

Sample design document · Concept course

The Five-Minute Pause

Kestrel Ridge



KESTREL RIDGE
ENERGY SERVICES

THE FIVE-MINUTE PAUSE

FIELD LEVEL HAZARD ASSESSMENTS

A 4:23 field-safety module that makes one habit stick for new oilfield hands: stop and assess before every task, and again whenever conditions change.

Concept course. Kestrel Ridge Energy Services is a fictional brand. ADC designed and produced this module to show its process. Audience details, the source text and the evaluation plan are written by ADC as realistic samples, not client data.

1. Project summary

Business problem	New hands treat the Field Level Hazard Assessment (FLHA) as paperwork, or do it once a shift.
Learners	New field workers in their first 30 days on a lease
Behaviour to change	Complete an FLHA before every task, and redo it when conditions change
Format	Narrated flat-illustration explainer with two in-video checks
Runtime	4:23, plus a 4-question check
Delivery	SCORM 1.2 package, MP4 master, captions, transcript
Success measure	Pass mark 75%; FLHAs per task and stop-work calls by new hands

2. Audience analysis

	Assumption	What it means for the design
Roles	Field hands, operators, new crew members	One new hand (Jace) whose week two is the whole story
Setting	Phone, outdoors or in a truck, often with sound off	Large type, high contrast, captions on, checks built for touch
Prior knowledge	Has seen an FLHA form	No form walkthrough; teach the five-minute habit
What gets in the way	Keeping pace with an experienced crew; the cold	The rushing box on the form is named out loud
Constraints	Sites, seasons and tasks vary	Flat illustration in reusable layers: a new site is a scene swap

These are ADC's assumptions for a concept course. With a client, they come from the discovery call and two or three conversations with the people who will watch it.

3. Performance goal and learning objectives

Performance goal: Every task on the lease starts with a signed FLHA, and any change in wind, weather, crew or job sends the crew back to Stop.

After the module, learners will be able to:

1. **Stop:** Complete an FLHA before every task, not once a shift.
2. **Scan:** Scan a work area in three directions: up, around and down.
3. **Speak:** Raise a hazard or call a stop, however new you are.
4. **Control:** Apply controls in order: eliminate, guard, then PPE.
5. **Redo on change:** Recognise when conditions change, and redo the FLHA.

4. Content outline and framework

Five steps, one word each, so a new hand can recall them in the cold with gloves on: **Stop** → **Scan** → **Speak** → **Control** → **Sign**. The last step loops back to the first when conditions change.

Time	Scene	Teaches	Key line
0:00–0:24	Minus thirty-two	Why it matters	"Most incident reports start on a morning like this one."
0:24–0:50	Yesterday's FLHA	Every task	"Yesterday's assessment was for yesterday's job."
0:50–1:18	Stop	Stop	"Pen before wrench."
1:18–2:12	Scan, and a quick check	Scan	"Look up. Look around. Look down."
2:12–2:28	Speak	Speak	"Anyone on site can raise a hazard, or call a stop."
2:28–3:07	Control, then Sign	Control and Sign	"And PPE as the last line."
3:07–4:00	The wind turns, and a check	Redo on change	"The hazard assessment is stale. Go back to Stop."
4:00–4:23	By sunrise	Recap	"Five minutes. Every task. Every time."

Left out on purpose: Regulation numbers, the full hazard catalogue and the paper form field by field. The supervisor covers the local form on site; the module builds the habit.

5. Assessment map

Every objective is taught by a scene and checked by a question; each wrong answer is a mistake a real learner would plausibly make.

Objective	Taught in	Checked by	Distractor logic
1. Stop	0:24–1:18	Q2 · in video: The FLHA is signed, and forty minutes in the wind shifts. What do you do?	"Keep working; the FLHA is already signed" is the once-a-shift habit the module exists to break.
2. Scan	1:18–2:12	Q1 · in video: Jace checked the power line, the flowline and the H2S zone. Which hazard did he miss?	The check pauses the video at 2:03, right after Jace walks past the ice: learners must catch it before he does.
3. Speak	2:12–2:28	Q4: You're the newest hand. Before a lift, you spot a frayed sling the lead hasn't noticed. What do you do?	"Mention it after the lift" is the distractor: the quiet, polite choice a new hand makes when they don't feel entitled to stop the job.
4. Control	2:28–3:07	Q3: A hazard can't be removed completely. In what order do you apply controls?	"Whichever is fastest" is the honest temptation on a cold morning; the order is the rule.
5. Redo on change	3:07–4:00	Q2 · in video: The FLHA is signed, and the wind shifts toward the vents. What do you do?	This check runs at 3:45 as "Your turn": the same moment Jace faced, now with the learner deciding.

