Elementary Education Goat Video: "I Goat This!"

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Bachelor of Science

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The purpose of this project was to create an interactive educational video to expand the agricultural knowledge of children in third through fifth grade. The video features goats in effort to improve the next generation's enthusiasm about agriculture. Consumer agricultural literacy has declined due to most people living at a distance from the farm. Specific objectives were to include interesting information about the terminology used and the tendencies of goats.

The process involved researching this information, contacting the actor, professors, and goat herder, filming the goats multiple times for different animal tendencies, and editing the final video. The video turned out slightly different than planned. Animals are living beings who do not act on command which causes difficulties, but their tendencies also create new ideas which helped enhance the video.

These educational videos could continue with the multitude of agricultural subject matter to add to the educational aspect. Different types of videos could also be created to reach a wider audience with the same general objective of progressing agricultural literacy.

Introduction and Need for the Study

Agricultural literacy is decreasing unimaginably due to the continuously growing gap between the livelihood of people and the farm. Agriculture is immensely important because it allows people to survive by providing food, fiber, fuel, forest, and fauna. Agricultural literacy needs to increase to progress and advance the industry into the future. The best way to complete this task is to teach and heighten the interest of agriculture in the younger generation. An educational video is an exciting and enjoyable media to use to teach the children. It is an efficient way to bring the farm into the classroom and reaches a larger audience. If the younger generation gains interest, there is hope that they will pursue future careers in the industry and educate other people in society. The hope is to allow the agricultural industry to continue and grow.

Theoretical Framework and Literature Review

A vast majority of the population is no longer working in the agricultural industry. Of the nearly 19,000,000 people in the labor force in California, a little over 16,000,000 are all working in non-farm jobs (Western, 2015). This means agricultural literacy is lacking and has been since the 1980s (Russell, 1993). If people knew more about the food and fiber system, they would be able to connect more to human health and nutrition, environmental health, as well as understand economic and social aspects better (Council, 1988). One way to help enhance agricultural literacy is to focus on the youth of society. Since it is not very feasible to bring students out to the farm on a daily occasion, an alternative in person education would be to incorporate agriculture in daily instruction. This gives the students a real-world example or even hands on experience (Council, 1988).

The technique of using videos in the classroom is helpful for different types of learning because both sides of the brain are triggered. The left side focuses on plot and dialogue, while the right side focuses more on images and sound effects (Berk, 2009, p.3). Watching videos creates interest and focus, allows for a better connection and understanding, helps with imagination and creativity, and decreases anxiety and tension all while making learning enjoyable (Berk, 2009). The music in the videos pulls at emotions creating reactions, while the visuals help communicate and allow students to reach a deeper understanding of the material (Berk, 2009).

iMovie is a software program used to edit and finalize video footage. It can accomplish a variety of tasks that help with the appeal of the video such as audio, font, clipping the video, and creating interesting transitions (Pogue, 2014).

Project Purpose

The purpose of this project was to create an educational and interactive video about goats for children in third through fifth grade to help generate more interest and knowledge about agriculture in the minds of the younger generation. Objectives were focused on developing a character to make the video educational and interactive. Elementary school teachers were contacted to gain insight on appropriate information for that age group. A goat herder was contacted to gather information as well as to use her goats for filming. A character was developed to help make the video enjoyable for the children. Information included was interesting and informative.

Methodology

1. Plan the content and style of the video. Think about who will be involved in the production, what should be incorporated, when and where to film, as well as what equipment will be needed.

2. Research proper information about goats to incorporate into the video. Research and learn more about videography and the history of educational videos. Understand how children learn to shape the video correctly.

3. Contact elementary school professors to learn the best way to introduce the information to the children. Contact the professor who is in charge of the goats on campus to gain more knowledge to incorporate as well as to schedule times to film the goats. Contact other professors to get local goat herders' contact information.

4. Contact the local goat herder for more useful information as well as scheduling times to film and interview.

5. Contact someone, a friend or aspiring actor, to be the actor in the film. The author used a friend as her actor. The actor was a trusted individual who understood what the author wanted for the film.

6. Storyboard the film to help create the video from beginning to end. This will help in visualizing how the film will turn out.

7. Create a script, bulleted or word for word, to hand to the actor so the information is presented correctly and the actor can portray the character correctly.

8. Rent equipment from the campus media center.

9. Go out to the goats and gather huge amounts of film. Follow the goats around and film animal tendencies as well as gain new ideas of what to put in the film.

10. Edit the film by putting the video clips in the correct order, creating transitions, adding audio and music, and overall making the video flow correctly.

Results/Findings:

The difficulty behind the project was not having as much experience with videography in the first place. It might have been a good idea to hire a video editor to help create the vision and perform the necessary editing needed for that vision. Another difficulty was working with animals. It takes time to wait for goats to go up to the water bucket to drink some water. Goats cannot just be forced to drink water when they do not want to. Allowing goats to be animals and not forcing them to participate in normal animal tendencies when wanted, added time and patience to the video. This also meant that the video did not turn out exactly as planned because some animal tendencies could not be caught on camera. However, other tendencies that were not thought of or planned beforehand were able to make it into the video.

As a result of this project visit the following URL for the completed video: https://m.youtube.com/watch?v=BzsNBQBHDzU.

Discussion and Conclusion

Ideas for benefiting the project even more in the future include talking with producers or people involved in the children's television show industry. This way the author could have asked more questions about the best way to approach the storyboarding, filming, and editing processes. Even without talking to those people, the objectives were met and the focus of the video remained. The costs involved were minimal due to the equipment being rented, and the goats were local so the only costs involved were for fuel. This project could progress into the future by creating other types of agricultural videos, either about livestock or crops, to expand the children's knowledge. Other videos could also be produced to reach a wider variety of audiences.

Citations

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