



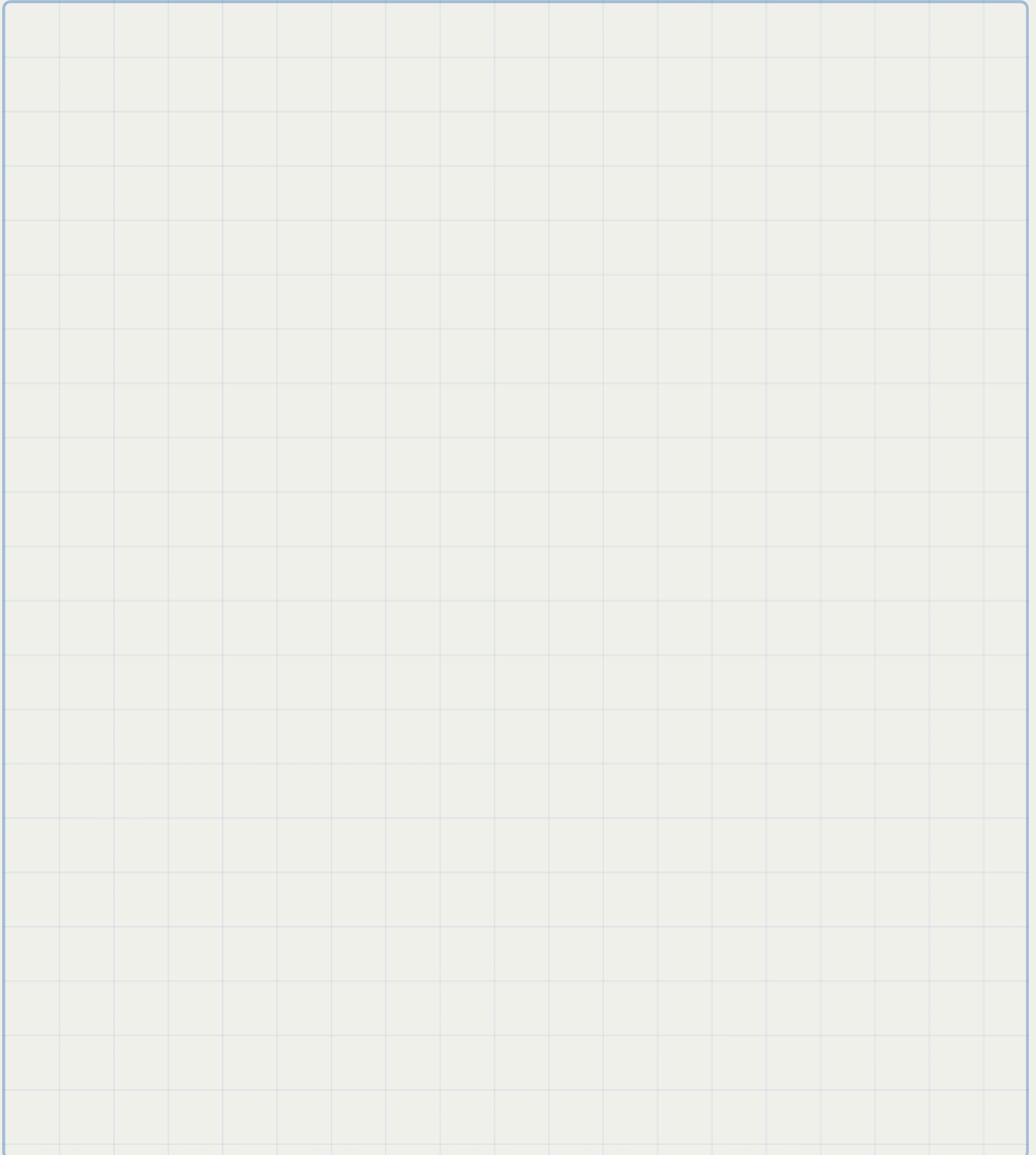
Turning

*CASA Recreational Pilot License (Aeroplane) – Lesson 4, Pre-flight
Briefing Notes*

These notes help you plan and run an interactive **whiteboard briefing** immediately before the flight – they are components to draw from, not a script to read.

My whiteboard and running order

Before the lesson, read the sections that follow, then come back here: note *your* running order and approximate timings, and sketch the whiteboard you'll draw – your aerodrome, your training area, today's weather and traffic. For inspiration, see the [NZ CAA Flight Instructor Guide whiteboard for Medium, climbing and descending turns](#).



