



*Workers' Compensation Board of BC  
Strategic Initiatives, Prevention Division*

## ***Parent Focus Groups:***

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*Results and Analysis*

June 2003

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## **EXECUTIVE SUMMARY**

Many parents have children between the ages of 15 to 24 who work in high-risk sectors, yet most of them assume that the workplace is safe. The Workers' Compensation Board of BC believes that parents can take an active part in helping to reduce injuries among young workers.

As such, the WCB plans on developing a written information piece, as well as a parent resource package for use by parent advisory councils and other organized parent groups. The goal is to raise awareness among parents of issues facing young workers, and in turn, encourage them to become champions of young worker safety.

To ensure that the resources are effective, WCB solicited the opinions of 23 parents via three focus groups in May 2003. Some parents were BCCPAC<sup>1</sup> conference delegates, while others were WCB employees. Focus group members were asked for feedback on an array of issues such as content and design.

All focus group participants supported the concept of young worker health and safety information resources for parents. Focus group findings indicate that the use of an expandable brochure is most preferred, with a good mix of text and graphics. It was important to parents that the resource address the myth that young workers are not put in harm's way and that statistics be relevant to high-risk industries.

An analysis of focus group results suggests that women are likely to be the primary consumers of materials on young worker health and safety. Also, according to focus group discussions, children will be most receptive to parental messages about workplace safety just prior to them entering the employment market.

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<sup>1</sup> BC Confederation of Parent Advisory Councils

# INTRODUCTION

## Background

Too many young workers are hurt, despite a general downward trend in the number of injuries among 15 to 24 year-olds. Currently, one young worker is injured every hour and five are permanently injured every week in British Columbia. In spite of the decrease in the number of young worker injury claims, serious and permanent injuries have remained relatively constant. Young worker health and safety therefore remains one of WCB's key priorities.

WCB has identified several stakeholder groups that can contribute to the prevention of injuries among young workers, if their needs and preferences are understood and they are provided with the right motivators. The parents of young workers are one such group.

Given the potential influence of parents, WCB plans on developing a resource to engage and help them address the issue of young worker safety. The resource will largely be aimed at educating parents on the risks to young people in the workplace and providing them with the tools to discuss the issue with their children.

## Purpose of Focus Groups

To ensure the resource is meaningful, parents themselves will have a strong say on content and design. As such, a series of focus groups were conducted to solicit parent input, with the main objectives of:

- Obtaining input from parents on the content and design of an information piece the WCB is producing for parents of young workers; and
- Obtaining input on the feasibility and desired format of a "Train-the-Trainer" package for parent advisory councils.

## Methodology

Focus groups were conducted on three separate occasions, each with a different group of parents in attendance. Methodologies for each group are outlined next.

### BCCPAC Focus Group

This session was offered among the workshops at the semi-annual Spring 2003 BCCPAC conference (British Columbia Confederation of Parent Advisory Councils). Five conference delegates attended. Two out of the five attendees identified themselves as BCCPAC Board members. The group lasted one and a half hours. The first 30 minutes of the focus group was devoted to an orientation consisting of:

- A 15-minute presentation on young workers in BC, including an outline of WCB initiatives aimed at young workers (refer to Appendix A).

- A 15-minute presentation on the Student Voice report on Young Worker Health & Safety<sup>2</sup>. A draft of this presentation can be found in Appendix B.

A copy of the BCCPAC focus group moderator's guide is available for reference in Appendix C.

### **WCB Focus Groups**

A further 18 participants took part in two WCB parent focus groups scheduled in the month of May 2003. The first group was attended by 11 parents, whereas the second group was attended by seven. All participants are currently employed in various capacities at the WCB. Participants were recruited for their voluntary participation through an organization-wide e-mail request to Lower Mainland WCB employees working at either the Richmond or Granville complexes. Participants were not remunerated; however, a light lunch was served and each parent was provided with a tote bag which contained a young worker information kit.

Each focus group lasted 60 minutes and was timed to occur over participants' regular lunch hour. Note that WCB employees were not provided with an orientation to young worker occupational health and safety issues because, as assumed, all were generally aware that young workers are a focus of WCB and for what reasons such a focus exists. Also distinct from the recruitment process used for the BCCPAC focus group, participants were screened on the basis that they had children between the ages of 15 and 19 years.

A copy of the focus group moderator's guide is available for reference in Appendix D. Note that WCB parents were not asked for feedback related to the second objective of the focus groups, which was to obtain input on the feasibility and desired format of a "Train-the-Trainer" package for parent advisory councils. Only a fraction of WCB parent focus group attendees are also members of a parent advisory council.

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<sup>2</sup> B.C. Student Voice is a student-led group with the B.C. Principals' and Vice Principals' Association. The group represents 15 provincial regions that initiate and facilitate communication between students and all partners in education.

## **FOCUS GROUP FINDINGS**

### ***British Columbia Confederation of Parent Advisory Councils***

#### **Participant Profiles**

All five participants have either one or two children, though not all children are yet of working age. Specifically, the age of children ranged from 14 to 21. A minority of children has started working in a part-time capacity, while most others are on the threshold of entering the workforce.

#### **Current Perceptions and Behaviours**

##### **Interest in Young Worker Health and Safety**

To provide a general context for focus group results, participants were asked why they chose to attend a focus group on young worker health and safety, from among many other BCCPAC sessions. Most indicated that their interest in attending the session was from the point of view of their responsibilities as parents. For some parents, the motivation to attend is that they have children who will be starting work in the near future. One parent indicated an additional interest in the topic of young worker health and safety, only from his perspective as an employer. One parent's interest was to share information gleaned from the focus group, particularly among grade 11 and 12 students. One parent expressed surprise and disappointment at the small number of people signed up for the focus group, as his impression was that many parents would share his concern about the welfare of their children in the workplace. To him, this was evidence that there is a general lack of awareness about the health and safety of BC's young workers. However, at least two participants exhibited some awareness concerning the injury risk that young people face in the workplace, due to inexperience and lack of training.

##### **Role of Parents**

Participants were probed for their feelings and thoughts regarding the role that parents should play in their children's safety on the job. Responses reflected some differences. On the one hand, parents recognize that they should take initiative in finding out about their children's workplace and the degree to which safety measures are in place. On the other hand, there is some recognition that this kind of interest could be received negatively, particularly in the case of adolescents. For some parents, there was some sense that concern about their child's workplace would be interpreted as yet a further assault on their teen's burgeoning sense of independence. There was some belief expressed that the attitude of teens may itself form resistance to a parent's ability to convey accurate information about health and safety rights and responsibilities in the workplace. A guided conversation could be one key to raising the awareness of children, rather than their defenses.

