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Sponsor Testimony for House Bill 165

May 28th, 2019

House Primary and Secondary Education Committee

Chairman Blessing, Vice-Chair Jones, Ranking Member Robinson, and members of the House Primary and Secondary Education Committee, thank you for allowing me to speak today about House Bill 165. I would also like to thank my joint sponsor Representative Galonski. I am here to ask for your support for this critical piece of legislation. HB 165 is a simple measure that creates health education standards, either by adopting the broadly accepted health standards created by the American Association for Health Education, or by enacting ones created by the Ohio Board of Education based on national health education standards. These standards must be provided to the districts and districts are permitted (but not required) to use them.

Ohio has a desperate need for high quality health education and we must ensure our children are empowered with the skills they need to stay healthy. You are probably aware of many of the hot button issues that we have heard about terms of health in our state. However, you may not be aware that the Ohio ranks 46th in the country in terms of health value. An important factor in this is tobacco use and we have among the highest teen smoking rates in the nation. Obesity and the developing rates of type 2 diabetes play an important role. Suicide rates are on the rise and our children are struggling with mental health and wellness. All of these are health topics that we must empower schools and children to manage in order to maintain the well-being of Ohioans.

So, what are health education standards? I would like to first clarify what they are not.

Education standards are not curricular topics, nor are they teaching and learning methods. In a competency-based approach, education standards describe the learning outcomes that we, as a state, want our students to obtain by graduation. The actual curriculum enacted in order for the children to progress towards these standards remains at the discretion of the districts. To ensure that everyone knows exactly what we are discussing, I have included the health education standards referenced in this bill as a packet in front of you and at the end of this testimony.

These are about disease prevention, peer pressure, assessing sources, communicating, decision-making, goal-setting, risk reduction and self-advocacy. These are skills we want our children to have. State wide standards can help guide districts by providing an important framework for curricular development. I urge your support for HB 165 and I welcome your questions.



Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.



Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Grades Pre-k—2

- Identify that healthy behaviors impact personal health.
- Recognize that there are multiple dimensions of health.
- Describe ways to prevent communicable diseases.
- List ways to prevent common childhood injuries.
- Describe why it is important to seek health care.

Grades 3-5

- Describe the relationship between healthy behaviors and personal health.
- Identify examples of emotional, intellectual, physical, and social health.
- Describe ways in which safe and healthy school and community environments can promote personal health.
- Describe ways to prevent common childhood injuries and health problems.
- Describe when it is important to seek health care.

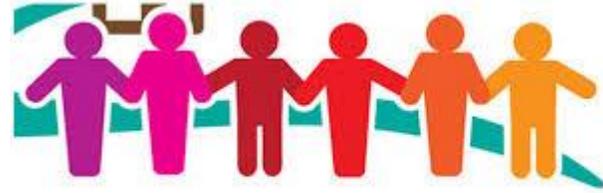
Grades 6-8

- Analyze the relationship between healthy behaviors and personal health.
- Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- Analyze how the environment affects personal health.
- Describe how family history can affect personal health
- Describe ways to reduce or prevent injuries and other adolescent health problems
- Explain how appropriate health care can promote personal health.
- Describe the benefits of and barriers to practicing healthy behaviors.
- Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

- Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Grades 9-12

- Predict how health behaviors can affect health status.
- Describe the interrelationships of emotional, intellectual, physical, and social health.
- Analyze how environment and personal health are interrelated.
- Analyze how genetics and family history can impact personal health.
- Propose ways to reduce or prevent injuries and health problems.
- Analyze the relationship between access to health care and health status.
- Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.



Standard 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Grades Pre-k—2

- Identify how the family influences personal health practices and behaviors.
- Identify what the school can do to support personal health practices and behaviors.
- Describe how the media can influence health behaviors.

Grades 3-5

- Describe how family influences personal health practices and behaviors.
- Identify the influence of culture on health practices and behaviors.
- Identify how peers can influence healthy and unhealthy behaviors.
- Describe how the school and community can support personal health practices and behaviors.
- Explain how media influences thoughts, feelings, and health behaviors.
- Describe ways that technology can influence personal health.

Grades 6-8

- Examine how the family influences the health of adolescents.
- Describe the influence of culture on health beliefs, practices, and behaviors.
- Describe how peers influence healthy and unhealthy behaviors.
- Analyze how the school and community can affect personal health practices and behaviors.
- Analyze how messages from media influence health behaviors.
- Analyze the influence of technology on personal and family health.
- Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- Explain the influence of personal values and beliefs on individual health practices and behaviors.

- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- Explain how school and public health policies can influence health promotion and disease prevention.

