

**NRA FIRST STEPS SHOTGUN  
INSTRUCTOR'S LESSON PLANS**

**BOY SCOUTS OF AMERICA  
SHOTGUN SHOOTING  
MERIT BADGE TEACHING GUIDE**

NRA FIRST Steps Firearm Instruction, Responsibility, and Safety Training Program First Edition  
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# BSA INTRODUCTION

Welcome to the new 2017 combined NRA Shotgun *FIRST Steps* Instructor syllabus and 2017 BSA Merit Badge Instructor Lesson Plans for the Shotgun Merit Badge. **This book is to be used by Boy Scout leaders who are currently certified NRA Shotgun Instructors.**

The purpose of this book is to use a proven standard of instructional curriculum to teach the BSA Shotgun Merit Badge. We have been using the **BSA Shooting Sports Manual Appendix 2** and the **NRA *FIRST* (Firearm Introduction, Responsibility and Safety Training) Steps Shotgun Instructor Syllabus** as separate items to teach the **BSA Shotgun Merit Badge** since 2009. We have now combined the NRA *FIRST Steps* Shotgun Instructor Syllabus with the additions from the BSA requirements necessary to teach the BSA Shotgun Merit Badge into one document and both the BSA and the NRA have approved this document.

The advantage to using this document is that our youth will receive a consistently safe and proven instructional training no matter where they are trained in any council within the BSA family.

By using this syllabus, the BSA leader or parent who is trained as a NRA Shotgun Instructor is accomplishing two important items.

First and most important, they are delivering a consistent program of responsibility and safe gun handling to our youth. Second, and equally important, they are using the NRA *FIRST Steps* syllabus contained in this document to satisfy the requirements of the NRA to teach a NRA *FIRST Steps* course. By using this syllabus and then registering their BSA merit Badge course on the NRA Instructors.org portal, as an *NRA FIRST Steps* course they get credit with the NRA towards accomplishing the goal of qualifying to become a NRA Training Counselor.

The goal of both the BSA and the NRA is to have at least 2 NRA Training Counselors in every council in the U.S. By doing this we can conduct NRA instructor courses at a cost that most BSA volunteers can afford, thus allowing more leaders the opportunity to become NRA Shotgun Instructors. These instructors will not only be able to conduct merit badge classes, but equally important, they can help provide more year-round shooting sports programs for the unit, district and council.

Thank you for all you do and we look forward to serving you in the future.

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## HOW TO USE THIS SYLLABUS

This syllabus contains the NRA *FIRST Steps* program and has been modified by adding a third column to the contents outline along with some BSA notes in various places within the document.

If you have never used the NRA *FIRST Steps* Instructor syllabus, the first column tells you what you are going to do, the second column tells you how to do it or what to say and now the third column tells you what page to turn your BSA Merit badge students to and what requirements they will have completed once you do that particular assignment. When teaching the Boy Scout Shotgun Merit Badge use this syllabus as written. Instead of using the NRA Guide: Basic of Shotgun Shooting handbook you will use the BSA Merit Badge book. Each student should have a merit badge book to follow along with the instructional component. When the syllabus says **Ask**, please ask the question, when it says **Explain**, then please explain and when it says **Demonstrate**, please demonstrate. These teaching methods have proven successful with many beginning shooters and your cooperation in following the syllabus will help you in providing a great program to our youth.

The lessons are broken up into 4 days of 1.5 hrs. minimum class time per day. This is the minimum it will take to teach this course properly. Making alterations to the class due to a 1 hr. class 4 or 5 days a week does not accomplish the goals as outlined. This book may not be used if that's the time period you have in your summer camp. Using the 1.5 to 2 hour classes usually provides students ample opportunity for them to complete their required targets during the normal merit badge sessions.

Free time in resident camp was designed for scouts to have fun and for those not in the merit badge class to have the opportunity to shoot at targets and get a taste of shotgun shooting. Perhaps they may wish to pursue the shotgun merit badge the next time it is available.

The BSA Shotgun Merit Badge may be conducted in an off-season weekend using this syllabus. You just start at the beginning and go all the way thru the syllabus in as little as a full 6 to 8 hr. day.

For more information on how to create successful shotgun shooting sports programs such as the NRA marksmanship program, please contact your regional BSA shooting sports chairperson or your local council shooting sports committee.

The NRA *FIRST Steps* introduction on page 9 gives you an idea of what the NRA *FIRST Steps* program delivers to the general public and how it should be used when teaching a non- BSA Shotgun Merit Badge student. The BSA Course Orientation begins on page 13 and outlines the syllabus by BSA Camping days and lesson objectives for each day.

Once again, thank you for all you do for our BSA Scouts and future shooters.

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# CONSIDERATIONS FOR YOUR MERIT BADGE CLASS

## Number of students

- In order to satisfy the BSA requirements for 50 shots per student in the merit badge class (per BSA merit Badge Requirements book printed 2013) the suggested maximum number of students in class should be **8 scouts**. This will allow enough time for all students to be successful if you use a 5-day merit badge session with a 1.5 to 2 hr. time block. If you need additional time, then you will need to have students shoot their qualifications during free time on the range.

## Number of traps.

- Location and number of traps is based on student ratio and your range layout.
- Have the trap in the center and far enough in front of the shooting line for safety reasons.

## Number of guns per student

- Number of guns on the line would depend on the guns available and range layout.

## Number of instructors per student

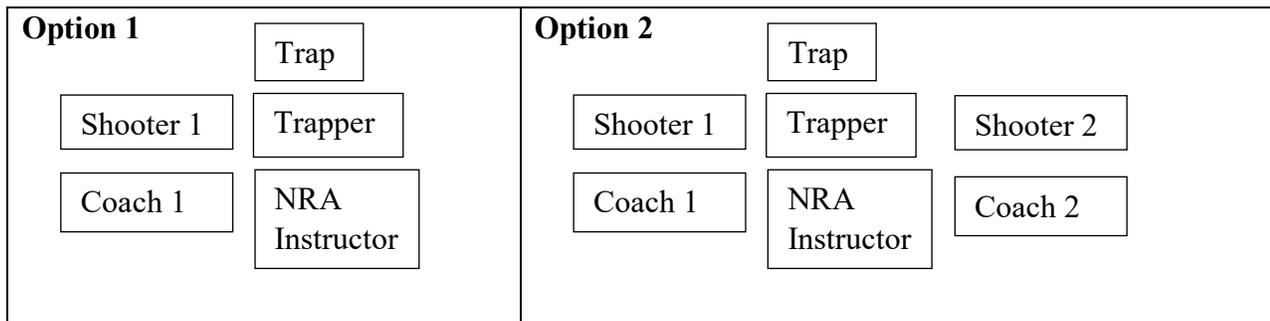
- Consideration should be given to ratios on the range. BSA Requires one on one NRA Instructor to student **WHILE LOADING AND FIRING.**

## Definition of “One to One” while Loading and Firing a Shotgun

- There are four ways to accomplish one to one while loading and firing:
  - Have the NRA Instructor load the gun for the shooter
  - Have the NRA Instructor hand the coach the shell and then the coach can load the shooter’s gun
  - Have the NRA Instructor hand the coach the shell and then the coach can hand the shell to the shooter and the shooter can load the gun himself
  - Have the NRA Instructor hand a shell to the shooter and let the shooter load their own gun
  - **There is no policy in BSA that requires only the NRA Instructor to load the gun**

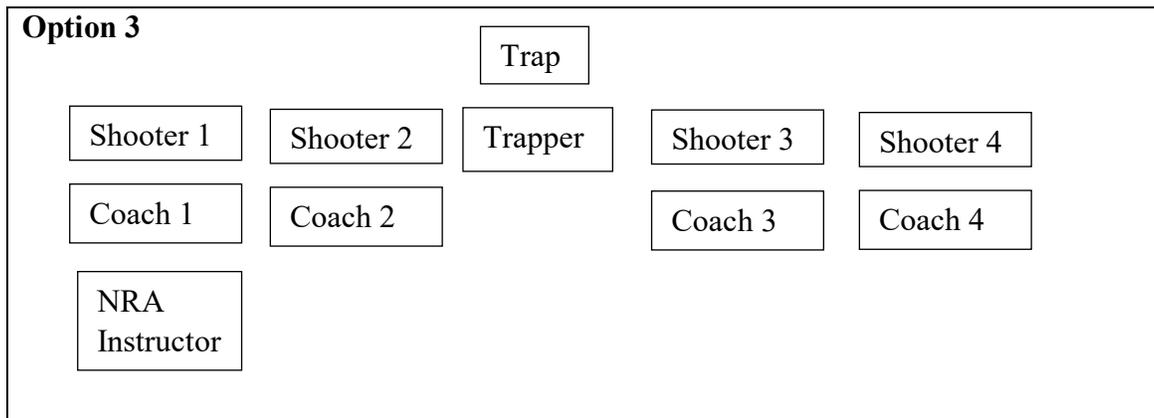
### NRA Instructor location

- This depends on the range layout



**Option 1** the shooter stands behind and to the left of the trap. The NRA Instructor stands behind the trapper. If you don't wish to use a trapper to launch the target, then the NRA Instructor may stand behind the trap and next to the shooter.

