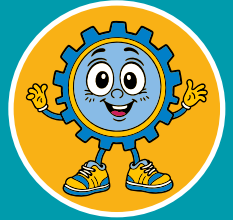




HEALTHIER TOGETHER

Empowering Youth Leaders Through Action and Connection



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA



Designed for ECD, Foundation and Intermediate Phase Learners

This activity guide easily adapts to meet the unique needs of early childhood development, ensuring engaging and age-appropriate learning!

A Practical Guide for Educators and Health Practitioners

2026 Wellness2Life HealthierTogether

Discover your school's commitment to a clean, safe, and happy environment through these six pillars.



Healthy Environment

Is our school clean, safe, and welcoming for all learners?
Let's ensure a healthy environment for everyone!



Hygiene and Sanitation

Do we have enough clean toilets and hand washing stations with soap?
Promoting good hygiene keeps us all healthy and happy!



Health and Nutrition

Are we eating nutritious meals and healthy snacks?
A clean kitchen and proper food storage ensure our food is safe and delicious!



Classroom Environment

Are our classrooms spacious, clean, and well-lit?
Comfortable learning spaces help us focus and succeed!
Class Rules.



Safety and Security

Is our school keeping everyone safe by protecting children. By securing school entrance, making playgrounds safe, and have emergency plans we can keep everyone protected!



Water Supply

Is our drinking water clean and safe? Saving water is important for our health and the environment!



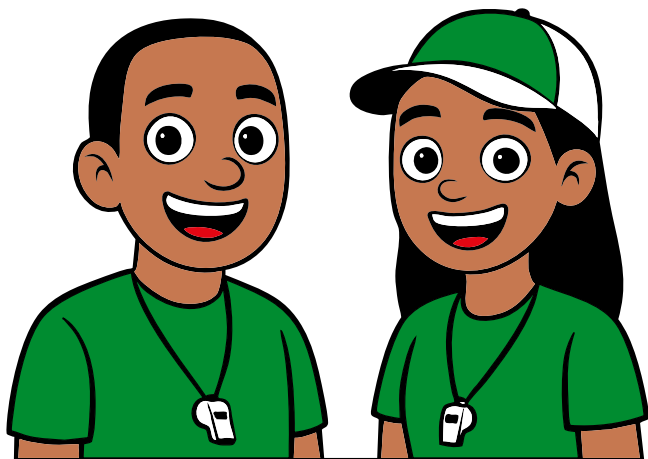
HealthierTogether is the Wellness2Life pillar that makes wellness visible in daily school life. It focuses on hygiene, safety, nutrition, oral health, emotional wellbeing, and inclusion; all critical to building safe, healthy, and joyful schools.

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INTRODUCTION

TO HEALTHIER
TOGETHER

This section equips you with the purpose, annual theme, and guiding framework to lead Healthier Together with clarity, inclusion, and participation at every level.



Purpose of the Toolkit

- The **Healthier Together Toolkit** is designed to help schools create safe, inclusive, and participatory environments where every learner: boys and girl learners with or without disabilities, and youth leaders can thrive.
- It provides six clear criteria for building healthier schools.
- Each criterion is linked to a Campaign Day that makes learning visible and practical.
- The toolkit ensures consistency across phases (ECD, Foundation, Intermediate) while allowing flexibility for local context.

Annual Theme

- **Theme for the Year:** *“Inclusion and Participation: Every Child Counts”*
- Every learner has a role in building a healthy school.
- **Special focus:** empowering both the boy child and girl child equally in leadership and participation.
- Schools must challenge stereotypes and ensure gender balance in all campaign day activities.
- LSEN schools and learners are fully included, with adaptations for disability and hearing-impaired learners.

Assemblies and Campaign Days

- Assemblies are the heartbeat of the programme: short, structured gatherings where learners reflect, pledge, and act.
- Campaign Days anchor each criterion in one visible activity per term.
- Outputs (posters, pledge walls, gardens, recycling bins) remain displayed for monitoring and celebration.
- Educators guide, youth leaders lead, and learners participate at their own level.

Youth Leader Selection and Responsibilities

- **Selection**
 - » Intermediate Phase learners chosen for responsibility, inclusion, and willingness to lead.
- **Responsibilities**
 - » Organise campaign day activities.
 - » Mentor younger learners (ECD and Foundation).
 - » Track participation (charts, pledge sheets).
 - » Ensure boys and girls are equally represented.
- **Leadership Skills Developed**
 - » Organisation, communication, teamwork, inclusion, and reflection.

Class Rules Linked to Wellness2Life Themes

Each class adopts rules aligned to the six Wellness2Life themes:

- **Build Your Team** Respect and teamwork.
- **Come to Play** Hygiene and dignity.
- **Stay in the Game** Healthy choices.
- **Look and List** Inclusion and kindness.
- **Use Your Voice** Safety and positive role models.
- **Plan, Goal Set, Prioritise (PGP)** Sustainability and responsibility.

Educator Framing

- **Educators play a guiding role**
 - » Frame each campaign day with a short impact statement.
 - » Use reflection prompts to deepen learning.
 - » Ensure age differentiation so ECD, Foundation, and Intermediate learners all contribute meaningfully.
 - » Watch for gender balance and LSEN inclusion in every activity.

Parent and Community Engagement

- Parents reinforce campaign themes at home (hygiene routines, healthy eating, water saving).
- Communities are invited by schools to support campaign days safely.
- Learners take *Home Link activities* to their families (pledges, snack swaps, water-saving tips).

District Monitoring

- District officials use a light-touch checklist during visits.
- Schools self-report with a one-page reflection form/survey per term.
- Monitoring suggestions focus on:
 - » Visible outputs (posters, pledge walls, gardens).
 - » Age differentiation (ECD, Foundation, Intermediate).
 - » Gender balance (boy child/girl child).
 - » LSEN inclusion.



Every learner has the right to learn in a safe and respectful environment where their wellbeing is protected.

What Safeguarding Means

- Safeguarding goes beyond physical safety. It means protecting learners from harm, abuse, and neglect, and ensuring they feel safe, heard, and respected.
- South African law and school policies place clear responsibilities on educators to act when concerns arise. Safeguarding is both a legal duty and a daily practice that supports learner wellbeing.

Prevention and Culture of Safety

Safeguarding also means building a school culture where learners:

- Feel safe to speak up.
- Know who to approach with concerns.
- See adults modelling respectful behaviour.
- Learn about their rights and how to protect them.

Educator Checklist

Do's

- Treat every learner with dignity and respect.
- Listen calmly and reassure if a learner shares a concern.
- Record facts clearly and accurately.
- Report concerns following school policy.
- Model respectful behaviour in all activities.

Don'ts

- Ignore signs of distress or harm.
- Investigate concerns yourself or ask leading questions.
- Share sensitive information with people not responsible for safeguarding.
- Dismiss or minimise a learner's disclosure.

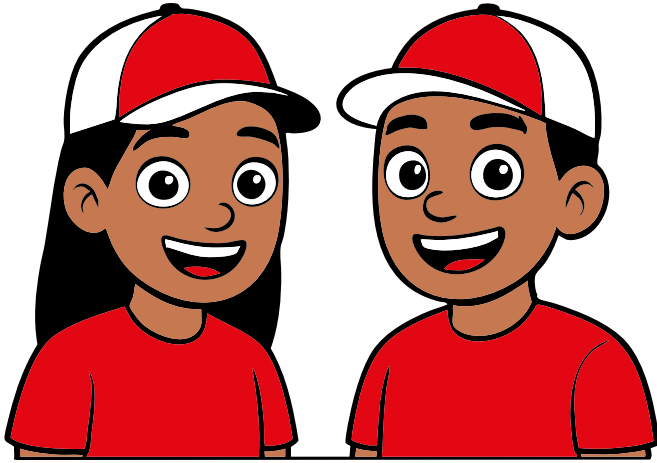
Safeguarding Process Flow

NOTICE	LISTEN	RECORD	REPORT	SUPPORT	FOLLOW UP
Observe carefully. Notice changes in behaviour, mood, or wellbeing and list concerns clearly.	Listen calmly and respectfully. Encourage learners to share their voice and feel heard.	Record facts accurately. Stay consistent and committed to safeguarding procedures.	Report concerns to the designated safeguarding lead. Work together to protect learners.	Model respectful, caring behaviour. Support learners with dignity and kindness.	Ensure concerns are acted on. Plan next steps, set goals, and prioritise learner safety.

