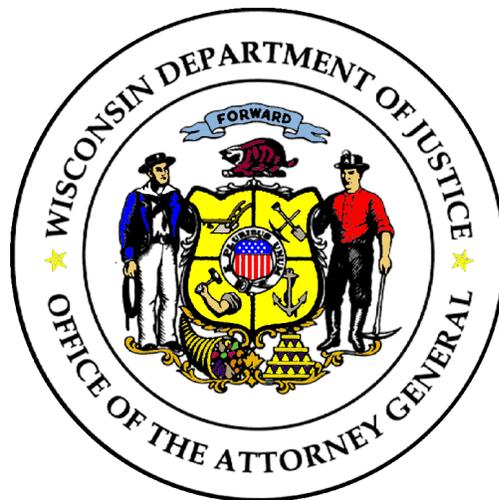


# Firearm Safety Course

*A training course for civilians desiring  
to obtain a concealed carry license*

## Instructor Guide



**Wisconsin Department of Justice  
July 2016**

## Competencies and Learning Objectives

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This course meets the training requirements of Wis. Stat. § 175.60(4), License to carry a concealed weapon. DOJ-certified instructors are required to cover the following course competencies and learning objectives in this course.

1. Accept responsibility for firearm safety in your home and in public.
  - a. Adhere to firearm safety rules.
  - b. Identify safe firearm and ammunition use, handling, transport, and storage.
  - c. Advise your family on the safety rules for weapons in your home.
  - d. Advise your children what to do when they come across a weapon.
  - e. Review Wis. Stat. § 948.55, Leaving or storing a loaded firearm within the reach or easy access of a child.
  
2. Analyze considerations regarding the carry of a concealed weapon.
  - a. Identify ways to conceal a weapon.
  - b. Maintain control of your weapon.
  - c. Review techniques for avoiding and controlling violent confrontations.
  - d. Demonstrate what to do when you encounter law enforcement.
  
3. Review legally permissible possession, transportation, and use of firearms, including use of deadly force.
  - a. Review Wis. Stat. § 939.48, Self defense and the defense of others.
  - b. Review Wis. Stat. § 939.49, Defense of property and protection of retail theft.
  - c. List the locations where you cannot carry concealed.
  
4. Recognize the Wisconsin Department of Justice process for obtaining, maintaining, and renewing a concealed carry license.
  - a. Complete an application to obtain a permit to carry concealed.
  - b. Collect the items needed to be submitted with the application.
  - c. Review the process for renewing the license.
  - d. Provide a change of address when necessary.

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## Instructor Overview

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This course is designed for civilians who wish to meet the training requirements to obtain a concealed carry license. This course meets the training requirement specified in Wisconsin State Statute 175.60(4).

This is the required course curriculum for instructors certified by the Wisconsin Department of Justice. As a model curriculum it is freely available for use by other certified instructors. Those instructors, however, are not permitted to represent themselves or the course as certified by the Wisconsin Department of Justice.

DOJ-certified instructors are only certified while teaching DOJ curriculum. However, the DOJ does not prohibit DOJ-certified instructors from adding additional time and content outside the course. For example, a DOJ instructor could teach an eight-hour class consisting of this four-hour Firearm Safety Course and four hours of basic handgun operation. Any added content is the sole responsibility of the instructor and will take additional time—added curriculum cannot replace existing mandatory curriculum.

DOJ-certified instructors must utilize the student Course Certificate template provided by the DOJ and available on WILENET. DOJ-certified instructors should issue an additional certificate for any training they provide in excess of the Firearm Safety Course, as the DOJ certificate only documents the core curriculum.

Instructors must ensure their course covers all of the Competencies and Learning Objectives. You may use the teaching guidelines that follow, or create your own plan that addresses all of the course competencies and learning objectives. All instruction must be conducted face-to-face. Successful completion of the Firearm Safety Course occurs when the student has attended the entire course and has met each of the learning objectives. DOJ instructors must utilize the mandatory written exam and performance assessment task.

## DOJ Instructor Certification Requirements

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*Note: This is a brief summary of Administrative Code JUS 17. You should refer to JUS 17 for a comprehensive discussion of this topic.*

The DOJ certifies instructors to teach the Firearms Safety Course in the following manner. Potential instructors must already be certified as Firearm instructors by the Law Enforcement Standards Board. In addition, Firearm Safety Course instructors must be eligible to carry a concealed weapon under Wis. Stat. § 175.60(3). Note: not all LESB-certified Firearm instructors will meet the eligibility requirements of § 175.60(3).

