 Production Shooting Script – Lucas

Lucas Haynes, 15, Victoria

| Segment | Format beats | Lucas’ story |
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| Hero introduction (approx. 0:30) | * Lucas introduces himself – a brief summation of who he is, where he comes from and what he does. * Lucas talks about where he is now, and teases back to the fact there’s been a dramatic change in his life, which leads us to the beginning of his MY24 journey. | Example needs to be in Lucas’ words:   * Hi, my name is Lucas. * I’m 15, and I live in Melbourne. * Likes/dislikes * Quirky fact about himself * I love making films – it means I can express myself creatively in loads of different ways. But because I have a form of dyslexia, which means I can’t read or write at all, for a long time, all anyone worried about was the things I couldn’t do, instead of helping me focus on the things I could! |
| Life before (approx. 1:30) | * Relationships to friends, family, attitude towards life, school, and so on * There is a focus on illustrating the aspects of his life that will come to be directly affected by his life-changing experience, and is a clear set-up for the forthcoming MY24. * Need to ensure the ‘Life before’ segment is clearly different from the ‘Pay-off segment’ and ‘Life now’ beats towards the end of the episode, so the sense of transformation of Lucas (both in terms of character and story) is clear. | Before his MY24, Lucas spent a lot of time trying to be ‘normal’. An only child, Lucas has grown up with severe learning difficulties. The reality is, he will never be able to read or write.   * Can he tell us a little more about this, and how it made him feel?   But he always loved movies, especially comedies, and took acting classes and did some modelling work early on. He even scored a part in ‘Where the Wild Things Are’ as the main character’s double.   * Can he tell us about what these experiences were like, and how they made him feel?   He wasn’t ever a sporty kid, but felt stifled in expressing his very strong creative desires. He showed a lot of ingenuity, won science prizes for his inventions and loved more than anything else, putting together short films.   * Can he tell us what he loved about these creative outlets, and how they made him feel when he was doing them?   Most of his time spent being segregated into special needs classes, desperately trying to read, being told by teachers what to do and always being labelled the ‘special ed’ kid.   * Can he tell us a bit about this experience – the kinds of things that happened, how it made him feel? (No names of people or schools mentioned please.)   Up to year 6 at school, Lucas put on a brave face and attended special education classes daily, but at home, he was stressed and sad that he was not able to do the same things as his peers and participate in the regular classes. He found special education classes patronising. There was so much focus on what he was not able to do instead of spending time embracing what he could.   * Can he give us any examples of this? (No names)   In Year 7, Lucas took a break from attending special education classes and went into streamline classes, but by the end of the year, going into Year 8, the school encouraged him to return to daily special education classes, but this time it felt even worse. Lucas felt broken, his morale was low, and he did not want to go.   * How did this year of being in streamline classes feel to him? Did he feel like it worked? How did it make things better/worse? What happened when the school encouraged him to go back into special education classes? How did he feel?   So in Year 8, Lucas had started back in special education. A new teacher had started at the school and she was determined that she would be able to cure him.   * What do you mean when you say ‘cure’ – how did she approach this? NB – be careful in this section not to be defamatory, and not to mention names or schools.   Three weeks into the term and Lucas had started to feel unwell, zapped of all energy and his body would physically shake in distress at the thought of having to go to special education. He was miserable and envious of his friends who were out just ‘being normal’.   * Can you talk us through what these days were like?   Interviews:   * Parents – Suzi and Tom * Primary teacher – Natalie * Uncle – Bruce Hughes * Scribe – Bronwyn   + Pre-MY24, she was Lucas’ first scribe that he connected with, both because of her enthusiasm in film and the offer of friendship.   + Bronwyn was a medical student at the time who had taken a year out of her studies to devote to volunteering in schools after the bushfire trauma in Victoria. |
| MY24 statement (approx. 0:30) | * In his own words, Lucas makes a decisive statement about his MY24 moment in Act 1. * This is the inciting incident to the ensuing drama and creates curiosity in the audience. For example, “My life changed completely the day I was confronted by police in the principal’s office.” | Example needs to be in Lucas’ words:   * MY24 was the day I decided I’d had enough of being treated differently. I wasn’t going to let other people label me, and I wasn’t going to label myself anymore either.   Lucas’ MY24 was when he was 13. He woke up one day and literally had had enough. He made a decision that day not to allow people to label him anymore as ‘special needs’, and he wasn’t going to label himself either. As far as he’s concerned, he’s a filmmaker now, a creative soul who has a hell of a lot to offer. He decided to take control over his life. He came to the realisation that allowing others to force him into lessons and regimes that separated him from his peers was only frustrating and demeaning to him, and wasn’t ever going to help him feel like he belonged. |
