Preventing Slips, Trips and Falls
Strategies for Small Business
Training Program
OVERVIEW

Welcome . . .

. . . to a training course developed by the National Safety Council's Occupational Safety and Health Services.

The mission of the National Safety Council is to educate and influence people to prevent accidental injury and death.

Making Our World A Safer Place

For more than 90 years, the Council has been accomplishing this mission through a global approach to safety and health issues, and a vast array of services and products. Through dozens of different programs and workshops, the Council's Occupational Safety and Health Services educates industry managers and safety and health professionals to improve the safety, quality, and production efforts of more than 10,000 organizations worldwide.

We are pleased to be the recipient of a Susan B. Harwood grant from the Occupational Safety and Health Administration (OSHA). Through this grant, we are able to present this *Preventing Slips, Trips and Falls* training program to you.

About the National Safety Council

History and Scope

Since our founding in 1913, the National Safety Council has served as the leading source of safety and health information, working for generations to protect lives and promote health with innovative programs and services. We began our efforts in the workplace – in factories, warehouses, and construction sites – making businesses aware of ways to prevent deaths and injuries on the job.

Since then, we have expanded our efforts to include office, highway, community, home, and recreational safety. This expansion includes occupational and environmental health and general wellness in order to promote safety and health 24 hours a day. And, our mission now encompasses all people across the globe.

How the Council Is Organized

Acknowledging our first 40 years of operation as an Illinois not-for-profit corporation, an Act of Congress on August 13, 1953 created the National Safety Council as a corporation under federal law. Public Law 269 of the 83rd Congress formally established the Council as a federally chartered organization. The Charter mandates that the Council be non-political and shall not contribute to or otherwise support or assist any political party or candidate for office.

The Council is governed by a Board of Directors. With the exception of two Council senior officers who are salaried, all the directors are unpaid volunteers. The Board, its officers and committees, aided by more than 2,000 volunteers, determine policies, operating procedures, and programs to be developed and carried out by the Council's 300-plus professional staff. Board members represent industry, labor, chapters, government, associations, and individuals. Council member firms employ more than 30 million people.

Our global subsidiary, the International Safety Council, is the Council's outreach beyond U.S. borders. Founded in 1992 as a separate non-profit affiliate corporation of the National Safety Council USA, the International Safety Council conveys expertise and our mission to industries, associations, and governments worldwide.

About the National Safety Council—continued

How the Council Is Funded

Council funding comes from four main sources:

1. Dues paid by a membership that numbers in the thousands.
2. Revenues gained from the sale of materials and programs to Council member firms and others.
3. Fees for on-site safety and health evaluations, tuition, and other fees for training and consulting projects by Council professionals.
4. Donations and grants.

The Council is not an agency of the government and general subsidies are not accepted.

How the Council Operates

The National Safety Council is not a governmental agency. We do not have the authority to legislate or regulate. But, we do have the ability to influence public opinions, attitudes, and behavior. We serve as an impartial information broker by bringing together safety and health professionals with government, associations, and media representatives to form national coalitions on key safety and health issues.

In its mission of protecting life and promoting health, the Council works with hundreds of allied organizations in industry, labor, government, education, and the community at-large, as well as with 39 Chapters. Because it is a public service organization, the Council can be impartial in its dealings with all groups and individuals.

The Council's method is to achieve consensus on safety and health topics through its volunteer members and coalitions of organizations. It then disseminates the best possible information through its massive communications network of publications, training programs, audiovisual materials, news releases, and broadcast public service messages.

Each autumn, the Council sponsors the Congress & Exposition, a major convention, attended by approximately 20,000 safety and health professionals. The Congress features nearly 300 educational sessions covering the latest developments in safety and health. It is the largest safety and health products and services event in North America.

