



QUEENS' SCHOOL
Dare to be Great

Sit-ups

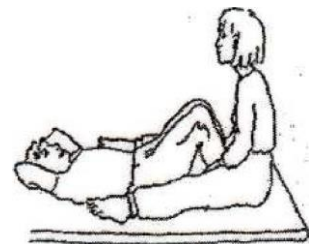
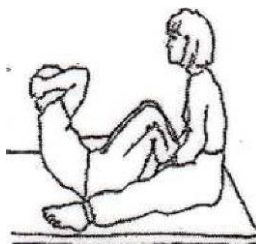
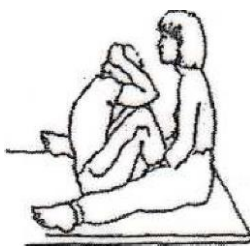
Testing - Trunk strength (abdominal muscular endurance)
Equipment - 4 mats, 2 stop watches.

Instructions to pupil

Sit down on the floor, back straight, hands clasped behind the neck, knees bent at 90 degrees, heels and feet flat on the mat. Then lie down on your back, shoulders touching the mat, and return to the sitting position with elbows out in front so that they touch your knees. Keep your hands clasped behind your neck the whole time. When I say readyStart ! Repeat this action rapidly as possible for 30 seconds. Continue until I say stop ! You do this test once.

Directives for the test leader.

- Kneel at the side of the pupil, checking the correct starting position.
- Sit facing the pupil with legs apart, thighs over the pupils feet to keep them on the ground. Put your hands in the bends of the pupils knees, thus maintaining a right angle of 90 degrees and the legs still.
- After giving the instructions and before the test begins, the pupil executes the entire movement once, to make sure the he/ she has understood.
- Start the stop watch at the signal ready ... start and stop after 30 seconds.
- Count aloud each time a complete, correct sit - up is performed. One complete sit - up goes from the sitting position, to the mat and back to the sitting position, elbows touching the knees.
- Count when the elbows touch the knees. No count means that the sit - up was not performed correctly.
- During the test make sure that the pupil touched the mat with his / her shoulder, and his / her knees with his / her elbows when returning to the starting position.



Scoring-

- The correctly performed sit - ups in 30 seconds is the score.



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ENDURANCE RUN (cooper run- 8 mins.)

Testing - .Endurance

Equipment - 1 x tape measure, cones, Hall, stop watch

Instructions to the pupil.

Start on first cone.

Run around the rectangular course; outside the cones, in a clockwise direction.

The run last for 8 mins and every time you come pass the first cone a lap will be marked. At the final whistle try and stop in the section you are in. (ie between two end cones)

Do not move until instructor tells you to.

Directives to the test leader.

- Four sides of rectangle are measured at 12m x 10m
- Cones on each corner
- A max. of 5 students running at one time
- Each time a student runs past the start cone make a mark against their name
- At the final whistle get them to stop on the side they were at when the whistle blew
- Multiply the laps by 44 (the distance of one full lap)
- Add on the length of the side of the cone behind them (either 12, 22, or 34) to get their final distance



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Shuttle Run

Testing - Running speed and agility.

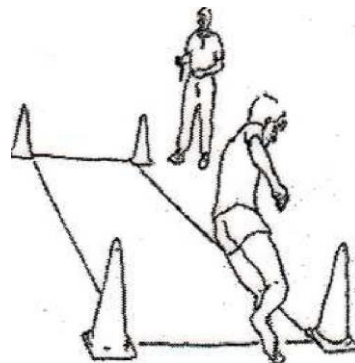
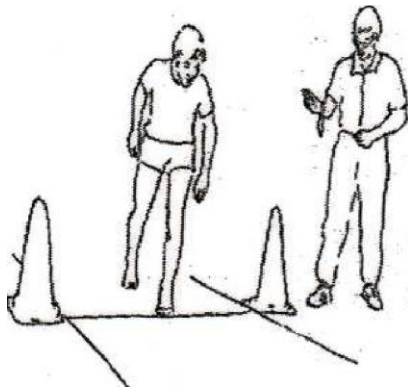
Equipment - Stop watch x 2, tape measure, chalk, tape, cones.

