



# Tactical Talk

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One of the instructor candidates in the recent Culpeper, Virginia class. Good shooting!

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## SCHOOL — 1957 vs. 2007



### Scenario:

**Jack goes quail hunting before school, pulls into school parking lot with shotgun in gun rack.**

**1957** - Vice Principal comes over, looks at Jack's shotgun, goes to his car and gets his shotgun to show Jack.

**2007** - School goes into lock down, FBI called, Jack hauled off to jail and never sees his truck or gun again. Counselors called in for traumatized students and teachers.

### Scenario:

**Johnny and Mark get into a fistfight after school.**

**1957** - Crowd gathers. Mark wins. Johnny and Mark shake hands and end up buddies.

**2007** - Police called, SWAT team arrives, arrests Johnny and Mark. Charge them with assault, both expelled even though Johnny started it.

### Scenario:

**Jeffrey won't be still in class, disrupts other students.**

**1957** - Jeffrey sent to office and given a good paddling by the Principal. Returns to class, sits still and does not disrupt class again.

**2007** - Jeffrey given huge doses of Ritalin. Becomes a zombie. Tested for ADD. School gets extra money from state because Jeffrey has a disability.

### Scenario:

**Billy breaks a window in his neighbor's car and his Dad gives him a whipping with his belt.**

**1957** - Billy is more careful next time, grows up normal, goes to college, and becomes a successful businessman.

**2007** - Billy's dad is arrested for child abuse. Billy removed to foster care and joins a gang. State psychologist tells Billy's sister that she remembers being abused herself and their dad goes to prison. Billy's mom has affair with psychologist.

### Scenario:

**Mark gets a headache and takes some aspirin to school.**

**1957** - Mark shares aspirin with Principal out on the smoking dock.

**2007** - Police called, Mark expelled from school for drug violations. Car searched for drugs and weapons.

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## Traffic fatalities have increased 7%. There is a clue in that statistic concerning firearms safety.

By Craig Harper,  
Rangemaster Instructor

The National Highway Traffic Safety Administration (NHTSA) traffic fatalities report for 2012 is not yet complete but the early indications are that 2012 will see about a 7% increase in traffic deaths from 2011; up to about 34,000 for the year. Tennessee is roughly mirroring the national figures for traffic deaths; up about 8.8% for the year according to the Governor's Highway Safety Office.

The experts have pointed at a number of factors for the increase including a particularly low number of traffic deaths in 2011. Not to sound callous, but it doesn't really matter what the exact number of deaths is in any given year; increase a bit in one year, decline in another. What's important is the cause of traffic deaths.

Year-after-year, the #1 cause of traffic deaths is the behavior of drivers. The vehicle itself is safer than ever yet traffic deaths remain at very high levels. All the safety devices in vehicles won't do a thing to save lives if drivers don't behave in a manner consistent with common sense and established practices. 24.1% of all traffic fatalities and 20.3% of motorcycle fatalities in Tennessee were alcohol-related. Well, duh! Is there anyone who doesn't know that driving while impaired is dangerous?

Perhaps the most appalling statistic is that 52.7% of Tennessee vehicle deaths were due to "unrestrained motorists." In short, seat belts were not used. Every once-in-a-while, the government mandates something that actually makes sense. Seat belts are one of them. Prior to the mandatory installation and use of seat belts, there were reams of data from aviation, auto racing, and other activities that clearly showed that the use of seat belts saved lives. After the mandates to install seat belts, subsequent law enforcement ef-

forts, and the increasing adaptation by motorists, traffic deaths decreased – significantly. So, roughly 500 lives in Tennessee could have been saved in 2012 if motorists had just used their seat belts.

What's has all this got to do with firearms safety? We know what causes negligent firearms injury and death: failure to observe the "4 Rules" and improper firearms storage. In other words, the same type of behaviors that led to traffic deaths, lead to firearms deaths and injury. The local media has been filled with stories of late concerning firearms deaths or injuries caused by people who simply didn't observe the most basic of firearms safety rules. It's not the gun that causes the problem – anymore than it's the vehicle that causes traffic deaths – it the behavior of the owner or operator.

