

Plays4Joy™

Teaming up to Boost Kids' Mental Health

Week 2: Inspire + Motivate

Feature: Tennessee Titans Performance Coaches – Zac Woodfin, Dave Puloka, Brian Bell, Brett Callaway, John Shaw

Grade 4 Learning Objectives and National Alignment

By the end of the lesson, students will be able to define “inspire” and “motivate” in the context of being uniquely themselves and striving to be their best; paraphrase key ideas from the Tennessee Titans Performance Coaches video, including individualized training, consistent practice, and giving 100% effort; identify a skill they are practicing or want to improve; create a drawing of themselves “putting in the reps”; and clearly share their picture and practice goal with a partner, group, or class. The lesson aligns directly with CCSS.ELA-LITERACY.SL.4.1 through collaborative discussion, SL.4.2 through paraphrasing information presented in video and other media, and SL.4.4 through reporting on a personal goal with an appropriate visual. It also supports the 2024 SHAPE America National Health Education Standards framework by developing functional health knowledge, interpersonal communication, goal-setting, and self-management skills connected to confidence, individual strengths, persistence, and mental well-being.

Grade 4 State Standards Crosswalk

Scope note: The four-column crosswalk below retains one row for each of the 50 states and the District of Columbia and identifies the applicable Grade 4 speaking/listening expectation together with the closest state health, wellness, mental/emotional-health, communication, or goal-setting expectation for this lesson. Alignment is based on the lesson's video discussion, explanation of inspiration and motivation, recognition of individualized training, selection of a personal practice goal, drawing of repeated practice, peer or class sharing, and closing connection to mental health. Where a state publishes health expectations by grade band or within a broad K–12 framework rather than under a single Grade 4 code, the nearest elementary or grades 3–5 expectation is shown. Districts should confirm locally adopted versions before formal submission.

State	Applicable grade level	Applicable standard(s)	Lesson-aligned description
Alabama	Grade 4; elementary health	ELA 4.R1; Health Education Anchor Standards 1, 4, and 6	Discuss video evidence, explain how coaches inspire effort, and communicate a personal practice goal that

			supports growth and well-being.
Alaska	Grade 4; K–12 health framework	ELA SL.4.1, SL.4.2, SL.4.4; Skills for a Healthy Life Standards A and D	Paraphrase the video, exchange ideas, and share a visual showing repeated practice toward a personal goal.
Arizona	Grade 4; elementary health	4.SL.1, 4.SL.2, 4.SL.4; Health Standards 1, 4, and 6	Collaborate, summarize multimedia information, and explain a practice plan connected to personal well-being.
Arkansas	Grade 4; elementary health	4.CC.1, 4.CC.2, 4.CC.4; Health Standards 1, 4, and 6	Discuss and recount the coaches' message, then present a drawing and goal for improving through effort and repetition.
California	Grade 4	SL.4.1, SL.4.2, SL.4.4; Health 4.1.M and 4.4.M	Paraphrase media, discuss ways encouragement supports others, and describe a personal practice goal that promotes mental and emotional wellness.
Colorado	Grade 4; health grades 3–5	RWC Grade 4, Standard 1; Comprehensive Health 3–5, Social and Emotional Wellness	Listen, ask relevant questions, and share a visual and goal showing effort, self-awareness, and social-emotional growth.
Connecticut	Grade 4; elementary health	CCSS SL.4.1, SL.4.2, SL.4.4; Healthy and Balanced Living, Standards 1, 4, and 6	Discuss and paraphrase the video, communicate encouragement, and identify a realistic practice goal supporting wellness.
District of Columbia	Grade 4; health grades 3–5	CCSS.ELA-LITERACY.SL.4.1, SL.4.2, SL.4.4; DC Health Education Standards 1, 4, and 6	Discuss and paraphrase video information, explain how encouragement influences effort, and present a personal practice goal and drawing.