About the National Safety Council—continued

Joining the Council in a Mission to Save Lives

Credibility, impartiality, and remaining true to the safety and health mission are hallmarks of National Safety Council service. The results of the organized safety movement are measurable. Since 1912, unintentional-injury deaths per 100,000 population in the United States were reduced 55%. Considering that this reduction took place during a period when the nation's population more than doubled, more than 4,300,800 fewer people died from unintentional injuries than would have been killed if the rate had not been reduced.

How to Reach Us

The National Safety Council and its network of local Chapters offer many ways for you and your organization to help protect life and promote health. Membership, volunteer participation, as well as using Council resources, programs, and materials will help to make your workplace, school, home, and community safer and healthier.

- The National Safety Council's network of Chapters conducts safety, health, environmental, and ergonomic efforts at the community level, providing training, conferences, workshops, consultation, newsletters, updates and safety support materials, as well as valuable networking avenues. Located in many cities across the U.S. and in the United Kingdom, our network extends the Council's visibility and provides a local voice for advocating issues that can educate, inform, protect, and save lives.

  To access Council services and materials, you can work with full-time, full-service local Chapters in several locations. For a state-by-state listing, please call 1-800-621-7619 or visit our Website at **http://www.nsc.org**.

- The Council's Website offers national and international information, including locations for first aid and CPR courses, and defensive driving courses. Be sure to visit our Website periodically at **http://www.nsc.org** and be kept up-to-date on safety, health, and environmental issues.

- By attending this course, you have already become part of the National Safety Council's mission. Thank you for joining us in this very important effort!

About this Program

The *Preventing Slips, Trips and Falls* training program focuses on helping small businesses identify, evaluate and control the hazards in their workplaces that may cause slips, trips and falls. Designed to increase and improve participants' knowledge, skills and access to valuable resources, this training program will assist them in establishing systems that can help them prevent slips, trips and falls.

Program material is geared toward the small business owner, employer, manager, employee and/or their representatives who have responsibility for managing workplace slips, trips and falls; but who may have limited safety and/or training experience. The program addresses practical approaches to recognizing and controlling slip, trip and fall hazards and managing these hazards through comprehensive systems.

Instructional Goals of the Program

During and as a result of the *Preventing Slips, Trips and Falls* training program, participants will:

- Identify the impact of slips, trips and falls on their workplaces.
- Recognize the various types of slips, trips and falls.
- Recognize the OSHA regulations and other industry standards relating to slips, trips and falls.
- Recognize the slip, trip and fall hazards at their workplaces.
- Conduct a baseline slip, trip and fall evaluation of their workplaces.
- Select controls for their organizations relating to slips, trips, and falls.
- Identify actions they can take to prevent slips, trips and falls when they return to their jobs.

About this Program—continued

Program Content

Content of this program reflects the needs and characteristics of small businesses and their workers, as well as effective training and education strategies resulting from NSC experience. The following modules of the program provide the structure for its delivery.

- Program Introduction
- Module 1: Introduction to Preventing Slips, Trips and Falls
- Module 2: Recognizing Slip, Trip and Fall Hazards
- Module 3: Evaluating Slip, Trip and Fall Hazards
- Module 4: Controlling Slips, Trips and Falls
- Module 5: Action Planning and Using Program Materials in Your Business

Quality Based on Sound Instructional Design and Adult Learning Principles

Consistent with NSC's high quality training standards, this program is designed, developed and delivered to meet small business and worker needs through a performance-based training approach, using current instructional design and adult learning principles.

NSC uses the following principles in the design and development of its training programs.

- A systematic, research-based design and development process that includes the following phases to ensure instructional integrity from conception through delivery:

  Phase 1: Conduct a project kick-off to define the needs, objectives and content of the program.
  Phase 2: Create a design document, which gets refined in Phase #3.
  Phase 3: Design and develop draft 1; which gets reviewed by NSC.
  Phase 4: Develop a pilot draft.
  Phase 5: Conduct a pilot test and determine revisions.
  Phase 6: Develop final products.

- An interactive approach with balanced levels of information delivery and learner-centered, application activities that enhance skills.

