

FITNESS TESTS

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Fitness Testing Unit Plan

6-Week Ready-to-Teach Program — Teacher Edition

12 lessons · Reflection prompts · App integration · Curriculum mapping

fitness-tests.app

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WEEK 1

Foundation

What is fitness and why do we test?

2

WEEK 2

Baseline

Establish baseline data across all components

3

WEEK 3

Analysis

Read your data and set SMART goals

4

WEEK 4

Training

Learn training principles and practise

5

WEEK 5

Retest

Retest, compare, and see your growth

6

WEEK 6

Reflect

Analyse, reflect, celebrate, and report

Overview

Students explore the 8 components of fitness through a hands-on card sort and movement stations. By the end, every student can name all 8 components and give a real-world example of each.

Setup (before class)

- Print component sort cards: 16 activity cards + 8 component header cards (download from fitnesstests.app/resources)
- Set up 8 movement stations around the gym — one per component (see station list below)
- Have a timer visible or use the app stopwatch for 2-minute rotations
- Place station instruction cards at each location with the component name and activity description

Fitness Bingo (5 min)

Hand out a 4x4 bingo card with quick fitness activities (e.g. 10 star jumps, balance on one foot 10 sec, touch your toes). Students move around completing activities and getting a partner to initial each square. First to complete a row wins. This gets everyone moving and introduces the idea that fitness has many different aspects.

Main Activities

15 MIN

Component Sort

- Pairs receive 16 activity cards (e.g. 'running a marathon', 'lifting a heavy box', 'doing the splits') and 8 component headers.
- Pairs sort activities under the component they think fits best. Some activities may fit more than one — that's fine, discuss it.
- After 8 minutes, call the class together. Go through each component one at a time. Ask: 'Who put [activity] under [component]? Why?'
- Reveal the correct answers. Discuss any surprises. Key teaching point: some activities use MULTIPLE components.

20 MIN

Movement Stations

- 8 stations, 2 minutes each, 30 seconds transition. Stations: (1) Shuttle runs — aerobic endurance, (2) Wall sit — muscular endurance, (3) Grip squeeze (tennis ball) — muscular strength, (4) Sit-and-reach — flexibility, (5) Standing broad jump — power, (6) Ladder drill — agility, (7) 10m sprint — speed, (8) Body composition discussion card + balance challenge.
- At each station, students read the card, do the activity, then discuss with their partner: 'Which component is this testing?'
- Teacher circulates, asks probing questions: 'Why is the wall sit ENDURANCE not STRENGTH?' (because it's sustained effort, not max force).
- After all rotations, quick class debrief: 'Which station was hardest? Which component do you think is YOUR weakest?'

APP INTEGRATION: TESTS TAB — BROWSE CATEGORIES

Students open the Tests tab, browse each category, and identify which component each test measures. Ask them to find at least one test per component. This previews the tests they will do in Weeks 2 and 5.

Differentiation

SUPPORT:

Give these students a pre-sorted example set (4 of the 16 cards already placed correctly) so they have a model to follow. Pair with a stronger student.

ADVANCED:

Challenge them to explain WHY each activity fits its component using correct terminology. Ask: 'Could this activity fit under a different component? Why or why not?'

Cool-down / Wrap-up (5 min)

Pre-assessment reflection: students write in the app notes field — 'What do I already know about fitness components? What am I unsure about?' This becomes their baseline knowledge snapshot.

REFLECTION PROMPT

Which fitness component do you think is your strongest? Your weakest? Why do you think that?

Overview

Explore the purpose of fitness testing: establishing baselines, tracking progress, and building self-awareness. Students set up their app profile and understand why normative data matters.

Setup (before class)

- Projector connected and app open on teacher device for live demo
- Printed 'My Profile' cards for students who may struggle with date entry
- Whiteboard marker to draw a confidence line on the floor (or use a line already in the gym)
- Ensure school Wi-Fi can handle all students accessing the app simultaneously

Stand on the Line (5 min)

Mark a line across the gym (or use an existing line). One end = 'Strongly agree', other end = 'Strongly disagree'. Read statements: 'I know what my fitness level is', 'Fitness testing is useful', 'I can name 5 fitness components', 'Being average is bad'. Students physically position themselves. Great for seeing prior knowledge and sparking discussion.

Main Activities

10 MIN Think-Pair-Share: Fitness vs Health

- Pose the question: 'What is the difference between being FIT and being HEALTHY?' Give 2 minutes silent think time.
- Pair up — 3 minutes to discuss with a partner. Each pair must agree on a definition of each.
- Share — 5 minutes. Collect definitions on the whiteboard. Guide toward: 'Health is the absence of disease and a state of wellbeing. Fitness is the ability to meet the demands of your environment.'
- Key teaching point: you can be healthy but not fit (no disease, but can't run 1km). You can be fit but not healthy (elite athlete with an injury).

10 MIN Teacher Demo: The App Rating System

- Project the app on screen. Open a demo student profile with some test results already entered.
- Explain the rating system: 'The app compares your result to thousands of people your age and gender. It places you in a category: Excellent, Very Good, Good, Average, or Below Average.'
- Show a specific example: 'A 14-year-old male who runs the beep test to level 7.5 is rated Good. That means he's faster than about 50-60% of boys his age.'
- Explain WHY gender and DOB matter: 'A 12-year-old and a 16-year-old have completely different bodies. The app uses normative data tables that account for this.'

