

Firearms Instructor

Course Purpose:

The purpose of this course is to provide a 40 hour Basic MP5 Sub-Machine Gun instructor course to train law enforcement firearm instructors that are already certified to carry the MP5 sub-machine gun on duty. This course is designed to provide certified firearm instructors with the skills to teach others the use and application of the MP5 sub-machine guns in law enforcement situations. The course will cover the following: using proper body mechanics and ergonomics when shooting, advanced understanding of bio-mechanical functionality and develop synaptic memory during training, etc. The course will give the Los Angeles County Sheriff's Department the ability to continuously cultivate certified MP5 sub-machine gun instructors for the department.

I. Registration & Orientation (Classroom)

A. Student sign in

1. CA POST roster
2. Host agency personnel roster

B. Orientation

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

C. Safety Briefing

1. Review of 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 (Attachment 1)

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

III. Range preparation and operation (Classroom)

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. The lead instructor will review of basic safety and range policy (see Attached Policy, #1)
 - 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
3. All movement drills shall have one instructor for every two students

IV. MP 5 Qualification Course (Range)

A. Warm-Up course of fire (See attached course of fire, #2)

1. Students must have passed the 40 hour Basic MP 5 Operators course and be Current with their qualifications

B. Students are required to pass the MP 5 basic qualification course.

1. Students must qualify with iron sights
2. If the students has a holographic sigh, they must qualify with that as well.
3. Students must qualify using their support side.

C. Students are given 2 attempts to the MP 5 Qualification Course, for each qualification

Section. If a student does not pass the MP 5 Basic Qualification Course after the Second attempt, the student will not be eligible to participate in the instructor Program. The student can re-enroll in the MP 5 Instructor Course the next time it is Presented.

V. Sights Adjustment, Iron and holographic (Range) (Attachment 3)

A. Instructors will explain the H&K iron sighting system

1. Font sight post
2. Rotary drum rear sight
3. Turning the drum does not change bullet impact

B. Iron sight adjustment Tool

1. The instructor will demonstrate how to use the H&K MP 5 sight adjustment tool
 - a. Elevation, rotate the rear drum after capturing the spring detents with the sight adjustment tool, which allows the drum to rotate freely
 - b. One 360 degree, complete, revolution will move the strike of the bullet 2 inches at 25 meters.
 - c. Windage, the rear sight screw must first be loosened slightly to allow the windage screw to rotate.
 - d. The windage screw is located on the right side of the rear sight housing
 - e. One 360 degree, complete, revolution will move the strike of the bullet 2 inches at 25 meters.
 - f. Remember lower or Left- Clockwise (**L-L-C**) for adjustments
 - i. To move bullet strike lower, the rear sight should be moved clockwise.
 - ii. To move the bullet strike left, the windage screw should be rotated clockwise.

C. Holographic sight and mount(s)

1. The instructor will discuss the different holographic sights allowed for detective Division and different LASD units.
2. The instructor will discuss the different sight mounts
 - a. Low profile that allow you to see the iron sights thru the holographic sight
 - b. Low profile holographic sight that blocks the view of the iron sights
 - c. Medium to high profile that allows you to see the iron sights underneath

the holographic sight that is mounted above.

VI. History and Variations of the Heckler and Koch 5 (Classroom)(Attachment 4)

A. Different MP 5 assigned to LASD Detective Division Personnel

1. Narcotics Bureau- MP 5-A3, with Navy Trigger Group

2. Operation Safe Streets- MP 5-K with Burst Trigger Group

3. Different models/variants of the MP 5 assigned to LASD Detective Division personnel

4. Narcotics Bureau- MP 5-A3, with Navy Trigger Group
 - a. The MP 5- A3 is the full-size MP 5, submachine gun, with a retractable stock

5. Operation Safe Streets- MP 5-K with Burst Trigger Group
 - a. The MP 5-K is a short version (the “K” stands for “Kurz” meaning short.

B. Discuss the weapons used by Los Angeles County Sheriff's Department Special Enforcement Bureau

1. MP 5-A3 and MP 5-SD

2. The MP 5- SD has an intergraded suppressor (the “SD” stands for Schall Daempfer” meaning sound damped)

B. Discuss deployment and storage of the MP 5

1. Sheriff's Bureau
2. Participating agencies Policies
3. Vehicle gun safes
4. Location of parking county vehicle equipped with a MP 5
5. Education of family members, especially children
6. Criminal Storage of a Firearm 25100 (a) (1) PC- The person keeps any loaded, Firearm within any premises that are under the person's custody or control,
25105PC- The firearm is kept in a locked container or a location that a Reasonable person would believe to be secure.

VII. Firearm Nomenclature & Cycle of Operation (Classroom)(Attachment 5)

A. Nomenclature

1. Instructors will identify and discuss external nomenclature
2. Instructors will identify and discuss internal nomenclature
3. Instructors will explain and discuss the cycle of operation of a MP 5
 - a. Feeding
 - b. Chambering
 - c. Locking
 - d. Firing

- e. Unlocking
- f. Extracting
- g. Ejecting
- h. Cocking

VIII. Break Down, Assembly and Function Check (Classroom)(Attachment 6)

A. The instructor will explain and demonstrate how to break down the MP 5

- 1. The instructor will identify common mistakes made by beginner user of the gun

B. The instructor will identify common broken parts on the MP 5 that may cause

Malfunction

- 1. Broken or cracked extractor
 - a. Or extractor spring
- 2. Broken locking roller ball plate

C. The instructor will explain and demonstrate how to reassemble the MP 5

- 1. The instructor will highly common mistakes made by begging users of
The gun

D. The instructor will explain and demonstrate how to perform a function check.

- 1. The instructor will highly common mistakes made by begging users of the gun

IX. Firearms maintenance (Classroom)

A. Identify materials needed for cleaning

1. Cleaning rags and patches
2. Cleaning rods, patch holders, bore brushes
3. Cleaning brushes
 - a. Specific MP 5 chamber and flute brush
4. Solvent and lubricant

B. Safety

1. Working area
 - a. well ventilated
 - b. No live ammunition
2. Ensure firearms are unloaded

C. Use protective gloves and safety glasses

D. Conduct a function test after the weapon is re-assembled and cleaned.

X. Range commands and terminology (Classroom)

A. Discuss and define specific commands and phrases that may be utilized by instructors

During the course

1. Consistent phrases such as
 - a. "Low ready" vs "standby" commands
 - b. Reminder of "Off Sights"
 - c. "Threat" vs "Gun" commands

Verbal commands like these will be used throughout the training course at various times.

