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PRPSA Mentor Manual

Mentor A Young Shooter Program



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Mission

To set forth a set of principles and guidelines to PRPSA member who wish to mentor a young shooter. To create a safe training program for young shooters while promoting leadership skills, teamwork and the opportunity to compete in practical shooting sports in a safe environment. Identify methods and practices best suited for the young shooters and their needs.

Introduction

The purpose of this document is to capture proven techniques and guidelines to help starting mentor coaches understand the needs of the child athlete. We are borrowing from different sources in order to set up a foundation from which we hope evolves over time as all participants provide feedback and become more knowledgeable.

PRPSA Commitment

- Free Membership
 - We will provide your child with free membership until age 21.
- ½ Price match fee for all competitions
 - All competitions up to Level III are half priced within the PRPSA region.
- Access to training clinics
 - We will set up training clinics within the PRPSA region with proven competitors to improve on the child's techniques and they will be free.
- Help in sponsorships proposals
 - We will help parents/coaches with the acquiring process and contact information, letters of recommendations for the child.
- Training uniforms for coaches and students.
- Emblem in uniform.
- Others to come.

Coaching Children

Coaching the child athlete is one of the most demanding roles for a parent or coach - and even more so when we combine the two! The basis of a successful child coach is your clear philosophy and vision for the athlete(s) and having the kids' best interests at heart because these influence the way you coach and treat children. . It will also influence children's attitudes towards sport! One excellent coaching philosophy for the coach of children is:

"Sport is not so much a competition between our bodies as a celebration of them"

It helps your coaching if you know what the children in your team like about a good coach? What do their parents ask of a good coach? How do you know? You must get to know the parents - and remember that when we say 'parents', we are meaning the child's parents, caregivers, de facto parents, guardians, step/ foster/ adoptive parents, and home care providers. Do be sensitive to this when you refer to adults in the children's lives. That is why the one-to-one meetings with the child athletes, as discussed below, are important.

The fullest involvement from child athletes is more likely to come if they feel welcome, appreciated for their effort and not put down for errors. Give verbal and nonverbal praise and support. Use a smile, a nod, a pat on the shoulder, a wink or clap. Praise for thoughtfulness, effort, skillful application, keeping to team rules, not responding to adverse provocation and ethical actions. Praise specifically and honestly and recognize individual and team improvement. Children warm to a caring coach who is positive and constructive - with a sense of humor. You will need these qualities!

Children also respond to coaches who make them feel unique and valued as individuals, who relate to them on a personal level, and in a sport environment where the personal goals of the child athlete fit with the coach's goals. Encourage the players to make supportive comments. You might consider a reward system each week so that, (somehow!), different children "win" or are recognized each week. Emphasize the basic skills, understanding of the rules and elementary team tactics. It is the effort, enjoyment and ability to learn that are important - more than, be it emphasized, the result. Provide training and practice activities that fit the child's level of development. Greet the child by name when they arrive. Create settings where the child will be "successful" and feel good. This does not mean the realities of life are avoided! The child should experience more successes than failures. Some losses are growth

conducive - "What have we/you learned from this?"

Practice and training must reinforce your basic philosophy and values and vision for the child. Plan carefully, with goals that are understood by the child and the parent. The goals should be ones that he can achieve. Organize your practices, so children vary their partners for training activities. Look to see if he/she is shy or lacking confidence. Make practice something that is far better to be part of than to avoid. Vary the activities. Have the child suggest some.

Make sure that as you instruct or train the children understand the relevance of the activity and how it relates to a match situation - but don't labor the point! It pays to consider putting an emphasis upon positional play and strategy to help the child understand and experience the basic requirements for this. This must not be boring or static! Apply the match rules fairly, openly, and with consistency.

