



Chocolate Warfare

**Firearm trainer**  
rev. December 2023

Open source  
[chocolate-warfare.com](http://chocolate-warfare.com)



# Introduction

## About us

Chocolate Warfare is a non-profit association that brings together shooting enthusiasts in Switzerland. Our motivations are the promotion of dynamic shooting, sharing know-how, interpersonal skills and the improvement of our techniques with firearms.

## Public

This document is designed for aspiring instructors entering the world of firearm education. Our focus is on preparing trainers to guide individuals in responsible gun ownership, emphasizing safety, legal compliance, and ethical considerations. Whether you're new to teaching or refining your skills as a trainer.

## Expectations

An individual carrying a weapon, whether a civilian, police officer, security personnel, or military member, is expected to possess a comprehensive skill set.

### Engaging

Before

**Environment & Mission**

**Identify potential threat(s)**

**Seek assistance**

**De-escalation**

**When to engage**

**When not to**

During

**Hit the intended target**

**Maintain the ability to fight**

After

**Hazard assessment**

**Medical assistance**

**Report the situation**

**Reorganize**

**Legal consequences**

*When You Have a Hammer in Your Hand, Everything Looks Like a Nail.<sup>1</sup>*

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<sup>1</sup> Various authors: <https://quoteinvestigator.com/2014/05/08/hammer-nail/>

# Firearm trainer

A firearm trainer embodies several key characteristics:

1. **Expertise:** They possess comprehensive knowledge and expertise in firearms, safety protocols, and relevant laws.
2. **Communication Skills:** They're good at explaining key concepts in an easy way for everyone to understand.
3. **Patience and Empathy:** They understand that each student learns differently and demonstrate patience and empathy while imparting knowledge.
4. **Safety Focus:** They prioritize safety above all else, instilling a deep respect for firearms safety practices in their students.
5. **Adaptability:** They can adapt their instruction to accommodate different skill levels, continuously refining their methods to suit the needs of individual learners.
6. **Ethical and Legal Understanding:** They emphasize the ethical and legal responsibilities associated with firearm ownership and usage, guiding students to understand the broader implications of using firearms.
7. **Feedback and Guidance:** They offer constructive feedback and guidance, helping students identify areas for improvement.
8. **Professionalism:** They will apply to themselves anything they will ask their students to perform. They recognize the limits of their knowledge and actively seek information to address any gaps.
9. **Continual Learning:** They stay updated with advancements in firearm technology, teaching methodologies, and safety practices, committing to lifelong learning in their field.

# Planning

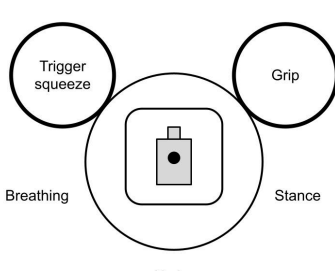
## 6P: Prior Proper Planning Prevents Poor Performance.

Plan	Prepare	Execute	Assess
What is the end result I am looking for ?	What do I need ? What do the attendees need ?	Am I on schedule ? Do I need to adapt ?	Did I achieve my goals ? What needs to be changed ?

## Program plan

<b>Theme</b>	RIFLE BASICS
<b>Targets</b>	<ul style="list-style-type: none"> <li>- Trainees can recite and apply the four safety rules of firearms.</li> <li>- Trainees can perform the three basic manipulations on rifles.</li> <li>- Trainees can recite and apply the Five Fundamentals Principles of Shooting (FFPS).</li> <li>- Trainees can recite and apply the seven chronological steps of engagement.</li> <li>- Trainees can keep their rifle operational by reloading, handling malfunctions and maintenance.</li> </ul>
<b>Time</b>	4 Hours
<b>Texts</b>	CW Handbook : Rifle basics, rev. december 2023

Example of a program:

Time	Activity	Tools
15 min (15) 0 rnds (0)	<p><b>FFPS: Five Fundamentals Principles of Shooting</b></p>  <p>Grip: Four hands Stance: Stable &amp; Comfortable</p> <p>Aiming: Front sight sharp + red dot → both eye opened</p> <p>Breathing: Empty lungs</p> <p>Trigger squeeze: Presssssss</p> <p>Dry fire demonstration</p>	<p>Flipchart</p> <p>Demo</p>
10 min (25) 10 rnds (10)	<p><b>Discover</b></p> <p>5x 1 shot A4 target</p>	<p>Demo</p> <p>A4 target</p>
10 min (35) 6 rnds (16)	<p><b>1 reload 1</b></p> <p>3x A6 target</p>	<p>Demo</p> <p>A6 target</p>

