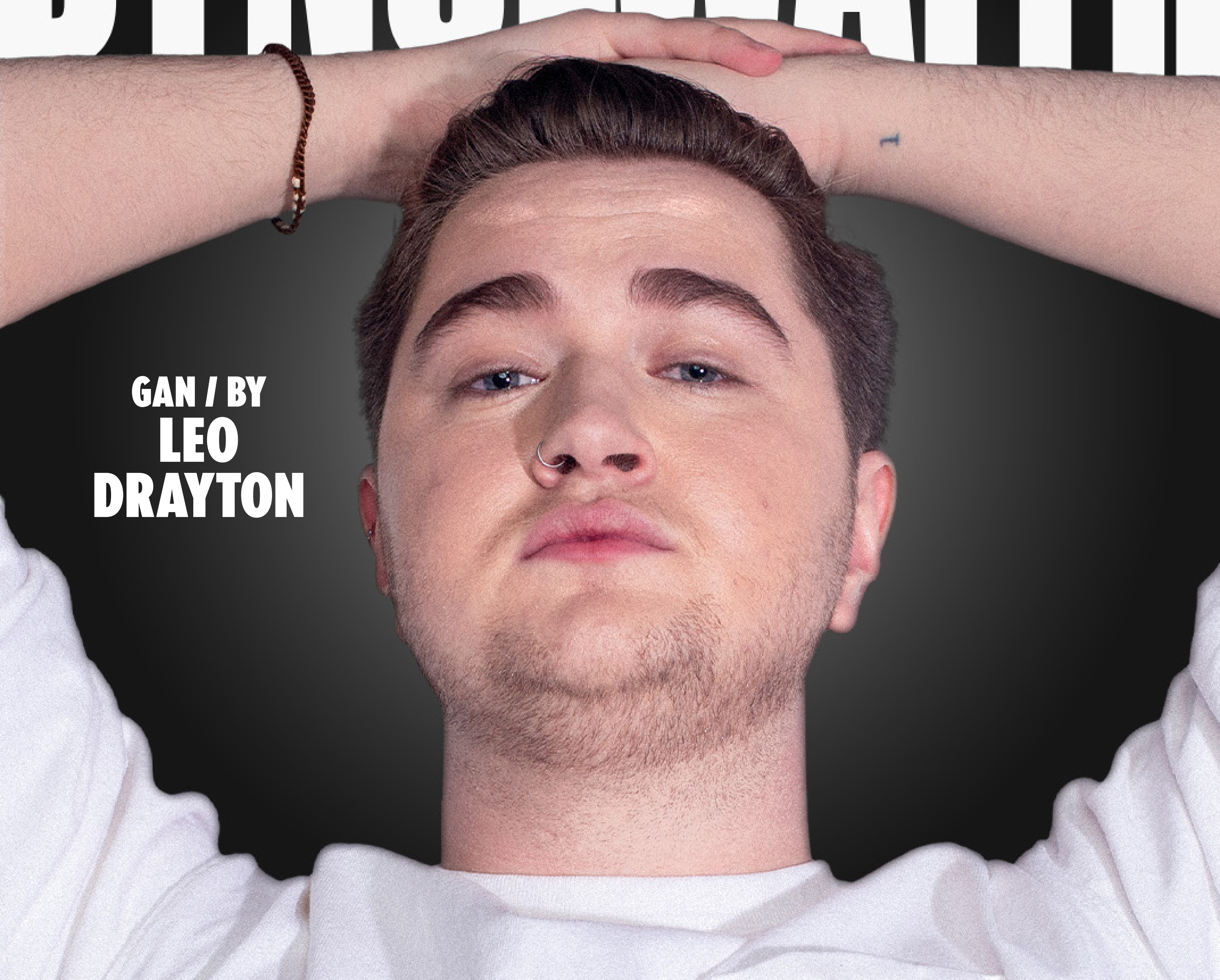
PECYN ADDYSG **EDUCATION PACK**

CYD-GYNHYRCHIAD GAN FRÂN WEN A THEATR Y SHERMAN

DYNOLWAITH



GAN / BY
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CYFLWYNIAD

Croeso i Becyn Adnoddau Addysg Dynolwaith, sydd wedi'i ddylunio ar gyfer darparwyr addysg a grwpiau ieuenctid er mwyn hwyluso trafodaethau ar hunaniaeth, rhywedd a pherthnasoedd. Mae'r adnodd yma'n cynnwys gweithgareddau, awgrymiadau trafod a syniadau gweithdai sy'n gysylltiedig â mannau allweddol yn y ddrama, ynghlwm â'r cwestiwn 'Sut ydyn ni'n rhannu'r baich?'. Crëwyd y pecyn gan Dimau Ymgysylltu Creadigol Theatr Sherman a Frân Wen, gyda chefnogaeth pobl ifanc o Ysgol Gyfun Gymraeg Plasmawr a Hyfforddwr ac Ymgynghorwr LGBTQ+ Kay R Dennis.

INTRODUCTION

Welcome to the Dynolwaith Education Resource Pack, which has been created for educators and facilitators working with young people, to support conversations around identity, gender and relationships. This resource includes activities, discussion points and workshop ideas that link to key points in the play and tie in to the over-arching question 'How do we share the weight?'. It has been created by Sherman Theatre and Fran Wen's Creative Engagement Teams with the support of young people from Ysgol Gyfun Gymraeg Plasmawr and LGBTQ+ Trainer and Consultant Kay R Dennis.

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AWGRYMIADAU AR GYNNAL TRAFODAETH BARCHUS

- Does dim rhaid cytuno, ond dylwch barchu safbwyntiau a phrofiadau eich gilydd.
- Mae'n iawn peidio â gwybod popeth – lle i ddysgu yw hwn.
- Byddwch yn garedig a gwrandewch ar eich gilydd.
- Mae popeth sy'n cael ei rannu yn y sesiwn yn aros yn gyfrinachol (heblaw am bryderon diogelu).
- Heriwch iaith neu ymddygiad gwahaniaethol.

