Unit 4: Project 1
Digital Responsibility
7th Grade
Canva

Notes & Preparation	● **Project length:** 2 classes ● **Instructor Note:** Create and use News Survey questions to gain an understanding of students. ● **Files to Load:** Load 4.1 7th Media Literacy Template (depending on student device) for access on the device or cloud-based service.
Content Standards	CA CS Standards: 6-8. DA.7, 6-8. DA.8, 6-8 IC.21, 6-8. IC.22, 6-8. IC.23, 6-8. IC.24 ISTE Standards: #1, #3, #4, #5, #6 NET Standards: #2, #4, #5, #6
Engage	**Opening** Welcome students to technology class. Have the students recap their favorite technology to date. **Character Development** *Instilling a Growth Mindset:* Discuss with students the importance of helping others grow and develop a growth mindset at the same time we are developing our growth mindset. Explore how humans grow when helping others grow. Ask students 'How can we instill a growth mindset with friends in regards to social media?'. Social media connects humans with others. Discuss how social media affects friendships positively and negatively. Ask 'How can we instill a growth mindset when it comes to interpreting if a news post or social media post is authentic and accurate?' **Computer Introduction** During this unit, the students will be using a graphic design program, Canva, to create a brainstorming diagram. Discuss the purpose of graphic design and how it is used.

	Tell the students that they will be creating their projects in a program called Canva. **Project Description** Every time we turn on the TV, listen to the radio, open social media, or go on the Internet, we are receiving information. An important aspect of being digitally responsible is knowing how to detect the validity and purpose of this information. This is called media literacy. It is important to be critical when reading information from different sources to make sure the information is credible. In this project, students will learn about what media literacy is, what types of questions to ask to evaluate the information and practice spotting fake information.
Web Resources for more Exploration	- Navigate to the following resources to gain more insight into media literacy: *What is media literacy?* By: Simone Wagner *How to spot fake news* By: Common Sense Education *Teen Voices: Friendships and Social Media* By: Commonsense Education *Canva Design Skills*
Additional Emphasis	- Use relevant news topics such as the 2020 presidential election to give practical application in understanding media literacy and evaluating the information being presented in the media. - Review the following facts about what Fake News IS: - Disinformation for profit – hoax sites that engineer fake news stories to reap digital advertising revenue. - Disinformation for political gain – state-funded fraudulent websites set up by one country to create confusion in another. - Hacking – Hackers gain access to the websites or social media accounts of reputable news outlets and disseminate fake - Viral pranks – hoaxes spread for fun. - Reporting a hoax as fact – a well-crafted hoax spreads widely enough that a credible news outlet reports on it as fact or as a rumor. - Review the following facts about what Fake News IS NOT: - Satire Websites – Websites like The Onion write news Readers who don't know it is satire may mistake it for a fact.

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	○ Satirical stories from regular news sites – Opinion and feature writers in mainstream media will sometimes use satire or fanciful hypothetical examples to make a point. ○ Honest reporting mistakes – Even the best reporters sometimes get things wrong, report things as facts before they're confirmed, or get spun by sources who aren't telling the whole truth. But if there's no intention to fool anyone, it's not fake news. ○ Journalism you don't like – Just because you don't like or agree with what the author says, that doesn't make it fake news.
Learning Outcomes ✅	**Students will:** ● Identify questions that help to critically think and evaluate the information being presented by all forms of media. ● Review guidelines on how to spot fake information. ● Practice using knowledge learned to decipher between real and fake news.

Project Steps	**Have the teacher:**
	 News Survey 1. To get a better understanding of how your students receive news information from the media please use a student responder app, backchannel app, or Google Forms to have students answer the following questions using the appropriate responses:
	   a. A How do you primarily get your news? (social media/online media sites/cable news /newspaper /other)
	   b. How often do you watch/read/listen to the news? (Open-ended)
	   c. Do you think it's important to pay attention to the news? Why or why not? (Open Ended)
	   d. How do you know if what you read/hear/listen to in the news is trustworthy? (Open Ended)
	   e. How confident are you that you would know fake news if you saw it? (1- not confident 2 – Somewhat confident 3 – Very confident)
	   f. Use student responses to help gauge the direction and level of depth of content for the lesson.
	Have the Students:
	 Media Literacy: Reliability of Sources 1. Launch a Multimedia program
	2. Open the template named 4.1 7th Media Literacy Template
	3. Click 'Use template'
	4. Slide 1 Type student name after 'Presented by:'

