



Safe Workers of Tomorrow
General Presentation Evaluation

June 2018

HEALTH
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Executive Summary

Safe Workers of Tomorrow workplace safety and health presentations, based on the Knowledge-Attitudes-Behaviours (KAB) model, aim to reduce the number and severity of injuries and deaths in the workplace by educating young Manitobans.

An evaluation of Safe Workers of Tomorrow's general presentation included a retrospective review of participant satisfaction surveys (n = 566), a focus group with program staff (n = 9), a review of best practice literature, and pre-post KAB participant surveys (n = 515).

The report draws on qualitative and quantitative data to explore the strengths and challenges of Safe Workers of Tomorrow's general presentation. An analysis of participant survey data provides insights into the impact of the presentation on participant's knowledge and attitudes about safe work. SWOT's alignment with current best practices are explored and recommendations for the presentation are identified.

Finding Highlights

The majority of participants experienced a positive change in workplace safety knowledge and confidence to apply or act on safe work principles, after attending the presentation.

On average, participants reported increased overall knowledge in all focus areas of the presentation, including:

- Worker's Rights & Responsibilities
- Workplace Hazard Recognition and Prevention
- Worker's Compensation

On average, participants reported increased overall confidence in all areas of the presentation, including ability to:

- ask questions if you were unsure how to do your job
- refuse unsafe work if asked to
- tell someone about your job-related health and safety concerns at work
- report a workplace injury to Worker's Compensation Board

SWOT staff identified strengths of the workshop model: ability to adapt the presentation to each audience; including personal stories and experiences of unsafe work conditions: young and dynamic presenters; use of available videos and props to tailor for learning styles. SWOT staff indicated that presentations could be strengthened by increasing the session from 1 hour to 1.5 or 2 hours and incorporating more interactive methods. The need for improved outreach and partnerships with school divisions, and the creation of new and more relevant promotional materials was highlighted.

A scan of academic and grey literature pertaining to educational approaches that aim to change knowledge, attitudes, and behaviours among youth resulted in the identification of the following best practices: peer education, social media, emotional level teaching and storytelling, self-advocacy skills building, interactive practices, and mixed methods approaches. While SWOT's presentation model uses many of these best practices, there is opportunity for the organization to further incorporate these strategies, including increased use of interactive teaching methods and social media marketing.

Recommendations

1. Strengthen school partnerships & outreach

Increase partnerships with high schools and school divisions to reach all Grade 9 students in the province (Community Liaison and Outreach position has been added to address).

2. Engage volunteers

Inclusion of volunteers (e.g. local workers who can share personal workplace safety stories, will strengthen the presentation by demonstrating how safe work principles are applied in practice (i.e. reaching young people at an emotional level through storytelling).

3. Update content and materials

Regularly updating the presentation outline and content, as well as supporting materials, will ensure SWOT is providing young people with up-to-date statistics, stories, and safety tips; helping keep both presenters and the audience engaged.

4. Increase interactive practices

Incorporating more interactive methods, including role play, breakout groups, or structured games, will support presenters to engage youth (e.g. develop a virtual reality booth at educational events as planned).

Introduction

Established in 1997, Safe Workers of Tomorrow provides workplace safety and health presentations to students across Manitoba; intended to reduce the number and severity of injuries and deaths in the workplace. Presentations are based on the Knowledge-Attitudes-Behaviours (KAB) model - increased knowledge contributes to changing attitudes and beliefs, which in turn, leads to behaviour change.

The presentation, primarily delivered to young workers aged 15-24, is designed to provide information about workplace rights and responsibilities, the principles of hazard recognition, and the importance of reporting injuries. The following components are included in the 1 hour presentation:

- ❖ **Workplace Health and Safety Rights**
A review of four fundamental workplace safety worker rights in Manitoba, responsibility to work SAFE, provision of contact numbers and resources to utilize for further questions (15 minutes).
- ❖ **Hazard Identification and Prevention**
An overview of how to identify occupational and workplace hazards (may focus on hazards of specific interest to the group), primary hazard categories (physical, chemical, biological, ergonomic, psycho-social) and possible ways to control them (30 minutes).
- ❖ **Worker's Compensation**
The importance of reporting injuries when they occur, an overview of worker's compensation system and WCB services, and an injury reporting system (15 minutes).
- ❖ **Feedback Survey**
Participants are asked to complete a feedback survey, time permitting (5 minutes).

