

HEALTH & WELL-BEING AUDIT

Name: _____ Grade: _____

INTRODUCTION

I wonder, is my classroom a happy space?

Am I a resilient learner?

A HEALTHY school is one where all members of the school work together to become healthy, happy learners and staff members.

Many schools in South Africa are challenged by countless issues that can contribute to poor health. Maybe learners come from disadvantaged backgrounds and struggle with food security or maybe there are issues in the community such as gangsterism or drug use.

- What health issues do you think affect your school?

The Department of Education endorses the idea of a health-promoting school that focuses on the following:

- Creating a safe and healthy environment for living, learning, and working.
- Building the necessary skills of all members of the school community.
- Strengthening interaction between the school and the surrounding community.
- Establishing a beautiful, useful garden in the environment.
- Improving nutritional status and learner performance.

HEALTH & WELL-BEING

Grade 8 - 11 Audit

- Addressing violence & conflict resolution.
- Implementing teenage life skills and HIV/AIDS plans.
- Developing safe and healthy school premises.
- Maintaining good standards of sanitation and clean water.

Is your school a HEALTHY school? There are many different factors that influence health.

To make it easier, we can break them down into the following groups:

H	Happy	A focus on mental health and well-being
E	Eat Well	Focus on healthy eating habits.
A	Attitude	A focus on a resilient attitude
L	Lifestyle	A focus on healthy exercise habits
T	Tomorrow	A focus on a healthy environment
H	Heart	A focus on creating healthy communities
Y	You	Change starts with you

ACTIVITIES**1. Let's get HAPPY!**

Do you think your classroom is a happy, safe space that promotes mental well-being?

- Let's do a simple audit to get an idea:

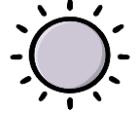
Happy – Mental Health		
Our school has a policy that addresses mental health issues within the school community.		2
Our school does not have a policy that addresses mental health issues within the school community.		0
Our classroom has a zero-tolerance bullying policy.		2
Our classroom does not have a bullying policy.		0
Staff can recognise and support mental health needs within the classroom.		2
Staff cannot recognise and support mental health needs within the classroom.		0
Educators listen to learners' issues and concerns.		2
Educators do not listen to learners' issues and concerns.		0
School leaders contribute to positive mental health in the school community.		2
School leaders do not contribute to positive mental health in the school community.		0
I feel safe in my classroom.		2
I do not feel safe in my classroom.		0
Total for mental health: (12)		



1



12



What does “HAPPY” really mean?

Did you know that happiness and well-being are not the same thing?

Happiness is a state of mind or mood. Nobody is happy all the time.

- Think of things that make you feel happy? They can be simple things such as chocolate or bigger things like family.

Well-being is “a state of being comfortable, healthy or happy” (Oxford English Dictionary). This is about finding meaning and purpose, finding connection in life, and feeling that overall, your life is positive.

- What factors do you think contribute to well-being?

Remember for most people happiness does not mean the same thing, but we can often find common ground in well-being.

For learners at school, a classroom needs to be a happy space that promotes well-being.

This means a classroom needs to be a safe space, suitable for learning that helps you find a purpose in life. It does not need to be a place where you go to laugh and have fun all the time (although there is certainly room for these too).

- Thinking about the audit above, what factors do you think contribute to well-being in the classroom?

How can we improve our classroom’s mental well-being?

There are some very simple exercises to improve mental well-being in the classroom. Why don’t you try a few of them?

Mindfulness.

Why don’t you start each day with a mindfulness exercise that helps you focus on the here and now - rooting you in the present:

- Write down two things for each statement:

I see	1.	_____
	2.	_____
I hear	1.	_____
	2.	_____
I smell	1.	_____
	2.	_____
I feel	1.	_____
	2.	_____

Positive Affirmation

A positive affirmation is a brief phrase, often repeated, that challenges a negative view or thought (basically if we say it enough times our brain starts to believe it).

Why doesn't each learner recite a positive affirmation each time they walk into the classroom? Examples include:

- I love myself.
- I am brave.
- I am proud of what I have achieved.
- I am capable.
- Today is going to be a good day.
- It is okay if I make mistakes.
- I am going to make today count.
- I am creative.
- I am enough.
- I am loved.
- I deserve happiness.
- I have a voice.
- My choices are my own.
- I am strong.

