

GWEITHIO MEWN  
PARTNERIAETH Â  
WORKING IN  
PARTNERSHIP WITH



**Gweithredu  
dros Blant**



# ***Methu Siarad, Ysgrifennwch***

# ***Can't Talk, Write***

**Gweithgareddau ysgrifennu i wella  
iechyd meddwl**

**Pecyn cymorth i hwyluswyr**

**Writing activities to improve  
mental health**

**A toolkit for facilitators**

# Croeso

**Mae ysgrifennu'n ffordd dda o gael pobl ifanc i fynegi eu teimladau. Mae rhoi pethau ar bapur yn gallu eu helpu hefyd i wneud synnwyr o unrhyw broblemau.**

Mae hyn yn arbennig o bwysig gan fod bywyd yn gallu bod yn anodd i bobl ifanc. Mae llawer o bwysau i ymdopi â hwy gartref, yn yr ysgol ac ar-lein. Mae'r rhain yn gallu effeithio ar sut maent yn teimlo.

Rydym wedi canfod bod un o bob wyth o rai 5 i 19 oed yn cael problemau â'u hiechyd meddwl. Ond mae ymchwil yn dangos bod ysgrifennu yn gallu helpu. Dywedodd bron i hanner y bobl ifanc a holwyd (46%) fod ysgrifennu eu teimladau yn gwneud iddynt deimlo'n well. Dywedodd pobl ifanc hefyd fod ysgrifennu yn eu tawelu (47%) ac yn eu helpu i rannu sut maent yn teimlo (37%).

## Sut mae defnyddio'r pecyn cymorth hwn

Mae'r pecyn cymorth hwn yn cynnwys 10 sesiwn i gael rhai 11-18 oed i ysgrifennu.

Mae pob un yn cynnwys gweithgarwch y gellir rhoi cynnig arno. Mae cynlluniau gwersi hefyd ac awgrymiadau ar sut i addasu'r cynnwys.

Nid oes yn rhaid i chi argraffu taflenni gwaith y gweithgareddau – gallwch ddefnyddio dyddiadur neu lyfr nodiadau.

# Welcome

**Writing is a great way for young people to express their feelings. Getting things down on paper can really help them to make sense of any problems, too.**

This is particularly important because life for young people can be tough. There are lots of pressures to deal with at home, in school and online. These can really affect how they feel.

We've found that one in eight 5 to 19-year-olds struggles with their mental health. But research shows that writing can help. Almost half of young people (46%) said writing their feelings down made them feel better. Young people also said writing made them feel calmer (47%) and helped them to share how they're feeling (37%).

## How to use this toolkit

This toolkit includes 10 sessions to get 11 to 18-year-olds writing.

Each one features an activity to try out. There's also lesson plans and suggestions to adapt the content.

You don't have to print the activity worksheets – you can use a journal or notepad instead.

# Sesiwn 1

## Beth mae ysgrifennu yn ei olygu i mi?

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	Siarad am sut y gellir defnyddio ysgrifennu i wella llesiant. Gofynnwch i'r grŵp feddwl am eiriau sy'n disgrifio sut maent yn teimlo am ysgrifennu. Defnyddiwch eu hawgrymiadau i greu banc geiriau.	Bwrdd gwyn neu siart troi.	Dangos sut y gall ysgrifennu wella llesiant.  Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu â phobl eraill.
15-20 munud	<p>Dosbarthwch y daflen waith <i>Beth mae ysgrifennu yn ei olygu i mi?</i></p> <p>Gofynnwch i bawb addurno eu câs pensiliau i ddangos beth mae ysgrifennu yn ei olygu iddynt hwy. Gallant ddefnyddio geiriau o'r banc neu ddefnyddio eu syniadau eu hunain.</p> <p>Gwahoddwch bobl i rannu beth mae ysgrifennu yn ei olygu iddynt hwy.</p> <p>Soniwch am y gwahanol ffyrdd o ysgrifennu a sut mae'r rhain yn disgrifio sut maent yn teimlo – er enghraifft, hapus, trist, positif, dig, gobeithiol neu anobeithiol.</p> <p><b>Noder:</b> Gall ysgrifennu ein helpu i fynegi ein teimladau, i reoli ein hemosiynau, a gwella ein llesiant.</p>	<ul style="list-style-type: none"><li>– Taflen waith Gweithgarwch 1: Beth mae ysgrifennu yn ei olygu i mi?</li><li>– Pennau ffelt.</li><li>– Pennau lliw.</li><li>– Pensiliau.</li></ul>	<p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Help pobl i reoli eu meddyliau, eu hemosiynau a'u hymddygiad.</p> <p>Meithrin hunan barch, cydnerthedd, ac adnabod cryfderau, cyflawniadau a gwerthoedd.</p> <p>Meithrin perthnasoedd.</p> <p>Datblygu creadigrwydd.</p>

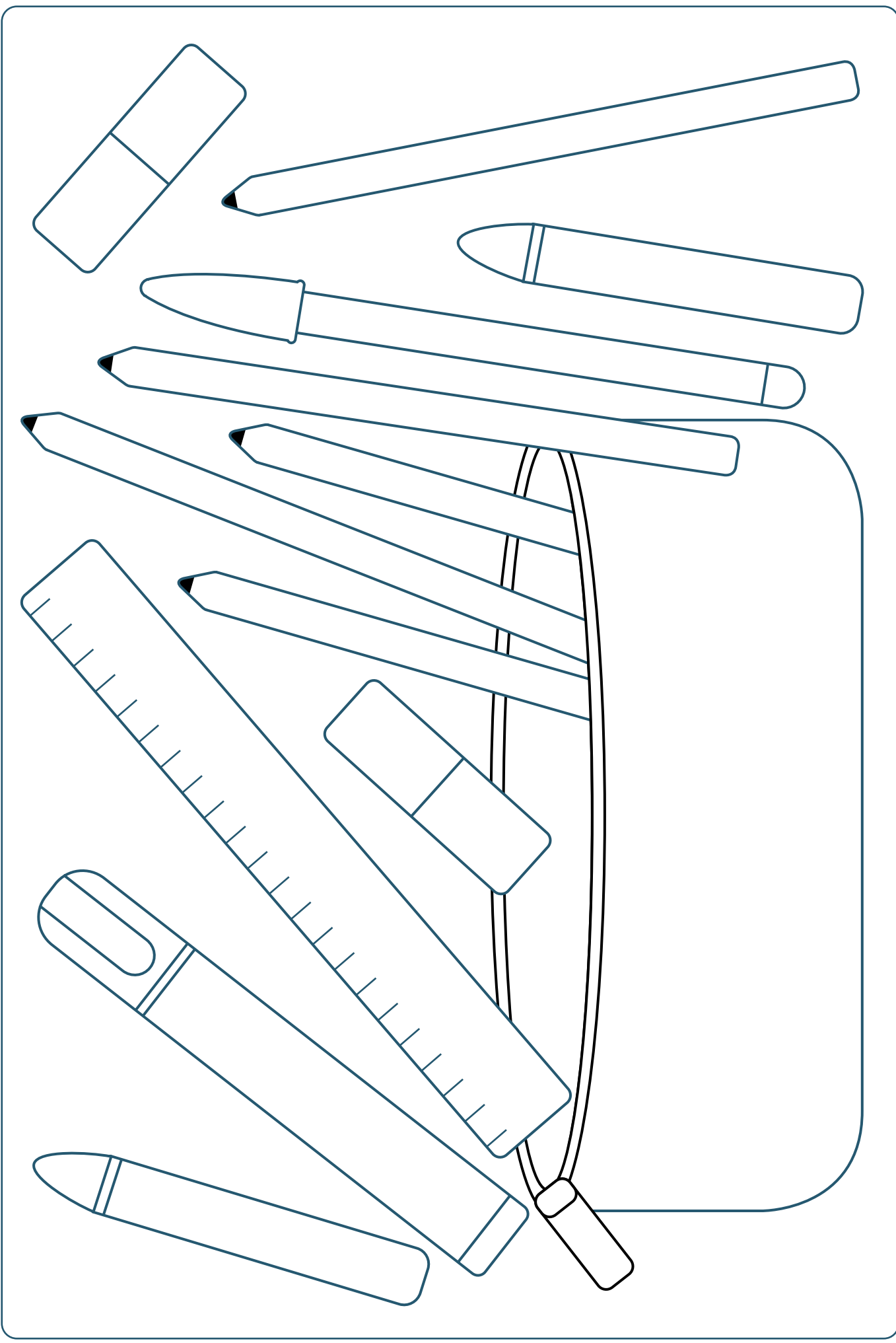
**Gwnewch rywbeth gwahanol:** YGallwch hefyd gynnal y sesiwn fel gweithgarwch wedi'i seilio ar drafodaeth. Gofynnwch i bob unigolyn dynnu llun ar eu câs pensiliau neu ei liwio, a siaradwch am yr hyn maent wedi'i wneud.

# Session 1

## What does writing mean to me?

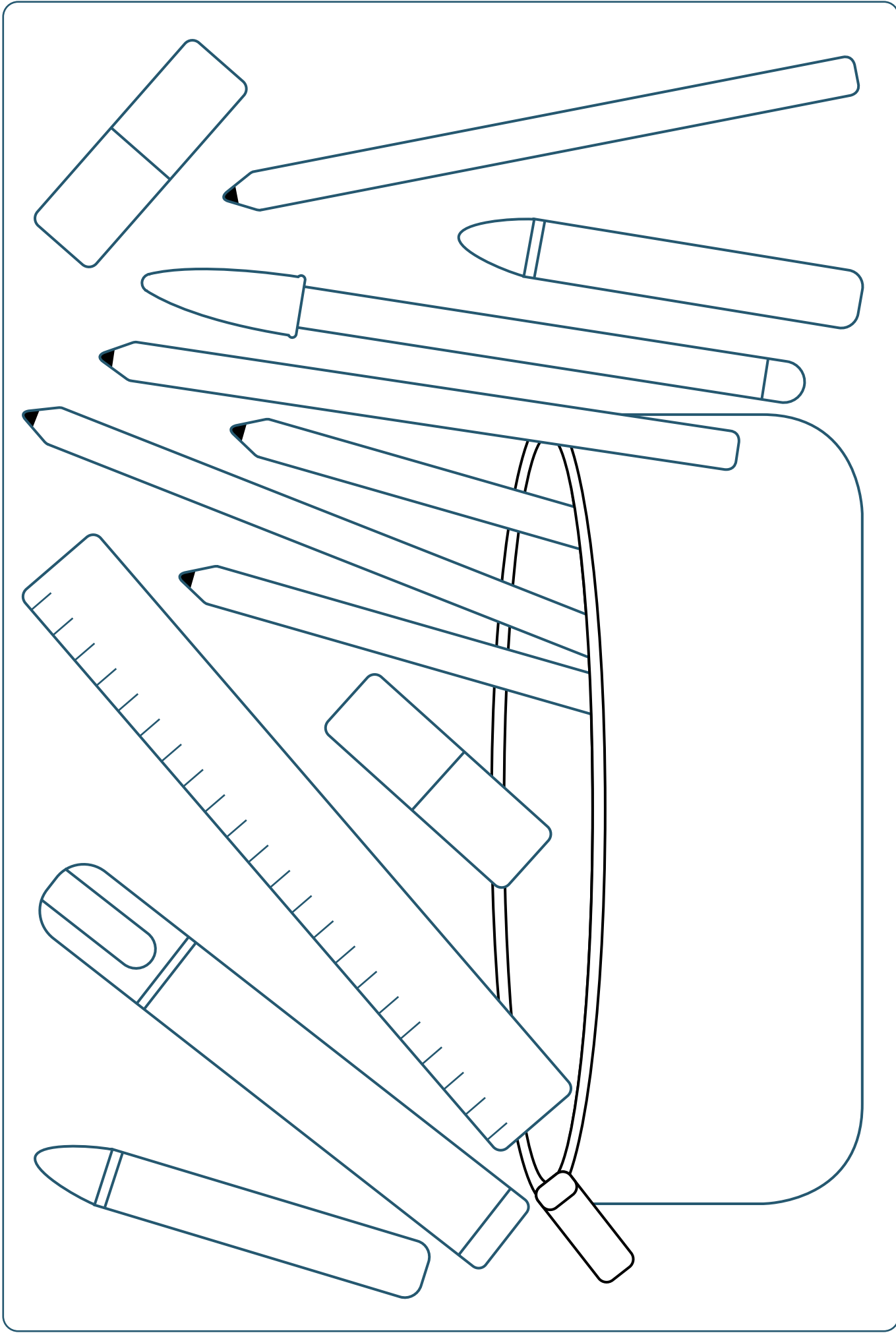
Time	Activity	What you need	Aims of the session
10 minutes	Talk about how writing can be used to improve wellbeing. Ask the group to come up with words that describe how they feel about writing. Use their suggestions to create a word bank.	Whiteboard or flip chart.	To show how writing can improve wellbeing.  To demonstrate how writing can be used to positively express our feelings and communicate with other people.
15-20 minutes	<p>Hand out the <i>What does writing mean to me?</i> worksheet.</p> <p>Ask everyone to decorate their pencil case to show what writing means to them. They can use words from the bank included or come up with their own ideas.</p> <p>Invite people to share what writing means to them.</p> <p>Talk about the different ways of writing and how they reflect how we're feeling – for example, happy, sad, positive, angry, optimistic or hopeless.</p> <p><b>Note:</b> Writing can help us to express our feelings, manage our emotions, and improve our wellbeing.</p>	<ul style="list-style-type: none"> <li>– Activity 1 worksheet: <i>What does writing mean to me?</i></li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> </ul>	<p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To help people to manage their thoughts, emotions and behaviour.</p> <p>To build self-esteem and resilience, and recognise strengths, achievements and values.</p> <p>To build relationships.</p> <p>To develop creativity.</p>

**Do something different:** You can also run the session as a discussion-based activity. Ask each person to draw on or colour-in their pencil case, and then talk about what they've done.