All participants are provided with a SAFE Work handbook, including true stories about injured workers, more detailed information about worker's rights, SAFE Work principles, Workplace Hazardous Materials Information System (WHIMIS), Laws of Safety, what to do if injured on the job, and how to ensure you are receiving proper training in your workplace. Presenters use short videos to complement the training, including videos of young workers getting injured on the job. Personal Protective Equipment, such as helmets, goggles, and masks, are also used.

Scope and Purpose

In an effort to measure effectiveness and inform presentation improvement, an outcome evaluation considered the following questions:

- What are participants' perceptions of the presentations?
- Do knowledge, attitudes, and behaviours toward safe work change once students participate in the presentation?
- Do the teaching methods and approach align with best practices?
- What are staff perceptions of the program, including strengths and challenges?

Methodology

Methods	Data Sources
<i>Surveys</i>	Retrospective Survey Analysis (n = 566) KAB Surveys (n = 515)
<i>Document Review</i>	Best practices literature scan
<i>Focus Group</i>	Focus group with staff (n = 9)
<i>Observation</i>	Evaluator observation of safe work presentations (n = 5)

Safe Workers of Tomorrow administered surveys to participants immediately following the presentation, gathering information about satisfaction and perceptions of the presentation. Random samples of these surveys completed between September 2016 and June 2017 were retrospectively entered into a database and collated by SWOT. Quantitative and qualitative results from surveys are summarized.

A scan of best practices was conducted to understand the extent to which SWOT's teaching method and approach align with promising evidence-based approaches. The review included a broad scan of academic and grey literature related to educational approaches intended to change knowledge, attitudes, and behaviours among youth.

A staff focus group was facilitated to determine program alignment with best practices and staff perception of the presentation, including strengths and challenges. Observations of presentations allowed for further pedagogical assessments of the program: approach (e.g. role play, group work, storytelling, and other engagement strategies), selection of presenters, and use of various teaching modalities.

A survey of student knowledge, attitudes, and behaviours before and after the presentation was conducted. SWOT team members surveyed participants of the general 1-hour safe work presentation during the months of December 2017, January 2018 and February 2018. Surveys were administered immediately following the presentation. Students were asked to rate knowledge and attitudes on the topic prior to and following¹ the session. Change scores are calculated to determine change in knowledge and attitudes after participating in the presentation.

Limitations

KAB surveys capture participants' self-assessed level of knowledge before and after presentations, as well as attitudes towards various safe work behaviors. It was not possible to assess or measure participant behaviour change following the presentation.

KAB surveys were not linked to presenters and thus it is not possible to assess if certain presentation formats, focuses or presenters had more significant effects on participants than others.

The best practices scan is limited in scope and does not include a systematic review of all literature pertaining to best practices in safe work. It is further limited by the lack of peer-reviewed research articles available on the subject, a general reliance on self-reporting measures in health promotion work, and the difficulty in assessing and linking behavioural outcomes to training approaches.

¹ Known as a retrospective pre/post, this approach is a validated way to assess self-reported changes in knowledge, attitudes and behaviour that avoids response shift bias that result from pretest overestimation (Lam, T.C. & Bengo, P. 2003. A comparison of three retrospective self-reporting methods of measuring change in instructional practice. American Journal of Evaluation, 24(1), 65 -80.)

Findings

Retrospective Survey Analysis

Safe Workers of Tomorrow collated survey data from a random sample of participants attending presentations between the fall of 2016 and spring of 2017. The survey requested demographic information, information about participant's work experience and feedback about the presentation. A total of 566 surveys were randomly pulled from 87 schools: 41% Winnipeg schools and 59% outside of Winnipeg. Most participants were between thirteen and fifteen years of age, with 41% identifying as female and 57% as male.

75% of participants had previous work experience and 50% were presently working

Most participants had prior work experience (75%) and half were presently working. Of those who were presently working, 58% worked in the service sector, including restaurants and grocery stores, and 32% worked in the goods producing sector, including manufacturing and construction. Most participants worked less than 9 hours per week (55%), with some working more than 30 hours (11%). Eighty-seven percent worked in small organizations with less than 20 employees and 4% worked in organizations of 100+ employees.

