

# RECOGNIZING SLIP, TRIP AND FALL HAZARDS

## Purpose

This module prepares participants to recognize slip, trip and fall hazards in their organizations. It begins with an introduction to four risk factor categories. Next, it acquaints participants with the key areas in their organizations that contain slip, trip and fall hazards. They will learn about the various tools for identifying these hazards, and they will be introduced to a checklist that can help them identify slip, trip and fall hazards at their worksites.

## Objectives

After completing this module, participants will be able to:

- Identify the four risk factor categories for slips, trips and falls.
- Identify the key areas in an organization that contain slip, trip and fall hazards.
- Identify the various tools they can use for identifying slip, trip and fall hazards.
- Use a checklist to identify slip, trip and fall hazards at their workplaces.
- Recognize the slip, trip and fall hazards at their workplaces.

## Time

100 minutes: 9:40 to 11:20 AM

Followed by a 60 minute lunch, 11:20 AM to 12:20 PM

## Agenda (Instructional Strategy and Content Outline)

The following topics and activities are covered in this module. An estimate of the time needed to cover each section of the module appears in parentheses.

1. The Four Risk Factor Categories—Discussion (30 minutes)
2. Where Do Hazards Lurk?—Presentation (10 minutes)
3. Methods for Recognizing Hazards—Presentation (5 minutes)
4. Recognizing Hazards—Case study (35 minutes)
5. Checklist for Recognizing Slip, Trip and Fall Hazards—Individual Activity (20 minutes)

## Key Terms and Concepts

- Risk factors for slips, trips and falls
- Where to look for hazards
- Methods for recognizing hazards
- Checklist for recognizing slip, trip and fall hazards

## Materials and Equipment

To prepare for delivering *Module 2*, you will need the following:

- Participant Guide and Facilitator Guide
- Flipchart, markers, and tape
- Laptop computer (PC) and LCD projector with wireless remote or overhead projector
- Overhead transparencies or PowerPoint slides: 2-1 through 2-28

## Suggestions for Time Management

- Start on time after the break.
- When you present Pages 5 through 8, don't discuss every point on every page. Instead focus on the overall category of risk factor, and spend most of the time getting participant examples of each risk factor at their workplaces.
- When you do the case studies, you can do them as a large group discussion rather than in small groups. Simply go through the slides once, discussing the hazards with the group as you go.

## Cues

### PPT 2-1

### 30 Minute Discussion

### PPT 2-2 and PPT 2-3

### PPT 2-4

### PPT 2-5

## Presentations and Activities

### 1. The Four Risk Factor Categories—Discussion (30 minutes)

- Start this module by showing PPT 2-1.
- Lead a 30 minute discussion in which you cover the following information (the suggested times are in parentheses):
  - Module objectives (quick).
  - Reactive and proactive slip, trip and fall management (about 10 minutes).
  - The four risk factor categories (20 minutes)
- Refer participants to Page 1 of Module 2: *Recognizing Slip, Trip and Fall Hazards*.
- Show PPT 2-2 and PPT 2-3 to introduce the objectives for the module.
- Refer participants to Page 2. Use PPT 2-4 to point out that this module will cover the first step in proactive slip, trip and fall management: recognition.
- Refer participants to Page 3.
- Tell participants that there are two ways to manage slip, trip and fall prevention: reactive and proactive.
- Ask participants for ideas on the differences between reactive and proactive management.
- As you get ideas from participants, encourage them to take notes in the space provided on Page 3.
- After you have a few ideas from participants, show PPT 2-5 and point out any differences that participants didn't mention.

- Discuss the three questions at the bottom of Page 3. During the discussion, bring out the following points if no one else makes them.
- Question 1
  - It’s always best to be proactive.
  - It puts you ahead of the curve and makes you more likely to prevent incidents from occurring.
  - However, it is also important to be able to respond effectively to incidents that do occur.
  - An effective response to an incident is one that looks for the root cause and eliminates it, ensuring that the incident will not happen again.
- Question 2
  - Sadly, many organizations just don’t put much effort into proactively managing its safety systems.
  - Many organizations fail to see that prevention is the most cost-effective approach to safety.
- Question 3
  - If you feel that your organization is more reactive than proactive, don’t feel bad.
  - The purpose of this program is to help you become more proactive.
- Tell participants that one of the best ways to have proactive slip, trip and fall management is to recognize the hazards before an incident occurs.
- Refer participants to Page 4. Make the following points:

**Question**

- When it comes to recognizing hazards, there are four key categories of risk factors to consider.
- A good safety professional will always look for hazards in all four of these categories.
- Let’s test your safety knowledge by identifying the four categories.