6. Design rationale

Four decisions shape the course, each tied to a principle an L&D reviewer will recognise.

Decision	Why	Principle
Make the pause the job, not a delay. (1:11)	The narrator returns to one line until it sticks: "Those five minutes aren't a delay before the job. They are the job."	Spaced repetition of one core line
Let the learner catch the miss. (2:03)	Jace walks past the ice, and the video stops to ask which hazard he missed, before anyone points it out.	Retrieval practice at the moment of decision

Decision	Why	Principle
The new hand calls the stop. (3:22)	Forty minutes in, it is Jace, not the foreman, who raises his hand. New hands see that calling a stop is their job too.	Peer modelling of the target behaviour
Built from layers, not a shoot. (All)	Flat screen-print illustration in hi-vis orange and graphite. A new site, task or season is a scene swap, not a reshoot.	Five named steps (segmenting) in a reusable visual system

Process: ADC's Discover → Structure → Visualize → Produce → Review → Deliver flow, mapped to ADDIE, with SAM-style review rounds at script, storyboard and draft cut.

7. Script and storyboard excerpt

A dense source passage became short script lines, one action each.

Source passage (sample written by ADC for this concept course):

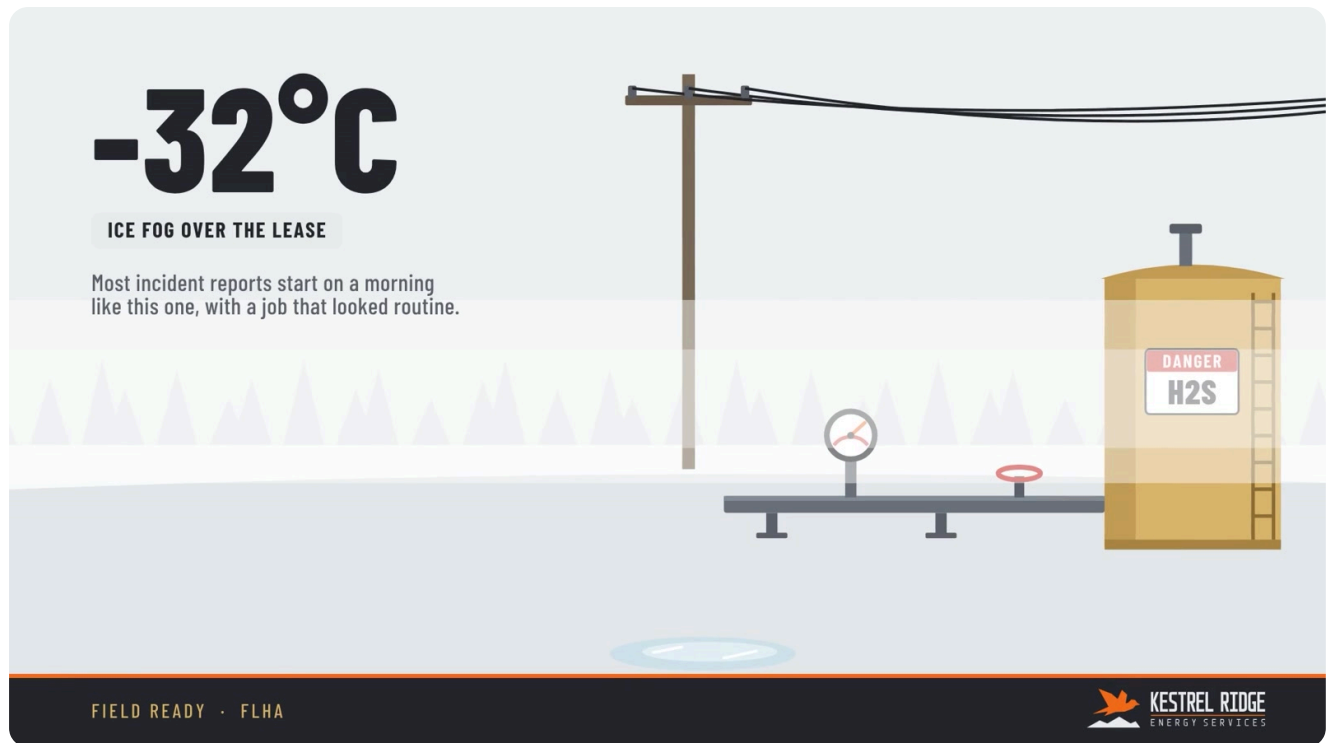
HSE-PRO-07: Field Level Hazard Assessment. An FLHA shall be completed and signed by all personnel assigned to a task prior to commencement of that task. Assessments shall address hazards above, at and below the work area, including energised overhead conductors, pressurised systems, H2S exposure zones and ground conditions. Hazard controls shall be applied in accordance with the hierarchy of controls: elimination, engineering controls, administrative controls and personal protective equipment. Any worker may initiate a stop-work action. The FLHA shall be revalidated where weather, personnel, scope or site conditions change.

