

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

[19 TAC Chapter 116 | Texas Education Agency](#)



CLASS OBJECTIVES	STANDARDS
Identify bodyflight as a sport using an indoor wind tunnel to simulate the freefall portion of a skydive.	116.17(b)(7), 116.26(b)(7), 116.63(c)(3)(A), 116.63(c)(5)(A)
Label the key components of a vertical indoor wind tunnel.	116.62(c)(3)(A), 116.63(c)(5)(A)
List the safety elements of bodyflight including tunnel design, equipment and people.	116.17(b)(11), 116.26(b)(11)(A), 116.63(c)(5)(B)
Describe locomotor and non-locomotor movements involved with bodyflight.	116.17(b)(1–2), 116.26(b)(1–2), 116.62(c)(1)(B)
Explain the wellness benefits of participating in bodyflight as a physical activity.	116.17(b)(8)(A), 116.26(b)(8)(A), 116.62(c)(3)(D), 116.63(c)(3)(E)
Summarize the steps needed to progress from beginner to expert flyer.	116.17(b)(6)(B), 116.26(b)(9)(B), 116.62(c)(2)(B), 116.63(c)(2)(B)

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BODYFLIGHT WARM UP OBJECTIVES	STANDARDS
Name the major muscle groups used in bodyflight to control movement in the wind tunnel.	116.26(b)(8)(C), 116.62(c)(3)(F)
Perform stationary and moving warm up exercises to prepare the muscular system for bodyflight.	116.17(b)(8)(C), 116.26(b)(8)(B), 116.62(c)(1)(A)
Identify warm up exercises as either locomotor or non-locomotor.	116.17(b)(1–2), 116.26(b)(1–2)
Explain how the cardiovascular system adjusts during exercise to provide oxygen and nutrients to the muscular system.	116.17(b)(8)(A), 116.26(b)(8)(A), 116.62(c)(3)(D)
Discuss the importance of continuing to breathe normally during bodyflight.	116.17(b)(8)(A), 116.26(b)(8)(A), 116.62(c)(3)(D)
Describe how the endocrine system reacts to anxiety or stress.	116.62(b)(1)(A)

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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.	116.12(b)(2)(B), 116.26(b)(2)(A), 116.62(c)(1)(B)
• Demonstrate growth and build confidence by participating in the challenging activity of indoor skydiving. (E)	116.14(b)(14)
• Demonstrate perseverance by participating in the challenging activity of indoor skydiving (MS)	116.26(b)(14)
• Evaluate the level of challenge presented during participation in indoor skydiving. (HS)	116.62(c)(5)(E), 116.63(C)(3)(A)
• Follow directions and adjust/respond to feedback while participating in indoor skydiving.	116.13(b)(15), 116.26(b)(15), 116.62(c)(2)(D)
• Show team spirit by supporting and encouraging other participants.	116.13(b)(13)(A), 116.26(b)(13)(C), 116.64(c)(4)(A)

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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.	116.17(b)(2)(B), 116.26(b)(2)(B), 116.62(c)(1)(B)
List the 8 basic movements of indoor skydiving: forward, backward, up, down, left turn, right turn, slide right, and slide left.	116.26(b)(4)(B), 116.62(c)(1)(B)
Explain how changes in body position are used to execute the 8 basic movements of indoor skydiving.	116.17(b)(2)(A), 116.26(b)(2)(A), 116.62(c)(2)(D)
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.	116.17(b)(1–2), 116.26(b)(1–2), 116.62(c)(1)(B)
Take part in a simulated indoor skydiving game where participants move according to hand signals provided by instructors.	116.17(b)(6)(C), 116.26(b)(6)(C), 116.62(c)(2)(D)

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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.	116.17(b)(6)(C), 116.26(b)(6)(C), 116.64(c)(4)(D)
Utilize skydiving formation diagrams to create a one-minute simulated skydiving routine consisting of at least five unique formations.	116.17(b)(5), 116.26(b)(5), 116.64(c)(1–2)
Apply problem solving skills and conflict resolution tactics while practicing the group’s simulated skydiving routine.	116.17(b)(13), 116.26(b)(13), 116.64(c)(4)(D)
Use appropriate behaviors and etiquette, follow directions, and demonstrate kindness while participating in the simulated skydiving formations activity.	116.17(b)(13)(B), 116.17(b)(12)(B), 116.26(b)(13)(C), 116.26(b)(12)(B), 116.64(c)(4)(A), 116.64(c)(4)(C)
Demonstrate controlled body movements and cooperative strategies while performing the groups’ original skydiving formations routine.	116.17(b)(2)(A), 116.17(b)(6)(A), 116.26(b)(2)(A), 116.26(b)(6)(B), 116.64(c)(2)(A), 116.64(c)(1)(E)

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GRAND FINALE OBJECTIVES	STANDARDS
Describe iFLY flight instructor role as a possible career related to physical activity (MS/HS)	116.26(b)(16)(A), 116.62(b)(5)
Identify iFLY as a physical activity available outside of school (E)	116.17(b)(16)(B)
Identify iFLY as a resource to participate in physical activity with family and friends (MS)	116.26(b)(13)(C), 116.26(b)(16)(B)
Explain how participating in indoor skydiving can support overall wellness (HS)	116.62(c)(3)(D), 116.63(c)(3)(E)
Compare and contrast indoor skydiving to other physical activities based on level of enjoyment. (E)	116.17(b)(16)(B)
Describe how enjoyment of indoor skydiving could increase with movement competence. (MS)	116.26(b)(16)(B), 116.26(b)(2)(A)
Evaluate the level of enjoyment of indoor skydiving as a self-selected lifelong activity. (HS)	116.63(c)(3)(A), 116.63(c)(4)(D)
Evaluate the level of challenge presented during participation in indoor skydiving. (HS)	116.63(c)(3)(A)