5. Switch to slide 2
6. Discuss as a class a definition for Media Literacy and type the definition
7. Switch to slide 3
8. Review the questions
9. Open URL '5 essential Media Literacy questions for kids'
10. Watch video
11. Pause the video as needed and answer questions
12. Format slides as needed
13. Switch to slide 4
14. Launch an Internet browser
15. Navigate to 'How false news can spread' and watch a video on how false news can spread by Ted Ed
16. Open a new tab
17. Navigate to How to Spot Fake News by FactCheck.org
18. Review the article's advice on spotting fake news
19. Switch back to slide 4
20. Add a textbox and type the guidelines for how to spot fake news listed in Article
21. Format and change colors to personalize slides
22. Use Spelling and Grammar Check on the entire presentation
23. Save the file

Fact Check Detective
1. Launch an Internet browser
2. Navigate to any of the following websites to test how good you are spotting fake information:
   a. *Bad News Game* By: Drog
   b. *https://get.checkology.org/* (login required)

Reflection	**Lesson recap, what I learned, and what I am excited about next week.**	
	Reflect on how the students can think more critically of the messages they are receiving from the media to be able to spot credible information and to know what the message is and who it was intended for.	
	Have students check off the learning objectives they focused on.	

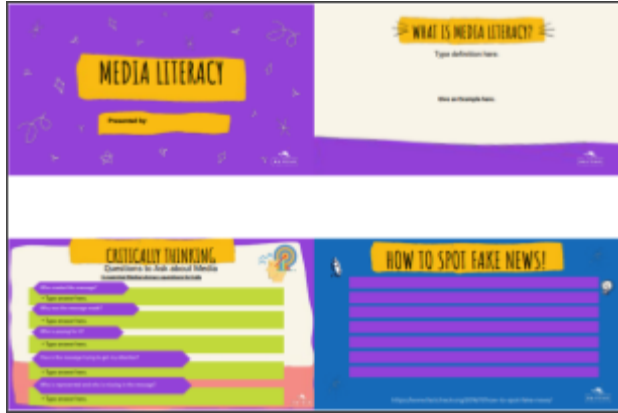| **Extend**	For early finishers or differentiated learning, students may use the following websites to help distinguish the credibility of information found online:
	
	1. Use *https://www.factcheck.org/* to fact-check any in-depth article related to American Politics
	2. Use *http://www.politifact.com* to fact-check a political story, quote, or
	3. Use *http://www.snopes.com* to fact-check a meme, myth, or any Internet
	
	Go back to their media literacy graphic organizer presentation and complete the following:
	
	Additional Content
	1. Insert additional slides to cover what Fake News is and is not.
	
	Presentation Emphasis
	1. Emphasize features of the presentation by adding the following to each slide:
	    1. Animate an object on the slide that needs extra emphasis
	    2. Format font size, style, and colors using theme design color palette
	    3. Format graphics by rotating, flipping, and sizing as needed
	2. View the different slide transitions and options. Set the transitions to play automatically.
	
	Voice Recording
	1. Create a voice recording or insert voice speaker notes to explain additional information on any of the slides by using one of the following methods:
	2. Save audio recording
	3. Insert audio recording on the preferred slide
	4. Format audio recording to start when clicked
	
	GIF Animation
	1. Navigate the two preferred animation web tools to create a gif scene that relates to media literacy
	    1. Export animation as a gif file
	    2. Insert the animated gif file
	    3. Resize, flip, rotate, and position the gif file
	    4. View the slide in play mode to watch the animation

Template

Sample

Unit 4: Project 2
Fact or Fiction
7th Grade
Canva

Notes & Preparation	● **Project length –** 4 classes ● **Instructor note –** This news story project is designed for students to create a video news story as the format for the multimedia The project can be modified to use a traditional multimedia presentation such as Canva. (See Extend for steps). Students may also create a newscast using recording devices and a green screen if the school has these options. Choose how students will create their news story before starting the project, creating class- specific guidelines on how to complete the project. Adjust the steps as needed. ● **Files to load –** 4.2 7th Fact or Fiction News Story Template
Content Standards	CA CS Standards: 6-8. DA.7, 6-8. DA.8, 6-8 IC.21, 6-8. IC.22 ISTE Standards: #1, #2, #3, #4, #6 NET Standards: #2, #4, #5, #6
Engage	Opening Welcome students to technology class. As a class review prior knowledge of evaluating messages being presented in the media. Review the following tips when being critical of the media: ● Think critically ● Check sources for content validity – Ask, is it fake or fact? ● Understand who created the media and its purpose ● Review which techniques were used to make the message believable Character Development *Growth Mindset - Families*: Discuss having a growth mindset with your family. During this project, we will discuss friendships with your family. When we are younger we might not think of our siblings, parents, grandparents, or caregivers as our friends. But they can be close friends. Let's have a growth mindset with our families, close by and far away. Let's start by listening to our family by asking questions.

