

Thema 6 – Glasoed: Hunaniaeth,
Perthyn ac Iechyd Meddwl
Theme 6 - Adolescence: Identity,
Belonging and Mental Health

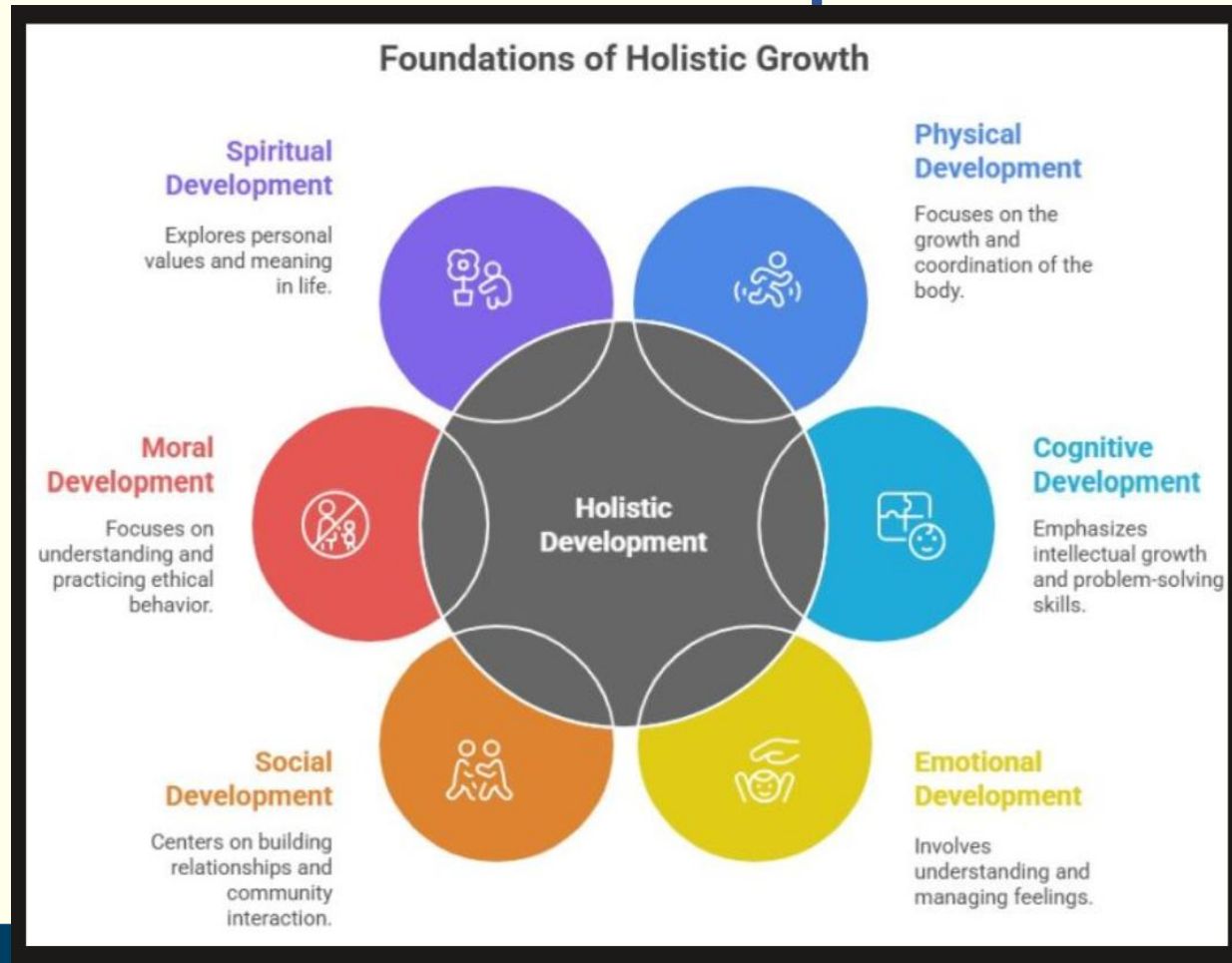
Deilliannau Dysgu

Learning Outcomes

- Deall hunaniaeth, perthyn, dylanwad cyfoedion, cyfryngau cymdeithasol, cymryd risg ac iechyd meddwl yn ystod y glasoed
- Understand identity, belonging, peer influence, social media, risk taking and mental health during adolescence

Datblygiad cyfannol

Holistic Development



Camau Glasoed

Stages of Adolescence

Glasoed Cynnar – 10-13 oed

Glasoed Canol – 14-17 oed

Glasoed Hwyr – 18-21 oed a thu
hwnt.....

Early Adolescence – Age 10-13

Middle Adolescence – Age 14-17

Late Adolescence – Age 18-21 and
beyond.....

Gweithgaredd Cychwynnol

Starter Activity

Pa eiriau sy'n dod i'ch feddwl pan fyddwch chi'n meddwl am glasged?

What words come to mind when you think of adolescence?



menti.com

6570 5514

Beth ydych chi'n sylwi?

What do you notice?

- Beth ydych chi'n sylwi?
- A yw'r geiriau yn bennaf gadarnhaol, negyddol neu'n niwtral?
- Pam rydyn ni'n tueddu i gysylltu glasoed â'r pethau hyn?
- Pwy sy'n cael ei gynrychioli yma - pobl ifanc eu harddegau eu hunain, rhieni, gweithwyr proffesiynol, neu gymdeithas?
- A ydym yn gweld glasoed fel cyfnod o "risg", neu gyfnod o gyfle a datblygiad?
- What do you notice?
- Are the words mainly positive, negative or neutral?
- Why do we tend to associate adolescence with these things?
- Whose perspective is represented here — adolescents themselves, parents, professionals, or society?
- Are we viewing adolescence as a period of “risk”, or a period of opportunity and development?