If the child arrives early at the range have him/her help you set up, do your warm-ups, stretching, and drills that are readily understood and enjoyable. Then introduce a new technical or playing skill simply, with well-prepared demonstrations and reinforcement. Reinforce the skill learning and have the basic skill drills repeated until they are automatic. Consider the youngsters' learning styles. Use simple and evocative keywords that help make the skills and its sequence easy to recall. Then move from these skills to strategy skills and match skills. Have the equipment ready for each phase of practice. You could have a parent or sibling be responsible for this. Be honest with the children in a positive manner by telling them what they are doing correctly and what they can correct - and specifically how to do this. Look for competitive behaviors to reinforce with a supportive comment.

Be realistic in what you expect from your players and team and stress the values of performance and thoughtful effort rather than the result! Model the way you want your young folk to accept winning - and losing. Happiness, humility, dignity are integral to children's sport - and at all other levels.

The practice should be challenging so that the players are experiencing success more than failure. They should also have fun times included. Develop skills in a socially supportive atmosphere. Vary your drills and cover essential skills in different training sessions. You could include self-paced activities that emphasize personal achievement. Each practice should end with a goal being scored, a positive air and children having feelings of accomplishment. Cool down sensibly. Then review the training session with your child in terms of the goals and drills. What did

they find helpful? What was enjoyable? What was difficult? Can we make up new practice games? Who would like to organize and run part of our practice? Are there positional changes for the next practice and, if so, what preparation is needed for this? Do not label youngsters into a set and unchanging positions but consider these when you plan the next session.

Be specific when giving feedback. Don't just say, "Good effort, Bill" or "You did well, Louise" but indicate what it was about the effort or skilled play that evokes commendation. That gives the players personal recognition but this specific comment also informs them of a skill or action or quality they have mastered and how this fits in the skill development. Make your comments socially engaging or supportive and then give specific performance information. Give feedback in clear and simple language. Rather than a comment like, "How could you have missed that target, it was so close?" you could say "Sam, keep your eyes on the front sight, lower your shoulders and be calm when pulling the trigger and that will help."

Make children feel they are good and valued young persons, commend them for something they are doing well or have done well, and then be supportive and clear in specifying what the child needs to do to improve their performance. Positive reinforcement is more valuable than negative reinforcement! Children in sport, like adults, are motivated by their relationship with their coaches, shooting companions, achieving in performance, their amount of effort, skill level they reach, the competence of their task behaviors, and participation-work output. Do not create or allow situations that embarrass players or "put them down". Sometimes it will be helpful to give youngsters activities that they can practice at home.

On competition or match days do make the effort to chat with parents and grandparents and be positive and supportive about the young people in your care. Listen to the adults - even if you see their children differently from them - perhaps, especially if you see the young ones differently! If you have a special match, why not give out the new uniform for that game or a special short "pep talk" or have a great competitor, whom the competitors admire, talk to them. Keep yourself under control and model good behavior. Ensure that the team do sit quietly and have the reflective time to think about themselves and their personal and team goals.

Plan how you will both recognize and develop children's leadership capabilities. Give players certain responsibilities and involve them in decision making when you can do so. You will be surprised at some

child's unexpected insights or abilities! Have them be participants in discussion involving stage strategy. This will develop their skill at problem solving difficult stages; it makes them feel part of that process. and gives the child tasks of self-responsibility.

Parents and coaching

Most firearms training can be achieved safely at home. It needs to happen at home for real and meaningful progress to occur. Make the parent involve by making sure what your goals are and transmitting those ideas in a clear manner. Instruct the parent on how you want the drills performed and have them supervise the child at home. In essence if the child you will be coaching is not your own, the parent must become part of the training. The parent is your eyes and ears when the child is at home and can make sure that bad habits due to poor techniques are lessened but only if you clearly transmitted what you want to achieve.

Frame the rules with the parents and make sure to make them your co-trainer. But the coach has to have the final say on the rules but give the parents and child athlete opportunities for input into the formation of rules. What rules are needed? Are they fair? How will they be enforced? What will the punishments be for transgressions? Will the rules be framed positively? What will rules cover? (Consider attendance and punctuality, clothing for training and match, effort, conduct, language and gestures, treatment of team-mates, training application, abuse on the training bays, etc.)

