



## Activity plans for animation

Digimarket - Digital  
marketplace Methods,  
ideas,  
good practices for digital education



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*Animáció és kreatív tanfolyamok*



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## **Digimarket**

### **- animation lesson plans**

For junior school  
pupils: 1, 2, 5, 8, 9,  
11, 13, 15

For upper secondary: 3,  
6, 10, 11, 12, 13, 14, 15

For secondary school  
pupils: 4, 7, 12, 14



# For global communication

## animation story v.1

Recommended age: primary school, first, second grade

### My first animation

- introduction to the concept of animation, with children as characters.
  - 15 minutes + 5 minutes per group
  - Groups of 2-3 people
1. **Preliminary exercise:** ask the children to bring their favourite stuffed animal, dinosaur, doll, etc.
  2. Form the groups - you can use any known group formation method.
  3. Ask the children to introduce their characters to each other like puppets!
  4. Ask the children to act out a puppet play the meeting of their toys in 1-2 minutes. Don't use sounds, just play with movement!
  5. Place the mobile phone on the stand and start the Stop Motion Studio program. Adjust the picture so that the children are clearly visible!
  6. In the program, set the timer, i.e. the timelapse option, to 1 second.
  7. Invite the first group to act out the scene and record it, then record their scene with each group.
  8. Let's look back at the scenes and discuss the causes and effects of the discontinuous movement.
  9. Let's praise the children!
  10. Send the videos to the parents (if you have permission).

# Formal communication

## animation series 2

Recommended ages: third and fourth grade

### My first co-drive 2

- introduction to the concept of animation, with children as animators.
  - 30 minutes + 10 minutes per group
  - Groups of 2-3 people
1. **Preliminary exercise:** ask the children to bring their favourite stuffed animal, dinosaur, doll, etc.
  2. Let's introduce the stop motion animation technique!
  3. Form the groups - you can use any known group formation method.
  4. Ask the children to introduce their characters to each other like puppets.
  5. Ask the children to act out the meeting of their toys in a puppet-like way for 1-2 minutes.  
Experiment to see how the figures can stand on their own without being pushed. (If they bring such a figure, that can't stand on its own two feet, e.g. Barbie, then either sit the figure down or prop it up against a wall or background.)
  6. Let's introduce the basics of the Stop Motion Studio programme! (New document, exposure, onion skin)
  7. With the mobile phone on the stand, launch Stop Motion Studio. Adjust the cropping so that the figures are clearly visible and have room to move.  
Ask the first group to make their film!  
One student should be the cameraman and one or two students should move the characters.
  8. Let's film the scenes with each group!
  9. Make scene dividers: each group member writes their name on a large A/4 sheet of paper:
    - Show them that they can draw fat, "full-bodied letters!"
    - Outline the names with a black marker, then colour them in with a coloured marker!
  10. Use Stop Motion Studio to take a photo of the tiles and place them in front of the corresponding animation.
  11. For the finished video, let's choose the music together with the children and then edit it under the video!
  12. Send the finished video to parents or share it on a video sharing site!

# For global communication story 3

Recommended age range: fifth to eighth grade

## My first co-drive 3

- introduction to the concept of animation for children, are involved as character designers and animators.
  - 2×45 minutes
  - Groups of 2-3 people
1. Let's get some objects suitable to be figures into the room! For example, a glass, mug, lamp, vase, pencil holder, hairspray, etc.
  2. Let's introduce the stop motion animation technique! Recommended films:  
Ottó Foky: They stole my vitamin, Dániel Huszár: Comedy Central commercial
  3. Let's form the groups! - We can use any known group formation method.
  4. Ask the children to each choose a character!
  5. Ask the children to make faces and possibly hands for the objects. (Materials needed: paper, felt-tip pen, (plasticine) glue, wire.) Give the figure a name!
  6. Ask the children to plan how to move the objects!  
If necessary, they can support it from below if they want to tilt it, or they can swap mouths.
  7. Let's introduce the basics of the Stop Motion Studio programme! (New document, resolution, exposure, timelapse function onion skin.)  
the relationship between the size of the movement and the speed of movement!
  8. Have your students make their films!  
One student should be the cameraman and one or two students should move the characters.
  9. Make scene dividers: members of each group write the names of the characters on a large A/4 sheet of paper:
    - Show them that they can draw fat, "full-bodied letters!"
    - Outline the names with a black marker, then colour them in with a coloured marker.
    - Let's cut out the names!
  10. Use the Stop Motion Studio program to take a photo of the names, so that the names are floating in the middle of the picture! Then place them in front of the corresponding animation!
  11. For the finished video, make a dialogue recording with the children!
  12. Send the finished video to parents or share it on a video sharing site!

