



# TAKEOVER DAY CASE STUDIES

# DIWRNOD MEDDIANNU ASTUDIAETHAU ACHOS 2012-2016

# TAKEOVER DAY CASE STUDIES

## ASTUDIAETHAU ACHOS DIWRNOD MEDDIANNU

---

Welcome to our new Takeover Day Case Studies pack, which includes all of the case studies we have produced since Takeover Day was launched in Wales in 2012.

**Croeso i'n pecyn newydd o Astudiaethau Achos y Diwrnod Meddiannu**, sy'n cynnwys yr holl astudiaethau achos yr ydym wedi eu cynhyrchu ers lansio'r Diwrnod Meddiannu yng Nghymru yn 2012.

A list of all of the case studies included in this pack is on the following page, plus a guide to the Takeover Day event held at each venue.

Mae rhestr o'r holl astudiaethau achos sydd wedi eu cynnwys yn y pecyn yma i'w chael ar y dudalen nesaf, ynghyd ag arweiniad i'r digwyddiad Diwrnod Meddiannu sy'n cael ei gynnal ymhob lleoliad.

### How to use this document

Kids in Museums have created case studies since the very first Takeover Day. They are all compiled in this document. To find the most relevant case study for you and your organisation:

- Hold Ctrl and the 'F' key at the same time
- A search bar will appear
- Type a 'Key Word' into the search bar

### Here's a list of suggestions for your Key Words:

- Type of organisation  
Cadw / Castle / National Trust
- Group description  
Under 11 / 11+  
Small Group (fewer than 10) / Medium Group (10-50) / Large Group (50+)  
Primary School / Secondary School / SEN School / Youth Panel

...

### Sut i ddefnyddio'r ddogfen hon

Mae Kids in Museums wedi creu astudiaethau achos ers y Diwrnod Meddiannu cyntaf un. Rydym wedi eu casglu i gyd at ei gilydd yn y ddogfen hon. I ganfod yr astudiaeth achos mwyaf perthnasol i chi a'ch sefydliad:

- Daliwch y fysell Ctrl a'r fysell 'F' i lawr ar yr un pryd
- Bydd bar chwilio yn ymddangos
- Teipiwch 'Air Allweddol' i'r bar chwilio

### Dyma restr o awgrymiadau ar gyfer eich Geiriau Allweddol:

- Math o sefydliad  
Cadw / Castell / Ymddiriedolaeth Genedlaethol
- Disgrifiad o grŵp  
lau Nag 11 / 11+  
Grŵp Bychan (llai na 10) / Grŵp Canolradd (10-50) / Grŵp Mawr (50+)  
Ysgol Gynradd / Ysgol Uwchradd / Ysgol Anghenion  
Addysgol Arbennig / Panel Ieuenctid

...

- Areas and roles young people can takeover  
Archivist / Café / Conservator / Consultant / Curator / Designer / Education Officer / Event Organiser / Film Maker / Front of House / Marketing / Performer / Presenter / Press / Researcher / Shop Assistant / Social Media / Technician / Tour Guide
- Initiatives that link with Takeover Day  
Communities First / WWI

### Tips

- Search for only one Key Word at a time
- Remember some words might be more popular like 'museum' so try to be specific with your search
- Use the Key Word 'Longitudinal' to find case studies about organisations doing Takeover Day for more than a year

- Meysydd y rolau y gall pobl ifanc eu meddiannu  
Archifydd / Caffi / Gwarchodwr / Ymgynghorydd / Curadur / Dylunydd / Swyddog Addysg / Trefnydd Digwyddiadau / Gwneuthurwr Ffilmiau / Blaen Tŷ / Marchnata / Perfformiwr / Cyflwynydd / Y Wasg / Ymchwilydd / Cynorthwydd Siop / Cyfryngau Cymdeithasol / Technegydd / Tywysydd Teithiau
- Mentrau sy'n cysylltu â'r Diwrnod Meddiannu  
Cymunedau yn Gyntaf / Rhyfel Byd Cyntaf

### Awgrymiadau

- Chwiliwch am un Gair Allweddol yn unig ar y tro
- Cofiwch, efallai bod rhai geiriau'n fwy poblogaidd, e.e. 'amgueddfa' felly ceisiwch fod yn benodol wrth chwilio
- Defnyddiwch y Gair Allweddol 'Hydredol' i ganfod astudiaethau achos am sefydliadau sydd wedi gwneud y Diwrnod Meddiannu am fwy na blwyddyn

Did you find this useful? Why not download our handy **Takeover Day Fact Sheets pack?** For all additional resources, or if you would like to download our fact sheets individually, please visit our [website](#)

**A gawsoch chi hwn yn ddefnyddiol? Beth am lawrlwytho ein pecyn defnyddiol o Daflenni Ffeithiau Diwrnod Meddiannu?** I gael yr holl adnoddau ychwanegol, neu os hoffech lawrlwytho ein taflenni ffeithiau'n unigol, ewch i'n [gwefan](#) os gwelwch yn dda.

# TAKEOVER DAY CASE STUDIES

## ASTUDIAETHAU ACHOS DIWRNOD MEDDIANNU

---

Takeover Day – More than a day / Diwrnod Meddiannu – Mwy na diwrnod

Oriel Ynys Môn – 3-year Case Study 2012-14 / astudiaeth achos tair blynedd 2012-14

Pontypool Museum / Amgueddfa Pont-y-pŵl – 3-year Case Study 2013-15 / astudiaeth achos tair blynedd 2013-15

### Takeover Day / Diwrnod Meddiannu

**Abergavenny Museum and Castle / Amgueddfa a Castell y Fenni** – designing a Santa's Grotto working with the youth service / cynllunio Groto Siôn Corn gan weithio gyda'r gwasanaeth ieuencid

**Anglesey Archives / Archifau Ynys Môn** – taking over role of search room assistants, stewards and archivists / meddiannu rôl cynorthwyyr yr ystafell chwilio, stiwardiaid ac archifwyr

**Big Pit: National Coal Museum / Big Pit: Amgueddfa Lofaol Cymru** – learning project with presentation / prosiect dysgu gyda chyflwyniad

**Ceredigion Museum / Amgueddfa Ceredigion** – curating a gallery / curadu oriel

**Chepstow Museum / Amgueddfa Cas-gwent** – pest checking and designing interpretation labels / chwilio am blâu a llunio labeli esbonio

**Cynon Valley Museum & Gallery / Amgueddfa ac Oriel Cwm Cynon** – taking over role of tour guides and cafe workers / meddiannu rôl y gweithwyr caffi a thywyswyr teithiau

**Dinefwr Park and Castle, Carmarthenshire / Parc a Chastell Dinefwr, Sir Gaerfyrddin** – designing a Santa's Grotto working with SEN group / cynllunio Groto Siôn Corn gan weithio gyda grŵp ADY

**Erddig National Trust / Ymddiriedolaeth Genedlaethol Erddig** – consulting on general visitor offer / ymgynghori ar y cynnig cyffredinol i ymwelwyr

**Gwynedd Museum and Art Gallery, Bangor / Amgueddfa ac Oriel Gwynedd, Bangor** – taking over role of tour guides, researchers and curators / meddiannu rôl arweinwyr teithiau, ymchwilwyr a churaduron

**Harlech Castle / Castell Harlech** – Tweeting and running an event / Trydaru a chynnal digwyddiad

**Narberth Museum / Amgueddfa Arberth** – development project for the museum shop and café / prosiect datblygu i'r caffi a siop yr amgueddfa

**National Library of Wales, Aberystwyth / Llyfrgell Genedlaethol Cymru, Aberystwyth** – Communities First school children take over the library / Plant ysgol Cymunedau yn Gyntaf yn meddiannu'r llyfrgell

**National Slate Museum, Llanberis / Amgueddfa Lechi Cymru, Llanberis** – preparing for a Christmas event / paratoi ar gyfer digwyddiad Nadolig

**Oriel Ynys Môn** – taking over role of visitor guides / meddiannu rôl arweinwyr ymweliadau

**Plas Mawr, Conwy** – teenagers run tours at Elizabethan townhouse / pobl ifanc yn cynnal teithiau o amgylch tŷ tref o Oes Elisabeth

**St Fagans National History Museum / Sain Ffagan** – consulting on outdoor playground and sleepover event / ymgynghori ar ddiwyddiad cysgu dros nos a buarth chwarae awyr agored

**Swansea Museum and the Dylan Thomas Centre / Amgueddfa Abertawe a Chanolfan Dylan Thomas** – taking over role of conservators and curators, etc / meddiannu rôl gwarchodwyr a churaduron, ac ati

**Techniquet Glyndŵr, Wrexham / Techniquet Glyndŵr, Wrecsam** – taking over role of the education officer, marketing assistant, supervisor, etc / meddiannu rôl y swyddog addysg, cynorthwyydd marchnata, arolygydd, ac ati

## Oriel Ynys Môn

### Takeover Day – More than a day, 3-year case study 2012-14

#### Diwrnod Meddiannu – Mwy na diwrnod, astudiaeth achos tair blynedd 2012-14

Takeover Day celebrated its third year in 2014 and Oriel Ynys Môn has been involved since the beginning. Here's how they have used their experiences to develop and deepen the involvement of young people in their organisation:

## 2012

### What they did

Children from a local primary school acted as visitor guides for the day, having selected and researched themes and particular artworks. The Education Officer worked with the group to help them prepare what they wanted to say, and supported them to deliver their presentations to visitors on the day.

### Taking it forward

- The event left a lasting impact on the Front of House staff – originally hesitant, their attitude and feedback afterwards was hugely positive. Now, if a group arrives for a self-led visit, they are more confident to offer them a short talk.
- The amount of people that came to listen to the children was also very pleasing, even the school dinner lady came! The museum felt that the event had encouraged people from outside their traditional audience to visit.
- An unexpected learning point was how much the children enjoyed being allowed to go behind the scenes. The gallery has since started to offer behind the scenes tours for visitors because of this feedback.

*'Seeing how much enjoyment the children got out of it pushed us to realise that we do have quite a valuable asset that we can use as part of our normal working programme. It doesn't have to be just on Takeover Day.'*

...

Bu'r Diwrnod Meddiannu'n dathlu ei drydydd penblwydd yn 2014 ac mae Oriel Ynys Môn wedi bod yn rhan o'r cynllun ers y dechrau. Dyma sut maen nhw wedi defnyddio eu profiadau i ddatblygu a dyfnhau cyfranogaeth pobl ifanc yn eu sefydliad:

## 2012

### Yr hyn wnaethon nhw

Bu plant o ysgol gynradd leol yn tywys grwpiau o ymwelwyr am y diwrnod, wedi iddynt ddewis ac ymchwilio themâu a darnau arbennig o waith celf. Bu'r Swyddog Addysg yn gweithio gyda'r grŵp i'w helpu i baratoi pethau i'w dweud, a'u cefnogi i roi eu cyflwyniadau i'r ymwelwyr ar y diwrnod.

### Ei ddwyn yn ei flaen

- Cafodd y digwyddiad effaith hirdymor ar y staff sy'n ymwneud â'r cyhoedd yn yr oriel – roeddent yn ansicr i gychwyn, ond roedd eu hagwedd a'u sylwadau wedyn yn hynod o bositif. Erbyn hyn, os bydd grŵp yn cyrraedd i'w cymryd eu hunain o amgylch yr oriel, maent yn fwy hyderus i gynnig sgwrs fechan iddynt.
- Daeth nifer dda o bobl i wrando ar y plant hefyd. Roedd cogyddes yr ysgol yno hyd yn oed! Roedd staff yr amgueddfa'n teimlo bod y diwrnod wedi annog pobl o'r tu allan i'w cynulleidfâ draddodiadol i ymweld.
- Un peth annisgwyl a ddysgwyd oedd cymaint roedd y plant wedi mwynhau cael mynd 'tu ôl i'r llenni'. Mae'r oriel wedi dechrau cynnig teithiau tu ôl i'r llenni i ymwelwyr erbyn hyn oherwydd yr adborth yma.

*'Ar ôl gweld cymaint o fwynhad a gafodd y plant o wneud hyn, roedd yn rhaid i ni sylweddoli bod ased gwerthfawr iawn gennym y gallwn ei ddefnyddio yn rhan o'n rhaglen waith arferol. Does dim rhaid cyfyngu hyn i'r Diwrnod Meddiannu yn unig.'*

...

## 2013

### What they did

---

Inspired by their previous experiences, staff ran events in both Oriol Ynys Môn and its sister site Anglesey Archives. They had seen how much the children enjoyed learning about how the gallery worked so had ambitions to build on this, offering a greater variety of roles and involving more staff with the delivery of the event. Some children worked with the Museums Officer to document objects, others curated an art exhibition and welcomed family and school friends to a private viewing.

*'You've gone above and beyond what I could have ever expected, the experiences that they've had have been invaluable.'* Headteacher

### Taking it forward

---

- New staff involved found the experience immensely rewarding – *'We've got to do this again, the kids were brilliant'* – and challenged their perceptions about what kinds of tasks and activities the children might be interested in.
- Being quite new to welcoming schools for visits, the event raised the profile of the archives service amongst schools and the public.

*'It strengthened the case that we can provide these kind of experiences in the archives as well as in the museum.'*

- The Education Officer felt it had developed her confidence to run other events, challenging her to work in unfamiliar ways and be open to new experiences and opportunities arising from these. As a result the museum now takes part in other initiatives to involve visitors, acting on their feedback about how much they enjoyed seeing something different happening on Takeover Day.

*'We now take part in Museums at Night, The Big Draw, Adult Learners Week etc. and that is in part, due to the confidence that I've gained from doing Takeover Day.'*

...

## 2013

### Yr hyn wnaethon nhw

---

Am fod eu profiadau blaenorol wedi eu hysbrydoli, bu'r staff yn cynnal gweithgareddau yn Oriol Ynys Môn a'i safle arall, Archifau Ynys Môn. Roeddent wedi gweld cymaint y mwynhaodd y plant ddysgu am y ffordd mae'r oriel yn gweithio felly roeddent eisiau adeiladu ar hynny a chynnig amrywiaeth well o rolau a chynnwys mwy o staff ar y diwrnod. Bu rhai o'r plant yn gweithio gyda Swyddog yr Amgueddfa i gofnodi gwrthrychau, roedd eraill yn gofalu am arddangosfa gelf a chawsent groesawu ffrindiau ysgol ac aelodau o'u teuluoedd i ddod i gael cipolwg preifat ar yr eitemau.

*'Rydych wedi mynd y tu hwnt i'r hyn y gallem ei ddisgwyl, mae'r profiadau a gawsent wedi bod yn hynod o werthfawr.'* Prifathro

### Ei ddwyn yn ei flaen

---

- Ym marn y staff newydd a gyfranogodd, roedd y profiad yn hynod o wobrwyl – *'Mae'n rhaid i ni wneud hyn eto, roedd y plant yn rhagorol'* – a dangosodd iddynt fod eu disgwyladau'n anghywir ynglŷn â pha fathau o dasgau a gweithgareddau y byddai gan y plant ddiddordeb ynddynt.
- Gan fod croesawu ysgolion i ymweld yn brofiad gweddol newydd iddynt, llwyddodd y digwyddiad i godi proffil y gwasanaeth archifau ymysg ysgolion a'r cyhoedd.

*'Mae wedi dangos i ni fwy nag erioed o'r blaen y gallwn gynnig y mathau yma o brofiadau yn yr archifau yn ogystal ag yn yr amgueddfa.'*

- Roedd y Swyddog Addysg yn teimlo bod y diwrnod wedi rhoi mwy o hyder iddi i gynnal gweithgareddau eraill a'i fod wedi ei herio i weithio mewn ffyrdd anghyfarwydd a bod yn agored i brofiadau a chyfleoedd newydd sy'n codi o'r rhain. Felly, mae'r amgueddfa'n cymryd rhan mewn mentrau eraill erbyn hyn i gynnwys yr ymwelwyr, gan ystyried eu sylwadau ynglŷn â faint maent wedi mwynhau gweld rhywbeth gwahanol yn digwydd ar y Diwrnod Meddiannu.

*'Erbyn hyn rydym yn cymryd rhan yn y gweithgareddau Amgueddfeydd gyda'r Nos, y Darlun Mawr, Wythnos Addysg Oedolion, ac ati, a'r rheswm am hynny'n rhannol yw'r hyder rwyf wedi'i gael o gynnal y Diwrnod Meddiannu.'*

...

## 2014

### What they did

---

This year the museum wanted to take their involvement of young people a step further. Takeover Day provided the link into a bigger, longer-term project seeing Year 12 History students creating a WWI exhibition, which launched in February 2015. The museum has developed a continuing relationship with the school, with staff visiting the school and students visiting the museum throughout the life of the project. The museum was successful in achieving additional funding for the young people to create the exhibition and enhance the project.

On Takeover Day itself, the young people were more involved in making decisions than in previous years, spending their time planning and discussing their exhibition and getting tips from council and museum colleagues. They tweeted, took photos and created a new Instagram account for the museum with their images.

### Taking it forward

---

- The museum will set up a youth panel and feels this year's experience of working with this particular age group has given them not only the confidence to go about this, but an awareness of the outcomes they want to achieve and the opportunities they can offer members. One of the areas the panel will feed into is the museum establishing a Young Volunteers Programme at the museum.
- The museum has considered more opportunities for visitors to take over and incorporated the concept of Takeover Day across their programme – families will take over the gallery's interactive area during the school holidays and young people will host further events and exhibitions in the coming year.
- Seeing the young people's response to being given responsibility has been eye-opening for the museum, raising awareness amongst all staff of the potential of young people to support the museum's objectives and giving them a practical insight into what else they could do to involve them. Staff were surprised by how well and passionately they spoke to their peers about the museum.

...

## 2014

### Yr hyn wnaethon nhw

---

Eleni roedd yr amgueddfa eisiau mynd â chyfranogaeth y bobl ifanc gam ymhellach. Bu'r Diwrnod Meddiannu'n ddolen at brosiect mwy a thymor hirach sydd wedi gweld myfyrwyr Hanes Blwyddyn 12 yn creu arddangosfa Rhyfel Byd Cyntaf, a lanswyd ym mis Chwefror 2015. Mae'r amgueddfa wedi datblygu perthynas barhaus gyda'r ysgol, ac mae'r staff yn ymweld â'r ysgol a'r myfyrwyr yn ymweld â'r amgueddfa drwy gydol oes y prosiect. Llwyddodd yr amgueddfa i sicrhau arian ychwanegol i'r bobl ifanc greu'r arddangosfa a gwella'r prosiect.

Ar y Diwrnod Meddiannu ei hun, cafodd y bobl ifanc gyfranogi mwy mewn gwneud penderfyniadau nag y gwnaethent mewn blynyddoedd blaenorol, gan dreulio eu hamser yn cynllunio a thrafod eu harddangosfa a chael awgrymiadau gan gydweithwyr yn yr amgueddfa ac yn y cyngor. Aethent ati i roi sylwadau ar y Trydar, tynnu lluniau a chreu cyfrif Instagram newydd i'r amgueddfa gyda'u lluniau.

### Ei ddwyn yn ei flaen

---

- Bydd yr amgueddfa'n sefydlu panel ieuenctid ac mae'n teimlo bod y profiad o weithio gyda'r grŵp oedran arbennig yma eleni nid yn unig wedi rhoi'r hyder iddynt i wneud hyn, ond mae hefyd wedi rhoi gwybod iddynt pa ganlyniadau maent eisiau eu cyflawni a'r cyfleoedd y gallent eu cynnig i aelodau. Un o'r meysydd y bydd y panel yn cyfrannu ato yw sefydlu Rhaglen Gwirfoddolwyr Ifanc yn yr amgueddfa.
- Mae'r amgueddfa wedi ystyried rhagor o gyfleoedd i ymwelwyr feddiannu a chynnwys y syniad o Diwrnod Meddiannu ar draws eu rhaglen – bydd teuluoedd yn meddiannu man rhyngweithiol yr oriel yn ystod gwyliau'r ysgol a bydd pobl ifanc yn cynnal rhagor o weithgareddau ac arddangosfeydd yn y flwyddyn sy'n dod.
- Roedd yn agoriad llygad i'r amgueddfa weld ymateb y bobl ifanc pan gawsent y cyfrifoldeb yma, a chodwyd ymwybyddiaeth y staff i gyd ynglŷn â'r posibilrwydd y gallai pobl ifanc gefnogi amcanion yr amgueddfa. Cawsent gipolwg ymarferol ar y pethau eraill y gallent eu gwneud i gynnwys y bobl ifanc yma. Roedd y staff wedi synnu o glywed eu sylwadau huawdl a brwdfrydig am yr amgueddfa wrth sgwrsio â'u cyfoedion.