Instructors that meet all of the above requirements are certified to teach the Firearm Safety Course. When an instructor's LESB certification expires or becomes invalid, or the instructor is no longer eligible for a Wisconsin CCW license (moves out of state, becomes subject of injunction or bond condition, etc.), the instructor is required to notify the DOJ Training and Standards Bureau within 48 hours, and the Firearm Safety Course instructor certification shall be suspended or revoked as applicable.

## Course Materials and Documentation

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### Course Overview

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This course is divided into four modules, each addressing a course Competency:

- Firearm Safety
- Safe Carry Considerations
- Legal Implications of CCW
- CCW Licensing

The Department of Justice has prepared course materials to assist you in instructing this course. You may supplement your course with additional materials, if desired.

This course is a *minimum* of four hours long. **To complete this course in four hours, instructors must strictly limit their teaching to the course competencies and learning objectives, and must ensure the instructor/student ratio is small enough to allow efficient student evaluation.** If the instructor permits the class size to overwhelm the instructor’s ability to answer questions and evaluate student comprehension, or does not strictly limit the materials covered, this course will require more than four hours. *Please note: merely giving students four hours of instruction does not satisfy the course requirements—students must cover all of the competencies and learning objectives and then be evaluated.* Any additional instruction, or a high number of students to evaluate, will require additional time.

Here is an example of how time might be delegated to each module within a four hour class. You may adjust or increase the amount of time spent in each module.

Topic	Time	Length
<b>Course Introduction &amp; Firearm Safety</b>	0800 – 0915	75 min
<b>Break</b>	0915 – 0920	5 min
<b>Safe Carry Considerations</b>	0920 – 1000	45 min
<b>Break</b>	1005 – 1010	5 min
<b>Legal Implications of CCW</b>	1010 – 1100	50 min
<b>Break</b>	1100 – 1105	5 min
<b>CCW Licensing</b>	1105 – 1130	25 min
<b>PAT and Written Exam</b>	1130 – 1200	30 min

*This instructor guide is not intended to be a lesson plan for an instructor.* Instead, it serves as the basis for an instructor’s lesson plan. That is, you are expected to prepare an individual lesson plan which reflects your specific and detailed plan for instructing this course. There are certain activities you are required to do, but you are authorized to plan other effective ways to instruct. For example, an instructor could simply lecture using the PowerPoint presentation. However, the instructor could combine parts of the PowerPoint presentation with the “Suggested Questions or Problems for Discussion” and/or “Learning Activities” shown in each module.

The provided PowerPoint addresses all four modules. Within each module it previews the material, provides discussion points and key instructor notes, refers to any suggested student activities, and ends with an informal formative assessment that highlights some important parts of the material.

Regardless of how the course is taught, the instructor must administer the Performance Assessment Task and final written exam at the end of the course.

## Course Materials

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A complete list of available course materials is shown in Appendix A. You may download those materials from WILENET’s “Training Center.” Most of these materials are also available to the public on the Department of Justice website.

Each student must receive a copy of the Student Guide. Additionally, you will award the designated Course Certificate upon successful completion of the course.

You may elect to provide students with additional handouts and resources, available to you in the Course Materials. You may supplement DOJ resources with your own materials.

## Course Documentation

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You must keep records of your instruction. You will find this critical in the event of civil litigation where the adequacy of your training is an issue. It is also necessary if students lose their course certificate or the DOJ requests confirmation of a student’s successful completion of your course. It is good practice to individually document each course in a separate file every time you instruct this course.

At a minimum, your course documentation should include:

- Course information including date, location, time, and names and assignments of any assisting instructors.
- Individualized written lesson plan for the course.
- Student roster with student names, addresses, and phone numbers, whether or not the student successfully completed the course.
- Signed attendance roster.
- A copy of all materials displayed or distributed to students, such as PowerPoints, videos, the student guide, and any handouts provided to students.
- Each student’s mandatory performance assessment task scoring guide.
- Each student’s final written exam.
- Documentation of any student’s remediation required for the student to complete the course.

