

FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **1**

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| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 1Introduction to the Simulator Environment |
| **Objective:**To introduce the student to the physical sensations and environment of simulated flight | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Introduce student to flight simulator complex | 0 1 2 |  |
| \*Explain flight suits – location, purpose and routine | 0 1 2 |  |
| \*Explain flight plans – how to complete, where to file | 0 1 2 |  |
| \*Explain the log book - how to complete, where to file | 0 1 2 |  |
| Explain the pilot training record - how to complete, where to file | 0 1 2 |  |
| Identify online resources | 0 1 2 |  |
| Review CASC booking procedures | 0 1 2 |  |
| **In-flight** |
| Complete a familiarization flight:* At local airport
* Student in control
* Bypass run-up
* Day VFR conditions
* Introduce radio calls
* Enforce proper taxiing
* \*Allow student to land
 | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Answer all questions but do not formally instruct the student in this lesson
* Avoid going into detail which will confuse the student
* The student should be afforded to land the aircraft given the instructor has set the aircraft up.
* Emphasize that this is a new experience. Procedures which may seem very complicated at this time will become easier with continued exposure and use.
* Make sure that all appropriate forms, flight suits, log books etc are accessible and ready for the student.
* This exercise should be enjoyable and leave the student with a sense of accomplishment.
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **2**

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| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 2A/C Familiarization and Preparation for Flight |
| **Objective:**To familiarize the student with the pertinent documents, the aircraft, and how to determine if it is airworthy. | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| \*Explain types of required documents and their purpose | 0 1 2 |  |
| Explain/demonstrate movements of yoke and rudder pedals | 0 1 2 |  |
| \*Explain all buttons of control yoke including the “coey hat” | 0 1 2 |  |
| **In-flight** |
| \*Perform a detailed pre-flight inspection including:* Control surfaces
* Engine / Fuel / Oil
* Instruments
* Emergency Equipment
 | 0 1 2 |  |
| Explain the operation of the parking brake / toe brakes | 0 1 2 |  |
| \*Use checklists to complete:* Engine start / post-start
* Run-up
* Take-off
* Landing / post-landing
* Shutdown
 | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* The instructor should set the standard by demonstrating a thorough pre-flight inspection
* Do not make this a complex exercise. The final level of competency should not be expected in the initial stages; rather the student should demonstrate continuous improvement given real world experience during fam. flights
* The instructor must show by example that this exercise plays a most important part in achieving safe flying practices
* Explain the need to wear or have on board proper survival clothing and equipment
* Explain considerations when parking the aircraft
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **3**

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| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Nam |

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| LESSON PLAN 3Ancillary Controls |
| **Objective:**To teach the purpose and operation of mixture, flaps and other ancillary controls used in sim flight. | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Explore the purpose of mixture control | 0 1 2 |  |
| Explore the purpose of flaps | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Explain the characteristics of a safe, suitable run-up area | 0 1 2 |  |
| Demonstrate how to lower and retract flaps using the yoke | 0 1 2 |  |
| Demonstrate how to view and remove compass, radio, map etc. | 0 1 2 |  |
| \*Practice leaning the mixture at different altitudes | 0 1 2 |  |
| \*Practice engine clearing during power-off (or low rpm) descents | 0 1 2 |  |
| Demonstrate the effects of flaps in flight | 0 1 2 |  |
| Practice approaches using various flap settings | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Do not make this a complex exercise.
* This exercise is listed separately in order to emphasize the importance of the operation of ancillary controls. In practice, the use of ancillary controls is an integral part of all other exercises
* Stress the Importance of correct mixture control to maintain correct mixture at take-off, climb, cruise, and descent power settings
* Characteristics of a good run-up area:
	+ Surface – clean, level, dry (puddles of water can ruin a prop!)
	+ Direction – into wind, slipstream away from hazards
	+ Location – designated area not blocking taxiway
* Time permitting, explain carburetor ice
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **4**

