Film a farm

1

1

A fun and engaging digital education project

Contents

Introduction

With the ongoing development of increasingly cheaper and more accessible forms of technology, the ability to use film as a medium for education is increasing. With the advent of tablet computers and smart phones, it is no longer necessary to own a conventional video camera in order to delve into the fun and educational world of filmmaking.
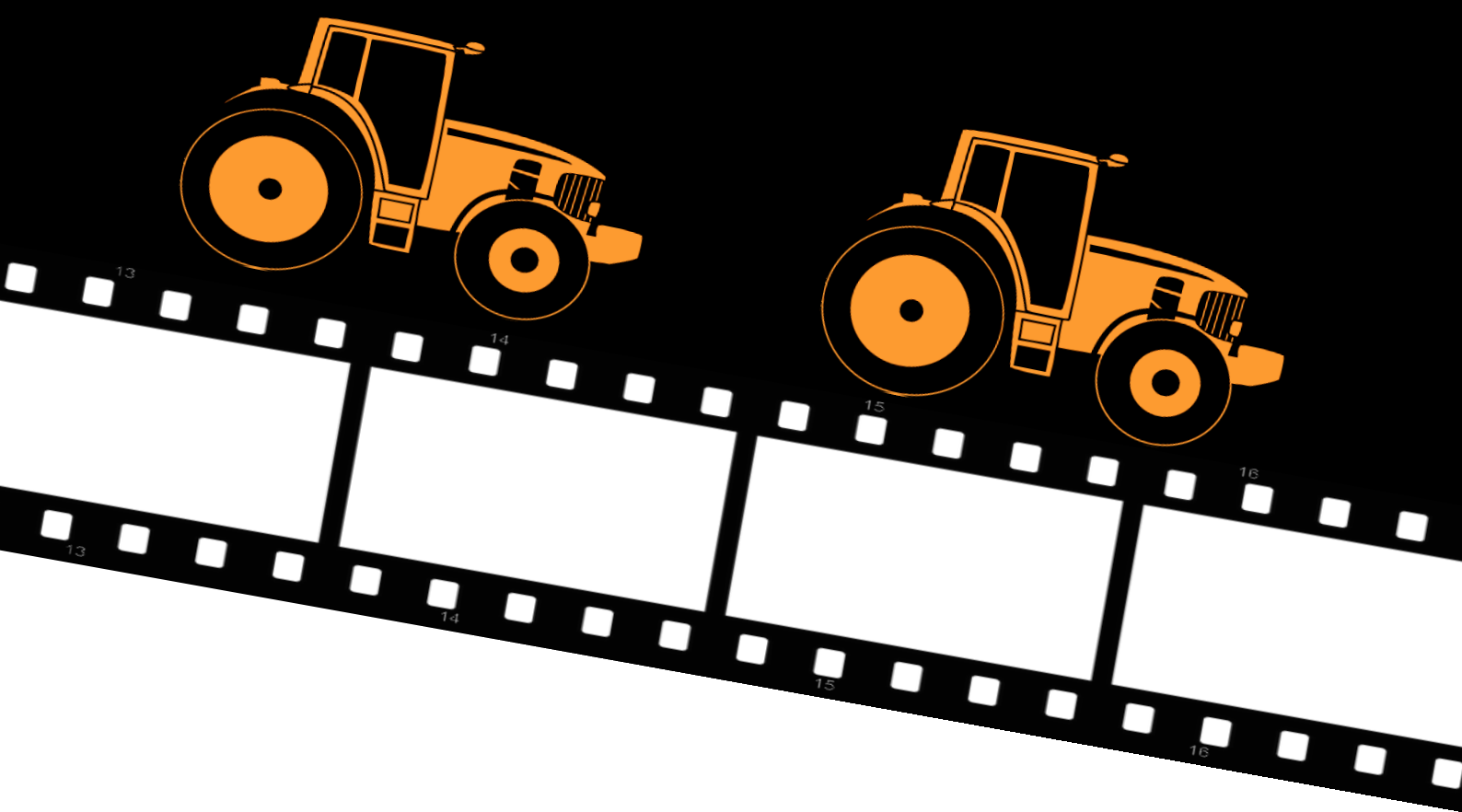
This project has been designed by the Digital Food Education project. It tasks children with creating a film of their visit to a farm. Not only will it help children to investigate food and farming in a new way, it also familiarises them with new technologies, links to the wider curriculum and helps to develop softer skills such as team working and communication.

Format of the handbook

The handbook includes all of the information that you and the children will need to enter into the fun world of filmmaking and has been designed around three 'takes'. Each take includes a number of activities for the children.

Take 1: Think about ideas for the film and how it will link to food and farming.

Take 2: Plan the film by starting to put together a structure for its creation.

Take 3: Create the film by shooting your footage and editing the final cut.

The timescale for each take is entirely up to you and you can work through them at whatever pace works best for your group. For each of the three takes, you will find the following sections:

1. Notes for teachers to support you in running each of the educational activities.

2. Resources that accompany each of the educational activities.

Take **1**

Think
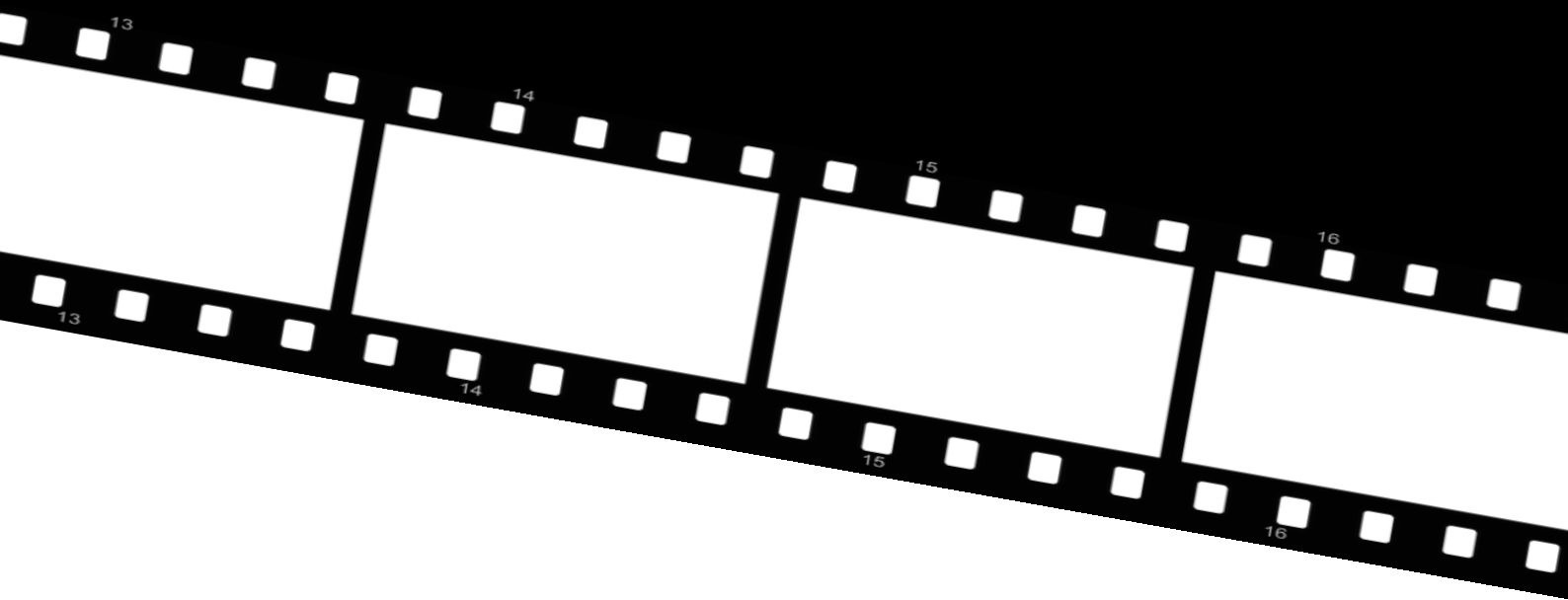
1.1: Research

The first step of the project is to get the children thinking about food and farming as the basis of their film project. The children will investigate some key terminology linked to farming. They might also research the farm that you plan to be visiting.