15 MIN Profile Creation

- Students download/open the app and create their profile. Walk them through: name, date of birth, gender selection.
- If using school accounts: share the 6-character team join code. Write it on the whiteboard. Students enter it to join the class team.
- Teacher monitors the Live Results dashboard to confirm students are appearing in the team.
- Once profiles are created, students do a test entry: enter a dummy push-up result (e.g. 20) to verify the flow works. Then delete it.

APP INTEGRATION: PROFILE CREATION + TEAM JOIN

Students create their profile and join the class team. Teacher verifies all students appear in the school dashboard. Students test a dummy result entry to confirm the app works on their device.

Differentiation

SUPPORT: Pre-fill 'My Profile' cards with each student's name, DOB, and gender. They just copy from the card into the app. Have a helper student assist with any tech issues.

ADVANCED: After profile setup, these students explore the test info sheets in the app. Challenge: 'Find a test you've never heard of and explain what it measures.'

Cool-down / Wrap-up (5 min)

Class discussion: 'Is Average a bad rating?' Aim for the understanding that Average means you're in the middle — it's a starting point, not a judgment. The whole point is to see where you START so you can measure CHANGE.

REFLECTION PROMPT

Why is it important to compare your results to people your own age and gender?

Lesson 3: Baseline — Aerobic & Muscular Endurance

Week 2 · Baseline · 50 min

Overview

Students complete aerobic and muscular endurance baseline tests. Results are recorded live in the app. Emphasise that today is about finding a STARTING POINT, not about being the best.

Setup (before class)

- Beep test audio loaded and tested on speakers (check volume is loud enough for the whole gym)
- Running area marked: 20m lanes with cones, at least 4 lanes so students aren't waiting too long
- Exercise mats laid out for push-ups and sit-ups (one mat per pair)
- Timer app open on teacher device for 1-minute timed tests
- Ensure all students have the app open and know how to navigate to the record screen

Dynamic Stretching Routine (5 min)

Teacher-led dynamic warm-up: high knees (20m), butt kicks (20m), arm circles (10 forward, 10 back), leg swings (10 each leg), lunging walk (10m), side shuffles (20m each way). Emphasise this is the warm-up they should do before any aerobic test — 'cold muscles don't perform well and are more likely to get injured.'

Main Activities

20 MIN Beep Test

- Brief explanation: 'The beep test measures aerobic endurance — how long your heart and lungs can keep delivering oxygen. You run 20m shuttles that get progressively faster. When you can't keep up with the beeps twice in a row, you're done.'
- Demonstrate the pacing for the first few levels. Show students what 'keeping up with the beep' looks like. Common mistake: starting too fast.
- Run the test. Teacher calls out levels. Students who finish sit down quietly and IMMEDIATELY record their level in the app (e.g. 6.4 = level 6, shuttle 4).
- While waiting students recover, they should check their rating in the app. Ask: 'What rating did you get? Were you expecting that?'

15 MIN Push-ups (1 min) + Sit-ups (1 min)

- Demonstrate CORRECT push-up form: arms shoulder-width, body straight from head to heels, chest to fist-height from floor, full extension. 'If your hips sag or your bum is in the air, it doesn't count.'
- Pair students: Partner A does push-ups for 1 minute while Partner B counts (out loud) and watches form. Only count reps with correct form.
- Partners swap roles. Then both record in the app immediately.
- Repeat the same process for sit-ups: demonstrate correct form (hands across chest or behind ears, feet flat, full sit-up to knees). 1 minute, partner counts, swap, record.

APP INTEGRATION: RECORD RESULT + LIVE RESULTS FEED

Students record each result immediately after completing the test. Teacher watches the Live Results feed on their laptop/iPad to confirm results are coming in. If any student's result seems unusual (e.g. beep test level 14 for a student who stopped at level 6), flag it immediately for correction.

Differentiation

SUPPORT:

Modified push-ups on knees are acceptable and should be recorded as such (the app may have a modified option). For the beep test, emphasise that ANY level is fine — this is a baseline, not a competition.

Lesson 3: Baseline — Aerobic & Muscular Endurance

Week 2 · Baseline · 50 min

ADVANCED: Challenge: after recording results, predict what rating they'll get before checking. 'Were you right? What surprised you?'

Cool-down / Wrap-up (5 min)

'Were you surprised by any ratings?' Quick hands-up poll. Discuss: 'What does Average actually mean? Is it bad?' Reinforce: this is your STARTING POINT. The only person you're competing against is yourself in 3 weeks.

REFLECTION PROMPT

Were you surprised by any of your ratings? What does 'Average' actually mean?

Lesson 4: Baseline — Strength, Power & Flexibility

Week 2 · Baseline · 50 min

Overview

Complete baseline testing with strength, power, and flexibility assessments. Four station rotation gives every student time to attempt each test with proper technique.