# Activity 1

What does writing mean to me?



## Banc geiriau

Ryseitiaus

Llawenydd

Dyddiaduron

Poen

Dyddlyfrau

Llythyrau

Hwy

Ymlacio

Rhestrau o bethau

i'w gwneud

Pryderus

Anfon negeseuon testun

Rhyddhad

Graffiti

Cylchgronau

Tristwch

Gwaith cartref

Barddoniaeth

Rhannu

Dianc

Geiriau caneuon

Baich

Cardiau

Rap

## Activity 1

What does writing mean to me?

### Word bank

Recipes

Joy

Diaries

Pain

Journals

Letters

Texting

To-do lists

Anxious

Graffiti

Magazines

Release

Sadness

Homework

Poetry

Fun

Escape

Sharing

Music lyrics

Chore

Cards

Rap

Relaxing

Fiction



## Sesiwn 2

# Beth ydw i'n ei hoffi amdanaf fy hun? Beth mae eraill yn ei hoffi amdanaf i?

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Gofynnwch i'r grŵp feddwl am ddefnydd ymddwyn neu rywun maent yn eu hedmygu. Gofynnwch iddynt rannu nodweddion, cryfderau a gwerthoedd eu delfryd ymddwyn. Defnyddiwch yr atebion i greu banc geiriau o dan y penawdau: cryfderau, gwerthoedd a nodweddion.</p>	<p>Bwrdd gwyn neu siart troi.</p>	<p>Cydnabod nodweddion personol, cryfderau a gwerthoedd.</p> <p>Dangos sut y gellir defnyddio ysgrifennu mewn ffordd bositif i fynegi ein teimladau ac i gyfathrebu â phobl eraill.</p>
15-20 munud	<p>Dosbarthwch y daflen waith Beth ydw i'n ei hoffi amdanaf fy hun? <i>Beth mae eraill yn ei hoffi amdanaf i?</i></p> <p>Gofynnwch i bawb ysgrifennu eu nodweddion, eu cryfderau a'u gwerthoedd, ar yr ochr chwith. Yna, ar yr ochr dde, gofynnwch iddynt ysgrifennu'r nodweddion, y cryfderau a'r gwerthoedd mae pobl eraill yn eu gweld ynddynt.</p> <p>Cyfeiriwch unrhyw un sy'n cael trafferth at y banc geiriau. Gallwch hefyd eu helpu i adnabod eu nodweddion, eu cryfderau a'u gwerthoedd.</p> <p>Gofynnwch i'r grŵp rannu'r ddwy restr. Siaradwch am y gwahaniaeth rhwng eu canfyddiad hwy a'r hyn mae pobl eraill yn ei deimlo amdanynt.</p>	<ul style="list-style-type: none"><li>- Taflen waith Gweithgarwch 2: Beth ydw i'n ei hoffi amdanaf i? <i>Beth mae eraill yn ei hoffi amdanaf i?</i></li><li>- Pennau ffelt.</li><li>- Pennau lliw.</li><li>- Pensiliau.</li></ul>	<p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Enwi nodweddion, cryfderau a gwerthoedd – a'u hadnabod yn ein hunain ac eraill.</p> <p>Meithrin hunan barch, cydnerthedd, ac adnabod cryfderau, cyflawniadau a gwerthoedd.</p> <p>Datblygu creadigrwydd.</p>

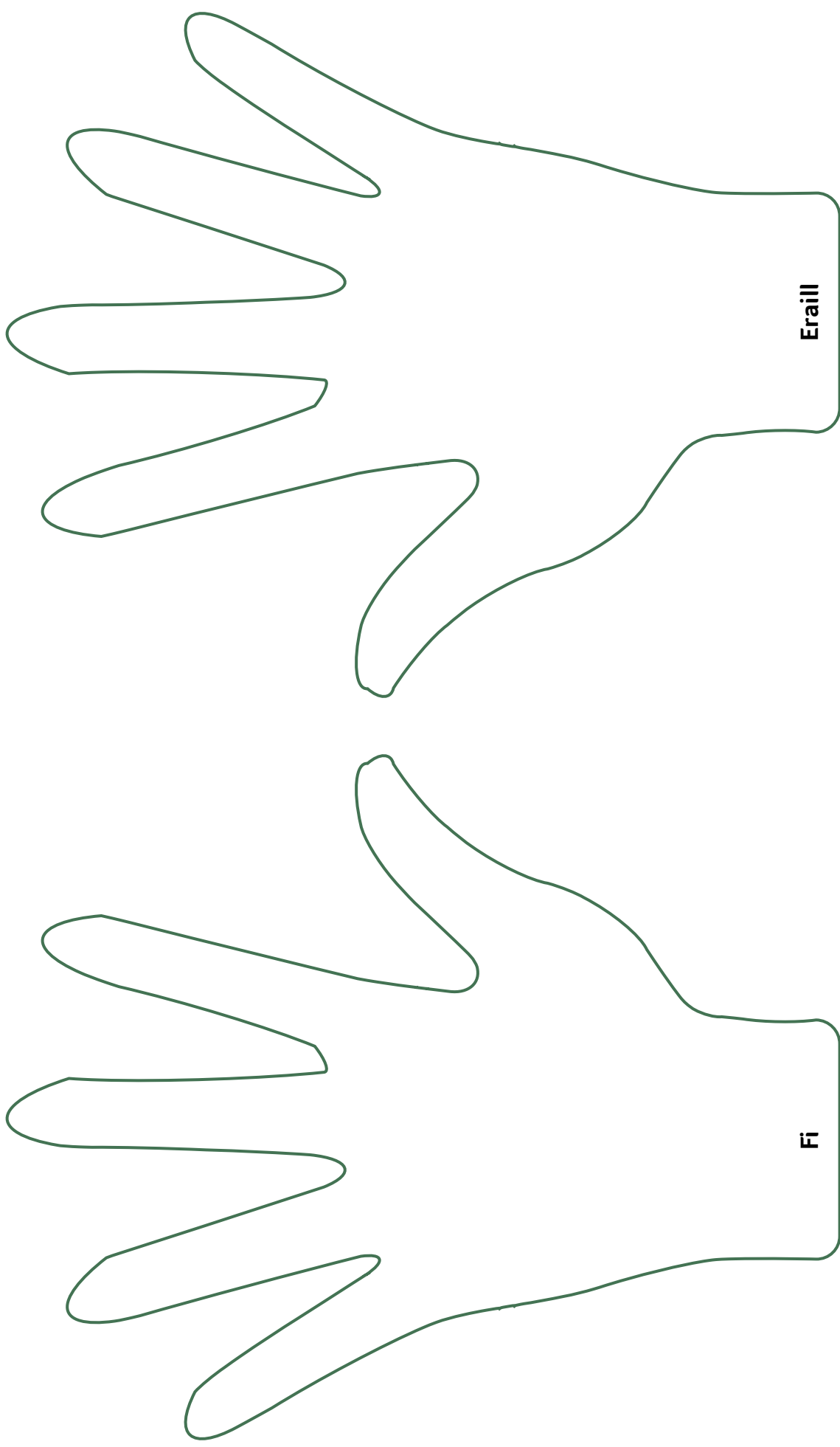
**Gwnewch rywbeth gwahanol:** Gallwch hefyd gynnal y sesiwn fel gweithgarwch wedi'i seilio ar drafodaeth. Cyn i chi ddechrau, ysgrifennwch rai geiriau perthnasol ar nodiadau Post-it. Gofynnwch i'r grŵp llynu'r rhain ar eu dwylo.

## Session 2

# What do I like about me? What do others like about me?

Time	Activity	What you need	Aims of the session
10 minutes	Ask the group to think of a role model or person they admire. Get them to share their role model's qualities, strengths and values. Use the answers to create a word bank under the headers: strengths, values and qualities.	Whiteboard or flip chart.	<p>To recognise personal qualities, strengths and values.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p>
15-20 minutes	<p>Hand out the <i>What do I like about me? What do others like about me?</i> worksheet.</p> <p>Ask everyone to write down their qualities, strengths and values, on the left hand. Then, on the right hand, ask them to write down the qualities, strengths and values other people see in them.</p> <p>Point anyone who's struggling to the word bank. You can also help them to identify their qualities, strengths and values.</p> <p>Ask the group to share both lists.</p> <p>Talk about the difference between their perception and what they feel others think of them.</p>	<ul style="list-style-type: none"> <li>- Activity 2 worksheet: <i>What do I like about me? What do others like about me?</i></li> <li>- Felt tip pens.</li> <li>- Coloured pens.</li> <li>- Pencils.</li> </ul>	<p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To name qualities, strengths and values – and to recognise these in themselves and others.</p> <p>To build self-esteem and resilience, and recognise strengths, achievements and values.</p> <p>To develop creativity.</p>

**Do something different:** The session can also be run as a discussion-based activity. Before you start, write some relevant words on Post-it notes. Ask the group to stick these to the hands.

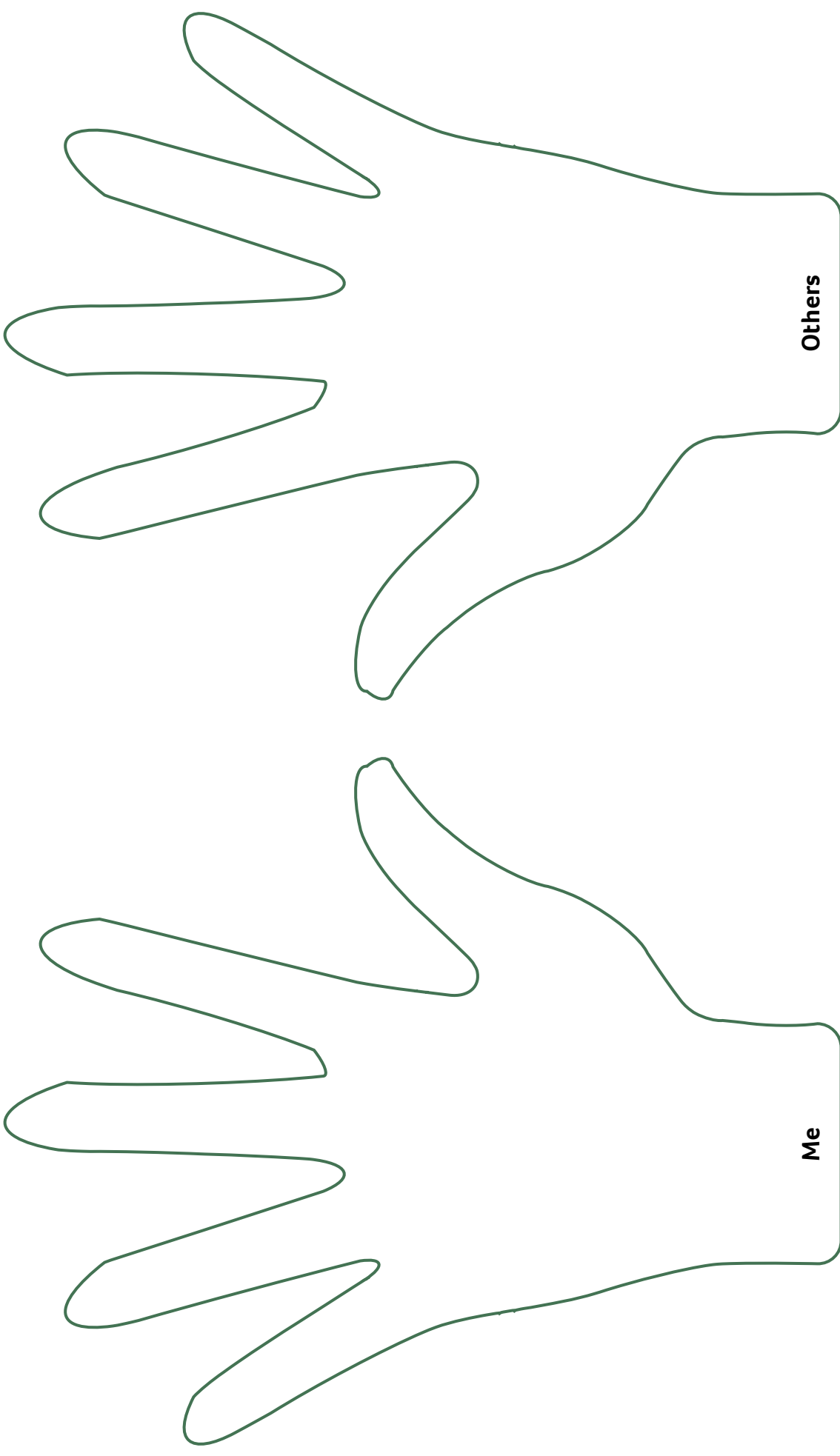


**Banc geiriau**

- Cyfeillgarwch - Cartref - Teulu - Cymheiriaid - Ysgol - Perthnasoedd - Cymuned - Clybiau
- Personoliaeth - Cymeriad - Agweddau - Arweinyddion - Chwaraeon - Hoffterau - Hoffterau - Emosiynau
- unigryw

## Activity 2

What do I like about me? What do others like about me?



