



BALLOON FEDERATION OF AMERICA

Continuing Education Safety Seminar Guidelines

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FORWARD

This edition of Safety Seminar Guidelines as part of BFA's Continuing Education Program is an update with the same goals as seen in the success of previous years. This program is also intended to insure quality presentations of value are available to all balloonists.

Major changes from the 2006 edition include a less rigid approach to seminar topics and required times. Topics are broken down into three tiers. All subject categories in Tier I are required to be presented annually. Tier two contains six topics of which at least two must be included annually. Tier III contains a tremendous amount of topic flexibility, and two Tier III topics must be offered to complete a total of seven (7) hours of formal instruction.

In order to assist organizations in the marketing and promotion of their seminars the BFA will be providing a free listing for all sanction approved seminars in its bi-monthly publication, *Ballooning*.

Increased use of electronic transmission is encouraged. Some material is only practical in physical form, so final mailings and large packages may continue to be mailed. All necessary forms needed for the successful application and processing of your BFA sanctioned Continuing Education Safety Seminar are available in a single Excel spreadsheet which can be downloaded at:

[Safety Seminar Registration Package](#)

Please refer questions on these guidelines, details of the program or other questions of concern to either the BFA Office or BFA Continuing Education Safety Seminar Committee Chair.

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Balloon Federation of America Safety Seminar Guidelines

INTRODUCTION

The Education Committee of the Balloon Federation of America operates a continuing education endorsement (sanction) program for the safety and education programs conducted for balloonists.

The seminar sanction procedure seeks to evaluate proposed seminar topics, instructors, venues and allocated instructional time in order to ensure quality programming that will enrich the knowledge, skills, and expertise of pilots and crew through quality education. The specific objectives for the BFA Continuing Education Program are:

1. Promote the development of scheduled local balloon continuing education programs of sufficient scope and quality.
2. Work with a local seminar organizer as well as providing an annual Continuing Education Safety Seminar Webinar© for those unable to attend a face-to-face seminar. Ensure that the on-line seminar is the industry standard and exemplifies the BFA's commitment to continuing education.
3. Develop and disseminate new written and audio-visual materials for use by both local balloonists and the BFA to further the continuing education of pilots and crew.
4. Qualify seminar programs to satisfy the continuing education requirements of these Guidelines.
5. Encourage research and development of new topics and techniques for the Continuing Education Program.
6. Gather and evaluate seminar participant post-event evaluations and disseminate information concerning the best topics and speakers to all balloon organizations for consideration.



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SEMINAR PHILOSOPHY & STRUCTURE

Philosophy

The Balloon Federation of America (BFA) is a membership organization dedicated to the art, sport and science of ballooning, and to providing a unified voice for the purpose of representing U.S. balloonists and ballooning enthusiasts across the United States of America, its territories and possessions before the international ballooning community. Safety and education are among the primary values of the BFA.

The BFA works closely with the balloon insurance industry and they rely on us to review and evaluate the topics and presenters of safety and educational material for Continuing Education Safety Seminars. As the officially recognized sanctioning body for the insurance industry, the BFA is the organization charged with gathering data on seminar participation, ensuring quality programming and reporting the names of participants directly to the insurance companies for their purposes of continuing education credit required by the respective insurance underwriters.

Continuing safety awareness and updated, current information on new techniques, procedures, regulations and other developments are essential to safe flying and crewing. It may often be impractical or impossible for every balloonist to attend a major weekend Continuing Education Seminar complete with distinguished speakers, ballooning notables, a trade show and other features. As a result, many organizations find it effective to conduct smaller scale programs of the one-day, "platform" speaker variety. Such programs present the opportunity to bring together diverse balloonists and crews. These events may be planned to offer before-or-after trade show opportunities at which new equipment and other items can be seen, informally discussed and explored with vendors or individuals familiar with the equipment.

At some locations, the availability of unique facilities or "experts" can also offer opportunities for "hands on" special subject seminars that could satisfy the objectives of an excellent safety awareness program. Seminars of this nature that may offer special or unique information could be explored but must meet the minimum criteria outlined below.

Smaller, more isolated or less urban organizations or groups of balloonists might opt for a series of well-presented and planned safety subjects over a definite period of time. Such well-planned and pre-approved programs over an eight month period, for instance, could well provide the same safety benefit as a much more concentrated seminar.

