

**PATRIOT TRAINING
ASSISTANT INSTRUCTOR CLASS
GUIDE AND NOTES**

VIDEO 1 – INTRODUCTION

The Purpose of this video, and the subsequent videos in this series is to give you the tools to succeed as a Patriot Training Range Safety Officer, Assistant Instructor, and perhaps one day, Full Instructor.

You must complete all of the videos, and you must pass all of the quizzes to be move on to the role of RSO - Range Safety Officer.

Some of the behaviors we expect:

1. Build Strong Rapport with Participants

Cultivate a respectful, welcoming atmosphere that encourages engagement and mutual trust. Relationships are the foundation of successful instruction.

2. Greet Each Person Personally

Whenever possible, greet participants at the door. At a minimum, make a point to warmly acknowledge everyone at the beginning of class. First impressions matter.

3. Choose Your Language Intentionally

1. Refer to attendees as **“participants”** to emphasize their active role in the learning process.
2. Use terms like **“lesson module”** or simply **“module”** instead of “drill” to convey structure and educational intent.

4. Set Clear Expectations Early

Provide a clear overview of class flow, safety standards, participation guidelines, and instructional goals. Clear expectations reduce anxiety and build trust.

5. Frame Instructions Positively

Avoid overusing the word **“don’t.”** Instead, focus on what participants **should** do. Positive phrasing increases understanding and retention.

6. Recognize Effort and Progress

Offer praise not just for performance, but for effort, persistence, and proper methodology. Reinforce growth over perfection.

7. Leverage Nonverbal Communication

Use gestures, facial expressions, posture, and movement to emphasize key points, maintain engagement, and provide subtle guidance or reinforcement.

8. Model the Behavior You Expect

Demonstrate professionalism, attention to detail, and safe conduct at all times. Be the example that participants can look to and emulate.

9. Foster a Collaborative Atmosphere

Avoid creating an “us vs. them” dynamic between instructors and participants. Instead, cultivate a team-based learning environment where everyone is working toward the same goal.

Using the Following lesson modules, we will dig deeper into common situations you will encounter, and the Patriot Training way to handle them.

VIDEO 2 – HOW TO BE A GOOD ASSISTANT INSTRUCTOR

This is the most important video.

Part I - Introduction.

- “Welcome to today’s video, where we’ll dive into what makes a truly **exceptional firearms instructor**. Whether you’re just starting out or are looking to refine your skills, this video will help you become not only an effective teacher, but an inspiring one.”
- **Set the Tone: “Passion and responsibility** go hand-in-hand when teaching firearms skills. This video is to help you set the tone for **professionalism** and **student-centered training**.”

Part II - Motivation

- A mediocre teacher TELLS
- A good teacher EXPLAINS
- A superior teacher DEMONSTRATES
- A GREAT teacher INSPIRES

Part III - Definitions

1. **Instruction:** “how-to” do the task
2. **Teaching:** Facilitate the learning process
3. **Coaching:** ensuring the highest probability of a win / success.

Part IV - How to be a good assistant instructor

(Credit: Micah Mayes via social media post)

1. KNOW YOUR VENUE.

- Know the strengths and weaknesses of your range and how to maximize or decrease them. If you've got a great or low berm, know that and find workarounds, if necessary. (Target position, splashback from berm.)
- What is available and what is needed? Work with what you have on a new range, and find out what is needed for future classes.

2. ANTICIPATE

- Show up early!
- Find out what the instructor needs and wants on the range.
- Figure out what students will need and want. (Fire if cold, Shade if hot.)
- Drills: Know what is coming up next and get ready. Move and tape targets if necessary. Set up barricades and barrels for next run.

3. DO NOT CONTRADICT OR UNDERCUT THE INSTRUCTOR.

- Support the Instructor, even if you have a different opinion.
- Never say No
- You may find the Instructor is asking you to do things you didn't plan on, roll with it.
- If asked to do something by the Instructor, hop to it. Move with the same obedience you want to see from the students.
- Humor on or off the line is fine, but don't let it be disruptive, or interfere with the Instructor.
- Let Instructor deal with new students, unless there is a gaggle of them.