YOUTH LEADER

SELECTION
PROCESS

This section guides educators in fairly selecting and supporting youth leaders, ensuring boys, girls, and LSEN learners all play visible roles in shaping campaign days and classroom culture.



Purpose

- Youth leaders are central to the Healthier Together programme. They don't just run campaign days; they help shape classroom culture, model inclusion, and grow leadership skills that benefit the whole school.

Selection Guidelines

- **Eligibility**
 - » Intermediate Phase learners (Grades 4–6).
- **Qualities to Look For:**
 - » Reliability and responsibility.
 - » Respectful behaviour and willingness to serve peers.
 - » Interest in health, inclusion, and participation.
- **Inclusion Rules:**
 - » Equal representation of boys and girls.
 - » At least one learner with a disability or LSEN representation where possible.
 - » Avoid selecting only 'top achievers' and focus on diversity and participation.

Roles and Responsibilities

- **Youth leaders are expected to:**
 - » **Organise Campaign Days:** Assign roles, prepare pledges, guide activities.
 - » **Mentor Younger Learners:** Support ECD and Foundation Phase learners in simple tasks.
 - » **Track Participation:** Use charts, stickers, or pledge sheets to monitor involvement.
 - » **Model Inclusion:** Ensure boys and girls share roles equally, challenge stereotypes.
 - » **Report Back:** Share reflections with educators after each campaign day.
 - » **Set Classroom Rules:** Work with educators and peers to draft rules linked to Wellness2Life themes.

Youth Leaders and Classroom Rules

- **Youth leaders help set rules that connect everyday behaviour to the six Wellness2Life themes (See examples provided):**
 - » **Build Your Team** "We respect each other and work together."
 - » **Come to Play** "We keep ourselves clean and healthy."
 - » **Stay in the Game** "We make safe, healthy choices."
 - » **Look and List** "We include everyone and stop bullying."
 - » **Use Your Voice** "We speak up for safety and fairness."
 - » **Plan, Goal Set, Prioritise (PGP)** "We take care of our school and plan ahead."

- **Process**

- » Educator introduces the theme.
- » Youth leaders guide a short class discussion.
- » Learners suggest rules; youth leaders write them down.
- » Class votes on final rules.
- » Rules are displayed on a poster or pledge wall.

- **This makes rules learner-owned and strengthens youth leader authority.**

Leadership Skills Developed

- **Through their role, youth leaders grow in:**
 - » Organisation and planning.
 - » Communication and teamwork.
 - » Responsibility and accountability.
 - » Inclusion and equity awareness.
 - » Reflection and problem-solving.
 - » Rule-setting and governance skills (linking classroom culture to health and dignity).



Educator Support

- **Educators guide youth leaders by:**
 - » Providing clear instructions before each campaign day.
 - » Checking that roles and rules are fairly distributed.
 - » Using reflection prompts to deepen leadership learning.
 - » Encouraging boys and girls equally to take visible leadership roles.
 - » Supporting LSEN youth leaders with adapted tasks (visual aids, buddy systems, accessible roles).

Parent and Community Link

- **Parents:** Encourage youth leaders at home by recognising their role and reinforcing classroom rules.
- **Communities:** Celebrate youth leaders during campaign days and Celebration Day (school-based only).
- **Home Link:** Youth leaders share one classroom rule with their family and explain why it matters.



District Monitoring

- **Officials check during visits:**
 - » Were youth leaders selected fairly (boys/ girls, LSEN inclusion)?
 - » Are youth leaders visible in campaign day leadership?
 - » Are classroom rules displayed and linked to Wellness2Life themes?
 - » Are leadership skills being reinforced (organisation, mentoring, reflection)?

HEALTHY CLASSROOM RULES

Where Respect and Inclusion Come Alive



Every classroom has rules, but in Wellness2Life, rules aren't just about discipline.

They're about belonging, kindness, and healthy choices. Our Class Rules are designed to be visible, joyful, and age-appropriate, so learners see them not as restrictions but as daily reminders of unity and respect.

Think of them as the "heartbeat" of your classroom: simple statements that learners can understand, repeat, and live out together. They connect directly to the six Wellness2Life themes, giving you a ready-made language to reinforce inclusivity and wellbeing every day.

Our Shared Vision

Classrooms become places where every learner belongs.

Educators lead with kindness and clarity.

Learners grow in respect, resilience, and responsibility.

Communities see classrooms as safe, welcoming spaces.

How the Rules Work in Practice

Assemblies

Youth leaders highlight one or two rules each week in the build-up to Celebration Day.

Classrooms

Rules are displayed and revisited during Closing Circles.

Celebration Day

Rules shine in the 45-minute HealthierTogether slot; from ECD songs to Foundation posters to Intermediate pledges.

Inclusivity

Rules flex with S.T.E.P. so every learner can participate in activities.



ECD CLASS RULES



WE...

**USE OUR VOICE TO
SAY KIND WORDS
EVERY DAY.**



WE...

**COME TO PLAY BY
JOINING IN AND
SHARING TOYS.**



WE...

**BUILD THE TEAM
WHEN WE HELP OUR
FRIENDS TIDY UP.**



WE...

**WE LOOK AND LIST
WHEN WE NOTICE
SOMEONE NEEDS
HELP.**



WE...

**STAY IN THE GAME
BY TRYING AGAIN,
EVEN IF IT'S HARD.**



WE...

**WE PRIORITISE AND
PLAN BY WASHING
OUR HANDS BEFORE
SNACK TIME**





FOUNDATION PHASE CLASS RULES



WE ...

USE OUR VOICE TO
SPEAK RESPECTFULLY
AND LISTEN TO
OTHERS.



WE ...

COME TO PLAY
BY INCLUDING
EVERYONE IN GAMES
AND GROUP WORK.



WE ...

BUILD THE TEAM
WHEN WE SHARE
RESPONSIBILITIES IN
CLASS.



WE ...

LOOK AND LIST
WHEN WE NOTICE
UNSAFE OR UNKIND
BEHAVIOUR AND TELL
AN ADULT.



WE ...

STAY IN THE GAME
BY LEARNING FROM
MISTAKES AND
KEEPING ON.



WE ...

PLAN AND PREPARE
BY GETTING OUR
BOOKS AND SNACKS
READY FOR THE DAY.



INTERMEDIATE PHASE CLASS RULES



WE ...

USE OUR VOICE
TO STAND UP FOR
KINDNESS AND
FAIRNESS.



WE ...

COME TO PLAY BY
COMMITTING TO
SAFE PARTICIPATION
IN ACTIVITIES.



WE ...

BUILD THE
TEAM WHEN WE
SUPPORT PEERS
AND CELEBRATE
INCLUSIVITY.



WE ...

LOOK AND LIST BY
SPOTTING RISKS
AND SUGGESTING
SOLUTIONS.



WE ...

STAY IN THE GAME
BY SHOWING
RESILIENCE WHEN
CHALLENGES ARISE



WE ...

PLAN AND PREPARE
BY SETTING GOALS
FOR HEALTHY HABITS
AND TEAMWORK.



WHY THE HEALTHY SCHOOLS PILLARS MATTER?



The six Healthier Together pillars are central to building safe, healthy, and joyful schools. Each criterion addresses a social topic learners face daily, from hygiene and nutrition, to safety, inclusion, and environmental care.

By linking these topics to visible Campaign Day activities, schools make wellness practical, measurable, and inclusive.



The six pillars are your roadmap to turning social topics into visible action, guiding youth leaders, empowering every learner, and making wellness part of daily school life.

How Educators Should Use This Section

Each criterion is presented in a universal template that ensures clarity and consistency across phases. Educators should use the criteria as both:

- **Lesson frameworks** Guiding reflection, discussion, and rule-setting.
- **Campaign Day plans** Producing visible outputs (posters, pledges, gardens, recycling bins) that can be monitored and celebrated.

The template includes:

- Impact statement (why the topic matters).
- Definition (educator reminder).
- Campaign Day activity (step-by-step).
- Age differentiation (ECD, Foundation, Intermediate).
- Inclusion and participation focus (boy child/ girl child, LSEN adaptations).
- Educator prompts (reflection questions).
- Parent & community engagement.
- Celebration Day link.
- District monitoring checklist.

Educator Anchor Prompts

Use these guiding questions to frame each criterion:

- “What social issue are we addressing today, and why does it matter?”
- “How will youth leaders guide learners in this activity?”
- “How are we ensuring boys, girls, and LSEN learners are equally included?”
- “What visible output will show our commitment to this criterion?”

