USCCA SIRT FUNDAMENTALS OF PISTOL (SFP) INSTRUCTOR COURSE MANUAL

CONTENTS

WELCOME -COURSE OVERVIEW 10
How to Use This Manual and QR Codes 10
Why Take This Course? 10
Main Benefits of this Course 10
What This Curriculum is Not 12
Big Picture and Background of this Curriculum 14
Benefits of SIRT Fire Training 16
A Personal Note from the Author 17
Course Overview 18
Specific Deliverables of Course 18
Class Structure and Modules 18
Prepping to Start your Journey 20
Teaching Best Practices 24
Fundamentals of Instruction 24
Learning Styles 27
Teaching Models 28

DELIVERING INFORMATION 30
Continuous Improvement-Personal Development: 34
Professionalism: 38
Best Practices to Improve Professional Image When Presenting: 40
Closing 40

KEY CONCEPTS RELATED TO ALL MODULES 43
Principle of Continuous Motion of a Mechanic in Firearms Training 43
Effortless motor learning: 44
Your Personal Learning Experience 44
Personalizing Your Learning Experience 44
Start Now 45

OVERVIEW OF MODULES 49
Lesson 1: Orientation and Introduction to Safety, Grip, and Trigger Control 49
Lesson 2: Review of Trigger Mechanics and Grip Formation 50

Lesson 3: Review and Introduction to Draw Practice 51
Lesson 4: Review and Buzzer to Buzzer Drill 52
Lesson 5: Dynamic Movement to Shooting Position and Moving No-Shoots 53
Lesson 6: Compromised Shooting Positions and Cover 54
Streamlining Pre-Class Communication: 55
Ensuring Student Readiness and Engagement 55
Preparation for Setting Up Your Classes 57
Safety Preparedness in Dry-Fire Training: 58

LESSON ONE: BASE FUNDAMENTALS 61
Prep Work Before the Class: 61
Setting Up the Classroom 61
Initial Greeting 61
See Actual Class Film: 62
Explanation and Safety Briefing 63
Understanding the SIRT-Fire Range vs. Live-Fire Range 64
Introduction to the First Exercise: Get a SIRT in their hands 64
Drill Step by Step: Single Hand Grip Initial Formation 66
Step-by-Step Instructions 66
Power of First Impression in Motor Learning 67
Key Points to Emphasize 67
First Imprint Summary: 68
Supported Research: 69
1. Motor Learning and Neural Encoding 69
Introduction of a Single Hand High Compressed Position 70
Single Hand High Compressed Position Purpose and Overview 70
Review Questions on Single Hand High Compressed Position 71
Why Start with Single-Handed Trigger Control? 72
Trigger Control Block 01/04 73
Overview of Trigger Control Isolation: 73
Instructor Guidelines: 73
Drill Setup 74
Instructor Demonstration 74
Purpose of the Drill 75
Key Timing Instruction 75

Trigger Control Block 02/04 76
Key Tips for Instructors 76
Research on Issues with Incorrect Initial Practice. 77
Trigger Control Block 03/04 78
Common Deficiencies: 79
Key Drill Points: 79
Trigger Control Block 04/04 80
Rapid Shot Drill Instructions: 81
Why A Rapid Shot Drill is Important: 81
Preparing and Executing Rapid Shot Drill with Students 82
Switching to Non-Dominant Hand 83
Note on Diagnostics, Fatigue and Interest 84
Diagnostics and Feedback: 84
Managing Fatigue: 85
Keeping Engagement High: 85
Identifying the Problem 85
Understanding Finger Mechanics 85
Shot Diagnostics 85
Coaching Trigger Control 86
Coaching Strategy: Redirecting Trigger Finger Force 86
Rationale Behind the Technique 86
Implementation Tips 88
Managing Breaks 89
Deeper Background Regarding Importance of Breaks 90
Conclusion on Breaks: 92
Safety Checks After Breaks 93
Safety Check Procedure 93
Instructor's Responsibility 93
Importance of Post-Break Safety Checks 93
Stance 94
Grip: Objective Based Approach 96
Objective Based Approach for Mechanics 96
Making Mechanics Accessible in All Circumstances 97
Research and further study on ensuring mechanics are accessible: 98
Isolating Trigger Finger From Gripping Fingers 99

Grip Formation-Building the Grip 101
Building a Proper Grip and Upper Body Structure 101
Common Grip Deficiencies 102
Observing Grip and Preventing Support Hand Slippage 102
Applying C-Clamp and Chest Squeeze 105
Flinch Mitigation 105
Practical Application with SIRT Pistols 105
Additional Resources 105
Mitigating Flinch with Proper Grip and Structure 105
Testing For a Locked-in Grip 108
Testing Grip to Prevent Flinch 108
Reinforcing Grip Engagement and Wrist Lock 109
Locking-in Grip 109
Hand Physiology and Grip Variation 111
Accounting For Body Types 111
Coaching Techniques for Proper Engagement and Grip 113
Coaching Grip 113
Introducing Additional Muscular Contractions for Grip 115
Beyond C-Clamp + Chest Squeeze 115
Grip Variations and Muscular Contractions 116
Recoil Acclimation and Developing Rationalized Apathy 117
Recoil Acclimation 117
Simulated Recoil Diagnostics 120
Diagnostics in Recoil Acclimation Drill 120
Grip Establishment 121
Establishing Grip (After Forming Grip) 121
Next Steps 122
First Step - Relaxation 123
Broken Grip 124
Grip Establishment: Breaking the Grip 124
Broken Grip Drill Progression 126
Increasing Distance to Target Progression 126
Permission to Fail Card 126
Common Deficiencies in Grip Establishment 127
Further Deficiencies in Grip Establishment 128

Section Questions 132
Lesson One: Big Picture 135
Wrapping Up Day One: 136
Student Homework (EDDs) 138
Every Day Drills (EDD) and Uncalibrated Training 138
EDD Safety 139
Safety Considerations for Everyday Drills 139
Actual EDDs to Send Students Home With 141
Everyday Drills (EDD) – Day One 141
Uncalibrated Training With EDDs 143
First Class Preparation 144
Your First Class -Review This Section Again Before Your First Course 144

LESSON TWO: REVIEW DRAWING, MOVEMENT, AND SIGHTED FIRE 149
Lesson Two: Start with a Safety Check 149
Uncalibrated Training 150
Review Lesson One: 151
Common Deficiencies and Remediation 153
Deficiencies 153
Safety Considerations with the Draw 154
Safety and Setup for Concealed Draw Practice 154
Discussion of Holsters 155
Instructing the Draw Unconcealed 156
Instructing the Draw Concealed 158
Drawing from Concealment 158
Fixing Issues With The Draw: **Coaching 159**
C 159
Coaching the Draw 159
Visual Aiming 160
Drilling Sighted Fire 160
Drawing and Moving 162
Draw and Move 162
Improving Index Shooting 163
Enhancing Index Shooting with Breastplate Alignment 163
Drawing with Minimalism 165

Discrete Draw 165
When Are We Ready to Re-Holster? 166
Scanning 166
Day Two Wrap-Up – Emphasis on Review and Reinforcement 167
Don't Forget Your EDDs 169
Distributing the Everyday Drill (EDD) Sheets 169

LESSON THREE: BUILDING ON FUNDAMENTALS 171
Starting Lesson Three: Safety Checks 171
Perform Un-Warmed Up 172
The Uncalibrated Drill 172
Lesson Three Fundamentals and Skills Review 173
Target Transitions 173
Two Targets 173
High Angle Shots 175
Mitigate Liability Sacrifice Mobility for Trajectory 175

LESSON FOUR: NEAR-FAR AND BUZZER-TO-BUZZER 181
Near Far Drill 181
Index Shooting /Visual Aiming 181
Optimizing Draw 183
Buzzer-to-Buzzer Drill 183
Closing of Day Four 186

LESSON FIVE: DECELERATING TO POSITIONS, MOVING NO-SHOOTS 189
Decelerating to Shooting Position 189
Decelerating to a Shooting Position 189
Contending With Moving No-Shoots 192
Progressor Drill: Moving No-Shoots 192
Drill Overview 192
Drill Setup 193
Drill Execution 193
Key Coaching Points 194
Progressions 195
Instructor Notes on Progressor Drill 195
Key Takeaways 195

Closing of Day Five 196

LESSON SIX: FINAL DAY 199
Lesson Structure 199
Key Topics and Drills 199
Progressor Drill: Concealment and Compromised Shooting Positions 200
Quick Coverage of Advanced Topics 201
Encourage Further Training 202
Note on Exposure to Other Arenas of Training: 203
Key Takeaway 203
Graduation Ceremony 203
Instructor Notes 204

CONGRATULATIONS ON COMPLETING THE SFP MANUAL! 207
Next Steps: 207
Ongoing Updates: 207
Looking Forward: 208

APPENDIX 210
Relevant Research on Both Eyes Open Shooting 213
Research and Mechanisms of Action 214
Summary and Citation of Research Supporting Breaks: 215
Research and further study on ensuring mechanics are accessible: 216

WELCOME -COURSE OVERVIEW

Welcome to the SIRT Fundamentals of Pistol (SFP) Instructor Development Course. As an instructor, you will have the flexibility to train pistol fundamentals and manipulation skills in a variety of settings, not just on the range.

How to Use This Manual and QR Codes

This manual is designed for hands-on use—take notes directly on the pages and feel the accomplishment of turning to the next section as you progress. While much of the material is covered here, additional resources and videos are embedded via QR codes.

Scan the QR code to the right to get started.

Why Take This Course?

Our research shows that many instructors lack follow-up curriculums, missing opportunities to retain and engage students. The best clients are those who return, and many students are eager for more advanced training. This course, along with potential future offerings, is designed to provide hands-on, total participation involvement (TPI), ensuring deeper engagement and continued learning.

Main Benefits of this Course

The primary benefit of this drill-based course is the seamless integration of safety with skill development. Whether your top safety rule is keeping your finger off the trigger until ready to shoot, or always pointing the pistol in a safe direction, these principles are deeply embedded in the curriculum. With a SIRT pistol in hand, students not only practice drills and skills but also reinforce essential safety

The Note Section

This manual, along with the QR codes, is designed to provide you with a more complete and enriched experience. It serves multiple purposes:

Knowledge Transfer Tool: To help you grow as an instructor and as an individual, and to equip you to deliver a six-lesson SIRT Fundamentals of Pistol course at the highest standard.

Preparation for Immersion: To ensure our three-day immersion course is spent refining your skills as both a shooter and a presenter, maximizing the value of our time together.

Review Guide: To act as a reference and guidebook for continuous improvement and to revisit key concepts as needed.

Personalized Workspace: To serve as a central repository for your notes, ideas, and insights—both prior to and during your own instruction.

This manual is your tool to elevate your instruction, enhance your personal growth, and ensure you deliver excellence.

habits. If nothing else, this course will solidify these safety practices, building a strong foundation in every block of instruction.

What This Curriculum is Not

It is crucial to set clear expectations about what this class covers and, just as importantly, what it does not cover. It is important that your students know what this class is not and moreover, you understand what this train-the-trainer curriculum is and is not. Understanding the focused objectives of this curriculum prevents any misunderstandings or unmet expectations and ensures your students have a well-rounded understanding of the course's purpose.

This class does not focus on live-fire skills related to semi-automatic manipulation, such as loading/ unloading a pistol, or magazine management. Nor does it cover three critical live-fire skill sets that can only be properly trained on the range:

- **Recoil management**
- **Slide lock stimulus recognition**
- **Malfunction recognition and clearance**

Instead, this class is designed to work synergistically with the USCCA Defensive Pistol Program (DPP), which covers those crucial range skills. This class fills a different need by focusing on pistolcraft skills that are vital for real-world scenarios outside of the range. It provides students the opportunity to execute far more repetitions while ensuring the **quality of their movement** is sound.

If you haven't taken the **USCCA Defensive Pistol Program** yet, that's perfectly fine! You can still teach this class effectively. However, it's highly recommended that you pursue the **DPP Instructor Development course** to gain additional knowledge and align your teaching with the full spectrum of pistolcraft skills.

What do you get out of live fire training? How do you approach you SIRT Training?

_____

_____

_____

_____

_____

Do you Train slide lock stimulus recognition and malfunction recognition and clearance when you shoot by live fire? If so, how do you train this skill?

_____

_____

_____

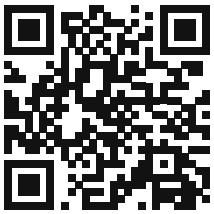
_____

_____

_____

Big Picture and Background of this Curriculum

The overarching goal of this Train the Trainer curriculum is to empower you to confidently conduct firearms manipulation and drill-based classes using the SIRT pistol across a variety of locations. This program equips you with the ability to instruct, refine fundamental skills, and diagnose technique issues in your students. Additionally, it opens up new revenue streams through teaching diverse classes, while simultaneously supporting USCCA membership acquisition and retention. The more individuals are actively training, the more they become engaged in the concealed carry lifestyle.



To achieve this vision, Next Level Training has collaborated with the United States Concealed Carry Association (USCCA) to develop a comprehensive instructor development course. It combines practical tools, a detailed manual, instructional videos, an online learning management system, hands-on in-person classes, and logistical support provided by the USCCA.

Practical Steps: One of the first steps in your journey is setting the date for the in-person, hands-on development class. Ensure you give yourself ample time to thoroughly engage with the course material, review the concepts, and practice the drills. As you progress through the manual, take notes on reflective questions and watch the accompanying videos to reinforce your understanding.

Ideally, you'll want to devote several weeks to prepare, using this time to visualize how you'll turn your training into a feasible, successful reality. Avoid cramming the material. Instead, set aside time to read, watch videos, and gradually build your understanding. Even five minutes of preparation is progress, and when you feel motivated, allow yourself to dive deeper.

This video (the QR code links to on opposing page) discusses a lot of training that ONLY can occur off the range.

Can you think of other skills that need to be trained in addition to live fire specific skills?

_____

_____

_____

_____

_____

_____

What are three things you would want out of the in person course versus the on-line only?

_____

_____

_____

_____

_____

_____

The in-person course is designed to go beyond just delivering information. It's a hands-on, interactive experience that builds your substantive confidence in applying the knowledge and techniques you've learned. Proper preparation is key to maximizing the benefits of the three-day immersive instructor development course.

Benefits of SIRT Fire Training

While live-fire practice on the range is essential for familiarity with specific weapons, off-range training offers unique advantages. It's during this type of training that your students can safely build the fundamentals of:

- Trigger mechanics
- Grip formation
- Grip establishment
- Aiming including blended
    - index shooting, and
    - sighted Fire

Drawing from concealment, and further train more advanced skills, including:

- Compromised shooting positions
- High-angle shooting
- Vehicle shooting
- Low light
- 360-degree shooting
- Force on Force drills
- Moving no shoots

These skills, essential for competent concealed carry, are often difficult or unsafe to practice on the range.

A Personal Note from the Author

Let's invest a small amount of time looking at the benefits of off-range training. I want to give a bit of a personal perspective.

I live in a rural area and have my own private, heated, covered, exclusive shooting range. I have full access anytime within minutes from my doorstep. However, even with that resource, I developed the SIRT training pistol for personal reasons to augment my training. I needed a tool to allow for high-volume, self-diagnostic training. The bullet hole was a moment in time, but the laser dash told me a story and illuminated a deficiency.

When it came to instruction, we found that the range is not necessarily the best place to instill the fundamentals. You can even do recoil acclimation off the range. But the fundamentals of trigger mechanics, teaching how to initially form a grip, instructing proper draw, grip establishment, and working on anything from index shooting at close range to sighted fire for distant targets—these are all skill sets that can be trained with high volume, safely, off the range. In fact, these skill sets form a great glide path to get to the range and integrate them with the live fire elements of recoil management, slide lock stimulus, and malfunction recognition and clearance.

To take this even further, although some of this is beyond the scope of this curriculum, you can also train compromised shooting positions, such as high-angle shooting. You can train in specific environments, like your garage, practicing shooting from around a vehicle. You can train in low-light conditions, which is logistically difficult to do on a range at night. 360-degree shooting, coupled with situational awareness, can also be trained off the range. While beyond the scope of this course, force-on-force drills are another huge area that can be done off the range. We will, however, do a progression drill with moving no-shoot targets, which absolutely and categorically is only trained with SIRTs.

I've come across a handful of instructors who believe it's impossible to train unless there's live fire and the sound of the gun going off. We need to train with live fire and recoil, but actually, it's impossible to fully train all the needed skill sets if we are confined to only live fire.

I want to be abundantly clear—I shoot live fire a lot. But the lion's share of my training is with the SIRT pistol. Even when I'm on the range, a lot of my growth comes from doing high repetitions with the SIRT and then confirming my skills with live fire. This approach merges the benefits of getting in high repetitions economically while ensuring that the skills transfer effectively to the live fire tool.

~Mike Hughes

Course Overview

This manual is divided into several sections. It is strongly recommended that you read the entire guide before attending the in-person class.

What to Expect from This Instructor Development Course

This manual, along with the in-person class and follow-up materials, is designed to help you succeed in your instructor business. The course provides:

- The "how" and "why" of each instructional block and drill
- Guidance to confidently answer student questions
- Support for your printed materials and class logistics
- A network and community for ongoing growth and support

Why Attend the Trainer Development In-Person Class?

The 3-day in-person class is essential for refining your instructor skills. While books and videos are valuable, nothing compares to hands-on instruction. Since you will be teaching students in person, this class emphasizes:

- Presentation skills
- Understanding the adult learning model
- Enhancing your pistol skills to become both a better shooter and instructor

Though not officially a coaching class, the in-person experience is powerful and has been highly valued by previous instructors.[1]

Specific Deliverables of Course

While this isn't primarily a shooting class, we aim to teach you best practices for both shooting and self-training. Our goal is for you to embody the skills you teach. Beyond personal development, you'll gain the confidence to conduct six progressive sections of SIRT Pistol based classes.

Class Structure and Modules

The classes are structured into modules. These modules are designed to be completed in sequence, with each

[1] Based on beta classes provided to instructors prior to finalization in public and launch of this instructor development course and this manual.

If you plan on attending the in person, supplemental three day course, definitely fill out these side questions to aid in submersion and comprehension. Your engagement further helps to foster discussion.

What areas of your presentation skills could use strengthening? Consider eye contact, articulation, or student engagement. Expand on your thoughts.

_____

_____

_____

_____

_____

_____

one building upon the skills learned in the previous one. The fundamentals in each module are taught in a slightly different order than in a traditional live-fire class. For instance, we place a strong emphasis on trigger control as the first fundamental, which differs from the usual focus on grip in live-fire training.

Prepping to Start your Journey

Preparation is key to ensuring a safe and effective course. Choosing the right location is crucial—make sure it has good footing (no slippery or uneven surfaces), proper lighting, and well-defined entrance/exit points. Your training area should be clearly separated from the outside world, and no live-fire tools (pistols, rifles, knives, etc.) should be allowed inside.

Finding a Suitable Location for Your Classes

- **Safety First:** Choose a secluded and exclusive area to prevent unauthorized access, especially from individuals carrying live firearms. This reduces the risk of unintended attention or misunderstandings due to the nature of pistol presentation drills.
- **Attractive Location for Students:** When choosing a location, aim for an environment that is both practical and appealing. Consider how the location may appear to students. You will likely find a warehouse industrial-like location. Take into account where most of your students are coming from and choose a location that minimizes travel time for the majority.
- **Space Requirements:** Depending on class size, a space of 1,200 to 2,000 square feet is ideal. For smaller groups, locations like garages or large living rooms can suffice.
- **Convenience and Cost:** Opt for locations that are close to your home, easily accessible, and cost-effective, if not free. This approach ensures profitability in your training business and aids in attracting new USCCA members. A growing USCCA membership is vital for sustained backend support and continuing education from the training department.

Small obstacles, like finding a suitable training location, can sometimes feel overwhelming.

Take a moment to explore your options. Look at a map and identify three locations that would work best for you and your students based on proximity. Reach out to arrange a tour and negotiate favorable pricing for your preferred space.

What challenges, if any, do you anticipate in this process?

_____

_____

_____

_____

_____

_____

Here are a few items you can review and begin acquiring as you prepare to launch your first class:

- **SIRT Pistols:** Prepped as needed, with holsters for follow-on concealed carry classes.
- **Lockable Case:** For safely storing firearms away from the class, or students' firearms if they inadvertently bring one.
- **Targets:** Stickies make excellent impromptu targets. Look at Appendix A for a sample 8.5" x 11" print out.
- **Free Standing Targets:** target stands such as polymer HapPoint Target Stands or Century Martial Art Bob Bags work for targets in the center region of your training area.
- **Painter's Tape:** For attaching targets to walls without leaving marks. Glue Dots can work as well.
- **Card Table(s):** Useful for laying out SIRTs, sign-up forms, or an iPad for intro videos.
- **Name Tags:** Helps with rapport and focus on teaching rather than memorizing names.

Optional Material

- **Whiteboard & Dry Erase Pens:** Handy for impromptu teaching points.
- **Stapler:** A lightweight stapler for attaching targets to walls, especially corkboard surfaces. Needed on the range, but less so in a SIRT based class
- **Laptop & Power Cord:** Plus, an extension cord and backup laptop with your slide presentation.
- **Projector:** Ensure you have the correct cables and a secondary extension cord.
- **Extra Card Table:** For setting up the projector.
- **LASR System Setup:** Laptop with LASR installed, webcam with tripod, USB extension cable, and duct tape to secure the tripod.

The list of materials to the left is comprehensive, but not everything may be essential for your specific class.

Based on your experience, which items do you think you won't need? Are there any materials listed that stand out as particularly helpful or that you hadn't considered before, like a card table for logistics?

Finally, what additional tools or equipment do you use that aren't included here but might facilitate better instruction for others?

_____

_____

_____

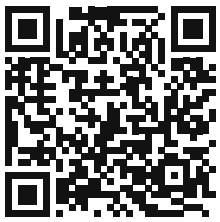
_____

_____

_____

Teaching Best Practices

Visualize each step of your course and prepare accordingly. Even if you prefer a flexible teaching style, being well-organized and prepared will reduce stress and increase the likelihood of student satisfaction.



Effective learning hinges on three key principles: connection, repetition, and engagement. By linking new information to what students already know, reinforcing key points through repetition, and fostering active participation, educators can create a more impactful and lasting learning experience.

Fundamentals of Instruction

1. **Connection:** Linking new information to what students already know enhances learning. Research shows that activating prior knowledge helps reduce cognitive load, making it easier for learners to absorb new content. Studies emphasize the importance of assessing and building on prior knowledge to create meaningful learning experiences, enhancing engagement and retention.

   In this class we will use certain metaphors such as “crashing the hand like a jet into the SIRT” versus “landing the hand like a helicopter” so they can better remember and implement the techniques.

2. **Repetition:** Repetition is key for retention, and it’s strongly supported by the spacing effect in cognitive psychology. This concept suggests that spreading practice over time (spaced repetition) improves long-term retention. Repeating information allows learners to better solidify and retrieve knowledge.

   This is probably the biggest strength of this class is the vast amount of repetition they get in a very compressed amount of time. Further having the repetition span over multiple days with heavy emphasis on review from previous classes builds strong motor learning retention.

3. **Engagement:** Engagement has a few different flavors:

   - **Hands-On Engagement (Physical Practice):**

     - **Trial-and-error learning:** Engaging in hands-

Reflecting on Your Teaching Approach

Teaching best practices can evoke different responses: experienced instructors may feel confident in their established methods but hesitant to adopt new theories, while newer instructors might feel overwhelmed by the need to master everything at once.

Reflect on your own approach—do you identify more with one of these perspectives, or do you feel balanced? How open are you to incorporating new methods or theories into your instructional style?

Share one area you're excited to improve or adapt for growth.

_____

_____

_____

_____

_____

_____

on practice is crucial for developing motor skills. It allows learners to receive immediate feedback and adjust their movements to improve performance. Research shows that **active manipulation** of objects and **kinesthetic learning** promotes deeper understanding, especially in motor tasks where proprioception and tactile feedback are key.

- **Error correction:** Hands-on experience encourages learners to make mistakes and learn from them, which is critical for motor skill refinement. The SIRT's lasers are there and gone, forever. The ephemeral nature of the laser impacts promotes students to push themselves.

- **Social Engagement (Collaborative Learning):** Engaging with others in group activities or partner exercises creates opportunities for observational learning, where individuals improve by watching others perform a skill. This social dynamic has been needed for motor learning in environments like sports or dance and it makes sense to incorporate this in firearm training in an environment that promotes social interaction.

The hands-on experience with the SIRTs with the immediate feedback allows students to deeply engage with the skills.

Supported Research:

1. Connection

Dong, A., Jong, M. S. Y., & King, R. B. (2020). How does prior knowledge influence learning engagement? The mediating roles of cognitive load and help-seeking. Frontiers in Psychology, 11, 591203. https://doi.org/10.3389/fpsyg.2020.591203

2. Repetition

Walsh, M. M., Gluck, K. A., Gunzelmann, G., Jastrzembski, T. S., & Krusmark, M. A. (2018). Evaluating the effects of

spacing on learning and retention: Toward a mathematical theory of the distribution of practice. Memory & Cognition, 46(5), 671–683. https://pubmed.ncbi.nlm.nih.gov/30148385/

3. Engagement

https://link.springer.com/article/10.1007/s11165-009-9142-0

Holstermann, N., Grube, D. & Bögeholz, S. Hands-on Activities and Their Influence on Students' Interest. Res Sci Educ 40, 743–757 (2010). https://doi.org/10.1007/s11165-009-9142-0

Quick Note on Scientific Research:

Good science is an extension of common sense.

~ anonymous

Scientific studies are helpful, but some of this adult learning theory is really common sense you may have already experienced just through teaching, interacting with people and seeing what works. However it's good too review scientific literature and studies to unearth best practices and moreover expand our minds to look for most effective teaching practices.

Learning Styles

Part of engagement is failing. For example pushing body position aiming index shooting past distances they can consistently hit the target can deepen their engagement.

Together, these principles form a solid foundation for effective teaching strategies. By implementing connection, repetition, and active engagement, educators can significantly enhance the learning process, ensuring material is not only understood but retained over the long term.

Every student has a unique way of learning and processing information. In the classroom, the most effective instructors adapt their teaching styles and methods to suit the subject

matter, course level, student demographics, and other relevant factors. This particular class emphasizes hands-on learning with SIRT Pistols, providing students with plenty of opportunities for kinesthetic learning.

- **Visual (spatial):** Learns best through images, pictures, and spatial understanding.
- **Auditory (musical):** Processes information through patterns, sequences, sound, or music.
- **Verbal (linguistic):** Excels in learning through language, both written and spoken.
- **Kinesthetic (physical):** Prefers learning through physical activity, using the body, hands, and touch.
- **Logical (mathematical):** Strong in mathematical reasoning, logic, and systematic thinking.
- **Social (interpersonal):** Learns effectively through interaction with others.
- **Solitary (intrapersonal):** Prefers independent study and self-directed learning.

Teaching Models

Fluctuate between the teaching models to reach your students. (see video for better explanation and how this practically relates to hands on training.

- **Directing (Authority or Expert Model:)**
  - Relies on lecture-style presentations.
  - Emphasizes learning through listening and following instructions.
- **Delegating (Facilitator Model):**
  - Focuses on students.
  - Encourages self-learning and critical thinking.

Adapting to Learning Styles

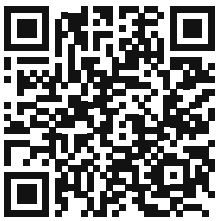
Let's be real—there are countless learning styles, and it's impossible to cater to them all perfectly. Factors like time of day, subject matter, and even mood can influence how students learn. That said, offering a variety of teaching methods can create a richer learning experience.

Reflect on your own approach: What learning model do you think you could improve on or incorporate into your teaching? Be specific—how would you adapt your delivery to include this model? If you're unsure or need inspiration, check out the video linked via the QR code to the left for deeper insights.

- **Discussing (Personal Model)**:
    - Promotes a collaborative exchange of ideas between instructor and students.
    - This is the preferred model of the USCCA for most topics as it enhances scalability. It engages each student mentally, making the material more relevant to them individually while addressing the class as a whole.
    - Reinforces the importance of understanding why a topic or skill matters, not just what it is.

DELIVERING INFORMATION

- Serve as a role model and coach, demonstrating skills and providing examples.
- Facilitate and encourage student interaction.
- Adapt presentations to accommodate different learning styles.



Student Expectations:

- Take responsibility for learning the necessary material.
- Seek help when something is unclear.

Tips for Instructors:

- Approach your presentation as a conversation with the audience.
- Ensure each student feels you are speaking directly to them.
- Make yourself and your content approachable.