4. LEAD IS LEAD, and STEP IN WHERE NEEDED.

- If on the line coaching is needed, provide it, thoughtfully (even if you want to smack the student's chicken wing with a crowbar.)
- When conducting drills in a group, let the students know when to go.
- If the Instructor said something, reinforce it. (Square up, elbow down, workspace.)

5. AVOID OVER COACHING

- Coach to "GAP": Grip – Aim – Press
- Prioritize what is needed, and coach ONE THING.
- Once they get the ONE THING, coach the SECOND THING

Part V - REQUIREMENTS OF A FIREARMS INSTRUCTOR

(credit: Tactical Response)

1. Have the ability to perform on demand the skill you are teaching.
2. Have a strong desire and ability to impart your knowledge and expertise to the students.
3. Possess a voice, posture, vocabulary, and appearance that secures a student's respect for your position as their instructor.
4. Possess a high moral character.
5. A memory that allows you to always remember what it was like to be a student.
 - a) Be that wonderful instructor.
 - b) Don't be that terrible instructor.
6. Make every effort to emphasize the POSITIVE skill you wish for them to perform.
7. Integrity to teach the course exactly as outlined in the curriculum without altering the material.
 - a) How to get fired: "I don't agree with this part of the curriculum."
8. Have a lifelong commitment to learning. Constantly re-examine worthiness of curriculum.
9. Know that the students who are hardest to train are the ones who need us the most.
10. Apply your critical intellect at separating the wheat from the chaff. Instructors keep quiet on answers when they are the students.
11. Understand WHY you are teaching this one technique.
12. Understand why you DO NOT teach that other technique.
13. Train every student as if their life depends on it.
14. Always keep an open mind for possible improvements.
15. Know that instructors are all students.
16. Check your ego outside the door.
 - a) Never give in to challenge against a student – lose-lose situation.
17. Value every student's opinion of you.
18. Do not disparage other training schools during class (or at all).
19. Always recommend other schools as sources of knowledge for students.
20. Never forget that the training is about THEM, not *you*.

Part VI - WHAT ARE NOT QUALIFICATIONS TO BE A FIREARMS INSTRUCTOR?

1. Being in the military is **not** a firearms instructor qualification.
2. Being a police officer is **not** a firearms instructor qualification.
3. "Been shooting all my life" is not a firearms instructor qualification.

Part VII - Conclusion

"Becoming a great instructor is a lifelong journey. It's about **continuous improvement, self-awareness**, and always putting your students' growth first.

Whether you're on the line coaching, demonstrating skills, or inspiring your students to be better, always remember that **the goal is to elevate others**.

I hope this video gives you insight into how to become not just an instructor, but a **great instructor**. Stay humble, keep learning, and always be the teacher that inspires."

VIDEO 3 – CLASSROOM MANAGEMENT

Part I - Introduction

In firearms training, the role of the instructor goes beyond teaching technical skills — it's about creating an environment where students can thrive, learn, and grow. Classroom management is a crucial aspect of this. It sets the tone for the entire class and helps students absorb and retain important information. In this guide, we'll break down some essential principles for effective classroom management, including understanding the dynamics of different students, managing expectations, and maintaining structure in your classes.

Part II - Understanding the difference between the online skeptics, and the students you will actually see in the classroom.

One challenge that firearms instructors often face is dealing with online skeptics and naysayers. It is important to distinguish. It's important to note that you **will never** encounter these individuals in the classroom. The online critic, who often voices their opinion from behind a screen, is too afraid to show up and participate in person. You'll see them most often in online forums, social media comments, or advertisements, where they can hide behind anonymity.

In contrast, your real students are the ones in front of you, actively engaging in learning. To understand the mindset of these critics, we'll use the "Three Utensils Theory," which serves as a metaphor for teaching modules and overcoming the limitations of each.

Understanding the difference is easy, and we will use The Three Utensils Theory regarding the skeptic and the naysayer.