Beth yw glasoesd?

What is adolescence?

‘Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health’

(WHO, 2026)

‘Adolescence represents the transitional phase of growth and development between childhood and adulthood’

(CSR.Education, 2024)

Beth yw glasoesd?

What is adolescence?

Cyfnod o dŵf cyflym

- Yn gorfforol
- Gwybyddol
- Yn seicolegol
- Seicogymdeithasol

Effeithio ar deimladau, meddyliau,
gwneud penderfyniadau a
rhyngweithiadau

Period of Rapid Growth

- Physically
- Cognitively
- Psychologically
- Psychosocial

Impacting feelings, thoughts,
decision making and interactions

Granville Stanely Hall

- Seicolegydd
- Llywydd cyntaf Cymdeithas Seicolegol America (APA)
- 1904
- Llyfr o'r enw 'Adolescence'
- Damcaniaeth 'Storm a Straen'
- Wedi'i gredydu i ddarganfyddiad modern o gyfnod y glasoed – Cyfnod datblygiadol sy'n wahanol i blentyndod ac oedolion
- Psychologist
- First president of the American Psychological Association (APA)
- 1904
- Book titled 'Adolescence'
- 'Storm and Stress' theory
- Credited with modern discovery of the period of adolescence – A developmental period distinct from both childhood and adulthood

Granville Stanely Hall

3 nodweddion diffinio allweddol

- ✓ Gwrthdaro uwch â rhieni
- ✓ Tarfu ar hwyliau
- ✓ Mwy o ymddygiad cymryd risg

3 key defining features

- ✓ Heightened conflict with parents
- ✓ Mood disruptions
- ✓ Increased risk-taking behaviour

Hanes History

- Theori Hall wedi'i ddylanwadu gan
- Newidiadau cymdeithasol yr amser
- Newidiadau mewn deddfau plant yn gweithio
- Gwthio am addysg gyffredinol
- Cydnabyddiaeth hawliau
- Hall's theory influenced by
- Societal changes of the time
- Shifts in child labour laws
- Push for universal education
- Recognition of rights

Cyffredinol ar draws diwylliannau

Universal across cultures

- Bron pob diwylliant yn y fyd-eang
- Mae hŷd a phrofiadau yn wahanol

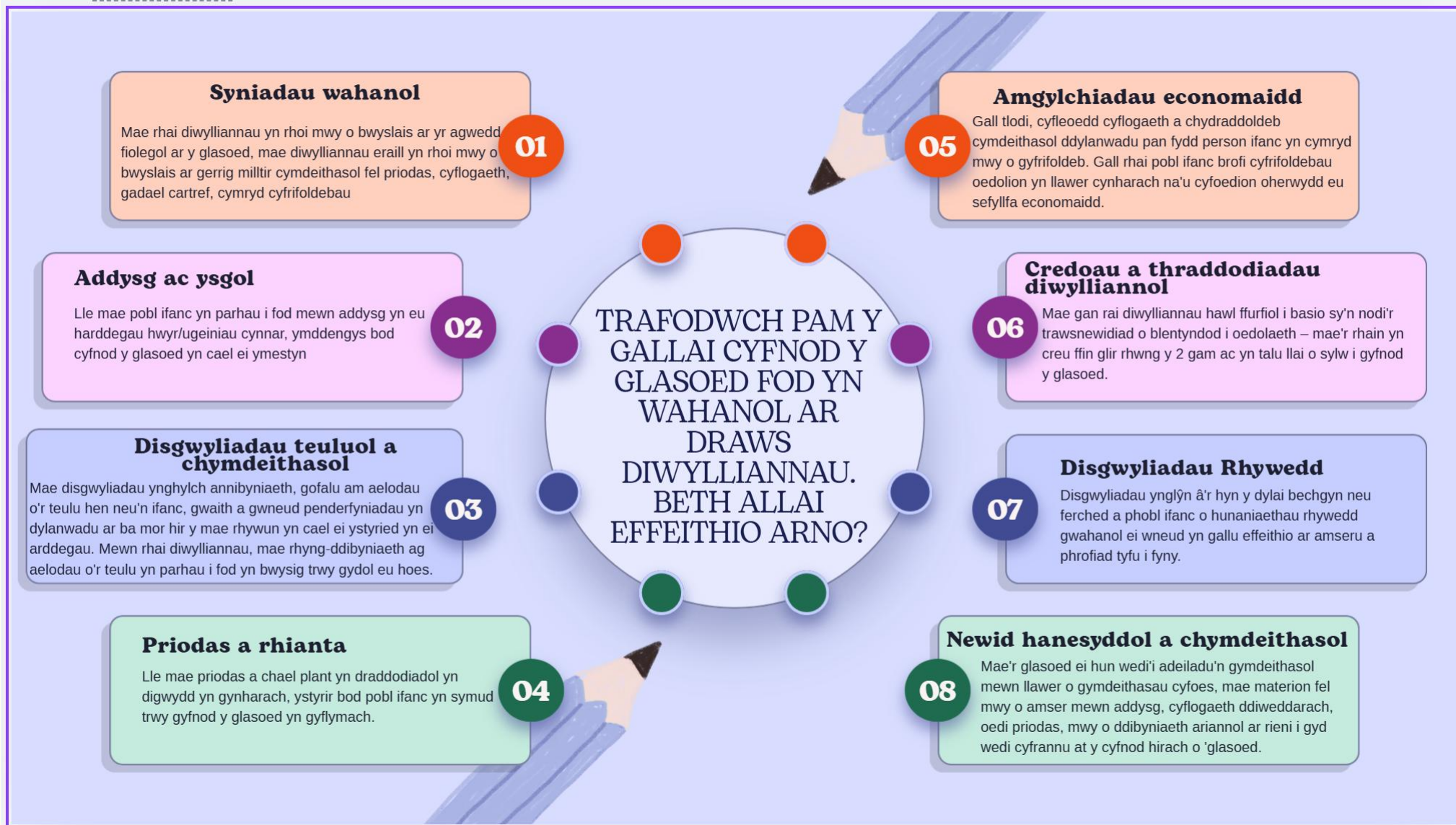
Tasg- Trafodwch pam y gallai cyfnod y glasoed fod yn wahanol ar draws diwylliannau, beth allai effeithio arno.