**Option 2** gives the NRA Instructor the ability to be one on one to shooter one and then rotate to be one on one with shooter two. Again, if you don't use a trapper then the NRA Instructor would stand behind the trap and in between the two shooters.



**Option 3** starts the NRA Instructor behind coach one and shooter one. The NRA instructor may only move to shooter two **AFTER SHOOTER ONE FIRES**. Then the NRA Instructor does the same routine with shooter two thru four, always behind whoever has the loaded gun. Remember the NRA Instructor may only have one student at a time loading and firing before the NRA Instructor moves to the next student.

As the shooter who is firing calls for the target the other shooters should either be tracking the target with their finger or, if possible, with an empty shotgun.

## NRA *FIRST Steps* INTRODUCTION

*FIRST Steps* — *Firearm Instruction, Responsibility, and Safety Training* — is the National Rifle Association’s response to the American public’s need for a firearm orientation program for new purchasers. New Firearm owners are encouraged to take the “first step” of obtaining training, and the NRA *FIRST Steps* Program is designed to provide a hands-on introduction to the safe handling and proper orientation of *one specific firearm model*. There are three orientations in the program: one for rifle, one for pistol, and one for shotgun.

Since *FIRST Steps* orientations are model-specific, and teach only the most basic shooting skills, they are not complete “courses” in the traditional sense of the word. They do provide a thorough introduction to firearm safety, handling, and shooting skills. These skills require regular practice. Initially, this practice should take place under the supervision of a qualified individual — like an NRA Certified Instructor or NRA Shooting Coach. For this reason, the orientation encourages participants to obtain additional training in an NRA Basic Firearm Training Course, and then to take the “next step” by participating in other local activities designed to help individuals maintain and develop their shooting skills.

### **Total Participant Involvement**

The *FIRST Steps* Orientation Program was the first NRA program designed for the new shooter that used the *Total Participant Involvement (TPI)* training methodology. Minimizing the use of lecture, TPI takes an experiential approach that stresses active training and learning by doing. Instructors guide participants to develop the specified knowledge, skills, and attitude through the use of hands-on exercises and practical applications. Keeping participants involved at every step of the training process engages their energy, holds their interest, and makes learning *fun!* At the same time, the performance-based training approach enables Instructors to evaluate the participants’ progress and provide appropriate feedback.

Like the lesson plans for NRA Basic Firearm Training Courses, the *FIRST Steps* lesson plans used a double column format of *content* and *instructional notes*: what to teach and how to teach it. The *FIRST Steps* lesson plans contain far more detail on *how to teach*, and uses **bold print** to indicate directions to the Instructor. Involving participants is stressed throughout the orientation.

One example of involving participants is the NRA policy on how Instructors handle firearms. Each time they pick up a gun, they set the example by practicing the three rules of safe gun handling: making sure the gun is pointed in a safe direction, the finger is off the trigger, and the gun is unloaded. Instructors then involve the participants by having one of them verify that the gun is unloaded.

Another way to involve participants is through the use of the *coach-pupil method*, which has one Instructor, one firearm, and two participants at a shooting station on the range. While one participant (the “pupil”) shoots, the Instructor involves the other participant (the “coach”) in the learning process by guiding him or her to provide feedback under the Instructor’s direction. The Instructor then has the participants reverse roles and repeat the shooting exercise.

The *FIRST Steps* Program is designed for a low participant-to-instructor ratio. The three-hour orientation length is based on a ratio of one-to-one. The length of course lessons will need to be increased proportionately to allow multiple participants to complete all activities specified in the lesson plans. For example, in Lesson I, *each* participant must name the indicated firearm parts, describe their functions, and explain and demonstrate the loading and unloading procedures.

**A single instructor may conduct a *FIRST Steps* orientation for a maximum of four participants at a time in Lessons I, II, and IV, and two participants at a time in Lesson III.**

Instructors may combine students using different shotgun models in the same *FIRST Steps* class, provided that all rifles are of the same action type (all bolt actions, all semi-automatics, etc.). Individual students in such classes are still trained on only their specific model rifle.

As in the case in NRA Basic Firearm Training Courses, Instructors should provide participants with a 10-minute break after every 50 minutes of instruction during a *FIRST Steps* orientation.

These *FIRST Steps* lesson plans should be placed in your *lesson plan* binder and used in conjunction with the *Basics of Shotgun Shooting* handbook.

## **Policy Notes**

*FIRST Steps* orientations can be conducted by NRA Certified Instructors holding credentials in the discipline. They must follow these lesson plans as they pertain to learning objectives, training materials, equipment, orientation content, instructional methodology, and other specified details. Additional policies governing the conduct of the *FIRST Steps* Program will be periodically announced in the *NRA blog and email blasts*, which is sent to all NRA Instructors.

Since the *FIRST Steps* orientations are among the activities that NRA Certified Instructors are authorized to conduct, they will be entered into an instructor's activity record. To ensure that they receive proper credit, instructors must file a completed NRA Firearm Training Course Report Form within ten days of course completion. A separate form must be submitted for each NRA *FIRST Steps* Orientation or Basic Firearm Training Course.

In conducting an NRA *FIRST Steps* orientation, instructors must provide each participant with the items in the *FIRST Steps* Shotgun Participant Packet, and the other items indicated on the "Required NRA Materials" list. The number of participants on an instructor's course report must not exceed the number of participant packets purchased by the Instructor. (Instructors are encouraged to charge a reasonable fee sufficient to recover the costs of materials and other training-related expenses.)

NRA *FIRST Steps* Orientation Completion Certificates are available only as part of the participant packet. The Instructor must indicate on the certificate the model of firearm that was used by the student in the orientation.

The owner's manual for the participant's shotgun should be consulted prior to the orientation to see whether the manufacturer has any particular guidelines for its operation, dry firing recommendations, approved ammunition, and cleaning procedures. Instructors should not conduct the orientation unless they are thoroughly familiar with the correct operation of the participant's shotgun model as recommended by the manufacturer. Instructors who have any questions concerning whether or not the participant's shotgun is safe to shoot should have it checked by a reputable gunsmith before using it in the orientation.

The *FIRST Steps* Program is designed to provide training with one particular firearm model preferably the participant's. However, individuals who do not yet own a firearm may attend a *FIRST Steps* orientation using a firearm provided by the instructor. If an instructor's firearm is used, however, participants should be advised that the operational and handling characteristics will not be the same on a different firearm. They should be encouraged to attend a new *FIRST Steps* orientation if they later purchase a different gun.

**No live ammunition is permitted in the classroom under any circumstances, or on the range during Lessons I, and IV if these lessons are conducted on a range. Dummy ammunition must be visually distinguishable from live ammunition to ensure that a live round is not brought to class, or to the range except during Lesson III.**

NRA Instructors may refer to guns as "firearms," "guns," "shotguns," etc. but not as "weapons." "Weapon" has a negative connotation.

Establish emergency procedures to be followed in the event of an accident. All course staff must be aware of these procedures and maintain a list of emergency telephone numbers.

### **Good Luck!**

Remember, the *FIRST Steps* Program was designed with both the instructor and the participant in mind. These lesson plans will prepare you to conduct a successful orientation, and provide your participants with an exciting and informative introduction to the world of shooting.

We thank you for your commitment to firearm education and your participation in the training programs of the National Rifle Association. Your expertise and dedication will train a new generation of American shooters to exercise their firearm freedoms safely and responsibly. If you have any questions about *FIRST Steps* or the NRA Basic Firearm Training Program, please contact the NRA Training Department, 11250 Waples Mill Road, Fairfax, VA 22030, (703) 267-1500.

NRA Training Department  
Education & Training Division  
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# ORIENTATION OUTLINE

## NRA *FIRST Steps* Shotgun Orientation

**Orientation Goal:** To provide beginning shooters with an introduction to the knowledge, skills, and attitude necessary to own and use a specific shotgun model safely.

**Length of Orientation:** 3 hours. (All times listed are minimums. Additional time may be needed to meet the specified learning objectives using the methodology of Total Participant Involvement. Lesson time must be increased proportionately to allow multiple participants to complete all specified activities.)

**Participant Text:** NRA Guide: *Basics of Shotgun Shooting* handbook.

**BSA Note:** Use the BSA Merit Badge Book instead of the NRA Guide: *Basics of Shotgun Shooting* handbook. Lesson times are noted.

### Orientation Lessons:

- Lesson I: Introduction to Shotgun Safety, Parts, and Operation (45 minutes)
- Lesson II: Introduction to Ammunition and the Fundamentals of Shotgun Shooting (45 minutes)
- Lesson III: Introduction to Shotgun Shooting at Straightaway Targets (60 minutes)
- Lesson IV: Introduction to Shotgun Cleaning, Storage, and Training Opportunities (30 minutes)

**BOY SCOUTS:** Your attached lesson plans will be taught for a minimum of 1.5 hrs. each day for 4 to 5 days for a total of 6 to 8 hrs. Teaching 1 hr. classes will not fit this syllabus. Please see the time adjustments below for covering the BSA Merit Badge.

