

iFLY Education Program – New Jersey
The Sport of Indoor Skydiving Standards Alignment

[Comprehensive Health and Physical Education NJSLS 2020](#)



CLASS OBJECTIVES	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.	<u>NJ PE Standards:</u> 2.2.2.MSC.2 2.2.5.LF.2 2.2.8.MSC.1 and 5 2.2.12.MSC.1 2.2.12.PF.5

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BODYFLIGHT WARM UP OBJECTIVES	STANDARDS
• Name the major muscle groups used in bodyflight to control movement in the wind tunnel. • Perform stationary and moving warm up exercises to prepare the muscular system for bodyflight. • Identify warm up exercises as either locomotor or non-locomotor. • Explain how the cardiovascular system adjusts during exercise to provide oxygen and nutrients to the muscular system. • Discuss the importance of continuing to breathe normally during bodyflight. • Describe how the endocrine system reacts to anxiety or stress.	<u>NJ PE Standards:</u> 2.2.2.MSC.1, 2, 5, 6, and 7 2.2.2.PF.2-4 2.2.2.LF.1 and 3 2.2.5.MSC.1, 3-7 2.2.5.PF.2 and 3 2.2.5.LF.3 and 4 2.2.8.MSC.2 and 7 2.2.8.PF.2 2.2.8.LF.5 2.2.12.MSC.2 and 4 2.2.12.PF.2 2.2.12.LF4

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BODYFLIGHT ACTIVITY OBJECTIVES	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.	<u>NJ PE Standards:</u> 2.2.2.MSC.1, 5, 6, and 7 2.2.2.PF.2-4 2.2.2.LF.1-2 2.2.5.MSC.1, 3-7 2.2.5.PF.2 and 3 2.2.5.LF.3 2.2.8.MSC.1,2,4,5, and 7 2.2.8.PF.2 2.2.8.LF.5 2.2.12.MSC.1,2,4, and 5 2.2.12.PF.2 2.2.12.LF4

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HOW DO THEY DO THAT? ACTIVITY OBJECTIVES	STANDARDS
• Describe the body position required to attain/sustain the belly flying neutral body position in the wind tunnel. • List the 8 basic movements of indoor skydiving: forward, backward, up, down, left turn, right turn, slide right, and slide left. • Explain how changes in body position are used to execute the 8 basic movements of indoor skydiving. • 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. • Take part in a simulated indoor skydiving game where participants move according to hand signals provided by instructors.	<u>NJ PE Standards:</u> 2.2.2.MSC.1, 5, 6, and 7 2.2.2.PF.2-4 2.2.2.LF.1 2.2.5.MSC.1, 3-7 2.2.5.PF.2 and 3 2.2.5.LF.3

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SKYDIVING FORMATIONS ACTIVITY OBJECTIVES	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.	<u>NJ PE Standards:</u> 2.2.8.MSC.2-7 2.2.8.PF.2 2.2.12.MSC.1-5 2.2.12.PF.2 2.2.12.LF4

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GRAND FINALE OBJECTIVES	STANDARDS
• Describe iFLY flight instructor role as a possible career related to physical activity (MS/HS) • Identify iFLY as a physical activity available outside of school (E) • Identify iFLY as a resource to participate in physical activity with family and friends (MS) • Explain how participating in indoor skydiving can support overall wellness (HS) • Compare and contrast indoor skydiving to other physical activities based on level of enjoyment. (E) • Describe how enjoyment of indoor skydiving could increase with movement competence. (MS) • Evaluate the level of enjoyment of indoor skydiving as a self-selected lifelong activity. (HS) • Evaluate the level of challenge presented during participation in indoor skydiving. (HS)	<u>NJ PE Standards:</u> 2.2.2.LF.4 2.2.5.LF.5 2.2.8.LF.4 2.2.8.LF.7 2.2.12.LF.5