

Time	What you say	What should appear
0:00–0:12	“I can show you where to click. But if tomorrow you face a real problem and you don’t know what to do, then I haven’t really taught you.”	Fast opening: Excel → graphic design → editing/training footage. Keep your voice over the shots.
0:12–0:27	“I started thinking about this more seriously when I began training people. Sometimes someone can follow every step during a class, but doing the same thing alone the next day is different.”	Real footage of you preparing or teaching a computer class in Brazzaville.
0:27–0:42	“My name is Alliance PEMOSSO, also known as Coach Alliance. I’m a digital designer, trainer, and content creator based in Brazzaville, Republic of the Congo.”	Direct to camera. Lower-third: ` Alliance PEMOSSO
0:42–1:00	“I teach graphic design and tools such as Excel, Word, and PowerPoint. I work mostly with students and professionals who want skills they can actually use, not something they will forget after the training.”	Alternate between your real training footage and screen recordings of Photoshop/Illustrator, Excel, Word and PowerPoint.
1:00–1:18	“For one person, that may mean finally understanding an Excel report at work. For someone else, it may be creating a presentation or finishing a design for a client without needing somebody beside them.”	Excel report/dashboard → PowerPoint → one of your actual design projects.
1:18–1:35	“That’s the part I care about. A digital skill becomes valuable when you can use it to solve a problem, create something, or simply do your work better.”	Return briefly to you on camera, then real footage of someone working independently.
1:35–1:51	“I’m still learning myself. I still open a program sometimes and realize there’s another way to do something I’ve done for years. Then I test it, and if it’s useful, I want to teach it.”	More personal moment: you working at your computer, testing something, preparing a tutorial or lesson.
1:51–2:06	“That’s what I want people to take from my training and the content I create. Learning where to click is a start. What matters is being able to use that skill when you face a real problem on your own.”	Strong montage of your teaching, design work and educational content. This deliberately returns to the opening idea, following Micaela’s peer-review suggestion.
2:06–2:14	“If you want to see more of my work and what I teach, visit pemosso.site.”	Clean end screen: Alliance PEMOSSO / Coach Alliance / pemosso.site