# Global communication

Recommended age: secondary school

## My first co-implementation 4

- introduction to the concept of animation, students, as storyboard artists and animators.
  - 2×45 minutes
  - Groups of 2-3 people
1. Ask students to bring two or three objects that are specific to them!  
(*preliminary exercise*)
  2. Let's introduce the stop motion animation technique!  
Recommended films: Foky Ottó: Baby film, Foky Ottó: La Desodora
  3. Let's discuss what a script is, what a storyboard is.
  4. Form the groups - you can use any known group formation method!
  5. Ask students to recall a shared and good memory. One where the members of the group were all there!
  6. Ask the students to create a photo script of this shared memory so that each one can be transformed into an object of their own!
  7. Ask the children to plan how to move the objects!  
If necessary, support it from below if you want to tilt it, or support it with wire if it jumps, for example.
  8. Let's introduce the basics of the Stop Motion Studio programme!  
(New document, resolution, white balance, shutter speed, ISO, exposure, timelapse, onion skin.) Talk about frame density and the relationship between the size of the movement and the speed of movement, acceleration and deceleration.
  9. Have your students make their films!  
One student should be the cameraman and one or two students should move the characters.
  10. Let's make a headline and a credits list! Use a variety of typography of your own creation, e.g. names printed in one piece, moved around - headline enlarged, lettered or drawn in one piece (cut up, backwards).
    - Show them that they can draw fat, "full-bodied letters!"
    - outline the names with a black marker, then colour them in with a coloured marker.
    - cut out the names!
  11. If the scene requires it, either record the dialogue or have the students choose the music for the film (you can also make your own music).
  12. Share the finished videos on a video sharing site! - Discuss whether you want to make it public or only viewable within the group or class.



# Fog l a l c o m m u n i c a t i o n s t e r v 5

Recommended ages: third and fourth grade

## Let's animate stories!

- Making a complete multi-actor film - illustrating a short story or fable.
- 6×45 minutes
- Groups of 3-4 people

### First hour

1. Demonstrate the basics of the paper cut-out technique, the technique to be used: a "set" cut out of coloured paper on a plain paper background, preceded by the movement of coloured figures drawn with markers.
2. Form the groups - you can use any known group formation method. -5 min
3. Let's listen to the tales and the stories! - 5 minutes
4. Each group chooses a story - 5 minutes
5. Start drawing the characters. - 15 minutes  
(A normal human figure, about the size of a palm.)
6. Collect the work so that you can easily continue in the next lesson.

### Second hour

1. Let's review what we discussed about technique. - 10 minutes
2. Children continue drawing and cutting out the figures - 30 minutes.
3. Collect the work so that you can easily continue in the next lesson.

### Third hour

1. Let's review what we discussed about technique. - 5 minutes
2. Children should finish drawing figures, cutting them out if necessary.  
Make the backgrounds! - 35 minutes.
3. Collect the work so that you can easily continue in the next lesson.

### Fourth hour

1. Let's talk about typography!  
- Show them how to draw fat, "full-bodied letters" - 5 minutes
2. Make a drawn headline and a credits list! - 25 minutes.  
- outline the headlines with a black marker, then colour them in with colour!
3. Children repeat the texts and check that they have done everything -  
10 minutes
4. Collect the work so that you can easily continue in the next lesson.



