

Slips, Trips and Falls (STF)



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WA State Requirements

Although there are many possible reasons for slips, trips, and falls (STF's) injuries, as a category, this type of injury accounts for 16 of every 100 accidents on dairies reported to LNI.

Preventing STF's can greatly reduce injuries. Control of STF's must combine physical changes to the workplace and worker training.



Learn what's required:

- [Agriculture \(WAC 296-307-033\)](#)
Foreman-crew safety meetings must be held at least monthly or whenever there are significant changes in job assignments.
- Employers must maintain physical environment in accordance with this standard. This applies to railings, guarding floor openings, wall openings and platforms. Some of the included provisions include installing railings and handrails on all stairs having four or more risers and details as to under which circumstances employers are required to build fixed industrial stairs rather than provide ladder access.
- [Ladders, bulk storage, pits and trenches \(WAC 296-301-055\)](#)
Employers must maintain all ladders used in operations. Employers must provide ladder training to workers at the beginning of employment. See the ladder training module [Walking Working Surfaces, Fixed Industrial Stairs and Aerial Manlifts \(WAC-296-307-250\)](#).

Plan For:

- Assign a primary person responsible for identifying STF's hazards on-site. Develop a list possible physical intervention that include:
 - Additional lighting
 - Non-slip mats
 - Handrails
 - Guardrails
 - Floor
 - Warning signs
- Develop a training for new employees discussing STF's and hazard.
- Address STF's hazards in safety meetings.
- Document near-falls and discuss at safety meetings.



National Dairy FARM Program Resources for Slips, Trips and Falls

National Dairy FARM program's Safety Reference Manual addresses slips, trips, and falls in Chapter 4.3. The FARM program has recommendation on prevention strategies.



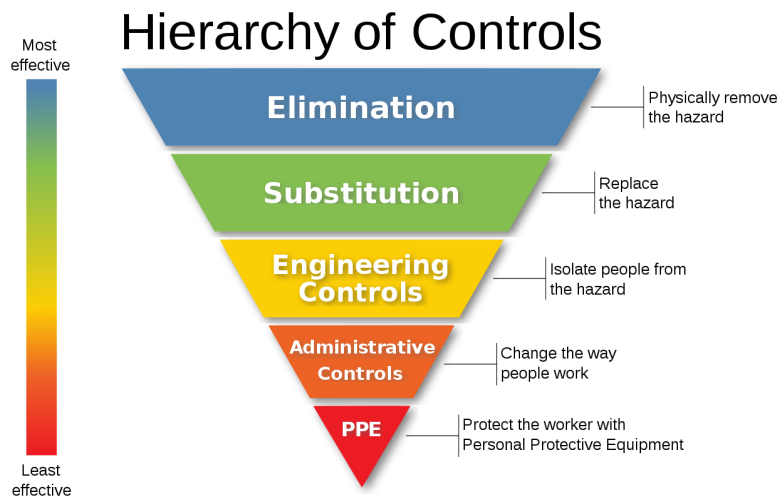
[Safety Reference Manual](#)

The FARM program recommends the following general prevention strategies:

- The farm conducts a hazard assessment for slips, trips, and falls, evaluating both likelihood and severity of hazards.
- The farm offers initial safety training to prevent slips, trips, and falls.
- The farm offers regular refresher safety training to prevent slips, trips, and falls.
- Regular inspections or audits are conducted to ensure that safe practices and procedures are being used to prevent slips, trips, and falls.

The farm uses hierarchy of controls:

- Elimination/Substitution
- Engineering Controls (Facility Design, Structures, Railings, etc.)
- Administrative Controls (Training, Procedures, Signage, Documentation, etc.)
- Personal Protective Equipment.



Defining Slips, Trips, and Falls

Understanding slips, trips, and falls will help the worker identify hazards that can prevent injuries and reduce the cost for workers and employers.



Objectives:

1. Workers will be able to understand and define slips, trips, and falls.
2. Workers will identify and evaluate the costs of a slip, trip, or fall event.

Estimated lesson time:

This lesson is divided into two parts. Each part should take about 15 minutes (total of 30 minutes).

