



## FAA RUNWAY SIMULATOR

### OBJECTIVE

Interpret, understand, and apply air traffic control instructions on the ground in a simulated environment.

### MATERIALS (Per Student)

- Internet-capable device for each student (or single overhead classroom display of the internet)

### INSTRUCTOR PREPARATION

Preview the FAA simulation to verify operation and understand the potential outcomes of student choices during the simulation. The FAA intends to dynamically update the content of the simulator, meaning it may change slightly even between school terms.

### PROCEDURE

Assign each student to a discussion group. Have the students individually access the FAA Runway Safety Simulator at <https://www.runwaysafetysimulator.com>. Instruct them to perform the following steps.

1. Complete the introductory video about distractions.
2. Complete Scenarios 1 and 2.
3. After completing each scenario, backtrack and repeat the scenarios with other choices (including incorrect ones), to investigate other potential outcomes.
4. Have students answer the question below in their groups.

### QUESTION

As a pilot, what can you do to increase your situational awareness on the ground, even at complex airports, and reduce the possibility of ground incidents?

*Responses may vary, but should include portions of the following actions:*

- Study the airfield diagrams of airports you intend to use.
- Preview potential and expected taxi routes.
- Write down taxi instructions.
- Avoid doing checklists while taxiing.
- Do not let passengers or aircraft issues distract you from taxi/ground operations.
- Listen to other aircraft and their radio calls to build awareness of the operating environment around you.
- Look out the windows.
- Constantly check that your path ahead is clear of other aircraft.
- Ask Ground Control questions for clarification, if necessary.
- Ask for progressive taxi instructions, if necessary.
- Always verify clearances to enter or cross a runway.
- Keep an airport diagram available and in view during taxi.