

## Progress Report

The Progress Report is made up of 4 sections:

1. Progress Report
2. Outstanding Actions from previous progress meetings
3. Update on Commitment / Expenditure
4. Update on Milestones / Outputs / Outcomes

**A Progress Report must be supplied with every invoice form submitted.**

<b>Sponsor Name:</b>	<b>Institute of Physics</b>
<b>Project Name:</b>	<b><i>Lab in a Lorry - Cymru 2014/2015</i></b>
<b>Project Reference:</b>	<b>17</b>
<b>Claim Period &amp; Invoice no.</b>	<b>December 2014 – March 2015</b>
<b>Project End Date:</b>	<b>31/03/2015</b>
<b>Total Project Cost:</b>	<b>£148,413.63 (compared to award of £141,210)</b>

**1. Progress Report – Please provide details of Project progress and achievements to date together with an indication of future activity. Please also use this section to highlight any difficulties being encountered on the Project and how they are being addressed.**

This progress report relates to the period December 2014 – March 2015 and concludes the Lab in a Lorry - Cymru 2014/2015 project.

During the overall delivery period 8 January 2014 – 27 March 2015, Lab in a Lorry:

- Reached 11505 pupils, of which 5776 were boys and 5729 were girls
- Visited 62 school locations and had an additional 3 visiting parties take part
- Recruited 248 potential new volunteers
- Was given 450 days-worth of volunteering from 185 individuals.

### **December 2014 – March 2015 operations**

Two weeks of events were held in December to conclude Autumn Term. Events were held every week during Spring Term up to Friday 27 March to conclude the tour. There is a detailed breakdown of the tour during this period and a summary of the tour as a whole in section 4 later in the report.

The altered processes relating to school access and site visits prior to offering events, that we have detailed in previous reports, stood us in good stead during Spring Term. In order to give as many schools who applied the chance to host an event before the end of the project, we ran a number of one day visits. This meant that we were able to visit eighteen schools during January – March 2015. This also

gives us scope should we be successful in securing funding for a future tour, to visit some of these schools who only had one day events again and also gives us more locations that we know we can access should we need to arrange joint events to enable inaccessible schools to participate.

Since December, only two more schools put in an event request. As discussed previously, we were oversubscribed and in total eighty five schools applied for an event during this tour. We have contacted all schools who requested an event but were unable to participate this time, informing them about other events or activities available to them that are offered by IOP and STEMNET and also ensuring them that should we return in future, that their schools are a priority for us to visit.

**2. Any outstanding actions resulting from the last progress meeting or highlighted in previous quarterly progress report.**

N/A.

**3. Update on Commitment / Actual Expenditure based on the financial profile presented within the application.**

Please see the attached spreadsheets for the budget breakdown for the current reporting period and full budget breakdown for the tour as a whole.

The total cost for the project was £148,413.63 (compared to award of £141,210) plus an in-kind estimated cost of £108,165.75, giving an overall project value of £256,579.38.

The slight overspend was mainly due to unexpected trailer repair costs and expenses for volunteers who were recruited to ensure that events could all be delivered successfully.

#### 4. Update on stated project related Milestones / Outputs / Outcomes.

Please present relevant supporting information e.g. gender split/numbers, geographic location(s), age groups/key stages.

##### Tour Schedule

Events for December 2014 – March 2015 are listed in the table below along with pupil numbers, gender split and notes on the classes that were involved. In all cases, schools choose which pupils they involve during their event and how many days they would like, from 1-4 days. They are aware it is designed for years 7-9 but sometimes timetable issues mean that we have empty slots and so rather than leave the lab unused we allow classes from other years to use it while we are on site.