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| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 4Taxiing |
| **Objective:**To teach how to safely maneuver the aircraft while on the ground | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Explain standard airport layout (markings, taxiways, runways (#s)) | 0 1 2 |  |
| Discuss appropriate taxiing speeds | 0 1 2 |  |
| \*Discuss lookout when taxiing | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Enforce ground radio procedures:* Using ATIS prior to taxi
* Hold short lines (readbacks)
* Mandatory Frequencies vs. controlled airports
 | 0 1 2 |  |
| Explain use of power when taxiing | 0 1 2 |  |
| Explain how to test the brakes | 0 1 2 |  |
| \*Explain taxiway lines – hold and centre | 0 1 2 |  |
| Instruments & lights used to taxi | 0 1 2 |  |
| Explain turning while taxiing | 0 1 2 |  |
| Explain slowing and stopping | 0 1 2 |  |
| Explain parking considerations | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Do not allow the student to take-off in this lesson – all ground work
* Stress that the aircraft must never be taxied at an excessive speed. Emphasize danger of loss of control.
* Improper use of brakes is the most frequent error while taxiing. Stress use of rudder as opposed to use of the brakes.
* Emphasize that constant attention must be paid to the wind direction, particularly while turning from downwind into wind.
* Emphasize proper clearance procedures with ground. Verbalize radio calls.
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **5**

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| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 5Attitudes and Movements |
| **Objective:**To teach the attitudes and movements associated with pitch, roll, and yaw | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Describe using the horizon as a reference point for attitudes | 0 1 2 |  |
| Emphasize slow and smooth control movements | 0 1 2 |  |
| Discuss proper lookout  | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Identify the cruise attitude | 0 1 2 |  |
| \*Demonstrate use of elevators to control pitch attitudes | 0 1 2 |  |
| Instruments related to pitch | 0 1 2 |  |
| \*Demonstrate use of ailerons to control roll attitudes \*(15, 30, 45) | 0 1 2 |  |
| Instruments related to roll | 0 1 2 |  |
| \*Demonstrate use of rudder to control yaw attitudes | 0 1 2 |  |
| Instruments related to yaw | 0 1 2 |  |
| Discuss collision geometry and avoidance, right of way | 0 1 2 |  |
| \*Ensure that student can identify instruments related to attitudes | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Emphasis is necessary since all future flight training exercises are based around the basic principles of this exercise.
* Emphasize that all aircraft attitudes are relative to the horizon, while movement are relative to the axis of the aircraft.
* Stress the importance of a complete and continuous look-around using the sim features
* Have the student practice simple flight maneuvers by application of the basic principles of this exercise.
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **6**

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| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 6Straight and Level Flight |
| **Objective:**To teach the student to fly straight and level (constant heading, selected altitude and airspeed) at various speeds  | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Explain: Attitude + Power = Performance | 0 1 2 |  |
| Review cruise attitude | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Ensure proper lookout techniques | 0 1 2 |  |
| \*Introduce trim and its uses | 0 1 2 |  |
| \*Teach straight flight:* Wings level
* Constant heading/speed
* Yaw control
 | 0 1 2 |  |
| \*Teach Level flight:* RPM setting (2300)
* Constant altitude
* Vertical Speed
 | 0 1 2 |  |
| \*Instruments associated with straight and level flight (VSI) | 0 1 2 |  |
| Introduce the compass and heading indicator reset (15 mins) | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Ensure that the student understands that power controls altitude and pitch controls speed
* Explain what happens to straight and level flight with the application and reduction of power
* Explain uses of straight and level flight (ie. circuit spacing)
* Give the student ample time to practice this exercise. It helps to produce co-ordination and mastery over the aircraft.
* The goal of this exercise is to teach the student to easily establish the aircraft in flight with a constant altitude, airspeed and heading.
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **7**

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| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 7Climbing |
| **Objective:**To teach climbing at various airspeeds and leveling out from climbs | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| \*Define Best Rate, Best Angle, and Enroute (75Kts) Climb speeds | 0 1 2 |  |
| Review slipstream effect and asymmetric thrust during climbs | 0 1 2 |  |
| Discuss climb speed for take-off | 0 1 2 |  |
| \*Discuss “Attitude, Power Trim” | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| Establish and recover from “Best Rate” climb (A-P-T) 75Kts | 0 1 2 |  |
| Establish and recover from “Best Angle” climb (A-P-T) 60Kts | 0 1 2 |  |
| Ensure proper lookout during climbs | 0 1 2 |  |
| \*Experience deployment of flaps while in a climb | 0 1 2 |  |
| \*Practice an overshoot and climb: (Flaps) Power – Attitude – Trim | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Many accidents can be attributed to poor climb techniques when close to the ground. Monitor the student carefully and correct bad habits before they are entrenched.
* Entering a climb from a balked approach should be practiced until proficiency is achieved, particularly in the area of sudden attitude change. The correct method of “slowly raising” flaps should be demonstrated.
* Emphasize the need to change heading, or lower the nose slightly at regular intervals during a prolonged climb to facilitate effective look-out.
* One of the major faults a student can develop in a climb can be keeping the right wing low to prevent a yaw to the left. Use rudder to prevent yaw.
* If a student completes the objectives relatively quickly, use the remaining time to practice already learned air work.
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **8**