Delaware	Grade 4; elementary health	CCSS SL.4.1, SL.4.2, SL.4.4; Delaware Health Education Standards 1, 4, and 6	Collaborate, paraphrase the coaches' message, and share a visual plan for practicing a skill and supporting well-being.
Florida	Grade 4	ELA.4.C.2.1, ELA.4.C.2.2; Health Education, Personal Health Concepts and Resiliency	Discuss information from video, explain the role of effort and encouragement, and communicate a personal improvement goal.
Georgia	Grade 4	ELAGSE4SL1, ELAGSE4SL2, ELAGSE4SL4; HE4.1, HE4.4, and HE4.6	Engage in discussion, paraphrase media, and present a drawing and practice goal connected to healthy personal growth.
Hawaii	Grade 4; elementary health	CCSS SL.4.1, SL.4.2, SL.4.4; Hawaii Health Education Standards 1, 4, and 6	Exchange ideas about inspiration, summarize the video, and share a realistic practice goal and visual.
Idaho	Grade 4; elementary health	ELA/Literacy SL.4.1, SL.4.2, SL.4.4; Health Standards 1, 4, and 6	Participate in collaborative conversation, paraphrase multimedia information, and explain a practice goal supporting well-being.
Illinois	Grade 4; health stage 2	CC.4.SL.1, CC.4.SL.2, CC.4.SL.4; 22.A.2 and 24.A.2	Discuss the coaches' message and present a personal practice goal, linking persistent effort and supportive communication to mental and social health.
Indiana	Grade 4; elementary health	4.CC.1, 4.CC.2, 4.CC.4; Health & Wellness Standards 1, 4, and 6	Summarize video information, discuss encouragement, and explain a visual practice plan for becoming one's best.
Iowa	Grade 4; health grades 3–5	SL.4.1, SL.4.2, SL.4.4; 21.3–5.HL.1, HL.4, and HL.6	Collaborate, paraphrase media, and communicate a personal goal and repeated-practice strategy that support growth.

Kansas	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Build on others' ideas, paraphrase the video, and present a drawing showing effort toward a personal practice goal.
Kentucky	Grade 4; elementary health	C.4.1, C.4.2, C.4.4; Health Education Standards 1, 4, and 6	Discuss and report understanding of the video, then clearly share a goal for improving through practice and effort.
Louisiana	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Collaborate, paraphrase audiovisual information, and communicate a practice goal that supports confidence and well-being.
Maine	Grade 4; elementary health	ELA Speaking and Listening 4.1, 4.2, 4.4; Health Education Standards A, D, and F	Summarize varied media, discuss inspiration and motivation, and present a visual goal for continued practice.
Maryland	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education 1.0 Mental and Emotional Health	Discuss and paraphrase information, then explain how encouragement, effort, and personal goals can support mental and emotional health.
Massachusetts	Grade 4; pre-K–5 health	SL.4.1, SL.4.2, SL.4.4; Comprehensive Health Strand: Mental Health	Collaborate, paraphrase media, and share a personal practice goal and visual connected to confidence and emotional well-being.
Michigan	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Discuss the video, communicate supportive ideas, and identify a practice goal and strategy for personal growth.
Minnesota	Grade 4; K–12 health framework	4.3.1.1, 4.3.2.1, 4.3.4.1; K–12 Health Education Standards 1, 4, and 6	Exchange ideas, summarize oral and visual information, and present a goal for improving a chosen skill through practice.

Mississippi	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Comprehensive Health Standards 1, 4, and 6	Discuss and paraphrase the coaches' message, then share a drawing and realistic personal practice goal.
Missouri	Grade 4; elementary health	4.SL.1, 4.SL.2, 4.SL.4; Health Education Standards 1, 4, and 6	Participate in conversation, summarize media, and explain how effort, repetition, and encouragement support growth and well-being.
Montana	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Enhancement Standards 1, 4, and 6	Collaborate, paraphrase multimedia information, and present a practice goal and visual that demonstrate persistence.
Nebraska	Grade 4; elementary health	LA 4.3.1, LA 4.3.2, LA 4.3.3; Health Education Standards 1, 4, and 6	Use speaking and listening skills to interpret the video and clearly explain a personal goal and practice strategy.
Nevada	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Standards 1, 4, and 6	Discuss and paraphrase information, then communicate a visual plan for repeated practice and personal improvement.
New Hampshire	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Collaborate, paraphrase varied media, and share how encouragement and goal-directed practice can support well-being.
New Jersey	Grade 4; health by end of Grade 5	SL.PE.4.1, SL.II.4.2, SL.PI.4.4; 2.1.5.EH.1 and 2.1.5.EH.2	Interpret media, discuss the value of encouragement, and present a personal practice goal that supports emotional health.
New Mexico	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Discuss and paraphrase multimedia information, then share a drawing and goal for improving through sustained effort.