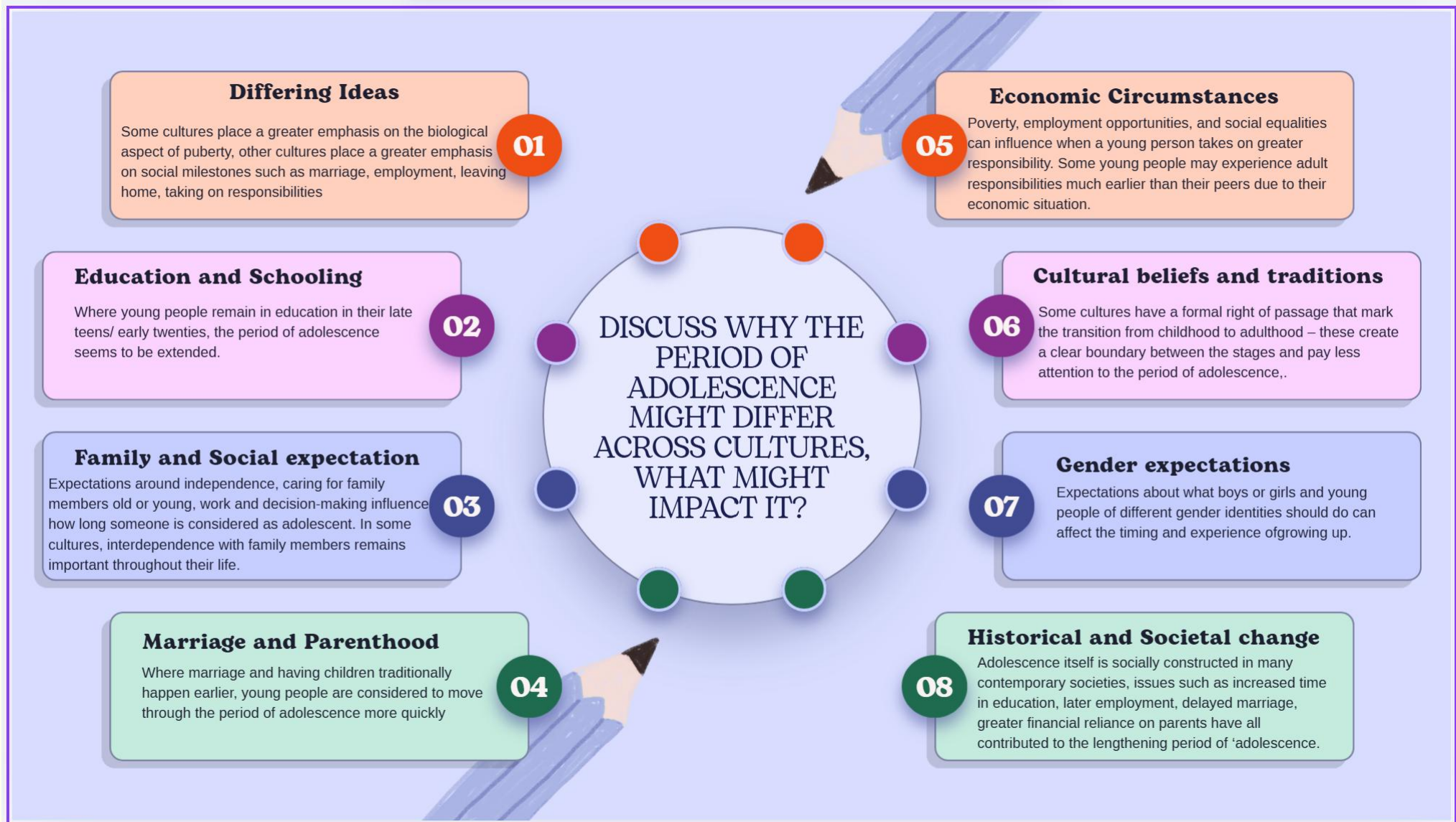
- Creu map meddwl

- Nearly every culture globally
- Duration and experiences differ

Task- Discuss why the period of adolescence might differ across cultures, what might impact it?

- Create a mind map





Traffodwch Discuss

Health

'Adolescence now lasts from 10 to 24'

© 19 January 2018



[BBC News article 'Adolescence now lasts from 10 - 24'](#)



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

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Pam mae'n bwysig?