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| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 8Descending |
| **Objective:**To teach descending at various airspeeds and power settings along a determined path | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Discuss power on and power off descents | 0 1 2 |  |
| Discuss “Attitude, Power Trim” | 0 1 2 |  |
| Identify constant descent angle for landing | 0 1 2 |  |
| Discuss pre-descent cockpit checks (pre-landing check) | 0 1 2 |  |
| Discuss engine warming | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| Establish and recover from a power-off descent (A-P-T) | 0 1 2 |  |
| \*Ensure proper lookout during descents | 0 1 2 |  |
| \*Maintain engine warming techniques every 500’ | 0 1 2 |  |
| Experience a power-on descent over an obstacle | 0 1 2 |  |
| Explain instruments to watch during descents | 0 1 2 |  |
| \*Experience the effect of flap settings during a descent | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* This is a progressive exercise, and no attempt should be made to teach all aspects of descending in one lesson.
* Particular attention must be paid to maintaining engine temperature when descending in cold weather conditions.
* Ensure that the student understands the proper use of visual indications which assist in detecting the touch-down point, while descending at various speeds and power settings.
* A sound knowledge of the principles and considerations of power-off descent is a necessary ingredient of successful forced landings. Give the student ample practice at maintaining the correct airspeed/attitude to ensure proficiency is achieved.
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **9**

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| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 9Turns |
| **Objective:**To teach gentle, medium, steep, climbing, and descending turns to selected headings | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Define angles of bank: gentle= <15°, medium= 15°, steep = >15° | 0 1 2 |  |
| Discuss lookout during turns | 0 1 2 |  |
| \*Discuss how to maintain bank and pitch attitudes with reference to horizon | 0 1 2 |  |
| Discuss use of steep turns (traffic avoidance) | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Exercise proper lookout during turns | 0 1 2 |  |
| \*Monitor and correct instruments (step on the ball) |  |  |
| Enter and recover from a gentle turn | 0 1 2 |  |
| Enter and recover from a medium turn | 0 1 2 |  |
| \*Enter and recover from a steep turn (add power) | 0 1 2 |  |
| Enter and recover from a climbing turn | 0 1 2 |  |
| Enter and recover from a descending turn | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Emphasize the importance of a meaningful look-out prior to and during each turn.
* It is important that turns be practiced in both directions to emphasize the different visual reference in aircraft with side by side seating, and to ensure students do not favour the left turn they learn from the beginning in most circuits.
* Because of increased stress on accuracy, the student should be shown how to monitor instruments without sacrificing look-out.
* Make sure the student appreciates that a steep turn at the last moment to avoid a collision may actually increase the probability of impact. A vertical maneuver may be more effective in close range, head on collision situations
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **10**

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| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| LESSON PLAN 10Take-off |
| **Objective:**To teach how to safely get the aircraft airborne and how to make proper take-off decisions | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Discuss normal, crosswind, short-field, and soft-field take-offs | 0 1 2 |  |
| Discuss using best angle for obstacle clearance | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Conduct a normal take-off:* Keep straight w/ rudder
* Pull back 50 Kts
* Lift-off 60 Kts
* Climb at 75 Kts (Vy)
* Retract flaps
 | 0 1 2 |  |
| \*Conduct a crosswind take-off:* Control column into wind
* Reduce deflection
* Control bank on lift-off
 | 0 1 2 |  |
| \*Conduct a short-field take-off:* Full brakes and full power
* Release brakes
* Lift off and ground effect
 | 0 1 2 |  |
| \*Conduct a soft-field take-off:* Apply full power without stopping
 | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* The use of brakes to correct heading during the take-off run should be avoided unless rudder control is insufficient.
* Advise the student to concentrate on keeping straight by some reference at the far end of the runway.
* The short field take-off procedure assumes a firm smooth surface for the take-off run. The decision to take off from a short rough field should be made after assessing distance available, obstacles, and the degree of roughness.
* The use of excessive forward elevator control pressure during take-off to hold the aircraft on the ground to speeds above normal take-off speed could, if a “yaw” force is introduced, result in serious wheelbarrowing.
* By example, insist that the student use the check-list. Make sure that the check is completed conscientiously and does not become a mere formality.
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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **11**