# Teaching

## 4C: Command - Control - Correct - Consequences

### Command

Mute demo, 100% speed  
Explained demo, 50% speed  
Controlled demo, 30% speed

### Control

Focus on 1 or 2 points of controls  
Keep the overview  
Confirm results on targets

### Correct

Remind instructions  
Re-demonstrate  
Slow down

### Consequences

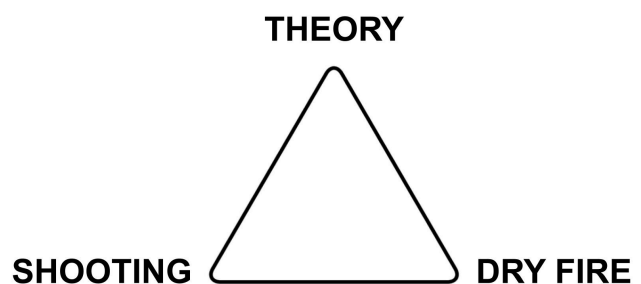
Rework  
Congratulate  
Exclude

## Content balance

**Theory** provides key concepts with acronyms and/or illustrations.

**Dry fire** exercises the concepts presented in the theory. Dry fire saves both time and ammo.

**Shooting** is a reality check to both theory and dry fire practices.



A balance between the three must be found.  
Any excessive use of theory, dry fire or shooting within a lesson leads to diminishing returns.

# Instructing

3 steps of learning **DDD**: **Do**, **Do together**, **Do alone**

<b>Do</b>	<b>Do together</b>	<b>Do alone</b>
I am shown	I exercise under supervision	I am autonomous

Generic approach to firearm instructions is called on **SMS**: **S**ecurity, **M**anipulation, **S**hooting

<b>Security</b>	<b>Manipulation</b>	<b>Shooting</b>
Know the environment regulations	Simple and efficient	Discover
How to react if an accident occurs	3 basic manipulations	5 fundamental principles of shooting
Know the safety rules	Keep the weapon operational	7 chronological steps of shooting

*Slow is smooth, smooth is fast.*<sup>2</sup>

Work slowly, with care, and with great precision.  
But in order to work smoothly, you have to put some time into it.

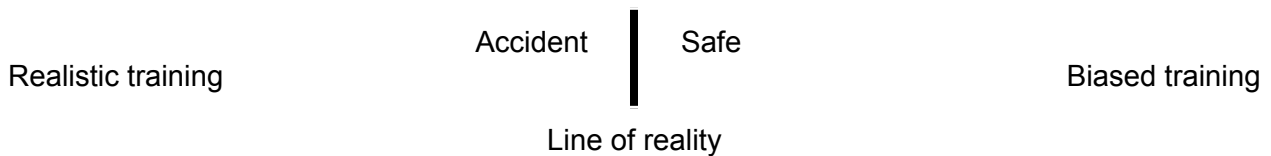
*Fast is only a consequence of repeated training. Not a goal itself.*

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<sup>2</sup> <https://www.mindbydesign.io/slow-is-smooth-and-smooth-is-fast/>

# Training

*The essence of training is allowing error without consequences.<sup>3</sup>*



## Principles > Techniques

**Principles** are a generalized framework or a set of guidelines to understand and approach problems. Principles establish the 'what' and 'why,'

**Techniques** are the specific methods, procedures, or practical applications derived from these principles. Techniques provide the 'how'.

While techniques evolve and adapt over time with advancements in technology or changes in methodology, principles stand as timeless pillars. By prioritizing the understanding of these enduring principles, we equip ourselves with the wisdom to navigate the evolving landscape of techniques.

### 9 Individual skill set

#### Positive ID

Decide

#### Distance

Safe distance

#### Communicate



#### Defend

Defeat  
 Rearm  
 Fight

#### Move

Moving > Accuracy

#### Cover

Silhouette  
 Distance  
 Location

#### Distribute

- External to internal  
 - Internal to external

#### Light

Locate  
 ID  
 Blind  
 Engage

#### Save

Hazards, Hello, Help  
 Massive Hemorrhage  
 Airway  
 Respiration  
 Circulation  
 Hypothermia / Head

