



## Resource Book

### What is the Adopt-A-Pilot Resource Book?

- The Resource Book is a compilation of creative ideas from Southwest Pilots and school teachers who have previously participated in the Adopt-A-Pilot program.
- The “*New Ideas for 2008*” section shares ideas culled from last year’s Pilot and Teacher surveys.
- The “**Resource Book Categories**,” section includes great ideas since the Adopt-A-Pilot program was launched in 1997 – organized by topic, so you can quickly scan through to find what interests you.
- If you need additional assistance or have suggestions to add to the Resource Book, please contact [adoptapilot@wnco.com](mailto:adoptapilot@wnco.com).

### *New Ideas for 2008*

- **Post Cards** – This past year I had 75 students in multiple classrooms. Each student got a postcard from somewhere in the U.S., hopefully postmarked from the city/state featured on the card. Each card has a question for the particular student to research and present their answer during my class visit. – *Pilot Bob H.*
- **Post Cards & Photo Albums** - I gave the kids photo albums at the kick-off of the program and brought back at least one post card from each Southwest city pairing. They ended up with five or six different post cards from around the country, with room to keep going. – *Pilot Mike J.*
- **Creating New Lessons** – I did a lesson on flight controls and another one on jet engines. The last lesson was on navigation and I brought in maps. – *Pilot Michael M.*
- **Telling Time** – I taught my students to tell time using a 24-hour format since all flying schedules use that. It also made for some good questions during our game show, like “What time is 12:01a.m.? – 0001” or “What is 2359? – 11:59 p.m.” – *Pilot Scott D.*
- **More Science** – I added balloons to the hair blow dryers and ping pong ball experiment. Did you know you can fly a ping pong ball and balloon at the same time? – *Pilot John F.*
- **Another Science Experiment** – Using a trash bag, the hair blow dryer and an overturned school desk, we lifted a student on the desk (air pressure demo). Note: Be careful! – *Pilot Gary S.*
- **Thinking About Science** – After the initial ping pong ball and hair dryer experiment, I asked the kids what would happen if I held the hair dryer at a 45 degree angle, with the ball placed in the path of air, but directly over nothing but the ground. This, unlike the previous experiment, can only be explained by low pressure air above and to the hair dryer side of the ball “lifting” it into

place. The second experiment really amazes the kids, is a terrific example of what Bernoulli discovered, and shows how the vast majority of lift is actually created. – *Pilot Mike J.*

- **Original Curriculum Available** – Some Pilots still incorporate items from the original Adopt-A-Pilot curriculum, such as the lesson on aviation history. If you’re interested in a copy of the original curriculum email [adoptapilot@wnco.com](mailto:adoptapilot@wnco.com) to request a .pdf version.
- **Slide Shows** – I made PowerPoint slides for my class presentations mostly with pictures I downloaded from the Internet. It diverged from the curriculum, but kept me focused and the visuals were captivating to the students. I’d be happy to share if you’re interested. (Email [adoptapilot@wnco.com](mailto:adoptapilot@wnco.com) to request.) – *Pilot Michael M.*
- **More Slide Shows** - I made five-minute PowerPoint slide shows every week using pictures the kids took the previous week. This helped reinforce the subjects and the kids learned about photography. I made a DVD summary of the program’s activities – each student got a copy at our program graduation day. – *Pilot Kurt G.*
- **Videos** – I showed video of aircraft carrier landings from my military days. – *Pilot Paul N.*
- **Balsa Wood Planes** – I purchased balsa wood airplanes and each student had a rubber band-powered propeller-driven airplane to fly. Guillow Co. gave me a 30% discount on my balsa wood plane order – great company!– *Pilot David P.*
- **Traveling Mascot** – I had all the students bring in stuffed animals as a potential mascot and let the class vote on who they wanted. They selected a small teddy bear. I took the bear on my weekly trips and took candid photos of the bear at various Southwest cities I flew to, then included the photos in my PowerPoint presentation. The students loved it. – *Pilot Bernard S.*
- **Traveling Shirt** – I took pictures of a shirt that the kids gave me at different Southwest airports, along with pictures of different city/regional landmarks, and we taped the pictures to the large Adopt-A-Pilot U.S. map of locations and time zones. – *Pilot John F.*
- **Recognizing Students** – I adopted six students who improved the most from 3<sup>rd</sup> quarter to 4<sup>th</sup> quarter: three boys and three girls. Those that won got a movie pass and a Southwest Airlines ball cap with embroidery stitched on the side that says Adopt-A-Pilot. – *Pilot Scott D.*
- **Graduation Game** – We held “The U.S. Pizza Challenge.” We threw a pizza party on Graduation Day after the kids identified all 50 states (individually and as a team). We provided “lifelines” if they got stumped. The kids skipped recess to work on their state knowledge. (Supports 5<sup>th</sup> grade core curriculum.) – *Pilot Mark A.*
- **Graduation Day Game** - I did a “SWA Jeopardy” that covered items we had gone over with a few “thinking” questions that built on lessons. I had decks of cards, the cockpit poster, pens, luggage tags, etc. as prizes and it was a big hit. – *Pilot Peter H.*
- **Graduation Game** – We held a contest fashioned after the television show “Who Wants to Be a Millionaire” using questions from subjects the students had studied this year. – *Pilot Dick H.*
- **Graduation Activity** – During their last visit presentation, we had them playing the role of a city visitors’ bureau selling the city. – *Pilot Kirk M.*

