

**A TOOLKIT TO HELP STUDENTS
ORGANIZE & HOST A WORKSHOP
ON YOUNG WORKER SAFETY**

and earn Graduation Portfolio Credits!

Section One: INTRODUCTION

(read this first!)

WHAT'S THIS TOOLKIT FOR?

WorkSafeBC has designed this toolkit for Grade 10 to 12 students who are looking for a creative and meaningful way to earn credits for their graduation portfolios.

By organizing and hosting a workshop on young worker safety, you can earn credits and collect evidence for the COMMUNITY INVOLVEMENT AND RESPONSIBILITY organizer in your graduation portfolio.

You may be able to collect evidence for other organizers, too, such as:

- EMPLOYABILITY SKILLS
- INFORMATION TECHNOLOGY
- And maybe even ...
 - ARTS AND DESIGN

And while you are earning portfolio credits, you'll be helping to raise awareness of some dangerous myths about how safe young people are at work (see *Why Care About Young Worker Safety on p.x*).

The toolkit will guide students who have leadership abilities through a range of options, ideas and resources for pulling together a workshop for as few as 10-15 students, for a class of 30-40, or even an assembly!

It is designed for use with online resources available on WorkSafeBC's young worker web link. However, the toolkit can be adapted for a workshop on any topic.

www2.worksafebc.com/Topics/YoungWorker/Home.asp

WHAT'S IN IT?

The toolkit is divided into three main sections. It's very important that you go through each section in the right sequence, otherwise things won't make sense!

Section One - INTRODUCTION

What's This Toolkit For? (you've already read this)

What's In It?

Why Care About Young Worker Safety?

Earning Graduation Portfolio Credits

Is a Workshop Do-able for You? 5 Ingredients You'll Need

Workshop Options

Section Two - PLANNING YOUR WORKSHOP

Option A: Workshop for 10-15 Students

Sample Agenda

How to Plan the Workshop

Getting Started - 4 Weeks Before Your Workshop

- *Decisions, Decisions*
- *Sample Start-up Meeting Agenda*
- *Sample Tasks for Next Meeting*
- *Cool and Interesting Discussion Topics*
- *PowerPoint™ Presentation*
- *Timing*
- *Promoting Your Event*
- *Advance Sign-up*
- *Checklist of Equipment/Supplies*

2 to 3 Weeks Before Your Workshop

- *Preparations*
- *Room and Equipment*

1 Week Before the Workshop

Day of the Workshop

Immediately After the Workshop

Post-Workshop Activities

Option B: Workshop for 30-40 Students

Sample Agenda

How to Plan the Workshop

Getting Started - 6 to 8 Weeks Before Your Workshop

- *Decisions, Decisions*
- *Sample Start-up Meeting Agenda*
- *Sample Tasks for Next Meeting*
- *Guest Speakers*
- *Cool and Interesting Discussion Topics*
- *PowerPoint™ Presentation*
- *Timing*
- *Promoting Your Event*
- *Advance Sign-up*
- *Checklist of Equipment/Supplies*

3 to 4 Weeks Before Your Workshop

- *Preparations*
- *Room and Equipment*

1 Week Before the Workshop

Day of the Workshop

Immediately After the Workshop

Post-Workshop Activities

Option C: Assembly

Sample Agenda

How to Plan the Assembly

Getting Started - 8 to 10 Weeks Before Your Assembly

- *Decisions, Decisions*
- *Sample Start-up Meeting Agenda*
- *Sample Tasks for Next Meeting*
- *Guest Speakers*
- *PowerPoint™ Presentation*
- *Checklist of Equipment/Supplies*

4 to 6 Weeks Before Your Assembly

- *Preparations*
- *Room and Equipment*

2 Weeks Before the Assembly
Day of the Assembly
Immediately After the Assembly
Post-Assembly Activities

Section Three - FORMS, FORMS...USEFUL ONES!

Activity Log

Workshop/Assembly Planner

Action/Task Plan

Sample Quiz

Sample Quiz Answers

Sample Participant Feedback Form

Workshop Report

WHY CARE ABOUT YOUNG WORKER SAFETY?

You should care because of Michael Lovett

Michael was still in his teens when his leg was crushed by sawmill machinery. He now wears an artificial leg from the knee down. He wasn't properly trained to deal with hazards and risks at his workplace. His life will never be the same.

Learn more about Michael's story here.

http://www2.worksafebc.com/PDFs/YoungWorker/2003_camp/Michael.pdf

You should care because of Jennifer Fouchalk

x

Jennifer didn't think working in a pizza place was a dangerous job, until a serious accident at work cut three fingers off her right hand. She didn't get the proper training either. She tried to figure out how to do things herself. Now she has a permanent disability.

Learn more about Jennifer's story here.

http://www2.worksafebc.com/PDFs/YoungWorker/2003_camp/Jennifer.pdf

You should care because the one who gets hurt could be your friend, your brother or sister, or you.

There's more to work than just showing up on time and doing what your boss tells you. Accidents can happen on the job. Young workers (15 to 24 years of age) are injured at a rate that is 30 percent higher than the provincial average. Young male workers are 70 percent more likely to be hurt than any other group of workers.

Don't be a statistic.

- ★ 38 young workers in B.C. are injured every working day.
- ★ 5 are permanently disabled each week.
- ★ 9 died last year.

All of these young workers were someone like **you**.

In what jobs are young workers most likely to get hurt? Restaurant, supermarket and retail jobs. One in four injuries to young workers happen here.

You should care because you don't want what happened to Michael and Jennifer to happen to you. Find out what you can and should do to protect yourself. And share what you learn with your friends.

You can learn more at:

www2.worksafefbc.com/Topics/YoungWorker.Home.asp

EARNING GRADUATION PORTFOLIO CREDITS

One student or a team of students, with support from a teacher, may be able to learn, practice and collect evidence of skills in the following portfolio areas.

Portfolio Organizer: Community Involvement & Responsibility

Aspect 2.1: Participate in service activity

Activity: Organize and host a young worker safety workshop at your school

Aspect 2.2: Demonstrate positive interpersonal communication skills

Possible Activities: Work with a team of students to plan a workshop; meet and introduce a guest speaker or a safety video; make a presentation on young worker issues; facilitate a discussion amongst students

Aspect 2.3: Respond to human rights

Activity: Understand, communicate and discuss the right to a safe workplace with students

Portfolio Organizer: Employability Skills

Aspect 4.1: Complete 30 hours of work or volunteer experience

Activity: Plan and facilitate a young worker safety workshop

Aspect 4.2: Demonstrate fundamental skills

Activity: Develop goals and a plan, brainstorm and problem-solve, show initiative, motivate others, complete tasks, make decisions, document results, evaluate effectiveness

Aspect 4.3: Demonstrate personal management skills

Activity: Schedule and complete tasks, make and keep commitments

Aspect 4.4: Demonstrate teamwork skills

Activity: Work with a student planning team to decide on workshop format, assign and accomplish tasks, deliver and evaluate the workshop

Portfolio Organizer: Information Technology

Aspect 5.2: Use the Internet to research information

Activity: Use WorkSafe BC's young worker web site to research safety issues, develop a presentation and quiz questions, order resource materials

Aspect 5.4: Use information technology to present information

Activity: Use VCR/DVD or pc viewer equipment for presentation

Portfolio Organizer: Arts and Design

Aspect 1.2: Create, perform or design an original art

Activity: Design a poster for the young worker safety workshop

Evidence

You will be able to submit evidence for your portfolio in many different ways, including the forms from Section 3 of this toolkit:

- ★ Leadership Self-Assessment (this one is in Section 1)
- ★ Activity Log
- ★ Workshop Planner
- ★ Action/Task Plan
- ★ Workshop Agenda
- ★ Student Quiz
- ★ Workshop Report
- ★ Participant Evaluations

You could also submit:

- ★ Photos from the workshop
- ★ A videotape or audiotape of the workshop
- ★ A workshop poster you've designed
- ★ A letter from WorkSafeBC thanking you for organizing and hosting the workshop (you will be eligible to receive a letter if you complete the Workshop/Assembly Report Form in Section 3)

SOUND INTERESTING? READ ON!

IS A WORKSHOP DO-ABLE FOR YOU?

5 BASIC INGREDIENTS YOU'LL NEED



Ingredient No. 1 - Knowing What's Involved

Organizing and hosting a workshop for other students can be a fun, challenging and rewarding experience. But you shouldn't just leap in without knowing what's involved. Here's a summary of what you'll need to do:

- ★ Use WorkSafeBC's young worker web site to research young worker safety issues www2.worksafebc.com/Topics/YoungWorker/Home.asp
- ★ Write a summary of what you've learned so you can do a presentation to other students
- ★ Think about working with a partner or a team of students to plan and host the workshop
- ★ Using the toolkit as a guide, develop an agenda
- ★ Make up discussion questions and facilitate a student discussion (the toolkit has ideas to help you)
- ★ Determine your target audience and a strategy for promoting the workshop to them
- ★ Figure out what equipment you'll need and know how to set it up and operate it
- ★ Prepare a layout plan for the room you're using and set up your equipment
- ★ Bring creativity, energy and a task focus to up to four (4) one-hour planning meetings with your team
- ★ Keep a record of all your activities
- ★ Complete a workshop report

Ingredient No. 2 - YOU!

A key ingredient for a successful young worker safety workshop is - YOU!

LEADERSHIP QUALITIES SELF-ASSESSMENT

These 10 questions will help you decide if you have the leadership qualities needed to organize and facilitate a successful workshop.