<sup>3</sup> Orson Scott Card

# Accidents

**An incident**  
Something went wrong

**An accident**  
Someone injured because of an incident.

## 2 Causes

HUMAN ERROR

MECHANICAL FAILURE

### Because

Inexperience

Poor maintenance

Routine

Lack of inspection

Shortcuts

Lifespan

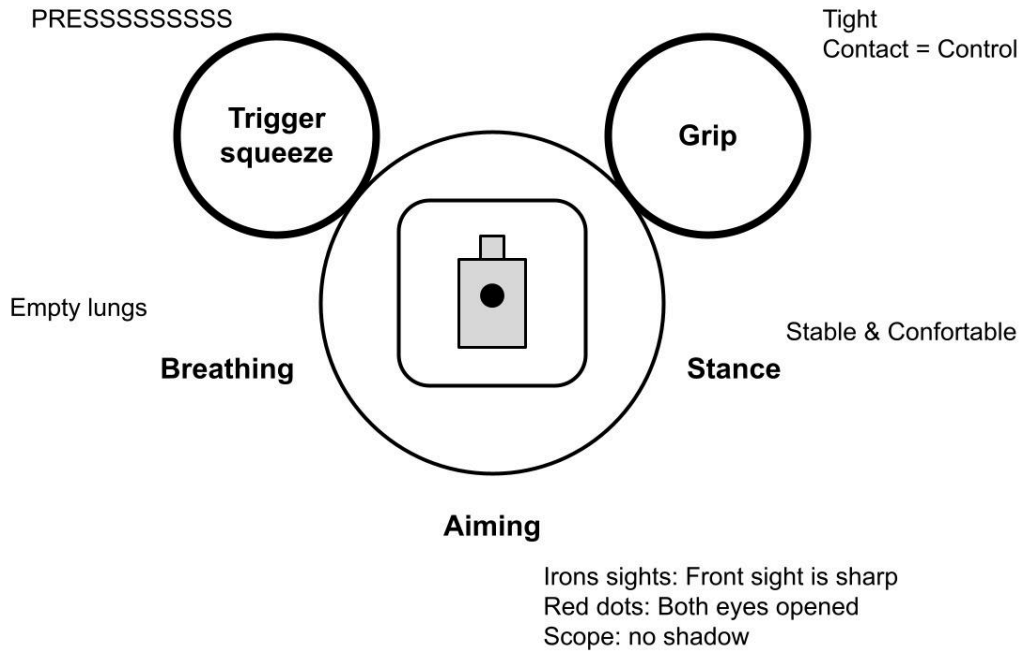
### How to prevent

Slow down

Maintain, Inspect, replace

# Principles

## FFPS: The Five Fundamentals Principles of Shooting



## 7 Chronological steps of shooting:

<b>1. Positive ID</b>	Friend or Foe ? Rules of engagement
<b>2. Elevation</b>	Sights to the eyes Safety off
<b>3. Aiming</b>	Distance Speed Point of aim
<b>4. Finger-Trigger</b>	Prep the trigger
<b>5. Shoot</b>	P-R-E-S-S
<b>6. Analysis</b>	Have I succeeded ? No ? Send again
<b>7. Scanning</b>	- Foes ? - Friends ? - Chief ? - Status ?

# Toolbox

Generic fixes for poor fundamentals:

## Fix the grip:

### **Torsion**

Try breaking the grip

### **One hand**

Remove one hand

### **Decompose**

Step by step

## Fix the position:

### **60s in firing position**

Self correction

### **Side observation**

Observe the shooter from the side while he performed 5 shots in rapid fire.

## Fix aiming:

### **Close an eye**

Fix cross eye dominant issues

### **Tape the end glass**

Force the shooter to open both eyes with red dots

### **Draw**



## Fix breathing:

### **Command breathing**

5x  
Inhale - 2s  
Pause - 1s  
Exhale - 1s  
Fire 1 shot - 1s

### **Back & forth**

3x 20m running back & forth  
Standing  
Kneeling  
Lying down

### **Quick shots**

5x Obstruct the shooters view for 5s  
Clear the sight when the shooter exhales  
Fire 1 shot

## Trigger squeeze:

### **Dry fire**

1 shot  
2 shots  
3 shots  
Until fixed.

### **Fan drill**

5x



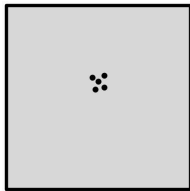
### **Mystery gun**

5x The observer secretly loads or unloads the weapon. The shooter tries to fire 1 shot.

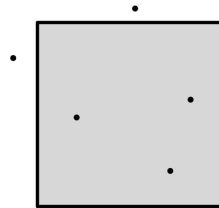
# Reading results

The following examples may not be true for all cases but answer most usual cases.

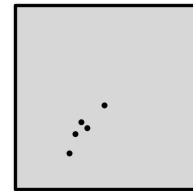
## 5 shots example



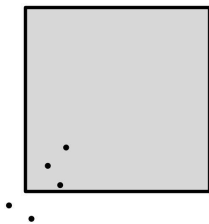
Keep doing that.