Materials for the trainer:

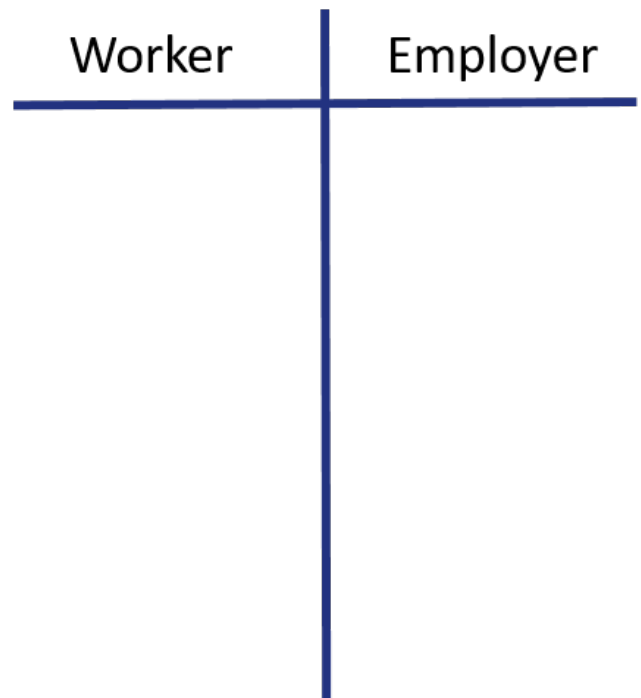
- [Trainer Guide Part 1](#),
- [Trainer Guide Part 2](#),
- [Flip chart](#), or whiteboard (recommended)

Materials for workers:

- Pencils, [Worksheet 1](#),
- [Worksheet 2 T-chart](#)

Suggested training environment:

- Indoor, access to tables.
- Whiteboard recommended.



Defining Slips, Trips, and Falls

The Part 1: Defining Slips, Trips, and Falls:

1. Hand out Worksheet 1 to all workers and prepare a whiteboard or table pad with the 3 vocabulary words (slips, trips and falls). Introduce the abbreviation "STF".
2. Ask the group what they think defines Slips: What are slips?
3. Write the question and answer on a whiteboard or table pad.
4. Then use the definition(s) provided to fill in any missing information about slips.
5. Discuss and agree with the group on a final definition.
6. Have each worker write down the final group definition on their worksheet.
7. Repeat this for Trips and Falls.
8. Ask if there are any questions about this part of the lesson.

The Part 2: Evaluating costs of Slips, Trips, and Falls

1. Print or draw the T chart provided in Worksheet
2. Make sure the T-chart is big enough for everyone in the room to see or print one worksheet for each worker.
3. Label the T-chart with "Worker" and "Employer"
4. Start with the side labeled "Worker" and have workers identify personal costs such as pain, loss of salary, temporary or permanent disability, reduced quality of life, depression
5. Continue with the cost for Employer such as loss of productivity, increased insurance premium, costs associated with hiring and training a new worker

Definitions:

Slips: When there is little to no friction or traction under the foot, or shoe and the floor beneath you. This then causes you to lose your balance.

Trips: When your feet or leg hit an object and the top part of your body continues to move, throwing you off balance.

Falls: Falls happen when you are off your center of gravity.

Wrap Up:

Highlight the importance of working together to prevent injury.

Distinguishing Important Injury Types

The ability to describe the most common types of injury, using anatomy terms and a common vocabulary, will improve communication between employers, employees, and co-workers.



Objectives:

1. Understand and define falling at the same level vs falling from heights.
2. Understand the most common body parts impacted by STF.

Materials for the trainer:

- Trainer Guide with answers: [Trainer Guide](#)
- whiteboard, or Flip chart: [Office Depot: Flip Chart](#)
- Sketch 1 [Fall from same level](#)
- Sketch 2 [Falling from heights](#)
- Pictures: [sprain and strain](#), [bruises](#), [contusion](#), [fractures](#), [cuts](#).
- Labels: [labels](#)
- Tape to stick labels for pictures
- Worksheet 1: [Human body sketch](#)

Materials for workers:

- Human body sketch for solutions given to workers after the exercise
- piece of paper or notebook,
- Pencil

Estimated lesson time:

- 20 min

Suggested training environment:

- Break-room or meeting room



Distinguishing Important Injury Types

Understanding Falls Exercise

1. Prepare all required materials and distribute to employees.
2. Ask workers to help you define falling on the same-level (either by acting or explaining).
3. Then use Sketch 1 to show falling at ground level.
4. Use the definitions provided below to guide your final definition.
5. Ask workers to help you define what falling from heights looks like (either by acting or explaining).
6. Then use sketch 2 to show falling below ground level.
7. Use the definitions provided below to guide your final definition.
8. Have employers take notes on the final group definitions.