## Lesson Planning

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You must cover all of the competencies and learning objectives for this course and must conduct the mandatory performance assessment task and written exam. Beyond that, you may decide how you will best instruct so that students will learn most effectively. This instructor guide lists required and suggested methods for effective instruction.

You should prepare an individualized written lesson plan for your instruction. It is a formal method of documenting your work as an instructor. It can be fairly basic or very detailed. Your lesson plan not only serves as a guide to you for your instruction, so that students will learn most effectively, but is also a

record of your work as an instructor. The lesson plan should generally include information on the following:

- Number of hours of training;
- Competencies and Learning Objectives covered in the instruction;
- Performance standards, including performance assessment tasks that students performed;
- Instructional methods and learning activities, such as lecture, discussion, exercises, case studies, skills practices, scenarios and simulations;
- Assessment and evaluation activities, including cognitive testing and skills demonstrations.

## Safety Plan

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Develop a written safety plan. This course requires students to demonstrate how to safely handle and unload a handgun. You will have to determine whether to allow students to bring their own handgun, or whether you will provide the handguns with which students will practice and test. Your safety plan must account for students who have no prior handgun experience. The following practices should be described in your safety plan:

- Inspect the training site for presence of ammunition, firearms, or other safety hazards before class begins.
- If students are allowed to provide their own handgun, establish an inspection site at the entrance to the training room. Ensure every weapon entering the site is unloaded, and do not permit ammunition to enter the training site.
  - Assign a safety officer to physically inspect each handgun and carrying case for the presence of any ammunition. If students brought any ammunition, direct them to take it out to their car.
- Ensure that every student handling a handgun is closely monitored and uses a safe backstop. You will have to plan whether students will be instructed and will practice one-at-a-time, in small groups, or as a class. The training site, number of students, and number of assistant instructors will determine what can be performed safely.
- Never use live ammunition in this course. You must ensure no live ammunition is present. Use inert dummy rounds that you can easily discern from live rounds. Examples include Triple-K™ Deluxe Snap Caps and Precision Gun Specialties™ Saf-T-Trainers. To prevent issues, ensure you have dummy rounds for all common handgun calibers.
- Ensure your plan includes an appropriate instructor/student ratio for hands-on training.

## Student Considerations

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As a LESB-certified Firearms Instructor, you have received at least 40 hours of Firearm Instructor training. You may have attended a 32-hour Instructor Development Course, and you attend annual Unified Tactics Instructor updates. Your competence to teach this course is unquestioned.

However, you should recognize that the students you will meet in this course may not be similar to the students you have taught in the past. If you primarily perform in-service training, you may teach officers with years of firearm experience. If you teach at an Academy, you generally instruct young students who are willing to do it your way. The students attending a Firearm Safety Course may be a much more diverse group. Some of the attendees may have years of high-level competition shooting experience while others have no firearm experience at all. Some attendees may be overconfident in their

own ability to safely handle firearms, while others could require additional support to achieve success. Few of them will have previous formal training in the issues and legalities surrounding the use of force. Some students may bring unexpected expertise in particular course subjects. Respect the experience, diversity, and inherent challenge of such a group.

## Student Evaluation

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Students must successfully pass two mandatory evaluations to complete this course:

1. Performance Assessment Task. The student must demonstrate how to safely and appropriately handle and unload a pistol or revolver. The instructor shall either provide suitable handguns or arrange for students to provide their own.
2. Written Exam. The student must score at least 80% on a multiple-choice exam.

Failure to successfully complete both of these tasks shall constitute failure to complete the course.

If a student fails the mandatory performance assessment task the instructor may choose to provide remediation and allow the student one additional attempt after all other students have been assessed. The nature of this remediation should be carefully documented in the course file. A second failure of this PAT shall result in the student failing the course and requires the student to re-take the entire course to achieve completion.

If a student fails to achieve 80% on the multiple choice exam, the instructor may choose to allow the student to study the course materials and re-take the exam at a later date.

Informal formative assessment should occur, at a minimum, at the end of each course module. This will assist student learning and retention.

## Introducing the Course

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As students arrive, ensure your safety plan is in operation.

During the instructor introduction, introduce yourself and any assistants. A brief summation of your qualifications to teach the course may be appropriate.

When possible, student introductions will help establish a two-way communication pattern between you and your students, and among the students themselves. This will assist in cooperative and collaborative learning.

