TSS-23 Flight Credit Exercises (November 2026 episode)

Exercises for flight credits: *Two Speeds — Slow or Screw Up.*

Episode guest: Jolie Lucas. Case study: RANS S-7 N6271X loss of control on takeoff, Wittman Regional Airport, Oshkosh, Wisconsin, July 30, 2016 (NTSB CEN16LA293).

GENERAL FLIGHT ACTIVITIES:

1. Incorporate scenario-based training that includes time pressure, the tempo of surrounding traffic, partial-panel, and unexpected clearances.
2. Assign more tasks than are feasible, including menial, unimportant tasks, so the student can practice prioritizing — and deliberately deferring what can wait.
3. Before engine start, have the student brief three “if–then” plans (implementation intentions), then create the situations that test them during the flight.
4. Grade the response to the urge, not just the maneuver: did the pilot notice the urge to hurry, say it out loud, and slow one visible behavior before the next decision?
5. Simulate pressure through instructor role-play (“six airplanes are waiting behind us,” “the passengers will miss dinner”). Never delay real traffic or ATC to create the scenario.

Here are concrete dual-flight (and some sim) activities that map directly to the accident’s lessons and to Jolie Lucas’s explanation of how rushing affects attention, judgment, and the options a pilot can still see. Each activity is built around one WINGS Basic Level flight topic, so the three activities together support the three flight credits required for a WINGS phase.

Instructor safety note: “Slow” means deliberate — not delayed. Aircraft control, stall recovery, go-arounds, and other required immediate actions are always performed promptly. Remove all simulated distractions immediately during critical phases of flight or whenever safety could be compromised.

Credit	WINGS Basic topic	Two Speeds activity	Suggested public activity (ASEL)
1	Activity 1 — Operating on and around airports	The Oshkosh Departure: Ready Before Rolling	A070405-07 Takeoffs, Landings, Go-arounds (Pvt/Comm/ATP); A070405-13 (Sport Pilot)
2	Activity 2 — Flight operations away from airports	Task Saturation at Altitude: Prioritize, Defer, Verify	A070405-08 Slow Flight, Stall, Basic Instruments (Pvt/Comm/ATP); A070405-14 (Sport Pilot)
3	Activity 3 — Elective	Late and Behind: Fast Hands, Slow Mind	A100125-10 Emergency Operations (Pvt/Comm/ATP)

SPECIFIC FLIGHT ACTIVITIES

1. The Oshkosh Departure: Ready Before Rolling (Flight Credit 1)

Objective: Teach the pilot to complete preparation before the airplane moves, to defer nonessential tasks when taxiing demands full attention, and to refuse to let the pace of surrounding traffic become the pace of the departure.

Activity (airplane; a tailwheel airplane is ideal when available):

- Before engine start, the instructor role-plays a busy fly-out: “There’s a line of airplanes behind us, and the controller is moving traffic quickly.”
- The instructor interrupts the interior preflight partway through with a question, a phone call, or a passenger asking, “Can we go yet?”
- During taxi, the instructor assigns a nonessential setup task (enter a flight plan, set up a frequency list, adjust the intercom) at a point where directional control demands attention, such as a turn with a quartering tailwind.
- At the hold-short line, the instructor role-plays a time-critical prompt: “Are you ready? Traffic on a two-mile final — takeoff without delay.”
- Student must:
    - Resume the interrupted checklist at the last item verified — not where they think they left off.
    - Notice and verbalize the urge: “I’m starting to rush.”
    - Keep directional control as the priority; defer the setup task, or stop in a safe location to complete it.
    - State “not ready” (or “unable”) when preparation is incomplete, and complete the checklist before accepting takeoff.
    - Verify flight controls free and correct, trim set for takeoff, doors and belts secured, and baggage within the compartment’s placarded limit, as well as total weight and CG.
    - Brief the takeoff pitch attitude and an abort point; then fly normal, crosswind, and short- or soft-field takeoffs and landings, including a go-around at instructor command.
    - Perform a rejected takeoff at low speed when the instructor calls “abort,” only when runway length and conditions allow.

Debrief: Compare the student's departure with the RANS S-7 sequence. The pilot completed the exterior preflight but not the interior preflight, dealt with tailwheel-tracking difficulties that required braking attention while trying to configure the airplane during taxi, and then lost control after a high nose-up pitch attitude on takeoff. Ask: "Where was the last opportunity to stop the chain before the options shrank?" Keep the official finding clear: the NTSB cited failure to maintain control on takeoff, followed by remedial action that induced an aerodynamic stall; investigators found no preimpact mechanical malfunction.

Jolie's connection: The task quietly shifted from "prepare the airplane correctly" to "get ready quickly enough to keep up." When the environment speeds up, the safest person in the system may be the one who deliberately slows down.

2. Task Saturation at Altitude: Prioritize, Defer, Verify (Flight Credit 2)

Objective: Show how task loading narrows attention and how a deliberate pace protects aircraft control — especially in the high-pitch, low-airspeed regime where the RANS S-7 stalled.