Why does it matter?

- Cyfnod bwysig ar gyfer hunaniaeth a lles
- Datblygu ymdeimlad o'i hunan
- Important period for identity and well-being
- Developing a sense of self

Meysydd datblygu allweddol

Key areas of development

Seicogymdeithasol

Psychosocial

Seicorywiol

Psychosexual

Gwybyddol

Cognitive

Moesol

Moral

Cymdeithasol ac Emosiynol

Social and Emotional

Corfforol

Physical

Camau Datblygiad Seicogymdeithasol Erikson (1950)

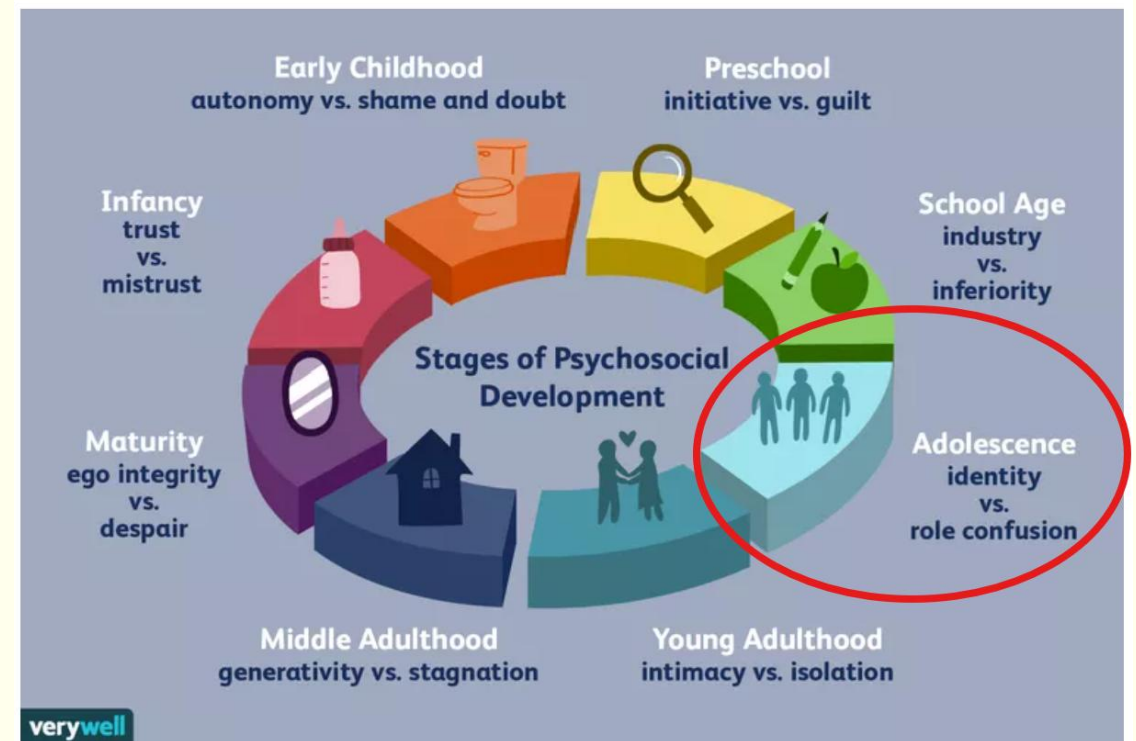
Erikson's Stages of Psychosocial Development (1950)

Yn y glasoed

Hunaniaeth vs Dryswch Rôl =
Ffyddlondeb

Adolescence

Identity vs Role Confusion =
Fidelity



Hunan Adfyfyrio

Self-Reflection

Pwy ydw i?

Pwy ydw i eisiau bod?

Sut ydw i'n darganfod?

Who am I?

Who do I want to be?

How do I find out?



Pwy ydw i? Who am I?