Inform your students of facility requirements, location of restrooms, smoking areas, etc. Explain that there will be multiple breaks during the course, but the short course length demands breaks be kept on time. Request cell phones to be shut off or put on vibrate.

Each student must receive a copy of the Student Guide and a license application. You may choose to distribute additional handouts, either at the beginning of the course or as they come up for discussion. You may choose to create a student template for the “family safety plan” exercise, and it may be helpful to have copies of the DOJ’s Frequently Asked Questions document available.

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## Module A: Firearm Safety

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This lengthy module provides instruction on firearm safety, both when handling a firearm and in storage and around family members. Key learning points are the four fundamental firearm safety rules and safety considerations, how to determine if a handgun is loaded, how to unload your handgun, and how to store firearms safely at home, particularly around children.

### *Competencies and Learning Objectives*

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Accept responsibility for firearm safety in your home and in public.

- a. Adhere to firearm safety rules.
- b. Identify safe firearm and ammunition use, handling, transport, and storage.
- c. Advise your family on the safety rules for weapons in your home.
- d. Advise your children what to do when they come across a weapon.
- e. Review Wis. Stat. § 948.55, Leaving or storing a loaded firearm within the reach or easy access of a child.

### Learning Activities

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#### In-class exercise: Safely Unload a Handgun

Ensure your safety plan remains in operation. Students will be given time for guided hands-on practice in unloading a pistol or revolver. If you are providing the handguns, have several types available. (Minimum would probably be a double-action revolver, single-action auto, and double-action-only auto.) Demonstrate how to unload each weapon and how to make each safe. Have each student select the weapon most similar to what they will be carrying and have each student demonstrate how to unload the weapon and how to make it safe.

#### In-class exercise: Develop Your Family Safety Plan

Discuss with the class how to create a safety plan in their home including safety rules. Allow them some time to create a plan for their home/vehicle or wherever they will store their weapon. Students might work individually or in small groups, and might share concerns, ideas, or possible solutions. They should write this down and leave the class with a completed plan. You might provide a template or list of questions that students should consider, such as:

- Should the weapon be kept loaded or unloaded?
- Should the weapon be kept locked up when it is in the house?
- What safety measures does the weapon have and how should they be set?
- What happens if a family member finds the weapon not safe?
- What should the children do if they find a weapon?

## Suggested Questions or Problems for Discussion

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Time will severely restrict in-depth discussion of topics beyond the learning objectives. Although handgun nomenclature and different kinds of handgun actions are introduced, this is not a firearms *training* course. This course provides only a very broad introduction to handguns. For example, you are unlikely to have time for a large-group discussion of the differences between single action, double action, and double-action-only pistols.

A discussion emphasizing the dangers of complacency may be worthwhile, particularly in classes with a high percentage of experienced firearm owners. The news story (in the Student Guide) describing Joshua Lesnick's death serves as a useful discussion point for experienced firearm owners and parents with children.

Although it may seem self-evident, instructors should evaluate their individual course climate and try to determine whether additional time spent discussing alcohol-involved negligence is worthwhile. Examples are provided in the instructor resources.

## Evaluation/Assessment

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The PowerPoint provides opportunity for informal formative assessment at the end of the module. Instructors may substitute other questions or review materials in an alternate manner.

- The Four Fundamental Rules of Firearm Safety:
  1. Treat...
  2. Never...
  3. Keep...
  4. Know...
- Alcohol, illegal drugs, and prescribed drugs—which are ok?
- Why is a Family Safety Plan important?
- What are some different ways you can lock up your gun?

Note: successfully unloading a handgun during the guided practice session in this module does not satisfy the mandatory Performance Assessment Task. The PAT is designed as a summative “final exam.” Performing this skill in supervised practice is not the same as completing it independently.

## Module B: Safe Carry Considerations

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This short module should introduce safe carry methods to assist in preventing accidental discharges. It also introduces methods that will help students avoid lethal force incidents, and how to interact with law enforcement.

### Competencies and Learning Objectives

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Analyze considerations regarding the carry of a concealed weapon.

- a. Identify ways to conceal a weapon.
- b. Maintain control of your weapon.
- c. Review techniques for avoiding and controlling violent confrontations.
- d. Demonstrate what to do when you encounter law enforcement.

