

Patter & Actions for the Basic Instructor (DRAFT)

The aim of this document is to provide the patter required of a Basic Instructor (BI) in a format that relates it to the actions being performed. The goal is to facilitate learning and self-briefing alongside the BI's training. This is a sub-set of the patter used by the Assistant Instructor, which is made available in a separate document.

The source material for the patter is the BGA Instructors' Manual v4.

See also 'Briefing Notes for BI' (currently in development) for consolidated revision and presentation material relating to the pre-flight briefings.

Practising the patter in a simulator is a very effective way to learn both the patter and its coordination with control usage in flight. Home based sims are very effective when the club sim is not available.

This document also suggests some Chatter, in line with the BGA recommendations, but outside the scope of the defined Patter. Note, Patter and Chatter should only be delivered if you have the time and capacity to do so safely: Aviate, Navigate, Communicate!

Chatter

Pre Launch

Following the safety briefings, and once in the glider, it is suggested you brief the student on the launch method, and the sensations they may experience. So for a winch launch, describe:

- The hooking on process
- How the cable will take up slack slowly
- The rapid acceleration that follows
- The bumpy ground as speed builds
- The initial flight being low and parallel to the ground, while speed continues to build
- The gentle rotation into the climb
- The banging of the cable if it is a repaired wire rather than dynema

During the Launch

Describe what will happen next. So for a winch launch:

- The high nose-up attitude. Suggest they look to one side for a better view, and to monitor the climb
- If you have time, you may want to deliver the Lookout Patter during the climb. Alternatively, deliver this immediately after the launch as you trim into normal flight.
- Approaching the top of the launch, describe how the nose will gradually come down towards the horizon, followed perhaps by a loud clunk as the cable is released.

Pre-Landing

Describe the new sensations and aspects of landing, compared to the flight thus far:

- The flight around the airfield, ultimately to line up for landing (the point being to avoid jargon about circuits etc).
- Warn them before putting the nose down to increase speed, as appropriate
- Warn them if you intend to bank steeply for the Final Turn

In the Approach & Landing

- As you approach the intended descent path, tell them you will be opening the airbrakes, which will be noisy, and cause the glider to descend more steeply (and controllably)
- Avoid any worries about hitting the ground by describing beforehand that at about treetop height you will ease back on the stick gently to fly just above the ground...
- ...to bleed off the speed,...
- ...before 'plopping' down for a gentle landing, followed by another bumpy roll along the ground, keeping the wings level, until we stop.

Patter

Lookout

Instructor Action	Patter	Student Action
During launch or immediately afterwards.	"When flying, we must always keep a good lookout. Help me with this. Scan the field of view, pausing from time to time, looking above and below the horizon, as well as on it. Tell me if you see another aircraft or glider. I will do the same."	

Elevator

Instructor Action	Patter	Student Action
Establish normal attitude.	"Now I will show you how the controls work, first the elevator."	
	"Follow through on the stick."	Follow through.
<i>Establish the references:</i>	"Look ahead over the nose, and note its relationship to the horizon, or the amount of ground in view. It remains constant. This is the normal gliding attitude. When I move the stick forward a small amount..."	Look ahead.
Move stick forward	"...the nose goes down. More ground comes into view, the glider is in a new attitude, and speed is increasing. When I move the stick back again..."	
Move stick back, → nose below 'normal'	"...the nose rises. There is less ground in view, we are in a new attitude, and speed is decreasing.	
<i>If demoing the stall (most clubs do not)</i>	<i>If I move the stick back some more..."</i>	
<i>Move the stick back, → nose above 'normal'</i>	<i>"...the nose rises, then goes down again by itself."</i>	
<i>Wait for the nose to drop.</i>	<i>"I must move the stick forward to regain speed."</i>	
<i>Move stick forward, wait.</i>	<i>"Now I will return the glider to its normal attitude."</i>	
<i>Recover from stall.</i>	<i>"That was a stall."</i>	
<i>If not demoing the stall.</i>	"Now I will return the glider to its normal attitude."	
Establish normal attitude.	"The attitude is steady and speed is constant."	
	"I'd like you to try that. You have control."	Student attempts, to get feel of elevator, and normal attitude.

Ailerons

Instructor Action	Patter	Student Action
Establish normal attitude.	"Now I will show you the effect of the ailerons and how we roll the glider."	
<i>Establish the references:</i>	"Look ahead and see that the cockpit edges are symmetrical [<i>or the top of the instrument panel is parallel</i>] with the horizon. The wings are level. If the wings were not level, the view ahead would like this:"	
Briefly roll to ~20 degrees, both ways, using coordinated controls. Establish normal attitude.		
<i>Request follow through.</i>	"Follow through on the stick."	Follows through.
<i>Establish the need for lookout.</i>	"We are going to change direction, to the <i>left</i> , so we must lookout first. Look <i>right</i> first. Make sure it is clear to the <i>left</i> . Look as far back as you can. Remember to tell me if you see any other aircraft. Now look over the nose."	Student looks out.
	"If I move the stick to the <i>left</i> ..."	
Roll left, without back pressure.	"... the <i>left</i> wing goes down, and continues going down until I centralise the stick."	
Hold ~20 degrees bank.	"The glider is now banked and therefore turning. To maintain the attitude, I need to apply a slight back pressure to the stick."	
Hold attitude, with back pressure.	"To raise the wing, I move the stick to the <i>right</i> , and centralise it as the wings comes level..."	
Centralise wings, easing back pressure.	"...easing the back pressure to maintain the correct attitude."	
	"Now you try – you have control".	Student attempts.
<i>Allow student 2-3 attempts each way, while you operate the rudder to keep string central.</i>		Student gets feel of aileron and elevator together.

Rudder

Instructor Action	Patter	Student Action
Flying a little faster, fly towards a visual reference, in normal attitude. Ideally into / down wind.	“Now I'd like to show you that the rudder does not turn the glider. Follow through, with your feet on the rudder pedals. Note that we are flying towards the reference, with wings level [and the string is central]. If we press the <i>left</i> rudder pedal..”	Follow through, rudder only.
Holding wings level... Press left rudder.	“...the nose of the glider yaws <i>left</i> [and the string goes out to one side], but as long as I keep the wings level, the glider continues to travel in the same direction. When I centralise the rudder, the nose swings back to point in the original direction [and the string is central again].”	
Centralise rudder.	“The rudder only yaws the glider, and does not turn it.”	