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

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

XI. MP 5 Instruction, Location of Spare Magazine and Equipment Setup. (Classroom)

A. Instructors will explain and demonstrate the three different types of slings

1. H&K sling
 - a. Might not fit larger students, especially while wearing a vest
 - b. Difficult to switch shoulders

2. Two point quick adjustable sling
 - a. Can slow the magazine exchange
 - b. Difficult to switch shoulders

3. Single point and vest integrated.
 - a. Not ideal for going "hands on" with suspects
 - b. Difficult to work the pick or ram

4. The instructor will discuss carrying extra MP 5 magazines
 - a. Using the double magazine clam

- b. In a drop thigh rig
- c. In the vest

XII. 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

XIII. 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- Person(s) under color of authority injure or deprived an individual of their constitutional rights/privileges is liable to the party injured in a law suit.
- b. California Government Code 810, 820(a) &(b) and 995
- c. Discuss lawsuits that can occur when and individual is not up to date with policy mandated training
- d. City of Canton, Ohio v. Harris 109 S Ct. 1197 (1989)
- e. Young v. City of Killeen, Texas, 775 2d 1349 (5th Cir. 1985)
- f. Owens v. Hass 601 F. 2d 1242 (1979)
- g. McClelland v. Facticeau 610 F. 2d 693 (1979)
- h. Meistansky. New York, 140 N.Y.S. 2d 212 (1955)

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. Discuss the Certification/Recertification of the basic MP 5 Operators Course

1. Pre-requisites to certify
2. Frequency of courses throughout the year
3. Length of the certification/recertification of the course
4. Expiration of certification

C. Instructor integrity

1. Follow the established lesson plan

2. Adhere to course hours
3. Hold all students to established qualification standards
4. Properly record student scores

XIV. 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 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 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

XV. Lesson Plan Development And Preparation

A. The students will be instructor on how to develop and prepare different courses of fire.

1. Identify subject to be taught
 2. Determine the desired outcome
 3. Prepare written plan
 4. Usually outline format
5. Seek input from peers and supervisors

B. Consider

1. Equipment needed
2. Ammunition needed
3. Number of instructors needed
4. Set up time
5. Students experience level

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. The students will be assigned one of the fundamentals of marksmanship (Student 5

Minute presentations on the Day 2).

1. Stance
2. Grip, both pistol grip (strong hand) and front handguard (support hand)
3. Sight picture
4. Sight alignment

5. Trigger control
6. Breathing
7. Stock placement in the shoulder
8. Follow through

XVIII. Loading and Unloading Procedures (Range)

A. Instructors will discuss the concept of the loading procedure (loading and unloading Upon command)

1. Builds consistency
2. Ensures MP 5 is in the proper condition (loaded or unloaded)

B. The instructor will explain and demonstrate how to properly unload the MP 5

1. Lock the cocking lever to the rear, using the blade of the hand
2. Pull out the magazine
3. Place the selector level on safe
4. Visually and physically inspect the chamber of the weapon

XIX. Different Loading Techniques (Traditional H&K, LASD Narcotics, LAPD style and speed)

A. Instructors will explain and demonstrate the H&K procedures for loading a MP 5

1. Grab the new magazine
2. Lock the cocking lever to the rear (using the blade of the hand, not the fingers)
3. Extract the old magazine
4. Insert the new magazine, pull down to confirmed it's seated correctly
5. Slap the charging handle forward

6. Fire the MP 5

B. Instructors will explain and demonstrate LASD Narcotics procedure for loading a MP 5

1. Lock the cocking lever to the rear (using the blade of the hand, not the fingers).
2. Remove the old magazine
3. Grab the new magazine
4. Insert the new magazine, pull down to confirmed it's seated correctly
5. Slap the charging handle forward
6. Fire the MP 5

C. Instructor will explain and demonstrate the LAPD procedure for loading the MP 5

1. Remove the old magazine
2. Grab the new magazine
3. Insert the new magazine, pull down to confirmed it's seated correctly
4. Pull the cocking lever to the rear to release. (do not lock it to the rear)
5. Fire the MP 5

D. Instructor will explain and demonstrate a speed reload

1. Remove the old magazine
2. Grab the new magazine
3. Insert the new magazine, pull down to confirmed it's seated correctly
4. Fire the MP 5

XX. Introduction to Basic Semi-Automatic mode Shooting (Range)(Attachment 7)

A. Instructors will explain and demonstrate the basic semi-automatic shooting drills and

Identify common mistakes made by beginning students.

1. Transitions drills
2. Control pair verse hammer pair
3. Failure drill
4. Multiple target drill
 - a. Conducted to left right of the student
5. Firing position
 - a. Standing
 - b. Kneeling or squatting
 - c. Prone
6. Support side shooting
7. Roll out and or step out
 - a. Conducted from strong and support side
8. Slide step and static turns
9. Stoppages and malfunctions
 - a. Poorly seated magazines
 - b. Empty chamber
 - c. Bad round
 - d. Failure to eject
 - e. Failure to extract

XXI. Shooting on the Move

A. Instructors will explain and discuss conducting live fire exercises

1. Stay close to student for control
2. Identify hazards

B. The instructor will demonstrate the proper way to shoot on the move. Forward, Backwards, and diagonally

1. The instructor will identify common mistakes by beginning students

C. The students will shoot on the move in semi-automatic mode

1. Move forward
2. Moving backward
3. Moving on a diagonally
4. Moving in pairs

XXII. Instructors will Explain and Discuss Targets Selection

A. Paper targets

B. Use of "No Shoot" targets to give the student the opportunity to practice judgement
And trigger control.

C. Steel target considerations

1. Targets safety of use for close quarter battle (CQB)
2. Quality of steel targets used (hardness level, pitting, etc.)
3. Potential ricochets and backsplash angles

4. Backspots

5. Impact area sizes must increase in relation to firearms effective distance

a. Handguns (0-25 yards)

b. MP 5 (0-100 yards)

XXIII. Student Presentations on Semi-Automatic Course of Fire (Range)

A. The student will instruct the other members of the class on one of the prior days

Semi-automatic course of fire using the lesson plan they prepared the day before

1. Not more than 15 minutes per student

XXIV. Introduction to Automatic Fire (Range)

A. The instructor will explain to the student how to properly fire the requested numbers

Of rounds while in the fully automatic position

1. Explain and demonstrate how the proper body position and control over the

Weapon will keep the multiple rounds close to each other

2. Demonstrate common mistake made by beginning shooter

B. Instructors will demonstrate the student will perform trigger control drills using

Different courses of fire

1. Firing the correct number of rounds per squeeze

2. Multiple targets

3. Failure drills

4. Roll out and step out

5. Side step and static turns

C. Drug and armor drills (Range)

1. The object is to stop the suspect when center mass shots haven't worked
Consider the human body and those areas or body parts that allow an individual
To function.
 - a. Head- if one can destroy the brain and C-spine then it holds true that one's
ability to function will be halted.
 - b. Pelvic area/girdle- The pelvic girdle becomes a viable point of aim and
impact in stopping the threat, not because it increases lethality potential, but
because the body's weight is supported by the pelvic girdle and if that is
destroyed the threat may lose mobility.