Source says	Script says	Objective
An FLHA shall be completed and signed by all personnel assigned to a task prior to commencement of that task.	Pen before wrench. No task starts until the hazard assessment is done.	Stop
Assessments shall address hazards above, at and below the work area...	Walk the work area before you touch anything, and look in three directions.	Scan
Any worker may initiate a stop-work action.	Anyone on site can raise a hazard, or call a stop. Including the newest person here.	Speak
The FLHA shall be revalidated where weather, personnel, scope or site conditions change.	When the wind, the weather, the crew or the job changes, the hazard assessment is stale. Go back to Stop.	Redo on change

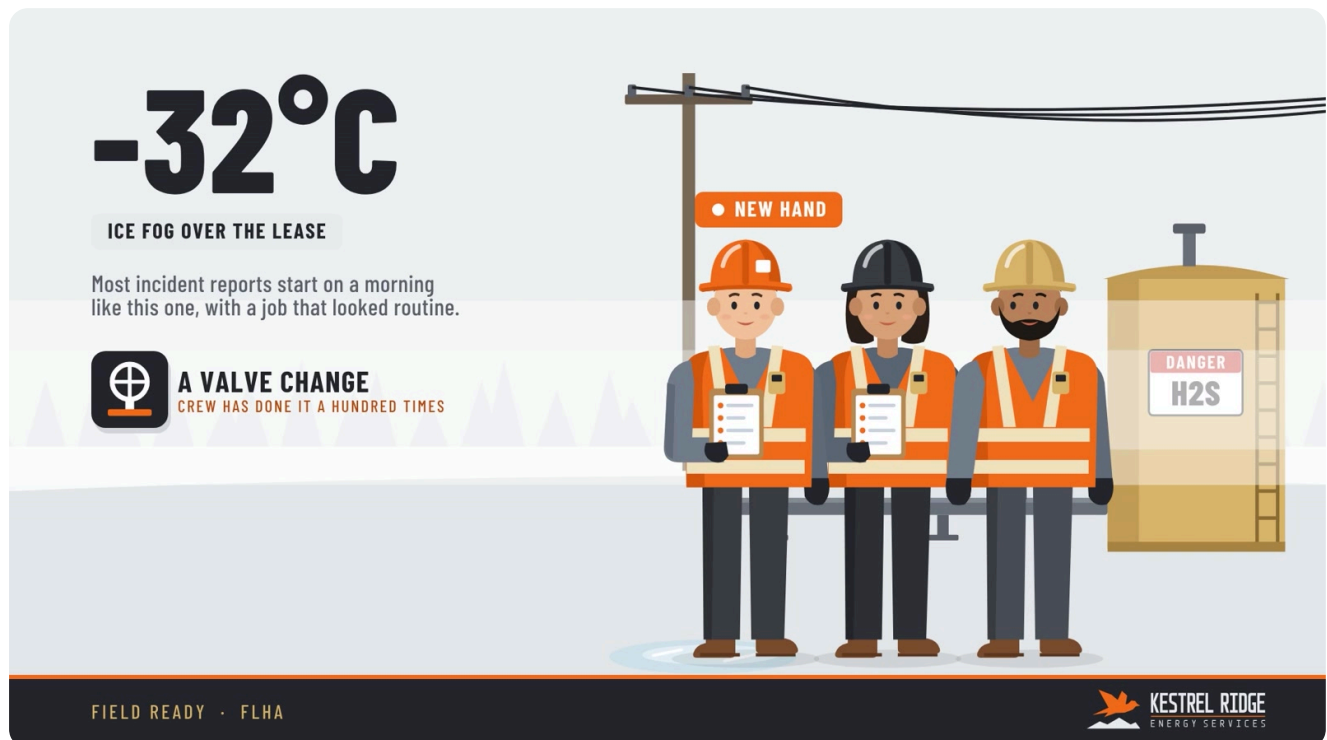
Rewrite rules used: one step per word; "hierarchy of controls" becomes "eliminate, guard, PPE"; "revalidated" becomes "do it again"; every line names a thing you can see on the lease.

