

Iechyd a Lles

Health and Wellbeing

4:10:2018



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University of Wales
Trinity Saint David

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TAR Cynradd / Primary PGCE

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Amcanion / Objectives

- Datblygu dealltwriaeth beth ydy iechyd a lles.
- Dechrau gwneud cysylltiadau rhwng ymchwil, theori â amrywiaeth o weithgareddau ymarferol.
- Codi ymwybyddiaeth ag hyder o ddysgu ag addysgu iechyd a lles mewn amrywiaeth o amgylcheddau ag mew cyd-destunau amrywiol.
- Gain an understanding of what is meant by health and wellbeing.
- Begin to make connections between research, theory and practical elements by participating in a variety of activities.
- Raise awareness and confidence of teaching Health & Wellbeing in various environments and in different contexts.



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Pam mae iechyd a lles yn bwysig? Why is health and wellbeing important? Gweithgaredd 1af / 1st Activity

Meddwl, Paru, Rhannu

- Sut fydddech chi'n diffinio lles yn gyffredinol?
- Beth yw'r gwahanol sgiliau/ agweddau/ tueddiadau sydd angen eu hystyried?

Think, Pair, Share.

- How would you define well-being generally?
- What various skills/ attitudes/ dispositions need to be considered?



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Definitions of wellbeing

➤ Multiple definitions of wellbeing:

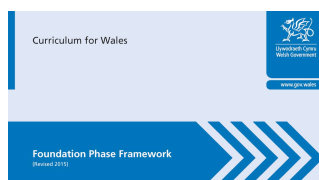
- “Wellbeing is no less than what a group or groups of people collectively agree makes ‘a good life’”. (Whiting and Ereaut 2008)
- “Wellbeing is more than just happiness. As well as feeling satisfied and happy, well-being means developing as a person, being fulfilled, and making a contribution to the community”. (Shah and Marks)
- “This is a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community”. (Foresight Mental Capital and Wellbeing 2008)

➤ Vast majority of them describe rather than define the concept of Wellbeing.

Dr Sioned Hughes

Lles yn y Cwricwlwm Cynradd Well-being in the Primary Curriculum

- **Y Cyfnod Sylfaen:**
Maes Dysgu –
***‘Datblygiad Personol a
Chymdeithasol, Lles ac
Amrywiaeth
Ddiwylliannol***
- **The
Foundation
Phase:** Area of
Learning –
***‘Personal and
Social
Development,
Well-being and
Cultural
Diversity’***



Presennol Cyfnod Sylfaen 2008 Currently Foundation Phase 2008

- Lles yn ganolog i gwricwlwm y Cyfnod Sylfaen. Mae'n rhan hanfodol o'r C.S.
- Dechrau yn ifanc, adeiladu hyder ac egni corfforol.
- Well-being is at the core of Foundation Phase and is compulsory.
- Start young, build confidence and to be energetic.

Y tu allan / The outdoors.

Mae'r dosbarth tu allan yn ganolog i athroniaeth cwrciwlwm y cyfnod sylfaen ...ystyriwch sut mae hyn yn cyfrannu tuag at datblygiad plentyn.



The outdoor classroom is central to the foundation phase... consider how this contributes to child development.

- * Cyfnod Allweddol 2:
Fframwaith addysg personol a chymdeithasol ar gyfer dysgwyr 7 i 19 oed yng Nghymru



- Key Stage 2: *Personal and Social Education Framework for 7 to 19-year-olds in Wales*

Fframwaith ABCCh (PSE) The PSE Framework

* Pwyslais ar ddatblygiad sgiliau

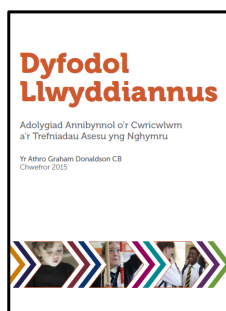
- Perthnasol i'r 21G
- Adroddiad Clywch
- Ymestyn o 16 i 19 mlwydd oed



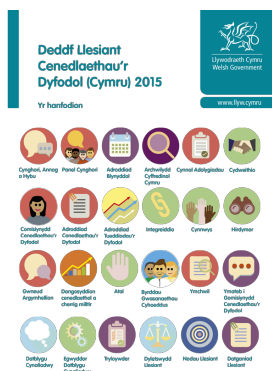
* emphasis on skills development

- relevant to the twenty-first century
- Clywch Report
- extended for 16 to 19-year-olds

Paratoi ar gyfer y datblygiadau diweddaraf... Preparing for recent developments ...



