carry holder obviously). Note how difficult it is to shoot a far smaller target where sight alignment is required and has less margin of error for the defensive accuracy. Also note that people may slow down to a snail's crawl and almost stop in between as they stabilize their hips to try to get the shot.

BENEFITS OF A FAR SHOT-

Because it's a farther shot they will have to use their sights and excellent trigger control. There's a spill-over benefit to this far target shot which goes well beyond the scope of just shooting after movement. In fact, we're not necessarily teaching the student to shoot far-hard targets on the move. The indirect benefit, which often surfaces to the prime benefit, is honing in their skill of getting the sight alignment more rigorously aligned because the movement forces this closed-loop feedback of aligning the sight and then getting a better sight picture. When that crisp fleeting moment of sight alignment sight picture occurs they have to break the shot on command and not have an ugly laser dash on the target. This makes trigger mechanics much more difficult because there is a smaller window of opportunity to break the shot. As noted in the video it's a great time to illuminate these fundamentals and let them explore for themselves their ability to use sight alignment and trigger control on this far target to hone in those skill sets.

BENEFITS OF FAR TARGET ON DECELERATION



After they have done a few more repetitions it is a great time to now show them how they're moving slow as pond water. You can modify the drill to where the students start from compressed ready, then run to the second position, set up, get sequenced and break the shot on target. Again, this is self-exploration for each student. They may very well find that for the farther, more difficult targets, they're better off running, decelerating to a stop, depending on the context of the situation, and extending out to a stable platform and shooting there from.

It is important to stress that this is an area of self-exploration. This would be the time to explore and understand the limits of their skills.

DIAGNOSTICS-

If course diagnostics and high reps are embedded and ingrained throughout this whole course, but now is a great time to reiterate to them how a dot is still important and a dash is problematic and a slashing motion just doesn't cut it. A handful of students may slash across a target and think it's a good hit and for some reason do not understand that that first laser impact is where an actual bullet will land. Therefore watch for this and be sure to correct them that they need to get a nice clean dot on the target and not an ugly slash across.

CONTINUE WITH NO SHOOTS-

A "no shoot" is a general notation of an individual who is a civilian innocent. Basically something you absolutely do not want to shoot, such as another human being. Now set up a similar drill but have a diamond or circular-like pattern where the individuals start from the rear portion of the circle and move for example to the right counterclockwise around a large circle where you can put up bob bags or cones to dictate and facilitate their movement. Have them shoot at a far target and generally provide a plurality of targets they transition from to make it a little bit more interesting.

They don't have to shoot any one target or sequence but essentially just they're working on marksmanship while shooting on the move and hitting the various targets.

You may notice as they come back around the back side to the far position they will have to pull their muzzle back to a stool to not muzzle the people in front of them. This instills an extremely valuable

skill of opening up their vision and continuing with moving no shoots. On the range you will never do this because of the liability but in any critical incident there's an extremely high probability there will be moving no shoots in the situation. As noted above "no shoot" is a general notation of something that must not be shot, another human being. Therefore, this drill works out logistically very well because the people in front are moving no shoots and part of the drill for the people they're behind. It's a great way to build upon the previous skill sets and honestly the shots from the rearward position stress trigger control and sight alignment more than just the skill of shooting on the move as mentioned above but now we are layering in an additional skill of contending with the no shoot in front of them so they do not muzzle their fellow student. Again because it's a cleansed environment with SIRTs now is a perfect time to instill this skill which is almost impossible to do with live fire. It's a valuable skill. Take it very seriously and be sure to watch their muzzle and trigger finger that they are pulling back to stool and re-extending when appropriate.

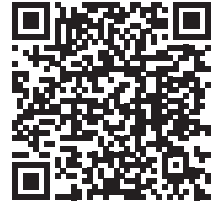
Make sure they're not threading the needle just sneaking bullets just around people in front of them. Make sure they have the discipline of clearly understanding it's not a video game but there's another innocent person in front of them that absolutely can't be shot who is a dynamic individual that could change directions at any moment so they have full respect and open up their vision to contend with moving no shoots.