Storyboard excerpt (stills from the final video)

0:08 · Cold open. Ice fog over the lease; a valve, a flowline and the tank. *Narration:* "Most incident reports start on a morning like this one..." *On screen:* -32°C · Ice fog over the lease.



0:18 · The crew. Three crew members; Jace tagged as the new hand. *Narration:* "And a new hand who hasn't." *On screen:* A valve change · New hand.



1:04 • Stop. The crew waits, tools in hand, while the FLHA comes first. *Narration:* "Pen before wrench." *On screen:* Tools in hand • Crew waiting • -32°C and biting.



1:53 • Scan. Jace with the form; hazard tags appear up, around and down. *Narration:* "But he walks right past the ice." *On screen:* Overhead lines • Line pressure • H2S zone • Ice and footing.



2:07 · Quick check. The video pauses on four hazard icons. *Narration:* "Which hazard did Jace miss?"
On screen: Overhead lines · Line pressure · H2S zone · Ice at the gate.

QUICK CHECK

WHICH HAZARD DID JACE MISS?


OVERHEAD LINES


LINE PRESSURE


H2S ZONE


ICE AT THE GATE

FIELD READY · FLHA



2:22 · Speak. Jace reads the FLHA; Ryan points at the gate. *Narration:* "Anyone on site can raise a hazard, or call a stop." *On screen:* Anyone can raise a hazard · Ice at the gate.

STEP 3 · SPEAK

SAY IT OUT LOUD.

Jace reads his FLHA to the crew.

