

# Lesson 38. Emergency operations and postflight procedures

Ground 0.8 hr | Dual 1.5 hr | ACS AI.IV.A, AI.XII.A, AI.XII.B, AI.XII.C, AI.XII.D, AI.XIV.A

CFI CANDIDATE

DATE

SUPERVISING INSTRUCTOR

AIRCRAFT

N41459 Warrior

Ground only

FLIGHT TIME

GROUND TIME

## OBJECTIVE

The candidate teaches emergency operations and postflight procedures from the right seat, and can introduce a simulated emergency to a Student safely: briefed, bounded, and terminated on stated criteria rather than on feel.

This is the last lesson of phase 3 and it is recorded. Its recording is compared against lesson 25, which is why lesson 25 was recorded in the first place.

## 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 six rules above, and why each exists  
School policy, US-3.4
- The emergency descent: what it is for, and the configuration and speed it uses  
AI.XII.A
- Engine care during and after a simulated failure: clearing, and the descent  
AI.XII.A, AI.XII.B
- The simulated emergency approach and landing: field selection, the pattern, the checklist  
AI.XII.B
- Teaching field selection as a repeatable process rather than as an eye for terrain  
AI.XII.B
- Systems and equipment malfunctions: teaching the ones that are not the engine  
AI.XII.C
- Partial power loss, which is harder to teach and more common than a clean failure  
AI.XII.C
- Emergency equipment and survival gear, taught for the actual airplane and the actual terrain  
AI.XII.D
- Postflight: after landing, parking, and securing, taught rather than done in silence  
AI.XIV.A
- The postflight debrief as part of the lesson, not as an afterthought to it  
standards/CRITIQUE-STANDARD.md
- The emergency thread across the program, named and located  
US-5.6

## COMPLETION STANDARDS

- The candidate delivers the preflight ground lesson on emergency operations, covering all seven items of the brief, and states all six rules for introducing a simulated emergency, from memory.
- The candidate states the altitude floor and the configuration limits for the exercises as numbers, before engine start.
- The candidate introduces a simulated emergency to the Simulated Student using the throttle only, having briefed beforehand that one would occur, and states what they want the Student to do.
- The candidate terminates each simulated emergency at the stated floor, out loud, whether or not the exercise has reached a conclusion.

5. The candidate flies an emergency descent and a simulated emergency approach and landing to the tolerances the current tasks specify, from the right seat, while narrating continuously.
6. The candidate teaches field selection as a repeatable process, and directs the Simulated Student to fly the airplane before choosing the field.
7. The candidate names the fixation when the Simulated Student stops flying the airplane, rather than only correcting the resulting deviation.
8. The candidate teaches a partial power loss as a decision under ambiguity, and can say why it is harder than a complete failure.
9. The candidate teaches the emergency equipment actually aboard the airplane being flown, having located it, rather than a general list.
10. The candidate teaches after landing, parking, and securing, narrating it as instruction rather than completing it in silence.
11. 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.
12. The candidate delivers a critique naming the error, its probable cause, and the correction for at least two of the errors flown.
13. The candidate delivers a self-critique before hearing the instructor's, and states what they believe has changed since lesson 25 before hearing the instructor's comparison.

Standards 1 through 4 are the lesson. They are the difference between an instructor who can fly an emergency and one who can teach it without eventually causing one. Falling short does not block phase 4. No proficiency gate (Decision 9). It triggers policy/REMEDIATION-VISIBILITY.md. This is the last lesson before checkride preparation, so a finding here should be worked before lesson 39 rather than carried into the mock flight, and the candidate should be told that plainly.

## DEBRIEF AND SIGN-OFF

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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