

MULTI-DAY WORKSHOP: STOP MOTION FILM – FROM STILLNESS TO MOTION

WORKSHOP TITLE:

FROM STILLNESS TO STORY: EXPLORING
FILM THROUGH STOP MOTION

SESSION LENGTH:

60–75 MINUTES EACH
(PLUS OPTIONAL BREAKS EVERY 30 MINUTES)

DURATION:

6 DAYS

TARGET GROUP:

ADULTS WITH INTELLECTUAL DISABILITIES

MENTOR ROLE:

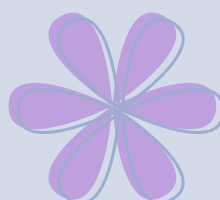
FACILITATE EXPLORATION WITH MINIMAL CORRECTION, OFFER HANDS-ON SUPPORT,
AND ADAPT TO INDIVIDUAL ABILITIES AND SENSORY NEEDS.

INTRODUCTION AND WORKSHOP RATIONALE

Stop motion animation is an ideal medium for inclusive filmmaking. It offers tactile, visual, and narrative engagement with clear, tangible steps. The process of moving still objects frame by frame reinforces understanding of film as a time-based medium and is well-suited to group collaboration and sensory-friendly environments.

The method is accessible because it:

- + Doesn't require reading or writing
- + Emphasizes repetition and pattern (which can be comforting)
- + Allows experimentation without pressure for verbal expression
- + Offers visible, immediate results



DAY 1: WHAT IS FILM? UNDERSTANDING MOVEMENT AND TIME

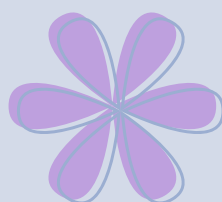
INTRODUCTION AND WORKSHOP CONTEXT:

This session introduces the basic concept of film: a series of still images shown in rapid sequence to create the illusion of movement. Many participants may never have encountered the idea that motion pictures are built frame by frame. This first workshop helps them grasp that concept physically and visually through simple, analog tools like flipbooks, thaumatropes (spinning discs), and informal demonstrations of “persistence of vision.”

By building their own basic flipbook or thaumatrope, participants gain a concrete understanding of how static drawings or images become animated when played quickly. These activities set the foundation for future sessions by introducing a playful, hands-on way of understanding time, motion, and frame-by-frame progression.

MENTOR CONSIDERATIONS AND SPACE SETUP:

- Avoid technical terminology—focus on storytelling and observation.
- Use large, visual demonstrations that can be seen from across the room.
- Ensure table spaces are clear and not cluttered with excess materials.
- Prepare simple, pre-drawn templates for flipbooks and thaumatropes.
- Use bright lighting and calming visuals; avoid overloading the space with sounds or screens.
- Some participants may need help with hand coordination—offer support with scissors, glue, and page flipping as needed.



STEP-BY-STEP GUIDE FOR MENTORS AND PARTICIPANTS

STEP 1: INTRODUCE THE CONCEPT OF FILM (10 MIN)

Gather the group and explain that movies and videos are made of many pictures shown very fast—like a picture book that moves.

Show examples:

- A short, silent stop-motion clip
- A flipbook animation
- A thaumatrope demonstration

Let participants observe how their eyes and brain make still images appear to move.

STEP 2: EXPLORE A FLIPBOOK (10 MIN)

Pass around a few simple flipbooks for participants to handle. Demonstrate flipping through pages quickly to animate a drawing.

Ask:

- “What do you see moving?”
- “How do you think that works?”

STEP 3: MAKE A THAUMATROPE (20 MIN)

Give each participant a round piece of cardstock or a printed circle template. One side has a drawing of a bird, the other a cage (or let them choose from simple pairs like sun/cloud, ball/net).

Steps:

- Color the images (pre-printed or drawn with help)
- Tape string to both sides of the disc
- Twist and spin the disc to watch the images combine into one

Support those with fine motor difficulties—pair up if needed or pre-assemble discs for those who benefit from simplified tasks.

STEP 4: GROUP OBSERVATION AND REFLECTION (15 MIN)

Ask participants to demonstrate their spinning discs and describe what they see. Encourage descriptive observations:

- “What did your bird do?”
- “Did the two sides become one?”
- “Would you like to make your own version next time?”

Support both verbal and non-verbal responses. Use visual affirmation (thumbs up, nods, pointing to pictures).