1.1: Research

Aim:

- To introduce ideas around food and farming to the children

Suggested success criteria:

- To be able to explain some of the key terminology related to farming

Resources:

Resource 1.1.A: Farm research

What to do:

Introduce the project to the children by explaining that they have been given the task of creating a film of their farm visit and that the film they produce will be shown in a school assembly once is has been completed. The purpose of the film will be to explain to the rest of the school what and how food is grown / what and how animals are cared for on the farm.

- Explain that all professional filmmakers will research their topic thoroughly before making their film.
- Task the children with researching the farm that they will be visiting and the particular types of things that they farm there. If it is a livestock farm, task the children with investigating the types of animals that are farmed there. If it is arable, vegetable or fruit, the children can look at what is grown there.
- There are many ways in which the children can present the findings of their research. You might ask them to produce a poster, or to write their findings in a journal. The method that you choose is up to you and can be chosen according to any specific curriculum links that you wish to make – posters for art etc. There are a few questions and keywords in resource 1.1.A that can be used as a basis for the research. Feel free to remove any questions or words that are not appropriate to your link farm.
- Research might be done online if the farm has a website, or you might wish to use books on farming if you have access to any.
- A good approach is to introduce the concept of 'seasonality' to the children. They can then base their research around the different seasons on the farm and the jobs that are associated with each season.
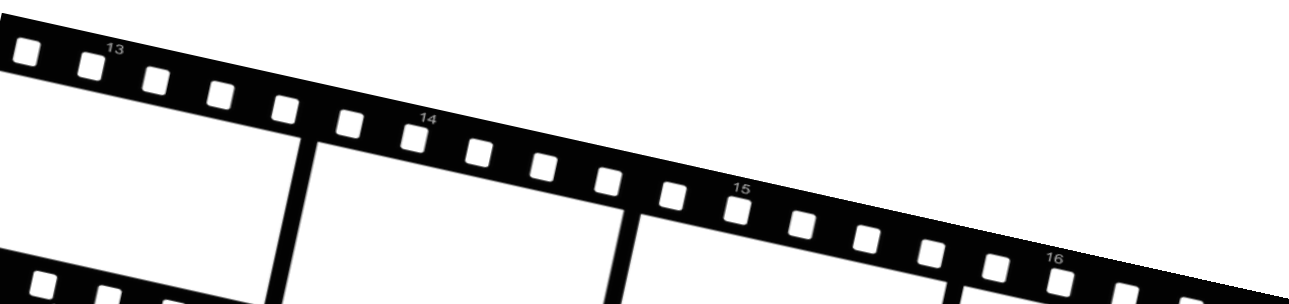
1.1: Research

Resource 1.1: Farm research

What do the following words mean?

Seasonality: ....

....

Arable: ....

....

Grain: ....

....

Livestock: ....

....

Poultry: ....

Cattle: ....

What is the name of the farm you are visiting and what do they farm?

Spring jobs	Summer jobs
Autumn jobs	Winter jobs

Take **1**

Think
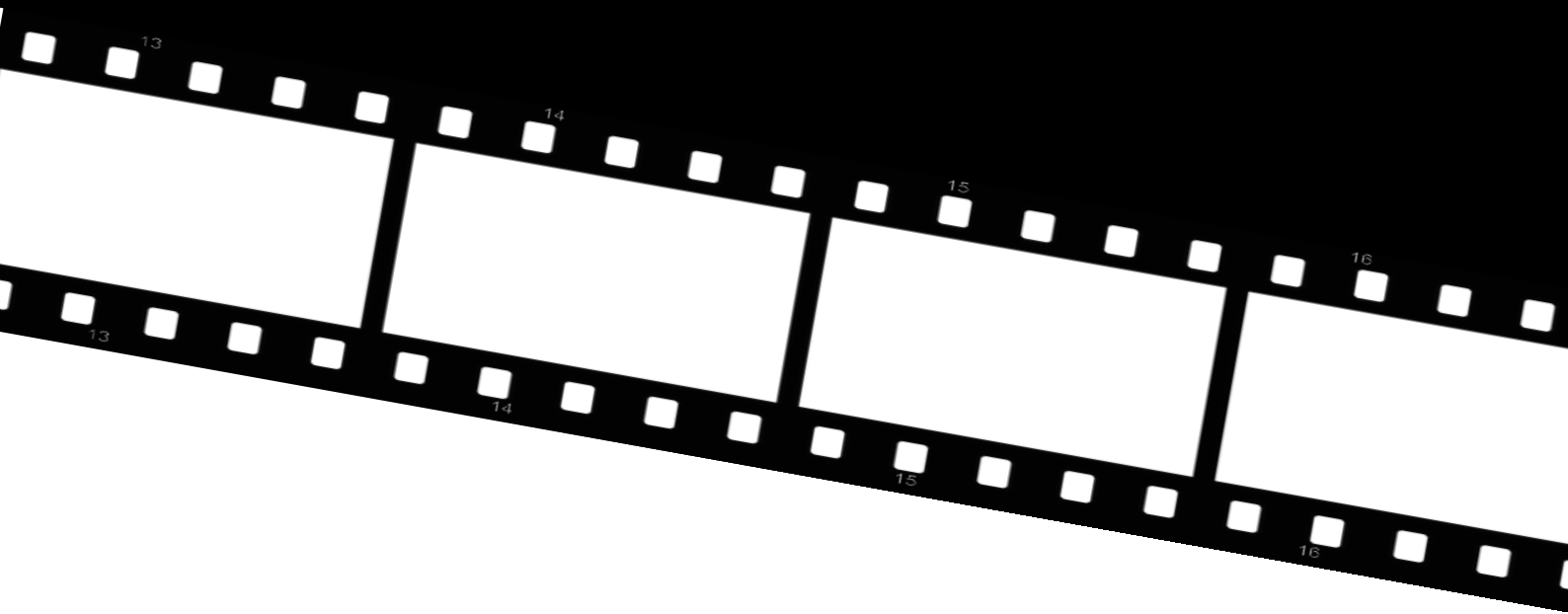
1.2 – Analysing a film

The purpose of this stage is to introduce the concept of film making to the children and to give them the opportunity to analyse an existing film in order to discuss how they felt about its composition

1.2: Analysing a film

Aim:

- To introduce the concept of film making to the children

Suggested success criteria:

- To be able to describe the way in which a film is composed

Resources:

Resource 1.2.A: Farm film
Resource 1.2.B: Film handout

What to do:

Introduce the project to the children by explaining that they have been given the task of creating a film of their farm visit and that the film they produce will be shown in a school assembly once is has been completed.

- Ask the question *"what is the purpose of a film?"* and write the answers on the board. By doing this, you can explain that the purpose of a film is to tell a story / to convey information in an engaging fashion.
- Explain that you will now be showing them a short film about farming and you would like them to think about how the film has been made. Indicate that you would specifically like them to think about the 1,2,3,4,5 of film making
  - o 1: Place
  - o 2: Sounds
  - o 3: Messages
  - o 4: People
  - o 5: Shots
- Split the children into small working groups of about 5. These could be the groups that you use throughout the project. Provide the children with the accompanying worksheet 1.2.B: Film handout and read through the questions.
- Show resource 1.2.A: Farm film
- Go through the worksheet with the children. The children can complete their worksheet as you talk about it with them.

1.2: Analysing a film

Resource 1.2.A: Farm film

https://youtu.be/wi4gDqacGMM

1.2: Analysing a film

1.2.B: Film handout

1: Place	Where is the film based?
2: Sounds	What sounds did you hear?
	How would the story change if you took any of the sounds away?
3: Messages	What was the film about?
4: People	How many people are there in the film?
	Who is telling the story in the film?
5: Shots	What types of camera shots did you see?
	What are the different camera shots used for?