Even better recite an affirmation about a partner every day (maybe the person sitting next to you).

Encouragement Jar

Nobody has a good day every day, there are always times when we are going to need a bit of encouragement. Why don't you create an encouragement jar, filled with written encouragements that people can read when they are feeling down?

- Write a few words of encouragement for someone who is feeling down.

HEALTH & WELL-BEING

Grade 8 - 11 Audit

2. Eat Well

Eat Well	✓	
Lessons are taught about healthy eating.		2
Lessons are not taught about healthy eating		0
Sufficient time is given for students to eat lunch.		2
Insufficient time is given for students to eat lunch.		0
Learners have access to healthy foods.		2
Learners do not have access to healthy foods.		0
There is a feeding scheme for vulnerable learners.		2
There is no feeding scheme for learners.		0
Our tuckshop sells healthy foods.		2
Our tuckshop sells mostly unhealthy foods.		0
Drinking water is easily accessible to all school members.		2
Drinking water is not easily accessible to all school members.		0
Our school has a vegetable garden to grow healthy food.		2
Our school does not have a vegetable garden.		0
Our learners get a fruit/vegetable snack break during the day.		2
Our learners do not get a fruit/vegetable snack break during the day		0
Total for "Eat well": (16)		



1

16

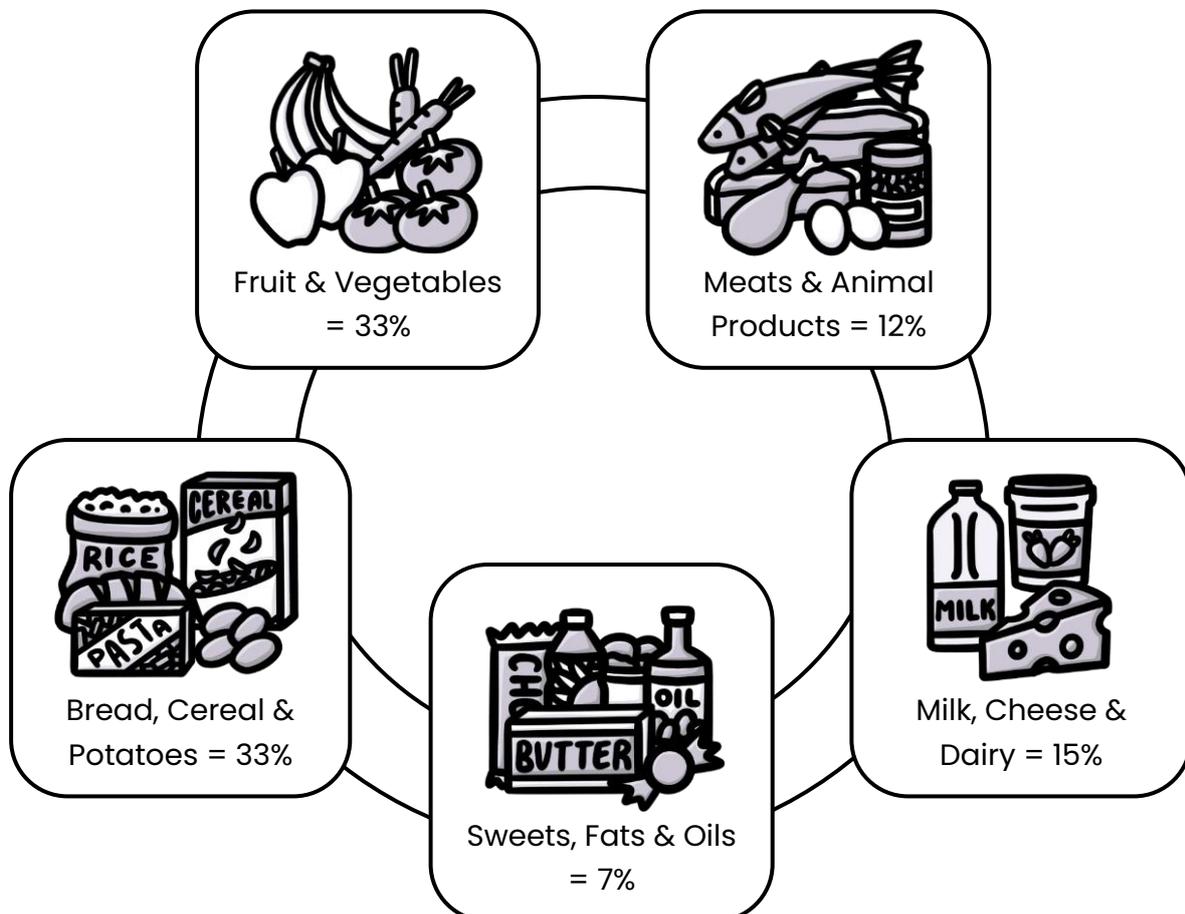


What does “eat healthy” really mean?

- How well did your school score in the healthy eating challenge? What were your weakest areas?

