

Government of Pakistan
National Vocational and Technical Training Commission
Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents / Lesson Plan
Course Title: Documentary and Film Production (Digital Broadcasting)
Duration: 3 Months

Revised Edition
25 May 2023

Trainer Name	
Course Title	Documentary and Film Production (Digital Broadcasting)
Objectives and Expectations	<p>Employable skills and hands-on practice in Documentary and Film Production</p> <p>The purpose of this training is to develop a range of skills and techniques, personal skills, and attributes essential for successful performance in the media sector in accordance with industry requirements. It also enables the student to pursue a media developer career path with greater employment and entrepreneurial skills progress to related general and/or vocational qualifications</p> <p>Teaching staff will provide the technical knowledge and abilities required to solve tasks and problems that are goal-oriented. They will use participant- centered, practically oriented methods. They will also develop a program of practical assessment that reflects the learning outcomes stated in the curriculum. Trainees of the Documentary and Film making curriculum will also develop their willingness and ability as individuals to clarify issues, as well as think through and assess development opportunities.</p> <p>Teaching staff will also support trainees in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty, and a willingness and ability to criticize and accept criticism well and to adapt their future behavior accordingly.</p> <p>After completion of vocational training, the graduates of the training program will have a good balance of knowledge, skills, attitude, and work experiences, which are the essential elements of employability.</p> <p>This course shall be facilitating the trainees to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhance their knowledge and skills to understand various aspects of the Documentary and film making, Videography. <input type="checkbox"/> Comprehend core values essential to work effectively on processes of project management, the composition of videography, setting lights & equipment for videography, shooting video. <input type="checkbox"/> To work as a Videographer, Documentary, and short filmmaker. <p><u>Main Expectations:</u></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a</p>

while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.

Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc. so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.

To materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the latter part of this course through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

i. A module on **Work Place Ethics (Annexure-IV)** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the **Appendix** to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides + short video documentaries. Needless to say, that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

(i) Motivational Lectures

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively. □ Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more. The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3-10 years) and long term (more than 10 years).

As, this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document. Course-related motivational lectures online link is available in **Annexure-II**.

(ii) Success Stories

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune,

person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of: -

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value. The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

- i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)

	<p>ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</p> <p>iii. Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training)</p>
Entry-level of trainees	Intermediate / Matric
Learning Outcomes of the course	<p>By the end of this course, the trainees should gain the following competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to Manage Videography Project <input type="checkbox"/> Able to Develop Storyboard <input type="checkbox"/> Able to Set up light, equipment & accessories for videography <input type="checkbox"/> Able to set Videography Composition <input type="checkbox"/> Able to Shoot Video <input type="checkbox"/> Able to perform Post Production (Video Editing) <input type="checkbox"/> Able to use advanced techniques for videography <input type="checkbox"/> Able to operate JIB and Quad Copter <input type="checkbox"/> Able to operate special camera gadgets <input type="checkbox"/> Able to operate camera mount
Course Execution Plan	<p>The total duration of the course: 3 months (12 Weeks)</p> <p>Class hours: 5 hours per day</p> <p>Theory: 20%</p> <p>Practical: 80%</p> <p>Weekly hours: 25 hours per week</p> <p>Total contact hours: 300 hours</p>
Companies offering jobs in the respective trade	<ul style="list-style-type: none"> <input type="checkbox"/> TV Channels <input type="checkbox"/> News Channels <input type="checkbox"/> Entertainment Channels <input type="checkbox"/> Production Houses <input type="checkbox"/> Editing Department <input type="checkbox"/> Drama & Film Productions <input type="checkbox"/> News Agencies <input type="checkbox"/> Web TV's <input type="checkbox"/> Wedding and Fashion Industry

	<input type="checkbox"/> Freelancing
Job Opportunities	<p>The trainer can work as the following, after completing this course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assistant Cameraman <input type="checkbox"/> Cameraman <input type="checkbox"/> Mobile Cameraman <input type="checkbox"/> Videographer <input type="checkbox"/> Lightman <input type="checkbox"/> Light technician <input type="checkbox"/> Light Engineer <input type="checkbox"/> Documentary Cameraman <input type="checkbox"/> OB Operator <input type="checkbox"/> Assistant ENG <input type="checkbox"/> Chief Cameraman <input type="checkbox"/> DOP <input type="checkbox"/> Archive In-charge <input type="checkbox"/> Assistant Producer <input type="checkbox"/> Audio Engineer <input type="checkbox"/> Compositor <input type="checkbox"/> V-Logger
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<p>https://id.iit.edu/courses/research-photography/</p> <p>https://www.questionpro.com/blog/what-is-research/</p> <p>https://www.wikihow.com/Come-Up-with-a-Photographic-Concept</p> <p>https://www.mbaskool.com/business-concepts/marketing-and-strategy-terms/16223-concept-development.html</p> <p>https://blog.ganttpro.com/en/timeline-maker-a-way-of-visual-displaying/</p> <p>https://blog.pond5.com/4839-a-step-by-step-guide-to-pre-production-for-film-and-video/</p>

<https://www.videomaker.com/article/c15/15953-9-copyright-laws-every-video-producer-should-know>

<https://valoso.com/ultimate-guide-to-video-marketing/chapter-8.html> <https://elearnhub.org/what-is-a-storyboard/>

<https://www.davemorrowphotography.com/color-theory-photography>

<https://designrshub.com/2012/06/learning-control-natural-light-sources-photography.html>

<https://www.videomaker.com/videonews/2014/03/lighting-video-five-important-aspects-of-any-lighting-setup>

