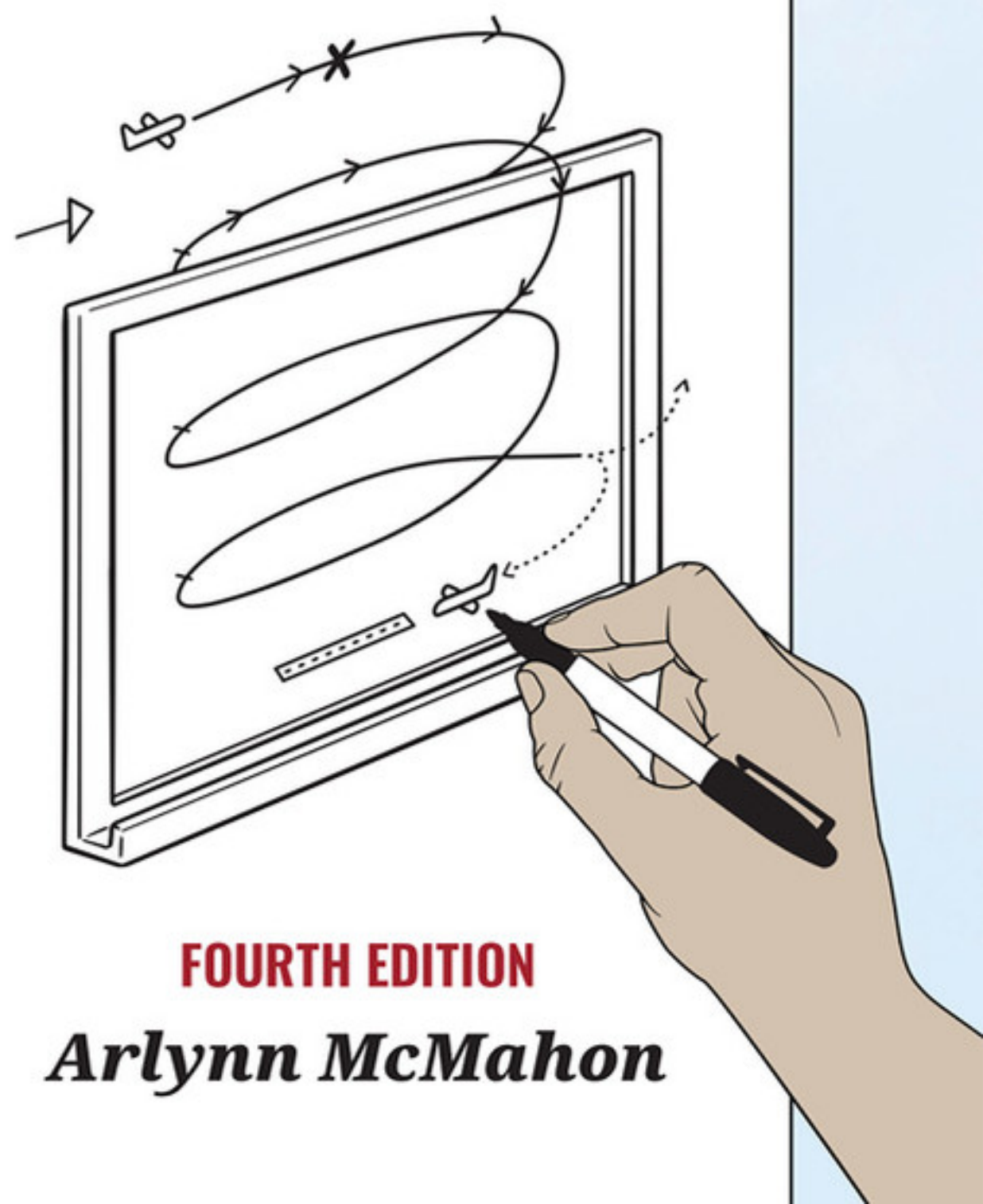




# LESSON PLANS

*To Train  
Like You Fly*

**A Flight Instructor's Reference  
for Scenario-Based Training**



**FOURTH EDITION**

**Arlynn McMahon**

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# Traffic Patterns

*Suggested Materials: Whiteboard and markers, POH, Chart Supplement, and AC 90-66.*