- An emphasis on knowledge and skills transfer to the participants' worksites, including integration of job aids and suggestions for transferring new learning to work situations.

About this Program—continued

- An integration of participant background, experience, and expertise in training activities.

- A review and application of previously learned concepts throughout the program.

- Program evaluation methods that include pilot testing of course materials and a post-course evaluation tool.

- Appropriate media that reflect the participants' needs and learning styles, setting, and objectives while considering available resources.

- Integration of a variety of learning methods such as realistic case studies, group discussions, and large and small group activities during the training to enhance learning.

Instructional Strategy

An instructional strategy is a plan for what will be taught (content) and how it will be taught (process) to achieve program goals and objectives. All modules are designed and developed based on the following strategy, giving facilitators a blueprint of what must be done to achieve objectives.

Pre-Instructional Activities

- Identify and/or appeal to participant motivation for learning.
- Review module objectives and content.
- Relate outcomes to participant experiences/work setting.

Information Presentation

- Present information, including definitions and key concepts, with related small business examples in a logical sequence.
- Progressively build on information to integrate key concepts throughout the program.

Learner Participation

- Engage participants in interactive opportunities for problem solving and practice and feedback with newly learned concepts.
- Link all activities to support key objectives.
- Help participants link concepts to what they already know—during and at the end of each module.

About this Program—continued

Evaluation of Learning/Testing

- Measure a participant's knowledge, skill, and/or attitude change depending on the topic and desired outcome/objective.
- Implement a variety of different testing (informal and/or formal) mechanisms throughout the program. For example, participant completion of activities provides facilitators with regular opportunities to monitor their learning progress and offer direct feedback.

Application, Retention, and Follow-Through

- Facilitate retention of new information by providing opportunities for participants to apply what they have learned during the module or program.
- Provide individual consultation and/or recommend other resources when participants need special assistance.

Instructional Methods

Instructional methods are the way that instructional strategies are implemented—approaches and activities used by a facilitator to ensure that learning occurs. For example, if a strategy is to “gain the attention of a learner,” then a method might be to “ask the learner to list questions they have about module topics to be addressed.” A variety of methods, such as those listed below, support the instructional strategy of the *Preventing Slips, Trip and Falls* training program.

- Facilitator presentations (mini-lectures) with PowerPoint slides
- Small and large group discussions
- Small and large group learning activities
- Case studies (analysis and problem solving)
- Worksheets and checklists

Audience Profile

In training development, audience (participant/learner) types, characteristics, and needs must be addressed in content examples and exercises so that content is interesting and appropriate to those in attendance. Content must be designed to match the interests, previous knowledge, and previous skills of participants so they are motivated in the learning experience and effective learning occurs.

About this Program—continued

Participants who attend the *Preventing Slips, Trips and Falls* training program are likely to have a range of knowledge, skills, and experience in on-the-job safety practices. In general, participants who take this program are more likely to have had formal training on a specific job, and less likely to have had training on proactive safety systems. The following characteristics, including education, skills, experience, demographics, and pre-program attitudes, describe the average participant expected to attend the program.

Education/Knowledge, Skills, and Experience

- Education ranging from high school to some college (Master's level is rare)
- Majority are experts in a specific job; work experience may range from new hires to employees who have been in the same job for many years
- Limited number of participants (approximately 5-10%) have had formal safety training; low level or no previous knowledge and skills in creating proactive safety systems
- Reading, English, and math skills at approximately a 7th grade level
- A low to moderate level of problem-solving skills

Demographics

- Approximately 25% represent a diverse group of cultural backgrounds
- Average age is 35-40 years old
- Approximately 90% male; 10% female

Pre-Program Attitudes

- Have a moderate to high level of motivation to learn about preventing slips, trips and falls
- Approximately 10% may be required to attend and have low interest in learning about preventing slips, trips and falls

Note on Special Learning Needs

Facilitators may occasionally find that they have a participant in class with a special learning need, often evidencing itself with a difficulty in reading, writing, math, or problem solving. Reading may be difficult for an individual due to his/her education level, a learning disability, or a difficulty with language translation. It is also possible that a participant has trouble hearing or seeing. It is important to deal with these situations in a sensitive and proactive manner, helping to improve participant success in this program.

