

# ENTERPRISE

Skills and Behaviours

Learning resources to support the facilitation of enterprise and entrepreneurship education at Key Stage 4 and above



# MENTER

Sgiliau ac Ymddygiadau

Adnoddau dysgu i gefnogi hwyluso addysg menter ac  
entrepreneuriaeth yng Nghyfnod Allweddol 4 ac i fyny



# Big Ideas Wales

Entrepreneurship has been identified by the Welsh Government as important for its vision of a prosperous economy that is dynamic, inclusive and sustainable.

The Youth Enterprise Strategy (YES) is a long term partnership strategy, led by the Welsh Government, designed to stimulate entrepreneurial attitudes, behaviours and competencies.

Entrepreneurship Education is the foundation stone of the Youth Entrepreneurship Strategy.

These resources, designed for educators by educators, promote the development of entrepreneurial skills in the young people of Wales.

# Syniadau Mawr Cymru

Mae entrepreneuriaeth wedi cael ei nodi gan Lywodraeth Cymru fel un sy'n bwysig am ei weledigaeth o economi ffyniannus sy'n ddeinamig, yn gynhwysol ac yn gynaliadwy.

Mae'r Strategaeth Menter Ieuenctid (YES) yn strategaeth partneriaeth hirdymor, dan arweiniad Llywodraeth Cymru, wedi ei gynllunio i ysgogi agweddau, ymddygiadau a galluoedd entrepreneuriaidd.

Addysg  
Entrepreneuriaeth yw  
carreg sylfaen y  
Strategaeth  
Entrepreneuriaeth  
Ieuenctid.

Mae'r adnoddau hyn, a gynlluniwyd ar gyfer addysgwyr gan addysgwyr, yn hyrwyddo datblygiad sgiliau entrepreneuriaidd ym mhobl ifanc Cymru.

# Big Ideas

## Wales

### Contents:

- [What Is Entrepreneurship?](#)
- [The Purpose Of These Resources](#)
- [The Model For Facilitating Entrepreneurship](#)
- [Learning Outcomes](#)
- [Using These Resources](#)
- [Curriculum Links](#)
- Enterprise Resources Application Activities :
  1. [What are the different types of enterprises?](#)
  2. [How do we organise our enterprise?](#)
  3. [How do we make informed decisions?](#)
  4. [How do we generate ideas?](#)
  5. [What shall we sell?](#)
  6. [How do we make it successful?](#)
  7. [What identity shall we have?](#)
  8. [How do we create brand awareness?](#)
  9. [How do we get our message heard?](#)
  10. [How do we plan our enterprise project?](#)
  11. [How can we persuade customers to buy?](#)
  12. [How can we protect our enterprise?](#)
  13. [How do we budget?](#)
  14. [What shall we charge?](#)
  15. [How will we promote our enterprise?](#)
  16. [How can we help you?](#)
  17. [How do we pitch our ideas?](#)
  18. [How can we raise capital to launch our idea?](#)
  19. [How do we plan a product launch ?](#)
  20. [What did we learn?](#)
- [Signposting](#)

# Syniadau Mawr

## Cymru

### Cynnwys:

- [Beth yw Entrepreneuriaeth?](#)
- [Pwpas yr Adnoddau Hyn](#)
- [Y Model ar gyfer Hwyluso Entrepreneuriaeth](#)
- [Deilliannau Dysgu](#)
- [Defnyddio'r Adnoddau Hyn](#)
- [Cysylltiadau Cwrciwlwm](#)
- Gweithgareddau Cymhwyso Adnoddau Menter:
  1. [Beth yw'r gwahanol fathau o fentrau?](#)
  2. [Sut ydym yn trefnu ein menter?](#)
  3. [Sut ydym yn gwneud penderfyniadau gwybodus?](#)
  4. [Sut ydym yn cynhyrchu syniadau?](#)
  5. [Beth ddylem ei werthu?](#)
  6. [Sut ydym yn ei wneud yn llwyddiannus?](#)
  7. [Pa hunaniaeth ddylem ei gael?](#)
  8. [Sut ydym yn creu ymwybyddiaeth brand?](#)
  9. [Sut ydym yn sicrhau bod ein neges yn cael ei chlywed?](#)
  10. [Sut ydym yn cynllunio ein prosiect menter?](#)
  11. [Sut allwn ni berswadio cwsmeriaid i brynu?](#)
  12. [Sut allwn ni ddiogelu ein menter?](#)
  13. [Sut ydym yn cyllidebu?](#)
  14. [Beth ddylem ei godi?](#)
  15. [Sut byddwn ni'n hyrwyddo ein menter?](#)
  16. [Sut allwn eich helpu?](#)
  17. [Sut ydym yn cyflwyno ein neges?](#)
  18. [Sut allwn ni godi cyfalaf i lansio ein syniad?](#)
  19. [Sut ydym yn lansio ein menter?](#)
  20. [Beth wnaethom ei ddysgu?](#)
- [Arwyddbostio](#)

# Big Ideas

## Wales

### What is Entrepreneurship?

As an educator you will no doubt agree how important it is that, from an early age, young people begin to develop the confidence, drive and skills to set their own goals and put their ideas into action. Entrepreneurship is not something just a few special people are born with. Entrepreneurship is a way of thinking and doing. It's about nurturing young people's ability to recognise opportunity and to come up with new ideas. It's also about their sense of initiative, having the drive to turn those ideas and opportunities into reality. Entrepreneurship enables young people to be positive, proactive and successful in their approach to life and work.

This is true whether they choose to set up in business, work for a public or voluntary organisation, a multi-national industry or one of Wales' many small and medium sized enterprises. Young people will need these dynamic qualities to really fulfil their potential. These resources help you, the educator, to promote these valuable attributes in your learners and support the development of these crucial skills.

### Why is it important now?

The challenge facing Wales at the beginning of the 21st century is to transform our economy into one that is vibrant and capable of delivering increased prosperity to the nation. Our greatest asset in this respect is our people, their skills, ambition and drive. In order to compete with the best it is critically important that the young people of Wales are able to thrive, respond flexibly and positively to inevitable challenges and opportunities that are posed through globalisation.

We need to inculcate in new generations of young people an entrepreneurial mindset and spirit - young people who can demonstrate a 'can do' attitude, with the get up and go to initiate and establish new businesses, to regenerate our communities and become active citizens. This is the vision of the Youth Entrepreneurship Strategy (YES) - for Wales to become a bold and confident nation where entrepreneurship is valued, celebrated and exercised throughout society and in the widest range of economic circumstances. The work of creating such generations of empowered young people starts with their educators.

# Syniadau Mawr

## Cymru

### Beth yw Entrepreneuriaeth?

Fel addysgwr byddwch mae'n siŵr yn cytuno pa mor bwysig yw hi fod pobl ifanc, o oedran cynnar, yn dechrau datblygu hyder, ysgogiad a sgiliau i osod eu nodau eu hunain ac yn rhoi eu syniadau ar waith. Nid rhywbeth mae rhai pobl arbennig wedi eu geni gydag ef yw entrepreneuriaeth. Mae entrepreneuriaeth yn ffordd o feddwl a gwneud. Mae'n ymwneud â meithrin gallu pobl ifanc i adnabod cyfleoedd ac i feddwl am syniadau newydd. Mae hefyd yn ymwneud â'u synnwyr menter, gan feddu ar yr egni i droi'r syniadau a'r cyfleoedd hynny yn realiti. Mae Entrepreneuriaeth yn galluogi pobl ifanc i fod yn bositif, yn rhagweithiol ac yn llwyddiannus yn eu hagwedd tuag at fywyd a gwaith.

Mae hyn yn wir pa un a ydynt yn dewis sefydlu busnes, gweithio i sefydliad cyhoeddus neu wirfoddol, diwydiant aml-genedlaethol neu un o nifer o fentrau bach a chanolig Cymru. Bydd angen i bobl ifanc gael y nodweddion deinamig hyn i gyflawni eu gwir botensial. Bydd yr adnoddau hyn eich helpu chi, yr addysgwr, i hyrwyddo'r rhinweddau gwerthfawr hyn yn eich dysgwyr a chefnogi datblygu'r sgiliau hanfodol hyn.

### Pam ei fod yn bwysig yn awr?

Yr her sy'n wynebu Cymru ar ddechrau'r 21ain ganrif yw i drawsnewid ein heconomi i un sy'n fywiog ac un sy'n gallu cyflwyno mwy o ffyniant i'r genedl. Ein hased mwyaf yn hyn o beth yw ein pobl, eu sgiliau, uchelgais ac egni. Er mwyn cystadlu gyda'r gorau mae'n hollbwysig bod pobl ifanc Cymru yn gallu ffynnu, ymateb yn hyblyg ac yn gadarnhaol i heriau a chyfleoedd anochel a berir drwy globaleiddio.

Mae angen i ni argymhell meddylfryd ac ysbryd entrepreneuriaid mewn cenedlaethau newydd o bobl ifanc - pobl ifanc sy'n gallu dangos agwedd 'gallu gwneud' gyda digon o fynd ynddynt i sefydlu busnesau newydd, i adfywio ein cymunedau a dod yn ddinasyddion gweithgar. Dyma weledigaeth y Strategaeth Entrepreneuriaeth leuencid (YES) - i Gymru ddod yn genedl fentrus a hyderus lle mae entrepreneuriaeth yn cael ei werthfawrogi, ei ddathlu a'i ymarfer ledled cymdeithas ac yn yr ystod ehangaf o amgylchiadau economaidd. Mae'r gwaith o greu cenedlaethau o bobl ifanc o'r fath sydd wedi'u grymuso yn dechrau gyda'u haddysgwyr.



# Big Ideas

## Wales

### The Purpose of these Resources

These resources are designed to enhance the work you are already doing to engender entrepreneurial behaviour in your learners. They are ready to use and can be adapted easily to a range of subjects, age groups and ability levels. Resource materials include Worksheets, Help Cards, Case Studies and PowerPoint presentations, all designed to bring added value to key areas of the curriculum

The focus is on:

- Skill development
- Personal development
- Experiential learning

### Structure

The resources are structured into two groups: 'Enterprise' and 'Entrepreneurship'. 'Entrepreneurship' focuses on identifying and developing key entrepreneurial skills and characteristics. 'Enterprise' provides an opportunity to practice entrepreneurial skills in an experiential context.

### The ACRO Model Structure

Research commissioned by the Welsh Government identified well-defined characteristics evident in the lives of entrepreneurial people. This was used to develop an entrepreneurial model for teaching and learning, which encourages young people to gain self-awareness and self-efficacy, enabling them to take greater charge of their own lives.

### The Learning Continuum

These resources are intended to help you build learners' entrepreneurial behaviours step by step and deepen their understanding as they progress. The activities are designed to develop progressively the four key dimensions of the ACRO model – Attitude, Creativity, Relationships, Organisation. The Learning Continuum describes how each of the four areas might be expected to develop and provides an indicative framework of learning outcomes.

# Syniadau Mawr Cymru

## Pwpas yr Adnoddau hyn

Mae'r adnoddau hyn wedi eu cynllunio i wella'r gwaith yr ydych eisoes yn ei wneud i feithrin ymddygiad entrepreneuriaidd yn eich dysgwyr. Maent yn barod i'w defnyddio a gellir eu haddasu'n hawdd i ystod o bynciau, grwpiau oedran a lefelau gallu. Mae deunyddiau adnoddau yn cynnwys Taflenni gwaith, Cardiau Cymorth, Astudiaethau Achos a chyflwyniadau PowerPoint, i gyd wedi'u cynllunio i ddod â gwerth ychwanegol i feysydd allweddol o'r cwricwlwm.

Mae'r ffocws ar:

- Ddatblygu sgiliau
- Datblygiad personol
- Dysgu trwy brofiad

## Strwythur

Mae'r adnoddau wedi eu strwythuro i ddau grŵp : 'Menter' ac 'Entrepreneuriaeth'. Mae 'Entrepreneuriaeth' yn canolbwyntio ar adnabod a datblygu sgiliau a nodweddion entrepreneuriaidd allweddol. Mae 'Menter' yn rhoi cyfle i ymarfer sgiliau entrepreneuriaidd mewn cyd-destun profiadol.

## Y Model ACPT

Nododd ymchwil a gomisiynwyd gan Lywodraeth Cymru nodweddion wedi eu diffinio'n dda a oedd yn amlwg ym mywydau pobl entrepreneuriaidd. Defnyddiwyd hyn i ddatblygu model entrepreneuriaidd, sy'n annog pobl ifanc i ennill hunanymwybyddiaeth a hunan-ffeithiolrwydd, gan eu galluogi i gymryd mwy o gyfrifoldeb am eu bywydau eu hunain.

## Y Continwwm Dysgu

Bwriedir yr adnoddau hyn i'ch helpu i feithrin sgiliau entrepreneuriaidd dysgwyr gam wrth gam ac i ddyfnhau eu dealltwriaeth wrth iddynt symud ymlaen. Mae'r gweithgareddau wedi eu cynllunio i ddatblygu pedwar dimensiwn allweddol model ACPT - Agwedd, Creadigrwydd, Perthynas, Trefniadaeth. Mae'r Continwwm Dysgu yn disgrifio sut y gellid disgwyl i bob un o'r pedwar ardal ddatblygu ac mae'n darparu fframwaith ddangosol o ddeilliannau dysgu.

# Big Ideas Wales

## The Model for Facilitating Entrepreneurship

ACRO - the acronym for the four key dimensions covering the main aspects of entrepreneurial behaviour.

### Attitude -

understanding yourself and your motivation and setting and achieving your goals.



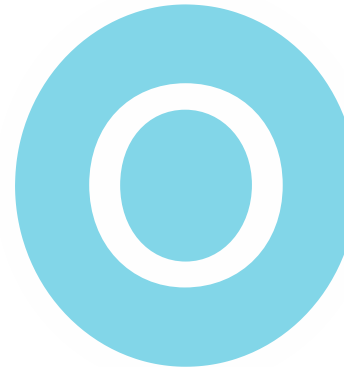
### Creativity -

generating ideas, solving problems and creating opportunities.



### Relationships -

expressing your own views and ideas, appreciating others' viewpoints and working co-operatively.



### Organisation -

being able to make informed decisions and fulfil your objectives by researching, planning and managing situations, opportunities and risk.

# Syniadau Mawr Cymru

## Y model ar gyfer hwyluso entrepreneuriaeth

Wedi ei grynhoi gan yr acronym ACPT - mae pedwar dimensiwn allweddol yn cwmpasu'r prif agweddau o ymddygiad entrepreneuriaid.

### Agwedd -

deall eich hun a'ch ysgogiad a gosod a chyflawni eich nodau.



### Creadigrwydd -

cynhyrchu syniadau, datrys problemau a chreu cyfleoedd



### Perthynas -

mynegi eich barn a'ch syniadau eich hunain, gan werthfawrogi safbwyntiau pobl eraill a gweithio ar y cyd.

### Trefniadaeth -

y gallu i wneud penderfyniadau a chyflawni eich amcanion drwy gynllunio a rheoli sefyllfaoedd, cyfleoedd a risgiau.



# Big Ideas Wales



## Attitude

To enable learners to understand themselves and their motivation and to set and achieve their goals.

### Learning Outcomes

|   | KS1   | KS2   | KS 3   | KS 4+   |
|---|---|---|--|---|
| <b>Self knowledge, belief, confidence</b> | Begin to develop self knowledge and to feel confident about themselves. | Develop increasing self knowledge and feel positive about themselves and confident in their own values. | Use their self knowledge and be confident in their own values and be able to develop them. | Extend their self knowledge and be able to justify and evaluate their own values. |
|   | Recognise and express their feelings.                                   | Recognise, express and manage a range of feelings.  | Understand their own views and feelings and those of other people.                         | Evaluate their own views and feelings and respect those of others.                |
| <b>Motivation</b>                         | Begin to recognise things they are good at.                             | Identify strengths and set targets to improve areas of weakness.  | Use knowledge of their strengths and weaknesses for self development.                      | Show determination to achieve self development.                                   |
| <b>Aspiration</b>                         | Begin to consider the future.   | Begin to identify their aspirations and how to achieve them.  | Begin to identify choices to achieve their aspirations.                                    | Set targets to work towards their aspirations in the long term.                   |
| <b>Determination</b>                      | Be able to complete a simple task.                                      | Be persistent and overcome difficulties to complete a straight forward task.                            | Be persistent and overcome difficulties in different types of tasks.                       | Make a sustained effort to complete tasks successfully.                           |
| <b>Competitiveness</b>                    | Be able to compete to complete a simple task.                           | Begin to understand when situations demand competitiveness.   | Develop a positive attitude towards competitiveness.                                       | Channel competitiveness into achieving successful outcomes.                       |



# Syniadau Mawr

## Cymru

### Agwedd

I alluogi dysgwyr i ddeall eu hunain a'u hysgogiad ac i osod a chyflawni eu nodau.

### Deilliannau Dysgu

|                                     | CA1  | CA2  | CA3   | CA4+   |
|-------------------------------------|--|--|---|--|
| <b>Hunan-wybodaeth, cred, hyder</b> | Dechrau datblygu Hunan-wybodaeth ac i deimlo'n hyderus amdanynt eu hunain. | Datblygu Hunan-wybodaeth cynyddol a theimlo'n bositif amdanynt eu hunain ac yn hyderus yn eu gwerthoedd eu hunain. | Defnyddio eu Hunan-wybodaeth a bod yn hyderus yn eu gwerthoedd eu hunain a gallu eu datblygu. | Ymestyn eu Hunan-wybodaeth a gallu cyfiawnhau a gwerthuso eu gwerthoedd eu hunain. |
|                                     | Cydnabod a mynegi eu teimladau.  | Adnabod, mynegi a rheoli amrywiaeth o deimladau.   | Deall eu barn a'u teimladau eu hunain a rhai pobl eraill                                      | Gwerthuso eu barn a'u teimladau eu hunain a pharchu pobl eraill.                   |
| <b>Ysgogiad</b>                     | Dechrau adnabod yr hyn maent yn ei wneud yn dda.                           | Nodi cryfderau a gosod targedau i wella meysydd gwan.  | Defnyddio gwybodaeth am eu cryfderau a'u gwendidau ar gyfer hunanddatblygiad.                 | Dangos penderfyniad i gyflawni hunan ddatblygiad.                                  |
| <b>Dyhead</b>                       | Dechrau ystyried y dyfodol.  | Dechrau adnabod eu dyheadau a sut i'w cyflawni.  | Dechrau adnabod dewisiadau i gyflawni eu dyheadau.  | Gosod targedau i weithio tuag at eu dyheadau yn y tymor hir.                       |
| <b>Penderfyniad</b>                 | Gallu cwblhau tasg syml.   | Dyfalbarhau a goresgyn anawsterau i gwblhau tasg syml.   | Dyfalbarhau a goresgyn anawsterau mewn gwahanol fathau o dasgau.                              | Gwneud ymdrech barhaus i gwblhau tasgau'n llwyddiannus.                            |
| <b>Cystadleurwydd</b>               | Gallu cystadlu i gwblhau tasg syml.  | Dechrau deall pan fydd sefyllfaoedd yn galw am ysbryd cystadleuol.   | Datblygu agwedd cadarnhaol tuag at fod yn gystadleuol.  | Sianelu ysbryd cystadleuol i mewn i gyflawni deilliannau llwyddiannus.             |

# Big Ideas Wales



## Creativity

To enable learners to generate ideas, solve problems and create opportunities.

### Learning Outcomes

|                                     | KS1   | KS2   | KS 3   | KS 4+  |
|-------------------------------------|---|---|--|--|
| Problem solving                     | Use a solution to solve a simple problem..            | Use different strategies to solve a problem.                                      | Use and develop different strategies to solve a problem.         | Select and apply solutions to problems and evaluate their success. |
| Lateral thinking / ideas generation | Begin to develop imaginative ideas.                   | Begin to develop a variety of imaginative ideas.                                  | Develop a variety of imaginative ideas.                          | Select and develop appropriate ideas.                              |
| Spotting and creating opportunities | Begin to identify change by thinking imaginatively.   | Be able to identify opportunities by asking questions and thinking imaginatively. | Be able to use own experiences to spot and create opportunities. | Select and actively pursue an opportunity.                         |
| Innovation                          | Begin to develop a range of ideas to solve a problem. | Use imaginative ideas to solve a problem.   | Develop appropriate ideas to solve a problem.                    | Select and evaluate an innovative solution to a problem.           |

# Syniadau Mawr Cymru



## Creadigrwydd

I alluogi dysgwyr i gynhyrchu syniadau, datrys problemau a chreu cyfleoedd.

## Deilliannau Dysgu

|                               | CA1   | CA2   | CA3  | CA4+  |
|-------------------------------|---|---|--|---|
| Datrys problemau              | Defnyddio ateb i ddatrys problem syml.                    | Defnyddio gwahanol strategaethau i ddatrys problem.                   | Defnyddio a datblygu gwahanol strategaethau i ddatrys problem.       | Dewis a rhoi atebion i broblemau a gwerthuso eu llwyddiant. |
| Meddwl ochrol / creu syniadau | Dechrau datblygu syniadau dychymygyus.                    | Dechrau datblygu amrywiaeth o syniadau dychmygyus.                    | Datblygu amrywiaeth o syniadau dychymygyus.                          | Dewis a datblygu syniadau priodol.                          |
| Adnabod a chreu cyfleoedd     | Dechrau adnabod newid drwy feddwl yn ddychmygyus.         | Gallu adnabod cyfleoedd drwy ofyn cwestiynau a meddwl yn ddychmygyus. | Gallu defnyddio eich profiadau eich hun i adnabod a chreu cyfleoedd. | Dewis ac yn weithredol mynd ar ôl cyfle.                    |
| Arloesedd                     | Dechrau datblygu amrywiaeth o syniadau i ddatrys problem. | Defnyddio syniadau dychmygyus i ddatrys problem.                      | Datblygu syniadau priodol i ddatrys problem.                         | Dewis a gwerthuso ateb arloesol i broblem.                  |





# Big Ideas Wales



## Relationships

To enable learners to express their own views and ideas, appreciate the viewpoints of others and work co-operatively.

### Learning Outcomes

|                                    | KS1   | KS2   | KS 3  | KS 4+   |
|------------------------------------|---|---|---|---|
| Working with others                | Begin to work with others.                                      | Work together with agreed responsibilities.                         | Work together to utilise individual abilities and skills.         | Work together to meet required outcomes and evaluate their role.            |
| Managing difficult situations      | Begin to cope with problems.                                    | Be persistent and attempt to overcome difficulties.                 | Develop appropriate strategies for managing difficult situations. | Select, use and evaluate strategies to manage difficult situations.         |
| Negotiation, persuasion, influence | Begin to make a positive contribution when working with others. | Be proactive in persuading others when making decisions.            | Show initiative and be proactive in persuading and negotiating.   | Use and evaluate the effect of their own persuasion and negotiation skills. |
| Presentation                       | Begin to express their ideas through presentation.              | Express opinions and ideas through presentation.                    | Explore different ways of presenting opinions and ideas.          | Select and evaluate appropriate ways of presenting opinions and ideas.      |
| Communication                      | Begin to share and explain their ideas.                         | Work with others to give and follow instructions and explore ideas. | Begin to work cooperatively with others in exploring ideas.       | Work cooperatively with others when exploring ideas.                        |

# Syniadau Mawr Cymru



## Perthynas

I alluogi dysgwyr i fynegi eu barn a'u syniadau eu hunain, gwerthfawrogi safbwyntiau pobl eraill a gweithio ar y cyd.

## Deilliannau Dysgu

|                              | CA1  | CA2   | CA3  | CA4+   |
|------------------------------|--|---|--|--|
| Gweithio gydag eraill        | Dechrau gweithio gydag eraill.                                 | Cydweithio gyda chyfrifoldebau a gytunwyd arnynt.                         | Cydweithio i ddefnyddio galluedd a sgiliau unigol.                     | Gweithio gyda'i gilydd i gwrdd â deilliannau sy'n ofynnol a gwerthuso eu rôl.    |
| Rheoli sefyllfaoedd anodd    | Dechrau ymdopi â phroblemau.                                   | Dyfalbarhau a cheisio goresgyn anawsterau.                                | Datblygu strategaethau priodol ar gyfer rheoli sefyllfaoedd anodd.     | Dewis, defnyddio a gwerthuso strategaethau i reoli sefyllfaoedd anodd.           |
| Negodi, perswadio, dylanwadu | Dechrau gwneud cyfraniad cadarnhaol wrth weithio gydag eraill. | Bod yn rhagweithiol wrth berswadio eraill pan yn gwneud penderfyniadau.   | Dangos menter a bod yn rhagweithiol wrth berswadio a thrafod.          | Defnyddio a gwerthuso effaith eu sgiliau darbwyllo a'u sgiliau trafod eu hunain. |
| Cyflwyniad                   | Dechrau mynegi eu syniadau trwy gyflwyniad.                    | Mynegi barn a syniadau trwy gyflwyniad.                                   | Archwilio gwahanol ffyrdd o gyflwyno barn a syniadau.                  | Dewis a gwerthuso ffyrdd priodol o gyflwyno barn a syniadau.                     |
| Cyfathrebu                   | Dechrau rhannu ac egluro eu syniadau.                          | Gweithio gydag eraill i roi a dilyn cyfarwyddiadau ac archwilio syniadau. | Dechrau gweithio'n gydweithredol gydag eraill wrth archwilio syniadau. | Gweithio'n gydweithredol gydag eraill wrth archwilio syniadau.                   |

# Big Ideas Wales

## Organisation

To enable learners to make decisions, fulfil their objectives by planning and managing situations, opportunities and risk.

## Learning Outcomes

|   | KS1   | KS2  | KS 3  | KS 4+  |
|---|---|--|---|--|
| <b>Planning</b>                             | Begin to develop simple planning skills.                                | Use simple planning skills.  | Use structured planning skills.   | Use and evaluate structured planning skills to achieve a desired outcome.                |
| <b>Managing resources</b>                   | Begin to develop a simple understanding of resources.                   | Develop a simple understanding of resources and the need to manage them.   | Work together to manage resources.  | Work together to effectively manage resources.   |
| <b>Decision making</b>                      | Begin to develop simple decision making skills.                         | Begin to develop independent and group decision making skills.             | Use a range of strategies to make a decision independently and with others. | Select and develop a range of strategies to make decisions with others and justify them. |
| <b>Research / understanding environment</b> | Begin to develop simple research skills.                                | Use simple research skills.  | Use a range of research skills..  | Use research skills effectively to understand the environment.                           |
| <b>Managing risk</b>                        | Begin to be aware of risk and to take responsibility for their actions. | Begin to understand risk and how to take responsibility for their actions. | Identify risk and take responsibility for actions and decisions.            | Evaluate how to manage risk and take responsibility for actions and decisions.           |
| <b>Vision / goal setting</b>                | Begin to identify a goal and how to achieve it.                         | Be able to identify strengths and set goals to improve areas of weakness.  | Be able to draw up an action plan and work towards a goal.                  | Be able to follow an action plan and review success against goals.                       |

# Syniadau Mawr Cymru



## Trefniadaeth

I alluogi dysgwyr i wneud penderfyniadau, cyflawni eu hamcanion drwy gynllunio a rheoli sefyllfaoedd, cyfleoedd a risg.

## Deilliannau Dysgu

|                                      | CA1  | CA2   | CA3   | CA4+   |
|--------------------------------------|--|---|---|--|
| <b>Cynllunio</b>                     | Dechrau datblygu sgiliau cynllunio syml.                                     | Defnyddio sgiliau cynllunio syml.   | Defnyddio sgiliau cynllunio strwythuredig.  | Defnyddio a gwerthuso sgiliau cynllunio strwythuredig i gyflawni canlyniad a ddymunir.     |
| <b>Rheoli adnoddau</b>               | Dechrau datblygu dealltwriaeth syml o adnoddau.                              | Datblygu dealltwriaeth syml o adnoddau a'r angen i'w rheoli.              | Gweithio gyda'i gilydd i reoli adnoddau.  | Gweithio gyda'i gilydd i reoli adnoddau'n effeithiol.                                      |
| <b>Gwneud Penderfyniadau</b>         | Dechrau datblygu sgiliau gwneud penderfyniadau syml.                         | Dechrau datblygu sgiliau annibynnol a sgiliau gwneud penderfyniadau grŵp. | Defnyddio ystod o strategaethau i wneud penderfyniad yn annibynnol a chydag eraill. | Dewis a datblygu ystod o strategaethau i wneud penderfyniadau gydag eraill a'u cyfiawnhau. |
| <b>Ymchwil / deall yr amgylchedd</b> | Dechrau datblygu sgiliau ymchwil syml.                                       | Defnyddio sgiliau ymchwil syml.   | Defnyddio ystod o sgiliau ymchwil.  | Defnyddio sgiliau ymchwil yn effeithiol i ddeall yr amgylchedd.                            |
| <b>Rheoli risg</b>                   | Dechrau bod yn ymwybodol o risg ac i gymryd cyfrifoldeb am eu gweithredoedd. | Dechrau deall risg a sut i gymryd cyfrifoldeb am eu gweithredoedd.        | Nodi risg a chymryd cyfrifoldeb am weithredoedd a phenderfyniadau.                  | Gwerthuso sut i reoli risg a chymryd cyfrifoldeb am weithredoedd a phenderfyniadau.        |
| <b>Gweledigaeth / gosod nod</b>      | Dechrau adnabod amcan a sut i'w gyflawni.                                    | Gallu nodi cryfderau a gosod amcanion wella meysydd o wendid.             | Gallu llunio cynllun gweithredu a gweithio tuag at amcan.                           | Gallu dilyn cynllun gweithredu ac adolygu llwyddiant yn erbyn amcanion.                    |



# Big Ideas

## Wales

### Using these Resources

Many classroom activities naturally incorporate important elements of entrepreneurship education. These resources further support planning and delivery of entrepreneurial learning. The activities promote an enquiring approach to learning, with an emphasis on providing opportunities for learners to develop skills and understanding through being actively engaged in asking questions, working together, solving problems and making decisions.

#### Curriculum

The activities have been designed to be integrated into the curriculum in a manner most appropriate to meet the needs of education providers and their respective learners. There is an emphasis on flexibility in the way you can use the material to match your particular teaching requirements. Depending on your curriculum planning, an activity could be shortened or extended and incorporated into thematic work in greater depth.

You may use all, or just some of the activities and it is possible to mix and match materials with your own lessons. The time taken to complete activities is likely to vary according to the way you choose to use the resources. Planning for the delivery of entrepreneurial skills in the curriculum can play a valuable part in enhancing learners' skills across many curricular activities. As a support for curriculum planning, each activity indicates links with other areas of the curriculum. These links are indicative of the main focus of each activity, but could be further developed as required. ICT offers many opportunities for learners to develop and demonstrate entrepreneurial skills and should be used wherever appropriate. The majority of activities provide opportunities to demonstrate use of ICT as well as promoting Digital Literacy.

#### Accessibility

The resources include a range of suggested activities suitable for different levels of demand and may be adapted to ensure both accessibility and challenge, meeting the needs of individual learners. The resources offer many opportunities to encourage further challenge through independent enquiry problem solving and creative thinking. They are also fully editable, offering an opportunity to adapt for use across a wide ability range.

# Syniadau Mawr

## Cymru

### Defnyddio'r Adnoddau hyn

Mae llawer o weithgareddau yn yr ystafell ddosbarth yn naturiol yn cynnwys elfennau pwysig o entrepreneuriaeth. Mae'r adnoddau hyn ymhellach yn cefnogi cynllunio dysgu entrepreneuriaid. Mae'r gweithgareddau yn hyrwyddo dull ymholgar at ddysgu, gyda phwyslais ar ddarparu cyfleoedd i ddysgwyr ddatblygu sgiliau a dealltwriaeth drwy gymryd rhan weithredol wrth ofyn cwestiynau, cydweithio, datrys problemau a gwneud penderfyniadau.

### Y Cwricwlwm

Mae'r gweithgareddau wedi eu cynllunio i gael eu hintegreiddio i mewn i'r cwricwlwm mewn modd sydd fwyaf priodol i ddiwallu anghenion darparwyr dysgu a'u priod ddysgwyr. Ceir pwyslais ar hyblygrwydd yn y ffordd y gallwch ddefnyddio'r deunydd i gyd-fynd â'ch gofynion addysgu penodol. Yn dibynnu ar eich cynllunio cwricwlwm, gallai gweithgaredd gael ei fyrhau neu ei ymestyn a'i ymgorffori i mewn i waith thematig mewn mwy o ddyfnder.

Gallech ddefnyddio pob un, neu rai o'r gweithgareddau ac mae'n bosibl cymysgu a chydweddu â'ch gwersi eich hun. Mae'r amser a gymerir i gwblhau gweithgareddau yn debygol o amrywio yn ôl y ffordd y byddwch yn dewis defnyddio'r adnoddau. Gall cynllunio ar gyfer cyflwyno sgiliau entrepreneuriaid yn y cwricwlwm chwarae rhan bwysig o ran gwella medrau dysgwyr ar draws llawer o weithgareddau cwricwlaidd. Fel cymorth ar gyfer cynllunio cwricwlwm, mae pob gweithgaredd yn dangos cysylltiad â meysydd eraill o'r cwricwlwm. Mae'r cysylltiadau hyn yn arwydd o brif ffocws pob gweithgaredd, ond gellid eu datblygu ymhellach yn ôl yr angen. Mae TG yn cynnig llawer o gyfleoedd i ddysgwyr ddatblygu a dangos sgiliau entrepreneuriaid a dylid ei ddefnyddio lle bynnag y bo hynny'n briodol. Mae mwyafrif y gweithgareddau yn rhoi cyfle i ddangos y defnydd o TG yn ogystal â hyrwyddo Llythrennedd Digidol.

### Hygyrchedd

Mae'r adnoddau yn cynnwys ystod o weithgareddau a awgrymir sy'n addas ar gyfer y galw o ran y gwahanol lefelau, a gellir eu haddasu er mwyn sicrhau hygyrchedd a her, gan ddiwallu anghenion dysgwyr unigol. Mae'r adnoddau yn cynnig llawer o gyfleoedd i annog her bellach trwy ddatrys problemau wrth ymchwilio'n annibynnol a meddwl yn greadigol. Mae modd hefyd eu golygu'n llawn i gynnig y cyfle i chi eu haddasu ar gyfer eu defnyddio ar draws ystod gallu eang.

# Big Ideas

## Wales

### Curriculum Links

#### Linking ACRO behaviours to the Essential and Employability Skills (EES)

These resources (funded by Welsh Government ES&T) are intended to help build learners' entrepreneurial skills step by step to deepen understanding and enable them to meet the needs of the economy and society in the 21st century. The activities are designed to develop progressively the four key dimensions of the ACRO model - Attitude, Creativity, Relationships and Organisation.

The mapping grid outlined below confirms important links between the ACRO continuum of entrepreneurial behaviours and the new EES Skills Framework. NB Certain skills are cross-cutting or 'transversal' in nature and are therefore applicable to several aspects or perspectives of an activity e.g. the learner could come up with creative ways of working with others in a particular challenge and could also identify creative ways of presenting their outcome.

| Personal Effectiveness   | Creativity and Innovation  | Critical Thinking and Problem Solving  | Planning and Organisation  |
|--|--|--|--|
| Attitude<br>Self knowledge, belief and confidence<br>Motivation<br>Aspiration<br>Determination<br>Competitiveness<br>Working with others<br>Managing difficult situations<br>Presentation<br>Communication | Creativity<br>Lateral thinking / ideas generation<br>Spotting and creating opportunities<br>Innovation | Problem solving<br>Determination<br>Negotiation, persuasion and influence<br>Decision making | Planning<br>Managing resources<br>Research and understanding the environment<br>Managing risk<br>Vision and goal setting |

# Syniadau Mawr Cymru

## Cysylltiadau Cwrciwlwm

### Cysylltu ymddygiadau ACPT i'r Sgiliau Hanfodol a Chyflogadwyedd (EES)

Bwriedir yr adnoddau hyn (a ariennir gan Lywodraeth Cymru ES&T) i helpu adeiladu sgiliau entrepreneuriaeth dysgwyr gam wrth gam i ddyfnhau dealltwriaeth a'u galluogi i gwrdd ag anghenion yr economi a chymdeithas yn yr 21ain ganrif.

Mae'r gweithgareddau wedi eu cynllunio i ddatblygu pedwar dimensiwn allweddol y model ACPT - Agwedd, Creadigrwydd, Perthynas a Threfniadaeth.

Mae'r grid mapio a amlinellir isod yn cadarnhau cysylltiadau pwysig rhwng y continwwm ACPT o ymddygiad entrepreneuraidd a'r Fframwaith Sgiliau EES newydd. DS Mae rhai sgiliau yn drawsbynciol neu'n 'ardrawslin' eu natur ac felly maent yn gymwys i sawl agwedd neu bersbectifau o weithgaredd e.e. gallai'r dysgwr feddwl am ffyrdd creadigol o weithio gydag eraill mewn her benodol a gallant hefyd nodi ffyrdd creadigol o gyflwyno eu canlyniad.

| Effeithiolrwydd Personol  | Creadigrwydd ac Arloesedd  | Meddwl Beirniadol a Datrys Problemau   | Cynllunio a Threfniadaeth  |
|---|--|--|--|
| Agwedd<br>Hunan-wybodaeth, cred a hyder<br>Ysgogiad<br>Dyhead<br>Penderfyniad<br>Cystadleurwydd<br>Gweithio gydag eraill<br>Rheoli sefyllfaoedd anodd<br>Cyflwyniad<br>Cyfathrebu | Creadigrwydd<br>Meddwl ochrol / cynhyrchu syniadau<br>Adnabod a chreu cyfleoedd<br>Arloesedd | Datrys problemau<br>Penderfyniad<br>Negodi, perswadio a dylanwadu<br>Gwneud penderfyniad | Cynllunio<br>Rheoli adnoddau<br>Ymchwil a deall yr amgylchedd<br>Rheoli risg<br>Gweledigaeth a gosod nod |



# Big Ideas

## Wales

### Enterprise Resources:

These resources have been designed to allow an element of selection whilst also forming a coherent sequence. They provide an opportunity to practice entrepreneurial skills in an experiential context. Throughout each activity, learners will need to establish an on-going record (online/paper based) of independent and team decisions made through the activities undertaken.

#### Activity:

1. What are the different types of enterprises?
2. How do we organise our enterprise?
3. How do we make informed decisions?
4. How do we generate ideas?
5. What shall we sell?
6. How do we make it successful?
7. What identity shall we have?
8. How do we create brand awareness?
9. How do we get our message heard?
10. How do we plan our enterprise project?
11. How can we persuade customers to buy?
12. How can we protect our enterprise?
13. How do we budget?
14. What shall we charge?
15. How will we promote our enterprise?
16. How can we help you?
17. How do we pitch our ideas?
18. How can we raise capital to launch our idea?
19. How do we plan a product launch ?
20. What did we learn?

#### Application:

Understanding about different types of enterprises  
Pre-enterprise activity planning and researching  
Researching and planning what needs to be done to make it successful  
Researching, identifying criteria/must haves and deciding on final ideas  
Deciding what enterprise to launch and it's location  
Designing the business environment and adjusting the budget  
Designing a logo / signage for the enterprise  
Generating brand awareness and understanding its importance  
Understanding the importance of effective communication  
Implementing and understand the importance of effective planning  
Addressing a problem through creative presentation and communication  
Considering the importance of Intellectual Property and Health and Safety  
Estimating the budget and applying for a business loan  
Determining how products or services are priced  
Creating an advert and publicity materials to promote the enterprise  
Participating in role play based on customer service scenarios  
Developing the content and delivering a pitch to an 'audience'  
Considering ways that money can be raised to launch the enterprise  
Planning the launch day for the business  
Carrying out self and group evaluation of contributions to the enterprise.

# Syniadau Mawr

## Cymru

### Adnoddau Menter:

Mae'r adnoddau hyn wedi cael eu cynllunio i ganiatáu elfen o ddethol tra hefyd yn ffurfio dilyniant cydlynol. Maent yn darparu cyfle i ymarfer sgiliau entrepreneuraidd mewn cyd-destun drwy brofiad. Drwy gydol pob gweithgaredd, bydd angen i ddysgwyr sefydlu cofnod parhaus (ar-lein/ar bapur) o'r penderfyniadau a'r gweithgareddau a gafodd eu cynnal gan eu tîm.

#### Gweithgaredd:

1. Beth yw'r gwahanol fathau o fentrau?
2. Sut ydym yn trefnu ein menter?
3. Sut ydym yn gwneud penderfyniadau gwybodus?
4. Sut ydym yn cynhyrchu syniadau?
5. Beth ddylem ei werthu?
6. Sut ydym yn ei wneud yn llwyddiannus?
7. Pa hunaniaeth ddylem ei gael?
8. Sut ydym yn creu ymwybyddiaeth brand?
9. Sut ydym yn sicrhau bod ein neges yn cael ei chlywed?
10. Sut ydym yn cynllunio ein prosiect menter?
11. Sut allwn ni berswadio cwsmeriaid i brynu?
12. Sut allwn ni ddiogelu ein menter?
13. Sut ydym yn cyllidebu?
14. Beth ddylem ei godi?
15. Sut byddwn ni'n hyrwyddo ein menter?
16. Sut allwn eich helpu?
17. Sut ydym yn cyflwyno ein neges?
18. Sut allwn godi cyfalaf i lansio ein menter?
19. Sut ydym yn cynllunio lansio cynnyrch?
20. Beth wnaethom ei ddysgu?

#### Cymhwyso:

Dealltwriaeth am wahanol fathau o fentra  
Cynllunio gweithgaredd ac ymchwil cyn-menter  
Ymchwilio a chynllunio'r hyn sydd angen ei wneud i'w wneud yn llwyddiannus  
Ymchwilio, nodi meini prawf / yr hyn sy'n angenrheidiol a phenderfynu ar syniadau terfynol  
Penderfynu pa fenter i'w lansio a'i lleoliad  
Cynllunio'r amgylchedd busnes ac addasu'r gyllideb  
Dylunio logo/arwyddion ar gyfer y fenter  
Creu ymwybyddiaeth brand a deall ei bwysigrwydd  
Deall pwysigrwydd cyfathrebu effeithiol  
Rhoi ar waith a deall pwysigrwydd cynllunio effeithiol  
Mynd i'r afael â phroblem drwy gyflwyniad creadigol a chyfathrebu Ystyried pwysigrwydd Eiddo Deallusol ac lechyd a Diogelwch  
Amcangyfrif y gyllideb a gwneud cais am fenthyciad busnes  
Penderfynu sut y caiff cynnyrch neu wasanaethau eu prisio  
Creu deunyddiau hysbysebu a chyhoeddusrwydd i hyrwyddo'r fenter  
Cymryd rhan mewn chwarae rôl yn seiliedig ar senarios gwasanaethau i gwsmeriaid  
Cynllunio'r diwrnod lansio ar gyfer y busnes  
Cynnal hunanwerthusiad a gwerthusiad grŵp o gyfraniadau i'r gweithgaredd menter

# Enterprise Resources

Resources to support the facilitation of enterprise and entrepreneurship education at Key Stage 4 and above

# Adnoddau Menter

Adnoddau i gefnogi hwyluso menter ac addysg entrepreneuriaeth yng  
Nghyfnod Allweddol 4 ac uwch

# Big Ideas

## Wales

### What are the different types of enterprises?

#### Objective:

To enable learners to develop an understanding of the different types of enterprise.

#### Introduction:

In preparation for running an enterprise, this activity allows learners to consider different types of enterprise and goals of profit/generation and/or running an enterprise which has a social purpose. They are provided with opportunities to consider how rational and emotional approaches (heads verses hearts) might affect decision making and enterprise activity.

#### Activity:

1. In groups, using the Types of Enterprises help card, Enterprise Case Studies and Internet, learners research and discuss different types of enterprises.
2. Using the Heads verses Hearts Quiz Sheet; individually, learners complete the Heads versus Hearts Quiz.
3. Using the Facilitator Help Card and the Consequences Continuum Sheet, introduce the Consequences Continuum activity, which provides for a number of potential consequences to Scenario 1 from the quiz. Learners consider how knowing of a different consequence may have affected their initial decision.
4. In pairs or small groups, learners discuss the results of their Heads versus Hearts Quiz and the Consequences Continuum; were they more rational (mainly Heads - decision A) or more emotional (mainly Hearts - decision B), when making decisions?
5. Encourage learners to consider the consequences of decisions they have made in the past. Pose the questions: Did their hearts rule their heads or vice versa? E.g. Have they ever supported an enterprise with a social purpose?

**Plenary:** Considering the concepts of rational and emotional decision making, learners discuss what type of enterprise they would like to run.

#### Entrepreneurship Characteristics:

- Decision Making
- Negotiation
- Persuasion & Influence

#### Curriculum Links

- WBQ
- EES

#### Provided Resources:

- Types of Enterprises
- Enterprise Case Studies
- Heads v Hearts Quiz
- Consequences Continuum
- Facilitator Help Card

#### Other Resources:

- Chalk / rope / masking tape
- A clear area
- Research facilities e.g. Internet, library, books.

#### Learning Outcome:

Learners will be able to differentiate between the different types of enterprise.



# Syniadau Mawr

## Cymru

### Beth yw'r gwahanol fathau o fentrau?

#### Amcan:

I alluogi dysgwyr i ddatblygu dealltwriaeth o'r gwahanol fathau o fentrau.

#### Cyflwyniad:

Wrth baratoi ar gyfer rhedeg menter, mae'r gweithgaredd hwn yn caniatáu i ddysgwyr ystyried gwahanol fathau o fentrau ac amcanion o ran elw/cynhyrchu a/neu redeg menter sydd â phwrpas cymdeithasol. Maent yn cael eu darparu gyda chyfleoedd i ystyried sut y gallai dulliau rhesymegol ac emosiynol (pennau yn erbyn calonnau) effeithio ar wneud penderfyniad ac ar weithgaredd menter.

#### Gweithgaredd:

1. Mewn grwpiau, gan ddefnyddio'r cerdyn cymorth Mathau o Fentrau, Astudiaethau Achos Menter a'r Rhyngwyd, mae dysgwyr yn ymchwilio a thrafod gwahanol fathau o fentrau.
2. Gan ddefnyddio'r Daflen Cwis Pennau yn erbyn Calonnau; yn unigol, mae dysgwyr yn cwblhau'r Cwis Pennau yn erbyn Calonnau.
3. Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd a'r Daflen Continwmm Canlyniadau, cyflwynwch y gweithgaredd Continwmm Canlyniadau, sy'n cynnig nifer o ganlyniadau posibl i Senario 1 o'r cwis. Mae dysgwyr yn ystyried sut y byddai gwybod am y gwahanol ganlyniadau wedi effeithio ar eu penderfyniad gwreiddiol.
4. Mewn parau neu grwpiau bach, mae dysgwyr yn trafod canlyniadau'u Cwis Pennau yn erbyn Calonnau a'r Continwmm Canlyniadau; oedden nhw'n fwy rhesymol (Pennau yn bennaf – penderfyniad A) neu'n fwy emosiynol (Calonnau yn bennaf – penderfyniad B) wrth gymryd penderfyniadau?
5. Anogwch y dysgwyr i ystyried canlyniadau'r penderfyniadau maent wedi eu gwneud yn y gorffennol. Gofynnwch y cwestiynau: A oedd eu calonnau'n rheoli'u pennau neu fel arall? E.e. ydyn nhw erioed wedi cefnogi menter gyda phwrpas cymdeithasol?

**Sesiwn Llawn:** Wrth ystyried y cysyniadau o wneud penderfyniad rhesymol ac emosiynol mae dysgwyr yn trafod pa fath o fenter yr hoffent ei rhedeg.

#### Nodweddion

##### Entrepreneuriaeth:

- Gwneud Penderfyniadau
- Negodi
- Perswadio a Dylanwadu

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a Ddarparwyd:

- Mathau o Fentrau
- Astudiaethau Achos Menter
- Cwis Pennau yn erbyn Calonnau
- Continwmm Canlyniadau
- Cerdyn Cymorth i Hwylusydd

##### Adnoddau Eraill:

- Sialc / rhaff / tâp masgio
- Ardal glir
- Cyfleusterau ymchwil e.e. y Rhyngwyd, llyfrgell, llyfrau

##### Deiliant Dysgu:

Bydd dysgwyr yn gallu gwahaniaethu rhwng y gwahanol fathau o fentrau.



# Big Ideas

## Wales

### What are the different types of enterprises?

Introduction to different types of enterprises

#### Sole Trader

If you start working for yourself, you're classed as a self-employed sole trader - even if you've not yet told HM Revenue and Customs (HMRC).

As a sole trader, you run your own business as an individual. You can keep all your business's profits after you've paid tax on them.

You can employ staff. 'Sole trader' means you're responsible for the business, not that you have to work alone.

You're personally responsible for any losses your business makes.

#### A limited company

is an organisation that you can set up to run your business - it's responsible in its own right for everything it does and its finances are separate to your personal finances. Any profit it makes is owned by the company, after it pays Corporation Tax. The company can then share its profits.

Every limited company has 'members' - the people or organisations who own shares in the company.

Directors are responsible for running the company.

A company can be; Limited by shares, Private company limited by guarantee, Public Limited Company or Private Unlimited Company.

#### 'Ordinary' business partnership

In a business partnership, you and your business partner (or partners) personally share responsibility for your business.

You can share all your business's profits between the partners.

Each partner pays tax on their share of the profits.

You're personally responsible for your share of:

any losses your business makes, bills for things you buy for your business, like stock or equipment

You can set up a limited partnership or limited liability partnership if you don't want to be personally responsible for a business' losses.

A partner doesn't have to be an actual person. For example, a limited company counts as a 'legal person', and can also be a partner in a partnership.

#### Limited partnership and limited liability partnership

Your liability for business debt differs depending on whether you're a limited partnership or limited liability partnership (LLP).

You can share all the business's profits between the partners.

Each partner pays tax on their share of the profits.

Limited partnerships (LP's) -

The liability for debts that can't be paid in a limited partnership is split among partners.

Limited liability partnerships (LLPs) -

The partners in an LLP aren't personally liable for debts the business can't pay - their liability is limited to the amount of money they invest in the business.

# Syniadau Mawr Cymru

## Beth yw'r gwahanol fathau o fentrau?

Cyflwyniad i'r gwahanol fathau o fentrau

### Unig Fasnachwr

Os ydych yn dechrau gweithio i chi eich hun, rydych yn cael eich dosbarthu fel unig fasnachwr hunangyflogedig - hyd yn oed os nad ydych wedi dweud wrth Gyllid a Thollau EM (CThEM) eto. Fel unig fasnachwr, rydych yn rhedeg eich busnes eich hun fel unigolyn. Gallwch gadw holl elw eich busnes wedi i chi dalu treth arno. Gallwch gyflogi staff. Mae 'Unig fasnachwr' yn golygu eich bod yn gyfrifol am y busnes, nid bod yn rhaid i chi weithio ar eich pen eich hun. Rydych chi'n bersonol yn gyfrifol am unrhyw golledion a wneir gan eich busnes.

### Partneriaeth busnes 'Gyffredin'

Mewn partneriaeth busnes, rydych chi a'ch partner busnes (neu bartneriaid) yn bersonol yn rhannu cyfrifoldeb am eich busnes. Gallwch rannu holl elw eich busnes rhwng y partneriaid. Mae pob partner yn talu treth ar eu cyfran nhw o'r elw. Rydych chi'n bersonol gyfrifol am eich cyfran chi o: unrhyw golledion mae eich busnes yn ei wneud, biliau am bethau rydych yn eu prynu ar gyfer eich busnes, fel stoc neu offer. Gallwch sefydlu partneriaeth cyfyngedig neu bartneriaeth atebolrwydd cyfyngedig os nad ydych am fod yn bersonol gyfrifol am golledion busnes.

Nid oes rhaid i bartner fod yn berson go iawn.

Er enghraifft, mae cwmni cyfyngedig yn cyfrif fel 'person cyfreithiol', a gall hefyd fod yn bartner mewn partneriaeth.

### Cwmni cyfyngedig yw

sefydliad y gallwch ei sefydlu i redeg eich busnes - mae'n gyfrifol ei hun am bopeth y mae'n ei wneud ac mae ei gyllid ar wahân i'ch arian personol. Mae unrhyw elw a wnaiff yn eiddo i'r cwmni, ar ôl iddo dalu Treth Gorfforaeth. Yna gall y cwmni rannu ei elw.

Mae gan bob cwmni cyfyngedig 'aelodau' - y bobl neu'r sefydliadau sy'n berchen ar gyfranddaliadau yn y cwmni.

Mae Cyfarwyddwyr yn gyfrifol am redeg y cwmni.

Gall cwmni fod: wedi ei gyfyngu gan gyfranddaliadau, Cwmni preifat cyfyngedig drwy warant, Cwmni Cyfyngedig Cyhoeddus neu Gwmni Preifat Anghyfyngedig.

### Partneriaeth gyfyngedig a phartneriaeth atebolrwydd cyfyngedig

Mae eich atebolrwydd am ddyledion busnes yn amrywio yn dibynnu ar p'un a ydych yn bartneriaeth cyfyngedig neu bartneriaeth atebolrwydd cyfyngedig (LLP).

Gallwch rannu holl elw y busnes rhwng y partneriaid.

Mae pob partner yn talu treth ar eu cyfran nhw o'r elw.

Partneriaethau Cyfyngedig (LPau) -

Mae'r atebolrwydd am ddyledion na ellir eu talu mewn partneriaeth gyfyngedig wedi eu rhannu ymysg partneriaid.

Partneriaethau atebolrwydd cyfyngedig (LLPau) -

Nid yw'r partneriaid mewn LLP yn atebol yn bersonol am ddyledion na all y busnes eu talu - mae eu hatebolrwydd wedi'i gyfyngu i faint o arian y maent yn ei fuddsoddi yn y busnes.



# Big Ideas

## Wales

### What are the different types of enterprises?

Introduction to different types of enterprises

#### An 'unincorporated association' is:

an organisation set up through an agreement between a group of people who come together for a reason other than to make a profit, e.g. a voluntary group or a sports club.

You don't need to register an unincorporated association, and it doesn't cost anything to set one up.

Individual members are personally responsible for any debts and contractual obligations.

If the association does start trading and makes a profit, you'll need to pay Corporation Tax and file a Company Tax Return in the same way as a limited company.

#### Private Capital Company (PCC or IKE) is

a company not subject to public listing, that has capital and the liability of its members for the company debts, except for those with the guarantee contribution, is limited. It is a legal entity and considered a commercial company even if the business scope is other than trading.

A P.C.C. is not allowed to conduct activities for which has been designated by law another exclusive corporate type (e.g. banking and insurance operations may be performed only by incorporated companies)

#### Mutual companies are:

a company structure in which the company's owners are also its clients. That is, the mutual company's profits are distributed to its participating customers each year in proportion to their individual exposures to the company.

Many insurance companies are structured as mutual companies, meaning that policyholders have the right to receive portions of the company's profits, and often may elect the company's management. Savings and loan associations are also commonly structured as mutual companies.

#### Freelancers are:

someone that works as an independent contractor to provide a specific service to a client. By definition, a freelancer is not an employee.

A freelancer may be paid for his or her time in a variety of rate structures: on a project basis, per hour, per call or per minute of talk time for calls per word for freelance writers, in a lump sum, etc.

A freelancer can work on-site or off-site, and it is pretty common for freelancers to work from home. A freelancer takes direction from a client on what the end product should be, but is not usually managed as he or she is working. A freelancer rarely performs management functions for a client. Those that do would be better described as consultants.

# Syniadau Mawr

## Cymru

### Beth yw'r gwahanol fathau o fentrau?

Cyflwyniad i wahanol fathau o fentrau

#### 'Cymdeithas anghorfforedig' yw:

sefydliad a sefydlwyd drwy gytundeb rhwng grŵp o bobl sy'n dod at ei gilydd am reswm heblaw am i wneud elw, e.e. grŵp gwirfoddol neu glwb chwaraeon.

Nid oes angen i chi gofrestru cymdeithas anghorfforedig, ac nid yw'n costio dim i sefydlu un.

Mae aelodau unigol yn bersonol gyfrifol am unrhyw ddyledion a rhwymedigaethau cytundebol.

Os bydd y gymdeithas yn ddechrau masnachu ac yn gwneud elw, bydd angen i chi dalu Treth Gorfforaeth a ffeilio Ffurflen Dreth y Cwmni yn yr un ffordd â chwmni cyfyngedig.

#### Cwmni Cyfalaf Preifat (PCC neu IKE) yw:

mae cwmni nad yw'n destun rhestru cyhoeddus sydd gyda chyfalaf ac atebolrwydd ei aelodau am ddyledion y cwmni, ac eithrio ar gyfer y rhai sydd â chyfraniad gwarant, yn gyfyngedig. Mae'n endid cyfreithiol ac yn cael ei ystyried yn gwmni masnachol hyd yn oed os yw y cwmnïau busnes yn un sydd ar wahân i fasnachu.

Ni chaniateir i A P.C.C. gynnal gweithgareddau sydd wedi eu dynodi gan y gyfraith fel math corfforaethol unigryw arall (e.e. gall gweithrediadau bancio ac yswiriant gael eu perfformio'n unig gan gwmnïau corfforedig).

#### Cwmnïau Cydfuddiannol yw:

strwythur cwmni lle mae ei berchnogion yn ogystal yn gleientiaid. Hynny yw, mae elw'r cwmni cydfuddiannol yn cael ei ddosbarthu bob blwyddyn i'w gwsmeriaid sy'n cyfranogi yn gymesur â'u datguddiadau unigol i'r cwmni.

Mae llawer o gwmnïau yswiriant yn cael eu strwythuro fel cwmnïau cydfuddiannol, sy'n golygu bod gan ddeiliaid polisi yr hawl i dderbyn dogn o elw'r cwmni, ac yn aml gallant ethol rheolwyr y cwmni. Mae cymdeithasau cynilion a benthyciadau hefyd wedi eu strwythuro yn gyffredin fel cwmnïau cydfuddiannol.

#### Gweithwyr ar eu liwt eu hunain yw:

rhywun sy'n gweithio fel contractwr annibynnol i ddarparu gwasanaeth penodol i gleient. Drwy ddiffiniad, nid yw gweithiwr ar ei liwt ei hun yn gyflogai. Gall gweithiwr ar ei liwt ei hun gael ei dalu am ei amser mewn amrywiaeth o strwythurau cyfradd: ar sail prosiect, fesul awr, am bob galwad neu am bob munud o amser siarad am alwadau am bob gair ar gyfer awduron ar eu liwt eu hunain, mewn cyfandaliad, ac ati. Gall rhywun sy'n gweithio ar ei liwt ei hun weithio ar y safle neu oddi ar y safle, ac mae'n eithaf cyffredin i weithwyr ar eu liwt eu hunain weithio o gartref. Mae rhywun sy'n gweithio ar ei liwt ei hun yn cymryd cyfarwyddyd gan gleient ar yr hyn y dylai'r cynnyrch terfynol fod, ond nid yw fel arfer yn cael ei reoli gan ei fod ef neu hi yn gweithio. Nid yn aml y bydd rhywun sy'n gweithio ar ei liwt ei hun yn cyflawni swyddogaethau rheoli ar gyfer cleient. Byddai'r rhai hynny sydd yn gwneud hyn yn cael eu disgrifio orau fel ymgynghorwyr.

# Big Ideas

## Wales

### What are the different types of enterprises?

Introduction to different types of enterprises

#### Social enterprises are:

businesses with a social purpose working to deliver lasting social and /or environmental change. There are many different types of social enterprise business models and structures which vary according to their core purpose, ownership, management structure and accountability. Social enterprises can be large or small and may, for example be;

- Community Enterprises: enterprises which serve a particular geographical community or community of interest and have representatives from the community on their board of directors.
- Social Firms: promote social inclusion integrating people through employment and training opportunities who might find it difficult in the mainstream job market, e.g. people with mental health problems or disabilities, the homeless and the long-term unemployed.
- Credit Unions: community based financial institutions providing savings and loan facilities for their members.
- Community Development Finance Institutions: providers of loans and other types of investment primarily for social enterprises
- Development Trusts: aim to develop a community, usually through the ownership and management of property.
- Public sector spin-outs( externalised' services): set up to deliver services previously provided by public sector organisations.
- Trading arms of charities: set up in order to raise money for their parent company e.g. shops, catalogues, training and consultancy.
- Fair Trade organisations: committed to ensuring that producers are paid a fair price for what they produce.
- Other types of social enterprise: businesses with social objectives as central as their economic objectives or provide a social need through trade. E.g. provide goods and services into areas where other businesses may not want or be able to operate.