USING NO-SHOOTS AND CLOSE OUT OF DAY FIVE



DAY 06 COMPROMISED SHOOTING POSITIONS

DAY 06 INTRO



After the everyday drills where now students can work on a plurality of skill sets such as the draw, reloads, some shooting on the move and more importantly movement combined with shooting to decelerate and sequence their movements to get shots off. Today we want to introduce compromised shooting positions related to cover and concealment.

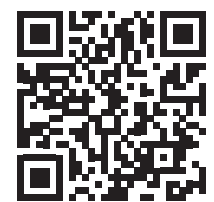
You first want to introduce the need for compromised shooting positions. Very rarely in any actual critical incident does an individual have the chance to take the pure "range stance". Although it's great to master the standard "range stance" with good balance, good wide base, upright torso, forward lean, full upper triangle isosceles extension..... a lot of shootings will require and demand the body to be in some sort of compromised shooting position.

Mechanics will erode in compromised shooting positions if they are not trained. One may think that trigger mechanics would be the same whether you're leaning around cover. However, experience shows this is not the case. Even if stability is the same in a crouched compromised shooting position, for some reason the trigger mechanics will be poorer than in a standard range stance....unless you train in compromised shooting positions. Therefore, the solution is simple: we must put forth the need to shoot compromised shooting and essentially force them to do it in the class. This block is coupled with cover and concealment because obviously cover and concealment are some of the key factors to force a compromised shooting position. Nonetheless, we are going to start just with the basic fundamental drills of getting people into compromise position and train this in high volume with good biomechanics as far as knee-joint alignment etc. and compound these skill sets into some practical application with cover and concealment and explaining the differences thereof.

SQUATTING SHOOTING POSITION-

Gary Drake demonstrates some basic drills and rationale for a squatting shooting position. Lowering your overall exposure is an important skill set to get behind cover/concealment. The video shows how to implement this first block.

SQUATTING



KNEELING SHOOTING POSITION-

A kneeling shooting position is a second block where the shooter can get a bit lower and also have some additional stability. Generally speaking do you want your outside leg to be vertical, that is the leg that is more exposed outside of cover and concealment to be vertical as demonstrated by Gary Drake in this video.

KNEELING



SUPINE: ON THE GROUND SHOOTING POSITION-

A third compromised shooting position is supine, basically shooting from the ground. This is best done on mats in the dojo and requires a bit of energy to get down and get up, big to train on martial art mats. There are various ways to get on the ground and off the ground as described by Gary Drake in this video.

SUPINE SHOOTING POSITIONS



The above noted drills can be combined into an integrated drill as shown below in the video.

DRAKE COMBINED THREE DRILLS



INTRODUCTION OF COVER AND CONCEALMENT-

Now is a good time to generally discuss the notion of cover and concealment and difference thereof. A lot of things that are considered actual ballistic cover are really just concealment. It's obviously a lot of breadth and discussion but just inform them that a lot of the plaster walls, doors of cars, things of that nature are really not true cover and can be cut through fairly quickly with a lot of bullets. There's an immense amount of breadth to this topic whether you're talking about two pillars of a car functioning as

cover, an engine block, the types of bullets whether it's armor piercing, 223, rifle rounds, pistol rounds, bare-blind rounds, core-bonded bullets. ...the breadth of the topic is immense. The learning point you want to get across is that many objects that may be initially perceived as ballistic cover are actually merely concealment.

WAVE MASTER ROLLOUT-

To implement the drills shown by Gary Drake in the previous QR code videos, set up your wave masters for several stations and simply have the individual keep their feet behind the wave master so that the wave masters interpose between the shooter and the target. With the upper body pivoting about an axis to the belly button, they roll out to their preferred side, prep the trigger and break a shot on target. A lot of students may notice a shocking erosion in their mechanics even though this is a very modest body position to shift compared to the range stance.