So, while you have heard it all before, it is apparently worth repeating:

1. All guns are always loaded. Treat them as such. Before you can clean it, tinker with it, or disassemble it, a firearm must first be properly cleared.
2. Never point your gun at anything that you're not willing to destroy. If you don't want to buy it or bury it, don't point a gun at it.
3. Keep your finger off the trigger until your sights are on the target. Even if you ignore the other rules but your finger is off the trigger, probably nothing bad will happen.
4. Always be certain of your target and what is beyond. Not just aware of the target and the background, but certain.

And, wear your gun or lock it up. If the gun is not on your person, it must be safely secured.

One other thing: use your seat belt!

# Self Defense

(set to music & sung to the tune of The Battle Hymn of the Republic)

My eyes have seen the mayhem that is caused by callous thugs  
They'll rob and rape and cripple you, and stomp you like a bug.  
Sometimes the only way to live is fill them full of slugs  
But to do that you must carry a gun.

Colt, Kahr, Springfield Armory and Ruger all make guns  
Smith and Wessons and your Glocks can be counted on to run.  
Sights that you can see well, and a trigger that breaks clean  
And you have yourself a new sidearm

All guns are always loaded and you know they're not a toy  
Never point your gun at anything you don't want to destroy  
Keep your finger off the trigger till your sights are on the mark  
And be certain of your target and beyond

(Chorus

Glory, Glory it's a Luger!  
No, it's just a crummy Ruger.  
We don't care what you own  
These rules are all you need to know,  
Don't be stupid with your gun!)

Your gun alone won't help you, you will have to have some gear  
You'll need a proper holster, just to keep your side arm near.  
A mag pouch and a gun belt, that is all that you will need  
Then carry it every where.

You'll need to choose some ammo that will stop an angry man  
You don't want a small game gun or something for tin cans.  
Choose a proper caliber and get some hollow points  
And learn to hit with them on demand.

No one's born with instincts that tell how to drive a car  
Nor how to play at music, No, not even one lone bar.  
Proper training with a handgun will prevent a lot of scars,  
So let someone teach you how it's done.

Go to Gunsite or Rangemaster, Thunder Ranch, or some such place  
Learn marksmanship and gun safety, and put on your war face.  
Learn awareness, OODA Cycle, and Jeff Cooper's Color Codes,  
And make your world a safer place.

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*(Continued from page 4)*



Learn to look for what's suspicious, anything that's out of place.  
Be ever watchful, stay alert, and guard your personal space.  
Be courteous and chivalrous, a smile upon your face  
But be ready to defend your life!



Gang colors, lots of jailhouse tat's, a hat turned to the side,  
Don't stare too long, Yes, he's a thug, that he cannot hide.  
He's reaching for his waistband, there's a pistol, there's no time  
Draw your sidearm and defend your life!



Take up the slack and focus on the sight that's in the front  
You'll want the gun to hold quite still, but it's likely that it won't  
Hold the wobble steady, press the trigger to the rear  
And be ready to follow through

You want your pistol to fire but it simply won't go bang  
You tap the mag and rack the slide and give a try again  
If that failed to fix it then you've got a double feed  
Throw it down and draw your BUG



If you have no backup then you'll simply have to flee  
Lock the slide and rip the mag and run the slide times three  
Insert a mag, then run the slide, and make it loaded be  
And then you are back in the fight

You've hit the thug, he won't go down, whatever should we do?  
First hit him more, sometimes they're high, it might take more than two  
If you fed him lots of bullets and he still tries to kill you  
Then you'll have to shoot him in the head



The thug is down, he's on the ground, his partners all have fled  
Check yourself, you might be hurt, you might have even bled  
Call the coppers, they'll be here soon, and put your gun away  
And do everything the po-lice say

The cops are here and what to say, we're in a quandary  
We don't want to say too much but we do want to stay free  
Blame the thug, "he tried to kill me", that is all we say  
And I acted in self-defense



Polite but firm, that's all we'll say until our lawyer's here  
Your brains a buzz, it's all a fog, your memory isn't clear  
Lets take some time and get some rest and get some counsel dear  
Don't talk yourself into jail



So there it is, there's self- defense, beginning to the end  
It's up to you to make it safe for you, your family and friends  
So choose your gun and train real hard and ever watchful be  
And you'll be safe where ever you go



## **AAR: Rangemaster Firearms Instructor Development & Certification Course – March 2013**

**By John Daub**

I was fortunate this past March 2013 weekend to finally participate in [Rangemaster's Firearms Instructor Development & Certification Course](#), taught by [Tom Givens](#) and hosted by Karl Rehn of [KR Training](#), near Austin, Texas.