Instructions to pupil.

Get ready behind the line. One foot should be just behind the line. When the start is given, run as fast as possible to the other line and return to the starting line with both feet. This is 1 cycle, and you have to do it 5 times. On the 5th time, do not slow down when coming to the finish but continue running. The test is done once.

Directive to the test leader.

- 2 parallel lines are drawn on the floor with tape 5 m apart.
- The line is 1.20 m long and the lines are marked with cones.
- Make sure that both feet cross the line each time he / she remains in the required path and that the turns are made as quickly as possible.
- Call out the number of cycles completed after each cycle.
- The test stops when the pupil crosses the finishing line with one foot.
- The pupil should not slip or slide during the test.



Scoring-

- The time needed to complete the 5 cycles is the score and written down in tenths of a second. e.g. 21.6 seconds = 216.



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Sit and Reach

Testing- Flexibility.

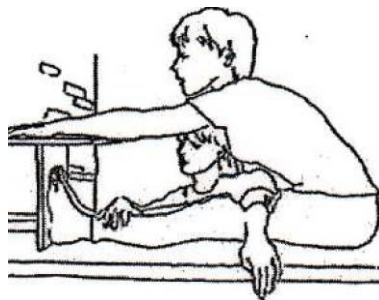
Equipment- Sit and reach recording boxes, 2 rulers.

Instructions to the pupil

Sit down, place your feet against the flat box, put your finger tips on the edge of the top side of the box. Bend your trunk and reach forward as far as possible keeping your knees straight and slowly and gradually push the ruler in front of you without jerking and with your hands stretched out. Remain still at the farthest position you can reach. Do not bounce. The test will be done twice with the better result counting as the score.

Directives to the test leader

- Stand beside the pupil and keep his / her knees straight.
- The pupil should reach the edge of the top of the box, touching the ruler, before beginning to reach.
- The score is determined by the farthest position the subject reaches on the scale with his / her fingertips. The pupil must hold this position for a count of 2 so the score can be read correctly.
- If the fingers of both hands do not reach the same distance, take the average distance between the finger tips.
- The test must be done slowly and progressively without any bouncing movements.
- The 2nd trail follows shortly after a short rest period.



Scoring-

- The better result is the score, in centimeters (cm reached on the scale on the top of the box)
- E.g. a pupil who reaches his/ her toes scores 15. One who reaches 7cm past his/ her toes scores 22.



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Standing Broad Jump

Testing - Explosive strength.

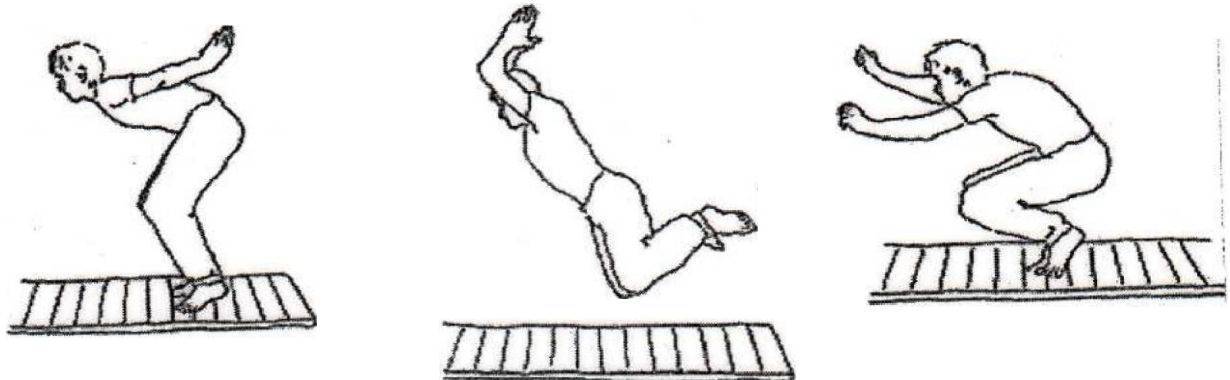
Equipment - 4 gym mats, 2 tape measures, chalk x 2, tape.