PRINT OUT THIS PAGE and complete the Self Assessment.

Use this scale:

1 = Not a strength

2 = Needs lots of development

3 = Needs some development

4 = A major strength

Circle one

1. Your friends, teachers and others call you a natural leader.	1	2	3	4
2. You know how to set and meet goals.	1	2	3	4
3. You are generally confident and optimistic.	1	2	3	4
4. A challenge excites you.	1	2	3	4
5. You believe staying safe on the job is important for young workers.	1	2	3	4
6. You feel comfortable talking in front of a group of people.	1	2	3	4
7. You are enthusiastic and can motivate others.	1	2	3	4
8. You have experience in volunteer or leadership capacities.	1	2	3	4
9. You are naturally well organized and can keep track of details.	1	2	3	4
10. You communicate effectively.	1	2	3	4

If your answers were all 3s and 4s, you probably have the qualities to plan and lead a workshop. If there were a few 1s and 2s, talk with your teacher (see Ingredient No. 5). You may be able to combine your strengths with the strengths of other students to make a great team!

STOP here for a moment. Go to Section Three and print out a copy of the *Activity Log*. Write down your first activities (your research on the toolkit so far and completion of the self-assessment), how much time has been involved taken, the skills you've used and what you've learned.

If you decide to continue with a workshop project, have the Activity Log handy so you can keep it up to date. This will be important evidence for your portfolio.

Ingredient No. 3 - Commitment

A young worker safety workshop needs your **commitment**. You have to believe that it's important to help prevent you, your friends, your brother or sister from getting hurt - or killed - on the job.

Before you go any further, do some investigating. Look at some of the links on the WorkSafe BC web site. Find out why young people get hurt on the job more often than older workers, some of the risks, and what you and other students need to know to keep yourselves safe.

www2.worksafebc.com/Topics/YoungWorker/Home.asp

MAKE NOTES OF WHAT YOU'VE LEARNED. (You can use these later to help you write a presentation).

VIDEOS - THINK ABOUT ORDERING AND VIEWING ONE OF FREE, HARD-HITTING VIDEOS ON YOUNG WORKER SAFETY. *Lost Youth*, *The Supervisor* and *Joe Who?* come with Discussion Guides, making them ideal for workshops. These videos have a big impact on anyone who sees them. Some students may have seen *Lost Youth* in their Planning 10 class.

You can get a copy of these videos in three ways:

1. Check with your school's Planning 10 teacher or Work Experience Coordinator to see if she or he has a copy.
2. Borrow a copy from the WorkSafeBC library - for details visit http://www.worksafebc.com/about_us/library_services/default.asp
3. Order a copy from the WorkSafeBC store at <http://www.worksafebcstore.com/>

There are two versions of *Lost Youth*. The unedited version has some coarse language, which is removed in the edited version. You and your teacher would need to decide which one is most appropriate. To view video clips, go to the website and click on Prevention Resources/Young Workers. Scroll down to Young Worker Videos.

CONVINCED that young worker safety is important? Great! You have the third key ingredient. **Print out the next page** to write in your own words why you'd like to organize a workshop about young worker safety for other students. Write it as though you're convincing a teacher that you really believe a workshop is important and that you have the qualities to make it happen.

I would like to organize a student workshop on young worker safety because...

I bring these qualities and skills to the task....

Ingredient No. 4 - A Trusted Partner or Team

It is possible to do this project on your own, especially if only a few (say 10 to 15) students will be participating in the workshop. But for most students it's probably better to plan and host a workshop with a partner or a team of students (about four). A partner or team approach can be more creative, energetic, and effective because you don't have to do everything yourself!

Think about someone you think would be a good partner for a workshop and ask her or him to go through the same steps you've just completed. You don't have to think about other team members just yet, but if you have some in mind, great! When everyone has checked out the first 4 ingredients, you're ready for ...

Ingredient No. 5 - A Supportive Teacher

A teacher's support and guidance is very important for your workshop project. Think about a teacher you could approach. It could be your school's Portfolio Advisor, Planning 10 Teacher, Career Facilitator, Health and Safety Coordinator, or another teacher.

Have a look through the rest of this toolkit so you can talk with your teacher about workshop options, guidance and resources available to you.

Arrange for you and your partner or partners to meet with your teacher. Take the following to show him or her:

- A copy of the parts of this toolkit you think will apply to you
- A copy of everyone's self-assessment
- A copy of your statement "*I would like to organize a student workshop on young worker safety because ...*"
- A WorkSafeBC video, if you've ordered one

Talk about options for a workshop (see *Workshop Options*) and any other skill sets you need for your student planning team.

WORKSHOP OPTIONS

There are many different ways to design and deliver a workshop on young worker safety. Typically you'd need 45 minutes to an hour. You could:

- ★ Deliver it to a Planning 10, Career Prep or other class
- ★ Hold it during lunch hour or immediately after school so any Grade 10 to 12 student can participate
- ★ Bring together Grade 9 students and maybe some of their parents who will be taking part in Take Our Kids to Work Day™, which takes place in early November of the school year
- ★ Talk to a teacher about having an assembly

How Big?

The number of participants at your workshop will shape how you structure it.

SMALLEST (10-15 students)

You need at least 10 to 15 students, in addition to your planning team, to create a dynamic workshop. With this number, you'd want to keep things pretty informal. You could build the workshop around a presentation and discussion of a cool and interesting safety topic. Or you could show and discuss one of the WorkSafeBC videos/DVDs. Go to *Workshop for 10 to 15 Students* for suggestions on how organize a small workshop.

We suggest you take 4 weeks for planning and organization.

BIGGER (30-40 students)

You could have a greater impact with a workshop for 30 to 40 students. This would open up the option of inviting a **Guest Speaker** as the main feature. You could also use a video and have a really good discussion. Go to page x, *Workshop for 30-40 Students* for planning steps for a workshop of this size.

A bigger workshop needs at least 6 weeks to plan.

BIGGER STILL!

You can also use the toolkit to plan an assembly in the school auditorium. This would be a major project that would definitely need a team approach, more planning time, additional teacher support, a guest speaker or panel of speakers, and your principal's approval. So why would you do it? To reach more students with the important message about how they could get hurt on the job and what they can do to prevent it. See *Assembly* for ideas.

You'll want to start planning an assembly 8 to 10 weeks beforehand!

A COMMUNITY-WIDE EVENT

It's not just employers, WorkSafeBC and youth who are responsible for young worker safety. Everyone is - parents, unions, schools, and the community too. A community-wide forum could bring all these "stakeholders" together in a powerful community event. WorkSafeBC has developed a resource kit for a Parent Advisory Council or District Parent Advisory Council to use in planning and hosting a two-hour evening forum. For your Community Involvement and Responsibility project you could make a presentation to your school's PAC, encourage them to coordinate a community forum, and play a key role on the planning committee. Your and the PAC's resource for this option would be the *Young Worker Safety - Workshop/Forum Planning Guide* under Prevention Resources/Parents on the young worker web site.

We recommend at least 3 to 4 months to plan a community forum.

Ready and Set? You have the 5 basic ingredients for your young worker safety workshop. You know what's involved and you have the leadership qualities to meet the challenges. You and your partner or team are committed to young worker safety. And you have a teacher to guide you.

Now it's time to Go!

Now focus on the section of the toolkit that fits the size of workshop you want to plan. The toolkit is a set of ideas to stimulate YOUR OWN



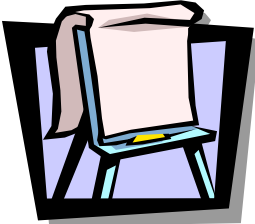
IMAGINATION AND CREATIVITY. You'll put your own stamp on your workshop!

Section Two: PLANNING YOUR WORKSHOP

OPTION A: WORKSHOP FOR 10-15 STUDENTS

Here is how a small workshop might look.

Sample Agenda for a Small Workshop - 10 to 15 Students



When you do your final agenda, be sure to **PUT IN THE TIME** each activity will start and finish. Keep track of the time so you don't run over.

Welcome and Opening Comments (5 mins)

- ★ Introduce yourself, then welcome and thank everyone for coming to this important workshop
- ★ Review the purpose of the workshop (e.g. to raise students' awareness about the important and maybe shocking facts about how young workers can get hurt at their jobs)
- ★ Explain why you (and your partner or team, if you're working with others) decided to put this workshop together; each person on the team could introduce him/herself and why young worker safety became important to him/he.
- ★ Also introduce the teacher(s) who have helped your team.
- ★ Then say that you developed the workshop with the help of an on-line toolkit available from WorkSafeBC. The toolkit helps students to organize and hosting a workshop and earn graduation portfolio credits.
- ★ Explain what will happen at workshop (your agenda)
- ★ Provide some basic facts about young worker injuries - just 4 to 5 sentences (draw from the *Why Care About Young Worker Safety* Backgrounder or draw on your research from the Young Worker web site)

Introductions of Student Participants (10 mins)

- ★ Using a pre-printed flip chart or overhead, ask each student to give their first name, their current job (if they have one) and any safety training they had for the job
- ★ Also ask if they thought they had enough training and if not, why not?
- ★ If a student hasn't had a job, ask them if they've ever thought about whether they could get hurt at work



FACILITATION TIPS

- ❖ If you think it might be hard to get students talking, ask one of your team members to start
- ❖ If you've heard from 2 or 3 students who all say their job safety training was adequate, ask them:
 - Do you have regular safety meetings?
 - Do you know what to do if you or someone else gets hurt?
 - Do you feel comfortable saying you won't do something if you don't think it's safe?
- ❖ Say that you don't mean to put them on the spot, but if they answer "no" to any of these questions, they may not have had the right safety training.
- ❖ Then you can say the video (or presentation or discussion, whichever you are using) will show how dangerous it can be for students to just assume they are safe on the job.