RESPECTFUL DISCUSSION TIPS

- You don't have to agree but should respect each other's views and experiences.
- It's okay not to know everything – this is a space for learning.
- Be kind and listen actively.
- What is shared in the session stays confidential (except safeguarding concerns).
- Challenge discriminatory language or behaviour.

CRYNODEB O'R DDRAMA

Dyn mewn datblygiad.

Mae'n 2015. Mae Jac yn ddyn traws ifanc, wedi'i eni yn y corff anghywir, yn dechrau chwilio am y bywyd mae o wir eisiau ei fyw.

Wrth iddo gychwyn ar y daith o drawsnewid, mae tensiynau'n codi, mae perthnasoedd yn dechrau teimlo'r straen, ac mae'r gefnogaeth sydd wastad wedi bod yn gadarn yn dechrau teimlo'n fregus. Pan gaiff ei wrthod mae'n ei cholli hi ac yn gwthio'i gorff a'i feddwl i'r eithaf. All Jac ddibynnu ar y rhai agosaf ato pan mae o eu hangen fwyaf?

SUMMARY OF THE DRAMA

A man in the making

It's 2015. Jac is a young trans man, born in the wrong body, beginning the search for the life he knows he's meant to live.

As he begins his transition, tensions rise, relationships strain, and the support he relies on starts to feel more fragile than ever. When a final rejection pushes Jac to his breaking point, he hurls himself into oblivion, testing the limits of both his body and his mind.

Will those he loves stand by him when it matters most?

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Y CYMERIADAU

Jac
Dyn ifanc traws sy'n ceisio cynnal ei berthnasoedd tra ei fod yn trawsnewid i mewn i'r dyn ydy o go iawn.

Dad
Mae tad Jac yn cael trafferth dod i delerau gyda'i fab yn trawsnewid. Wrth i'r ddrama ddatblygu, mae'n dod i ddeall hunaniaeth Jac yn well ond nid heb wrthdaro na chyferbyniad.

Iwan
Ffrind ysgol Jac. Mae ganddo syniadau cyfyngedig ynglyn â rhywedd a rhyw, ac mae'r syniadau yma'n effeithio ar ei berthynas gyda Jac.

Sam a Rhodri
Ffrindiau ysgol eraill Jac. Maen nhw'n gefnogol o Jac wrth iddo drawsnewid, ac yn ceisio'i amddiffyn rhag ymddygiad Iwan.

John, Dex a Tony
Cydweithwyr Jac. I ddechrau, maen nhw'n trin Jac fel un ohonyn nhw, ond mae eu hagwedd yn newid pan mae Tony'n darganfod bod Jac yn draws.

THE CHARACTERS

Jac
A young trans man who tries to maintain his relationships while transitioning into the man he really is.

Dad
Jac's dad, who struggles to come to terms with his son's transition. As the play goes on, he develops a better understanding of Jac's identity – though not without conflict or contradiction.

Iwan
Jac's school friend. He has limiting ideas regarding gender and sex, and these affect his relationship with Jac.

Sam a Rhodri
Jac's other school friends. They're supportive of Jac's transition and try to defend him from Iwan's behaviour.

John, Dex a Tony
Jac's colleagues. To begin with, they treat Jac like one of them, but their attitude changes when Tony discovers that Jac is trans.

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TERMAU ALLWEDDOL

Hunaniaeth
Sut wyt ti'n gweld neu'n diffinio dy hun, yn aml yn dibynnu ar ba nodweddion sydd gennyt ti.

Rhyw
Y term cyffredinol am y labeli a bennir i bobl ar sail ystod o nodweddion gan gynnwys cromosomau, proffiliau hormonau a nodweddion corfforol (e.e. organau rhyw). Gwryw a benyw (neu ddyn a menyw) yw'r labeli deuaidd traddodiadol ar ryw.

Rhywedd
Hunaniaeth o ran bod yn wryw, yn fenyw neu'n berson anneuaidd, yng nghyd-destun gwahaniaethau diwylliannol a chymdeithasol.

Pennu Rhyw
Y weithred o ddynodi rhyw baban ar adeg ei eni, gan amlaf fel benyw neu wryw. Gwneir hyn gan amlaf gan ymarferydd meddygol, ar sail nodweddion corfforol.

Traws/Trawsryweddol
Term i ddisgrifio pobl nad yw eu rhywedd yn cyd-fynd â'r rhyw a bennwyd iddynt adeg eu geni.

Cisryweddol
Disgrifiad o berson y mae ei hunaniaeth rhywedd yn cyd-fynd â'r rhyw a bennwyd adeg geni (gwrthwyneb bod yn drawsryweddol).

Trawsnewid
Y broses o newid, yn gorfforol a/neu'n gymdeithasol, i gyd-fynd â'u hunaniaeth rhywedd, yn hytrach na'r rhyw a bennwyd iddynt adeg geni.

LHDTC+
Byrfodd sy'n cyfeirio at bobl lesbiaidd, hoyw, deurywiol, trawsryweddol/traws a cwiar/pobl sy'n cwestiynu. Defnyddir y symbol + i gynnwys a chydnabod yr amrywiol dermau eraill y mae pobl yn eu defnyddio i ddisgrifio eu hunaniaethau a'u cyfeiriadedd, gan gynnwys rhyngryw, arywiol ac aramantaidd.

KEY TERMINOLOGY

Identity
How you see or define yourself, often depending on what characteristics you have.

Sex
A general term for the labels given to people on the basis of their characteristics, including chromosomes, hormone profiles and physical characteristics (e.g. sexual organs). Male and female (or man and woman) are the traditional binary labels for sex.

Gender
Identity in terms of being male, female or non-binary, in the context of social and political differences.

Assigned Sex
The process of assigning a baby's sex when they are born, usually as male or female. This is often done by a medical professional, and is based on physical attributes.

Trans/Transgender
A word to describe someone whose gender does not correspond to the sex assigned to them at birth.

Cisgender
A word to describe someone whose gender corresponds to the sex assigned to them at birth (the opposite of transgender).

Transition
The process of someone changing, physically and/or socially, to correspond with their gender identity, as opposed to the sex assigned to them at birth.

