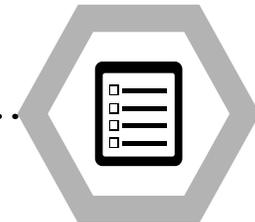


Lesson 1:

Take-Off . . . With Adopt-A-Pilot!

PRE-FLIGHT CHECK

Preparation for Your Classroom Visit



1. Topics You Will Cover:

- Introduce yourself and explain the Adopt-A-Pilot program.
- Introduce Southwest Airlines, and share some fun trivia.
- Discuss your career path, and how you pursued your dream of becoming a Pilot.
- Introduce the Adopt-A-Pilot **F.L.I.G.H.T.** Values - the core of the Adopt-A-Pilot program.
- Work with the students as they dream about their future.

Adopt-A-Pilot is the perfect opportunity to start the discussion about students' futures using your success as a model. In this lesson students will dream about their futures, exploring various skills and subjects they will need to study/practice to have a rewarding and successful career. It also introduces a set of values (the **F.L.I.G.H.T.** Values) that can help guide their choices throughout their lives. This lesson sets the tone for Adopt-A-Pilot. Build a rapport and ignite their excitement; this program is all about making connections, being a mentor, and showing the students how much potential they have!

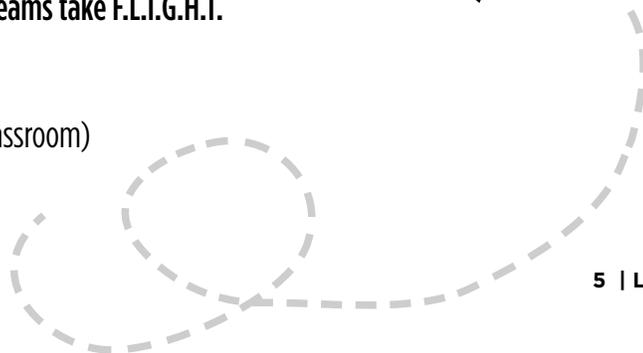
2. Materials You Will Need:

Introduction

- Items that help tell your story:
 - Memorabilia from your education and flight training - diplomas, certificates, awards, etc.
 - Photos that show more about you — family , hobbies, your flying career, etc.
 - Flight gear, iPad, headset, I.D.
 - Things that inspire you - model airplanes, photos, quotes etc.

Cruise - To A Successful Career *and* Cruise - Let your dreams take F.L.I.G.H.T.

- Student Workbooks
- (*Optional*): Dictionary or thesaurus (from the classroom)



TAKE-OFF

Lesson Guide for Your Classroom Visit



1. Introduce Yourself

- Tell the students about yourself - favorite hobbies, family, pets, children, sports you play/played, teams you root for, etc.
- Discuss the life of a Pilot: How many days do you work? What are your hours? What do you get to see and do on your overnights? What do you enjoy most about the job? Do you have a favorite place to fly? A favorite time?
- Take time to answer question and connect with the students.

2. Introduce Adopt-A-Pilot

- Started in 1997 in cooperation with the Smithsonian's National Air and Space Museum and the National Association of Math and Science Teachers, this program has been taught to over 500,000 students. Every year, hundreds of Pilots volunteer their time to mentor thousands of students nationwide.
- Using aviation-related activities, you will bring a 'real-world' perspective to what is being taught in the classroom. During Adopt-A-Pilot students will :
 - Dream about their future and start planning for a successful career!
 - Be introduced to the importance of having a set of values that they can use everyday.
 - Learn about time zones and how to calculate time changes.
 - Conduct hands-on experiments learning about the Scientific Process and exploring the science of flight.
- Teachers & Students will follow along (in between your visits) on your flights to learn about geography and core curriculum math using your flight 'data'.
- *(Optional)*: Explain the significance of your Adopt-A-Pilot tie. Who designed it? Where do they live? Do all Southwest Pilot wear this tie? If the class is participating, explain the Tie Contest. You will also re-visit this at the end of the program.