**■ Who can tell me what these four categories are?**

- Get ideas from a few participants.
- When someone says “Environment, Equipment, Work Practices, Individual,” congratulate that person.
- Encourage participants to take notes in the space provided on Page 4 while you give a brief overview of each of the four categories.

**PPT 2-6**

- Show PPT 2-6, and briefly explain environmental risk factors.

**PPT 2-7**

- Show PPT 2-7, and briefly explain equipment risk factors.

**PPT 2-8**

- Show PPT 2-8, and briefly explain work practice risk factors.

**PPT 2-9**

- Show PPT 2-9, and briefly explain individual risk factors.
- Tell participants that they are now going to learn about some of the specific risk factors in each category.
- Refer participants to Page 5. Spend about 5 minutes covering this page.
  - Discuss the risk factors relating to the environment, then address participant comments and questions.
  - Ask participants to identify some environmental risk factors in their workplaces.
  - Encourage participants to write their responses in the space provided at the bottom of Page 5.

- Refer participants to Page 6. Spend about 5 minutes covering this page.
  - Discuss the risk factors relating to equipment, then address participant comments and questions.
  - Ask participants to identify some equipment-related risk factors in their workplaces.
  - Encourage participants to write their responses in the space provided at the bottom of Page 6.
  
- Refer participants to Page 7. Spend about 5 minutes covering this page.
  - Discuss the risk factors relating to work practices, then address participant comments and questions.
  - Ask participants to identify some work practice risk factors in their workplaces.
  - Encourage participants to write their responses in the space provided at the bottom of Page 7.
  
- Refer participants to Page 8. Spend about 5 minutes covering this page.
  - Discuss the risk factors relating to the individual, then address participant comments and questions.
  - Ask participants to identify some individual risk factors in their workplaces.
  - Encourage participants to write their responses in the space provided at the bottom of Page 8.
  
- Close the discussion by telling participants that they should always be aware of all four categories of risk factor when they work to prevent slips, trips and falls.
  
- Before advancing, answer any participant questions.

**10 Minute  
Presentation****PPT 2-10****2. Where Do Hazards Lurk?—Presentation (10 minutes)**

- Lead a 10 minute presentation in which you talk about where participants should look for hazards.
- Refer participants to Pages 9 and 10.
- Introduce these pages by showing PPT 2-10, and saying the following:
  - Slip, trip and fall hazards have a tendency to lurk in plain sight.
  - They are there, but because employees get so used to seeing them day after day, the hazards become invisible.
  - Therefore, it is especially important to build awareness of where the hazards are lurking.
- As you present Pages 9 and 10, get participants involved by doing one or more of the following:
  - Ask participants to visualize their workplaces. Do they have hazards that are lurking?
  - Have participants use a highlighter pen to mark the hazards on Pages 9 and 10 that they would like to address when they get back to the job.
  - Ask participants to share any additional hazards they can identify.
- Before moving on, answer any participant questions or concerns.

**5 Minute  
Presentation**

**3. Methods for Recognizing Hazards—Presentation  
(5 minutes)**

- Lead a 5 minute presentation in which you introduce the various methods that can be used to recognize hazards.
- Refer participants to Page 11. Introduce with the following:
  - Point out that proactive management of slips, trips and falls does not happen automatically.
  - Organizations must have methods for recognizing hazards.
  - This page lists a variety of methods.
- Use your presentation time to introduce the four categories of methods they can use:
  - Proactive safety systems.
  - Analysis of incidents.
  - Measure against published standards.
  - Constant vigilance.
- As you introduce each method, give participants some time to check the boxes to indicate:
  - Which methods they are currently using.
  - Which methods they will use in the future.
- As you present this page, bring out the following points.
  - Of the four categories presented on this page, the proactive safety systems are the most important.
  - If they use proactive safety systems, they will have fewer incidents to evaluate.
  - However, when they do have incidents, it is important to spend some time analyzing them.



- By doing so, they may be able to identify and eliminate a hazard that they previously missed.
  - When they analyze data, they should look for the root cause. Too often organizations analyze incidents by looking at injury type, which doesn't help them determine how to fix the problem.
  - Measuring against standards is another proactive method and it helps an organization to comply with regulations.
  - Measuring against standards helps take the guesswork out of safety management.
  - Constant vigilance requires discipline, training and effort, but is worthwhile if you can change your organization's culture.
  - If an organization uses surveillance cameras, they should require someone to look at the images regularly. The idea behind the surveillance is to clean up a spill immediately after it happens. The cameras won't clean up the spills, they will only show when they happen.
- Close the presentation with a brief discussion. Use the following to get the discussion started:
- How many of you currently use some of these methods in your organization?
  - Which ones?
  - What results do you get from using this method?
  - How many of you will start using some of the methods listed on Page 11?
  - Which one(s)?
  - Do you anticipate any problems? If so, describe them.