D. Students will shoot in fully automatic mode while on the move

1. Moving Forward
2. Moving backwards
3. Moving diagonal
4. Moving in pairs

E. Students will fire the weapon in fully automatic mode from the different shooting

Platforms

1. Kneeling or squatting
2. Prone

F. Close Quarter Battle Technique (CQB) (Range)

1. CQB is used when the stock on the MP 5 is not fully extended or the Shooter cannot obtain a cheek weld.

2. Components of CQB

- a. Support arm locked out
- b. Sling tight
- c. Firearm chin level, centered on the body

d. Both eyes open- referencing across top of front sight

e. Remove safety while presenting firearms

3. The student will demonstrate proficiency in shooting from different positions

a. Fallen down

i. The students will shoot from their back, stomach, left and right sides

b. Wearing a gas mask

c. Off balance or surprise assault

XXV. Low-Light Firearms Training (Classroom & Range)(Attachment 8)

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
- d. Identifying threats
- e. Engaging threats

B. The instructor will discuss low-light MP 5 equipment (Classroom)

1. Weapon-mounted lights

- a. Dedicate light mount, i.e. Surefire
- b. Rail system with attached light
- c. Location of the pressure or activation switch
- d. Brightness and beam profile
- e. Optic brightness possibly being "washed out" by high powered lights
- f. LED light source
- g. Durability/reliability
- h. Powering on and off the weapon illumination device

2. Hand-held lights. The instructor will demonstrate the use, and different styles, of

Using a handheld flashing while deploying the MP 5(Attachment 9)

- a. Support arm under the barrel applying pressure against the magazine
- b. On top of the barrel, on the support side

- c. High-output/quality
- d. Simple user interface
- e. Reliable power
- f. Tactically correct switching

C. Range safety during low-light conditions (Range/ No Live-Fire)

1. Instructor will discuss considerations

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

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

- a. Students will shoot the same daytime course of during low light conditions
This will give them the opportunity to utilize the weapon mounted lighting
System during the course.

3. The instructor will demonstrate how to conduct a reload while using a hand held light

- a. Students will shoot different courses of fire using the hand held flashlight
and conduct reloads

4. Low light qualification

- a. Using weapon mounted lights
- b. Using a hand held light

XXVI. Coaching Struggling Shooters (Classroom & Range)

A. Instructor will explain training the struggling shooter vs. the 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 coaching and instruct the struggling shooter (Range/Live-Fire)

1. Struggling shooters will fire onto paper targets from varied distances
(3 yd- 15 yds)
2. Be positive
3. Diagnosing mistakes made by struggling shooters
 - a. Watching shooter
 - i. Stance
 - ii. Stock position
 - b. Target analysis
 - c. Use of inert training rounds

4. Correcting poor shooting
 - a. Use of inert training rounds

b. Dry firing

5. Common shooting errors

- a. Anticipation
- b. Incorrect sight alignment
- C. Not using sights

XXVII. Student Presentations (Classroom & Range)

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 a live fire exercise
- 4. Each student will conduct a 150 minute range presentation on a pre-approved

Topic which will include the following

- 5. The course of fire can be their semi-automatic or fully automatic

Students will select their topic on the second day of the course. Once approved the

Student will have two days to write, create and present the presentation

XXVIII. Review, Critique, and Graduations

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

GENERAL SAFETY POLICY

It shall be the policy of the Los Angeles County Sheriff's Department to conduct all training in such a manner as to promote an attitude of safety among instructors and students alike. The efforts of all personnel involved in training shall be directed toward ensuring a safe atmosphere within which maximum training benefit can be realized.

I. STAFF/ADMINISTRATIVE RESPONSIBILITIES

- A. Training staff shall provide advance notice to prospective trainees (and their agencies where applicable) regarding anticipated physical demands and/or physical performance expectations.
- B. Training staff shall ensure that students are issued or are notified of their responsibility to bring proper training/safety equipment to class.
- C. Instructors shall be provided with a copy of the specific safety guidelines pertaining to their course of instruction prior to the commencement of their class.

D. Training staff shall ensure that emergency communications (phone, radio or other means) are accessible at all training sites, and shall immediately make appropriate notifications in the event of an emergency. As soon as feasible, they shall also notify a supervisor.

E. Training staff shall identify which medical facilities and emergency services are available or subject to call in the event of an emergency or student injury.

F. Training staff shall be CPR/First aid certified

Attachment 1

II. INSTRUCTIONAL STAFF-TO-STUDENT RATIOS

A. Instructional staff-to-student ratios for each psychomotor skill area have been established. Factors considered in establishing these ratios included, but were not limited to:

- the intensity or pace of the training experience

- student familiarity with the material
- characteristics of the training site
- injury potential
- active versus passive participation

B. The specific ratios are identified in the individual course specific safety policies.

C. Reassessment of the staff-to-student ratio will be initiated when curriculum changes are proposed or when course structure is otherwise modified.

III. INSTRUCTOR RESPONSIBILITIES

A. The Lead Instructor or designee shall be responsible for conducting safety inspections of students, facilities and any equipment used for training.

B. Instructors should be aware of environmental factors such as weather or air quality and adjust the instruction as necessary.

C. The Lead Instructor or designee shall verbally review specific safety rules with students.

D. Specific safety rules shall be incorporated into lesson plans. Copies of safety rules may be distributed to students as part of the course handouts.

E. Instructors shall advise students of their responsibility to report and/or stop unsafe

actions during training.

