Unit plan: People Power

Unit Overview

Unit Plan Title: **People Power**

Year Levels: **Years 5 – 6**

Curriculum – Framing Questions

Essential Question

Government – Do we need them?

Unit Questions
What is democracy?
How is Australia governed?
How do people have a say in how Australia is governed?
How and why are rules made? How are they changed?

Content Questions
What is Federation and why did it happen?
What are the three levels of government?
What are the roles of these levels of government?
How do people become part of the government?
What is the process for an election?
What do politicians do?
What is a bill.
How do laws come into being?
What would you like changed?

Unit Summary

Through this unit students develop the knowledge, skills and behaviours that enable them to be informed, confident and involved members of Australian society. The unit focuses on providing students with an understanding of Australia's government and gives them the opportunity to practice participation in a similar parliamentary system through the development of a fictitious island (Incolacia) and the establishment of its government. These activities allow students to demonstrate cooperation and understanding of the roles and responsibilities of leaders and the democratic process. The unit also looks at how individuals can make a difference and allows students to create their own plans for reform.

Teaching and Learning Strategies

Brainstorming and collating ideas
Discussion
Individual and Group work
Debate and speeches
Letters to a newspaper
Vox Populi to canvas opinion and record to an iPod or audio recorder
Wonderings and Discoveries board
Guest speaker and class excursion
Expert Groups
Sticker voting
Learning Journals
Rubrics and Criteria
Venn Diagrams – compare and contrast

Professional Learning

Familiarisation with the resources related to Discovering Democracy (see Resource section)
Familiarisation with software programs such as Publisher and MS PowerPoint, iMovie
For those schools integrating the unit with a visit/camp to Canberra a web search of educational sites would be useful.

Victorian Essential Learning Standards

This unit can be used to assess a range of Victorian Essential Learning Standards. The table below is an example of how this unit may be used to assess some Level 4 standards.

Strand	Domain	Dimension	Key elements of the Standards *Students will:*
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	… work cooperatively to allocate tasks and develop timelines. … accept responsibility for their role and tasks. …explain the benefits of working in a team and provide feedback on their own and the team's performance.
	Civics and citizenship	Civic knowledge and understanding	… describe the three levels of government and other features of Australia's governance.

Strand	Domain	Dimension	Key elements of the Standards *Students will:*
		Community engagement	… demonstrate cooperation and understanding of the roles andresponsibilities of leaders, and of democratic processes, when engaging in school and community activities. … research issues important to them, using different kinds of data and sources to identify evidence supporting a point of view.
	Personal Learning	Managing Personal Learning	…develop skills in goal setting and time and resource management and focus on task achievement.
Discipline-based Learning	English	Reading	…describe how texts are constructed for particular purposes, and identify how socio-cultural values, attitudes and beliefs are presented in texts.
		Speaking & Listening	… adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.
		Writing	… produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.

Strand	Domain	Dimension	Key elements of the Standards *Students will:*
	Humanities – History	Historical Knowledge and Understanding	… students demonstrate their knowledge and understanding of significant events in Australian history including the moves to self government, Federation; They describe aspects of governance… compare aspects of different countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.
		Historical reasoning and interpretation	…students question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented.
Interdisciplinary Learning	Information and Communications Technology	ICT for Communicating	… use ICT to exchange meaningful messages with collaborators and store the messages in organised folders to assist in reflection on their communication skills.
		ICT for Creating	…produce accurate and suitably formatted products to suit different purposes and audiences. … modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria

Strand	Domain	Dimension	Key elements of the Standards *Students will:*
	Thinking Processes	Reasoning, processing and inquiry	… distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.
		Creativity	… use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.
	Communications	Listening, Viewing and Responding	…students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies and evaluate their effectiveness for different audiences.
		Presenting	…students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

Procedures

Introduce the essential question "Government – Do We Need it?" Generate a discussion of reasons for government and the ways that people can become an advocate for change at a local level. List some of the avenues that people can take to change things and have a say – school councils, local councils, community organizations, sporting organizations etc. Discuss the reasons why people choose to get involved in political organizations.

