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

Trawsnewid Addysg, Trawsnewid Bywydau

Transforming Education, Transforming Lives

ECAD6007

Llythrennedd Emosiynol Iechyd Meddwl

Emotional Literacy and Mental Health

Deilliannau

- I amlinellu agweddau o'r cyd-destun cyfredol a materion yn ymwneud â llythrennedd emosiynol a iechyd meddwl.
- I adolygu peth tystiolaeth a fframweithiau damcaniaethol perthnasol.

Outcomes

- To outline aspects of the current context and issues involving emotional literacy and mental health.
- To review some of the evidence and related theoretical frameworks.

Rheolau

Bod yn agored

Cadw'r sgwrs o fewn y waliau

Peidio barnu

Hawl i basio

Dim rhagdybio

Gwrando ar eraill

Defnydd o iaith

Gofyn cwestiynau

Ceisiwch gyngor

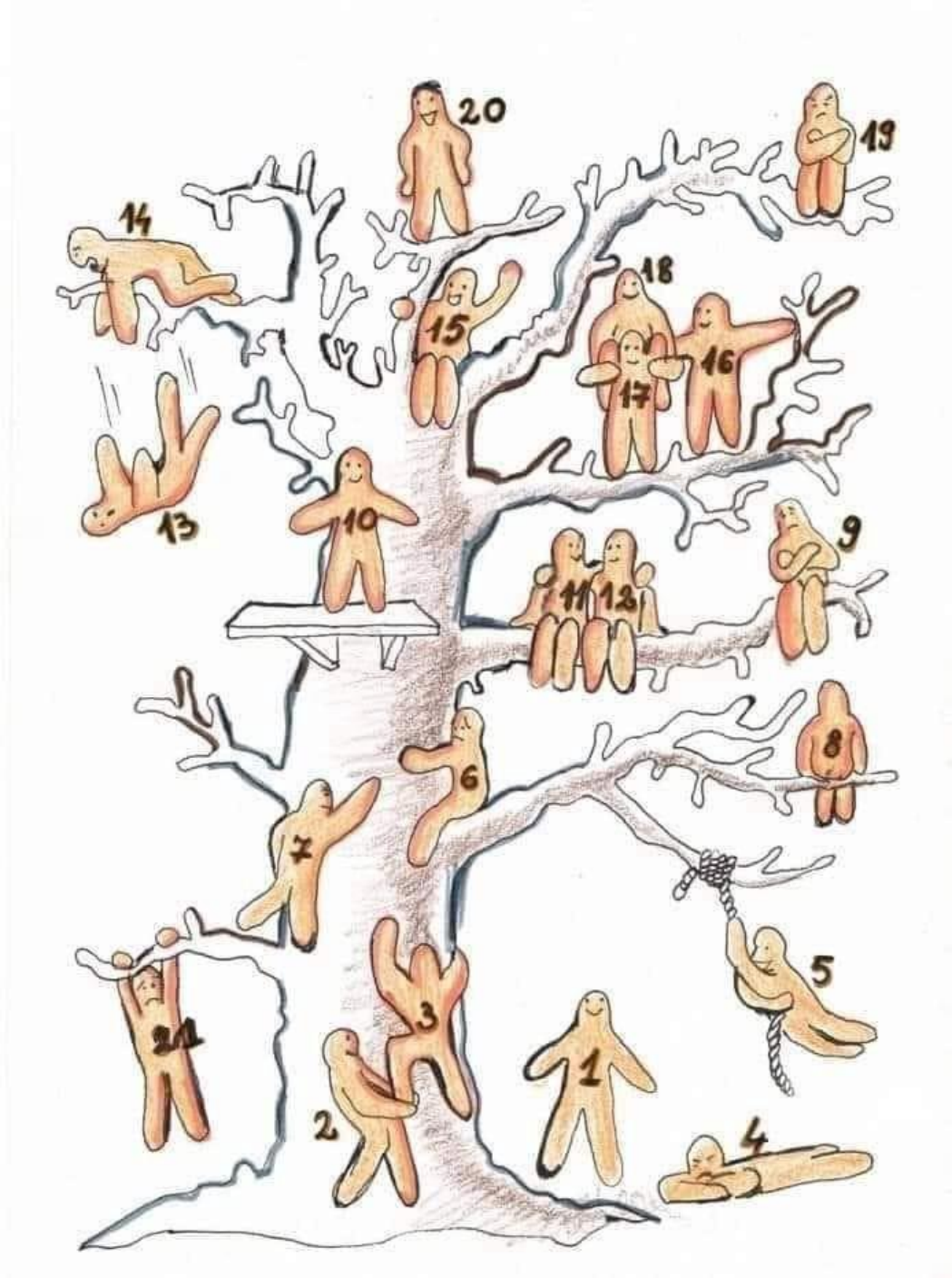
Rules

Openness	Keep the conversation in the room	Non-judgmental approach
Right to pass	Make no assumptions	Listen to others
Use of language	Ask questions	Seeking help and advice

Blob Tree!

