AIR ACTIVITIES BADGE

Name:

Pack:

Stage 3

Activity 1a: Airfields Can Be Dangerous Places!

Learn the rules for access to an airfield. Read the statements below and tick the correct answer

The Troop has been told to get from A to B on an airfield. You think you know where to go but the roads and signs are not clear and the airfield controller is unavailable. Should you…?

- Move to where you think you should be heading taking the shortest route possible?
- Sit down where you are and wait until someone comes to help?
- Move in the direction that you think you are meant to be heading sticking close to the perimeter, never crossing the airfield and being observant of what is going on around you?

An aeroplane on the ground is taxiing towards you. Should you…?

- Stand Still?
- Lie Down?
- Run Away?

A jet aeroplane is standing on the tarmac with its engine running. Where is safe to stand?

- In front of the jet intake.
- Behind the jet exhaust.
- To the side of the aircraft and well clear

Your troop is looking at an aircraft with a propeller. The propeller is not turning. Should you…?

- Leave well alone unless a qualified flying instructor is present and says otherwise?
- Try to turn it and see if anything happens?
- Try turning it only after checking that there is no pilot in the aircraft and that the controls are off?

You see a red triangle near the cockpit of a jet aeroplane. What does it mean?

- Ejector seat.
- Don't climb on the aircraft.
- Nothing – it's just a pretty pattern

A light aircraft is being serviced in a hangar. Is it safe to…?

- Turn the propeller by hand?
- Get into the cockpit and try the controls?
- Assume that the aircraft is a dangerous place and keep well clear?

You see a large spillage of an unidentified liquid on the tarmac. Do you….?

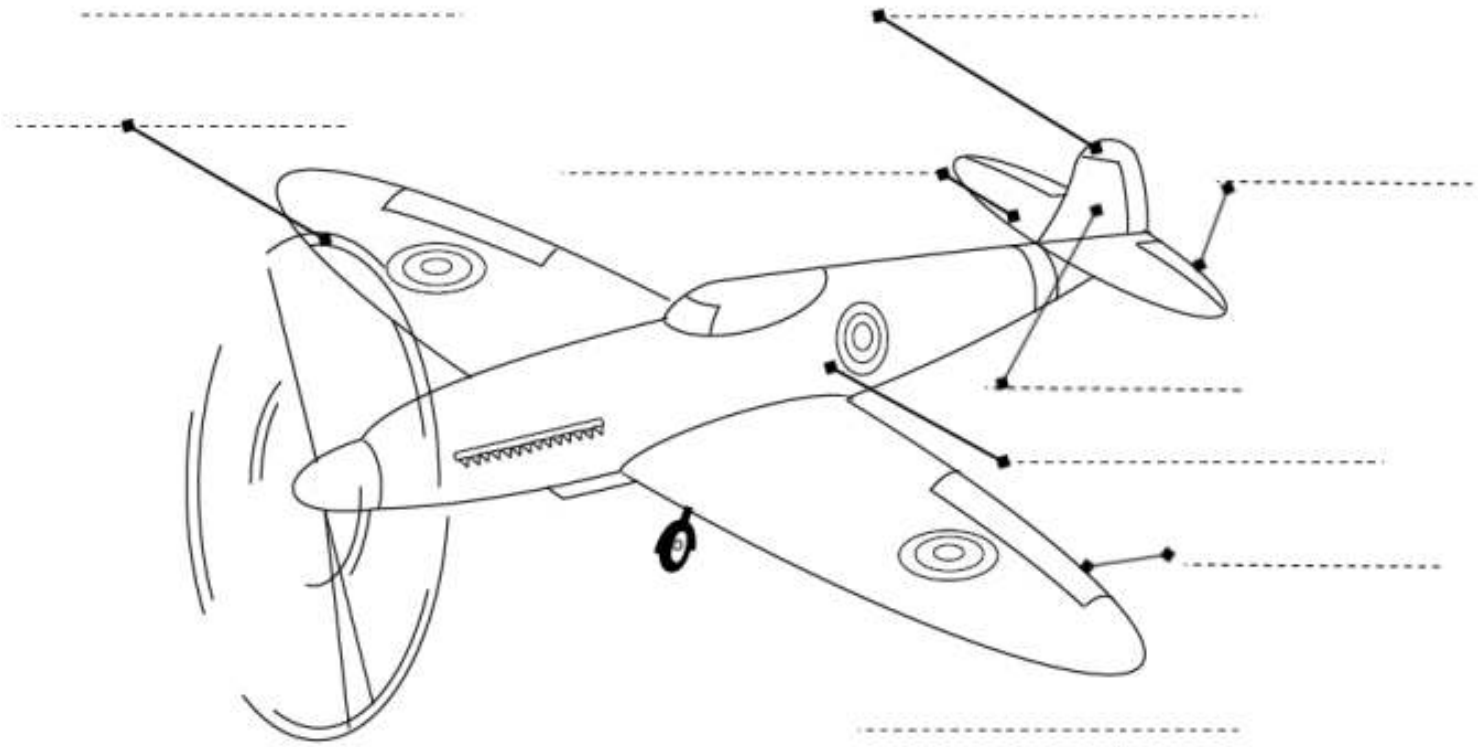
- Treat the spillage with caution and notify a member of staff on the airfield?
- Rub your hand in it to try and smell what it is?
- Do nothing about it?