Activity (airplane or approved sim):

- At an altitude that allows stall recovery no lower than 1,500 feet AGL, establish slow flight on an assigned heading and altitude.
- The instructor stacks more tasks than can be completed: find a frequency, compute a groundspeed, copy and read back a clearance, reprogram the GPS to a new destination, answer passenger questions, and look up a fuel figure. Mix important and trivial tasks.
- The instructor issues an unexpected clearance with time pressure: "Turn left heading 270, climb 500 feet, expedite."
- Perform power-on (departure) and power-off stalls. The instructor may add distractions while the student sets up each stall, but never during the recovery.
- Under simulated instrument conditions with a partial panel, recover from unusual attitudes, including a nose-high, decreasing-airspeed attitude.
- Student must:
    - Aviate first: hold slow flight within ACS tolerances for the certificate held while the task list grows.
    - Announce which tasks are being deferred and why: "Aviate, navigate, communicate — the passenger question waits."
    - Use "stand by" or "unable" rather than accepting an expedited clearance that cannot be flown safely.
    - Recognize the impending stall (warning, buffet, attitude, control feel) and recover promptly by reducing the angle of attack first — fast hands, slow mind.

  - After each event, run the deliberate reset: maintain control, recognize the pressure, slow one visible behavior, identify the unfinished task, and reconsider the options.

Debrief: Which tasks were dropped, and what did the student stop seeing? Connect the results to Jolie's points: stress narrows attention, fewer alternatives are considered, and commitment to one course of action comes earlier. The urge to finish everything at once is data — an earlier warning than the decision that follows.

3. Late and Behind: Fast Hands, Slow Mind (Flight Credit 3)

Objective: Teach the pilot to separate schedule pressure from operational urgency — handling time-critical items promptly, working everything else deliberately, and accepting a diversion or go-around rather than spending margin to save a few minutes.

Activity (airplane or approved sim):

- On the ground, the student writes three implementation intentions, for example: "If I am running late, I do not shorten the preflight." "If the weather falls below my personal minimums, I land or divert." "If I feel the urge to rush a checklist, I stop and restart that item deliberately."
- Set the scenario: "We're 20 minutes behind, and your passengers have a dinner reservation at the destination."
- En route, the instructor introduces a simulated problem at the destination, such as deteriorating weather or a closed runway, that requires a diversion decision.
- The instructor introduces a simulated abnormal, such as rough running, an alternator failure, or an unlatched door announced verbally (never open a door in flight for training).
- Conclude with a simulated engine failure and an emergency approach toward a suitable landing area, with a go-around at a safe altitude as directed by the instructor.
- Student must:
  - Perform immediate actions promptly: fly the airplane, establish best glide when required, and select a landing area.
  - Then slow down: run the checklist by reading and verifying each item without skipping ahead.
  - Choose a diversion airport and state the margins being protected — time, fuel, altitude, energy, attention, and options.
  - Explicitly reject schedule pressure: "The dinner reservation is not an operational factor."
  - Carry out each pre-briefed "if–then" plan when its trigger occurs, and execute a go-around without hesitation when directed.

Debrief: Did the student honor the “if–then” plans or renegotiate them once pressure arrived? Ask the episode’s key question: “What margin were you spending to buy those five minutes?” Reinforce the distinction: being late is real, but the felt command to make up time immediately is psychological. The airplane, weather, and runway do not know you are late.

INSTRUCTOR COMPLETION AND CREDIT NOTES

- Activity numbers are from the FAA WINGS User’s Guide “Common Public Activity Numbers” list (September 11, 2023). Confirm current requirements on FAASafety.gov, select the activity matching the pilot’s aircraft category, class, and certificate, and complete every task listed for that activity. The Two Speeds exercises are scenario overlays; they do not replace the activity’s required tasks.
- There is no minimum flight time for an activity, and one credit does not necessarily equal one hour. The instructor determines when proficiency has been satisfactorily demonstrated. All three activities may be completed on one day.
- To complete a WINGS phase, the pilot must also earn three knowledge credits, and all credits must be earned within a 12-month period.
- Credit is validated in one of two ways — not both: the pilot requests credit from the My WINGS page, or the instructor gives immediate credit through the CFI Portal (“Activity Validation – Give Credit”).
- Endorse the pilot’s logbook for each activity: “I certify that (pilot’s name), holder of pilot certificate No. XXXXX, has satisfactorily demonstrated proficiency in the required tasks as outlined in the WINGS - Pilot Proficiency Program, activity number XXX on (date).” Instructor Name, Certificate Number, Expiration Date, and Signature.

These activities can be mapped to WINGS tasks in areas like “Takeoffs, Launches, Landings, & Go-Arounds,” “Basic Flying Skills,” “Human Factors,” “Checklist Usage,” “Stall/Spin Awareness,” and “Emergency Training,” and documented as scenario-based training flights that explicitly reference the RANS S-7 N6271X Oshkosh departure accident (CEN16LA293) and THE SCHIFF SHOW “Two Speeds” episode in the lesson plan and debrief.