MONEYONLINERS DIGITAL SKILLS ACADEMY

Lesson 19 Workbook

Video Editing Skills for Beginners

Module: High-Value Skills **Focus:** video editing skills

Workbook Purpose

This workbook turns the lesson into practice. Complete it with real examples wherever possible. The goal is not to fill pages—it is to create evidence that you understand and can apply the skill.

Learning Objectives

- Explain the core idea behind video editing skills in your own words.
- Connect the lesson to a realistic work, study, business or income situation.
- Complete a practical activity and record what happened.
- Identify a weakness or knowledge gap that deserves more practice.
- Choose a specific next action instead of ending with theory.

1. Quick Knowledge Check

Without looking back at the lesson, define **video editing skills**. Why is it useful? What is one common misunderstanding or mistake a beginner could make?

2. Starting Self-Assessment

Score yourself before the practical exercise. You will return to the table after completing the workbook.

Area	Before (1–5)	After (1–5)	Evidence / Notes
Understanding			
Confidence			
Practical ability			
Ability to explain			

3. Lesson-Specific Practical Exercise

Storyboard a 30–60 second video with hook, main message, supporting visuals, audio considerations, captions and final call to action.

Evidence I Created

What did you produce, test, compare, research, design or improve? Record the file, link, screenshot, result or other proof you could keep.

4. Real-World Scenario

Imagine you need to use **video editing skills** in a real project with limited time and incomplete information. Describe your goal, the steps you would take, what you would verify, and how you would judge whether the result is good enough.

5. Common Mistakes & Quality Check

- I did not confuse using a tool with actually understanding the skill.
- I checked important information instead of assuming the first result was correct.
- I considered the audience, goal and context before choosing a method.
- I can explain why I made my main decisions.
- I kept evidence of my work so progress can be demonstrated later.

One mistake I am most likely to make:

6. Skill-Building Challenge

Repeat or extend the practical exercise with one added constraint: less time, a different audience, a new tool, higher quality expectations, or a requirement to explain your process to another person.

7. 7-Day Action Plan

Choose one small action for each stage. Keep the plan realistic enough to finish.

Stage	Action	Done
Learn	Review the weakest concept.	■
Practice	Complete another short practical task.	■
Improve	Compare the result with a quality checklist or example.	■
Document	Save proof, notes or a screenshot.	■
Reflect	Write what improved and what still feels difficult.	■

8. 30-Day Practice Plan

Week 1 — fundamentals and guided practice:

Week 2 — independent practice:

Week 3 — a realistic mini-project:

Week 4 — review, improve and document evidence:

9. Final Self-Assessment

Area	Before (1–5)	After (1–5)	Evidence / Notes
Understanding			
Confidence			
Practical ability			
Ability to explain			

What changed between your starting and final scores? Give evidence rather than only saying you feel more confident.

10. Before Moving to the Next Lesson

- I completed the lesson-specific practical exercise.
- I can explain the lesson without copying a definition.
- I saved at least one piece of evidence from my practice.
- I know the next weakness I need to improve.
- I wrote a realistic 7-day or 30-day follow-up action.

Final Reflection

What is the most useful thing you learned, where could you apply it, and what will you do next?