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## Astudiaeth Achos CASE STUDY 5

Parc a Chastell Dinefwr, Sir Gaerfyrddin  
Dinefwr Park & Castle, Carmarthenshire

### WHY TAKE PART?

The property team felt that although they had a good offer for children and young people they could do more to really involve them in decision-making and the work of the site. When the first Taking Over Museums Day in Wales was announced, they were keen to be part of the campaign. November was also a convenient time as staff were less busy with traditional school visits.

### WHO TOOK PART?

Seven young people aged 16-19 from a school for pupils with Special Educational Needs. The Learning & Visitor Experience Officer had contacts at the school as pupils had often come to do work experience at the site and knew it was a favourable setting for them. In choosing this particular school to work with they also wanted to acknowledge the school's willingness to participate and loyalty in visiting in the past.

### WHAT DID THEY DO?

The pupils were challenged with designing and building a Santa's grotto, which would be used to accommodate Santa and his visitors the following weekend during Dinefwr's Edwardian Christmas festival.

### HOW DID THEY SPEND THEIR TIME ON THE DAY?

The group met with the Learning Officer and over refreshments discussed the brief and the context of the challenge. They were put in the role of young consultants, asked to advise on what Santa and the children might like to see in the grotto. The group visited the room to get an idea of the space available

### PAM CYMRD RHAN?

Roedd tîm y safle'n teimlo, er bod ganddynt ddigon i'w gynnig i blant a phobl ifanc, bod modd iddynt wneud mwy i'w cynnwys yn y penderfyniadau sy'n gysylltiedig â'r safle a gwaith y safle. Pan gyhoeddwyd y Diwrnod Meddiannu Amgueddfeydd cyntaf, roeddent yn awyddus i fod yn rhan o'r ymgyrch. Roedd Tachwedd yn amser cyfleus hefyd gan fod staff yn llai prysur gydag ymweliadau traddodiadol gan ysgolion.

### PWY GYMERODD RAN?

Saith o bobl ifanc rhwng 16-19 o ysgol i ddisgyblion ag Anghenion Addysgol Arbennig. Roedd gan y Swyddog Dysgu a Phrofiad yr Ymwelydd gysylltiadau â'r ysgol gan fod disgyblion wedi dod i gael profiad gwaith ar y safle, ac yn gwybod ei fod yn safle addas ar eu cyfer. Wrth ddewis gweithio gyda'r ysgol benodol hon, roeddent hefyd am gydnabod parodrwydd yr ysgol i gymryd rhan, a'u ffyddlondeb yn y gorffennol wrth ymweld.

### BETH WNAETHON NHW?

Cafodd y disgyblion yr her o gynllunio ac adeiladu grotto Siôn Corn, a fyddai'n cael ei ddefnyddio ar gyfer Siôn Corn a'i ymwelwyr yn ystod y penwythnos canlynol yng ngŵyl Nadolig Edwardaidd y Parc.

### SUT WNAETHON NHW DREULIO'U HAMSER AR Y DIWRNOD?

Cyfarfu'r grŵp â'r Swyddog Dysgu, a thrafodwyd y briff a chyd-destun yr her gan fwynhau lluniaeth ysgafn. Cafwyd hwy i feddwl fel cynghorwyr ifanc, gan roi cyngor ar yr hyn fyddai Siôn Corn a'r plant yn hoffi ei weld yn y grotto. Aeth y grŵp i weld yr ystafell i gael syniad o faint o le oedd ar gael ac i nodi unrhyw

and identify any issues that they would need to consider:

The pupils then planned how they would build the grotto and allocated tasks to each other. The next few hours were spent carrying out the work and the day ended with a debrief.

## WHAT HAPPENED NEXT?

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The grotto was completed on time and opened to visitors at the weekend. The learning officer sent a letter of thanks to the pupils and the property staff were very positive about the experience, saying it had 'lifted spirits'. It was felt that much of the work that the children had carried out in the past had been quite low-key and not always visible to staff so this was a good way to raise the profile of what young people can contribute. In future the property plans to create opportunities for young people's participation on a larger scale and is already planning how to involve these young consultants in other ways.

The pupils' teacher was very pleased with the unique experience that the young people had had, highlighting the fact that they had been working together in a way they would not have the opportunity to do in school i.e. delegating activities, working as a team on a real challenge. Also valued was the chance to develop social skills; learning how to behave in a different environment and how to communicate what they were doing to curious visitors.

broblemau y byddai'n rhaid iddyn nhw eu hystyried.

Yna cynlluniodd y disgyblion sut y byddent yn adeiladu'r grotto, gan rannu tasgau yn eu plith. Treuliodd yr ychydig oriau nesaf yn cyflawni'r gwaith a daeth y diwrnod i ben gydag ôl-drafodaeth.

## BETH DDIGWYDDODD NESAF?

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Cafodd y grotto ei gwblhau ar amser a'i agor i ymwelwyr dros y penwythnos. Anfonodd y swyddog dysgu lythyr o ddiolch i'r disgyblion ac roedd staff y safle yn bositif iawn am y profiad, gan ddweud ei fod wedi 'codi ysbryd'. Teimlwyd nad oedd llawer o'r gwaith oedd yn cael ei wneud yn y gorffennol yn cael ei weld, ac nid oedd bob amser yn amlwg i staff, felly roedd hyn yn ffordd dda o dynnu sylw at yr hyn y gall pobl ifanc ei gyfrannu. Yn y dyfodol mae'r safle yn bwriadu creu cyfleoedd i bobl ifanc gyfrannu ar raddfa fwy, ac mae eisoes yn cynllunio sut i gynnwys y cynghorwyr ifanc hyn mewn ffyrdd eraill.

Roedd athro'r plant yn falch iawn o'r profiad unigryw oedd y bobl ifanc wedi'i gael, ac yn tynnu sylw at y ffaith eu bod wedi bod yn cydweithio mewn ffordd na fyddent wedi cael y cyfle i'w wneud yn yr ysgol h.y. dirprwyo gweithgareddau, gweithio fel tîm ar her go iawn. Roedd y cyfle i ddatblygu sgiliau cymdeithasol yn cael ei werthfawrogi hefyd; dysgu sut i ymddwyn mewn amgylchedd wahanol a sut i ddweud wrth ymwelwyr chwilfrydig beth oedden nhw'n ei wneud.