Setup (before class)

- Grip dynamometers (at least 2 — calibrated and zeroed before class)
- Measuring tape secured to floor for standing long jump (mark 0 line clearly)
- Sit-and-reach box (or a ruler taped to a step if no box available)
- Vertical jump setup: wall-mounted Vertec or chalk method (student reaches up, marks highest point, then jumps and marks again)
- Station instruction cards at each location with test protocol and recording steps

Light Jog + Targeted Dynamic Stretches (5 min)

2-minute light jog around the gym. Then targeted stretches for today's test areas: wrist circles and finger stretches (grip strength), hamstring swings (sit-and-reach), calf raises and ankle circles (jumping), shoulder rolls and arm stretches (vertical jump reach). This warm-up directly prepares the specific muscles being tested.

Main Activities

32 MIN Station Rotation (4 stations x 8 min each)

- Station 1 — Grip Strength: Student squeezes dynamometer with maximum effort. 3 attempts each hand, best score recorded. Key: arm straight at side, no swinging the arm, squeeze hard for 3 seconds. Record best of all attempts in the app.
- Station 2 — Standing Long Jump: Stand with toes behind the line, swing arms, jump as far as possible landing on both feet. 3 attempts, best recorded. Measure from take-off line to nearest heel landing point. Key: don't step forward after landing.
- Station 3 — Sit-and-Reach: Shoes off, legs straight, feet flat against box. Reach forward slowly as far as possible, hold for 2 seconds. Do 3 gentle hamstring stretches first, then 3 measured attempts. Record best distance.
- Station 4 — Vertical Jump: Mark standing reach height. Then jump as high as possible from standing (no step), touch highest point. 3 attempts, record best jump height (jump mark minus reach height). Key: use arm swing for momentum.

APP INTEGRATION: RADAR CHART + NOTES FIELD

Students record all results at each station before rotating. After completing all 4 stations, they open the Progress tab and check their radar chart forming. The chart now has data points for aerobic endurance (from last lesson) plus today's components. Students write in the notes field: 'My proudest result today was ___ because ___'.

Differentiation

SUPPORT: Seated grip test available for students with mobility issues. Standing long jump from standing start only (no run-up or step). For sit-and-reach, students who can't reach past their toes can still record — any distance is valid data.

ADVANCED: After completing all stations, these students calculate the difference between their left and right grip strength. Discuss bilateral differences and what they might mean.

Cool-down / Wrap-up (5 min)

Students write in their app notes field: their proudest result and one result they want to improve. Quick share: 'Hands up if you were surprised by your flexibility result.' Common finding: students think they're flexible but aren't (or vice versa).

Lesson 4: Baseline — Strength, Power & Flexibility

Week 2 · Baseline · 50 min

REFLECTION PROMPT

Look at your radar chart. Which areas are strong? Which have gaps?

Overview

Data literacy lesson. Students learn to read and interpret their own fitness data using radar charts, ratings, and normative data. This is the lesson where data becomes meaningful.

Setup (before class)

- Projector connected with teacher's app showing a sample student profile (or teacher's own data)
- Printed 'Strengths & Gaps' worksheets (or use the student journal page)
- Colored pencils for annotating worksheets
- Bell curve diagram printed or ready to project (showing where each rating falls)

Data Detective (5 min)

Project 3 anonymous radar charts on screen (pre-made or from demo accounts). Each has a distinctive shape. Ask: 'If one of these belongs to a swimmer, one to a sprinter, and one to a gymnast — which is which? Why?' Students discuss in pairs then share. Key: swimmers have high aerobic + muscular endurance; sprinters have high speed + power; gymnasts have high flexibility + power. This teaches them to 'read' a radar shape BEFORE seeing their own.

Main Activities

10 MIN Guided Radar Chart Walkthrough

- Project your own radar chart (or a demo profile). Walk through each axis: 'This axis shows aerobic endurance. I'm rated Good, which means I'm in the top 40% for my age group.'
- Explain what the SHAPE means: 'A circle means you're balanced. A spike means one area is much stronger. A dip means one area needs work.'
- Show how the shape tells a story: 'My chart shows high flexibility but low power — that makes sense because I do yoga but never do explosive exercises.'
- Critical point: 'Your chart shape is not good or bad. It's INFORMATION. A sprinter SHOULD have a different shape from a distance runner.'

10 MIN Normative Data Explained

- Show a bell curve diagram. Explain: 'Most people are in the middle. That's what Average means — not bad, just typical.'
- Map the ratings to the curve: Excellent = top 10%, Very Good = top 25%, Good = top 40%, Average = middle 40%, Below Average = bottom 20%.
- Concrete example: 'If there are 100 fourteen-year-old boys in a room, and you're rated Good for push-ups, that means about 60 of them did fewer push-ups than you.'
- Address the elephant: 'The comparison group is people your age and gender. That's why the app asks for your DOB and gender — not to judge you, but to compare fairly.'

15 MIN Independent Analysis: Strengths & Gaps Worksheet

- Students open their Progress tab and study their radar chart, ratings, and sparklines.
- On the worksheet, they identify: their top 2 components (strongest ratings), their bottom 2 components (weakest ratings), and write WHY they think each is strong or weak.
- Next section: 'If you could only improve ONE component, which would make the biggest difference to your overall fitness? Why?'
- Teacher circulates and asks questions: 'What do your sparklines show? Is your chart the shape you expected? What surprised you?'

APP INTEGRATION: PROGRESS TAB — RADAR CHART + SPARKLINES

The app IS the lesson. Students navigate between the radar chart view, individual test sparklines, and their rating summary. They use this data to fill in their Strengths & Gaps worksheet with specific numbers and ratings — not guesses.

