

Impact Projects! What the?

Can I supercharge my van for an ASHS impact project?



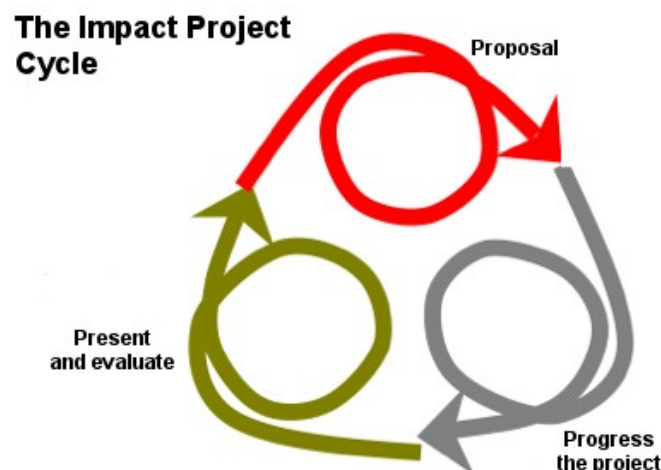
**How do you turn a passion into an impact project?
What if I can't think of something?**

Both these are really good questions!

The intention of this resource is to get you:

- thinking which passions and interests you could impact projectify
- how you can fit these into a successful impact project

A **project cycle** consists of three main parts:

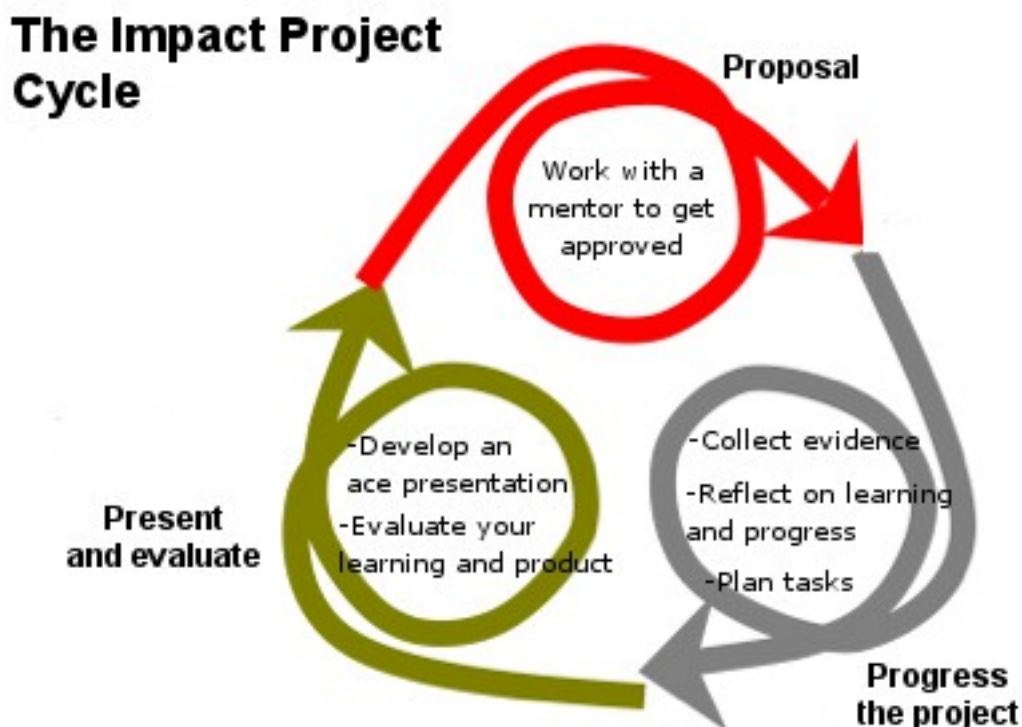


Task – Write answers to the following questions and discuss them with your tutor:

- 1) Which of these steps do you think will come last?
- 2) Which of these steps do you think you'll do best at and why?
- 3) Which of these steps do you think you'll find the most challenging and why?

You'll be doing 2 projects a year and they will follow this cycle.

You'll be doing lots of things in each phase but here are some of the most important:



Task – Write answers to the following questions and discuss them with your tutor:

1) What things do you think should go in a proposal?

2) Why do you think a proposal might be important?

3) What do you think will happen during the presentation and evaluation phase?

In your first week of an impact project, you are often trying to make possible project ideas

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with the structures we've put in place to make your project learning and product as high quality as possible.

Sometimes this can be difficult! Your mentor and tutor are here to help though.

Remember:

- Your tutor is the person you see on Tuesday and Thursday mornings.
- Your mentor is a person you end up working with in **IMPACT PROJECTS** who helps you make your project awesome. This may be your tutor but probably won't be.