Role of Youth Leaders



Youth leaders are central to the success of each criterion. Educators should:

- Introduce the criterion in assembly with the impact statement.
- Brief youth leaders on their responsibilities (organising, mentoring, tracking participation).
- Support youth leaders in setting classroom rules linked to Wellness2Life themes.
- Encourage reflection after each campaign day to strengthen leadership skills.

This ensures campaign days are learner-driven and not educator-heavy, while building leadership capacity in both boys and girls.



These 10 tips will help create a safe and supportive environment for physical activities, ensuring the well-being of both learners and educators.



Inspect Environment

Before starting any activity, check the area for hazards like broken glass, uneven surfaces, or wet spots.



Proper Attire

Ensure all learners wear appropriate clothing and footwear. Girls should have suitable attire that allows for safe movement and comfort.



Buddy System

Regularly inspect and maintain all equipment. Ensure it is safe and appropriate for the activity and age group.



Use of Equipment

Regularly inspect and maintain all equipment. Ensure it is safe and appropriate for the activity and age group.



Hydration

Encourage learners to stay hydrated, especially during intense physical activities. Provide regular water breaks.



Supervision

Maintain active supervision throughout the activity. Keep an eye on all learners to ensure they are following safety protocols.



Emergency Procedures

Be prepared with a first aid kit and know the emergency procedures. Ensure learners are aware of what to do in case of an injury.



Clear Instruction

Provide clear, concise instructions (IDEAL) for each activity. Demonstrate proper techniques to prevent injuries.



Warm Up Activities

Regularly inspect and maintain all equipment. Ensure it is safe and appropriate for the activity and age group.



Cool-Down Activities and Reflection in Closing Circle

End with a cool-down activity to gradually lower heart rates and stretch muscles. Use this time for reflection within the Closing Circle.

Learner Safety

We are calling on all our District Officials to **Use their Voice** to remind schools about the importance of safety within schools. Principals and Educators are to **Look and List** their school environments and ensure they are up to standard. **Stay in the Game** by **protecting the most vulnerable in our schools** by ensuring that they do not suffer due to violence, exploitation and/or abuse.



Learners seeking advice, support or wanting to report any abuse, can call the Child Helpline Number.



Anchor dates connect each criterion to a national or international observance. They give educators and youth leaders a clear timeline, build momentum toward Celebration Day, and ensure learners see their actions as part of a bigger movement.

Recommendations for Integration

- **Assemblies:** Use South African public holidays (Human Rights Day, Youth Day, Women's Day, Heritage Day) as opportunities to reinforce Healthier Together themes.
- **Campaign Days:** Align visible outputs (posters, pledge walls, gardens, recycling bins) with both global anchor dates and national holidays.
- **District Monitoring:** Ensure reflection forms note observance of both anchor dates and relevant public holidays.
- **Community Engagement:** Invite parents and local partners to participate during national observances (e.g., Heritage Day for inclusion, Freedom Day for dignity).



South African Public Holidays 2026	
Date	Holiday
1 January (Thu)	New Year's Day
21 March (Sat)	Human Rights Day
3 April (Fri)	Good Friday
6 April (Mon)	Family Day
27 April (Mon)	Freedom Day
1 May (Fri)	Workers' Day
16 June (Tue)	Youth Day
9 August (Sun)	National Women's Day
10 August (Mon)	Public Holiday (Women's Day observed)
24 September (Thu)	Heritage Day
16 December (Wed)	Day of Reconciliation
25 December (Fri)	Christmas Day
26 December (Sat)	Day of Goodwill

Anchor Dates by Pillar		
Pillar	Anchor Date(s)	Connection
Healthy Environment	World Environment Day (5 June) / Local "School Clean-Up Week"	Reinforces pride in clean, safe schools and environmental responsibility.
Hygiene & Sanitation	World Oral Health Day (20 March) / National Oral Health Month (September) / Global Handwashing Day (15 October)	Links oral hygiene and handwashing routines to global and national awareness campaigns.
Health & Nutrition	World Food Day (16 October)	Connects healthy eating and food security to global nutrition awareness.
Classroom Environment	Human Rights Day (21 March, SA) / Anti-Bullying Week (November)	Reinforces inclusion, kindness, and dignity in classrooms.
Safety & Security	International Day Against Drug Abuse and Illicit Trafficking (26 June)	Highlights safe choices, safeguarding culture, and community protection.
Water Supply	World Water Day (22 March)	Builds awareness of water saving and environmental sustainability.



SCHOOL CLEAN-UP CAMPAIGN

A clean school shows respect for learners, builds pride in their environment, and strengthens dignity.



Campaign Day Activity

Definition (Educator Reminder)

- *Healthy environments are safe, welcoming spaces where learners thrive academically and socially. A clean, organised school reflects care for learners and sets the tone for respect and responsibility.*

Name of the Day

Clean and Proud Day

Campaign Day Activity		
Activity Instructions	Preparation	- Youth leaders announce the campaign day in assembly. - Educators assign clean-up zones (classrooms, playgrounds, corridors).
	Materials	Bags, gloves, or simple bins (if available).
	Action	- Learners tidy their assigned areas. - Youth leaders lead a short pledge: "We keep our school clean because we respect ourselves and others." - Foundation learners create posters to display in classrooms.
	Output	- Posters and pledge walls displayed in corridors. - Clean classrooms/playgrounds visible to all.
	Leadership Role	Youth leaders organise teams, assign roles, and mentor younger learners. They track participation using a simple chart (ticks or stickers).
Age Differentiation (Phase Contributions)	ECD	Pick up paper with buddies, sing a "Clean Up" song.
	Foundation Phase	Create "Clean Classroom" posters, join clean-up circles.
	Intermediate Phase	(Youth Leaders): Lead the clean-up drive, assign roles, collect pledges, mentor younger learners.
Inclusion and Participation Focus	Focus	- Boys and girls share roles equally in clean-up teams. - Challenge stereotypes (e.g., cleaning is "for girls").
	Reflection prompt	"How did boys and girls work together today?"
Educator Prompts	"How does keeping our school clean show respect for ourselves and others?" "What did we learn about dignity today?" "How can we keep this habit going every day?"	
LSEN Adaptations (S.T.E.P.)	Space	Assign smaller, accessible clean-up zones.
	Task	Pair learners for support.
	Equipment	Use simple, inclusive tools (bags, gloves, bins).
	People	- Assign "Clean-Up Champions" to support disability and hearing-impaired learners. (Visual pledge walls and pictograms ensure hearing-impaired learners can participate equally.)

Campaign Day Activity		
Parent & Community Engagement	Parent Role	Reinforce tidiness at home; join clean-up day as helpers.
	Home Link Activity	Learners pledge to keep their home space clean and share a drawing/photo of how they helped.
Celebration Day Link		- Posters displayed in corridors. - Pledges read aloud by youth leaders. - Photos of clean-up day shared during the showcase.
District Monitoring (Light-Touch)	Observation Checklist	- Are clean-up outputs visible (posters, pledge walls)? - Did ECD, Foundation, and Intermediate learners contribute? - Are boys and girls equally represented? - Are LSEN adaptations visible? - Self-Reporting: One-page reflection form noting campaign day held, outputs created, inclusion focus.



BRIGHT SMILES AND CLEAN HANDS

Healthy habits like brushing teeth and washing hands protect dignity, prevent illness, and build bright futures.



Campaign Day Activity

Definition (Educator Reminder)

Personal and oral hygiene are daily routines that keep learners healthy, confident, and ready to learn. These habits must be consistent and visible:

- *Brush teeth twice a day (morning and evening) with fluoride toothpaste for two minutes.*
- *Wash hands with soap and water:*
 - *Before and after eating.*
 - *Before and after using the toilet.*
 - *After playing outside or touching shared surfaces.*

Name of the Day

Bright Smiles and Clean Hands

Campaign Day Activity		
Activity Instructions	Preparation	- Youth leaders announce the day in assembly. - Educators cue the “Brush with Colgate” song from the Bright Smiles toolkit.
	Materials	Soap, water, toothbrushes (if available).
	Action	- Learners sing the “Brush with Colgate” song with actions (circle brushing, morning/evening routine). - Learners practice the 6 steps of handwashing (palms, between fingers, back of hands, thumbs, wrists, rinse). - Foundation learners draw posters showing hygiene routines.
	Output	- Song performed in assembly or class. - Demonstrations repeated in classrooms. - Posters displayed to reinforce hygiene habits.
	Leadership Role	Youth leaders organise teams, assign roles, and mentor younger learners. They track participation using a simple chart (ticks or stickers).
Age Differentiation (Phase Contributions)	ECD	Sing the Colgate song with actions, practice handwashing with bubbles.
	Foundation Phase	Draw posters showing brushing and handwashing routines.
	Intermediate Phase	(Youth Leaders): Lead demonstrations, explain why brushing twice daily and washing hands before/after eating and toilet use is critical.
Inclusion and Participation Focus	Focus	- Boys and girls demonstrate hygiene routines equally. - Challenge stereotypes (e.g., hygiene is “for girls”).
	Reflection prompt	“How did we all share responsibility for hygiene today?”
Educator Prompts		“Why do we brush our teeth twice a day with fluoride toothpaste?” “Why must we wash our hands before and after eating, and after using the toilet?” “How do these habits protect our dignity and health?”
LSEN Adaptations (S.T.E.P.)	Space	Provide accessible handwashing areas.
	Task	Pair learners for support.
	Equipment	Use visual aids (pictograms for hearing-impaired learners).
	People	Assign “Hygiene Champions” to support LSEN learners.

