



Air Stage 3 Assessment

I know the difference between airside and landside.

Scouts should be able to explain how a modern airport is laid out. The Scout should understand the difference between 'airside' and 'landside' and the necessary precautions and procedures that are required in each area.

I can discuss the first flight with the Wright Bros.

The Scout should have done some research and be able to discuss the Wright Brothers impact on air travel.

I know the main parts of an aero plane.

The Scout should list the main parts of an aircraft by marking the names on a diagram: Fuselage/Body, Cockpit, Wing, Tail/Fin, Tailplane, Engines, Undercarriage,

I know the rules of safety around an aero plane.

The Scout should explain how to behave around an aircraft. How to approach it. How to observe movement. The areas to avoid front and back. Following the instructions of the pilot and the Scouter in charge.

I can discuss why communication is important to aircraft.

The Scout should display his/her knowledge about how important communications are in air flight. Air traffic control, communication of position, flight plans etc. should be mentioned.

I know the phonetic alphabet.

Scouts should know the phonetic alphabet used in radio communication, i.e. Alpha, Bravo, Charlie, Delta etc.

I can name the planets in our Solar System

The Scout should be able to name all the planets in the Solar System and know what order they come in relation to distance from the Sun.



□ I know the main points of 'Leave No Trace' and why it's important at airports.

In addition to the points below, Scouts should have a special understanding of the dangers to aviation of having waste material or other items blowing around an airfield where they may get sucked into engines, block air intakes or otherwise cause damage to aircraft. Food waste may attract birds which represents a particular hazard to aircraft operating near to the ground. Scouts should demonstrate an understanding of the key points in a practical way in a camp situation. Dispose of waste properly. Respect farm animals and wildlife. Minimise camping impact and the effects of fire. Be considerate of others. Travel and camp on durable surfaces. Leave what you find. Plan and prepare.

□ I have built a scale model aircraft to a satisfactory standard from a plastic kit and can explain its features and history.

The Scout should present a model he/she has built for a kit. This may be a personal choice or a suggested model. The Scout should explain its features and have undertaken some research into the history and service of this type of aircraft.

□ I can discuss with my Scouter (Hot Air Ballons), how hot air balloons work and how to control them.

The Scout should discuss all aspects of hot air balloons. This can be done with the use of models. The Scout should understand the principle of hot air balloon flight.