



How to Effectively Teach Scenario-Based Training

Lesson 2: Design and Execute Scenarios Summary Sheet

Lesson 2-1: Sources of Scenarios

Designing scenarios should be second nature for the seasoned instructor – they probably just don't realize it!

Here are some ideas for great scenarios:

- Use details from a recent flight
- Replay your favorite flying story – turn the “this happened to me” into “if this happened to you, what would you do”
- Look for the “I Learned About Flying from That” (*Flying*) or “Never Again” (*AOPA Pilot*) type of articles in magazines
- NTSB reports
- ASRS reports

Lesson 2-2: Guidelines for Developing Scenarios

1. Make it realistic with preflight activities (flight planning, paperwork, and details from the Pilot's Operating Handbook) and conducted with proper and formal radio communications phraseology.
2. Bring in issues that involve several disciplines (weather, regulations, terrain, etc.).
3. Design scenarios to illustrate a point and apply knowledge in a practical situation.
4. Do not include simultaneous equipment failures, back-to-back unrelated situations, or near-death situations.
5. Look for opportunities in the scenario for the pilot to make decisions.
6. Fill the scenario with routine, simple opportunities for decision making. Good scenarios are straightforward and simple.
7. Allow a variety of outcomes depending on the decisions made by the student.
8. Scenarios should include the importance of preflight and taxi.
9. Scenarios should not be long cross-countries and should strive to put the pilot beyond the halfway milestone.
10. Prepare the student for success:
 - a. Inform the student of details to plan and execute the flight successfully (objective of what the student is expected to learn or experience, planned destination(s), weather, and aircraft).
 - b. Inform the student of the materials and cockpit tools he should bring to the scenario (charts, headset, timer, kneeboard, etc.).
 - c. Include the approximate time the scenario is expected to require.
11. Scenarios should foster open communication so there is active participation during debriefing.
 - a. Share best practices or known instances of consistent achievement of the desired outcomes.
 - b. Create strategies expected to lead to successful outcomes (don't trick students or intentionally set them up for undesirable outcomes).
 - c. Establish descriptions of un/successful performance.
12. Good scenarios take time to construct and test.
 - a. Learn from students what they find effective in the training airplane.
 - b. Design one scenario and use it.
 - c. Lessons learned from the first scenario ensure that the instructor has the correct recipe before attempting others.
13. Scenarios must have a purpose and consequences – adult learners learn better when they relate what is being accomplished to that which is real.