<https://www.premiumbeat.com/blog/basic-light-placements/>

<https://biteable.com/blog/tips/best-video-lighting-kits/>

<https://sproutvideo.com/blog/best-practices-for-perfect-studio-lighting.html#close>

<https://www.premiumbeat.com/blog/how-to-create-great-production-design-for-film-video-production/>

<https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

Scheduled Weeks	Module Title	Days	Learning Units	Home Assignment
Week 1	Introduction	Day 1	Motivational Lecture (<i>For further detail please see Page No: 3 & 4) / <u>Annexure-II</u></i> Course Introduction Job market	<input type="checkbox"/> Task 1 <input type="checkbox"/> Task 2 <i><u>Details may be seen at Annexure-I</u></i>
	Manage Videography Project	Day 2	Course Applications Institute/work ethics <input type="checkbox"/> Perform Research <input type="checkbox"/> Develop the Project Concept <input type="checkbox"/> Prepare Project Timeline	<input type="checkbox"/> Task 3 <i>Details may be seen at Annexure-I & IV</i>
	Manage Videography Project-I	Day 3	Generate Script Idea <input type="checkbox"/> Perform Mind mapping <input type="checkbox"/> Practice Brainstorming <input type="checkbox"/> Exercise Synaptic	<input type="checkbox"/> Task 4 <i>Details may be seen at Annexure-I</i>
		Day 4	Demonstrate storytelling <input type="checkbox"/> Describe storytelling and various tools of story writing. <input type="checkbox"/> Explain observation and listening techniques in storytelling.	<input type="checkbox"/> Task 5 <i>Details may be seen at Annexure-I</i>
		Day 5	Develop the plot of the story <input type="checkbox"/> Develop Exposition, Rising Action, Climax, Falling Action, Resolution in a story	<input type="checkbox"/> Task 6 <i>Details may be seen at Annexure-I</i>
Week 2	Manage Videography Project-II	Day 1	Develop a Screenplay <input type="checkbox"/> Write screenplay basics <input type="checkbox"/> Apply Principles of Screenplay writing and six principles of Drama	<input type="checkbox"/> Task 7 <i><u>Details may be seen at Annexure-I</u></i>

		Day 2	Develop a storyboard <ul style="list-style-type: none"> <input type="checkbox"/> Develop Characters, Scene, Plot and <input type="checkbox"/> Narrative <input type="checkbox"/> Develop Visualization of Story Boarding <input type="checkbox"/> Demonstrate visual road map <p>Success stories (For further detail please see Page No: 3 & 4)/ <u>Annexure-III</u></p>	
	Set up light, equipment & accessories for videography-I	Day 3	Use lighting techniques <ul style="list-style-type: none"> <input type="checkbox"/> Use Three-Point lighting <input type="checkbox"/> Light a single person <input type="checkbox"/> Light two or more persons in a studio setting <input type="checkbox"/> Resolve light and shadow by using a camera <input type="checkbox"/> Use light to create shadow Eliminate shadows <p>Motivational Lecture (For further detail please see Page No: 3 & 4) / <u>Annexure-II</u></p>	<input type="checkbox"/> Task 8 <u>Details may be seen at Annexure-I</u>
		Day 4	Demonstrate lighting sources <ul style="list-style-type: none"> <input type="checkbox"/> Use hot and cool lights <input type="checkbox"/> Use lighting equipment <input type="checkbox"/> Control lighting intensity <input type="checkbox"/> Give directions to light <input type="checkbox"/> Use atmospheric light <input type="checkbox"/> Use diffusers and screens 	

	Set up light, equipment & accessories for videography-II	Day 5	Plan lighting for a production <ul style="list-style-type: none"> <input type="checkbox"/> Plan foreground, Mid & Background light <input type="checkbox"/> Use lighting grid <input type="checkbox"/> Arrange special effects <input type="checkbox"/> Use dimmers <input type="checkbox"/> Use reflectors Plan Studio lighting <ul style="list-style-type: none"> <input type="checkbox"/> Install lights <input type="checkbox"/> Perform a task in natural light <input type="checkbox"/> Use tungsten lamp <input type="checkbox"/> Use halogen lamp <input type="checkbox"/> Use internal reflector lamp/ PAR Lamp <input type="checkbox"/> Use HMI Lights <input type="checkbox"/> Plan light using fixtures <input type="checkbox"/> Plan light for on-location and interviews Success stories (For further detail please see Page No: 3 & 4) / <u>Annexure-III</u>	Task 9 <u>Details may be seen at Annexure-I</u>
Week 3	Set Videography Composition	Day 1	Motivational Lecture (For further detail please see Page No: 3 & 4) / <u>Annexure-II</u> Use Video Camera <ul style="list-style-type: none"> <input type="checkbox"/> Use Digital single-lens reflex (DSLR) camera <input type="checkbox"/> Use Compact camera <input type="checkbox"/> Use mirrorless camera <input type="checkbox"/> Use electronic newsgathering (ENG) Camera 	<input type="checkbox"/> Task 10 <u>Details may be seen at Annexure-I</u>

			<input type="checkbox"/> Use electronic field production (EFP) Camera <input type="checkbox"/> Use a digital professional video Camera <input type="checkbox"/> Demonstrate Safety measures of Cameras <input type="checkbox"/> Prepare Camera for operation	
		Day 2	Demonstrate camera moves <input type="checkbox"/> Perform panning <input type="checkbox"/> Perform tilting <input type="checkbox"/> Perform tracking/tracking <input type="checkbox"/> Use camera pedestal <input type="checkbox"/> Use Camera dolly	
		Day 3	Use Camera Angles <input type="checkbox"/> Demonstrate headroom <input type="checkbox"/> Demonstrate look room <input type="checkbox"/> Demonstrate walking room. <input type="checkbox"/> Make close shot (CU) <input type="checkbox"/> Make big close up (BCU) <input type="checkbox"/> Make medium shot <input type="checkbox"/> Make medium close-up. <input type="checkbox"/> Make long shot <input type="checkbox"/> Make wide shot <input type="checkbox"/> Make establishing shot <input type="checkbox"/> Make low angle and <input type="checkbox"/> Make a high angle shot <input type="checkbox"/> Make bird's eye view angle <input type="checkbox"/> Make canted shot	<input type="checkbox"/> Task 11 <u>Details may be seen at Annexure-I</u>