LGBTQ+
An acronym that refers to lesbians, gay people, bisexual people, trans people and queer/questioning people. The + symbol is used to include and acknowledge the various other terms people use to describe their identity, including intersex, asexual and aromantic.

Y Cyfarwyddwr Gethin Evans (chwith) a Leo Drayton yn ystod ymarferion / Director Gethin Evans (left) and Leo Drayton during rehearsals ©Mark McNulty

THEMÂU ALLWEDDOL AC AMCANION DYSGU

1. **Hunaniaeth**

- Deall ystyr termau allweddol e.e. rhywedd a rhyw
- Adnabod elfennau gwahanol sy'n cyfrannu at hunaniaeth unigolyn
- Archwilio hunaniaethau gwahanol a sut all rhain effeithio ar ymddygiad

1. **Identity**

- Understand key terms like gender and sex
- Recognise different elements that contribute towards an individual's identity
- Explore different identities and how they can affect behaviour

2. **Derbyniad**

- Adnabod gwahanol fathau o dderbyniad, gan gynnwys hunan-dderbyniad, derbyniad cymdeithasol a derbyniad gwleidyddol
- Trafod effeithiau'r gwahanol fathau o dderbyniad, neu sut allai ddiffyg derbyniad effeithio ar rywun
- Meddwl am ffyrdd newydd i ddatblygu hunan-dderbyniaeth, neu i greu cymdeithas mwy derbyniol

2. **Acceptance**

- Recognise different types of acceptance, including self-acceptance, social acceptance and political acceptance
- Discuss what impact these kinds of acceptance could have, or how a lack of acceptance could affect someone
- Think of new ways to develop self-acceptance, or to create a more accepting society

3. **Rhyddid**

- Adnabod enghreifftiau o ryddid a chaethiwed yn y ddrama
- Trafod pwy/beth sy'n effeithio ar ryddid pobl traws
- Archwilio beth mae rhyddid yn golygu i chi, a sut fyddai cymdeithas rhydd yn edrych i chi

3. **Freedom**

- Recognise moments of freedom and captivity in the play
- Discuss who/what affects the freedom of trans people
- Explore what freedom means to you, and what a free society would look like to you

YSGOGIADAU CYCHWYNNOL

(Cyn gwylio'r ddrama)

Gweithgaredd lluniau llonydd

- Rhannwch y cyfranogwyr i mewn i barau neu grwpiau bach.
- Gofynnwch i bob grŵp i greu llun llonydd sy'n cynrychioli'r gair 'rhyddid'. Awgrymwch iddynt ystyried iaith gorfforol, mynegiant wynebol, uchder/lled, sut mae'r gwahanol bobl o fewn y llun llonydd yn ymateb i'w gilydd.
- Dangoswch a thrafodwch y lluniau llonydd gyda gweddill y cyfranogwyr. Ydy'r lluniau llonydd yn debyg neu'n wahanol i'w gilydd? Oes gwahanol fathau o ryddid wedi'u cynrychioli? Ydy rhyddid yn meddwl yr un peth i bawb? Sut mae'n teimlo i gael rhyddid?
- Ymarfer estynol: gofynnwch i'r bobl ifanc i adlewyrchu gwahanol fathau o ryddid e.e. rhyddid personol, rhyddid gwleidyddol, rhyddid ariannol.

Diffinio geiriau allweddol

- Rhannwch y cyfranogwyr i mewn i grwpiau. Bydd angen darn o bapur ar bob grŵp, gyda gair neu therm allweddol yng nghanol pob tudalen (e.g. 'rhywedd', 'hunaniaeth', 'trawsnewid').
- Gofynnwch i bob grŵp i awgrymu ystyr am y term a'i ychwanegu at y dudalen. Annogwch nhw i chwilio am gliwiau o fewn y term os ydyn nhw'n ansicr e.e. ydy e'n swnio fel gair arall maen nhw'n gyfarwydd ag e? Ydyn nhw wedi clywed/gweld y gair o'r blaen? Allwn nhw ffeindio geiriau eraill o fewn y gair allweddol?
- Trafodwch y termau gwahanol a diffiniadau'r cyfranogwyr.

Pyramid ffeithiau

- Gofynnwch i'r cyfranogwyr nodi 5 ffaith amdanyn nhw eu hunain. All y ffeithiau fod yn unrhywbeth – eu oedran, rhywbeth maen nhw wedi'i gyflawni, eu hoff fwyd ayyb. Annogwch nhw i ddewis ystod o ffeithiau gwahanol.
- Nesaf, bydd angen i'r cyfranogwyr i ail-drefnu'r ffeithiau yn ôl eu pwysigrwydd. Pwysleisiwch y bydd gwahanol bethau'n bwysicach neu'n llai pwysig i bob unigolyn. Pwrpas y weithgaredd yw i ystyried beth sy'n bwysig iddyn nhw, nid i bawb arall.
- Gofynnwch iddyn nhw i adlewyrchu'n annibynol ar y weithgaredd. Gall hwn gael ei wneud yn ysgrifenedig, neu wrth feddwl yn dawel. Cwestiynau i ystyried: pa nodweddion amdanyn nhw eu hunain sydd fwyaf pwysig iddyn nhw a pham? Pa nodweddion sy'n bwysig iddyn nhw mewn pobl eraill? Oes nodweddion gwahanol (ynddyn nhw eu hunain neu mewn pobl eraill) yr hoffen nhw bwyslesio mwy yn y dyfodol?
- Ymarfer ychwanegol: casglwch y ffaith bwysicaf i bob cyfrannogwr. Dosbarthwch nhw ar hap ymysg y bobl ifanc. Heriwch bawb i ffeindio'r person a ysgrifennodd y ffaith maen nhw'n ei ddal.

ENGAGEMENT STARTERS

Freeze frame activity

- Split the participants into pairs or small groups.
- Ask each group to create a freeze frame representing the word 'freedom', considering body language, facial expression, use of height/width and how the people within each freeze frame interact with each other.
- Share and discuss the freeze frames with one another. Are the freeze frames similar or different to each other? Are different kinds of freedom represented by each group? Does freedom mean the same thing to everyone? How does it feel to have freedom?
- Extension activity: ask the young people to reflect on different types of freedom e.g. personal freedom, political freedom, financial freedom.