Assessing Your Instructional Approach

Reflecting on the expectations and best practices outlined here, where do you see the greatest opportunity for growth in your instructional approach? Are there specific strategies—like fostering engagement, adapting to different learning styles, or leveraging teachable moments—that you could refine or emphasize more?

How might you implement these improvements in your next class to make your teaching more impactful?

_____

_____

_____

_____

_____

_____

- Smile and make eye contact with each student.

Best Practices for Instructors

- **Preparation:** Know your content and come prepared.
- **Professionalism:** Foster an environment of respect and professionalism.
- **Confidence:** Speak with assurance and clarity.
- **Teachable Moments:** Seize unplanned opportunities to highlight relevant topics.
- **Flexibility:** Be adaptable when something isn't working as planned.
- **Team Teaching:** Collaborate with fellow instructors to enhance the learning experience.
- **Engagement:** Have fun and show your human side; it makes learning more enjoyable.
- **Use Non-Examples:** Highlight common mistakes to teach concepts effectively.

Presentation Tips:

- Avoid unnecessary movements: Stay steady, no rocking or pacing.
- Avoid using "umms," "ahhs," or "you knows." When beginning a section, skip the "So…" and start the sentence directly.
- Engage the entire room: Make eye contact across the audience.
- Minimize distractions: Don't fidget with clothes, pens, or remotes.
- Don't read verbatim: Use slides and guides as reference, not a script.
- Skip lengthy intros: Avoid having everyone explain why they're here.
- Avoid assumptions: Don't ask, "Everyone knows what __ is, right?"
- Don't force reading: Avoid making students read slides aloud.

Film Yourself in Action

Presenting effectively takes practice—and sometimes that means facing the discomfort of watching yourself on video.

Right now, take two minutes to record yourself explaining a concept using the presentation tips outlined here. Review the video on your phone.

What do you notice about your movements, tone, or confidence? Identify one thing you did well and one area to improve.

_____

_____

_____

_____

_____

_____

Painful as it may be, this exercise is a powerful tool for growth!

- Be confident: Avoid ending every sentence with a question.
- Manage time wisely: Stick to the schedule—neither too short nor too long.

Demonstrate Skills Using the EDGE Method:

- **Explain:** Before demonstrating a skill, clearly explain it.
- **Demonstrate:** Show the skill at a slower pace, explaining the "how" and "why" behind it.
- **Guide:** Let students try the skill while you guide them and offer positive feedback.
- **Enable:** Allow students to perform the skill independently, intervening only for safety. Provide corrections afterward.

Continuous Improvement-Personal Development:

Continuous improvement and personal growth as an instructor, coach, and presenter requires a commitment to self-reflection, adaptability, and lifelong learning. By actively seeking feedback, experimenting with new techniques, and staying engaged with professional development, you can refine your teaching methods and enhance your effectiveness in the classroom, training area and the range. The following list provides practical strategies to help you grow and evolve in your role, ensuring that you consistently deliver impactful and engaging learning experiences.

1. Videotape Yourself Teaching:

Review recordings critically to identify areas for improvement in delivery, body language, and content clarity.

2. Seek Feedback:

Invite a colleague or mentor to observe your class and provide constructive feedback.

3. Student Feedback:

Regularly ask your students for anonymous feedback to gain insights into your teaching effectiveness from their perspective. Don't take all feedback personally, but look for trends.

4. Continuous Learning:

Participate in workshops, seminars, and conferences to keep up-to-date with teaching methods and deepen your subject knowledge. Broaden your horizons by seeking inspiration from outside the shooting industry—look to coaches, comedians, pastors, and other professionals who have honed their presentation and communication skills over time.

5. Peer Observation:

Watch experienced instructors or presenters to pick up new techniques and methods. Alternatively, seek feedback from a teacher or expert outside the firearms training industry. Their unfamiliarity with firearm-specific terminology will help ensure that your explanations are clear and accessible to your students.

6. Reflective Practice:

After each session, take time to reflect on what went well and what could be improved. Keep a journal of these reflections.

7. Diversify Techniques:

Experiment with different teaching methods, such as group work, discussions, and multimedia, to see what resonates best with your students.

8. Stay Organized:

Keep your materials, lesson plans, and presentations well-organized to ensure smooth delivery and minimize disruptions.

9. Practice Active Listening:

Improve your ability to listen to students' questions and concerns carefully, which can lead to more effective responses and adjustments.

10. Time Management:

Work on managing class time effectively to cover all necessary material while allowing time for questions and engagement. Do not be wordy.

11. Adapt to Feedback:

Be open to adapting your methods based on feedback and observations, showing a willingness to grow and change.

12. Engage in Professional Networks:

Join teaching or coaching communities to share experiences and learn from fellow instructors. Consider finding a USCCA SIRT Discord group. Surrounding yourself with professionals can naturally elevate your own professionalism.

13. Work on Communication Skills:

Continuously refine your verbal and non-verbal communication skills to ensure clarity and engagement.

14. Mindful Practice:

Practice mindfulness techniques to stay calm and focused during presentations, reducing anxiety and enhancing performance. The more you do it the more relaxed you will be, but do not be content with your performance; always get better!

Focus Your Growth

With so many strategies for personal growth, it can be easy to feel overwhelmed. Instead, focus on three areas you can tackle right now.

What low-hanging fruit stands out as a quick win for improvement?

Which strategies resonate with you the most, and how will you commit to implementing them in your next session?

_____

_____

_____

_____

_____

_____

15. Experiment with Technology:

Incorporate new technologies into your teaching to enhance learning and engagement, but also ensure you're comfortable and competent with them. LASR and other tools can serve as an assistant instructor to keep students meaningfully occupied while you provide more one on one attention to other students.

16. Set Personal Goals:

Set specific, measurable goals for your development as an instructor, and regularly review your progress toward these goals. These goals are hard to quantify, but for example try videoing yourself and set a goal to not have any filler words in a block of instruction.

17. Read and Research:

Stay informed by reading books, articles, and research on pedagogy, coaching, and presentation skills.

18. Celebrate Successes:

Acknowledge and celebrate your achievements, both big and small, as a way to stay motivated and recognize progress. This sounds silly, but it works.

By incorporating these practices into your routine, you'll be well on your way to continuous improvement as an instructor, coach, and presenter.

Professionalism:

Professionalism can be a challenging topic because, much like housework, it often goes unnoticed until it's absent. It is not merely about your attire, speaking tone, or skills—though these elements are important. Professionalism delves deeper, reflecting your ability to listen, respond appropriately, be confident in yourself and your subject matter, and manage your emotions effectively. It's about being genuine, approachable, and composed.

Growing in Professionalism

Professionalism is about more than appearances—it's about authenticity, composure, and connection.

Reflecting on the tips provided, what areas of professionalism do you feel you could strengthen without sacrificing your genuine personality?

How can you balance being relatable and approachable while maintaining a polished and professional presence?

_____

_____

_____

_____

_____

_____

Best Practices to Improve Professional Image When Presenting:

Contrary to popular belief, professionalism is not about being stiff or unapproachable, nor does it always require formal attire. Below are some of the best tips for maintaining a professional image. This list is not exhaustive, and achieving true professionalism is a continuous journey earned over time.

1. **Dress Appropriately:** Attire should match the setting, maintaining a clean and neat appearance.
2. **Effective Communication:** Speak clearly and confidently. Make sure your tone is friendly but assertive.
3. **Preparation:** Know your material inside out. Being well-prepared shows competence and builds trust.
4. **Active Listening:** Engage with your audience by listening to their questions and responding thoughtfully.
5. **Body Language:** Maintain good posture, eye contact, and use controlled gestures to emphasize key points.
6. **Emotional Intelligence:** Handle unexpected questions or issues calmly and professionally.
7. **Feedback Reception:** Be open to feedback and constructive criticism. It shows you are willing to improve.
8. **Punctuality:** Always be on time for your presentation. It shows respect for others' time.
9. **Professional Etiquette:** Politeness, courtesy, and respect towards everyone create a positive, professional atmosphere.
10. **Digital Presence:** Ensure any visual aids or digital components are professional and polished.

Closing

Maintaining professionalism can seem abstract, especially for those unfamiliar with its nuances. Remember, professionalism isn't about stifling your personality; it entails presenting yourself well, communicating effectively, and respecting boundaries. Using humor can still be professional if it's timely and appropriate for your audience. Always read the room and know who you're interacting with to ensure your humor enhances rather than undermines your professional image.

Chapter Capstone Questions:

From the material covered, which three areas of your instructional style do you want to focus on improving first? Choose goals that feel realistic and actionable for immediate growth.

Immediate Implementation: What specific step can you take today to practice one of these improvements? Whether it's recording a two-minute video, organizing your materials, or refining your tone, commit to one concrete action now.

Self-Assessment: Reflect on your strengths and areas for growth: How do you currently balance professionalism, adaptability, and engagement in your classes? What feedback have you received that resonates with you?

Feedback Loop: Who can you ask for honest, constructive feedback on your teaching? A colleague, mentor, or even a trusted student might offer valuable insights. Plan how you'll seek and implement this feedback.

Long-Term Vision: Looking ahead, how will you measure your growth as an instructor? What habits or practices (like journaling reflections, attending workshops, or peer reviews) will you maintain to ensure continuous improvement?

Expand on these questions on next page.

Immediate Implementation:

Self-Assessment:

Feedback Loop:

Long-Term Vision:

KEY CONCEPTS RELATED TO ALL MODULES

Principle of Continuous Motion of a Mechanic in Firearms Training

Importance of Fluid Motor Patterns

- **Key Concept:** Focus on developing **fluid, automatic motor patterns** rather than relying on segmented, discrete steps.
    - Research by Magill & Hall (1990) supports this approach, suggesting that while breaking down a skill into discrete tasks can aid in initial learning, it often leads to **inefficient, interrupted movements.** These movements can be difficult to smooth out later, resulting in slower progress.

Step-by-Step vs. Holistic Training

- **Early Stage:** It may be necessary to provide **step-by-step instruction** to introduce the fundamentals of drawing a pistol from a holster.
- **Advanced Stage:** The goal is to transition quickly from segmented steps to a **holistic approach,** for example, where the draw is treated as a **single, fluid motion.**
    - Ideal Outcome: Achieving a "**zero step**" process, where the drawing the pistol is an **automatic response** to a stimulus, not a conscious sequence of actions.

Implications for Firearms Training

- **Avoiding Jagged Motions:** Training in discrete steps can lead to **rough, jagged movements.** Instructors should focus on fostering **smooth, seamless draws** that become **instinctual.**
- **Institutional Training:** For environments where multiple trainees are involved, it is crucial to emphasize moving **beyond segmented steps** as soon as possible. This will help develop a **continuous flow** in the draw and lead to **more efficient motor retention and performance.**

Effortless motor learning:

Best Practices for Instructors

1. Teach fundamentals with steps initially but aim to transition to a fluid approach quickly.
2. Reinforce continuous movement to help students internalize the draw as a natural response rather than a series of steps.
3. Monitor progress closely, ensuring that trainees do not remain in the segmented phase for too long.

Continuous vs. Discrete Learning:

Research: *"The Effects of Discrete and Continuous Task Practice on Motor Learning and Retention" by Magill & Hall (1990)*

Summary: This study compares the effectiveness of practicing motor skills as discrete tasks (with clear start and stop points) versus continuous tasks (where the movement flows naturally without interruption). The findings suggest that while discrete practice can be useful for understanding individual components of a skill, continuous practice is more effective for developing fluid and efficient motor patterns. Segmented or "artificial stops" can interrupt the natural flow of movement, leading to less effective learning and poorer retention of the skill.

https://gwulf.faculty.unlv.edu/wp-content/uploads/2014/05/Wulf-Lewthwaite_2010.pdf

Gabriele Wulf, Rebecca Lewthwaite

Your Personal Learning Experience

Personalizing Your Learning Experience

To help you engage with the material in a meaningful way, we've included reflection questions throughout each section of the manual (as you have already noticed). These questions are not about finding the "correct" answer; instead, they offer you an opportunity to **reflect on the content, extract key information,** and make the manual your own.

This manual is designed to be **interactive.** Not only does it serve as a **checklist** and a guide throughout the course, but it also provides you with space to write your own notes and respond to prompts. Taking these personalized notes will help you **absorb the material** and reinforce your learning.

When you attend the in-person class, you'll be expected to

have answered these questions. You'll also get the chance to hear how other student instructors approached the material, enriching your understanding through shared experiences and responses.

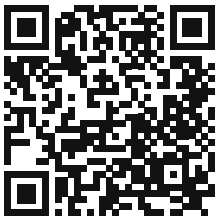
Start Now

Begin Planning Delivering Your Six Week Course

The approach to teaching SIRT classes introduces a paradigm shift compared to traditional firearms training. While traditional firearms classes often involve significant logistical overhead, the SIRT-based curriculum offers a more flexible, streamlined setup, making it easier to run sessions without the burden of extensive preparation and equipment.

Differences from Traditional Firearms Classes

In traditional firearms training, the logistics often involve a long list of requirements: travel to a shooting range, strict safety standards, and an extensive amount of gear such as safety glasses, ear protection, ammunition, pistols, magazines, and even items like sunscreen and lead-removing wet wipes. This is all necessary because the stakes are high when live ammunition is in use.



In contrast, SIRT training offers a much lower barrier to entry for both the instructor and the students. It can be compared more to a martial arts class, where participants can show up without having to change clothes or carry heavy gear. The emphasis is on technique and repetitive practice, building muscle memory without the need for live fire. While this curriculum is a prelude to eventual live fire practice (especially when integrated with the USCCA Defensive Pistol Program), the SIRT program can be taught almost anywhere, making it highly flexible.

Logistical Benefits of SIRT Training

One of the main advantages of SIRT training is the flexibility in choosing where you teach. All you need is a reasonably

private area, typically between 1200 to 2000 square feet, and some upfront investment in equipment. This lower logistical burden means that as an instructor, you can not only earn revenue from this class but also create a bridge to more advanced classes, such as live-fire sessions or the Defensive Pistol Program.

Considerations for Planning:

1. **Location:** As mentioned above, when selecting a training space, think beyond just square footage. Is the location welcoming? Does it have enough parking for your students? Will the room be clean, well-lit, and comfortable for an extended period? Consider small details like air temperature and noise levels that could affect your class experience.

2. **Time:** Finding the right time for your class is key. Consider offering it after work, but not too late in the evening. A one-to-two-hour session during the week (instead of weekends) can be ideal, resembling the structure of a martial arts class or a study group—familiar, short, and effective.

3. **Marketing and Scheduling:** While you may have your own approach to marketing and scheduling, we'll provide tools and suggestions to help you fill your classes. Keeping a recurring, weekly class structure encourages students to return for ongoing practice, building consistency and proficiency.

Chapter Capstone Questions:

Fluid Motion in Training: How do you plan to balance teaching fundamentals step-by-step while transitioning students to fluid, instinctual movements? What specific drills or strategies could you incorporate to foster seamless motor patterns in your classes?

Personalizing Your Approach: What steps can you take to make the material in this manual your own? Reflect on how you can integrate your personality and teaching style into delivering the course content effectively.

Planning Your Class: As you prepare to deliver your six-week course, what logistical details stand out as critical to success? Consider location, timing, and marketing—what steps will you take to create an inviting and efficient class structure?

Reflect and Adapt: Think about the paradigm shift introduced by SIRT training. How can you leverage its flexibility to offer students a valuable experience while positioning your course as a bridge to advanced live-fire training?

Immediate Next Steps: Based on the material covered, what is one action you can take today to better prepare for teaching? Whether it's finding a location, planning a drill, or practicing your own fluid movements, commit to starting now.

Expand on these questions on next page.

Fluid Motion in Training:

Personalizing Your Approach:

Planning Your Class:

Reflect and Adapt:

Immediate Next Steps:

OVERVIEW OF MODULES

Lesson 1: Orientation and Introduction to Safety, Grip, and Trigger Control

In the first lesson, we will primarily focus on orientation, including safety rules, initial grip exposure, and key trigger control drills. The objective is to establish a strong foundation by breaking down the mechanics of trigger control, including prepping, breaking, and resetting the trigger.

Key Points:

- Safety Rules: Cover the essential safety rules for handling the pistol.
- Trigger Control Drills:
  - Extend and Prep: Focus on timing the trigger prep with the pistol extension.
  - Break and Reset: Learn to "feel the break" and pin the trigger for proper follow-through.
  - Re-prep the Trigger: Emphasize re-prepping after the reset for efficient shot follow-up.
  - At Speed: Practice continuous, fluid movements to solidify trigger mechanics.
- Stance/Platform Introduction:
  - Begin discussing stance and platform, which will be reiterated throughout the course.
- Grip Formation:
  - C-Clamp Grip: Teach students to grip firmer to isolate the trigger finger.
  - Introduce students to proper grip formation.
- Grip Validation: Ensure students' grip structure is correct and muscles are engaged.
  - Ensure proper muscles are contracted.
  - Test for bone and muscle pre-engagement on the pistol.

- Recoil Acclimation:
  - Provide impacts to the SIRTs to emulate recoil.
- Broken Grip Drill:
  - Practice broken grip drills, similar to USCCA's DPP course.
    - Introduce separating the support hand for grip formation.
    - Re-engage the support hand with the index finger on the trigger guard to form the full grip.
  - Multiple Progressions: Add progressions to make the drills more challenging and engaging while reinforcing the upper body support structure.

Lesson 2: Review of Trigger Mechanics and Grip Formation

The second lesson will review the fundamentals learned in lesson one, focusing on validating the grip and ensuring muscle engagement is correct. We will build on these basics by introducing a C-clamp grip and working on broken grip drills with new progressions.

Review:

- Trigger Control Progressions: Simple single hand trigger control isolation drills.
- Grip Validation: Ensure students' grip structure is correct and muscles are engaged.
- C-Clamp Grip: Teach students to grip firmer to isolate the trigger finger.
- Stance: Low, aggressive, nose over toes, postier chain flexion.
- Broken Grip Drill Progressions:
  - Introduce separating the support hand for grip formation.
  - Re-engage the support hand with the index finger on the trigger guard to form the full grip.
- Test grip and Recoil Acclimation
  - Test the grips with the delicate rearward force and

torque.

- Impact front of pistol to acclimate them to the "boom" and build their rationalized apathy. Enforce isostatic muscular contractions.

Introducing Skills / Drills:

- Drawing the Pistol:
  - Open Garment Draw: Practice drawing from an unconcealed position.
  - Concealed Draw: Teach clearing the garment, with tips like wearing a tight-fitting undergarment for easier practice.
- Progression of Draw and Movement:
  - Introduce drawing while moving and incorporating compromised shooting positions.
  - Emphasize prepping the trigger and breaking the shot at full extension.
- Discreet Draw: Drawing with minimal sound and signature.
- Sighted Fire:
  - Begin working on single shots aimed at distant targets.
- Improving Index Shooting with Upper Breast Plate Alignment

Lesson 3: Review and Introduction to Draw Practice

In this lesson, we will review trigger mechanics and grip formation once again, but the focus will shift toward drawing from an open garment and progressing to a concealed draw. We will also begin discussing target transitions.

Review:

Heavy emphasis on review because what has been covered is very core skill sets all remaining pistolcraft

- Check Grips
  - Ensure students are pre-engaged to the pistols.

- Draw Practice:
  - Open Garment Draw: Practice drawing from an unconcealed position.
  - Concealed Draw: Teach clearing the garment, with tips like wearing a tight-fitting undergarment for easier practice.
- Progressions in Movement:
  - Introduce drawing while moving and incorporating compromised shooting positions.
  - Emphasize prepping the trigger and breaking the shot at full extension.
- Sighted Fire Drills:
  - Utilize Distance

Introducing Skills / Drills:

- Target Transitions: Start with transitions between targets, including no liabilities and targets with liabilities between them.
- High Angle Shots: Introduction to compromise shooting positions.

Lesson 4: Review and Buzzer to Buzzer Drill

The fourth lesson will begin with a comprehensive review, focusing on trigger mechanics, grip validation, and recoil management. We'll introduce a Buzzer to Buzzer drill to work on timed draw speeds and transition into sighted fire and target transitions.

Review:

- Review of Fundamentals:
  - Trigger mechanics, grip formation, and recoil management.

- Sighted Fire:
  - Work single shots aimed at distant targets.
  - Near-Far Aiming Transition: Alternate between shooting at close and distant targets.
- Target Transitions: Reinforce target transitions to keep students engaged and practicing precision.

Introducing Skills / Drills:

- Buzzer to Buzzer Drill:
  - Start with a conservative 4-second draw time and progressively shorten the time.
  - Cycle between slow and fast draw speeds.
- Near-Far Drill:
  - Go from index shooting (kinesthetic point of aim) to sighted fire (stronger visual focus on the sights)

Lesson 5: Dynamic Movement to Shooting Position and Moving No-Shoots

The focus of lesson five is to integrate movement with shooting. Students will practice decelerating into position for accurate shots and work on speed reloads, both statically and dynamically.

Review:

- All Fundamentals Noted Above:
- Buzzer to Buzzer Drill:
- Compromised Shooting Positions:
  - Create apparatuses or use a range setup to simulate compromised shooting positions.
- High Angle Shots
  - An introduction to compromised shooting positions, introduction to non Sudden High Intensity Threats.

Introducing Skills / Drills:

- Decelerating to Shooting Position:
  - Practice moving off the line of attack while executing the draw and shot mechanics.
  - Body Control: Teach students how to control their body during movement to improve shot accuracy. Decelerating to a close target versus a far, more difficult target.
  - Focus on decelerating to shoot accurately on:
    - a closer target with more index shooting.
    - a farther target requiring more stability and visual

patience.

- Progressor Drill
  - Ultimate drill to build awareness of moving no-shoots.

Lesson 6: Compromised Shooting Positions and Cover

In this lesson, we will practice compromised shooting positions and focus on shooting from cover or concealment.

This final lesson does not introduce new material but focuses on revisiting and refining any skills that need more attention. The goal is to solidify trigger control, grip, and upper body structure while preparing for further training.

Key Points:

- **Deep Review with Emphasis on their own training when they leave**
- **Cover vs. Concealment:**
  - Teach the difference between cover and concealment.
  - Discuss which leg to have up when shooting around proper cover.
- **Progressor with Compromised Shooting Positions**
- **Instructor Demo on Topics**
  - **360-Degree Shooting:**
    - Introduce shooting in all directions while maintaining safety and situational awareness.
  - **Force-on-Force Training:**
    - Simulate real-world scenarios using pre-threat indicators.
    - Use safety protocols to ensure no live-fire tools are introduced in force-on-force exercises.
    - Discuss the transition from training to the real world.
  - **Clearing Rooms**
  - **Hostage Shots**

- **Active Shooter Scenario Introduction**
- **Diminished Light**
  - Working with low light scenarios very brief introduction

- **Discussion of Applying Skills to Range Live Fire**
- **Graduation**
  - Hold a brief graduation ceremony, have SIRTificates ready.
  - Prime students for future training, such as USCCA's DPP course, diminished light course, defensive vehicle shooting, or open-hand-to-pistol training course.

The final day is a bit unique, as it introduces students to broader areas of pistolcraft, many of which they might be entirely unfamiliar with. The focus isn't so much on developing the specific skills covered earlier but more on helping students recognize the gaps in their knowledge.

A common pitfall in training is the Dunning-Kruger effect, where individuals may feel they've mastered everything because they are unaware of what they haven't learned. Today's lesson aims to give them a taste of more advanced concepts—not only to offer practical tips but also to make them aware of the vast amount of training and skills yet to be explored.

This serves as both an introduction to new areas of pistolcraft and as a way to encourage students to pursue further learning, ideally in future classes that you'll offer, helping them understand that there's always more to master in their journey.

Streamlining Pre-Class Communication:

Ensuring Student Readiness and Engagement

In preparation for your first class, effective communication

with your students is essential. Your goal is to set clear expectations and provide all necessary details to ensure everyone is prepared and comfortable before arriving. This communication should address the fundamental questions of **who, what, where, when, why, and how** to remove any uncertainties and create a positive first impression.

1. Who: Ensure that students know who you are as their instructor, including your contact details for any last-minute questions or concerns.

2. What: Provide a detailed list of what they should bring. For this SIRT Pistol based class, remind them that no live fire tools are needed. Offer a simple checklist, including items like comfortable clothing, a water bottle, and any other personal required materials for a two hour class.

3. Where: Clarify the exact location of the class. Include directions, parking instructions, and how to access the specific part of the building or facility where the class will be held.

4. When: Confirm the exact start and end times of the class. If you're aware of any common delays, such as unexpectedly long walking distances from parking areas or tricky directions to the location, be sure to inform your students in advance. Encouraging punctuality is key to ensuring that the class can begin smoothly and without unnecessary interruptions.

5. Why: Explain why this session is important, reinforcing how it fits into their overall training journey and what they will achieve by attending. You may want to cut and paste our recommended text, but feel free to modify to your liking

6. How: Provide any logistical information, such as how drills will be run, registration procedures, or pre-class requirements like watching an instructional video. Also, mention any waivers or documents they need to sign before the class begins.

Clear, concise communication before class sets a professional tone and helps eliminate any confusion, ensuring your students arrive prepared and comfortable. We also provide some sample email templates for your convenience. Be absolutely sure to fill in the blanks or sections in italics with your specific details. While these templates can serve as a helpful guide, don't feel confined by them—add your own spice and flair to make the communication more personal and engaging.

Preparation for Setting Up Your Classes

First Class Setup

Setting up your first SIRT class is a relatively simple process, but it's important to ensure that you have everything prepared in advance to make the session smooth and efficient. By the time your first class arrives, you will have already done the necessary groundwork: filled your class, confirmed payments, and secured your location.

Arriving Early

Make sure to arrive at least an hour before the scheduled start time, especially for your first class. This extra time will allow you to:

- Ensure the space is clear and clean.
- Set up your targets on the wall using painters' tape.
- Prepare all materials including printouts, handouts, and equipment.

Building Rapport Students may show up early, especially for the first session, and many will want to talk with you before the class begins. Take advantage of this time to engage with them and build rapport. Answer any questions they have and make sure they feel comfortable. This interaction helps build trust and sets a positive tone for the class.

Equipment and Preparation Before your class begins, you should have the following ready:

- Folding table for your materials and equipment.
- SIRT pistols that are already sighted in and functional.
- Targets and tape for setup.
- Lockable hard case for any live firearms brought by students who may be conceal carrying.

Though this setup is much simpler than preparing for a live fire course, you will still want to make sure all safety protocols are followed. The nice thing about a SIRT-based class is that the logistics are considerably less demanding.

Using the Manual and Supplementary Materials For your first class, you'll be referencing this manual a lot, both as a learning tool and as a teaching aid. Don't worry if you need to go back to it for reference—it's designed to support you. Between the manual, online videos accessed via QR codes, and the in-person course, you have a wealth of material to help you succeed.

As you progress, you'll grow more comfortable with the material. The goal here is to be over-prepared for your first class, so you feel confident as an instructor. Trust in the resources available, and remember: while no manual can prepare you for every possible situation, we've done our best to set you up for success.

Safety Preparedness in Dry-Fire Training:

Safety and Injury Prevention:

Safety is paramount in every training environment, and while this is a dedicated dry-fire class with no live ammunition, exercising caution is still critical. Our goal is simple: every student should finish the session in the same condition they arrived in, with zero accidents or injuries.

While the risk is extremely low in a dry-fire class, it's always wise to bring your live-fire trauma kit to be fully prepared

for any unforeseen situations—whether firearm-related or not. Accidents, like a student tripping or another unexpected event, can occur, and having a trauma kit ensures you're ready for anything. Although beyond the scope of this course, a typical **Trauma IFAK (Individual First Aid Kit)** will likely include:

- **Tourniquet:** For controlling severe bleeding in limbs.
- **Pressure dressing:** To manage larger wounds.
- **Hemostatic agent:** A clotting agent to stop heavy bleeding.
- **Chest seals:** For treating open chest wounds.
- **Nasopharyngeal airway:** (NPA) To secure an open airway in case of breathing difficulties.
- **Gloves:** For sterile handling of wounds.
- **Trauma shears:** To cut through clothing quickly for access to injuries.

In addition to your trauma kit, have a separate **boo-boo kit** on hand. This ensures that your trauma kit remains intact for emergencies, while the **boo-boo kit** handles minor injuries. A boo-boo kit typically includes:

- **Band-Aids** (various sizes) for small cuts.
- **Antiseptic wipes** to clean wounds.
- **Gauze pads** and **medical tape** for larger cuts.
- **Antibiotic ointment** like Neosporin to prevent infection.
- **Tweezers** for removing debris from wounds.
- **Blister pads** or **moleskin** for foot protection.
- **Hydrocortisone cream** for minor skin irritations.
- **Alcohol swabs, butterfly bandages, small scissors,** and **pain relief medication** (aspirin, ibuprofen, acetaminophen).