### Orientation Lessons:

- Lesson I: Introduction to Shotgun Safety, Parts, and Operation  
**BSA: Teach this lesson on Day 1 for 1.5 hrs. (See syllabus)**
- Lesson II: Introduction to Ammunition and the Fundamentals of Shotgun Shooting  
**BSA: Teach this lesson on Day 2 for 1.5 hrs. (See syllabus)**
- Lesson III: Introduction to Shotgun Shooting at Straightaway Targets  
**BSA: Teach this lesson on Day 3 for 1.5 hrs. (See syllabus)**
- Lesson IV: Introduction to Shotgun Cleaning, Storage, and Training Opportunities  
**BSA: Teach this lesson on Day 4 for 1.5 hrs. (See syllabus)**

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# REQUIRED NRA MATERIALS

## NRA *FIRST STEPS* Shotgun Orientation

(See current [http//materials.nrahq.org](http://materials.nrahq.org) for item numbers and prices)

### One per participant:

NRA *FIRST Steps* Shotgun Participant Packet - contains the following items:

- *NRA Guide: Basics of Shotgun Shooting* handbook
- *NRA Gun Safety Rules card*
- NRA *FIRST Steps* Shotgun Orientation Completion Certificate
- *NRA Basic Training Program brochure*
- *NRA Marksmanship Qualification Program booklet*

**BSA Note:** This list does not apply to BSA merit Badge classes. You only need this list if you are doing a regular NRA *FIRST Steps* class.

### For reference:

NRA Guide: *Basics of Shotgun Shooting* handbook

**BSA Note:** Anytime you see the NRA Guide: *Basics of Shotgun Shooting* handbook as the reference use the BSA Shotgun Merit Badge Book instead

## OTHER REQUIRED EQUIPMENT

Shotgun  
Shotgun owner's manual  
Dummy ammunition (must be visually distinguishable from live ammunition)  
Empty shotshell box for shotgun model used  
Fired shotshell case for model used  
Flashlight  
Quality factory ammunition (for use during live fire exercises on range only)  
Hearing protection  
Eye protection  
Trap  
Targets  
Shotgun cleaning equipment  
Lockable shotgun case

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# LESSON I.

# Introduction to Shotgun Safety, Parts, and Operation

**BSA Note:** Lesson I is taught on Day 1 each week of camp

**LEARNING OBJECTIVES:** As a result of their participation in this training session, participants will be able to:

1. State the goal of the NRA *FIRST Steps* Shotgun Orientation.
2. Name the three fundamental NRA rules of safe gun handling and demonstrate them with a specific shotgun model.
3. Name the three major components of a shotgun and describe their functions.
4. Safely demonstrate the loading and unloading procedures for a specific shotgun model with dummy ammunition.

**LENGTH:** 45 minutes

**FACILITY:** Classroom or Range

- **TRAINING AIDS:** Shotgun, shotgun owner’s manual, dummy ammunition, one per participant of the following: NRA Training Course Student Registration Card, NRA Guide: *Basics of Shotgun Shooting* handbook, *NRA Gun Safety Rules card*

**(Note: No live ammunition is to be used during this lesson. Dummy ammunition must be visually distinguishable from live ammunition.)**

**REFERENCES:** NRA Guide: *Basics of Shotgun Shooting* handbook.

**BSA Note:** Anytime you see the NRA Guide: *Basics of Shotgun Shooting* handbook as the reference use the BSA Shotgun Merit Badge Book instead

<b>Content</b>	<b>Instructional Notes</b>	<b>BSA Note:</b> Have scouts fill out their merit badge card
	<b>Lesson Time: 10 min. max</b>	
<p><b>A. Orientation</b></p> <ol style="list-style-type: none"> <li>1. Registration</li> <li>2. Welcome</li> <li>3. Orientation goal</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Instruct</b> participants to fill out an NRA Training Course Student Registration Card</li> <li>2. <b>Introduce</b> self and welcome participants to the orientation</li> <li>3. <b>Review</b> the orientation goal with participants: <i>To provide beginning shooters with an introduction to the knowledge, skills, and attitude necessary to own and use a <u>specific shotgun model safely.</u></i></li> </ol>	

<p>4. Orientation schedule</p> <p>5. Special considerations</p> <p>6. Facilities</p> <p>7. Firearms</p> <p>8. No live ammunition in classroom</p> <p>9. Gun fit</p> <p>10. Basic handbooks</p>	<p>4. <b>Review</b> the orientation content, and the times and locations of the different lessons of the orientation.</p> <p>5. <b>Review</b> any special considerations that are unique to the orientation, e.g., transportation arrangements to range facility.</p> <p>6. <b>Point out</b> location of rest rooms, drinking fountain, telephone, first aid kit, fire exits, alarm, extinguishers, etc.</p> <p>7. <b>Check</b> immediately any firearms to be used during the orientation to insure they are unloaded, and <b>have a participant verify</b> this.</p> <p>8. <b>Note</b> that no live ammunition is permitted in the classroom, and that <u>only</u> dummy ammunition will be used during the first two lessons of the orientation. <b>Check</b> with participants to be sure they have not brought any live ammunition into the classroom.</p> <p>9. <b>Check</b> the fit of the shotgun to be used during this orientation relative to the size and strength of the participants. The participant should be able to hold the shotgun securely and comfortably, mount it correctly, and reach and operate the appropriate parts safely and properly.</p> <p>10. <b>Distribute</b> the NRA Guide: <i>Basics of Shotgun Shooting</i> handbooks to participants. <b>Note</b> that the handbook will be used during the orientation, and may be used afterwards as a reference to review the material covered in class.</p>	<p>Items 1-10 in column 1 should only take 5 minutes to do</p> <p>Explain the merit badge schedule for the week</p> <p>Distribute the merit badge books to scouts</p>
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<p><b>B. Introduce Lesson</b></p> <p><b>C. Shotgun Safety</b></p> <p>1. The importance of safety</p> <p>2. The major causes of gun accidents</p> <p>3. The fundamental NRA rules for safe gun handling</p> <p>a) <u>ALWAYS</u> keep the gun pointed in a safe direction.</p>	<b>Lesson Time: 5 min. max</b>	<p>Refer Scouts to pg. 23-24 in MB Book</p> <p>Step 3 qualifies for teaching BSA req. 2b</p>
	<p style="text-align: center;"><b>State</b> learning objectives for this lesson. (just state 4 objectives from lesson 1 page 1) Do not go into any detail on this)</p>	
	<b>Lesson Time: 20 min. max</b>	
	<p>1. <b>Ask</b> participants: What do you think is our primary concern when handling firearms? <b>Discuss</b> responses briefly. State that <u>safety</u> is always the primary concern when handling firearms, whether the guns are located in the home, at the range or in the field.</p> <p>2. <b>Ask</b> participants: What do you think are the major causes of gun accidents? <b>Discuss</b> responses briefly. <b>State</b> that <u>ignorance</u> and <u>carelessness</u> are the primary causes: a lack of knowledge of firearm safety or operation (ignorance), or the failure to apply one’s knowledge when handling guns (carelessness).</p> <p>3. <b>Distribute</b> the <i>NRA Gun Safety Rules</i> card to participants. <b>Explain</b> that the NRA has developed three basic rules which should always be applied simultaneously when handling or using a gun.</p> <p>a) <b>Turn</b> with participants to the three rules in the brochure. <b>Have participants read</b> the first rule aloud. <b>Ask:</b> What do you think is meant by a “safe direction”? <b>Discuss</b> responses briefly. <b>Explain</b> that this rule means that a gun must always be pointed so that even if it were to discharge, it would not cause injury or damage. <b>Note</b> that controlling the gun’s <u>muzzle</u> is the key, and that common sense will dictate the safest direction. <b>Indicate</b> the safe direction(s) in the facility you are using.</p> <p><b>Demonstrate</b> this rule by <b>picking up</b> a shotgun, <b>identifying</b> the muzzle, and <b>noting</b> that you have it pointed in a safe direction.</p>	

<p>b) <b><u>ALWAYS</u></b> keep your finger off the trigger until ready to shoot.</p> <p>c) <b><u>ALWAYS</u></b> keep the gun unloaded until ready to use.</p>	<p>b. <b>Have participants read</b> the second rule aloud. <b>Ask:</b> If your finger is kept off the trigger, where should it be? <b>Discuss</b> responses briefly. <b>Explain</b> that the finger should rest outside the <u>trigger guard</u> or along the side of the gun.</p> <p><b>Demonstrate</b> this rule by <b>identifying</b> the trigger and trigger guard on the shotgun you are holding, and <b>noting</b> that you are holding the gun with your finger off the trigger, while keeping the gun pointed in a safe direction.</p> <p>c. <b>Have participants read</b> the third rule aloud. <b>Ask:</b> How do you know whether or not a gun is unloaded? <b>Discuss</b> responses briefly. <b>Explain</b> that you check whether a gun is unloaded by opening the <u>action</u>, and visually inspecting the <u>chamber(s)</u>.</p> <p><b>Demonstrate</b> this rule by <b>identifying</b> the action, and chamber(s) on the shotgun you are holding, and <b>noting</b> that the action open, and the chamber(s) empty. <b>Have a participant verify</b> that the gun is unloaded.</p>	
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**BSA Note: The requirements listed below are not found in the *FIRST Steps Shotgun Lesson***

**Plan.** Teach these requirements prior to continuing with the *FIRST Steps Shotgun Lesson Plan* to Paragraph D *Safe Shotgun Handling Practical Exercise* listed below.

