

FITNESS TESTING (3-6)

- OBJECTIVES:
1. To evaluate student's overall fitness. (Pre- test)
 2. To motivate students to improve and maintain their fitness level.
 3. Post test to evaluate the students progress

Fitness Tests

HOOSIER ENDURANCE RUN (Tests cardiovascular endurance)

Students run 20 yards from chair one and pick up a ball placed on a cone by a helper and then return to chair 1. Students go around the chair and drop the ball in the box sitting on chair 1. They then return for another ball. They are timed for 6 minutes and their score is the number of balls in the box.

SIT-UPS (Measures the strength and endurance of the abdominal muscles)

Student lies on their backs with the knees bent and their feet flat on the floor. A partner holds the feet for stability. The student curls up with the arms straight until the wrist rest on the top of the knees. The head must touch the mat as they get back down. One curl up is done every 3 seconds. A pre-recorded tape is used to help the students keep pace. The score is the number of curl ups done with the correct form. Three corrections are allowed.

SIT AND REACH (Measures hamstring flexibility)

Student sits on the floor with the legs flat and the feet 12" apart, heels even with the 15" mark on the tape measure. With the hands overlapping, the student slides their hands along the tape as far as possible. Three trials are given, and the longest is recorded.

PUSH-UPS (Measure upper-body muscular strength and endurance)

Students work in pairs, so one can count the number of push-ups and check on correct form. The student lies face down on the mat in push-up position with hands under the shoulders, fingers straight, legs straight and parallel about 12" apart. The toes support the feet. The student straightens the arms, keeping the back and knees straight, then lowers the arms until there is a **90-degree angle at the elbows**, with the upper arms parallel to the floor. A partner holds their hands at the point of the 90-degree angle so that the student being tested only goes down until they touch the partner's hand. The rhythm should be one push-up every three seconds. The score is the number of push-ups done correctly. Incorrect performance occurs when the participant cannot perform at the designated cadence or the form is incorrect (knees bent, back swayed, incomplete arm extension, jerky movement, no 90-degree angle at the elbow).

STANDING LONG JUMP (Measure explosive power of the legs)

Student stands behind the line with the feet apart. They bend the knees and swing the arms back and forth to prepare for the jump. Student jumps forward, landing on two feet. Measurement is taken from the back of the foot. Three jumps are taken and the longest is recorded.

SHUTTLE RUN (Measure agility)

Place one block at the starting line and two blocks at a parallel line 30 feet away. Student runs to the line 30'away and pick up a block, run back and place the block on the starting line, pick up the second block and run back to the line 30' away, set that block down, pick up the third block and run past the starting line. Record the times in seconds and tenths.

50 METER RUN (Measure speed)

Teach students **how to run** first. Students stand behind the starting line using a standing start. On signal, students run the course as fast as possible.

ENDURANCE RUN (Measures cardiovascular endurance)

Grade 3(400M) -- Grade 4(600M) -- Grade 5(1200M) -- Grade6 (1200M)

Students are encouraged to run, but may walk if necessary. Record scores in minutes and seconds.

