Tab 1

The iDEA series

- [Demo](#) powered by Coda.io
- [Product Design and Branding](#)
- Chapter 1 of Serie: ['THE AWAKENING'](#)
- Presentation and the [WHY OF THE PROJECT](#)

[Source of project](#) and material related to the composition and mission.

NOTIONS:

A Relatable Protagonist

- Someone the audience can connect with emotionally.
- This could be a **learner** in IDEA.ENV, navigating challenges and discovering their potential.

Compelling Visuals and Symbolism

- Strong visuals or metaphors can enhance the story's depth.

Emotional Impact

- Whether it's hope, inspiration, or empathy, great stories make people feel something.

A Journey or Transformation

- The protagonist grows, changes, or learns something meaningful.
- IDEA.ENV's message could shine here: **from a passive learner to a confident leader contributing to the community.**

A Strong Theme

- **The central idea or message that ties everything together.**
- **For IDEA.ENV, it could be empowerment through education or building leadership from within.**

Script:

iDEA presents:
' The Awakening '

Chapter 1:
There's a point in space X.

--

There's a point that exist within us even if we don't know at all about it.
A point that define and identify us

It's our starting point
Some never knew they owned one, they are the saddest ones.

< why am i even learning this??

background: physics.. all it's just balls and boxes
I'm not even gonna use this ever
Why should i like it?? why? why??
what i can do? >

Without direction they face who they are
even if they don't know it very well
there's nothing they really like and just do it for the **sake of passion**

they feel lost, in a cage and they are indifferent to it.
If they don't know they are lost then, oblivious, they are pulled into their own abyss

<echo why?? why??>

''what i really like??''
-I don't know.

–the point that identify us never disappears
sometimes we realize late it exist but it's better than never have it done.

///

Chapter 2:
X, it's me.

context:

In this chapter we emphasize two main concerns for the learner

Concept Art–

1. Student owns passion/discovers wants to apply
2. write → passion

3. Development and evolution (1st stage) of how learners interpret their own education.

Direction:

1. Problem:
Not able to apply their passion at school/ surrounding –no hub

   1.5 : Means:
involvement in self learning— FIND

Composicion→
(3 characters–3 points views–story)

—-no space for their passion—
how to add value, we have a interconnection of ideas

Solution:
Join, explore, act and lead with practical end their passion
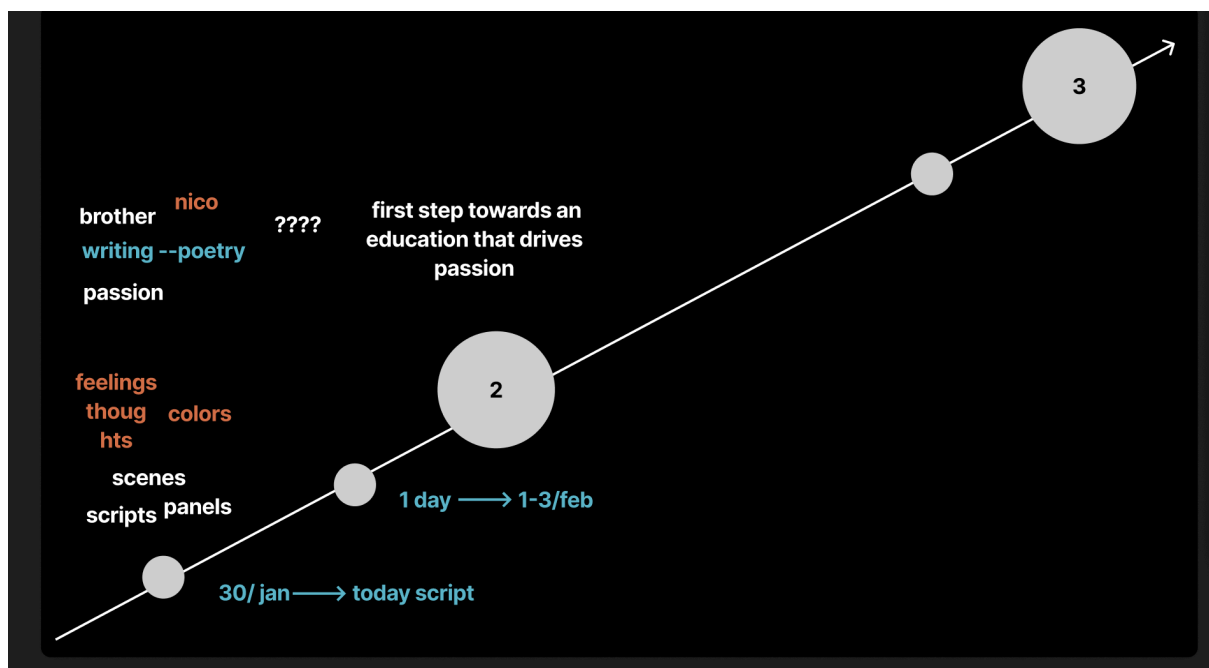 (how, what, why…depicted on chapter)