# Fogrowlation of the folly that erev-5

Recommended ages: third and fourth grade

## Let's animate cartoon characters!

- Making a complete multi-actor film - illustrating a short story or fable.
- 5×45 minutes
- Groups of 3-4 people

### **Fifth - sixth hour**

1. Let's set up the recording location (*Before the start of the lesson.*)
2. Let's introduce the basics of the Stop Motion Studio programme! (New document, exposure, onion skin) - 10 min
3. Measure how long a passage of text will take, and discuss how many frames of each scene should be shot. (assume 5 or 6 fps) - 5 minutes
4. Record the scenes as a group. One child should expose, one should count the frames and one or two children should move. Start with the headline in about 15 frames and end with the credits, also in about 15 frames - 10-15 minutes per team.
5. Under the finished film, a child reads the story or the storybook. (If necessary, some frames can be duplicated, 5-10 minutes per team.
6. Send the finished video to parents or share it on a video sharing site!

# Formal communication story v.6

Recommended age range: fifth to eighth grade

## Let's animate history!

- Making a complete multi-actor film - illustrating a historical event
- 3×90 minutes
- Groups of 3-4 people

### First time

1. Demonstrate the basics of the paper cut-out technique, the technique to be used: a "set" cut out from drawings on a plain paper background, preceded by the movement of coloured figures drawn with markers.
2. Form the groups. -5 min
3. Let's discuss what a script is, what a storyboard is - 10 minutes
4. List several recently learned events as possible topics - 5 minutes
5. Each group should choose a topic, discuss the events and prepare a script. - 30 minutes
6. Each group presents a script. Discuss any changes that need to be made! - 30 minutes

### Second time

1. Let's review what we discussed about technique. - 10 minutes
2. Have students create backgrounds and characters and have students write a narrative to explain the pictures - 75 minutes.
3. Collect the work so that you can easily continue in the next lesson.

### Third time

1. Let's set up the recording location (*Before the start of the lesson.*)
2. Let's talk about typography! - Let's show some copywriting ideas! - 10 minutes
3. Make a drawn headline and a credits list! - 20 minutes.  
- outline the headlines with a black marker, then colour them in with colour!
4. Let's review the basics of the Stop Motion Studio programme! - 5 minutes
5. Record the scenes as a group. One student should expose, the other students should move. Change roles from time to time!  
Start with the headline, about 15 frames, and end with the credits, also about 15 frames.
6. Have the students record the narration, maybe add music to the film - 15 minutes
7. Let's take a look at the finished works together! Discuss how well the story makes sense. - 20 minutes
8. Send the finished video to parents or share it on a video sharing site!

# For global communication

Recommended age: secondary school

## Let's animate science!

- Making a complete multi-actor film - illustrating science knowledge
- 3×90 minutes
- Groups of 3-4 people

### First time

1. Introduce the basics of the paper cut-out technique, the technique to be used: plain paper background, with drawn cut-out elements if the subject requires.  
Before that, coloured figures drawn with markers, tools - 10 minutes
2. Form the groups. -5 min
3. Let's discuss what a script is, what a storyboard is - 10 minutes
4. List several recently learned phenomena as possible topics - 5 minutes
5. Each group chooses a topic, discusses the processes and prepares a scenario. - 30 minutes
6. Each group presents a script. Discuss any changes that need to be made! - 30 minutes

### Second time

1. Let's review what we discussed about technique. - 10 minutes
2. Have students create backgrounds and characters and have students write a narrative to explain the pictures - 75 minutes.
3. Collect the work so that you can easily continue in the next lesson.

### Third time

1. Let's set up the recording location (*Before the start of the lesson.*)
2. Let's talk about typography! - Let's show some copywriting ideas! - 10 minutes
3. Make a drawn headline and a credits list! - 20 minutes.  
- outline the headlines with a black marker, then colour them in with colour!
4. Let's review the basics of the Stop Motion Studio programme! - 5 minutes
5. Record the scenes as a group. One student should expose, the other students should move. Change roles from time to time! Aim for a frame rate of 12 fps.  
Start with the headline in about 40 frames, and end with the credits, also in about 40 frames.
6. Have the students record the narration, maybe add music to the film - 15 minutes
7. Let's take a look at the finished works together! Discuss how understandable the phenomenon is. - 20 minutes
8. Share the finished video on a video sharing site!

