



CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

FAMILY-FOCUSED SAFETY SERIES

LESSON PLAN



USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

FAMILY-FOCUSED SAFETY SERIES: LESSON PLAN

About this Lesson Plan	
Purpose of the Lesson Plan	The purpose of this lesson plan is to equip you, the USCCA Certified Instructor, with a tool that will provide structure and consistency to your course. It will help ensure your course is being taught with fidelity and that all learners are receiving high-quality instruction.
Using the Lesson Plan	The content within this lesson plan corresponds directly to each mini-class's PowerPoint presentation. However the intent of this lesson plan is not for it to be used during instruction, but rather as a preparation tool prior to instruction. The lesson plan includes activity options, discussion opportunities and questions to ask and further engage your students. Additionally, we've included some notes specifically to you, the instructor, in red .
How to Use This Material	As an instructor, you can gain first-hand knowledge of the needs of your students. This will allow you to cater the lessons to what those individual students and families should learn. You have the freedom to select and order the lessons in the way that makes the most sense for a given family or group of students. Some groups may benefit from all of the mini classes, whereas another family or group may only be interested in a few of the mini classes. Discuss with your student group in advance to determine which of the lessons you should teach to them, and in what order. These mini lessons provide you with the flexibility to curate learning that matches your learners' needs. Example: A family of four contacts you and says they would like to have some firearms safety training. They own rifles and shotguns that the parents use for hunting. You may choose to teach the family, the parents and their two children, the following mini classes, one class a week, over the course of 5 weeks: • "Accident Prevention & Safety Basics" • "Firearms Heritage & Use" • "Firearms Safety Rules" • "Firearms Familiarization: Long Guns" • "Shooting Fundamentals" Example: A group of families from a local club wants to have a class so their children can stay safe in their home and in their neighborhood. Many of the

	families have firearms in their homes for personal defense, though they are not interested in their children learning to shoot yet. You could teach the following classes to the children of these like-minded families, one class an evening, three evenings in a row: • “Accident Prevention & Safety Basics” • “Firearms Heritage & Use” • “Situational Awareness” The goal is for you to have the freedom to schedule and arrange lessons that work for both your schedule, and the schedule and needs of your learners.
Teaching Best Practices	
True Learning	Connection • Learning occurs when new information can be connected to something that’s already familiar. • Gauge what your students already know about certain topics and then provide examples to make those connections. Repetition • The process of repeating something over and over again (speaking, writing, practicing) is essential to true learning. • Don’t be afraid to repeat yourself — your students <i>need</i> to hear or experience content multiple times to truly learn it. Engagement • If students are an integral, interactive part of class, they are more apt to process and retain information. • Use intellectual thought, questions and discussions to engage students. • Keep an eye out for activity options throughout this guide to keep your students involved in your class. NOTE: A greater emphasis should be placed on classroom engagement, as connection is not as scalable, and repetition may be restricted by time.
Teaching Do’s	Try to do the following: • Know the content and be prepared! • Create a welcoming environment of professionalism and respect. • Speak with confidence. • Take advantage of “teachable moments” — those unplanned opportunities that allow for a relevant topic to receive attention. • Be flexible when something isn’t working. • Utilize team teaching. • Have fun. Allow students to see your humanness. • Use “non-examples” to teach a concept.

	● Demonstrate skills using the EDGE method: ○ Explain: Before demonstrating a skill, explain it. ○ Demonstrate: Demonstrate the skill at half-speed while explaining the “how” and “why” behind it. ○ Guide: Allow students to try the skill while you guide and provide positive reinforcement. ○ Enable: Allow students to try the skill without any intervention (unless safety is an issue). Offer corrections after.
Teaching Don'ts	Do your best to avoid the following: ● Rocking side to side or pacing back and forth ● Filler sounds: “Umms,” “Ahhs,” “You knows” ● Making eye contact with just one side of the room ● Fidgeting with clothes, pens or remotes ● Reading everything word-for-word from every slide or from the facilitator guide ● Having everyone introduce themselves and explain “why they are here” ● Asking, “Everyone knows what __ is, right?” ● Forcing students to read out loud from the slides ● Ending every sentence with a question ● Ending class early or going over time
Continuous Improvement	● Videotape yourself teaching; evaluate with a critical eye. ● Ask someone to sit in on your class to offer advice.



USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

ACCIDENT PREVENTION & SAFETY BASICS

Lesson Content	Description
Introduction	Replace curiosity and fear with knowledge and understanding. • We don't expect that our children will act safely around a hot stove if we don't <i>teach them</i> how to be safe around a hot stove. • The same goes for firearms; the only way our children will understand how to safely treat firearms <i>is if we teach them</i>.
What Is Safety?	• THINK, PAIR, SHARE. Ask students to discuss with a partner or group what safety means to them. Have partners/groups share their ideas.
What Is Safety?	• IMAGINE. Imagine you are walking to a friend's house. How can you put these ideas into practice on your way?
Safety	• QUESTION. Can you think of a time when an adult told you "NO"? What was the safety reason?
Gun Safety Rules	• PRACTICE. It is imperative that students are able to recall each of the four safety rules. ◦ After you read each rule aloud, have students repeat it back to you. ◦ Have students turn away from the screen and see if they can repeat each of the four rules back to a partner.
Every gun is loaded.	• This rule goes hand-in-hand with the universal safety rules, which students may or may not be familiar with. • QUESTION. What are some other objects that need to be respected? ◦ Example: A stove; you do not touch a stove to see if it is hot. Instead, you always treat the stove as if it is hot, so that you do not hurt yourself.
Tell an adult.	• SCENARIO. What would you do if you saw a gun sitting on the kitchen table at a friend's house?
Gun Safety Rules	• PRACTICE. Again, have students turn away from the screen and see if they can repeat each of the four rules back to a partner.
Scenarios	• Engage the families in discussions for each of the scenarios. Use the questions posed for each scenario as a starting off point to enrich the discussion.



USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

FIREARMS HERITAGE & USE

Lesson Content	Description
The Second Amendment	• The Founding Fathers were a group of individuals who all played a part in fighting against British control, uniting the 13 colonies and developing the constitution. • An amendment is an official change made to a law. • The right to bear arms was not originally written into the Constitution, but was later deemed necessary, so the constitution was <i>amended</i> – or changed – to include this important right.
Question	• For frame of reference, the current population of the United States is about 335 million people.
Question	• Describe the difference between why people <i>own</i> firearms and ways people <i>use</i> firearms ◦ Example: ■ Reason to <i>Own</i>: Personal defense ■ Way to <i>Use</i>: Carry a firearm everyday
Knowledge in Action	• Scaffold this process for the students: start out by working through a couple pictures together – think aloud so students can hear your thought process. Then have them work with a partner. Lastly, see if they can work through an image on their own.
25 Things to Know About Guns	• #5 - Can you recall the four safety rules to a partner. • #11 - How might guns in real life differ from what you see in movies and video games? • #16 - A firearm on its own will not cause harm. The potential for harm exists once that firearm is under someone's control.



USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

RANGE RULES & ETIQUETTE

Lesson Content	Description
What to Bring	• RECAP. What command may an RSO or shooter give to get shooters to stop shooting immediately?
Safety: Range Rules	• These range rules will be in addition to the Universal Safety Rules. • For example, ranges may have a policy on how many shots you can fire in a given amount of time.
Safety: Medical Kit	• A medical kit may contain items such as tourniquets, compression bandages, hemostatic agents and trauma shears. • Consider bringing a medical kit with you to show the contents to the students.



USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

FIREARMS SAFETY RULES

Lesson Content	Description
Universal Firearms Safety Rules	● PRACTICE. It is imperative that students are able to recall each of the four universal firearms safety rules. ○ After discussing all the rules, read each rule aloud again and have students repeat it back to you. ○ Have students turn away from the screen and see if they can repeat each of the four rules back to a partner.
Universal Firearms Safety Rules	Rule #1 ● Most firearm “accidents” occur with firearms that were checked and deemed clear - you can <i>never</i> be too careful. ● This corresponds with the first gun safety rule taught in the “Accident Prevention & Safety Basics” mini-class: <i>all guns are real</i>. ○ Some real guns can look fake (and some fake guns can look real) – this is another reason we treat <i>every</i> gun as if it’s loaded. Rule #2 ● This rule applies even when using training tools (yellow guns, SIRT pistols); this will help you develop good habits when you are using real guns. And remember: <i>every gun is real</i>. ● Look for common mistakes when students are identifying safe directions. ○ For example: up in the air or down at the ground ○ Be sure to explain <i>why</i> these might not be safe directions. ● DEMONSTRATE. Use a yellow or wood gun to demonstrate safe directions in the classroom. As you point the gun in different directions, ask the students to determine if it is safe or not. Rule #3 ● DEMONSTRATE. Using a yellow gun, show students what it looks like to have your finger off the trigger and outside the trigger guard. Put your finger in a variety of both safe and unsafe positions and ask the students to determine if you are being safe or not. Rule #4 ● Even when dry-firing, you don’t want to set up so you are pointing firearms or training tools at neighbors or toward rooms where people may be. ● Use a fireplace or brick wall as a safe direction to work through any drills.
Universal Firearms Safety Rules - Review	● PRACTICE. Again, have students turn away from the screen and see if they can repeat each of the four rules back to a partner.

