

# **\*\*Correlation of “Lesson 4 – HOW FULL IS IT?”**

to the Alabama Course of Study: Physical Education (K–8)\*\*

Although this lesson focuses on evaluating **digital posts**, its core skills — **self-control, kindness, empathy, emotional regulation, responsible decision-making, and recognizing harmful behavior** — map directly to Alabama PE standards.

The “How Full Is It?” framework teaches students to evaluate any behavior (online or in real life) by asking:

1. **Is it truthful?**
2. **Is it helpful?**
3. **Is it hurtful?**

These same questions mirror the expectations of safe, respectful, teamwork-oriented behavior in Physical Education classes.

## **PRIMARY GRADES (K–5)**

### **1. PE Strand: Personal & Social Responsibility**

#### **Kindergarten**

- **PE.K.4 – Demonstrate respect for self and others.**  
Students learn to identify *hurtful behavior* and *kind choices* — essential in both online interactions and playground or PE settings.

#### **Grade 1**

- **PE.1.5 – Demonstrate safe and responsible behavior during physical activity.**  
“Don’t repost hurtful content” mirrors:
  - Don’t tease
  - Don’t mock

- Don't escalate conflicts
- Make safe, respectful choices during play

## Grade 2

- **PE.2.3 – Demonstrate self-control.**  
The rule trains students to **pause**, evaluate, and avoid harmful or disrespectful actions — essential in sports, games, and physical interaction.

## Grade 3

- **PE.3.4 – Demonstrate responsible decision-making.**  
“How Full Is It?” teaches children to choose actions that are:
  - Kind
  - Helpful
  - Safe
  - Respectful

Exactly what PE expects during group challenges, partner work, and competitive games.

## Grade 4

- **PE.4.3 – Demonstrate appropriate responses to feedback and conflict.**  
Asking:
  - “Is this hurtful?”
  - “How would I feel if this was done to me?”  
directly supports conflict-resolution skills taught in PE.

## Grade 5

- **PE.5.4 – Demonstrate appropriate behavior and safe participation.**  
Students learn that harmful or untruthful actions can “snap back,” reinforcing safe and kind behavior in movement environments.

## 2. PE Strand: Social Interaction & Cooperation

### Grades K–5 Universal Standard

“Work cooperatively with others in physical activity settings.”

The “How Full Is It?” lesson strengthens:

- Kind communication
- Positive teamwork
- Empathy toward peers
- Awareness of harmful behavior
- Supporting others through helpful actions
- Avoiding behaviors that embarrass, exclude, or harm

These map directly to PE expectations for partner work, team play, and group activities.

## 3. PE Strand: Safety & Awareness

### Grades K–5

Students must learn to:

- Move safely
- Use equipment safely
- Communicate respectfully
- Avoid harmful actions

“How Full Is It?” reinforces:

- Recognizing when something is *hurtful*
- Understanding the impact of behavior

- Making choices that prevent harm
- Thinking about the well-being of others

This directly supports safe participation in games, activities, and movement tasks.

## **MIDDLE GRADES (6–8)**

### **1. PE Strand: Personal & Social Behavior in Physical Activity Settings**

#### **Grade 6**

- **PE.6.4 – Model responsible personal and social behavior.**  
The three-part rule teaches students to evaluate whether their actions (online or physical) demonstrate integrity, kindness, and responsibility.

#### **Grade 7**

- **PE.7.4 – Resolve conflicts using effective strategies.**  
Asking:
  - “Is it hurtful?”
  - “Is it kind?”
  - “Does it help someone?”  
enhances conflict resolution during competitive sports and peer interactions.

#### **Grade 8**

- **PE.8.4 – Demonstrate respect for self and others.**  
Students learn that hurtful actions — even if disguised as “funny” — damage relationships and team cohesion.

### **2. PE Strand: Decision-Making & Strategy**

#### **Grades 6–8**

PE requires students to:

- Use good judgment
- Respect others
- Make kind, safe choices
- Understand consequences of actions
- Control their behavior in competitive situations

The MMR Lesson 4 framework enhances these skills by teaching students to analyze:

- Whether an action helps or harms
- Whether something is true or misleading
- How their behavior impacts team morale and safety

This ties directly into:

- Fair play
- Strategy
- Safety decisions
- Team cohesion
- Conflict avoidance

### **3. PE Strand: Safety, Risk Assessment & Consequences**

#### **Grades 6–8**

Students must consistently:

- Assess danger
- Understand consequences
- Make choices that protect everyone

The lesson’s core teachings:

- “If it’s hurtful — don’t repost it.”

- “If it’s untruthful — don’t spread it.”
- “If it’s helpful — share it!”

mirror the expectation that students choose safe, supportive behaviors in physical activities.

## **Specific Script Connections to PE COS**

### **“How hurtful is it? Don’t repost it.”**

→ Reinforces PE conflict prevention and respectful conduct.

### **“What if it were ME in the post?”**

→ Mirrors empathy-based sportsmanship and peer support in PE.

### **“If it’s helpful — share it!”**

→ Supports teamwork, encouragement, and cooperative behavior.

### **“Truth makes the internet better. Lies make the internet worse.”**

→ Parallels PE lessons on fairness, honesty, and integrity.

### **“Media Masters think first before they act.”**

→ Exactly matches PE standards requiring self-control before movement or communication.

### **“Don’t contribute to hurtful behavior.”**

→ Mirrors anti-bullying, sportsmanship, and safe-play expectations.

## **Conclusion**

Lesson 4 — **How Full Is It?** — aligns powerfully with the Alabama Physical Education Course of Study by strengthening:

- Self-control

- Responsible choices
- Kind interactions
- Empathy and social awareness
- Safe participation
- Conflict prevention
- Teamwork and cooperation
- Integrity and fairness

These are *core PE behaviors*, making PE teachers excellent partners in teaching students to evaluate behavior—online AND in the gym—through kindness, truthfulness, and helpfulness.

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