...

*'What this year has taught me is that we could potentially do it with different audiences, we could do it more than once a year, for us that's quite new.'*

*'The potential that they can be really good advocates is something that I hadn't realised. They passionately believe that what we hold in the museum is interesting and important. We want to fuel that passion through the youth panel.'*

*'We've always been committed to working with children and young people and providing a service for them, but I think what Takeover Day has done is definitely concentrated our efforts and shown us that we can do it in a much more focused way. It means that everyone in the organisation is aware of what we can do for children and young people, rather than it just being me as the Access and Learning Officer.'*

*'Yr hyn rwyf wedi ei ddysgu eleni yw y gallwn wneud hyn eto gyda gwahanol gynulleidfaoedd, gallwn wneud hyn fwy nag unwaith y flwyddyn. Mae hyn yn rhywbeth newydd i ni.'*

*'Mae'r posibilrwydd y gallent fod yn eiriolwyr hynod o dda'n rhywbeth nad oeddwn wedi'i sylweddoli. Maent yn credu'n gryf bod y pethau sydd gennym yn yr amgueddfa'n ddiddorol a phwysig. Rydym eisiau bwydo'r brwdfrydedd hwnnw ymhellach drwy'r panel ieuenctid.'*

*'Rydym wedi ymrwymo erioed i weithio gyda phlant a phobl ifanc a rhoi gwasanaeth iddynt, ond credaf fod y Diwrnod Meddiannu wedi canolbwyntio ein ymdrechion ac wedi dangos i ni y gallwn wneud hyn gyda llawer mwy o ffocws. Mae'n golygu bod pawb yn y sefydliad, nid y fi fel y Swyddog Mynediad a Dysgu yn unig, yn dod i wybod yn union beth y gallwn ei wneud i blant a phobl ifanc.'*



## Pontypool Museum Amgueddfa Pont-y-pŵl

### Takeover Day – More than a day, 3-year case study 2013-15 Diwrnod Meddiannu – Mwy na diwrnod, astudiaeth achos tair blynedd 2013-15

Takeover Day celebrated its fourth year in 2015 and Pontypool Museum has been involved for the past three years. Here's how they have used their experiences to develop and deepen the involvement of young people in their organisation:

#### 2013

##### What they did

The museum ran a competition for young people in the locality to design a video game for the museum. The competition was marketed to all young people aged 7-21 living in the Torfaen area and the game was to be based on an aspect of local history: participants were asked to write a short description of the game and to draw a scene from it. This provided a great opportunity to work with the secondary school adjacent to the museum and to invite all of their pupils to submit their designs. The competition judges included a top Welsh games developer, staff from a local branch of a computer games store and members of the Pontypool Rotary Club who had gifted a small prize fund. The fund was converted into vouchers for GAME for the top three winners. The winning game was about a Victorian street artist that used to live and work in Pontypool.

##### Taking it forward

- Although the school was next door to the museum, they had not been frequent users of the museum and this was the first time they had worked on a project together. Support from teachers in setting up the competition was the first step towards establishing a firm relationship with the school. The competition was implemented as part of the art and media curriculum.
- Museum staff felt they became more aware of teenagers as an audience. Takeover Day gave them the enthusiasm to want to do more for and with this age group and the young people's designs gave staff an insight into their interests.
- Following Takeover Day, the town council asked the museum to contribute towards a digital education resource based on the town's heritage. The young person who had

Bu'r Diwrnod Meddiannu'n dathlu ei bedwaredd flwyddyn yn 2015 ac mae Amgueddfa Pont-y-pŵl wedi cymryd rhan ers tair blynedd erbyn hyn. Dyma sut maent wedi defnyddio eu profiadau i ddatblygu a dyfnhau cyfranogaeth pobl ifanc yn eu sefydliad:

#### 2013

##### Yr hyn wnaethon nhw

Rhedodd yr amgueddfa gystadleuaeth i bobl ifanc yn yr ardal i lunio gêm fideo ar gyfer yr amgueddfa. Cafodd y gystadleuaeth ei marchnata i bob person ifanc 7-21 oedd yn byw yn ardal Torfaen ac roedd y gêm i gael ei seilio ar bob agwedd o hanes lleol: gofynnwyd i gyfranogwyr ysgrifennu disgrifiad byr o'r gêm a dangos un olygfa ohoni. Rhoddodd hyn gyfle gwych iddynt weithio gyda'r ysgol uwchradd gerllaw'r amgueddfa a gwahodd eu disgyblion i gyd i gyflwyno eu cynlluniau. Roedd beirniaid y gystadleuaeth yn cynnwys un o ddatblygwyr gemau gorau Cymru, staff o gangen leol o siop gemau cyfrifiaduron ac aelodau o Glwb Rotari Pont-y-pŵl oedd wedi rhoi cronfa fechan o wobrwon yn rhodd. Trowyd y gronfa'n docynnau rhodd i GAME ar gyfer y tri enillydd gorau. Roedd y gêm fuddugol yn dilyn artist stryd yn oes Fictoria oedd yn arfer byw a gweithio ym Mhont-y-pŵl.

##### Ei ddwyn yn ei flaen

- Er bod yr ysgol drws nesaf i'r amgueddfa, doedden nhw ddim wedi defnyddio'r amgueddfa'n aml a dyma oedd y tro cyntaf iddyn nhw weithio ar brosiect gyda'i gilydd. Cefnogaeth gan yr athrawon i sefydlu'r gystadleuaeth oedd y cam cyntaf tuag at sefydlu perthynas gadarn gyda'r ysgol. Rhedwyd y gystadleuaeth yn rhan o'r cwricwlwm celf a chyfryngau.
- Roedd staff yr amgueddfa'n teimlo eu bod wedi dod yn fwy ymwybodol o bobl yn eu harddegau fel cynulleidfâ. Roedd y Diwrnod Meddiannu wedi rhoi'r brwdfrydedd iddynt i wneud mwy gydag ac ar gyfer y grŵp oedran yma a rhoddodd gynlluniau'r bobl ifanc gipolwg i'r staff ar eu diddordebau.
- Yn dilyn y Diwrnod Meddiannu, gofynnodd cyngor y dref i'r amgueddfa gyfrannu tuag at adnodd addysg ddigidol

won the competition worked with the council to produce this and it was made available on the museum's website to support teachers.

*This is why the idea about the game was so good. We thought, ah, we can engage (children and young people) in different ways that won't seem so old-fashioned and boring. That was a big thing to learn.*

Curator, Pontypool Museum

## 2014

### What they did

---

Inspired by their positive experience from the first Takeover Day, the museum wanted to find other ways to involve young people and also involve more of the museum's staff and volunteers. A class of GCSE Media Studies pupils became press photographers and journalists as they documented artefacts within the museum. Museum staff ran a 'journalism training day' ahead of the event so that pupils could learn how to interview and take photos to professional standards. Local journalists came to report on the event and helped the children further by offering their top tips. The children's reports and photographs from the event were used to create a new school newsletter, a 50th anniversary book for the school and were included in the local newspaper. The children also had the opportunity to interview the Deputy Minister for Culture, Sport and Tourism, Ken Skates, who attended their Takeover Day.

### Taking it forward

---

- The day itself was a great opportunity to raise the profile of the museum, increasing awareness amongst government officials and local people alike. One of the young journalists was invited to write a feature for a newspaper which was later published.
- Students went on to produce an exhibition of their work at the museum in June 2015 which also had a very positive impact on their local audience, prompting visits from friends and family members, many of whom said they had never visited the museum before.

...

oedd wedi'i seilio ar dreftadaeth y dref. Bu'r person ifanc a enillodd y gystadleuaeth yn gweithio gyda'r cyngor i gynhyrchu hwn a chafodd ei roi ar wefan yr amgueddfa i gefnogi athrawon.

*'Dyma pam fo'r gêm yn syniad mor dda. Ein syniad oedd y gallem gynnwys (plant a phobl ifanc) mewn gwahanol ffyrdd a fyddai'n dod drosodd yn llai hen ffasiwn a diflas. Roedd hynny'n wers fawr i ni.'*

Curadur, Amgueddfa Pont-y-pŵl

## 2014

### Yr hyn wnaethon nhw

---

Am eu bod wedi cael eu hysbrydoli gan eu profiad positif ar y Diwrnod Meddiannu cyntaf, roedd yr amgueddfa eisiau canfod ffyrdd eraill o gynnwys pobl ifanc yn eu gwaith yn ogystal â chynnwys mwy o staff a gwirfoddolwyr yr amgueddfa. Daeth dosbarth o ddisgyblion TGAU mewn Astudiaethau'r Cyfryngau yn ffotograffwyr i'r wasg ac yn newyddiadurwyr wrth iddynt ddogfennu'r arteffactau o fewn yr amgueddfa. Bu staff yr amgueddfa'n cynnal 'diwrnod hyfforddiant mewn newyddiaduraeth' cyn y digwyddiad fel bod modd i'r disgyblion ddysgu sut i gyfweld a thynnu lluniau i safon broffesiynol. Daeth newyddiadurwyr lleol i roi adroddiad ar y digwyddiad ac i helpu'r plant ymhellach drwy gynnig eu hawgrymiadau gorau. Defnyddiwyd adroddiadau a ffotograffau'r plant o'r digwyddiad i greu taflen newyddion newydd yr ysgol, llyfr 50fed pen-blwydd i'r ysgol a chawsent eu cynnwys yn y papur newydd lleol. Hefyd cafodd y plant y cyfle i gyfweld y Dirprwy Weinidog dros Ddiwylliant, Chwaraeon a Thwristiaeth, Ken Skates, a aeth i'w Diwrnod Meddiannu.

### Ei ddwyn yn ei flaen

---

- Roedd y diwrnod ei hun yn gyfle gwych i roi gwybod i fwy o bobl am yr amgueddfa, gan gynyddu'r ymwybyddiaeth ymysg swyddogion y llywodraeth a phobl leol fel ei glydd. Gwahoddwyd un o'r newyddiadurwyr ifanc i ysgrifennu erthygl ar gyfer papur newydd a gafodd ei gyhoeddi yn ddiweddarach.
- Aeth myfyrwyr ymlaen i gynhyrchu arddangosfa o'u gwaith yn yr amgueddfa ym mis Mehefin 2015 a gafodd effaith bositif iawn hefyd ar eu cynulleidfau leol, gan annog ymweliadau gan ffrindiau ac aelodau'r teulu. Dywedodd nifer o'r rhain eu bod heb ymweld â'r amgueddfa erioed o'r blaen.

...

*'They know you're here now, the mums and dads. So we get people popping into the shop, we have a lady who comes in for a cup of coffee and a cake while she waits for her daughter to finish school.'*

Curator, Pontypool Museum

- All the museum staff and volunteers were involved in Takeover Day and all reported a positive experience of working with the young people. This good feeling led to an organisation-wide desire to want to do more to support them, particularly after staff attended a local authority meeting about tackling poverty through culture and the introduction of the Pioneer Area scheme.

## 2015

### What they did

---

A-level Politics students from a local sixth form ran a 'Question Time' event at the museum, quizzing a panel of experts on the theme 'tackling poverty through culture'. The panel included County Borough Councillors, staff from the Association of Independent Museums, Ward Councillors and Baroness Kay Andrews, author of the Welsh Government paper 'Tackling Poverty through Culture'. Students hosted the event and shared highlights throughout the day on social media.

### Taking it forward

---

- Many of the young people involved had either never been to the museum or had not visited since primary school. The Takeover Day experience re-introduced the young people to the museum and staff and helped them feel comfortable being there.
- The museum's use of social media had been steadily building, however during the week of Takeover Day it increased significantly thanks to the young people's posts and tweets. The museum has a substantial online presence now and the amount of Facebook activity connected with the museum has increased by more than ten times since Takeover Day.
- Museum staff and trustees now have a better understanding of how they can help disadvantaged young people overcome their difficulties. They are looking into how they can further remove barriers e.g. by investigating the possibility of free admission for under 18s.

*'Maen nhw'n gwybod eich bod yma nawr, y mamau a'r tadau. Felly mae pobl yn galw i mewn i'r siop, mae dynes yn dod i mewn i gael paned o goffi a chacen wrth aros i'w merch orffen yn yr ysgol.'*

Curadur, Amgueddfa Pont-y-pŵl

- Roedd holl staff a gwirfoddolwyr yr amgueddfa'n cymryd rhan yn y Diwrnod Meddiannu a soniodd bob un ohonynt am y profiad positif o weithio gyda'r bobl ifanc. Arweiniodd y teimlad da yma at awydd drwy'r sefydliad cyfan i wneud rhagor i'w cefnogi nhw, yn enwedig ar ôl i'r staff fynd i gyfarfod awdurdod lleol ynglŷn ag ymdrin â thlodi drwy ddiwylliant a chyflwyno cynllun yr Ardal Arloesi.

## 2015

### Yr hyn wnaethon nhw

---

Bu myfyrwyr Lefel A mewn Gwleidyddiaeth o chweched dosbarth lleol yn cynnal digwyddiad 'Hawl i Holi' yn yr amgueddfa, yn holi panel o arbenigwyr ar y thema 'ymdrin â thlodi drwy ddiwylliant'. Roedd y panel yn cynnwys Cyngorwyr Bwrdeistref Sirol, staff o Gymdeithas yr Amgueddfeydd Annibynnol, Cyngorwyr Ward a'r Farwnes Kay Andrews, awdur y papur 'Ymdrin â Thlodi drwy Ddiwylliant' gan Lywodraeth Cymru. Bu'r myfyrwyr yn rhedeg y digwyddiad ac yn rhannu uchelbwyntiau drwy gydol y dydd ar y cyfryngau cymdeithasol.

### Ei ddwyn yn ei flaen

---

- Roedd nifer o'r bobl ifanc a fu'n cymryd rhan naill ai erioed wedi bod i'r amgueddfa o'r blaen neu heb ymweld ers yr ysgol gynradd. Roedd profiad y Diwrnod Meddiannu wedi ailgyflwyno'r bobl ifanc i'r amgueddfa a'r staff ac wedi eu helpu i deimlo'n gyfforddus yno.
- Roedd defnydd yr amgueddfa o'r cyfryngau cymdeithasol wedi bod yn cynyddu'n raddol, ond yn ystod wythnos y Diwrnod Meddiannu roedd wedi cynyddu'n sylweddol diolch i negeseuon trydar a physt y bobl ifanc. Mae gan yr amgueddfa bresenoldeb arwyddocaol ar-lein erbyn hyn ac mae maint y gweithgareddau ar Facebook sy'n gysylltiedig â'r amgueddfa wedi cynyddu fwy na deg gwaith ers y Diwrnod Meddiannu.
- Mae gan staff ac ymddiriedolwyr yr Amgueddfa well dealltwriaeth erbyn hyn o'r ffordd y gallent helpu pobl ifanc dan anfantais i ddod dros eu hanawsterau. Maent yn edrych ar ffyrdd o ddileu rhwystrau e.e. drwy edrych ar y posibilrwydd o roi mynediad am ddim i bobl iau na 18 oed.

## Abergavenny Museum and Castle Amgueddfa a Castell y Fenni

### Why take part?

The Curator had heard positive feedback about Takeover Day from museums that had previously participated and thought that it sounded like a good way to engage young people.

### Who took part?

The Curator contacted a link at Monmouthshire Youth Service, as she hadn't worked with the Abergavenny section before. Four girls were invited to take part, aged between 14 and 17, who were already working with the Youth Service. A designated youth worker also attended.

### What did they do?

Children worked as designers, creating Santa's grotto for the museum's Christmas event.

### How did they spend their time on the day?

Although the school was next door to the museum, the Curator held a pre-planning meeting where she explained the event. The girls decided to create a grotto and four sessions were scheduled. On Takeover Day itself, after a tour with the Curator, students acted as:

- Designers – thinking of ways to convert an Anderson shelter into Santa's grotto and discussing ways to decorate the space
- Education Officers – creating a Christmas trail that would eliminate queues
- Team Leaders – designating roles to different members
- Custodians – handling objects and learning other key skills
- Photographers – making a photo diary of the project

### What happened next?

There were three follow-up sessions. On week two the girls were ill but the youth leader provided a shopping list prepared by them. On week three they used Rotary Club funding to create 'reindeer prints' and Christmas boxes. On week four they completed the decorations, which they had also worked on at the youth centre. Following the girls' ideas, staff completed the trail with log reindeers to highlight the trail route. The girls built up a spirit of companionship during the project and grew

### Beth oedd eich rheswm dros gymryd rhan?

Roedd y Curadur wedi clywed sylwadau positif am y Diwrnod Meddiannu gan amgueddfeydd oedd wedi cymryd rhan yn y gorffennol. Roedd yn teimlo y byddai'n ffordd wych o ddenu pobl ifanc i gymryd diddordeb.

### Pwy gymerodd ran?

Cysylltodd y Curadur â gweithiwr cyswllt yng Ngwasanaeth Ieuenctid Sir Fynwy, am nad oedd hi wedi gweithio gydag adran Y Fenni o'r blaen. Gwahoddwyd 4 merch i gymryd rhan, oedd rhwng 14 a 17 oed ac oedd yn gweithio gyda'r Gwasanaeth Ieuenctid yn barod. Daeth gweithiwr ieuenctid dynodedig hefyd.

### Beth wnaethon nhw?

Gweithiodd y plant fel Dylunwyr, yn creu groto Siôn Corn ar gyfer Gweithgaredd Nadolig yr Amgueddfa.

### Beth wnaethon nhw ar y diwrnod?

Galwodd y Curadur gyfarfod cynllunio o flaen llaw er mwyn esbonio'r digwyddiad i bawb. Penderfynodd y merched greu groto a threfnwyd pedwar sesiwn. Ar y Diwrnod Meddiannu ei hun, ar ôl taith o amgylch yr amgueddfa gyda'r Curadur, gweithiodd y myfyrwyr fel:

- Dylunwyr – yn trafod ffyrdd o weddnewid lloches Anderson i greu groto Siôn Corn a sut i'w addurno
- Swyddogion Addysg – yn creu taith Nadolig a fyddai'n osgoi ciwio
- Arweinwyr Tîm – rhoddwyd rolau i wahanol aelodau
- Gwarchodwyr – yn trin gwrthrychau a dysgu sgiliau allweddol eraill
- Ffotograffwyr – yn creu dyddiadur lluniau o'r prosiect

### Beth wnaethon nhw wedyn?

Cafwyd tair sesiwn ddilynol. Ar yr ail wythnos, roedd y merched yn sâl ond darparodd yr arweinydd ieuenctid restr siopa yr oeddent wedi ei pharatoi. Ar y drydedd wythnos, roeddent yn defnyddio arian gan y Clwb Rotari i greu 'olion traed carw' a blychau Nadolig. Ar y bedwaredd wythnos, gorffennwyd yr addurniadau yr oeddent hefyd wedi gweithio arnynt yn y ganolfan ieuenctid. Wedi i'r merched orffen, aeth y staff ati i gwblhau'r daith gyda cheirw pren i dynnu sylw at leoliad

in self-confidence. Staff found this lovely, and Mother and Father Christmas were particularly impressed by the beauty of their grotto.

At the opening, one girl brought her family to use the trail. The Curator wanted all the girls to visit but this was not possible unless they did so voluntarily. In future she would like to build this into the event.