However, not many of the parents have had pointed conversations with their children on workplace health and safety. One parent felt that her husband might have more success because her children would not see it as yet another topic on which to be 'nagged' by her.

### **Information Sources for Young Worker Health and Safety**

When asked what resources the parents would turn use to initiate a discussion about workplace health and safety, the following sources were mentioned:

- ◆ BCCPAC
- ◆ Career teacher (of career program)
- ◆ WCB

### **Motivators for Engaging Parents**

#### **Most Striking Messages or Information about Workplace Health and Safety**

Parents noted that the following messages were most effective based on their initial orientation to the topic of young worker health and safety in BC:

- ◆ Five young workers die every year
- ◆ Assumption that employers are providing health and safety orientation, and that training of young workers may not be occurring
- ◆ Retail generates the highest number of young worker injury claims

Some parents were particularly surprised at the high number of injuries that occur to young people who work in the retail industry. Contrary to fact, there seemed to be widespread belief that this was a safe sector with few real job hazards.

#### **Reaction to Statement by Parent of an Injured Young Worker**

Parents were asked for their reactions to the following statement

*“We’ve been looking after our children all their lives. Then they go out to a job and we think that employers, because they’re adults and they’re business people or professionals, they’ll look after them.”*

There was general agreement among the group that most parents assume that the workplace is a safe environment for their children. There is an assumption that the workplace will at least ‘do no harm.’ This confirms results of previous focus groups where it was found that “workplace injury to young workers was not a top-of-mind, pressing concern for most . . . youth, parents, and educators . . .”<sup>3</sup>

#### **Parent Response to Risk in the Workplace**

Parents were asked the following questions: “Do you think it’s fair to say that once parents know of the high risk young workers face of being injured on the job, they’ll feel like they should do something? What do they/you feel compelled to do?”

Parents indicated there should be clear and direct consequences for employers that violate health and safety practices. They also suggested that kids have somewhere to complain anonymously about their workplace conditions. One participant commented

<sup>3</sup> Angus Reid Group Inc (July 2000). *Integrated Report: Young Workers & Workplace Injuries*, prepared for the Workers’ Compensation Board of British Columbia.

that “WCB needs to tell parents what to do, where to go for help.” Members of the group welcomed leadership on the part of WCB.

### Information Needed to ‘Catch’ Parents’ Attention

Itemized in the table below are types of information, each of which was rated by focus group members in terms of potential effectiveness in attracting the attention of parents:

	<i>Low</i>	<i>Medium</i>	<i>High</i>
Statistics on young worker injuries			✓
An appeal to parents’ sense of responsibility (e.g. “Are you sure your child is safe at work?”)		✓	
An appeal for help (e.g. 44 young workers are hurt on the job every day. Parents must be part of the solution)			✓
An appeal to emotions (e.g. A parent’s story about the loss of a child)	✓	✓	✓
Shock (e.g. Graphic images or stories of youth who have been seriously injured or killed on the job)	✓	✓	✓

As can be seen, the group failed to reach consensus on whether an appeal to emotions would be effective, with some parents believing strongly that it would not be an ideal ‘call to action.’ The same result applies to the use of shocking or graphic images and stories of youth who have been seriously injured or killed in the workplace. Parents in fact believed that taking a graphic approach would have much more success with youth. In the group’s estimation, basic statistics on young worker injuries, along with an appeal for help would be highly effective messages by which to engage parents. Messages addressing the myth among parents that the workplace is safe and that young workers receive adequate safety training also help appeal to group members.

## Design Features

### Summary of Feedback on Design Features

Focus group participants were asked to react to a sampling of six print materials, in order to get a sense of their ‘look and feel’ preferences for the parent resource.

Parents were directed to ignore content and were guided to consider the following elements when reviewing the samples:

- ◆ Overall ‘catchiness’
- ◆ Layout
- ◆ Amount of text
- ◆ Text layout
- ◆ Impact and visibility of title
- ◆ Colours
- ◆ Readability
- ◆ Organization
- ◆ Font
- ◆ Overall Length
- ◆ Likelihood parents would read

Participants could choose from a ranking scale ranging from the choice “like a lot”, to the choice “dislike completely.” The table below summarizes focus group responses; both the ratings assigned to each print material, as well as written explanatory comments.

<b>SAMPLE</b>	Like a lot	Like somewhat	Neutral	Dislike somewhat	Dislike completely	<i>Please Explain What You Liked &amp; Didn't Like About the DESIGN ONLY of This Sample</i>
<b>Youth Employment Strategy pamphlet “Hire a Student”</b>	1	2	1	1		<ul style="list-style-type: none"> <li>- Positive comments about the resource centered on observations that the information was clearly presented, that the resource was easy to read and “short and to the point.”</li> <li>- Negative comments had to do with the overly “ordinary” or “boring” approach.</li> </ul>
<b>Autoplan brokers resource guide for parents “Navigating the Teen Driving Years”</b>	.5	1.5		3		<ul style="list-style-type: none"> <li>- Positive comments focused on the resources’ success in communicating lots of information, well broken up into “readable chunks.”</li> <li>- Negative comments indicated that the resource was either text heavy or cluttered and that there might not be time for a parent to digest the material.</li> </ul>
<b>Alberta Health &amp; Wellness brochure “A Family Talks about AIDS”</b>		3	2			<ul style="list-style-type: none"> <li>- Positive comments had to do with the fact that the brochure was “catchy” and enticed parents to read on/turn over.</li> <li>- Criticisms were mostly directed at the “intimidating” block of text (i.e. should be broken up into bullet points).</li> </ul>
<b>Centre for Disease Control ‘Get into Your Kid’s Head’ pamphlet</b>	2	1		2		<ul style="list-style-type: none"> <li>- Parents liked the mix of text and graphics, and easy to read titles. One parent indicated that there were “lots of different points to grab your attention.”</li> <li>- Some parents complained that it was cluttered and difficult to read the font.</li> </ul>
<b>WCB of BC expandable brochure “In the next hour, at least one worker like you will get injured”</b>	4	1				<ul style="list-style-type: none"> <li>- Positive comments focused on the “great full pages” Another parent wrote, “what I am looking for.”</li> <li>- Some parents felt it was “too much to read” and that it might be better presented in booklet form.</li> </ul>
<b>Yukon Workers’ Compensation Health and Safety Board brochure “Who’s Keeping them Safe Now?”</b>	1	3			1	<ul style="list-style-type: none"> <li>- Parents who liked the resource felt that there the amount of information did not “overload”, that the resource was a “good size.”</li> <li>- Some parents complained that the font should be larger.</li> </ul>

As can be seen, the fifth and sixth samples (WCB of BC expandable and Yukon Workers' Compensation Board brochures) received the highest rating from parents, though focus group members may be influenced by the fact that these resources were on the topic of young worker safety, and produced by WCB's. For example, although focus group participants were asked to ignore the content of the brochures and resources, some comments clearly pertained to content issues, as opposed to design elements. Overall, focus group members do not appear to show a clear preference for any one sample, except for perhaps the WCB of BC young worker resource.

