



Fundamentals of Instructing

FOI Hidden Secrets

What's Buried In the Handbook

FOI Hidden Secrets

Biggest Questions We Get

What do I have to know about the FOI?

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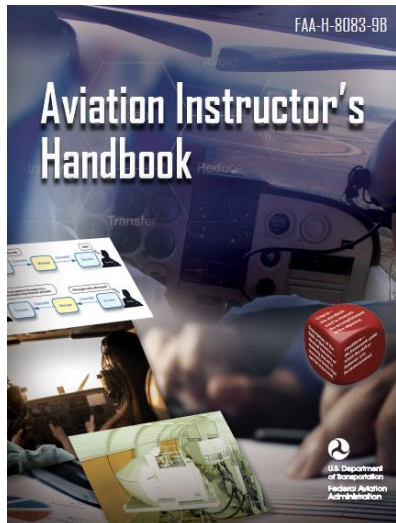
Biggest Questions We Get

What are they going to ask me about it?

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It's impossible to put the handbook to memory

It's important to be able to apply the principles laid out in the Aviation Instructor's Handbook



CFI Bootcamp
Flight Instructor Training

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Every DPE is different in how they test the FOI

Until you know "How" the DPE tests this, you may be wasting a lot of time memorizing things



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What is Teaching?

The method of transferring knowledge or skill to someone and assessing how much/well they understand or can do that which was taught



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You already know many things in the handbook

People learn what they are motivated to know or do

People learn differently

There are fast and slow learners

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You already know many things in the handbook

For a large group you have to lecture

One to one is usually informal lecture with questions

Assessing is usually done by oral quizzing



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You teach a skill by Explaining it, Demonstrating it, Giving the learner practice, and evaluating the performance

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People learn skills by trail and error

Let learners make mistakes and find solutions



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The average learner can process 2-3 new concepts
About 20 minutes is an ideal lesson time for knowledge

20-Minute Rule



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People don't like to fail and tend to protect their Egos



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The same lesson may need to be taught in different levels of detail and use different instructional aids

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When teaching something new, don't focus on the details –
Teach the most important things first



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You already know many things in the handbook

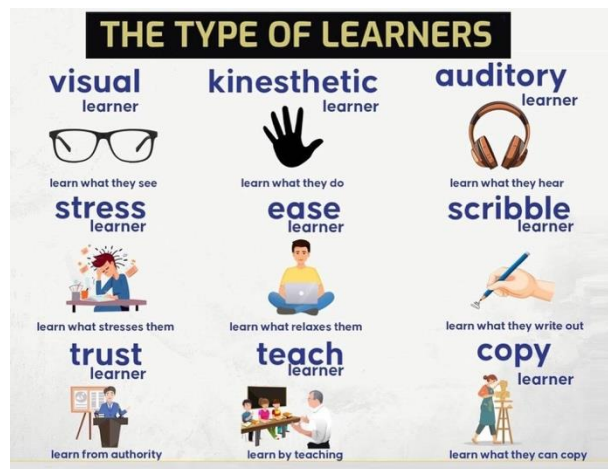
When critiquing a learner, focus on the one or two items that would improve the performance the most



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You already know many things in the handbook

Knowing where your learner is in training, how they learn, and how well/fast they learn sets the bar for lesson time allocation and lesson outcomes



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The Training Process

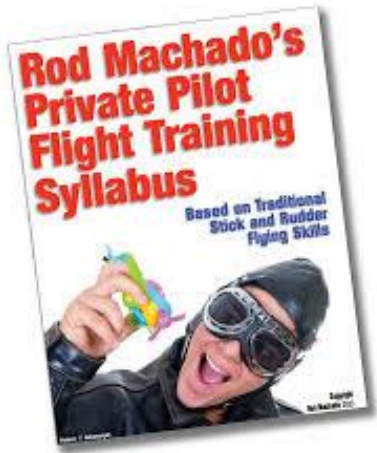
Course of Training – All the classes/maneuvers etc. that lead to a certificate/degree etc.



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The Training Process

Syllabus – A roadmap for each segment/class in the course of training



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The Training Process

Lesson Plan – An Outline of what needs to be taught in a single instructional period