The Curator was delighted to be involved in such an engaging event. She was deeply impressed by the girls' comprehension of crowd flow and what children really want from a grotto. She is awaiting their written feedback, which she plans to use for future developments.

Visitors were very positive, declaring it the best grotto they had ever visited.

Staff were delighted to have developed a positive new relationship with the Youth Service and the Rotary Club. The Curator plans to be just as flexible in future and to create a project that can be modified according to age and size of group. All staff wish to build on this event. They also gained a fantastic and magical, child-built grotto.

y llwybr. Daeth y merched yn griw agos iawn yn ystod y prosiect a thyfodd eu hunan-hyder. Roedd y staff yn teimlo bod hyn yn hyfryd ac roedd Siôn a Siân Corn wrth eu boddau gyda'u groto hardd.

Ar ddiwrnod agor y digwyddiad, daeth un ferch â'i theulu i mewn i ddilyn y llwybr. Roedd y Curadur eisiau i'r merched i gyd ymweld ond roedd yn rhaid iddynt wneud hynny'n wirfoddol. Yn y dyfodol, hoffai gynnwys hyn yn rhan o'r digwyddiad.

Roedd y Curadur wrth ei bodd yn cymryd rhan mewn digwyddiad mor ddiddorol. Roedd hi'n rhyfeddu at ddealltwriaeth y merched o lif y dyrfa a'r hyn mae plant eisiau ei weld mewn groto. Mae hi'n aros i dderbyn eu sylwadau ysgrifenedig a bydd yn eu defnyddio wrth gynllunio datblygiadau'r dyfodol.

Roedd yr ymwelwyr yn bositif iawn, gan ddweud mai hwn oedd y groto gorau yr oeddent wedi bod iddo erioed.

Mae'r staff wrth eu boddau eu bod wedi datblygu perthynas newydd bositif gyda'r Gwasanaeth Ieuencid a'r Clwb Rotari. Mae'r Curadur yn gobeithio bod yr un mor hyblyg yn y dyfodol a chreu prosiect y gellir ei addasu i gyfateb ag oedran a maint y grŵp. Mae'r staff i gyd eisiau adeiladu ar y digwyddiad hwn ac, yn goron ar y cwbl, maent wedi cael groto gwych a hudol a adeiladwyd gan blant.

## Anglesey Archives Archifau Ynys Môn

### Why take part?

The Archives had never previously taken part but the Learning Officer also works at Oriel Ynys Môn which had participated last year. The Archivist had observed that event and thought that it had huge potential to advertise the Archives' existence.

### Who took part?

Eight children from Years 5 and 6 (ages 9-11). It is a restricted space so a small group was preferable. The Archives had worked with this school before but not these children.

### What did they do?

The children worked as Search Room Assistants on the front desk. They also worked as conservators and archivists, cataloguing the collection and digitising documents.

### How did they spend their time on the day?

The school wanted the event to be structured within a timetable. The team began planning in September and the children visited briefly a week beforehand to familiarise themselves with as many roles as possible and to build up self-confidence. On Takeover Day students acted as:

- Stewards – greeting visitors with set phrases, answering the telephone, responding to emails and taking bookings
- Archivists – retrieving documents from storage, transporting them on trolleys and loading computer records from CDs
- Digitisers – typing up vehicle registration numbers and school log books and transforming them into a digital database
- Curators – handling objects with special gloves and scanning cards to create a Christmas display
- Designers – selecting and creating a Document of the Month for the website

...

### Beth oedd eich rheswm dros gymryd rhan?

Doedd yr Archifau erioed wedi cymryd rhan o'r blaen ond mae'r Swyddog Dysgu'n gweithio yn Oriel Ynys Môn hefyd ac roedd yr Oriel wedi cymryd rhan y llynedd. Roedd yr Archifydd wedi gwyllo ar y diwrnod ac wedi teimlo bod potensial enfawr yno i dynnu sylw pobl at fodolaeth yr Archifau.

### Pwy gymerodd ran?

8 o blant o Flynyddoedd 5 a 6 (9-11 oed). Mae'n lle cyfyngedig felly roedd grŵp bychan yn well na grŵp mawr. Roedd yr Archifau wedi gweithio gyda'r ysgol hon o'r blaen ond nid gyda'r plant yma.

### Beth wnaethon nhw?

Gweithiodd y plant fel Cynorthwyywyr Ystafell Ymchwil ar y ddesg flaen. Roeddent hefyd yn gweithio fel ceidwaid ac archifwyr, yn cadw rhestr o eitemau'r casgliad ac yn digido dogfennau.

### Beth wnaethon nhw ar y diwrnod?

Roedd yr Ysgol eisiau i'r digwyddiad gael strwythur o fewn amserlen. Dechreuodd y tîm gynllunio ym mis Medi a daeth y plant ar ymweliad byr wythnos ynghynt i ddod yn gyfarwydd â chymaint o rolau ag y gallent ac i fagu hunan-hyder. Ar y Diwrnod Meddiannu roedd y myfyrwyr yn gweithio fel:

- Stiwardiaid – yn cyfarch ymwelwyr yn yr ystafell Chwilio gydag ymadroddion a ddysgwyd iddynt, yn ateb y ffôn, yn ymateb i negeseuon ar yr e-bost ac yn ymdrin ag archebion
- Archifwyr – yn nôl dogfennau o'r storfa, yn eu cludo ar droli ac yn llwytho cofnodion cyfrifiadur o CD
- Digidyddion – yn teipio rhifau cofrestru cerbydau a llyfrau cofnodi ysgolion ac yn eu troi'n gronfa ddata ddigidol
- Curaduron – yn trin gwrthrychau gyda menig arbennig ac yn sganio cardiau i greu arddangosfa Nadolig
- Dylunwyr – yn dethol a chreu dogfen y mis ar gyfer y wefan

...

## What happened next?

The children said that they really enjoyed being in the back of the Archives (which the Archivist had not expected) but were most excited about being allowed to answer the telephone. The Archivist collected verbal feedback from the children who left on a total high saying that it had been a very positive experience. She felt that planning the event for eight children was ideal considering the space restrictions.

Next year, she plans to invite regular visitors to create scenarios for the children to enact and the Learning Officer plans to hold future Takeover Day events on separate days to facilitate working across two sites.

Staff, including volunteers, were surprised and delighted at the level of the children's interest and thought it was a lovely project. They were 'buzzing' with excitement.

Visitors said that it was fantastic and immensely enjoyable to see so many young people in the Archives.

A press officer took photos for the council's website. The Document of the Month, a regular feature on the website, was a big success with over 350 hits.

Takeover Day highlighted the importance of historic documents and dedicated staff to the children – the Archives' future customers.

*'Now they know what we are, they know what we do, they will tell ten other people and they will tell ten other people and the message will spread through the community.'*  
Archivist

## Beth wnaethon nhw wedyn?

Dyweddodd y plant eu bod wedi mwynhau mynd i gefn yr Archifau (doedd yr Archifwyr ddim wedi disgwyl hynny) ond yr hyn oedd yn fwyaf cyffrous iddynt oedd cael ateb y ffôn. Gofynnodd yr Archifydd am sylwadau gan y plant a adawodd ar ddiwedd y diwrnod yn gyffro i gyd a dywedodd bod y profiad yn un hynod o bositif. Roedd hi'n teimlo bod cynllunio'r digwyddiad i 8 o blant yn nifer delfrydol o ystyried y cyfyngiad ar le.

Y flwyddyn nesaf, mae hi'n bwriadu gwahodd ymwelwyr rheolaidd i greu senarios i'r plant eu perfformio ac mae'r Swyddog Dysgu'n bwriadu cynnal digwyddiadau Diwrnod Meddiannu'r dyfodol ar ddiwrnodau ar wahân er mwyn hwyluso'r gwaith ar draws dau safle.

Roedd y staff, yn cynnwys gwirfoddolwyr, wedi synnu ac wrth eu boddau o weld faint o ddiddordeb oedd gan y plant ac o'r farn bod hwn yn brosiect hyfryd. Roeddent yn gyffro i gyd.

Dyweddodd yr ymwelwyr bod y profiad o weld cymaint o bobl ifanc yn yr Archifau'n wych ac yn fodd i fyw.

Roedd swyddog o'r wasg yno'n tynnu lluniau i wefan y Cyngor. Roedd Dogfen y Mis, sy'n eitem reolaidd ar y wefan, yn llwyddiant mawr a chafodd 350 o ymweliadau.

Roedd y Diwrnod Meddiannu wedi tynnu sylw'r plant at bwysigrwydd dogfennau hanesyddol a staff ymroddedig – a'r plant yma fydd cwsmeriaid yr Archifau yn y dyfodol.

*'Nawr maen nhw'n deall pwy ydym, ac yn deall beth wnawn ni, ac maen nhw'n mynd i sôn amdanom wrth ddeg o bobl eraill a byddent hwythau'n dweud wrth ddeg arall, a bydd y neges yn lledaenu drwy'r gymuned.'*  
Archifydd



## Big Pit: National Coal Museum Big Pit: Amgueddfa Lofaol Cymru

### Why take part?

The museum is celebrating its 30th anniversary and wanted to use the opportunity to work more closely with the local community. Takeover Day and the work that followed was a chance to try out working with local school children in a completely different way.

### Who took part?

99 children aged seven to ten from a local primary school. The Learning Officer contacted the Headteacher directly as she was known from previous experience to be very positive about heritage learning. The Headteacher was so keen on the idea that she wanted all three classes of pupils to be involved.

### What did they do?

The children were responsible for creating their own collections, taking inspiration from the artefacts in the museum and the way they were presented.

### How did they spend their time on the day?

Taking the idea from the book 'How to be an Explorer of the World' by Keri Smith, the Learning Officer introduced all the children to the concept of collecting, how museums collect objects and why.

They then split into smaller groups of 10-20 pupils and spent time in the galleries choosing items to use in their collection. A member of museum staff accompanied each group to facilitate conversations and help the children notice things. The pupils were given a range of materials and media to explore and document with:

- Cameras to take pictures of objects that interested them
- Pencils and sketch pads to record information about objects from labels or make drawings
- Clay to make models of objects and take impressions of interesting textures such as cogs, wheels and brick work

Finally the groups presented their collections in a show and tell session, explaining why particular items had caught their attention and how they linked together to tell a story.

...

### Beth oedd eich rheswm dros gymryd rhan?

Mae'r amgueddfa'n dathlu ei phen-blwydd yn 30 oed, ac roedd am fanteisio ar y cyfle i gydweithio'n agosach â'r gymuned leol. Roedd y Diwrnod Meddiannu a'r gwaith a ddilynodd yn gyfle i geisio gweithio gyda phlant ysgol lleol mewn ffordd cwbl wahanol.

### Pwy gymerodd ran?

Bu 99 o blant rhwng saith a deg mlwydd oed o ysgol gynradd leol yn cymryd rhan. Cysylltodd y Swyddog Dysgu â'r Pennaeth yn uniongyrchol gan ei bod yn gwybod o brofiad blaenorol ei bod yn bositif iawn ynghylch dysgu am dreftadaeth. Roedd y Pennaeth mor awyddus, roedd am i'r tri dosbarth o blant gymryd rhan.

### Beth wnaethon nhw?

Roedd y plant yn gyfrifol am greu eu casgliadau eu hunain, gan gael eu hysbrydoli gan greiriau'r amgueddfa a'r dull o'u cyflwyno.

### Beth wnaethon nhw ar y diwrnod?

Gan gymryd y syniad o'r llyfr 'How to be an Explorer of the World' gan Keri Smith, cyflwynodd y Swyddog Dysgu'r plant i'r cysyniad o gasglu, sut y mae amgueddfeydd yn casglu gwrthrychau, a pham.

Yna rhannodd y plant yn grwpiau llai o 10-20 o ddisgyblion, gan dreulio amser yn yr orielau a dewis eitemau i ddefnyddio yn eu casgliad. Roedd aelod o staff yr amgueddfa gyda phob grwp i hwyluso'r sgysiau ac i helpu'r plant i sylwi ar bethau. Cafodd y disgyblion amrywiol ddeunyddiau a chyfryngau i edrych arnynt ac roeddent yn dogfennu trwy ddefnyddio:

- Camerâu i gymryd lluniau o wrthrychau oedd o ddiddordeb iddynt
- Pensil a phapur i gofnodi gwybodaeth am wrthrychau o labeli neu wneud lluniau
- Clai i wneud modelau o wrthrych ac i gymryd argraffiad o ddeunyddiau diddorol fel cogiau, olwynion a gwaith bric

Yn olaf cyflwynodd y grwpiau eu casgliadau mewn sesiwn dangos a dweud, gan egluro pam oedd eitemau penodol wedi dal eu sylw a sut roeddent yn cysylltu â'i gilydd i ddweud stori.



## What happened next?

---

Takeover Day was the first step in the school and museum's involvement. Pupils were invited to co-curate an exhibition celebrating the 30th anniversary of the museum which will open in late 2013. The exhibition will be hosted by the museum and later by the school. Since Takeover Day, the pupils have sorted themselves into different teams with distinct responsibilities e.g. interpretation, curating, marketing as well as a team to make a digital record of the project. Museum staff regularly visit the school to meet with the teams and further on-site days are planned.

Although the museum can accommodate large groups of children on structured education visits, this event required a different approach and it was essential to involve staff from outside the learning department, from conservation engineers to underground tour guides. The outcome is that all the staff are now very positive and committed to the extended project, giving the children a rich insight into the different roles and functions of the museum.

## Beth wnaethon nhw wedyn?

---

Y Diwrnod Meddiannu oedd y cam cyntaf yng nghyfraniad yr ysgol at waith yr amgueddfa. Cafodd y disgyblion eu gwahodd i guradu arddangosfa ar y cyd i ddathlu pen-blwydd yr amgueddfa yn 30 oed, fydd yn agor ar ddiwedd 2013. Yr amgueddfa, ac yna'r ysgol, fydd yn cynnal yr arddangosfa. Ers y Diwrnod Meddiannu, mae'r disgyblion wedi trefnu eu hunain i wahanol dimau gyda chyfrifoldeb penodol e.e. dehongli, curadu, marchnata, yn ogystal â thîm i wneud cofnod digidol o'r prosiect. Mae staff yr amgueddfa yn ymweld â'r ysgol yn rheolaidd i gyfarfod y timau ac mae rhagor o ddyddiau wedi'u trefnu ar y safle.

Er ei bod yn bosib i'r amgueddfa dderbyn grwpiau mawr o blant ar ymweliadau addysgol strwythuredig, roedd y digwyddiad hwn yn galw am ddull gwahanol o weithio, ac roedd yn hanfodol i gynnwys staff o'r tu allan i'r adran ddysgu, o beirianwyr cadwraeth i dywysyddion tanddaearol. Y canlyniad yw bod y staff bellach yn teimlo'n bositif iawn ac wedi ymrwymo i'r prosiect estynedig, gan roi cipolwg gwerthfawr i'r plant o wahanol swyddogaethau'r amgueddfa.

## Ceredigion Museum Amgueddfa Ceredigion

### Why take part?

---

Ceredigion Museum wanted an opportunity to showcase the existing involvement of young people in the museum. They wanted to hear recommendations from the youth panel about ways to do things differently. The Education Officer attended a sharing event which inspired her to take part in Takeover Day for the first time.

### Who took part?

---

Fifteen young people, mainly 17 and 18 years old and some 14 year olds. They are members of Ceredigion Heritage Youth Panel (CHYPs). The museum had previously worked with this group.

### What did they do?

---

The week before Takeover Day, a few members of the panel came to the museum to take over a gallery space with an exhibition based on entertainment which the whole group had researched and designed. On the day itself, all members of the panel participated.

### How did they spend their time on the day?

---

Young people took on roles as:

- Museum Designers
- Technicians
- Collections Care Officers
- Education officers

The day was entirely youth-led. With support from the museum Education Officer, the young people decided what needed to be done and allocated tasks between themselves based on interest. Some built shelves and cases, used museum wax to create a display, worked with textiles and built a maze to link in with the exhibition's theme. The Education Officer acted as a facilitator, enabling the young people to find the right person to help them with each of their jobs.

...

### Beth oedd eich rheswm dros gymryd rhan?

---

Roedd yr Amgueddfa eisiau cyfle i ddangos sut roedd pobl ifanc yn cyfranogi yn yr amgueddfa ar y pryd. Roeddent eisiau clywed argymhellion gan y panel ieuencid ynglŷn â sut i wneud pethau'n wahanol. Aeth y Swyddog Addysg i weithgaredd rhannu a chafodd ei hysbrydoli i gymryd rhan yn y Diwrnod Meddiannu am y tro cyntaf.

### Pwy gymerodd ran?

---

15 o bobl ifanc, 17 ac 18 oed yn bennaf a rhai 14 oed. Maen nhw'n aelodau o Banel Ieuencid Treftadaeth Ceredigion (CHYPs). Roedd yr Amgueddfa wedi gweithio gyda'r grŵp yma yn y gorffennol.

### Beth wnaethon nhw?

---

Yn yr wythnos cyn y Diwrnod Meddiannu, daeth rhai o aelodau'r panel i'r amgueddfa i ddefnyddio rhan o'r oriel i gynnal arddangosfa ar sail adloniant yr oedd y grŵp cyfan wedi'i hymchwilio a'i dylunio. Ar y diwrnod ei hun, bu holl aelodau'r panel yn cymryd rhan.

### Beth wnaethon nhw ar y diwrnod?

---

Cafodd y bobl ifanc rolau fel:

- Dylunwyr Amgueddfa
- Technegwyr
- Swyddogion Gofalu am Gasgliadau
- Swyddogion Addysg

Roedd y diwrnod wedi'i arwain yn gyfan gwbl gan yr ieuencid. Gyda chefnogaeth gan Swyddog Addysg yr amgueddfa, penderfynodd y bobl ifanc beth oedd angen ei wneud gan rannu'r tasgau rhyngddynt ei gilydd ar sail diddordeb. Roedd rhai'n adeiladu silffoedd a blychau arddangos; rhai'n defnyddio cwyr amgueddfa i greu arddangosiad; rhai'n gweithio gyda thecstilau ac eraill yn adeiladu drysfa i gysylltu â thema'r arddangosfa. Gweithiodd y Swyddog Addysg fel hyrwyddwr, gan alluogi'r bobl ifanc i ganfod y person cywir i'w helpu gyda phob un o'u swyddi.

...

## What happened next?

---

The exhibition was displayed for six weeks enabling the museum to invite youth groups in to view it. This meant that they had something extra to offer this target audience. In future, the museum will:

- Allow for longer lead time for the exhibition launch date and improve marketing
- Involve the CHYPs with more exhibitions including travelling exhibitions
- Consider ways in which the youth panel can be facilitators for Takeover Day and incorporate workshops which they already devise and deliver for other children and young people at the museum

Staff attitudes towards youth groups changed and they overcame some of their concerns about young people in the building.

*'Your CHYP are awesome!'* Technician

## Beth wnaethon nhw wedyn?

---

Dangoswyd yr Arddangosfa am 6 wythnos felly gallai'r amgueddfa wahodd grwpiau ieuenctid i mewn i'w gweld. Roedd hyn yn golygu bod ganddynt rywbeth ychwanegol i'w gynnig i'r gynulleidfa darged hon. Yn y dyfodol, bydd yr Amgueddfa yn:

- Caniatáu mwy o amser paratoi yn arwain at ddyddiad lansio'r arddangosfa a gwella'r marchnata
- Cynnwys y CHYPs mewn mwy o arddangosfeydd yn cynnwys arddangosfeydd teithiol
- Ystyried sut y gallai'r panel ieuenctid fod yn hyrwyddwyr ar gyfer y Diwrnod Meddiannu a chynnwys gweithdai y maent wedi eu dyfeisio ac yn eu darparu'n barod i blant a phobl ifanc eraill yn yr amgueddfa

Newidiodd agweddau'r staff tuag at grwpiau ieuenctid a chiliodd rhai o'u pryderon ynglŷn â chael pobl ifanc yn yr adeilad.