Campaign Day Activity		
Parent & Community Engagement	Parent Role	Reinforce brushing twice daily and handwashing routines at home.
	Home Link Activity	Learners teach their family the Colgate song and demonstrate brushing and handwashing steps.
Celebration Day Link		- Song performed by all learners. - Posters showcased by Foundation learners. - Youth leaders lead hygiene demonstrations during the showcase.
District Monitoring (Light-Touch)	Observation Checklist	- Was the Colgate song taught and performed? - Were brushing and handwashing steps demonstrated? - Did ECD, Foundation, and Intermediate learners contribute? - Are boys and girls equally represented? - Were LSEN adaptations visible? - Self-Reporting: One-page reflection form noting campaign day held, outputs created, inclusion focus.



HEALTHY PLATE AND/OR LUNCHBOX DAY

Healthy eating builds strong bodies, bright minds, and joyful learners, whether we grow food together or pack it into our lunchboxes.



Campaign Day Activity

Definition (Educator Reminder)

- *Healthy nutrition is a foundation for learning, growth, and wellbeing. Learners should understand that:*
 - *Food gives energy to play, think, and learn.*
 - *Different foods support different parts of the body.*
 - *Drinking water keeps the body alert and ready.*
 - *Reducing sugary foods and soft drinks helps prevent plaque, gum disease, and poor concentration.*
- *School food gardens and healthy lunchboxes are practical ways to make nutrition visible and achievable.*

Name of the Day

Healthy Plate OR Lunchbox Day

Campaign Day Activity

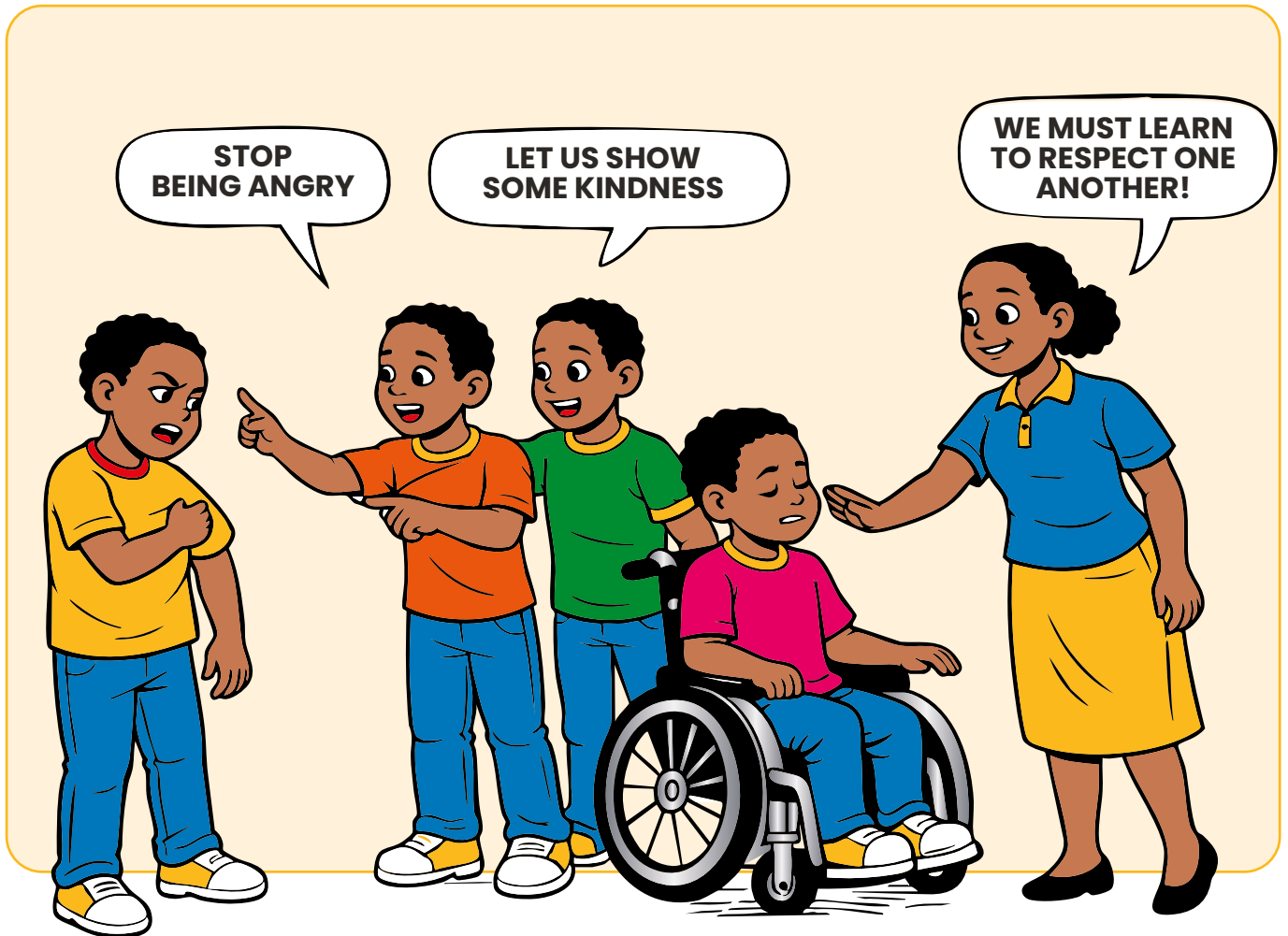
Activity Instructions	Preparation	• Option A: School Food Garden » Learners plant seedlings in a small school garden space. » Youth leaders explain how gardens provide fresh food and teach responsibility. » Foundation learners draw posters showing healthy meals and garden plants. » Intermediate learners track growth and reflect on food choices. • Option B: Healthy Lunchbox » Learners look at a lunchbox (real or illustrated) and list what they see. » Youth leaders show how to build a balanced lunchbox: » Energy food (starch). » Growth food (protein). » Fresh food (fruit/vegetables). » Water. » Educators highlight reducing sugary snacks and soft drinks. » Foundation learners draw posters of balanced lunchboxes. » Intermediate learners reflect on choices and share one small change they can try.
	Output	• Posters displayed in classrooms. • Garden seedlings or lunchbox charts visible in corridors.
	Leadership Role	• Youth leaders organise teams, assign roles, and mentor younger learners. They track participation using a simple chart (ticks or stickers).
Age Differentiation (Phase Contributions)	ECD	• Notice foods, name colours, connect food to play and rest.
	Foundation Phase	• Draw posters showing balanced meals or garden plants.
	Intermediate Phase	• (Youth Leaders): Lead planting and setup of food gardens or lunchbox discussions, track participation.
Inclusion and Participation Focus	Focus	• Boys and girls share roles equally in planting or poster-making. • Challenge stereotypes (e.g., gardening or cooking is “for girls”).
	Reflection prompt	• “How did we all contribute to healthy eating today?”