It is also an excellent idea to have an early meeting of the parents to outline your philosophy and vision. Explain what this means in the practical context of their child. Tackle ethics head-on and set out your proposed rules. Listen to the parents' views and seek their questions. You may shift some emphases but do not agree to any aspect of your responsibilities with which you feel uneasy or compromised. You could discuss any of the factors listed in Table 1.

Table 1. Factors to discuss with parents at the beginning of the season
<ul style="list-style-type: none">• the importance of a supportive attitude• use of a team notebook which is for child players and their guardians (this has basic season outlines and training days and times, match schedules, team goals, eligibility, parents' code of behavior, rules and penalties, medical information and contact persons, season's social events (if any), award information, team and family functions

- the start-of-season one-to-one meeting with their child
- parents taking groups at practice time
- how the kids in your team best learn new techniques
- any age or residential qualifications for selection
- clearance form for emergency treatment
- financial costs of the season: subscriptions, fundraising, special costs
- instruction sessions for parent helpers
- parental acceptance of responsibility for gear issued to a young player
- the emphasis upon joyful participation and effort
- parents versus children game midway through the season
- how basic skills are acquired
- nutrition and meals
- water and who will bring it to competitions
- coaching sessions and training times
- the one-to-one sessions
- available resources for parent and child on the sport and its rules and skills
- the importance of fitness
- the risk of injury is small, is less when players are well-coached but is present in any sport
- the importance of correct gear that is the right fit
- the full involvement of competitors at matches
- discipline and rules
- a parents' contract which sets out the commitment of home and club or school and the parents' acceptance of responsibility for their offspring.
- Parent signed consent form for searching a child's gear and bags
- How sensible and considerate training and instruction reduces the risk of injury
- the season and its structure
- contingency plans for wet weather, cancellation information, transport unavailability
- the necessary personal gear and clothing
- the importance of academic work and results

• the need for a balanced life for the athlete
• transport requirements
• assistance required or desired
• possible sponsors through companies, local business
• parent suggestions on how to publicize player effort and success
• assistance with: telephone networks
Fundraising
specialist knowledge of technical aspects
first aid or medical expertise
assistance with RO functions or other match support
assistance in observing, recording or videotaping players notification of wet days, cancellations, special notices
A stand-by coach if the coach is unexpectedly absent

Practical Considerations

Inform the parents that if any special circumstances affect a youngster during training, you would appreciate some information on these, if this does not involve disclosure that could embarrass the child. It is better to know that child's grandmother is very ill and that is affecting his/her commitment, involvement or attention - so you can be understanding and supportive - than not to know, and perhaps assume that child cannot be bothered to concentrate or doesn't care. To earn such trust from parents you must be respected and have compassion and integrity. Parents can soon see through a coach who does not genuinely care about children! If you feel uncomfortable with kids then consider coaching a different level. There are coaches who prefer certain age groups or levels of competition. It is essential for the parent to understand that his presence during training is mandatory and that the child will not be left in your care while he takes care of personal items.

Equipment and gear can be expensive due to the nature of the so proper maintenance is required. Can they afford entry level equipment? Does one of the family member have a video camera that can be utilized to film play, for later evaluation and positive development of the player? Carefully consider the basic information you would like on each child and explain this, with your reasons for its inclusion, to the parents and children. A good example of important information is included in Table 2.

Table 2. Child Athlete Information Record	
Address and telephone numbers	Guardians and contact persons
Next-of-kin	Left or right handedness
Age/birthday	Siblings (sisters and brothers)
Extra-curricular involvement	Why does the child play this sport?
Previous sport involvement	Hobbies
Sport goals	Personal goals
School sport involvement	Cultural identification
Club sport involvement	