*'Mae Panel Ieuenctid Treftadaeth Ceredigion yn wych!'*  
Technegydd

## Chepstow Museum Amgueddfa Cas-gwent

### Why take part?

---

Key aspects of the museum's forward plan are about community engagement and involving visitors, particularly children, so the staff saw this as a good opportunity to achieve some of their aims. They wanted to take a different approach to working with a school group – an open invitation rather than offering them something from a menu of activities.

### Who took part?

---

Twenty-six year 6 children from a primary school that had visited previously. The Curator chose a school to approach that was felt might be the most responsive to the idea and flexible.

### What did they do?

---

The children worked with the Curator and the Object Conservator to carry out real tasks at the museum, undertaking a quarterly pest-check and preparing interpretation labels for a new collection of artworks.

### How did they spend their time on the day?

---

The museum is small with an even smaller staff so consideration had to be given to the logistics of the event. It was decided to split the class in half, with one group taking over in the morning and the other in the afternoon. Each group got involved with two different activities, facilitated by the Curator and Object Conservator:

The children looked at and discussed samples of museum pests, learning about the importance of controlling them and the effect they could have on the collection. They checked pest traps in the galleries, retrieving any bugs and examining them under microscopes. They drew the pests, identified them and decided whether they were dangerous or not, finally recommending a course of action to the museum.

The group with the Curator talked about collecting and how to display pictures. They were given a newly acquired collection of artworks without any labels and discussed what they thought the museum should be telling visitors about each one, deciding what was important to them about the paintings and how they would share that with visitors.

### Beth oedd eich rheswm dros gymryd rhan?

---

Agweddau allweddol o flaen-gynllun yr amgueddfa yw cysylltu â'r gymuned a chynnwys ymwelwyr, yn enwedig plant, felly gwelodd y staff bod hwn yn gyfle da i gyflawni rhai o'u hamcanion. Roeddent am weithio gyda grwp ysgol mewn ffordd wahanol - gwahoddiad agored yn hytrach na chynnig rhywbeth iddyn nhw o ddewis o weithgareddau.

### Pwy gymerodd ran?

---

Chwech ar hugain o blant o flwyddyn 6 ysgol oedd wedi ymweld yn y gorffennol. Dewisodd y Curadur ysgol a fyddai yn fwyaf tebygol o ymateb i'r cynnig ac a fyddai'n hyblyg.

### Beth wnaethon nhw?

---

Bu'r plant yn gweithio gyda'r Curadur a'r Cadwraethwr Gwrthrychau i gyflawni tasgau go iawn yn yr amgueddfa, gan gynnal gwiriad chwarterol am blâu a pharatoi labeli dehongli ar gyfer casgliad newydd o waith celf.

### Beth wnaethon nhw ar y diwrnod?

---

Mae'r amgueddfa'n fach, â llai fyth o aelodau staff felly roedd yn rhaid ystyried logisteg y digwyddiad. Penderfynwyd rhannu'r dosbarth yn ddau, gydag un grwp yn cymryd drosodd yn y bore a'r llall yn y prynhawn. Roedd pob grwp yn cymryd rhan mewn dau wahanol fath o weithgaredd, wedi'u hwyluso gan y Curadur a'r Cadwraethwr Gwrthrychau:

Edrychodd y plant ar samplau o blâu'r amgueddfa, gan ddysgu am bwysigrwydd eu rheoli a'r effaith y gallent ei gael ar y casgliad. Buont yn edrych ar drapiau plâu yn yr orielau, gan gadw unrhyw bryfed a'u harchwilio o dan ficrosgop. Tynnwyd lluniau o'r plâu, gan eu hadnabod a phenderfynu a oeddent yn beryglus neu beidio, ac yn olaf argymhell cynllun gweithredu i'r amgueddfa.

Bu'r grwp yn trafod casglu a sut i arddangos lluniau gyda'r Curadur. Rhoddwyd casgliad newydd o waith celf iddyn nhw heb unrhyw labeli, gan drafod beth yn eu tyb hwy ddylai'r amgueddfa ei ddweud wrth ymwelwyr am bob un, penderfynu beth oedd yn bwysig iddynt hwy am y lluniau, a sut y byddent yn rhannu hynny gydag ymwelwyr.

## What happened next?

---

The children are creating labels for the paintings that they worked on during Takeover Day. These will go on display in the museum alongside the museum's own interpretation labels.

The event resulted in a large amount of press coverage for the museum which has had a positive impact in the local community and with schools. Since the event, a previously non-visiting school has approached the museum to find out about what is on offer for its pupils.

Museum staff found that they were surprised by the children's reactions and learnt a great deal from the day about aspects of the museum's work that appeal to children and about how to interpret artefacts and artworks for this age group. The experience has confirmed their commitment to involving children in decision-making and they are planning to consult with pupils from the same school for future projects, displays and events.

## Beth wnaethon nhw wedyn?

---

Mae'r plant yn creu labeli ar gyfer y lluniau y buont yn gweithio arnynt yn ystod y Diwrnod Meddiannu. Bydd y rhain yn cael eu harddangos yn yr amgueddfa ochr yn ochr â labeli dehongli'r amgueddfa.

Arweiniodd y digwyddiad at lawer o sylw i'r amgueddfa yn y wasg, a gafodd effaith positif ar y gymuned leol a'r ysgolion. Ers y digwyddiad, mae ysgol nad oedd yn arfer ymweld â'r amgueddfa wedi cysylltu i ddod i wybod beth sydd ar gael ar gyfer eu disgyblion.

Synnwyd staff yr amgueddfa gan ymateb y plant, a dysgwyd llawer iawn am agweddau ar waith yr amgueddfa oedd yn apelio at blant, a sut i ddehongli arteffactau a gwaith celf ar gyfer y grwp oedran hwn. Mae'r profiad wedi cadarnhau eu hymrwymiad i gynnwys plant yn eu penderfyniadau, ac maent yn bwriadu ymgynghori â disgyblion o'r un ysgol ar gyfer prosiectau, arddangosfeydd a digwyddiadau yn y dyfodol.

## Cynon Valley Museum & Gallery Amgueddfa ac Oriel Cwm Cynon

### Why take part?

The museum, like many, finds it difficult to attract teenagers into their building. Takeover Day was an opportunity to try to change the perception of some of this age group and present the museum as a place for creativity and excitement.

### Who took part?

Fifteen pupils from a local girls' school, aged between 13 and 16. At the end of each summer term, the school organises an off-timetable week where pupils can choose from a series of cross-curricular and off-site challenges. This particular group took part in various activities at the museum during that time and expressed an interest in getting more involved. The school was also about to celebrate their 100th anniversary and were looking for a venue to host an exhibition created by the pupils.

### What did they do?

There were two strands to the event. Firstly, the girls identified and started conversations with visitors who had an association with their school, collecting information and contact details so they could make an appointment to interview them. Secondly, the girls took part in various activities which helped them learn about different roles carried out at the museum.

### How did they spend their time on the day?

The pupils split into groups and took turns carrying out the following activities:

- Surveying visitors about their memories of the school
- Serving food in the cafe
- Meeting and greeting visitors at the museum entrance, manning the phones
- Acting as visitor guides in the art gallery and main museum gallery
- Cleaning and sorting artefacts and display cabinets

...

### Beth oedd eich rheswm dros gymryd rhan?

Mae'r amgueddfa hon, fel rhai eraill, yn ei chael yn anodd denu pobl ifanc yn eu harddegau i'r adeilad. Roedd y Diwrnod Meddiannu'n gyfle i geisio newid canfyddiadau rhai o'r bobl ifanc sydd yn y grwp oedran hwn, a chyflwyno'r amgueddfa fel lle sy'n llawn creadigrwydd a chyffro.

### Pwy gymerodd ran?

Pymtheg o ddisgyblion rhwng 13 a 16 oed o ysgol leol i ferched. Ar ddiwedd tymor yr haf, mae'r ysgol yn trefnu wythnos lle nad yw'r disgyblion yn dilyn eu hamserlen arferol ac yn cael cyfle i ddewis cyfres o heriau trawsgwricwlaidd a heriau oddi ar safle'r ysgol. Cymerodd y grwp arbennig hwn ran mewn amryfal weithgareddau yn yr amgueddfa yn ystod y cyfnod hwnnw a mynegodd aelodau'r grwp ddiddordeb mewn cymryd mwy o ran ym mywyd yr amgueddfa. Roedd yr ysgol hefyd ar fin dathlu ei phen-blwydd yn gant oed ac yn edrych am leoliad ar gyfer arddangosfa a grëwyd gan y disgyblion.

### Beth wnaethon nhw?

Roedd dwy ran i'r diwrnod. Yn gyntaf, aeth y merched ati i ddod o hyd i ymwelwyr oedd â chysylltiad â'u hysgol, gan sgwrsio â nhw a chasglu gwybodaeth a'u manylion cyswllt er mwyn iddyn nhw fedru gwneud apwyntiad i'w cyfweld. Yn ail, cymerodd y merched ran mewn amryfal weithgareddau a'u cynorthwyodd i ddysgu am y gwahanol fathau o waith a wneir yn yr amgueddfa.

### Beth wnaethon nhw ar y diwrnod?

Rhannwyd y disgyblion yn grwpiau ac aethon nhw ati, yn eu tro, i gymryd rhan yn y gweithgareddau a ganlyn:

- Holi ymwelwyr am yr atgofion yr oedd ganddynt am yr ysgol
- Gweini bwyd yn y caffi
- Cyfarfod a chyfarfarch ymwelwyr wrth fynedfa'r amgueddfa, ateb y ffôn
- Tywys ymwelwyr yn yr oriel gelf ac ym mhrif oriel yr amgueddfa
- Glanhau a didoli arteffactau a chypyrddau arddangos

...

## What happened next?

---

Staff and visitors to the museum reported a wonderful, lively atmosphere on the day. The event attracted media attention and the girls were interviewed for BBC radio. Staff at the school who were not previously convinced about taking part were won over after seeing the girls in action.

The young people that took part are now researching and preparing their exhibition which will open at the museum in Autumn 2013. The support of the museum has been such a key part in this that the museum is looking to establish an after-school club for the group which will help them plan their exhibition and consider aspects such as marketing and conservation.

Having developed this successful model of welcoming and involving young people the museum is now working with a second school to plan and deliver their exhibition in the Spring, with a similar Takeover Day event scheduled.

## Beth wnaethon nhw wedyn?

---

Dyweddodd y staff a'r ymwelwyr â'r amgueddfa fod yr awyrgylch ar y diwrnod yn ardderchog ac yn fywiog iawn. Denodd y diwrnod sylw'r cyfryngau a chafodd y merched eu cyfweld ar radio'r BBC. Roedd gan rai o staff yr ysgol eu hamheuron ymlaen llaw, ond ar ôl iddyn nhw weld y merched wrth eu gwaith, cawsant eu darbwyllo bod y syniad yn un da.

Mae'r bobl ifanc a fu'n cymryd rhan yn y gweithgareddau wrthi bellach yn ymchwilio ac yn paratoi ar gyfer eu harddangosfa, a fydd yn agor yn yr amgueddfa yn hydref 2013. Mae'r cymorth a gynigiwyd gan yr amgueddfa wedi bod yn allweddol. O ganlyniad, mae'r amgueddfa yn bwriadu sefydlu clwb ar ôl ysgol ar gyfer y grwp er mwyn ei helpu i gynllunio'r arddangosfa ac i ystyried agweddau megis marchnata a chadwraeth.

Ar ôl datblygu'r dull llwyddiannus hwn o groesawu pobl ifanc i'r amgueddfa a'u cynnwys yn ei gwaith, mae'r amgueddfa bellach yn gweithio gydag ysgol arall i gynllunio a chynnal ei harddangosfa yn y gwanwyn. Mae hefyd yn bwriadu cynnal Diwrnod Meddiannu arall tebyg.

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

### 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 Takeover Day 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 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.

...

### Beth oedd eich rheswm dros gymryd 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 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 groto Siôn Corn, a fyddai'n cael ei ddefnyddio ar gyfer Siôn Corn a'i ymwelwyr yn ystod y penwythnos canlynol yng ngwyl Nadolig Edwardaidd y Parc.

### Beth wnaethon nhw ar y diwrnod?

Cyfarfu'r grwp 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 groto. Aeth y grwp i weld yr ystafell i gael syniad o faint o le oedd ar gael ac i nodi unrhyw broblemau y byddai'n rhaid iddyn nhw eu hystyried.

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

...



## What happened next?

---

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.

## Beth wnaethon nhw wedyn?

---

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.

## Erddig National Trust Ymddiriedolaeth Genedlaethol Erddig

### Why take part?

The Erddig Youth Club was set up 16 years ago with the aim of helping young people to develop citizenship skills through volunteering with the National Trust. The club meets one evening a week at a building on Erddig's site and is led by volunteer youth workers, some of whom are employees or former employees of Erddig. At first, members were mainly involved with practical conservation tasks – river clearances, tree planting etc. – but in more recent years there has been a move to interest the young people in wider conservation issues to do with the house and historic gardens.

Youth club members had been helping to deliver special events at the house and had enjoyed these experiences. The club leaders felt that Takeover Day was a good opportunity for the young people to get involved in a more in-depth way and get an insight into what looking after the historic house entails.

*'It's about raising their awareness of the value of heritage and the value of the work that we do in our day jobs, what our passions are, it's about passing that on really.'*

Volunteer and Community Involvement Manager, Erddig

### Who took part?

The youth club has 28 members, aged between 11 and 18, with a core of approximately 15 attending each week. Six of them chose to take part in Takeover Day.

### What did they do?

The young people became Quality Assessors for the day, putting themselves in the shoes of visitors and completing an assessment of the visitor experience at the property, which they then wrote a report on for the General Manager.

...

### Beth oedd eich rheswm dros gymryd rhan?

Sefydlwyd Clwb Ieuenctid Erddig 16 mlynedd yn ôl gyda'r nod o helpu pobl ifanc i ddatblygu sgiliau dinasyddiaeth drwy wirfoddoli gyda'r Ymddiriedolaeth Genedlaethol. Mae'r clwb yn cyfarfod un noson yr wythnos mewn adeilad ar safle Erddig ac mae'n cael ei arwain gan weithwyr ieuenctid gwirfoddol, y mae rhai ohonynt yn weithwyr neu'n gyn-weithwyr i Erddig. I ddechrau, roedd yr aelodau'n ymwneud yn bennaf â'r tasgau cadwraeth ymarferol – clirio afonydd, plannu coed ac ati – ond mewn blynyddoedd mwy diweddar ceisiwyd ennyn diddordeb pobl ifanc mewn materion cadwraeth ehangach sy'n ymwneud â'r tŷ a'r gerddi hanesyddol.

Roedd aelodau'r clwb ieuenctid wedi bod yn helpu i ddarparu digwyddiadau arbennig yn y tŷ ac wedi mwynhau'r profiadau yma. Roedd arweinwyr y clwb yn teimlo bod y Diwrnod Meddiannu'n gyfle da i'r bobl ifanc gymryd rhan mewn ffordd fwy trwyadl a chael cipolwg ar yr hyn sy'n ofynnol er mwyn edrych ar ôl y tŷ hanesyddol.

*'Mae'n ymwneud â chynyddu eu hymwybyddiaeth o werth treftadaeth a gwerth y gwaith a wnawn yn ein swyddi bob dydd, beth yw ein diddordebau, mae'n ymwneud â phasio hynny ymlaen i fod yn onest.'* Rheolwr Cyfranogaeth Gwirfoddol a Chymunedol, Erddig

### Pwy gymerodd ran?

Mae gan y clwb ieuenctid 28 o aelodau, rhwng 11 ac 18 oed, gyda nifer graidd o oddeutu 15 sy'n mynd bob wythnos. Dewisodd chwech ohonynt gymryd rhan yn y Diwrnod Meddiannu.

### Beth wnaethon nhw?

Daeth y bobl ifanc yn Aseswyr Ansawdd am y diwrnod gan eu rhoi eu hunain yn esgidiau'r ymwelwyr a chwblhau asesiad o brofiad yr ymwelydd ar y safle. Aethent ymlaen wedyn i ysgrifennu adroddiad am hyn i'r Rheolwr Cyffredinol.

...

## How did they spend their time on the day?

The day was planned for the Saturday closest to Takeover Day so that there would be no issues with school.

- The young people were already familiar with the site so started the day with breakfast in the restaurant, where they met with the club leaders to confirm the brief which was to assess the visitor experience from a young person's point of view.
- The club leader had prepared an adapted version of the Visitor Attraction Quality Assurance Scheme (VAQAS) questionnaire to act as a prompt for the types of things they should assess e.g. staff welcome, range of stock in the shop, access.
- The young people then spent 2-3 hours visiting different areas of the site independently, observing, making notes and giving each criterion a score.
- At the end of the day the group met again and gave their feedback informally to the club leaders.

At the Youth Club session following Takeover Day, the young people wrote up their notes as a report and this was sent to Erddig's General Manager:

## What happened next?

Staff were delighted by the children's ability to come up with comments and the quality of suggestions to enhance the visit for their age group. For example, the young people highlighted a need to help people understand how things worked and asked for items like a clock to wind up and a pestle and mortar to operate. Erddig is currently undergoing a review of interpretation in the house so the children's report will be used within this process.

Staff felt they learnt a great deal about what interested the children and recognised the value in asking young people their opinions to challenge their own perceptions. An image of Queen Victoria, for example, was an unexpected attraction and the young people spent a long time looking at the detail and how it was designed. Members have since been inspired to create a piece of artwork for their club in the same style as the portrait.

*'One lady in the kitchen spent loads of time telling us about the kitchen and the picture of Queen Victoria, she was very knowledgeable and didn't talk to us like kids.'*

Takeover Day participant

...

## Beth wnaethon nhw ar y diwrnod?

Cynlluniwyd y diwrnod ar gyfer y dydd Sadwrn agosaf at y Diwrnod Meddiannu fel na fyddai problemau gyda cholli'r ysgol.

- Roedd y bobl ifanc yn gyfarwydd gyda'r safle yn barod felly dechreuwyd y diwrnod gyda brecwast yn y bwyty, lle cawsent gyfarfod ag arweinwyr y clwb i gadarnhau'r briff. Y dasg oedd asesu profiad yr ymwelwyr o safbwynt rhywun ifanc.
- Roedd arweinydd y clwb wedi paratoi fersiwn ddiwygiedig o holiadur y Cynllun Sicrhau Ansawdd Atyniad i Ymwelwyr (VAQAS) er mwyn rhoi hwb iddynt i nodi'r mathau o bethau y dylent eu hasesu e.e. croeso'r staff, y stoc sydd yn y siop, mynediad.
- Yna treuliodd y bobl ifanc 2-3 o oriau'n ymweld â gwahanol rannau o'r safle'n annibynnol, yn gwyllo, yn gwneud nodiadau ac yn rhoi sgôr i bob maen prawf.
- Ar ddiwedd y diwrnod, daeth y grŵp yn ôl at ei gilydd i roi eu hadborth yn anffurfiol i arweinwyr y clwb.

Yn y sesiwn Clwb leuenctid yn dilyn y Diwrnod Meddiannu, ysgrifennodd y bobl ifanc eu nodiadau fel adroddiad ac anfonwyd hwn at Reolwr Cyffredinol Erddig.

## Beth wnaethon nhw wedyn?

Roedd y staff wrth eu boddau bod y plant wedi meddwl am sylwadau ac wedi rhoi awgrymiadau mor dda am ffyrdd o wella ymweliadau i'w grŵp oedran nhw. Er enghraifft, tynnodd y bobl ifanc sylw at y ffaith fod angen helpu pobl i ddeall sut mae pethau'n gweithio gan ofyn am eitemau megis cloc i'w weindio a phestl a mortar i'w ddefnyddio. Ar hyn o bryd, mae Erddig yn adolygu ei gwaith dehongli yn y tŷ felly bydd adroddiad y plant yn cael ei ddefnyddio yn rhan o'r broses hon.