Date	School	Pupil numbers	Boys	Girls	Notes
<b>December</b>					
2 – 5	Welshpool High School	417	234	183	All years 7-9.
9 – 11	Ysgol Bro Myrddin, Carmarthen	287	133	154	All years 8 & 9.
<b>January</b>					
8 & 9	Bryn Celynnog Comprehensive, Beddau	181	87	94	Selection from years 7-9.
13 & 14	St Brigid's School, Denbigh	170	75	95	All years 7-9.
20 & 21	Rougemont School, Newport	170	90	80	All years 6-9.
22 & 23	Oakdale Comprehensive School	299	158	141	All years 7 & 8, some year 9 pupils.
27 & 28	Ysgol Bryn Elian, Colwyn Bay	151	81	70	All year 9 plus 6 Year 13 pupils.
<b>February</b>					
4	Cymer Afan Comprehensive	80	33	47	All years 7 & 8.
5 & 6	Dyffryn School, Margam	162	89	73	All year 9.
12 & 13	Ysgol Bro Pedr, Lampeter	231	125	106	All years 7 & 8.
<b>March</b>					
3	Ysgol Uwchradd Caereinion	105	50	55	All years 7 & 8, plus STEM club.
4	Ysgol Dyffrn Nantlle, Penygroes	76	39	37	All year 8.
5	St David's College, Llandudno	120	60	60	All years 5 – 10.
10 & 11	Ysgol Gyfun Emlyn, Newcastle Emlyn	182	91	91	All years 7 & 8.

12 & 13	Ysgol Uwchradd Aberteifi	189	87	102	All years 7 & 9.
17	Ysgol Gyfun Rhydywaun, Penywaun	90	44	46	Half year 9.
18	Cyfartha High School, Merthyr Tydfil	89	41	47	Selection from year 8 plus one year 10 class.
19	King Henry VIII High School, Abergavenny	121	47	74	Selection from years 7 & 8 plus one home schooled pupil invited to attend.
25	Ysgol Ardudwy, Harlech	108	54	54	All years 7 & 8.
26 & 27	Ysgol Glan Y Mor, Pwllheli	107	55	52	All year 9.
	<b>TOTALS</b>	<b>3335 pupils</b>	1673 boys	1662 girls	

### 2014-15 tour statistics

In addition to the event schedules detailed in the previous progress reports, this gives final totals for the tour from January 2014 – March 2015 of:

<b>Total number of schools</b>	62 host locations, 2 visiting primary schools, 1 home schooled pupil.
<b>Total number of pupils</b>	11,505.
of which were boys	5,776.
of which were girls	5,729.

Our targets were to engage with 12,000 pupils aged 11-14 from 60 schools around the country. As reported previously, we lost two weeks of events in Spring Term 2014 and two days due to strike action in schools. Since our average visitor attendance over the duration of the tour is 89.2 pupils per day, if we had not lost these 7 working days, we would have exceeded the 12,000 pupil target. We are happy that we engaged with more than 60 schools during the tour, with our single day events during the last term of the tour, enabling as many schools as possible that applied to participate.