# Global communication story 8

Recommended age: primary school, first and second grade

## Fruiting and emerging fruits

- Learn about stop motion and film tricks.
  - 25 minutes + 10 minutes per group
  - Groups of 2-3 people
1. **Preliminary exercise:** form groups!  
Each group draws a type of food from a bag. E.g. vegetables, fruit, biscuits, pastries...  
Each member of the group should bring one of the chosen type.
  1. **Preliminary exercise:** set up the recording location at the start of the lesson.
  2. Let's discuss the essence of the stop motion technique and the effect of the frame sequence. - 10 minutes
  3. Let's introduce the basics of the Stop Motion Studio programme! (New document, exposure, onion skin) - 5 minutes
  4. Teams should record their short films!  
For example, the fruit team - apples, pears, 5-6 plums  
Apples: take a photo of the apple, the child takes a bite, the onion peel is used to put it back in its original place, take another photo, take another bite, take another photo... until it is gone.  
With pears, for example, it's the same, but you always cut one off, and with plums you always take one away, or you can take one away, put one back, take one away, put one back. The exposure can always be done by another child.  
For the apple and pear film, reverse the frame order so that it does not run out, but develops.  
You can also vary the teams, for example, they can start eating at the same time, or with a slight delay, but sometimes they eat at the same time.  
- 10 minutes per team.
  5. Let's watch the films together, discuss the phenomena and tricks we have seen - 10 minutes

# Global communication story 9

Recommended age: primary school, third and fourth grade

## Decorative animation from crops

- Create decorative, symmetrical animations.
- 25 minutes + 10 minutes per team
- Groups of 2-3 people

### 1. Preliminary exercise:

Gather crops, nuts, hazelnuts, chestnuts, walnuts, almonds, etc. Or work with larger decorative crops that can be bought!

1. **Preliminary exercise:** set up the recording location at the beginning of the lesson.
2. We talk about symmetry and decorativeness. Let's show pictorial examples. - 5 minutes
3. Let's discuss the essence of stop motion - 5 minutes
4. Let's introduce the basics of the Stop Motion Studio programme!  
(New document, exposure, onion skin, maybe resolution, frame density.) Let's talk about the relationship between the size of the movement and the tempo. - 5 minutes
5. Ask the children to make a neatly arranged, axially mirrored shape out of the fruits.  
Discuss the task: between every two exposures, have the children move the crops in small steps so that the image always remains symmetrical.
6. Teams should record their short films! - 10 minutes per team
7. Watch the films together, discuss the emotional impact of symmetrical movement - 10 min

# Fogal communication

## Lesson v. 10

Recommended age range: primary school from fifth to eighth grade

### Decorative animation from crops

- Create decorative, symmetrical and asymmetrical animations.
- 30 minutes + 10 minutes per team
- Groups of 2-3 people

#### 1. Preliminary exercise:

Collect small objects! E.g. large beads, nuts, coins, fruit, pebbles, etc.

1. **Preliminary exercise:** set up the recording location at the beginning of the lesson.
2. We talk about decorativeness, symmetry and asymmetry. Let's show pictorial examples. - 5 minutes
3. Let's discuss the essence of stop motion - 5 minutes
4. Let's introduce the basics of the Stop Motion Studio programme!  
(New document, exposure, onion skin, maybe resolution, frame density.) Let's talk about the relationship between the size of the movement and the tempo. - 10 minutes
5. Discuss which team will make a symmetrical film and which an asymmetrical film.
6. Ask the children to put the small objects into a neatly arranged shape with an axial mirror, or a random but harmonious and balanced arrangement. Discuss the task: between each two exposures, have the children move the crops in small increments so that the symmetrical image always remains symmetrical and the asymmetrical remains asymmetrical - 5 min.
7. Teams should record their short films! - 10 minutes per team
8. Watch the films together, discuss the emotional impact of symmetrical movement - 10 min