Using post – it notes, ask students to list some questions they have about the government and the essential question "Government – Do We Need it?" Ensure that each student records their name with their wondering. Create a class wonderings board of these questions.

Organise a guest speaker such as a local council member, school council member or another individual with a role in a political organization such as a union. Help students prepare for the guest speaker by listing questions and information that it might be useful to find out about.

Use the strategy Think-Pair-Share to brainstorm what students know about our Australian government. Individually students are given a short period of time to write down their ideas. They pair up with another student and combine their ideas. Two pairs of students join together to form a group of four to share and refine their ideas. Each group reports back to the class and ideas are collated. These thoughts are documented, displayed, referred to and possibly amended during the unit. Use the information to define the term of democracy

Learning Journal reflection: "How effectively did you work with your partner? How can you improve your cooperative working skills next time?"

During the unit read text such as 'Parvana' by Deborah Ellis to give students an insight to what life is like for children living in other countries under different parliamentary systems. This novel, written in 2000, recounts the life of an eleven year old girl living in Afghanistan during the Taliban rule.

View the video segment titled 'The People Make a Nation' in the 'Discovering Democracy' kit to give an overview of Australia's past leading up to Federation. Follow up with discussion about why federation took place and the impact it has had on Australian life. What would it be like if Australia still functioned as separate states or colonies? Ask students to predict and consider what may happen in the future.

Activities focus on developing the understanding of the three levels of government and law making process in Australia. With the class, develop criteria of information to research and report back to the class about. This research can be built into Literacy group work with students rotating through activities such as:
Guided Reading: Using text such as 'Australian Readers' which has an accompanying Teacher Guide, 'Peeling Back Parliament' a magazine styled text written for primary students and a selection of newspaper. Discuss terminology, important issues such as freedom and equality as well as the characteristics of various text types. Students to research and discover answers to the criteria negotiated with the class about the three levels of government.

Computer Expert Groups Explore the website Kidsview in Focus, from the Parliamentary Education Office at www.peo.gov.au which has interactive activities focusing on democracy, law making, exploring Parliament House, responsibilities of government and how bills get passed into law. Go through the first interactive games on the "Representation" link as a class and discuss. Ask students to investigate the types of work a politician does every day and make a list of at least 10 different types of activites they may undertake in their job.
Put students in three groups to each investigate a different area on the website over several sessions and report back to the class as the ""experts."

Group A investigate the "law-making link and the three arms of governance in Australia. Provide students with an organiser to reflect on the powers and responsibilities for these three arms. See 3armsofgovernance.doc

Group B investigate "Passing the Bill" Ask the students to create a flowchart of what happens to pass a bill and identification of key roles in parliament. Students must explain what happens at all key stages of a bill passing through the House of Representatives. Students must explain the following terms – speaker, amendment, opposition, independent, bill, bill reading

Group C investigate the "Making a Difference" link. On a chart, list ways the character on the site tried to make a difference to an issue of concern in the three areas. (Get informed, Get active, and Make a difference.) Ask students to think creatively and consider how they could make a difference to a lack of sporting facilities for kids in the local area on the same organiser. See makingadifference

Each group has to share their learning about Australian Government from their computer investigations of the websites.

Group A - Three students to assume a role as a member of the high court, Australian Parliament and Executive Council. These students to speak about their role and powers and then ask other students in the group question them about their responsibilities.

Group B – shares their flow chart about a bill's motion through parliament, explaining the key terms for the rest of the class.

Group C – Share ideas on how to make a difference by getting informed, active and making a difference with the class.

Learning Journal Reflection – "How did you contribute to your expert group presentation about Government. What role did you play in your group? How did you assist your group to stay on track and meet deadlines? What good ideas did you suggest?"

Ask a parent or community member that has grown up in another country to talk about the government system in their country of origin. Assist students to develop appropriate questions to ask the guest speaker. Highlight the need to practise Listening with Empathy and sensitivity. As a class, create a tri-venn diagram, contrasting different styles of government. Also contrast the government in the class novel Parvana.

