



FORMATION FLIGHT ACTIVITY PACKET

If Our Class Were a Flock

Point is a position. Leadership is a responsibility.

In the story and in the classroom, being out front is not the same as guiding the group.

FOR THE TEACHER / FACILITATOR

This activity uses the V formation as a classroom analogy for teamwork, self-awareness, and changing roles. In Trials in Flight, Windseeker is the experienced matriarch and leader: she teaches, guides, and prepares the flock. The bird at the point of the V is doing a demanding flight job, and that position can change. Students explore where they might begin in a class “flock” and how roles can shift when conditions change.

LEARNING GOALS

- ☐ Distinguish leadership from the point position.
- ☐ Identify personal strengths without ranking students.
- ☐ Explain why roles may change as conditions change.
- ☐ Connect group behavior to cooperation and survival.

MATERIALS & SETUP

- ☐ One trait sheet per student
- ☐ Pencils or markers
- ☐ Sticky notes (optional)
- ☐ Board, floor space, or Class Flock page
- ☐ About 30-45 minutes

IMPORTANT CLASSROOM NOTE

No position is a score, rank, or popularity contest. Let students choose their own starting role. Only volunteers should place their names on a public class formation. The teacher can serve as the Windseeker-style guide while students experiment with flight roles.



STUDENT SHEET 1 | TRAIT INVENTORY

What Kind of Flockmate Am I?

Circle or check the statements that sound like you today. There are no right answers, and your answers can change over time.

- | | |
|---|--|
| ☐ I like trying something first. | ☐ I am good at following a plan. |
| ☐ I stay calm when plans change. | ☐ I can change roles when the group needs me. |
| ☐ I keep going when a job gets hard. | ☐ I like working with people around me. |
| ☐ I notice when someone needs help. | ☐ I notice details other people may miss. |
| ☐ I like encouraging other people. | ☐ I enjoy taking on a challenge. |
| ☐ I prefer to watch and learn before jumping in. | ☐ I am patient. |
| ☐ I am comfortable asking questions. | ☐ I would rather support than be first. |
| ☐ I like helping a group stay organized. | ☐ I am willing to take over when someone needs a break. |
| ☐ I can speak up when something is important. | ☐ I like helping other people learn. |

MY STRONGEST FLOCK TRAITS TODAY

1. _____
2. _____
3. _____

One trait I would like to strengthen: _____



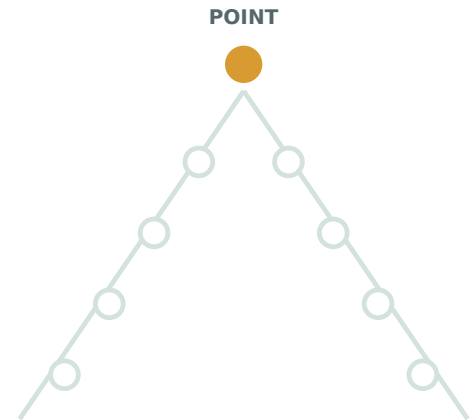
STUDENT SHEET 2 | CHOOSE A FLIGHT POSITION

Where Would I Start?

Imagine the class is preparing for a long flight. Your teacher is guiding the flock. Where would you choose to begin?

MY STARTING PLACE

- ☐ At the point first
- ☐ Near the front of one side
- ☐ In the middle of one side
- ☐ Farther back where I can support the group
- ☐ My position would depend on what is happening



Why is this a good starting place for me?

What strength would I bring to the flock from this position?

What might make me move forward?

What might make me move back or let someone else take over?

REMEMBER

A strong flock needs many kinds of helpers. Choosing the middle or back is not choosing a smaller role.

Leader and Point Are Different Jobs

LEADER

Windseeker in the story

She has experience. She teaches. She watches the whole flock. She helps others prepare. Her leadership continues whether or not she is physically at the point of the V.

A LEADER MIGHT...

- guide
- teach
- listen
- decide carefully
- help others grow

POINT

A demanding flight position

The bird at the point has no bird directly ahead providing the same aerodynamic help. That job can be tiring, so the point position can rotate. Taking point does not automatically make a bird the flock's overall leader.

A POINT BIRD MIGHT...

- step forward
- work hard for a turn
- hold a steady path
- signal a change
- rotate out when tired

In your own words, what is the difference between a leader and the bird at the point?

Can someone be a strong leader from somewhere other than the point? Explain.