## INTRODUCTION

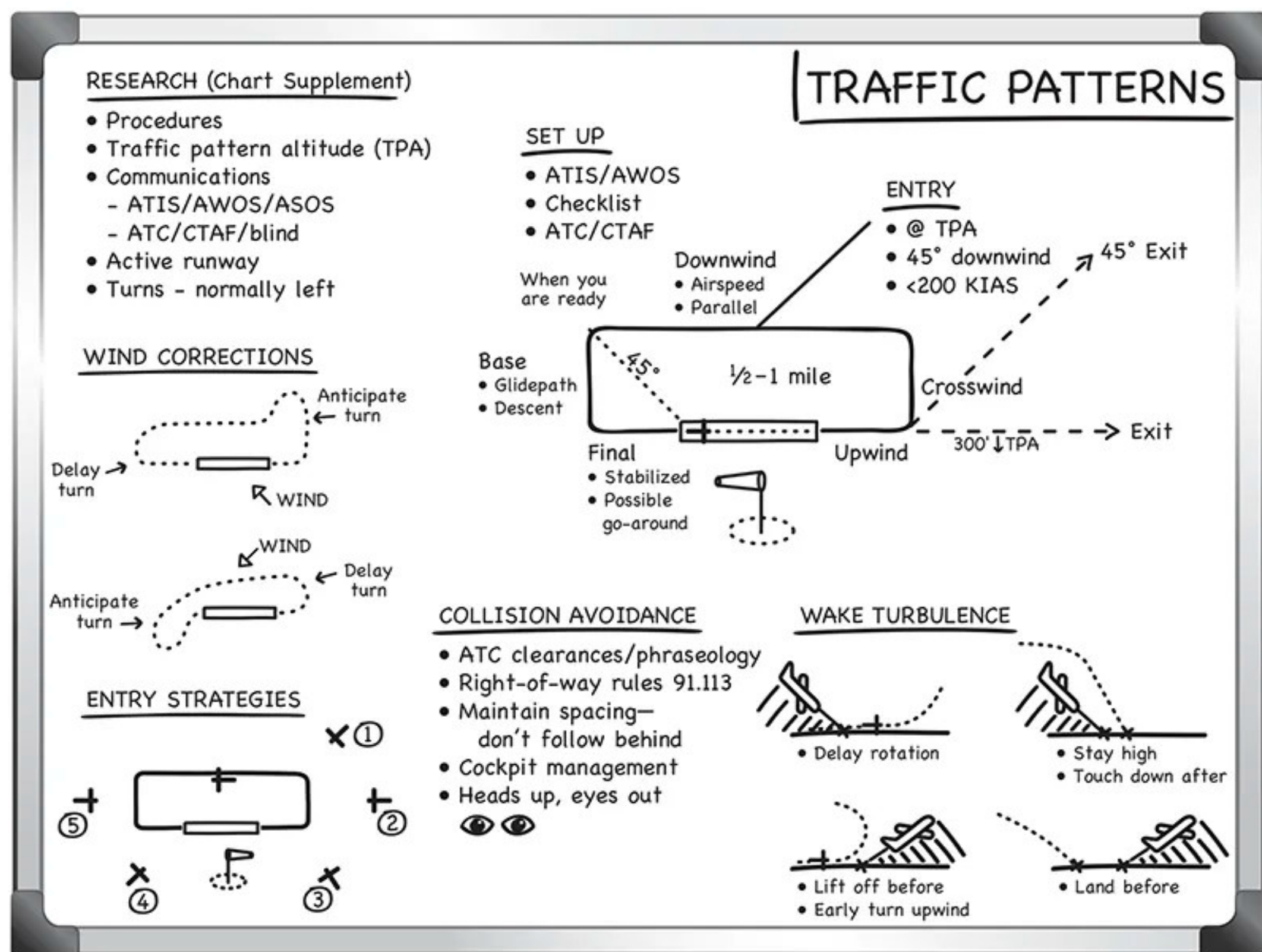
Spend at least three minutes introducing the maneuver to the client. Describe the situations that are motivation for learning it, as well as the objectives to strive for.

## Motivation

The traffic pattern is a standardized rectangle around the runway. It provides an orderly flow of traffic for aircraft arriving, departing, and operating in the vicinity of an airport. At the same time, the traffic pattern provides a flow of cockpit tasks the pilot must complete in preparation for takeoff and/or landing.

## Objective

In this lesson you learn the correct procedures to arrive at, depart from, or operate around an airport.