In an effort to bring top quality continuing education Safety Seminars to individuals in remote areas or not able to attend a local face to face seminar, the BFA instituted its first on-line webinar in 2011. This is a proprietary product developed by the BFA for the benefit of its members with this special need.

In the course of organizing, sponsors of Continuing Education Seminars should ensure proposed subjects are "localized" and made relevant to the requirements of anticipated Seminar participants. Clearly, "basic" subjects are appropriate and every organizer must strive to tailor every subject to relevant local environments in a way to be useful to local pilots and crew.



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Structure

Since the BFA Continuing Education Program was established in 1987, countless programs have been conducted around the country that conformed strictly to the sanctioning guidelines. In the review of the critiques submitted from these programs, it was evident that the minimum course content is too confining to retain and stimulate interest in future programs. Changes were needed and are included in this revision.

The changes are evolutionary not revolutionary. The old concept of Back-to-Basics with Enrichment was a good one and will be retained but in a much more interesting and flexible format. What is encouraged is to view this manual for what it is – guidelines. By analogy, a house usually has a bedroom, bathroom, kitchen, and living room, but by no means are all houses alike. Neither should all seminars be alike even though the framework is similar.

The BFA encourages all seminar organizers to exercise their creativity in shaping programs that meet the intent of these guidelines. In order to promote creativity and adapt programming to local needs, continuing education seminar criteria must be flexible. It is the intent of the BFA Education Committee to structure Continuing Education seminars around a flexible three-tier system with a minimum of seven (7) hours of instruction. The system is designed to ensure quality core subjects while providing the ability to create a learning environment dedicated to the critical topics of today.

Three-tier structure

Tier I: Each seminar must have a minimum of one hour of course material from each of the following.

- Weather
- Aeronautical Decision Making
- Accident Investigation and Analysis

Tier II: Each seminar must include a minimum of two hours dedicated to the following topics. The organizer must select at least two of these topics but may select more and allocate less time to each session.

- FARs
- Repair and Maintenance
- Flight Operations
- Ground and Crew Safety
- Propane Safety
- Power Line Safety

Tier III: Each seminar has the opportunity to develop curriculum designed to enhance the safety of the pilot, crew, passengers and the general public. Two (2) hours must be dedicated to topics selected by the seminar organizer. Selections can come from any of the above, any of the suggestions provided here or as designed by the organizer.

- Aeronautical charts and maps
- Radio communication
- Density altitude
- Preflight preparation and checklists
- Airspace classification and requirements
- Navigation
- Technology in the cockpit



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- Emergency operations
- High wind situations
- Passenger briefings and management
- Risk analysis
- Thermals
- Landowner relations
- Tethering
- Crop and livestock
- Balloon event flying and decision making
- False lift, rotors
- Fan maintenance and safety
- Atmospheric stability and instability
- Pibal reading and interpretation
- Aeromedical factors affecting pilot performance
- Error chain recognition
- Insurance and legal matters
- Balloon and chase vehicle tracking
- Winter flying, mountain flying
- First Aid
- Flight instruction, flight reviews
- Lighter-than air theory
- Night flying
- Accident review and reporting requirements
- Dealing with an FAA investigation
- Drop line safety
- Establishing personal parameters
- Commercial ride operations
- Competition
- Stress management

Breakouts

Many successful Continuing Education safety seminars utilize 'breakout' sessions providing for maximum flexibility in topic selection. Two and sometimes three sessions may run simultaneously, each one designed to attract a unique audience. Perhaps three sessions running simultaneously might include:

- Commercial ride operations
- Competition technology
- Crew and landowner relations

Breakouts can also be designed as mini seminars or 'tracks' with three to four hours devoted to various aspects of hot air ballooning. These might include sessions devoted exclusively to competitive ballooning, commercial or ride operators, crew, crisis management or balloon event organizing.

Open Sanctions

"Open Sanction" is a special program for organizations that have:

- 1) Regularly scheduled education program,
- 2) Traveling education programs
- 3) FAA-Certified Ground School Program

Open Sanctions can be granted to an organization that has a proven record of frequently given, high quality presentations. This saves the organizer and the BFA Education Committee the time and expenses in Program review. If you have a professional ground school that meets the FAA Part 141 Guidelines, consider qualifying it for Continuing Education Safety Seminar credit under the open sanction. If you have a traveling education event, this is also the best way to certify your program. If your balloon club presents seven hours of quality educational topics a year, consider the Open Sanction.