Campaign Day Activity		
Educator Prompts		• “Why is growing food at school important for our health?” • “How does reducing sugary drinks protect our teeth and gums?” • “What small change can we make in our daily meals?”
LSEN Adaptations (S.T.E.P.)	Space	• Provide accessible gardening areas or poster stations.
	Task	• Pair learners for support.
	Equipment	• Use pictograms for food groups / or seed allocations
	People	• Assign “Nutrition Champions” to support LSEN learners.
Parent & Community Engagement	Parent Role	• Reinforce healthy eating at home (fruit snacks, less sugary drinks).
	Home Link Activity	• Learners share one healthy food choice with their family and explain its benefit.
Celebration Day Link		• Posters showcased by Foundation learners. • Seedlings or lunchbox displays presented. • Youth leaders lead chants or reflections on healthy eating.
District Monitoring (Light-Touch)	Observation Checklist	• Were garden seedlings or lunchbox outputs created? • Did ECD, Foundation, and Intermediate learners contribute? • Are boys and girls equally represented? • Were LSEN adaptations visible? • Self-Reporting: One-page reflection form noting campaign day held, outputs created, inclusion focus.



RESPECT AND INCLUSION

Bullying harms dignity and belonging. Respect, kindness, and inclusion build safe classrooms where every learner thrives.



Campaign Day Activity

Definition (Educator Reminder)

- *Bullying is repeated, intentional behaviour that causes harm to another learner.*
- *It is not a single conflict or disagreement, but a pattern of behaviour that undermines dignity, safety, and belonging.*

Name of the Day

Respect and Inclusion Day

Campaign Day Activity

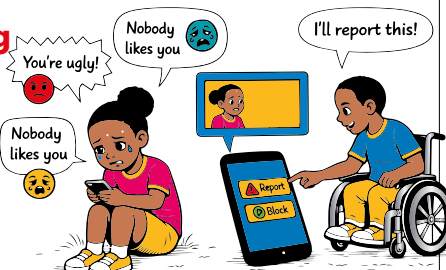
Overview	Forms of Bullying	- Physical bullying: hitting, pushing, tripping, damaging belongings. - Verbal bullying: insults, threats, name-calling, mocking. - Social/relational bullying: exclusion, spreading rumours, isolating peers, manipulating friendships. - Cyberbullying: harmful messages, posts, or images shared online or via devices.	
	Impacts of Bullying	- On the learner being bullied: fear, anxiety, loss of confidence, poor concentration, absenteeism. - On the learner who bullies: reliance on power, lack of empathy, risk of disciplinary action. - On bystanders: confusion, guilt, fear of becoming the next target, silence that reinforces the bullying. - On the classroom: unsafe environment, reduced participation, breakdown of trust.	
	Responsibilities	Educators	Create safe spaces, model respect, intervene early, and guide reflection.
		Youth Leaders	Act as role models, speak up against bullying, support peers, and encourage inclusion.
		Learners	- Practice kindness, report bullying, and include others in play and learning. Key Message for Learners: Bullying is not acceptable in any form. Every learner has the right to feel safe, respected, and included. Inclusion means actively welcoming others, not just avoiding harm.
Activity Instructions	Preparation	- Youth leaders announce the day in assembly. - Educators prepare a “Types of Bullying” chart (paper, chalkboard, or recycled card).	
	Materials	Paper, crayons, chalk.	
	Action	- Youth leaders explain the four types of bullying with examples. - Learners discuss how bullying makes people feel and how inclusion changes the classroom. - Foundation learners draw posters showing friendship and kindness. - Intermediate learners role-play positive responses: speaking up, supporting peers, reporting bullying.	

Campaign Day Activity		
	Output	• “Types of Bullying” chart displayed in classrooms. • Posters showing inclusion and friendship. • Role-play demonstrations performed in assembly or class.
	Leadership Role	• Youth leaders facilitate discussions, lead role-plays, and mentor younger learners in identifying bullying behaviours.
Age Differentiation (Phase Contributions)	ECD	• Share friendship stories, draw pictures of playing together.
	Foundation Phase	• Draw posters showing kindness and inclusion.
	Intermediate Phase	• (Youth Leaders): Lead role-plays, explain bullying types, guide reflection.
Inclusion and Participation Focus	Focus	• Boys and girls share roles equally in discussions and role-plays. • Challenge stereotypes (e.g., leadership is “for boys”).
	Reflection prompt	• “How did we show respect and inclusion today?”
Educator Prompts		• “What are the different types of bullying we see in schools?” • “How does bullying make learners feel?” • “What can we do to stop bullying and include everyone?” • “What small act of kindness can we practice every day?”
LSEN Adaptations (S.T.E.P.)	Space	• Provide accessible seating and participation options.
	Task	• Pair learners for support in role-plays.
	Equipment	• Use pictograms or visual cards for inclusion themes.
	People	• Assign “Inclusion Champions” to support LSEN learners.
Parent & Community Engagement	Parent Role	• Reinforce respect and kindness at home.
	Home Link Activity	• Learners share one act of kindness they did at home.
Celebration Day Link		• Posters and “Types of Bullying” chart displayed. • Role-plays performed by youth leaders. • Reflection shared during the showcase.
District Monitoring (Light-Touch)	Observation Checklist	• Was the “Types of Bullying” chart created? • Did ECD, Foundation, and Intermediate learners contribute? • Are boys and girls equally represented? • Were LSEN adaptations visible? • Self-Reporting: One-page reflection form noting campaign day held, outputs created, inclusion focus.

RESPECT AND INCLUSION

Bullying harms dignity and belonging. Respect, kindness, and inclusion build safe classrooms where every learner thrives.

TYPES OF BULLYING AND THE IMPACT ON LEARNERS

Type	Examples	Impact on Learners	Postive Response
Physical 	Hitting, pushing, tripping, damaging belongings	Fear, injury, loss of confidence	Speak up, report to educator, protect peers
Verbal 	Name calling, insults, threats, mocking	Anxiety, sadness, poor concentration	Use respectful language, support the learner, challenge insults
Social / Relational 	Excluding others, spreading rumours, isolating peers	Loneliness, loss of belonging, poor participation	Invite excluded learners, stop rumours, encourage teamwork
Cyber-Bullying 	Harmful messages, posts, or images shared online	Stress, humiliation, fear of technology use	Report harmful content, block/send to educator, promote safe online use

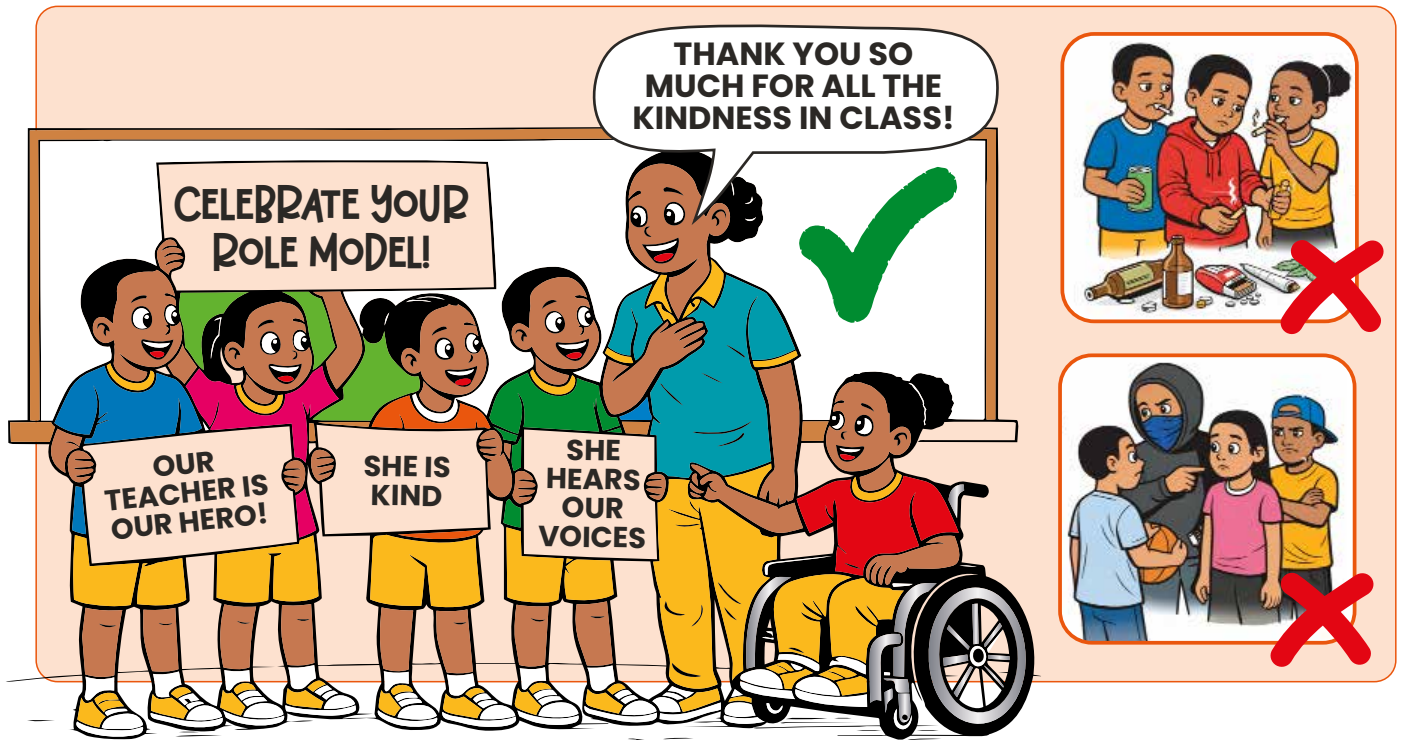
Which type of bullying do we see most often, and how can we respond together?