Quiz (Optional - 3 mins)

- ★ Hand out copies of the quiz you've developed and ask students to quickly write down answers. Explain that everyone will look at the quiz again after the presentation, discussion or video.

Workshop Based on PowerPoint™ Presentation

Presentation and Discussion (25 mins)

- ★ Introduce the PowerPoint™ presentation by saying that you have adapted it from an on-line resource available on WorkSafeBC's web site
- ★ Go through the presentation using the script and questions you have adapted and developed

Workshop with Video Presentation (Lost Youth, The Supervisor, or Joe Who? - see Videos on p.x)

Video Presentation (approx. 25 mins. with Introduction and Post-Viewing Discussion)

- ★ Using the introduction in the video Discussion Guide, or one that you have prepared, introduce the video
- ★ Make sure you warn students of the coarse language and graphic scenes if you are using the unedited *Lost Youth* video
- ★ Show the video
- ★ Use the Discussion starters from the video Discussion Guide or your own questions to get students talking about how the video affected them

Workshop with Discussion Topic

Questions and Discussion (approx. 25 mins)

- ★ Introduce your topic with a brief (3 to 4 minute) presentation on what you found in your research
- ★ Ask the group the questions you have developed
- ★ Use the FACILITATION TIPS from the *Introduction of Student Participants* to get people involved in discussion - and here are some MORE TIPS if there's a low level of participation:
 - ❖ Have your team model how to be part of a discussion by first directing a question to a team member
 - ❖ With your hand turned palm up, gesture to and make eye contact with a particular student and ask if s/he could give her/his thoughts on the question, then ask if someone else could share their views. Once again, if there's no response, ask someone directly.
 - ❖ Try to get each person to contribute something at least once.
 - ❖ If a few students are involved a lot and others haven't contributed at all say that you'd like to hear from everyone and direct a question to someone who hasn't spoken.
 - ❖ KEEP TRACK OF THE TIME! 5 minutes before you have to finish, say that you need to wrap up and you'll take one more comment, or just say that you need to begin wrapping up.

Wrap-up (3 mins)

- ★ If you handed out a quiz, ask: "*Take a look at the quiz you did at the beginning. Has anyone's answers changed?*" Nod as students raise their hands.

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- ★ Have each team member, in turn, give out the correct answers to the quiz
 - ★ Close by saying this workshop has shown how important it is for students to be aware of their rights and responsibilities, and to speak up and ask questions to be safe at work
 - ★ Thank students for participating in the workshop
 - ★ (Optional) Ask them to take 2 minutes to fill out their *Feedback Form*

How to Plan the Workshop

Getting Started - 4 Weeks Before Your Workshop



Decisions, Decisions ...

If you have decided to work with a partner or team, organize a start-up meeting with them and your teacher. Plan to spend an hour. Before the meeting, get these things in place:

- ★ If you are thinking about using a video/DVD as the feature for your workshop, make sure you've ordered a copy of it from WorkSafeBC
- ★ Preview the video and the *Discussion Guide* - you can practice showing the video at your start-up meeting
- ★ Arrange to borrow a TV/VCR from your school's audiovisual department
- ★ Book a meeting space with your teacher
- ★ Also see if you can meet in a room that has a computer with Internet access so you can surf the Young Worker web site during your meeting
- ★ Develop an agenda for your start-up meeting (see sample agenda below - but for the copy you hand out to team members, just use the main titles)
- ★ Prepare a team contact list with everyone's name, phone number, homeroom, mailing address and email addresses, for those who have one
- ★ Print copies of the parts of the toolkit you need (if not everyone has it), agenda (with your meeting time and location written on it) and contact list, and get it to your team in advance
- ★ Make sure there's something available that you can write on - such as a blackboard, whiteboard, overhead projector, flip chart stand, etc - and tools to write with

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- ★ Write up the 3 introductory questions on the blackboard or whiteboard, etc.
 - ❖ Your name
 - ❖ Why do you think it's important to talk to students about job safety?
 - ❖ What skills or talents do you bring to this workshop project?
 - ★ Bring a calendar so you can look at possible workshop dates
 - ★ Pull out the *Workshop Planner* from Section 3 to fill in as you move through the agenda and make decisions

Sample Start-Up Meeting Agenda

Welcome and Introductions

- ★ Introduce yourself and thank everyone for wanting to be part of this great project
- ★ Review the purpose of the team, which is to plan and host a student workshop on young worker safety
- ★ Explain what got you interested in organizing a student workshop on young worker safety and the skills/talents you bring to the task
- ★ Ask everyone to introduce him/herself using the three pre-printed questions from above

Review Agenda

- ★ Explain that the purpose of today's meeting is to make decisions about the workshop and assign tasks to team members

Overview of YW safety

- ★ Give a brief presentation (2 minutes) about the key things you've found out about injuries to young workers OR
- ★ Introduce and show the video using the Discussion Guide that comes with it
- ★ Practice your facilitation skills by asking 3 questions from the Discussion Guide

Target Audience

- ★ Say that the next thing on the agenda is to talk about your target audience. This means who you want to have at your workshop (for example, a Planning 10 class, Career Prep or other class, Grade 9

students participating in Take Our Kids to Work Day™, the general student body, or something else)

- ★ Explain that it's important to start here because you need to design your workshop for your audience
- ★ Talk about who your target audience will be and write this down in the *Workshop Planner*

Discuss Workshop Agenda

- ★ As a team, discuss and decide whether you want to show a video, give a PowerPoint presentation (see *PowerPoint Presentation* on p.x), or discuss a specific young worker safety topic (see *Cool and Interesting Discussion Topics* on p.x)
- ★ Decide on the general agenda you'll use for your workshop
- ★ If you want to show a video, decide which one (you'll should look at the video clips available on the web site first)
- ★ If it's *Lost Youth*, will you show the unedited version with its strong language or the edited version?

Location

- ★ Talk about where your workshop will be held. If you are going to an existing class your location will be decided. If not, write down possible locations.

Timing

- ★ Use *Timing* on p.x to talk about WHEN to have the workshop
- ★ Decide on at least two possible dates

Equipment List

- ★ Start a list of the equipment and supplies you will need for your workshop (see *Checklist of Equipment/Supplies* on p.x)

Promoting your event

- ★ If you decide to have a general workshop at lunchtime or after school for any students, you'll need a plan for how to reach and motivate them to come
- ★ Look at the ideas under *Promoting Your Event* on p.x and brainstorm some of your own
- ★ Also think about a process for *Advance Registration* (see p.x)

Assign Tasks

-
- ★ Use the *Action/Task Plan* in Section 3 or design one like it to list and keep track of all the tasks coming out of this meeting - and future tasks too. Some possible tasks are listed below.

Set Next Meeting Date

- ★ Set a date for your next planning meeting about a week from now. Next time you should only need 30 to 40 minutes.

Sample Tasks For Next Meeting

Here are some of the tasks that may come out of your first meeting. Use the *Action/Task Plan* to record who will do each task and by when.

MEETINGS - Arrange meetings with any teachers you need to involve, such as the teacher of the class where you hope to have your workshop.

CLASS/ROOM - Confirm the date and time of the class for your workshop, or if it's a lunchtime or after school event, book the room that you want.

EQUIPMENT - Book any audiovisual equipment you'll

PROMOTION - Start work on your promotion materials (poster, announcements, school newspaper insert, presentation to council, etc.)

PRESENTATION MATERIALS - Start work on your detailed agenda, and any other materials you will be using, such as an adapted PowerPoint™ presentation, discussion questions, quiz, and evaluation form. If you are showing one of the videos, review the *Discussion Guide*. Decide how you will introduce the video and guide the questions. Order a back-up copy of the video or DVD.

Cool and Interesting Discussion Topics

You could develop your workshop around young worker safety awareness in general or a particular theme that interests you. Here are just a few ideas. See the Sample Agenda for facilitation tips.

Young Workers and Job Safety - What You Don't Know CAN HURT YOU

For this general topic you could use the *Frequently Asked Questions (FAQ)* on the web site. You could hand out the questions part only of the FAQ and ask students to think about and share their ideas about the answer to each question, one question at a time. If you like, you could use a flip chart to write down their ideas. Then give them the facts as provided in the FAQ. See if the facts surprised anyone.

The Unlucky Seven - The Top 7 Dangers for Young Workers

Your resource for this topic would be *Top Seven Dangers*. You could start out with a Mix and Match quiz. List and number the Dangers in one column, and scramble up the Types of Jobs where the dangers occur in a second column. Use letters (a, b, c, d etc.) to list the job types. Ask students to draw a line linking the danger to the correct job type. Going through each danger one at a time, ask students what they thought was the correct answer and why. Then give them the facts.

Restaurant and Retail Jobs - Are They as Safe as You Think??

You could do a presentation then have a quiz, discussion and fact check on the job sector that employs more youth than any other, the Restaurant and Hospitality/Retail industry. On this web page you'll find links to safety videos and other resources about these industries. You could combine your discussion with a short video.

Hear Hear! - Protecting Those Sensitive Ears

Can you imagine not being able to hear your favourite music? Most people take their miraculous sense of hearing for granted. This sense reaches at its peak at age 15 and then starts to very slowly decline. But young people can easily risk damage to their hearing through exposure to extremely loud noise at work and at play. You could raise awareness of this risk by leading a discussion on Hearing Loss Prevention.