| The MY24 (approx. 3:00) | * Lucas goes back to give us a blow-by-blow account of their MY24 in detail from his perspective. We track through the moment or event chronologically to induce a growing sense of drama, including:   + What happened? When? Where? How?   + What was he thinking while it was happening?   + What did he do?   + How did he feel? * This event is the cause of their life transformation, so it must carry weight for Lucas and the audience. * This account leads us to understand clearly the inciting incident Lucas referred to in his MY24 statement – it makes sense now. * This is the cause of great transformation that life is now offering. | Blow-by-blow account:  It was on a car ride home from school when Lucas turned to his mum and defiantly said, “I’m not going to special ed anymore.” He just knew that after seven years of trying special education classes that that would be the last day he would put up with feeling this way.   * Talk us through what was going through your mind here? What had happened on that particular day to make that decision clear in your mind? How did you feel once you made that decision? What did your mum say? How did you feel afterwards?   For Lucas, it was not a matter of giving up on learning to read and write. It was simply accepting that he never will and to instead spend his time focused on what he is good at, which is being creative and making films. The next day, in full support of her son’s strong feelings, Lucas’ mum sent a letter to the principal declaring he would no longer go to special education.   * Can you talk us through how the rest of the day felt after you made that decision? Can you tell us about the letter your mum wrote – did you help her? How did you feel once she gave the letter to the principal? Did they react immediately? If so, how?   Interviews:   * Mum and Dad * Friends – Brandon and Alastair |
| New direction statement (approx. 0:30) | * This is a moment of self-revelation – we can clearly see how Lucas’ MY24 event has changed his perspective of his life forever, and through the revelation, he has a new view of life and the future. * Lucas succinctly defines the new path he’s found himself on – his new goal, the new purpose he wants to strive for and achieve. * This occurs at the end of the MY24 account, leading directly into ‘The impact’. | Example needs to be in Lucas’ words.  Self-revelation – Lucas realised he didn’t want to be labelled as different, and didn’t want his dyslexia to define him. He accepted that after so long trying, he would never be able to read and write. But that didn’t have to stop him from being able to express himself in other ways.  New path – Lucas decided to spend his time focused on what he is good at, which is being creative and making films. He wanted to foster his desire to be a filmmaker with more enthusiasm. |
| The impact (approx. 3:00) | * Lucas works through the impacts of the life-changing event – his decision takes him on a journey, one filled with new experiences and new people, combined with problems and obstacles that need to be overcome. * Other people in his life share their views on the impacts and obstacles of Lucas’ story * This narrative builds as we head closer to seeing Lucas achieve his goal – we get a clear sense he has been changed by his choices. | The impact of Lucas’ MY24 was profound in that Lucas has found something else in his life to be define by – he is going to be known as a filmmaker, and actor, director, editor, writer, the lot. Having dyslexia has opened up a world of intense creativity and a passion for expression, but it also means he is dependent on others.   * Can you talk us through how this happened, and how things changed for you at school and outside of school after your MY24?   His scribes are the ones who physically write his films and read his scripts, but he’s taken control of that too. He chooses his scribes now and makes sure they love film just as much as he does. He wants to learn as much as he can and his scribes, particularly Jonathan, have been young and enthusiastic film students who share their passion with Lucas as well.   * Can you tell us about the scribes and how they help you? How do you choose a scribe? How does the relationship and process work? How many scribes have you had? Do they contribute to your creative process in other ways as well?   He’s made all sorts of short films including one about dyslexia, where the main character, played by Lucas, is offered a magic pill that if he chooses to take, will cure him but take away all his creativity. It’s changed the way his parents and his teachers see him too – they’ve sat back and watched him flourish.   * Can you tell us about your short films? How many do you make? What does your process involve? What roles do you take on while creating these films – do you do mostly everything? Where do you draw your inspiration from? Do you have a favourite that you can tell us about?   It’s not an issue for Lucas that he can’t read and write. He’s rather celebrate what he does have to offer and revel in the fun and freedom of performance and moving images.   * How does it make you feel when you’re making films?   Interviews:   * Mum * Kristian * Brandon and Alastair |