**BSA requirement 1a**

Explain why BB and pellet air guns must always be treated with the same respect as firearms. Refer Scouts to *Shotgun Shooting Merit Badge Book* page 25, “BB and Pellet Air Guns.”

**BSA requirement 2Aj**

Selecting a shotgun

Refer Scouts to *Shotgun Shooting Merit Badge Book* page 46-49

<p><b>D. Safe Shotgun Handling Practical Exercise</b></p>	<p style="text-align: center;"><b>Lesson Time: 15 min. max</b></p> <p><b>D. Note</b> that, when handing a firearm to another person, the three rules of gun safety must be observed simultaneously, i.e., gun pointed in a safe direction, finger off the trigger, magazine out, action open, and empty chamber(s) visible.  <b>Note</b> also that a gun should not be accepted from another person unless its magazine is out, its action open, and its empty chamber(s) visible.</p> <p><b>Hand</b> the shotgun you are using in this orientation to one participant at a time.  <b>Have participants demonstrate</b> the three safety rules while handling the shotgun.  <b>Have participants describe</b> each action they perform, i.e., that they are keeping the gun pointed in a safe direction, etc. The shotgun’s action must remain open during this exercise, and must not be manipulated by participants at this time.  <b>Have each participant hand</b> the shotgun back to you when they are done.</p> <p><b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p>	<p>Refer Scouts to pg. 23 and 24 in MB Book</p> <p>Step D qualifies for teaching BSA req. 2b</p>
	<p style="text-align: center;"><b>Lesson Time: 5 min. max</b></p> <p><b>E. Note</b> that all shotguns consist of three major components: the <u>stock</u>, the <u>barrel</u>, and the <u>action</u>.</p> <p>1. <b>Turn</b> with participants to the definition of the <u>stock</u> in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook. <b>Have participants read</b> the definition aloud. <b>Point out</b> the stock on the shotgun you are using.</p> <p>2. <b>Turn</b> with participants to the definition of the <u>barrel</u> in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook. <b>Have participants read</b> the definition aloud. <b>Point out</b> the barrel on the shotgun you are using.</p>	
<p><b>E. Shotgun Parts: Major Components</b></p> <p>1. Stock</p> <p>2. Barrel</p>		

<p>3. Action</p> <p><b>F. Shotgun Parts</b></p> <p>1. Stock</p> <p>a. Butt — the rear portion of the stock which is designed to fit against the shoulder.</p> <p>b. Comb — the top portion of the stock, on which the shooter rests the cheek.</p> <p>c. Grip — the area where the hand grasps the stock when firing the shotgun</p> <p>d. Fore-end (or forearm) — the part of the stock that extends underneath the barrel. This is where the non-shooting hand holds the shotgun to support it. When separate from the rest of the stock, it is called the forearm.</p> <p>2. Barrel</p>	<p>3. <b>Turn</b> with participants to the definition of the <u>action</u> in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook. <b>Have participants read</b> the definition aloud. <b>Point out</b> the action on the shotgun you are using.</p> <p style="text-align: center;"><b>Lesson Time: 10 min. max</b></p> <p>1. <b>Review</b> with participants the definition of the <u>stock</u> by asking them to define it.</p> <p><b>Name</b> the shotgun parts listed at left, <b>point out</b> their location on the <u>stock</u> of the shotgun you are using, and <b>describe</b> briefly the function of each part.</p> <p><b>Review</b> the parts of the <u>stock</u>. <b>Point</b> to each part, <b>have participants name</b> each one, and <b>have participants describe</b> briefly the function of each part.</p> <p>2. <b>Review</b> with participants the definition of the <u>barrel</u> by asking them to define it.</p>	<p>Refer Scouts to pg. 14-16 in MB Book</p> <p>Fills MB Req. 2Aa</p> <p>Refer Scouts to pg. 10-14 in MB Book</p>
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<p>c. Trigger — when squeezed, activates the firing mechanism to fire the rifle.</p> <p>d. Trigger guard — designed to protect the trigger in order to reduce the possibility of an unintentional firing.</p> <p>e. Magazine — holds cartridges ready for feeding into the chamber.</p> <p>f. Safety — a mechanical device designed to reduce the chance of an unintentional discharge. Since a safety is a mechanical device that can <u>fail</u>, it must be used as a supplement to safe gun handling practices, <u>never</u> as a substitute.</p> <p>g. Action release (if applicable) — allows a closed action to be opened</p> <p><b>G. Shotgun Parts: Review</b></p> <p><b>H. Shotgun Operation</b></p>	<p><b>Review</b> the parts of the <u>action</u>. <b>Point</b> to each part, <b>have participants name</b> each one, and <b>have participants describe</b> briefly the function of each part</p> <p style="text-align: center;"><b>Skip G with Scouts</b></p> <p><b>G. Review</b> <u>all</u> the parts of the <u>stock</u>, <u>barrel</u>, and <u>action</u> listed above. <b>Point</b> to each part, <b>have participants name</b> each one, and <b>have participants describe</b> briefly the function of each part.</p> <p style="text-align: center;"><b>Lesson Time: 5 min. max</b></p> <p><b>H. Explain</b> that, in addition to firing (which will be discussed in Lesson II), there are two basic operations of most rifles: <u>loading</u> and <u>unloading</u>.</p>	
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<p><b>I. Shotgun Operation Practical Exercise</b></p>	<p style="text-align: center;"><b>Lesson Time: 15 min. max</b></p> <p><b>I. Review</b> with participants the three fundamental NRA rules for safe gun handling. Then <b>have participants explain and demonstrate</b> the correct loading and unloading procedures for the specific shotgun model used in this orientation.</p> <p>It is important that participants explain what they are doing during the demonstration. This will indicate to you whether or not they have learned the steps correctly, and help to reinforce the skills they are performing.</p> <p><b>Observe</b> participants closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p>	
	<p style="text-align: center;"><b>Lesson Time: 5 min. max</b></p> <p><b>J. Conclude Lesson</b></p> <p>1. Summary</p> <p>1. <b>Ask</b> participants to:</p> <p style="padding-left: 40px;">a. State the goal of the orientation</p> <p style="padding-left: 40px;">b. Name the three NRA fundamental rules of safe gun handling.</p> <p style="padding-left: 40px;">c. Name the three major components of a shotgun and describe their function.</p> <p style="padding-left: 40px;">d. Describe the loading and unloading procedures for the specific shotgun model used in this orientation.</p> <p>2. <b>Ask</b> participants what questions they have about this lesson. <b>Answer</b> questions.</p> <p>3. <b>Preview</b> next lesson briefly.</p>	

## Lesson II. Introduction to Ammunition and the Fundamentals of Shotgun Shooting

**BSA Note:** Lesson II is taught on Day 2 each week of camp

**LEARNING OBJECTIVES:** As a result of their participation in this training session, participants will be able to:

1. Identify the three items they need to check to determine the proper ammunition for their shotgun.
2. Identify and define the three major types of ammunition malfunctions and explain how to respond safely when they occur.
3. Determine their dominant eye.
4. Explain and demonstrate the seven fundamentals of shotgun shooting

**LENGTH:** 45 minutes

**FACILITY:** Classroom or Range

- **TRAINING AIDS:** Shotgun, shotgun owner's manual, Quality dummy ammunition, empty cartridge box for the shotgun being used, fired Shotshell case for the shotgun being used, flashlight, NRA Guide: *Basics of Shotgun Shooting* handbook, *NRA Gun Safety Rules card*

**BSA NOTE:** Dummy ammunition must be visually distinguishable from live ammunition.)  
Live Ammo is used after lesson D1-D5 when scouts do live fire shooting

**REFERENCES:** NRA Guide: *Basics of Shotgun Shooting* handbook.

Content		
	<b>Lesson Time: 5 min. max</b>	
<b>A. Introduce Lesson</b>	<b>A. Review</b> the previous lesson briefly. <b>State</b> learning objectives for the current lesson.	