Differentiation

SUPPORT:

Pre-annotated radar chart worksheet with labels pointing to each axis and a worked example of how to identify a strength ('This axis is HIGH, so this is a strength'). Teacher works 1:1 during independent time.

ADVANCED:

Challenge: calculate the percentage improvement needed in their weakest component to move up one rating tier. Use the normative data tables in the test info sheets.

Cool-down / Wrap-up (5 min)

Partner share: 'Tell your partner one thing your radar chart told you that you didn't expect.' Then one volunteer shares with the class. Emphasise: the data doesn't lie, but it's only one snapshot — it can change.

REFLECTION PROMPT

What story does your radar chart tell about your fitness?

Overview

Students learn the SMART framework and apply it directly to their baseline fitness data. By the end, every student has 2-3 specific, measurable goals set in the app with target values and deadlines.

Setup (before class)

- SMART poster on the wall (S = Specific, M = Measurable, A = Achievable, R = Relevant, T = Time-bound)
- Printed SMART Goals worksheet (or use the SMART Goals Worksheet PDF from this resource pack)
- Projector for showing worked examples
- Students need their app open to their Progress tab (baseline data)

Goal or Not? (5 min)

Teacher reads 8 statements. Students do thumbs up if it's a real SMART goal, thumbs down if it's not. Examples: 'I want to get fitter' (down — not specific or measurable), 'I will improve my beep test from 6.2 to 7.5 by doing interval training 3x per week for 4 weeks' (up — all 5 criteria met), 'I'll do more push-ups' (down — not specific enough), 'I will increase my sit-and-reach from 22cm to 28cm by stretching daily for 3 weeks' (up). Discuss why each is or isn't SMART.

Main Activities

10 MIN

SMART Framework Deep Dive

- Go through each letter with a fitness testing example. S: 'Which specific test? Beep test, not just cardio.' M: 'What number? From 6.2 to 7.5, not just better.' A: 'Is 1.3 levels in 4 weeks realistic? Yes, with training.' R: 'Why this goal? Because aerobic endurance is my weakest component.' T: 'By when? Retest day — 4 weeks from now.'
- Show the BAD goal: 'I want to get faster.' Ask: 'What's wrong with this? How would you know if you achieved it?'
- Show the GOOD goal: 'I will improve my beep test from 6.2 to 7.5 by practising interval running 3 times per week for 4 weeks.'
- Key insight: a goal without a number is just a wish. A goal without a deadline is just a dream.

10 MIN

Class Critique: Rewriting Bad Goals

- Project 4 example goals on screen. Class works together to rewrite each one.
- 'I want to be more flexible' becomes 'I will improve my sit-and-reach from 18cm to 25cm by doing 10 minutes of stretching after every PE class for 4 weeks.'
- 'I want to get stronger' becomes 'I will increase my grip strength from 28kg to 34kg by doing grip exercises (stress ball, hanging) 3 times per week for 4 weeks.'
- After each rewrite, check it against all 5 SMART criteria. Did we miss any?

15 MIN

Personal Goal Setting in the App

- Students open their baseline data in the app. Look at their weakest 2-3 components.
- Using the Goals screen: pick a test, enter current value (from baseline), set a target value (aim for one rating tier above current), set the deadline (retest day).
- Students set 2-3 goals. At least one must be for their weakest component.
- Teacher circulates and checks: 'Is that target realistic? What will you actually DO to get there? If you can't answer that, the goal isn't achievable yet.'

APP INTEGRATION: GOALS FEATURE

Students use the Goals screen to formally set their targets. They pick a test, set a target value (one level above their current rating tier), and set the retest date as the deadline. The app will track progress automatically and notify them if they achieve the goal during retesting.

Differentiation

SUPPORT:

Goal-setting scaffold card: 'I will improve my [test name] from [current value] to [target value] by doing [specific activity] [how often] for [how long].' Fill in the blanks.

ADVANCED:

Set one 'stretch goal' that would require significant effort — two rating tiers up. Write a detailed plan for how they'd achieve it. What would training look like every single day?

Cool-down / Wrap-up (5 min)

Share one goal with a partner and explain WHY you chose it. Partner gives feedback: 'Is it SMART? Is it realistic?' Adjust if needed.

REFLECTION PROMPT

Why did you choose these specific goals? What will you need to DO to achieve them?

Overview

Students learn the key training principles (FITT, specificity, progressive overload, reversibility) and apply them to design a personalised 2-week mini training plan based on their goals.

Setup (before class)

- Training principles posters displayed: FITT, Specificity, Progressive Overload, Reversibility, Individual Differences
- Printed mini-plan template (or students use the back of their SMART Goals worksheet)
- 8 scenario cards for the warm-up matching activity
- Students need their app open with their goals visible

Principle Match (5 min)

8 scenario cards scattered on the floor (or projected). Students match each to the correct training principle. Examples: 'A swimmer who only swims gets better at swimming but can't run well' = Specificity. 'An athlete who breaks their leg loses fitness during recovery' = Reversibility. 'A runner who adds 1km per week to their long run' = Progressive Overload. Quick class check — reveal answers and discuss any surprises.