Just like the fork, knife, and spoon each serve different purposes at the dinner table, each training module serves a distinct role in firearms education. No one module can fully simulate combat or conflict; however, we combine modules in a way that mitigates their individual disadvantages. Similarly, utensils — each with a unique function — complement one another in their own context.

Some individuals may “poo-poo” a picture, a module, or a training technique, either online or in person. These critics usually do not have the experience or expertise to understand the value of the lesson - particularly if they tout their own military or law enforcement experience. Don't feel defensive about it. Online criticism often comes from people who aren't experts but believe themselves to be. The best way to handle these comments is to either ignore them or ask a simple, clarifying question to redirect the conversation. If criticism arises during class, refocus the conversation by reinforcing the positive skills that the module or lesson aims to teach.

Part III - Classroom management

Effective classroom management starts with creating an environment of structure and respect. Here are the key elements to maintaining control and fostering a productive learning atmosphere:

1. Start on Time, End on Time

Arriving on time for your class and respecting the scheduled end time shows professionalism and sets the tone for your students. It demonstrates that you value their time and helps create a structured environment conducive to learning. This is also a good practice for cultivating **respect** — your students will be more likely to respect the schedule if you do.

- **It Fosters Productivity**

Starting and ending on time sets a clear expectation for productivity. Students understand that their time is valued, and they'll be more focused on the lesson.

- **It Makes a Good First Impression**

Arriving and concluding punctually shows that you are organized, reliable, and professional. It reflects your respect for the students' commitment to the class.

- **It Shows You Value Participants' Time**

Starting and ending on time is a way to honor the students' time. It encourages them to return for future classes and strengthens their respect for you as an instructor.

2. Follow the Syllabus

Stick to the syllabus you've created. This ensures that the class progresses smoothly and that students receive all the necessary content in the right order. Deviating from the syllabus can confuse students and disrupt the learning experience. However, feel free to adapt as necessary if unexpected circumstances arise — flexibility is key, but the outline should remain your guide.

3. Stay on Target

Maintaining focus on the objectives of the lesson is crucial. It's easy to get sidetracked, but your primary goal should always be teaching the content clearly and efficiently. Ensure that all discussions, questions, and activities align with the specific skills and knowledge you are teaching.

4. Build Good Relationships with Students

Establishing rapport and trust with your students fosters a positive learning environment. Take time to get to know them, understand their goals, and provide personalized guidance when necessary. Positive relationships improve student engagement and make the class more enjoyable for everyone involved.

5. Understand the Two Reasons for a Question

Students will ask questions for two reasons:

- **To request knowledge:** These are genuine inquiries about the material, and answering them helps the student understand the lesson better.
- **To request control of the class:** Some students may ask questions to derail the lesson or to assert dominance in the class. Recognizing the difference is important so that you can handle each situation appropriately. If a student's question is used as a control tactic, respectfully redirect them back to the lesson or encourage them to ask their questions after class.

6. Dealing with "That Guy"

Every class will have a student who attempts to dominate the conversation or disrupt the flow. This "That Guy" can be a challenge, but it's crucial to handle them with professionalism. Keep the class on track, address disruptive behavior with tact, and maintain control of the room. If needed, redirect them to the material or suggest they speak with you after the class to resolve any issues.

Part IV - Summary

In summary, classroom management is an essential skill for every firearms instructor. By understanding the difference between online critics and real students, setting clear expectations, and maintaining a structured, respectful environment, you'll foster a learning atmosphere where your students can thrive. Be punctual, stay on track, and build strong relationships with your students. Recognizing the two reasons behind questions and addressing disruptive behavior in a professional way will help you navigate classroom challenges smoothly. Remember, effective classroom management is not just about controlling the room — it's about creating a space where learning can happen efficiently and respectfully.

VIDEO 3 – LESSON PLANS

Part I - Introduction:

As a firearms instructor, one of your primary responsibilities is to deliver clear, structured, and engaging lessons. The foundation of this is a well-thought-out lesson plan. A solid lesson plan not only ensures you cover all the necessary material but also helps you adapt to the needs of your students. In this guide, we will discuss the importance of a good lesson plan and outline the essential features that make a lesson plan effective. We'll also explore how to remain flexible and adapt when deviations occur, ensuring that your class stays on track while maximizing learning outcomes.

