

Firearms Instructor

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

FIREARMS INSTRUCTOR PROGRAM (Course 21640)

EXPANDED COURSE OUTLINE (40 hours)

I. Registration & Orientation (Classroom)

A. Student Sign In

1. CA POST roster
2. Participating Agency Roster
3. Host Agency Personnel Roster

B. Orientation

1. Instructor Introductions
2. Student Introductions
3. Review of range facilities

C. Safety Briefing

1. Review 4 Firearms Safety Rules
2. Review Range Safety Rules
3. Review course specific safety policy

II. Firearms Safety Instruction for Instructors (Classroom)

A. Discuss the four fundamental rules of firearms safety

1. Treat all firearms as if they are loaded.
2. Do not point the muzzle at anything you are not willing to destroy.
3. Keep your finger off the trigger, and on the frame, until you have made the decision to shoot.
4. Be aware of your target, your backstop, and what is beyond.

B. Discuss all range safety rules & course specific safety policy

1. Must wear approved safety glasses and hearing protection
2. Keep handguns holstered until you are told to remove them
3. If you have a question, problem, cannot hear, or do not understand the directions, stay on the firing line and raise your non-gun hand
4. Do not recover any dropped item until it is safe to do so
5. Follow all instructor commands
6. No live ammunition in the classroom

C. Discuss Firearms Safety violations resulting in removal from training

1. Any accidental discharge that leaves the range
2. Any accidental discharge which impacts within ten feet of the firing line in any direction
3. Pointing the muzzle of a loaded weapon at any student or instructor

4. Any person who repeatedly violates safety rules after repeated attempts at correction by staff

D. Discuss home safety measures

1. Gun safes and trigger locking devices
2. Education of family members, especially children
3. Criminal Storage of a Firearm 25100(a)(1)PC, 25105PC

III. FBI Bullseye Qualification Course (Range)

A. Warm-Up course of fire

1. Students were provided with course of fire and target, prior to attending.
2. Students were required to pass a practice test proctored by their department range masters; those satisfactory scores were also forwarded to LASD prior to attending.

B. Students are required to pass the FBI Bullseye Qualification Course 30 round course of fire with a minimum score of 240.

1. Stage I – Slow Fire 25-yard line, 4 minutes, 10 rounds
2. Stage II – Timed Fire 15-yard line, 5 rounds in 15 seconds (2x)
3. Stage III – Rapid Fire 15-yard line, 5 rounds in 10 seconds (2x)
4. Courses of fire to be shot on 25 Yard Bullseye B8 target.

C. Students are given 3

D. attempts to pass FBI Bullseye Qualification Course

IV. Fundamentals of marksmanship (Classroom & Range)

A. Instructors will discuss the seven fundamentals of marksmanship (Classroom)

1. Stance
2. Grip
3. Sight picture
4. Sight alignment
5. Trigger control
6. Breathing
7. Follow through

B. Instructors will explain and demonstrate techniques for teaching marksmanship (Range)

1. Trigger control drills
 - a. Demonstrate to the student good trigger finger placement.
 - b. Demonstrate to the student proper setting of the trigger.
2. Use of snap caps/dummy rounds
 - a. Load a magazine with live rounds and dummy rounds. When the students fires on the dummy rounds they should see if they moved the gun when pressing the trigger. They are able to diagnose a proper trigger press.
3. Trigger Overlay Drills
 - a. Place instructor finger over student finger to demonstrate proper firing in single action and setting the trigger.