	Project Description In this project, students will create their own video news story for their peers to evaluate and decide if it is or is not fake news based on the criteria they have been learning about. Discuss current news events. Brainstorm the following options for students to write their news stories about: ● Current political headlines ● Current weather headlines ● Current sports headlines ● Current hot issues ● Current trends ● Any class ideas Show Sample to students for better understanding: Unit 4: Project 3b: 7th Sample
Web Resources for more Exploration	● Navigate to the following resources to gain more insight on spotting fake news: ○ _How to Spot Real and Fake News_ By: MindTools ○ _Fake News_ By: Flocabulary
Additional Emphasis	● Remind students that their goal is to make a believable news story whether it is fact or fiction. ● Demonstrate how to use the program with the students before they begin making their news stories.
Learning Outcomes	**Students will:** ● Research news topics to develop a fact or fiction news story ● Discern how to think critically of messages in the media ● Design their news story presentation using a video editor
Project Steps	**Have the Students:** **Story Research** 1. Launch an Internet browser 2. Research topics are given by the teacher to decide the news story topic

Story Setup
1. Launch a Canva program
2. Sign in to program
3. Open the template named 4.2 7th Fact or Fiction News Story Template
4. Save and rename
5. Switch to slide 1
6. Type student name after 'By:'
7. Switch to slide 2
8. Complete each section as detailed as possible. If needed, use an Internet browser to research to help formulate the story. **Note: add text boxes to enter the answers, then bullet point each idea.**
9. Switch to slide 3
10. Type the news story or script
11. Switch to slide 4
12. Complete each section as detailed as possible

Media Search
1. Launch an Internet browser
2. Navigate to http://www.kiddle.co/images.php, https://search.creativecommons.org/, or other verified locations to search for media
3. Use specific words or phrases to search for graphics or videos related to the news story. **Note: Practice using Boolean search tools to narrow down their**
4. Select a preferred graphic
5. Save the graphic to the specified location with an appropriate name. **Note: Do not save the thumbnail, open the graphic URL to view the full-size**
6. Repeat to save 5-10 graphics
7. Follow teacher instructions to upload video clips and sound clips

Uploading Media to Canva
1. Launch an Internet browser
2. Navigate to Canva.com
3. Create a new video design
4. Name video '4.2 7th Fact or Fiction' (last name)
5. Import media by going to 'Uploads' and upload media
6. Select videos or images to upload
7. Add pictures to your presentation's slides

	8. Add a background that complements the uploaded media
	9. Add a transition between each slide
	10. Add a final slide with the credits and a background
	11. Adjust the final slide audio by right-clicking on the slide. Click on 'Audio effects' and chose 'Fade out'. In the box put in the time to create a smooth ending for the
	12. Click on 'Notes' at the bottom left-side to create your script for the news recording
	13. Go to your graphic organizer. Copy the script you created and paste it into your
	14. Adjust notes to fit each slide
	15. Record narration of the news Go to 'Share', 'Present and record', 'Go to recording studio'.
	16. Chose 'No camera', 'Start recording'
	17. Save and Exit
	18. Preview Re-record as needed for quality sound and articulation of script.
	19. Add recording to the Adjust length, volume, and position of audio to slides. **Note: Students might need to lengthen or crop slides to fit audio recordings.**
	a. Add audio that will be in the background under your voice-over
	b. Adjust the volume, location, and size of background audio to fit the entire presentation
Evaluation	
	1. Share videos with peers
	2. Present videos in pairs to each other or the entire class
	3. Have students evaluate if the story is fact or fake
	4. Upload to the student website or turn into Learning Management System
Reflection	**Lesson recap, what I learned, and what I am excited about next week.**
	Reflect on the project. Discuss with students what they learned about their family and how they can use the tools learned in this project in future activities.

