



FIELDCRAFT
SURVIVAL

FAMILY FIREARM SAFETY



TRAINING GUIDE

AMBER ELLE X FIELDCRAFT SURVIVAL

FOUR RULES OF GUN SAFETY

RULE 1: TREAT ALL GUNS AS IF THEY ARE ALWAYS LOADED.

1. Show and explain the parts of a pistol and a long gun (see page 3)
2. Explain how the gun works: "This is called ammunition. When we place this into the proper place in a gun it can be shot with great force and go into whatever our gun is pointed toward."
3. Ask children when this type of movement of energy would be beneficial? (Responsible hunting, target practice, recreational trap shooting, shooting competitions, self defense)
4. Ask children when this type of movement of energy would not be beneficial (When the gun is being used by someone who is not familiar with its operation or who has bad intentions).
5. Explain that guns are tools used for many reasons, and that they are extremely powerful. Begin to instill an understanding of respect for all firearms.
6. Talk through scenarios where they may find a gun (at a friend's house, in a barn, in a vehicle, hidden at a park) and explain that they should never assume the gun does not have ammunition ready to fire or is safe to handle.

RULE 2: NEVER LET THE MUZZLE POINT AT ANYTHING YOU ARE NOT WILLING TO DESTROY.

1. Use the previous teachings of gun parts to describe how the bullet, when shot, exits through the muzzle, or the hole in the front of the gun. (This is an important discussion so that children understand never to point the gun towards themselves like many naturally tend to do)
2. Explain the word "flagging" and how we use that to refer to anything our gun's muzzle sweeps across.
3. Set a light or a laser pointer parallel with your unloaded gun barrel and show through natural movements how many things can easily find themselves in front of the muzzle or being "flagged" just through simple movement. Then show how intentional movement of the gun and being mindful of everything and everyone around you can help avoid accidental flagging.



FOUR RULES OF GUN SAFETY

RULE 3: KEEP YOUR FINGER OFF THE TRIGGER UNTIL YOUR SIGHTS ARE ON TARGET AND YOU HAVE MADE THE DECISION TO SHOOT.

1. Have children make a fist. Explain that the closing of the fingers is as instinctive and natural to humans as breathing especially when frightened or startled. Since holding a gun requires us to ergonomically clinch our fist, accidentally squeezing the trigger once our finger is placed there is a reality.
2. Have everyone hold a toy nerf gun and ensure everyone has proper trigger discipline (holding trigger finger parallel to gun barrel) Have a series of exercises prepared (run in place, jumping jacks, crawling under chairs, etc.). Call "Pause" every few minutes to check trigger discipline. Celebrate wins!

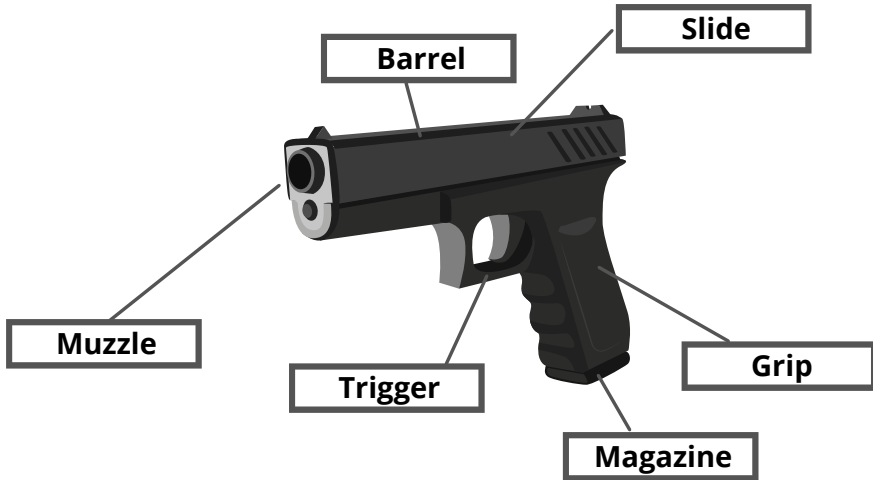
RULE 4: BE SURE OF YOUR TARGET AND WHAT IS BEHIND IT

1. Show children a cartridge (bullet) and explain how when things move very fast and are suddenly stopped they transfer all of their fast energy into the object that stops them. Ask them how they think it would feel if they used their body to stop a well thrown baseball, ask them what happens to bowling pins when a ball is rolled into them, or come up with your own fun way to showcase a transfer of energy. Make sure to stress how much more speed is behind a bullet, no matter how small it may seem.
2. Set up a foreground object like a book, a large stuffed animal, or another object that is easy to see. Place a few other objects behind it in various places. Have the child stand 10 feet in front of primary object with their eyes focused on said object, then have them name to you the objects found in the background. Explain to them that bullets have the potential to affect anything behind our main target and it is an important practice to recognize always what is in the background.