<p><b>B. Shotgun Ammunition</b></p> <p>1. Ammunition compatibility</p>		
	<p style="text-align: center;"><b>Lesson Time: 10 min. max</b></p> <p>1. <b>Turn</b> with participants to the <i>NRA Gun Safety Rules</i> card. <b>Have them read</b> the paragraph discussing the rule, “Use only the correct ammunition for your gun.”</p> <p><b>Ask</b> participants: How do you know what type of ammunition should be used for a particular gun? <b>Discuss</b> responses briefly. <b>Explain</b> that most firearms have the ammunition type stamped on the <u>gun</u> itself.</p> <p>Following the NRA gun safety rules, <b>show</b> participants the ammunition designation on the shotgun being used for this orientation.</p> <p><b>Ask</b> participants: How do you know whether the ammunition you have is the correct type for your gun? <b>Discuss</b> responses briefly. <b>Explain</b> that the ammunition type is identified on the <u>box</u>, and sometimes on the <u>shotshell</u> as well.</p> <p><u>Show</u> participants the ammunition designation on an empty cartridge box, and on a fired shotshell case for the shotgun used for this orientation.</p> <p><b>Ask</b> participants: What three items should you check to be sure that you are using the correct ammunition for your gun? <b>Review</b> that the <u>gun</u>, the ammunition <u>box</u>, and the ammunition <u>cartridge</u> should be checked to make sure the ammunition is compatible with your gun.</p> <p><b>Ask</b> participant(s): What ammunition designations need to be checked? <b>Review</b> that both the <u>gauge</u> and the <u>shotshell length</u> designations need to be checked.</p> <p><b>Refer</b> to the shotgun's owner's manual for the manufacturer's recommendation concerning the use of "magnum" ammunition and steel shot.</p>	

Refer Scouts to pg. 18-20 in MB Book

Step B1 qualifies for teaching BSA req. 2c

<p>2. Ammunition malfunctions</p> <p>a. Misfire</p> <p>b. Hangfire</p> <p>c. Squib load</p>	<b>Lesson Time: 10 min. max</b>	<p>Refer Scouts to pg. 21 in MB Book</p> <p>Step B2 qualifies for teaching BSA req. 2e</p>
	<p>2. <b>Explain</b> to participants that there are three major types of ammunition malfunctions which may occur:</p> <p>a. A <u>misfire</u> is a failure of the shotshell to fire.</p> <p>b. A <u>hangfire</u> is a perceptible delay in the ignition of a shotshell.</p> <p>c. A <u>squib load</u> is the development of less than normal pressure or velocity after ignition of the shotshell.</p> <p><b>Explain</b> that, if a shotshell fails to fire immediately, it will not be known at first whether the problem is a <u>misfire</u> or a <u>hangfire</u>. Since the problem may be a hangfire, you should wait at least 30 seconds while keeping the gun pointed in a safe direction. After that time, the shotgun may be unloaded carefully.</p> <p><b>Explain</b> that, if anything unusual is noticed when a shot is fired, such as a difference in recoil or noise, a squib load may have been fired, and you should <u>stop firing immediately</u>. Squib loads can result in the wad (the component of the shotshell that holds the shot pellets) failing to exit the barrel. The firing of another shot could cause serious injury or damage.</p> <p><b>Explain</b> that, if a squib load is suspected, you must point the gun in a safe direction, unload it, and check the chamber to be sure that it is empty. Then, with the gun pointed in a safe direction and the action open, you must carefully run a cleaning rod through the barrel to be sure a wad is not stuck in the barrel. If the barrel is obstructed, <u>the gun must not be fired</u> until the barrel has been cleared.</p>	

<p><b>C. Determining the Dominant Eye</b></p>	<p><b>Review</b> the definitions of misfire, hangfire, and squib load with participants. <b>Have them explain</b> the correct actions to take if these malfunctions occur.</p>	<p>Refer Scouts to pg. 34-35 in MB Book</p>
	<p><b>Lesson Time: 10 min. max</b></p>	
	<p><b>C. Explain</b> to participants that each individual has a <u>dominant eye</u>: the eye that determines the direction of vision. <b>Note</b> that the dominant eye is used to point the shotgun, so each participant must determine his or her dominant eye before learning the fundamentals of shotgun shooting.</p> <p><b>Have participants perform</b> the dominant eye exercise as described in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook. <b>Have participants note</b> which of their eyes is dominant.</p> <p><b>Note</b> that right-handed participants with a right dominant eye should shoulder the shotgun on the right side. Left-handed participants with a left dominant eye should shoulder the shotgun on the left.</p> <p>If a participant is <u>cross-dominant</u> (i.e., is right-handed with a left dominant eye, or vice versa) <b>have the participant try</b> shouldering the shotgun on the same side as the dominant eye during the mounting exercise below. If the participant feels more comfortable using the shoulder opposite the dominant eye, he or she may do so. In this case, you may need to block the dominant eye with a piece of translucent tape on the inside of the non-shooting lens of the shooting glasses.</p>	

	<p><b>Note:</b> The NRA <i>FIRST Steps</i> program does not have participants shooting until lesson three. The goal of the BSA merit badge program is to have Scouts shoot on the second day of the merit badge. Therefore, this syllabus has Scouts shooting on the second day prior to lesson three. If you are doing the merit badge as part of the year-round program you should stick to the NRA lesson plan and have Scouts shoot as part of lesson three.</p> <p><b>Note:</b> Steps D1-D5 should take 8 scouts about 15 minutes. The remaining time should be used for live fire for scouts to experience their first shot. No scoring just pull the trigger and get the first experience. <b>This would satisfy BSA because the scout will shoot on Day 2.</b></p>	
	<b>Lesson Time: 55 min. max</b>	
<p><b>D. The Fundamentals of Shotgun Shooting</b></p>	<p><b>D. Ask</b> participants: What does the word "fundamental" mean? What does it mean in the context of learning a skill? <b>Discuss</b> responses briefly. <b>Explain</b> that "fundamental" means "basic" or "essential." "Fundamentals" are the essential elements of performing a skill -- in the case of shooting, of firing a shot. They are important for beginners and experienced shooters alike because they must be performed each time a shot is fired.</p>	<p>Refer Scouts to pg. 36-40 in MB Book</p>
<p><b>BSA Note:</b> Use the five step method for beginning shooters in the BSA Merit Badge book rather than the seven step method listed here in Section D.</p>	<p><b>Name</b> the seven fundamentals of shotgun shooting. <b>Explain, demonstrate, and discuss</b> each of them as follows.</p> <p>1. <b>Ask</b> participant(s): What do we mean by "stance"? <b>Discuss</b> responses briefly. <b>Explain</b> that <u>stance</u> refers to the position of the body while shooting, and its relationship to the target breaking area.</p> <p><b>Explain and demonstrate</b> the elements of a proper stance as described at left, and in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook.</p>	<p>Step D qualifies for teaching BSA req. 2e</p> <p>Follow steps a and b</p>
<p>1. Stance</p>		