Collect pictures and cartoons of politicians to display and identify. Encourage students to be able to view cartoons for meaning as they often summarise important happenings in politics without complex written texts and students enjoy the amusing depictions of politicians.

Organise a daily roster for pairs of kids to report to the class about major events and decisions in politics from the previous day. Students should speak for about two minutes about some of the events and issues sourced from the media and newspapers.

For a writing focus in literacy, investigate the persuasive text genre. Identify the linguistic features and structure of the genre.

Discuss a national issue the class feels strongly about. Ask students to compose persuasive text, justifying their point of view in a formal essay. *This is to be collected and assessed.

Learning Journal Reflection:"What did you need to prepare for your Political Reporter" role. What did you do well? What skills do you feel you need to work on further?

Read letters to a newspaper about a current issue and explore differing viewpoints and the arguments behind them. Get students to complete a point of view grid which requires students to reflect on the reasons for the differing viewpoints and how the

issue affects each individual. (see below) *Collect as an assessment sample for thinking.

Name and Background of Letter writer	Key Argument/s	Reasons for Point of View

Revise the structure of a formal letter. As a class,discuss school based issues that students have concerns about such as the state of the playground, litter, need for air conditioning etc.

Students select a topical issue in the community or school to write about in a letter to the editor of the school newsletter or local paper. In preparation for this activity students are taught the format for this text type by exploring the Digital Learning Objects Release 2 *TLF0332:, Letters to the Editor: Interview 1, TLF0333: Letters to the Editor: Interview 2 and TLF0334: Letters to the Editor: Survey Residents*. These are a series of interactive activities to raise student awareness of gathering information and the features of an effective letter to the editor. There are two other Digital Learning Release 2 objects in this series that focus on the features of an editorial: *TLF0335: Letters to the Editor: Community Agrees* and *TLF0336: Letters to the Editor: Community Disagrees.*
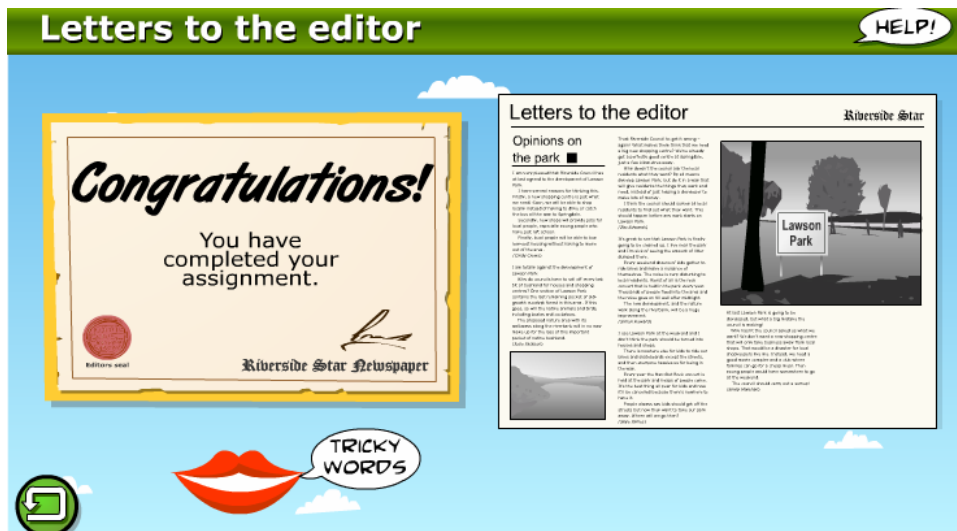

Figure 4: Digital Learning Object Release 2 TLF0333

Ask students to write letters stating and justifying their point of view.
This is evaluated using the embedded document, 'Letters to the Editor Rubric'

Share the student letters as a class and hold a sticker vote about the issues of priority. (give each child one sticker to "vote" for the issue they would like to be raised from the list of concerns.) The issue causing the most concern could possibly be raised at the student representative council or relayed to the principal.

