



Training Video

Script Templates

Safety Script Template

Scene	Narration	On-screen / Visuals
1	Open with a moment your learner will recognize. A situation where skipping the procedure feels harmless, or where the pressure to move fast makes compliance feel optional.	Avatar. Title card with video name.
2	Name the consequence. Not the policy violation — the actual human outcome of getting this wrong. Be specific.	On-screen text reinforcing the stakes.
3	State what the learner will be able to do by the end of this video. One observable behavior tied to one specific moment or procedure.	On-screen text listing the outcome.
4	Introduce the protocol or procedure. State it plainly. Where does it come from, who does it apply to, and when does it apply?	On-screen text introducing the protocol. Reference to SOP or governing standard if relevant.
5	Break down the key steps or moments. Keep it scannable. This is a reference the learner should be able to return to.	On-screen text or diagram listing the steps or moments. Narration keeps moving.
6	Introduce the decision point. Show a realistic scenario where the procedure applies. Ask the	Decision prompt on screen. Learner selects a

	learner what they would do. Include the instinctive wrong answer.	response before continuing.
7	Show the consequence of the wrong choice. Not a warning — a specific outcome. What happens to the patient, the worker, or the team?	Scenario visual showing the outcome of the wrong choice.
8	Show the correct procedure in action. Step by step, in the context of the scenario.	Screen recording or scenario visual showing the correct procedure.
9	Name the most common reason people skip this procedure. It's usually not ignorance — it's pressure, habit, or the assumption that this particular situation is low risk.	On-screen text naming the real reason for non-compliance.
10	Reframe the habit. What's the one thing the learner should commit to doing differently after this video? Make it specific and actionable.	On-screen text with the behavior change.
11	Tell the learner exactly what to do next. Where is the protocol documented? Who do they contact if they have questions?	On-screen text with resource link and contact. Avatar closes the video.

Completed Example

Scenario: Hand hygiene and the 5 moments

Learning Objective: This video is for frontline healthcare workers who currently know hand hygiene is required but don't apply it consistently at all five WHO-defined moments, particularly before patient contact. After watching, frontline healthcare workers should be able to name the five moments for hand hygiene and apply the correct technique before patient contact so that the risk of healthcare-associated infections is reduced for both patients and staff.

Scene	Narration	On-screen / Visuals
1	You're running behind. Three patients to see before the end of the shift, and the gel dispenser at the last station was empty. You wiped your hands on your scrubs and moved on. It felt fine. It wasn't.	Avatar. Title card: "The 5 moments for hand hygiene."
2	Healthcare-associated infections affect 1 in 10 patients globally. Most are preventable. Hand hygiene is the single most effective intervention we have, and the gap between knowing that and doing it consistently is where infections happen.	On-screen text: "1 in 10 patients. Most preventable."
3	By the end of this video, you'll be able to name the five moments for hand hygiene and apply the correct technique at the moment that matters most: before patient contact.	On-screen text listing the five moments.
4	The WHO defines five specific moments when hand hygiene is required. This isn't a general guideline. It's a protocol that applies	On-screen text: "5 moments. Every worker. Every time."

	to every frontline healthcare worker, in every patient care setting, every time.	Reference to WHO hand hygiene guidelines.
5	The five moments are: before patient contact, before an aseptic task, after body fluid exposure, after patient contact, and after contact with the patient's surroundings. Each one has a specific reason. Together, they break the chain of transmission in both directions — protecting the patient and protecting you.	On-screen graphic listing all five moments with brief descriptions. Narration moves at pace.
6	You're about to take a patient's blood pressure. You've just finished updating their chart on the computer at the nurses' station. What do you do before you touch the patient? A) Proceed — you haven't touched anything clinical since your last wash. B) Use the gel dispenser on the way into the room. C) Check if your hands look visibly dirty first.	Decision prompt on screen with three options. Learner selects before continuing.
7	Option A is the most common choice — and the most dangerous. Keyboards, charts, and surfaces in patient areas carry pathogens even when they don't look contaminated. Option C relies on visible dirt as a proxy for contamination, which doesn't apply to most healthcare-associated pathogens. Both choices skip Moment 1, and both put the patient at risk.	On-screen text: "Looks clean doesn't mean clean." Diagram showing transmission route from surface to patient.
8	Option B is correct. Before patient contact means before you touch the patient, every time, regardless of what you were doing immediately before. Use the gel dispenser on	Screen recording or animation showing the correct hand hygiene

	entry, apply to all surfaces of both hands, and rub until dry. That's it. Fifteen seconds.	technique. On-screen text: "Every entry. Every time."
9	The most common reason people skip hand hygiene isn't that they don't know the protocol. It's time pressure, missing or empty dispensers, and the assumption that low-risk interactions don't count. Every interaction counts. Moment 1 applies whether you're taking a blood pressure or adjusting a pillow.	On-screen text: "Time pressure is the real risk."
10	The commitment is simple: before you touch any patient, you clean your hands. Not most of the time. Not when it feels necessary. Every time. If the dispenser is empty, report it before you move on.	On-screen text: "Before you touch. Every time." "Empty dispenser? Report it."
11	The full WHO hand hygiene protocol is available at [link]. If your unit has specific guidance, check with your charge nurse or infection control lead. Questions about compliance reporting go to [contact].	On-screen text with WHO guideline link, charge nurse reference, and infection control contact. Avatar closes the video.