Definitions

Falling on same-level (see Sketch 1)

→ When you fall on a surface while walking, being on your feet, or when falling on objects on the surface.

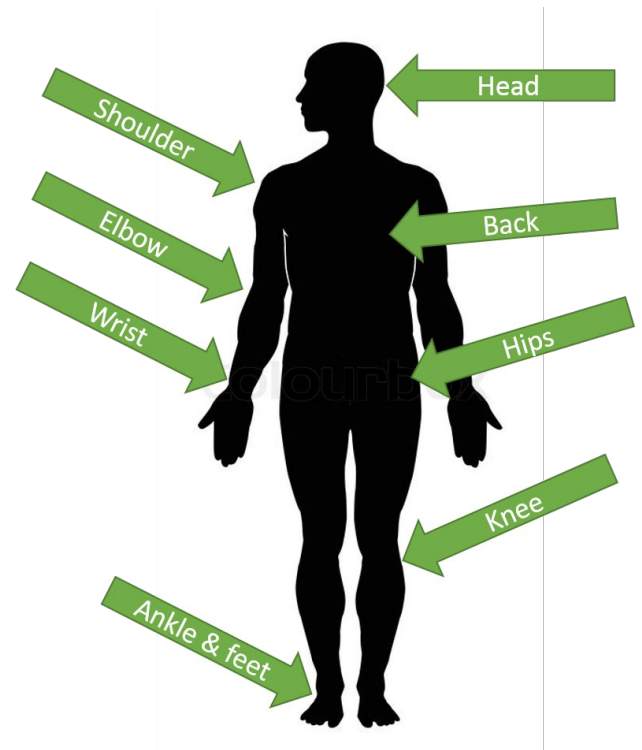
Falling from heights: also know as Fall-to-lower-level (see Sketch 2)

→ When you fall below the surface you are walking on, working on, or standing on.

Distinguishing Important Injury Types

Understanding Injuries Exercise

1. Print and show the unlabeled pictures along with their separate labels: sprains and strains, bruises, contusions, fractures, cuts.
2. Using tape, have the workers volunteer to label each picture.
3. The trainer guide will have the pictures labeled for the trainer to use as a reference.
4. Show the most common types of injuries, draw the human body on your whiteboard or flip chart.
5. Ask employers to highlight parts of the body that they think are most commonly affected by STF injuries. Discuss near-miss examples.
6. Draw arrows to all of the affected injury locations on the "human body injuries" worksheet.
7. After workers have identified all parts of the body correctly hand or show them worksheet 1. Which will contain the solutions.
8. Ask if there are any questions about the lesson.



Slips, Trips, and Falls: Exercise 1, Case Study

Workers will be able to understand how a fall can be prevented by using different preventative methods. The case study and quiz given below are designed to help workers evaluate and understand the correct type of injury by understanding workplace hazards using a real-life scenario.



Objectives:

1. By reading a real-life scenario employees will discover important STF factors that contribute to injury
2. Identify prevention strategies

Materials for the trainer:

- Whiteboard or [Flip Chart](#)
- Worksheet 1: [Samuels Fall and Quiz](#) (one printed copy for the trainer)
- Workplace Factor definitions: [Workplace Design](#), [Environmental Factors](#), [Individual Factors](#) (one printed copy for the trainer)
- Answers to Worksheet 2: [Workplace Factors Answer Sheet](#) (one printed copy for the trainer)
- [Prevention Strategies](#) (one printed copy for the trainer)
- [Falling Safely](#) (one printed copy for the trainer)
- [Event Flow Chart](#) (one printed copy for the trainer)

Materials for workers:

- Worksheet 1: [Samuels Fall Quiz](#) (one printed copy for each worker)
- Worksheet 2: [blank workplace factors](#) (one printed copy for each worker)
- [Falling Safely](#) (optional for workers)

Estimated lesson time:

- About 40 min

Suggested training environment:

- Indoor, access to tables.
- Whiteboard recommended.