|  |
| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| --- |
| LESSON PLAN 11The Circuit |
| **Objective:**To teach how to fly a circuit pattern, leave and enter the circuit. | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| \*Discuss circuit pattern, height, direction, and traffic | 0 1 2 |  |
| Discuss joining a circuit at a controlled aerodrome | 0 1 2 |  |
| Discuss joining a circuit at an uncontrolled aerodrome | 0 1 2 |  |
| \*Discuss circuit radio procedures | 0 1 2 |  |
| Discuss wake turbulence | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| Practice flying a proper circuit to the left and right ensuring:* Proper turns (45° to TD)
* Traffic spacing
 | 0 1 2 |  |
| \*Enter a circuit | 0 1 2 |  |
| \*Depart a circuit | 0 1 2 |  |
| Practice overshoots | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Insist on increasing aircraft handling accuracy and good airmanship, as circuit training progresses.
* If the student has difficulty in judging the final turn into wind, insist on a shallow banked turn. The slow rate of turn allows more time for judgment, and bank can be increased or decreased as necessary.
* While circuits are normally to the left, proficiency in right hand circuits should be attained. Make sure the student knows where to find circuit information when planning a flight to an unfamiliar airport.
* When power approaches are normally made, the instructor should periodically insist on a power-off descent to improve the student’s proficiency in gliding and judgment on how far the aircraft can glide.
* The procedures to follow when departing or joining the circuit at controlled and uncontrolled airports may differ. Be sure that the student appreciates these differences.
* On occasions when approaching unfamiliar airports, pilots may be asked to report over points which are unknown to them, but are familiar to local pilots, e.g.., “report over Shawnigan Lake”. The student must be taught to immediately advise ATC when unfamiliar with the local area.
 |

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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **12**

|  |
| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| --- |
| LESSON PLAN 12Approach and Landing |
| **Objective:**To teach how to land the aircraft and how to make proper decisions when landing | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Discuss normal, crosswind, short-field, and soft-field landings | 0 1 2 |  |
| Explain the proper approach angle (VASI systems) | 0 1 2 |  |
| Discuss landing speeds (flaps up – 75Kts, flaps 30 – 65Kts) | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Conduct a normal landing:* Use of flaps
* Power on/off approach
* Proper flare, round-out & touchdown
* Keep straight
 | 0 1 2 |  |
| \*Conduct a cross-wind landing:* Proper crab/slip
* Correction for drift
* Touchdown into wind wheel first
 | 0 1 2 |  |
| \*Practice overshoots | 0 1 2 |  |
| \*Conduct a touch & go landing | 0 1 2 |  |
| Ensure proper post-landing procedures | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* Accident records show landings contribute immensely to the accident total.
* A landing is not finished until the landing roll has stopped.
* Landings are a continual challenge. Encourage the student to watch other students landing and learn from their mistakes.
* During the landing, make sure the student looks far enough ahead of the aircraft to properly appreciate both the forward, vertical and possible lateral movement in relation to the runway.
* Allow students to correct their own mistakes.
* Teach touch & go’s only after student is successful at normal landings
* Make power corrections earlier rather than later
 |

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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **14**

|  |
| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

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| --- |
| LESSON PLAN 14First Solo |
| **Objective:**To conduct the first solo flight of a student’s simulator aviation training. | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Preflight** |
| This flight should be preceded by lesson plan 13 – a practice flight |
| There should be no instruction prior to this lesson, only a pre-flight briefing |
| **In-flight** |
| The first solo flight should last no more than 45 mins flight time |
| Flight should be conducted normally, as per routine, in normal flying conditions (Day VFR, little or no clouds, little or no winds) |
| Act as the ATC controller for this flight so you can observe. Do not offer any coaching at all. |
| Instruct the student to:* Conduct flight routine as per checklist (pre-flight, startup, etc.)
* Take-off on a specific runway
* Fly straight and level to the practice area
* Complete the following upper air work:
	+ A climb
	+ A descent
	+ Gentle, medium and steep turns left and right
* Fly back to the aerodrome
* Conduct a touch & go on a specific runway
* Fly a circuit on the same runway and land
* Taxi back to parking
* Shut down
 |
| **Post-flight** |
| Allow the student the chance to critique their own performance |
| Debrief – complete PTR and logbook, file flight plan |
| **Special Instructions** |
| * When the student is ready for solo, the pre-solo briefing should be short, ensuring that the student knows what to do on the flight; keep advice to the bare minimum.
* Complete all evaluations on the student’s Pilot Training Record
* The first solo is an important step in the student’s flying career. It is a never to be forgotten experience – treat it as such. Personal congratulations and subsequent traditional school activities (First Solo certificates, etc.) mean much to the student.
* Before the first solo flight, ensure the student has received instruction in all exercises specified.
* This flight should be followed by a comprehensive debrief. Cover all aspects of flight. Allow the student the chance to critique their own performance.
 |