Main Activities

15 MIN FITT Deep Dive

- F = Frequency: 'How many times per week?' For aerobic improvement, 3-5 times. For strength, 2-3 times with rest days between. Ask: 'Why do you need rest days for strength but not for cardio?'
- I = Intensity: 'How hard should you work?' Introduce the talk test: 'If you can sing, you're not working hard enough. If you can't talk at all, you're working too hard. If you can talk in short sentences, you're in the right zone.'
- T = Time: 'How long each session?' Aerobic: 20-60 min continuous. Strength: 30-45 min including rest. Flexibility: 10-15 min daily. Ask: 'Why is flexibility different?'
- T = Type: 'What kind of exercise?' Must match the component. Running improves aerobic endurance, not flexibility. Stretching improves flexibility, not power. This links to specificity.

10 MIN Case Studies

- Case 1: 'A swimmer can do 50 sit-and-reaches and score Excellent for flexibility. But she can't touch her toes standing up. Why?' Answer: Specificity — she's trained seated hamstring flexibility, not standing. The test position matters.
- Case 2: 'An athlete trained hard all term and improved from Below Average to Good. Then summer holidays happened — 6 weeks of no exercise. When they came back, they were Below Average again. Why?' Answer: Reversibility — use it or lose it.
- Case 3: 'Two students both do 20 push-ups every day for 4 weeks. Student A improves from 20 to 35. Student B improves from 20 to 24. Both trained the same. Why the difference?' Answer: Individual Differences — genetics, prior training, nutrition, sleep.
- Class discussion: 'Which of these principles are you most likely to face with YOUR training plan?'

10 MIN Mini-Plan Design

- Students open their app to see their weakest component and their goals.
- Using the mini-plan template, design a 2-week plan: Week 1 (3 sessions) and Week 2 (3 sessions). Each session needs: date/day, exercise type, sets x reps or duration, and intensity level.
- Example plan for improving push-ups: 'Monday: 3 sets of 12 push-ups with 60 sec rest. Wednesday: 3 sets of 15 push-ups with 45 sec rest. Friday: 4 sets of 10 push-ups with 30 sec rest + 20 sec plank hold.'

- Teacher checks plans are realistic and progressive (Week 2 should be slightly harder than Week 1 — progressive overload in action).

APP INTEGRATION: BASELINE DATA REFERENCE

Students reference their baseline values from the app to set realistic targets in their training plan. The app's test info sheets contain training suggestions for each component — students can use these as a starting point for choosing exercises.

Differentiation

SUPPORT:

Pre-filled plan template with exercise suggestions for each component. Student just needs to fill in the numbers (sets, reps, days). Keep it to one component only.

ADVANCED:

Design plans for TWO components. Include a weekly progression that applies progressive overload. Explain which FITT variable they're increasing each week and why.

Cool-down / Wrap-up (5 min)

'Which training principle matters most for YOUR goals?' Quick whip-around — every student gives a one-sentence answer.

REFLECTION PROMPT

Which training principle is most relevant to YOUR goals?

Overview

Students put their training plans into action through structured station work. This is a physical lesson — students work hard at stations aligned to their personal goals and give each other coaching feedback.

Setup (before class)

- 4 training stations set up: Aerobic corner, Strength corner, Flexibility corner, Power corner
- Exercise instruction cards at each station showing beginner/intermediate/advanced options
- Timer displayed on projector or gym wall (interval timer: 6 min work, 1 min transition)
- Equipment: resistance bands, exercise mats, skipping ropes, medicine balls (light), step-up platforms, cones for shuttles

Student-Led Warm-up (5 min)

One volunteer leads the class through a warm-up from their training plan. This builds leadership skills and accountability. The student explains each stretch/movement and why they chose it. Class follows along. Teacher supports if needed but lets the student lead. Quick debrief: 'Why did [student] choose those specific warm-up exercises?'

Main Activities

30 MIN

Station Rotation (students choose 3-4 stations aligned to their plan)

- Aerobic Station: Shuttle runs (varied distances — 10m, 20m, 40m), skipping (1 min on, 30 sec off x 4), step-ups (alternating lead leg, increasing speed). Beginner: walk/jog intervals. Intermediate: continuous running. Advanced: sprint intervals with short recovery.
- Strength Station: Resistance band exercises (rows, presses, squats), bodyweight circuit (push-ups, squats, lunges, dips off a bench), partner resistance (push against partner's hands for 10 sec). Beginner: bands only. Intermediate: bodyweight. Advanced: combined circuits with time pressure.
- Flexibility Station: Yoga flow sequence (downward dog to cobra to child's pose), PNF stretching with a partner (contract-relax technique for hamstrings, quads, shoulders), static holds (30 seconds each major muscle group). Beginner: gentle static stretches. Intermediate: yoga flow. Advanced: PNF with partner.
- Power Station: Box jumps (low step), medicine ball throws (chest pass against wall), broad jump practice (measure and try to beat), squat jumps (bodyweight). Beginner: squat to jump (no box). Intermediate: low box jumps. Advanced: depth jumps and plyometric sequences.

5 MIN

Partner Coaching

- Pair up. Watch your partner at their station for 2 minutes.
- Give ONE specific coaching cue: not 'good job' but 'try bending your knees more on the landing' or 'your push-ups would be stronger if you kept your core tight'.
- Partner receives the feedback and tries one more set incorporating the cue.
- Swap roles. This develops both observation skills and the ability to give constructive feedback.