<p>a) Stance aligned with target breaking area:</p> <p>b) Feet about shoulder width apart, with toes of lead foot turned slightly outward.</p> <p>c) Knee of the lead leg bent slightly; back leg straight.</p> <p>d) Approximately 60 percent of body weight on lead leg and 40 percent on back leg.</p> <p>e) Stance comfortable and balanced so that it may be maintained before, during, and after the shot.</p> <p>2. Hold point</p> <p>a) Since each shooting situation is different, each will have a different hold point.</p> <p>b) If we know where a target will first appear and in what direction it will be traveling, we can determine a good hold point for that target.</p> <p>c) The shotgun is pointed at the hold point, but the eyes are focused on the area where the target will first appear.</p>	<p><b>Have participant(s) practice</b> a proper stance without a shotgun. <b>Have participants describe</b> what they are doing as they assume the stance.</p> <p><b>Observe</b> participants closely. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p>2. <b>Ask</b> participant(s): When shooting a moving target, where should the gun be pointed <u>before</u> the target appears? <b>Discuss</b> responses briefly. <b>Explain</b> that "hold point" refers to a particular spot in the field of fire that allows for the least amount of correction when shooting a moving target.</p> <p>Discuss the elements of hold point as described at left, and in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook.</p> <p><b>Simulate</b> a straightway moving target using a flashlight beam on a wall. <b>Indicate</b> a good hold point for the target's flight path: slightly ahead of the spot where the target will first appear. <b>Point</b> the index finger of your non-shooting hand at the hold point and <b>operate</b></p>	
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<p>3. Mount</p> <p>a) The butt of the shotgun is in the pocket of the shoulder.</p> <p>b) The head is as far forward on the comb as possible without straining the neck.</p> <p>c) The cheek is pressed firmly against the stock.</p> <p>d) The head is erect and level.</p>	<p>the flashlight with your shooting hand. <b>Demonstrate</b> that having the gun pointed at that spot before the target appears permits the shooter to acquire the target with the least amount of correction.</p> <p><b>Have participant(s) practice</b> pointing at the hold point with their non-shooting hands and moving from the hold point to the moving flashlight beam.</p> <p><b>Observe</b> participant(s) closely. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p>3. <b>Ask</b> participant(s): What do we mean by “mount”? <b>Discuss</b> responses briefly. <b>Explain</b> that the mount is the act of bringing the shotgun into the proper position in preparation for firing the shot.</p> <p><b>Explain and demonstrate</b> the elements of proper shotgun position as described at left, and in the Shotgun Shooting handbook.</p> <p><b>Have participant(s) practice</b> mounting an empty shotgun. <b>Have participant(s) describe</b> what they are doing as they mount the shotgun. Block the dominant eye if a cross-dominant participant feels more comfortable using the opposite shoulder.</p>	
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<p>4. See the target</p> <p>a) Vision along the sighting plane (barrel, rib, and beads) must be directed forward so that the field of fire in which the target will appear is in focus.</p> <p>b) The target must be seen clearly at the earliest point possible so its direction of flight can be identified.</p> <p>5. Swing</p>	<p><b>Observe</b> participant(s) closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p>4. <b>Ask</b> participant(s): Where should the visual focus be when shooting a moving target? <b>Discuss</b> responses briefly.</p> <p><b>Explain</b> that it is vitally important that the target be in clear, sharp focus when shooting it. Note that the shooter’s entire concentration must be <u>on the target</u>.</p> <p><b>Discuss</b> the elements of seeing the target as described at left, and in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook.</p> <p><b>Have participant(s) practice</b> focusing on the flashlight beam as they track it with an empty shotgun. <b>Have participant(s) describe</b> where their focus is.</p> <p><b>Observe</b> participant(s) closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p>5. <b>Ask</b> participant(s): What do we mean by “swing”? <b>Discuss</b> responses briefly. <b>Explain</b> that swing refers to the manner in which the shotgun is moved relative to the target before, during, and after the shot.</p> <p><b>Note</b> that in this orientation, only a variation of the <u>pass through</u> swing with the shotgun already</p>	
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<p>a) The swing begins with the shotgun already mounted on the shoulder.</p> <p>b) The swing starts out with the muzzle of the shotgun brought from behind the target and accelerated to the target as the shot is delivered.</p> <p>6. Pull the trigger</p> <p>a) The trigger must be pulled the instant the sight picture is correct.</p> <p>b) The sight picture is the visual relationship of the shotgun muzzle to the target.</p> <p>c) When using the pass through swing, the sight picture is correct when the target appears directly above the muzzle of the shotgun.</p> <p>d) When acquiring the sight picture, the focus <u>must</u> be on the target.</p>	<p>mounted will be taught. <b>Refer</b> participant(s) to the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook for illustrations.</p> <p><b>Explain and demonstrate</b> this swing as described at left, and in the shotgun handbook.</p> <p><b>Have participant(s) practice</b> this swing using an empty gun while you simulate a straightaway target with a flashlight beam. <b>Have participant(s) describe</b> what they are doing as they swing the shotgun.</p> <p><b>Observe</b> participant(s) closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p>6. <b>Ask</b> participant(s): At what point during the swing should the trigger be pulled? <b>Discuss</b> responses briefly. <b>Explain</b> that the trigger must be pulled at the instant the “sight picture” (the relationship of the muzzle to the target) is correct.</p> <p><b>Explain</b> the elements of pulling the trigger and acquiring proper sight picture as described at left, and in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook. <b>Note</b> that, when using the pass through swing, the sight picture is correct when the target appears directly above the muzzle of the shotgun.</p>	
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<p>7. Follow-Through</p> <p>a) Follow-through means continuing to do everything that was being done at the time the shot was fired.</p> <p>b) The swing must continue if the shot pellets are to hit the target. The trigger is pulled while the shotgun is moving, and the gun must continue to move after the shot is fired.</p>	<p><b>Have participant(s) repeat</b> the previous exercise and <b>have them practice</b> pulling the trigger the instant the sight picture is correct. <b>Have participant(s) describe</b> what they see when they pull the trigger.</p> <p><b>Observe</b> participant(s) closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p>7. <b>Ask</b> participant(s): How is <u>follow-through</u> used in sports such as tennis or golf? <b>Discuss</b> responses briefly. <b>Explain</b> that, in golf and tennis, it is the continuation of a motion after the golf club or tennis racket hits the ball. The same principle applies in shotgun shooting.</p> <p><b>Explain and demonstrate</b> the elements of follow-through as described at left, and in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook.</p> <p><b>Have participant(s) repeat</b> the previous exercise and <b>have them practice</b> proper follow-through by continuing to track the flashlight beam after pulling the trigger. <b>Have participants describe</b> what they are doing after the trigger is pulled and why.</p> <p><b>Observe</b> participant(s) closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p>	
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# Lesson III. Introduction to Shotgun Shooting at Straightaway Targets

**BSA Note:** Lesson III is taught on day 3 each week of camp

**LEARNING OBJECTIVES:** As a result of their participation in this training session, participants will be able to:

1. Explain the term “pull,” the loading and clearing procedures followed at a shooting station, the procedures to be followed if one has a problem with a firearm or drops ammunition, and any applicable range rules which apply to the facility being used.
2. Discuss and explain the eight NRA gun safety rules to be followed when shooting and storing a shotgun.
3. Safely shoot straightaway targets using the fundamentals of shotgun shooting.

**LENGTH:** 60 minutes

**FACILITY:** Range

**TRAINING AIDS:** Shotgun, shotgun owner’s manual, quality factory ammunition, hearing and eye protection, trap, targets, NRA Guide: *Basics of Shotgun Shooting* handbook, *NRA Gun Safety Rules* brochure.

**REFERENCES:** NRA Guide: *Basics of Shotgun Shooting* handbook.

<b>Content</b>	<b>Instructional Notes</b>	
<b>A. Introduce Lesson</b>	<p><b>Lesson Time: 5 min. max</b></p> <p><b>A. Review</b> the previous lesson briefly. <b>State</b> learning objectives for the current lesson.</p>	

<p><b>B. Range Safety and Shooting Facility Orientation</b></p> <p>1. Range layout</p> <p>2. Range personnel</p> <p>3. Range procedures</p> <p>    a. “Loading and clearing”</p> <p>    b. “Pull”</p> <p>    c. “Range Commands”</p> <p>    d. Problem with firearm</p> <p>    e. Dropped ammunition</p>	<p><b>Lesson Time: 10 min. max</b></p>
	<p>1. <b>Point out</b> to participants the layout of the range (e.g., shooting stations, preparation area, etc.) <b>Explain</b> the activities that are permitted in each area.</p> <p>2. <b>Introduce</b> participants to the range personnel, e.g., the chief range safety officer, other range safety officers, etc., and describe their functions.</p> <p><b>Explain</b> the procedures to be used on the shotgun range:</p> <p>    a. <b>Explain</b> that participant(s) may load their shotguns only upon direction of the instructor. Emphasize that once the shotgun is loaded, the participant should not turn from or leave the shooting station until after the gun has been fired or unloaded, the finger removed from the trigger, and the action opened. The gun must be pointed in a safe direction at all times.</p> <p>    b. <b>Explain</b> the term, “Pull,” used by the shooter to call for the target.</p> <p>    c. <b>Explain</b> that all commands of the range officer must be followed immediately. Anyone observing an unsafe condition on the range should bring it to the immediate attention of the range officer and other shooters by calling out “cease fire.”</p> <p>    d. <b>Explain</b> that a shooter who has any type of problem with the shotgun must take the index finger off the trigger, keep the gun pointed in a safe direction, and raise his or her hand for assistance.</p> <p>    e. <b>Remind</b> participants that ammunition that falls to the ground must remain on the ground until it may be safely retrieved by someone who is not handling a firearm (the instructor or another participant under the instructor’s direction).</p>

<p>4. Range rules</p>	<p><b>Review</b> by asking participant(s): When does one load the shotgun? What does “Pull” mean? What should you do if you observe an unsafe situation on the range? What procedure should be followed by a shooter who is experiencing a problem with a shotgun? What should you do if you accidentally drop ammunition?</p> <p>4. Explain and discuss the range rules for the range you are using.</p>	
<p><b>C. Rules for Safe Shooting</b></p>	<p><b>Lesson Time: 10 min. max</b></p>	
<p>1. Review of the three fundamental NRA rules for safe gun handling.</p> <p>2. NRA rules for using and storing a gun.</p> <p>a. <i>Know your target and what is beyond.</i></p> <p>b. <i>Know how to use the gun safely.</i></p> <p>c. <i>Be sure the gun is safe to operate.</i></p> <p>d. <i>Use only the correct ammunition for your gun.</i></p> <p>e. <i>Wear hearing and eye protection as appropriate.</i></p> <p>f. <i>Never use alcohol or drugs before or while shooting.</i></p>	<p>1. Review the three fundamental NRA rules for safe gun handling by asking participants to name them.</p> <p>2. Turn with participants to the rules for using and storing guns in the <i>NRA Gun Safety Rules</i> card. Have participants read the first rule aloud, and then have the participants read the rest of the accompanying paragraph to themselves. Ask participants to explain the importance of the first rule. Repeat this procedure for each of the remaining rules.</p>	<p>Refer Scouts to pg. 23-24 in MB Book</p> <p>Step C qualifies for teaching BSA req. 1c and 2f</p> <p>Refer scouts to pg. 26-28</p>