| Pay-off statement (approx. 0:30) | * In his own words, Lucas crystallises his achievements as a result of his MY24 moment and its impacts – this second turning point mirrors the MY24 statement at the turning point of Act 1. * This section, directly following ‘The impact’, gives the audience a firm understanding of what the physical and emotional actions of Lucas have led to – this is the ‘Pay-off statement’.   + It may be a specific tangible achievement, or a stage of their personal development that is well underway and moving towards achievement.   + It may be a realisation that has come through the actions and obstacles outlined in ‘The impact’ that is leading them to a new, more ambitious goal.   + It could be an achievement that is introspective – a character shift and new understanding of their purpose in life and how they relate to the world around them. * This segment is in direct contrast to the ‘Life before’ section at the beginning of the story – it must clearly show Lucas in a different phase of life, having clearly developed as a character in his actions and his understanding of his life and his place in it. | Example needs to be in Lucas’ words.  Lucas talks about achieving his goals of not being defined by his dyslexia, not going to special education classes anymore, not being labelled or put in a box, and being able to express himself creatively through his filmmaking – focusing on what he can do, and not what he can’t. He wanted his dyslexia to be celebrated for the heightened creativity he felt it has given him, and took back control of his education and his persona – he was a filmmaker and a creative – and in doing so, found a renewed confidence and enthusiasm for his passion. |
| Life now (approx. 2:00) | * Lucas gives us an account of life now – what he’s doing, study, friends, social and family life – a rounded summary that illustrates just how far he’s come since the start of his story. * There should be a brief moment of reflection about the journey he’s been on. | Now dyslexia has firmly taken a backseat to Lucas’ passion for filmmaking. He is prolific and inventive; living and breathing film and filmmaking all the time.   * How much time a week do you spend on your filmmaking?   He watches about eight films a week and has a full-time scribe he jokingly refers to as his assistant. He is always working on his next production, occasionally acting, making props and planning his next move.   * How big is his team? How does he select his crew and get everyone involved?   His bedroom is a shrine to film and his idols are Quentin Tarantino and Woody Allen. People have suggested that he try audio books and technology so that he isn’t as reliant on scribes. But the truth is, Lucas loves the company and contact of other people. It helps him focus his thoughts and he likes sharing his ideas. His parents don’t assume to make educational choices for Lucas anymore, they sit back and see how he feels about it. And that’s working for all of them.   * Tell us more about your idols/role models and what do you love about them? What style of filmmaker are you?   Lucas has worked with over 35 scribes over the years. He has struck up a particular bond with Kristian, who is a musician and shares Lucas’ enthusiasm for creativity. Lucas dictates script ideas and Kristian writes them up. He also participates in his productions by writing the music or acting.   * Can you talk about your relationship with Kristian – Why you work so well together? What you like best about working with him? How much of an impact does he have on your process?   Interviews:   * Mum, Dad, Uncle Bruce * Teachers * Friends Brandon and Alastair * Scribe Kristian |
| The future (approx. 0:30) | * Lucas gives us a short summation of what he sees for himself in the future:   + What will he be doing?   + What will he continue with?   + What will he leave behind? * There must be a sense of forward momentum and a continued path that his MY24 has put him on. | The future is paved in pictures and sound for Lucas. His passion for film shows no sign of relenting. He’s got a way to go yet before school is over. But his first big feature can’t be too far on the horizon.  Lucas has many plans for the future and they all centre around a world of creativity. He hopes to take a year out and create a feature length film with friends in the US andif he is able, he would love to do a film course at university. He is determined to find whatever way he can to get into show business.   * What is he leaving behind, and what is he moving forward with? * What else does he see himself doing in the future? (Friends, career, creating, learning and so on) * What are his hopes/goals? * Sums up his MY24 experience and how it changed his life forever – how has his MY24 changed his future for the better? |