



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Iechyd a Lles (2)

ECAD5012

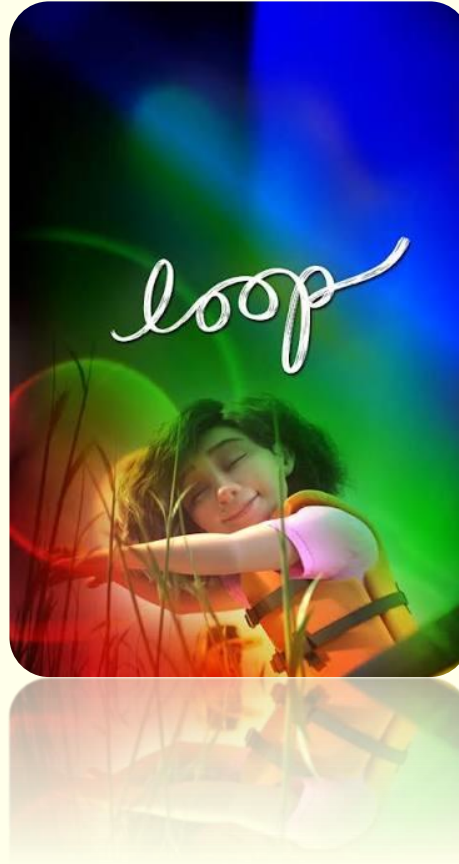
Health and Wellbeing (2)



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Nod y sesiwn

Defnyddio ffilm fer fel cyfrwng i ymgysylltu dysgwyr i ystyried datganiad *'Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn nhw yn effeithio ar ein hiechyd meddwl a'n lles emosiynol'*.



Session aims

Use a short film as a way to engage learners to consider the statement *'How we process and respond to our experiences affects our mental health and emotional well-being'*.

AagD

Cytuno/Anghytuno Continwmm

Dangos datganiadau:

Mae pawb yn cyfathrebu yn yr un modd.
Mae'n hawdd deall sut mae pobl eraill yn teimlo.
Mae ffrindiau da bob amser yn debyg i'w gilydd.

Mae disgyblion yn sefyll ar hyd continwmm o
"Cytuno'n Gryf" i "Anghytuno'n Gryf" ac yn
cyfiawnhau eu safbwynt

AfL

Agree/Disagree Continuum

Display statements:

- Everyone communicates in the same way.
- It's easy to understand how other people feel.
- Good friends are always similar to each other.

Pupils stand along a continuum from "Strongly Agree" to "Strongly Disagree" and justify their position



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Beth ydych chi'n meddwl y byddwch chi'n ei weld
pan yn gwylio'r clip? Disgrifiwch y cymeriadau a'r lleoliad?
Ble a phryd y lleolwyd y darn?



What do you think you will see when you watch?
What do you think the setting or characters might look like?
Where, and when, is this film set?



Gwyllo clip...

Watch a clip...

AagD

Olrhain Meddwl

Oedwch y ffilm a gofynnwch:

"Beth allai Marcus fod yn ei feddwl ar hyn o bryd?"

"Beth allai Renée fod yn ei feddwl ar hyn o bryd?"

Mae plant yn cofnodi meddyliau ar fyrddau gwyn bach.

Ffocws AagD: Deall cymhelliant cymeriad.

AfL

Thought Tracking

Pause the film and ask:

"What might Marcus be thinking right now?"

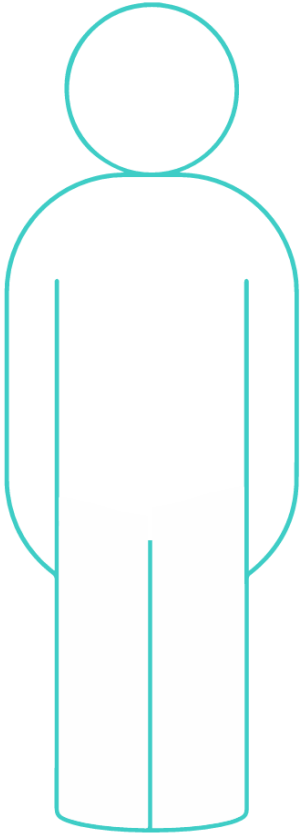
"What might Renée be thinking right now?"

Children record thoughts on mini-whiteboards.

AfL Focus: Understanding character motivation.

Ysgrifewch ar y ffigwr isod

- Nodwch **emosiynau'r** cymeriad tu mewn i siap y person
- Nodwch deimladau a meddyliau'r cymeriad tu fewn i'r siap ac yna ffeithiau ar y tu allan. Dylai'r hyn ry'ch chi'n ei nodi o ran ffeithiau gyd-fynd gyda'r geiriau ar y tu fewn.