Simply have them take a few reps from the right and to the left shooting the same target at distance and rotate through. If you have 12 people in a class, 4 stations, 3 per station it gives a modest amount of rest but a lot of repetitions for each student.

The second compromise shooting position can be a very simple low port or otherwise dropping the center of gravity of the individual. Of course be very careful on this because people

What is Cover vs. Concealment?

Ballistic cover is a material or object that can actually absorb a round or deflect it sufficiently to ward you off from harm.

Concealment is some form of object or in some cases a light to make you less visible from a potential threat.

IMPLEMENTING DRILLS



may not have the best joints and mobility. But nonetheless situations may force them to be driven down into a lower position, say behind a vehicle engine block for example. and we don't want the first time for them to do that to be in an actual critical incident. Start this off very slowly and make sure you accommodate any adaptive shooting principles when starting this block. When doing any kind of low port/drop center of gravity shooting for purpose of the first phase of the drill have them start at a high-compressed ready in a stool position and take a step with their right foot where they keep their knees over midfoot drop with the lean say around part of the low part of the wave that has dropped down on one of the Century blocks and continue their lean around the obstacle to shoot the target. There are various philosophies on which leg to put down. One prevalent thought is the outside leg is the down leg for stability and support so one does not fall out into the open area and it's a little bit better position to take on any incoming projectiles with the knee and shinbone providing slightly more protection for femoral arteries etc.

Have them use both legs. If they need assistance getting up note that they can push off with their down knee with their off hand but just make sure they have muzzle awareness, finger off trigger, and that they can get up and out of that shooting position. Of course we don't want people to have little knee injuries in training such as any tendinitis of the patella tendon or hips or lower back problems. If they want to sit this out or have a more modest progression that is fine.

SEATED SHOOTING-

Bring in a few portable chairs and work on seated draw in seated position shooting. The seated position gun handling is highly relevant because we do end up seated very often not to mention in a vehicle which is beyond the scope of the class but at least gives some exposure to the notion of drawing from seated.

Set up the drill and basically demo how to manipulate the body as needed, depending on where they now prefer to carry 4:00 or appendix and get to the pistol, draw and then shoot from seated. At the first phase, have them shoot just 4:00 or just slightly off to the left from seated with a freestyle grip and then take the progression of getting out of the chair.

The next progression is to have them get out of the chair from a seated position where now they draw and simultaneously gather their feet to take first steps, get away from the chair and shoot from a secondary position therefrom. There are a plurality of reasons why they may want to shoot from seated or from standing position, and of course one class can't cover all the possible contexts of either situation. It's not the point of this class to thoroughly describe when to shoot from seated and when to shoot from standing position. This is highly contextual and we are simply working on the mechanics to get out of that chair, get the gun out, and engage a target as quickly and accurately as possible.

Further, mechanics tend to erode in these compromise shooting positions, so this is a self-exploration for the student to understand that their ability to maintain sight alignment, sight picture, and trigger mechanics may have some erosion compared with their range freestyle standard stance. It's important they understand this and of course work on it in these compromise positions to build their skill sets.

Note in the more advanced courses in student shooting there's discussion on diamonds, seated shooting and one handed seated shooting is taught and put forth by Arrestling of Don Gulla. You can check out those additional modules.

ADAPTIVE SHOOTING-

Some individuals in the class will very likely not be able to drop to a knee and shoot low. Given their array of potential ailments and mobility issues this is a very real reality and it very probably will affect one of your students in a class. Therefore, allow them to continue to use a standing pop out from either a seated shooting with the wave master or just from standing while other people engage with a lowport shooting by of course dropping to a knee.

HIGH-ANGLE SHOOTING-

A possible extension, if you have time and inclination, to touch upon is a high-angle shot where the context can be easily shown by stacking to bob bags; a good guy in the back and a bad guy in the front. To limit the liability from this low-angle shot for example put the bob bag facing away from you so this is a non-sudden, high-intensity threat but representing an absolute lethal force in the context you describe. Any miss of that front bob bag we can always see how the overall penetration can be a liability to any people there behind. Therefore, one prudent technique is to simply drop to the knee and take a high-angle shot in the upper cranium area which is an incapacitating shot but also limits the liability because it's an upward angle which generally speaking is a much better choice than anything that is horizontal in a 4 to 5 foot range in a populated area.