### Word bank

- Friendship
- Home
- Family
- Peers
- School
- Relationships
- Community
- Clubs
- Personality
- Character
- Uniqueness
- Leaders
- Sport
- Likes
- Emotions

# Sesiwn 3

## Beth sy'n fy ngwneud i yn fi?

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Dangoswch y daflen waith fawr <i>Beth sy'n fy ngwneud i yn fi?</i></p> <p>Gofynnwch iddynt greu banc o eiriau sy'n dangos yr hyn sy'n ein gwneud y sawl ydym ni. Gallai'r geiriau hyn gynnwys: teulu, cartref, emosiynau, cryf, penderfynol, pryderus, ffrindiau, ysgol ac yn y blaen.</p>	<ul style="list-style-type: none"> <li>- Taflen waith Gweithgarwch 3: <i>Beth sy'n fy ngwneud i yn fi?</i> (mawr)</li> <li>- Bwrdd gwyn neu siart troi.</li> </ul>	<p>Codi ymwybyddiaeth o sut y gall ysgrifennu wella llesiant.</p> <p>Cyflwyno pobl ifanc i'r syniad o lesiant emosiynol positif.</p>
15-20 munud	<p>Dangoswch y daflen waith <i>Beth sy'n fy ngwneud i yn fi?</i></p> <p>Gofynnwch i bobl ysgrifennu geiriau – ar y templed corff – sy'n disgrifio pwy ydyn nhw. Awgrymwch ddefnyddio enghreifftiau o'r banc geiriau, neu gofynnwch iddynt feddwl am eu geiriau eu hunain.</p> <p>Anogwch bawb i rannu eu templed a siarad am 'beth sy'n fy ngwneud i yn fi?' Sgwrsiwch am y gwahanol bethau sy'n ein gwneud y sawl ydym ni.</p> <p>Siaradwch am y pethau yn ein bywydau sy'n cael effaith bositif ar ein llesiant.</p> <p>Gofynnwch i'r grŵp ddisgrifio sut deimlad yw ysgrifennu am y rhain. A ydynt yn cael eu synnu gan nifer y syniadau maent yn eu cael?</p>	<ul style="list-style-type: none"> <li>- Taflen waith Gweithgarwch 3: <i>Beth sy'n fy ngwneud i yn fi?</i> (mawr)</li> <li>- Pennau ffelt.</li> <li>- Pennau lliw.</li> <li>- Pensiliau.</li> </ul>	<p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu ag eraill.</p> <p>Deall teimladau ac emosiynau, a chydabod eu heffaith ar ein llesiant.</p> <p>Meddwl am ffyrdd o reoli meddyliau, emosiynau ac ymddygiad.</p> <p>Datblygu creadigrwydd.</p>

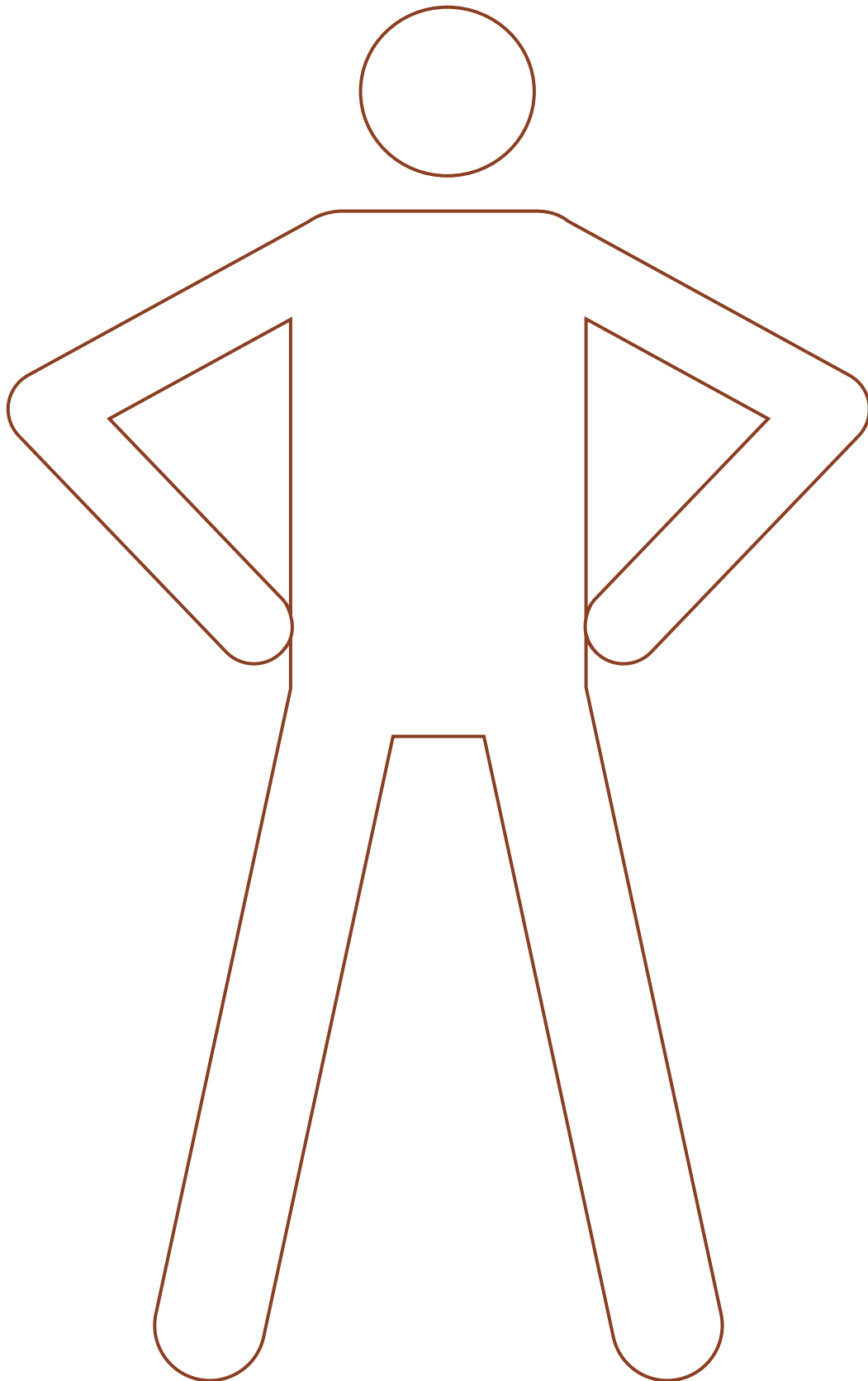
**Gwnewch rywbeth gwahanol:** Defnyddiwch luniadau a lluniau i lenwi'r templed corff, yn lle geiriau.

# Session 3

## What makes me, me?

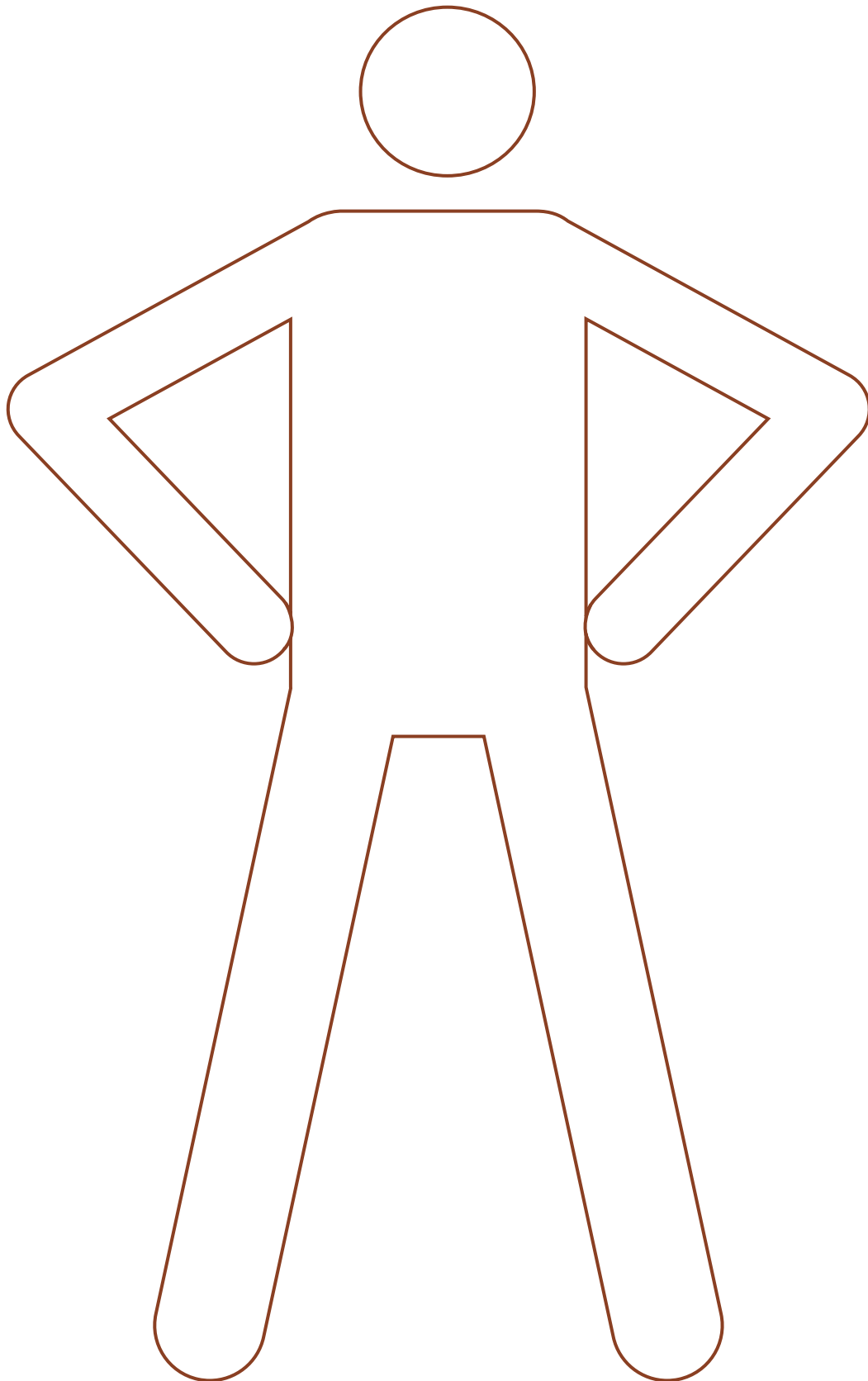
Time	Activity	What you need	Aims of the session
10 minutes	<p>Show the group the large <i>What makes me, me?</i> worksheet.</p> <p>Ask them to create a bank of words that illustrate what makes us who we are. These words could include: family, home, emotions, strong, determined, anxious, friends, school, etc.</p>	<ul style="list-style-type: none"> <li>– Activity 3 worksheet: <i>What makes me, me?</i> (large)</li> <li>– Whiteboard or flip chart.</li> </ul>	<p>To raise awareness of how writing can improve wellbeing.</p> <p>To introduce young people to the idea of positive emotional wellbeing.</p>
15-20 minutes	<p>Hand out the <i>What makes me, me?</i> worksheet.</p> <p>Ask people to write down words – on the body template – that describe who they are. Suggest using examples from the word bank, or ask them to come up with their own.</p> <p>Encourage everyone to share their template and talk about ‘what makes me, me’. Have a chat about the different things that make us who we are.</p> <p>Talk about the things in our lives that have a positive impact on our wellbeing.</p> <p>Ask the group to describe how it feels to write about these. Are they surprised by how many ideas they came up with?</p>	<ul style="list-style-type: none"> <li>– Activity 3 worksheet: <i>What makes me, me?</i> (large)</li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> </ul>	<p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p> <p>To understand feelings and emotions, and recognise their impact on our wellbeing.</p> <p>To come up with ways to manage thoughts, emotions and behaviour.</p> <p>To develop creativity.</p>