This is not intended to replace comprehensive medical or trauma training, but rather serves as a reminder to stay prepared. Wherever you go, always bring your medical knowledge and equipment into your sphere of influence.

What is in your IFAK? Where do you have your IFAKs? vehicle, home, bug-out bag?

_____

_____

_____

_____

_____

_____

What else would you include in an IFAK?

_____

_____

_____

_____

_____

_____

LESSON ONE: BASE FUNDAMENTALS

Prep Work Before the Class:

Preparing to conduct an indoor dry fire course with SIRT pistols is crucial for ensuring a safe, effective, and engaging training experience. The careful planning and setup of the course allow you to create a controlled environment where students can practice and refine their firearm handling skills without the risks associated with live ammunition. Proper preparation includes organizing the training space, ensuring all safety protocols are in place, and setting clear objectives for the course. This groundwork enables you to focus on delivering high-quality instruction, maximizing the benefits of the SIRT pistols for developing muscle memory, improving accuracy, and building confidence in a safe and realistic manner. By dedicating time and attention to these preparations, you set the stage for a successful training session that meets the needs of all participants.

Setting Up the Classroom

When preparing the training area, ensure that all students have completed their waiver forms. If they haven't, have these forms ready for them to fill out upon arrival. Consider providing name badges (if they weren't preprinted) so you can address students by name and begin committing their names to memory. Additionally, organize your table with the SIRT pistols and clearly delineate an exclusive area for their use.

Group 2
Lesson 1
Initial
Greeting

Initial Greeting

When preparing for your class, expect students to arrive up to 15 minutes early. You should be completely set up and ready to go 15 minutes before the official start time. If you have a small group and a good memory, you may rely on mental associations to remember their names. However, it's recommended to keep a Sharpie and name tags on hand for larger classes or as a backup.

Once everyone has arrived, start with a warm, confident greeting. The tone you set in this moment will impact the

See Actual Class Film:

These bubbles will provide links to actual film footage of classes.

Watch this Intro video first to understand the actual class film.

The class film is provided as an opportunity to observe a block of instruction as it is delivered in an actual end-user class. It is not presented as the only method of teaching but rather as one approach to consider.

The video references feature two separate classes. You are encouraged to review both and use the bookmark section to quickly access the segments most relevant to your interests.

Links to the Classes

Student Group **One**:		Student Group **Two**:	
° Lesson 01	N/A	° Lesson 01	
° Lesson 02		° Lesson 02	
° Lesson 03		° Lesson 03	
° Lesson 04		° Lesson 04	
° Lesson 05		° Lesson 05	
° Lesson 06		° Lesson 06	

Group 2
Lesson 1
Safety Checks

flow of the class, so practice your opening if needed. You can also review the provided example videos for inspiration on delivering a smooth and engaging introduction.

Outline the goals of the class, and be clear about what the class is not. Clarifying expectations upfront will help prevent misunderstandings. Provide a brief roadmap of future training options, like the USCCA Defensive Pistol Program, so students understand where this class fits in their broader learning journey.

Make sure to cover practicalities like restroom locations, and establish a welcoming environment where students feel comfortable asking questions. Instead of asking, "Any questions?" use a more inviting prompt like, "What questions do you have?"

Explanation and Safety Briefing

Safety Briefing

Ensure that no live fire tools are present in the training area. If a student does bring one, have them unload and store it safely in a designated location outside the training space.

Conduct a thorough three-phase safety check:

1. Self-check: Each student checks themselves for live tools.

2. Buddy check: Students inspect their neighbors for any concealed firearms or knives.

3. Instructor check: You'll do a final sweep of the group, ensuring no live tools are present.

Group 2
Lesson 1
Safety Brief

Then, reinforce the four safety rules:

1. Treat all firearms as if they're loaded.

2. Never point a firearm at something you aren't willing to

destroy.

3. Keep your finger off the trigger until you're ready to shoot.

4. Know your target and what's beyond it.

Using a SIRT pistol as a visual aid can help students internalize these rules.

Understanding the SIRT-Fire Range vs. Live-Fire Range

It's important to explain the differences between a SIRT training area and a live-fire range. While we treat SIRTs as if they were live-fire tools, a SIRT-Fire range offers unique advantages without compromising the four fundamental safety rules. For instance, on a SIRT-Fire range, you can safely practice 360° shooting, high-angle shots, and drills involving moving no-shoot scenarios without violating any safety protocols. This provides highly valuable training that extends gun-handling skills in ways that a live-fire range cannot.

Group 2
Lesson 1 Live Range vs SIRT

Live fire ranges, by contrast, require additional safety protocols that, while necessary, can limit the scope of training. For example, in a SIRT-Fire range, you as an instructor can position yourself downrange without risk, allowing students to practice awareness and safety by pulling back to the Sul position when they encounter you as a moving no-shoot. Additionally, students can engage in drills where they are offset from one another, simulating real-life scenarios involving moving liabilities—something that would be too risky on a live-fire range.

Introduction to the First Exercise: Get a SIRT in their hands

Make sure to clearly communicate the distinct differences between a SIRT-Fire range and a live-fire range. While both require strict adherence to safety rules, the SIRT-Fire range allows for more comprehensive and realistic training scenarios.

Once you've completed the safety check and briefing, you're ready to proceed with the class content.

This initial exercise is designed to give students their first positive exposure to handling a SIRT pistol, a dedicated training firearm. While it's not a traditional drill, it's a crucial step in familiarizing students with safe and confident pistol handling.

You have covered the safety briefing, so students intellectually understand the rules. However, they have yet to internalize and apply these rules in a kinesthetic manner. This is one of the strengths of this course—the extensive hands-on pistol handling that ingrains safety protocols into everyday practice. Remember, we're treating the training area more like a real-world environment than a traditional range.

Group 2
Lesson 1 SUL Position

Exercise Overview

As students pick up the SIRT pistols and adopt the standard SUL position, remember that this exercise is about building confidence in handling a firearm. You would never allow students to handle live firearms until they've proven their competency, but with the SIRT pistol, they can practice safely without risk.

Demonstration, Practice and COACH safety

Begin by demonstrating how to handle the SIRT pistol, making sure to emphasize key safety points. For example:

- **Muzzle Awareness:** Ensure the muzzle is pointed down in front of their toes, but not too far forward.
- **Finger Position:** Keep the finger off the trigger, preferably resting along the crease between the slide and the frame.

Encourage relaxation during this exercise. The goal is to only contract the muscles necessary for the task. Watch for signs of tension, such as shrugged shoulders or holding their breath, and correct these as needed.

Drill Step by Step: Single Hand Grip Initial Formation

Initial Strong Hand Placement on Pistol:

This drill focuses on helping students develop a solid understanding of how a pistol should feel in their strong hand, emphasizing grip compression between the thumb and index finger.

Starting with single-handed trigger control might not seem like the most obvious choice, but there's a strong rationale behind this approach discussed on page 72 below.

Step-by-Step Instructions

1. **Initial Position:**
   - Have the students assume the **Sul position** with the pistol in hand.
   - Instruct them to focus on the **sensation of compression** in the webbing between the base of the thumb and the index finger, ensuring they grip **high on the gun**.
2. **Hands-On Formation:**
   - Ask students to take their **non-dominant hand** (left hand for most people) and grasp the pistol around the **muzzle** or **trigger guard,** while ensuring **no fingers are placed on the trigger.**
   - Instruct them to **release the grip** with their dominant (strong) hand, shake it out to relax, and then form a **"hitchhiker" thumb** position.
3. **Re-engaging the Grip:**
   - Have them **forcefully re-engage** their strong hand on the pistol grip.
   - The motion should resemble an **aggressive landing**—not a gentle placement, but a firm "crash" of the strong hand into the grip, simulating the

ballistic sensation of compression.

- The primary focus is on achieving **maximum compression** in the webbing between the index finger and the thumb.

Key Points to Emphasize

- **High Grip:** Ensure the students are gripping **high on the pistol**, with the webbing between the thumb and index finger **fully compressed**.
- **Firm, Aggressive Engagement:** The grip formation should be **decisive**, not passive. This promotes proper muscle memory and control over the firearm.
- **Mind Muscle Connection:** Help students understand the **feeling of compression** in their hand, as this will translate into better control and stability when firing the weapon.

Power of First Impression in Motor Learning

Key Concept: Laying the Foundation for Skill Mastery

To understand the importance of the first sensation when learning a new motor skill and how this initial impression influences long-term performance and muscle memory.

Concept: Importance of the First Sensation

- **Initial Feeling:** The first sensation of a new movement is critical in establishing the foundation for **muscle memory**. This initial feeling encodes the correct form and movement pattern in the brain, which future repetitions will reinforce.
- **Neural Encoding:** By focusing on how a movement feels the first time, the brain creates a **neural pattern** that will guide future performances. This process is key to building efficient, repeatable motor skills.

Best Practices for Instructors

1. Encourage Focus: Remind students to pay attention to the feeling of the movement during the first attempt, ensuring they start with the correct form and muscle engagement.
2. Monitor and Correct: Be proactive in correcting mistakes early on, before improper patterns are reinforced.
3. Explain Myelination: Briefly describe how repetition strengthens the neural circuits, making movements smoother and more automatic with practice.
4. Use Proprioception: Encourage students to develop their proprioceptive awareness during training, helping them understand how their body feels during each movement.

Concept: Instructor Emphasis on First Impressions

- **Instructive Focus:** As an instructor, emphasize the importance of the **first feeling** when teaching new movements. Encourage students to focus on the initial sensation to build a strong foundation for muscle memory and effective skill retention.

First Imprint Summary:

In summary, early motor practice has a profound impact on motor learning by shaping the neural representations in the motor cortex, establishing foundational movement patterns, enabling early error detection and correction, and setting the stage for efficient and long-lasting skill development. This highlights the importance of focusing on quality during the initial stages of motor practice, as these early experiences play a critical role in the overall learning process.

Think back to a time when a first impression—positive or negative—left a lasting impact on you. What made it so profound? How can you use this understanding to shape the initial learning experiences for your students, ensuring they start with a strong foundation?

_____

_____

_____

_____

_____

Supported Research:

The phenomenon of "first impressions" in motor learning and neural encoding is supported by research in various fields of neuroscience and psychology. Here are some key research areas and papers that support the idea in Appendix B.

1. Motor Learning and Neural Encoding

- **Research:** *The Role of Motor Learning in Shaping Neural Representations in the Motor Cortex (Classen et al., 1998)*
    - **Summary:** This study shows how initial motor practice can shape the neural representations in the motor cortex, highlighting the importance of early experiences in motor learning.
    - **Details of Study**

Early expression in motor practice plays a crucial role in motor learning by significantly influencing how movements are encoded and represented in the brain. Here's how early practice impacts motor learning, based on the findings from studies like Classen et al. (1998):

Introduction of a Single Hand High Compressed Position

Single Hand High Compressed Position Purpose and Overview

This position involves shooting with one hand placed high on the pistol grip. While it is a valid **single-handed shooting ready position**, the **Single Hand High Compressed Position** is primarily a **training position** used for drills. It helps students transition toward broken grip drills and ultimately to a full freestyle **two-handed grip.**

Although **single-hand retention** techniques are useful in specialized environments, such as executive protection (where one hand may need to remain free), these are more advanced topics and will be covered later in the course.

The Single Hand High Compressed Position. This position involves shooting with the hand high on grip on the gun using one hand.

While it's a valid single-handed shooting ready position, single hand high compressed position is not intended as a final tactical position. Instead, it's an intermediate training position for practice to ultimately lead up broken grip drills and to a full freestyle two-handed grip

Single hand retention is particularly useful in environments such as executive protection where one hand may need to be free. But those are more advanced topics.

Remember, this position is a stepping stone, not a final tactical position. It's needed for developing proficiency for future drills and ultimately to real-world application.

Training Focus:

- This position is an **intermediate step** in developing proficiency for more advanced drills.
- Emphasize that the **Single Hand High Compressed Position** is not intended to be a final tactical stance, but rather a **stepping stone** toward real-world application and higher-level tactical training.

Review Questions on Single Hand High Compressed Position

Single Hand High Compressed Position:

- What is the purpose of the **Single Hand High Compressed Position,** and how does it serve as a stepping stone in developing more advanced shooting techniques?

_____

_____

_____

- Describe the **muzzle orientation** in this position. Why is it important to maintain this specific angle?

_____

_____

_____

- In your own words, explain why this position is not meant to be a final tactical stance. What role does it play in the overall progression of skill development?

_____

_____

_____

Now that you've established an initial foundation for grip, we're going to let that "bake in the oven" while we work on trigger mechanics—more specifically, trigger timing on presentation. We focus on trigger timing during presentation for safety purposes, optimizing the first shot, and putting students in the best position to take fast and accurate follow-up shots.

Reiterate that we have made a conscious decision to shoot. So, when extending the pistol with the intent to fire, the trigger finger enters the trigger guard when the muzzle is reasonably aligned on target, and they have made that conscious decision to shoot.

Why Start with Single-Handed Trigger Control?

Since this is a **SIRT pistol-based class**, there are no distractions from recoil or loud noises—no "boom" to worry about—which allows us to isolate mechanics. By focusing on trigger mechanics right away, we accomplish a few critical things:

1. **Familiarity with the Pistol:** Students gain an understanding of safety rules, muzzle awareness, and when to put their finger on the trigger. This knowledge is foundational throughout the course and builds confidence early on.
2. **Trigger Control and Timing:** We introduce not just the concept of breaking the shot without moving the muzzle, but also the timing of trigger engagement—when to apply pressure, how to reset, and how to re-prep the trigger for follow-up shots.
3. **Broken Grip Drill Setup:** This early focus naturally leads into **broken grip drills**, a foundational aspect of both this SIRT course and the USCCA **Defensive Pistol Program (DPP)**. Without recoil to worry about, we can emphasize mechanics first, building up to more advanced drills like grip formation.

Ultimately, starting with **trigger control** and **single-hand mechanics** sets the stage for a logical progression through grip formation, stance, and the broken grip drill. This method allows students to **layer skill sets** in a way that fosters understanding and proficiency.

While there's flexibility in how you deliver the material, we recommend trying this sequence in your classes. It's a method that works well in both live-fire and non-live-fire environments, providing a solid foundation that students can build upon.

Trigger Control Block 01/04

Trigger Control 1 of 4

Overview of Trigger Control Isolation:

Once students have established a strong foundation for grip, it's time to focus on **trigger control timing**. This process is essential for:

- **Safety -regarding getting the finger in the trigger guard at a correct time when presenting the pistol.**
- **Optimizing the accuracy first shot (with a properly prepped trigger).**
- **Improving follow-up shot accuracy (by re-prepping the trigger).**

The **trigger finger** should enter the trigger guard when:

- The **muzzle is aligned** on target.
- They've made the **decision to shoot.**

Instructor Guidelines:

Positioning and Setup:

Direct students to the **firing line**, ensuring they maintain safe pistol handling (i.e., no muzzling or fingers on the trigger prematurely).

Focus on Timing:

At this stage, emphasize **timing** of when to place the finger on the trigger. Students should repeat the extension, prep, and retraction process several times, focusing on their **trigger take-up** and reaching the "wall."

The first phase of trigger mechanic training focuses on prep on extension—teaching students to engage the trigger smoothly and deliberately while extending the pistol toward a target. This phase emphasizes both timing and familiarity with the trigger's "wall."

Drill Setup

1. **Starting Position:**

Instruct students to adopt a **single-hand high-compressed position**, with the pistol's muzzle substantially oriented toward the target.

2. **Execution:**

From the high-compressed position, **extend the pistol** toward a target until it aligns with their line of sight.

As they extend, instruct them to **prep the trigger** by pressing it to the "wall" (the point where resistance increases before the shot breaks).

Pause at this point for a few seconds without urgency.

Note on Key Commands During Drills:

- **Extend:** Command given to extend the pistol outward from the **Single Hand High Compressed Position** to engage the target or simulate a defensive posture.
- **Back:** After completing the directed action (e.g., firing or dry practice), the command **"Back"** or **"Back to your single hand high compressed position"** is used to return to the starting position.

3. **Reset Position:**

After holding at full extension, withdraw the pistol back to the high-compressed position. Ensure the finger comes **off the trigger** during this movement.

Instructor Demonstration

- Demonstrate several repetitions slowly and smoothly.
- Avoid accidentally breaking the shot during the

demonstration. Emphasize that the purpose of this drill is to develop a **feel for the trigger wall**, not to fire the shot.

Purpose of the Drill

1. Develop an understanding of the **trigger wall**, where increased pressure is required to break the shot.
2. Train students to **prep the trigger** deliberately.
3. Begin building **timing awareness** for trigger engagement during the extension.

Key Timing Instruction

- Instruct students to place their **finger on the trigger** and start prepping it **three-quarters of the way** to full extension.
- At this point, the muzzle should be **reasonably aligned on the target**, signaling readiness to shoot.
- Explain the **context of the drill:** This phase assumes the student has committed to shooting, and the trigger is being prepped in alignment with that decision.

Take Up Lasers:

Make sure the take-up lasers are on, as you want to give them visual feedback during the prep. Take-up lasers should be below the sight picture, so when you do this drill, don't worry about the target—just have them aim at a blank wall away from any target. At this point, we're not concerned about aiming; we're focused on reinforcing the high grip we worked on and building the habit of prepping the trigger upon presentation.

They need to become comfortable with the "wall"—the point where they take up and press the trigger halfway, requiring extra force to break the shot.

Key Tips for Instructors

1. **Muzzle Alignment:**

- Ensure students keep the **muzzle substantially pointed forward** toward the target.
- Avoid casting or lateral swinging of the pistol during extension.

2. **Finger Discipline:**

- Reinforce that students must **remove their finger from the trigger** when withdrawing the pistol back to the high-compressed position.

3. **Focus on Trigger Mechanics:**

- The priority is timing and trigger prep, so don't overly critique stance or other mechanics at this stage.
- Build a strong foundation in **trigger finger timing** before layering in additional complexities.

Trigger Control Block 02/04

In this phase, students will focus on **extending the pistol**, fully **prepping the trigger**, and then **breaking the shot**. Begin by demonstrating the drill yourself, ensuring precise form. Have the students aim at a small target, such as a sticky note on the wall or a USCCA target, to reinforce accuracy.

Demonstration Focus:

- **Trigger Prep During Extension:** Prep the trigger while extending the pistol.
- **Break the Shot:** Fire with a clean, deliberate motion.
- **Trigger Reset (not the focus yet):** After the shot, reset the trigger, re-prep, and return to the single-handed high ready position.

After you demonstrate the drill perfectly, let the students practice at their own pace. There's no need to give a start call; just make sure they extend, break the shot, and then fully retract to the SIRT. The goal here is for them to get a few repetitions in, so they can distinguish and feel the full trigger prep, understanding the force needed to break the shot.

Trigger Control 2 of 4

Once you've demonstrated the technique, allow the students to practice at their own pace. They should work through a few repetitions of **extend, break, and retract** without a start signal. The goal is for students to **feel the full trigger prep** and understand the force required to break the shot.

Important Considerations:

- Limit the number of repetitions at this stage to avoid developing poor habits.
- Ensure students **fully distinguish between prepping and breaking the trigger**.

Research on Issues with Incorrect Initial Practice.

The Importance of Correct Initial Practice:

- **Research:** *"The Impact of Incorrect Practice on Motor Skill Acquisition and Retention" by Wulf, Shea, & Lewthwaite (2010)*
- **Summary:** This study shows that practicing a skill incorrectly, especially in the early stages of learning, can have long-lasting negative effects. Learners who start with incorrect repetitions often struggle to unlearn these patterns and adopt the correct technique. The research emphasizes the need to minimize incorrect repetitions and transition quickly to practicing the correct technique to avoid ingraining bad habits.

- Students should not rush through shots; the drill is about **controlled, deliberate actions**.

After a few reps, transition to the next block, where students will perform the full sequence: **prep, break, reset, and re-prep** for each shot. This will help them understand the full mechanics of proper trigger control.

It's important to note that you don't want them to do too many repetitions of this step. *Have them do a handful of reps here, then move on to the next block of instruction, where they will practice the full process of prep, break, reset, and re-prep for every shot.*

Trigger Control Block 03/04

In this third phase, the focus is on the full sequence: **prep, break, reset, and re-prep**. The most common challenge students face is properly **re-prepping** the trigger after a shot. Many shooters tend to completely release the trigger after breaking the shot, resulting in inefficiency and issues such as slapping the trigger and sending the shot low and left for right-handed shooters. These bad habits compromise both speed and accuracy.

Trigger Control 3 of 4

- **Demonstration:**
  - As the instructor, demonstrate the drill by prepping the trigger during the extension phase when the muzzle aligns with the target.
  - Emphasize the importance of the reset and **immediate re-prep** of the trigger. Accuracy is not the main focus here; instead, focus on the trigger mechanics.
  - The ultimate goal is for students to develop a **smooth, one-step process** where they break

the shot at full extension, then reset the trigger past the trigger reset point and **immediately re-prep** thereafter without moving the muzzle.

Common Deficiencies:

- A common issue is **releasing the trigger too much** after the break without any reprep
- Another issue is going slow to the reset. This can lead to short-stroking the trigger without resetting the firing mechanism.

Key Drill Points:

- **Laser Feedback:**
  - Utilize the **SIRT training pistol** for this drill, with the lower red laser providing feedback. Ensure the laser stays on during the sequence.
  - During the demonstration, keep your movements fluid while verbalizing the steps. As the upper laser activates at the break, students should see proper muzzle alignment.
- **Continuous Motion:**
  - Avoid slow or cautious resets. The trigger should be reset aggressively, followed by a controlled stop on a trigger re-prep.

Continuous Motion:

- Avoid slow or cautious resets. The trigger should be reset aggressively, followed by a controlled stop on a trigger re-prep.
- Demonstrate this with **deliberate but smooth movements**, showing that trigger speed comes from the forward motion of the trigger and efficient re-prepping.

Follow-Through:

- The goal is for students to execute the entire sequence in one smooth, controlled motion, with no dwell time at full extension.
- If a student accidentally breaks another shot during the re-prep, it's a learning opportunity—they're learning to aggressively prep the trigger and appreciate "the wall".

- Demonstrate this with **deliberate but smooth movements**, showing that trigger speed comes from the forward motion of the trigger and efficient re-prepping.

- **Follow-Through:**
  - The goal is for students to execute the entire sequence in one smooth, controlled motion, with no dwell time at full extension.
  - If a student accidentally breaks another shot during the re-prep, it's a learning opportunity—they're learning to aggressively prep the trigger and where "the wall" of the trigger is.

Practice and Reps:

- Allow for **ample repetitions** during this phase, ensuring that students fully understand the importance of the re-prep. They should consistently restart from the **high-compressed position** after each rep.
- Observe their form to ensure they're executing the proper mechanics, avoiding dashes instead of dots, and minimizing fatigue in their shoulders or trigger fingers. Adjust as necessary for optimal performance.

Trigger Control Block 04/04

Final Block: Putting It All Together

– Prep, Break, Reset, Re-prep, and Rapid Shots

The objective of this final phase is to **combine all the trigger control elements—break, reset, re-prep,** and **rapid consecutive shots**. It's easy for students to rush through this drill, so emphasize the importance of **deliberate, controlled trigger presses**. They need to finish each shot with proper re-prep, not just pull the trigger mindlessly.

Trigger Control 4 of 4 in action

Rapid Shot Drill Instructions:

- Have students execute **8 to 10 consecutive shots** on target.
  - Focus on keeping the **red laser** on as much as possible, particularly during the re-prep.
  - After the last shot, students should finish with the **trigger take-up laser** on, demonstrating they are finishing with a proper re-prep.
  - The exact number of shots can vary (5, 8, or 10); the emphasis is on **repetition and control**.
- Once the drill is complete, students should return to the **single-hand high-ready position**, ready to execute another set at your command.

Why A Rapid Shot Drill is Important:

- **Mechanics solidify at speed:** Just like in other sports, performing skills slowly in practice does not always translate into proper execution under pressure or at full speed.

Supporting Research:

Neuroplasticity in Motor Learning Under Variable and Constant Practice Conditions

A study protocol outlined in Frontiers in Human Neuroscience aims to assess how constant versus variable practice conditions affect motor learning and associated neuroplastic changes. The research hypothesizes that variable practice, which includes practicing skills at different speeds and conditions, may lead to more robust motor learning and adaptability.

https://www.frontiersin.org/journals/human-neuroscience/articles/10.3389/fnhum.2022.773730/full

Frontiers in Human Neuroscience. (2022). Neuroplasticity in motor learning under variable and constant practice conditions—Protocol of randomized controlled trial. Frontiers in Human Neuroscience, 16, Article 773730.

- For example, in basketball, a player might have perfect form during static practice but revert to poor habits when time pressure or distractions are introduced.
- In shooting, when performing “at speed,” the goal is to have deliberate, smooth actions without dwelling—no rushing, no artificial pauses, just one **continuous motion**.
- This concept falls under “variable conditions” it is very important to train under variable conditions to solidify mechanics.

This drill is designed to ensure students’ mechanics remain intact even when firing multiple shots rapidly. They should feel confident that their skills will hold up under pressure.

These studies suggest that incorporating both slow and fast repetitions, as well as allowing for self-selected practice parameters, can enhance motor learning. Tailoring practice speeds to individual needs and varying practice conditions may lead to more effective skill acquisition and performance under diverse circumstances.

Preparing and Executing Rapid Shot Drill with Students

Practice Drill Instructions

Take time to practice this drill on your own, completing several sets. Focus on your shots—what began as clean dots may start to turn into dashes when you go at speed. Your goal is to maintain dots not dashes. Dashes signal poor trigger control, which often happens when we increase speed. But you have to train at speed to get to a space where you can execute mechanics at speed and be proficient.

Switching to Non-Dominant Hand

Trigger Finger Fatigue

Your strong-hand trigger finger will fatigue after a few sets. You'll notice this in students when the time between shots increases. Be cautious, as their second knuckle can become sore if they haven't done much trigger work before. To prevent overuse, have them switch to their support hand. For right-handed students, switch to the left hand.

At this stage, don't worry about perfecting the hand transfer technique. Just remind them to keep their finger outside the trigger guard while switching hands, then proceed with the drill using the other hand.

Switch Hands

Benefits of Using Both Left and Right Hands Separately

1. **Efficient Time Management:** Switching hands is a great way to manage course time effectively. I use the term "meaningfully occupied"—keeping students engaged and productive, not

Supporting research:

The concept of **cross-education** or **interlimb transfer**, where training one limb can lead to improvements in the performance of the other limb, even if that limb is not actively engaged in the training.

1. **Neural Cross-Talk:** T When you perform tasks with one hand, especially your non-dominant hand, there is a form of cross-activation between the two hemispheres of the brain.
2. **Motor Cortex Adaptations:** Studies shown that performing tasks with your non-dominant hand can increase activation and plasticity in the motor cortex of both hemispheres.
3. **Improved Coordination and Proprioception:** Training the non-dominant hand improves hand-eye coordination and dexterity that transfers to your dominant hand.
4. **Increased Bilateral Efficiency:** Over time, as you use your non-dominant hand for tasks, the brain becomes more efficient at using both hemispheres, leading to overall improved motor control. Cited research in Appendix B-3

just busy. This variation ensures they're focused, getting valuable reps, and making progress without overloading them.

2. **Cross-Education:** Using the non-dominant hand actually improves the dominant hand. This is called cross-education or intralimb transfer. The motor cortex in one hemisphere communicates with the other side, enhancing motor learning for both hands.
3. **Building Support Hand Proficiency:** Training with the non-dominant hand improves overall firearm proficiency. While lower probability, there may be a scenario where the dominant hand is injured or otherwise occupied. Being able to shoot effectively with the support hand is a crucial skill. This training also builds confidence that you can rely on your non-dominant hand for reasonable accuracy and proficiency in critical situations.

This guidance applies not only to the current drill but also to many others that require high repetition due to the nature of the exercise, the need for individual coaching, manage fatigue in the dominant hand, or simply to maintain student engagement.

Note on Diagnostics, Fatigue and Interest

Diagnostics and Feedback:

- The key to improving through repetitions is ensuring each rep is **diagnostic.** Students should gain valuable feedback from each repetition, allowing them to refine their technique.
- For this drill, observe whether students are producing **dots, not dashes** with the laser. A clean dot indicates proper execution of the **prep, break, reset, and re-prep mechanics,** where the shot is broken without disturbing the muzzle.
- A **laser dash** signals muzzle disturbance, which needs to be addressed. Instruct students to aim for clean, steady shots, and demonstrate the correct technique yourself. Perform a few practice shots before your demo to ensure accuracy.