Sut ydych chi'n teimlo heddiw?

How do you feel today?



Cymru nawr Wales now

- ‘It is estimated that three children in every average size classroom will have a mental health issue. By the age of 14, half of all mental health problems will have begun’.

‘levels of stress and anxiety among pupils are rising’

‘Action for Children highlighted that:

- the proportion of 15-16 year olds self-reporting anxiety or depression has doubled in recent years;
- one in ten 5-16 year olds suffers a diagnosable mental health disorder;
- between 10-15 per cent of teenagers have some symptoms of depression at any one time’.

‘school-based staff, including teachers, often lack the confidence and capacity to help pupils with their emotional and mental health’.

Iechyd Emosiynol ac Iechyd Meddwl Plant a Phobl Ifanc yng Nghymru (senedd.wales)

The Emotional and Mental Health of Children and Young People in Wales (senedd.wales)

Rhaglenni ar gyfer iechyd meddyliol ag emosiynol

Llywodraeth Cymru
Welsh Government

English

Hafan > Addysg a sgiliau > Cynhwysiant, lles, ymddygiad a phresenoldeb > Iechyd a lles mewn ysgolion > Gwasanaethau iechyd meddwl plant a phobl ifanc, a'r gwasanaeth cwnsela

CANLLAWIAU

Gwasanaethau iechyd meddwl plant a phobl ifanc, a'r gwasanaeth cwnsela

Canllawiau ar eu gwasanaethau a sut y gallant gydweithio i ddarparu'r driniaeth fwyaf priodol.

Rhan o:	Iechyd a lles mewn ysgolion
Cyhoeddwyd gyntaf:	29 Tachwedd 2016
Diweddarwyd ddiwethaf:	29 Tachwedd 2016

Dogfennau

Cydweithio rhwng Gwasanaethau Iechyd Meddwl Plant a'r Glasoed a'r Gwasanaeth Cwnsela

PDF 669 KB

Efallai na fydd y ffeil hon yn hygyrch. **Cais am fformat gwahanol.**

Gwasanaethau iechyd meddwl plant a phobl ifanc, a'r gwasanaeth cwnsela | LLYW.CYMRU

Programmes for emotional and mental health

Llywodraeth Cymru
Welsh Government

Cymraeg

Home > Education and skills > Pupil inclusion, well-being, behaviour and attendance > Health and well-being in schools > Child and adolescent mental health services (CAMHS) and the counselling service

GUIDANCE

Child and adolescent mental health services (CAMHS) and the counselling service

Guidance on their services and how they can work together to provide the most appropriate treatment.

Part of: Health and well-being in schools

First published: 29 November 2016

Last updated: 29 November 2016

Documents

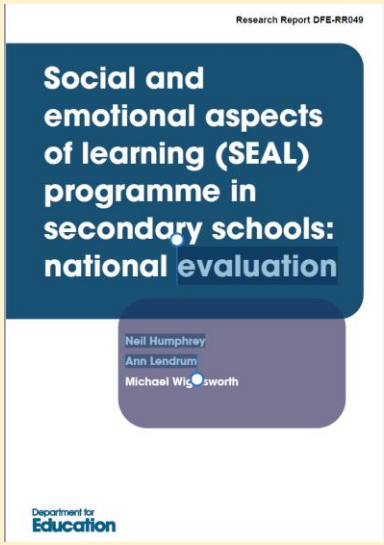
Collaborative working between Child and Adolescent Mental Health Services and the Counselling Service

PDF 669 KB

This file may not be accessible. **Request a different format.**

[Child and adolescent mental health services (CAMHS) and the counselling service | GOV.WALES]

Agweddau cymdeithasol ag emosiynol ar ddysgu – Social and emotional aspects of learning



Cynradd

Cymraeg: https://hwb.gov.wales/repository/discovery/resource/8da29064-8aaf-47b9-9937-8d9610f2a744/cy

Primary English https://hwb.gov.wales/repository/discovery/resource/8da29064-8aaf-47b9-9937-8d9610f2a744/en

