

Cynllun Gwers Rhan 2

Lesson Planning Part 2



Cynnwys Sylfaenol Cynllun Gwers

Basic Needs for a Lesson Plan

- ▣ Reference to skills from National Curriculum document i.e. F.Ph.? Or KS2?
- ▣ Resources needed
- ▣ SEE TEMPLATE ON MOODLE!
- ▣ Nodwch sgiliau o'r Cwricwlwm Cenedlaethol h.y. C.S. neu C.A.2?
- ▣ Adnoddau sydd angen
- ▣ GWELER TEMPLED SYDD AR MOODLE



Cynllun Gwers / Lesson Plan

- ▣ Download
- ▣ Read over
- ▣ Darllenwch
- ▣ Highlight any sub-headings unsure of
- ▣ Choose 'team building' activities
- ▣ Uwcholeuwch unrhyw penawd ansicr ohono
- ▣ Dewiswch gweithgaredd 'adeiladu tîm'



Cynnwys / Content

- ▣ Cynllunio Gwersi
- ▣ Gwahaniaethu, Cynnwys Pawb a Risg
- ▣ Dulliau Dysgu ag Addysgu
- ▣ Dewis o Strategaethau Rheoli Ymddygiad
- ▣ Mesur ansawdd
- ▣ Cynllunio bod tu allan yn cymryd rhan yn gweithgareddau awyr agored
- ▣ Lesson Planning
- ▣ Differentiation, Inclusiona & Risk
- ▣ Learning and Teaching styles
- ▣ Behaviour Management Strategies Considered
- ▣ Measuring quality
- ▣ Planning for being outdoors taking part in an adventurous activity.



Amcanion Dysgu,
Gwahaniaethu a
Chynhwysiant

Learning Objectives,
Differentiation and
Inclusion



Devising Effective Learning Objectives

- ▣ Focus on the **learning**, not the **doing**
- ▣ Establish the context and consider what is possible within the time scale. *By the end of the session...*
- ▣ Begin with an observable action verb that describes **what the learner will be able to do**.
E.g. **be able to ...**
- ▣ Limit the number of objectives to focus on the **major learning**.



Dyfeisio Amcanion Dysgu Effeithiol

- ▣ Canolbwyntiwnch ar y **dysgu**, nid y gwneud
- ▣ Sefydlwch y **cyd-destun** ac ystyriwch beth sy'n bosibl o fewn y raddfa amser. *Erbyn diwedd y sesiwn...*
- ▣ Dechreuwch gyda berf weithredu y gallwch ei harsyllu ac sy'n disgrifio beth fydd y dysgwr yn gallu ei wneud e.e. Erbyn diwedd y wers byddai'n medru ...
- ▣ Cyfyngwch nifer yr amcanion er mwyn canolbwyntio ar **ddysgu sylweddol**.



Rhagfarn / Bias

- ▣ Anabledd/**Disabled**
- ▣ Sipsi / **Gypsy**
- ▣ Drwg / **Naughty**
- ▣ Anghenion dysgu/**Learning disability**



Gwahaniaethu
Differentiation

Cynhwysiant
Inclusion



CCUHP /UNCRC

Nodau craidd Confensiwn y Cenhedloedd Unedig

The core aims within the United Nations Convention of
the Rights of the child

- ▣ <http://www.unicef.org/crc/>
- ▣ Participation rights – having an active voice.
- ▣ http://www.youtube.com/watch?v=y_2nA49p3yw



Other considerations for effective lessons?

- ▣ Ysgogol?
- ▣ Ar gael i bawb?
- ▣ Paratoi trwylwyr?
- ▣ Ansawdd uchel?
h.y.cyflwyno &
cwestiynu?
- ▣ I bwrpas? h.y. ar
gyfer bywyd yn
2020?
- ▣ Motivating?
- ▣ Accessible to all
learners?
- ▣ Clearly prepared?
- ▣ High quality? i.e.
delivery &
questioning?
- ▣ Fit for purpose? i.e.
curriculum for life &
for living 2020?



Within your lesson plan consider ...

- ▣ Pa ddatblygiad corfforol bydd eich gweithgaredd yn hyrwyddo?
- ▣ What physical development would your activity promote?
- ▣ Pa gyfleuoedd gyda deunydd naturiol byddwch yn cynnwys i hyrwyddo datblygiad a chymhwysedd corfforol?
- ▣ What affordances would be included to promote physical development and competence?