Extend	1. Students may add more shots to the storyboard by copying the page to create a second storyboard worksheet 2. Students may interview more (by phone or in person) people, or interview their parents about their grandparent's history 3. Students may add transitions and other elements to their video to personalize 4. Add animations to textboxes or elements

Template

Sample

Unit 4: Project 3
Digital Stop-Motion
7th Grade
Canva

Notes & Preparation	• **Project length** – 4-5 classes • **Instructor note** – This explainer video project is designed for students to create a digital stop-motion animation video using a multimedia program such as Google Slides or PowerPoint in conjunction with cutout graphics and a screen recording web tool such as However, the project can be modified to use a format that works best for the students. Alternatively, students can use stop-motion animation web tools such as *https://cloudstopmotion.com/*. • Choose how the students will create their animated videos before starting the project and create class-specific guidelines on how to complete the project. Adjust the steps as needed. The sample video will be located under resources. • **Files to load** – Load *Green Screen Time Graphic Organizer* (depending on student device) for access on the device or cloud-based • **Web resources** – Check all web resources used in the lesson ahead of time.
Content Standards	CA CS Standards: 6-8. DA.7, 6-8. DA.8, 6-8 IC.21, 6-8. IC.22, 6-8. IC.23, 6-8. IC.24 ISTE Standards: #1, #2, #3, #4, #6 NET Standards: #2, #4, #5, #6
Engage	**Opening** Welcome students to technology class. Review the following elements that are used in an explainer video: • Cutout graphics/icons • Stop-motion animation • 'Whiteboard' background • Narration

Character Development

Instilling a Growth Mindset: It is a lifelong process. It takes being a Goal-Getter, growing relationship skills, and making responsible choices. As our year wraps up, putting all of these together helps a person grow.

Project Description

In this project, students will create their explainer video on how using the 6 steps of decision-making can improve screen time choices. The video should include information on screen time and an explanation of how using the 6 steps allows for better decision-making skills. Students will write a script, curate graphics, layout content, animate objects, and use a screen-recording web tool to explain the content and bring the cutout graphics/icons to life.

The video should be creative and engaging to watch. Discuss options for how students can present their content in the video such as creating an informative video using facts or creating a narrative video using a fictional character to share a dilemma.

The Details of the Explainer Video

The first step in creating the explainer video is to write a script. The script will allow the students to think about the message they are trying to convey to their audience about how the 6 steps of decision-making can help people make positive screen time choices. The script will include:

- Actual narration to be used as a voice-over in the video
- What visual graphics are needed to make the video come to life
- A breakdown of what narration and visuals are needed for each 'scene' of the video

Once the script is written and graphics are curated, students will use a 'whiteboard' background such as slides to begin to make their video. They will animate the graphics 'frame' by 'frame' and when all frames (slides) are played together, the video will come to life. A screen recording tool will be used to capture the animated frames and the voice narration to create a stop-motion animated explainer video.

Show the sample Unit 4: Project 3: 7th Screen Time Explainer Video Sample to the students so they know what is expected.

Web Resources for more Exploration	● Navigate to the following resources to facilitate discussion on screen time:
	  ○ _The drug-like effect of screen time on the teenage brain_ By: PBS NewsHour
	  ○ _Researched backed benefits of active screen time_ By: Sandy Oreo
	● Navigate to the following resources to facilitate discussion on common craft/explainer videos:
	  ● _The History of Explainer Videos_ By: Brandon Houston
	  ● _A teachers guide to Explanation Essentials_

Additional Emphasis	● Remind students that their goal is to make an engaging explainer video. ● Demonstrate the process from start to finish with the students before they begin making their videos.
Learning Outcomes	**Students will:** ● Write a script for their explainer video. ● Design an explainer video that showcases how to use the 6 steps to decision-making to make better screen time choices. ● Be introduced to stop-motion animation. ● Use a screencasting tool to record and create videos.
Project Steps	**Have the student:** **Explainer Video Script** 1. Launch a Multimedia program (Google Slides skip to step 3) 2. Open the file named _4.3 7th Screen Time Research Template_ 3. Switch to slide 5 4. Read the title 'Screen Time Explainer Video Message' 5. Read the statement 'My Explainer Video Message' 6. Type a statement on what you are trying to explain or teach in video 7. Read the statement 'How I Will Accomplish This' 8. Type 1-2 sentences explaining how you will go about explaining or teaching this message to the audience 9. Read the statement 'Graphics I Will Need:' 10. Think of all the graphics that may be needed to visually tell your Type a list. You can add to this list anytime. 11. Switch to slide 6 12. Read the title 'Screen Time Explainer Video Script'