PowerPoint™ Presentation

WorkSafeBC has developed a PowerPoint™ presentation to give parents of young workers important facts and tips about job safety. You could download and adapt this presentation for your student audience. With a discussion, the presentation takes about 25 to 30 minutes. It includes detailed instructions about what to say. From the WorksSafeBC Young Worker web site, click on Prevention Resources/ Parents/Parent Resource Kit: Young Worker Safety - Important Facts and Tips for Parents.

Timing

One of the things that can take away from your workshop is bad timing. Some "no go" times are:

- ★ During exam weeks
- ★ Friday afternoons
- ★ The day before a holiday
- ★ When there is another school or extracurricular event scheduled

Promoting Your Event

If you are hosting a workshop for the general student population, you will want to work out a strategy for reaching and motivating them to come. Some ideas

- ★ Design a catchy poster and post it anywhere that students might read it
- ★ Write an article for your school newspaper
- ★ Write an announcement for teachers to make in homeroom or over the PA
- ★ Make brief presentations to certain classes
- ★ Ask your Student Council for their help in getting the word out
- ★ Have each person on your planning team pledge to get at least 5 students out to the workshop
- ★ Use your school's TV message system to communicate
- ★ Let people know by word of mouth

Advance Sign-Up

It is very helpful for you to know in advance how many students might come to your workshop. In this way, you can:

- ★ Make sure the classroom or other setting you've chosen is the right size - not too small and not too large! (if you have to change the location make sure you put up a large notice at the old location telling people where to find the new one)
- ★ Know how many handouts (like quizzes or feedback forms) you need to bring.
- ★ Set up the room so everyone can see the presenter and the TV, if you're using one
- ★ Plan how to run your discussion

You can design your poster with space for students to write in their names and homeroom number. Put your names up first!

Checklist of Possible Equipment/Supplies

- TV and VCR/DVD player
- Lap top computer and PC viewer
- Camcorder or tape recorder (to record event)
- Overhead projector
- Extension cords and duct tape
- Masking tape
- Digital or film camera
- Flip chart stand, paper and pens
- Spare parts - extra bulbs for slide and overhead projectors

2 to 3 Weeks Before Your Workshop

By now your team should now have met a second time and completed the tasks you agreed to at your start-up meeting. Keep the momentum going by getting together once a week or more. There's still a lot to do!

Preparations

- ★ Develop a detailed agenda for your workshop

-
- ★ Put your promotion strategy in place (if using a poster, make sure you have any approval you need to post it; an article for a school newspaper should go in two weeks before workshop)
 - ★ If you are using an advance sign-up process, periodically check to see how many students have signed on
 - ★ Prepare your opening presentation notes
 - ★ Develop your discussion questions; put the most important questions first in case you don't have time to ask all of them
 - ★ Prepare your quiz, if you are using one
 - ★ Decide how you will keep a record of your event for your portfolio

Room and equipment

- ★ Double check your room and equipment bookings
- ★ Borrow any equipment you are using to do a trial run in the room.
- ★ Set everything up
- ★ Make a list of what you need to do the day of the workshop, such moving desks or tables, setting up a screen or tripod, put up a flip chart and so on
- ★ Draw a room layout to show where each piece of equipment will go and anything to be moved, and bring this layout to the day of the workshop

1 Week Before the Workshop

- ★ Confirm all details of room layout, equipment and supplies
- ★ Make up a catchy sign for the room with your workshop title
- ★ Keep practicing your presentation, discussion questions (either from one of the Video Discussion Guides or ones you've made up yourself)
- ★ Gather the supplies you will need:
 - ❖ Name tags for team members
 - ❖ Extension cords, power bars (not the edible kind)
 - ❖ Room layout plan and instructions
 - ❖ Copies of any handouts like a quiz and evaluation form
 - ❖ Pens, pencils and paper
 - ❖ 2 copies of Video or DVD if you are using one
- ★ If you are pre- printing anything on overheads or flip chart paper, do that now
- ★ Meet the day before the workshop to run through everything

Day of the Workshop

It's natural to feel a little nervous on the day of the workshop. But remember all the careful preparation, rehearsal and team effort that have prepared you for this day. With a little attention to the final details, you'll be on your way!

- ★ Gather your team together with lots of time to get yourselves and the room organized; if you are not setting up audiovisual or recording equipment, you may only need to arrive at the room 20 minutes ahead of time. Leave more time for A/V set-up.
- ★ Put up any poster or sign you are using for the workshop.
- ★ Give each team member a name tag
- ★ Make sure all equipment and supplies are on hand
- ★ Set up your equipment
- ★ Go through your agenda and make sure every team member is clear on her or his role

Immediately After the Workshop

As soon as the workshop is finished you'll have to collect feedback forms if you've used them, return equipment and put the room back to the way it was.

Once you've done these things, it is VERY IMPORTANT that you and your team sit down for a few minutes to talk about your experiences with the workshop.

Ask each person for her or his impressions. How did they feel about the workshop? What seemed to work well? What didn't work as well?

You may be pretty pumped up after the workshop so it's a good idea to meet again in few days to fully "de-brief" and talk about post-workshop activities.

Post-Workshop Activities

Congratulations! You've worked hard and come together as a team to help students understand how they need to know their rights and responsibilities to stay safe at their jobs. Your efforts may save someone from getting hurt.

Team Debriefing Meeting

Have a copy of the Workshop/Assembly Report Form with you to make notes as you talk about the following:

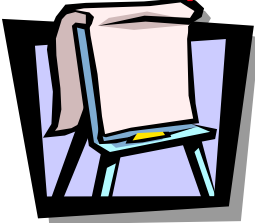
1. Have everyone talk for a few minutes about what impact planning and hosting the workshop has had on them
2. If you used them, look at the feedback forms from students. What does the feedback tell you about how students responded to the workshop?
3. Talk about what worked well and what you would change for next time.
4. Ask for any suggestions on how this toolkit could be improved.
5. Work with your teacher to figure out how to present your portfolio evidence from the workshop project. ONE PERSON (the team leader) should complete and send in the WORKSHOP/ASSEMBLY REPORT FORM to WorkSafeBC at the address on the form. You will receive a letter of acknowledgement from the WCB.

A huge "Thank You" from WorkSafeBC for helping to make workplaces safer for young workers!

Option B: WORKSHOP FOR 30-40 STUDENTS

Here is how a workshop for 30 to 40 students might look.

Sample Agenda for a Workshop for 30-40 Students



When you do your final agenda, be sure to PUT IN THE TIME each activity will start and finish. Keep track of the time so you don't run over.

Welcome and Opening Comments (5 mins)

- ★ Introduce yourself, then welcome and thank everyone for coming to this important workshop
- ★ Review the purpose of the workshop (e.g. to raise students' awareness about the important and maybe shocking facts about how young workers can get hurt at their jobs)
- ★ Explain why you and your team decided to put this workshop together; have each team member introduce him/herself and say in one sentence why young worker safety became important to him/her
- ★ Also introduce the teacher who has helped your team.
- ★ Then say that you developed the workshop with the help of an on-line toolkit available from WorkSafeBC. The toolkit helps students to organize and hosting a workshop and earn graduation portfolio credits.



FACILITATION TIP: Here are some ideas on what you could say to introduce the workshop theme:

- ★ *This workshop will make you think; it will open your eyes; it may trouble you. The facts about young worker injuries, especially the serious and fatal ones, are not easy to see and hear.*
- ★ *We're going to talk about some of the myths around young worker safety and some of the experiences students have had with safety training - or a lack of it- at your jobs.*
- ★ *Whether you've had a job or not, you'll hear and talk about things that will cause you to think and act differently.*
- ★ Explain what will happen at the workshop (your agenda)

-
- ★ Provide some basic facts about young worker injuries - just 4 to 5 sentences (pull these from the *Why Care About Young Worker Safety* backgrounder on or draw on your research from the Young Worker web site)

Warm-up (5 mins)

- ★ Ask students to put up their hands if they've had a job
- ★ Pick out 4 or 5 (a mix of girls and guys) and ask them to describe any safety training they had and whether they thought it was adequate. If they didn't think so, ask them why not?



FACILITATION TIPS

- ❖ If you think it might be hard to get students talking, ask one of your team members to start
- ❖ If you've heard from 2 or 3 students who all say their job safety training was adequate, ask them:
 - Do you have regular safety meetings?
 - Do you know what to do if you or someone else gets hurt?
 - Do you feel comfortable saying you won't do something if you don't think it's safe?
- ❖ Say that you don't mean to put them on the spot, but if they answer "no" to any of these questions, they may not have had the right safety training.
- ❖ Then you can say the guest speaker (or video, whichever you are using) will show how dangerous it can be for students to assume they are safe on the job.

Quiz (Optional - 3 mins)

- ★ If you are using one, hand out copies of the quiz you've developed. Ask students to quickly write down their answers. Explain that everyone will look at the quiz again after the presentation or the video.

Workshop With Guest Speaker

Introduce Guest Speaker (2 mins)

- ★ Welcome and introduce your guest speaker with the biography she or he has provided you.

Guest Speaker Presentation (15 - 20 mins maximum)

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- ★ The presentation length will depend on whom you have invited as a guest speaker and what you agreed to beforehand.



FACILITATION TIP

- ❖ When you greet your guest speaker before the workshop, ask if he/she would like you to give a signal (agree on what it is) when there is 5 minutes left for the presentation and again when there is 1 minute left. This will help the speaker know when it's time to wrap up.