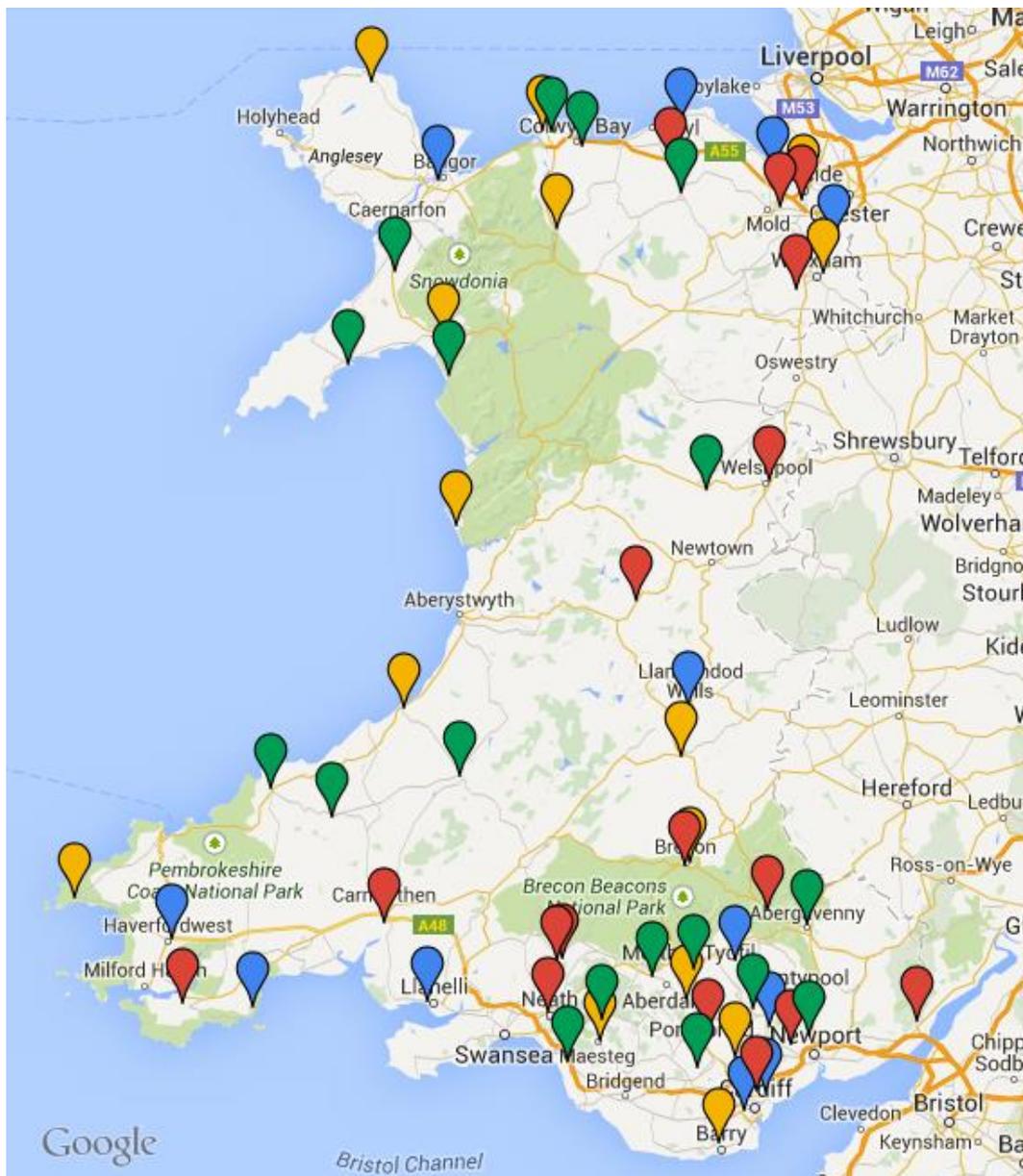
Following every visit, teachers were sent links to our follow-up experiments to enable them to build on the visit when back in class. These are available via the experiments page on our website: [www.labinalorry.org.uk/experiments.html](http://www.labinalorry.org.uk/experiments.html)

## Geographical spread

See the image below for an interactive map of the schools hosting events each term during the tour as a whole or [click here to explore the map](#) further.

- Blue pins - Spring term 2014
- Yellow pins - Summer term 2014
- Red pins - Autumn term 2014
- Dark green pins - Spring term 2015.

Host schools were identified through a mixture of requests received from Welsh schools and from working with the IOP Teacher Network, Careers Wales and STEMNET contract holders, See Science, to identify schools that would benefit from hosting Lab in a Lorry. This included schools that are geographically isolated, have relatively low participation rates for A-level physics and/or tend not to take advantage of existing STEM enhancement and enrichment activities.



## Evaluation

Feedback has been received from thirty seven of the schools that participated during the tour. We follow up with any issues and ask any schools who have not responded to complete the survey by the end of the tour, however not all schools have responded.

The tour as a whole has been very well received as shown by the summary figures in the table below. The vast majority of schools were first time hosts and asked if we could return in future years. In addition to the feedback form (Appendix 1) that is emailed following the conclusion of an event, for the first time we trialled a system where teachers receive a link to complete the form online. The response rate is similar to that seen on previous tours in other regions. Sadly the three schools who had hosted the lab previously did not respond using the secondary part of the evaluation form to give us additional feedback to analyse.

Following is a summary of the feedback; the full response analysis is attached separately as Appendix 2.