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SEMINAR INSTRUCTORS / LEADERS

Instructors should be selected equally for their subject expertise and presentation skill. Instructors already approved by the BFA Continuing Education Committee and other instructors who have been requested by a specific organizer and approved prior to the beginning of the Seminar are considered “approved instructors” and may conduct Seminar presentations for “credit.”

A limited number of speakers/instructors qualified in various categories are considered “pre-approved” by the BFA based on demonstrated prior performance. These are individuals who, for a variety of reasons, are considered authoritative in one or more areas of subject matter considered important and appropriate for Continuing Education Safety Seminar presentation. This group of individuals is in a continuous state of change. Call the Continuing Education chairperson for information on specific speakers.

In addition to those instructors already “approved,” there are undoubtedly many highly qualified and expert individuals whom individual Continuing Education Safety Seminar organizers might want to submit for approval. One-time approvals may be obtained to use selected, individually submitted instructors or presenters.

An “**Approved Instructor**” must meet one or more of the following criteria:

- 1) Hold a current BFA Flight Instructor / Master Flight Instructor Rating
- 2) Possess a current FAA Certificated Flight Instructor rating and be a balloon pilot or crew member.
- 3) Hold a current FAA Basic or Advanced Certified Ground School Instructor certificate and be a balloon pilot or crew member
- 4) Balloon Crew Chief with five years of experience or hold a Level IV rating in the Crew Achievement Awards Program.
- 5) FAA Certified balloon repair station personnel
- 6) FAA operations, maintenance or safety inspector
- 7) Balloon manufacturer’s representative
- 8) FAA Designated Pilot Examiner
- 9) Professional Educator
- 10) NWS, FAA, NOAA or other professional meteorological personnel with aviation forecasting/briefing experience preferred.
- 11) Prior history of successful instruction as a BFA Seminar Instructor
- 12) Be a member of the Balloon Federation of America Board of Directors.
- 13) Other demonstrated expertise in the subject area that is ballooning related, credentials to be supplied, if requested.

The BFA goal is not to exclude any willing and knowledgeable volunteers. However, to assure the quality of the approved seminar programs, we do want the most qualified people to be instructors.



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BFA ON-LINE SAFETY ‘SEMINAR WEBINAR’©

Recognized internationally as the United States industry authority on balloon education and safety, the BFA, working in conjunction with local balloon clubs, developed the first on line Seminar Webinar©. The Seminar Webinar© was designed to provide a top quality continuing education safety seminar to pilots, crew and others who, due to various reasons or conflicts, are unable to attend a face-to-face seminar in any particular year.

The Seminar Webinar© meets all the Continuing Education Safety Seminar Guidelines promoted in this publication. Industry leaders, manufacturers, and instructors are among the best available and the curriculum is based on current relative safety and education topics. The BFA has invested thousands of dollars to video and live stream these seminars through the Internet using state of the art technology.

The on-line safety seminar experience is not meant to be a replacement for face-to-face seminars. Face-to-face seminars organized by local balloon clubs offer the greatest learning experience. The opportunity to engage instructors and participants in challenging and stimulating discussion is an important aspect of the learning process. For these reasons, the BFA and the insurance industry recommends face-to-face seminars as the primary source of annual safety education. We also understand that some pilots do not have the opportunity, due to distance and availability concerns, to economically attend a face-to-face seminar near their home. The BFA has raised the bar on its own Seminar Webinar©, including increasing the required hours of instruction and testing to ensure attendance, in an effort to accommodate those pilots unable to reasonably attend a face-to-face seminar.

Registration fees for the BFA Seminar Webinar© are as follows:

BFA Pilot member	\$ 50
BFA Crew member	\$ 35
Non-BFA Pilot Member	\$100
Non-BFA Crew Member	\$ 75

On-line seminar details can be found on the BFA website <http://www.bfa.net>. Details of the seminar venue, date, instructors, topics, timing and details of registration are generally available on the web site in December of each year.



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FACILITIES AND VENUE

Seminars should be held in climate-controlled facilities suitable to the subjects being taught, time of year and objectives intended. Outdoor venues are acceptable where subject matter dictates, e.g. hands on demonstrations.

Audiovisual, note taking and testing materials and equipment should be readily at hand. Equipment should be functional and tested prior to use. Educational materials, presentation scripts, Power Point presentations, lesson plans and other publications pertinent to seminar subjects or required by instructors should be available for use at the seminar site and made available in digital format for the participants. Facilities should be well lighted and ventilated and free of visual and aural distractions during the time when presentations are ongoing.