F. Instructors shall display an attitude of safety and a professional demeanor at all times.

Attachment 1

IV. STUDENT RESPONSIBILITIES

A. Students shall immediately notify the training staff of any known pre-existing medical condition which is likely to be aggravated by, or effect performance during training.

B. Students shall be excluded from training when doubt exists as to the student's medical fitness unless evidence of medical or physical fitness is provided.

C. Students shall bring and/or utilize proper training/safety equipment, if applicable.

D. Students shall immediately notify a member of the training staff of any injury suffered during training.

E. Students are responsible for adhering to all course specific safety policies of individual courses.

V. RESPONSE TO INJURIES

A. In the event of an injury, the following actions shall be taken as necessary:

- Minor injuries
 - o Training staff will render first aid at the training facility.
 - o Obtain appropriate medical assistance. In all cases where a student loses consciousness, an evaluation shall be sought from a competent medical authority before the student is allowed to return to training.
 - o Render the area safe to prevent further incidents.
- Moderate injuries
 - o Render the area safe to prevent further incidents.
 - o Obtain appropriate medical assistance. In all cases where a student loses consciousness, an evaluation shall be sought from a competent medical authority before the student is allowed to return to training.
 - o Render the area safe to prevent further incidents.
- Life-threatening injuries
 - o Immediately request LA Co Fire Department to respond to the training facility (request via telephone or radio).
 - o If injury is a gunshot to the extremity, training staff will provide combat casualty care and notify 911 operator a helicopter may be landed on the main range.

Attachment 1

- o If injury is a gunshot to any part of the torso, training staff will provide combat casualty care and transport to Henry Mayo Hospital (ER (661) 253-8112). Training staff will advise the trauma nurse of the situation.
- Initiate student emergency notification information and agency notification requirements.
- Investigate and complete an employee injury report using Department approved reporting procedures.
- Students who suffer an injury which requires treatment by a physician must obtain a medical release before they will be allowed to resume training.
- Medical facility for injuries both moderate and life-threatening injuries

Henry Mayo Newhall Memorial Hospital

23845 McBean Parkway

Valencia, Ca 91355

661-253-8000

VI. COURSE-SPECIFIC SAFETY RULES

- A. Specific safety rules and procedures for individual subject areas are attached. Specific rules vary due to difference in subject matter, tasks to be performed and the particular training environment or site.

LOS ANGELES COUNTY SHERIFF DEPARTMENT

COURSE SPECIFIC SAFETY POLICY

FIREARMS INSTRUCTOR PROGRAM

PDC WEAPONS TRAINING FACILITY

Attachment 1

PURPOSE:

To identify safety concerns for students attending training at the PDC Weapons Training Facility.

TRAINING FACILITY:

The PDC Weapons Training Facility is located on the grounds of the Pitchess Detention Facility. This facility

serves as the primary training facility for all Departmental and outside agency personnel. The range facility is comprised of twelve individual ranges.

A PDC Combat Ranges

1 Multi-purpose ranges utilized for firearms training.

a There is one instructor to five students for static drills, and a minimum of one instructor to one student for movement drills

b All movement and instruction occurs at the direction of the primary instructor

c Students are advised of all safety procedures and rules

d Safety rules shall be clearly posted on the facility

e A safety inspection of the range shall be conducted by instructors prior to use and after use to ensure all equipment is properly functioning

f All students shall sign a roster of attendance and must attend a safety briefing which outlines in detail all safety procedures and rules of the range.

g Instructors shall check the bullet impact area should be checked to ensure functionality. All deflection barricades, traps and ricochet barriers should be checked on a regular basis, by an instructor, to prevent deterioration and failure.

h Range managers shall be aware of EPA and OSHA regulations and have these regulations available.

i Perimeter safety measures shall be utilized to warn personnel when the range is active ie: red flag, posted signs

Attachment 1

j Safe areas shall be clearly identified and accessible for use by non-participating personnel, who will be monitored by a an instructor who is not providing instruction at that time.

k Sand barrels shall be readily available for the safe loading and unloading of weapons.

l Students shall be verbally advised of loading and unloading procedures and shall be monitored by range staff.

m Weapon safety inspections shall be conducted by instructors prior to the start of the range activities and upon return from breaks

n Adequate lighting shall be available to illuminate safety areas and potential hazard areas during low light and night shooting exercises.

o Students shall be advised to wear appropriate protective clothing and safety gear during inclement and extreme weather.

p A first aid kit containing a trauma bag for gunshot wounds shall be readily available to provide immediate treatment for injuries pending the arrival of

emergency personnel.

q Reactive targeting systems shall inspected to prevent ricocheting bullets from returning to the shooter.

r Tactical shooting courses shall be constructed to ensure minimal ricochet hazards

s Safety equipment shall be worn during all shooting exercises. (Glasses, ear protection)

t Firearms shall conform to the safety level of the range being used (ie; high velocity equipment shall not be used on a low velocity range)

u Instructors shall be readily identifiable by their uniforms, which consist of red polo shirts that identify them as weapons training instructors.

Attachment 1

2 Instructional Staff

a Instructors and range-masters shall be certified in firearms instructional courses

b Firearms instructors are encouraged to network with others to maintain updated information.

c Instructors should have a broad knowledge base of weapons in general and an extensive knowledge base on department certified weapons.

e Instructors shall actively advocate off trigger firing discipline prior to target acquisition.

f Instructors shall conduct a walk- through of tactical moving exercises prior to execution

g Instructors shall remind students to wash their hands after shooting and prior to eating

A Students and staff alike are responsible for their conduct on the range.

All department guidelines, policies and procedures shall be adhered too.

The following guidelines shall be utilized.

- 1 Attending the pre-course safety briefing is mandatory, no exceptions.
- 2 Safety equipment shall be issued and fitted.
- 3 Students shall be verbally advised of safety guidelines
- 4 A walk through of the range shall be conducted to identify potential hazards.