Roedd y staff yn teimlo eu bod wedi dysgu llawer iawn am yr hyn oedd o ddiddordeb i'r plant ac roeddent yn cydnabod mor werthfawr oedd gofyn am farn pobl ifanc er mwyn herio eu syniadau eu hunain. Er enghraifft, roedd llun o'r Frenhines Fictoria yn atyniad annisgwyl a threuliodd y bobl ifanc lawer iawn o amser yn edrych ar y manylion a'r ffordd y cafodd ei lunio. Ers hynny mae'r aelodau wedi cael eu hysbrydoli i greu darn o waith celf ar gyfer eu clwb yn yr un arddull â'r portread.

*'Treuliodd un ferch yn y gegin lawer o amser yn dweud wrthym am y gegin ac am y darlun o'r Frenhines Fictoria, roedd hi'n llawn gwybodaeth a doedd hi ddim yn ein trin ni fel plant.'* Cyfranogwr yn y Diwrnod Meddiannu

With quite a short time to plan this year's Takeover Day, this plan worked well for Erddig and gave the children a taste of Takeover Day. Now the Youth Club is planning more takeovers with members taking over specific roles, over a longer period of time. The youth club offers a unique opportunity as children are usually members for several years, so this format will be used as an exploratory day for new members leading on to more involved tasks for experienced members.

*'Maybe when I've been talking to the team about, we should do this or we should do that with young people, actually maybe what I should do is sort of throw young people at them and say listen to them! We need to expose the staff and organisation to young people, get them involved on their terms rather than talk about what we think they want.'*

Volunteer and Community Involvement Manager, Erddig

Er nad oedd fawr amser ganddynt i gynllunio'r Diwrnod Meddiannu eleni, gweithiodd y cynllun yma'n dda i Erddig a rhoddodd flas i'r plant o'r Diwrnod Meddiannu. Erbyn hyn mae'r Clwb Ieuenctid yn cynllunio mwy o ddiwrnodau meddiannu gydag aelodau'n meddiannu rolau penodol dros gyfnod hirach o amser. Mae'r clwb Ieuenctid yn cynnig cyfle unigryw am fod y plant fel arfer yn aelodau am flynyddoedd lawer, felly byddent yn defnyddio'r fformat yma fel diwrnod archwilio i aelodau newydd sy'n arwain ymlaen at dasgau gyda mwy o gyfranogaeth i aelodau profiadol.

*'Rydw i'n arfer siarad gyda'r tîm gan ddweud, dylem wneud hyn neu dylem wneud y llall gyda phobl ifanc. Efallai mai'r hyn y dylwn ei wneud mewn gwirionedd yw 'taflu' pobl ifanc atynt a dweud 'gwrandewch arnyn nhw'! Mae angen i staff a sefydliadau ddod yn wyneb yn wyneb â phobl ifanc, dylem sicrhau cyfranogaeth ganddynt ar eu telerau nhw yn hytrach na siarad am y pethau maen nhw'n debygol o fod eu heisiau yn ein barn ni.'*

Rheolwr Cyfranogaeth Wirfoddol a Chymunedol, Erddig

## Gwynedd Museum and Art Gallery, Bangor Amgueddfa ac Oriol Gwynedd, Bangor

### Why take part?

Gwynedd Museum and Art Gallery is moving to a new site, so the new Community Heritage Officer was exploring ways to establish closer links with the local community and school to ensure future involvement. The Community Heritage Officer attended a Takeover Day sharing meeting where she heard a talk from Oriol Ynys Môn's Access and Learning Officer: Museums and Archives. Inspired by this, she decided that participating in Takeover Day would enable her to establish these closer links.

### Who took part?

Twenty Year 6 pupils (10-11 year olds) from Ysgol Gynradd Bethel School. It was the first time that the museum and school had worked together and they worked collaboratively to closely connect objects in the museum's collection to the curriculum.

### What did they do?

Linking into the Year 6 history curriculum topic, *The Victorian Schoolroom*, children chose objects to research and present to visitors e.g. the Welsh Not. Prior to the day, the Community Heritage Officer visited the school to discuss roles on the day and help them prepare for their guided tour presentations. She held a staff briefing meeting at the museum. The Museum Friends group donated the money for the bus on the day.

### How did they spend their time on the day?

The children were split into four rotating groups of five, with each activity lasting one hour. Two members of staff supported each group in their roles as:

- Visitor welcome team – offering a general welcome and informing visitors about the times and locations for their guided tours and the gallery's exhibitions
- Tour guides – delivering PowerPoint presentations dressed in costume
- Exhibition Researchers – preparing artefacts for permanent display focusing on a local poet and schoolmaster e.g. Eisteddfod medals and objects used by the poet in the school, researching facts and

### Beth oedd eich rheswm dros gymryd rhan?

Mae Amgueddfa ac Oriol Gwynedd yn symud i safle newydd, felly roedd y Swyddog Treftadaeth Gymunedol yn chwilio am ffordd o sefydlu cysylltiadau agosach â'r gymuned leol a'r ysgol i sicrhau eu bod yn dod i ymweld â'r amgueddfa yn y dyfodol. Aeth y Swyddog Treftadaeth Gymunedol i gyfarfod ynglŷn â rhannu'r y Diwrnod Meddiannu lle clywodd sgwrs gan Swyddog Mynediad a Dysgu: Amgueddfeydd ac Archifau Oriol Ynys Môn. Cafodd ei hysbrydoli ganddo a phenderfynodd y byddai cymryd rhan yn y Diwrnod Meddiannu'n rhoi'r cyfle iddi sefydlu'r cysylltiadau agosach yma.

### Pwy gymerodd ran?

Ugain disgybl Blwyddyn 6 (10-11 oed) o Ysgol Gynradd Bethel. Dyma oedd y tro cyntaf i'r amgueddfa a'r ysgol gydweithio ac aethant ati i weithio ar y cyd i gysylltu gwrthrychau yng nghasgliad yr amgueddfa'n agos â'r Cwricwlwm.

### Beth wnaethon nhw?

Trwy gysylltu â thema cwricwlwm hanes Blwyddyn 6, *Ystafell Ddosbarth Oes Fictoria*, dewisodd y plant wrthrychau i'w hymchwilio a'u cyflwyno i ymwelwyr e.e. y Welsh Not. Cyn y diwrnod, aeth y Swyddog Treftadaeth Gymunedol i ymweld â'r ysgol i drafod rolau'r plant ar y diwrnod ac i'w helpu i baratoi ar gyfer eu cyflwyniadau ar y daith dywys. Cynhaliodd gyfarfod briffio i'r staff yn yr amgueddfa. Rhoddodd grŵp Cyfeillion yr Amgueddfa yr arian i dalu am y bws ar y diwrnod.

### Beth wnaethon nhw ar y diwrnod?

Rhannwyd y plant yn bedwar grŵp o 5 oedd yn symud o un gweithgaredd i'r nesaf a phob un yn para awr. Roedd dau aelod o staff yn cefnogi pob grŵp yn eu rolau fel:

- Tîm croesawu ymwelwyr – yn cynnig croeso cyffredinol ac yn rhoi gwybod i ymwelwyr am amseroedd a lleoliadau eu teithiau tywys ac arddangosiadau'r oriel
- Tywyswyr y teithiau – yn rhoi cyflwyniadau PowerPoint wedi'u gwisgo mewn dillad arbennig
- Ymchwilydd yr Arddangosfa – yn paratoi arteffactau i'w harddangos yn barhaol, gan ganolbwyntio ar fardd ac ysgolfeistr e.e. medalau eisteddfod a gwrthrychau a ddefnyddir gan y bardd yn yr ysgol; yn ymchwilio'r

writing labels

- Curators – working behind the scenes to catalogue and store recently acquired objects

On the day, children were visited by general visitors, Museum Friends, a VIP guest – the Children's Commissioner for Wales, young people and Radio Cymru. General feedback was positive, remarking that there was *'great energy at the museum'*. When asked what they enjoyed most about their day at the museum, the Bethel school children particularly enjoyed answering the phone and using the tills, and the concept that they were being put in charge which made them feel more confident.

### What happened next?

During the day the children became more confident – the Community Heritage Officer commented that they didn't need to use PowerPoint as they presented better when improvising with objects. Next year the museum plans to:

- Promote Takeover Day more to parents and other groups to generate more visitors
- Reduce the group size – smaller groups will ensure more opportunities for children's participation due to space limitations in the museum
- Implement fewer activities in order to keep the day moving smoothly
- Include behind the scenes elements for general educational visits in the future

*'The element of constantly challenging the children and them embracing the challenge was great.'*

Community Heritage Officer

*'This morning I thought museums were boring but now I think I'd quite like to work in the museum.'*

Youth participant

ffeithiau ac yn ysgrifennu labelau

- Curaduron – yn gweithio yn y cefndir yn cadw rhestrau ac yn storio gwrthrychau sy'n newydd i'r amgueddfa

Ar y diwrnod, ymwelwyd â'r plant gan ymwelwyr cyffredinol, Cyfeillion yr Amgueddfa, gwestai pwysig iawn – Comisiynydd Plant Cymru, pobl ifanc a Radio Cymru. Roedd yr adborth cyffredinol gan ein hymwelwyr yn bositif, gyda sylwadau'n dweud bod *'egni gwych yn yr amgueddfa'*. Pan ofynnwyd iddynt beth roeddent wedi ei fwynhau fwyaf am eu diwrnod yn yr amgueddfa, roedd plant ysgol Bethel wedi mwynhau ateb y ffôn a defnyddio'r til, a'r syniad mai nhw oedd y rheolwyr. Roedd hyn wedi rhoi mwy o hyder iddynt.

### Beth wnaethon nhw wedyn?

Yn ystod y dydd daeth y plant yn fwy hyderus – dywedodd y Swyddog Treftadaeth Gymunedol nad oedd raid iddynt ddefnyddio'r PowerPoint am eu bod yn cyflwyno'n well wrth weithio ar hap gyda gwrthrychau. Y flwyddyn nesaf, mae'r amgueddfa'n bwriadu:

- Hysbyseb'u'r Diwrnod Meddiannu'n well i rieni a grwpiau eraill er mwyn cael mwy o ymwelwyr
- Gostwng maint y grwpiau – bydd grwpiau llai'n sicrhau mwy o gyfleoedd i blant gymryd rhan oherwydd cyfyngiadau'r lle yn yr amgueddfa
- Cynnig llai o weithgareddau er mwyn cadw'r diwrnod yn symud yn llyfn
- Cynnwys elfennau o fynd i 'gefn y llwyfan' mewn ymweliadau addysg arferol yn y dyfodol

*'Roedd yr elfen o herio'r plant yn gyson, a hwythau'n croesawu'r sialens, yn wych.'*

Swyddog Treftadaeth Gymunedol

*'Bore 'ma roeddwn i'n meddwl bod amgueddfeydd yn ddiflas ond erbyn hyn dw i'n meddwl yr hoffwn i weithio yn yr amgueddfa.'* Cyfranogwr Ifanc

## Harlech Castle Castell Harlech

### Why take part?

Harlech Castle is a World Heritage Site, managed by Cadw – the Welsh Government's historic environment service. The Castle had not previously taken part in Takeover Day but thought it would be a good way to build a relationship with a local school which was within walking distance. The Head Custodian, who ran the day, had observed a Takeover Day event at another museum and approached a school to participate. The day was planned by Harlech Castle staff.

### Who took part?

Fifteen children from Years 5 and 6 (9-11 year olds).

### What did they do?

The children worked as front of house staff and health and safety experts. They also created short plays which linked to their literacy work on Owain Glyndwr, a 14th Century Welsh Prince who captured land from the English and lived in Harlech Castle, and performed these for parents and visitors on the day.

### How did they spend their time on the day?

Prior to the day, the children visited the Castle to familiarise themselves with the site. They undertook research and found out more about Owain Glyndwr:

On Takeover Day students acted as:

- Stewards – in the morning they greeted visitors, answered the telephone and served in the shop. The children undertook a health and safety inspection prior to opening, visiting all parts of the Castle and completing a check list. They also contributed to the Castle's Twitter feed during the day, using the Kids in Museums resource [How Can Teenagers Take Over our Twitter Feed](#) as a guide.
- Drama Creators – in the afternoon they used the Great Hall, the Kitchen and the Gatehouse, to inspire and create dramatic stories of Owain Glyndwr. They devised and performed short plays for their parents and other visitors.

...

### Beth oedd eich rheswm dros gymryd rhan?

Mae Castell Harlech yn un o Safleoedd Treftadaeth y Byd, ac mae o dan reolaeth Cadw – gwasanaeth amgylchedd hanesyddol Llywodraeth Cymru. Nid oedd y Castell wedi cymryd rhan o'r blaen yn y Diwrnod Meddiannu ond teimlai y byddai'n ffordd dda o adeiladu perthynas gydag ysgol leol oedd o fewn tafliad carreg iddo. Roedd y Prif Geidwad, a oedd yn rheoli'r diwrnod, wedi gwyllo'r Diwrnod Meddiannu ar waith mewn amgueddfa arall a gofynnodd i'r ysgol gymryd rhan. Cynlluniwyd y diwrnod gan staff Castell Harlech.

### Pwy gymerodd ran?

Pymtheg plentyn o Flynyddoedd 5 a 6 (9-11 oed).

### Beth wnaethon nhw?

Gweithiodd y plant fel staff blaen tŷ ac arbenigwyr iechyd a diogelwch. Aethent ati hefyd i greu dramâu byrion oedd yn cysylltu â'u gwaith llythrennedd am Owain Glyndwr; Tywysog o'r 14eg Ganrif a gipiodd dir gan y Saeson ac a fu'n byw yng Nghastell Harlech, a chwastent berfformio'r rhain i rieni ac ymwelwyr ar y diwrnod.

### Beth wnaethon nhw ar y diwrnod?

Cyn y diwrnod, bu'r plant yn ymweld â'r Castell i ddod yn gyfarwydd â'r safle. Aethent ati i wneud gwaith ymchwil a chanfod rhagor am Owain Glyndwr:

Ar y Diwrnod Meddiannu bu'r myfyrwyr yn gweithio fel:

- Stiwardiaid – yn y bore roeddent yn cyfarch yr ymwelwyr, yn ateb y ffôn ac yn gweini yn y siop. Gwnaeth y plant archwiliad iechyd a diogelwch cyn agor, ymweld â phob rhan o'r Castell a mynd trwy restr wirio. Cyfrannodd y plant hefyd at borthiant y Castell ar y Trydar yn ystod y dydd, gan ddefnyddio adnodd [Kids in Museums Sut Gall Bobl Ifanc Feddiannu ein Porthiant Trydar i'w harwain](#).
- Cyfansoddwyr Dramâu – yn y prynhawn aethent ati i ddefnyddio'r Neuadd Fawr; y Gegin a'r Porthdy, i ysbrydoli a chreu straeon dramatig am Owain Glyndwr. Roeddent yn dyfeisio ac yn perfformio dramâu byrion i'w rhieni ac i ymwelwyr eraill.

...



## What happened next?

---

The children were excited to takeover in the place where Owain Glyndwr once lived. Participating in Takeover Day enriched their curriculum learning, encouraged a sense of pride in their own local and national heritage and increased their enjoyment.

A professional photographer collated images to highlight the children's and visitors' verbal feedback. The Marketing Manager sent out a press release which attracted ITV Wales to report on the event. This raised the Castle's profile as some visitors mentioned they had seen the Castle on television.

The day was run by the Head Custodian and the Marketing Manager as there is no education team at the Castle. They found the day challenging as it was something very new, but the success of the event has encouraged them to plan future learning projects.

The Castle is undergoing re-development and plans to become more welcoming and accessible for young people and families. Staff will consult the children who participated in Takeover Day and collect their views and contributions on ways to effectively interpret the site.

*'Takeover Day has laid the foundation for a strong, working relationship with Harlech's primary school. Their pupils interpreted and brought to life areas of the castle in a way that had never been done before.'* Head Custodian

## Beth wnaethon nhw wedyn?

---

Roedd y plant wrth eu boddau'n meddiannu'r fan lle bu Owain Glyndwr yn byw ar un cyfnod. Roedd cymryd rhan yn y Diwrnod Meddiannu wedi cyfoethogi eu dysgu yn y cwricwlwm, wedi eu hannog i ymfalchïo yn eu treftadaeth leol a chenedlaethol eu hunain ac wedi cynyddu eu mwynhad.

Casglwyd lluniau at ei gilydd gan ffotograffydd proffesiynol i dynnu sylw at adborth llafar y plant a'r ymwelwyr. Anfonodd y Rheolwr Marchnata ddatganiad i'r wasg a barodd i ITV Wales ddarlledu adroddiad am y digwyddiad. Cododd hyn broffil y Castell oherwydd soniodd rhai o'i ymwelwyr eu bod wedi gweld y Castell ar y teledu.

Rheolwyd y diwrnod gan y Prif Geidwad a'r Rheolwr Marchnata am nad oes tîm addysg yn y Castell. Roeddent yn teimlo bod y diwrnod yn heriol am ei fod yn rhywbeth newydd iawn, ond mae llwyddiant y diwrnod wedi eu hannog i gynllunio prosiectau dysgu'r dyfodol.

Mae'r Castell yn cael ailddatblygiad ar hyn o bryd ac yn gobeithio dod yn fwy croesawgar a hygyrch i bobl ifanc a theuluoedd. Bydd y staff yn ymgynghori â'r plant a gymerodd ran yn y Diwrnod Meddiannu ac yn chasglu eu sylwadau a'u cyfraniadau ar ffyrdd o ddehongli'r safle'n effeithiol.

*'Mae'r Diwrnod Meddiannu wedi gosod y sylfaen ar gyfer perthynas weithio gref gydag ysgol gynradd Harlech. Bu eu disgyblion yn dehongli ac yn adfywio ardaloedd o'r castell mewn ffordd oedd heb ei wneud erioed o'r blaen.'*  
Prif Geidwad



## Narberth Museum Amgueddfa Arberth

### Why take part?

---

The Learning Officer attended a course about engaging disadvantaged audiences and heard a presentation by a Kids in Museums speaker. Using Kids in Museums case studies as inspiration, she decided to combine Takeover Day with a community day and forthcoming exhibition.

It was the museum's first time participating in Takeover Day and following a long closure, it wanted to raise its profile across the whole community. The Learning Officer had good links with the participating school, having previously worked there. Although many of the children regularly visited with their families, the Learning Officer wanted to provide something more involving and educational that would be mutually beneficial for the school and the museum, and more fun for the children.

### Who took part?

---

Sixteen children were selected from four Year 5 and 6 classes (9-11 year olds). The school has an English speaking and Welsh speaking class in each year group and children delivered talks in both languages. The school were keen to ensure close links to the National Curriculum.

### What did they do?

---

The children ran the shop and café, designed a new menu and selected and labelled objects for the Inside Welsh Homes exhibition (January - April 2014). They gave a lecture on model railways and the railway in Narberth to an adult group.

The Learning Officer made a pre-visit to the school and discussed with the children what they might do on Takeover Day. They decided to get involved with the day-to-day running of the café and the shop and planned the café menu in advance. They were very keen to work in the café and some explained their credentials as if it was a job.

...

### Beth oedd eich rheswm dros gymryd rhan?

---

Aeth y Swyddog Dysgu ar gwrs ynglŷn ag ennyn diddordeb cynulleidfaoedd difreintiedig a chlywodd gyflwyniad gan siaradwr o Kids in Museums. Gan gymryd ei hysbrydoliaeth o astudiaethau achos Kids in Museums, penderfynodd gyfuno'r Diwrnod Meddiannu gyda diwrnod cymunedol ac arddangosfa sydd ar y gweill.

