Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_

**Chapter 1 – Basics of Good Teaching**

How does specificity of training relate to firearms or police skills instruction?

What are the three ingredients of skill instruction?

List the three elements of every task is made up of and relate at least one to teaching firearms.

Explain how process focused instruction relates to teaching firearms fundamentals.

**Chapter 2 – It All Starts With the Athlete**

Explain each of the three learning objectives outlined in chapter 2.

Relate the three stages of learning to teaching firearms by giving some examples of what you would expect to see in each stage.

Explain how learning styles and teaching styles should effect your instruction.

**Chapter 3 – Technical Skills**

Define Technical, Tactical and Mental Skills

Identify the three different categories/classification of skills.

Give a firearms training example of closed and open **environment** training.

Explain closed-loop and open loop control as it relates to shooting. Why is it important for instructors to have an understanding of this concept?

**Chapter 4 – Tactical Skills**

Identify and give examples of applying the three chapter learning objectives to firearms.

Explain focal and ambient vision and their relationship to sight alignment, sight picture and the three sighting principles taught at CJTC.

**Chapter 5 Mental Skills**

Identify the 6 learning objectives from Chapter 5.

Discuss the connection between arousal and attention and how this could relate to range instruction and qualifications.

Describe the role mental imaging can play in teaching firearms.

**Final Discussion**

Why is it important for a skills, (firearms), instructor to have an understanding of the science of teaching and learning motor skills?