About this Program—continued

Testing Strategies

Learner progress should be tested to ensure that participants reach a desired level of competency.

Knowledge-Based Testing

Informal knowledge-based testing will occur during the program as participants answer questions posed in activities and by facilitators. As a result of their observation of participants' ability to engage in discussions, facilitators may need to provide individual consultation during the program. A formal, end-of-program knowledge-based test will not be used in the *Preventing Slips, Trips and Falls* training program.

Application Testing

Application testing will be informally implemented through observation by facilitators as participants complete learning activities. All learning activities (individual, pairs, small group, etc.) completed during the program, although not formally scored, provide facilitators with continuous opportunities to monitor knowledge and skills transfer. Facilitators should monitor participant progress during the program. As a result, facilitators may need to provide individual consultation to participants as the program progresses.

NOTE: Participant receipt of a "recognition of completion" certificate is based on attendance during the entire program. Certificates should be distributed at the end of the program.

Delivery Considerations

Delivering the *Preventing Slips, Trips and Falls* training program in a way that complements a participant-centered, interactive design is critical to effective learning.

Instructional Media (Products) and Equipment

An appropriate selection of media helps to achieve objectives, ensuring that the instructional strategy and methods are effectively implemented. Media communicate instructional messages to a learner and include materials, devices, and people through which information is delivered. For example, media may be a textbook, video, facilitator, piece of equipment, or participant manual.

The following media support the *Preventing Slips, Trips and Falls* training program.

- ***Participant Guide.*** This is a manual comprised of reference material and learning activities for small business employers and employees. Containing a program introduction and five main modules, it guides learners through the training with information that includes module purpose, objectives, and discussion points with note-taking space, as appropriate. The Participant Guide also contains reference materials, checklists and other appropriate learning resources.

- ***Participant CD-ROM***. Each participant will receive a CD-ROM that contains a variety of tools and resources. This CD-ROM replaces the *Tools and Resources* section that appeared in the Participant Guide in previous years' grants.

- ***Facilitator Guide.*** This is the manual you are currently reading. It is a moderately-scripted guide for facilitators who will deliver the program to small business employers and employees in their service areas. The organization and content of the Facilitator Guide complements the organization and content of the Participant Guide (above).

- ***PowerPoint slides***. These are visuals that support the facilitator's delivery and reinforce key learning points in the program. You have an electronic file of these slides on the facilitator CD-ROM. If you have a computer and an LCD projector, you can use the CD-ROM for your PowerPoint presentation.

- ***Facilitator CD-ROM***. Included on this CD-ROM are the complete program contents for the Facilitator Guide, PowerPoint slides, and templates for the course evaluation and the completion certificate.

Delivery Considerations—continued

Class Size and Training Site Considerations

To achieve the total number of attendees per delivery identified in the grant, this course is designed for a maximum of 32 participants.

From an instructional perspective and to promote an interactive and effective learning experience, a maximum of 32 and minimum of 15 participants per delivery is optimal in each program. Running courses at less than 15 or more than 32 participants may negatively impact the quality of the learning experience by detracting from skills development and individual attention by facilitators to participants.

Facilitators need to adjust how activities are implemented if class size is near to the minimum or maximum number of participants. For example, with large groups of 32 participants, use smaller grouping arrangements in corners of a large room or breakout rooms.

To encourage comfort, interest, and group involvement, the program should be delivered at a site that can comfortably accommodate up to 32 participants in a U-shape, double U, or herringbone style setting. The program should *not* be conducted using a typical classroom setting (rows of chairs facing forward). Ample tabletop room for comfort and writing/work space is needed. Sites should be modern training facilities conducive to program delivery, including access to a projection unit.