V. Handgun Instruction (Range)

- A. Instructors will explain and demonstrate how to properly draw and holster in 3 Steps
 - 1. Index weapon and defeat retention straps/devices
 - 2. Clear weapon from holster, rotate weapon toward target, acquire two hand grip at center-line of body, with weapon in peripheral vision
 - 3. Present weapon to full extension
- B. Holstering
 - 1. Reverse three step presentation
- C. Administrative loading and unloading procedures (handgun) (Range)
 - 1. Instructors will discuss the concept of an Administrative Loading procedure
 - a. Builds consistency
 - b. Ensures handgun is in the proper condition (loaded or unloaded)
 - c. Contrasts to other loads (emergency, tactical, speed, etc.)
 - 2. Instructors will explain and demonstrate procedures for loading a handgun
 - a. Point gun in safe direction
 - b. Insert magazine
 - c. Rack the action
 - d. Check the chamber of the handgun to ensure it is loaded
 - 3. Instructors will explain and demonstrate procedures for unloading a handgun
 - a. Point gun in safe direction
 - b. Remove magazine
 - c. Lock open action
 - d. Eject live cartridge
 - e. Check the chamber of the handgun to ensure it is empty
- D. Emergency, Tactical, & Speed reloads (Range)
 - 1. Instructors will explain and demonstrate Emergency reloads
 - a. Press magazine release
 - b. Bring gun into position of exchange
 - c. Index new magazine
 - d. Insert into magazine well
 - e. Release the slide
 - 2. Instructors will explain and demonstrate Tactical reloads
 - a. Scan for additional threats
 - b. Bring gun into position of exchange
 - c. Ensure gun is not malfunctioned or empty
 - d. Release and store the partial magazine
 - e. Index new magazine
 - f. Insert new magazine into magazine well
 - 3. Instructors will explain and demonstrate Speed reloads
 - a. Index new magazine

- b. Bring gun into position of exchange
- c. Press magazine release to drop partial magazine
- d. Insert magazine into magazine well

VI. Administrative loading and unloading procedures (rifle) (Range)

A. Instructors will explain and demonstrate procedures for loading a rifle

- 1. Patrol Ready
 - a. Ensure safety is engaged
 - b. Inspect
 - c. Send bolt forward on an empty chamber
 - d. Insert loaded magazine into rifle
 - e. Push/pull on the magazine making sure it is fully seated
 - f. Push the forward assist to ensure bolt is fully in battery
 - g. Check the chamber to ensure the chamber is empty
 - h. Close the ejection port cover

B. Instructors will explain and demonstrate procedures for unloading a rifle

- 1. Ensure safety is engaged
- 2. Push the magazine release
- 3. Remove loaded magazine
- 4. Lock the bolt to the rear
- 5. Check the chamber to ensure the chamber is empty

VII. Range commands and terminology

A. Utilize specific commands and phrases

- 1. Consistent phrases used by all instructors
 - a. "Draw" vs "Unholster" commands
 - b. "Threat" vs "Gun" commands

B. Voice Inflection (when P.A. systems are not available)

- 1. Commands loud enough for students to hear
- 2. Commands loud enough for fellow instructors to hear
- 3. Additional instructors can repeat commands

VIII. Firearms maintenance (handgun, shotgun, and rifle) (Classroom)

A. Instructor will discuss and demonstrate field stripping

B. Instructor will identify materials needed for cleaning

- 1. Cleaning rags and patches
- 2. Cleaning rods, patch holders, bore brushes
- 3. Cleaning brushes
- 4. Solvent and lubricant

C. Safety

- 1. Working area
 - a. Well ventilated

- b. No live ammunition
 - 2. Ensure firearms are unloaded
- D. Use protective gloves and safety glasses
- E. Conduct a function test of the firearm
 - 1. Safety lever/selector
 - 2. Double Action trigger
 - 3. Single Action trigger
 - 4. Sear/disconnect reset
- IX. Lead safety (Classroom)
 - A. Reducing lead contamination
 - 1. Preventative measures
 - 2. Reducing exposure
 - 3. Decontamination procedures
 - 4. Annual testing for lead blood levels for instructors
- X. Hearing protection (Classroom)
 - A. Use of approved hearing protection
 - 1. Discuss approved hearing protection devices
 - 2. Discuss various levels of protection
 - B. Annual hearing testing for instructors
- XI. Range preparation and operation (Range)
 - A. Preparing range for training
 - 1. Range inspection by instructors
 - 2. Provide targets, ammunition and other training materials for students
 - 3. Identify and correct any safety hazards
 - B. Safety briefing for students
 - 1. Review of basic safety and range policy
 - a. Ensure use of proper safety equipment by students and staff
 - 2. Injury protocols
 - a. First aid
 - b. Emergency response notifications
 - c. Notifications to department personnel
 - C. Lead instructor
 - 1. Has primary control of firing line
 - 2. Directs instruction
 - 3. Ensures lesson plan is followed
 - D. Assisting Instructors
 - 1. Act at direction of lead instructor
 - 2. Watch firing line and students for safety violations