Secondary

UwchraddCymraeg: https://hwb.gov.wales/repository/discovery/resource/716933b8-1e05-4412-b344-b8dabc864620/cy

Secondary English: https://hwb.gov.wales/repository/discovery/resource/716933b8-1e05-4412-b344-b8dabc864620/en

- fod yn ddysgwyr effeithiol a llwyddiannus
- ffurfio a chynnal cyfeillgarwch
- delio â gwrthdaro a'i ddatrys mewn modd effeithiol a theg
- datrys problemau gydag eraill neu ar eu pennau eu hunain
- rheoli teimladau cryf megis rhwystredigaeth, dicter a phryder
- gallu hyrwyddo cyflwr tawel ac optimistaidd sy'n hyrwyddo'r gallu i gyflawni nodau
- dod dros rwystrau a dyfalbarhau yn wyneb anawsterau
- gweithio a chwarae'n gydweithredol
- cystadlu'n deg, ac ennill a cholli gydag urddas a pharch at gystadleuwyr
- cydnabod a sefyll dros eu hawliau nhw a hawliau pobl eraill
- deall a gwerthfawrogi'r hyn sy'n wahanol ac yn debyg rhwng pobl, gan barchu hawl pobl eraill i gael credoau a gwerthoedd sy'n wahanol i'w rhai nhw eu hunain.

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- be able to promote calm and optimistic states that promote the achievement of goals
- recover from setbacks and persist in the face of difficulties
- work and play cooperatively
- compete fairly, and win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Deallusrwydd Emosiynol
Emotional Intelligence

Mae'r canlynol yn amlinellu rhai gofidiau

Mayer, Roberts + Barsade (2008)

Outline some concerns

YOUNGMiNDS

fighting for young people's mental health

Edrychwch ar y wefan a dewiswch pwnc penodol ar y dudalen adnoddau a chreu cyflwyniad dim mwy na 3 sleid ar sut allwch chi gefnogi plentyn/person ifanc.

Take a look at the website and choose a specific topic and create a presentation, no more than 3 slides on how you could support a child/young person.

Mental Health Resources For Children and Young People | YoungMinds

Pwysigrwydd lles The importance of well-being

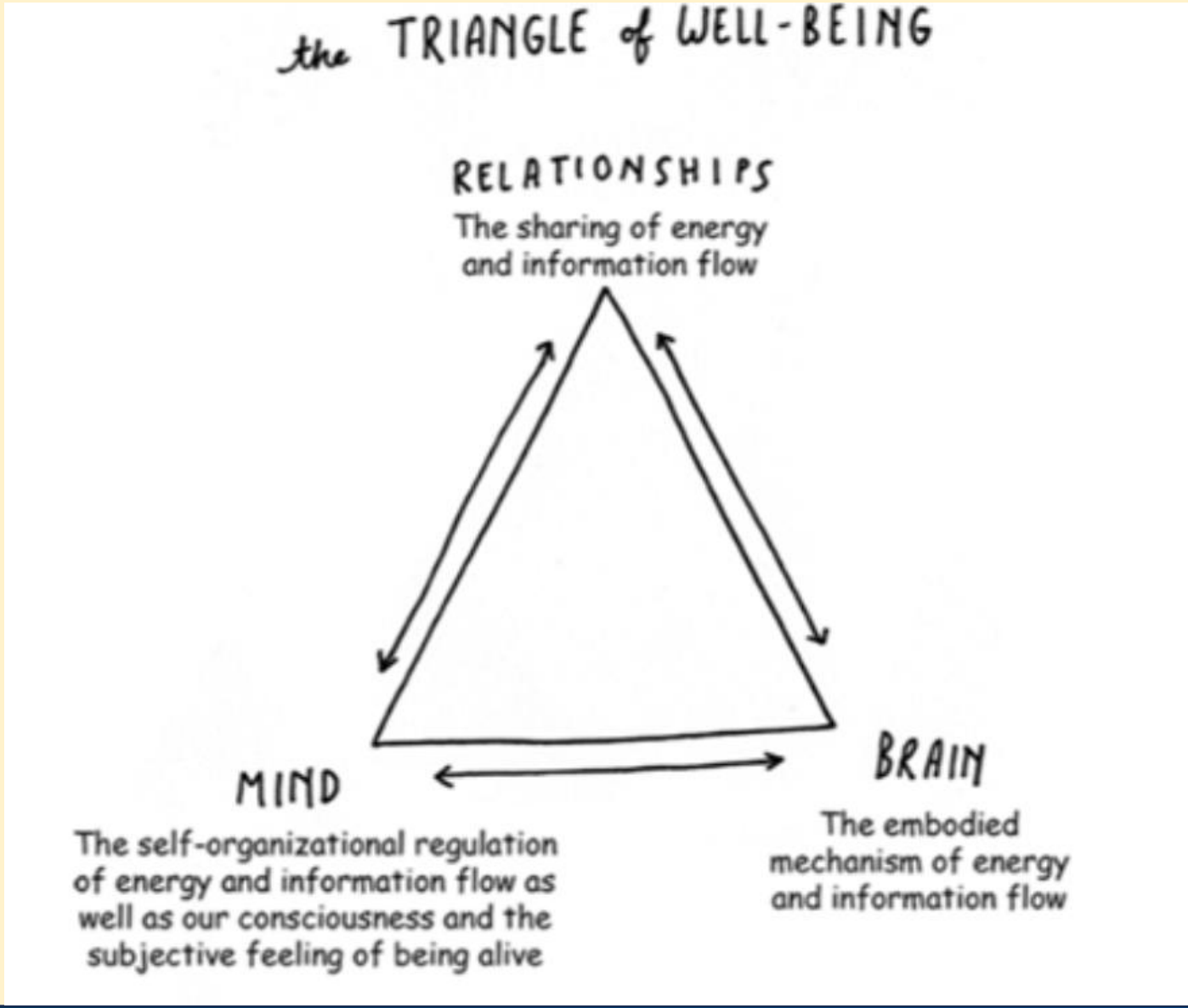
- Teulu
- Defnydd amser
- Iechyd
- Cartref
- Ffrinidau
- Dyfodol
- Dewis
- Golwg
- Pethau
- Ysgol