APP INTEGRATION: TIMER + PRACTICE RECORDING

Students use the built-in stopwatch for timed exercises (e.g. 1-min push-up sets). Optional: record practice attempts in the notes field with a date stamp. This creates a training log they can refer back to.

Lesson 8: Active Training Session

Week 4 · Training · 50 min

Differentiation

SUPPORT:

Station cards clearly show beginner options for every exercise with pictures. Students can stay at fewer stations for longer rather than rushing through all 4.

ADVANCED:

Students design their own mini-circuit at their chosen station. Must include work:rest ratios and progressive intensity across 3 rounds.

Cool-down / Wrap-up (5 min)

Rate your effort 1-10 (use the effort rating circles in the student journal). Discussion: 'What did your body tell you today? Where did you feel the work? Is that where you expected to feel it?'

REFLECTION PROMPT

Rate your effort today 1-10. What did you learn about your body?

Lesson 9: Retest — Aerobic & Muscular Endurance

Week 5 · Retest · 50 min

Overview

Repeat the same tests from Lesson 3 under the same conditions. The app automatically compares to baseline. Before testing, students articulate their goal target. After testing, they check whether they hit it.

Setup (before class)

- SAME setup as Lesson 3: beep test audio + speakers, marked 20m running area, exercise mats, timer
- Critical: same conditions as baseline for valid comparison (same time of day if possible, same warm-up)
- Encourage students to wear similar clothing/shoes as Lesson 3
- Teacher device showing Live Results feed for real-time monitoring

Same Dynamic Stretching Routine as Lesson 3 (5 min)

Identical warm-up to Lesson 3: high knees, butt kicks, arm circles, leg swings, lunging walk, side shuffles. Explain why: 'We do the same warm-up because it's a CONTROLLED experiment. If you warmed up differently, you can't be sure whether any improvement is from training or from warming up better.'

Main Activities

5 MIN

Goal Check-In

- Before ANY testing, every student opens their Goals screen in the app.
- 'What was your target for the beep test? For push-ups? For sit-ups?' Students say it out loud to a partner.
- Key message: 'Having a target gives your effort DIRECTION. You're not just running — you're running for level 7.5.'
- Students who didn't set aerobic goals: 'Your goal is to match or beat your baseline. Every result counts.'

20 MIN

Beep Test Retest

- Same protocol as Lesson 3. Same audio, same lanes, same rules.
- Students record their result in the app IMMEDIATELY after finishing.
- The app shows a sparkline — did it go up? A PB badge may fire automatically.
- Students check: 'Did I hit my goal target? Did my rating change?'

10 MIN

Push-ups + Sit-ups Retest

- Same protocol: 1 minute push-ups, partner counts. Swap. 1 minute sit-ups, partner counts. Swap.
- Same form standards as Lesson 3 — partner enforces correct form.
- Record immediately. Check sparklines and PB indicators.
- Quick pair chat: 'What changed? What do you think caused it?'

APP INTEGRATION: SPARKLINES + PB DETECTION + BADGES

Charts show baseline-to-retest trend with sparklines. Personal bests fire automatically with a PB indicator. Badges may unlock for achievements (e.g. 'First Improvement', 'Goal Crusher'). Students check their goal progress — did they hit the target?

Lesson 9: Retest — Aerobic & Muscular Endurance

Week 5 · Retest · 50 min

Differentiation

SUPPORT:

Same modifications as Lesson 3 (knees push-ups accepted). Focus energy on celebrating ANY improvement, not just big jumps. A beep test increase from 4.2 to 4.5 is worth celebrating.

ADVANCED:

After testing, these students calculate their percentage improvement: $((\text{new} - \text{old}) / \text{old}) \times 100$. Is a 10% improvement in push-ups the same as 10% in the beep test? Discuss.

Cool-down / Wrap-up (5 min)

Hands up if you got a PB. Class celebration — round of applause. Then: 'Does no PB mean failure?' Discuss. Key point: data is information, not judgment. If you didn't improve, the question is 'why?' not 'what's wrong with me?'

REFLECTION PROMPT

Did your rating change? What caused the improvement — or what held you back?

Lesson 10: Retest — Strength, Power & Flexibility

Week 5 · Retest · 50 min

Overview

Complete the retest block with strength, power, and flexibility reassessments. Radar chart now shows visible change from baseline. Students compare, discuss, and screenshot their progress.

Setup (before class)

- SAME equipment as Lesson 4: grip dynamometers, measuring tape, sit-and-reach box, vertical jump setup
- Same station layout as Lesson 4 for consistency
- Ensure dynamometers are calibrated — same units as baseline testing
- Students should have their Lesson 4 results visible in the app for immediate comparison

Same Warm-up as Lesson 4 (5 min)

Identical warm-up: 2-minute jog, wrist circles, hamstring swings, calf raises, shoulder rolls. Same reasoning — controlled conditions. Ask: 'Why do scientists control variables in experiments? We're doing the same thing.'

Main Activities

32 MIN Same 4-Station Rotation as Lesson 4

- Same 4 stations, same protocols, same number of attempts (3 per test, best recorded).
- Key difference: at each station, students check their Lesson 4 result BEFORE attempting. 'Last time you got 32kg grip strength. What are you aiming for today?'
- After each test, record immediately and check the sparkline. Pair discussion: 'Did it change? Why or why not?'
- Teacher circulates, noting any dramatic changes (positive or negative) for class discussion later.