XII. Lesson plan development and preparation (Classroom)

- A. Identify subject to be taught
- B. Determine the desired outcome
- C. Prepare written plan
 - 1. Usually outline format
- D. Seek input from peers and supervisors
 - 1. Live courses of fire
- E. Identify drill(s) to be conducted
- F. Determine the desired outcome
- G. Consider
 - 1. Equipment needed
 - 2. Ammunition needed
 - 3. Number of instructors needed
 - 4. Set up time
- H. Prepare written directions for courses of fire
- A. Seek input from peers and supervisors
- J. Use other instructors and test course of fire before implementing with students

XIII. Use of Force Policy (Classroom)

- A. Department use of force policy (Classroom)
 - 1. LASD Personnel Refer to Department Manual of Policy and Procedures
 - 2. LASD Situational Use of Force Options chart
 - 3. Participating Agencies will be directed to refer to their agency policies
 - 4. Participating Agencies will be directed to refer to their force continuum
- B. Department use of firearms policy
 - 1. LASD Personnel Refer to Department Manual of Policy and Procedures
 - 2. Participating Agencies will be directed to refer to their agency policies
 - 3. Discuss the reverence for human life by law enforcement
- C. State and Federal case law
 - 1. Tennessee vs. Garner
 - 2. Graham vs. Connor

XIV. Firearms Training & Liability (Classroom)

- A. Instructor liability
 - 1. Be familiar with state and federal law regarding law enforcement training
 - a. 42 U.S.C. 1983/Failure to train lawsuits
 - 2. Use and follow approved lesson plans
 - 3. Only use approved shooting drills and techniques
 - 4. Ensure all class related documentation is retained
 - 5. Become fluent with department policies/guidelines

- B. Firearm Training Programs (Classroom discussion)
 - 1. Establish curriculum for courses
 - a. Department policies
 - b. State laws, federal laws, and case laws
 - 2. Availability of courses
- C. Certification of specific firearms (Classroom discussion)
 - 1. Pre-requisites
 - 2. Frequency of courses
- D. Recertification of specific firearms (Classroom discussion)
 - 1. Frequency of training
 - 2. Duration of certification
 - 3. Expiration
- E. Instructor integrity (Classroom discussion)
 - 1. Follow lesson plan
 - 2. Adhere to course hours
 - 3. Hold students to established standards
 - 4. Properly record student scores

XV. Adult Learning Concepts (Classroom)

- A. Discuss Bloom's Taxonomy with the students
 - 1. Consider what level of learning you want to provide
 - a. Beginning levels of simply Remembering/Applying
 - b. Higher levels of Evaluating/Creating
 - 2. Evaluate the material you are presenting
 - a. Is there a need for this material?
 - b. Is the material current?
 - c. Is it up to industry standard?
- B. Four modalities of learning
 - 1. Visual learner
 - 2. Auditory learner
 - 3. Tactile learner
 - 4. Kinesthetic learner
- C. Have the ability to apply teaching techniques that appeal to all the different learning styles
 - 1. Converger
 - a. Succeed best in activities requiring practical application of ideas
 - 2. Diverger
 - a. Draw on imaginative aptitude and the ability to view complex situations from many perspectives
 - 3. Assimilator

- a. Excel in the creation of theoretical models and inductive reasoning.
- 4. Accommodator
 - a. Strength in doing things and getting fully involved in new experiences.
- D. Ask open ended questions

XVI. Public Speaking & Presentations (Classroom)

- A. Scheduled/structured curriculum
 - 1. Present the necessary information
 - 2. Stay within the scheduled time block
 - 3. Engage entire student body
 - 4. Avoid crutch words/phrases
- B. Handling last minute unplanned changes to scheduled/structured curriculum
 - 1. Adapt to changes in curriculum
 - 2. Able to fill in for scheduled speaker
 - 3. Adapting to new or unfamiliar topics
 - 4. Adapt to changes in lecture duration
- C. Engaging student body
 - 1. Awareness of body positioning between presenter and audience
 - 2. Engaging all types of students and learning modalities
 - 3. Awareness of student body demographics and lecture content

XVII. Introduction to Lecture Presentations (Classroom)

- A. Each student will practice presentation techniques
- B. An impromptu assigned topic
- C. 5 minutes preparation
- D. 2 minute presentation window