Other Considerations	• Putting ammunition away and in a separate room helps ensure that no live ammunition ends up back in your firearm while you are dry-firing. • If you do not know how to clear a malfunction, ask the adult you are with or the Range Safety Officer (RSO) at the range to help you and teach you. • It is always best to wash your hands with <i>cold</i> water after shooting.
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USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

SHOOTING FUNDAMENTALS

Lesson Content	Description
Safety Rules Reminder	● WIDGET. The in-depth review of the Universal Safety Rules is optional; as the instructor, it is your responsibility to gauge where your students are and provide them the review if needed.
Safe Gun	Rule #1 ● Most firearm “accidents” occur with firearms that were checked and deemed clear - you can <i>never</i> be too careful. ● This corresponds with the first gun safety rule taught in the “Accident Prevention & Safety Basics” mini-class: <i>all guns are real</i>. ○ Some real guns can look fake (and some fake guns can look real) – this is another reason we treat <i>every</i> gun as if it’s loaded.
Safe Direction	Rule #2 ● This rule applies even when using training tools (yellow guns, SIRT pistols); this will help you develop good habits when you are using real guns. And remember: <i>every gun is real</i>. ● Look for common mistakes when students are identifying safe directions. ○ For example: up in the air or down at the ground ○ Be sure to explain <i>why</i> these might not be safe directions. ● DEMONSTRATE. Use a yellow or wood gun to demonstrate safe directions in the classroom. As you point the gun in different directions, ask the students to determine if it is safe or not.
Safe Finger	Rule #3 ● DEMONSTRATE. Using a yellow gun, show students what it looks like to have your finger off the trigger and outside the trigger guard. Put your finger in a variety of both safe and unsafe positions and ask the students to determine if you are being safe or not.
Safe Target	Rule #4 ● Even when dry-firing, you don’t want to set up so you are pointing firearms or training tools at neighbors or toward rooms where people may be. ● Use a fireplace or brick wall as a safe direction to work through any drills.
Dominant Eye	● Alternatively, you can have students make a triangle with their hands and follow the same directions. ● To help students understand the importance of eye dominance:

	○ Have students point at an object across the room, focusing on the object, not their finger ○ Ask students to close their right eye, continuing to focus on the object ○ Ask students to open both eyes then close the left ○ Did they note any differences in the image? Their fingers should have appeared to jump off the object when their dominant eye was closed.
Stance	● DEMONSTRATE. Show students what a proper stance looks like. Turn so they can see your stance from different angles. ● PRACTICE. Have students practice their stance. Walk around, give each student feedback and help them make any adjustments necessary. <i>(Be sure to ask permission before putting hands on any student!)</i>
Grip	● DEMONSTRATE. Using a yellow or wood gun, show students what a proper grip looks like. ● PRACTICE. Have students practice their grip. Give each student feedback and help them make any adjustments necessary. <i>(Be sure to ask permission before putting hands on any student!)</i> ● You can then have students practice grip and stance at the same time.
Sight Alignment	● DEMONSTRATE. Use the training sights to demonstrate proper (and improper!) sight alignment.



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FIREARMS FAMILIARIZATION: LONG GUNS

Lesson Content	Description
Safety Rules Review	Rule #1 • Most firearm “accidents” occur with firearms that were checked and deemed clear - you can <i>never</i> be too careful. • This corresponds with the first gun safety rule taught in the “Accident Prevention & Safety Basics” mini-class: <i>all guns are real</i>. ◦ Some real guns can look fake (and some fake guns can look real) – this is another reason we treat <i>every</i> gun as if it’s loaded. Rule #2 • This rule applies even when using training tools (yellow guns, SIRT pistols); this will help you develop good habits when you are using real guns. And remember: <i>every gun is real</i>. • Look for common mistakes when students are identifying safe directions. ◦ For example: up in the air or down at the ground ◦ Be sure to explain <i>why</i> these might not be safe directions. • DEMONSTRATE. Use a yellow or wood gun to demonstrate safe directions in the classroom. As you point the gun in different directions, ask the students to determine if it is safe or not. Rule #3 • DEMONSTRATE. Using a yellow gun, show students what it looks like to have your finger off the trigger and outside the trigger guard. Put your finger in a variety of both safe and unsafe positions and ask the students to determine if you are being safe or not. Rule #4 • Even when dry-firing, you don’t want to set up so you are pointing firearms or training tools at neighbors or toward rooms where people may be. • Use a fireplace or brick wall as a safe direction to work through any drills.
Ammunition	• Have a variety of ammunition with you that you can show the students.
Stance	• DEMONSTRATE. Show students what a proper stance looks like. Turn so they can see your stance from different angles. • PRACTICE. Have students practice their stance. Walk around, give each student feedback and help them make any adjustments necessary. (<i>Be sure to ask permission before putting hands on any student!</i>)

