

iFLY Education Program – New York
The Sport of Indoor Skydiving Standards Alignment
[Physical Education | New York State Education Department](#)



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>NY PE Standards:</u> 1.1.K 3.1.K 1.1.1 3.1.1 1.1.2 3.1.2 1.1.3 1.1.4 1.1.5 1.1.6 5.1.3-7, L1



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>NY PE Standards:</u> 1.1.K, 3.1.K, 4.1-3.K 1.1.1, 3.1.1, 4.1-3.1 1.1.2, 3.1.2, 4.1-3.2 1.1.3, 2.1.3, 4.1-3.3 1.1.4, 2.1.4, 4.1-3.4 1.1.5, 2.1.5, 4.1-3.5 1.1.6, 2.1.6, 4.1-3.6 2.1.7, 4.1-3.7 2.1.8, 4.1-3.8 2.1.L1, 4.1-3.L1 2.1.L2, 4.1-3.L2



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>NY PE Standards:</u> 1.1.K, 4.1-3.K, 5.2-3.K 1.1.1, 4.1-3.1, 5.2.1 1.1.2, 4.1-3.2, 5.2-3.2 1.1.3, 2.1.3, 4.1-3.3, 5.2.3 1.1.4, 2.1.4, 4.1-3.4, 5.2.4 1.1.5, 2.1.5, 4.1-3.5, 5.2.5 1.1.6, 2.1.6, 4.1-3.6, 5.2.6 2.1.7, 4.1-3.7 2.1.8, 4.1-3.8 2.1.L1, 4.1-3.L1, 5.2-3.L1 4.1-3.L2



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>NY PE Standards:</u> 1.1.K, 4.1-3.K 1.1.1, 4.1-3.1 1.1.2, 4.1-3.2 1.1.3, 2.1.3, 4.1-3.3 1.1.4, 2.1.4, 4.1-3.4 1.1.5, 2.1.5, 4.1-3.5



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>NY PE Standards:</u> 1.1.6, 2.1.6, 2.2.6, 4.1-3.6 2.1.7, 2.2.7, 4.1-3.7, 5.2.7 2.1.8, 2.2.8, 4.1-3.8, 5.2.8 2.1.L1, 2.2.L1, 4.1-3.L1 2.1.L2, 2.2.L2, 4.1-3.L2

iFLY Education Program – New York
The Sport of Indoor Skydiving Standards Alignment
[Physical Education | New York State Education Department](#)



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>NY PE Standards:</u> 5.2-3.K, 6.1.K 5.3.1 5.2-3.2, 6.1.2 5.3.3, 6.1.3 5.3.4 5.3.5 5.3.6, 6.1-2.6 5.3.7, 6.1-2.7 5.3.8, 6.2.8 6.2.L1 5.1-3.L2 6.2.L2