**Do something different:** Use drawings and pictures to fill the body template, in place of words.



**Banc geiriau**

- Teulu
- Gobaith
- Ysbrydoledig
- Positif
- Teyrngar
- Penderfyniad
- Pencampwrn
- Cryf
- Emosiwn
- Negyddol
- Ffrindiau
- Rhoi
- Cydbwysedd
- Caredig
- Cydnerthedd
- Athrawon



**Word bank**

- Family
- Hope
- Inspiring
- Positive
- Loyal
- Determination
- Champion
- Strong
- Emotion
- Negative
- Friends
- Giving
- Balance
- Kind
- Resilience
- Teachers



# Sesiwn 4

## Clogyn fy arwr

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Cyflwynwch y syniad o arwr– rhywun â nodweddion rhyfeddol.</p> <p>Gofynnwch i bob person yn y grŵp i enwi arwr. Gall fod yn rhywun maent yn ei edmygu neu'n ei barchu – er enghraifft, seren o fyd teledu, seren chwaraeon, aelod o'r teulu neu gymeriad dychmygol.</p> <p>Meddylwch am nodweddion arwr – er enghraifft, dewr, gofalgar, cryf, penderfynol ac ati.</p> <p>Siaradwch am y modd mae eu harwr yn dangos cydnerthedd. Er enghraifft, bydd peldroediwr yn dal i geisio sgorio er bod eu tîm yn colli. Bydd aelod o'r teulu'n edrych ar ôl eraill hyd yn oed pan fyddant wedi blino. Mae'r bobl hyn yn dal ati pan fydd pethau'n anodd.</p>	Bwrdd gwyn neu siart troi.	<p>Codi ymwybyddiaeth o sut y gall ysgrifennu wella llesiant.</p> <p>Rhannu'r syniad bod arwr neu ddelfryd ymddwyn yn dangos cydnerthedd.</p>
15-20 munud	<p>Dosbarthwch daflen waith <i>Clogyn fy arwr</i>.</p> <p>Gofynnwch i bobl addurno eu clogyn â geiriau sy'n disgrifio rhywun sy'n dangos cydnerthedd. Gallai'r rhain gynnwys: penderfynol, cryf, anorchfygol, datrysyr problemau, maddeugar, positif ac yn y blaen.</p> <p>Anogwch bobl i rannu eu clogyn â'r grŵp ac i egluro pam eu bod wedi dewis y nodweddion hynny.</p> <p>Soniwch sut mae cydnerthedd yn ein helpu pan fydd pethau'n mynd yn anodd, fel y peldroediwr sy'n dal i fynd tan y chwiban olaf.</p> <p>Gofynnwch i'r grŵp egluro sut deimlad oedd ysgrifennu am eu harwr.</p> <p>Beth yw nodweddion eu harwr? A ydyn yn teimlo'n dda, cryf, trist, hapus, penderfynol, ac yn y blaen?</p>	<ul style="list-style-type: none"> <li>– Taflen waith Gweithgarwch 4: <i>Clogyn fy</i></li> <li>– Pennau ffelt.</li> <li>– Pennau lliw.</li> <li>– Pensiliau.</li> </ul>	<p>Atgyfnerthu'r ymdeimlad o'r hunan a chydnerthedd, ac adnabod ein cryfderau.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd positif ac i gyfathrebu ag eraill.</p> <p>Deall teimladau ac emosiynau, a chydnerthedd eu heffaith ar ein llesiant.</p> <p>Datblygu creadigrwydd.</p>

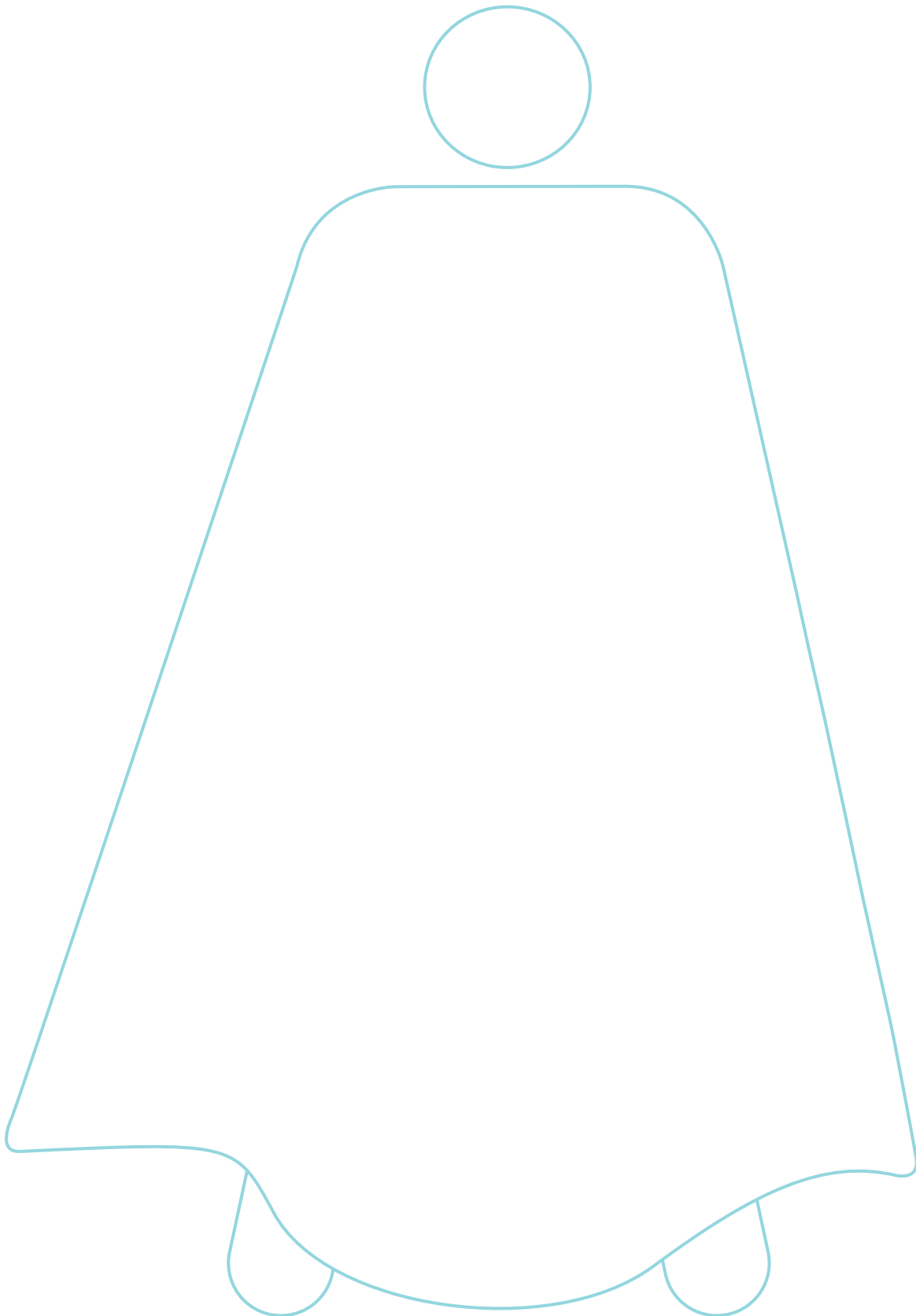
**Gwnewch rywbeth gwahanol:** Gallwch hefyd gynnal y sesiwn fel gweithgarwch wedi'i seilio ar drafodaeth. Paratowch ychydig eiriau ymlaen llaw ar gyfer y grŵp i'w gludo ar y clogyn.

# Session 4

## My superhero cape

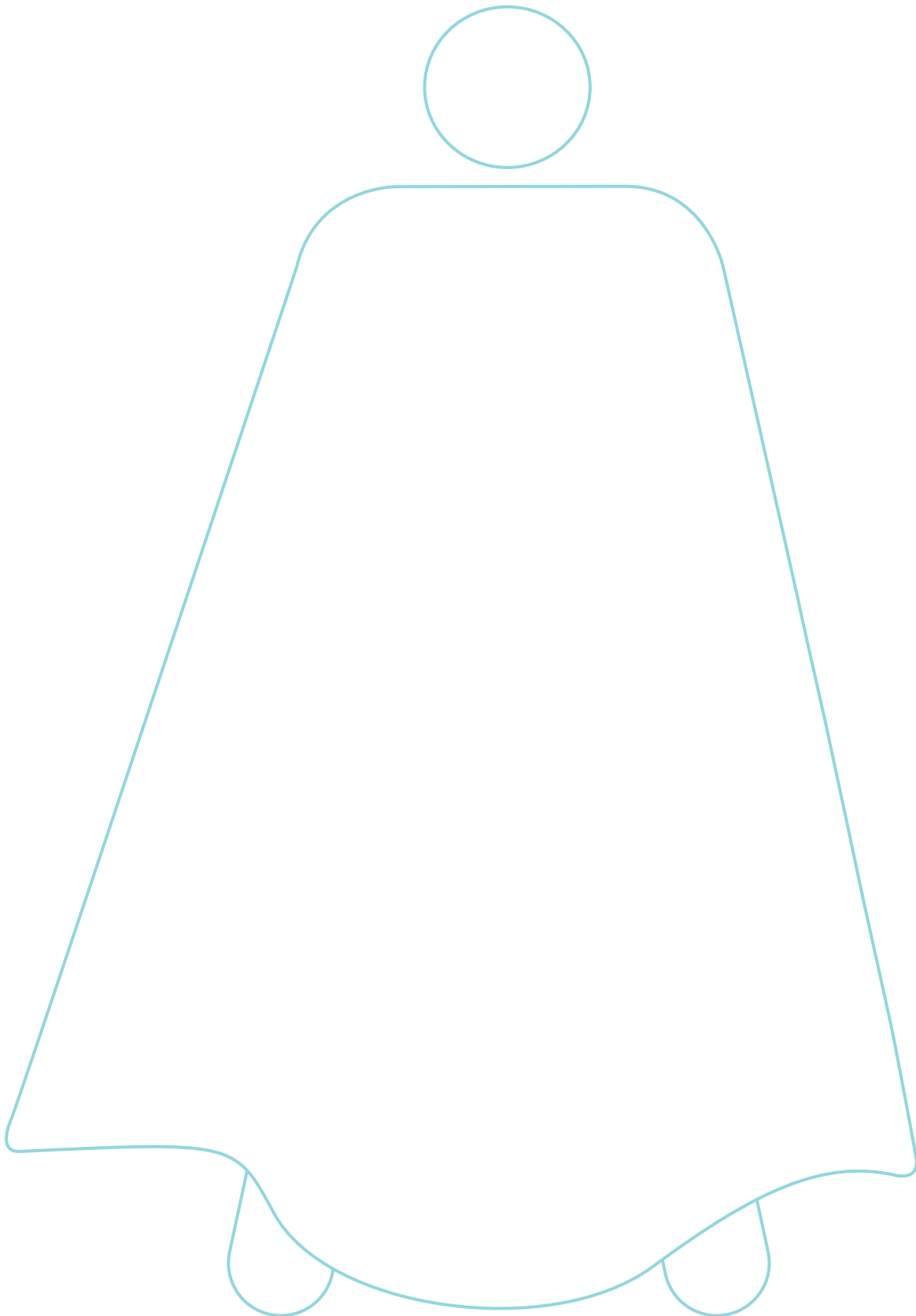
Time	Activity	What you need	Aims of the session
10 minutes	<p>Introduce the idea of a superhero – someone who has amazing qualities.</p> <p>Ask each person in the group to name a superhero. This could be someone they look up to or respect – for example, a celebrity, sports person, family member or fictional character.</p> <p>Come up with a list of superhero traits – for example, brave, caring, strong, determined, etc.</p> <p>Talk about how their superhero shows resilience. For example, a footballer will keep trying to score a goal even when their team is losing. A family member will look after others even when they're tired. These people carry on when things are difficult.</p>	Whiteboard or flip chart.	<p>To raise awareness of how writing can improve wellbeing.</p> <p>To share the idea that a superhero or role model demonstrates resilience.</p>
15-20 minutes	<p>Hand out the <i>My superhero cape</i> worksheet.</p> <p>Ask people to decorate their cape with words that describe someone who shows resilience. These could include: determined, strong, invincible, problem-solver, forgiving, positive, etc.</p> <p>Encourage people to share their cape with the group and explain why they chose those qualities.</p> <p>Talk about how resilience helps us when things get tough, just like the footballer who keeps going 'til the final whistle.</p> <p>Ask the group to talk about how it felt to write about their superhero.</p> <p>What are their superhero qualities? Do they feel good, strong, sad, happy, determined, etc?</p>	<ul style="list-style-type: none"> <li>– Activity 4 worksheet: <i>My superhero cape</i>.</li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> </ul>	<p>To reinforce a sense of self and resilience, and recognise our strengths.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p> <p>To understand feelings and emotions, and recognise their impact on our wellbeing.</p> <p>To develop creativity.</p>

**Do something different:** The session can also be run as a discussion-based activity. Prepare a few words in advance for the group to glue on to the cape.