			<input type="checkbox"/> Make the worm's eye view. <input type="checkbox"/> Demonstrate differential focus Motivational Lecture (<i>For further detail please see Page No: 3 & 4) / Annexure-III</i>	
	Shoot Video	Day 4	Use creative camera angles <input type="checkbox"/> Use focus shift <input type="checkbox"/> Make Mirror shots <input type="checkbox"/> Make Parallel movement <input type="checkbox"/> Add movements to still objects. <input type="checkbox"/> Demonstrate wall shadow <input type="checkbox"/> Demonstrate reflections <input type="checkbox"/> Activity	<input type="checkbox"/> Task 12 <i><u>Details may be seen at Annexure-I</u></i>
		Day 5	Day 5 Make shot composition <input type="checkbox"/> Make basic shot composition <input type="checkbox"/> Apply simplicity <input type="checkbox"/> Apply the rule of third <input type="checkbox"/> Apply rules of natural lines <input type="checkbox"/> Apply 360-degree rule <input type="checkbox"/> Demonstrate white balance <input type="checkbox"/> Demonstrate positive and negative spaces	<input type="checkbox"/> Task 13 <i><u>Details may be seen at Annexure-I</u></i>

Week 4		Day 1	Day 1 Success stories <i>(For further detail please see Page No: 3 & 4) / <u>Annexure-III</u></i>	
			Use Camera Lenses <ul style="list-style-type: none"> <input type="checkbox"/> Attach camera lenses <input type="checkbox"/> Detach camera lenses <input type="checkbox"/> Demonstrate iris <input type="checkbox"/> Demonstrate F-stop. <input type="checkbox"/> Demonstrate focal length <input type="checkbox"/> Demonstrate depth of field <input type="checkbox"/> Use zoom lens <input type="checkbox"/> Use telephoto lens <input type="checkbox"/> Use wide-angle lenses <input type="checkbox"/> Use narrow angle lens <input type="checkbox"/> Clean lenses <input type="checkbox"/> Demonstrate lens safety <input type="checkbox"/> Understanding polarizing and colored filters <input type="checkbox"/> Understanding neutral density filters and special effects filters 	
		Day 2	Use Filters <ul style="list-style-type: none"> <input type="checkbox"/> Use polarizing filters <input type="checkbox"/> Use color filters <input type="checkbox"/> Use neutral density filters <input type="checkbox"/> Use special effects filters. <input type="checkbox"/> Use ND filters <input type="checkbox"/> Use CP filters 	<input type="checkbox"/> Task 14 <u>Details may be seen at Annexure-I</u>
		Day 3	Mount Camera on Tripod <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Tripod <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Fix camera on the tripod <input type="checkbox"/> Balance bubblehead <input type="checkbox"/> Demonstrate panning on the tripod <input type="checkbox"/> Demonstrate tilting on the tripod 	

			<input type="checkbox"/> Uninstall Camera <input type="checkbox"/> Pack Tripod	
		Day 4	Mount Camera on Monopod <ul style="list-style-type: none"> <input type="checkbox"/> Prepare monopod <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Fix camera on the monopod <input type="checkbox"/> Balance bubblehead <input type="checkbox"/> Demonstrate panning on the tripod <input type="checkbox"/> Demonstrate tilting on the tripod <input type="checkbox"/> Uninstall monopod <input type="checkbox"/> Pack monopod 	
		Day 5	Use Track <ul style="list-style-type: none"> <input type="checkbox"/> Lay Track <input type="checkbox"/> Place Dolly <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Fix camera mount on a track <input type="checkbox"/> Dolly Demonstrate track <input type="checkbox"/> Operations Use shoulder Harness <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Shoulder harness <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Balance Shoulder harness <input type="checkbox"/> Fix camera on Shoulder harness <input type="checkbox"/> Take walking shot <input type="checkbox"/> Uninstall Shoulder harness Motivational Lecture (<i>For further detail please see Page No: 3 & 4) / <u>Annexure-II</u></i>)	

			Success stories (<i>For further detail please see Page No: 3 & 4) / <u>Annexure-III</u></i>	
Week 5		Day 1	Day 1 Motivational Lecture (<i>For further detail please see Page No: 3 & 4) / <u>Annexure-II</u></i> Use Manual JIB <ul style="list-style-type: none"> <input type="checkbox"/> Install Manual Jib <input type="checkbox"/> Demonstrate safety Measures for JIB <input type="checkbox"/> operator <input type="checkbox"/> Mount camera on JIB <input type="checkbox"/> Attach Preview Screen <input type="checkbox"/> Demonstrate Use of manual JIB <input type="checkbox"/> Uninstall Jib <input type="checkbox"/> Pack Jib 	<input type="checkbox"/> Task 15 <i><u>Details may be seen at Annexure-I</u></i>
		Day 2	Use Motorized JIB <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate safety protocols <input type="checkbox"/> Install JIB <input type="checkbox"/> Install servo kit <input type="checkbox"/> Set control panel <input type="checkbox"/> Mount camera and <input type="checkbox"/> Patch cables <input type="checkbox"/> Install preview screen <input type="checkbox"/> Demonstrate camera settings for JIB <input type="checkbox"/> Demonstrate JIB shots and angles <input type="checkbox"/> Demonstrate camera moves for JIB <input type="checkbox"/> Capture 360-degree shot <input type="checkbox"/> Uninstall Jib <input type="checkbox"/> Pack Jib 	