- **Graduation Activity** – Students loved to watch videos and slide shows of class activities (paper airplanes, model rockets, etc.) – *Pilot James S.*
- **Special Graduation Activity** – We celebrated Graduation with a barbecue, and we were visited by the Washoe County Sheriff Dept. “Raven” helicopter. – *Pilot John K.*
- **Field Trips** - We toured the Phoenix Air Guard base and KC-135 aircraft. Students said best field trip ever!
- **Field Trip Idea** – We went to the Yankee Air Museum in Ypsilanti, MI. I gave them a half-hour history lesson on WWII airplanes we were going to see, then when we got there, they were permitted to board the planes and let history come alive for them. – *Pilot Jim P.*
- **Field Trips** – We gave the kids hands-on experience in the form of a MS flight simulator and a trip to the local airport – *Pilot Gary H.*
- **Field Trips** – We took a field trip to the local airpark at the end of the year to visit two training facilities – *Pilot Kurt G.*
- **Field Trips** – We took the class to the C-5 Simulator at Kelly Air Force Base in San Antonio. It was a hit! – *Pilot John D.*

## **Resource Book Categories**

**Before Your Program Kick-Off**  
**Prepping for Pilot Visits**  
**Getting to Know the Students**  
**Visual Aids**  
**Hands-On Activities**  
**Including Other Southwest Employees**  
**Including Other Professionals**  
**Including Parents**  
**Giveaways**  
**Correspondence from the Road**  
**Class Mascot on the Road**  
**AAP Blog**  
**Pictures, Pictures, Pictures**  
**Personal Web Site**  
**If the Students Travel**  
**Miscellaneous Ideas**

## **Before Your Program Kick-Off**

### **Teacher and “Adopted” Pilot to Meet BEFORE Launching the Program**

- Pre-planning will help things go smoothly, so be sure to discuss important topics *before* your local program kicks off.
- #1 PRIORITY– Identify the best timing for the four-week long program (*avoid state testing times and school holidays*).
- Discuss the teacher and Pilot’s goals for the program.
- Determine what audio/visual resources are available (TV/VCR/DVD player, PowerPoint projection, overhead projector, Internet access, etc.).
- Discuss how you will use the Flight Plan curriculum. Define which lessons the Pilot and/or teacher will cover.
- Study the class roster (if available) to learn the students’ names.
- Discuss whether any students have special needs.
- May other Southwest Airlines Employees participate in a class visit?
- Are local field trips appropriate? If so, what is nearby, cost-effective, coordination/logistics, etc.?

### **Pilots – Plan Your Flight Schedule Accordingly**

- Since the students will track your weekly journey, please consider scheduling a variety of city pairs throughout your four-week program period.
- Please forward your monthly flight schedule to the teacher prior to the program kick-off. Your destinations will become part of the learning fun in the lesson titled “Where in the World?” in the Flight Plan curriculum.

## **Prepping for Pilot Visits**

### **What to Wear**

- Your Pilot’s uniform. Your custom designed Adopt-A-Pilot tie. Simple! Sharp! Professional!!

### **How Long the Pilot Should Stay**

- One hour in the classroom is optimal, however check with the teacher.

### **How to Set Up the Classroom**

- Classroom style
- Horseshoe style
- Circle
- Southwest 737 configuration (six seats in a row with an aisle down the middle)

### **How to Speak to Fifth-Graders**

- Avoid airline jargon

- Use current, popular references (music groups, video games, and sports figures)
- Use their names, when possible
- Eye contact
- Walk among them when speaking
- Ask them questions
- Ask them to raise their hands
- Allow one speaker at a time
- Stop speaking if they are not quiet
- Answer as honestly as possible
- Take each question seriously
- Use visual aids
- Switch gears every three to five minutes

### **Engage Students with Questions**

- Since this program is designed to show students that their community cares, get to know students, encourage them, and ask lots of questions, such as:
  - What do you want to be when you grow up?
  - Who has ever been in an airplane? Where did you go?
  - What cities have you visited?
  - What cities would you like to visit?
  - Who likes math? Science? Writing? Reading? Art? Computers?