13. It is time to tell your message. Begin to type a script that will be used to narrate the explainer video. The script must be the narration or dialogue that will be spoken in the explainer video and should include:
    1. Information on screen time (what it is, passive active, healthy habits, etc.)
    2. Identify the 6 steps of decision-making and provide a clear definition
    3. Share how the 6 steps of decision-making could help people make positive choices with their screen time
14. If needed:
    1. Duplicate the slide as many times to continue typing the script
    2. Use an Internet browser to research to help formulate the script
15. Once the script is finished, reread the script and:

    1. Break apart the script into sections that will allow the best visual representation of the narration to Each section will be a separate slide or frame.
    2. Create a list of the graphics or text boxes needed to go along with each section to make the script come to life. Be thinking about how they can be animated to move across the 'whiteboard' to tell the story.
16. Switch to the last slide
17. Read the title 'Explainer Video Checklist'
18. Complete each section as detailed as possible
19. Format shape fill and border colors, font size, style, and colors using a consistent theme design color palette
20. Switch to slide 1
21. Insert graphics related to student script
22. Use Spelling and Grammar Check
23. Save the file
24. Print file/Turn file in

Graphic Curation
1. Launch an Internet browser
2. Following teacher guidance, navigate to the verified location to search for cutout graphics or icon graphics. Note: Use Extended Steps to create GIFs or
3. Use specific words or phrases to search for graphics that will bring the script to life
4. Select a preferred graphic
5. Save the graphic to the specified location. Note: Do not save the thumbnail, open the graphic URL to view the full-size
6. Repeat as many times as needed to gather enough graphics to be able to visually tell the script

7. Follow teacher instructions to upload and save graphics

Explainer Video Slides
1. Launch a Canva program
2. Rename as *Unit 4: Project 3: 7th Explainer Video Slides* and Save
3. Format the title slide to a blank slide layout
4. Duplicate slide for the total amount of slides needed according to the script
5. Switch to slide 1/frame 1
6. Insert visuals into the slide using the script as a Visuals could be:
    a. Cutout graphics/icons. Note: Be sure to cite graphics if The citation could be placed on the slide or in the slide notes.
    b. Shapes
    c. Callouts
    d. Textboxes
        i. Format visuals to lay out the This can include:
            1. Resizing
            2. Duplicating
            3. Positioning
            4. Formatting color
        ii. Animate visuals to make the scene come to This can include:
            1. Determining how the visuals will appear on the slide
            2. Adding emphasis animations
            3. Adding exiting animations
        iii. Preview the slide/frame, practice narration while viewing the slide/frame, and make adjustments as needed
        iv. Switch to the next slide
        v. Repeat steps 37-40 until all slides/frames are completed
        vi. Insert slide transitions if needed
        vii. Use tools such as Spelling and Grammar Check, Thesaurus, and Dictionary for the entire presentation
        viii. Preview the entire presentation, practice narration, and make adjustments as needed
        ix. Save the file

Explainer Video Recording
1. Open the file named *Unit 4: Project 3: Explainer Video Slides*
2. Switch to slide 1
3. Following teacher guidance, an open tool that will allow screen and voice narration to be recorded
4. Record an explainer video by viewing the presentation and using the script to narrate each
5. Save recording as teacher instructs

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	Peer Review
	    1. Present videos in groups or to the entire class
	    2. Discuss what each video taught

Reflection	**Lesson recap, what I learned, and what I am excited about next week.** As each class comes to a close, review the specifics that have been taught that day in both the technology and content. Have students check off the learning objectives they focused on each day. During the last class, engage with students on how they can apply the 6 steps of decision-making to the choices they make in their own lives when it comes to screen time.

Extend	For differentiated learning or early finishers, students may complete the following optional steps:
	
	Video Creation
	    1. Use alternative web tools to create stop-motion animation video
	
	GIF Creation – Avatars Scenes
	    1. Launch an Internet browser
	    2. Navigate to *https://www.pixton.com/*
	    3. Login in using teacher instructions. **Note: Teachers sign up for an educator account and create classrooms under the teacher Give students the link to join.**
	    4. Go to Settings
	    5. Create Avatar
	    6. Create New Comic
	    7. Title Comic 'Screen Time GIF'
	    8. Create 3-4 panels to depict a scene about making Use the following elements to create the panels:
	        1. Backgrounds
	        2. Avatar
	        3. Word bubbles
	        4. Focus
	        5. Faces
	        6. Actions
	    9. Click on the 3 dots on each panel and download the image
	    10. Save graphics into their student folder/drive