● ANYONE CAN RAISE A HAZARD

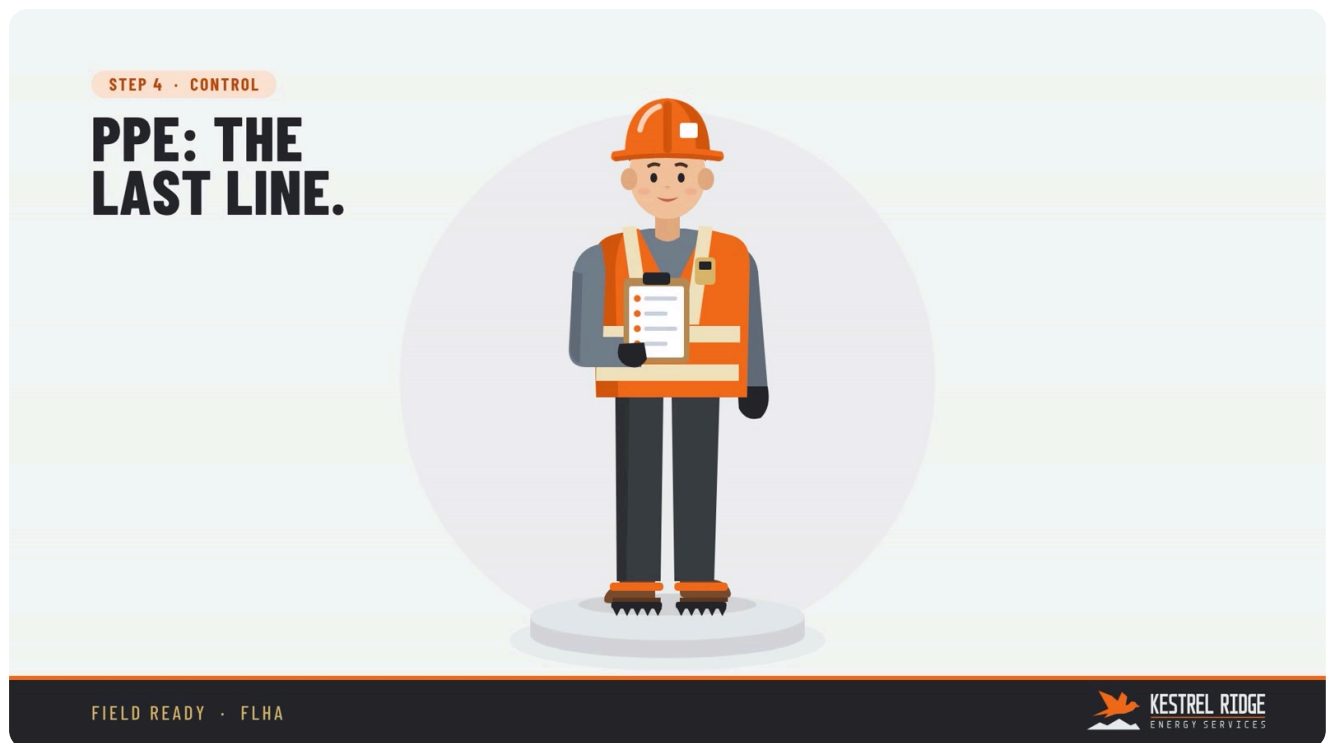


● ICE AT THE GATE

FIELD READY · FLHA



2:46 • Control. PPE shown last, after eliminate and guard. *Narration:* "And PPE as the last line." *On screen:* PPE: the last line.



3:02 • Sign. The completed FLHA with every control checked and three signatures. *Narration:* "The FLHA is a promise the crew makes to each other." *On screen:* Field Level Hazard Assessment.

STEP 5 • SIGN

SIGN IT. OWN IT.

Everyone on the task signs.
It's a promise the crew makes
to each other.

HAZARD	CONTROL	DONE
OVERHEAD LINES	Spotter on the boom, 7 m clearance	☒
LINE PRESSURE	Bleed off, lock out the valve	☒
H2S ZONE	Monitors on, work upwind	☒
ICE AND FOOTING	Sand the path, ice cleats on	☒

