

ENTREPRENEURSHIP

Skills and Behaviours

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

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ENTREPRENEURIAETH

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 Llywodraeth Cymru fel un sy'n bwysig am ei weledigaeth o economi ffyniannus sy'n ddeinamig, yn gynhwysol ac yn gynaliadwy.

Mae'r Strategaeth Menter Ieuenciad (YES) yn strategaeth partneriaeth hirdymor, dan arweiniad Llywodraeth Cymru, wedi ynllunio i ysgogi agwedd ymddygiadau a galluoed mwy entrepreneuraid.

Addysg Entrepreneuriaeth yw carreg sylfaen y Strategaeth Entrepreneuriaeth Ieuenciad.

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

Big Ideas

Wales

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Syniadau Mawr Cymru

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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 positif, 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 heonomi 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 gyflwyno cenedlaethau newydd o bobl ifanc i'r feddylfryd a'r ysbryd entrepreneuriaidd - 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 leuenctid (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.

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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 feisydd allweddol o'r cwricwlwm.

Mae'r ffocws ar:

- Ddatblygiad sgiliau
- Datblygiad personol
- Dysgu trwy brofiad

Strwythur

Mae'r adnoddau wedi eu strwythuro i ddua grŵp : 'Menter' ac 'Entrepreneuriaeth'. Mae 'Entrepreneuriaeth' yn canolbwytio 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 effeithiolrwydd, 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 ganlyniadau dysgu.

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.



Relationships -

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



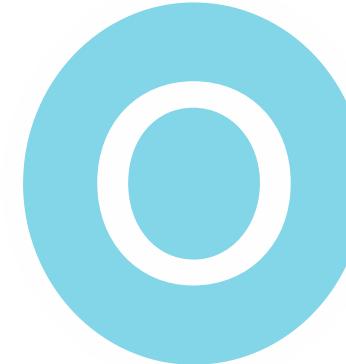
Creativity -

generating ideas, solving problems and creating opportunities.



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 grynhau gan yr acronym ACPT - mae pedwar dimensiwn allweddol yn cwmpasu'r prif agweddau o ymddygiad entrepreneuriaidd.

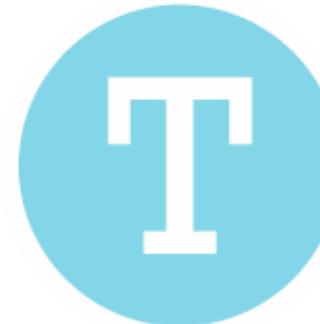
Agwedd -

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



Perthynas -

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



Creadigrwydd -

cynhyrchu syniadau, datrys problemau a chreu cyfleoedd

Trefniadaeth -

y gallu i wneud penderfyniadau a chyflawni eich amcanion drwy gynllunio a rheoli sefyllfaeodd, cyfleoedd a risgau.



Big Ideas

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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+
Self knowledge, belief, confidence	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.
Motivation	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.
Aspiration	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.
Determination	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.
Competitiveness	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+
Hunan wybodaeth, cred, hyder	Dechrau datblygu hunan wybodaeth ac i deimlo'n hyderus amdanyst eu hunain.	Datblygu hunan wybodaeth cynyddol a theimlo'n bositif amdanyst eu hunain ac yn hyderus yn eu gwerthoedd eu hunain a gallu eu datblygu.	Defnyddio eu hunan wybodaeth a bod yn hyderus yn eu gwerthoedd eu hunain a gallu eu datblygu.	Ymestyn eu hunan wybodaeth a gallu cyflawnhau 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.
Ysgogiad	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.
Dyhead	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.
Penderfyniad	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 yn llwyddiannus.
Cystadleurwydd	Gallu cystadlu i gwblhau tasg syml.	Dechrau deall pan fydd sefyllfaedd yn galw am ysbryd cystadleuol.	Datblygu agwedd cadarnhaol tuag at fod yn gystadleuol.	Sianelu ysbryd cystadleuol i mewn i gyflawni deilliannau llwyddiannus.

Big Ideas

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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 solution 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

Galluogi 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 ateb i broblemau a gwerthuso eu llwyddiant.
Meddwl dargyfeiriol / creu syniadau	Dechrau datblygu syniadau llawn dychymyg.	Dechrau datblygu amrywiaeth o syniadau dychmygus.	Datblygu amrywiaeth o syniadau llawn dychymyg.	Dewis a datblygu syniadau priodol.
Adnabod a chreu cyfleoedd	Dechrau adnabod newid drwy feddwl yn ddychmygus.	Gallu adnabod cyfleoedd drwy ofyn cwestiynau a meddwl yn ddychmygus.	Gallu defnyddio eich profiadau eich hun i adnabod a chreu cyfleoedd.	Dewis ac yn weithredol mynd ar ôl cyfle.
Arloesi	Dechrau datblygu amrywiaeth o syniadau i ddatrys problem.	Defnyddio syniadau dychmygus i ddatrys problem.	Datblygu syniadau priodol i ddatrys problem.	Dewis a gwerthuso ateb arloesol i broblem.

Big Ideas

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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.	Working 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

Galluogi dysgwyr i fynegi eu barn a'u syniadau eu hunain, gwerthfawrogi safbwytiau 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 galluoedd a sgiliau unigol.	Gweithio gyda'i gilydd i gwrdd â deilliannau sy'n ofynnol a gwerthuso eu rôl.
Rheoli sefyllfa oedd anodd	Dechrau ymdopi â phroblemau.	Dyfalbarhau a cheisio goresgyn anawsterau.	Datblygu strategaethau priodol ar gyfer rheoli sefyllfa oedd anodd.	Dewis, defnyddio a gwerthuso strategaethau i reoli sefyllfa oedd anodd.
Negodi, perswadio, dylanwadu	Dechrau gwneud cyfraniad cadarnhaol wrth weithio gydag eraill.	Dyfalbarhau wrth berswadio eraill wrth wneud 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 gyflwyno.	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

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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+
Planning	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.
Managing resources	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.
Decision making	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.
Research / understanding environment	Begin to develop simple research skills.	Use simple research skills.	Use a range of research skills..	Use research skills effectively to understand the environment.
Managing risk	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.
Vision / goal setting	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

Galluogi dysgwyr i wneud penderfyniadau, cyflawni eu hamcanion drwy gynllunio a rheoli sefyllfa oedd, cyfleoedd a risg.

Deilliannau Dysgu

	CA1	CA2	CA3	CA4+
Cynllunio	Dechrau datblygu sgiliau cynllunio syml.	Defnyddio sgiliau cynllunio syml.	Defnyddio sgiliau cynllunio strwythuredig.	Defnyddio a gwerthuso sgiliau cynllunio strwythuredig i gyflawni canlyniad a ddymunir.
Rheoli adnoddau	Dechrau datblygu dealltwriaeth syml o adnoddau a'r angen i'w rheoli.	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.
Gwneud Penderfyniadau	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.
Ymchwil / deall yr amgylchedd	Dechrau datblygu sgiliau ymchwil syml.	Defnyddio sgiliau ymchwil syml.	Defnyddio ystod o sgiliau ymchwil ...	Defnyddio sgiliau ymchwil yn effeithiol i ddeall yr amgylchedd.
Rheoli risg	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.
Gweledigaeth / gosod nod	Dechrau adnabod nod a sut i'w gyflawni.	Gallu nodi cryfderau a gosod nodau i wella meysydd o wendid.	Gallu llunio cynllun gweithredu a gweithio tuag at nod.	Gallu i ddilyn cynllun gweithredu ac adolygu llwyddiant yn erbyn nodau.

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 entrepreneuraid. 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.

Cwricwlwm

Mae'r gweithgareddau wedi eu cynllunio i gael eu hintegreiddio yn y 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 entrepreneuraid yn y cwricwlwm chwarae rhan bwysig o ran gwella medrau dysgwyr ar draws llawer o weithgareddau cwricwlaid. 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 entrepreneuraid 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 yn addas ar gyfer y galw o ran y gwahanol lefelau, a gellir eu haddasu er mwyn sicrhau mynediad 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 Self knowledge, belief and confidence Motivation Aspiration Determination Competitiveness Working with others Managing difficult situations Presentation Communication	Creativity Lateral thinking / ideas generation Spotting and creating opportunities Innovation	Problem solving Determination Negotiation, persuasion and influence Decision making	Planning Managing resources Research and understanding the environment Managing risk Vision and goal setting

Syniadau Mawr Cymru

Cysylltiadau Cwrciwlwm

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

Bwriedir yr adnoddau hyn (a ariennir gan Lywodraeth Cymru ES&T) i helpu adeiladu sgiliau entreprenoriaeth 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, Perthnasau a Threfniadaeth.

Mae'r grid mapio a amlinellir isod yn cadarnhau cysylltiadau pwysig rhwng y continwwm ACRO o ymddygiad entreprenoriaidd 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 gallai hefyd nodi ffyrdd creadigol o gyflwyno eu canlyniad.

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

Big Ideas

Wales

Activity:	ACRO Behaviours:	Skills:
1. Self Knowledge	Self Knowledge, Belief, Confidence & Aspiration	Personal Effectiveness
2. Aspiration	Self Knowledge, Belief, Confidence & Aspiration	Personal Effectiveness
3. Motivation	Motivation & Aspiration & Vision/ Goal Setting	Personal Effectiveness
4. Competitiveness	Competitiveness & Managing Risk & Determination	Personal Effectiveness
5. Determination	Competitiveness & Determination	Critical Thinking & Problem Solving
6. Problem Solving	Problem Solving & Lateral Thinking / Ideas Generation& Presentation	Critical Thinking & Problem Solving
7. Ideas Generation	Problem Solving & Lateral Thinking / Ideas Generation& Presentation	Creativity & Innovation
8. Lateral Thinking	Problem Solving & Lateral Thinking / Ideas Generation& Innovation	Creativity & Innovation
9. Spotting Opportunities	Spotting & Creating Opportunities & Innovation & Presentation & Communication	Creativity & Innovation
10. Working with Others	Working with Others & Negotiation/Persuasion/Influence & Communication	Personal Effectiveness
11. Managing Difficult Situations	Managing Difficult Situations & Negotiation / Persuasion / Influence & Decision Making	Personal Effectiveness
12. Negotiation	Working with Others & Managing Difficult Situations & Communication	Critical Thinking & Problem Solving
13. Presentation	Negotiation / Persuasion / Influence & Presentation & Research	Personal Effectiveness
14. Communication	Communication & Working with Others & Research	Personal Effectiveness
15. Managing Risk	Managing Risk & Decision Making	Planning & Organisation
16. Managing resources	Managing Resources & Research & Working with Others	Planning & Organisation
17. Decision Making	Decision Making & Negotiation / Persuasion / Influence & Presentation & Research	Critical Thinking & Problem Solving
18. Research	Decision Making & Research / Understanding Environment & Managing Risk	Planning & Organisation
19. Vision/Goal Setting	Vision/Goal Setting & Planning & Decision Making & Aspiration	Planning & Organisation
20. Game	Attitude, Creativity, Relationships and Organisation	



Syniadau Mawr

Cymru

Gweithgaredd:	Ymddygiadau ACPT:	Sgiliau:
1. Hunan wybodaeth	Hunan wybodaeth, Cred, Hyder & Dyhead	Effeithiolwydd Personol
2. Dyhead	Hunan wybodaeth, Cred, Hyder & Dyhead	Effeithiolwydd Personol
3. Ysgogiad	Ysgogiad & Dyhead & Gweledigaeth/Gosod Nod	Effeithiolwydd Personol
4. Cystadleurwydd	Cystadleurwydd & Rheoli Risg & Penderfyniad	Effeithiolwydd Personol
5. Penderfyniad	Cystadleurwydd & Penderfyniad	Meddwl yn Feirniadol & Datrys Problemâu
6. Datrys Problemâu	Datrys Problemâu & Meddwl Ochrol / Cynhyrchu Syniadau & Cyflwyniad	Meddwl yn Feirniadol & Datrys Problemâu
7. Cynhyrchu Syniadau	Datrys Problemâu & Meddwl Ochrol / Cynhyrchu Syniadau & Cyflwyniad	Creadigrwydd & Arloesedd
8. Meddwl Ochrol	Datrys Problemâu & Meddwl Ochrol / Cynhyrchu Syniadau & Cyflwyniad	Creadigrwydd & Arloesedd
9. Adnabod Cyfleoedd	Adnabod & Chreu Cyfleoedd & Arloesedd & Cyflwyniad & Cyfathrebu	Creadigrwydd & Arloesedd
10. Gweithio gydag Eraill	Gweithio gydag Eraill & Negodi/Perswadio/Dylanwadu & Cyfathrebu	Effeithiolwydd Personol
11. Rheoli Sefylfaoedd Anodd	Rheoli Sefylfaoedd Anodd & Negodi/Perswadio/Dylanwadu & Gwneud Penderfyniad	Effeithiolwydd Personol
12. Negodi	Gweithio gydag Eraill & Rheoli Sefylfaoedd Anodd & Cyfathrebu	Meddwl yn Feirniadol & Datrys Problemâu
13. Cyflwyniad	Negodi/Perswadio/Dylanwadu & Cyflwyniad & Ymchwil	Effeithiolwydd Personol
14. Cyfathrebu	Cyfathrebu & Gweithio gydag Eraill & Ymchwil	Effeithiolwydd Personol
15. Rheoli Risg	Rheoli Risg & Gwneud Penderfyniadau	Cynllunio a Threfniadaeth
16. Rheoli Adnoddau	Rheoli Adnoddau & Ymchwil & Gweithio gydag Eraill	Cynllunio a Threfniadaeth
17. Gwneud Penderfyniad	Gwneud Penderfyniadau & Negori / Perswasio / Dylanwadu & Cyflwyniad & Ymchwil	Meddwl yn Feirniadol & Datrys Problemâu
18. Ymchwil	Gwneud Penderfyniad & Ymchwil / Deall yr Amgylchedd & Rheoli Risg	Cynllunio a Threfniadaeth
19. Gweledigaeth/Gosod Nod	Gweledigaeth/Gosod Nod & Cynllunio & Gwneud Penderfyniad & Dyhead	Cynllunio a Threfniadaeth
20. Gêm	Agwedd, Creadigrwydd, Perthynas a Threfniadaeth	

1. Attitude

The right attitude is the number one priority if you're going to achieve your goals.

A proactive outlook is the essential quality that drives people to do something different and gives them the resilience to overcome the inevitable hurdles along the way.

Encouraging a positive “can-do” attitude is a crucial dimension of entrepreneurial behaviour. Attitude is at the heart of our model and these activities seek to build learners’ self-knowledge, heightening self-awareness and self-esteem so they are ready and have the confidence to use their sense of initiative.

Among other valuable outcomes, the resources will help focus learners minds on their own ambitions and how important it is to plan effectively to turn these aspirations into achievements.

We all need goals. Without them we can tend to lose motivation and purpose. With them, we achieve more and boost our self-confidence.

1. Agwedd

Yr agwedd iawn yw'r brif flaenoriaeth os ydych yn mynd i gyflawni eich nodau.

Agwedd rhagweithiol yw'r briodwedd hanfodol sy'n gyrru pobl i wneud rhywbeth gwahanol ac sy'n rhoi iddynt y gwytnwch i oresgyn y rhwystrau anochel ar hyd y ffordd.

Mae annog agwedd bositif o "allu gwneud" yn ddimensiwn hollbwysig o ymddygiad entrepreneuriaidd. Agwedd sydd wrth wraidd ein model ac mae'r gweithgareddau hyn yn ceisio adeiladu hunanadnabyddiaeth dysgwyr, dwysáu hunanymwybyddiaeth a hunan-barch fel eu bod yn barod a chyda'r hyder i ddefnyddio eu synnwyr menter.

Ymhllith canlyniadau gwerthfawr eraill, bydd yr adnoddau yn helpu i ffocysu meddyliau dysgwyr ar eu huchelgeisiau eu hunain a pha mor bwysig yw hi i gynllunio'n effeithiol i droi'r dyheadau hyn yn gyflawniadau.

Rydym i gyd angen nodau. Hebddynt mae tuedd i ni golli ysgogiad a phwrpas. Gyda nhw, rydym yn cyflawni mwy ac yn hybu ein hunanhyder.

Big Ideas

Wales

ENTREPRENEURSHIP

1. Self knowledge

Objective:

To provide an opportunity which enables learners to identify their own personal characteristics and areas for improvement.

Introduction:

This activity provides the opportunity for learners to look at themselves critically and reflect on their personal characteristics in a positive and constructive way. The idea that people are all different should be introduced. Learners should be encouraged to ask themselves: What are my strengths? How do others see me? How can I improve?

Activity:

1. Using the powerpoint slides introduce the activity.
2. Learners consider their own characteristics and classify them using the worksheet.
3. Learners identify one area they would like to improve and plan how improvement might be brought about.

Plenary:

Encourage learners to reflect on how they see themselves and how other people e.g. peers, parents, educators would describe them.

Entrepreneurship Characteristics:

- Self knowledge, belief, and confidence
- Aspiration

Curriculum Links

- WBQ
- EES

Provided Resources:

- Worksheet
- Powerpoint
- Facilitator help card

Other Resources:

- Interactive Whiteboard
- Timer
- Dictionary

Learning Outcome:

Learners are able to recognise their own strengths and weaknesses and use that knowledge for self development.

Syniadau Mawr Cymru

ENTREPRENEURIAETH

1. Hunan Wybodaeth

Nod:

Darparu cyfle sy'n galluogi dysgwyr i nodi eu nodweddion a'u hardaloedd personol eu hunain ar gyfer gwella.

Cyflwyniad:

Mae'r gweithgaredd hwn yn rhoi cyfle i ddysgwyr edrych arnynt eu hunain yn feirniadol a myfyrio ar eu nodweddion personol mewn ffordd gadarnhaol ac adeiladol. Dylid cyflwyno'r syniad bod pawb yn wahanol. Dylid annog dysgwyr i holi eu hunain: Beth yw fy nghryfderau? Sut mae eraill yn fy ngweld? Sut y gallaf wella?

Gweithgaredd:

1. Gan ddefnyddio'r sleidiau powerpoint cyflwynwch y gweithgaredd.
2. Mae dysgwyr yn ystyried eu nodweddion eu hunain ac yn eu dosbarthu drwy ddefnyddio'r daflen waith.
3. Mae dysgwyr yn nodi un ardal yr hoffent ei wella ac yn cynllunio sut y gellid sicrhau gwelliant.

Sesiwn Llawn:

Dylech annog dysgwyr i adlewyrchu ar sut maent yn gweld eu hunain a sut y byddai pobl eraill e.e. cyfoedion, rhieni, athrawon yn eu disgrifio.

Nodweddion

Entreprenoriaeth:

- Hunan Wybodaeth, cred a hyder
- Dyhead

Cysylltiadau Cwricwlwm

- WBQ
- EES

Adnoddau a Ddarparwyd:

- Taflen waith
- Powerpoint
- Cerdyn cymorth i hwylusydd

Adnoddau Eraill:

- Bwrdd Gwyn Rhngweithiol
- Amserydd
- Geiriadur

Deilliant Dysgu:

Mae dysgwyr yn gallu adnabod eu cryfderau a'u gwendidau eu hunain a defnyddio'r wybodaeth honno ar gyfer hunanddatblygiad.

1. Self knowledge

What is meant by personal characteristics ?

- Which are positive ('good') characteristics?
- Which are negative ('bad') characteristics?
- Are some characteristics both positive and negative?

Examples

- Logical
- Vain
- Mean
- Judgemental
- Easy going
- Manipulative
- Serious
- Friendly
- Lazy
- Determined
- Modest
- Clever
- Direct
- Talkative

- Care Free
- Impulsive
- Active
- Inventive
- Absent Minded
- Gentle
- Paranoid
- Hard working
- Punctual
- Confident
- Solitary
- Honest
- Messy
- Loyal

- Obsessive
- Sensitive
- Eccentric
- Careful
- Trustworthy
- Sociable
- Dominating
- Happy
- Pushover
- Distracted
- Moody
- Clumsy
- Forgetful
- Materialistic

You may refer to a paper based or online dictionary/thesaurus.

1. Hunan Wybodaeth

Beth yw ystyr nodweddion personol?

- Pa rai sy'n nodweddion cadarnhaol ('da')?
- Pa rai sy'n nodweddion negyddol ('drwg')?
- A yw rhai nodweddion yn gadarnhaol a negyddol?

Enghreiftiau

<ul style="list-style-type: none">• Rhesymegol• Balch• Cas• Beirniadol• Didaro• Ystrywgar• Difrifol• Cyfeillgar• Diog• Penderfynol• Diymhongar• Galluog• Di-flewyn ar dafod• Siaradus	<ul style="list-style-type: none">• Dibryder• Byrbwyll• Gweithgar• Dyfeisgar• Difeddwl• Addfwyn• Paranoiaidd• Gweithgar• Prydlon• Hyderus• Unig• Gonest• Blêr• Teyrngar	<ul style="list-style-type: none">• Obsesiynol• Sensitif• Ecsentrig• Gofalus• Dibynadwy• Cymdeithasol• Awdurdodol• Hapus• Hawdd manteisio arno/arni• Synfyfyriol• Pwdlyd• Trwsgl• Anghofus• Materol
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Gallwch gyfeirio at eiriadur / thesawrws ar bapur neu ar-lein.

1. Self knowledge

Strengths	1
	2
Weaknesses	1
	2
Positive and negative	1
	2
Think about one characteristic you would like to improve -	
Area for improvement:	
How am I going to achieve it?	

1. Hunan Wybodaeth

Cryfderau	1
	2
Gwendidau	1
	2
Cadarnhaol a negyddol	1
	2
Meddyliwch am un nodwedd yr hoffech ei wella.	
Maes i'w wella:	
Sut ydw i am gyflawni hynny?	

2. Attitude

The right attitude is the number one priority if you're going to achieve your goals.

A proactive outlook is the essential quality that drives people to do something different and gives them the resilience to overcome the inevitable hurdles along the way.

Encouraging a positive “can-do” attitude is a crucial dimension of entrepreneurial behaviour. Attitude is at the heart of our model and these activities seek to build learners’ self-knowledge, heightening self-awareness and self-esteem so they are ready and have the confidence to use their sense of initiative.

Among other valuable outcomes, the resources help focus learners minds on their own ambitions and how important it is to plan effectively to turn these aspirations into achievements.

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2. Agwedd

Yr agwedd iawn yw'r brif flaenoriaeth os ydych yn mynd i gyflawni eich nodau.

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Rydym i gyd angen nodau. Hebddynt mae tuedd i ni golli ysgogiad a phwrpas. Gyda nhw, rydym yn cyflawni mwy ac yn hybu ein hunanhyder.

2. Aspiration

Objective:

To provide an opportunity which enables learners to identify the skills necessary to work towards medium and long-term aspirations.

Introduction:

Following a stimulus video, this activity requires learners to assess their Attitude, Creativity, Relationship and Organisational skills (ACRO) through a questionnaire. Learners consider career aspirations, the types of skills required and methods for improvement and progression.

Activity:

1. Using the PowerPoint, explain to learners which skills can be grouped into categories such as Attitude, Creativity, Relationships, and Organisation (ACRO) stressing the importance that most careers need a combination of these skills.
2. Using the stimulus video in the PowerPoint, introduce learners to role models discussing the skills they use in their careers.
3. Using the ACRO Questionnaire, learners undertake a skills check and record their results.
4. Using the ACRO Portraits, learners identify their own profile in terms of strongest and weakest skills areas.
5. Using the Career Skills Sheet, looking at job advertisements, learners consider the relative importance of skill sets for different careers. Learners could work either individually or in groups. Encourage learners to appreciate how and why a combination of skills might have different parts to play in different careers. Group or paired discussion is helpful at this stage.
6. Learners create a CV; making reference to their particular ACRO skills, providing relevant examples. Learners may wish to respond to specific job advertisements.

Plenary:

Further discussion to explore how all skills have a part to play and that to work towards a career aspiration, learners should further develop strengths and address areas requiring improvement.

Entrepreneurship Characteristics:

- Self knowledge, belief, and confidence
- Aspiration

Curriculum Links

- WBQ
- EES

Provided Resources:

- ACRO Questionnaire
- ACRO Portrait
- Career Skills Sheet
- PowerPoint

Other Resources:

- Job Advertisements (optional)

Learning Outcome:

Learners are able to identify skills necessary for a range of careers and recognise areas for their own self development. Learners also produce an effective CV.

Syniadau Mawr Cymru

ENTREPRENEURIAETH

2. Dyhead

Nod:

Rhoi cyfle i ddysgwyr i adnabod y sgiliau angenrheidiol i weithio tuag at y dyheadau tymor canolig a hirdymor.

Cyflwyniad:

Yn dilyn fideo ysgogiad, mae'r gweithgaredd hwn yn gofyn i ddysgwyr asesu eu sgiliau Agwedd, Creadigrwydd, Perthynas a Trefniadaeth (ACPT) trwy holiadur. Mae dysgwyr yn ystyried dyheadau gyrrfa, y mathau o sgiliau sydd eu hangen a dulliau ar gyfer gwella a dilyniant.

Gweithgaredd:

- Gan ddefnyddio'r PowerPoint, esboniwch i ddysgwyr pa sgiliau y gellir eu grwpio i categoriâu megis Agwedd, Creadigrwydd, Perthynas, a Threfniadaeth (ACPT) gan bwysleisio pwysigrwydd yr angen i'r mwyafrif o yrfaedd gael cyfuniad o'r sgiliau hyn.
- Gan ddefnyddio'r fideo ysgogiad yn y PowerPoint, cyflwynwch ddysgwyr i fodelau rôl a thrafodwch y sgiliau maent yn eu defnyddio yn eu gyrfaoedd.
- Gan ddefnyddio'r Holiadur ACPT, mae dysgwyr yn ymgymryd â sgiliau gwirio a chofnodi eu canlyniadau.
- Gan ddefnyddio'r Portreadau ACPT, mae dysgwyr yn nodi eu proffil eu hunain o ran y meysydd sgiliau cryfaf a'r gwannaf.
- Gan ddefnyddio'r Daflen Sgiliau Gyrfa, gan edrych ar hysbysebion swyddi, mae dysgwyr yn ystyried pwysigrwydd cymharol set o sgiliau ar gyfer gwahanol yrfaedd. Gallai dysgwyr weithio naill ai'n unigol neu mewn grwpiau. Anogwch y dysgwyr i werthfawrogi sut a pham y gallai cyfuniad o sgiliau fod â gwahanol rannau i'w chwarae mewn gwahanol yrfaedd. Mae trafodaeth grŵp neu drafodaeth mewn parau yn ddefnyddiol yma.
- Mae dysgwyr yn creu CV; gan gyfeirio at eu sgiliau ACPT penodol a darparu enghreiftiau priodol. Efallai y bydd dysgwyr yn dymuno ymateb i hysbysebion swyddi penodol.

Sesiwn Llawn:

Trafodaeth bellach i archwilio sut mae gan yr holl fedrau ran i'w chwarae ac i weithio tuag at ddyhead gyrrfa, dylai dysgwyr ddatblygu ymhellach y cryfderau a mynd i'r afael â meysydd sydd angen gwelliant.

Nodweddion

Entreprenoriaeth:

- Hunan wybodaeth, cred, hyder
- Dyhead

Cysylltiadau Cwricwlwm

- WBQ
- EES

Adnoddau a Ddarparwyd:

- Holiadur ACPT
- Portread ACPT
- Taflen Sgiliau Gyrfa
- PowerPoint

Adnoddau Eraill:

- Hysbysebion Swyddi (dewisol)

Deilliant Dysgu:

Gall dysgwyr nodi sgiliau angenrheidiol ar gyfer ystod o yrfaedd ac yn adnabod meysydd ar gyfer eu datblygiad eu hunain. Mae dysgwyr hefyd yn cynhyrchu CV effeithiol.

2. Aspiration

What is ACRO?

ACRO is an acronym

The letters stand for:

A = Attitude

C = Creativity

R = Relationships

O = Organisation

2. Dyhead

Beth yw ACPT?

Acronym yw ACPT

Ystyr y llythrennau yw:

A = Agwedd

C = Creadigrwydd

P = Perthynas

T = Trefniadaeth

Big Ideas

Wales

Attitude -

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



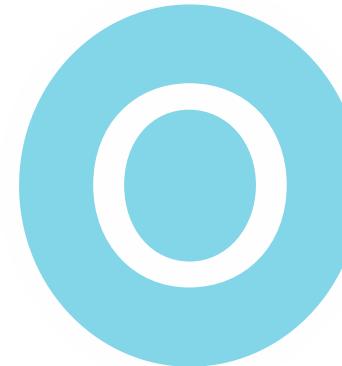
Relationships -

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



Creativity -

generating ideas, solving problems and creating opportunities.



Organisation -

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



Syniadau Mawr Cymru

Agwedd -

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



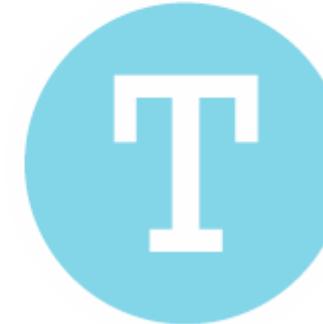
Creadigrwydd -

cynhyrchu syniadau, datrys
problemau a chreu
cyfleoedd



Perthynas -

mynegi eich barn a'ch
syniadau eich hunain, ga
werthfawrogi safbwytia
pobl eraill a gweithio ar
cyd.



Trefniadaeth -

gallu Gwneud
Penderfyniadau a
chyflawni eich amcanion
drwy ymchwilio a rheoli
sefyllfaeodd, cyfleoedd a
risgiau.

2. Attitude

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

including:

- Self knowledge/belief/confidence
- Motivation
- Aspiration
- Determination
- Competitiveness

2. Agwedd

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

gan gynnwys:

- Hunan wybodaeth/cred/hyder
- Ysgogiad
- Dyhead
- Penderfyniad
- Cystadleurwydd

2. Creativity

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

including:

- Problem solving
- Lateral thinking / ideas generation
- Spotting and creating opportunities
- Innovation

2. Creadigrwydd

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

gan gynnwys:

- Datrys problemau
- Meddwl dargyfeiriol / creu syniadau
- Adnabod a chreu cyfleoedd
- Arloesedd

2. Relationships

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

including:

- Working with others
- Managing difficult situations
- Negotiation/persuasion/influence
- Presentation
- Communication

2. Perthynas

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

gan gynnwys

- Gweithio gydag eraill
- Rheoli sefyllfaoedd anodd
- Negodi/perswadio/dylanwadu
- Cyflwyniad
- Cyfathrebu

2. Organisation

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

including:

- Planning
- Managing resources
- Decision making
- Research / understanding the environment
- Managing risk
- Vision / goal setting

Syniadau Mawr Cymru

2. Trefniadaeth

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

gan gynnwys:

- Cynllunio
- Rheoli adnoddau
- Gwneud Penderfyniadau
- Ymchwil / deall yr amgylchedd
- Rheoli risg
- Gweledigaeth / gosod nodau

2. Aspiration

Watch the following links:

<https://www.youtube.com/watch?v=92ZmzD70sOU>

For each entrepreneur, identify which skills or behaviours they use the most in their businesses

<http://business.wales.gov.uk/bigideas/video-stories>

2. Dyhead

Gwyliwch y dolenni canlynol:

<https://www.youtube.com/watch?v=92ZmzD70sOU>

Ar gyfer pob entrepreneur, nodwch pa sgiliau neu ymddygiadau y mae'n rhaid iddynt eu defnyddio fwyaf yn eu busnesau

<http://business.wales.gov.uk/bigideas/video-stories>

2. Career Skills

Look at the job advertisements below to consider the importance of the four ACRO areas:

1. Rank each skills area 1- 4 (1 most important - 4 least important) for each advertisement
2. Referring back to the skills mentioned on the PowerPoint, list which would be most appropriate for each job advertised.

Job Advertisement 1

PR MANAGER

Salary: Band 6 £30,939 - £40,809 per annum inclusive

Hours of work: 37.5 per week

You will be responsible for building effective relationships with local and specialist press at both regional and national level. You will be an energetic PR professional who understands what journalists are looking for, able to communicate sensitive stories in a compelling way and you will have substantial experience of TV, radio, print press and digital media channels. Able to spot and maximise opportunities, you will know the Welsh press arena well and will be totally focused on getting St Joseph's in the limelight.

Job Advertisement 2

Singing for the Brain Volunteer

Singing for the Brain is an innovative project providing musical stimulation for people with dementia and their carers. It offers the chance for social interaction in a safe and supportive environment. Your involvement will help to improve well being and help reduce the isolation so often experienced by people with dementia and their carers

Chatting to clients and their carers

Supporting the group leader by issuing song books, starting off songs/movements, and encouraging participation

- Helping set up the room and serving refreshments
- Helping with refreshments

2. Sgiliau Gyrfa

Edrychwch ar yr hysbysebion swyddi isod i ystyried pwysigrwydd pedwar maes yr ACP:

1. Nodwch safle pob ardal sgiliau 1- 4 (1 pwysicaf - 4 lleiaf pwysig) ar gyfer pob hysbyseb
2. Gan gyfeirio'n ôl at y sgiliau a grybwyllyd ar y PowerPoint, rhestrwch ba rai fyddai'n fwyaf priodol ar gyfer pob swydd a hysbysebir.

Hysbyseb Swydd 1

RHEOLWR CYSYLLTIADAU CYHOEDDUS

Cyflwyno: Band 6 £30,939 - £40,809 y flwyddyn yn gynhwysol

Oriau gwaith: 37.5 yr wythnos

Byddwch yn gyfrifol am adeiladu perthynas effeithiol gyda'r wasg leol ac arbenigol ar lefel ranbarthol a chenedlaethol. Byddwch yn berson cysylltiadau cyhoeddus proffesiynol, egnïol sy'n deall yr hyn y mae newyddiadurwyr yn chwilio amdano, gyda'r gallu i gyfathrebu straeon sensitif mewn ffordd gymhellol a bydd gennych brofiad sylweddol o deledu, radio, y wasg argraffu a sianeli cyfryngau digidol. Gyda'r gallu i adnabod a gwneud y mwyaf o gyfleoedd, byddwch yn adnabod arena y wasg Gymreig yn dda a byddwch yn un fydd yn canolbwytio'n llwyr ar gael St Joseph i lygad y cyhoedd.

Hysbyseb Swydd 2

Gwirfoddolwr 'Singing for the Brain'

Mae 'Singing for the Brain' yn brosiect arloesol sy'n darparu symbaliad cerddorol i bobl â dementia a'u gofalwyr. Mae'n cynnig y cyfle ar gyfer rhygweithio cymdeithasol mewn amgylchedd diogel a chefnogol. Bydd eich cyfranogiad yn helpu i wella lles a helpu i leihau arwahanrwydd a brofir yn aml gan bobl â dementia a'u gofalwyr.

Sgwrsio gyda chleientiaid a'u gofalwyr

Cefnogi arweinydd y grŵp drwy ddosbarthu llyfrau canu, dechrau caneuon / symudiadau, ac annog cyfranogiad

- Helpu i osod yr ystafell a gweini lluniaeth
- Helpu gyda lluniaeth

Job Advertisement 3

Forensic Skills are part of the Red Snapper Group who are a successful, niche recruitment agency.

We are currently recruiting for a Forensic Casework Examiner on a temporary 3 month basis initially to start ASAP; the contract is paying £11.50 - £15 per hour.

We require an individual with a scientific background, to carry out the examination of Forensic Casework items by taking a share in the caseload. This person will be expected to assist under instruction with a high level of accuracy and prepare meticulous, detailed case notes for use in a Court of Law.

Job Advertisement 4

Job Reference: 335-75-13

Job Title: Qualified Paramedics

Employer: Ambulance Service NHS Trust

Department: A&E

Location: Wales

Salary: £21,388 - £27,901

Job Type: Permanent

Staff Group: Allied Health Professionals

Pay Scheme: Agenda for change

Pay Band: 5

Working pattern: 37.5 hours per week (24/7 shift pattern)

Create your own CV in order to apply for either one of these jobs, or one that you have selected using an online search engine. Remember to include all of your skills, along with examples of contexts in which they were demonstrated e.g. Write a letter/email to accompany your CV.

You may wish to use a CV template.

Syniadau Mawr Cymru

ENTREPRENEURIAETH

Hysbyseb Swydd 3

Mae Forensic Skills yn rhan o'r Grŵp Red Snapper sydd yn asiantaeth reciwtio arbenigol llwyddiannus.

Rydym ar hyn o bryd yn reciwtio ar gyfer Archwiliwr Gwaith Achos Fforensig dros dro am 3 mis i ddechrau cyn gynted â phosibl; mae'r contract yn talu £11.50 - £15 yr awr.

Mae angen unigolyn sydd â chefn dir gwyddonol arnom, i gynnal yr archwiliad o eitemau Gwaith Achos Fforensig drwy gymryd cyfran o'r llwyth achosion. Bydd disgwyl i'r unigolyn hwn gynorthwyo o dan gyfarwyddyd gyda lefel uchel o gywirdeb a pharatoi nodiadau achos trwyadl, manwl i'w defnyddio mewn Llys Barn.

Hysbyseb Swydd 4

Cyfeirnod Swydd: 335-75-13

Teitl y Swydd: Parafeddygon Cymwysedig

Cyflogwr: Ymddiriedolaeth GIG Gwasanaethau Ambiwlans

Adran: Damweiniau ac Argyfwng

Lleoliad: Cymru

Cyflog £21,388 - £27,901

Math o Swydd: Parhaol

Grŵp Staff: Gweithwyr Proffesiynol Perthynol i lechyd

Cynllun Talu: Agenda ar gyfer newid

Band Cyflog: 5

Patrwm gweithio 37.5 awr yr wythnos (patrwm sifft 24/7)

Crewch eich CV eich hun er mwyn gwneud cais am y naill neu'r llall o'r swyddi hyn, neu un yr ydych chi wedi ei ddewis drwy ddefnyddio chwiliotwr. Cofiwch gynnwys eich holl sgiliau, ynghyd ag enghreifftiau o gyd-destunau ble cawsant eu harddangos, e.e. Ysgrifennwch lythyr/e-bost i gyd-fynd â'ch CV.

Efallai y byddwch yn dymuno defnyddio templed CV.

2. ACRO Questionnaire

1. Use the table below to assess your own skills. For each skills area, complete the table by indicating whether you agree or disagree with the statements (1 = strongly disagree, 5 = strongly agree).
2. Calculate the score for each of your skills area.
3. Identify your strongest skills areas, and areas for development.
4. Use the Skills Portraits to learn more about your strengths and areas for development.

Attitude

Skills enable you to understand yourself and your motivation and to set and achieve your goals.

I know my weaknesses and strengths.

1 2 3 4 5

I learn a lot about myself by doing new things.

1 2 3 4 5

I believe in myself and what I can achieve.

1 2 3 4 5

I believe I can develop new skills.

1 2 3 4 5

I can push myself to achieve.

1 2 3 4 5

I will do something I don't like if I can see the benefit.

1 2 3 4 5

I have clear ideas of what I could achieve / would like to be.

1 2 3 4 5

I always stick at things.

1 2 3 4 5

I am not afraid of beating others.

1 2 3 4 5

I enjoy winning.

1 2 3 4 5

Attitude Total

2. Holiadur ACPT

- Defnyddiwch y tabl isod i asesu eich sgiliau eich hun. Ar gyfer pob maes sgiliau, cwblhewch y tabl drwy nodi a ydych yn cytuno neu'n anghytuno â'r datganiadau (1 = anghytuno'n gryf, 5 = cytuno'n gryf).
- Cyfrifwch y sgôr ar gyfer pob un o'ch meysydd sgiliau.
- Nodwch eich meysydd sgiliau cryfaf, a meysydd i'w datblygu.
- Defnyddiwch y Portreadau Sgiliau i ddysgu mwy am eich cryfderau a meysydd i'w datblygu.

Mae sgiliau Agwedd yn eich galluogi i ddeall eich hun a'ch ysgogiad ac i osod a chyflawni eich nodau.

Rwy'n gwybod beth yw fy ngwendidau a'm cryfderau.

1 2 3 4 5

Rwy'n dysgu llawer amdanaf fy hun drwy wneud pethau newydd.

1 2 3 4 5

Rwy'n credu ynof fy hun a'r hyn y gallaf ei gyflawni.

1 2 3 4 5

Rwy'n credu y gallaf ddatblygu sgiliau newydd.

1 2 3 4 5

Gallaf wthio fy hun i gyflawni.

1 2 3 4 5

Fe wnaf rywbeth nad wyf yn ei hoffi os gallaf weld y budd o wneud hynny.

1 2 3 4 5

Mae gen i syniadau clir o'r hyn y gallwn ei gyflawni / hoffem fod.

1 2 3 4 5

Rwyf bob amser yn ddyfal.

1 2 3 4 5

Nid wyf yn ofni curo eraill.

1 2 3 4 5

Rwy'n mwynhau ennill.

1 2 3 4 5

Cyfanswm Agwedd



2. ACRO Questionnaire

1. Use the table below to assess your own skills. For each skills area, complete the table by indicating whether you agree or disagree with the statements (1 = strongly disagree, 5 = strongly agree).
2. Calculate the score for each of your skills area.
3. Identify your strongest skills areas, and areas for development.
4. Use the Skills Portraits to learn more about your strengths and areas for development.

Creativity

enable you to generate ideas, solve problems and create

I always spot the potential in a situation.

1 2 3 4 5

I can develop an idea into something exciting and successful.

1 2 3 4 5

I like to do things that others haven't done before.

1 2 3 4 5

I am always asking questions.

1 2 3 4 5

I'm good at coming up with ideas.

1 2 3 4 5

If I'm stuck on a problem I try to solve it in a different way.

1 2 3 4 5

My imagination is always working overtime.

1 2 3 4 5

I like to make my work different from other people.

1 2 3 4 5

I like challenging problems.

1 2 3 4 5

I often come up with solutions which other people may not have thought of.