Questions and Discussion (10 - 15 mins)

- ★ Your guest speaker may ask students if they have any questions or comments about what they have heard and seen; you can help by pointing out who has raised a hand
- ★ Or you may ask students for any questions or comments yourself



FACILITATION TIP: If students seem reluctant to participate, here are some things you could try:

- ❖ Direct a specific question to the group, such as: "How has anyone's views about job safety changed after hearing the presentation?" OR "What did you hear in the presentation that surprised you?" If no one raises their hand you could point yours toward a particular student and say, "Could I ask you to say something about that?" then move on and do the same with two other students
 - ❖ Ask team members the same questions
 - ❖ Make a comment or ask a question yourself
- ★ 5 minutes before the workshop or class has to end, say: "We just have time for one more questions." Take one and then say that you have to start wrapping up (see Wrap-Up below)

Workshop with Video Presentation (Lost Youth, The Supervisor, or Joe Who? - see Videos on p.x)

Video Presentation (approx. 30 - 40 mins with Introduction and Post-Viewing Discussion)

- ★ Using the introduction in the video Discussion Guide, or one that you have prepared, introduce the video
- ★ Make sure you warn students of the coarse language and graphic scenes if you are using the unedited *Lost Youth* video

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- ★ Show the video
 - ★ Use the Discussion starters from the video Discussion Guide or your own questions to get students talking about how the video affected them (you can use the same FACILITATION TIPS described under *Workshop with Guest Speaker*)

Workshop With PowerPoint™ Presentation

Presentation and Discussion (25 mins)

- ★ Introduce the PowerPoint™ presentation by saying that you have adapted it from an on-line resource available on WorkSafeBC's web site
- ★ Go through the presentation using the script and questions you have adapted and developed

Wrap-up (5 mins)

- ★ If you have had a guest speaker, thank the speaker for their "eye-opening" or "important" or "(insert your own word)" presentation
- ★ Say that everyone learned important facts about how students can be at risk of being hurt at work if they don't know their rights and ask questions
- ★ Start clapping with your team so the participants will join in
- ★ If you handed out a quiz, ask: "Take a look at the quiz you did at the beginning. Has anyone's answers changed?" Nod as students raise their hands.
- ★ Have each team member, in turn, give out the correct answers to the quiz
- ★ Close by saying this workshop has shown how important it is for students to be aware of their rights and responsibilities, and to speak up and ask questions to be safe at work
- ★ Thank students for participating in the workshop
- ★ (Optional) Ask them to take 2 minutes to fill out their Feedback Form (see Section 3)

How to Plan the Workshop

Getting Started - 6 to 8 Weeks Before Your Workshop



Decisions, Decisions

If you have decided to work with a partner or team, organize a start-up meeting with them and your teacher. Plan to spend an hour.

Before the meeting, get these things in place:

- ★ If you are thinking about using a video/DVD as the feature for your workshop, make sure you've ordered a copy of it from WorkSafeBC
- ★ Preview the video and the Discussion Guide - you can practice showing the video at your start-up meeting
- ★ Arrange to borrow a TV/VCR from your school's audiovisual department
- ★ Book a meeting space with your teacher
- ★ Also see if you can meet in a room that has a computer with Internet access so you can surf the Young Worker web site during your meeting
- ★ Develop an agenda (see sample agenda below)
- ★ Print copies of the this section of the toolkit (if not everyone has it) and agenda (with your meeting time and location written on it) and get it to your team in advance
- ★ Make sure there's something available that you can write on - such as a blackboard, whiteboard, overhead projector, flip chart stand, etc - and tools to write with
- ★ Write up the 3 introductory questions on the blackboard or whiteboard etc.
 - ❖ Your name
 - ❖ Why do you think it's important to talk to students about job safety?
 - ❖ What skills or talents do you bring to this workshop project?
- ★ Bring a calendar so you can look at possible workshop dates
- ★ Pull out the *Workshop Planner* to fill in as you move through the agenda and make decisions

Sample Start-Up Meeting Agenda

Welcome and Introductions

- ★ Introduce yourself and thank everyone for wanting to be part of this great project
- ★ Review the purpose of the team, which is to plan and host a student workshop on young worker safety
- ★ Explain what got you interested in organizing a workshop and the skills/talents you bring to the task
- ★ Ask everyone to introduce him/herself using the three pre-printed questions from above

Review Meeting Agenda

- ★ Explain that the purpose of today's meeting is to make decisions about the workshop and assign tasks to team members

Overview of YW safety

- ★ Give a brief presentation (5 minutes) about the key things you've found out about injuries to young workers
OR
- ★ Introduce and show the video using the Discussion Guide that comes with it
 - ❖ Practice your facilitation skills by asking 3 questions from the Discussion Guide

Target Audience

- ★ Say that the next thing on the agenda is to talk about your target audience. This means who you want to have at your workshop (for example, a Planning 10 class, Career Prep or other class, Grade 9 students participating in Take Our Kids to Work Day™, the general student body, or something else)
- ★ Explain that it's important to start here because you need to design your workshop for your audience
- ★ Talk about who your target audience will be and write this down in the Workshop Planner

Discuss Workshop Agenda

- ★ As a team, discuss and decide whether you want to invite a *Guest Speaker*, show a video, or give a *PowerPoint Presentation*

-
- ★ If you have Internet access during your meeting, you can also log onto www2.worksafefbc.com/Topics/YoungWorker/Home.asp and select Prevention Resources/Speakers to find out about guest speakers available from WorkSafeBC
 - ★ Decide on the general agenda you'll use for your workshop (see *Sample Agenda for Workshop for 30-40 Students*)
 - ★ If you want to invite a guest speaker, make a list of three possibilities
 - ★ If you want to show a video, decide which one (you'll need to view at least two of them first)
 - ★ If it's *Lost Youth*, will you show the unedited version with its strong language or the edited version?

Location

- ★ Talk about where your workshop will be held. If you are going to an existing class your location will be decided. If not, write down possible locations.

Timing

- ★ Use *Timing Considerations* to talk about WHEN to have the workshop.
- ★ Decide on at least three possible dates. MAKE SURE YOU LEAVE AT LEAST FOUR TO SIX WEEKS IF YOU WILL BE INVITING A GUEST SPEAKER.

Equipment List

- ★ Start a list of the equipment and supplies you will need for your workshop (see *Sample Equipment List*)

Promoting your event

- ★ If you decide to have a general workshop at lunchtime or after school for any students, you'll need a plan for how to reach and motivate them to come.
- ★ Look at the ideas under *Promoting your Event* and brainstorm some of your own.
- ★ Also think about a process for *Advance Registration*

Assign Tasks

- ★ Use the *Action/Task Plan* or design one like it to list and keep track of all the tasks coming out of this meeting - and future tasks too. Some possible tasks are listed below.

Set Next Meeting Date

- ★ Set a date for your next planning meeting about a week from now.

Sample Tasks For Next Meeting

Here are some of the tasks that may come out of your first meeting. Use the Action/Task Plan to record who will do each task and by when.

MEETINGS - Arrange meetings with any teachers you need to involve, such as the teacher of the class where you hope to have your workshop.

GUEST SPEAKER - If you've decided to invite a guest speaker, someone needs to contact her or him right away to see if s/he is available on one of your three possible dates.

CLASS/ROOM - Confirm the date and time of the class for your workshop, or if it's a lunchtime or after school event, book the room that you want.

EQUIPMENT - Book any audiovisual equipment you'll need.

PUBLICITY - Start work on any publicity materials you'll be using (poster, announcements, school newspaper insert, presentation to council, etc.)

PRESENTATION MATERIALS - Start work on your detailed agenda, discussion questions, presentation, quiz, and feedback form. If you are showing one of the videos, review the Discussion Guide. Decide how you will introduce the video and guide the questions. Order a back-up copy of the video or DVD.

Guest Speakers

A dynamic guest speaker can be a great foundation for your workshop. WorkSafeBC has a list of volunteer speakers who can provide a "keynote" speech on young worker health and safety. These volunteers come from different backgrounds, such as:

- ★ Injured young workers
- ★ Parents of injured young workers
- ★ WorkSafeBC officers

-
- ★ Health and safety professionals
 - ★ Industry representatives
 - ★ Organized labour

Some of these speakers are available, with enough advance notice, to travel province-wide for speaking engagements (some at no cost), and some combine a stimulating speech with a showing of the *Lost Youth* video for a doubly dynamic presentation. Check the "Speakers Resource" link on the Young Worker web page for a profile of each speaker.

You can also think of your own **guest speaker**, such as a key employer in your community who employs a lot of youth, a health and safety professional, or someone from your local WorkSafeBC office.

CAUTION #1 - Guest speakers need lots of advance notice. Contact the person you'd like to invite at least four to six weeks before your workshop.

CAUTION #2- The person you're thinking of may not be available so have a back-up plan!

Things to tell your guest speaker:

- ★ Who you are
- ★ Your school
- ★ Your project (you can fax or email your completed Workshop Planner)
- ★ Some dates and times you are looking at
- ★ The length of your workshop (1 hr maximum) and how much time you have for the guest speaker presentation
- ★ Your audience
- ★ What you'd like him or her to talk about
- ★ If s/he is not from the WorkSafeBC Speakers Resource, you may want to send her/him some information on young worker safety that you've downloaded from the web site or direct her/him to the site

Find out:

- ★ Their availability
- ★ What equipment needs they have (e.g. VCR, TV, overhead or proxima projector, etc)
- ★ Any special requirements such as wheelchair access

Cool and Interesting Discussion Topics

You could develop your workshop around young worker safety awareness in general or a particular theme that interests you. Here are just a few ideas. See the Sample Agenda for facilitation tips.