New York	Grade 4; elementary health	4SL1, 4SL2, 4SL4; Health Education Standards 1 and 3, Elementary	Discuss and paraphrase information, then explain a personal practice choice that contributes to self- management and wellness.
North Carolina	Grade 4	SL.4.1, SL.4.2, SL.4.4; 4.MEH.1 and 4.MEH.2	Collaborate, paraphrase media, and explain how positive encouragement and productive practice can support mental and emotional health.
North Dakota	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Discuss the video and present a drawing and personal practice goal that demonstrate effort and healthy growth.
Ohio	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Build on others' ideas, paraphrase the coaches' message, and communicate a realistic goal for improving a skill.
Oklahoma	Grade 4; elementary health	4.1.L.1, 4.1.L.2, 4.1.S.1; Health Education Standards 1, 4, and 6	Listen actively, summarize oral and visual information, and share a practice goal and strategy for success.
Oregon	Grade 4	4.SL.1, 4.SL.2, 4.SL.4; HE.1.4, HE.4.4, and HE.6.4	Collaborate, paraphrase multimedia information, and explain a personal practice plan connected to healthy self-management.
Pennsylvania	Grade 4 ELA; health Grade 6 benchmark	CC.1.5.4.A, CC.1.5.4.B, CC.1.5.4.D; 10.1.6 and 10.2.6	Discuss and identify key ideas from media, then clearly present a visual and goal showing effort toward improvement.
Rhode Island	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Discuss and paraphrase the video, communicate encouragement, and share a personal practice goal that supports well-being.

South Carolina	Grade 4; elementary health	ELA 4.C.MC.1, 4.C.MC.2, 4.C.MC.3; Health and Safety Education Standards 1, 4, and 6	Communicate collaboratively, interpret varied media, and present a visual plan for practicing and improving a chosen skill.
South Dakota	Grade 4; elementary health	4.SL.1, 4.SL.2, 4.SL.4; Health Education Standards 1, 4, and 6	Discuss and paraphrase media, then explain how effort and a personal practice goal contribute to well-being.
Tennessee	Grade 4; elementary health	4.SL.CC.1, 4.SL.CC.2, 4.SL.PKI.4; Health Education Standards 1, 4, and 6	Discuss and paraphrase the Titans coaches' message, then present a drawing and personal goal for improving through repeated practice.
Texas	Grade 4	TEKS ELAR 4.1 and 4.7; Health Education 4.1, 4.10, and 4.11	Listen, ask relevant questions, and explain a personal practice goal while connecting effort and encouragement to healthy development.
Utah	Grade 4	4.SL.1, 4.SL.2, 4.SL.4; Health Education 4.HF.1 and 4.MEH.2	Collaborate, paraphrase information, and share a practice goal and visual that support healthy functioning and emotional well-being.
Vermont	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Discuss and paraphrase media, then clearly present a personal improvement goal and repeated-practice strategy.
Virginia	Grade 4	English 4.1 and 4.2; Health Education 4.1 and 4.3	Use effective oral communication to discuss the video and explain how goal-directed practice and encouragement support wellness.
Washington	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Discuss and paraphrase multimedia information, then present a visual goal

			for improving through consistent effort.
West Virginia	Grade 4; health grades 3–5	ELA.4.30, ELA.4.31, ELA.4.33; HE.3–5.1, HE.3–5.4, and HE.3– 5.6	Collaborate, paraphrase varied media, and explain a practice goal that uses functional health knowledge and self- management.
Wisconsin	Grade 4	SL.4.1, SL.4.2, SL.4.4; HE1.4, HE4.4, and HE6.4	Discuss and paraphrase information, communicate encouragement, and share a personal practice goal that supports growth and well-being.
Wyoming	Grade 4; elementary health	SL.4.1, SL.4.2, SL.4.4; Health Education Standards 1, 4, and 6	Collaborate, paraphrase multimedia information, and present a drawing and goal showing effort toward personal improvement.