#### Cooperatives are:

independent organisations created to promote public good, owned by and operated for the benefit of those using its services. Profits and earnings generated by the cooperative are distributed among the members, also known as user-owners. Typically, an elected board of directors and officers run the cooperative while members have voting power to control the direction of the cooperative. Members can become part of the cooperative by purchasing shares, although the amount of shares they hold does not affect the weight of their vote. Cooperatives are common in the healthcare, retail, agriculture, art and restaurant industries.

#### Charities are:

independent organisations created to promote the public good. They are non-profit making, so any surplus they make must only be used to further the organisation's purposes. Charities were an early form of social enterprise but now not all social enterprises are charities. Originally, they relied solely on donations and volunteers. Now many are large businesses operating profitably to support their original cause. Increasing numbers of businesses are adopting ethical, social and environmental aims as part of their business planning and charities aim to operate as successful businesses.

# Syniadau Mawr Cymru

## Beth yw'r gwahanol fathau o fentrau?

Cyflwyniad i'r gwahanol fathau o fentrau

### Menter gymdeithasol yw:

busnesau sydd â phwrpas cymdeithasol sy'n gweithio i gyflawni newid cymdeithasol parhaol a / neu amgylcheddol. Mae yna nifer o wahanol fathau o fodolau busnes a strwythurau menter gymdeithasol sy'n amrywio yn ôl eu pwrpas craidd, perchnogaeth, strwythur rheoli ac atebolrwydd. Gall mentrau cymdeithasol fod yn fawr neu'n fach a gallant, er enghraifft, fod yn:

- Mentrau Cymunedol: mentrau sy'n gwasanaethu cymuned ddaearyddol benodol neu gymuned o ddiddordeb sydd gyda chynrychiolwyr o'r gymuned ar eu bwrdd cyfarwyddwyr.
- Cwmnïau Cymdeithasol: sy'n hyrwyddo cynhwysiant cymdeithasol gan integreiddio pobl drwy gyfleoedd gwaith a hyfforddiant a allai ei chael hi'n anodd yn y farchnad swyddi prif ffrwd, e.e. pobl sydd â phroblemau neu anableddau iechyd meddwl, y digartref a'r di-waith yn y tymor hir.
- Undebau Credyd: sefydliadau ariannol sy'n seiliedig ar gymunedau sy'n darparu cynilion a chyfleusterau benthyca ar gyfer eu haelodau.
- Sefydliadau Ariannu Datblygiad Cymunedol: darparwyr benthyciadau a mathau eraill o fuddsoddiad yn bennaf ar gyfer mentrau cymdeithasol.
- Ymddiriedolaethau Datblygu: yn anelu at ddatblygu cymuned, fel arfer drwy berchnogaeth a rheoli eiddo.
- Cwmni deillio'r sector cyhoeddus (gwasanaethau allanol) a sefydlwyd i ddarparu gwasanaethau a ddarparwyd yn flaenrol gan sefydliadau sector cyhoeddus.
- Is-gwmnïau elusennau: a sefydlwyd er mwyn codi arian ar gyfer eu rhiant-gwmni, e.e. siopau, catalogau, hyfforddiant ac ymgynghoriaeth.
- Sefydliadau Masnach Deg: wedi ymrwmo i sicrhau bod cynhyrchwyr yn cael pris teg am yr hyn y maent yn ei gynhyrchu.
- Mathau eraill o fentrau cymdeithasol: busnesau gydag amcanion cymdeithasol sydd yr un mor ganolog â'u hamcanion economaidd neu sy'n darparu angen cymdeithasol trwy fasnach. E.e. darparu nwyddau a gwasanaethau i ardaloedd lle nad yw busnesau eraill yn dymuno gwneud hynny neu nad ydynt yn gallu gweithredu.

### Cydweithfaoedd yw:

sefydliad annibynnol a greuwyd i hyrwyddo lles y cyhoedd, sy'n eiddo ac a weithredir er lles y rhai sy'n defnyddio ei wasanaethau. Caiff elw ac enillion a gynhyrchir gan y gydweithfa eu dosbarthu ymhlith yr aelodau, a elwir hefyd yn ddefnyddiwr-berchnogion. Yn nodweddiadol, mae bwrdd etholedig o gyfarwyddwyr a swyddogion yn rhedeg y gydweithfa tra bod gan aelodau bŵer pleidleisio i reoli cyfeiriad y gydweithfa. Gall aelodau ddod yn rhan o'r cwmni cydweithredol drwy brynu cyfranddaliadau, er nad yw faint o gyfrannau maent yn eu dal yn effeithio ar bwysau eu pleidlais. Mae Cydweithfaoedd yn gyffredin yn y diwydiannau gofal iechyd, manwerthu, amaethyddiaeth, celf a bwyta.

### Elusennau yw:

sefydliad annibynnol wedi ei sefydlu i hyrwyddo lles cyhoeddus. Nid yw elusennau'n cael eu rhedeg er elw, felly rhaid defnyddio unrhyw elw yn unig i wella dibenion y sefydliad ymhellach. Roedd elusennau'n ffurf gynnar o fenter gymdeithasol ond yn awr nid yw pob menter gymdeithasol yn elusen. Yn wreiddiol, roedden nhw'n dibynnu'n llwyr ar roddion a gwirfoddolwyr. Yn awr mae nifer yn fusnesau mawr sy'n gweithredu'n broffidiol er mwyn cefnogi'u hachos gwreiddiol. Mae nifer cynyddol o fusnesau'n mabwysiadu nodau moesegol, cymdeithasol ac amgylcheddol fel rhan o'u cynllunio busnes ac mae elusennau'n anelu at weithredu fel busnesau llwyddiannus.

# Big Ideas

## Wales

### What are the different types of enterprises?

Enterprise Case Studies - The following case studies illustrate that whatever their size or purpose, enterprises must make sound business decisions in order to support their aims.

#### Tŷ Hafan



#### What is Tŷ Hafan?

Tŷ Hafan is a charity and operates as a Children's Hospice based in Sully in The Vale of Glamorgan. Its mission is to provide free help and support for families living within Wales, where one or more of the children suffer from a life-limiting illness.

Looking at Tŷ Hafan from a business perspective how is the social enterprise run?

Tŷ Hafan needs to raise £2.5million each year to meet their objectives. It's a very complicated enterprise – they are highly regulated as they run a lottery, so are inspected by the Gambling Commission, they need to comply with the Charity's Commission for filing their accounts, and are inspected twice a year by the Health Inspectorate of Wales. Tŷ Hafan runs 16 shops and numerous events throughout Wales every year, in order to raise money to continue to operate.

#### Ty Hafan is a charity

Not forgetting that Tŷ Hafan is a charity, how are decisions made on whom to help and when?

Difficult decisions are made on day to day basis and generally fit into three categories.

- Admission criteria: Tŷ Hafan needs to be sure the child qualifies as having a life-limiting condition,
- Limited places: There are only 10 beds so need to plan in advance, but if they are full and have an emergency request, they have no option other than to turn families down,
- Policy decisions: As Tŷ Hafan is a Children's Hospice, it can not accept adults and must turn down anybody who is older than 19. This is something which they have grappled with for many years.

## Beth yw'r gwahanol fathau o fentrau?

Astudiaethau Achos Menter – Mae'r astudiaethau achos canlynol yn dangos beth bynnag eu maint neu bwrpas, mae'n rhaid i fentrau wneud penderfyniadau busnes cadarn er mwyn cefnogi eu hamcanion.

### Tŷ Hafan



### Beth yw Tŷ Hafan?

Elusen yw Tŷ Hafan ac mae'n gweithredu fel Hosbis Plant wedi ei leoli yn Sili ym Mro Morgannwg. Ei genhadaeth yw darparu cymorth a chefnogaeth rhad ac am ddim i deuluoedd sy'n byw yng Nghymru sydd ag un neu fwy o blant yn dioddef o salwch sy'n byrhau bywyd. O edrych ar Dŷ Hafan o safbwynt busnes, sut mae'r fenter gymdeithasol yn cael ei rhedeg? Mae gofyn i Dŷ Hafan godi £2.5 miliwn bob blwyddyn i gyrraedd ei amcanion. Mae'n fenter gymhleth iawn – maen nhw'n cael eu rheoli'n gaeth gan eu bod yn rhedeg loteri ac felly'n cael eu harolygu gan y Comisiwn Gamblo, rhaid iddyn nhw gydymffurfio â gofynion y Comisiwn Elusennau ar gyfer ffeilio eu cyfrifon ac maen nhw'n cael eu harchwilio ddwywaith y flwyddyn gan Arolygiaeth Gofal Iechyd Cymru. Mae Tŷ Hafan yn rhedeg 16 o siopau a nifer o ddigwyddiadau ledled Cymru bob blwyddyn er mwyn codi arian a pharhau i weithredu.

### Elusen yw Tŷ Hafan

Heb anghofio bod Tŷ Hafan yn elusen, sut y gwneir penderfyniadau ynghylch pwy i'w helpu a pha bryd? Cymerir penderfyniadau anodd bob dydd ac fel rheol maen nhw'n disgyn i un o dri chategori.

- Meini prawf mynediad: Rhaid i Dŷ Hafan fod yn siŵr fod y plentyn yn dioddef o gyflwr sy'n byrhau bywyd,
- Diffyg lle: Does ond 10 gwely ac mae'n rhaid cynllunio ymlaen llaw, ond os ydyn nhw'n llawn ac yn cael cais brys, yn aml iawn mae'n rhaid iddyn nhw wrthod teuluoedd,
- Penderfyniadau polisi: Gan mai Hosbis Plant yw Tŷ Hafan nid oes modd iddo dderbyn oedolion ac mae'n rhaid iddo wrthod pawb dros 19 oed. Mae hyn yn rhywbeth sydd wedi'u poeni ers nifer o flynyddoedd.

# Big Ideas

## Wales



### What are the different types of enterprises?

Enterprise Case Studies - The following case studies illustrate that whatever their size or purpose, enterprises must make sound business decisions in order to support their aims.

#### Calon Wen



#### What is Calon Wen?

Many dairy farmers have always wanted to sell their own milk to local people through their own company and in the year 2000 that's what a group of Welsh Organic farmers started to do. Initially there were four members, now Calon Wen numbers many family farms and operates as a cooperative.

They believe in keeping things simple, their cows graze clover rich organic pastures that have not been treated with sprays or chemicals. They also have plenty of exercise and fresh air out in the field and when they are ready they milk them themselves.

#### Calon Wen is a cooperative

Calon Wen pays its farmers for the quality as well as the quantity of milk they produce, which means our farmers are not pushed towards high yielding systems. Calon Wen is now a leading brand in Wales, supplying Tesco, Sainsbury's, Morrisons & Waitrose, their products are also available in many independent retailers across Wales.



# Syniadau Mawr Cymru

## Beth yw'r gwahanol fathau o fentrau?

Astudiaethau Achos Menter – Mae'r astudiaethau achos canlynol yn dangos beth bynnag eu maint neu bwrpas, mae'n rhaid i fentrau wneud penderfyniadau busnes cadarn er mwyn cefnogi eu hamcanion.

### Calon Wen



### Beth yw Calon Wen?

Mae llawer o ffermwyr llaeth wastad wedi bod eisiau gwerthu eu llaeth eu hunain i bobl leol trwy eu cwmni eu hunain ac yn 2000 dyna beth ddechreuodd grŵp o ffermwyr Organig Cymru ei wneud. I ddechrau, roedd pedwar aelod, yn awr mae Calon Wen yn cyfrif am nifer o ffermydd teuluol ac mae'n gweithredu fel cydweithfa.

Maent yn credu mewn cadw pethau'n syml, mae eu gwartheg yn pori porfeydd meillion organig cyfoethog sydd heb eu trin gyda chwistrellau neu gemegau. Maent hefyd yn cael digon o ymarfer corff ac awyr iach allan yn y cae, a phan fyddant yn barod maent yn eu godro nhw eu hunain.

### Mae Calon Wen yn gydweithfa

Mae Calon Wen yn talu ei ffermwyr am ansawdd yn ogystal â faint o laeth a gynhyrchir ganddynt, sy'n golygu nad yw ein ffermwyr yn cael eu gwthio tuag at systemau sy'n cynhyrchu'n uchel. Mae Calon Wen bellach yn frand blaenllaw yng Nghymru, yn cyflenwi Tesco, Sainsbury's, Morrisons a Waitrose, mae eu cynnyrch ar gael hefyd mewn llawer o siopau annibynnol ledled Cymru.



# Big Ideas

## Wales



### What are the different types of enterprises?

Enterprise Case Studies - The following case studies illustrate that whatever their size or purpose, enterprises must make sound business decisions in order to support their aims.

#### Welsh Water



#### What is Welsh Water?

Welsh Water provides an essential public service to the households, businesses and the environment in Wales. It is a highly capital intensive business, with assets that will serve many future generations. It has a huge capital investment programme, some £3 billion since 2001 with similar amounts to come. Its strategy is to deliver a secure, long-term credit quality to investors (such as pension funds and insurance companies) so as to raise the finance it needs at the cheapest possible cost, thereby keeping down bills to customers (around a third of which go to remunerate finance for investment).

#### Welsh Water is a social enterprise

The usual definition of a social enterprise is a business whose profits are reinvested in the business for social, ethical or environmental purposes. They tend to be concentrated in certain sectors – they may be mutuals such as building societies or retail co-operatives, housing associations or community enterprises in one of the new ‘green’ sectors. What makes Welsh Water different is that it is unique within its sector.

Welsh Water is the only major utility that is a company limited by guarantee. It is unique in the UK utility industry in that it is:

- a private company with no shareholders,
- financed in the capital markets, with no government support,
- not allowed to diversify into other activities or geographies, and
- all financial surpluses are used for the benefit of its customers.

# Syniadau Mawr Cymru

## Beth yw'r gwahanol fathau o fentrau?

Astudiaethau Achos Menter – Mae'r astudiaethau achos canlynol yn dangos beth bynnag eu maint neu bwrpas, mae'n rhaid i fentrau wneud penderfyniadau busnes cadarn er mwyn cefnogi eu hamcanion.

### Dŵr Cymru



### Beth yw Dŵr Cymru?

Mae Dŵr Cymru yn darparu gwasanaeth cyhoeddus hanfodol i gartrefi, busnesau a'r amgylchedd yng Nghymru. Mae'n fusnes cyfalaf dwys iawn, gydag asedau a fydd yn gwasanaethu llawer o genedlaethau'r dyfodol. Mae ganddo raglen buddsoddi cyfalaf enfawr, rhyw £3 biliwn ers 2001 gyda symiau tebyg i ddod. Ei strategaeth yw i gyflwyno ansawdd credyd tymor hir, sicr i fuddsoddwyr (megis cronfeydd pensiwn a chwmnïau yswiriant) er mwyn codi'r arian sydd ei angen arno ar y gost rhataf posibl, a thrwy hynny gadw costau biliau i lawr i gwsmeriaid (tua thraean o'r hyn sy'n mynd i dalu arian ar gyfer buddsoddi).

### Mae Dŵr Cymru yn fenter gymdeithasol

Y diffiniad arferol o fenter gymdeithasol yw busnes y mae ei elw yn cael ei ail-fuddsoddi yn y busnes at ddibenion cymdeithasol, moesegol neu amgylcheddol. Maent yn tueddu i gael eu crynhoi mewn rhai sectorau - gallant fod yn gydfuddiannol megis cymdeithasau adeiladu neu gydweithfeydd manwerthu, cymdeithasau tai neu fentrau cymunedol yn un o'r sectorau 'gwyrdd' newydd Yr hyn sy'n gwneud Dŵr Cymru'n wahanol yw ei fod yn unigryw yn ei sector.

Dŵr Cymru yw'r unig gwmni cyfleustodau mawr sy'n gwmni cyfyngedig drwy warant. Mae'n unigryw yn y diwydiant cyfleustodau y DU yn ei fod yn:

- gwmni preifat heb unrhyw gyfranddalwyr,
- wedi ei gyllido yn y marchnadoedd cyfalaf, heb gefnogaeth y llywodraeth,
- ni chaniateir iddo arallgyfeirio i weithgareddau neu ddaearyddiaethau eraill, a
- defnyddir yr holl wargedion ariannol er lles ei gwsmeriaid.

# Big Ideas

## Wales

### What are the different types of enterprise?

Heads Verses Hearts - Read each of the following scenarios and circle your decision.

| Scenario  | What is your decision?   |
|---|--|
| <p>➤ You are the new manager of a cooperative. Your first task is to choose a deputy manager to lead a group of employees. You have two choices; to appoint full time, a long standing volunteer who is a close friend but has no managerial experience or to advertise for an experienced part time deputy manager who will be paid.</p>   | <p><b>A Advertise for an experienced part time deputy manager.</b><br/> <b>B Appoint your close friend, the full time volunteer.</b></p> |
| <p>➤ You run a social enterprise which promotes social inclusion through employment and training opportunities for hard to reach groups, but a month before Christmas, the enterprise is experiencing cash flow problems.</p>   | <p><b>A Take out a bank loan.</b><br/> <b>B Make half the staff redundant immediately.</b></p>   |
| <p>➤ You run a cat sanctuary which is currently full and you have no available funds. However, you have been contacted by the police who have just rescued ten cats that were left in a house when the owners emigrated.</p>  | <p><b>A Don't take them in.</b><br/> <b>B Take them in.</b></p>  |
| <p>➤ You are a freelancer and you are looking for a large sponsor to support a large scale child welfare and education project in an overseas country. An internationally known firm has offered £5million if their logo is used / shown on all of your awareness raising material. However, the potential sponsor makes no secret of the fact that using child labour is vital to their international manufacturing success. You also have the offer of £50,000 per year over the next 5 years from a social enterprise, employing local people.</p> | <p><b>A Accept the offer from the international company.</b><br/> <b>B Accept the offer from the local company.</b></p>                  |

# Syniadau Mawr Cymru

## Beth yw'r gwahanol fathau o fentrau?

Pennau yn erbyn Calonnau: Darllenwch bob un o'r senarios canlynol a rhowch gyloch o amgylch eich penderfyniad.

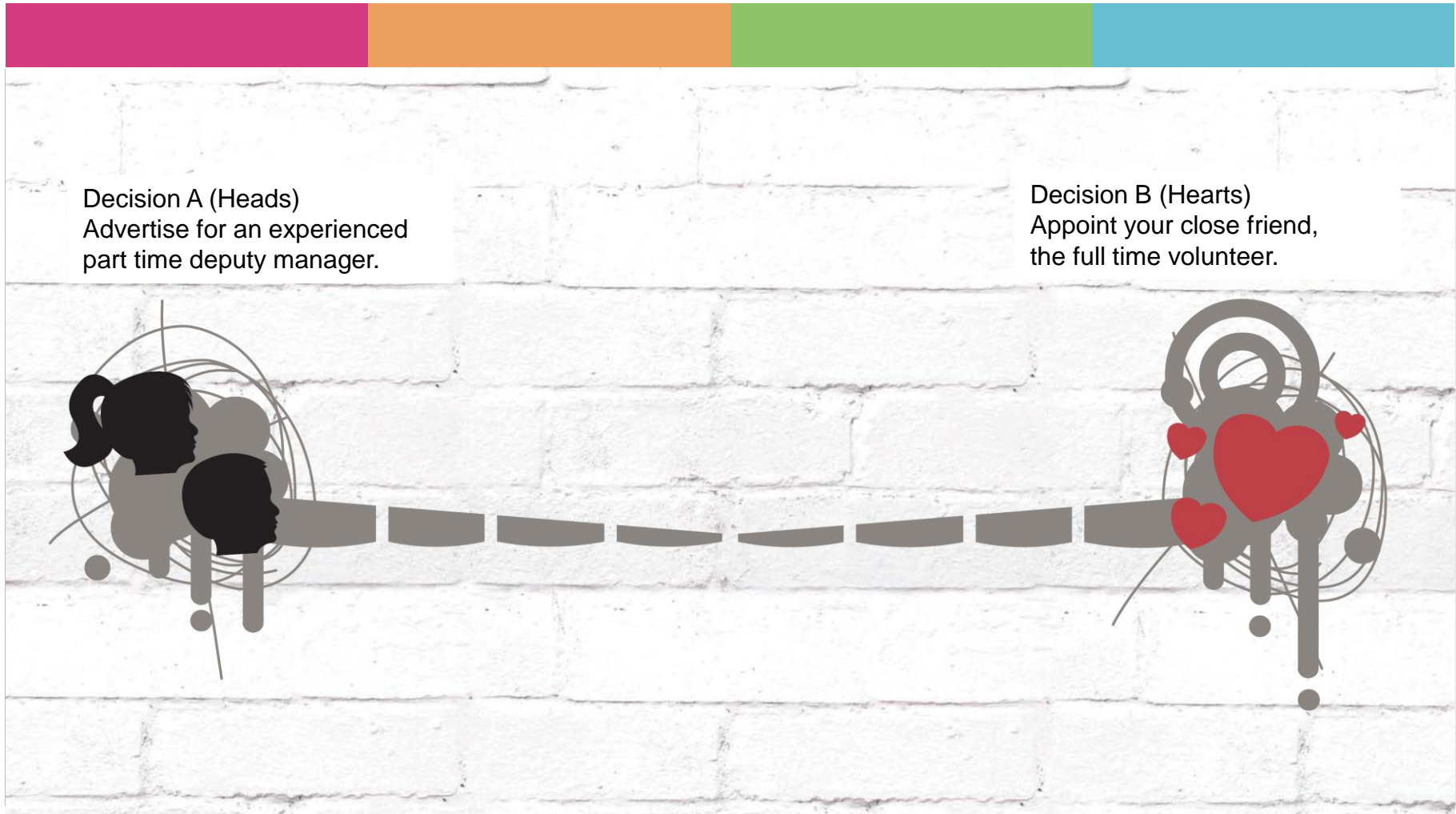
| Senario  | Beth yw eich penderfyniad?  |
|--|---|
| <ul style="list-style-type: none"><li>Rydych yn rheolwr newydd ar gydweithfa. Eich tasg gyntaf yw dewis is reolwr i arwain grŵp o weithwyr. Mae gennych ddau ddewis; penodi yn llawn amser wirfoddolwr profiadol iawn sy'n ffrind agos ond heb unrhyw brofiad o reoli neu hysbysebu am is reolwr rhan amser profiadol a fydd yn derbyn tâl.</li></ul>  | <b>A. Hysbysebwn am is reolwr rhan amser profiadol.</b><br><b>B. Penodwch eich ffrind agosaf, y gwirfoddolwr llawn amser.</b> |
| <ul style="list-style-type: none"><li>Rydych yn rhedeg menter gymdeithasol sy'n hyrwyddo cynhwysedd cymdeithasol trwy gynnig gwaith a hyfforddiant i grwpiau sy'n anodd eu cyrraedd, ond fis cyn y Nadolig mae'r fenter yn profi problemau llif arian.</li></ul>   | <b>A. Cymerwch fenthyciad banc.</b><br><b>B. Diswyddwch hanner y staff ar unwaith.</b>  |
| <ul style="list-style-type: none"><li>Rydych yn rhedeg noddfa cathod sy'n llawn ar hyn o bryd a does gennych ddim rhagor o arian. Fodd bynnag, mae'r heddlu newydd achub deg o gathod a gafodd eu gadael mewn tŷ ar ôl i'r perchnogion ymfudo ac mae wedi cysylltu â chi.</li></ul>  | <b>A. Peidiwch â'u cymryd i mewn.</b><br><b>B. Cymerwch nhw i mewn.</b>   |
| <ul style="list-style-type: none"><li>Rydych yn weithiwr ar eich liwt eich hun ac yn chwilio am noddwr mawr i gefnogi prosiect enfawr ynghylch lles ac addysg plant mewn gwledydd tramor. Mae cwmni enwog, rhyngwladol wedi cynnig £5 miliwn os defnyddir / dangosir eu logo ar eich holl ddeunydd codi ymwybyddiaeth. Fodd bynnag, dyw'r darpar noddwr ddim yn celu'r ffaith fod defnyddio llafur plant yn hanfodol i'w llwyddiant gweithgynhyrchu rhyngwladol. Rydych hefyd wedi cael y cynnig o £50,000 y flwyddyn dros y 5 mlynedd nesaf gan fenter gymdeithasol sy'n cyflogi pobl leol.</li></ul> | <b>A. Derbyniwch y cynnig gan y cwmni rhyngwladol.</b><br><b>B. Derbyniwch y cynnig gan y cwmni lleol.</b>                    |

# Big Ideas

## Wales

### What are the different types of enterprises?

Heads versus Hearts



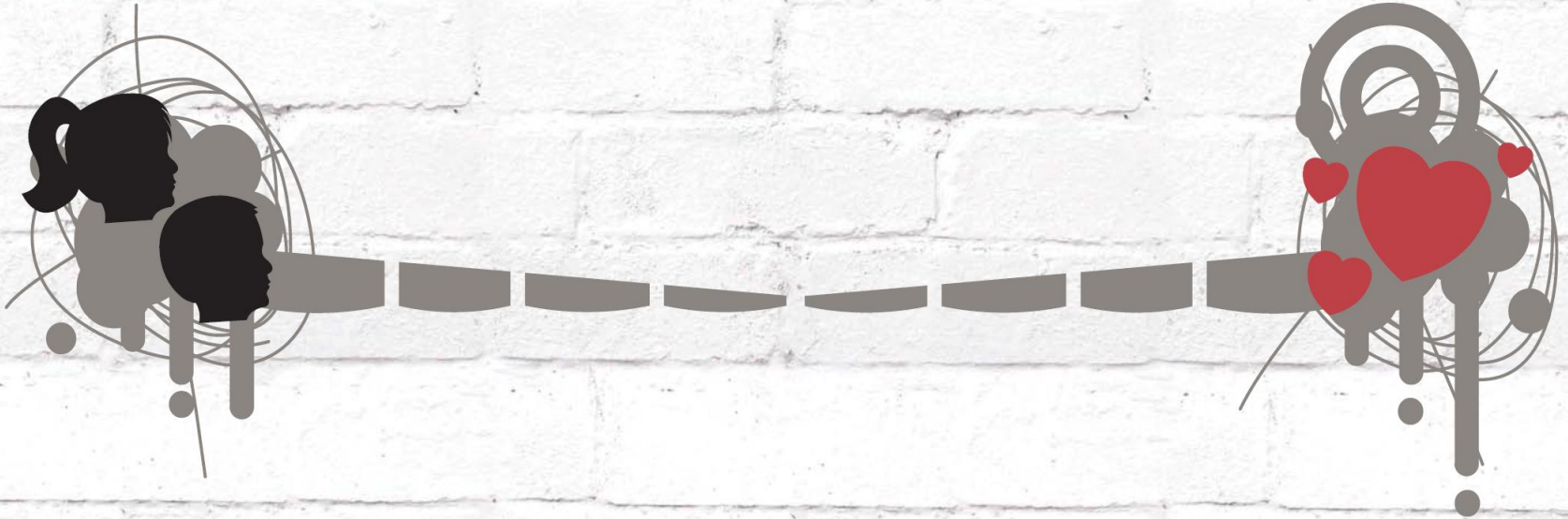
# Syniadau Mawr Cymru

Beth yw'r gwahanol fathau o fentrau?

Pennau yn erbyn Calonnau

Penderfyniad A (Pennau)  
Hysbysebwrch am ddirprwy  
reolwr rhan-amser profiadol

Penderfyniad B (Calonnau)  
Penodwch eich ffrind agosaf, y  
gwirfoddolwr llawn amser



# Big Ideas

## Wales

### What are the different types of enterprises?

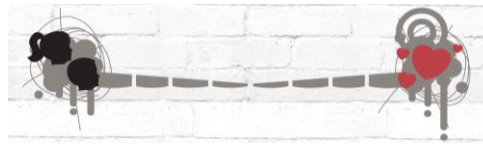
#### Heads versus Hearts

##### Introduction:

The Consequences Continuum involves using Scenario 1 of the Heads versus Hearts Quiz and a continuum with heads one end and hearts the other.

##### Decision A (Heads)

Advertise for an experienced part time deputy manager.



##### Decision B (Hearts)

Appoint your close friend, the full time volunteer.

The Consequences Continuum activity can be carried out as a group or individually. There are two different methods for running this activity i.e. a continuum physically set up in a clear area of the teaching space (e.g. using a rope, chalk line or masking tape), or a paper continuum – the Consequences Continuum Sheet.

# Syniadau Mawr Cymru

## Beth yw'r gwahanol fathau o fentrau?

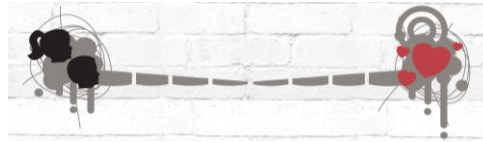
Pennau yn erbyn Calonau

### Cyflwyniad:

Mae'r Continwmm Canlyniadau'n golygu defnyddio Senario 1 o'r Cwis Pennau yn erbyn y Calonau a chontinwmm gyda phennau un ochr a chalonnau ar yr ochr arall.

### Penderfyniad A (Pennau)

Hysbysebwnch am ddirprwy reolwr rhan-amser profiadol.



### Penderfyniad B (Calonnau)

Penodwch eich ffrind agosaf, y gwirfoddolwr llawn amser.

Gall y gweithgaredd Continwmm Canlyniadau gael ei wneud fel grŵp neu'n unigol. Mae dau ddull gwahanol ar gyfer rhedeg y gweithgaredd hwn h.y. continwmm a osodwyd i fyny yn gorfforol mewn ardal clir o'r man addysgu (e.e. gan ddefnyddio rhaff, llinell sialc neu dâp masgio), neu gontinwmm papur - y Ddalen Continwmm Canlyniadau.



# Big Ideas

## Wales

### What are the different types of enterprises?

#### Heads versus Hearts

#### Instructions:

Remind learners of Scenario 1 from the Head versus Hearts Quiz:

1. You are the new manager of a cooperative. Your first task is to choose a deputy manager to lead a group of employees. You have two choices; to appoint full time, a long standing employee who is a close friend but has no managerial experience or to advertise for an experienced part time deputy manager who will be paid.
2. Explain to learners that the activity is designed to explore how decisions have consequences and how thinking about future consequences can influence those initial decisions.
3. learners should start the activity at the relevant end of the continuum depending on how they answered Scenario 1 of the Heads versus Hearts Quiz.
4. Taking turns between Heads and Hearts, read out each of the Consequences Statements below.
5. After each statement is read out, the relevant group of learners ask themselves
6. 'If I had known the result of that consequence, would I have made the same original decision?' Depending on how strongly the learner feels about the consequence, they can choose to:
7. Stay still e.g. they are happy with their original decision
8. Move along the continuum in either direction, depending on how the consequence made them feel. E.g. learners could move only a small amount or feel strongly enough to totally change their mind and move to the other end of the continuum.
9. Repeat the process until all consequences have been read out and responded to.
10. Learners discuss the reasons for their differing positions on the continuum.

### Beth yw'r gwahanol fathau o fentrau?

Pennau yn erbyn Calonau

#### Cyfarwyddiadau

Atgoffwch y dysgwyr o Senario 1 o'r Cwis Pennau yn erbyn Calonau:

1. Rydych yn rheolwr newydd ar gydweithfa. Eich tasg gyntaf yw dewis dirprwy reolwr i arwain grŵp o weithwyr. Mae gennych ddau ddewis; penodi'n llawn amser weithiwr profiadol iawn sy'n ffrind agos ond heb unrhyw brofiad o reoli neu hysbysebu am ddirprwy reolwr rhan-amser profiadol a fydd yn derbyn tâl.
2. Eglurwch i'r dysgwyr fod y gweithgaredd wedi'i ddylunio i archwilio sut mae penderfyniadau'n arwain at ganlyniadau a sut mae meddwl am ganlyniadau'r dyfodol yn gallu dylanwadu ar y penderfyniadau cychwynnol hynny.
3. Dyla dysgwyr ddechrau'r gweithgaredd ym mhen perthnasol y continwmm yn dibynnu ar sut y byddant wedi ateb Senario 1 o'r Cwis Pennau yn erbyn Calonau.
4. Gan gymryd tro rhwng Pennau a Chalonnau ar yn ail, darllenwch bob un o'r Datganiadau Canlyniadau isod.
5. Ar ôl darllen allan pob datganiad, mae'r grŵp perthnasol o ddysgwyr yn gofyn iddynt eu hunain.
6. 'Pe bawn i'n gwybod y canlyniad hwnnw, a fyddwn i wedi cymryd yr un penderfyniad gwreiddiol?' Yn dibynnu ar ba mor gryf y mae'r dysgwr yn teimlo ynghylch y canlyniad, gallen nhw ddewis:
7. Aros yn yr un fan e.e. maen nhw'n hapus gyda'u penderfyniad gwreiddiol.
8. Symud ar hyd y continwmm i unrhyw gyfeiriad, yn dibynnu ar sut y mae'r canlyniad yn gwneud iddynt deimlo. E.e. gallai'r dysgwyr symud dim ond ychydig bach yn unig neu deimlo'n ddigon cryf i newid eu meddwl yn llwyr a symud i ben arall y continwmm.
9. Ailadroddwch y broses hyd nes bod yr holl ganlyniadau wedi cael eu darllen allan ac wedi ymateb iddynt.
10. Mae dysgwyr yn trafod y rhesymau dros eu safbwyntiau gwahanol ar y continwmm.

# Big Ideas

## Wales

### What are the different types of enterprises?

#### Heads versus Hearts

#### Consequences' Statements – for the Heads group

1. You chose the more experienced person as your deputy manager, however as they were only part time, you found you did most of the work.
2. The other employees were unsure who their manager was and felt they were getting two different sets of instructions.
3. The deputy manager found managing staff difficult and decided to leave just before a critical event.
4. Your friend took your decision badly and did not want to speak to you anymore.

#### Consequences' Statements – for the Hearts group

1. By selecting your friend as the deputy manager, the other members of the group questioned the fairness of your decision.
2. Your friend did not carry out their role as well as you had hoped and consequently it affected the performance of the whole group.
3. Your friend felt there was a hidden resentment from the other employees and decided to leave after their training and work for another organisation.
4. Your friend and you found it hard to separate your working relationship and friendship, resulting in disagreements. The situation made it difficult for you to do your job effectively.

#### Extension Activity:

The consequences activity could also be used with Scenario 2.

- Divide the learners into two groups depending on what they answered for Scenario 2.
- Each group writes a set of four consequences for the other group (the Decision A group writes four consequences for the Decision B group and vice versa) to test how suitable their original decision was.

# Syniadau Mawr

## Cymru

### Beth yw'r gwahanol fathau o fentrau?

Pennau yn erbyn Calonnau

#### Datganiadau Canlyniadau – ar gyfer y grŵp Pennau

1. Rydych wedi dewis y person mwy profiadol fel eich dirprwy reolwr, ond gan eu bod yn rhan-amser, roeddech chi'n gwneud y rhan fwyaf o'r gwaith.
2. Roedd y gweithwyr eraill yn ansicr pwy oedd eu rheolwr ac yn teimlo eu bod yn cael dau fath o wahanol gyfarwyddiadau.
3. Roedd y dirprwy reolwr yn ei chael hi'n anodd rheoli staff a gadawodd yn union cyn digwyddiad pwysig.
4. Cymerodd eich ffrind eich penderfyniad yn wael ac nid oedd eisiau siarad gyda chi rhagor.

#### Datganiadau Canlyniadau – ar gyfer y grŵp Calonnau

1. Gan i chi ddewis eich ffrind yn ddirprwy reolwr, roedd aelodau eraill y grŵp yn amau tegwch eich penderfyniad.
2. Ni chyflawnodd eich ffrind y gwaith gystal ag yr oeddech wedi gobeithio ac o ganlyniad effeithiodd ar berfformiad y grŵp cyfan.
3. Roedd eich ffrind yn teimlo bod y gweithwyr eraill yn cuddio eu dicter tuag ato/ati a phenderfynodd adael ar ôl ei hyfforddiant a mynd i weithio i sefydliad arall.
4. Roedd eich ffrind a chithau'n ei chael hi'n anodd gwahanu eich perthynas waith a'ch cyfeillgarwch, ac o ganlyniad yn anghytuno. Roedd y sefyllfa yn ei gwneud yn anodd i chi gyflawni'ch swydd yn effeithiol.

#### Gweithgaredd Estynedig:

Gellid defnyddio'r gweithgaredd canlyniadau hefyd gyda Senario 2.

- Rhanwch y dysgwyr yn ddau grŵp yn dibynnu ar beth wnaethon nhw ateb ar gyfer Senario 2.
- Mae pob grŵp yn ysgrifennu pedwar canlyniad ar gyfer y grŵp arall (mae'r grŵp Penderfyniad A yn ysgrifennu pedwar canlyniad ar gyfer grŵp Penderfyniad B ac fel arall) i brofi pa mor addas oedd eu penderfyniad gwreiddiol.

# Big Ideas

## Wales



### How do we organise our enterprise?

#### Objective:

To enable learners to allocate roles within an enterprise

#### Introduction:

This activity encourages learners to allocate roles within their selected enterprise.

#### Activity:

1. Using the PowerPoint, learners discuss what makes a good team and are then introduced to the different types of job roles within an enterprise.
2. Learners complete the Enterprise Catalyst online assessment and print out individual results. (See facilitator notes for the Enterprise Catalyst).
3. Facilitator print out A3 job titles. Learners select the job role they would like to do based on skills and stand on the relevant role. Split the learner cohort into teams using the enterprise catalyst results to ensure a mix.
4. Once in a team, learners should prioritise which of the qualities are most important, using the Triangle Ranking Sheet. They should then add names to each triangle of the person in each group that possesses that skill. Each member's name should be used at least once. Learners must justify and give examples of using the skills in order for their name to be placed within a triangle.
5. Each team should then complete the Enterprise Team Sheet using the information gained from the Enterprise Catalyst and the Triangle Ranking Sheet activity.

#### Plenary:

Learners discuss their skills and attributes and what they think they can bring to their respective team.

#### Entrepreneurship

##### Characteristics:

- Research - Understanding Environment
- Working with Others
- Decision Making
- Planning

##### Curriculum Links:

- WBQ
- EES

##### Provided Resources:

- PowerPoint
- Triangle Ranking Sheet
- Enterprise team Sheet

##### Other Resources:

- ICT
- Scissors to cut up the triangles

##### Learning Outcome:

Learners are able to understand some of their own and others' qualities.



### Sut ydym yn trefnu ein menter?

#### Amcan:

I alluogi dysgwyr i ddyrannu rolau o fewn menter

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i ddyrannu rolau o fewn eu menter a ddewiswyd.

#### Gweithgaredd:

1. Gan ddefnyddio'r PowerPoint, mae dysgwyr yn trafod beth sy'n gwneud tîm da, ac yn cael eu cyflwyno i'r gwahanol fathau o rolau swyddi o fewn menter.
2. Mae dysgwyr yn cwblhau'r asesiad Catalydd Menter ar-lein ac yn argraffu canlyniadau unigol. (Gweler nodiadau hwylusydd ar gyfer y Catalydd Menter).
3. Hwylusydd, argraffwch deitlau swyddi ar A3. Mae dysgwyr yn dewis pa swydd yr hoffent ei gwneud yn seiliedig ar sgiliau ac yn sefyll ar y rôl perthnasol. Rhannwch y garfan dysgwyr yn dimau gan ddefnyddio canlyniadau'r catalydd menter i sicrhau cymysgedd.
4. Unwaith mewn tîm, dylai dysgwyr flaenoriaethu pa rai o'r rhinweddau sydd fwyaf pwysig, gan ddefnyddio'r Daflen Rancio Triongl. Yna dylent ychwanegu, at bob triongl, enwau'r person ym mhob grŵp sy'n meddu ar y sgil hynny. Dylai enw pob aelod gael ei ddefnyddio o leiaf unwaith. Mae'n rhaid i ddysgwyr gyfiawnhau a rhoi enghreifftiau o ddefnyddio sgiliau er mwyn i'w henw gael ei osod o fewn triongl.
5. Yna dylai pob tîm gwblhau'r Daflen Tîm Menter gan ddefnyddio'r wybodaeth a gafwyd o'r Catalydd Menter a gweithgaredd Taflen Rancio Triongl.

#### Sesiwn Llawn:

Mae dysgwyr yn siarad am eu sgiliau a'u priodoleddau a beth maent yn credu y gallant ddod i bob tîm.

#### Nodweddion

##### Entrepreneuriaeth:

- Ymchwil – Deall yr Amgylchedd
- Gweithio gydag Eraill
- Gwneud Penderfyniadau
- Cynllunio

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- PowerPoint
- Taflen Rancio Triongl
- Taflen Tîm Menter

##### Adnoddau Eraill:

- TGCh
- Siswrn i dorri'r trionglau

##### Deilliant Dysgu:

Mae dysgwyr yn gallu deall rhai o'u rhinweddau eu hunain ac eraill.

# Big Ideas

## Wales

### How do we organise our enterprise?

Teams: answer the following questions:

What is a team?

Give an example of a good team?

(sport, business, media, music or other)

What makes a good team (skills)?

Does every team need a leader?

What sort of people do you need in a team?

How can you communicate well in a team?

What can make a team fail?

How can you sort out conflict (arguments) in a team?

# Syniadau Mawr

## Cymru

### Sut ydym yn trefnu ein menter?

Timoedd: atebwch y cwestiynau canlynol:

|   |   |                                    |   |
|---|---|------------------------------------|---|
| Beth yw tîm?                                  | Rhowch enghraifft o dîm da?<br><br>(chwaraeon, busnes, y cyfryngau, cerddoriaeth neu arall) | Beth sy'n gwneud tîm da (sgiliau)? | A oes angen arweinydd ar bob tîm?                     |
| <br><br><br><br><br><br><br><br><br><br>      |   |                                    |   |
| Pa fath o bobl sydd ei angen arnoch mewn tîm? | Sut allwch chi gyfathrebu'n dda mewn tîm?   | Beth all wneud i dîm fethu?        | Sut allwch chi ddatrys anghydfod (dadleuon) mewn tîm? |
| <br><br><br><br><br><br><br><br><br><br>      |   |                                    |   |



# Big Ideas

## Wales

### How do we organise our enterprise?

Roles and responsibilities:

To ensure that your team is effective all members must work together and each individual should have a key role. Examples of key roles and responsibilities required for a business to be successful are listed below. In your business, identify which role best fits each person. There may be more than one person in each role.



# Syniadau Mawr Cymru

## Sut ydym yn trefnu ein menter?

Rolau a chyfrifoldebau:

Er mwyn i'ch tîm wneud yn dda rhaid i bob aelod weithio gyda'i gilydd a dylai pob un gael rôl allweddol. Rhestrir isod rai o'r rolau allweddol ac esiampl o gyfrifoldebau sydd ei angen ar fusnes er mwyn iddo weithio. Yn eich busnes, nodwch pa rôl sy'n cyd-fynd orau â phob person. Efallai y bydd mwy nag un person ymhob rôl.

### ARWEINYDD TÎM

Yn darparu'r tîm gydag arweinyddiaeth.  
Yn sicrhau bod yr holl dasgau yn cael eu gorffen ac amserlenni yn cael eu bodloni.

### PENNAETH CYLLID

Yn cyfrifo'r gost o wneud/gwerthu'r cynnyrch, cost gwerthu a'r elw.  
Yn cytuno pa ddeunyddiau/offer sydd eu hangen ac yna'n ysgrifennu'r costau i lawr.

### PENNAETH GWERTHU A MARCHNATA

Yn gweithio gyda chyllid ar y pris i werthu'r cynnyrch.  
Yn nodi pwy fydd yn prynu'r cynnyrch.  
Yn datblygu cynllun marchnata i hyrwyddo'r syniad a dylunio deunyddiau marchnata'r cwmni.

### PENNAETH GWEINYDDU

Yn sicrhau bod pob aelod o'r tîm yn derbyn ac yn cwblhau gwaith papur.  
Yn sgwrsio gyda'r tîm cynhyrchu o ran pa ddeunyddiau sydd eu hangen. Yn cofnodi penderfyniadau a chytundebau a wnaed gan y tîm.

### PENNAETH CYNHYRCHU

Yn llunio ac yn gwneud y prototeip.  
Yn nodi pa ddeunyddiau sydd eu hangen i gynhyrchu'r syniad. Yn cytuno gyda Cyllid a Gweinyddu pa ddeunyddiau sydd eu hangen. Rhaid iddynt fod yn drefnus ac yn gallu cadw at derfynau amser.

### PENNAETH ADNODDAU DYNOL

Yn datblygu gwybodaeth iechyd a diogelwch a gwybodaeth gyfreithiol y cwmni.  
Yn cytuno amseroedd cynhyrchu gyda'r tîm i sicrhau bod pob tasg yn cael ei chwblhau ac yn penderfynu pwy sy'n gwneud pa weithgaredd a phryd. Yn rhoi trefn ar unrhyw faterion o wrthdaro (dadleuon).

# Team Leader

# Arweinydd Tîm

# Administration

# Gweinyddu



# Human Resources



# Adnoddau Dynol





# Sales & Marketing

# Gwerthu a Marchnata



# Finance

# Cyllid

# Production

# Cynhyrchu

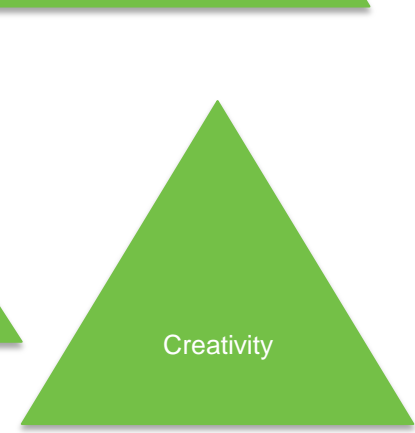
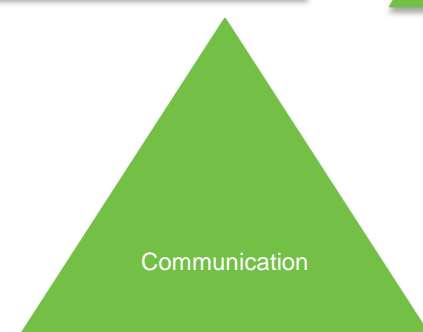
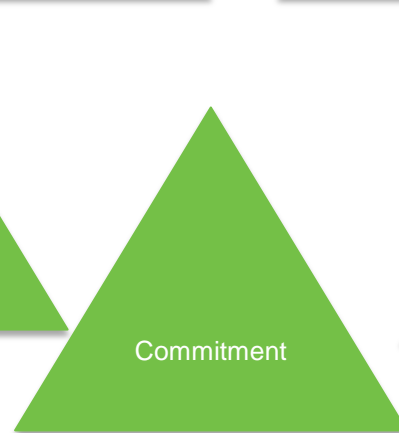
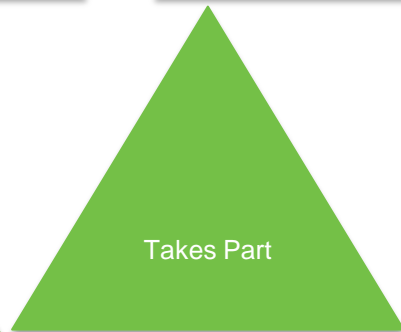
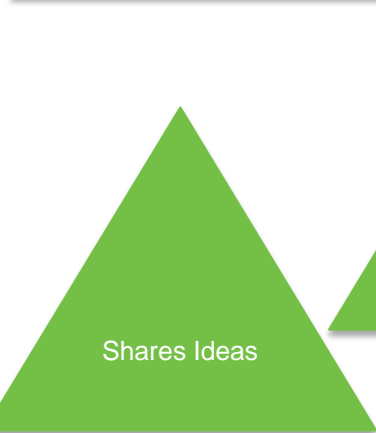
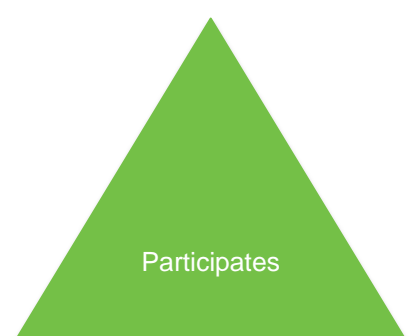
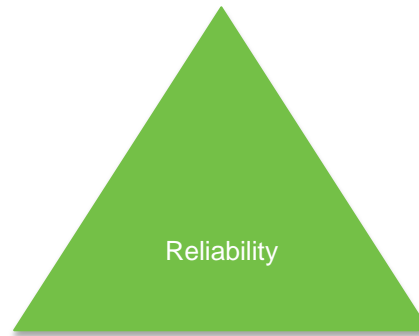
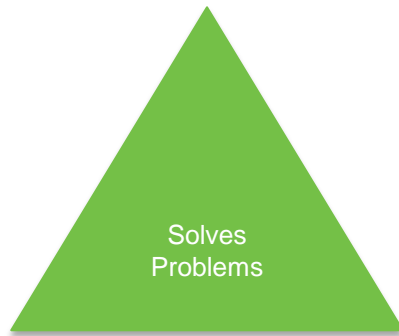
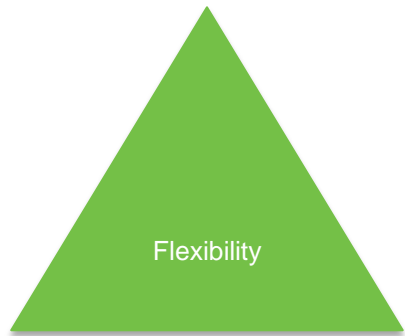
# Big Ideas

## Wales



### How do we organise our enterprise?

1. Cut up the 9 triangles below and attempt to prioritise the qualities by rebuilding the triangle. The most important skills should be at the top of the triangle.



2. Now discuss which members of your team best fit each triangle. Write their names in each triangle. Every member should have at least one triangle.



# Syniadau Mawr Cymru

## Sut ydym yn trefnu ein menter?

1. Torrwch y 9 triongl isod a cheisiwch flaenoriaethu'r rhinweddau drwy ailadeiladu'r triongl. Dylai'r sgiliau pwysicaf fod ar frig y triongl.

Hyblygrwydd

Datrys  
Problemau

Dibynolrwydd

Cyfranogwyr

Rhannu  
Syniadau

Cymryd  
Rhan

Ymrwymiad

Cyfathrebu

Creadigrwydd

2. Nawr trafodwch pa aelodau o'ch tîm sy'n ffitio orau i bob triongl. Ysgrifennwch eu henwau ym mhob triongl. Dylai pob aelod fod ag o leiaf un triongl.



# Big Ideas

## Wales

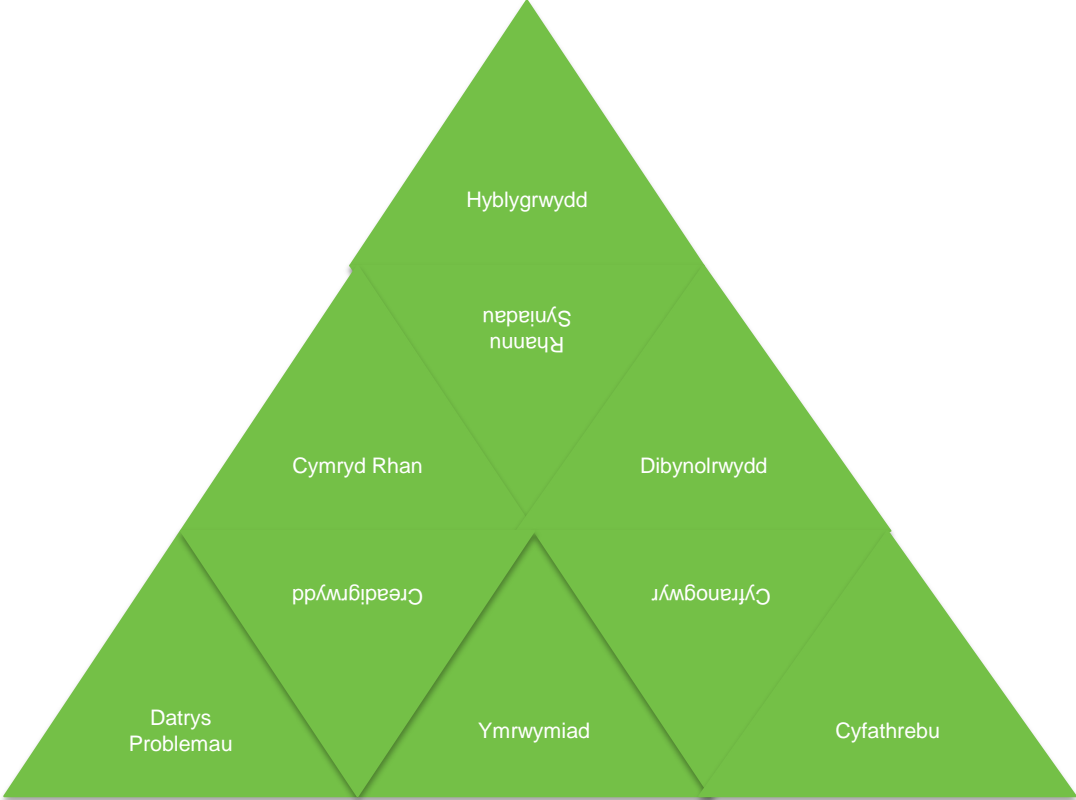
How do we organise our enterprise?



# Syniadau Mawr Cymru



Sut ydym yn trefnu ein menter?



# Big Ideas Wales



## How do we organise our enterprise?

Team Enterprise Sheet - Complete the table below in order to formalise the roles of each member in your team

| Team role | Qualities and skills | Strengths according to the Enterprise Catalyst | Weaknesses according to the Enterprise Catalyst | Likely tasks | Any other comments |
|-----------|----------------------|--|---|--------------|--------------------|
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |
|           |                      |  |   |              |                    |



# Syniadau Mawr Cymru

## Sut ydym yn trefnu ein menter?

Taflen Menter Tîm - Cwblhewch y tabl isod er mwyn ffurfioli rolau pob aelod yn eich tîm

| Rôl yn y Tîm | Nodweddion a sgiliau | Cryfderau yn ôl y Catalydd Menter | Gwendidau yn ôl y Catalydd Menter | Tasgau tebygol | Unrhyw sylwadau eraill |
|--------------|----------------------|-----------------------------------|-----------------------------------|----------------|------------------------|
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |
|              |                      |                                   |                                   |                |                        |

# Big Ideas

## Wales

### How do we make informed decisions?

#### Objective:

To enable learners to plan structured project meetings and carry out action points in order to gather and use information to make informed decisions.

#### Introduction:

This activity encourages learners to develop their planning, research and decision making skills. Learners plan project meetings and create action points for research with the aim of developing one successful idea.

#### Activity:

1. Using the Facilitator Help Card, reinforce the concept of Heads verses Hearts and inform learners that over the coming weeks they will plan an enterprise project.
2. Using the Facilitator Help Card, explain the importance of effective project meetings.
3. Learners use the Effective Meetings Sheet to understand how to plan their project meetings.
4. Learners research how to: carry out effective meetings; write minutes and action points; ways of making decisions; and managing conflict in team situations.
5. Learners carry out their first project meeting.
6. Learners should file the meeting minutes with action points as evidence.

#### Plenary:

Learners provide feedback. Pose the questions: How will decision be taken? How difficult is it to balance 'head and heart' issues when making decisions?

#### Entrepreneurship Characteristics:

- Research
- Working with Others
- Decision Making
- Planning

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Holding Effective Meetings Sheet
- Researching Sheet
- Facilitator Help Card

#### Other Resources:

- ICT
- Resources

#### Learning Outcome:

Learners are able to structure project meetings, carry out action points based on research and make informed decisions.



# Syniadau Mawr

## Cymru

### Sut ydym yn gwneud penderfyniadau gwybodus?

#### Amcan:

I alluogi dysgwyr i gynllunio cyfarfodydd prosiect wedi'u strwythuro a chynnal pwyntiau gweithredu er mwyn casglu a defnyddio gwybodaeth i wneud penderfyniadau gwybodus.

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog y dysgwyr i ddatblygu eu sgiliau cynllunio, ymchwilio a chymryd penderfyniadau. Mae dysgwyr yn cynllunio cyfarfodydd prosiect a chreu pwyntiau gweithredu ar gyfer ymchwil gyda'r nod o ddatblygu un syniad yn llwyddiannus.

#### Gweithgaredd:

1. Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, atgyfnerthwch y cysyniad o Bennau yn erbyn Calonnau a rhoi gwybod i ddysgwyr y byddant dros yr wythnosau nesaf yn cynllunio prosiect menter
2. Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, eglurwch bwysigrwydd cyfarfodydd prosiect effeithiol.
3. Mae dysgwyr yn defnyddio'r Daflen Cyfarfodydd Effeithiol i ddeall sut i gynllunio eu cyfarfodydd prosiect.
4. Mae dysgwyr yn ymchwilio sut i: gynnal cyfarfodydd effeithiol; ysgrifennu cofnodion a phwyntiau gweithredu; ffyrdd o wneud penderfyniadau; a rheoli gwrthdaro mewn sefyllfaoedd tîm.
5. Mae dysgwyr yn cyflawni eu cyfarfod prosiect cyntaf.
6. Dylai dysgwyr ffeilio cofnodion y cyfarfod munud gyda phwyntiau gweithredu fel tystiolaeth.

**Sesiwn Llawn:** Mae'r dysgwyr yn darparu adborth. Gofynnwch y cwestiynau: Sut y caiff penderfyniad ei gymryd? Pa mor anodd yw cydbwysu materion 'pen a chalon' wrth wneud penderfyniad?

#### Nodweddion

##### Entrepreneuriaeth:

- Ymchwil
- Gweithio gydag Eraill
- Gwneud Penderfyniadau
- Cynllunio

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- Taflen Cynnal Cyfarfodydd Effeithiol
- Taflen Ymchwilio
- Cerdyn Cymorth i Hwylusydd

##### Adnoddau Eraill:

- TGCh
- Adnoddau

##### Deilliant Dysgu:

Mae dysgwyr yn gallu strwythuro cyfarfodydd prosiect, cynnal pwyntiau gweithredu yn seiliedig ar ymchwil a gwneud penderfyniadau gwybodus.



# Big Ideas

## Wales

### How do we make informed decisions?

Holding Effective Meetings Sheet - Some meetings are more effective than others. The following checklist identifies certain features to consider when planning your enterprise team meetings.

#### Before the meeting:

- Check the availability of everyone in your team and make sure you invite them.
- Create an agenda. This should include things like:
  - Time, date, expected duration and location of meeting.
  - List of the topics to be discussed (including what is needed to achieve your goals and where appropriate, reviewing the action points from the previous meeting).
- Distribute the Agenda to everyone in your project team.
- Ensure the location you are proposing to use is not being used by anyone else.
- Decide who will Chair the meeting.
- Chairing the meeting will involve things like:
  - Ensuring you achieve the aims of the meeting.
  - Starting and finishing the meeting on time.
  - Making sure you cover all the topics on the agenda.

#### During the meeting:

- Welcome everyone to the meeting.
- Take a note of who is not present.
- Agree for someone to take meeting minutes. Taking meeting minutes involves:
  - Making a record of what is discussed and agreed.
  - Taking action points.
- Proceed through the items on the agenda in a clear, logical way.
- Encourage participation and listen to what other people have to say, while staying on track with what needs to be discussed.
- At the end of the meeting, summarise the decisions made and agree the actions to be completed by whom and by when.
- Set a date, time and location for your next team meeting.

#### After the meeting:

- Write / type up the meeting minutes to distribute to everyone in your enterprise team, including those who were not present.
- Carry out the agreed actions.

# Syniadau Mawr Cymru

## Sut ydym yn gwneud penderfyniadau gwybodus?

Taflen Cynnal Cyfarfodydd Effeithiol - Mae rhai cyfarfodydd yn fwy effeithiol na'i gilydd. Mae'r rhestr wirio ganlynol yn nodi rhai nodweddion y dylid eu hystyried wrth gynllunio'ch cyfarfodydd tîm menter.

### Cyn y Cyfarfod:

- Sicrhewch fod pawb yn eich tîm ar gael a gwnewch yn siŵr eich bod yn eu gwahodd nhw.
- Creuwch agenda. Dylai hwn gynnwys pethau megis:
- Amser, dyddiad, pa mor hir a lle bydd y cyfarfod yn cael ei gynnal.
- Rhestr o'r pynciau i'w trafod (gan gynnwys beth sydd ei angen i gyrraedd eich nodau a lle bo'n briodol, adolygu pwyntiau gweithredu o'r cyfarfod blaenorol).
- Dosbarthwch yr Agenda i bawb yn eich tîm prosiect.
- Sicrhewch nad yw'r lleoliad rydych yn bwriadu ei ddefnyddio'n cael ei ddefnyddio gan rywun arall.
- Penderfynwch pwy fydd yn Cadeirio'r cyfarfod.
- Bydd cadeirio'r cyfarfod yn cynnwys pethau fel:
  - Sicrhau eich bod yn cyrraedd amcanion y cyfarfod.
  - Dechrau a gorffen y cyfarfod ar amser.
  - Sicrhau eich bod yn trafod pob pwnc sydd ar yr agenda.