Take **1**

Think
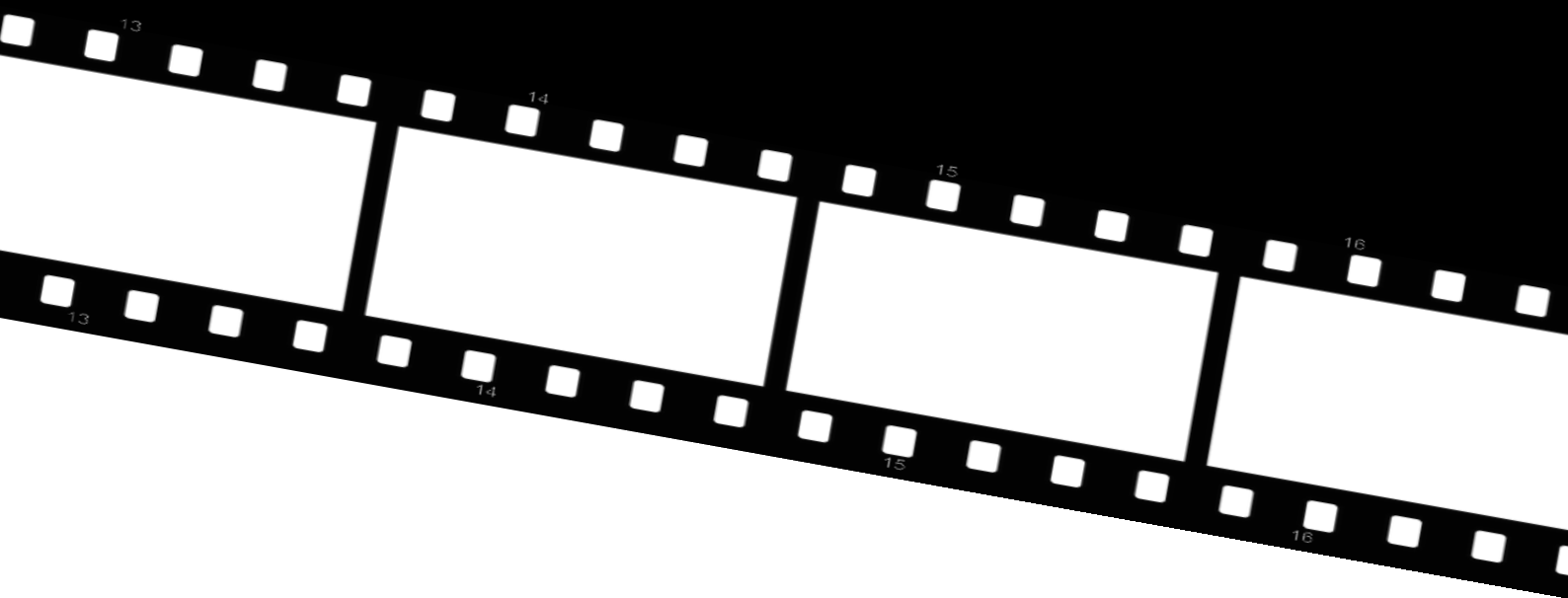
1.3: Ideas for your film

The next part is for the children to work collaboratively and discuss any ideas that they have for creating their own film. The children will work in small groups and use a mind mapping approach to develop their ideas.

1.3: Ideas for your film

Aim:

- To discuss ideas for creating a film

Suggested success criteria:

- To be able to list some ideas for creating a film about food and farming.

Resources:

Resource 1.2.B: Film handout (completed)
Resource 1.3.A: Mind map (drawn on board)
Resource 1.3.B: Get creative

**What to do:**

Introduce this session by explaining that the children will be starting to think about some ideas for their film. Review the worksheet from activity 1.2 and briefly talk about the main findings.

- Split the children into the same working groups as the last session.
- Spend 5 minutes discussing the farm that you will be visiting. Do they grow crops, do they keep animals or are they mixed? If they keep animals, what type of animals do they keep? The type of farm will determine the focus of the films that the children choose to create.
- Draw the attached mind map on the board and distribute the 'Ideas for your film' worksheet to the children.
- Allocate a specified amount of time and task the children with coming up with ideas for their film by completing the 'Ideas for your film' worksheet
- Ask each group to share their ideas with the rest of the class and add notes to the mind map as they do so.
- Discuss the ideas that the class came up with and highlight those ideas which are the most realistic / attainable.

1.3: Ideas for your film

Resource 1.3.A: Mind map

1. Place

2. Sounds

3. Messages

4. People

5. Shots

Our farm film
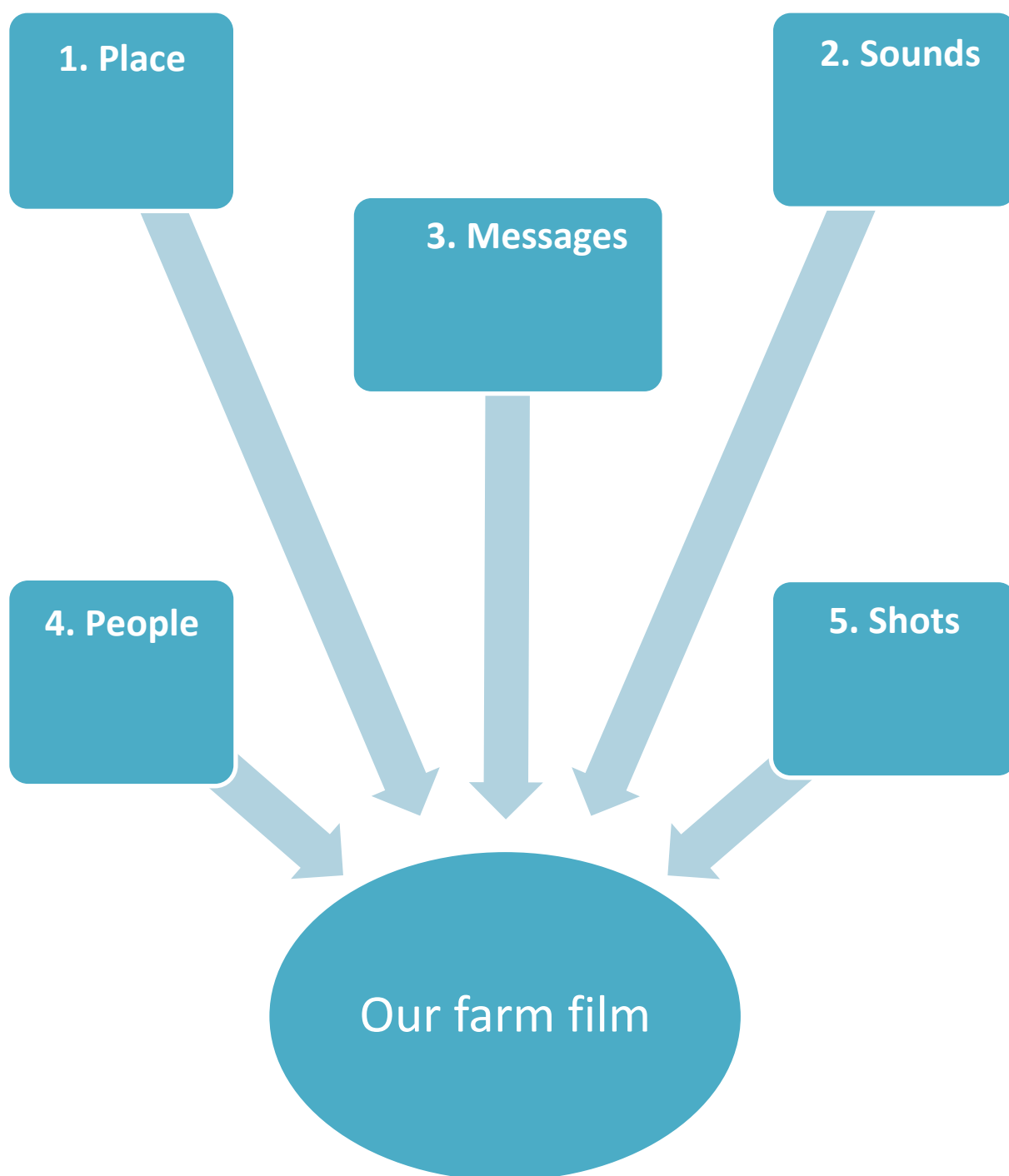
1.3: Ideas for your film

|	
Resource 1.3.B: Get Creative	
In one sentence, describe what your film could be about:	
1. Place	Where on the farm could the film be set?
2.Sounds	Could there be any sound effects or music?
	What other sounds might be heard?
3. Messages	What questions could you ask?
	Will somebody tell the story in your film (this is called a narrative film) or will you ask somebody questions (this is called an interview)?
4. People	Who could be in your film?
	Will it be just children or could you include people from the farm or teachers?
5. Shots	What types of things on the farm might you want to film?
	What could you record your film with?