1 2 3 4 5

Creativity Total

2. Holiadur ACPT

- Defnyddiwch y tabl isod i asesu eich sgiliau eich hun. Ar gyfer pob maes sgiliau, cwblhewch y tabl drwy nodi a ydych yn cytuno neu'n anghytuno â'r datganiadau (1 = anghytuno'n gryf, 5 = cytuno'n gryf).
- Cyfrifwch y sgôr ar gyfer pob un o'ch meysydd sgiliau.
- Nodwch eich meysydd sgiliau cryfaf, a meysydd i'w datblygu.
- Defnyddiwch y Portreadau Sgiliau i ddysgu mwy am eich cryfderau a meysydd i'w datblygu.

Mae Creadigrwydd
yn eich galluogi i
gynhyrchu syniadau,
datrys problemau a chreu

Rwyf bob amser yn
gweld y potensial
mewn sefyllfa.

1 2 3 4 5

Gallaf ddatblygu
syniad yn rhywbeth
cyffrous a
llwyddiannus.

1 2 3 4 5

Rwy'n hoffi gwneud
pethau nad yw eraill
wedi eu gwneud o'r
blaen.

1 2 3 4 5

Rwyf bob amser yn
gofyn cwestiynau.

1 2 3 4 5

Rwy'n dda am feddwl
am syniadau.

1 2 3 4 5

Os ydw i'n methu cael
gwared â phroblem yr
wyf yn ceisio ei ddatrys
mewn ffordd wahanol.

1 2 3 4 5

Mae fy nychymyg bob
amser yn gweithio
goramser.

1 2 3 4 5

Rwy'n hoffi gwneud fy
ngwaith yn wahanol i
bobl eraill.

1 2 3 4 5

Rwy'n hoffi problemau
heriol.

1 2 3 4 5

Rwy'n aml yn dod o
hyd i atebion nad yw
pobl eraill efallai wedi
meddwl amdanyst.

1 2 3 4 5

Cyfanswm
Creadigrwydd

2. ACRO Questionnaire

1. Use the table below to assess your own skills. For each skills area, complete the table by indicating whether you agree or disagree with the statements (1 = strongly disagree, 5 = strongly agree).
2. Calculate the score for each of your skills area.
3. Identify your strongest skills areas, and areas for development.
4. Use the Skills Portraits to learn more about your strengths and areas for development.

Relationships

skills enable you to express your own views and ideas, appreciate the viewpoints of others and work co-operatively.

I can work well with people.

1 2 3 4 5

I always try to work with others and utilise people's strengths.

1 2 3 4 5

I am able to deal with confrontation and diffuse the situation.

1 2 3 4 5

I always help people reach agreement about things.

1 2 3 4 5

I am prepared to be flexible in order to reach agreement.

1 2 3 4 5

I can get people to do what I want them to do.

1 2 3 4 5

I feel I can express myself well.

1 2 3 4 5

I can adapt myself to suit different people's needs.

1 2 3 4 5

I like to meet new people.

1 2 3 4 5

I tend to be the one who decides what to do.

1 2 3 4 5

Relationships Total

2. Holiadur ACPT

- Defnyddiwch y tabl isod i asesu eich sgiliau eich hun. Ar gyfer pob maes sgiliau, cwblhewch y tabl drwy nodi a ydych yn cytuno neu'n anghytuno â'r datganiadau (1 = anghytuno'n gryf, 5 = cytuno'n gryf).
- Cyfrifwch y sgôr ar gyfer pob un o'ch meysydd sgiliau.
- Nodwch eich meysydd sgiliau cryfaf, a meysydd i'w datblygu.
- Defnyddiwch y Portreadau Sgiliau i ddysgu mwy am eich cryfderau a meysydd i'w datblygu.

Mae sgiliau **Perthynas** yn eich galluogi i fynegi eich barn a'ch syniadau eich hunain, gwerthfawrogi safbwytiau pobl eraill a gweithio ar y cyd.

Rwy'n gallu gweithio'n dda gyda phobl.

1 2 3 4 5

Rwyf bob amser yn ceisio gweithio gydag eraill a defnyddio cryfderau pobl.

1 2 3 4 5

Gallaf ddelio â gwrthdarol ac atal sefyllfa rhag lledaenu.

1 2 3 4 5

Rwyf bob amser yn helpu pobl i ddod i gytundeb yngylch pethau.

1 2 3 4 5

Rwy'n barod i fod yn hyblyg er mwyn dod i gytundeb.

1 2 3 4 5

Gallaf gael pobl i wneud yr hyn yr wyf am iddynt ei wneud.

1 2 3 4 5

Rwy'n teimlo fy mod yn gallu mynegi fy hun yn dda.

1 2 3 4 5

Gallaf addasu fy hun i weddu i anghenion gwahanol bobl.

1 2 3 4 5

Rwy'n hoffi cwrdd â phobl newydd.

1 2 3 4 5

Rwy'n tueddu i fod yr un sy'n penderfynu beth i'w wneud.

1 2 3 4 5

Cyfanswm Perthynas

2. ACRO Questionnaire

1. Use the table below to assess your own skills. For each skills area, complete the table by indicating whether you agree or disagree with the statements (1 = strongly disagree, 5 = strongly agree).
2. Calculate the score for each of your skills area.
3. Identify your strongest skills areas, and areas for development.
4. Use the Skills Portraits to learn more about your strengths and areas for development.

Organisation

skills enable you to make decisions and fulfil your objectives by planning and managing situations, opportunities and risk.

I always plan things in advance.

1 2 3 4 5

I'm happy to change plans if I need to.

1 2 3 4 5

I always check that I have what I need before I start a task.

1 2 3 4 5

I am good at allocating tasks, roles and responsibilities.

1 2 3 4 5

I always find it easy to make decisions.

1 2 3 4 5

I always analyse the facts before making a decision.

1 2 3 4 5

If I don't know something I try to find out.

1 2 3 4 5

I weigh up the risk before taking action.

1 2 3 4 5

I'm willing to chance failure for a little success.

1 2 3 4 5

I set myself targets to help me get things done.

1 2 3 4 5

Organisation Total

2. Holiadur ACPT

- Defnyddiwch y tabl isod i asesu eich sgiliau eich hun. Ar gyfer pob maes sgiliau, cwblhewch y tabl drwy nodi a ydych yn cytuno neu'n anghytuno â'r datganiadau (1 = anghytuno'n gryf, 5 = cytuno'n gryf).
- Cyfrifwch y sgôr ar gyfer pob un o'ch meysydd sgiliau.
- Nodwch eich meysydd sgiliau cryfaf, a meysydd i'w datblygu.
- Defnyddiwch y Portreadau Sgiliau i ddysgu mwy am eich cryfderau a meysydd i'w datblygu.

Mae sgiliau **Trefniadaeth** yn eich galluogi i wneud penderfyniadau a chyflawni eich amcanion drwy gynllunio a rheoli sefyllfaoedd, cyfleoedd a risgau.

Rwyf bob amser yn cynllunio pethau ymlaen llaw.

1 2 3 4 5

Rwy'n hapus i newid cynlluniau os bydd angen i mi wneud hynny.

1 2 3 4 5

Rwyf bob amser yn gwirio bod gen i yr hyn sydd ei angen arnaf cyn i mi ddechrau tasg.

1 2 3 4 5

Rwy'n dda yn dyrannu tasgau, rolau a chyfrifoldebau.

1 2 3 4 5

Rwyf bob amser yn ei chael hi'n hawdd i wneud penderfyniadau.

1 2 3 4 5

Rwyf bob amser yn dadansoddi'r ffeithiau cyn gwneud penderfyniad.

1 2 3 4 5

Rwy'n pwysa a mesur y risg cyn gweithredu.

1 2 3 4 5

Rwy'n barod i fethu cyfle am ychydig o lwyddiant.

1 2 3 4 5

Rwy'n gosod targedau i mi fy hun i'm helpu i gyflawni pethau.

1 2 3 4 5

Cyfanswm Trefniadaeth



2. Aspiration

ACRO Portrait

If attitude is your strongest area, you are probably...

...a motivated and determined person who sets themselves goals and always tries to achieve them. You can be very competitive and often compare yourself to others. You also have confidence and are aware of your own ability, as well as inspiring others to achieve their goals.

Possible careers that might make the most of 'A' characteristics include: Fundraiser / Researcher / Author / Politician / Journalist / Fitness Instructor.

If attitude is your weakest area, you probably...

...don't have a lot of self confidence but you do recognise your weaknesses. You have few clear ideas of what you can achieve or would like to be. You're not very interested in competing against others.

All is not lost! You may be able to develop your attitude skills and self confidence by trying some of the following activities:

1. Try thinking about something you would really like to do and talk to somebody you trust to discuss how you can work towards achieving an ambition.
2. Start by identifying something you can achieve in the short term, which will make you feel proud of your efforts.

If creativity is your strongest area, you are probably...

...an imaginative person and like coming up with solutions to problems. You may consider yourself to be artistic and enjoy activities which involve designing, being resourceful or using your creative skills. You can often think around problems and come up with suggestions that others have not considered.

Possible careers that might make the most of 'C' characteristics include: Events Management / Actor / Interior Designer / Architect / Jewellery Maker / Musician / Potter / Wood Carver / Software Developer / Engineer / Recycling Manager.

If creativity is your weakest area, you probably...

...find it difficult to come up with solutions to problems, and may ask others for their input. You do not consider yourself very imaginative and often rely on others to make decisions for you. In fact you do not like being imaginative or original and tend to stick to tried and tested methods of doing things.

All is not lost! You may be able to develop your creativity skills by trying some of the following activities:

1. The next time you have to make a decision, try thinking through all your options and then select the most appropriate.
2. Take some time out and brainstorm future career plans.

Os mai agwedd yw eich maes cryfaf, mae'n debyg eich bod ...

... yn berson sydd wedi eu hysgogi ac yn benderfynol sy'n gosod nodau i'w hunain ac yn ceisio eu cyflawni bob amser. Gallwch fod yn gystadleuol iawn ac yn aml yn cymharu eich hun i bobl eraill. Yn ogystal, mae gyda chi hyder ac rydych yn ymwybodol o'ch gallu eich hun, yn ogystal ag ysbrydoli eraill i gyflawni eu nodau.

Mae gyrfaoedd posibl a allai wneud y gorau o nodweddion 'A' yn cynnwys Person sy'n codi arian / Ymchwilydd / Awdur / Gwleidydd / Newyddiadurwr / Hyfforddwr Ffitrwydd.

Os mai agwedd yw eich man gwannaf, mae'n debyg ...

... nad oes gennych lawer o hunanhyder, ond rydych yn cydnabod eich gwendidau. Mae gennych ychydig o syniadau clir o'r hyn y gallwch ei gyflawni neu yr hoffech fod. Nid oes gennych fawr o ddiddordeb mewn cystadlu yn erbyn eraill.

Nid yw popeth wedi ei golli! Efallai y gallwch ddatblygu eich sgiliau agwedd a'ch hunanhyder drwy roi cynnig ar rai o'r gweithgareddau canlynol:

1. Ceisiwch feddwl am rywbeth y byddech wir yn hoffi ei wneud a siaradwch â rhywun yr ydych yn ymddiried ynddynt i drafod sut y gallwch weithio tuag at gyflawni uchelgais.
2. Dechreuwch drwy nodi rhywbeth y gallwch ei gyflawni yn y tymor byr, a fydd yn gwneud i chi deimlo'n falch o'ch ymdrechion.

Os mai creadigrwydd yw eich maes cryfaf, mae'n debyg eich bod...

... yn berson llawn dychymyg ac yn hoffi dod o hyd i atebion i broblemau. Efallai y byddwch yn ystyried eich hun yn artistig ac yn mwynhau gweithgareddau sy'n ymwneud â dylunio, bod yn ddyfeisgar neu ddefnyddio eich sgiliau creadigol. Gallwch yn aml feddwl o amgylch problemau a meddwl am awgrymiadau nad yw pobl eraill wedi eu hystyried.

Mae gyrfaoedd posibl a allai wneud y gorau o nodweddion 'C' yn cynnwys Rheoli Digwyddiadau / Actor / Dylunydd Mewnol / Pensaer / Gwneuthurwr Gemwaith / Cerddor / Crochenydd / Cerfiwr Coed / Datblygwr Meddalwedd / Peiriannydd / Rheolwr Ailgylchu.

Os mai creadigrwydd yw eich man gwannaf, mae'n debyg ...

... eich bod yn ei chael yn anodd dod o hyd i atebion i broblemau, a galleg ofyn i eraill am eu mewnbwn. Nid ydych yn ystyried eich hun yn llawn dychymyg ac yn aml rydych yn dibynnu ar eraill i wneud penderfyniadau ar eich rhan. Mewn gwirionedd nid ydych yn hoffi bod yn llawn dychymyg neu'n wreiddiol ac rydych yn tueddu i gadw at ddulliau dibynadwy o wneud pethau.

Nid yw popeth wedi ei golli! Efallai y gallwch ddatblygu eich sgiliau creadigrwydd drwy roi cynnig ar rai o'r gweithgareddau canlynol:

1. Y tro nesaf y mae'n rhaid i chi wneud penderfyniad, ceisiwch feddwl drwy eich holl opsiynau ac yna dewis yr un mwyaf priodol.
2. Cymerwch saib a thrafodwch syniadau cynlluniau gyrra ar gyfer y dyfodol.

2. Aspiration

ACRO Portrait

If relationships is your strongest area, you probably...

...enjoy being with other people and feel comfortable in talking to people who you do not know. Confrontation does not alarm you nor does talking to large groups of people. You especially enjoy working in a team and utilising people's strengths to get things done.

Possible careers that might make the most of 'R' characteristics include: Sales people / Nursing / Police / Social Worker / Military / Fire Service / Teacher / Self Employed Tradesperson (e.g., carpenter, plumber, electrician).

If relationships is your weakest area, you probably...

...do not consider yourself a team player, rather you prefer to work by yourself. You do not feel confident when talking to people, especially those you do not know or large groups. You tend to be quiet when engaged in group activities and avoid confrontation or difficult situations at all costs.

All is not lost! You may be able to develop your relationship skills by trying some of the following activities:

1. Next time you are out socially, make a point of talking to someone you don't know.
2. Try sharing jobs by considering your own strengths and weaknesses and those of others.

If organisation is your strongest area, you probably...

...always plan things ahead and dislike doing things at the last minute, including surprises. You can always be relied upon to make a decision and find it hard to understand why others seem to find it difficult. Most decisions you make have been carefully thought out and you consequently sometimes make calculated risks.

Possible careers that might make the most of 'O' characteristics include: Administrators / Personal Assistants / Secretary / Solicitor / Warehousing / Financial Services / Builder / Banker / Waiter / Waitress/ Building Site Manager / Computer Programmer.

If organisation is your weakest area, you probably...

...find it difficult to plan often leaving things to the last minute. Decision making is not your strength and you often dither about what to do with your time, money and life in general. You pay little attention to what is going on around you and are often surprised at how things end up.

All is not lost! You may be able to develop your organisational skills by trying some of the following activities:

1. Next time you have a task to complete, make a short list (it must be realistic) of the key things you need to do and decide which is the first step to take.
2. If you can't make up your mind about something, identify up to three 'pro's' and up to three 'con's' and then make your decision.

Os mai perthynas yw eich maes cryfaf, mae'n debyg eich bod...

... yn mwynhau bod gyda phobl eraill ac yn teimlo'n gyfforddus yn siarad â phobl nad ydych yn eu hadnabod. Nid yw gwrthdaro yn tarfu arnoch chi nac ychwaith siarad â grwpiau mawr o bobl. Rydych yn arbennig yn mwynhau gweithio mewn tîm ac yn defnyddio cryfderau pobl i gael y gwaith wedi ei gwblhau.

Mae gyrfaoedd posibl a allai wneud y gorau o nodweddion 'P' yn cynnwys: Pobl sy'n gwerthu / Nyrddio / yr Heddlu / Gweithiwr Cymdeithasol / Milwrol / y Gwasanaeth Tân / Athrawes / Crefftwr Hunangyflogedig (e.e., saer coed, plymiwr, trydanwr).

Os mai perthynas yw eich man gwannaf, mae'n debyg ...

... nad ydych yn ystyried eich hun yn chwaraewr tîm, yn hytrach mae'n well gennych weithio ar eich pen eich hun. Nid ydych yn teimlo'n hyderus wrth siarad â phobl, yn enwedig y rhai nad ydych yn eu hadnabod neu grwpiau mawr. Rydych yn tueddu i fod yn dawel wrth ymwneud â gweithgareddau grŵp ac yn osgoi, ar bob cyfrif, gwrthdaro neu sefyllfaoedd anodd.

Nid yw popeth wedi ei golli! Efallai y gallwch ddatblygu eich sgiliau perthynas drwy roi cynnig ar rai o'r gweithgareddau canlynol:

1. Y tro nesaf byddwch allan yn gymdeithasol, gwnewch bwynt o siarad â rhywun nad ydych yn ei adnabod.
2. Ceisiwch rannu gwaith drwy ystyried eich cryfderau a'ch gwendidau eich hun a rhai pobl eraill.

Os mai trefniadaeth yw eich maes cryfaf, mae'n debyg eich bod...

... bob amser yn cynllunio pethau ymlaen llaw a ddim yn hoffi gwneud pethau ar y funud olaf, gan gynnwys pethau annisgwyl. Gellir dibynnu arnoch chi bob amser i wneud penderfyniad ac rydych yn ei chael yn anodd deall pam mae eraill yn ei chael hi'n anodd gwneud hynny. Mae'r rhan fwyaf o'r penderfyniadau a wnewch wedi cael eu hystyried yn ofalus ac rydych o ganlyniad weithiau'n mentro'n ofalus.

Mae gyrfaoedd posibl a allai wneud y gorau o nodweddion 'T' yn cynnwys Gweinyddwyr / Cynorthwywyr Personol / Ysgrifennydd / Cyfreithiwr / Warws / Gwasanaethau Ariannol / Adeiladwr / Banciwr / Gweinydd / Gweinyddes / Rheolwr Datblygu Safle / Rhaglenydd Cyfrifiadurol.

Os mai trefniadaeth yw eich man gwannaf, mae'n debyg...

... eich bod yn ei chael yn anodd cynllunio; yn aml yn gadael pethau tan y funud olaf. Nid yw Gwneud Penderfyniadau yn un o'ch cryfderau a byddwch yn aml mewn penbleth yngylch beth i'w wneud gyda'ch amser, arian a bywyd yn gyffredinol. Ychydig yn unig o sylw rydych yn ei roi i'r hyn sy'n digwydd o'ch cwmpas ac yn aml rydych wedi eich synnu ar sut mae pethau'n troi allan yn y pen draw. Nid yw popeth wedi ei golli! Efallai y gallwch ddatblygu eich sgiliau trefniadaeth drwy roi cynnig ar rai o'r gweithgareddau canlynol:

1. Y tro nesaf y bydd gennych dasg i'w chwblhau, gwnewch restr fer (rhaid iddi fod yn realistig) o'r pethau allweddol sydd angen i chi eu gwneud a phenderfynwch pa un yw'r cam cyntaf i'w gymryd.
2. Os na allwch wneud eich meddwl i fyny am rywbeth, nodwch hyd at dri 'mantais' a hyd at dri 'anfantais' ac yna gwnewch eich penderfyniad.

3. Attitude

The right attitude is the number one priority if you're going to achieve your goals.

A proactive outlook is the essential quality that drives people to do something different and gives them the resilience to overcome the inevitable hurdles along the way.

Encouraging a positive “can-do” attitude is a crucial dimension of entrepreneurial behaviour. Attitude is at the heart of our model and these activities seek to build learners’ self-knowledge, heightening self-awareness and self-esteem so they are ready and have the confidence to use their sense of initiative.

Among other valuable outcomes, the resources help focus learners minds on their own ambitions and how important it is to plan effectively to turn these aspirations into achievements.

We all need goals. Without them we can tend to lose motivation and purpose. With them, we achieve more and boost our self-confidence.

3. Agwedd

Yr agwedd iawn yw'r brif flaenoriaeth os ydych yn mynd i gyflawni eich nodau.

Agwedd rhagweithiol yw'r briodwedd hanfodol sy'n gyrru pobl i wneud rhywbeth gwahanol ac sy'n rhoi iddynt y gwytnwch i oresgyn y rhwystrau anochel ar hyd y ffordd.

Mae annog agwedd bositif o "allu gwneud" yn ddimensiwn hollbwysig o ymddygiad entrepreneuriaidd. Agwedd sydd wrth wraidd ein model ac mae'r gweithgareddau hyn yn ceisio adeiladu hunanadnabyddiaeth dysgwyr, dwysáu hunanymwybyddiaeth a hunan-barch fel eu bod yn barod a chyda'r hyder i ddefnyddio eu synnwyr menter.

Ymhllith canlyniadau gwerthfawr eraill, mae'r adnoddau'n helpu i ffocysu meddyliau dysgwyr ar eu huchelgeisiau eu hunain a pha mor bwysig yw hi i gynllunio'n effeithiol i droi'r dyheadau hyn yn gyflawniadau.

Rydym i gyd angen nodau. Hebddynt mae tuedd i ni golli ysgogiad a phwrpas. Gyda nhw, rydym yn cyflawni mwy ac yn hybu ein hunanhyder.

3. Motivation

Objective:

To enable learners to consider short and long term goals and the motivation to achieve them.

Introduction:

This activity uses visual images to encourage learners to think about what is meant by ambition and motivation. Learners then develop understanding of how and why they might be motivated to achieve short and long term goals.

Activity:

1. Display around the room (or as appropriate) the example goals and ambition posters.
2. Learners individually rank the ten images by attaching to the poster a Post-it® Note with '1' on it as the goal that they are most motivated to achieve in the short term (1-2 years), through to '10' for the least. Collate the results.
3. Learners repeat this activity, but in relation to long term goals (5+ years).
4. Learners discuss and comment on how overall the different ambitions were ranked for short term and long term goals.
5. Invite learners to suggest how they might be motivated to achieve their identified ambitions and discuss what is meant by motivation. Pose some questions such as: What motivates you to have a part time job? What motivates you to do x,y,z? Introduce the ideas of carrot and stick techniques, sustainable motivation and internal drivers (See Facilitator Help card).
6. Distribute a Target Board to each learner and explain the stages to be completed. Learners could retain their personal Target Board for use as part of their own planning and review file.

Plenary:

Completed target boards are displayed and the contrasts and similarities discussed.

Extension Activity:

Learners reflect on whether goals and internal drivers share the same importance. Which are more important or less and why? Do they have something in common? Do they change over time?

Entrepreneurship Characteristics:

- Motivation
- Aspiration
- Vision / Goal Setting

Curriculum Links

- WBQ
- EES

Provided Resources:

- Target Boards (A3)
- Facilitator Help Card
- Goals and Ambition Posters

Other Resources:

- Whiteboard / flipchart
- Post-it® Notes

Learning Outcome:

Learners will be able to identify what motivates them to achieve their long and short term goals.

Syniadau Mawr Cymru

ENTREPRENEURIAETH

3. Ysgogiad

Nod:

I ganiatáu i ddysgwyr ystyried nodau tymor byr a hirdymor a chymhelliant i'w cyflawni.

Cyflwyniad:

Mae'r gweithgaredd hwn yn defnyddio delweddau gweledol i annog dysgwyr i feddwl am yr hyn a olygir gan uchelgais a chymhelliant. Mae dysgwyr wedyn yn datblygu dealltwriaeth o sut a pham y gallant gael eu hysgogi i gyflawni nodau tymor byr a hirdymor.

Gweithgaredd:

- Arddangoswch o amgylch yr ystafell (neu fel y bo'n briodol) y posteri enghreifftiol nodau ac uchelgais.
- Mae dysgwyr yn graddio'r deg llun drwy atodi iddo nodyn 'Post-it®' gydag '1' arno fel y nod y maent wedi eu hysgogi fwyaf i'w gyflawni yn y tymor byr (1-2 flynedd), hyd at '10' ar gyfer y lleiaf. Coladwch y canlyniadau.
- Mae dysgwyr yn ailadrodd y gweithgaredd hwn, ond mewn perthynas â nodau hirdymor (5 mlynedd).
- Mae dysgwyr yn trafod ac yn rhoi sylwadau ar sut, yn gyffredinol, roedd yr uchelgeisiau wedi eu nodi ar gyfer nodau tymor byr a hirdymor.
- Rhowch wahoddiad i ddysgwyr i awgrymu sut y gellid eu hysgogi i gyflawni'r uchelgeisiau a nodwyd a'r hyn a olygir gan ysgogiad. Gofynnwch rai cwestiynau fel: Beth sy'n eich ysgogi i gael swydd ran-amser? Beth sy'n eich ysgogi i wneud x, y, z? Cyflwynwch y syniadau o dechnegau abwyd a ffon, ysgogiad cynaliadwy a gyrrwr mewnol (Gweler cerdyn Cymorth i Hwylusydd).
- Dosbarthwch Fwrdd Targed i bob dysgrwr ac esboniwr y camau i'w cwblhau. Gallai dysgwyr gadw eu Bwrdd Targed personol i'w ddefnyddio fel rhan o'u ffeil cynllunio ac adolygu eu hunain.

Sesiwn Llawn:

Mae'r byrddau targed a gwblhawyd yn cael eu harddangos a'r cyferbyniadau a'r tebygrwydd yn cael eu trafod.

Gweithgaredd Ymestyn:

Mae dysgwyr yn ystyried a yw nodau a gyrrwr mewnol yn rhannu'r un pwysigrwydd. Pa rai sydd yn fwy neu'n llai pwysig, a pham? A oes ganddynt rywbeth yn gyffredin? A ydynt yn newid dros amser?

Nodweddion Entreprenoriaeth:

- Ysgogiad
- Dyhead
- Gweledigaeth / Gosod Nod

Cysylltiadau Cwricwlwm

- WBQ
- EES

Adnoddau a Ddarparwyd:

- Byrddau Targed (A3)
- Cerdyn Cymorth i Hwylusydd
- Posteri Nodau a Dyhead

Adnoddau Eraill:

- Bwrdd gwyn / fflipsiart
- Nodiadau Post-it®

Deilliant Dysgu:

Gall dysgwyr nodi beth sy'n eu hysgogii gyflawni eu nodau yn y tymor byr a hirdymor.

3. Motivation

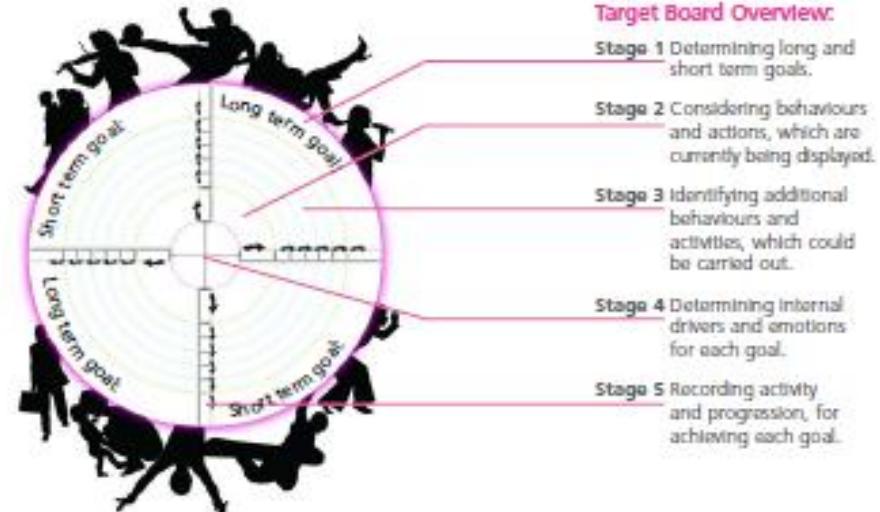
Thinking about Motivation

Motivation can be defined as a '**concept used to describe the factors within an individual which arouse, maintain and channel behaviour towards a goal**'. Another way to say this is that '**motivation is goal-directed behaviour**'.

Behaviour that learners engage in can be due to either the '**carrot or stick effect**'. Carrots are where learners engage in a particular behaviour because they can see the benefits E.g. ensuring they have 100% attendance as they do not want to miss out on any of their education in order to have the best chances of securing the job they desire. This behaviour is often sustainable if the learner believes that the goal is still obtainable over time. The stick approach is where the learner engages in a particular behaviour because they fear the consequences if they do not follow this particular behaviour. E.g. going to school; because they fear being told off by their parents or Facilitator if they do not attend.

Ask learners to consider:

- What carrots and sticks have they been directed by – also which have been employed and didn't work, and why?
- What is a goal and what types of goals people have?
- Examples of showing sustainable motivation, for example, what examples of behaviour have they been engaged in, which showed a genuine commitment to achieving a particular goal?



3. Ysgogiad

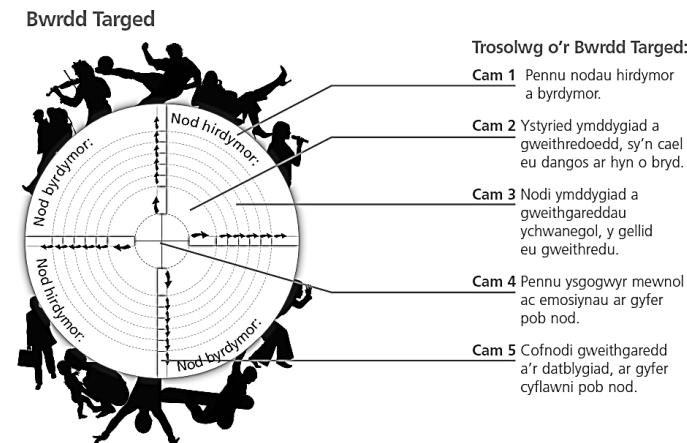
Ystyried Ysgogiad

Gall Ysgogiad gael ei ddiffinio fel '**cysyniad a ddefnyddir i ddisgrifio'r ffactorau o fewn unigolyn sy'n ennyn, cynnal a sianelu ymddygiad tuag at nod**'. Ffordd arall o ddweud hyn yw bod '**ysgogiad yn ymddygiad wedi ei gyfeirio at nod**'.

Gall ymddygiad y mae dysgwyr yn ymgysylltu ag ef fod o ganlyniad i naill ai effaith yr '**abwyd neu'r ffon**'. Abwyd yw ble mae'r dysgwyr yn cymryd rhan mewn ymddygiad penodol oherwydd gallant weld manteision o'r ymddygiad penodol hwnnw. E.e. sicrhau bod ganddynt bresenoldeb o 100% gan nad ydynt eisiau colli allan ar eu haddysg er mwyn cael y cyfle gorau o gael y swydd y maent yn ei dymuno. Mae'r ymddygiad hwn yn aml yn gynaliadwy os yw'r dysgwr yn credu bod y nod yn dal ar gael dros gyfnod o amser. Yr ymagwedd ffon yw ble mae'r dysgwr yn cymryd rhan mewn ymddygiad penodol oherwydd eu bod yn ofni'r canlyniadau os nad ydynt yn dilyn yr ymddygiad penodol hwn. E.e. mynd i'r ysgol; oherwydd eu bod yn ofni cael stwr gan eu rhieni neu Hwylusydd os nad ydynt yn mynychu.

Gofynnwch i ddysgwyr ystyried:

- Pa abwyd a ffyn sydd wedi eu cyfeirio - hefyd pa rai sydd wedi eu defnyddio ac nad oedd wedi gweithio, a phai?
- Beth yw nod a beth yw'r mathau o nodau sydd gan bobl?
- Enghreiffiau o ddangos ysgogiad cynaliadwy, er enghraift, pa enghreiffiau o ymddygiad maent wedi bod yn ymgysylltu â hwy, a ddangosodd ymrwymiad gwirioneddol i gyflawni nod penodol?



3. Motivation

Completing Target Boards

Stage	Direction	Hints
1: Learners determine two long term and two short term goals which are independent of each other and write them in Stage 1 (the outer ring) of the board.	Facilitator to encourage learners to think what for them would be a short or long term goal. This could be done through reflecting on the previous visual stimulus.	The difference between a long and short term goal can be based on individual perceptions. However try to direct learners to see a difference in the two.
2: Learners consider what behaviour they are currently exhibiting in order to help them achieve their goals, and should record this in Stage 2.	Facilitator to encourage learners to brainstorm activities using traditional methods or via electronic resource such as Padlet, to help achieve long and short term goals.	Learners can listen to the ideas of others to determine what behaviour they are or are not currently engaged in.
3: Learners consider what different, new or additional behaviour/activity they should be engaged in, to help achieve stated goals. Record proposed activity starting in the inside ring of Stage 3.	Pair work should help learners to come up with ideas which they may not have thought of themselves.	Some learners may only concentrate on short or long term goals as a way of differentiating – weaker learners may find it easier to concentrate on how to achieve short term goals.
4: Learners to determine their ‘internal drivers’ or emotions that drive their behaviour and goals e.g. Drivers such as a ‘love of travelling’ or ‘desire to help people’. Record in the centre.	Learners either individually, in pairs or in small groups should be encouraged to think about their emotions and for what reasons their goals are so important to them.	For some learners this may be a difficult stage if they haven’t connected their goals to an emotion. These emotions could include: I love... I feel... I want to improve on my past experiences...
5: Learners could show the ongoing progression of working towards their goals, by placing a tick alongside each action point achieved.	Facilitator should encourage learners to continue to work towards their goals.	Learners could retain their personal Target Board for use as part of their own planning and review file.

Cymru

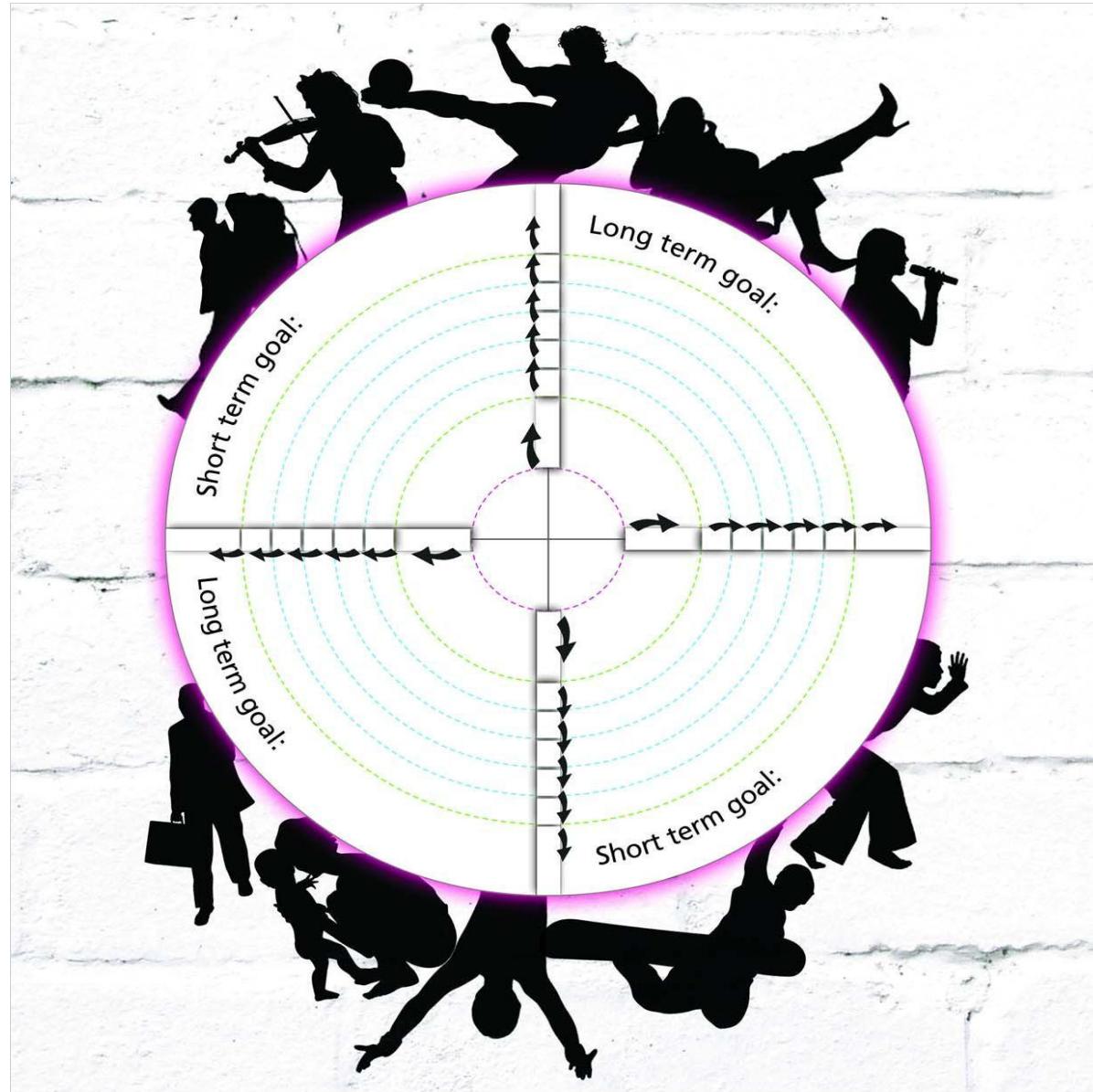
3. Ysgogiad

Cwblhau Byrddau Targed

Cam	Cyfeiriad	Awgrymiadau
1: Mae dysgwyr yn penderfynu dau nod hirdymor a dau nod tymor byr sydd yn annibynnol ar ei gilydd a'u hysgrifennu yng Ngham 1 (y cylch allanol) o'u Bwrdd Targed.	Hwylusydd i annog dysgwyr i feddwl beth, iddyn nhw, fyddai'n nod tymor byr neu hirdymor. Gellid gwneud hyn trwy fyfyrion yr ysgogiad gweledol blaenorol.	Gall y gwahaniaeth rhwng nod hirdymor a nod tymor byr gael ei seilio ar ganfyddiadau unigol. Fodd bynnag, ceisiwch gyfeirio dysgwyr i weld gwahaniaeth yn y ddau.
2: Mae dysgwyr yn ystyried pa ymddygiad y maent yn ei arddangos ar hyn o bryd er mwyn eu helpu i gyflawni eu nodau, a dylent gofnodi hyn yng Ngham 2.	Hwylusydd i annog dysgwyr i feddwl am weithgareddau gan ddefnyddio dulliau traddodiadol neu drwy adnoddau electronig fel Padlet, i helpu cyflawni nodau hirdymor a thymor byr.	Gall dysgwyr wrando ar syniadau eraill er mwyn penderfynu pa ymddygiad maent wedi neu heb ymgysylltu ag ef ar hyn o bryd.
3: Mae dysgwyr yn ystyried pa ymddygiad/gweithgaredd gwahanol, newydd neu ychwanegol y dylent ymgysylltu ag ef, er mwyn helpu i gyflawni nodau penodol. Cofnodwch weithgaredd arfaethedig gan ddechrau y tu mewn i'r cylch yng Ngham 3.	Dylai gwaith pâr helpu dysgwyr i feddwl am syniadau y maent efallai heb feddwl amdanynt eu hunain.	Efallai bydd rhai dysgwyr yn canolbwytio'n unig ar nodau tymor byr neu hirdymor fel ffordd o wahaniaethu - gallai dysgwyr gwannach ei chael yn haws canolbwytio ar sut i gyflawni nodau tymor byr.
4: Dysgwyr i benderfynu ar eu 'gyrwyr mewnol' neu emosiynau sy'n gyrru eu hymddygiad a'u nodau, e.e. Gyrwyr fel 'cariad at deithio' neu 'awydd i helpu pobl'. Cofnodwch yn y canol.	Dylai dysgwyr naill ai'n unigol, mewn parau neu mewn grwpiau bach gael eu hannog i feddwl am eu hemosiynau ac am ba resymau mae eu nodau mor bwysig iddynt.	I rai dysgwyr gall hwn fod yn gam anodd os nad ydynt wedi cysylltu eu nodau i emosiwn. Gallai'r rhain gynnwys emosiynau fel: Rwy'n caru ... Rwy'n teimlo ... Rwyf am wella ar fy mhrofiadau yn y gorffennol ...
5: Gallai dysgwyr ddangos y cynnydd parhaus o weithio tuag at eu nodau, drwy roi tic wrth ochr pob pwynt gweithredu a gyflawnwyd.	Dylai hwylusydd annog dysgwyr i barhau i weithio tuag at eu nodau.	Gallai dysgwyr gadw eu Bwrdd Targed personol i'w ddefnyddio fel rhan o'u ffeil cynllunio ac adolygu eu hunain.

3. Motivation

Target Board



3. Ysgogiad Bwrdd Targed

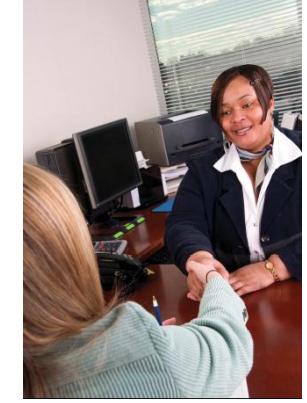


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ENTREPRENEURSHIP

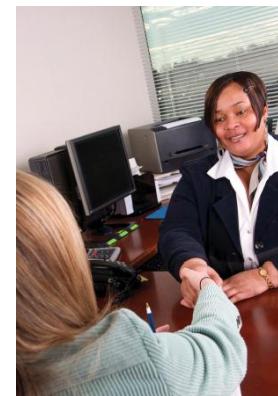
3. Motivation

Example Goals and Ambition Posters

Relationship	Travel	Money	Charity	Career
				
Cars	Qualifications	Health & Fitness	Status Symbols	Networking
				

3. Ysgogiad

Enghreifftiau o Nodau a Phosteri Dyhead

Perthynas	Teithio	Arian	Elusen	Gyra
				
Ceir	Cymwysterau	Iechyd a Ffwrdd	Symbolau o Statws	Rhwydweithio
				

4. Attitude

The right attitude is the number one priority if you're going to achieve your goals.

A proactive outlook is the essential quality that drives people to do something different and gives them the resilience to overcome the inevitable hurdles along the way.

Encouraging a positive “can-do” attitude is a crucial dimension of entrepreneurial behaviour. Attitude is at the heart of our model and these activities seek to build learners’ self-knowledge, heightening self-awareness and self-esteem so they are ready and have the confidence to use their sense of initiative.