### Yn ystod y Cyfarfod:

- Croesawch pawb i'r cyfarfod.
- Cofnodwch pwy sy'n absennol.
- Cytunwch i rywun gymryd cofnodion y cyfarfod. Mae cymryd cofnodion cyfarfod yn cynnwys:
  - Gwneud cofnod o beth sy'n cael ei drafod a'i gytuno.
  - Nodi'r pwyntiau gweithredu.
- Ewch drwy'r eitemau ar yr agenda mewn modd clir a rhesymegol.
- Anogwch gyfranogaeth a gwrandewch ar yr hyn sydd gan bobl eraill i'w ddweud, tra'n cadw trefn ar beth sydd angen ei drafod.
- Ar ddiwedd y cyfarfod crynhowch y penderfyniadau a wnaed a chytunwch ar yr hyn sydd angen ei gwblhau, gan bwy ac erbyn pryd.
- Gosodwch ddyddiad, amser a lleoliad ar gyfer eich cyfarfod tîm nesaf.

### Ar ôl y Cyfarfod:

- Ysgrifennwch / teipiwch gofnodion y cyfarfod a'u dosbarthu i bawb yn eich tîm menter, gan gynnwys y rhai nad oeddynt yn bresennol.
- Cyflawni'r gweithrediadau a gytunwyd.



# Big Ideas

## Wales

### How do we make informed decisions?

#### Reinforce Heads verses Hearts:

Referring back to the previous activity, where learners explored the idea about Heads verses Hearts, explain that rational 'head' decisions are as important as emotional 'heart' decisions.

#### Effective Meetings:

Explain to learners that in order to achieve, planning and communication are essential and the best approach is to hold regular team meetings.

Before the meeting: Using the Holding Effective Meetings Sheet, learners plan their first team meeting, which should include items such as:

- Agreeing a list of criteria to help the team decide which idea to support.
- Ranking the criteria in order of priority.
- Researching different ideas against the ranked list of criteria.
- Meeting up to discuss their research and make a decision on which idea to support.

Meeting 1: learners hold their first enterprise project team meeting.

- Actions from meeting 1: Using the Criteria and Ranking Sheet learners carry out the action points from their first meeting, by drawing up a list of criteria, ranking it in order of priority and researching which idea to support in conjunction with their ranked list of criteria. Meeting 2 could then be organised for learners to discuss their findings and make a decision about which idea to support.



### Sut ydym yn gwneud penderfyniadau gwybodus?

#### Atgyfnerthu Pennau yn erbyn Calonau:

Gan gyfeirio'n ôl at y gweithgaredd blaenorol, ble roedd dysgwyr yn archwilio'r syniad am Bennau yn erbyn Calonau, eglurwch fod penderfyniadau rhesymol 'pen' yr un mor bwysig â phenderfyniadau emosiynol 'calon'.

#### Cyfarfodydd Effeithiol

Eglurwch i'r dysgwyr, er mwyn llwyddo, bod cynllunio a chyfathrebu'n hanfodol a'r ffordd orau o gyflawni hyn yw drwy gynnal cyfarfodydd tîm rheolaidd.

Cyn y cyfarfod: Gan ddefnyddio'r Daflen Cynnal Cyfarfodydd Effeithiol, mae dysgwyr yn cynllunio'u cyfarfod prosiect cyntaf, a ddylai gynnwys eitemau megis:

- Cytuno ar restr o feini prawf i helpu'r tîm benderfynu pa syniad i'w gefnogi.
- Graddio'r meini prawf yn nhrefn eu blaenoriaeth.
- Ymchwilio i wahanol syniadau yn erbyn y rhestr o feini prawf wedi'i graddio.
- Cyfarfod i drafod eu hymchwil a gwneud penderfyniad ynghylch pa syniad i'w gefnogi.

Cyfarfod 1: mae dysgwyr yn cynnal eu cyfarfod tîm prosiect cyntaf.

- Gweithrediadau o gyfarfod 1: Gan ddefnyddio'r Daflen Meini Prawf a Graddio, mae dysgwyr yn gweithredu'r pwyntiau gweithredu o'u cyfarfod cyntaf wrth baratoi rhestr o feini prawf, eu graddio yn ôl trefn eu blaenoriaeth ac ymchwilio i ba syniad i'w gefnogi ar y cyd â'u rhestr o feini prawf wedi'u graddio. Gall cyfarfod 2 wedi hynny fod yn un ble mae dysgwyr yn gallu trafod eu canfyddiadau a gwneud penderfyniad ar ba syniad i'w gefnogi.

# Big Ideas

## Wales

### How do we generate ideas?

#### Objective:

To enable learners to generate ideas based on research and creativity.

#### Introduction:

This activity involves learners considering potential ideas for their enterprise. They will need to think about the feasibility of ideas in relation to their own limited resources and carry out market research to be able to justify their decisions. Encourage learners to question: Which idea, when developed, is most likely to result in success?

#### Activity:

1. Using the Facilitator Help Card, introduce the idea of exploring a variety of potential options and the importance of deciding on an appropriate activity for their enterprise.
2. Learners use the Criteria & Ranking Sheet to prioritise the criteria for selecting a product and/or service.
3. Using the Products & Services Ideas Sheet, learners research different products and services and draw up a shortlist of options. Using the Holding Effective Meetings Sheet, learners could hold a team meeting to evaluate their ideas against their criteria and to action plan for what need to be done next.
4. Using the Market Research Sheet learners explore different market research methods and create their own questionnaires, forms, templates etcetera in order to ensure their chosen product/service has a potential market and is viable.
5. Learners develop a five minute presentation to include an evaluation of their market research findings. This could be presented to an appropriate audience e.g. tutor, a teacher, head teacher or a visitor, such as a Business Advisor or other invited guest.
6. Learners should file the meeting minutes with action points as evidence.

**Plenary:** Following the presentations, lead a group feedback session to gather together learner suggestions as to how their selected products or services may be further refined.

#### Entrepreneurship Characteristics:

- Ideas Generation
- Research
- Presentation
- Communication
- Managing Risk

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Product and Services Sheet
- Holding Effective Meetings
- Market Research Sheet
- Facilitator Help Card
- Criteria and Ranking Sheet

#### Other Resources:

- Presentation equipment e.g. ICT / flip charts
- Business Advisor

#### Learning Outcome:

Learners are able to understand the importance of research in developing creative ideas.



# Syniadau Mawr Cymru

## Sut ydym yn cynhyrchu syniadau?

### Amcan:

I alluogi dysgwyr i gynhyrchu syniadau wedi'u seilio ar ymchwil a bod yn greadigol.

### Cyflwyniad:

Mae'r gweithgaredd hwn yn cynnwys dysgwyr yn ystyried syniadau posibl ar gyfer eu menter. Bydd yn rhaid iddyn nhw feddwl am ddichonolrwydd gwahanol syniadau mewn perthynas â'u hadnoddau cyfyngedig eu hunain ac ymgymryd ag ymchwil marchnad er mwyn gallu cyfiawnhau eu penderfyniadau. Anogwch y dysgwyr i fynd i'r afael â'r cwestiwn: Datblygu pa syniad sydd fwyaf tebygol o lwyddo?

### Gweithgaredd

1. Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, cyflwynwch y syniad o edrych ar amrywiaeth o opsiynau posibl a phwysigrwydd penderfynu ar weithgaredd priodol ar gyfer eu menter.
2. Mae dysgwyr yn defnyddio'r Daflen Meini Prawf a Graddio i flaenoriaethu'r meini prawf ar gyfer dewis cynnyrch a/neu wasanaeth.
3. Gan ddefnyddio'r Daflen Syniadau am Gynhyrchion a Gwasanaethau, mae dysgwyr yn ymchwilio i wahanol gynhyrchion a gwasanaethau ac yn llunio rhestr fer o opsiynau. Gan ddefnyddio'r Daflen Cynnal Cyfarfodydd Effeithiol, gallai dysgwyr gynnal cyfarfod tîm i werthuso eu syniadau yn erbyn eu meini prawf ac i greu cynllun gweithredu ar gyfer yr hyn sydd angen ei wneud nesaf.
4. Gan ddefnyddio'r Daflen Ymchwil Marchnad mae dysgwyr yn archwilio'r gwahanol ddulliau o ymchwil marchnad a chreu eu holiaduron, ffurflenni, templedi ayyb eu hunain, er mwyn sicrhau bod gan y cynnyrch/gwasanaeth a ddewiswyd ganddynt farchnad bosibl a'i fod yn ddichonadwy.
5. Dylai dysgwyr ddatblygu cyflwyniad pum munud i gynnwys gwerthusiad o'u canfyddiadau ymchwil marchnad. Gellir cyflwyno hyn i'r cynulleidfya briodol athro, prifathro, aelod arall o staff neu ymwelydd, megis Ymgynghorydd Busnes neu rywun arall sydd wedi'i wahodd.
6. Dylai dysgwyr ffeilio cofnodion y cyfarfod gyda'r pwyntiau gweithredu fel tystiolaeth.

**Sesiwn llawn:** Ar ôl y cyflwyniadau, arweiniwch sesiwn adborth grŵp lle bydd dysgwyr yn casglu unrhyw awgrymiadau ar sut y gellir gwella ymhellach eu cynhyrchion neu wasanaethau a ddewiswyd ganddynt.

Cynllun Gwers

### Nodweddion

#### Entrepreneuriaeth:

- Cynhyrchu Syniadau
- Ymchwil
- Cyflwyniad
- Cyfathrebu
- Rheoli Risg

#### Cysylltiadau Cwricwlwm:

- WBQ
- EES

#### Adnoddau a Ddarparwyd:

- Taflen Cynnyrch a Gwasanaethau
- Cynnal Cyfarfodydd Effeithiol
- Taflen Ymchwil Marchnad
- Cerdyn Cymorth i Hwylusydd
- Taflen Meini Prawf a Graddio

#### Adnoddau Eraill:

- Offer cyflwyno e.e. TGCh / siartiau troi
- Ymgynghorydd Busnes

#### Deilliant Dysgu:

Mae dysgwyr yn gallu deall pwysigrwydd ymchwil wrth ddatblygu syniadau creadigol.



# Big Ideas Wales

## How do we generate ideas?

Ideas.

### Idea Generation

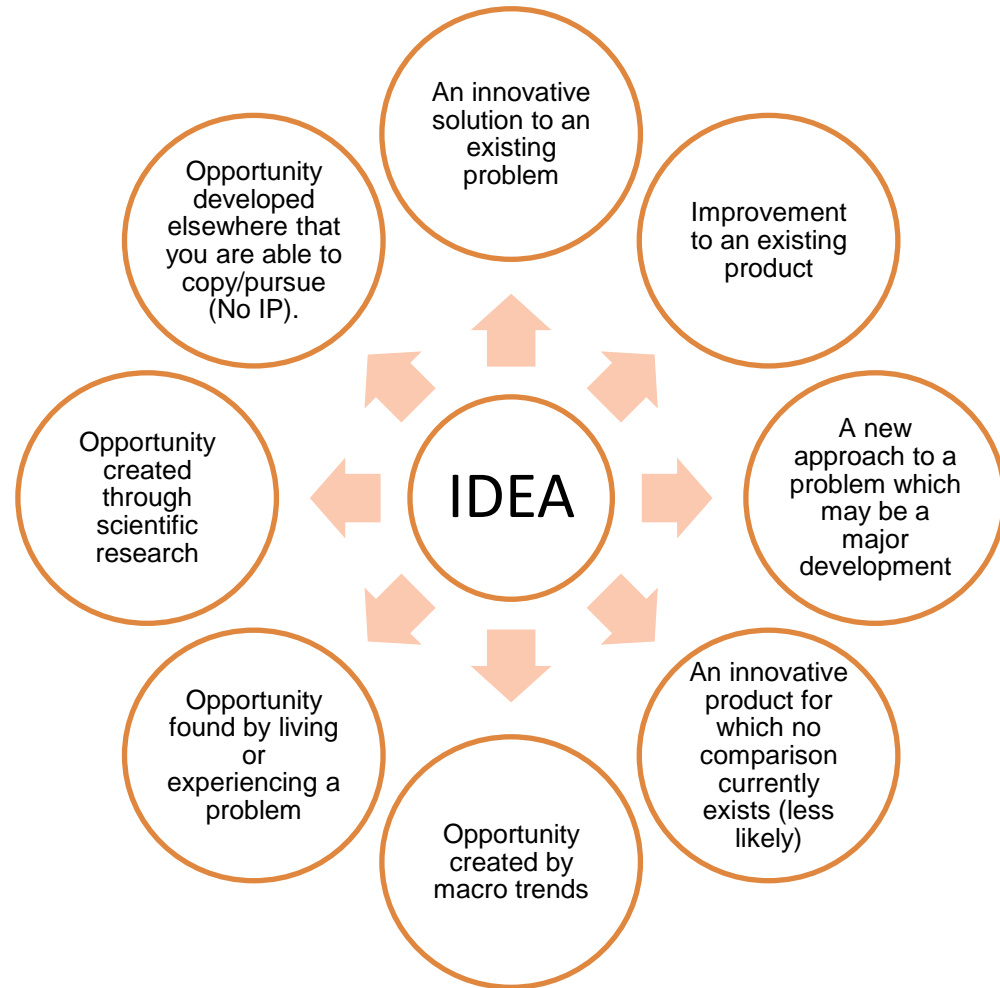
The starting point for most new businesses is the idea. What you want to do, or what you want to sell.

The idea maybe related to your studies, hobbies, work or outside of your interests.

### Questions to ask as the ideas develop:

- ? Does it work and will it keep working?
- ? Can you do it by yourself or will you need help?
- ? Will sufficient people buy/use it?
- ? Do you know what your competition is?
- ? Is it better than the competition?
- ? Do you know what prices you can charge?
- ? Can you sell it at a price worthwhile to you?
- ? Do you know what benefits you are providing?
- ? Have you tested your idea in the market?
- ? Is it safe, is it legal?
- ? Do other people think it's worthwhile?
- ? Is location important?

Define the USP – what will make your idea different from and better than your competitors.



# Syniadau Mawr Cymru

## Sut ydym yn cynhyrchu syniadau? Syniadau.

### Cynhyrchu Syniadau

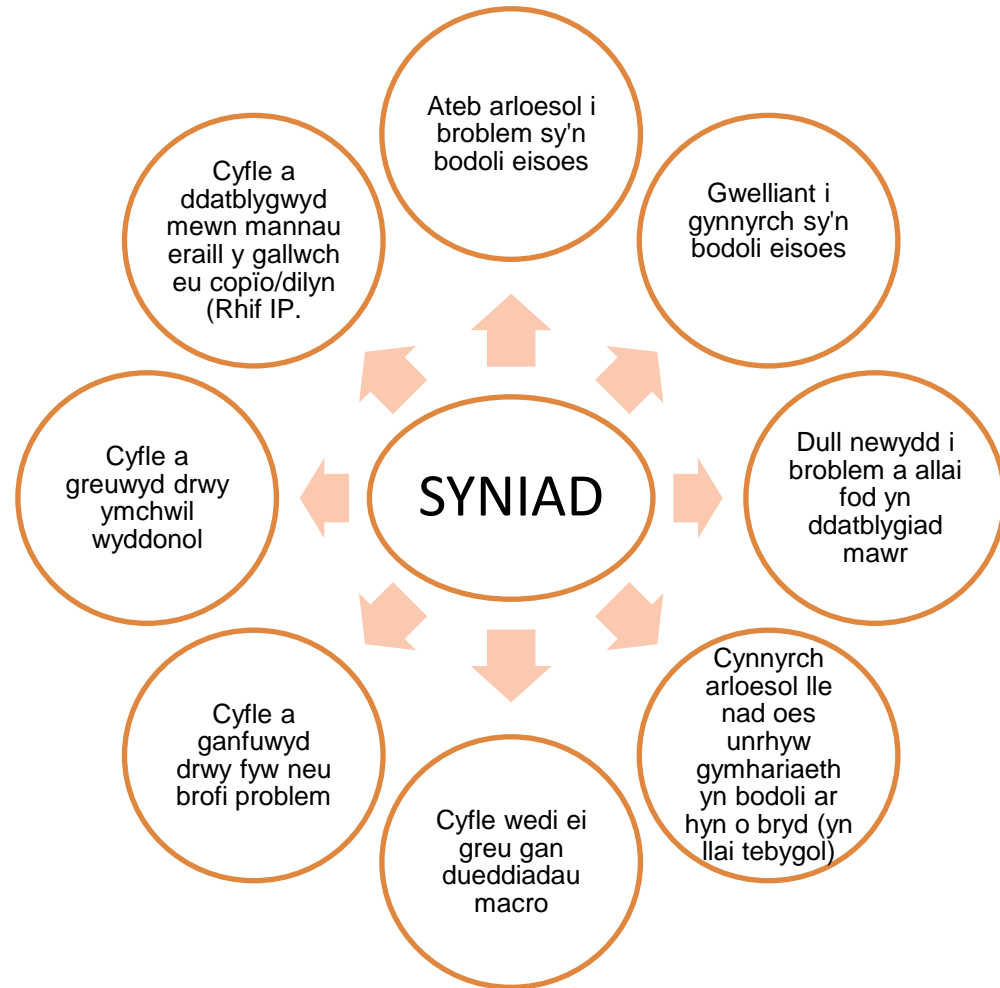
Y man cychwyn ar gyfer y rhan fwyaf o fusnesau newydd yw'r syniad. Yr hyn yr ydych am ei wneud, neu beth yr ydych am ei werthu.

Gallai'r syniad fod yn ymwneud â'ch astudiaethau, hobiau, gwaith neu y tu allan i'ch diddordebau.

### Cwestiynau i'w gofyn fel y mae'r syniadau yn datblygu:

- ? Ydy o'n gweithio, ac a fydd yn parhau i weithio?
- ? Allwch chi ei wneud ar eich pen eich hun neu a fyddwch angen help?
- ? A fydd digon o bobl yn ei brynu/defnyddio?
- ? Ydych chi'n gwybod beth yw eich cystadleuaeth?
- ? A yw'n well na'r gystadleuaeth?
- ? Ydych chi'n gwybod pa brisiau gallwch eu codi?
- ? Allwch chi ei werthu am bris gwerth chweil i chi?
- ? Ydych chi'n gwybod pa fuddiannau rydych yn eu darparu?
- ? Ydych chi wedi profi eich syniad yn y farchnad?
- ? A yw'n ddiogel, a yw'n gyfreithiol?
- ? A yw pobl eraill yn meddwl ei fod yn werth chweil?
- ? A yw lleoliad yn bwysig?

Diffiniwch yr USP - beth fydd yn gwneud eich syniad yn wahanol i ac yn well na'ch cystadleuwyr.



# Big Ideas

## Wales

### How do we generate ideas?

Ideas for products; goods, services, events or attractions.

#### Product – Goods :

Goods are tangible items that are produced, bought or sold to meet the need or wants of a customer, which could be an individual or another business.

#### Produce a product:

Can you produce a product that people want to buy - toys, candles, toiletries? Do you know anyone who can sew? Can you upcycle unwanted items? Can you sell on designer labels having bought them from a charity shop? Is Christmas or Valentine's Day coming up?

#### Product - Service:

A service is an intangible activity that satisfies a need or fulfils a demand of an individual customer or another business.

#### Offer a service:

What are your skills? Can you create a jobs list and sell your services; mowing lawns, painting nails, face painting, cleaning windows, babysitting, shopping for the elderly/disabled/mothers with young children, providing IT support, showing people how to use social media.

#### Event:

An event is a planned public or social occasion and can include budgeting, scheduling, site selection, acquiring permits, coordinating transportation and parking, arranging for speakers or entertainers, arranging decor, event security, catering and emergency plans.

#### Run an events management company:

Do you know anyone who needs help to arrange or organise an event? A wedding, party, fund raising activity, sporting event, christening or band night. It could be a friend, family member, local business or charity. You could hold functions in a community hall or local hotel.

#### Attraction;

An attraction is a place which draws visitors by providing something for leisure, pleasure, interest, adventure and/ or amusement. It can be of cultural value, historical significance, natural or built beauty. Ideally it should have qualities and features that encourage revisits.

#### Create a unique attraction:

Are you artistic? Could you create a sculpture for your local town or village that would encourage visitors to the local area. How could it make money? Could you set up a pop up shop? Have you got anything to sell? Is there a gap in the market? You need to think creatively and innovatively in order to generate curiosity.



# Syniadau Mawr

## Cymru

### Sut ydym yn cynhyrchu syniadau?

Syniadau ar gyfer nwyddau, gwasanaethau, digwyddiadau neu atyniadau.

#### Cynnyrch – Nwyddau :

Mae nwyddau yn eitemau diriaethol sy'n cael eu cynhyrchu, prynu neu eu gwerthu i gwrdd ag angen neu'r hyn y mae cwsmer ei eisiau, a allai fod yn unigolyn neu fusnes arall.

#### Cynhyrchu cynnyrch:

Allwch chi cynhyrchu cynnyrch y mae pobl am ei brynu - teganau, canhwyllau, pethau ymolchi? Ydych chi'n adnabod unrhyw un a all wniö? Allwch chi ailgreu rhywbeth o eitemau diangen? Allwch chi werthu labeli dylunydd ymlaen wedi eu prynu o siop elusen? A yw'r Nadolig neu Ddydd San Ffolant ar y gorwel?

#### Digwyddiad:

Digwyddiad yw achlysur cyhoeddus neu gymdeithasol a gynlluniwyd a gall gynnwys cyllidebu, amserlennu, dewis safleoedd, caffael trwyddedau, cydlynu trafniadaeth a pharcio, trefnu siaradwyr neu ddiddanwyr, trefnu addurno, diogelwch digwyddiadau, arlwyo a chynlluniau argyfwng.

#### Rhedeg cwmni rheoli digwyddiadau:

Ydych chi'n gwybod am unrhyw un sydd angen help i drefnu digwyddiad? Priodas, parti, gweithgaredd codi arian, digwyddiad chwaraeon, bedydd neu noson band. Gallai fod yn ffrind, aelod o'r teulu, busnes neu elusen leol. Gallech gynnal achlysur mewn neuadd gymunedol neu westy lleol.

#### Cynnyrch - Gwasanaeth:

Gwasanaeth yw gweithgaredd anniriaethol sy'n bodloni angen neu'n cyflawni galw cwsmer unigol neu fusnes arall.

#### Cynnig gwasanaeth:

Beth yw eich sgiliau? Allwch chi greu rhestr swyddi a gwerthu eich gwasanaethau; torri lawntiau, peintio ewinedd, peintio wyneb, glanhau ffenestri, gwarchod plant, siopa ar gyfer yr henoed/yr anabl/mamau â phlant ifanc, darparu cymorth TG, dangos i bobl sut i ddefnyddio cyfryngau cymdeithasol.

#### Atyniad;

Atyniad yw lle sy'n denu ymwelwyr drwy ddarparu rhywbeth ar gyfer hamdden, pleser, diddordeb, antur a/neu ddifyrrwch. Gall fod o werth diwylliannol, arwyddocâd hanesyddol, harddwch naturiol neu adeiledig. Yn ddelfrydol dylai gael priodweddau nodweddiadol sy'n annog ailymweliadau.

#### Creuwch atyniad unigryw:

Ydych chi'n artistig? Allech chi greu cerflun ar gyfer eich tref neu bentref a fyddai'n annog ymwelwyr i'r ardal leol. Sut y gallai wneud arian?

Allech chi sefydlu siop 'pop up'? A oes gennych chi unrhyw beth i'w werthu? A oes bwlch yn y farchnad? Mae angen i chi feddwl yn greadigol ac yn arloesol er mwyn cynhyrchu chwilfrydedd.



# Big Ideas

## Wales

### How do we generate ideas?

#### Product and/or Service Ideas:

- Explain the importance of potential products and services being creative innovative or meeting customers' needs. Invite learners to discuss how ideas might be more successful if they balance creativity with appropriateness.
- You could introduce ideas generation tools/strategies; Brainstorming, Belbin's Thinking Hats, SCAMPER.
- Using the Products and Services Ideas Sheet, learners research some examples of possible products and services.
- Using the Effective Meetings Sheet, learners could hold a meeting to discuss what needs to be achieved throughout this activity and to review any action points from their previous meeting.
- Learners discuss the pros and cons of each idea and suggest alternatives if necessary. Careful consideration should be given to the type of activity the enterprise requires – particular attention should be paid to feasibility, especially with limited set up costs available. Learners draw up a short list of possible ideas, which they will need to research further before making their final decision.

# Syniadau Mawr

## Cymru

### Sut ydym yn cynhyrchu syniadau

Syniadau am Gynnyrch a/neu Wasanaeth:

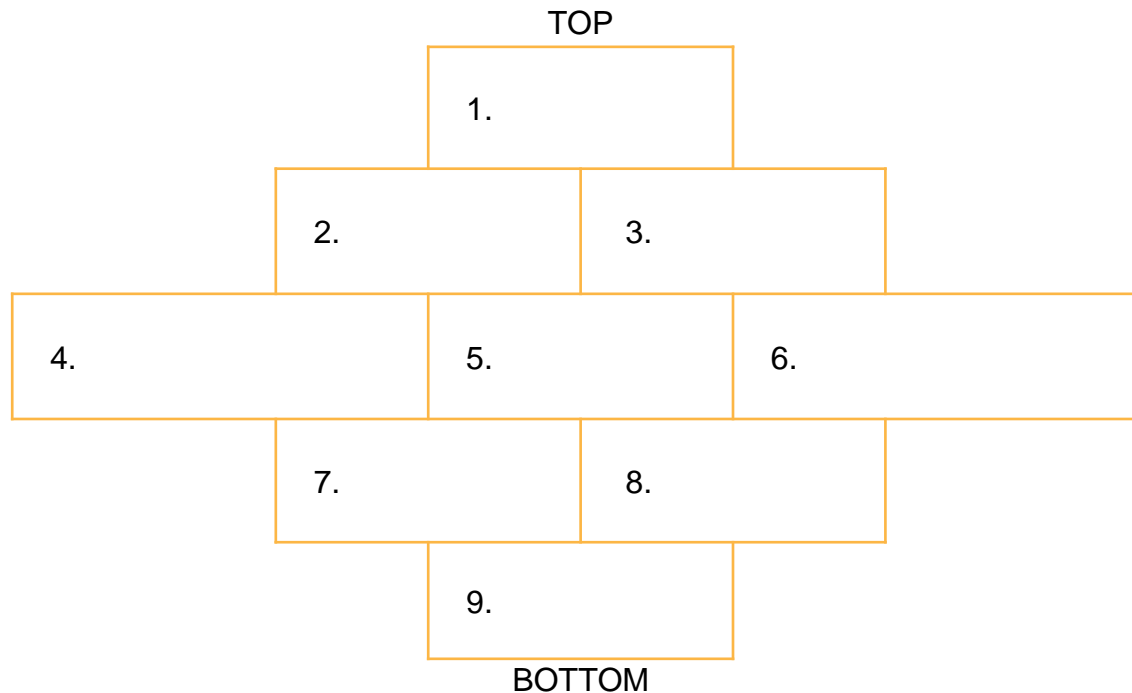
- Esboniwch bwysigrwydd cynnyrch a gwasanaethau posibl sy'n greadigol ac arloesol neu'n cwrdd ag anghenion cwsmeriaid. Gwahoddwch ddysgwyr i drafod sut y gallai syniadau fod yn fwy llwyddiannus os ydynt yn cydbwyso creadigrwydd gyda phriodoldeb.
- Gallech gyflwyno offer / strategaethau cynhyrchu syniadau; Trafod syniadau, Hetiau Meddwl Belbin, SCAMPER.
- Gan ddefnyddio'r Daflen Cyfarfodydd Effeithiol, gallai dysgwyr gynnal cyfarfod i drafod yr hyn sydd angen ei gyflawni drwy'r gweithgaredd hwn ac i adolygu unrhyw bwyntiau gweithredu o'u cyfarfod blaenorol.
- Mae dysgwyr yn trafod manteision ac anfanteision pob syniad ac awgrymu syniadau amgen os bydd angen. Dylai ystyriaeth ofalus gael ei gwneud ynghylch y math o weithgaredd sy'n ofynnol ar gyfer y fenter - dylid rhoi sylw arbennig i ddichonolrwydd, yn enwedig gyda chostau sefydlu cyfyngedig sydd ar gael. Mae dysgwyr yn llunio rhestr fer o syniadau posibl, y bydd angen iddynt eu hymchwilio ymhellach cyn gwneud eu penderfyniad terfynol.

# Big Ideas

## Wales

### Diamond Ranking Method:

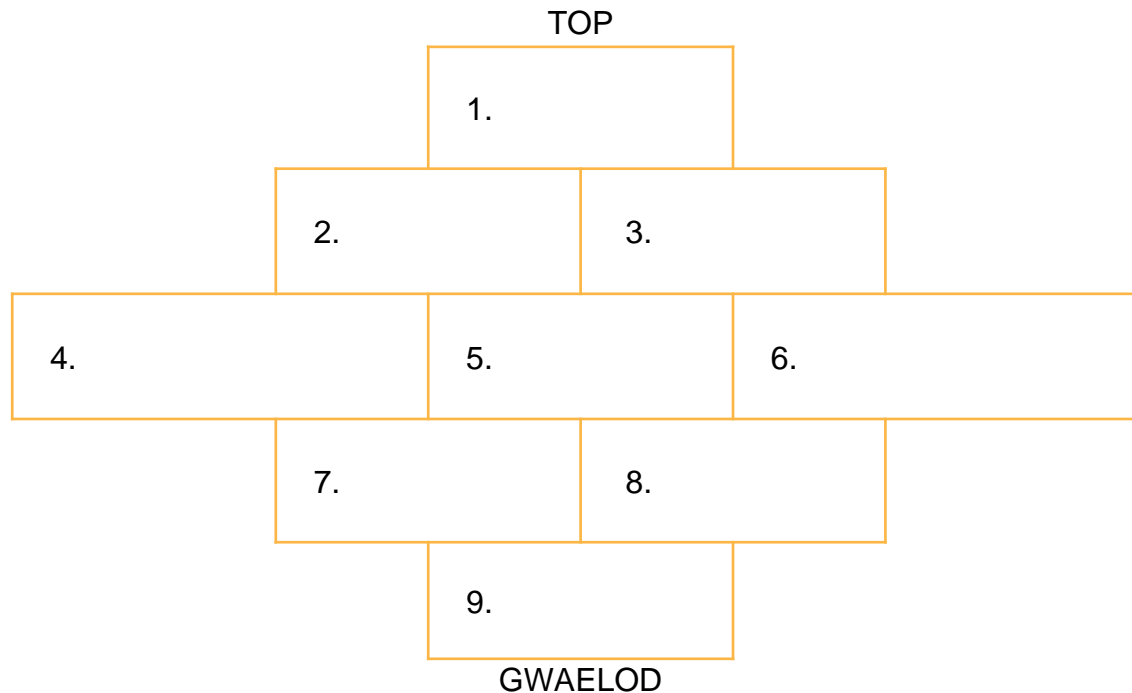
- Discuss and create a list of important criteria that will help your project team to decide which idea to support.
- When you have agreed your list of criteria, you will need to rank them. This can be achieved by using the diamond ranking method below.
- As a team, discuss and negotiate the relative priority of each criterion.
- Place the criterion in a 'diamond' of priorities; e.g. The least important criterion is placed at the bottom of the 'diamond' and so on.
- Continue to move the criterion around the diamond formation until each team member is satisfied with the ranking.



# Syniadau Mawr Cymru

## Dull Graddio Diemwnt:

- Trafodwch a chreuwch restr o feini prawf pwysig a fydd o gymorth i'ch tîm prosiect benderfynu pa syniad i'w gefnogi.
- Wedi i chi gytuno ar eich rhestr o feini prawf, bydd angen i chi eu graddio. Gall hyn gael ei gyflawni drwy ddefnyddio'r dull graddio diemwnt isod.
- Fel tîm, trafodwch a negodwch flaenoriaeth berthnasol pob un o'r meini prawf.
- Gosodwch y maen prawf mewn 'diemwnt' o flaenoriaethau; e.e. Caiff y maen prawf lleiaf pwysig ei osod ar waelod y 'diemwnt' ac yn y blaen.
- Parhewch i symud y maen prawf o gwmpas ffurf y diemwnt hyd nes bod pob aelod o'r tîm yn fodlon gyda threfn blaenoriaeth y meini prawf.



# Big Ideas

## Wales

### What shall we sell?

#### Objective:

To enable learners to use research to generate suitable ideas for a business.

#### Introduction:

This activity encourages learners to investigate factors that influence business, in a selected location. Present the problem: How does a business decide which product or service to sell? Ask learners: What would you sell if you had a business? Then pose the questions: Would that work everywhere? What might make it successful in one place and not in another? E.g. tractors sold in a town high street

#### Activity:

1. Learners in teams should select or be allocated a location to investigate setting up and launching a business. At least four locations should be available; city, industrial town, small coastal town, rural village. With additional to meet cohort needs.
2. Introduce market research, PESTLE and SWOT.
3. Using research skills investigate the area, carry out market research and develop an area plan, learners should collect data, to analyse and investigate competition for the premises available for rent.
4. Introduce learners to the 5P's.
5. Within their teams learners use their findings to determine who target customers are and decide on a suitable business to launch in the premises available for rent.
6. Learners record their investigations and decisions using the business worksheet.

#### Plenary:

Teams feedback and discuss their choice of business for their allocated location and the factors influencing their choice.

#### Entrepreneurship Characteristics:

- Lateral Thinking – Ideas Generation
- Research
- Decision Making
- Problem Solving

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Market Research Sheet
- Example Area Plan
- Business Worksheet

#### Other Resources:

- ICT
- Newspapers / catalogues for product pricing

#### Learning Outcome:

Learners are able to analyse information to make informed choices.



# Syniadau Mawr Cymru

## Beth ddylem ei werthu?

### Amcan:

I alluogi dysgwyr i ddefnyddio ymchwil i gynhyrchu syniadau addas ar gyfer busnes.

### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog disgyblion i ymchwilio i ffactorau sy'n dylanwadu ar fusnes, mewn lleoliad a ddewiswyd. Cyflwynwch y broblem: Sut y mae busnes yn penderfynu ar ba gynnyrch neu wasanaeth i'w werthu? Gofynnwch i'r dysgwyr: Beth fydddech chi'n ei werthu pe bai busnes gennych? Yna gofynnwch y cwestiynau: A fyddai hynny'n gweithio ym mhob man? Beth allai ei wneud yn llwyddiannus mewn un lle ac nid mewn lle arall? E.e. gwerthu tractorau ar stryd fawr mewn tref.

### Gweithgaredd:

1. Dylai dysgwyr mewn timau ddewis neu gael lleoliad wedi ei ddyrannu iddynt i ymchwilio i sefydlu a lansio busnes. Dylai o leiaf pedwar lleoliad fod ar gael; dinas, tref ddiwydiannol, tref arfordirol bach, pentref gwledig. Gyda rhai ychwanegol i ddiwallu anghenion y garfan.
2. Cyflwynwch ymchwil marchnad, PESTLE a SWOT
3. Gan ddefnyddio sgiliau ymchwil, ymchwiliwch yr ardal, cynhaliwch ymchwil marchnad a datblygu cynllun ardal, dylai dysgwyr gasglu data, i ddadansoddi ac ymchwilio i'r gystadleuaeth am yr adeiladau sydd ar gael i'w rhentu.
4. Cyflwynwch y dysgwyr i'r 5P.
5. O fewn eu timau mae dysgwyr yn defnyddio eu canfyddiadau i benderfynu pwy yw eu cwsmeriaid targed a phenderfynu ar fusnes addas i'w lansio yn yr adeilad ar rent.
6. Mae dysgwyr yn cofnodi eu hymchwiliadau a'u penderfyniadau gan ddefnyddio'r daflen waith busnes.

**Sesiwn Llawn:** Bydd timau yn rhoi adborth ac yn trafod eu dewis o fusnes ar gyfer y lleoliad a ddyrannwyd iddynt a'r ffactorau sy'n dylanwadu ar eu dewis.

### Nodweddion

#### Entrepreneuriaeth:

- Meddwl Ochrol – Cynhyrchu Syniadau
- Ymchwil
- Gwneud Penderfyniadau
- Datrys Problemau

#### Cysylltiadau Cwricwlwm

- WBQ
- EES

#### Adnoddau a

#### Ddarparwyd:

- Taflen Ymchwil Marchnad
- Enghraifft o Gynllun Ardal
- Taflen Waith Busnes

#### Adnoddau Eraill:

- TGCh
- Papurau Newydd / catalogau ar gyfer prisiau cynnyrch

#### Deiliant Dysgu:

Mae dysgwyr yn gallu dadansoddi gwybodaeth i wneud dewisiadau gwybodus.



# Big Ideas

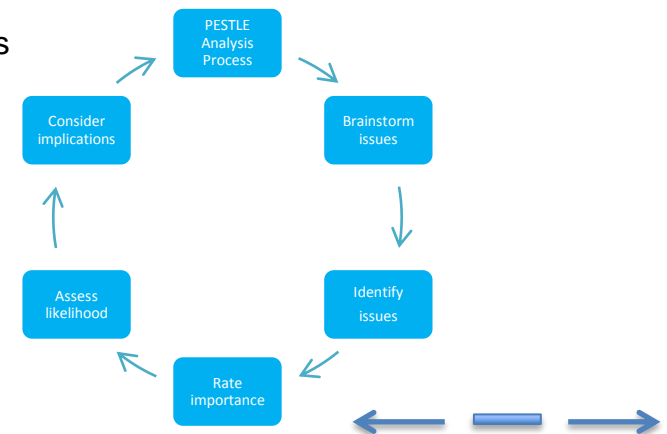
## Wales

### What shall we sell?

#### Market Research:

- Explain that even though the learners may have a number of interesting ideas, the products and services will only work if they are innovative or meet a particular need. Encourage learners to consider the main elements to address when carrying out market research.
- These may include:
  - Understanding who the potential customers are for the product(s) and/or services
  - The pricing of the product and/or service
- Using the Market Research Sheet, encourage learners to think about several different approaches to ensure effective market research.
- Introduce the learners to PESTLE and SWOT - Purpose is to provide a clear understanding of current and future environments. To what extent does the environment affect enterprises? In what ways might the strengths and capabilities of the enterprise best be related to the environment?
- A brief class discussion could be held to identify the key issues to consider when designing their market research, such as the quality of the information gathered often depends on the quality of the market research carried out.
- Learners should discuss and agree on how they will conduct their market research.
- Once decided, they are required to design the relevant questionnaires / forms / templates etc to enable them to carry out the research. The chosen method can be relatively simple through to highly sophisticated, depending on the time available and the ability / experience of the learners.
- When the market research has been carried out, learners collate their findings and draw conclusions, which enables them to make an informed decision about the most feasible product/service and ultimately the most successful.

Finally introduce the learners to the 5P's.



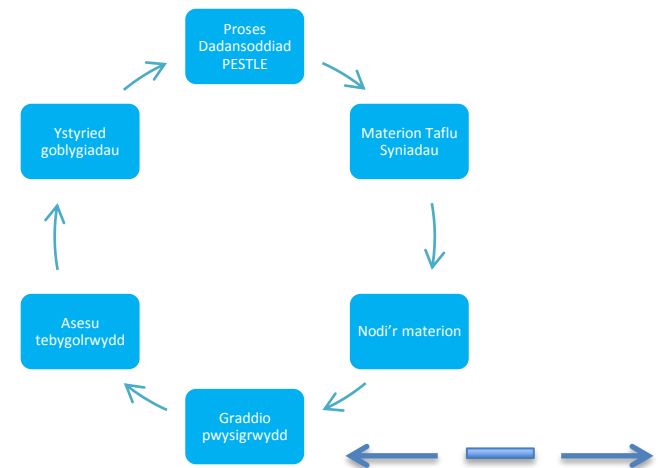
# Syniadau Mawr Cymru

## Beth ddylem ei werthu?

### Ymchwil Marchnad:

- Eglurwch hyd yn oed pe bai gan y dysgwyr nifer o syniadau diddorol, bydd y cynnyrch a'r gwasanaethau yn gweithio'n unig os ydynt yn arloesol neu'n cwrdd ag angen penodol. Anogwch y dysgwyr i ystyried y prif elfennau i fynd i'r afael â nhw wrth gynnal ymchwil marchnad.
- Gallai'r rhain gynnwys:
  - Deall pwy yw'r darpar gwsmeriaid ar gyfer y cynnyrch (cynhyrchion) a/neu wasanaethau
  - Priso'r cynnyrch a/neu wasanaeth
- Gan ddefnyddio'r Daflen Ymchwil Marchnad, mae dysgwyr yn cael eu hannog i feddwl am y nifer o wahanol ffyrdd i ymgymryd ag ymchwil marchnad effeithiol.
- Cyflwynwch y dysgwyr i PESTLE, a SWOT – Y pwrpas yw darparu dealltwriaeth glir o amgylcheddau cyfredol ac yn y dyfodol. I ba raddau y mae'r amgylchedd yn effeithio ar fentrau? Ym mha ffyrdd y gallai cryfderau a galluoedd y mentrau fod yn gysylltiedig â'r amgylchedd?
- Gallai trafodaeth ddosbarth fer gael ei chynnal i ganfod y materion allweddol i'w hystyried wrth ddylunio eu hymchwil marchnad, megis bod ansawdd y wybodaeth a gesglir yn aml yn dibynnu ar ansawdd yr ymchwil marchnad
- Dylai dysgwyr drafod a chytuno ar sut y byddant yn cynnal eu hymchwil marchnad.
- Ar ôl penderfynu, mae gofyn iddynt ddylunio holiaduron / ffurflenni / templedi perthnasol ac ati er mwyn eu galluogi i gynnal yr ymchwil. Gall y dull a ddewisir fod yn gymharol syml hyd at soffistigedig iawn, yn dibynnu ar yr amser sydd ar gael a'r gallu / profiad y dysgwyr.
- Pan fydd y gwaith ymchwil marchnad wedi cael ei gynnal, mae dysgwyr yn casglu eu canfyddiadau a dod i gasgliadau er mwyn eu galluogi i wneud penderfyniad gwybodus ynghylch y cynnyrch / gwasanaeth mwyaf ymarferol ac felly'r mwyaf llwyddiannus.

Yn olaf, cyflwynwch y 5P.





# Big Ideas Wales

## What shall we sell?

### Market Research:

#### What is a SWOT Analysis ?

- Strengths
- Weaknesses
- Opportunities
- Threats

A SWOT analysis aims to identify the key internal and external factors seen as important to achieving an objective.

A SWOT analysis can be carried out for a product, place, industry or person.

For the SWOT to be successful it is essential to carry out further analysis of all the possible threats and disadvantages.

#### What is PESTLE Analysis?

- Political
- Economic
- Sociocultural
- Technological
- Legal
- Environmental

Framework for understanding external macro factors which may impact on the enterprise:

- affecting the position of your business
- the reasons behind growth or decline in the market
- any new directions

**TOP TIP: It is a good idea to combine the two to help provide you with the best analysis. It is good practice to perform the PESTLE and then use the results in the opportunities and threat section of the SWOT.**

## Beth ddylem ei werthu?

### Ymchwil Marchnad:

#### Beth yw Dadansoddiad SWOT?

- Cryfderau
- Gwendidau
- Cyfleoedd
- Bygythiadau

Mae dadansoddiad SWOT yn anelu at adnabod y ffactorau mewnol ac allanol allweddol a welir fel rhai pwysig er mwyn cyflawni amcan.

Gall dadansoddiad SWOT gael ei wneud ar gyfer cynnyrch, lle, diwydiant neu berson.

I'r SWOT fod yn llwyddiannus, mae'n hanfodol cynnal dadansoddiad pellach o'r holl fygythiadau ac anfanteision posibl.

#### What is PESTLE Analysis?

- Gwleidyddol
- Economaidd
- Cymdeithasol-ddiwylliannol
- Technolegol
- Cyfreithiol
- Amgylcheddol

Fframwaith ar gyfer deall y ffactorau macro allanol a all effeithio ar y fenter:

- yn effeithio ar sefyllfa eich busnes
- y rhesymau y tu ôl i dwf neu ddirywiad yn y farchnad
- unrhyw gyfeiriadau newydd

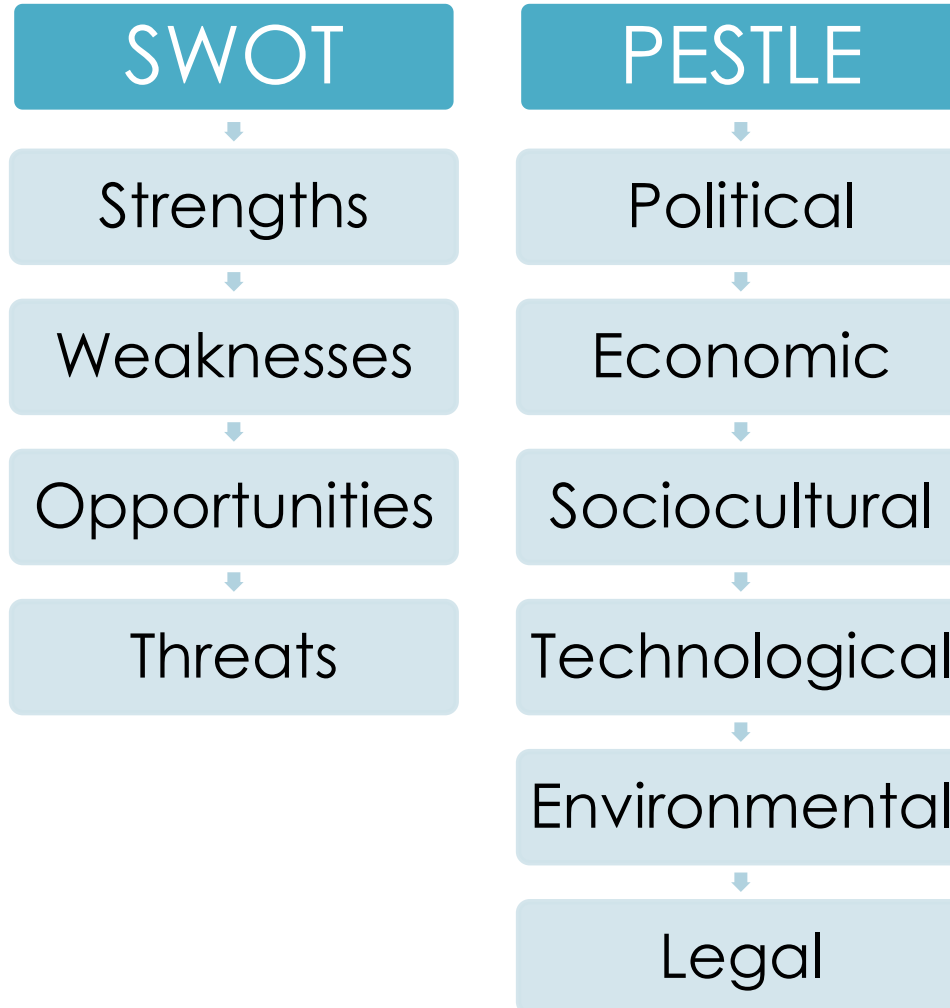
**AWGRYM GWYCH:** Mae'n syniad da i gyfuno'r ddau i helpu'ch darparu gyda'r dadansoddiad gorau. **Mae'n arfer da i gyflawni'r PESTLE ac yna defnyddio'r canlyniadau yn yr adran cyfleoedd a bygythiadau o'r SWOT.**

# Big Ideas

## Wales

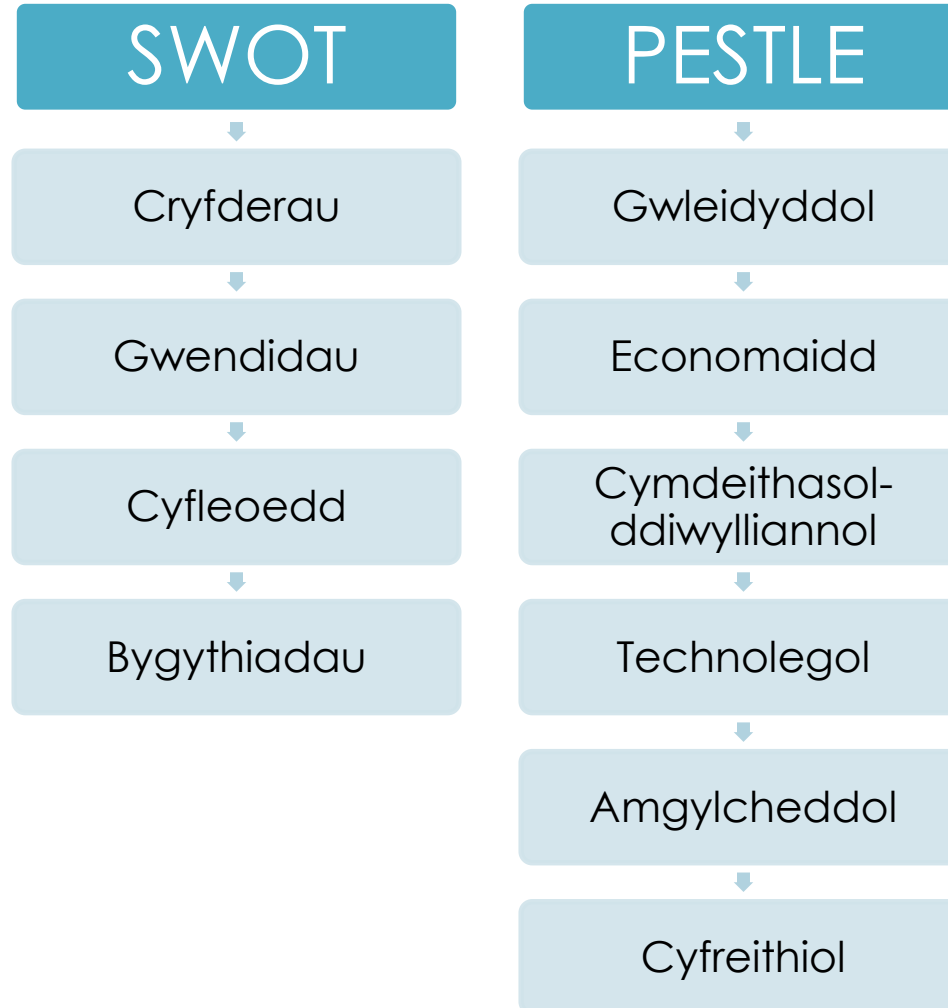
What shall we sell?

Market Research:



# Syniadau Mawr Cymru

Beth ddylem ei werthu?  
Ymchwil Marchnad:



# Big Ideas

## Wales

### What shall we sell? Market Research:

#### Political

- Laws
- Global issues
- Legislation & regulations
- Bureaucracy
- Corruption

#### Economic

- Taxes
- Interest rates
- Inflation
- The stock markets
- Consumer confidence
- Trading
- Excise duties
- Labour costs

#### Sociocultural

- Changes in lifestyle
- Changes in buying trends
- Media
- Major events
- Ethics
- Religion
- Education
- Demographics
- Advertising and publicity factors.

#### Technological

- Innovations
- Access to technology
- Licensing and patents
- Manufacturing
- Research & development
- Global communications.

#### Legal

- Health & Safety
- Import & Export
- Regulatory bodies
- Consumer
- Legislation which have been proposed and may come into effect and any current legislation.

#### Environmental

- Environmental issues
- Energy availability & cost
- Contamination
- Disposal of materials
- Weather
- Ecological consequences
- Locally or globally

# Syniadau Mawr Cymru

Beth ddylem ei werthu?

Ymchwil Marchnad: PESTLE

## Gwleidyddol

- Cyfreithiau
- Materion byd-eang
- Deddfwriaeth a rheoliadau
- Biwrocratiaeth
- Llygredd

## Economaidd

- Trethi
- Cyfraddau llog
- Chwyddiant
- Y marchnadoedd stoc
- Hyder defnyddwyr
- Masnachu
- Tollau ecséis
- Costau Llafur

## Cymdeithasol-ddiwylliannol

- Newidiadau mewn ffyrdd o fyw
- Newidiadau mewn tueddiadau prynu
- Y Cyfryngau
- Digwyddiadau mawr
- Moeseg
- Crefydd
- Addysg
- Demograffeg
- Ffactorau hysbysebu a chyhoeddusrwydd

## Technolegol

- Arloesi
- Mynediad i dechnoleg
- Trwyddedu a phatentau
- Gweithgynhyrchu
- Ymchwil a datblygu
- Cyfathrebu byd-eang.

## Cyfreithiol

- Iechyd a Diogelwch
- Mewnforio ac Allforio
- Cyrff rheoleiddio
- Defnyddiwr
- Deddfwriaeth sydd wedi ei chynnig ac efallai yn dod i rym ac unrhyw ddeddfwriaeth a basiwyd.

## Amgylcheddol

- Materion amgylcheddol
- Argaeledd ynni a'i gost
- Halogiad
- Gwaredu deunyddiau
- Y Tywydd
- Canlyniadau Ecolegol
- Yn lleol neu'n byd-eang



# Big Ideas

## Wales

### What shall we sell?

Market Research -You are required to design and develop appropriate methods and to carry out your market research. This will enable you to select a product(s) and/or service(s) to sell.

When you have completed your market research, you will need to hold a project team meeting to collate and analyse the data collected and draw conclusions from your findings. This will help you decide which activity has greatest potential for success. Below are some examples of different ways you could carry out your research and some information on how to collate, analyse and draw conclusions from your findings.

#### Target Market:

The target market is the group(s) of people who you will promote your idea to. For example, the learners in your school or college.

#### Focus Groups:

A focus group is a form of qualitative market research, it allows you to investigate the 'why' and 'how' of people's decision making. A representative group of people, ideally eight to 10 individuals, are asked about their attitude towards a concept or idea.

The person leading the focus group (researcher) asks prepared questions in a group setting where the participants are free to talk with other group members, encouraging the free flow of ideas. Focus group sessions take approximately 30 to 60 minutes to complete.

#### Questionnaires:

Questionnaires are a form of quantitative market research, for example an opinion survey. Questionnaires provide a relatively easy method of collecting a wide range of information from a large number of people, especially online versions. To get the best results from a questionnaire, careful consideration should be given to the wording and overall structure of the questions

#### Sampling:

Carrying out market research with all of the target market is not realistic so sampling is necessary. Sampling is where a group of individuals (a sample) are selected from the target market. Each individual is chosen randomly so everyone in the target market has an equal chance of being selected. By using random sampling, the likelihood of bias is reduced.

# Syniadau Mawr Cymru

## Beth ddylem ei werthu?

Ymchwil Marchnad - Mae gofyn i chi lunio a datblygu'r dulliau priodol ac i wneud eich ymchwil marchnad. Bydd hyn yn galluogi i chi ddewis cynnyrch(cynhyrchion) a/neu wasanaeth(au) i'w werthu.

Ar ôl i chi gwblhau eich ymchwil marchnad, bydd raid i chi gynnal cyfarfod o'r tîm prosiect er mwyn casglu a dadansoddi'r data a gasglwyd a thynnu casgliadau o'ch darganfyddiadau, er mwyn eich helpu i benderfynu pa weithgaredd a fyddai'n fwyaf priodol ac felly'n fwyaf llwyddiannus. Isod ceir rhai enghreifftiau o wahanol ffyrdd y gallech gynnal eich ymchwil a pheth gwybodaeth ar sut i gasglu, dadansoddi a thynnu casgliadau o'ch canfyddiadau.

### Marchnad Darged:

Y farchnad darged yw'r grŵp/grwpiau o bobl y byddwch yn hyrwyddo eich syniad iddynt. Er enghraifft, y dysgwyr yn eich ysgol neu'ch coleg.

### Grwpiau Ffocws:

Mae grŵp ffocws yn fath o ymchwil marchnad ansoddol, mae'n eich galluogi i ymchwilio'r 'pam' a'r 'sut' mae pobl yn gwneud eu penderfyniadau. Holir grŵp cynrychiadol o bobl, yn ddelfrydol wyth i ddeg o unigolion, ynghylch eu hagwedd tuag at gysyniad neu syniad.

Mae'r person sy'n arwain y grŵp ffocws (ymchwilydd) yn holi cwestiynau sydd wedi eu paratoi mewn lleoliad ar ffurf grŵp ac mae cyfranogwyr yn rhydd i siarad ag aelodau eraill y grŵp, gan annog syniadau i lifo'n rhydd. Fel arfer mae sesiynau grŵp ffocws yn cymryd rhwng 30 a 60 munud i'w cwblhau.

### Holiaduron:

Mae holiaduron yn fath o ymchwil marchnad meintiol, er enghraifft arolwg barn. Mae holiaduron yn ffordd gweddol hawdd o gasglu ystod eang o wybodaeth gan nifer fawr o bobl, yn enwedig fersiynau ar-lein. I gael y canlyniadau gorau o holiadur, dylid rhoi ystyriaeth ofalus i'r geiriad a strwythur cyffredinol y cwestiynau.

### Samplu:

Nid yw'n realistig cynnal ymchwil marchnad gyda'r holl farchnad darged ac felly bydd raid samplu. Samplu yw'r broses o ddethol grŵp o unigolion (sampl) o'r farchnad darged. Dewisir pob unigolyn ar hap fel bod gan bawb yn y farchnad darged gyfle cyfartal i gael eu dewis. Trwy ddefnyddio samplu ar hap, mae'r tebygolrwydd o ragfarn yn cael ei leihau.



# Big Ideas

## Wales

### What shall we sell?

#### Market Research

#### Collating Data:

After the market research has been carried out, the data needs to be collated and put in one place. Data from questionnaires or focus group sessions is often recorded in the form of a table. To collate all the information recorded, simply add up the number of responses that fell into each category, for example the number of male/female respondents, the age range of the respondents.

#### Analysing Data and Drawing up Conclusions:

The actual number of responses for each category is often converted into percentages to allow easier analysis. The data recorded in the market research will identify trends, thoughts and perceptions of the target audience about your fund raising ideas. For example, from your questionnaire you may find that 64% of females aged 16 -19 would donate money to a charity linked to animal welfare.

# Syniadau Mawr Cymru

## Beth ddylem ei werthu?

Ymchwil Marchnad -

### Coladu Data:

Ar ôl ymgymryd â'r ymchwil marchnad, rhaid coladu'r data a'i roi mewn un lle. Yn aml cofnodir data o holiaduron neu grwpiau ffocws ar ffurf tabl. Er mwyn coladu'r holl wybodaeth a gofnodwyd, yn syml, adiwch nifer yr ymatebion ym mhob categori, er enghraifft nifer yr ymatebwyr gwrywaidd/benywaidd, ystod oedran yr atebwyr.

### Dadansoddi Data a Llunio Casgliadau:

Yn aml trosir union nifer yr ymatebion ar gyfer pob categori yn ganrannau er mwyn hwyluso'r dadansoddi. Bydd y data a gofnodwyd yn yr ymchwil marchnad yn nodi tueddiadau, meddyliau a chanfyddiadau'r gynulleidfa darged ynghylch eich syniadau codi arian. Er enghraifft, efallai y gwelwch o'r holiadur y byddai 64% o ferched rhwng 16 -19 yn rhoi arian i elusen sydd wedi'i chysylltu â lles anifeiliaid.

# Big Ideas Wales

## What shall we sell?

Local Information Example - Look at your results to help you think about what type of business you could launch in your team's area.

