

How I Design Video-Based Learning

Scenario videos are the heart of the training I build. Instead of asking learners to watch and then recall details, I give every viewing a purpose, a skill to watch for, a decision to make, and a link back to their own practice.

THE TRADITIONAL APPROACH One long video, then a string of recall questions about details learners had no reason to notice.	MY APPROACH Shorter scenes with a clear purpose, focused observation, and decision points built into the story.
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1 BEFORE THE VIDEO

Pre-Watch Framing

A short framing box sets the scene and tells learners what to pay attention to, so they watch with intent instead of hoping to remember everything.

EXAMPLE

You are about to join a family meeting. Watch how the specialist keeps everyone in the conversation.

2 WHILE WATCHING

Skills Observation Grid

Four target skills, each with a cue for what it looks like on screen. Learners notice skills in action rather than memorizing lines.

Open-ended questions Invites the family to tell their story	Reflections Mirrors back what was said and felt
Affirmations Names real strengths and effort	Tone of voice Stays calm and steady under pressure

3 AT KEY MOMENTS

Pause & Decide

The video stops at a turning point. Learners choose what the specialist should say next and see why each option helps or hurts.

A parent says: “You’ve already decided to take my kids.”

RECOMMENDED	“It sounds like you feel the outcome is set. I want to hear what you think needs to happen.”
ACCEPTABLE	“Nothing has been decided yet. Let’s talk about next steps.”
AVOID	“That’s not true. We’re only here to help.”

4 AFTER THE SCENE

Reflection Prompt

A short prompt connects what learners saw to their own work, turning a scene into a personal takeaway they carry into the field.

REFLECT

Think of a time someone pushed back in a meeting you led or observed. Which skill from this scene would you use next time, and what would you say?

DESIGN PRINCIPLES			
Purpose first. Learners know why they are watching.	Practice over recall. Notice skills, not trivia.	Decisions in context. Choose in the moment it matters.	Own practice. Every scene ends with the learner.