SKILLSTACK SUITE

E-Learning Course Creation & Design — Video Scripts

Record-ready scripts for all twelve modules: hook, teaching beats, on-screen demo, close.

How to use this script pack

One script per module, written to be read aloud. Each has a hook, the teaching beats in order, the on-screen demo, and a close. Timings are targets, not rules — a tight 7-minute lesson beats a padded 12. Record audio first and re-record any beat you fumble rather than editing mid-sentence.

Production standard

- Record audio close-mic; a soft-furnished room beats an expensive camera.
- Same framing, level and background every session so lessons cut together.
- One idea per video; if a script runs past 12 minutes, split it.
- Screen demos at readable zoom — assume a laptop screen, not a monitor.
- Add captions and correct the technical terms manually.
- Record the hook last, once you know what the lesson actually became.

Module 1 — Outcome definition (7–10 min)

Hook (0:00–0:20). “Most courses die in module two. Not because the material is wrong — because nobody decided what the course was actually for.”

Teaching beats

- Write the sentence: "By the end, you will be able to ___."
- Test it against the falsifiability check — could an observer tell whether it happened?
- Name the starting point you are assuming; anyone below that line is not your learner.
- Write the one thing you are deliberately NOT teaching. This is what keeps scope honest.

On screen. Blank doc — type the transformation statement live, then the non-goal underneath.

Close. “Write your transformation statement and your non-goal before the next lesson. One sentence each — that is the whole task.”

Module 2 — Audience & prerequisite mapping (7–10 min)

Hook (0:00–0:20). “Every lesson you write assumes something about what your learner already knows. Let us make those assumptions visible.”

Teaching beats

- Write a one-paragraph learner profile: role, context, why they are here now.
- List the five things you assume they already know.
- List the five things they are most likely to get wrong.
- Decide what you do for someone who arrives below the prerequisite — a pre-module, a reading list, or an honest "this is not for you yet".

On screen. Split screen: learner profile on the left, the two five-item lists on the right.

Close. “Fill in the learner profile and both lists. You will check every lesson against them from here on.”

Module 3 — Backwards design (7–10 min)

Hook (0:00–0:20). “We are going to do this backwards, and it is going to feel wrong for about ten minutes.”

Teaching beats

- Design the final artefact the learner produces — not a quiz, a real output.
- Write the standard: what does a good version look like?
- List every capability required to produce it.
- Group those capabilities into modules. That grouping IS your module map.
- Delete anything on your original topic list that did not survive step 3.

On screen. Whiteboard: draw outcome → assessment → capabilities → modules, right to left.

Close. “Build your module map backwards from the assessment. Expect to delete a third of your topic list.”

Module 4 — Lesson architecture (7–10 min)

Hook (0:00–0:20). “If your lesson is twenty minutes long, it is not one lesson. It is three lessons that have not been separated yet.”

Teaching beats

- Break each module into lessons of one idea each.
- Target 6-12 minutes per lesson; anything over 15 gets split.
- Order lessons so each one uses the previous one’s output.
- Put a practice beat at the end of every lesson, not at the end of the module.

On screen. Take a real 22-minute lesson outline and split it into three on screen.

Close. “Break one module into lessons and mark where the practice beat goes in each.”

Module 5 — Scripting & delivery (7–10 min)

Hook (0:00–0:20). “Reading a script word for word sounds like reading a script word for word. Here is what to write down and what to leave alone.”

Teaching beats

- Write the hook verbatim.
- Bullet the teaching beats — do not write full prose for the middle.
- Script the close verbatim, ending on the practice task.
- Read it aloud once and cut every sentence that does not advance the idea.

On screen. Show a scripted hook, then the bulleted middle, then read both aloud so the difference is audible.

Close. “Script one lesson: verbatim hook, bulleted middle, verbatim close.”

Module 6 — Production basics (7–10 min)

Hook (0:00–0:20). “People forgive a bad picture. They leave within seconds of bad audio.”

Teaching beats

- Get the microphone within a hand-span of your mouth.
- Record in the softest room you have; a wardrobe genuinely works.
- Light from the front, never from behind.
- Record a 10-second test and listen on headphones before every session.
- Write down your settings so you can reproduce them exactly next time.

On screen. Show the mic distance physically, then play the same line recorded close and far.

Close. “Record a 60-second test and write down every setting so you can reproduce it.”

Module 7 — Editing & packaging (7–10 min)

Hook (0:00–0:20). “Editing will take as long as you let it. So we are going to constrain it on purpose.”

Teaching beats

- Cut only: silences over two seconds, restarts, and tangents.
- Add the same intro and outro to every lesson.
- Generate captions and correct the technical terms.
- Use a thumbnail with text readable at thumbnail size.
- Export with one preset and never adjust it per lesson.

On screen. Screen-record the actual edit at 4x with a timer running in the corner.

Close. “Edit that lesson end to end. Time yourself — that number is your real per-lesson cost.”

Module 8 — Workbooks & assets (7–10 min)

Hook (0:00–0:20). “If your workbook can be filled in without watching the lesson, it is not a workbook.”

Teaching beats

- For each lesson, identify the artefact the learner should produce.
- Build the blank template for that artefact.
- Add the three prompts that get them unstuck.
- Include one worked example, clearly marked as an example.

On screen. Put a transcript and a real workbook side by side; try to complete each without the lesson.

Close. “Build the blank workbook for your lesson, with three prompts and one worked example.”

Module 9 — Platform setup (7–10 min)

Hook (0:00–0:20). “There are exactly four things that differ between course platforms. Everything else is decoration.”

Teaching beats

- Decide drip vs open access based on who your learner is.
- Decide whether you need cohorts now or ever.
- Check what progress data you get and whether you can export it.

- Check the data-export path before you upload anything.
- Set up completion tracking on day one — retrofitting it loses your baseline.

On screen. Open two platforms and compare only the four criteria — ignore everything else on screen.

Close. “Set up your platform and drip module 1 to three people.”

Module 10 — Pricing & positioning (7–10 min)

Hook (0:00–0:20). “Nobody pays you for the time you spent recording. They pay for what changes afterwards.”

Teaching beats

- Write down the outcome’s value to the learner in their terms.
- Decide the support level you will actually sustain.
- Pick a band consistent with that support level, not with your effort.
- State plainly on the sales page what is and is not included.
- If you cannot defend the price in one sentence, it is wrong.

On screen. Table of three price bands against support level; place a real course in each.

Close. “Write your price and the single sentence that defends it.”

Module 11 — Launch sequence (7–10 min)

Hook (0:00–0:20). “Launching cold is the slowest possible route to your first sale. Here is the faster one.”

Teaching beats

- Run a small beta at a reduced price with explicit feedback expectations.
- Watch where beta learners stall and fix that lesson first.
- Collect testimonials that name a specific outcome, not "great course".
- Open a waitlist before you open the cart.
- Launch to the waitlist first; they convert far above cold traffic.

On screen. Show the beta invite email and the feedback form you send with it.

Close. “Recruit three beta learners this week. Do not wait until the course is finished.”

Module 12 — Iteration (7–10 min)

Hook (0:00–0:20). “Reviews come from the people who finished. Completion data comes from everyone.”

Teaching beats

- Pull completion data per lesson, not per course.
- Find the steepest drop-off.
- Diagnose it as prerequisite, task size, or length.
- Fix that one lesson and re-measure with the next cohort.
- Do not rebuild the whole course on one cohort’s data.

On screen. Open a real completion chart and point at the drop-off cliff.

Close. “Pull completion data per lesson, find the cliff, and rewrite that one lesson.”