

## PAVE-CARE-TEAM

### PAVE the way

To help students perceive (crosscheck) the hazards in all critical areas associated with a flight, you can encourage use of the **PAVE checklist** to identify hazards as well as establish personal minimums

<b>P</b> ilot	Experience, recency, currency, physical/emotional condition
<b>A</b> ircraft	Fuel reserve, experience in type, aircraft performance, aircraft equipment (e.g.: avionics)
<b>E</b> nVironment	Airport conditions, weather (VFR & IFR requirements), runways, lighting, terrain
<b>E</b> xternal pressure	Allowance for delays and diversions

### Process with CARE

To help students **process** (interpret) the possible impact and likelihood of each hazard identified through the PAVE checklist and begin to think about risk controls, you can suggest use of the **CARE checklist**

<b>C</b> onsequences	Think through the possible outcomes (consequences) posed by each hazard identified in the first phase, and determine (or guesstimate) the level of risk involved
<b>A</b> lternatives	Develop a mental list of alternative courses of action
<b>R</b> eality	Acknowledge reality and avoid wishful thinking that might lead to poor decisions
<b>E</b> xternal pressure	Be mindful of external pressures, especially tendencies toward “get-home-itis”

### Work as a TEAM

To help students perform (control) risk management, you can point to the **TEAM checklist** as a way of recalling the four major options for risk management and control

<b>T</b> ransfer	Should this risk decision be transferred to someone else (e.g.: should you consult an A&P mechanic ?)
<b>E</b> liminates	Is there a way to eliminate the hazard ?
<b>A</b> ccept	Do the benefits of accepting the risk outweigh the dangers ?
<b>M</b> itigate	What can you do to mitigate the risk ?