Grades 9-12

- Analyze how the family influences the health of individuals
- Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- Evaluate how the school and community can affect personal health practice and behaviors.
- Evaluate the effect of media on personal and family health
- Evaluate the impact of technology on personal, family, and community health.
- Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- Analyze the influence of personal values and beliefs on individual health practices and behaviors
- Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
- Analyze how public health policies and government regulations can influence health promotion and disease prevention.



Standard 3

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grades Pre-k—2

- Identify trusted adults and professionals who can help promote health.
- Identify ways to locate school and community health helpers.

Grades 3-5

- Identify characteristics of valid health information, products, and services.
- Locate resources from home, school, and community that provide valid health information.

Grades 6-8

- Analyze the validity of health information, products, and services.
- Access valid health information from home, school, and community.
- Determine the accessibility of products that enhance health.
- Describe situations that may require professional health services.
- Locate valid and reliable health products and services.

Grades 9-12

- Evaluate the validity of health information, products, and services.
- Use resources from home, school, and community that provide valid health information.
- Determine the accessibility of products and services that enhance health.
- Determine when professional health services may be required.
- Access valid and reliable health products and services.



Youth Engagement in Health Promotion

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades Pre-k—2

- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate listening skills to enhance health.
- Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
- Demonstrate ways to tell a trusted adult if threatened or harmed.

Grades 3-5

- Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal skills that avoid or reduce health risks.
- Demonstrate nonviolent strategies to manage or resolve conflict.
- Demonstrate how to ask for assistance to enhance personal health.

Grades 6-8

- Apply effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- Demonstrate effective conflict management or resolution strategies.
- Demonstrate how to ask for assistance to enhance the health of self and others.

Grades 9-12

- Use skills for communicating effectively with family, peers, and others to enhance health.
- Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

- Demonstrate how to ask for and offer assistance to enhance the health of self and others.



Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Grades Pre-k—2

- Identify situations when a health-related decision is needed.
- Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Grades 3-5

- Identify health-related situations that might require a thoughtful decision.
- Analyze when assistance is needed in making a health-related decision.
- List healthy options to health-related issues or problems.
- Predict the potential outcomes of each option when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the outcomes of a health-related decision.

Grades 6-8

- Identify circumstances that can help or hinder healthy decision making.
- Determine when health-related situations require the application of a thoughtful decision-making process.
- Distinguish when individual or collaborative decision making is appropriate.
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- Predict the potential short-term impact of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives when making a decision.
- Analyze the outcomes of a health-related decision.

Grades 9-12

- Examine barriers that can hinder healthy decision making.
- Determine the value of applying a thoughtful decision-making process in health-related situations.
- Justify when individual or collaborative decision making is appropriate.
- Generate alternatives to health-related issues or problems.
- Predict the potential short-term and long-term impact of each alternative on self and others.
- Defend the healthy choice when making decisions.
- Evaluate the effectiveness of health-related decisions.



Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades Pre-k—2

- Identify a short-term personal health goal and take action toward achieving the goal.
- Identify who can help when assistance is needed to achieve a personal health goal.

Grades 3-5

- Set a personal health goal and track progress toward its achievement.
- Identify resources to assist in achieving a personal health goal.

Grades 6-8

- Assess personal health practices.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Apply strategies and skills needed to attain a personal health goal.
- Describe how personal health goals can vary with changing abilities, priorities and responsibilities.

Grades 9-12

- Assess personal health practices and overall health status.
- Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Implement strategies and monitor progress in achieving a personal health goal.
- Formulate an effective long term personal health plan.



Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades Pre-k—2

- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.

Grades 3-5

- Identify responsible personal health behaviors.
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- Demonstrate a variety of behaviors to avoid or reduce health risks.

Grades 6-8

- Explain the importance of assuming responsibility for personal health behaviors.
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate behaviors to avoid or reduce health risks to self and others.

Grades 9-12

- Analyze the role of individual responsibility for enhancing health.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.



Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

Grades Pre-k—2

- Make requests to promote personal health.
- Encourage peers to make positive health choices.

Grades 3-5

- Express opinions and give accurate information about health issues.
- Encourage others to make positive health choices.

Grades 6-8

- State a health-enhancing position on a topic and support it with accurate information.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively to advocate for healthy individuals, families, and schools.
- Identify ways in which health messages and communication techniques can be altered for different audiences.

Grades 9-12

- Utilize accurate peer and societal norms to formulate a health-enhancing message.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively as an advocate for improving personal family and community health.
- Adapt health messages and communications techniques to a specific target audience.