
MODULE 1—FALLS

Objectives

After completing *Module 1*, participants will be able to:

- Cite facts relating to falls on the job.
- Define the important words that relate to falls.
- Recognize and use the OSHA regulations that relate to falls.
- Identify practices at their work that protect them from falls.
- Perform a worksite analysis to find hazards that could cause falls.
- Describe behaviors at their worksites that could cause falls.

Resources

- To help you prepare for this module, you may want to spend some time reviewing the OSHA e-tool relating to falls.

<http://osha.gov/SLTC/etools/construction/falls/mainpage.html>

- The entire OSHA 29 CFR 1926 standard can be found on the OSHA website.

http://www.osha.gov/pls/oshaweb/owastand.display_standard_group?p_part_number=1926&p_toc_level=1

Tips for Customizing this Module to Your Organization

Following are some things you can do to customize this module to your organization. This customization applies whether you are facilitating a class, holding a tailgate session, or coaching an employee. When you see an agenda item number, it refers to the recommended agenda on Page 3 of this Facilitator Guide (for the Classroom Session) or on Page 19 (for the Tailgate Session).

1. **Classroom Agenda Item #2, Tailgate Agenda Item #1**—When you present this agenda item, consider using some of your organization’s own statistics relating to falls. Using your OSHA logs and incident investigation reports, determine how many fall incidents and injuries your organization has had. Share these numbers along with the information provided in the Participant Guide on Page 3.
2. **Classroom Agenda Item #3, Tailgate Agenda Item #2**—When you present the terminology, focus on the equipment that employees use most often in your organization. Be prepared to talk about the type of scaffolding your organization uses, the fall protection systems they use, and the typical ladders they use. If possible, have some of the equipment (ladders, fall arrest systems) in the class as a visual aid.
3. **Classroom Agenda Item #4, Tailgate Agenda Item #3**—To prepare for this agenda item, read the OSHA regulations that are referenced on Page 6 of Module 1 of the Participant Guide. You can find the OSHA regulations on the OSHA website. (The OSHA web address is listed on the previous page.) As you read the regulations, identify the parts that most apply to your organization. Plan to emphasize these in your discussion. To make this section fun, there is a mini quiz that tests participants on these regulations. Feel free to use the provided quiz, or create your own quiz that is specifically appropriate to your organization.
4. **Classroom Agenda Item #5, Tailgate Agenda Item #4**—To prepare for this item, think of the best practices you expect employees to use when at their construction sites. Be prepared to discuss these practices in class.
5. **Classroom Agenda Item #6, Tailgate Agenda Item #5**—Regarding this item, you will have to do some additional preparation if you are working with people who are unable to read. Rather than giving them the written checklist, discuss orally the things they need to check. After class and over a period of time, you will need to continue to reinforce this “mental checklist” until employees have committed it to memory.
6. Plan to refer to both the OSHA e-tool and the regulations frequently. Use the information to foster continuous improvement. Once you have learned a specific standard and instilled it in your employees, go back to the OSHA regulations, reread them and determine a new standard to learn and instill.

CLASSROOM PRESENTATION TIPS

Time

75 minutes: 9:00 to 10:15 AM

Followed by a 10 minute break, 10:15 to 10:25 AM

Recommended Agenda for Classroom Training

1. Module Introduction—Presentation and Large group activity (5 minutes)
2. Important Statistics—Discussion (10 minutes)
3. Important Terminology—Discussion (5 minutes)
4. OSHA Requirements—Discussion and Quiz (10 minutes)
5. Best Prevention Practices—Activity (20 minutes)
6. Checklist for Worksite Analysis—Presentation and Case Study (15 minutes)
7. Concerns at Your Worksite—Activity (10 minutes)

RECOMMENDED PROCESS

1. Module Introduction—Presentation and Large Group Activity (5 minutes)

Cues	Content
Power Point (PPT) 1-1	<ul style="list-style-type: none"> ■ Start the program promptly after the break. Show PPT 1-1 as the class returns.
Participant Guide Module 1	<ul style="list-style-type: none"> ■ Refer participants to Module 1, Page 1 of their Participant Guides. Tell participants that they will now be learning about the first of the focus four hazards: falls.
PPT 1-2 and PPT 1-3	<ul style="list-style-type: none"> ■ Show PPT 1-2 and PPT 1-3 to introduce the objectives for this module.
Question	<ul style="list-style-type: none"> ■ Ask participants: How many of you are pretty good at identifying hazards that might cause someone to fall? ■ Get a show of hands.
PPT 1-4	<ul style="list-style-type: none"> ■ Refer participants to Page 2. Show PPT 1-4 as you explain the following.