- 5 All instruction shall come from the primary instructor.
- 6 Instructions shall be given prior to each course of fire.
- 7 All instruction shall be strictly adhered to.
- 8 Instructors shall monitor the firing line while it is active
- 9 All movement will be controlled by the primary instructor
- 10 Weapons shall be treated as if they are loaded.
- 11 All clearings shall be done on the line under the supervision of instructors or in the clearing barrel
- 12 All ammunition and magazines shall be accounted for
- 13 No weapons shall be left unattended

Attachment 1

RESPONSE LOCATION:

A Medical facility for injuries both major and minor

- 1 Henry Mayo Newhall Memorial Hospital
23845 McBean Parkway
Valencia, Ca 91355
661-253-8000

RESPONDING EMERGENCY UNITS:

For all emergencies dial 911

A Responding emergency units

- 1 Los Angeles County Fire Department
Station 76
27223 Henry Mayo Dr
Valencia, Ca 91355
- 2 Los Angeles County Sheriff Department
Santa Clarita Station
23740 Magic Mountain Parkway

Training Bureau Material : Firearms Instructor

Valencia, Ca 91355

661-255-1121

Attachment 1

All injuries and medical emergencies must be documented and proper notifications made to:

Range Sergeant & Lieutenant

Training Bureau Sergeant, Lieutenant & Captain

Student's Home Unit

MULTIPLE TARGET AUTO

1. 10 yards

- 3RD burst their target- 3 repetitions

2. 10 yards

- 3rd burst their target, 3rd burst their partner's target- 3 repetitions

3. 10 yards

- 3rd burst their target, 3rd burst their partner's target, then back to their target with a 3rd burst- 3 repetitions

RELOAD MAGAZINES AND RETURN TO THE LINE

4. 10 yards

- 3rd burst their target, step to right and cover their partner's target. Shoot at one target and make one movement, either left or right as required.

- 3rd burst their partner's target, step to left and cover their target

- 3rd burst their target, step to right and cover their partner's target.

5. 10 yards

- 3rd burst their target, step to the right, 3rd burst their partner's target, then step back to the left and cover their target. Shoot at two targets and move twice, once to their partner's target and then move back to their- **3 repetitions**

6. 10 yards

- 3rd burst their target, step to the right, 3rd burst their partner's target, then step back to the left, 3rd burst their target, then step to the right and cover their partner's target. Shoot at three targets and move three times. **3 repetitions**

RELOAD MAGAZINES AND RETURN TO THE LINE

7. 10 yards

- On the command "up" step right. 3rd burst their partner's target, step left and cover their target. Two movements and only one target is shot. – **3 repetitions**

8. 10 yards

- On the command "up" step right, 3rd burst their partner's target, step left, 3rd burst their target, move right and cover their target. Three movement and two targets are shot. – **3 repetitions**

9. 10 yards

- On the command “up” step right, 3rd burst their partner’s target, step left, 3rd burst their target, move right, 3rd burst their target and cover their partner’s target. Four movements and three targets are shot. – **3 repetitions**

Note: Present the Sub Gun as you move. Do both at the same time.

Attachment 2

MULTIPLE TARGETS

•

Prioritization

When confronted by multiple threats one engages the greater priority threat until the threat is under control or is no longer the greatest threat, then the shooter moves on to the next threat.

Spread Fire

Conceptually, one may do this in a situation where all the threats must be dealt with now, neither threat is necessarily greater than the other.

A. Identifying Targets

Perhaps the most important factor in a potential shooting situation is the ability to assess the threats and discriminate targets.

B. Smooth Firearm Movement

C. Jerking

D. Tunnel Vision

E. One Target at a time

The gun must stop on each target just long enough for the shooter to fire.

1. 10 yards

- Double tap their target- 3 repetitions

2. 10 yards

-Double tap their target, double tap their partner's target- **3 repetitions**

3. 10 yards

- Double tap their target, double tap their partner's target, then back to their target with a double tap – **3 repetitions**

Attachment 2

RELOAD MAGAZINES AND RETURN TO THE LINE

-

4. 10 yards

- Double tap their target, step to right and cover their partner's target. Shoot at one target and make one movement, either left or right as required.

-Double tap their partner's target, step to left and cover their target.

-Double tap their target, step to right and cover their partner's target.

5. 10 yards

- Double tap their target, step to the right, double tap their partner's target, then step back to the left and cover their target. Shoot at two targets and move twice, once to their partner's target and then move back to theirs. **3 repetitions**

.6. 10 yards

- Double tap their target, step to the right, double tap their partner's target, then Step back to the left, double tap their target, then step to the right and cover their partner's target. Shoot at three targets and move three times – **3 repetitions**

RELOAD MAGAZINES AND RETURN TO THE LINE

-

7. 10 yards

- On the command “up” step right, double tap their partner’s target, step left and cover their target. Two movements and only one target is shot- **3 repetitions**.

8. 10 yards

- On the command “up” step right, double tap their partner’s target, step left, double tap their target, move right and cover their target. Three movements and two targets are shot. – **3 repetitions**

9. 10 yards

- On the command “up” step right, double tap their partner’s target, step left, double tap their target, move right, double tap their target and cover their partner’s target. Four movements and three targets are shot. **3 repetitions**.

Attachment 3

Sights

The sights on the HK Submachine Gun are called "Diopter, Meaning "as seen through". They take advantage of the natural ability of the eye and brain to easily align concentric circles.

Sight Picture

The shooter obtains correct sight alignment by looking through the desired rear sight aperture and centers the front sight holder within the rear sight aperture with an equal circle of light around the front sight holder. The sight are now properly aligned. Maintained that sight alignment and place the front sight post on the desired point of impact on the target (sight picture).

Rotary Drum

MP5's have a rotating rear sight drum that provides 4 various width apertures. Rotation this drum does not change the impact of the rounds down range. They are for eye relief only. The selection of the appropriate size aperture is usually done according to the shooter preference, However, for more precise shooting the firer should select the smallest aperture that still allows a circle of light (halo) between the rear sight aperture and the outside of the front sight holder. The UMP has a flip up sight. One is the diopter and the other is a notch.

Factory 3 Group

The firearms must shoot 5 rds that fall within a 3 inch circle at 25 meter before it is shipped from Germany.

Trajectory

Generally speaking, zeroing the MP5 at 25 meters will put you generally high at the 50 meter and generally back on at the 50 meter and generally back on at the 100 meter line. However, as ammunition varies so does trajectory, thus you should test each type of ammunition used in the firearm. The affective range for both the

MP5 and the UPM is 100 yards or meters.

Sight Adjustment Tool

The MP5 sight adjustment tool consist of two pieces: the Lever Cylinder and the Phillips Head Screw Driver. The UMP tool is a 2mm hex head wrench.

Attachment 3

Elevation

Rotate the rear sight drum after capturing the spring detents with the sight adjustment tool, which will allow the drum to rotate freely.