Managing Fatigue:

- As previously noted, students will experience **muscle fatigue**, particularly in the **trigger finger** during rapid-fire drills or even single-shot presentations where the arm is held out for long periods.
- Encourage students to **switch to their support hand** if fatigue becomes an issue. This not only alleviates strain but also adds variety and helps develop ambidextrous shooting skills.
- As an instructor, it's important to be aware of how long students are holding their arms extended. If you're unsure, try holding your own arm out for two minutes—you'll quickly feel the strain.

Keeping Engagement High:

- **Boredom** can occur if students are not feeling challenged or engaged. To keep them interested, make small adjustments such as having them switch to their support hand or introducing a minor variation in the drill.
- If you notice a student performing well but losing focus, encourage them to switch hands, reminding them that support-hand training has significant benefits, which will be covered in another session.

Shot Diagnostics

Identifying the Problem

When a student consistently produces a "dash" instead of a "dot" during trigger press—indicating muzzle movement at the shot break—it's essential to address their trigger mechanics. This issue often stems from improper finger movement, leading to lateral pressure on the trigger.

Understanding Finger Mechanics

The trigger finger comprises three joints, primarily moving in a left-to-right (lateral) direction, rotating

about a vertical axis. In contrast, the trigger itself pivots on a horizontal axis. This anatomical setup can cause shooters to inadvertently apply pressure that pushes the trigger—and consequently the muzzle—down and to the left for right-handed shooters (or down and to the right for left-handed shooters).

Coaching Trigger Control

Coaching Strategy: Redirecting Trigger Finger Force

To counteract this tendency, guide students to adjust their trigger press direction:

1. Visualize the placement where the trigger is going:

- Instruct the student to imagine pressing the trigger toward their dominant-side ear.
    - For right-handed shooters: envision pressing toward the right ear.
    - For left-handed shooters: envision pressing toward the left ear.

2. Implement the Technique:
    - Encourage the student to apply pressure slightly upward and toward their dominant side.
    - This adjustment helps counteract the natural tendency to push the trigger laterally, promoting a more direct rearward press.

3. Use Mental Imagery:
    - Suggest they imagine a string attached to the point of their finger contacting the trigger, gently pulling it toward their dominant-side ear.
    - This mental cue can reinforce the desired movement pattern.

Magic String

Rationale Behind the Technique

By directing the trigger press “high and outside,” students can:

- **Compensate for Natural**

Coaching Insights for Instructor Development

What are some creative or unconventional coaching techniques or cues you've used to elicit a specific response or physical action from your students? If you join the in person class, please feel free to share your insights here. We'd love to hear about any verbal or physical cues—no matter how quirky or unconventional—that have had a surprising impact on your students' performance. These techniques don't need to work 100% of the time, but any standout examples you've encountered over the years would be greatly appreciated.

_____

_____

_____

_____

_____

Tendencies: This method counterbalances the inclination to press the trigger laterally, which often results in muzzle movement.

- **Develop Joint Flexibility:** Focusing on this adjusted movement enhances flexibility in the finger joints, particularly the first knuckle, leading to a more controlled and straight trigger press.
- **Achieve Centered Trigger Press at Speed:** When executed at normal shooting speeds, this technique tends to result in a straight-back trigger press, as the initial exaggerated movement balances out.

Implementation Tips

- **Start Slow:** Have students practice this technique slowly to build muscle memory and ensure proper form.
- **Gradually Increase Speed:** As they become more comfortable, they can increase the speed of their trigger press while maintaining control.
- **Provide Feedback:** Observe their performance and offer constructive feedback to help them refine their technique.

By incorporating this coaching method, instructors can assist students in overcoming common trigger control issues, leading to improved accuracy and shooting performance.

As noted in the video, this can be done after the first break before they get SIRTs back in their hands.

Managing Breaks

First Break of Class

Breaks and Time Management

- A good time to break is after completing the trigger timing progression (prep, break, reset, re-prep).
- **Set a clear time limit** for breaks (e.g., 5 or 10 minutes).
    - Stick to the schedule to maintain credibility.
    - Avoid vague time limits; students will take advantage of extended breaks.
- During the **break, brief** students on the upcoming topics to keep them engaged.
- Encourage them to **keep breaks** short to ensure smooth progression through the curriculum.

Instructor Break

- If you need a break, inform students you'll take **deeper questions** later.
- Use the break to **regroup, collect thoughts**, and prepare for the next session (e.g., grip formation).
- **Thumbnail preview:** Give students a brief overview of what's coming next to keep them focused.

Safety Protocols

- Always conduct **safety checks** after breaks.
- Ensure the training area is free from any **live fire tools**.
- Reinforce that **safety procedures** are non-negotiable, even if no live fire or force-on-force scenarios are involved.
- **Pattern and practice** safety checks to prevent any accidental introduction of live firearms.

Before Break - Next Topic Preview of Grip Formation

- **Quick demo:** Before going to break very briefly introduce the basics of grip formation to set the stage for upcoming lessons.
- Build excitement around creating a **strong, freestyle two-handed grip**.

Deeper Background Regarding Importance of Breaks

There is a body of research that supports the idea that short breaks can improve learning and performance, especially in physically or mentally demanding tasks. Here's a summary of relevant findings related to breaks during training or learning sessions, particularly when involving physical activity or extended periods on one's feet such as a firearms class:

1. **Cognitive and Physical Recovery:**
    - Short breaks help prevent both **mental and physical fatigue**, which can accumulate during prolonged activities. This is important in tasks that require attention, decision-making, or physical exertion (e.g., firearms training).
    - Studies show that **brief breaks** (around 5-10 minutes) enhance overall **focus and retention**, allowing learners to process and consolidate information.
    - Physical activities, such as standing for long periods or repetitive motor tasks (like gripping or handling a pistol), can also lead to muscle fatigue and reduced performance. Taking short breaks helps to **reduce muscle tension** and **improve physical stamina** for the remainder of the session.
2. **The "Pomodoro" and Similar Techniques:**
    - The **Pomodoro Technique**, a well-known time management method, suggests working for 25-30 minutes followed by a short 5-minute break. This pattern has been supported by studies showing that frequent short breaks can increase productivity, **learning retention**, and the ability to tackle new tasks more effectively. Time between breaks tends to be longer than 30 minutes in a firearms class traditionally, but consider having breaks sooner when there is a natural break in the modules, such as going from trigger control to introduction of grip.

- Although originally designed for cognitive tasks, the same principle has been extended to physical activities, where short, frequent breaks help maintain **physical endurance** and **attention to detail**.

3. **Attention Restoration:**

   - Research in **attention restoration theory** suggests that stepping away from a demanding task, even briefly, can restore focus and improve subsequent performance. This is especially useful in physical or hands-on training, as the learner's mental and physical resources need time to recover to maintain **optimal learning**.
   - Breaks can allow participants to shift attention and relax, enabling them to come back more focused.

4. **Movement and Stretching During Breaks:**

   - A short break can be enhanced by incorporating **physical movement** such as light stretching or walking. Studies show that even **light physical activity** during breaks can help prevent fatigue, increase **blood circulation,** and improve **alertness** when learners return to the task.
   - Encouraging students to **stand, stretch, or walk** during a 5-10 minute break can prevent stiffness and boost their energy levels, especially in classes where they've been standing for long periods or doing repetitive movements.

5. **Best Practices for Breaks:**

   - Research suggests breaks should be **structured** rather than completely open-ended. Giving a sense of purpose or suggestion for how to spend the break time can optimize recovery:
     - **Suggest light movement:** Encourage standing, walking, or stretching to keep blood flowing and

avoid fatigue from being on their feet for long periods.

- **Mental disengagement:** Let students step away from the intensity of the lesson to relax and reset. This might mean stepping outside for fresh air or simply sitting quietly.
- **Preview upcoming content:** A brief mention of what's coming next can prime learners for the next topic, keeping them engaged and attentive.

Conclusion on Breaks:

Short breaks (5-10 minutes) are supported by research as beneficial for **both mental and physical recovery** during demanding tasks. These breaks should be structured to some extent, offering opportunities for **light physical activity** or **mental relaxation**. Adding some purposeful elements, such as encouraging stretching or providing a brief preview of upcoming topics, can further enhance their effectiveness. This practice keeps students engaged and ready to resume learning with improved focus and energy.

See additional research on the research surrounding breaks in Appendix B-4.

Safety Checks After Breaks

Safety Check Procedure

Implement the following steps after every break:

1. Self-Check: Each participant inspects their own equipment to confirm that firearms are unloaded and safe.
2. Buddy Check: Participants pair up to inspect each other's equipment, providing an additional layer of verification.
3. Instructor Check: The instructor conducts a final inspection of all participants to ensure compliance with safety standards.

Instructor's Responsibility

As an instructor, demonstrating competence and a commitment to safety is paramount. To ensure consistency in conducting post-break safety checks:

- Visual Reminders: Place a note on the whiteboard or set a reminder to prompt the safety check after each break.
- Consistency: Even if no one leaves the room during a break, perform the safety check to reinforce the protocol.

By diligently adhering to these procedures, you establish a culture of safety and attentiveness, which is essential for effective firearms training.

Importance of Post-Break Safety Checks

After any break, it's imperative to conduct a comprehensive safety check. During breaks, participants may leave the training area for various reasons, such as retrieving items from their vehicles or using the restroom. Re-establishing safety protocols upon their return is crucial to ensure a secure training environment.

Stance

Stance
in Class

Objective:

This section introduces a quick drill to teach the basics of stance without overwhelming students with excessive details. The goal is to help students understand movement and stability through an interactive game that emphasizes natural posture and positioning.

Drill Instructions:

1. **Basketball Mirror Drill:**
    - Explain to the class that you, the instructor, will be holding the imaginary ball and they are on defense.
    - When you move to the right, they move to their left; when you move left, they follow to their right. The students will **mirror your movements**.
2. **Freeze on Command:**
    - At random intervals, call out “stop”. When they hear this, they must freeze in their position, maintaining whatever stance they were in at the moment.
3. **Posture Check:**
    - Look around the class and identify students who demonstrate the following **key stance attributes:**
        - 1. Nose over toes.
        - 2. Lumbar arch (maintaining a strong lower back).
        - 3. Engaged posterior chain (hamstrings, glutes).
        - 4. Wide base with a slight foot offset for stability.
4. **Adjustments:**
    - If necessary, offer quick adjustments, such as improving foot placement or correcting posture. However, avoid over-teaching these details as the objective is to maintain a fluid and athletic stance.

Key Considerations:

- Avoid getting too focused on **technical details** of foot placement or stance angles. Over complicating stance can lead to wasted time in real-world scenarios where rapid positioning is essential.
- This drill helps students experience the **essentials of stance** through movement and dynamic adjustments, without getting bogged down in minutiae.

Conclusion:

This drill provides a quick and effective way to introduce stance. The focus is on **natural, athletic body position** that can be applied in any defensive and dynamic situation. More detailed breakdowns of stance and platform will be covered in later sections, but this is a solid foundation to get them in an athletic stance and move on. They will likely lose a proper stance throughout the drills over the entire six days of training; you can quickly implement this drill to get them into a general proper body position stance.

Grip: Objective Based Approach

Objective Based Approach for Mechanics

Building Upper Body Structure and Grip Mechanics

In this section, we will focus on building your upper body structure and forming a solid, consistent grip. After establishing the grip, we will explore how to achieve that grip from different scenarios, such as from the draw.

Objective-Based Approach to Grip Mechanics:

We are taking an **objective-based approach** to ensure that your grip mechanics meet the following two key objectives:

Objectives of Grip in Class

1. **First Objective: Accurate First Shot**
    - The goal of grip establishment is to ensure that your **first shot** consistently goes exactly where you are looking. This is often referred to as **index shooting**, where your sights naturally align with your focus point.
2. **Second Objective: Consistent Muzzle Return**
    - The second objective is to create **muscle memory** where your muscle contractions and bone alignment cause the muzzle to **return to the same location** after every shot. This should happen subconsciously, without the need for additional adjustments after each shot.

The Importance of an Objective-Based Approach:

Many times, instructors get caught up in **technical specifics**, focusing too much on small details that may not apply to every shooter. It's important to remember that **each person's physiology is unique**, and what works for one person may not work for another.

By keeping the **end goal in mind**, we can adjust the mechanics to suit the individual's needs and help them

achieve these objectives effectively. The focus should always remain on what we want to **accomplish**, rather than getting bogged down by specifics that may not translate across different body types or skill levels.

Summary of Objectives for Grip:

1. **First Objective:** Ensure that your first shot is accurate and goes where you're focusing.
2. **Second Objective:** Make sure your grip mechanics allow the **muzzle to return to the same spot** after each shot, maintaining consistency through muscle memory.

*We need to make sure our mechanics are accessible under any condition. The research is clear: **spaced repetition** and **varied practice environments** are key to making skills instinctive and reliable, even when you're not warmed up or using your ideal equipment.*

Making Mechanics Accessible in All Circumstances

Ensuring Mechanics Work in Any Condition

The mechanics we are focusing on, such as c**onsistent first-shot accuracy** and **reliable muzzle return**, must be accessible in any circumstance. Here are three key areas to consider:

1. **Mental State:**
    - Your skill set should remain consistent whether you're calm and focused or under high-stress conditions.
2. **Physical State:**
    - You won't always have the luxury of being **physically warmed up**. Fatigue, injury, or lack of preparation shouldn't prevent you from performing at your best.

3. **Environmental Factors:**

You may not always have your **ideal gear**. Whether it's a custom pistol, grip tape, or a perfectly chalked grip, the mechanics must still be effective without your typical setup. You need to be able to shoot accurately and consistently with any pistol, in any environment.

Building Robust Skills:

The goal is to create a **robust skill set** that works **on demand**, even when you're not in perfect conditions. You should be able to execute these mechanics **without warm-ups**, using any pistol, and in any mental or physical state.

This is why we train with the **SIRT training pistol** at various times throughout the day, in different locations, and when we're **uncalibrated**—no warm-up, no perfect conditions, just hitting those repetitions. Practicing in different environments and states of mind builds

Research and further study on ensuring mechanics are accessible:

Research across various fields emphasizes the importance of **spaced repetition** and practicing under varied conditions to ensure mechanics are accessible on demand, especially in high-pressure or unexpected situations.

1. **Spaced Repetition:** Studies show that learning and skill retention improve dramatically when practice sessions are spaced over time rather than concentrated in a short period.
2. **Training Under Varied Conditions:** Learning is more robust when practiced in different physical states. The more variety you introduce into your practice, the more adaptable and accessible your mechanics become (SpringerLink).
3. **Physical and Cognitive Adaptation:** Practicing in unfamiliar environments or without ideal preparation—develops a more flexible and reliable skill set.

See Appendix B-5 for more.

a **robust skill set** that works on demand, whether you're tired, using unfamiliar gear, or under pressure.

By focusing on these objectives, we ensure that your **grip mechanics** and overall shooting performance are accessible and reliable, no matter the situation. Next, we'll examine the physiological factors that influence these mechanics.

In short, ensuring your mechanics are accessible in any situation—whether you're warmed up or not, using different equipment, or under stress—requires **spaced practice** combined with **varied conditions**. This builds a more resilient skill set that you can rely on when it truly counts. This is why you train with a SIRT Platform at various times throughout the day in various locations...**uncalibrated**. no warm up just hit a repetition. We will discuss uncalibrated training much more in this course.

Isolating Trigger Finger From Gripping Fingers

Physiology of Grip and Trigger Control

Understanding the Relationship Between Gripping Fingers and Trigger Finger

In this section, we explore the muscle physiology that governs the movements of the gripping fingers and trigger finger. By understanding how these muscle contractions work, you can learn to **isolate the trigger** finger from the rest of your grip, improving your overall shooting mechanics.

Exercise for Finger Isolation:

1. **Relax the Hand:**
    - Take your **dominant hand** and allow your **lower three fingers** (pinky, ring, and middle fingers) to relax. Keep your **index finger** slightly extended but relaxed as well.
2. **Imaginary Rope Exercise:**
    - Visualize a thin rope running through the middle of your upper palm. **Grip this imaginary rope** using only your

lower three fingers. Notice how your **index finger** moves slightly in response. This occurs because the tendons of all your fingers are connected to the same **flexor muscles** in your forearm.

3. **Importance of Trigger Finger Isolation:**
    - When gripping with your finger tips of your lower fingers, the trigger finger is pulled inward, which can affect your trigger control and **disturb the muzzle**. The goal is to isolate the trigger finger, ensuring it moves independently from the rest of the grip.

C-Clamp Grip for Better Trigger Finger Control:

1. **Knuckle Awareness:**
    - Extend your hand again, but focus on moving your fingers at the **knuckles** rather than the fingertips. This movement helps your **trigger finger** operate independently of the other fingers.

C-Clamp Grip in Class

2. **Add Resistance:**
    - Place your thumb behind the **second knuckles** of your lower three fingers and press against it. This technique, known as the **C-clamp grip**, allows you to isolate the trigger finger even under pressure from the lower three fingers.

Application with the Pistol:

- When gripping the **SIRT pistol**, apply the **C-clamp grip** by pivoting at the knuckles. This allows for **better muzzle control** and **trigger finger isolation**. The sides of the pistol require minimal friction from the fingertips, so focus on maintaining a proper grip with forward pressure rather than relying on fingertip strength.

By becoming more aware of how muscle contractions in the hand affect your grip, you can enhance **trigger mechanics** and **maintain control** over the muzzle, leading to better shooting performance.

Grip Formation- Building the Grip

Building a Proper Grip and Upper Body Structure

Grip and Upper Body Structure: Two Key Components

In this section, we will break grip mechanics into two general components:

1. **Grip formation and upper body structure:** Engaging the entire upper body, from the chest and shoulder blades to the knuckles.
2. **Grip establishment:** How to achieve a consistent and repeatable grip, especially from the draw.

Consistency is Key

- The most important aspect of grip is **consistency**:
  - Where your hands **physically touch** the pistol.
  - How your **elbows and shoulders** align.
  - The overall structure of the grip.

Grip Formation

Step-by-Step Grip Formation Overview:

1. Begin by **forming the structure** methodically. You have already practiced this in previous drills where you grabbed the muzzle with the support hand and used the **strong hand** to "crash" into the grip.
2. Next, **remove the support hand** and shake it out to stay relaxed. Now, **snap your palm forward** (pinky pointing toward the ground) to create a **forward wrist cant**.
3. Take the **strong hand** (still holding the SIRT pistol) and touch the base of the support hand's palm. This establishes a physical point of contact for the **support hand** to engage the **rear quarter flank** of the pistol.
4. **Exaggerate the knuckles** outward to emphasize that the base of the palm is the **first point of engagement**. This contact should be deliberate, not a passive slapping of the hands together.

Our Goal of the Grip:

- The pistol is aligned consistently to build **index shooting** (shoot where you're looking).
- Helps the muzzle return to the **same location** shot after shot, aiding in **recoil management**.

C-Clamp Grip Formation:

- After establishing the base of the palm, wrap your fingers around the front of the grip, forming a **C-clamp grip**. The second knuckles of the support hand may or may not overlap with the strong hand depending on hand size. This is a **nice-to-have**, not a requirement.

Practical Application:

- Have the students turn from you and **address a target** but don't worry about perfect presentation just yet. The focus here is on getting a feel for the pistol and building **confidence** by breaking some early shots.
- **Future Focus:** In the next sections, we will dive deeper into the **upper body structure** and explore how to optimize it for different body types and troubleshoot common grip issues.

Common Grip Deficiencies

Observing Grip and Preventing Support Hand Slippage

- Allow students to take a few shots at a **large target** to observe their natural stance and grip. Watch for differences in posture, such as **straight-arm** or **bent-elbow** positioning.
- Avoid imposing personal biases as an instructor. Each student will have different **elbow and shoulder flexibility**, and their natural tendencies may vary. Focus on what works for **their physiology** rather than assuming one method fits all.

Addressing Support Hand Slippage (before it happens):

- A common issue in live-fire shooting is **support hand slippage**. Initially, the palms may make firm contact, but over multiple shots, the support hand can slip forward. This separation can affect recoil management, resulting in **inconsistent follow-up shots**.

Fixing Support Hand Slippage with Chest Squeeze:

- The solution is a simple muscular contraction: the **chest squeeze**. This involves squeezing the **upper base of the palms together**, creating a firm grip on the pistol. This technique helps maintain a consistent grip and prevents slippage after each shot.
- This cue was inspired by **Rodney May**, who emphasized the importance of maintaining a solid base for the **upper rear quarter flanks** of the pistol through a chest squeeze.

Practical Application of the C-Clamp Grip and Chest Squeeze:

- Instruct students to focus on **two muscular contractions** during this drill:
    - **C-clamp grip** with the strong hand and support hand.
    - **Chest squeeze** to keep the palms in place and prevent slippage.
- Remind them to keep their **thumbs pliable**—no unnecessary muscular tension in the thumbs. The compression should come from the chest and shoulders, creating a solid bedding for the hands on the pistol.

Instructor's Role:

- During the drill, walk around and apply gentle pressure on the **students' wrists** to show them how to press the **base of their thumbs** together.
- Encourage students to maintain a consistent grip and

not allow their hands to separate. If necessary, remind them to refocus on the chest squeeze to keep the grip intact.

Looking Ahead:

- In future sections, we will explore how the **chest squeeze** and **pliable thumbs** contribute to better **uncalibrated accuracy** and aid in returning the muzzle to a consistent location shot after shot.

Applying C-Clamp and Chest Squeeze

Practical Application with SIRT Pistols

After discussing these concepts, distribute the SIRT (Shot Indicating Resetting Trigger) pistols to the students. This allows them to immediately apply the C-Clamp Grip and thoughtful trigger pressing techniques in a controlled environment.

- Hands-On Practice: Facilitate drills where students can integrate the grip and trigger press methods. Provide real-time feedback to ensure proper execution.
- Reinforcement: Encourage repetition to help ingrain these techniques into procedural memory, enhancing their application in live-fire scenarios.

Additional Resources

For a visual demonstration and a structured flow from post-break discussion to hands-on practice, refer to the accompanying video. It offers detailed insights into effectively integrating these concepts into training sessions.

By introducing the C-Clamp Grip and thoughtful trigger pressing immediately after the break, instructors can capitalize on the students' refreshed focus, facilitating the seamless incorporation of these essential skills into their shooting repertoire.

Flinch Mitigation

Mitigating Flinch with Proper Grip and Structure

Flinch is an undesirable reaction that occurs when the shooter **pushes downward** in anticipation of recoil before the shot is fired. This pre-ignition movement often results in **accuracy issues**.

Understanding Flinch:

- **Flinch Timing:** Flinch happens **before** the shot, as the shooter subconsciously pushes down in an attempt to counter the recoil. Post-ignition pushing is not considered a flinch.
- **Recoil Force:** The force created by the bullet's acceleration

down the barrel is directed **above** your grip, causing the muzzle to flip upward. This abrupt recoil can lead to a natural **startle reflex**, which is the primary cause of flinching.

Preventing Flinch:

- **Pre-Engagement:** The more **pre-engaged** grip the shooter has with on pistol, the less the recoil will be felt. A **loose grip** allows the gun to deliver a noxious jolt to the hands, increasing the likelihood of a flinch.
- **Solid C-Clamp Grip and Chest Squeeze:** pushing the second knuckles of the lower three fingers of the strong hand and the four fingers of the support hand rearward by pressing the **base of the palms together** and engaging the **C-clamp** reduces the noxious impact of recoil, making the shooter less likely to react defensively.

Muscular Contraction:

- Use **isostatic muscular contraction**—muscles are engaged without movement—keeping the shooter's body stable and allowing for effective **muzzle control** and recoil management.
- This approach helps maintain **consistent shot placement** and reduces the psychological urge to react to the boom, resulting in steadier shooting.

Using Only Necessary Muscles for Consistent Recoil Management

Now that students have a basic understanding of hand placement and grip, it's essential to reinforce the principle of **only contracting the muscles necessary** to perform the task. Over-contracting small muscles—especially in the thumbs—can lead to **inconsistencies in recoil management**.

Isostatic Muscular Contraction:

- Instruct students to focus on maintaining **isostatic muscular contraction**—engaging muscles without

movement—particularly in the **C-clamp grip** and **chest squeeze**. This ensures a stable grip without excess tension.

Pliable Thumbs:

- Encourage students to keep their **thumbs pliable**. This allows the **chest squeeze** to control the grip pressure, preventing small, inconsistent muscular thumb base contractions that are difficult to consistently replicate.
- By removing thumb muscular contractions, shooters can achieve **consistent recoil management**, so the muzzle returns to the same location after each shot whether its a first uncalibrated shot in a defensive scenario or the 200th shot in a live fire training; consistency is the key..

Consistency:

- This approach makes the shooter's mechanics **reliable** and **repeatable**, even in varying conditions. Whether in a high-pressure defensive situation or long training sessions. The general concept is **only using the muscles necessary to accomplish the desired task**, in this case for 1) increasing consistent index shooting and 2) returning the muzzle down to a consistent location.

Testing For a Locked-in Grip

Testing Grip to Prevent Flinch

Objective: Ensuring a Pre-Engaged, Solid Grip

To prevent **flinch** and ensure a solid grip, it's crucial to test students' grip for **looseness**. Any slack in the grip will lead to greater felt recoil impact, which increases the likelihood of flinching.

Grip Validation Technique:

- The test involves applying a **slight twist** and **gentle rearward pressure** on the **SIRT pistol** to determine if the shooter's grip is firm and pre-engaged.
    - **Hand Placement:**
        - Place your hand on the **front portion of the frame**, near the Picatinny rail, about half an inch from the muzzle. Ensure flesh between your index finger and base of your thumb are just barely in contact with the picatinny area of the frame.
    - **Thumb and Index Finger Placement:**
        - Bring your **thumb and index finger** around the edges of the slide, being careful not to obscure the front sight.
    - **Two Movements:**
        - Gently push the **SIRT pistol rearward** toward the shooter, applying light pressure.
        - Slightly **torque the pistol** around an imagined axis through the trigger guard. This movement should be minimal and controlled.

Purpose of the Test:

The goal is to ensure the shooter's grip is fully **pre-engaged**. If there's **looseness**, the gun will move before it encounters resistance, resulting in a much greater felt recoil impact. This will eventually lead to flinch if not corrected early.

Concept:

Think of this like shooting a **hunting rifle**. If the rifle's stock isn't pressed into your shoulder, the recoil will hit hard, causing discomfort. But when the stock is firmly pressed, the recoil is distributed over a longer period, resulting in less of a jarring impact.

With a pistol, **a firm bedding** created by the **clamshell grip pressing the base of the thumbs together** and finger **C-clamp pressure** to press the pistol into this firm bedding to keep the pistol locked in place. Additionally, a **forward wrist cant** further secures the wrist from being loose.

Instructor's Role:

Apply **pressure, not movement**, when testing the grip. The goal is not to reposition the pistol but to detect any slack. If there is looseness, it will be evident with slight rearward pressure and torque, simulating the forces experienced during live fire.

In this block, we're diving into the physiology of the hand—specifically, the muscle contractions that occur between the gripping fingers and the trigger finger. The goal here is to learn how to isolate the trigger finger from the other fingers in the grip. This is an exercise you can do right now, but we suggest you watch the video in the lesson linked to the previous QR code.

Locking-in Grip

Reinforcing Grip Engagement and Wrist Lock

Objective: Locking in Grip and Engaging Wrists

If a student's grip or wrist lock needs to be tightened, follow these steps to ensure they are fully pre-engaged with the pistol, minimizing flinch and optimizing recoil management.

Steps to Reinforce Wrist and Grip Engagement:

1. **Remove the Pistol and Reset the Grip:**

    - Take the **SIRT pistol** out of the student's hand and reset their grip. Have them **snap their wrist forward**, with the thumbs pointing forward and pinkies pointing downward. This movement helps set the proper wrist orientation for gripping.

2. **Place the Pistol in the Strong Hand:**

    - Place the **SIRT pistol** back into their **strong hand**, making sure they are gripping **high on the frame** of the pistol for optimal control.

3. **Rebuild the Support Hand Grip:**

    - Instruct the student to **aggressively cant** their support hand forward before building the grip. Demonstrate this motion yourself by **dangling your support hand** and showing them how to cant forward.

    - Have them **position the base of the support hand's thumb** into the exposed **rear quarter flank** of the grip.

    - Once the base of the thumb is firmly positioned, they should **wrap their fingers** around the front of the pistol while maintaining the forward wrist cant.