Part II - Features of an effective lesson plan:

1. Timely

Your lesson plan should outline the time allocated for each segment of the class. Time management is crucial to ensure that all content is covered without rushing. Stick to time limits to maintain a steady pace and keep students engaged throughout the session.

2. Specific

Your lesson plan should include specific objectives for each part of the lesson. Rather than vague goals, specify exactly what students should know or be able to do by the end of each segment. This clarity ensures that both you and your students understand the expectations.

3. Complete

A good lesson plan should cover every aspect of the class, from introductions and warm-ups to the closing remarks and debriefing. Include detailed instructions on drills, exercises, and safety protocols. The more detailed your plan, the more confident you will feel in delivering it.

4. Concise

While your lesson plan should be complete, it should also be concise. Avoid excessive detail that may distract from the core teaching points. Keep your notes focused and to the point to ensure you can easily navigate the plan during the class.

5. Reflective

After each lesson, take the time to reflect on what went well and what could be improved. Include space for personal notes or feedback from students so you can adjust future lesson plans. Reflecting on your teaching methods helps refine your approach and leads to continuous improvement.

Part III: Lesson Plan Deviation: Adapting to the Classroom

Even the most well-prepared lesson plans may need to be adjusted based on the dynamics of the classroom. Each class has its own unique personality, and you must be able to adapt. Here's how:

Be Flexible and Responsive

Read the room. If students are struggling with a concept, be prepared to spend more time on that topic. If they are grasping it quickly, move on and adjust the lesson flow accordingly. Flexibility is key to maintaining a productive and engaging class.

Take Advantage of Teachable Moments

Sometimes the best lessons come from unexpected situations. Whether it's a real-world scenario that sparks discussion or an opportunity to address a student's question in-depth, embrace these moments as valuable learning experiences. Make sure to guide the class back on track afterward, but allow room for organic teaching moments to unfold.

Have Multiple Plans Prepared

Don't rely on a single lesson plan. It's always a good idea to have alternatives ready. You may need to adjust the depth of certain topics, depending on how quickly students are absorbing the material. Have a backup plan for what parts of the lesson can be shortened, expanded, or skipped if necessary. This ensures that you can maintain the lesson's integrity, even if time becomes tight or students need more assistance.

Work to the Abilities of Your Class

Every group of students will have varying levels of experience and understanding. Tailor your approach to match their abilities, ensuring that you don't overwhelm beginners while still challenging more advanced students. This may require adjusting the pace of the class or offering differentiated activities based on student proficiency.

Part IV - Summary:

Creating an effective lesson plan is an essential skill for every firearms instructor. It helps you stay organized, focused, and ensures that all students receive a comprehensive and engaging learning experience. Key features of a strong lesson plan include timeliness, specificity, completeness, conciseness, and reflectiveness. However, no plan should be rigid — being flexible and responsive to the needs of your students is crucial. By taking advantage of teachable moments and adapting your plan based on class dynamics, you can ensure that every lesson is meaningful and impactful. With the right preparation and mindset, you'll be able to create a learning environment that supports every student's success.

VIDEO 4 – INSTRUCTION, TEACHING, COACHING

Part I - Introduction:

Being a firearms instructor is more than having technical skills—it's about communicating those skills effectively. Great instructors don't just explain or demonstrate; they inspire growth through clarity, encouragement, and unwavering attention to safety. In this tutorial, we'll break down the essentials of effective instruction, demonstration, coaching, and safety oversight. Whether you're mentoring beginners or guiding seasoned shooters, these principles will help you elevate your teaching and create a professional, engaging, and safe learning environment.

Part II - HOW TO INSTRUCT A TOPIC: Explanation & Demonstration

Fundamentals of Explanation:

- **Step-by-step delivery:** Break the topic down into clear, manageable steps. Avoid information overload.
- **Simplicity is key:** If you can't explain it to a five-year-old, you probably don't understand it deeply enough.
- **Relate the known to the unknown:** Anchor new information to concepts the student already understands.
- **Cite credible sources:** Use references such as "According to the US Army Ranger Handbook..." to reinforce your points.