Young Workers and Job Safety - What You Don't Know CAN HURT YOU

For this general topic you could use the *Frequently Asked Questions (FAQ)* on the web site. You could hand out the questions part only of the FAQ and ask students to think about and share their ideas about the answer to each question, one question at a time. If you like, you could use a flip chart to write down their ideas. Then give them the facts as provided in the FAQ. See if the facts surprised anyone.

The Unlucky Seven - The Top 7 Dangers for Young Workers

Your resource for this topic would be *Top Seven Dangers*. You could start out with a Mix and Match quiz. List and number the Dangers in one column, and scramble up the Types of Jobs where the dangers occur in a second column. Use letters (a, b, c, d etc.) to list the job types. Ask students to draw a line linking the danger to the correct job type. Going through each danger one at a time, ask students what they thought was the correct answer and why. Then give them the facts.

Restaurant and Retail Jobs - Are They as Safe as You Think??

You could do a presentation then have a quiz, discussion and fact check on the job sector that employs more youth than any other, the Restaurant and Hospitality/Retail industry. On this web page you'll find links to safety videos and other resources about these industries. You could combine your discussion with a short video.

Hear Hear! - Protecting Those Sensitive Ears

Can you imagine not being able to hear your favourite music? Most people take their miraculous sense of hearing for granted. This sense reaches at its peak at age 15 and then starts to very slowly decline. But young people can easily risk damage to their hearing through exposure to extremely loud noise at work and at play. You could raise awareness of this risk by leading a discussion on Hearing Loss Prevention.

PowerPoint™ Presentation

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Timing

One of the things that can take away from your workshop is bad timing. Some "no go" times are:

- ★ During exam weeks
- ★ Friday afternoons
- ★ The day before a holiday
- ★ When there is another school or extracurricular event scheduled

Promoting Your Event

If you are hosting a voluntary workshop for the general student population, you will want to work out a strategy for reaching and motivating them to come. Some ideas:

- ★ Design a catchy poster and post it anywhere that students might read it.
- ★ Write an article for your school newspaper.
- ★ Write an announcement for teachers to make in homeroom or over the PA
- ★ Make brief presentations to certain classes.
- ★ Ask your Student Council for their help in getting the word out.
- ★ Have each person on your planning team pledge to get at least 5 students to the workshop.
- ★ Use your school's TV message system to communicate.
- ★ Let people know by word of mouth.

Advance Sign-Up

It is very helpful for you to know in advance how many students might come to your workshop. In this way, you can:

- ★ Make sure the classroom or other setting you've chosen is the right size - not too small and not too large! (If you have to change the location make sure you put up a large notice at the old location telling people where to find the new one).
- ★ Know how many handouts (like quizzes or evaluation forms) you need to bring.
- ★ Be able to tell your guest speaker, who might also have some handouts, how many students to expect.
- ★ Set up the room so everyone can see the presenter and the TV, if you're using one.
- ★ Plan how to run your discussion.

You can design your poster with space for students to write in their names and homeroom number. Put your names up first!

Checklist of Possible Equipment/Supplies Needs

- TV and VCR/DVD player
- Large screen
- Lap top computer and PC viewer
- Camcorder or tape recorder (to record event)
- Overhead projector
- Extension cords and duct tape
- Masking tape
- Digital or film camera
- Flip chart stand, paper and pens
- Spare parts - extra bulbs for slide and overhead projectors

3 to 4 Weeks Before Your Workshop

By now your team should now have met a second time and completed the tasks you agreed to at your start-up meeting. Keep the momentum

going by getting together once a week or more. There's still a lot to do!

Preparations

- ★ Develop a detailed agenda for your workshop
- ★ Put your promotion strategy in place (if using a poster, make sure you have any approval you need to post it; an article for a school newspaper should go in two weeks before workshop)
- ★ If you are using an advance sign-up process, periodically check to see how many students have signed on - keep telling people about the workshop!
- ★ Prepare your opening presentation notes
- ★ Develop your PowerPoint presentation, if you are using one
- ★ Ask your guest speaker, if you're having one, to give you a short (one or two paragraph) biography that you can use to introduce her or him
 - ❖ Also confirm the date, time and location of the workshop and give your speaker directions for parking and how to find the room
 - ❖ Confirm the speaker's equipment needs
 - ❖ Ask him or her to arrive at least 10 minutes before the workshop (earlier if he/she needs to set something up)
- ★ Develop your discussion questions; put the most important questions first in case you don't have time to ask all of them
- ★ Decide how you will keep a record of your event for your portfolio
- ★ If you are using a quiz, prepare and photocopy the questions
- ★ Decide if you are going to ask participants to fill out a feedback form and if so, develop one (see Appendix A-x for a sample)

Room and equipment

- ★ Double check your room and equipment bookings
- ★ Borrow any equipment you are using to do a trial run in the room.
 - ❖ Set everything up
 - ❖ Make a list of what you need to do the day of the workshop, such moving desks or tables, setting up a screen or tripod, put up a flip chart and so on. If you are in an assembly, you'll also need to set up microphones and tape cables and cords to the floor with duct tape.
 - ❖ Draw a room layout to show where each piece of equipment will go and anything to be moved, and bring this layout to the day of the workshop

1 Week Before Your Workshop

- ★ Confirm all details of room layout, equipment and supplies
- ★ Make up a catchy sign for the room with your workshop title
- ★ Keep practicing your presentation and discussion questions
- ★ Contact your guest speaker to confirm s/he is coming, who will meet her/him and where
- ★ Gather the supplies you will need:
 - ❖ Name tags for team members
 - ❖ Microphones, cables, extension cords, power bars (not the edible kind)
 - ❖ Room layout plan and instructions
 - ❖ Copies of any handouts like a quiz and evaluation form
 - ❖ Pens, pencils and paper
 - ❖ 2 copies of Video or DVD
- ★ If you are pre- printing anything on overheads or flip chart paper, do that now
- ★ Meet the day before the workshop to run through everything

Day of the Workshop

It's natural to feel a little nervous on the day of the workshop. But remember all the careful preparation, rehearsal and team effort that have prepared you for this day. With a little attention to the final details, you'll be on your way!

- ★ Gather your team together with lots of time to get yourselves and the room organized. If you are not setting up audiovisual or recording equipment, you may only need to arrive at the room 30 minutes ahead of time. Leave more time for A/V set-up.
- ★ Put up any poster or sign you are using for the workshop.
- ★ Give each team member a name tag.
- ★ Make sure all equipment and supplies are on hand.
- ★ Set up your equipment.
- ★ Watch for your guest speaker to arrive and greet him/her.

-
- ★ Go through your agenda and make sure every team member is clear on her or his role.

Immediately After the Workshop

As soon as the workshop is finished you'll have to collect feedback forms if you've used them, return equipment and put the room back to the way it was.

Once you've done these things, it is VERY IMPORTANT that you and your team sit down for a few minutes to talk about your experiences with the workshop. You might want to invite your guest speaker to spend some time with you too before s/he has to leave.

Ask your team for their impressions. What were yours? How did everyone feel the workshop went? What seemed to work well? What didn't work as well?

You may be pretty pumped up after the workshop so it's a good idea to meet again in few days to fully "de-brief" and talk about post-workshop activities.

Post-Workshop Activities

Congratulations! You've worked hard and come together as a team to help students understand how they need to know their rights and responsibilities to stay safe at their jobs. Your efforts may save someone from getting hurt.

Team Debriefing Meeting

Have a copy of the Workshop/Assembly Report Form (Appendix A-x) with you to make notes as you talk about the following:

1. Have everyone talk for a few minutes about what impact planning and hosting the workshop has had on them
2. If you used them, look at the feedback forms from students. What does the feedback tell you about how students responded to the workshop?

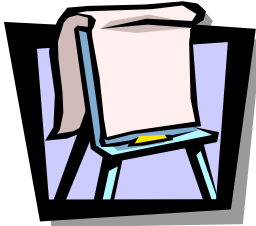
-
3. Talk about what worked well and what you would change for next time.
 4. Ask for any suggestions on how this toolkit could be improved.
 5. Work with your teacher to figure out how to present your portfolio evidence from the workshop project. ONE PERSON (the team leader) should complete and send in the WORKSHOP/ASSEMBLY REPORT FORM to WorkSafeBC at the address on the form. You will receive a letter of acknowledgement from the WCB.

A huge "Thank You" from WorkSafeBC for helping to make workplaces safer for young workers!

OPTION C: ASSEMBLY

Here's how an assembly might look.

Sample Agenda for a One-hour Assembly



When you do your final agenda, be sure to PUT IN THE TIME each activity will start and finish. Keep track of the time so you don't run over.

Welcome and Opening Comments (5 mins)

- ★ Your school principal or vice-principal, or a teacher, should open the assembly and call the students to order
- ★ If you are also making opening comments, introduce yourself, then welcome and thank everyone for coming to this important assembly
- ★ Review the purpose of the assembly (e.g. to raise students' awareness about the important and maybe shocking facts about how young workers can get hurt at their jobs)
- ★ Explain why you and your team decided to put this assembly together; have each team member introduce him/herself and say in one sentence why young worker safety became important to him/her
- ★ Also introduce the teacher(s) who has helped your team
- ★ Then say that you developed the workshop with the help of an on-line toolkit available from WorkSafeBC. The toolkit helps students to organize and hosting a workshop and earn graduation portfolio credits



FACILITATION TIP: Here are some ideas on what you could say to introduce the assembly theme:

- ❖ *This assembly will make you think; it will open your eyes; it may trouble you. The facts about young worker injuries, especially the serious and fatal ones, are not easy to see and hear.*
- ❖ *We're going to talk about some of the myths around young worker safety and some of the experiences students have had with safety training - or a lack of it- at your jobs.*

-
- ❖ *Whether you've had a job or not, you'll hear and talk about things that will cause you to think and act differently.*

- ★ Explain what will happen at the assembly (your agenda)
- ★ Provide some basic facts about young worker injuries - just 4 to 5 sentences (pull these from the *Why Care About Young Worker Safety* backgrounder on p.x or draw on your research from the Young Worker web site)

Assembly With a Guest Speaker

Introduce Guest Speaker (2 mins)

- ★ Welcome and introduce your guest speaker with the biography she or he has provided you.