Lles ym myd addysg Well-being in education



Deddf Llesiant
Cenedlaethau'r Dyfodol
(Cymru) 2015

Wellbeing of Future
Generations (Wales) Act
(2015)



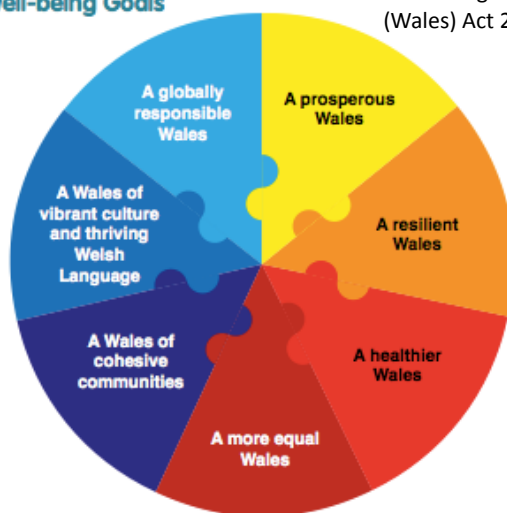
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Well-being Goals

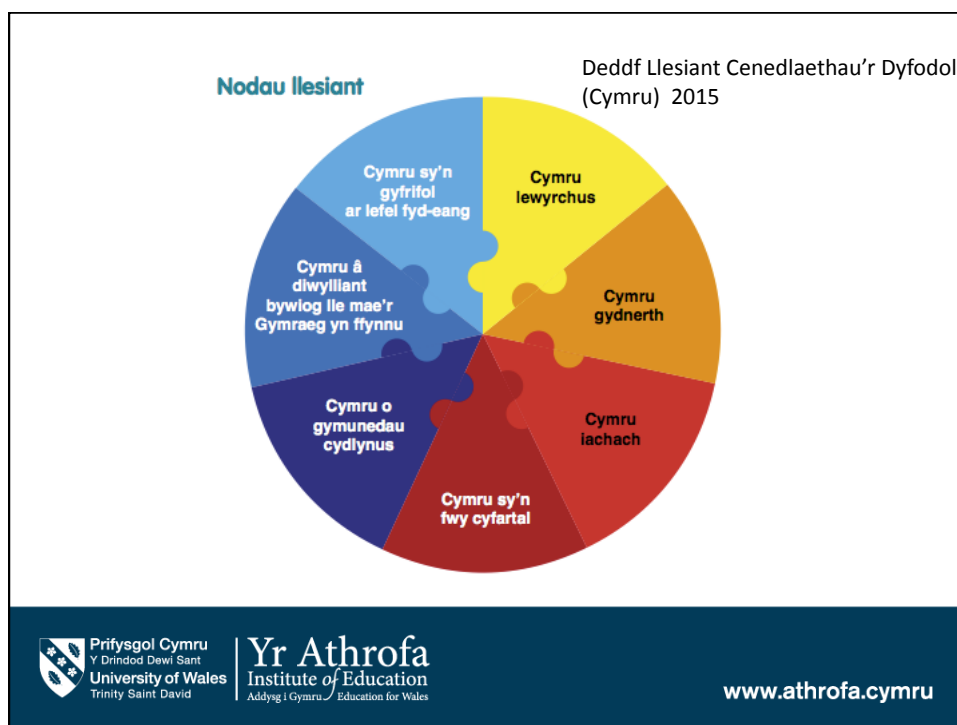
Well-being of Future Generations
(Wales) Act 2015



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Gweithgaredd 2 / Activity 2

- Trafodwch sut gall elfennau o fywyd modern dylanwadu ar ddatblygiad plentyn (iechyd a lles).
- Discuss how modern lifestyles may impact on child development (health and wellbeing).