Windage

The rear sight lock screw must first be loosened slightly to allow the windage screw to rotate. With the screw driver, rotate, the windage screw located on the right side of the rear sight housing. The windage screw will have a slight amount of free plat left and right when turned before any resistance is met. This free play should be taken out prior to the rotation being made and does not count as part of the rotation.

1-turn=2" at 25 yrds

One 360 degree, complete, revolution of either the rear sight drum or the windage screw will move the strike of the bullet 2 inches at 25m (when zeroing at 25m). one revolution can be determined by keeping an eye on the start position of a particular aperture on the rear sight drum and then rotating the drum until that aperture is in the same position. A mark can be placed on the screw driver so that one revolution ca be determined when adjusting the windage screw.

LLC = MP5

Bullet impact low or left Clockwise – This means that if the shooter wants to move the strike of the next group LOW or down, the rear sight drum should be rotated clockwise. Also, if the shooter wants to move the strike of the next group LEFT, the windage screw should be rotated clockwise. Obviously an up or right adjustment would require the rotations be counterclockwise.

Attachment 3

LRC=UMP

Bullet impact low or left Clockwise – This means that if the shooter wants to move the strike of the next group LOW or down, the rear sight drum should be rotated clockwise. Also, if the shooter wants to move the strike of the next group RIGHT, the windage screw should be rotated clockwise. Obviously an up or right adjustment would require the rotations be counterclockwise.

Attachment 4

DESCRIPTION

The Heckler & Koch MP5 Submachine gun is a lightweight, air-cooled, magazine-fed, delayed blowback operated, select-fire weapon that can be shoulder or hand fired. The H&K MP-5 submachine gun is chambered for various pistol cartridges to include 9 X 19 mm Luger, .40 S&W, and 10 mm Auto. It fires from a closed-bolt position in semi-automatic, 2 or 3-round burst, and sustained fire modes. The weapon utilizes the unique H & K roller-locked bolt system used commonly throughout the H & K family of small arms.

The unique features of the H & K MP-5 submachine gun include a free floating cold hammer-forged barrel, stamped sheet steel receiver, fluted chamber, straight-line stock and a pistol grip with ambidextrous safety/selector lever.

The modular design of the weapon consists of six (6) assembly groups, not including the carrying sling. This design provides an unmatched degree of flexibility as these groups can be exchanged with optional groups to create various styles of weapons for numerous operational requirements. This design also allows assemblies to be repaired separately from the weapon, which can be fitted with a new group and immediately returned to service.

The serial number of the MP-5 submachine gun is located on top of the weapons receiver just forward of the rear sight assembly. On pre- 1989 sound suppressed MP5SD models the sound suppressor and weapon serial numbers match. Serial numbers on newly manufactured (post-1989) or on the MP5-N, MP5K-N, MP5K-PDW, MP5/10 and MP5/40 are not matched to the sound suppressor.

The bare metal surfaces of the MP5 are first phosphate and then black lacquer paint is applied over the

phosphalting. This dry lacquer coating is applied using a magnetic charge and then baked onto the metal in an oven. The resulting finish is highly resistant to salt water corrosion and surface wear.

Attachment 4

The UMP Submachine Gun is a select-fire small arm manufactured according to the latest standards of manufacturing methods. With the exception of the barrel, bolt, and certain internal components parts, the upper receiver, lower receiver, magazine, and folding buttstock are made of high strength polymer. The UMP magazines, also made of high strength polymer, feature a transparent ammunition-viewing strip that allows the user to see the type and quantity of ammunition inside.

The UMP is a simple blowback operated weapon and fires from the safety of a closed bolt with an accurate range of 100 yards or more. A passive internal firing pin block within the bolt prevents the weapon from firing if dropped.

Due to its small size (less than 18 inches with the buttstock folded) and 4.5 pounds unloaded weight, the UMP is the perfect choice for use in confined areas.

The UMP is designed and tested to fire all types of .45 ACP and .40 S & W ammunition- including subsonic loads, cartridges assembled with ball, high performance hollowpoint projectiles, and even enhanced velocity + P offerings. The UMP also fires non-toxic and frangible training ammunition without modification.

Disassembly of the UMP is easy. The weapon field strips into three subassemblies with the removal of a single locking pin, making cleaning and maintenance fast and simple.

HISTORY

The H& K MP5 submachine gun was first produced in the mid -1960's as the "HK54" for it's first 9mm submachine gun based on the following code.

1st Letter	TYPE OF WEAPON	2nd LETTER	CALIBER
1	Box-fed light machine gun	1	7.62 X 51 mm
2	Belt-fed machine gun	2	7.62 X 39mm
3	Select-fire assault rifle	3	5.56 X 45 mm
4	Paramilitary rifle (German)	4	9 X 19 mm
5	Submachine Gun	5	(not used)
6	Grenade launcher, Complete weapon	6	4.6 X 36mm
7	Grenade launcher, add-on weapon	7	(not used)
8	(not used)	8	(not used)
9	Semi-automatic para-military rifle (USA)	9	40 mm

The H & K HK54 received its current acronym "MP5" when it was officially adopted by the West German government for use by its Police and Border Guard as the "Machine Pistol 5", or MP5.

The first MP5's were imported into the U.S. in the very early 1970's. original HK_Oberndorf produced MP5's were imported into the U.S. and thus marked with "Harrington & Richardson", "Saco", HK-Inc., Arlington, VA", "HK-Inc., Chantilly, VA, and the present marking, "HK-Inc., Sterling, VA. This stamp is located on the right side of the magazine well. All 23 or more of the officially recognized variants of the MP5 submachine gun is imported into the U.S. exclusively by Heckler & Koch, Incorporated (HK-Inc.), located in Sterling, Virginia, for law enforcement and military sale.

Attachment 4

The MP5 submachine gun is manufactured by Heckler & Koch, GmbH ("Inc." in German) in the town of Oberndorf in the Federal Republic of Germany. The town of Oberndorf, located approximately one hour drive south of the city of Stuttgart, is also the same town where the famous arms manufacturer Mauser is located.

Heckler & Koch was founded in 1949 by three engineers, Messrs. Hackler, Koch and Seidel as a manufacturer of machine tools, gauges and precision parts. H&K became famous in 1959 when the new West German Army adopted the H&K G3 assault rifle in caliber 7.62 X 51 mm NATO (.308 Winchester). Since then H & K has designed and manufactured more than one hundred different types of firearms and devices for the most elite and respected military and law enforcement organizations in the world.