Characteristics of Chapter Facilitators: Delivery System

The following facilitation skills are necessary for successful program delivery. In addition to presenting information (platform skills) in a knowledgeable manner, facilitators must:

- Motivate participation.
- Direct participants' activity.
- Manage group process.
- Keep participants focused and involved.
- Process activities/learning experiences.

Delivery Considerations—continued

Suggestions for Effective Facilitating

There are many things a facilitator can do to keep participants on track, hold their interest, and provide them with a successful learning experience.

General Suggestions

- Emphasize to participants that the Participant Guide is more than just training materials. It is a resource book designed to be used on their jobs long after the class is over.
- Use every small group activity as an opportunity to assess participants and their understanding of the subject matter. For example, if a group identifies some answers that are incorrect or that show a lack of understanding of the content, use this to clarify the topic. Be sure to do this without putting the group down or embarrassing them.
- As you move through the program, keep participants informed of where they should be in their Participant Guides. You can do this by referring to every page, even if one is just a resource page.
- Have as many resources in the training room as possible. For example, having slipmeters available for demonstration can greatly enhance the participants' understanding of and ability to use slipmeters. Set these resources up at a demo table in the training room to enable participants to view them on their lunch and breaks.
- Consider grouping individuals so that each group contains a combination of novices and people with experience. One way to do this is to have them line up according to the amount of safety and health experience they have, then have them count off by the number of groups you need to have (example: count from 1-6 for six groups). Encourage the veterans to share their knowledge and experience with the novices.
- When participants speak, make sure they are loud enough so that everyone in the room can hear them. If there is a soft-spoken participant, the facilitator should repeat what the participant has said before responding.

Delivery Considerations—continued

Suggestions for Managing Time

- Start the class on time—in the morning, after breaks, and after lunch. State in the introduction your expectation for participants to be punctual. You will make a commitment to let them out on time if they will make the commitment to be in class on time.
- Remember that it is not essential for you to address every point on every page. Instead, discuss the big picture. Explain the key learning points, then move on.
- The Participant Guide is designed with many resource pages. When you prepare for the program, look at each module, then identify the content areas where you will dedicate the most time. The remaining content areas can serve as resources pages to participants.
- Pay attention when participants share their learning goals in the opening activity. During the day, if you find you are short of time, you can cut back on the pages/activities for which people did not have learning goals.
- For small group activities, have participants form groups during the first activity, then use the same groups all day. This saves time in two ways. First, you don’t spend time re-forming groups for each activity. Second, groups will not spend time getting acquainted when a new group is formed.
- If you find you are running short of time, use these options to adjust activities.
  - → Instead of covering a page with a lecture or discussion, ask participants to review the page, then ask questions. Take one or two questions, then move on.
  - → Change a small group activity into a large group discussion, then cover only the most important learning points.
  - → Change a lecture or activity into a resource page.

Delivery Considerations—continued

Suggestions for Handling Large Groups

If you have a large group (over 25 participants), it will be critical to manage the group effectively. Here are some suggestions that can keep large groups on track and moving quickly.

- For small group activities, assign one case study/problem per group (rather than assigning all problems to all groups).
- When debriefing activities, get only one or two ideas from each group (rather than getting all of their ideas).
- Identify the participants who are most skilled or experienced and enlist their help in keeping the group on track.
- If a discussion has gone on long enough and you need to move on, but people still have questions, offer to address them during break or lunch or after class.

Suggestions for Handling Small Groups

A very small group (fewer than 12 participants) will present you with a different problem. You will be relying on the same people to participate over and over. Here are some suggestions to alleviate the pressure.

- Use fewer groups, but make the group size at least 5-6 participants.
- If you have 9 or fewer participants, consider using only one large group.
- You can be more informal in a small group. Consider sitting down at the table with participants and working with them.
- You will have more time flexibility with a small group. Consider teaching the course entirely based on their learning goals.
- To relieve participants of the pressure of so much participation, give them more time to do the action plans at the end of each module.