XVIII. Ballistics (Classroom)

- A. Internal ballistics
 - 1. Study of projectile behavior or motion within confines of a weapon
- B. External ballistics
 - 1. Study of projectile behavior or motion while in flight
- C. Terminal ballistics
 - 1. Study of projectile behavior after impact
- D. Duty round ballistics
 - 1. Handgun ammunition
 - a. 9mm 147 grain jacketed hollow point
 - b. .45 ACP 230 grain jacketed hollow point
 - c. .38 spl 135 grain jacketed hollow point
 - 2. Shotgun ammunition
 - a. 9 pellet #00 buckshot

b. One ounce rifled slug

3. Rifle ammunition

a. .223 Rem 55 grain jacketed soft point

XIX. Tactical considerations (Range/no live fire)

A. Instructors will explain and discuss Combat shooting

1. Firing single shots, controlled pairs, and several round strings of fire

a. Proper stance and grip

2. Malfunction clearance

a. Phase I Malfunctions

i. Poorly seated magazines

ii. Empty chamber

iii. Bad Round

iv. Failure to eject

b. Phase II Malfunction

i. Failure to extract

B. Instructors will explain and discuss Movement

1. Movement to cover

2. Shooting while moving

C. Instructors will explain and discuss Use of firearms during entries and clearing of locations

1. Use of cover

2. Slicing the pie

3. Muzzle awareness and control

D. Instructors will explain and discuss Conducting live fire exercises

1. Any movement drills should be one-on-one

2. Stay close to student for control

3. Identify hazards

4. Do not conduct live fire entry or team movement drills

XX. Shotgun Instruction (Range)

A. Administrative procedures (shotgun) (Range)

1. Discuss the concept of an Administrative Loading procedure

a. Builds consistency

b. Ensures shotgun is in the proper condition (loaded or unloaded)

c. Contrasts to other loads (reload, combat, etc.)

2. Explain and demonstrate common department policies for loading a shotgun

a. Patrol Ready configuration

i. Inspect

ii. Close action

iii. Insert four rounds of buckshot into magazine tube

- iv. Ensure the safety is engaged.
 - v. Check the chamber to ensure the chamber is empty
- 3. Explain and demonstrate procedures for unloading a shotgun
 - i. Armory Safe configuration
 - ii. Ensure safety is engaged
 - iii. Unlock slide using slide release
 - iv. Pull action open halfway
 - v. Reset the first round back into the magazine tube
 - vi. Pull action open completely
 - vii. Remove remaining rounds via right side shell stop
 - viii. Remove remaining round from the shell carrier on the side of the receiver
 - ix. Check the chamber of the shotgun to ensure it is empty

B. Shotgun Loading

- 1. Loading from a shell carrier
 - a. Discuss the differences in placing the shells in the shell carrier
 - i. Brass facing down
 - ii. Brass facing up
- 2. Combat Reloads
 - a. Discuss the differences in placing the shells in the shell carrier
 - i. Loading the shell from over the top of the receiver
 - ii. Loading the shell from under the receiver

C. Ammunition considerations

- 1. Effectiveness of buck shot
- 2. Effectiveness of slugs
- 3. Use of target loads for training

XXI. Shotgun Test (Range)

- A. Students are required to pass an 8 round shotgun course of fire with a minimum score of 6 hits.
 - 1. Shotgun practice course of fire.
 - a. 15-yard line Shoot 2 rounds/load 2 rounds (3x)
 - 2. Shots fired from the 15-yard line onto a Half IPSC BC-Zone Steel Target
 - 3. Course of Fire
 - a. Load shotgun
 - b. Unload shotgun
 - c. Load shotgun
 - d. Chamber a round
 - e. Check the status of the chamber
 - f. Clear the chamber
 - g. Shoot 2 rounds/Load 2 rounds (3x)

- h. Attempt to fire 3 rounds from a kneeling position, transition to handgun, and cover the target

XXII. Firearm Nomenclature & Cycle of Operation (Classroom)

A. Handguns

1. Nomenclature

- a. Instructors will identify and discuss external nomenclature
 - i. Slide, frame, sights, trigger, etc.
- b. Instructors will identify and discuss internal nomenclature
 - i. Trigger bar, sear, disconnect, etc.

2. Cycle of operation of a handgun

- a. Instructors will identify and explain the cycle of operation
 - i. Feeding
 - ii. Chambering
 - iii. Locking
 - iv. Firing
 - v. Unlocking
 - vi. Extracting
 - vii. Ejecting
 - viii. Cocking

B. Shotguns

1. Nomenclature

- a. Instructors will identify and discuss external nomenclature
 - i. (Barrel, safety, slide, etc.)
- b. Instructors will identify and discuss internal nomenclature
 - i. (Ejector, extractor, firing pin, etc.)