There are at present 14 licensed manufacturing plants in the world producing H&K weapons for the host country. H&K MP5's are produced under license in Saudi Arabia, Greece, Pakistan, the United Kingdom and elsewhere. Only those weapons produced at HK-GmbH are sold, serviced, supported or guaranteed in the U.S. by HK-Inc.

HK has always recognized the need to produce a Submachine Gun in larger calibers. In the 1990's HK started using proven manufacturing methods in the production of the UMP (Universal Machine Pistol). Now, HK has a Submachine Gun that meets the Law Enforcement and Military market needs for the popular larger caliber shooters.

Attachment 5

Nomenclature MP5

- A. Butt Stock with Sling Attachment and Rear Take Down Pin
- B. Rotary rear Sight
- C. Scope Mounts
- D. Cocking Lever and Tube
- E. Front Sight
- F. Barrel and Lugs
- G. Front Sling Mount and Take Down Pin
- H. Forearm
- A. Magazine Release/Butterfly and Button
- J. Magazine Well
- K. Center Sling Mount
- AX. Center Take Down Pin
- ALL. Trigger, Trigger Guard and Pistol Grip
- N. Safety Select Lever

Accessories MP5

- A. Butt Stocks
- B. Scope Mounts and Sights

- C. Forearms
- D. Barrel Accessories
- E. Magazines
- F. Sight Adjustment Tool
- G. Brushes

Attachment 6

Breakdown & Assembly

Assemblies

1. Receiver with barrel, Cocking Mechanism and Sights
2. Bolt assembly
3. Pistol Grip with Trigger Mechanism
4. Buttstock
5. Handguard
6. Magazine
7. Sling

Trigger

1. Pistol Grip
2. Trigger Mechanism
3. Safety Select Lever

Bolt

1. Bolt Head Carrier and Recoil Spring
2. Bolt Head
3. Locking Piece
4. Firing Pin
5. Firing Pin Spring

Attachment 6

Operator Maintenance

Cleaning

The HK Sub Gun will function in extremely adverse conditions and will operate while quite dirty. However, this is not the recommended method of operation. This firearm is NOT self-cleaning just as it is not self-shooting. It should therefore be cleaned after every time it is fired. A standard guide to establish during firing is 1000 rounds, then clean. (300 RDS for the SD CLEAN IS CLEAN. This is your standard!

Solvents

Use high quality firearms cleaning solvents. NEVER GASOLINE! These are for general cleaning throughout the gun. Some Biodegradable solvents can leave a gummy residue.

Attachment 6

Bore Cleaners

Any commercial bore cleaner.

Bore Brushes

Bronze bristle, copper, and brass are recommended. Nylon is OK. Never ever use stainless steel.

Patches

Soft and absorbent. We recommend knit patches as woven patches may leave strings.

Lubricants

Any firearm lubricant

Preservatives

Any Firearms preservative.

Attachment 6

Care and Cleaning

Barrel

Clean from the chamber end always!! Push the brush or patch through in one stroke. Brush with solvent, wash brush!! Patch dry until clean, repeat brushing if necessary. Lube barrel inside and out.

Receiver

Clean with mineral sprit solvent and brush to remove large deposits of carbon and dirt. Pay particular attention to the barrel extension area. Generally lube throughout.

Bolt Group

Clean with brush and solvent. Air dry. Lube.

Buttstock

Clean with brush and solvent. Air dry. Lube.

Trigger Group

Clean with brush and solvent. Flowing or pouring solvent may help. Air dry. Lube, paying particular attention to the axles.

Handguard

Wipe off with damp cloth or wash with soap and water and air dry completely. Do not lube, but you may have to wipe the handguard with oiled cloth lightly if a white residue appear.

Magazine

Wipe off the outside and the follower then lube to prevent rust.

Visual checks

The operator should know his gun well enough to know if there is something wrong with it. He should perform a visual inspection of the gun as he is cleaning it.

Reporting

Encourage your people to report problems, not fearing retribution.

Fit Sling

Assemble sling and put on Submachine Gun. Put your head in and one arm through the large opening. Let it hang. Adjust so the buttstock comes to mid-chest. A final adjustment may be made during the CQB drills.

Attachment 7

STATIC TURNS SHOULDER

A. Always move into known territory

When performing a static turn towards a threat, one should always turn into known territory. Or in other words, the shooter will pivot in a forward fashion rather than backwards. This is done so the shooter always sees where he is turning into and can make adjustments if needed.

B. Pivot on foot in the direction that you want to turn

C. Counting rounds

D. Zero misses

E. Stress safety- don't break laser rule

The muzzle should be depressed and stay depressed until the turn is completed. Do not begin presenting the firearm while turning.

F. Stress stance

Attachment 7

STATIC TURNS SHOULDER

NOTE: Run the students through dry. Stressing quick movements always in direction of known territory. Insure the shooters' head & eyes are raised and scanning, not looking down at the ground.

1. Line facing to the right

From the ready, on the "UP" command shooters will turn 90

Degrees pivoting on the left foot, face target, present, fire, a 3rd burst to chest or belly. **Fire 3 times.**

2. Line facing to the left

From the ready, on the "UP" command shooters will turn 90 degrees pivoting on the right foot, face target, present, pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

3. Line facing up range or the instructor

From the ready, on the "UP" command shooters will turn 180 degrees pivoting on the left foot, face target, present, and pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

4. Line facing up range or towards instructor

From the ready, on the "UP" command shooters

Will turn 180 degrees pivoting on the right foot, face target, present, and pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

5. Line facing up range or towards instructor

From the ready, on the "UP" command shooters will turn 180 degrees pivoting on the either foot (shooters choice), face target, present, and pull the trigger firing a 3rd burst to chest or belly. **Fire 3 times.**

MOVING TURNS SHOULDER

- A. **Stress safety- *Don't break the laser rule***
- B. Stress Stance
- C. Counting rounds
- D. **Zero misses**
- E. Fire only at your target
- F. Moving left, right and about when given the command to fire turn towards the target
And fire. **Finger off the trigger until on target! Do not sweep firearm!**

G. Ready Position

H. Speeds

1. Warrant
- 2.

MOVING TURNS (shoulder)

NOTE: Run the students through 1 dry iteration of each movement speed.