Instructional Media/Program Materials—continued

Tips for Using Your PowerPoint Presentation

When using an LCD projector and PowerPoint slides, you may find the following tips helpful. Except for starting the slide show, all commands must be performed while running the slide show in full-screen mode. For additional information on PowerPoint, visit **http://www.microsoft.com/powerpoint**.

To …	Do …
Start the slide show	■ Select Slide Show on menu bar, then select View Show, or ■ Press F5
Perform next animation **or** advance to next slide	■ Press N, or ■ Enter, or ■ Page Down, or ■ Right Arrow, or ■ Down Arrow, or ■ The Space Bar
Perform previous animation **or** return to previous slide	■ Press P, or ■ Page Up, or ■ Left Arrow, or ■ Up Arrow, or ■ Backspace
Go directly to any slide in show	■ Press the number of the slide you want, then press Enter
Display black or white screen **or** return to slide show from a black or white screen (helpful if you want to stop slide show temporarily)	For Black Screen: ■ Press B, or ■ Press Period For White Screen: ■ Press W, or ■ Press Comma
Change pointer from arrow to pen (lets you use the mouse to write directly on a slide—notes disappear when you stop the show)	■ Press Control P, or ■ Right click mouse, select Pointer Options, select Pen ■ Hold down left mouse button to write whatever you want ■ Press E to erase on-screen annotations
Change pen color (see above)	■ Press Control P, or ■ Right click mouse, select Pointer Options, then select Pen ■ Select Pen Color, then select desired color
Change pointer from a pen back to an arrow	■ Press Control A, or ■ Right click mouse, select Pointer Options, then select Arrow
Display shortcut menu during the show	■ Press Shift F10, or ■ Right click the mouse
Get help	■ Press F1
End slide show	■ Press Esc, or ■ Press Ctrl + Break, or ■ Press Hyphen. or ■ Right click mouse, then select End Show

Preparing for the Program

The facilitator is responsible for carrying out the following preparation activities before delivering the training program. In some cases, depending on how Chapters are structured for training delivery, an administrative staff person may be responsible for certain activities.

Reminder: When facilitating a program or portion of a program for the first time, begin preparing far enough in advance so that you have adequate time to resolve questions, concerns, or problems. Review all program content in the entire Facilitator Guide and Participant Guide and PowerPoint slides.

- ❒ Ensure that all materials, training aids, and training sites are prepared.
- ❒ Read the entire Facilitator Guide. Be sure to read carefully the informational presentations and review instructional activities. Make appropriate content notes or write special reminders directly in the Facilitator Guide. Review all corresponding PowerPoint slides.
- ❒ If there are content areas with which you are unfamiliar, obtain and read appropriate materials. Additional reading includes resources listed on the *Tools and Resources* CD-ROM that accompanies the Participant Guide. Based on your need and interest, pursue additional learning related to occupational safety and health, especially that regarding the prevention of slips, trips and falls. It is important to have a strong base of knowledge about the content being presented, especially when participants have questions.
- ❒ Read the entire Participant Guide so that you are prepared to refer to corresponding material, especially activities, during program delivery.
- ❒ Rehearse key introductions, transitions, and conclusions, including the corresponding visual aids.
- ❒ Arrange to have the necessary equipment in the training room(s). Check all equipment before starting the training. Make sure it is operating properly and is set up the way you want it. For example, the overhead projector should be set up near the front of the room and all electrical cords should be out of your way and taped to the floor if necessary.
- ❒ Load the entire Facilitator CD-ROM that came with this program onto your C (hard) Drive. This will ensure that your PowerPoint presentations will run efficiently.
- ❒ Make sure that participant evaluations are printed and ready to distribute.
- ❒ Have a class roster prepared/available for each participant. The roster should include information that may be used for future networking purposes (name, address, phone number, e-mail address, etc.).