## Content Needed to Support Parents

Parents gave the following ratings on the potential range of content in a parent resource:

	<i>Low</i>	<i>Medium</i>	<i>High</i>
Key injury statistics			✓
Personal stories from parents		✓	
Personal stories from youth			✓
Why young workers get injured		✓	
Why young workers are at higher risk		✓	
High risk occupations and industries			✓
Q&As for parents	✓	✓	✓
Why youth might be reluctant to talk with their parents about their jobs			✓
Checklist of questions and answers to ask your kids about their job safety		✓	✓
Common injuries			✓
Workers' rights and responsibilities			✓
Employers' responsibilities			✓
Questions to help kids raise safety concerns at work	✓	✓	✓
Common hazards		✓	✓
List of resources			✓
Contact information			✓

Members of the focus group felt that personal stories from parents should be "unexpected" and ones chosen for their ability to instill worry. With respect to stories about youth, it was felt that these could, in the words of one participant, be used to "connect with kids." The theme of surprise pervaded comments from parents when considering potential content for the parent resource. In other words, the advice was to use information and data designed to 'awaken' and 'incite' parents' involvement in the issue of youth health and safety. This includes debunking the myth that kids are safe at work, and the assumption parents have that their children have been given adequate safety training at work.

## Parent Advisory Council (PAC) Training

Parents were introduced to the concept of a presentation package for use by Secondary School Parent Advisory Councils at local meetings. The idea proposed was in the form of a 20 to 30 minute presentation package for introducing the issue of young worker safety. Also included in such a package would be an information piece, along with suggestions for the role of parents. It was envisioned and described as "an easy to use package with a video to show, a video facilitator's guide, facilitator's speaking notes, a PowerPoint presentation/slides, and the information piece to distribute."

There was unanimous agreement among focus group members that PACs would very strongly receive presentation materials on young worker health and safety. There was equally positive agreement that PACs and District PACs would use such a presentation package.

Participants warned that some barriers to distribution may exist. Suggestions were for sending it directly to PAC Presidents or through the network of District PACs.

To ensure its use, participants suggested that two or three choices be provided in the way of presentation formats. For example, overheads, PowerPoint, and so forth. Mostly this was due to the fact that not all PACs have equipment to support PowerPoint and that members differ in their level of technical sophistication.

It was indicated that parents would likely download information from WCB's website after the presentation, but would not be as inclined to do so before being exposed to the presentation.

There was also interest expressed in having a volunteer speaker conduct a young worker safety workshop at PACs. Reaction to this was that a District PAC would be the better venue.

## **WBC of BC**

### **Participant Profiles**

Unlike the BBCPAC focus group, all 18 WCB focus group participants have either one or two children who are currently working. Except for one, all children work for pay, mostly in entry-level retail or restaurant jobs. The age of working children ranged from 15 to 19 years, as this was a requirement of focus group recruitment. Some parents also have younger children who have not yet entered the workforce. Many of the children are employed in industries where a large number of injuries occur to young workers.

### **Current Perceptions and Behaviours**

#### **Interest in Young Worker Health and Safety**

To provide a general context for focus group results, participants were asked why they chose to attend a focus group on young worker health and safety. Recall that WCB parents used their lunch hour to participate and were not remunerated for their attendance. Comments from many parents that they wanted to constructively “contribute” to the debate on young worker safety make sense under the groups’ voluntary recruitment conditions. WCB parents are confronted by young worker issues from two perspectives: first as professionals engaged in day-to-day work involving health and safety, and second, as parents of young workers, some of whom work in high risk industries. WCB parents are all-too-aware of dangers in the workplace, so do not need to be convinced or educated on the topic of young worker safety. Many parents were concerned that their children had not received health and safety training in the workplace. Specifically, one parent has a son who works as a gas jockey. When questioned by her, he admitted that he did not know how to operate a fire extinguisher, nor had he ever been trained in safety procedures related to any of the flammable substances with which he deals on a daily basis. This sparked discussion among parents that the focus of employers tends to be on sales - what’s happening at the till - as opposed to safety.

#### **Role of Parents**

Participants were probed for their feelings and thoughts regarding the role that parents should play in their children’s safety on the job. It stands to reason that all WCB parents, given the nature of their work, have asked their children about workplace health and safety. Parents believe that they have an active role to play in ensuring their children’s safety in the workplace, but some were quick to argue that employers should bear a greater weight of responsibility. **One participant reminded focus group members that parents are role models and that proper safety behaviour starts at home.** For example, safety is a component of everyday tasks like mowing the lawn and using common household equipment. Household tasks can involve demonstrating the use of foot protection, eye protection, and so forth. Based on ensuing discussions, only young adolescents seem receptive to conversations about workplace health and safety. All parents agreed that their teenagers appear oblivious to the potential dangers in the workplace. Participants’ children are vaguely aware that their parents work for WCB, but even this does nothing to heighten their awareness. According to participants, teenagers do not voluntarily share information, let alone about safety in the workplace.

Some focus group members felt that young workers should be made to take a mandatory health and safety training course.

### **Information Sources for Young Worker Health and Safety**

When asked what resources the parents would turn use to initiate a discussion about workplace health and safety, the following sources were mentioned:

- ◆ WCB, right to refuse unsafe work regulations
- ◆ World Wide Web, for resources like the on-line health and safety course offered for free to young workers by the Australian government
- ◆ Health and safety training materials used in their children's workplace and those related to the sector or occupation in which their children work

## **Motivators for Engaging Parents**

### **Reaction to Statement by Parent of an Injured Young Worker**

Parents were asked for their reactions to the following statement

*"We've been looking after our children all their lives. Then they go out to a job and we think that employers, because they're adults and they're business people or professionals, they'll look after them."*

Responses from members of the WCB focus group differed markedly from those given by BCCPAC delegates. There was general disagreement among the group that most parents assume that the workplace is a safe environment for their children. In contrast to the BCCPAC focus group, there is strong awareness among participants that the workplace can cause injuries. One parent stated, "this is not accurate, it's up to parents to pay attention." Another said, "that's a false expectation."