Educator Guidance	Youth Leader Roles
• Display this chart in classrooms or assemblies. • Use it as a discussion starter: ask learners to give real-life examples they've seen. • Reinforce that all forms of bullying are unacceptable. • Encourage learners to practice positive responses and reflect on how inclusion changes the classroom.	• Present the chart during assemblies. • Lead role-plays showing each type of bullying and the positive response. • Mentor younger learners by modelling respect and inclusion.
Reflection Prompt	
"Which type of bullying do we see most often, and how can we respond together?"	



LET'S MAKE SAFE CHOICES

Safe choices protect our health and future. Saying no to drugs and gangs means saying yes to sports, friendship, positive role models and opportunity.



Campaign Day Activity

Definition (Educator Reminder)

- *Substance abuse and gang involvement are major risks to learner safety and wellbeing. Educators should help learners understand:*
- **Substance Abuse**
 - *Misuse of alcohol, tobacco, cannabis, or pills damages health, concentration, and behaviour.*
 - *Leads to poor school performance, absenteeism, and long-term health problems.*
- **Gang Involvement**
 - *Gangs use intimidation, violence, and exclusion to gain power.*
 - *Learners may be pressured to join for "protection" or belonging, but gangs limit opportunities and increase risk of harm.*
- **Positive Role Models**
 - *Learners to understand that following positive role models, activities such as sport etc, enables them to make safe choices.*

Name of the Day

Safe Choices through Positive Role Models Day

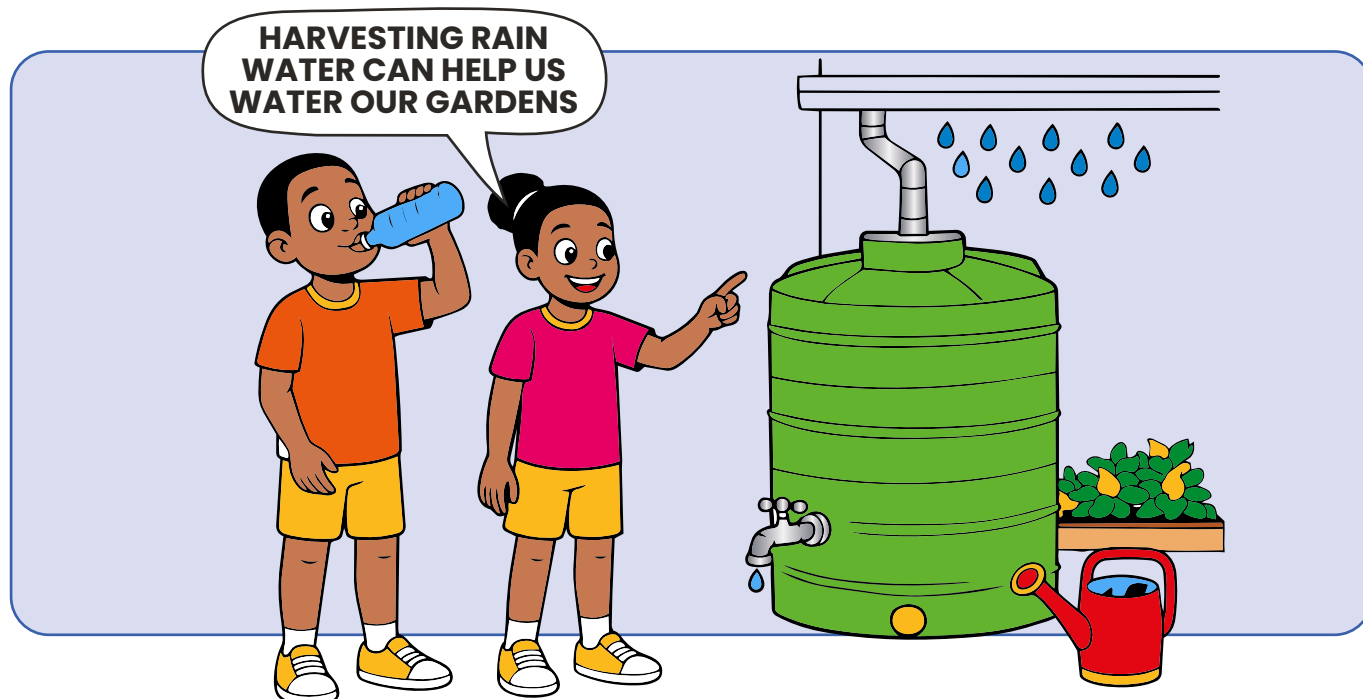
Campaign Day Activity			
Overview	Impacts	• On learners: Poor health, fear, loss of confidence, reduced participation. • On classrooms: Unsafe environment, breakdown of trust, disruption of learning. • On communities: Violence, exclusion, and loss of positive role models	
	Responsibilities	Educators	• Create safe spaces, model healthy choices, and guide reflection.
		Youth Leaders	• Act as role models, speak up against peer pressure, and promote positive alternatives.
		Learners	• Practice refusal skills, choose safe friendships, and get involved in sports and creative activities. • Key Message for Learners: Drugs and gangs are not safe, not healthy, and not acceptable. Every learner has the right to a safe environment and positive opportunities.
Activity Instructions	Preparation	• Youth leaders announce Safe Choices Day in assembly. • Educators prepare a “Safe vs Unsafe Choices” chart (paper, chalkboard, recycled card).	
	Materials	• Paper, crayons, chalk.	
	Action	• Youth leaders explain examples of safe choices (sports, study, friendship, teamwork) vs unsafe choices (drugs, gangs, violence). • Foundation learners draw posters showing safe friendships and healthy activities. • Intermediate learners role-play refusal skills: saying “no” to peer pressure, choosing sports or study instead.	
	Output	• “Safe vs Unsafe Choices” chart displayed in classrooms. • Posters showing safe activities. • Role-play demonstrations performed in assembly or class.	
	Leadership Role	• Youth leaders facilitate discussions, lead role-plays, and mentor younger learners in practicing refusal skills.	
Age Differentiation (Phase Contributions)	ECD	• Share stories about safe play and friendship.	
	Foundation Phase	• Draw posters showing safe choices.	
	Intermediate Phase	• (Youth Leaders): Lead role-plays, explain refusal skills, guide reflection.	

Campaign Day Activity		
Inclusion and Participation Focus	Focus	- Boys and girls share roles equally in posters and role-plays. - Challenge stereotypes (e.g., gangs are “for boys”).
	Reflection prompt	“How did we choose safe friendships today?”
Educator Prompts		“What are safe choices we can make every day?” “How do drugs and gangs harm learners?” “What can we say or do when someone pressures us to join unsafe activities?” “Which positive role models inspire us to make safe choices?”
LSEN Adaptations (S.T.E.P.)	Space	Provide accessible seating and poster stations.
	Task	Pair learners for support in role-plays.
	Equipment	Use pictograms for safe vs unsafe choices.
	People	Assign “Safety Champions” to support LSEN learners.
Parent & Community Engagement	Parent Role	Reinforce safe choices at home (healthy activities, positive friendships and positive role models).
	Home Link Activity	Learners share one safe choice they made at home or in their community.
Celebration Day Link		- Posters and “Types of Bullying” chart displayed. - Role-plays performed by youth leaders. - Reflection shared during the showcase. - Do a positive role model day, where learners nominate an educator who they feel is a positive role model and the reason why?
District Monitoring (Light-Touch)	Observation Checklist	- Was the “Safe vs Unsafe Choices” chart created? - Did ECD, Foundation, and Intermediate learners contribute? - Are boys and girls equally represented? - Were LSEN adaptations visible? - Self-Reporting: One-page reflection form noting campaign day held, outputs created, inclusion focus.