Annotate the figure below

- Add the **emotions** that you had on the **inside** of the figure.
- Thoughts and feelings of the character go inside the character outline and facts about them go outside the outline. Each word outside will normally correlate with a word inside (so the character is doing this because they feel that).



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Gwyllo ychydig mwy! Watch a little more!

Taflen Waith Ditectif

Defnyddiwch yr ysgogiadau canlynol i ddarganfod beth bynnag a allwch am y ffilm.

Ffilm am beth yw hi?

Pam eich bod chi'n meddwl hyn?

Pa gliwiau sydd gennych? Lluniadwch luniau a'u hanodi neu'u disgrifio.

Sut ydych chi'n meddwl y bydd yn dod i ben?

Activity sheet

Film in a Fortnight

Detective Worksheet

Use the following prompts to find out what you can about the film.

What do you think the film is about?

Why do you think this?

What clues do you have? Draw pictures and annotate them or describe them.

How do you think it will end?



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Gwyllo'r ffilm i'r diwedd

Watch to the end of the film

AagD

Gwiriad Emoji

Ar wahanol adegau mae disgyblion yn dewis emoji i'w ddangos:

Sut mae Marcus yn teimlo?

Sut mae Renée yn teimlo?



Mae disgyblion yn cyfiawnhau eu dewisiadau.

Ffocws AagD: Llythrennedd emosiynol a chasgliad.

AfL

Emoji Check-In

At different points pupils select an emoji to show:

- How Marcus feels
- How Renée feels

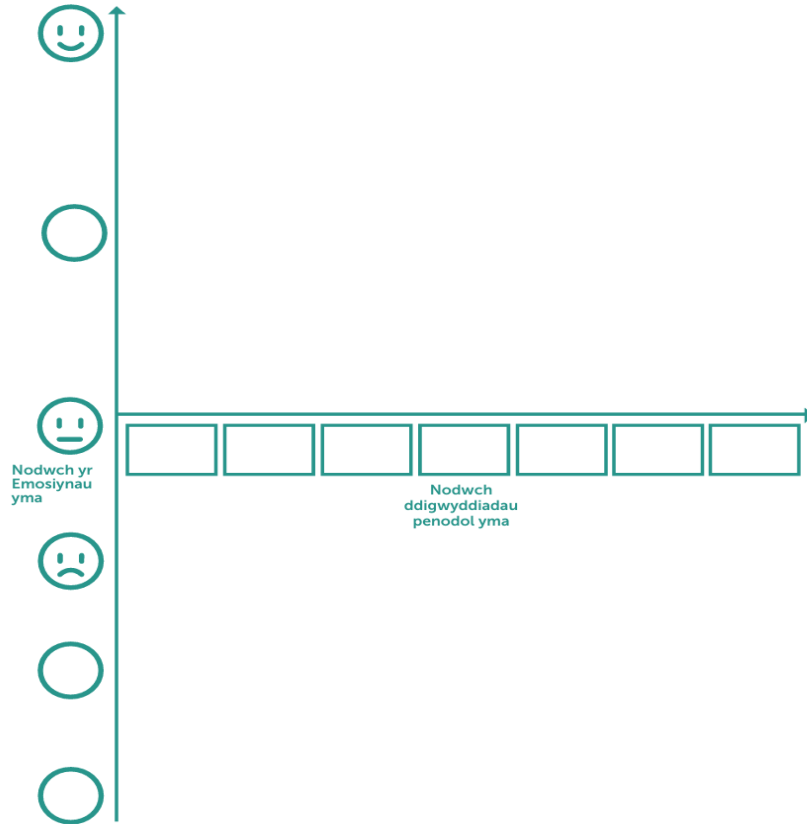


Pupils justify their choices.

AfL Focus: Emotional literacy and inference.