I've tried to take this course for the past some years, but was unable to for one reason or another, usually logistics due to involved travel to Memphis. But now that Tom and crew were coming to my turf, there was no reason not to make the class.

### **Setting**

The event was held over 3 days (Friday through Sunday) from about 9 am to 6 pm each day (a 24 hour course). It's an intensive and dense course, split about 50/50 between the classroom and the range. This is not intended to be a class where you learn how to shoot, but rather a place to learn how to be a better instructor (firearms and private citizen self-defense in particular, but of course many teaching concepts can be applied anywhere in life). Thus this is not a class to take to learn how to shoot or how to be a better shooter; it's a class geared towards instruction.

Weather was most cooperative. Spring is starting here in Central Texas, with the wildflowers in bloom and the temperatures just right... mostly. Friday we were pretty warm outside, broke a good sweat. Saturday we were pretty cold with some early rain threats. And Sunday we were cold and fought a bitter cold 25+ MPH wind (with higher gusts). So while not ideal, that's life -- you don't get to choose when the fight happens, so you just work through it and have to be that much better.

Tom came with his wife Lynn, assistants John Hearne and Ray Keith, and of course Skeeter his Back Up Dog (for when your real dog breaks). We had 15 students, including numerous KR Training assistant instructors (Karl took the class too).

### **Content Overview**

The course is about a 50/50 split between the classroom and the range.

It's important to understand that the context of this course is that of private citizen self-defense and concealed carry. This is not law-enforcement, military, nor competition. Could folks working in those areas benefit from such a course? Certainly. But it's important to realize that the core context is private citizen self defense with firearms, and as such all is geared towards that end.

### **Classroom**

The classroom is where most of the relevant material comes. It runs the gamut from safety, parts and nomenclature, history (Tom is one of the best repositories of history), adult learning, coaching techniques, use of force issues, speaking/presentation techniques, etc.. Anything that might come up in the classroom is discussed along with information and techniques for working with it.

There are 3 tests by the end of the weekend. Two of them are classroom tests: a written test, and a short presentation on an assigned topic. Yes, you will get up in front of people and

do a presentation, because if you're going to teach, what do you think you'll be doing? :-)

To help with the written test, you are provided with a 170+ page workbook containing a host of useful information. Some directly applicable to the course, others as supporting material for you to use afterwards. And yes, keep this book and use it as reference. Reread it from time to time as it's a useful and information-dense resource.

One subtle thing Tom does in his classroom work is practice what he preaches. For example, Tom talks about the use of "other things" when teaching so it's not just you up there droning for hours. He used video to show the operation of various firearms, because the video was shot on the range with Tom actually shooting and manipulating the guns -- can't do that in the classroom, so what a useful thing video can be as a supportive aid. Also, Tom talks about not hiding behind a lectern, stand to the side. While there's no true lectern in the KR Training classroom, Tom still stood off to the side of the table. There's much to pick up and learn from, if you pay attention.

## Range

Of course, everyone looks forward to the range work. We started shooting some diagnostics so Tom and his crew could assess where everyone's skill is. A few things were cleaned up, and qualification tests were shot. All tests were scored, but the tests shot on the first 2 days were not recorded.

If you haven't shot much at 25 yards (or even 15 yards) you need to work on that. There's a fair bit of work at those ranges, and they are humbling. :-)

But the range time wasn't all drills. The range is also the meat of the content for many classes you aspire to teach, so you need to know how to handle the range and run the range. Tom didn't go over much about how to run the range itself, and for that I'd suggest something like NRA Instructor classes and RSO certification (Tom can only teach so much in 24 hours). But he did talk about how to interact with students on the range. He provided useful tips and techniques for teaching technique, diagnosing problems, how to remedy problems, and how to convey numerous concepts in a way that makes sense to students. One really useful technique he provided was how to allow you, the instructor, to verify a student actually understands what sight alignment and sight picture are; I think we'll need to keep a "red gun" in the range wagon for just such occasions! (you'll have to go to class to learn the technique, sorry).