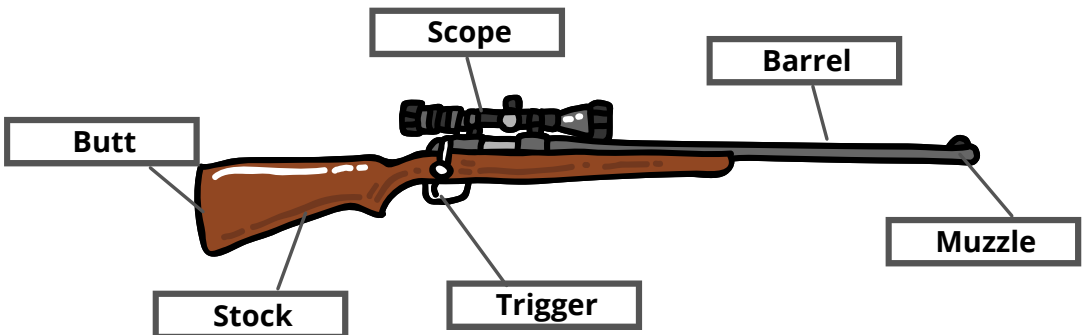


BASIC GUN PARTS

Pistol or Handgun



Long Gun



OTHER SUGGESTIONS AND RESOURCES

1. **SHOW YOUR YOUNG CHILDREN THE EDDIE EAGLE VIDEO** PUBLISHED BY THE NRA.
2. **SHOW YOUR CHILDREN PHOTOS OR EXAMPLES OF A VARIETY OF GUNS (INCLUDING COLORED GUNS, RIFLES, SHOTGUNS, HANDGUNS, CARBINES, PELLET GUNS AND BB GUNS. EXPLAIN THAT GUNS COME IN MANY SHAPES AND SIZES AND ALL MUST BE TREATED WITH THE SAME RESPECT.**
3. **INTRODUCE YOUR CHILDREN TO THE IDEA THAT THEIR FRIENDS MAY NOT HAVE THE SAME GUN INSTRUCTION AND THEY MAY FIND THEMSELVES IN A CIRCUMSTANCE WITH THESE FRIENDS WHERE THE FRIEND IS CHOOSING TO OR ATTEMPTING TO ACT IRRESPONSIBLY WITH A GUN. ENCOURAGE YOUR CHILD TO BE CONFIDENT IN THEIR LEADERSHIP SKILLS AND GIVE THEM PERMISSION TO USE THEIR VOICE IN THESE CIRCUMSTANCE AND EVADE THE SITUATION IMMEDIATELY WHEN NECESSARY.**
4. **MAKE DISCUSSING FIREARM SAFETY PART OF YOUR WEEKLY ROUTINE. THE DINNER TABLE IS AN EXCELLENT PLACE TO HAVE THESE DISCUSSIONS. ALLOW CHILDREN TO EXPLAIN THEIR REASONINGS AND ALWAYS EDIFY BEFORE YOU CONTRADICT, THEN WORK TOGETHER TO CREATE AN ANSWER THAT MAY MORE PROPERLY REFLECT PROPER SAFETY. OVER TIME YOU WILL NOTICE THEIR MENTALITY BEGIN TO EVOLVE IN A WAY THAT REFLECTS PROPER RESPECT FOR FIREARMS AND LEADERSHIP AS A WHOLE. (USE OUR DISCUSSION PROMPTS ON PAGE 5 TO HELP GUIDE YOU)**
5. **BE A FORCE FOR GOOD-SHARE THIS EDUCATION WITH THOSE THAT YOU KNOW WITH CHILDREN, TEACH INFORMAL OR FORMAL CLASSES IN YOUR OWN COMMUNITY TO HELP BOTH CHILDREN AND PARENTS.**





USE THESE TOPICS TO SPARK CONVERSATION WITH YOUR CHILDREN REGULARLY ABOUT WHAT THEY WOULD DO IN ANY GIVEN SITUATION

- WHAT WOULD YOU DO IF YOU FOUND A GUN SITTING ON A TABLE AT YOUR FRIEND'S HOUSE AND YOUR FRIEND DARED YOU TO TOUCH IT?
- WHAT WOULD YOU DO IF YOU FOUND A GUN IN A CLOSET IN OUR HOUSE AND YOUR (BROTHER/SISTER/YOURSELF) WANT TO BRING IT TO MOM OR DAD?
- WHAT WOULD YOU DO IF YOU FOUND A GUN IN YOUR DAD'S TRUCK CONSOLE?
- WHAT WOULD YOU DO IF YOU FOUND A GUN SITTING ON THE BACK PATIO TABLE?
- WHAT WOULD YOU DO IF YOUR FRIEND CAME INTO THE ROOM CARRYING A GUN BECAUSE THEY WANTED TO SHOW IT TO YOU?

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