



Values in Democracy Education

ValiDE Material Collection

LEARNING AND TEACHING
MATERIAL 2022-2024

STOP-MOTION WORKSHOP AS PEDAGOGICAL DOUBLE-DECKER



Co-funded by the
European Union

License and Disclaimer

AUTHORS: PATRYCJA BARTOSIEWICZ-KOSIBA, MONIKA SZCZEPANIAK

“Stop-Motion Workshop as pedagogical double-decker” is part of the “ValiDE Learning and Teaching Material Collection 2022-2024” is a result of the Erasmus+ Cooperation Partnerships 2021 Project *Values in democracy education - enhancing competencies and beliefs of teacher students through a joint study program (ValiDE)*.

The creation of these resources has been (partially) funded by the ERASMUS+ grant program of the European Union under grant no. 2021-1-DE01-KA220-HED-000032247.

This ValiDE collection are results of a cooperation partnership between of the three higher education institutions (HEI) and three non-governmental organizations (NGO) from Germany, Poland, and Norway. The partners involved were University of Education Weingarten (HE) as coordinator, University of the National Education Commission of Krakow (HE) and University of Agder (HE), Centrum Edukacji ProHarmonia (NGO) from Poland, and Stiftelsen ARKIVET (NGO), and Global Ethics Foundation (NGO).

More information about the partners, you will find on their organizational websites.

- University of Education Weingarten: <https://www.ph-weingarten.de>
- University of the National Education Commission of Krakow: <https://www.uken.krakow.pl/>
- University of Agder: <https://www.uia.no/>
- Centrum Edukacji ProHarmonia: <https://proharmonia.org/>
- Stiftelsen ARKIVET: <https://arkivet.no/>

Global Ethics Foundation: <https://www.weltethos.org/>

Neither the European Commission nor the project's national funding agency DAAD are responsible for the content or liable for any losses or damage resulting of the use of these resources

“ValiDE Learning and Teaching Material Collection 2022-2024” by ValiDE is under license CC-BY SA <https://creativecommons.org/licenses/by-sa/4.0/deed.en> .



Stop-Motion Workshop as pedagogical doubledecker

Introduction

During the students exchanges of the ValiDE project students had an opportunity to learn how to make stop motion animation films and how to use the technique within the classroom. The main idea of the workshop was to give students a tool they could later use in their work with pupils, but at the same time to deepen their understanding of democratic values, as they dealt with the question what a value is and how they could present it in their films.

The stop motion videos created by the students, offer the opportunity to use the videos for the material collection for teachers of primary education to use for democracy education in schools. They represent students' work that for several reasons couldn't be integrated into their own cooperative material production. Creating stop motion animation films is a lengthy process, thus the films made by the exchange students are short due to the limited time they could spend on their work. Still, the videos offer good opportunities for learning about democratic values in school education and meet the promise to provide student-created material.

Creating stop motion animation, although takes time is a very rewarding and easy way to engage school students in different topics, also those concerning democratic values. The basic idea is to prepare a screenplay and then using different forms of art like drawing, painting, using bricks or plasticine, etc. create little scenes that are photographed, moved by very small distances and photographed again. Then a film is assembled from the photographs taken with the use of stop motion animation software such as DaVinci Resolve, Movie Maker or Stopmotion Studio. There is no need to use a very advanced equipment and such films could be made even with a smartphone camera. The important thing however, is that the background and camera must be stationary at all times.

The students' films (files titled accordingly) refer to such values and attitudes as respect, equality or diversity, which are presented in the model of Competences for Democratic Values (<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/model>; source: RFCDC, volume1 Context, concepts and model, 2018, page 38). The model provided basis for students' discussions on what a value is for them personally, what values they understand as democratic, and what differences or similarities they can see between values and attitudes or notions in other segments of the "butterfly" model.

As for the ideas of using the short films during classes, they might work well as short introductions for reflecting on values with students, or teasers for discussions. The films are short, so students might also try to think about some continuation of the presented stories, or they might invent their own versions of the presented problems. Another idea is that students write their own dialogues for the films. And finally, the stop motion animation technique can be used to create students' own films on the values.