<p><i>g. Store guns so they are not accessible to unauthorized persons.</i></p> <p><i>h. Be aware that certain types of guns and many shooting situations require additional safety precautions.</i></p>		
<p><b>D. Preparation for Shooting Exercises</b></p> <p><b>Note to BSA:</b> The paragraph to the right is if you were doing a NRA First Steps class. When doing a BSA Merit Badge class, please refer to the diagrams and notes that are listed under “<b>Consideration for your Merit Badge class</b>” on page 8 of this manual.</p>	<p><b>Lesson Time: 10 min. max</b></p>	
	<p><b>D.</b> Prior to the range session, <b>inspect</b> the participant’s shotgun for overall appearance, fit of parts, function, and operation. If it is a new-in-the-box shotgun, it should be cleaned before shooting. If there is any question concerning whether or not the shotgun is safe to shoot, <b>have it checked</b> by a reputable gunsmith before using it in the orientation.</p> <p><b>Inspect</b> the ammunition to be used during the shooting exercises to be sure it is clean, free of obvious defects, and compatible with the gun. <b>Keep</b> the ammunition under your control. If there is any question concerning whether or not the ammunition is safe to use in the participant’s shotgun, <b>check</b> with a reputable gunsmith before using it in the orientation.</p> <p><b>Be sure</b> that you and all participant(s) are wearing hearing and eye protection before entering the range. <b>Prepare</b> the shooting range with the necessary equipment: a trap, targets, and the shotgun. <b>Use</b> light target loads with small shot to minimize recoil and maximize the amount of shot in the air. <b>Have</b> a copy of the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook and the owner’s manual for your participant’s shotgun handy for reference.</p> <p><b>Set</b> the trap to throw straightaway targets. On a trap range, <b>have shooter stand</b> directly behind trap house. On a skeet range, <b>have shooter stand</b> at station seven.</p> <p>In the case of multiple participants, there should be one NRA instructor at the shooting station, one shotgun at the shooting station, and no more than two participants at the shooting station.</p>	

<p>For BSA we use the BSA Standards of one instructor to one student while loading and firing.</p>	<p><b>Be sure</b> to increase range time proportionately if you are instructing two participants</p> <p>Use the “coach/pupil” method with multiple participants: while one participant (the “pupil”) shoots, <b>involve</b> the other participant (the “coach”) in the learning process by guiding him or her to watch the “pupil” and offer feedback under your direction.</p>	
<p><b>E. Shooting Straightaway Targets</b></p> <p>1. Watch straightaway targets</p> <p>2. Point finger at target</p> <p>3. Point finger and say “bang” on touching target</p>	<p style="text-align: center;"><b>Lesson Time: 45 min. max</b></p> <p><b>E. Instruct</b> participants using the NRA six-step method for teaching beginning shotgun shooters.</p> <p>At each step, <b>observe</b> participant closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, and positive feedback as appropriate.</p> <p>1. <b>Have participant(s) handle</b> a target. <b>Show</b> them how easily it breaks. <b>Have participant(s) watch</b> several targets in flight so they can get a feel for their direction and speed.</p> <p>2. <b>Have participant(s) assume</b> the proper stance, with the index finger of the non-shooting hand pointing to the hold point you designate. <b>Have them focus</b> their eyes on the hold point, and call, “Pull.” Upon seeing the target, participants should point at the target with the index finger and keep the finger pointed at it until it reaches the ground.</p> <p><b>Observe</b> participant(s) only. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p>3. <b>Have participant(s) continue</b> the pointing exercise, and have them say “Bang” as soon as the sight picture is correct, to stimulate firing the shotgun. Participants should keep the finger pointed at the target until it reaches the ground as before.</p> <p><b>Observe</b> and <b>offer</b> feedback as before.</p>	<p>Refer Scouts to pg. 41-44</p> <p>Step E qualifies for teaching BSA req. 2g</p>

<p>4. Dry point shotgun using the fundamentals of shotgun shooting</p> <ul style="list-style-type: none"> <li>a. Stance</li> <li>b. Hold Point</li> <li>c. Mount</li> <li>d. See target</li> <li>e. Swing</li> <li>f. Pull trigger</li> <li>g. Follow thru</li> </ul> <p>5. Dry fire shotgun at target</p>	<p>4. Direct one participant to practice the fundamentals of shotgun shooting (without pulling the trigger) on straightaway moving targets using an empty shotgun with the action open. (Hinge actions may be closed.)</p> <p><b>Review</b> the fundamentals. <b>Emphasize</b> that the entire focus should be on the target.</p> <p><b>Observe</b> participant closely. <b>Be sure</b> all applicable safety rules are followed. <b>Offer</b> guidance, direction, encouragement, and positive feedback as appropriate.</p> <p><b>Involve</b> the other participant (the “coach”) in the learning process by guiding him or her to watch the “pupil” and offer feedback under your direction.</p> <p>5. <b>Have participant continue</b> the dry pointing exercise with any empty shotgun with the action closed. <b>Have participant pull</b> the trigger as soon as the sight picture is correct. <b>Have participant follow-through</b>, and <b>instruct</b> him or her to open the action after dry firing.</p> <p>(<b>Consult</b> the shotgun’s owner’s manual to see whether dry firing is approved by the manufacturer. If it is not, <b>use</b> dummy ammunition or “snap caps” to protect the shotgun from damage.)</p> <p><b>Observe, offer</b> feedback, and <b>involve</b> the other participant as before.</p> <p>After the participant has demonstrated reasonable skill and confidence in dry firing the shotgun, move on to the next step.</p>	
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<p>6. Shoot at target with live ammunition</p>	<p>6. <b>Supply</b> participant with one round of ammunition at a time. <b>Direct</b> participant to load. When the participant is ready, <b>direct</b> him or her to call for the target and shoot. Then <b>instruct</b> participant to open the action of the shotgun. <b>Have participant fire</b> several shots.</p> <p><b>Observe</b> participant closely. <b>Watch</b> the gun, the shooter, and the result of the shot. Be sure all applicable safety rules are followed. Offer guidance, direction, and positive feedback as appropriate. Involve the other participant (the “coach”) in the learning process by guiding him or her to watch the “pupil” and offer feedback under your direction.</p> <p><b>Have participant fire</b> additional shots as time permits. <b>Use</b> the ball-and-dummy technique if necessary to help participant concentrate on technique.</p> <p><b>Have participant(s) reverse</b> roles and <b>repeat</b> the dry point, dry fire, and live fire exercises.</p>	
<p><b>F. Review of Shooting Practice</b></p>	<p style="text-align: center;"><b>Lesson Time: 5 min. max</b></p> <p><b>F. Ask</b> participants what they learned from the day’s shooting practice. <b>Discuss</b> responses briefly. <b>Supplement</b> their comments with positive feedback as appropriate.</p>	

**BSA Note:** The list below uses the BSA Shotgun Merit Badge Book page 5 to cover requirements 2k. These requirements are not found in the NRA *FIRST Steps* Lesson Plans.

**BSA Requirement 2k.**

Shooting score required-Hit at least 12 out of 25 targets (48 percent) in two 25 target groups. The two groups need not be shot in consecutive order. **Shooters must shoot a minimum of 50 shots. This is a merit badge requirement.**

<b>G. Conclude Lesson</b>	<b>Lesson Time: 5 min. max</b>	
	<p>1. Summary</p> <p>1. Ask participants:</p> <p style="padding-left: 40px;">a. What are the three basic range commands? What do they mean?</p> <p style="padding-left: 40px;">b. What are the eight NRA safety rules for using and storing a gun?</p> <p style="padding-left: 40px;">c. What have you learned from your practice of the fundamentals of shotgun shooting?</p> <p>2. Questions</p> <p>2. Ask participants what questions they have about this lesson. Answer questions.</p> <p>3. Preview</p> <p>3. Preview next lesson briefly.</p>	

# Lesson IV. Introduction to Shotgun Cleaning, Storage, and Training Opportunities

**BSA Note:** Lesson IV is taught on day 4 each week of camp

**LEARNING OBJECTIVES:** As a result of their participation in this training session, participants will be able to:

1. Identify the materials needed to clean a shotgun.
2. Outline the three safety guidelines to be followed when cleaning a shotgun.
3. Explain and demonstrate how to clean a shotgun safely.
4. Name the NRA rule for safe firearm storage, and discuss options for applying this rule when storing a shotgun.
5. Discuss the three hygienic guidelines following exposure to airborne particulate lead and cleaning solvent residue.
6. Discuss the benefits of receiving additional shotgun training through the NRA Basic Firearm Training Program.

**LENGTH:** 30 minutes

**FACILITY:** Classroom or Range

**TRAINING AIDS:** Shotgun, shotgun owner’s manual, shotgun cleaning equipment, lockable shotgun case, NRA Guide: *Basics of Shotgun Shooting* handbook, *NRA Gun Safety Rules* card, one per participant of the following: *NRA Basic Firearm Training Program* brochure, and *NRA Marksmanship Qualification Program* booklet.