Guest Speaker Presentation (15 - 20 mins maximum)

- ★ The presentation length will depend on whom you have invited as a guest speaker and what you agreed to beforehand.

FACILITATION TIP

- ❖ When you greet your guest speaker before the workshop, ask if he/she would like you to give a signal (agree on what it is) when there is 5 minutes left for the presentation and again when there is 1 minute left. This will help the speaker know when it's time to wrap up.



Questions and Discussion (10 - 15 mins)

- ★ Your guest speaker may ask students if they have any questions or comments about what they have heard and seen; you can help by pointing out who has raised a hand
- ★ Or you may ask students for any questions or comments yourself
- ★ If you are using a microphone system, ask people to come up to the mike to ask their question

FACILITATION TIP: If students seem reluctant to participate, here are some things you could try:

- ❖ Direct a specific question to the group, such as: *"How has anyone's views about job safety changed after hearing the presentation?"* OR *"What did you hear in the presentation that surprised you?"* OR *"Take a look at the quiz you did at the beginning. Has anyone's answers changed?"* If no one raises their hand you could point yours toward a



particular student and say, "Could I ask you to say something about that?" then move on and do the same with two other students

- ❖ Ask team members the same questions
- ❖ Make a comment or ask a question yourself

- ★ 5 minutes before the assembly has to end, say: "We just have time for one more questions." Take one and then say that you have to start wrapping up (see Wrap-Up below)

Assembly with Video Presentation (Lost Youth, The Supervisor, or Joe Who? - see Videos on p.x)

Video Presentation (approx. 30 - 40 mins with Introduction and Post-Viewing Discussion)

- ★ Using the introduction in the video Discussion Guide, or one that you have prepared, introduce the video
- ★ Make sure you warn students of the coarse language and graphic scenes if you are using the unedited *Lost Youth* video
- ★ Show the video
- ★ Use the Discussion starters from the video Discussion Guide or your own questions to get students talking about how the video affected them (you can use the same FACILITATION TIPS described earlier)

Wrap-up (5 mins)

- ★ *If you have had a guest speaker,*
 - ❖ Thank the speaker for their "eye-opening" or "important" or "(insert your own word)" presentation
 - ❖ Say that everyone learned important facts about how students can be at risk of being hurt at work if they don't know their rights and ask questions
 - ❖ Start clapping with your team so the participants will join in
- ★ Close by saying this assembly has shown how important it is for students to be aware of their rights and responsibilities, and to speak up and ask questions to be safe at work

-
- ★ Your principal, vice-principal or teacher should officially close the assembly

How to Plan the Assembly

Getting Started - 8 to 10 Weeks Before Your Assembly



Decisions, Decisions ...

If you have decided to work with a partner or team, organize a start-up meeting with them and your teacher. Plan to spend an hour. Before the meeting, get these things in place:

- ★ If you are thinking about using a video/DVD as the feature for your workshop, make sure you've ordered a copy of it from WorkSafeBC
- ★ Preview the video and the Discussion Guide - you can practice showing the video at your start-up meeting
- ★ Arrange to borrow a TV/VCR from your school's audiovisual department
- ★ Book a meeting space with your teacher
- ★ Also see if you can meet in a room that has a computer with Internet access so you can surf the Young Worker web site during your meeting
- ★ Develop an agenda (see sample agenda below)
- ★ Print copies of this section of the toolkit (if not everyone has it) and agenda (with your meeting time and location written on it) and get it to your team in advance
- ★ Make sure there's something available that you can write on - such as a blackboard, whiteboard, overhead projector, flip chart stand, etc - and tools to write with
- ★ Write up the 3 introductory questions on the blackboard or whiteboard etc.
 - ❖ Your name
 - ❖ Why do you think it's important to talk to students about job safety?
 - ❖ What skills or talents do you bring to this workshop project?
- ★ Bring a calendar so you can look at possible assembly dates

-
- ★ Pull out the *Workshop Planner* from Section 3 to fill in as you move through the agenda and make decisions

Sample Start-Up Meeting Agenda

Welcome and Introductions

- ★ Introduce yourself and thank everyone for wanting to be part of this great project
- ★ Review the purpose of the team, which is to plan and host a student assembly on young worker safety
- ★ Explain what got you interested in organizing an assembly and the skills/talents you bring to the task
- ★ Ask everyone to introduce him/herself using the three pre-printed questions from above

Review Meeting Agenda

- ★ Explain that the purpose of today's meeting is to make decisions about the assembly and assign tasks to team members

Overview of YW safety

- ★ Give a brief presentation (5 minutes) about the key things you've found out about injuries to young workers
OR
- ★ Introduce and show the video using the Discussion Guide that comes with it
- ★ Practice your facilitation skills by asking 3 questions from the Discussion Guide

Target Audience

- ★ Say that the next thing on the agenda is to talk about your target audience. This means who you want to have at your assembly (for example, a Planning 10 class, Career Prep or other class, Grade 9 students participating in Take Our Kids to Work Day™, the general student body, or something else)
- ★ Explain that it's important to start here because you need to design your assembly for your audience
- ★ Talk about who your target audience will be and write this down in the Workshop Planner

Discuss Assembly Agenda

- ★ As a team, discuss and decide whether you want to invite a guest speaker (see *Guest Speakers* on p.x), show a video and/or give a PowerPoint presentation (see p.x)
- ★ If you have Internet access during your meeting, you can also log onto www2.worksafebc.com/Topics/YoungWorker/Home.asp and select Prevention Resources/Speakers to find out about guest speakers available from WorkSafeBC
- ★ Decide on the general agenda you'll use for your assembly
- ★ If you want to invite a guest speaker, make a list of three possibilities,
- ★ If you want to show a video, decide which one (you'll need to view at least two of them first)
- ★ If it's *Lost Youth*, will you show the unedited version with its strong language or the edited version?

Location

- ★ Talk about where your assembly will be held.

Timing

- ★ Decide on at least three possible dates for your assembly. **MAKE SURE YOU LEAVE AT LEAST EIGHT WEEKS IF YOU WILL BE INVITING A GUEST SPEAKER.** Your Principal or Vice-Principal will probably decide on the final date.

Equipment List

- ★ Start a list of the equipment and supplies you will need (see *Checklist of Equipment/Supplies* on p.x)

Assign Tasks

- ★ Use the Action/Task Plan in Section 3 or design one like it to list and keep track of all the tasks coming out of this meeting - and future tasks too; some possible tasks are listed below

Set Next Meeting Date

- ★ Set a date for your next planning meeting about a week from now

Sample Tasks For Next Meeting

Here are some of the tasks that may come out of your first meeting. Use the Action/Task Plan to record who will do each task and by when.

MEETINGS - With your lead sponsoring teacher, arrange to meet with the Principal or Vice-Principal - whoever needs to make a decision about an assembly.

If an assembly isn't viable, think about a student workshop for 30-40 students

ONCE YOU HAVE THE PRINCIPAL'S APPROVAL ...

GUEST SPEAKER - If you've decided to invite a guest speaker, someone needs to contact her or him right away to see if s/he is available on one of your three possible dates.

EQUIPMENT - Book any audiovisual equipment you'll need.

PUBLICITY - Start work on any publicity materials you'll be using (poster, announcements, school newspaper insert, presentation to council, etc.)

PRESENTATION MATERIALS - Start work on your detailed agenda, discussion questions, presentation, quiz, and evaluation form. If you are showing one of the videos, review the Discussion Guide. Decide how you will introduce the video and guide the questions. Order a back-up copy of the video or DVD.

Guest Speakers

A dynamic guest speaker can be a great foundation for your assembly. WorkSafeBC has a list of volunteer speakers who can provide a "keynote" speech on young worker health and safety. These volunteers come from different backgrounds, such as:

- ★ Injured young workers
- ★ Parents of injured young workers
- ★ WorkSafeBC officers
- ★ Health and safety professionals
- ★ Industry representatives
- ★ Organized labour

Some of these speakers are available, with enough advance notice, to travel province-wide for speaking engagements (some at no cost), and some combine a stimulating speech with a showing of the *Lost Youth* video for a doubly dynamic presentation. Check the "Speakers Resource" link on the Young Worker web page for a profile of each speaker.

You can also think of your own **guest speaker**, such as a key employer in your community who employs a lot of youth, a health and safety professional, or someone from your local WorkSafeBC office.

CAUTION #1 - Guest speakers need lots of advance notice. Contact the person you'd like to invite at least six weeks before your assembly.

CAUTION #2- The person you're thinking of may not be available so have a back-up plan!

