

Dear Chair Frederic, Vice-Chair Weber, and members of the Senate Committee on Education,

My name is Randy Robinson, and I'm a retired physical education teacher and wrestling coach. I spent 30 years teaching and coaching at Churchill High School in Eugene and now live in Sisters, Oregon where I help coach the Sister's Wrestling Team. I'm writing today to express my strong support for HB 3365 because I believe this bill reflects exactly what we as educators have always aimed to do—prepare students to live healthy, purposeful lives, no matter what challenges come their way.

For three decades, I taught students that **lifelong physical activity is essential for both mental and physical health**. It's not just about sports—it's about movement, discipline, routine, and resilience. It's about showing up for yourself every day, even when things are hard. And that's why I see HB 3365, which brings climate change education into Oregon's core academic standards, as a natural extension of what physical education is all about: **adapting and thriving through change**.

The students coming up today are facing a world we couldn't have imagined when I started teaching. Climate change is no longer an abstract idea—it's real, it's local, and it's already disrupting the way our young people live, learn, and move. If we want them to stay healthy, hopeful, and strong, we have to give them tools—not just facts—to understand and respond to these changes in a constructive way.

I've always told my students: **"It's all about attitude."** How we look at a problem determines how we face it. And we can't teach kids to have a positive, proactive attitude about climate change unless we also give them a deep understanding of the problem—and the power they have to do something about it. HB 3365 does just that.

By incorporating **place-based, age-appropriate, solution focused climate lessons** across core subjects and grades, this bill gives students from every part of Oregon—from cities like Eugene to rural areas like Sisters—the opportunity to see how their own community fits into the bigger picture. They'll learn how to **adapt their lifestyles**, make healthier choices, and build more resilient neighborhoods. And maybe most importantly, they'll learn that they're not helpless—that there are solutions, and they can be part of them.

Teaching students to look at climate change from multiple perspectives—science, health, economy, and even history—builds a mindset that's bigger than any one subject. It's the same mindset we try to build in physical education: persistence, teamwork, confidence, and action.

If we want healthy, hopeful, and engaged Oregonians in the future, we have to start by educating today's students with the reality they're inheriting and the tools they need to face it. HB 3365 is a step in that direction, and I urge you to support it.

It's all about attitude. Let's give our kids the knowledge and resilience they need to face tomorrow with confidence.

Sincerely,

Randy Robinson

Retired PE Teacher and Wrestling Coach

Churchill High School, Eugene

Resident of Sisters, Oregon