

FFA Informational Video in Spanish

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Introduction

According to California Agriculture Education there are 89,000 FFA students enrolled in 334 high schools throughout the state and of those students, 53% are of Hispanic descent (California Agriculture Education, 2019). Yet there are limited materials available in Spanish for these parents and students in the California FFA Organization. It is critical for more resources to be developed and made available for students, families, and communities to facilitate a smooth transition into FFA involvement.

This project will be a video resource in Spanish that explains the background of FFA, how it is structured, and give perspectives from FFA advisors, past alumni and current students. This video resource will assist agriculture teachers and students in communicating the FFA program to parents and community members with Spanish language and English subtitles. In addition to FFA's basic structure, the video will share testimonials and show parents and guardians how the FFA will positively impact their children in personal and career development areas.

Background

To gain a better understanding of the relationship between the National FFA Organization and its California student base, it's important to connect these students and their families to the FFA structure. In the 2018-2019 school year there were approximately 1.196 million English Learner (EL) students in California public schools and among them 81.56% are native Spanish speakers (California Department of Education, 2018).

The majority of these students come from immigrant families to the United States and therefore have tremendous stresses and pressures placed upon them above those of U.S. born students. According to Hamilton, the top stressors include "mastering an unfamiliar language; establishing friendships; accessing the curriculum and conforming to the expectations of a new teacher and school environment" (Hamilton, 2013). FFA teachers have the responsibility to help these students as best as they can to adapt to their new environments and find a sense of belonging within the FFA. A report written by the Society of Human Resource Management and Congressional Hispanic Caucus Institute found that Hispanic millennials are likely to search for a workplace where they feel comfortable and a sense of belonging (Coulombe, n.d.). This same logic holds true to the FFA organization, Hispanic students will want to remain in an organization they feel a sense of belonging to. One of the best ways to accomplish this is through developing relationships. "Secure relationships can help to foster familiarity, attachment and identity [which are] key psychological conditions to establishing a sense of belonging to a place." (Hamilton, 2013) If an FFA chapter can develop relationships with students their sense of belonging and involvement will increase.

Fortunately, the challenge of belonging EL students face is perfectly suited to the National FFA Organization. Research has shown the FFA meets the basic human needs of its members. These needs are belonging, self-esteem, and self-actualization that are met through career development events, leadership positions, and other FFA activities (Rose et. Al, 2016).

However, the key to initial EL involvement is awareness. The video will serve as an informational resource to bring attention to the National FFA Organization in the public schools of California.

For the first time in known National FFA history, the opening ceremonies of the Wednesday morning session were conducted entirely in Spanish. The organization is addressing a large proportion of their student population with hosting the ceremonies in their first language. David Lopez, the California FFA State Sentinel, commented on the difficulty of finding one's place in a program; however, seeing leaders that are similar to students helps to inspire them (Hurst, 2019). The National FFA Organization has set the example that California will continue to work towards, bringing a sense of belonging to all FFA members.

Methodology

The structure of FFA, agriculture education, supervised agriculture experiences, career development events, and leadership development events was researched, using the California FFA website calaged.org and the national FFA website. Then information was condensed into coherent summary paragraphs and the first part of the video script was composed in English. After, three individuals unfamiliar with the FFA organization read the summaries of the script and offered suggestions to clarify the content to be understandable to a lay audience. Next, using spanishdict.com and the [real academia española](http://real.academia.es) online dictionary the script was translated into Spanish. The script was emailed to a professor of Spanish translation in the World Languages and Cultures Department in the College of Liberal Arts at Cal Poly.

Contact information was then researched for agriculture teachers from Santa Maria High School, Righetti High School, Pioneer Valley High School, and Nipomo High School. Emails were drafted and sent to each school's department head. Two email responses were received from Nipomo High School and Santa Maria High school. Further contact was made through phone calls to Righetti High School and Pioneer Valley High School. Copies of the Cal Poly Audio Visual Release forms were sent to the participating programs department heads. Students and parents signed the release documentation giving permission for video recording. Days were scheduled to record films and videos were recorded at the high school campuses using cannon cameras borrowed from the Brock Center at Cal Poly. Voice over for the explanatory section of the video was recorded. The videos were compiled and edited using iMovie 10.1.1. Lastly, the video was posted to YouTube and sent to California FFA.

Results

The FFA Informational video has a 6 minute and 54 second duration. The video includes the following segments: a scripted informational segment (2 minutes 11 seconds), a segment focusing on what students have learned through FFA involvement (1 minute 22 seconds), a segment on teacher thoughts (2 minutes 40 seconds), a section containing ways to find more information about the FFA (17 seconds), and lastly a segment of acknowledgement (26 seconds).

Unfortunately, the version of iMovie 10.1.1 used to edit the video is antiquated and does not contain newer editing features of later iMovie versions. For example, the editing system would not allow two titles to be placed in one filming segment, so a title and a subtitle could not both occur in the same section of video. For this reason, the viewer will only be able to read the title in Spanish without the English translation. Additionally, precision editing was also hindered so there is some slight overlapping of filler words that occur at the end of sentences such as “y” which is the word for “and” in Spanish.

Lastly, the video recording for Mr. Guerra is blurry. The author did not notice the blurry video until editing. By that time further video could not be taken due to Covid-19 and insufficient time.

Discussion

Regardless of editing system age, the video still met 3 of the 4 requirements set forth in the introduction. The video contains information about the structure of FFA and both students and high school agriculture teachers gave insights into the programs at their respective schools. The video also contains English subtitles making it more viewer friendly. The only unmet requirement was using past alumni experiences. Unfortunately, due to the rapid closure of schools and society caused by Covid-19 not all raw videos were able to be filmed. The author did not visit Nipomo FFA or film videos of previous FFA alumni. However, the missing videos do not detract from the overall purpose of the video- informing students, parents, and society about FFA programs and how these programs benefit students.

The students who participated in the video all shared similar feelings about FFA. The FFA helped them gain self-confidence, gave them goals, helped them learn to communicate and overall encouraged them to be a better people. The teachers both shared similar opinions as well. Stating that FFA gives students goals and helps them to determine a future career path.

Conclusion

In conclusion, the video was successful in accomplishing its purpose. It promotes FFA in a positive realistic light using the perspectives of actual FFA members and staff. It became apparent during interviews, students were excited to share their experiences in FFA through their native language. They felt a sense of pride and empowerment as they used their culture and language to explain FFA programs with their communities.

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