### Learning Activities

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#### In-class exercise: Demonstrate Interaction with Law Enforcement

This is a brief module. If time allows, you may consider having students “pair up” or work in small groups for a brief role-play. This provides students with an opportunity to actually practice informing an officer that the student is armed. If you use this activity, consider giving the “officer” a script for the traffic stop. For example, “Hello, I’m Officer Doe with the Anytown Police Department. I’m stopping you for speeding. Can I see your driver’s license?”

### Suggested Questions or Problems for Discussion

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Time will severely restrict in-depth discussion of topics beyond the learning objectives. Although carry methods are introduced, this is not a firearms *training* course. This course provides only a very broad introduction to safe methods and alerts students that unsafe methods are portrayed in the media and sold over the counter.

Ask the students for ideas on how to maintain control of their weapon. They may come up with suggestions like: don’t tell people (other than law enforcement) that you are carrying, don’t show your weapon to people you don’t want to see it, don’t remove the weapon unless you feel that you will be using it, get out of the situation that may cause you to want to use it, etc.

Have small groups think of situations where they might feel the need to use their weapon. Then, have the groups switch scenarios. The new group should come up with responses or ways to avoid needing to use a weapon in that scenario. The responses could include answers like they should have walked away at an earlier point, they shouldn’t have been walking alone, they shouldn’t have said what they did, or that it was an unavoidable situation and force may be necessary.

## Evaluation/Assessment

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The PowerPoint provides opportunity for informal formative assessment at the end of the module. Instructors may substitute other questions or review materials in an alternate manner.

- Why do you want to use a holster?
- Name a method of carrying a gun, and identify its relevant safety considerations.
- How can you increase your control over your weapon?
- What's the best way to survive a lethal incident?
- Describe situational awareness and mental preparedness.
- What should you do when you encounter an officer?

## Module C: Legal Implications of CCW

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This lengthy module examines the concealed carry law, including where you can and cannot carry a handgun. It also promotes the students' legal safety by informing them when they may have justification to use their weapon, and by cautioning them against intervening in non-critical situations.

Note that this course is designed to address handgun carry considerations. Knives, rifles, shotguns, and other weapons may be subject to other laws which are not addressed in this course.

### *Competencies and Learning Objectives*

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Review legally permissible possession, transportation, and use of firearms, including use of deadly force.

- a. Review Wis. Stat. § 939.48, Self defense and the defense of others.
- b. Review Wis. Stat. § 939.49, Defense of property and protection of retail theft.
- c. List the locations where you cannot carry concealed.

### Learning Activities

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#### In-class exercise: Lethal Force Decision-Making

The discussion about when deadly force is justifiable will be eye-opening for many students. Although this is a safety course, and not a training course, you may consider whether performing a role-play or having students critique a video would help them improve their legal safety. The only training many students will have received is via television, where gunfights are carefully choreographed, lengthy affairs, and where defenders may seldom be held accountable for errors in judgment.

### Suggested Questions or Problems for Discussion

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In certain situations the “castle doctrine” presumes the use of deadly force to be lawful. However, there are many examples of people who have shot “intruders” that turned out to be family members. This topic provides an opportunity to review/reinforce the importance of properly identifying your target. Multiple examples of mistaken-identity shootings are shown in Appendix A.

You may choose to note that the “castle doctrine” requires the person to be present in the location being forcibly entered. For example, the castle doctrine doesn't authorize shooting someone breaking into an unoccupied vehicle. Finally, the castle doctrine does not justify continued use of deadly force against an intruder when that intruder is no longer in the actor's dwelling.

The Adams County Sheriff's Department press release included in the instructor materials provides two discussion points: what should students consider before intervening to defend property; and what are the risks of pursuing a fleeing criminal?

## Evaluation/Assessment

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The PowerPoint provides opportunity for informal formative assessment at the end of the module. Instructors may substitute other questions or review materials in an alternate manner.

- Where are you prohibited from carrying a handgun?
- Can businesses post signs that prohibit you from carrying a weapon?
- You may only use lethal force when you are in \_\_\_\_\_ danger of \_\_\_\_\_ or \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_  
What is preclusion?
- Can you use lethal force to defend property?

## Module D: CCW Licensing

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This module provides an overview of what the CCW license is, how to apply, and how to maintain and renew the license.

### *Competencies and Learning Objectives*

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Recognize the Wisconsin Department of Justice process for obtaining, maintaining, and renewing a concealed carry license.