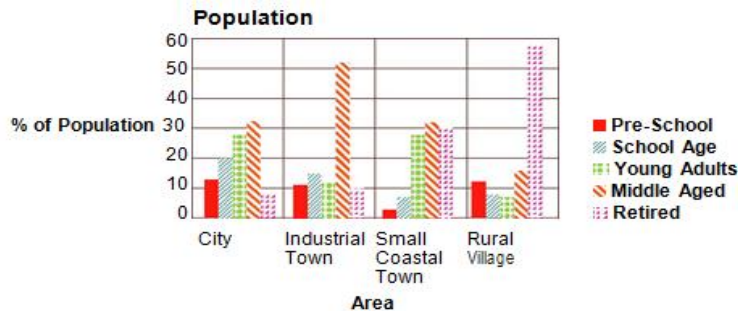


## Market Research Findings

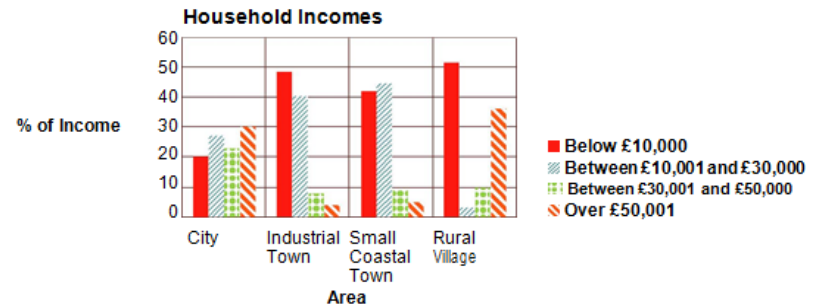
On which one activity do you spend most of your leisure time?

| Area               | Activity       |               |          |                          |            |        |                   |
|--------------------|----------------|---------------|----------|--------------------------|------------|--------|-------------------|
|                    | Outdoor Sports | Indoor Sports | Shopping | Television / DVD / Games | Eating Out | Cinema | Home Improvements |
| City               | 2%             | 20%           | 15%      | 10%                      | 26%        | 20%    | 7%                |
| Industrial Town    | 5%             | 14%           | 10%      | 39%                      | 10%        | 15%    | 7%                |
| Small Coastal Town | 56%            | 8%            | 8%       | 10%                      | 4%         | 1%     | 13%               |
| Rural Village      | 10%            | 14%           | 5%       | 16%                      | 6%         | 1%     | 48%               |

## Population



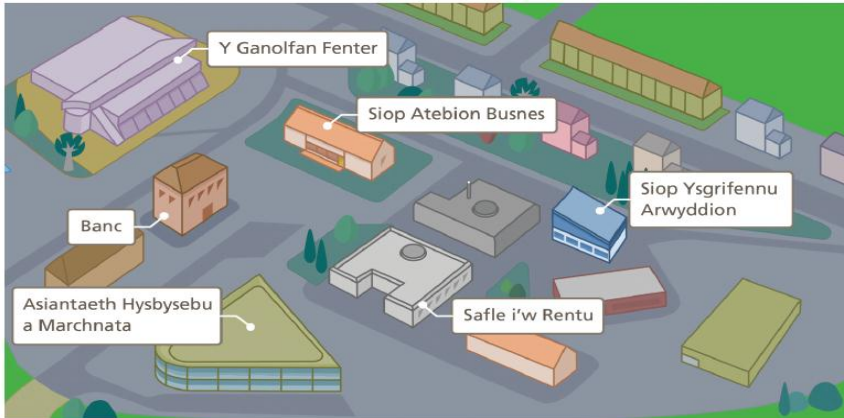
## Household Income



# Syniadau Mawr Cymru

## Beth ddylem ei werthu?

Enghraifft o Wybodaeth Leol – Edrychwch ar eich canlyniadau i'ch helpu i feddwl am ba fath o fusnes y gallech ei lansio yn ardal eich tîm.

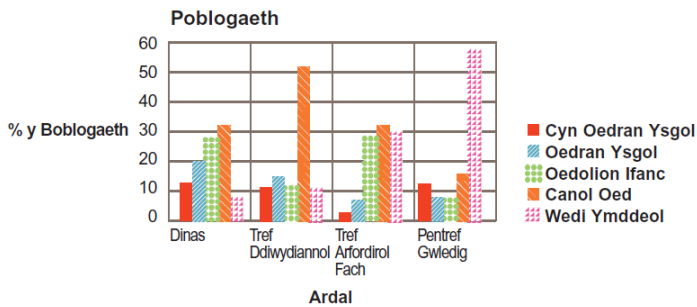


## Canfyddiadau Ymchwil Marchnad

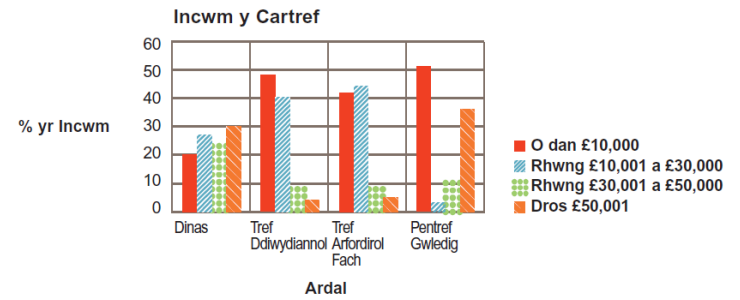
Ar ba weithgaredd y byddwch yn treulio'r rhan fwyaf o'ch amser hamdden?

|       |                      | Gweithgaredd                |                  |       |                      |             |        |             |
|-------|----------------------|-----------------------------|------------------|-------|----------------------|-------------|--------|-------------|
|       |                      | Chwaraeon yn yr awyr agored | Chwaraeon dan do | Slopa | Teledu / DVD / Gemau | Bwyta allan | Sinema | Gwella'r TY |
| Ardal | Dinas                | 2%                          | 20%              | 15%   | 10%                  | 26%         | 20%    | 7%          |
|       | Tref Ddiwydiannol    | 5%                          | 14%              | 10%   | 39%                  | 10%         | 15%    | 7%          |
|       | Tref Arfordirol Fach | 56%                         | 8%               | 8%    | 10%                  | 4%          | 1%     | 13%         |
|       | Pentref Gwledig      | 10%                         | 14%              | 5%    | 16%                  | 6%          | 1%     | 48%         |

## Poblogaeth



## Incwm y Cartref



# Big Ideas

## Wales

What shall we sell?

Local Information

Area Plan

Market Research Findings

Population

Household Income

# Syniadau Mawr Cymru



Beth ddylem ei werthu?  
Gwybodaeth Leol

| Cynllun Ardal |
|---------------|
|               |

| Canfyddiadau Ymchwil Marchnad |
|-------------------------------|
|                               |

| Poblogaeth |
|------------|
|            |

| Incwm y Cartref |
|-----------------|
|                 |



# Big Ideas

## Wales

### What shall we sell?

#### Marketing 5P's

##### Product

Goods and services that the business offers a target market

- Product management
- New product development
- Branding
- Packaging

##### Price

Price customers pay for the product

- Pricing
- Discount structure
- Terms of business

##### Promotion

Activities that persuade customers to buy

- Advertising
- Sales promotion
- Public relations
- Personal selling
- Merchandising

##### Place

Activities that make product available

- Channel Management
- Customer service
- Physical distribution

##### People

Employee selection  
Employee training  
Employee motivation

##### Physical

Layout  
Décor  
Ease of access  
Forms of presentation

##### Process Management

How customers are handled and managed from the initial through to the final point of contact

##### Positioning

Target intended customers

# Syniadau Mawr

## Cymru

Beth ddylem ei werthu?

Marchnata'r 5p

### Cynnyrch

Nwyddau a gwasanaethau y mae'r busnes yn eu cynnig i farchnad darged

- Rheoli cynnyrch
- Datblygu cynnyrch newydd
- Brandio
- Pecynnu

### Pris

Y pris y mae cwsmeriaid yn ei dalu am y cynnyrch

- Prasio
- Strwythur disgownt
- Telerau busnes

### Hyrwyddo

Gweithgareddau sy'n perswadio cwsmeriaid i brynu

- Hysbysebu
- Hyrwyddo gwerthiant
- Cysylltiadau cyhoeddus
- Gwerthu personol
- Gwerthu

### Lle

Gweithgareddau sy'n gwneud i gynnyrch fod ar gael

- Rheoli Sianelau
- Gwasanaeth cwsmeriaid
- Dosbarthiad corfforol

### Pobl

Dewis gweithwyr  
Hyfforddiant gweithwyr  
Ysgogiad gweithwyr

### Corfforol

Gosodiad  
Décor  
Hwylustod mynediad  
Ffurfiâu o gyflwyniad

### Rheoli Proses

Sut mae cwsmeriaid yn cael eu trin  
a'u rheoli o'r pwynt cyswllt cyntaf hyd at y pwynt cyswllt olaf

### Lleoli

Cwsmeriaid y bwriedir eu targedu



# Big Ideas

## Wales



### What shall we sell? Market Segmentation

| Geography:   | Demographics:   | Psychographics:                         | Behavioural:   |
|--|---|---|--|
| local, regional, national, international, even by street and house | age, gender, family life-stage, income, occupation or education | social class, lifestyle and personality | product usage, benefits bought, storage usage, usage rates, price sensitivity, user status, loyalty status and critical events |

# Syniadau Mawr Cymru

## Beth ddylem ei werthu?

Segmentiad Marchnad

| Daearyddiaeth:  | Demograffig:  | Psychograffig:                                       | Ymddygiadol:   |
|---|---|--|--|
| lleol, rhanbarthol, cenedlaethol, rhyngwladol, hyd yn oed yn ôl stryd a thŷ | oed, rhyw, cam mewn bywyd teulu, incwm, galwedigaeth neu addysg | dosbarth cymdeithasol, ffordd o fyw a phersonoliaeth | defnydd o gynhyrchion, buddion a brynwyd, defnydd storio, cyfraddau defnydd, sensitifrwydd pris, statws defnyddiwr, statws teyrngarwch a digwyddiadau critigol |

# Big Ideas

## Wales

What shall we sell?

Local Information

What type of business have you chosen?

What have you decided to sell / provide?

Where is your business located?

Explain why you made your choices:

Location:

Type of business:

Product or service:

# Syniadau Mawr Cymru



## Beth ddylem ei werthu?

Gwybodaeth Leol

Pa fath o fusnes rydych wedi'i  
ddewis?

|  |
|--|
|  |
|--|

Beth rydych wedi penderfynu ei  
werthu / darparu?

|  |
|--|
|  |
|--|

Ble mae eich busnes wedi'i  
leoli?

|  |
|--|
|  |
|--|

Eglurwch pam eich bod wedi gwneud eich dewisiadau:

Lleoliad:

Math o fusnes:

Cynnyrch neu wasanaeth:

# Big Ideas

## Wales



### How do we make it successful?

#### Objective:

To enable learners to plan and launch a successful enterprise, working together as a team.

#### Introduction:

This activity reinforces and encourages learners to hold regular official team meetings to clarify everyone's roles and responsibilities as the enterprise develops. It is also a useful tool to remind learners to generate and collect evidence.

#### Activity:

- Learners use the 'Holding Effective Meetings Sheet' to hold a meeting to:
  - ✓ Confirm all preparatory work has been completed and if not, work towards completing it.
  - ✓ Clarify roles and responsibilities; making sure everyone has a job to do
  - ✓ Set success criteria. Pose the question:  
How will we know that our enterprise has been successful?  
Explain to learners that to gauge if the enterprise was a success or not, they need to list a set of possible success criteria. Some suggestions are listed below:

|                                     |                                |
|-------------------------------------|--------------------------------|
| To raise a minimum amount e.g. £150 | For at least 50 customers      |
| For all group members to take part  | To work successfully as a team |
| Followed the project plan           | Everyone enjoyed themselves    |
- Learners should file meeting minutes in their own portfolio as evidence.
- Remember to evidence all activity with photos / participant quotes/video's/blogs and file in a portfolio.

#### Plenary:

Teams to regularly review and discuss their choice of decisions.

#### Entrepreneurship Characteristics:

- Planning
- Working with others

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Holding Effective Meetings Sheet

#### Other Resources:

- ICT
- Resources for the launch event

#### Learning Outcome:

Learners are able to plan an enterprise and work together as a team.



# Syniadau Mawr Cymru

## Sut ydym yn ei wneud yn llwyddiannus?

### Amcan:

I alluogi dysgwyr i gynllunio a lansio menter lwyddiannus, gan weithio gyda'i gilydd fel tîm.

### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i gynnal cyfarfodydd tîm rheolaidd, swyddogol i egluro rolau a chyfrifoldebau pawb fel y mae'r fenter yn datblygu. Mae hefyd yn arf defnyddiol i atgoffa dysgwyr i gynhyrchu a chasglu tystiolaeth.

### Gweithgaredd:

1. Dylai'r dysgwyr ddefnyddio'r 'Daflen Cynnal Cyfarfodydd Effeithiol' i gynnal cyfarfodydd prosiect er mwyn:
  - Cadarnhau bod yr holl waith paratoi wedi'i wneud ac os nad yw, gweithio er mwyn sicrhau hynny.
  - Egluro swyddi a chyfrifoldebau; gan sicrhau bod gan bawb swydd i'w gwneud
  - Gosod meini prawf llwyddiant. Gofynnwch y cwestiwn:

Sut y byddwn yn gwybod bod ein menter wedi bod yn llwyddiannus?

Esboniwch i'r dysgwyr bod rhaid iddyn nhw restru set o feini prawf posibl i weld a oedd y digwyddiad yn llwyddiant ai peidio. Rhestrir rhai awgrymiadau isod:

Codi isafswm e.e. £150

Ar gyfer o leiaf 50 o gwsmeriaid

I holl aelodau'r grŵp gymryd rhan

I weithio'n llwyddiannus fel tîm

A gadwyd at gynllun y prosiect?

Mwynhaodd pawb

2. Dylai dysgwyr ffeilio cofnodion eu cyfarfod yn eu portffolio eu hunain fel tystiolaeth.
3. Dylid casglu tystiolaeth o'r digwyddiad megis ffotograffau / dyfyniadau gan y cyfranogwyr / fideos / blogiau a'u ffeilio mewn portffolio.

### Sesiwn Llawn:

Timau i roi adborth rheolaidd a thrafod eu dewis o benderfyniadau.

### Nodweddion

#### Entrepreneuriaeth:

- Cynllunio
- Gweithio gydag Eraill

#### Cysylltiadau Cwricwlwm

- WBQ
- EES

#### Adnoddau a Ddarparwyd:

- Taflen Cynnal Cyfarfodydd Effeithiol

#### Adnoddau Eraill:

- TGCh
- Adnoddau ar gyfer y digwyddiad lansio

#### Deilliant Dysgu:

Mae dysgwyr yn gallu cynllunio prosiect menter a gweithio gyda'i gilydd fel tîm.

# Big Ideas

## Wales



### What identity shall we have?

#### Objective:

To provide opportunities to enable learners to generate ideas for their enterprise identity.

#### Introduction:

This activity encourages learners to think about the importance of an 'identity' for a business. Pose the question: Why is a distinctive name and logo / signage important for a business? Ask learners to consider what makes a good logo or name.

#### Activity:

1. In their allocated teams, using magazines, newspapers or ICT, learners collect logos and signage for businesses that are similar to their chosen business.
2. Using all the information gathered, learners discuss what makes a business name, signage and logo effective.
3. In allocated teams, learners decide on a name for their business.
4. Within their team, each learner creates a logo and signage for their business using the Shop Front Template or appropriate ICT.
5. Learners discuss the relative merits of each and choose one to represent the team's business and premises.
6. Learners should retain evidence of their work and decisions using the worksheet.

#### Plenary:

Each team presents and explains their choice of name and logo / signage to the rest of the cohort.

#### Entrepreneurship Characteristics:

- Innovation
- Lateral Thinking – Ideas Generation
- Presentation

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Logo Advice Sheet
- Shop Front Template
- Business Worksheet

#### Other Resources:

- ICT
- Examples of logos / signage from magazines, posters and newspapers
- Art materials

#### Learning Outcome:

Learners are able to develop an imaginative identity and assess its quality.



### Pa hunaniaeth ddylem ei gael?

#### Amcan:

I ddarparu cyfleoedd i alluogi dysgwyr i gynhyrchu syniadau ar gyfer hunaniaeth eu menter.

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i ystyried pwysigrwydd 'hunaniaeth' ar gyfer busnes. Gofynnwch y cwestiwn: Pam mae enw a logo / arwydd penodol yn bwysig i fusnes? Gofynnwch i'r dysgwyr ystyried beth sy'n gwneud logo neu enw da.

#### Gweithgaredd:

1. Yn eu timau penodol, gan ddefnyddio cylchgronau, papurau newydd neu TGCh, bydd y dysgwyr yn casglu logos ac arwyddion ar gyfer busnesau sy'n debyg i'r busnes a ddewiswyd ganddynt.
2. Gan ddefnyddio'r holl wybodaeth a gasglwyd, bydd y dysgwyr yn trafod beth sy'n gwneud enw, arwydd a logo busnes yn effeithiol.
3. Mewn timau a ddyranwyd, bydd y dysgwyr yn penderfynu ar enw ar gyfer eu busnes.
4. O fewn eu tîm, bydd pob disgybl yn creu logo ac arwydd ar gyfer eu busnes gan ddefnyddio'r Templed Tu Blaen Siop neu TGCh priodol.
5. Bydd dysgwyr yn trafod rhinweddau perthnasol pob un ac yn dewis un i gynrychioli busnes a safle'r tîm.
6. Dylai dysgwyr gadw tystiolaeth o'u gwaith a'u penderfyniadau drwy ddefnyddio'r Daflen waith.

#### Sesiwn Llawn:

Bydd pob tîm yn cyflwyno ac yn egluro eu dewis nhw o enw a logo / arwydd i weddill y garfan.

#### Nodweddion

##### Entrepreneuriaeth:

- Arloesedd
- Meddwl Ochrol – Cynhyrchu Syniadau
- Cyflwyniad

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- Taflen Cyngor ar Logo
- Templed Tu Blaen Siop
- Taflen waith Busnes

##### Adnoddau Eraill:

- TGCh
- Enghreifftiau o logos / arwyddion o gylchgronau, poster i a phapurau newydd
- Deunyddiau celf

##### Deiliant Dysgu:

Mae dysgwyr yn gallu datblygu hunaniaeth llawn dychymyg ac asesu ei ansawdd.



# Big Ideas

## Wales

### What identity shall we have?

A logo is the image that represents a company or its product. It, along with the business name, aims to create a memorable impression. A good logo catches the eye, is recognisable and will tell you something about the company.

#### Logo's

There are many types of logo, think about how these three differ:



#### Logo's

What elements make up this logo?



How does this logo make you feel?

#### Colours

Colours in your logo are important; some represent different emotions, and can make your customers think about your company in a certain way.

Which colours do you think will show your company in the best light? For each colour you choose for your logo, list emotions or feelings that you think it represents for your company. Remember, not all colours go well together.



#### Fonts

Fonts are the different ways you can write the letters of your logo. Different fonts are used by businesses to try and show the type of company they are.

Experiment with fonts and pick the best one to represent your business and attract your customers. Make sure you understand why your chosen font will appeal to customers, e.g. is it bold, or curvy, or even patterned and why?

**Bold** *curvy*

# Syniadau Mawr Cymru

## Pa hunaniaeth ddylem ei gael?

Logo yw delwedd sy'n cynrychioli cwmni neu ei gynnyrch. Ei nod, ynghyd ag enw'r busnes, yw creu argraff gofiadwy. Mae logo da yn dal y llygad, yn hawdd ei adnabod ac yn dweud rhywbeth wrthyfych am y cwmni.

### Logos

Mae yna lawer o wahanol fathau o logos, ystyriwch sut y mae'r tri hyn yn wahanol:



### Logos

Pa elfennau a gynhwysir yn y logo hwn?



Sut y mae'r logo hwn yn gwneud i chi deimlo?

### Lliwiau

Mae'r lliwiau yn eich logo yn bwysig; mae rhai yn cynrychioli emosiynau gwahanol, a gallant wneud i'ch cwsmeriaid feddwl am eich cwmni mewn ffordd benodol.

Pa liwiau a fyddai orau ar gyfer eich cwmni yn eich barn chi? Am bob liw a ddewiswch ar gyfer eich logo, rhestrwch yr emosiynau neu'r teimladau y credwch eu bod yn eu cynrychioli ar gyfer eich cwmni. Cofiwch, nid yw pob liw yn edrych yn dda gyda'i gilydd.



### Ffontiau

Ffontiau yw'r ffyrdd gwahanol y gallwch ysgrifennu llythrennau eich logo. Defnyddir ffontiau gwahanol gan fusnesau i geisio dangos pa fath o gwmni ydynt.

Arbrofwch gyda ffontiau gwahanol a dewiswch yr un gorau i gynrychioli eich busnes ac i ddenu eich cwsmeriaid. Sicrhewch eich bod yn deall pam y bydd y ffont a ddewiswyd gennych yn apelio at gwsmeriaid, e.e. a yw'n drwm neu'n droellog neu hyd yn oed yn batrymog a pham?

**Trwm** Troellog

# Big Ideas

## Wales



What identity shall we have?



# Syniadau Mawr Cymru



Pa hunaniaeth ddylem ei gael?



# Big Ideas

## Wales



What identity shall we have?

|  |
|--|
| What impression(s) did you want your logo to convey? |
|  |

|      |
|------|
| Why? |
|      |

|   |
|---|
| How and why did your team choose a logo to represent your business? |
|   |

|                                    |
|------------------------------------|
| What I like best about our logo... |
|                                    |

|  |
|--|
| I think our logo could be improved by... |
|  |



# Syniadau Mawr Cymru

Pa hunaniaeth ddylem ni ei gael?

Pa argraff(iadau) yr oeddech am  
i'ch logo ei chyfleu?

Pam?

Sut a pham y dewisodd eich tîm  
logo i gynrychioli eich busnes?

Yr hyn yr wyf yn ei hoffi orau am ein logo...

Credaf y gellid gwella ein logo drwy...

# Big Ideas

## Wales



### How do we create brand awareness?

#### Objective:

To enable learners to generate brand awareness for an enterprise

#### Introduction:

This activity requires learners to consider brand awareness for their enterprise. They will need to begin by considering why brand awareness is important.

Encourage learners to address the question: What do you think makes a successful brand and why?

#### Activity:

1. Using the PowerPoint and handouts introduce the idea of brand awareness and different techniques that can be used. You could use ICT e.g. Padlet.
2. Learners create a logo, slogan and unique selling points for their enterprise
3. Learners write and deliver a five minute presentation in order to explain the logos, unique selling points and slogans; and to justify the rationale for the decisions made. This could be presented to a panel who could provide constructive criticism.

#### Plenary:

Following the presentations, learners consider the feedback that they have been given and make amendments where necessary.

#### Entrepreneurship Characteristics:

- Ideas Generation
- Research
- Presentation
- Communication
- Managing Risk

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Powerpoint
- Handouts

#### Other Resources:

- ICT

#### Learning Outcome:

Learners are able to understand the importance of brand awareness and associated techniques.



# Syniadau Mawr

## Cymru

### Syt ydym yn creu ymwybyddiaeth brand?

#### Amcan:

I alluogi dysgwyr i greu ymwybyddiaeth o'r brand ar gyfer menter.

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn cynnwys dysgwyr yn ystyried ymwybyddiaeth brand ar gyfer eu menter. Bydd angen iddynt ddechrau drwy ystyried pam fod ymwybyddiaeth brand yn bwysig.

Anogwch y dysgwyr i fynd i'r afael â'r cwestiwn: Beth ydych chi'n meddwl sy'n gwneud brand llwyddiannus a pham?

#### Gweithgaredd:

1. Gan ddefnyddio'r PowerPoint a'r taflenni cyflwynwch y syniad o ymwybyddiaeth brand a gwahanol dechnegau y gellir eu defnyddio. Gallech ddefnyddio'r TGCh e.e. Padlet.
2. Mae dysgwyr yn creu logo, slogan a phwyntiau gwerthu unigryw ar gyfer eu menter
3. Mae dysgwyr yn rhoi cyflwyniad pum munud i esbonio'r logos, pwyntiau gwerthu unigryw a sloganau; gan gyfiawnhau y rhesymeg dros y penderfyniadau a wnaed. Gallai hyn gael ei gyflwyno i banel a allai ddarparu beirniadaeth adeiladol.

#### Sesiwn Llawn:

Yn dilyn y cyflwyniadau, mae dysgwyr yn ystyried yr adborth y maent wedi ei gael ac yn gwneud diwygiadau lle bo angen.

#### Nodweddion

##### Entrepreneuriaeth:

- Cynhyrchu Syniadau
- Ymchwil
- Cyflwyniad
- Cyfathrebu
- Rheoli Risg

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- Powerpoint
- Taflenni

##### Adnoddau Eraill:

- TGCh

##### Deilliant Dysgu:

Mae dysgwyr yn gallu deall pwysigrwydd ymwybyddiaeth brand a thechnegau cysylltiedig.



# Big Ideas

## Wales

### How do we create brand awareness?

The likelihood that consumers recognize the existence and availability of a company's product or service. Creating brand awareness is one of the key steps in promoting a product or service

### Businesses can do this in many ways:

- Using logo's
- Brand colours
- Using slogans/taglines - an advertising tag-line or phrase that advertisers create to visually and verbally expresses the importance and benefits of their product.
- Communicating unique selling points

### Using logo's

- Research suggests that logos have a significant positive effect on customer commitment to a brand — and thereby a significant impact on company performance in terms of revenues and profits.
- Differentiating your brand from others is critical to business survival.

### Brand Colours

Research by the University of Loyola, Maryland found :

- 60% of the time people will decide if they are attracted or not to a message - based on colour alone!
- Colour increases brand recognition by up to 80%

# Syniadau Mawr

## Cymru

### Sut ydym yn creu ymwybyddiaeth brand

Y tebygolrwydd y bydd defnyddwyr yn cydnabod bodolaeth ac argaeledd cynnyrch neu wasanaeth cwmni.

Mae creu ymwybyddiaeth brand yn un o'r camau allweddol wrth hyrwyddo cynnyrch neu wasanaeth.

#### Gall busnesau wneud hyn mewn nifer o ffyrdd:

- Gan ddefnyddio logos
- Lliwiau brand
- Gan ddefnyddio sloganau / taglines – tagline neu ymadrodd hysbysebu y mae hysbysebwr yn ei greu i fynegi yn weledol ac ar lafar bwysigrwydd a manteision eu cynnyrch
- Cyfathrebu pwyntiau gwerthu unigryw

#### Defnyddio logos

- Mae ymchwil yn awgrymu bod logos yn cael effaith gadarnhaol sylweddol ar ymrwymiad cwsmeriaid i frand - a thrwy hynny gael effaith sylweddol ar berfformiad y cwmni o ran referniw ac elw
- Mae gwahaniaethu eich brand o rai eraill yn hanfodol i oroesiad busnes

#### Lliwiau Brand

Darganfu ymchwil gan Brifysgol Loyola, Maryland:

- 60% o'r amser bydd pobl yn penderfynu a ydynt yn cael eu denu neu beidio i neges – ar sail lliw yn unig!
- Mae lliw yn cynyddu cydnabyddiaeth brand gan hyd at 80%

# Big Ideas

## Wales

### How do we create brand awareness?

The likelihood that consumers recognize the existence and availability of a company's product or service. Creating brand awareness is one of the key steps in promoting a product or service.

### Using slogans/taglines:

- One of the ways businesses attempt to gain and retain customers is through catchy slogans.
- Slogans are powerful marketing tools that can motivate your customers to support your brand.
- The best slogans are instantly recognizable.

### Unique Selling Point

- USPs must be true to your business vision. They can relate to your product, the way you deliver your service or the way you run your business.
- Your product can compete on price, quality, having a product that makes a process quicker or easier, being smaller, safer, greener, more ethical, better looking, easier to store or set-up and disassemble, be tastier, more retro, approved by certain organisations, more reliable, more durable, longer-lasting, made of a unique material - the possibilities are endless! Your USP might also relate to the way you package your product, or be product related - such as no frills deals, range of products, product finance offers.
- If you want to differentiate yourself from competitors in terms of service or the way your business is run, you might like to consider customer service, opening hours, green credentials, speed of delivery, extra services, being online, proximity to customers, international delivery, the gender or age of employees, employees' expertise or demeanour, being a social enterprise or offering your service in a completely new location.

# Syniadau Mawr

## Cymru

### Sut ydym yn creu ymwybyddiaeth brand

Y tebygolrwydd y bydd defnyddwyr yn cydnabod bodolaeth ac argaeledd cynnyrch neu wasanaeth cwmni.

Mae creu ymwybyddiaeth brand yn un o'r camau allweddol wrth hyrwyddo cynnyrch neu wasanaeth.

#### Defnyddio sloganau/taglines:

- Un o'r ffyrdd y mae busnesau yn ceisio ennill a chadw cwsmeriaid yw drwy sloganau bachog.
- Mae sloganau yn arfau marchnata pwerus sy'n gallu ysgogi eich cwsmeriaid i gefnogi eich brand.
- Mae'r sloganau gorau yn hawdd eu hadnabod.

#### Pwynt Gwerthu Unigryw

- Rhaid i Bwyntiau Gwerthu Unigryw fod yn wir i'ch gweledigaeth busnes. Gallant ymwneud â'ch cynnyrch, y ffordd yr ydych yn cyflwyno eich gwasanaeth neu'r ffordd yr ydych yn rhedeg eich busnes.
- Gall eich cynnyrch gystadlu ar bris, ansawdd, cael cynnyrch sy'n cyflymu proses neu'n ei wneud yn haws, bod yn llai, yn fwy diogel, yn fwy gwyrdd, yn fwy moesegol, yn edrych yn well, yn haws i storio neu sefydlu a dadosod, bod yn fwy blasus, yn fwy retro, wedi ei gymeradwyo gan rai sefydliadau, yn fwy dibynadwy, yn fwy gwydn, yn para'n hwy, wedi'i wneud o ddeunydd unigryw - mae'r posibiliadau'n ddiddiwedd! Efallai y bydd eich Pwynt Gwerthu Unigryw hefyd yn ymwneud â'r ffordd yr ydych yn pecynnu eich cynnyrch, neu fod yn gysylltiedig â chynnyrch - megis cytundebau di-lol, ystod o gynhyrchion, cynigion ariannu ar gynnyrch.
- Os ydych am wahaniaethu eich hun oddi wrth y gystadleuaeth ar y gwasanaeth neu'r ffordd y mae eich busnes yn cael ei redeg, efallai yr hoffech ystyried gwasanaeth cwsmeriaid, oriau agor, rhinweddau gwyrdd, cyflymder y ddarpariaeth, gwasanaethau ychwanegol, bod ar-lein, agosrwydd i gwsmeriaid, cyflenwi rhyngwladol, rhyw neu oedran y gweithwyr, arbenigedd neu ymarweddiad cyflogaion, bod yn fenter gymdeithasol neu gynig eich gwasanaeth mewn lleoliad cwbl newydd.

# Big Ideas

## Wales

### How do we create brand awareness?

#### Logo's

#### Key elements of an effective logo:

1. **Memorability**, so that your logo stays at the forefront of your potential clients' minds. That way, they'll think of you next time they have a need.
2. **Meaningfulness**, so that your logo can spread the message about the distinguishing characteristics of your business.
3. **Uniqueness**, which helps you stand out from the crowd. For example, if everyone in your industry uses a particular symbol (i.e., travel agencies often use globes in their logos), try to use something else – that way, your logo doesn't just look like everyone else's.
4. **Professionalism**, in the quality of the graphics, the printing and the paper on which your materials are printed.
5. **Timelessness** in your logo will ensure that you don't have to redesign your logo in just a few years
6. **Differentiation** between the colours in your logo – and not just in terms of hue, but in terms of value as well, so that it translates well either to black and white or greyscale and colour-blind people are able to see it.
7. **Unity** among the different elements in the logo. The logo must fit together as a single unit, and not just appear as a jumble of elements pasted together.
8. **Scalability**, so that your logo looks equally good on both a business card and on a sign for your business (or a billboard!), and at every size in between. Your business's name should be legible at different logo sizes.



### Sut ydym yn creu ymwybyddiaeth brand

#### Logos



#### Elfennau allweddol o logo effeithiol:

1. **Cofiadwy**, fel bod eich logo yn aros ar flaen meddyliau eich cleientiaid posibl. Drwy wneud hynny, byddant yn meddwl amdanoch y tro nesaf bydd ganddynt angen.
2. **Ystyrlon**, fel y gall eich logo ledaenu'r neges am nodweddion gwahaniaethol eich busnes.
3. **Unigryw**, sy'n eich helpu i sefyll allan oddi wrth y dorf. Er enghraifft, os yw pawb yn eich diwydiant yn defnyddio symbol penodol (h.y., mae asiantaethau teithio yn aml yn defnyddio globau yn eu logos), ceisiwch ddefnyddio rhywbeth arall - y ffordd honno, nid yw eich logo yn edrych fel logo pawb arall.
4. **Proffesiynoldeb**, yn ansawdd y graffeg, yr argraffu a'r papur y mae eich deunyddiau yn cael eu hargraffu arno.
5. **Digyfnewid**, bydd logo sy'n ddigyfnewid yn sicrhau nad oes rhaid i chi ail-ddylunio eich logo mewn dim ond ychydig o flynyddoedd.
6. **Gwahaniaethu**, rhwng y lliwiau yn eich logo - ac nid dim ond o ran arlliw, ond o ran gwerth hefyd, fel ei fod yn cyfateb yn dda naill ai i ddu a gwyn neu raddfa llwyd ac fel bod pobl dall i liwiau yn gallu ei weld.
7. **Undod** ymysg y gwahanol elfennau yn y logo. Rhaid i'r logo ffitio gyda'i gilydd fel un uned, ac nid dim ond ymddangos fel cymysgedd o elfennau wedi eu gludo at ei gilydd.
8. **Graddfa**, fel bod eich logo yn edrych yr un mor dda ar gerdyn busnes ag y mae ar arwydd ar gyfer eich busnes (neu hysbysfwrdd!), ac ar bob maint rhyngddynt. Dylai enw eich busnes fod yn ddarllenadwy ar wahanol feintiau o'r logo.

# Big Ideas

## Wales

### How do we create brand awareness?

#### The Power of Colour

| Red  | Orange   | Green   | Yellow  |
|--|--|---|---|
| <p><b>Light red</b> represents joy, sexuality, passion, sensitivity, and love.</p> <p><b>Pink</b> signifies romance, love, and friendship. It denotes feminine qualities and passiveness.</p> <p><b>Dark red</b> is associated with vigour, willpower, rage, anger, leadership, courage, longing, malice, and wrath.</p> <p><b>Brown</b> suggests stability and denotes masculine qualities.</p> <p><b>Reddish-brown</b> is associated with harvest and autumn</p> | <p><b>Dark orange</b> can mean deceit and distrust.</p> <p><b>Red-orange</b> corresponds to desire, sexual passion, pleasure, domination, aggression, and thirst for action.</p> <p><b>Gold</b> evokes the feeling of prestige. The meaning of gold is illumination, wisdom, and wealth. Gold often symbolizes high quality.</p> | <p><b>Dark green</b> is associated with ambition, greed, and jealousy.</p> <p><b>Yellow-green</b> can indicate sickness, cowardice, discord, and jealousy.</p> <p><b>Aqua</b> is associated with emotional healing and protection.</p> <p><b>Olive green</b> is the traditional colour of peace</p> | <p><b>Dull (dingy) yellow</b> represents caution, decay, sickness, and jealousy.</p> <p><b>Light yellow</b> is associated with intellect, freshness, and joy.</p> |

# Syniadau Mawr

## Cymru

Sut ydym yn creu ymwybyddiaeth brand  
Grym Lliw

| Coch  | Oren   | Gwyrdd   | Melyn  |
|---|--|--|--|
| <p>Mae <b>Coch golau</b> yn cynrychioli llawenydd, rhywioldeb, angerdd, sensitifrwydd, a chariad. Mae <b>Pinc</b> yn arwydd o ramant, cariad, a chyfeillgarwch. Mae'n dynodi rhinweddau benywaidd a goddefgarwch.</p> <p>Mae <b>Coch tywyll</b> yn gysylltiedig ag egni, grym ewyllys, gwylltineb, dicter, arweinyddiaeth, dewrder, hiraeth, malais, a digofaint.</p> <p>Mae <b>Brown</b> yn awgrymu sefydlogrwydd ac yn dynodi nodweddion gwrywaidd.</p> <p>Mae <b>Coch-frown</b> yn gysylltiedig â cynhaeaf a'r hydref.</p> | <p>Gall <b>Oren tywyll</b> olygu twyll a diffyg ymddiriedaeth.</p> <p>Gall <b>Coch-oren</b> gyfateb i chwant, angerdd rhywiol, pleser, awdurdod, trais, a syched am weithred.</p> <p>Mae <b>Aur</b> yn dwyn i gof y teimlad o fri. Ystyr aur yw goleuo, doethineb, a chyfoeth. Mae Aur yn aml yn symbol o ansawdd uchel.</p> | <p>Mae <b>Gwyrdd tywyll</b> yn gysylltiedig ag uchelgais, barusrwydd, a chenfigen.</p> <p>Gall <b>Melyn-wyrdd</b> ddangos salwch, llwfrdra, anghytgord, a chenfigen.</p> <p>Mae <b>Aqua</b> yn gysylltiedig â iacháu emosiynol ac amddiffyn.</p> <p><b>Gwyrdd olewydd</b> yw'r lliw traddodiadol ar gyfer heddwch.</p> | <p>Mae <b>Melyn dwl (tywyll)</b> yn cynrychioli rhybudd, pydredd, salwch, a chenfigen.</p> <p>Mae <b>Melyn golau</b> yn gysylltiedig â deallusrwydd, ffresni, a llawenydd.</p> |



# Big Ideas

## Wales

### How do we create brand awareness?

#### The Power of Colour

| Purple  | White   | Black   | Blue  |
|---|---|---|---|
| <p><b>Light purple</b> evokes romantic and nostalgic feelings.</p> <p><b>Dark purple</b> evokes gloom and sad feelings. It can cause frustration.</p> | <p><b>White</b> is associated with light, goodness, innocence, purity, and virginity. It is considered to be the colour of perfection.</p> <p><b>White</b> means safety, purity, and cleanliness.</p> | <p><b>Black</b> is associated with power, elegance, formality, death, evil, and mystery.</p> <p><b>Black</b> is a mysterious colour associated with fear and the unknown (black holes).</p> | <p><b>Light blue</b> is associated with health, healing, tranquillity, understanding, and softness.</p> <p><b>Dark blue</b> represents knowledge, power, integrity, and seriousness</p> |

# Syniadau Mawr

## Cymru

Sut ydym yn creu ymwybyddiaeth brand  
Grym Lliw

| Porffor   | Gwyn   | Du   | Glas   |
|---|--|--|--|
| <p>Mae <b>Porffor golau</b> yn galw i gof deimladau rhamantus a hiraethus.</p> <p>Mae <b>Porffor tywyll</b> yn galw i gof deimladau tywyll a thrist. Gall achosi rhwystredigaeth.</p> | <p>Mae <b>Gwyn</b> yn gysylltiedig â golau, daioni, diniweidrwydd, purdeb, a gwryfyddod. Mae'n cael ei ystyried i fod yn lliw perffeithrwydd.</p> <p>Mae <b>Gwyn</b> yn golygu diogelwch, purdeb, a glendid.</p> | <p>Mae <b>Du</b> yn gysylltiedig â grym, ceinder, ffurfioldeb, marwolaeth, drygioni, a dirgelwch.</p> <p>Mae <b>Du</b> yn lliw dirgel sy'n gysylltiedig ag ofn a'r anhysbys (tyllau duon).</p> | <p>Mae <b>Glas golau</b> yn gysylltiedig â iechyd, iachau, llonyddwch, dealltwriaeth, a meddalwch.</p> <p>Mae <b>Glas tywyll</b> yn cynrychioli gwybodaeth, grym, cywirdeb, a difrifoldeb.</p> |

# Big Ideas

## Wales

How do we create brand awareness?

Using slogans/taglines

In pairs write down as many slogans as you can think of?

Think of:

- Food
- Clothes
- Cars
- Aeroplanes
- Shops
- Drinks
- Cinema
- Insurance
- Banks
- Mobiles

What are the most successful slogans/taglines in the class?

1  
2  
3  
4  
5

Why are they so successful?

# Syniadau Mawr

## Cymru

Sut ydym yn creu ymwybyddiaeth brand  
Defnyddio sloganau/taglines

**Mewn parau ysgrifennwch gymaint o sloganau ag y gallwch feddwl amdanynt**

Meddyliwch am:

- Bwyd
- Dillad
- Ceir
- Awyrennau
- Siopau
- Diodydd
- Sinema
- Yswiriant
- Banciau
- Ffonau Symudol

**Beth yw'r sloganau / taglines mwyaf llwyddiannus yn y dosbarth?**

1  
2  
3  
4  
5

**Pam eu bod mor llwyddiannus?**

# Big Ideas

## Wales

How do we create brand awareness?

The Power of Colour

The colour of brands is not accidental – below are words associated with certain colours

### Red

Hot, passion, love,  
Rebellious, powerful,  
Sexy, radical, excited,  
Bold, devil

### Orange

Warm, fall, summer, retro,  
mellow, solar, friendly,  
rococo, cottage, inviting

### Yellow

Solar, happy, cheerful,  
summer, fun, energetic,  
jubilant, young, sun, friendly

### Green

Environment, money,  
natural, earthy, organic,  
profit, grow, trust, jealous

### Blue

Liberal, cold, smart,  
progress, music, trust,  
freedom, royal, medicine,  
launch

### Purple

Royal, mystical, Victorian,  
decadent, vanity, romantic,  
elegant, stylish, sensual,  
eclectic

### Brown

Rustic, furniture, fall, earthy,  
cottage, library, warm,  
romantic, colonial, book

Name a number of well known brands and discuss their use of colour

# Syniadau Mawr Cymru

Sut ydym yn creu ymwybyddiaeth brand  
Grym Lliw

Nid yw lliw brandiau'n ddamweiniol – isod ceir geiriau sy'n gysylltiedig â lliwiau penodol

## Coch

Poeth, angerdd, cariad,  
Gwrthryfelgar, pwerus,  
Rhywiol, radical, llawn cyffro,  
Beiddgar, y diafol

## Oren

Cynnes, cwmp, yr hydref, yr  
haf, retro, mwyn, solar,  
cyfeillgar, rococo, bwthyn,  
deniadol

## Melyn

Heulol, hapus, siriol, yr haf,  
hwyl, llawn egni,  
gorfoleddus, ifanc, haul,  
cyfeillgar

## Gwyrdd

Yr Amgylchedd, arian,  
naturiol, priddlyd, organig,  
elw, tyfu, ymddiriedaeth,  
cenfigennus

## Glas

Rhyddfrydol, oer, smart,  
cynnydd, cerddoriaeth,  
ymddiriedaeth, rhyddid,  
brenhinol, meddygaeth,  
lansio

## Porffor

Brenhinol, cyfriniol,  
Fictoraidd, dirywiaethol,  
balchder, rhamantus, cain,  
coeth, cnawdol, eclecticig

## Brown

Gwladaidd, dodrefn, yr  
hydref, priddlyd, bwthyn,  
llyfrgell, cynnes, rhamantus,  
trefedigaethol, llyfr

Enwch rhai brandiau adnabyddus a thrafod eu defnydd o liw

# Big Ideas

## Wales

How do we create brand awareness?

Logo's

Think about the golden arches, bitten apple, duck, michelin man and mermaid.

**For your enterprise and/or for the product(s) and/or service(s) you are offering create:**

1. Logo
2. Colour scheme
3. Tagline/slogan
4. Unique selling points and a way to communicate them

# Syniadau Mawr

## Cymru



### Sut ydym yn creu ymwybyddiaeth brand Logos



Meddyliwch am y bwâu aur, afal wedi ei chnoi, hwyaden, dyn Michelin a môr-forwyn.

**Ar gyfer eich menter a / neu ar gyfer y cynnyrch/cynhyrchion a / neu'r gwasanaeth(au) yr ydych yn ei gynnig creuwch:**

1. Logo
2. Cynllun lliw
3. Tagline/slogan
4. Pwyntiau gwerthu unigryw a ffordd o'u cyfathrebu



# Big Ideas

## Wales

### How do we get our message heard?

#### Objective:

To enable learners to understand the importance of appropriate and effective communication.

#### Introduction:

This activity involves learners developing an appreciation of why publicity is needed to make their enterprise a success. Learners will create promotional material and pitch their enterprise idea.

#### Activity:

1. Using the Facilitator Help Card, lead a group discussion to introduce the subject of publicity. Pose the questions: What is publicity? Why is it important? How has social networking revolutionised promotional activity?
2. Using the Publicity Sheet, learners explore in order to understand the wide range of publicity types and factors that need to be considered, when carrying out publicity.
3. Learners use the Advertising and Press Release Sheet to evaluate the examples given, identify what is wrong and feedback their findings to the rest of the group.
4. Learners work together to discuss, research and agree which publicity methods would be appropriate to their enterprise.
5. Learners produce the publicity material for their enterprise.
6. Learner watch and evaluate an episode of Dragons' Den in order to consider which pitches are the most and least effective and justify why.
7. Using the information gained from Dragons' Den, learners pitch their enterprise, including publicity material to a panel for feedback.

**Plenary:** Learners reflect on the effectiveness of their pitch and publicity materials and consider potential improvements.

#### Entrepreneurship Characteristics:

- Negotiation - Persuasion - Influence
- Presentation
- Communication

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Publicity Sheet
- Advertising and Press Release Sheet
- Facilitator Help Card

#### Other Resources:

- ICT
- Dragons' Den episodes

#### Learning Outcome:

Learners are able to create effective appropriate publicity material and communicate relevant information.



# Syniadau Mawr

## Cymru

### Sut ydym yn sicrhau fod ein neges yn cael ei chlywed?

#### Amcan:

I alluogi dysgwyr i ddeall pwysigrwydd cyfathrebu priodol ac effeithiol.

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn cynnwys dysgwyr yn datblygu gwerthfawrogiad o pam mae angen cyhoeddusrwydd i wneud eu menter yn llwyddiant.

#### Gweithgaredd:

1. Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, arweiniwch drafodaeth grŵp i gyflwyno'r pwnc o gyhoeddusrwydd. Gofynnwch y cwestiynau: Beth yw cyhoeddusrwydd? Pam ei fod yn bwysig? Sut mae rhwydweithio cymdeithasol wedi chwyldroi'r gweithgaredd hyrwyddo?
2. Gan ddefnyddio'r Daflen Cyhoeddusrwydd, mae dysgwyr yn archwilio a deall yr amrywiaeth eang o wahanol fathau o gyhoeddusrwydd a pha ffactorau y dylid eu hystyried wrth gynnal cyhoeddusrwydd.
3. Mae dysgwyr yn defnyddio'r Daflen Hysbysebu a Datganiad i'r Wasg i werthuso'r enghreifftiau a roddwyd, nodi'r hyn sydd o'i le a rhoi adborth ar eu canfyddiadau i weddill y grŵp.
4. Mae dysgwyr yn gweithio gyda'i gilydd i drafod, ymchwilio a chytuno pa ddulliau cyhoeddusrwydd fyddai'n briodol i'w menter.
5. Mae dysgwyr yn cynhyrchu'r deunydd cyhoeddusrwydd ar gyfer eu menter.
6. Mae dysgwyr yn gwyllo pennod o Dragons Den a gwerthuso pa sesiwn sylw oedd fwyaf effeithiol a lleiaf effeithiol a pham.
7. Gan ddefnyddio'r wybodaeth a gafwyd o Dragons Den, mae dysgwyr yn cyflwyno eu menter, gan gynnwys deunydd cyhoeddusrwydd, i banel am adborth.

**Sesiwn llawn:** Mae dysgwyr yn myfyrio ar pa mor effeithiol oedd eu cyflwyniad a'u deunydd cyhoeddusrwydd a sut y gellid ei wella.

#### Nodweddion

#### Entrepreneuriaeth:

- Negodi - Perswadio - Dylanwadu
- Cyflwyniad
- Cyfathrebu

#### Cysylltiadau Cwricwlwm:

- WBQ
- EES

#### Adnoddau a

#### Ddarparwyd:

- Taflen Gyhoeddusrwydd
- Taflen Hysbysebu a Datganiad i'r Wasg
- Cerdyn Cymorth i Hwylusydd

#### Adnoddau Eraill:

- TGCh
- Penodau o Dragons Den

#### Deilliant Dysgu:

Mae dysgwyr yn gallu creu deunydd cyhoeddusrwydd effeithiol a phriodol a chyfleu gwybodaeth.

# Big Ideas

## Wales

### How do we get our message heard?

Understanding publicity: Using the Publicity Sheet, learners briefly discuss and record factors to be considered when carrying out publicity.

For example;

- understanding the key messages to be communicated.
- the expertise available within the group.
- the timing of the publicity campaign.
- knowing your potential supporters / target audience.
- the production and pre-production costs.
- effective distribution and placement of the publicity material.

Evaluating the advertising and press release examples:

Learners use the Advertising and Press Release Sheet to evaluate the examples given and identify what is wrong with each one. Listed below are suggestions on what learners should look for:

| Hints for writing effective publicity:  | Hints for producing effective advertising materials:   |
|---|--|
| <ul style="list-style-type: none"><li>• The name of the enterprise</li><li>• What is the enterprise ?</li><li>• Does it alienate certain groups or is that intentional?</li><li>• Why, when, where is the enterprise taking place?</li><li>• What is on offer– does it have a clear price or a start and end?</li><li>• Is it giving misleading or unrealistic promises?</li><li>• Are full contact details given?</li><li>• Any other relevant information</li><li>• Any appropriate photos or other images</li><li>• No more than approx. 200 words or 140 cases in a tweet</li><li>• Accurate spelling, punctuation and grammar</li><li>• Make the publicity interesting, not boring – make it unique!</li><li>• Write clearly, in a language which will be understood by your target audience</li></ul> | <ul style="list-style-type: none"><li>• Include all the relevant information about the event (see above).</li><li>• Use colour and imagery effectively, when appropriate.</li><li>• Size and colour of text - is it legible?</li><li>• Make it attractive to your target audience.</li></ul> |

# Syniadau Mawr

## Cymru

### Sut ydym yn sicrhau bod ein neges yn cael ei chlywed?

Deall cyhoedduswydd: Gan ddefnyddio'r Daflen Gyhoedduswydd, mae dysgwyr yn trafod yn fras a chofnodi pa ffactorau y dylid eu hystyried wrth ymgymryd â chyhoedduswydd.

Er enghraifft:

- deall y negeseuon allweddol i'w cyfathrebu
- yr arbenigedd sydd ar gael o fewn y grŵp
- amseriad yr ymgyrch gyhoedduswydd
- adnabod eich cefnogwyr / cynulleidfa targed posibl
- y costau cynhyrchu a chyn-gynhyrchu
- dosbarthu a lleoli'r deunydd cyhoedduswydd yn effeithiol

Gwerthuso'r enghreifftiau hysbysebu a datganiadau i'r wasg:

Mae dysgwyr yn defnyddio'r Daflen Hysbysebu a Datganiad i'r Wasg i werthuso'r enghreifftiau a roddwyd, ac yn adnabod yr hyn sy'n anghywir gyda phob un. Rhestrir isod awgrymiadau ar yr hyn y dylai dysgwyr edrych amdanynt:

| Awgrymiadau ar gyfer ysgrifennu cyhoedduswydd effeithiol:   | Awgrymiadau ar gyfer cynhyrchu deunyddiau hysbysebu effeithiol:  |
|---|--|
| <ul style="list-style-type: none"><li>• Enw'r fenter</li><li>• Beth yw'r fenter?</li><li>• A yw'n dieithrio grwpiau penodol?</li><li>• Pam, pryd, lle mae'r fenter yn cael ei chynnal?</li><li>• Beth sydd ar gael - a oes ganddo bris clir neu fan cychwyn a gorffen?</li><li>• A yw'n rhoi addewidion camarweiniol neu afrealistig?</li><li>• A roddir manylion cyswllt llawn?</li><li>• Unrhyw wybodaeth berthnasol arall</li><li>• Unrhyw luniau priodol neu ddelweddau eraill</li><li>• Dim mwy na tua 200 o eiriau neu 140 o achosion o drydaru</li><li>• Sillafu, atalnodi a gramadeg cywir</li><li>• Gwnewch y cyhoedduswydd yn ddiddorol, nid yn ddiffas – gwnewch o'n unigryw!</li><li>• Ysgrifennwch yn glir, mewn iaith y bydd eich cynulleidfa darged yn ei ddeall</li></ul> | <ul style="list-style-type: none"><li>• Cynhwyswch yr holl wybodaeth berthnasol ynghylch y digwyddiad (gweler uchod)</li><li>• Defnyddiwch liw a delweddau yn effeithiol, pan fo'n briodol</li><li>• Maint a lliw'r testun - a yw'n eglur?</li><li>• Gwnewch ef yn ddeniadol i'ch cynulleidfa darged</li></ul> |

# Big Ideas

## Wales

### How do we get our message heard?

Understanding publicity - Lead a group discussion to introduce the subject of publicity. Pose the questions: What is publicity? Why is it important? How has social networking revolutionised promotional activity?

Publicity is a process that is used to increase public interest or awareness in something or someone.

Good publicity is important because it can:

- build support
- attract attention
- persuade and influence
- find volunteers and members
- alert people to an upcoming event
- promote an issue
- ...and lots more.

Exploring different methods of publicity:

Using the Publicity Sheet, learners discuss and identify at least four publicity methods to suit the following descriptions (for answers, see below):

| Description:   | Methods of publicity: Answers:   |
|--|--|
| Free publicity, but you have no control over what is being communicated. For example, in terms of accuracy, amount of information, whether the communication is positive or negative.  | Word of mouth, social networking such as Twitter, Facebook, Blogster   |
| Articles you write or pay someone else to write, to include all the information you want to communicate. These are sent to journalists as items of interest. The information supplied may be edited to suit their needs. There is no guarantee that any or all of it will be used. | Press releases, Social networking that has been created by a business and posted on a Facebook wall for example  |
| Written articles that are based on research. This gives free press coverage, but you don't have control over content and vital facts could be missed out or misinterpreted.  | Journalist report  |
| Items that you write or pay someone else to write. They will need an element of creative design. They are paid for by you and you have full control over content and coverage.   | Advertising / marketing materials e.g. <ul style="list-style-type: none"> <li>• TV / radio campaigns</li> <li>• Posters</li> <li>• Leaflets</li> <li>• Brochures</li> <li>• Bill boards</li> <li>• Advertorials</li> </ul> |



# Syniadau Mawr

## Cymru

### Sut ydym yn sicrhau bod ein neges yn cael ei chlywed?

Deall cyhoeddusrydd - Arweiniwch drafodaeth grŵp i gyflwyno'r pwnc cyhoeddusrydd. Gofynnwch y cwestiynau: Beth yw cyhoeddusrydd? Pam ei fod yn bwysig? Sut mae rhwydweithio cymdeithasol wedi chwyldroi gweithgaredd hyrwyddo?

Cyhoeddusrydd yw'r broses a ddefnyddir i gynyddu diddordeb neu ymwybyddiaeth y cyhoedd mewn rhywbeth neu rywun. Mae cyhoeddusrydd da yn bwysig oherwydd gall:

- feithrin cefnogaeth
- tynnu sylw
- perswadio a dylanwadu
- dod o hyd i wirfoddolwyr ac aelodau
- hysbysu pobl ynghylch digwyddiad sydd ar ddod
- hyrwyddo mater
- ...a llawer mwy.

Archwilio gwahanol ddulliau o gyhoeddusrydd:

Gan ddefnyddio'r Daflen Cyhoeddusrydd, mae dysgwyr yn trafod a nodi adnabod pedwar dull cyhoeddusrydd i gyd-fynd â'r disgrifiadau a ganlyn (gweler isod i weld yr atebion):

| Disgrifiad:   | Dulliau cyhoeddusrydd: Atebion  |
|---|---|
| Cyhoeddusrydd am ddim, ond nid oes gennych reolaeth dros yr hyn sy'n cael ei gyfathrebu. Er enghraifft, yn nhermau cywirdeb, swm y wybodaeth, pa un a yw'r cyfathrebu yn bositif neu'n negyddol.  | Ar lafar gwlad, rhwydweithio cymdeithasol megis Trydar, Facebook, Blogster  |
| Erthyglau yr ydych chi'n eu hysgrifennu neu yn talu rhywun arall i'w hysgrifennu, er mwyn cynnwys yr holl wybodaeth y dymunwch ei chyfathrebu. Anfonir y rhain at newyddiadurwyr fel eitemau diddordeb. Mae'n bosibl y bydd y wybodaeth a ddarperir yn cael ei golygu i gwrdd â'u hanghenion. Nid oes sicrwydd y bydd yn cael ei defnyddio'n gyflawn, neu'n rhannol, os o gwbl. | Datganiadau i'r Wasg, Rhwydweithio cymdeithasol sydd wedi ei greu gan fusnes a'i bostio ar wal Facebook   |
| Erthyglau a ysgrifennwyd ar sail ymchwil. Mae hyn yn rhoi sylw am ddim yn y wasg, ond nid oes gennych reolaeth dros y cynnwys a gallai ffeithiau hanfodol gael eu hepgor neu eu camddehongli.   | Adroddiadau newyddiadurwyr  |
| Eitemau yr ydych chi'n eu hysgrifennu neu'n talu rhywun arall i'w hysgrifennu. Byddant angen elfen o gynllun creadigol. Chi fydd yn talu amdanynt a bydd gennych reolaeth lawn dros y cynnwys a'r sylw.   | Deunyddiau hysbysebu / marchnata e.e. <ul style="list-style-type: none"> <li>• Ymgyrchoedd teledu / radio</li> <li>• Taflenni</li> <li>• Hysbysebion mawr</li> <li>• Posterï</li> <li>• Pamffledi</li> <li>• Papurau hysbysebu</li> </ul> |



# Big Ideas

## Wales

### How do we get our message heard?

Publicity Sheet - You are required to: 1. Discuss and identify four publicity methods to suit the following descriptions:

| Description  | Method of Publicity |
|--|---------------------|
| Free publicity, but you may have no control over what is being communicated. For example, in terms of accuracy, amount of information, whether the communication is positive or negative   |                     |
| Articles you write or pay someone else to write, to include all the information you want to communicate. These can be sent to journalists as items of interest. The information supplied may be edited to suit their needs. There is no guarantee that any or all of it will be used. Or you may create your own forum to communicate with customers |                     |
| Articles written based on research. This gives free press coverage, but you don't have control over content and vital facts could be missed out or misinterpreted.   |                     |
| Items that you write or pay someone else to write. They will need an element of creative design. They are paid for by you and you have full control over content and coverage.   |                     |
| <b>2. Briefly discuss and record factors to be considered when carrying out publicity. Your team will be required to share these ideas with the other project teams.</b>   |                     |



# Syniadau Mawr

## Cymru

### Sut ydym yn sicrhau bod ein neges yn cael ei chlywed?

Taflen Cyhoedduswydd – Disgwyllir i chi: 1. Trafod ac adnabod pedwar dull cyhoedduswydd i weddu i'r disgrifiadau canlynol:

| Disgrifiad:  | Dull cyhoedduswydd |
|--|--------------------|
| Cyhoedduswydd am ddim, ond nid oes gennych reolaeth dros yr hyn sy'n cael ei gyfathrebu. Er enghraifft, yn nhermau cywirdeb, swm y wybodaeth, pa un a yw'r cyfathrebu yn bositif neu'n negyddol.   |                    |
| Erthyglau yr ydych chi'n eu hysgrifennu neu yn talu rhywun arall i'w hysgrifennu, i gynnwys yr holl wybodaeth y dymunwch ei chyfathrebu. Gellir anfon y rhain at newyddiadurwyr fel eitemau o ddiddordeb. Mae'n bosibl y bydd y wybodaeth a ddarperir yn cael ei golygu i gwrdd â'u hanghenion. Nid oes sicrwydd y bydd yn cael ei ddefnyddio'n gyflawn, neu'n rhannol, os o gwbl. |                    |
| Erthyglau a ysgrifennwyd ar sail ymchwil. Mae hyn yn rhoi sylw am ddim yn y wasg, ond nid oes gennych reolaeth dros y cynnwys a gallai ffeithiau hanfodol gael eu hepgor neu eu camddehongli.  |                    |
| Eitemau yr ydych chi'n eu hysgrifennu neu'n talu rhywun arall i'w hysgrifennu. Byddant angen elfen o gynllunio creadigol. Chi fydd yn talu amdanynt a bydd gennych reolaeth lawn dros y cynnwys a'r sylw.  |                    |
| <b>2. Trafodwch a chofnodwch yn gryno pa ffactorau y dylid eu hystyried wrth gynnal cyhoedduswydd. Bydd gofyn i'ch tîm rannu'r syniadau hyn gyda'r timau prosiect eraill.</b>  |                    |



# Big Ideas

## Wales



### How do we plan our enterprise project?

#### Objective:

To enable learners to understand and implement the importance of an effective planning process.