### Assessment of the event:

	4 Excellent	3 Good	2 Average	1 Poor	Total
Quality of liaison and planning	100.00% 37	0.00% 0	0.00% 0	0.00% 0	37
Quality of presentation given by the volunteers	83.78% 31	16.22% 6	0.00% 0	0.00% 0	37
Adequacy of time given to the pupils to practice experiment	78.38% 29	21.62% 8	0.00% 0	0.00% 0	37
Quality of Lab in a Lorry Facilities	89.19% 33	10.81% 4	0.00% 0	0.00% 0	37
Overall perception of the event	100.00% 37	0.00% 0	0.00% 0	0.00% 0	37

In answer to the question: "Please explain any answers relating to the ratings given above" a selection of responses are:

*"A fantastic resource, so valuable for the pupils to see real life application of these science principles."*

*"It was a very smoothly run activity, with lots of communication before and during the activity. The facilities on the lorry were of a high standard with lots of different activities/experiments to keep the pupils engaged. As the lorry was at our school for 3 days, all pupils in year 8 and 9 had the opportunity to take part (287 pupils-of all abilities). Each pupil had an opportunity to complete two areas of experiments. The volunteers were very friendly and made it easy for the pupils to feel confident to try the experiments and to suggest their ideas. It was a very engaging activity and we will definitely be trying to get it back for future pupils to experience it."*

*"The lab in the lorry was an excellent experience for both staff and pupils. The organisation was straight forward and James helped throughout the process."*

*"In some sessions the students stated that the deliverer talked too much and they didn't do much in terms of practical work."*

*“Very easy to run for us as the whole event was so well planned by James and run by the volunteers.”*

*“Pupils thoroughly enjoyed the experience and the resources provided before and after the event were beneficial for pupils to make the most of the experience.”*

*“This was easy to arrange and host, and clearly a well organised project. The pupils really enjoyed the event.”*

In answer to the question: “Please provide any general comments you have about any aspect of the visit” the responses since our last report were:

*“A great event, really pushed the more able and talented pupils whilst also showing the less able pupils real life applications of science, and potential careers which they could achieve.”*

*“We would have loved a 2 or three day event. So many of our pupils were disappointed that they were not involved. As the lorry caters for 17 at a time, there is a limit as to how many students can experience the lorry.”*

*“Very positive experience. Would like to repeat in future.”*

*“Absolutely brilliant. The children loved it. Probably generated some future scientists.”*

*“The Lab in a Lorry is a fantastic opportunity for pupils to get some hands on experience of experiments that they would never see in school. However, it is a shame that only a relatively small proportion of our pupils had the opportunity since it was a one day event catering for 90 pupils maximum.”*

*“The experiments linked nicely into various aspects of the curriculum, and were accessible to all pupils.”*

As you can see the overall perception is a positive one, however a common complaint is the timing given to the sessions. We have no control over this as it is dictated to us by the schools. They are given an information pack in advance so they are aware of the limitations. We intend to revise this document in advance of the upcoming 2015-17 tour to make this clearer and give teachers greater flexibility in the events. However most schools are limited by following the school timetable for timings, with lessons lasting around 40 minutes – 1 hour. Schools have always been offered a maximum event lasting 3 days and in some cases we offered only 1 day events in order for us to achieve our targets. However for the next tour, we will offer those who had shorter events, a return visit should they wish to participate again and all schools the chance to host the Lab for up to 4 days, giving them maximum flexibility.

Our volunteers come from a wide variety of backgrounds and have a range of experience, but they all kindly give up their time to help us run Lab in a Lorry. They are asked to lead the children through the experiments and allow them to explore it

for themselves, but the quality of presentation can vary. We work closely with all volunteers, especially first-timers, to build their confidence and skills, but this is a process that can take some time. In the main, our volunteers are very well regarded by teachers and the narrative feedback shows that teachers are pleased to have volunteers in school from a variety of backgrounds to act as role models for their pupils.