Technoleg / I.T.

- Gwyllo Teledu
- Chwarae gan ddefnyddio'r cyfrifiadur
- Ffôn



HWB

- Watching TV
- Playing computer games
- Phones



Dibyniaeth Digidol Digital Dependency 2017

- <https://hwb.gov.wales/repository/resource/b5eacc52-e84f-403f-aefa-190cc6423c61/en>

Corfforol / Physical

- Mwy o amser mewn pram
- Dyfeisiadau
- Rhieni'n gweithio
- Diffyg chwarae rhydd
- Diwylliant cymdeithasu siop coffi
- Increased time in buggies
- Baby gadgets
- Busy working parents
- Lack of free play
- Coffee shop culture



Lles Meddyliol / Emotional Wellbeing

3ydd Gweithgaredd / 3rd Activity

1. Dewiswch gweithgaredd
 2. Mewn parau un I fod yn athro ar llall I fod yn ddisgybl.
 3. Dilynwch y cyfarwyddiadau.
 4. Adolygwch effaithiolrwydd techneg.
 5. Trafodwch sut medrwn defnyddio mewn dosbarth neu rhywle yng nghydestyn ysgol?
- Choose an activity
 - Have a go! One to be teacher the other the pupil.
 - Follow the instructions
 - Evaluate / Revise the effectiveness of the technique
 - How could this be used in class / school setting?
 - Repeat by choosing a different activity.



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Lles Corfforol / Physical Wellbeing



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What is Physical Literacy?



Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Whitehead, M. 2016.

9.45am

Symud / Movement

- Ymrwymiad sensorï – bwyd ar gyfer yr ymennydd (Ayres 2005)
- Cydbwysedd yn dylanwadu osgo. Mae diffyg gallu i gofio symudiadau yn arwydd o ymennydd anaeddfed (Goddard Blythe 2005:36 – 65)
- Mae gallu corfforol yn dylanwadu ar weithgareddau corfforol hyd oes (Stodden et al 2008, Goodway and Branta 2003)
- Sensory integration – food for the brain (Ayres 2005)
- All postural behaviour comes from balance. Limited retention of reflexes is an indication of immature brain development (Goddard Blythe 2005:36 – 65)
- Physical Competence impacts on life long physical activity (Stodden et al 2008, Goodway and Branta 2003)

Arwyddion ar gyfer llwyddiant Indicators for success

- Gwasanaethau ysgol / dosabrth wythnosol
- 2 awr Add Gorff yr wythnos
- Clwb chwaraeon
- Gwersi coginio ffurfiol
- Adnoddau ar gael adeg amser chwarae sy'n cael eu adnewyddi'n reolaidd.
- Tystysgrifau ar gyfer presenoldeb a ddyfalparad wrth ddysgu.
- Symud y Dosbarth
- Chwarae i Ddysgu (CS)
- Ymwybyddiaeth ofalgar / Gofalgarwch
- Sgiliau campau'r ddraig
- Ambassador addysg grofforol gan yr ysgol
- whole school & class assemblies
- PE 2hrs every week
- sports club
- cooking lessons,
- equipment available during play time changes (replenished) every half term (mental benefit).
- Certificates given for attendance & preservation with learning a new skill.
- Class Moves
- Play to learn FPh
- Mindfulness
- Dragon mulity skills
- School has a PE ambassador / dragon sports scheme.

Gweithgaredd 4 : Smotiau Iwcus

Activity 4 : Lucky spots

Gweithgaredd ymarferol i symud ac i gynhesu'r corff.

Practical activity to move and warm up the body.