Basic, Effective Lesson Anatomy

each block is proportional	Warm-up	▪ students working independently ▪ teacher attempting an MOS ▪ teacher completing admin tasks
	Lesson intro/ go over warm-up	▪ teacher or students provide lesson rationale ▪ students share warm-up work ▪ teacher gives whole-class feedback
lesson chunks = 12-15 minutes apiece	Lesson chunk 1	▪ students read or listen to a knowledge-rich text ▪ teacher provides direct instruction and guided practice ▪ teacher models how to put forth wise effort in learning
	Lesson chunk 2	▪ students read or listen to a knowledge-rich text ▪ teacher provides direct instruction and guided practice ▪ teacher models how to put forth wise effort in learning
	Lesson chunk 3	▪ students read or listen to a knowledge-rich text ▪ teacher provides direct instruction and guided practice ▪ teacher models how to put forth wise effort in learning
these smaller segments are about 3-6 minutes apiece	Tie it all together	▪ teacher leads reflective application of today's lesson ▪ students make connections
	Closing	▪ teacher gives mini-sermon on value of lesson ▪ students engage in engaging retrieval practice (e.g., Quizzes, Kahoot, Comics, Storyboard)

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Checkride/Real World Disconnect

Most lesson plans are prepared for a checkride

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Checkride/Real World Disconnect

They don't work very well to teach a student

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Checkride/Real World Disconnect

They assume the student is getting all of the ground from you
– Rarely the case

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Checkride/Real World Disconnect

What's needed are preflight briefings – 5 min versions of your lesson plan that teach the “What and How” not the “Why”



[Teach Brief-Fly!](#)

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Checkride/Real World Disconnect

You have been taught to talk all of the time and to point out and correct all errors



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Checkride/Real World Disconnect

With a real student you talk little – Pick your battles and be aware of the students mental bandwidth to hear



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Checkride/Real World Disconnect

Let your student practice and make mistakes – Let them recover from their own mistakes



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Checkride/Real World Disconnect

Take over when it's unsafe or the student gets frustrated

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What's in the Handbook – A look at what's in each Chapter

Chapter One – Risk Management

Overdone – Find one way before flight and in flight

Use tools to come to an assessment more quickly

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What's in the Handbook – A look at what's in each Chapter

Chapter Two – Human Behavior

How/Why people respond to different things

Motivation is the most important thing in this chapter

Use Maslovs pyramid to determine learner readiness

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What's in the Handbook – A look at what's in each Chapter

Chapter Three – The Learning Process

Learning Theory

People are different and need to be accommodated

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What's in the Handbook – A look at what's in each Chapter

Chapter Four – Effective Communication

How to communicate clearly

Communication between the instructor and learner varies with who you are talking to and their background

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What's in the Handbook – A look at what's in each Chapter

Chapter 5 – The Teaching Process

What teaching is and how to pick a delivery method

In the air it's Explain, Demonstrate, Practice, Evaluate

Teaching is not Telling – Instructional communication

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What's in the Handbook – A look at what's in each Chapter

Chapter 6 - Assessment

Evaluation of what is learned or if a skill has been acquired

Two general types – Traditional (Grading Scales) and Authentic –
Scenario Driven

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What's in the Handbook – A look at what's in each Chapter

Chapter 7 – Planning Instructional Activity

How/where to fit your lessons into a process

Course of Training, Syllabus, Lesson Plan, Preflight Briefing

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What's in the Handbook – A look at what's in each Chapter

Chapter 8 – Instructor Responsibilities and Professionalism

What you should be doing as an instructor

How you should carry yourself

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What's in the Handbook – A look at what's in each Chapter

Chapter 9 – Techniques of Flight Instruction

How to teach in the air

Explain, Demonstrate, Practice, Evaluate

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What's in the Handbook – A look at what's in each Chapter

Chapter 10 – Teaching Practical Risk Management During Flight Instruction

How to teach Risk Management

PAVE- Preflight

3P – Inflight

5P – Single Pilot Resource Management

From Us to You!

Preflight Briefings

Teach Brief - Fly

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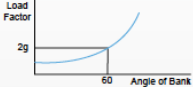
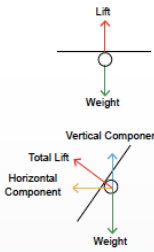
[Teach Brief-Fly!](#)

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From Us to You!

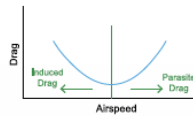
Steep Turns

1. Clear the airspace and identify emergency landing areas.
2. Adjust the throttle to 2100 RPM - 90 KIAS.
3. Altitude no lower than 1500 feet AGL.
4. Identify a reference point in front of the aircraft and note the heading.
5. Roll into a 45 - 50 degree bank turn - Stop adverse yaw with rudder.
6. Maintain bank, altitude, and airspeed.
7. Elevator maintains altitude, throttle maintains airspeed, aileron - angle of bank.
8. Remain coordinated.
9. Begin the roll out 25 degrees before the 360 degree point - Stop adverse yaw.
10. Level the wings on the entry heading.
11. Reduce elevator to maintain altitude and decrease throttle for air-speed.
12. Roll into a 45 - 50 - degree bank turn in the opposite direction.
13. Repeat maneuver in the opposite direction.