**1. Module Introduction—Presentation and Large Group Activity
(5 minutes)—continued**

Cues	Content
	<ul style="list-style-type: none"> – There is a picture on this page as well as on the screen. – Work with a partner and take about a minute to identify the fall-related hazards you see. ■ As participants identify the hazards, encourage them to take notes in the space provided on Page 2. ■ Allow about a minute, then call the large group together and ask participants to share the hazards they identified. ■ After the group has shared their responses, add any additional hazards that they did not mention. ■ Following is a summary of the some of the hazards.
PPT 1-4	<ul style="list-style-type: none"> – No hard hat – Work surface not wide enough – No toe board – No railing – No fall protection – Improper ladder – No planking overlap – Gear not secured ■ Tell participants that the photo illustrates the type of hazards they will be learning about in this module.

2. Important Statistics—Discussion (10 minutes)

Cues	Content
	<ul style="list-style-type: none"> ■ Refer participants to Page 3 in their Participant Guides. Tell them that you want to share some statistics with them so that they will understand why falls are a major concern in the construction industry.
PPT 1-5	<ul style="list-style-type: none"> ■ Show PPT 1-5 and review the information on that slide. ■ Ask participants if they are surprised by this information. Get some responses.
PPT 1-6	<ul style="list-style-type: none"> ■ Show PPT 1-6 and review the information on that slide. ■ Ask participants to give their thoughts about this information. When they work at construction sites, do they perceive the potential danger from working on buildings and scaffolds? Get some responses.
Your Organization's Statistics	<ul style="list-style-type: none"> ■ Share the statistics from your own organization related to falls. Discuss where the most fall-related incidents have occurred. Discuss whether or not this information is consistent with the information on PPT 1-6.
PPT 1-7	<ul style="list-style-type: none"> ■ Show PPT 1-7 and review the information on that slide. ■ Tell participants that the good news is that serious fall injuries can be prevented by using their fall protection equipment and using it correctly. ■ Close by making one of the following points depending on your organization's situation. <ul style="list-style-type: none"> – So far, our organization has done a great job of operating without serious incidents or injuries. That's why we are completing this training: to ensure that our good record continues into the future. – We have had some fall-related incidents in the past, so we are completing this training to ensure that every worker stays safe and uninjured in the future.

3. Important Terminology—Discussion (5 minutes)

Cues	Content
	<ul style="list-style-type: none"> ■ Refer participants to Page 4 in their Participant Guides. Tell them you want to review with them the basic terminology you will be using when you discuss falls.
PPT 1-8	<ul style="list-style-type: none"> ■ Show PPT 1-8 as you review the terms on these pages.
	<ul style="list-style-type: none"> ■ Introduce the term <i>scaffold</i>.
PPT 1-9	<ul style="list-style-type: none"> – Show PPT 1-9 when you talk about the rolling scaffold.
PPT 1-10	<ul style="list-style-type: none"> – Show PPT 1-10 when you talk about the suspended scaffold.
PPT 1-11	<ul style="list-style-type: none"> – Show PPT 1-11 when you talk about the frame scaffold.
	<ul style="list-style-type: none"> ■ After you have introduced the various types of scaffold, have them ask questions or talk about the scaffolds they use at their worksites. ■ Introduce the term <i>toeboard</i>. Talk about why it’s important to have toeboards.
PPT 1-12	<ul style="list-style-type: none"> ■ Introduce the term <i>competent person</i>. Show PPT 1-12 as you give the definition.
Pocket Reference Guide	<ul style="list-style-type: none"> ■ Refer participants to Page 4 of their Pocket Reference Guides and state that this page provides a summary of the qualifications and duties of the competent person for scaffolds. ■ Refer participant to Page 5. Introduce the term <i>ladder</i> and talk about the types of ladders they use at their worksites. ■ Introduce the term <i>fall protection</i> by doing the following. <ul style="list-style-type: none"> – Talk about the various types of fall protection they use at their worksites.

