

iFLY Education Program – Kansas
The Sport of Indoor Skydiving Standards Alignment

Physical Education



CLASS OBJECTIVES	PE STANDARDS
- Identify bodyflight as a sport using an indoor wind tunnel to simulate the freefall portion of a skydive. - Label the key components of a vertical indoor wind tunnel. - List the safety elements of bodyflight including tunnel design, equipment and people. - Describe locomotor and non-locomotor movements involved with bodyflight. - Explain the wellness benefits of participating in bodyflight as a physical activity. - Summarize the steps needed to progress from beginner to expert flyer.	6-8: 2.8.12 9-12: 2.12.5 and 4.12.4 9-12: 2.12.6 PreK-2: 3.2.11 6-8: 3.8.17 9-12: 3.12.15 PreK-2: 1.2.1 and 1.2.4 3-5: 1.5.1 and 1.5.4 6-8: 1.8.3 and 1.8.4 9-12: 1.12.1 and 1.12.5 PreK-2: 2.2.6 3-5: 2.5.9 9-12: 2.12.3 3-5: 4.5.6 6-8: 4.8.6 9-12: 4.12.6 and 4.12.5

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BODYFLIGHT WARM UP OBJECTIVES	PE STANDARDS
Name the major muscle groups used in bodyflight to control movement in the wind tunnel.	3-5: 2.5.5 6-8: 2.8.11 9-12: 2.12.6
Perform stationary and moving warm up exercises to prepare the muscular system for bodyflight.	3-5: 2.5.6 6-8: 2.8.13 9-12: 2.12.13
Identify warm up exercises as either locomotor or non-locomotor.	PreK-2: 1.2.1 and 1.2.4 3-5: 1.5.5
Explain how the cardiovascular system adjusts during exercise to provide oxygen and nutrients to the muscular system.	PreK-2: 2.2.5 3-5: 2.5.8 9-12: 2.12.12
Discuss the importance of continuing to breathe normally during bodyflight.	PreK-2: 2.2.5 3-5: 2.5.8 6-8: 2.8.11
Describe how the endocrine system reacts to anxiety or stress.	6-8: 3.8.5 9-12: 3.12.4 and 3.12.3

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BODYFLIGHT ACTIVITY OBJECTIVES	PE STANDARDS
• Use non-locomotor skills such as bending arms and legs to achieve a stable body position during indoor skydiving. • Demonstrate growth and build confidence by participating in the challenging activity of indoor skydiving. (E) • Demonstrate perseverance by participating in the challenging activity of indoor skydiving (MS) • Evaluate the level of challenge presented during participation in indoor skydiving. (HS) • Follow directions and adjust/respond to feedback while participating in indoor skydiving. • Show team spirit by supporting and encouraging other participants.	PreK-2: 1.2.4 3-5: 1.5.4 6-8: 1.8.4 9-12: 1.12.5 PreK-2: 4.2.5 3-5: 4.5.5 and 3.5.6 6-8: 3.8.6 and 3.8.3 9-12: 4.12.5 and 4.12.7 PreK-2: 3.2.9 3-5: 3.5.20 6-8: 3.8.20 PreK-2: 3.2.7 6-8: 3.8.10 9-12: 3.12.8

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HOW DO THEY DO THAT? ACTIVITY OBJECTIVES	PE STANDARDS
Describe the body position required to attain/sustain the belly flying neutral body position in the wind tunnel.	PreK-2: 1.2.4 6-8: 1.8.3 9-12: 1.12.1
List the 8 basic movements of indoor skydiving: forward, backward, up, down, left turn, right turn, slide right, and slide left.	PreK-2: 1.2.1 3-5: 1.5.1 6-8: 1.8.1 9-12: 1.12.3
Explain how changes in body position are used to execute the 8 basic movements of indoor skydiving.	6-8: 2.8.8 9-12: 2.12.6
Distinguish between the locomotor skills such as moving forward/backward/side to side that correspond to non-locomotor skills such as bending arms or legs during a simulated indoor skydiving game.	PreK-2: 1.2.1 and 1.2.4 3-5: 1.5.5 6-8: 1.8.4
Take part in a simulated indoor skydiving game where participants move according to hand signals provided by instructors.	PreK-2: 3.2.9 3-5: 3.5.20 6-8: 3.8.20 9-12: 3.12.10

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SKYDIVING FORMATIONS ACTIVITY OBJECTIVES	PE STANDARDS
- Separate into teams of 4 or 8 participants per team with odd numbers used as coaches. - Utilize skydiving formation diagrams to create a one-minute simulated skydiving routine consisting of at least five unique formations. - Apply problem solving skills and conflict resolution tactics while practicing the group's simulated skydiving routine. - Use appropriate behaviors and etiquette, follow directions, and demonstrate kindness while participating in the simulated skydiving formations activity. - Demonstrate controlled body movements and cooperative strategies while performing the groups' original skydiving formations routine.	3-5: 3.5.11 6-8: 3.8.10 9-12: 3.12.14 6-8: 2.8.8 9-12: 2.12.6 and 4.12.6 6-8: 3.8.18 and 3.12.16 PreK-2: 3.2.10 3-5: 3.5.10 9-12: 3.12.7 3-5: 1.5.5 6-8: 1.8.4 9-12: 1.12.1 and 3.12.8

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GRAND FINALE OBJECTIVES	PE STANDARDS
Describe iFLY flight instructor role as a possible career related to physical activity (MS/HS)	6-8: 4.8.7 9-12: 4.12.7
Identify iFLY as a physical activity available outside of school (E)	3-5: 4.5.8
Identify iFLY as a resource to participate in physical activity with family and friends (MS)	6-8: 4.8.2 and 4.8.4
Explain how participating in indoor skydiving can support overall wellness (HS)	9-12: 2.12.3 and 2.12.7
Compare and contrast indoor skydiving to other physical activities based on level of enjoyment. (E)	PreK-2: 4.2.4 3-5: 4.5.4
Describe how enjoyment of indoor skydiving could increase with movement competence. (MS)	6-8: 4.8.4 and 4.8.3
Evaluate the level of enjoyment of indoor skydiving as a self-selected lifelong activity. (HS)	9-12: 4.12.5 and 4.12.4
Evaluate the level of challenge presented during participation in indoor skydiving. (HS)	9-12: 4.12.5