

W.O.W. FACTOR

Words Of Wisdom for FPS Coaches & Students

Using an Article to Practice the FPS Process

When your students read an article to research a topic, have them be on the lookout for challenges, key verb phrases, solutions and WHOs. A worksheet for students follows for an article about drone regulations:

Fisher, J. (2017, June 13). Drone regulations: what you need to know. *PCMag*.

<https://www.pcmag.com/article2/0,2817,2491507,00.asp>

Here is an answer key for the worksheet. Keep in mind that for some questions (**) student responses may vary.

1. unmanned vehicle; quadcopter
2. Federal Aviation Agency (FAA), recreational pilots, consumers, air traffic controllers, airports, National Parks, police, property owner, security guard
3. **
 - a. If you fly a drone below 400 feet, it could be more likely to hit someone in its path and injure them.
 - b. If you don't keep a drone within sight, you may be unaware of its flight path and thus not be able to see and thus prevent possible collisions.
 - c. If someone flies a drone near an airport, it could interfere with air traffic control which could cause an accident.
 - d. If a drone flew over a stadium holding a sporting event, it could distract the players who may miss an important play as a result.
4. deter personal drones from flying too close to an airport
5. ** Because flying a drone in public may upset some people, how might we defuse conflict with others over the use of drones in 2018 in Madison, so that drone flying can be a more enjoyable experience for all involved?
6.
 - a. Have a conversation about what you're doing.
 - b. Show the person the video feed from the drone camera that's streaming to your phone or tablet.
 - c. Show them how wide-angle the video is from 100 feet.
 - d. Explain that you are within your rights to fly on your own property.
 - e. Keep a copy of *The Photographers' Right* with you.
 - f. Choose an appropriate time of day to fly.
7. **
 - a. Prior to flying your drone, have a conversation with your neighbors about what you'll be doing. By explaining the event before it happens, neighbors will be more prepared to deal positively with the situation.
 - b. Show the people involved the video feed from the drone camera that's streaming to your phone or tablet. This way they will feel more included and less likely to complain.
 - c. Show neighbors how your drone's wide-angle video looks from 100 feet in the air. This view will reduce the impression that you are spying on them.
 - d. If you are on your own property or public property, explain that you are completely within your rights to fly the drone. Knowing that you are following regulations will help the complainer understand so that he/she is less likely to be upset.
 - e. Print out and carry a copy of *The Photographer's Right* with you so that you can refer to this resource if someone complains. When a complainer sees that you are within your rights, they will be less likely to engage in conflict.
 - f. Choose a time of day that will be more appropriate for flying the drone. If you fly during times when fewer people are around, there will be a greater chance that complaints can be avoided.

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1. Click on the link to access the article about drone regulations:

Fisher, J. (2017, June 13). Drone regulations: what you need to know. PCMag.
<https://www.pcmag.com/article2/0,2817,2491507,00.asp>

2. Answer these questions:

- a. What are two other terms for drones? _____
- b. What WHOs (organizations/people) were mentioned or suggested? _____

3. The basic rules for flying a drone suggest some challenges. Complete each sentence below as a challenge, Remember to use may/might/could in your explanation.

- a. If someone flies a drone below 400 feet, _____
- b. If you don't keep a drone within sight, _____
- c. If someone flies a drone near an airport, _____
- d. If a drone flew over a stadium holding a sporting event, _____

4. Airmap was mentioned as an app to show you exactly where you are allowed to fly a drone and where you aren't. What key verb phrase (KVP) is this solving?

5. The following KVP was suggested: how might we defuse conflict with others over the use of your quadcopter. Use it to write a full Underlying Problem:

6. What solutions to this KVP were mentioned?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

7. Choose two of these and write each up as a full solution that tells WHO will do WHAT and WHY or HOW it helps to solve the Underlying Problem you wrote in #6.

- a. _____

- b. _____