When doing your proposal, there are **4 principles** that make projects successful-as:

*WARNING:
These two
can be hard
during
proposals!*

1. **Substantial learning beyond the classroom** (are you learning extra things on top of what you would in class?)
2. **Participation and contribution with the community** (There needs to be someone who benefits from your product other than yourself and your group)
3. **A quality product** (How will thing you're making be totally awesome, will it fill out 10 weeks, do you have enough time? And does it work with the number of people you have?)
4. **Student ownership** (it has to be something YOU are keen on. You need to pwn it!)

Sometimes, principles 1 and 2 are tough to manage in the proposal P(hase). Your tutor and mentor will help you with this though.

Task – For the following project ideas, write down how you could link them to principles 1 and 2. Ask your tutor for help with this

| Project Idea / interest | Principle 1 – learning beyond the classroom | Principle 2 – benefits someone beyond the group |
|---|---|---|
| Building a rocket | | |
| Really passionate about a sport (you choose the sport!) | | |
| Write in an idea of your own: | | |

When your proposal is approved and your project goes into the second phase (progressing the project) there are five important **drivers** that will help your learning and the product to be the best. They will drive your project's awesomeness.

The drivers are:



1) evidence collecting (of learning and product progress)



2) reflecting



3) planning tasks



4) community communication



5) using success criteria

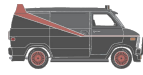
Driver 1 - Evidence collecting



Task - Fill out the following table (some parts have been done for you):

| Tool | Advantages | Disadvantages |
|--|----------------------------|-------------------------------------|
| Using a mobile phone to record video evidence | Really easy and convenient | Can be hard to copy onto a computer |
| Using a flipcam to record evidence | | |
| Taking photos of your group at work | | |
| Taking photos of your product | | |
| Publishing photos of your learning on tumblr and adding captions | | |
| Recording your group members talking about their progress | | |
| Add some of your own.. | | |

Driver 2 - Reflecting



Reflecting on how things have gone on an impact project day is essential to making your project awesome.

Seeing as you have collected evidence during driver 1, you can use it to help your reflection.

Task – Write answers to the following question:

- 1) What sort of environment do you think is helpful for good reflection?***

- 2) How can you make sure you have this environment for the end of each impact project day?***

- 3) What do you think might be the point of reflection? How does it help make our learning and product quality better?***

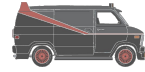
- 4) Do a practice reflection on your learning so far. The following questions might help:***
 - What has gone well so far?***

 - What should I do more of?***

 - What should I do less of?***

 - What questions do I have so far that need answering?***

Driver 3 – Task setting



The awesome thing about setting tasks, is that your reflections (which were based on good evidence) will help you decide on your tasks.

Ideally you will set the most important tasks on the Wednesday before you do them.

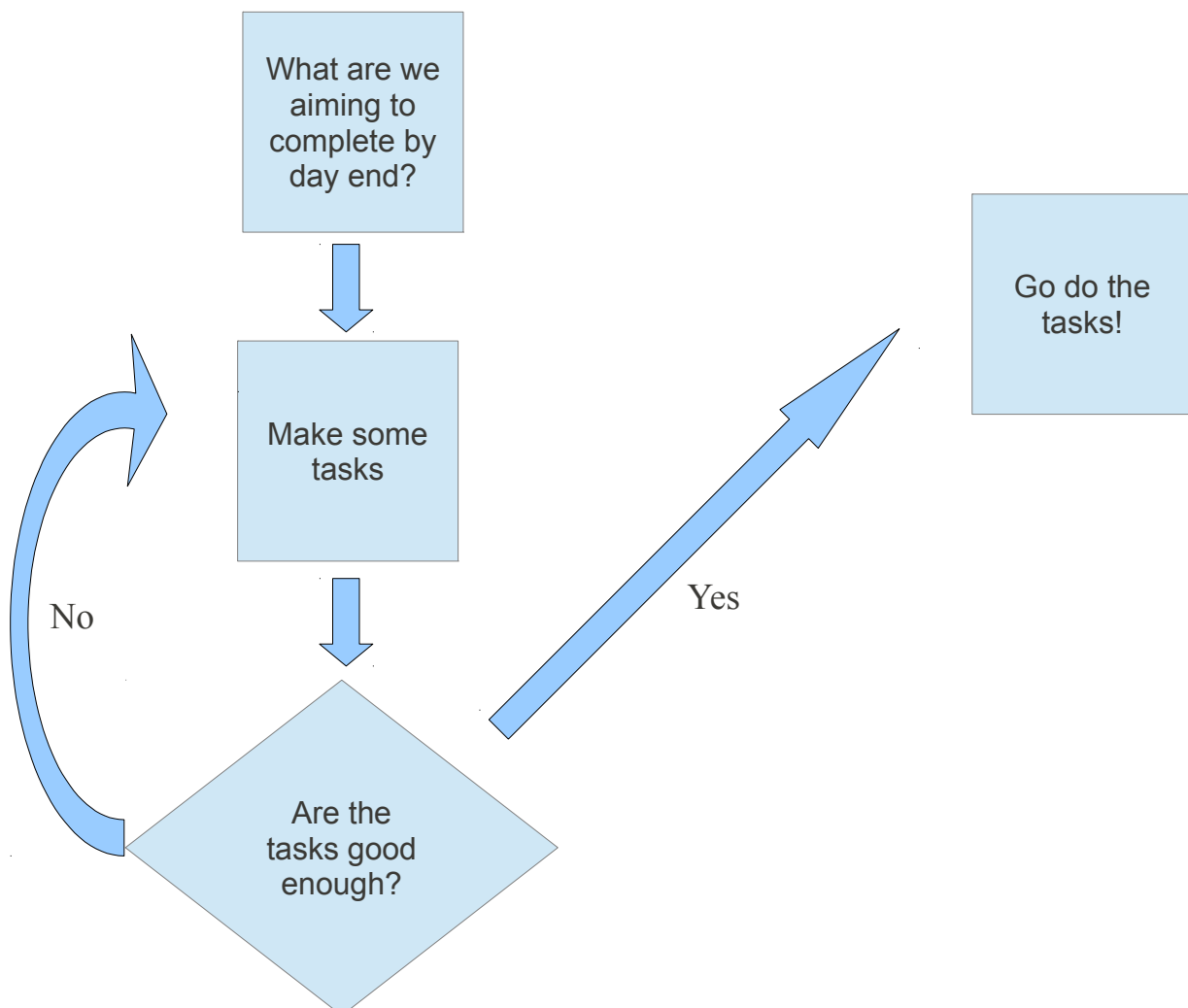
You should also adjust your tasks during the day if you need to.