Defining key vocabulary

- Separate the participants into groups. Each group will need a sheet of paper with a key word or phrase from the play written on it (e.g. 'gender', 'identity', 'transition').
- Ask each group to suggest a definition for their word or phrase and write it on their sheet of paper. If they're unsure, ask them to look for clues within the word e.g. Does it include other, more familiar words? Does it sound like a word they're familiar with? Have they heard it elsewhere or in other contexts?
- Discuss the different terms/phrases and the participants' definitions.

Fact pyramid

- Ask the participants to write down 5 facts about themselves. These can be any facts – their age, something they've achieved, their favourite food etc. Encourage them to choose a range of different facts.
- Next, the contributors will need to re-arrange their facts in order of importance. Emphasise that different things will be important to different people. The purpose of this exercise is to consider what's important to them as an individual.
- Ask them to reflect independently on the activity. This can be done in writing, or by thinking quietly. Questions to consider: which of their own characteristics is most important to them and why? What characteristics do they consider important in other people? Are there different characteristics they'd like to place more importance on in the future?
- Additional activity: collect the facts ranked most important by the participants. Redistribute them at random among the young people. Challenge them to find the person that the fact relates to.

SYNIADAU MYFYRIOL

Ar ôl gwylio'r ddrama, mae'r gweithgareddau yma'n helpu myfyrwyr i fyfyrio ar y themâu allweddol a chysylltiadau personol:

YMATEBION MUNUD

Rhowch funud i'r myfyrwyr actio eu hymateb cyntaf i'r ddrama heb siarad. Gofynnwch i wirfoddolwyr rannu eu hymatebion.

MYFYRDODAU I GLOI

Gofynnwch i bob myfyriwr ysgrifennu un peth maen nhw wedi'i ddysgu, un cwestiwn sydd ganddyn nhw o hyd, ac un cam y byddan nhw'n ei gymryd wrth symud ymlaen.

TRAFODAETH BÊL EIRA

Gofynnwch i bob myfyriwr ysgrifennu cwestiwn neu sylw am y ddrama ar ddarn o bapur, ei blygu'n "bêl eira", a'i thaflu i ardal ddynodedig. Yna codwch bêl eira ar hap ac ymatebwch i'r cwestiwn neu'r sylw, gan hyrwyddo safbwyntiau a rhyngweithiadau amrywiol.

WAL GRAFFITI

Gosodwch ddarn mawr o bapur neu fwrdd gwyn fel "wal graffiti" lle gall myfyrwyr ysgrifennu neu dynnu llun o'u meddyliau, eu hymatebion, neu eu cwestiynau am y ddrama. Mae'r gweithgaredd cyfunol yma'n annog rhannu gwybodaeth, a gall fod yn gynrychiolaeth weledol o fyfyrdodau'r grŵp.

DEDDF CYDRADDOLDEB 2010

Dyma Ddeddf sy'n amddiffyn unigolion rhag triniaeth annheg ac yn hybu cymdeithas deg a mwy cyfartal.

Rhai o'r nodweddion sy'n cael eu gwarchod gan y Ddeddf yw:

- Ailbennu rhywedd
- Rhyw
- Cyfeiriadedd rhywiol

Ym mha rannau o'r ddrama mae Jac yn cael ei barchu fel dyn traws? Pa gymeriadau sy'n helpu sicrhau bod Jac yn cael ei drin yn deg, a sut maen nhw'n gwneud hynny? Petai chi'n gallu newid un peth yn y ddrama er mwyn gwneud bywyd Jac yn decach, beth fysech chi'n newid?

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REFLECTIVE WRAP UPS

After watching the play, these activities help students reflect on key themes and personal connections:

ONE-MINUTE REACTIONS

Give students one minute to act out their immediate reaction to the play, without speaking. Ask a few volunteers to share their responses.

EXIT TICKET REFLECTIONS

Each young person writes down one thing they learned, one question they still have, and one action they will take moving forward.

SNOWBALL DISCUSSION

Invite each participant to write a question or comment about the play on a piece of paper, crumple it into a "snowball," and toss it into a designated area. Then pick up a random snowball and respond to the question or comment, promoting diverse interactions and perspectives.

GRAFFITI WALL

Set up a large sheet of paper or whiteboard as a "graffiti wall" where participants can write or draw their thoughts, reactions, or questions about the play. This collective activity encourages sharing and can serve as a visual representation of the group's reflections.

EQUALITY ACT 2010

This Act protects individuals against unfair treatment, and encourages a fair and equal society. Some of the characteristics protected by the Act are:

- Gender reassignment
- Sex
- Sexuality

In what moments in the play is Jac respected as a trans man? What characters help to ensure that Jac is treated fairly, and how do they do that? If you could change one thing in the play to make Jac's life fairer, what would you change?

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SESIYNAU SBOTOLAU

(Sesiynau/gwersi mewn arddull gweithdy i'w cynnal mewn ysgol/dosbarth neu grŵp ieuenctid)

1. Act 2 – MODELI RÔL

Themâu: cynrychiolaeth, cyfryngau cymdeithasol

Dyfyniad Allweddol

Trans stories, Tumblr text posts, a timeline of transition, 'Transgender teen transitioning at thirteen', Time Lapse o triniaeth a poen

Sbardun Trafod

- Cyfrifoldeb pwy yw e i addysgu pobl am rhywedd?
- Pa fath o berson sy'n gwneud model rôl da?
- Pam oes angen modeli rôl arnom ni?

GWEITHGAREDDAU

Gludwaith/Cyflwyniad

Gwnewch gludwaith neu gyflwyniad am fodel rôl sy'n bwysig i chi. Beth ydych chi'n ei edmygu amdanyn nhw? Sut maen nhw wedi effeithio arno chi? Sut daethoch chi ar eu traws nhw?