**Banc geiriau**

- |             |               |             |                 |
|-------------|---------------|-------------|-----------------|
| - Meddylgar | - Cryf        | - Hwyl      | - Dewr          |
| - Cyson     | - Penderfynol | - Ymroddgar | - Dyfeisgar     |
| - Gofalgar  | - Positif     | - Cadarn    | - Yno bob amser |



**Word bank**

- Thoughtful
- Consistent
- Caring
- Strong
- Determined
- Positive
- Fun
- Committed
- Solid
- Brave
- Resourceful
- Available

# Sesiwn 5

## Rysáit ar gyfer fy niwrnod gorau

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Yn y sesiwn hon, gofynnwch i'r grŵp greu eu diwrnod perffaith drwy ddefnyddio amrywiaeth o 'gynhwysion'.</p> <p>Gofynnwch i bobl greu banc geiriau o gynhwysion posibl - er enghraifft:</p> <ul style="list-style-type: none"><li>- Mymryn o haf.</li><li>- Cwpanaid o'r traeth.</li><li>- Litr o Nadolig.</li><li>- Pinsiad o wyliau.</li><li>- Llund llwy o ffrindiau.</li><li>- Kilo o gariad.</li></ul>	<ul style="list-style-type: none"><li>- Bwrdd gwyn neu siart troi.</li><li>- Propiau wedi'u torri allan, gan gynnwys llwy bren.</li></ul>	<p>Codi ymwybyddiaeth o sut y gall ysgrifennu wella llesiant.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu ag eraill.</p>
15-20 munud	<p>Dosbarthwch y daflen waith <i>Rysáit ar gyfer fy niwrnod gorau</i>.</p> <p>Gofynnwch i'r grŵp dynnu llun o bowlen gymysgu fawr ar eu taflen waith. Gofynnwch iddynt ysgrifennu'r cynhwysion o'u dewis, naill ai gan ddefnyddio geiriau o'r banc, neu drwy greu eu rysáit eu hunain.</p> <p>Gwahoddwch bobl i rannu eu rysáit ac i egluro pam eu bod wedi dewis y cynhwysion.</p> <p>Trafodwch y tebygrwydd a'r gwahaniaethau rhwng 'dyddiau gorau' pawb.</p> <p>Gofynnwch i'r grŵp rannu sut deimlad oedd ysgrifennu am eu 'diwrnod gorau' - er enghraifft, da, hiraethus, trist, hapus, cyffrous, ac ati.</p>	<ul style="list-style-type: none"><li>- Taflen weithgarwch 5 <i>Rysáit ar gyfer fy niwrnod gorau</i>.</li><li>- Pennau ffelt.</li><li>- Pennau lliw.</li><li>- Pensiliau.</li><li>- Sticeri.</li><li>- Cylchgronau.</li><li>- Papurau newydd.</li><li>- Siswrn.</li></ul>	<p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Deall teimladau ac emosiynau, a chydabod eu heffaith ar ein llesiant.</p> <p>Meddwl am ffyrdd o reoli meddyliau, emosiynau ac ymddygiad.</p> <p>Datblygu creadigrwydd.</p>

**Gwnewch rywbeth gwahanol:** Llenwch y bowlen gymysgu â lluniau, pethau wedi'u torri allan o gylchgronau, neu ffotograffau.

# Session 5

## Recipe for my best day

Time	Activity	What you need	Aims of the session
10 minutes	<p>In this session, ask the group to create their perfect day using a range of 'ingredients'.</p> <p>Ask people to create a word bank of possible ingredients – for example:</p> <ul style="list-style-type: none"> <li>– A sprinkling of summer.</li> <li>– A cup of the beach.</li> <li>– A litre of Christmas.</li> <li>– A pinch of holiday.</li> <li>– A tablespoon of friends.</li> <li>– A kilo of love.</li> </ul>	<ul style="list-style-type: none"> <li>– Whiteboard or flip chart.</li> <li>– Cutout props, including a wooden spoon.</li> </ul>	<p>To raise awareness of how writing can improve wellbeing.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p>
15-20 minutes	<p>Hand out the <i>Recipe for my best day</i> worksheet.</p> <p>Ask the group to draw a large mixing bowl on their worksheet. Get them to write down their chosen ingredients, either using words from the bank, or their own, to create a 'my best day' recipe.</p> <p>Invite people to share their recipe and explain why they picked the ingredients.</p> <p>Discuss the similarities and differences between everyone's 'best days'.</p> <p>Ask the group to share how it felt to write about their 'best day' – for example, good, nostalgic, sad, happy, excited, etc.</p>	<ul style="list-style-type: none"> <li>– Activity 5 worksheet: <i>Recipe for my best day</i>.</li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> <li>– Stickers.</li> <li>– Magazine.</li> <li>– Newspapers.</li> <li>– Scissors.</li> </ul>	<p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To understand feelings and emotions, and recognise their impact on our wellbeing.</p> <p>To come up with ways to manage thoughts, emotions and behaviour.</p> <p>To develop creativity.</p>

**Do something different:** Fill the mixing bowl with drawings, cutouts from magazines, or photos.

### Cynhwysion

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### Banc geiriau

- Ffrindiau

- Pryd

- Lle

- Man

- Tymor

- Gweithgareddau

- Digwyddiadau

- Cynhwysion

- Lluniau

- Bowlenni Cymysgu

- Llwyau

- Cacennau

- Teimladau

- Dathlu

- Pwy

### Dull

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**Ingredients**

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

**Method**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

**Word bank**

- Friends
- Where
- Season
- Events
- Pictures
- Spoons
- Feelings
- Who
- When
- Place
- Activities
- Ingredients
- Mixing Bowls
- Cakes
- Celebration



# Sesiwn 6

## Fi wedi fy nghymell

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Ysgrifennwch ychydig o eiriau a dyfyniadau ysbrydoledig ar fwrdd gwyn neu siart troi. Gofynnwch i'r grŵp am beth oedd y geiriau hyn yn gwneud iddynt feddwl.</p> <p>Sgwrsiwch â'r grŵp am gymhelliad a beth maent yn meddwl mae hynny yn ei olygu (yr hyn sy'n ein gyrru i gyflawni'r hyn rydym eisiau ei gyflawni). Gofynnwch iddynt pam ei bod yn bwysig cael eich cymell a sut mae'n effeithio ar hunan barch (mae teimlo wedi'ch cymell yn ein helpu i deimlo'n bositif).</p>	Bwrdd gwyn neu siart troi.	Cymell y grŵp, eu hannog i deimlo'n bositif, a chael gwared ar hunanamheuaeth.
15-20 munud	<p>Dosbarthwch y daflen waith <i>Fi wedi fy nghymell</i> a nodiadau Post-it.</p> <p>Gofynnwch i bawb ysgrifennu ychydig o ddyfyniadau a/neu eiriau ysbrydoledig.</p> <p>Gwahoddwch hwy i rannu'r rhain â'r grŵp. Sut mae ysgrifennu'r meddyliau hyn yn gwneud iddynt deimlo? Er enghraifft, positif, penderfynol, yn llawn dyheadau, wedi eu hysgogi ac ati.</p> <p>Gofynnwch i'r grŵp feddwl am syniadau ar sut i gael gwared ar feddyliau a theimladau negyddol. Sut allwn ni atal ein hunain rhai digalonni neu golli diddordeb yn y pethau rydym yn eu mwynhau?</p> <p>Atgyfnerthwch y syniad bod teimlo wedi'ch cymell yn ein helpu i gyflawni ein nodau, datblygu sgiliau a gwybodaeth, a gwneud bywyd yn fwy boddhaol.</p>	<ul style="list-style-type: none"> <li>- Taflen weithgarwch 6 <i>Fi wedi fy nghymell</i>.</li> <li>- Nodiadau Post-it.</li> <li>- Pennau ffelt.</li> <li>- Pennau lliw.</li> <li>- Pensiliau.</li> </ul>	<p>Dangos sut mae cymhelliad yn ein helpu i gyflawni ein nodau ac i fod yn llwyddiannus.</p> <p>Deall teimladau ac emosiynau, a chydabod eu heffaith ar ein llesiant.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu ag eraill.</p> <p>Meddwl am ffyrdd o reoli meddyliau, emosiynau ac ymddygiad.</p> <p>Datblygu creadigrwydd.</p>

**Gwnewch rywbeth gwahanol:** Gwnewch neu glynwch luniau ar y nodiadau Post-it yn hytrach nag ysgrifennu geiriau neu ymadroddion.

# Session 6

## Motivated me

Time	Activity	What you need	Aims of the session
10 minutes	<p>Write some inspirational words and quotes on a whiteboard or flip chart. Ask the group what these words make them think about.</p> <p>Chat to the group about motivation and what they think it is (the driving force that helps us achieve what we want). Ask them why it's important to be motivated and how it affects self-esteem (feeling motivated helps us to feel positive).</p>	Whiteboard or flip chart.	To motivate the group, encourage them to think positively, and to remove self-doubt.
15-20 minutes	<p>Hand out the <i>Motivated me</i> worksheet and Post-it notes.</p> <p>Ask everyone to write down a few simple quotes and/or motivational words.</p> <p>Invite them to share these with the group. How does writing these thoughts make them feel? For example, positive, determined, aspirational, driven, encouraged, etc.</p> <p>Ask the group to come up with ideas to tackle negative thoughts and feelings. How do we stop ourselves from giving up or losing interest in things we enjoy?</p> <p>Reinforce the idea that feeling motivated helps us to achieve our goals, develop skills and knowledge, and makes life more rewarding.</p>	<ul style="list-style-type: none"> <li>- Activity 6 worksheet: <i>Motivated me</i>.</li> <li>- Post-it notes.</li> <li>- Felt tip pens.</li> <li>- Coloured pens.</li> <li>- Pencils.</li> </ul>	<p>To show how motivation helps us to achieve our goals and be successful.</p> <p>To understand feelings and emotions, and recognise their impact on our wellbeing.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p> <p>To come up with ways to manage thoughts, emotions and behaviour.</p> <p>To develop creativity.</p>

**Do something different:** Draw or stick pictures on the Post-it notes instead of writing down words or phrases.

Roeddwn bob amser yn edrych y tu allan i fy hun am gryfder a hyder, ond mae'n dod o'r tu mewn. Mae yno drwy'r amser.

Anna Freud

Nid yw dewrder yn rhoio bob amser. Weithiau dewrder yw'r llais tawel ar ddiwedd y dydd sy'n dweud 'Mi wnâi drïo eto fory'.

Mary Anne Radmacher

Efallai mai dyma pan fyddwch yn anadlu'n ddwfn ac yn neidio.

Morgan Harper Nicholls

Ni ddaw newid os ydym yn aros am rywun arall neu ryw adeg arall. Ni yw'r sawl rydym wedi bod yn aros amdanynt. Ni yw'r newid rydym yn chwilio amdano.

Barack Obama

Rydych yn ddewr. Hyd yn oed pan nad yw'n teimlo felly. Ac mae eich dewrder i'w weld yn eich dewis i gadw i fynd bob dydd.

Morgan Harper Nicholls

**Banc geiriau**

- Ysbrydoli - Cred - Angerdd - Cydnherthedd - Dyfalbarhad - Breuddwyd - Dychymyg
- Cymhellriad - Cryfder - Anogaeth - Cyfle - Cyflawni - Gobaith

I was always looking outside myself for strength and confidence, but it comes from within. It is there all the time.

Anna Freud

Courage doesn't always roar. Sometimes courage is the quiet voice at the end of the day saying 'I will try again tomorrow.'

Mary Anne Radmacher

Perhaps this is where you breathe deep and take the leap.

Morgan Harper Nicholls

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.