Learning Journal Refelction - What issues about Australia or your local community are you concerned with? How could you personally make a difference to improving your local community?

Discuss "skinny" and "fat questions" and how open-ended questions provoke more thoughts and ideas from people. In pairs, get students to develop a "fat" question to survey peers about. Pairs assume the role of reporters to garner public opinion about

a contentious issue. Use iPods or tape recorders to record audio interviews or "vox pops" covering a range of views. Each pair should survey at least five people about their question.. These can later to stored on student digital portfolios or broadcast over the school PA system or radio station. (This could be an ideal opportunity for revising use of talking marks and correctly quoting a source in written form.)

Organise excursions to Local City Council and State Parliament House to assist student interest and understanding of the levels of government. Alternatively, a camp in Canberra is a fabulous learning experience for students as they can visit the Planning Authority to learn about Federation and the establishment of Canberra as the home of our federal government, Old Parliament House to view the grandeur of the original building and take part in a role play of the opening of the Senate with students dressing up in costumes from the era, New Parliament House to view the remarkable building, meet politicians and to role play the debate of a bill and the passing of a new law and the Australian Electoral Commission to learn about electorates, preferential voting and be involved in a mock election.

Assess student understanding of the levels of government by comparing them using a Venn diagram. Refer to 'People Power Venn Diagram' embedded document

- **See Appendix 1**

Once the students have a sound understanding of democracy and Australia's parliamentary system, they are presented with the scenario that the island of Incolacia has recently been discovered by a lone sailor blown off course during an around the world yacht race. Due to the proximity to Australia, the yachtsman has radioed the Australian Coastguard. The Australian Government has sent an exploration team to the island and is considering the benefits that can be gained by its annexing. The exploration team made several significant findings:
A tribe of primitive people, the Incolacians, live on the island. They live a simple life similar to the Aboriginals. They bury their dead at the foot of a large mountain in the centre of the island. No one ever climbs it because the Incolacians fear it will offend their ancestors.
A graceful animal called the polycera lives on the island. About 240 of these creatures exist but they only breed every 4 years and produce one foal. The animal has a lifespan of 20 years and of the entire population of polyceras, are male.
A mysterious chemical compound was found on the slopes of the central mountain and is believed to cure cancer.

The students are asked to consider the issues of:
Should the island be annexed by Australia? What advantages would be gained by Australia to annex the island?
Assuming this island is to be annexed by Australia, what rights should the Incolacians have?
Does the polycera face extinction? What could be done to stop this?
How would you help develop this island? Consider the impact and development will have on the indigenous population.

Using the "How do I shape up?" metacognitive prompts, ask students to reflect on the dilemma. Seat the students in a circle and get them to speak for 30 seconds using one of the four shapes as a prompt.

How do I Shape up Prompts :

This idea fits squarely with my thinking

Something is going around and around in my head.

This idea makes me feel...

Put students in four groups to decide how they would develop the island and the infrastructure they would create. Each group or political party should develop clear policies on matters such as the environment, tourism, economics and cultural preservation. Groups should create a map of the islandusing grid references, a scale and legend. (This is a good opportunity to develop numeracy concepts related to location and mapping.) To facilitate an understanding of these concepts, student use Digital Learning Release 2 objects, *Rainforest: Use a Grid Map TLF0350* and *Rainforest: Use Compass Points TLF0351*.
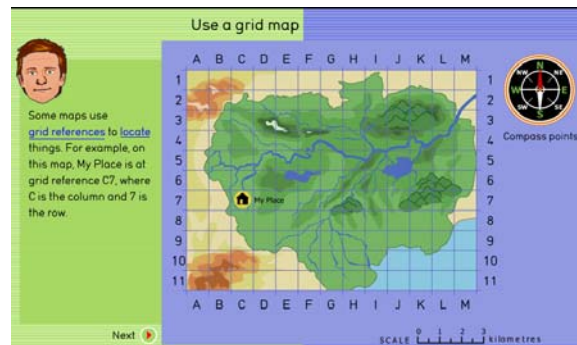
Figure 1: Digital Learning Object Release 2 TLF0350 Rainforests: Use a Grid Map

