



Air 2

This builds on Stage 1. The parts of an aeroplane can be identified using 'Airfix Models' available from most toy outlets but more specialist from www.marksmodels.com or pictures www.1000pictures.com

The parachute can be done outdoors with real wind or indoors with a hair dryer. You can even get a real parachute and have fun and games www.woodlands-junior.kent.sch.uk/parachute

You need to introduce emergencies 'who they going to call'.

1	Make a small parachute using a piece of light material and string <ul style="list-style-type: none">• present a parachute he has made• demonstrate it falling from a height or by throwing it into the air.							
2	Show the five main parts of an aero plane. <ul style="list-style-type: none">• point out the Cabin, Wings, Tail, Wheels, and Engine, on a diagram, picture or a real plane							
3	Launch parachutes from a stand - see which parachute falls the slowest.. <ul style="list-style-type: none">• with other Scouts, drop their parachutes and see which falls to the ground fastest. After the activity the Scout should be able to point out the reasons why							
4	Discuss how the wind affects a parachute <ul style="list-style-type: none">• show an awareness of the effect of wind on a parachute• mention drifting, and land and air speed, into and against the wind							

5	<p>Know what you should do if somebody gets hurt</p> <ul style="list-style-type: none"> • The Scout needs to show an ability to recognize that someone is hurt badly and needs help. • The Scout should also know how to get help and by what means. • How to discover that someone is hurt. • How to compare injured parts with uninjured parts. • Methods of getting help. • Methods of caring for someone that is hurt 							
6	<p>Know and discuss the safe way to act at an airport</p> <ul style="list-style-type: none"> • understand the difference between the restricted areas of an airfield where active aircraft movements can be expected and the safe public areas. • be able to recognise the signs and markings which indicate the boundary between the two areas. • understand the dangers of moving aircraft, propellers, rotors, jet blast noise 							
7	<p>Build a Kite and fly it</p> <ul style="list-style-type: none"> • present a kite he has made and be ready to fly it. • The flight should be observed and if possible be part of an air scouting activity 							
8	<p>Know where it would be safe to fly a kite</p> <ul style="list-style-type: none"> • know where it is safe to fly a kite • discuss suitable and unsuitable areas and the features that make an area unsafe, including overhead wires, trees, roads, other people or buildings 							