CREW SIGN-OFF

JACE CARTER
FIELD HAND

DANA MITCHELL
LEAD HAND

RYAN BROOKS
CREW

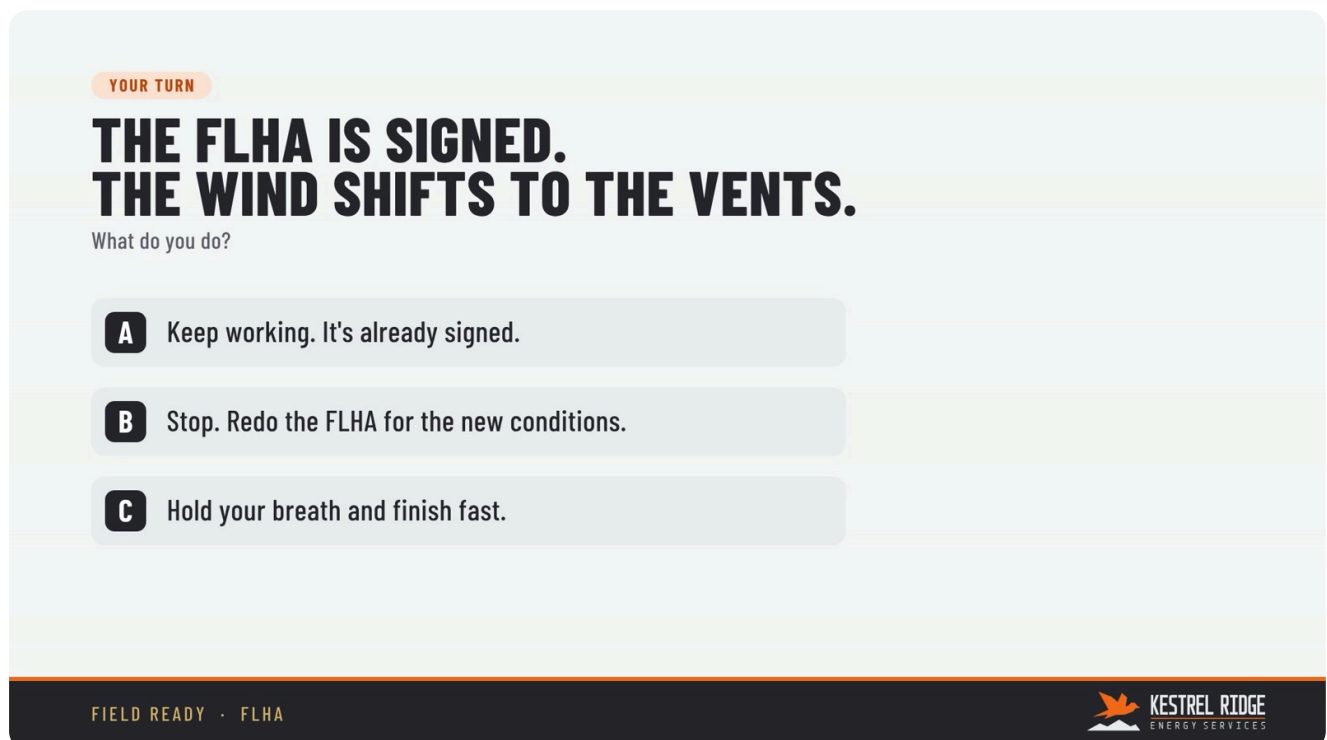
FIELD READY • FLHA

KESTREL RIDGE
ENERGY SERVICES

3:28 · The wind turns. The windsock swings toward the vents; the form is marked stale. *Narration:* "Jace sees it first." *On screen:* 40 minutes in, the wind turns · Stale.



3:54 · Your turn. In-video check with three choices. *Narration:* "What do you do?" *On screen:* Keep working · Stop, redo the FLHA · Hold your breath and finish fast.



4:19 • Close. Sunrise, the five step icons and the crew. *Narration:* "Five minutes. Every task. Every time."
On screen: Five minutes. Every task.



8. Delivery and evaluation plan

Delivery setup

Setting	Value
Standard	SCORM 1.2
Completion rule	Video watched to the end and all checks answered
Pass mark	75% (3 of 4), unlimited attempts
In-video checks	Two, at 2:03 and 3:45, scored with the LMS questions
Tested on	Phones first, then desktop, in a test LMS

Accessibility: captions on by default (SRT and VTT), full transcript, on-screen text kept to short labels, checks usable by keyboard and touch.

Evaluation plan (recommended measures, not results; concept courses have no learners yet):

Level	What to measure	Source	When
1. Reaction	"Could you do this on your next task?"	LMS survey	At completion

Level	What to measure	Source	When
2. Learning	First-attempt score on the two in-video checks	LMS report	First 30 days
3. Behaviour	FLHAs per task, not per shift, for new hands	Form audit by supervisors	Before and 60 days after
3. Behaviour	Stop-work calls raised by workers under 90 days	Safety log	Monthly

Stop-work calls by new hands should rise. That is the course working: the newest person on site speaking up.

Working with ADC

Every ADC project starts with a document like this one, agreed before production begins. Your experts give a kickoff call, one script review and one review per draft; ADC handles structure, script, visuals, production and delivery, with one point of contact.

Book a 30-minute discovery call at aurora-dc.com to see which of your repeat training topics would gain most from being built once.