Fundamentals of Demonstration:

- **Go slow and deliberate:** Your demo is a visual explanation—make it count.
- **Exaggerate key movements:** Draw attention to the most important mechanics or techniques.
- **Show from different angles:** Give every student the best seat in the house.

Part III: Teaching – Facilitate the Learning Process

- **Dry-runs first:** Let students practice motions or actions without live fire to build confidence.
- **Use a "building block" progression:** Start small, then add complexity as students build competency.
- **Avoid failure setups:** Don't withhold information to "see if they fail." Set them up to succeed, not to be corrected.

Part IV: Coaching – Correcting With Purpose

In today's world where "everyone is right," coaching must be both effective and respectful. Here's how:

Effective Coaching Methods:

- **PCP Method:** Praise – Coach – Praise.
- **Use questions to guide reflection:**
 - *What was your goal with that action?*
 - *How did you expect that technique to help?*

Tone Matters:

- Use a friendly, calm voice.
- Reinforce with positive cues and reminders:
 - "Squeeeeeeeeeeeze."
 - "Even height, even light."
 - "Sexiest sound in the world" (for trigger reset).

Use cues across multiple senses:

- **Visual:** Thumbs up.
- **Verbal/Audible:** Encouraging phrases.
- Praise **effort and process** over raw skill.

Error Correction is the lowest form of coaching:

Instead, use these tried and true methods:

- Diagnose the issue.
- Provide **positive instruction** on what to do next.
- Avoid nitpicking every mistake. Focus on what's most critical for their success in the moment. One thing!

Part V: Shooting Essentials – The "GAP" Method

Before you can coach effectively, you must recognize what good performance looks like—and what needs fixing. Use the "GAP" memory hook:

G – Grip:

- Hand placement, body posture, stance.

A – Aim:

- Sight alignment, sight picture, respiratory pause.

P – Press (Trigger Control):

- **Touch** the trigger.
- Take up **slack**.
- **Squeeeeeeeeeeeeeeeze**—yes, with 15 e's.
- Follow-through by pinning the trigger to the rear.
- Reset—sights back on target, then slowly release to the "click." That sound? It's the *sexiest sound in the world*.

Part VI – Observing for Safety

This is non-negotiable. As an instructor, your eyes must always be on:

- **Trigger fingers** – Only on the trigger when actively aiming.
- **Muzzle awareness** – Muzzles should point safely *up* or *downrange*. Any deviation is a hard stop.

Call out violations immediately, **BEFORE** they become a problem:

- “Muzzle!” (*even if it only dips a bit*)
- “Finger!” (*even if the muzzle is in a safe direction*)

Be consistent, be direct, and be immediate. It could save a life.

Summary: Raising the Bar for Firearms Instruction

Mastering the role of a firearms instructor means much more than knowing how to shoot. It means understanding how to explain clearly, demonstrate precisely, teach intentionally, coach supportively, and maintain a culture of safety. Use the tools outlined here—PCP coaching, GAP shooting fundamentals, and smart classroom observation—to build confident, capable shooters. Remember, your influence as an instructor doesn’t end with the trigger press—it continues in every word, cue, correction, and encouragement you provide. Train like their lives depend on it—because someday, they might.

VIDEO 5 – DEALING WITH “THAT GUY”

Part I - Introduction.

Every instructor has encountered “That Guy”—the participant who dominates the room, disrupts the flow, and challenges your authority under the guise of helpfulness or experience. These individuals, whether intentionally or not, can derail your class and degrade the learning environment. As instructors, it is essential to maintain control and set the tone. Your participants are looking to you to run a focused, professional, and productive course. Here’s how to identify and manage disruptive personalities before they impact your training mission.