Slow Flight

1. Clear the area.
2. Reduce the throttle to 1500 RPM.
3. Maintain altitude with elevator back-pressure as the airspeed slows.
4. Lower the flaps to full in stages. 10 degrees below 110, the rest below V_{FE} .
5. Anticipate elevator pressure changes.
6. Slow to 50 KIAS, and apply throttle as necessary to maintain altitude.
7. Use elevator to maintain airspeed.
8. Apply rudder to keep the to maintain heading. Keep the wings level with ailerons.
9. Perform a level 90 degree turn to the left. Additional throttle will be required to maintain altitude.
10. Perform a level 90 degree turn to the right.
11. Return to straight and level flight at cruise speed by applying full power first.
12. As the airspeed increases, retract the flaps in stages while maintaining altitude.
13. When the airspeed is 90 KIAS reduce throttle to 2100 RPM and trim.



LR Equation

$$Lift = \frac{\rho V^4 S C_L}{2}$$

Variables we can control

$$Lift = V^4 AOA$$

Left Turning Tendencies

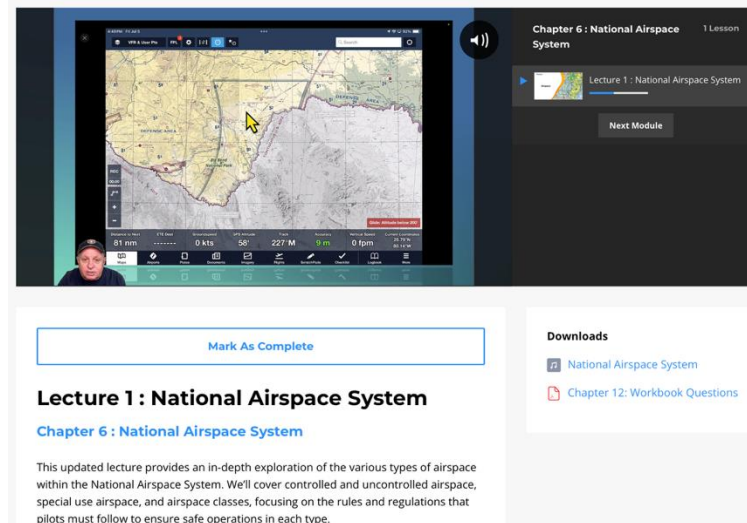
1. Torque
2. P-Factor
3. Slipstream
4. Gyroscopic Precession (depends)

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Free Preview of Our Online Course for Initial CFI-A

[Click here to get a Preview of the Online Course](#)



The screenshot displays the CFI Bootcamp online course interface. The main video player shows a map of the United States with a yellow cursor pointing to a specific location. Below the map, a small video feed shows a person's face. To the right of the video player, a sidebar contains the course title 'Chapter 6: National Airspace System' and a 'Next Module' button. Below the video player, there is a 'Mark As Complete' button and a section titled 'Lecture 1: National Airspace System' under the chapter heading 'Chapter 6: National Airspace System'. A description follows: 'This updated lecture provides an in-depth exploration of the various types of airspace within the National Airspace System. We'll cover controlled and uncontrolled airspace, special use airspace, and airspace classes, focusing on the rules and regulations that pilots must follow to ensure safe operations in each type.' To the right of this section, a 'Downloads' list includes 'National Airspace System' and 'Chapter 12: Workbook Questions'.

Mark As Complete

Lecture 1 : National Airspace System
Chapter 6 : National Airspace System

This updated lecture provides an in-depth exploration of the various types of airspace within the National Airspace System. We'll cover controlled and uncontrolled airspace, special use airspace, and airspace classes, focusing on the rules and regulations that pilots must follow to ensure safe operations in each type.

Downloads

- National Airspace System
- Chapter 12: Workbook Questions

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We get the job done

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In Conclusion...

Past Power Hour Information

[Click here to get outlines of previous power hours](#)

Power Hour Lesson Outlines

Created Around Hour Long Weekly Live Topic Specific Instructional Training.

Powered by Bootcamp +



How to Make Being a Flight Instructor
a Career

March 8, 2025 at 12:00:00 PM



A look into the products CFI
Bootcamp has to offer

February 22, 2025 at 12:00:00 PM

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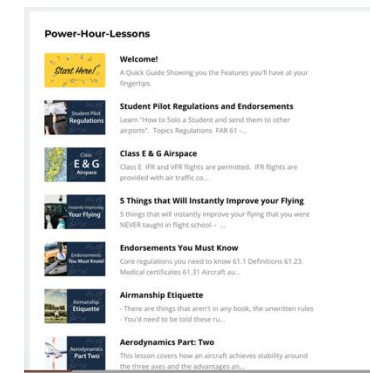
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