# Formal communication

## Lesson v. 11

Recommended age range: primary school, third to sixth grade

### Gyormorpholysis

- Morphing of animal figures
  - 55 minutes + 10 minutes per team
  - individual work and group work with 4-6 people
1. **Preliminary exercise:** set up the recording location at the beginning of the lesson.
  2. Let's talk about the plasticine!  
For example, Ferenc Cakó: Automania or Ferenc Cakó: Sebj Tóbiás - 10 minutes
  3. Make animal figures out of clay or plasticine! - Individual work If necessary, teach clay or clay making techniques! Take photos of the figures to preserve them - 20 minutes
  4. Let's discuss the essence of stop motion - 5 minutes
  5. Let's introduce the basics of the Stop Motion Studio programme!  
(New document, exposure, onion skin, maybe resolution, frame density.) Let's talk about the role of frame order. - 10 minutes
  6. Let's make a team film! Let the children work independently in groups! Put the figures next to each other.  
Then expose, then have each child work a little on their figure, then expose, then have them work a little on their figures...  
Repeat this until each figure is a dumpling.  
Then move the dumplings closer together while taking multiple exposures.  
Knead the dumplings into a large one in several steps.  
Reverse the frame order of the completed films! - 10 minutes per team
  7. Let's watch the films together, discuss the formal play of morphing and the role of the film trick.



# Fogal communicationster v

## - 12

Recommended age range: seventh to tenth grade

### The Unexpected Guest -

Creating a complete multi-actor film - environment made of objects, plasticine

### Gyurmaanimáció

- Groups of 2-3 people

First time

1. **Preliminary task:** collect objects that can be used as environments or furniture in a plasticine film. Put them in a bag!
2. Let's introduce the basics of the resin animation technique, the technique to be used. Let's watch a film about resin.  
Ferenc Cakó: Automania or Özdamar Özgurcan's short films - 20 min
3. Let's talk about the potential of uranium animation - 10 minutes
4. Let's talk about the environment around us, our homes, furniture, etc. Let the students tell us what they have in their room or what they could have in it if they could furnish it with whatever they like.  
It's important to keep the room livable, but you can also add special things (e.g. a bed and a space telescope) - 15 minutes
5. Form the groups - 5 minutes
6. Each member of the group draws from the objects in the bag.  
Use the objects you have pulled out to make a room. You can add other objects, or you can use drawn, mock-up elements, cardboard and coloured sheets to create a floor and two adjacent wall surfaces!  
Let's make additional objects! (e.g. books, home cinema...) - 35 min
7. Let's pack up so that we can get back to work later! - 5 minutes

#### Second time

8. Let's go over who put what in the room and why. - 10 minutes
9. Ask the students to think about who might live in this room! - 5 minutes
10. Ask the students to make a plasticine flat!  
Ask the students to make another figure out of plasticine, who will be visiting. If necessary, give an example of how to make plasticine figures. - 20 min
11. Ask the students if they can think of any funny stories about their family where an unexpected guest's feelings turned into a complication. If so, listen to them. (We should also come up with two or three such stories, in case the students don't have any of their own! - 10 minutes
12. Groups of students guess what adventure or conflict their two characters get into because of an unexpected sighting! - 10min
13. Ask the students to make a picture book to accompany the story. Talk about the storyboard briefly - 10 minutes

# Foglal communicationster v

## - 1 2

Recommended age range: seventh to tenth grade

### **The Unexpected Guest -**

- Creating a complete multi-actor film - environment made of objects, plasticine  
3-4 minutes
- Groups of 2-3 people

14. Have students create their own storyboard and, if necessary, additional objects - 20 minutes

15. Let's pack up so that we can get back to work later! - 5 minutes

#### **Third time**

16. Get ready to work and set up the scene - 15 minutes

17. Students take photos of the films (teams not taking photos can work on the preparation or start post-production) - 30 minutes

18. Let's talk about the typographic possibilities with clay - 5 minutes

19. Let's make a root animation headline! - 20 minutes

20. Add your own sound effects, maybe music, to the video - 10 minutes

21. Let's watch the films together! - 10 minutes

22. Send the finished video to parents or share it on a video sharing site!

# Followal communication story -13

Recommended age range: fourth to sixth grade

## Let's make an animated film!

- Making a complete multi-actor film - with your own story.
- 3×45 minutes
- Groups of 3-4 people

