

# Unstabilised Approaches

## Key Points for Trainers

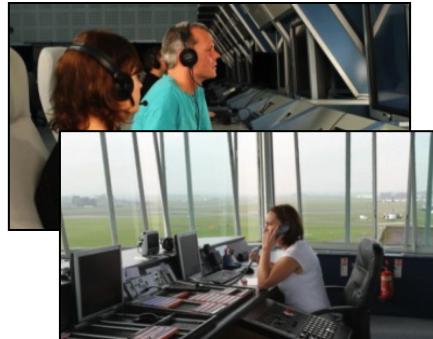
It's up to you to decide how you want to introduce your students to Unstabilised Approaches. Some trainers like to warm up the class with a quiz ... others prefer to put the subject in real-life context. This simple 4-step process should help you make the most of the training time you have, and the resources available.

### 1. Test their knowledge

A short discussion/quiz based on the top 10 considerations can be run any point in your classroom session. Students get immediate feedback on their answers, as well as a summary at the end. Why not test them before the class, and again afterwards!



### 2. Show the films



Once you've introduced Unstabilised Approaches as a topic, the next step is to show the class one of these two short films based on real-life experiences. They do not include analysis of the event, or learning points – that is up to you to explore with your class. But we do provide self-study notes and transcripts to assist you.

### 3. Classroom discussion

We have two resources to help you with your classroom discussion: Firstly, video transcripts will help your class study details of the communications that take place in the scenario. These can be handed out to the class. Secondly, video self-study notes will assist you in drawing out key learning points.

You can download all these resources on the Unstabilised Approaches Toolkit page of SKYbrary.



Once you've finished discussing one film, you may want to show the 2<sup>nd</sup> film, and repeat the process ...

### 4. Learning points and further learning

The final step is to summarise the main learning points and tell your class about further sources of information that they can explore in their own time ... including two example approach briefings and the many articles in the resources section of the toolkit on SKYbrary.