**REFERENCES:** NRA Guide: *Basics of Shotgun Shooting* handbook.

Content	Instructional Notes
A. Introduce Lesson	<b>Lesson Time: 5 min. max</b>
	<b>A. Review</b> the previous lesson briefly. <b>State</b> learning objectives for the current lesson.

<p><b>B. Cleaning a Shotgun</b></p> <ol style="list-style-type: none"> <li>1. Importance of cleaning</li>   <li>2. Materials <ol style="list-style-type: none"> <li>a. Cleaning rod and attachments (tips and bore brush)</li> <li>b. Cloth patches</li> <li>c. Bore cleaning solvent</li> <li>d. Gun oil</li> <li>e. Clean cloth</li> <li>f. Small brush</li> </ol> </li>   <li>3. Safety guidelines <ol style="list-style-type: none"> <li>a. Ammunition must not be present in the area</li> <li>b. The gun must be unloaded</li> <li>c. The action must be open</li> </ol> </li>   <li>4. Practical exercise</li> </ol>	<p><b>Lesson Time: 30 min. max</b></p>	<p>Refer Scouts to pg. 28-31 in MB Book</p> <p>Step B qualifies for teaching BSA req. 2i</p>
	<ol style="list-style-type: none"> <li>1. <b>Turn</b> with participants to the <i>NRA Gun Safety Rules</i> card. <b>Have participants review</b> the rule, “Be sure the gun is safe to operate” and the paragraph that follows. <b>Discuss</b> the importance of regular cleaning and proper storage as part of a gun’s general upkeep as stated in the brochure. <b>Note</b> that a gun should be cleaned after every shooting session.</li>   <li>2. <b>Display</b> the materials necessary to clean a shotgun. <b>Identify</b> each of the items listed at left, and <b>explain</b> their use in cleaning a shotgun.</li>   <p><b>Have participants note</b> manufacturers’ guidelines for the use of gun cleaning products.</p>   <li>3. <b>Ask</b> participants: Based on our discussions of gun safety, what are some of the safety guidelines you think should be followed when cleaning a shotgun? <b>Discuss</b> responses briefly. <b>State</b> that, when cleaning a shotgun, the guidelines listed at left <u>must</u> be followed.</li>   <li>4. <b>Conduct</b> a cleaning practical exercise by having participants clean the shotgun under your direction. <b><u>Be sure no ammunition is present in the area during the cleaning exercise.</u></b></li> </ol>	

<ul style="list-style-type: none"> <li>a. Attach brush to cleaning rod and apply bore cleaner to brush.</li> <li>b. Run patch or brush through bore 8-10 times.</li> <li>c. Run wet patch through bore.</li> <li>d. Run dry patch through bore.</li> <li>e. If dry patch dirty, repeat first four steps until dry patch comes out clean.</li> <li>f. Run lightly oiled patch through bore.</li> <li>g. Use small brush and solvent to clean other parts of gun.</li> <li>h. Wipe shotgun with lightly oiled cloth.</li> </ul>	<p><b>Follow</b> the cleaning guidelines outlined in the NRA Guide: <i>Basics of Shotgun Shooting</i> handbook. (The guidelines are summarized briefly at left.) <b>Note</b> that the shotgun bore should be cleaned from the breech end whenever possible.</p> <p><b>Inform</b> participants that some shotguns need to be partially disassembled prior to cleaning. <b>Have participants consult</b> the shotgun's owner's manual for disassembly/reassembly directions and for any specific recommendations the manufacturer may have regarding cleaning.</p>	
<p><b>C. Hygienic guidelines following exposure to airborne particulate lead or cleaning solvent residue</b></p> <ul style="list-style-type: none"> <li>1. Refrain from eating, drinking, smoking, applying makeup, or otherwise placing your hands and/or fingers in proximity to your mouth or nose while on the range or while cleaning a gun.</li> </ul>	<p style="text-align: center;"><b>Lesson Time: 15 min. max</b></p> <p><b>Ask</b> participants: What hygienic practices should be followed during and after a shooting or gun cleaning session? <b>Discuss</b> responses briefly.</p> <p><b>Explain</b> the three hygienic guidelines at left. <b>Note</b> that they should be practiced by individuals who were present or otherwise exposed at the range even if they did not participate in the shooting session.</p>	<p>Refer Scouts to pg. 32 in MB Book</p> <p>Step 4 qualifies for teaching BSA req. 1h</p>

<p>2. After leaving the range or cleaning a gun, wash your hands and face thoroughly before eating, drinking, smoking, applying makeup, or otherwise placing your hands and/or fingers in proximity to your mouth or nose.</p> <p>3. Change and wash clothing after a shooting or gun cleaning session so that exposure to airborne particulate lead or solvent residue may be further minimized.</p>		
<p><b>D. Storing a Shotgun</b></p> <p>1. NRA rule for safe firearm storage</p> <p>2. Options for safe shotgun storage</p>	<p style="text-align: center;"><b>Lesson Time: 20 min. max</b></p> <p>1. <b>Turn</b> with participants to the <i>NRA Gun Safety Rules</i> card. <b>Have participants review</b> the rule, “Store guns so they are not accessible to unauthorized persons” and the paragraph that follows. <b>Note</b> that there is not a universally applicable method for applying this rule, and that storage options must take into account each individual’s particular situation.</p> <p>2. <b>Discuss</b> some of the options available for shotgun storage, such as gun cases, cabinets, safes, etc. <b>Show</b> participants a lockable shotgun case as an example of a storage device.</p> <p><b>Note</b> that ammunition should generally be stored separately from guns, and should likewise be stored so that it is inaccessible to unauthorized persons. <b>Note</b> also that there may be state or local laws governing the storage of guns and ammunition.</p>	<p>Refer Scouts to pg. 28 and pg. 32-33 in MB Book</p> <p>Step D-1 qualifies for teaching BSA Req. 1B</p>

<p><b>E. The “Next Step”: Additional Shotgun Shooting Activities</b></p> <p>1. The NRA Basic Firearm Training Program</p> <p>2. Additional NRA training opportunities</p> <p>3. The National Rifle Association</p> <p>4. Other shooting activities - Discuss local activities in which participants may practice and develop their shooting skills after they receive additional training. Refer participants to your NRA-affiliated shooting clubs, and local shooting ranges.</p>	<p style="text-align: center;"><b>Lesson Time: 15 min. max</b></p> <p>1. <b>Discuss</b> the advantages of receiving additional shotgun training in an NRA Basic Shotgun Shooting Course. <b>Provide</b> participants with a schedule of upcoming NRA Basic Course in the area, and <b>encourage</b> them to attend.</p> <p>2. <b>Inform</b> participants that the NRA has developed additional shotgun training opportunities, including advanced marksmanship clinics for competitive shooters. <b>Note</b> that the NRA also has special programs available for young shooters, such as the NRA National Junior Rifle Camp.</p> <p>3. <b>Distribute</b> copies of NRA membership applications. <b>Discuss</b> the advantages of NRA membership and review several programs available to the shooters from the NRA, and <b>invite</b> them to join.</p> <p>4. <b>Distribute</b> <i>NRA Marksmanship Qualification Program</i> booklets. Briefly <b>describe</b> rifle programs.</p>	

**BSA Note:** Instead of teaching Lesson E above, teach merit badge requirements 1d thru 1f and 1g and 1i of the BSA Shotgun Merit Badge Book.

**Time length to teach this section is 20 minutes max.**

### **BSA Requirement 1d**

Give the main points of the laws for owning and using guns in your community and state. Consult local and state law enforcement for this information.

### **BSA Requirement 1e**

Explain how hunting is related to the wise use of renewable wildlife resources.

Reference Shotgun Shooting merit badge book pages 81-82, "Conservation, Recreation, and more".

### **BSA Requirement 1f**

Successfully complete a state hunter education course, or obtain a copy of the hunting laws for your state then do the following:

- 1) Explain the main points of hunting laws in your state and give any special laws on the use of guns and ammunition.  
Reference Shotgun Shooting Merit Badge book pages 82-83.
- 2) List the kinds of wildlife that can be legally hunted in your state. Refer to your state's hunting regulations handbook.

**Note:** If a youth chooses to participate in a hunter education course, this merit badge training will take longer than the six to seven hours as stated.

### **BSA Requirement 1g**

Identify and explain three shotgun sports. Identify places in your community where you could shoot these sports and explain how you can join or be a part of shooting sports activities.

Reference Shotgun Shooting merit badge book pages 51-59, "Clay Target Sports".

### **BSA Requirement 1i**

Give your counselor a list of sources that you could contact for information on firearms and their uses. Reference Shotgun Shooting Merit Badge book pages 94-95, "Shotgun Shooting Resources".

After teaching the requirements above you are done with DAY 4....

## **DAY 5- AS TIME ALLOWS**

Continue qualification shooting as needed for the merit badge. If a Scout has met his shooting qualifications for the merit badge, have him continue shooting to qualify for the Marksmanship Qualification program awards. You can download the awards book from the internet.



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