### **Parent Response to Risk in the Workplace**

Parents were asked the following questions: "Do you think it's fair to say that once parents know of the high risk young workers face of being injured on the job, they'll feel like they should do something? What do they/you feel compelled to do?" These questions did not generate much discussion among focus group members. Given their strong commitment to the issue of young worker health and safety, there was an assumption among them that most parents are aware of the dangers facing young workers. This is true despite the fact that evidence to the contrary of this was brought to their attention as part of the focus group introduction.

### Information Needed to 'Catch' Parents' Attention

Itemized in the table below are types of information, each of which was rated by focus group members in terms of potential effectiveness in attracting the attention of parents. Responses were combined, for integrated ratings as follows:

	<i>Low</i>	<i>Medium</i>	<i>High</i>
Statistics on young worker injuries	✓	✓	
An appeal to parents' sense of responsibility (e.g. "Are you sure your child is safe at work?")		✓	
An appeal for help (e.g. 44 young workers are hurt on the job every day. Parents must be part of the solution)	✓		✓
An appeal to emotions (e.g. A parent's story about the loss of a child)	✓		✓
Shock (e.g. Graphic images or stories of youth who have been seriously injured or killed on the job)			✓

Participants suggested other ways to attract parents' attention such as:

- All-year round awareness campaigns
- Getting media more actively involved in reporting young worker accidents
- Appealing to mothers

Parents felt that injury statistics would only be effective if differentiated by industry. Focus group opinion was somewhat divided in that some members felt that appeals for help and to emotions would be highly effective, whereas others felt these would not be sufficient to garner parents' attention.

## Design Features

### Summary of Feedback on Design Features

Focus group participants were asked to react to a sampling of six print materials, in order to get a sense of their 'look and feel' preferences for the parent resource.

Parents were directed to ignore content and were guided to consider the following elements when reviewing the samples:

- ◆ Overall 'catchiness'
- ◆ Layout
- ◆ Amount of text
- ◆ Text layout
- ◆ Impact and visibility of title
- ◆ Colours
- ◆ Readability
- ◆ Organization
- ◆ Font
- ◆ Overall Length
- ◆ Likelihood parents would read

Participants could choose from a ranking scale ranging from the choice “like a lot”, to the choice “dislike completely.” The table below summarizes focus group responses; both the ratings assigned to each print material, as well as written explanatory comments.

<b>SAMPLE</b>	Like a lot	Like somewhat	Neutral	Dislike somewhat	Dislike completely	<i>Please Explain What You Liked &amp; Didn't Like About the DESIGN ONLY of This Sample</i>
<b>Youth Employment Strategy pamphlet “Hire a Student”</b>	3	4	6	4	1	<ul style="list-style-type: none"> <li>- One positive comment indicated that the layout was “eye-catching.”</li> <li>- Negative comments had to do with the small print, confusion created by the multi-lingual format, and the dullness/blandness of the pamphlet.</li> </ul>
<b>Autoplanbrokers resource guide for parents “Navigating the Teen Driving Years”</b>	3	4	5	5	1	<ul style="list-style-type: none"> <li>- Positive comments focused on the resource’s use of bullets and checklist.</li> <li>- Negative comments indicated that the resource was too “busy, text-heavy, and clumsy to handle.</li> </ul>
<b>Alberta Health &amp; Wellness brochure “A Family Talks about AIDS”</b>	2	5	1	8	2	<ul style="list-style-type: none"> <li>- Positive comments indicated that the brochure was attention-getting and clear.</li> <li>- Most written comments are negative, with parents complaining that the resource was “boring”, “flat”, “plain” and lacked graphics/photos.</li> </ul>
<b>Centre for Disease Control ‘Get into Your Kid’s Head’ pamphlet</b>	2	4	5	5	2	<ul style="list-style-type: none"> <li>- Parents liked the “catchiness” of the header. One parent said the resource was “eye-grabbing.”</li> <li>- Some parents felt it was difficult to discern the subject of the brochure and that the font was too small. Some parents felt that the subject was difficult to discern.</li> </ul>
<b>WCB of BC Expandable brochure “In the next hour, at least one worker like you will get injured”</b>	7	7		4		<ul style="list-style-type: none"> <li>- Parents liked the mix of text and graphics. The layout made one parent “inclined to read it.”</li> <li>- Criticisms centered on the fact that there was too much content.</li> </ul>
<b>Yukon Workers’ Compensation Health and Safety Board brochure “Who’s Keeping them Safe Now?”</b>	4	5	5	3	1	<ul style="list-style-type: none"> <li>- Positive comments referred mostly to the pictures.</li> <li>- Some parents complained that the colours were “blah” and dark.</li> </ul>

Once again, the fifth and sixth samples (WCB of BC expandable and Yukon Workers' Compensation Board brochures) received the highest rating from parents. Focus group members may be positively influenced by the fact that these resources were on the topic of young worker safety, and produced by WCBs.

Overall, focus group members appear to have a clear preference for the WCB of BC young worker pamphlet.

## Content Needed to Support Parents

Parents gave the following ratings on the potential range of content in a parent resource:

	<b>Low</b>	<b>Medium</b>	<b>High</b>
Key injury statistics	Group A Group B		Group A & Group B *only if reported by industry*
Personal stories from parents	Group A Group B		
Personal stories from youth		Group A Group B	
Why young workers get injured			Group A Group B
Why young workers are at higher risk			Group A Group B
Why parents need to help			Group A (and how) Group B
High risk occupations and industries			Group A Group B
Q&As for parents			Group A Group B
Why youth might be reluctant to talk with their parents about their jobs	Group B		Group A
Checklist of questions and answers to ask your kids about their job safety	Group B		Group A
Common injuries			Group B
Workers' rights and responsibilities			Group A Group B
Employers' responsibilities			Group A Group B
Questions to help kids raise safety concerns at work	Group A Group B		
Common hazards			Group A Group B
List of resources			Group A Group B
Contact information			Group A Group B

Note that Group A did not rate common injuries.

When considering the inclusion of young worker injury statistics, including common injuries and high risk occupations and industries, parents felt strongly that the information should be detailed by industry to make it meaningful. Parents pointed out that if data is too generic, it will prevent parents from recognizing the specific risks faced by their children. One participant suggested that a poster be developed showing injury data for every body part of a typical teenager.

Focus group participants appear to have an appetite for content that is concrete. For example, resource and contact lists are highly rated, as is the concept of listing the rights and responsibilities of workers and employers.

As for question and answers for parents, the sentiment of the groups was that the questions would need to be relevant. Some suggested canvassing parents to determine questions of interest. When asked what parents think they would need to talk to their children about, they gave the following feedback:

- ◆ Right to refuse unsafe work
- ◆ Safety training – where to turn/how to substantiate if not adequate in the workplace
- ◆ Safety information specific to their child's industry
- ◆ First aid

## CONCLUSION

Focus group members support the concept of an information resource for parents of young workers. BCCPAC delegates also support the development of a presentation package on young worker occupational safety for use by parent advisory councils.