3 MIN Radar Chart Comparison

- All students open their Progress tab and look at their radar chart. It now has TWO data points per axis.
- 'Compare the shape from Week 2 to now. What changed? Did the shape become more balanced? Did one area spike up?'
- Students take a screenshot of their radar chart for their reflection journal.
- Share with a partner: 'My biggest change was ___ because I ___.'

APP INTEGRATION: RADAR CHART COMPARISON + GOAL AUTO-DETECTION

The radar chart shows visible change from baseline. The app auto-detects whether goals have been achieved and updates the Goals screen. Students check: green tick = goal achieved, in progress = getting closer, missed = didn't reach target yet.

Differentiation

SUPPORT: Focus on effort and engagement, not just numbers. Even maintaining a baseline score shows consistency. Help students find at least ONE positive change to celebrate.

ADVANCED: Create a table: Test | Baseline | Retest | Change | % Change. Calculate percentage change for every test. Which test showed the most improvement? Least? Discuss why.

Cool-down / Wrap-up (5 min)

'Which component changed the most for you? What did you do differently in the last 3 weeks that might explain it?' Quick whip-around. Celebrate specific examples of training leading to results.

Lesson 10: Retest — Strength, Power & Flexibility

Week 5 · Retest · 50 min

REFLECTION PROMPT

Compare your radar chart from Week 2 to now. What changed?

Overview

Structured reflection using real data. Students use every data view in the app to write an evidence-based reflection on their 6-week fitness journey. This is the assessment-rich lesson.

Setup (before class)

- Printed reflection journal pages (from the Student Reflection Journal PDF) or student notebooks
- Projector to show teacher's example reflection
- Quiet environment preferred — this is a writing-focused lesson
- Students need full access to their app data (Progress, Goals, Badges, radar chart)

3-2-1 Quick Write (5 min)

Students write: 3 things they learned this unit, 2 things that surprised them, 1 question they still have. This activates their thinking before the deep reflection. After 3 minutes, share the '1 question' with the class — teacher addresses common questions.

Main Activities

5 MIN

Teacher Models Reflection

- Project your own app data (or a demo account). Talk through an honest reflection OUT LOUD.
- 'My aerobic endurance went from Average to Good. I think that's because I ran twice a week during the training phase. But my flexibility didn't change — I set a goal but didn't actually stretch regularly. That tells me setting a goal isn't enough; you have to follow through.'
- Show HOW to reference specific data: 'My beep test went from 7.2 to 8.1 — that's a 12.5% improvement. My sit-and-reach stayed at 24cm.'
- Key message: a good reflection uses NUMBERS and is HONEST about what worked and what didn't.

20 MIN

Written Reflection

- Students use their app data to complete the structured reflection. Prompts from the student journal:
- 1. 'Which components improved? By how much? What did you do that caused this?' — must reference specific test values and ratings.
- 2. 'Which goals did you achieve? Which didn't you reach? Why?' — must reference goal targets vs actual results.
- 3. 'What would you do differently if you had another 6 weeks?' — must be specific and actionable, not vague.
- 4. 'What did you learn about yourself from your own data that a teacher couldn't have told you?' — the key insight question.

10 MIN

Small Group Share

- Groups of 3. Each person shares their most interesting insight from their reflection (2 minutes each).
- Listeners must ask one follow-up question: 'What makes you say that?' or 'What would you change?'
- After all 3 have shared, the group picks their best collective insight to share with the class.
- Class share: each group's best insight. Teacher draws out common themes.

APP INTEGRATION: FULL PROGRESS TAB + GOALS + BADGES

Students navigate every data view — Progress (radar chart, sparklines, rating history), Goals (achieved vs missed), Badges (what they earned and what they nearly earned), XP level. All of this provides the evidence base for their reflection.

Differentiation

SUPPORT:

Sentence starters: 'My strongest component was ___ because my rating was ___. I think this is because I ___.' 'One thing I would do differently is ___ because ___.' Teacher works 1:1 during writing time.

ADVANCED:

Write a 'letter to next term's self' — what advice would you give yourself based on this data? What mistakes should you avoid? What strategies worked?

Cool-down / Wrap-up (5 min)

'What is one thing you learned from your DATA that you couldn't have learned from a teacher just telling you?' This is the core value proposition — self-discovered insights are more powerful than delivered content.

REFLECTION PROMPT

What is the most important thing you learned about YOUR fitness — from your own data?

Overview

Students share their 6-week journey with peers. Teacher generates reports. The class celebrates growth, effort, and engagement with data-driven awards.

Setup (before class)

- Certificates pre-generated (or generate live in class using the app's certificate feature)
- PDF student reports ready for download/printing (teacher generates from School dashboard)
- Projector for displaying class stats, awards, and celebration slides
- Optional: printed certificates for a physical presentation ceremony

XP and Badge Review (5 min)

Display class stats on the projector (from the School dashboard): total tests recorded, total PBs set, most popular test, class average XP level. Celebrate milestones: 'As a class, we recorded over 300 test results in 6 weeks!' Then: 'Who has the most badges? Who reached the highest level?' Quick recognition.