Take 2

Plan
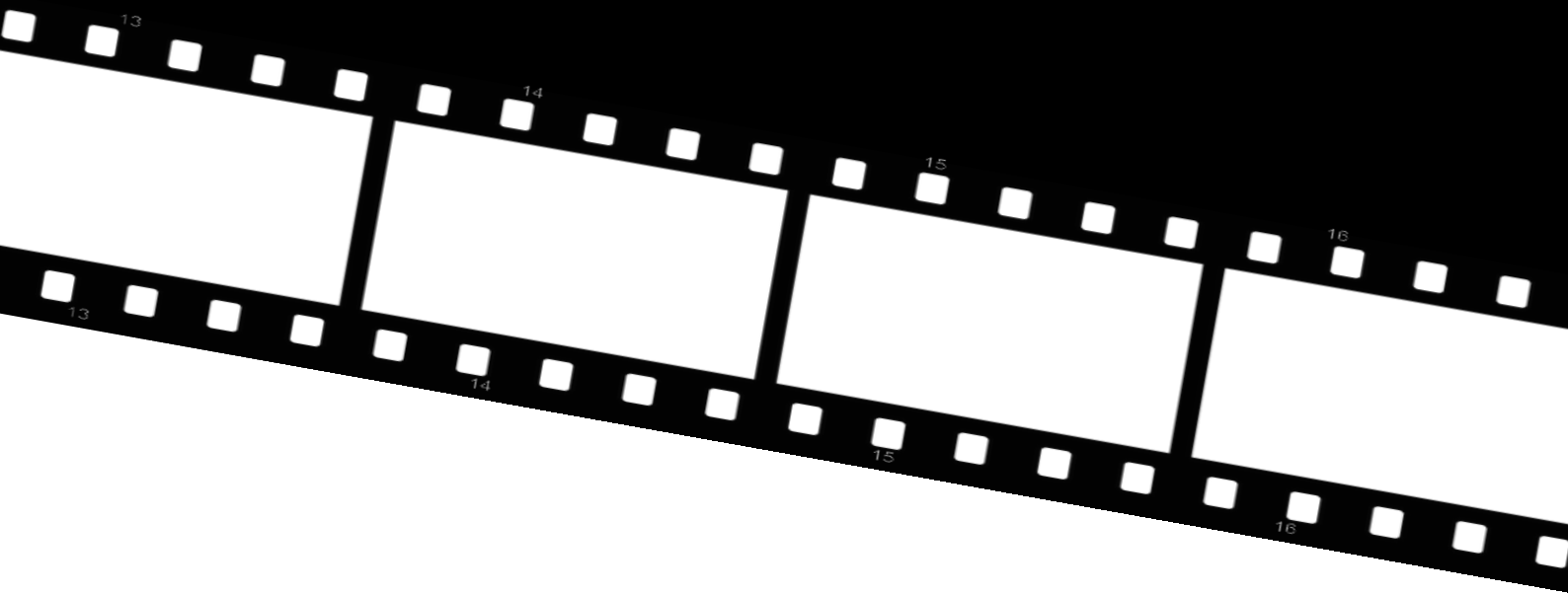
2.1: Your film plan

This is the stage when the children draw all of their ideas together and start putting together their film plan. You will introduce the concept of the 1, 2, 3, 4, 5 plan as a way of structuring the films.

2.1: Your film plan

Aim:

- To start to plan your farm films

Suggested success criteria:

- To be able to describe how the film will be structured.

Resources:

Resource 1.3.A: Mind map (completed)
Resource 1.3.B: Get creative (completed)
Resource 2.1.A: Shot sizes
Resource 2.1.B: The 1, 2, 3, 4, 5 plan

What to do:

Introduce this session by explaining that it is now time to start making a plan for the film. Review the learning from session 1.3 using the completed Mind map (1.3.A) and the completed 'Get creative' worksheets (1.3.B) and discuss the main findings.

- Split the children into the same working groups as the last session.
- Talk about the 1, 2, 3, 4, 5 plan that you will be using to help plan the films.
- Explain that the completed film will be composed of five 'scenes' or different short sections. It should not be longer than two minutes in length. The completed film should have:
- **1 – One place**. The children should choose one setting for their film. This could be anywhere on the farm – in a field, in the chicken enclosure, in the farmhouse etc. The setting will be determined by the type of farm that you will be visiting.
- **2 – Two different types of sounds**. These might include people talking (ie: interviews), accompanying music, or the recorded sounds of animals.
- **3 – Three messages to the story**. These could be three different facts that relate to the film's title, three different questions to the farmer, etc.
- **4 – Four people**. These might include different children talking, the farmer being interviewed, animals etc.
- **5 – Five different camera shots**. Distribute resource 2.1.A: Shot sizes and discuss.
- Keep the mind map on the board and distribute resource 2.1.B: The 1, 2, 3, 4, 5 plan to the children.
- Allocate a specified amount of time and task the children with coming up with a plan for their film by completing the worksheet
- If it helps, you may wish to allow the children to refer to the information on their completed resources 1.3.B: Get creative
- Discuss the ideas that the class came up with and highlight those ideas which are the most realistic / attainable.
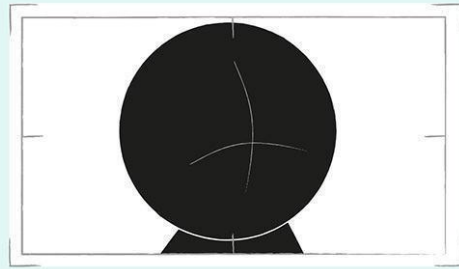
2.1: Your film plan
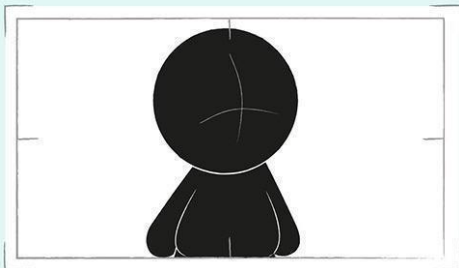
Resource 2.1.A: Shot sizes

Extreme close up
Where an object, item or body part fills the film frame.
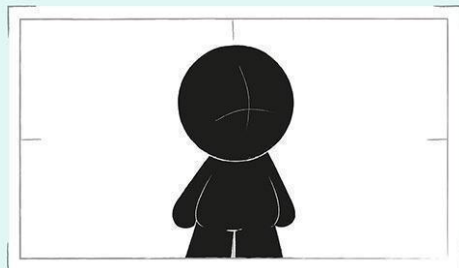Used for heightening emotion.

Close up
Shows the character from the shoulders to the top of the head.
Used for capturing character's facial expressions.

Mid shot
Shows the character from waist to the top of the head. Used
for facial expressions in combination with body language.

Medium long shot
Shows the body from mid thigh to top of the head. Used for facial
expression and showing the character in relation to their surroundings.
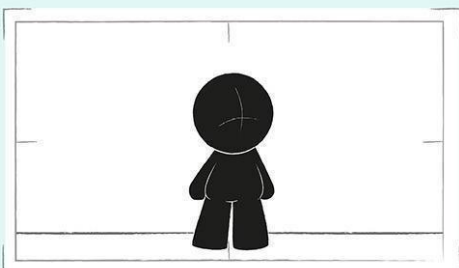
Long shot
Shows the full length of the body from feet to top of head.
Used to show a character in relation to their surroundings.
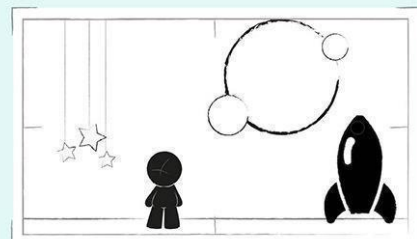
Extreme Long/ Wide Shot
The terms long shot and wide shot are used interchangeably. Also
known as an establishing shot when used at the start of a film or
scene. Shows the full body in relation to their surroundings. Used to
contextualise the character within their surroundings.

2.1: Your film plan

Resource 2.1.B: The 1, 2, 3, 4, 5 plan	
Name:	
Group name:	
What is your film about?	