Things to tell your guest speaker:

- ★ Who you are
- ★ Your school
- ★ Your project (you can fax or email your completed Workshop Planner)
- ★ Some dates and times you are looking at
- ★ The length of your assembly and how much time you have for the guest speaker presentation
- ★ Your audience
- ★ What you'd like him or her to talk about
- ★ If s/he is not from the WorkSafeBC Speakers Resource, you may want to send her/him some information on young worker safety that you've downloaded from the web site or direct her/him to the site

Find out:

- ★ Their availability
- ★ What equipment needs they have (e.g. VCR, TV, overhead or proxima projector, etc)
- ★ Any special requirements such as wheelchair access

PowerPoint™ Presentation

WorkSafeBC has developed a PowerPoint™ presentation to give parents of young workers important facts and tips about job safety. You could download and adapt this presentation for your student audience. With a discussion, the presentation takes about 25 to 30 minutes. It includes detailed instructions about what to say. From the WorksSafeBC Young Worker web site, click on Prevention Resources/ Parents/Parent Resource Kit: Young Worker Safety - Important Facts and Tips for Parents.

Checklist of Possible Equipment/Supplies Needs

- TV and VCR/DVD player
- Large screen
- Lap top computer and PC viewer
- Camcorder or tape recorder (to record event)
- Overhead projector
- Head table on stage or on raised dais, OR a podium
- Microphone(s)
- Extension cords and duct tape
- Masking tape
- Digital or film camera
- Spare parts - extra bulbs for slide and overhead projectors

4 to 6 Weeks Before Your Assembly

By now your team should now have met a second time and completed the tasks you agreed to at your start-up meeting. Keep the momentum going by getting together once a week or more. There's still a lot to do!

Preparations

- ★ Develop a detailed agenda for your workshop
- ★ Prepare your opening presentation notes
- ★ Develop your PowerPoint presentation, if you are using one
- ★ Ask your guest speaker, if you're having one, to give you a short (one or two paragraph) biography that you can use to introduce her or him

-
- ❖ Also confirm the date, time and location of the agenda and give your speaker directions for parking and how to find the room
 - ❖ Confirm the speaker's equipment needs
 - ❖ Ask him or her to arrive at least 20 minutes before the assembly (earlier if he/she needs to set something up)
 - ★ Develop your discussion questions; put the most important questions first in case you don't have time to ask all of them
 - ★ Decide how you will keep a record of your event for your portfolio
 - ★ If you are using a quiz, prepare and photocopy the questions

Room and equipment

- ★ Double check your room and equipment bookings
- ★ Borrow any equipment you are using to do a trial run in the room.
- ★ Set everything up
- ★ Make a list of what you need set up the day of assembly, such as the head table or podium, projection equipment, microphones, cables and cords
- ★ Draw a room layout to show where each piece of equipment will go and bring this layout to the day of the workshop

2 Weeks Before Your Assembly

- ★ Confirm all details of room layout, equipment and supplies
- ★ Keep practicing your presentation and discussion questions
- ★ Contact your guest speaker to confirm s/he is coming, who will meet her/him and where
- ★ Gather the supplies you will need:
 - ❖ Name tags for team members
 - ❖ Microphones, cables, extension cords, power bars (not the edible kind)
 - ❖ Room layout plan and instructions
 - ❖ Copies of any handouts like a quiz and evaluation form
 - ❖ 2 copies of Video or DVD
- ★ If you are pre- printing anything on overheads or flip chart paper, do that now

-
- ★ Meet the day before the workshop to run through everything

Day of the Assembly

It's natural to feel a little nervous on the day of the assembly. But remember all the careful preparation, rehearsal and team effort that have prepared you for this day. With a little attention to the final details, you'll be on your way!

- ★ Gather your team together with lots of time to get yourselves and the room organized. If you are not setting up audiovisual or recording equipment, you may only need to arrive at the room 30 minutes ahead of time. Leave more time for A/V set-up.
- ★ Put up any poster or sign you are using for the assembly.
- ★ Give each team member a nametag.
- ★ Make sure all equipment and supplies are on hand.
- ★ Set up your equipment.
- ★ Watch for your guest speaker to arrive and greet him/her.
- ★ Go through your agenda and make sure every team member is clear on her or his role.

Immediately After the Assembly

As soon as the assembly is finished you'll have to return equipment and put the room back to the way it was.

Once you've done these things, it is VERY IMPORTANT that you and your team sit down for a few minutes to talk about your experiences with the assembly. You might want to invite your guest speaker to spend some time with you too before s/he has to leave.

Ask your team for their impressions. What were yours? How did everyone feel the assembly went? What seemed to work well? What didn't work as well?

You may be pretty pumped up after the assembly so it's a good idea to meet again in a few days to fully "de-brief" and talk about post-assembly activities.

Post-Assembly Activities

Congratulations! You've worked hard and come together as a team to help students understand how they need to know their rights and responsibilities to stay safe at their jobs. Your efforts may save someone from getting hurt.

Team Debriefing Meeting

Have a copy of the Workshop/Assembly Report Form (Appendix A-x) with you to make notes as you talk about the following:

1. Have everyone talk for a few minutes about what impact planning and hosting the assembly has had on them.
2. Talk about what worked well and what you would change for next time.
3. Ask for any suggestions on how this toolkit could be improved.
4. Work with your teacher to figure out how to present your portfolio evidence from the assembly project. ONE PERSON (the team leader) should complete and send in the WORKSHOP/ASSEMBLY REPORT FORM to WorkSafeBC at the address on the form. You will receive a letter of acknowledgement from the WCB.

A huge "Thank You" from WorkSafeBC for helping to make workplaces safer for young workers!

*Appendix: FORMS, FORMS ...
(useful ones!)*

ACTIVITY LOG

Student Name _____

Date	Activity	Time Needed	Skills Used	What I Learned

WORKSHOP PLANNER

Use this for your Start-up Meeting and add tasks to it as you go through the planning steps.

Planning Team Members

Name	Contact Information	Role

Target Audience:

Target Number of Students:

Workshop Format (Check all that apply):

- Presentation
- Discussion
- Video
- Guest Speaker
- Guest Speaker plus Video
- Other (Describe) _____

Location:

Possible Guest Speaker (name two and circle the confirmed speaker's name):

Three Possible Dates (circle confirmed date):

Time:

Promoting your event:

Advance Sign-up Plan:

ACTION/TASK PLAN

Action or Task	Who to Do	By When	Comments	Initial When Done

SAMPLE QUIZ

1. Young workers have the same risk of injury on the job as other workers.

TRUE OR FALSE (Circle one)

2. You can get fired for speaking up.

TRUE OR FALSE (Circle one)

3. How many young people (age 15-24) were injured on the job EVERY DAY in BC in 2004? (Circle one)

5 16 34 Over 50

4. Which group is the most likely to be injured on the job? (Circle one)

Young men

Young women

5. Who is responsible for making sure young workers are safe at their jobs? (Circle all that apply)

WorkSafeBC

Employers

Young Workers

Parents

Unions

Schools

The Community

All of the Above

6. What percent of injuries to young workers happen to young males? (Circle one)

20%

50%

70%

80%

7. Half of all injuries to young workers occur within: (Circle one)

The first week on the job

The first six months on the job

The first year on the job

SAMPLE QUIZ ANSWERS

1. Young workers have the same risk of injury on the job as other workers.

TRUE OR **FALSE** (Circle one)

2. You can get fired for speaking up.

TRUE OR **FALSE** (Circle one)

3. How many young people (age 15-24) are injured on the job EVERY DAY in BC?
(Circle one)

5 16 **34** Over 50

4. Which group is the most likely to be injured on the job? (Circle one)

Young men

Young women

5. Who is responsible for making sure young workers are safe at their jobs? (Circle all that apply)

WorkSafeBC

Employers

Young Workers

Parents

Unions

Schools

The Community

All of the Above

6. What percent of injuries to young workers happen to young males? (Circle one)

20% 50% 70% **80%**

7. Half of all injuries to young workers occur within: (Circle one)

The first week on the job

The first six months on the job

The first year on the job

SAMPLE PARTICIPANT FEEDBACK FORM

1. Before this workshop, had you ever thought about job safety?
2. What **three things** did you learn from the workshop?
3. What do you think was the best part of the workshop?
4. Is there anything you **didn't** like?

WORKSHOP REPORT

Submit this to WorkSafeBC to receive a letter recognizing that you have completed a young worker safety workshop. You can use the letter as portfolio evidence.

Please give us lots of details so we can improve the Toolkit!

BACKGROUND

Your name:

Your school:

What grade are you in?

Your contact information (mailing address/phone plus email, if you have one):

Date Workshop Was Held:

Location (e.g. classroom, etc)

# Of People Who Attended:	Students	Adults
---------------------------	----------	--------

PLANNING

Who was involved in planning your workshop (include yourself and your teachers who guided you). What was each person's role?

Name	Role or Activities

PROMOTION

What did you do to promote the workshop?

What do you think was the most effective for promotion?

The least effective?

If you did it again, what would you do differently?

WORKSHOP

Attach your workshop Agenda and any other materials such as your speaking notes, discussion questions, Activity Log, Workshop Plan, Quiz and Evaluation.

What was the most successful part of your workshop, and why?

What didn't work as well? What might have worked better?

What equipment and technology did you use?

BENEFITS

How did students benefit from participating in the workshop?

Describe how YOU practiced or developed skills in the following areas:

- Interpersonal communication skills

- Personal management skills

- Teamwork

- Cooperation and respect

- Use of information technology to research and/or present information

- Fundamental employability skills

- Any other skills

TOOLKIT

Please give us your thoughts on this toolkit.

What parts of the toolkit did you use?

How helpful was it in general?

What was the most helpful?

Was there anything missing that should be included?

Do you have any other suggestions for improvement?