Lesson 31. Spin ground lesson

Ground 1.5 hr | Dual 0 hr | ACS AI.X.I

CFI CANDIDATE | DATE | SUPERVISING INSTRUCTOR

AIRCRAFT ☐ N41459 Warrior ☐ Ground only | FLIGHT TIME | GROUND TIME

OBJECTIVE

The candidate can teach spin awareness, spin avoidance, and spin recovery to a Student who will never intentionally spin an airplane. At the end they have taught it, not recited it, and they have built a teachable lesson from the accident category that actually kills people in primary training.

This lesson happens before the candidate ever spins an airplane. That ordering is US-6.1 and it is the entire point: the flight confirms an understanding that already exists rather than creating one in an airplane that is rotating.

LESSON STEPS: THE ELEMENTS, IN TEACHING ORDER

Check each element as it is taught. Leave anything not done blank. Sign once at the bottom.

☐ 1. What a spin is: a stall plus yaw, and why both halves are required
AC 61-67C, FAA-H-8083-3C

☐ 2. Autorotation: why one wing stays stalled and the other partly recovers
FAA-H-8083-3C

☐ 3. Entry conditions: the specific combinations that produce one
AC 61-67C

☐ 4. The four phases: entry, incipient, developed, recovery
FAA-H-8083-3C

☐ 5. Recovery: the airplane's own approved procedure first, the general technique as the framework
The flight manual of the airplane being flown, AC 61-67C

☐ 6. Why an incipient spin and a developed spin are different problems
FAA-H-8083-3C

☐ 7. The accident categories: base-to-final, the go-around, the impossible turn, the distracted pattern
AC 61-67C

☐ 8. Teaching spin awareness to somebody who will never spin: what actually transfers
AI.X.I, FAA-H-8083-9B chapter 5

☐ 9. Load factor, uncoordinated flight, and the stall speed a Student is not expecting
FAA-H-8083-3C

☐ 10. Weight, balance, and the airplane's certification for spins
The flight manual of the airplane, 14 CFR 23 as applicable

COMPLETION STANDARDS

1. The candidate teaches spin awareness to the Simulated Student for at least ten minutes, pitched at a private student in the pattern phase, and answers at least four Student questions without reading from notes. A recited answer does not meet this standard. A delivered lesson does.
2. The candidate distinguishes a stall from a spin in the taught presentation, naming yaw as the second ingredient, in terms a private student can use in the pattern.
3. The candidate names the entry conditions that produce a spin and connects at least two of them to a specific phase of flight a private student will actually be in.
4. The candidate describes the four phases of a spin and states why an incipient spin and a developed spin are different problems for a Student at pattern altitude.

5. The candidate locates the spin recovery procedure and the spin approval status for the airplane they fly, in that airplane's own approved material, and states both out loud.
6. The candidate teaches spin avoidance as the primary content, and can say in one sentence why avoidance rather than recovery is what a private student needs.
7. The candidate revises their lesson 6 base-to-final scenario, naming at least one specific change and the reason for it.
8. The candidate delivers a self-critique before hearing the instructor's.

Standard 1 is the shape requirement, per US-4.1: the completion standard is a taught presentation, never a recited answer. Falling short does not block lesson 32. No proficiency gate (Decision 9). It triggers policy/REMEDIATION-VISIBILITY.md. It does not block the external spin flight either, but a candidate who has not met standards 2 through 4 should not be sent to it yet, because the flight is supposed to confirm an understanding rather than build one. That is a scheduling judgment, recorded and named, not a gate.

DEBRIEF AND SIGN-OFF

Critique: the error, its probable cause, and the correction. Candidate self-critique first.

Sign once for the whole lesson. Elements left unchecked above were not taught this session.

SUPERVISING INSTRUCTOR SIGNATURE / INITIALS

DATE