



Intro to STALLED FLIGHT_{2.0}

Training for the Rest of Your Flying Career™

Trainee Material – June 25, 2025

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Note: All times are approximate.



Introduction

Welcome and thank you for enrolling in *Intro to STALLED FLIGHT* (ISF). This course follows Community Aviation's trademark LEARN-DO-FLY framework for an optimal learning experience.¹

Course content is consistent with the stall and spin awareness training outlined in FAA Advisory Circular 61-67. The course features novel training techniques that have been used in Rich Stowell's *Emergency Maneuver Training* program for nearly forty years.

We're not training you for the test here. We're training you for the rest of your flying career!

We'll be zeroing in on your actions and their consequences. You'll be focusing on outside references and developing sight, sound, and feel cues. (*See the Supplemental Syllabus if you are also interested in using this course as part of initial or recurrent instrument training. You'll focus here on flying solely by reference to instruments, including recognizing skidded turns and recovering from spiral dives.*)

Benefits of completing this course include increased knowledge, skill, confidence, and competence. You'll earn FAA Wings credit, a certificate of completion, and a digital badge. The course could also be used to satisfy the flight review, and you might qualify for a discount on airplane insurance.

The course takes about five-and-a-half hours. To maximize the benefits of the training, commit to completing it in a timely manner.

The cost of the LEARN part is the same for everyone. Also, whether you take the standard course, the supplemental course, or both, the LEARN part is the same and only has to be done once.

The cost of the DO and FLY parts is determined by your course instructors and the training assets available at their locations.

Mindset

Please keep the following in mind:²

- "Learning is an acquired skill [and] is deeper and more durable when it's *effortful*." (2, 3)
- "Mastery, especially of complex ideas, skills, and processes, is a quest." (159)
- "[E]rrors are an integral part of striving to increase one's mastery." (90)
- "The responsibility for learning rests with every individual." (253)

¹ The effectiveness of this framework was tested in our *Experiment in Optimal Learning* conducted from AirVenture 2024 through Spring 2025. See <https://www.communityaviation.com/ea-optimal-learning-2024-debrief>.

² Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, *Make It Stick: The Science of Successful Learning* (Cambridge, MA: The Belknap Press of Harvard University Press, 2014), page numbers in parentheses after each quote.



The Blueprint

The five-part teaching model described below guided the development of this course.³

1. Context

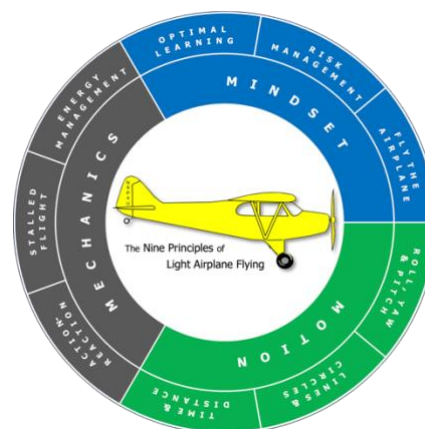
The Nine Principles of Light Airplane Flying are the foundation for the content.⁴

“Stalled Flight” is the focus principle here. Among others, secondary principles include “Risk Management” and “Roll, Yaw, & Pitch.”

2. Framework

Community Aviation’s LEARN-DO-FLY™ framework is a holistic approach to teaching and learning. This course was designed as a cohesive unit with a consistent theme and content throughout.

- LEARN is where you’ll acquire knowledge from qualified course instructors.
- DO is where you’ll build your skills in a safe environment.
- FLY is where you’ll embed procedures and techniques in an airplane.



3. Preparation

The syllabus is your roadmap for the course. We’ve included a Modified Syllabus for those who also want to do the course as part of initial or recurrent instrument training. The exercises in the Modified Syllabus are done by reference to instruments and include skidded turns and spiral dives.

Lesson plans for DO and FLY will be provided once you’ve completed LEARN. Even with detailed lesson plans, your course instructors will be flexible and able to pivot based on your progress.