Activity 1b: Learn the different parts of an airfield

At home, draw a diagram or make a model of an airfield to show and name different points. Label the runway, control tower and hangars.

Activity 2: Correctly label the aeroplane diagram below with the following terms:

Fuselage	– the body of an aeroplane
Wing	– the part which supports the aeroplane when flying
Tailplane	– small horizontal wing at the tail of the aeroplane
TailFin	- small horizontal wing at the tail of the aeroplane
Rudder	– hinged rear part of the fin which helps the pilot to steer
Aileron	– hinged rear edge of the wing
Elevator	– hinged rear part of the tailplane
Port	– Left hand side of the plane
Starboard	– Right hand side of the plane



Scouts

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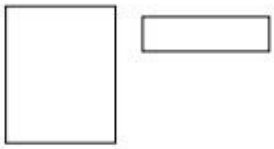
Activity 2b: Learning about the controls on an aeroplane will help you to get better acquainted with the different parts of the plane.

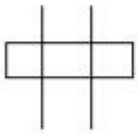
Find the Jet Provost in hangar 2.

Instruction	Model Plane Response	Real Plane Response
Pull control column backwards.	_____ move up	The plane climbs
Push control column forward	_____move down	The plane dives
Push control column left	Port _____ goes up and the starboard_____ goes down	The plane banks left allowing the pilot to change direction
Push control column right	The Port aileron goes _____ and the starboard aileron goes_____	The plane rolls to the right
Push left pedal forward	The _____ moves to the left	The plane will turn left if is also banked to the left
Push right pedal forward	The rudder moves to the _____	The plane will turn right if it is also banked to the right

Section 3: Construct and fly a chuck glider for at least five seconds. You can also build and fly a miniature hot air balloon or kite instead.

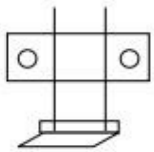


1.Take a piece of A4 paper and f old it into rectangle 2cms in width. Secure your „wing" with tape to stop it unfolding.



2. Tape 2 drinking straws to your wing approx 9cms apart. Make sure the wing is in the middle of the straws.

3. Cut a small piece of card (2cms by 13cms). Fold this in half.



4. Tape the card to the rear of the glider making sure the bending point is facing up. Put 2 small blobs of blu tack at each end of your wing.

5. Your glider is ready to test.

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Section 4: Collect photographs or pictures of six aircraft that interest you. Name them and identify their operational uses.

Take a photograph of 6 different aircraft you can find at the RAF Museum. Write the name of each aircraft and their operational use below:

1.	Aircraft Name:
	Operational Use:
2.	Aircraft Name:
	Operational Use:
3.	Aircraft Name:
	Operational Use:
4.	Aircraft Name:
	Operational Use:
5.	Aircraft Name:
	Operational Use:
6.	Aircraft Name:
	Operational Use:

Section 5: Take part in a visit to a place of aviation interest.

By visiting the RAF Museum today you have completed requirement 5 of your Stage 2 Air Activities Badge.

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Section 6: Communicate with someone or spell your name using the phonetic alphabet. Explain why it is used in aviation.

The phonetic alphabet, replaces letters and numbers with code words. It is used by pilots and air traffic control when they are talking over the radio. Certain combinations of letters and numbers can be easily misunderstood, (such as hearing an "S" for an "F" or a "B" for a "D"). Using the phonetic alphabet ensures that voice communications are understandable.

A – Alpha	N – November
B – Bravo	O – Oscar
C – Charlie	P – Papa
D – Delta	Q – Quebec
E – Echo	R – Romeo
F – Foxtrot	S – Sierra
G – Golf	T – Tango
H – Hotel	U – Uniform
I – India	V – Victor
J – Juliet	W – Whiskey
K – Kilo	X – X-ray
L – Lima	Y – Yankee
M – Mike	Z - Zulu

Spell out your name below using the Phonetic alphabet

Well done! You are well on your way to achieving Stage 3 of your Air Activities Badge. There are still two more tasks you nee d to do to complete the badge. You could do these at the Museum or at your next Section Meeting.

Section 7: Show how you would get a weather forecast for an air activity.

Section 8: Using 1:50000 and 1:25000 OS Maps, show you understand the meaning of scale and common map symbols. Explain how a pilot might use a map differently from a car driver or somebody on a hike.