We also shot numerous drills to introduce us to the host of drills and variations on drills that can be used to teach and practice various concepts. Of course, Tom did use it as an opportunity to put us under pressure. For example, after introducing the whole class to the "casino drill", he asked for variations. Someone said how you could have people shoot drills individually, because that puts greater pressure on them to perform (the eyes of their peers upon them, which is a huge stress). So what did Tom then do? Have us all shoot the drill individually with our peers watching. :-)

Sunday contains the third test: the shooting test.

We shot two tests for recorded score. The first test was the FBI Qualification. Just a few months ago, the FBI revised their test based upon improved and modern data. [They removed that which doesn't happen so much, and replaced it with that which happens more often](#). I haven't been able to find a printed copy of the test online, and didn't have time to record it during the test administration. But you will shoot from 3 to 25 yards, two hands, one hand, draw from concealment, reloads, and time pressure. It's a tough course; I think Karl was the only one to clean it



and he didn't clean it every time he shot it. The other course was Rangemaster's Instructor Qual course, which was also revised in light of the FBI revisions (I believe). It's similar to the FBI course, but tougher (e.g. smaller scoring zones). Both tests were shot twice and the better of the two scores (on each test) recorded.

Thus at the end of the weekend your class score was made up of the FBI test, the Rangemaster test, and your written test.

And yes... you have to pass with a high score on all three portions. There's a high standard to uphold, and no, not everyone passed.

### **What I Learned**

A lot. :-)

I've taken numerous Rangemaster courses in the past, and much of the core material is the same. This stands to reason, given the source. But this class was not a rehash of [Combative Pistol 2](#). This class was teaching about teaching, and so material was presented from that angle. That said, having heard some of these things before was useful. On the one hand, it's always good to hear it again because redundancy fosters learning. It just helps me become better in general. On the other hand, because I heard it before, it meant there was less quantity of new things to cram into my head. One can only absorb so much, and the class material is dense with information -- you won't remember it all. So having heard much of this before meant there was less I had to cram in my head, just refresh what was already there.

I certainly picked up on numerous things I can immediately put to use in my work teaching and assisting at KR Training. In fact, one was kinda funny. My assigned presentation topic was "follow-through". I giggled as soon as I received my topic, because back when I was taking NRA Instructor training? My assigned presentation topic was... "follow-through". I did a much better presentation this time around, but I hope future instructor trainings can give me a different topic! Else I'll take it as a sign someone really wants me to be an expert on follow-through. :-) Of course, I talk about follow-through every time I help with a Basic Pistol class at KR Training, so the topic was old-hat to me. I already knew what to say, what to do, and how to present it. Of course, I still practiced and prepped for it, because this setting and audience was slightly different. In doing so, I came up with a revision for my presentation. When we introduce the concept, we use an analogy of golf. But golf, bowling, baseball, whatever... that "swing" is a familiar concept to folks. I came up with a better example: tennis. Why? Because in all those others, it's just you. In tennis, someone is shooting back at you, if you will. I think it's a slightly better analogy because it makes it more evident why you need to follow-through, so you can get ready to shoot again (or return the volley, if you will). Of course, the other analogies I think are still fine. I think it's more that if I was say talking to someone in a bullseye shooting context? I might use golf. But if I'm talking in a self-defense context (which is what I usually am doing), I think tennis works a little better.