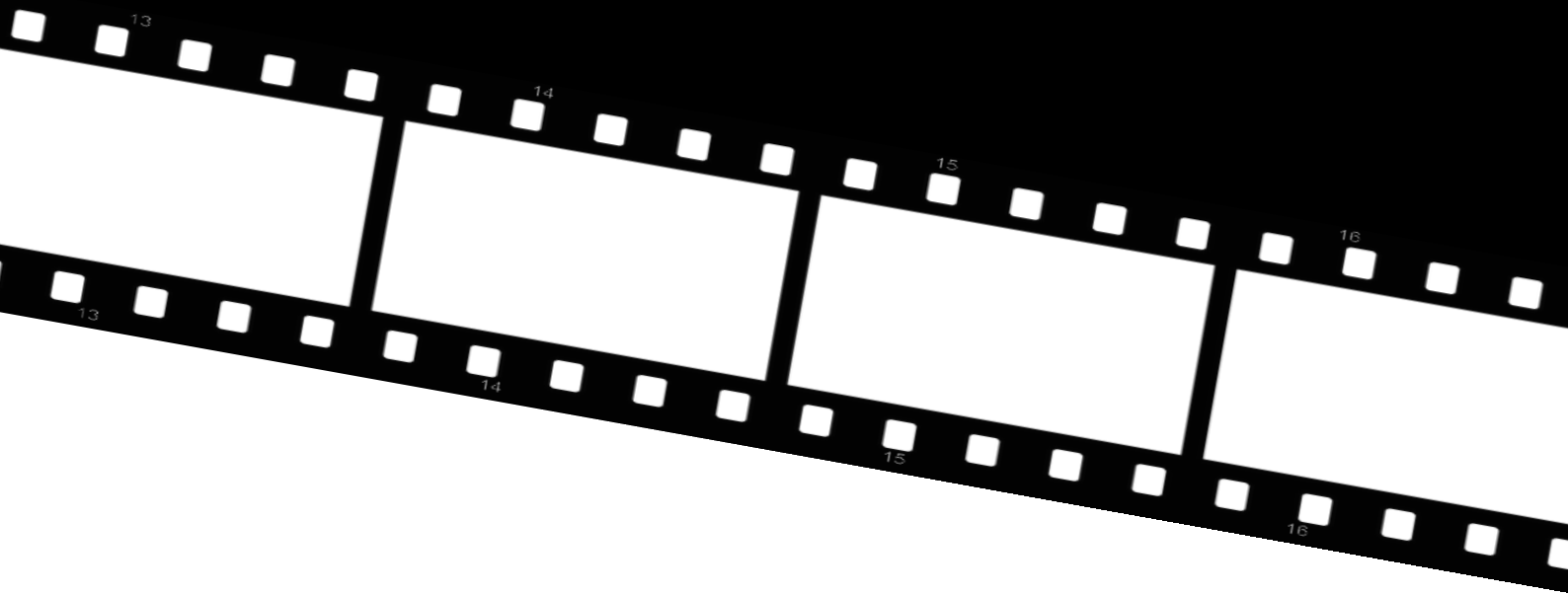|	
1. Place	1...
2. Sounds	1... 2...
3. Messages	1... 2... 3...
4. People	1... 2... 3... 4...
5. Shots	1... 2... 3... 4... 5...

Take **2**

Plan

2.2: The story board

Now it is time to draw everything together and to create a plan for each of the five scenes in the film. This plan is known as a story board.

2.2: The story board

Aim:

- To create a story board of the film

Suggested success criteria:

- To be able to describe how each scene of the film will be structured

Resources:

Resource 2.1.B: The 1, 2, 3, 4, 5 plan (completed)
Resource 2.2.A: The story board

What to do:

Introduce this session by explaining that it is now time to plan each of the five scenes of the film in detail. This will be done by creating a story board, which is a detailed plan of each of the five scenes.

- Split the children into the same working groups as the last session.
- Ensure that each group has their completed resources from the previous session – 2.1.B: The 1, 2, 3, 4, 5 plan.
- Using this resource, task the children with producing a story board.
- For each of the five scenes, the group should draw a visual representation of what will be in the scene.
- As well as the drawing, they should note down following five pieces of information for each scene:
    o Place: Where is the scene set?
    o Sounds: What sounds will there be in the scene? Talking, music, animals etc.
    o Messages: What question will be asked / what fact is mentioned?
    o People: Who features in the scene?
    o Shots: What will be the best camera shot for this scene?
- Remind the children to follow their 1, 2, 3, 4, 5 plan and that their completed film (consisting of five scenes) should have
    o 1 place setting
    o 2 sounds
    o 3 messages (questions / facts)
    o 4 people
    o 5 camera shots
- Allocate a specified amount of time and task the children with completing resource 2.2.A: The story board.

2.2: The story board

Resource 2.2.A: The story board

Scene 1:

You can sketch scene 1 in this box

Place	……………………………………………………………………………………………………
Sounds	……………………………………………………………………………………………………
Messages	……………………………………………………………………………………………………
People	……………………………………………………………………………………………………
Shot	……………………………………………………………………………………………………

Remember – Your completed film should have no more than 1 place, 2 sounds, 3 messages, 4 people and 5 camera shots

2.2: The story board

Scene 2:

You can sketch scene 2 in this box

Place	……………………………………………………………………………………………………
Sounds	……………………………………………………………………………………………………
Messages	……………………………………………………………………………………………………
People	……………………………………………………………………………………………………
Shot	……………………………………………………………………………………………………

Remember – Your completed film should have no more than 1 place, 2 sounds, 3 messages, 4 people and 5 camera shots

2.2: The story board

Scene 3:

You can sketch scene 3 in this box

Place	……………………………………………………………………………………………
Sounds	……………………………………………………………………………………………
Messages	……………………………………………………………………………………………
People	……………………………………………………………………………………………
Shot	……………………………………………………………………………………………

Remember – Your completed film should have no more than 1 place, 2 sounds, 3 messages, 4 people and 5 camera shots

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2.2: The story board

Scene 4:

You can sketch scene 4 in this box

Place	....
Sounds	....
Messages	....
People	....
Shot	....

Remember – Your completed film should have no more than 1 place, 2 sounds, 3 messages, 4 people and 5 camera shots

2.2: The story board

Scene 5:

You can sketch scene 5 in this box

Place	…………………………………………………………………………………………………
Sounds	…………………………………………………………………………………………………
Messages	…………………………………………………………………………………………………
People	…………………………………………………………………………………………………
Shot	…………………………………………………………………………………………………

Remember – Your completed film should have no more than 1 place, 2 sounds, 3 messages, 4 people and 5 camera shots

