

Lesson 33. Stall series, part two: cross-controlled, elevator trim, secondary

Ground 0.8 hr | Dual 1.5 hr | ACS AI.IV.A, AI.X.F, AI.X.G, AI.X.H

CFI CANDIDATE

DATE

SUPERVISING INSTRUCTOR

AIRCRAFT

N41459 Warrior

Ground only

FLIGHT TIME

GROUND TIME

OBJECTIVE

The candidate demonstrates the cross-controlled stall, the elevator trim stall, and the secondary stall from the right seat, and teaches each one as the situation it represents rather than as a maneuver. At the end they can set up a demonstration safely, narrate what the Student should be noticing, and recover it before it becomes something else.

These three are the highest-stakes flying in the program. Every one of them is deliberately uncoordinated, badly trimmed, or mishandled on purpose. The intervention threshold in this lesson is the tightest in the phase and it is the reason this is one of the four recorded lessons.

LESSON STEPS: THE ELEMENTS, IN TEACHING ORDER

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

- The cross-controlled stall: the geometry, the roll toward the inside, and why it surprises
AI.X.F, AC 61-67C
- Setting up a cross-controlled demonstration safely, at altitude, with the recovery briefed
AI.X.F
- The elevator trim stall: trim as a stored control input nobody is holding
AI.X.G
- The go-around as the highest-risk configuration change a Student makes
AI.X.G, AI.VII.N
- The secondary stall: the rushed recovery, and why it is a teaching failure rather than a flying one
AI.X.H
- What the Student should be watching in each demonstration, said before it happens
FAA-H-8083-9B chapter 5
- Recovery from each, and the common thread: reduce the angle of attack, unload, coordinate
FAA-H-8083-3C
- The connection to lesson 31, named and then left alone
AI.X.I
- Demonstrating a maneuver you do not want the Student to imitate
FAA-H-8083-9B chapter 5
- All three read as one idea in angle of attack terms, which is how a Student remembers them
FAA-H-8083-15B Addendum, April 2015 lesson 14

COMPLETION STANDARDS

- The candidate delivers the preflight ground lesson on the three demonstrations, covering all seven items of the brief, and states for each one the situation it represents rather than the procedure for producing it.
- The candidate states the altitude budget and the entry altitude for all three demonstrations, and the recovery altitude each will be complete by.
- The candidate briefs the Simulated Student before each demonstration on what they will see, what to notice, and what the candidate will do, and does so before the entry rather than during it.
- The candidate demonstrates the cross-controlled stall, the elevator trim stall, and the secondary stall to the tolerances the current tasks specify, from the right seat, while narrating continuously, recovering each promptly.
- The candidate teaches the cross-controlled entry as three inputs acting together, and does not attribute it to a single control.

6. The candidate teaches the elevator trim recovery as forward pressure first and trim second, in that order, and names why.
7. The candidate names the rushed recovery as the cause of the secondary stall, rather than the pull itself.
8. The candidate frames all three as situations to recognize rather than maneuvers to practice, and declines the Student's request to try one with a reason the Student accepts.
9. The candidate takes the flight controls using the three-way exchange, out loud, in both directions, including from a Simulated Student who does not release on the first statement.
10. The candidate delivers a critique naming the error, its probable cause, and the correction for at least two of the entry-condition errors flown.
11. The candidate delivers a self-critique before hearing the instructor's, and a second self-critique against the recording before the instructor's review of it.

Standard 3 is the safety-critical teaching standard. An unbriefed demonstration of a cross-controlled stall is not instruction. It is a surprise, and a Student who is surprised by it learns to be afraid rather than to be careful. Falling short does not block lesson 34. No proficiency gate (Decision 9). It triggers policy/REMEDIATION-VISIBILITY.md. This is a lesson worth repeating on a low bar, because it is demonstrated in front of real Students for a career and because a shaky version of it is genuinely hazardous rather than merely unimpressive.

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