The other fun thing about my presentation? I didn't present what I planned to present. I figured we were supposed to present as if we were presenting to an audience of beginning students. That is, present like we'd present if we were teaching a class. Well, Karl was the first to go (his topic was safety) and he took a different angle. Givens teaches with the 4 Cooper Rules, Karl with the 3 NRA rules. Karl took this opportunity to present to the classroom of (aspiring) instructors about safety and those 2 sets of rules. So his presentation was informative to the current audience. I liked that. I also observed other presentations and found myself wondering who they were presenting to; did they identify their audience when they developed their presentation? Hey... I taught public speaking for a number of years, I can't help but observe these things. :-)

) So I decided on the fly to modify my presentation and instead of presenting as if I was teaching follow-through to a class of beginner students, I opted to teach this classroom of instructors a technique they could use in *their* classrooms for teaching follow-through (tennis analogy, using the SIRT gun, whiteboard, etc.). Came off great. :-). But I'm not afraid to speak in public... probably got that from my politician dad.

So how did I do? I scored a 96% on the FBI Qual test, 235/250 (94%) on the Rangemaster, and 98% on the written. I passed.

I did get a lot of other things out of the class, including assessment of shooting skills and what I need to work on from here. I'll write more on those in the coming days.

Should *YOU* take this class? If you desire to teach? Yes, you should. However, I'm not sure this should be a first class. I think one might get more out of it if first they obtain their NRA Instructor Certifications and RSO. Even if you don't do them first, you should still obtain those certifications. I also think it may be useful to attend one of Rangemaster's other courses, such as the Combative Pistol or Dynamic Marksmanship, or their Level 1-5 handgun courses. This gives you an introduction to how Tom runs things, his material, his point of view. Thus when you come here, you aren't focused on everything, you can focus more on just the "how to be an instructor" portion of stuff.

After taking this class, are you ready to teach? Nope. Certainly you'll have a better foundation for things, but nothing substitutes for experience. If you can, seek apprenticeships. I have benefitted greatly from Karl Rehn's generosity: his time, his teaching, his knowledge, his friendship, his mentorship, and of course, having me as an assistant instructor at KR Training. There's so much that can and will happen on the range; to have an experienced eye watching, helping, and teaching you will benefit you greatly. This will allow you to have greater confidence in your ability to teach, and it will show in your students.

Thank you to Karl for hosting, and Tom, Lynn, John (great name!), and Ray for coming out to teach us.... and Skeeter for snoring in the back of the classroom.



**This is just part of the group in our Firearms Instructor Course in Culpeper, Virginia in March. Great bunch, with very high average scores.**

## How Much is Enough?

By Todd Green



A perennial discussion over at [pistol-forum.com](http://pistol-forum.com) revolves around a seemingly simple concept: how much gun is *enough*?

There are many schools of thought but they can be reduced to two opposing camps:

One says that a small gun (often represented by the ubiquitous [Smith & Wesson j-frame](#)) is likely to have every capability one might need in a realistic self-defense scenario and that, due to its size and light weight, has the benefit of being easy enough and comfortable enough to conceal that it would always be with you.

The other argues that larger semi-auto (often represented by the equally ubiquitous [Glock 19](#)) is vastly more capable when you need it and not that much harder to conceal if you put your mind to it.

**I am solidly, unwaveringly, fervently in the second camp.** In fact the smallest gun I ever carried regularly was a SIG P229. The majority of my concealed carry life has been spent with full size Berettas, full size SIGs, then a slew of full size guns during the [pistol-training.com](http://pistol-training.com) endurance tests ([M&P9 full size](#), [HK P30](#), [HK45](#), [Glock 17](#), and now an [all steel railed 5" 1911](#)).

In all the practical shooting and force-on-force training I've done, never once have I thought any of the following:

- I wish this gun held less ammo!
- I wish this gun had a longer, heavier trigger!
- I wish this gun was a lot harder to reload!

I wish this gun had worse sights!

Right?

In fairness, my job and my lifestyle allow me to dress in such a way that carrying those guns is possible. If you're a Beverly Hills lifeguard required to wear Speedo briefs at work then your reasonable concealment options aren't quite as numerous. But many people use dress codes as an excuse. Carrying a serious gun in a suit and tie isn't impossible, it simply takes more thought and effort than tossing a [Ruger LCP](#) in a pocket. (as an aside, I own an LCP and like it quite a bit... but I carry it as a backup to a real gun, not as a replacement for one)

A common argument among the mouse gun crowd is that "*most problems can be solved with a mouse gun if you're smart about it.*" But the flip side to that argument is that "*you can carry a real gun most of the time if you're smart about it.*" How is that even a tough choice? Option A, more effort in the calm of your home putting the gun on; or, Option B, more effort in the middle of a life-or-death fight. Gosh, Bob, let me think about that one for a minute...