We ask teachers to provide any comments from pupils, here are the responses since our last report:

*"Brilliant", "so fun" and "best part was doing lots of experiments" are of the comments that I have received from the pupils that took part in the activity. I have also had comments from year 7 pupils asking when can they take part as they have heard from year 8 and 9 that it was fun!"*

*"Students enjoyed the event and were stimulated to find out more."*

*"Fantastic, one pupil said it was the best day of his life! All pupils were very excited, and look at science with renewed enthusiasm."*

*"Pupils enjoyed the interactive aspect of the experiments. The favourite seemed to be the experiment performed by James."*

*"Every pupil thoroughly enjoyed the experience."*

*"Too many to list. They all want to do it again."*

*"All positive. Some preferences expressed but no trend/theme here."*

*"They loved the event. They enjoyed the fibre optics even the most. I was impressed how the experience brought them out of themselves. Thank you"*

*"Really enjoyable event for all pupils. The feedback from everyone involved (staff and pupils) has been consistently positive."*

## **Volunteers**

The 2014/15 tour built on the success of the previous short tour in 2013. The systems put in place then, using IOP networks in universities and industry along with members around the country, assistance from STEMNET contract holders See Science to recruit Ambassadors and Volunteering Wales branches, have been used to our advantage to make sure all the events were staffed sufficiently. We had 133 registered potential volunteers at the conclusion of the 2013 tour. This number now stands at 381. During the 2014/15 tour, 185 individuals have given 450 days-worth of volunteering.

In addition to this, some schools also involve their 6th form students as volunteers, a fantastic way for them to enhance their communication and presentation skills whilst working alongside practising scientists and engineers. 57 pupils took this opportunity during this tour along with 3 teachers who took a day out to assist us.

We always encourage involvement from local industries, with many providing multiple volunteers as a way of engaging effectively with their local community. Many companies are already involved in the STEM Ambassador scheme and we worked closely with the STEMNET contract holder, See Science, to recruit volunteers. We also encourage any volunteers who are not already signed up to join the scheme after they have been on the Lab. This reciprocal arrangement works very well. The local STEMNET contract holders are happy to support us and Sian Ashton from See Science said:

*“Lab in a Lorry scheduled visits to Secondary Schools in Wales, has afforded a high quality experience of STEM engagement for STEM Ambassadors. This has also been reflected in the teacher and pupil feedback as provided. All volunteer Ambassadors have reported on the excellent coordination and facilitation from their time of registration to the event day. This opportunity has been promoted widely – with particular recommendation to new STEM Ambassadors who require a confidence building experience as their initial school engagement.*

*This is attested by the number of repeat offers of attendance from STEM Ambassadors over the years. The provision of good equipment and science demonstrations linked to curriculum requirement, is of great importance to successful STEM experience. Many STEM Ambassadors are volunteers who would not be able to supply such equipment from their own resources.*

*The wide area covered, many schools in geographically hard to reach areas, has also benefitted local employers with STEM Ambassadors seeking a diverse opportunity which is delivered under the supervision of expert Science Communicators.*

*My thanks to the Lab in a Lorry team for efficient, consistent and amicable partnership with the STEM Ambassador Programme in Wales.”*

### **Volunteer feedback**

At the end of the tour, we invited our volunteers to take part in a survey to find out what their experience had been like, the most effective methods of recruitment and to assess any critical feedback and make changes where necessary.

Fifteen people responded and following is a summary and highlights of the feedback; the full response analysis is attached separately as Appendix 3.

### **Why did you want to get involved with Lab in a Lorry?**

*"It helps young people to know more about science."*

*"As a retired chemical engineer, I am keen to support the science world which relies heavily on encouraging schoolchildren to participate, and to consider science as a future career."*

*"Seemed like a great way to get children enthused about Science, something I feel very passionate about."*

*"Great opportunity to give something back."*

*"Because I had no careers advice at school."*

*"Interesting volunteer work, fun to do and great to see the pupils' excitement and enjoyment."*

*"To have an opportunity to do something different and inspire children to enjoy science and find out how fascinating this area of work can be."*

### **If you did enjoy the experience, can you tell us why?**

*"It was fun, engaging and well planned."*

*"James was really enthusiastic and the children were all enjoying the hands on experiments and it was good to help them and answer questions."*

*"They were fun experiments for us the volunteers as well as the children to experience."*