Instructor Demonstration:

- Drop your own **center of gravity** while demonstrating the engagement with the students. By doing so, you encourage them to engage their entire **upper body structure** with the pistol and understand how it should feel when they're locked in.
- Have the student extend their arms, maintaining the wrist cant, and lock in their upper body behind the gun. This helps ensure they are **pre-engaged** with the pistol, allowing them to absorb recoil more effectively.

Key Concepts:

- **Forward wrist cant** is essential for locking in the grip and wrist structure, allowing for better recoil management.
- **Pre-engaging** the pistol minimizes the chance of flinch and ensures the student is fully connected to the gun, both mentally and physically.

Re Test Grip:

- Test the student's grip with **slight rearward pressure** and a **gentle twist** around a lateral axis, as if you're twisting the SIRT pistol around a pencil in the trigger guard. The goal is to see if their grip resists movement or if there is any looseness that would lead to flinch or increased muzzle flip.
- Use **light pressure** when testing, as pressing too hard may cause the student to recruit unnecessary muscles, which can lead to flinch. If their grip is solid, they are ready to move on to **Recoil Acclimation**.

Accounting For Body Types

Hand Physiology and Grip Variation

Understanding Hand Physiology and Its Effect on Grip

When it comes to shooting, the size and shape of a shooter's hands can greatly influence their grip and how well they manage recoil. Several factors determine the effectiveness of the grip:

- **Overall hand size:** Larger hands may cover more of the pistol frame, whereas smaller hands leave more space exposed.
- **Forefinger-thumb angle:** This affects the positioning of the hand on the pistol grip.
- **Wrist mobility and cant angle:** The flexibility and angle at which the wrist can be canted play a key role in maintaining a stable grip.

- **Lateral girth of the thumb:** The thickness and width of the base of the thumb can determine how well the thumb nests against the rear of the pistol.

Grip Variation Among Shooters:

- For **80% of shooters**, the **rear quarter flank** of the pistol remains somewhat exposed, allowing the **base of the support hand's thumb** to fill in this gap and aid in recoil management. This creates a **proprioceptive feel** that helps align the pistol for a natural point of aim.
- However, for shooters with **larger hands**, the rear quarter flank may already be covered by the **strong hand**, leaving little to no space for the support hand. These shooters absorb the recoil primarily through the strong hand, but their **upper body strength** typically compensates for the lack of support hand engagement.

Testing Support Hand Engagement:

1. Ask the student to **relax their grip** and shake out their hands.
2. **Grip the student's strong hand** and gently pull it back while supporting the placement of the support hand.
3. Check the **location** of the support hand on the pistol's grip to see if it is properly engaged with the frame.

Key Consideration:

- Be mindful that around **20% of your class** may not have significant engagement from their support hand due to hand size and physiology. They may rely more heavily on their strong hand to absorb recoil, which is acceptable for their specific physiology.

Coaching Grip

Coaching Techniques for Proper Engagement and Grip

Overview

In this section, we focus on coaching and diagnostics to ensure students develop proper engagement with the pistol, building a solid **upper triangle structure** to achieve two key objectives of grip:

1. **Developing proper index shooting**—hitting where the shooter is looking.
2. **Returning the muzzle to a consistent location** while mitigating the possibility of a flinch taking hold.

Testing the Clamshell Chest Squeeze

1. **Testing Setup:**
    - Position your **forefinger** of one hand next to the **pinky** of the other, with palms facing outward. Place them between the student's wrists and apply **slight separating force**. If the student isn't getting the **clamshell chest squeeze** correctly, apply the following technique.
2. **Instructor Technique:**
    - Keep the student's **chest aligned square** to the target. Take the **SIRT pistol** and extend it as if you are holding it with the strong hand.
    - Position the student's **support hand** into the pistol. Grab their hand and drive the **base of their support hand** into the **canal region** between your strong hand palm and the exposed **rear quarter flank** of the pistol.
3. **Engaging the Chest Muscles:**
    - With your **strong hand**, press into the student slightly, requiring them to engage their **pectoralis muscles** to counteract the pressure and create an **isostatic muscular contraction**. This ensures proper engagement with the pistol.

Relaxed Thumbs

Importance of a Relaxed Strong Hand Thumb

- Emphasize that the **strong hand thumb** should remain relaxed.
- Demonstrate how forcefully pressing the thumb down affects the overall grip and **disrupts the consistent bedding** of the pistol during firing.
- Show that the **base of the thumb** should be pliable for a stable bedding. Explain that, with relaxed thumb muscles, there is a single, consistent setting for the base of the pistol, whereas engaged thumb muscles can introduce varying force levels that compromise consistency. A relaxed thumb allows the **chest muscles** to do the work, providing a more **consistent grip**.

Drill for Strong Hand Engagement

1. Place the **SIRT pistol** back into the student's **strong hand**, ensuring their **chest remains squared** to the target.
2. With your **support hand**, cant their wrist forward and nestle the **base of the support hand's palm** into the **canal region** between the base of the strong hand thumb and the exposed **rear quarter flank** of the pistol.
3. If the **base of the thumb** feels too tense, lightly shake it out and instruct the student to relax. The **pectoralis muscles** should be responsible for the compression, squeezing the thumbs together for a **consistent base**.

Correct Pressure Application

- Apply pressure on the **rear quarter flank** of the pistol.
- Demonstrate incorrect technique by applying pressure on the **knuckles** instead of the **base of the palms**. Explain that this lateral pressure doesn't contribute to effective recoil management, as the **support hand** cannot effectively manage recoil from the sides of the pistol. After this demonstration, redirect focus on ensuring the **support hand** engages the **rear of the pistol**.

Key Considerations

- This level of attention and detail takes time, but it is essential for students to develop the correct **upper body structure** early in their training.
- Ensure students understand that **engaging the pistol** requires **short, intense muscular contractions** to establish a secure and effective grip.

Beyond C-Clamp + Chest Squeeze

Introducing Additional Muscular Contractions for Grip

Additional Muscular Contractions for Upper Body Structure

Thus far, we have focused on two main muscular contractions:

1. **Chest Squeeze** on pliable thumbs.
2. **C-clamp Grip** using the fingers (excluding the thumb and trigger finger).

However, additional muscular contractions can be incorporated based on the student's needs and physiology. These techniques are optional and may not work for every shooter, but they can offer improved recoil management and upper body structure.

Chest Squeeze

Elbow Roll for Recoil Management:

- The **elbow roll** is a small upward motion of the elbows, designed to bring the **support arm structure** closer to the line of thrust, which runs directly along the barrel's axis.
- This contraction increases the pressure on the **upper rear quarter** of the pistol, aiding in recoil control and helping to return the muzzle to a consistent position after each shot.
- Be cautious not to rule the elbows so much that there is separation between contact of the lower portion of your palms.

This technique, although subtle, can make a significant difference in overall control. It is derived from top-tier shooters

such as **Dave Sevigny**, but keep in mind that it may not be suitable for every student. The **recoil acclimation drill** at the end of the day will help sort out what works best for each individual.

Grip Variations and Muscular Contractions

Exploring Muscular Contractions and Grip Variations

In addition to the **elbow roll** mentioned earlier, there are other muscular contractions and grip variations that shooters can experiment with to enhance their technique, especially if they have performance-driven goals.

Subscapularis Pull:

- The **subscapularis pull** involves engaging the **scapula** and **medial trapezius muscles** to generate force on the **lower front of the pistol**. This contraction bypasses the **bicep** and **brachioradialis**, relying on the deeper muscles in the **shoulder blades**.
- The result is additional pressure on the **ring finger** of the support hand, which can help stabilize the grip during firing.

Grip Variations:

1. **Jerry Barnhart Grip:**
    - Places the **support hand's index finger** higher on the trigger guard for shooters who prefer a more aggressive grip.
2. **Robert Vogel Grip:**
    - Positions the **support hand's middle finger** against the trigger guard, which may feel more natural for shooters with certain hand structures. This technique can improve the shooter's ability to lock in the pistol based on their anatomy.

These grip variations can be useful for shooters looking to optimize their hand position for better alignment and

stability during rapid fire or long-range shooting. However, they are not necessary for all shooters, especially those achieving consistent results with a standard grip.

Key Considerations:

- For most shooters, a **standard grip** provides adequate control for recoil management and accuracy.
- Shooters with **ambitious performance goals**, such as reducing split times or improving long-range accuracy, may benefit from experimenting with these grip variations, but they should be prepared to invest the necessary time and effort to master them.
- Encourage students to ask questions about your grip and technique, as these discussions often provide insight into their personal shooting goals and preferences.

Recoil Acclimation

Recoil Acclimation and Developing Rationalized Apathy

Now that we've validated the student's grip to ensure that it is firmly locked in, the next phase involves recoil acclimation. This phase is designed to help the student become desensitized to the recoil, allowing them to adopt a mindset of **rationalized apathy** towards the explosive force of a live fire round.

Recoil Acclimation

Rationalized Apathy: What Is It?

When a shooter fires a pistol, there is a natural instinct to react to the explosion of the shot (referred to as the **'boom'**). Often, this leads to muscle contractions that are either too strong or too weak—especially a **pre-ignition flinch**—where the shooter instinctively pushes down on the gun before the shot fires.

The key to overcoming this is **rationalized apathy**—a state in which the shooter deliberately doesn't care about the boom.

They maintain the correct **isostatic muscle contraction**—that is, **no more or less** muscle engagement before, during, or after the shot. The goal here is for the shooter to let the **gun do its job** (cycling the slide and sending a round downrange) while the shooter focuses on their three tasks of grip, trigger control and aiming.

Pistol's Job:

1. **Send a Bullet**— Capture expanding gas and accelerate a bullet.
2. **Operate Slide**— Let the slide cycle back and forth discharging the casing and loading a new round.

Our Job:

1. **Grip**— Aggressively holding the gun with proper C-clamp grip and chest squeeze.
2. **Trigger Control**— Break the shot without moving the muzzle.
3. **Aiming**— Index shooting close targets and visual aiming at further targets.

Message to All Shooters:

Let the pistol do its job and only focus on your job: grip, trigger, aiming.

Recoil Acclimation in a Non-Live-Fire Setting

Before even reaching the live fire range, you can help the student acclimate to recoil in a **classroom or dojo setting** using a **SIRT training pistol**. Here's a simple but effective technique for introducing the concept of recoil acclimation without live fire.

The Recoil Acclimation Drill

1. **Setup:** Have the student extend the SIRT pistol in a fully locked-in position, just like they would on the range. They should be in their **solid upper body structure**, center of gravity low, with the grip fully established.

2. **Grip Test:** You can lightly test their grip by applying slight pressure to ensure they are properly engaged with the pistol, as previously explained.

3. **Administering the Impulse:** Using the **base of your palm**, lightly **tap the front of the SIRT pistol**, just below the front sight. Think of this as a light, bouncing strike, almost like how a **fat tire bike hits a curb** and rebounds slightly. You don't want to catch the full front of the pistol—just a **thump** and **skip off** the front to simulate recoil.

    - **Start Light:** Begin with soft taps. This ensures the student's hands and upper body structure don't react excessively, teaching them to maintain isostatic contraction.

    - **Gradual Build-Up:** Gradually increase the strength of the taps to build the student's tolerance to the recoil-like impulse.

4. **Hit and Miss:** A key part of this drill is the **sequence of hit and miss**. Alternate between hitting and not hitting the pistol. The purpose is to simulate recoil so they build up a tolerance and apathy to a "boom". Let them know the game, a hit then a miss as a pattern.

    - Do NOT increase force on impacts… then miss and watch them flinch. You can tell the student that they will flinch in that scenario but do not put them in a position to fail.

You will need to see the video on this and moreover experience this drill in the hands on course!

Reinforcing Confidence Their Structure Will Return the Muzzle to a Consistent Position

By practicing with increasing impact forces while maintaining isostatic contraction, students will build confidence that the **muzzle will return to the same position** after each shot. They will understand **that their structure** is solid, and there's no need to help the gun return to the target. As you increase the intensity of the drill, they will begin to naturally **ignore** the simulated recoil and stay focused on their grip and trigger control.

Simulated Recoil Diagnostics

Next Step

Once students are comfortable with this **recoil acclimation drill** in a classroom setting, the next step will involve applying these principles in **live-fire drills**. This process of gradual acclimation ensures that they can maintain their **grip** and **muscle contraction** when the actual recoil of a firearm is introduced on the range.

Diagnostics in Recoil Acclimation Drill

Overview: The purpose of the Recoil Acclimation Drill is to get your students comfortable with the idea of recoil by simulating impulse forces. It also serves as an opportunity for instructors to identify and diagnose deficiencies in grip, stance, and overall body structure. As an instructor, you need to look for both micro and macro deficiencies—examining fine details like hand engagement, while also assessing the entire body's response to the impulse.

Recoil Acclimation Diagnostics

Common Deficiency #1: Support Hand Disengagement A frequent issue seen during the recoil acclimation drill is the disengagement of the support hand. You'll often observe that the support hand doesn't move in unison with the strong hand. This indicates that the support hand isn't properly engaged on the pistol.

- **Remedy:** Instruct the student to squeeze their support hand firmly into the strong hand, ensuring it is fully nested.

Common Deficiency #2: Elbow Collapse If the elbows collapse or give way too easily during the impulse, it's a sign that the upper body structure is weak. This could also happen if the elbows are bent too much, which could affect how recoil is absorbed.

- **Remedy:** Suggest either a straighter arm posture or more emphasis on elbow roll, depending on the individual shooter's needs.

Common Deficiency #3: Rocking Backward ('Typewriter Effect') Another common issue is when the student rocks back with each impulse, especially after multiple taps. This is often referred to as the "typewriter effect," where with each "bop" of the recoil impulse, the body is gradually forced backward, and the muzzle rises higher with each shot.

- **Remedy:** Check their stance. Have them sink down, lower their center of gravity, and absorb the recoil through their legs and body. Instruct them to stagger their feet slightly to provide more stability.

Instructor Tip: Micro and Macro Analysis When performing the Recoil Acclimation Drill, it's important to **look micro** and **look macro**. For example, observe the micro movements—like how the student's support hand is engaging the pistol. Simultaneously, take a **macro** view to assess overall body movement, such as whether the student's stance is causing them to rock backward.

Stance and Absorbing Recoil If the student's stance is unstable and they are being pushed back, instruct them to sink into their stance and absorb the energy. A useful drill for stance improvement is to have the student start two yards away, run into a shooting position, stop, present the pistol, and break a shot. This often puts them in a more aggressive upper body posture suited for managing recoil.

Grip Establishment

Establishing Grip (After Forming Grip)

Overview of Grip Establishment

Up to this point, we've covered **setup, safety**, and the core fundamentals, including **trigger mechanics, stance**, and **grip formation**. Now, the focus shifts to **grip establishment**, a critical component for ensuring **consistency** in meeting objectives of grip/upper body structure.

Progress From Grip Formation to Grip Establishment

Earlier, we introduced the process of **grip formation**, which

is the foundation of a solid **upper body structure**. This structure allows the shooter to meet two key objectives:

1. **Accurate (sufficiently accurate) index shooting**—hitting where you're looking at by feel of the gun (only incidentally referencing the sights).
2. **Returning the muzzle to a consistent location** after every shot.

Grip Establishment

Now, we move from discovering the proper position to ensuring a **consistent and expedient grip establishment process**. This ensures the shooter can achieve the same **grip and upper body structure** regardless of how they interact with the pistol.

Application in Various Contexts

The grip establishment process must remain robust across various situations, including:

- **Drawing from the holster**—whether appendix, 3 o'clock, 4 o'clock, concealed, or open.
- **Picking the pistol off a table or retrieving it from a safe.**

Regardless of the scenario, the shooter's grip must be established **consistently**. The support hand must lock into position correctly to achieve both **first shot accuracy** and **consistent muzzle return** after each shot.

Adaptability Across Different Mental and Physical States

Your grip establishment process must be reliable in any situation, whether the shooter is fully **warmed up** or **uncalibrated**. This process must be practiced to ensure that the shooter's performance is consistent across all types of training scenarios.

Next Steps

The next set of lessons will teach you how to break down

the **grip establishment process** in a way that allows your students to apply it consistently, ensuring they meet the **objectives of grip** every time they handle a pistol.

First Step - Relaxation

Step 1: Relaxation

Relaxation

The first step in the **grip establishment process** is **relaxation**. When building an upper body platform, some level of tension is required, what we refer to as 'relaxed tension,' which exists throughout the upper triangle. This provides the necessary structure and control for accurate shooting.

However, when dealing with movement, **tension becomes counterproductive. Loose muscles are fast muscles**, and you want your muscles to remain **loose** until the final moment when you establish your grip. This allows for **speed** and **precision** during the draw or presentation of the firearm.

Why Relaxation when Establishing Grip Critical:

- **Avoid Unnecessary Tension:** Many shooters, especially beginners, maintain **excessive tension** in their muscles, particularly in the **shoulders, biceps**, and **forearms**. This tension provides no advantage and will reduce hand speed.
- **Switch On, Switch Off:** Shooters need to learn how to quickly switch between a state of **relaxed tension** when in full presentation and **complete relaxation** while establishing grip.

Methodology:

1. **Form the Grip:** Begin by methodically forming the grip and achieving the correct upper body structure.
2. **Switching to Relaxation:** Teach students to imagine flipping a switch. On the count of three, they will transition from **full extension** of the pistol to **dropping it slightly**, fully relaxing all unnecessary muscles in the body.

3. **Demonstration:** Demonstrate this to the students by showing a full extension of the pistol, lowering your **center of gravity**, and then fully relaxing the shoulders, arms, and hands as you drop the pistol slightly.
4. **Practice:** Have students repeat this drill. If tension remains in any muscles, gently shake the **SIRT pistol** to ensure they're truly relaxed. Remind them that while they should be relaxed, their **support hand** should remain engaged on the pistol at this phase.

Next Phase:

Once students have mastered relaxation, the next phase will introduce the **broken grip drill** to build on this technique.

Grip Establishment: Breaking the Grip

Broken Grip

Return SIRT to a 3 O'clock Holster

After practicing the initial steps of **relaxation**, the next part of the drill involves **returning the SIRT pistol** to an imaginary **3 o'clock carry holster**. The 3 o'clock position is ideal for teaching this stage because it provides a **simple and familiar visual** for students to understand. While other holster positions, such as **appendix carry** or **4 o'clock carry**, require additional pistol movements, the 3 o'clock position is a **clean and effective destination** to reposition the pistol toward.

Broken Grip

Natural Disengagement

As the student brings the SIRT pistol back to the side of their strong side hip to an imaginary **3 o'clock holster**, the **support hand** should **naturally disengage**. Emphasize that there should be no contorted movements in the **wrist, elbow**, or **shoulders**—everything should be **naturally aligned** with their joints.

The final part of the body that disengages from the pistol is typically the **upper surface of the index finger**. This becomes important when **reverse engineering** the movement, as it will also be the **first point of contact** when re-engaging the pistol during grip formation. For each individual, this contact point will vary slightly depending on **hand size** and might fall between different knuckles.

Reverse Engineering the Perfect Grip

By focusing on this initial contact point, the grip will naturally form when transitioning from the **broken grip** to the **full presentation**. Demonstrate this to your students by moving from **broken grip** to **full extension** and emphasizing how the **support hand's contact point** leads to the proper reformation of the support hand on the pistol.

Practical Application: Broken Grip Drill

Once students understand this concept, have them **address their targets** and practice **extending out** while **prepping the trigger**. The goal is to ensure that they are locking in their grip and breaking the shot **right at full extension**.

Common Deficiencies: Milking the Gun

Ensure that students are applying **consistent C-clamp pressure** on the dominant hand before full extension. A common issue arises when they **increase pressure** on the C-clamp of the dominant hand during trigger press, leading to **milking the gun**. This results in slightly **left shots** for right-handed shooters and **low left shots** for left-handed shooters.

Video/Photo for Reference

You may find it helpful to take a photograph or short video of the students while they perform the broken grip drill. This allows for visual analysis of their form, including their stance, for comparison in future drills. When they perform the drill with movement later, this visual comparison can help track their progress.

Even though you've already provided instruction on stance, it's common to notice that students still stand upright, especially in static drills. Don't worry—at the end of the class, we'll integrate a small amount of movement, and you'll likely see a significant improvement in their stance as they naturally adjust for better stability while moving.

Broken Grip Drill Progression

The next phase in grip establishment training is progressing the **broken grip drill** by working the pistol back toward an **imaginary 3 o'clock holster** and continuing to present the firearm and break the shot. The goal is to work students back to the point where their **index finger** is just barely in contact with the trigger guard. From there:

- The student should form a solid grip, present the pistol, **prep the trigger**, and break the shot at full extension.
- After a few reps, progress by removing the **support hand** a few inches from the initial contact point, having the student smoothly return the support hand to the pistol and reestablish the grip.

Increasing Distance to Target Progression

- A natural progression for this drill is to have the student move backward from the target. This instills confidence in their **index shooting** and ability to break shots cleanly from a distance without hesitation.
- **Index shooting** refers to the skill of bringing the pistol to **line of sight** without deliberately aiming but merely referencing the sights while focusing on the target.

Permission To Fail

Permission to Fail Card

This drill is also a good opportunity to introduce the **'Permission to Fail' card**. As students develop their **index shooting**, they must understand that **misses** will happen. Expecting flawless performance at all times can stall learning. Granting "permission to fail" allows students to:

1. **Build skills** while making small adjustments to their index shooting.
2. Learn the **limits** of their index shooting by exploring different distances.
3. Understand their capabilities **uncalibrated**, meaning when they are not fully warmed up.

For example, students may find that index shooting works at 8 yards, but at 10 yards, accuracy begins to fall off. This concept is essential for building confidence in a student's ability to reference their sights and trust their natural point of aim.

While progressing through this drill, you should be alert for common **deficiencies** in grip establishment, which will be covered in the following sections.

Common Deficiencies in Grip Establishment

One of the most frequent errors encountered in **grip establishment**, especially for beginners, is the **support hand slap**. This occurs when the shooter brings their support hand to meet the strong hand only at **full extension**. While this might seem intuitive, it's difficult to achieve **consistent hand placement** of the supporthand on the frame.

Why the Support Hand Slap is Ineffective:

- **Inconsistent Hand Placement:** Placing the support hand at full extension makes it extremely difficult to land in the **same position** every time.
- **Time-Consuming Adjustments:** Adjusting the grip after full extension takes **valuable time** that could be better spent on ensuring grip stability and making the shot.

Solution: Early Engagement with One Point of Contact

The remedy for this issue is to **engage the support hand early** in the grip establishment process. By establishing **one point of contact** early on, the rest of the support hand naturally follows into place. In this course, we reverse-engineered the first

contact point—the **top of the index finger** engaging the **inner rear portion of the trigger guard**. From this single point of contact, the rest of the grip can be naturally rolled into place.

Analogy: Covering a Garden with a Tarp

To help students visualize this concept, compare it to covering a 10' x 10' garden with a tarp. One method is to throw the tarp over the garden and adjust each corner until it's aligned. This method works but takes more time. A more efficient approach is to **nail down one corner** of the tarp and then pull the rest into place. Similarly, by establishing one key point of contact on the pistol early, the rest of the grip naturally falls into place.

Understanding the Instinct to "Catch"

It's helpful to explain to students why the **support hand slap** happens. It likely comes from our instinct to **catch** things with both hands, as when we catch an object out in front of us. In shooting, this instinct causes many to want to 'catch' the pistol at full extension.

However, by teaching students to **engage their support hand early** in the draw stroke, they can avoid the need for last-minute adjustments and ensure a **consistent grip** with **forward wrist cant** as they roll the hand into its final position.

Further Deficiencies in Grip Establishment

Additional Deficiencies in the Movement to Full Presentation

When moving from the initial grip to full presentation, there are several additional deficiencies that can hinder proper form and performance. These should be identified and addressed early in the training process.

1. Casting the Pistol

- **What it is: Casting** refers to the act of bringing the front sight higher than necessary, much like casting a fishing rod. While a slight rise in the front sight due to **wrist mobility** is acceptable, excessive casting adds **unnecessary movement**.
- **Why it's a problem:** Casting adds time and makes it harder to land accurately in your **index position**. It disrupts the natural flow of the presentation and slows down the shooter's ability to lock into proper sight alignment.
- **Solution:** Teach shooters to **minimize the upward motion** of the front sight. Instead of casting, the shooter should focus on keeping the movement **efficient** and **controlled**, minimizing excess movement that delays full presentation.

2. Raising vs. Presenting

- **What it is:** Some shooters are taught to simply **raise the pistol** to bring it into sight alignment, rather than **presenting** the pistol forward.
- **Why it's a problem:** Raising the pistol alone may destabilize it, giving the shooter less time to **acquire the sights** for difficult shots. A forward **presentation** creates more stability and time for sight alignment.
- **Solution:** Instruct students to combine the **raise and presentation** into one smooth, **parabolic arc**. This allows for a **fluid motion** and gives the shooter a more stable presentation. A useful drill is to have students lift slightly and present towards an object to reinforce this movement.

3. Artificial Breakpoints and Stops

- **What it is: Artificial breakpoints** occur when students stop during their presentation, often to adjust their grip or place their finger on the trigger.
- **Why it's a problem:** These pauses break the **fluidity** of the movement, making the overall presentation less efficient and potentially slower. This is often a result of institutionalized teaching methods that break movements into steps.

- **Solution:** Emphasize the importance of **fluid movement** from grip establishment to full presentation. There should be no pauses or interruptions, especially when placing the finger on the trigger. Ensuring continuous motion creates better mechanics and smoother shooting.

Broken Grip Drill with Movement (Optional Progression)

In this next progression, we'll be introducing movement into the broken grip drill. This simple step adds an essential layer to the student's shooting fundamentals—movement. While movement itself is not a particularly advanced skill in terms of motor function, handling a live, chambered firearm introduces significant safety concerns. This makes movement an advanced topic in live fire training. However, by using the SIRT pistol, we can practice these movements safely and with a focus on proper mechanics.

Key Points:

- Students will perform the broken grip drill after moving to a predetermined shooting position.
- This movement should be fluid and deliberate, allowing the shooter to stabilize their stance once they reach their shooting position.

Drill Execution:

1. **Starting Position:**
    - Identify both a starting and finishing position for your students. A good visual is a lateral and slightly forward position, about 30-45° from the start point.
    - Have them start with finger off the trigger and support hand in the broken grip position.

2. **Movement:**
    - On the “go” command, the students will move to the designated finish position, set up their stance, and present the pistol at full extension, performing the broken grip drill as they arrive.
3. **Focus on Stance:**
    - Carefully observe the students’ stance during the drill. Consider recording video or taking photographs to compare their form with how they performed the static broken grip drill. While foot placement may be somewhat variable, the key focus should be on the upper body posture. Pay close attention to the alignment of the hips, knees, and shoulders. You’ll often notice more aggressive stances and platforms when students are moving into a shooting position, as this dynamic movement naturally enhances their posture for recoil management and body stability.

Section Questions

1. When it comes to grip establishment, why is early engagement of the support hand more effective than adjusting at full extension?

_____

_____

_____

2. How does early engagement effect consistency of support hand placement and speed during presentation for you personally?

_____

_____

_____

3. What are the potential consequences of introducing artificial breakpoints during your presentation, and how might these affect your shooting performance in real-world scenarios?

_____

_____

_____

4. What logistical issues in teaching large numbers in a short amount of time contribute to these breakpoints, and how can they be eliminated through better training methodologies?

_____

_____

_____

5. In terms of recoil management, what specific role does the forward wrist cant play in stabilizing the pistol, and why might inconsistent canting cause issues with muzzle control?

_____

_____

_____

6. What does support hand slippage mean? Have you experienced this yourself when reviewing video of you doing a rapid shot drill?

_____

_____

_____

7. The analogy of covering a garden with a tarp emphasizes the importance of one point of contact in grip establishment. In your own experience, how does finding a single point of contact simplify the process of forming a consistent grip?

_____

_____

_____

8. How does this concept translate to different hand sizes and finger lengths? What have you noticed about individual's hands? Meaning what attributes have you seen that influence shooters' grip?

_____

_____

_____

9. Casting the pistol, while natural for some, introduces inefficiencies. What are some techniques you can apply to minimize casting and improve your accuracy and speed during presentations?

_____

_____

_____

10. Why do you think minimizing casting contribute to better target acquisition and more efficient shot placement?

_____

_____

_____

11. What is the purpose of the 'Permission to Fail' card during the broken grip drill, and how does it help students improve their index shooting?_

    A) It allows students to work on perfecting their stance before they shoot.

    B) It gives students the confidence to miss shots during training, so they can adjust their index shooting and find their natural point of aim without fear of failure.

    C) It teaches students that hitting the target on every shot is crucial during the drill.

