

**PATRIOT TRAINING
INSTRUCTOR CERTIFICATION QUIZ**

NAME: _____

1. Building rapport and greeting people personally help make a good first impression. Why would we want to make a good first impression?
 - a. So the students will worship the ground we walk on.
 - b. To make them want to pay us more.
 - c. Relationships are the foundation of successful instruction.
 - d. To get dates with hot students.

2. As instructors, we should strive to choose our language intentionally. This helps the students in what way?
 - a. So the student can swear more effectively.
 - b. Because the clarity by which something is defined will determine directly the effectiveness of its application.
 - c. Helps the people who are not at class learn how to shoot.
 - d. Because some people speak English, others speak Spanish, and others speak other languages.

3. We frame instructions and coaching in a positive statement. Which of the following is a positive statement of instruction?
 - a. Don't jerk the trigger
 - b. Quit slapping that trigger.
 - c. Stop yanking on that trigger.
 - d. Squeeeeeeeeeeeeeeeeeze that trigger.

4. We use nonverbal communication because as much as 60% of human communication is nonverbal. We can use nonverbal communication to demonstrate, and to praise. True or False?
 - a. True
 - b. False
 - c. I don't know

5. We model the behavior we expect, and we foster a collaborative atmosphere to create what?
 - a. A professional appearance and avoid an "us vs. them" dynamic.
 - b. A shark with a laser beam on his head.
 - c. Really cool shooting videos.
 - d. A loyal band of minions that will do our bidding.

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6. What are the parts of being a good assistant instructor?
 - a. Have the ability to perform on demand the skill you are teaching. Have a strong desire and ability to impart your knowledge and expertise to the students. Possess a voice, posture, vocabulary, and appearance that secures a student's respect for your position as their instructor. Possess a high moral character. A memory that allows you to always remember what it was like to be a student.
 - b. Fail to carry liability insurance. Fail to be prepared to render medical assistance. Fail to continue education.
 - c. Challenge the lead instructor. Attempt to correct or "one-up" the lead instructor. Display a bad attitude. Engage in conduct detrimental to Patriot Training.
 - d. Know your venue. Anticipate. Do not contradict or undercut the lead instructor. Lead is lead and step in where necessary. Ovoid overcoaching.

7. What are not qualifications to be a firearms instructor?
 - a. Make every effort to emphasize the POSITIVE skill you wish for them to perform. Integrity to teach the course exactly as outlined in the curriculum without altering the material. Have a lifelong commitment to learning.
 - b. Grip – Aim – Press
 - c. Being current / former military. Being current / former law enforcement. Having been a shooter all of one's life.
 - d. NRA Certified. Properly Insured. Having previously taken the class you are going to teach.

8. Often, something being taught in the firearms world is often taught or practiced differently. Teaching this as outlined in the curriculum is:
 - a. Integrity. Teach the material as outlined without altering the material.
 - b. Disagreeing with how the State of Tennessee requires the Enhanced Carry Permit material to be taught.
 - c. Knowing why we teach technique or variation "A," and why we do not teach technique or variation "B."
 - d. Keeping from disparaging another school.

9. Which of these is NOT part of knowing your venue:
 - a. Know the strengths and weaknesses of your range and how to maximize or decrease them.
 - b. What is available and what is needed?
 - c. Show up early! So you can work with the strengths and weaknesses of the range being used.
 - d. Work with what you have on a new range, and find out what is needed for future classes.

10. What is the goal of teaching a class?
 - a. Show the students how badass you are.
 - b. Value every student's opinion of you.
 - c. Elevating others.
 - d. Demonstrate passion and responsibility.

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11. Classroom management allows for what?
- Creates an environment where students can thrive, learn, and grow.
 - Sets the tone for the entire class.
 - Helps students absorb and retain important information.
 - All of the above.
12. We know we are very unlikely to see an online critic in a classroom setting. But it is important to know what they do. Why?
- Because they are wrong, and we want to avoid teaching the wrong people.
 - Because real students engage in active learning, actually in the class, and not behind a computer screen in “mommy’s basement.”
 - The deeper understanding of why we do the things we do, like the three utensils theory, allows us to better understand what we teach and why. Which is something the online critic knows nothing about.
 - Because the online critic do not have the experience or expertise to understand the value of a given lesson.
13. Starting and ending on time accomplishes what?
- It fosters productivity.
 - It helps follow the syllabus.
 - It makes a good first impression.
 - It shows you value the participants’ time.
14. What are the two reasons a person may ask a question in class?
- To request knowledge. To request clarification.
 - To request control. To yield control.
 - To request respect. To request information.
 - To request knowledge. To request control.
15. We want to follow the syllabus, and stay on target. What is the difference between the two?
- Following the syllabus is making sure the class receives the necessary content in order; staying on target is avoiding getting sidetracked.
 - Following the syllabus is showing you value the student’s time; staying on target is keeping to the lesson material.
 - Following the syllabus is teaching the content clearly; staying on target is taking time to get to know the students.
 - Following the syllabus is adapting to unexpected circumstances; staying on target is keeping the outline as your guide.
16. What are the features of an effective lesson plan?
- Builds on prior knowledge. Allows for flexibility. Clarifies transitions. Allots time for involvement. Prompts reflectiveness.
 - Takes advantage of teachable moments. Helps deal with “That Guy.” Has a backup lesson plan, just in case. Is written down.
 - Is timely, specific, complete, concise, and reflective.
 - Showing, doing, demonstrating, articulating, and coaching.