### First hour

1. Demonstrate the basics of the paper cut-out technique, the technique to be used: a "set" cut out of coloured paper on a plain paper background, preceded by the movement of coloured figures drawn with markers.
2. Form the groups - you can use any known group formation method. -5 min
3. Have the children draw a word from three or four hats! - 5 minutes Hats: animals, places, objects (possibly means of transport, food, etc.)
4. Each group should make a story out of the words they have been given! Set rules, e.g. no blood, find a contextual link between words. - 20 minutes
5. Start drawing the characters. - 15 minutes  
(A normal human figure, about the size of a palm.)
6. Collect the work so that you can easily continue in the next lesson.

### Second hour

1. Let's review what we discussed about technique. - 10 minutes
2. Children continue and finish drawing and cutting out the figures - 30 minutes.
3. Collect the work so that you can easily continue in the next lesson.

### Third hour

4. Let's review the basics of the Stop Motion Studio programme! - 5 minutes
5. Record the scenes as a group. One student should expose, the other students should move. Change roles from time to time!  
Start with the headline, about 15 frames, and end with the credits, also about 15 frames.
6. Add music and credits to your film, using the options in Stop Motion Studio!
7. Let's watch the films together and laugh a lot!
8. Send the finished video to parents or share it on a video sharing site!

# For global communication story -14

Recommended age range: seventh to tenth grade

## Let's make an animated film!

- Making a complete multi-actor film - with your own story.
- 3×45 minutes
- Groups of 3-4 people

### First time

1. Demonstrate the basics of the paper cut-out technique, the technique to be used: a "set" cut out from drawings on a plain paper background, preceded by the movement of coloured figures drawn with markers.
2. Form the groups - 5 minutes
3. Let's discuss what a script is, what a storyboard is - 10 minutes
4. Have the children draw a word from three or four hats! - 5 minutes Hats: animals, places, objects (possibly means of transport, food, etc.)
5. Each group should make a story out of the words given.  
Set rules, e.g. no blood, find a contextual link between words. - 10 minutes
6. Prepare the picture script! - 15 minutes
7. Each group presents a script. Discuss any changes that need to be made! - 30 minutes

### Second time

1. Let's review what we discussed about technique. - 10 minutes
2. Have students prepare backgrounds and characters. - 35 minutes.
3. Collect the work so that you can easily continue in the next lesson.

### Third time

4. Let's review the basics of the Stop Motion Studio programme! - 5 minutes
5. Record the scenes as a group! One student should expose, the other students should move. Change roles from time to time! - 15 minutes
6. Create your own sound effects for your films! - 15 minutes
7. Let's watch the films together and laugh a lot! - 10 minutes
8. Send the finished video to parents or share it on a video sharing site!

# For global communication story - 15

Recommended age range: primary school from third to seventh grade

## Impossible movements

- Moving a large group of children in the school hall or yard
  - 30 minutes
  - 2-3 staff and 10-30 students to be moved
1. Let's talk about the pixilation technique, look at examples of it, and then choose who will be the crew and who will be the people to move. You can have several crews. - 10 minutes
  2. Let's go out of the room into the lobby or the courtyard, put the camera on a tripod! - 5 minutes
  3. The staff should arrange the students in rows or circles. Expose and then ask the team to take one step forward and stand up straight. Have the team repeat this process with their partners. - 10 minutes
  4. Let's take the train! Have the crew sit the students in a row on chairs or stand and hold the shoulder in front of them. Have the first person pretend to steer. The crew should expose, then ask their partners to move forward by one step or half a chair, then expose.
  5. The staff should place the students relatively close together and give a piece of clothing (e.g. T-shirt, vest, jacket, hat) to the first student. Have one student stand and point to the object in a few phased gestures, then between each exposure, take off the piece of cloth the student is wearing and have the one in front of them pick it up. Once the student has worn the garment through the group, the student standing outside can recall the garment. - 10 minutes
  6. Let's go back to the room and watch the films!
  7. Send the videos to the parents (if you have permission).

(Note: similar moves can still be invented and substituted. If you can shoot from above, you can also capture interesting, spectacular movements.)