Grip	● DEMONSTRATE. Using an unloaded/cleared gun, show students what a proper grip looks like. ● PRACTICE. Have students practice their grip. Give each student feedback and help them make any adjustments necessary. (<i>Be sure to ask permission before putting hands on any student!</i>) ● As you are demonstrating/practicing grip, be sure to point out the four points of contact between the shooter and the gun.
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USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

FIREARMS FAMILIARIZATION: HANDGUNS

Lesson Content	Description
Safety Rules Review	Rule #1 • Most firearm “accidents” occur with firearms that were checked and deemed clear - you can <i>never</i> be too careful. • This corresponds with the first gun safety rule taught in the “Accident Prevention & Safety Basics” mini-class: <i>all guns are real</i>. ◦ Some real guns can look fake (and some fake guns can look real) – this is another reason we treat <i>every</i> gun as if it’s loaded. Rule #2 • This rule applies even when using training tools (yellow guns, SIRT pistols); this will help you develop good habits when you are using real guns. And remember: <i>every gun is real</i>. • Look for common mistakes when students are identifying safe directions. ◦ For example: up in the air or down at the ground ◦ Be sure to explain <i>why</i> these might not be safe directions. • DEMONSTRATE. Use a yellow or wood gun to demonstrate safe directions in the classroom. As you point the gun in different directions, ask the students to determine if it is safe or not. Rule #3 • DEMONSTRATE. Using a yellow gun, show students what it looks like to have your finger off the trigger and outside the trigger guard. Put your finger in a variety of both safe and unsafe positions and ask the students to determine if you are being safe or not. Rule #4 • Even when dry-firing, you don’t want to set up so you are pointing firearms or training tools at neighbors or toward rooms where people may be. • Use a fireplace or brick wall as a safe direction to work through any drills.
Ammunition	• Have a variety of ammunition with you that you can show the students.
Basic Terms	• Consider having an unloaded/cleared semi-automatic pistol and revolver to show the students the different parts of the firearm.
Stance	• DEMONSTRATE. Show students what a proper stance looks like. Turn so they can see your stance from different angles. • PRACTICE. Have students practice their stance. Walk around, give

	each student feedback and help them make any adjustments necessary. <i>(Be sure to ask permission before putting hands on any student!)</i>
Grip	● DEMONSTRATE. Using a yellow or wood gun, show students what a proper grip looks like. ● PRACTICE. Have students practice their grip. Give each student feedback and help them make any adjustments necessary. <i>(Be sure to ask permission before putting hands on any student!)</i> ● You can then have students practice grip and stance at the same time.



USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

DRY-FIRE PRACTICE

Lesson Content	Description
Safety Rules Reminder	● WIDGET. The in-depth review of the Universal Safety Rules is optional; as the instructor, it is your responsibility to gauge where your students are and provide them the review if needed.
Safe Gun	Rule #1 ● Most firearm “accidents” occur with firearms that were checked and deemed clear - you can <i>never</i> be too careful. ● This corresponds with the first gun safety rule taught in the “Accident Prevention & Safety Basics” mini-class: <i>all guns are real.</i> ○ Some real guns can look fake (and some fake guns can look real) – this is another reason we treat <i>every</i> gun as if it’s loaded.
Safe Direction	Rule #2 ● This rule applies even when using training tools (yellow guns, SIRT pistols); this will help you develop good habits when you are using real guns. And remember: <i>every gun is real.</i> ● Look for common mistakes when students are identifying safe directions. ○ For example: up in the air or down at the ground ○ Be sure to explain <i>why</i> these might not be safe directions. ● DEMONSTRATE. Use a yellow or wood gun to demonstrate safe directions in the classroom. As you point the gun in different directions, ask the students to determine if it is safe or not.
Safe Finger	Rule #3 ● DEMONSTRATE. Using a yellow gun, show students what it looks like to have your finger off the trigger and outside the trigger guard. Put your finger in a variety of both safe and unsafe positions and ask the students to determine if you are being safe or not.
Safe Target	Rule #4 ● When dry-firing, you don’t want to set up so you are pointing firearms or training tools at neighbors or toward rooms where people may be. ● Use a fireplace or brick wall as a safe direction to work through any drills.
Dry-Fire Tools	● Consider having tangible examples of these dry-fire tools with you, so students can see them for themselves.