STEP 5: CLOSURE AND PREVIEW (5 MIN)

Wrap up the session by affirming what participants learned—that movement in film is made from still images.

Preview:

“Next time, we’ll begin making our own little movies—one picture at a time.”



DAY 2: TELLING STORIES WITH CUTOUTS – COLLAGE-BASED STOP MOTION

INTRODUCTION AND WORKSHOP CONTEXT:

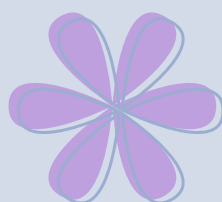
This session introduces participants to the hands-on process of creating stop motion animation using paper cutouts. Building on the concept of movement introduced in Day 1, participants now begin to animate their own scenes using characters, shapes, and backgrounds made from magazines, colored paper, or simple pre-cut figures.

The goal is not to teach formal animation technique but to give participants a playful, visual storytelling experience, using frame-by-frame movement and basic digital tools like a tablet or phone. The medium of collage is particularly suitable for participants with intellectual disabilities because it combines tactile materials, recognizable imagery, and low-pressure creativity.

Mentors act as facilitators, supporting technical steps and celebrating personal choices. Even a few frames of movement can bring joy and pride.

MENTOR CONSIDERATIONS AND SPACE SETUP:

- Set up calm, uncluttered tables with trays or envelopes containing pre-cut images, characters, shapes, and scenery options (people, animals, plants, buildings).
- Prepare phones or tablets with a simple stop motion app like Stop Motion Studio (free, intuitive, and widely used).
- Mount devices on tripods or DIY stands to prevent shaking and ease frame capture.
- Provide clear physical boundaries for each participant's "animation stage" (e.g., A4 sheet marked with tape).
- Avoid overloading choices—curate a limited, diverse selection of materials.
- Work in pairs or small groups if possible, to foster social interaction and mutual support.



STEP-BY-STEP GUIDE FOR MENTORS AND PARTICIPANTS

STEP 1: WELCOME AND RECAP (5 MIN)

Begin by recalling what they learned yesterday:

“Remember how we saw a bird move by spinning paper? Today, we’ll make pictures move on a screen—like a movie made out of cutouts!”

Briefly show a very short collage-style stop motion animation (10–15 seconds) to inspire them.

STEP 2: SELECT MATERIALS AND THEME (10 MIN)

Guide participants to choose their characters and background pieces. Offer a theme if helpful:

- “A walk in the park”
- “A flying animal”
- “A dancing shape”

Alternatively, let them simply play with arrangement.

Support decision-making but don’t rush—offer to group items into “sets” if that helps with choice.

STEP 3: SET UP THE ANIMATION STAGE (5 MIN)

Each participant (or small group) sets up their stage area with their background and characters. Tape down the paper or use a tray to contain movement.

Mount the tablet or phone above or in front using a tripod or stack of books. Open the stop motion app and test a sample shot to adjust lighting and placement.

STEP 4: FRAME-BY-FRAME ANIMATION (20 MIN)

Demonstrate first:

- Place character
- Take a photo
- Move character slightly
- Take another photo

Repeat this 8–12 times.

Let participants take turns taking photos or moving pieces. Support them in pacing and hand placement.

STEP 5: WATCH THE PLAYBACK (10 MIN)

Once the short sequence is complete, press play! Watch together and celebrate the result.

This is the magical moment—ensure everyone gets to see their movement come to life.

Encourage comments like:

- “What did your character do?”
- “How did you make it move?”
- “What do you want to animate next time?”



STEP 6: SAVE AND NAME THE CLIP (5 MIN)

Help participants save their clip with their name or a fun title. Store on the device for future editing or viewing.

CLOSURE AND PREVIEW (5 MIN)

Conclude by acknowledging the accomplishment:
“You made something still come alive!”

Ask:

- “How did it feel to make pictures move?”
- “What would you like to animate next?”

Preview that next time they will build characters with their hands using plasticine, for a new kind of animation that feels different and fun to touch.



DAY 3: BUILDING WORLDS – PLASTICINE CHARACTERS AND BACKGROUNDS

INTRODUCTION AND WORKSHOP CONTEXT:

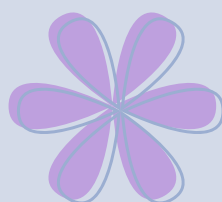
This session shifts from flat, paper-based collage to three-dimensional stop motion using plasticine or modeling clay. Participants will sculpt simple shapes, characters, or creatures and animate them through small, progressive movements captured frame by frame.

