

To: Chair Rep. Doherty, Vice-Chairs Rep. Alonso Leon and Rep. Helt and members of the House Education Committee

From: Anne Nesse, former health care provider (RN), former K-12 public school teacher of combined 20 yrs., and Current Director <http://SustainableEconomiesNW.com>



I am testifying in favor of HB 2224 today to stress the importance of further defining the concept of social, emotional, mental, and physical health for the Oregon Public School System.

The following is a list of links that present evidence we may be leaving out, that is a significant part of our underlying knowledge of brain development in ALL young people, when we are redesigning our educational system in Oregon:

[We are forgetting the requirement for developing brains that require outdoor exercise and free play.](#)

The American Academy of Pediatrics has done hundreds of years of study on this topic: <https://pediatrics.aappublications.org/content/pediatrics/142/3/e20182058.full.pdf> The Power of Play (updated in 2018). Play and exercise are integrally related in many studies to stress management later in life. Because increased learning time spent doing outdoor play and exercise has been shown to increase student's resiliency later in life. And this has also been shown to help our children and youth in decreasing obesity rates, decreasing depression rates, decreasing addiction rates, and decreasing suicide rates (according to many studies).

I would recommend that ALL Bills relating to improving the mental, emotional, and physical health in Oregon, include this knowledge in pilot programs and grants. It is obvious that we are not educating robots, but human beings. You cannot just pour facts in. All developing young brains must be prepared to receive the facts. And of course the final result of an educated population, is not a collection of facts, but emotionally intelligent, problem solving adults.

A model based on the Finnish School system design: for every 1.5 hr. of instructional time, the students are given 30 minutes of outdoor play time and exercise. This system also does not overly emphasize testing (which is expensive to the state), and yet still ranks far better on international tests than the American system. (This is not related to continuing education, because all students in Finland are given that potential.): <https://news.stanford.edu/news/2012/january/finnish-schools-reform-012012.html>

TODAY in Oregon Public Schools the vast majority of students in our K-12 System of Education are allowed very little outside time to exercise, play, and learn social skills, and problems solving: This is very SAD in the often cloudy and gray climate of the school year and with the ever increasing amount of "screen time" student's consume.

- a. 16" morning recess
- b. 20" lunch recess
- c. Physical Education 1X a week for 25" in the Elementary School (Middle School and High School may be less)
- d. Current indoor creative play: Music 1X a week for 25" minute session (Elementary School, Art specialist only when locally funded in Elementary School (Middle School and High School varies greatly))