    D) It allows the instructor to critique every missed shot in real time to help the student understand their mistakes.

12. How would a Permission to Fail Card Help you in your shooting training? Would giving yourself some grace and latitude to fail aid in your personal growth in general?

_____

_____

_____

The material outlined above will likely take approximately two hours to deliver to students. However, it's always wise to have additional drills prepared in case the class progresses more quickly than expected, or if your students need more challenges to stay engaged. These extra drills can help you extend the lesson time or introduce variations to maintain student interest and ensure a full, productive session.

Lifeboat Drills: A helpful tool for every class is having lifeboat drills in your back pocket. These are drills that you can pull out if you're moving quickly through the curriculum or if you need to add variety and keep the energy high. Lifeboat drills reinforce key skills in a different context, lifting the energy and offering new challenges without deviating from the core material.

While you may not need these extra drills every time, having them available gives you flexibility. Often, you'll find that these drills work so well that they become part of your regular progressions.

Drill Progressions: Increasing Distance & Dynamic Movement

A natural progression for many drills is to increase the distance from the target. Using your "Permission to Fail" card, encourage students to move back to 7, 8, or even 10 yards, space permitting. When utilizing an L-shaped or U-shaped shooting line in your SIRT training facility, pay close attention to student positioning. As they move further back, the line will contract, and students near the corners may need to adjust their positions accordingly.

To further enhance the drill, incorporate lateral movement by having students run to the right and forward, or left and forward, before they set up and take their shot. You can even provide the flexibility for students to move away from their shooting position in any direction. This adds an element of randomness and simulates real-world dynamics.

While slight collisions between students are okay (and even

beneficial for realism), use this as an opportunity to assess their muzzle awareness and trigger finger discipline. Ensure that they keep their fingers off the trigger until they are ready to shoot.

This progression reinforces grip and stance mechanics while integrating critical safety practices. Through this drill, students continuously improve their muzzle awareness and trigger discipline—key skills that are just as vital as shooting fundamentals.

Wrapping Up Day One:

As you bring the first day of training to a close, focus on engaging your students in reflection and open dialogue. Instead of asking the usual "Do you have any questions?", opt for more inviting prompts, such as:

- "What questions can I answer for you?"
- "Which drill did you enjoy the most today?"

These open-ended prompts encourage students to reflect on their experience and offer more meaningful feedback, helping you assess their learning and what resonated with them.

Avoid Affirmation-Seeking Questions:

While it might be tempting to ask, "Did you have fun?" or "Did you learn a lot?", these types of questions often elicit automatic, surface-level responses. Trust in your preparation and delivery—if you've followed the curriculum, kept them active, and provided consistent feedback, you've done your job well.

Handling Blank Faces:

Sometimes, you may encounter students who don't display much emotion, making it hard to gauge their experience. Don't let this discourage you. As long as you've kept them engaged with drills and followed through on your planned lesson, rest assured you've done an excellent job.

Closing Tasks:

As you wrap up, make sure to collect all the equipment—retrieve SIRT pistols, targets, and any other gear used. If you're borrowing a facility, leave the space clean, even cleaner than you found it. Take down any targets from the walls and sweep the floors if necessary.

Provide Positive Feedback:

Begin by giving your students positive feedback for their effort today. Acknowledge their hard work and remind them that what they learned today is the foundation for everything they'll build on in future classes.

Introduce Everyday Drills (EDD):

Explain the importance of consistent practice through Everyday Drills (EDD). While today's instruction is valuable, the key to mastery lies in their daily practice. Let them know that the EDDs are designed to reinforce today's lessons and ensure continual improvement.

(The next section will introduce EDDs in great detail)

Hand Out EDDs and Class Information:

Give them the EDD handout, which includes daily drills, as well as the date, time, and location of the next class. Mention that the next session will cover the draw from concealment, so they can prepare for it.

Final Wrap-Up:

Congratulate your students, answer any last-minute questions, hand out the EDD sheets, and encourage them to practice. Once everything is cleaned up and the students are primed for the next class, you're done for the day!

Student Homework (EDDs)

Every Day Drills (EDD) and Uncalibrated Training

The Importance of Everyday Drills (EDD)

In this curriculum, the concept of *Everyday Drills* (EDD) plays a central role. Utilizing the SIRT training platform, students drastically lower the barriers to entry for training. While some instructors prescribe dedicated 20-minute dry-fire sessions or longer, the reality is that you can derive immense value from just 20 seconds of practice. The setup and execution of a drill with the SIRT pistol can be almost instantaneous, allowing for numerous repetitions even when time is limited.

Uncalibrated Training

A key benefit of short EDDs is *uncalibrated training*. While traditional range training often involves warming up and getting calibrated, the truth is that real-world situations rarely afford such luxury. Whether in a critical incident or a competition, shooters must be ready to perform "uncalibrated"—meaning without warm-up. By practicing short, everyday drills throughout the day, students reinforce their skills while cold, mirroring real-life conditions.

On the live range, shooters only experience this "uncalibrated" sensation for their first drill. Once they've fired a few rounds, they've already adapted to the feel of the gun, the trigger, and their surroundings. That's why the SIRT pistol and EDDs are so valuable. They allow students to practice in a true uncalibrated state, multiple times a day, building familiarity and confidence when it matters most.

Short but Effective Repetitions

With EDDs, even a drill that lasts only seconds can significantly contribute to skill retention and procedural memory. It's not about the length of practice; it's about the quality and the frequency of reps. Each drill should challenge students, especially when practicing in an uncalibrated state. Encourage them to perform more difficult drills right away—such as broken grip drills or index shooting at 7 yards—to establish their current skill level.

Building Substantive Confidence

One of the key benefits of EDDs is the development of substantive confidence—confidence built on a foundation of real, consistent achievement. As students practice uncalibrated drills and repeatedly hit their targets with accuracy, they build a proven, dependable level of skill. This is more than just shallow confidence—it's backed by evidence, rep after rep. Students should always aim to validate these skills with live-fire sessions on the range, but the daily EDDs with the SIRT platform serve as the backbone of their continuous improvement.

Safety Considerations for Everyday Drills

Training must always be **sustainable, productive**, and above all, **safe**. No matter how effective a drill is, it is useless if it poses a safety risk. Sustainable training requires robust safety protocols that eliminate the chance of a catastrophic injury.

Core Safety Rules

To begin, always follow the **four basic firearm safety rules** even when using a SIRT training pistol:

1. **Assume all guns are loaded:** Even though you are training with a SIRT pistol, this habit reinforces safe practices.
2. **Keep your finger off the trigger until ready to shoot:** Build muscle memory for proper finger discipline.
3. **Do not point the pistol at anything you are not willing to destroy:** Maintain muzzle awareness to reinforce good habits.
4. **Know your target and what is beyond it:** Make sure your training area is safe and free from risks, even when using a SIRT pistol.

SIRT Pistol Benefits

The SIRT pistol provides a clear distinction from live fire weapons and prevents confusion about whether you're holding a live fire gun or a training tool. This eliminates the possibility of inadvertently using a live firearm during a drill.

Key Safety Guidelines for Everyday Drills

1. **Designated Training Zones:** Establish a **designated training area**. This ensures you have a clearly defined space where no live firearms or ammunition are allowed. This becomes especially critical when progressing to drills that involve drawing from a concealed position. Stress to students the need for heightened awareness when practicing draws—ensuring they never have a live firearm on their person during training sessions.
2. **No Live Fire Tools or Ammo in the Training Area:** When practicing with a SIRT pistol, ensure no live firearms or ammunition are present in your designated training space. This prevents potential accidents caused by mistakenly grabbing a live weapon.
3. **Safe Target Area:** While training with a SIRT pistol, position yourself near a **reasonably ballistic wall** as an extra layer of protection. Even though you're not firing live ammunition, training against external walls or in a basement provides an additional safeguard.
4. **Training Area Exclusivity:** Ensure your training area is **exclusive**. While it may not always be possible to create a completely isolated space, you should make sure no one in your training zone is carrying a live fire gun. This helps prevent anyone from engaging in your drill with a live weapon. If someone enters your training area, stop training; take steps to ensure no live fire tools or ammo is in your training area.
5. **Visibility of Training Area:** Your training environment should not draw unnecessary attention. While training with a SIRT pistol can take place anywhere, be mindful of the potential reactions of others observing you, particularly if you're in public or a visible space.

By following these layered safety protocols, your students will establish a **safe, productive, and sustainable** daily training regimen, allowing them to practice short drills throughout the day without compromising safety.

Actual EDDs to Send Students Home With

Everyday Drills (EDD) – Day One

Now that we've completed Day One's instruction, it's crucial to instill a training culture focused on consistent, everyday practice. The Everyday Drills (EDD) provide students with quick, effective exercises they can integrate into their routine to build on the fundamentals learned in class. Remember, students don't need 20-minute sessions to train effectively—a well-executed 20-second drill can be immensely valuable.

Drill One: Trigger Control

Set up a small, horizontal workspace, such as a table, and lay out the SIRT pistol. The first drill focuses on *trigger control*, which students can perform at any point during their day. Instruct them to imagine they're on a boring phone call or even put the phone on speaker mode. During this time, they can work on:

- Presenting the SIRT pistol.
- Prepping and breaking the shot.
- Resetting the trigger, re-prepping, and firing again. They should also focus on maintaining consistent muzzle awareness during presentation and extension. This is an easy drill to perform, limited to just 20 seconds, yet it can offer significant returns in improving trigger control. Remind students that training can happen in these small pockets of time throughout the day.

Drill Two: Broken Grip Drill (Single-Handed)

In this EDD, students will execute the broken grip drill with their dominant hand, focusing on:

- Prepping the trigger.
- Breaking the shot at full extension.

- Maintaining a stable grip on the SIRT pistol while extending and firing. They can also move towards multiple-shot drills, where they continue firing, resetting, and re-prepping the trigger multiple times, ending on a prep.

For this drill, encourage them to focus on the "dash vs. dot" concept—achieving precise trigger control by avoiding muzzle movement when the shot breaks.

Drill Three: Broken Grip Drill with Support Hand

Similar to the previous drill but now with the support hand engaged. The student should:

- Establish the grip.
- Present the pistol.
- Prep the trigger and break the shot. Encourage them to use smaller targets and maintain smooth trigger control, extending and breaking the shot with each repetition.

Addicting Nature of EDDs

Many of these everyday drills, particularly when they become habitual, can be very satisfying for students. Encourage them to see these drills as something similar to shooting a crumpled piece of paper into a wastebasket—there's a natural sense of accomplishment when they hit their target, and if they miss, they can try again. The immediate feedback and quick improvement can create a sense of positive addiction to the practice, driving consistent, meaningful improvement.

Drill Four: Movement & Broken Grip Drill Progression

For students with a bit more time, introduce a progression that adds movement. Have them run to a new position, then:

Move from a start position about 4-6 feet to a second position while:

  - Present the pistol.

- Prep the trigger and break the shot. As this class emphasized index shooting and breaking shots at full extension, remind them to practice lifting the pistol to their line of sight before breaking the shot, avoiding shooting below line of sight.

Uncalibrated Training With EDDs

Uncalibrated Training and Progressions

Push students to perform these drills at different times throughout the day when they are uncalibrated (cold, without warm-up). Use the "Permission to Fail" card, encouraging them to challenge themselves with uncalibrated drills that test their accuracy and consistency under more realistic conditions. As they progress, have them gradually increase the distance from the target, moving from 7 to 10 yards or more.

By working on these drills regularly, students can see how their performance improves when they are uncalibrated, ultimately building substantive confidence in their shooting mechanics.

Provide the Tools to Create Success

Finally, it's important to instill the notion that while you've set the curriculum, they have control over their own training. Their canvas is the training environment, and with the right drills and methods, they can paint their own masterpiece of skill development.

Your First Class -Review This Section Again Before Your First Course

You may be reviewing the section before teaching your first class, so here are some final notes to consider.

Preparing for Your First Class

This section is designed to help you prepare the day before you teach your first class. If you are reviewing this section, you should have worked through the entire manual, completed the online course, and attended the three-day instructor development in-person training. If you haven't yet completed all those steps, and you are working through the materials, earmark this page to review when you are finished and your class is in a few days.

The course has been structured for a wide range of instructors. Some of you may have years of experience, while others may be stepping into this role for the first time. Regardless of your experience level, nerves and anxiousness are completely natural.

Harnessing Anxiousness

If you're feeling nervous, understand that it's perfectly normal. In fact, these emotions can motivate you to thoroughly prepare and stay focused. Stress, in this context, occurs when the demands seem greater than your perceived capabilities. However, let me reassure you—**you have the capabilities**. You've done the work, studied the material, and completed the necessary training. Your students are going to enjoy the drills, and you're going to create a safe, engaging, and productive class. Preparation is key, and you've put in the work. You're ready.

This course is designed to be enjoyable and interactive, and your preparation ensures that your class will go smoothly. Your goal is to provide value to your students, and they're going to benefit from what you teach them.

Materials and Equipment

Before your first class, gather and organize all materials to ensure a seamless session. The next page isa checklist of potentially needed items:

1. **Printer:**

   While digital tools like iPads and phones are handy, nothing beats having hard copies for reliability. Use a printer to produce your checklists, class outlines, targets, and handouts. We've provided printable PDFs and downloadable documents that you can customize.

2. **Targets & Painters Tape:**

   Bring printed targets and painter's tape to securely fasten them to the wall without leaving residue.

3. **SIRT Pistols:**

   Have your SIRT pistols ready for student use. Consider offering these for sale as part of your class package. Ensure you have proper payment methods available, such as CashApp, Venmo, or Zelle.

4. **Card Table:**

   If your training area lacks a surface for setting up your materials, bring a foldable card table to use as a workspace.

5. **Lockable Case for Live Fire Tools:**

   If students bring live firearms to class, ensure you have a lockable case for securing them outside the training area. Absolutely no live fire tools are allowed in the training space during your class.

6. **Optional Equipment:**

   - **Clipboard:** Essential for taking notes, tracking progress, or referring to your course outline.
   - **Shot Timer:** Use a timer only for start and finish beeps for timed drills. Not needed for the first class

but it will be in your teaching kit.

- **Name Tags & Felt Pen:** These help in learning names and keeping track of students.

Setting Up for Success

Get to your training space early, ensuring the area is clean, spacious, and ready for your class. If you're borrowing a facility, double-check that tables, chairs, or other obstacles from previous events have been cleared.

As an instructor, it's essential to provide a welcoming environment and be attentive to your students' progress. If things don't go exactly as planned, remain calm—your students won't notice unless you point it out. Stay flexible, stay focused, and remember that you've done the work. You've prepared thoroughly, and you're more than ready to lead the class.

Key Takeaways

- Focus on preparation, confidence, and flexibility.
- Double-check your equipment and materials to avoid surprises.
- Engage students with open-ended questions to foster dialogue and reflection.
- Provide constructive feedback and maintain a positive learning environment.

Finally, always be prepared for the unexpected. If something doesn't go as planned, don't worry. Your students won't notice unless you point it out. Just redirect, get back on track, and continue delivering a well-prepared class.

You're ready to lead—good luck!

LESSON TWO: REVIEW DRAWING, MOVEMENT, AND SIGHTED FIRE

In today's lesson, we'll introduce drawing the pistol, progressions in movement, and sighted fire. The bulk of the day, however, will be devoted to reviewing the material covered last week. It's important to recognize that if over half of your class time is spent reviewing, you are on the right track. Building a solid foundation for grip, grip establishment, and trigger mechanics is key to student development.

Class 2 Safety Checks

Lesson Two: Start with a Safety Check

1. Begin Day Two with a Safety Check
    - Conduct a self-check: Each participant verifies their own equipment and readiness.
    - Perform a buddy check: Participants check each other's setup.
    - Execute an instructor check: You or an assistant personally ensure everyone is compliant and ready.
2. Check Late Arrivals
    - Be diligent about checking anyone who arrives late to ensure they meet safety protocols.
3. Establish a Safe Training Environment
    - Ask the group: ***"Does everyone feel we have a good, safe environment to train with SIRT pistols?"***
    - **Be genuine in tone and allow participants time to process and respond.**

Uncalibrated Drill

Uncalibrated Training

Purpose

- **Improve performance in an uncalibrated state (without warm-up).**
- **Develop coordination and motor neuron skills essential for "pistol craft."**

Overview

- Uncalibrated training focuses on mental and physical coordination without prior warm-up.
- Unlike other activities (e.g., sports, boxing), pistol craft often requires optimal performance in a "cold" state.
- Training in this manner prepares students for real-world scenarios and competition where warming up is not feasible.

While I haven't personally encountered it in my classes, I've seen how people can distort a straightforward safety procedure into an impractical hierarchy. For example, in shooting matches, some competitors—often those who lack skill or the drive to improve—seem to elevate their focus on safety rules into a performance of virtue signaling. They twist the rules into a show of being the "safest person alive," which ironically detracts from the essence of true safety. This behavior echoes the old adage of "protesting too much," where excessive emphasis reveals the hypocrisy beneath. True safety isn't rigid; it's about awareness, fluidity, and disciplined application of fundamentals like muzzle control and trigger discipline. Over complicating it runs counter to its core purpose.

Key Objectives

1. Evaluate Uncalibrated Performance:
    - Observe grip formation, index shooting, and trigger control without warm-up.

- Record results to establish a baseline for uncalibrated skills.

2. Build Uncalibrated Skills:
   - Train regularly in an uncalibrated state to improve raw performance.
   - Push limits (e.g., index shooting small targets at 9 yards) to expand skill capacity.

Execution

- Begin each session with an uncalibrated drill:
  - Perform a full-speed drill without prior warm-up.
  - Focus on accuracy, grip control, and muzzle return consistency.
  - Avoid any drills or positions that may risk injury (e.g., aggressive, compromised stances).
- Reinforce the importance of training uncalibrated to the students:
  - Highlight the parallels with competition and real-world scenarios.
  - Emphasize coordination and skill-building over a traditional physical "warm-up."

Important Notes:

- **Safety First:** Avoid exercises that may strain or injure knees, hips, or the lower back.
- **Industry Insight:** Traditional warm-ups from other motor activities (sports) are less applicable in pistolcraft where "uncalibrated performance" is crucial.

Review Lesson One:

Review All the Material from Last Week:

Start by reviewing everything from Day One. You'll gain valuable insight from the two sample class videos linked throughout this manual. The Day One material is extensive because you'll likely revisit it throughout all six sessions—

Review of First Lesson

this is common, depending on student capability.

When is Enough Review, Enough?

A common question is, “How much review should I include?” There are two ways to approach this:

1. **Rigid Approach:** Review until the students demonstrate that they can consistently perform the skill correctly. While “perfect” is an unrealistic expectation, a consistent, solid grasp of the fundamentals is the goal.
2. **Pragmatic Approach:** Continue reviewing ***as long as the students are engaged***. For example, if the class is enjoying and actively improving on the broken grip drill, allow them to continue. You can challenge them by moving them back a bit or introducing a progression. Always remember that the aim here is to build and grow their fundamentals, rather than simply “covering” material for the sake of completion.

This flexible mindset allows you to adapt to the specific needs and progress of your students. One key element to consider during review, aside from assessing how much coaching each student requires, is their level of motivation. **Are they staying engaged throughout the session?** We’ve found that practical motivation stems from presenting sufficient challenges. When students are appropriately challenged, they naturally seek to get the necessary repetitions.

As they review there may be a dopamine surge when they successfully hit the target with the laser, reinforcing a sense of accomplishment. This reaction becomes particularly evident as they learn to focus on achieving clean, precise dots rather than dashes.

Common Deficiencies and Remediation

Understanding Deficiencies

- Forgetting aspects of prior lessons is normal and natural.
- The six-class format is designed to:
  - Provide weekly reinforcement.
  - Gradually ingrain skills into subconscious competence.

Typical Deficiencies Observed

1. Trigger Mechanics:
   - Forgetting the steps of prep, break, reset, and re-prep.
   - Common issue: Slapping the trigger instead of comfortably prepping near the wall.
   - Remediation:
     - Begin each session with a review of trigger mechanics.
     - Emphasize diligent practice and feeling comfortable living “at the wall” to eliminate trigger slapping.
2. Loss of Fluidity in Draw Stroke:
   - Hesitation or “hitching” while forming the grip.
   - Often seen in the broken grip drill when students pause unnecessarily to establish grip.
   - Remediation:
     - Encourage continuous movement to get the support hand’s index finger on the trigger guard and form grip while presenting.
3. Inefficient Presentation:
   - Casting: Raising the muzzle too high and dropping it into position.
   - Sweeping: Unnecessary lateral motion (e.g., left-to-right or right-to-left).

- Remediation:
  - Highlight the importance of a direct, linear presentation of the firearm.
  - Use drills to practice presenting with the muzzle directly oriented toward the target.

4. Incorrect Starting Position in Broken Grip Drill:

- Muzzle improperly oriented away from the target.
- Overly relaxed or nonchalant positioning of the firearm.
- Remediation:
  - Stress the importance of maintaining a general orientation of the muzzle toward the target.
  - Reinforce relaxation without compromising proper muzzle alignment.

Instructor Notes

- Address deficiencies with a positive tone and reinforce the importance of consistency and deliberate practice.
- Use corresponding videos to demonstrate correct mechanics and common pitfalls.

Corresponding Video

See the video linked in the QR code above for visual examples of common deficiencies. While not exhaustive, it highlights key movement issues to watch for and provides a solid foundation for diagnosis. For deeper insight, refer to the demo course videos—real student interactions showcase live coaching moments as additional deficiencies emerge.

Safety Considerations with the Draw

Safety and Setup for Concealed Draw Practice

This section is dedicated to extending the skills you've already developed, progressing

toward the concealed draw. Think of drawing the pistol as the next logical progression from the broken grip drill—moving further upstream to the point where the pistol is no longer in the strong hand but holstered.

Safety & Setup: Before we begin, it's essential to approach safety in a slightly different way than in our standard dry-fire training. One of the key advantages of using SIRT pistols is the low barrier to entry. Unlike live-fire guns, you don't need holsters for every model. The key to becoming proficient with drawing any pistol is ensuring that your students understand the principles, not just the tool in hand.

For training purposes, students can tuck their SIRT pistols into the waistband of their pants to simulate the draw, but it's critical to emphasize that this technique is only acceptable with a SIRT or non-live firearm. Make it abundantly clear that, with live-fire weapons, a holster that fully covers the trigger guard is mandatory. This simple but crucial distinction will ensure that the students understand the difference between a training tool like the SIRT and a live firearm.

Discussion of Holsters

You can demo holsters in the class even if you don't outfit holsters for the entire class. Show one of your basic inside-the-waistband (IWB) holster can suffice. You can even use minimalist holsters, such as those that only cover the trigger guard and use paracord for retention. While not everyone's favorite, these holsters drive home the essential safety point: the trigger and trigger guard must be covered with a live firearm, regardless of the holster style.

Holsters like the Sticky Holster or similar sleeve holsters are also great options for dry-fire practice. They offer flexibility and can stay in place during dynamic movements. Just be sure that any holster being used is suitable for drawing and reholstering without interference.

Training Context: You should make sure your students understand that, for SIRT-based dry-fire training, it's acceptable to tuck the pistol into the waistband or pants, but this practice should never be applied with a live-fire gun. It's more about maintaining the context and reinforcing that the SIRT cannot "go boom," which allows for certain training liberties that would never be acceptable with live firearms.

Additional Considerations: It's also important to warn students about public perception. If they're drawing from a waistband without a holster (even with a SIRT pistol), someone observing them on-line or on social media might not understand the context, especially if shared without explanation. This could lead to misconceptions or even harsh critique from others in the firearms community.

For this reason, it's also helpful to show them more flexible options like the Sticky Holster, especially if they plan on doing concealed carry training. This can accommodate various body types, pants styles, and holster preferences, and even make it easier for your students to find a setup that works best for them.

Ultimately, the purpose of this drill progression is to practice drawing the pistol safely, efficiently, and with proper muscle memory in place, so that when it's time to practice with live fire, students can build on the solid foundation established during these SIRT-based classes.

Instructing the Draw Unconcealed

Teaching the Draw: Step-by-Step Process

Phase 1: Initial Setup

- In the first phase of teaching the draw, have the students avoid clearing the cover garment. Instead, instruct them to tuck the outer garment into the waistband and place the SIRT pistol in the appendix position.

Step 1: Demonstration

- Face the class and demonstrate how to draw the pistol.

Teaching Unconcealed Draw in Class

Emphasize moving both the support hand and strong hand simultaneously.

- The support hand should snap into the centerline of the body, while the strong hand positions itself over the pistol, applying firm downward pressure towards the tang, high on the back strap.
- Ensure the index finger is straight, and the bottom three fingers wrap around the grip. The thumb should stay high, either pressed alongside the body or placed over the slide.

Step 2: Lifting the Pistol

- Instruct the students to lift the pistol straight up, clearing the waistband, until they reach a biomechanically natural stopping point.

Step 3: Rotation

- With the strong-side elbow brought down alongside the ribcage, the support hand should begin working its way toward the gun. The top of the index finger should engage the inner portion of the trigger guard.

Step 4: Presentation

- Proceed to the final step: presentation. This step closely resembles the movements practiced in the broken grip drill. Have students engage with their targets at this point.

Common Issues and Solutions:

- **Simultaneous Hand Movement:** Ensure students move both hands at the same time during the draw.
- **Support Hand Positioning:** If students struggle or appear awkward with their support hand placement, guide them through the methodical grip formation process:
    - Start by having them fully extend into a proper grip.
    - Then, work backward into a full broken grip.
    - Focus on driving the support hand to the correct spot by engaging the top of the index finger against the trigger guard as they proceed upstream to draw the pistol.

Instructing the Draw Concealed

Drawing from Concealment

At this point in the course, the class has built repetition and exposure to drawing the pistol from non-concealment. We are now entering the phase of drawing from **concealment**. As mentioned in the previous class, students should be equipped with a proper outer garment—ideally with a tight-fitting undergarment beneath it—to cover the pistol for the purposes of teaching the principles of garment defeat.

Concealed Draw in Class

For this lesson, we will focus on the **appendix carry draw**. There are several techniques for defeating the garment, but we will start with the most basic technique that embodies the core principles.

1. **Garment Defeat and Draw Process:**
    - **Support Hand:** Demonstrate grabbing the garment and lifting it while simultaneously moving the strong hand toward the grip position.
    - Perform a **methodical, fluid draw**, without adding artificial stop points. Talk through each step:
        - **Garment defeat:** Clear the outer garment.
        - **Establish the grip:** The strong hand grips the pistol, and the support hand drives the index finger toward the trigger guard.
        - **Lift the pistol straight up**, keeping focus on fluidity.
        - **Presentation:** Draw and extend the pistol while prepping the trigger and breaking the shot at full extension.
        - **Reset and Re-prep:** Reset the trigger and prepare for follow-up shots, ensuring a complete follow-through.
2. **Demonstrations:**

- Demo this process several times at a natural pace. It is important to perform a perfect, smooth draw—not necessarily slow, but controlled and methodical.
- If there are left-handed students in the class, demonstrate the draw left-handed as well. This can help you internalize the steps and reinforce your own **subconscious competence** in the draw.

3. **Class Practice Setup:**
   - Depending on your class setup, have students practice this in a circular formation, spaced properly, where they can draw and present without muzzling a classmate. Remember, this is a SIRT class, so merging safe pistol craft with reality is essential. While you wouldn't perform this on a live-fire range, it prepares them for scenarios where they must draw while moving around other people or no-shoots.
4. **Observations and Corrections:**
   - Conduct several repetitions with the students and observe for common deficiencies in their draw stroke. After making necessary corrections, have them turn toward their targets and give them time and space to practice the draw on their own.

Fixing Issues With The Draw: **Coaching**

Coaching the Draw

Objective: Provide effective coaching for the draw by addressing common awkward movements and positioning errors.

Common Issues:

- Flared Elbow: An exaggerated elbow movement during the draw.
- Support Hand Errors: Difficulty finding a consistent home for the support hand.
- Non-Optimal Stance: Awkward postures, such as hips pronounced forward.

Coaching Tips:

Stand in front of the student (maintaining safe muzzle alignment) and demonstrate proper movements as a mirror. If the student is right-handed, execute the drill left-handed to provide a clear visual reference.

Support Hand Positioning Drill:

If a student struggles with finding a home for their support hand during the draw:

- Have them start at full extension, then relax and bring the muzzle back to the indexed position with a broken grip.
- From there, guide them to rotate downward toward the appendix position.
- Encourage them to take inventory of where their support hand naturally rests.

Visual Aiming

Drilling Sighted Fire

After completing instruction on the draw from concealment, it's essential to shift the focus to sight alignment and sight picture, giving students dedicated practice on these concepts. Experienced instructors may be familiar with teaching sighted fire, but a quick review of the fundamentals is always beneficial.