Figure 2 :Digital Learning Object Release 2 TLF0351: Rainforests: Use compass points
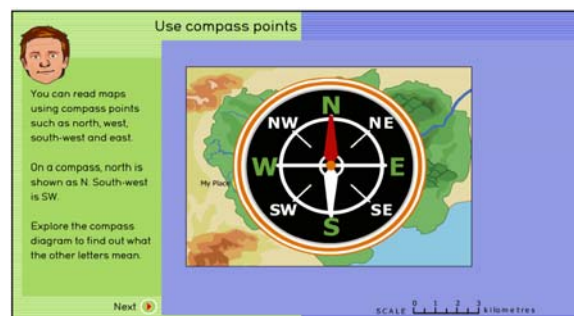
See Appendix 2: Evaluation rubric for oral presentation.

Students should in investigate the Learning objects TLD 0351 and TLF0350. While moving through the learning objects, students should create a map on grid paper as outlined on the learning object. Students should identify main geographic features using a key and list written directions to navigate a path around the island using the compass points and location language.

Each group is given several sessions to formulate their policies and prepare speeches and notes for a mock Parliamentary debate. View a formal debate on video or DVD if possible. Discuss the characteristics of an effective speaker/presenter. Make a list of the characteristics of a good speaker and as a class, develop a rubric for use for self assessing oral speaking in the mock debate.

Learning Journal reflection - What are the most important characteristics of an effective public speaker? Who do you think is a good communicator? What can you learn from this person to improve your own oral communication skills?

Invite another class or parents in to view the mock parliamentary debate on the issue of annexing Incolacia. Each parliamentary party should firstly state their position on the issue of Incolacia and outline their key policies and suggestions. Follow the parliamentary model of a bill passing through Parliament.

Hold an Election Day consience vote where all members of the all political parties undertake a conscience vote on the issue of annexing Incolacia. Video tape the debate.

Learning Journal reflection – In the Iconacia conscience vote, who did you vote for and why? What factors helped you reach this decision?

Learning Journal reflection – What did you think of your communication skills in the debate? What are you most proud of? What was the most challenging? Think back to the start of the unit and reflect on your progress thus far with speaking to an audience. How did viewing your own presentation change your perception of your public speaking skills?

Students select an issue of concern within the school about which they would like to see change. To increase public awareness the students create a short film to convince the Junior School Council, School Council or Management team of their view. Students can include interviews and opinions using the vox populi technique in their film.

The purpose of this t task is for students to raise public awareness at their school about an issue of concern. The audience for this presentation is the Junior School Council, the School Management team or School Council. The students' task is to persuade the targeted group to bring about a change at the school.

On a chart, reflect on how you have used or developed the sixteen Habits of Mind (Art Costa) though the People Power unit. Give a specific example of how you have used all sixteen habits. See http://www.habitsofmind.org/default.htm
for information on 16 Habits of Mind. This website is managed by the Victorian Innovations Commision and is a hub of Victorain educators who have been sharing resources and ideas incorporating Art Costs's sixteen Habits of Mind into quality teaching and learning practises.
See Appendix 3 : Kahootz checklist.

Approximate time needed

One school term of 10 weeks duration.

Prerequisite skills

Familiarisation with Publisher, Word, PowerPoint, film making and use of iMovie or Movie Maker. Familiarity with use of an iPod, MP3 or audio recorder

Materials and resources

Classroom materials

Access to multiple computers

Technology – Hardware

☑ (denotes requirement

Camera	☑	Printer	☑	Video Camera	☑
Computers	☑	Datashow Projector	☑	Video Conferencing	
Digital Camera	☑	Scanner		Data logging equipment	
DVD player	☑	Television	☑	Internet connection	☑
VCR	☑				