Table 3. Knowing Your Child Athletes
Basic skills particular to the sport (e.g., throwing, pressing weights, 50 metre swim, spike knowledge, passing to either side, tackling, base running, goal shooting)
Relationship with peers
Leadership
Effort put into practice and match
Punctuality
Dressed in correct uniform
Adheres to rules in competition
Accepts blame for errors and does not blame others
Enjoys the sport
Enjoys practice
Is thoughtful of others
Is injury prone
Listens to the coach and team leaders
Makes excuses, complains
Has positive/negative attitude
Accepts team position
Athleticism (agility, running, mobility, fitness, flexibility, strength, hand-eye coordination, jumping ability, kicking ability, field vision, reaction time)
Willing to repeat activities or skills to master them
Peer acceptance
Rate of learning

Ethics

It is at this level of sport that we instill a positive sense of sport ethics. We emphasis enjoyment, and respect for team-mates, the rules, officials, and the opposition. It is here that the lure of media replays, of such unsporting acts as gratuitous violence and verbal abuse, are countered. The children will learn a lot from your good example! The smallest, most uncoordinated or technically challenged kids have their own dignity. Let's support them keeping that dignity. We do that best through keeping our own, and by being fair. Some of the key points about "playing fair" are listed in Table 4 below:

Table 4. Key Points to Playing Fair
• model the behavior you expect from your athlete
• look for the positives in your athlete
• do not call out derogatory comments or criticize the RO.
• help your athletes to clearly understand the basic rules and the reason for these
• discourage cheating and acts that are clearly against the spirit of the sport
• place the emphasis upon effort not competition result
• do not avoid the fact that sport is competitive - you are the coach with an understanding of the life lessons inherent in this
• give your athlete experience at training, or in practice stages, of officiating and discuss what they have learned from this experience
• teach your athlete value the opposition as they give us the opportunity to discover and delight in ourselves.
• help your players set specific goals that relate to their own performance as they have control of this can not expect to control an opponent's performance
• if another team uses illegal plays, then discuss that issue honestly with your players
• no drugs or weapons

- be honest - do not mislead or deceive your athlete
- be positive with your athlete and seek to be constructive
- it is natural, as a athlete, to feel annoyed or upset at times - how we handle this is the key
- it is not easy to accept some referees' decisions but we must do this
- have fun
- drawing up a team board or checklist of "GOOD"; (desirable) and "BAD" (undesirable) behaviors

Equipment

Having the right gear and providing proper maintenance is crucial for good performance. It will limit part breakage and equipment failure. Include sessions to study the equipment and teach maintenance. Look on table 5 for key points

- What facilities do other teams have in your sport? What facilities are most valued by the players?
- Equipment in good condition
- Test gear and equipment
- Make sure gear fits properly
- Inspect firearm every time you are on the range.
- Promote gear maintenance
- Have uniforms donated
- Design a competitor logo and put this on uniform and gear bags
- Get sponsored gear bags for each team member
- Utilize all public relations opportunities

Kids and Discipline

At some time you will have youngsters who will be rude, insolent, unpunctual, overly inflated with self-opinion, demanding beyond reason, or confrontational. Make sure you know your club or association's rules and sanctions - and the extent to which they will support the coach. Then:

- Ensure that the individual goals are clear and you establish the one-to-one meetings with the child. Give them the opportunity to talk through their personal goals.
- Reread the discussion above on the first meeting with parents and get parental understanding of the team discipline and sanctions.
- Be prepared to handle disruptions in training sessions
- Don't get caught in debate. Respond pleasantly and firmly and get back on task.
- You could have a "three strikes and out" rule for the child but make sure they understand this and what constitutes breaking the rules.
- When you meet with the child, address the problem and not the person. "This is how I saw it Dale...", "It seemed to me that...", "Would you explain how I might have seen that situation...?", "Beefsteak, could you explain what happened...?"
- Contact the parents and be rational and clear about the concern and possible outcome
- You do not have to provide entertainment or fun or put up with ill-disciplined athletes
- So do not be a martyr - coaching should be a fulfilling experience - it is a legitimate feeling to be hurt or annoyed or disappointed
- Talk through the concern with your assistant coach – parent - a mentor or another experienced coach - is there a coach or teacher who has had this player before you?