Preparing for the Program—continued

- ❒ Have completion certificates prepared/available for each participant. A certificate template can be found on the CD-ROM that came with this training program.
- ❒ Be sure you are familiar with the facility and classroom. Check the following:
  - Emergency evacuation procedures.
  - Fire extinguishers.
  - Entrances/exits.
  - No smoking policy and approved smoking areas.
  - Light switches.
  - Rest rooms.
  - Drinking fountains.
  - Telephones.
  - Heating/air conditioning controls.
- ❒ Arrive at the training site at least an hour early on the first day of the training. This will give you sufficient time to make final changes to the room set-up and check the equipment. If you have never trained in that location, it will give you time to become acquainted with the room and facility.
- ❒ Take 10 minute breaks as indicated in the training program—approximately every 50-60 minutes. Participants need breaks to stretch and relax during a very full day of learning.
- ❒ Invite your OSHA representative to attend this training program. This person may even be willing to answer questions relating to ergonomics.
- ❒ *Other:*
- ❒ *Other:*

Materials and Equipment List

Each facilitator is responsible for ensuring that the following materials and equipment are available/prepared prior to delivering the *Preventing Slips, Trips and Falls* training program. In some cases, depending on how Chapters are structured for training delivery, an administrative staff person may be responsible preparing materials and equipment.

- ❐ *One Participant Guide* for each participant and facilitator (plus 2 extra copies for guests)
- ❐ All registration materials, including name tags or tents and a participant roster
- ❐ 2 rolls of masking tape
- ❐ Scissors
- ❐ Flipchart with flipchart paper
- ❐ Flipchart markers (mainly black, blue, green, purple, and brown—bring a few red and/or orange markers for accent)
- ❐ Electrical plug strip with surge protection
- ❐ Trip protection for electrical cord
- ❐ Watch, clock, and/or timer (for timing activities, breaks, and lunches)
- ❐ Laptop or computer station with projection unit to display PowerPoint slides; PowerPoint 97 or higher must be loaded on the computer
- ❐ Screen
- ❐ Evaluation forms
- ❐ Course completion certificates
- ❐ PowerPoint slides; 5 separate files
- ❐ The OSHA Handbook for Small Businesses, U. S. Department of Labor, Occupational Safety & Health Administration, #2209, 1996
- ❐ National Safety Council book titled Small Business Safety & Health Manual
- ❐ ***Optional***: A slipmeter for demonstration
- ❐ ***Optional***: One or more pairs of shoes that are appropriate for preventing slips and trips

At-a-Glance Training Schedule

The training schedule below is recommended for use in delivering the *Preventing Slips, Trips and Falls* training program.

Module #	Module Title	Time
	Program Introduction	8:00 - 8:30 AM (30 minutes)
1	Module 1: Introduction to Preventing Slips, Trips and Falls	8:30 - 9:30 AM (60 minutes)
Break		9:30 - 9:40 AM (10 minutes)
2	Module 2: Recognizing Slip, Trip and Fall Hazards	9:40 - 11:20 AM (100 minutes)
Lunch		11:20 AM - 12:20 PM (60 minutes)
3	Module 3: Evaluating Slip, Trip and Fall Hazards	12:20 - 1:45 PM (85 minutes)
Break		1:45 - 1:55 PM (10 minutes)
4	Module 4: Controlling Slips, Trips and Falls	1:55 - 3:40 PM (105 minutes)
Break		3:40 - 3:50 PM (10 minutes)
5	Module 5: Action Planning and Using Program Materials in Your Business	3:50 - 4:15 PM (25 minutes)
		Total = 405 minutes (6.75 hours of instruction)

Note: This schedule reflects 6.75 instructional/training hours, including 10 minute breaks to address adult learning needs. If modified, facilitators **must** ensure that all training hours are accounted for in the program. Participant competence is based on completion of the entire training.