Slips, Trips, and Falls: Exercise 1, Case Study

Identifying Factors for Samuel's Falls

1. Print the scenario and quiz in worksheet 1 for each worker to have.
2. Read the scenario out loud
3. Have workers take the quiz and identify 3 factors that contributed to Samuel's fall.
4. Introduce workers to new terms: Workplace Design, environmental factors, individual factors. You can choose to use the definitions linked below. Print or write definitions on a whiteboard or flipchart.
5. Print worksheet 2 with different empty shapes.
6. Have workers identify which type of factor their answer (from scenario 3) fits the most by writing it on one of the shapes.

Definitions:

- [Workplace Design](#), [Environmental Factors](#), [Individual Factors](#)

Prevention Strategies

1. Next, workers will learn about prevention strategies in relation to the previous scenario: Use the "Prevention strategies" worksheet to guide your answers.
2. Ask workers about prevention strategies and write them down on the whiteboard or flipchart.
3. Many workers don't know how to fall safely: print the "Falling Safely" worksheet for workers to internalize and practice.
4. Put it all together: Trainer: use the flow chart to explain and evaluate what was happening before, during, and after the fall. Go through the flow chart by following the arrows. Use the "Event Flow Chart."
5. Make sure to clarify any remaining questions.

Slips, Trips, and Falls: Exercise 2, Mapping Activity

It is important to ask workers for feedback when it comes to workplace safety because workers interact with many different parts of the farm and will be able to identify areas of improvement much easier. It is also important to follow through with the suggested changes or to have a plan of action. This exercise is also important for preventing accidents.



Learning Objectives:

Identify specific STF hazards, successful prevention, and priority locations. In addition, to come up with an action plan or next steps to reduce workplace hazards.

Materials for the trainer:

- Whiteboard or [Flip Chart](#)
- Poster: [Dairy Farm Map](#)
- Velcro, thumbtacks, tape, or something to stick the poster up
- [Sticker Dots](#): red, yellow, green, blue

Materials for workers:

- Pencils and paper for taking notes.
- Stickers: 3 of each color, provided by the trainer.

Estimated lesson time: About 15 min

Suggested training environment:

- Indoor, access to tables.
- Whiteboard recommended.

Mapping Activity

Using the map and different colored stickers, identify locations on the farm for:

Red	General concern
Yellow	Additional Lighting
Green	Controls are working well
Blue	Falling Hazards

Slips, Trips, and Falls: Exercise 2, Mapping Activity

Mapping Activity Instructions

1. Print out the Map on a 18" x 24" sheet, preferably card stock or heavier paper. You can choose to laminate your poster to create a reusable map.
2. Hand workers 3 color dots of each color (total of 12 stickers per participant).
3. Use the definition for each color dot to explain to the workers the meaning of each color.
4. After explaining the meaning of each dot, have workers place the dots in the square or space where they have identified workplace concerns, hazard, lighting, or success with the corresponding color.
5. Make sure to invite all opinions and encourage discussion.
6. Identify the things that are working well and talk about why those things are working well.
7. Initiate a discussion about possible on-farm changes, including changing housekeeping procedures, adding railing and non-skid flooring and training solutions.
8. Report back to employees on any changes or successes.

Slips, Trips, and Falls: Exercise 3, Discussing Prevention

This exercise focuses on how management and workers can work together to prevent slips, trips, and falls. Which emphasizes the notion that it is everyone's responsibility in preventing injuries.



Learning Objectives:

Identify ways to prevent slips, trips, and falls in a collaborative way and open discussion for prevention strategies.