Clay animation (often called “claymation”) adds a new sensory layer to the stop motion experience. The act of molding, squeezing, and reshaping materials engages participants physically and emotionally. For many adults with intellectual disabilities, plasticine offers a grounding, stress-relieving, and intuitive form of expression, particularly for those who enjoy texture and hands-on exploration.

This day is focused on play, process, and physical creativity. The goal is not to create polished figures but to build characters that move—wiggle, wave, bounce, or fall—and come to life on screen.

MENTOR CONSIDERATIONS AND SPACE SETUP:

- Use soft, non-toxic modeling clay (like plasticine) in multiple colors.
- Set up textured mats or firm surfaces for sculpting.
- Place materials in clear trays or bowls—pre-roll some shapes for easier handling.
- Prepare tablets or phones with the Stop Motion Studio app, mounted in place (tripods or stacks of books work well).
- Ensure the camera is stable and can capture the clay scene from above or the side.
- Encourage a slow pace—some participants may spend most of the session just exploring materials, and that’s OK.
- Watch for overexertion in hand use; offer breaks or rotate tasks in pairs.



STEP-BY-STEP GUIDE FOR MENTORS AND PARTICIPANTS

STEP 1: WELCOME AND WARM-UP (5 MIN)

Start by showing a short claymation video (30–60 seconds).

Ask: “What do you think this was made of?”

Pass around some plasticine and invite participants to just touch, roll, and squish it freely.

STEP 2: CREATE A SIMPLE SHAPE OR CHARACTER (15 MIN)

Guide participants in forming basic figures:

A ball that can bounce

A snake that can wiggle

A person with bendy arms

Let them add eyes, faces, or accessories using other clay colors or small props like googly eyes or pipe cleaners (optional).

Support participants who need help shaping or sticking parts together.

STEP 3: SET THE STAGE AND CAMERA (5 MIN)

Each participant or pair sets up a small cardboard background or scene (optional).

Place their figure on the surface and position the device so the character is fully in frame.

Test a sample shot and adjust lighting as needed.

STEP 4: ANIMATE FRAME BY FRAME (20 MIN)

Explain again: “We move the character a little... then take a photo... then move again.”

Support:

Taking the photo (tap screen or press button)

Remembering small movements

Counting how many frames they’ve done

Participants can animate their figure jumping, turning, stretching, or reacting.

STEP 5: WATCH AND CELEBRATE (10 MIN)

Play the animation and watch how their handmade creation moves.

Celebrate:

“You made that figure move!”

“It bounced like it was alive!”

Encourage storytelling: “What is your character doing?”



STEP 6: SAVE AND NAME THE CLIP (5 MIN)

Help them title their clip and save it. Note if it will be used in future edits.

CLOSURE AND PREVIEW (5 MIN)

Ask:

“How did it feel to build your own animation with your hands?”

“What was fun or surprising?”

Preview that tomorrow they’ll explore how sound brings pictures to life—claps, voices, rustles, or simple music—by adding sound to their own animations.



DAY 4: IMAGE MEETS SOUND – LAYERING AUDIO AND ANIMATION

INTRODUCTION AND WORKSHOP CONTEXT:

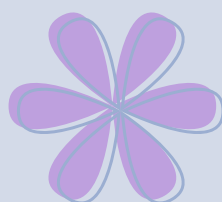
Today's session introduces participants to the idea that film isn't just what we see—it's also what we hear. Whether it's a clap, a footstep, laughter, or music, sound can completely change the feeling of an animation.

Participants will revisit the short animations they made and explore ways to add simple sounds, voice expressions, or background music to bring their stories to life. This day is about playful, sensory engagement and should feel like a creative jam session—no pressure, no right or wrong.

Because sound can be abstract and personal, this session should remain light and collaborative. Allow participants to make sounds together, offer ideas for what their animation “might sound like,” or contribute just by reacting, humming, or clapping along.

MENTOR CONSIDERATIONS AND SPACE SETUP:

- Use phones or tablets with built-in microphones and a basic animation app that allows audio input (Stop Motion Studio has this feature).
- Prepare a quiet space for recording, with minimal background noise.
- Lay out simple sound-making tools: paper to crinkle, bells, rubber bands, wooden spoons, water in cups, etc.
- Respect all forms of expression: vocalizations, sound gestures, rhythmic tapping—all are valid.
- Encourage participation but never force someone to make a sound if they're uncomfortable.
- Consider pairing participants to record sound together (one animates, one claps or narrates).