#### Introduction:

This activity involves learners planning their enterprise activity in sequential steps. Learners will understand that tasks and sub-tasks need to be carried out in a logical order, as well as the importance of nominating tasks to specific individuals to ensure accountability. IT planning tools could be used; however the extent and complexity should be determined by the facilitator.

#### Activity:

1. Using the Facilitator Help Card, introduce the importance of detailed, structured planning. Using the Enterprise Planning Sheet, learners discuss and identify the tasks and sub-tasks required to run their enterprise. Using the Holding Effective Meetings Sheet, learners could hold a project meeting to discuss what needs to be achieved throughout this activity and to review any action points from their previous meeting.
2. Using the information captured on their completed Enterprise Planner, learners produce a Project Flow. This should include detailed timescales / date-related deadlines and a risk analysis for each major milestone. Learners should also consider possible contingencies to overcome any potential problems.
3. Using the agreed Project Flow, learners could create a Personal Project Flow of their own responsibilities.
4. Learners should file the meeting minutes with action points and Personal Project Flow in their own portfolio as evidence.

**Plenary:** Learners display their Project Flows.

#### Entrepreneurship Characteristics:

- Planning
- Working with Others

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Market Research Sheet
- Example Area Plan
- Business Worksheet

#### Other Resources:

- ICT
- Newspapers / catalogues for product pricing

#### Learning Outcome:

Learners are able to plan an enterprise and work together as a team.



### Sut ydym yn cynllunio ein prosiect menter?

#### Amcan:

I alluogi dysgwyr i weithredu a deall pwysigrwydd proses gynllunio effeithiol.

#### Cyflwyniad

Mae'r gweithgaredd hwn yn cynnwys dysgwyr yn cynllunio eu gweithgaredd menter mewn camau dilyniannol. Bydd dysgwyr yn deall bod angen i dasgau ac is-dasgau gael eu gwneud mewn trefn resymegol, yn ogystal â phwysigrwydd tasgau enwebu i unigolion penodol i sicrhau atebolrwydd. Gellir defnyddio offer cynllunio TG; fodd bynnag dylai'r ehanger a chymhlethdod gael ei benderfynu gan yr hwylusydd.

#### Gweithgaredd:

1. Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, cyflwynwch pa mor bwysig yw cynllunio manwl, trefnus. Gan ddefnyddio'r Daflen Cynllunio Menter, mae dysgwyr yn trafod a nodi'r tasgau a'r is dasgau sydd raid eu gwneud er mwyn rhedeg eu menter. Gan ddefnyddio'r Daflen Cynnal Cyfarfodydd Effeithiol, gallai dysgwyr gynnal cyfarfod prosiect i drafod yr hyn sydd raid ei gyflawni drwy'r gweithgaredd hwn ac adolygu unrhyw bwyntiau gweithredu o'u cyfarfod blaenorol.
2. Gan ddefnyddio'r wybodaeth a gasglwyd oddi ar eu Cynllun Menter, mae dysgwyr yn cynhyrchu Llif Prosiect. Dylai hwn gynnwys amserlenni manwl / amserlenni ar gyfer dyddiadau a dadansoddiad risg ar gyfer pob carreg filltir bwysig. Yn ogystal, dylai dysgwyr ystyried cael cynlluniau wrth gefn er mwyn goresgyn unrhyw broblemau a allai godi.
3. Gan ddefnyddio'r Llif Prosiect a gytunwyd, gallai dysgwyr greu Llif Prosiect Personol o'u cyfrifoldebau eu hunain.
4. Dylai dysgwyr ffeilio cofnodion y cyfarfod gyda phwyntiau gweithredu a Llif Prosiect Personol yn eu portffolio tystiolaeth.

**Sesiwn Llawn:** Mae dysgwyr yn arddangos eu Llifoedd Prosiect.

#### Nodweddion

##### Entrepreneuriaeth:

- Cynllunio
- Gweithio gydag Eraill

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- Taflen Ymchwil Marchnad
- Enghraifft o Gynllun Ardal
- Taflen waith Busnes

##### Adnoddau Eraill:

- TGCh
- Papurau newydd / catalogau ar gyfer priso cynnyrch

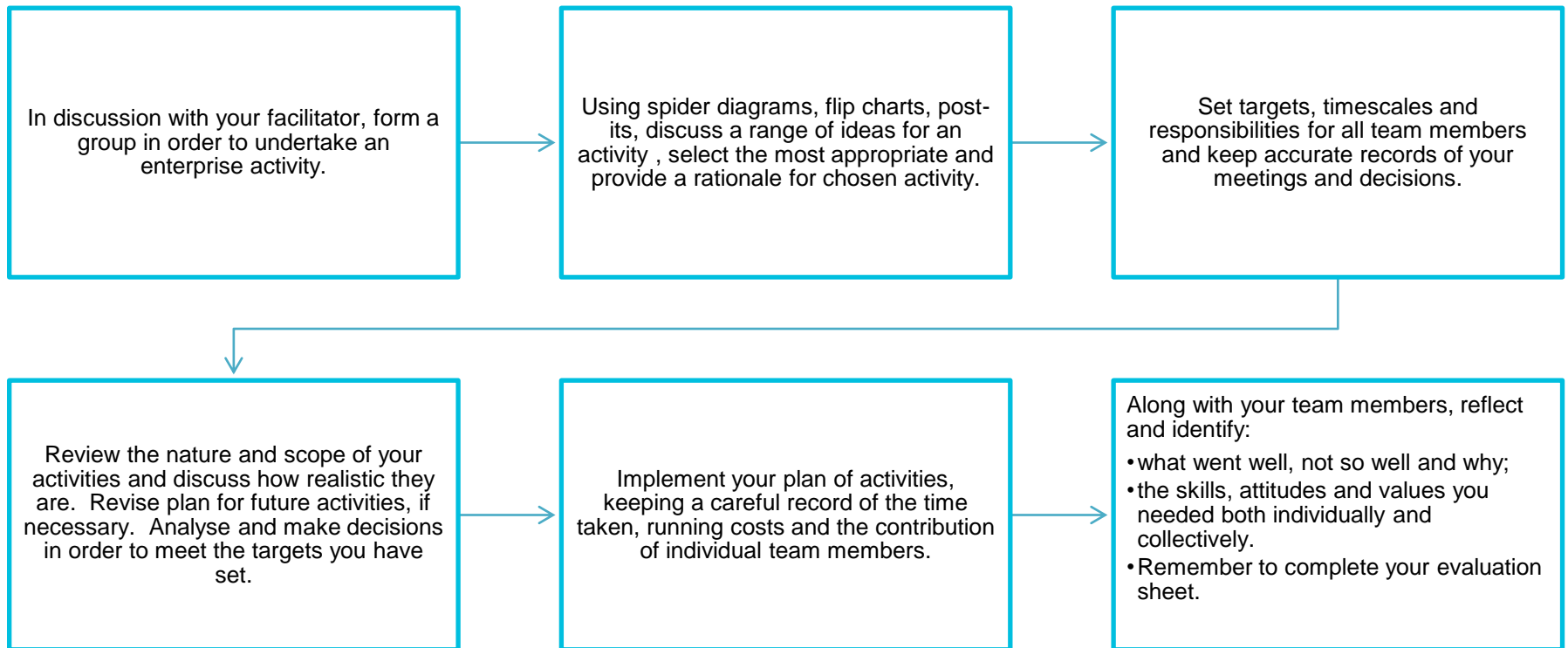
##### Deiliant Dysgu:

Mae dysgwyr yn gallu cynllunio menter a gweithio gyda'i gilydd fel tîm.

# Big Ideas

## Wales

### How do we plan our enterprise project? Planning and Organising a group activity example



# Syniadau Mawr Cymru



## Sut ydym yn cynllunio ein prosiect menter?

Enghraifft o Gynllunio a Threfnu gweithgaredd grŵp

Mewn trafodaeth gyda'ch hwylusydd, ffurfiwch grŵp er mwyn ymgymryd â gweithgaredd menter.

Gan ddefnyddio diagramau corrbyn, siartiau troi, post-its, trafodwch amrywiaeth o syniadau a gweithgareddau a darparu rhesymeg, ddewis y mwyaf priodol, ar gyfer y gweithgaredd a ddewiswyd.

Gosodwch dargedau, amserlenni a chyfrifoldebau ar gyfer aelodau o'r tîm a chadw cofnodion cywir o'ch cyfarfodydd a phenderfyniadau.

Adolygwch natur a chwmpas eich gweithgareddau a thrafod pa mor ymarferol ydynt. Diwygiwch gynllun ar gyfer gweithgareddau yn y dyfodol, os bydd angen. Dadansoddwch a gwnewch benderfyniadau er mwyn cyrraedd y targedau yr ydych wedi'u gosod.

Gweithredwch eich cynllun o weithgareddau, gan gadw cofnod gofalus o'r amser a gymerwyd, costau rhedeg a chyfraniad aelodau unigol o'r tîm.

Ynghyd ag aelodau eich tîm, ymbwyllych a nodwch:

- beth aeth yn dda a beth nad aeth cystal a pham;
- y sgiliau, agweddau a gwerthoedd yr ydych eu hangen yn unigol ac ar y cyd.
- Peidiwch ag anghofio cwblhau eich taflen gwerthuso.

# Big Ideas

## Wales

### How do we plan our enterprise project?

#### Identifying tasks and sub-tasks:

Lead a discussion on why detailed, structured planning is important and why this needs to be communicated to everyone involved. Most every-day situations require an element of planning and sharing of information – some in more detail than others. Encourage learners to think about how planning steps could be large or small, by identifying each step in the following tasks:

1. Making a mug of coffee 2. Going for your first driving lesson 3. Planning your birthday party, involving other people

Using the Enterprise Planning Sheet, learners discuss, identify and agree tasks and sub-tasks. Learners then allocate responsibility to the most appropriate team member, ensuring an equitable spread of workload. Using the Holding Effective Meetings Sheet, learners could hold a project meeting to discuss what needs to be achieved throughout this activity and to review any action points from their previous meeting.

#### **Possible tasks and sub-tasks might include but are not limited to:**

|  |  |
|--|--|
| 1. Deciding on when to run the enterprise                        | Check availability of group members  |
| 2. Where / what to sell?   | <ul style="list-style-type: none"><li>• List possible venues</li><li>• Check budget</li><li>• Arrange payment</li><li>• Check availability</li><li>• Meet to discuss possibilities</li><li>• Tell marketing team</li><li>• Check prices</li><li>• Make final booking</li></ul>                     |
| 3. Producing promotional materials                               | <ul style="list-style-type: none"><li>• Design promotional materials</li><li>• Check budget</li><li>• Arrange production of promotional materials</li><li>• Investigate production costs of materials</li><li>• Decide on how many to produce</li><li>• Arrange distribution and display</li></ul> |
| 4. Preparing for the launch                                      | Depends on the chosen activity   |
| 5. Enterprise logistics / what do we need to run the enterprise? | Depends on the chosen activity   |
| 6. Enterprise Staffing   | Depends on the chosen activity   |
| Other  | Depends on the chosen activity   |



# Syniadau Mawr Cymru

## Sut ydym yn cynllunio ein prosiect menter?

### Adnabod tasgau ac is dasgau:

Arweiniwch drafodaeth ar pam fod cynllunio strwythuredig, manwl yn bwysig a pham fod angen ei gyfleu i bawb sydd ynghlwm ag ef. Mae'r rhan fwyaf o sefyllfaoedd bob dydd yn gofyn am elfen o gynllunio a rhannu'r wybodaeth honno - rhai yn fanylach nac eraill. Anogwch y dysgwyr i feddwl am sut y gallai'r camau cynllunio fod yn rhai mawr neu'n rhai bach, drwy nodi'r camau sydd eu hangen ar gyfer y tasgau a ganlyn:

1. Gwneud paned o goffi 2. Mynd am eich gwrs yrru gyntaf 3. Cynllunio eich parti pen-blwydd, sy'n cynnwys pobl eraill. Gan ddefnyddio'r Daflen Cynllunio Menter, mae'r dysgwyr yn trafod a nodi'r tasgau a'r is dasgau sydd eu hangen er mwyn cynnal eu menter. Mae'r dysgwyr yn dyrannu is dasg i bob un y byddant yn y pendraw yn gyfrifol am eu cyflawni; gan sicrhau bod pob un wedi derbyn tasgau cyfartal. Gan ddefnyddio'r Daflen Cynnal Cyfarfodydd Effeithiol, gallai'r dysgwyr gynnal cyfarfod prosiect i drafod yr hyn sy'n rhaid ei gyflawni drwy'r gweithgaredd hwn ac adolygu unrhyw bwyntiau gweithredu o'u cyfarfod blaenorol.

### Gallai tasgau ac is dasgau posibl gynnwys, ond nid ydynt yn gyfyngedig i'r canlynol:

|  |   |
|--|---|
| 1. Penderfynu ar pryd i redeg y fenter                                   | Gwirio argaeledd aelodau'r o'r grŵp   |
| 2. Ble / beth i'w werthu?  | <ul style="list-style-type: none"><li>• Rhestru lleoliadau posibl</li><li>• Gwirio'r gyllideb</li><li>• Trefnu taliad</li></ul> <ul style="list-style-type: none"><li>• Gwirio argaeledd</li><li>• Cwrdd i drafod y posibiladau</li><li>• Hysbysu'r tîm marchnata</li></ul> <ul style="list-style-type: none"><li>• Gwirio prisiau</li><li>• Archebu lle'n derfynol</li></ul> |
| 3. Cynhyrchu deunyddiau hyrwyddo   | <ul style="list-style-type: none"><li>• Cynllunio deunyddiau hyrwyddo</li><li>• Gwirio'r gyllideb</li><li>• Trefnu cynhyrchu'r deunyddiau hyrwyddo</li></ul> <ul style="list-style-type: none"><li>• Ymchwilio costau cynhyrchu'r deunydd hyfrwyddo</li><li>• Penderfynu ar faint i'w gynhyrchu</li><li>• Trefnu dosbarthu ac arddangos</li></ul>                             |
| 4. Paratoi ar gyfer y lansiad  | Yn dibynnu ar ba weithgaredd a ddewiswyd  |
| 5. Logisteg y fenter / beth sydd ei angen arnom er mwyn rhedeg y fenter? | Yn dibynnu ar ba weithgaredd a ddewiswyd  |
| 6. Staffio'r Fenter  | Yn dibynnu ar ba weithgaredd a ddewiswyd  |
| Arall  | Yn dibynnu ar ba weithgaredd a ddewiswyd  |

# Big Ideas

## Wales

### How do we plan our enterprise project?

Using the information captured on completed Enterprise Planning Sheets, learners produce a Project Flow. To include detailed timescales / date-related deadlines and a risk analysis for each major milestone. Learners should also consider possible risks and should plan contingencies to overcome any potential problems.

IT planning software would be a useful tool for this activity, although learners could design and create their own Project Flows using standard software.

The Project Flow should be updated at each project meeting and also used to ensure a smooth execution of the enterprise itself.

Once the Project Flow has been agreed, a Personal Project Flow should be created by each learner, to ensure they have an up-to-date schedule of their own responsibilities at all times. This should be updated daily / when appropriate and filed in their individual portfolio as evidence.

#### Example risks might include:

- Health and safety considerations
- Time of enterprise activity
- Lack of customers
- Poor weather
- Budget cuts / costs higher than anticipated
- Public transport / car parking availability
- Lack of awareness with public
- Insufficient resources
- Clash with other popular event or business
- Power cut
- Accessibility
- Age restrictions
- Illness within the team

### Sut ydym yn cynllunio ein prosiect menter?

Gan ddefnyddio'r wybodaeth a ddaliwyd ar Daflenni Cynllunio Menter, mae dysgwyr yn cynhyrchu Llif Prosiect. Dylai hwn gynnwys amserlenni manwl / terfyn amser o ran dyddiad a dadansoddiad risg ar gyfer pob carreg filltir bwysig. Dylai'r dysgwyr ystyried hefyd pa risgiau allai godi a dylent fod â threfniadau wrth gefn er mwyn goresgyn unrhyw broblemau a allai godi.

Byddai meddalwedd cynllunio TG yn arf defnyddiol ar gyfer y gweithgaredd hwn, er y gallai dysgwyr gynllunio a chynhyrchu eu Llifoedd Prosiect eu hunain gan ddefnyddio meddalwedd safonol.

- Dylid diweddarau'r Llif Prosiect ym mhob cyfarfod prosiect a hefyd ei ddefnyddio i sicrhau bod y fenter yn rhedeg yn llyfn.
- Ar ôl cytuno ar y Llif Prosiect, gall pob dysgwr greu Llif Prosiect Personol, er mwyn sicrhau bod ganddynt restr gyfredol o'u cyfrifoldebau eu hunain ar bob adeg. Dylai hwn gael ei ddiweddarau'n ddyddiol / pan fo'n briodol a'i ffeilio yn eu portffolio eu hunain fel tystiolaeth.

#### Mae enghreifftiau o risgiau a allai godi yn cynnwys:

- Ystyriaethau iechyd a diogelwch
- Amser y gweithgaredd menter
- Diffyg cwsmeriaid
- Tywydd gwael
- Toriadau yn y gyllideb / costau uwch na'r disgwyl
- Argaeledd trafniadaeth gyhoeddus / maes parcio
- Diffyg ymwybyddiaeth ymhlith y cyhoedd

- Adnoddau annigonol
- Cyd-daro â digwyddiad neu fusnes poblogaidd arall
- Toriad trydan
- Hygyrchedd
- Cyfyngiadau oedran
- Salwch o fewn y tîm



# Big Ideas

## Wales

### How do we plan our enterprise project?

#### Event Planner

Discuss the main tasks that need to be completed for your enterprise to be successful. Use the template below to plan your enterprise by listing the tasks and sub-tasks that need to be completed. Identify who will take responsibility for each task / sub-task and why.

| Task | Sub-task | Who is responsible? | Reason for choice | Timescale |
|------|----------|---------------------|-------------------|-----------|
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |
|      |          |                     |                   |           |

# Syniadau Mawr

## Cymru

### Sut ydym yn cynllunio ein prosiect menter?

#### Cynlluniwr Digwyddiad

Trafodwch y prif dasgau sy'n rhaid eu cwblhau er mwyn i'ch menter fod yn llwyddiant. Defnyddiwch y Cynlluniwr isod i gynllunio eich menter drwy restru'r tasgau a'r is dasgau sy'n rhaid eu cwblhau. Nodwch pwy fydd yn cymryd y cyfrifoldeb dros bob tasg / is dasg a pham.

| <b>Tasg</b> | <b>Is Dasg</b> | <b>Pwy sy'n gyfrifol?</b> | <b>Rheswm dros y dewis</b> | <b>Amserlen</b> |
|-------------|----------------|---------------------------|----------------------------|-----------------|
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |
|             |                |                           |                            |                 |

# Big Ideas

## Wales

### How can we persuade customers to buy?

#### Objective:

To enable learners to use creative presentation and communication skills to address a problem

#### Introduction:

This activity encourages learners to consider the detail required to establish a successful business. Pose the question: How might the success of a business be affected by design and layout?

#### Activity:

1. Invite learners to describe a business premises they know well and identify what makes it an appealing place to buy or shop in. Using ICT, the Customer Advice Sheet, on a flip chart or whiteboard, draw together suggestions which may include colour scheme, music, number of staff, type of stock etc.
2. Using ICT or Business Cost Sheet and Premises Plan, teams should select business fittings to create an appealing shopping environment and taking account of their estimated budget.
3. Each team must then produce an annotated print out, computer image or diagram of their premises plan.
4. Learners should retain evidence of their work and record their business decisions using the business worksheet.

#### Plenary:

Learner cohort creates an exhibition of their premises plans.

#### Entrepreneurship Characteristics:

- Managing Resources
- Problem Solving
- Negotiation – Persuasion – Influence

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Customer Advice Sheet
- Designing Your Premises Instructions
- Business Cost Sheet
- Premises Plan
- Budget Plan
- Business worksheet

#### Other Resources:

- ICT
- Art materials

#### Learning Outcome:

Learners are able to use creative presentation and communication skills to solve a problem and manage resources.



### Sut allwn ni berswadio cwsmeriaid i brynu?

#### Amcan:

I alluogi dysgwyr i ddefnyddio sgiliau cyflwyno a chyfathrebu creadigol i fynd i'r afael â phroblem

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i ystyried y manylion o ran sefydlu busnes llwyddiannus. Gofynnwch y cwestiwn: Sut y gallai llwyddiant busnes gael ei effeithio gan ddyluniad a gosodiad?

#### Gweithgaredd:

1. Gwahoddwch y dysgwyr i ddisgrifio safle busnes y maent yn gyfarwydd ag ef ac i nodi beth sy'n ei wneud yn lle atyniadol i brynu neu i siopa ynddo. Gan ddefnyddio'r Daflen Cyngor i Gwsmeriaid, ar siart troi neu fwrdd gwyn, casglwch awgrymiadau at ei gilydd a allai gynnwys cynllun lliw, cerddoriaeth, nifer y staff, math o stoc ac ati.
2. Gan ddefnyddio TGCh neu Daflen Cost Busnes a Chynllun Adeiladau, dylai timau ddewis ffitiadau busnes i greu amgylchedd siopa deniadol ac edrych ar eu cyllideb a amcangyfrifwyd.
3. Bydd pob tîm yn cynhyrchu allbrint gyda nodiadau arno, delwedd gyfrifiadurol neu ddiagram o'u cynllun eiddo.
4. Dylai'r dysgwyr gadw tystiolaeth o'u gwaith a chofnodi eu penderfyniadau busnes gan ddefnyddio'r Daflen waith Busnes.

#### Sesiwn Llawn:

Mae'r garfan dysgwyr yn creu arddangosfa o'u cynlluniau safle.

#### Nodweddion

##### Entrepreneuriaeth:

- Rheoli Adnoddau
- Datrys Problemau
- Negodi – Perswadio – Dylanwadu

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- Taflen Cyngor i Gwsmeriaid
- Cyfarwyddiadau Cynllunio eich Safle
- Taflen Costau Busnes
- Cynllun Eiddo
- Cynllun Cyllideb
- Ffurflen Busnes

##### Adnoddau Eraill:

- TGCh
- Deunyddiau celf

##### Deilliant Dysgu:

Mae dysgwyr yn gallu defnyddio sgiliau cyflwyno a chyfathrebu creadigol i ddatrys problem a rheoli adnoddau.

# Big Ideas

## Wales

### How can we persuade customers to buy?

Customer Advice Sheet - Businesses put a lot of thought and effort into creating an environment which will be attractive to customers. What will your environment be like?

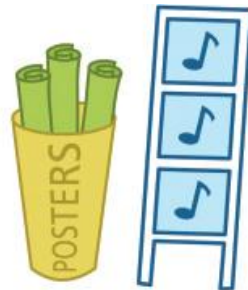
#### Luring you in

Shops display their best goods in the window and near the entrance to draw customers in. Promotions signs are always prominently displayed even if it only refers to one small section!



#### Placement

Placement of stock is important in a selling environment. Popular items are often placed at the rear of the shop, or in the middle of an aisle to ensure customers have to pass other goods e.g. milk is usually found at the back of a supermarket. Certain items are often located near to each other to encourage impulse buying e.g. CD's and posters.



#### Shops appeal to your senses

Music helps the shop portray an 'image' or identity. Shops match music to their target customer e.g. skateboarding shops rarely play classical music. Lighting is used to make customers feel comfortable. Businesses must decide whether they want customers to come in and out quickly, or to browse. Fast food stores often provide uncomfortable seating and bright lighting to encourage customers to be quick. Some food stores 'pipe' the smell of fresh bread to make customers feel hungry and encourage them to buy. Colour is also important, strong colours get strong reactions; pale colours can be more calming.

#### Business layout 'getting comfortable'

Layouts are designed to make customers feel comfortable about spending. Design businesses tend to have modern and interesting premises. Drinks and comfortable seating are provided where purchases can take a long time. For family shopping, there may be crèche facilities for small children.



# Syniadau Mawr Cymru

## Sut allwn ni berswadio cwsmeriaid i brynu?

Taflen Cyngor i Gwsmeriaid - Mae busnesau'n rhoi llawer o ystyriaeth ac ymdrech i greu amgylchedd a fydd yn ddeniadol i gwsmeriaid. Sut bydd eich amgylchedd chi?

### Eich denu i mewn

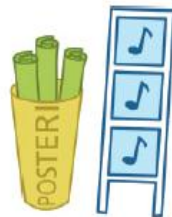
Mae siopau'n arddangos eu nwyddau gorau yn y ffenestr ac yn agos i'r fynedfa i'ch denu i mewn.

Caiff arwyddion hyrwyddo eu harddangos mewn lle amlwg bob tro hyd yn oed os mai dim ond at adran fach y mae'n cyfeirio!



### Lleoliad

Mae lleoliad eich stoc yn bwysig mewn amgylchedd gwerthu. Yn aml, caiff eitemau poblogaidd eu rhoi yng nghefn y siop, neu yng nghanol eil er mwyn sicrhau bod yn rhaid i gwsmeriaid fynd heibio i nwyddau eraill e.e. mae llaeth yng nghefn archfarchnad yn aml. Lleolir eitemau penodol yn aml yn agos i'w gilydd i annog prynu byrbwyll e.e. CDiau a phosteri.



### Mae siopau yn apelio at eich synhwyrau

Mae cerddoriaeth yn helpu'r siop i gyfleu 'delwedd' neu hunaniaeth. Bydd siopau yn chwarae cerddoriaeth sy'n cyfateb i'r math o gwsmer y mae'n bwriadu ei ddenu, e.e. prin iawn y bydd siopau sgrialu yn chwarae cerddoriaeth glasurol. Defnyddir y goleuadau i helpu cwsmeriaid i deimlo'n gysurus. Mae'n rhaid i fusnesau benderfynu a ydynt am i gwsmeriaid dreulio amser yn edrych o amgylch ai peidio. Mae siopau bwyd sydyn yn aml yn darparu seddi anghysurus a goleuadau llachar i annog cwsmeriaid i fod yn gyflym. Mae rhai siopau bwyd yn lledaenu arogl bara ffres i wneud i gwsmeriaid deimlo bod chwant bwyd arnynt ac i'w hannog i brynu. Mae lliw hefyd yn bwysig, mae lliwiau llachar yn annog ymateb cryf; gall lliwiau golau helpu pobl i deimlo'n dawelach.

### Cynllun busnes 'gwneud eich hun yn gysurus'

















Diben cynlluniau yw eich helpu i deimlo'n gysurus ynglŷn â gwario arian. Mae busnesau cynllunio'n tueddu i gael safleoedd modern a diddorol. Darperir diodydd a seddi cysurus lle y gall gymryd amser i brynu nwyddau. Ar gyfer siop bydd cyfleusterau meithrinfa ar gyfer plant bach.



# Big Ideas Wales

## How can we persuade customers to buy?

















Business Cost Sheet - Using these guidelines, decide what you will need for your business and setting up your business. You may need to change your original estimated budget as you reconsider your needs.

| Budget Category A                 |   |   |   |  |   |  |  |
|-----------------------------------|---|---|---|--|---|--|--|
| Items                             | Detail  |   |   |  |   |  |  |
| Flooring<br>1 x choice<br>only    | Wood<br>£2,500<br>                       | Tiles<br>£1,875<br>            | Blue<br>Carpet<br>£900<br>   | Green<br>Carpet<br>£900<br>   | Grey<br>Carpet<br>£900<br> | Red<br>Carpet<br>£900<br>     | Black<br>Carpet<br>£900<br> |
| Wall Colour<br>1 x choice<br>only | Magnolia<br>Paint<br>£300<br>          | Blue<br>Paint<br>£550<br>    | Green<br>Paint<br>£550<br> | Yellow<br>Paint<br>£550<br> | Red<br>Paint<br>£550<br> | Purple<br>Paint<br>£550<br> |  |
| Lighting<br>1 x choice<br>only    | Free<br>Standing<br>Lights<br>£500<br> | Spot<br>Lights<br>£350<br> |   | Strip<br>Lights<br>£200<br> |   |  |  |

# Syniadau Mawr Cymru

## Sut allwn ni berswadio cwsmeriaid i brynu?

Taflen Cost Busnes - Gan ddefnyddio'r canllawiau hyn, penderfynwch beth fydd ei angen arnoch ar gyfer eich busnes ac i sefydlu'ch busnes. Efallai y bydd angen i chi newid eich cyllideb amcangyfrifedig wreiddiol wrth i chi ailystyried eich anghenion.


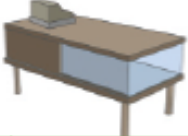





| Categoriâu Cyllideb A                  |   |  |  |   |  |  |   |
|--|---|--|--|---|--|--|---|
| Eitemau                                | Manylion  |  |  |   |  |  |   |
| Llawr<br>1 dewis<br>yn unig            | Pren<br>£2,500<br>                 | Teils<br>£1,875<br>         | Carped<br>Glas<br>£900<br>    | Carped<br>Gwyrdd<br>£900<br> | Carped<br>Llwyd<br>£900<br> | Carped<br>Coch<br>£900<br>      | Carped<br>Du<br>£900<br> |
| Lliw'r<br>Walïau<br>1 dewis<br>yn unig | Paent<br>Magnolia<br>£300<br>    | Paent<br>Glas<br>£550<br> | Paent<br>Gwyrdd<br>£550<br> | Paent<br>Melyn<br>£550<br> | Paent<br>Coch<br>£550<br> | Paent<br>Porffor<br>£550<br>  |   |
| Goleuadau<br>1 dewis<br>yn unig        | Golau sy'n<br>Sefyll<br>£500<br> |  |  | Sbotoleuadau<br>£350<br>   |  | Goleuadau Strïbed<br>£200<br> |   |



# Big Ideas Wales

## How can we persuade customers to buy?

Business Cost Sheet - Using these guidelines, decide what you will need to set up and run your business. You may need to change your original estimated budget as you reconsider your needs.

|                         |   |   |  |  |  |
|-------------------------|---|---|--|--|--|
| Paydesk multiple choice | Coloured with Glass Top £1000<br> |   |  | Wooden with glass display<br> |  |
| Display multiple choice | Glass Display Cabinet £200<br>    | Chrome Display £150<br> | Wall Shelving £125<br> | Corner Shelving £100<br>     | Plastic Shelving £50<br> |

# Syniadau Mawr Cymru

## Sut allwn ni berswadio cwsmeriaid i brynu?

Taflen Cost Busnes - Gan ddefnyddio'r canllawiau hyn, penderfynwch beth fydd ei angen arnoch ar gyfer eich busnes ac i sefydlu'ch busnes. Efallai y bydd angen i chi newid eich cyllideb amcangyfrifedig wreiddiol wrth i chi ailystyried eich anghenion.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p>Desg Dalu<br/>Dewis<br/>lluosog</p>         | <p>Wedi ei liwio â<br/>Thop Gwydr<br/>£1,000</p>  |   | <p>Pren â Chas<br/>Gwydr<br/>£500</p>  |   |   |
| <p>Man<br/>Arddangos<br/>Dewis<br/>lluosog</p> | <p>Cabinet<br/>Arddangos<br/>Gwydr<br/>£200</p>    | <p>Uned<br/>Arddangos<br/>Crôm<br/>£150</p>  | <p>Silffiau<br/>Wal<br/>£125</p>       | <p>Silffiau<br/>Cornel<br/>£100</p>  | <p>Silffiau<br/>Plastig<br/>£50</p>  |

# Big Ideas

## Wales



How can we persuade customers to buy?  
Draft Premises Plan



# Syniadau Mawr

## Cymru

Sut allwn ni berswadio cwsmeriaid i brynu?

Cynllun Safle Drafft



# Big Ideas Wales



## How can we persuade customers to buy?

### Business Worksheet

What did you decide would persuade people to buy? List below in order of importance:

|    |       |     |       |
|----|-------|-----|-------|
| 1. | _____ | 6.  | _____ |
| 2. | _____ | 7.  | _____ |
| 3. | _____ | 8.  | _____ |
| 4. | _____ | 9.  | _____ |
| 5. | _____ | 10. | _____ |

Briefly explain your list:

What is your estimated budget? Provide the details below:

| Item | Estimated Cost | Final Cost | Why did you make these changes? |
|------|----------------|------------|---------------------------------|
|      |                |            |                                 |
|      |                |            |                                 |
|      |                |            |                                 |
|      |                |            |                                 |



# Syniadau Mawr Cymru

## Sut allwn ni berswadio cwsmeriaid i brynu?

Taflen waith busnes

**Beth wnaethoch chi benderfynu a fyddai'n perswadio pobl i brynu? Rhestrwch nhw isod yn nhrefn pwysigrwydd:**

- |    |       |     |       |
|----|-------|-----|-------|
| 1. | _____ | 6.  | _____ |
| 2. | _____ | 7.  | _____ |
| 3. | _____ | 8.  | _____ |
| 4. | _____ | 9.  | _____ |
| 5. | _____ | 10. | _____ |

**Yn gryno, eglurwch eich rhestr:**

**Beth yw eich cost amcangyfrifedig? Nodwch y manylion isod:**

| Eitem | Cost Amcangyfrifedig | Cost Terfynol | Pam y gwnaethoch y newidiadau hyn? |
|-------|----------------------|---------------|------------------------------------|
|       |                      |               |                                    |
|       |                      |               |                                    |
|       |                      |               |                                    |
|       |                      |               |                                    |

# Big Ideas

## Wales

### How do we protect our enterprise?

#### Objective:

To consider the importance of health and safety and intellectual property.

#### Introduction:

This activity requires learners to consider the importance of health and safety and why an understanding of intellectual property is important.

#### Activity:

- Using the PowerPoint, introduce the idea of the importance of health and safety, including risk assessments and intellectual property.
- Using the Holding Effective Meetings sheet, learners draw up a risk assessment, based on the Risk Assessment Proforma for their enterprise using their project flow.
- Learners carry out research about the any aspects of their products or services that could contravene intellectual property rights.
- Learners develop a five minute pitch about what is unique about their proposed product(s) or service(s), what they have done to sustain uniqueness and what measures they have put in place to ensure health and safety. This could be presented to a Facilitator, head teacher, another member of staff or a visitor, such as a Business Advisor or other invited guest.
- Learners should file the meeting minutes with action points in their portfolio as evidence.

#### Plenary:

Following the pitches, facilitator leads a group feedback session to gather together suggestions as to how their health, safety and intellectual property may be improved.

#### Entrepreneurship Characteristics:

- Ideas Generation
- Research
- Presentation
- Communication
- Managing Risk

#### Curriculum Links:

- EES
- WBQ

#### Provided Resources:

- PowerPoint
- Holding Effective Meetings Sheet
- Risk Assessment Proforma

#### Other Resources:

- CT / flip charts
- Business Advisor

#### Learner Outcome:

Learners are able to understand the importance of adopting effective measures for health, safety and intellectual property.

# Syniadau Mawr

## Cymru

### Sut ydym yn diogelu ein menter?

#### Amcan:

I ystyried pwysigrwydd iechyd a diogelwch ac eiddo deallusol.

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn ei gwneud yn ofynnol i ddysgwyr ystyried pwysigrwydd iechyd a diogelwch a pham fod dealltwriaeth o eiddo deallusol yn bwysig.

#### Gweithgaredd:

- Gan ddefnyddio'r PowerPoint, cyflwynwch y syniad o bwysigrwydd iechyd a diogelwch, gan gynnwys asesiadau risg ac eiddo deallusol.
- Gan ddefnyddio'r daflen Cynnal Cyfarfodydd Effeithiol, mae dysgwyr yn llunio asesiad risg, yn seiliedig ar y Ffurflen Asesiad Risg ar gyfer eu menter gan ddefnyddio eu llyf prosiect.
- Mae dysgwyr yn ymgymryd ag ymchwil am yr amrywiol agweddau ar eu cynnyrch neu wasanaethau a allai fynd yn groes i hawliau eiddo deallusol.
- Mae dysgwyr yn datblygu sesiwn sylw pum munud am yr hyn sy'n unigryw am eu cynnyrch/cynhyrchion neu wasanaeth/gwasanaethau arfaethedig, yr hyn y maent wedi'i wneud i gynnal unigrywiaeth a pha fesurau y maent wedi'u rhoi ar waith i sicrhau iechyd a diogelwch. Gallai hyn gael ei gyflwyno i'r Hwylusydd, y pennaeth, aelod arall o staff neu ymwelydd, fel Ymgynghorydd Busnes neu westai arall.
- Dylai dysgwyr ffeilio cofnodion y cyfarfod gyda phwyntiau gweithredu yn eu portffolio eu hunain fel tystiolaeth.

#### Sesiwn lawn:

Yn dilyn y sesiwnau sylw, mae hwylusydd yn arwain sesiwn adborth grŵp i gasglu ynghyd awgrymiadau am sut y gallai eu hiechyd, diogelwch ac eiddo deallusol gael eu gwella.

#### Nodweddion :

- Cynhyrchu Syniadau
- Ymchwil
- Cyflwyniad
- Cyfathrebu
- Rheoli Risg

#### Cysylltiadau Cwrciwlwm:

- Sgiliau Hanfodol a Chyflogadwyedd

#### Adnoddau a Ddarperir:

- PowerPoint
- Taflen Cynnal Cyfarfodydd Effeithiol
- Ffurflen Asesu Risg

#### Adnoddau Eraill:

- CT / siartiau troi
- Cynghorydd Busnes

#### Deiliant Dysgu:

Mae dysgwyr yn gallu deall pwysigrwydd mesurau effeithiol ar gyfer iechyd, diogelwch ac eiddo deallusol.



# Big Ideas

## Wales

### Risk

#### Health & Safety

Health and safety laws apply to all businesses. Employers and the self-employed are responsible for all health and safety in their business. Health and safety laws are there to protect employers, employees and the public from workplace dangers. The Health and Safety Executive (HSE) provides all the basic information for getting started in managing health and safety and what employers need to do on their website: [www.hse.gov.uk](http://www.hse.gov.uk).

Employers and the self employed should decide on basic policies and procedures:

- To prevent accidents and cases of work-related ill health and provide adequate control of health and safety risks arising from work activities ([www.hse.gov.uk/firstaid](http://www.hse.gov.uk/firstaid) & [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)).
- To provide adequate training to ensure employees are competent to do their work (HSE's leaflet Health and safety training: A brief guide [www.hse.gov.uk/pubns/indg345.htm](http://www.hse.gov.uk/pubns/indg345.htm))
- To engage and consult with employees on day-to-day health and safety conditions and provide advice and supervision on occupational health ([www.hse.gov.uk/involvement/doyourbit/](http://www.hse.gov.uk/involvement/doyourbit/))
- To implement emergency procedures - evacuation in case of fire or other significant incident.
- To maintain safe and healthy working conditions, provide and maintain plant, equipment and machinery and ensure safe storage / use of substances ([www.hse.gov.uk/toolbox/workplace](http://www.hse.gov.uk/toolbox/workplace)).

All employers must:

- Display the health and safety law poster, or provide workers with a copy of the equivalent pocket card. The poster outlines British health and safety laws and includes a straightforward list that tells workers what they and their employers need to do. Copies are available from [www.hse.gov.uk/pubns/books/lawposter.htm](http://www.hse.gov.uk/pubns/books/lawposter.htm)
- Have a health and safety policy and conduct a risk assessment. Employers with five or more employees must have a written health and safety policy and record significant findings of their risk assessment.
- Appoint a competent person to support health and safety requirements. The competent person could be the employer or one or more of the workforce ([www.hse.gov.uk/business/competent-advice.htm](http://www.hse.gov.uk/business/competent-advice.htm)).
- Have adequate insurance for the business and employees e.g. Employers' Liability (Compulsory Insurance) Act 1969: A brief guide for employers ([www.hse.gov.uk/pubns/hse40.htm](http://www.hse.gov.uk/pubns/hse40.htm))

# Syniadau Mawr

## Cymru

### Risg

#### Iechyd a Diogelwch

Mae cyfreithiau iechyd a diogelwch yn berthnasol i bob busnes. Mae cyflogwyr a phobl hunangyflogedig yn gyfrifol am yr holl iechyd a diogelwch yn eu busnes. Mae'r cyfreithiau iechyd a diogelwch yno i ddiogelu gweithwyr a'r cyhoedd rhag peryglon yn y gweithle. Mae'r Awdurdod Gweithredol Iechyd a Diogelwch (HSE) yn darparu'r holl wybodaeth sylfaenol ar gyfer dechrau arni wrth reoli iechyd a diogelwch a'r hyn y mae angen i gyflogwyr ei wneud ar eu gwefan: [www.hse.gov.uk](http://www.hse.gov.uk) Dylai cyflogwyr a phobl hunangyflogedig benderfynu ar bolisiâu a gweithdrefnau sylfaenol:

- I atal damweiniau ac achosion o salwch sy'n gysylltiedig â'r gwaith a darparu rheolaeth ddigonol o risgiau iechyd a diogelwch sy'n deillio o weithgareddau gwaith ([www.hse.gov.uk/firstaid](http://www.hse.gov.uk/firstaid) & [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor))
- I ddarparu hyfforddiant digonol i sicrhau bod gweithwyr yn gymwys i wneud eu gwaith (taflen iechyd hyfforddiant iechyd a diogelwch HSE: Canllaw byr [www.hse.gov.uk/pubns/indg345.htm](http://www.hse.gov.uk/pubns/indg345.htm))
- I ymgysylltu ac ymgynghori â chyflogeion ar amodau iechyd a diogelwch o ddydd i ddydd a darparu cyngor a goruchwyliaeth ar iechyd galwedigaethol ([www.hse.gov.uk/involvement/doyourbit/](http://www.hse.gov.uk/involvement/doyourbit/))
- I weithredu gweithdrefnau argyfwng - gwacáu mewn achos o dân neu ddigwyddiad arwyddocaol arall.
- I gynnal amodau gweithio diogel ac iach, darparu a chynnal offer, cyfarpar a pheiriannau, a sicrhau storio / defnydd diogel o sylweddau ([www.hse.gov.uk/toolbox/workplace](http://www.hse.gov.uk/toolbox/workplace)).

Rhaid i bob cyflogwr:

- Arddangos y poster cyfraith iechyd a diogelwch, neu ddarparu copi o'r cerdyn poced sy'n gyfwerth ag ef i'r gweithiwr. Mae'r poster yn amlinellu cyfreithiau iechyd a diogelwch ym Mhrydain ac mae'n cynnwys rhestr syml sy'n dweud wrth weithwyr yr hyn y mae angen iddynt hwy a'u cyflogwyr ei wneud. Mae copïau ar gael o: [www.hse.gov.uk/pubns/books/lawposter.htm](http://www.hse.gov.uk/pubns/books/lawposter.htm)
- Meddu ar bolisi iechyd a diogelwch a chynnal asesiad risg. Mae'n rhaid i gyflogwyr gyda phump neu fwy o gyflogeion gael polisi iechyd a diogelwch ysgrifenedig a chofnodi canfyddiadau arwyddocaol eu hasesiad risg.
- Penodi rhywun cymwys i helpu i ddiwallu dyletswyddau iechyd a diogelwch. Gallai'r person cymwys fod y cyflogwr neu un neu fwy o'r gweithlu ([www.hse.gov.uk/business/competent-advice.htm](http://www.hse.gov.uk/business/competent-advice.htm))
- Cael yswiriant digonol ar gyfer y busnes a'r gweithwyr, e.e. Deddf Atebolrwydd Cyflogwyr (Yswiriant Gorfodol) 1969: Canllaw byr i gyflogwyr ([www.hse.gov.uk/pubns/hse40.htm](http://www.hse.gov.uk/pubns/hse40.htm))

Saesneg yn unig. Am wybodaeth bellach ewch i: : <http://www.hse.gov.uk/cymraeg/aboutse.htm>



# Big Ideas Wales

## Risk

A Health and Safety Policy describes how health and safety is managed within a business and conveys, to staff and others, a level of commitment to the provision of safe working conditions. It says who does what, when and how.

### Example editable Health & Safety policy

#### Health and safety policy

This is the statement of general policy and arrangements for:

Name of organisation

Overall and final responsibility for health and safety is that of:

Name of employer

Day-to-day responsibility for ensuring this policy is put into practice is delegated to:

| Statement of general policy   | Responsibility of<br>(Name / Title) | Action / Arrangements<br>(Customise to meet your own situation) |
|---|-------------------------------------|---|
| To prevent accidents and cases of work-related ill health and provide adequate control of health and safety risks arising from work activities                        |                                     |   |
| To provide adequate training to ensure employees are competent to do their work   |                                     |   |
| To engage and consult with employees on day-to-day health and safety conditions and provide advice and supervision on occupational health                             |                                     |   |
| To implement emergency procedures - evacuation in case of fire or other significant incident. You can find help with your fire risk assessment at: (See note 1 below) |                                     |   |
| To maintain safe and healthy working conditions, provide and maintain plant, equipment and machinery, and ensure safe storage / use of substances                     |                                     |   |
| Health and safety law poster is displayed:  |                                     |   |
| First-aid box and accident book are located:  |                                     |   |
| Accidents and ill health at work reported under RIDDOR: (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) (see note 2 below)                    |                                     |   |
| Signed: (Employer)  |                                     | Date:   |
| Subject to review, monitoring and revision by:  |                                     | Every: _____ months or sooner if work activity changes          |

Note 1: <https://www.gov.uk/workplace-fire-safety-your-responsibilities>

Note 2: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

For further information visit: [www.hse.gov.uk/simple-health-safety/write.htm](http://www.hse.gov.uk/simple-health-safety/write.htm)

## Risg

Mae Polisi Iechyd a Diogelwch yn disgrifio sut mae iechyd a diogelwch yn cael ei reoli mewn busnes ac yn gadael i staff ac eraill wybod am yr ymrwymiad i ddarparu amodau diogel. Mae'n dweud pwy sy'n gwneud beth, pryd a sut.

### Enghraifft Golygadwy o Bolisi Iechyd a Diogelwch

#### Health and safety policy

This is the statement of general policy and arrangements for:

Name of organisation

Overall and final responsibility for health and safety is that of:

Name of employer

Day-to-day responsibility for ensuring this policy is put into practice is delegated to:

| Statement of general policy   | Responsibility of<br>(Name / Title) | Action / Arrangements<br>(Customise to meet your own situation) |
|---|-------------------------------------|---|
| To prevent accidents and cases of work-related ill health and provide adequate control of health and safety risks arising from work activities  |                                     |   |
| To provide adequate training to ensure employees are competent to do their work   |                                     |   |
| To engage and consult with employees on day-to-day health and safety conditions and provide advice and supervision on occupational health   |                                     |   |
| To implement emergency procedures - evacuation in case of fire or other significant incident. You can find help with your fire risk assessment at: (See note 1 below)                                 |                                     |   |
| To maintain safe and healthy working conditions, provide and maintain plant, equipment and machinery, and ensure safe storage / use of substances   |                                     |   |
| Health and safety law poster is displayed:  |                                     |   |
| First-aid box and accident book are located:<br>Accidents and ill health at work reported under RIDDOR:<br>(Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) (see note 2 below) |                                     |   |
| Signed: (Employer)  | Date:                               |   |
| Subject to review, monitoring and revision by:  | Every:                              | months or sooner if work activity changes                       |

Note 1: <https://www.gov.uk/workplace-fire-safety-your-responsibilities>

Note 2: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)

Saesneg yn unig. Am wybodaeth bellach ewch i : <http://www.hse.gov.uk/cymraeg/aboutse.htm>

# Big Ideas Wales

## Risk

Part of managing the health and safety of a business is controlling the risks in the 'workplace'. Employers need to think about what might cause harm to people and decide whether reasonable steps (sensible measures) are being taken to prevent that harm. The law does not expect that a business is able to remove all risks or to anticipate those that are unforeseeable. It does however, expect that measures are put in place to control risks and protect people, so far as is reasonably practicable.

### Example editable Health & Safety Risk Assessment.

#### Risk assessment

All employers must conduct a risk assessment. Employers with five or more employees have to record the significant findings of their risk assessment.

We have started off the risk assessment for you by including a sample entry for a common hazard to illustrate what is expected (the sample entry is taken from an office-based business). Look at how this might apply to your business, continue by identifying the hazards that are the real priorities in your case and complete the table to suit. You can print and save this template so you can easily review and update the information as and when required. You may find our example risk assessments a useful guide ([www.hse.gov.uk/risk/casestudies](http://www.hse.gov.uk/risk/casestudies)). Simply choose the example closest to your business.

Organisation name:

| What are the hazards? | Who might be harmed and how?   | What are you already doing?  | Do you need to do anything else to manage this risk?         | Action by whom?                  | Action by when? | Done       |
|-----------------------|--|--|--|----------------------------------|-----------------|------------|
| Slips and trips       | Staff and visitors may be injured if they trip over objects or slip on spillages | We carry out general good housekeeping. All areas are well lit including stairs. There are no trailing leads or cables. Staff keep work areas clear, eg no boxes left in walkways, deliveries stored immediately, offices cleaned each evening | Better housekeeping is needed in staff kitchen, eg on spills | All staff, supervisor to monitor | 01/10/2010      | 01/10/2010 |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |

Employers with five or more employees must have a written health and safety policy and risk assessment. It is important you discuss your assessment and proposed actions with staff or their representatives. You should review your risk assessment if you think it might no longer be valid, eg following an accident in the workplace, or if there are any significant changes to the hazards in your workplace, such as new equipment or work activities. For further information and to view our example risk assessments go to <http://www.hse.gov.uk/risk/casestudies/>. Combined risk assessment and policy template published by the Health and Safety Executive 11/11

For further information and to view HSE example risk assessments go to: <http://www.hse.gov.uk/risk/casestudies/>



Rhan o reoli iechyd a diogelwch busnes yw rheoli'r risgiau yn y 'gweithle'. Mae angen i gyflogwyr feddwl am beth a allai achosi niwed i bobl a phenderfynu a oes camau rhesymol (mesurau synhwyrol) yn cael eu cymryd i atal y niwed hwnnw. Nid yw'r gyfraith yn disgwyl i bob risg gael ei ddiddymu neu i ragweld risgiau anrhagweladwy, ond i ddiogelu pobl drwy roi mesurau ar waith i reoli risgiau, cyn belled ag y bo'n rhesymol ymarferol.

## Enghraifft Golygadwy o Bolisi Iechyd a Diogelwch

### Risk assessment

All employers must conduct a risk assessment. Employers with five or more employees have to record the significant findings of their risk assessment.

We have started off the risk assessment for you by including a sample entry for a common hazard to illustrate what is expected (the sample entry is taken from an office-based business). Look at how this might apply to your business, continue by identifying the hazards that are the real priorities in your case and complete the table to suit. You can print and save this template so you can easily review and update the information as and when required. You may find our example risk assessments a useful guide ([www.hse.gov.uk/risk/casestudies](http://www.hse.gov.uk/risk/casestudies)). Simply choose the example closest to your business.

Organisation name:

| What are the hazards? | Who might be harmed and how?   | What are you already doing?  | Do you need to do anything else to manage this risk?         | Action by whom?                  | Action by when? | Done       |
|-----------------------|--|--|--|----------------------------------|-----------------|------------|
| Slips and trips       | Staff and visitors may be injured if they trip over objects or slip on spillages | We carry out general good housekeeping. All areas are well lit including stairs. There are no trailing leads or cables. Staff keep work areas clear, eg no boxes left in walkways, deliveries stored immediately, offices cleaned each evening | Better housekeeping is needed in staff kitchen, eg on spills | All staff, supervisor to monitor | 01/10/2010      | 01/10/2010 |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |
|                       |  |  |  |                                  |                 |            |

Employers with five or more employees must have a written health and safety policy and risk assessment.

It is important you discuss your assessment and proposed actions with staff or their representatives.

You should review your risk assessment if you think it might no longer be valid, eg following an accident in the workplace, or if there are any significant changes to the hazards in your workplace, such as new equipment or work activities.

For further information and to view our example risk assessments go to <http://www.hse.gov.uk/risk/casestudies/>

Combined risk assessment and policy template published by the Health and Safety Executive 11/11

Saesneg yn unig. Am wybodaeth bellach ac i weld esiampl HSE o asesiadau risg, ewch i:  
<http://www.hse.gov.uk/cymraeg/abouthse.htm>

# Big Ideas

## Wales

### Risk

#### Health & Safety – What is a Risk Assessment?

A risk assessment is an important step in protecting workers and businesses, as well as complying with the law.

- The law does not expect businesses to eliminate all risks, however businesses are required to protect people as far as is 'reasonably practicable'.
- A risk assessment is simply a careful examination of what, in a workplace, could cause harm to people. This enables a business to weigh up whether sufficient precautions are in place or that further measures are necessary to prevent harm. Workers and others have a right to be protected from harm caused by a failure to take reasonable control measures.
- Accidents and ill health can ruin lives and affect businesses; if output is lost, machinery is damaged, insurance costs increase or a business has to go to court.
- Businesses are legally required to assess the risks in their workplace so that they can put in place a plan to control the risks.



Step 1 Identify the hazards



Step 2 Decide who might be harmed



Step 3 Evaluate the risks and decide on precautions



Step 4 Record your findings and implement them



Step 5 Review your assessment and update if necessary

# Syniadau Mawr Cymru

## Risg

Iechyd a Diogelwch – Beth yw Asesiad Risg?

Mae asesiad risg yn gam pwysig wrth ddiogelu gweithwyr a busnesau, yn ogystal â chydymffurfio â'r gyfraith.

- Nid yw'r gyfraith yn disgwyl i fusnesau ddileu pob risg, ond mae'n ofynnol i fusnesau ddiogelu pobl cyn belled ag y bo hynny'n 'rhesymol ymarferol'.
- Yn syml, asesiad risg yw archwiliad gofalus o'r hyn, mewn gweithle, a allai achosi niwed i bobl, fel y gall busnesau bwysu a mesur a ydynt wedi cymryd digon o ragofalon neu a ddylent wneud mwy i atal niwed. Mae gan weithwyr ac eraill yr hawl i gael eu diogelu rhag niwed a achosir gan fethiant i gymryd mesurau rheoli rhesymol.
- Gall damweiniau ac afiechyd ddifetha bywydau ac effeithio ar fusnesau; os caiff allbwn ei golli, mae peiriannau'n cael eu difrodi, costau yswiriant yn cynyddu neu fusnes yn gorfod mynd i'r llys.
- Mae'n ofyniad cyfreithiol i fusnesau asesu'r risgiau yn eu gweithle er mwyn iddynt allu rhoi cynllun ar waith i reoli'r risgiau.



Cam 1 Nodwch y peryglon



Cam 2 Penderfynwch pwy allai gael niwed



Cam 3 Gwerthuswch y risgiau a phenderfynwch ar ragofalon



Cam 4 Cofnodwch eich canfyddiadau a'u gweithredu



Cam 5 Adolygwch eich asesiad a'i ddiweddarau os oes angen



# Big Ideas Wales

## Risk Health & Safety – Risk Assessment

### Step 1 – Identify the Hazards

#### Step 1 Identify the hazards

First you need to work out how people could be harmed. When you work in a place every day it is easy to overlook some hazards, so here are some tips to help you identify the ones that matter:

- **Walk around** your workplace and look at what could reasonably be expected to cause harm.
- **Ask your employees** or their representatives what they think. They may have noticed things that are not immediately obvious to you.
- **Visit the HSE website** ([www.hse.gov.uk](http://www.hse.gov.uk)). HSE publishes practical guidance on where hazards occur and how to control them. There is much information here on the hazards that might affect your business.
- If you are a member of a **trade association**, contact them. Many produce very helpful guidance.
- **Check manufacturers' instructions** or data sheets for chemicals and equipment as they can be very helpful in spelling out the hazards and putting them in their 'true perspective'.
- Have a look back at your **accident and ill-health records** – these often help to identify the less obvious hazards.
- **Remember to think about long-term hazards to health** (eg high levels of noise or exposure to harmful substances) as well as safety hazards.

### Step 3 – Evaluate the risks and decide on precautions

#### Step 3 Evaluate the risks and decide on precautions

Having spotted the hazards, you then have to decide what to do about them. The law requires you to do everything 'reasonably practicable' to protect people from harm. You can work this out for yourself, but the easiest way is to compare what you are doing with good practice.

There are many sources of good practice, for example **HSE's website** ([www.hse.gov.uk](http://www.hse.gov.uk)).

So first, look at what you're already doing, think about what controls you have in place and how the work is organised. Then compare this with the good practice and see if there's more you should be doing to bring yourself up to standard. In asking yourself this, consider:

- Can I get rid of the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?

When controlling risks, apply the principles below, if possible in the following order:

- try a less risky option (eg switch to using a less hazardous chemical);
- prevent access to the hazard (eg by guarding);
- organise work to reduce exposure to the hazard (eg put barriers between pedestrians and traffic);

### Step 5 – Review and update if necessary

#### Step 5 Review your risk assessment and update if necessary

Few workplaces stay the same. Sooner or later, you will bring in new equipment, substances and procedures that could lead to new hazards. It makes sense, therefore, to review what you are doing on an ongoing basis. Every year or so formally review where you are, to make sure you are still improving, or at least not slipping back.

Look at your risk assessment again. Have there been any changes? Are there improvements you still need to make? Have your workers spotted a problem? Have you learnt anything from accidents or near misses? Make sure your risk assessment stays up to date.

When you are running a business it's all too easy to forget about reviewing your risk assessment – until something has gone wrong and it's too late. Why not set a review date for this risk assessment now? Write it down and note it in your diary as an annual event.

### Step 2 – Decide who might be harmed

#### Step 2 Decide who might be harmed and how

For each hazard you need to be clear about who might be harmed: it will help you identify the best way of managing the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (eg 'people working in the store room' or 'passers-by').

In each case, identify how they might be harmed, ie what type of injury or ill health might occur. For example, 'shelf stackers may suffer back injury from repeated lifting of boxes'.

Remember:

- some workers have particular requirements, eg new and young workers, new or expectant mothers and people with disabilities may be at particular risk. Extra thought will be needed for some hazards;
- cleaners, visitors, contractors, maintenance workers etc, who may not be in the workplace all the time;
- members of the public, if they could be hurt by your activities;
- if you share your workplace, you will need to think about how your work affects others present, as well as how their work affects your staff – talk to them; and
- ask your staff if they can think of anyone you may have missed.

### Step 4 – Record your findings and implement them

#### Step 4 Record your findings and implement them

Putting the results of your risk assessment into practice will make a difference when looking after people and your business.

Writing down the results of your risk assessment, and sharing them with your staff, encourages you to do this. If you have fewer than five employees you do not have to write anything down, though it is useful so that you can review it at a later date if, for example, something changes.

When writing down your results, keep it simple, for example 'Tripping over rubbish: bins provided, staff instructed, weekly housekeeping checks', or 'Fume from welding, local exhaust ventilation used and regularly checked'.

## Risg Iechyd a Diogelwch – Aseiad Risg

### Cam 1 – Nodi'r Peryglon

#### Step 1 Identify the hazards

First you need to work out how people could be harmed. When you work in a place every day it is easy to overlook some hazards, so here are some tips to help you identify the ones that matter:

- **Walk around** your workplace and look at what could reasonably be expected to cause harm.
- **Ask your employees** or their representatives what they think. They may have noticed things that are not immediately obvious to you.
- **Visit the HSE website** ([www.hse.gov.uk](http://www.hse.gov.uk)). HSE publishes practical guidance on where hazards occur and how to control them. There is much information here on the hazards that might affect your business.
- If you are a member of a **trade association**, contact them. Many produce very helpful guidance.
- **Check manufacturers' instructions** or data sheets for chemicals and equipment as they can be very helpful in spelling out the hazards and putting them in their true perspective.
- Have a look back at your **accident and ill-health records** – these often help to identify the less obvious hazards.
- **Remember to think about long-term hazards to health** (eg high levels of noise or exposure to harmful substances) as well as safety hazards.

### Cam 2 - Penderfynu pwyl allai gael niwed

#### Step 2 Decide who might be harmed and how

For each hazard you need to be clear about who might be harmed: it will help you identify the best way of managing the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (eg 'people working in the store room' or 'passers-by').

In each case, identify how they might be harmed, ie what type of injury or ill health might occur. For example, 'shelf stackers may suffer back injury from repeated lifting of boxes'.

##### Remember:

- some workers have particular requirements, eg new and young workers, new or expectant mothers and people with disabilities may be at particular risk. Extra thought will be needed for some hazards;
- cleaners, visitors, contractors, maintenance workers etc, who may not be in the workplace all the time;
- members of the public, if they could be hurt by your activities;
- if you share your workplace, you will need to think about how your work affects others present, as well as how their work affects your staff – talk to them; and
- ask your staff if they can think of anyone you may have missed.