Take **3**

Create
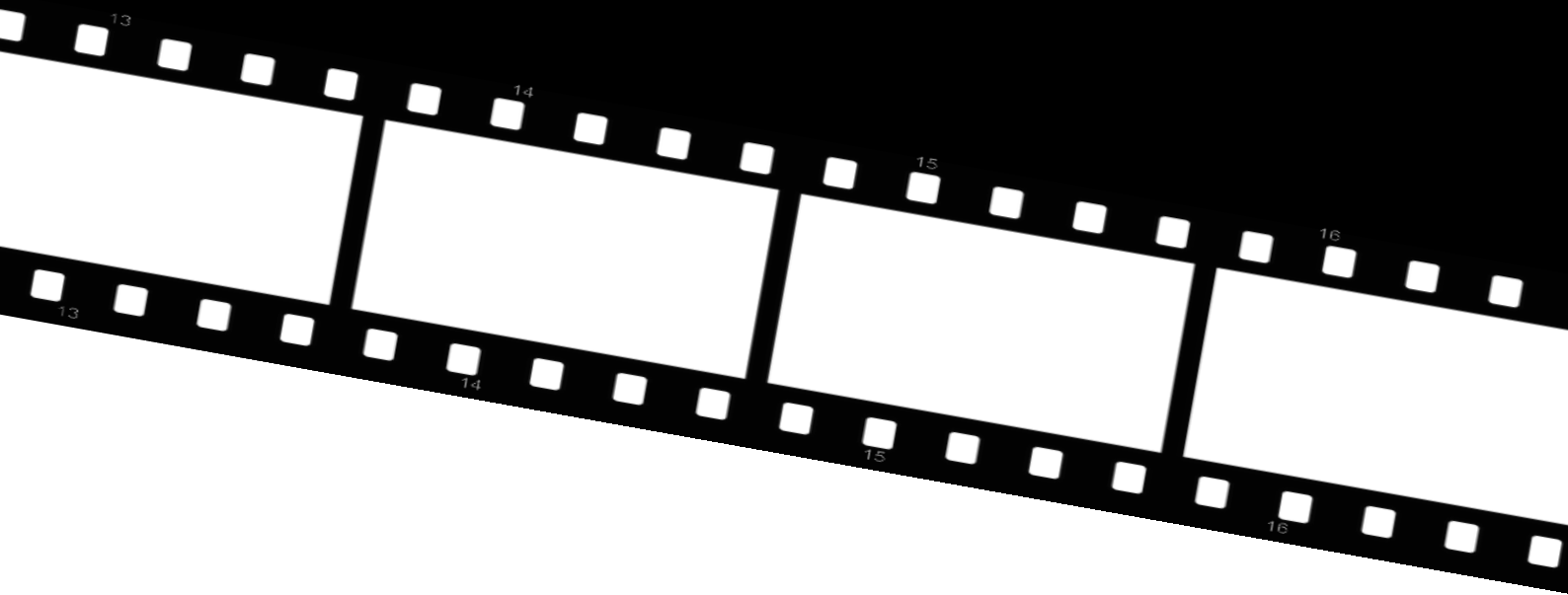
3.1: Top tips

The planning is done and now it is time for the children to familiarise themselves with all of the techniques required to be top film makers.

3.1: Top tips

Aim:

- To familiarise the children with the recording equipment

Suggested success criteria:

- To be able to list a number of 'top tips' for making a successful film

Resources:

Resource 3.1.A: Six top tips
Cameras for each group

What to do:

You may wish to run this activity outside in the school grounds so that each group is in their own space and without interruptions from the other groups. The purpose of this activity is to allow the children to familiarise themselves with the recording equipment. It is also another opportunity to reinforce some of the messages around food and farming, as the children will be discussing their plans for their farm film.

- Split the children into their working groups.
- Issue each group with their cameras / iPads etc. We would recommend an iPad with enough free memory to record about 2gb of film footage
- Go over the technology with the children and explain how to use the camera / camera application.
- Give each group a copy of resource 3.1.A: Six top tips and discuss each of the tips.
- Task each of the groups with going outside and practicing each of the top tips.
- Ask the groups to discuss their plans for the filming. Get them to film themselves discussing their plans, whilst following the top tips.
- Ensure that everyone in the group gets a turn with the camera.
- After everyone has had a turn with the cameras, bring the groups back inside.
- You may wish to have a discussion about what worked well, what didn't work as well and how this may impact upon filming on the day.
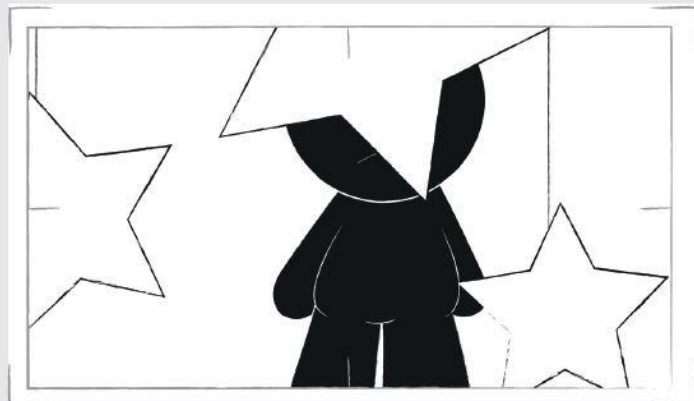
3.1.A: Top tips

Resource 3.1.A: Six Top tips

Aspect Ratio

If filming on a tablet or phone, it's best not to switch between portrait (filming with the device upright) and landscape (filming with the device on its side). Keeping your device in landscape will produce the best results.
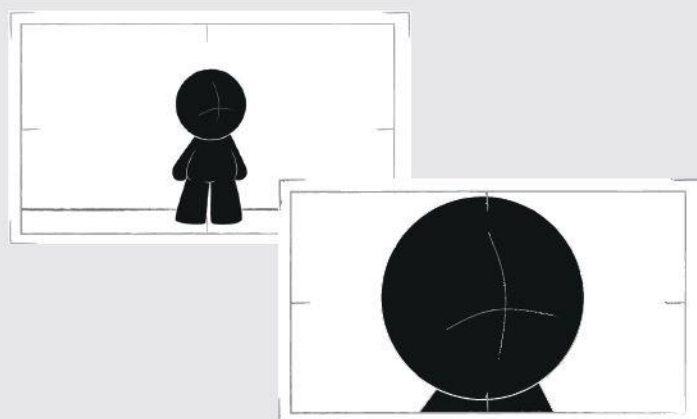
LANDSCAPE

PORTRAIT
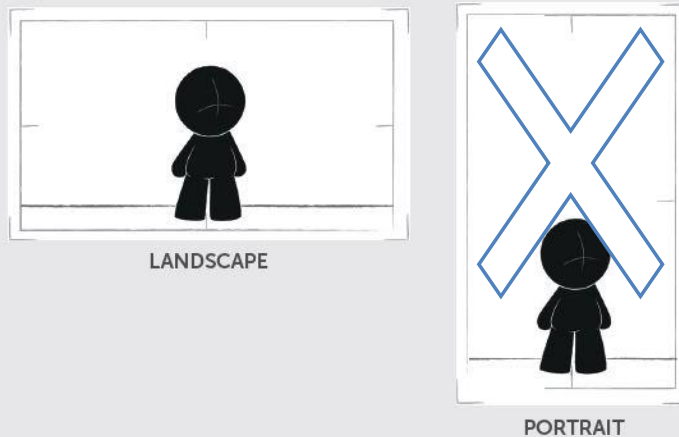
Camera positioning

Where is the best place to position the camera to get a clear shot?

Camera framing
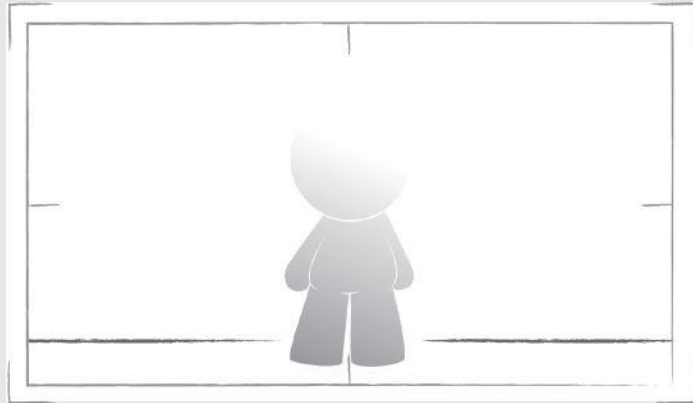
Would a long shot or close up suit best for the activity you have in mind?

3.1.A: Top tips

Resource 3.1.A: Six Top tips

Lighting

Are the people being filmed facing the light source rather than standing with their backs to it?

