

# Pre-Production Planning Document (MINI DOC)

## GENERAL INFO

1. **Your Name:** Michaela Ganezer
2. **PROJECT:** Mini Documentary/Biography/News Package

## CREATIVE BRIEF

1. What must it be?  
A mini documentary, a biography, news story on a topic of my choosing
2. Who is it for?  
This is for a general audience, whoever wants to watch it, can.
3. How long must it be?  
It must be 1:00-5:00 minutes long
4. What is your objective with the piece?  
My objective is to show how COVID-19 is affecting kids going to school and their extracurricular activities
5. When is it due?  
November 18, 2020
6. What is the overall idea?  
To show how this pandemic is affecting people's lives and how people are adapting to it.
7. What is the storyline summary?  
Even with the pandemic changing how businesses, schools, and people are doing things now, there are many people trying to do the best they can to adapt and make the best of a horrible situation.
8. Elevator pitch:  
Ever wonder how the pandemic is affecting students? How are the principles keeping them safe? Join me as I take a look into the ways the pandemic has changed our lives forever.
9. Tagline:  
This pandemic has affected each one of us in a different way. It has affected our education and even sports. Follow along as I talk with two students and a principle about how this pandemic has flipped the world upside down and its impact on their lives.
10. Look and feel description (including "pacing"):  
This mini documentary should have a calming yet serious feel to it. It also should have a normal pace to it where it's not too fast and not too slow either.

## QUESTIONS / NOTES

**SUBJECT:**

1. Why did you choose this story?

I chose this story because it's such a major topic right now and many people are struggling with it right now and trying to get some kind of normalcy back into their lives. Showing how some people are handling it right now can help others.

2. Story ideas:

- a. How the pandemic is affecting school
- b. How after school activities are affected
- c. How the pandemic affects someone's senior year of high school (colleges, school events (prom, graduation, class day and night, etc.)
- d. How it's affecting sports and activities outside of school (dance, hanging out with friends safely has become more difficult, etc.)
- e. How people are handling it all (mental health, etc.)

**NARRATION/HOST:**

3. Who will lead us through the piece?

Me and the people I'm interviewing

4. Narration ideas:

- a. Background of how pandemic has seriously affected everyone
- b. Describe how school and other activities has changed and adapted
- c. Talk about how people have been handling it all
- d. What has changed in the lives of the people I'm interviewing and how they have been handling it
- e. What they think the future would look like including the senior activities

**INTERVIEWS:**

1. Who will you interview?

- a. My sister
- b. My sister's friend (maybe)
- c. High school principle (maybe)

2. Why is this person important to the piece?

They are in school (hybrid-online and in person classes), my sister is a senior and can share her experiences and thoughts so far, and her and her friend dance together so they can talk about that. The principle give a different perspective on making sure students stay safe and he can give his thoughts on the future.

3. What questions will you ask?

- a. Marissa and her friend
  - i. How do you feel going to school online instead of in person?
  - ii. Do you feel like you are missing out on a lot of your senior year?
  - iii. Do you feel like you will be missing out on your senior year if you don't have your senior prom, class day and night, or anything else?
  - iv. Do you think your education is different now that it's online for the most part?
  - v. Since you want to be a teacher in the future what do you see as a challenge of teaching online and how will it change what you learn in college?
  - vi. How do you feel with the dance competitions being cancelled, after you worked for so long and hard on the routines?
  - vii. What is it like dancing now? How do you see it changing in the future?
- b. Principle

- i. Do you think the students are missing out by being online and losing part of their education by being online?
  - ii. What challenges are you facing as the principle like with the lack of teachers and keeping the school clean and the students safe?
  - iii. With a lot of backlash from sports being cancelled or postponed and seniors relying on scholarships for colleges, how is that being handled?
  - iv. How do you see the school and education changing in the future?
- 4. What follow up questions might be important?
  - a. Not sure yet, have to hear how it goes when I do the interview