**35 Minute Case Study**

**4. Recognizing Hazards—Case Study (35 minutes)**

- Facilitate a 35 minute case study, in which you will show 16 slides to participants, and they will identify the slip, trip and fall hazards.
- Allocate the time as follows:
  - Introduce the activity, then break the class into small groups of 4-5 participants (about 3 minutes).
  - Show each of the 12 slides for about one minute each. During each minute, the small groups will identify the slip, trip and fall hazards they see in the slide (about 16 minutes).
  - Show each of the slides a second time, again for about one minute each. Lead a discussion in which participants share their answers and you add your own comments (about 16 minutes).
- Refer participants to Pages 12 through 15. Tell them they will get practice identifying slip, trip and fall hazards.
- Break the large group into smaller groups of 4-5 participants.
- Tell the groups that you are now going to show them a series of slides.
- For each slide, the groups will spend about one minute identifying the slip, trip and fall hazards.
- They can write the hazards they identify in the appropriate spaces on Pages 12 through 15.
- Show PPT 2-11 through PPT 2-26, leaving each slide on the screen for approximately one minute.
- It is okay to advance a slide early if the participants are finished identifying the hazards before the minute is up.
- After participants have identified the hazards on all of the slides, show each slide again.

**PPT 2-11 through PPT 2-26**

**Facilitator Note**

**Facilitator Note**

- You can quickly return to PPT 2-11 by pressing “11” on the keyboard, then pressing “Enter”.
- Debrief by doing the following:
  - Have participants share which hazards they identified.
  - Add any additional hazards that participants did not mention.
  - Periodically ask participants if the hazard recognition system at their organizations would catch a similar hazard.
- Although participants might derive different answers, following is a summary of the hazards in each slide:

**PPT 2-11**

- Case Study 1
  - No rail to protect people walking on upper sidewalk.
  - No signage or other visual markers to warn people who are walking perpendicular to the steps.
  - Picnic table obstructs the sidewalk.
  - Grate holes are large enough to catch heels.

**PPT 2-12**

- Case Study 2
  - Loose gravel on the ramp could cause a slip or slide.
  - Uneven surface.
  - Minor change in elevation could cause stumble.
  - Far side of ramp is blocked by something with a sharp metal foot.

**PPT 2-13**

- Case Study 3
  - Mat not secured to floor properly.
  - Mat appears to be poorly maintained.

**PPT 2-14**

- Mat is too close to the stair landing.
- On the positive side, the beveling around the mat edges is good.
- Mats at entrances are good for preventing outside precipitation from making the floor slippery.

■ Case Study 4

- Open drawer could cause trips.
- Tangled wires under desk could cause trip if foot becomes tangled while the person is sitting.

**PPT 2-15**

■ Case Study 5

- Pallet juts out into the walkway.
- Floor is cracked and uneven.
- Sharp edges are on the objects that jut out.
- “Keep area clear” tape has been ignored.

**PPT 2-16**

■ Case Study 6

- No hand rail on the right side of stairwell.
- Lighting at bottom of stairs is poor.
- There is a lack of contrast between stairs.
- Depending on how worn the carpeting is, it may be slippery.
- Cooler stored at the bottom of stairs is a trip hazard.
- On the positive side, the rail on the left side of the stairwell is good.

**PPT 2-17**

■ Case Study 7

- Hose in front of stairs is tripping hazard.

**PPT 2-18**

- Uneven floor surface.
- Hose means water is being used—floor will be slippery if wet.
- Metal stairs will be particularly slippery when wet.

**■ Case Study 8**

- Nothing to hold on to.
- Foot surface is small in contrast to the width of the bookcase—fall hazard if user stretches to reach.

**PPT 2-19****■ Case Study 9**

- Clutter—bad housekeeping.
- Boxes and chair are trip hazards.
- Back step stool has nothing to hold on to.
- On the positive side, the front step ladder appears to have a tall rail to hold on to.

**PPT 2-20****■ Case Study 10**

- The clutter is a tripping hazard.
- Open cabinet doors can be a bumping/stumbling hazard.

**PPT 2-21****■ Case Study 11**

- The clutter is a tripping hazard.
- The grate by the eyewash station is depressed and could cause a trip.
- Hose is a tripping hazard.