Sound

Have you chosen a suitable location to cut out background noise?
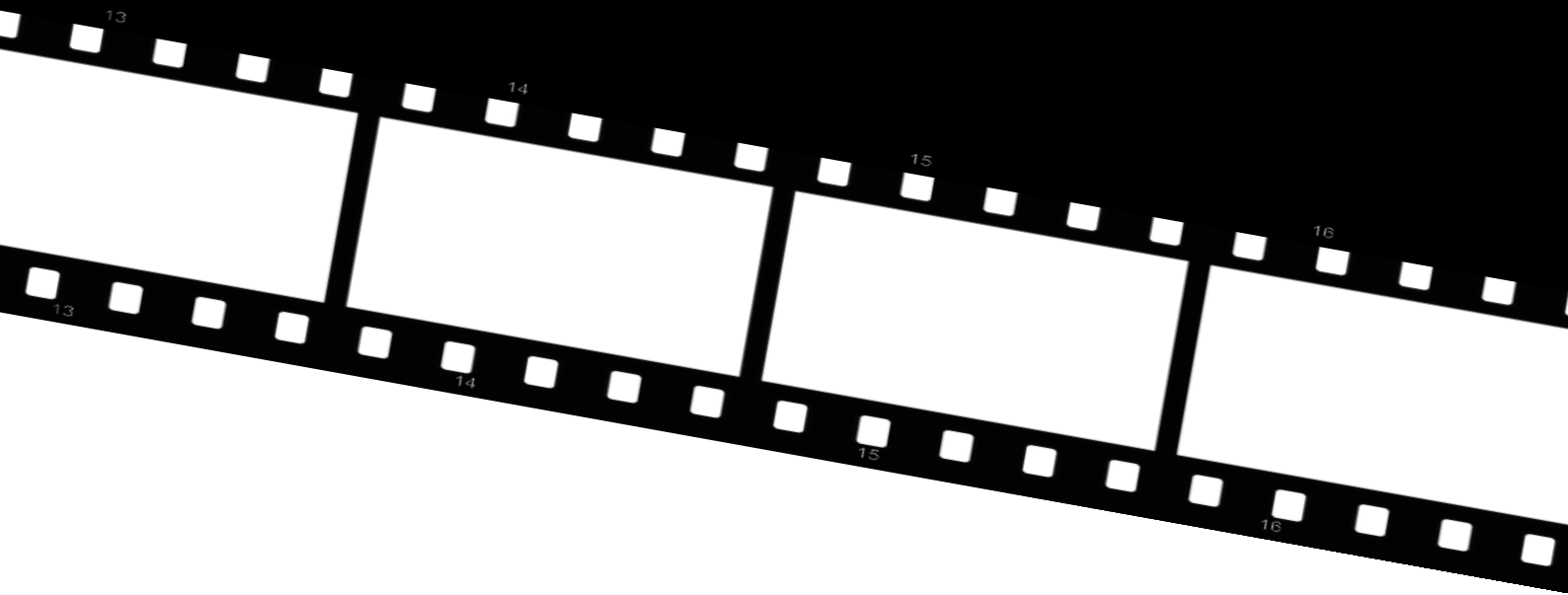
Is the mic close to the person who is speaking to camera?

Use of a tripod

If you are without access to a tripod, have you minimised camera shake with your elbows on a table, shelf or wall?
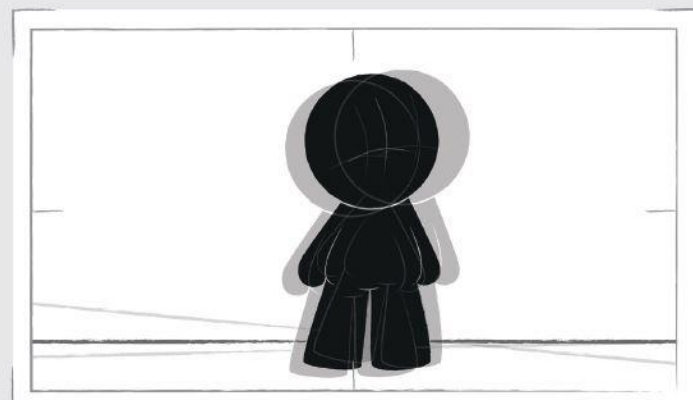
Take **3**

Create

3.2: Light, Camera, Action

Everything is ready so now it is time for the children to shoot their films. Grab the storyboards, go over the checklists and then get filming.

3.2: Light, Camera, Action

Aim:

- For the children to record the footage for their film

Suggested success criteria:

- To have collected all film footage by the end of the farm visit

Resources:

Resource 2.2.A: The story board (completed)
Resource 3.2.A: Director's Checklist
Cameras for each group

What to do:

This session happens on the day on filming when you are on the farm. When the time comes to film, split the children into their groups, allocate an adult and a camera to each group.

- Brief the whole group and let them know how long they have and where they should return to once they have completed their task.
- Make sure that each group has a copy of their completed storyboard resource (2.2.A) and their checklist resource (3.2.A)
- You may wish to assign the job of director to one member from each group. The director could be someone who doesn't have a starring role in the film. Explain that the director will be responsible for overseeing the filming by following the storyboard and ensuring that everything that gets filmed and that everyone knows what they are doing.
- When you are ready, allow the supervised groups to go to their filming locations.
- Allow the groups enough time to collect the footage for their films. We recommend about an hour.
- If a number of groups want to film one specific person (the farmer), you might want to allocate a timeslot to each of these groups. Other group can be filming scenes where the farmer isn't required whilst they are waiting for their timeslot.
- Emphasise that the groups will be editing their films once they're back in the classroom, so it is not necessary that they come away from the farm with a final and perfect version.
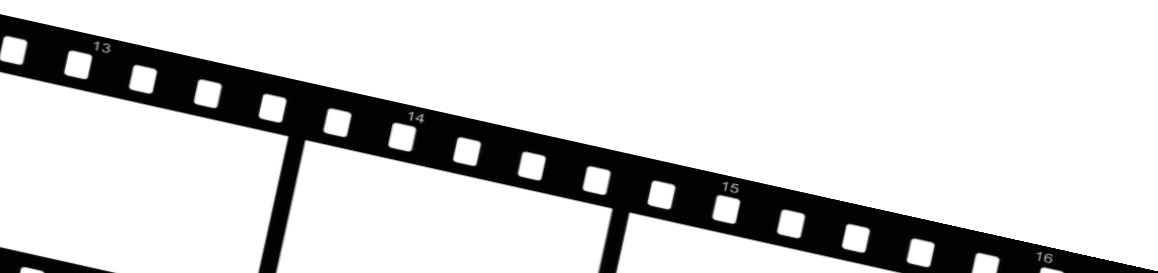
## 3.2.A: Light, Camera, Action

Director's Checklist

The job of the director is to make sure that everything is checked and ready before filming starts. This list will help you.

☐ **Storyboard**: Explain the scene that you are filming to the group.

☐ **People:** Have you got everyone you need for that scene?

☐ **Lines:** Does everyone know what they are saying or asking?

☐ **Positions:** Is everyone standing in the right place?

☐ **Camera:** Is the camera turned on and in landscape position?

☐ **Lighting:** Check that the sun isn't shining towards the camera.

☐ **Final check:** The director and group follow the sequence below.

Director	Group
Announces scene number	No response
"Light"	Group response "Checked"
"Camera"	Group response "Checked"
"Quiet on set"	Everyone is quiet
"Action"	Camera starts filming

Take **3**

Create
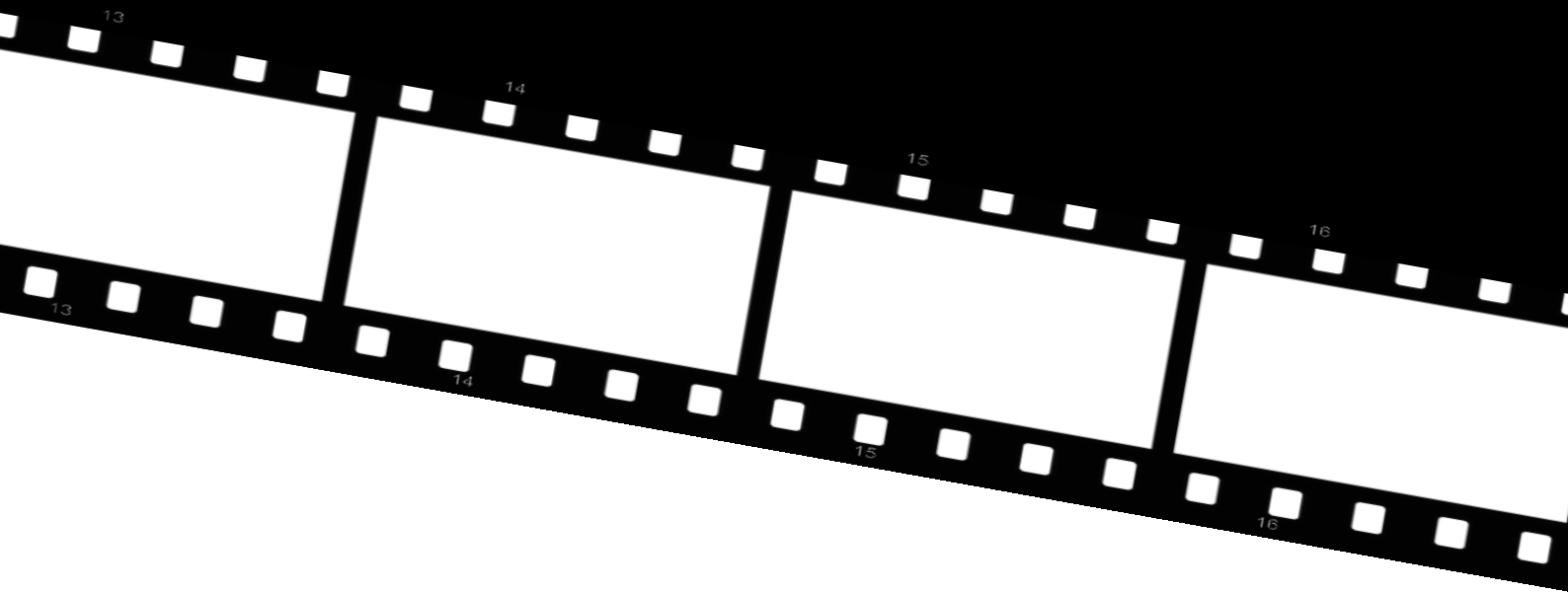
3.3: Editing

You're nearly there. The farm visit is over and all of the video has been filmed. It is now time to edit the footage and create the final films ready for viewing.