GIF Creation – GIF Maker
1. Launch an Internet browser
2. Search for clip art graphics that are related to scenario
3. Save graphics
4. Navigate to *https://gifmaker.org/*
5. Follow the steps to create an animation with saved graphics
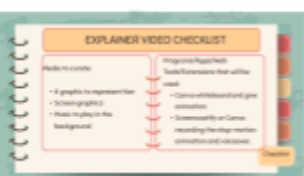6. Save animation

GIF Creation – Google Photos
1. Launch an Internet browser
2. Search for clip art graphics that are related to scenario
3. Save graphics to Google Photos
4. Create an animation
5. Follow the steps to create animation
6. Save animation

Template

Sample

Unit 4: Project 4
Final Challenge Assessment
7th Grade
Canva

Notes & Preparation	● **Project length:** 1 class ● **Instructor Note:** Students will create year review in technology. ● **Files to Load:** None
Content Standards	CA CS Standards: 3-5. DA.8, 3-5. DA.9, 3-5. IC.20, 3-5. IC.21 ISTE Standards: #2, #4, #5 NET Standards: #1, #2, #3, #4, #5
Engage	**Opening** Welcome students to the technology class. Discuss with students all of the projects completed in technology class. Ask students what are their favorite projects. Ask students which projects were more challenging? Explain to students that they will be selecting one favorite project from Unit 1 through Unit 4 and explain tools used in Canva. **Project Description** Students will reflect the 4 units and the projects that were created. They will select their favshare orite project and share special tools that they used in canva. Students will the special tools they utilized in Canva for their chosen project.
Additional Emphasis	● Explain the importance of making sure the auto save has finished before closing a window or tab ● Demonstrate how the Undo tool reverses the last action while the Backspace or Delete key erases typing mistakes ● Review with the students where the template is stored. Describe how using a cloud-based service or a network connects people and information ● Introduce students to Canva: Familiarize students with the Canva platform, its features, and functionality

	● Develop digital design skills: Teach students how to navigate Canva, utilize design elements, and create visually appealing compositions ● Promote creativity and self-expression: Encourage students to explore their unique ideas and express themselves through various design projects
Learning Outcomes	**Students will:** ● Use formatting tools to format graphics. ● Review previous projects ● Insert elements ● Insert animation ● Resize graphics ● Resize text ● Insert Print Screen images ● Use Keyboard Shortcut keys
Project Steps	**Have the student:** 1. Launch an Internet Browser 2. Navigate to _https://canva.com_ 3. Sign in using student's credentials 4. Use the skills learned in this unit to create a reflective document on managing emotions 5. Follow the final challenge list of items to include and topics to address 6. Work independently to reinforce skills learned in this unit 7. Save the file on Learning Management System or the student folder
Reflection	**Lesson recap, what I learned, and what I am excited about next week.** Ask the students what they liked best about this past unit. What other uses can they think of for this program?

7TH GRADE FINAL CHALLENGE STUDENT HANDOUT

Directions	You will create a one-page poster reflecting on why it is important to think and imagine all the options to make better learning choices. This is a final challenge to showcase all the skills you have learned throughout this unit. This project will be turned in before the end of the class today. Finish as much as you can.

	1. Click on Create a design
	2. Search Poster
	3. Title the project '4.4 Final Challenge (last name)'
	4. Click on Elements
	5. Type 'Computer Pattern'
	   a. Resize the Pattern
	   b. Customize the Colors (if applied)
	   c. Customize Transparency
	6. Click on Elements
	   a. Insert 5 shapes and/or 5 text boxes
	   b. Format the text alignment, style, size and color
	   c. Resize boxes as needed
	7. Add a title such as 'Technology Projects'
	8. Add a text box titled 'By:' and type student name
	9. Label each by Units
	   a. ex. Unit 1, Unit 2, Unit 3, Unit 4
	10. Label the fifth box "Skills used in Technology Class'
	11. List four skills used in technology class (one skill per unit)
	12. Students will select one project per unit
	13. Show students the Snipping tools by pressing
	14. SHIFT+START+S (windows)
	15. CTRL+SHIFT+ □II (Chromebook)
	16. ⇧+⌘+5 (Mac Book)
	17. Paste Graphic on each box
	18. Discuss with the class technology programs used
	19. Allow students to insert element graphics of the programs that were used for each unit
	20. Allow students to share their ideas. ex. Google Sheets, Google Docs, Google Slides, Canva, Code.org, Typing.com
	21. Turn the file into Learning Management System

This project will be turned in before the end of the class today.
Finish as much as you can.

No Template

Sample