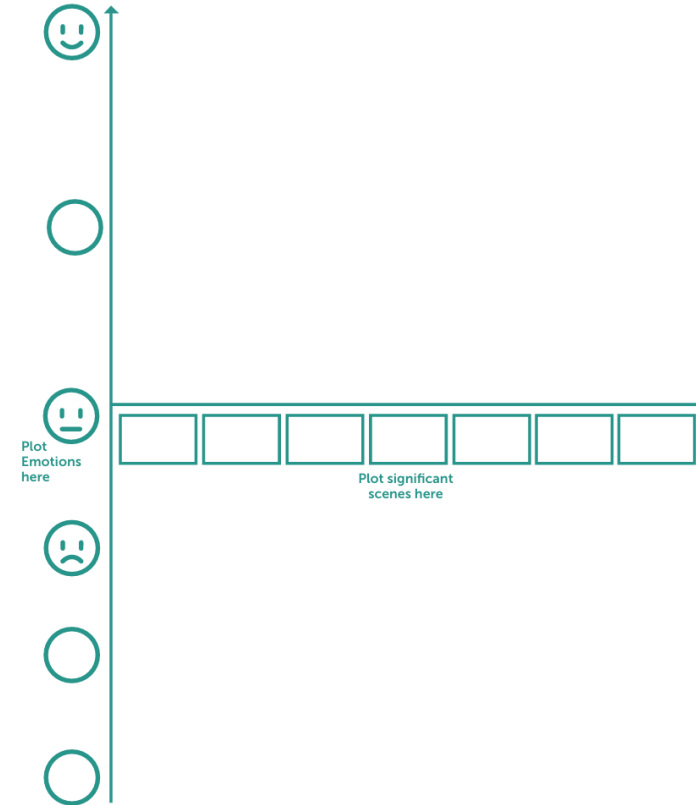
Echel Emosiwn

1. Nodwch bump digwyddiad o'r ffilm yn y bocsys yng nghanol y graff
2. Ychwanegwch symbolau o 3 emosiwn arall y mae'r cymeriadau yn eu teimlo yn ystod y ffilm
3. Nodwch emosiynau'r cymeriadau yn ystod gwahanol rhannau o'r ffilm

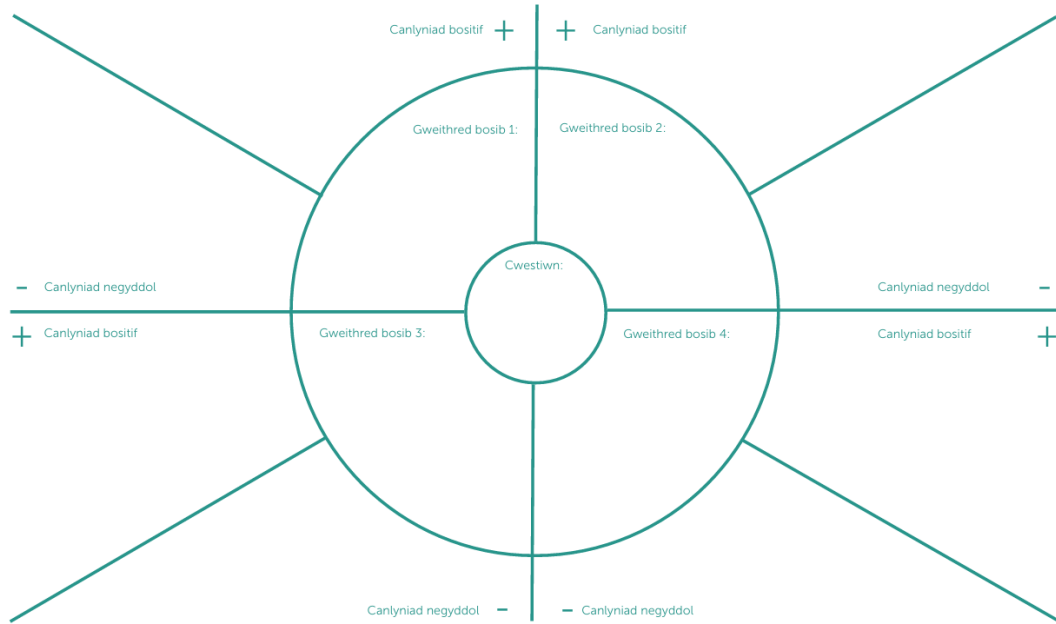


Axis of emotion template

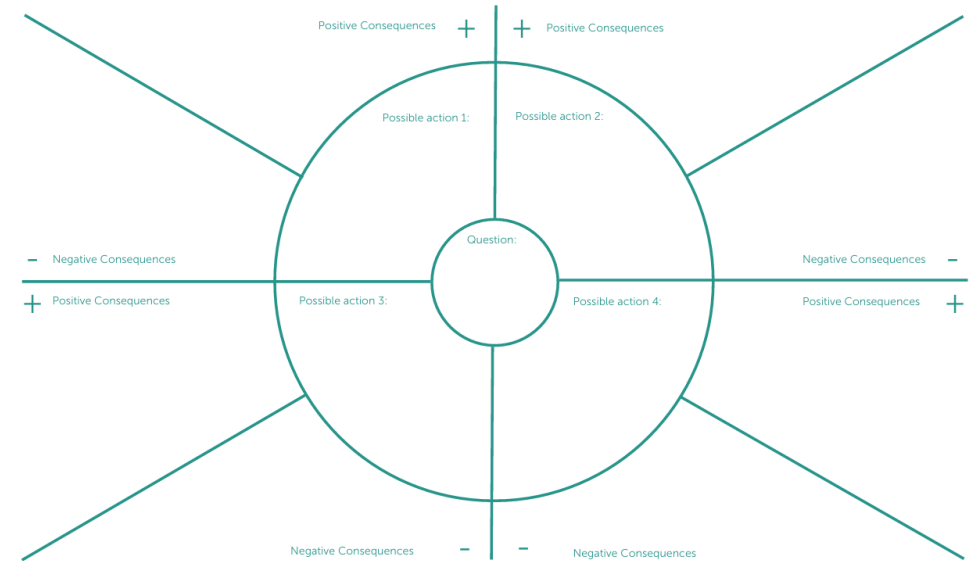
1. Fill in the five key events from the film in the boxes along the x-axis.
2. Add symbols for 3 other emotions that the characters feel during the course of the film.
3. Plot their emotions at different points during the film.



