

# IMPACT PROJECT GUIDE



*We are an inspiring international community in Beijing where thinkers and leaders  
find their place in the world and serve others.*

*So that our learning is at its best, we build strong relationships and set high expectations together.*

*We are committed to challenging and joyful learning with the freedom to explore.*

We impact others by thinking and leading.

We impact others with compassion and creativity.

We impact others by taking action and making a difference.

## Overview & Framework

The Impact Project is an engaging independent learning program that facilitates growth through student choice, independence and collaboration. Students inquire into passions, problems, needs, and challenges when interacting with community with the aim of developing a globally minded approach. The Impact Project is a guided extension and application of the skills, knowledge, understandings, and attitudes acquired through ISB's learning programs and values of our school. The Impact Project develops connections to and from these programs and requires transfer into unfamiliar settings.

This Project is a semester-long course and a requirement for the ISB Activism Micro-credential or the ISB Business Credential. However, any HS student can enroll in this course as a semester-long course.

## The Impact Project Criteria

In order to be approved, the Impact Project:

- is to be a rich learning experience.
- is to include meaningful, sustained and authentic interaction with the community.
- is an independent learning experience, however students will be mentored by teachers, parents, and/or community experts.
- is to be planned by students and checked by ISB teacher mentor.

## The Impact Project framework follows the ISB Design Process:

Framework for Impact Project	Description
Inquire & Define	Students will be introduced to course; will be guided to develop skills needed for success; and will begin inquiry into the opportunity, topic or problem they want to explore. Students will participate in guided research and will develop empathy for their target audience or client.
Develop & Plan	Students will design their own Impact Project and develop a plan for success including sketches, graphic organizers, calendars, budgets and resources needed.
Create & Improve	Students will begin the “action” component of their Impact Project including reflection and finding ways to continue to improve their ideas, learning and systems or products.
Reflect, Make an Impact and Share	Students will reflect throughout their Impact Project and seek feedback from others.
Learning Portfolio/Presentation/Exhibition	Students are required to post to their Impact Project blog weekly documenting their progress and using artifacts to support their learning. At the end of the semester, students will present and/or exhibit their Impact Project to a larger audience.

## Impact Project Examples:

Statement of Inquiry	Guiding Questions	Project Blurb
<p><i>When we gather data before and after taking action, we can accurately determine the impact.</i></p>	<p><b>Factual:</b> What was the situation before and what is the situation now?</p> <p><b>Conceptual:</b> Is quantitative data enough to determine the impact of a project and to what extent is qualitative data useful/important to our understanding?</p> <p><b>Debatable:</b> How reliable is qualitative data that is gathered through an interpreter?</p>	<p>After being part of the ARC class in 2018-2019, students wanted to continue with a project to bring clean water to a village in the Chansar Commune outside of Siem Reap in Cambodia. In particular they are interested in determining the impact that the project will have on members of the community, having previously observed a range of both expected and possibly unexpected impacts of a lack of access to clean water during the dry season – ranging from illness to having to migrate for work and other issues. They will talk with locals in the community and gather other kinds of data to ensure that they can make a clear evaluation of the project and will write this up so that it could be used by others to run a similar project in the future.</p>
<p><i>When we investigate the way illustrations are used in products for small business, we can make designs as student entrepreneurs.</i></p>	<p><b>Factual:</b> What techniques and tools are best used to make high quality illustrations?</p> <p><b>Conceptual:</b> How do concepts of design and business converge for small business owners?</p> <p><b>Debatable:</b> To what extent do entrepreneurs need to be designers?</p>	<p>After learning different styles and perfecting techniques through art classes over the years, a student wanted to delve deeper into illustration. He connected with artists both locally and abroad. He gained knowledge then sought feedback from illustrators and product designers throughout his Impact Project. For weeks, he practiced and perfected some of his designs. We connected the local business to print his 2D designs on merchandise. He then opened a pop-up shop in the ISB PTA store, and he learned more about the business side of inventory, profits and advertisement.</p>

[Link to Impact Project Application](#)