Dry-Fire Exercises	• For each of the following dry-fire exercises, demonstrate first, then have the students practice. • Ensure there is no live ammo in the room. • Provide students feedback and help them make any adjustments necessary, <i>just remember to ask permission before putting hands on any student!</i>
"Make a Gun to Take a Gun"	• Purpose: Muzzle discipline, trigger-finger awareness • Needs: Inert gun tools, table, established safe direction
"Get a Grip" - Handgun	• Purpose: Proper grip, muzzle discipline, trigger-finger discipline • Needs: Inert gun tools, established safe direction
"Get a Grip" - Long Gun	• Purpose: Proper grip, muzzle discipline, trigger-finger discipline • Needs: Inert gun tools, established safe direction • When using a long gun, there will typically be four points of contact between you (the shooter) and the gun: 1. Dominant hand 2. Support hand 3. Shoulder 4. Cheek
"Out and Back"	• Purpose: Ready position, muzzle discipline, trigger-finger discipline (possible manual safety use) • Needs: Finger gun or inert gun tools, target or established safe direction
"Up and Down"	• Purpose: "Ready position, muzzle discipline, trigger-finger discipline (possible manual safety use) • Needs: Finger gun or inert gun tools, target or established safe direction, cone or marker • You can use a cone, sticker or marker on the ground or floor to help the student know where to stop the movement when coming back into a low-ready position.
"Set Your Sights"	• Purpose: Sight alignment and sight picture, muzzle discipline, trigger-finger discipline • Needs: Inert gun tools, target • When students are using a firearm to practice sight alignment, place a pen across the back sights to help them gain proper alignment.
"Rack the Slide"	• Purpose: Racking the slide, muzzle discipline, trigger-finger discipline • Needs: Inert gun tools, established safe direction
"Load, Unload and Show Clear"	• Purpose: Loading, unloading and clearing a gun, muzzle discipline, trigger-finger discipline • Needs: Inert gun tools, dummy rounds, established safe direction

"Point Shoot"	● Purpose: Natural point of aim, muzzle discipline, trigger-finger discipline ● Needs: Finger gun or inert gun tools, target ● Point shooting, also known as kinesthetically aimed shooting, should only be taught and trained once the student has firmly established neural connections (established procedural memory) for sighted-fire.
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USCCA CHILDREN'S FIREARMS & SAFETY FUNDAMENTALS

SITUATIONAL AWARENESS

Lesson Content	Description
C - Collect	• What information can you gather using your senses right now? ◦ What do you see? ◦ What do you hear? ◦ What do you smell? • What non-verbal cues might indicate to you that someone is a potential threat?
O - Organize	• Is it normal for someone to be wearing a long winter coat on a hot summer day?
CODE Process in Practice	• Scaffold this process for the students: start out by working through a couple pictures together – think aloud so students can hear your thought process. Then have them work with a partner. Lastly, see if they can work through an image on their own.
Condition White: Unaware	• How often do you find yourself out in public, focused on your phone and not paying attention to your surroundings?
Condition Yellow: Relaxed State of Awareness	• Your eyes are up, you're alert, and you're observing your surroundings. • Scan an area (room, street corner, parking lot, etc.) before entering. • Look for exits wherever you are. • Identifying everyone and everything within your protective "bubble."
Condition Orange: Heightened Awareness	• You observe that the situation may escalate quickly. • Prepare a plan of action: What will your exit strategy be? • Take preemptive action: ◦ Turn around. ◦ Change direction. ◦ Increase your distance. ◦ Make simple commands, such as "Stay back!" or "Don't come any closer!" • Decide on a mental "trigger." ◦ e.g., An individual ignoring your verbal commands and moving closer into your "bubble"
Condition Red: Action	• At this point, you must act.

	• It is important that you prepare yourself ahead of time to take action. • Trust your instincts!
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