Among other valuable outcomes, the resources help focus learners minds on their own ambitions and how important it is to plan effectively to turn these aspirations into achievements.

We all need goals. Without them we can tend to lose motivation and purpose. With them, we achieve more and boost our self-confidence.

4. Agwedd

Yr agwedd iawn yw'r brif flaenoriaeth os ydych yn mynd i gyflawni eich nodau.

Agwedd rhagweithiol yw'r briodwedd hanfodol sy'n gyrru pobl i wneud rhywbeth gwahanol ac sy'n rhoi iddynt y gwytnwch i oresgyn y rhwystrau anochel ar hyd y ffordd.

Mae annog agwedd bositif o "allu gwneud" yn ddimensiwn hollbwysig o ymddygiad entreprenaidd. Agwedd sydd wrth wraidd ein model ac mae'r gweithgareddau hyn yn ceisio adeiladu hunanadnabyddiaeth dysgwyr, dwysáu hunanymwybyddiaeth a hunan-barch fel eu bod yn barod a chyda'r hyder i ddefnyddio eu synnwyr menter.

Ymhlið canlyniadau gwerthfawr eraill, mae'r adnoddau yn helpu i ffocysu meddyliau dysgwyr ar eu huchelgeisiau eu hunain a pha mor bwysig yw hi i gynllunio'n effeithiol i droi'r dyheadau hyn yn gyflawniadau.

Rydym i gyd angen nodau. Hebddynt mae tuedd i ni golli ysgogiad a phwrpas. Gyda nhw, rydym yn cyflawni mwy ac yn hybu ein hunanhyder.

4. Competitiveness

Objective:

To enable learners to understand attitudes to risk, determination and competitiveness.

Introduction:

This activity provides an opportunity for learners to examine attitudes towards risk, determination and competitiveness through taking part in a ball game. During the game, learners should be encouraged to think about issues such as:

- Am I naturally a risk taker?
- How do I feel about working with others who are risk takers?
- How can a team use a combination of risk takers and non-risk takers in a competitive situation?
- How competitive and determined am I?

Activity:

1. Using the Facilitator Help Card, organise learners to play the game.
2. Each team discusses the tactics used in the game.
3. The teams assess the success of their tactics by discussing what the advantages and disadvantages of going first were?
4. Was there greater risk in going first and could the advantages of going first outweigh the knowledge the teams that go after have?

Plenary:

Cohort to discuss attitudes to risk and review their levels of determination and competitiveness.

Entrepreneurship Characteristics:

- Competitiveness
- Managing Risk
- Determination

Curriculum Links

- WBQ
- EES

Provided Resources:

- Facilitator Help Card

Other Resources:

- Cleared space approx. 10 metres long
- Scoreboard e.g. board
- Goal target e.g. waste paper bin / chipping net
- Foam balls / bean bags
- Distance markers e.g. cones

Learning Outcome:

Learners will be able to critically reflect on how determination and competitiveness can achieve successful outcomes.

Syniadau Mawr Cymru

ENTREPRENEURIAETH

4. Cystadleurwydd

Nod:

I alluogi dysgwyr i ddeall agweddau tuag at risg, penderfyniad a chystadleurwydd.

Cyflwyniad:

Mae'r gweithgaredd hwn yn rhoi cyfle i ddysgwyr archwilio agweddau tuag at risg, penderfyniad a chystadleurwydd drwy gymryd rhan mewn gêm pêl. Yn ystod y gêm, dylai dysgwyr gael eu hannog i feddwl am faterion fel:

- Ydw i yn naturiol yn un sy'n cymryd risg?
- Sut ydw i'n teimlo am weithio gyda phobl eraill sydd yn rhai sy'n cymryd risg?
- Sut all tîm ddefnyddio cyfuniad o rai sy'n cymryd risg a rhai sydd ddim yn cymryd risg mewn sefyllfa gystadleuol?
- Pa mor gystadleuol a phenderfynol ydw i?

Gweithgaredd:

- Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, trefnwch y dysgwyr i chwarae'r gêm.
- Mae pob tîm yn trafod y tactegau a ddefnyddiwyd yn y gêm.
- Mae'r timau yn asesu llwyddiant eu tactegau drwy drafod beth oedd y manteision a'r anfanteision o fynd yn gyntaf?
- A oedd mwy o risg wrth fynd yn gyntaf ac a allai'r manteision o fynd yn gyntaf orbwyso'r wybodaeth sydd gan y timau sy'n mynd wedi hynny?

Sesiwn Llawn:

Carfan i drafod agweddau tuag at risg ac adolygu eu lefelau o benderfyniad a chystadleurwydd.

Nodweddion

Entreprenoriaeth:

- Cystadleurwydd
- Rheoli Risg
- Penderfyniad

Cysylltiadau Cwricwlwm

- WBQ
- EES

Adnoddau a Ddarparwyd:

- Cerdyn Cymorth i Hwylusydd

Adnoddau Eraill:

- Gofod wedi ei glirio. 10 metr o hyd
- Sgorfwrdd e.e. bwrdd
- Nod y targed e.e. bin gwastraff papur / rhwyd asglodi
- Peli sbwng / sachau eistedd
- Marcwyr pellter e.e. conau

Deilliant Dysgu:

Bydd dysgwyr wedi myfyrio'n feirniadol ar sut y gall penderfyniad a chystadleurwydd sicrhau canlyniadau llwyddiannus.

4. Competitiveness - Tactics Game

Introduction:

Participants work together in teams to compete against each other in a physical activity. The aim is to encourage learners to be competitive and manage risk.

Aim:

For each team to use team tactics of caution and / or risk, to score the highest number of points.

Other Resources required:

Cleared space approx. 10 metres long (as Diagram 1)

Goal target e.g. waste paper bin / chipping net

Distance markers e.g. cones

Foam balls / bean bags (or similar)

Preparation:

- Divide learners into teams (equal where possible)
- Lay out one set of goal targets and distance markers
- Distribute sufficient foam balls / bean bags per team
- Explain the rules
- Explain the scoring system

Rules:

- Each team member throws from the distance markers in the aim of scoring a goal inside the target.
- Each team member should throw once only per round played.
- Points are awarded for each goal scored.
- The game is played and scored in rounds.
- Throwing times per round should be limited to a maximum of 2 minutes per team.
- At the end of each round, the facilitator should collect and record the score of each team.
- The number of points awarded relate to the distance from which the ball is thrown.

- E.g. 2 points will be awarded for a goal thrown from 2 metres, 5 points awarded for goals thrown from 5 metres, 10 points awarded for goals thrown from 10 metres.
- Teams should discuss their tactics, and work out if they will take more risks to achieve higher points i.e. it is often more difficult to score a goal from 10 metres than it is to score a goal from 2 metres. Learners should only discuss tactics within their own team.
- The number of rounds played should be equal to the number of teams competing, plus one (Round 1 is a practice round – Round 2 onwards should be used by each team to devise new tactics to win).

4. Cystadleurwydd - Gêm Tactegau

Cyflwyniad:

Mae dysgwyr yn gweithio gyda'i gilydd mewn timau i gystadlu yn erbyn ei gilydd mewn gweithgaredd corfforol, gyda'r nod o annog dysgwyr i fod yn cystadleuol a rheoli risg.

Nod:

I bob tîm ddefnyddio tactegau tîm o rybudd a/neu risg, i sgorio'r nifer uchaf o bwyntiau.

Adnoddau Eraill sydd eu hangen:

- Gofod wedi ei glirio. 10 metr o hyd (fel yn Niagram 1)
- Nod targed e.e. bin gwastraff papur / rhwyd asglodi
- Marcwyr pellter e.e. conau
- Peli sbwng/sachau eistedd (neu debyg)

Paratoi:

- Rhannwch y dysgwyr yn dimau (yn gyfartal ble bo'n bosibl)
- Gosodwch un set o dargedau gôl a marcwyr pellter
- Dosbarthwch ddigon o beli sbwng/sachau eistedd i bob tîm
- Esboniwch y rheolau
- Esboniwch y system sgorio

Rheolau:

- Mae pob aelod o'r tîm yn taflu o'r marcwyr pellter gyda'r nod o sgorio gôl y tu mewn i'r targed.
- Dylai pob aelod o'r tîm daflu unwaith yn unig am bob rownd a chwaraeir.
- Dyfernir pwyntiau ar gyfer pob gôl a sgorir.
- Mae'r gêm yn cael ei chwarae a'i sgorio mewn rowndiau.
- Dylai amseroedd taflu ar gyfer pob rownd gael ei gyfyngu i uchafswm o 2 funud i bob tîm.
- Ar ddiwedd pob rownd, dylai'r hwylusydd gasglu a chofnodi sgorio pob timau.
- Mae nifer y pwyntiau a ddyfernir yn ymwneud â'r pellter y mae'r bêl yn cael ei thaflu.

- E.e. Bydd 2 bwynt yn cael ei ddyfarnu am gôl gaiff ei thaflu o 2 fetr, dyfarniad o 5 pwynt ar gyfer goliau a gaiff eu taflu o 5 metr, dyfarniad o 10 pwynt ar gyfer goliau a gaiff eu taflu o 10 metr.
- Dylai timau drafod eu tactegau, a gweithio allan os byddant yn cymryd mwy o risgiau i gyflawni pwyntiau uwch, h.y. mae'n aml yn anoddach sgorio gôl o 10 metr nag ydyw i sgorio gôl o 2 fetr. Dylai dysgwyr drafod tactegau yn unig o fewn eu tîm eu hunain.
- Dylai nifer y rowndiau a chwaraeir fod yn hafal i nifer y timau sy'n cystadlu, plws un (Rownd ymarfer yw rownd 1 - Dylai rownd 2 ymlaen gael ei defnyddio gan bob tîm i ddyfeisio tactegau newydd i ennill).

4. Competitiveness

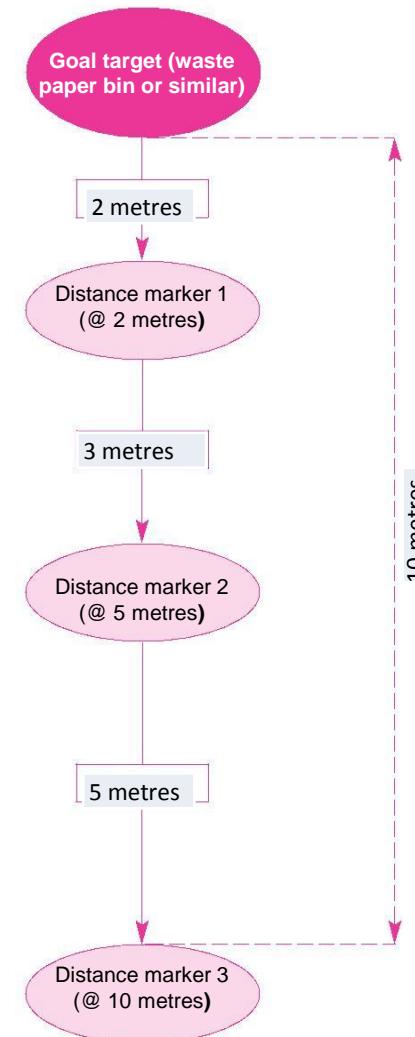
Tactics Game

Round 1

- All teams should play Round 1, taking no longer than 2 minutes.
- Allow teams to decide which order they wish to play.
- Each member of the team should throw once and try to score points for their team.

Round 2 onwards:

- In their teams, learners should discuss tactics, and explore ways to achieve the highest possible score for their team.
- Teams should be encouraged to consider how much risk they will take to achieve this.
- Round 2 onwards should be played consecutively, with each team taking in turns to throw first.
- At the end of each round, the Facilitator should collect and record the scores for each team.
- The winning team is the one with the most points at the end of the final round.



4. Cystadleurwydd

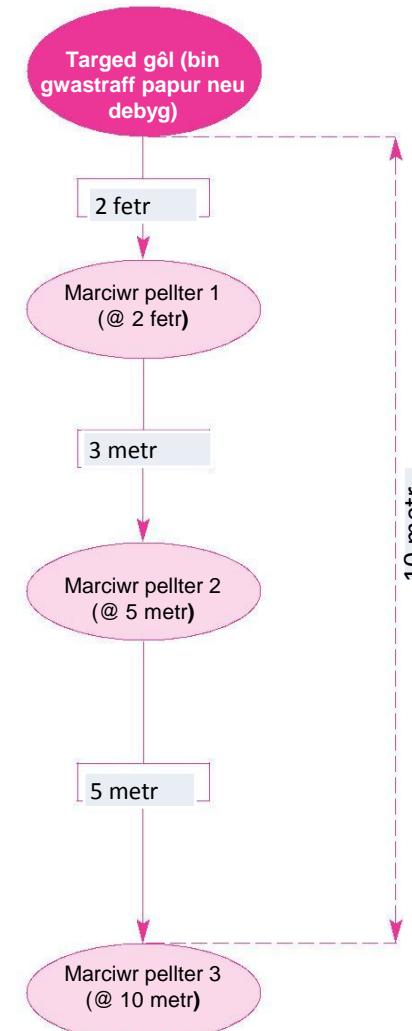
Gêm Tactegau

Rownd 1

- Dylai pob tîm chwarae Rownd 1, gan gymryd dim mwy na 2 funud.
- Caniatewch i dimau benderfynu pa drefn y maent yn dymuno chwarae.
- Dylai pob aelod o'r tîm daflu unwaith a cheisio sgorio bwyntiau ar gyfer eu tîm.

Rownd 2 ymlaen:

- Yn eu timau, dylai dysgwyr drafod tactegau, ac archwilio ffyrdd i gyrraedd y sgôr uchaf posibl ar gyfer eu tîm.
- Dylai timau gael eu hannog i ystyried faint o risg y byddan nhw'n ei gymryd i gyflawni hyn.
- Dylai Rownd 2 ymlaen gael ei chwarae yn olynol, gyda phob tîm yn cymryd tro i daflu yn gyntaf.
- Ar ddiwedd pob rownd, dylai'r Hwylusydd gasglu a chofnodi'r sgoriau ar gyfer pob tîm.
- Y tîm buddugol yw'r un â'r mwyaf o bwyntiau ar ddiwedd y rownd derfynol.



5. Attitude

The right attitude is the number one priority if you're going to achieve your goals.

A proactive outlook is the essential quality that drives people to do something different and gives them the resilience to overcome the inevitable hurdles along the way.

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5. Agwedd

Yr agwedd iawn yw'r brif flaenoriaeth os ydych yn mynd i gyflawni eich nodau.

Agwedd rhagweithiol yw'r briodwedd hanfodol sy'n gyrru pobl i wneud rhywbeth gwahanol ac sy'n rhoi iddynt y gwytnwch i oresgyn y rhwystrau anochel ar hyd y ffordd.

Mae annog agwedd bositif o "allu gwneud" yn ddimensiwn hollbwysig o ymddygiad entrepreneuraid. Agwedd sydd wrth wraidd ein model ac mae'r gweithgareddau hyn yn ceisio adeiladu hunanadnabyddiaeth dysgwyr, dwysáu hunanymwybyddiaeth a hunan-barch fel eu bod yn barod a chyda'r hyder i ddefnyddio eu synnwyr menter.

Ymhllith canlyniadau gwerthfawr eraill, mae'r adnoddau'n helpu i ffocysu meddyliau dysgwyr ar eu huchelgeisiau eu hunain a pha mor bwysig yw hi i gynllunio'n effeithiol i droi'r dyheadau hyn yn gyflawniadau.

Rydym i gyd angen nodau. Hebddynt mae tuedd i ni golli ysgogiad a phwrpas. Gyda nhw, rydym yn cyflawni mwy ac yn hybu ein hunanhyder.

5. Determination

Objective:

To enable learners to demonstrate a positive attitude towards determination and competitiveness.

Introduction:

This activity provides an insight into where and when learners may encounter competitiveness.

Pose the questions:

- When is competition a good thing?
- Why do we compete?
- Are there advantages and disadvantages to competitiveness?
- Is determination the key?

Activity:

1. Ask learners to give examples and talk about their experiences of when they have been competitive and determined to succeed.
2. Introduce 'The Challenge' using the Facilitator Help Card.
3. Using the worksheets learners compete in teams to complete the challenge.

Plenary:

Learners are given the opportunity to reflect and feed back on the factors which affected the outcome of the challenge e.g. What did they do well? What difficulties did they encounter? How were they resolved? Did they work well as a team?

Entrepreneurship Characteristics:

- Competitiveness
- Determination

Curriculum Links

- WBQ
- EES

Provided Resources:

- Facilitator Help Card
- Worksheets

Other Resources:

- Scissors, glue, stapler, colour pens and other decorative items
- Prizes for winners

Learning Outcome:

Learners are able to discuss persistence, determination and competitiveness required to overcome challenges.

5. Penderfyniad

Nod:

I alluogi dysgwyr i ddangos agwedd gadarnhaol tuag at benderfyniad a chystadleurwydd.

Cyflwyniad:

Mae'r gweithgaredd hwn yn rhoi mewnwelediad i ble a phryd y gallai dysgwyr gwrrdd â chystadleurwydd. Gofynnwch y cwestiynau:

- Pryd mae cystadleuaeth yn beth da?
- Pam rydym yn cystadlu?
- A oes manteision ac anfanteision i gystadleurwydd?
- Ai penderfyniad yw'r ateb?

Gweithgaredd:

- Gofynnwch i ddysgwyr roi enghreifftiau a siarad am eu profiadau o pryd maent wedi bod yn gystadleuol ac yn benderfynol o lwyddo.
- Cyflwynwch 'Yr Her' gan ddefnyddio Cerdyn Cymorth i Hwylusydd.
- Gan ddefnyddio'r taflenni gwaith mae dysgwyr yn cystadlu mewn timau i gwblhau'r her.

Sesiwn Llawn:

Rhoddir y cyfle i ddysgwyr fyfyrion a chyflwyno adborth ar y ffactorau sy'n effeithio ar ganlyniad yr her e.e. Beth a wnaethant yn dda? Pa anawsterau y daethant ar eu traws? Sut y cawsant eu datrys? A wnaethant weithio'n dda fel tîm?

Nodweddion

Entreprenoriaeth:

- Cystadleurwydd
- Penderfyniad

Cysylltiadau Cwricwlwm

- WBQ
- EES

Adnoddau a Ddarparwyd:

- Cerdyn Cymorth i Hwylusydd
- Taflenni Gwaith

Adnoddau Eraill:

- Siswrn, glud, styffylwr, pensiliau liw ac eitemau addurniadol eraill
- Gwobrau i'r rhai buddugol

Deilliant Dysgu:

Mae dysgwyr yn gallu trafod y dyfalbarhad, penderfyniad a'r cystadleurwydd sydd eu hangen i oresgyn heriau.

5. Determination and Competitiveness Game

Introduction:

Explain that the learners are going to take part in a competitive challenge in which they will need to work together as a team and use a range of skills. You may wish to award a small prize for the winners.

1. Organise learners into teams - suggest that each team adopts a 'Team Name' – the more creative the better.
2. Distribute Worksheets to each team to enable learners to create a number of photo frames.
3. Learners could be encouraged to create their own decorative elements.
4. Ask learners to discuss within their teams, the possible tactics to maximise their performance e.g. whether to go for 'quantity' or 'quality'.

Aim:

To win! In teams, learners are asked to create as many novel photo frames as possible in the time allowed. Points are awarded for each completed photo frame. Extra points are awarded for high quality products. Teams must decide on the balance between quality and quantity.

Preparation:

In teams, learners collect and check their materials. Discuss the task, and allocate responsibilities. If necessary, help groups to identify tasks e.g. cutting out each item, assembling the photo frames, colouring and decorating the frames.

Practice:

Learners are allowed 10 minutes to make their prototype.

Learners review the practice run and decide if changes to their tactics are needed.

Production:

Allow teams 20 minutes to make and decorate their photo frames, ready for the competition judging.

Judging:

Facilitator is to judge the photo frames, awarding 5 points for each completed frame and up to 5 additional points for quality. * A bonus of 5 points could be awarded for the most innovative team name.

You may wish to include an additional 'rewind round' where learners are given the chance to improve their competitive edge.

5. Gêm Penerfyniad a Chystadleurwydd

Cyflwyniad:

Esboniwr fod y dysgwyr yn mynd i gymryd rhan mewn her gystadleuol ble bydd angen iddynt gydweithio fel tîm a defnyddio amryw o sgiliau. Efallai yr hoffech roi gwobr fechan i'r rhai buddugol.

- Rhanwrch y dysgwyr yn dimau - awgrymwch bod bob pob tîm yn mabwysiadu 'Enw Tîm' – po fwyaf creadigol sydd orau.
- Dosbarthwrch daflenni gwaith i bob tîm i alluogi dysgwyr i greu nifer o fframiau lluniau.
- Gellir annog dysgwyr i greu eu helfennau addurniadol eu hunain.
- Gofynnwrch i ddysgwyr drafod o fewn eu timau, y tactegau posibl i gynyddu eu perfformiad i'r eithaf e.e. p'un ai i ganolbwytio ar 'nifer' neu 'ansawdd'.

Nod:

Ennill! Mewn timau, gofynnir i ddysgwyr greu cymaint o fframiau lluniau newydd â phosibl yn yr amser a ganiateir. Rhoddir pwyntiau am bob ffrâm llun a gwblheir. Rhoddir pwyntiau ychwanegol am gynnyrch o ansawdd uchel. Mae'n rhaid i dimau benderfynu ar gydbwysedd rhwng ansawdd a niferoedd.

Paratoi:

Mewn timau, bydd dysgwyr yn casglu ac yn edrych ar eu deunyddiau. Bydd gan dimau ychydig funudau i drafod y dasg a dyrannu cyfrifoldebau. Os bydd angen, helpwch y grwpiau i nodi tasgau e.e. torri pob eitem, cydosod y fframiau lluniau, lliwio ac addurno'r fframiau.

Ymarfer:

Caniateir 10 munud i ddysgwyr wneud eu prototeip.

Mae dysgwyr yn adolygu'r ymarfer ac yn penderfynu a oes angen newid eu tactegau.

Cynhyrchu:

Dylech roi 20 munud i'r timau i wneud ac addurno eu fframiau lluniau, yn barod ar gyfer beirniadu'r gystadleuaeth.

Beirniadu:

Hwylusydd i feirniadu'r fframiau lluniau, gan roi 5 pwynt am bob ffrâm wedi'i chwblhau a hyd at 5 pwynt ychwanegol am ansawdd.* Rhoddir bonws o 5 pwynt am yr enw mwyaf dyfeisgar a roddir ar dîm.

Efallai yr hoffech gynnwys 'rownd ailldirwyn' ychwanegol ble y rhoddir y cyfle i ddysgwyr wella eu mantais gystadleuol.

5. Determination

Aim: To win! In teams, you are asked to create as many novel photo frames as possible in the time allowed.
Points are awarded for each completed photo frame. Extra points are awarded for high quality products!

Your Team:

- Give your team a name – the more inventive the better – bonus points will be awarded for the most innovative team name.

Your Task:

- Using the template provided, you are asked to make your photo frames.
- You may use the decorations provided or create your own.
- Decide what tasks need to be carried out to successfully make your products.
- Take a few minutes to discuss your tactics. Who will do what? How will you work as a team?
- Will you work quickly or carefully?
- You will be judged on both the quality and the number of photo frames produced.

Practice:

- Your team will be allowed a 10 minute trial to create a prototype. Use this time well to test how you will all work together to make your photo frames.
- You will then have a short time to review your practice run and decide if changes need to be made in responsibilities.

Production:

- Your team has 20 minutes to make your photo frames, ready for the competition judging.

Judging:

- Your photo frames will be judged and 5 points will be awarded for each completed product and up to 5 additional points awarded for the quality of each finished product.

Scoring:

- Using the Worksheet , record your team's points.
- 5 points will be awarded for the most innovative team name.
- The team with the highest score at the end of the judging is the winner.

5. Penderfyniad

Nod: Ennill! Mewn timau, gofynnir i chi greu cymaint o fframiau lluniau diddorol â phosibl yn yr amser a ganiateir. Rhoddir pwyntiau am bob ffrâm llun a gwblheir. Rhoddir pwyntiau ychwanegol am gynnyrch o ansawdd uchel!

Eich Tîm:

Rhowch enw i'ch tîm – gorau po fwyaf dyfeisgar ydyw – rhoddir pwyntiau bonws ar gyfer yr enw mwyaf dyfeisgar.

Eich Tasg:

- Gan ddefnyddio'r templed a ddarperir, gofynnir i chi wneud eich fframiau lluniau.
- Gallwch ddefnyddio'r addurniadau a ddarperir neu greu rhai eich hun.
- Penderfynwch pa dasgau y mae angen i chi eu cyflawni i wneud eich cynnyrch yn llwyddiannus.
- Cymerwch ychydig funudau i drafod eich tactegau. Pwy fydd yn gwneud beth? Sut y byddwch yn gweithio fel tîm?
- A fyddwch chi'n gweithio'n gyflym neu'n ofalus?
- Byddwch yn cael eich beirniadu ar sail ansawdd a nifer y fframiau lluniau a gynhyrchrir.

Ymarfer:

- Rhoddir treial o 10 munud i'ch tîm greu prototeip. Defnyddiwch yr amser hwn yn ddoeth i brofi sut y bydd pob un ohonoch yn cydweithio i greu eich fframiau lluniau.
- Yna bydd gennych amser byr i adolygu eich ymarfer a phenderfynu oes angen newid cyfrifoldebau.

Cynhyrchu::

- Mae gan eich tîm 20 munud i greu eich fframiau lluniau, yn barod ar gyfer beirniadu'r gystadleuaeth.

Beirniadu:

- Caiff eich fframiau lluniau eu beirniadu a rhoddir 5 pwynt am bob cynnyrch a gwblheir a rhoddir hyd at 5 pwynt ychwanegol am ansawdd bob cynnyrch gorffenedig.

Sgorio:

- Gan ddefnyddio'r Daflen Waith cofnodwch bwyntiau eich tîm.
- Rhoddir 5 pwynt am yr enw mwyaf dyfeisgar.
- Y tîm gyda'r sgôr uchaf ar ddiwedd y broses feirniadu yw'r un buddugol.

5. Determination

Team Name:

Product number	1	2	3	4	5	6	7	8	9	10
Points for completed products										
Points for quality										

Product number	11	12	13	14	15	16	17	18	19	20
Points for completed products										
Points for quality										

Bonus points for team name:	

Product number	21	22	23	24	25	26	27	28	29	30
Points for completed products										
Points for quality										

Total points awarded:	

Syniadau Mawr Cymru

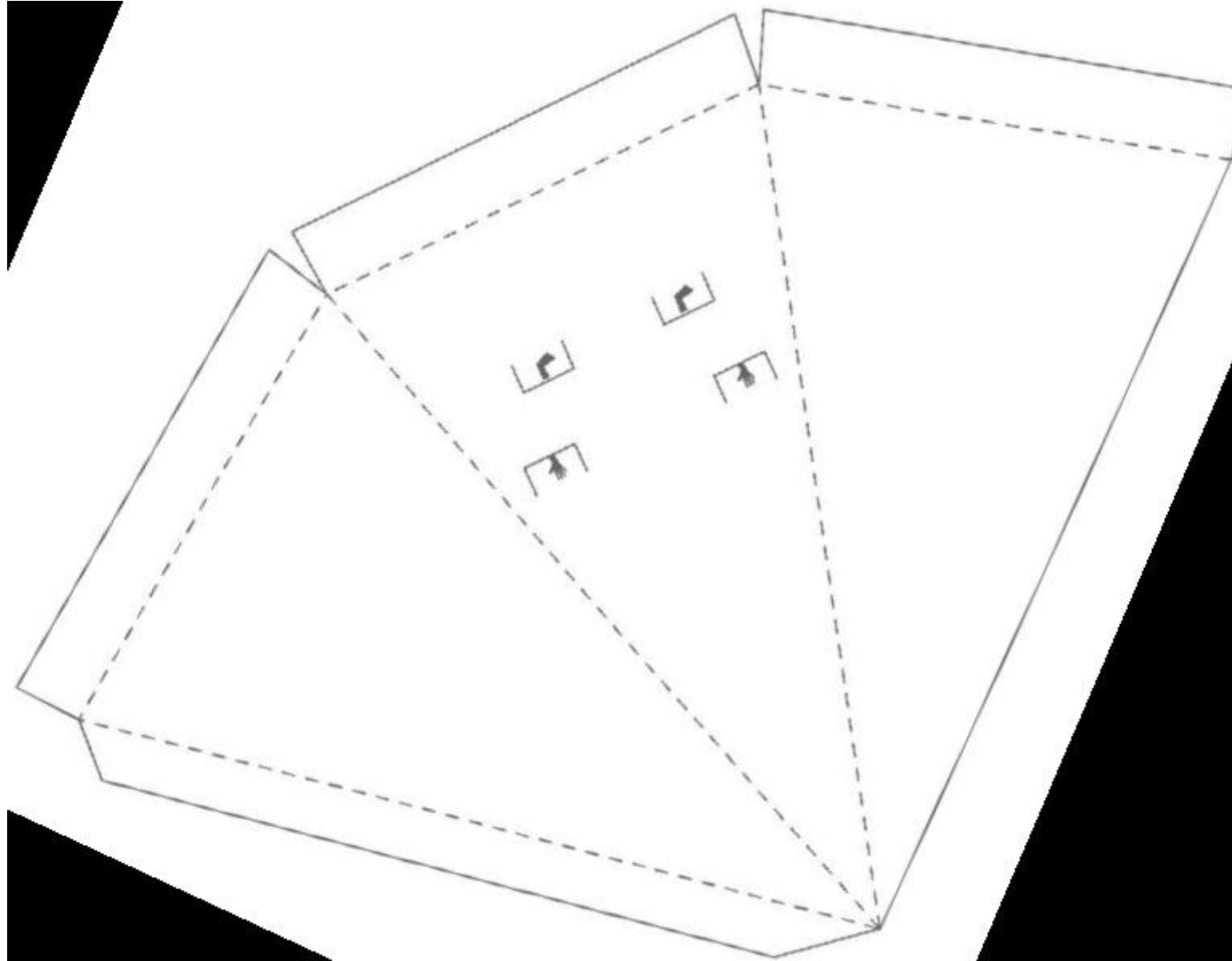
ENTREPRENEURIAETH

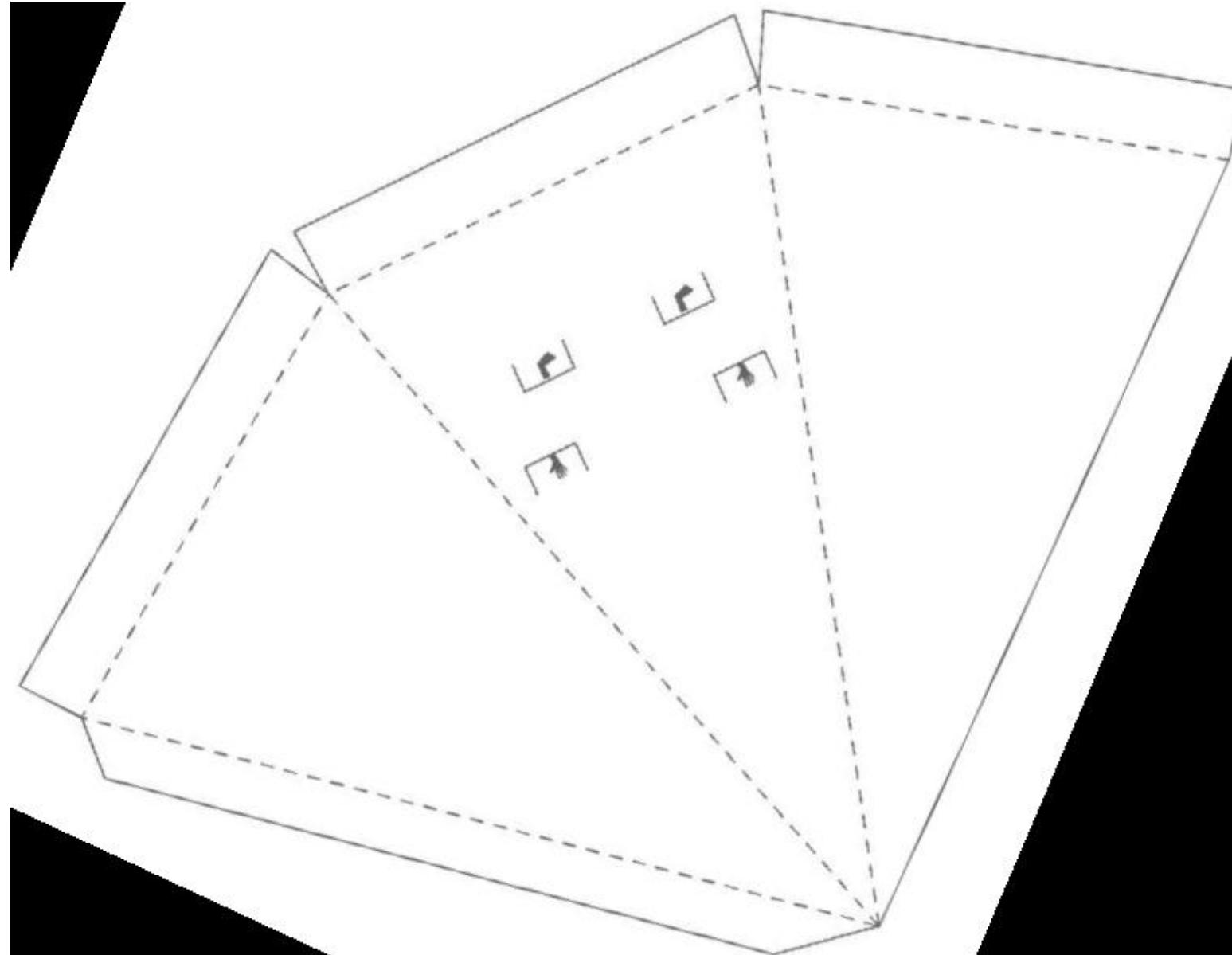
5. Penderfyniad

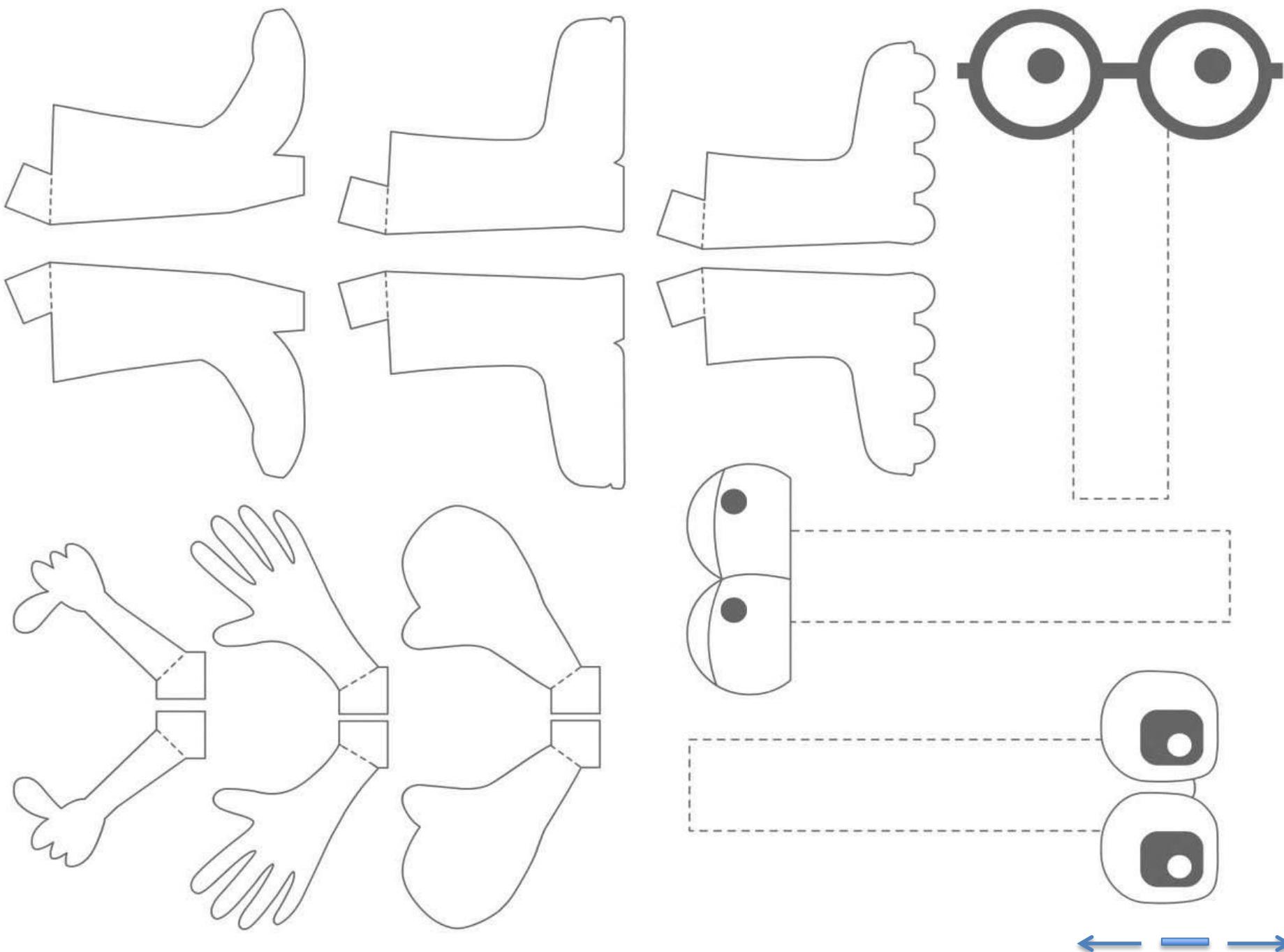
Enw'r Tîm:

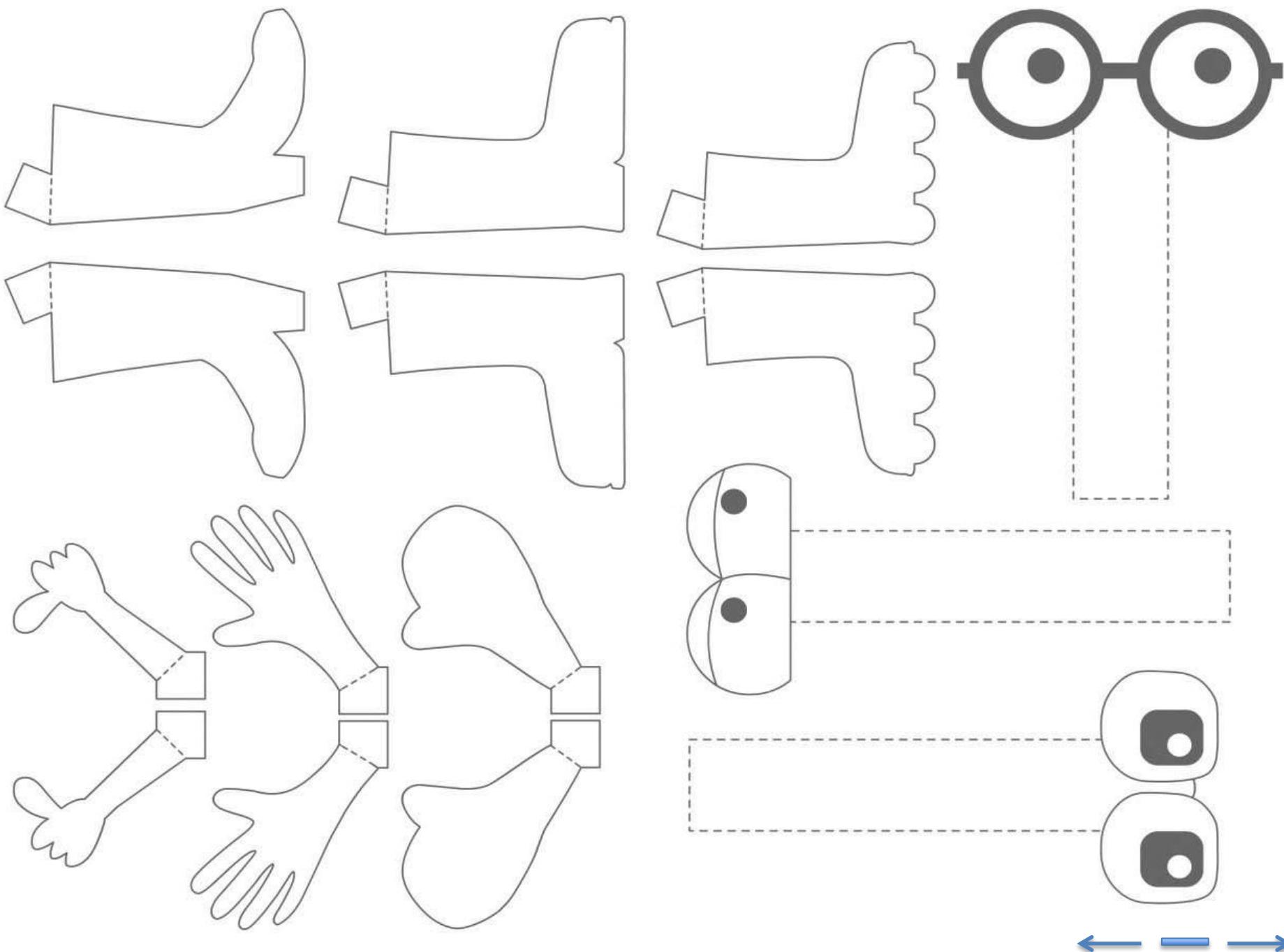
Rhif y Cynnrch	1	2	3	4	5	6	7	8	9	10
Pwyntiau ar gyfer cynnyrch wedi'u cwblhau										
Pwyntiau ar gyfer ansawdd										
Rhif y Cynnrych	11	12	13	14	15	16	17	18	19	20
Pwyntiau ar gyfer cynnyrch wedi'u cwblhau										
Pwyntiau ar gyfer ansawdd										
Rhif y Cynnrych	21	22	23	24	25	26	27	28	29	30
Pwyntiau ar gyfer cynnyrch wedi'u cwblhau										
Pwyntiau ar gyfer ansawdd										

Pwyntiau bonws am enw'r tîm:	
Cyfanswm y pwyntiau a ddyfarnwyd:	









6. Creativity

You don't have to be a mastermind to be creative. For every situation you may encounter, every problem that comes your way, you will naturally generate ideas to solve problems and identify new opportunities.