Sight Alignment and Sight Picture Basics:

- **Sight Alignment:** Ensure that the front sight is centered within the rear sight notch. This means having equal light between the front sight posts on each side and ensuring the top edges of the front and rear sights are on the same horizontal plane.
- **Sight Picture:** This involves placing the aligned sights in front of the target so that the target is effectively "behind" the sights in the line of sight.

You can illustrate these basics on a whiteboard or use transparent overlays to help students visualize sight alignment and sight picture.

Setting Up the Room: Maximize your training space by positioning students along the longest wall, giving each a clear line of sight for the drill. This arrangement ensures they can practice sighted fire from a comfortable distance, focusing on their sight picture and alignment.

Background on Aiming: Remind students that much of their training so far has been dedicated to "index shooting," where they extend, press the trigger, and rely on kinesthetic alignment of the muzzle. Explain that while index shooting is invaluable for close-range scenarios, at certain distances, visual aiming becomes necessary. At these ranges, aligning sights or using an optic is required.

Using the Sights

Executing the Drill:

1. **Instruct Students:** Have them extend and prep their trigger as usual, requiring them to establish sight alignment and sight picture before firing.
2. **One Shot Rule:** For this drill, students are only permitted to take one shot before resetting. After each shot, they should return to the broken grip position, with their finger off the trigger, before beginning the next repetition. This prevents them from "walking" their shots based on previous impacts.
3. **Focus on Precision:** Encourage students to aim for "dots, not dashes" with their shots. The greater distance amplifies dash-like laser impacts, revealing trigger mechanics issues.

Instructor's Role in Observation:

- **Stance:** Make sure students aren't standing too tall or leaning forward excessively. Good stance is essential for recoil control and accurate shooting. If they will not get in a stance do the quick left-right basketball defense drill.
- **Grip:** This is an ideal time to check for any grip deficiencies.

Watch for signs of a “mushy grip,” and correct as needed to ensure a solid, consistent hold on the pistol.

- **Laser Feedback:** Use the laser to confirm that students are executing clean trigger mechanics. Dashes indicate trigger control issues that need to be addressed.

Drawing and Moving

Draw and Move

After completing several sets of sighted fire, it’s beneficial to shift back to drawing the pistol. A brief break from draw mechanics can allow students to reset, giving them time to internalize these skills. Additionally, this change of focus keeps the class dynamic and engaging.

Classroom Setup: Since you’re likely starting from the far end of the room, maximize the available space by spreading students out. Ensure there is ample distance between each student for safe movement.

Draw on the Move

Demonstration: Begin by demonstrating the drill with clear, deliberate movements. Stand in your starting position, then move smoothly to a new position, at least two shoulder widths away. As you move, simultaneously draw the pistol, present, and fire at a designated target on the wall. This combination of moving and drawing reinforces coordination and timing.

Key Points to Emphasize:

- **Walking and Drawing Together:** Remind students that “walking and chewing gum” is an everyday skill—this drill is simply about adding the leg movement to their existing draw mechanics.
- **Trigger Finger Discipline:** Stress the importance of proper trigger finger placement. Ensure they are disciplined about keeping their finger off the trigger until they’re ready to fire.
- **Muzzle Discipline:** Ensure students avoid muzzling anyone in the class by maintaining controlled, precise movements.
- **Movement:** Encourage deliberate, intentional movement. While they don’t need to move slowly, initial movements should focus on accuracy and control.

If students end up on a mild collision course with one another, allow them to continue as long as safety protocols are respected. This "natural chaos" adds realism, helping students develop poise under mild adversity.

Optional Progression: This drill can be engaging and even addictive for students. For a challenge, have them increase their distance from the target and use their "Permission to Fail" card, allowing them to practice indexing while moving to hit a further target.

Improving Index Shooting

Enhancing Index Shooting with Breastplate Alignment

Developing Awareness of Chest Alignment During Shooting

After students have completed several repetitions of moving to a new position and engaging a target, introduce the concept of the upper **breastplate awareness** to refine their index shooting and natural point of aim.

Introducing Breastplate Awareness

Breast Plate Awareness

Explain to students that while presenting the pistol, they should begin to develop an awareness of the **upper portion of their chest (breastplate)** and how it aligns with the target. This alignment, while not always perfectly perpendicular, can help fine-tune their index shooting mechanics.

1. **Iron Man Analogy (Laser Awareness):**
    - Imagine the breastplate as if it could emit a laser, projecting forward like Iron Man's arc reactor.
    - However, note that this "laser" may not aim perfectly perpendicular to the target. Due to the natural positioning of the arms—especially the forward cant of the support hand and the slight pullback of the strong hand—the chest may rotate slightly toward the strong-hand side.

2. **Experimenting with Breastplate Rotation:**
    - Encourage students to establish their grip, adopting a proper isosceles upper body structure.
    - Then, have them pull back to a broken grip position while paying attention to the angle of their breastplate relative to the target.
    - They should notice a slight natural twist:
        - For right-handed shooters: a slight rotation to the right.
        - For left-handed shooters: a slight rotation to the left.
3. **Developing Feel Through Repetition:**
    - Have students focus on the sensation of aligning their chest (breastplate) with the target while presenting the pistol.
    - Reinforce that the angle may feel asymmetric, such as 96° on the strong-hand side and 84° on the support-hand side. These numbers are arbitrary, but the awareness of slight rotation is key.
4. **Practical Application in Index Shooting:**
    - Explain that this breastplate awareness complements index shooting by aiding in aligning the upper body naturally with the target.
    - With enough repetition, this alignment becomes instinctive, further improving consistency and natural point of aim.

Instructor's Notes

- Practice this technique yourself before teaching it. Feel the angles of your own chest alignment when adopting a proper grip and presenting the pistol.
- Emphasize to students that this is not about achieving a rigid or perfect angle but rather about developing a subconscious awareness that aids in smoother, more accurate presentations.

- Encourage students to integrate this awareness with other mechanics they've learned, such as grip consistency and foot placement.

Drawing with Minimalism

Discrete Draw

Objective: Teach students to execute a draw with minimal physical signature, emphasizing smoothness and subtlety over speed or aggression.

Overview:

The discrete draw is a skill set that can be introduced at any time but pairs particularly well with lessons on movement. It is useful in scenarios where a student may need to quietly draw their pistol while presumably moving to a better position of survivability.

Contextual Application:

The discrete draw is particularly useful when stealth and positioning are critical. Use it as a foundational technique that complements

Discreet Draw

Key Elements of the Discrete Draw:

1. Minimal Signature:
   - The shoulders remain relaxed and do not shrug.
   - The draw is executed quietly, avoiding any exaggerated or abrupt movements.
2. Smooth Execution:
   - Focus on smooth, deliberate motions to avoid drawing attention.
   - This is not about speed but about reducing the physical and visual "tell" of drawing a weapon.
3. Integration with Movement:
   - Encourage students to integrate this draw technique with movement toward better angles or cover.
   - This can later be combined with high-angle shot scenarios (covered further below).

advanced skills like high-angle shooting, allowing students to move deliberately while preparing to engage.

This skill reinforces the importance of adaptability and subtlety in dynamic situations.

Demonstration:

- Show students how to perform a discrete draw with relaxed shoulders and fluid motions.
- Emphasize that the goal is to be quiet and unobtrusive while maintaining control and readiness.

When Are We Ready to Re-Holster?

Scanning

Scanning is somewhat controversial because it's often taught as more of a range theatrical than a practical skill. However, we want to avoid the training scars of performing a drill and immediately re-holstering without proper situational awareness.

Key Points:

- Mental Step Over Physical Action:
    - Scanning really just involves a mental step (as opposed to a physical one) of deliberately and conscientiously determining that nothing else needs to get shot and that it's appropriate to re-holster.
    - This doesn't have to take a long time.
- Introducing Scanning:
    - One method of introducing a scan is to demo it during nearly any drill.
    - After completing the drill, come back to a compressed high ready position and ask yourself, "Does anything else need to get shot?" Answer to yourself, "No," and then re-holster and start another repetition.
- Intentional and Purposeful Action:
    - If you're of the mindset to have a prescribed method

of looking around the room, that's fine. Just make sure it does not take too long and is does not become robotic.

- Ensure that the looking is intentional and purposeful—it shouldn't turn into a theatrical gesture.

Objective of "Scan":

The goal is to reinforce the habit of situational awareness after engaging a target. Scanning helps ensure that you consciously assess your environment before concluding that it's safe to re-holster.

Day Two Wrap-Up – Emphasis on Review and Reinforcement

As you conclude Day Two of the Fundamentals of Pistol class, your primary focus should be on reinforcing the material covered rather than introducing new concepts. The repetition of foundational skills ensures students internalize proper mechanics and remain consistent in their execution.

Key Areas of Focus During Review:

1. **Trigger Discipline**
   - Remind students to keep their finger **off the trigger until they are ready to fire**.
   - Watch for consistent finger placement on the trigger when engaging and ensure they return to **high index** (finger outside the trigger guard) when not actively firing.
2. **Muzzle Awareness**
   - Continuously monitor students' muzzle discipline. Ensure their pistols remain pointed in a safe direction at all times.
   - Highlight the importance of maintaining situational awareness, especially during movement drills.

3. **Consistent Grip Establishment**
    - Reinforce the fundamentals of grip:
        - **Strong Hand:** High on the grip, ensuring the webbing of the hand is firmly pressed against the beavertail or top of the backstrap.
        - **Support Hand:** Base of the thumbs pressed together with no gaps, forming a stable clamshell grip.
    - Provide hands-on corrections as needed, showing students how minor adjustments can significantly improve their grip mechanics.
4. **Fluid Mechanics During Presentation**
    - Observe students' grip establishment and presentation mechanics. Are they consistently achieving the same strong grip position? Are they driving the pistol straight toward the target with no unnecessary movements or pauses?

Instructor's Role in Day Two Review

As an instructor, you will spend much of your time diagnosing and coaching students to refine their mechanics. Focus on observing and correcting common deficiencies, such as:

- **Inconsistent grip:** Students forming their grip differently each time.
- **Trigger slapping:** Not pressing smoothly to the rear.
- **Muzzle dip during trigger press:** Often a sign of pre-ignition flinch or improper wrist engagement.

Pro Tip: Use This Time to Build Confidence

Remember that students may feel fatigued or frustrated by the end of Day Two. Provide encouragement and emphasize progress, no matter how small. For example:

- "You're really locking in that grip consistently now."
- "Your trigger press has smoothed out a lot since this morning—great work."

Conclusion of Day Two

Day Two is all about ensuring the foundation laid on Day One is solidified. By dedicating ample time to review, you're setting your students up for long-term success. Keep them motivated, correct their mechanics thoughtfully, and reinforce the key principles that will carry them into the next phases of their training.

Distributing the Everyday Drill (EDD) Sheets

Don't Forget Your EDDs

At the conclusion of the session, distribute the **Everyday Drill (EDD)** sheets to your students. You'll find printable copies in **Appendix**, or you can direct students to use the provided **QR code** to access and print the drills directly from their own devices.

The QR codes also link to instructional **USCCA videos** that demonstrate the drills step-by-step. Encourage students to watch these videos as a visual guide for carrying out the drills correctly.

Important Note:

If you didn't cover all the drills outlined in the standard itinerary—this can happen depending on class dynamics—advise students accordingly. Let them know that some of the later drills may not yet be familiar to them but are available for their review. Emphasize that the foundational drills they practiced in class are the priority and should be their main focus for now.

By following this approach, students will leave equipped with the tools and resources to reinforce what they've learned and continue improving independently.

LESSON THREE: BUILDING ON FUNDAMENTALS

By day three, you'll notice that the content for new material becomes lighter, as much of the focus shifts to **review** and **refinement**. At this point, students may realize just how much they've forgotten from earlier lessons, underscoring the value of the multi-day structure of the **SIRT Fundamentals of Pistol (SFP)** class. This design fosters an appreciation for **continual improvement**, setting the stage for transitioning into more advanced courses like the **USCCA Defensive Pistol Program (DPP)**. While the SFP course serves as an excellent feeder to DPP, it is not a prerequisite, allowing for flexibility in student progression.

The SFP's layered approach reinforces key concepts and emphasizes the importance of sustained practice, making it a natural stepping stone toward live-fire training in courses like DPP. Students will begin to recognize how revisiting and refining foundational skills provides immense value, enhancing their shooting mechanics and confidence.

Starting Lesson Three: Safety Checks

As with every day, begin with a **comprehensive safety check:**

- **Self-Check:** Each student verifies their equipment.
- **Buddy Check:** Students pair up to inspect each other's gear.
- **Instructor Check:** Conduct a final inspection as the instructor to ensure all safety protocols are followed.

This routine, as demonstrated in the **class video**, should be quick yet thorough. Beyond reinforcing safety, it also sets the tone for the day, instilling focus and readiness in your students.

Perform Un-Warmed Up

The Uncalibrated Drill

Begin the session with an uncalibrated drill—one that does not require extensive warm-up. Have students grab their SIRT pistols, tuck them into their waistband or adopt their carry position, and set up for the drill. The chosen drill should reflect the last skill set covered the previous week. For example:

- If the class progressed to drawing and moving last week, revisit it now.
- If certain concepts, such as drawing while moving, weren't fully covered, opt for a simpler drill to avoid confusion.

Setup and Execution

- Keep the drill setup simple. Avoid over-complicating instructions—clarity and efficiency are key.
- Use the drill as an opportunity to observe students' mechanics, grips, and trigger control.
- Reinforce good habits by reminding students to aim for "dots, not dashes" with their lasers, highlighting the importance of proper trigger mechanics.

Coaching and Safety

- Move around the room, observing students closely. Provide targeted coaching on grip consistency, muzzle control, and trigger finger discipline.
- This class bridges firearm skills with real-world scenarios, emphasizing muzzle awareness and safe handling. Use this time to ensure students internalize these critical skills.
- If a student struggles with safe gun handling (e.g., muzzling or poor trigger discipline), give them focused, constructive attention. Safety must remain the top priority.

Injecting Realism

- Add mild, controlled chaos by staggering students' positions or introducing no-shoot elements. For example, allow students to move slightly offset from one another so that their paths overlap, simulating the presence of dynamic highest liability no-shoots.
- These elements help prepare students for real-world scenarios while maintaining safety in a controlled environment.

Key Takeaway

This drill sets the tone for the day, reinforcing the blend of technical skills and situational awareness that makes this course unique. Prioritize safety and ensure all students are consistently applying proper handling techniques.

Lesson Three Fundamentals and Skills Review

Day three begins with a rigorous review of all the fundamentals covered so far. This session will likely take you all the way to the first break.

Expect that students may have forgotten some key elements from the previous two weeks. Use this time to identify gaps, reinforce foundational skills, and ensure everyone is on track before moving forward.

Two Targets

Target Transitions

After completing the review, introduce target transitions as a new skill set. This drill focuses on transitioning smoothly and efficiently between two targets when there are no liabilities (e.g., bystanders or obstacles) between them.

Target Transitions

First Group

Second Group

Context:

In this scenario, the decision to engage both targets has already been made. This is not about shooting one target, reassessing, and deciding on the second target. Instead, students should transition directly and decisively between the two targets.

Drill Setup:

- Start with simple mechanics: one shot per target.
- The emphasis is on speed and precision during the transition.

Technique:

1. After shooting the first target, the eyes and the gun race to the next target.
    - The eyes do not move independently of the gun. Instead, think of both snapping to the second target simultaneously, with the eyes slightly ahead to "lead the charge."
    - Reinforce this with a demonstration (review the instructional video for additional clarity).
2. As the eyes lock on the second target, they guide the gun to its destination, effectively "bringing the artillery."
3. Trigger Prep:
    - The shooter should begin prepping the trigger (take-up laser illuminated) as they approach the second target.
    - The lower bed laser should activate slightly before the muzzle settles on the target.
4. Breaking the Shot:
    - Encourage students to break the shot as soon as the muzzle is reasonably aligned with the target—perfect centering is not required.
    - Shots can be broken early, especially during transitions toward a previous target.

Key Coaching Points and Diagnostics:

- Watch for over-transitioning.
    - If students properly prep the trigger and activate the take-up laser, slight over-transitioning is common, particularly for wider transitions (e.g., angles greater than 30°).
- Emphasize controlled movement:
    - Accelerate about 4/5 of the way to the second target.
    - "Slam on the brakes" and decelerate during the last 1/5 of the rotation or movement to the new target.

Points to Consider:

The skill of transitioning between targets is broader than simply shooting two targets.

- This drill teaches the foundational ability to move the muzzle to a second location efficiently, regardless of whether the shooter has fired at the previous location.
- The principles apply to various contexts where quick, accurate muzzle placement is required.

Use this drill to instill deliberate, fluid movements and reinforce the concept of control during rapid transitions.

Mitigate Liability
Sacrifice Mobility for Trajectory

High Angle Shots

Objective:

Finish day three with high-angle shot training as an introduction to compromised shooting positions.

This drill focuses on understanding angles, potential liabilities, and decision-making under dynamic scenarios.

Setup and Equipment:

- Use freestanding targets or 3D targets such as Century Martial Arts Bob Bags (as demonstrated in the class

videos).

- Position the targets in the center of the room at approximately the average height of the students.
- Alternatively, use a target stand with 8.5 x 11-inch paper targets at chest and head levels.

Drill Execution:

1. Circle Formation:
    - Arrange students in a circle around the center targets.
2. Initial Shots:
    - On the signal, students draw and shoot either the head or chest region of the target.
    - Allow them to choose their point of aim; the specific location is less important than accuracy and technique.
3. Liability Awareness:
    - After the initial rounds, explain and demonstrate the potential liabilities of missed shots or rounds passing through targets.
    - Highlight how bullets can carry through targets and present risks to objects or individuals behind them.
4. Take the High Angle Shots:
    - Demonstrate taking a knee and shooting at a high angle (targeting the head or upper chest).
    - Show how directing the muzzle slightly upward or to the sides (distal to the left or right) reduces the likelihood of immediate liabilities in the vicinity.
    - Emphasize that while bullets eventually come down, the higher risk is within the immediate area behind the target.

High Angle Positional Shooting

First Group

Second Group

Key Coaching Points:

- Ensure students take their time transitioning between standing and kneeling positions to avoid injury.
- Watch for trigger finger discipline during movement—fingers must stay off the trigger when transitioning positions.
- Assist students who may have mobility issues when taking a knee or standing up.

Progressions:

1. If using 3D targets, have students incorporate movement to an angle of survivability while shooting.
    - Use a tool like a steel straw to demonstrate the path of a bullet and its impact zone.
    - Reinforce the context of neutralizing a threat based on means, access, and intent.
2. Move students further away from the target.
    - Focus on instant incapacitation headshots to mitigate liabilities and reduce risk to bystanders.

Key Considerations:

- Range Limitations:
    - High-angle shots typically cannot be practiced on traditional ranges due to safety concerns (e.g., firing over the berm).
    - This skill is critical and can be practiced extensively in class with training pistols and incorporated into everyday drills at home.

By integrating these high-angle shooting drills, students gain a deeper understanding of real-world shooting scenarios and the critical importance of managing angles and liabilities.

Key Points:

Emphasis on Technique: Prioritize honing fundamentals over introducing new concepts. This deeper focus can significantly improve performance.

While adding skills like target transitions or high-angle shots can introduce variety and maintain engagement, these should serve primarily to reinforce core fundamentals rather than overwhelm students with new content.

Apply Fundamentals in Slightly Different Settings:

Progressions or slight changes to drills can be introduced to keep the class interesting while still reinforcing foundational skills.

Closing Thoughts:

The goal of day three is to solidify what has already been taught, ensuring that students leave with stronger fundamentals and confidence in their technique. Progress at a pace that prioritizes quality over quantity of material covered. Lesson Three Closing

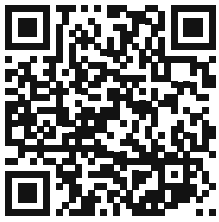
Lesson three may not appear to add a significant amount of new material. In fact, you might choose to dedicate the entire session to rigorous review. This approach allows you to focus on refining the students' technique, particularly their draw stroke, ensuring it becomes more consistent and dialed in.

LESSON FOUR: NEAR-FAR AND BUZZER-TO-BUZZER

Begin with a comprehensive review of fundamentals, then progress to the Near-Far Drill and Buzzer-to-Buzzer Drill to challenge students' aiming systems, timing, and precision.

Safety Check and Heavy Review of Fundamentals:

1. Trigger Mechanics:
    - Focus on smooth, consistent trigger press and reset.
2. Grip Formation and Validation:
    - Emphasize proper grip establishment and ensuring grip integrity during drills.
3. Recoil Management:
    - Reinforce techniques for controlling recoil to maintain accuracy during follow-up shots.
4. Target Transitions:
    - Practice transitioning between targets to improve fluidity and precision.
5. Sighted Fire:
    - Consider holding off on sighted fire review until after the Buzzer-to-Buzzer Drill, as sighted fire will be integrated into the Near-Far Drill.



Index Shooting / Visual Aiming

Near Far Drill

- Concept:
    - This drill challenges students to switch between index shooting (kinesthetic point of aim) for close targets and sighted fire (visual alignment) for distant targets.

Near-Far Drill

- Setup:
  - Place mobile targets closer to the students, approximately 5 yards away.
  - Place far targets at the maximum range your room allows, ideally around 15 yards.
- Execution:
  - Students will:
    - Shoot the near target three times aggressively using index shooting, focusing on alignment with the breastplate.
    - Transition to the far target and fire one shot using proper sighted fire and deliberate trigger control.
  - Emphasize a clean trigger press and a focused visual connection with the distant target.
- Key Points:
  - Advise students not to “slow down” on the far target but to adopt a visual focus that may naturally require more time.
  - Reinforce the idea that time is a result, not an input.
- Progressions:
  - Reverse the order: Start with the far target (one shot), then transition to multiple shots on the near target.
  - Adjust distances: Move near targets to 6, 8, or even 10 yards, requiring students to index shoot at longer distances before transitioning to sighted fire.
- Practical Application:
  - Similar to target transitions, this drill teaches broader application skills rather than specific scenarios.
  - For example:
  - Immediate attention may be on a close object, but the actual threat is far away, requiring a mental shift and aiming system transition.

- Conversely, attention may be far when an immediate close-range threat appears, requiring rapid and accurate index shooting to address it.

Optimizing Draw

Buzzer-to-Buzzer Drill

Objective: Develop efficiency and speed in the draw stroke by stretching movements across a controlled time block, identifying inefficiencies, and gradually reducing the time to build speed and precision.

Setup:

- Equipment:
  - A phone with a shot timer app featuring a par timer or a standalone shot timer with a par timer function.
  - The timer should have a first beep to start and a second beep to indicate the allotted time has elapsed.

Basics of the Drill:

1. Deliberate, Minimal Movements:
   - Instruct students to take the entire length of time between the two beeps to complete their draw stroke and break the shot.
   - Demonstrate this yourself, counting out loud (e.g., “one thousand, two thousand, three thousand”) to model deliberate movement.
2. Initial Timing:
   - Set the par time to 3.5 seconds to allow for

deliberate, slow mechanics.

3. Purpose:
    - Explain that stretching the time reveals inefficiencies that fast movements may mask, such as:
        - Unnecessary or awkward hand movements.
        - Poor support hand positioning or engagement.

Execution of Buzzer to Buzzer Drill:

1. Gradual Timing Reduction:
    - Gradually reduce the par time after students complete several repetitions:
        - Start at 3.5 seconds, then move to 3.0, 2.5, 2.2, and 2.0 seconds.
        - As times shorten, emphasize efficiency over speed—movements should remain deliberate, not rushed.
2. Advanced Progression:
    - When times reach 2 seconds or lower, reduce increments by 0.1-second steps until reaching an aggressive number, like 0.7 seconds.
    - Without prior notice, reset the par time to 1.5 seconds and observe how students perform when transitioning to full-speed execution.

Key Points:

- Stretch, Don't Rush:
    - Emphasize using the full time block for smooth, minimal movement rather than rushing.
    - Encourage students to think of this as "stretching" their draw stroke rather than slowing down.
- Recalibration for Realism:
    - Discuss that a 1.5-second concealed carry draw is extremely fast, and realistic speeds may vary. However, this demonstrates the potential for efficient mechanics when optimized.

- Home Practice:
  - Recommend practicing this drill at home with a SIRT pistol in front of a mirror to further refine movements.

Break and Recovery:

- This drill involves numerous repetitions and may take a considerable amount of time to complete.
- After finishing, take a break or switch to an unrelated drill, such as support-hand-only sighted fire, to give the dominant hand and arm a rest.

Key Takeaway:

The Buzzer-to-Buzzer Drill is a methodical exercise that exposes inefficiencies, builds deliberate mechanics, and trains students to transition from slow, precise movement to calibrated speed. By gradually increasing difficulty and demonstrating potential, this drill improves mechanics of the draw by ironing out the wrinkles and is very engaging to entice them to get numerous quality reps.

Key Observations:

- Learning Curves Vary:
  - Each class progresses differently due to factors like collective learning rates, levels of engagement, and the general energy in the room.
  - Some classes may move faster or slower through the material, and that's okay—focus on ensuring comprehension rather than rigidly adhering to a schedule.
- Heavy Review Focus:
  - These mid-course days are intentionally review-heavy, as this is where much of the coaching happens.
  - The goal is not necessarily to introduce a lot of new material but to deepen the students' mastery of grip, trigger control, and other fundamentals.
- Skill Application:

- When introducing new skills or drills, the emphasis should remain on reinforcing foundational principles.
- Changing the application of grip and trigger control through varied drills is more important than the specific skill being introduced. Meaning we achieve a better grip and trigger control when we train in different manners and shooting positions whether that be pressed to move with conviction (go fast) or be forced in an awkward shooting position.

Instructor Note:

- Don't stress if you fall a little behind or get ahead—adapt to the class's energy and learning needs.
- Focus on coaching over content. The fundamentals are the bedrock, and reinforcing them through practical applications will ensure long-term retention.

Closing of Day Four

As you wrap up day four, keep in mind that the pace and flow of the class may naturally vary. Consider reviewing the sample class videos for days three, four, and five as a reference. These videos provide valuable insights but don't strictly follow the same itinerary, as each class adapts to unique dynamics.

Key Takeaways for these middle days:

The middle days of the course are about building depth, not breadth. Through review and varied skill applications, students solidify their fundamentals while gaining confidence and adaptability in real-world contexts.

LESSON FIVE: DECELERATING TO POSITIONS, MOVING NO-SHOOTS

Build on prior lessons by introducing dynamic movement to shooting positions, focusing on deceleration mechanics and transitioning efficiently to a stable shooting stance. This lesson also integrates movement-based drills to reinforce fundamentals like trigger control, grip, and sight alignment while encouraging natural efficiency and both-eyes-open shooting.

Lesson Overview

- Heavy Review Focus:
  - Begin with a thorough review of all prior lessons, including trigger mechanics, grip, recoil management, and drills like the Buzzer-to-Buzzer Drill (consider shortening it to save time).
- New Skills:
  - Introduce decelerating to a shooting position after the review and break.
  - Incorporate the Left-Right Drill to practice dynamic movement and transitions.

Decelerating to Shooting Position

Decelerating to a Shooting Position

Skill Context:

Shooters need the ability to reposition dynamically for better shooting angles, cover, or survivability, emphasizing mechanics for safely and efficiently getting into a second position ready to shoot.

Left-Right Drill

1. Drill Basics:
   - Students start in the middle, run several yards

left, decelerate, and shoot a target.

- Then run several yards right, decelerate, and shoot the target again.
- Continue alternating between left and right movements.

Left-Right Drill

2. Context:
   - Explain the purpose:
   - Moving to cover, concealment, or a better angle of survivability.
   - Avoiding liabilities like moving no-shoots between them and their target.
   - Clarify that this is about mechanics, not a “get off the X” scenario involving a drawn gun with a finger on the trigger—that situation is outside the scope of this course.
3. Breaking the Grip:
   - Teach students to break their grip and pump their arms dynamically while moving to the second position, with the strong hand palm down.
   - Upon deceleration, reestablish the grip, extend, and break the shot.
4. Sequencing:
   - Introduce sequencing to ensure smooth transitions:
   - Decelerate —Establish grip —Prep trigger —Stabilize body —Break the shot.
   - Emphasize that the muzzle doesn’t need to be perfectly stable but sufficiently steady to ensure acceptable precision on target.
5. Trigger Prep:
   - Use the take-up laser (on SIRT pistols) to:
   - Validate that students prep the trigger at the right time.