WATER AND WASTE WISE DAY

Clean water and recycling protect our health and our planet. Harvesting water and re-using materials show learners how small actions make a big difference.



Campaign Day Activity

Definition (Educator Reminder)

- *Environmental health in schools is about safe water and sustainable practices. Learners should understand:*
 - **Clean water:** Safe drinking water keeps learners healthy, focused, and ready to learn.
 - **Water harvesting:** Collecting rainwater in tanks or containers helps schools save water and use it for cleaning, gardens, or sanitation.
 - **Recycling:** Re-using materials like paper, plastic, and cans reduces waste and protects the environment.
 - **Impacts of poor practices:** Dirty water, litter, and waste lead to illness, unsafe play areas, and loss of dignity.
 - **Positive outcomes:** Clean drinking water, visible recycling stations, pride in school, and healthier learners.
- **Key Message for Learners:** Water is life. Recycling gives waste a new life. Clean schools protect everyone.

Name of the Day

Water and Waste Wise Day

Campaign Day Activity		
Activity Instructions	Preparation	- Youth leaders announce Water & Waste Wise Day in assembly. Or a paint / decorate bins - Educators prepare a “Water & Recycling Station” (bucket or tank for water collection, bins labelled Paper, Plastic, General Waste).
	Materials	Recycled paper, cans, plastic bottles, chalk, posters.
	Action	- Learners practice filling a water container (symbolic water harvesting). - Foundation learners draw posters showing clean water and recycling. - Intermediate learners lead a “Recycling Relay” – teams race to sort items correctly. - Educators highlight how clean water and recycling protect health and dignity.
	Output	- Water harvesting container displayed in school. - Recycling Station visible in classrooms or corridors. - Posters showing clean water and recycling.
	Leadership Role	Youth leaders facilitate water harvesting demonstrations, lead recycling relay, paint and decorate bins, and/or mentor younger learners in clean water habits.
Age Differentiation (Phase Contributions)	ECD	Practice pouring water safely, and/or put litter in bins.
	Foundation Phase	Draw posters showing clean water and recycling, or paint bins.
	Intermediate Phase	(Youth Leaders): Lead water harvesting demo, recycling relay, and reflection.
Inclusion and Participation Focus	Focus	- Boys and girls share roles equally in water and recycling activities. - Challenge stereotypes (e.g., cleaning is “for girls”).
	Reflection prompt	“How did we protect water and keep our school clean today?”
Educator Prompts	“Why is clean water important for our health?” “How can we harvest water at school?” “What happens when we recycle instead of throwing things away?”	
LSEN Adaptations (S.T.E.P.)	Space	Provide accessible water and recycling stations.
	Task	Pair learners for support in pouring or sorting.
	Equipment	Use pictograms for recycling categories and water use.
	People	Assign “Eco Champions” to support LSEN learners.
Parent & Community Engagement	Parent Role	Reinforce clean water habits at home (boiling water, safe storage).
	Home Link Activity	Learners share one water-saving or recycling action they tried at home.

Campaign Day Activity		
Celebration Day Link	• Clean water hydration demonstration, showing learners the importance of drinking clean water and keeping hydrated. • Recycling Relay performed by youth leaders. • Paint and decorate recycling bins. • Reflection shared during the showcase.	
District Monitoring (Light-Touch)	Observation Checklist	• Was a water harvesting demo or container created? • Was a recycling station set up? • Did ECD, Foundation, and Intermediate learners contribute? • Are boys and girls equally represented? • Were LSEN adaptations visible? • Self-Reporting: One-page reflection form noting campaign day held, outputs created, inclusion focus.



HEALTHIER TOGETHER

Example of Educator Monitoring and District Checklist

School Information			
School Name		IEMS #	
District			
Date of Activity			
Pillar / Criteria			
Educator Monitoring - Classroom Level			
Focus Area	Yes / No	Notes / Evidence	
Activity held on an anchor date (or aligned day)			
Age differentiation applied (ECD, Foundation, Intermediate)			
Boys and girls equally represented			
LSEN adaptations visible (S.T.E.P.)			
Youth leaders actively involved			
Low-resource outputs created (charts, posters, role-plays, stations)			
Reflection prompts used with learners			
District Monitoring - Light Touch			
Observation Point	Yes / No	Notes / Evidence	
Campaign day activity visible (posters, charts, stations, etc.)			
Educator prompts used to guide discussion			
Parent / community engagement noted			
Celebration Day showcase included outputs			
Self-reporting form submitted			
Reflection			
Educator Reflection (1-2 sentences):			
Youth Leader Reflection (1-2 sentences)			
District Official Notes			
School Signature, Designation and Stamp	School Representative	School Stamp	



SAFETY IS AT THE FOREFRONT OF ALL SCHOOL ACTIVITIES



**This section compliments the six pillars by
embedding daily safety practices into the rhythm
of school life.**

SCHOOL SAFETY AND SECURITY

A safe school environment is the foundation of dignity, learning, and wellbeing. Safety is not a once-off campaign; it is a daily practice that protects learners physically, emotionally, and socially. Every educator, learner, and community member shares responsibility for maintaining secure, supervised, and hazard-free spaces.

Definition (Educator Reminder)

- **Safety and security in schools means:**
 - » Controlled access to the premises.
 - » Secure fencing and intact boundaries.
 - » Safe playgrounds and sports fields.
 - » Clear evacuation plans and fire safety equipment.
 - » Visible signage for toilets, admin blocks, and emergency exits.
 - » Road safety practices for learners traveling to and from school.
 - » A safeguarding culture where learners feel safe to speak up.

Educator Guidance

- **Daily Vigilance:** Inspect entrances, playgrounds, classrooms, and sports fields for hazards.
- **Emergency Preparedness:** Ensure evacuation plans are practiced and fire extinguishers serviced.
- **Supervision:** Maintain adult presence during breaks, transitions, and sports activities.
- **Safeguarding Protocol:** Notice, listen, record, report, support, and follow up.
- **Inclusion:** Adapt safety measures for LSEN learners (buddy systems, accessible routes, visual cues).
- **Role Modelling:** Demonstrate respectful, calm behaviour in all interactions.

Emergency Contact Numbers (Quick Reference)

Service	Number
Childline South Africa	116
SAPS Emergency	10111
Ambulance / Medical Emergency	10177
GBV Command Centre	0800 428 428
Lifeline (Counselling & Support)	0861 322 322
Department of Education (District)	[Insert local district number]

These numbers must be displayed in staff rooms, reception areas, and educator handbooks.

Reflection Prompts for Educators

- “Are our entrances and exits secure and supervised?”
- “Do learners know who to approach if they feel unsafe?”
- “Are our playgrounds and sports fields inspected weekly?”
- “Do LSEN learners feel equally protected in safety planning?”
- “Are emergency numbers visible and accessible to all staff?”

District Monitoring Quick Checklist (Aligned to Health Policy)

- Access controlled (locked gates, visitor register).
- Perimeter fenced and intact.
- Playground and sports field safe and maintained.
- Evacuation plan in place and practiced.
- Fire extinguishers accessible and serviced.
- Signage displayed (toilets, admin block, exits).
- Road safety practices reinforced.
- Evidence of safeguarding culture (posters, reflection forms, emergency contacts).

Parent and Community Role

- Parents reinforce safety routines at home (safe travel, reporting concerns).
- Communities support safe school environments (neighbourhood watch, facility repairs).
- Learners take home “Safety Pledges” to share with families.

UNDERSTANDING



BUILDING AN INCLUSIVE EDUCATION SYSTEM

Health Policy Alignment Note

Schools ensure Healthier Together activities are embedded within existing school policies, including Health and Safety, HIV & AIDS, Drug and Substance Abuse, Tobacco, Communicable Diseases, and First Aid. These policies should be accessible to all stakeholders and mediated through assemblies, staff meetings, and SBST agendas.

SBST Integration Note

The School-Based Support Team (SBST) should integrate Healthier Together into its agenda and minutes. Campaign day reflections, learner participation data, and safeguarding concerns should be captured and reviewed to strengthen whole-school health promotion.

The Gauteng Department of Education (GDE) requires every school to establish a School-Based Support Team (SBST). The SBST is the mechanism through which schools implement inclusive education and respond to barriers to learning. It fits into the broader provincial and national framework by ensuring that learner support, safeguarding, and health promotion are coordinated at school level, and escalated to district or provincial structures when needed.