STEP-BY-STEP GUIDE FOR MENTORS AND PARTICIPANTS

STEP 1: WATCH AND REMEMBER (10 MIN)

Begin by playing some of the short animations made in previous sessions.

Ask:

- “What do you think this would sound like?”
- “If your character could speak or move—what noise would it make?”

Let participants guess or make a sound with their hands, mouth, or an object.

STEP 2: EXPLORE SOUND-MAKING MATERIALS (10 MIN)

Set up a table or area with accessible objects that make sound.

Encourage the group to:

Crinkle paper

Tap cups

Slide objects

Try humming or clapping

Let this be fun and exploratory. You don’t need to record yet—just experiment.

STEP 3: PAIR SOUNDS WITH CLIPS (20 MIN)

Let participants choose their clip and decide how they’d like to add sound.

Options:

- Record a short sentence or word (“Jump!”, “Oops!”)
- Add a sound effect (bounce, clap, rustle)
- Layer soft music or rhythm
-

Mentors can assist with:

- Pressing record
- Holding devices close to the sound
- Playback and re-recording if needed

Important: It’s okay if the sound doesn’t “match” the movement perfectly. The goal is emotional and sensory connection, not precision.

STEP 4: LISTEN AND REFLECT TOGETHER (10 MIN)

Play back the animations with sound. Celebrate how it changes the mood or energy.

Ask:

“How did it feel with sound?”

“What did your animation say or feel like?”

Let others clap or respond with smiles, laughter, or gestures.

STEP 5: SAVE AND NAME CLIPS (5 MIN)

Save the updated animations with names or titles chosen by participants. Note which clips they want to include in the final film.

CLOSURE AND PREVIEW (5 MIN)

Thank participants for their sounds, energy, and play. Reflect together:

“What kind of sounds do you like?”

“Did anything surprise you about what we made?”

Preview:

“Next time, we’ll put everything together—your characters, your pictures, your sounds—into a short film we’ll share with everyone!”



DAY 5: EDITING, REVIEWING, AND NAMING THE FILM

INTRODUCTION AND WORKSHOP CONTEXT:

Today's session is about gathering all the short animations, watching them together, and helping participants decide how they want their work to be presented. This could be a group film, a series of small individual pieces, or a mix of both.

Editing will be done primarily by mentors or facilitators with participant input, allowing the group to choose which animations, titles, sounds, or sequences they like best. Participants can help decide things like:

- "Should this one go first or last?"
- "What should we call this?"
- "Do we want music or silence here?"

This is a day for gentle decision-making, reflection, and pride. It's less about technical tools and more about honoring voices, celebrating the process, and recognizing each person's creative footprint.

MENTOR CONSIDERATIONS AND SPACE SETUP:

- Use a projector, laptop, or tablet with speaker to view and hear the animations together.
- Keep devices with editing apps accessible (e.g., Stop Motion Studio, iMovie, Kinemaster, or any simple video joiner).
- If digital editing is not possible in the moment, simulate sequencing by watching clips in different orders and noting preferences for later.
- Provide printed titles or icon cards to represent each clip and help organize the film collaboratively.
- Respect participants who may prefer to observe—participation can be non-verbal or symbolic (pointing, placing cards, clapping, etc.).
- Work in small teams or pairs if helpful for decision-making and pacing.



STEP-BY-STEP GUIDE FOR MENTORS AND PARTICIPANTS

STEP 1: WATCH ALL THE CLIPS TOGETHER (10–15 MIN)

Begin by playing each participant's clip from the past sessions. Let them revisit and re-experience what they've made.

Ask:

- "What do you remember about making this?"
- "Which part do you like best?"

Create space for spontaneous comments, reactions, and applause.

STEP 2: DECIDE WHAT GOES INTO THE FINAL FILM (10–15 MIN)

Lay out printed icons or screenshots representing each clip.

Work collaboratively to answer:

- "Which ones do we want to include?"
- "Do we want a group film or individual ones?"
- "Should we add a title at the start?"

Mark selections with stickers, post-its, or markers so it's visually clear. Mentors take notes of decisions to apply digitally.