### Cam 3 - Gwerthuso'r risgiau a phenderfynu ar ragofalon

#### Step 3 Evaluate the risks and decide on precautions

Having spotted the hazards, you then have to decide what to do about them. The law requires you to do everything 'reasonably practicable' to protect people from harm. You can work this out for yourself, but the easiest way is to compare what you are doing with good practice.

There are many sources of good practice, for example **HSE's website** ([www.hse.gov.uk](http://www.hse.gov.uk)).

So first, look at what you're already doing, think about what controls you have in place and how the work is organised. Then compare this with the good practice and see if there's more you should be doing to bring yourself up to standard. In asking yourself this, consider:

- Can I get rid of the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?

When controlling risks, apply the principles below, if possible in the following order:

- try a less risky option (eg switch to using a less hazardous chemical);
- prevent access to the hazard (eg by guarding);
- organise work to reduce exposure to the hazard (eg put barriers between pedestrians and traffic);

### Cam 4 - Cofnodwch eich canfyddiadau a'u gweithredu

#### Step 4 Record your findings and implement them

Putting the results of your risk assessment into practice will make a difference when looking after people and your business.

Writing down the results of your risk assessment, and sharing them with your staff, encourages you to do this. If you have fewer than five employees you do not have to write anything down, though it is useful so that you can review it at a later date if, for example, something changes.

When writing down your results, keep it simple, for example 'Tripping over rubbish: bins provided, staff instructed, weekly housekeeping checks', or 'Fume from welding: local exhaust ventilation used and regularly checked'.

### Cam 5 - Adolygu a diweddarau os oes angen

#### Step 5 Review your risk assessment and update if necessary

Few workplaces stay the same. Sooner or later, you will bring in new equipment, substances and procedures that could lead to new hazards. It makes sense, therefore, to review what you are doing on an ongoing basis. Every year or so formally review where you are, to make sure you are still improving, or at least not slipping back.

Look at your risk assessment again. Have there been any changes? Are there improvements you still need to make? Have your workers spotted a problem? Have you learnt anything from accidents or near misses? Make sure your risk assessment stays up to date.

When you are running a business it's all too easy to forget about reviewing your risk assessment – until something has gone wrong and it's too late. Why not set a review date for this risk assessment now? Write it down and note it in your diary as an annual event.

# Big Ideas

## Wales

### Risk

Health and Safety Tragedies (optional – please ensure the learner cohort is emotionally capable of dealing with this subject area)

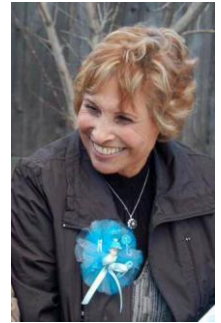
#### Orestes Martinez (29)

One day in April 2009, Orestes Martinez (29) and two co-workers were working at a construction site for the M.D. Anderson Cancer Centre in Houston, Texas, helping to install a two-ton, lead-lined door in the radiation department of the hospital. They were moving the door by hand since no lift device was available. During the installation, the door fell on Martinez, crushing him to death.



#### Evangelina “Eva” Macias (66)

Evangelina “Eva” Macias (66), worked for North America’s largest recycling company. For 13 years she worked as traffic director, directing the public to drop-off areas. On June 18, 2012, she was hit and run over by a front-end loader truck driven by a co-worker. The operator couldn’t see her because the bucket on the loader was too high off the ground.



#### Research:

- Does anyone have any examples
- Either individually or working in a pair research (online or in local/national newspapers) examples of breaches of Health and Safety law and the consequences
- Present findings to the group to include an overview of the facts.

# Syniadau Mawr Cymru

## Risg

Trychinebau lechyd a Diogelwch (dewisol - gwnewch yn siŵr bod y garfan o ddysgwyr yn abl yn emosiynol i ddelio â'r maes pwnc hwn)

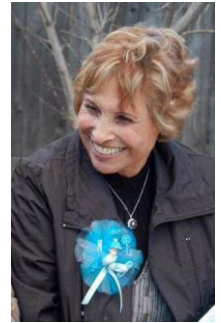
### Oretes Martinez (29)

Un diwrnod ym mis Ebrill 2009, roedd Orestes Martinez (29) a dau gydweithiwr yn gweithio mewn safle adeiladu ar gyfer y Ganolfan Ganser MD Anderson yn Houston, Texas, yn helpu i osod drws dau-dunnell, wedi ei leinio â phlwm yn adran ymbelydredd yr ysbyty. Roeddent yn symud y drws â llaw gan nad oedd unrhyw ddyfais lifft ar gael. Yn ystod y gosodiad, syrthiodd y drws ar Martinez, gan ei wasgu i farwolaeth.



### Evangelina "Eva" Macias (66)

Roedd EVANGELINA 'Eva' Macias (66), yn gweithio i gwmni ailgylchu mwyaf Gogledd America. Am 13 mlynedd bu'n gweithio fel cyfarwyddwr traffig, yn cyfeirio'r cyhoedd i ardaloedd gollwng. Ar 18 Mehefin, 2012, cafodd ei tharo a'i rhedeg drosodd gan lori lwytho pen blaen a oedd yn cael ei gyrru gan gydweithiwr. Ni allai'r gweithredwr ei gweld oherwydd bod y bwced ar y llwythwr yn rhy uchel oddi ar y ddaear.



### Ymchwil:

- A oes gan unrhyw un enghreifftiau
- Naill ai'n unigol neu mewn pâr, ymchwiliwch (ar-lein neu mewn enghreifftiau papurau newydd ) lleol / cenedlaethol achosion o dorri cyfraith lechyd a Diogelwch a'r canlyniadau
- Cyflwynwch ganfyddiadau i'r grŵp i gynnwys trosolwg o'r ffeithiau.

# Big Ideas

## Wales



### Risk

Health and Safety Tragedies (optional – please ensure the learner cohort is emotionally capable of dealing with this subject area)

Hillsborough Disaster Live News Coverage of the day 1989

<http://www.youtube.com/watch?v=bUuSHrhPOyk>

The Most Polluted City On The Planet (KARABASH - RUSSIA)

<http://www.youtube.com/watch?v=XLzTV-r7hlQ>

Dzerzhinsk - Russia - World's Worst Polluted Places

<http://www.youtube.com/watch?v=uvqiSqXvrQo>

Welsh Mining Disasters

<http://www.youtube.com/watch?v=VXiktmNxl8Q>

### Research:

- Has anyone watched any other examples online or in the media?
- Show clips to the cohort

# Syniadau Mawr

## Cymru

### Risg

Trasiedïau lechyd a Diogelwch (dewisol - gwnewch yn siŵr bod y garfan o ddysgwyr yn abl yn emosiynol i ddelio â'r maes pwnc hwn) Saesneg yn unig.

Trychineb Hillsborough  
Sylw'r Wasg yn Fyw o'r diwrnod 1989

<http://www.youtube.com/watch?v=bUuSHrhPOyk>

Y Ddinas Mwyaf Llygredig ar y Blaned (KARABASH  
- RWSIA)

<http://www.youtube.com/watch?v=XLzTV-r7hlQ>

Dzerzhinsk - Rwsia – Lleoedd Mwyaf Llygredig y  
Byd

<http://www.youtube.com/watch?v=uvqiSqXvrOo>

Trychinebau Glofaol Cymru

<http://www.youtube.com/watch?v=VXiktmNxl8Q>

### Ymchwil:

- A oes unrhyw un wedi gwyllo unrhyw enghreifftiau eraill ar-lein neu yn y cyfryngau?
- Dangosch glipliau i'r garfan

# Big Ideas

## Wales



### Risk

#### Quiz Questions

- Q1: According to the International Labour office how many people die of work-related accidents and diseases each year?  
A: 2.2 million (this number may be vastly under estimated due to poor reporting and coverage systems in many countries.)  
[http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS\\_005176/lang--en/index.htm](http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_005176/lang--en/index.htm)
- Q2: In the UK 2012/13 how many people were killed at work?  
A: 148
- Q3: Under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) how many other injuries incurred in the workplace?  
A: 78 000
- Q4: According to (LFS) how many over-7-day absence injuries occurred ?  
A 175,000
- Q5: How many working people were suffering from a work-related illness in 2012-13?  
A. 1.1 million
- Q6: In 2011/12 how many working days were lost due to work-related illness and workplace injury  
A: 27 million
- Q7: How much did workplace injuries and ill health (excluding cancer) cost society in 2011/12?  
A: An estimated 13.8 billion

## Risg

### Cwestiynau Cwis

C1: Yn ôl y Swyddfa Lafur Rhyngwladol, faint o bobl sy'n marw o ddamweiniau a chlefydau sy'n gysylltiedig â gwaith bob blwyddyn?

A: 2.2 miliwn (mae'n bosibl bod y rhif hwn wedi ei ddanamcangyfrif yn sylweddol o ganlyniad i systemau adrodd a derbyniad gwael mewn llawer o wledydd.)

[http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS\\_005176/lang--en/index.htm](http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_005176/lang--en/index.htm) Saesneg yn unig.

C2: Yn y DU yn 2012/13, faint o bobl gafodd eu lladd yn y gwaith?

A: 148

C3: O dan RIDDOR (Rheoliadau Adrodd ar Anafiadau, Clefydau neu Ddigwyddiadau Peryglus), faint o anafiadau eraill a ddigwyddodd yn y gweithle?

A: 78,000

C4: Yn ôl (LFS) faint o anafiadau absenoldeb dros-7-diwrnod ddigwyddodd?

A: 175,000

C5: Faint o bobl sy'n gweithio oedd yn dioddef o salwch a oedd yn gysylltiedig â gwaith yn 2012-13?

A: 1.1 miliwn

C6: Yn 2011/12 faint o ddiwrnodau gwaith a gollwyd o ganlyniad i salwch a oedd yn gysylltiedig â gwaith ac anafiadau yn y gweithle

A: 27 miliwn

C7: Faint wnaeth anafiadau a salwch yn y gwaith (ac eithrio canser) gostio i'r gymdeithas yn 2011/12?

A: Amcangyfrifiad o 13.8 biliwn



# Big Ideas

## Wales

### Innovation

#### What is intellectual property?

Intellectual property (IP) refers to creations of the mind such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.

IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. By striking the right balance between the interests of innovators and the wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish

Why is it important?

Vanilla Ice vs. David Bowie/Freddie Mercury

Case

Vanilla Ice had a hit, in 1991, with Ice Ice Baby — it sampled but did not credit the song Under Pressure by David Bowie and Queen. Though at first denying it, Vanilla Ice later retracted the statement saying it was “a joke”. Facing a lawsuit by the duo, Vanilla Ice confessed to sampling the work.

Outcome

The case was settled privately out of court with Ice paying an undeclared sum of money and crediting Bowie/Queen on the track.

Investigate the ‘Blurred Lines’ case

# Syniadau Mawr

## Cymru

### Arloesedd

Beth yw eiddo deallusol?

Mae Eiddo deallusol (IP) yn cyfeirio at greadigaethau y meddwl, megis dyfeisiadau; gweithiau llenyddol ac artistig; dyluniadau; a symbolau, enwau a delweddau a ddefnyddir mewn masnach.

Mae IP yn cael ei ddiogelu o fewn y gyfraith drwy, er enghraifft, patentau, hawlfraint a nodau masnach, sy'n galluogi pobl i ennill cydnabyddiaeth neu fudd ariannol gan yr hyn y maent yn ei ddyfeisio neu ei greu. Trwy daro'r cydbwysedd cywir rhwng buddiannau arloeswyr a budd ehangach y cyhoedd, mae'r system IP yn anelu at feithrin amgylchedd lle gall creadigrwydd ac arloesedd ffynnu.

Pam ei fod yn bwysig?

Vanilla Ice yn erbyn David Bowie/Freddie Mercury

Achos

Cafodd Vanilla Ice lwyddiant, yn 1991, gydag 'Ice Ice Baby' - fe samplodd, ond ni chredydodd y gân 'Under Pressure' gan David Bowie a Queen. Er ar y dechrau, iddo wadu hynny, yn ddiweddarach tynnodd Vanilla Ice y datganiad yn ei ôl gan ddweud mai 'jôc' ydoedd. Yn wynebu achos llys gan y ddau, cyfaddefodd Vanilla Ice i samplu'r gwaith.

Canlyniad

Cafodd yr achos ei setlo yn breifat y tu allan i'r llys gydag Ice yn talu swm o arian heb ei ddatgan a chredydu Bowie / Queen ar y trac.

Ymchwiliwch i'r achos 'Blurred Lines'

# Big Ideas

## Wales

### Innovation

#### Intellectual Property

##### Copyright

Copyright is a legal term used to describe the rights that creators have over their literary and artistic works. Works covered by copyright range from books, music, paintings, sculpture and films, to computer programs, databases, advertisements, maps and technical drawings

##### Patent

A patent is an exclusive right granted for an invention. Generally speaking, a patent provides the patent owner with right to decide how, or even whether, the invention can be used by others. In exchange for this right, the patent owner makes technical information about the invention publicly available in the published patent document.

##### Trademarks

A trademark is a sign capable of distinguishing the goods or services of one enterprise from others. Trademarks date back to ancient times when craftsmen used to put their signature or "mark" on their products.

# Syniadau Mawr Cymru

Arloesedd  
Eiddo Deallusol

## Hawlfraint

Mae Hawlfraint yn derm cyfreithiol a ddefnyddir i ddisgrifio'r hawliau sydd gan greuwr dros eu gweithiau llenyddol ac artistig.

Mae gwaith a gwmpesir gan hawlfraint yn amrywio o lyfrau, cerddoriaeth, paentiadau, cerflunwaith a ffilmiau, i raglenni cyfrifiadurol, cronfeydd data, hysbysebion, mapiau a lluniadau technegol.

## Patent

Mae patent yn hawl neilltuedig a roddwyd ar gyfer dyfais. A siarad yn gyffredinol, mae patent yn rhoi i'r perchennog patent yr hawl i benderfynu sut - neu a - all y ddyfais gael ei ddefnyddio gan eraill.

Yn gyfnewid am yr hawl hwn, mae'r perchennog patent yn gwneud gwybodaeth dechnegol am y ddyfais ar gael i'r cyhoedd yn y ddogfen patent a gyhoeddwyd.

## Nodau Masnach

Mae nod masnach yn arwydd all wahaniaethu nwyddau neu'r gwasanaethau o un fenter o'i chymharu â mentrau eraill.

Mae nodau masnach yn dyddio'n ôl i'r hen amser pan arferai crefftwyr roi eu llofnod neu 'nod' ar eu cynnyrch.

# Big Ideas

## Wales

### Innovation

#### What is intellectual property?

Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.

IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. By striking the right balance between the interests of innovators and the wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish

To find out more, access:

[http://files.crackingideas.com/2011/my\\_ip\\_booklet.pdf](http://files.crackingideas.com/2011/my_ip_booklet.pdf)

<http://www.ipo.gov.uk/whyuse/education/education-thinkkit.htm>

<http://www.ipo.gov.uk/thinkteach.pdf>

Research:

Research any aspects of your proposed products or services that could contravene intellectual property rights, using the websites suggested (and others, where appropriate).

# Syniadau Mawr

## Cymru

### Arloesedd

Beth yw eiddo deallusol?

Mae Eiddo deallusol (IP) yn cyfeirio at greadigaethau'r meddwl, megis dyfeisiadau; gweithiau llenyddol ac artistig; dyluniadau; a symbolau, enwau a delweddau a ddefnyddir mewn masnach.

Mae IP yn cael ei ddiogelu o fewn gyfraith drwy, er enghraifft, patentau, hawlfraint a nodau masnach, sy'n galluogi pobl i ennill cydnabyddiaeth neu fudd ariannol gan yr hyn y maent yn ei ddyfeisio neu ei greu. Trwy daro'r cydbwysedd cywir rhwng buddiannau arloeswyr a budd ehangach y cyhoedd, mae'r system IP yn anelu at feithrin amgylchedd lle gall creadigrwydd ac arloesedd ffynnu.

I gael gwybod rhagor, ewch i:

[http://files.crackingideas.com/2011/my\\_ip\\_booklet.pdf](http://files.crackingideas.com/2011/my_ip_booklet.pdf)

<http://www.ipo.gov.uk/whyuse/education/education-thinkkit.htm>

<http://www.ipo.gov.uk/thinkteach.pdf>

Ymchwil:

Ymchwiliwch unrhyw agwedd ar eich cynhyrchion neu wasanaethau arfaethedig a allai fynd yn groes i hawliau eiddo deallusol, gan ddefnyddio'r gwefannau a awgrymir (ac eraill, lle y bo'n briodol).

# Big Ideas

## Wales

### How do we budget?

#### Objective:

To enable learners to develop skills in negotiation, planning and decision making.

#### Introduction:

This activity encourages learners to understand how businesses are financed and the importance of budgeting.

The first step will involve estimating the cost of the main items in the budget and this will need to be reviewed later when detailed costs are determined. Learners should think firstly about how they look after money in their own lives and consider; Where does their money come from? How do they manage their money? What happens if they under spend or overspend?

#### Activity:

1. In allocated teams; using the Internet, the Budget Plan and Handout or a visit to/from a Bank's Financial Advisor in their area, learners to obtain information to help them determine their budget.
2. Using ICT or the Premises Plan, learners should determine what they need for their business.
3. Each team discusses and decides how they will estimate the budget for their business and each learner completes the Budget Plan.
4. Using the Loan Application Form, teams apply for a Business Loan. Teams need to be told that the maximum they can qualify for is £25,000.
5. Learners should research / estimate the selling price of their product / service.
6. Learners should retain evidence of their work and record their budget decisions using the worksheet.

#### Plenary:

Learners feedback and discuss the budget decisions which they found most difficult to make.

#### Entrepreneurship Characteristics:

- Managing Resources
- Planning
- Negotiation – Persuasion – Influence
- Managing Risk

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Premises Plan
- Budget Plan
- Handout
- Loan Application Form
- Business Worksheet

#### Other Resources:

ICT

#### Learning Outcome:

Learners are able to work together to manage resources.

# Syniadau Mawr Cymru

## Sut ydym yn cyllidebu?

### Amcan:

I alluogi dysgwyr i ddatblygu sgiliau wrth negodi, cynllunio a gwneud penderfyniadau.

### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i ddeall sut y caiff busnesau eu hariannu a phwysigrwydd cyllidebu.

Bydd y cam cyntaf yn cynnwys amcangyfrif cost y prif eitemau yn y gyllideb a bydd angen adolygu hyn yn ddiweddarach ar ôl pennu costau manwl. Yn gyntaf, dylai dysgwyr ystyried sut y maent yn gofalu am arian yn eu bywydau eu hunain ac ystyried; O ble y daw eu harian? Sut y maent yn rheoli eu harian? Beth sy'n digwydd os ydynt yn tanwario neu'n gorwario?

### Gweithgaredd:

1. Mewn timau a ddyrannwyd gan ddefnyddio'r Rhynggrwyd, y Cynllun Cyllidebu a'r Daflen, bydd neu ymweliad â/gan Gyngorydd Ariannol y Banc yn eu hardal, dylai dysgwyr ddarganfod gwybodaeth i'w helpu i gwblhau eu cyllideb.
2. Gan ddefnyddio TGCh neu'r Cynllun Safle, dylai dysgwyr benderfynu beth sydd ei angen arnynt ar gyfer eu busnes.
3. Bydd pob tîm yn trafod ac yn penderfynu sut y byddant yn amcangyfrif y gyllideb ar gyfer eu busnes a bydd pob dysgwr yn cwblhau Cynllun Cyllidebu.
4. Gan ddefnyddio'r Ffurflen Gais am Fenthyciad, mae timau'n gwneud cais am Fenthyciad Busnes. Bydd angen dweud wrth y timau mai'r swm uchaf y gallant ei fenthyg yw £25,000.
5. Dylai dysgwyr ymchwilio i / amcangyfrif beth fydd pris gwerthu eu cynnyrch / gwasanaeth.
6. Dylai dysgwyr gadw tystiolaeth o'u gwaith a chofnodi eu penderfyniadau o ran y gyllideb gan ddefnyddio'r daflen waith.

**Sesiwn Llawn:** Mae dysgwyr yn rhoi adborth a thrafod y penderfyniadau cyllidebu a oedd fwyaf anodd i'w gwneud.

### Nodweddion

#### Entrepreneuriaeth:

- Rheoli Adnoddau
- Cynllunio
- Negodi – Perswadio – Dylanwadu
- Rheoli Risg

#### Cysylltiadau Cwricwlwm

- WBQ
- EES

#### Adnoddau a Ddarparwyd:

- Cynllun Safle
- Cynllun Cyllidebu
- Taflen
- Ffurflen Gais am Fenthyciad
- Taglen waith Busnes

#### Adnoddau Eraill:

- TGCh

#### Deiliant Dysgu:

Mae dysgwyr yn gallu gweithio gyda'i gilydd i reoli adnoddau.



# Big Ideas

## Wales



### How do we budget?

#### What do you need for your business?

Businesses need to encourage customers to spend money and use a variety of methods to do this. Think about the following aspects before you decide on your budget...

#### Wages

How many people will you employ?

Do you intend to do all the work yourself (ordering stock / keeping records / serving customers / paperwork / cleaning).

#### Stock

Do you want to hold lots of stock, so you always have what the customer wants or do you intend to reorder regularly?  
Does your stock go out of date / go out of fashion?

#### Advertising and Promotion

How will customers know where you are?

Will you use newspaper adverts, posters, flyers, websites etc?

#### Rent

The local council is keen to attract new business to the area and has offered to cover the cost for the first 12 months.

#### Contingency Fund

Do you need to put money aside for other costs not covered here?

# Syniadau Mawr

## Cymru

### Sut ydym yn cyllidebu?

#### Beth sydd ei angen arnoch ar gyfer eich busnes?

Mae angen i fusnesau annog cwsmeriaid i wario arian a defnyddio amrywiaeth o ddulliau i wneud hyn. Ystyriwch y canlynol cyn i chi benderfynu ar eich cyllideb...

#### Cyflogau:

- Faint o bobl y byddwch yn eu cyflogi?
- A ydych yn bwriadu gwneud yr holl waith eich hun (archebu stoc / cadw cofnodion / gwasanaethu cwsmeriaid / gwaith papur / glanhau).

#### Stoc:

- A ydych am gadw llawer o stoc, er mwyn sicrhau bod gennych bob amser yr hyn y mae'r cwsmer am ei gael neu a ydych yn bwriadu ailarchebu'n rheolaidd?
- A oes gan eich stoc ddyddiad gwerthu olaf / a yw'n dyddio?

#### Hysbysebu a Hyrwyddo:

Sut y bydd cwsmeriaid yn gwybod lle rydych chi?

A fyddwch yn defnyddio hysbysebion papur newydd, posteri, taflenni, gwefannau ac ati?

#### Rhent:

Mae'r cyngor lleol yn awyddus i ddenu busnes newydd i'r ardal ac mae wedi cynnig talu'r costau am y 12 mis cyntaf.

#### Cronfa Wrth Gefn:

A oes angen i chi neilltuo arian ar gyfer costau eraill nas cwmpesir yma?

# Big Ideas

## Wales



### How do we budget?

#### What do you need for your business?

Businesses need to encourage customers to spend money and use a variety of methods to do this. Think about the following before you decide on your budget...

#### Flooring

Is image important to your business?  
Does it need to be practical, stylish, load bearing?  
Will it be on show or do you intend to cover it with products?

#### Lighting

Do you need a strong light so that customers can see the products or more subtle lighting to create a mood?  
Do you need lights scattered around the premises dividing it into zones, do you intend to use coloured lights to create a mood?

#### Fitments (shelves, counters, stands etc):

Will you have lots of products on display?  
Where will you place the till?  
Do your shelves need to be attractive?  
Is colour important?  
Do they need to be at different eye levels?  
E.g. In Supermarkets sweets are always low down at a child's level, but expensive goods are set at 5 foot 4 inches (the height of the average female shopper).

As a team estimate the cost of the main items for your business budget. You are provided with a low cost and a high cost as guidelines. Keep within these cost guidelines and decide how much you need or want to spend on each item and then complete the 'Estimated Cost' column. You need to plan carefully – you must have enough money left in your budget to cover the Low Costs for each item in Budget Categories A to E



# Syniadau Mawr

## Cymru

### Sut ydym yn cyllidebu?

#### Beth sydd ei angen arnoch ar gyfer eich busnes?

Mae angen i fusnesau annog cwsmeriaid i wario arian a defnyddio amrywiaeth o ddulliau i wneud hyn. Ystyriwch y canlynol cyn i chi benderfynu ar eich cyllideb...

#### Llawr:

A yw delwedd yn bwysig i'ch busnes?

A oes angen iddo fod yn ymarferol, yn ffasiynol, yn gallu cymryd pwysau?

A fydd yn cael ei arddangos neu a ydych yn bwriadu rhoi cynnyrch arno?

#### Golau:

A oes angen golau cryf arnoch fel bod cwsmeriaid yn gallu gweld y cynnyrch neu a oes angen golau llai disglair i greu awyrgylch penodol?

A oes angen dosbarthu goleuadau o amgylch y safle er mwyn ei rannu'n barthau, a ydych yn bwriadu defnyddio goleuadau lliw i greu awyrgylch penodol?

#### Gosodion (silffoedd, cownteri, standiau ac ati):

A fydd gennych lawer o gynhyrchion i'w harddangos?

Ble byddwch yn rhoi'r til?

A oes angen i'ch silffoedd fod yn atyniadol?

A yw lliw yn bwysig?

A oes angen iddynt fod ar lefelau llygad gwahanol?

E.e. mewn Archfarchnadoedd mae melynion bob amser yn isel ar lefel plant, ond rhoddir nwyddau drud ar 5 troedfedd 4 modfedd (ar gyfartaledd, taldra merch sy'n siopa.)

Fel tîm, amcangyfrifwch beth yw cost y prif eitemau ar gyfer cyllideb eich busnes. Darperir canllaw i chi o gost uchel a chost isel. Cadwch o fewn y canllawiau costau hyn a phenderfynwch faint y mae angen i chi ei wario neu faint yr ydych am ei wario ar bob eitem ac yna cwblhewch y golofn 'Amcangyfrif o Gost'.

Mae angen i chi gynllunio'n ofalus – mae'n rhaid bod gennych ddigon o arian ar ôl yn eich cyllideb i gynnwys y Costau Isel ar gyfer pob eitem yng Nghategoriau Cyllideb A i Ch.

# Big Ideas

## Wales



How do we budget?  
Premises Plan



# Syniadau Mawr

# Cymru

Sut ydym yn cyllidebu?

Cynllun Safle



# Big Ideas Wales

## Example Budget Plan

| Budget Category         | Items  | Cost Guide               | Estimated Cost     | Final Cost            |
|-------------------------|--|--------------------------|--------------------|-----------------------|
| A                       | Flooring   | High £2,500              |                    |                       |
|                         |  | Low £900                 |                    |                       |
|                         | Walls  | High £550                |                    |                       |
|                         |  | Low £300                 |                    |                       |
|                         | Lighting   | High £500                |                    |                       |
|                         |  | Low £200                 |                    |                       |
|                         | Pay Desk   | High £1,000              |                    |                       |
|                         |  | Low £500                 |                    |                       |
|                         | Display  | High £1500               |                    |                       |
|                         |  | Low £500                 |                    |                       |
| B                       | Wages  | High (3 x staff) £2,400  |                    |                       |
|                         |  | Medium (2 x staff) £1600 |                    |                       |
|                         |  | Low (1 x staff) £800     |                    |                       |
|                         | Stock  | High £12,000             |                    |                       |
|                         |  | Low £4,000               |                    |                       |
| C                       | Advertising and Promotions   | High £4,500              |                    |                       |
|                         |  | Low £1,000               |                    |                       |
| D                       | Rent   | Free for 12 months       | None 12 months     | No cost for 12 months |
| E                       | Contingency Fund: money set aside for:<br>e.g. launch/Unexpected Expenditure | High £6,000              |                    |                       |
|                         |  | Low £3,500               |                    |                       |
|                         |  |                          | Total Budget:<br>£ | Total Final Budget: £ |
| Maximum Loan Available: |  | £25,000                  |                    |                       |
| Total Estimated Budget: |  | £                        |                    |                       |



# Syniadau Mawr

## Cymru

### Enghraifft o Gynllun Cyllidebu

| Categori Cyllidebu                         | Eitemau  | Canllaw o'r Gost           | Amcangyfrif o'r Gost   | Cost Terfynol                   |
|--|--|----------------------------|------------------------|---------------------------------|
| A  | Llawr  | Uchel £2,500               |                        |                                 |
|  |  | Isel £900                  |                        |                                 |
|  | Waliau   | Uchel £550                 |                        |                                 |
|  |  | Isel £300                  |                        |                                 |
|  | Goleuadau  | Uchel £500                 |                        |                                 |
|  |  | Isel £200                  |                        |                                 |
|  | Desg dalu  | Uchel £1,000               |                        |                                 |
|  |  | Isel £500                  |                        |                                 |
|  | Arddangosfa  | Uchel £1500                |                        |                                 |
|  |  | Isel £500                  |                        |                                 |
| B  | Cyflogau   | Uchel (3 x staff) £2,400   |                        |                                 |
|  |  | Canolig (2 x staff) £1,600 |                        |                                 |
|  |  | Isel (1 x staff) £800      |                        |                                 |
|  | Stoc   | Uchel £12,000              |                        |                                 |
| Isel £4,000                                |  |                            |                        |                                 |
| C  | Hysbysebu a Hyrwyddo   | Uchel £4,500               |                        |                                 |
|  |  | Isel £1,000                |                        |                                 |
| CH   | Rhent  | Am ddim am y 12 mis cyntaf | Dim cost am 12 mis     | Dim cost am 12 mis              |
| D  | Cronfa Wrth Gefn: arian wedi'i neilltuo ar gyfer Lansio'r Busnes, Gwariant Annisgwyl | Uchel £6,000               |                        |                                 |
|  |  | Isel £3,500                |                        |                                 |
|  |  |                            | Cyfanswm y gyllideb: £ | Cyfanswm y gyllideb derfynol: £ |
| <b>Y Benthyciad Mwyaf sydd ar Gael :</b>   |  | £25,000                    |                        |                                 |
| <b>Amcangyfrif o Gyfanswm y Gyllideb :</b> |  | £                          |                        |                                 |



# Big Ideas

## Wales

### How do we budget?

How did you decide how much to spend on each item of the budget items?

| Budget Category | Item                        | Estimated Cost Decided | Reason |
|-----------------|-----------------------------|------------------------|--------|
| A               | Flooring:                   |                        |        |
|                 | Walls:                      |                        |        |
|                 | Lighting:                   |                        |        |
|                 | Pay Desk:                   |                        |        |
|                 | Display:                    |                        |        |
| B               | Wages:                      |                        |        |
|                 | Stock:                      |                        |        |
| C               | Advertising and Promotions: |                        |        |
| D               | Rent:                       |                        |        |
| E               | Contingency Fund:           |                        |        |

Which decision was the hardest to make and why?

# Syniadau Mawr

## Cymru

### Sut ydym yn cyllidebu?

Sut y gwnaethoch benderfynu faint i'w wario ar bob eitem o'r gyllideb?

| Categori Cyllidebu | Eitem                 | Amcangyfrif o'r gost y penderfynwyd arni | Rheswm |
|--------------------|-----------------------|--|--------|
| A                  | Llawr:                |  |        |
|                    | Waliau:               |  |        |
|                    | Goleuadau:            |  |        |
|                    | Desg Talu:            |  |        |
|                    | Arddangosfa:          |  |        |
| B                  | Cyflogau:             |  |        |
|                    | Stoc:                 |  |        |
| C                  | Hysbysebu a Hyrwyddo: |  |        |
| CH                 | Rhent:                |  |        |
| D                  | Cronfa Wrth Gefn :    |  |        |

Pa benderfyniad oedd yr un anoddaf i'w wneud a pham?

# Big Ideas

## Wales

### How do we budget?

#### Loan Application

Please complete the following questions. All boxes must be completed and failure to do so will delay your loan application.

|   |  |
|---|--|
| State the name of your business   |  |
| State the full names of each business partner (please print)  | .....  |
| For what purpose do you require the loan?   |  |
| How much do you require?<br>(Please tick)   | £10,000 ___ £15,000 ___ £20,000 ___ £25,000 ___ Other £_____ |
| Provide a brief description of your business:   |  |
| Describe the product / service your business will offer:  |  |
| Identify any likely competition:  |  |
| Describe and explain your target market:  |  |
| Each owner needs to sign below and all signatures must be witnessed by a separate individual  |  |
| -----   | ----- (Witness Signature)                                    |
| This document was signed in my presence by the recipients of the loan   |  |
| Disclaimer: This loan is subject to the rules and regulations of The Bank and can be terminated at any time should the recipient fail to meet their agreed repayments. See Article IV; ss (a) (b) of The Bank's regulatory agreement. |  |

# Syniadau Mawr

## Cymru

### Sut ydym yn cyllidebu?

Cais am Fenthyciad : Cwblhewch y cwestiynau canlynol. Mae'n rhaid cwblhau pob blwch a bydd methu â gwneud hyn yn oedi eich cais am fenthyciad.

|  |  |
|--|--|
| Nodwch enw eich busnes   |  |
| Nodwch enwau llawn pob partner busnes (defnyddiwch briflythrennau)<br>.....  |  |
| At ba ddiben y mae angen y benthyciad arnoch?  |  |
| Faint sydd ei angen arnoch?<br>(Ticiwch y blwch)   | £10,000 ___ £15,000 ___ £20,000 ___ £25,000 ___ Arall £_____ |
| Rhowch ddisgrifiad byr o'ch busnes:  |  |
| Disgrifiwch y cynnyrch / gwasanaeth y bydd eich busnes yn ei gynnis:   |  |
| Nodwch eich cystadleuaeth debygol:   |  |
| Disgrifiwch ac eglurwch pwy fydd eich cwsmeriaid yn eich barn chi:   |  |
| Mae angen i bob perchennog lofnodi isod a rhaid i bob llofnod gael ei dystio gan unigolyn ar wahân<br>----- (Llofnod y Tyst)<br>Llofnodwyd y ddogfen hon yn fy mhresenoldeb gan dderbynwyr y benthyciad<br>Ymwadiad: Mae'r benthyciad hwn yn ddarostyngedig i reolau a rheoliadau'r Banc a gellir ei derfynu unrhyw bryd os bydd y<br>derbynnydd yn methu â thalu'r ad-daliadau y cytunwyd arnynt. Gweler Erthygl IV; adrannau (a) (b) o gytundeb rheoleiddio'r<br>Banc. |  |

# Big Ideas

## Wales



### What shall we charge?

#### Objective:

To enable learners to use structured planning skills.

#### Introduction:

This activity encourages learners to consider how products or services are priced. Pose the question: What determines the price of a product or service? E.g. Wholesale price, staff wages, overheads etc.

#### Activity:

1. Using the Finances and Profit and Stock Plan, determine the profit and stock requirements of relevant product or service.
2. Using the Price Tags Sheet if required, each learner creates price tags for their team's product or service. Logos and branding should be incorporated. Learners could be encouraged to create their own innovative tags e.g. in the shape of their own product or service.
3. In teams, learners discuss the relative merits of each and choose one or more designs for their business.
4. Learners should retain evidence of their work and record their financial decisions using the Business worksheet.

#### Plenary:

Teams present their findings which are scrutinised by other class members..

#### Entrepreneurship Characteristics:

- Planning
- Decision Making
- Managing Resources
- Numeracy
- Digital Literacy

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Profit and Stock Plan
- Price Tags Sheet
- Finances
- Business Worksheet

#### Other Resources:

- ICT
- Art materials

#### Learning Outcome:

Learners will be able to plan and manage resources in a given situation.



### Beth ddylem ei godi?

#### Amcan:

I alluogi dysgwyr i ddefnyddio sgiliau cynllunio strwythuredig.

#### Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i ystyried sut y caiff cynnyrch neu wasanaethau eu prasio. Gofynnwch y cwestiwn: Beth sy'n penderfynu pris cynnyrch neu wasanaeth? E.e. Pris cyfanwerthu, cyflogau staff, gorbenion ac ati.

#### Gweithgaredd:

1. Gan ddefnyddio'r Cynllun Cyllid a'r Elw a Stoc, penderfynwch beth yw gofynion elw a stoc eu cynnyrch neu wasanaeth.
2. Gan ddefnyddio'r Daflen Tagiau Prasio os oes angen, bydd pob dysgwr yn creu tagiau prasio ar gyfer cynnyrch neu wasanaeth eu tîm. Dylid cynnwys logos a brandiau. Gellir annog y dysgwyr i greu eu tagiau arloesol eu hunain e.e. ar ffurf eu cynnyrch neu eu gwasanaeth eu hunain.
3. Mewn timau, bydd dysgwyr yn trafod rhinweddau perthnasol pob un ac yn dewis un cynllun neu fwy ar gyfer eu busnes.
4. Dylai'r dysgwyr gadw tystiolaeth o'u gwaith a chofnodi eu penderfyniadau ariannol gan ddefnyddio'r Daflen waith Busnes

#### Sesiwn Llawn:

Bydd y timau yn cyflwyno eu canfyddiadau a bydd aelodau eraill o'r dosbarth yn craffu arnynt.

#### Nodweddion

##### Entrepreneuriaeth:

- Cynllunio
- Gwneud Penderfyniadau
- Rheoli Adnoddau
- Rhifedd
- Llythrennedd Digidol

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- Cynllun Elw a Stoc
- Taflen Tagiau Prasio
- Cyllid
- Taflen waith Busnes

##### Adnoddau Eraill:

- TGCh
- Deunyddiau celf

##### Deilliant Dysgu:

Bydd dysgwyr yn gallu cynllunio a rheoli adnoddau mewn sefyllfa benodol.

# Big Ideas

## Wales

### What shall we charge?

#### Profit and Stock Plan

| Profit:  |  |   |   |
|----------|--|---|---|
| <b>A</b> | Selling price of product / service:  | £   |   |
| <b>B</b> | Wholesale price of product / service:<br>(40% of selling price: <b>A</b> ) | £   |   |
| <b>C</b> | Overheads:   | To cover wages: (8% of selling price: <b>A</b> for<br><i>each</i> member of staff employed)<br>Option of 1, 2 or 3 members of staff | £ |
|          |  | To cover electricity / gas etc:<br>(5% of selling price: <b>A</b> )   | £ |
| <b>D</b> | Profit per product / service:<br>( <b>A</b> – ( <b>B</b> + <b>C</b> ))     | £   |   |

| Stock:   |  |       |
|----------|--|-------|
| <b>E</b> | Amount of stock required for launch:<br>(Stock cost (item <b>B</b> in Activity 3 Budget Plan) / <b>B</b> ) | Units |
| <b>F</b> | Cost of stock:<br>(Max £12,000) ( <b>B</b> x <b>E</b> )  | £     |

# Syniadau Mawr Cymru

## Beth ddylem ei godi?

Cynllun Elw a Stoc

|           |  |   |   |
|-----------|--|---|---|
| Elw:      |  |   |   |
| <b>A</b>  | Pris gwerthu'r cynnyrch/gwasanaeth:  |   | £ |
| <b>B</b>  | Pris cyfanwerthu'r cynnyrch/<br>gwasanaeth:<br>(40% o bris gwerthu: <b>A</b> ) |   | £ |
| <b>C</b>  | Gorbenion:   | I dalu cyflogau:<br>(8% o'r pris gwerthu: <b>A</b> ar gyfer <i>pob</i> aelod<br>o staff a gyflogir)<br>Opsion o 1, 2, neu 3 aelod o staff | £ |
|           |  | I dalu am drydan/nwy ac ati:<br>(5% o'r pris gwerthu: <b>A</b> )  | £ |
| <b>Ch</b> | Elw ar gyfer pob cynnyrch/gwasanaeth:<br>( <b>A</b> – ( <b>B</b> + <b>C</b> )) |   | £ |

|           |  |        |
|-----------|--|--------|
| Stoc:     |  |        |
| <b>D</b>  | Y stoc sydd ei angen ar gyfer y lansiad:<br>(Cost stoc (eitem <b>B</b> yng Nghynllun Cyllideb Gweithgaredd 3) / <b>B</b> ) | Unedau |
| <b>DD</b> | Cost y stoc<br>(Uchafswm £12,000)<br>( <b>B</b> x <b>D</b> )   | £      |



# Big Ideas

## Wales

### What shall we charge?

#### Finances

Understanding the pricing behind a new and original idea is an important step on the road to launching a successful business. You are required to show you have given thought to how your idea might make money. Everything costs money, but good ideas make a profit.

EXAMPLE—costs relating to making a chocolate cake

|   |           |       |
|---|-----------|-------|
| Materials/Ingredients<br>These are costs that will increase the more you produce. Also known as variable costs. | Flour     | 20p   |
|   | Butter    | 30p   |
|   | Chocolate | £1.00 |
|   | Sugar     | 20p   |
|   | Eggs      | 20p   |
|   | Cake tin  | £1.00 |
|   | Icing     | 20p   |
| TOTAL   |           | £3.10 |

|   |                      |         |
|---|----------------------|---------|
| Other costs<br>These are costs that will not change, regardless of how many products / services you produce | Staff wages          | £12,000 |
|   | Rent of shop         | £10,000 |
|   | Heating and lighting | £5000   |
|   | Insurance            | £2000   |
|   | Gas & Electricity    | £3000   |
|   | Advertising          | £500    |
| TOTAL   |                      | £32,500 |

# Syniadau Mawr

## Cymru

### Beth ddylem ei godi?

#### Cyllid

Mae deall y priso y tu ôl i syniad newydd a gwreiddiol yn gam pwysig ar y ffordd i lansio busnes llwyddiannus. Mae'n ofynnol i chi ddangos eich bod wedi rhoi ystyriaeth i sut y gallai eich syniad wneud arian. Mae popeth yn costio arian, ond syniadau da sy'n gwneud elw.

ENGHRAIFFT - costau sy'n gysylltiedig â gwneud cacen siocled

|   |           |       |
|---|-----------|-------|
| Deunyddiau/Cynhwysion   | Blawd     | 20c   |
| Mae'r rhain yn gostau a fydd yn cynyddu po fwyaf y byddwch yn ei gynhyrchu. Fe'i gelwir hefyd yn gostau newidiol. | Menyn     | 30c   |
|   | Siocled   | £1.00 |
|   | Siwgr     | 20c   |
|   | Wyau      | 20c   |
|   | Tun cacen | £1.00 |
|   | Eising    | 20c   |
| CYFANSWM  |           | £3.10 |

|  |                |         |
|--|----------------|---------|
| Costau eraill  | Cyflogau Staff | £12,000 |
| Mae'r rhain yn gostau na fydd yn newid, ni waeth faint o gynhyrchion / gwasanaethau rydych yn ei gynhyrchu | Rhent siop     | £10,000 |
|  | Gwres a golau  | £5000   |
|  | Yswiriant      | £2000   |
|  | Nwy a Thrydan  | £3000   |
|  | Hysbysebu      | £500    |
| CYFANSWM   |                | £32,500 |

# Big Ideas

## Wales

### What shall we charge?

#### Finances

Answer the following questions:

How much will it cost to make each of your products / deliver each service?

| Materials/Ingredients |  |  |
|-----------------------|--|--|
|                       |  |  |
|                       |  |  |
|                       |  |  |
|                       |  |  |
|                       |  |  |
|                       |  |  |
| TOTAL                 |  |  |

| Other costs |  |  |
|-------------|--|--|
|             |  |  |
|             |  |  |
|             |  |  |
|             |  |  |
|             |  |  |
| TOTAL       |  |  |

# Syniadau Mawr Cymru

Beth ddylem ei godi?

Cyllid

Atebwch y cwestiynau canlynol:

Faint fydd yn ei gostio i wneud pob un o'ch cynnyrch / cyflwyno pob gwasanaeth?

|                       |  |         |
|-----------------------|--|---------|
| Deunyddiau/Cynhwysion |  |         |
|                       |  |         |
|                       |  |         |
|                       |  |         |
|                       |  |         |
|                       |  |         |
| CYFANSWM              |  | Blwch A |

|               |  |         |
|---------------|--|---------|
| Costau eraill |  |         |
|               |  |         |
|               |  |         |
|               |  |         |
|               |  |         |
| CYFANSWM      |  | Blwch B |

# Big Ideas

## Wales

### What shall we charge?

#### Finances

Answer the following questions:  
Calculating total costs

How many products /services are you expecting to make/sell??

Box C

Your overall total variable costs =

Box C

\*

Box A

=

Box D

Your total costs =

Box B

+

Box D

=

Box E

# Syniadau Mawr

## Cymru

Beth ddylem ei godi?

Cyllid

Atebwch y cwestiynau canlynol:

Cyfrifo cyfanswm y costau

Faint o gynhyrchion / gwasanaethau yr ydych yn disgwyl eu gwneud / gwerthu?

Blwch C

Cyfanswm cyffredinol eich costau newidiol =

Blwch C

\*

Blwch A

=

Blwch Ch

Cyfanswm eich costau =

Blwch B

+

Blwch Ch

=

Blwch D

# Big Ideas

## Wales

### What shall we charge?

#### Finances

Based on your market research, how much do you think you could sell your product / service for?

Each product / service will be priced at:

Box F

Therefore how much money will be made from selling the product/service (sales revenue):

Box C

\*

Box F

=

Box G

Your anticipated profit is:

Box G

-

Box E

=

Box H

If your profit is a minus figure, this means that you will either need to:

1. Reduce your costs or
2. Increase the selling price of your product/ service at.

Do the calculations again...

If your profit is a positive figure, complete the information below;

The total cost of producing one unit (item) will be:

The mark up per item (profit) will be:

The selling price of each unit (item) will be:

# Syniadau Mawr

## Cymru

Beth ddylem ei godi?

Cyllid

Yn seiliedig ar eich ymchwil marchnad, am faint ydych chi'n credu y byddwch yn gwerthu eich cynnyrch / gwasanaeth?

Bydd pob cynnyrch / gwasanaeth yn cael ei brisio yn:

Blwch DD

Felly, yr arian fydd yn cael ei wneud o werthu'r cynnyrch / gwasanaeth (refeniw gwerthiant) yw:

Blwch C

\*

Blwch DD

=

Blwch E

Eich elw a ragwelir yw:

Blwch E

-

Blwch D

=

Blwch F

Os yw eich elw yn ffigur negyddol, mae hyn yn golygu y bydd angen i chi naill ai:

1 Leihau eich costau neu 2 Gynyddu'r pris yr ydych yn ei godi am werthu eich cynnyrch/gwasanaeth.  
Gnewch yr amcangyfrifon eto...

Os yw eich elw yn ffigur cadarnhaol, cwblhewch y wybodaeth isod:

Cyfanswm cost cynhyrchu un uned (eitem) fydd:

Yr ychwanegiad am bob eitem (elw) fydd:

Cost gwerthu pob uned (eitem) fydd:



# Big Ideas

## Wales

What shall we charge?

How did you decide on the number of staff to employ?

How did you decide on the amount of stock required to launch your enterprise?

How and why did your team choose the price tag to represent your enterprise?

# Syniadau Mawr Cymru

Beth ddylem ei godi?

Sut y gwnaethoch benderfynu ar nifer y staff i'w cyflogi?

Sut y gwnaethoch benderfynu ar y stoc sydd ei hangen i lansio'ch menter?

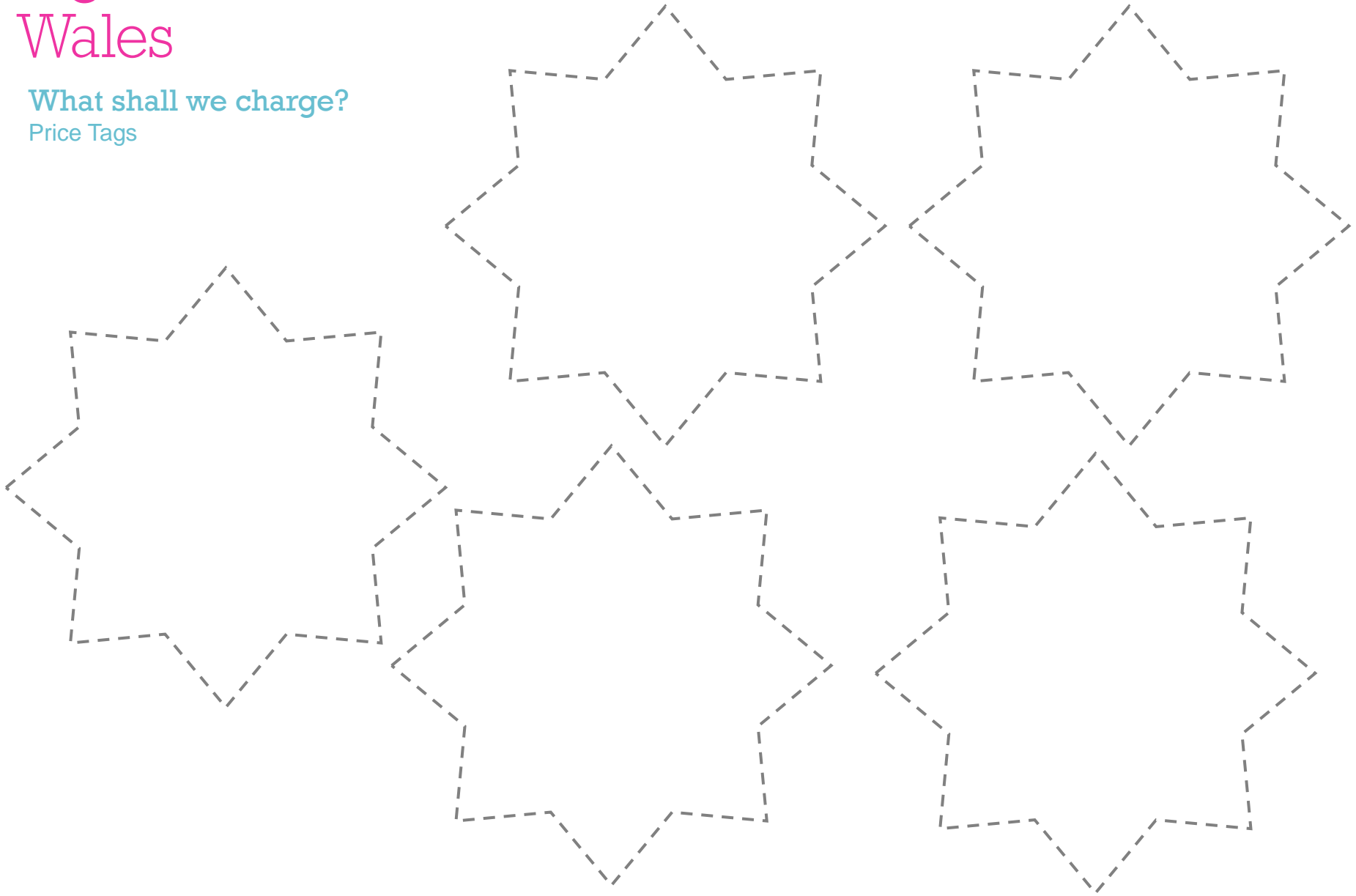
Sut a pham y dewisodd eich tîm y tag pris i gynrychioli eich menter?

# Big Ideas

## Wales

What shall we charge?

Price Tags

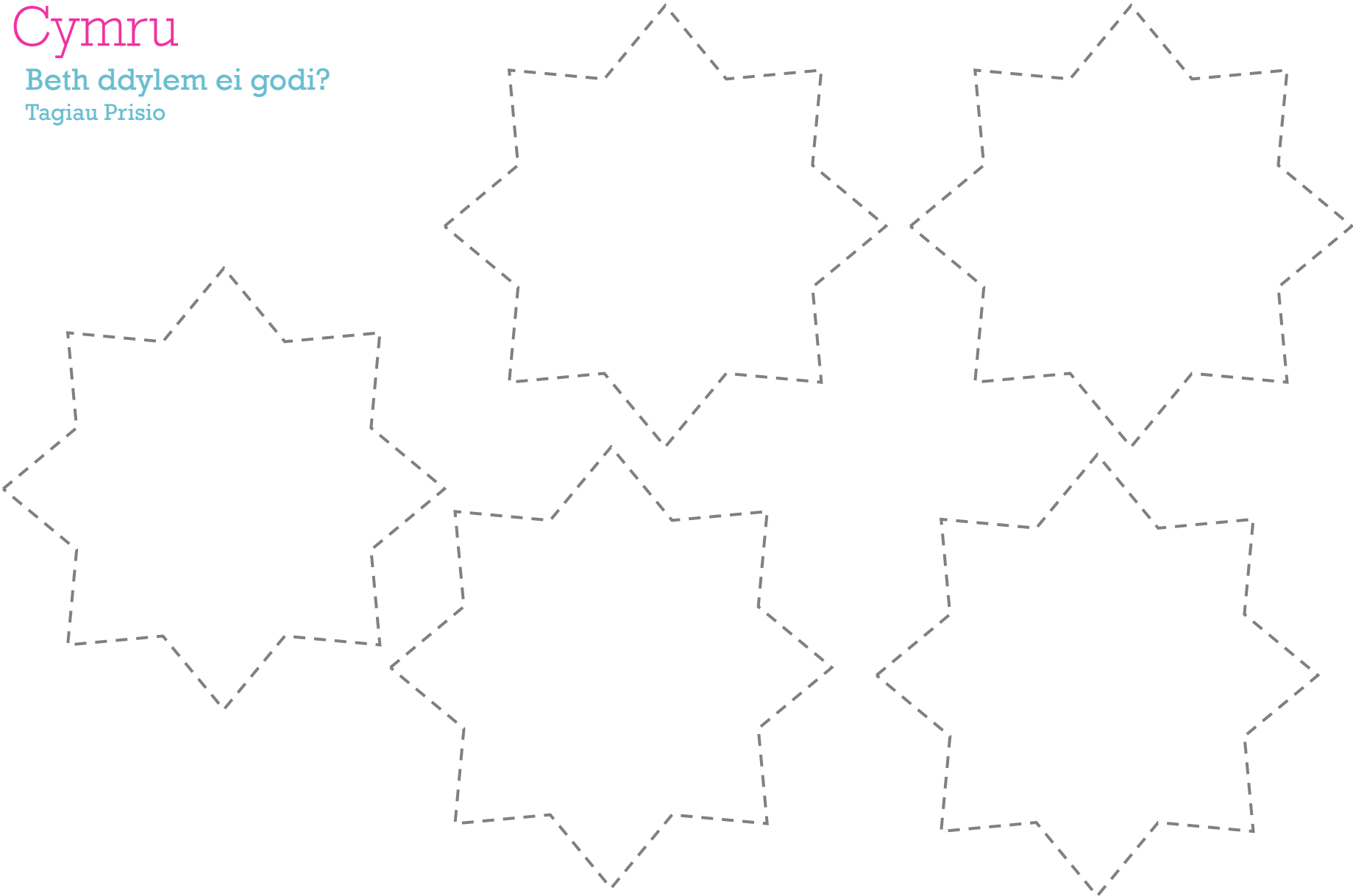


# Syniadau Mawr

## Cymru

Beth ddylem ei godi?

Tagiau Prasio



# Big Ideas

## Wales



### How will we promote our enterprise?

#### Objective:

To enable learners to generate creative and innovative ideas.

#### Introduction:

This activity provides an opportunity for learners to investigate the range of methods used to promote enterprises. Encourage learners to address the questions:

Why do businesses need to use promotional methods? How will you decide which is the best promotional method for your business? Use a familiar example to introduce the activity e.g. How many different promotional methods are used by a local supermarket in any one week?

#### Activity:

1. Using ICT and information from the local area, teams research the promotional methods used by businesses similar to their own.
2. Using the Advertising and Promotion Advice Sheet, learners obtain the costs of different promotional methods for their business or use figures identified through research.
3. In teams, learners discuss and decide the mix of activities suitable to promote their business.
4. Each team presents their ideas for promotion or produces a display. Learners should be encouraged to include a range of different promotional items e.g. a storyboard for a TV advert or a poster.
5. For the items in Budget Category C, learners should agree final costs and complete the Final Cost column on their Budget Plan
6. Learners should record their advertising and promotion decisions using the Business worksheet

**Plenary:** Learners could produce a class exhibition of the teams' promotional material. Learners discuss why they made the choices they did.

#### Entrepreneurship Characteristics:

- Lateral Thinking – Ideas Generation
- Innovation
- Managing Resources

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Advertising and Promotion Advice Sheet
- Budget Plan
- Business Worksheet

#### Other Resources:

- ICT
- Art materials such as pens, paper, scissors etc.

#### Learning Outcome:

Learners are able to work together to manage resources and develop a variety of imaginative ideas.



# Syniadau Mawr Cymru

## Sut byddwn ni'n hyrwyddo ein menter?

### Amcan:

I alluogi dysgwyr i gynhyrchu syniadau creadigol ac arloesol.

### Cyflwyniad:

Mae'r gweithgaredd hwn yn rhoi cyfle i ddysgwyr ymchwilio i'r amrywiaeth o ddulliau a ddefnyddir i hyrwyddo mentrau. Anogwch y dysgwyr i fynd i'r afael â'r cwestiynau: Pam mae angen i fusnesau ddefnyddio dulliau hyrwyddo? Sut byddwch chi'n penderfynu beth yw'r dull hyrwyddo gorau ar gyfer eich busnes? Defnyddiwch enghraifft gyfarwydd i gyflwyno'r gweithgaredd e.e. Mewn wythnos, faint o ddulliau hyrwyddo gwahanol a ddefnyddir gan archfarchnad leol?

### Gweithgaredd:

1. Gan ddefnyddio TGCh a gwybodaeth am yr ardal leol, mae timau yn ymchwilio i sut y mae busnesau sy'n debyg i'w busnes hwy yn hyrwyddo eu busnes.
2. Gan ddefnyddio'r Taflen Cyngor ar Hysbysebu a Hyrwyddo, mae dysgwyr yn darganfod costau dulliau hyrwyddo gwahanol ar gyfer eu busnes neu ddefnyddio ffigurau y maent wedi eu hymchwilio.
3. Mewn timau, mae dysgwyr yn trafod ac yn penderfynu ar y cymysgedd o weithgareddau sy'n addas i hyrwyddo eu busnes.
4. Mae pob tîm yn cyflwyno eu syniadau ar gyfer hyrwyddo neu'n cynhyrchu arddangosfa. Dylid annog y dysgwyr i gynnwys amrywiaeth o eitemau hyrwyddo gwahanol e.e. bwrdd stori ar gyfer hysbyseb teledu neu boster.
5. Ar gyfer yr eitemau yng Nghategori Cyllideb C, dylai'r disgyblion gytuno ar y costau terfynol a chwblhau'r golofn Cost Derfynol ar eu Cynllun Cyllidebu.
6. Dylai'r dysgwyr gofnodi eu penderfyniadau hysbysebu a hyrwyddo gan ddefnyddio'r Daflen waith Busnes.

**Sesiwn Llawn:** Gallai dysgwyr gynhyrchu arddangosfa'r dosbarth o ddeunydd hyrwyddo'r timau. Mae dysgwyr yn trafod pam eu bod wedi gwneud y dewisiadau a wnaethant.

### Nodweddion

#### Entrepreneuriaeth:

- Meddwl Ochrol – Cynhyrchu Syniadau
- Arloesedd
- Rheoli Adnoddau

#### Cysylltiadau Cwricwlwm

- WBQ
- EES

#### Adnoddau a Ddarparwyd:

- Taflen Cyngor ar Hysbysebu a Hyrwyddo
- Cynllun Cyllidebu
- Taflen waith Busnes

#### Adnoddau Eraill:

- TGCh
- Deunyddiau celf fel ysgrifbinnau, papur, siswrn ac ati.

#### Deilliant Dysgu:

Mae dysgwyr yn gallu gweithio gyda'i gilydd i reoli adnoddau ac i ddatblygu amrywiaeth o syniadau dychmygus.

# Big Ideas

## Wales

### How will we promote our enterprise?

#### Advertising and Promotion Advice Sheet

Advertising and promotion provides information on the product / service e.g.

What does it look like?

What can it do?

What does it cost?

Where can it be obtained?