		Day 3	Day 3 <input type="checkbox"/> Use Quad-copter <input type="checkbox"/> Demonstrate safety and security protocols of Quad-Copter <input type="checkbox"/> Install Quad Copter <input type="checkbox"/> Patch cables with the preview screen <input type="checkbox"/> Calibrate the quad-copter <input type="checkbox"/> set quad-copter for manual operation <input type="checkbox"/> Set quad-copter for auto operation <input type="checkbox"/> Use remote to operate quad-copter <input type="checkbox"/> Set altitude, weather, and light <input type="checkbox"/> Upgrade firmware <input type="checkbox"/> Upgrade software <input type="checkbox"/> Capture 360-degree shot <input type="checkbox"/> Uninstall quad-copter <input type="checkbox"/> Pack Quad Copter	<input type="checkbox"/> Task 16 <i><u>Details may be seen at Annexure-I</u></i>
		Day 4	Operate Osmo <input type="checkbox"/> Prepare Osmo <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Unlock gamble <input type="checkbox"/> Attach Osmo with the preview screen <input type="checkbox"/> Demonstrate Osmo operations <input type="checkbox"/> uninstall Osmo <input type="checkbox"/> Pack Osmo	<input type="checkbox"/> Task 17 <i><u>Details may be seen at Annexure-I</u></i>

		Day 5	Use Go Pro <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Go pro <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Attach with the preview screen <input type="checkbox"/> Mount as per demand <input type="checkbox"/> Demonstrate Go pro-operations <input type="checkbox"/> Take underwater shot <input type="checkbox"/> Make time-lapse with go pro <input type="checkbox"/> Pack go pro 	
Week 6		Day 1	Day 1 Success stories (<i>For further detail please see Page No: 3 & 4) / <u>Annexure-III</u></i> Use Ronen <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Ronen <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Balance Ronen <input type="checkbox"/> Attach with the preview screen <input type="checkbox"/> Demonstrate shot <input type="checkbox"/> Uninstall Ronen <input type="checkbox"/> Pack Ronen 	<input type="checkbox"/> Task 17 <i><u>Details may be -seen at Annexure-I</u></i>
		Day 2	Use motorized crane <ul style="list-style-type: none"> <input type="checkbox"/> Prepare crane <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Balance crane <input type="checkbox"/> Attach with the preview screen <input type="checkbox"/> Demonstrate shot <input type="checkbox"/> Uninstall crane <input type="checkbox"/> Pack Crane 	Practical Activity

		Day 3	Mount Camera on Dolly <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Dolly <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Fix camera on Dolly <input type="checkbox"/> Balance bubblehead <input type="checkbox"/> Demonstrate panning on Dolly <input type="checkbox"/> Demonstrate tilting on the dolly <input type="checkbox"/> Uninstall Camera 	
		Day 4	Use Manual Slider <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Slider <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Fix camera on Slider <input type="checkbox"/> Balance Slider Demonstrate moving shot Uninstall Camera <input type="checkbox"/> Pack Slider Use motorized slider <ul style="list-style-type: none"> <input type="checkbox"/> Lay Slider <input type="checkbox"/> Demonstrate safety measures Fix camera on Slider <input type="checkbox"/> Balance Slider <input type="checkbox"/> Demonstrate remote operation of the slider <input type="checkbox"/> Demonstrate moving shot Uninstall Camera <input type="checkbox"/> Pack Slider 	Practical Activity
		Day 5	Use car suction mount <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Car suction mount Demonstrate safety measures <input type="checkbox"/> Fix camera on Car suction mount <input type="checkbox"/> Balance <input type="checkbox"/> Car suction mount Demonstrate trucking shot Uninstall Car 	Practical Activity

			<p>suction mount</p> <p>Use Stead cam</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare Stead cam <input type="checkbox"/> Demonstrate safety measures <input type="checkbox"/> Balance Steady cam <input type="checkbox"/> Fix camera on Stead cam <input type="checkbox"/> Take walking shot Uninstall Stead cam 	
Week 7	Post Production (Video Editing)	Day 1	<p>Day 1 Success stories (For further detail please see Page No: 3 & 4) / <u>Annexure-III</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain Computer System <input type="checkbox"/> Install an operating system <input type="checkbox"/> Install peripheral devices <input type="checkbox"/> Configure peripheral devices <input type="checkbox"/> Install software applications <input type="checkbox"/> Update/upgrade software application <input type="checkbox"/> un-install software application <input type="checkbox"/> Troubleshoot basic software errors <input type="checkbox"/> Troubleshoot basic hardware faults 	<p><input type="checkbox"/> Task 18</p> <p><u>Details may be seen at Annexure-I</u></p>