#### **B-Roll:**

- 1. What b-roll visuals will be important to convey the story? Keep in mind you should show what the interviewees are talking about.  
Some b-roll visuals that will be important to convey the story are how they dance during the pandemic, doing school work and classes at home, show how people are going into school with masks, empty sports fields to show how much it has changed during this time, any other visuals that relate to what's being talked about that I haven't thought about yet.
- 2. Any still images or charts or graphics?  
Unsure if I will be using any still visuals
- 3. Is the nat sound of the environment important? If so, be sure to record it properly.  
The sound of the environment isn't that important.
- 4. B-roll ideas:
  - b. Schools itself (Southington High School and Cheshire High School (maybe))
    - i. With no one there and then a different time when there are students and buses
  - c. My sister doing school and school work at home
  - d. The football, baseball, soccer, field hockey fields that are empty (if I can safely)
  - e. Dance studio
  - f. People dancing with masks

#### **MUSIC:**

- 1. What is overall "mood" and "feel" of the piece?  
The overall mood and feel of this piece is to be calming yet serious, while trying to provide hope and some kind of inspiration for many people during this horrible time.
- 2. Music track ideas:
  - g. Serious
  - h. Uplifting

#### **PERMISSIONS:**

- 1. Am I allowed to film here? Do I need permission and/or a permit?  
I'm allowed to film at all the locations and will most likely not need a permit just permission.
- 2. Will any people be in my shots? Do I need permission and/or release forms?  
There will be people in my shots and I will ask their permission first but I won't need any release forms

#### **GENERAL:**

- 1. What gear do I need to pack and bring with me for the shoot? Film gear, sunscreen, water, etc.  
I will need a tripod, camera, extra batteries, extra memory cards, water, phone, extra chargers for anything, and microphone (on phone or one from QU)
- 2. How will I transport everything and keep it safe?  
In the camera and tripod bags and my own bag to put it all in

3. Are there any potential hazards or complications at this location?

There are no potential hazards or complications at the locations just need to keep a safe distance, wear a mask, and use hand sanitizer

## SCRIPT

**Name:** Michaela Ganezer

**Title:** Life During COVID-19

VIDEO	AUDIO
(Fade in)  WS of schools and studio  WS of anything COVID related (masks, business, etc.)  WS of empty sport fields (football, baseball, soccer, field hockey, etc.)  CU on any signs about COVID (wearing masks, stay 6 ft apart, etc.)  MS of Marissa talking  MS of Marissa doing school and school work at her desk at home  CUs of her writing and/or typing her school work  CU of textbooks and notebooks  WS of the dance studio WS of them going into the dance studio  WS and MS of them dancing  CU of the feet of Marissa and Elizabeth dancing  WS of Southington High School  MS of the principle, Mr. Pepe talking	(Fade in music -few seconds) (Fade music to background level)  VOICE OVER: "In the beginning of this year the world was changed and everything stopped. Businesses either closed or shut down for good, people were scared like they never have been before, and schools and our education changed dramatically..."  <ul style="list-style-type: none"><li>• Talk about schools and after school activities and how they have changed</li><li>• Introduce Marissa, Elizabeth, and the principle</li></ul> Marissa Talking:  <ul style="list-style-type: none"><li>• Talking about senior year, online v. in person classes, college, dance, and anything else that I ask about, what she misses and what the future looks like</li></ul> Elizabeth (Marissa's friend) Talking:  <ul style="list-style-type: none"><li>• Talk about being a freshman in a new school and having hybrid classes, having dance classes in the pandemic, what she's missing out on and what the future looks like</li></ul> Mr. Pepe (Principle of Southington High School)  <ul style="list-style-type: none"><li>• Talk about how he is keeping the students and staff safe</li></ul>

<p>WS of empty parking lot</p> <p>WS and MS of empty hallways (if I'm allowed inside)</p> <p>Footage of sports teams playing before the pandemic (football being the most important sport for the school) to show the change</p> <p><i>*Still unsure of what visual to use for the end*</i></p> <p>(Fade to black)</p>	<ul style="list-style-type: none"> <li>• The backlash he's getting from people</li> <li>• Challenges he had to face so far and any that may happen</li> <li>• What the future of schools and education would be</li> <li>• With some athletes needing sports for college scholarships, how is it being dealt with being canceled?</li> <li>• Any other questions I have for him</li> </ul> <p>Voice over:</p> <ul style="list-style-type: none"> <li>• Wrap up on everything and closing remarks</li> </ul> <p>(Fade music up) (Fade music out)</p> <p><i>*Still unsure of where to add my narration-depends on the interview*</i></p>
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