Urban Prone and Supine Shooting Positions Relating to High Angle Shooting-

Shooting from the ground is a context when you might want to do this. For example some skill sets such as shooting under a vehicle may look attractive but actually may not be with the nature of how ricochet bullets travel along the ground and it diminishes mobility and your vision. Therefore, I would not go too deep as to state when you will shoot from the ground but describe that it's very possible you may end up on the ground and have to deploy your pistol in this position. The notion of scanning is under some debate based on research and experience in the industry.

Side Note: What is Scanning?

The basic notion of scanning is: before re-holstering does it make sense to re-holster, does anything else need to get a shot. Scanning can be generally used as more of a mental tool to get a sense of your awareness not just if there's another threat around but what is the well-being of my family, are there any motor vehicles to be concerned of in this potentially hazardous situation, etc. Therefore, instill in the class best practices in regards to scanning is to re-holster slowly and just make sure there's nothing else that needs to be shot and continue the drill to get the high-volume self-diagnostic repetitions. It's your discretion, based on your experience, if you want to instill a rigorous left-right over the shoulder check scan, however it is our position in this course that such a choreographed well-defined action is not necessary and possibly may be detrimental in the long run.

For example, Pat MacNamara former CAG operator has previously mentioned that his scan may look quite different than anything else taught there or can be reasonably done on a live-fire range. For example, Mr. MacNamara demonstrated practically how after a possible engagement he may, depending on the context, charge the target to fully understand the nature of what was shot and thereafter look around at a compressed high-ready again depending on the situation. Obviously this cannot be done on a laned range with people to the left and right of you so therefore we maintain a position to simply re-holster when the student in your class has determined nothing else needs to get shot. At this point they can slowly and deliberately re-holster and do another repetition of the particular drill.

DAY 07 TARGET TRANSITIONS-

The first part of the everyday drills can include standard material as before where they start with single-hand shooting, strong-hand weak-hand for trigger control isolation, draws, shooting on the move, use of the Century® Waves™ and Bob Bags™ for compromise shooting positions and cover/concealment. Then start a refresher on the concealment block of instruction. Position the Waves to you actually have a mirror where the individual uses a mirror to bounce off of and can see when the person is visible or not so they build the skill set worked on the previous week to pie the corner and get the pistol out with little micro-steps with their lead foot and instead of actually drawing on a person use the mirror so we completely stay away from any force on force in this boot camp. As shown in the videos this is best shown and extends the concept of cover and concealment because it's a broad topic, but also allows you to use logistics to set it up and use mirrors if available to safety show if someone downrange can see the person and give feedback as to their effectiveness of coming around the corner while maximizing the use of the cover.

DAY SEVEN ONLINE LESSON



TARGET TRANSITIONS-

After an EDD warm up, field any questions on cover and concealment, awkward shooting positions,... any of the material covered thus far. Introduce the day's topic, target transitions. In the broad sense, a target transition is repositioning the gun from a first position to a second position. This a strong skill set to have in defensive pistol as well as competitions. In one sense it is the ability to shoot one target and quickly and accurately shoot another target. However, you don't necessarily need to shoot a first "target" to be classified a transition. In fact the muzzle may very well be pointed in a first direction and when you identify a target, you must engage in the skill of transitioning the gun to the target which requires the skills we will train today. Again, there's a plurality of context regarding the terminal ballistics of how to engage multiple targets such as one round per target and then following up with additional rounds, or several rounds on Target A then several rounds to Target B.... As stated above, there are a plurality of contexts of how to engage targets ... one round, multiple rounds, head shots, body shots, drive a target to the

DETAILS OF TARGET TRANSITIONS



ground and go to a second target etc. The scope and breadth of situations is so vast you cannot cover every situation in this training setting. However, we can cover some basic notions of delivering rounds to a target and repositioning the gun as quickly as possible to a second target to deliver rounds there as well.