Barack Obama

You are brave. Even when it does not seem that way. And your bravery shows up in your choice to keep going every day.

Morgan Harper Nicholls

**Word bank**

- Inspiration
- Motivation
- Belief
- Strength
- Passion
- Drive
- Resilience
- Opportunity
- Persevere
- Achieve
- Dream
- Hope
- Imagination

# Sesiwn 7

## Fy nyddiadur

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Holwch a oes rhywun arall yn defnyddio neu'n cadw dyddiadur. Eglurwch fod ysgrifennu am ddigwyddiadau, meddyliau a theimladau yn gallu bod yn fuddiol ac yn gallu helpu ein llesiant.</p> <p>Gofynnwch i'r grŵp lunio rhestr o eiriau maent yn eu cysylltu â chadw dyddiadur – er enghraifft, ysgrifennu, dathlu, pryderon, atgofion, preifat, personol ac ati.</p> <p>Mae llawer o wahanol ffyrdd o gadw dyddiadur – gallwch ddefnyddio llyfr nodiadau, anfon negeseuon testun atoch eich hun, ysgrifennu mewn dyddiadur ac yn y blaen. Anogwch y grŵp i neilltuo ychydig o amser tawel i ysgrifennu mewn ffordd sy'n gyfforddus iddynt. Dylai'r sawl sy'n newydd i hyn ymarfer am bum munud y dydd i ddod i'r arfer.</p> <p>Helpwch y grŵp drwy eu hannog. Am beth hoffech chi ysgrifennu? Beth ddigwyddodd yn ddiweddar? Sut wnaeth hynny wneud i chi feddwl a theimlo? Ysgrifennwch yr anogaeth ar y bwrdd gwyn neu siart troi.</p>	Bwrdd gwyn neu siart troi.	Annog pobl ifanc i gadw dyddiadur i wella eu llesiant.
15-20 munud	<p>Dosbarthwch y daflen waith <i>Fy nyddiadur</i>.</p> <p>Gofynnwch i'r grŵp ysgrifennu cofnod yn eu dyddiadur eu hunain. Pwysleiswch y gallant ysgrifennu am unrhyw beth, sy'n bersonol iddynt hwy, ac na fydd neb arall yn gweld yr hyn maent wedi'i ysgrifennu.</p> <p>Gofynnwch i'r grŵp siarad am fuddiannau cadw dyddiadur. Gall y rhain gynnwys:</p> <ul style="list-style-type: none"> <li>– Deall a mynegi emosiynau.</li> <li>– Gwneud synnwyr o'n meddyliau.</li> <li>– Adnabod patrymau o feddyliau a theimladau negyddol. Os gwyddom beth sy'n achosi i ni feddwl a theimlo fel hyn, gallwn wneud rhywbeth i'w atal.</li> <li>– Dathlu pethau sy'n gwneud inni deimlo'n hapus.</li> </ul>	<ul style="list-style-type: none"> <li>– Taflen weithgarwch 7 <i>Fy nyddiadur</i>.</li> <li>– Pennau ffelt.</li> <li>– Pennau lliw.</li> <li>– Pensiliau.</li> </ul>	<p>Deall meddyliau a theimladau drwy eu hysgrifennu i lawr yn rheolaidd.</p> <p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu ag eraill.</p> <p>Meddwl am ffyrdd o reoli meddyliau, emosiynau ac ymddygiad.</p> <p>Datblygu creadigrwydd.</p>

**Gwnewch rywbeth gwahanol:** Defnyddiwch luniadau a lluniau i fywiogi eich dyddiadur.

# Session 7

## My journal

Time	Activity	What you need	Aims of the session
10 minutes	<p>Find out whether anyone uses or has written a journal. Explain that writing down events, thoughts and feelings can be helpful and improve our wellbeing.</p> <p>Ask the group to come up with a list of words they associate with keeping a journal – for example, writing, celebrating, worries, memories, private, personal, etc.</p> <p>There are lots of different ways to keep a journal – you can use a notepad, send text messages to yourself, write in a diary, etc. Encourage the group to set aside some quiet time to write in a way they're comfortable with. Anyone who's new to it should practice for five minutes a day to get into the habit.</p> <p>Help the group by giving them a few prompts. What do you want to write about? What's happened recently? How did it make you think and feel? Write the prompts on the whiteboard or flip chart.</p>	Whiteboard or flip chart.	To encourage young people to write a journal to improve their wellbeing.
15-20 minutes	<p>Hand out the <i>My journal</i> worksheet.</p> <p>Ask the group to write their own journal entry. Reassure them that they can write about anything, that it's personal to them, and no one else will see what they've written.</p> <p>Ask the group to talk about the benefits of journal writing. These include:</p> <ul style="list-style-type: none"> <li>– Understanding and expressing emotions.</li> <li>– Making sense of our thoughts.</li> <li>– Spotting patterns of negative thoughts and feelings. If we know what's causing us to think and feel this way, we can do something to prevent it.</li> <li>– Celebrating things that make us happy.</li> </ul>	<ul style="list-style-type: none"> <li>– Activity 7 worksheet: <i>My journal</i>.</li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> </ul>	<p>To understand thoughts and feelings by regularly writing them down.</p> <p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p> <p>To come up with ways to manage thoughts, emotions and behaviour.</p> <p>To develop creativity.</p>

**Do something different:** Use drawings and pictures to bring the journal to life.

A spiral-bound notebook page with ten horizontal lines for writing. The spiral binding is on the left side. The page is otherwise blank.

A spiral-bound notebook page with ten horizontal lines for writing. The spiral binding is on the left side. The page is otherwise blank.



# Sesiwn 8

## Fy nhystysgrif o werthfawrogiad

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Gofynnwch i bobl feddwl am adeg pan oedd angen help arnynt. Gallai hyn fod yn help â gwaith cartref neu gael lifft, neu ddod o hyd i rywle i aros am y noson.</p> <p>Lluniwch fanc o rwydweithiau cymorth – er enghraifft, mam, dad, brodyr, chwirydd, athrawon, ffrindiau, llinellau cymorth, asiantaethau cymorth ac ati.</p>	Bwrdd gwyn neu siart troi.	Canfod a deall pa rwydweithiau cymorth sydd ar gael.
15-20 munud	<p>Dosbarthwch y daflen waith <i>Fy nhystysgrif o werthfawrogiad</i>. Edrychwch ar enghraifft gyda'ch gilydd.</p> <p>Gofynnwch i bob person ifanc feddwl am rywun yr hoffent roi tystysgrif o werthfawrogiad iddynt. Os ydynt yn hapus, gwahoddwch hwy i rannu pwy maent am ddiolch iddynt, a pham.</p> <p>Eglurwch fod gallu cydnabod a derbyn help yn beth da, ac mae'n dangos cydnherthedd.</p> <p>Gofynnwch i'r grŵp ddisgrifio sut deimlad yw dweud 'diolch' wrth rywun sydd wedi eu helpu – er enghraifft, hapus, diolchgar, bod rhywun yn eich caru. Gall gwneud pethau da i bobl eraill wneud i ni deimlo'n dda, hefyd.</p> <p>Os ydynt yn teimlo'n gyfforddus, awgrymwch eu bod yn anfon y dystysgrif at y sawl yr hoffent ddiolch iddynt.</p>	<ul style="list-style-type: none"><li>– Taflen weithgarwch 8 <i>Fy nhystysgrif o ddiolch</i>.</li><li>– Pennau ffelt.</li><li>– Pennau lliw.</li><li>– Pensiliau.</li><li>– Amlenni a stampiau (opsiynol).</li></ul>	<p>Gwneud i bobl feddwl am eu rwydwaith cymorth a bod gofyn am help yn arwydd o gydnerthedd.</p> <p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu ag eraill.</p> <p>Deall teimladau ac emosiynau, a chydabod eu heffaith ar ein llesiant.</p> <p>Meddwl am ffyrdd o reoli meddyliau, emosiynau ac ymddygiad.</p> <p>Datblygu creadigrwydd.</p>

**Gwnewch rywbeth gwahanol:** Ysgrifennwch lythyr neu gerdyn post i ddiolch i rywun, ac yna ei bostio.

# Session 8

## My appreciation certificate

Time	Activity	What you need	Aims of the session
10 minutes	<p>Ask people to think about a time when they've needed help. This could be with homework or getting a lift, or finding somewhere to stay for the night.</p> <p>Put together a bank of support networks – for example, mum, dad, brothers, sisters, teachers, friends, helplines, support agencies, etc.</p>	Whiteboard or flip chart.	To find and understand what support networks are available.
15-20 minutes	<p>Hand out the <i>My appreciation certificate</i> worksheet. Go through an example together.</p> <p>Ask each young person to think of someone they'd like to give a certificate of appreciation to. If they're happy, invite them to share who they've thanked and why.</p> <p>Explain that being able to recognise and accept help is a good thing, and that it shows great resilience.</p> <p>Get the group to describe how it feels to say 'thank you' to someone who's helped them – for example, happy, thankful, grateful, loved. Doing nice things for other people can make us feel good, too.</p> <p>If they feel comfortable, suggest they send their certificate to the person they'd like to thank.</p>	<ul style="list-style-type: none"> <li>– Activity 8 worksheet: <i>My appreciation certificate</i>.</li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> <li>– Envelopes and stamps (optional).</li> </ul>	<p>To make people think about their support networks and that asking for help is a sign of resilience.</p> <p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p> <p>To understand feelings and emotions, and recognise their impact on our wellbeing.</p> <p>To come up with ways to manage thoughts, emotions and behaviour.</p> <p>To develop creativity.</p>

**Do something different:** Write a letter or postcard thanking someone, and then post it to them.

# TYSTYSGRIF O WERTHFAWROGIAD

Dyfarwyd i: \_\_\_\_\_

Am wneud gwahaniaeth drwy:

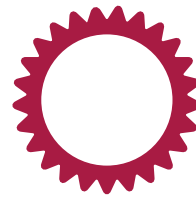
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Yr effaith a gafodd hyn:

\_\_\_\_\_  
\_\_\_\_\_

Gan: \_\_\_\_\_

Dyddiad: \_\_\_\_\_



# APPRECIATION CERTIFICATE

Awarded to: \_\_\_\_\_

For making a difference by:

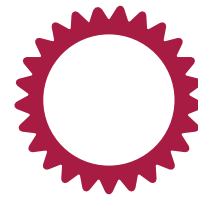
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Impact this had:

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From: \_\_\_\_\_

Date: \_\_\_\_\_



# Sesiwn 9

## Gadael pryderon i fynd

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Gofynnwch i'r grŵp feddwl am restr o bethau mae pobl yn poeni amdanynt – ysgol, arholiadau, teulu, ffrindiau, arian, salwch ac ati.</p> <p>Rhowch falŵn i bob aelod o'r grŵp. Gofynnwch iddynt ysgrifennu pryder ar y tu allan (nid oes yn rhaid iddo fod yn un o'u pryderon eu hunain).</p> <p>Gofynnwch i rywun ddal y balŵns i gyd. Mae hyn yn dangos pa mor anodd yw cario cymaint o bryderon a pha mor bwysig yw gadael i rai ohonynt fynd.</p>	Bwrdd gwyn neu siart troi.	Defnyddio ysgrifennu i reoli pryderon a gadael i rai fynd.
15-20 munud	<p>Dosbarthwch y daflen waith <i>Gadael i bryderon fynd</i>.</p> <p>Gofynnwch i'r grŵp ysgrifennu eu pryderon ar y daflen waith. Gofynnwch iddynt eu rhannu â'r grŵp, os ydynt yn hapus i wneud hynny.</p> <p>Gofynnwch a oes unrhyw bryderon y gallant adael iddynt fynd. A oes rhai y tu hwnt i'w rheolaeth? Dywedwch pa mor bwysig yw derbyn na fydd poeni yn newid y pethau na allwn eu rheoli.</p> <p>Gwahoddwch y grŵp i ddewis y pryderon y gallant adael iddynt fynd, eu hysgrifennu ar daflen arall a'u llarpio neu eu rhwygo.</p> <p>Gofynnwch i'r grŵp sut maent yn teimlo'n awr ar ôl cael gwared ar rai o'u pryderon – er enghraifft, rhyddhad, hapusach, llai pryderus, ac ati.</p> <p>Hyd yn oes os na allant adael i bryder fynd, bydd ysgrifennu amdano yn eu helpu i'w reoli'n well.</p>	<ul style="list-style-type: none"> <li>– Taflen weithgarwch 9 <i>Gadael i bryderon fynd</i>.</li> <li>– Pennau ffelt.</li> <li>– Pennau lliw.</li> <li>– Pensiliau.</li> </ul>	<p>Deall nad yw rhai pryderon o fewn ein rheolaeth ac y gallwn adael iddynt fynd.</p> <p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu ag eraill.</p> <p>Deall teimladau ac emosiynau, a chydabod eu heffaith ar ein llesiant.</p> <p>Meddwl am ffyrdd o reoli meddyliau, emosiynau ac ymddygiad.</p> <p>Datblygu creadigrwydd.</p>