Gweithgaredd Ymchwil

Rhannwch y grŵp i mewn i barau. Rhowch enghraifft o berson enwog traws i bob pâr, e.e. Sam Smith, Hunter Schafer, Elliot Page, Juno Dawson. Edrychwch ar y pecyn gefnogaeth Dynolwaith i ffeindio mwy o enghreifftiau. Gofynnwch i'r parau i ymchwilio'r person enwog, gan ateb y cwestiynau canlynol:

- Pwy ydyn nhw?
- Am beth maen nhw'n enwog?
- Beth yw eu llwyddiannau?
- Pam fydden nhw'n gwneud model rôl da?

Ymarfer estynedig: yn eu parau, gofynnwch i'r bobl ifanc i ail-ddychmygu'r olygfa ble mae Jac yn edrych am fodelau rôl traws ar y we, gan ddychmygu ei fod yn dod ar draws y person maen nhw wedi'u ymchwilio.

2. Act 3 – HUNANFYNEGIANT

Themâu: hunaniaeth, mynegiant rhywedd

Dyfyniad Allweddol

Pob tro mae'r bois yn galw fi'n fe, nid hi mae'n teimlo'n... Y garreg yn cracio

Sbardun Trafod

- Pa ddulliau allwn ni ddefnyddio i fynegi ein hunain?
- Sut mae'r cymeriadau'n mynegi eu hunain yn y ddrama?
- Pa ddulliau allwn ni ddefnyddio fel dramodwyr i fynegi teimladau'r cymeriadau?

GWEITHGAREDDAU

Hunan-ddarlun

Gwnewch hunan-ddarlun, gan ystyried y ffyrdd rydych chi'n mynegi'ch hunan. Gall rhain gynnwys llysenwau, dillad, gwallt, colur, iaith gorfforol a mynegiant wynebol, ymysg pethau eraill. Trafodwch sut all y ffyrdd yma o hunan-fynegiant adlewyrchu hunaniaeth rhywedd.

Iaith gorfforol

Rhowch gymeriad gwahanol i bob cyfranogwr, gan gynnwys broffeil y cymeriad hwnnw (gweler tudalen 5). Gofynnwch i'r cyfranogwyr i gerdded o gwmpas yr ystafell, gan ymgorffori eu cymeriad. Annogwch nhw i feddwl am ba ran o'r corff sy'n arwain, pa mor fawr yw eu iaith gorfforol, pa mor fawr/fach yw bob cam ayyb.

Nawr, gofynnwch i'r cyfranogwyr i actio mas sut fyddai eu cymeriad yn ymddwyn mewn gwahanol sefyllfaoedd, er enghraifft:

- Aros am fws
- Codi llaw mewn gwers/gweithdy
- Gwylio'r teledu

Rhowch gyfle i'r disgyblion i adlewyrchu ar yr ymarfer a beth maen nhw wedi'i ddysgu am y cymeriad.

Sut oedd e'n teimlo i symud drwy'r ystafell fel eu cymeriad?
Oedden nhw'n teimlo'n fwy neu'n llai pwerus? Pam?
Oedd e'n amlwg pa gyfranogwr oedd yn cyfleu pa gymeriad?
Oedd lot o wahaniaeth i'w weld mewn gwahanol ddehongliadau o'r cymeriadau?

Mapiau Meddwl

Gwnewch fap meddwl i ddangos sut fyddech chi'n llwyfannu Act 3 o'r ddrama, neu olygfa penodol neu foment allweddol. Meddyliwch am y set, golau, sain/cerddoriaeth, gwisg, a chyfarwyddiadau i'r actorion.

3. Act 4 – ISELBWYNT

Themâu: hunan-ddelwedd, gobaith, brad

Dyfyniad Allweddol

Ma Michelangelo wedi marw a di gadael fi yn y carreg 'ma i bydru.

Sbardun Trafod

- Pwy/beth sy'n achosi Jac i gyrraedd ei iselbwynt yn yr olygfa hon?
- Beth sydd angen newid er mwyn sicrhau iechyd a diogelwch Jac?

GWEITHGAREDDAU

Monolog

Ail-ysgrifennwch fonolog Dad o'r olygfa ar y ffordd adre o'r apwyntiad doctor. Beth allai ddweud yn wahanol er mwyn ymateb i anghenion Jac?

Cadwyn Bapu

Crewch gadwyn bapur ble mae bob darn o bapur yn cynrychioli digwyddiad sydd wedi arwain at ganslo llawdriniaeth Jac. Meddyliwch am ffyrdd i 'dorri'r gadwyn'.

4. ACT 5 – TRAWSNEWID

Themau: cydraddoldeb, cymuned, creu newid bositif

Sbardun Trafod

- Sut mae triniaeth y cymeriadau eraill wedi effeithio ar Jac erbyn diwedd y ddrama?
- Ym mha ffyrdd mae Jac wedi trawsnewid erbyn yr olygfa hon?
- Sut mae byd delfrydol Jac yn edrych?

GWEITHGAREDDAU

Byrddau Naws

Crewch fyrddau naws i adlewyrchu sut mae Jac wedi newid yn ystod y ddrama. Dylai un ochr o'r dudalen gynrychioli bywyd Jac ar ddechrau'r ddrama, a'r ochr arall gyfleu ei fywyd erbyn diwedd y ddrama. Trafodwch beth sydd wedi newid er mwyn galluogi Jac i fynd o un fersiwn o'i hun i'r llall.

Llythyron

Ysgrifennwch lythyron i'ch hunain i'w agor mewn 10 mlynedd. Beth yw eich gobeithion ar gyfer y dyfodol? Ym mha ffyrdd ydych chi eisiau datblygu yn y 10 mlynedd nesaf? Sut gymdeithas ydych chi eisiau byw ynddo erbyn hynny?