Dyma oedd y tro cyntaf i'r amgueddfa gymryd rhan yn y Diwrnod Meddiannu ac, ar ôl cyfnod hir o fod ar gau, roedd eisiau codi ei phroffil drwy'r gymuned gyfan. Roedd gan y Swyddog Dysgu gysylltiadau da gyda'r ysgol oedd yn cymryd rhan, am ei bod wedi gweithio yno yn y gorffennol. Er bod llawer o'r plant yn ymweld gyda'u teuluoedd yn rheolaidd, roedd y Swyddog Dysgu eisiau darparu rhywbeth mwy addysgiadol fyddai'n cynnwys y plant fwy nag o'r blaen ac a fyddai yr un mor fuddiol i'r ysgol ac i'r amgueddfa ac yn fwy o hwyl i'r plant.

### Pwy gymerodd ran?

---

Dewiswyd 16 o blant o bedwar dosbarth Blwyddyn 5 a 6 (9-11 oed). Mae gan yr ysgol ddosbarth siarad Cymraeg a dosbarth siarad Saesneg ymhob grŵp blwyddyn a darparodd y plant sgwrsiau yn y ddwy iaith. Roedd yr ysgol yn awyddus i sicrhau cysylltiadau agos â'r Cwricwlwm Cenedlaethol.

### Beth wnaethon nhw?

---

Rhedodd y plant y siop a'r caffi, gan lunio bwydlen newydd a dewis a labelu gwrthrychau ar gyfer yr arddangosfa Inside Welsh Homes (Ionawr - Ebrill 2014). Yna aethant ati i roi darlith ar reilffyrdd model a'r rheilffordd yn yr Arberth i grŵp o oedolion.

Daeth y Swyddog Dysgu i ymweld â'r ysgol o flaen llaw a thrafod gyda'r plant y pethau y gallent eu gwneud ar y Diwrnod Meddiannu. Penderfynwyd y byddent yn helpu i redeg y caffi a'r siop gan gynllunio bwydlen y caffi o flaen llaw. Roeddent yn awyddus iawn i weithio yn y caffi ac roedd rhai o'r plant eisiau esbonio pam y byddent yn weithwyr caffi da, fel petaen nhw'n gwneud cais am swydd.

...

## How did they spend their time on the day?

The day was planned with museum staff in advance, using a flexible timetable to ensure activity timings worked to coincide with the end of the school day. Children were split into groups of four and arrived before opening time. They worked in pre-arranged areas until lunchtime and gave their talks after lunch. At least two members of staff helped them on the day. On Takeover Day itself, children acted as:

- Shop Assistants – arranging and making decorations for the shop's Christmas window display, working behind the desk on the till, organising stock and answering the phone
- Café Assistants – writing the daily menu board, pricing café stock, making hot drinks and clearing tables, preparing lunch for the children, staff and volunteers and making toast, sandwiches and cakes for visitors
- Curators: guides – preparing talks e.g. one student created a PowerPoint on railway history, deciding on objects they wanted to show and giving lectures to parents, museum Friends and visitors who'd read about the event in the press
- Curators: touring exhibition – choosing objects and making labels describing why they'd chosen the object and what it meant for them for Inside Welsh Homes
- Visitor welcome assistants – guiding visitors to their seats and introducing their own work

## What happened next?

- The children enjoyed participating in Takeover Day and have since returned to the museum on several occasions to stage and label the exhibition and for an opening celebration
- One student collects antiques and following Takeover Day, contacted the museum to ask if she could loan several items to the *Inside Welsh Homes* exhibition
- The museum is considering ways to be more accessible e.g. creating a child friendly menu
- The Learning Officer is considering further ways to enable children to be more independent in learning sessions and more discursive ways to interact with school groups
- The *Inside Welsh Homes* exhibition has had widespread appeal with many visitors coming along exclusively to see how the children have interpreted the theme
- ...

## Beth wnaethon nhw ar y diwrnod?

Cynlluniwyd y diwrnod gyda staff yr amgueddfa o flaen llaw, gan ddefnyddio amserlen hyblyg i sicrhau bod amseriadau'r gweithgareddau'n dod i ben erbyn diwedd y diwrnod ysgol. Rhannwyd y plant yn grwpiau o bedwar a daethent i'r amgueddfa cyn amser agor. Roeddent yn gweithio mewn mannau oedd wedi eu trefnu o flaen llaw tan amser cinio ac yna cawsent roi eu sgysiau ar ôl cinio. Bu o leiaf dau aelod o staff yn eu helpu ar y diwrnod. Ar y Diwrnod Meddiannu ei hun, bu'r plant yn gweithio fel:

- Gweithwyr Siop – yn trefnu a gwneud addurniadau ar gyfer arddangosfa ffenestr Nadolig y siop
- Gweithwyr Caffi – yn ysgrifennu'r bwrdd bwydlen dyddiol, yn prasio stoc y caffi, yn gwneud diodydd poeth ac yn clirio byrddau, yn paratoi cinio i'r plant, y staff a'r gwirfoddolwyr ac yn gwneud tost, brechdanau a chacennau i ymwelwyr
- Curaduron: tywyswyr – yn paratoi sgysiau e.e. creodd un myfyriwr gyflwyniad PowerPoint ar hanes y rheilffordd. Roeddent hefyd yn penderfynu pa wrthrychau i'w dangos ac yn rhoi darlithoedd i rieni, Cyfeillion yr Amgueddfa ac ymwelwyr oedd wedi darllen am y digwyddiad yn y wasg
- Curaduron: arddangosfa deithiol – yn dewis gwrthrychau ar gyfer Inside Welsh Homes ac yn creu labelau yn disgrifio pam roeddent wedi dewis y gwrthrychau a'r hyn yr oeddent yn ei olygu iddyn nhw
- Cynorthwyywyr i groesawu ymwelwyr – yn arwain ymwelwyr i'w seddi ac yn cyflwyno eu gwaith eu hunain

## Beth wnaethon nhw wedyn?

- Bu'r plant yn mwynhau cymryd rhan yn y Diwrnod Meddiannu ac, ers hynny, maent wedi dod yn ôl i'r amgueddfa nifer o weithiau i gynnal a labelu arddangosfa ac i fwynhau dathliad agoriadol
- Mae un myfyriwr yn casglu hen bethau ac, yn dilyn y Diwrnod Meddiannu, cysylltodd â'r amgueddfa i ofyn a allai roi benthyc nifer o'i nwyddau i'r amgueddfa ar gyfer yr arddangosfa *Inside Welsh Homes*
- Mae'r Amgueddfa'n ystyried ffyrdd o fod yn fwy hygrych e.e. creu bwydlen sy'n addas i blant
- Mae'r Swyddog Dysgu'n ystyried ffyrdd pellach o alluogi plant i fod yn fwy annibynnol mewn sesiynau dysgu a ffyrdd mwy rhesymegol o ryngweithio â grwpiau ysgol
- Mae'r arddangosfa *Inside Welsh Homes* wedi apelio ar raddfa eang ac mae llawer o ymwelwyr wedi dod draw yn arbennig i weld sut mae'r plant wedi dehongli'r thema
- ...

*'The biggest benefit for Narberth Museum's Takeover Day was seeing things from the children's perspective, adjusting how we think and write about things, considering ways to make our exhibitions more interesting and thinking about how we approach getting information across to people with regards to signage, talking to and greeting the general public.'* Learning Officer

*'Mantais fwyaf y Diwrnod Meddiannu i Amgueddfa Narberth yw ein bod yn awr yn gallu gweld pethau o safbwynt y plant. Mae hyn yn golygu ein bod wedi addasu'r ffordd yr ydym yn ysgrifennu am bethau, yn ystyried ffyrdd o wneud ein arddangosfeydd yn fwy diddorol ac yn meddwl sut y dylem drosglwyddo ein gwybodaeth i bobl yn y ffordd y lluniwn ein arwyddion, y ffordd yr ydym yn sgwrsio â phobl a sut yr ydym yn cyfarch y cyhoedd'. Swyddog Dysgu*

## National Library of Wales, Aberystwyth Llyfrgell Genedlaethol Cymru, Aberystwyth

### Why take part?

The Library had been keen to take part in Takeover Day for a number of years, but due to an on-going restructuring programme decided to wait until it could plan sufficiently to involve the entire organisation, rather than just front of house. Takeover Day 2016 was the first time that it had attempted this type of activity on such a scale. In spite of the challenges of a building that is largely geared towards adult users, their first Takeover Day was a huge success.

### Who took part?

30 children from Year 6 (age 10-11) from a bilingual primary school in a Communities First cluster area. The school suggested that this was the most appropriate age group for Takeover Day.

### What did they do?

The children visited the Library prior to Takeover Day to learn more about the organisation and its collection. None of the children knew anything about the Library before this visit. Children were given some information about the roles that would be available on Takeover Day so they could choose how they spent their time at the Library.

For the Library, careful preparation of the Takeover Day roles and obtaining support from Senior Management was essential to making the day run smoothly. Security and Health and Safety issues also had to be addressed before the children could be given access to restricted areas within the building.

### How did they spend their time on the day?

Working in small groups, the children took on various roles, both behind the scenes and public-facing. The roles were designed to show the breadth of work undertaken by staff at the Library and to encourage the children to think about the Library as not just being about books. There were four areas of work that provided a cross-section of the Library's main responsibilities:-

...

### Beth oedd eich rheswm dros gymryd rhan?

Roedd y Llyfrgell wedi bod eisiau cymryd rhan yn y Diwrnod Meddiannu ers blynyddoedd ond, am fod rhaglen ailstrwythuro'n digwydd ar y safle, penderfynwyd y dylent aros nes bod modd cynllunio'n ddigon da i gynnwys y sefydliad cyflawn, yn hytrach na dim ond blaen y tŷ. Diwrnod Meddiannu 2016 oedd y tro cyntaf iddo roi cynnig ar y math yma o weithgaredd ar raddfa o'r fath. Er gwaethaf yr her o gynnal y diwrnod mewn adeilad sydd wedi'i fwriadu i oedolion i raddau mawr, roedd eu Diwrnod Meddiannu cyntaf yn llwyddiant enfawr.

### Pwy gymerodd ran?

30 plentyn o Flwyddyn 6 (10-11 oed) o ysgol gynradd ddwyieithog yn yr ardal glwstwr Cymunedau yn Gyntaf. Awgrymodd yr ysgol mai dyma oedd y grŵp mwyaf priodol ar gyfer y Diwrnod Meddiannu.

### Beth wnaethon nhw?

Ymwelodd y plant â'r Llyfrgell cyn y Diwrnod Meddiannu i ddysgu rhagor am y sefydliad a'i gasgliadau. Nid oedd unrhyw un o'r plant yn gwybod unrhyw beth am y Llyfrgell cyn yr ymweliad yma. Derbyniodd y plant rywfaint o wybodaeth am y rolau a fyddai ar gael ar y Diwrnod Meddiannu fel bod cyfle iddynt ddewis sut i dreulio eu hamser yn y Llyfrgell.

I'r Llyfrgell, roedd hi'n hanfodol paratoi rolau'r Diwrnod Meddiannu'n ofalus a chael cefnogaeth gan Uwch Reolwyr er mwyn sicrhau bod y diwrnod yn rhedeg yn esmwyth. Roedd yn rhaid ymdrin â materion lechyd a Diogelwch a Sicrwydd cyn i'r plant allu mynd i mewn i'r manau o fewn yr adeilad lle na chaiff y cyhoedd fynd fel arfer.

### Beth wnaethon nhw ar y diwrnod?

Gan weithio mewn grwpiau bychain, cymerodd y plant amrywiol rolau, mewn manau lle mae'r cyhoedd yn mynd ac yn y manau lle na chânt fynd hefyd. Dewiswyd y rolau i ddangos maint y gwaith y mae staff y Llyfrgell yn ei wneud ac i annog y plant i feddwl am y Llyfrgell fel rhywle sy'n llawer mwy na dim ond lle i fenthyg llyfrau. Roedd pedwar gwahanol faes o waith oedd yn rhoi trawstoriad o brif gyfrifoldebau'r Llyfrgell:-

...

#### Physical Collections:

- Accessions: –working to stamp and sort new material as it comes into the Library, learning about the different types of material available
- Conservation – working with specialist conservators on conserving film, preparing items for display, checking humidity of exhibition spaces
- Exhibitions – monitoring displays, framing materials to be exhibited, hanging items, preparing materials for transportation

#### Digital Collections:

- Digitisation – digitising items to be published online
- Research – supporting research requests

#### Public Services:

- Reading Rooms – retrieving items for readers from the storage areas and working behind the main desk dealing with reader inquiries
- Reception – issuing Readers' Tickets to visitors, receiving enquiries over the telephone and serving customers in the Library shop

#### Maintenance and Security of Collections and Buildings:

- Security – working in the Main Hall as security staff, performing regular checks of the building, monitoring the building in the Security Control Room, inspecting maintenance machinery

Children also worked alongside a photographer to document Takeover Day and these images are available on the National Library of Wales Facebook page.

### What happened next?

---

Staff from different departments across the Library, most of whose daily responsibilities don't involve contact with members of the public, felt that the day was a success and that there was real value in being taken over. The Library will maintain links with the school involved and will write Takeover Day up as an example of what could be offered as part of its Education Service outreach programme. As a result of Takeover Day, the Education Service will, whenever appropriate staffing and resources are available, offer visiting schools an opportunity for pupil participation.

Verbal feedback from the school was very positive. The children particularly enjoyed doing 'real work' and loved the fact that items they digitised appeared immediately on the Library website. The teachers

#### Casgliadau Ffisegol:

- Derbyniadau – gweithio i stampio a didoli deunyddiau newydd wrth iddynt ddod i mewn i'r Llyfrgell, dysgu am y gwahanol fathau o ddeunydd sydd ar gael
- Cadw – gweithio gyda gofawyr arbenigol i ofalu am ffilm, i baratoi eitemau i'w harddangos ac i wirio lleithder y manau arddangos
- Arddangosiadau – monitro arddangosiadau, fframio deunyddiau sydd i gael eu harddangos, hongian eitemau, paratoi deunyddiau ar gyfer eu cludo

#### Casgliadau Digidol:

- Digidol – digido eitemau sydd i gael eu cyhoeddi arlein
- Ymchwil – cefnogi ceisiadau am waith ymchwil

#### Gwasanaethau Cyhoeddus:

- Ystafelloedd Darllen – nôl eitemau i ddarllenwyr o'r manau storio a gweithio tu ôl i'r brif ddesg yn delio gydag ymholiadau darllenwyr
- Y Dderbynfa – rhoi Tocynnau Darllenwyr i ymwelwyr; derbyn ymholiadau dros y ffôn a gwasanaethu cwsmeriaid yn siop y Llyfrgell

#### Cadw a Diogelu Casgliadau ac Adeiladau:

- Diogelwch – gweithio yn y Brif Neuadd fel staff diogelwch, gwneud gwiriadau rheolaidd ar yr adeilad, monitro'r adeilad yn yr Ystafell Rheoli Diogelwch, archwilio peiriannau cynnal a chadw

Roedd plant yn gweithio ochr yn ochr â ffotograffydd hefyd i ddogfennu'r Diwrnod Meddiannu ac mae'r lluniau yma ar gael ar dudalen Facebook Llyfrgell Genedlaethol Cymru.

### Beth wnaethon nhw wedyn?

---

Roedd staff o wahanol adrannau ar draws y Llyfrgell, nad yw'r mwyafrif ohonynt yn dod i gysylltiad â'r cyhoedd yn rhan o'u cyfrifoldebau pob dydd, yn teimlo bod y diwrnod yn llwyddiant a bod gwir werth mewn cael eu meddiannu. Bydd y Llyfrgell yn cadw'r cysylltiad gyda'r ysgol berthnasol ac yn ystyried y Diwrnod Meddiannu'n esiampl o'r hyn y gellid ei gynnig yn rhan o'i rhaglen allgymorth i'r Gwasanaeth Addysg. O ganlyniad i'r Diwrnod Meddiannu, bydd y Gwasanaeth Addysg yn rhoi'r cynnig i ysgolion sy'n ymweld gynnwys eu disgyblion yng ngwaith y Llyfrgell ar yr amod bod y staff a'r adnoddau priodol ar gael.

Roedd yr adborth llafar gan yr ysgol yn bositif iawn. Yr hyn yr oedd y plant wedi'i fwynhau'n arbennig oedd gwneud 'gwaith go iawn' ac roeddent wrth eu boddau

were very surprised at the level of access given to the schoolchildren, and felt that they really had contributed to the Library's work that day. By taking part they gained a unique insight into their Welsh heritage, both in text, audio and film and saw the value of its preservation and how it is used today.

*'It was a pleasure seeing young users' excitement at being given the responsibility of undertaking key roles at the National Library of Wales. The Takeover Day offered an invaluable insight, not just into the daily running of a large institution and the wealth of its collections, but also the resources it provides its users. It's an experience that I'm sure the children will benefit from as part of their education, and which supports the Library's aim of increasing awareness of its services amongst a younger audience.'*

Education Service Manager, National Library of Wales

bod yr eitemau a fewnbynwyd yn ddigidol ganddynt wedi ymddangos yn syth ar wefan y Llyfrgell. Roedd yr athrawon wedi synnu'n fawr faint o'r adeilad y rhoddwyd mynediad i'r plant ysgol iddynt, ac yn teimlo eu bod wedi cyfrannu go iawn i waith y Llyfrgell y diwrnod hwnnw. Trwy gymryd rhan cawsent gipolwg unigryw ar eu treftadaeth Gymreig, mewn testun, awdio a ffilm a gwelsant werth ei chadw a'r ffordd mae'n cael ei defnyddio heddiw.

*'Roedd hi'n bleser gweld cyffro'r defnyddwyr ifanc wrth dderbyn y cyfrifoldeb am wneud rolau allweddol yn Llyfrgell Genedlaethol Cymru. Roedd y Diwrnod Meddiannu'n cynnig cipolwg gwerthfawr iawn, nid yn unig ar y ffordd mae sefydliad mawr yn cael ei redeg o ddydd i ddydd a chyfoeth ei gasgliadau, ond hefyd yr adnoddau y mae'n eu darparu i'r defnyddwyr. Mae'n brofiad y bydd y plant yn siŵr o elwa ohono yn rhan o'u haddysg, ac sy'n cefnogi nod y Llyfrgell o gynyddu ymwybyddiaeth o'i wasanaethau ymysg cynulleidfâ iau.'* Rheolwr y Gwasanaeth Addysgol, Llyfrgell Genedlaethol Cymru

## National Slate Museum, Llanberis Amgueddfa Lechi Cymru, Llanberis

### Why take part?

With a collection of large, industrial artefacts, the museum was attracted to the hands-on nature of Takeover Day. Giving young people more opportunities to get up close with the collection and get involved with the work of the museum was the starting point for the museum's planning.

### Who took part?

Twelve Year 9 pupils from a mainstream school although all were accessing an alternative curriculum due to Special Educational Needs or Emotional & Behavioural Difficulties. Many were from families that the museum was keen to encourage to visit. Since a member of staff already had a personal connection with the group it was decided to offer them the opportunity to take part.

### What did they do?

Members of staff at the museum came up with a list of real tasks that needed to be carried out, such as setting up for the forthcoming Christmas Fayre, maintenance and preservation work on some of the large pieces of machinery in the collection.

### How did they spend their time on the day?

After an introduction to staff members who explained their roles at the museum, the pupils were split into three groups with team tasks:

- Waxing and oiling items of machinery
- Working on the steam engine – cleaning pistons and helping the technician 'steam up'
- Making Victorian-style Christmas decorations and decorating the site – staff had arranged for the museum's Christmas tree to be delivered that morning so the pupils could put it up.

At the end of the day all the young people were able to ride on the steam engine and help with operating it.

There's an excellent video of what the young people got up to [here](#).

...

### Beth oedd eich rheswm dros gymryd rhan?

Am fod gan yr amgueddfa gasgliad o arteffactau diwydiannol mawr; roedd natur ymarferol Diwrnod Meddiannu'n apelio ati. Man cychwyn gwaith cynllunio'r amgueddfa oedd sicrhau rhagor o gyfleoedd i fwy o bobl ifanc ddod i gysylltiad agos â'r casgliad a chael bod yn rhan o waith yr amgueddfa.