3. Important Terminology—Discussion (5 minutes)—continued

Cues	Content
Question	<ul style="list-style-type: none">– Ask participants: How many of you use fall protection?– Get a show of hands.
Question	<ul style="list-style-type: none">– Ask participants: Every time?– Get another show of hands. Many of the hands will go down.– Emphasize that fall protection can only be effective if it is used all the time. <ul style="list-style-type: none">■ Allow participants to ask questions.■ Close the discussion by emphasizing that it is better to have <i>fall prevention systems</i> to prevent falls than it is to have <i>fall protection systems</i> to minimize the impact of falls.■ The goal is never to have a fall occur.■ However, the <i>fall protection system</i> must be in place in the event there is an incident.■ Therefore, it is important to have <u>both</u> <i>fall prevention</i> and <i>fall protection</i> systems.

4. OSHA Requirements—Discussion and Quiz (10 minutes)

Cues

Content

PPT 1-13

- Begin this segment by telling the class that OSHA has many regulations relating to keeping employees safe from falls.
- Refer participants to Page 6. Review the major OSHA 29 CFR 1926 subparts by saying the following.
 - **Subpart E** addresses which fall protection equipment should be used. It also addresses how to keep the equipment maintained and in good working order.
 - **Subpart L** addresses important safety standards for scaffolds.
 - **Subpart M** addresses the employer’s duty to have fall protection. It also provides the criteria for the various protection systems.
 - **Subpart X** addresses ladder safety standards.
- Tell participants that you are now going to give them a quiz to test their knowledge of the OSHA regulations.
- Let them know that they probably know more about the regulations than they think.
- Refer participants to Page 7. Tell them that you will be reviewing this quiz as a class and that they can use this page to take notes.
- Show PPT 1-13 and read the statement on the slide. Ask participants to stand up if they think the statement is true and to remain seated if they think the statement is false.
- Before giving the answer, call on one or two participants to explain why they believe the statement is true or false.
- Once you’ve had some good discussion, provide the answer and the rationale. Encourage participants to write the OSHA reference numbers in the appropriate spaces on Page 7.

4. OSHA Requirements—Discussion and Quiz (10 minutes)—continued

Cues	Content
PPT 1-14	<ul style="list-style-type: none"> ■ Answer to Quiz Question #1 and Rationale: True. OSHA 29 CFR 1926.104(b) provides this information.
PPT 1-15 through PPT 1-22	<ul style="list-style-type: none"> ■ Repeat the above process with Quiz Questions #2 through #5. Show PPT 1-15 through PPT 1-22 at the appropriate times.
PPT 1-16	<ul style="list-style-type: none"> ■ Answer to Quiz Question #2 and Rationale: False. OSHA 29 CFR 1926.451(c)(2)(iv) states that front-end loaders can not be used to support a scaffold unless they are specifically designed for that purpose.
PPT 1-18	<ul style="list-style-type: none"> ■ Answer to Quiz Question #3 and Rationale: False. OSHA 29 CFR 1926.451(e)(1) states that when scaffold platforms are more than 2 feet above or below a point of access, portable ladders, hook-on ladders, attachable ladders, stair towers (scaffold stairways/towers), stairway-type ladders (such as ladder stands), ramps, walkways, integral prefabricated scaffold access, or direct access from another scaffold, structure, personnel hoist, or similar surface shall be used. Crossbraces shall not be used as a means of access.
PPT 1-20	<ul style="list-style-type: none"> ■ Answer to Quiz Question #4 and Rationale: False. OSHA 29 CFR 1926.501(b)(1) states that an employee working at a height of six feet or more must be protected by a guardrail.
PPT 1-22	<ul style="list-style-type: none"> ■ Answer to Quiz Question #5 and Rationale: False. OSHA 29 CFR 1926.1053(a)(7) states that ladders shall not be tied or fastened together to provide longer sections unless they are specifically designed for that purpose. ■ After reviewing all five of the above statements, thank participants for participating in the quiz. ■ Encourage participants to learn more about the OSHA standards by continually referring to them and discussing them with their supervisor or foreman.

5. Best Prevention Practices—Activity (20 minutes)

Facilitation Note: The following instructions are set up so that participants work in small groups, and each group identifies the best practices in all three of the areas listed on Page 8. If you prefer (or if you are short of time), you can divide the class into thirds, then assign each third one best practice area. Encourage participants to work in smaller groups of four to six people each.

Cues

PPT 1-23

Content

- Refer participants to Page 8. Tell them that, as important as it is to know the OSHA standards, it’s even more important to put those standards to work at their construction sites.
- Tell them that they are now going to identify some of the best safety practices that they use on the job.
- Divide the class into small groups of 4 to 6 participants.
- Tell them they have 10 minutes to identify the best practices they use in each of the three categories listed on Page 8.
- Show PPT 1-23 as you review the categories they will be addressing.
 - What safety practices do they use when they are working on scaffolds?
 - What safety practices do they use when they are working on ladders?
 - What safety practices do they use with fall protection?
- Tell participants to write their group’s ideas in the space provided on Page 8.
- As participants work, walk around the room to see if they have any questions.
- At the end of ten minutes, call the small group back together and lead a 10 minute debriefing.
- Ask the groups to share the *best practices* they identified and add any that you feel are important.