Did you know that eating well is not all about food?

We have all been told the basics about healthy eating.



HEALTH & WELL-BEING

Grade 8 - 11 Audit

We need to eat a variety of foods, make water our drink of choice, choose whole grains and eat plenty of fruits and vegetables.

- However, this is often easier said than done. In the table below, write some challenges to choosing and eating healthy food and then suggest a way to tackle these challenges.

A Challenge to Healthy Eating	Solution

Mindfulness does matter.

Another important aspect of eating is how you eat. There are huge benefits to being mindful of your eating habits, but what does mindful mean? Do the following exercise to figure it out.

- Answer the following questions, you have 1 minute (time yourself – no cheating):

When was the last time you ate? _____

Did you eat slowly or fast? _____

Were you distracted? _____

Did you eat with others? _____

When you ate were you hungry? _____

What did you eat? _____

What did you drink? _____

How long since you last ate before that? _____

What time did you eat? How much food did you eat? _____

How much did you have to drink? _____

- Did you find it easy to answer all those questions?

Being mindful of your eating habits means being aware of how, why, what, where, when, and how much you eat! Pay attention to your food, enjoy the flavour, the smell, and even the company at the meal.

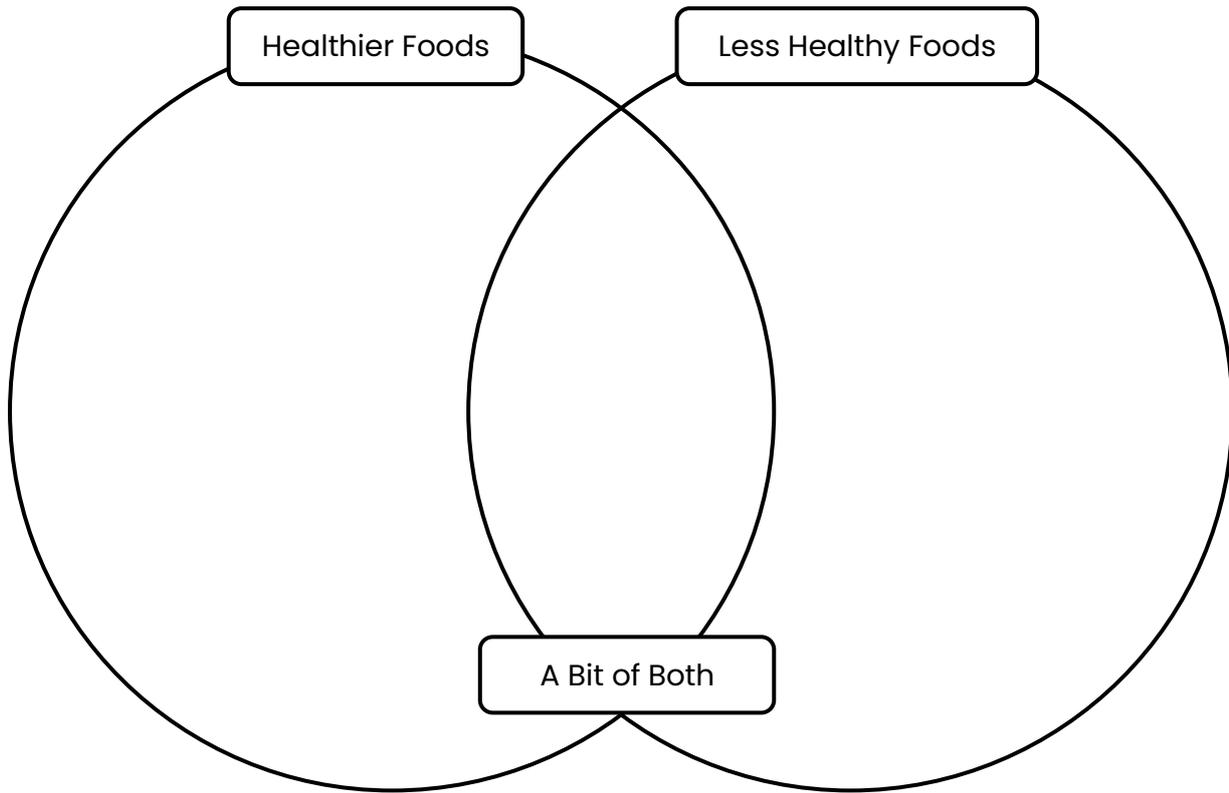
This can help you make positive choices around food and eating behaviours.