Tasg – Astudiaeth dan arweiniad

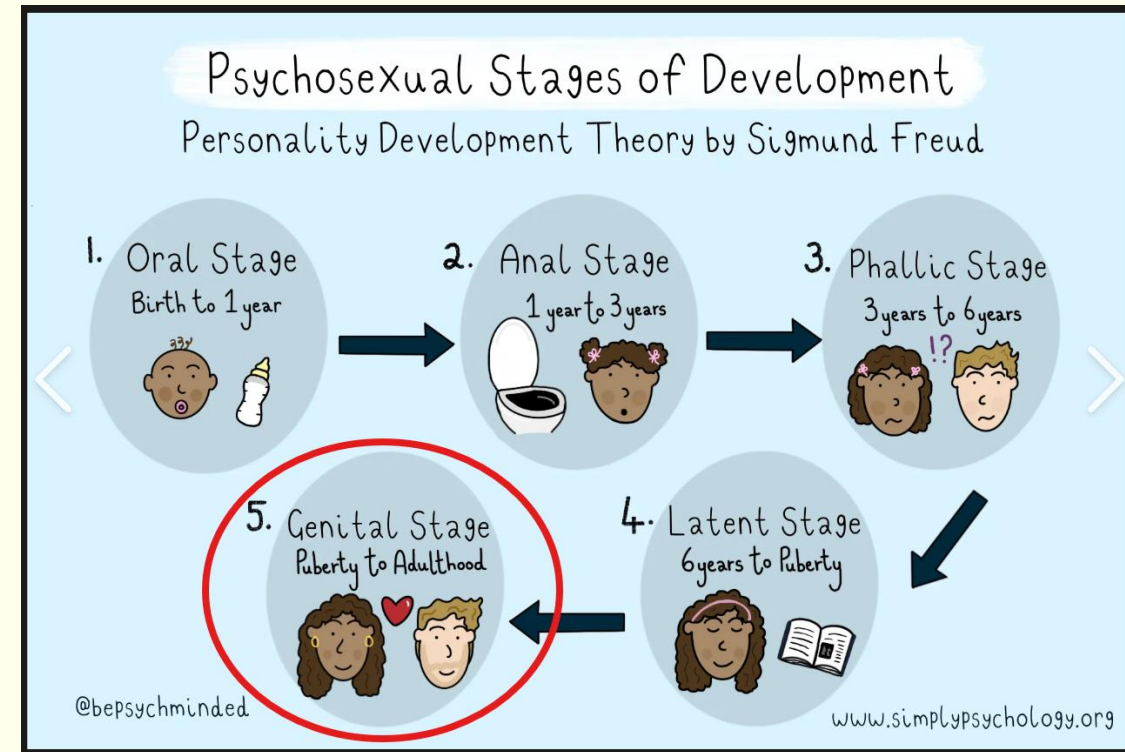
Task – Guided Study

- Gweithio mewn grwpiau bach i 'feirniadu' cam 5 - Hunaniaeth vs Rôl Dryswch o damcaniaeth Erikson.
- Defnyddiwch DA i ddod o hyd i o leiaf 5 pwynt positif a 5 pwynt negyddol
 - Creu tabl i gyflwyno'ch gwaith
 - Yna dewch o hyd i un ffynhonnell i gefnogi pob pwynt
 - Creu rhestr gyfeirnodau gyda 10 ffynhonnell
 - Defnyddiwch y daflen astudiaeth ddarpareir
 - Work in small groups to 'critique' stage 5 - Identity vs Role Confusion of Erikson's theory.
 - Use AI to find at least 5 positives and 5 negatives
 - Create a table to present your work
 - Then find one source to support each point
 - Create a reference list with 10 sources
 - Use the Guided study sheet provided

Freud - Camau Datblygiad Seicorywiol

Freud - Psychosexual Development Stages

- Greddfau rhywiol yn aeddfed
- Datblygu o berthnasoedd oedolion
- Ail-ymddangosiad o ddiddordebau rhywiol tuag at eraill
- Sexual Instincts mature
- Development of more adult relationships
- Re-emergence of sexual interests directed towards others



Beirniadaeth Critique

- Gorbwyslais ar fioleg
- Diffyg ystyriaeth o ffactorau cymdeithasol
- Diffyg tystiolaeth empirig
- Arwyddocâd hanesyddol
- Over emphasis on biology
- Lack of consideration of social factors
- Lack of empirical evidence
- Historical significance

Camau datblygiad gwybyddol Piaget (1952)

Piaget's stages of cognitive development (1952)

- Deall cysyniadau haniaethol
- Dadleuon rhesymegol
- Haniaethiad myfyriol
- Rhesymu damcaniaethol-ddidynnol
- Understanding abstract concepts
- Logical argumentation
- Reflective abstraction
- Hypothetico-deductive reasoning

Piaget's Stages of Cognitive Development		
Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

