

I am writing in support of SB 854. All students need to have the opportunity to learn the facts, the impacts, and to explore possible solutions for adapting to and mitigating climate change in their region and our world. This will help all of us to survive and to thrive in the coming years.

I am a retired health, physical education, and dance educator with over 25 years of experience teaching in a public high school, and community college. The understanding of the interconnectedness of all things underpins this work. Integrating climate lessons into all curricular areas allows for a broader understanding of the problem, the effects, and the challenges that we all face. With knowledge, there is power. Together we can create viable solutions. Stewardship of the land and taking care of the health of our bodies is inextricably linked. I have integrated many lessons that pertain to this holistic view AND the notion of social responsibility into all of my classes. All teachers could find ways to do this quite easily.

In physical education and health, students are taught physical and health literacy skills. **Physical Literacy: An individual's ability, confidence and desire to be physically active for life. Health Literacy: An individual's capacity to access information, resources and services necessary to maintaining and promoting health.** These are multifaceted concepts that address an individual's affect (emotions, motivation, and confidence), physical competence (movement skills and fitness), cognitive understanding (knowledge and understanding), and behavior (engagement in activities now and for their lifetime). Students are also taught personal and social responsibility in the activity and classroom setting. I used Hellison's model of TPSR. Simply put, these lessons address behavior in the classroom that transcend subject matter and promote healthy behaviors, understanding, and a developing maturity that can be applied in any setting. These are (1) respect of the rights and feelings of others, (2) effort and cooperation, (3) self-direction, (4) helping others and leadership, and (5) transfer of responsibility outside the gym [or studio] (Hellison, 2011).

Our changing world and our changing climate create a challenge to our health and wellness. One of the lessons that I used in my Anatomy of Movement class (Body Systems, Structural and Applied Kinesiology) was a project-based lesson where students examined the structure and function of a body system and how it is affected by an outside force. One example was the structure and function of the cardio-respiratory system and how cigarette smoking (or outside pollutants) would affect that system. We also discussed how we have a symbiotic relationship with the trees who take our CO₂ and give Oxygen. Another "real world" example of a lesson had to do with outside air quality. In our soccer class, we routinely had to check the Air Quality index, with the app that we put on our phones, before we could go outside during fall fire season. This is necessary knowledge that has implications for one's lifetime activity and fitness. In another lesson we discussed the importance of our fitness and how our lifetime activities, like riding our bike to school, could not only help our health and fitness, but also reduce our carbon footprint. In our dance class, we created choreography and art that helped students to express themselves in regard to their natural world and make artistic statements about things that matter to them, like solving the climate crisis. TPSR is a great starting point for many other lessons that help students take personal and social responsibility to make everyday decisions that will promote a sustainable future. Please help our students to learn and vote "YES" on SB 854.