*"I enjoy it because each experiment has enough material to enable it to be lengthened (or shortened) to suit the time available. This also allows some flexibility (in particular with light scattering) in making the presentation. It is not the same every time."*

*"The biggest part, for me, was seeing the look on someone's face when something I was explaining to them suddenly clicked, and then the enthusiasm that followed."*

*"I enjoy the interaction with the pupils and giving them a chance to talk to a 'real' scientist."*

*"It is great to see the children taking part in the experiments and discovering the effects of the experiments and working out why things happen. A child shouted out 'Eureka' when she realised in the light scattering experiment why sunsets are Red: Priceless. I will never forget that and there were many more children who expressed themselves positively during the experiments which demonstrated to me the enjoyment and inspiration they got out of being part of the Lab in the Lorry."*

*"Good training and help from James - which went a long way. Great response from the children which kept everything smooth and made it worthwhile."*

**What did you gain personally from the experience?**

*"It was a good experience to share science knowledge especially with school students. It was a great chance to see how school students think about science, their ideas, and overall how they interpret science in everyday life. I also met lots of different people from different places."*

*"Satisfaction that I was able to help and encourage the children enjoy the experiments, and hopefully enthuse scientists of the future"*

*"Apart from embarrassing my daughter in front of her friends at school, just good to spend time away from the office giving something back and hopefully getting a future generation of engineers and scientists enthused."*

*"Challenged and a feeling of having given something back."*

*"Confidence in my knowledge and ability to enthuse pupils, feeling that I had used my time effectively and to good purpose."*

*"The confidence to have a go at new things and demonstrate the experiments to people. With experience of working in a totally different environment."*

**How do you think the pupils who came to the Lab gained from the experience, or do you have any favourite memories from when you were guiding the pupils through the experiments?**

*"Pupils seemed very engaged, especially when they could relate the activities to everyday events/objects. They particularly enjoyed the UV lights and finding all the objects and writing hidden in the lab, including their teeth and the washing powder on their jumpers!"*

*"The experiments are perfectly pitched to the children that I'm certain they would definitely take away some learning from them with very little effort from themselves."*

*"Hands on learning is always best, the relaxed atmosphere in the lorry also encouraged the pupils to participate more than they perhaps would do in a more "teaching" environment. The experiment I was doing was the sound wave one and my favourite part of the whole time I was there was when the glass actually broke"*

*during the session that my son was attending, I was so excited, I think I actually jumped up and down a little ??”*

*“Favourite memories are always the "wow" moments when the pupils got really excited about what they had seen and done.”*

*“The children would gain confidence and motivation as the experiment progresses and I noticed even children who were very shy to begin participated successfully and clearly enjoyed the experience. The children gained insight into different types of jobs available in science and in the optoelectronic experiment the children really enjoyed using the endoscope of Tommy to rid him of his stomach pain: Some of the children expressed an interest to work in medicine when participating in this experiment.”*

### **How do you think the teachers gained from hosting the Lab at their school?**

*“I think Lab in a Lorry definitely helped the teachers to show their students some real examples of science principles. Using the idea of Lab in a Lorry, teachers can run their own projects or can involve students with science in everyday life.”*

*“The children clearly gained an insight into how interesting and varied science can be and this should help with the motivation in classes making teaching the sciences easier for the teachers and the children will have an interest to find out about the subject topic. Hopefully leading to more interest in sciences from the children.”*

*“Well a couple of the teachers did say they learnt something themselves, also I think it gave them an insight to how certain children reacted to the experiments.”*

### **Do you have any other comments for us?**

*“I think Lab in a Lorry helps students to see more about science and it is inspiring and fun. I wish all the best to everyone involved with it.”*

*“James is a great ambassador for IOP and science. Continue to visit, and as well as revisit more schools. Some of the equipment is now well worn and needs either replacing or serious repair, so hopefully the generous sponsors will continue to provide LIAL with the essential support.”*

*“I have really enjoyed volunteering for Lab in a Lorry. I wish I had greater support from my employer to attend and support more of these events. Unfortunately we are only able to attend one a year, unless we use annual leave. I have really enjoyed working with James and meeting so many young people whilst promoting STEM. Can only hope to have inspired a few of them to consider STEM as a useful and interesting subject to study in the future.”*