Community Partnerships Note

Schools are encouraged to link Healthier Together pillars to partnerships: for example: with local services, including the Department of Health and Social Development, SAPS, NGOs etc. These partnerships reinforce campaign day outputs and provide referral pathways for psychosocial

Purpose of SBST

- Identify and address barriers to learning (academic, social, health, disability, psychosocial).
- Coordinate support services within the school (educators, health practitioners, social workers).
- Implement SIAS Policy (Screening, Identification, Assessment and Support) – a national policy that GDE enforces in schools.
- Ensure inclusion of learners with special educational needs (LSEN) and vulnerable learners.

Composition

- **Chairperson:** Usually the Principal or a member of the School Management Team (SMT).
- **Members:** Educators, school health coordinator, life orientation teachers, and sometimes community representatives.
- **Linkages:** Works closely with district-based support teams (DBST) and external partners (Department of Health, Social Development, NGOs).

Roles in Practice

- **Safeguarding & Health Promotion:** Aligns with GDE's Health Promoting Schools accreditation tool – ensuring hygiene, safety, nutrition, and psychosocial support are embedded.
- **Policy Implementation:** Ensures school policies on HIV/AIDS, drug abuse, first aid, and safety are mediated and accessible.
- **Monitoring & Reporting:** Keeps records of learner data (pregnancy, substance abuse, orphans, disabilities) and submits reports to district officials.
- **Referral System:** Refers learners to external services (SANCA, clinics, social workers) when school-level support is insufficient.

SBST vs. District Role	
Level	Responsibility
School (SBST)	• Day-to-day learner support, safeguarding, health promotion, capturing data, coordinating educators.
District (DBST)	• Provides specialist support, training, and resources to schools; monitors SBST functionality.
Provincial (GDE)	• Sets policy, provides accreditation tools, ensures compliance with SIAS and inclusive education mandates.

GDE HEALTH PROMOTING SCHOOLS ACCREDITATION TOOL

Name of the School				EMIS Number
Physical Address				
Telephone Number				
Fax				
Name of the Principal				
School HPS Coordinator				
Number of Educators	Total	Total Male	Total Female	Total Other
Number of General Assistants	Total	Total Male	Total Female	Total Other
Number of Learners	Total	Total Male	Total Female	Total Other
District Official/ s	Total	Total Male	Total Female	Total Other
Health				
Environmental Health	Total	Total Male	Total Female	Total Other
Overall School Safety				
Environmental Health	Total	Total Male	Total Female	Total Other
Chemicals				
Education	Total	Total Male	Total Female	Total Other
Dept. of Social Development	Total	Total Male	Total Female	Total Other
School Safety	Total	Total Male	Total Female	Total Other
Date of the first visit				
Requirements	1= Not Yet Achieved	2= Partially Achieved	3= Satisfactory	4= Outstanding

Environment and Safety		1	2	3	4
1.1	Is the environment clean, safe, and supportive?				
2.	Are the classrooms conducive to teaching and learning?				
2.1.	Is there adequate space in the classroom for learners to move freely?				
2.2	Is there adequate furniture?				
2.3	Is there sufficient ventilation?				
2.4	Is there enough lighting?				
2.5	Cleanliness of classrooms.				
2.6	Windows, floors, doors status, exposed wiring.				
2.7	Are HPS (Health promoting skills) infused in the curriculum?				
2.8	Are IEC (Information, Education and Communication) materials (e.g., posters) displayed in the classrooms?				
3.	Hygiene and Sanitation				
3.1	Is there adequate ablution?				
3.2	Is it functional?				
3.3	Does the school have hand washing facilities?				
3.4	Is the sewage system intact, no leaks or spillages (pit, flush etc.)				
	How does the school promote personal hygiene?				
3.5	Is there toilet paper and handwashing soap?				
3.6	Does the school have adequate hand washing facilities?				
3.7	Refuse disposal: type / bins				
3.8	Recycling programme in place?				
3.9.	Is there a sick bay for boys and for girls?				
4.	Water supply and safety				
4.1	Is the water clean and safe for drinking purposes?				
COMMENTS					

Nutrition		1	2	3	4
5.1	Cleanliness of the kitchen.				
5.2	Does the school have a Certificate of Acceptance?	Yes		No	
5.3	Is food storage sufficient?				
5.4	Menu displayed	Yes		No	
5.5	Menu nutritious and supplemented by food garden / donations				
5.6	Cleanliness of the tuck shop / vendor stalls				
5.7	Did vendors undergo any training on food handling?				
5.8	Sales of vendors approved/ monitored				
5.9	Type of food sold (tuck shop/ vendors)				
5.10	Is there space / room reserved for learners to sit and eat lunch?	Yes		No	
5.11	Safety precautions e.g., Fire extinguisher; Posters				
5.12	Evidence that Fire extinguishers was serviced	Yes		No	
COMMENTS					

General Safety and Security		1	2	3	4
6.1	Is access to the school controlled? (e.g., gates always locked, access register)				
6.2	School perimeter fenced and fencing intact.				
6.3	Playground's condition.				
6.4	Greening of the environment				
6.5	Evacuation Plan in place?				
6.6	Fire extinguisher accessible and in good working order?				
6.7	Signage displayed e.g., toilets, admin block				
6.8	Road safety practiced?				
COMMENTS					

Policies		1	2	3	4
7.1	The vision and mission of the school; does it incorporate HPS activities?				
7.2	Are HPS activities in cooperated in the School Improvement Plan				
7.3	Does school have a school health calendar / HPS activities plan				
7.4	Does the school have a Health and Safety Policy?				
7.5	HIV & AIDS				
7.6	Drug and Substance Abuse				
7.7	Tobacco				
7.8	Code of Conduct (Learners & Staff)				
7.9	Communicable Diseases				
7.10	First Aid				

Policies		1	2	3	4
7.11	Are policies accessible to all stakeholders?				
7.12	Are policies mediated and implemented?				
7.13	Is there evidence of policies mediated to the school community?	Yes		No	
COMMENTS					

General Safety and Security		1	2	3	4
8.1	Is the School Base Support Team functional				
8.2	Is there a functional School Health sub-committee within SBST or within any available structure in the school?				
8.3	Is there evidence of meeting held in the form of an agenda, minutes of meeting and attendance register, where social ills were discussed?				
8.4	Is learner data captured? E.g., pregnancy, substance abuse, orphans etc.	Yes		No	
8.5	Does the school have a list of call centres and organisations providing psychosocial support?	Yes		No	
8.6	Is there a list of selected learners from different grades (learners who were experiencing barriers to learning) referred for health screening? Referral psychosocial	Yes		No	
COMMENTS					

Skills Development		1	2	3	4
9.1	Staff Development Plans include health related matters.				
9.2	Evidence of implementation as indicated in the Staff Development Plan.				
9.3	Evidence of monitoring and support within the school.				
	Learner development				
9.4	Learner performance in the school				
9.5	Healthier choices				
9.6	Learner participation in school health programmes.				
9.7	Learner behaviour (recorded incidents)				
9.8	Are there any Peer Programmes in place?				
9.9	Is there a community skills development programme?				
9.10	Are learners actively engaged in physical activity e.g., mass-based activities, Ke- Moja, Educational Health talks, indigenous games, inter schools' competition.				
COMMENTS					

Community / Parental Involvement		1	2	3	4
10.1	Is the SGB committed to health promoting activities in the school?				
10.2	Does the rest of the school community support health activities/ programmes in the school?				
10.3	Are community leaders involved in health promoting activities? (Ward councillors youth leaders etc.				
COMMENTS					

Services		1	2	3	4
11.	Does the school work in partnership with the following?				
11.1	Department of Health and Social Development				
11.2	Department of Agriculture & Rural Development				
11.3	Department of Water Affairs and Forestry				
11.4	Department of Safety and Security (SAPS)				
11.5	NGOs and FBOs				
11.6	Referral Systems e.g., SANCA				
11.7	Sports, Arts and Recreation				
11.8	Department of Transport				
11.9	Municipality (Local government)				
COMMENTS					

RECOMMENDATIONS

AUTHORISATION - FULL NAMES PLEASE

Accreditation Date		
Signed Principal/Educator		Date
	Name and Surname	
Signed Education Official		Date
	Name and Surname	
Signed Health Official		Date
	Name and Surname	
Signed Environmental Health		Date
	Name and Surname	
Signed Environmental Health		Date
	Name and Surname	
Signed Department of Social Development		Date
	Name and Surname	
Signed School Safety		Date
	Name and Surname	
School Stamp		



PROGRAMME PARTNERS



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA



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