<b>Scenario:</b> You are planning an hour of practice flying in the traffic pattern. To best use your practice time, you decide to:			
<b>A:</b> Challenge yourself with a variety of short field, soft field, slips and go-around at your home airport.	<b>B:</b> Fly to nearby Small City Airport, where the traffic is less.	<b>C:</b> Go to an unfamiliar airport.	<b>D:</b> Go to a challenging airport.
<b>Scenario:</b> You are practicing solo touch and go's at the controlled field when you become aware of a silent radio. A call to ATC goes unanswered. What will you do?			
<b>A:</b> Squawk 7600. Continue. Watch for light gun signals and comply. If necessary perform a low approach to get the tower's attention and light gun signal.	<b>B:</b> Depart the traffic pattern and fly to a nearby uncontrolled airport. Land and call the school.	<b>C:</b> Remain in the traffic pattern. Circle on downwind until seeing light gun signals and comply.	<b>D:</b> Declare an emergency. Squawk 7600. Land as soon as practical.
<b>Scenario:</b> You are solo in the traffic pattern when the tower reports winds 260/15G17. You know that the school's maximum wind restriction is 12 kts. What will you do?			
<b>A:</b> Continue. Make the best crosswind landing you can.	<b>B:</b> Continue. Ask ATC for the runway most aligned with the wind, even if it is not the active.	<b>C:</b> Divert to another airport with a runway aligned with the wind. Call the school.	<b>D:</b> Divert to another airport with a longer and wider runway. Call the school.
<b>Scenario:</b> You are solo in the practice area when you notice the ammeter showing a discharge. What will you do?			
<b>A:</b> Because you have about 2 hours of battery, continue your solo practice before returning to your home airport.	<b>B:</b> Turn off #2 NAV/COM, lights, auto, return to your home airport, inform ATC of your situation.	<b>C:</b> Turn off avionics master. Turn off Master Switch to reset overvoltage relay. Determine if the problem is fixed. If indications seem normal, continue with your flight.	<b>D:</b> Land at the closest airport. Call the school. Prepare for possible radio failure and no-flap landing.
<b>Scenario:</b> Which statement is true regarding declaring an emergency to ATC?			
<b>A:</b> You must fill out paperwork and appear before the FAA.	<b>B:</b> You may be asked to fill out paperwork.	<b>C:</b> You must report the emergency to the NTSB.	<b>D:</b> You must report the emergency to the school and you may be asked to fill out paperwork.

## Ready to Solo?

While most instructors are concerned with the pilot's ability to control the airplane on first solo, seasoned pros include the pilot's decisions in the final verdict to solo or not. Specifically, before the first solo an experienced instructor verifies that the client can:

- Demonstrate priorities in aviation, navigation, and communication.
- React properly and promptly to unexpected situations.
- Demonstrate good judgment in go-arounds.
- Demonstrate judgment in wake turbulence avoidance.
- Demonstrate control in normal routines at the local airport.
- Demonstrate consistent stabilized approaches.
- Demonstrate consistent control in approach airspeed throughout final approach to flare.



# LESSON PLANS

## *To Train Like You Fly*

**A Flight Instructor's Reference  
for Scenario-Based Training**

This guide for flight instructors (CFIs) presents lesson plans in the form of scenario-based maneuver briefings. A rich resource for active instructors, these lesson plans are also helpful to CFI applicants preparing their own materials. This fourth edition incorporates critical information previously published in *Train Like You Fly: A Flight Instructor's Guide to Scenario-Based Training*, current best practices, and tried and true advice for teaching both visual and instrument flight.

This book is designed to work in complement with any syllabus and the FAA Test Standards. It explains how to teach each maneuver, making the flight instructor's favorite syllabus even more effective and enjoyable for clients. Each maneuver briefing features a series of drawings instructors can discuss with their clients or replicate in the classroom and an accompanying script to teach from, which includes a story or motivation on why and how the maneuver is applied in actual flight. Common errors are discussed in the form of keys to success to positively inspire clients to become sound aviation citizens.

In addition to lesson plans, this book includes templates, checklists, and assignments to build proper flight preparation habits and help determine a student pilot's readiness to act as pilot-in-command. These tools are especially helpful to the applicant preparing for their initial CFI checkride, as well as active CFIs preparing students for major flight training milestones, such as first solo, solo cross-country, and their checkride.



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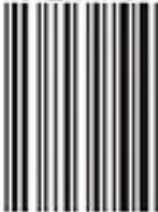
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