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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **\_\_\_**

|  |
| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

|  |
| --- |
| LESSON PLAN 13, 16, 17, 18, OR 19Practice or Review |
| **Objective:**To practice a specific technique, to build simulator time, or to prepare for an upcoming Flight Test |
| **Marking Standards:****1** = Student required physical correction on the controls by the instructor in order to avoid a potentially dangerous situation. Mistakes were made.**2** = Student required direct verbal correction in order to avoid a potentially dangerous situation. Some mistakes were made.**3** = Student performed with very few minor mistakes. Verbal cues were seldom required.**4** = Student could identify, analyze and correct mistakes. No verbal cues were required.**5** = Student made relatively no mistakes. Instructor did not intervene in any capacity.  |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Review area of focus for this specific practice/review | 1 2 3 4 5 |  |
| **In-flight** |
| Documents and airworthiness knowledge | 1 2 3 4 5 |  |
| Pre-flight inspection | 1 2 3 4 5 |  |
| Engine start-up, run-up, checklist | 1 2 3 4 5 |  |
| Taxiing | 1 2 3 4 5 |  |
| Straight and level flight | 1 2 3 4 5 |  |
| Turns | 1 2 3 4 5 |  |
| Takeoff | 1 2 3 4 5 |  |
| Circuit | 1 2 3 4 5 |  |
| Landing | 1 2 3 4 5 |  |
| Radio communications knowledge | 1 2 3 4 5 |  |
| Emergency procedures | 1 2 3 4 5 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 1 2 3 4 5 |  |
| **Special Instructions** |
| * 1 hour practice flights should be conducted as required or for time-building purposes. No more than 4 practices flights should be allowed.
* A review flight should always be conducted as the lesson prior to the Flight Test. Instructors should use this form or an actual Flight Test evaluation form. Treat it exactly as if it were a Flight Test.
 |

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FLIGHT PLAN

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: **15**

|  |
| --- |
| **Student** |
| Rank | Surname | Given Name |
| **Aircraft** |
| Make | Model | Registration |
| **Routing** |
| Departure Aerodrome | Arrival Aerodrome | Via |
| Estimated Startup Time | Estimated Shutdown Time | Estimated Total Time |
| **Miscellaneous** |
| Flight Rules VFR IFR | # of Persons on Board | PFDs Required?  Yes No |
| Equipment on Board: ELT Fire Extinguisher VHF UHF Transponder  |
| **Comments** |
|  |
| **Authorization For Flight** |
| Student Signature | Instructor Signature |
| ***Instructor Use Only*** |
| Actual Startup Time | Actual Shutdown Time | Actual Flight Time |
| PIC | Dual |
| Instr. Rank | Instr. Surname | Instr. Given Name |

|  |
| --- |
| LESSON PLAN 15Emergency and Precautionary Landings |
| **Objective:**To teach how to safely conduct both emergency and precautionary landings | **0** = Not Taught**1** = Taught or demo’d**2** = Student Mastered |
| **Teaching Point** | **Progress** | **Comments** |
| **Preflight** |
| Discuss emergency situations | 0 1 2 |  |
| Discuss urgent situations | 0 1 2 |  |
| Discuss runway considerations:* **O**bstacles
* **W**ind
* **L**ength
* **S**urface
 | 0 1 2 |  |
| **In-flight** |
| Conduct flight routine as per checklist (pre-flight, startup, etc.) | 0 1 2 |  |
| \*Conduct an emerg. landing:* Fly the aircraft
* Glide speed 65 Kts
* Select a landing surface
* Cause (landing) check
* Restart attempt
* Transmit Mayday
* Set Transponder (7700)
* Passenger brief
* Shut down on final
	+ Mixture cut-off
	+ Fuel off
	+ Mags off
	+ Master off (after flaps are set
* Land safely
 | 0 1 2 |  |
| \*Conduct a precautionary :* Select field (OWLS)
* Inspection circuit
* Land
 | 0 1 2 |  |
| **Post-flight** |
| Debrief – complete PTR and logbook, file flight plan | 0 1 2 |  |
| **Special Instructions** |
| * \* indicates a teaching point that is on the PTR specific to this lesson
* A most important aspect of a precautionary landing is to make an early decision. The pilot then should have sufficient time to select the best available landing surface.
* \*Conduct one emergency landing on take-off
 |

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