- Family
- Time use
- Health
- Home
- Friends
- Future
- Choice
- Appearance
- Things
- School

Good-childhood-report-summary-2023_0.pdf (childrenssociety.org.uk)

- Darllenwch argymhellion yr adroddiad ar gyfer byd addysg ac ystyriwch yr hyn rydych chi wedi ei brofi a'i weld.

- Read the report's recommendations for education and consider what you have seen or experienced.



Siegel.D The Yes Brain Child 2018

https://www.youtube.com/watch?v=2ZPrMbppyhA

- Ferre Laevers – Sut gallwn fesur lles?
- Ferre Laevers – How do we measure well-being?

The Leuven Scale for Well-being (in learning)

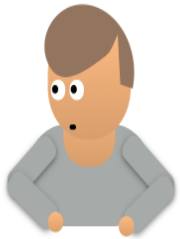
It's time for an honest observation of your students

Based on: http://www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of flow.

Extremely low

The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

Moderate

The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

High

The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

Extremely High

The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

The child appears relaxed. The child expresses self-confidence and self-assurance.

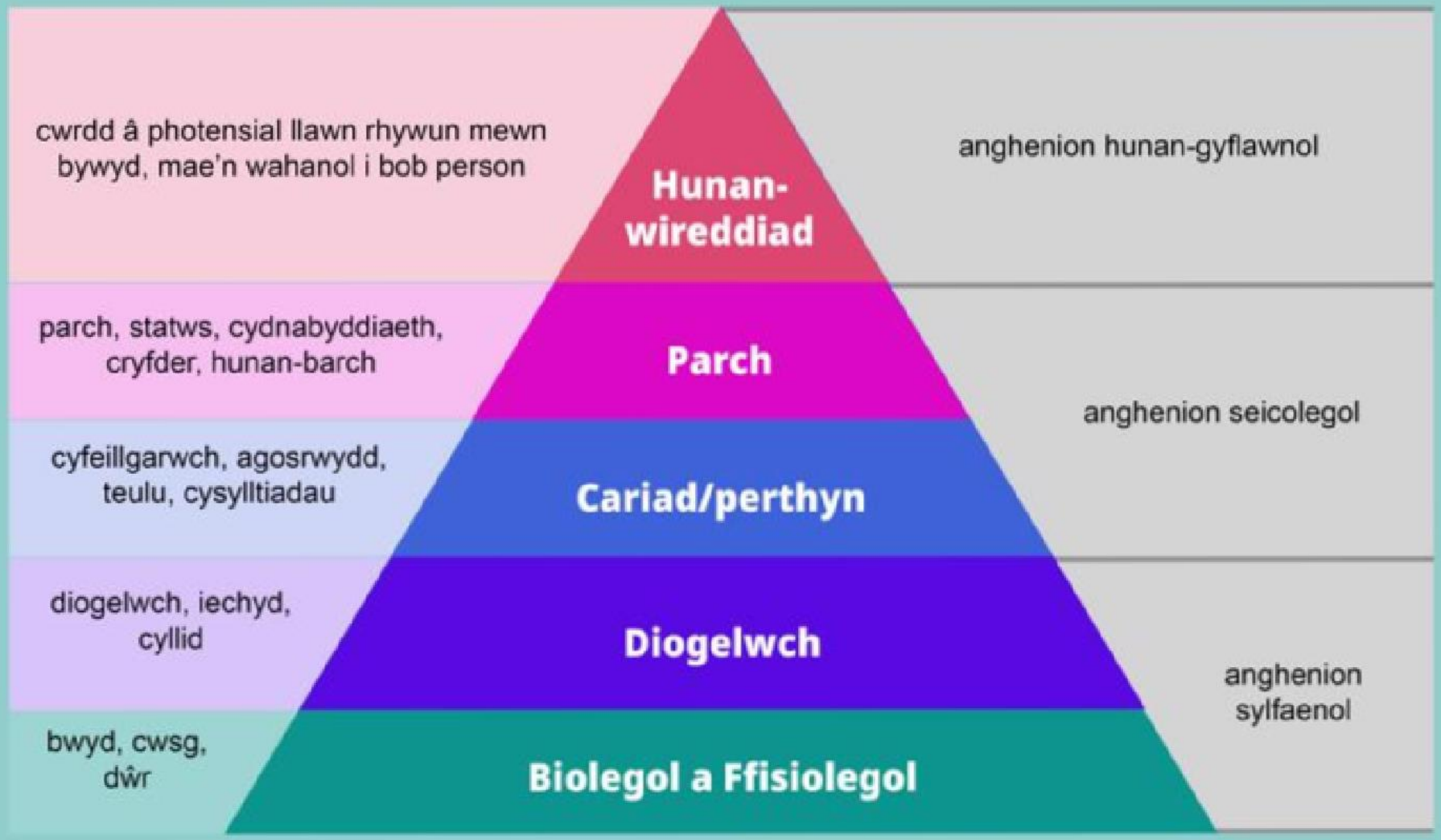
By Richard Wells
Twitter: @EduWells
EduWells.com

Beth sy' angen arnom i ffynu?
What do we need to thrive?