5. Best Prevention Practices—Activity (20 minutes)—continued

Cues

Content

- Following are some examples of the responses you will get.
- Safety practices relating to scaffolds
 - Counterbalance
 - Grounding
 - Proper ladder access
 - Fall protection
 - Train the person using it
 - Directed by competent person
 - Inspected daily
 - Written program
- Safety practices relating to ladders
 - Right ladder for the job and the environment
 - Inspect area where ladder is to be used
 - Use proper ladder angle (4:1)
 - Proper weight
 - Make sure ladder is secured
 - Provide ladder training and sign off
 - Test employees on ladder use
 - Ensure ladders extend three feet above the top of the surface

5. Best Prevention Practices—Activity (20 minutes)—continued

Cues

Content

- Safety practices relating to fall protection
 - Written plan
 - Enforcement of written plan
 - Inspection
 - Anchored properly
 - Consider life expectancy of gear
 - Have a rescue plan
- Congratulate participants for recognizing and using safe work practices.

6. Checklist for Worksite Analysis—Presentation and Case Study (15 minutes)

Note on the time allocation: Spend about 5 minutes introducing the checklist on Pages 9 through 13 and reviewing the worksite analysis process. Spend the remaining 10 minutes on identifying the hazards in the slides. The following instructions tell you to divide the class into small groups to identify the hazards on the slides, then discuss their findings as a large group. If you prefer (or if you are short of time), you can simply discuss the hazards in the slides as a large group.

Cues

PPT 1-24

Content

- Start this segment by showing PPT 1-24. Tell participants that there are two types of hazards they might encounter at their worksites.
- Point out that the first type of hazard is one that exists in the working conditions themselves.
- Get some participant ideas of this type of hazard. Some typical responses will be:
 - Working in high places.
 - Working around large equipment.
- Point out that the second type of hazard is one that is caused by unsafe behavior in people.
- Get some participant ideas of this type of hazard. Some typical responses will be:
 - A person who knowingly uses the wrong kind of ladder for the job.
 - A person who neglects to follow safety procedures.
- Tell participants that throughout the day, they will learn ways to identify and correct both of these types of hazards.
- Now ask participants to consider their own workplaces.
- Ask them to envision some of the typical fall-related hazards that they have to be aware of at their worksites.

**6. Checklist for Worksite Analysis—Presentation and Case Study
(15 minutes)—continued**

Cues	Content
Question	<ul style="list-style-type: none"> ■ Ask participants: Would it be helpful if you had a systematic way to think about hazardous conditions at your worksites? ■ Get some responses, then tell them that using a checklist is a way to systematically check for hazards. ■ Refer participants to Pages 9 through 13. ■ Tell them that this is a checklist that can help them find hazards relating to falls. ■ Review this checklist by doing the following. <ul style="list-style-type: none"> – Review the five major categories on the checklist: General Work Area, Guardrails, Ladders, Scaffolds and Fall Arrest Systems. – Emphasize that this list is derived from the OSHA standards, which are referenced at the end of the list. – Point out that this list is a <u>small</u> part of the OSHA standards, but it represents items that they have control over or they can report to their supervisor. ■ Ask participants to review the items on Pages 9 through 13 and place an “X” by items that may pose a hazard at their worksites.
Facilitator Note	<ul style="list-style-type: none"> ■ Participants won’t have time to review the entire checklist. Simply encourage them to review as much as they can in the allotted time. ■ After participants have had some time to review the list, ask them if they think this list will help them to identify fall-related hazards at their work. ■ Get some responses, then point out that this checklist can be used when they perform a worksite analysis.

