**Sesiwn 2 – Amlinelliad – Hyfforddiant Cymheiriaid i athrawon – CCUHP a’r Ffordd Gywir -** Erbyn diwedd y sesiwn hon bydd y cyfranogwyr yn

* Gwybod BETH yw Dull Gweithredu seiliedig ar Hawliau Plant
* Gwybod PAM mae angen hynny
* Deall SUT mae datblygu dull gweithredu seiliedig ar Hawliau Plant yn y dosbarth, dull gweithredu ysgol gyfan a dull gweithredu ar lefel Genedlaethol

**NODYN – mae nodiadau i hwyluswyr ar gael ar y sleidiau**

|  |  |  |  |
| --- | --- | --- | --- |
| **Amser mewn munudau** | **Amcan Dysgu** | **Amlinelliad** | **Adnoddau - PowerPoint a mynediad i’r rhyngrwyd ar gyfer clipiau/adnoddau** |
| 0-5 | Nodau’r sesiwn | Crynhoi sesiwn un* CCUHP
* Rôl CPC
* Nod y sesiwn hon – Y Ffordd Gywir
 | Sleidiau 24 – 25 |
| 5-10 | Deall Dull Gweithredu seiliedig ar Hawliau Plant | Cyflwyno pum egwyddor y Ffordd Gywir |  Sleidiau 26-28 |
| 10-15 | BETH yw Dull Gweithredu seiliedig ar Hawliau Plant | Beth mae hynny’n ei olygu i ysgolion cynradd? | Sleid 29 – fideo |
| 15-30 | PAM mae angen Dull Gweithredu seiliedig ar Hawliau Plant | Sleidiau cwricwlwm newyddCanlyniadau arolwg TRW – sleid trafodaeth 31 | Sleidiau 30-32 |
| 30-35 | SUT mae datblygu Dull Gweithredu seiliedig ar Hawliau Plant yn y dosbarth | Cynlluniau’r Comisiynydd Plant – pam mae’n bwysig gwrando ar bobl ifanc - fideo | Sleidiau 33-36  |
| 35-50 | Dull gweithredu ysgol gyfan | Astudiaethau achos | Defnyddio’r adnodd [yma](https://www.childcomwales.org.uk/wp-content/uploads/2018/06/TRW-education-case-studies-bilingual-1.docx) - sleid 37[Gwireddu hawliau](https://www.childcomwales.org.uk/wp-content/uploads/2018/06/Menu-Education_headed-1.docx)Awgrymiadau Gwych [Yma](https://www.childcomwales.org.uk/wp-content/uploads/2017/01/TopTips_English.pdf) |
| 50-55 | Cenedlaethol | Sut mae cysylltu â chynlluniau’r Comisiynydd Plant | Sleid 38Sleid 39 |
| 55 - 60 | Diwedd y sesiwn | Crynhoi a chyfeirio ymlaen | Sleid 40 - 41 |

**Session 2 - Outline- Peer Training for teachers - UNCRC and The Right Way**

By the end of this session participants will

* Know WHAT a Children’s Rights Approach is
* Know WHY it’s needed
* Understand HOW to develop a Children’s Rights approach in the classroom, as a whole school approach and at a national level

**NOTE - Facilitator’s notes are available on the slides**

|  |  |  |  |
| --- | --- | --- | --- |
|  **Time in minutes** | **Learning Objective** | **Outline** | **Resources - Power point and access to internet for clips/ resources** |
| 0-5 | Aims of session  | Recap of session one* UNCRC
* Role of CCFW
* Aim of this session - The Right Way
 | Slides 24 - 25 |
| 5-10 | Understanding a Children’s Rights Approach (CRA) | Introducing the Five Principles of The Right Way |  Slides 26-28 |
| 10-15 | WHAT is a CRA | What this means for primary schools? | Slide 29 - video |
| 15-30 | WHY is a CRA needed | New curriculum slidesTRW survey results – discussion slide 31 | Slide 30-32 |
| 30-35 | HOW to develop CRA in classroom | Children's Commissioner schemes - why listening to young people is important - video  | Slide 33-36  |
| 35-50 | Whole school approach | Case studies | Use resource [here](https://www.childcomwales.org.uk/wp-content/uploads/2018/06/TRW-education-case-studies-bilingual-1.docx) - slide 37[Make rights a reality](https://www.childcomwales.org.uk/wp-content/uploads/2018/06/Menu-Education_headed-1.docx)Top Tips [Here](https://www.childcomwales.org.uk/wp-content/uploads/2017/01/TopTips_English.pdf) |
| 50-55 | Nationally  | How to link to Children’s Commissioner schemes | Slide 38Slide 39 |
| 55 - 60 | End session  | Sum up and sign post  | Slide 40 - 41 |