Gweithgaredd ychwanegol:

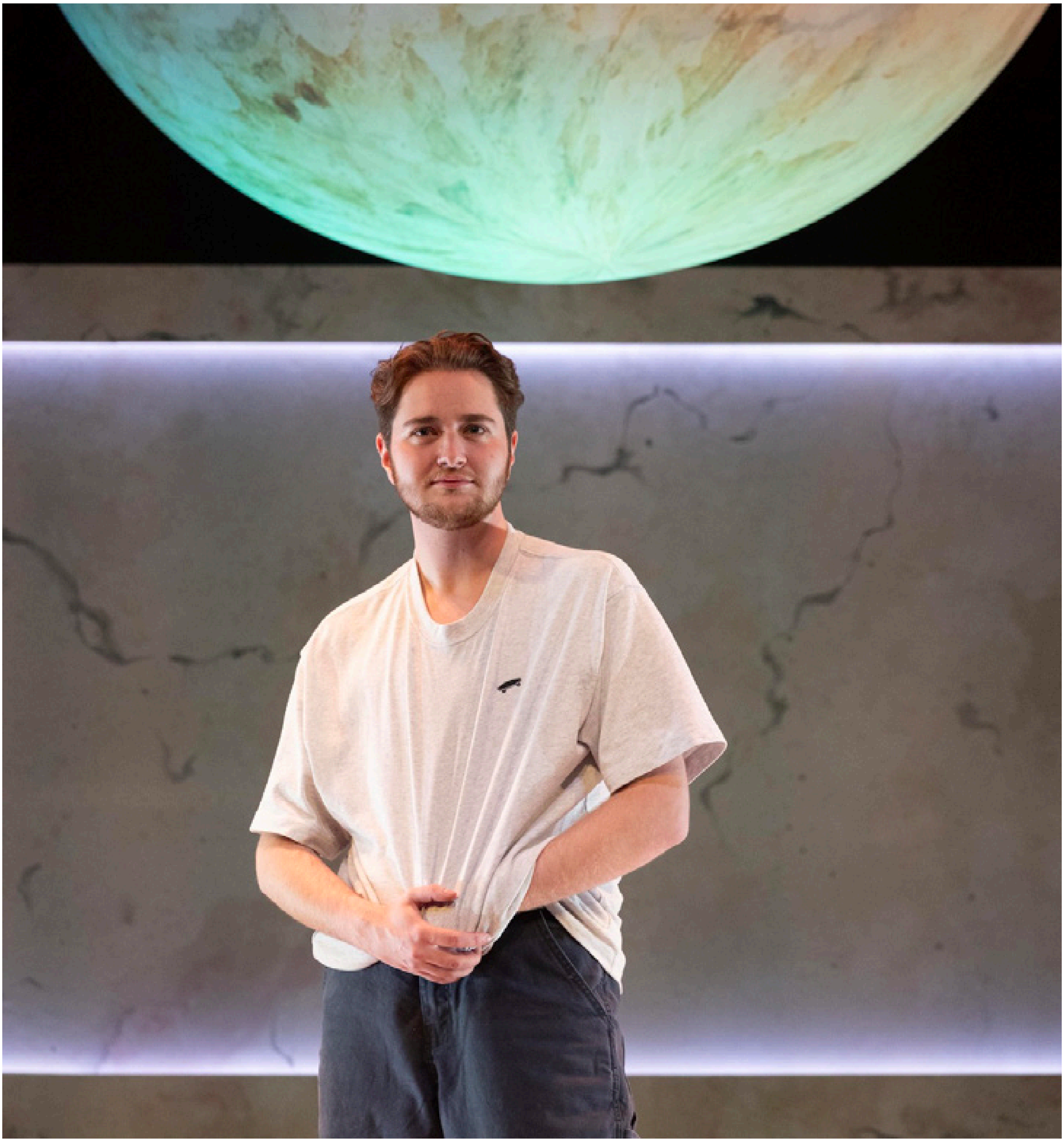
Trwy gydol datblygiad y ddrama, arweiniodd y timau ymgysylltu gyfres o weithgareddau er mwyn trafod sut i gefnogi'r gymuned traws. Cysylltwyd y gweithgareddau hyn gan y cwestiwn

'Sut ydyn ni'n rhannu'r baich?'

Trafodwch y cwestiwn gyda'r grŵp a gwahoddwch nhw i benderfynu ar adduniad – rhywbeth penodol allwn nhw wneud er mwyn creu cymdeithas tecach a mwy cefnogol.

Dyluniad Sain

Ewch ati i greu seinwedd sy'n cynrychioli emosiynau Jac yn yr olygfa yma – gan ddefnyddio offerynnau, canu, neu gymysgedd digidol.



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SPOTLIGHT SESSIONS

(Workshop style sessions/lessons to take place in a school/class or youth group setting)

1. Act 2 – ROLE MODELS

Themes: representation, social media

Key Quotation

Trans stories. Trans Tumblr text posts. A timeline of transition. "Transgender teen transitioning at thirteen." Time-lapses of treatment and pain.

Discussion Points

- Whose responsibility is it to teach people about gender?
- What kind of person makes a good role model?
- Why do we need role models?

ACTIVITIES

Collage/Presentation

Create a collage or presentation about a role model who's important to you. What do you admire about them? How have they impacted you? How did you come across them?

Research Task

Divide the group into pairs. Give each pair a famous trans person to focus on e.g. Sam Smith, Hunter Schafer, Elliot Page, Juno Dawson. Look at the Dynolwaith support pack to find more examples. Ask the pairs to research their famous person, answering the following questions:

- Who are they?
- What are they famous for?
- What are their achievements?
- Why would they make a good role model

Additional activity

In their pairs, ask the young people to re-imagine the scene where Jac is looking for trans role models online, imagining that he comes across the person they've been researching.

2. Act 3 – SELF-EXPRESSION

Themes: identity, gender expression

Key Quotation

Every time one of the guys call me him, not her it's like… it feels… The stone cracks.

Discussion Points

- What are the different ways in which we express ourselves?
- How do the characters express themselves in the play?
- What tools can we use as theatremakers to express our characters' emotions?

ACTIVITIES

Self-portrait

Create a self-portrait, showing consideration for the ways you express yourself. These could include nicknames, clothes, hair, makeup, body language and facial expression, among other things.

Discuss how these different forms of self-expression can reflect gender identity.