### Pwy gymerodd ran?

Deuddeg o ddisgyblion Blwyddyn 9 o ysgol prif ffrwd, er bod pob un ohonyn nhw'n dilyn cwricwlwm amgen am fod ganddyn nhw Anghenion Addysgol Arbennig neu Anawsterau Emosiynol ac Ymddygiadol. Roedd llawer ohonyn nhw'n dod o deuluoedd yr oedd yr amgueddfa'n awyddus i'w hannog i ymweld â hi. Gan fod gan aelod o'r staff gysylltiad personol â'r grwp eisoes, penderfynwyd cynnig cyfle iddyn nhw gymryd rhan.

### Beth wnaethon nhw?

Aeth aelodau o staff yr amgueddfa ati i lunio rhestr o dasgau go iawn yr oedd angen eu gwneud, megis paratoi ar gyfer y Ffair Nadolig, a gwaith cynnal a chadw a gwaith cadwraeth ar rai o'r peiriannau mawr sydd yn y casgliad.

### Beth wnaethon nhw ar y diwrnod?

Ar ôl cael eu cyflwyno i'r staff, a esboniodd pa waith yr oedden nhw'n ei wneud yn yr amgueddfa, rhannwyd y disgyblion yn dri grwp a rhoddwyd tasgau iddyn nhw eu gwneud yn eu timau:

- Cwyyro ac oelio rhai o'r peiriannau
- Gweithio ar yr injan stêm – gan lanhau pistonau a helpu'r technegydd i 'godi stêm'
- Gwneud addurniadau Nadolig yn steil Oes Victoria ac addurno'r safle – roedd y staff wedi trefnu bod coeden Nadolig yr amgueddfa yn cyrraedd y bore hwnnw er mwyn i'r disgyblion fedru codi'r goeden.

Ar ddiwedd y dydd, cafodd pob un o'r bobl ifanc gyfle i fynd ar yr injan stêm a helpu i'w rhedeg.

Mae fideo gwych o'r hyn y bu'r bobl ifanc yn ei wneud i'w gweld [yma](#) (ar gael yn Saesneg yn unig).

...



## What happened next?

---

On the day, pupils wore overalls, hard hats and other protective clothing and were welcomed by the museum as real staff members. They said that this helped them feel like they were there to do an important job and they particularly enjoyed the practical tasks. The pupils were also challenged and supported with an unfamiliar environment and a series of new situations – giving live radio interviews, talking to visitors, making a DVD of their experience, which was particularly beneficial to children with additional needs.

Having had such a positive experience at the museum, the school has already booked to bring the children back for a general visit in the Summer.

All the museum's staff were involved with the event; some were nervous about how they would cope with the group on-site. Afterwards, all said that it had been enjoyable and a real eye-opener in terms of understanding the needs and interests of young people. It has helped them think about what the museum can offer this age group in future and there are plans to participate in future Takeover Days.

*'I learned that life was very hard 70 years ago, and that preserving the past is very important.'*

Takeover Day participant

*'The best day I've had in work since I started here'*

Member of museum staff

## Beth wnaethon nhw wedyn?

---

Ar y diwrnod, gwisgodd y disgyblion oferôls, hetiau caled a mathau eraill o ddillad diogelwch a chawson nhw eu croesawu i'r amgueddfa fel pe baen nhw'n aelodau go iawn o'r staff. Roedd hynny'n eu helpu i deimlo eu bod yno i wneud gwaith pwysig a gwnaethon nhw wir fwynhau'r tasgau ymarferol. Cafodd y disgyblion hefyd eu herio a'u cefnogi mewn amgylchedd anghyfarwydd ac mewn cyfres o sefyllfaoedd newydd – rhoi cyfweiliadau yn fyw ar y radio, siarad ag ymwelwyr, gwneud DVD o'u profiadau, a oedd yn arbennig o fuddiol i blant ag anghenion arbennig.

Ar ôl cael profiad mor gadarnhaol yn yr amgueddfa, mae'r ysgol eisoes wedi trefnu dod â'r plant yn ôl ar ymweliad cyffredinol yn yr haf.

Roedd holl staff yr amgueddfa yn gysylltiedig â'r diwrnod; roedd rhai ohonyn nhw'n nerfus ynghylch sut y bydden nhw'n ymdopi â'r grwp ar y safle. Dywedodd pob un ohonyn nhw wedyn fod y diwrnod yn un hynod ddifyr a'i fod yn agoriad llygad o ran deall anghenion a diddordebau pobl ifanc. Mae wedi eu helpu i ystyried yr hyn y gall yr amgueddfa ei gynni i'r grwp oedran hwn yn y dyfodol ac mae cynlluniau ar y gweill i gymryd rhan mewn Diwrnodau Meddiannu yn y dyfodol.

*'Dysgais i fod bywyd yn galed iawn 70 mlynedd yn ôl, a bod diogelu'r gorffennol yn bwysig iawn.'* Un o'r bobl ifanc a gymerodd ran yn y Diwrnod Meddiannu

*'Y diwrnod gorau i mi ei gael yn y gwaith ers i mi ddechrau yma'* Aelod o staff yr amgueddfa



## Oriel Ynys Môn

### Why take part?

---

The gallery was interested in the Kids in Museums Manifesto and ways to involve children, young people and their local community more. Their motivation for taking part came from a desire to actively encourage young people to be part of their museum and linked to future plans to launch a youth group.

### Who took part?

---

Twenty Year 4 children from a local school. The class had visited the museum and gallery twice in recent months and both pupils and teachers had shown a real interest in the collections. With this enthusiasm and background knowledge, the Education Officer thought they would be a good group to work with and approached the school about taking part.

### What did they do?

---

The children acted as visitor guides for the day, having selected and researched themes and particular artworks and prepared what they wanted to say.

### How did they spend their time on the day?

---

The children visited the museum a few weeks earlier to run through the order of the day and to prepare their scripts for the exhibits they would be in charge of. The children chose particular artists to research, guided by the Education Officer who showed them the original drawings and prints that were housed in the museum. One of the artists had a connection with their school so the children also explored school log books back at school.

On the day itself the children split into 5 groups and manned their exhibit, including one group who greeted visitors at the entrance and explained what was happening. They read their scripts out to visitors, chatted and answered questions. The groups rotated so all had a turn at each 'station'.

...

### Beth oedd eich rheswm dros gymryd rhan?

---

Roedd gan yr oriel ddiddordeb ym Manifesto Kids in Museums ac mewn ffyrdd o roi mwy o ran i blant, pobl ifanc a'r gymuned leol. Yr hyn a symbylodd yr oriel i fod yn rhan o'r cynllun oedd ei hawydd i annog pobl ifanc i fod yn rhan o'u hamgueddfa, a'i bwriad i lansio grŵp ar gyfer pobl ifanc yn y dyfodol.

### Pwy gymerodd ran?

---

Ugain o blant a oedd ym Mlwyddyn 4 mewn ysgol leol. Roedd y dosbarth wedi ymweld â'r amgueddfa ddwywaith yn ystod y misoedd diwethaf ac roedd y disgyblion a'r athrawon wedi dangos diddordeb mawr yn y casgliadau. Gan fod y grŵp hwn mor frwdfrydig ac am fod ganddo hefyd wybodaeth gefndir, roedd y Swyddog Addysg o'r fam y byddai'n un da i gydweithio ag ef. Cysylltodd â'r ysgol i ofyn a fyddai ganddi ddiddordeb mewn cymryd rhan.

### Beth wnaethon nhw?

---

Ar ôl dewis themâu a gweithiau celf penodol, ac ymchwilio iddyn nhw a pharatoi'r hyn yr oeddent am ei ddweud, bu'r plant yn tywys ymwelwyr am y dydd.

### Beth wnaethon nhw ar y diwrnod?

---

Ymwelodd y plant â'r amgueddfa ychydig wythnosau'n gynt er mwyn penderfynu ar drefn y diwrnod a pharatoi eu sgriptiau ar gyfer yr eitemau y byddent yn gyfrifol amdanynt. Dewisodd y plant ymchwilio i artistiaid penodol, dan arweiniad y Swyddog Addysg, a ddangosodd y lluniadau a'r printiadau gwreiddiol oedd yn yr amgueddfa. Roedd gan un o'r artistiaid gysylltiad â'r ysgol, felly bu'r plant wrthi, yn ôl yn yr ysgol, yn edrych ar hen lyfrau log yr ysgol.

Ar y diwrnod ei hun, rhannwyd y plant yn 5 grŵp. Roedd un grŵp yn gyfrifol am gyfarfod ag ymwelwyr wrth y fynedfa ac am esbonio beth oedd yn digwydd, ac roedd y grwpiau eraill yn gyfrifol am eitemau penodol. Darllenon nhw eu sgriptiau i'r ymwelwyr, gan sgwrsio â nhw ac ateb eu cwestiynau. Roedd y grwpiau'n cylchdroi er mwyn i bob un ohonynt gael cyfle i fod yn gyfrifol am bob un o'r eitemau gwahanol yn eu tro.

...

## What happened next?

---

Keen to ensure a good turnout of visitors, the Education Officer created a leaflet publicising the event which was distributed via the school to all their families. As a result the gallery was very busy with parents, grandparents, even the school cook! Local groups with a connection to the museum such as the Age Well group and the local history society were also invited to come along. Museum staff were pleased that the activity had attracted a number of new visitors and many visitors commented favourably on the children's input.

The children were asked how they felt about the museum now compared to how they felt before their involvement; they all replied that they would love to work in a museum and that the staff had made them feel very welcome.

Takeover Day also changed the way the gallery viewed their tours for adult and youth groups. After seeing how much the children were interested by the behind the scenes tour, staff have decided to bring the workings of the museum more to life for visitors in future.

## Beth wnaethon nhw wedyn?

---

Roedd y Swyddog Addysg yn awyddus i weld nifer dda o ymwelwyr yn dod i'r oriel ar y diwrnod, felly aeth ati i baratoi taflen i roi cyhoeddusrwydd i'r digwyddiad. Cafodd y daflen ei dosbarthu drwy'r ysgol a'i hanfon at deuluoedd y disgyblion. O'r herwydd, roedd yr oriel yn brysur iawn ac yn llawn rhieni a theidiau a neiniau, a hyd yn oed cogydd yr ysgol! Rhoddwyd gwahoddiad hefyd i grwpiau lleol oedd â chysylltiad â'r amgueddfa, megis y grŵp Heneiddio'n Dda a'r gymdeithas hanes lleol. Roedd staff yr amgueddfa yn falch fod y gweithgareddau wedi denu nifer o ymwelwyr newydd a dywedodd nifer o'r ymwelwyr iddyn nhw gael eu plesio'n fawr gan gyfraniad y plant.

Gofynnwyd i'r plant sut roedden nhw'n teimlo am yr amgueddfa o gymharu â'u teimladau cyn cymryd rhan yn y gweithgareddau. Dywedodd pob un ohonyn nhw y bydden nhw wrth eu bodd yn gweithio mewn amgueddfa a bod y staff wedi rhoi croeso cynnes iawn iddyn nhw.

Roedd y Diwrnod Meddiannu'n fodd hefyd i symbylu staff yr oriel i newid y teithiau tywys sy'n cael eu cynnig i grwpiau o oedolion ac i grwpiau o bobl ifanc. Ar ôl gweld y diddordeb mawr yr oedd gan y plant yn y daith y tu ôl i'r llenni, mae staff wedi penderfynu dod â phrosesau gwaith yr amgueddfa yn fwy byw i ymwelwyr yn y dyfodol.

## Plas Mawr, Conwy

### Why take part?

Plas Mawr is an Elizabethan townhouse run by Cadw who successfully took part in Takeover Day in 2015. When Cadw's Lifelong Learning team approached the same school they'd worked with previously to take over in 2016 the school jumped at the chance to involve even more students. The custodian team at Plas Mawr set up an event where the older students had the opportunity to spend the day leading tours and running activities for the younger children from the local primary school.

Plas Mawr is usually closed in November but opened for Takeover Day. Takeover Day was a great opportunity to engage with young people and give them the opportunity to work behind the scenes. Inviting a local primary school along meant the older students had an audience to interact with as well as walk in visitors on the day.

### Who took part?

25 students from Years 12 & 13 as guides and 75 younger students from Years 5 & 6 as visitors.

### What did they do?

Before Takeover Day the staff from Plas Mawr visited the secondary school to explain how the house ran on a day to day basis. The students then developed their own tours to deliver on Takeover Day. The students also ran an educational activity: object handling sessions, for the younger children and other visitors.

### How did they spend their time on the day?

- Tour Guides – students leading the tours were invited to dress up in costume. Tours extended to all parts of the house and also included cooking and domestic props.
- Object Handlers – some gruesome objects were chosen for a Health and Hygiene theme including medical equipment and surgical appliances which fascinated the younger children and other visitors.

...

### Beth oedd eich rheswm dros gymryd rhan?

Mae Plas Mawr yn dŷ trefol o oes Elisabeth a redir gan Cadw a chymerodd ran yn llwyddiannus yn y Diwrnod Meddiannu yn 2015. Pan gysylltodd tîm Dysgu Gydol Oes Cadw â'r un ysgol yr oeddent wedi gweithio â hi o'r blaen i ddod i feddiannu'r lle yn 2016, roedd yr ysgol yn awyddus iawn i roi'r cyfle i hyd yn oed fwy o ddisgyblion ddod draw nag o'r blaen. Trefnodd y tîm gwarchod ym Mhlas Mawr ddigwyddiad lle cafodd y myfyrwyr hŷn y cyfle i dreulio'r diwrnod yn arwain teithiau ac yn cynnal gweithgareddau i'r plant iau o'r ysgol gynradd leol.

Mae Plas Mawr ar gau ym mis Tachwedd fel arfer ond agorodd ar gyfer y Diwrnod Meddiannu. Roedd y Diwrnod Meddiannu'n gyfle gwych i gysylltu â phobl ifanc a rhoi'r cyfle iddynt weithio yn y manau sydd ar gau i'r cyhoedd fel arfer. Roedd gwahodd ysgol gynradd leol yn golygu bod gan y myfyrwyr hŷn gynulleidfa i ymwneud â nhw yn ogystal ag ymwelwyr oedd yn cerdded i mewn ar y diwrnod.

### Pwy gymerodd ran?

25 myfyriwr o Flynyddoedd 12 a 13 fel tywyswyr a 75 o fyfyrwyr iau o Flynyddoedd 5 a 6 fel ymwelwyr.

### Beth wnaethon nhw?

Cyn y Diwrnod Meddiannu ymwelodd rai o staff Plas Mawr â'r ysgol uwchradd i ebsonio sut mae'r tŷ'n gweithio o ddydd i ddydd. Yna datblygodd y myfyrwyr eu teithiau eu hunain i'w cynnig ar y Diwrnod Meddiannu. Hefyd rhedodd y myfyrwyr weithgaredd addysgiadol: sesiynau trin gwrthrychau i'r plant iau ac ymwelwyr eraill.

### Beth wnaethon nhw ar y diwrnod?

- Tywyswyr Teithiau – gwahoddwyd y myfyrwyr oedd yn tywys y teithiau i roi gwisgoedd amdanynt. Roedd y teithiau'n ymweld â phob rhan o'r tŷ ac hefyd yn cynnwys propiau domestig a choginio.
- Trinwyr Gwrthrychau – dewiswyd rhai gwrthrychau erchyll ar gyfer y thema lechyd a Hylendid, yn cynnwys offer meddygol ac offer llawdriniaeth oedd yn hynod ddiddorol i'r plant iau ac ymwelwyr eraill.

...

## What happened next?

---

Both the students and the visiting children said that they really enjoyed taking part and had increased their interest and knowledge of history. It also encouraged a sense of pride in their local heritage.

Cadw's Lifelong Learning team built stronger relationships with both schools and will continue these links. Secondary school students have been encouraged to become volunteers and run object handling activities in the future. Another result of Takeover Day was that the primary school is planning to hold lessons in the education room throughout the academic year.

Photographic feedback was collected on the day and verbal feedback was given by the children and visitors.

*'The day was a great experience for all involved. The younger students and the visitors got the chance to find out about life in an Elizabethan house whilst the older students deepened their own knowledge and gained confidence in presenting their knowledge to others.'*

*'Kids in Museums offers an exciting opportunity for cultural venues to engage in a meaningful and fun way with students of many ages. At Plas Mawr, the house was taken into the hearts of the students who wish to spend more time engaging there, both on an educational level and a personal development level.'*

Cadw Custodian, Plas Mawr

## Beth wnaethon nhw wedyn?

---

Dywedodd y myfyrwyr a'r plant oedd yn ymweld eu bod wedi gwir fwynhau cymryd rhan a bod eu diddordeb a'u gwybodaeth o hanes wedi cynyddu. Roedd hefyd wedi eu hannog i deimlo'n falch o'u treftadaeth leol.

Adeiladodd tîm Dysgu Gydol Oes Cadw berthynas gryfach gyda'r ddwy ysgol a bydd yn cynnal y cysylltiadau yma. Cafodd y myfyrwyr ysgol uwchradd eu hannog i ddod yn wirfoddolwyr a rhedeg gweithgareddau trin gwrthrychau yn y dyfodol. Canlyniad arall y Diwrnod Meddiannu oedd bod yr ysgol gynradd yn bwriadu cynnal gwersi yn yr ystafell addysg drwy gydol y flwyddyn academaidd.

Casglwyd adborth ffotograffig ar y diwrnod a rhoddodd y plant ac ymwelwyr adborth llafar.

*'Roedd y diwrnod yn brofiad gwych i bawb a gymerodd ran. Cafodd y myfyrwyr ifanc a'r ymwelwyr gyfle i ddysgu am fywyd mewn tŷ Elisabethaidd tra bo'r myfyrwyr hŷn wedi dysgu llawer mwy o wybodaeth ac wedi magu mwy o hyder i gyflwyno eu gwybodaeth i eraill.'*

*'Mae Kids in Museums yn cynnig cyfle gwych i safleoedd diwylliannol ymgysylltu mewn ffordd ystyrlon a hwyliog gyda myfyrwyr o oedrannau amrywiol. Ym Mhlas Mawr, cymerodd y myfyrwyr y tŷ i'w calonnau ac maent eisiau treulio rhogor o amser yn mwynhau'r lle, ar lefel addysgol ac ar gyfer datblygiad personol.'*

Gwarchodwr Cadw, Plas Mawr

## St Fagans National History Museum Sain Ffagan

### Why take part?

The Learning Manager had participated in Takeover Day last year and having had a really positive experience, wanted to take part again. It's now a part of the National Museum of Wales' strategy.

### Who took part?

Twelve Year 5 pupils (9-10 year olds) from Moorlands Primary School. St Fagans hadn't worked with them before but one of the other city museums recommended them.

### What did they do?

The museum wanted to explore what makes a great playground or an amazing medieval sleepover? Prior to Takeover Day, the young people were split into two groups of six. One group were planning officers with the brief to design the best playground, taking inspiration from the collection. The other group were museum consultants with a brief to design an ideal sleepover. The outcomes will be fed into the development plan for St Fagans' National History Museum Making History Project, a community-led redevelopment project, funded by the Heritage Lottery Fund. Due to the ongoing refurbishment, the children worked outside in the open air spaces and reconstructed houses as all the galleries were closed.

### How did they spend their time on the day?

On Takeover Day, children took on the roles of planning officers (playground project) and museum consultants (sleepover project).

The Planning Officers:

- Examined previous research completed on the playground project
- Tried out the old playground to inform their research
- Took photos in the grounds to inspire their designs
- Discussed the museum's requirements i.e. keen to move away from traditional playground designs whilst happy for some aspects to be incorporated

### Beth oedd eich rheswm dros gymryd rhan?

Roedd y Rheolwr Dysgu wedi cymryd rhan yn y Diwrnod Meddiannu y llynedd ac wedi cael profiad positif iawn. Felly roedd eisiau cymryd rhan eto ac, erbyn hyn, mae'r diwrnod yn rhan o strategaeth Amgueddfa Werin Cymru.