DRILLING TARGET TRANSITIONS-

DRILLING TARGET TRANSITIONS



To drill target transitions you simply need two targets. You don't necessarily need two targets per student because they can share the targets. Do you want to make sure the shooters drive their eyes from one target to the next so the eyes are the first thing to land on the next target.

PREPPING ON TRANSITION



As a progression to transitions is to come into the target with "hot gun" meaning, the trigger is prepped when coming to a second target.

NEAR FAR



A next progression is to transition from a close target to a further target. In other words, one target may be point shooting and a second target will require using sighted fire. These are two different aiming systems where a closer target does not require the sights and therefore transitioning to a close target only requires index shooting, perhaps having an awareness of the sternum to extend perpendicularly out the upper portion of the sternum to rip off shots fearlessly on the close target. When transitioning to a further more difficult target, first snap to the further target and the "deceleration zone" of the SIRT will be greater, that is, take more time and higher degree of rotation to decelerate the pistol while bringing the focus back to the front sight to as quickly and as accurately as possible shoot the further more difficult target.

Another progression is to integrate movement to move to a position and shoot two targets. Basically this drill is integrating other fundamentals that we have covered so far. The drill starts with moving from a (first) starting position, run to a second (shooting) position. There's a plurality of reasons to run from the first position to a second position but the basic primary reason for initial movement is to simply "get

off the X", that is, make yourself a more difficult target or move to cover and concealment. When getting to the second position (the shooting position) engage a first target with multiple shots with good trigger control of prep break reset, prep break reset for a plurality of shots say three to five. Then snap the eyes to a second further target and get one shot on target such as demonstrated in the video a headshot on the Century Bob Bag. This is one example of integrating the skill sets and unlocking basic athleticism of pistol craft. Of course you can let your imagination run to many different types of drills that aren't exactly scenarios, but drills in a grading natural point of a.m., sighted fire, decelerating on close and far targets, snapping your eyes from the target to a second target, etc.

MOVEMENT TO NEAR-FAR DRILL



CLOSING ON DAY 07-

Don't be afraid to incorporate other skills such as draw, reloads, improvised positions, etc. to create fun drills. If you have a class that picks things up quickly, take intellectual liberty to expand the drills at your discretion to keep the inertia of the class.

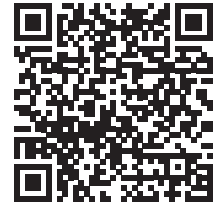
CLOSING DAY 07



DAY 8 TESTING AND CONGRATULATIONS-

This day will be a testing day. Run the exact same test you did on day one so the students can see their growth.

DAY 08 ONLINE LESSON



THE FINAL TEST-

Have them shoot the test to see what their score is, the same test as they did initially. Have them do some drills then shoot the test again. Make them note that the first test when they are cold is important because that's their unwarmed up state; that's why it's important for them to train unwarmed up throughout the day using the distributed learning model as opposed to block learning. But also note that if they made ground that's their warm-up decrement where they do get better when warmed up but the important measure is how well they do "un-warmed up" that is because we like to refer to "uncalibrated."

After they've done the test, have the short awards ceremony, hand out the certificates, field some questions. Engage in a few extra final drills really based on the nature of your class. If you want to work on some shooting on the moves, some compromise shooting positions but you definitely want to expose some future classes down the road.

CONCLUSION–

Congratulations for making it through this material. We strongly suggest continuing to train yourself so you are proficient with a SIRT when demoing drills and techniques. We also strongly suggest you continue your path with firearms instruction and seek other venues of instructor development such as the NRA and USCCA.

We want to reiterate that one of the most important takeaways your students will have in this class is safe gun practices. Always monitor students when handling the SIRT pistols keeping an eye on the finger off the trigger until ready to shoot and their muzzle awareness.

We hope you enjoyed consuming this material and good luck in putting on an introduction to pistol handling class.