2. Cycle of operation of a shotgun

- a. Instructors will identify and explain the cycle of operation
 - i. Feeding
 - ii. Chambering
 - iii. Locking
 - iv. Firing
 - v. Unlocking
 - vi. Extracting
 - vii. Ejecting
 - viii. Cocking

C. Rifles

1. Nomenclature

- a. Instructors will identify and discuss external nomenclature
 - i. (Barrel, sights, trigger, etc.)

- b. Instructors will identify and discuss internal nomenclature
 - i. (Sear, disconnecter, hammer, etc.)
- 2. Cycle of operation of a rifle
 - a. Instructors will identify and explain the cycle of operation
 - i. Feeding
 - ii. Chambering
 - iii. Locking
 - iv. Firing
 - v. Unlocking
 - vi. Extracting
 - vii. Ejecting
 - viii. Cocking

XXIII. Off-Duty/Back-Up Firearms (Classroom Discussion/Range Live-Fire)

- A. Instructors will explain and discuss the need for Off-Duty/Back-Up firearm training
 - 1. Home agency mandates the beginning of training program
 - 2. Home agency mandates a review of current training program in response to current events
 - 3. Home agency mandates an update of current training program
 - 4. Few agencies have any exposure/training in their training program
- B. Instructors will explain and discuss the need for Off-Duty Guns
 - 1. Students will be referred to their agency policy
 - a. Approved manufacturers
 - b. Approved models
 - c. Approved gear
 - d. Approved calibers
 - e. Approved ammunition
- C. Instructors will explain and discuss the need for Back-up Guns
 - 1. Equipment Policies
 - a. Students will be referred to their agency policy
 - b. Approved manufacturers
 - c. Approved models
 - d. Approved gear
 - e. Approved calibers
 - f. Approved ammunition
- D. Instructors will explain and discuss revolvers (Range)
 - 1. Discuss Off-Duty carry vs back-up carry
 - 2. Demonstrate safe handling
 - 3. Demonstrate safely opening action
 - 4. Live fire manipulations for familiarity
 - a. Stage I – Slow Fire 7-yard line, 15 rounds

- b. Stage II – Timed Fire 7-yard line, 2 rounds in 5 seconds (repeat 5 times)
- c. Stage III – Slow Fire 15-yard line, 15 rounds
- d. Courses of fire to be shot on 25 Yard Bullseye B8 target.

XXIV. Use of Cover Concepts & Application (Range/no live fire)

- A. Instructors will explain and discuss Cover vs Concealment
 - 1. Cover is any object which can effectively stop or deflect a projectile
 - 2. Concealment is anything that can hide an officer from observation
- B. Instructors will explain and discuss Movement
 - 1. Clearing portions of a threat area a.k.a. “Slicing the pie”
 - 2. Kneeling
 - a. Shooting position may change when behind cover
 - b. Tactical Advantages of varied position
 - i. Right knee down
 - ii. Left knee down
 - iii. Both knees down
- C. Instructors will explain and discuss Engaging targets in tactical order
 - 1. Shooting targets as you see them
- D. Instructors will explain and discuss Concepts of using cover
 - 1. Don't present yourself, unless you can defend yourself
 - 2. Keep your eye on the threat
 - 3. Don't crowd your cover/Don't extend past your cover
 - 4. If you lose sight of your threat...change your position
- E. Instructors will explain and discuss Tactical Considerations of Cover
 - 1. When should you break & leave cover?
 - 2. Handgun/Shotgun/Rifle transitioning
 - 3. Effectiveness of lights while using cover
 - 4. Supported Shots
 - 5. Line of sight vs line of bore (rifles)

XXV. Rifle Instruction (Range/No Live Fire)

- A. Instructors will explain and discuss Range Considerations for Rifle Training
 - 1. Distances
 - a. Close Quarter Battle distances
 - i. 0 – 25 yards
 - b. Long range distances
 - i. 25 – 200 yards
 - c. Proximity of training to residential areas
 - i. Compliance with noise ordinances
- B. Instructors will explain and discuss Targets