Advertising and promotion also persuades customers to buy. The following are examples of ways to promote a product:

Advertising:

Free samples

Special offers (3 for 2 / Buy one get one free)

'Money off' vouchers

Launch event

Sponsorship e.g. football strip

Advertising agencies may use the following alternative methods to advertise different products or services:

Newspapers / Magazines

TV / Radio

Posters / Flyers

Websites

Typical costs would be:

- Newspaper / Magazine adverts: £750 for half page advert, including photograph
- TV adverts: £3,000 for one 30 second advert, including 5 repeats
- Radio adverts: £600 for one 30 second advert, including 5 repeats
- Poster adverts: £250 per site, per week
- Flyer adverts: £200 for 2,000 flyers £100 per day for distribution
- Website: £3,000 design and site
- Sponsorship: £3,000 for local football strip
- Social Media:

### Sut byddwn ni'n hyrwyddo ein menter?

Taflen Cyngor ar Hysbysebu a Hyrwyddo

Mae hysbysebu a hyrwyddo yn rhoi gwybodaeth am y cynnyrch/gwasanaeth e.e.

- Sut mae'n edrych?
- Faint mae'n gostio?
- Beth all ei wneud?
- O ble y gellir ei gael?

Mae hysbysebu a hyrwyddo hefyd yn perswadio cwsmeriaid i brynu. Mae'r canlynol yn enghreifftiau o ffyrdd i hyrwyddo cynnyrch:

|                          |                   |  |
|--------------------------|-------------------|--|
| Hysbysebu:               | Samplau am ddim   | Cynigion arbennig (3 am 2 / Prynu un a chael un arall am ddim) |
| Talebau 'arian i ffwrdd' | Digwyddiad lansio | Nawdd e.e dillad pêl-droed                                     |

Efallai y bydd asiantaethau hysbysebu yn defnyddio'r dulliau gwahanol canlynol i hysbysebu cynnyrch neu wasanaethau gwahanol:

Papurau newydd / Cylchgronau

Teledu / Radio

Poster / Taflenni

Gwefannau

Byddai costau nodweddiadol fel a ganlyn:

- Hysbysebion Papurau newydd / Cylchgronau: £750 am hysbyseb hanner tudalen, yn cynnwys ffotograff
- Hysbysebion teledu: £3,000 am un hysbyseb 30 eiliad, yn cynnwys ailddarlledu 5 gwaith
- Hysbysebion radio: £600 am un hysbyseb 30 eiliad, yn cynnwys ailddarlledu 5 gwaith
- Hysbysebion ar ffurf poster: £250 am bob safle, bob wythnos
- Hysbysebion ar ffurf taflenni: £200 am 2,000 o daflenni £100 y dydd i'w dosbarthu
- Gwefan: £3,000 am y dylunio a'r safle
- Nawdd: £3,000 am ddillad tîm pêl-droed lleol
- Cyfryngau Cymdeithasol



# Big Ideas

## Wales

### How will we promote our enterprise?

Advertising and Press Release Sheet - You are required to evaluate the following examples, identify what is wrong with each one and feed back your findings to the group.

#### intensive courses available

##### Our special offer starts next week

Are you feeling frustrated with the amount of time it is taking you to pass your practical driving test?

Have you failed again?

Have your friends already passed?

Then try our young driver intensive training course – its the fastest way to learn driving!

The success of our crash courses has been down to our instructors knowing how to get you to pass your test. Our lessons are ideal, even for the slowest learners 'cos you have no chance to forget what you've learnt!!!

**We promise to give you:**

**One 2 one lessons**

**Experienced male or feminine instructors**

**On-road driving in top quality cars**

**Great prices**

**Thirty hours of intensive training so that your guaranteed (almost!!) to pass. Contact us now to book onto our young driver intensive training course special offer.**

**CRASH COURSE  
DRIVING SCHOOL**



#### SURFERS PARADISE

**'Calling all dudes –**

**come and ride a wave on the  
primo beaches of south wales'**

**Are you an adrenaline junkie?**

**Fed up with conventional sports like football and rugby?**

**Need a new image? Want to impress the girls?**

**If the answer's yes – then surfing is for you!!**

We're open most days all year round from 8am to late. Just follow South Beach Road and you will soon be at Surfers Paradise. Spend the day with us and we guarantee you'll be stoked with the progress you make. Remember we are the only surf school in South Wales so we look forward to seeing you soon.

At Surfers Paradise we believe that surfing is for everyone no matter what, so get your huggies on and hit the surf with our great value special rates for beginners. Our prices won't be beaten locally. Sticks, longboards and boogie boards are all available for higher at very reasonable hourly and daily rates.

We'll take you to the most excellent South Wales beaches – world famous for their awesome swell which rolls up the Bristol Channel from the Atlantic (depending upon the weather). These beaches are well known as the top surfing areas of South Wales.

At Surfers Paradise your safety is our top priority and for your comfort we only use top quality boards and wet-suits. Our instructor, Rob is a retired ex-champion and a expert surfer who provides quality teaching and technical advice. They offer group instruction at all levels from complete novice to

advanced competition training for experienced surfers. Bespoke personnel training sessions tailored to your specific needs is also available. We'll take you to the outside break and back and show you how to do some serious ripping.

**To book a lesson, contact: Surfers Paradise T: 01446 682 9944**

**Opening times: March to October only 8 til late  
(closed for winter and lunch)**

# Syniadau Mawr Cymru

## Sut byddwn ni'n hyrwyddo ein menter?

Taflen Hysbysebu a Datganiad i'r Wasg - Mae gofyn i chi werthuso'r enghreifftiau a ganlyn, adnabod yr hyn sydd o'i le gyda phob un ac adrodd eich canfyddiadau yn ôl i'r grŵp.

### Cyrsiau dwys ar gael

**Mae ein cynnig arbennig yn cychwyn yr wythnos nesaf**

• A ydych chi'n teimlo'n rhwystredig gyda pha mor hir mae'n cymryd i chi basio eich prawf gyrru ymarferol?

- A ydych chi wedi methu unawaith eto?
- A yw'ch ffrindiau wedi pasio yn barod?



Yna rhowch gynnig ar ein cwrs hyfforddi dwys i yrwyr ifanc - dyma'r ffordd gyflymaf i ddysgu gyrru!

Mae llwyddiant ein cyrsiau carlam wedi'i seilio ar ein hyfforddwyr yn gwybod sut i'ch cael i basio eich prawf. Mae ein gwersi yn ddelfrydol, hyd yn oed ar gyfer ein dysgwyr arafaf, achos dy'ch chi ddim yn cael cyfle i anghofio'r hyn rydych chi wedi'i ddysgu!!!

**Rydym yn addo rhoi i chi:**

**Un wers 2 awr o hyd**

**Hyfforddwyr gwrywaidd a benywaidd profiadol**

**Gyrru ar y ffordd mewn ceir o'r ansawdd uchaf**

**Prisiau gwych**

**Tri deg awr o hyfforddiant dwys fel y byddwch yn sicr (bron â bod!!) o basio**

**Cysylltwch â ni yn awr i gadw lle ar ein cwrs hyfforddi dwys i bobl ifanc sydd ar gynnig arbennig.**

**YSGOL YRRU  
CWRS CARLAM**

### SURFERS PARADISE

**'Galw ar yr holl dŵds –**

**dewch i reidio'r tonnau ar draethau gorau De Cymry'**

**A ydych chi'n gyffurgi adrenalin?**

**Wedi cael digon ar chwaraeon confensiynol fel pêl-droed neu rygbi?**

**Angen delwedd newydd?**

**Eisiau creu argraff ar y merched?**

**Os mai ydw yw'r ateb – felly syrffio yw'r peth i chi!**

Rydym ar agor rhan fwyaf o ddyddiau drwy'r flwyddyn o 8y.b. tan yn hwyr. Dilynwch Ffordd Traeth y De ac yn fuan byddwch yn Surfes Paradise. Treuliwch y diwrnod gyda ni ac rydym yn gwarant y byddwch wrth eich bodd â'r cynnydd byddwch yn ei wneud. Cofiwch mai ni yw'r unig ysgol syrffio yn Ne Cymru ac felly edrychwch ymlaen at eich gweld chi'n fuan.

Yn Surfes Paradise credwn fod syrffio i bawb, felly gwisgwch eich dillad llac a bwrwch yr ewyn gyda'n prisiau arbennig o werth uwch i ddechreuwch. Ni fydd modd curo ein prisiau yn lleol. Mae ffyn. byrddau hir a byrddau boogie oll ar gael i'w herio ar gyfraddau'r awr a dyddiol rhesymol iawn.

Fe awn â chi i'r traethau gorau yn Ne Cymru - yn fyd-enwog am eu hymchwedd gwych sy'n rhoi i fyny Sianel Bryste o Fôr yr Iwerydd (gan ddiwynnu ar y tywydd). Mae'r traethau hyn yn adnabyddus iawn fel y prif ardaloedd syrffio yn Ne Cymru.

Yn Surfes Paradise eich diogelwch yw'n blaenoriaeth uchaf ac er eich moethusrwydd dim ond byrddau a gwisgoedd gwlyb o'r ansawdd uchaf yr ydym yn eu defnyddio. Mae ein hyfforddwr Rob, yn gyn-bencampwr sydd wedi ymdeol ac yn syrffiw profiadol sy'n darparu dysgu a chyngor technegol o ansawdd. Maent yn cynnig cyfarwyddyd grŵp ar bob lefel i'r rhai sy'n newydd i syrffio

i hyfforddiant uwch ar gyfer cystadlaethau i syrffwyr profiadol. Mae sesiynau hyfforddiant personol wedi eu teilwra hefyd ar gael. Byddwn yn mynd â chi at y toriad allanol ac yn ôl a dangos i chi sut i wneud tipyn o rywgo dirifol.

**Er mwyn archebu gwrs, cysylltwch â: Surfer's Paradise  
Ffôn: 01446 682 9944 Amseroedd agor: Rhwng mis Mawrth a Hydref yn unig o 8 y bore tan yn hwyr (ar gau dros y gaeaf a dros ginio)**

# Big Ideas

## Wales

### How will we promote our enterprise?

Advertising and Press Release Sheet - You are required to evaluate the following examples, identify what is wrong with each one and feed back your findings to the group.



#### OFFSPRING NURSERY

quality, accessible, affordable childcare

COME TO THE OPENING OF OUR BRAND NEW NURSERY ON SATURDAY

To celebrate our success we are holding a Fancy Dress Competition and BBQ which will be opened at 2.00pm by special guest Mo. There will also be dancing and live music.

While the BBQ heats up, the Fancy Dress Competition will continue until food is served. Catering will be provided by Linda and Steve (mum and dad of Rhian and Sam).

The manager of Offsprings Nursery said:

“we would like to invite everyone to join us celebrate our success at the opening of our new Offsprings Nursery. Months of hard work have turned a grotty old garage into a fantastic building with great facilities.”

For further information please call: Managing Director, Offsprings Nursery 832 606 So come along and see if you can win our top competition prize. Runners up prizes will also be presented at the end of the day.



#### ROCKIN' RONNIES MUSIC STORE

music to your ears

**Meet rock superstar Jumpin' Jonno Jones at Rockin' Ronnies Music Store on Saturday**

Legendary Welsh 70's rocker, Cardiff's very own Jumpin' Jonno Jones will be appearing live at Rockin' Ronnies Music Store on Saturday between 12-2.00 to sign copies of his new CD and if you're one of the first ten fans, you can receive a free signed copy of his recently published autobiography: My Life by Jumpin' Jonno Jones. Jumpin' has also kindly agreed to donate 5% of all sales to his favorite charity. Jumpin' Jonno says “it's great to be back here in Wales to meet all my local fans after so many years on the road. It's a real buzz sharing my music with today's wild new generation of muso fans.”

Following his appearance at Rockin' Ronnies Music Store, Jumpin' Jonno and his famous rock band will perform live at The Waterhouse on Saturday night (sponsored by Classic Rock FM) where he'll be featuring hits old and new. It's gonna be fantastic! Doors open at 8.00.

**Tickets are still available from the venue and all good record shops. For details contact 02920 97424.**

# Syniadau Mawr Cymru

## Sut byddwn ni'n hyrwyddo ein menter?

Taflen Hysbysebu a Datganiad i'r Wasg - Mae gofyn i chi werthuso'r enghreifftiau a ganlyn, adnabod yr hyn sydd o'i le gyda phob un ac adrodd eich canfyddiadau yn ôl i'r grŵp.



### MEITHRINFA EPIL

gofal gwych, cyfleus, rhesymol i blant

**DEWCH I AGORIAD EIN MEITHRINFA NEWYDD SBON DDYDD SADWRN**

Er mwyn dathlu ein llwyddiant rydym yn cynnal Cystadleuaeth Gwisg Ffansi a Barbiciw a agorir am 2.00y.p. gan y gwstai arbennig Mo. Bydd dawnio a cherddoriaeth fyw hefyd. Wrth i'r barbiciw gynhesu, bydd y Gystadleuaeth Gwisg Ffansi yn parhau nes gweini'r bwyd. Darperir y lluniaeth gan Linda a Steve (mam a thad Rhian a Sam).

Dywedodd rheolwr Meithrinfa Epil: "dymunwn wahodd pawb i ymuno â ni i ddathlu ein llwyddiant yn agoriad ein Meithrinfa Epil newydd. Mae misoedd o waith caled wedi troi hen garej ddiflas yn adeilad gwych gyda chyfleusterau gwych."

Am wybodaeth bellach ffoniwch: Rheolwr Gyfarwyddwr, Meithrinfa Epil 832 606 Felly dewch heibio i weld a allwch chi ennill ein prif wobwr yn y gystadleuaeth. Bydd gwobrau i'r ail a'r trydydd yn cael eu cyflwyno ar ddiwedd y dydd hefyd.



### SIOP GERDDORIAETH ROCKIN' RONNIES

cerddoriaeth i'ch clustiau

**Cwrdd â'r seren roc Jumpin' Jonno Jones yn Siop Gerddoriaeth Rockin' Ronnies Ddydd Sadwrn**

Bydd y rociwr enwog Cymraeg o'r 70au, Jumpin' Jonno Jones o Gaerdydd yn ymddangos yn fyw yn Siop Gerddoriaeth Rockin' Ronnies Ddydd Sadwrn rhwng 12 a 2.00 i lofnodi copïau o'r CD newydd ac os ydych chi'n un o'r deg ffan cyntaf, byddwch yn derbyn copi am ddim o'i hunangofiant a gyhoeddwyd yn ddiweddar wedi'i lofnodi. My Life by Jumpin' Jonno Jones. Mae Jumpin' wedi cytuno yn garedig hefyd i gyfrannu 5% o'r holl werthiannau i'w hoff elusen. Dywedodd Jumpin' Jonno "mae'n grêt bod nôl yma yng Nghymru i gwrdd â'm holl ffans lleol ar ôl cymaint o flynyddoedd ar y ffordd. Mae'n rhoi teimlad arbennig rhannu fy ngherddoriaeth gyda'r genhedlaeth newydd wyllt o ffans cerddoriaeth."

Ar ôl ei ymddangosiad yn Siop Gerddoriaeth Rockin' Ronnies, bydd Jumpin' Jonno a'i fand roc enwog yn perfformio'n fyw yn The Waterhouse nos Sadwrn (a noddir gan Classic Rock FM) lle bydd yn canu caneuon hen a newydd. Mae'n mynd i fod yn wych! Drysau yn agor am 8.00.

**Tocynnau yn dal i fod ar gael o'r lleoliad a phob siop recordiau da. Am fanylion cysylltwch â 029 2097424**



# Big Ideas

## Wales

### How will we promote our enterprise?

#### Business Worksheet

| How did your team decide which types of advertising and promotion to use? |             |          |
|---|-------------|----------|
| Type of advertising and promotion:  | Final Cost: | Reasons: |
|   |             |          |
|   |             |          |
|   |             |          |
|   |             |          |
|   |             |          |
|   |             |          |
|   |             |          |
|   |             |          |
|   |             |          |

### Sut byddwn ni'n hyrwyddo ein menter?

Taflen Waith Busnes

| Sut y gwnaeth eich tîm benderfynu pa fathau o ddulliau hysbysebu a hyrwyddo i'w defnyddio? |                |           |
|--|----------------|-----------|
| Math o hysbysebu a hyrwyddo:   | Cost Terfynol: | Rhesymau: |
|  |                |           |
|  |                |           |
|  |                |           |
|  |                |           |
|  |                |           |
|  |                |           |
|  |                |           |
|  |                |           |
|  |                |           |

# Big Ideas

## Wales

### How can we help you?

#### Objective:

To enable learners to develop their self-knowledge, belief and confidence to promote understanding of the principles of customer service.

#### Introduction:

Through a role play activity, learners are presented with an opportunity to understand the importance of respect for self, gain understanding of others and for the principles of diversity. Encourage learners to ask themselves: How will effective communication skills help our business? What are my communication strengths and weaknesses?

#### Activity:

1. Using the Role Play and Observation Sheet, teams role play a number of given scenarios, related to customer service.
2. In teams, learners review the information about who are the target customers for their business.
3. In teams, learners devise and conduct two role plays specific to situations that are likely to occur in their business.
4. Learners should reflect on and record their customer service knowledge gained, using the Business Worksheet.

#### Plenary:

Invite learners to volunteer to select and re-enact one role play scenario, whilst other class members act as observers.

#### Entrepreneurship Characteristics:

- Communication
- Presentation
- Managing difficult situations
- Self-Knowledge – Belief Confidence

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Role Play and Observation Sheet
- Business Worksheet

#### Other Resources:

- ICT

#### Learning Outcome:

Learners are able to appreciate the views and feelings of others and have developed their self-knowledge and confidence



# Syniadau Mawr Cymru

## Sut allwn ni eich helpu chi?

### Amcan:

I alluogi'r dysgwyr i ddatblygu eu Hunan-wybodaeth, hunan-gred a'u hunanhyder ac i ddeall yr egwyddorion o ran gofal cwsmer.

### Cyflwyniad:

Drwy weithgaredd chwarae rôl, bydd gan y dysgwyr gyfle i ddeall pwysigrwydd dangos parch at eu hunain, gael dealltwriaeth pobl eraill ac at yr egwyddorion amrywiaeth. Anogwch y dysgwyr i ofyn i'w hunain: Sut bydd sgiliau cyfathrebu effeithiol yn helpu ein busnes? Beth yw fy nghryfderau a'm gwendidau o ran cyfathrebu?,

### Gweithgaredd:

1. Gan ddefnyddio'r Daflen Chwarae Rôl ac Arsylwi, mae timau yn chwarae rôl mewn nifer o sefyllfaoedd penodol sy'n gysylltiedig â gwasanaeth cwsmeriaid.
2. Mewn timau, mae dysgwyr yn adolygu'r wybodaeth am bwy yw'r cwsmeriaid targed ar gyfer eu busnes.
3. Mewn timau, mae dysgwyr yn cynllunio ac yn cynnal dau ymarfer chwarae rôl yn cyfateb yn benodol i sefyllfaoedd a allai ddigwydd yn eu busnes.
4. Dylai dysgwyr gofnodi eu gwybodaeth am wasanaeth cwsmeriaid gan ddefnyddio Taflen waith Busnes.

### Sesiwn Llawn:

Gwahoddwch y dysgwyr i wirfoddoli i ailberfformio un o'u sefyllfaoedd chwarae rôl, gydag aelodau eraill y dosbarth yn arsylwi.

### Nodweddion

#### Entrepreneuriaeth:

- Cyfathrebu
- Cyflwyniad
- Rheoli Sefyllfaoedd Anodd
- Hunan-wybodaeth – Hunan-gred – Hunanhyder

#### Cysylltiadau Cwricwlwm

- WBQ
- EES

#### Adnoddau a

#### Ddarparwyd:

- Taflen Chwarae Rôl ac Arsylwi
- Taflen waith Busnes

#### Adnoddau Eraill:

- TGCh

#### Deilliant Dysgu:

Mae dysgwyr yn gallu deall barn a theimladau eraill ac maent wedi datblygu eu Hunan-wybodaeth a'u hunanhyder



# Big Ideas

## Wales



### How can we help you?

Role Play & Observation Sheet - in groups, learners take turns to play the customer, shopkeeper and observer, using the Role Play and Observation Sheets. The task can be adapted to learners needs e.g. to work in pairs or in larger groups.

#### Customer 1

You bought an item which has broken and you are trying to get a refund. You think it came from this shop but you can't find your receipt.

HINT: You are very upset and loud.

#### Shopkeeper 1

Without a receipt, you do not have to give the customer a refund and you suspect that the item did not come from your shop but from a competitor's store. However, you have only recently opened your shop and lots of customers are listening to your conversation.

HINT: Try to stay calm.

#### Observer

##### Hints on what to consider:

How did the shopkeeper appear to the customer – did he/she create a good impression by:

- Tone of voice
- Body language
- Facial expression

Did the shopkeeper provide:

- Accurate information
- A clear explanation
- A solution

How did the customer appear to feel about the service received:

- Was he/she listened to?
- Was the problem understood?
- Was she/he pleased with the outcome?



# Syniadau Mawr

## Cymru

### Sut allwn eich helpu?

Taflen Chwarae Rôl ac Arsylwi - mewn grwpiau, mae dysgwyr yn cymryd eu tro i chwarae'r cwsmer, siopwr ac arsylwr gan ddefnyddio'r Taflenni Chwarae Rôl ac Arsylwi. Gellir addasu'r dasg at anghenion y dysgwyr e.e. gweithio mewn paru neu mewn grwpiau mwy.

#### Cwsmer 1:

Rydych wedi prynu eitem sydd wedi torri ac rydych yn ceisio cael ad-daliad. Rydych yn credu iddi ddod o'r siop hon ond ni allwch ddod o hyd i'ch derbynneb.

AWGRYM: Rydych wedi cynhyrfu ac yn swnllyd.

#### Siopwr 1:

Heb dderbynneb, nid oes rhaid i chi roi ad-daliad i'r cwsmer ac rydych yn amau i'r eitem ddod o siop cystadleuydd yn hytrach na'ch siop chi. Fodd bynnag, dim ond yn ddiweddar yr agorwyd eich siop ac mae llawer o gwsmeriaid yn gwrando ar eich sgwrs.

AWGRYM: Ceisiwch beidio â chynhyrfu.

#### Arsylwr:

##### Awgrymiadau o ran beth i'w ystyried:

Sut yr oedd y siopwr yn ymddangos i'r cwsmer – a greodd argraff dda drwy:

- Dôn ei lais
- Iaith y corff
- Mynegiant yr wyneb

A ddarparodd y siopwr:

- Wybodaeth gywir
- Eglurhad clir
- Ateb

Sut yr oedd y cwsmer yn teimlo am y gwasanaeth a gafodd yn eich barn chi:

- A wrandawyd arno?
- A ddeallwyd ei broblem?
- A oedd yn fodlon ar y canlyniad?

# Big Ideas

## Wales



### How can we help you?

Role Play & Observation Sheet - in groups, learners take it in turns to play the customer, shopkeeper and observer using the Role Play and Observation Sheets. The task can be adapted to learners needs e.g. to work in pairs or in larger groups.

#### Customer 2

You are looking to buy a special birthday present for a relative but you can't make your mind up without lots of help and advice from the shop owner.

HINT: You are very indecisive but are willing to buy something expensive as it's a present for a special birthday.

#### Shopkeeper 2

This customer is clearly willing to spend a lot of money on something from your most exclusive stock but needs lots of help and advice on features of your products.

You suspect that they may go away and purchase it on the internet, and are only using your shop as a source of information.

HINT: You must try to be patient as this could be a profitable sale, but you can't spend too long with this customer as there are others waiting.

#### Observer

##### Hints on what to consider:

How did the shopkeeper appear to the customer – did they create a good impression by:

- Tone of voice
- Body language
- Facial expression

Did the shopkeeper provide:

- Accurate information
- A clear explanation
- A solution

How did the customer appear to feel about the service received:

- Were they listened to?
- Was their problem understood?
- Were they pleased with the outcome?



# Syniadau Mawr

## Cymru

### Sut allwn eich helpu?

Taflen Chwarae Rôl ac Arsylwi - mewn grwpiau, mae dysgwyr yn cymryd eu tro i chwarae'r cwsmer, siopwr ac arsylwr gan ddefnyddio'r Taflenni Chwarae Rôl ac Arsylwi. Gellir addasu'r dasg at anghenion y dysgwyr e.e. gweithio mewn paruau neu mewn grwpiau mwy.

#### Cwsmer 2:

Rydych yn bwriadu prynu anrheg pen-blwydd arbennig i berthynas ond ni allwch wneud penderfyniad heb lawer o help a chyngor gan berchennog y siop.

**AWGRYM:** Rydych yn ei chael hi'n anodd gwneud penderfyniad ond yn fodlon prynu rhywbeth drud am ei fod yn anrheg ar gyfer pen-blwydd arbennig.

#### Siopwr 2

Mae'n amlwg bod y cwsmer hwn yn fodlon gwario llawer o arian ar rywbeth o'ch stoc orau ond mae angen llawer o help a chyngor arno o ran nodweddion eich cynhyrchion. Rydych yn amau y bydd yn mynd i ffwrdd ac yn ei brynu dros y rhyngwyd, ac mai dim ond fel ffynhonnell wybodaeth y mae'n defnyddio eich siop chi. **AWGRYM:** Mae'n rhaid i chi geisio bod yn amyneddgar oherwydd gallai fod yn broffidiol, ond ni allwch dreulio gormod o amser gyda'r cwsmer hwn am fod rhai eraill yn aros.

#### Arsylwr:

##### **Awgrymiadau o ran beth i'w ystyried:**

Sut yr oedd y siopwr yn ymddangos i'r cwsmer – a greodd argraff dda drwy:

- Dôn ei lais
- Iaith y corff
- Mynegiant yr wyneb

A ddarparodd y siopwr:

- Wybodaeth gywir
- Eglurhad clir
- Ateb

Sut yr oedd y cwsmer yn teimlo am y gwasanaeth a gafodd yn eich barn chi:

- A wrandawyd arno?
- A ddeallwyd ei broblem?
- A oedd yn fodlon ar y canlyniad?



# Big Ideas

## Wales



### How can we help you?

Role Play & Observation Sheet - in groups, learners take turns to play the customer, shopkeeper and observer, using the Role Play and Observation Sheets. The task can be adapted to learners needs e.g. to work in pairs or in larger groups.

#### Customer 3

You have had a bad day at work, you are impatient and do not think that you are getting the service you deserve. You have been kept waiting whilst staff have been dealing with the indecisive customer.

HINT: You are very impatient and rude but you have to stay and buy as no-one else locally sells these products.

#### Shopkeeper 3

This customer is impatient and rude but has been kept waiting while you dealt with the indecisive customer. The item is not in stock and it is five minutes until closing time.

HINT: You must try to remain calm as this customer is local and could be a regular buyer.

#### Observer

##### Hints on what to consider:

How did the shopkeeper appear to the customer – did he/she create a good impression by:

- Tone of voice
- Body language
- Facial expression

Did the shopkeeper provide:

- Accurate information
- A clear explanation
- A solution

How did the customer appear to feel about the service received:

- Was he/she listened to?
- Was the problem understood?
- Was he/she pleased with the outcome?



# Syniadau Mawr

## Cymru

### Sut allwn eich helpu?

Taflen Chwarae Rôl ac Arsylwi - mewn grwpiau, mae dysgwyr yn cymryd eu tro i chwarae'r cwsmer, siopwr ac arsylwr gan ddefnyddio'r Taflenni Chwarae Rôl ac Arsylwi. Gellir addasu'r dasg at anghenion y dysgwyr e.e. gweithio mewn paruau neu mewn grwpiau mwy.

#### Cwsmer 3:

Rydych wedi cael diwrnod gwael yn y gwaith, rydych yn ddiamynedd ac nid ydych yn credu eich bod yn cael y gwasanaeth yr ydych yn ei haeddu. Bu'n rhaid i chi aros tra'r oedd staff yn delio â'r cwsmer na allai wneud penderfyniad.

**AWGRYM:** Rydych yn ddiamynedd iawn ac yn anghwrtais ond mae'n rhaid i chi aros i brynu rhywbeth gan nad oes neb arall yn gwerthu'r cynhyrchion yr ydych am eu prynu yn lleol.

#### Siopwr 3:

Mae'r cwsmer yn ddiamynedd ac yn anghwrtais ond bu'n rhaid iddo aros tra'r oeddech yn delio â'r cwsmer na allai wneud penderfyniad. Nid yw'r eitem mewn stoc a dim ond pum munud sydd ar ôl cyn amser cau.

**AWGRYM:** Mae'n rhaid i chi geisio peidio â chynhyrfu gan fod y cwsmer hwn yn lleol a gallai fod yn brynwr rheolaidd.

#### Arsylwr:

##### **Awgrymiadau o ran beth i'w ystyried:**

Sut yr oedd y siopwr yn ymddangos i'r cwsmer – a greodd argraff dda drwy:

- Dôn ei lais
- Iaith y corff
- Mynegiant wyneb

A ddarparodd y siopwr:

- Wybodaeth gywir
- Eglurhad clir
- Ateb

Sut yr oedd y cwsmer yn teimlo am y gwasanaeth a gafodd yn eich barn chi:

- A wrandawyd arno?
- A ddeallwyd ei broblem?
- A oedd yn fodlon ar y canlyniad?

# Big Ideas

## Wales

How can we help you?

Business Worksheet

**As the shop employee, which of the three situations did you find:**

**a) Most difficult to deal with? Why?**

**b) Easiest to deal with? Why?**

**Identify four key pieces of advice you would give to a trainee manager on dealing with difficult customers.**

**1)**

**2)**

**3)**

**4)**

**What did you learn from the role play about how you might improve your own communication skills for dealing with difficult situations?**

# Syniadau Mawr

## Cymru

### Sut allwn eich helpu?

Taflen waith Busnes

**Fel cyflogai'r siop, yn eich barn chi, pa un o'r tair sefyllfa oedd:**

**a) Anoddaf i ddelio â hi? Pam?**

**b) Hawsaf i ddelio â hi. Pam?**

**Nodwch bedwar darn allweddol o gyngor y byddech yn ei roi i reolwr dan hyfforddiant ar sut i ddelio â chwsmeriaid anodd.**

**1)**

**2)**

**3)**

**4)**

**Beth a ddysgoch drwy'r ymarfer chwarae rôl am sut y gallech wella eich sgiliau cyfathrebu chi eich hunain ar gyfer delio â sefyllfaoedd anodd?**



# Big Ideas

## Wales



### How do we pitch our idea?

#### Objective:

To enable learners to plan and deliver a pitch for their enterprise.

#### Introduction:

This activity should provide learners with an opportunity to draw on their previous learning to plan a 'fun' pitch event for their business. The activity could include decorating the classroom, making presentations and / or include a launch party.

#### Activity:

1. Using the Pitch Planner, teams plan their launch day and allocate team roles and responsibilities.
2. Each team decorates an allocated space / display area for the launch of their business.
3. Each team makes a product launch speech / presentation, using materials created in previous activities.
4. Speeches / presentations could be judged by the class or invited guests. If so, you will need to draft a letter of invitation and create scoring sheets. Will you provide refreshments?
5. Learners record their launch event using Business Worksheet.

#### Plenary:

Learners' achievements are recognised and celebrated.

#### Entrepreneurship Characteristics:

- Planning
- Working with Others
- Presentation
- Communication
- Competitiveness

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Pitch Planner
- Business Worksheet

#### Other Resources:

- Items for launch day
- ICT
- Art materials

#### Learning Outcome:

Learners are able to work together as a team and have developed planning and communication skills.



# Syniadau Mawr

## Cymru

### Sut ydym yn cyflwyno ein neges?

#### Amcan:

I alluogi dysgwyr i gynllunio a chyflwyno sesiwn sylw ar gyfer eu menter.

#### Cyflwyniad:

Dylai'r gweithgaredd hwn roi cyfle i ddysgwyr dynnu ar eu dysgu blaenorol i gynllunio digwyddiad sesiwn sylw 'hwyl' ar gyfer eu busnes. Gallai'r gweithgaredd gynnwys addurno'r ystafell ddosbarth, gwneud cyflwyniadau a / neu gynnwys parti lansio.

#### Gweithgaredd:

1. Gan ddefnyddio'r Cynlluniwr Sesiwn Sylw mae timau'n cynllunio eu diwrnod lansio ac yn dyrannu rolau a chyfrifoldebau o fewn y tîm.
2. Mae pob tîm yn addurno'r man / ardal arddangos a ddyrannwyd ar gyfer lansio eu busnes.
3. Mae pob tîm yn gwneud cynnyrch araith / cyflwyniad lansio, gan ddefnyddio deunyddiau a greuwyd yn ystod y gweithgareddau blaenorol.
4. Gall areithiau / cyflwyniadau gael eu beirniadu gan y dosbarth neu westeion gwadd. Os felly, bydd angen i chi lunio llythyr gwahodd a thafleini sgorio. A fyddwch yn darparu lluniaeth?
5. Mae dysgwyr yn cofnodi eu digwyddiad lansio gan ddefnyddio Taflen waith Busnes.

#### Sesiwn Llawn:

Mae cyflawniadau'r dysgwyr yn cael eu cydnabod a'u dathlu.

#### Nodweddion

#### Entrepreneuriaeth:

- Cynllunio
- Gweithio gydag Eraill
- Cyflwyniad
- Cyfathrebu
- Cystadleurwydd

#### Cysylltiadau Cwricwlwm

- WBQ
- EES

#### Adnoddau a

#### Ddarparwyd:

- Cynlluniwr Sesiwn Sylw
- Taflen waith Busnes

#### Adnoddau Eraill:

- Eitemau ar gyfer y diwrnod lansio
- TGCh
- Deunyddiau celf

#### Deilliant Dysgu:

Mae dysgwyr yn gallu gweithio gyda'i gilydd fel tîm ac maent wedi datblygu sgiliau cynllunio a chyfathrebu.



# Big Ideas

## Wales

### How do we pitch our idea?

#### Pitch Planner

##### When planning your pitch, your team should consider:

- Do you need to create a timetable? E.g. what time will it start, what time do you need to be there to organise, what will happen and when?
- Will you have an area for storyboards/marketing materials/handouts?
- Will you have a team outfit/uniform?

##### Responsibilities:

Who will be responsible for what?

Will everyone in your team do a little of everything, or will you allocate specific roles to everyone in your team?

##### Pitching Your Ideas

- Introduce team members and announce company name.
- Briefly describe the product/service (could show drawings/design boards).
- Summarise activities undertaken by the team.
- Where your ideas came from
- Who you think your customers will be
- Who your competitors are
- How the product/service will be sold
- How much the product/service will cost the company and how much it will cost the customer to buy
- Future Opportunities (other ideas)
- Close presentation and thank audience/panel.

#### TOP TEN TIPS

1. Be Yourself: This is YOUR chance— your views, what you think, what are the benefits?
2. Eye contact: Making regular eye contact with the audience will maintain their interest.
3. Structure your talk: A clear outline or framework will assist you in remembering what you want to say and assist your audience in understanding your message. Make sure it has a clear beginning, middle and end:
  - Opening –A strong start really helps you to hook the audience. Issue a challenge, make a joke, ask a question.
  - Body – have three key points to your talk
  - Conclusion – finish confidently and with conviction – your audience will remember best what they hear last.
4. Keep it simple: Tailor your speech to your audience.
5. Remember the power of the Pause: In speaking the power of silence can add to the impact of your talk. Taking a deep breath is more effective than “um” or “er”
6. Speak from the heart and with enthusiasm: show your passion. Be excited about your message, bring it alive.
7. Animation, use your voice (vary pitch, pace, pause and volume) and body (gestures) to enhance performance
8. Keep to time –Know your time limit and don't overrun: give your talk/make your point(s).
9. Speak Up! and Speak Out! Elevate your voice. Project your voice so the audience can hear.
10. Rehearse: Practice. Practice. Practice. – Try out your speech in front of the group. Remember experience is everything– always say YES! to a speaking opportunity



# Syniadau Mawr

## Cymru

### Sut ydym yn cyflwyno ein neges?

Cynlluniwr Sesiwn Sylw

#### Pan yn cynllunio eich sesiwn sylw, dylai eich tîm ystyried:

- A oes angen i chi greu amserlen? E.e. faint o'r gloch bydd yn dechrau, faint o'r gloch mae angen i chi fod yno i drefnu, beth fydd yn digwydd a phryd?
- A fydd gennych ardal ar gyfer byrddau stori / deunyddiau marchnata / taflenni?
- A fydd gennych wisg / ffurfwisg tîm

#### Cyfrifoldebau:

Pwy fydd yn gyfrifol am beth?

A fydd pawb yn eich tîm yn gwneud ychydig o bopeth, neu a fyddwch yn dyrannu rolau penodol i bawb yn eich tîm?

#### Gosod Eich Syniadau

- Cyflwynwch aelodau'r tîm a chyhoeddi enw'r cwmni.
- Yn fyr, disgrifiwch y cynnyrch / gwasanaeth (gallech ddangos lluniau / byrddau dylunio).
- Crynodeb o weithgareddau yr ymgymeryd â hwy gan y tîm.
- O ble y daeth eich syniadau
- Pwy ydych chi'n meddwl fydd eich cwsmeriaid
- Pwy yw eich cystadleuaeth
- Sut y bydd y cynnyrch / gwasanaeth yn cael ei werthu
- Faint fydd yn ei gostio i'r cwmni a faint fydd y gost i'r cwsmer i'w brynu
- Cyfleoedd yn y Dyfodol (syniadau eraill)
- Cau'r cyflwyniad a diolch.

#### Y DEG AWGRYM GWYCH

1. Byddwch yn chi eich hun: Dyma EICH cyfle - eich barn, beth yw eich barn, beth yw'r manteision?
2. Cyswllt llygad: Bydd gwneud cyswllt llygad rheolaidd gyda'r gynulleidfa yn cynnal eu diddordeb.
3. Strwythurwch eich sgwrs: Bydd amlinelliad neu fframwaith clir yn eich cynorthwyo i gofio yr hyn rydych am ei ddweud ac yn helpu eich cynulleidfa i ddeall eich neges.
  - Gwnewch yn siŵr fod ganddo ddechrau, canol a diwedd clir:
  - Agoriad - Mae cychwyn cadarn wir yn eich helpu i fachu cynulleidfa. Rhowch her, gwnewch jôc, gofynnwch gwestiwn.
  - Corff - meddwch ar dri phwynt allweddol i'ch sgwrs
  - Casgliad - gorffennwch yn hyderus a chydag argyhoeddiad - bydd eich cynulleidfa yn cofio orau yr hyn a glywant ddiwethaf.
4. Cadwch bethau'n syml: Teilwra eich araith at eich cynulleidfa.
5. Cofiwch rym y Saib: Wrth siarad gall grym tawelwch ychwanegu at effaith eich sgwrs. Mae cymryd anadl ddofn yn fwy effeithiol na "um" neu "er".
6. Siaradwch o'r galon a chyda Brwdfrydedd: Dangoswch eich angerdd. Byddwch yn gyffrous am eich neges, dewch ag ef yn fyw.
7. Animeiddio, defnyddiwch eich llais (amrywiwch y traw, cyflymder, oedi a sŵn) ac (ystumiau'r) corff i wella perfformiad.
8. Cadwch i'r amser - Byddwch yn ymwybodol o'ch terfyn amser a pheidiwch â mynd dros yr amser hwnnw: rhowch eich sgwrs/gwnewch eich pwyntiau).
9. Dwedwch eich Dweud! Dwedwch eich Barn! Dyrchafwch eich llais. Ymestynnwch eich llais fel y gall y gynulleidfa glywed.
10. Adroddwch: Ymarfer. Ymarfer. Ymarfer. - Rhowch gynnig ar eich araith o flaen y grŵp. Cofiwch profiad yw popeth - Dwedwch IE! bob amser i gyfle ble gallwch siarad.



# Big Ideas Wales



## How do we pitch our idea? Business Worksheet

How were team roles allocated?

How did you decide on what to include in your pitch?

Which parts of your pitch do you think were most effective? Why?

# Syniadau Mawr

## Cymru

### Sut ydym yn cyflwyno ein neges?

Taflen waith Busnes

Sut y dyrannwyd rolau'r tîm?

Sut y gwnaethoch benderfynu beth i'w gynnwys yn eich sesiwn sylw?

Pa rannau o'r sesiwn sylw oedd fwyaf effeithiol yn eich barn chi? Pam?

# Big Ideas

## Wales

### How can we raise capital to launch our idea?

#### Objective:

To enable learners to gain practical experience of launching an enterprise.

#### Introduction:

This activity will be the culmination of the research and planning which has taken place during the previous activities. Before the launch takes place, a final project team meeting will be held to clarify everyone's roles and responsibilities for the launch. Each project team will then launch their enterprise and, when appropriate, hold a debriefing meeting.

#### Activity:

1. Facilitator to assist learners to arrange an event to launch their enterprises this could be a Summer or Christmas Fayre.
2. Learners use the Holding Effective Meetings Sheet to hold a pre-event project meeting to:
  - Confirm all preparatory work has been completed and if not, work towards completing it.
  - Clarify roles and responsibilities; making sure everyone has a job to do during the launch.
  - Set success criteria for the launch. Pose the question:
3. How will we know that our launch has been successful? Explain to learners that to gauge if the launch was a success or not, they need to list a set of possible success criteria. Some suggestions are listed below:
  - To raise a minimum amount e.g. £150 For at least 50 customers to buy
  - For all group members to take part in the launch To work successfully as a team
  - The launch followed the project plan Everyone enjoyed themselves
4. Learners launch the enterprise. Evidence of the event such as photos / participant quotes should be collected and filed in their portfolio.

**Plenary:** Learners hold a debriefing meeting soon after the launch. Using the previously agreed success criteria, pose the question: Was our launch worth the effort?

#### Entrepreneurship Characteristics:

- Planning
- Working with Others
- Presentation
- Communication
- Competitiveness

#### Curriculum Links:

- WBQ
- EES

#### Provided Resources:

- Holding Effective Meetings Sheet
- Raising Capital sheet
- Launch Planner

#### Other Resources:

- ICT
- Resources for the launch event

#### Learning Outcome:

Learners are able to plan and raise capital to launch an enterprise.



# Syniadau Mawr

## Cymru

### Sut allwn ni godi cyfalaf i lansio ein syniad?

#### Amcan:

I alluogi dysgwyr i gael profiad ymarferol o lansio menter.

#### Cyflwyniad:

Y gweithgaredd hwn fydd penllanw'r ymchwil a'r cynllunio sydd wedi digwydd yn ystod y gweithgareddau blaenorol. Cyn i'r lansiad gael ei gynnal, bydd cyfarfod tîm prosiect terfynol yn cael ei gynnal i egluro rolau a chyfrifoldebau pawb ar gyfer y lansiad. Yna bydd pob tîm prosiect yn lansio eu menter a, phan fo hynny'n briodol, yn cynnal cyfarfod dibriffio.

#### Gweithgaredd:

1. Hwylusydd i gynorthwyo dysgwyr i drefnu digwyddiad i lansio eu mentrau; gallai hyn fod yn Ffair Haf neu Ffair Nadolig.
2. Mae dysgwyr yn defnyddio'r Daflen Cynnal Cyfarfodydd Effeithiol i gynnal cyfarfod prosiect cyn y digwyddiad i:
  - Cadarnhewch bod yr holl waith paratoi wedi'i gwblhau ac os nad yw, gweithiwch tuag at ei gwblhau.
  - Eglurwch y rolau a'r cyfrifoldebau; gan sicrhau bod gan bawb swydd i'w gwneud yn ystod y lansiad.
  - Gosodwch feini prawf llwyddiant ar gyfer y lansiad. Gofynnwch y cwestiwn:
3. Sut y byddwn yn gwybod bod ein lansiad wedi bod yn llwyddiannus? Eglurwch i'r dysgwyr, i fesur os bu'r lansiad yn llwyddiant ai peidio, mae angen iddynt restru cyfres o feini prawf llwyddiant posibl. Mae rhai awgrymiadau wedi eu rhestru isod:
  - I godi isafswm o £150 I o leiaf 50 o gwsmeriaid bynu
  - I bob aelod o'r grŵp gymryd rhan yn lansiad I weithio'n llwyddiannus fel tîm
  - Dilynodd y lansiad y cynllun prosiect Mwynhaodd pawb
4. Mae dysgwyr yn lansio'r fenter. Dylai tystiolaeth o'r digwyddiad megis lluniau / dyfynbrisiau cyfranogwyr gael eu casglu a'u ffeilio yn eu portffolio.

**Sesiwn llawn:** Mae dysgwyr yn cynnal cyfarfod adrodd yn ôl yn fuan ar ôl y lansiad. Gan ddefnyddio'r meini prawf llwyddiant a gytunwyd yn flaenorol, gofynnwch y cwestiwn: A oedd ein lansiad werth yr ymdrech?

#### Nodweddion

#### Entrepreneuriaeth:

- Cynllunio
- Gweithio gydag Eraill
- Cyflwyniad
- Cyfathrebu
- Cystadleurwydd

#### Cysylltiadau Cwrciwlwm:

- WBQ
- EES

#### Adnoddau a

#### Ddarparwyd:

- Taflen Cynnal Cyfarfodydd Effeithiol
- Taflen Codi Cyfalaf
- Cylluniwr Lansio

#### Adnoddau Eraill:

- TGCh
- Adnoddau ar gyfer y digwyddiad lansio

#### Deilliant Dysgu:

Mae dysgwyr yn gallu cynllunio a chodi cyfalaf i lansio menter.





# Big Ideas

## Wales

### How can we raise capital?

Ideas for raising capital

**Dress Down Day:** people dress in their own clothes for the day rather than wearing their school /college/work clothes and in return make a small donation.

**Quiz :** hold a pub quiz or think of a TV show you could copy. Tailor the questions /activities to suit the audience. Each team pays to enter and a prize is on offer for the winners.

**Hold a party :** you could add a little glamour or select a theme to make it more fun. Ask a local band or DJ who's willing to play for little or no fee and charge an entrance fee .

**Sponsored event ;** a walk, run or silence. Be creative but remember to consider; who is taking part, are there any health and safety issues , could weather affect the event?

**Fancy Dress Day:** choose a theme, advertise in schools/colleges/ the workplace; people pay to dress in that theme for the day and in return make a small donation.

**Fair / fete / bring and buy sale:** sell donated items – books, clothes etc, sell things you've made arts and crafts, cakes. Set up stalls with activities e.g. face painting, nails.

**Auction:** ask local businesses/teams/ friends/family whether they have any items or signed memorabilia they are willing to donate. Sell to the highest bidder.

**Community projects / odd jobs:** for family, friends and neighbours to raise money; car washing, window cleaning, litter collection, gardening, shopping for the elderly.

**Viral phenomenon:** either locally or aim nationally but remember to integrate the name and the activity with your project to ensure that you raise the capital you need. Make it easy for participants to donate.

**Hold a Sporting Event ;** 5-a-side football, netball, hockey, basketball, egg and spoon race or a three legged race. Hold the event at a free/low cost venue, charge entry and sell refreshments too.

**Stage a musical or talent show:** write new, pick a musical or arrange a talent show. Find a free/cheap venue , advertise, sell tickets in advance and on the door plus refreshments.

**Crowdfunding/Shares:** Fund your project by raising monetary contributions by selling rewards or equity via the internet or to friends and family.



# Syniadau Mawr Cymru

## Sut allwn godi cyfalaf?

Syniadau ar gyfer codi cyfalaf

### Diwrnod Dillad Anffurfiol:

mae pobl yn gwisgo yn eu dillad eu hunain am y diwrnod yn hytrach na gwisgo eu dillad ysgol/coleg/gwaith ac yn gyfnewid am hynny yn gwneud cyfraniad bach.

### Diwrnod Gwisg Ffansi:

dewiswch thema, hysbysebwnch mewn ysgolion / colegau / y gweithle; mae pobl yn talu i wisgo yn y thema honno am y diwrnod yn gyfnewid am wneud cyfraniad bach.

### Ariannu

#### Torfol/Cyfranddaliadau:

Ariannwch eich prosiect drwy godi cyfraniadau ariannol trwy werthu gwobrwyon neu ecwiti dros y rhyngwyd neu i ffrindiau a theulu.

**Cwis :** cynhaliwch gwis tafarn neu feddwl am sioe deledu y gallech ei chopïo. Teilwrwch y cwestiynau / gweithgareddau i weddu i'r gynulleidfa. Mae pob tîm yn talu i gymryd rhan ac mae gwobr ar gael i'r enillwyr.

### Ffeiriau / fete / Gwerthiant

**Moes a Phryn:** gwerthwch eitemau a roddwyd - llyfrau, dillad ac ati, gwerthwch yr hyn rydych wedi ei greu, celf a chreffft, cacennau. Trefnwch stondinau gyda gweithgareddau i'w gwneud - peintio wyneb, ewinedd.

### Cynhaliwch Ddigwyddiad Chwaraeon;

Pêl-droed 5-bob-ochr, pêl-rwyd, hoci, pêl-fasged, ras wy ar lwy neu ras dair coes. Cynhaliwch y digwyddiad mewn lleoliad am ddim/cost isel, codwch dâl mynediad a gwerthwch luniaeth hefyd.

**Cynhaliwch Barti:** gallech ychwanegu ychydig o harddwch neu gael thema i'w wneud yn fwy o hwyl. Gofynnwch i fand neu DJ lleol sy'n barod i chwarae am fawr o ffi neu am ddim a chodwch dâl mynediad.

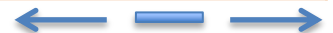
**Ocsiwn:** gofynnwch i fusnesau/timau lleol / ffrindiau / teulu a oes ganddynt unrhyw eitemau neu bethau cofiadwy wedi eu llofnodi y maent yn barod i'w rhoi, i gael eu gwerthu i'r cynigydd uchaf.

**Llwyfanwch sioe gerdd neu gystadleuaeth dalent** ysgrifennwch neu dewiswch sioe gerdd neu drefnu sioe dalent. Dewch o hyd i leoliad rhad ac am ddim / rhad, hysbysebwnch, gwerthwch docynnau o flaen llaw ac ar y drws yn ogystal â lluniaeth.

**Digwyddiad wedi'i noddi:** taith gerdded, rhedeg neu ddistawrwydd. Byddwch yn greadigol ond cofiwch ystyried: pwy sy'n cymryd rhan, a oes unrhyw faterion iechyd a diogelwch, a allai gael ei effeithio gan y tywydd?

**Prosiectau cymunedol / mân swyddi:** i deuluoedd, ffrindiau a chymdogion i godi arian; golchi ceir, glanhau ffenestri, casglu sbwriel, garddio, siopa ar gyfer yr henoed.

**Ffenomen Firaol:** Ffenomen firaol: naill ai'n lleol neu anelwch yn genedlaethol ond cofiwch integreiddio'r enw a'r gweithgaredd gyda'ch prosiect, er mwyn i chi godi'r cyfalaf sydd ei angen arnoch. Gwnewch hi'n hawdd i gyfranogwyr roi.



# Big Ideas

## Wales

### Banks and Building Societies

- Barclays  
[www.barclays.co.uk/BusinessBanking/P1242557952664](http://www.barclays.co.uk/BusinessBanking/P1242557952664)
- Clydesdale Bank  
[www.cbonline.co.uk/business/](http://www.cbonline.co.uk/business/)
- Cumberland building Society  
[www.cumberlandbusiness.co.uk/banking](http://www.cumberlandbusiness.co.uk/banking)
- The Co-operative Bank  
[www.co-operativebank.co.uk/business](http://www.co-operativebank.co.uk/business)
- HSBC  
[www.business.hsbc.co.uk](http://www.business.hsbc.co.uk)
- Lloyds TSB  
[www.lloydsbank.com/business/home.asp](http://www.lloydsbank.com/business/home.asp)
- Nationwide  
[www.nationwidecommercial.co.uk/](http://www.nationwidecommercial.co.uk/)
- Natwest  
[www.business.natwest.com/](http://www.business.natwest.com/)
- Royal Bank of Scotland  
[www.business.rbs.co.uk/](http://www.business.rbs.co.uk/)
- Santander  
[www.santander.co.uk/uk/business](http://www.santander.co.uk/uk/business)
- Yorkshire Bank  
[www.ybonline.co.uk/business/](http://www.ybonline.co.uk/business/)

# Syniadau Mawr Cymru

## Banciau a Chymdeithasau Adeiladu

- Barclays  
[www.barclays.co.uk/BusinessBanking/P1242557952664](http://www.barclays.co.uk/BusinessBanking/P1242557952664)
- Banc Clydesdale  
[www.cbonline.co.uk/business/](http://www.cbonline.co.uk/business/)
- Cymdeithas Adeiladu Cumberland  
[www.cumberlandbusiness.co.uk/banking](http://www.cumberlandbusiness.co.uk/banking)
- The Co-operative Bank  
[www.co-operativebank.co.uk/business](http://www.co-operativebank.co.uk/business)
- HSBC  
[www.business.hsbc.co.uk](http://www.business.hsbc.co.uk)
- Lloyds TSB  
[www.lloydsbank.com/business/home.asp](http://www.lloydsbank.com/business/home.asp)
- Nationwide  
[www.nationwidecommercial.co.uk/](http://www.nationwidecommercial.co.uk/)
- Natwest  
[www.business.natwest.com/](http://www.business.natwest.com/)
- Royal Bank of Scotland  
[www.business.rbs.co.uk/](http://www.business.rbs.co.uk/)
- Santander  
[www.santander.co.uk/uk/business](http://www.santander.co.uk/uk/business)
- Yorkshire Bank  
[www.ybonline.co.uk/business/](http://www.ybonline.co.uk/business/)

# Big Ideas Wales



## How do we launch our enterprise?

### Launch Planner

#### When planning your launch day, your team should consider:

- Do you need to create a timetable for your launch day? E.g. what time will it start, what time do you need to be there to organise it, what will happen and when?
- Will you invite a guest speaker to open your business? If so, you will need to draft a letter of invitation.
- Will you provide refreshments? If so, what will you provide?
- How will you publicise your launch day? E.g. Newspaper advert / posters / flyers
- Will you have decorations for your event? Will you have a theme?
- Will you need to prepare speeches / presentations?

#### Responsibilities:

- Who will be responsible for what?
- Will everyone in your team do a little of everything, or will you allocate specific roles to everyone in your team?

#### Approximate costs if applicable:

|                              |  |
|------------------------------|--|
| Guest speaker:               | £500 per day   |
| Refreshments:                | Tea, coffee, water £50<br>Tea, coffee, water, orange juice, buffet lunch £350<br>Tea, coffee, water, orange juice, buffet lunch, morning and afternoon snacks £450   |
| Publicising your launch day: | Newspaper / magazine advert £750 for half page advert, including photograph<br>TV advert £3,000 for one 30 second advert, including 5 repeats<br>Radio advert £600 for one 30 second advert, including 5 repeats<br>Poster advert £250 per site, per week<br>Flyers advert £200 for 2,000 flyers £100 per day for distribution<br>Social Media £250 for PR company to tweet for a day (or DIY) |
| Decorations for your event:  | £250 - £500  |
| Equipment hire for speeches: | £1,500 per day   |



# Syniadau Mawr

## Cymru

### Sut ydym yn lansio ein menter?

#### Cynlluniwr Lansio

#### Wrth gynllunio eich diwrnod lansio, dylai eich tîm ystyried:

- A oes angen i chi greu amserlen ar gyfer eich diwrnod lansio? E.e. faint o'r gloch y bydd yn dechrau, faint o'r gloch y mae angen i chi fod yno i'w drefnu, beth fydd yn digwydd a phryd?
- A fyddwch yn gwahodd siaradwr gwadd i agor eich busnes? Os felly, bydd angen i chi lunio llythyr gwahodd.
- A fyddwch yn darparu lluniaeth? Os felly, beth fyddwch yn ei ddarparu?
- Sut y byddwch yn rhoi cyhoeddusrwydd i'ch diwrnod lansio? E.e. Hysbyseb yn y papur newydd / posteri / taflenni
- A fydd gennych addurniadau ar gyfer eich digwyddiad? A fydd gennych thema?
- A fydd angen i chi baratoi areithiau / cyflwyniadau?

#### Cyfrifoldebau:

- Pwy fydd yn gyfrifol am beth?
- A fydd pawb yn eich tîm yn gwneud bach o bopeth, neu a fyddwch yn pennu rolau penodol i bawb yn eich tîm?

#### Costau bras os yn berthnasol:

|                                       |   |
|---------------------------------------|---|
| Siaradwr gwadd:                       | £500 y dydd   |
| Lluniaeth:                            | Te, coffi, dŵr £50<br>Te, coffi, dŵr, sudd oren, cinio bwffe £350<br>Te, coffi, dŵr, sudd oren, cinio bwffe, byrbrydau bore a'r prynhawn £450   |
| Hysbysebu eich diwrnod lansio:        | Hysbyseb papur newydd / cylchgrawn £750 am hanner tudalen, yn cynnwys ffotograff<br>Hysbyseb teledu £3,000 am un hysbyseb 30 eiliad, yn cynnwys ailddarlledu 5 gwaith<br>Hysbyseb radio £600 am un hysbyseb 30 eiliad, yn cynnwys ailddarlledu 5 gwaith<br>Hysbyseb poster £250 am bob safle, yr wythnos<br>Hysbyseb Taflenni £200 am 2,000 o daflenni £100 y dydd i'w dosbarthu<br>Cyfryngau Cymdeithasol £250 am gwmni Cysylltiadau Cyhoeddus i drydaru am ddiwrnod (neu ei wneud eich hun) |
| Addurniadau ar gyfer eich digwyddiad: | £250 - £500   |
| Llogi offer ar gyfer areithiau:       | £1,500 y dydd   |

# Big Ideas

## Wales

### What did we learn?

#### Objective:

To enable learners to evaluate their contribution by undertaking group and self-evaluation.

#### Introduction:

Learners participate in an overall review of running their enterprise. Learners should be encouraged to understand the importance of reviewing their role in the enterprise and the skills they used. Pose the questions: How successful was the enterprise? What did we learn? What did you enjoy most / least? What were the most important things you learned? Encourage learners to understand the importance of reviewing what they did. Learners should become aware of the skills / abilities they already possess and identify areas they wish to develop.

#### Activity:

1. Using the Facilitator Help Card, introduce the paper carousel activity, which requires learners to respond to questions, summarise the responses and provide feedback to peers and other groups.
2. Referring to all previous meeting minutes and action points, learners discuss and review successes and failures as a whole.
3. Learners complete the Evaluation Sheet in order to review their personal contribution to the planning and execution of the enterprise, they begin to identify their strengths and areas of development.
4. Learners who are confident with self evaluation may work in pairs or groups.
5. Learners should record their evaluations on the template provided or digitally.

#### Plenary:

Lead a debriefing session where learners focus on the positive learning outcomes and consider what they particularly enjoyed doing.

#### Entrepreneurship Characteristics:

- Self-Knowledge – Belief – Confidence
- Communication

#### Curriculum Links

- WBQ
- EES

#### Provided Resources:

- Evaluation Sheet
- Facilitator Help Card
- Worksheet

#### Other Resources:

- Flipchart / A3 paper
- 4x coloured marker pens
- Blu Tack®

#### Learning Outcome:

Learners through practical activity, are able to reflect on their contribution through group and self evaluation.

# Syniadau Mawr

## Cymru

### Beth wnaethom ei ddysgu

#### Amcan:

I alluogi dysgwyr i werthuso eu cyfraniad drwy ymgymryd â gwerthusiad grŵp ac fel unigolion.

#### Cyflwyniad:

Mae dysgwyr yn cymryd rhan mewn adolygiad cyffredinol o redeg eu menter. Dylid annog dysgwyr i ddeall pwysigrwydd adolygu eu rôl yn y fenter a'r sgiliau a ddefnyddiwyd ganddynt. Gofynnwch y cwestiynau: Pa mor llwyddiannus oedd y fenter? Beth wnaethom ei ddysgu? Beth wnaethoch chi ei fwynhau fwyaf / lleiaf? Beth oedd y pethau mwyaf pwysig i chi ei ddysgu? Anogwch y dysgwyr i ddeall pwysigrwydd adolygu'r hyn a wnaethant. Dylai dysgwyr ddod yn ymwybodol o'r sgiliau / galluoedd sydd ganddynt eisoes a nodi meysydd y maent am eu datblygu.

#### Gweithgaredd:

1. Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, cyflwynwch y gweithgaredd papur carwsél, lle bydd dysgwyr yn ymateb i gwestiynau, crynhowch yr ymatebion a darparu adborth i'r grwpiau eraill.
2. Gan gyfeirio at holl gofnodion y cyfarfodydd blaenorol a phwyntiau gweithredu, mae dysgwyr yn trafod ac yn adolygu'r llwyddiannau a'r methiannau'n gyffredinol.
3. Mae dysgwyr yn cwblhau'r Daflen Werthuso er mwyn adolygu eu cyfraniad personol i gynllunio a gweithredu'r fenter, mae dysgwyr yn dechrau adnabod eu cryfderau a meysydd i'w datblygu.
4. Gall dysgwyr sy'n hyderus gyda hunanwerthuso weithio mewn paru neu grwpiau.
5. Dylai dysgwyr gofnodi eu gwerthusiad ar y templed a ddarparwyd neu ddigidol.