### **Getting to Know the Students**

- Have the teacher provide a photo roster of the class with names and special information on each student before your first class visit.
- Have the students fill out an information sheet that includes their name, photo, favorites, places they have visited, career goals, etc. When you receive student responses, let them know you have learned about them during subsequent visits.
- When you arrive, have students wear a nametag and add a personal touch by addressing them by name.
- When e-mailing, point out something that might be of special interest to particular students.

### **Visual Aids**

- **Show the Adopt-A-Pilot Class DVD** – Use the Adopt-A-Pilot DVD-format classroom video (provided in the Pilot supply box) during your first class visit as a general introduction to the program. If you choose to, you can use the career aviation segments included at the end of the DVD any other time to review careers in aviation.
- **View Aviation Career Videos Online** – If students want to preview the aviation career segments online, they can logon to [www.southwest.com/adoptapilot](http://www.southwest.com/adoptapilot) .

- **Newspaper Articles** – Pass around age appropriate newspaper articles from newspapers from Southwest destination cities across the country.
- **Military Uniform** – If your flight training included the military, bring along your military uniform and equipment – G-suit, flight suit, patches, helmet, and pictures of aircraft. Have kids try on the uniform or helmet and take photos.
- **Additional Videos** – Some Pilots have brought videos from their Air Force or Navy Pilot training; kids love it. Others have brought videos of air shows, acrobatic planes or the Thunderbirds and Blue Angels.
- **Vacation Literature** – These brochures are available at airports and visitors’ bureaus, and make great handouts and giveaways for kids.
- **Model Airplanes** – Use the mini-inflatable Southwest plane provided in the school supply box or bring along other model Southwest planes to demonstrate flight principles. Shamu and other specialty models are popular!
- **Charts, Maps, Flight Release Packets** – Several Pilots bring these, along with flight load manifests, weather maps, and dispatch releases, allowing kids a hands-on study. – *Pilots Don C., Gary Y., and Mike M.*
- **Manuals and Publications** – Bring these to show how important studying and education are to becoming a Pilot. – *Pilots Don C. and Jesus M.*
- **Overheads/Posters** – If you are going to teach specific principles, make sure your students can see what you are talking about with simple posters or overheads (depending on class equipment). – *Pilots Ben H. and Mike K.*
- **Post Cards** – City-specific post cards make great visual aids for geography lessons when you visit. – *Pilot Larry S.*
- **DVDs or Digital Photos You Create** – Describe a day in the life of a Pilot or show different cities you visit by creating your own DVD or digital photos.
- **Slide Show Presentations** – Create your own slide show presentations (such as PowerPoint) or use the ones available at [www.southwest.com/adoptapilot](http://www.southwest.com/adoptapilot).

### **Hands-On Activities**

- **Balsa Wood Flyers** – If available, pick up balsa wood planes from the local hobby/craft store. – *Pilot Rob E.*
- **Kites** – Have students bring or create kites to examine the power of air pressure. Try having fun with kites. – *Pilot Pat B.*
- **Make Your Own Plane** – In addition to designing paper airplanes, have students try another medium – such as clay – to build and discuss different elements of the aircraft. – *Pilot David S.*

- **Newton’s Laws of Motion** – Release a balloon to demonstrate Newton’s 3<sup>rd</sup> Law (For every action there is an equal and opposite reaction.) – *Pilot Brian F.*
- **Thunderstorms** – Use a candle and magician’s “flash paper” to show how thunderstorms develop and cause lightning and thunder. – *Pilot Brian F.*
- **Inner Tube/Teacher Lift** – Challenge students to lift their teacher using an inner tube (by pumping air pressure into the flat tube, students can lift teacher.) – *Pilot Kevin F.*
- **Role Play** – Have the kids role play cockpit checks and flight crew duties. Assign each student a Southwest position to re-enact the entire flight from push back to landing (Ops Agents, Pilots, Flight Attendants, etc.).

### **Including Other Southwest Employees**

- When possible, invite Southwest Airlines Ramp Agents, Customer Service Agents, Reservation Agents, Mechanics, Flight Attendants, or Marketing to discuss their careers.
- Pilots: Contact your local Station Leader for help in recruiting Employees.

### **Including Other Professionals**

- Reinforce the variety of careers available by including parents and/or other types of professionals during your visit, such as police officers, restaurant owners, doctors, computer engineers, etc.

### **Including Parents**

- On the kick-off day, copy enough Parent Letters and send one home with each student (Sample of Parents Letter found in the Pilot box and school supply box).
- Consider inviting parents to Graduation Day or another Adopt-A-Pilot activity.
- Include parents in a career day.
- Encourage students to “Share A Story” on the Adopt-A-Pilot Blog with the help of their parents at [www.adoptapilot.blogs.com](http://www.adoptapilot.blogs.com).