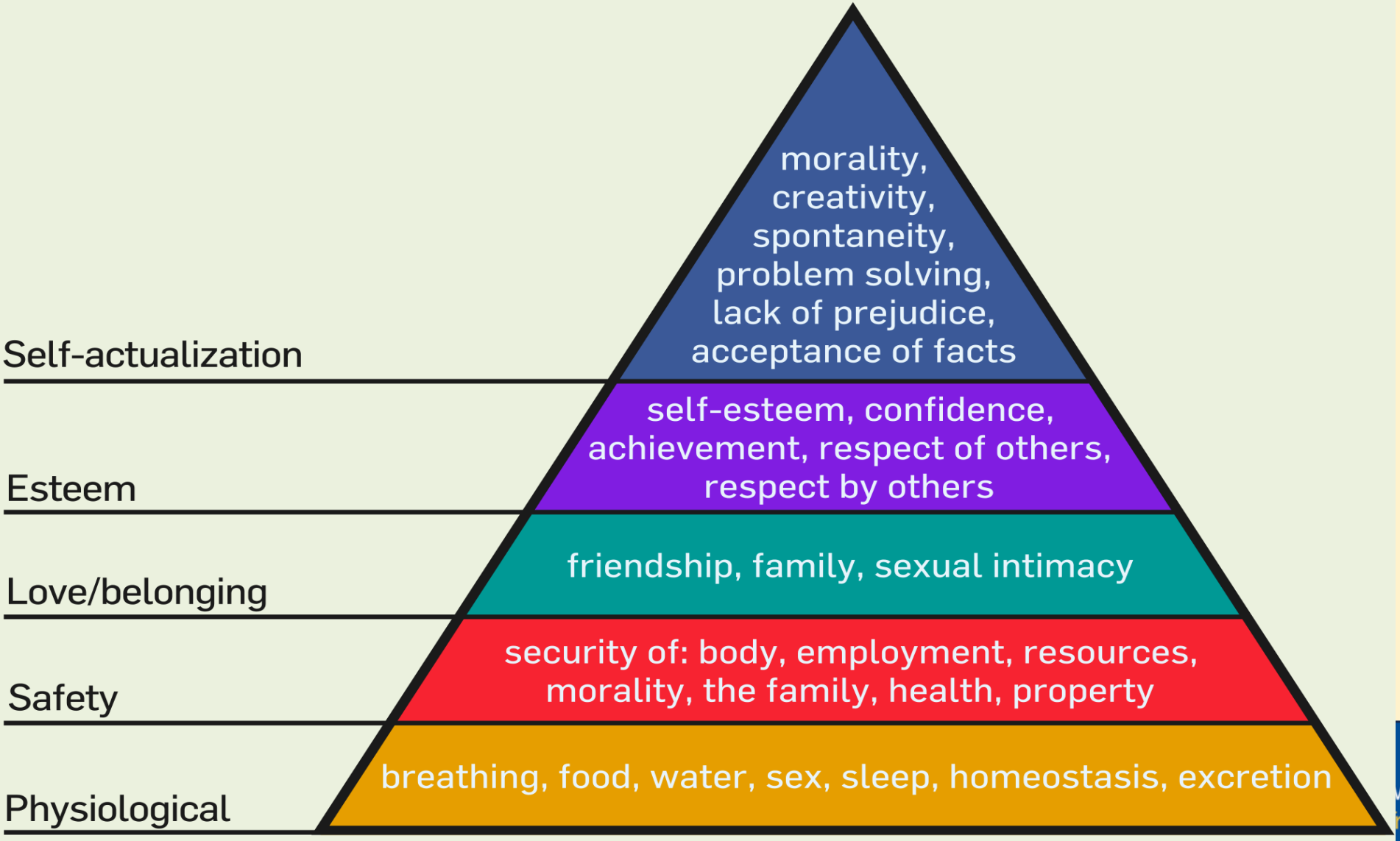
Bwyd – Rhyw – Cwsg – Anadlu – Lloches – Diogelwch – Cyfraith a Threfn – Gwaith – Teulu – Agosatrwydd rywiol – Hunan barch – Llwyddiant – Parch am eraill – Hyder - Creadigrwydd – Digymelldeb – Moesoldeb - Dewis

Food – Sex - Sleep – Breathing - Shelter - Security - Law and Order – Employment – Family – Health - Friends – Sexual Intimacy – Self esteem – Achievement – Respect for others – Confidence – Creativity – Spontanaeity – Morality - Choice

Hierarchaeth Maslow (1943)



Maslow's Hierarchy (1943)



Rhesymau statudol am les
Statutory reasons for well-being

1. Hawliau Plant - Children's Commissioner for Wales (complantcymru.org.uk)

2. Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015

42329 WBFG Essentials Guide (llyw.cymru)

1. United Nations Convention On The Rights Of The Child (1989) https://www.childcomwales.org.uk/uncrc-childrens-rights/

2. Wellbeing of Future Generations Act (2015) -42329 WBFG Essentials Guide (gov.wales)

Addysgu'r meddwl
Educating the mind – Siegal (2011)

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https://www.youtube.com/watch?v=3EQ2tzHl3Ks

Dull ysgol gyfan

- Llais y plentyn
- Partneriaeth gyda rhieni/gofalwyr ag asiantaethau allanol
- Datblygiad proffesiynol parhaus ar gyfer staff.
- Cynllunio cwricwlwm ag arfer i hyrwyddo lles a iechyd meddwl.
- Ethos, diwylliant ag amgylchedd
- Ymrwymiaeth arweinyddiaeth a rheolwyr at newid a gweithredu polisi.

A whole school approach

- The voice of the child
- Partnership with parents/carers and outside agencies
- Continued professional development for staff
- Curriculum planning and practice to promote well-being and mental health
- Ethos, culture and environment
- Leadership and management committed to change and implementing policy

Dull ysgol gyfan
A whole school approach

[WG42005 (llyw.cymru)]

[WG42005 (gov.wales)]

Cwricwlwm / Curriculum

Dr Maya Tamir

‘Happiness is more than simply feeling pleasure and avoiding pain. Happiness is about having experiences that are meaningful and valuable, including emotions that you think are the right ones to have.’

American Psychological Association, 2017

Cyfeirnodi References

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- Humphrey N., Lendrum A. and Wiglesworth M. (2010) Social and Emotional Aspects of Learning in Secondary Schools. School of Education Manchester University
- PSHE Association (2019) Teacher Guidance: teaching about mental health and emotional well-being. Department for Education
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