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SANCTION PROCEDURES & APPLICATION

The following guidance is provided for the completion of necessary paperwork related to the sanctioning process of safety seminars. Appendices to these Guidelines contain the necessary forms to be used to satisfy the requirements of this chapter.

Before your seminar

Each organizer desiring BFA sanction of their Continuing Education Safety Seminar will submit the following materials to the Seminar Chairperson at least four (4) weeks prior to the program date. Any exception is at the sole discretion of the current chairperson. *Retroactive endorsement will not be granted.* The following information is required:

1. The name of sponsoring group.
2. The date(s) and location of the seminar program.
3. The name, address, and telephone number of the seminar contact person or organizer.
4. A program outline detailing presentation topics, instructors, and time schedule.
5. Only BFA approved instructors may be used. If in doubt or to certify a new instructor see previous section

If the described items have been submitted and if they comply with the requirements of these guidelines, then initial approval will be granted. Final approval by the Continuing Education / Seminars Chairperson is subject to the completion and submission of final paper work including seminar and instructor evaluations. Once approval is granted, the Editor of the e-mail blast *Quick Release* and *Ballooning* will be notified by the chairperson and a notice of the seminar will be placed in "*Coming Events*" on the website. The editor of *Ballooning* will include, free of charge, basic information on your Continuing Education safety seminar

Attendance

Seminar organizers will keep attendance records and will be responsible for verifying participant attendance during the entire seminar program. This record is the basis for submitting final paperwork. It is not uncommon for a participant to step out for coffee, to make a phone call, use the restroom, etc., and then not return until the end to make sure that their name is on the final list. In order to help resolve any attendance questions that may arise, organizers are requested to keep a copy of their seminar records for two years.

Testing

The BFA Continuing Education Safety Seminar Program does not currently require testing of participants except for on-line seminars. This is certainly an option which individual instructors and organizers may include in their programs.



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Certificates of Participation

Many seminar organizers issue participants certificates of participation. Such certification will not be accepted by the BFA record keeper for the Safety Seminar documentation. While these certificates might be accepted by the insurance carriers without BFA verification, we expect the insurance companies to only accept BFA verified lists of seminar participation.

FAA WINGS Program

The WINGS - Pilot Proficiency Program is based on the premise that pilots who maintain currency and proficiency in the basics of flight will enjoy a safer and more stress-free flying experience. The BFA Safety Seminars qualify for WINGS credit and organizers may file for credit for the participating pilots. Further information on the program and registration can be found using this link:

http://www.faasafety.gov/WINGS/pub/learn_more.aspx

After the seminar

Final Approval and submission of participant names to the insurance companies will be completed after the following:

- 1) The seminar organizer submits to the Chairperson the complete topic presentation schedule along with all handouts that are distributed to participants which satisfy the standards established in these Guidelines.
- 2) A complete typed list of all organizers, instructors, and participants is submitted to the chairperson. The typed list will include the following information for each named person:
 - a. Full name
 - b. Complete mailing address with Zip code
 - c. Pilot Certificate number (pilots)
 - d. BFA member number (as applicable)
 - e. Rating (Commercial, Private, Students, Crew, Observer)
- 3) All organizers will use a BFA critique form for the purpose of evaluation and improving the Continuing Education Safety Seminar program. Evaluation sheets for all participants are to be returned to the chairperson, to be completed anonymously. The organizers have the option to photocopy the critique sheets for the local organization's records. The Seminar Chairman will use these evaluations to promote the most successful programs and instructors to all seminar organizers to be used in their planning of future seminars.
- 4) There will be a registration fee for all seminar attendees. BFA pilot members and all crew (BFA and non-BFA crew) fees are \$2 and non-BFA pilot member registration is \$5. Maximum seminar registration fees shall not exceed \$150. The BFA fee is payable at the time final paperwork is submitted.
- 5) Submit the final approval package directly to the Continuing Education/Seminars Chairperson listed on the BFA web site.



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The BFA reserves the right to waive the fee for programs organized by the BFA, or to change the fee amount in the future. This administrative fee is imposed to cover maintenance of the system and cost to disseminate results and manage the entire Continuing Education Program.