		Day 2 <ul style="list-style-type: none"> <input type="checkbox"/> Develop Library <input type="checkbox"/> Collect Storyboard/Script <input type="checkbox"/> Collect Stock Footage <input type="checkbox"/> Grab Video <input type="checkbox"/> Grab Audio Motivational Lecture (For further detail please see Page No: 3 & 4) / <u>Annexure-II</u>	<input type="checkbox"/> Task 18 <u>Details may be seen at Annexure-I</u>
		Day 3 <ul style="list-style-type: none"> <input type="checkbox"/> Set project properties <input type="checkbox"/> Import Data <input type="checkbox"/> Set Sequence <input type="checkbox"/> Balance Audio <input type="checkbox"/> Perform Color Balancing/ Grading <input type="checkbox"/> Prepare Rough cut <input type="checkbox"/> Make Revisions <input type="checkbox"/> Prepare Final Cut <input type="checkbox"/> Generate Output Success stories (For further detail please see Page No: 3 & 4) / <u>Annexure-III</u>	Practical Activity
		Day 4 <ul style="list-style-type: none"> <input type="checkbox"/> Set project properties <input type="checkbox"/> Import Data <input type="checkbox"/> Set Sequence <input type="checkbox"/> Balance Audio <input type="checkbox"/> Perform Color Balancing/ Grading <input type="checkbox"/> Prepare Rough cut <input type="checkbox"/> Make Revisions <input type="checkbox"/> Prepare Final Cut <input type="checkbox"/> Generate Output 	Practical Activity

			Motivational Lecture (For further detail please see Page No: 3 & 4) / <u>Annexure-II</u>	
		Day 5	<input type="checkbox"/> Set project properties <input type="checkbox"/> Import Data <input type="checkbox"/> Set Sequence <input type="checkbox"/> Balance Audio <input type="checkbox"/> Perform Color Balancing/Grading <input type="checkbox"/> Prepare Rough cut <input type="checkbox"/> Make Revisions <input type="checkbox"/> Prepare Final Cut <input type="checkbox"/> Generate Output Success stories (For further detail please see Page No: 3 & 4) / <u>Annexure-III</u>	Practical Activity
Week 8	Advanced techniques for videography	Day 1	<input type="checkbox"/> Chroma Techniques <input type="checkbox"/> Camera Stabilizer <input type="checkbox"/> Camera Track Slider Video Stabilizer Rail Motivational Lecture (For further detail please see Page No: 3 & 4) / <u>Annexure-II</u>	Practical Activity

		Day 2	<input type="checkbox"/> Shoulder Mount Rig <input type="checkbox"/> Gimbal <input type="checkbox"/> Tripod Dolly Motivational Lecture (For further detail please see Page No: 3 & 4 / <u>Annexure-II</u>)	Practical Activity
	Animation	Day 3	Use workspaces for 3D modeling <input type="checkbox"/> Ensure overview of the workspace <input type="checkbox"/> Perform 3D modeling for the rendering process <input type="checkbox"/> Perform 3D geometry <input type="checkbox"/> Ensure 3D projections	<input type="checkbox"/> Task 19 <u>Details may be seen at Annexure-I</u>
		Day 4	Day 4 Perform subdivision modeling <input type="checkbox"/> Use basic tools as per requirements (Selection, move, rotate, scale, grouping, trimming, and parenting) <input type="checkbox"/> Handle vertex <input type="checkbox"/> Handle edges <input type="checkbox"/> Handle vertex faces	Practical Activity
		Day 5	Perform Polygon Modeling <input type="checkbox"/> Use line for modeling <input type="checkbox"/> Perform reunion <input type="checkbox"/> Use split tool	Practical Activity
	Week 9	Day 1	Success stories (For further detail please see Page No: 3 & 4) / <u>Annexure-III</u>	

			Perform in the organic model <ul style="list-style-type: none"> <input type="checkbox"/> Use Mesh tools <input type="checkbox"/> Use covers <input type="checkbox"/> Use subdivision modeling 	Practical Activity
		Day 2	Apply shades and textures <ul style="list-style-type: none"> <input type="checkbox"/> Apply hyper shades <input type="checkbox"/> Use texture maps as per requirements 	
		Day 3	<ul style="list-style-type: none"> <input type="checkbox"/> Apply UV mapping <input type="checkbox"/> Unwrap UV mapping <input type="checkbox"/> Use UV projections 	
		Day 4	Perform lighting techniques <ul style="list-style-type: none"> <input type="checkbox"/> Apply lightening techniques as per requirement <input type="checkbox"/> Use standards lights <input type="checkbox"/> Use V ray lights <input type="checkbox"/> Apply light effects 	
		Day 5	Apply Rigging <ul style="list-style-type: none"> <input type="checkbox"/> Create a skeleton for a 3D model <input type="checkbox"/> Move parts of objects within the model <input type="checkbox"/> Create controllers <input type="checkbox"/> Apply Inverse Kinematics (IK) <input type="checkbox"/> Apply Forward Kinematics (FK) 	

			Success stories (For further detail please see Page No: 3 & 4) / <u>Annexure-III</u>	
Week 10	Animation-Advance level	Day 1	Day 1 Motivational Lecture (For further detail please see Page No: 3 & 4) / <u>Annexure-II</u> Use workspaces for organics Modeling <input type="checkbox"/> Ensure overview of the workspace <input type="checkbox"/> Perform 3D modeling for the rendering process <input type="checkbox"/> Perform 3D geometry <input type="checkbox"/> Ensure 3D projections <input type="checkbox"/> Use workspaces/ interfaces	Task 20 <u>Details may be seen at Annexure-I</u>
		Day 2	Make Character Modeling <input type="checkbox"/> Use nerves Modeling <input type="checkbox"/> Use Curve Modeling <input type="checkbox"/> Use Polygon Modeling <input type="checkbox"/> Use Mesh tools <input type="checkbox"/> Use subdivision Modeling	
		Day 3	Use shades and textures for organic <input type="checkbox"/> Use photoshop for making textures <input type="checkbox"/> Set up V ray material <input type="checkbox"/> Set up standards material <input type="checkbox"/> Use hyper shades <input type="checkbox"/> Use U V Mapping <input type="checkbox"/> Use unwrapping UV	

		Day 4	Set lighting for organics <ul style="list-style-type: none"> <input type="checkbox"/> Use standard light <input type="checkbox"/> Use V ray light <input type="checkbox"/> Use light effects 	
		Day 5	Day 5 Perform Rigging in organic <ul style="list-style-type: none"> <input type="checkbox"/> Create skeletons <input type="checkbox"/> Create controllers <input type="checkbox"/> Use IK and FK <input type="checkbox"/> Use a facial rig Motivational Lecture (For further detail please see Page No: 3 & 4) / <u>Annexure-II</u>	
Week 11	Introduction to freelancing	Day 1	Day 1 Motivational Lecture (For further detail please see Page No: 3 & 4 // <u>Annexure-II</u>) <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Freelancing <input type="checkbox"/> the concept of freelancing <input type="checkbox"/> how to become freelance and create a 	<input type="checkbox"/> Task 21, 22 <u>Details may be seen at Annexure</u>
		Day 2	<ul style="list-style-type: none"> <input type="checkbox"/> The ethical and professional way of becoming a productive freelancer <input type="checkbox"/> resources available for freelancing in the field of design <input type="checkbox"/> how to join freelancing sites <input type="checkbox"/> the process of creating a freelancing profile 	

		Day 3 <input type="checkbox"/> Creating portfolio on Facebook Instagram before creating profile on fiverr and up work	
		Day 4 <input type="checkbox"/> Creating profile on up work and fiverr	
		Day 5 How to get job on fiverr and upwork	
Week 12	Entrepreneurship and Final Assessment in project	Day 1 Success stories <i>(For further detail please see Page No: 3 & 4) / <u>Annexure-III</u></i> <input type="checkbox"/> Job Market Searching <input type="checkbox"/> Self-employment <input type="checkbox"/> Job Market Searching	<input type="checkbox"/> Task 23 <u>Details may be seen at Annexure-I</u>
		Day 2 <input type="checkbox"/> Introduction <input type="checkbox"/> Fundamentals of Business Development <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Startup Funding	
		Day 3 <input type="checkbox"/> Business Value Statement <input type="checkbox"/> Business Model Canvas <input type="checkbox"/> Sales and Marketing Strategies <input type="checkbox"/> How to Reach Customers and Engage CxOs	
		Day 4 <input type="checkbox"/> Stakeholders Power Grid <input type="checkbox"/> RACI Model, SWOT Analysis, PEST Analysis <input type="checkbox"/> SMART Objectives <input type="checkbox"/> Stakeholders Power Grid	
		Day 5 Day 5 <input type="checkbox"/> Cost Management (OPEX, CAPEX, ROCE, etc.) <input type="checkbox"/> Final Assessment <input type="checkbox"/> Cost Management (OPEX, CAPEX, ROCE, etc.)	



Annexure-I:
**Tasks For Certificate in Documentary and Film
 Making**

Task No.	Task	Description	Week
1	Search Job Market	<input type="checkbox"/> Search videography jobs available in Pakistan <input type="checkbox"/> Enlist at least five videography job titles	Week 1
2	Learn Ethics	Prepare a list of your values and prioritize the top 10 values (Annexure-IV)	
3	Research exercise	Enlist at least ten videography niche	
4	Prepare Project Timeline	<input type="checkbox"/> Write video project objective <input type="checkbox"/> Identify the target audience <input type="checkbox"/> Establish a budget <input type="checkbox"/> Prepare a schedule for the project	
5	Brainstorm ideas	<input type="checkbox"/> Brainstorm creative ideas in the group <input type="checkbox"/> Select the niche <input type="checkbox"/> Enlist at least three ideas	
6	Story Telling	Google at least five videography stories. Create a video story in a group of 5 students, covering the following themes: <input type="checkbox"/> Exposition <input type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution	
7	Develop a Screenplay	Create a group of 5 students and develop a screenplay consisting of: <input type="checkbox"/> At least three basics of screenplay <input type="checkbox"/> Six principles of a screenplay	Week 2

8	Identify lighting sources	Setup lighting production for Classroom: <input type="checkbox"/> Use hot and cool lights <input type="checkbox"/> Use lighting equipment <input type="checkbox"/> Control lighting intensity	
9		<input type="checkbox"/> Give directions to light <input type="checkbox"/> Use atmospheric light <input type="checkbox"/> Use diffusers and screens Setup lighting for the studio: <input type="checkbox"/> Install lights <input type="checkbox"/> Perform a task in natural light <input type="checkbox"/> Use tungsten lamp <input type="checkbox"/> Use halogen lamp <input type="checkbox"/> Use internal reflector lamp/ PAR Lamp <input type="checkbox"/> Use HMI Lights <input type="checkbox"/> Plan light for on-location and interviews	

10	Capture Photos	<p>Make a group of 5 students and choose a niche for the shoot:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make close shot (CU) <input type="checkbox"/> Make big close up (BCU) <input type="checkbox"/> Make medium shot <input type="checkbox"/> Make medium close-up. <input type="checkbox"/> Make long shot <input type="checkbox"/> Make wide shot <input type="checkbox"/> Make establishing shot <input type="checkbox"/> Make low angle and <input type="checkbox"/> Make a high angle shot <input type="checkbox"/> Make bird's eye view angle <input type="checkbox"/> Make canted shot <input type="checkbox"/> Make a worm's eye view. 	Week 3
11	Video Angles	<p>Make a group of 4 students and shoot the following video angles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Professional Selfie <input type="checkbox"/> Extra Wide shot <input type="checkbox"/> Medium Shot <input type="checkbox"/> Close shot <input type="checkbox"/> The Hero shot 	Week 3
12	Video Composition	<p>Make a group of 6 students and shoot according to the following video composition:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rule of third <input type="checkbox"/> Light and dark <input type="checkbox"/> Angle of perspective 	Week 3

13	Camera Lens	<p>Make a group of 5 students and use video lenses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attach camera lenses. <input type="checkbox"/> Detach camera lenses <input type="checkbox"/> Demonstrate iris <input type="checkbox"/> Demonstrate F-stop. <input type="checkbox"/> Demonstrate focal length <input type="checkbox"/> Demonstrate depth of field <input type="checkbox"/> Use a zoom lens. <input type="checkbox"/> Use telephoto lens <input type="checkbox"/> Use wide-angle lenses. <input type="checkbox"/> Use narrow-angle lens <input type="checkbox"/> Clean lenses <input type="checkbox"/> Demonstrate lens safety <input type="checkbox"/> Understanding polarizing and colored filters Understanding neutral density filters and special effects filters. <input type="checkbox"/> Shoot one-minute video with at least three lenses 	Week 3
14	Videography Filters	<p>Make a group of 5 students and create a short video using different filters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use polarizing filters. <input type="checkbox"/> Use color filters <input type="checkbox"/> Use neutral density filters <input type="checkbox"/> Use special effects filters. <input type="checkbox"/> Use ND filters <input type="checkbox"/> Use CP filters 	Week 4
	Use Jib	<p>Shoot short video/photos using Jib (Manual or Motorized)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate safety protocols 	Week 5

15		<input type="checkbox"/> Adjust the equipment as directed by the instructor <input type="checkbox"/> Broadcast/capture equipment within the assigned area <input type="checkbox"/> Operate studio Jib camera to convey images <input type="checkbox"/> Pack Jib	
16	Use Quadcopter 	Take aerial shots of your institute using a quadcopter: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate safety and security protocols of Quad-Copter <input type="checkbox"/> Install Quad Copter <input type="checkbox"/> Patch cables with the preview screen <input type="checkbox"/> Calibrate the quad-copter 	Week 5
		<input type="checkbox"/> set quad-copter for manual operation <input type="checkbox"/> Set quad-copter for auto operation <input type="checkbox"/> Use remote to operate quad-copter <input type="checkbox"/> Set altitude, weather, and light <input type="checkbox"/> Upgrade firmware <input type="checkbox"/> Upgrade software <input type="checkbox"/> Capture 360-degree shot <input type="checkbox"/> Uninstall quad-copter <input type="checkbox"/> Pack Quad Copter	
17	Different Cameras	Google different videos of the following cameras: <ul style="list-style-type: none"> <input type="checkbox"/> Osmo <input type="checkbox"/> GoPro <input type="checkbox"/> Ronen 	Week 5, 6

18	Video Editing Software	<input type="checkbox"/> Install video editing software <input type="checkbox"/> Explore different tools using video editing software <input type="checkbox"/> Create a voice over video <input type="checkbox"/> Gulf Talent – Jobs in Dubai and the Middle East <input type="checkbox"/> Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills. <input type="checkbox"/> Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-down menu. <input type="checkbox"/> Enter any keywords you want to use to find suitable job vacancies. On the results page you can <input type="checkbox"/> search for part- time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search. <input type="checkbox"/> Search for jobs by: <input type="checkbox"/> Company <input type="checkbox"/> Category <input type="checkbox"/> Location <input type="checkbox"/> All jobs <input type="checkbox"/> Agency	Week 7
19	Create Animations	<input type="checkbox"/> Create a personal narrative <input type="checkbox"/> Record interviews (in person or virtually) <input type="checkbox"/> Create a whiteboard animation <input type="checkbox"/> Present slides with a screencast recording <input type="checkbox"/> Record a stop-motion animation in Google Slides <input type="checkbox"/> Make a video tour of a significant location <input type="checkbox"/> Take your video projects anywhere with a green screen <input type="checkbox"/> Create GIF examples of classroom content	Week 8, 9

		<input type="checkbox"/> Record video self-assessment <input type="checkbox"/> Make a video with an app	
20	Design a character	Divide the process into three major part: <input type="checkbox"/> Pre-production <input type="checkbox"/> Production <input type="checkbox"/> Post-production	Week 10
21	Create an account profile on Fiverr (at least two gigs) and Upwork	Create an account by following these steps: Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security	Week 11
22	Build your CV	Download professional CV template from any good site (https://www.coolfreecv.com or relevant) <input type="checkbox"/> Add Personal Information <input type="checkbox"/> Add Educational details <input type="checkbox"/> Add Experience/Portfolio Add contact details/profile links	
23	How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)	<input type="checkbox"/> Browse the following website and create an account on each website <input type="checkbox"/> Bayt.com – The Middle East Leading Job Site <input type="checkbox"/> Monster Gulf – The International Job Portal <input type="checkbox"/> Gulf Talent – Jobs in Dubai and the Middle East <input type="checkbox"/> Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills. <input type="checkbox"/> Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-down menu. <input type="checkbox"/> Enter any keywords you want to use to find suitable job vacancies.	Week 12

		<input type="checkbox"/> On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search. <input type="checkbox"/> Search for jobs by: <input type="checkbox"/> Company <input type="checkbox"/> Category <input type="checkbox"/> Location <input type="checkbox"/> All jobs <input type="checkbox"/> Agency	
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Annexure-II:
Lectures
Documentary and Film Making

Motivational

Emerging Pakistan - Official Documentary

[https://www.youtube.com/watch?v=CgSQe64SP6](https://www.youtube.com/watch?v=CgSQe64SP6c)

[c](https://www.youtube.com/watch?v=CgSQe64SP6c)

Beyond The Oscars — A Conversation with Sharmeen

Obaid-Chinoy

https://www.youtube.com/watch?v=_jN8l4LWRts

The power of dreams and curiosity | Adeel Hashmi

https://www.youtube.com/watch?v=VRE6h_1K_HI

What Is the Role of Good Manners in the Workplace? By Qasim Ali Shah | In Urdu

<https://www.youtube.com/watch?v=Qi6Xn7yKIIQ>

What is freelancing and how you can make money online -

BBCURDU <https://www.youtube.com/watch?v=9jCJN3Ff0kA>

Hisham Sarwar Motivational Story | Pakistani Freelancer

https://www.youtube.com/watch?v=CHm_BH7xAXk

Annexure-II

SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

Mentor

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment. The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, gameplay sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

Session- 1 (Communication):

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

Session- 1 OVERVIEW
Aims and Objectives:
<ul style="list-style-type: none"><input type="checkbox"/> To introduce the communication skills and how it will work<input type="checkbox"/> Get to know mentor and team - build rapport and develop a strong sense of a team <input type="checkbox"/>Provide an introduction to communication skills<input type="checkbox"/> Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving<input type="checkbox"/> Gain an understanding of participants' own communication skills rating at the start of the program

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			

Key learning outcomes:	Resources:	Enterprise skills developed:
<input type="checkbox"/> Understand the communication skills and how it works. <input type="checkbox"/> Understand what communication skills mean <input type="checkbox"/> Understand what skills are important for communication skills	<input type="checkbox"/> Podium <input type="checkbox"/> Projector <input type="checkbox"/> Computer <input type="checkbox"/> Flip Chart <input type="checkbox"/> Marker	<input type="checkbox"/> Communication <input type="checkbox"/> Self Confidence <input type="checkbox"/> Teamwork

Schedule	Mentor Should do
Welcome: 5 min	<p>Short welcome and ask the Mentor to introduce him/herself.</p> <p>Provide a brief welcome to the qualification for the class.</p> <p>Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
Icebreaker: 10 min	<p>Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead.</p> <p>The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.</p>
Introduction & Onboarding: 20mins	<p>Provide a brief introduction of the qualification to the class and play the "Onboarding Video or Presentation". In your introduction cover the following:</p> <ol style="list-style-type: none"> 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and "contact us" section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: 30 minutes	<p>MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that</p>

	<p>must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> □ “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY □ “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY” <i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this. Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
Session Close: 5 minutes	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor: Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

MOTIVATIONAL LECTURES LINKS.

<u>TOPIC</u>	<u>SPEAKER</u>	<u>LINK</u>
How to Face Problems in Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08MI90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs_yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6eIFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbozd4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

Annexure-III SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	<p>Danyal Saleem, who lives in Mirpur (AJK), is an example of how hard work and perseverance can reap rich rewards when bidding for projects online. The graphic designer works exclusively on an online freelancing platform and has earned, on average, US\$20,000 per month for the past several months. But this isn't a story of overnight success – Danyal has had to work hard to differentiate himself and stay true to his goal.</p> <p>It was a full year later, in May 2017, when Danyal finally decided to jump in. He signed up for one of the numerous sites that connect designers or coders with people or companies that have small projects, like designing a logo or building a website.</p> <p>He had already started a small business to help pay for his college education, so he was nervous and apprehensive about the decision. "I gave myself two or three months at most. If I didn't succeed, then I would go back to running the business as it was showing potential," he says.</p> <p>If at first, you don't succeed, try try again</p>
2.	How he came on board NAVTTC Training/ or got trained through any other source	Certification in graphic designing from STEPS (NAVTTC partner institute)
3.	Post-training activities	<p>Danyal's area of expertise is in graphic design. In his first month using Fiverr, he pitched mostly for projects centered around logo designing. But it wasn't so simple. In the first few weeks, he didn't hear back from even a single client, despite pitching for dozens of projects.</p> <p>"I needed to understand what worked, so I read blogs, participated in forums, and analyzed profiles of successful freelancers. It was an uphill struggle, but I didn't want to give up," he explains.</p>

		<p>Danyal says he understands why clients would be apprehensive giving projects to untested freelancers. They have hundreds of options to choose from, he explains, and to give a project to someone with no experience requires a strong leap of faith.</p> <p>A slow stream of projects started to come Danyal's way. Within a few months, he was landing an average of a hundred projects every month, with a large number of repeat clients. He also expanded the range of his professional services, branching out from logo design to business cards, banners, Facebook cover pages, letterheads, and stationery.</p> <p>But he's had to face his fair share of challenges too. The shoddy state of internet infrastructure in his city, Mirpur, threatened to derail his freelancing career. "Sometimes I haven't had connectivity for two days straight," he explains. "That's unthinkable for someone who makes his livelihood on the internet."</p>
4.	Message to others (under training)	<p>Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.</p>

Note: Success story is a source of motivation for the trainees and can be presented in several ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of the institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio-video recording that has to cover the above-mentioned points.*
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning, etc) and narrates his/her story in the teacher's own motivational words.

**The online success stories of renowned professional can also be obtained from Annex-II*

Annexure-IV:

Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. Attendance:

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

2. Character:

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

3. Team Work:

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

4. Appearance:

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

5. Attitude:

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

6. Productivity:

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being

asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. Organizational Skills:

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

8. Communication:

Written communication, being able to correctly write reports and memos.

Verbal communications, being able to communicate one on one or to a group.

9. Cooperation:

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

10. Respect:

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.