Summary

- The coach of children must have a child-centered philosophy
- Plan your first parents' meeting with care and cover your philosophy, basic aspects of coach care for the children, and the goals for the team
- Have a file on each child and make this available to the parents
- Treat training seriously and give the youngsters the opportunity to participate in various roles, with an emphasis upon enjoyment.
- Know the abilities and skills of your athletes
- Make sure that your athletes have a clear understanding of your ethical expectations and communicate these to the parents
- Make all children feel valued in their positive experience of sport

ON THE FIELD

What to teach?

Evaluate your child in order to determine in which areas he has more dominance than others. The first skill your child should develop is the ability to hit any target that is set on a stage, without that skill everything else is meaningless. We do not mean to give an explanation of every single technique or the why and how but just some areas we consider important to cover.

Safety

Coaches primary concern should be with safety. Take the child through a safety course and make sure he understands the rules. Never leave the child alone while he is training and constantly reinforce the safety rules.

PRPSA Safety Check is very thorough and covers safety concerns and it is a free download at prpsa.net.

THE FUNDAMENTALS

This is a list of what we propose is a progressive process.

1. Start with the fundamentals

a. Grip

- i. The firearm is aligned with the forearm in a straight line.
- ii. The strong and weak arm creates contact in all the surface area of the grip area.
- iii. The weak arm's thumb is used to point in the direction of the firearm and guides the firearm during target-to-target transitions.
- iv. Is essential in order to return sight to original aligned position.
- v. Some competitors like to have a strong grip and others use different pressures in both hands in order to control the weapon. Figure out which one works best with your athlete.
- vi. Make sure there grip does not affect the trigger pull or you will run into other problems.
- vii. When the right grip is attained you can look and see both thumbs at the same distance from the front frame.
- viii. Practice time must be given to strong/weak hand only.

b. Stance

- i. Feet slightly apart with one slightly forward.
- ii. Body tilts slightly forward in order to absorb some of

- the recoil energy, especially on long strings of shooting from the same position.
- iii. Is your athlete in the right position when he/she arrives at a new position?
 - iv. Hip in front of the ankles, shoulders in front of hips, ears in front of shoulders is a good guide.
 - v. A good stance allows the shooter to move from side to side in a fast manner.
- c. Sight Picture
- i. Make sure you explain what the correct sight picture is. Front sight in focus, back blade blurry and target blurry. Keep eyes focus on the front always.
- d. Sight Alignment
- i. Sight alignment is complicated in IPSC competition.
 - ii. Top line of the front sight aligns with the two rear U walls.
 - iii. Light should be even on both sides of the front blade.
 - iv. Best sight depends on the target you intend to engage.
 - v. Once slide returns to battery front sight should be in the same position. If not the grip should be adjusted.
- e. Trigger Pull
- i. Explain that you squeeze the trigger, not pull.
 - ii. Look for hesitation and fear of muzzle blast.
 - iii. Notice point of contact of finger with the trigger surface. Too far in or too far out is not desirable.

Note

Practicing the fundamentals is essential in the performance of a good shooter. Take your time and be patient. Take note of your child's performance. Don't criticize or point out the flaws but rather implement the changes you want during training. Remember you want to set them to succeed more than fail.

Note

The fundamentals can be greatly improved at home. Its very important to make sure you monitor your child every time you meet to make sure no bad habits are developed at home. Make sure parents are involved and understand the safety concerns of dry-firing at home.

IPSC Core Skills

IPSC like any sport requires that the competitor develop core skills that are fundamental for the sport. This section highlights some of the most important but not in any particular order. Ben Stoeger's Skills and Drills For the Practical Shooter divides skills into various categories. Core IPSC Skills, Marksmanship, Field Course, Short Course. We think this is an excellent idea. Having your skills set categorized and divided can help you tackle issues you might have with your child athlete.