1. Paper targets
 2. Steel target considerations
 - a. Targets safety of use for CQB
 - b. Quality of steel targets used (hardness level, pitting, etc.)
 - c. Potential ricochets and backsplash angles
 3. Backstops
 - a. Impact area sizes must increase in relation to firearms effective distance
 - i. Handguns (0 – 25 yards)
 - ii. Shotguns (0 – 100 yards)
 - iii. Rifles (0 – 300 yards)
- C. Instructors will explain and discuss Rifle Training Legal Mandates & Liability
1. Barrel Length
 - a. Rifle length
 - b. 33220(b) PC short barrel rifle/shotgun possession
 - i. Discuss common department Policies
 2. Training
 - a. Curriculum for courses
 - i. Discuss common department Policies
 - ii. State laws PC 33220(b)
 1. Peace Officers
 2. Use within course and scope of duties
 3. Availability of rifle courses
 - a. Frequency of course must meet the need to keep agency personnel compliant with their agency policy
 4. Patrol Rifle Certification
 - a. Pre-requisites
 - b. Frequency of courses
 5. Patrol Rifle Recertification
 - a. Frequency of training
 - b. Duration of certification
 - c. Expiration
 6. Department Policy for approved rifles and accessories
 - a. Make/model of rifle
 - b. Private Purchase to carry
 - c. Zero distance
 - d. Ammunition
 - e. Magazines
 - f. Optics

XXVI. Rifle Test (Range)

A. Rifle practice courses of fire

1. Practice elements of the 26 round rifle qualification course of fire

- a. 50 yard line
 - i. Prone position, 2 rounds to the body in 5 seconds (x2)
 - ii. Supported Kneeling position, 2 rounds to the body in 5 seconds
 - iii. Supported Standing position, 2 rounds to the body in 5 seconds
- b. 25 yard line
 - i. Low Ready Position, 2 rounds to the body in 5 seconds (x2)
- c. 15 yard line
 - i. Low Ready Position, 2 rounds to the body in 3 seconds (x2)
- d. 7 yard line
 - i. Low Ready Position, Side Step Left, 2 rounds to the body in 2 seconds (x2)
- e. 7 yard line
 - i. Covering the target, 2 rounds to the body and 1 round to the head in 2 seconds (x2)
- f. Courses of fire to be shot on the LASD Rifle silhouette target

B. Students are required to pass a 26 round rifle qualification course of fire with a minimum score of 20 hits.

- a. 50 yard line
 - i. Prone position, 2 rounds to the body in 5 seconds (x2)
 - ii. Supported Kneeling position, 2 rounds to the body in 5 seconds
 - iii. Supported Standing position, 2 rounds to the body in 5 seconds
- b. 25 yard line
 - i. Low Ready Position, 2 rounds to the body in 5 seconds (x2)
- c. 15 yard line
 - i. Low Ready Position, 2 rounds to the body in 3 seconds (x2)
- d. 7 yard line
 - i. Low Ready Position, Side Step Left, 2 rounds to the body in 2 seconds (x2)
- e. 7 yard line
 - i. Covering the target, 2 rounds to the body and 1 round to the head in 2 seconds (x2)
- f. Courses of fire to be shot on the LASD Rifle silhouette target

XXVII. Low-Light Firearms Training (Classroom & Range)

A. The instructor will discuss Low-Light Firearms Training (Classroom)

1. Officers killed in the line of duty

- a. Majority of officers killed during low-light hours

- b. Majority of fatal incidents occurring during low-light
 - c. 20% of fatalities during day occurred in low-light conditions
 - 2. Concepts of Low-Light Firearms Training
 - a. Obtain/Maintain a position of advantage
 - b. Maximize situational awareness
 - c. Control the suspect's actions
 - 3. Tactics Low-Light Firearms Training
 - a. Reading lighting conditions
 - b. Operate from the lowest level of light
 - c. Avoid telegraphing/backlighting
 - 4. Application Low-Light Firearms Training
 - a. Searching
 - b. Identifying threats
 - c. Engaging threats
- B. The instructor will discuss Low-Light Firearms Equipment (Classroom)
 - 1. Hand-held lights
 - a. High-output/quality
 - b. Simple user interface
 - c. Reliable power
 - d. Tactically correct switching
 - 2. Weapon-mounted lights
 - a. LED light source
 - b. Durability/reliability
 - c. Simple activation/deactivation
 - 3. Practical Application of Light (Classroom)
 - a. Techniques
 - i. Hand-held flashlight techniques with the use of a handgun
 - ii. Weapon-mounted light techniques with the use of a handgun
 - iii. Automatic pressure switch techniques with the use of a handgun
 - 4. Rifles/Shotguns and low-light firearms training(Classroom & Range)
 - a. Considerations
 - i. Light activation switching
 - ii. Brightness and beam profile
 - iii. Optic Brightness
 - iv. Muzzle flash and smoke
- C. Low-light range safety (Range/No Live-Fire)
 - 1. Instructor will discuss considerations
 - a. No introduction of dynamic movement/manipulation concepts