3. Introduce Southwest Airlines

- One fun way to do this is by asking trivia questions:
 - **Where is Southwest Airlines headquarters?** (Answer: Dallas, Texas)
 - **What kind of airplanes does Southwest fly?** (Answer: 512 Boeing 737 - 700, 202 Boeing 737 - 800, and 16 Boeing MAX 8)
 - **How many passengers do our 737's carry?** (Answer: 143 to 175 depending on the model)
 - **Where are Boeing 737's airplanes manufactured?** (Answer: Renton, Washington)
 - **How many flights does Southwest do operate each day?** (Answer: 4,000 - that is the most of any airline in the world)
 - **How many cities does Southwest fly to?** (Answer: 99 cities serving 10 countries and territories)
 - **How high does a Boeing-737 fly?** (Answer: 41,000' - that's about 8 miles above sea level)

- **How fast does a Boeing-737 fly?** (Answer: about 530 m.p.h.)
- **How many flights (on average) does a Southwest Boeing-737 fly each day?** (Answer: 5 flights or about 11 hours)
- **What is shortest route Southwest flies?** (Answer: MDW - GRR: 119nm)
- **What is the longest route Southwest flies?** (Answer: EWR – OAK 2,213 nm)
- **How many passengers did Southwest fly in 2017?** (Answer: 158 million - making us the largest domestic airline)

Note: More facts can be found at: <https://www.swamedia.com/pages/corporate-fact-sheet>

4. Share Your Career Path

- Did you always want to be a Pilot? Did you have a different career before you started flying? What was your career path? Did you have any setbacks along the way? How did you stay motivated?
- Being a Pilot requires a specific set of skills and subject knowledge. Were you always good at these skills? Did you like all of your school subjects? Discuss what education and training you completed. When did you start planning for your career as a Pilot?
- Emphasize it took hard work; you made a plan, set goals, got an education and did not give up on your dreams!

5. IN-CLASS STUDENT ACTIVITY 1: CRUISE - TO A SUCCESSFUL CAREER

Note: Having a few examples of careers, skills, and subjects will help guide this activity.

- Does anyone know what they want to be when they grow up?
 - It's okay if they do not know. What careers sound interesting?
- What do they know about the skills and subjects required for some of the careers they discussed?
- Now is the time to start thinking and planning for their future. What skills will they need to practice/learn? What courses should they study in middle and high school?
- If they don't know what they want to be, ask what activities interest them? Is there a career that uses those activities? (i.e. biology = doctor)

6. Introduce the Adopt-A-Pilot F.L.I.G.H.T. Values

Note: Each of the Adopt-A-Pilot **F.L.I.G.H.T.** Values are explained in detail on the insider cover of both workbooks.

- The foundation of Adopt-A-Pilot is based on the acronym **F.L.I.G.H.T.**, with each letter standing for a different value.
- Explain that strong values:
 - Can be used to help decide how to act based on what is good, right, or ethical.
 - Generate behavior.
 - Lead to success in all areas of life.
- During each Adopt-A-Pilot lesson, a different value will be emphasized.



7. IN-CLASS STUDENT ACTIVITY 2: CRUISE - LET YOUR DREAMS TAKE F.L.I.G.H.T.

Note: Creating your own list of synonyms for each Adopt-A-Pilot **F.L.I.G.H.T.** Value will help guide this activity.

- Encourage the students to think outside the box. What does each value mean to them?
- Emphasize that there is no wrong answer. What is important is the students develop an understanding for each value as it relates to them!

8. The Adopt-A-Pilot F.L.I.G.H.T. Values

- *Lesson focus - FEARLESSNESS: Noun/ without fear; bold or brave; intrepid.*
- **FEARLESSNESS** is not the absence of fear, it is being afraid and going for it anyway!
- Have a discussion with the students about **FEARLESSNESS**. How are they fearless in school, or at home?
- What does **FEARLESSNESS** mean to them? When they are scared how do they overcome it?
 - Neil Armstrong was fearless when he became the first man to walk on the moon.
 - Ask the student to tell you about a time they were fearless or they witnessed someone being fearless.