- a. Complete an application to obtain a permit to carry concealed.
- b. Collect the items needed to be submitted with the application.
- c. Review the process for renewing the license.
- d. Provide a change of address when necessary.

### Learning Activities

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#### In-class exercise: Complete an Application

Provide students with the application. If your class has access to many computers, you may choose to have the students examine and/or complete the application online rather than using the paper form. Points to address:

- The paper form requires multiple signatures across multiple pages.
- The online form requires CAPTCHA verification including the selection of photos matching the description provided in the instructions.
- Note that applicants are acknowledging they have read and understand the many statutes shown—these were discussed in this class.

### Suggested Questions or Problems for Discussion

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Discuss each of the fields that need to be completed in the application and what information students should put in each field.

### Evaluation/Assessment

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The PowerPoint provides opportunity for informal formative assessment at the end of the module. Instructors may substitute other questions or review materials in an alternate manner.

- What could cause your license to be suspended or revoked?
- What must you do if your license is suspended or revoked?
- Does your license allow you to possess a weapon if you are otherwise prohibited from possessing a weapon?
- What must you do if you move?
- How do you renew your license?

## Final Exams

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### Overview of Module

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Students must successfully pass two mandatory evaluations to complete this course:

1. Performance Assessment Task. The student must demonstrate how to safely and appropriately handle and unload a pistol or revolver. The student is permitted to select which type of handgun they use.
2. Written Exam. The student must score at least 80% on a multiple-choice exam.

### Performance Assessment Task

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The complete PAT is shown in Appendix B. Ensure the safety plan is in place. Each student must individually complete this PAT. The instructor should retain each student's PAT evaluation document with the permanent course document file.

### Written Exam

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The written exam, answer sheet, and answer key are only available to LESB-certified instructors. These instructors may access the exam and answer key in WILENET's Training Center.

The instructor should consider personally scoring the answer sheets, or use an alternative that ensures the validity of the score.

Instructors can rapidly score tests by placing the answer key underneath the student response sheet and holding both up to the light. Discrepancies will be quickly noted.

If the instructor re-uses the same exams, ensure students haven't marked answers on the exam sheet instead of the answer sheet.

### Certificate of Completion

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DOJ-certified instructors must use the designated Course Completion Certificate located in WILENET's Training Center. This certificate shall be awarded only after successful completion of both the PAT and the written exam.

## Appendix A: Instructor Resources

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The following resources are available to DOJ-certified instructors in WILENET's "Training Center." These resources are also available on the public DOJ concealed carry webpage, in Adobe Acrobat format.

### Core Materials:

- Firearm Safety Course: Student Guide
- Firearm Safety Course: PowerPoint
- Firearm Safety Course: Instructor Guide
- Firearm Safety Course: Syllabus
- Course Certificate Template
- Written Exam

### Supplemental Materials:

- Wis. Dept. of Justice press release – Jordan J. Walker
- Criminal complaint – Jordan J. Walker
- Adams County Sheriff's Office press release – August 9, 2011
- Madison Police Department press release – August 1, 2011
- *Charges filed in River Falls shooting death*, Eau Claire Leader Telegram, June 29, 2011.
- *Kinston officials: off duty officer accidentally shoots daughter*, WISN TV, December 5, 2011.

### Other Supporting Materials:

#### *Safety Plan:*

- Live ammunition was present while malfunction drills were being practiced – either on a range without ballistic control, or with live ammunition in a classroom: <http://www.cbsnews.com/news/owner-ohio-gun-store-kayjay-gun-shop-fatally-shot-concealed-carry-class-amelia>. The accidentally-fired round killed the gunshop owner in the next room (downloaded July 5, 2016)

#### *Module A:*

- *3-year-old boy kills self with gun found in car during stop at Washington gas station*, Yahoo News, March 14, 2012. Three recent examples—all from 2012—where children were injured or killed following retrieval of an unsecured gun from a vehicle. <http://news.yahoo.com/3-old-boy-kills-himself-gun-found-car-164348519.html>.
  - Additional details regarding the 3-year old: <http://www.king5.com/news/Charges-in-Tacoma-toddler-shooting-144495945.html>.
  - Additional details regarding the gun brought to school: <http://www.king5.com/news/cities/bremerton/Mother-of-Bremerton-school-shooter-faces-judge-142772045.html>.
- Careless gun handling – two of which resulted after taking “selfies” – that resulted in criminal charges, serious injury, or death:
  - *Janesville man fires gun trying to take selfie, police say*, WISC-TV, September 15, 2015. This man was arrested after he allegedly fired a round through an apartment wall. <http://www.channel3000.com/news/janesville-man-fires-gun-trying-to-take-selfie-police-say/35282248>