3.3: Editing

Aim:

- For the children to edit their footage and create their final film.

Suggested success criteria:

- To be able to demonstrate an understanding of the iMovie application by being able to perform a number of editing functions.
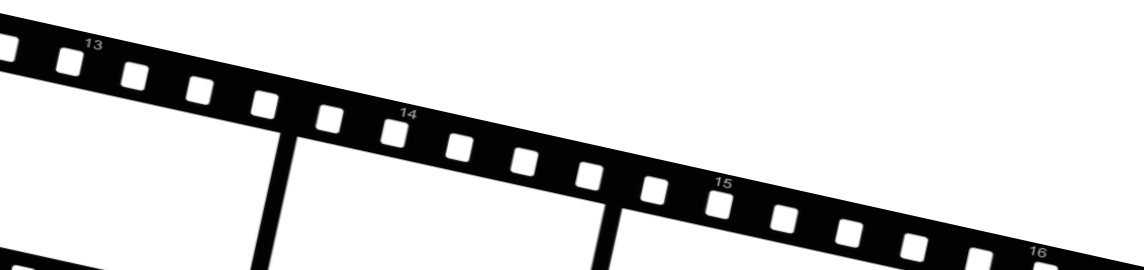
Resources:

- 3.3.A: Using iMovie film
- 3.3.B: A guide to using the iMovie app

What to do:

We have created a 'Using iMovie' film that you can use to introduce this most commonly used editing app to the children.

- Distribute the iPads that were used for filming to the groups.
- Once all of the groups have their iPads, introduce the activity. Explain to the children that they will now be editing their camera footage from the farm visit to create their final films.
- We have produced resource 3.3.A: Using iMovie film, so that it can be followed in a sequential fashion. You can play the film to the children and stop it whenever you wish, so that the children can follow its instructions. Feel free to use this resource in whatever way you think works best for the group. We have also produced resource 3.3.B: A guide to using the iMovie app. This can be used alongside the film as a reference document.

3.3.A: Editing

Resource 3.3.A: Using iMovie film

https://www.youtube.com/watch?v=atwJVaxmpd0&feature=youtu.be

3.3.B: Editing

A guide to using the iMovie app

You have spent lots of time planning your film and now you have completed filming. The next step before you share your film with the world is to assemble your clips together into a coherent structure. This process is called editing.

There are a number of software packages that you can use for editing to match your budget and requirements. However, iMovie remains one of the most accessible editing packages especially for young filmmakers.

This guide has been designed to provide a basic overview of the process of editing in iMovie and will enable you to create your own short film with the footage you have shot.

Getting started

Before you start editing your video clips, you will need to create a new movie project. In order to do this:

- Open the iMovie app
- Select 'Projects' from the options at the top of the screen.
- Select 'Create Project'
- A pop up box will appear and you will be given two options of creating a movie project or a trailer project. Select 'Movie'

Adding video clips to your movie project

After you have created a new movie project, you will see four choices on the left-hand side of the screen – Moments, video, photos or albums.

- Select 'Video'.
- Select 'All'. All of your videos will now appear on the right.
- Touch one of the videos that you want to use. The video will be selected with a yellow border and two options will appear – An option to play your selected video, or a tick option to add it to your project. Touch the tick option.
- Repeat the previous step for all of the video clips that you want to add to your project.
- Make sure that you have selected each of your five scenes to add into your project. When you have selected all of the video clips that you want to add to your project, select 'Create Movie' at the bottom of the screen.
- The app will now take you to your video editing screen. This is where you will edit your film.

Organising your clips

Along the middle of the screen, you will see all of your videos have been put together in a long line. This is called your timeline and it is where you will do most of your editing work to create your film. What you see here is what your final film will look like.

3.3.B: Editing

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The left side of the timeline represents the start of your film. Scroll along to the left of the timeline to get to the start of your film. The right side of the timeline represents the end of your film. Scroll along to the right of the timeline to get to the end of your film.

The top box shows you what your film will look like. You can see what your film looks like as you scroll left and right along your timeline. The first step is to get all of your scenes in the correct order in your timeline:

- Find all of your clips for scene 1 and touch one of them. You will see a yellow border around it. This means that it has been selected.
- If you touch it and keep your finger on it, it will pop up out of the timeline.
- Drag the clip to wherever you want it on the timeline.
- Put all of your clips for scene 1 at the start of the timeline.
- Repeat this with all of the clips for your other scenes, putting them into order on your timeline.

Editing your clips

Once in order, you can start to edit each of your scenes to make them look and sound exactly as you want them to:

- Start by selecting your first clip. It should now have a yellow border around it.
- If there are any bits at the start or the end of the clip that you don't want, you can remove them by sliding the edges of the yellow border.
- Slide the edges until only the bits that you want to keep remain. This is called trimming your clip.

Other editing options

Whilst a clip is still selected, you will see some other editing options at the bottom of the screen. These options are:

- Actions: Split / Detatch audio / Duplicate Speed / Volume / Titles / Filters
- You can experiment with these options to see what they do to your clips.
- Use the 'undo' option at any time to undo any changes you have made to your clip.

Clip transitions

Between each of the clips, you will see a little square with some shapes inside. These are called transitions. These determine how the clips will blend into each other. Transitions are used to smooth or blend the change from one scene to another. You can have a clip fade in or out, dissolve into another clip or zoom in to another clip:

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- Touch the square and six different transition options will appear at the bottom of the screen.
- Select one and then play the film to see what the transition looks like.
- You can change the transition by selecting another of the options.
- You can also change the speed of the transition. You have a choice of 0.5 seconds, 1 second, 1.5 seconds or 2 seconds.

Help, Settings and Add

At the top right of the screen, there are three options. A question mark in a circle, a cog with three lines in the middle and a plus symbol.

Help

The help option is represented by a question mark within a circle. Tap this and it will turn yellow. Small yellow text boxes will appear providing you with hints on how to use the app.

Settings

The settings option is the middle option. This is represented by a cog with three lines in the middle. Touch it and another box will open. Within this box, there are a number of options for editing your whole film.

Here, you can add coloured filters to the whole film. You can also add a simple theme song, as well as fade the start of the film in from black and fade the end of the film out into black. Experiment with these options, as you can always press the 'undo' option at any time to undo any changes you have made to your clip.

Add

The add option is represented by a plus symbol. By selecting this symbol, you can search your tablet and add any additional videos, photos or audio clips to your project.

Saving your film

When you have finished editing, you can save your film:

- Press DONE in the top left corner.
- At the bottom of the screen, there are three options – Play, Save and delete.
- Press the middle option to save, which is represented by a square with an arrow coming out of the top.
- You can choose to send your completed video to websites such as Vimeo, Youtube etc along the top line.
- On the bottom line, there is an option to 'Save Video'. This will save your film to the tablet.
- Press this and chose the quality you want to save your film as. Medium is the lowest quality and HD 1080p is the highest. Higher quality uses more memory. HD 720p is a good compromise. It uses a little less memory, but is still good quality.

Summary

Take 1: Think

Research the farm visit and learn the terminology

Analyse a farming film to look at how it is structured

Discuss ideas for creating a film

Take 2: Plan

Start to plan the farm films

Create the story boards for the films

Take 3: Create

Familiarise the children with the recording equipment

Visit the farm and record the footage for the films