Part II - Identify “That Guy”

We will use a person’s behavior to determine if he is “that guy.” It is important to look for the differences between common student errors and “that guy” behaviors. The key is: common student errors / failures happen because of ignorance and/or stupidity. Similarly, That Guy behaviors happen because that guy wants control of the class.. ***They seem similar because that guy is almost never an expert, but thinks he is!***

Three possibilities:

1. The online critic.
2. Not a “That Guy” - but can seem like it due to similar errors.
 - “This is my first class, so it must be your first class” mindset
 - “You should...” suggestions.
 - Dumb people most often think they are smarter than others.
 - They bought cheap gear, and it is failing them; so they are having a bad day.
 - Brought friends / family, but did not forward the class information / email.
 - “Helping” a family member present.
 - “I’ve always done it this way” excuse.
3. “That Guy.”

Part III - That Guy’s mindset and motivation.

In the 1950s, psychologists Jacob Kounin and Paul Gump discovered a curious side effect of discipline: If a student was being disruptive and the teacher responded with strict disciplinary measures, the student might stop—but other students would start exhibiting the same misbehavior. Kounin and Gump called this the “ripple effect,” and it demonstrated that efforts to control a classroom can backfire.

“The teacher who is interested in controlling ripple effects can generally do so best by giving clear instructions to the child rather than by exerting pressure on him,” Kounin and Gump wrote.

In other words, if left “untreated,” the “that Guy” behaviors will lead to more frequent and more intense class disruptions. Additionally, people who would otherwise not be disruptive will start being disruptive. It is natural for people to want to define the “pecking order.”

If you allow them to believe that there is no hierarchy, then they will, by nature, need to establish a hierarchy before moving forward. If it gets to this point, you will have lost the class.

Part IV - Some common types of “That Guy”

That guy exhibits (oozes) Dunning-Krueger effect. Dunning-Krueger is a cognitive BIAS that occurs when a person with limited knowledge of / competence in a subject overestimates their abilities.

Here are some of the common “That Guy” types, and how to deal with them:

- Attention hound
 - Wants it to be all about him.
 - Head off at the pass.
- Socio-sexual *gamma*.
 - These men would be low-end ordinary guys if they did not think of themselves as being secretly Alpha. They are secret kings in their own mind and believe themselves to be worthy of admiration, which is often undeserved. They are midwits when it comes to intelligence levels, which explains their superiority complex, and they hate the fact that no one else acknowledges this. They are also on the unattractive side in terms of looks but don’t seem to understand or accept this. Of all people in this hierarchy, the Gamma needs the most improvement but often times rejects criticism or even helpful advice, instead believing themselves to be gods among men. Very dangerous if given any kind of power.
 - This person, like the high drama female, will fitness-test you. There are three ways to handle a fitness test:
 - Dismiss & Ignore
 - Agree & Amplify
 - Ridicule & Reframe
- Military man who thinks if it doesn’t exactly replicate the combat from his deployment, then it isn’t real. Often, this person just saw combat ONCE.
 - Often, this type will try to pick on *one particular*, and not look at the big picture. Refer to the fact that everything is situational. Military men tend to respond well to the mantras “circumstances dictate” and “METT-TC” (Mission, Enemy, Terrain, Troops, Time, Civilians)
 - Also, be prepared to focus on the fact that we are teaching a technique and not a tactic. This is the Spoon - Knife - Fork analogy.
- Civilian / Police officer who has been in ONE gun fight. They also think it must duplicate their singular experience.
 - Like the military man example, relate the fact that everything depends on circumstances.
 - If he persists, then directly ask how many gun fights he has been in.
 - Also, be familiar with other types of gun fights that have been caught on video and use those examples to demonstrate that other scenarios also happen.

Part V - Unintentional “That Guy”

Sometimes, a participant stumbles into “That Guy” territory without malicious intent. These situations are typically one-offs and can be handled with finesse.

Examples:

- Giving long-winded statements instead of questions
→ Politely interrupt with: “Yes, and now back to the syllabus.”
- “You forgot to cover...”
→ “Thank you. We’ll get to that. Now, let’s return to the plan.”
- “Are we going to cover...?”
→ “That’s a great topic, but outside the scope of this course.”

Never respond with defensiveness. Use calm redirection to maintain control and protect the flow of the lesson.