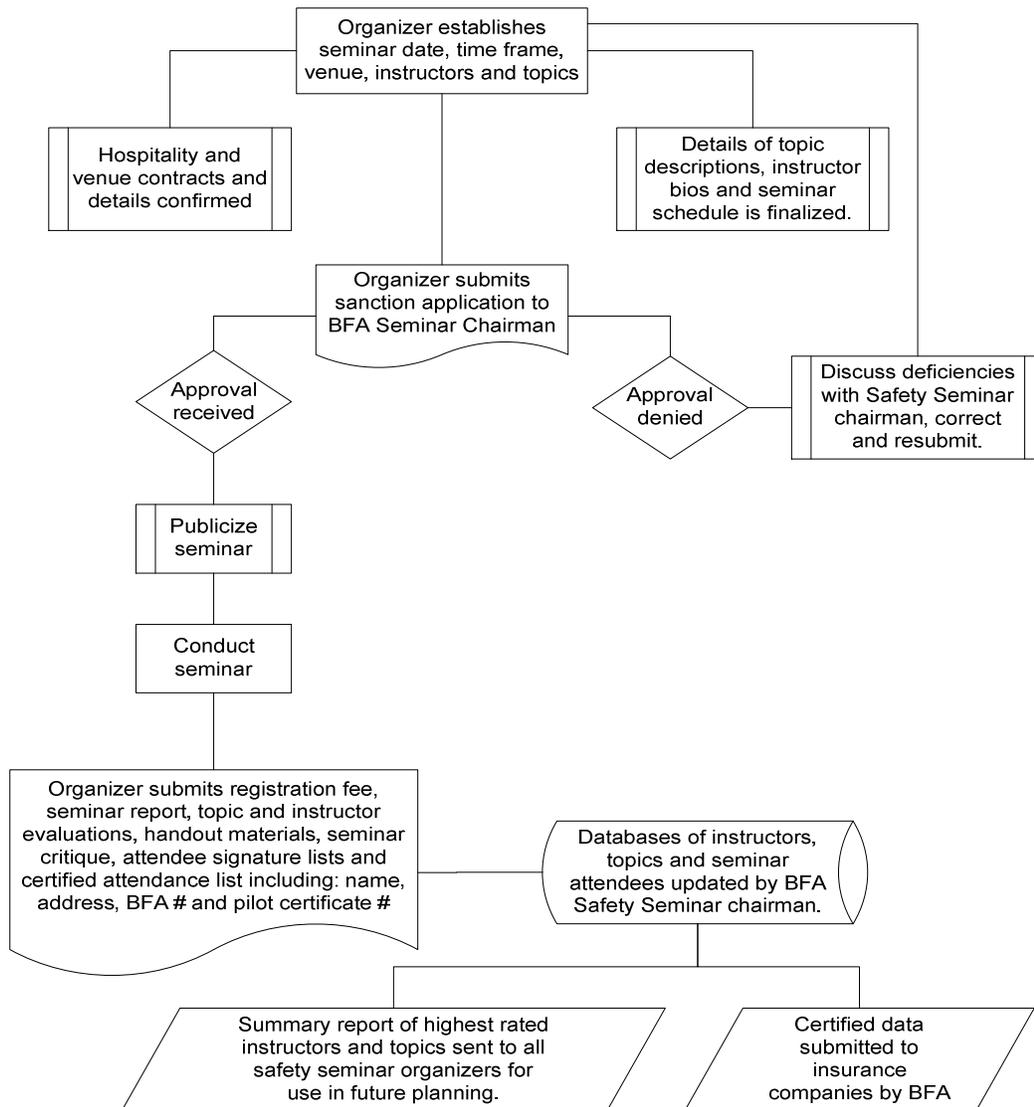
Following the conclusion of the seminar program(s) and granting of final approval, the instructor and participant lists will be available to the record keeper for documentation updates to the insurance carriers. In order to satisfy insurance company's need for prompt reporting, the seminar organizer must seek final approval within **two weeks** of the scheduled date(s). Failure to report timely may result in the seminar tentative approval being retracted; the seminar will not be recorded or reported to the insurance carriers. Any exception to the above rule will be at the sole discretion of the Continuing Education/Seminars Chairperson.