Olwyn Ganlyniadau

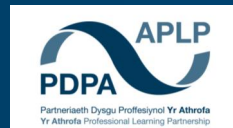


Consequence wheel template



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1) Y Dechrau

Cyflwynwch y cymeriad
a disgrifiwch y lleoliad.
Beth fydd eich golygfa
gyntaf?

1) Y Dechrau

Cyflwynwch y cymeriad
a disgrifiwch y lleoliad.
Beth fydd eich golygfa
qyntaf?

2) Datblygiad y stori
Beth sy'n digwydd? Pa
gliwiau allwch chi eu rhoi?
Beth sy'n cael ei ddweud?
Sut mae modd creu
cyffro?

3) Y Broom
Gall rhywbeth fynd o'i le!
Oes rhywbeth yn digwydd
sy'n creu cynnwrf ac yn
newid y stori? Oes dadlau
neu drychineb?

4) Canylyniad / Casgliad
Oes modd dod a phopeth
at ei gilydd fel bod yna
ddiweddsglo i'r stori?
Sut gall y cymeriadau
oresgyrn y problem?

5) Y Diwedd
Oes diwedd glo hapus?
Oes neges i'r stori? Ydy'r
cymeriadau wedi newid?
Pa fath o argraff ydych
chi eisiau ei gael ar eich
cynulleidfa?

1) The Beginning
Introduce the main characters and describe the setting. What will your first sentence be?

2) The Build-Up
What things happen?
What clues are there?
What is said? How do you
build up the excitement?

3) The Problem

Things might go wrong!
Is there a mystery, or do terrible things happen?
Are there any disagreements?

4) The Resolution

How are things going to be sorted out? Problems must be solved. Think about every step.

5) The Ending

Does the story end with everyone happy? What have people learned? Have characters changed?

Mwy o AagD

Diemwnt 9

Darparu datganiadau fel:

Byddwch yn amyneddgar.
Dangos caredigrwydd.
Gwrandewch yn ofalus.
Peidiwch â barnu eraill.
Dysgu am wahaniaethau.
Cynnwys pawb.

Mae disgyblion yn eu graddio mewn ffurfiant diemwnt o'r mwyaf i'r lleiaf pwysig.

More AfL

Diamond Ranking

Provide statements such as:

- Be patient.
- Show kindness.
- Listen carefully.
- Don't judge others.
- Learn about differences.
- Include everyone.

Pupils rank them in a diamond formation from most to least important.

AagD i gloi

Tocyn Ymadael

Cyn gadael y wers mae'r disgyblion yn cwblhau:
Un peth a ddysgais

Un peth sy'n fy synnu

Un cwestiwn sydd gen i o hyd

Ffocws AagD: Nodi dealltwriaeth a'r camau nesaf.

AfL to close

Exit Ticket

Before leaving the lesson pupils complete:
One thing I learned

One thing that surprised me

One question I still have

AfL Focus: Identifying understanding and next steps.

Nod y wers

Rydw i'n gallu dangos dealltwriaeth o empathi, cynhwysiant, cyfathrebu a phersbectif.

M.P.Llwyddiant

Meini prawf llwyddiant ar gyfer dysgu am gynhwysiant

- ✓ Esboniwch sut mae Marcus yn newid trwy gydol y ffilm.
- ✓ Disgrifiwch sut mae Renée yn cyfathrebu.
- ✓ Esboniwch pam mae deall gwahaniaethau yn bwysig.
- ✓ Awgrymwch ffyrdd o wneud i eraill deimlo eu bod wedi'u cynnwys.
- ✓ Rhowch dystiolaeth o'r ffilm i gefnogi syniadau.

Lesson objective

I can demonstrate their understanding of empathy, inclusion, communication and perspective.

Success Criteria

Success criteria for learning about inclusion

- ✓ Explain how Marcus changes throughout the film.
- ✓ Describe how Renée communicates.
- ✓ Explain why understanding differences is important.
- ✓ Suggest ways to make others feel included.
- ✓ Give evidence from the film to support ideas.

Into Film



[pythefnos-o-ffilm-final-201218.pdf](#)



[film-a-fortnight-final-201218.pdf](#)



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Gwyliwch tu ôl i'r llenni a gwybodaeth creu'r ffilm

Watch behind the scenes and film creation



The Making of Loop

Go behind the scenes and learn more about the making of Loop.