*“Excellent communications and feedback from STEM Ambassadors was very positive. All attendees valued the support of LIAL staff and a high quality experience for the pupils.”*

*"I just hope the Lab comes somewhere within my geographical reach again soon so that I can volunteer again. It was brilliant - thank you for the great opportunity."*

*"I live in Wales and believe that all schools would benefit from a visit by the Lab in the Lorry across the U.K and would highly recommend Lab in the Lorry to my Welsh Ministers: This experience is 'Unique, fascinating and extremely worthwhile.'*

*"NSA money well spent."*

*"Best thing for Schools - Do LOTS more of it."*

### **Media coverage**

Press releases are sent out each week to local media outlets. During the current reporting period, articles have appeared in the following publications, copies available on request:

December 2014 - March 2015:

Powys County Times and Gazette  
Western Telegraph  
Powys County Times and Express  
South Wales Evening Post x4  
Chepstow Beacon  
South Wales Argus  
Cambrian News x3  
Crickhowell and Abergavenny Chronicle & Gazette  
ITV News  
North Wales Pioneer (Colwyn Bay)

### **Conclusions**

Overall the 2014/15 tour has been very well received by school pupils, teachers and volunteers alike as demonstrated by the feedback presented here. There is clearly an appetite for more from schools who haven't had the chance to host Lab in a Lorry yet and from those wanting us to return again in future. We thank the Welsh Government and National Science Academy for their support in making this tour possible and look forward to a continued successful partnership in the coming years.

### **Appendices**

- 1 – Evaluation form completed by schools (see below).
- 2 – LIAL Wales 2014-15 school evaluation responses (attached separately).
- 3 – LIAL Wales 2014-15 volunteer survey responses (attached separately).

## Appendix 1

Many thanks for hosting Lab in a Lorry. Please feel free to give us your feedback using this form, simply fill in the blanks and mark with an X where appropriate.

### 1. School Details

School Name	<input type="text"/>
Point of Contact	<input type="text"/>
Lab in a Lorry Dates	<input type="text"/>
Number of pupils involved	<input type="text"/>

### 2. Assessment of Event

Assess the activity putting X as appropriate: **4** (excellent) - **1** (poor)

	4	3	2	1	Comments
a. Quality of liaison and advance planning	X	X	X	X	
b. Quality of presentation given by volunteers	X	X	X	X	
c. Adequacy of time given to pupils to practice experiment	X	X	X	X	
e. Quality of Lab in a Lorry facilities	X	X	X	X	
f. Overall perception of this event	X	X	X	X	

### 3. General Comments

Please provide any general comments you have about any aspect of the visit.

### 4. Pupil Comments

Please provide feedback from pupils involved in Lab in a Lorry.

If the event was a return visit to your school, please complete the following:

## 5. Longer term impact

Please tell us the impact of the previous visit and why you wanted us to visit again? Please also see the detailed questions below and give us as much feedback as possible so that we can continually assess and improve the Lab in a Lorry experience.

How long ago was the first visit?	
What response was there from students during the initial visit?	e.g. - excitement/enthusiasm/boredom/jealously etc
What was the reaction of the children immediately after leaving the Lab on the day?	
Did the students discuss the Lab (and what they did) during the few weeks following the visit?	
Did you do any follow up work about the experiments/visit? If so what and when? Did you use our post visit experiment sheets?	
Do the children still remember or talk about the Lab visit now?	
Which experiments do they remember/talk about most?	
Have you seen any direct impact on the students and/or the school from the visit of Lab in a Lorry?	e.g. - have numbers choosing Physics increased? Have attitudes towards physics/science changed? Have aspirations changed? Are students more engaged with practical science?
What impact, if any, did the volunteers have on the kids?	e.g. - Did their presence give the children pointers about where science can lead in their careers/give them ideas of courses to apply for/career paths to follow?
Why did you want Lab in a Lorry to visit again?	

