

## Cutting back on rights: A short film about children's rights



### Lesson Plan

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<b>Title of Lesson:</b> Cutting back on rights: A short film about children's rights	<b>Subject area:</b> citizenship, draw and crafts, history.
<b>Grade Level(s):</b> 12+ ages	<b>Duration:</b> 25 minutes each.

#### Learning objectives:

At the end of the activity, students are expected to:

- **Synthesise and understand** the core concepts of the Convention on the Rights of the Child through visual language.
- **Apply animation principles** (frame-by-frame movement and persistence of vision) to create an audiovisual narrative.
- **Develop manual dexterity** using the cut-out technique and digital capture tools.
- **Collaborate effectively** within a production team by taking on specific roles (Director, Art Lead, Photographer).

#### Teaching Approaches / Techniques:

**Project-Based Learning (PBL):** Creation of a final audiovisual product.

**Media Literacy:** Understanding the construction of the illusion of motion.

**Visual Thinking:** Using visual metaphors to represent abstract concepts.

#### Materials / Resources / Technology use:

- ✓ **App:** Stop Motion Studio (Free version).
- ✓ **Hardware:** Tablet or Smartphone and a DIY tripod (or stable mount).
- ✓ **Stationery:** Coloured cardstock, magazines, scissors, glue sticks, and "Blu-tack".
- ✓ **Lighting:** Desk lamps or consistent classroom lighting.
- ✓ **Videos:** Stop Motion Video Example: ["Así veo mis derechos"](#) (This is how I see my rights) of secondary high school Fernando Quiñones.

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✓ Posts: [UN Convention on the Rights of the Child \(UNICEF\)](#).

### Activity Description:

This activity introduces students aged **12 and over** to the concept of children's and adolescents' rights through an audiovisual project.

**Introduction:** Explanation of the **cut-out technique** (showing animation examples such as *Así veo mis derechos.mp4*) and a review of Children's Rights. The class is divided into groups of three, and one specific right is assigned to each team.

**Step 1: Scripting and Storyboarding:** Teams design a 10–15 second story following this structure:

- **Beginning:** A character faces an unfair situation.
- **Middle:** A turning point, action, or a call for help.
- **End:** The right is upheld, and a title card appears.
- *Pro-tip:* Use metaphors (e.g., a ladder made of books for education).

### Step 2: Art Workshop - Characters and Backgrounds

- **Characters:** Cutting out paper figures. They can be simple shapes or jointed (limbs attached with Blu-tack on the back to allow movement).
- **Backgrounds:** Flat cardstock taped to the table to ensure they remain stationary.

### Step 3: Production / Filming

- Set the app to **6 FPS**.
- Position the camera in a **bird's-eye view** (top-down).
- **The Golden Rule:** Move the paper 1 cm -> Remove hands -> Take a photo. Repeat until you have 60–80 photos.

### Step 4: Audio and Editing

- Record a voiceover stating the right.
- Add sound effects (footsteps, soft background music, paper crumpling).
- Export the video as an **MP4** file.

**Closing: "The One-Minute Festival":** Screening of the short films followed by a debate on the visual impact of each right.

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### STUDENT HELP GUIDE

#### Visual Metaphors:

- **Education:** A character climbing a ladder of books to reach a goal.
- **Protection:** A colourful umbrella shielding a character from a storm of grey paper.
- **Identity:** Jigsaw pieces coming together to form the character's name.

#### Technical Tips: The Animator's "Commandments"

- **Keep the Camera Still!** If you touch the phone while shooting, the video will jump. Use the app's timer (clock icon) if the phone shakes easily.
- **Hands Off:** Make sure to remove your hands before pressing the red button. If your hand is in the frame, the illusion is broken!
- **Ant Movements:** Move the paper only 1 or 2 centimetres at a time. If you move the character too much, it will look like it is teleporting.
- **Watch the Shadows:** Check if your body is blocking the ceiling light when you lean over the table. Try to stay in the same position for every shot.

#### Paper Special Effects:

- **Smoke:** Moving cotton wool.
- **Rain:** Tiny bits of blue paper falling down.
- **Explosion of Joy:** Coloured confetti appearing suddenly.

#### Assessment:

- Final Product (50%): Image stability, smoothness of motion, and clarity of the message (Is the right understood?).
- Process (30%): Teamwork, care of materials, and classroom time management.
- Self-Assessment (20%): Each student writes a short reflection on the most challenging part of the animation process and why.

#### References:

- [UN Convention on the Rights of the Child \(UNICEF\).](#)
- [Stop Motion Studio Animation Manual for Education.](#)
- [Cut-out Animation Technique: History and Fundamentals.](#)
- [Paper Cut-out Animation](#)
- **Stop Motion Video Example:** ["Así veo mis derechos"](#) (This is how I see my rights) – IES Fernando Quiñones.