### **Giveaways**

- Along with provisioning snacks and napkins, bring other items to reward kids for answering questions or good behaviors. (Try the Dollar Store for inexpensive giveaways, or even hotel toiletries. Beware of peanut allergies with food! Discuss student needs with teacher beforehand.)

### **AAP Blog**

- Visit the blog site frequently for interesting updates, photos, and additional educational learning experiences. The blog address is: [www.adoptapilot.blogs.com](http://www.adoptapilot.blogs.com).
- Check out the blog posts from Southwest Pilots and school teachers.
- Comment on blog entries with your own thoughts. Encourage your students to logon (throughout the spring semester) to the blog site and post their comments and questions!
- Send us your classroom experiences and photos by clicking on “Share A Story” (be sure permission is granted from everyone in the photo).

### **Correspondence from the Road**

- **E-mail** – Perhaps the best and easiest way to stay in touch with your class while “on the road” is through e-mail – you can access the Internet at any Southwest Pilot Base, local Station Ops area, or hotel business center, in case you do not carry a laptop. Make sure to get your teacher/class e-mail address in order to correspond while in each destination city. Ask questions about local geography and history, or send the students a few math or science problems.
- **Phone** – If your teacher can accept phone calls in the classroom, try calling from the road, the jetway or the airport. Describe the current weather, ask the class a few questions, and let the students know you are thinking of them.
- **Fax** – Try faxing a current weather map or other materials of interest, so your class can get a real-life feel for what you are doing while flying your weekly flight schedule.

### **Class Mascot on the Road**

- While you are “on the road,” take along a class “mascot,” such as a stuffed animal, that you can photograph in different cities or landmarks across the country.
- E-mail photos back to the class asking questions about where the mascot is.

### **Pictures, Pictures, Pictures**

- **Why Pictures?** – If pictures paint a thousand words, then you can see why visuals add so much to the AAP program: bringing students closer to the nation’s great cities, teaching about careers, and commemorating program experiences. You can download and e-mail your photos (.jpg is preferred format) while “on the road” or bring the pictures with you on your next class visit.
- **Destination Sites** – Pilots, grab your digital camera and take photos everywhere you travel. Take shots of the different airports, city landmarks, popular restaurants, famous lakes, rivers, or oceans... anything that gives students a “visual” of that city. Then ask the students questions about the city.
- **Pilots and Southwest Airlines Employees** – Demonstrate the different careers in aviation by taking pictures of yourself with other SWA Employees. Capture the Employees “in action” or have them just pause for a quick smile.

- **Class “Mascot” Travels** – Many classes have sent a stuffed animal along with their “adopted” Pilot, to get the “mascot’s” photo in different cities and landmarks across the country.
- **Classroom AAP Activities** – Be sure to take plenty of photos during class visits, activities, or anything AAP-related.
- **AAP Blog** – Send us your digital photos! If everyone featured in the photo gives permission to be included online, send us a few of your AAP photos and we will post to the AAP Blog. To send us your photo, go to the blog site at [www.adoptapilot.blogs.com](http://www.adoptapilot.blogs.com) and click on “Share A Story.”

### **Personal Web Site**

- If you have the interest and tech capability, try setting up your own web site just for your class. (Both Pilots and students have done this in the past.)

### **If the Students Travel**

- **Mascot** – Just like you, the students can take along a stuffed class mascot like “Spirit” or a teddy bear when they travel, taking photos of the mascot throughout their trip. – *Pilot Dave P.*
- **Travel Journal** – Have students keep a travel journal detailing the geography, topography and other points of interest in the cities they visit. Have the students share the journal and souvenirs with the class.

### **Miscellaneous Ideas**

- ➔ “We experimented with design modifications to produce a long distance paper plane.”
- ➔ “We use colored yarn to track [our Pilot’s] flights.”
- ➔ “We are using Southwest’s route system to plan a pretend summer vacation across the United States.”
- ➔ “We researched leaders in aviation history and made PowerPoint presentations; earlier in the program we did the same with Southwest cities. Students also created presentations on careers they were interested in.”
- ➔ “We practiced letter writing (language arts) skills by writing letters to our ‘adopted’ Pilot.”
- ➔ “We explained the 24-hour military clock.”
- ➔ “We did a graduation event for parents; played *Jeopardy* to show what we had learned.”
- ➔ “We use [www.southwest.com](http://www.southwest.com) to plan vacations – we explored the country, read about hotels and policies and restrictions, and learned to work within a budget.”

- “The kids really loved it when our Pilot called from San Diego on the teacher’s cell phone to say ‘hi’ to the class, and he brought them all back some Pacific sea water and city brochures.”