

House Bill 166  
EDUCD67: Option to use show choir to fulfill physical education requirements  
Opponent Testimony

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Dear Senator Terhar,

Mr. Chairman and other distinguished committee members, thank you for the opportunity to provide testimony for HB 166: EDUCD67 (Show Choir to fulfill physical education requirements). I come to you as a representative of OAHPERD and over 600 health and physical education professionals. I will present three points to justify a decision to stop the expansion of the physical education waiver to include show choir.

- 1) Physical Activity is NOT Physical Education. While show choir is physically active, it is not a suitable substitute for quality physical education.
- 2) Students must learn to be fit and physically active. Physical education is the only opportunity to learn how to be fit and physically active.
- 3) Credit flexibility already provides the opportunity for students to create flexibility in their schedule.

Obesity and chronic disease are the most common causes of death and disability with an economic impact of approximately \$56.8 billion per year<sup>1</sup>. Ohio is one of six states to have a significant increase in obesity rates from 2016 to 2017<sup>2</sup>. Ohio has the 11<sup>th</sup> highest obesity rate at 33.8%<sup>2</sup>. A third of 10-17 year olds are overweight and 18.6% are obese<sup>2</sup>.

**There is NO substitute for physical education.**

Physical activity and physical education are related but different terms. Physical activity is any bodily movement including sports, fitness, and daily activities such as chores, gardening, taking the stairs, and walking the dog. Physical Education is a course in school where students **learn** to be physically active. We agree show choir and the other currently accepted substitutes are physically active. We fully support and encourage students to engage in extra- and co-curricular activities. We believe engaged students are healthier, happier and successful. We are not here to argue the merits of any of these activities but want to clearly differentiate that all of these activities are physically active, but physical activity is not physical education.

Ohio is the only state with physical education standards, state-wide required assessments, a model curriculum and an indicator of success in achieving the standards on each school's report card. These tools have not only improved the quality of physical education in the state, but also make Ohio the nation's leader in quality physical education. Our high school students not only perform motor skills and movement patterns in sports and physical activities but also develop personalized lifetime health-

related fitness and physical activity plans; apply fitness concepts and biomechanical principles; and demonstrate personal and social responsibility. When you look at the list of outcomes that are assessed, it is tough to argue these are not relevant and essential skills to develop a health and successful future for Ohio.

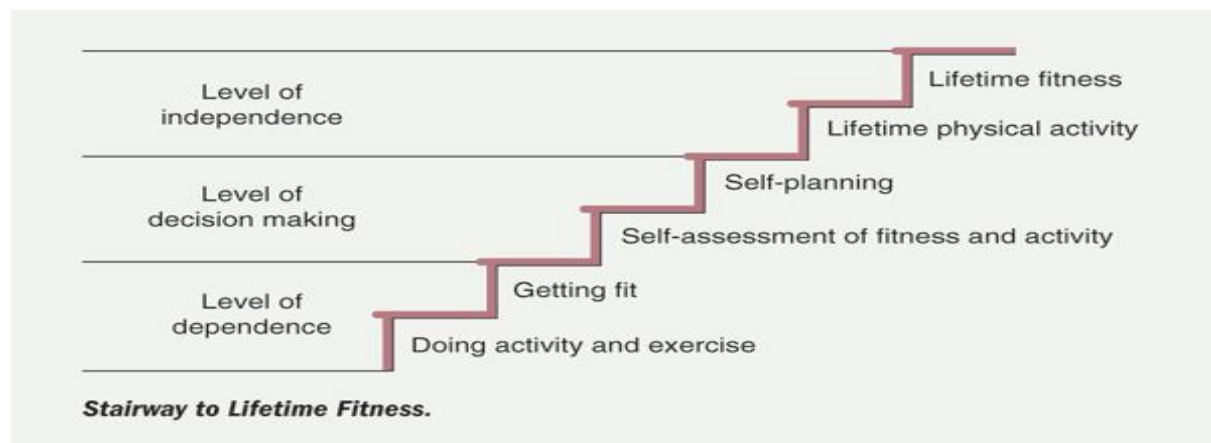
It would be short sighted to believe the essential knowledge, skills and behaviors needed for a lifetime physical activity can be achieved while also participating in two “seasons” of show choir. We also feel strongly that all of the current substitution/waiver activities (athletics, cheerleading, marching band and ROTC) are not substitutes for quality physical education. Both physical education and the activities for substitution *are* physically active, but only physical education achieves and assesses the following student learning outcomes:

	<b>Benchmark Description</b>	<b>Show Choir</b>	<b>Physical Education</b>
1A	Demonstrates specialized skills and movement in dance, fitness and physical activity	Maybe, but only for dance in Standard 1A.	<b>Yes</b>
1B	Demonstrates specialized skills in invasion, net/wall, strike/field and target games	<b>NO</b>	<b>Yes</b>
2A	Application of tactics & strategies	<b>NO.</b>	<b>Yes</b>
2B	Application of biomechanical principles	<b>NO</b>	<b>Yes</b>
3A	Develop a plan to participate in daily and lifetime physical activity	<b>NO</b>	<b>Yes</b>
3B	Develops a fitness plan for each component of fitness	<b>NO</b>	<b>Yes</b>
4A	Personal Responsibility	<b>NO</b>	<b>Yes</b>
4B	Social Responsibility	<b>NO</b>	<b>Yes</b>
5AB	Recognize the value of physical activity	<b>NO</b>	<b>Yes</b>

**What do students need for a lifetime physical activity?**

1. Skills (Standard 1A, 1B, 3A, 3B)
2. Knowledge (Standards 2AB, 3AB, and 5AB)
3. Positive experiences & value physical activity (Standards 4AB, 5AB)

To achieve a physically active lifestyle, our students must climb the “Stairway to Lifetime Fitness,” to move from dependence on others to motivate, manage, and dictate our physical activity or exercise, to an independent thinker and mover that values and engages in physical activity regularly.



*Athletics* can only take you to the level of “getting fit.” Show choir and marching band only have ability to “do” physical activity and exercise.

- Players in high school sports are still dependent on others (coaches or trainers) for how and when to exercise. *Physical education* can take you at least one level higher to the level of decision-making.
- Students in physical education have the knowledge and skills to be empowered to make the decision to be active and fit.

**Credit Flexibility.** OAHPERD’s recommendation would be to eliminate budget amendment EDUCD67 and to eventually eliminate the substitution waiver while emphasizing Credit Flexibility. We would encourage students and school districts to utilize credit flexibility for physical education credit instead of the substitution waiver. Credit Flexibility already provides an opportunity for students to pursue physical education credit outside of school hours. Credit Flexibility provides students with the opportunity to manage their busy schedules while also meeting the physical education academic content standards. Also, the student performance on these assessments in Credit Flexibility can be included in the on the school’s Physical Education Index on the local report card.

Using credit flexibility will reduce the workload of guidance counselors and administrators tracking student progress towards meeting all of the requirements of the substitution waiver. If a student demonstrates these benchmarks in Credit Flexibility, there is no need for a complex tracking system to identify the two seasons of participation and the substituted elective course for physical education. Each school currently has a Credit Flex plan for physical education, and it can be used as a tool to provide the opportunity for students to earn course credit in ways not limited solely to “seat time” or the walls of a school building. Using Credit Flexibility would make the substitution waiver for physical education impractical and redundant.

**Quality Physical Education is key to a healthy and physically active Ohio.**

Ohio is investing in healthy and successful students with new Ohio Department of Education Strategic Plan “Each Child, Our Future.” The proposed \$550 million from the Governor and the additional funding from HB 166 drive home the importance of student supports and wellness initiatives. Allowing show choir to substitute for physical education would run counter to all of the effort to ensure healthy students are prepared to be successful. The movement towards a healthier Ohio should not be stunted by expanding the physical education waiver through a misguided push to equate learning with just being active. Ohio should require all students complete the high school physical education requirement to demonstrate they possess the knowledge and skills to be physically active.