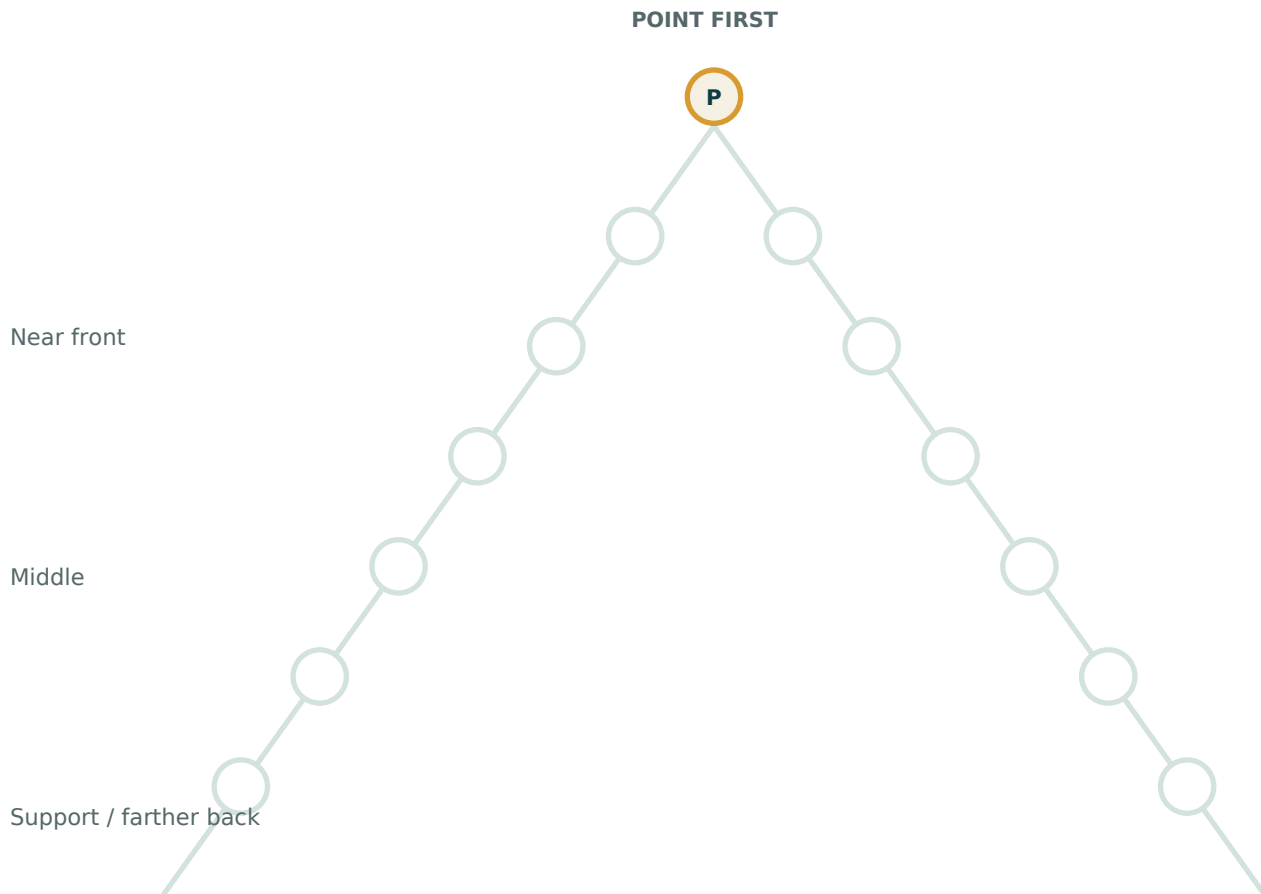
Can someone be good at taking point without being the overall leader? Explain.

How can a person grow into leadership over time?



Build Our Class Flock

Use initials, sticky notes, or small name cards. Students should add themselves only if they want to share their choice. The teacher remains the guide; students are choosing flight roles, not ranking one another.



CLASS NOTES

Who volunteered to take point first?

Who might rotate in next?

What strengths do we have spread through the whole flock?



STUDENT SHEET 4 | ROLES CAN MOVE

Change the Conditions

A flock that never changes roles may not respond well when conditions change. Read each situation. Decide what you would do and why.

Strong headwind

The point position suddenly takes more effort.

I would:

☐ stay

☐ move up

☐ move back

☐ support

Why? _____

Point bird is tired

Someone needs to rotate out and recover.

I would:

☐ stay

☐ move up

☐ move back

☐ support

Why? _____

A flockmate is struggling

Someone farther back needs support.

I would:

☐ stay

☐ move up

☐ move back

☐ support

Why? _____

The route is uncertain

The flock needs careful observation and guidance.

I would:

☐ stay

☐ move up

☐ move back

☐ support

Why? _____

Safe landing ahead

The whole group must stay together and prepare to land.

I would:

☐ stay

☐ move up

☐ move back

☐ support

Why? _____

FINAL REFLECTION

What did you learn about yourself as a member of a group?

What did you learn about leadership?