It is a popular myth that some people are born creative. There is a view that there are creative personalities such as Mozart and then, of course, the rest of us. We all have the potential to be creative. These activities aim to encourage learners' creativity.

Creativity is all about the ability to generate ideas and put them to good use through problem solving and spotting and creating opportunities.

Whilst many people are structured thinkers, logically working through problems in stages, many activities encourage learners to think laterally.

Lateral thinking is fun, it's a way to escape from tried and tested ideas, coming up with the most ridiculous ideas, turning things upside down, opening up possibilities – then thinking them through with a sense of realism and testing to establish whether they can really work.

Whatever you choose to do, thinking creatively is a life skill - whether it is managing the household budget or encouraging your children to learn, it's about generating ideas and innovative solutions to solve both simple and complex problems

6. Creadigrwydd

Nid oes rhaid i chi fod yn feistr meddwl i fod yn greadigol. Ar gyfer pob sefyllfa y gallech ddod ar ei thraws, pob problem a ddaw eich ffordd chi, byddwch yn naturiol yn cynhyrchu syniadau i ddatrys problemau a nodi cyfleoedd newydd.

Mae'n chwedl boblogaidd bod rhai pobl yn cael eu geni'n greadigol. Ceir barn bod personoliaethau creadigol fel Mozart, ac yna, wrth gwrs, y gweddill o honom. Mae gyda ni i gyd y potensial i fod yn greadigol. Mae'r gweithgareddau hyn yn anelu at annog creadigrwydd y dysgwyr.

Mae creadigrwydd yn ymwneud â'r gallu i greu syniadau a'u rhoi at ddefnydd da drwy ddatrys problemau, adnabod a chreu cyfleoedd.

Tra bod llawer o bobl yn feddylwyr strwythuredig, yn gweithio'n rhesymegol drwy broblemau mewn camau, mae llawer o weithgareddau yn annog dysgwyr i feddwl yn ochrol.

Mae meddwl ochrol yn hwyl, mae'n ffordd i ddianc rhag syniadau profedig, meddwl am syniadau mwyaf chwerthinllyd, troi pethau wyneb i waered, agor posibiliadau – yna eu hystyried gydag ymdeimlad o realaeth a phrofi i sefydlu os gallant weithio mewn gwirionedd.

Beth bynnag y byddwch yn dewis ei wneud, mae meddwl yn greadigol yn sgil bywyd, pa un ai a yw'n rheoli cyllideb yr aelwyd neu'n annog eich plant i ddysgu, mae'n ymwneud â chreu syniadau a datrysiadau arloesol i ddatrys problemau syml a chymhleth.

6. Problem Solving

Objective:

To enable learners to use their creative skills to address a problem.

Introduction:

This activity involves learners in solving a problem using limited resources. Using stimulus material, teams will be prompted to design and / or create a model shelter suitable to survive severe weather conditions which may be distributed free to homeless people. Learners will present and evaluate their own solutions and those of others.

Activity:

1. In teams, using the News Report or either of the following links:

<http://www.youtube.com/watch?v=l0KO7w722k0>

<http://www.youtube.com/watch?v=WXbYQf91VAE>

Learners discuss possible solutions to the problem posed. The solution must however be:
portable, inexpensive to produce and durable.

2. Each team agrees a solution and then designs and / or creates their shelter.
3. Each team presents their idea to the rest of the group and should be prepared to answer questions on the feasibility of their design. Learners vote to ascertain the most feasible.
4. Facilitator should now pose an additional challenge:
 - In order for the design to be successful it must have an alternative use, not a one off.
 - e.g. the 3M research laboratories in 1970 tried to find a stronger adhesive but the new adhesive was even weaker than what was already manufactured. Another scientist at 3M began using it to add temporary pages to books; the books were not damaged when the pages were removed. This led to developing today's Post-it® Notes.
5. Learners work in their groups to identify an alternative use.

Plenary:

An exhibition of the solutions, including alternative use, and a vote for the most feasible design.

Entrepreneurship Characteristics:

- Problem Solving
- Lateral Thinking / Ideas Generation
- Presentation

Curriculum Links:

- WBQ
- EES

Provided Resources:

- News Report
- Internet based links

Other Resources:

- ICT facilities
- Construction / art materials

Learning Outcome:

Learners are able to select, apply and develop a solution to a problem and evaluate its success.

6. Datrys Problemau

Nod:

I alluogi dysgwyr i ddefnyddio eu sgiliau creadigol i fynd i'r afael â phroblem.

Cyflwyniad:

Mae'r gweithgaredd hwn yn cynnwys dysgwyr yn datrys problem wrth ddefnyddio adnoddau cyfyngedig. Gan ddefnyddio deunydd ysgogi, bydd timau yn cael eu hysgogi i ddylunio a / neu greu model lloches addas i oroesi tywydd garw i'w dosbarthu am ddim i bobl ddigartref. Bydd dysgwyr yn cyflwyno ac yn gwerthuso eu hatebion eu hunain a rhai pobl eraill.

Gweithgaredd:

1. Mewn timau, gan ddefnyddio'r Adroddiad Newyddion neu'r naill neu'r llall o'r dolenni canlynol:

<http://www.youtube.com/watch?v=lOKO7w722k0>

<http://www.youtube.com/watch?v=WXbYQf91VAE>

Mae dysgwyr yn trafod atebion posibl i'r broblem a osodwyd. Fodd bynnag, mae'n rhaid i'r ateb fod: yn gludadwy, yn rhad i'w gynhyrchu, yn barhaol.

2. Mae pob tîm yn cytuno ar ateb a dyluniadau a/neu'n creu eu lloches.

3. Mae pob tîm yn cyflwyno eu syniad i weddill y grŵp, a dylent fod yn barod i ateb cwestiynau am ddichonolrwydd eu dyluniad. Mae dysgwyr yn pleidleisio i nodi'r un mwyaf llwyddiannus.

4. Nawr dylai'r hwylusydd osod her ychwanegol:

- Er mwyn i'r cynllun fod yn llwyddiannus, rhaid iddo gael defnydd arall, nid bod yn unigryw.
- e.e. ceisiodd y labordai ymchwil 3M yn 1970 ddod o hyd i lud cryfach ond roedd y glud newydd hyd yn oed yn wannach na'r hyn a gynhyrchwyd eisoes. Dechreuodd gwyddonydd arall yn 3M ei ddefnyddio i ychwanegu tudalennau dros dro at lyfrau; nid oedd y llyfrau wedi eu difrodi pan dynnyd y tudalennau. Arweiniodd hyn at ddatblygu'r hyn a adnabyddir heddiw fel Nodiadau Post-it®.

5. Mae dysgwyr yn gweithio yn eu grwpiau i nodi defnydd amgen.

Sesiwn Llawn:

Arddangosfa o'r datrysiau yn cynnwys defnydd amgen a phleidlais ar gyfer y dyluniad mwyaf llwyddiannus.

Nodweddion

Entreprenoriaeth:

- Datrys Problemau
- Meddwl Ochrol / Cynhyrchu Syniadau
- Cyflwyniad

Cysylltiadau Cwricwlwm

- WBQ
- EES

Adnoddau a

Ddarparwyd:

- Adroddiad Newyddion
- Dollenni yn seiliedig ar y Rhyngrwyd

Adnoddau Eraill:

- Cyfleusterau TG
- Deunyddiau adeiladu / celf

Deilliont Dysgu:

Gall dysgwyr ddewis, cymhwysyo a datblygu ateb i'r broblem i broblem a gwerthuso ei lwyddiant.

Devastating storm leaves 9,500 people homeless



Rescue Operation: Local residents are taken to safety.



Last night, one of the worst storms of the decade left a trail of destruction behind it, with wind speeds recorded in excess of 90mph.

Emyr Penlan reports.

The storm, which analysts flooding with sandbags have been monitoring since its devastating hit in Europe last week has caused widespread chaos and distress. Destroying everything in its path, an estimated 45,000 people have been affected by the 3,500 storm. However, it is feared homes seriously damaged, that due to overcrowding and leaving 9,500 people homeless.

Torrential rainfalls have is high. Latest reports and satellite pictures show although the storm is continuing to head up

the coast, it is losing pace and strength, but analysts have picked up another storm on the charts, which is expected to follow in the same path as the first storm, bringing more severe winds and rain over the next few days.

Amidst the chaos and uncertainty of the coming days ahead, the town's residents are staying positive. Aid relief is now beginning to reach those in most urgent need, but it is evident that the effects of the storm will be here for many months to come. Although a massive clean up operation is planned by a local aid group, it could be weeks or even months before it is safe for many of the residents to return to their homes.

The aid group in control of the clean up operation and is asking for volunteers to help create temporary shelter for the affected residents, which must be cheap to produce, portable and durable. If you can help, please attend the meeting in the town hall at 3pm this Saturday.

**Storm ddifrodus yn gadael
9,500 o bobl yn ddigartref**



Ymgrych Achub: Cludo trigolion lleol i fan diogel.

Neithiwr, gadawodd un o stormydd gwaetha'r degawd ddinistr o'i hól, a chofnodwyd gwynt o fwy na 90 milltir yr awr. Adroddiad Emry Penlan.



Mae'r storm, y mae dadan-soddwr wedi bod yn ei monitro ers iddi daro Ewrop yr wythnos diwethaf, wedi achosi difrod a dinistr eang. Gan ddinistrio popeth a safai yn ei ffond, mae'r storm wedi effeithio ar tua 45,000 o bobl, gyda 3,500 o gartrefi yn cael eu difrodi'n ddifrifol, ac ofnir bod 9,500 o bobl yn glân ofnir bod nesol mawr.

ymdredchion i myistro'r llofogyd yn bagiau tywod yn llwyddiannus, oherwydd faint o ddŵr oedd.

Mae ysgolion a neuaddau eglwys yn darparu llochesi dros dro i'r bobl yr effeithiwyd arnynt fwyaf gan y storm. Fodd bynnag, oherwydd y gorlenwi a phrinder adnoddau

Mae'r adroddiadau a'r lluniau i lloeren diweddaraф yn dangos, 12 troedfedd, gan orlifio er bod y storm yn parhau i glannau'r afonydd ac achosi deithio ar hyd yr affordir, ei lifoqydd dirifol. Ni fu bod yn debyg ei bod yn collu heintiad.

cylfynbra a chryfder, ond mae
dadansoddwyr wedi canfod
storm arall ar y siartiau, y
disgwylir iddi ddilys union
lwybr y storm gyntaf, gan
ddod â mwy o wyntoedd cryf
a glaw trwm yn ystod y
dyddiau nesaf.

Ynghanol anhrefn ac
ansicrwyyd y dyddiau sydd i
ddod, mae trigolion y dref yn
parhau i fod yn gadarnhaol.
Mae cymorth yn dechrau
cyrraedd y bobl sydd ei angen
yn ddybryd, ond mae'n
amlwg y bydd olion y storm
i'r gweld yma am fisoeedd i
ddod. Er bod grŵp cymorth
lleol yn trefnu ymgyrch lanhau
drylwyr iawn, gallai gymryd
wythnosau neu hyd yn oed
fisoeedd cyn ei bod yn ddiogel i
lawer o'r trigolion ddychwelyd

i'w cartrefi.
Mae'r grŵp cymorth sy'n rheoli'r ymgrych lanhau yn gofyn i wyrffodolwyr helpu i greu lloches dros dro ar gyfer y trigolion yr effeithiwyd arnynt, a fydd yn gorffod bod yn rhad i'w chynhyrchu, yn gludadwy ac yn wydn. Os gallwch helpu, ewch i'r cyfarfod yn neuadd y dref am 3pm ddydd Sadwrn.

7. Creativity

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It is a popular myth that some people are born creative. There is a view that there are creative personalities such as Mozart and then, of course, the rest of us. We all have the potential to be creative. These activities aim to encourage learners' creativity.

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Whatever you choose to do thinking creatively is a life skill, whether it is managing the household budget or encouraging your children to learn, it's about generating ideas and innovative solutions to solve both simple and complex problems.

7. Creadigrwydd

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Mae'n chwedl boblogaidd bod rhai pobl yn cael eu geni'n greadigol. Ceir barn bod personoliaethau creadigol fel Mozart, ac yna, wrth gwrs, y gweddill o honom. Mae gyda ni i gyd y potensial i fod yn greadigol. Mae'r gweithgareddau hyn yn anelu at annog creadigrwydd y dysgwyr.

Mae creadigrwydd yn ymwneud â'r gallu i greu syniadau a'u rhoi at ddefnydd da drwy ddatrys problemau, adnabod a chreu cyfleoedd.

Tra bod llawer o bobl yn feddylwyr strwythur dig, yn gweithio'n rhesymegol drwy broblemau mewn camau, mae llawer o weithgareddau yn annog dysgwyr i feddwl yn ochrol.

Mae meddwl ochrol yn hwyl, mae'n ffordd i ddianc rhag syniadau profedig, meddwl am syniadau mwyaf chwerthinllyd, troi pethau wyneb i waered, agor posibiliadau – yna eu hystyried gydag ymdeimlad o realaeth a phrofi i sefydlu os gallant weithio mewn gwirionedd.

Beth bynnag y byddwch yn dewis ei wneud, mae meddwl yn greadigol yn sgil bywyd, pa un ai a yw'n rheoli cyllideb yr aelwyd neu'n annog eich plant i ddysgu, mae'n ymwneud â chreu syniadau a datrysiadau arloesol i ddatrys problemau syml a chymhleth.

7. Ideas Generation

Objective:

To enable learners to explore innovative and sustainable solutions to a resource management issue.

Introduction:

In this activity, learners have to respond to a problem solving scenario. They will need to be innovative and work co-operatively to identify a solution which makes alternative and sustainable use of a school, college or other stipulated premises during the summer break. The 'solution' must benefit the community.

Activity:

1. Divide learners into groups. Distribute the School Bulletin Flyer and clarify the criteria for the scenario.
2. Using the Facilitator Help Card, elicit the meaning of sustainability. In their groups, learners discuss what sustainability might mean in the context of this scenario and why the efficient management of resources is important. Learners may research different definitions of sustainability on the internet.
3. Each group decides, designs and develops their own solution.
4. Learners plan and undertake a presentation on their solution.

Plenary:

The class reviews the success of the different solutions to the problem against the criteria (e.g. practicality, innovativeness, profitability) and decides which scheme is likely to be the most sustainable.

Entrepreneurship Characteristics:

- Spotting and Creating Opportunities
- Innovation
- Presentation
- Communication

Curriculum Links

- WBQ
- EES

Provided Resources:

- School Bulletin Flyer
- Facilitator Help Card

Other Resources:

- Pens / paper
- Presentation equipment
- ICT/Internet access

Learning Outcome:

Learners are able to work creatively, collaborating with others to develop and present ideas addressing a specific challenge.

7. Cynhyrchu Syniadau

Nod:

I alluogi dysgwyr i archwilio atebion arloesol a chynaliadwy i fater rheoli adnoddau.

Cyflwyniad:

Yn y gweithgaredd hwn, rhaid i ddysgwyr ymateb i senario datrys problemau. Bydd angen iddynt fod yn arloesol a chydweithio i adnabod datrysiad sy'n gwneud defnydd arall a chynaliadwy o ysgol, coleg neu adeiladau eraill a nodir yn ystod gwyliau'r haf. Mae'n rhaid i'r datrysiad fod er budd y gymuned.

Gweithgaredd:

- Rhannwch y dysgwyr yn grwpiau. Dosbarthwch y Daflen Bwletin Ysgol ac eglurwch y meini prawf ar gyfer y senario.
- Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, amlygwch ystyr cynaladwyedd. Yn eu grwpiau, mae dysgwyr yn trafod beth allai cynaladwyedd ei olygu yng nghyd-destun y senario hwn a pham fod rheoli adnoddau yn effeithlon yn bwysig. Gallai dysgwyr ymchwilio i wahanol ddiffiniadau o gynaladwyedd ar y rhyngrwyd.
- Mae pob grŵp yn penderfynu, dylunio ac yn datblygu eu hateb eu hunain.
- Mae dysgwyr yn cynllunio ac yn cynnal cyflwyniad ar eu datrysiad.

Sesiwn Llawn:

Mae'r dosbarth yn adolygu llwyddiant y gwahanol atebion i'r broblem yn erbyn y meini prawf (e.e. ymarferoldeb, arloesedd, proffidioldeb) ac yn penderfynu pa gynllun sy'n debygol o fod yr un mwyaf cynaliadwy.

Nodweddion

Entreprenoriaeth:

- Adnabod a Chreu Cyfleoedd
- Arloesedd
- Cyflwyniad
- Cyfathrebu

Cysylltiadau Cwricwlwm

- WBQ
- EES

Adnoddau a darparwyd:

- Taflen Bwletin Ysgol
- Cerdyn Cymorth i Hwylusydd

Adnoddau Eraill:

- Pinnau ysgrifennu / papur
- Offer Cyflwyno
- Mynediad at TG/Rhyngrwyd

Deilliant Dysgu:

Gall dysgwyr weithio'n greadigol, cydweithio ag eraill i ddatblygu a chyflwyno syniadau i wynebu her benodol.

7. Ideas Generation

The Importance of Sustainability:

'The Wales we want by 2050 - A Welsh society's commitment to a better quality of life for future generations', sets out the Welsh Government commitment to sustainability.

Our Vision: A sustainable future for Wales

In 2050, we want Wales to be the best place to live, learn, work and do business. We want our businesses, our public services, the third sector and Government to have worked together to achieve the goals that we set in 2015.

For further information, visit: <http://wales.gov.uk/docs/dsjlg/publications/140218-wales-we-want-en.pdf>

Definitions of Sustainability:

Learners need to understand the key issue of sustainability before embarking on the activity. Two possible definitions of sustainability include:

1. Sustainability means development which meets the social, economic and environmental needs of the present without compromising the ability of future generations to meet their own needs.
2. Sustainability means addressing social, economic and environmental needs at the same time when taking decisions and planning for long term benefits. Decisions for the short term should not compromise long term aims.

Understanding Sustainability:

It will be helpful to break down examples into social, economic and environmental and allow learners to think of all the different ways which the government is or could contribute to sustainability. They could carry out their own or group research on social, environmental and economic examples of sustainability by using the document or similar to above. They could then feed back information to the rest of the group.

7. Cynhyrchu Syniadau

Pwysigrwydd Cynaladwyedd:

Mae 'Y Gymru a Garem' erbyn 2050 - Ymrwymiad cymdeithas Cymru i ansawdd bywyd gwell ar gyfer cenedlaethau'r dyfodol' yn nodi ymrwymiad y Llywodraeth i gynaladwyedd.

Ein Gweledigaeth: Dyfodol cynaliadwy i Gymru

Yn 2050, yr ydym am i Gymru fod y lle gorau i fyw, dysgu, gweithio a gwneud busnes ynddo. Rydym am i'n busnesau, ein gwasanaethau cyhoeddus, y trydydd sector a'r Llywodraeth fod wedi gweithio gyda'i gilydd i wireddu'r amcanion y byddwn yn eu gosod yn 2015.

Am wybodaeth bellach, ewch i: <http://wales.gov.uk/docs/dsjlg/publications/140218-wales-we-want-en.pdf>

Diffiniadau o Gynaladwyedd:

Mae angen i ddysgwyr ddeall y mater allweddol o gynaladwyedd cyn dechrau ar y gweithgaredd. Mae dau ddiffiniad posibl o gynaladwyedd yn cynnwys:

1. Mae cynaladwyedd yn golygu datblygiad sy'n diwallu anghenion cymdeithasol, economaidd ac amgylcheddol y presennol heb beryglu gallu cenedlaethau'r dyfodol i ddiwallu eu hanghenion eu hunain.
2. Mae cynaladwyedd yn golygu mynd i'r afael ag anghenion cymdeithasol, economaidd ac amgylcheddol ar yr un pryd wrth wneud penderfyniadau a chynllunio ar gyfer buddion hirdymor.

Deall Cynaladwyedd:

Bydd o gymorth i dorri enghreifftiau i lawr i rai cymdeithasol, economaidd ac amgylcheddol a chaniatáu i ddysgwyr feddwl am yr holl ffyrdd gwahanol y mae'r Llywodraeth yn neu'n gallu cyfrannu at gynaladwyedd. Gallent wneud eu hymchwil eu hunain neu o fewn grŵp ar enghreifftiau cynaladwyedd cymdeithasol, amgylcheddol ac economaidd drwy ddefnyddio'r ddogfen neu'n debyg i'r uchod. Wedi hynny, gallent adrodd y wybodaeth yn ôl i weddill y grŵp.

7. Ideas Generation

Sustainability – Organising the activity:

Learners may select their own educational establishment or alternative scenario in the local community. This should be agreed with the Facilitator before beginning the activity.

Three levels of support are provided in order to facilitate differentiation:

High Support:

Learners should be briefed on who makes up their local community (either hypothetical or real). The social groups identified should be fairly straightforward e.g. senior citizens and children under 16. Learners can be provided with specific examples of how a development would meet a specific community need. E.g.

Large number of children under 16:	<ul style="list-style-type: none">• a 'Camp America' with a new swimming pool,• a language summer school,• a sports school.
Large number of Senior Citizens:	<ul style="list-style-type: none">• a daily social club and cooked lunch,• a religious retreat.

Medium Support:

Learners should be encouraged to think about what social groups make up their local community. Certain social groupings could be less obvious e.g.

- Large church communities,
- Large number of working parents,
- Large number of people interested in fitness,
- Large numbers of homeless.

Little/No Support:

Learners should be left to consider their own interpretation and solutions to meet the needs of the local community.

7. Cynyrchu Syniadau

Cynaladwyedd - Trefnu'r gweithgaredd:

Gall dysgwyr ddewis eu sefydliad addysgol eu hunain neu un arall yn y gymuned leol. Dylai hyn gael ei gytuno gyda'r Hwylusydd cyn dechrau ar y gweithgaredd.

Darperir tair lefel wahanol o gefnogaeth er mwyn hwyluso gwahaniaethu.

Cymorth ar Lefel Uchel:

Dylai dysgwyr gael eu briffio ar bwy yw eu cymuned leol (naill ai'n ddamcaniaethol neu'n real). Dylai'r grwpiau cymdeithasol a nodwyd fod yn eithaf syml, e.e. henoed a phlant o dan 16. Gellir darparu enghreifftiau penodol i ddysgwyr o sut y byddai datblygiad yn diwallu angen cymunedol penodol e.e.:

Nifer fawr o blant o dan 16:

- 'gwersyll America' gyda phwll nofio newydd,
- ysgol haf iaith,
- ysgol chwaraeon.

Nifer fawr o Henoed:

- clwb cymdeithasol dyddiol a chinio wedi'i goginio,
- encilfan crefyddol.

Cefnogaeth ar Lefel Canolig:

Dylid annog dysgwyr i feddwl am ba grwpiau cymdeithasol sydd yn gwneud eu cymuned leol. Gallai grwpiau cymdeithasol penodol fod yn llai amlwg, e.e.

- Cymunedau eglwysig mawr,
- Nifer fawr o bobl â diddordeb mewn ffitrwydd,
- Nifer fawr o rieni sy'n gweithio,
- Niferoedd mawr o rai digartref.

Ychydig/Dim Cefnogaeth:

Dylid gadael dysgwyr i ystyried eu dehongliad a'u hatebion eu hunain i gwrdd ag anghenion y gymuned leol.



Ysgol Sant Dunawd

News Bulletin

learners...

We need your help!

Winter Issue

A recent report has identified that closing the school for 6 weeks during the summer holiday is an inefficient use of a valuable community resource.

Your Head Teacher is inviting you, a valued member of our school and community, to have an input to the debate, by asking you, in groups, to devise a proposal which would address the issue. However, there are certain criteria for the summertime use of the school, which must be met:

- It must meet the need of the local community,
- It must be a profit making venture to ensure viability, although level of profit is not as important as meeting the needs of the local community,
- It must be sustainable and environmentally friendly,
- It must be developed within a budget of £20,000,
- It must be compatible with term time use of the building.
- All presentations should cover:
 - What you plan to do,
 - How it meets the criteria,
 - Who you want to use the resource,
 - Diagrams of which parts and how the school will be used,
 - What it will cost to develop and run, and why,
 - How much you are charging for people to take part (if relevant),
 - How the school will benefit from your investment during term time,
 - Why you think your plan is sustainable,
 - Why yours is the best idea.

Your group should write and submit a proposal. Along with the other groups, you are invited to prepare and present your proposals. The selection of the winning proposal will be judged against the initial criteria and the extent to which the Governing Body can be confident with the evidence you present.





Ysgol Sant Dunawd

Bwletin Newyddion

dysgwyr... Rydym angen eich help!

Mae adroddiad diweddar wedi nodi bod cau'r ysgol am 6 wythnos yn ystod gwyliau'r haf yn ddefnydd aneffeithlon o adnodd cymunedol gwerthfawr.

Mae eich Pennaeth yn eich gwahodd chi, sy'n aelod gwerthfawr o'n hysgol a'r gymuned, i gael mewnbwn i'r ddadl, drwy ofyn i chi, mewn grwpiau, ddyfeisio cynnig byddai'n mynd i'r afael â'r mater. Fodd bynnag, mae mein i prawf penodol ar gyfer y defnydd o'r ysgol yn ystod yr haf, y mae'n rhaid eu bodloni:

- Rhaid iddo fod yn fenter gwneud elw i sicrhau hyfywedd, er nad yw lefel yr elw un mor bwysig â diwallu anghenion y gymuned leol,
- Rhaid iddo fod yn gynaliadwy ac yn gyfeilgar i'r amgylchedd,
- Rhaid iddo ei ddatblygu o fewn cyllideb o £20,000,

- Rhaid iddo fod yn gydnaws gyda defnydd o'r adeilad yn ystod y tymor.

Dylai eich grŵp ysgrifennu a chyflwyno cynnig. Ynghyd â'r grwpiau eraill, fel chwahoddir i baratoi a chyflwyno eich cynigion. Bydd dewis y cynnig buddugol yn cael ei farnu yn erbyn y mein i prawf cychwynnol ac i ba raddau y gall y Corff Llywodraethu fod yn hyderus gyda'r dystiolaeth yr ydych yn ei chyflwyno.

Dylai pob cyflwyniad gwmpasu:

- Yr hyn yr ydych yn bwriadu ei wneud,
- Sut mae'n bodloni'r mein i prawf,
- Pwy rydych chi'n dynuno i ddefnyddio'r adnodd,
- Diagramau o ba rannau a sut y bydd yr ysgol yn cael ei defnyddio,
- Beth fydd y gost datblygu a rhedeg, a pham,
- Faint rydych yn ei godi o ran tâl i bobl gymryd rhan (os yw'n berthnasol),
- Sut y bydd yr ysgol yn elwa o'ch buddsoddiad yn ystod y tymor,
- Pam ydych chi'n meddwl bod eich cynllun yn gynaliadwy,
- Pam mai'ch syniad chi yw'r un gorau.



Rhifyn y Gaeaf

8. Creativity

You don't have to be a mastermind to be creative. For every situation you may encounter, every problem that comes your way, you will naturally generate ideas to solve problems and identify new opportunities.

It is a popular myth that some people are born creative. There is a view that there are creative personalities such as Mozart and then, of course, the rest of us. We all have the potential to be creative. These activities aim to encourage learners' creativity.

Creativity is all about the ability to generate ideas and put them to good use through problem solving, spotting and creating opportunities.

Whilst many people are structured thinkers – logically working through problems in stages – many activities encourage learners to think laterally.

Lateral thinking is fun, it's a way to escape from tried and tested ideas, coming up with the most ridiculous ideas, turning things upside down, opening up possibilities, then thinking them through with a sense of realism and testing to establish if they can really work.

Whatever you choose to do, thinking creatively is a life skill - whether it is managing the household budget or encouraging your children to learn, it's about generating ideas and innovative solutions to solve both simple and complex problems.

8. Creadigrwydd

Nid oes rhaid i chi fod yn feistr meddwl i fod yn greadigol. Ar gyfer pob sefyllfa y gallech ddod ar ei thraws, pob problem a ddaw eich ffordd chi, byddwch yn naturiol yn cynhyrchu syniadau i ddatrys problemau a nodi cyfleoedd newydd.

Mae'n chwedl boblogaidd bod rhai pobl yn cael eu geni'n greadigol. Ceir barn bod personoliaethau creadigol fel Mozart, ac yna, wrth gwrs, y gweddill o honom. Mae gyda ni i gyd y potensial i fod yn greadigol. Mae'r gweithgareddau hyn yn anelu at annog creadigrwydd y dysgwyr.

Mae creadigrwydd yn ymwneud â'r gallu i greu syniadau a'u rhoi at ddefnydd da drwy ddatrys problemau, adnabod a chreu cyfleoedd.

Er bod llawer o bobl yn feddylwyr strwythur dig - yn gweithio'n rhesymegol drwy broblemau mewn camau - mae llawer o weithgareddau yn annog dysgwyr i feddwl yn ochrol.

Mae meddwl ochrol yn hwyl, mae'n ffordd i ddianc rhag syniadau profedig, meddwl am syniadau mwyaf chwerthinllyd, troi pethau wyneb i waered, agor posibiliadau - yna eu hystyried gydag ymdeimlad o realaeth a phrofi i sefydlu os gallant weithio mewn gwirionedd.

Beth bynnag y byddwch yn dewis ei wneud, mae meddwl yn greadigol yn sgil bywyd - pa un ai a yw'n rheoli cyllideb yr aelwyd neu'n annog eich plant i ddysgu, mae'n golygu creu syniadau a datrysiadau arloesol i ddatrys problemau syml a chymhleth.

8. Lateral Thinking

Objective:

To enable learners to address issues by thinking creatively when solving problems.

Introduction:

This activity encourages learners to address an issue relevant to their school, college or community by thinking laterally. Encourage learners to pose the questions: What are the issues? Who is affected (stakeholders)? How many different solutions are there?

Activity:

1. Identify an issue relevant to your school, college or community or a topic in the press . Use photographs / press cuttings as a stimulus for local issues or the Help Card for a School Traffic Chaos issue. Facilitators can personalise this article.
2. Ask learners to identify who is affected (stakeholders) and what are the main problems?
3. Divide learners into groups, each representing a different stakeholder group, to consider how their problem can be solved.
4. Encourage learners to think laterally and creatively.
5. Ideas could be suggested by the facilitator, using the Facilitator Help Card.
6. Groups present their ideas to the class in a creative format e.g. newspaper article, song, rap, poster, poem, debate.

Plenary:

Encourage learners to reflect on how problems can be solved. Learners should assess how realistic their solutions might be. They could consider the question: Can very creative solutions also be practical?

Extension activity:

Learners write a letter to an authority e.g. the Council to explain their thoughts and ideas. Learners prepare a video news item, recording the views of stakeholders.

Entrepreneurship

Characteristics:

- Problem Solving
- Lateral Thinking / Ideas Generation

Curriculum Links:

- WBQ
- EES

Provided Resources:

- Facilitator help card
- Powerpoint

Other Resources:

- Photographs / Press cuttings
- Issues raised - social media, radio and TV programmes
- Phone/ Video / Digital camera

Learning Outcome:

Learners are able to use and develop different strategies to solve problems.

8. Meddwl Ochrol

Nod:

I alluogi dysgwyr i fynd i'r afael â materion drwy feddwl yn greadigol wrth ddatrys problemau.

Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i fynd i'r afael â mater sy'n berthnasol i'w Hysgol, coleg, neu eu Cymuned, drwy feddwl ymhellach. Dylech annog dysgwyr i ofyn y cwestiynau: Beth yw'r materion? Pwy yr effeithir arnynt (Rhanddeiliaid)? Faint o wahanol atebion a geir?

Gweithgaredd:

1. Dynodwch fater sy'n berthnasol i'ch ysgol, coleg neu gymuned neu bwnc yn y wasg. Defnyddiwch luniau / toriadau o'r wasg fel symbiliad i faterion lleol neu'r Cerdyn Cymorth ar gyfer mater Anhrefn Traffig Ysgol. Gall hwyluswyr bersonoli'r erthygl hon.
2. Gofynnwch i'r dysgwyr nodi pwy yr effeithir arnynt (rhanddeiliaid) a beth yw'r prif broblemau?
3. Rhannwch y dysgwyr yn grwpiau, pob un yn cynrychioli grŵp o randdeiliaid gwahanol, i ystyried sut y gall eu problem gael ei datrys.
4. Anogwch ddysgwyr i feddwl yn ochrol ac yn greadigol.
5. Gallai syniadau gael eu hawgrymu gan yr Hwylusydd, gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd.
6. Bydd grwpiau yn cyflwyno eu syniadau i'r dosbarth mewn fformat creadigol e.e. erthygl papur newydd, cân, rap, poster, cerdd, dadl.

Sesiwn Llawn:

Anogwch ddysgwyr i fyfyrion ar sut y gellir datrys problemau. Dylai dysgwyr asesu pa mor realistig yw eu hatebion. Gallant ystyried y cwestiwn: A all atebion creadigol iawn fod yn ymarferol hefyd?

Gweithgaredd ymestyn:

Mae dysgwyr yn ysgrifennu llythyr at awdurdod e.e. y Cyngor i esbonio eu safbwytiau a'u syniadau.

Mae dysgwyr yn paratoi eitem newyddion ar fideo, gan recordio safbwytiau rhanddeiliaid.

Nodweddion

Entreprenoriaeth:

- Datrys Problemau
- Meddwl Ochrol/Creu Syniadau

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a

Ddarparwyd:

- Cerdyn cymorth i hwylusydd
- Powerpoint

Adnoddau Eraill:

- Luniau / Toriadau o'r wasg
- Materion a godwyd- cyfryngau cymdeithasol, radio a rhagleni teledu
- Ffôn / Fideo / Camera Digidol

Deilliant Dysgu:

Mae dysgwyr yn gallu defnyddio a datblygu gwahanol strategaethau i ddatrys problemau.

Wales News

NEWS

School Traffic Causes Chaos

Local residents of the Bryn housing estate in Llan Mento are up in arms over the traffic that clogs up the main road through their estate every weekday morning and afternoon.

The chaos seems to be caused by parents and busses dropping off and collecting learners who attend the local secondary school. Local resident, Rhian Huws commented: 'The noise and fumes from the increasing traffic are unhealthy and anti-social, and the number of cars that queue up around the school gates is clearly an accident waiting to happen.' These views are echoed by other residents, who suggest the local authority and school works together to urgently resolve the issue.



Head Teacher, Sian Morgan agreed that there was a need to look at the problem. She explained 'It is a difficult situation because many parents bring their children to school by car to ensure they arrive safely. The issue with the buses', she continued 'is not an easy one to solve.'

Many learners come from up to ten miles away and it is necessary to transport them by bus or car'. Local residents have threatened to involve the police if something isn't done soon. Mr Williams, who heads up School Travel Strategies and Plans, assures residents of the Bryn that they are working with the school to delivery solutions to this growing problem.

Newyddion Cymru

NEWYDDION

Traffig Ysgol yn Achosi Anhrefn

Mae trigolion lleol ar ystad dai y Bryn yn Llan Mentro yn cwyno am y tagfeydd traffig ar y brif ffodd drwy eu hystâd bob bore a phrynhawn yn ystod yr wythnos.

Ymddengys mai rhieni a bysus sy'n cludo dysgwyr sy'n mynchur ysgol uwchradd leol sy'n achosi'r tagfeydd.

Meddai preswylydd lleol, Rhian Huws 'Mae'r sŵn a'r mygdarth o'r traffig cynyddol yn afiach ac yn wrth-gymdeithasol, a bydd nifer y ceir sy'n ciwio o amgylch clwydi'r ysgol yn achosi damwain ryw ddydd.' Mae trigolion eraill yn cytuno â'r safbwytiau hyn, ac yn awgrymu y dylai'r awdurdod lleol a'r ysgol gydweithio i ddatrys y mater ar frys.



Cytunodd y Pennaeth, Siân Morgan bod angen edrych ar y broblem. Esboniodd: 'Mae'n sefyllfa anodd am fod llawer o rieni yn dod â'u plant i'r ysgol mewn car i wneud yn siwr eu bod yn cyrraedd yn ddiogel. Aeth ymlaen i ddweud 'Nid yw'r mater gyda'r bysus yn un mor hawdd i'w ddatrys.'

Daw llawer o ddysgwyr o hyd at ddeg milltir i ffwrdd ac mae angen eu cludo mewn bws neu gar'.

Mae trigolion lleol wedi bygwth cysylltu â'r heddlu os na chaiff rhywbeth ei wneud yn fuan. Gwnaeth Mr Williams, sy'n bennaeth ar Strategaethau a Chynlluniau Teithio Ysgolion, dawelu meddwl trigolion y Bryn eu bod yn cydweithio â'r ysgol i ddod o hyd i atebion i'r broblem hon sy'n tyfu.

8. Lateral Thinking

Introduction:

Facilitator to divide learners into groups to represent a number of different stakeholder groups. The groups could include:

- Residents
- Teachers / Schools/Colleges
- Parents
- learners

Aim:

To provide an opportunity for learners to suggest creative ways in which a problem might be addressed.

Solutions for School Traffic Chaos Scenario:

- Encourage all learners who live within a two-mile radius to walk or cycle to and from each day.
- Encourage families who live more than 2 miles to find a parking place where learners can be dropped off, allowing them to walk the rest of the way.
- Work out a rota system for parents to share the responsibility of taking learners, taking turns to provide transport for more than their own children will minimise the number of cars.
- Agree a 'Drop off point' for parents where groups of learners meet to walk together.
- Move to a green field site.
- Learners arrive via the school /college bus could be dropped off at the local bus terminus and could walk from there.
- Develop an online system of teaching so that learners don't have to come everyday.
- Stagger the day so that learners in different academic years arrive and leave at different times of the day.

8. Meddwl Ochrol

Cyflwyniad:

Yr hwylusydd i rannu'r dysgwyr yn grwpiau i gynrychioli nifer o wahanol grwpiau o randdeiliaid. Gallai'r grwpiau gynnwys:

- Trigolion
- Athrawon / Ysgolion / Colegau
- Rhieni
- Dysgwyr

Nod:

I ddarparu cyfle i ddysgwyr i awgrymu ffyrdd creadigol y gellid ymdrin â phroblem.

Datrysiau ar gyfer Scenario Traffig Ysgol yn Achosi Anhrefn:

- Annog pob disgylb sy'n byw o fewn radiws o ddwy filltir i'r ysgol i gerdded neu seiclo yn ôl ac ymlaen i'r ysgol bob dydd.
- Annog teuluoedd sy'n byw mwy na 2 filltir o'r ysgol i ddod o hyd i le parcio ble gollwng dysgwyr, gan ganiatáu iddynt gerdded gweddill y ffordd.
- Creu system rota i rieni i rannu'r cyfrifoldeb o fynd â dysgwyr, bydd cymryd eu tro i ddarparu trafnidiaeth i fwy na'u plant eu hunain yn lleihau nifer y ceir sy'n dod i'r ysgol.
- Cytuno ar 'fan gollwng' i rieni ble y bydd grwpiau o ddysgwyr yn cyfarfod i gerdded i'r ysgol gyda'i gilydd.
- Symud i safle tir glas.
- Gallai dysgwyr sy'n cyrraedd ar fws ysgol/coleg gael eu gollwng ger y terminws bws lleol a gallant gerdded o'r fan honno.
- Datblygu system addysgu ar-lein fel na fydd yn rhaid i'r dysgwyr ddod i'r ysgol bob dydd.
- Pennu amseroedd dechrau a gorffen gwahanol ar gyfer y diwrnod ysgol fel bod dysgwyr mewn blynnyddoedd academaidd gwahanol yn cyrraedd ac yn gadael ar adegau gwahanol o'r dydd.

9. Creativity

You don't have to be a mastermind to be creative. For every situation you may encounter, every problem that comes your way, you will naturally generate ideas to solve problems and identify new opportunities.

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Mae creadigrwydd yn ymwneud â'r gallu i greu syniadau a'u rhoi at ddefnydd da drwy ddatrys problemau, adnabod a chreu cyfleoedd.

Er bod llawer o bobl yn feddylwyr strwythuredig, yn gweithio'n rhesymegol drwy broblemau mewn camau, mae llawer o weithgareddau yn annog dysgwyr i feddwl yn ochrol.

Mae meddwl ochrol yn hwyl, mae'n ffordd i ddianc rhag syniadau profedig, meddwl am syniadau mwyaf chwerthinlyd, troi pethau wyneb i waered, agor posibiliadau, meddwl amdanynt gydag ymdeimlad o realaeth a phrofi i sefydlu os gallant weithio mewn gwirionedd.

Beth bynnag y byddwch yn dewis ei wneud, mae meddwl yn greadigol yn sgil bywyd, pa un ai a yw'n rheoli cyllideb yr aelwyd neu'n annog eich plant i ddysgu, mae'n golygu creu syniadau a datrysiadau arloesol i ddatrys problemau syml a chymhleth.

9. Spotting Opportunities

Objective:

To enable learners to think creatively to spot and create opportunities.

Introduction:

This activity encourages learners to explore where and how ideas can be spotted. Learners may draw on their own interests, hobbies or experiences to indulge in blue-skies thinking in order to consider how today's outrageous idea might be tomorrow's common place product. Pose a humorous challenge e.g. Can you think of an idea to make money out of banana skins?

Activity:

1. Using the Help Card as a stimulus, invite learners to suggest products or services they couldn't do without e.g. their mobile phone, games consoles, to generate class discussion.
2. Pose the questions: Where did the idea come from? Was it a brand new product or did it evolve from something else?
3. What features did the earliest and the latest models have? How might that product change in the future? Why might it go on changing?
4. Facilitator encourages learners to identify different types of ideas e.g. a brand new product, improvement of an existing product or providing new or better services. As a cohort, invite learners to suggest radical / fun winning ideas e.g. how to solve the problem of taking the dog for a walk, how to make a designer drink that would sell at £100.
5. In groups, invite learners to identify a new product or service they would like to see developed e.g. a new product for listening to music, an improved product to help a disabled person or a new or improved service in school./college.
6. Learners illustrate their ideas in appropriate ways e.g. drawings, I.T, cartoon, film, press.