Parents are surprised that so many injuries occur to young workers in seemingly low risk industries like retail. Informed parents seem aware of the potential significance of their role in keeping their children injury-free in the workplace. Granted, some parents are unaware of the dangers the workplace poses to new, young workers. Still, it is felt that they too could be made aware of their need to be involved in the promotion of young worker health and safety once educated with the right kind of material.

## Recommendations

Recommendations arising from the analysis of parent focus group results are as listed:

1. Use the WCB of BC young worker expandable brochure and the Yukon WCB pamphlet as models in the development of the parent resource – these samples were most preferred for their ‘look and feel’
2. Be sure to address parental myths that the workplace is safe and that their children have received adequate safety training
3. Look to focus group results in this report to prioritize content for the resource – include items for which parents showed a clear preference such as questions and answers for parents (parents seem to want to know why young workers get hurt and how as parents they can help)
4. Use graphics and bullet points – consider adopting the idea of using the silhouette of a typical teenager to present young worker data at applicable sites of the body
5. Include a card to promote the WCB young worker website - parents are likely to avail themselves of resources that they can download, and some may also direct their kids to on-line health and safety materials
6. Develop the parent resource primarily with mothers in mind – a majority (87%) of focus group members were women, which suggests that they not only assume a greater level of responsibility for assuring their children’s safety, but they will more easily be engaged in the issue of workplace safety
7. In the spirit of prevention, the information piece should largely target parents with children just about to enter the workforce or with children who have recently started paid work – according to focus group members, older adolescents withhold information and are not receptive to messages and information about workplace safety
8. Distribute parent workplace safety kits in places frequented by mothers and design accordingly – for example, London Drugs or Safeway

## **Next steps**

The development of a written piece for parents, as well as a presentation package for parent advisory councils, involves several next steps. These are:

1. Develop mock parent information piece in June/July 2003
2. Coordinate the parent advisory council presentation package with feedback received from the working group for the *Lost Youth* video facilitator's guide
3. Finalize content of presentation package – the suggestion to date is to include the following elements:
  - Cover letter giving overview of package materials/ basic directions for use
  - Information piece for parents
  - Copy of *Lost Youth* video (with facilitator's guide and young worker website promotion card inside)
  - Presentation in both PowerPoint and overhead acetate format
  - Young worker information kit
  - Copy of *Joe Who* video (tentative)
  - Sample action steps for parents both as individuals and PAC members
4. Test mock information piece in early Fall 2003 parent focus groups (BCCPAC September 19<sup>th</sup> Board Meeting and internal WCB parent resource focus groups) – invite initial focus group participants who expressed interest in returning
5. Promote resource in a mail campaign to DPACs, prior to official launch
6. Launch/announce resource at the semi-annual BCCPAC conference in November 2003 (Cranbrook, BC) – method of distribution to be determined

**APPENDIX A:**  
**[Copy of Young Worker Presentation](#)**

## **APPENDIX B:**

### **Speech at Young Worker Launch Event Given by Marnee Tull: Student Voice Report on Young Worker Health & Safety**

Thank you Roberta.

I'm here representing B.C. Student Voice. We are a student-led group with the B.C. Principals' and Vice-Principals' Association. We represent students and educators from 15 provincial regions who initiate and facilitate communication between students and all partners in education. Supported by adult advisors, students meet regularly to review provincial directions, gather support for their various regional initiatives and facilitate development of school and district student voices. Our vision is for all students in the province to be heard in matters affecting their education.

We've been working in partnership with the Workers' Compensation Board of B.C. over the past year to create greater awareness of workplace health and safety issues affecting youth. Last October, at Student Voice's provincial meeting attended by 42 student leaders and advisors from secondary schools throughout the province, WCB helped us put together a workshop on young worker health and safety.

Following the fall meeting, Student Voice leaders used the workshop materials to conduct regional forums on youth and workplace safety. We wanted to talk to youth across B.C. about what skills, abilities and knowledge youth require to stay safe on the job. We wanted to know how they want to receive this information, and what can students, teachers, administrators, parents, employers and co-workers do to improve workplace health and safety. We also wanted to hear from youth about how to raise awareness of the value of workplace health and safety.

I'd like to thank WCB's Strategic Initiatives group for helping us put together the workshop and the forums.

Eleven forums were held across B.C., with more than 450 students from a variety of grades, ethnic backgrounds, socio-economic backgrounds and regions taking part. These sessions were led by students for students, and it is the result of these forums that I present to you today in this report, the **Voice on Young Worker Safety**.

At each of the regional forums, students brainstormed the major issues facing young workers. Despite the differences in location and city sizes, five main areas were identified in all of the regions as being the main drivers of accidents in the workplace.

First, they identified a lack of understanding and knowledge. Students get poor training and preparation on the job. Young workers sometimes feel as though they know what they are doing but don't understand all of the steps to do the job. They don't ask for further instruction because "they don't want to look stupid."

Second, there is a lack of proper training and safety procedures.

Third, the inexperience of youth affects their safe performance of job duties.

Fourth, working conditions for youth need improvement. Employers often do not provide proper training, expecting that youth will know what to do. Often training that is given is just a brief overview with no formal explanations.

Finally, the expectations and requirements of youth do not always match up with their abilities.

Students recommended the following solutions to help counteract these issues:

- \* Create an education program to enable teachers to incorporate workplace health and safety education into everyday classroom situations.
- \* Increase communication between the employer and the young worker, making the working environment safer.
- \* Create universally accepted safety training outside the school that can be taken voluntarily or in which employers can request their young workers participate.
- \* Create a mandatory training period that will last one to two weeks depending on how knowledgeable the new employee is. The new young worker on the job would shadow a supervisor or another employee so that they can see all aspects of the job that they will be doing.
- \* Young workers need to ask more questions and also take more responsibility for themselves and their actions.

Students at each forum also discussed the roles that various stakeholder groups play in the safety of young workers. They discussed employers, educators, parents, the WCB, and young workers themselves. The main themes that emerged regarding stakeholder roles are communication, accountability and training.

In discussing the role of employers, students said that it is important that young workers are not taken advantage of by their bosses. They are eager to please and want to be involved in the workplace, but this eagerness sometimes puts them in compromising and risky situations.

The forums concluded that the amount of communication of employers, co-workers and supervisors needs to increase amongst themselves as well as between them and the young workers. Students want employers to become more approachable so that they will feel comfortable bringing up issues and be less fearful of approaching their employer. They don't want to "look stupid or make unwanted waves within the workplace" which could lead to negative outcomes.