Task setting is a challenging job but your mentor will help you with this.

Try to make sure:

- The tasks suit the expertise of the group member they're being assigned to
- You can measure when they are completed.
- You can identify *how* they make your product high quality.
- You talk to experts (like your mentor) to get advice on your tasks.

Task –In pairs, redesign the following flow diagram that will help with task setting. Make sure you include the bullet points above:



Driver 4 – Community Communication



It is really important you communicate well with anyone you are working with who is outside your group.

When you start working, you will need to communicate effectively and appropriately to make sure the job gets done right.

You may not have had to communicate primarily to get a job done before!

Task – Check out each of the following scenarios and draw up guidelines for communicating with each person.

Scenario 1

You are communicating with one of your stakeholders (an expert hacker) in Kazakhstan over an internet forum.

List most important things to include in your communication guidelines with this person.

-
-
-

Scenario 2

You are communicating via email with a teacher from a year 6 class at a primary school down the road.

List most important things to include in your communication guidelines with this person.

-
-
-

Scenario 3

You are communicating over the phone with a business owner from the local community.

List most important things to include in your communication guidelines with this person.

-

Driver 5 – Success Criteria



Success criteria can be used to measure the quality of lots of things in your project AND give you feedback on how you are going.

Success criteria in impact projects are really good for measuring:

- the quality of your individual learning.
- the quality of your product.

Good success criteria take a bit of time to develop.

The best success criteria are **MEASURABLE** and **SPECIFIC**.

Check out the following list of some success criteria from previous year's projects:

| Not-so-good product SCs | Better product SCs |
|---|--|
| I compose my own song and learn 3 other songs: -Under the Bridge -Going Inside -Don't Forget Me I will record the songs | I compose my own song, using ideas from 3 other songs that I am going to learn learn 3 other songs: -Under the Bridge -Going Inside -Don't Forget Me meet the time lines that I have set myself in order to complete my task otherwise I will fall behind and not achieve what I have set out to do complete the songs flawlessly and record them to a cd with high quality sound. |
| Not-so-good individual learning Scs | Better individual learning SCs |
| -I will improve my organisational skills | -I will be responsible for making sure each group member's tasks have clear deliverables each period. -I will use my smart phone to remind me to bring my laptop each Wednesday. -I will learn how to use google spreadsheets and be responsible for filling out the group timesheet each week. |

Task – Improve the product and individual learning success criteria in the table by making them SPECIFIC and MEASURABLE:

| Not-so-good product SCs | Better product SCs |
|--|--------------------------------|
| -We are making a short film about a rabbit who goes on an adventure. -The short film will be really good. | |
| Not-so-good individual learning SCs | Better individual learning SCs |
| -I will improve my time management skills. | |

Task – So now you've completed the intro to impact projects! Make sure you show it to your tutor (and/or mentor) and ask any questions you want.

Remember – We want to help you have the awesomest project you can! AND we can do this best if you ask lots of questions. :):)