6. Checklist for Worksite Analysis—Presentation and Case Study (15 minutes)—continued

Cues	Content
Question	<ul style="list-style-type: none"> ■ Ask participants: Do you remember the four steps to worksite analysis that you learned in the program introduction?
PPT 1-25	<ul style="list-style-type: none"> ■ Get participant responses, then review the four steps by showing PPT 1-25. ■ Tell them that when they do a worksite analysis, they should use a checklist like the one on Pages 9 through 13.
Pocket Reference Guide	<ul style="list-style-type: none"> ■ Refer participants to Pages 5 through 9 of their Pocket Reference Guides. Tell them that the checklist they have just reviewed is located here so that they can use it any time they do a worksite analysis.
Participant Guide	<ul style="list-style-type: none"> ■ Refer participants to Page 14 in their Participant Guides. Tell them that you are now going to give them practice in doing a worksite analysis. ■ Divide the class into small groups of four to six participants each, then tell them the following. <ul style="list-style-type: none"> – I'm going to show you some slides. – Your job is to work in your group and use your checklist to identify the hazards in each slide.
PPT 1-26	<ul style="list-style-type: none"> ■ Show PPT 1-26, which is Case #1. Allow the groups one minute to identify the hazards in the slide.

**6. Checklist for Worksite Analysis—Presentation and Case Study
(15 minutes)—continued**

Cues	Content
PPT 1-27	<ul style="list-style-type: none"> ■ Repeat the above process with PPT 1-27, which is Case #2. ■ Once you have shown all four cases, call the small groups back together as a large group.
PPT 1-26	<ul style="list-style-type: none"> ■ Go back to PPT 1-26 and have the groups share the hazards they identified. ■ Once all the groups have shared their hazards, add any that were not mentioned.
PPT 1-27	<ul style="list-style-type: none"> ■ Repeat the above process with PPT 1-27. Following is a summary of the hazards on each slide.
PPT 1-26	<ul style="list-style-type: none"> ■ Fall-related hazards—Case #1 <ul style="list-style-type: none"> – Man not wearing a hard hat – Man not wearing fall protection – Man leaning forward dangerously – Materials not secured – Materials too close to edge (in a windstorm, it would come tumbling down)
PPT 1-27	<ul style="list-style-type: none"> ■ Fall-related hazards—Case #2 <ul style="list-style-type: none"> – The man standing on the top of the step ladder (this should never be done)

6. Checklist for Worksite Analysis—Presentation and Case Study (15 minutes)—continued

Cues

Content

- No hard hat
- No spotter
- For this job, an aerial lift would be better to use
- Close this activity by congratulating participants on being so good at identifying hazards relating to falls.

7. Concerns at Your Worksite—Activity (10 minutes)

Cues

Content

PPT 1- 28

- Begin this segment by telling participants it’s time to take a look at hazards caused by people’s behaviors.
- Refer participants to Page 15. Ask participants to form back into their small groups.
- Give participants 5 minutes to answer the questions in their groups.
- While participants are working, show PPT 1-28.
- When time is up, call the participants back together as a large group and have groups share their answers to the questions.
- Thank participants for their thoughtful answers and tell them that in upcoming modules, you will revisit this issue because it is so important.
- Also, at the end of the day, they will have a chance to identify some things they can do to change the at-risk behavior.

10 Minute Break

Take a 10 minute break.

TAILGATE OR COACHING PRESENTATION TIPS

Recommended Agenda for the Tailgate or Coaching Session

Module 1—Falls can be taught in a 90-minute tailgate or coaching session.

1. Important Statistics—Discussion (10 minutes)
2. Important Terminology—Discussion (5 minutes)
3. OSHA Requirements—Discussion and Quiz (10 minutes)
4. Best Prevention Practices—Activity (20 minutes)
5. Checklist for Worksite Analysis—Activity (35 minutes)
6. Concerns at Your Worksite—Activity (10 minutes)

Facilitator Note: The following facilitator notes are designed to be presented at a tailgate meeting at the construction site. For their hazard identification exercise, employees will be asked to do a worksite analysis of the actual construction site. If you are facilitating the tailgate session in a meeting room or classroom, follow the facilitator notes for the classroom session.

1. Important Statistics—Discussion (10 minutes)

Cues	Content
Skip Page 2	<ul style="list-style-type: none"> ■ Begin the tailgate session by handing out the Participant Guide for Module 1. ■ Refer employees to Page 1 of their Participant Guides. Tell them that they will now be learning about the first of the focus four hazards: falls. ■ Review the objectives on this page. ■ Instruct employees to skip Page 2. ■ Refer employees to Page 3. Tell them that you want to share some statistics with them so that they will understand why falls are a major concern in the construction industry. ■ Review the first two statistics on Page 3. ■ Ask employees if they are surprised by this information. Get some responses. ■ Review the second two statistics on the page.