Diolch yn fawr am groesawu'r 'Labordy mewn Lori' i'ch ysgol. Mae croeso i chi roi adborth i ni gan ddefnyddio'r ffurflen hon. Llenwch y bylchau a rhowch 'X' yn y manau priodol.

## 1. Manylion yr ysgol

Enw'r ysgol

Cyswllt

Dyddiadau'r 'Labordy mewn Lori'

Nifer y disgyblion a gymerodd ran

## 3. Asesu'r digwyddiad

Ceisiwch asesu'r gweithgaredd gan roi 'X' yn y manau priodol:

#### 4 (ardderchog), 1 (gwael)

	4	3	2	1	Sylwadau
a. Ansawdd y cyswllt a'r gwaith cynllunio o flaen llaw	X	X	X	X	
b. Ansawdd y cyflwyniadau a roddwyd gan y gwirfoddolwyr					
c. Yr amser a roddwyd i'r disgyblion ymarfer yr arbrofion					
ch. Ansawdd y cyfleusterau yn y 'Labordy mewn Lori'					
d. Eich barn gyffredinol am y digwyddiad hwn					

### 3. Sylwadau cyffredinol

Rhowch unrhyw sylwadau cyffredinol sydd gennych am unrhyw agwedd ar yr ymweliad.

### 4. Sylwadau gan y disgyblion

Nodwch yr adborth a gafwyd gan y disgyblion a fu'n cymryd rhan yn y 'Labordy mewn Lori'.

**Os oedd y 'Labordy mewn Lori' yn ymweld â'ch ysgol am yr ail dro, llenwch yr adran ganlynol:**

### 5. Effaith yn y tymor hwy

Nodwch yr effaith yr oedd yr ymweliad blaenorol wedi'i chael a'r rhesymau pam yr oeddech am i ni ymweld eto. Yn ogystal, atebwch y cwestiynau manwl isod a rhowch gymaint o adborth ag sy'n bosibl i ni er mwyn i ni allu parhau i asesu a gwella'r profiad 'Labordy mewn Lori'.

Faint o amser oedd rhwng yr ymweliad cyntaf a'r ail ymweliad?	
Pa ymateb a gafwyd gan y myfyrwyr yn ystod yr ymweliad cyntaf?	e.e. – cyffro/brwdfrydedd/diflastod/cenfigen ac ati
Sut ymateb a gafwyd gan y myfyrwyr yn syth ar ôl gadael y Labordy ar y dydd?	
A fu'r myfyrwyr yn trafod y Labordy (a'r hyn y buont yn ei wneud yno) yn ystod yr ychydig wythnosau ar ôl yr ymweliad?	
A wnaethoch chi unrhyw waith dilynol yn gysylltiedig â'r arbrofion/ymweliad? Os felly,	

beth wnaethoch chi, a phryd? A fuoch chi'n defnyddio'r taflenni arbrofion a adawyd gyda chi ar ôl yr ymweliad?	
A yw'r plant yn dal i gofio'r Labordy neu'n dal i siarad am yr ymweliad?	
Pa arbrofion y maent yn eu cofio/y maent yn siarad amdanynt fwyaf?	
A ydych wedi gweld unrhyw effaith uniongyrchol y mae'r ymweliad gan y 'Labordy mewn Lori' wedi'i chael ar y myfyrwyr a/neu'r ysgol?	e.e. – A yw nifer y myfyrwyr sy'n dewis astudio ffiseg wedi cynyddu? A yw agwedd y myfyrwyr at ffiseg/gwyddoniaeth wedi newid? A yw eu dyheadau wedi newid? A yw'r myfyrwyr yn ymgysylltu mwy â gwyddoniaeth ymarferol?
Pa effaith, os o gwbl, oedd y gwirfoddolwyr wedi'i chael ar y plant?	e.e. – A oedd y gwirfoddolwyr wedi rhoi awgrymiadau i'r plant ynghylch ble y gallai gwyddoniaeth eu harwain yn eu gyrfa/ wedi rhoi syniadau iddynt ynghylch cyrsiau i ymgeisio amdanynt/llwybrau gyrfa i'w dilyn?
Pam yr oeddech am i'r 'Labordy mewn Lori' ymweld â'ch ysgol eto?	