Below an example scenario of a ProHarmonia workshop on democratic values with the use of stop motion animation is presented.

Workshop “Democracy at the service of values, values at the service of democracy”

Class description

Discussion on the values underpinning democracy.

Participants create films using stop-motion animation techniques.

Objectives

To raise awareness of the variety of values and their different meanings for each participant.

To learn about the production method of stop-motion animation films.

Procedure

Introduce participants to the topic of the meeting.

Conduct the exercise "Rejected values". Give each participant a set of 90 values (one value - one card). In the first round, the participant discards 45 that he/she considers less important. In the second round, the participant rejects 25. In the third round, the participant rejects 13. Each participant is left with 7 values. Each participant discusses the values that are left with him/her.

Lead a discussion on the importance of values in life, in actions and decisions, how following one's values reinforces the choices made. You can use the “butterfly” model of Competences for Democratic Values (RFCDC) to help students choose specific democratic values or attitudes. Discuss their choices.

Tell participants that their task today is to create an animated film on the theme "Democracy at the service of values, values at the service of democracy". Ask participants what films they know that have been made using this technique.

Talk about the stop-motion animation technique. Adapt the message to the level of the participants. If one of the participants has knowledge of the subject, let him/her do the introduction. (Explain how still images can be set in motion with still pictures. Explain that various objects can be placed on a still background, e.g. drawings, blocks, stones. These are then photographed, moved by very small distances and photographed again. The background and camera must be stationary at all times. A film is assembled from the photographs taken).

Invite participants to work.

Stage one: Creating the scenario

Participants consider what they want to communicate to the audience, what feelings they want to evoke in them, who will be the protagonist, what the story will be about.

Stage two: Preparing drawings according to the scenario

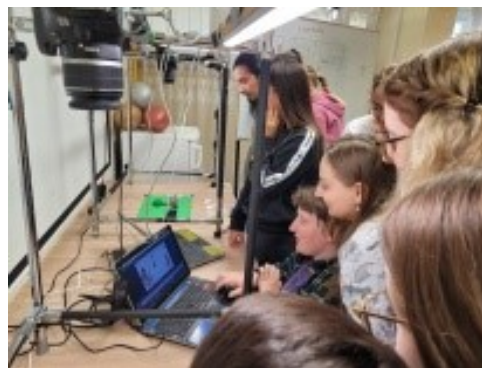
The drawings can be hand-drawn, computer-generated, or images cut from newspapers can be used.

Stage three: Preparing the photo station and taking the pictures

Tape the white sheet of paper (background) to the tabletop so that it does not move while you are working. Use lamps to illuminate the stand (diffused light). Place the camera above the background (if you don't have professional equipment, you can place the camera with a tripod on a small chair, fix it well, and then place the chair on the tabletop where you have prepared the background. If we have the possibility, let's use cameras that can be operated via an app, so that we don't touch the camera and accidentally change its settings.

Participants take photos. They share roles - one person takes the photos, someone moves one object, someone else moves another object. The other participants observe the work. After 10 photos there is a change of 'operators'. (Adults organise their own work, children sometimes need to be guided).

Example workstation:



Stage four: Editing

The photos should be assembled so that there are at least 5 of them for each second of the film. The more of them we use, the smoother the movement will be. To edit your film, you can use software such as DaVinci Resolve, Movie Maker or Stopmotion Studio.

Watch the completed productions together. Congratulate the participants on a job well done.

Summary of the workshop

Ask participants how they imagine working with animated film in lessons with children. Participants give their ideas.

Additional notes

Stop motion animation requires a lot of patience, but the results are surprising and rewarding. It is worthwhile for participants to organise a film screening and present their productions to a wider audience. Their work will certainly be appreciated.

If we do not have professional equipment, we can conduct the classes using smartphones. Then we install the phone on a box as shown below.

The most important thing is the creative approach to the subject, not the quality of the pictures.