1. Marksmanship drills with targets at 3, 7, 15 and 25 yards using ipsc targets and metal targets.
2. Evaluate reaction time to start signal.
 - a. Use timer to help the child react fast.
3. Draw
 - a. Explain proper drawing techniques, emphasize on safety and finger off the trigger, specially when holstering the firearm
 - b. Shoulders and hip square to the target
 - c. Both hands move in concert but shoulders stay as relaxed as possible.
 - d. Sights should be aligned at the moment the draw reaches full extension
 - e. Trigger control during draw
 - f. Mini drills for the draw
 - g. Listen to the beep and react to the first notes
4. Reloads
 - a. Finger comes off the trigger and stays off until the process is finished
 - b. Gun stays high during reload
 - c. Show what the right and left hand do.
 - d. Show how to grip the magazine properly and how to insert it into the magwell.
 - e. Bring the firearm back into target
 - f. Stage reload tactics
5. Target Transitions
 - a. Eyes moving first and then moving the firearm.
 - b. Side to side transitions
 - c. Near to Far drills
 - d. Angle transitions
 - e. Close to near / near to close
6. Movement Drills
 - a. The range is a great place to show your child how to move forwards, backwards, side to side, in angles with the firearm empty. They can duplicate those moments at home with a

small 1 or 2 pound weight.

- b. Show them how to step in the correct manner with a low center of gravity and with fewer disturbances on the gun.

Below we have made a list of the skills based on Ben Stoeger's book, we suggest you study it and buy his book.

CORE USPSA DRILLS			
STANDARD PRACTICE SETUP	WIDE SET UP	SUPER WIDE SET UP	SIX TARGET SET UP
DOUBLES DISTANCES 3 YARDS PAGE 42	BLAKE DRILL DISTANCES 3 YARDS PAGE 60	BLAKE DRILL DISTANCES 3 YARDS PAGE 62	BLAKE DRILL DISTANCES 3 YARDS PAGE 64
BILL DRILL 5 YARDS 44	SINGLES 5 YARDS 60	SINGLES 5 YARDS 62	EL PREZ 5 YARDS 64
BLAKE DRILL 7 YARDS 47	EL PREZ 7 YARDS 60	EL PREZ 7 YARDS 62	SHO 7 YARDS 64
SINGLES 10 YARDS 48	SHO 10 YARDS 60	SHO 10 YARDS 62	WHO 10 YARDS 64
EL PREZ 15 YARDS 49	WHO 15 YARDS 60	WHO 15 YARDS 62	HEADS 15 YARDS 64
FOUR ACES 20 YARDS 51	HEADS 20 YARDS 60	HEADS 20 YARDS 62	HEADS 20 YARDS 64
SHO 25 YARDS 52	CRISS CROSS 20 YARDS 60	CRISS CROSS 20 YARDS 62	HEADS 20 YARDS 64
WHO 50 YARDS 54	CRISS CROSS 20 YARDS 60	CRISS CROSS 20 YARDS 62	HEADS 20 YARDS 64
BILL /RELOAD 55	STANDARD EXERCISE QUICK REFERENCE 58	WIDE SETUP GOALS TABLE 61	
HEADS 56	STANDARD EXERCISE QUICK REFERENCE 170	SUPER WIDE SETUP GOALS TABLE 62	
CRISS CROSS 57	GOAL TIMES TABLE FOR B CLASS 170	SIX TARGET SET UP TABLE 65	
THE PLATE RACK			
STRAIGHT SIX DISTANCES 10 YARDS 15 YARDS 20 YARDS PAGE 66	THE PLATE RACK (CONT.) DISTANCES 10 YARDS 15 YARDS 20 YARDS PAGE 66	OTHERS DISTANCES 25 YARDS 15 YARDS 21 FEET 45 FEET PAGE 70 73 79 82	OTHERS (CONT.) DISTANCES 30 FEET 36 FEET PAGE 84 86
PICK 2 15 YARDS 68	SHO 20 YARDS 69	THE ACCELERATOR 25 YARDS 70	QUICKY II 30 FEET 84
3 LOAD 3 20 YARDS 68	WHO 20 YARDS 69	DISTANCE CHANGUP 15 YARDS 73	TIGHT SQUEEZE 36 FEET 86
		FRONT SIGHT 21 FEET 79	
		HIGH STANDARDS 45 FEET 82	
FIELD COURSE			
EASY ENTRY DISTANCE VARIABLE PAGE 91	GROUP SHOOTING DISTANCE 25 YARDS PAGE 14	LEANS DISTANCE VARIABLE PAGE 131	
HARD ENTRY VARIABLE 94	2 AT 25 25 YARDS 17	TIGHT LEANS VARIABLE 133	
EASY EXIT VARIABLE 96	25 YARD BILL DRILL 25 YARDS 20	EMPTY START VARIABLE 135	
HARD EXIT VARIABLE 98	50 YARD BILL DRILL 50 YARDS 23	PORT TO PORT VARIABLE 137	
EASY SHOOTING ON THE MOVE VARIABLE 101	THE DOTS 7 YARDS 26	WIDE TRANSITIONS VARIABLE 139	
HARD SHOOTING ON THE MOVE VARIABLE 104	TIGHT SHOTS 30 YARDS 29	WIDE TRANSITIONS TO HT VARIABLE 141	
BARRICADE/WALL SETUP VARIABLE 107	FIXED TIME STANDARDS A 30 YARDS 32	PRONE VARIABLE 143	
EASY MOVING RELOAD VARIABLE 110	FIXED TIME STANDARDS B 50 YARDS 35	DISTANCE TRANSITIONS VARIABLE 145	
HARD MOVING RELOAD VARIABLE 112		LOW TARGETS VARIABLE 147	
PORT SETUP VARIABLE 114		TIGHT LOW TARGETS VARIABLE 149	
LOW PORT SETUP VARIABLE 117		ONE HANDED SHOOTING VARIABLE 151	
LOW PORT IN AND OUT VARIABLE 120		ONE HANDED LEAN VARIABLE 153	
HITTING THE SPOT VARIABLE 123		ONE HANDED PICKUP VARIABLE 155	
TABLE START/MAG STUFF VARIABLE 126		SIMPLE MOVER VARIABLE 157	
SKIPPING TARGETS VARIABLE 128		COMPLEX MOVER VARIABLE 160	

DRY-FIRE PRACTICE

Dry Fire Drills

Explain to the child what dry fire is. Show him how to do it safely at the range. Make sure he follows the techniques you want him to know so he/she can progress at the skill you assign. Assign dry fire drills for the home. Make the parent your co-trainer understands what dry fire is and how to perform it safely. State that dry fire is to be done under adult supervision.

Drills

- Draw, draw weak/strong hand, Draw Surrender, draw and move, etc.
- Dry fire drills to improve trigger pull
- Draw and reload
- Reloads
- Target Transitions
- A combination of all
- Shooting on the move.

Safety

- Make sure you are not interrupted!
- Unload your gun.
- Check that the gun is unloaded.
- Get all the ammunition out of the room and double check to make sure.
- Choose a safe backstop.
- Tape a target to your backstop.
- Check and double check, by sight and feel, that the gun is still unloaded.
- When you are done, take the target down immediately.
- Lock your gun out of reach.
- Once you are done for the day you are DONE!

PHYSICAL FITNESS

Physical Fitness

- Evaluate the child's performance and determine which exercises are needed in order to improve his/her physical shape. Good areas to develop might be:
 - Upper body
 - Leg strength
 - Mid section strength
 - Hand eye coordination
 - Stamina

Make sure that at every session at the range you evaluate whether bad habits have been picked up during dry fire and correct them.

General Program Rules

A mentor who wishes to enroll in this program must fill out a MAYS Enrollment and Release form and provide all the pertinent information.

The young athlete has to be a PRPSA member so he will go through the process and the fees waived.

An athlete enroll in the program must compete at least 6 times and be on the program a full year in order to be eligible for sponsorship opportunities. This does not preclude the parent, guardian or mentor from seeking their own sponsors.

Each year this document will be reviewed to add, delete and edit in order to revise the merits of all items outlined herein.