Part VI - Summary

Managing “That Guy” is not about confrontation—it’s about **prevention, professionalism, and presence**. By setting a clear tone, establishing classroom expectations, and responding with calm authority, you not only neutralize disruptions but also reinforce your leadership role. Remember: the students are looking to you to provide structure, safety, and purpose. Don’t give that power away. Reclaim the classroom, teach with confidence, and protect the integrity of the learning environment—for everyone’s benefit.

VIDEO 6 – LESS COMMON SITUATIONS

Part I - Introduction: Ownership is Absolute

As an instructor, **you are 1000% responsible** for everything that happens on and around your range. This is not just a mindset—it's the expectation of every participant in your class. They are looking to you for leadership, clarity, and, above all, safety. Own every detail. Set the tone. You are not just a teacher; you are the standard.

Part II - Safety Beyond the Basics

While trigger discipline and muzzle awareness remain foundational, a professional instructor must also manage and mitigate other critical safety considerations:

- **No handling firearms while people are downrange.**
Set a hard line: this is a zero-tolerance rule.
- **Holstering & Reholstering:**
Watch for clothing interference. Observe where the muzzle points during the motion—particularly during reholstering.
- **Movement and Ready-Up Positions:**
Students often allow muzzles to dip while moving. Address it immediately.
- **Bending Over:**
 - *Rifles:* Teach the **Daniel Boone carry** to safely manage the muzzle when leaning forward.
 - *Pistols:* Instruct participants to reholster before bending over.
- **New Shooters & Muzzle Sweeps:**
 - Pay close attention to left- vs. right-handed students.
 - Be especially cautious when participants swing the pistol at waist level—teach different correction techniques based on direction of movement.

Part III - Managing Trespassing Incidents

Signage is your first line of defense. Always post the Patriot Training “Range Closed” sign during class. Any person entering beyond that point who is not affiliated with Patriot Training or the range is trespassing.

Engagement procedure:

1. Firmly state:
“The rifle range is closed. Please go to the pistol range.”
2. If they persist:
“Our company has rented this range from the property owner for the exclusive use of this class. Please move to the other range.”
3. Continued refusal:
“You are trespassing. If you do not leave, we will contact the authorities.”
Then do so.

Zero Exceptions:

No one is allowed to shoot on your range—even during breaks or classroom sessions. This includes before class, during class, and afterward during cleanup. **This is non-negotiable.**

Part IV – How to Guarantee You’ll Never Work with Patriot Training Again

Patriot Training instructors are expected to maintain the highest standards of professionalism. The following actions are grounds for immediate dismissal:

- Arguing with a customer.
- Challenging the lead instructor publicly or privately.
- Attempting to correct or “one-up” the lead instructor in front of students.
- Lying, cheating, stealing, or engaging in unethical behavior.
- Displaying a negative or toxic attitude.
- Engaging in conduct detrimental to Patriot Training’s mission or reputation.

In short: **Protect the team. Protect the brand. Always.**

Can I have a business card?

Yes! VistaPrint and other services offer affordable, professional options. Be sure to include the Patriot Training website.

Should I put my phone number on it?

Up to you. Historically, only a few students have ever called.

Can I give a friend a discount?

Yes. Once certified, you’ll receive a 15% discount code to share. If a student registers using your code, you’ll receive a 15% finder’s fee.

Note: No one has ever actually signed up **because** of a discount, so use this as much as we will discount.

How much does class XXX cost?

- **For a friend?** Refer them to the website.
- **For you?** Use the instructor-only chat.

Part VI - How to commit NEGLIGENCE as an instructor:

Avoid these critical mistakes—they represent **gross negligence**:

1. Fail to carry liability insurance.
2. Fail to be prepared to render medical assistance.
3. Fail to continue education.

These are baseline expectations—not optional. The safety, legality, and integrity of your class depend on them.

Part VII - Summary

Being a Patriot Training instructor carries serious responsibility. You are not only teaching a curriculum—you are protecting lives, building trust, and representing the brand. From safety management to interpersonal professionalism, you are expected to lead decisively and handle every scenario with authority and care. Set the tone, own the space, and deliver excellence. Your students deserve nothing less—and neither does Patriot Training.