Plenary:

Each group to produce their idea for a class display or cohort discussion.

Which idea could be turned into reality most quickly? Cohort could vote on the best idea.

Entrepreneurship Characteristics:

- Spotting and Creating Opportunities
- Innovation

Curriculum Links:

- WBQ
- EES

Provided Resources:

- Help card

Other Resources:

- IT / graphics package or art materials for logo design

Learning Outcome:

Learners are able to use their own experiences to spot an opportunity and develop an idea.

9. Adnabod Cyfleoedd

Nod:

I alluogi dysgwyr i feddwl yn greadigol i adnabod a chreu cyfleoedd.

Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i ymchwilio i lle a sut y gellir dod o hyd i syniadau. Gallai dysgwyr dynnu ar eu diddordebau, hobiau neu brofiadau eu hunain mewn ffyrdd o feddwl cadarnhaol i ystyried sut y gall syniad gwallgof heddiw fod yn gynnyrch cyffredin yn y dyfodol. Dylech osod her ddoniol e.e. Allwch chi feddwl am syniad i wneud arian allan o grwyn bananas?

Gweithgaredd:

1. Gan ddefnyddio'r Cerdyn Cymorth fel symbyliad, gwahoddwch ddysgwyr i awgrymu cynhyrchion neu wasanaethau na fyddent yn gallu gwneud hebddynt, e.e. eu ffôn symudol, consolau gemau, i gychwyn trafodaeth ddosbarth.
2. Gofynnwch y cwestiynau: O ble daeth y syniad? A oedd yn gynnyrch newydd sbon neu a wnaeth ddatblygu o unrhyw beth arall?
3. Pa nodweddion a oedd gan y modelau cynharaf a diweddaraf? Sut gallai'r cynnyrch hwnnw newid yn y dyfodol? Pam y gallai barhau i newid?
4. Bydd yr hwylusydd yn annog y dysgwyr i nodi gwahanol fathau o syniadau e.e. cynnyrch newydd sbon, gwella cynnyrch presennol neu ddarparu gwasanaethau newydd neu well. Fel dosbarth, dylech wahodd dysgwyr i awgrymu syniadau radical, hwyliog e.e. sut i ddatrys y broblem o fynd â'r ci am dro, sut i gynllunio diod arbennig a fyddai'n gwerthu am £100.
5. Mewn grwpiau gwahoddwch ddysgwyr i ddod o hyd i gynnyrch neu wasanaeth newydd yr hoffent ei ddatblygu e.e. cynnyrch newydd i wrando ar gerddoriaeth, cynnyrch wedi ei wella i helpu person anabl neu wasanaeth newydd neu well mewn ysgol/coleg.
6. Bydd dysgwyr yn cyflwyno eu syniadau mewn dulliau priodol e.e. darluniau, T.G, cartŵn, ffilm, y wasg.

Sesiwn Llawn: Pob grŵp i gynhyrchu eu syniad ar gyfer arddangosfa dosbarth neu drafodaeth carfan: Pa syniad y gellir ei wireddu gyflymaf? Gallai'r dosbarth bleidleisio ar y syniad gorau.

Nodweddion

Entreprenoriaeth:

- Adnabod a Chreu Cyfleoedd
- Arloesedd

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a

Ddarparwyd:

- Cerdyn Cymorth

Adnoddau Eraill:

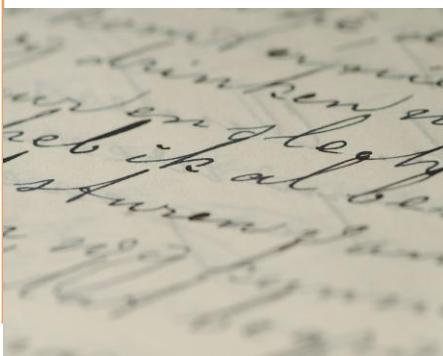
- Pecyn TG / graffeg neu ddeunyddiau calf ar gyfer dylunio logo

Deilliant Dysgu:

Mae dysgwyr yn gallu defnyddio eu profiadau eu hunain i adnabod cyfle ac i ddatblygu syniad.

9. Spotting Opportunities

Before the telephone



- Bell changed how people communicated
- No one believed he could do it
- Despite a lack of support, he was determined to make it work
- Bell launched the first telephone in 1876

- Manufacturers considered how to sell more phones
- First mobile phone developed in Japan, 1979
- Large, heavy and very expensive so sales remained low

- Developments in tech reduced cost and size
- Manufacturers realised there were new markets to explore inc accessories
- Network capabilities increased
- Not just a phone – photos, internet, gaming, music downloads, texting, video calls

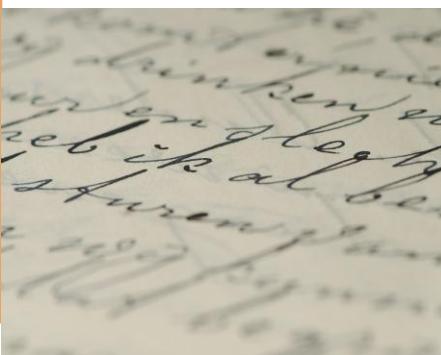
- The opportunity was spotted to develop Bell's idea
- Phones were installed in cars but were huge and expensive
- Despite initial problems, demand increased
- New, lighter phones were introduced in the 70's

What's next?



9. Adnabod Cyfleoedd

Cyn y ffôn



- Newidiodd Bell y ffordd yr oedd pobl yn cyfathrebu
- Nid oedd unrhyw un yn credu y gallai lwyddo
- Er gwaethaf y diffyg cefnogaeth, roedd yn benderfynol o lwyddo
- Lansiodd Bell y ffôn cyntaf yn 1876

- Ystyriodd gweithgynhyrchwyr sut y gallent werthu mwy o ffonau
- Datblygwyd y ffôn symudol cyntaf yn Siapan, 1979
- Roeddent yn fawr, yn drwm ac yn ddrud iawn felly ni werthwyd llawer ohonynt

- Lleiaodd datblygiad mewn technoleg y gost a'r maint
- Sylweddolodd gweithgynhyrchwyr fod yna farchnadoedd newydd i ymchwilio iddynt gan gynnwys ategolion
- Cynyddodd gallu'r rhwydweithiau
- Nid dim ond ffôn – lluniau, y we, chwarae gemau, llawrlwytho cerddoriaeth, anfon negeseuon testun, galwadau fideo

- Bachwyd ar y cyfle i ddatblygu syniad Bell
- Gosodwyd ffôn mewn ceir ond roeddent yn anferth ac yn ddrud
- Er gwaethaf y problemau cychwynnol, cynyddodd y galw
- Cyflwynwyd ffonau newydd, ysgafnach yn y 1970au

Beth nesaf?



10. Relationships

There are very few jobs around these days in which you don't need to get on with people

The individuals most likely to succeed are the ones best able to manage the many relationships they experience, whether with colleagues, customers or friends.

Interacting well with people is a major asset requiring a whole range of skills that can be developed by your learners. It's not dependent on natural instincts or an outgoing nature.

The success of establishing good relationships is all about understanding yourself and how you relate to others. It's also about reaching a satisfactory conclusion for everybody through collaboration and compromise.

Relationships with other people are often very instinctive but there are practical steps you can take to ensure you develop effective relationships. These activities encourage learners to use their interpersonal skills, effectively sharing information with others by using their listening, negotiating and persuasion skills.

It's about providing opportunities and activities for your learners to deal with difficult situations and communicating their creative ideas to others.

Learning to build better relationships with everyone you will deal with is a vital investment in your personal success.

10. Perthynas

Ychydig iawn o swyddi sydd o gwmpas y dyddiau hyn lle nad oes angen i chi ddod ymlaen gyda phobl

Yr unigolion sy'n fwyaf tebygol o lwyddo yw'r rhai sy'n gallu rheoli'r amryw berthnasoedd y byddant yn eu profi, boed gyda chydweithwyr, cwsmeriaid neu ffrindiau.

Mae rhngweithio'n dda gyda phobl yn ased pwysig sy'n gofyn am ystod eang o sgiliau y gellir eu datblygu gan eich dysgwyr. Nid yw'n dibynnu ar reddf naturiol neu natur allblyg.

Mae llwyddiant sefydlu perthynas dda yn ymwneud â deall eich hun a sut rydych yn uniaethu ag eraill. Mae hefyd yn ymwneud â dod i gasgliad boddhaol ar gyfer pawb trwy gydweithio a chyfaddawdu.

Mae perthynas â phobl eraill yn aml yn reddfol iawn, ond mae yna gamau ymarferol y gallwch eu cymryd i sicrhau eich bod yn datblygu perthynas effeithiol. Mae'r gweithgareddau hyn yn annog dysgwyr i ddefnyddio eu sgiliau rhymbersonol, gan rannu gwybodaeth yn effeithiol ag eraill drwy ddefnyddio eu sgiliau gwrando, trafod a pherswâd.

Mae'n ymwneud â darparu cyfleoedd a gweithgareddau ar gyfer eich dysgwyr i ymdrin â sefyllfaedd anodd a chyfleu eu syniadau creadigol i eraill.

Mae dysgu adeiladu perthynas gwell gyda phawb y byddwch yn delio â nhw yn fuddsoddiad hanfodol yn eich llwyddiant personol.

10. Working with others

Objective:

To enable learners to work together as a team to complete a research task.

Introduction:

Learners will work together to research a topic related to their local area e.g. the provision of leisure activities for young people, facilities for parents and toddlers or the elderly.

Activity:

1. Facilitator outlines the task and emphasises the importance of allocating roles and responsibilities and sharing work, to successfully complete the work required to meet a deadline.
2. In groups, learners identify what is required; allocate roles to complete their agreed tasks. Learners should identify and use a range of enquiry techniques e.g. questionnaire, interviews, internet, local information.
3. Learners deliver a group presentation of their findings in which all members should take part.

Plenary:

The groups should reflect on how individual members helped to complete the task successfully.

Extension Activity:

Learners could write to the local council, highlighting their findings and make suggestions for improvement.

Entrepreneurship Characteristics:

- Working with others
- Communication
- Research

Curriculum Links:

- WBQ
- EES

Provided Resources:

Other Resources:

- Local Information
- IT

Learning Outcome:

Learners are able to work together to utilise individual abilities and skills in researching a topic.

10. Gweithio gydag eraill

Nod:

I alluogi dysgwyr i gydweithio fel rhan o dîm i gwblhau tasg ymchwil.

Cyflwyniad:

Bydd dysgwyr yn cydweithio i ymchwilio i bwnc sy'n gysylltiedig â'u hardal leol e.e. y ddarpariaeth o weithgareddau hamdden i bobl ifanc, cyfleusterau i rieni a phlant bach neu'r henoed.

Gweithgaredd:

1. Bydd yr athro yn amlinellu'r dasg ac yn pwysleisio pwysigrwydd dyrannu rolau a chyfrifoldebau a rhannu'r gwaith, er mwyn cwblhau'r gwaith gofynnol yn llwyddiannus, i gwrdd â therfyn amser.
2. Mewn grwpiau, bydd dysgwyr yn nodi'r hyn sy'n ofynnol; yn dyrannu rolau i gwblhau'r tasgau y cytunwyd arnynt. Dylai dysgwyr nodi a defnyddio amrywiaeth o ddulliau ymholi e.e. holiadur, cyfweliadau, y rhyngrwyd, gwybodaeth leol.
3. Bydd dysgwyr yn cyflwyno cyflwyniad grŵp o'u canfyddiadau yn yr hyn y dylai pob aelod gymryd rhan yn ynddo.

Sesiwn Llawn:

Dylai'r grwpiau fyfrio ar sut y gwnaeth aelodau unigol helpu i gwblhau'r dasg yn llwyddiannus.

Gweithgaredd Estynedig:

Gallai dysgwyr ysgrifennu at y cyngor lleol, gan amlygu eu canfyddiadau a gwneud awgrymiadau ar gyfer gwelliannau.

Nodweddion

Entreprenoriaeth:

- Gweithio gydag Eraill
- Cyfathrebu
- Ymchwil

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a Ddarparwyd:

Adnoddau Eraill:

- Gwybodaeth leol
- TG

Deilliant Dysgu:

Mae dysgwyr yn gallu cydweithio i ddefnyddio galluoedd unigol a sgiliau i ymchwilio i bwnc.

11. Relationships

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11. Perthynas

Ychydig iawn o swyddi sydd o gwmpas y dyddiau hyn lle nad oes angen i chi ddod ymlaen gyda phobl

Yr unigolion sy'n fwyaf tebygol o lwyddo yw'r rhai sy'n gallu rheoli'r nifer o berthnasoedd y byddant yn eu profi, boed gyda chydweithwyr, cwsmeriaid neu ffrindiau.

Mae rhngweithio'n dda gyda phobl yn ased pwysig sy'n gofyn am ystod eang o sgiliau y gellir eu datblygu gan eich dysgwyr. Nid yw'n dibynnu ar reddf naturiol neu natur allblyg.

Mae llwyddiant sefydlu perthynas dda yn ymwneud â deall eich hunan a sut rydych yn uniaethu ag eraill. Mae hefyd yn ymwneud â dod i gasgliad boddhaol ar gyfer pawb trwy gydweithio a chyfaddawdu.

Mae perthynas â phobl eraill yn aml yn reddfol iawn, ond mae yna gamau ymarferol y gallwch eu cymryd i sicrhau eich bod yn datblygu perthynas effeithiol. Mae'r gweithgareddau hyn yn annog dysgwyr i ddefnyddio eu sgiliau rhngbersonol, gan rannu gwybodaeth yn effeithiol ag eraill drwy ddefnyddio eu sgiliau gwrando, trafod a pherswâd.

Mae'n ymwneud â darparu cyfleoedd a gweithgareddau ar gyfer eich dysgwyr i ymdrin â sefyllfaedd anodd a chyfleu eu syniadau creadigol i eraill.

Mae dysgu adeiladu perthynas gwell gyda phawb y byddwch yn delio â nhw yn fuddsoddiad hanfodol yn eich llwyddiant personol.

11. Managing Difficult Situations

Objective:

To enable learners to develop strategies to manage difficult situations.

Introduction:

This activity encourages learners to look at difficult situations and understand how they can formulate strategies for managing them. Ask learners to consider: How can I avoid a difficult situation? How can I make a situation better? Who can I turn to for help?

Activity:

1. Learners consider some of their collective feelings and experiences of their first day at; a new school, college, work.
2. Learners identify a number of things that went wrong and devise ways to manage those situations more effectively e.g. What they could say, How they say it and What they could do.
3. In groups, learners devise a short drama in two parts to show:
1) an original situation 2) how it was improved
Alternatively, learners develop a story board relevant to their experiences .
4. Learners could perform their drama to year 6/11 learners as part of a transition programme.

Plenary:

Learners consider what they have learnt and how it might help them in other situations that they find difficult.

Entrepreneurship Characteristics:

- Managing Difficult Situations
- Communication
- Presentation

Curriculum Links:

- WBQ
- EES

Provided Resources:

Other Resources:

- Flip chart / whiteboard

Learning Outcome:

Learners are able to develop ideas and strategies to manage difficult situations and then communicate them effectively.

11. Rheoli Sefyllfaoedd Anodd

Nod:

I alluogi dysgwyr i ddatblygu strategaethau i reoli sefyllfaoedd anodd.

Cyflwyniad:

Mae'r gweithgaredd hwn yn annog dysgwyr i edrych ar sefyllfaoedd anodd a deall sut y gellir llunio strategaethau i'w rheoli. Gofynnwch i ddysgwyr ystyried: Sut y gallaf osgoi sefyllfa anodd? Sut y gallaf wella sefyllfa? At bwy y gallaf droi i gael help?

Gweithgaredd:

1. Mae dysgwyr yn ystyried rhai o'u teimladau a'u profiadau cyfunol o'u diwrnod cyntaf mewn; ysgol, coleg, gwaith newydd.
2. Mae dysgwyr yn nodi nifer o bethau a aeth o'i le ac yn dyfeisio ffyrdd o reoli'r sefyllfaoedd hynny yn fwy effeithiol e.e. Beth y gallant ei ddweud, Sut maent yn dweud hynny a Beth y gallant ei wneud.
3. Mewn grwpiau, bydd dysgwyr yn dyfeisio drama fer mewn dwy ran i ddangos:
 - 1) sefyllfa wreiddiol
 - 2) sut y cafodd ei gwella

Fel dewis arall, bydd dysgwyr yn datblygu bwrdd stori sy'n berthnasol i'w profiadau.

4. Gallai disgyblion berfformio eu drama i ddisgyblion blwyddyn 6/11 fel rhan o raglen bontio.

Sesiwn Llawn:

Mae dysgwyr yn ystyried yr hyn maent wedi'i ddysgu a sut y gallai eu helpu mewn sefyllfaoedd eraill ymaent yn eu cael yn anodd.

Nodweddion

Entreprenoriaeth:

- Rheoli Sefyllfaoedd Anodd
- Cyfathrebu
- Cyflwyniad

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a

Ddarparwyd:

Adnoddau Eraill:

- Siart troi / bwrdd gwyn

Deilliant Dysgu:

Mae dysgwyr yn gallu datblygu syniadau a strategaethau i reoli sefyllfaoedd anodd ac yna eu cyfathrebu'n effeithiol.

12. Relationships

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Ychydig iawn o swyddi sydd o gwmpas y dyddiau hyn lle nad oes angen i chi ddod ymlaen gyda phobl

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Mae'n ymwneud â darparu cyfleoedd a gweithgareddau ar gyfer eich dysgwyr i ymdrin â sefyllfaedd anodd a chyfleu eu syniadau creadigol i eraill.

Mae dysgu adeiladu perthynas gwell gyda phawb y byddwch yn delio â nhw yn fuddsoddiad hanfodol yn eich llwyddiant personol.

12. Negotiation, persuasion and influence

Objective:

To enable learners to consider how to manage difficult situations and evaluate persuasion and negotiation skills.

Introduction:

This session aims to develop learners' negotiation skills using a financial crisis scenario set in a football club. Learners will need to recognise in problem solving, there are stakeholders with different interests and points of view. Successful outcomes may require negotiation skills.

Activity:

1. Introduce the terms bargaining and negotiation using the PowerPoint slides and handouts.
2. Next, use the Newspaper Article to introduce the scenario.
3. Allocate learners into groups representing different stakeholders and using the Scenario Cards, learners familiarise themselves with their roles.
4. Explain how to apply a sequence of negotiation to address the scenario ie, by following the Understanding Negotiation Guide:
 - Stage 1: Preparation; learners should research and prepare a proposal for the clubs future.
 - Stage 2: Presentation; learners should present an evidenced and well argued proposal. Groups to consider all proposals. Use Secret Point Cards to develop scenario further.
 - Stage 3: Bargaining; learners to re-evaluate the information available then in their groups use bargaining skills to persuade the other groups to agree with their proposals.
 - Stage 4: Closing Phase; the class reach a solution, for example by voting.

Plenary: Learners evaluate the groups' negotiation skills and reflect on why the different groups were successful or unsuccessful, identify what might have / should have been done differently. The whole cohort to consider which skill in negotiation they consider to be the most important.

Extension Activity: Learners to construct and present a TV, radio, newspaper news script, or video report from the stakeholder viewpoint including the process and outcome of the negotiations.

Entrepreneurship Characteristics:

- Managing Difficult Situations
- Negotiation and Persuasion Influence
- Decision Making

Curriculum Links

- WBQ
- EES

Provided Resources:

- PowerPoint
- Newspaper Article
- Scenario Cards
- Secret Point Cards
- Handout on Negotiation and Bargaining

Other Resources:

- Flip chart / whiteboard

Learning Outcome:

Learners will be able to select, use and evaluate negotiation skills required to manage difficult situations.

12. Negodi, perswadio a dylanwadu

Nod:

I annog dysgwyr i ystyried sut i reoli sefyllfaoedd anodd a gwerthuso sgiliau perswadio a negodi.

Cyflwyniad:

Mae'r sesiwn hon yn anelu at ddatblygu sgiliau negodi dysgwyr gan ddefnyddio senario argyfwng ariannol a osodwyd mewn clwb pêl-droed. Bydd angen i ddysgwyr adnabod wrth ddatrys problemau, bod yna randdeiliaid gyda gwahanol ddiddordebau a safbwytiau. Gall canlyniadau llwyddiannus ofyn am sgiliau negodi.

Gweithgaredd

1. Cyflwynwch y termau bargeinio a negodi gan ddefnyddio'r sleidiau PowerPoint a thaflenni.
2. Nesaf, defnyddiwch yr Erthygl Papur Newydd i gyflwyno'r senario.
3. Dosbarthwch y dysgwyr yn grwpiau sy'n cynrychioli gwahanol randdeiliaid ac wrth ddefnyddio'r Cardiau Senario, mae dysgwyr yn ymgynfarwyddo â'u rolau.
4. Esboniwrch sut i gymhwysyo cyfres o drafodaethau i fynd i'r afael â'r sefyllfa, h.y., trwy ddilyn y Canllaw Deall Sut i Negodi:
 - Cam 1: Paratoi; dylai dysgwyr ymchwilio a pharatoi cynnig ar gyfer dyfodol y clybiau.
 - Cam 2: Cyflwyniad; dylai dysgwyr gyflwyno cynnig sy'n cynnwys tystiolaeth ac wedi ei ddadlau'n dda. Grwpiau i ystyried yr holl gynigion. Defnyddiwch Gardiau Pwyntio Cudd i ddatblygu senario ymhellach.
 - Cam 3: Bargeinio; dysgwyr i ail-werthuso'r wybodaeth sydd ar gael, yna yn eu grwpiau defnyddio sgiliau bargeinio i ddwyn perswâd ar y grwpiau eraill i gytuno gyda'u cynigion.
 - Cam 4: Cam Terfynol; mae'r dosbarth yn dod o hyd i ateb, er enghraifft, trwy bleidleisio.

Sesiwn Llawn:

Mae dysgwyr yn gwerthuso sgiliau negodi y grwpiau ac yn myfyrio ynghylch pam y mae'r gwahanol grwpiau yn llwyddiannus neu'n afluwyddiannus, canfod beth allai/ddylai fod wedi ei wneud yn wahanol. Y garfan gyfan i ystyried pa sgil negodi yn eu barn nhw sydd fwyaf pwysig.

Gweithgarwch Ymestyn:

Y dysgwyr i lunio a chyflwyno sgrift newyddion teledu, radio, papur newydd, neu adroddiad fideo o safbwyt rhanddeiliaid, gan gynnwys y broses a chanlyniad y negodi.

Nodweddion Entreprenoriaeth:

- Rheoli Sefyllfaoedd Anodd
- Negodi a Pherswadio Dylanwadu
- Gwneud Penderfyniad

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a Ddarparwyd:

PowerPoint
Erthygl Papur Newydd
Cardiau Senario
Cardiau Pwyntio Cudd
Taflen ar Berswâd a
Bargeinio

Adnoddau Eraill:

Siart troi / bwrdd gwyn

Deilliant Dysgu:

Bydd dysgwyr wedi dewis, defnyddio a gwerthuso'r sgiliau negodi angenrheidiol wrth reoli sefyllfaoedd anodd.

12. Negotiation, persuasion and influence

Understanding negotiation and bargaining

Stage 1 – Preparation

Preparation involves information gathering – read all the information you can get, and read it thoroughly! Some of the information may appear not to be relevant but read it anyway; it may become relevant at a later stage in the process.

Stage 2 – Presentation

The opening phase of negotiation involves both sides presenting their starting positions to one another. This can be where an argument can be won or lost. First impressions are important, so make sure your arguments are clear and relevant.

Stage 3 – Bargaining

In the bargaining phase, you are trying to close the gap between the two starting positions and to persuade the other side that your case is so strong that they must accept less than they wanted at the start. In order to do this, you have to use clearly thought out, planned and logical arguments and not allow the other side to exploit any weaknesses in your case.

Stage 4 – Closing Phase

The closing phase of negotiation represents the opportunity to benefit from all of the work done in the earlier phases. The research that you did in the preparation phase, combined with all of the information that you've gained from listening carefully, should help you in the closing phase. The closing phase is deciding on a solution.

12. Negodi, perswadio, dylanwad

Deall negodi a bargeinio

Cam 1 – Paratoi

Mae paratoi yn golygu casglu gwybodaeth – darllenwch yr holl wybodaeth y gallwr ei chasglu, a'i darllen yn drylwyr! Efallai na fydd rhwmpaint o'r wybodaeth yn ymddangos yn berthnasol, ond dylech ei darllen beth bynnag; efallai y bydd yn berthnasol ar gam diweddarach yn y broses.

Cam 2 – Cyflwyno

Mae cam agoriadol negodi yn golygu y bydd y ddwy ochr yn cyflwyno'u safleoedd cychwynnol. Dyma lle y gellir ennill neu golli dadl. Mae'r argraff gyntaf yn bwysig, felly sicrhewch fod eich dadleuon yn glir ac yn berthnasol.

Cam 3 – Bargeinio

Yn y cam bargeinio, rydych yn ceisio cau'r bwlch rhwng y ddau safle cychwynnol ac yn ceisio perswadio'r ochr arall bod eich achos mor gryf fel bod yn rhaid iddi dderbyn llai na'r hyn yr oeddent am ei gael yn y lle cyntaf. Er mwyn gwneud hyn, mae'n rhaid i chi gael dadl glir, resymegol, wedi'i chynllunio'n ofalus ac ni ddylech adael i'r ochr arall ymelwa ar unrhyw wendidau yn eich dadl.

Cam 4 – Cam Cloi

Mae cam olaf y broses negodi yn cynnwys y cyfre i elwa ar yr holl waith a wnaed yn y camau cynharach. Dylai'r ymchwil a wnaethoch yn y cam paratoi, ynghyd â'r holl wybodaeth a gawsoch drwy wrando'n ofalus, eich helpu yn y cam cloi. Yn ystod y cam cloi, deur o hyd i ateb.

12. Negodi, perswadio, dylanwad

Deall negodi a bargeinio

Cam 1 – Paratoi

Mae paratoi yn golygu casglu gwybodaeth – darllenwch yr holl wybodaeth y gallwr ei chasglu, a'i darllen yn drylwyr! Efallai na fydd rhwmpaint o'r wybodaeth yn ymddangos yn berthnasol, ond dylech ei darllen beth bynnag; efallai y bydd yn berthnasol ar gam diweddarach yn y broses.

Cam 2 - Cyflwyniad

Mae cyfnod agoriadol negodi yn golygu y bydd y ddwy ochr yn cyflwyno'u safleoedd cychwynnol. Dyma lle y gellir ennill neu golli dadl. Mae'r argraff gyntaf yn bwysig, felly sicrhewch fod eich dadleuon yn glir ac yn berthnasol.

Cam 3 – Bargeinio

Yn y cam bargeinio, rydych yn ceisio cau'r bwlc'h rhwng y ddau safle cychwynnol ac yn ceisio perswadio'r ochr arall bod eich achos mor grif fel bod yn rhaid iddi dderbyn llai na'r hyn yr oeddent am ei gael yn y lle cyntaf. Er mwyn gwneud hyn, mae'n rhaid i chi gael dadl glir, resymegol, wedi'i chynllunio'n ofalus ac ni ddylech adael i'r ochr arall ymelwa ar unrhyw wendidau yn eich dadl.

Cam 4 – Cam Cloi

Mae cam olaf y broses negodi yn cynnwys y cyfle i elwa ar yr holl waith a wnaed yn y camau cynharach. Dylai'r ymchwil a wnaethoch yn y cam paratoi, ynghyd â'r holl wybodaeth a gawsoch drwy wrando'n ofalus, eich helpu yn y cam cloi. Yn ystod y cam cloi, deur o hyd i ateb.

12. Negotiation, persuasion and influence

Understanding negotiation and bargaining

The key ideas in bargaining are:

Bargaining is used to deal with opposing points of view.

Opposing points of view will have minimum and maximum positions e.g. In a rate of pay bargaining process employers will have a maximum they are willing to pay and workers will have a minimum they will work for.

An agreement on a rate anywhere between the extreme positions means both sides are better off than they would be by not agreeing.

Both sides therefore have a common interest in striking a deal. i.e. it is worthwhile agreeing otherwise everyone loses.

Differences will be on identifying and agreeing an exact position between the extreme positions.

Agreement will depend on who has the strongest bargaining power and/or who uses their bargaining power to the greatest advantage e.g.

- What can each side offer as a 'bargaining' incentive? (I'd do this ,if you do that!)
- Who has most to lose by the discussions breaking down?
- How much time does each side have to bargain?

The agreement is seen as successful by both sides. A 'win win' situation has been reached.

12. Negodi, perswadio, dylanwadu

Deall negodi a bargeinio

Y syniadau allweddol wrth fargeinio yw:

Caiff bargeinio ei ddefnyddio i ddelio â phwyntiau barn gwrthwynebwyr.

Bydd gan bwytiau barn gwrthwynebwyr safleoedd isafswm ac uchafswm e.e.

Mewn proses bargeinio cyfradd cyflog bydd gan gyflogwyr uwchafswm y maent yn barod i'w dalu a bydd gan weithwyr isafswm y byddant yn fodlon gweithio amdano.

Bydd y gwahaniaethau ar nodi a chytuno ar yr union leoliad rhwng y safleoedd eithafol.

Mae cytundeb ar gyfradd unrhyw le rhwng y safleoedd eithafol yn well i'r ddwy ochr nag y byddai pe na baent yn cytuno.

Mae gan y ddwy ochr, felly, ddiddordeb cyffredin mewn taro bargin. H.y. mae'n werth cytuno neu fel arall mae pawb yn colli.

Bydd cytundeb yn dibynnu ar pwysydd â'r grym bargeinio cryfaf a / neu sy'n defnyddio eu grym bargeinio i'r fantais fwyaf, ee

- Beth all pob ochr ei gynnig fel ysgogiad 'bargeinio'? (Byddwn i'n gwneud hyn, os byddi di'n gwneud hynny!)
- Pwy sydd â'r mwyaf i'w golli wrth i'r negodi chwalu?
- Faint o amser sydd gan bob ochr i fargeinio?

Mae'r cytundeb yn cael ei ystyried yn llwyddiannus gan y ddwy ochr. Mae sefyllfa lle mae pawb ar eu hennill wedi'i chyrraedd.

12. Negotiation, persuasion and influence

Understanding negotiation and bargaining

SCENARIO CARD A

You are on the Board of Directors

The Board of Directors is divided between die-hard fans and the major shareholder. The major shareholder also owns a property development company who will build houses on the existing Dynamo grounds, which should prove a highly profitable venture for her, and not the club. Additionally it will still be a costly venture to not only buy but locate a suitable ground in England. The die hard fans are determined that the club is not sold off or moved 50 miles across the border to England because Dynamo will lose its Welsh identity and will make travelling to games very expensive.

Your next steps:

Discuss within your group the merits of the major shareholder's offer to sell up, re-develop the site and re-locate the club. Consider the loyalty of the club's fans and their desire to keep the club and make it a success where it is.

12. Negodi, perswadio, dylanwadu

Deall negodi a bargeinio

SENARIO CERDYN A

Rydych ar Fwrdd y Cyfarwyddwyr

Mae Bwrdd y Cyfarwyddwyr wedi ei rannu rhwng cefnogwyr rhonc a'r prif gyfranddaliwr. Mae'r prif gyfranddaliwr hefyd yn berchen ar gwmni datblygu eiddo a fydd yn adeiladu tai ar safle presennol Dynamo, a ddylai fod yn fenter broffidiol iawn iddi hi, ac nid i'r clwb. Yn ogystal, bydd yn dal i fod yn fenter gostus, nid yn unig i brynu, ond i ddod o hyd i dir addas yn Lloegr. Mae'r cefnogwyr rhonc yn benderfynol nad yw'r clwb i gael ei werthu neu ei symud 50 milltir ar draws y ffin i Loegr gan y bydd Dynamo yn colli ei hunaniaeth Gymreig a bydd yn gwneud teithio i gemau yn ddrud iawn.

Eich camau nesaf:

Yn eich grŵp bydd angen i chi negodi rhinweddau cynnig y prif gyfranddaliwr i werthu, ail-ddatblygu'r safle ac ail-leoli'r clwb. Ystyriwch deyrngarwch cefnogwyr y clwb a'u dymuniad i gadw'r clwb a'i wneud yn llwyddiant lle y mae.

12. Negotiation, persuasion and influence

Understanding negotiation and bargaining

SCENARIO CARD B

You are the players and other staff

Your group is dominated by the players, some of whom are still on high wages, having negotiated long contracts 3 years ago, which are not due to expire in the near future.

Others are more recent recruits on lower wages and shorter contracts, but reaching the end of their careers.

As other staff, you are on low wages and have been with the club for many years but will find it difficult to find new jobs if the club closes.

Your next steps:

Consider how each of you will be affected. Who (if anyone) will benefit from the club moving 50 miles away? Will you still be able to work for the club if it moves? Discuss the consequences of possible job losses e.g. What will the effect be on your families? Think about what arguments you can put forward to the other groups, and how you can protect your jobs.

12. Negodi, perswadio a dylanwadu

Deall negodi a bargeinio

SENARIO CERDYN B

Chi yw'r chwaraewyr a staff eraill

Mae eich grŵp yn cael ei ddominyddu gan y chwaraewyr, rhai ohonynt yn dal i fod ar gyflogau uchel, wedi negodi contractau hir 3 blynedd yn ôl, nad ydynt yn dod i ben yn y dyfodol agos.

Mae eraill yn reciwtiaid mwy diweddar ar gyflogau is a chontractau byrrach, ond yn dod i ddiwedd eu gyrfa.

Fel staff eraill, rydych ar gyflogau isel ac wedi bod gyda'r clwb ers blynyddoedd lawer, ond byddwch yn ei chael yn anodd dod o hyd i swyddi newydd os bydd y clwb yn cau.

Eich camau nesaf:

Ystyriwch sut y bydd pob un ohonoch yn cael eich heffeithio. Pwy (os unrhyw un) a fydd yn elwa o'r clwb yn symud 50 milltir i ffrwrdd? A fyddwch yn dal i allu gweithio i'r clwb os bydd yn symud? Bydd angen i chi negodi canlyniadau colli swyddi posibl e.e Beth fydd yr effaith ar eich teulu?

Meddyliwch am ba ddadleuon y gallwch eu cyflwyno i'r grwpiau eraill, a sut y gallwch ddiogelu eich swyddi.

12. Negotiation, persuasion and influence

Understanding negotiation and bargaining

SCENARIO CARD C

You are dedicated fans and the local community

Your group is split into two areas – dedicated fans and representatives from the local community.

As dedicated fans, you feel you have a right to defend the fate of your club and don't want to see it moved 50 miles away, making it expensive and difficult to get to.

As local community representatives, such as shop owners and parents, you are more concerned about the impact it will have on the local community. The children in your area have been using the football grounds for football training and other outdoor sports for years. You're worried that there will be no provision for replacing this and children will have no safe or suitable place to play, and will turn to hanging out on the streets, near to the shops

Your next steps:

Weigh up the pros and cons of the club moving away and the possibility of a new housing development. Consider the effects on the community e.g. how will fans visit the new grounds? Will there be extra provision for a children's sports centre in the local community? Will the local shops suffer from the club closing? Could a new housing development make the area a more desirable place to live, increasing the value of existing homes in the local community?

12. Negodi, perswadio a dylanwadu

Deall negodi a bargeinio

SENARIO CERDYN C

Rydych yn gefnogwyr ymroddedig a'r gymuned leol

Mae eich grŵp wedi ei rannu'n ddwy ardal - cefnogwyr ymroddedig a chynrychiolwyr o'r gymuned leol.

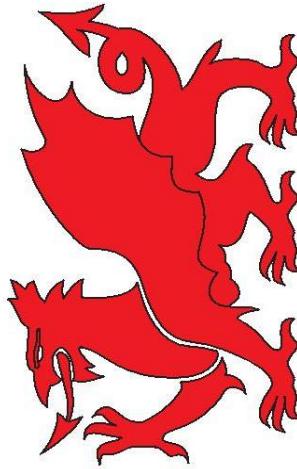
Fel cefnogwyr ymroddedig, rydych yn teimlo bod gennych hawl i amddiffyn tynged eich clwb ac nid ydych am ei weld yn symud 50 milltir i ffwrdd, gan ei gwneud yn ddrud ac yn anodd ei gyrraedd.

Fel cynrychiolwyr y gymuned leol, megis perchnogion siopau a rhieni, rydych yn poeni mwy am yr effaith a gaiff ar y gymuned leol. Mae'r plant yn eich ardal wedi bod yn defnyddio'r meysydd pêl-droed ar gyfer hyfforddiant pêl-droed a chwaraeon awyr agored eraill ers blynnyddoedd. Rydych yn poeni na fydd unrhyw ddarpariaeth ar gyfer disodli hyn ac ni fydd gan blant unrhyw le diogel nac addas i chwarae, a byddant yn troi i loetran ar y strydoedd, yn agos i'r siopau.

Eich camau nesaf:

Pwyswch a mesurwch y manteision ac anfanteision o'r clwb yn symud i ffwrdd a'r posibilrwydd o ddatblygiad tai newydd. Ystyriwch yr effeithiau ar y gymuned e.e. sut y bydd cefnogwyr yn ymweld â'r seiliau newydd? A fydd darpariaeth ychwanegol ar gyfer canolfan chwaraeon i blant yn y gymuned leol? A fydd y siopau lleol yn dioddef wrth i'r clwb gau? Allai datblygiad tai newydd wneud yr ardal yn lle mwy dymunol i fyw ynddo, gan gynyddu gwerth y cartrefi presennol yn y gymuned leol?

The Wales Gazette



50p

Issue # 217

City housing deal could force club into England

BIW City's home ground could be sold for housing as the club's fortunes continue to sink at the bottom of the second division.



The gates are due to be locked and it is believed that the land could soon become a building site – with the club forced to move across the border into England.

It's the latest twist in the club's roller coaster ride that once saw it rise from second division obscurity, financed by a rich owner, to the brink of the Premiership.

But City's gamble of buying highly-paid players on long contracts didn't succeed. The club's wage bill at one stage was higher than its income and sent it into a financial downward spiral.



BIW City: An unknown future.

Although new owners stepped in and saved the club from going into receivership, continuing poor results on the field saw a three-year drop in television revenue and gate money. In a bid to avert more financial turmoil, the owners recently sold their majority share, which was snapped up by a local property developer.

With the club's poor playing performance, crowds are still falling. Rumours persist that the ground could soon be sold for redevelopment.

So... What's next for BIW City?

Club Facts:

There are three main stakeholders groups:

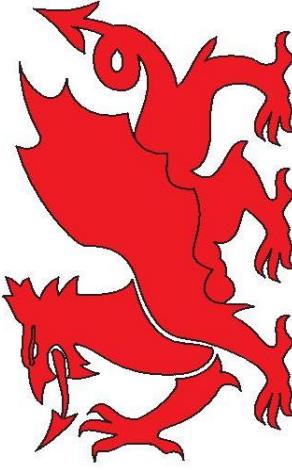
- The owner and the other main shareholders (mainly die-hard fans).

- The players and other staff.
 - General fans and the local community.
- Two options have to be considered:
 - Selling off the site and the club moving 50 miles over the border into England, unless another solution can be found.
 - A negotiated solution.

What are your views?

**Do you want to have your say?
Who would you support?
Come and visit us at the stadium on our open day:
Tuesday at 3pm.**

50c



Rhifvn # 217

Gallai dêl tai o'r ddinas orfodi clwb i symud i Loegr

Gallai tir cartref BIW City gael ei werthu ar gyfer adeiladu tai arno fel y mae ffawd y clwb yn parhau i suddo ar waelod yr ail adrann.



Mae'r grifiatau ar fin cael eu cloi a chredir y gallai'r tir yn fuan ddod yn safle adeiladu - gyda'r clwb yn cael ei orfodi i symud ar draws y ffin i Loegr.

Dyma'r tro diweddaraf yn nhaith olwyn fawr y clwb a'i gwelodd unwaith yn codi o dinodedd yr ail adrann, wedi ei ariannu gan berchenog cyfoethog, i frig y Premiership.

Ond ni lwyddodd gambl City wrth brynu chwaraewyr cyflogaau uchel ar gontactau hir. Roedd bil cyflog y clwb ar un adeg yn uwch na'i incwm ac fe'i anfonodd i droell ddisgynnol yn ariannol.



BIW City: Dydoli anhysbys

Er bod perchnogion newydd wedi camu i mewn ac achub y clwb rhag mynd i law'r derbynnyd, gwelodd parhad o ganlyniadau gwael ar y cae gwmp tair blynedd mewn refeniw teledu ac arian wedi ei gasglu wrth y gât. Mewn ymgais i osgoi mwy o gythrwfl ariannol, yn ddiweddar gwerthodd y perchnogion fwyafri'n ou' cyfran, a gafodd ei brynu gan ddatblygwyr eiddo.

Gyda pherfformiad chwarae gwael y clwb, mae torfeydd yn dal i ostwng. Mae sibrydion yn parhau y gallai'r tir yn fuan gael ei werthu ar gyfer ei ailddatbygu.

Felly... Beth sydd nesaf ar gyfer BIW City?

Ffeithiau am y Clwb:
Mae tri prif grŵp o randdeiliaid:

- Y perchenog a'r prif gyfranddeiliaid eraill (cefngwyr rhonc yn bennaf).
- Y chwaraewyr a staff eraill.
- Cefngwyr cyffredinol a'r gymuned leol.

Rhaid ystyried dau opsiwn : Gwerthu'r safle a'r clwb yn symud 50 milltir dros y ffin i Loegr, oni bai y gellir dod o hyd i ateb arall.

- Datrysiaid wedi ei negodi.

Beth yw eich barn chi?
Ydych chi eisiau dweud eich dweud?
Pwy fydd ech chi'n ei gefnogi?
Dewch i ymweld â ni yn y Stadiwm ar ein diwrnod agored: Dydd Mawrth am 3pm.