**PPT 2-22**

- To the left is a hot furnace. Imagine a person coming to the eyewash station with something in the eye. The person can't see to begin with. S/he may not see the hose, may stumble over it right into the hot furnace. Very dangerous.

■ Case Study 12

- Drain cover bent down is a tripping hazard.
- In fact, hole in grate is big enough for a foot, which could create a fall.
- Appears to be an oil leak by the grate, which could be slippery.

**PPT 2-23**

■ Case Study 13

- This is a platform.
- The hose and stepladder are tripping hazards.
- The only way to get from one side of the platform to the other is by walking through clutter.
- Note that the hose winds into the background to a flight of stairs. A trip over the hose on the stairs could lead to a fall down the stairs.

**PPT 2-24**

■ Case Study 14

- Inspection hatch cover is left off, creating a fall hazard.
- This is probably a 2-3 foot drop.
- A person walking from the foreground to the background must step over the hatch or walk around it and could trip over the hatch cover or the pipe on the other side.
- No protective railing to guard against a fall from the platform.

**PPT 2-25**

■ Case Study 15

**PPT 2-26**

- This is a raised working platform.
- Clutter could cause an array of trips.
- A person coming up the stairs could step on the grounding rods, causing the rods to roll, which could cause a slip or a fall.
- A foot could get caught in the respirator straps, causing a slip or fall.
- There is oil/lubricant on the grate, which could cause a slip.

**■ Case Study 16**

- Bad design. The lubricant is spilling onto the standing platform and out onto the floor and could cause a slip.
- Bad housekeeping.
- The standing platform is too small. A person could fall off of it.

**Question**

- After you have discussed all the slides, tell participants that they did a great job of recognizing hazards in the slides.
- Ask participants: As we went through these slides, did you recognize similar hazards at your worksites?
- Close by saying that the more they work to recognize hazards, the more they will see the “invisible” hazards all around them.

**20 Minute Individual Activity**

**Question**

**5. Checklist for Recognizing Slip, Trip and Fall Hazards— Individual Activity (20 minutes)**

- Facilitate a 20 minute individual activity in which you introduce participants to a checklist for recognizing slip, trip and fall hazards.
- Refer participant to Pages 16 through 23. Introduce these pages with the following.
  - On Page 11, you learned about the various methods for recognizing slip, trip and fall hazards.
  - One of the most effective methods is the safety inspection.
- Ask: How many of your organizations regularly conduct safety inspections?
- Get a show of hands, then say the following:
  - If you do safety inspections, you probably use a list similar to the one found on Pages 16-23.
  - This is a comprehensive list to help you remember everything you need to look for.
- Tell participants that they can use this checklist in a number of different ways.
  - They can use it when they conduct safety inspections.
  - Even if their organization does not conduct formal safety inspections, they can use this list to help them recognize hazards.
  - They can use it as a tool to evaluate themselves in slip, trip and fall prevention.
  - They can use it as a template to develop a safety inspection or slip, trip and fall prevention initiative.



**Facilitator Note**

- They can use it as a training tool to teach employees how to be constantly on the lookout for slip, trip and fall hazards.
- They can use it as a “menu” for tailgate or coaching topics.
- Get participant ideas on how else they might use this checklist.
- Now tell participants that they will have a chance to familiarize themselves with this checklist.
- Have them visualize their organizations, then work through the checklist.
  - If they think their organization does a good job with an item, they should check the OK space.
  - If they think their organization needs work on a specific item, they should write down a corrective action they will take.
- Remind participants that they won’t have time to work through the entire worksheet, but they will have a chance to work on it again in Module 3.
- Allow participants to work individually on their worksheets.
- As participants work, walk around the room to see if they have any questions.
- When time is up, call the large group back together and allow a few minutes for discussion.
- Ask them if they found working through the checklists helpful.
- Ask if anyone is willing to share what they have learned about their organization.
- Encourage participants to continue to work on their checklists once they return to their jobs.

**PPT 2-27**

- Let them know that there are blank copies of all of these checklists on the *Tools and Resources* CD-ROM that came with their Participant Guides.

**PPT 2-28**

- Show PPT 2-27 as you explain that participants can use these checklists as they are, or use them as a guideline to develop their own checklists for their organization.
- Refer participants to Page 24. Use PPT 2-28 as you tell them that, once again, this page gives them the opportunity to identify actions they will take when they go back to their jobs.

**Transition**

- As time permits, allow participants to identify some actions.
- Tell participants that, after lunch, they will learn how to evaluate the slip, trip and fall hazards at their worksites.

**60 Minute Lunch**

Take a 60 minute lunch.