The Psychology Notes Headquarters - <https://www.PsychologyNotesHQ.com>

Beirniadaeth

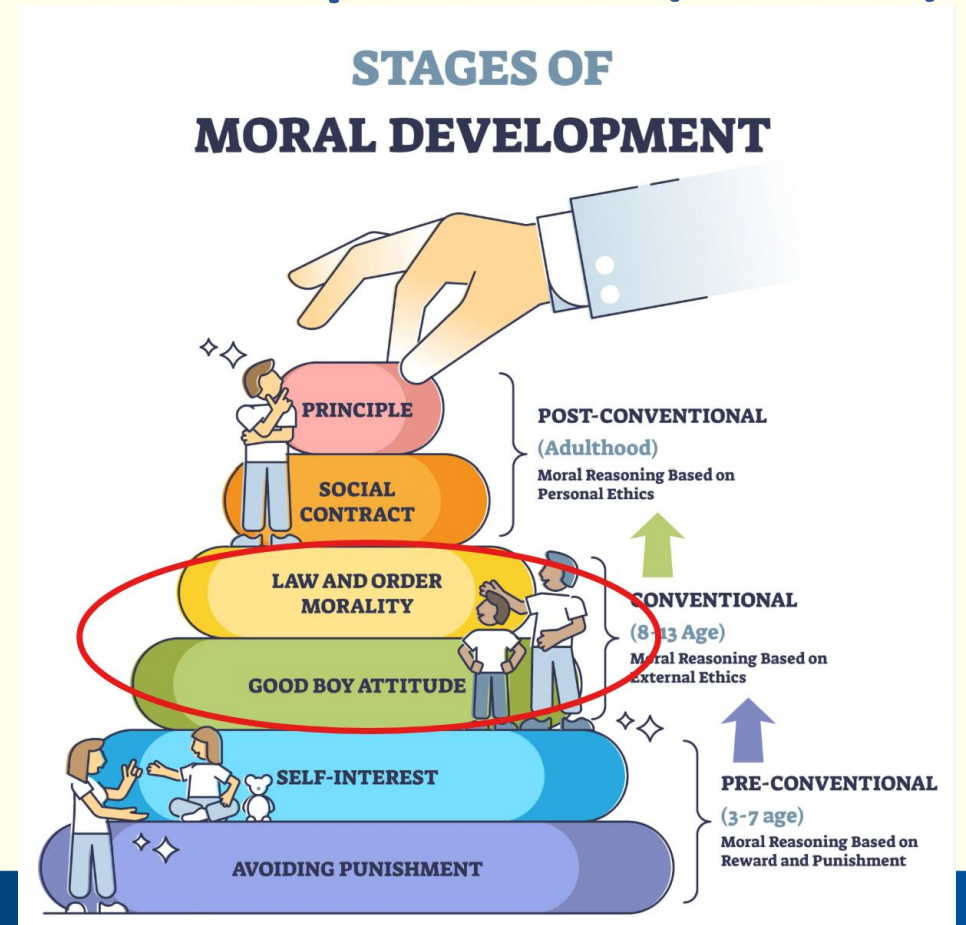
Critique

- Nid yw pob unigolyn yn cyrraedd meddwl gweithredol ffurfiol
- Yn tanamcangyfrif rôl diwylliant a phrofiad cymdeithasol
- Gall datblygiad fod yn fwy graddol nag yn debyg i gam
- Gorbwyslais ar resymu rhesymegol
- Heriau gan ddamcaniaethwyr eraill
- Not all individuals reach formal operational thinking
- Underestimates the role of culture and social experience
- Development may be more gradual than stage-like
- Overemphasis on logical reasoning
- Challenges from other theorists

Camau Datblygiad Moesol Kohlberg's (1960)

Kohlberg's Stages of Moral Development (1960)

- Mewnoli
- Twf Gwybyddol
- Trosglwyddo i ôl-gonfensiynol
- Internalization
- Cognitive Growth
- Transision to post conventional



Datblygiad Moesol

Moral Development

- Moral development is the process by which people develop the distinction between right and wrong (morality) and engage in reasoning between the two (moral reasoning).
- Moral development is the process by which people develop the distinction between right and wrong (morality) and engage in reasoning between the two (moral reasoning).

Beirniadaeth

Critique

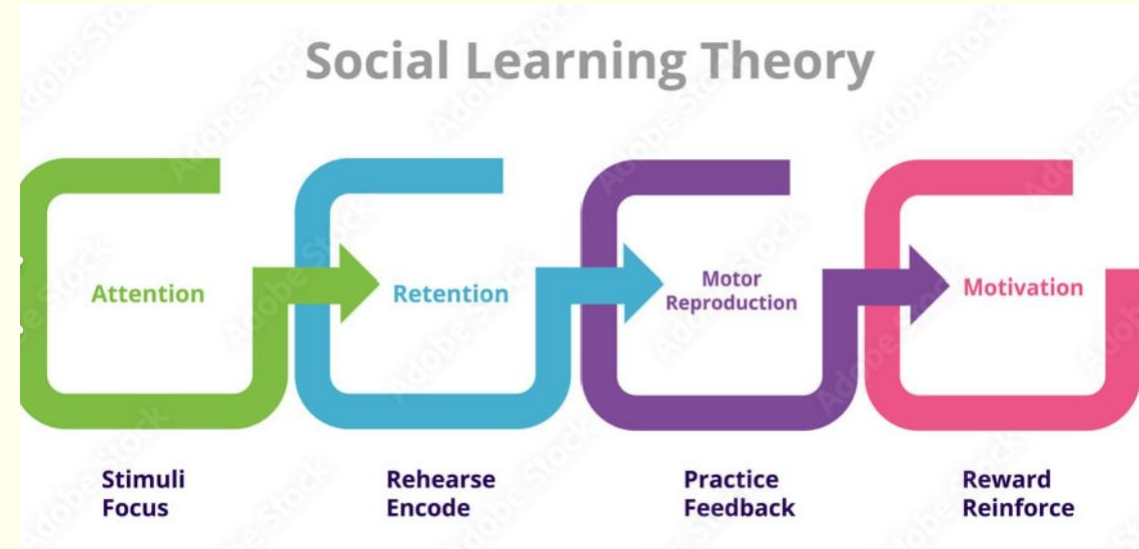
- Nid yw rhesymu moesol yn gyfateb i ymddygiad moesol
- Dros bwysleisio cyfiawnder
- Rhagfarn ddiwylliannol
- Rhagfarn oedran
- Rhagfarn rhywedd
- Moral reasoning does not equate to moral behaviour
- Over emphasizes justice
- Cultural Bias
- Age bias
- Gender bias

Damcaniaeth Dysgu Cymdeithasol Bandura (Datblygiad Cymdeithasol ac Emosiynol) (1977)

Bandura's Social Learning Theory (Social and Emotional Development) (1977)

Arsylwi ac efelychu

- Ymddygiadau
 - Agweddau
 - Mecanweithiau ymdopi
- Observe and imitate
- Behaviours
 - Attitudes
 - Coping mechanisms



Beirniadaeth Critique

- Yn gallu gorbwysleisio dysgu arsylwadol
- Nid yw'n esbonio'n llawn gwahaniaethau unigol
- Llai o sylw i ddatblygiad biolegol
- Mae cymryd risg yn fwy cymhleth nag efelychu
- Nid yw'r damcaniaeth o reidrwydd yn esbonio pam mae pobl ifanc yn eu harddegau yn gwrthsefyll dylanwad cymdeithasol
- Mae ganddo gymwysiadau ymarferol
- Can overemphasise observational learning
- Does not fully explain individual differences
- Less attention to biological development
- Risk-taking is more complex than imitation
- The theory does not necessarily explain why adolescents resist social influence
- Has practical applications