12. Negotiation, persuasion and influence

Understanding negotiation and bargaining

SECRET POINTS CARDS

The Board of Directors:

The majority shareholder cannot sell the ground unless she can win a majority vote. This was a factor written into the terms and conditions of the club's legal status and cannot be changed. The majority shareholder therefore requires more stakeholders to support her decision than those opposed to it and cannot simply go ahead with the proposal if there is not a majority vote in support of the proposal.

The players and other staff:

The 6 players on long term contracts, which had been arranged at least 3 years ago, have a condition within their contracts that they can only be sacked with a huge payout from the club. The 5 players who have been with the club less than 3 years are on less favourable contracts which state that there will be no payout.

Fans and the local community:

One of the members of your group is the Local Planning Officer who has a large amount of influence within the local council and community to stop the club building houses on the land.

12. Negodi, perswadio a dylanwadu

Deall negodi a bargeinio

CARDIAU PWYNTIO CUDD

Bwrdd y Cyfarwyddwyr:

Ni all y cyfranddaliwr mwyafrifol werthu'r tir oni bai y gall hi ennill pleidlais y mwyafrif. Roedd hwn yn ffactor a ysgrifennwyd yn y telerau ac amodau o statws cyfreithiol y clwb ac ni ellir ei newid.

Mae angen i'r cyfranddaliwr mwyafrifol felly gael mwy o randdeiliaid i gefnogi ei phenderfyniad na'r rhai sy'n gwrthwynebu iddo ac ni all fynd ymlaen gyda'r cynnig os nad yw pleidlais y mwyafrif o blaid y cynnig.

Y chwaraewyr a staff eraill:

Mae gan y 6 chwaraewr ar gontactau tymor hir, a oedd wedi cael eu trefnu o leiaf 3 blynedd yn ôl, amod o fewn eu cytundebau y gellir eu diswyddo'n unig gyda thaliad anferth gan y clwb. Mae'r 5 chwaraewr sydd wedi bod gyda'r clwb lai na 3 blynedd ar gytundebau llai ffafriol sy'n nodi na fydd unrhyw daliad

Cefnogwyr a'r gymuned leol:

Un o aelodau eich grŵp yw'r Swyddog Cynllunio Lleol ac mae ganddo/ganddi lawer iawn o ddylanwad o fewn y cyngor lleol a'r gymuned i atal y clwb rhag adeiladu tai ar y tir.

12. Negotiation, persuasion and influence

What is negotiation?

Understanding negotiation

Whether it's with your boss, your friends or your family, we all negotiate for things each day, like more money, what to do at the weekend or settling arguments with other members of your family.

Basic negotiation skills, techniques and strategies can be described in four stages. Study these stages to help you handle negotiation situations more effectively.

The Four Stages of Negotiation

- Stage 1 - Preparation
- Stage 2 - Presentation
- Stage 3 - Bargaining
- Stage 4 – Closing Phase

Please see handout for further information

12. Negodi, perswadio a dylanwadu

Beth yw negodi?

Deall negodi

Boed gyda'ch pennath, eich ffrindiau neu eich teulu, rydym i gyd yn negodi am bethau bob dydd, fel mwy o arian, beth i'w wneud ar y penwythnos neu setlo dadleuon gydag aelodau eraill o'ch teulu.

Gall sgiliau technegau a strategaethau sylfaenol negodi gael eu disgrifio mewn pedwar cam. Astudiwch y camau hyn i'ch helpu i ymdrin â sefyllfaoedd negodi yn fwy effeithiol.

Y Pedwar Cam Negodi

- Cam 1 - Paratoi
- Cam 2 - Cyflwyniad
- Cam 3 - Bargeinio
- Cam 4 – Cam Terfynol

Gweler y daflen am wybodaeth bellach.

12. Negotiation, persuasion and influence

What is negotiation?

Bargaining in more detail

- Bargaining is the process of reaching an agreement made between people as to what each will do for the other e.g. you can bargain for an item you wish to buy, by offering a reduced price to the one being asked.
- Shop keepers can bargain too; by giving the customer something extra as an incentive to buy.

Understanding the bargaining process will help you handle bargaining situations more effectively.

12. Negodi, perswadio a dylanwadu

Beth yw negodi?

Bargeinio mewn mwy o fanylder

- Bargeinio yw'r broses o ddod i gytundeb, a wnaed rhwng pobl o ran yr hyn y bydd pob un yn ei wneud ar gyfer y llall, e.e. gallwch fargeinio am eitem rydych yn dymuno ei brynu, trwy gynnig pris gostyngol i'r un a ofynnir.
- Gall siopwyr fargeinio hefyd; drwy roi rhywbeth ychwanegol i'r cwsmer fel ysgogiad i brynu.

Bydd deall y broses fargeinio yn eich helpu i ymdrin â sefyllfaoedd bargeinio yn fwy effeithiol.

13. Relationships

There are very few jobs around these days in which you don't need to get on with people

The individuals most likely to succeed are the ones best able to manage the many relationships they will experience, whether with colleagues, customers or friends.

Interacting well with people is a major asset requiring a whole range of skills that can be developed by your learners. It's not dependent on natural instincts or an outgoing nature.

The success of establishing good relationships is all about understanding yourself and how you relate to others. It's also about reaching a satisfactory conclusion for everybody through collaboration and compromise.

Relationships with other people are often very instinctive but there are practical steps you can take to ensure you develop effective relationships. These activities encourage learners to use their interpersonal skills, effectively sharing information with others by using their listening, negotiating and persuasion skills.

It's about providing opportunities and activities for your learners to deal with difficult situations and communicating their creative ideas to others.

Learning to build better relationships with everyone you will deal with is a vital investment in your personal success.

13. Perthynas

Ychydig iawn o swyddi sydd o gwmpas y dyddiau hyn lle nad oes angen i chi ddod ymlaen gyda phobl

Yr unigolion sy'n fwyaf tebygol o lwyddo yw'r rhai sy'n gallu rheoli'r nifer o berthnasoedd y byddant yn eu profi, boed gyda chydweithwyr, cwsmeriaid neu ffrindiau.

Mae rhngweithio'n dda gyda phobl yn ased pwysig sy'n gofyn am ystod eang o sgiliau y gellir eu datblygu gan eich dysgwyr. Nid yw'n dibynnu ar reddf naturiol neu natur allblyg.

Mae llwyddiant sefydlu perthynas dda yn ymwneud â deall eich hunan a sut rydych yn uniaethu ag eraill. Mae hefyd yn ymwneud â dod i gasgliad boddhaol ar gyfer pawb trwy gydweithio a chyfaddawdu.

Mae perthynas â phobl eraill yn aml yn reddfol iawn, ond mae yna gamau ymarferol y gallwch eu cymryd i sicrhau eich bod yn datblygu perthynas effeithiol. Mae'r gweithgareddau hyn yn annog dysgwyr i ddefnyddio eu sgiliau rhngbersonol, gan rannu gwybodaeth yn effeithiol ag eraill drwy ddefnyddio eu sgiliau gwrando, trafod a pherswâd.

Mae'n ymwneud â darparu cyfleoedd a gweithgareddau ar gyfer eich dysgwyr i ymdrin â sefyllfaedd anodd a chyfleu eu syniadau creadigol i eraill.

Mae dysgu adeiladu perthynas gwell gyda phawb y byddwch yn delio â nhw yn fuddsoddiad hanfodol yn eich llwyddiant personol.

13. Presentation

Objective:

To enable learners to develop skills in negotiation, persuasion and influence.

Introduction:

This activity encourages learners to try out negotiation, persuasion and influence skills by putting forward a case to support a national / international / global charity e.g. housing / endangered species / environment. Learners will need to consider:

How do you influence others?

What information do you require to put forward your case?

Activity:

1. In groups, research a charity. Groups may begin by negotiating which charity to research.
2. Alternatively learners could choose local charities and use relevant leaflets, websites etc.
3. Each group develops a presentation to convince the class to support their chosen cause.
4. Cohort vote to select one charity to support, based on the effectiveness of the presentations.

Plenary:

Invite learners to identify the effective characteristics of individual presentations.

Extension Activity:

This activity could be run on a class, year or school/college wide basis and a decision taken to raise money for the selected charity. The activity could be supported by displays, presentations, and discussion.

Entrepreneurship Characteristics:

- Negotiation – Persuasion – Influence / Research

Curriculum Links:

- WBQ
- EES

Provided Resources:

Other Resources:

- Magazines/leaflets
- IT

Learning Outcome:

Learners will be able to show initiative and demonstrate a proactive approach to persuade an audience to support their idea.

13. Cyflwyniad

Nod:

I alluogi dysgwyr i ddatblygu sgiliau negodi, perswadio a dylanwadu.

Cyflwyniad:

Mae'r gweithgaredd hwn yn annog disgyblion i roi cynnig ar sgiliau trafod, darbwyllo a dylanwadu drwy gyflwyno achos i gefnogi elusen genedlaethol / rhyngwladol / byd-eang e.e. tai / rhywogaethau prin / yr amgylchedd. Bydd angen i ddisgyblion ystyried:

Sut ydych chi'n dylanwadu ar eraill?

Pa wybodaeth sydd ei hangen arnoch i gyflwyno eich achos?

Gweithgaredd:

1. Mewn grwpiau, ymchwiliwch i elusen. Gall grwpiau ddechrau drwy drafod pa elusen i'w hymchwilio.
2. Fel arall, gallai'r dysgwyr ddewis elusennau lleol a defnyddio taflenni perthnasol, gwefannau ac ati
3. Mae pob grŵp yn datblygu cyflwyniad i argyhoeddi'r dosbarth i gefnogi eu hachos a ddewiswyd.
4. Pleidlais carfan i ddewis un elusen i'w chefnogi, yn seiliedig ar effeithiolrwydd y cyflwyniadau.

Sesiwn Llawn:

Dylech wahodd dysgwyr i nodi nodweddion effeithiol cyflwyniadau unigol.

Gweithgaredd Estynedig:

Gallai'r gweithgaredd hwn gael ei redeg ar sail dosbarth, blwyddyn neu ysgol / coleg eang a phenderfyniad i gael ei gymryd i godi arian ar gyfer yr elusen a ddewiswyd. Gallai'r gweithgaredd gael ei gefnogi gan arddangosiadau, cyflwyniadau, a thrafodaeth.

Nodweddion

Entreprenoriaeth:

- Trafod – Perswadio - Dylanwadu
- Ymchwil

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a Ddarparwyd:

Adnoddau Eraill:

- Cylchgronau/taflenni
- TG

Deilliant Dysgu:

Bydd dysgwyr yn gallu dangos blaengaredd ac ymagwedd ragweithiol tuag at berswadio cynulleidfa i gefnogi eu syniad.

14. Relationships

There are very few jobs around these days in which you don't need to get on with people

The individuals most likely to succeed are the ones best able to manage the many relationships they experience, whether with colleagues, customers or friends.

Interacting well with people is a major asset requiring a whole range of skills that can be developed by your learners. It's not dependent on natural instincts or an outgoing nature.

The success of establishing good relationships is all about understanding yourself and how you relate to others. It's also about reaching a satisfactory conclusion for everybody through collaboration and compromise.

Relationships with other people are often very instinctive but there are practical steps you can take to ensure you develop effective relationships. These activities encourage learners to use their interpersonal skills, effectively sharing information with others by using their listening, negotiating and persuasion skills.

It's about providing opportunities and activities for your learners to deal with difficult situations and communicating their creative ideas to others.

Learning to build better relationships with everyone you will deal with is a vital investment in your personal success.

14. Perthynas

Ychydig iawn o swyddi sydd o gwmpas y dyddiau hyn lle nad oes angen i chi ddod ymlaen gyda phobl

Yr unigolion sy'n fwyaf tebygol o lwyddo yw'r rhai sy'n gallu rheoli'r nifer o berthnasoedd y byddant yn eu profi, boed gyda chydweithwyr, cwsmeriaid neu ffrindiau.

Mae rhngweithio'n dda gyda phobl yn ased pwysig sy'n gofyn am ystod eang o sgiliau y gellir eu datblygu gan eich dysgwyr. Nid yw'n dibynnu ar reddf naturiol neu natur allblyg.

Mae llwyddiant sefydlu perthynas dda yn ymwneud â deall eich hunan a sut rydych yn uniaethu ag eraill. Mae hefyd yn ymwneud â dod i gasgliad boddhaol ar gyfer pawb trwy gydweithio a chyfaddawdu.

Mae perthynas â phobl eraill yn aml yn reddfyl iawn, ond mae yna gamau ymarferol y gallwch eu cymryd i sicrhau eich bod yn datblygu perthynas effeithiol. Mae'r gweithgareddau hyn yn annog dysgwyr i ddefnyddio eu sgiliau rhngbersonol, gan rannu gwybodaeth yn effeithiol ag eraill drwy ddefnyddio eu sgiliau gwrando, trafod a pherswâd.

Mae'n ymwneud â darparu cyfleoedd a gweithgareddau ar gyfer eich dysgwyr i ymdrin â sefyllfaedd anodd a chyfleu eu syniadau creadigol i eraill.

Mae dysgu adeiladu perthynas gwell gyda phawb y byddwch yn delio â nhw yn fuddsoddiad hanfodol yn eich llwyddiant personol.

14. Communication

Objective:

To enable learners to respond to different situations and understand the importance of effective communication.

Introduction:

This is an active session, which encourages learners to mix with others and form partnerships and 'networks' of businesses that can work effectively together. However, once in groups, learners will have to respond to different communication challenges. The session should begin by stressing that good working relationships are of critical importance.

Activity:

1. Introduce the idea of networking and the notion that 'communication' challenges may be different for different people.
2. Using the Facilitator Help Card, introduce the networking activity. Using the Business Cards and Networking Grid, learners use networking skills to make linkages and connections with other learners in the context of a business scenario

Plenary:

Learners think about how they made different decisions. Did they do this logically or were they guided by their emotions? Did one person make the decision and everyone else agree? Was it a democratic decision? Also, learners should consider how easy or difficult they found it to network.

Extension Activity:

Learners may use the 'My Personal Network' document; encourage learners to set a category per box – friends including social media, family, peers, club/team members etc.

Entrepreneurship Characteristics:

- Working with Others
- Managing Difficult Situations
- Communication

Curriculum Links:

- WBQ
- EES

Provided Resources:

- Business Cards
- Networking Grid
- Facilitator Help Card
- My Personal Network document

Other Resources:

- Pens
- Timer

Learning Outcome:

Learners will be able to practice networking skills and strategies in managing different situations.

14. Cyfathrebu

Nod:

I annog dysgwyr i ymateb i wahanol sefyllfaoedd a deall pwysigrwydd cyfathrebu effeithiol.

Cyflwyniad:

Mae hon yn sesiwn weithredol, sy'n annog dysgwyr i gymysgu ag eraill a ffurio partneriaethau a 'rhwydweithiau' o fusnesau sy'n gallu gweithio'n effeithiol gyda'i gilydd. Fodd bynnag, unwaith maent mewn grwpiau, bydd yn rhaid i ddysgwyr ymateb i wahanol heriau cyfathrebu. Dylai'r sesiwn ddechrau drwy bwysleisio bod perthynas waith dda yn bwysig.

Gweithgaredd:

- Cyflwynwch y syniad o rwydweithio a'r syniad y gall heriau cyfathrebu fod yn wahanol i wahanol bobl.
- Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, cyflwynwch y gweithgaredd rhwydweithio. Gan ddefnyddio'r Cardiau Busnes a'r Grid Rhwydweithio, mae dysgwyr yn defnyddio sgiliau rhwydweithio i wneud cysylltiadau gyda dysgwyr eraill yng nghyd-destun sefyllfa fusnes.

Sesiwn Llawn:

Mae dysgwyr yn meddwl am sut y maent yn Gwneud Penderfyniadau gwahanol. A wnaethant hyn yn rhesymegol neu a gawsant eu harwain gan eu hemosynau? Wnaeth un person wneud y penderfyniad, gyda phawb arall yn cytuno? A oedd yn benderfyniad democrataidd? Hefyd, dylai dysgwyr ystyried pa mor hawdd neu anodd oedd hi i rwydweithio.

Gweithgaredd Ymestyn:

Gall dysgwyr ddefnyddio'r ddogfen 'Fy Rhwydwaith Personol; annog dysgwyr i osod categori ar gyfer pob bocs - ffrindiau, gan gynnwys cyfryngau cymdeithasol, teulu, cyfoedion, aelodau'r clwb / tîm ac ati

Nodweddion Entreprenoriaeth:

- Gweithio gydag Eraill
- Rheoli Sefyllfaoedd Anodd
- Cyfathrebu

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a Ddarparwyd:

- Cardiau Busnes
- Grid Rhwydweithio
- Cerdyn Cymorth i Hwylusydd
- Fy nogfen Rhwydwaith Personol

Adnoddau Eraill:

- Ysgrifbinnau
- Amserydd

Deilliant Dysgu:

Bydd dysgwyr yn gallu ymarfer sgiliau rhwydweithio a strategaethau wrth reoli gwahanol sefyllfaoedd.

14. Communication

Networking

Introduction:

Learners will be working through a number of situations which are directed by the facilitator in order to practice networking and effective communication skills.

Setting the Scene:

Facilitators should set the scene for the learners and act as host of a new Business Conference Centre:
As the owner of a small business you have been invited to a new Business Conference Centre in the local Business Park.
Networking can benefit your business so you need to circulate and meet other local businesses and establish whether they can work in partnership with your business. Challenges will be set for you to respond to throughout the event.

Aim:

To respond effectively to different communication challenges.

Preparation:

- This activity is most successful when there is an element of surprise. For example you may like to place posters on doors advertising the 'networking' event. These posters could say
'Make the most of your new Business Conference Centre by coming to the Welcome event on Where you will have the opportunity to meet new contacts and old friends and enjoy free refreshments!'
- Facilitator should act as host of the new Business Conference Centre by welcoming each business and providing an introduction when business delegates first congregate.
- Sufficient space is needed to enable learners to move freely around the room.
- A Business Card, Networking Grid and Pen to be distributed to each learner.
- During the event, facilitators should circulate, in order to ensure all learners are fully engaged.
- Resources are differentiated to meet needs of individual learners. The number of dots is used as an indicator i.e. three dots most difficult. If learners are of mixed ability, a combination of these cards may be used.

14. Cyfathrebu

Rhwydweithio

Cyflwyniad:

Bydd dysgwyr yn gweithio trwy nifer o sefyllfaoedd sy'n cael eu cyfarwyddo gan yr hwylusydd er mwyn ymarfer sgiliau rhwydweithio a chyfathrebu effeithiol.

Cyflwyno'r Cefndir:

Dylai Hwyluswyr osod y cefndir i'r dysgwyr a gweithredu fel gwesteiwr Canolfan Gynadledda Busnes newydd: Fel perchnog busnes bach rydych wedi cael gwahoddiad i Ganolfan Gynadledda Busnes newydd yn y parc busnes lleol. Gall rhwydweithio fod o fudd i'ch busnes, felly mae angen i chi symud o gwmpas a chwrdd â busnesau lleol eraill a sefydlu a dynt yn gallu gweithio mewn partneriaeth â'ch busnes. Gosodir heriau i chi ymateb iddynt drwy gydol y digwyddiad.

Nod:

I ymateb yn effeithiol i wahanol heriau cyfathrebu.

Paratoi:

- Mae'r gweithgaredd hwn fwyaf llwyddiannus pan fo elfen o syndod. Er enghraift, efallai yr hoffech roi posteri ar ddrysau yn hysbysebu'r digwyddiad 'rhwydweithio'. Gallai'r posteri hyn ddweud:

'Gnewch y mwyaf o'ch Canolfan Gynhadledda Busnes newydd drwy ddod i'r digwyddiad Croeso ar Ble byddwch chi'n cael y cyfreith i gwrdd â chysylltiadau newydd a hen ffrindiau, a mwynhau lluniaeth am ddim!'
- Dylai'r Hwylusydd weithredu fel gwesteiwr y Ganolfan Gynadledda Busnes newydd drwy groesawu pob busnes a darparu cyflwyniad pan fydd busnesau yn ymgynnll am y tro cyntaf.
- Mae angen digon o le i alluogi dysgwyr i symud yn rhydd o amgylch yr ystafell.
- Cerdyn Busnes, Grid Rhwydweithio ac Ysgrifbin i gael eu dosbarthu i bob dysgwr.
- Yn ystod y digwyddiad, dylai'r hwyluswyr symud o gwmpas, er mwyn sicrhau bod pob dysgwr yn ymrwymo'n llawn.
- Mae adnoddau yn cael eu gwahaniaethu i fodloni anghenion dysgwyr unigol. Mae nifer y dotiau yn cael eu defnyddio fel dangosydd h.y. tri dot, mwyaf anodd. Os yw dysgwyr yn rhai o allu cymysg, gall cyfuniad o'r cardiau hyn gael eu defnyddio.

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14. Communication

Example Networking cards

GROOM N' STYLÉ HAIRDRESSERS styling hair to look good 2 High Street Swansea SA1 2AA t: 01792 396644	Thomas & Evans Solicitors working with you 1 Tafford Road, Carmarthen, SA4 9TJ t: 01792 228644	ELIJAH YOURSELF CATERING LTD catering for all occasions 2 Brynfaer Terrace CF2 8NN t: 01663 774000	SIM 'N' TONE GYM lose weight 1 The Garden, Wrexham, LL13 3AG t: 01248 626899	CRASH COURSE DRIVING SCHOOL increase driving confidence 3 Greenway Road Blaenau Ffestiniog Gwynedd, LL12 8AF t: 01443 776633	Shelly's Skin Care Products for naturally beautiful skin 2 Scharer Way Llanelli, SA15 3TY t: 01597 885679	SAFE & SOUND BURGLAR ALARMS LTD keep your home safe 2 High Street Lampeter Ceredigion SA44 2DU t: 01792 781286	FEET FIRST CHIROPODY keep your feet looking great 2 Marham Park CY7 1QY t: 01656 667722	
TUCK IN CAFE good food in the job 1 High Street, Cardiff, CF10 4NA t: 01229 5964	PETS PLACE VETERINARY caring for your pets 3 Phoenix Avenue Monmouth NP11 8AF t: 01685 808000	DENTIST, FAIR TEETH the smile of all kinds! 2 Catherell Road Monmouth NP11 8AF t: 01685 598846	PLUMBING SERVICES get a free estimate quote 1 Abertillery Road, Merthyr, CF42 4FT t: 01443 623954	HIDDEN TREASURE ANTIQUES come and find out what you've been missing 3 Green Mill Road Bargeddu CF14 8JF t: 01443 236677	VALE OUTDOOR ACTIVITY CENTRE experience the thrill of adventure 2 The Vale Estate New Quay SY17 8JZ t: 01597 994433	MIND YOUR LANGUAGE TRANSLATION SERVICES don't get lost in translation 3 George Avenue Swansea SA44 7FM t: 01792 246267	BUCKTEETH DENTAL PRACTICE we take care of your smile 2 Catherine Road Glamorgan CF4 6PU t: 01657 238973	
SHREWS PALANJE ride the waves of day 2 South Beach Road Shrewsbury SY8 2AB t: 01743 699944	GEORGE & SONS ELECTRICIANS electrical services 1 Clare Road, Cardiff, CF22 6TJ t: 029 2067 5688	BURGESS & MINTHORN'S UNDERDRAUGHTS for a professional draught service 2 Neville Street Cardiff CF2 8AD t: 01597 880055	Lulu's Wedding Cake Services from cake to top tier 3 Penrhyn Road Bridgend CF32 8LY t: 01597 668811	WALTON'S MUSIC CENTRE Get into music...any style 2 The Wharf Angliss LL14 2AA t: 01289 533377	WATER'S EDGE BOAT YARD boat hire and repairs 2 Beach View Park Porthcawl CF38 2JG t: 01446 772311	INFORMATION TECHNOLOGY CENTRE for all your IT needs 1 Park Ledge, Abertyffey, NP20 6LT t: 01291 440054	Black Horse Riding School Riding for all ages 2 The George Shambles Swansea SY13 2JZ t: 01792 517433	CARING & SONS OPTICIANS we care for all occasions 2 The High Street Llanelli SA1 1HU t: 01572 462390
EWING OIL MECHANICS LTD get playing again - why not call the experts 1 Penrhyn Road, Wrexham, LL11 8NZ t: 029 2052 8852	CRAFTWORK PAINTERS & DECORATORS LTD no job too big or small 1 Cwrt Road, Llanfair, NR1 8JT t: 01654 335689	ROBINSON'S ANTIQUES antiques after your own heart 1 Myddle Street, Cefn-y-Cwm, CF24 8AG t: 029 2082 3177	ROCKIN' RONNIES MUSIC STORE music store 2 Cathays, Tenby SA1 4GB t: 01792 20974231	FUNNY JEWELLERY jewellery off the shelf 2 Cuckoo Road Wrexham LL19 4BB t: 01942 506014	CITY STREET PHARMACEUTICALS for all your medical needs 2 City Street Swansea SA1 2AP t: 01792 970700	Bread of Heaven Bakes for the taste of heaven 2 One Street Carmarthen SA3 1AQ t: 01650 208837	YOU'VE GOT MAIL COMPUTER SERVICES it's a fact of life 1 Bird Street, Ferndale SA47 8TU t: 01267 432365	
BOOKS 'R' US got books at the world's best prices 2 Newmarket Road Milford Haven SA4 7AS t: 01792 337711	DARLING BUDS NURSERY but we're not just about children 1 Myddle Street, Cefn-y-Cwm, CF24 8AG t: 029 2082 3177	DYER'S CAR TREES but we're not just about cars 1 Oystermouth Road, Swansea, SA1 8GN t: 01792 823929	E.C. PC SUPPLIES for all your IT needs 1 Bridge Street, Newport, NP1 1PA t: 01633 406822	EARTHWORMS GARDEN CENTRE get the green thumb 2 Penny Street Carmarthen SA3 1BB t: 01267 525661	CHOWDOWN CAFETERIA where an open mind finds new ways to eat 1 Llanelli Road Bridgend CF32 2QB t: 01647 410278	BREAD 'N' BUTTER BAKERY we'll feed you well 2 Thornton Road Llanelli SA3 1BB t: 01597 488301	DAVIES LAW SERVICES we'll make you feel 1 The Kingsway, Swansea, SA1 3ER t: 01792 486501	M.L.C. PR & MARKETING will make you famous 1 St. Michael's Street, Tenby SA7 1EP t: 01656 844650
PLUMLEY PLUMBERS hot, mobile service 1 Brighton Road, Welshpool, SY7 8AQ t: 01970 653991	REDDITT'S BOOK STORE we sell books and CDs 2 High Street Bally Co. Down BT72 8BP t: 01486 465602	VISION DANCE STUDIO unique, dynamic dance 1 Tredegar, Abergavenny, Gwent SY2 8CL t: 01685 432321	VIVID PAINTERS & DECORATORS specialist in paint effects 1 Rectory Road, Caerphilly, CF5 1OL t: 01656 4339	MONKEY WRENCH PLUMBERS get a fair fix it 1 Lyndon Grove, Metherlly, Taff's Well Rhondda Cynon Taff, CF44 2DP t: 01685 456002	HERE 2 THERE TAXIS any destination, any time, anywhere 2 Elizabeth Avenue Swansea SA3 1EE t: 01792 330414	PRICE BLOCKS Rooms in self contained apartments 3 Millgate Park Colwyn Bay LL29 8RD t: 01494 220027	WATERFRONT FINANCE we'll make you the chosen loan 17 Broad St, Barry, CF62 5WA t: 01446 220171	JOBCENTRAL Ending the right person for the job. 1 Wernside, Barry, CF62 8QG t: 01446 273763
GYM 2 SUM get back into shape 1 Main Street, Wrexham, LL11 2PT t: 01493 506309	HAPPYSNAPS VIDEO & PHOTOGRAPHY capture your special occasions 2 Market Street SA1 8DP t: 01792 243721	OFFSPRING NURSERY quality accessible affordable childcare 1 Kingstion Road, Wrexham, CH2 9BF t: 01792 824506	ABLAZE ALARM SYSTEMS protect your home 1 Gomer Street, Abergavenny Monmouthshire, NP7 0BZ t: 01873 711811	ANDREW'S BUSINESS STEPHENRY whatever you need 1 College Street, Ammanford, SA18 6NS t: 01656 862301	GREEN SCREEN WEB DESIGN big sites, small sites, your site 1 Monkswood, Llanelli SA10 2JF t: 01639 884550	JAMES chartered accountants and tax advisers 1 Monkswood, Llanelli SA10 2JF t: 01639 777681	RED DRAGON TEMPS engineering, office support staff 1 Talbot Road, Wrexham, LL13 4EJ t: 01970 281365	
JO HANNAH'S PARTY PLANNERS we bring the people to you 3 Swansea Road Swansea SA1 5DL t: 01654 728485								



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14. Cyfathrebu

Enghraift o Gardiau Rhwydweithio

SADON TRIOS CYRCAZ <i>Edysydd un dde o nifer o ddiol</i> 2 Stryd Fawr Rhosllannerch SA30 8AU 01622 286644	CYFATHREBU THOMAS AR BAEU <i>Ynghyd â'r ddiwydio i ddarparu gwaith</i> 1 Head Hendy, Cefnlasl, SA4 8TT 01792 238654	ADLUDY LLOED <i>Dderbyn a gylch ymddyng a hysbys</i> 2 Tŷ Sylw Brynmeirion LL12 8NN 01688 771682	CAMPFA SLIM 'N' TONE <i>Ynghyd â'r ddiwydio i ddarparu gwaith</i> 1 Y Gerdd, Wrecsam, LL14 3AG 01946 408699	YGOL YBRU CWRS CARLAM <i>Cymysg debyg a gart</i> 3 Head Parc, Gwyddelw Rhondda, CF39 8AF 01463 799533	Gyfarwydd Gofal <i>Ac geler iawn natur a hawl</i> 2 Schooner Way Y Ferwig, SA12 8JZ 01657 865320	LARYMAD DIOGEL A DIFAI <i>Llofnod a gylch ymddyng a hysbys</i> 2 Stryd Bryn Llanelli, SA15 8PP 01656 667222	GWASANAETH TRADDODIAD <i>Llofnod a gylch ymddyng a hysbys</i> 2 Pen Mairion Pen-y-bont ar Ogwr CF72 8LA 01656 228122		
TUCK IN CAFE <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Stryd Fawr, Cwmbran, CF62 8NA 01623 288444	MILFEDDION ANNEDD AMFFELIAD <i>Ar gynllunio a mynd i'r ddiwydio</i> 3 Head Hendy, Cefnlasl, SA4 8TT 01622 286644	BETRIADU FAWR TRAKSY <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Caeblwr Trefnary, CF62 8NG 01623 598896	GWASANAETH PLUMYD <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Abertillery, CF62 4JL 01443 821904	TRIPNEWYD ANGLADAETH A MARCHNANT <i>Ar gynllunio a mynd i'r ddiwydio</i> 3 Head Hendy, Cefnlasl, SA4 8TG 01622 599811	Gwasanaeth Cacenni Lala <i>Gwylod y gobaith i'r ddiwydio</i> 1 Head Caeblwr Llanelli, SA15 8PP 01656 797710	HECTA BETHAU TRICHO CUD <i>Ar gynllunio a mynd i'r ddiwydio</i> 22 Head Ward Bargoed CF62 4JL 01443 236677	CAROLYN HORNBLICKS GWAITH <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Park Lane, Y Ferwig, NF20 6JZ 01399 440054	Ysgol Farbogauh <i>Y Caffi Du</i> <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Parc, Gwyddelw Rhondda, CF39 8AF 01463 799533	BUCK TEETH CYMRU CYNTYDODOL <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Treborth Maesteg CF34 4JL 01656 238379
SHWEI THAHÉ <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Treborth Maesteg CF34 4JL 01656 238379	IRYDONNIN GEORGI A FEIRON <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Caeblwr, Cwmbran, CF62 4JL 01623 286644	TRIPNEWYD ANGLADAETH A MARCHNANT <i>Ar gynllunio a mynd i'r ddiwydio</i> 3 Head Hendy, Cefnlasl, SA4 8TG 01622 599811	GWASANAETH CERDRODORARTH WALTON <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Hendy, Cefnlasl, SA4 8TG 01622 599811	ABD CYCHOD SER Y TORR <i>Ar gynllunio a mynd i'r ddiwydio</i> Ynys Mon LL49 9AA 01286 773317	GWYNNHILL FITNES <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Ffordd Wrecsam LL12 8NN 01946 550614	MEICEDOGAETH STRYD Y DORR <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Caeblwr Wrecsam LL12 8NN 01946 550700	CYDGOED AMYR <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Treborth Maesteg CF34 4JL 01656 238379	GWASANAETH CYMRU CYNTYDODOL <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Treborth Maesteg CF34 4JL 01656 238379	
MEGANES OLWYD EWING CYF <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Treborth Maesteg CF34 4JL 01656 238379	PENTHY'R A PHAPURWYD CREFTYMATH CYF <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head y Caeblwr, Cwmbran, NP12 3LT 01623 333869	BOOKS 'R US <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Treborth Maesteg CF34 4JL 01656 238379	METHINNHYD BLAENAU ANWYNL <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head y Ffwrdd, Pentre, CF62 2AC 01623 286644	TETRAS CEIR DYR <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Ystalyfera, Aberystwyth, SA3 8QN 01792 820201	YSTAFELL CYMRU CYNTYDODOL ROC A ROL <i>Ar gynllunio a mynd i'r ddiwydio</i> Cwmbran NP12 8NN 01946 550614	CAFFI CHOWPINN <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Treborth Maesteg CF34 4JL 01656 238379	BECWS BARA MENYN <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Treborth Maesteg CF34 4JL 01656 238379	GWASANAETH CYMRU CYNTYDODOL DAVIES <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Hendy, Abertawe, SA1 3ER 01792 885801	
R'SHOP LYTRUA REDDIT <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Ffordd Blaenau Gwent NP10 8EE 01495 456022	STYDIOD GORHEDD GLLEGIAETH <i>Ar gynllunio a mynd i'r ddiwydio</i> 3 Head y Cimbiad Cwmbran NP12 8NN 01980 443209	K.E. CYMRU CYNTYDODOL PHEONIX <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Stryd y Bont, Caerdydd, CF5 1QH 01623 408282	ADDENWY'R LLACHAR <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head y Bont, Caerdydd, CF5 1QH 01623 408280	PLUNWYD TYNGRO MARCH <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Llys y Llywodraeth, Merthyr Tudful Rhondda Cynon Taf, CF44 9LP 01683 686002	CANOLFAN ARDDI PRY GWENNAR <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head y Bont, Caerdydd, CF5 1QH 01623 552681	TACSI'S HERE 2 THERE <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Treborth Maesteg CF34 4JL 01656 238379	GREENSTEEN'S CYNTYDODOL <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head y Bont, Caerdydd, CF5 1QH 01623 220051	GWASANAETH CYMRU CYNTYDODOL DAVIES <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Hendy, Abertawe, SA1 3ER 01792 885801	
GYM 2 SUM <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Stryd Fawr, Hartpool Gwent, SA12 2PF 01622 236208	FEDDIO A PHOTOGRAPHIAD SNAPS <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Head Manasi Abertawe, SA1 3ER 01654 245321	CTYLLEWINN PARTY BANNANA <i>Ar gynllunio a mynd i'r ddiwydio</i> 3 Head Abertawe SA1 3ER 01654 728580	METHINHYD PLANT <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Kingstone, Wrecsam, CF62 8WF 01946 771881	SYSTEMA LADMUN AD DAN <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Grosvenor, Wrecsam, CF62 8WF 01946 771881	OFLUNYD GWEIRLUADU SAWN WI DEDDF <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head y Mynyddoedd, Caerdydd, SA10 2BP 01622 884550	BUTCHERS BLOCK <i>Ar gynllunio a mynd i'r ddiwydio</i> 2 Stryd y Bont Llanelli, SA15 8PP 01656 667222	Jamies CYMRU CYNTYDODOL <i>Ar gynllunio a mynd i'r ddiwydio</i> 1 Head Treborth, Wrecsam, CF62 8WF 01946 771881		



14. Communication

Networking - How to run the event

Step 1: Introductions

Facilitator to read out	To begin you should circulate and introduce yourselves to as many other 'Business members' as possible in the time allowed which is ...minutes. As you circulate and meet people, ensure you complete your Networking Grid.
Suggested time	2-3 minutes
Hints/prompts	As facilitator and host of centre you may need to ensure all learners are engaged. For example, those that are of a quieter disposition may need you to actively introduce them to others. Links could be that the live music company links up with the funeral parlour or the butcher links up with the catering company.

Step 2: Finding a partner

Facilitator to read out	Using your Networking Grid you need to identify one other business who you feel you can work with for the benefit of your business. Within the time period of ...minutes, circulate, talk to potential partners and try come to an arrangement with one other business.
Suggested time	1 minute
Hints/prompts	Learners need to find a partner to work with. If there are uneven numbers, one group will have to make up a 3. Again if learners are struggling, actively take on the role of host and give suggestions to possible pairings.

14. Cyfathrebu

Rhwydweithio - Sut i redeg y digwyddiad

Cam 1: Cyflwyniadau

Hwylusydd i ddarllen allan	I ddechrau dylech gylchredeg a chyflwyno eich hunain i gymaint o 'Aelodau busnes' eraill ag sy'n bosibl yn yr amser a ganiateir sef ... munud. Wrth i chi symud o gwmpas a chwrdd â phobl, sicrhewch eich bod yn cwblhau eich Grid Rhwydweithio.
Amser a awgrymir	2-3 munud
Awgrymiadau	Fel hwylusydd a gwesteiwr y ganolfan efallai y bydd angen i chi sicrhau bod pob dysgwr wedi ymgysylltu. Er enghraift, gall y rhai sydd o warediad tawelach fod angen i chi eu cyflwyno'n weithredol i bobl eraill. Gallai cysylltiadau fod bod y cwmni cerddoriaeth byw yn cysylltu i fyny gyda'r parlwr angladdau neu y cigydd i gysylltu gyda'r cwmni arlwyo.

Cam 2: Dod o hyd i bartner

Hwylusydd i ddarllen allan	Gan ddefnyddio eich Grid Rhwydweithio mae angen i chi nodi un busnes arall yr ydych yn teimlo y gallwch weithio gydag ef er lles eich busnes. O fewn y cyfnod amser o ... munud ewch ar led, siaradwch â phartneriaid posibl a cheisio dod i drefniant gydag un busnes arall.
Amser a awgrymir	1 munud
Awgrymiadau	Mae angen i ddysgwyr ddod o hyd i bartner i weithio gyda nhw. Os oes niferoedd anwastad, bydd yn rhaid i un grŵp ffurio 3. Unwaith eto, os yw dysgwyr yn cael trafferth, yn weithredol, ymgymherwch â rôl y gwesteiwr a rhowch awgrymiadau o ran parau posibl.

14. Communication

Networking - How to run the event

Step 3: Explain your relationship

Facilitator to read out	As a pair, you will now need to briefly explain your business relationship to the rest of the group and how your businesses will benefit from this relationship.
Suggested time	15 minutes
Hints/prompts	The objective is to establish whether learners have understood the idea of networking and facilitators could adjudicate if a pair has grouped themselves together with no understanding of how their businesses may work together. Also it will allow learners the opportunity to reflect on different reasons for business partnerships, which will help them later on in the activity.

Step 4: Expanding the partnership

Facilitator to read out	As a pair you should now discuss how you could extend your business network. You will need to identify from all the partnerships a pair with whom you could network with. Within ...minutes you will have to circulate and try to negotiate a business relationship with another pair.
Suggested time	5 minutes
Hints/prompts	The idea is that pairs now join up with other pairs to become groups of 4 or an odd group of 5 if there are uneven numbers. Again, you may need to act as host in order to prompt certain groups if they find the challenge difficult.

14. Cyfathrebu

Rhwydweithio - Sut i redeg y digwyddiad

Cam 3: Esboniwr eich perthynas

Hwylusydd i ddarllen allan	Fel pâr, yn awr bydd yn rhaid i chi egluro, yn fyr, eich perthynas busnes i weddill y grŵp a sut y bydd eich busnes yn elwa o'r berthynas hon.
Amser a awgrymir	15 munud
Awgrymiadau	Yr amcan yw sefydlu a yw dysgwyr wedi deall y syniad o rwydweithio a gallai hwyluswyr ddyfarnu os yw pâr wedi grwpio eu hunain gyda'i gilydd heb unrhyw ddealltwriaeth o sut y gall eu busnesau weithio gyda'i gilydd. Hefyd, bydd yn rhoi cyfle i ddysgwyr fyfyrion ar wahanol resymau dros bartneriaethau busnes, a fydd yn eu helpu yn nes ymlaen yn y gweithgaredd.

Cam 4: Ehangu'r bartneriaeth

Hwylusydd i ddarllen allan	Fel pâr dylech yn awr drafod sut y gallech ymestyn eich rhwydwaith busnes. Bydd angen i chi nodi, o'r holl bartneriaethau, bâr y gallech rwydweithio gyda nhw. O fewn ... munud bydd rhaid i chi gylchredeg a cheisio cyd-drafod perthynas fusnes gyda phâr arall.
Amser a awgrymir	5 munud
Awgrymiadau	Y syniad yw bod parau nawr yn ymuno â pharau eraill i ddod yn grwpiau o 4 neu grŵp odrif o 5 os oes rhifau anwastad. Eto, efallai y bydd angen i chi weithredu fel gwesteiwr er mwyn annog grwpiau penodol os ydynt yn gweld yr her yn anodd.

14. Communication

Networking - How to run the event

Step 5: Explain the linkages

Facilitator to read out	As a group of 4 or 5, you should now explain your relationship to the rest of the group.
Suggested time	10 minutes
Hints/prompts	Again this will provide an opportunity for learners to reflect on potential relationships and for facilitators to adjudicate.

Step 6: Sack a member of the team

Facilitator to read out	Your accountants have told you that the groups are too large for the amount of profit available. Consequently each group must be reduced to 3 partners. Each group must decide who this is and ask them to leave the group. You have ...minutes.
Suggested time	2 minutes
Hints/prompts	Observe how each group elects someone to be sacked. Does a leader emerge or does someone volunteer?