1. Important Statistics—Discussion (10 minutes)—continued

Cues

Your
Organization’s
Statistics

Content

- Ask employees to give their thoughts about this information. When they work at construction sites, do they perceive the potential danger from working on buildings and scaffolds? Get some responses.
- Share the statistics from your own organization related to falls. Discuss where the most fall-related incidents have occurred. Discuss whether or not this information is consistent with the information on Page 3.
- Review the final two statistics on Page 3.
- Tell employees that the good news is that serious fall injuries can be prevented by using their fall protection equipment.
- Close by making one of the following points depending on your organization’s situation.
 - So far, our organization has done a great job of operating without serious incidents or injuries. That’s why we are completing this training: to ensure that our good record continues into the future.
 - We have had some fall-related incidents in the past, so we are completing this training to ensure that every worker stays safe and uninjured in the future.

2. Important Terminology—Discussion (5 minutes)

Cues

Pocket Reference
Guide

Content

- Refer employees to Page 4 in their Participant Guides. Tell them you want to review with them the basic terminology you will be using when you discuss falls.
- Introduce the term *scaffold*. Discuss the types of scaffolds at the worksite.
 - Talk about the rolling scaffold by referring to the picture on Page 4.
 - Talk about the rolling suspended scaffold by referring to the picture on Page 4.
 - Talk about the frame scaffold by referring to the picture on Page 4.
- After you have introduced the various types of scaffold, have them ask questions or talk about the scaffolds they use at their worksites.
- Introduce the term *toeboard*. Talk about why it's important to have toeboards.
- Introduce the term *competent person* and review the definition.
- Refer participants to Page 4 of their Pocket Reference Guides and state that this page provides a summary of the qualifications and duties of the competent person for scaffolds.
- Refer participant to Page 5. Introduce the term *ladder* and talk about the types of ladders they use at their worksites.

2. Important Terminology—Discussion (5 minutes)—continued

Cues	Content
	<ul style="list-style-type: none"> ■ Introduce the term <i>fall protection</i> by doing the following. <ul style="list-style-type: none"> – Talk about the various types of fall protection they use at their worksites.
Question	<ul style="list-style-type: none"> – Ask participants: How many of you use fall protection? – Get a show of hands.
Question	<ul style="list-style-type: none"> – Ask participants: Every time? – Get another show of hands. Many of the hands will go down. – Emphasize that fall protection can only be effective if it is used all the time. <ul style="list-style-type: none"> ■ Allow employees to ask questions. ■ Close the discussion by emphasizing that it is better to have <i>fall prevention systems</i> to prevent falls than it is to have <i>fall protection systems</i> to minimize the impact of falls. ■ The goal is never to have a fall occur. ■ However, the <i>fall protection system</i> must be in place in the event there is an incident. ■ Therefore, it is important to have <u>both</u> <i>fall prevention</i> and <i>fall protection</i> systems.

3. OSHA Requirements—Discussion and Quiz (10 minutes)

Cues

Content

- Begin this segment by telling employees that OSHA has many regulations relating to keeping employees safe from falls.
- Refer employees to Page 6. Review the major OSHA 29 CFR 1926 subparts by saying the following.
 - **Subpart E** addresses which fall protection equipment should be used. It also addresses how to keep the equipment maintained and in good working order.
 - **Subpart L** addresses important safety standards for scaffolds.
 - **Subpart M** addresses the employer’s duty to have fall protection. It also provides the criteria for the various protection systems.
 - **Subpart X** addresses ladder safety standards.
- Tell employees that you are now going to give them a quiz to test their knowledge of the OSHA regulations.
- Let them know that they probably know more about the regulations than they think.
- Refer employees to Page 7. Tell them that you will be reviewing this quiz as a group and that they can use this page to take notes.
- Read each True/False statement and have employees respond by standing to your left if they think the statement is true and standing to your right if they think the statement is false.
- Before giving the answer to each statement, ask one or two employees to give their rationale for why they believe the statement is true or false.