Materials for the trainer:

- Whiteboard or [Flip Chart](#)
- Poster blank: [Acting together to prevent STF](#) [insert size].
- Poster with answers: [Acting together to prevent STF answers](#) 8x11 sheet for trainer reference.
- Velcro, thumbtacks, tape, or something to stick the poster up
- Thick Sharpie marker

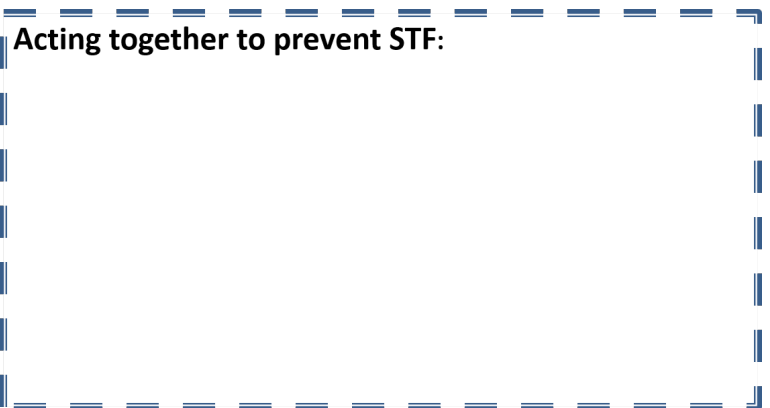
Materials for workers:

- Pencils and paper to take notes
- Markers provided by trainer

Estimated lesson time:

- About 15 min

- Indoor, access to tables.
- Whiteboard recommended.



Slips, Trips, and Falls: Exercise 3, Discussing Prevention

Instructions: Preventing STF's

1. Print out the blank poster provided in the materials section or if you have a whiteboard write the statement " Acting together to prevent STF" with the following questions "How can workers and management work together reduce slips, trips, and falls?"
2. Make sure you have at least 2 markers for employees to use.
3. Ask employees/workers: How can workers and management work together reduce slips, trips, and falls?
4. In the poster/whiteboard have employees write down at least one thing that either management or workers can do to prevent STF.
5. Check the answer sheet to make sure you are not missing any of the points.

Slips, Trips, and Falls: Exercise 4, Identifying Solutions

Workers are able to assess their own knowledge and identify when and where they would use it to train new workers. They will also be able to identify the responsibilities that an experienced worker has on the farm when it comes to safety.



Objectives:

Assess what workers have learned or already knew about preventing STF. Discuss the role of an experienced worker when a new worker is present to identify solutions on the farm.

Materials for the trainer:

- Whiteboard or [Flip Chart](#)
- Markers for Flip Chart

Materials for workers:

- Pencils and paper to take notes
- Markers provided by the trainer

Estimated lesson time: About 15 min

Suggested training environment: Indoor, access to tables. Whiteboard recommended.

Exercise #3: Identifying solutions

1. Make sure all participants/workers have a pen/pencil and paper
2. Have participants answer the following question: what is one piece of advice you would give me as a new employee?
3. Have workers work on their own for about 2-3min to answer the above question.
4. Finally, have them share with the group.
5. Ask: How many of you have ever given this advice to a new employee?
6. Ask: What is the role of experienced workers when a new employee joins?
7. There is no right answer, make sure that as a trainer you are clarifying the right and the wrong things to do when it comes to safety.
8. Ask if there are any unanswered questions.

Slips, Trips, and Falls: Exercise 4, Apparel

Workers are able to identify if the apparel they are wearing is best fitted for the job they are performing. Identifying appropriate apparel will protect workers from slips, trips, and falls and reduce risk of injury.



Objectives:

1. Identify appropriate footwear for the workplace.
2. Identify appropriate apparel for the workplace.

Materials for the trainer:

- Whiteboard [Flip Chart](#), or notepad
- Markers for Flip Chart or whiteboard, pencil.

Materials for workers:

- Pencils and paper to take notes

Estimated lesson time: About 10 min

Suggested training environment: Indoor or outdoor.

Exercise #4: Boots

1. Ask everyone to show their boot.
2. Ask 2-3 people why they wear that model of boot.
3. Compare treads on the different boots:
 1. Size
 2. Wear
 3. Debris inside tread
 4. Comfort
4. Write down the answers.
5. Ask the group to give you some ideas on "How can boot choice affect traction and work duties?"



Slips, Trips, and Falls: Exercise 5, Apparel



Exercise #4: Apron & Headlamps

Have the group answer the following two questions:

1. Do you ever wear an apron that is too long or too large?
2. Can you use headlamps to increase visibility outdoors?