14. Cyfathrebu

Rhwydweithio - Sut i redeg y digwyddiad

Cam 5: Eglurwch y cysylltiadau

Hwylusydd i ddarllen allan	Fel grŵp o 4 neu 5, dylech esbonio yn awr eich perthynas i weddill y grŵp.
Amser a awgrymir	10 munud
Awgrymiadau	Unwaith eto, bydd hyn yn gyfle i ddysgwyr fyfyrio ar berthnasau posibl ac i hwyluswyr feirniadu.

Cam 6: Diswyddwch aelod o'r tîm

Hwylusydd i ddarllen allan	Mae eich cyfrifwyr wedi dweud wrthych fod y grwpiau yn rhy fawr ar gyfer faint o elw sydd ar gael. O ganlyniad, rhaid i bob grŵp gael ei leihau i 3 phartner. Rhaid i bob grŵp benderfynu pwy yw hwn/hon a gofyn iddynt adael y grŵp. Mae gyda chi ... munud.
Amser a awgrymir	2 funud
Awgrymiadau	Arsylwch sut mae pob grŵp yn ethol rhywun i gael ei ddiswyddo. A oes arweinydd amlwg neu a oes rhywun yn gwirfoddoli?

14. Communication

Networking - How to run the event

Step 7: Breakdown of group dynamics

Facilitator to read out	Following the sacking, the new arrangements have not been successful and consequently each group are splitting up, as they are unable to work together. Within the next ...minutes, you must now find a new partner to build a new business relationship with. It must be with someone you have not worked with before as a pair.
Suggested time	5 minutes
Hints/prompts	Observe learners' behaviour towards making brand new business links. Do learners struggle to think of new ways to link with new business partners, or are they confident to strike up new relationships? Again, as facilitator and host, you may need to encourage quieter learners to approach others and introduce themselves by asking them to think of different ways that they could form business partnerships.

Step 8: Create a business chain

Facilitator to read out	The last activity will involve you trying to produce a chain of businesses. The longest chain wins. The links could be humorous and or silly. You have ...minutes.
Suggested time	10 minutes
Hints/prompts	If the learners are very imaginative, the whole group could link and become one long chain.

14. Cyfathrebu

Rhwydweithio - Sut i redeg y digwyddiad

Cam 7: Dadansoddiad o ddeinameg grŵp

Hwylusydd i ddarllen allan	Yn dilyn y diswyddo, nid yw'r trefniadau newydd wedi bod yn llwyddiannus ac o ganlyniad mae pob grŵp yn gwahanu, oherwydd eu bod yn methu â gweithio gyda'i gilydd. O fewn y ... munud nesaf, mae'n rhaid i chi'n awr ddod o hyd i bartner newydd i adeiladu perthynas fusnes newydd gydag ef/hi. Rhaid iddo ef/hi fod yn rhywun nad ydych wedi gweithio gyda nhw o'r blaen fel pâr.
Amser a awgrymir	5 munud
Awgrymiadau	Arsylwch ymddygiad dysgwyr tuag at wneud cysylltiadau busnes newydd. A yw dysgwyr yn ei chael yn anodd i feddwl am ffyrdd newydd i gysylltu â phartneriaid busnes newydd, neu a ydynt yn hyderus i daro perthynas newydd? Unwaith eto, fel hwylusydd a gwesteiwr, efallai y bydd angen i chi annog dysgwyr tawelach i fynd at bobl eraill a chyflwyno eu hunain, drwy ofyn iddynt feddwl am wahanol ffyrdd y gallai eu busnesau bartneru gydag un arall.

Cam 8: Creu cadwyn busnes

Hwylusydd i ddarllen allan	Bydd y gweithgaredd olaf yn golygu ceisio eich cael i gynhyrchu cadwyn o fusnesau. Y gadwyn hiraf fydd yn ennill. Gallai'r cysylltiadau fod yn ddoniol ac neu'n wirion. Mae gennych ... munud.
Amser a awgrymir	10 munud
Awgrymiadau	Os yw'r dysgwyr yn llawn dychymyg, gallai'r grŵp cyfan gysylltu a dod yn un gadwyn hir.

14. Networking Grid

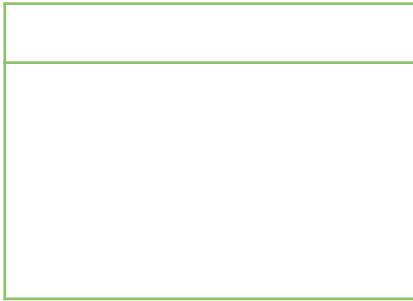
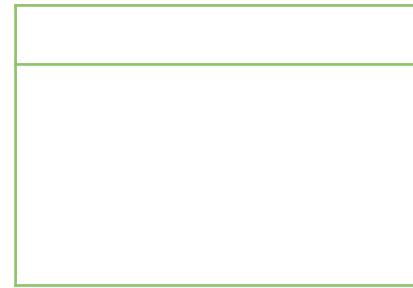
Stage 1 of the event will involve you walking around and talking to as many people as possible within a given time period. The idea is that you will be seeing what types of other businesses there are and if you can identify any potential networks.

Person's name	Person's name	Person's name	Person's name
Business Name	Business Name	Business Name	Business Name
Ideas on how you can work together			

14. Grid Rhwydweithio

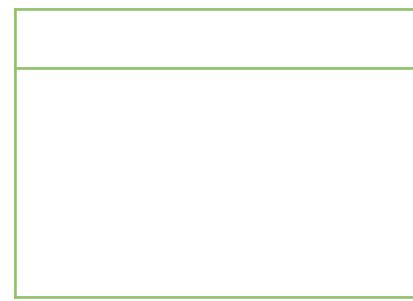
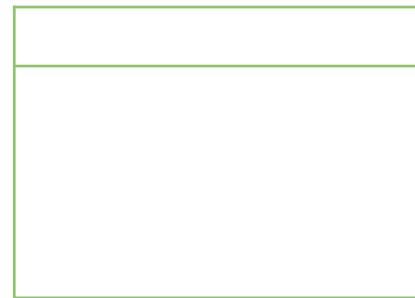
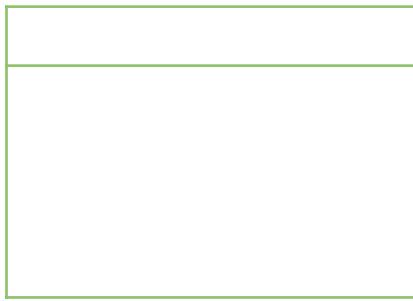
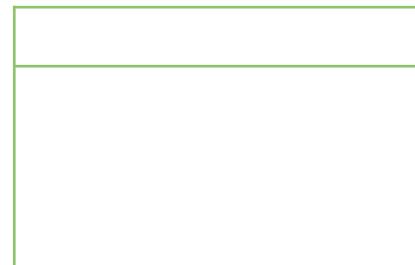
Bydd Cam 1 o'r digwyddiad yn golygu eich bod chi'n cerdded o gwmpas a siarad â chymaint o bobl â phosibl o fewn cyfnod amser penodol. Y syniad yw y byddwch yn gweld pa fathau o fusnesau eraill sydd yna ac os gallwch nodi unrhyw rhwydweithiau posibl.

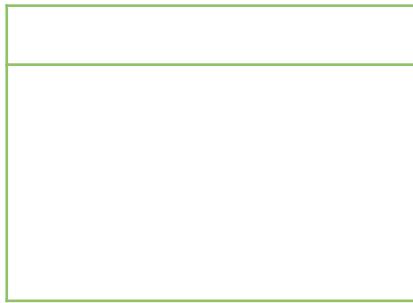
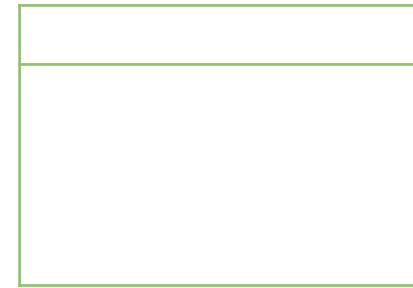
Enw'r person	Enw'r person	Enw'r person	Enw'r person
Enw'r Busnes	Enw'r Busnes	Enw'r Busnes	Enw'r Busnes
Syniadau ar sut y gallwch weithio gyda'ch gilydd	Syniadau ar sut y gallwch weithio gyda'ch gilydd	Syniadau ar sut y gallwch weithio gyda'ch gilydd	Syniadau ar sut y gallwch weithio gyda'ch gilydd



14. Networking

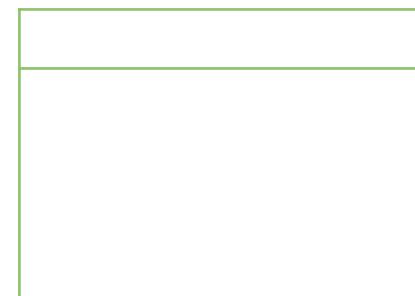
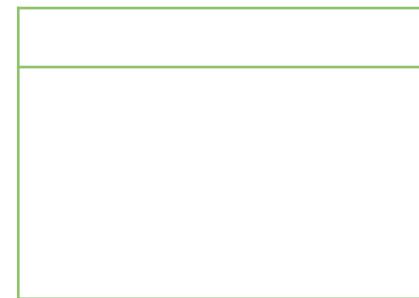
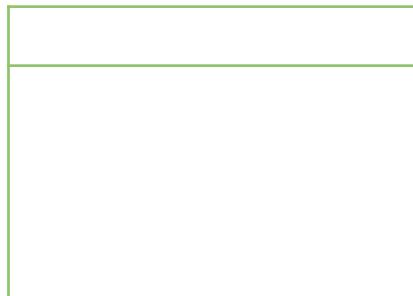
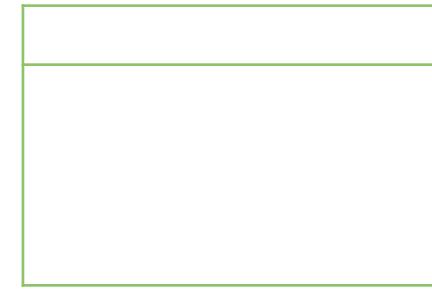
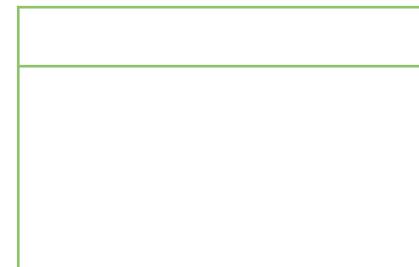
My personal network





14. Rhwydweithio

Fy rhwydwaith personol



15. Organisation

Being able to organise yourself and others, and manage resources effectively requires a wide range of skills which young people can begin to learn from a very early age.

Organisation is all about understanding how to manage situations and tasks, it's about planning for what you want to achieve and then considering the resources and information available and which decisions to make.

Day-to-day life requires organisation skills and the activities in this pack will help give learners an understanding of what it means to manage, make informed decisions, set goals, meet deadlines, research, plan, handle risk and face the many other practical demands of the world of work. Remember that managing risk is as much about taking risks in order to achieve something special as reducing risk.

Importantly, the activities will help learners focus on taking responsibility for their actions and realising how their decisions affect others. That includes wider ethical and moral issues.

15. Trefniadaeth

Mae'r gallu i drefnu eich hun ac eraill, a rheoli adnoddau'n effeithiol yn gofyn am ystod eang o sgiliau y gall pobl ifanc ddechrau eu dysgu o oedran cynnar iawn.

Mae Trefniadaeth yn ymwneud â deall sut i reoli sefyllfaoedd a thasgau, mae'n ymwneud â chynllunio ar gyfer yr hyn rydych am ei gyflawni, gan ystyried yr adnoddau a'r wybodaeth sydd ar gael a'r penderfyniadau i'w gwneud.

Mae bywyd o ddydd i ddydd yn gofyn am sgiliau trefnu a bydd y gweithgareddau yn y pecyn hwn yn helpu i roi dealltwriaeth i ddysgwyr o'r hyn y mae'n ei olygu i reoli, Gwneud Penderfyniadau gwybodus, gosod nodau, cwrdd â therfynau amser, ymchwil, cynllunio, ymdrin â risg a wynebu llawer o ofynion ymarferol eraill y byd gwaith. Cofiwch bod rheoli risg yn gymaint am gymryd risgiau er mwyn cyflawni rhywbeth arbennig, ag yw lleihau risg.

Yn bwysicach, bydd y gweithgareddau yn helpu dysgwyr i ganolbwytio ar gymryd cyfrifoldeb am eu gweithredoedd a sylweddoli sut mae eu penderfyniadau yn effeithio ar bobl eraill. Mae hynny'n cynnwys materion moesegol a moesol ehangach.

15. Managing Risk

Objective:

To enable learners to identify risk and develop an understanding of how taking risk is part of becoming successful.

Introduction:

learners are asked to consider what is meant by risk and use the design of a board game to explore how risk can be an important part of the successful completion of a task or achievement of aim.

Activity:

1. As a class discussion, pose the questions: Have you ever taken risks? What were they?
Why do people take risks? Are some actions, risks for some people but not for others?
Why do some risks lead to problems and others to success?
2. Using the Facilitator Help Card, introduce the Risk It Game.
3. In groups or pairs, using the Worksheet if required, learners design a board game called: Risk It.

Plenary:

Each group or pair feeds back to the class what they have learned about taking risks.

Entrepreneurship Characteristics:

- Managing risk

Curriculum Links:

- WBQ
- EES

Provided Resources:

- Activity card
- Facilitator help card

Other Resources:

Learner Outcome:

Learners will be able to identify different sorts of risks and recognise that they may need to take risks in order to succeed.

15. Rheoli Risg

Nod:

I alluogi dysgwyr i nodi risg a datblygu dealltwriaeth ar sut y mae cymryd risg yn cyfrannu tuag at lwyddiant.

Cyflwyniad:

Gofynnir i ddysgwyr ystyried yr hyn y mae risg yn ei olygu a defnyddio cynllun gêm bwrdd i ymchwilio i sut y gall risg fod yn rhan bwysig o gwblhau tasg yn llwyddiannus neu gyflawni nod.

Gweithgaredd:

- Fel trafodaeth yn y dosbarth, gofynnwch y cwestiynau: Ydych chi erioed wedi cymryd risgiau? Beth oedd y risgiau? Pam mae pobl yn cymryd risgiau? A yw rhai pethau yn risg i rai pobl ond nid i eraill? Pam mae rhai risgiau yn arwain at broblemau ac eraill yn arwain at lwyddiant?
- Gan ddefnyddio'r Cerdyn Cymorth i Hwylusydd, cyflwynwch y Gêm Cymerwch Risg.
- Mewn grwpiau neu barau, gan ddefnyddio'r Daflen Waith os oes angen, mae dysgwyr yn dylunio gêm fwrrd o'r enw: Cymerwch Risg.

Sesiwn Llawn:

Bydd pob grŵp neu bâr yn adrodd yn ôl i'r dosbarth yr hyn y maent wedi'i ddysgu am gymryd risgiau.

Nodweddion

Entreprenoriaeth:

- Rheoli Risg

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a

Ddarparwyd:

- Cerdyn gweithgaredd
- Cerdyn cymorth i hwylusydd

Adnoddau Eraill:

Deilliant Dysgu:

Bydd dysgwyr yn gallu nodi gwahanol fathau o risgiau ac yn cydnabod efallai y bydd angen iddynt gymryd risgiau er mwyn llwyddo.

15. Managing Risk

Are you a Risk taker?

Introduction:

Facilitator suggests a variety of occasions when risk could be encountered e.g.

- | | | |
|-----------------------------------------------------------------------------------------------------|-----------------------|----------------------|
| • Holding a birthday party | Visiting a theme park | Going to a music gig |
| • Being late | Going on holiday | |
| • Learners could also be encouraged to think of their own occasions where risk could be encountered | | |

Understanding Risk:

- Risk is something you only have an element of control over.
- Sometimes, you may not be aware you are taking a risk.
- Most risks can be managed if you are aware of them in advance.
- Every day, people make choices about day to day things. Most choices have an element of risk.
- Making choices and taking risks develops us as people – we learn from our mistakes and experience new things.

Aim:

- In groups or pairs, learners are required to design a board game based on the theme of Risk. Learners could use Activity 11 Worksheet if required (start points are indicated by A, B, C).

Learner's should consider:

- Creating 'Risk' and 'Consequence' Cards to enable navigation around the board game.
- How to make the shorter routes riskier.
- The advantages and disadvantages of taking the more or less risky routes, and how the player will be aware of this.
- How will the players move between squares e.g. dice, spinner.
- How to represent each player on the board.
- The number of individuals or groups playing the game.

15. Rheoli Risg

Ydych chi'n un sy'n cymryd Risg?

Cyflwyniad:

Bydd yr hwylusydd yn awgrymu amrywiol adegau pan fydd yn bosibl wynebu risg e.e.

- | | | |
|-----------------------------------------------------------------------------------------|----------------------|----------------------|
| • Cynnal parti pen-blwydd | Ymweld â pharc thema | Mynd i gig gerddorol |
| • Bod yn hwyr | Mynd ar wyliau | |
| • Gellir annog dysgwyr hefyd i feddwl am achlysuron eu hunain lle y gallant wynebu risg | | |

Deall Risg:

- Mae risg yn rhywbeth lle mai dim ond elfen o reolaeth sydd gennych drosto.
- Weithiau, efallai na fyddwch yn ymwybodol eich bod yn cymryd risg.
- Gellir rheoli'r rhan fwyaf o risgiau os ydych yn ymwybodol ohonynt ymlaen llaw.
- Bob dydd, bydd pobl yn gwneud dewisiadau am bethau cyffredin. Mae elfen o risg yn gysylltiedig â'r rhan fwyaf o ddewisiadau.
- Mae gwneud dewisiadau a chymryd risg yn ein datblygu fel pobl – rydym yn dysgu o'n camgymeriadau ac yn profi pethau newydd.

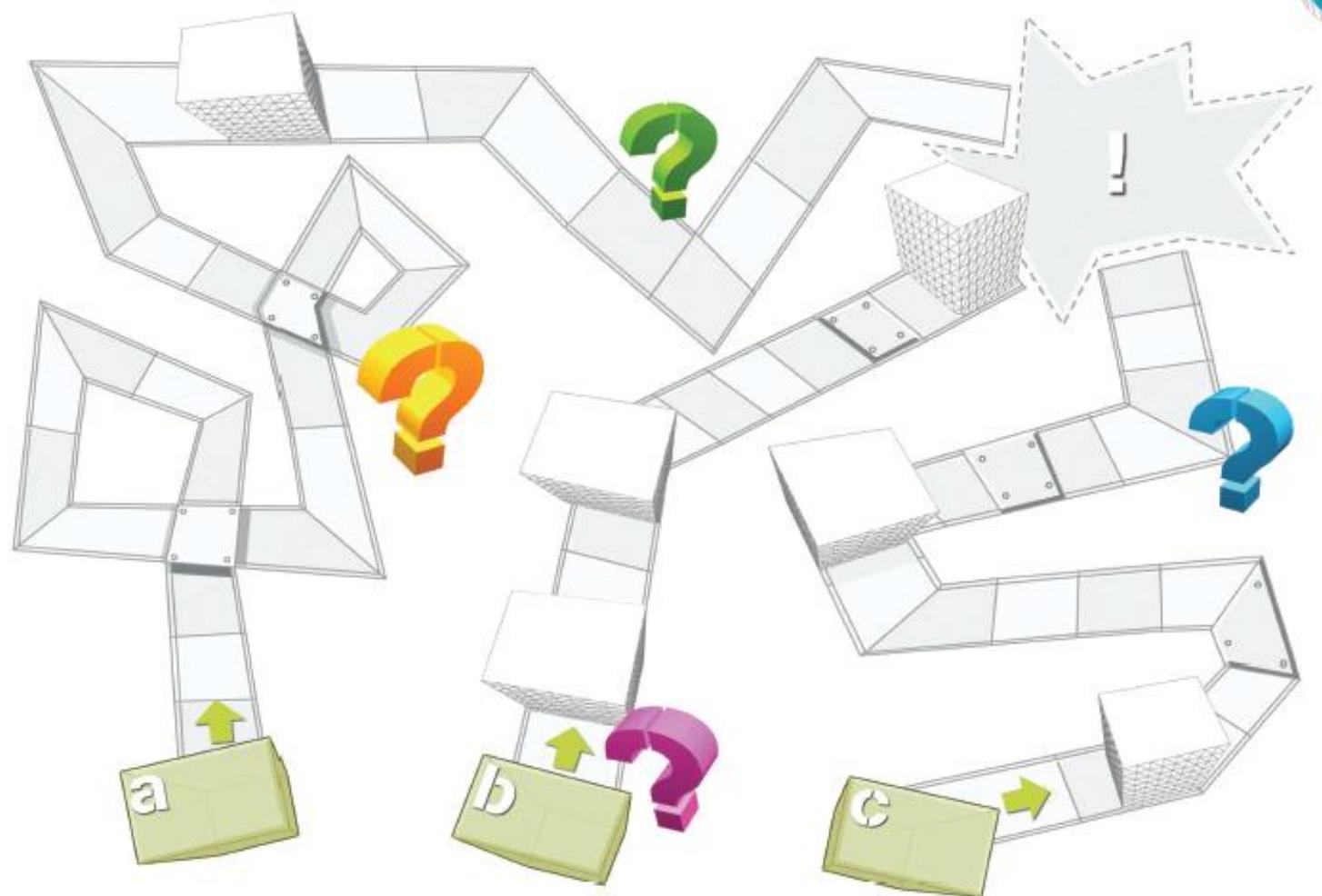
Nod:

- Mewn grwpiau neu barau, bydd angen i ddisgyblion gynllunio gêm bwrdd yn seiliedig ar y thema Risg. Gallai dysgwyr ddefnyddio Taflen Waith Gweithgaredd 11 os oes angen (mae pwyntiau cychwyn yn cael eu nodi gan A, B, C).

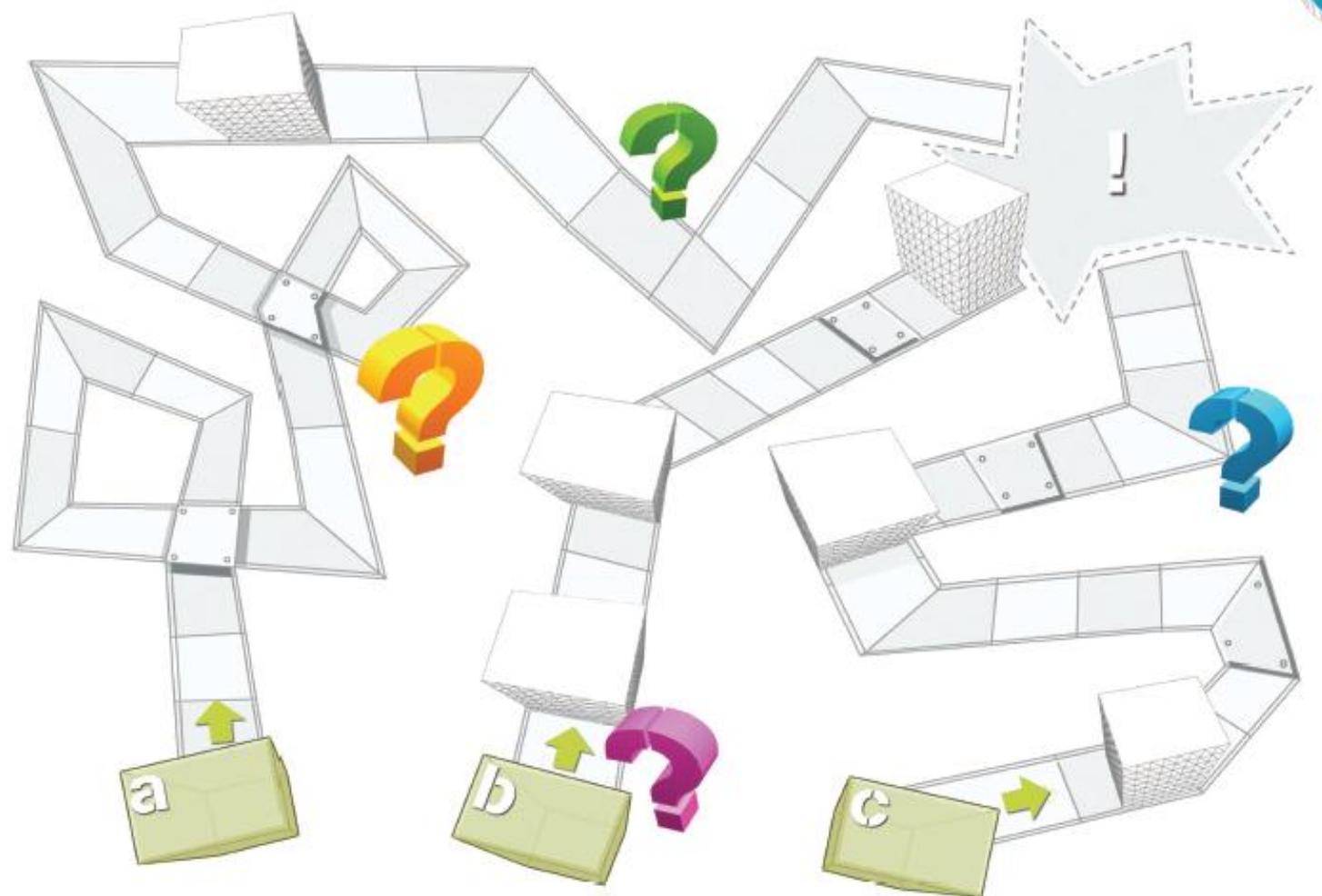
Dylai disgyblion ystyried:

- Creu Cardiau 'Risg' a 'Canlyniadau' er mwyn gallu symud o amgylch y gêm bwrdd.
- Sut i greu mwy o risg wrth ddilyn y llwybrau byrraf.
- Y manteision a'r anfanteision o gymryd y llwybrau sydd â'r mwyaf neu'r lleiaf o risg, a sut y gellir gwneud y chwaraewr yn ymwybodol o hyn.
- Sut bydd y chwaraewyr yn symud rhwng sgoriau e.e. dis, troellwr.
- Sut i gynrychioli pob chwaraewr ar y bwrdd.
- Y nifer o unigolion neu grwpiau sy'n chwarae'r gêm.

15. Risk



15. Risg



16. Organisation

Being able to organise yourself and others, and manage resources effectively requires a wide range of skills which young people can begin to learn from a very early age.

Organisation is all about understanding how to manage situations and tasks, it's about planning for what you want to achieve and then considering the resources and information available and which decisions to make.

Day-to-day life requires organisation skills and the activities in this pack will help give learners an understanding of what it means to manage, make informed decisions, set goals, meet deadlines, research, plan, handle risk and face the many other practical demands of the world of work. Remember that managing risk is as much about taking risks in order to achieve something special as reducing risk.

Importantly, the activities will help learners focus on taking responsibility for their actions and realising how their decisions affect others. That includes wider ethical and moral issues.

16. Trefniadaeth

Mae'r gallu i drefnu eich hun ac eraill, a rheoli adnoddau yn gofyn am ystod eang o sgiliau y gall pobl ifanc ddechrau eu dysgu'n effeithiol o oedran cynnar iawn.

Mae Trefniadaeth yn ymwneud â deall sut i reoli sefyllfaoedd a thasgau, mae'n ymwneud â chynllunio ar gyfer yr hyn rydych am ei gyflawni, gan ystyried yr adnoddau a'r wybodaeth sydd ar gael a'r penderfyniadau i'w gwneud.

Mae bywyd o ddydd i ddydd yn gofyn am sgiliau trefnu a bydd y gweithgareddau yn y pecyn hwn yn helpu i roi dealltwriaeth i ddysgwyr o'r hyn y mae'n ei olygu i reoli, Gwneud Penderfyniadau gwybodus, gosod nodau, cwrdd â therfynau amser, ymchwil, cynllunio, ymdrin â risg a wynebu llawer o ofynion ymarferol eraill y byd gwaith. Cofiwch bod rheoli risg yn gymaint am gymryd risgiau er mwyn cyflawni rhywbeth arbennig, ag yw o leihau risg.

Yn bwysicach, bydd y gweithgareddau yn helpu dysgwyr i ganolbwytio ar gymryd cyfrifoldeb am eu gweithredoedd a sylweddoli sut mae eu penderfyniadau yn effeithio ar bobl eraill. Mae hynny'n cynnwys materion moesegol a moesol ehangach.

16. Managing resources

Objective:

To enable learners to work together to research improvements in waste management.

Introduction:

Learners use research skills to explore waste management in their local school , college or environment to gain an understanding of issues involved.

Activity:

1. Using the Help Card as a stimulus, pose the question: Are we wasteful?
2. In groups, learners identify questions that need to be asked and information that needs to be collected to research waste management in their chosen area.
3. Learners identify where and how to collect the information. Local Authority Officers may be able to provide information or support.
4. Learners collect and analyse information and evaluate outcomes e.g. suggest measures for reducing waste.
5. Groups present their findings in an appropriate manner.

Plenary:

Learners are given the opportunity to reflect on how their actions at home or in school can make a difference.

Extension activity:

Learners create their own environmental quiz for a specific audience e.g. younger learners or parents.

Entrepreneurship Characteristics:

- Working with others
- Research
- Managing resource

Curriculum Links:

- WBQ
- EES

Provided Resources:

- Help card

Other Resources:

- IT
- Local Information

Learner Outcome:

Learners will be able to use a range of research skills.

16. Rheoli Adnoddau

Nod:

I alluogi dysgwyr i gydweithio i ymchwilio i welliannau mewn rheoli gwastraff.

Cyflwyniad:

Mae disgyblion yn defnyddio sgiliau ymchwil i ymchwilio i ffyrdd o reoli gwastraff yn eu hysgol, coleg, neu amgylchedd leol i gael dealltwriaeth o'r materion dan sylw.

Gweithgaredd:

1. Gan ddefnyddio'r Cerdyn Cymorth fel ysgogiad, gofynnwch y cwestiwn: A ydym yn wastraffus?
2. Mewn grwpiau, mae disgyblion yn nodi cwestiynau sydd angen eu gofyn a'r wybodaeth sydd angen ei chasglu i ymchwilio i'r broses o reoli gwastraff yn y maes o'u dewis.
3. Bydd disgyblion yn nodi lle a sut i gasglu'r wybodaeth.
4. Gall Swyddogion Awdurdod Lleol o bosibl ddarparu gwybodaeth neu gymorth.
5. Bydd disgyblion yn casglu ac yn dadansoddi gwybodaeth ac yn gwerthuso canlyniadau e.e. awgrymu mesurau i leihau gwastraff.
6. Bydd grwpiau yn cyflwyno eu canfyddiadau mewn dull priodol.

Sesiwn Llawn:

Rhoddir y cyfre i ddisgyblion fyfyrto ar sut y gall eu camau gweithredu gartref neu yn yr ysgol wneud gwahaniaeth.

Gweithgaredd Estynedig:

Bydd disgyblion yn creu eu cwis amgylcheddol eu hunain, i gynulleidfa benodol e.e. disgyblion iau neu rieni.

Nodweddion

Entreprenoriaeth:

- Gweithio gydag Eraill
- Ymchwil
- Rheoli Adnoddau

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a Ddarparwyd:

- Cerdyn Cymorth

Adnoddau Eraill:

- TG
- Gwybodaeth leol

Deilliont Dysgu:

Bydd dysgwyr yn gallu defnyddio amrywiaeth o sgiliau ymchwil.

16. Managing resources



Glass Bottles

In a single year, we use over six billion glass bottles and jars, of which, over five billion of them will end up in a landfill site.



Aluminium Cans

It takes between 80 and 100 years for a single aluminium can to decompose when it's left in a landfill site.



Plastic Bottles

Almost half a million tonnes of plastic bottles are used in the UK every year, but only around 5% are currently recycled.



Paper

The average family throws away six trees worth of paper in the household bin every single year.



General Waste

At present, in Wales we landfill around four million tonnes of waste each year. This, believe it or not weighs as much as half a million killer whales!!!

16. Rheoli adnoddau



Poteli gwydr

Mewn blwyddyn, rydym yn defnyddio dros chwe biliwn o boteli a jariau gwydr, a bydd pum biliwn ohonynt yn cael eu rhoi mewn safle tirlenwi!



Caniau alwminiwm

Mae'n cymryd rhwng 80 a 100 mlynedd i gan alwminiwm bydro pan gaiff ei adael mewn safle tirlenwi.



Poteli Plastig

Caiff bron i hanner miliwn o dunelli o boteli plastig eu defnyddio yn y DU bob blwyddyn, ond dim ond 5% sy'n cael eu hailgylchu ar hyn o bryd.



Papur

Mae'r teulu cyffredin yn taflu gwerth chwe choeden o bapur i fin sbwriel y cartref bob blwyddyn.



Gwastraff Cyffredinol

Ar hyn o bryd, yng Nghymru rydym yn tirlenwi tua pedair miliwn o dunelli o wastraff bob blwyddyn. Mae hyn, credwch neu beidio, yn pwysu cymaint â hanner miliwn o forfilod ffyrnig!!!

17. Organisation

Being able to organise yourself and others, and manage resources effectively requires a wide range of skills which young people can begin to learn from a very early age.

Organisation is all about understanding how to manage situations and tasks, it's about planning for what you want to achieve and then considering the resources and information available and which decisions to make.

Day-to-day life requires organisation skills and the activities in this pack will help give learners an understanding of what it means to manage, make informed decisions, set goals, meet deadlines, research, plan, handle risk and face the many other practical demands of the world of work. Remember that managing risk is as much about taking risks in order to achieve something special as reducing risk.

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17. Trefniadaeth

Mae'r gallu i drefnu eich hun ac eraill, a rheoli adnoddau yn gofyn am ystod eang o sgiliau y gall pobl ifanc ddechrau eu dysgu'n effeithiol o oedran cynnar iawn.

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Mae bywyd o ddydd i ddydd yn gofyn am sgiliau trefnu a bydd y gweithgareddau yn y pecyn hwn yn helpu i roi dealltwriaeth i ddysgwyr o'r hyn y mae'n ei olygu i reoli, Gwneud Penderfyniadau gwybodus, gosod nodau, cwrdd â therfynau amser, ymchwil, cynllunio, ymdrin â risg a wynebu llawer o ofynion ymarferol eraill y byd gwaith. Cofiwch bod rheoli risg yn gymaint am gymryd risgiau er mwyn cyflawni rhywbeth arbennig, ag yw lleihau risg.

Yn bwysicach, bydd y gweithgareddau yn helpu dysgwyr i ganolbwytio ar gymryd cyfrifoldeb am eu gweithredoedd a sylweddoli sut mae eu penderfyniadau yn effeithio ar bobl eraill. Mae hynny'n cynnwys materion moesegol a moesol ehangach.

17. Decision Making

Objective:

To enable learners to appreciate that research is essential for effective decision making.

Introduction:

This activity involves learners considering the range of factors which are important in setting up a business. By using visual stimulus, learners will answer a series of questions, used to prompt discussion about how and why decisions were made and what might have been done differently. This activity links well with Activity 2: Motivation.

Activity:

1. Initiate class discussion to identify factors learners think are important when setting up a business. Create a mind map on flip chart/whiteboard ‘If I were setting up a business I would..’
2. Using the PowerPoint (slide 1) and Business Quiz A or B, learners watch the video clips and answer the questions as directed. Differentiation - Quiz B provides additional challenge.
3. After viewing the video clip, learners should be divided into groups to compare and contrast their own answers to the questions.
4. Return to the mind map and drawing on discussions, the learners should decide if changes, additions or deletions should be made. The aim is to draw out the use of social media.
5. Divide learners into groups and ask them to prepare a pitch to deliver to the business owners to modernise their business approach. A prize could be awarded for the best pitch.

Plenary:

Group to discuss what in the video went wrong and what could have been done differently. Research into and appreciation of background factors are key to effective decision making. Elicit this through discussion, including confirmation of understanding that the use of social media and an online trading is revolutionising the traditional concept of high street shopping.

Entrepreneurship Characteristics:

- Decision Making
- Research /Understanding the Environment
- Managing Risk

Curriculum Links:

- WBQ
- EES

Provided Resources:

- Differentiated PowerPoint
- Business Quiz A
- Business Quiz B

Other Resources:

- Access to internet (optional)

Learner Outcome:

Learners will be able to consider the advantages of thorough research, social networking and the consequences of risk taking for effective decision making.

17. Gwneud Penderfyniadau

Nod:

I annog dysgwyr i werthfawrogi bod ymchwil yn hanfodol ar gyfer Gwneud Penderfyniadau effeithiol.

Cyflwyniad:

Mae'r weithgaredd hon yn cynnwys dysgwyr yn ystyried yr ystod o ffactorau sy'n bwysig wrth sefydlu busnes. Trwy ddefnyddio Ysgogiad gweledol, bydd dysgwyr yn ateb cyfres o gwestiynau, a ddefnyddir i ysgogi trafodaeth am sut a pham y gwnaed penderfyniadau a beth allai fod wedi cael ei wneud yn wahanol. Mae'r weithgaredd hon yn cysylltu'n dda â Gweithgaredd 2: Ysgogiad.

Gweithgaredd:

1. Cychwynnch drafodaeth dosbarth i nodi ffactorau y mae dysgwyr yn eu hystyried yn bwysig wrth sefydlu busnes. Crewch fap meddwl ar y siart troi / bwrdd gwyn 'Pe bawn i yn sefydlu busnes byddwn yn ...'
2. Gan ddefnyddio'r PowerPoint (sleid 1) a Chwis Busnes A neu B, mae dysgwyr yn gwyllo'r clipiau fideo ac yn ateb y cwestiynau yn ôl y cyfarwyddyd. Gwahaniaethu - Mae Cwis B yn darparu her ychwanegol.
3. Ar ôl edrych ar y clip fideo, dylai dysgwyr gael eu rhannu'n grwpiau i gymharu a chyferbynnu eu hatebion eu hunain i'r cwestiynau.
4. Ewch yn ôl i'r map meddwl ac wrth dynnu ar drafodaethau, dylai'r dysgwyr benderfynu a ddylai unrhyw ychwanegiadau, newidiadau neu ddileadau gael eu gwneud. Y nod yw tynnu allan y defnydd o gyfryngau cymdeithasol.
5. Defnyddiwr y cyflwyniad PowerPoint (sleid 2) ar bŵer y cyfryngau cymdeithasol. Rhannwch y dysgwyr yn grwpiau a gofynnwch iddynt baratoi broliant i'w gyflwyno i'r perchnogion busnes i foderneiddio eu dull busnes. Gallai gwobr gael ei dyfarnu am y broliant gorau.

Sesiwn Llawn:

Grŵp i drafod beth aeth o'i le yn y fideo a beth y gellid bod wedi'i wneud yn wahanol. Mae ymchwil i a gwerthfawrogiad o ffactorau cefndirol yn allweddol i wneud penderfyniadau effeithiol, caiff hyn ei ennyn drwy drafodaeth, gan gynnwys cadarnhad o ddealltwriaeth bod y defnydd o gyfryngau cymdeithasol a masnachu ar-lein yn chwyldroi y cysniad traddodiadol o siopa ar y stryd fawr.

Nodweddion

Entreprenoriaeth:

- Gwneud Penderfyniadau
- Ymchwil / Deall yr Amgylchedd
- Rheoli Risg

Cysylltiadau Cwrciwlwm:

- WBQ
- EES

Adnoddau a

Ddarparwyd:

- PowerPoint Gwahaniaethol
- Cwis Busnes A
- Cwis Busnes B

Adnoddau Eraill:

- Mynediad at y rhyngrwyd (dewisol)

Deilliant Dysgu:

Bydd dysgwyr wedi ystyried y manteision o ymchwil trylwyr, rhwydweithio cymdeithasol a chanlyniadau cymryd risg ar gyfer Gwneud Penderfyniadau.

17. Decision Making

Get Shirty

Get Shirty

[Click here to access the video](#)

17. Gwneud Penderfyniadau

Get Shirty

Get Shirty

Cliciwch yma i gael mynediad at y fideo

17. Decision Making

Business Quiz A

You are going to watch a video about two young men who start up a new business showing how the owners worked together and made important decisions. The video is divided into 3 sections showing:

1. how the owners planned for their business venture.
2. how they ran the business.
3. some factors which affected their business.

Follow the instructions below for watching each section. Tick the box which represents most closely your answer to the question.

Video Section 1: Planning for the business venture.

- First watch Video Section 1.
- Then answer questions 1-5 below.

1. On Maesteg high street, at least 6 men's clothes wear shops have been forced to close. If you were setting up a similar business, how much would this concern you?

A Very much, I wouldn't open a men's clothes wear shop in that location.

be better.

B Quite a lot, however I would try to plan something a bit different.

C Not really, my shop would

D Not at all.

2. In the 'Get Shirty' business plan, 75 customers a week are needed, spending £45 each. This works out as £20 a shirt. Do you think the estimate of 75 customers (just over 10 per day) is:

A too high

B too low

C just about right

17. Gwneud Penderfyniadau

Cwis Busnes A

Rydych yn mynd i wyllo fideo am ddau ddyn ifanc sy'n dechrau busnes newydd yn dangos sut mae'r perchnogion yn gweithio gyda'i gilydd ac yn Gwneud Penderfyniadau pwysig. Mae'r fideo wedi ei rannu yn 3 adran sy'n dangos:

1. sut y cynlluniodd y perchnogion ar gyfer eu menter busnes.
2. sut y gwnaethant redeg y busnes.
3. rhai ffactorau a effeithiodd ar eu busnes.

Dilynwch y cyfarwyddiadau isod i wyllo pob adran. Ticiwch y blwch sy'n cynrychioli orau eich ateb i'r cwestiwn.

Adran 1 o'r Fideo: Cynllunio ar gyfer y fenter busnes.

- Yn gyntaf gwyliwch Adran 1 o'r Fideo.
- Yna atebwch y cwestiynau 1-5 isod.

1. Ar stryd fawr Maesteg, mae o leiaf 6 siop ddillad dynion wedi cael eu gorfodi i gau. Faint fyddai hyn yn eich pryderu pe baech chi'n sefydlu busnes tebyg?