- Help them visually gauge body stability by observing laser movement.
- Encourage both-eyes-open shooting—a fringe benefit that emerges naturally in this drill.

Progressions

1. Distance Adjustments:
   - Gradually increase the distance to the targets, requiring students to engage in sighted fire.
   - Students will need more body stability and focus on the front sight, especially over longer ranges.
2. Sighted Fire Focus:
   - At longer distances, students will instinctively shift to sighted fire due to the increased sight movement.
   - This makes the drill highly effective for sighted fire training.

Key Benefits

1. Improved Stances:
   - Dynamic movement often leads students to adopt better, lower, and more aggressive stances.
   - Consider filming their movements to highlight these improvements and show them their progress.
2. Natural Efficiency:
   - Students tend to exhibit surprisingly efficient movements during this drill, which can reinforce confidence and improve mechanics.
3. Both-Eyes-Open Shooting:
   - The combination of movement, time pressure, and laser feedback naturally encourages students to shoot with both eyes open.
4. Enhanced Body Awareness:
   - Moving into shooting positions dynamically helps students focus on stability and precision under changing conditions.

Instructor Notes

- Live Fire Considerations:
  - If transitioning to live fire, this drill becomes resource-intensive as only one shooter can safely execute it at a time.
  - Use this as an opportunity to evaluate their stance and check for issues like rocking their head back during multiple shots.
- Review and Repetition:
  - Focus heavily on reviewing and refining fundamental skills, with the Left-Right Drill serving as a practical application to deepen their understanding.

Contending With Moving No-Shoots

Progressor Drill: Moving No-Shoots

Objective: Develop advanced situational awareness, dynamic movement, and safe firearm handling in a chaotic environment with moving no-shoots. This drill uniquely emulates real-world complexity, making it invaluable for training that goes beyond traditional range scenarios.

Progressor Drill

Drill Overview

This drill simulates a dynamic, unpredictable environment, requiring students to navigate a series of shooting positions while contending with moving no-shoots (fellow students). It can only be safely conducted with SIRT pistols and absolutely not with live fire.

Drill Setup

1. Shooting Positions and Targets:
    - Set up five shooting positions, zigzagged across the training area.
    - Targets range from maximum room distance (up to 25 yards) to close distances (~5 yards). Position them laterally and staggered for variety.
2. Student Rotation:
    - The first student starts at position one, shooting one shot at the target.
    - After completing the shot, they run to position two and engage the target there.
    - This sequence continues through all five positions, alternating lateral and distance changes.
    - As one student moves to the next position, the next student begins at position one, creating a constant flow of movement and overlapping activity.
3. Movement Rules:
    - Finger off the trigger while running.
    - Use high port or low port carry to maintain safe muzzle awareness.
    - Avoid muzzling fellow students, even as they move unpredictably in the training area.

Drill Execution

1. Basic Sequence:
    - At position one, shoot the target at a long distance (e.g., 25 yards).
    - Move to position two and engage a target at an intermediate distance.
    - Proceed to position three on the opposite side of the room (~10–12 yards).
    - Continue to position four (8 yards) and position five (5 yards), alternating sides of the training area.

2. Dynamic Flow:
    - Students operate in a continuous cycle, immediately returning to the back of the line after completing the drill.
    - The presence of multiple moving participants creates a “chaotic” environment, requiring constant situational awareness.
3. Adaptability:
    - Positions are general areas, not strict boxes. Students can reposition themselves for better angles of engagement if no-shoots are blocking their path.

Key Coaching Points

- Situational Awareness:
    - Emphasize the importance of maintaining awareness of all moving no-shoots.
    - Remind students not to muzzle anyone and to use safe carry positions.
- Self-Centered Mindset:
    - Encourage students to focus on their training while recognizing that they, too, are no-shoots for their fellow participants.
- Context of Training:
    - Stress that this is not a simulation of running in front of live fire.
    - The purpose is to develop awareness and refine safe handling in a controlled but chaotic environment.
- Dealing with Chaos:
    - Acknowledge that students will likely muzzle someone at some point—it’s part of the learning experience.
    - Use these moments to reinforce how challenging and critical it is to maintain awareness in a chaotic real-world scenario.

Progressions

1. Compromise Shooting Positions (Day 6):
    - Add kneeling or prone shooting positions to increase complexity.
2. Multiple Shots:
    - Increase the number of shots per position, such as three per target.
3. Trigger Prep:
    - Use the SIRT pistol's take-up laser to reinforce trigger prep as students approach each shooting position.

Instructor Notes on Progressor Drill

- Preparation:
    - Watch the class video for this drill and, ideally, practice it with friends to fully grasp its dynamics.
    - Be prepared to guide students through the initial chaos and emphasize safety.
- Energy Management:
    - This drill is physically and mentally demanding. Students will get plenty of reps, so consider breaks or alternating with less intensive exercises as needed.
- Student Filming:
    - Use video to show students their performance, particularly their stances and situational awareness.

Key Takeaways

This drill offers a unique and eye-opening experience, challenging students to operate in a chaotic, unpredictable environment while maintaining safe and efficient firearm handling. By contending with moving no-shoots, students refine their situational awareness, adaptability, and ability to perform under pressure. The structured chaos of this drill makes it one of the most valuable exercises in the entire course.

Closing of Day Five

Day five is heavily focused on review and reinforcing the core fundamentals. To fully appreciate the drills introduced during this session, I strongly recommend reviewing the class videos. Written descriptions alone may not fully capture the flow and dynamics of the exercises.

Key Observations:

- Review-Centric Focus:
    - Much like prior days, day five emphasizes grip establishment, trigger control, sighted fire, and enhanced index shooting.
    - Consider this session another layer of refinement, using varied drills to strengthen and deepen the students' understanding of these skills.
- Progression from Day One:
    - The first day covered the bulk of fundamental instruction. Subsequent days serve to reiterate and apply those fundamentals through progressively challenging scenarios and drills.

Next Steps for Students:

1. Everyday Drills:
    - Provide students with a copy of the everyday drills, either as a physical handout or via email.
    - Emphasize the importance of continuing these drills at home to maintain and improve their skills.
2. Preview of Graduation Week:
    - Let students know that next week marks the graduation phase of their training.
    - While the final session will primarily involve review, it will also:
    - Prepare them to transition to live fire, offering practical tips for integrating these skills.

- Demonstrate additional skills they'll need to continue their pistol craft journey.

3. Promote Additional Classes:
    - Use this opportunity to plug advanced courses or specialized training sessions they can take after completing this program.

Key Takeaway:

Day five is about solidifying the foundation laid in the previous sessions while setting the stage for graduation. Focus on reviewing core fundamentals, instilling confidence in students, and preparing them for the final step of transitioning to live fire and beyond.

Lesson five emphasizes dynamic movement, sequencing, and stability while reinforcing core fundamentals through engaging, practical drills. The Left-Right Drill serves as both a skill-building and diagnostic tool, helping students transition efficiently and adopt better stances while exploring advanced concepts like both-eyes-open shooting and sighted fire under pressure.

LESSON SIX: FINAL DAY

Objective: The final lesson introduces advanced concepts and scenarios, focusing on compromised shooting positions, shooting from cover or concealment, and situational awareness. While primarily a review, this lesson aims to broaden students' understanding of pistolcraft and highlight areas for further training.

Lesson Structure

1. Safety Checks and Review:
    - Begin with a comprehensive safety check.
    - Conduct a deep review of trigger control, grip, sighted fire, and index shooting, ensuring students are ready for the day's drills.
2. Final Skill Refinement:
    - Emphasize the importance of students continuing their training independently after completing this course.
    - Address any individual skill gaps identified during the review.

Key Topics and Drills

Cover vs. Concealment:

Cover vs. Concealment

- Definition:
    - Concealment: Provides visual protection but does not stop bullets (e.g., bushes, curtains).
    - Cover: Offers ballistic protection (e.g., concrete walls, steel barriers).
- Discussion:
    - Use this as a break period for students to listen and reflect.
    - Highlight examples of common materials that serve as cover versus concealment.

- Shooting from Cover:
    - Teach students to position their outside leg up when shooting from behind cover for better stability and ballistic protection.
    - Demonstrate shooting angles and footwork around cover.
    - Drill compromised shooting with concealment in the Progressor drill

Progressor Drill: Concealment and Compromised Shooting Positions

Objective: Practice shooting from behind concealment while using compromised shooting positions to enhance balance, stability, and awareness of protection.

Setup:

- Use simple boxes or corrugated plastic sheets with portable target stands to create makeshift barricades.

Execution:

1. Instruct students to position their outside leg forward and up while shooting from behind concealment.
    - This improves balance and prevents them from being easily knocked out of position.
    - The outside leg also offers some ballistic protection, creating a more difficult path for incoming rounds to reach critical areas like the femoral artery.
2. Emphasize maintaining proper muzzle awareness and trigger discipline throughout the drill.

Key Points:

- Reinforce the difference between concealment (hides but doesn't stop bullets) and cover (provides ballistic protection).
- Teach students to remain stable and deliberate

in their movements while engaging targets from compromised positions.

This drill reinforces fundamentals while introducing practical concepts of using concealment and adapting to awkward shooting positions.

Quick Coverage of Advanced Topics

This session provides an overview of advanced concepts to illuminate the vast amount of training that lies ahead. While this material may seem overwhelming, the goal is to give students a clear understanding of the skills they need to develop as they continue their training journey.

Topics to Highlight

1. Diminished Light Training:
    - Discuss the challenges of shooting in low-light or no-light conditions.
    - Share the humorous anecdote (from the class video) where you start a drill, turn the lights off, and highlight how this starkly demonstrates the importance of diminished light training.
    - Key Point: Stress that shooting in low light requires an entirely new skill set, including flashlight techniques and target identification.
    - Safety Reminder: Never combine diminished light training with movement for safety reasons.
2. Cover and Concealment:
    - Briefly review the difference between cover and concealment:
    - Concealment: Hides you but doesn't stop bullets.
    - Cover: Provides ballistic protection.
    - Explain scenarios where each would be used and tie back to drills practiced during the course.

3. Force-on-Force Training:
    - Introduce the idea of realistic, scenario-based training.
    - Highlight the importance of pre-threat indicators and decision-making under pressure.
    - Emphasize that force-on-force training is essential for bridging the gap between static drills and real-world applications.
4. Hostage Shots and Room Clearing:
    - Touch on the precision and situational awareness required for hostage rescue scenarios.
    - Discuss the tactical considerations of room clearing and how these skills are built over time.
5. Active Shooter Scenarios:
    - Introduce the concept of engaging multiple threats in dynamic environments.
    - Emphasize the importance of situational awareness, rapid decision-making, and teamwork.
6. Transition to Live Fire:
    - Provide practical tips for taking skills learned in this course to the live-fire range.
    - Address common challenges, like managing recoil and translating accuracy from SIRT pistols to live ammunition.

Encourage Further Training

- Highlight additional training opportunities, such as:
    - USCCA Defensive Pistol and Protection (DPP) Course.
    - Diminished Light Training.
    - Open-Hand-to-Pistol Transition Training.
    - Defensive Vehicle Shooting.
- Mention that SIRT-NextLevel Training offers specific curriculums and resources for many of these areas.

Note on Exposure to Other Arenas of Training:

The purpose of covering these topics is not to overwhelm students but to show them how much more there is to learn. It also serves as a reminder that mastery is a continuous process, and ongoing training is essential for growth. Stress the value of the skill sets you teach and encourage them to look forward to future training opportunities.

Key Takeaway

These advanced concepts highlight the path forward in their training journey. By touching on these areas, students leave with a sense of excitement and a clear roadmap for the next stages of their pistolcraft development.

Graduation Ceremony

1. SIRTificates:
    - Hold a brief graduation ceremony to recognize student achievements.
    - Besure to spell names correctly on SIRTificates.
2. Next Steps:
    - Encourage students to pursue further training, such as:
        - USCCA's Defensive Pistol and Protection (DPP) Course.
        - Diminished Light Training.
        - Defensive Vehicle Shooting.
        - Open-Hand-to-Pistol Transition Training.
    - Provide resources or recommendations for local or national courses.

Instructor Notes

1. Broaden Perspective:
    - Use this final lesson to expose students to the breadth of pistolcraft, emphasizing the importance of continuous learning.
    - Discuss the Dunning-Kruger effect and how awareness of one's knowledge gaps is critical for growth.
2. Hands-On Demonstrations:
    - Incorporate instructor demos for all new concepts, especially compromised shooting positions and shooting from cover.
3. Practice Beforehand:
    - Watch the class video for day six to get a sense of the flow and dynamics of these advanced drills.
    - Practice the progressions, particularly shooting from cover, to ensure smooth delivery during the lesson.
4. Reflection on the Journey:
    - Reinforce how far students have come since day one, instilling confidence and motivation to continue their training.

Key Takeaway:

Lesson six serves as a culmination of the course, blending review with the introduction of advanced concepts. Students leave with a deeper understanding of their skills, their gaps, and the next steps in their pistolcraft journey. By emphasizing both review and exposure to real-world scenarios, this lesson prepares them to continue developing as responsible, skilled practitioners.

CONGRATULATIONS ON COMPLETING THE SFP MANUAL!

You've made it through the six days of material—an essential step toward preparing for the in-person class. This is likely your first time reading through the manual and watching the accompanying videos. Take a moment to celebrate this milestone and then dive into the next steps.

Next Steps:

1. Review and Tag Key Sections:
    - Revisit each day's material and tag or mark sections for quick reference.
    - Ensure you understand the progression of drills and skills covered.
2. Questions and Videos:
    - Go through the questions in the manual to test your knowledge.
    - Watch all the videos—this is mandatory, not optional. The videos are an integral part of the training program and prepare you for what's to come in the immersive class.
3. Preparation for the In-Person Class:
    - The three-day immersive class will touch on material from the manual but will focus heavily on:
    - Making you a better shooter.
    - Refining your skills as a presenter, instructor, and

Ongoing Updates:

- Stay up to date with new versions of this manual and updated videos.
- Training is a dynamic process, and keeping current with the latest material ensures continuous improvement.

Looking Forward:

I'm genuinely excited to meet you in person. Together, we'll refine the skills you've developed so far and take them to the next level. This is an opportunity to grow not just as a shooter but as an instructor who can provide more accessible and impactful training to a wider audience.

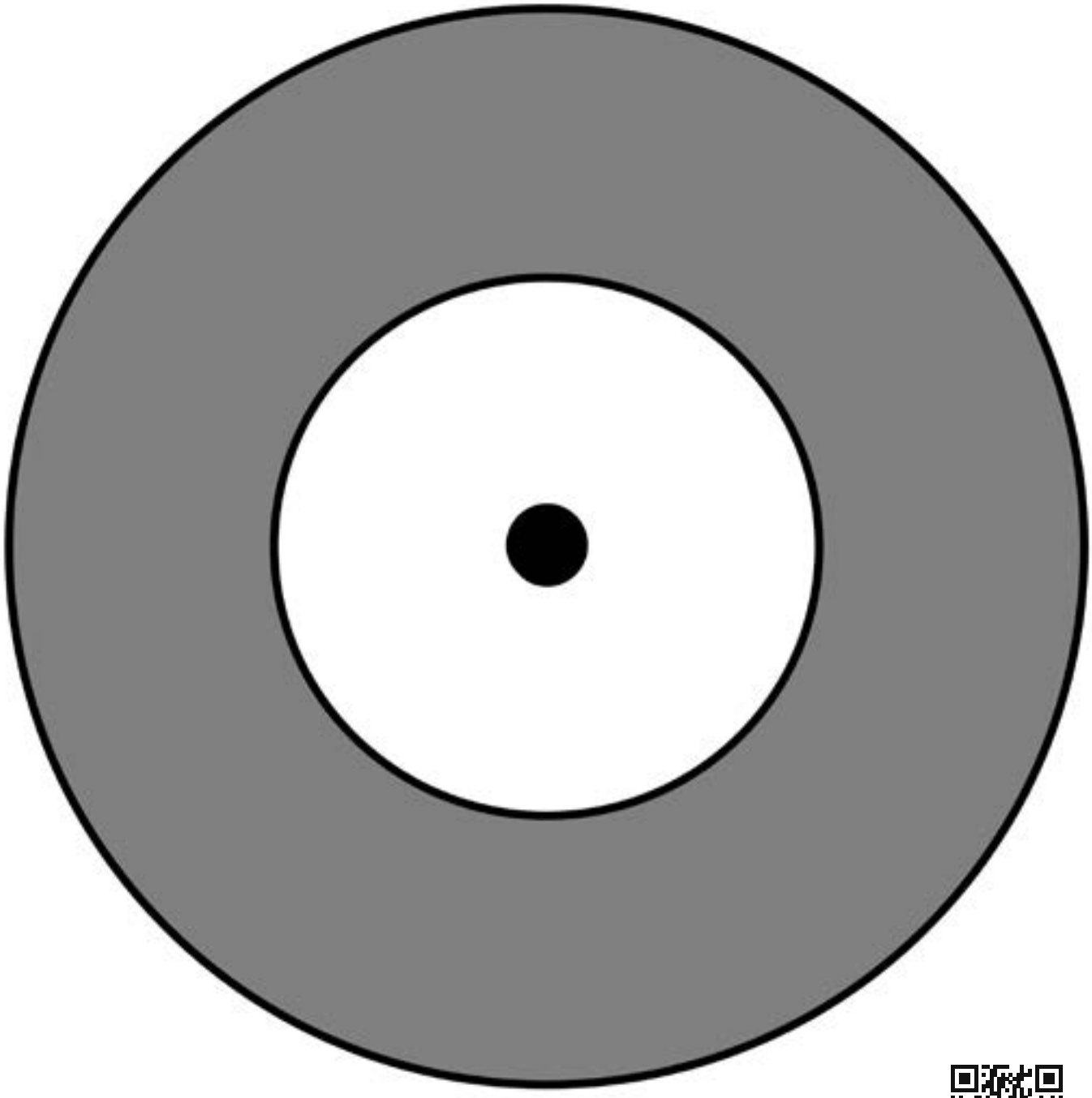
If we at NextLevelTraining.com can be of any service, please reach out to customerservice@nextleveltraining.com with any questions or if you need SIRT packages. Or feel free to call 360 933-4640.

Thank you for committing to this journey, and I look forward to continuing it with you. See you in class!

Mike Hughes

Appendix A-1 Sample Target for Class

SIRT
NEXTLEVELTRAINING.COM



https://sirtfundamentals.net/SampleTarget

Appendix B-1 Background Research

Supporting Research on First Impressions

1. Neural Encoding and Plasticity:

- **Initial Practice Shapes Neural Maps:** Early motor practice begins to shape the neural representations of movements in the motor cortex almost immediately. This means that the first few repetitions of a movement can start to reorganize the brain's motor maps, making those initial experiences particularly influential in how the skill is learned and stored.
- **Rapid Neural Adaptation:** The brain's motor cortex adapts quickly during the early stages of learning. The neural circuits involved in the practiced movement become more refined, which lays the foundation for more efficient and accurate movement execution.

2. Foundation for Muscle Memory:

- **Establishing Baseline Patterns:** Early practice helps establish a baseline pattern of movement, which becomes the reference for future repetitions. This is crucial because the quality of these initial movements can either positively or negatively influence how the motor skill is learned and refined over time.
- **Reinforcement of Initial Patterns:** The patterns set by early practice sessions are repeatedly reinforced with further practice. If these initial patterns are correct, they lead to effective skill acquisition; if not, they may require re-learning or correction later on, which can be more difficult.

3. Error Detection and Correction:

- **Early Recognition of Errors:** Early motor practice allows for the detection of errors in movement execution. By recognizing and correcting these errors early on, learners can prevent the reinforcement of incorrect patterns, leading to more effective and accurate motor learning.
- **Setting Corrective Feedback Loops:** The brain uses early practice sessions to establish feedback loops that help in fine-tuning movements. These loops are crucial for adapting and improving motor skills based on sensory feedback from the initial movements.

4. Long-Term Skill Development:

- **Long-Lasting Effects:** The neural changes initiated by early practice have long-lasting effects on how a skill is performed. The motor cortex retains the adaptations made during early practice, making these initial experiences foundational for future motor performance.
- **Efficiency in Skill Acquisition:** Effective early practice can accelerate the learning process by establishing efficient neural pathways, reducing the time and effort needed

to master a skill.

1. Acquiring motor skills through the sustained performance

- Research: Classen J, Liepert J, Wise SP, Hallett M, Cohen LG. Rapid plasticity of human cortical movement representation induced by practice. J Neurophysiol. 1998 Feb;79(2):1117-23. doi: 10.1152/jn.1998.79.2.1117. PMID: 9463469.

2. Proprioception and Kinesthetic Awareness

- **Research:** *Proprioceptive Feedback and the Control of Movement (Proske & Gandevia, 2012)*
- **Summary:** This paper discusses the role of proprioception in movement control and how initial sensory experiences contribute to the development of motor skills.

3. Myelination and Skill Acquisition

- **Research:** *Experience-Dependent Cortical Plasticity: Strengthening and Weakening Synapses to Modify Learning (Petersen, 2019)*
- **Summary:** This review explores how repeated practice leads to myelination and the strengthening of neural pathways, supporting the idea that early practice experiences are crucial in motor learning.

4. Error Detection and Correction

- **Research:** *The Importance of Error Detection in Motor Learning (Scheidt & Stoeckmann, 2007)*
- **Summary:** This research highlights how early error detection and correction are essential for developing accurate motor skills, reinforcing the importance of initial sensations in setting a correct baseline.
- **Research:** Neurocognitive Mechanisms of Error-Based Motor Learning
- Text Related to Error based motor learning with a SIRT:

Appendix B-2

Relevant Research on Both Eyes Open Shooting

1. **Implicit Learning in Motor Skills:**
    - **Research:** *"Implicit and Explicit Processes in Motor Learning" by Pascual-Leone et al. (1994)*
    - **Summary:** This study explored how individuals can learn motor skills without being explicitly aware of the learning process. The researchers found that certain motor skills are acquired through implicit learning, where the brain automatically processes and stores information about the movement without the learner's conscious effort. This type of learning often happens in parallel with explicit instruction and can lead to the development of complex motor skills.
2. **Incidental Learning:**
    - **Research:** *"Incidental Learning and Its Role in the Acquisition of Knowledge" by Reber (1967)*
    - **Summary:** This foundational study introduced the concept of incidental learning, where individuals acquire knowledge or skills as a byproduct of engaging in other tasks. The research demonstrated that learners can pick up patterns, rules, and skills indirectly, even when those aspects are not the primary focus of the instruction. This phenomenon is particularly relevant in situations where a learner is repeatedly exposed to a certain condition (e.g., both eyes open during shooting) and gradually incorporates it into their skillset without explicit instruction.
3. **Learning Without Awareness:**
    - **Research:** *"Learning Without Awareness: A Study of Incidental Learning of Movement Sequences" by Nissen and Bullemer (1987)*
    - **Summary:** This study investigated how individuals can learn complex movement sequences without being consciously aware of the learning process. The findings suggest that the human brain is capable of recognizing and adapting to patterns in movement sequences even when the individual is not consciously trying to learn them. This type of learning is highly efficient and can occur during the execution of other tasks.

Supporting research:

The concept of **cross-education** or **interlimb transfer**, where training one limb can lead to improvements in the performance of the other limb, even if that limb is not actively engaged in the training. Here's a breakdown of the research and mechanisms behind it:

Research and Mechanisms of Action

1. **Neural Cross-Talk:** The primary mechanism involves the neural pathways. When you perform tasks with one hand, especially your non-dominant hand, there is a form of cross-activation between the two hemispheres of the brain. The motor cortex responsible for controlling movement in your left hand (located in the right hemisphere) communicates with the motor cortex for the right hand (in the left hemisphere), enhancing motor learning for both hands.
2. **Motor Cortex Adaptations:** Studies using imaging techniques like fMRI have shown that performing tasks with your non-dominant hand can increase activation and plasticity in the motor cortex of both hemispheres. This improves your overall motor skills and can lead to better performance with your dominant hand. Essentially, the brain becomes better at controlling movements through shared learning across both hemispheres.
3. **Improved Coordination and Proprioception:** Training the non-dominant hand forces the brain to work harder on fine motor control and proprioception (your sense of where your body is in space). This heightened effort enhances neural efficiency, improving hand-eye coordination and dexterity that transfers to your dominant hand.
4. **Increased Bilateral Efficiency:** Over time, as you use your non-dominant hand for tasks, the brain becomes more efficient at using both hemispheres, leading to overall improved motor control. This means that even though you are using your non-dominant hand, your dominant hand also benefits from this process of brain optimization.

Studies show that unilateral training increases neural drive from both the trained and untrained motor cortices. This cross-activation is believed to occur through interhemispheric communication between the motor cortices of the left and right hemispheres. This helps explain the improvement in the untrained hand's performance after training with the other hand. Ruddy, K. L., & Carson, R. G. (2013). Neural pathways mediating cross education of motor function. *Frontiers in Human Neuroscience, 7, Article 397.* https://doi.org/10.3389/fnhum.2013.00397. Full Paper: https://www.frontiersin.org/journals/human-neuroscience/articles/10.3389/fnhum.2013.00397/full

Appendix B-4

Summary and Citation of Research Supporting Breaks:

Cognitive and Physical Recovery:

A study published by the **National Institutes of Health (NIH)** found that short breaks during learning sessions help the brain replay and consolidate memories of recently learned tasks. This helps improve performance on subsequent trials, particularly in skill-based tasks such as motor learning. The study used magnetoencephalography to track brain activity during rest periods, showing that the brain compresses and strengthens memories during these short rests(

Attention Restoration Theory:

Attention Restoration Theory (ART) suggests that short breaks from focused tasks help restore mental energy. Breaks allow the brain to recover from cognitive fatigue, which can improve performance on demanding tasks such as firearms training or physical activity. This theory has been supported by research in environmental psychology, which shows that time away from focused work helps restore cognitive capacity.

Physical Movement During Breaks:

Studies have shown that incorporating light physical movement during short breaks (such as stretching or walking) helps increase blood flow and reduce muscle fatigue. For example, research on office workers has shown that brief walking breaks improved energy levels and decreased the discomfort of prolonged sitting.

Bönstrup et al., A Rapid Form of Offline Consolidation in Skill Learning. Current Biology, March 28, 2019 DOI: 10.1016/j.cub.2019.02.049 https://www.nih.gov/news-events/news-releases/want-learn-new-skill-take-some-short-breaks

Article: NIH Article: https://www.nih.gov/news-events/nih-research-matters/how-short-breaks-help-brain-learn-new-skills

Underlying Research: https://www.cell.com/cell-reports/fulltext/S2211-1247(21)00539-8?_returnURL=https%3A%2F%2Flinkinghub.elsevier.retrieve%2Fpii%2FS2211124721005398%3Fshowall%3Dtrue

https://www.nih.gov/news-events/news-releases/study-shows-how-taking-short-breaks-may-help-our-brains-learn-new-skills

Appendix B-5

Research and further study on ensuring mechanics are accessible:

Research across various fields emphasizes the importance of **spaced repetition** and practicing under varied conditions to ensure mechanics are accessible on demand, especially in high-pressure or unexpected situations.

1. **Spaced Repetition:** Studies show that learning and skill retention improve dramatically when practice sessions are spaced over time rather than concentrated in a short period. This concept, known as the **spacing effect**, strengthens long-term memory by forcing the brain to recall the information over progressively longer intervals, making the knowledge more resilient under stress or in reactive situations like defensive shooting. Regular intervals of practice, even when fatigued or under different conditions, improve recall and performance when needed most, similar to how medical professionals retain critical procedural knowledge through repeated exposure over time (SpringerLink, NEJM Knowledge+).
2. **Training Under Varied Conditions:** Practicing in diverse environments and using different equipment helps to prepare for real-world challenges. For instance, learning is more robust when practiced in different physical states—such as being tired or under pressure—and with different gear or even different pistols. This mirrors the idea from motor learning research that performing skills under a variety of conditions improves **transferability**, meaning those skills can be reliably used in unfamiliar or stressful settings. The more variety you introduce into your practice, the more adaptable and accessible your mechanics become (SpringerLink).
3. **Physical and Cognitive Adaptation:** Research also suggests that repetition combined with physical and cognitive challenges—like practicing in unfamiliar environments or without ideal preparation—develops a more flexible and reliable skill set. This mirrors findings in other fields, such as **educational psychology**, where the introduction of challenges during practice (like unfamiliar tools or constraints) leads to better overall performance in real-world scenarios(Land-Grant Press).

EDDs Every Day Drills

To get a list of all the Everyday drills that is most up-to-date. Click on this QR code or go to this link to redirect to the Everyday drill printouts:

https://sirtfundamentals.net/EDDsAppendix