Technology – Software

☑ denotes requirement

CD-ROMs	☑	Editing Software	☑	WebPage Development			
Database/Spreadsheet		Internet Web Browser	☑	Word processing	☑		
Desktop publishing	☑	Multimedia	☑	email software			
Kahootz	☑	Animation Software					

Digital Learning Resources

TLF0350: Rainforest: Use a Grid Map
TLF0351: Rainforest: Use Compass Points
TLF0332: Letters to the Editor: Interview 1
TLF0333: Letters to the Editor: Interview 2
TLF0334: Letters to the Editor: Survey Residents
TLF0335 Letters to the Editor: Community Agrees
TLF0336: Letters to the Editor: Community Disagrees
Also Kidsview learning objects on the education site on the Australian Parliament website
http://www.peo.gov.au/kidsview/

Printed materials

'Australian Readers Discovering Democracy' (1999) Curriculum Corporation, Victoria
'Peeling Back Parliament' Parliamentary Education Office, Canberra
'Discovering Democracy' (1998) Curriculum Corporation, Victoria
'All You Ever Wanted To Know about Australian Democracy' Australian Electoral
Commission, ACT
The National Archives of Australia, The Top Job, Who's Who of Australia's Prime Ministers'
National Archives of Australia, ACT
Chapman, Garry (2005) *'Focus on Australian Topics'* Macmillan Teacher Resources, Vic
Corcoran, Rachel (2002) Barrie Publishing, Victoria
Ellis, Deborah (2000) *'Parvana'* Allen & Unwin, NSW
Henderson, Leonie (1993) *Governing a Nation'* Rigby Heinemann, Victoria
Harrold, Jenni (1997) *'Australian Politics How It Works'* RIC Publications
Kay, Gary (1999) *People Places Past and Present'* Nightingale Press, NSW
Tuck, Timothy (2001) *'Civics and Citizenship'* Blake Education, NSW

Supplies

Classroom supplies

Internet resources

Kidsview in Focus, Parliamentary Education Office www.peo.gov.au
Parliament of Australia www.aph.gov.au
Parliament at Work www.parliament.curriculum.edu.au
Welcome to Discovering Democracy www.curriculum.edu.au/democracy
Australian Electoral Office www.aec.gov.au
Australian Politics www.australianpolitics.com/democracy
Global Citizens-For Teachers www.abc.net.au/civics/globalcitizens/teachindex.html
Prime Minister www.pm.gov.au

Others

Accommodations for Differential Learning

Students with special needs

Careful grouping of students to support those with special needs
Support from Special Needs teacher
Modified tasks

English as a Second Language (ESL) students

Careful grouping of students to support those with special needs
Support from Special Needs teacher
Modified tasks

Gifted Students

Given leadership roles in the groups.
Open-ended tasks allow student to pursue interests in depth.

Student Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:
assessment of learning (summative)
assessment for learning (formative)
assessment as learning (ongoing)

The table below shows a range of assessment criteria, tool and strategies applicable to this unit.

Victorian Essential Learning Standards	Assessment criteria (examples)	Evidence
Civics and citizenship- Civic knowledge and understanding	Understand the three levels of government	Venn diagram of facts about federal, state and local government (embedded document: 'People Power Venn Diagram')
Civics and citizenship- Community engagement	Participate in decision making and voting	Teacher anecdotal records of student involvement and understanding of the mock Parliamentary debate.
Personal Learning	Ability to manage time and resources effectively.	Learning journal reflections every two weeks on team work skills – ability to cooperate, negotiate, meet deadlines, carry out their role in the group.
Interpersonal learning	Ability to work in a team, fulfil a role, cooperate and negotiate with others on a task.	Learning journal reflections every two weeks on personal work skills and habits – ability to meet deadlines, work independently, take responsible risks.
English- Reading	Read, interpret, reflect upon and discuss written, visual and print text	