This is also why it is important for schools to provide sufficient time for learners to eat their meals.

Lunch boxes for health

Now it is time to examine our own food choices.

- Have a look in your own lunch boxes as well as a few class members. Assign the food to the following groups. Healthier, less healthy, and a little bit of both.
- Using a Venn diagram display your results.



- Did you and your group always agree on which foods belonged where? Why do you think this was?

3. Attitude

Fill in the audit below, to get an idea of your school's approach to resilience.

Attitude – Resilience	✓	
Our school fosters a growth mindset.		2
Our school does not foster a growth mindset.		0
Our school encourages challenges to be embraced and learned from.		2

HEALTH & WELL-BEING

Grade 8 - 11 Audit

Our school does not embrace challenges.		0
Learners are actively encouraged to offer views, ideas, and opinions		2
Learners are discouraged from offering views, ideas, and opinions		0
Learners are taught to reframe stress positively.		2
Learners are not taught to reframe stress positively.		0
Learners are encouraged to be problem solvers.		2
Learners are not encouraged to be problem solvers.		0
Learners are taught to focus on gratitude.		2
Learners are not taught to focus on gratitude.		0
Total for attitude: (12)		



1



12



- How did your school score? Does it focus on a growth mindset?

Let's face it, the world is constantly changing and sometimes that is scary.

- What changes in your world scare you?

You cannot stop change from happening or challenges being tossed in your direction, but you can adapt how you approach life. You have the power to influence the situation.

Your school should be actively encouraging this approach. This is a growth mindset:

When you face a challenge or change you need to:

1. Acknowledge (I failed my test)
2. Accept (It is okay to fail)
3. Embrace (I will be okay)
4. Growth (I will study harder next time)

You have officially embraced the growth mindset.

Can you think of some challenges that you have faced? Write the challenge down and think of some creative ideas to move forward.

- The challenge I faced:

- I have learnt:

- To move forwards I will do:

4. Lifestyle

Exercise is good for you. It helps improve fitness, builds stronger bones and muscles, controls weight, reduces symptoms of anxiety and stress, reduces your risk of developing health conditions such as diabetes, heart disease, and even some cancers. It can also boost your immune system, improve your concentration and it can even help improve your memory and brain processing. It is a definite no-brainer - we should all be exercising.

Does your school promote physical fitness? Complete the following audit to get an idea.

Lifestyle - exercise	✓	
Our school promotes sport and exercise.		2
Our school does not promote sport and exercise.		0
Physical activities are encouraged during break.		2
Physical activities are not encouraged during break.		0
Sufficient time is provided for physical play.		2
Inadequate time is provided for physical play.		0
Our school has sufficient equipment for sport.		2
Our school has insufficient equipment for sport.		0
All students are required to participate in at least one sport.		2
Students are not required to participate in sport.		0
Total for Lifestyle: (10)		



1



10



Classroom exercise

Why don't you set a classroom challenge? First, you need to get the baseline (this is the starting point) fitness level for three basics exercises, for everyone in the class (by everyone I mean EVERYONE- teacher included).