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‘When young people engage in good physical education they learn more than the physical’. Mick Walters (QCA 2008)

‘Imaginative approaches is important to engage, challenge and inspire pupils’.
Lavin (2008)

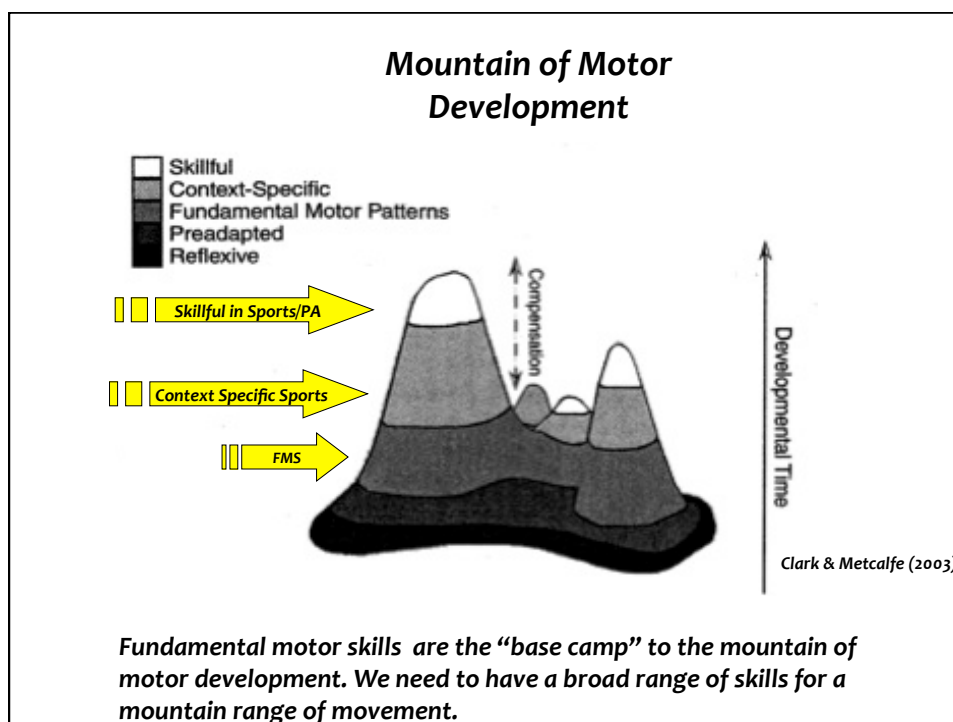
10.10am



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Gweithgaredd 5 / 5th Activity Bwyd / Food

Ymgylfarwyddo gyda
adnoddau – copiau caled
ac ar y we.

1. Darllenwch dros y cynllun.
2. Trafod beth sy'n dda e.e.
gwahaniaethu a manylder
y cynllun.
3. Ystyried sut medrwn
cyflwyno?

Familiarise with resource –
hard copy & online.

1. Look at the lesson plan
2. Discuss its merits e.g.
differentiation, unit of
work, research & detail of
content.
3. How could we deliver?

<https://thecrunch.wellcome.ac.uk/>

- <https://thecrunch.wellcome.ac.uk/schools-and-colleges/incredible-ingredients>
- **KS2 Curriculum Links: Interdependence of Organisms**
- They should be given opportunities to study the need for a variety of foods and exercise for human good health.

Cynhwysion Rhyfeddol (Oedran 7-8)

- <https://thecrunch.wellcome.ac.uk/schools-and-colleges/welsh-resources>

Cyd-ddibyniaeth Organebau

- Dylid rhoi cyfleoedd iddynt astudio'r angen am amrywiaeth o fwydydd ac ymarfer corff i sicrhau bod pobl yn iach.

Amcanion / Objectives

- Darganfod beth sydd mewn gwahanol fwydydd
- Ymchwilio faint o siwgr sydd mewn diodydd pefriog
- Adnabod nodweddion tebyg a gwahaniaethau yn y bwyd mae pobl yn ei fwyta mewn gwahanol rannau o'r byd.
- To find out about what is in different foods
- To investigate how much sugar there is in fizzy drinks
- To recognise the similarities and differences in the food people eat around the world

Y Cwestiynau Mawr / The Big Questions

- Beth sydd yn y bwyd rydyn ni'n ei fwyta?
- Faint o siwgr sydd mewn rhai o'r diodydd rydw i'n eu hoffi?
- Sut gall y gwahanol gynhwysion yn ein bwyd effeithio ar ein hiechyd?
- What is in the food we eat?
- How much sugar is there in some of the drinks I like?
- How can different ingredients in our food affect our health?