### Pwy gymerodd ran?

Deuddeg disgybl Blwyddyn 5 (9-10 oed) o Ysgol Gynradd Moorlands. Nid oedd Sain Ffagan wedi gweithio gyda nhw o'r blaen ond roedd un o'r amgueddfeydd eraill yn y ddinas wedi eu hawgrymu nhw.

### Beth wnaethon nhw?

Roedd yr Amgueddfa eisiau ymchwilio'r ffactorau sy'n gwneud lle chwarae gwyh neu noson ganoloesol ardderchog lle mae'r plant yn aros dros nos. Cyn y Diwrnod Meddiannu, rhannwyd y bobl ifanc yn 2 grŵp o 6. Roedd un o'r grwpiau'n Swyddogion Cynllunio a'u tasg oedd llunio'r lle chwarae gorau, gan gymryd eu hysbrydoliaeth o'r casgliad. Roedd y grŵp arall yn Ymgynghorwyr Amgueddfa a'u tasg nhw oedd llunio'r arhosiad dros nos delfrydol. Bydd y canlyniadau'n cael eu bwydo i mewn i gynllun datblygu Prosiect Creu Hanes Amgueddfa Werin Cymru Sain Ffagan, prosiect ail ddatblygu sydd wedi'i arwain gan y gymuned a'i ariannu gan Gronfa Dreftadaeth y Loteri. Am fod gwaith adnewyddu'n digwydd ar y pryd, gweithiodd y plant tu allan yn yr awyr agored a gyda'r tai a ail adeiladwyd am fod yr orielau i gyd wedi cau.

### Beth wnaethon nhw ar y diwrnod?

Ar y Diwrnod Meddiannu, cymerodd y plant rolau swyddogion cynllunio (prosiect lle chwarae) ac ymgynghorwyr amgueddfa (prosiect aros dros nos).

Y Swyddogion Cynllunio:

- Roeddent yn archwilio'r gwaith ymchwil blaenorol a wnaed ar y prosiect lle chwarae
- Aethent i chwarae ar yr hen le chwarae er mwyn casglu gwybodaeth ar gyfer eu gwaith ymchwil
- Tynnwyd lluniau ar dir yr amgueddfa i ysbrydoli eu cynlluniau
- Trafodwyd gofynion yr Amgueddfa h.y. roeddent yn

- Printed their photographs and set to work designing their own playgrounds

The Museum Consultants:

- Explored the reconstructed houses in the grounds, looking at different beds from a range of periods including sleep on and sleep under beds
- Designed their ideal sleepover along with a set of guiding principles for sleepover activities

## What happened next?

---

The two groups fed back to each other after lunch and there was the opportunity for questions and discussion.

Following the children's recommendations for the playground project, the museum intends to:

- Employ an artist in residence for a year and the children's designs and feedback will form part of the brief
- Invite the children to discuss the project with the artist

Following the children's recommendations for the sleepover project, the museum intends to:

- Trial the group's ideas with the children involved (however, due to the redevelopment, it may be difficult to commit to a date)

*'It was lovely to see the young people's enthusiasm for museums – it gives staff a buzz.'*

Learning Programme Manager

awyddus i symud i ffwrdd oddi wrth dyluniad y lle chwarae traddodiadol er eu bod yn hapus i gynnwys rhai agweddau ohono

- Argraffwyd eu ffotograffau ac aethent ati i lunio eu lleoedd chwarae eu hunain

Yr Ymgynghorwyr Amgueddfa:

- Aethent ati i archwilio'r tai oedd wedi eu hail adeiladu ar y safle, gan edrych ar wahanol welyau o amrywiol gyfnodau, gan gynnwys gwelyau cysgu arnynt a chysgu oddi tanynt
- Cynlluniwyd eu noson aros dros nos ddelfrydol, a lluniwyd cyfres o egwyddorion i dywys rhywun sy'n creu gweithgareddau ar gyfer noson o'r fath

## Beth wnaethon nhw wedyn?

---

Rhoddodd y ddau grŵp eu sylwadau i'w gilydd ar ôl cinio a chafwyd cyfle i holi a thrafod.

Ar ôl clywed argymhellion y plant am y prosiect lle chwarae, mae'r amgueddfa'n bwriadu:

- Cyflogi artist preswyl am flwyddyn a bydd dyluniadau a sylwadau'r plant yn rhan o'r briff
- Gwahodd y plant i drafod y prosiect gyda'r artist

Yn dilyn argymhellion y plant am y prosiect aros dros nos, mae'r amgueddfa'n bwriadu:

- Treialu syniadau'r grŵp gyda'r plant perthnasol (ond, oherwydd y gwaith ail ddatblygu, efallai y bydd hi'n anodd taro ar ddyddiad penodol)

*'Roedd hi'n hyfryd gweld brwdfrydedd y bobl ifanc am amgueddfeydd – mae'n rhoi gwefr i'r staff.'*

Rheolwr y Rhaglen Ddysgu

## Swansea Museum and the Dylan Thomas Centre Amgueddfa Abertawe a Chanolfan Dylan Thomas

### Why take part?

Ysgol Pen-y-Bryn, a local SEN school in the North East Community First cluster of Swansea, approached the Dylan Thomas Centre to launch an animation they had been working on. The Dylan Thomas Centre suggested a Takeover Day project and approached Swansea Museum, as they had previously worked with the school. The organisations worked together collaboratively to share resources and expertise and pool their complementary collections. The project was run by Swansea Museum's Collections Access Officer and the Dylan Thomas Centre's Learning Officer.

### Who took part?

Twelve students aged 16-18 years old.

### What did they do?

The students worked on both sites. At Swansea Museum they selected objects to put together a display case as part of the museum's Christmas exhibition.

At the Dylan Thomas Centre, the students curated their own exhibition in the temporary exhibition space. The students had been working on an animated film project in school. They created story boards, designed backdrops, sourced props and created the characters. Actor Michael Sheen (a Patron of Kids in Museums) had visited the school to work with the students and narrated the film. The animation was based on Dylan Thomas's story 'A Child's Christmas in Wales'. The exhibition showed how they made the film and featured students' work throughout the project.

### How did they spend their time on the day?

The Learning Officer and Collections Access Officer made several visits to Ysgol Pen-y-Bryn to discuss the project with the staff and students. Prior to Takeover Day the students made six visits to the Dylan Thomas Centre, establishing a very good working relationship.

...

### Beth oedd eich rheswm dros gymryd rhan?

Aeth Ysgol Pen-y-Bryn, sy'n ysgol AAA lleol yng nghlwstwr Gogledd Ddwyrain Cymunedau yn Gyntaf Abertawe at Ganolfan Dylan Thomas i ofyn iddynt lansio animeiddiad roeddent wedi bod yn gweithio arno. Awgrymodd Canolfan Dylan Thomas brosiect Diwrnod Meddiannu ac aeth at Amgueddfa Abertawe am eu bod hwythau wedi gweithio gyda'r ysgol mewn blynyddoedd blaenorol. Cydweithiodd y sefydliadau i rannu adnoddau ac arbenigedd ac i ddwyn at ei gilydd unrhyw gasgliadau sydd ganddynt sy'n cyd-fynd yn dda â'i gilydd. Cynhaliwyd y prosiect gan Swyddog Mynediad at Gasgliadau Amgueddfa Abertawe a Swyddog Dysgu Canolfan Dylan Thomas.

### Pwy gymerodd ran?

Deuddeg myfyriwr 16-18 oed.

### Beth wnaethon nhw?

Gweithiodd y myfyrwyr ar y ddau safle. Yn Amgueddfa Abertawe aethent ati i ddewis gwrthrychau i'w rhoi mewn cwpwrdd arddangos yn rhan o arddangosfa Nadolig yr amgueddfa.

Yng Nghanolfan Dylan Thomas, bu'r myfyrwyr yn gofalu am eu harddangosfa eu hunain yn y lle arddangos dros dro. Roedd y myfyrwyr wedi bod yn gweithio ar brosiect ffilm wedi'i hanimeiddio yn yr ysgol. Aethent ati i greu byrddau stori, llunio'r cefnluniau, canfod propiau a chreu'r cymeriadau. Roedd yr actor Michael Sheen (un o Noddwyr Kids in Museums) wedi ymweld â'r ysgol i weithio gyda'r myfyrwyr ac ef oedd llais yr adroddwr yn y ffilm. Seilwyd yr animeiddiad ar stori Dylan Thomas 'A Child's Christmas in Wales'. Roedd yr arddangosfa'n dangos sut roeddent wedi mynd ati i wneud y ffilm ac roedd yn cynnwys gwaith y myfyrwyr drwy gydol y prosiect.

### Beth wnaethon nhw ar y diwrnod?

Aeth y Swyddog Dysgu a'r Swyddog Mynediad at Gasgliadau ar nifer o ymweliadau i Ysgol Pen-y-Bryn i drafod y prosiect gyda'r staff a'r myfyrwyr. Cyn y Diwrnod Meddiannu, aeth y myfyrwyr ar chwe ymweliad â Chanolfan Dylan Thomas gan sefydlu perthynas weithio dda iawn â hi.



On Takeover Day students acted as:

- Conservators and Curators – At Swansea Museum, the students visited the collections store to select toys to be part of a display. They learnt how to handle objects and how to pack and transport historical objects safely. They created a display with plinths and stands, placing and arranging the toys in the case as part of a larger exhibition. The students took photographs on the day, which the museum used as part of their display alongside labels explaining their reasons for selecting individual toys.
- Curators and Film makers – At the Dylan Thomas Centre, the students curated an exhibition about the making of their animated film, selecting and arranging work to fill the display cases.

## What happened next?

---

The exhibition at the Dylan Thomas Centre opened at the end of November and the film was launched at its opening event. The students were very proud of making the film and curating the exhibition and have made repeat visits with friends and family to see it.

The Dylan Thomas Centre and Swansea Museum felt that working with Ysgol Pen-y-Bryn on multiple visits benefited all the organisations involved and has informed ways of delivering activities with other SEN schools.

Sharing skills and expertise between a larger and a smaller venue benefited both the staff and the students who had different learning experiences on each site.

*'It gave us the chance to form a partnership with the pupils and school staff that went beyond the usual visitor museum relationship.'*

Learning Officer, the Dylan Thomas Centre

---

Communities First is the Welsh Government's Community focused Tackling Poverty Programme

Ar y Diwrnod Meddiannu bu'r myfyrwyr yn gweithio fel:

- Swyddogion Cadwraeth a Gofalwyr – Yn Amgueddfa Abertawe, aeth y myfyrwyr i ymweld â'r storfa gasgliadau i ddewis teganau i fod yn rhan o arddangosfa. Cawsent ddysgu sut i drin gwrthrychau a sut i bacio a chludo gwrthrychau hanesyddol yn ddiogel. Aethent ati i greu arddangosfa gyda phlinthiau a standiau, gan osod a threfnu'r teganau yn y cwpwrdd yn rhan o arddangosfa fwy. Tynnodd y myfyrwyr luniau ar y diwrnod, a ddefnyddiwyd gan yr amgueddfa yn rhan o'u harddangosfa ochr yn ochr â labeli'n esbonio eu rhesymau dros ddewis teganau unigol.
- Gofalwyr a Chreŵwyr Ffilm – yng Nghanolfan Dylan Thomas, bu'r myfyrwyr yn gofalu am arddangosfa oedd yn dangos y broses o greu eu ffilm wedi'i hanimeiddio, gan ddewis a threfnu gwaith i lenwi'r cypyrddau arddangos.

## Beth wnaethon nhw wedyn?

---

Agorodd yr arddangosfa yng Nghanolfan Dylan Thomas ar ddiwedd mis Tachwedd a lansiwyd y ffilm yn ystod ei ddathliad agoriadol. Roedd y myfyrwyr yn llawn balchder ynglŷn â'r ffilm a'u gwaith o ofalu am yr arddangosfa ac maent wedi dychwelyd i'w gweld drachefn gyda ffrindiau a theulu.

Roedd Canolfan Dylan Thomas ac Amgueddfa Abertawe'n teimlo bod gweithio gydag Ysgol Pen-y-Bryn ar ymweliadau niferus o fudd i'r holl sefydliadau perthnasol ac roeddent wedi hysbysu ffyrdd o ddarparu gweithgareddau gydag ysgolion AAA eraill.

Roedd rhannu sgiliau ac arbenigedd rhwng safle mwy a safle llai o fudd i'r staff a'r myfyrwyr fel ei gilydd a gafodd brofiadau dysgu gwahanol ar bob safle.

*'Rhoddodd y cyfle i ni ffurfio partneriaeth gyda disgyblion a staff yr ysgol a aeth y tu hwnt i'r berthynas arferol rhwng ymwelydd ac amgueddfa.'*

Swyddog Dysgu, Canolfan Dylan Thomas

---

Cymunedau yn Gyntaf yw rhaglen Llywodraeth Cymru ar gyfer Ymddrin â Thlodi yn y Gymuned

## Techniquet Glyndŵr, Wrexham Techniquet Glyndŵr, Wrecsam

### Why take part?

The Education Officer discussed her initial thoughts of running Takeover Day with a Kids in Museums team member. Staff at Techniquet Glyndŵr wanted to help the children explore potential career opportunities available to them. The Education Officer thought it would enable staff to better understand young people.

### Who took part?

Six children (9-11 year olds) from a local school in a Communities First cluster were invited to apply to take over different roles at Techniquet Glyndŵr for the day. Each child in the class wrote an application letter explaining why they wanted to take over, enhancing their literacy skills. The teacher selected the successful participants based on the strength of their personal statement.

### What did they do?

The children learnt how to do fun hands-on science experiments and explain how they work. Each child then chose an experiment and presented it to a group of 15 Techniquet Glyndŵr staff.

### How did they spend their time on the day?

- Education Officer – This child made a timetable for the day and confirmed the show times and lunchroom slots for visiting schools. The child observed a performance of the science show, fed back to the Presenter and later typed up notes which were filed in the Presenter's professional development file.
- School Liaison Officer – This child watched the show in order to brief visiting schools about it, practised skills of talking professionally on the phone with the school receptionist and discovered how to organise, file and manage visiting schools' data.
- Marketing Assistant – This child took photos of the children doing their jobs, collected and typed up information for the press release and wrote Facebook and Twitter posts.
- Supervisor – This role was an instructive role which involved moving around the site. The child learnt how to use the radio to give instructions to staff and the other pupils.

### Beth oedd eich rheswm dros gymryd rhan?

Bu'r Swyddog Addysg yn trafod ei syniadau cychwynnol ynglŷn â chynnal Diwrnod Meddiannu gydag aelod o dîm Kids in Museums. Roedd y staff yn Techniquet Glyndŵr eisiau helpu'r plant i edrych ar rai o'r llwybrau gyfaol posibl sydd ar gael iddynt. Roedd y Swyddog Addysg yn teimlo y byddai'n galluogi'r staff i ddeall pobl ifanc yn well.

### Pwy gymerodd ran?

Gwahoddwyd chwech o blant (9-11 oed) o ysgol leol mewn clwstwr Cymunedau'n Gyntaf i wneud cais i feddiannu gwahanol rolau yn Techniquet Glyndŵr am y diwrnod. Ysgrifennodd bob plentyn yn y dosbarth lythyr cais yn esbonio pam y bydden nhw'n hoffi gwneud y gwaith meddiannu, a bu'r dasg hon yn fodd i wella eu sgiliau llythrennedd. Dewisodd yr athro'r cyfranogwyr llywyddiannus ar sail eu datganiad personol.

### Beth wnaethon nhw?

Dysgodd y plant sut i wneud arbrofion gwyddoniaeth ymarferol hwyliog ac esbonio sut y maent yn gweithio. Yna aeth bob plentyn ati i ddews arbrawf a'i chyflwyno i grŵp o 15 o staff Techniquet Glyndŵr.

### Beth wnaethon nhw ar y diwrnod?

- Swyddog Addysg – Lluniodd y plentyn yma amserlen ar gyfer y diwrnod a chadarnhau amseriad y sioeau a slotiau ystafell ginio i ysgolion oedd yn ymweld. Bu'r plant yn gwyllo perfformiad o'r sioe wyddoniaeth, yn rhoi sylwadau amdani i'r Cyflwynydd ac yn teipio nodiadau wedyn a gafodd eu ffeilio yn ffeil datblygiad proffesiynol y Cyflwynydd.
- Swyddog Cyswllt Ysgolion – Bu'r plentyn yma'n gwyllo'r sioe er mwyn ei disgrifio i'r ysgolion oedd yn ymweld, bu'n ymarfer y sgil o siarad yn broffesiynol ar y ffôn gyda derbynnydd yr ysgol a chafodd ddyngu sut i drefnu, ffeilio a rheoli data'r ysgolion oedd yn ymweld.
- Cynorthwydd Marchnata – Bu'r plentyn yma'n tynnu lluniau o'r plant yn gwneud eu swyddi, bu'n casglu a theipio gwybodaeth ar gyfer y datganiad i'r wasg a bu'n ysgrifennu sylwadau i Facebook ac i'r Trydar.
- Goruchwyliwr – Roedd y rôl yma'n gofyn rhoi cyfarwyddiadau a symud o amgylch y safle. Bu'r plentyn yma'n dysgu sut i ddefnyddio'r radio i roi cyfarwyddiadau i'r staff ac i'r disgyblion eraill.

- Presenter – This child learnt how to present to a large audience by watching, practising and performing science demonstrations to a visiting school.
- Explainer – This child was host to a visiting school and showed them around the centre, explained the exhibits and gave directions to students and staff.
- Cyflwynydd – Bu'r plentyn yma'n dysgu sut i gyflwyno i gynulleidfa fawr drwy wyllo, ymarfer a rhoi arddangosiadau gwyddoniaeth i'r ysgol oedd yn ymweld.
- Esboniwr – Roedd y plentyn yma'n arwain ysgol oedd yn ymweld ac yn dangos y ganolfan iddynt, yn esbonio'r arddangosfeydd ac yn rhoi cyfarwyddiadau i fyfyrwyr a staff.

## What happened next?

---

Informal feedback was collected on the day and the Education Officer also made a feedback book which contained photos of the day, documents created by each child such as the press release and each child's individual feedback. The children learned a variety of new skills and gained a perspective on all the different jobs at Techniquet Glyndŵr.

Takeover Day was a new and challenging experience for the centre which enabled staff to work collaboratively, gain different perspectives on their roles modelled by the children and build confidence and enjoyment.

*'There was an intangible, immeasurable mixture of enthusiasm and pride amongst the staff that we have not seen from anything else we have taken part in!'*  
Education Officer

---

Communities First is the Welsh Government's Community focused Tackling Poverty Programme

## Beth wnaethon nhw wedyn?

---

Casglwyd adborth anffurfiol ar y diwrnod a lluniodd y Swyddog Addysg lyfr adborth oedd yn cynnwys lluniau o'r diwrnod, dogfennau a grëwyd gan bob plentyn (megis y datganiad i'r wasg) ac adborth unigol bob plentyn. Bu'r plant yn dysgu amrywiaeth o sgiliau newydd a daethent i ddeall rhywfaint am yr holl swyddi gwahanol sydd i'w cael yn Techniquet Glyndŵr.

Roedd y Diwrnod Meddiannu'n brofiad newydd a heriol i'r ganolfan am ei fod wedi galluogi staff i weithio ar y cyd, gweld eu rolau drwy lygaid gwahanol ac adeiladu hyder a mwynhad.

*'Roedd cymysgedd anodd ei fesur o frwdfrydedd a balchder ymysg y staff nad ydym wedi ei weld gydag unrhyw beth arall rydym wedi cymryd rhan ynddo!'* Swyddog Addysg

---

Cymunedau yn Gyntaf yw rhaglen Llywodraeth Cymru ar gyfer Ymddrin â Thlodi yn y Gymuned