Victorian Essential Learning Standards	Assessment criteria (examples)	Evidence
English- Speaking & Listening	Organise information for oral presentations use effective communication strategies suited to the audience and purpose	Students self assess their oral presentation in the mock debate based on the rubric created and negotiated as a class..
English- Writing	Use appropriate writing strategies and conventions for particular purposes	Teacher analysis of student produced letter to the editor (embedded document: 'Letter to the Editor Rubric') Teacher assessment of persuasive writing using a rubric of criteria.
Humanities - History	Ability to outline reasons, causes and consequences of the Westminster system of Government.	Comprehension task and thinking task about the reasons for Federation.
Information Communication Technologies (ICT)- for communicating	Use a range of skills to develop a multimedia product	Group film about issue concerning the school. Vox Populi recording of comments of the people about a school based issue. Sample to be included in digital pportfolio and students to reflect on their film in a PMI of things done well, needing improvement and ideas.
Thinking	Ability to reflect on personal learning and skills. Reflective thinking about issues related to the unit. Ability to draw conclusions, see anothers point of view and compare and contrast information effectively. Creative thinking	Habits of Mind organiser at end of unit. Students to reflect on an example of how they have developed their learning in each of the 16 Habits during the unit. Writing sample collected at end of unit "ways we can make a difference in our local community." Point of View grid about letters to the editor reading task. Learning Journal responses. Teacher observation of participation and contributions throughout the unit. Group creative responses to problems of Iconacia – policies and ideas presented in mock parliamentary debate.

Victorian Essential Learning Standards	Assessment criteria (examples)	Evidence
Communications	Ability to present an argument in oral presentations	Groups ability to present and persuade others to their argument in mock parliamentary debate, expert group presentations about government. Video tape the debate and ask students to reflect on their own presentation skills from viewing debate. Teacher observation of confidence, clarity of speaking, body language, volume, pitch etc in oral presentation. Learning Journal Reflections.

Key Word Search

Government, parliament, election, voting, state, local, federal, ballot, Canberra, Years 5-6, Civics and Citizenship, bill, debate, politics, house of representatives, senate,

Three Levels of Government

As you read informational texts compare the three levels of Australian Government

Local

State

Federal

Rubrics Evaluation Matrix for the Oral Presentation

Name: _____

Evaluator: _____

FEATURE	MORE EFFORT NEEDED TO BE SHOWN	GOOD EFFORT	EXCELLENT EFFORT
Length of presentation	0 to 1 minutes	1 to 3 minutes	3 to 5 minutes
Eye contact with audience	Made no or very little effort to make eye contact with the audience	Sometimes made an effort to make eye contact with the audience	Almost always made an effort to make eye contact with the audience
Use of notes	No notes or on large paper and were read straight from the page	Notes were on a small pieces of paper and relied on sometimes	Notes were small and rarely used
Information in the presentation	Not enough information was given in the presentation and it provided little interest for the audience	Information provided in the presentation was good, reasonably well planned and addressed some of the issues	Information provided in the presentation was very well prepared and addressed all the issues in an interesting manner
Use of map	No mention of map	Map was shown but not explained thoroughly	Map was thoroughly explained and complimented the presentation
Voice volume	Voice was not loud enough	Voice was sometimes loud enough	Voice was loud and clear through most or all of the presentation

Self / Peer / Teacher comments:

KAHOOTZ EXPRESSION

YOU HAVE WORKED HARD ON YOUR EXPRESSION. TICK OFF THE SKILLS YOU INCLUDED IN YOUR EXPRESSION

INSERTING AN APPROPRIATE WORLD ☐

INSERTING APPROPRIATE OBJECTS ☐

RESIZING AND POSITIONING OBJECTS ☐

GROUPING OBJECTS ☐

ADDING OBJECT ANIMATION ☐

INCLUDING KEYPOINT ANIMATION ☐

INSERTING 3D OR NOTEBOOK TEXT ☐

IMPORTING 2D IMAGES ☐

LINKING SCENES ☐

ADDING SOUNDS TO OBJECTS ☐

INCLUDING KEYPOINT ANIMATION ☐

ATTACHING OBJECTS TO THE CAMERA ☐

COMMENTS: