

Production Assistant Online Course Design Packet

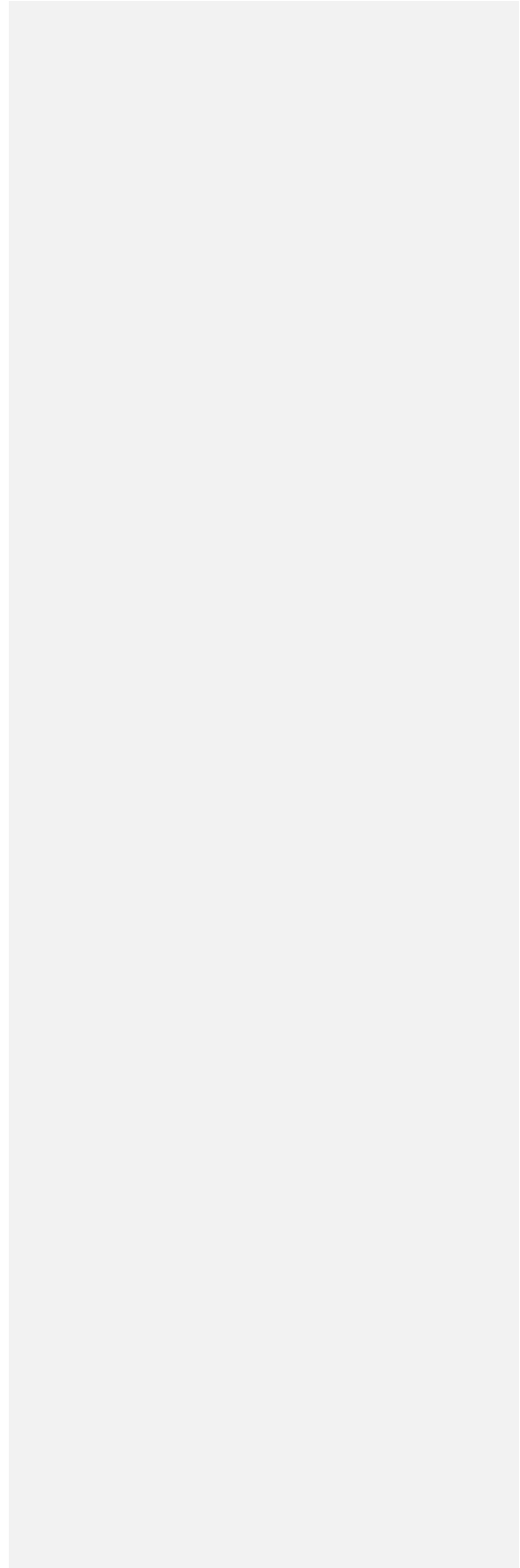


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Module 1: Introduction to Becoming a Production Assistant

Welcome to the Production Assistant Online Program. This module will take you about 20 minutes to complete. Take One!

Vocabulary – Production Assistant, Productions, Credit, Job Description

Program Description – This program introduces a practical introduction to concepts needed for individuals seeking a role as a Production Assistant on local film, television, commercial, and new media products. The goal of this program to provide an online, hands-on orientation to what it takes to get a job working as a Production Assistant. After completing this program, you will walk away with a toolkit to be able to get work as a Production Assistant.

Learning Materials: Computer

Pre-Assessment: Are you a good fit for this job? Maybe a story here or a little video interview...one to two minutes.

Learning Objectives – What else do we want learners to **know**?

After completing this program, you will be able to:

1. Summarize the benefits of working in film
2. Discover challenges to working in film
3. Analyze your personal suitability to working in film
4. Summarize the skills and qualifications needed to be a PA
5. Evaluate the job market
6. Locate where to find a job
7. Apply the key attributes of a Production Assistant to land work

This module is the introduction and will present an overview of each of these **topics**.

List of Topics to be Included in this **Module**:

Section 1: What is a Production Assistant?

Section 2: What are the benefits of working in film? – Earnings and Benefits

Section 3: What are the biggest challenges of working in film?

Section 4: What makes someone a great fit for this job?

Section 5: What traits are needed to work as a Production Assistant?

Section 6: What does the job market look like?

Section 7: Where do Production Assistants work? Is it all location, location,...location?

Section 8: What are the key attributes needed in order to find work as a Production Assistant?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Commented [SL1]: What other vocabulary should learners be familiar with?

Commented [SL2]: What learning materials will learners need?

Commented [SL3]: I put together a list of program objectives, but you are the expert. What else should be added?

Commented [SL4]: The whole idea of the program is to get learners thinking about why they want to do this work.

Commented [SL5]: Are these the only topics to explore in the introduction?

Commented [SL6]: Maybe we should emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Spotlight on Being a Production Assistant - What's the Big Idea? Tales from the field, Case Study, or Scenario...

Offline Activity - We need to think of an offline activity that will follow learners throughout the courses.

Notes:

Commented [SL7]: LEARNERS LOVE STORIES. Please think about a story that we can build on each module.

Commented [SL8]: We need something that learners need to go and do and then come back and reflect on during each session.

One activity that I have students do a lot is to review a job description for the role. Then I ask them to do a gap analysis to decide what additional preparation they need in order to fill the role.

Module 2: What's Pre-Production?

Welcome to Module 2 of your Production Assistant Online Program. This module will take you about 40 minutes to complete. Let's Take Two!

Module Description – This module presents an overview of the Pre-Production process in film making. The purpose of this module is to help you better understand why this phase is important to the film-making process. You will learn key strategies to remember during the pre-production phase. After completing this module, you will walk away with an understanding of key events, identify team players, and strategies to better evaluate priorities responsibilities involved with pre-production.

Learning Materials: Computer

Vocabulary - Director, Director of Photography, working with the Production Designer, Costume Designer, Location Manager, Audition, Location Scout, Permit, Crew, Day Actor, Set, Rehearsal,

Pre-Assessment: Consider something you do in everyday life that you have to prepare for? Take a few moments to write down the steps.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Summarize key steps in the pre-production process.
2. Explore different locations for optimum production
3. Describe the key personnel involved in production.
4. Explain key events in the pre-production phase.
5. Define the role of different team members.
6. Explore PA responsibilities in each of the key events.
7. Apply the key attributes of a Production Assistant to land work

This module is the second module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What are the steps in the pre-production phase?

Section 3: What are key considerations in the pre-production phase?

Section 4: Who are the team members involved in the pre-production process?

Section 5: What are team members' roles and responsibilities during the pre-production process?

Section 6: What is the length of time for pre-production? How is this determined?

Section 7: What are the three major events that take place prior to starting to film?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Commented [SL9]: What learning materials will learners need?

Commented [SL10]: What vocabulary should learners understand about pre-production?

Commented [SL11]: I put together a list of program objectives, but you are the expert. What else should be added?

Commented [SL12]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be "On location" video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Spotlight on Being a Production Assistant - What's the Big Idea? Tales from the field, Case Study, or Scenario...

Offline Activity - We need to think of an offline activity that will follow learners throughout the courses.

Notes:

Commented [SL13]: LEARNERS LOVE STORIES. Please think about a story that we can build on each module.

I am thinking about an interview here

Commented [SL14]: We need something that learners need to go and do and then come back and reflect on during each session.

One activity that I have students do a lot is to review a job description for the role. Then I ask them to do a gap analysis to decide what additional preparation they need in order to fill the role.

This might be that they need to conduct an interview.

Module 3: What's Production?

Welcome to Module 3 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online. There is an off-line activity. Lights, camera, action!

Module Description – This module presents an overview of the Production process in film making. The purpose of this module is to help you better understand why this phase is important to the film-making process. During this module, you will be able to define what it means to be in production, determine who are in the on-set crew and who is in off-set crew. After completing this module, you will walk away with an understanding of what your role is in the PA crew.

Learning Materials: Computer

Vocabulary: Off-Set and On-Set, Executive Producer, Producer, Co-Producer, Associate Producer, Line Producer, Production Supervisor, Production Coordinator, Assistant Production Coordinator, Travel Coordinator, Production Secretary, Accountants, Payroll Accountant, Casting Director, Extras Casting, Construction Coordinator, Scenic Painter, Supervising Editor, Editor, First Assistant Editor, Second Assistant Editor, Second Assistant Editor, Music Editor, Visual Effects Supervisor, Story Editor, Story Department Coordinator, Publicist, Production Designer, Art Director, Art Department Coordinator, Director of Photography, Camera Operator, 1st Assistant Camera/Focus Puller, 2nd Assistant Camera/Clappers Loader, Costume Designer, Costume Supervisor, Track Costumer, Set Supervisor, Breakdown Artist, Key Grip, Best Boy Grip, Dolly Grip, Key Hair Stylist, Key Make Up Artist, Gaffer/Chief Lighting Technician, Best Boy Electric, Generator Operator, Locations Manager, Assistant Location Manager, Location Production Assistant, Property Master, Assistant Prop Master, Armorer, Script Supervisor, Set Decorator, On-Set Dresser, Sound Mixer/Engineer, Boom Operator, Cable Puller, Video Assist/Playback, Special Effects Coordinator, First Assistant Special Effects, Visual Effects Supervisor/Director, Stunt Coordinator, Coordinator, Captain, Picture Car Coordinator, Driver, Still Photographer, Studio Teacher, Catering, Craft Service, Stand-Ins.

Pre-Assessment: This is where we should introduce the concept of a “call sheet” and have the learner consider if they know what a call sheet is and what should be on it.

Spotlight on the Call Sheet – The activity in this lesson should be that the learner analyzes and then creates a Call Sheet as a post assessment.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Identify the key roles in the Off-Set and On-Set crew.
2. Explore different aspects of Principal Photography.
3. Describe the key parts of a Call Sheet.
4. Explain reasons for diverse assignments and tasks.
5. Define the role of different team members.
6. Explore PA responsibilities in each of the key events.
7. Apply the key attributes of a Production Assistant to land work.

Commented [SL15]: What learning materials will learners need?

Commented [SL16]: What vocabulary should learners understand about pre-production?

Commented [SL17]: I know the Call Sheet is important. We need to provide instructions about this process. I think this would be an excellent time for an interview or a lecture and a visual aid. I could create an annotated visual aid that the learner analyzes to determine what a Call Sheet is.

Commented [SL18]: I put together a list of program objectives, but you are the expert. What else should be added?

This module is the third module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What are the steps in the Production phase?

Section 3: What are key considerations in the Production phase?

Section 4: Who are the team members involved in the Production process?

Section 5: What are team members' roles and responsibilities during the Production process?

Section 6: What is the length of time for Production? How is this determined?

Section 7: What are the major components involved in how to work any of the Production departments?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant - What's the Big Idea? Tales from the field, Case Study, or Scenario...

Offline Activity - We need to think of an offline activity that will follow learners throughout the courses.

Notes:

Commented [SL19]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be "On location" video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL20]: LEARNERS LOVE STORIES. Please think about a story that we can build on each module.

I am thinking about an interview here

Commented [SL21]: We need something that learners need to go and do and then come back and reflect on during each session.

One activity that I have students do a lot is to review a job description for the role. Then I ask them to do a gap analysis to decide what additional preparation they need in order to fill the role.

This might be that they need to conduct an interview.

Module 4: Who is on the Director's Team?

Welcome to Module 4 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online. There is an off-line activity. Lights, camera, action!

Module Description – This module presents an overview of the Production Assistant's role working on the Director's team. The purpose of this module is to help you better understand why this phase is important to the film-making process. During this module, you will be able to define what it means to be on the Director's Team, and better familiarize yourself with Key Players. After completing this module, you will walk away with an understanding of what your role is on the Director's Team.

Learning Materials: Computer

Vocabulary: The Director, Unit Production Manager, 1st Assistant Director, 2nd Assistant Director, 2nd 2nd Assistant Director, Stunt Performers, Photo Doubles, The Honey Wagon, Lock-ups, Green Room, "Wiring" an Actor, Etiquette, Meal Breaks

Pre-Assessment: This is where we should introduce the concept of a "day in the life of the set PA" and have the learner do a matching activity to match tasks with the plan.

Spotlight on the A Day in the Life of a PA – The activity in this lesson should be that the learner analyzes Day in the Life Activities.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Identify the key roles on the Director's Team.
2. Explore basic roles of a PA within the Director's Team.
3. Explain the key positions on the Director's Team.
4. Describe the key parts of a Day in the Life.
5. Explain the unforgettable tips.
6. Define the PA's role during each part of the day.
7. Explore PA responsibilities in each of the key events.
8. Apply the key attributes of a Production Assistant to land work.

This module is the fourth module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What are the steps in the day in the life?

Section 3: What are key considerations in the Production phase?

Section 4: Who are the team members involved in the Production process?

Section 5: Describe other PA positions within the Assistant Directing Department.

Section 6: What is the length of time for Production? How is this determined?

Section 7: What are the major components involved in how to work any of the Production departments?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Commented [SL22]: What learning materials will learners need?

Commented [SL23]: What vocabulary should learners understand about pre-production?

Commented [SL24]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL25]: I put together a list of program objectives, but you are the expert. What else should be added?

Commented [SL26]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be "On location" video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant - What's the Big Idea? Tales from the field, Case Study, or Scenario...

Offline Activity - We need to think of an offline activity that will follow learners throughout the courses. I think it would be interesting to have the learner sketch a simple set design.
https://www.youtube.com/watch?v=Uf_Yu3mnAhI

Notes:

Commented [SL27]: LEARNERS LOVE STORIES. Please think about a story that we can build on each module.

I am thinking about an interview here. The interview could actually evaluate the set design process.

Commented [SL28]: We need something that learners need to go and do and then come back and reflect on during each session.

I think it would be interesting for students to design a set board.

<https://dramatics.org/read-render-realize/>

<https://www.youtube.com/watch?v=6FEyKpBzTs8>

<https://www.youtube.com/watch?v=OLw-QapKxNA>

Module 5: The First Day on a Film Set

Welcome to Module 5 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online. There is an off-line activity.

Module Description – This module presents an overview of the first day on a film set. The purpose of this module is to help you better understand why this phase is important to the film-making process. During this module, you will be able to define Call Time, and better familiarize yourself with the PA's tools of the trade. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: Action, Background/Background Action, Back to One, Base Camp, Blocking, Brick, Brooming, Checking the Gate, Camera reloads, Continuity, Cut, Dailies/Rushes, Distro, Dolly, Eye-line, Fire watch, 1st Team/2nd Team, Genny, Good gate, Grace, Honey wagon, Hot Set, Last Looks/Final Touches, lock it up, Martini shot, MOS, moving on, MPV, NDB, New Deal/Next Setup, Rehearsal's Up, Rehearsing, set lock up, Sides, Skins, Turning Around, Video Village, and Weather Cover

Pre-Assessment: This is where we should introduce the concept of a “day in the life of the set PA” and have the learner do a matching activity to match tasks with the plan.

Spotlight on the A Day in the Life of a PA – The video in this module should specifically address Set Protocol and Etiquette.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Summarize how to start out your first day.
2. Explore personal belongings needed on set.
3. Explain what to expect on a set.
4. Describe set protocol and etiquette.
5. Explain the unforgettable tips.
6. Define the PA's role on the set.
7. Describe other PA positions within the Assistant Directing Department.
8. Apply the key attributes of a Production Assistant to land work.

This module is the fifth module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What are key expectations to know about how the day will open?

Section 3: What are typical sequences in filming?

Section 4: What is the set protocol and etiquette?

Section 5: What are team members' roles and responsibilities during the Production process?

Section 6: What are the three biggest takeaways pertaining to set protocol and etiquette.

Section 7: What are the major commands that should be echoed?

Commented [SL29]: What learning materials will learners need?

Commented [SL30]: What vocabulary should learners understand about pre-production?

Commented [SL31]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL32]: I put together a list of program objectives, but you are the expert. What else should be added?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant - What's the Big Idea? Tales from the field, Case Study, or Scenario...

Offline Activity - We need to think of an offline activity that will follow learners throughout the courses. I think this could be an assessment in which the learner is presented with three or four scenarios involving a PA and Set Protocol and Etiquette. After reading through the scenarios, they need to determine whether the person in the scenario will be able to handle the responsibilities of being a PA.

Notes:

Commented [SL33]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be "On location" video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL34]: LEARNERS LOVE STORIES. Please think about a story that we can build on each module.

I am thinking about an interview here. The interview could actually evaluate the set design process.

Commented [SL35]: We need something that learners need to go and do and then come back and reflect on during each session.

We would need a few scenarios to go in here...for example:

Tanner just visited the set and is on the job for the first day as a PA. He was star struck. He walked right up to Ryan Reynolds and gave him a big hug and asked to get a picture with him.

In the Set Protocol and Etiquette guidelines, which guideline pertains to how to handle this scenario.

- A. Public
- B. Sound
- C. Actors
- D. Clothing

Module 6: Walkie-Talkies

Welcome to Module 6 of your Production Assistant Online Program. This module will take you about 50 minutes to complete online. This is a very technical module and will require your full attention.

Module Description – This module presents an overview of Walkie-Talkies. The purpose of this module is to help you effectively use a walkie-talkie, distinguish walkie lingo and culture, and familiarize yourself with walkie management forms. During this module, you will be able to determine how to switch back and forth between designated channels, learn how to operate and use a Walkie-Talkie, and identify the parts of a Walkie-Talkie. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: Lingo, Looking, Stand-By, 10-100 or 10-1, What is your 20? Go to 2, Back to One, Switching, Come Back, Copy That, Brick, Cueing, Burkering, Battery Box.

Pre-Assessment: How to use a Walkie Talkie.

Spotlight on the A Day in the Life of a PA – The video in this module should specifically address how to use a Walkie Talkie. https://www.youtube.com/watch?v=W_YiwHNYU5k

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Describe how to use a Walkie-Talkie.
2. Explore Walkie lingo.
3. Explain Walkie lingo culture.
4. Evaluate Walkie management forms.
5. Use your “walkie ear” at all times.
6. Always eavesdrop on Channel 2.
7. Go to 2 for conversations longer than a sentence.
8. Complete Walkie Management Forms.

This module is the sixth module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What are the designated channels?

Section 3: What are the standard Walkie Channels?

Section 4: What are the steps to using a Walkie Talkie?

Section 5: What is Walkie-Talk?

Section 6: What is Walkie-Talkie Lingo?

Section 7: How do you complete Walkie Management Forms?

Section 8: What are Walkie Labels?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Commented [SL36]: What learning materials will learners need?

Commented [SL37]: What vocabulary should learners understand about pre-production?

Commented [SL38]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL39]: I put together a list of program objectives, but you are the expert. What else should be added?

Commented [SL40]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant - What's the Big Idea? Tales from the field, Case Study, or Scenario...

Offline Activity - Complete Walkie Management forms.

Notes:

Commented [SL41]: LEARNERS LOVE STORIES. Please think about a story that we can build on each module.

I am thinking about an interview here. The interview could actually evaluate the set design process.

Commented [SL42]: There will need to be an answer key available for this activity.

Module 7: Background Performers (BG/Extras)

Welcome to Module 7 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online.

Module Description – This module presents an overview of the role of extras or background performers. The purpose of this module is to help you effectively understand how to park and shuttle, and process key aspects of working with these unique performers. During this module, you will be able to process, choreograph, and provide background vouchers. You will be able to evaluate tools used by an Extra Wrangler. You will also be able to consider ways to make background performers appear realistic in a scene. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: Background Action, Freeze, Pick-Up, Back ton One, Reset, Turning Around, Banana, and Skins.

Pre-Assessment: What is your familiarity with Background Performers? What are tips that would help you work with Extras?

Spotlight on the A Day in the Life of a PA – The video in this module should specifically address how to work with BG/Extras.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Describe how to park and shuttle extras.
2. Explore the processing role.
3. Evaluate the Welcome Sheet.
4. Describe techniques for choreographing Extras.
5. Define background cues and terms.
6. Identify tools used by an Extras Wrangler.
7. Make background performers appear realistic in a scene.
8. Familiarize yourself with Vouchers.

This module is the seventh module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What is parking, shuttling, and processing?

Section 3: What does the welcome sheet entail?

Section 4: How do you choreograph?

Section 5: What are background cues and terms?

Section 6: What are the tools used by an Extras Wrangler?

Section 7: What are ways to make background performers appear realistic in a scene?

Section 8: What is the Extras Lingo?

Section 9: How do you complete a Voucher?

Commented [SL43]: What learning materials will learners need?

Commented [SL44]: What vocabulary should learners understand about pre-production?

Commented [SL45]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL46]: I put together a list of program objectives, but you are the expert. What else should be added?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant – This should be an annotated Voucher.

Exercise 1.1 – Complete a Voucher.

Offline Activity - Create a choreographer's cheat sheet

Notes:

Commented [SL47]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be "On location" video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL48]: There will need to be an answer key available for this activity.

Module 8: Other PA Jobs

Welcome to Module 8 of your Production Assistant Online Program. This module will take you about 25 minutes to complete online.

Module Description – This module presents an overview of other paths to line producing. There is a lot to learn in other departments, and this module present an overview of the Office PA, Locations PA, and other department PA positions. During this module, you will learn what every office PA knows, what to expect in the office, and your duties. Specifically, you learn more about how to become a team player. You will also learn about the benefits of working in the locations department. After completing this module, you will walk away with an understanding of other PA positions within the Film Crew. You should keep in mind there is potential to work in all areas of the entertainment industry as a Production Assistant. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Commented [SL49]: What learning materials will learners need?

Vocabulary: The Office PA, Office Wrap, Locations PA, Camera PA, Set Dec PA, Costume PA, and Craft Service PA

Commented [SL50]: What vocabulary should learners understand about pre-production?

Pre-Assessment: What is your familiarity with the many paths to Line Producing?

Spotlight on the A Day in the Life of a PA – The video in this module should specifically address how to work with other PA jobs.

Commented [SL51]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Learning Objectives – What else do we want learners to **know**?

Commented [SL52]: I put together a list of program objectives, but you are the expert. What else should be added?

After completing this module, you will be able to:

1. Describe other paths to line producing.
2. Explore the role of the Office PA.
3. Evaluate what every Office PA knows.
4. Describe what to expect in the office.
5. Define what it means to be a team player.
6. Identify benefits of working in the locations department.
7. Familiarize yourself with your duties during Production.
8. Categorize other PA positions with the Film Crew.

This module is the eighth module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What are the many paths to line producing?

Section 3: What is the Office PA?

Section 4: What are the duties of an Office PA?

Section 5: Why is it important to be a team player?

Section 6: What is the Locations PA?

Section 7: What are other PA positions within the film crew?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant – This should be an interview with the Accounting PA, the Locations PA, and Office PA.

Offline Activity - Create a toolkit to identify and describe all of the PA positions.

Notes:

Commented [SL53]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL54]: There will need to be an answer key available for this activity.

Module 9: Script Breakdown

Welcome to Module 9 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online.

Module Description – This module presents an overview of breaking down a script to better understand your role as a PA. The purpose of this module is to help you understand the elements of a script. You will learn strategies to understand how to break down a script into the main elements. During this module, you will be able to notate your script. You will be able to conduct a script breakdown exercise. You will also be able to consider the shooting schedule. You will learn about the one-liner. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: Breaking down the script, shooting schedule, one liner, elements of the script, notating the script, shooting schedule,

Pre-Assessment: Describe your familiarity with the process of breaking down a script.

Spotlight on the A Day in the Life of a PA – This video focuses on breaking down a script. This will be a screenshare recorded instructional video.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Describe how to break down a script.
2. Explore the elements of the script.
3. Evaluate strategies to notate your script.
4. Breakdown a script.
5. Describe the shooting schedule.
6. Identify tools used by an Extras Wrangler.
7. Make background performers appear realistic in a scene.
8. Familiarize yourself with Vouchers.

This module is the ninth module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: How do you breakdown a script?

Subsection 2.1: What are Pieces of Eight?

Subsection 2.2: How do you Notate your Script?

Section 3: Watch the Script Breakdown video 101. https://www.youtube.com/watch?v=IMep2s_T89c (13.40)

Section 4: Script Breakdown Exercise

Section 5: What is the shooting schedule?

Section 6: What is a one-liner?

Section 7: Conclusion

Commented [SL55]: What learning materials will learners need?

Commented [SL56]: What vocabulary should learners understand about pre-production?

Commented [SL57]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL58]: I put together a list of program objectives, but you are the expert. What else should be added?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant – https://www.youtube.com/watch?v=IMep2s_T89c

Exercise 1.2 – Complete the script breakdown exercise.

Offline Activity - Breakdown a script.

Notes:

Commented [SL59]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

I think in this section we want to present an example of how to breakdown a script.

Commented [SL60]: There will need to be an answer key available for this activity.

Module 10: Production Paperwork

Welcome to Module 10 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online.

Module Description – This module presents an overview of the important paperwork involved in production, including a call sheet, Production Report, and other important paperwork. During pre-production, all of the departments' activities are schedule to accomplish important tasks. The Call Sheet is created from the shooting schedule. You will be able to become familiar with the Call Sheet Lingo. You will also be able to use the Production Report to summarize what occurred during the day. You will be able to become familiar with Production Report Lingo. A Day-Out-Of-Days (DOOD) provides a daily list of elements required for the scheduled scenes. You will also learn about different types of documents including the Script Report, Camera Report, SAG Report, Crew Daily Hot Sheet, Lunch Report, Catering Report, Vouchers, Crew Time Cards, and Sound Report. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: Call Sheet, Call Sheet Lingo, Production Report, Production Report Lingo, Day-Out-of-Days (DOOD), Script Report, Camera Report, SAG Report, Crew Daily Hot Sheet, Lunch Report, Catering Report, Voucher, Crew Time Cards, Sound Report

Pre-Assessment: When have you used a Prep Schedule in the past? How did you use the Prep Schedule?

Spotlight on the A Day in the Life of a PA – The video in this module should specifically address Call Sheet Lingo and Production Report Lingo.

Learning Objectives – What else do we want learners to know?

After completing this module, you will be able to:

1. Describe the prep schedule.
2. Explore the call sheet.
3. Evaluate the Production Report.
4. Describe Day-Out-of-Days.
5. Define other types of documents.

This module is the seventh module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What is production paperwork?

Section 3: What is a call sheet?

Section 4: What is a Production Report?

Section 5: What does Production Report Lingo entail?

Section 6: What is Day-Out-of-Days?

Section 7: What are other types of documents?

Commented [SL61]: What learning materials will learners need?

Commented [SL62]: What vocabulary should learners understand about pre-production?

Commented [SL63]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL64]: I put together a list of program objectives, but you are the expert. What else should be added?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant – This should be a video overview of the different documents.

Offline Activity - Create a Production Report.

Notes:

Commented [SL65]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL66]: There will need to be an answer key available for this activity.

Module 11: Film Set Safety

Welcome to Module 11 of your Production Assistant Online Program. This module will take you about 50 minutes to complete online.

Module Description – This module presents an overview of film set safety, and includes personal safety concerns, production company safety concerns, and production company, cast, and crew safety concerns. The purpose of this module is to help you effectively communicate, address potential safety meeting concerns, personal health issues, and location safety concerns. During this module, you will learn about the six classifications for controlled products on a set. You will be able to evaluate the cultural aspects of dealing with safety issues, including vehicles and air traffic. You will also be able to consider ways to work with animals and child actors. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: Safety Awareness, Safety Issues, Hypothermia, Heat Cramps, Heat exhaustion, heat stroke, hazards, camera and lift cranes

Pre-Assessment: What do production and cast/crew have to be concerned about regarding stunts, firearms, and explosions?

Spotlight on the A Day in the Life of a PA – The video in this module should specifically address gun safety and should use the Rust movie experience as a spotlight.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Describe personal safety concerns.
2. Explore production company safety concerns.
3. Evaluate concerns related to the production company, cast, and crew safety.
4. Describe strategies to address safety concerns.
5. Define communication strategies for handling safety concerns.
6. Identify weather safety concerns.
7. Describe issues related to your personal health issues.
8. Familiarize yourself with certification and training requirements to ensure safety.
9. Understand proper lifting procedures.
10. Determine location filming requirements and safety.
11. Categorize the four major types of hazards.
12. Summarize five ways to control hazards.
13. Classify controlled products.
14. Synthesize vehicular traffic requirements for both cars and air.
15. Prioritize safety concerning animals and child actors.
16. Plan for ways to manage electrical power on the set.

Commented [SL67]: What learning materials will learners need?

Commented [SL68]: What vocabulary should learners understand about pre-production?

Commented [SL69]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL70]: I put together a list of program objectives, but you are the expert. What else should be added?

17. Appraise strategies to manage camera and lift cranes.
18. Devise a plan to handle firearms, explosives, and stunts.

This module is the eleventh module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What are personal safety concerns on a set?

Section 3: What are safety concerns related to production, cast, and the crew?

Section 4: What are strategies to manage safety issues?

Section 5: What are weather safety concerns?

Section 6: What types of certifications are relevant to managing safety issues?

Section 7: What are the four major types of hazards in production?

Section 8: How should you manage the five ways to control hazards?

Section 9: How should you prioritize safety concerning animals and child actors?

Section 10: How should you plan to manage electrical power on the set?

Section 11: What are the specific requirements to coordinate strategies to manage camera and lift cranes?

Section 12: What is your plan to handle firearms, explosives, and stunts?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant – This section should be devoted to weapons handling.

Offline Activity - Devise a safety plan.

Notes:

Commented [SL71]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL72]: There will need to be an answer key available for this activity.

Module 12: Guild, Union, and Accounting

Welcome to Module 12 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online.

Module Description – This module presents an overview of the role of union versus non-union jobs. The purpose of this module is to help you categorize the different types of guilds and unions. During this module, you will be able to understand accounting and ways to tell time in the film industry. You will be able to evaluate tools used by an Extra Wrangler. You will be able to strategize different questions to ask your local DGA guild or IATSE union. You will be able to determine worker rights, accounting procedures, and the professional conduct that is needed in each of these areas. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: IATSE, DGA, International Brotherhood of Teamsters, ICG, SAG, ACTRA, Worker Rights, health, rest period, work hours, work week, meals, physical determinants, verbal, crew time card, petty cash inventory, petty cash envelope

Pre-Assessment: What is your familiarity with unions and guilds?