The students felt that employers need to be more proactive to help them stay safe on the job by setting up better training programs within their business that are specific to the job the young worker will be doing. Students are looking for more than "Here is the first aid kit and here are the numbers to call if something happens." The relationship between employers and their young employees needs to be kept formal and professional.

Employers need to be more comprehensive and specific when it comes to training each young worker, our participants said. Bosses need to explain all responsibilities and expectations, and show how everything works and all the steps involved. Proper training information, which can be reinforced when other employees also follow the safety rules, needs to be provided for the young worker. Having frequent and random spot safety checks will keep the young worker on their toes and encourage them to pay more attention and be more cautious with what they are doing. This will allow the safety knowledge of all young workers to be measured frequently and will keep the level of understanding high.

In discussing the role of educators, our students concluded that teachers, school administrators and student groups spend a great deal of time with young people and

therefore play an influential role. The work experience program is very effective in teaching students about safety in the workplace.

Awareness needs to be heightened in order for workplace safety issues that are not taught on a regular basis within a school to be learned. Posters in every classroom that show workplace rights should be visible as a daily reminder. These posters need to be placed in all high schools and intermediate classrooms.

Forum participants suggested that the whole concept of training needs to be re-examined by the WCB and changed. A basic, comprehensive workplace safety program or course needs to be put in place and repeated every few years to ensure that all basic concepts are well understood and fresh in young workers' minds. In addition, WCB should create large multimedia campaigns that can travel to all the schools in the province so students can learn about health and safety in a format that will have a great impact on youth.

There is a need for a new program that will have a large impact on students to be developed for educators to present in schools. WCB needs to work with students and educators in order to find more effective ways of getting the information to students. The current program is not being taught in all schools, and may not be having the desired impact.

Parents play a very important role in keeping young workers safe on the job. Parents need to get involved with their children so that they are more aware of issues and activities that are occurring at their child's workplace.

As individuals, the forum participants felt that young workers should know their rights as workers, but with those rights there are responsibilities that they must accept. Young workers should be more responsible for themselves, for example being in good health and well rested for work. This will make them more aware of what is going on around them and how it can affect them. Often when a young worker is on the job if there is an opportunity to take a 'short cut' many would take it. However when they understand their responsibilities, they can see the importance of not putting themselves at risk. If a situation does not make sense or the young worker is unsure of what to do, most of all they must ask questions!

The conclusions reached by all eleven forums are that all the stakeholder groups need to come together and communicate more. The issue of workplace health and safety needs to be made a top priority. We need to do more than just putting more programs in the school system. Each of the stakeholder groups need to increase communication with each other as well as with young workers and make workplace safety a top-of-mind issue.

It's obvious from our report that students across B.C. view workplace health and safety as an important issue facing youth, and are interested in seeing it become a bigger topic for discussion among students, parents, educators, employers, unions and community groups. The WCB needs to work with all the stakeholders, including students, to improve programs and increase awareness of young worker health and safety, and each stakeholder group has to play its part in making workplaces safer for young workers.

We hope that this report and its resulting discussion will help WCB build industry and community awareness of and commitment to young worker health and safety issues. In

addition, we look forward to seeing more strategic partnerships that advance the issues and co-ordinate groups of different stakeholders to focus on integrated young worker health and safety programs and initiatives across the province.

Thank you for your attention, and I look forward to the panel discussion now to hear how other stakeholders on the issue of young worker health and safety respond to the views of B.C. students.

**APPENDIX C:  
Final Moderator's Guide for BCCPAC  
Parent Focus Group**

## **Moderator's Guide for Parent Focus Group at May 2, 2003 BCCPAC Conference (Revised April 24, 2003)**

### **Objectives:**

- To obtain input from parents on the content and design of an information piece the WCB is producing for parents of young workers; and
- To obtain input on the feasibility and desired format of a "Train-the-Trainer" package for parent advisory councils.

**Time allotment:** 60 minutes, following 15-minute presentations by Karen Zukas of WCB Strategic Initiatives and Marnee Tull of Student Voice.

### **Materials and supplies:**

- Sample information pieces, including:
  - HRDC Hire a Student brochure
  - Navigating the teen driving years" - Autoplan brokers
  - Information for Parents – A family talks about AIDS" – Alberta Government brochure
  - Get it into your kid's head" – teen smoking prevention brochure from the U.S.
  - "In the next hour, at least one worker like you will get injured on the job." - WCB of BC brochure
  - "Who's keeping them safe now?" - Yukon WCB brochure for parents of young workers
- Flip chart stand and paper
- Pre-printed feedback sheets for participants to use during specific exercises

Karen Zukas will open the 90-minute workshop by welcoming and thanking participants and giving a short overview of the agenda (presentation on the young worker story by K. Zukas, followed by presentation of Student Voice results by Marnee Tull, then focus group facilitated by Leslie Rodgers to gain input to information piece and workshop WCB is developing for parents of young workers). Karen will make her presentation, and after any questions, introduce Marnee. After Marnee's presentation Karen will introduce Leslie for the focus group portion of the workshop.

## **FOCUS GROUP QUESTIONS**

### **1. INTRODUCTION – 5 mins.**

- Reiterate purpose of focus group. As WCB research and Marnee's presentation have shown, parents can and should play an important role in keeping their children safe at work. But workplace safety isn't top of mind for many parents and if it is, they often don't know what to say or do to protect their kids. Parents have told the WCB they need some kind of resource and the WCB will be producing a print information piece and a workshop this year to respond to that need.
- But rather than develop something in a silo back at the office, the WCB wants direct input from the target audience – you.
- So for the remainder of this session I'm going to lead you through a series of questions and exercise to glean your ideas for this information piece.

- Everything is confidential here, we'll use first names only.
- We'll be taking notes and audiotaping so we catch all your important thoughts.
- We'd like full participation from everyone – a variety of views.
- Based on what we hear today we'll develop a first draft of the new information piece for parents of young workers in May and June.
- Any questions before we begin?
- INTRODUCTIONS – ask participants for their first names, ages of children, and if any of their children have worked or had a work placement to date. If working children, what kind of safety training do the parents think they received? *(Note – may have to pare down the introductions if greater than 10 people at focus group.)*

## 2. CURRENT PERCEPTIONS AND BEHAVIOURS – 8 mins.

- There are a number of workshops running concurrently this morning – very interesting ones. What made you choose this one?
- What are your feelings/thoughts about the role parents should play concerning their children's safety on the job? Should they have a role?
- Have any of you talked with your child about their safety at the workplace? (If NO, go to next set of questions)
  - What did you do?
  - How well prepared did you feel for the task?
  - Did you use any resources? What kind of information would have helped you?
- If you were to talk to your child about safety at their workplace today, how well prepared would you feel? What information would you want - and what resources might you turn to?
- Just off the top of your mind, what things do you think you would need to talk about with your child or children? *FLIP CHART THESE RESPONSES (Note - this will generate a preliminary list of content needs that will be augmented in later questioning)*

### 3. MOTIVATORS FOR ENGAGING PARENTS – 7 mins.

- I want you to think back to what you can remember from Karen's presentation. What facts, messages or information stuck with you most? Why?
  - How did this information affect on you? Do you think all parents with working aged kids need to hear this?
  