Body language

Give each participant a different character from the play, including the character's profile (see page 5). Ask the participants to walk around the room, embodying their character. Encourage them to think about what part of their body is leading their movement, how big their body language is, how big/small their strides are etc.

Now, ask the participants to act out how their character would behave in different situations, for example:

- Waiting for a bus
- Raising their hand in a lesson/workshop
- Watching TV

Give the participants an opportunity to reflect on what they've learnt about their character.

How did it feel to move through the room like the character?
Did they feel more or less powerful? Why?
Was it obvious which participants were channelling which character?
Did you notice differences in your interpretations of the characters?

Mind Maps

Create a mind map to show how you'd stage Act 3 of the play, or a specific section or key moment. Consider the set, lighting, music/sound, costume, and directions to the actors.

3. Act 4 – ISELBWYNT / LOW POINT

Themes: self-image, hope, betrayal

Key Quotation

Michelangelo has died and left me in this stone to rot.

Discussion Points

- Who/what causes Jac to reach his low point in this scene?
- What needs to change in order to protect Jac's safety and wellbeing?

ACTIVITIES

Monologue

Re-write Dad's monologue from the scene on the way home from the doctor's appointment. What could Dad say differently in order to respond to Jac's needs?

Paper Chain

Create a paper chain where each piece of paper represents an event that has led to the cancellation of Jac's operation. Think of ways to 'break the chain'.

4. ACT 5 – TRANSITION/TRANSFORMATION

Themes: equality, community, creating positive change

Discussion Points

- How has the behaviour of the other characters impacted Jac by the end of the play?
- In what ways has Jac transitioned/transformed by this scene?
- What would Jac's ideal world look like?

ACTIVITIES

Mood Boards

Create mood boards to reflect how Jac has changed over the course of the play. One side of the page should represent Jac's life at the beginning of the play, and the other side should reflect his life by the end of the play. Discuss what has changed in order to enable Jac to go from one version of himself to the other.

Letters

Write letters to yourselves to open in 10 years' time. What are your hopes for the future? In what ways do you want to develop over the next 10 years? What kind of society do you want to live in by that point?

Additional activity: During the production of Dynolwaith, the engagement teams ran a series of events exploring how best to support the trans community and provide allyship. These acitvities

were all linked by the question 'How do we share the weight?'. Discuss this question with the group and invite them to decide on a resolution in response – something specific they can do to help create a more equal and accepting society.

Sound Design

Create a soundscape that reflects Jac's emotions in this scene – you could use instruments, song/singing, or a digital mix.

Y Cyfarwyddwr Gethin Evans yn ystod ymarferion / Director Gethin Evans during rehearsals ©Mark McNulty

SESIWN EDRYCH YN DDYFNACH

Themâu: rhyddid a chaethiwed, symboliaeth, pŵer

Dyfyniad Allweddol

Dyn yn gaeth i garreg. Contorted, trio gwthio ei hun yn rhydd.

Sbardun Trafod

- Beth yw symboliaeth? Sut effaith gall symboliaeth gael ar gynulleidfaoedd theatr?
- Beth mae symbol yr Atlas Slave yn dweud wrthon ni am gymeriad Jac?
- Pwy sy'n rheoli bywyd Jac, a pham?

GWEITHGAREDDAU

Trafod y Cymeriadau

Gofynnwch i'r cyfranogwyr i drefnu'r cymeriadau yn ôl categoriau gwahanol. Er enghraifft:

- Pwy sydd gyda'r fwyaf o bŵer dros fywyd Jac
- Pwy sydd gyda'r mwyaf o ryddid
- Pwy sydd fwyaf cefnogol o Jac
- Pwy sydd fwyaf hyderus
- Pwy sy'n mynegi'u barn orau

Creu map Bŵer

Trafodaeth grwp: beth yw prif ddigwyddiadau'r ddrama?

Nesaf, gofynnwch i'r bobl ifanc i greu graff llinell, neu 'map bŵer', i ddangos faint o bwer sydd gan Jac mewn mannau gwahanol o'r ddrama.

Dylen nhw labeli'r newidiadau yn ei lefelau pŵer gyda'r mannau o'r ddrama sy'n cydfynd â nhw.

Sianeli Egni

Gofynnwch i'r cyfranogwyr i symud o gwmpas yr ystafell gan ddefnyddio gwahanol lefelau o egni. Dechreuwch ar lefel 1, ble mae'r disgyblion yn defnyddio'r lleiafswm o egni posib, a gweithiwch eich ffordd lan i lefel 10.

Gan aros ar lefel 10 o ran egni, gofynnwch iddyn nhw i ddefnyddio llai o le yn yr ystafell, nes eu bod wedi'u cyfyngu i ardal bach iawn. Sut allwn nhw ddangos lefel uchel o egni heb ddefnyddio llawer o le?