Ffactorau Risg yn ystod y cyfnod hwn

Risk Factors during this period

- Amgylcheddau anghefnogol neu gamweithredol
- Pwysau Cymheiriaid Negyddol
- Pwysau cymdeithasol llethol
- Diffyg adnoddau addysgol neu gymdeithasol
- Camau blaenorol heb eu datrys
- Profiadau niweidiol yn ystod plentynod (ACES)
- Unsupportive or Dysfunctional Environments
- Negative Peer Pressure
- Overwhelming Societal Pressures
- Lack of Educational or Social Resources
- Unresolved Prior Stages
- Adverse childhood experiences (ACES)

Ffactorau amddiffynnol yn ystod y cyfnod hwn

Protective factors during this period

- Rhianta cefnogol
- Perthnasoedd cadarnhaol cymheiriaid a pethnasoedd mentor
- Cyfleoedd ar gyfer archwilio'n ddiogel
- Datrys camau datblygiad blaenorol yn llwyddiannus
- Amgylcheddau diogel a chynhwysol
- Supportive parenting
- Positive peer and mentor relationships
- Opportunities for safe exploration
- Successful resolution of prior developmental stages
- Safe and inclusive environments

Canlyniadau Dryswch Rôl

Consequences of Role Confusion

- Anawsterau ymrwymiad
- Iechyd meddwl gwael
- Drifft ymddygiadol
- Commitment difficulties
- Poor mental health
- Behavioural drift

Buddion o cyflawni hunaniaeth llwyddiannus

Benefits of successful identity achievement

- Ymdeimlad cryf o'i hunan
- Rhinwedd ffyddlondeb
- Gwell gwytnwch
- Canlyniadau oedolion well
- Ymdeimlad o perthyn
- Strong sense of self
- The virtue of fidelity
- Enhanced resilience
- Improved adult outcomes
- Sense of belonging

Pam mae perthyn yn bwysig

Why does belonging matter?

Pam mae perthyn yn bwysig?

Gall ymdeimlad cryf o berthyn gefnogi

- ❤️ Lles emosiynol
- 🧠 Hunan-barch cadarnhaol
- 🤝 Cysylltiad cymdeithasol
- 🌱 Gwytnwch
- 🎯 Cymhelliant ac ymgysylltu
- 🌟 Datblygu hunaniaeth

Why does belonging matter?

A strong sense of belonging can support

- ❤️ Emotional wellbeing
- 🧠 Positive self-esteem
- 🤝 Social connection
- 🌱 Resilience
- 🎯 Motivation and engagement
- 🌟 Identity development

Materion cyfoes yn y glasoed

Contemporary issues in adolescence

Creu Map meddwl

Create a Mind Map

Gweithgaredd: Dadl

Activity: Debate

A yw cyfryngau cymdeithasol yn helpu neu'n niweidio pobl ifanc?

Is social media helping or harming adolescents?

Iechyd Meddwl yn y Glasoed

Mental Health in Adolescence

- Mae iselder, gorbryder ac anhwylderau ymddygiadol ymhlith prif achosion salwch ac anabledd ymhlith pobl ifanc
- Yn fyd-eang, mae un o bob saith o bobl ifanc 10-19 oed yn profi anhwylder meddwl, sy'n cyfrif am 15% o faich byd-eang clefyd yn y grŵp oedran hwn.
- Hunanladdiad yw'r trydydd prif achos marwolaeth ymhlith y rhai rhwng 15 a 29 oed.
- Mae canlyniadau methu â mynd i'r afael â chyflyrau iechyd meddwl pobl ifanc yn ymestyn i oedolion, gan amharu ar iechyd corfforol a meddyliol a chyfyngu ar gyfleoedd i fyw bywydau boddhaol fel oedolion

(WHO, 2025)

Iechyd Meddwl yn y Glasoed

Mental Health in Adolescence

- Depression, anxiety and behavioural disorders are among the leading causes of illness and disability among adolescents
- Globally, one in seven 10-19-year-olds experiences a mental disorder, accounting for 15% of the global burden of disease in this age group.
- Suicide is the third leading cause of death among those aged 15–29 years old.
- The consequences of failing to address adolescent mental health conditions extend to adulthood, impairing both physical and mental health and limiting opportunities to lead fulfilling lives as adults.

(WHO, 2025)

Iechyd Meddwl yn y Glasoed

Mental Health in Adolescence

- Gall 20% o bobl ifanc brofi problem iechyd meddwl mewn unrhyw flwyddyn benodol
- Mae 50% o broblemau iechyd meddwl yn cael eu sefydlu erbyn 14 oed a 75% erbyn 24 oed
- Mae gan 10% o blant a phobl ifanc (5 i 16 oed) broblem iechyd meddwl y gellir ei ddiagnosio'n glinigol, ond nid yw 70% o blant a phobl ifanc sy'n profi problemau iechyd meddwl wedi cael ymyriadau priodol yn ddigon cynnar

(Mental Health Foundation, 2026)

Iechyd Meddwl yn y Glasoed

Mental Health in Adolescence

- 20% of adolescents may experience a mental health problem in any given year
- 50% of mental health problems are established by age 14 and 75% by age 24
- 10% of children and young people (aged 5 to 16 years) have a clinically diagnosable mental health problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age

(Mental Health Foundation, 2026)

Adnabod arwyddion

Recognising signs

Newidiadau yn

- Ymddygiad
- Cyfrinachedd
- Hwyliau
- Cysgu
- Patrymau cymdeithasol
- Bwyta
- Hunanofal
- Presenoldeb yn yr ysgol/ coleg

Changes in

- Behaviour
- Secrecy
- Mood
- Sleep
- Social patterns
- Eating
- Selfcare
- Attendance at school/college

Beth yw wneud?