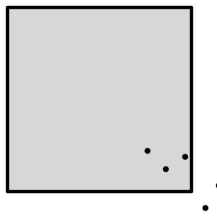
Too fast, slow down



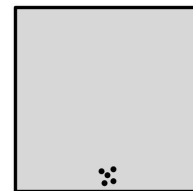
Do not aim at your impacts,  
Focus on the target.



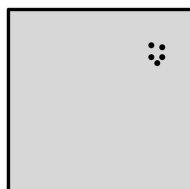
*Right handed*  
Too much anticipation.  
Fix with dry fire.



*Left handed*  
Too much anticipation.  
Fix with dry fire.



Adjust your point of aim.



Did you zero your gun ?

## Working as pairs

Instead of having all students on a firing line, group students in pairs whenever possible.

One is the shooter, the other one is the observer.

Once the shooter has completed the exercise, invert the roles with no delay.



Working as pairs has several benefits:

### Maximize the infrastructure

For 10 targets on the range, you can have 20 trainees.

### Cohesion

People learn to work together and increase cohesion.

### Learning through observing

Observing your partner performing an exercise promotes self-reflection.

### Learning through teaching

By correcting your partner, you learn from their mistakes. On the opposite side, the shooter benefits from additional safety through direct supervision.

### Level-up

You can attach a more experienced shooter to an individual who may be struggling.

However, you must educate the pair to work together, to do so you must:

- Give 1 or 2 points of control the observer must watch for.
- Make sure the partner of the shooter is watching him working and not doing anything else.
- Whenever a trainee needs a correction, talk to the one who observes, not the shooter. The observer then actively participates in the correction.

Working as pairs helps the trainer to focus on the general safety of the class.

While pairs are working, you can prepare for the next exercise on your program.

## Course optimization

Time constraint is always the biggest concern.  
Below some advices for optimizing your time with a class:

### **Simplify target**

Use A4, A5 or A6 paper format.

### **ID the targets**

Each student knows his target(s).

### **Wear your ammo**

Either in magazines or loose in a pouch.

### **Form pairs**

Correct the observer

### **Demonstrate**

More than you talk

### **Give time constraints**

Per exercise

### **Provide points of control**

1-2 points max.

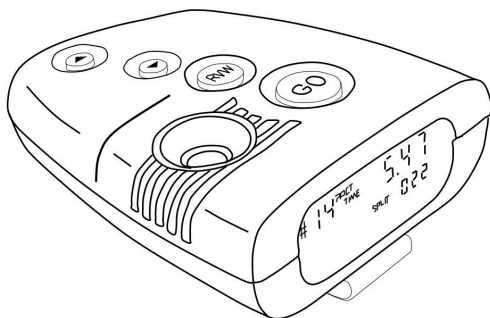
### **Slow down**

Make them slower.

### **Verify results on target**

No check = Ammo → Noise

## Tools



### **Shot timers**

Measure speed, not performance.

Should be used for slowing people down.

Help to prove a particular point.

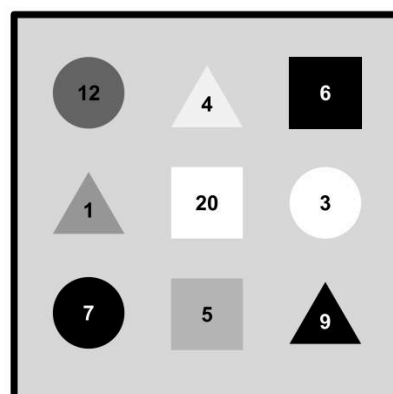
Norm a test.

### **Neuroscience target**

Is fun but brings no performance gain.

Unless your opponent is a lotto, human behavior is your enemy.  
Force on Force training is more valuable.

If color identification, math and other associations are your thing, download a "brain trainer" app on your phone and play.



## Conclusion

The essence of firearm instruction lies not just in the imparting of knowledge but in the art of demonstration and the deliberate pace of learning.

Emphasizing the significance of slowing down, demonstrating proper techniques, and fostering a mindset of meticulous attention to detail, this handbook advocates a dual approach: achieving success while minimizing the risk of accidents.

By embracing a patient, methodical approach to instruction, participants not only enhance their proficiency but also instill a profound respect for safety, ensuring that each moment of learning is not just a step forward but a commitment to responsible firearm handling.

## Contribution

This document is Open Source. If you desire to contribute or get access to the original document, feel free to contact us:

<https://chocolate-warfare.com>

[info@chocolate-warfare.com](mailto:info@chocolate-warfare.com)