Instructions to the pupil

Stand with your feet the normal distance apart and toes just behind the line. Bend your knees with your arms in front of you, parallel to the ground. As you swing both arms, push off vigorously and jump as far as possible. Try and land with your feet together and to stay upright. The test is done twice and the better one counts.

Directives to the test leader

- Horizontal lines are drawn on the landing - mat 10cm apart, parallel to and starting 1 m from the take off line.
- A tape measure perpendicular to these lines gives accurate measurements.
- Stand on one side and record the distance jumper
- The distance is measured from the front edge of the take - off line to the point where the back of the heel nearest to the take - off line lands on the mat.
- A further attempt is allowed if the pupil falls backwards or touches the mat with another part of the body.
- The take-off and landing mats must be on the same level and firmly fixed to the floor.
- As scoring differences can be significant - please be accurate when measuring.



Scoring -

- The better of the 2 attempts is the score. The result is given in cm. e.g. a jump of 1m.56cm = 156 points.



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Plate Tapping

Testing - speed of limb movement.

Equipment - Table, 3 rubber discs, stop watch.

Instructions to pupil -

Stand in front of the table, feet slightly apart. Place your non preferred hand on the centre disc in the centre. Place your preferred hand on the opposite disc. Move your preferred hand back and forth between the two discs, as quickly as possible, over the hand in the middle. Be sure to touch the disc each time.

When I say ready.. Start- perform 25 cycles as quickly as possible. Stop when I give the signal stop. I will count the score aloud. You do the test twice and the better time is the score.

Directives for the test leader -

- Adjust the table so the top of the table is just below the umbilical level.
- Sit in front of the table,-concentrate on the disc chosen by the pupil at the beginning of the test and count number of taps on this disc.
- Start the stop watch at the signal - ready start! Assuming that the pupil starts on disc A, the stop watch is stopped when he / she touches this disc for the 25th time. This means that the total number of taps on the disc A and disc B amounts to 50 taps or 25 cycles between A+B
- The hand on the centre disc must stay there during the whole test.
- The pupil is allowed to have a trial before the test in order to choose the preferred hand.
- A rest period is given between the 2 attempts. During this time, another subject can perform his / her first trial.

Scoring-

- The better result is the score.
- The score= amount of time needed to touch each disc a total of 25 times.
- Record in tenths of a second.
- If the pupil fails to touch a disc, an extra tap is added in order to reach 25.
- E.g. Time of 10.3seconds= 103





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Flamingo Test

Testing - General balance.

Equipment - 2 balance beams, 2 stop watches.

Instructions for the pupil -

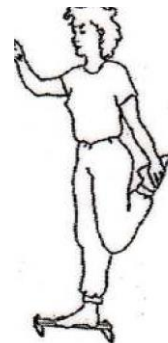
Try and balance as long as possible on the long axis of the beam while standing on your preferred foot. You bend your free leg backwards and grip the back foot with your hand on the same side, standing like a flamingo.

You may use your other hand to keep your balance. I will help you to place yourself in the correct position by supporting you by your forearm. The test begins as soon as you release my supporting arm. Try to keep balanced in this position for one minute.

Each time you lose your balance (i.e. when you let go your free leg, the one you are holding) or when you touch the floor with any part of your body, the tests stops. After each fall, the same procedure starts all over again until one full minute has elapsed.

Directives to the test leader.

- Place yourself in front of the pupil.
- The pupil is allowed one trial to become familiar with the test and to make sure that the instructions are understood.
- The test is carried out after one trial.
- Start the stop watch when the pupil releases your arm.
- Stop the watch as soon as the pupil loses balance by releasing his/ her free leg or when he / she touches the floor with any part of his/ her body.
- After each fall, help the student back to the correct start position.



Scoring-

- Record the number of attempts (not falls) needed to keep in balance in the beam for one whole minute. e.g. a pupil with 5 attempts to keep in balance for one minute scores 5
- If the pupil falls 15 times within the first 30 seconds, he / she are unable to perform the test and should be recorded as such.