

Lesson 32. Stall series, part one: power-off, power-on, accelerated

Ground 0.8 hr | Dual 1.5 hr | ACS AI.IV.A, AI.X.C, AI.X.D, AI.X.E

CFI CANDIDATE

DATE

SUPERVISING INSTRUCTOR

AIRCRAFT

N41459 Warrior

Ground only

FLIGHT TIME

GROUND TIME

OBJECTIVE

The candidate teaches power-off, power-on, and accelerated stalls from the right seat. At the end they can take a Student to a stall on purpose, safely, and teach recognition and recovery at the first indication rather than after the break.

The spin ground lesson comes first, at lesson 31, and that ordering is not negotiable. Per US-6.3 these are separate lessons so neither compresses the other, and per US-6.1 the spin understanding exists before the stalls that can lead to a spin are taught. Nothing in this lesson is a spin lesson. No spin content appears here beyond the connection back to lesson 31.

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. Angle of attack, and why the stall is not about airspeed
FAA-H-8083-3C
2. Power-off stalls: the approach-to-landing configuration and what makes it realistic
AI.X.C
3. Power-on stalls: the departure configuration, and the yaw that comes with it
AI.X.D
4. Accelerated stalls: load factor, and the stall that arrives at a speed nobody expects
AI.X.E
5. Recognition at the first indication, and what "first indication" actually means
AI.X.C to AI.X.E
6. Recovery: the sequence, and why altitude loss is a consequence rather than a goal
FAA-H-8083-3C
7. The clearing turns, the altitude budget, and the entry checklist as taught content
AI.IV.A
8. Emergency thread: the power-off stall as the base-to-final and final-approach accident
AC 61-67C
9. Managing a frightened Student: pace, warning, and the value of doing the first one yourself
FAA-H-8083-9B chapter 2
10. Left-turning tendencies at the power-on stall break, and their connection to lesson 31
FAA-H-8083-3C, AC 61-67C
11. The accelerated stall as the proof that airspeed does not predict the stall
AI.X.E, FAA-H-8083-15B Addendum, April 2015

COMPLETION STANDARDS

1. The candidate delivers the preflight ground lesson on the three stalls, covering all seven items of the brief, and states the altitude budget and the entry altitude that makes it achievable rather than a general assurance about height.
2. The candidate explains the stall in terms of angle of attack, can answer a Student who asks about airspeed without falling back on a number, and names at least three of the things critical angle of attack does not change with.
3. The candidate demonstrates power-off, power-on, and accelerated stalls to the tolerances the current tasks specify, from the right seat, while narrating continuously, recovering at the first indication where the task calls for it and at the full stall where it calls for that.

4. The candidate talks the Simulated Student through each of the three stalls, and on the power-on stall directs a rudder correction for yaw at or before the break.
5. The candidate recognizes the cross-controlled entry and stops it, and states why it is not flown as a demonstration in this lesson.
6. The candidate responds to the frozen Student within two seconds, by instruction or by taking the airplane, and does not continue the demonstration as though nothing happened.
7. The candidate responds to a Student who asks to stop by reducing the workload or ending the exercise, and does not talk them past it.
8. The candidate names altitude loss as a consequence of the recovery rather than a goal of it, in the taught content.
9. The candidate takes the flight controls using the three-way exchange, out loud, in both directions, including at least once when the airplane was not offered.
10. The candidate delivers a critique naming the error, its probable cause, and the correction for at least two of the errors flown.
11. The candidate delivers a self-critique before hearing the instructor's.

Standards 6 and 7 are as important as the flying standards and are graded as such. They are the difference between an instructor a nervous Student will fly with again and one they will not. Falling short does not block lesson 33. No proficiency gate (Decision 9). It triggers policy/REMEDICATION-VISIBILITY.md. A candidate who did not meet standard 4 should fly this again before lesson 33, which is a scheduling recommendation rather than a gate, and the reason should be said plainly: lesson 33 adds cross-controlled and trim stalls on top of this.

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