

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.

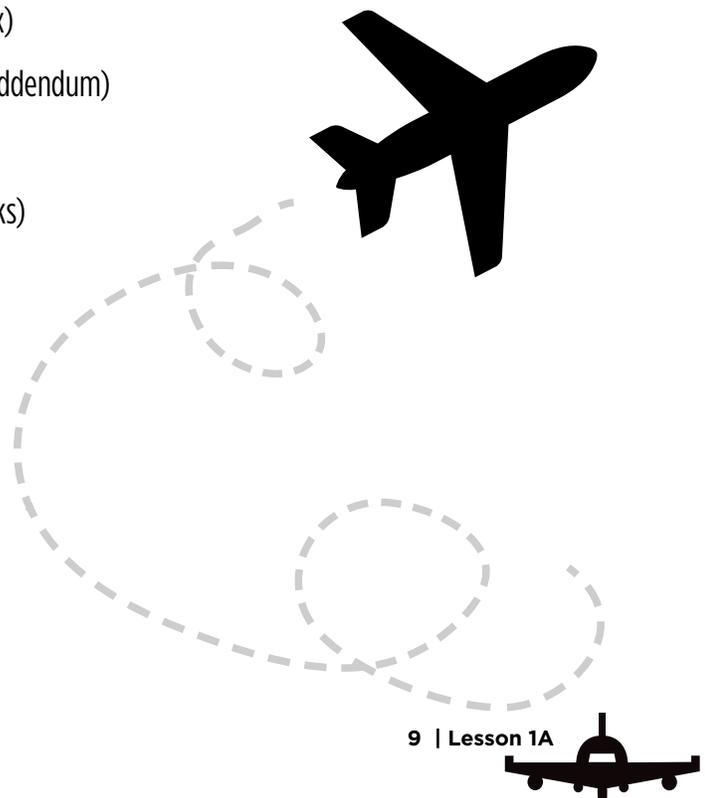
2. Materials You Will Need:

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.