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17. Which is not a part of lesson plan deviation:
- a. Be flexible and responsive.
 - b. Come up with a new idea on the spot.
 - c. Have multiple lesson plans prepared.
 - d. Work to the abilities of the class.
18. At Patriot Training, we do not require the instructors, AIs, or RSOs to create lesson plans. Instead, we do what?
- a. We have planned out just enough to last the class, provided the instructor teaches each segment properly.
 - b. We plan to take advantage of teachable moments to lengthen the time we speak, so the students don't have to shoot quite as much.
 - c. We have a few extra segments if needed to make the class longer, and we learn how to edit out segments if needed to make the class shorter.
 - d. We do not deviate. We will just end the class early or late.
19. When reflecting on what went well for a student or a class, what should you take into consideration?
- a. Personal notes.
 - b. Feedback from students.
 - c. Observations of student engagement and success.
 - d. All of the above.
20. While we do not teach only a bare minimum, then nitpick when students mess up; we also do not wish to over teach or over coach. This is known in the lesson plan as being:
- a. Timely
 - b. Specific
 - c. Complete
 - d. Concise
21. Anchoring new information to concepts a student already understands is:
- a. Step by step delivery.
 - b. Simplicity in explanation.
 - c. Relating the known to the unknown.
 - d. Going slow and deliberate.
22. Instruction is:
- a. "How-to" do the task.
 - b. Facilitating the learning process.
 - c. Ensuring the highest probability of success.
 - d. All of the above.
23. Teaching is:
- a. "How-to" do the task.
 - b. Facilitating the learning process.
 - c. Ensuring the highest probability of success.
 - d. All of the above.

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24. Coaching is:
- "How-to" do the task.
 - Facilitating the learning process.
 - Ensuring the highest probability of success.
 - All of the above.
25. Error correction is the _____ form of coaching.
- Highest.
 - Most effective.
 - Lowest.
 - Most difficult.
26. It is important to differentiate between a student making an honest mistake and "That Guy" engaging in class-sabotaging behaviors. Why are these similar?
- Both behaviors are based in ignorance.
 - Both behaviors are based in carelessness.
 - Both behaviors are disruptive to the classroom.
 - Both behaviors are the student requesting control of the classroom.
27. The "ripple effect" is when a classroom tries to re-establish a pecking order. The best way to prevent a ripple effect is to:
- Apply pressure to the student who started it.
 - Apply pressure to the student who follows.
 - Give clear instructions on what to do next.
 - Leave things untreated.
28. Generally speaking, it is easiest and best (most effective) to fix "That Guy" behaviors by means of what?
- Dismiss & Ignore
 - Agree & Amplify
 - Ridicule & Reframe
 - Head off at the pass.
29. What person is very dangerous if given any sort of power?
- Alphas
 - Gammas
 - Military men who have seen combat once.
 - Police or civilians who have seen one gunfight.
30. A student states, "you forgot about XXX..." You do not believe the student to be trying to control the class. Maybe just posing to show how much knowledge he has. Maybe he was taught that way somewhere else. You are going to cover the material he mentions. What is the best way to handle this situation?
- "Yes, and now back to the syllabus..."
 - "That's a great topic, but it is outside the scope of this course..."
 - "Thank you. We will get to that. And now back to the lesson module..."
 - "I didn't forget, I just hadn't gotten to it yet!"

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31. What is the most likely safety situation that results in injury in firearms classes?
- a. Bending over with a rifle.
 - b. Reholstering a pistol.
 - c. Handling a firearm while people are downrange.
 - d. Students who allow their muzzle to dip while moving.
32. Trespassing is when someone who is not a Patriot Training staff member or student, or a range owner, enters the range. There is an inherent danger with trespassing because:
- a. The trespasser is trying to spy on the class for another school.
 - b. The trespasser has not been through the safety brief, and has not signed a waiver.
 - c. The trespasser is trying to obtain information without paying for it.
 - d. All of the above.
33. It is ok to let someone shoot on the rifle range during Essential Pistol, while the Essential Pistol students are having lunch.
- a. True
 - b. False
 - c. All of the above.
 - d. None of the above.
34. "How much does this class cost?" should be answered by
- a. Giving a friend \$50 to help offset the class cost.
 - b. Giving the Mountain Top Gun & Archery website.
 - c. Asking the friend to wait, while you text Clay.
 - d. None of the above.
35. How can a person commit negligence as an instructor?
- a. Fail to take military training.
 - b. Fail to become a USCCA certified instructor
 - c. Fail to be prepared to render medical assistance.
 - d. All of the above.