Use of the BFA endorsement in the seminar program materials or advertising is prohibited except where the initial approval has been granted in writing by the Continuing Education Safety /Seminar Chairperson. In such cases, if any reference is made to this approval, the following legend must appear in the appropriate materials: "*BFA Initial Sanction Approval.*"



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APPENDIX A Safety Seminar Process





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APPENDIX B

Sample Topics and Discussion Notes

The overall goal of the Balloon Federation of America's Continuing Education Safety Seminar program is to develop the steps necessary to establish behaviors that lead to good judgment. The adult learning process is very self-directing and must motivate a sense of need that the student lacks some information or skill.

The methodologies presented here may not be applicable to each and every seminar. They are examples of what you might do. Small seminar groups can often be more flexible and utilize the field trip technique whereas this might not be practical for a large seminar. Consider the options. Lecture is only one way to present the materials and should not be used exclusively.

When used with an educational purpose in mind, actual balloon flying could be a kind of "workshop" for pilots. Actual balloon retrieval could be a crew's "field trip".

WEATHER – Tier I Topic

GOALS: The participants will develop an understanding of weather patterns, how to fly safely with these environmental conditions and make the decision of Go or No-Go based on piloting skill levels.

TOPICS: These are just a few suggested topics:

- Weather Picture
 - Cloud formation
 - Stability and Instability
 - Wind Shears
 - Thunderstorms
 - Thermal Activity
- Where to Find Weather Information
 - TV/Cable
 - Internet Sources
 - Marine Forecasts
 - Farmer Forecasts
 - DUATS
- Micrometeorology
 - "Now-casting"
 - Pibal
 - Beaufort Scale
 - Airborne Weather Conditions
- Cold Weather Flying
- Out-of-Town (unfamiliar terrain) Flying
- Changing conditions during long flights



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METHODOLOGY: These are some of the topics that can be presented using one or more of the following methods:

Role Playing – Example:

Obtaining a briefing or giving a weather briefing at a rally.

Group Discussion – Example:

In small groups, discuss who is responsible for obtaining a weather briefing and what information should be presented at a rally briefing. Each small group reports their results to the larger group.

Case Study – Example:

Give a weather forecast and have the small group decide to Go / No-Go.

Summarize results and rationale to the larger group.

Lecture/Demonstration – Example:

Hand out weather maps and sequence reports and discuss the interpretation of the data presented.

Weather Workshop – Example:

Have a computer set up with DUAT access. Demonstrate how to get a computerized weather briefing and let the participants try it themselves.

Weather Field Trip – Example:

Tour a Flight Service Station with FAA weather briefers.

AERONAUTICAL DECISION MAKING – Tier I Topic

GOALS: The participants will learn the mental process used by pilots when formulating a decision, will identify their personal “safe” attitudes and decisions in balloon flying and learn how to apply the concepts in their own situations.

TOPICS: The following are suggested topic areas:

Introduction to Aeronautical Decision Making

Judgment and Decision Making Concepts

How Pilots Assess Risks

Self-Assessment of Hazardous Attitudes

Antidotes for Hazardous Attitudes

Identifying and Reducing Stress

Applying Decision Making Concepts

Identifying Decision Making Points

Identifying and Recognizing Decisional Errors

METHODOLOGY: The subject area(s) may be presented as a 1 - 1.5 hour block or may be integrated with other topics to demonstrate how the principles may be applied. Any one of or a combination of the following methods may be used:

Lecture/Demonstrations – Example:

Present the most common causes of stress and present visual examples of the result of flying under stress. Give suggestions on how to handle these situations.

Role Play – Example:

Give small groups a situation involving a poor decision during inflation at a rally.

Group Discussion – Example:

Ask participants to discuss a situation where they or someone they know “got into trouble” by exhibiting one of the Hazardous Attitudes.



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Case Study – Example:

Obtain documentation for an actual accident or incident and have the group(s) consider the faulty decisions that contributed to the event.

Aeronautical Decision Making Workshop – Example:

During an FAA WINGS flight, emergency procedures demonstrations are required. Simulate several.

Aeronautical Decision Making Field Trip – Example:

Visit an FAA Accident Prevention Specialist, discuss actual piloting errors and how they could have been avoided.

FLIGHT/GROUND OPERATIONS – Tier II Topic

GOALS: The participants will develop and understanding of practical application of safe flying techniques and emergency procedures and an understanding of good ground procedures.