Spotlight on the A Day in the Life of a PA – The video in this module should specifically pertain to unions and guilds.

Learning Objectives – What else do we want learners to **know**?

After completing this module, you will be able to:

1. Describe the differences between unions and guilds.
2. Explore accounting in the industry.
3. Evaluate telling time in the film industry.
4. Describe unforgettable tips for working with union versus non-union employees.
5. Define questions to ask your local DGA guild or IATSE union?
6. Identify worker rights.
7. Describe accounting procedures.
8. Familiarize yourself with the different forms associated with guilds and unions.

This module is the twelfth module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What is the difference between unions and guilds?

Section 3: How does accounting work in the industry?

Section 4: What are unforgettable tips for working with union versus non-union employees?

Section 5: What are worker rights?

Section 6: What are the accounting procedures in the industry?

Section 7: What are different forms associated with guilds and unions?

Section 8: How do you complete each of the forms?

Commented [SL73]: What learning materials will learners need?

Commented [SL74]: What vocabulary should learners understand about pre-production?

Commented [SL75]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL76]: I put together a list of program objectives, but you are the expert. What else should be added?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – This should be something that is added to in every module so that by the end the student can get work. We want the curriculum to build on itself in every module.

Spotlight on Being a Production Assistant – This section should analyze different forms.

Offline Activity - Complete forms for your portfolio.

Notes:

Commented [SL77]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL78]: There will need to be an answer key available for this activity.

Module 13: Film Friendly Resumes

Welcome to Module 13 of your Production Assistant Online Program. This module will take you about 40 minutes to complete online. This is the final course in the series.

Module Description – This module presents an overview of how to create a film friendly resume. You will learn what a “film friendly” resume is, determine how to “ace” an interview, and navigate the road to finding jobs, postings, and interviews. You will be able to create your own resume from a P.A.T.S. template, and join your independent film community group. You will be able to practice creating a film friendly resume. After completing this module, you will walk away with an understanding of unforgettable tips to apply to your role as a Production Assistant.

Learning Materials: Computer

Vocabulary: Resume, internship, P.A.T.S.

Pre-Assessment: What are the keys to creating a film friendly resume?

Spotlight on the A Day in the Life of a PA – The video in this module should specifically address how to create a film friendly resume? What are Department Heads looking for when hiring?

Learning Objectives – What else do we want learners to know?

After completing this module, you will be able to:

1. Describe a film-friendly resume.
2. Evaluate traits that Department Heads are looking for to hire for the Production Assistant role.
3. Describe strategies to create a film-friendly resume.
4. Familiarize yourself with winning resumes.
5. Identify strategies to “ace” an interview.
6. Write a film-friendly resume.
7. Complete the course.

This module is the thirteenth module in the series and will present an overview of each of these topics.

Section 1: What are the key terms that you need to be familiar with in this module?

Section 2: What is a film friendly resume?

Section 3: How do you “ace” an interview?

Section 4: How do you find a job/posting/interview?

Section 5: How do you create a resume from a P.A.T.S. template?

Section 6: What are the effective components on a film friendly resume?

Section 7: What are strategies to land your first job as a PA?

Section 8: What does an effective interview entail?

Section 9: Apply for a job.

Section 10: Conclusion.

Commented [SL79]: What learning materials will learners need?

Commented [SL80]: What vocabulary should learners understand about pre-production?

Commented [SL81]: This would be interesting to interview a PA to find out what a real day in the life looks like.

Commented [SL82]: I put together a list of program objectives, but you are the expert. What else should be added?

What is the biggest takeaway that you think should be impressed upon the learner? What tool should the learner walk away with?

Post-Assessment Checklist – Did you get what you wanted out of this course?

Survey - The learner should complete Survey.

Spotlight on Being a Production Assistant – Watch a successful interview for a job.

Exercise 1.1 – Write a resume.

Offline Activity - Apply for a job.

Notes:

Commented [SL83]: I tend to emphasize a key takeaway or something that the learner can apply to prime them for the rest of the courses.

Maybe this could be “On location” video or one to two minutes of an ad to help make this production part of an overall Content Marketing Strategy that sets the stage for the rest of the program.

Commented [SL84]: There will need to be an answer key available for this activity.

Conclusion – That’s a wrap!

Commented [SL85]: What else should be in this section?