- b. Range Safety officer locations
- c. Visual clearance of firing line
- d. Clarity/volume level of range commands
- e. Use of ambient light to illuminate demonstrations

2. Low-light courses of fire (Range/Live-Fire)

- a. Students will fire during low-light times of the day
- b. Live-fire with use of hand-held flashlight techniques
- c. Live-fire with use of weapon mounted light techniques
- d. Students will fire the following course of fire
 - i. 4-yard line 2 rounds in 3 seconds
 - ii. 4-yard line 3 rounds in 4 seconds
 - iii. 4-yard line 3 rounds in 2 seconds
 - iv. 7-yard line 3 rounds in 4 seconds
 - v. 7-yard line 2 rounds/reload/2 rounds in 7 seconds
 - vi. 10-yard line 3 rounds in 5 seconds
 - vii. 15-yard line 2 rounds standing/2 rounds kneeling in 8 seconds

(XVIII. Coaching Struggling Shooters (Classroom & Range)

A. Instructor will explain training the Struggling shooter vs. problem shooter (Classroom)

- 1. Struggling shooter
 - a. Wants to improve
 - b. Good attitude
- 2. Problem shooter
 - a. Indifferent or poor attitude
 - b. No interest in improving

B. Students will provide instruction and coach struggling shooters (Range/Live-Fire)

- 1. Students will be positive
- 2. Students will diagnose mistakes made by struggling shooters
 - a. Watching the shooter
 - b. Target analysis
 - c. Use of inert training rounds
- 3. Students will correct poor shooting
 - a. Use of inert training rounds
 - b. Finger overlay drills
 - c. Dry firing
- 4. Students will look for common shooting errors
 - a. Anticipation
 - b. Incorrect sight alignment
 - c. Not using sights

5. Struggling shooters will fire onto paper targets mimicking common marksmanship errors
 - a. LASD personnel will be used as “struggling shooters”
 - b. Struggling shooters will fire the following course of fire
 - i. 4-yard line 2 rounds in 3 seconds
 - ii. 4-yard line 3 rounds in 4 seconds
 - iii. 4-yard line 3 rounds in 2 seconds
 - iv. 7-yard line 3 rounds in 4 seconds
 - v. 7-yard line 2 rounds/reload/2 rounds in 7 seconds
 - vi. 10-yard line 3 rounds in 5 seconds
 - vii. 15-yard line 2 rounds standing/2 rounds kneeling in 8 seconds

XXIX. Student Presentations

- A. Each student will conduct a 15 minute range presentation on a pre-approved topic which will include the following
 1. A written lesson plan
 2. A written course of live fire
 3. Conduct an element from the following live fire exercises
 - a. 4-yard line 2 rounds in 3 seconds
 - b. 4-yard line 3 rounds in 4 seconds
 - c. 4-yard line 3 rounds in 2 seconds
 - d. 7-yard line 3 rounds in 4 seconds
 - e. 7-yard line 2 rounds/reload/2 rounds in 7 seconds
 - f. 10-yard line 3 rounds in 5 seconds
 - g. 15-yard line 2 rounds standing/2 rounds kneeling in 8 seconds
- B. Each student will choose and conduct a 15 – 20 minute classroom presentation on a topic (subject to approval) which will include the following
 1. A written lesson plan
 2. Conduct the presentation to all class participants in the course

XXX. Written Test (Classroom)

- A. Written test
 1. Test will consist of 25 questions related to the following topics
 - a. Nomenclature and function
 - b. Identification of parts
 - c. Department policies regarding use of force, firearms, and the options chart
 - d. Firearms and range safety rules
 - e. Ammunition requirements
 - f. State Laws
 - g. Questions will be multiple choice, fill in the blank, and true/false

Origination date: 02/01/2017