3. OSHA Requirements—Discussion and Quiz (10 minutes)—continued

Cues

Content

- When you provide the quiz answers, encourage employees to write the OSHA reference numbers in the appropriate spaces on Page 7.
 - **Quiz Question #1:** If a lifeline is used, it must be secured above the point of operation, and the anchorage it is secured to must be capable of supporting a dead weight of 5,400 pounds.
 - **Answer to Quiz Question #1 and Rationale:** True. OSHA 29 CFR 1926.104(b) provides this information.
 - **Quiz Question #2:** It is okay to use a front-end loader to support a scaffold as long as the brake on the front-end loader is firmly set.
 - **Answer to Quiz Question #2 and Rationale:** False. OSHA 29 CFR 1926.451(c)(2)(iv) states that front-end loaders can not be used to support a scaffold unless they are specifically designed for that purpose.
 - **Quiz Question #3:** It is acceptable to access a scaffold by climbing on the scaffold’s crossbraces.
 - **Answer to Quiz Question #3 and Rationale:** False. OSHA 29 CFR 1926.451(e)(1) states that when scaffold platforms are more than 2 feet above or below a point of access, portable ladders, hook-on ladders, attachable ladders, stair towers (scaffold stairways/towers), stairway-type ladders (such as ladder stands), ramps, walkways, integral prefabricated scaffold access, or direct access from another scaffold, structure, personnel hoist, or similar surface shall be used. Crossbraces shall not be used as a means of access

3. OSHA Requirements—Discussion and Quiz (10 minutes)—continued

Cues

Content

- **Quiz Question #4:** Guardrails do not have to be used if the platform a person is working on is large enough.
 - **Answer to Quiz Question #4 and Rationale:** False. OSHA 29 CFR 1926.501(b)(1) states that an employee working at a height of six feet or more must be protected by a guardrail.
 - **Quiz Question #5:** If a ladder is not high enough to reach the point where work needs to be done, it is acceptable to fasten two ladders together to provide a longer ladder to reach.
 - **Answer to Quiz Question #5 and Rationale:** False. OSHA 29 CFR 1926.1053(a)(7) states that ladders shall not be tied or fastened together to provide longer sections unless they are specifically designed for that purpose.
- After reviewing all five of the above statements, thank employees for participating in the quiz.
 - Encourage them to learn more about the OSHA standards by continually referring to them and discussing them with their supervisor or foreman.

4. Best Prevention Practices—Activity (20 minutes)

Cues

Content

- Refer employees to Page 8. Tell them that, as important as it is to know the OSHA standards, it’s even more important to put those standards to work here at the construction site.
- Tell them that they are now going to identify some of the best safety practices that they use on the job.
- Divide the large group into two smaller groups.
- Tell them they have 10 minutes to identify the best practices they use in each of the three categories listed on Page 8.
 - What safety practices do they use when they are working on scaffolds?
 - What safety practices do they use when they are working on ladders?
 - What safety practices do they use with fall protection?
- Tell them that if they want to walk around the site to get ideas, that is fine.
- Encourage them to write their group’s ideas in the space provided on Page 8.
- At the end of 10 minutes, bring the groups back together and lead a 10 minute debriefing.
- Ask the groups to share the *best practices* they identified.
- When the groups have shared their responses, add any that you feel are necessary.
- Congratulate employees for recognizing and using safe work practices.

5. Checklist for Worksite Analysis—Activity (35 minutes)

Note on the time allocation: Spend about 5 minutes introducing the checklist and reviewing the worksite analysis process, then allow employees about 15 minutes to go around the worksite with the checklist, and finally spend 15 minutes debriefing what they discovered.

Cues	Content
	<ul style="list-style-type: none"> ■ Start this segment by telling employees that there are two types of hazards they might encounter at their worksites. ■ Point out that the first type of hazard is one that exists in the working conditions themselves. ■ Get some employee ideas of this type of hazard. Some typical responses will be: <ul style="list-style-type: none"> – Working in high places. – Working around large equipment. ■ Point out that the second type of hazard is one that is caused by unsafe behavior in people. ■ Get some employee ideas of this type of hazard. Some typical responses will be: <ul style="list-style-type: none"> – A person who knowingly uses the wrong kind of ladder for the job. – A person who neglects to follow safety procedures. ■ Tell employees that throughout these tailgate sessions, they will learn ways to identify and correct both of these types of hazards.
Question	<ul style="list-style-type: none"> ■ Ask employees: Would it be helpful if you had a systematic way to think about hazardous conditions at your worksites? ■ Get some responses, then tell them that using a checklist is a way to systematically check for hazards.