LANDING

Wrapping Up Your Classroom Visit



- Introduce the **AT HOME ACTIVITY: 1ST SOLO FLIGHT - WHEN I GROW UP, I WANT TO BE...**
- What did they learn today? What else would they like to learn about planning for their futures?
- What have they liked about Adopt-A-Pilot so far?
- Emphasize the importance of **FEARLESSNESS** and all the **F.L.I.G.H.T.** Values. Which Values did the student use today?
- Give them a glimpse of the next time you will be in class - Geography, time zones, and calculating time changes.
- Discuss where you will be flying between now and your next visit.
- If they are participating in the **'While The Pilot Is Away'** activity, do they have questions?
- Thank the students and teacher; let them know that you're excited to share this journey and appreciate their **FEARLESSNESS!**

POST-FLIGHT CHECKLIST

A Briefing For Your Next Visit



- If the class is participating, discuss **LESSON 1A: WHILE THE PILOT IS AWAY - WHERE IN THE WORLD?** Make sure they have a copy of your trip sheet and understand how to read it.
- Review the next lesson and discuss the best way to approach the material.
- Be prepared to connect with the students between visits:
 - Send emails or postcards.
 - Take photos, videos, or collect souvenirs to share.
 - Arrange a time to call or Facetime®.

Lesson 1A:

While The Pilot Is Away . . . Where In The World?

PRE-FLIGHT CHECK

Preparation for While Your Pilot Is Away Lesson



1. Topics You Will Cover:

- Your Pilot's flights while applying 'real-word' math and geography lessons to the classroom.
- The Adopt-A-Pilot **F.L.I.G.H.T.** Values with an emphasis on the value of **LEADERSHIP.**

The '**While the Pilot Is Away**' lessons keep your class and their Pilot connected in between visits. Each lesson has two parts; part one is a geography and math activity that shows the students that geography is more than just 'dots' on a map and that math is more than just numbers on a page. Part two re-visits the Adopt-A-Pilot **F.L.I.G.H.T.** Values to emphasize the importance of a strong set of values.

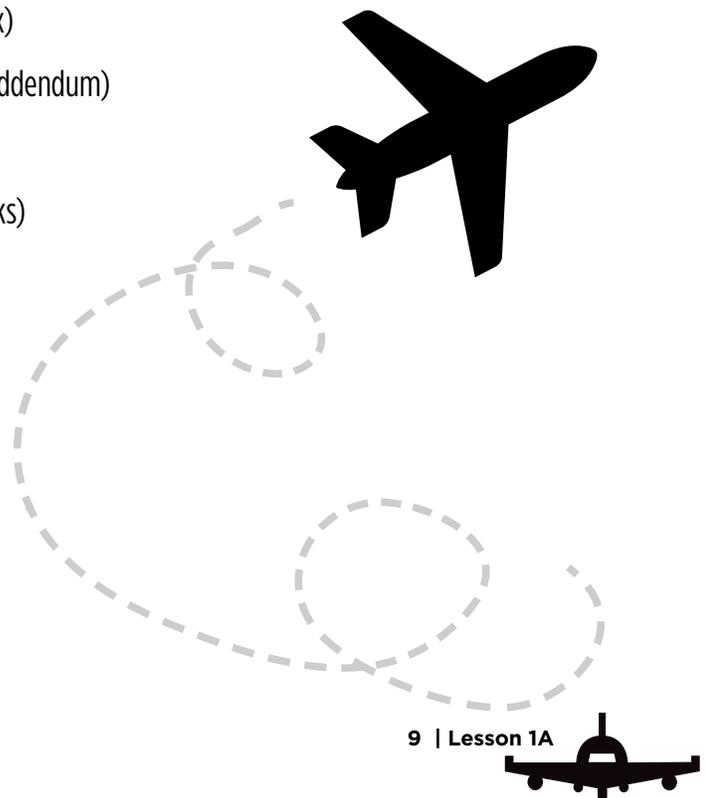
2. Materials You Will Need:

Cruise - Tracking Your Pilot's Journey

- Student Workbook
- Adopt-A-Pilot Classroom Map (in the Teacher's Program Supply Box)
- The 3-Letter City Code Chart and City to City Mileage Chart (in the Addendum)
- Pilot's Trip Sheet (given to you by your Pilot)
- The Capital and Postal Code List (inside back cover - both workbooks)
- Colored pencils or markers
- The Internet, Atlas, or other Geography resources

Cruise - The Adopt-A-Pilot F.L.I.G.H.T. Values

- Student Workbook
- *(Optional):* Colored pencils or markers
- *(Optional):* The Internet, other reference material



TAKE-OFF

Lesson Guide for While Your Pilot is Away



1. STUDENT ACTIVITY 1: CRUISE – TRACKING YOUR PILOT’S FLIGHTS

- Using your Pilot’s Trip Sheet study the physical location and capitals of the states/countries/territories Southwest flies.
- Look up the mileage between various city pairs and calculate how many miles your Pilot flies during their ‘work week’.
- Use ‘real-world’ data to complete mean and median math calculations.

Note: Your Pilot’s Trip Sheet is their actual schedule. The times listed will be based on a 24-hour clock. The times are not used in any of the lessons but this can be a great conversation starter about military time. Also, the schedule may be printed in ‘Herb Time’. Ask your Pilot about ‘Herb Time’ if you want some interesting Southwest history.

Note: For successful completion of this lesson ensure the students:

- Know how to read their Pilot’s Trip Sheet. An explanation can be found in their Student Workbook.
- Know that airports are identified by their 3-Letter City Code. Your Pilot will explain why during Lesson 2.
- Know a list of the all cities Southwest serves and their corresponding 3-Letter City Code are in the Addendum.

Note: This lesson can also be done as an at-home assignment.

2. (Optional): Applying your Pilot’s journey

- Have a discussion about current events that are happening where your Pilot is flying. Is there a major weather system in the area, a national convention, a world leader visiting, etc.? Help the students relate current events to their physical location.
- Track your Pilot’s flight(s) by visiting <http://flightaware.com>. This can be done in real time or after the flight has been completed.
- Use Google Earth® to view the sights, look at the airport, or explore where your Pilot is flying.
- Share any e-mails, postcards, photos, or videos your Pilot has sent.

3. STUDENT ACTIVITY 2: CRUISE – THE ADOPT-A-PILOT F.L.I.G.H.T. VALUES

Note: Each of the Adopt-A-Pilot **F.L.I.G.H.T.** Values are explained in detail on the inside cover of both workbooks.

- Lesson focus - **LEADERSHIP:** *Noun* | *the ability to lead other people; a position as a leader of a group, organization, etc.*
- **LEADERSHIP** is about empowering others not just being in charge.
- Have a discussion with the students about **LEADERSHIP**. How are they a leader in school or at home?
- What does **LEADERSHIP** mean to them? What qualities does a leader have?
 - George Washington led the American Revolution, allowing us to become the United States of America.
 - Ask the students to tell you about someone they think is a good leader.

LANDING

Wrapping Up While Your Pilot Is Away Lesson

- Recap your Pilot's journey.
 - Has anyone been to one of the cities that their Pilot flew to?
 - Are they surprised at how many miles their Pilot flies in a day or a week?
 - Where would your Pilot be if they had left the students' home town and traveled the same number of miles non-stop? London, Lima? Use <http://www.timeanddate.com/worldclock/distances.html> to find out.
 - What do the students find most interesting about the overnight city they researched?
 - Is it more interesting to calculate the mean and median using 'real world' data?
- Emphasize the importance of **LEADERSHIP** and all of the **F.L.I.G.H.T.** Values. Which values did the students use today?



POST FLIGHT CHECKLIST

A Briefing For Your Pilot's Next Visit

- Upcoming lesson – geography, time zones, and calculating time changes.
- To prepare:
 - What do they already know about time zones?
 - Gather some information about different 3-Letter City Codes on the Internet.
 - Write down any questions they want to ask their Pilot.
 - Complete their **AT HOME ACTIVITY: 1ST SOLO FLIGHT - WHEN I GROW UP, I WANT TO BE...**
 - Be ready to share some of the activities they completed while their Pilot was away.