4. Delivery

This is not a cram course for a flight test. Correlation-level learning is the goal. Guiding questions and thought exercises will engage you in critical thinking. The instructional method encourages:

- Spacing: Try to build in at least one day in between LEARN and DO, and DO and FLY.
- Interleaving: You’re not trying to master any one exercise. You’ll do a few repetitions and press on. This is a better strategy for long-term retention and mastery.
- Delaying feedback: “In motor learning, trial and error with delayed feedback is a more awkward but effective way of acquiring a skill than trial and correction through immediate feedback.”⁵ Thus, your instructors will ask you to critique your performance before offering corrective advice.

³ Jason Archer, Adriana Barragan, Michael Phillips, et al., *Blueprint for an Optimal Aviation Learning Experience*, Beta Test Version January 28, 2024.

⁴ See Rich Stowell, “Beyond Rote Learning: A Principles-based Approach to Flight Training,” *FAA Safety Briefing*, July-August 2024, 7–10.

⁵ Brown, et al., *Make It Stick*, 40.



In **LEARN**, you'll self-study with assigned viewing, reading, and quizzes, followed by virtual group training sessions.



In **DO**, you'll practice various exercises using visualization or a flight simulation device, or a combination of the two. Schedules permitting, DO sessions could be done in small groups for a shared training experience.

In **FLY**, you'll experience stalled flight in an airplane. Schedules permitting, FLY sessions could be done in small groups for a shared training experience.



5. Assessment

Your progress will be evaluated through surveys, quizzes, and virtual and in-person debriefs.

The post-course survey will be your chance to give us feedback about the course.



Syllabus (05:25–05:40)

Pre-course survey (00:05)

LEARN (01:45)

I – Introduction (00:10)

1. Course mindset
2. Blueprint for optimal learning

Quiz #1 (00:05)

II – Video Part 1 (00:15)

1. Accident statistics
2. Levels of learning
3. The Wright Brothers
4. Idealized stall behavior
5. Airplane design features
6. Stall recovery
 - a. Template
 - b. Technique

Quiz #2 (00:05)

III – Advisory Circular 61-67C (00:20)

1. Paragraphs 100–106 (pages 1–5)
2. Paragraph 200 (pages 9–12)

Quiz #3 (00:05)

IV – Virtual Training before DO and FLY (00:45)

1. Review Advisory Circular 61-67C
2. Review Do and Fly lesson plans
3. Q & A

DO (01:15)

Brief / Review (00:30)

Simulator / Visualization Exercises (00:30)

1. Slow flight
 - a. Sensing yaw
 - b. Dutch rolls
 - c. S-turn
2. Stalls
 - a. Power-off & power-on
 - b. In climbing turns
3. Simulated go-around; engine failure in the climb w/o airspeed or slip-skid
4. Dive to $V_{TRIM} + 30$

Debrief / Reflection (00:15)

FLY (01:30–01:45)

Brief / Review (00:30)

In-airplane Exercises (00:45–01:00)

1. Slow flight
 - a. Sensing yaw
 - b. Dutch rolls
 - c. S-turn
2. Stalls
 - a. Power off & power on
 - b. In climbing turns
3. Simulated go-around with engine failure in the climb
4. Dive to $V_{TRIM} + 30$
5. Land w/o airspeed or slip-skid

Debrief / Reflection (00:15)

Course Debrief (00:50)

Virtual Meeting (00:45)

1. Debrief / Reflection
2. Q & A

Post-course survey (00:05)



Supplemental Syllabus – For Initial and Recurrent Instrument Training (05:25–05:40)

Pre-course survey (00:05)

LEARN (01:45)

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 - a. Sensing yaw
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 - c. S-turn
2. Stalls
 - a. Power-off & power-on
 - b. In climbing turns (e.g., simulated missed approach)
3. Skidded turn demonstrations
4. Spiral dives & recoveries

Debrief / Reflection (00:15)

FLY (01:30–01:45)

Brief / Review (00:30)

In-airplane Exercises (00:45–01:00)

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 - a. Power off & power on
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3. Skidded turn demonstrations
4. Spiral dives & recoveries

Debrief / Reflection (00:15)

Course Debrief (00:50)

Virtual Meeting (00:45)

1. Debrief / Reflection
2. Q & A

Post-course survey (00:05)



What's next

Now that you've read through this material, the next steps will be to:

1. Take Quiz #1
2. Review and reflect on the answers to Quiz #1
3. Proceed to *Learn II – Stall/Spin Awareness Video*