Main Activities

15 MIN

Partner Presentations

- Pair up (ideally with someone they haven't worked with recently).
- Each student presents their 6-week journey to their partner using their app data. 2 minutes each. Must cover: starting point (baseline), what they worked on (goals + training), where they ended up (retest results), and one key insight.
- Partner gives ONE piece of positive, specific feedback: 'I was impressed that your flexibility improved by 6cm — that shows real consistency.'
- Swap roles. This is low-stakes presentation practice using real evidence.

10 MIN

Class Awards Ceremony

- Use app data to determine awards. Suggestions: Biggest Improvement (largest % gain across any test), Most Consistent Tester (most results recorded), Goal Crusher (most goals achieved), Highest Level (most XP earned), Most Improved Component (largest rating jump in one area).
- Teacher presents each award with the specific data behind it: 'The Biggest Improvement award goes to [name], who improved their push-ups by 45% — from 22 to 32 in 4 weeks.'
- Important: EVERY student should be recognised for something. If standard awards don't cover everyone, add: Best Effort, Most Reflective, Best Partner Coach, etc.
- Round of applause for each recipient. Keep it positive and data-driven — no awards for 'best' raw scores, only for improvement and engagement.

10 MIN

Certificate and Report Generation

- Teacher demonstrates how to generate PDF reports from the School dashboard: select student > generate individual report. Show the class what their report looks like.
- Students generate their own certificate using the app's certificate feature. They choose their best achievement to feature on the certificate.
- Teacher exports the class CSV for school records. Show students that their data has value beyond this unit.
- Students can screenshot or download their certificate and share it (optional: print physical copies for students to take home).

APP INTEGRATION: PDF REPORTS + CERTIFICATES + CSV EXPORT

Teacher uses the Export Reports feature in the School dashboard to generate individual PDF reports, class summary, and CSV export. Students use the app's certificate generator to create a personalised achievement certificate featuring their best result or biggest improvement.

Differentiation

SUPPORT:

Alternative presentation format for students uncomfortable with face-to-face presenting: show their radar chart and point to their biggest change, or do a 'show and tell' walking their partner through the app screens.

ADVANCED:

Create a '6-week summary infographic' on paper: draw their radar chart (before and after), list key stats, and write 3 recommendations for future training. This becomes a revision resource.

Cool-down / Wrap-up (5 min)

Final reflection question: 'If a Year 7 student asked you why should anyone care about fitness testing, what would you say NOW that you wouldn't have said 6 weeks ago?' This brings the unit full circle from Lesson 1.

REFLECTION PROMPT

If a younger student asked 'why should I care about fitness testing?', what would you say now?

BEFORE THE UNIT

Set up your school account

- 1 Go to fitnessstests.app/for-schools and start your free trial
- 2 Create a team for each class (e.g. 'Year 10 PE Period 3')
- 3 Share the 6-character join code with students
- 4 Optionally: upload a CSV class list to bulk-create accounts

BEFORE THE UNIT

Build your test templates

- 1 Create 'Baseline - Aerobic & Endurance' template
- 2 Create 'Baseline - Strength, Power & Flexibility' template
- 3 Push each template to the relevant team via Assign Templates

DURING TESTING

Monitor with Live Results

- 1 Open School > Live Results on your laptop
- 2 Filter by team to see your current class
- 3 Results appear the moment students save them

DURING ANALYSIS

Review student profiles

- 1 Go to School > Students and click any name
- 2 Review radar chart, ratings, and recent results
- 3 Identify students needing extra support

AFTER THE UNIT

Generate reports

- 1 Individual Student Report: select student > generate PDF
- 2 Class Roster Report: all students' latest results
- 3 Export CSV for your own analysis or school systems
- 4 Achievement Certificates for students to take home

ONGOING

Tips for smooth testing days

- 1 Have students join the team BEFORE testing day
- 2 Post the join code on the gym whiteboard
- 3 Pair students: one tests, one records
- 4 Use the built-in timer for timed tests

Lessons	AU AC:HPE	UK National	USA SHAPE	NZ Health & PE	IB MYP
L1-2 Foundation	ACMP064 Movement & physical activity	KS3: Evaluate & improve	Std 3: Health-enhancing fitness	Strand A: Personal growth	Criterion A: Knowing
L3-4 Baseline	ACMP083 Design, perform & evaluate	KS3: Develop personal fitness	Std 3: Design & implement plan	Movement concepts Lv5	Criterion C: Applying
L5-6 Analysis	ACPPS070 Evaluate health information	KS3: Set targets for improvement	Std 3: Analyse fitness data	Strand A: Self-management	Criterion B: Planning
L7-8 Training	ACMP087 Apply movement principles	KS4: Develop personal exercise	Std 3: Apply training principles	Movement concepts Lv6	Criterion A: Knowing
L9-10 Retest	ACMP083 Measure & monitor	KS3: Compare to previous	Std 3: Monitor fitness progress	Strand A: Self-assessment	Criterion C: Applying
L11-12 Reflect	ACPPS072 Evaluate outcomes	KS3: Analyse & demonstrate	Std 4: Self-expression	Strand D: Societal attitudes	Criterion D: Reflecting

Also applicable to: Canada (PHE Canada), Singapore (MOE PE), Hong Kong (CDC HKPE), South Africa (CAPS)

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