- I'm going to show you a statement, then ask you a question about it. (*Show pre-printed flip chart*). *"We've been looking after our children all their lives. Then they go out to a job and we think that employers, because they're adults and they're businesspeople or professionals, they'll look after them."*
  - Would you say that most parents hold this assumption?
  - How accurate do you think it is?
  
- Do you think it's fair to say that once parents know of the high risk young workers face of being injured on the job, they'll feel like they should do something? What do they/you feel compelled to do - how can the WCB help you with that?
  
- Let's look at what kind of information is needed to catch parents' attention and motivate them to action. Here is a list of potential motivators. Please rate them as very effective, somewhat effective, and least effective. (*Pre-printed flip chart on wall with the following list of motivators*):
  - Statistics on young worker injuries
  - An appeal to parents' sense of responsibility (e.g. "Are you sure your child is safe at work?")

- An appeal for help (e.g. 44 young workers are hurt on the job every day. Parents must be part of the solution.”)
- An appeal to emotions, e.g. a parent’s story about the loss of a child
- Shock, e.g. graphic images or stories of youth who have been seriously injured or killed on the job
- Are there other ways....?

Facilitator records responses on flip chart.

#### **4. DESIGN FEATURES** - 15 mins.

- I’m going to ask you to look at and react to a few samples of print materials. They are about a variety of topics, only a few have anything to do with young workers or the workplace. I DON’T WANT YOU TO WORRY ABOUT THE CONTENT RIGHT NOW. I just want you to react to the DESIGN.
- I have seven (7) samples for you (*samples A through G listed on Page 1*), and a handout sheet for you to use to record your reaction. I’m going to ask you to have a QUICK thumb-through each and record your initial reactions to the DESIGN. Imagine that this kind of design were to be used for an information piece for parents of young workers. How effective would such a design be in capturing your attention as a parent? In encouraging you to read? Keeping piece for future reference
- Collect feedback sheets and briefly review results.

- Which sample was most liked and why?
- Which was most disliked and why?
- Summarize key findings concerning design features.
- Use prompts if required re:
  - Amount of text (Too small a font? too much to read? Not enough white space?)
  - Colour or black and white – does it matter? Colour types matter?
  - How important are:
    - Photos?
    - Quotes?
    - Stories of parents?
    - Stories of young workers?
    - Use of bullets or icons?
  - What did you think of the tear-off sheet on the Teen Driving brochure? The Family Contract?
  - How about physical layout and size – are some sizes/layouts more inviting than others?
  - The WCB parent information piece will also be made available for downloading and printing from the internet. What's your sense for how many parents might access the information in this way?

## 5. **CONTENT NEEDED TO SUPPORT PARENTS** – 15 mins.

- Let's now focus on the **CONTENT** of the information. We've started a list (from Question 3) of the kinds of information you think parents would need in order to talk with their kids about safety in the workplace. Let's brainstorm for a couple of minutes to come up with more ideas. (*Facilitator records*

*on flip chart. Check against the following checklist – add any that are missing.)*

- Key injury statistics
  - Personal stories from parents
  - Personal stories from youth
  - Why young workers get injured
  - Why they are at higher risk
  - High risk occupations and industries
  - Why parents need to help
  - Q&As for parents - would like to know some of the questions they have/would like answered
  - Why youth might be reluctant to talk with their parents about their jobs
  - Checklist of questions and answers to ask your kids about their job safety
  - Common injuries
  - Workers' rights and responsibilities
  - Employers' responsibilities
  - A set of questions you can give to your kids for raising safety concerns at work
  - Common hazards
  - List of resources
  - Contact information
- 
- If time, go through list and have group rate the importance of each item on a scale of Low-Medium-High. Alternatively, ask if they think any items on the list could be left off - or any additional items.

## 6. PAC TRAINING - 5 mins.

- The WCB has talked to BCCPAC about developing a presentation package that Secondary School PACs could use at local meetings. The general idea so far is a 20-30 minute presentation package that PACs could use to introduce the issue of young worker safety, the role of parents, and the parent information piece.
- This would be an easy to use package with a video to show, facilitator's speaking notes, a powerpoint presentation, and the information piece to distribute.
- As a PAC member, how willing do you think your PAC would be to do such a presentation?
- Do you perceive any barriers? If so, suggestions for overcoming them?
- If the WCB developed this presentation package, what things would be appropriate:
  - Speakers' notes?
  - Powerpoint slides on disk?
  - Overheads?What other materials?
- If not delivered at/through PACs, and recognizing that the WCB does not have the resources to do widespread presentations or major advertising, how else might the WCB begin to reach parents? Would there be interest in a volunteer speaker doing a workshop on young worker health & safety for your PAC?

**7. WRAP-UP – 3 mins.**

- Thanks for energetic and illuminating participation. This input has been a real help. Next step is to draft something up based on your input. This first draft will be tested in a parent focus group organized by BCCPAC sometime in July. If any of you are interested in participating in the focus group - or would like to review the draft please let Karen know (post Karen's email and phone address on flip chart.)

**Appendix D:  
Final Moderator's Guide for WCB  
Parent Focus Groups**

## **Moderator's Guide for Parent Focus Group May 23 & 27, WCB (Revised May 20, 2003)**

### **Objectives:**

- To obtain input from parents on the content and design of an information piece the WCB is producing for parents of young workers

**Time allotment:** 60 minutes

### **Materials and supplies:**

- Sample information pieces, including:
  - HRDC Hire a Student brochure
  - Navigating the teen driving years" - Autoplan brokers
  - Information for Parents - A family talks about AIDS" - Alberta Government brochure
  - Get it into your kid's head" - teen smoking prevention brochure from the U.S.
  - "In the next hour, at least one worker like you will get injured on the job." - WCB of BC brochure
  - "Who's keeping them safe now?" - Yukon WCB brochure for parents of young workers
- Flip chart stand, paper, and markers
- Pre-printed feedback sheets for participants to use during specific exercises

Karen Zukas (or Stephanie Maingot) will open the 60-minute workshop by welcoming and thanking participants and quickly putting the young worker issue into context. Focus group will then be facilitated by Stephanie Maingot to gain input for

information piece and workshop WCB is developing for parents of young workers).

