



THE HONOURABLE COMPANY OF AIR PILOTS

incorporating Air Navigators

Better Flying Lessons— Guidance for Flying Instructors

The foundation of airborne instruction is :

Demonstrate – Teach – Practise

This holds true for flying lessons in all types of aircraft but the examples in this document are drawn from the world of fixed-wing instruction. Feel free to adapt the suggestions for instruction in the aircraft on which you specialise.

The **Demonstration** is just that. It allows the student to observe to ensure they understand what they will ultimately be trying to replicate, or to note a salient point. They can take different forms:

The **Silent Demonstration** allows the student to see the complete manoeuvre, for example a complete turn, or a stall:

“I will now demonstrate a fully developed stall and recovery”

The student does not follow through, nor do you say anything whilst flying the manoeuvre. The aim is for the student to assimilate the end result that they will ultimately be asked to reproduce.



The **Proof of Concept Demonstration** is used to illustrate a fundamental concept that will be used in the exercise:

“I am established in the 70kt glide. Note the rate of descent. If I select flap but hold the attitude the speed reduces. I need to lower the nose to maintain 70kt. What has happened to the rate of descent? (It’s increased). Lowering flap increases the rate of descent”

The **Attitude Demonstration**:

“This is the attitude for a medium turn to the right. Note where the horizon cuts the coaming”



For the **Teach** the student follows through so they can experience the rate and amount of control deflection. For most exercises it is appropriate to include a deliberate error and teach how to correct it. Imagine you are teaching how to maintain the climb. Fly slightly too fast



- If you make a non-deliberate error **admit it**; make use of the opportunity teaching moment you have created, and teach the student how to correct it!!
- Some exercises are too difficult to teach in one go (such as complete turn) , so break them down into bite size chunks: A turn can be broken by teaching maintenance first, then entry, then exit, with the student practicing (see below!) each element before moving on to the next.
- There may be no practical time to deliver all the subtleties of a manoeuvre, use keywords to bring out the salient points:

“Power – attitude – turn – trim”

Allow the student to **Practise** the manoeuvre or element you have just taught:

"When I give you control maintain the turn. You have control"

- Do not ride the controls!
- Remain silent and do not 'coach'. (A single word prompt such as *speed* or *ball* is acceptable, but no more!)
- Monitor the student



Always take control for the debrief so the student can focus. Give praise for good performance, and guidance to improve a poor one. You may need to ask the student to repeat the practice having diagnosed their error, or even repeat the entire teach and then allow another practice



"I have control. That was really good"

or

"I have control. Not bad, but you climbed a bit as you had the wrong attitude set. If you scan the altimeter you can use the height change as a cue to adjust the attitude. When I give you control have another go, this time bringing the altimeter into your scan. Any questions?"

Top tip: Don't be overly verbose. Try and cut down any extraneous waffle. It's difficult, but less is more!!

Produced by the Honourable Company of Air Pilots Flying Instructors' Working Group

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