What I actually hear when people start to talk about the benefits of the mini-gun isn't that there are really times or places that they *cannot* carry a more serious gun. Rather, the issue is that they simply *choose* to toss a j-frame in the pocket rather than go to the trouble of wearing, say, a belt and a holster. *If you choose to carry a low capacity sub-caliber handgun because you're feeling lazy, that's fine. But please stop trying to justify it as a smart choice.*



And even when the situation does require something a little smaller, there are far better options with more firepower, better ballistics, and better shootability. Take the [Glock 26](#) for example. Sure, on paper it's a little bigger and a little heavier than a lightweight j-frame. But practically speaking it's ridiculously easy to conceal. I've spent plenty of days in non-permissive environments wearing a Glock 26 in a [SmartCarry](#) holster. Maybe the SmartCarry isn't as simple as dropping a gun into a pocket but I get twice as many bullets... bullets that are more effective... in a gun that is easier to shoot. Gosh, Bob, I need to think about this one, too...

Here's a comparison of the G26 and a Smith 442 size:



As mentioned above, the mouse advocates like to tell us that *most* problems can be solved with a low capacity anemic small-caliber pistol. They'll say that *most* unpleasant incidents are resolved simply by displaying a gun. They'll say that *many* incidents are resolved as soon as the first shot is fired. They'll explain that *often* as soon as one assailant is shot the rest, no matter how numerous, will run away rather than press the fight.

And you know, they may be right. The *odds* are that a mouse gun really will be enough gun for me to get through life. **Of course, if we want to talk about odds then why carry a gun at all?** Most people will never need one at all regardless of size, caliber, capacity, and the rest. If we really want to play a numbers game we can save ourselves a ton of money and effort and skip carrying altogether.

But if I'm not going to play the odds, it's intellectually dishonest to talk about 2% chances as opposed to 1% chances. Heck, the way I look at it, if fate is having her way with me then I'd rather be prepared for as much as I can be rather than some statistical average. The problem with statistical averages is that half the time you end up on the wrong side...

In some circles there is also a certain sense of *coolness* that comes from carrying a minimalist sidearm. Let's face it, what's cooler: hunting a lion with a .375 Magnum rifle or hunting a lion with a Bowie knife? But cool or not, personally if I found a lion stalking around my kitchen I'd prefer the rifle. My handgun isn't meant to be a fashion statement. It's meant to be a handgun.-

Editor's Note: Yes, some people do work in an environment where there would be drastic career consequences if caught armed. However, there are many more hours each week that they are not at work. When not at work, there is little excuse to be under-equipped .

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**Scenario:**

**Pedro fails high school English.**

**1957** - Pedro goes to summer school, passes English and goes to college.

**2007** - Pedro's cause is taken up by state. Newspaper articles appear nationally explaining that teaching English as a requirement for graduation is racist. ACLU files class action lawsuit against state school system and Pedro's English teacher. English banned from core curriculum. Pedro given diploma anyway but ends up mowing lawns for a living because he cannot speak English.

**Scenario:**

**Johnny takes apart leftover firecrackers from 4th of July, puts them in a model airplane paint**

**bottle, blows up a red ant bed.**

**1957** - Ants die.

**2007**- ATF, Homeland Security, FBI called. Johnny charged with domestic terrorism, FBI investigates parents, siblings removed from home, computers confiscated, Johnny's Dad goes on a terror watch list and is never allowed to fly again.

**Scenario:**

**Johnny falls while running during recess and scrapes his knee. He is found crying by his teacher, Mary. Mary hugs him to comfort him.**

**1957** - In a short time, Johnny feels better and goes on playing.

**2007** - Mary is accused of being a sexual predator and loses her job. She faces 3 years in State Prison. Johnny undergoes 5 years of therapy.

**Coaching is one of the essential skills covered in depth in our instructor development course. Here, one student coaches another during live fire exercises.**