#### Sesiwn Llawn:

Arweiniwch sesiwn dadbriffio lle mae dysgwyr yn canolbwyntio ar y deilliannau dysgu positif ac ystyried pa bethau neilltuol y gwnaethant fwynhau eu gwneud.

#### Nodweddion

##### Entrepreneuriaeth:

- Hunan-wybodaeth - Cred – Hyder
- Cyfathrebu

##### Cysylltiadau Cwricwlwm

- WBQ
- EES

##### Adnoddau a

##### Ddarparwyd:

- Taflen Werthuso
- Cerdyn Cymorth i Hwylusydd
- Taflen waith

##### Adnoddau Eraill:

- Siart troi / papur A3
- 4 pen marcio lliw
- Blu Tack®

##### Deiliant Dysgu:

Mae dysgwyr trwy weithgaredd ymarferol, yn gallu myfyrio ar eu cyfraniad drwy werthusiad grŵp ac fel unigolion.





# Big Ideas

## Wales

### What did we learn?

#### Paper carousel:

The paper carousel is a participative evaluation activity for gathering information and building upon the contributions of others. This activity provides an opportunity for learners to reflect individually and collectively on their enterprise and outcomes.

1. Step 1: Split the learners into four groups and using flip chart paper, write one of the following questions at the top of each sheet.
  - Q1: What did you learn through carrying out these activities?
  - Q2: What was the most challenging task and why?
  - Q3: What did you learn about decision making?
2. Step 2: Allocate one flip chart sheet with question to each group. Using different coloured marker pens for each group, learners discuss and write answers to their allocated questions.
3. Step 3: When all learners have recorded their answers on the sheet, the flip chart questions are rotated in a clockwise direction and each group is presented with a new question. Learners indicate if they agree with the previous groups' statement(s) and add their own answers.
4. Step 4: Continue the process until each group has responded to every question and they have received their original question back (now containing everyone's answers).
- 5 Step 5: Each group evaluates all of the responses to their allocated question, summarises and provides feedback to the other groups.

#### Completing the Evaluation Sheet:

- Learners reflect on their own role in the project and on the skills they have developed and used. Each learner completes an evaluation form, which can be used as portfolio evidence for the Welsh Baccalaureate.

#### Plenary Discussion:

- As a cohort, learners discuss the points raised in the paper carousel and the individual evaluation activity. Learners identify the strengths and weaknesses of running their enterprise. Stress the positive outcomes, both individual and collective, of the project.
- Ask the question: After your experience of running an enterprise, might you do this again – perhaps in a real life situation?

# Syniadau Mawr

## Cymru

### Beth wnaethom ni ei ddysgu?

#### Carwsél papur:

Mae'r carwsél papur yn weithgaredd gwerthuso cyfranogol er mwyn casglu gwybodaeth ac adeiladu ar gyfraniadau eraill. Mae'r gweithgaredd hwn yn gyfle i fyfyrwyr ystyried yn unigol, ac ar y cyd, eu menter a'i ganlyniadau.

Cam 1: Rhannwch y dysgwyr yn bedwar grŵp a chan ddefnyddio papur siart troi, ysgrifennwch un o'r cwestiynau a ganlyn ar frig pob tudalen.

C1: Beth wnaethoch chi ei ddysgu drwy ymgymryd â'r gweithgareddau hyn?

C2: Beth oedd y dasg fwyaf heriol a pham?

C3: Beth wnaethoch chi ei ddysgu ynghylch cymryd penderfyniadau?

Cam 2: Rhoddwch un daflen siart troi gyda chwestiwn i bob grŵp. Gan ddefnyddio gwahanol farcwyr lliw ar gyfer pob grŵp, dylai'r dysgwyr drafod ac ysgrifennu atebion i'w cwestiwn penodol.

Cam 3: Ar ôl i'r holl ddysgwyr gofnodi eu hatebion ar y daflen, dylid cylchdroi'r cwestiynau siart troi yn glocwedd a bydd pob grŵp yn derbyn cwestiwn newydd i'w ateb. Dylai'r dysgwyr nodi a ydynt yn cytuno gyda datganiad(au) y grwpiau blaenorol ac ychwanegu eu hatebion eu hunain.

Cam 4: Parhewch â'r broses hyd nes bydd pob grŵp wedi ymateb i bob cwestiwn a derbyn eu cwestiwn gwreiddiol yn ôl (bellach yn cynnwys ateb pawb).

Cam 5: Bydd pob grŵp yn gwerthuso'r holl ymatebion i'w cwestiwn penodol, yn crynhoi ac yn darparu adborth i'r grwpiau eraill.

#### Llenwi Taflen Werthuso:

- Dylai'r dysgwyr ystyried eu rôl eu hunain yn y prosiect a'r sgiliau maent wedi'u datblygu a'u defnyddio. Dylai pob dysgwr lenwi ffurflen werthuso, y gellir ei defnyddio fel tystiolaeth bortffolio ar gyfer Bagloriaeth Cymru.

#### Trafodaeth Lawn:

- Fel cohort, dylai'r dysgwyr drafod y pwyntiau a godwyd yn y carwsél papur ac yn y gweithgaredd gwerthuso unigol. Mae ysgwyr yn nodi cryfderau a gwendidau rhedeg eu menter. Pwysleiswch ganlyniadau positif y prosiect, yn unigol ac ar y cyd.
- Gofynnwch y cwestiwn: Ar ôl eich profiad o redeg menter, gallwch ei wneud eto – efallai mewn sefyllfa bywyd go iawn?

# Big Ideas

## Wales

### What did we learn?

Using your business File, consider each activity and your participation. Complete each column with a score from 1-5, 5 being the highest. Total your scores for each activity and total up your scores per characteristic column.

| Activities                                       | Attitude | Creativity | Relationships | Organisation | Score per activity |
|--|----------|------------|---------------|--------------|--------------------|
| 1. What are the different types of enterprises?  |          |            |               |              |                    |
| 2. How do we organise our enterprise?            |          |            |               |              |                    |
| 3. How do we make informed decisions?            |          |            |               |              |                    |
| 4. How do we generate ideas?                     |          |            |               |              |                    |
| 5. What shall we sell?                           |          |            |               |              |                    |
| 6. How do we make it successful?                 |          |            |               |              |                    |
| 7. What identity shall we have?                  |          |            |               |              |                    |
| 8. How do we create brand awareness?             |          |            |               |              |                    |
| 9. How do we get our message heard?              |          |            |               |              |                    |
| 10. How do we plan our enterprise project?       |          |            |               |              |                    |
| 11. How can we persuade customers to buy?        |          |            |               |              |                    |
| 12. How can we protect our enterprise?           |          |            |               |              |                    |
| 13. How do we budget?                            |          |            |               |              |                    |
| 14. What shall we charge?                        |          |            |               |              |                    |
| 15. How will we promote our enterprise?          |          |            |               |              |                    |
| 16. How can we help you?                         |          |            |               |              |                    |
| 17. How do we pitch our ideas?                   |          |            |               |              |                    |
| 18. How can we raise capital to launch our idea? |          |            |               |              |                    |
| 19. How do we plan a product launch ?            |          |            |               |              |                    |
| 20. What did we learn?                           |          |            |               |              |                    |
| <b>Score per characteristic</b>                  |          |            |               |              |                    |

Which is your strongest characteristic?

---

Which was your best activity and why?

---

When you have completed this, you may want to exchange your results with a member of your team. Do they agree with your scores?



# Syniadau Mawr

## Cymru

### Beth wnaethom ni ei ddysgu

Gan ddefnyddio eich Ffeil Busnes, ystyriwch bob gweithgaredd a'ch cyfranogiad. Llenwch bob colofn gyda sgôr o 1-5, gyda 5 fel y sgôr uchaf. Gweithiwch allan beth yw cyfanswm eich sgôr ar gyfer pob gweithgaredd a gweithiwch allan beth yw cyfanswm eich sgôr ar gyfer pob colofn nodweddiol.

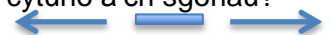
| Gweithgareddau   | Agwedd | Creadigrwydd | Perthynas | Trefniadaeth | Sgôr am bob gweithgaredd |
|--|--------|--------------|-----------|--------------|--------------------------|
| 1. Beth yw'r gwahanol fathau o fentrau?                  |        |              |           |              |                          |
| 2. Sut ydym yn trefnu ein menter?                        |        |              |           |              |                          |
| 3. Sut ydym yn gwneud penderfyniadau gwybodus?           |        |              |           |              |                          |
| 4. Sut ydym yn cynhyrchu syniadau?                       |        |              |           |              |                          |
| 5. Beth ddylem ni ei werthu?                             |        |              |           |              |                          |
| 6. Sut ydym yn ei wneud yn llwyddiannus?                 |        |              |           |              |                          |
| 7. Pa hunaniaeth ddylem ni ei gael?                      |        |              |           |              |                          |
| 8. Sut ydym yn creu ymwybyddiaeth brand?                 |        |              |           |              |                          |
| 9. Sut ydym yn sicrhau bod ein neges yn cael ei chlywed? |        |              |           |              |                          |
| 10. Sut ydym yn cynllunio ein prosiect menter?           |        |              |           |              |                          |
| 11. Sut allwn ni berswadio cwsmeriaid i brynu?           |        |              |           |              |                          |
| 12. Sut allwn ni ddiogelu ein menter?                    |        |              |           |              |                          |
| 13. Sut ydym yn cyllidebu?                               |        |              |           |              |                          |
| 14. Beth ddylem ei godi?                                 |        |              |           |              |                          |
| 15. Sut byddwn ni'n hyrwyddo ein menter?                 |        |              |           |              |                          |
| 16. Sut allwn ni eich helpu?                             |        |              |           |              |                          |
| 17. Sut ydym yn gosod ein syniadau?                      |        |              |           |              |                          |
| 18. Sut allwn ni godi cyfalaf i lansio ein menter?       |        |              |           |              |                          |
| 19. Sut ydym yn cynllunio lansio cynnyrch?               |        |              |           |              |                          |
| 20. Beth wnaethom ni ei ddysgu?                          |        |              |           |              |                          |
| <b>Sgôr am bob nodwedd:</b>                              |        |              |           |              |                          |

P'run yw eich nodwedd gryfaf? \_\_\_\_\_

P'run oedd eich gweithgaredd orau a pham? \_\_\_\_\_

Pan fyddwch wedi cwblhau hyn, efallai y dymunwch gyfnewid eich canlyniadau gydag aelod o'ch tîm. A ydynt yn cytuno â'ch sgoriau?

Taflen waith



# Big Ideas

## Wales



### Self Evaluation

Now that you have played your part in running an enterprise, think about your own contribution and the skills that you have developed and used. Record them on the form below:

NAME:

| <b>Skill</b>   | <b>Excellent</b> | <b>Very Good</b> | <b>Good</b> | <b>Average</b> | <b>Poor</b> |
|--|------------------|------------------|-------------|----------------|-------------|
| Working with others  |                  |                  |             |                |             |
| Making decisions   |                  |                  |             |                |             |
| Negotiating roles and responsibilities within the group                          |                  |                  |             |                |             |
| Agreeing realistic objectives and planning what needs to be done to achieve them |                  |                  |             |                |             |
| Managing time and working to deadlines   |                  |                  |             |                |             |
| Presenting and communicating information   |                  |                  |             |                |             |
| Organising and carrying out tasks to meet your responsibilities                  |                  |                  |             |                |             |
| Keeping motivated and persuading and influencing other group members             |                  |                  |             |                |             |
| Your overall contribution to the activity  |                  |                  |             |                |             |



# Syniadau Mawr

## Cymru

### Hunan Gwerthuso

Nawr eich bod wedi chwarae eich rhan mewn rhedeg menter, meddyliwch am eich cyfraniad eich hunan a'r sgiliau yr ydych wedi'u defnyddio a'u datblygu a nodwch hwy ar y ffurflen isod:

ENW:

| <b>Sgîl</b>  | <b>Gwych</b> | <b>Da Iawn</b> | <b>Da</b> | <b>Cymedrol</b> | <b>Gwael</b> |
|--|--------------|----------------|-----------|-----------------|--------------|
| Gweithio gydag Eraill  |              |                |           |                 |              |
| Cymryd penderfyniadau  |              |                |           |                 |              |
| Trafod rolau a chyfrifoldebau o fewn y grŵp  |              |                |           |                 |              |
| Cytuno ar amcanion realistig a chynllunio'r hyn sy'n rhaid ei wneud i'w cyflawni hwy |              |                |           |                 |              |
| Rheoli amser a gweithio tuag at derfynau amser                                       |              |                |           |                 |              |
| Cyflwyno a chyfathrebu gwybodaeth  |              |                |           |                 |              |
| Trefnu ac ymgymryd â thasgau er mwyn cwrdd â'ch cyfrifoldebau                        |              |                |           |                 |              |
| Cadw'r ysgogiad a pherswadio a dylanwadu ar aelodau eraill y grŵp                    |              |                |           |                 |              |
| Eich cyfraniad cyffredinol i'r gweithgaredd  |              |                |           |                 |              |



# Big Ideas

## Wales



### Peer Evaluation

Now that you have played your part in running an enterprise, think about your team members contribution and the skills that they have developed and used. Record them for each on the form below:

**NAME:**

| <b>Skill</b>   | <b>Excellent</b> | <b>Very Good</b> | <b>Good</b> | <b>Average</b> | <b>Poor</b> |
|--|------------------|------------------|-------------|----------------|-------------|
| Working with others  |                  |                  |             |                |             |
| Making decisions   |                  |                  |             |                |             |
| Negotiating roles and responsibilities within the group                          |                  |                  |             |                |             |
| Agreeing realistic objectives and planning what needs to be done to achieve them |                  |                  |             |                |             |
| Managing time and working to deadlines   |                  |                  |             |                |             |
| Presenting and communicating information   |                  |                  |             |                |             |
| Organising and carrying out tasks to meet your responsibilities                  |                  |                  |             |                |             |
| Keeping motivated and persuading and influencing other group members             |                  |                  |             |                |             |
| Your overall contribution to the activity  |                  |                  |             |                |             |



# Syniadau Mawr

## Cymru

### Gwerthuso gan gymheiriaid

Nawr eich bod wedi chwarae eich rhan mewn rhedeg menter, meddyliwch am cyfraniad aelodau'r tîm a'r sgiliau yr maent wedi'u defnyddio a'u datblygu a nodwch hwy ar y ffurflen isod:

ENW:

| <b>Sgîl</b>  | <b>Gwych</b> | <b>Da Iawn</b> | <b>Da</b> | <b>Cymedrol</b> | <b>Gwael</b> |
|--|--------------|----------------|-----------|-----------------|--------------|
| Gweithio gydag Eraill  |              |                |           |                 |              |
| Cymryd penderfyniadau  |              |                |           |                 |              |
| Trafod rolau a chyfrifoldebau o fewn y grŵp  |              |                |           |                 |              |
| Cytuno ar amcanion realistig a chynllunio'r hyn sy'n rhaid ei wneud i'w cyflawni hwy |              |                |           |                 |              |
| Rheoli amser a gweithio tuag at derfynau amser                                       |              |                |           |                 |              |
| Cyflwyno a chyfathrebu gwybodaeth  |              |                |           |                 |              |
| Trefnu ac ymgymryd â thasgau er mwyn cwrdd â'ch cyfrifoldebau                        |              |                |           |                 |              |
| Cadw'r ysgogiad a pherswadio a dylanwadu ar aelodau eraill y grŵp                    |              |                |           |                 |              |
| Eich cyfraniad cyffredinol i'r gweithgaredd  |              |                |           |                 |              |



# Big Ideas

## Wales

What did we learn?

Evaluation

| <b>What else did you bring to the project which added to its success?</b> | <b>Why?</b> |
|---|-------------|
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |



# Syniadau Mawr

## Cymru

Beth wnaethom ni ei ddysgu?

Gwerthuso

| <b>Beth arall a oedd gennych i'w gyfrannu i'r y prosiect a ychwanegodd at ei lwyddiant?</b> | <b>Pam?</b> |
|---|-------------|
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |
|   |             |



# Signposting

Resources to support the facilitation of enterprise and entrepreneurship education at Key Stage 4 and above

# Arwyddbostio

Adnoddau dysgu i gefnogi hwyluso addysg menter ac entrepreneuriaeth yng Nghyfnod Allweddol 4 ac i fyny

# Big Ideas Wales

## Enterprise Resources

Big Ideas Wales - [business.wales.gov.uk/bigideas/](http://business.wales.gov.uk/bigideas/)

Big Ideas Wales is a campaign to encourage young people to be more entrepreneurial and help those interested in starting a business to take forward their ideas. The campaign is managed by the Youth Entrepreneurship Team within the Welsh Government.

Big Ideas Wales promotes projects delivered by the Welsh Government's Youth Entrepreneurship Strategy. All these projects involve working with education, business people and community groups to reach young people whilst in education and beyond. These projects encourage young people to raise their aspirations and realise their own potential for creating exciting opportunities for themselves and others.

Role Models are Welsh business owners who inspire and help young people understand what it's like to be their own boss.

Youth Entrepreneurship in Further and Higher Education works in partnership with 6 regional Youth Entrepreneurship Hubs to promote and encourage entrepreneurship in all colleges and universities in Wales.

Big Ideas Wales Curriculum materials are resources for teachers and tutors to support curriculum, focussing on developing young people's entrepreneurial skills and attitudes.

The screenshot shows the Big Ideas Wales website homepage. At the top, there is a navigation bar with 'Business Wales' and various menu options. Below this is a main banner area with the title 'Big Ideas Wales' and a 'Partner's area' button. The banner features a central image of two stylized figures on bicycles, one with a yellow helmet and one with a red helmet, with the text 'What's an Entrepreneur?' and 'Watch this short film to find out what it takes to be an entrepreneur'. Below the banner, there are several content blocks: 'Enterprise Catalyst' with the question 'How entrepreneurial are you?', 'Get started' with 'Have you got what it takes?', 'Videos - entrepreneurs stories and advice', 'Entrepreneurs top tips', a Twitter feed with a tweet from @WalesOnline, and an 'Events' section for 'Introduction to Electronic Tendering'.



# Syniadau Mawr Cymru

## Adnoddau Menter

Syniadau Mawr Cymru - [business.wales.gov.uk/bigideas/cy](http://business.wales.gov.uk/bigideas/cy)

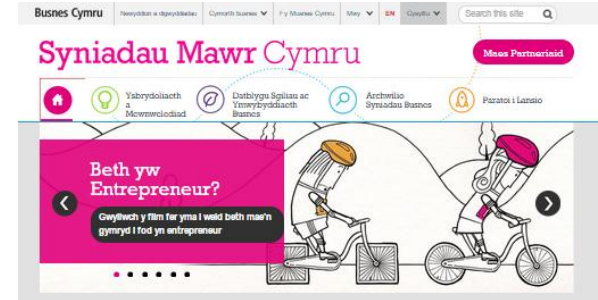
Syniadau Mawr Cymru yw ymgyrch i annog pobl ifanc i fod yn fwy entrepreneuraidd a helpu'r rhai sydd â diddordeb mewn dechrau busnes fwrw ymlaen â'u syniadau. Mae'r ymgyrch yn cael ei reoli gan y Tîm Entrepreneuriaeth Ieuentid yn Llywodraeth Cymru.

Mae Syniadau Mawr Cymru yn hyrwyddo prosiectau a gyflwynir gan Strategaeth Entrepreneuriaeth Ieuentid Llywodraeth Cymru. Mae'r holl brosiectau hyn yn gweithio gydag addysg, pobl fusnes a grwpiau cymunedol i gyrraedd pobl ifanc tra maent mewn addysg a thu hwnt. Mae'r prosiectau hyn yn annog pobl ifanc i godi eu dyheadau a gwireddu eu potensial eu hunain ar gyfer creu cyfleoedd cyffrous ar gyfer eu hunain ac eraill.

Modelau Rôl yw perchnogion busnes yng Nghymru sy'n ysbrydoli ac yn helpu pobl ifanc i ddeall sut beth yw bod yn fos arnoch chi eich hun.

Mae Entrepreneuriaeth Ieuentid mewn Addysg Bellach ac Uwch yn gweithio mewn partneriaeth â 6 Canolfan Entrepreneuriaeth Ieuentid rhanbarthol i hybu ac annog entrepreneuriaeth ym mhob coleg a phrifysgol yng Nghymru.

Mae deunyddiau Cwrciwlwm Syniadau Mawr Cymru yn adnoddau ar gyfer athrawon a thiwtoriaid i gefnogi cwrciwlwm, gan ganolbwyntio ar ddatblygu sgiliau ac agweddau entrepreneuraidd pobl ifanc.



### Syniadau Mawr Cymru

Rydym ni yma i gefnogi'r genhedaeth nesaf o entrepreneuraid ifanc yng Nghymru! Tyrd i gael dy ysbrydoli gan eraill, dysgu am fusnes, datblygu dy syniadau ac os yw at dy ddant, gallwn dy helpu i gymryd y cam cyntaf i fod yn fos arnat ti dy hun!

Enterprise Catalyst

Pa mor entrepreneuraidd wyt ti?

Enterprise Catalyst

Cymryd rhan

Oes ganddoch be' mae'n gymryd?

Cymryd rhan

Big Ideas Wales

Big Ideas Wales

In need of some inspiration this morning? Look no further...

DREAM BIG AND DARE TO FAIL!

NORMAN VAUGHAN

Fideos

Prif Gyngor i entrepreneuraid ifanc

Awgyrmiadau gan Entrepreneuriaid

Cyfleoedd Sectorau Busnes Allweddol Cymru

Twitter

Rhestrau "35 under 35" @WalesOnline wedi eu cyhoeddi - lonyffarochiadau i baw! <http://t.co/MYKTod7VAX> <http://t.co/1Em7ibLxYQ> #menter

Digwyddiadau

Introduction to Entrepreneurship

This free, half-day session



# Big Ideas Wales

## Enterprise Resources

Business Wales - [business.wales.gov.uk](http://business.wales.gov.uk)

Business Wales provides business support services to people starting, running and growing a business. Support for business includes information, advice and guidance delivered online, over the phone through the Business Wales Helpline, and face to face through our Business Wales centres.

Business Wales is a dedicated service that provides businesses with information, guidance and support directly, and also from the private, public and third sectors. Information includes:

➤ Newsroom

Latest business news from Wales and the rest of the world.

➤ Business Blog

Weekly inspiration and quick ideas for businesses of all sizes.

➤ Trends and Insights

Big data is deciphered giving you the very latest facts and figures.

➤ Video Guides

Short and practical, everything from selling to finding finance.

- Get out there and get marketing
- Find the right finance for you
- Sell2Wales: Why every business should register
- Sell2Wales - How to get set up
- What's an entrepreneur?
- How to write a Business Plan
- Next events

Hundreds of business events being held across Wales

The screenshot shows the Business Wales website homepage. At the top, there is a navigation bar with links for 'Business Wales', 'News & events', 'Business & Sector Support', 'My Business Wales', and 'More'. A search bar is located on the right. Below the navigation bar, a red banner displays 'Business Wales' and the helpline number '03000 6 03000'. The main content area features a large illustration of a man at a laptop with a world map above him, and a sidebar with a 'BYWD A DIOD CYMRU FOOD AND DRINK WALES' logo. Below the illustration, there is a section titled 'What we do - business support' and a 'Connect with Business Wales' section with social media icons.

Business Wales Helpline 03000 6 03000



## Adnoddau Menter

Busnes Cymru - [business.wales.gov.uk/cy](http://business.wales.gov.uk/cy)

Mae Busnes Cymru yn darparu cymorth busnes i bobl sy'n dechrau, rhedeg a thyfu busnes. Mae cymorth ar gyfer busnes yn cynnwys gwybodaeth, cyngor ac arweiniad a ddarperir ar-lein, dros y ffôn drwy Linell Gymorth Busnes Cymru, ac wyneb yn wyneb drwy ein canolfannau Busnes Cymru.

Mae Busnes Cymru yn wasanaeth penodedig sy'n darparu i fusnesau wybodaeth, arweiniad a chymorth uniongyrchol, ac o'r sector preifat, cyhoeddus a'r trydydd sector. Mae gwybodaeth yn cynnwys:

### ➤ Ystafell Newyddion

Y newyddion busnes diweddaraf o Gymru a gweddill y byd.

### ➤ Blog Busnes

Ysbrydoliaeth Wythnosol a syniadau cyflym ar gyfer busnesau o bob maint.

### ➤ Tueddiadau a Mewnwelediadau

Data Mawr wedi ei ddehongli sy'n rhoi'r ffeithiau a'r ffigurau mwyaf diweddar i chi

### ➤ Canllawiau Fideo

Byr ac ymarferol, popeth o werthu i ddod o hyd i gyllid

- Ewch allan yna a dechreuwch farchnata

- Dewch o hyd i'r cyllid iawn i chi

- Sell2wales Pam y dylai pob busnes gofrestru

- Sell2Wales - Sut i gael eich sefydlu

- Beth yw entrepreneur?

- Sut i ysgrifennu Cynllun Busnes

### ➤ Digwyddiadau Nesaf

Cannoedd o ddigwyddiadau busnes yn cael eu cynnal ledled Cymru

The screenshot shows the Busnes Cymru website interface. At the top, there's a navigation bar with 'Busnes Cymru' and a search bar. Below that, a red banner displays 'Busnes Cymru' and the contact number 'Linell Gymorth 03000 6 03000'. A menu bar includes 'Dechrau busnes', 'Rhedeg busnes', 'Tyfu busnes', 'Cyllid a chymorth arianol', and 'Amdanom ni'. The main content area features a video player titled 'PARTH CYLLID BUSNES' with a thumbnail showing a woman and a map of Wales. To the right, there's a sidebar with a photo of a man and a woman, and a pair of binoculars. Below the video, there's a section titled 'Yr hyn rydym yn gwneud' and a 'Cysylltu gyda Busnes Cymru' button. At the bottom, there are social media icons for Facebook, Twitter, LinkedIn, and YouTube.

Linell Gymorth Busnes Cymru 03000 6 03000



## Enterprise Resources

Enterprise catalyst - [www.enterprisecatcalyst.co.uk](http://www.enterprisecatcalyst.co.uk)

Tools, toolkits, lesson plans and workbooks supporting teachers, lecturers and all providers of enterprise and entrepreneurship education

HOME CONTACT BLOG CYMRAEG

**enterprise catalyst**

**SELECT WHO YOU ARE FROM THE OPTIONS BELOW**

I'M AT SCHOOL

I'M IN FURTHER/HIGHER EDUCATION OR TRAINING

I'M A TEACHER OR LECTURER

I'M AN EMPLOYEE: NON EDUCATIONAL

I RUN MY OWN BUSINESS OR I'M AN EMPLOYER

NONE OF THE GROUPS SEEM TO FIT ME

**BENCHMARKING REPORTS**

- Track the performance of your students
- Understand the impact of your enterprise education initiatives
- Evidence Ofsted submissions

[Find out More](#)

**FREE TEACHERS RESOURCES**

To make life easier, we have provided a number of **free lesson plans and guides** on how to use the Enterprise Catalyst in a range of different classroom situations.

[Find out More](#)

© Copyright 2015 Venture To Think Ltd. All Rights Reserved. Privacy Policy | Terms & Conditions | FAQs | Venture To Think

Tools, toolkits, lesson plans and workbooks supporting teachers, lecturers and all providers of enterprise and entrepreneurship education

**enterprise catalyst**

**Enterprise Fuel**  
Key stage 3-4  
Workbook

© 2011 Venture To Think Ltd. All Rights Reserved

### Lesson Plan: Using the Enterprise Catalyst within team and project work

**Background**  
School work involves a great deal of project work and on many occasions students are required to work in teams. Team work or collaboration are critical aspects of effective adult behaviour.

**Aims of this lesson**  
The aim of this session is to raise awareness of the different roles individuals within teams can take, and to enable students to understand how they can contribute more effectively to a team.

**Why is team work and collaboration important?**  
Using the Enterprise Catalyst helps young people to:

- Explore the different roles people take in teams
- Develop awareness of their preferred role and understand how the combined skills of different individuals leads to a more successful outcome
- Achieve a balance between seeking to achieve their own personal objectives and those of the team

These attitudes and skills will enable young people to work more effectively in team situations and reduce the need for continual monitoring of team and project work.

**Activity**  
Introduce students to the overall aims of the session  
Invite students to complete Enterprise Catalyst (if they haven't already done so)  
Generate a discussion about effective teams and what it takes to create an effective team - specific teams are usually the most accessible examples  
Summarise examples of ineffective teams and effective teams

Explain to the group how effective project and other school based teams have a range of types of people - those who like to get things going, those who avoid taking risks, those who are particularly good with people (Use the descriptions provided on the Enterprise Catalyst report)  
Within the context of an enterprise class it is important to highlight that within small businesses the 'best' usually has to do everything and that can be quite challenging.  
Ask the group to make a list of what could go wrong in one person teams!  
Invite students to organise themselves into teams they believe would work well together on the basis of the Enterprise Catalyst team roles.

**Outcomes**  
At the end of this session students should understand what team work is all about and be able to collaborate with individuals who are different to them. Teachers may choose to organise teams based upon Enterprise Catalyst profiles.

The self-assessment tool helps learners think about their 'fuel for enterprise' - motivation, skills, attitude to succeed. Every individual who completes the Enterprise Catalyst receives a FREE personalised report, offering guidance on their enterprising mindset (Motivation and Drive, Capacity to Self Determine, Willingness to Learn) and what they can do to overcome barriers. It also provides information about preferred thinking and learning styles and the role learners might play in a team.



## Adnoddau Menter

Catalydd mentro - [www.entreprisecatcalyst.co.uk](http://www.entreprisecatcalyst.co.uk)

Offer, pecynnau cymorth, cynlluniau gwersi a llyfrau gwaith yn cefnogi athrawon, darlithwyr a holl ddarparwyr addysg menter ac entrepreneuriaeth

WEDI BOD YMA O'R BLAEN? MEWNGOFNODI:  
e-bost:  cyfrinair:  **MEMO**  
Wedi anghofio'r cyfrinair?

**CROESO...**  
Pa mor fentrus wyt ti?  
Treulia 5 munud i gael gwybod - **AM DDIM!**

**ADRODDIADAU MEINCNODI**

- Dilyn perfformiad myfyrwyr
- Deall effaith cynlluniau addysg menteraerwch
- Defnyddio cyfweinyddau Ofstead gydag adroddiadau ysgol

**ADNODDAU ATHRAWON**

- Sut mae defnyddio hwn?
- Cynlluniau gwersi

© Hawffraint 2005 - 2015 Venture To Think Ltd. Cedwir Pob Hawl. Polisi Preifatwydd | Telerau ac Amodau | Cwestiynau Cyffredin | Venture To Think

Tools, tasks, lesson plans and workbooks supporting teachers, lecturers and all providers of enterprise and entrepreneurship education

**enterprise catalyst**

**Enterprise Fuel**  
Key stage 3-4  
Workbook

© 2011 Venture To Think Ltd. All Rights Reserved

### Lesson Plan: Using the Enterprise Catalyst within team and project work

**Background**  
School work involves a great deal of project work and on many occasions students are required to work in teams. Team work or collaboration are critical aspects of effective adult behaviour.

**Aims of this lesson**  
The aim of this session is to raise awareness of the different roles individuals within teams can take, and to enable students to understand how they can contribute more effectively to a team.

**Why is team work and collaboration important?**  
Using the Enterprise Catalyst helps young people to:

- Explore the different roles people take in teams
- Develop awareness of their preferred role and understand how the combined skills of different individuals leads to a more successful outcome
- Achieve a balance between seeking to achieve their own personal objectives and those of the team

These attitudes and skills will enable young people to work more effectively in team situations and reduce the need for continual monitoring of team and project work.

**Activity**

Introduce students to the overall aims of the session

Invite students to complete Enterprise Catalyst (if they haven't already done so)

Generate a discussion about effective teams and what it takes to create an effective team - specific teams are usually the most accessible examples

Summarise examples of ineffective teams and effective teams

Explain to the group how effective project and other school based teams have a range of types of people - those who like to get things going, those who avoid taking risks, those who are particularly good with people (Use the descriptions provided on the Enterprise Catalyst report)

Within the context of an enterprise class it is important to highlight that within small businesses the 'best' usually has to do everything and that can be quite challenging.

Ask the group to make a list of what could go wrong in one person teams!

Invite students to organise themselves into teams they believe would work well together on the basis of the Enterprise Catalyst team roles.

**Outcomes**

At the end of this session students should understand what team work is all about and be able to collaborate with individuals who are different to them. Teachers may choose to organise teams based upon Enterprise Catalyst profiles.

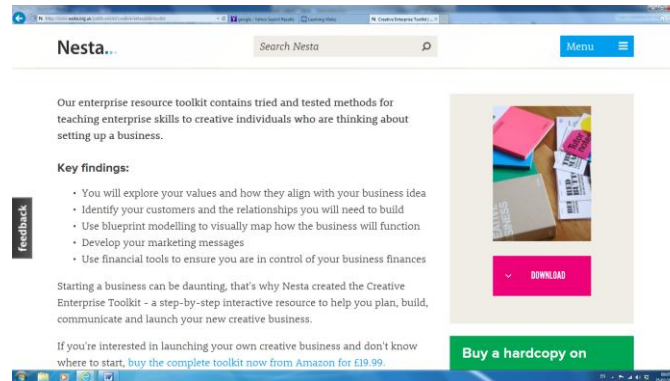
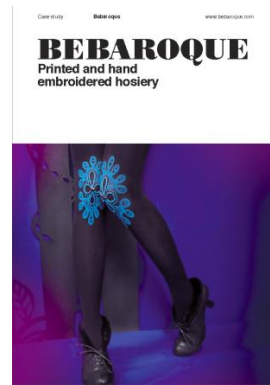
Mae'r offeryn hunanasesu yn helpu dysgwyr i feddwl am eu 'hynni ar gyfer menter' - ysgogiad, sgiliau, agwedd i lwyddo. Mae pob unigolyn sy'n cwblhau'r Catalydd Mentro yn cael adroddiad personol AM DDIM, sy'n cynnig arweiniad ar eu meddylfryd mentrus (Cymhelliant ac Egni, Y Gallu i wneud Penderfyniadau eu hunain, Parodrwydd i Ddysgu) a'r hyn y gallant ei wneud i oresgyn rhwystrau. Mae'n darparu gwybodaeth am ffordd o feddwl ac arddulliau dysgu a ffeirir a'r rôl y gallai dysgwyr ei chwarae mewn tîm.

# Big Ideas Wales

## Enterprise Resources

NESTA - [www.nesta.org.uk/enterprise-toolkit](http://www.nesta.org.uk/enterprise-toolkit)

Resources include Toolkits, Case Studies, Mapping and Manifesto's

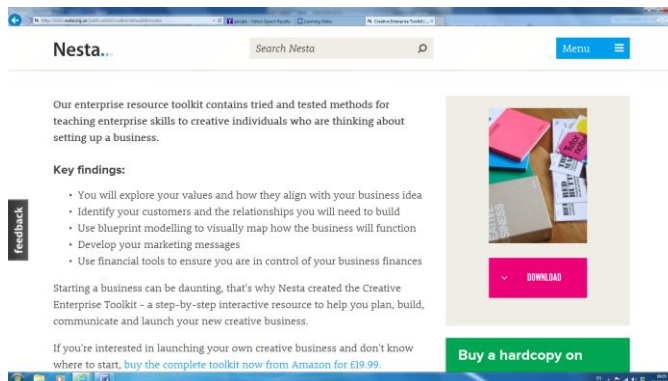


Enterprise resource toolkit contains resources, worksheets and case studies to develop ideas, consider personal motivation and aspiration for enterprise.

## Adnoddau Menter

NESTA - [www.nesta.org.uk/enterprise-toolkit](http://www.nesta.org.uk/enterprise-toolkit)

Mae'r adnoddau'n cynnwys Pecynnau Cymorth, Astudiaethau Achos, Mapio a Maniffesto



Mae Pecyn cymorth adnoddau menter yn cynnwys adnoddau, taflenni gwaith ac astudiaethau achos i ddatblygu syniadau, ystyried cymhellion a dyheadau personol ar gyfer menter.

# Big Ideas Wales

## Enterprise Resources

Intellectual Property Office - [www.gov.uk/government/organisations/intellectual-property-office](http://www.gov.uk/government/organisations/intellectual-property-office)

### What is intellectual property?

Intellectual Property (IP) concerns creations of the mind. IP can be:



IP can be protected by patents, trade marks, design and copyright (known as IP rights) and gives ideas their value. Without protection, IP becomes less valuable. IP rights protect your work. Whether you design, invent, write, perform or research, IP matters.

In 2013, Apple was ranked as the most valuable brand in the world by leading business magazine Forbes. Apple's success is partly due to their approach to business, but more importantly, it was driven by the value of their IP. As an indicator of the value Apple place on their IP, Apple has sued Samsung many times for IP infringement, famously being awarded \$1 billion in 2012.

| TOP 5 DEAD RICHLIST<br>Earnings in 2013 |      |
|---|------|
| 1. Michael Jackson                      | £87m |
| 2. Elvis Presley                        | £34m |
| 3. Charles Schulz                       | £25m |
| 4. Elizabeth Taylor                     | £16m |
| 5. Bob Marley                           | £12m |

Even in death artists can continue to generate huge sums of money for their estate for up to 70 years via copyright protection.



IPTutor is an accredited e-learning tool that helps learners and lecturers understand intellectual property rights i.e. trade marks, patents, copyright and designs and uses case studies to show why intellectual property is important.

[www.ipo.gov.uk/blogs/iptutor](http://www.ipo.gov.uk/blogs/iptutor)

Shaun's Cracking Design Challenge gives schools and young people a chance to join the flock and engage with one of the world's most-loved animated characters. It's a brilliant way of inspiring learners' creativity, to encourage creative learning and promote good citizenship through fundraising. [www.crackingideas.com/competition/](http://www.crackingideas.com/competition/)



The IPO's IP for business tools and guidance can help create value from ideas, turning inspiration into sustainable business success. The suite of online tools include:

- free online IP Equip training tool
- free online IP Equip App
- free online IP Health Check
- online IP Master Class course

[www.gov.uk/government/publications/intellectual-property-for-business/ip-for-business-tools](http://www.gov.uk/government/publications/intellectual-property-for-business/ip-for-business-tools)



## Adnoddau Menter

Swyddfa Eiddo Deallusol - [www.gov.uk/government/organisations/intellectual-property-office](http://www.gov.uk/government/organisations/intellectual-property-office)

### What is intellectual property?

Intellectual Property (IP) concerns creations of the mind. IP can be:



IP can be protected by patents, trade marks, design and copyright (known as IP rights) and gives ideas their value. Without protection, IP becomes less valuable. IP rights protect your work. Whether you design, invent, write, perform or research, IP matters.

In 2013, Apple was ranked as the most valuable brand in the world by leading business magazine Forbes. Apple's success is partly due to their approach to business, but more importantly, it was driven by the value of their IP. As an indicator of the value Apple place on their IP, Apple has sued Samsung many times for IP infringement, famously being awarded \$1 billion in 2012.

| TOP 5 DEAD RICHLIST<br>Earnings in 2013 |
|---|
| 1. Michael Jackson - £87m               |
| 2. Elvis Presley - £34m                 |
| 3. Charles Schulz - £25m                |
| 4. Elizabeth Taylor - £16m              |
| 5. Bob Marley - £12m                    |

Even in death artists can continue to generate huge sums of money for their estate for up to 70 years via copyright protection.



Mae IPTutor yn offeryn e-ddysgu achrededig i helpu dysgwyr a darlithwyr i ddeall hawliau eiddo deallusol h.y. nodau masnach, patentau, hawlfraint a dyluniadau ac mae'n defnyddio astudiaethau achos i ddangos pam fod eiddo deallusol yn bwysig.

[www.ipo.gov.uk/blogs/iptutor](http://www.ipo.gov.uk/blogs/iptutor)

Mae Her Cracking Design Shaun yn rhoi cyfle i ysgolion a phobl ifanc ymuno â'r braidd ac ymgysylltu ag un o gymeriadau animeiddio mwyaf poblogaidd y byd. Mae'n ffordd wych o ysbrydoli creadigrwydd dysgwyr, er mwyn annog dysgu creadigol a hyrwyddo dinasyddiaeth dda drwy godi arian.

[www.crackingideas.com/competition/](http://www.crackingideas.com/competition/)



Gall offer a chanllawiau busnes IP y Swyddfa Eiddo Deallusol helpu i greu gwerth o syniadau, gan droi ysbrydoliaeth i mewn i lwyddiant busnes cynaliadwy. Mae'r gyfres o offer ar-lein yn cynnwys:

- offeryn hyfforddi ar-lein IP Equip yn rhad ac am ddim
- Ap IP Equip ar-lein rhad ac am ddim
- Archwiliad lechyd ar-lein IP rhad ac am ddim
- Cwrs IP Dosbarth Meistr ar-lein [www.gov.uk/government/publications/intellectual-property-for-business/ip-for-business-tools](http://www.gov.uk/government/publications/intellectual-property-for-business/ip-for-business-tools)



# Big Ideas Wales

## Enterprise Resources

UnLtd – [unltd.org.uk](http://unltd.org.uk)

UnLtd is a provider of support for social entrepreneurs in the UK, offering a package of resources from advice, to networking and practical support. UnLtd supports individuals who have set up ventures firmly rooted in delivering positive social change. The Global Entrepreneurship Monitor (Harding and Harding 2008) found that there were 1.7m people leading social organisations in the UK.

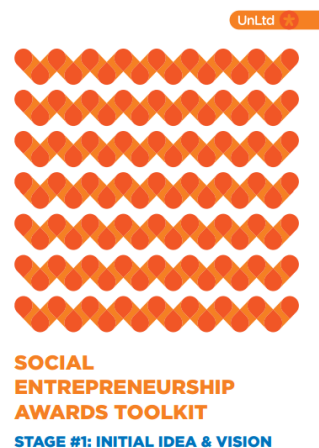
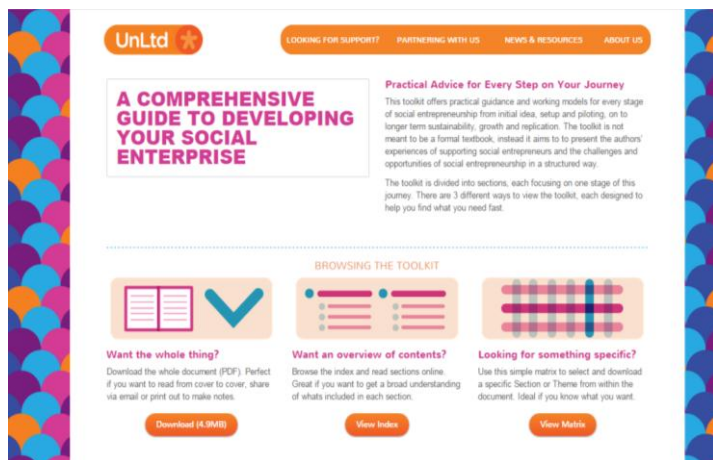
The image shows a screenshot of the UnLtd website. On the left, there is a navigation menu with 'UnLtd' and links for 'LOOKING FOR SUPPORT?', 'PARTNERING WITH US', 'NEWS & RESOURCES', and 'ABOUT US'. The main content area features a large heading: 'A COMPREHENSIVE GUIDE TO DEVELOPING YOUR SOCIAL ENTERPRISE'. Below this, there is a sub-heading: 'Practical Advice for Every Step on Your Journey'. The text explains that the toolkit offers practical guidance and working models for every stage of social entrepreneurship, from initial idea to longer term sustainability. It is divided into sections, each focusing on one stage of the journey. There are three different ways to view the toolkit, each designed to help you find what you need fast. Below the text, there are three icons representing different ways to browse the toolkit: 'Want the whole thing?', 'Want an overview of contents?', and 'Looking for something specific?'. Each icon has a corresponding button: 'Download (A3MB)', 'View Index', and 'View Matrix'. On the right, there is a graphic for the 'SOCIAL ENTREPRENEURSHIP AWARDS TOOLKIT' with the subtitle 'STAGE #1: INITIAL IDEA & VISION'. The graphic features a pattern of orange and yellow diamonds. To the right of the graphic is a book cover for 'CHANGING THE WORLD: a young person's guide to social entrepreneurship'.

- The Social Entrepreneurship Toolkit offers practical guidance and working models for every stage of social entrepreneurship from initial idea, setup and piloting, on to longer term sustainability, growth and replication.
- Changing the World – a young persons guide to entrepreneurship is a resource full of information, activities, exercise and templates that UnLtd has gathered over the last 10 years, working with young social entrepreneur's. It is available to download from: [unltd.org.uk/wp-content/uploads/2014/04/Beginners-Guide-First-Edition.pdf](http://unltd.org.uk/wp-content/uploads/2014/04/Beginners-Guide-First-Edition.pdf)

## Adnoddau Menter

UnLtd – [unltd.org.uk](http://unltd.org.uk)

Mae UnLtd yn ddarparwr cymorth i entrepreneuriaid cymdeithasol yn y DU, sy'n cynnig pecyn o adnoddau o gyngor, i rwydweithio a chymorth ymarferol. Mae UnLtd yn cefnogi unigolion sydd gyda'u mentrau wedi eu gwreiddio'n gadarn mewn cyflwyno newid cymdeithasol cadarnhaol. Canfu'r Monitor Entrepreneuriaeth Byd-eang (Harding a Harding 2008) bod yna 1.7m o bobl yn arwain sefydliadau cymdeithasol yn y DU.



- Mae'r Pecyn Cymorth Entrepreneuriaeth Gymdeithasol yn cynnig arweiniad ymarferol a modelau sy'n gweithio ar gyfer pob cam o entrepreneuriaeth gymdeithasol o'r syniad cychwynnol, gosod a pheilota, ymlaen at gynaliadwyedd tymor hwy, twf ac atgynhyrchu.
- Newid y Byd - mae'r canllaw pobl ifanc i entrepreneuriaeth yn adnodd sy'n llawn gwybodaeth, gweithgareddau, ymarfer a thempledi y mae UnLtd wedi eu casglu dros y 10 mlynedd diwethaf wrth weithio gydag entrepreneuriaid cymdeithasol ifanc. Mae ar gael i'w lawrlwytho o: [unltd.org.uk/wp-content/uploads/2014/04/Beginners-Guide-First-Edition.pdf](http://unltd.org.uk/wp-content/uploads/2014/04/Beginners-Guide-First-Edition.pdf)







# Big Ideas

## Wales



### Enterprise Guidance

#### Enterprise Educators UK (EEUK)

Enterprise Educators UK is the national network for enterprise educators. Its purpose is to support affiliated members to increase the scale, scope and effectiveness of enterprise and entrepreneurship teaching within their institutions.

[www.enterprise.ac.uk](http://www.enterprise.ac.uk)

#### National Centre for Entrepreneurship in Education (NCEE)

The National Centre for Entrepreneurship in Education uses its networks, partners and resources to stimulate and encourage a more entrepreneurial education and support sector to create the opportunities for more individuals and organisations to develop the capacities they need for an entrepreneurial future.

[www.ncee.org.uk](http://www.ncee.org.uk)

#### Institute for Small Business and Entrepreneurship (ISBE)

The Institute for Small Business and Entrepreneurship (ISBE) is a network for people and organisations involved in small business and entrepreneurship research, policy, education, support and advice..

[www.isbe.org.uk](http://www.isbe.org.uk)

#### Kauffman Foundation

Established in the mid-1960s the Kauffman Foundation based in Kansas City, Mo focusses grant making and operations on two areas — education and entrepreneurship — which the founder, Ewing Kauffman, visualised as two ends of a continuum.

<http://www.kauffman.org/>



### Canllaw Menter

#### Enterprise Educators UK (EEUK)

Enterprise Educators UK yw'r rhwydwaith cenedlaethol ar gyfer addysgwyr menter sydd â'r pwrpas o gefnogi aelodau i gynyddu graddfa, cwrpas ac effeithiolrwydd menter ac entrepreneuriaeth addysgu o fewn eu sefydliadau.

[www.enterprise.ac.uk](http://www.enterprise.ac.uk)

#### Y Ganolfan Genedlaethol ar gyfer Entrepreneuriaeth mewn Addysg (NCEE)

Mae'r Ganolfan Genedlaethol ar gyfer Entrepreneuriaeth mewn Addysg yn defnyddio ei rhwydweithiau, partneriaid ac adnoddau i ysgogi ac annog sector addysg mwy entrepreneuriaid ac un fwy cefnogol i greu'r cyfleoedd ar gyfer mwy o unigolion a sefydliadau i ddatblygu'r galluoedd sydd eu hangen arnynt ar gyfer dyfodol entrepreneuriaid.

[www.ncee.org.uk](http://www.ncee.org.uk)

#### Sefydliad ar gyfer Busnesau Bach ac Entrepreneuriaeth (ISBE)

Mae'r Sefydliad ar gyfer Busnesau Bach ac Entrepreneuriaeth (ISBE) yn rhwydwaith ar gyfer pobl a sefydliadau sy'n ymwneud ag ymchwil busnes ac entrepreneuriaeth bach, polisi, addysg, cefnogaeth a chyngor.

[www.isbe.org.uk](http://www.isbe.org.uk)

#### Sefydliad Kauffman

Wedi ei sefydlu yng nghanol y 1960au mae'r sefydliad Kauffman sydd wedi ei leoli yn Kansas City, yn canolbwyntio ar ddyfarnu grantiau a gweithrediadau ar ddau faes - addysg ac entrepreneuriaeth - yr hyn a welodd y sylfaenydd, Ewing Kauffman, fel dau ben continwfm.

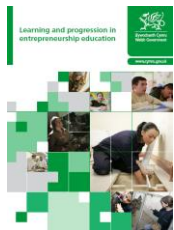
<http://www.kauffman.org/>

# Big Ideas Wales

## Enterprise and Entrepreneurship Policy

### Learning and progression in entrepreneurship education

This guidance aimed at schools, colleges and other learning providers, sets out guidance on ways in which learning providers should plan and work in partnership with others to deliver entrepreneurship education. Available to download from: <http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/careersandtheworldofwork/learningandprogression/?lang=en>



### Entrepreneurship 2020

Entrepreneurship 2020 Action Plan is a blueprint for decisive action to unleash Europe's entrepreneurial potential. It is built on three main pillars:

1. Entrepreneurial education and training
2. Creation of an environment where entrepreneurs can flourish and grow
3. Developing role models and reaching out to specific groups whose entrepreneurial potential is not being tapped. Available to download from:

[http://ec.europa.eu/enterprise/policies/sme/entrepreneurship-2020/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/entrepreneurship-2020/index_en.htm)



### Entrepreneurship Policy Framework and Implementation Guidance

UNCTAD Entrepreneurship Policy Framework and Implementation Guidance aims to support developing country policymakers in the design of initiatives, measures and institutions to promote entrepreneurship. Available to download from: <http://unctad.org/en/Pages/DIAE/Entrepreneurship/Entrepreneurship-Policy-Framework-and-Implementation-Guidance.aspx>



### QAA Enterprise and entrepreneurship education: Guidance for UK higher education providers

This guidance for Higher Education is intended to provide practical help to those working with learners in HE, to foster skills in enterprise and entrepreneurship. Available to download from: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/enterprise-entrepreneurship-guidance.aspx>

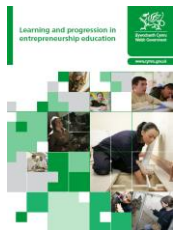


## Polisi Menter ac Entrepreneuriaeth

### Dysgu a dilyniant mewn addysg entrepreneuriaeth

Mae'r canllawiau hyn sydd wedi eu hanelu at ysgolion, colegau a darparwyr dysgu eraill, yn nodi sut y dylai darparwyr dysgu gynllunio a gweithio mewn partneriaeth ag eraill i ddarparu addysg entrepreneuriaeth. Ar gael i'w lawrlwytho o:

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculumwales/arevisedcurriculumforwales/careersandtheworldofwork/learningandprogression/?lang=en>



### Entrepreneuriaeth 2020

Mae Entrepreneuriaeth 2020 yn Gynllun Gweithredu glasbrint ar gyfer camau pendant i ryddhau potensial entrepreneuriaid Ewrop. Mae wedi ei adeiladu ar dair prif biler:

1. Addysg a hyfforddiant Entrepreneuriaid
2. Creu amgylchedd lle gall entrepreneuriaid ffynnu a thyfu
3. Datblygu modelau rôl ac ymestyn allan i grwpiau penodol nad yw eu potensial entrepreneuriaid yn cael ei dapio.

Ar gael i'w lawrlwytho o: [http://ec.europa.eu/enterprise/policies/sme/entrepreneurship-2020/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/entrepreneurship-2020/index_en.htm)



### Fframwaith Polisi Entrepreneuriaeth a Chanllawiau Gweithredu

Mae Fframwaith Polisi Entrepreneuriaeth UNCTAD a'r Canllawiau Gweithredu yn anelu at gefnogi datblygu polisi gwlad yn y dyluniad o fentrau, mesurau a sefydliadau i hyrwyddo entrepreneuriaeth. Ar gael i'w lawrlwytho o: <http://unctad.org/en/Pages/DIAE/Entrepreneurship/Entrepreneurship-Policy-Framework-and-Implementation-Guidance.aspx>



### Menter Asiantaeth Sicrhau Ansawdd ar gyfer Addysg Uwch ac addysg entrepreneuriaeth: Canllaw ar gyfer darparwyr addysg uwch y DU

Bwriad y canllaw hwn ar gyfer Addysg Uwch yw darparu cymorth ymarferol i'r rhai sy'n gweithio gyda dysgwyr mewn Addysg Uwch i feithrin sgiliau mewn menter ac entrepreneuriaeth. Ar gael i'w lawrlwytho o: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/enterprise-entrepreneur-guidance>.



# Big Ideas Wales



## Third Sector



|   |  |
|---|--|
| Business Wales                            | <a href="http://www.business.wales.gov.uk">www.business.wales.gov.uk</a>   |
| Changemakers                              | <a href="http://www.changemakers.com">www.changemakers.com</a>   |
| Charity Choice                            | <a href="http://www.charitychoice.co.uk">www.charitychoice.co.uk</a>   |
| Collaborative Communities                 | <a href="http://www.collaborativecommunities.org.uk/">www.collaborativecommunities.org.uk/</a>                                     |
| Development Trusts Association Wales      | <a href="http://www.dtawales.org.uk/">www.dtawales.org.uk/</a>   |
| GuideStar                                 | <a href="http://www.guidestar.org.uk">www.guidestar.org.uk</a>   |
| Social Business Wales                     | <a href="http://business.wales.gov.uk/socialbusinesswales/">business.wales.gov.uk/socialbusinesswales/</a>                         |
| Social Enterprise UK                      | <a href="http://www.socialenterprise.org.uk">www.socialenterprise.org.uk</a>   |
| Social Firms Wales                        | <a href="http://www.socialfirmswales.co.uk/">www.socialfirmswales.co.uk/</a>   |
| The Cabinet Office                        | <a href="http://www.cabinetoffice.gov.uk/third_sector">www.cabinetoffice.gov.uk/third_sector</a>                                   |
| The Charity Commission                    | <a href="http://www.gov.uk/government/organisations/charity-commission">www.gov.uk/government/organisations/charity-commission</a> |
| The Community Action Network (CAN)        | <a href="http://www.can-online.org.uk">www.can-online.org.uk</a>   |
| The Community Foundation in Wales         | <a href="http://www.cfiw.org.uk">www.cfiw.org.uk</a>   |
| The Welsh Government                      | <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>   |
| Virtue Ventures                           | <a href="http://www.virtueventures.com">www.virtueventures.com</a>   |
| Wales Local Government Association (WLGA) | <a href="http://www.wlga.gov.uk/">www.wlga.gov.uk/</a>   |
| Wales Council for Voluntary Action (WCVA) | <a href="http://www.wcva.org.uk/">www.wcva.org.uk/</a>   |
| Wales Co-operative Centre                 | <a href="http://www.walescooperative.org/">www.walescooperative.org/</a>   |
| SE Toolbelt                               | <a href="http://www.setoolbelt.org/">www.setoolbelt.org/</a>   |



## Y Trydydd Sector

|   |  |
|---|--|
| Busnes Cymru                                | <a href="http://www.business.wales.gov.uk">www.business.wales.gov.uk</a>   |
| Changemakers                                | <a href="http://www.changemakers.com">www.changemakers.com</a>   |
| Charity Choice                              | <a href="http://www.charitychoice.co.uk">www.charitychoice.co.uk</a>   |
| Cymunedau sy'n Cydweithio                   | <a href="http://collaborativecommunities.org.uk/cymraeg/home">collaborativecommunities.org.uk/cymraeg/home</a>                     |
| Cymdeithas Ymddiriedolaethau Datblygu Cymru | <a href="http://www.dtawales.org.uk/cym/">www.dtawales.org.uk/cym/</a>   |
| GuideStar                                   | <a href="http://www.guidestar.org.uk">www.guidestar.org.uk</a>   |
| Busnes Cymdeithasol Cymru                   | <a href="http://business.wales.gov.uk/socialbusinesswales//cy">business.wales.gov.uk/socialbusinesswales//cy</a>                   |
| Cynghrair Menter Gymdeithasol               | <a href="http://www.socialenterprise.org.uk">www.socialenterprise.org.uk</a>   |
| Cwmnïau Cymdeithasol Cymru                  | <a href="http://www.socialfirmswales.co.uk/">www.socialfirmswales.co.uk/</a>   |
| Swyddfa'r Cabinet                           | <a href="http://www.cabinetoffice.gov.uk/third_sector">www.cabinetoffice.gov.uk/third_sector</a>                                   |
| Y Comisiwn Elusennau                        | <a href="http://www.gov.uk/government/organisations/charity-commission">www.gov.uk/government/organisations/charity-commission</a> |
| Rhwydwaith Gweithredu Cymunedol             | <a href="http://www.can-online.org.uk">www.can-online.org.uk</a>   |
| Y Sefydliad Cymunedol yng Nghymru           | <a href="http://www.cfiw.org.uk/cym/hafan">www.cfiw.org.uk/cym/hafan</a>   |
| Llywodraeth Cymru                           | <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>   |
| Virtue Ventures                             | <a href="http://www.virtueventures.com">www.virtueventures.com</a>   |
| Cymdeithas Llywodraeth Leol Cymru (CLILC)   | <a href="http://www.wlga.gov.uk/cymraeg">www.wlga.gov.uk/cymraeg</a>   |
| Cyngor Gweithredu Gwirfoddol Cymru (WCVA)   | <a href="http://www.wcva.org.uk/home?seq.lang=cy-GB">www.wcva.org.uk/home?seq.lang=cy-GB</a>                                       |
| Canolfan Cydweithredol Cymru                | <a href="http://www.cydweithredolcymru.org.uk/">www.cydweithredolcymru.org.uk/</a>   |
| SE Toolbelt                                 | <a href="http://www.setoolbelt.org/">www.setoolbelt.org/</a>   |



# Big Ideas

# Wales

## Acknowledgements

A wealth of experience and talent has contributed towards the development / creation of this resource. The Welsh Government Business and Economy would like to thank colleagues within Education and Skills, and the numerous teachers, advisors and LEAs from across Wales for their valuable contribution.

Particular thanks to the University of South Wales and St David's College, Cardiff for their outstanding contribution.

Special thanks to Ysgol Brynhyfryd, Ruthin and Cardinal Newman School, Rhydyfelin.

Illustrations and Graphic Design by Menter a Busnes and Tinopolis Group. Translated by Cywrain.



# Syniadau Mawr

## Cymru

### Cydnabyddiaeth

Mae cyfoeth o brofiad a thalent wedi cyfrannu tuag at ddatblygu / creu'r adnodd hwn. Hoffai Llywodraeth Cymru Busnes ac Economi ddiolch i gydweithwyr o fewn Addysg a Sgiliau a'r nifer o athrawon, cynghorwyr ac Awdurdodau Addysg Lleol ledled Cymru am eu cyfraniad gwerthfawr.

Yn arbennig, diolch i Brifysgol De Cymru a Choleg Dewi Sant, Caerdydd am eu cyfraniad rhagorol.

Diolch arbennig i Ysgol Brynhyfryd, Rhuthun ac Ysgol Cardinal Newman, Rhydyfelin.

Darluniau a Dylunio Graffig gan Menter a Busnes a Grŵp Tinopolis. Cyfieithwyd gan Cywrain.