5. Checklist for Worksite Analysis—Activity (35 minutes)—continued

Cues	Content
	<ul style="list-style-type: none"> ■ Refer employees to Pages 9 through 13. ■ Tell them that this is a checklist that can help them find hazards relating to falls. ■ Review this checklist by doing the following. <ul style="list-style-type: none"> – Review the five major categories on the checklist: General Work Area, Guardrails, Ladders, Scaffolds and Fall Arrest Systems. – Emphasize that this list is derived from the OSHA standards, which are referenced at the end of the list. – Point out that, this list is only a <u>small</u> part of the OSHA standards, but it represents items that, for the most part, they have control over. ■ Ask employees to review the items on Pages 9 through 13 and place an “X” by items that may pose a hazard at their worksites.
Facilitator Note	<ul style="list-style-type: none"> ■ Employees won’t have time to review the entire checklist. Simply encourage them to review as much as they can in the allotted time. ■ After employees have had some time to review the list, ask them if they think this list will help them to identify fall-related hazards at this worksite. ■ Get some responses, then point out that this checklist can be used when they perform a worksite analysis.
Question	<ul style="list-style-type: none"> ■ Ask employees: Do you remember the four steps to worksite analysis that you learned in the program introduction?

5. Checklist for Worksite Analysis—Activity (35 minutes)—continued

Cues	Content
Pocket Reference Guide	<ul style="list-style-type: none">■ Get employee responses, then review the four steps:<ul style="list-style-type: none">– 1. Identify the space where you will be working.– 2. Look for hazards that might cause injuries.– 3. Use a checklist to help you identify hazards.– 4. Discuss problems and corrections with your supervisor.■ Tell them that they can use this checklist when they do their worksite analysis.■ Refer employees to Pages 5 through 9 of their Pocket Reference Guides. Tell them that the checklist they have just reviewed is located here so that they can use it any time they do a worksite analysis.■ Tell them that you are now going to give them practice in doing a worksite analysis.■ Divide the group in half, then tell them the following.<ul style="list-style-type: none">– Using this checklist, you are now going to perform a worksite analysis of this worksite.– Your job is to work in your group and use your checklist to identify the hazards (or potential hazards) you see.– Concentrate only on fall-related hazards. That is, concentrate only on the items on this checklist.■ Allow employees about 15 minutes to go around the worksite with their checklists.■ If they are hesitant to get started, walk with them and go through the first several items of the checklist to give them an idea of what to do.

5. Checklist for Worksite Analysis—Activity (35 minutes)—continued

Cues

Content

Facilitator Note

- For example, you might point to the first item on the checklist and say, “Are there any unguarded floor holes here?”
 - If there are no unguarded floor holes, employees can put an “X” in the “OK?” column.
 - However, if there is an unguarded floor hole, they need to indicate a corrective action.

- An unguarded floor hole is a serious enough hazard that it is unlikely there would be one at your worksite. However, if there is, it should be handled immediately. A hole cover must be marked and secured and able to accommodate twice the load as marked.

- Once employees understand the checklist, encourage them to walk around and look for other hazards at the site.

- As employees work, walk from one group to the other to get an idea of how they are doing and to answer any questions they have.

- When time is up, bring the two groups together and spend 15 minutes discussing what they’ve found.

- When employees discuss a hazard they’ve found, ask them to give some ideas for corrective action.

- If it is within their authority, encourage employees to take the corrective action. Otherwise, make a commitment yourself to take the corrective action.

- Close this activity by congratulating employees on being so good at identifying the fall-related hazards at this worksite.

- Emphasize that you want them to be open about identifying hazards so that they can be corrected.

6. Concerns at Your Worksite—Activity (10 minutes)

Cues	Content
Skip Page 14	<ul style="list-style-type: none"> <li data-bbox="581 336 1380 409">■ Begin this segment by telling employees it's time to take a look at hazards caused by people's behaviors. <li data-bbox="581 451 1380 525">■ Refer employees back to their Participant Guides. Instruct them to skip Page 14. <li data-bbox="581 567 1380 640">■ Refer employees to Page 15. Ask them to form back into their two separate groups. <li data-bbox="581 682 1380 756">■ Give employees 5 minutes to answer the questions in their groups. <li data-bbox="581 798 1380 871">■ When time is up, bring the employees back together as one group and have them share their answers to the questions. <li data-bbox="581 913 1380 1008">■ Once employees have shared their answers, ask them what they think they should do or say when they see other employees ignoring safe work practices. <li data-bbox="581 1050 1380 1155">■ Get some responses from the group, then ask them what they expect their supervisors to do or say when they know employees are ignoring safe work practices. <li data-bbox="581 1197 1380 1312">■ Thank them for their thoughtful answers and tell them that in upcoming tailgate sessions, you will revisit this issue because it is so important.
End of Session	<p data-bbox="527 1344 1404 1446">Thank employees for attending the tailgate session. Remind them to bring their Pocket Reference Guides to the next tailgate meeting.</p>