Unit Summary

- Learners will explore the nutritional content of food and how humans obtain nutrition from the food they eat. The practical experiment will look at the amount of sugar in different fizzy drinks and what affect this have on whether a can floats or sinks. Learners will explore food choices from different parts of the world.

Crynodeb o'r Uned

- Bydd y dysgwyr yn archwilio cynnwys maethol bwyd a sut mae pobl yn cael maeth o'u bwyd. Bydd yr arbrawf ymarferol yn ystyried faint o siwgr sydd mewn gwahanol ddiodydd pefriog a sut mae hyn yn effeithio ar allu can i arnofio neu suddo. Bydd y dysgwyr yn archwilio dewisiadau bwyd mewn gwahanol rannau o'r byd.

Background Information

- With processed foods making up 70% of the US diet, the western world is experiencing unprecedented levels of cancer, heart disease and diabetes. Many learners are unaware of which foods are processed and which are not, and what the pros and cons of different ingredients can be. This unit really makes learners begin to question what is in the food we eat and why it is there. By finding out what is in familiar foods, the aim of the activity is for children to begin to think carefully about food in relation to their health.

Gwybodaeth Gefndir

- Bwyd wedi'i brosesu yw 70% o ddeiet yr Unol Daleithiau ac mae'r byd gorllewinol yn profi lefelau cancer, clefyd y galon a diabetes na welwyd mo'u tebyg o'r blaen. Ni fydd llawer o ddysgwyr yn gwybod pa fwydydd sydd wedi'u prosesu a pha rai sydd heb, na beth yw manteision ac anfanteision gwahanol gynhwysion. Mae'r uned hon yn gwneud i'r dysgwyr ddechrau gofyn cwestiynau ynghylch beth sydd yn ein bwyd a pham mae yno. Trwy ddarganfod beth sydd mewn bwydydd cyfarwydd, nod y gweithgaredd yw cael y plant i ddechrau meddwl yn ofalus am fwyd mewn cysylltiad â'u hiechyd.

Gwers 1: Beth sydd
ynddo fe?
Deilliant Dysgu :

- Rydw i'n gwybod
sut mae darganfod
beth sydd mewn
gwahanol fwydydd.

Lesson 1: What's
It Made Of?
Learning
Outcome :

- I know how to
find out about
what is in
different foods.

Gwers 1: Beth sydd ynddo fe?
Grid GED:

GWYBODAETH	EISIAU	DYSGU
Beth wyf fi'n ei wybod eisoes?	Beth wyf fi eisiau gwybod?	Beth wyf fi wedi'i ddysgu?

Lesson 1: What's It Made Of?
KWL Grid:

K	W	L
What do I already know?	What do I want to know?	What have I learned?

Gwers 2: Chwilio am Siwgwr

Lesson 2: Sugar Search

Deilliant Dysgu:

Galla i ymchwilio i
weld faint o siwgwr
sydd mewn diodydd
rwy'n hoffi.

Big Question:

Can I investigate to
see how much sugar
is there in some of
the drinks I like?

Gwers 3: Diet Gwahanol

Lesson 3: Different Diets

Deilliant Dysgu:

- Sut gall y gwahanol
gynhwysion yn ein
bwyd effeithio ar ein
hiechyd?

Big Question:

How can different
ingredients in our food
affect our health?

Lesson 3: Different Diets

Different dishes:



Tandoori chicken
from India



Spaghetti bolognese
from Italy



Pad thai
From Thailand



Couscous
from Morocco



Moussaka
from Greece



Paella
from Spain

Gwers 3: Diet Gwahanol

Gwahanol brydau bwyd:



Cyw iâr tandoori o
India



Spaghetti bolognese
o'r Eidal



Pad thai
o Wlad Tai



Couscous
o Morocco



Moussaka
o Wlad Groeg



Paella
o Sbaen

Gwers 3 : Diet Gwahanol Lesson 3 : Different Diets



Llyfryddiaeth / Bibliography

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