STEP 3: HELP NAME THE FILM OR EACH CLIP (10–15 MIN)

Ask each participant if they want to give their animation a name.

If someone doesn't want to name it, let the group suggest a few ideas. You can also use symbolic titles like:

- "Jumping Snake"
- "Blue Story"
- "The Funny One"

Write names on the board or digitally insert title cards as you go.

STEP 4: PREVIEW THE COMBINED FILM (OPTIONAL 10 MIN)

If you're able to edit live (even just basic sequencing), show the rough cut to the group.

Play it in full and invite reactions:

- "What did you notice?"
- "Does this feel finished?"
- "Anything else we should add?"

Participants can vote or gesture to agree.

STEP 5: SAVE AND PREPARE FOR SCREENING (5 MIN)

Finalize (or plan to finalize) the compilation. Save clips, name the project, and export or prepare for the Day 6 screening.

Let participants help decorate title cards, design a “poster” for their film, or choose music for the screening day if they like.



DAY 6: SCREENING AND CELEBRATION – SHARING OUR STORIES

INTRODUCTION AND WORKSHOP CONTEXT:

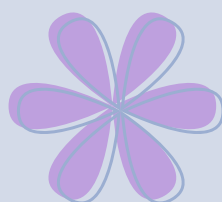
This final session is designed to be a celebration of the group’s creativity, presence, and shared journey. After five days of building movement, sound, characters, and stories, participants now come together to experience the joy of seeing their work on screen—and seeing others appreciate it too.

The screening event should be relaxed, festive, and flexible, tailored to your group’s energy and needs. This isn’t a formal “premiere”—it’s a time to reflect, honor each participant’s contribution, and share pride in what’s been created together. Responses can be verbal, visual, or sensory. Simply showing up and witnessing is part of the celebration.

If possible, invite a few guests: family members, other group members, or staff. But most importantly, let the environment be safe, supportive, and celebratory.

MENTOR CONSIDERATIONS AND SPACE SETUP:

- Arrange chairs in a circle or theatre-style based on group preference.
- Use a projector or large screen if possible. If not, a tablet or computer is fine.
- Prepare light refreshments (popcorn, juice, cookies) to create a “movie time” feel.
- Print simple certificates or cards to acknowledge each participant’s involvement.
- Display printed frames or photos from the workshop days—cyanotypes, stills, character drawings.
- Use gentle lighting and calming music to set the tone.



STEP-BY-STEP GUIDE FOR MENTORS AND PARTICIPANTS

STEP 1: WELCOME AND SET THE ATMOSPHERE (10 MIN)

Greet everyone warmly. Play soft music as people arrive.

Remind them:

- “Today, we celebrate your art. This is your moment.”
- “You created this story together—from light and movement to sound and shape.”

Explain that everyone can watch, comment, or just enjoy quietly—there’s no pressure.

STEP 2: SCREEN THE FILM (15–20 MIN)

Play the final film, which may be a group compilation or individual clips with names.

Encourage reactions:

- Clapping, smiling, cheering
- Pointing at favorite parts
- Gentle narration or group responses

Pause between clips if needed to allow processing time.

STEP 3: GROUP REFLECTION (10–15 MIN)

After the screening, invite the group to reflect. Keep prompts open and accessible:

- “What was your favorite part?”
- “How did it feel to see your work on the screen?”
- “Is there a sound, moment, or picture you’ll remember?”

Accept all forms of sharing: words, gestures, drawings, movement. Give time and space.

STEP 4: CERTIFICATES OR ACKNOWLEDGMENTS (10 MIN)

Distribute simple participation certificates or creative awards:

- “Best Bounce”
- “Most Curious Character”
- “Sound Explorer”

Let participants come up individually (if they want) or deliver in small groups.



STEP 5: OPTIONAL GALLERY WALK OR POSTER WALL (5–10 MIN)

If you've prepared printed materials (photos, character sketches, title cards), let the group walk around and revisit moments from the week.

This helps those who prefer tactile or visual memories process and celebrate their journey.

CLOSURE AND GOODBYE (5 MIN)

Thank each participant directly, using their name. Offer hugs, high-fives, nods—whatever form of recognition feels appropriate.

Say:

- “You made a movie.”
- “You told your story.”
- “You made something only you could make.”

Invite anyone who wants to return for future creative workshops. Leave space for hugs, lingering, and one-on-one moments.



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