**Gwnewch rywbeth gwahanol:** Gall tynnu llun fod yn ffordd dda i gyfleu pryder.

# Session 9

## Letting go of worries

Time	Activity	What you need	Aims of the session
10 minutes	<p>Ask the group to come up with a list of things that people may worry about – school, exams, family, friends, money, illness, etc.</p> <p>Give each member of the group a balloon. Ask them to write a worry on the outside (this doesn't have to be one of their own).</p> <p>Ask someone to hold all the balloons. This demonstrates how difficult it is to carry lots of worries and how important it is to let some of them go.</p>	Whiteboard or flip chart.	To use writing to manage and let go of worries.
15-20 minutes	<p>Hand out the <i>Letting go of worries</i> worksheet.</p> <p>Get the group to write their worries on the worksheet. Ask them to share these with the group, if they're happy to.</p> <p>Ask whether there are any worries they can let go of. Are any out of their control? Talk about how important it is to accept that worrying won't change the things we can't control.</p> <p>Invite the group to select the worries they can let go of, write them on a separate sheet and then shred or tear them up.</p> <p>Ask the group how they feel now they've got rid of some of their worries – for example, relieved, happier, less anxious, etc.</p> <p>Even if they can't let go of a worry, writing it down will help them to manage it better.</p>	<ul style="list-style-type: none"> <li>– Activity 9 worksheet: <i>Letting go of worries</i>.</li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> </ul>	<p>To understand that some worries aren't in our control and we can let them go.</p> <p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p> <p>To understand feelings and emotions, and recognise their impact on our wellbeing.</p> <p>To come up with ways to manage thoughts, emotions and behaviour.</p> <p>To develop creativity.</p>

**Do something different:** Drawing a picture can be a good way to illustrate a worry.

A large rounded rectangular box with a light green border, containing ten horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box.

A large, rounded rectangular box with a thin green border, designed for writing. Inside the box, there are ten horizontal green lines spaced evenly down the page, providing a guide for text entry.



# Sesiwn 10

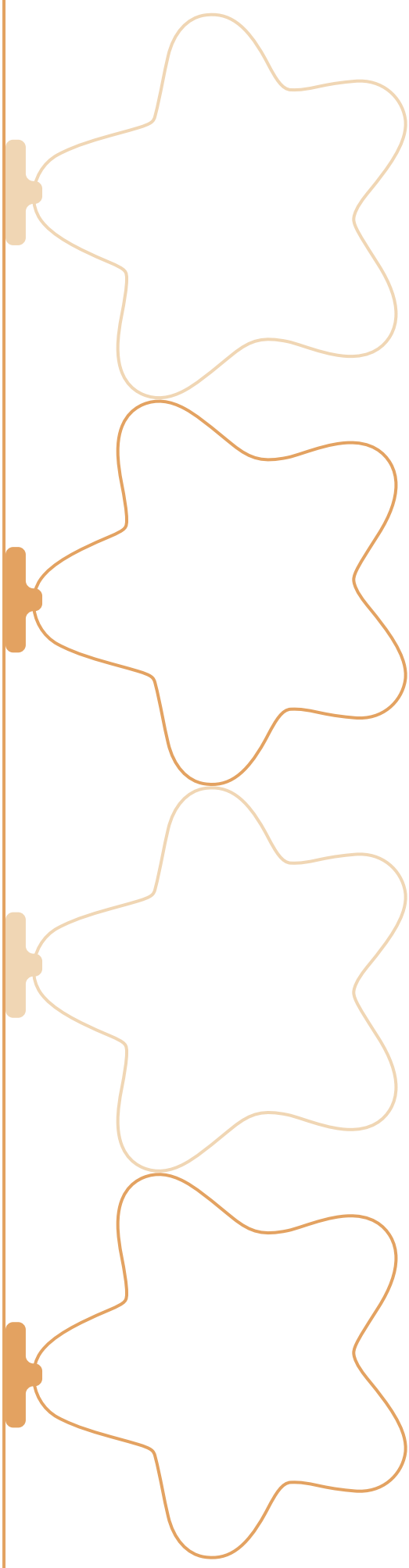
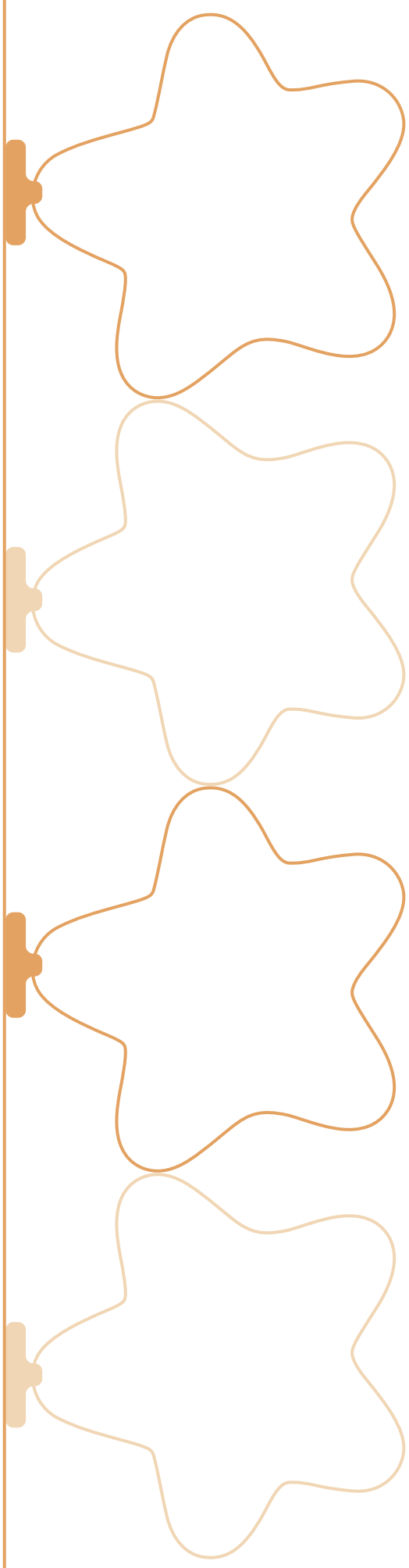
## Dathlu fi a fi yn fy mreuddwyd

Amser	Gweithgarwch	Yr hyn fydd ei angen	Nodau'r sesiwn
10 munud	<p>Gofynnwch i'r grŵp feddwl am rywbeth yr hoffent ei ddathlu – paratoi pryd bwyd blasus, pasio prawf gyrru, gorffen arholiadau, ac ati.</p> <p>Eglurwch fod dathlu golygu unrhyw beth o ganmol eich hun i drefnu parti. Mae cydnabod eich bod wedi gwneud rhywbeth i fod yn falch ohono yn ddathliad.</p>	Bwrdd gwyn neu siart troi.	Cydnabod bod dathlu cyflawniadau a chynllunio'r peth nesaf yn helpu i feithrin cydnerthedd.
15-20 munud	<p>Dosbarthwch y daflen waith <i>Baneri Dathlu</i>.</p> <p>Gofynnwch i bob aelod o'r grŵp ysgrifennu rhywbeth yr hoffent ei ddathlu ar ran o'r faner.</p> <p>Anogwch bobl i rannu eu dathliadau a gwnewch nodyn o'u rhesymau (bydd hyn yn helpu'r rhai sy'n cael trafferth meddwl am bethau).</p> <p>Gofynnwch i'r grŵp sut mae ysgrifennu am eu dathliadau'n gwneud iddynt deimlo – er enghraifft, da, balch, positif, hapus, cyffrous, ac yn y blaen.</p> <p>Ystyriwch sut mae'r meddyliau a'r teimladau positif hyn yn gallu eu helpu i feddwl am y dyfodol.</p> <p>Gofynnwch i'r grŵp feddwl am le'r hoffent fod. Beth fyddent yn hoffi ei wneud ymhen ychydig flynyddoedd? Sut fyddant yn cyflawni eu nod?</p> <p>Dosbarthwch y daflen waith Fi yn fy mreuddwyd. Gofynnwch i'r grŵp ddechrau ysgrifennu eu nod ar ddiwedd y llwybr. Gan ddechrau yn y pwynt 'fi heddiw', gofynnwch iddynt ddychmygu'r camau fydd angen iddynt eu cymryd i gyflawni eu nod.</p> <p>Anogwch bobl i rannu eu 'llwybr' â rhywun arall yn y grŵp.</p> <p>Siaradwch am sut y gall ysgrifennu am nod wneud iddo ymddangos o fewn eu cyrraedd. Mae hefyd yn ein helpu i deimlo'n fwy positif ac wedi'n cymell.</p>	<ul style="list-style-type: none"><li>- Taflenni gwaith 10a a 10b: <i>Baneri ddathlu a Fi yn fy mreuddwyd</i>.</li><li>- Pennau ffelt.</li><li>- Pennau lliw.</li><li>- Pensiliau.</li></ul>	<p>Dangos sut y gellir defnyddio ysgrifennu i ddathlu llwyddiannau a chyflawni ein nodau.</p> <p>Deall y gwahanol ffyrdd niferus o ysgrifennu a'r effaith y gallant ei chael ar ein llesiant.</p> <p>Dangos sut y gellir defnyddio ysgrifennu i fynegi ein teimladau mewn ffordd bositif ac i gyfathrebu ag eraill.</p> <p>Meddwl am ffyrdd o reoli meddyliau, emosiynau ac ymddygiad.</p> <p>Datblygu creadigrwydd.</p>