1.

students finds passion in writing/ he starts creating poems
+elemtns that let the audience know that he's passionate ebaout writing

   2.
(teacher)
`promotor

—at the same time—

(education)
math,
his passion is not valuable on the education system
there's no place for writers

hub in what they like→

   1. script
   2. planes
   3. direction (core elements–events)

[Scene 1: Classroom – Day]
(Nico, a high school student, sits at his desk, half-listening to the teacher. His notebook is open, filled with notes copied word-for-word. He stares blankly at the board.)

TEACHER (voice-over)
"Memorize this for the exam. Understanding is secondary." (wait i thing this sounds a bit off) –everything is on the book, just read pages 34 blah-blah

(Nico sighs, tapping his pen against the desk. He flips through his textbook, expression dull.) ok realistic!

[Scene 2: Home – Evening]
(Nico's father enters, holding a wrapped book.)

FATHER
"I thought you might like this."

(Nico unwraps it—a poetry book—and raises an eyebrow.)

NICO
"Poetry?"

FATHER
"Just give it a chance."---says while leaving the room

(That night, Nico reads a poem under dim light. His eyes widen. Something stirs within him.)--ilumination

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[Scene 3: School Library – Afternoon]
(Nico nervously approaches his **Literature Teacher**, who is absorbed in a book.)

NICO
"Professor… I think I like poetry."

(The teacher looks up, intrigued.)

LITERATURE TEACHER
"That's wonderful! Poetry isn't just words—it's feeling, it's truth."

(She hands him a small notebook.)

LITERATURE TEACHER
"Write. Let yourself go."---ok but is that normal? like we have to give it a sequence we can do this by showing of their thoughts while writing

(Nico nods, gripping the notebook.)

[Scene 4: Montage – Nico Writing]

- **Late at night**, Nico writes feverishly by candlelight.
- **In the park**, he observes the world, jotting down notes.
- **In class**, instead of paying attention, he scribbles verses in the margins of his notebook. –organic

(His passion is growing—but so is his neglect (how) of other subjects.)

[Scene 5: Classroom – Test Day]
(Nico stares at a test paper filled with unanswered questions. His classmates write furiously. He frowns, gripping his pen, but his mind is elsewhere—lost in poetry.)

[Scene 6: Home – Evening]
(Report card in hand, Nico's father looks at him.)

FATHER
"Your grades are dropping."

(Nico hesitates, then holds up his poetry notebook.)

NICO
"But I feel alive."

(The father looks at him for a moment—then smiles slightly.)

[Final Scene: Park – Sunset]
(Nico sits on a bench, writing. The sun sets behind him. His voice narrates as he reads from his own poem.)

NICO (voice-over)
"I used to learn as a spectator, memorizing, limiting my fire.
Now, I write—
And for the first time, I am free."

—> here where the hell is scene 7

for when he say 'im free'

let's capture the live essence of his eyes–observing the world, claiming it to be owned— like first show eyes – show around

(FADE TO BLACK.)

i think we can make it slightly more organic –overall i think we have a solid base

Chapter 3:
You are idea

context:

place with them// passion is valuable
coming soon!

Tab 2