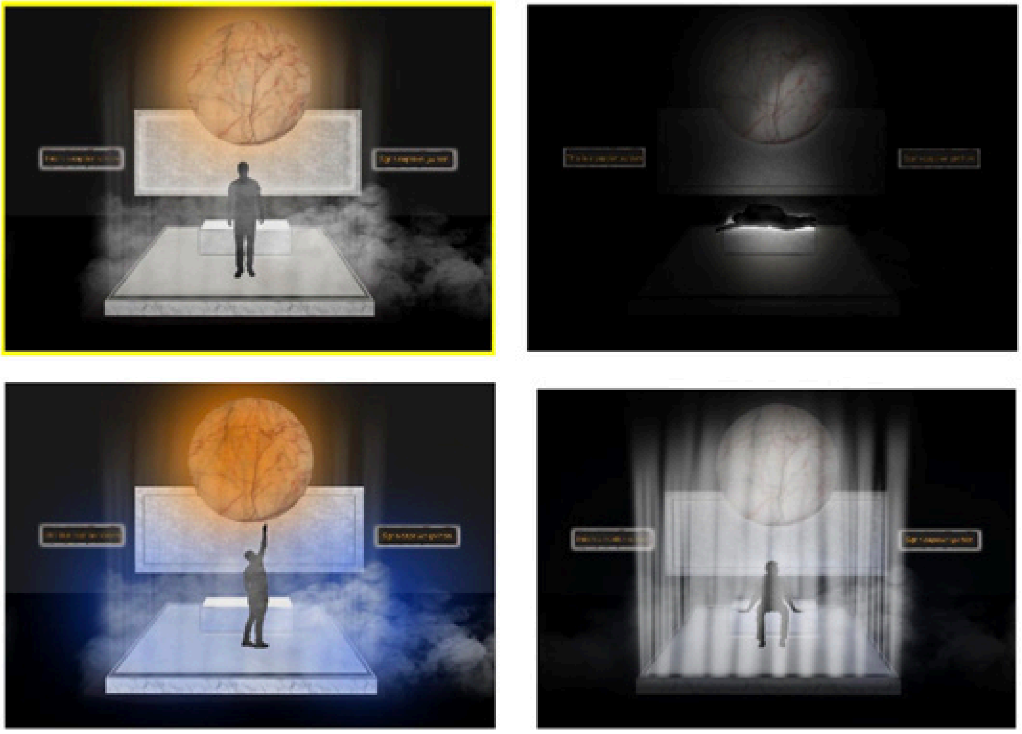
Ymarfer estynedig: gofynnwch i'r bobl ifanc i ffocysu ar un ran o'r corff, gan ddychmygu bod eu egni i gyd yn cael ei sianeli i'r man yna. Arbrofwch gyda gwahanol rannau o'r corff – oes emosiynau gwahanol yn cael eu cyfleu yn dibynnu ar ba ran o'r corff chi'n defnyddio?

Dadansoddi'r Atlas Slave

Dangoswch lun o'r Atlas Slave i'r bobl ifanc. Gofynnwch i'r cyfranogwyr i nodi pa deimladau neu themâu mae'r cerflun yn codi iddyn nhw.

Nesaf, gofynnwch iddyn nhw i ymchwilio'r cerflun ac i nodi unrhyw gysylltiadau maen nhw'n ffeindio rhwng yr Atlas Slave a'r ddrama.

Rhowch gyfle iddyn nhw i rannu'u syniadau



Dyluniadau set gan Cara Evans

Ymarfer Cynllunio Set

Cynlluniwyd set Dynolwaith gan Cara Evans. Cafodd y set ei ysbrydoli gan yr Atlas Slave a'r syniad bod Jac yn teimlo fel arddangosfa mewn amgueddfa, gan fod pobl yn aml yn edrych arno ac yn ei arsylwi, ond ddim wir yn ei 'weld' nac yn ei ddeall. Uwchben y llwyfan, mae rhod fawr sy'n cynrychioli'r pwysau mae Jac yn ei deimlo ac sy'n bygwth ei lethu.

Trafodwch effaith y set a sut mae'n cefnogi digwyddiadau'r ddrama. Nawr meddyliwch am y gwaith rydych wedi'i wneud er mwyn archwilio sefyllfa Jac, a dyluniwch gynllun set eich hunain. Pa themâu neu syniadau o'r ddrama bysech chi eisiau pwysleisio yn eich cynllun?

Adnoddau a Chymorth Pellach

Gallwch ddod o hyd i adnoddau a chymorth pellach i athrawon gan ddefnyddio'r dolenni isod. Mae ein Pecyn Cymorth Dynolwaith cysylltiedig, sydd ar gael i'w lawrlwytho o'n gwefan, hefyd yn darparu gwybodaeth am ystod eang o sefydliadau cymorth gwahanol.

Just Like Us
justlikeus.org/education/2023/04/26/welsh-lgbt-school-resources/

Inc Project
inc-project.cymru

GOING DEEPER' SESSION

Themes: freedom and restriction, symbolism, power

Key Quotation

A man who is a slave to a stone. Contorted, trying to push himself free.

Discussion Points

- What is symbolism? How can symbolism impact theatre audiences?
- What does the symbol of the Atlas Slave tell us about Jac?
- Who controls Jac's life, and why?

ACTIVITIES

Discussing the Characters

Ask the participants to order the characters in the following categories. For example:

- Who has the most power and influence over Jac's life
- Who has the most freedom
- Who is most supportive of Jac
- Who is most confident
- Who expresses their opinion best

Creating a Power Map

Group discussion: what are the play's main events or beats?
Next, ask the young people to create a line graph, or a 'power map', to reflect how much power Jac has at different points in the play. They should label the changes in Jac's level of power with the events/scenes they correlate to in the play.

Channelling Energy

Ask the participants to move around the room, using different levels of energy. Start on level 1, where the students use the least amount of energy possible, and work your way up to level 10. Then, staying at level 10 in terms of energy, ask them to gradually use less space in the room, until they're restricted to a small space. How can they show a high energy level without using much space?

Extension activity: ask the young people to focus on one part of their body, imagining that all their energy is being channelled through that single body part. Experiment with different body parts – are different emotions portrayed depending on which body part you're using?

Analysing the Atlas Slave

Show the young people a photo of the Atlas Slave. Ask them to note what emotions or themes the statue evokes for them. Next, ask them to research the statue and note anything that links the Atlas Slave to the play. Give them an opportunity to share their ideas.

Set Design Activity

The set for Dynolwaith was designed by Cara Evans. It takes inspiration from the Atlas Slave and the idea that Jac himself feels like a museum exhibit. Often looked at, viewed from the outside, but not really 'seen' or understood. Above the playing space is a giant orb that represents the weight that Jac hismelf has to carry and that threatens to overwhelm him.

Initial set design drawings by Cara Evans

Discuss the impact of this design and how it supports the action of the play.

Now think about the work you have done to explore Jac's situation and sketch out your own set design.

What themes or ideas from the play would you choose to highlight or emphase through your design?

Further Resources and Support

You can find further resources and support for teachers using the links below. The accompanying Dynolwaith Support Pack, available for download, also provides information on a wide range of different support organisations.

Just Like Us
justlikeus.org/education/2023/04/26/welsh-lgbt-school-resources/

Inc Project
inc-project.cymru