Please no judgement, everyone will start at a different fitness level.

How many sit-ups can you do in one minute?

How many push-ups can you do in one minute?

How many jumping jacks can you do in one minute?

Once you have your baseline, repeat the experiment every week for a term and see if your levels improve!

5. Tomorrow

"We do not inherit the earth from our ancestors, we borrow it from our children."- Native American Proverb

At the core of everything that we do, we should be mindful that our actions and every choice we make has an impact on the environment.

Does your school support a sustainable lifestyle?

- Complete the audit below to find out.

HEALTH & WELL-BEING

Grade 8 - 11 Audit

Tomorrow – Sustainable Living	✓	
Learners are taught about sustainable living.		2
Learners are not taught about sustainable living.		0
Learners and educators are environmentally literate (i.e., understand environmental issues).		2
Learners and educators are not environmentally literate.		0
The school ethos promotes the idea of “green citizens”.		2
The school ethos does not promote the idea of “green citizens”.		0
Our school tackles environmental issues (e.g., recycling to reduce waste).		2
Our school does not tackle environmental issues.		0
Total for “Tomorrow”: (8)		



1



8



We should all be attempting to tread lightly on the planet. All our communities are impacted by environmental issues. As a green citizen, you should be aware of these issues and using your growth mindset, think of creative ways to improve them.

- Name one environmental issue that affects your school.

HEALTH & WELL-BEING

Grade 8 - 11 Audit

- Suggest five ways that you can tackle the above issue.

6. Heart

"Life's most persistent urgent question is, what are you doing for others?"- Martin Luther King Jr

Being part of a community is important. It enables us to share experiences, build relationships, gives us a sense of belonging and an opportunity to interact and support one another. The diversity of skills in a community ensures that common goals can be successfully reached. How strong is your school's community?

- Complete the audit below to find out.

Heart – Healthy Communities	✓	
Our educators know their learners.		2
Our educators do not know their learners.		0
Class meetings are held to air issues.		2
No class meetings are held.		0
Students have a voice and are encouraged to share views and ideas.		2
Students do not have a voice and are not encouraged to share views and ideas.		0
Our class is working towards a common goal.		2

HEALTH & WELL-BEING

Grade 8 - 11 Audit

Our class is not working towards a common goal.		0
Parent participation is encouraged at all levels.		2
Parent participation is not encouraged.		0
Our school encourages community outreach.		
Our school does not encourage community outreach.		
Total for Heart: (12)		



1

12



We can always do more to embrace our community spirit.

Classroom Community

Here are some activities to improve community cohesion in your school, classroom, and your surrounding community.

1. Get to know a classmate - Human Bingo

- Ask each person to write down one fact about themselves.
- Shuffle all the facts.
- Each learner can take a fact - not their own.
- Learners need to try and identify the person who matches their fact.

2. Create a buddy tutor - system

Everyone needs a bit of help academically sometimes. Why not create a tutor list, with learners who are academically strong in certain subjects helping those who struggle?

3. Hold Weekly Class Meetings

Hold short meetings with the class every week to allow teachers and learners to touch base and discuss any issues.

4. Work towards a Shared Class Goal

Let your class decide on a class goal (for example cleaning all the litter off the fields for a month). Choose a reward and work together to achieve your set target

5. Get out into your community

Get your class out and support the community. Here are some good ideas to get you started:

- Stationery drives for underprivileged
- Pick up litter in your community
- Visit an old age home and read to the elderly
- Collect toiletries for the underprivileged
- Have a cake sale for a local charity
- Write to your local paper about an issue you feel strongly about
- Plant trees in your community
- Donate toys to a local hospital
- Make baby packs for new moms
- Start a local sports team
- Create a community library
- Start a literacy programme
- Have a teacher appreciation day

7. You

The change starts with you

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.”

– Margaret Mead.