Using these notes

The long briefing (theory) is done and the student is keen to fly – keep this to about **15 minutes**, at the whiteboard, working interactively: **ask, draw, and listen** rather than present. The key learning points from theory (coordinated turns, spiral dive recovery) should be fresh; focus this brief on the exercise sequence and airmanship reminders.

The components (choose your own order on the planning page):

Component	~ time
The aim of the flight	1-2 min
Today's flight – whiteboard walk-through	3 min
Threats and how we'll manage them (TAF + NOTAMs)	3 min
Airmanship emphasis – lookout, balance, spiral recovery	2-3 min
Questions, then fly	1-2 min

The aim of the flight

Ask – "From the theory session: what are we trying to achieve today?"

Expect – in the student's own words, something close to:

- **Enter, maintain and exit medium level turns** with coordinated control inputs
- **Perform climbing turns and descending turns** (powered and glide)
- **Observe a spiral dive** demonstration – recognise the symptoms and the recovery sequence

Today's flight – whiteboard walk-through

Draw – the flight as a path across the board: taxi → take-off → climb to _____ ft towards the training area → turning exercises → return (refuel on return). Fill in your local details as you go:

- Runway: _____ Circuit direction: _____
- Climb to: _____ ft Training area: _____
- CTAF / frequencies: _____
- Who taxis / handles throttle: _____

Draw – the exercise sequence (we'll also get plenty of opportunities to practise the climb and descent entries and exits from last week). In the training area:

1. **Medium level turns** – left and right, 15-25° bank; roll out on a heading
2. **Climbing turns** – gentle bank, maintaining climb speed
3. **Powered descending turn** – maintain descent power and speed
4. **Gliding descending turn** – power off, best glide speed

Instructor demonstration only:

- **Spiral dive** – I'll enter, describe what the instruments are showing, then recover. The student does **not** enter a spiral dive.

Threats and how we'll manage them

I'M SAFE and PAVE are standing checks before **every** flight — by now the student should walk through them, not be taught them.

Ask — "Run me through your I'M SAFE — any flags today?" (Illness, Medication, Stress, Alcohol, Fatigue, Eating.) Stress and fatigue reduce the brain power available while flying.

Ask — "What does PAVE stand for? Apply each letter to today's flight." (Pilot, Aircraft, enVironment, External pressures.) If any category flags a hazard, **assess it before you fly** — not after.

Draw / Ask the weather and notices — check both before every flight; they feed directly into **PAVE → enVironment**:

- **TAF** — for your nearest forecast aerodrome; issued every 3 hours; wind, visibility, cloud base and significant weather. Is the forecast within your personal limits for today?
- **NOTAMs** — via NAIPS or OzRunways, for your aerodrome and the training area; look for runway/taxiway closures, airspace restrictions, navigation aids unserviceable.

Draw — list the genuine threats you and the student identify for *this* flight:

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- ---

Ask — introduce **TEAM** for each threat: **Transfer · Eliminate · Accept · Mitigate**.

Airmanship emphasis – lookout, balance and spiral recovery

This lesson's emphasis: every turn starts with a **lookout**, stays **in balance**, and we rehearse the **spiral dive recovery** before we see it.

Ask – "Why do we clear the area with a lookout turn before every manoeuvre?" – and remember a **180° clearing turn** if visibility is restricted.

Ask – "What keeps the turn coordinated?" **Expect** – *step on the ball*; keep it centred through every turn.

Rehearse the spiral dive recovery out loud – before the flight, have the student state it:

- **Power off** → **level the wings** → **gently ease** out of the dive
- Do **not** pull before the wings are level

A spiral dive develops fast and the nose-low, high-speed picture can be surprising the first time you see it – that's exactly why we demonstrate it from a safe height and rehearse the recovery now.

Ask – "Run me through the control handover phrases." **Expect** – "My aeroplane" / "Your aeroplane", acknowledged on every transfer.

Questions, then fly

Ask – "Any questions before we head out?"

Quick recap as you pack up the whiteboard:

- Clear the area with a **lookout turn** before every manoeuvre
- "My aeroplane / Your aeroplane" – every transfer
- **Step on the ball** – keep it centred through every turn
- Spiral dive recovery: **level wings first**, then ease out of the dive

Confirm who handles the taxi, and go flying.