TOPICS: Here are several subjects that can be lectured:

- Balloon systems
- Propane or Fuel Management Safety
- Powerlines
- Tethering
- Landing/Take-off Procedures
- In-Flight Emergencies
- Windy Launch Procedures
- Balloon Post-Flight Recovery

METHODOLOGY: These are some of the flight/ground operation scenarios that may involve a different methodology than lecture:

Role Playing – Examples:

Fueling mistakes or passenger management when tethering or for commercial rides. Discuss the pros and cons of a particular approach. Act out a Go / No-Go decision for an important and irate sponsor.

Group Discussion – Example:

What are the emergency procedures to be followed during a powerline contact? Summarize for the large group.

Simulation – Example:

Inflation technique simulations, or pre-flight the basket.

Case Study – Example:

Have groups strategize improving a poor land owner relationship based on a true case in the area.

How do you deal with a very demanding sponsor during a windy tether when you won't be able to safely give rides?

Lecture/Demonstration – Example:

Demonstrate techniques in rigging and inflation or some other operation.

Demonstrate incorrectly, having participants correct the mistakes.

Present criteria for an ideal take-off site. Change the pre-flight weather situation and reassess the site.

Workshop – Example:



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One of the ways to earn Enrichment credits is to participate in the FAA WINGS program. This program requires that you fly with another commercial pilot and demonstrate certain flight and ground procedures and that you review the FAA regulations. For seminar programs that mix flying with education sessions, why not make the flying another session and get safety seminar credits too? Have the pilots pair up and fly with each other. Have the ground crews intermingle. Get people familiar with different aerostat systems than those they fly all the time.

Field Trip – Example:

Meet with a landowner's or civic group and propose ways to improve the current balloonist relationship with them.

MAINTENANCE and REPAIR – Tier II Topic

GOALS: The participants will learn what preventative maintenance is allowed on their systems, understand the reasons behind the regulations relating to repair / annuals and be able to evaluate certified repair station performance.

TOPICS: Some of the following topics could be presented:

Regulations

Airworthiness Directives

Service Letters / Bulletins

Unique Repair Aspects of Different Manufacturers

Preventative Maintenance

Annual Inspections

To remain airworthy, what is the maximum allowable damage to what part of the system?

What repairs can you make yourself? Which repairs must be made by a certified repair station?

METHODOLOGY: The following methodologies can be used for presenting topics:

Role Playing – Example:

Participants actually perform an annual inspection under the direction of a certified balloon repairman, or write up a maintenance work order.

Group Discussion – Example:

Have groups design a repair station rating sheet.

Have groups discuss the uniqueness of various constructions techniques used by the different manufacturers and how that affects maintenance and repairs.

Simulation – Example:

Many repair stations can provide examples of “poor quality” repairs. Have the groups evaluate the examples and find the basis of the fault in the repair method/technique.

Workshop – Example:

Bring in a balloon system and a certified repairman and perform an annual inspection or some portion of one.

Field Trip – Example:

Visit a balloon repair station of a manufacturer's facility.

Find out what goes into your system repairs.

Find out how balloon systems are made.



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AVIATION REGULATIONS – Tier II Topic

GOALS: To give the participants basic knowledge of Federal / State Aviation Regulations pertaining to Hot Air Ballooning and any important updates that are of current interest. This subject area can also be used to discuss state or federal laws regarding aviation and landowner rights.

TOPICS: The purpose of regulations, FARs, State Regulations, National Transportation Safety Board Regulations / State and Federal Laws and related topics can be presented by lecture.

Federal Aviation Regulations

National Transportation Safety Board Regulations

Municipal, County, State, and National Laws and Regulations

METHODOLOGY: Other methodologies can be used to present the material in a different context.

Role Playing – Example:

Be an FAA inspector at a rally. What are you going to look for and what will you do with what you find? An FAA inspector asks you to verify your minimum equipment list just at lift-off. How do you, the PIC, respond?

Group Discussion – Example:

Have small groups discuss the method of establishing new FARs and revising old FARs, Notice of Proposed Rulemaking.

Simulation – Example:

Describe a flight by a profile, the participants discuss various FARs (and possible violations) involved.

Case Study – Example:

List the steps necessary for reporting a ballooning accident, discuss the issues of airspace, TCAs, ARSAs. How do you deal with the pilot/passengers, public, officials, and media.

Field Trip – Example:

Visit a Flight Standards District Office and meet some FAA employees. Get to know them and how they operate let them get to know you and how balloonists operate too. If we can have good regional landowner relations, we can also have good regulator and administrator relations.