- *Milwaukee man dies after accidentally shooting himself in leg*, Milwaukee Journal Sentinel, August 21, 2015. This man died after improperly re-holstering a firearm. <http://www.jsonline.com/news/milwaukee/milwaukee-man-dies-after-accidentally-shooting-himself-in-tleg-b99561550z1-322524181.html>

#### *Wisconsin Examples of Children Who Found and Discharged Handguns:*

- *No charges in accidental shooting of 4-year-old*, Milwaukee Journal Sentinel, May 23, 2014. <http://www.jsonline.com/news/crime/no-charges-in-accidental-shooting-death-of-4-year-old-b99276835z1-260453751.html>.
- *Guilty: Grandmother of four-year-old boy who shot himself in the head reaches a plea deal*, Fox 6 News, November 4, 2014. <http://fox6now.com/2014/11/04/guilty-grandmother-of-four-year-old-boy-who-shot-himself-in-the-head-reaches-a-plea-deal/>
- *Father charged for leaving guns accessible after boy's fatal shooting*, Milwaukee Journal Sentinel, January 28, 2015. <http://www.jsonline.com/news/wisconsin/father-charged-for-leaving-guns-accessible-after-boys-fatal-shooting-b99435084z1-290133191.html>
- *4-year-old accidentally shoots uncle with gun found on floor*, Milwaukee Journal Sentinel, January 30, 2015. <http://www.jsonline.com/news/crime/4-year-old-accidentally-shoots-uncle-with-gun-found-on-floor-b99436190z1-290355081.html>
- *Madison police: Boy took gun from unlocked vehicle*, Madison.com, July 24, 2015. [http://host.madison.com/news/local/crime\\_and\\_courts/madison-police-boy-took-gun-from-unlocked-vehicle/article\\_d04bfb2f-ed13-599e-ba87-7613c8114146.html](http://host.madison.com/news/local/crime_and_courts/madison-police-boy-took-gun-from-unlocked-vehicle/article_d04bfb2f-ed13-599e-ba87-7613c8114146.html)
- *Driver killed after being shot by child in back seat in Milwaukee*, Milwaukee Journal Sentinel, April 26, 2016. <http://www.jsonline.com/news/traffic/police-investigation-closes-highway-175-sb-north-of-miller-park-b99713828z1-377138511.html>

#### *Module B:*

- *Police urge holster use after man shoots his own penis*, Arizona Republic, August 7, 2011. <http://www.azcentral.com/community/chandler/articles/2011/08/07/20110807cr-penisshot0811.html>

#### *Module C:*

- *Hobe Sound man guilty of impersonating an officer*, Palm Beach Post, July 23, 2005. An example of prosecution for impersonating an officer, using evidence of a badge *that wasn't even displayed* to help gain the conviction: [http://findarticles.com/p/news-articles/palm-beach-post/mi\\_8163/is\\_20050723/hobe-sound-guilty-impersonating-officer/ai\\_n51885725/](http://findarticles.com/p/news-articles/palm-beach-post/mi_8163/is_20050723/hobe-sound-guilty-impersonating-officer/ai_n51885725/)
- *Off-Duty Cop Accidentally Shoots Daughter*, CBS News, February 11, 2009. An example of the importance of identifying your target before shooting, especially relevant with the “castle doctrine.” <http://www.cbsnews.com/stories/2007/05/30/national/main2867791.shtml>
- Two examples of people dying after being shot in the leg. This reinforced that gunshots are always deadly force, even if the shooter “just wanted to ‘wing’ them.”
  - *Milwaukee man dies after accidentally shooting himself in leg*, Milwaukee Journal Sentinel, August 21, 2015. This man died after improperly re-holstering a firearm. <http://www.jsonline.com/news/milwaukee/milwaukee-man-dies-after-accidentally-shooting-himself-in-tleg-b99561550z1-322524181.html>