## **FOCUS GROUP QUESTIONS**

### **1. INTRODUCTION – 10 mins.**

- Young workers have been a focus of WCB since 1995
- There has been a steady decline in the yw injury rate (it has fallen by 44% since 1994), but the injury rate is still higher than average among young males
- Reiterate purpose of focus group. WCB research shows that parents can and should play an important role in keeping their children safe at work. But workplace safety isn't top of mind for many parents and if it is, they often don't know what to say or do to protect their kids. Parents have told the WCB they need some kind of resource and the WCB will be producing a print information piece and a workshop this year to respond to that need.
- But rather than develop something in a silo back at the office, the WCB wants direct input from the target audience – you.
- The first step in the development of this resource is a series of focus groups with parents. WCB will take that feedback into account when drafting the resource. Once a draft is developed, it will be tested with parents in the fall.

- So for the remainder of this session I'm going to lead you through a series of questions and exercise to glean your ideas for this information piece.
- Everything is confidential here, we'll use first names only.
- We'll be taking notes and audiotaping so we catch all your important thoughts.
- We'd like full participation from everyone – a variety of views.
- Again, based on what we hear today we'll develop a first draft of the new information piece for parents of young workers in the summer, then it will be tested in early fall 2003. If you're interested in being a part of fall focus groups, I'll have a sign up sheet at the end of the session.
- Any questions before we begin?
- INTRODUCTIONS – ask participants for their first names, ages of children, and if any of their children have worked or had a work placement to date. If working children, what kind of safety training do the parents think they received?  
*(Note – may have to pare down the introductions if greater than 10 people at focus group.)*

## 2. CURRENT PERCEPTIONS AND BEHAVIOURS – 10 mins.

- What made you want to participate in this focus group?
- What are your feelings/thoughts about the role parents should play concerning their children's safety on the job? Should they have a role?
- Have any of you talked with your child about their safety at the workplace? (If NO, go to next set of questions)
  - What did you do?
  - How well prepared did you feel for the task?
  - Did you use any resources? What kind of information would have helped you?
- If you were to talk to your child about safety at their workplace today, how well prepared would you feel? What information would you want - and what resources might you turn to?
- Just off the top of your mind, what things do you think you would need to talk about with your child or children? FLIP CHART THESE RESPONSES (Note - this will generate a preliminary list of content needs that will be augmented in later questioning)

### 3. MOTIVATORS FOR ENGAGING PARENTS – 7 mins.

- I'm going to show you a statement, then ask you a question about it. (*Show pre-printed flip chart*). "We've been looking after our children all their lives. Then they go out to a job and we think that employers, because they're adults and they're businesspeople or professionals, they'll look after them."
  - Would you say that most parents hold this assumption?
  - How accurate do you think it is?
  
- Do you think it's fair to say that once parents know of the high risk young workers face of being injured on the job, they'll feel like they should do something? What do they/you feel compelled to do - how can the WCB help you with that?
  
- Let's look at what kind of information is needed to catch parents' attention and motivate them to action. Here is a list of potential motivators. Please rate them as very effective, somewhat effective, and least effective. (*Pre-printed flip chart on wall with the following list of motivators*):
  - Statistics on young worker injuries
  - An appeal to parents' sense of responsibility (e.g. "Are you sure your child is safe at work?")
  - An appeal for help (e.g. 44 young workers are hurt on the job every day. Parents must be part of the solution.")
  - An appeal to emotions, e.g. a parent's story about the loss of a child
  
-

- Shock, e.g. graphic images or stories of youth who have been seriously injured or killed on the job
- Are there other ways? Facilitator records responses on flip chart.

#### 4. DESIGN FEATURES - 15 mins.

- I'm going to ask you to look at and react to a few samples of print materials. They are about a variety of topics, only a few have anything to do with young workers or the workplace. I DON'T WANT YOU TO WORRY ABOUT THE CONTENT RIGHT NOW. I just want you to react to the DESIGN.
- I have seven (6) samples for you (*samples A through F listed on Page 1*), and a handout sheet for you to use to record your reaction. I'm going to ask you to have a QUICK thumb-through each and record your initial reactions to the DESIGN. Imagine that this kind of design were to be used for an information piece for parents of young workers. How effective would such a design be in capturing your attention as a parent? In encouraging you to read? Keeping piece for future reference
- Collect feedback sheets and briefly review results.
  - Which sample was most liked and why?
  - Which was most disliked and why?
  - Summarize key findings concerning design features.
  - Use prompts if required re:
    - Amount of text (Too small a font? too much to read? Not enough white space?)

- Colour or black and white – does it matter? Colour types matter?
- How important are:
  - Photos?
  - Quotes?
  - Stories of parents?
  - Stories of young workers?
  - Use of bullets or icons?
  
- What did you think of the tear-off sheet on the Teen Driving brochure? The Family Contract?
- How about physical layout and size – are some sizes/layouts more inviting than others?
- The WCB parent information piece will also be made available for downloading and printing from the internet. What's your sense for how many parents might access the information in this way?

## 5. CONTENT NEEDED TO SUPPORT PARENTS – 15 mins.

- Let's now focus on the CONTENT of the information. We've started a list (from Question 3) of the kinds of information you think parents would need in order to talk with their kids about safety in the workplace. Let's brainstorm for a couple of minutes to come up with more ideas. *(Facilitator records on flip chart. Check against the following checklist – add any that are missing.)*
  - Key injury statistics
  - Personal stories from parents
  - Personal stories from youth
  - Why young workers get injured

- Why they are at higher risk
  - High risk occupations and industries
  - Why parents need to help
  - Q&As for parents - would like to know some of the questions they have/would like answered
  - Why youth might be reluctant to talk with their parents about their jobs
  - Checklist of questions and answers to ask your kids about their job safety
  - Common injuries
  - Workers' rights and responsibilities
  - Employers' responsibilities
  - A set of questions you can give to your kids for raising safety concerns at work
  - Common hazards
  - List of resources
  - Contact information
- If time, go through list and have group rate the importance of each item on a scale of Low-Medium-High. Alternatively, ask if they think any items on the list could be left off - or any additional items.

## 6. **WRAP-UP** – 3 mins.

- Thanks for energetic and illuminating participation. This input has been a real help. Next step is to draft something up based on your input. This first draft will be tested in a parent focus group organized by BCCPAC sometime in early fall 2003. If any of you are interested in participating in the focus group - or would like to review the draft please sign up or let Stephanie know (post Stephanie's email and phone address on flip chart.)