- A Llawer iawn, ni fyddwn yn agor siop ddillad i ddynion yn y lleoliad hwnnw C Dim mewn gwirionedd, byddai fy siop yn well.
B Cryn dipyn, fodd bynnag, byddwn yn ceisio cynllunio rhywbeth ychydig yn wahanol. D Dim o gwbl.

2. Yn y cynllun busnes 'Get Shirty', mae angen 75 o gwsmeriaid yr wythnos, yn gwario £45 yr un. Mae hyn yn gweithio allan fel £20 y crys. Ydych chi'n meddwl bod yr amcangyfrif o 75 o gwsmeriaid (ychydig dros 10 y dydd) yn:

- A rhy uchel B rhy isel C yn agos at fod yn iawn

17. Decision Making

Business Quiz A

3. Do you think the estimate of each customer spending £45 each (i.e. 2 shirts) is:

4a. If you were setting up a similar business in the same location, would you price your shirts:

- A the same (i.e. about £20 each) B lower C higher

4b. Why?

5. 'Get Shirty' ran out of money because they had not researched the amount of time cheques take to clear. This meant that they did not have enough stock. What would you have done in the circumstances?

- A Delayed the shop's grand opening.
B Opened with limited stock.
C Bought stock off the internet.

17. Gwneud Penderfyniadau

Cwrs Busnes A

3. Ydych chi'n credu bod yr amcangyfrif o bob cwsmer yn gwario £45 yr un (h.y. 2 grys) yn

4a. Os oeddech yn sefydlu busnes tebyg yn yr un lleoliad, a fydddech yn prisio eich crysau?

4b. Pam?

5. Rhedodd 'Get Shirty' allan o arian oherwydd nad oeddent wedi ymchwilio i faint o amser roedd hi'n ei gymryd i sieciau glirio. Roedd hyn yn golygu nad oedd ganddynt ddigon o stoc. Beth fydd ech chi wedi ei wneud o dan yr amgylchiadau?

- A Oedi agoriad mawrreddog y siop. B Agor gyda stoc cyfyngedig. C Prynu stoc oddi ar y rhyngrwyd.

17. Decision Making

Business Quiz A

Video Section 2: Running the business venture.

- First answer questions 6-8 below.
- Then watch Video Section 2

6. If there is a heatwave during the summer months, what effect do you think this will have on their business?

- A Positive effect, more people will be visiting the area and buying shirts.
B Negative effect, more people will be enjoying the weather and not shopping.

7. To obtain publicity for the shop, which of the following promotional methods do you think 'Get Shirty' should undertake?

10,000 flier drop costing around £450.

A radio advert costing £450.

Other

A TV advert costing £10,000.

A newspaper advert costing £500.

Why do you think the method you have selected is the most suitable?

8. After summer, if business is still low, would you:

- A. stay as you are to wait and see if it is a long term trend or just a seasonal blip?
B. change your stock to a cheaper range in order to attract more people in Maesteg?
C. change your stock to more top of the range in order to attract more people in Maesteg?

17. Gwneud Penderfyniadau

Cwis Busnes A

Adran 2 o'r Fideo: Rhedeg y fenter busnes.

- Yn gyntaf atebwch gwestiynau 6-8 isod.
- Yna gwyliwch Adran 2 o'r Fideo.

6. Os oes ton wres yn ystod misoedd yr haf, pa effaith ydych chi'n credu y bydd hyn yn ei gael ar eu busnes?

- A Effaith gadarnhaol, bydd mwy o bobl yn ymweld â'r ardal, a phrynu crysau.
B Effaith negyddol, bydd mwy o bobl yn mwynhau'r tywydd ac nid yn siopa.

7. Er mwyn cael cyhoeddusrwydd ar gyfer y siop, pa un o'r dulliau hyrwyddo canlynol yn eich barn chi ddylai 'Get Shirty' ymgymryd â hwyl?

10,000 o ddosbarthiad taflenni yn costio tua £450.

Hysbyseb radio yn costio £450.

Hysbyseb teledu yn costio £10,000.

Hysbyseb papur newydd yn costio £500.

Pam rydych chi'n meddwl mai'r dull rydych chi wedi ei ddewis yw'r un mwyaf addas?

8. Ar ôl yr haf, os byddai busnes yn dal i fod yn isel, fydd ech chi'n:

- aros fel ag yr ydych i weld os yw'n duedd tymor hir neu dim ond rhywbeth tymhorol dros dro?
- newid eich stoc i amrywiaeth o stoc rhatach er mwyn denu mwy o bobl ym Maesteg?
- newid eich stoc i stoc o amrywiaeth gwell er mwyn denu mwy o bobl ym Maesteg?

17. Decision Making

Business Quiz A

Video Section 3: Reflecting on what went wrong.

- First watch Video Section 3.
- Then answer questions 9 -10 below.

9. What do you think the main fault with the business venture was?

- A. Not enough research on the local environment, for example not realising what a threat Macarthur Glen was.
- B. Not enough research about the customers, for example there is a high unemployment rate in Maesteg so people have less money to spend.
- C. Borrowing too much money.
- D. Not enough planning to begin with, for example not ordering enough stock.
- E. The business idea itself.
- F. Carl and Colin as owners of 'Get Shirty'.

10. If you were one of the owners of the business, do you think you would have:

- A. quit like Colin and Carl.
- B. tried to see it through, by investing more money and time into the business?

Why?

17. Gwneud Penderfyniadau

Cwrs Busnes A

Adran 3 o'r Fideo: Myfyrio ar yr hyn a aeth o'i le.

- Yn gyntaf gwyliwrch Adran 3 o'r Fideo.
 - Yna atebwrch gwestiynau 9 -10 isod.

9. Beth ydych chi'n meddwl oedd y prif fai gyda'r fenter busnes?

- A. Dim digon o waith ymchwil ar yr amgylchedd lleol, er enghraifft heb sylweddoli faint o fwythiad oedd Macarthur Glen.

B. Dim digon o ymchwil am y cwsmeriaid, er enghraifft, mae cyfradd diweithdra uchel ym Maesteg felly mae gan bobl lai o arian i'w wario.

C. Benthycfa gormod o arian.

CH. Dim digon o gynllunio ar y dechrau, er enghraifft, heb archebu digon o stoc.

D. Y syniad busnes ei hun.

DD. Carl a Colin fel perchnogion 'Get Shirty'.

10. Pe baech chi yn un o berchnogion y busnes, ydych chi'n meddwl y byddech wedi:

- B. ceisio dyfalbarhau, drwy fuddsoddi mwy o arian ac amser yn y busnes?

Pam?

17. Decision Making

Business Quiz B

You are going to watch a video about two young men who start up a new business called 'Get Shirty'. The video is divided into 3 sections showing:

1. How the owners planned for their business venture (Planning and preparation).
2. How they ran the business (Trading).
3. Reflecting on factors which affected their business (The external environment).

Each section provides information about how they worked together and made important decisions and attempted to manage risk. Follow carefully the instructions for watching each section and answering the questions to help you to think about decisions you might take if setting up a business.

Video Section 1: Planning and preparation.

- First watch Video Section 1.
- Now answer questions 1-5 below.

1. On Maesteg high street, at least 6 men's clothes ware shops have been forced to close. If you were setting up a business in a similar line, how much would this concern you? Justify your answer.

2. In the 'Get Shirty' business plan, 75 customers a week are needed spending £45 each. This works out as £20 a shirt. Is this appropriate? Justify your answer.

17. Gwneud Penderfyniadau

Cwis Busnes B

Rydych yn mynd i wyllo fideo am ddau ddyn ifanc sy'n dechrau busnes newydd o'r enw 'Get Shirty'. Mae'r fideo wedi ei rannu yn 3 adran sy'n dangos:

1. Sut y cynlluniodd y perchnogion ar gyfer eu menter busnes (Cynllunio a pharatoi).
2. Sut gwnaethant redeg y busnes (Masnachu).
3. Myfyrio ar ffactorau a oedd yn effeithio ar eu busnes (Yr amgylchedd allanol).

Mae pob adran yn darparu gwybodaeth am sut y gwnaethant weithio gyda'i gilydd a Gwneud Penderfyniadau pwysig a cheisio rheoli risg. Dilynwch y cyfarwyddiadau yn ofalus ar gyfer gwylio pob adran ac ateb y cwestiynau i'ch helpu i feddwl am benderfyniadau y gallich eu cymryd pe baech yn sefydlu busnes.

Adran 1 o'r Fideo : Cynllunio a pharatoi.

- Yn gyntaf gwyliwch Adran 1 o'r Fideo.
- Nawr atebwch gwestiynau 1-5 isod.

1. Ar stryd fawr Maesteg, mae o leiaf 6 siop ddillad dynion wedi cael eu gorfodi i gau. Faint fyddai hyn yn eich pryderu pe baech chi'n sefydlu busnes tebyg. Cyfiawnhewch eich ateb.

2. Yn y cynllun busnes 'Get Shirty', mae angen 75 o gwsmeriaid yr wythnos, yn gwario £45 yr un. Mae hyn yn gweithio allan fel £20 y crys. A yw hyn yn briodol? Cyfiawnhewch eich ateb.

17. Decision Making

Business Quiz A

3. How appropriate do you think the estimate of each customer spending £45 each (i.e. 2 shirts) is? What would your estimate be? Justify your answer

4. If you were setting up a similar business in the same location, how would you price your shirts? For example would you charge less or more? Justify your answer.

5. 'Get Shirty' ran out of money because they had not researched the amount of time cheques take to clear. This meant that they did not have enough stock. What would you have done in the circumstances?

- A Delayed the shop's grand opening.
- B Opened with limited stock.
- C Bought stock off the internet.

Why do you think your solution is the most appropriate?

17. Gwneud Penderfyniadau

Cwis Busnes A

3. Pa mor briodol yn eich barn chi yw'r amcangyfrif o bob cwsmer yn gwario £45 yr un (h.y. 2 grys)? Beth fyddai eich amcangyfrif chi? Cyflawnhewch eich ateb.

4. Pe baech chi'n sefydlu busnes tebyg yn yr un lleoliad, sut byddech chi'n prisio eich crysau? Er enghraift, a fydddech yn codi llai neu fwy? Cyflawnhewch eich ateb.

5. Rhedodd 'Get Shirty' allan o arian oherwydd nad oeddent wedi ymchwilio i faint o amser roedd hi'n ei gymryd i sieciau glirio. Roedd hyn yn golygu nad oedd ganddynt ddigon o stoc. Beth fydddech chi wedi ei wneud o dan yr amgylchiadau?

- A Oedi agoriad mawreddog y siop. B Agor gyda stoc cyfyngedig. C Prynu stoc oddi ar y rhyngrywd.

Pam rydych chi'n meddwl mai eich ateb chi yw'r un mwyaf priodol?

17. Decision Making

Business Quiz A

Video Section 2: Trading.

- First answer questions 6-8 below.
- Then watch Video Section 2

6. There is a heatwave during the summer months, what effect do you think this will have on their business? Explain your answer.

7. In order to obtain publicity for the shop, which of the following promotional methods do you think the boys should undertake, given their concerns for the business and why?

10,000 flier drop costing around £450.

A radio advert costing £450.

Other

A TV advert costing £10,000.

A newspaper advert costing £500.

Why do you think the method you have selected will be most effective?

8. Post summer, business is low. What strategy would you come up with to try and encourage more customers to spend money in your shop? Justify your answer.

17. Gwneud Penderfyniadau

Cwis Busnes A

Adran 2 o'r Fideo : Masnachu.

- Yn gyntaf atebwch gwestiynau 6-8 isod.
- Yna gwylwch Adran 2 o'r Fideo

6. Mae yna don wres yn ystod misoedd yr haf, pa effaith ydych chi'n credu y bydd hyn yn ei gael ar eu busnes? Eglurwch eich ateb.

7. Er mwyn cael cyhoeddusrwydd ar gyfer y siop, pa un o'r dulliau hyrwyddo canlynol yn eich barn chi ddylai'r bechgyn ymgymryd â hwy, o ystyried eu pryderon ar gyfer y busnes a pham?

10,000 o ddosbarthiad taflenni yn costio tua £450.

Hysbyseb radio yn costio £450.

Hysbyseb teledu yn costio £10,000.

Hysbyseb papur newydd yn costio £500.

Pam rydych chi'n meddwl mai'r dull rydych chi wedi ei ddewis yw'r un mwyaf addas?

8.. Ar ôl yr haf, mae busnes yn isel. Pa strategaeth y byddech yn ei defnyddio i geisio annog mwy o gwsmeriaid i wario arian yn eich siop? Cyflawnhewch eich ateb.

17. Decision Making

Business Quiz A

Video Section 3: The External Environment.

- First watch Video Section 3.
- Then answer questions 9 -10 below.

9. What do you think the main fault with the business venture was? Justify your answer.

10. If you were one of the owners of the business, do you think you would have quit like Colin and Carl or try to see it through by investing more money and time into the business? Justify your answer.

11. In light of what you have seen, would this deter you or not deter you from setting up your own business? Justify your answer.

17. Gwneud Penderfyniadau

Cwis Busnes A

Adran 3 o'r Fideo: Yr Amgylchedd Allanol.

- Yn gyntaf gwyliwch Adran 3 o'r Fideo.
- Yna atebwch gwestiynau 9 -10 isod.

9. Beth ydych chi'n meddwl oedd y prif ddiffyg gyda'r fenter busnes? Cyfiawnhewch eich ateb.

10. Pe baech chi yn un o berchnogion y busnes, ydych chi'n meddwl y byddech wedi rhoi'r gorau iddi fel Colin a Carl neu geisio parhau, drwy fuddsoddi mwy o arian ac amser yn y busnes? Cyfiawnhewch eich ateb.

11. Yng ngoleuni'r hyn yr ydych wedi ei weld, a fyddai hyn yn eich atal neu ddim yn eich atal chi rhag sefydlu eich busnes eich hun? Cyfiawnhewch eich ateb.

18. Organisation

Being able to organise yourself and others, and manage resources effectively requires a wide range of skills which young people can begin to learn from a very early age.

Organisation is all about understanding how to manage situations and tasks, it's about planning for what you want to achieve and then considering the resources and information available and which decisions to make.

Day-to-day life requires organisation skills and the activities in this pack will help give learners an understanding of what it means to manage, make informed decisions, set goals, meet deadlines, research, plan, handle risk and face the many other practical demands of the world of work. Remember that managing risk is as much about taking risks in order to achieve something special as reducing risk.

Importantly, the activities will help learners focus on taking responsibility for their actions and realising how their decisions affect others. That includes wider ethical and moral issues.

18. Trefniadaeth

Mae'r gallu i drefnu eich hun ac eraill, a rheoli adnoddau yn gofyn am ystod eang o sgiliau y gall pobl ifanc ddechrau eu dysgu'n effeithiol o oedran cynnar iawn.

Mae Trefniadaeth yn ymwneud â deall sut i reoli sefyllfaoedd a thasgau, mae'n ymwneud â chynllunio ar gyfer yr hyn rydych am ei gyflawni, gan ystyried yr adnoddau a'r wybodaeth sydd ar gael a'r penderfyniadau i'w gwneud.

Mae bywyd o ddydd i ddydd yn gofyn am sgiliau trefnu a bydd y gweithgareddau yn y pecyn hwn yn helpu i roi dealltwriaeth i ddysgwyr o'r hyn y mae'n ei olygu i reoli, Gwneud Penderfyniadau gwybodus, gosod nodau, cwrdd â therfynau amser, ymchwil, cynllunio, ymdrin â risg a wynebu llawer o ofynion ymarferol eraill y byd gwaith. Cofiwch bod rheoli risg yn gymaint am gymryd risgiau er mwyn cyflawni rhywbeth arbennig, ag yw o leihau risg.

Yn bwysicach, bydd y gweithgareddau yn helpu dysgwyr i ganolbwytio ar gymryd cyfrifoldeb am eu gweithredoedd a sylweddoli sut mae eu penderfyniadau yn effeithio ar bobl eraill. Mae hynny'n cynnwys materion moesegol a moesol ehangach.

18. Research

Objective:

To enable learners to appreciate that research is essential for effective decision making.

Introduction:

This activity involves learners considering communication and the use of social media which is extremely important today in setting up a business.

Activity:

1. Initiate class discussion to identify knowledge of social media. Use the PowerPoint presentation on the power of social media. Create a mind map on flip chart/whiteboard .
2. Using the PowerPoints and quiz questions adapt for appropriate use in your learning environment.
3. Learners should be divided into groups to research
4. Divide learners into groups and ask them to prepare a pitch to deliver to the business owners to modernise their business approach. A prize could be awarded for the best pitch.

Plenary:

Group to discuss the use of social media for communication and marketing of goods, services and people. Confirmation of understanding of the use of social media in a business context.

Entrepreneurship Characteristics:

- Decision Making
- Research /Understanding the Environment
- Managing Risk

Curriculum Links:

- WBQ
- EES

Provided Resources:

- PowerPoint

Other Resources:

- Access to internet

Learner Outcome:

Learners will be able to research and consider the use of different types of social media when setting up a business.

18. Ymchwil

Nod:

I alluogi dysgwyr i werthfawrogi bod ymchwil yn hanfodol ar gyfer gwneud penderfyniadau effeithiol.

Cyflwyniad:

Mae'r gweithgaredd hwn yn cynnwys dysgwyr yn ystyried cyfathrebu a'r defnydd o gyfryngau cymdeithasol sydd yn hynod o bwysig heddiw wrth sefydlu busnes.

Gweithgaredd:

1. Dechreuwch drafodaeth dosbarth i nodi gwybodaeth am gyfryngau cymdeithasol. Defnyddiwr y cyflwyniad PowerPoint ar bŵer cyfryngau cymdeithasol. Crewch fap meddwl ar siart troi / bwrdd gwyn.
2. Gan ddefnyddio'r PowerPoint a chwestiynau cwis addaswch ar gyfer defnydd priodol yn eich amgylchedd dysgu.
3. Dylai dysgwyr gael eu rhannu'n grwpiau i ymchwilio
4. Rhannwch y dysgwyr yn grwpiau a gofynnwch iddynt baratoi cynnig i gyflwyno i'r perchnogion busnesau i foderneiddio eu dull busnes. Gallai gwobr gael ei dyfarnu am y cynnig gorau.

Sesiwn Llawn:

Grŵp i drafod y defnydd o gyfryngau cymdeithasol ar gyfer cyfathrebu a marchnata nwyddau, gwasanaethau a phobl. Cadarnhad o ddealltwriaeth o'r defnydd o gyfryngau cymdeithasol mewn cyd-destun busnes.

Nodweddion Entreprenoriaeth:

- Gwneud Penderfyniadau
- Ymchwil / Deall yr Amgylchedd
- Rheoli Risg

Cysylltiadau Cwricwlwm:

- WBQ
- EES

Adnoddau a Ddarparwyd:

- PowerPoint

Adnoddau Eraill:

- Mynediad i'r rhyngrywd

Deilliant Dysgu:

Bydd dysgwyr yn gallu ymchwilio ac ystyried y defnydd o wahanol fathau o gyfryngau cymdeithasol wrth sefydlu busnes.

18. Research

Social Media

The Power of Social Media

What is it?

How is it effective?

18. Ymchwil

Cyfryngau Cymdeithasol

Grym Cyfryngau Cymdeithasol

Beth ydyw?

Pa mor effeithiol ydyw?

18. Research

Social Media

What is social media?

Social media refers to interaction among people in which they create, share, and/or exchange information and ideas in virtual communities and networks

How many different forms of social media can you name ?

1. Using post-it notes or electronic resource e.g. Padlet to collate names of social media
2. Working in groups, divide into different categories, posting up on flip chart paper.

18. Ymchwil

Cyfryngau Cymdeithasol

Beth yw cyfryngau cymdeithasol?

Mae cyfryngau cymdeithasol yn cyfeirio at ryngweithio ymmsg pobl ble maent yn creu, rhannu, a / neu gyfnewid gwybodaeth a syniadau mewn cymunedau a rhwydweithiau rhithwir

Faint o wahanol fathau o gyfryngau cymdeithasol allwch chi enwi?

1. Defnyddio nodiadau post-it neu adnoddau electronig e.e. Padlet i ysgrifennu i lawr enwau cyfryngau cymdeithasol
2. Gan weithio mewn grwpiau, rhannwch nhw yn categorïau gwahanol, postiwch nhw ar bapur siart troi.

18. Research

Social Media

According to Kaplan and Haenlein*

There are 7 main types:

1. Collaborative projects (for example, Wikipedia)
2. Blogs and microblogs (for example, Twitter)
3. Social news networking sites (for example, Digg and Leakernet)
4. Content communities (for example, YouTube and DailyMotion)
5. Social networking sites (for example, Facebook)
6. Virtual game-worlds (e.g., World of Warcraft)
7. Virtual social worlds (e.g. Second Life)

How many have you used?

* Kaplan Andreas M., Haenlein Michael (2010). "Users of the world, unite! The challenges and opportunities of social media". Business Horizons 53 (1). p. 61.

18. Ymchwil

Cyfngau Cymdeithasol

Yn ôl Kaplan a Haenlein*

Mae 7 prif fath:

1. Prosiectau cydweithredol (er enghraifft, Wikipedia)
2. Blogiau a microblogiau (er enghraifft, Twitter)
3. Safleoedd rhwydweithio newyddion cymdeithasol (er enghraifft, Digg a Leakernet)
4. Cynnwys cymunedau (er enghraifft, YouTube a Dailymotion)
5. Safleoedd rhwydweithio cymdeithasol (er enghraifft, Facebook)
6. Bydoedd gemau rhithwir (e.e., World of Warcraft)
7. Bydoedd cymdeithasol rhithwir (ee Second Life)

Sawl un rydych chi wedi ei ddefnyddio?

* Kaplan Andreas M., Haenlein Michael (2010). "Users of the world, unite! The challenges and opportunities of social media". Business Horizons 53 (1). t. 61.

18. Research

Social Media

Introduction:

Please find below quiz questions relating to social media – quizzes can be used to assist in the learning process or as a summative assessment tool on an individual or group basis. They can be paper based, online or delivered using interactive media like pollseverywhere.com.

Source: Wearesocial.net Growing social media, Pewinternet.org, LinkedIn.com

General Questions:

1. How many people are there on the planet?
7.2 billion people
2. How many have access to the internet via smartphones and tablets?
3.65 billion mobile users
3. How many are active internet users?
Over 3 billion (approx. 45%)
4. How many have social media accounts?
Nearly 2.1 billion people
5. How many are active?
Close to 1.7 billion people have active accounts of which 1.65 billion accounts globally are accessed on mobile devices
6. How much will Social networks earn from advertising in 2015
\$8.3 billion
7. What % of all web site traffic in India is via mobile devices?
72%
8. How many active mobile social accounts are located in East Asia?
561 million

18. Ymchwil

Cyfryngau Cymdeithasol

Cyflwyniad:

Gweler isod gwestiynau cwis sy'n ymwneud â chyfryngau cymdeithasol - gall cwisiau gael eu defnyddio i gynorthwyo yn y broses ddysgu neu fel offeryn asesu crynodol ar sail unigol neu grŵp. Maen nhw'n gallu bod yn seiliedig ar bapur, ar-lein neu eu dosbarthu trwy ddefnyddio cyfryngau rhngweithiol fel pollseverywhere.com.

Ffynhonnell: Wearesocial.net Tyfu cyfryngau cymdeithasol, Pewinternet.org, LinkedIn.com

Cwestiynau Cyffredinol:

1. Faint o bobl sydd ar y blaned?
7.2 biliwn o bobl
2. Sawl un sydd gyda mynediad i'r rhyngrwyd trwy ffôn clyfar a thabledi?
3.65 biliwn o ddefnyddwyr ffonau symudol
3. Faint sy'n ddefnyddwyr gweithredol o'r ?
Dros 3 biliwn (tua 45%)
4. Faint sydd gyda cyfrifon cyfryngau cymdeithasol?
Bron i 2.1 biliwn o bobl
5. Faint sy'n weithredol?
Mae gan yn agos at 1.7 biliwn o bobl gyfrifon gweithredol o'r hyn y mae 1.65 biliwn o gyfrifon yn fydd-eang yn cael eu cyrchu ar ddyfeisiau symudol
6. Faint fydd Rhwydweithiau cymdeithasol yn eu hennill o hysbysebu yn 2015
\$8.3 biliwn
7. Pa % o'r holl draffig gwefan yn India sydd drwy ddyfeisiau symudol?
72%
8. Sawl cyfrif cymdeithasol symudol gweithredol sy'n cael eu lleoli yn Nwyrain Asia?
561 miliwn

18. Research

Social Media

Facebook facts

1. How old is Facebook ?
2015 - 11 years old
2. How many Facebook users are there?
Nearly 1.4 billion
3. What % of all Internet users are on Facebook
47%
4. How many likes are generated DAILY?
4.5 billion
5. What % of Facebook's revenue comes from mobile advertising
75%
6. Do direct uploads of user videos to Facebook exceed YouTube
Yes

Whatsapp?

1. Who owns Whatsapp?
Facebook – bought it for \$20 billion (tried to buy Snapchat for \$3 billion)
2. How many million users?
600 million - Facebook messenger has 500 million users

18. Ymchwil

Cyfryngau Cymdeithasol

Ffeithiau am Facebook

1. Pa mor hen yw Facebook?
2015 - 11 mlwydd oed
2. Faint o ddefnyddwyr Facebook sydd ar gael?
Bron i 1.4 biliwn
3. Pa % o holl ddefnyddwyr y Rhyngryd sydd ar Facebook
47%
4. Faint o 'hoffi' sy'n cael eu creu yn DDYDDIOL?
4.5 biliwn
5. Pa % o refeniw Facebook sy'n dod o hysbysebu symudol
75%
6. A yw llanlwythiadau uniongyrchol o fideos defnyddiwr i Facebook yn fwy na YouTube
Ydy

Whatsapp?

1. Pwy sy'n berchen Whatsapp?
Facebook – prynwyd am \$20 biliwn (rhoddwyd cynnig arni ond Snapchat am \$3 biliwn)
2. Faint o filiynau o ddefnyddwyr?
600 miliwn – Mae gan Facebook messenger 500 miliwn o ddefnyddwyr

18. Research

Social Media

Instagram facts

1. Who owns Instagram?
Facebook
2. How many Instagram users are there?
300 million users
3. How many photo's and video's are sent daily?
70 million
4. What % of internet users aged 18-29 use Instagram?
53%

Twitter facts

1. How many active users does Twitter have?
284 million
2. What % of Twitter users are on a mobile device?
88%
3. How many tweets are there per day?
500 million tweets per day

18. Ymchwil

Cyfryngau Cymdeithasol

Ffeithiau am Instagram

1. Pwy sy'n berchen ar Instagram?
Facebook
2. Faint o ddefnyddwyr Instagram sydd yna?
300 miliwn o ddefnyddwyr
3. Faint o luniau a fideos sy'n cael eu hanfon bob dydd?
70 miliwn
4. Pa% o ddefnyddwyr y rhyngrwyd oedran 18-29 sy'n defnyddio Instagram?
53%

Ffeithiau am Twitter

1. Faint o ddefnyddwyr gweithredol sydd gan Twitter?
284 miliwn
2. Pa % o ddefnyddwyr Twitter sydd ar ddyfais symudol?
88%
3. Faint o tweets sydd yna y dydd?
500 miliwn o tweets y dydd

18. Research

Social Media

Google+ facts

1. How much did Google+ cost to design and develop
over half a billion
2. How many million users
363
3. How many times is the +1 button hit per day
5 billion times

Pinterest (virtual pinboard) facts

1. What % of Pinterest users are female?
80%
2. How many million users are there on Pinterest?
70 million
3. What % purchase a product they pinned?
88%

18. Ymchwil

Cyfryngau Cymdeithasol

Ffeithiau am Google+

1. Faint gostiodd Google+ i'w ddylunio a'i ddatblygu
Dros hanner biliwn
2. Faint o filiynau o ddefnyddwyr
363
3. Sawl gwaith caiff y botwm +1 ei daro bob dydd
5 biliwn o weithiau

Ffeithiau am Pinterest (bwrdd pin rhithwir)

1. Pa % o ddefnyddwyr Pinterest sy'n fenywod?
80%
2. Faint o filiynau o ddefnyddwyr sydd yna ar Pinterest?
70 miliwn
3. Pa % prynu o gynnrych gwnaethant ei binio?
88%

18. Research

Social Media

LinkedIn facts (professional social network)

1. When did it start?
2002
2. How many million registered members does LinkedIn have?
347
3. What was LinkedIn's total revenue at the end of the 2014 period?
\$643 million (a growth rate of 44% over the previous period)
4. How many students and recent graduates are registered on LinkedIn?
Over 39 million

Snapchat

1. What was the last valuation of Snapchat
Close to \$20 billion at the last valuation
2. How many million monthly users has Snapchat?
100 million

18. Ymchwil

Cyfryngau Cymdeithasol

Ffeithiau am LinkedIn (rhwydwaith cymdeithasol proffesiynol)

1. Pryd dechreuodd?
2002
2. Sawl miliwn o aelodau cofrestredig sydd gan LinkedIn?
347
3. Beth oedd cyfanswm refeniw LinkedIn ar ddiwedd y cyfnod 2014?
\$643 miliwn (cyfradd twf o 44% dros y cyfnod blaenorol)
4. Faint o fyfyrwyr a graddedigion diweddar sydd wedi eu cofrestru ar LinkedIn?
Dros 39 miliwn

Snapchat

1. Beth oedd y prisiad diwethaf o Snapchat?
Yn agos at \$20 biliwn yn y prisiad diwethaf
2. Faint o filiynau o ddefnyddwyr misol sydd gan Snapchat?
100 miliwn

18. Research

Social Media

There is prolific use of social media across the world

Did you know?

- Social messaging platforms such as Snapchat and Whatsapp have become “quasi social networks”
- Instant services and chat apps now account for 3 of the top 5 global social platforms.
- Non English speaking social networks are on the rise exceeding Twitter, Instagram and Google+. e.g. in China and Russia for example Qzone
 - Viber has over 200 million users
 - Qzone (China) has 639 million users
 - Wechat (China) has 468 million users
 - Russia’s “VKontakte” has 100 million users
- The mobile phone has made the web accessible for almost everyone via towers rather than more expensive fixed wires and poles!
- In the U.S. alone, total minutes spent on social networking sites has increased 83 percent year-on year.
- Australia has some of the highest social media usage in the world.
- One out of eight couples married in the U.S. last year met via social media according to statistics released June 2011
- 1 in 5 divorces have been blamed on Facebook

18. Ymchwil

Cyfryngau Cymdeithasol

Gwneir defnydd toreithiog o gyfryngau cymdeithasol ar draws y byd Oeddech chi'n gwybod?

- Mae llwyfannau negeseua cymdeithasol fel Snapchat a Whatsapp wedi dod yn “rhwydweithiau cymdeithasol lled-”
- Mae gwasanaethau Instant a sgwrsio apiau bellach yn cyfrif am 3 o'r 5 llwyfan cymdeithasol byd-eang uchaf.
- Mae rhwydweithiau cymdeithasol nad ydynt yn rhai Saesneg ar i fyny yn fwy na Twitter, Instagram a Google+. e.e. yn Tsieina a Rwsia, er enghraifft Qzone
 - Mae gan Viber dros 200 miliwn o ddefnyddwyr
 - Mae gan Qzone (Tsieina) 639 miliwn o ddefnyddwyr
 - Mae gan Wechat (Tsieina) 468 miliwn o ddefnyddwyr
 - Mae gan “VKontakte” Rwsia 100 miliwn o ddefnyddwyr
- Mae'r ffôn symudol wedi gwneud y we yn hygyrch i bron bawb drwy dyrau yn hytrach na gwifrau a pholion sefydlog sy'n ddrutach!
- Yn yr Unol Daleithiau yn unig, mae cyfanswm munudau a wariwyd ar safleoedd rhwydweithio cymdeithasol wedi cynyddu 83 y cant flwyddyn ar ôl blwyddyn.
- Mae gan Awstralia beth o'r defnydd cyfryngau cymdeithasol uchaf yn y byd.
- Cyfarfu un allan o wyth cyplau priod yn yr Unol Daleithiau y llynedd drwy gyfryngau cymdeithasol yn ôl ystadegau a ryddhawyd Mehefin 2011
- Mae Facebook wedi cael y bai am 1 o bob 5 ysgariad

18. Research

Social Media

The main benefits of social media for small business

The main benefits include:

1. Increased Business Exposure

Social media allows businesses to extend well beyond the immediate geographic area. Social media allows any business the benefit of increased exposure. Whether a global, national or local business.

2. Insight About a Businesses' Customers

This is one of the biggest advantages of using social media. Social media provides limitless opportunities for businesses to interact with current and potential customers. They have the ability to engage customers in real-time conversations about their mission, products, events, and services.

3. Reduced Marketing Expenses

In some cases, marketing businesses can be free by using social networking sites.

18. Ymchwil

Cyfryngau Cymdeithasol

Prif fuddion cyfryngau cymdeithasol ar gyfer busnes bach:

Mae'r prif fuddion yn cynnwys:

1. Mwy o Amlygiad ar gyfer y Busnes

Mae cyfryngau cymdeithasol yn caniatáu i fusnesau i ymestyn ymhell y tu hwnt i'r ardal ddaearyddol gyfagos. Mae cyfryngau cymdeithasol yn caniatáu i unrhyw fusnes y budd o amlygiad cynyddol. Pa un a yw yn fusnes byd-eang, cenedlaethol neu leol.

2. Mewnwelediad yng hylch Cwsmeriaid Busnesau

Dyma un o fanteision mwyaf o ran defnyddio cyfryngau cymdeithasol. Mae cyfryngau cymdeithasol yn cynnig cyfleoedd diddiwedd i fusnesau i ryngweithio â chwsmeriaid cyfredol a phosibl. Mae ganddynt y gallu i ymgysylltu cwsmeriaid mewn sgyrsiau amser real am eu cenhadaeth, cynyrrch, digwyddiadau, a gwasanaethau.

3. Treuliau Marchnata Llai

Mewn rhai achosion, gall marchnata busnesau fod yn rhad ac am ddim drwy ddefnyddio safleoedd rhwydweithio cymdeithasol.

18. Research

Social Media

Why is it so useful to your enterprise?

18. Ymchwil

Cyfryngau Cymdeithasol

Pam ei fod mor ddefnyddiol i'ch menter?

19. Organisation

Being able to organise yourself and others, and manage resources effectively requires a wide range of skills which young people can begin to learn from a very early age.

Organisation is all about understanding how to manage situations and tasks, it's about planning for what you want to achieve and then considering the resources and information available and which decisions to make.

Day-to-day life requires organisation skills and the activities in this pack will help give learners an understanding of what it means to manage, make informed decisions, set goals, meet deadlines, research, plan, handle risk and face the many other practical demands of the world of work. Remember that managing risk is as much about taking risks in order to achieve something special as reducing risk.

Importantly, the activities will help learners focus on taking responsibility for their actions and realising how their decisions affect others. That includes wider ethical and moral issues.

19. Trefniadaeth

Mae'r gallu i drefnu eich hun ac eraill, a rheoli adnoddau'n effeithiol yn gofyn am ystod eang o sgiliau y gall pobl ifanc ddechrau eu dysgu o oedran cynnar iawn.

Mae Trefniadaeth yn ymwneud â deall sut i reoli sefyllfaoedd a thasgau, mae'n ymwneud â chynllunio ar gyfer yr hyn rydych am ei gyflawni, gan ystyried yr adnoddau a'r wybodaeth sydd ar gael a'r penderfyniadau i'w gwneud.

Mae bywyd o ddydd i ddydd yn gofyn am sgiliau trefnu a bydd y gweithgareddau yn y pecyn hwn yn helpu i roi dealltwriaeth i ddysgwyr o'r hyn y mae'n ei olygu i reoli, Gwneud Penderfyniadau gwybodus, gosod nodau, cwrdd â therfynau amser, ymchwil, cynllunio, ymdrin â risg a wynebu llawer o ofynion ymarferol eraill y byd gwaith. Cofiwch bod rheoli risg yn gymaint am gymryd risgiau er mwyn cyflawni rhywbeth arbennig, ag yw lleihau risg.

Yn bwysicach, bydd y gweithgareddau yn helpu dysgwyr i ganolbwytio ar gymryd cyfrifoldeb am eu gweithredoedd a sylweddoli sut mae eu penderfyniadau yn effeithio ar bobl eraill. Mae hynny'n cynnwys materion moesegol a moesol ehangach.

19. Vision/Goal Setting

Objective:

To enable learners to appreciate the importance of aspirations / ambitions and to identify a personal goal.

Introduction:

This activity uses visual images to encourage learners to think about what is meant by ambition and motivation. Learners then develop understanding of how and why they might be motivated to achieve short and long term goals.

Activity:

1. Using the powerpoint as stimulus, encourage learners to discuss in groups who would be interested / not interested in the categories and why? Are there important ambitions not on the cards?
2. In groups, learners could create additional ambition cards.
3. Learners identify and rank their personal life ambitions (1-10) in order of priority.
4. Learners discuss; Is this difficult? Are there different types of ambitions? e.g. short, medium, or long term, family or work orientated. Pose the question: Is it possible to succeed with more than one ambition?
5. Using the Worksheet learners should produce an ‘ambition ladder’. Learners identify realistic goals for the short, medium and long term e.g. attending a concert or buying a piece of clothing; learning to drive or going on holiday with a friend; working overseas for a charity or working in the music industry.
6. Ask learners to consider: skills, knowledge, experience, barriers, risks, attitudes and resources needed to achieve their goals.

Plenary:

Facilitator organises cohort feedback, summarising the range of ideas and the benefits of having aspirations / ambitions.

Entrepreneurship Characteristics:

- Aspiration
- Vision – Goal Setting

Curriculum Links

- WBQ
- EES

Provided Resources:

- Worksheet
- Powerpoint

Other Resources:

- Whiteboard

Learning Outcome:

Learners will be able to start identifying choices to achieve aspirations.

19. Gweledigaeth /Pennu Nod

Nod:

I alluogi dysgwyr i werthfawrogi pwysigrwydd dyheadau / uchelgeisiau a nodi gôl bersonol.

Cyflwyniad:

Mae'r gweithgaredd hwn yn defnyddio delweddau gweledol i annog dysgwyr i feddwl am yr hyn a olygir gan uchelgais ac ysgogiad. Mae dysgwyr wedyn yn datblygu dealltwriaeth o sut a pham y gellid eu hysgogi i gyflawni nodau byrdymor a hirdymor.

Gweithgaredd:

1. Gan ddefnyddio'r PowerPoint fel symbyliad, anogwch dysgwyr i drafod mewn grwpiau gan bwy byddai diddordeb / dim diddordeb yn y categorïau a pham? A oes uchelgeisiau pwysig nad ydynt ar y cardiau?
2. Mewn grwpiau, gallai dysgwyr greu cardiau uchelgais ychwanegol.
3. Mae dysgwyr yn nodi ac yn graddio eu huchelgeisiau bywyd personol (1-10) yn nhrefn blaenoriaeth.
4. Mae dysgwyr yn trafod; A yw hyn yn anodd? A oes gwahanol fathau o uchelgeisiau? e.e. tymor byr, canolig, neu hirdymor, cyfeiriedig ar deulu neu waith. Gofynnwch y cwestiwn: A yw'n bosibl llwyddo gyda mwy nag un uchelgais?
5. Gan ddefnyddio'r Daflen Waith dylai dysgwyr gynhyrchu 'ysgol uchelgais'. Mae dysgwyr yn nodi nodau realistig ar gyfer y tymor byr, canolig a hirdymor, e.e. mynchyu cyngerdd neu brynu darn o ddillad; dysgu gyrru neu fynd ar wyliau gyda ffrind; gweithio dramor i elusen neu weithio yn y diwydiant cerdd.
6. Gofynnwch i'r dysgwyr i ystyried: sgiliau, gwybodaeth, profiad, rhwystrau, risgiau, agweddau ac adnoddau sydd eu hangen i gyflawni eu nodau.

Sesiwn Llawn:

Mae hwylusydd yn trefnu adborth carfan, yn crynhoi ystod o syniadau a manteision o gael dyheadau / uchelgeisiau

Nodweddion

Entreprenoriaeth:

- Dyhead
- Gweledigaeth /Pennu Nod

Curriculum Links

- WBQ
- EES

Adnoddau a

Ddarparwyd:

- Taflen Waith
- Powerpoint

Adnoddau Eraill:

- Bwrdd Gwyn

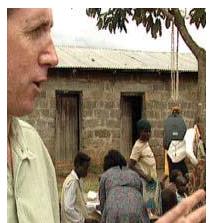
Deilliant Dysgu:

Bydd dysgwyr yn gallu dechrau nodi dewisiadau i gyflawni dyheadau..

19. Vision/Goal Setting

Pass your driving test		Go to university		Get a dream job	
Have a family		Earn lots of money		Learn a new sport	
See the world		Help others		Support your team	
Keep fit		Start a business		Other	

19. Gweledigaeth/Pennu Nod

Pasio eich prawf gyrru		Mynd i'r Brifysgol		Cael eich swydd ddelfrydol	
Magu teulu		Ennill llawer o arian		Dysgu math newydd o chwaraeon	
Gweld y byd		Helpu eraill		Cefnogi eich tîm	
Cadw'n heini		Dechrau busnes		Arall	

19. Vision/Goal Setting

My long term goal is:

Barrier:

How to overcome them:

Barrier:

Barrier:

How to overcome them:

My medium term goal
is:

Barrier:

How to overcome them:

Barrier:

Barrier:

How to overcome them:

My short term goal is:

Barrier:

How to overcome them:

Barrier:

Barrier:

How to overcome them:

19. Gweledigaeth/Pennu Nod

Fy nod hirdymor yw:

Rhwystrau:

Sut i'w goresgyn:

Fy nod tymor canolig
yw:

Rhwystrau:

Sut i'w goresgyn:

Fy nod tymor byr yw:

Rhwystrau:

Sut i'w goresgyn:

Rhwystrau:

Sut i'w goresgyn::