What to do?

- Hysbysu a chofnodi pryderon – yn enwedig newidiadau dros amser.
- Siaradwch â'r person ifanc mewn ffordd dawel, di-feirniadol.
- Gwrandewch yn hytrach na cheisio datrys y broblem ar unwaith.
- Cymerwch ddatgeliadau o ddifrif.
- Dilynwch weithdrefnau diogelu ac iechyd meddwl y lleoliad.
- Rhannwch bryderon yn briodol gyda'r gweithiwr proffesiynol diogelu/bugeiliol/iechyd perthnasol.
- Cynyddwch ar unwaith os oes risg o niwed ar fin digwydd.
- Notice and record concerns – particularly changes over time.
- Talk to the young person in a calm, non-judgemental way.
- Listen rather than immediately trying to solve the problem.
- Take disclosures seriously.
- Follow the setting's safeguarding and mental-health procedures.
- Share concerns appropriately with the relevant safeguarding/pastoral/health professional.
- Escalate immediately if there is an imminent risk of harm.



Mentrau Ilesiant a Gwasanaethau Ieuenctid

Well-being initiatives and Youth Services

- Gwasanaethau Iechyd Meddwl Plant a'r Glasoed CAMHS, gwasanaethau iechyd meddwl y GIG, cwnsela, therapïau seicolegol
- Mentora ieuenctid
- Rhaglenni Ilesiant ysgolion/coleg
- Teulu ac oedolion dibynadwy
- Llinellau cymorth ieuenctid
- Cymorth gan gymheiriaid
- Child and Adolescent Mental Health Services CAMHS, NHS mental health services, counselling, psychological therapies
- Youth mentoring
- School/College well-being programmes
- Family & trusted adults
- Youth helplines
- Peer support

Mentrau Ilesiant a Gwasanaethau Ieuenctid

Well-being initiatives and Youth Services

- Gwaith ieuenctid
- Gofal Iechyd Sylfaenol
- Gwasanaethau Diogelu
- Gyrfaoedd a chymorth addysgol
- Cymorth ar-lein
- Mudiadau cymunedol/gwirfoddol
- Youth work
- Primary Healthcare
- Safeguarding Services
- Careers and Educational support
- Online support
- Community/voluntary organisations

Gwerthuso Mentrau

Evaluating Initiatives

- Effeithiolrwydd
 - Hygyrchedd
 - Cynhwysiant
 - Cydraddoldeb
 - Cysondeb
- Effectiveness
 - Accessibility
 - Inclusion
 - Equality
 - Consistency

Cyswllt i'r Aseiniad

Link to Assignment

Fel rhan o'ch aseiniad, gallech
ddewis canolbwyntio ar 'glasoed'
fel cyfnod, defnyddio'r wybodaeth
ac ymchwil
annibynnol.....

.....

As part of your assignment, you
could choose to focus on
'adolescence' as a period, use the
information and independent
research.....

.....

Tasg – Astudiaeth dan arweiniad – Gwaith Cartref

Task – Guided Study – Homework

Ymchwiliwch i'r damcaniaethau a drafodwyd

Defnyddiwch y daflen a ddarperir i gymharu a chyferbynnu;

Erikson

Freud

Piaget

Kohlberg

Bandura

Research the theories discussed

Use the sheet provided to compare and contrast;

Erikson

Freud

Piaget

Kohlberg

Bandura

Gweithgaredd H5P Activity

[match the theorist to both the description and the stages/concepts associated with their theory. | Home](#)

Darllen Pellach

Further Reading

[The Transition from Childhood to Adolescence: Between Health and Vulnerability \(Mastorci *et al.*, 2025\)](#)

[WHO – Adolescent Health \(WHO, 2026\)](#)

Gweithgaredd

Activity

Nawr, pa eiriau sy'n dod i'ch feddwl pan fyddwch chi'n meddwl am glasged?

Now, what words come to mind when you think of adolescence?



menti.com

6570 5514

Cyfeirnodau References

WHO (2026) *Adolescent Health*. Available at: https://www.who.int/health-topics/adolescent-health/#tab=tab_1 (Accessed: 25 August 2026).

CSR.Education (2024) *Understanding Adolescents: Navigating the Transitional Years*. Available at: <https://csr.education/women-and-child-development/understanding-adolescents-transitional-years/> (Accessed: 25 August 2026).

WHO (2025) *Mental health of adolescents*. Available at: <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health> (Accessed: 26 August 2026).

Mental Health Foundation (2026) *Children and young people: statistics*. Available at: <https://www.mentalhealth.org.uk/explore-mental-health/statistics/children-young-people-statistics> (Accessed: 26 August 2026).

Mastorci, F., Lazze, M., Vassalle, C. and Pingitore, A. (2025) 'The Transition from Childhood to Adolescence: Between Health and Vulnerability', *Children*, 11 (8), pp. 989.
<https://doi.org/10.3390/children11080989>