.1. WARRANT SPEED

– Students will face up range at the 3 yard line, from the shoulder ready position, on the command of “Move” the shooters will begin moving. The instructor then gives a series of commands “**LLLLLLEFT**” or “**RRRRRIGHT**” or “**AAAABOUT**” at which time the shooters turn in the direction given as they continue to move. When the instructor has the shooters aligned with their targets he will give the command of “UP”. At which time, from whichever direction the shooters are facing, they will stop, turn towards their target, and present the firearm, firing a 3rd burst at the chest or belly. **Fire 4 times.**

Attachment 8

10 KEY PRINCIPLES OF LOW-LIGHT TACTICS

1. READ THE LIGHT AND ADAPT

Upon entering a low-light threat environment, assess the varying levels of light. Is it completely dark, are parts of the environment partially lit, and most importantly, are you backlit by a door, window, or other light source? The rule of thumb is: All “dark holes” (any area too dark to see into) contains threats, and should therefore be treated as such until proven otherwise. A proper assessment of the prevailing lighting conditions will dictate whether you use the flashlight intermittently, like a blinking light, or whether you choose to leave it on constantly to throw up an impenetrable” wall of light”.

2. OPERATE FROM THE LOWEST LEVEL OF LIGHT

As a general rule, moving to the lowest level of light provides more concealment than operating in areas with higher levels of light. The idea is to reduce a subject/aggressor’s ability to see you while improving your ability to see without being seen. Time in the light equals time as a target.

3. AVOID OR CONTROL BACKLIGHTING

In a low-light environment you are most visible and vulnerable when backlit. Do not stop in doorways, or allow your partner to make your silhouette an easy target by turning on his flashlight behind you. One of the most common low –light mistakes is to face a threat who is located in a dark area while you are standing in front of a more brightly lit area (having the moon at your back when entering a dark warehouse is enough to make you “backlit”). How to “equalize” backlighting will be covered under principle #7, Dominate with Light.

4. SEE FROM THE THREAT’S VIEWPOINT

With practice, a skilled tactician will continuously analyze his position and “sight picture” from the viewpoint of any possible threats in the environment. For, instance, if you go down that hallway, what picture are you presenting to anyone inside the darkened room at the end? This concept, combined with an awareness of the light levels around, behind, and in front of you, will help to dictate the best way to approach a given tactical problem.

5. LIGHT AND MOVE

While the flashlight can give you a tactical advantage, it can also become a liability if you make it easy for an opponent to locate and/or fix your position. Until you have located the threat, it is better to use the light in brief flashes, taking care to move to a new position after every flash. Keeping the flashlight on continuously may make searching easier, as well as more reassuring, but it also makes you a target while letting the aggressor know how far you are from his position, what direction you are coming from, and when you will be there.

6. INTERMITTENT USE OF LIGHT AT RANDOM HEIGHTS

Unless the threat is contained and/or neutralize, holding the flashlight in front of center of mass is the least recommended technique. Experience from actual gunfights and force-on-force training shows that –when given the opportunity –aggressors will shoot at the light. Activating the light away from centerline, at intermittent and irregular intervals, while alternating the light position from low to high, will confuse your opponent while making it harder for them to determine your position.

From the perspective of an aggressor/threat hiding in the building you are searching, it is easy to follow your progress and to guess your position if you search with your light in constant-on mode, but it is much harder- and often disorientating due to the stroboscopic effect- to follow your progress if you use random, intermittent lighting. As the searcher, would you rather be predictable and easy to track- or disorientating and difficult to locate?

7. DOMINATE WITH LIGHT

In most cases, constant light should only be used in two situations: (1) when you are backlit and cannot move to a less backlit position (such as when entering the front door of a building with a streetlight at your back), and (2) when your subject has been located and is not an immediate threat (i.e., not in a position to fire on you).

In the first instance “dominating” with constant light will reduce your silhouette to anyone hiding within the doorway. “But”, you ask, “Won’t my light give me away?” the answer of course, is yes. But conducting a building search is an exercise in compromise; a perfect solution is not always possible, so you do the best you can to increase your odds of success. If you leave your light off, your silhouette is still clearly visible to anyone inside. By flooding the doorway and the room beyond with light, you take away your opponents ability to see while increasing your own. In situations where you are not backlit and therefore not visible, intermittent lighting is the better choice. Once the aggressor has been located, and is determined not to be an immediate threat, keep the light on and in his eyes. Turning the light off at this point only gives the aggressor the ability to move to another position, thereby forcing you to begin the search again. Once the threat is located, dominate with light and “pin’ the suspect in position.

8. ALIGN THREE THINGS

When searching for or engaging a known deadly-force threat, your weapon, flashlight and eyes should be aligned to the same point of focus. If you locate³ the threat with your eyes and flashlight , but have your weapon down and out of the fight , there will be no time bring all three together if the threat engages you. This does not suggest that you should always keep your weapon presented in a firing position while searching. Let the threat level and agency protocol determine how you present your weapon. But if you are searching for a threat that has already demonstrated intent to respond with lethal force, you should be prepared to instantly defend yourself. Students under duress during force-on-force training have often been observed to corner with either their weapon or head first .

9. CARRY MORE THAN ONE LIGHT

Flashlight are mechanical devices and even the best can fail. This concept is no different than carrying a backup weapon: if you need one, carry two.

10. BREATHE AND RELAX

Under stress human beings tend to hyperventilate, while this response may have been appropriate when our ancestors had to fend off the attacks of wild beasts, it is counter-productive in a modern threat environment. Breath control is the key to remaining calm, in control and aware. Make a point of checking your breath regularly in a threat environment; if your breath is out of control, you are out of control.

Attachment 9

FIVE PRIMARY FLASHLIGHT APPLICATIONS

SEARCHING

Use the light to investigate the problem or to locate a threat.

NAVIGATING

Use the light to find the optimum pathway and to avoid obstacles.

THREAT IDENTIFICATION

Use the light to determine friend or foe.

CONTROL

Use the light to control and direct the suspect's movements and to restrict their ability to receive visual data. Eighty percent (or more depending on the situation) of our sensory information is received visually — shining a sufficiently powerful light into dark-adapted eyes will cause the subject to experience momentary blindness and loss of balance. As such, a properly applied and sufficiently powerful flashlight beam can be considered a viable non-lethal force option that can be used to facilitate compliance, or to ease the application of arrest and control techniques.

COMMUNICATION

Use the light to communicate location and direction. Putting the spot of your light on the area of interest and informing your partner that, "the threat is on my blinking light" is more informative and precise than pointing in the same direction and saying, "he's over there".