# Session 10

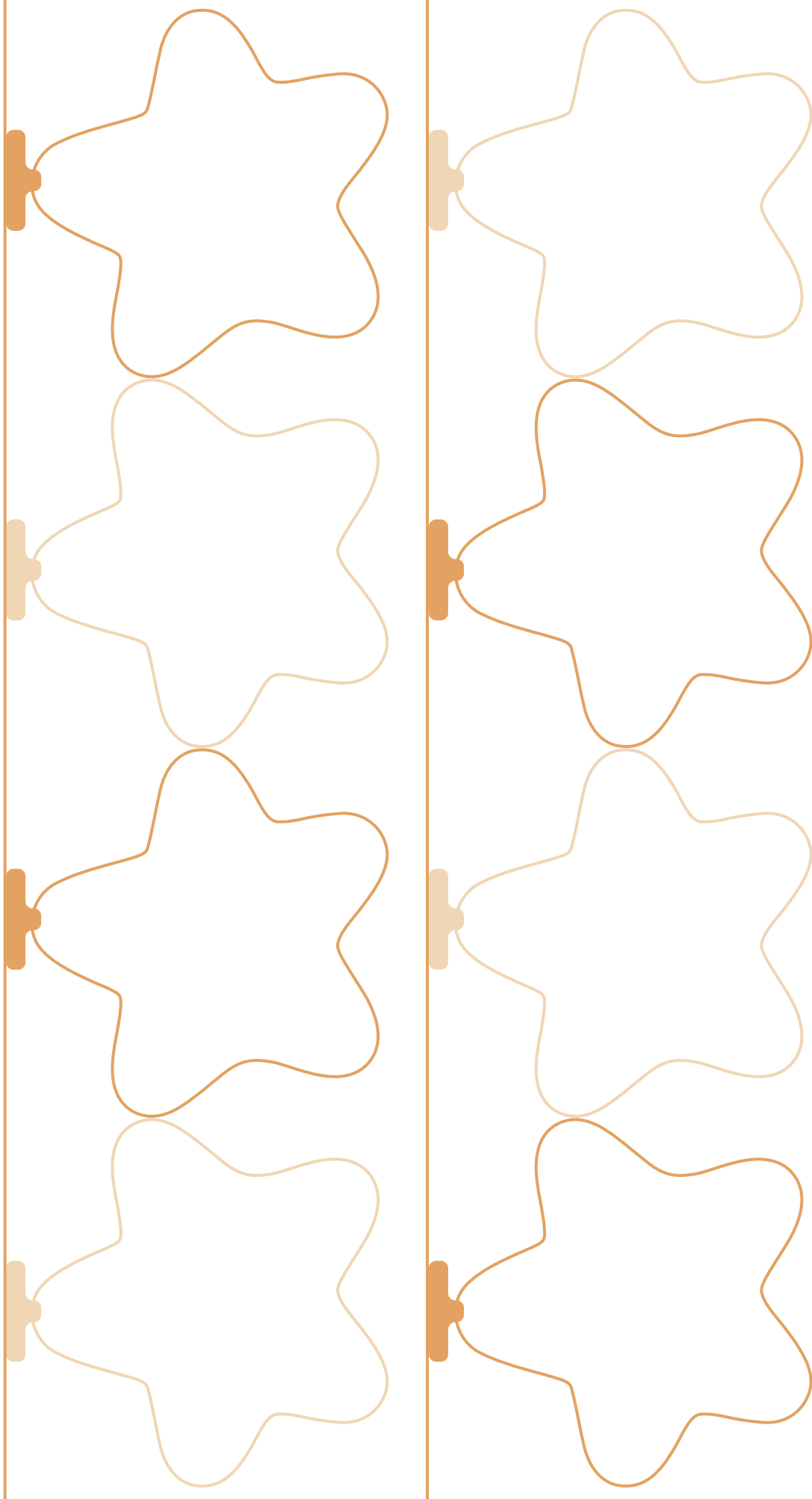
## Celebrating me and Dream me

Time	Activity	What you need	Aims of the session
10 minutes	<p>Ask the group to think of something they'd like to celebrate – making a nice meal, passing a driving test, finishing exams, etc.</p> <p>Explain that celebrating means anything from giving yourself a pat on the back to throwing a party. Recognising you've done something to be proud of is a celebration.</p>	Whiteboard or flip chart.	To acknowledge that celebrating achievements and planning what's next helps to build resilience.
15-20 minutes	<p>Hand out the <i>Celebration bunting</i> worksheet.</p> <p>Ask each member of the group to write something they'd like to celebrate in a section of the bunting.</p> <p>Encourage people to share their celebrations and make a note of their reasons (this will help those who struggled to find things).</p> <p>Ask the group about how writing their celebrations made them feel – for example, good, proud, positive, happy, excited, etc.</p> <p>Talk about how these positive thoughts and feelings can help them to think about the future.</p> <p>Ask the group to think about where they would like to be. What would they like to be doing a few years from now? How will they achieve their goal?</p> <p>Hand out the <i>Dream me</i> worksheet. Ask the group to write their goal at the end of the path. Starting at the 'me today' point, get them to imagine the steps they need to take to achieve their goal.</p> <p>Encourage people to share their 'path' with someone else in the group.</p> <p>Talk about how writing a goal down can make it seem more achievable. It also helps us to feel more positive and motivated.</p>	<ul style="list-style-type: none"> <li>– Activity 10a and 10b worksheets: <i>Celebration bunting</i> and <i>Dream me</i>.</li> <li>– Felt tip pens.</li> <li>– Coloured pens.</li> <li>– Pencils.</li> </ul>	<p>To demonstrate how writing can be used to celebrate successes and achieve our goals.</p> <p>To understand the many different ways of writing and the impact they can have on our wellbeing.</p> <p>To demonstrate how writing can be used to positively express our feelings and communicate with other people.</p> <p>To come up with ways to manage thoughts, emotions and behaviour.</p> <p>To develop creativity.</p>



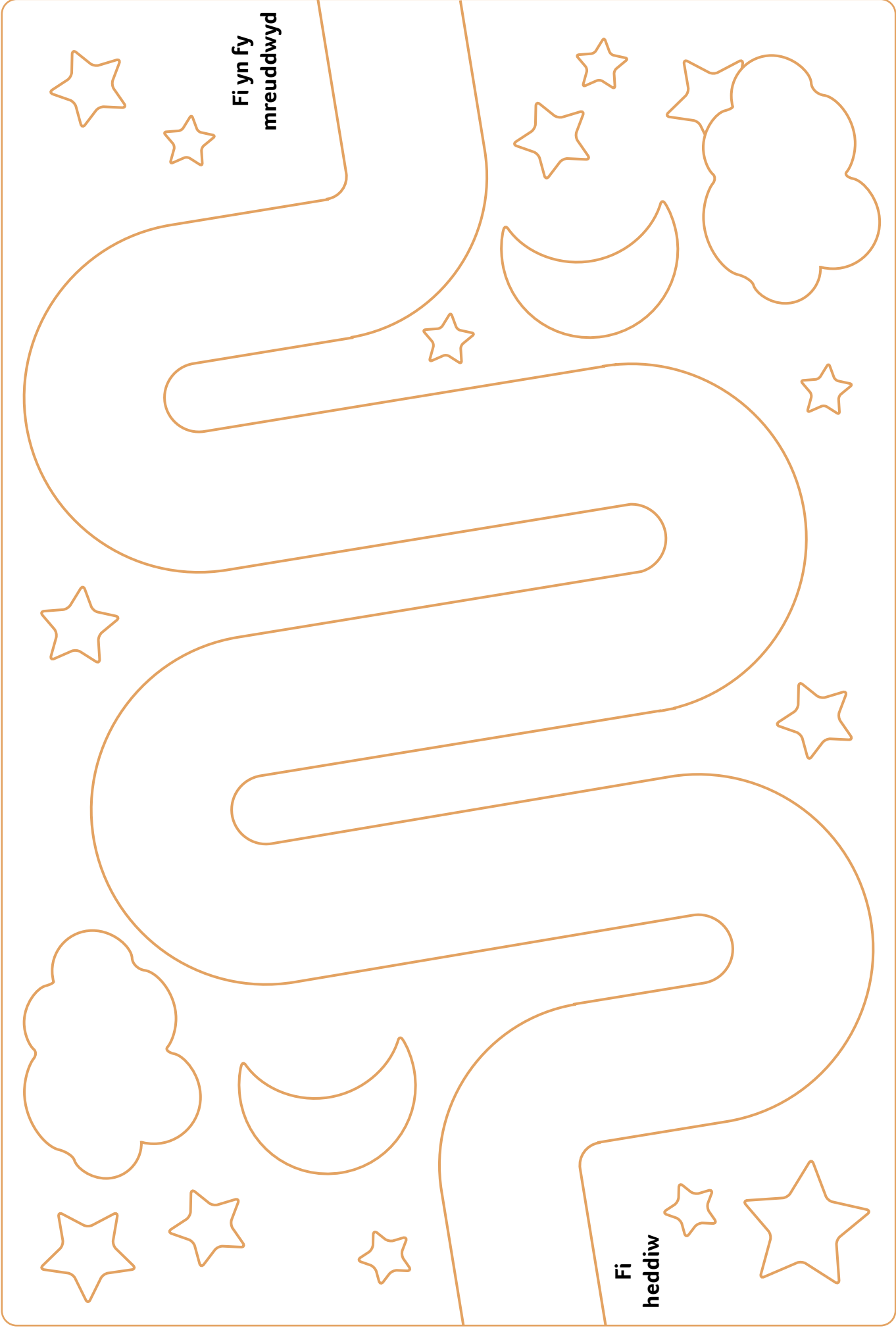
**Banc geiriau**

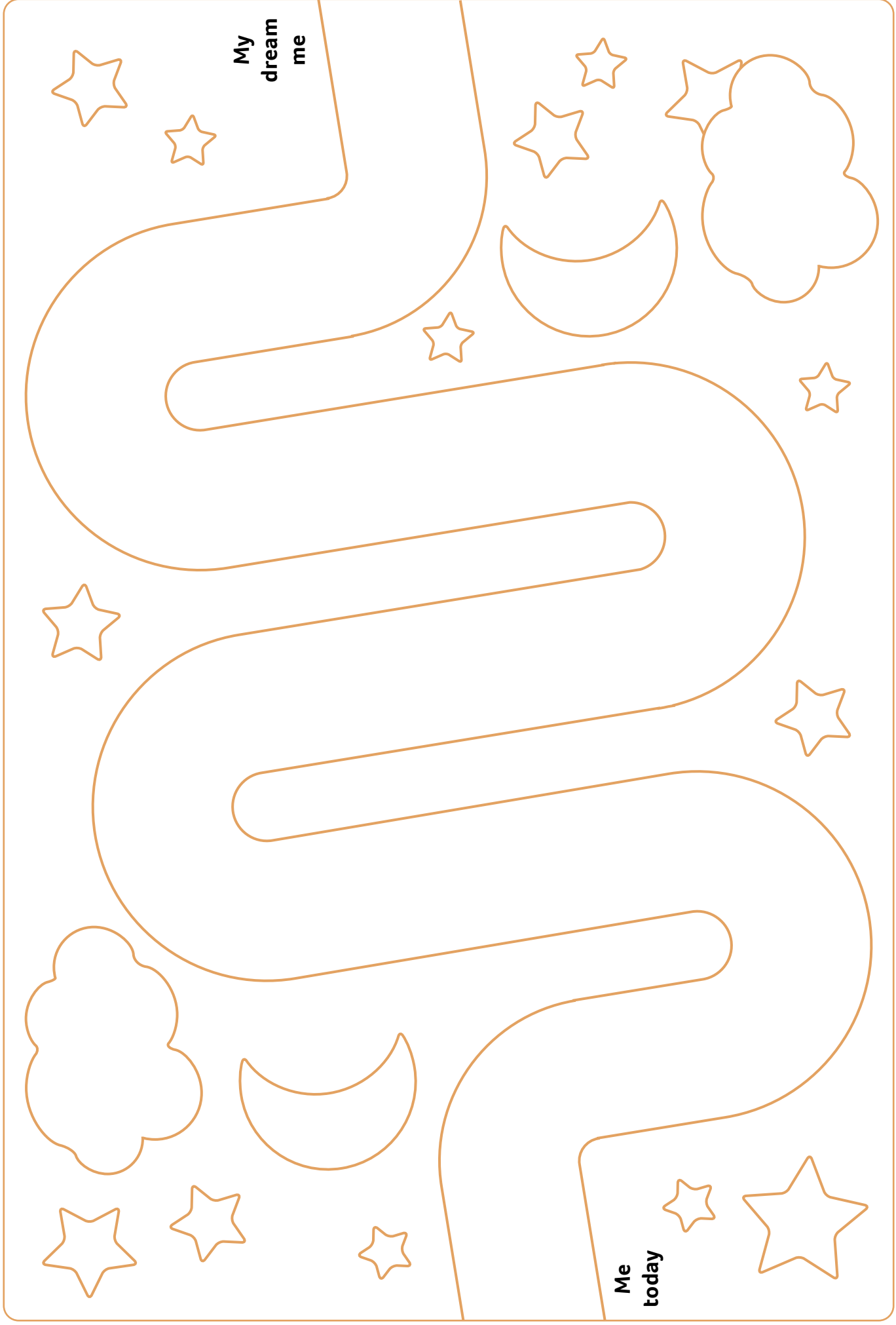
- Llwyddiant - Cyflawni - Balchder - Llawenydd - Llongyfarch - Gwerthfawrogi - Positif - Parti
- Gobaith - Hapus - Dathlu - Cynnydd - Carreg filtir - Nodau - Ennill



**Word bank**

- Success
- Achieve
- Pride
- Congratulating
- Appreciate
- Positive
- Party
- Hope
- Happy
- Celebrate
- Milestone
- Goals
- Gaining







**Paratowyd y pecyn cymorth hwn gan Gweithredu dros Blant, y Post Brenhinol ac Ymddiriedolaeth y Tywysog.**

**This toolkit was created by Action for Children, Royal Mail and Prince's Trust.**

Am ragor o wybodaeth a chymorth ewch i:

For more information and support, visit:

**[actionforchildren.org.uk](http://actionforchildren.org.uk)**

**[princes-trust.org.uk](http://princes-trust.org.uk)**

Am adnoddau iechyd meddwl i rieni, ewch i:

For mental health resources for parents, visit:

**[buildsoundminds.org.uk](http://buildsoundminds.org.uk)**

## Ymwadiad

Mae'r pecyn cymorth hwn yn ymyriad cynnar lefel isel sy'n helpu pobl ifanc i feddwl am eu teimladau drwy sgrifennu a/neu weithgareddau eraill. Ni ddylai'r pecyn cymorth gael ei ddefnyddio yn lle triniaethau clinigol, seicolegol a/neu therapiwtig confensiynol eraill. Yn absenoldeb unrhyw esgeulustod neu dordyletswydd uniongyrchol arall gennym ni, nid ydym yn gyfrifol am unrhyw ganlyniadau andwyol sy'n gysylltiedig â defnyddio'r pecyn cymorth hwn. Os ydych yn teimlo eich bod yn cael trafferth â'ch iechyd meddwl, rydym yn eich cynghori'n ddiamwys i gael cymorth a/neu gyngor ar ymarferydd ardstyedig.

## Disclaimer

This toolkit is designed to help you to explore your feelings and emotions through writing and/or other activities. It should not be used as a substitute for conventional clinical, psychological and/or therapeutic treatment. In the absence of any negligence or other direct breach of duty by us, we are not responsible for any adverse outcomes in relation to the use of this toolkit. If you feel that you are struggling with your mental health, please seek the help and/or advice of a certified practitioner.