- *Former Yates Basketball Star Fatally Shot, Possibly During Burglary*, ABC13 News, December 30, 2015. <http://abc13.com/news/former-yates-basketball-star-fatally-shot-possibly-during-burglary/1140877/>

*Module D:*

- Wisconsin DOJ Concealed Carry website:  
<https://concealedcarry.sg.doj.wi.gov/ccwonline/index.html>

### \* Demonstrate how to handle and unload a handgun.

<b>Environment</b>	Classroom
<b>Strategy</b>	Demonstration
<b>Evaluators</b>	Instructor

#### Target Competency

**Accept responsibility for firearm safety in your home and in public.**

#### Directions

This performance assessment task requires you to safely handle and unload a semi-automatic pistol or revolver. The criteria for passing this mandatory exam is simple: all handling and unloading must conform to all four rules of firearm safety.

When the instructor tells you to begin, you will pick up the handgun, determine whether it is loaded, unload it and render it visibly safe. Violation of any of the four safety rules during this process will result in failing the performance assessment task.

#### Scenario/Prompt

The student's task is to pick up a handgun (pistol or revolver, at student's discretion), determine whether it is loaded, and upon finding it loaded, unload it and put it into a "visibly safe" mode (i.e. cylinder open for revolvers; magazine removed and slide locked to the rear for pistols). During all steps of the exercise the student must obey all four rules of firearm safety.

## **Directions to Evaluator**

Items required for this PAT:

- 1) a double-action revolver
- 2) a semi-automatic pistol
- 3) solid inert "dummy" rounds for revolver and pistol. LIVE AMMUNITION IS NOT PERMITTED UNDER ANY CIRCUMSTANCES.

To evaluate each student, the instructor shall allow the student to choose whether they will demonstrate their competence using a double-action revolver or a semi-automatic pistol. The student should be encouraged to select the same type of action as the student intends to carry concealed. The instructor shall then "load" the selected handgun with solid plastic inert dummy rounds. (For revolvers, at least one inert dummy round shall be inserted into the cylinder. For semi-automatic pistols, one inert dummy round shall be chambered, and one inert round shall be placed into the magazine.)

To successfully pass this exercise, the student must obey the four firearm safety rules at all times, and perform the following actions: pick up the handgun, immediately determine whether it is loaded, and unload the handgun.

### **Revolver process:**

pick up the handgun while keeping it pointed in a safe direction with the finger outside the trigger guard.

- 1) open the cylinder.
- 2) visually and physically examine the cylinder chambers and recognize the revolver is loaded.
- 3) eject all dummy rounds using the ejector rod, placing the ammunition in a separate location.
- 4) set the handgun down with the cylinder open.

### **Pistol process:**

pick up the handgun while keeping it pointed in a safe direction with the finger outside the trigger guard.

- 1) remove the magazine
- 2) rack the slide to the rear (do not capture the ejected round) and visually and physically check the chamber for ammunition.
- 3) remove the dummy round from the magazine, retrieve the ejected round, and place the ammunition in a separate location.
- 4) set the handgun down with the slide locked back and the magazine removed.

The instructor shall complete a scoring guide for each student. Any criteria marked "not met" indicates the student failed this performance assessment task.

<b>Scoring Guide - Revolver</b>			
	<b>Criteria</b>	<b>Ratings</b>	
1.	Student picks up revolver while keeping it pointed in a safe direction with finger outside the trigger guard.	met	not met
2.	Student opens the cylinder and recognizes presence of ammunition (dummy round).	met	not met
3.	Student ejects dummy round(s) using the ejector rod and places the ammunition in a separate location away from the revolver.	met	not met
4.	Student puts the revolver down with the cylinder still open.	met	not met

**Grade** \_\_\_\_\_

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Comments:**

<b>Scoring Guide - Pistol</b>			
	<b>Criteria</b>	<b>Ratings</b>	
1.	Student picks up pistol while keeping it pointed in a safe direction with finger outside the trigger guard.	met	not met
2.	Student removes magazine first (before racking slide in next step).	met	not met
3.	Student racks slide to the rear and visually & physically examines chamber.	met	not met
4.	Student puts the handgun down with magazine removed and slide locked to the rear.	met	not met
5.	Student removes ammunition from magazine, retrieves ejected round, and places the ammunition in a separate location away from the pistol.	met	not met

**Grade** \_\_\_\_\_

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Comments**