



# 01 FAMILIARISATION WITH THE AEROPLANE AND AIR EXPERIENCE

## AIM

To familiarize the student with the aeroplane's controls and systems. To introduce the student to drills, check lists, and the sensations of flight.

## INSTRUCTIONAL GUIDE

This exercise will not involve a great deal of instruction but if well carried out, can have a good and lasting influence on the student's future attitude towards learning to fly. It should culminate in giving the student who has not flown in a light aeroplane, a brief flight to familiarize him or her with this new sensation.

Take the student to the aeroplane and point out the external features first. At this stage point out only the main features such as the control surfaces, refuelling points, undercarriage and propeller.

The student can then be seated in the pilot's seat and the cockpit layout briefly explained. This should be done in a logical sequence. Where checklists and drills are normally used, these should be employed to emphasize right from the beginning the importance of systematic checking.

Remember all through this exercise that it is important not to expect too much from the student. Answer any questions the student may have in as simple a way as possible and do not let the student get too involved with technicalities at this stage. In some circumstances the instructor may also need to be a sales person if the student does not appear to be enthusiastic or is overly nervous.

## AIR EXPERIENCE

If possible the flight should be made in good weather, as many potential pilots have been frightened away by a rough and unpleasant first flight. Very little instruction should be given at this stage though if the student appears to be comfortable the student should be allowed to 'follow the instructor through' on the controls and even manipulate them for a short while.

The instructor should point out obvious landmarks and the horizon. The readings of the airspeed indicator and altimeter can be brought to the student's attention. If the student requests the instructor to do some manoeuvre other than normal flight and the instructor feels that the student will not suffer, then do this manoeuvre though it is advisable to do it as gently and smoothly as possible for the first time, even with the most exuberant student. If there is some good reason why this cannot be done, do not refuse to do it without explaining why, or the student will draw his own conclusions.

At some stage during the flight it may be beneficial to explain to the student that only a 'gentle touch' is required to control the aeroplane.

After landing, explain briefly to the student what the next exercise is to be. Indicate to the student what should be read and learned before the next exercise as this will save time before the next flight.