Risg / Risk



Take Risks:
If you win, you will
be happy; if you
lose, you will be
wise.

iliketoquote.com

MORE FROM ILIKETOQUOTE.COM





Mark Zuckerberg

The biggest risk is not taking any risk...
In a world that changing really quickly,
the only strategy that is guaranteed
to fail is not taking risks.

coolnsmart.com

Ystyriwch rhai o'r rhesymau pam na wna plant dderbyn
cyfleoedd i gymryd risg?

Consider some of the possible reasons why children
are not given opportunities to take risks?



*PLANT GWLAN COTWM?
COTTON WOOL KIDS?
WAITON, S. (2006)*



Cymryd Risg Taking Risks



Taking risks is an essential part of the human experience. Children need to be protected from doing things that may harm them very badly. However, removing any risks, large or small, will harm their self-confidence. Children who are not allowed to take any risks may start to feel that the world is very dangerous, and may assume that their parents do not think they can deal with the little problems of every day life. Alternatively, children who are never in any situation of risk may be oblivious to danger. Either response results in a child being ill-equipped to deal with everyday life.

answers.yahoo.com (mynediad 15/3/19)



Can and should we create a safety bubble?

Kierkegaard



Edrychwch ar wefan 'Chwarae Cymru' beth ddywedant yw'r perygl o beidio caniatáu plant gymeryd risgiau?

Look at the 'Play Wales' website, what do they say are the dangers of not exposing children to risks?



Mae pob plentyn a pherson ifanc angen ac eisiau mentro, yn gorfforol ac yn emosiynol wrth iddynt dyfu i fyny, waeth beth fo'u diwylliant neu eu cefndir, neu waeth pa ddiffygion neu ymddygiad sydd ganddynt.

Chwarae Cymru(mynediad 5/4/19)

All children and young people need and want to take risks physically and emotionally as they grow up, no matter what culture or background they come from, or what impairments or behaviour they may come with.

Play Wales(accessed 5/4/19)



Edrych eto ... / Look again ...

- ▣ Ystyriwch ymha ffordd mae'ch gwers yn :
 - ▣ (i) Didwyll (ii)Gwahanol (iii)Anturus a (iv)Pwrrpas ?
 - ▣ O ganlyniad efallai bydd angen gwneud mân newidiadau i'ch cynllun eto.
-
- ▣ *Consider in which was is your lesson*
 - ▣ *(i)Authentic (ii)Distinctive (iii)Adventurous and (iv)Meaningful?*
 - ▣ *As a result you may need / want to make a minor adjustment.*



Llyfryddiaeth / Bibliography

Beames, S., Higgins, P., and Nicol, R. (2012) *Learning outside the classroom – theory and guidelines for practice*. London. Routledge

Casey, Dyson, Casey, Ashley, & Dyson, Ben. (2014). Cooperative learning in physical education : A research based approach (Routledge studies in physical education and youth sport ; 13). New York: Routledge.

Doherty, J. and Brennan, P. (2008) *Physical Education and Development 3-11*. London: Routledge.

Hattie, J., Marsh, H.W., Neill, J. and Richards, G. E. 1997. Adventure education and outward Bound: Out-of-class experiences that make a lasting difference, *Review of Educational Research*, 67, 1, 43-87.

Heron, J. (2008) *The complete facilitator's handbook*. London:



Llyfryddiaeth / Bibliography

Lindon, J. (2003) *Too safe for their own good*, National Children's Bureau.

Mosston, M. and Ashworth, S. (2001) *Teaching physical education*.

London. Pearson.

Williams, A. and Wainwright, N. (2014) A new pedagogical model for adventure in the curriculum: Part 1 – advocating for the model.

Journal of Physical Education and Sport Pedagogy, Vol 21 (5) 460-481.

Williams, A. and Wainwright, N. (2014) A new pedagogical model for adventure in the curriculum: Part 2 – outlining the model. *Journal of*

Physical Education and Sport Pedagogy Vol 21 (6) 589-602.



Llyfryddiaeth / Bibliography

Play Wales Play Deprivation Article =

<http://www.playwales.org.uk/eng/playandchallenge>

Reconnecting children with nature document

=<https://www.nationaltrust.org.uk/features/connecting-kids-with-nature>