Findings

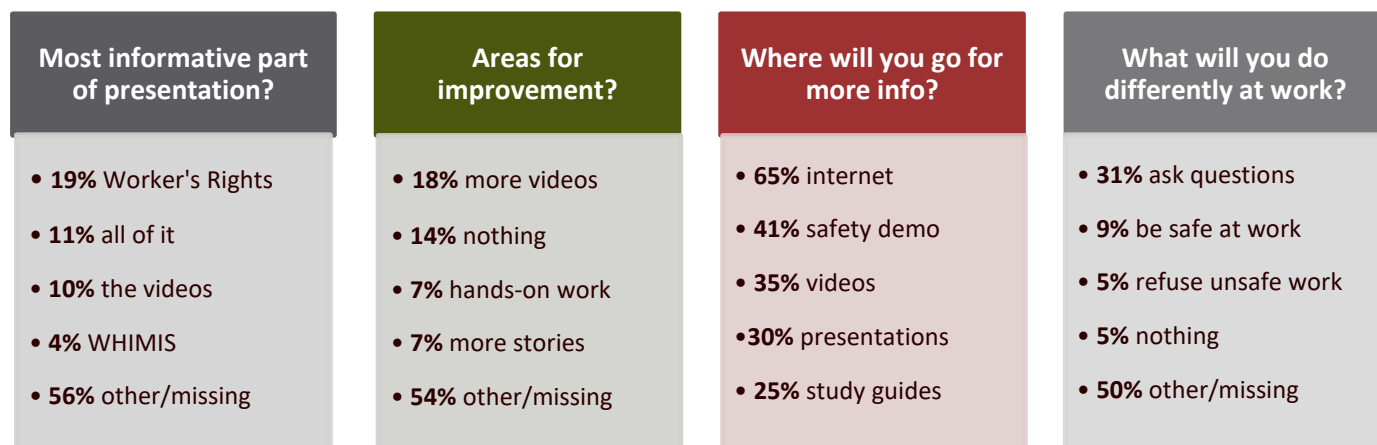
Of those participants with work experience, 31% were told little or nothing about workplace hazards when starting the job, while 38% were told a lot. Thirty-five percent of participants received little to no job safety training when they started, while 37% received a lot. When asked what they would do if the employer requested they do something unsafe, 71% of participants indicated they would refuse to do the work.

Although more than half of working participants did not know if their workplace had a health and safety committee or representative (54%), many indicated they would ask for help if they were unsure how to do the job safely (57%). Of the 26% of participants who had been injured at work, 50% did not report it to a supervisor, nor did they receive treatment.

31% of participants indicated they would be more likely to ask questions at work as result of the presentation

General Feedback

Several participants found the Worker's Rights section of the presentation the most informative and useful (19%), and 31% indicated they would be more likely to ask questions at work as result of the presentation. Recommendations for improving the presentation included increased use of videos (18%), more hands-on work (7%) and more stories of workplace injuries (7%). When asked where they would go for more information on workplace safety, 65% said they would refer to the internet.



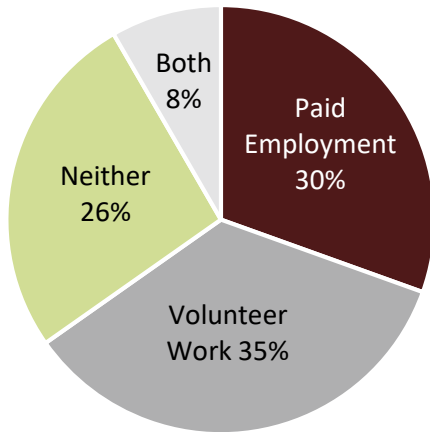
Knowledge-Attitudes-Behaviour (KAB) Survey

Safe Workers of Tomorrow presenters administered a knowledge, attitudes and behaviours survey; immediately following the presentation (Appendix B). They were asked to rate their knowledge and attitudes toward each topic prior to and following the session. Change scores were calculated to determine changes in knowledge and attitudes after the presentation.

A total of 515 participants at 12 schools, organizations, and colleges were surveyed. Participants included Winnipeg Grade 9 students, rural Manitoba Grade 9 students, and Winnipeg area college students. Fifty-two percent of participants identified as male, 42% as female, 1.4% as non-binary, .6% as trans, 1.9% as other, and 1.6% preferred not to disclose their gender.

Thirty-five percent of participants reported previous volunteer work experience, 30.5% reported paid employment experience, and 8% had both paid and volunteer work experience. Twenty-six percent of participants had no previous employment or volunteer experience.

Figure 1: Employment Experience



74% of participants had experience as a **paid employee and/or volunteer**

26% of participants had **no previous work experience**

Findings

The majority of participants reported increased knowledge and confidence in all areas of the pre-post KAB survey.

Knowledge

When asked to reflect on knowledge level before and after the presentation using a scale of 1 to 4 (none, a little, some, a lot) participants indicated improvement in all areas – Worker’s Rights & Responsibilities (+1.22 points), Workplace Hazard Recognition and Prevention (+1.16 points), and Worker’s Compensation (+1.24 points).

Figure 2: Knowledge Change Scores¹

Participants reflected on knowledge level before and after the training session



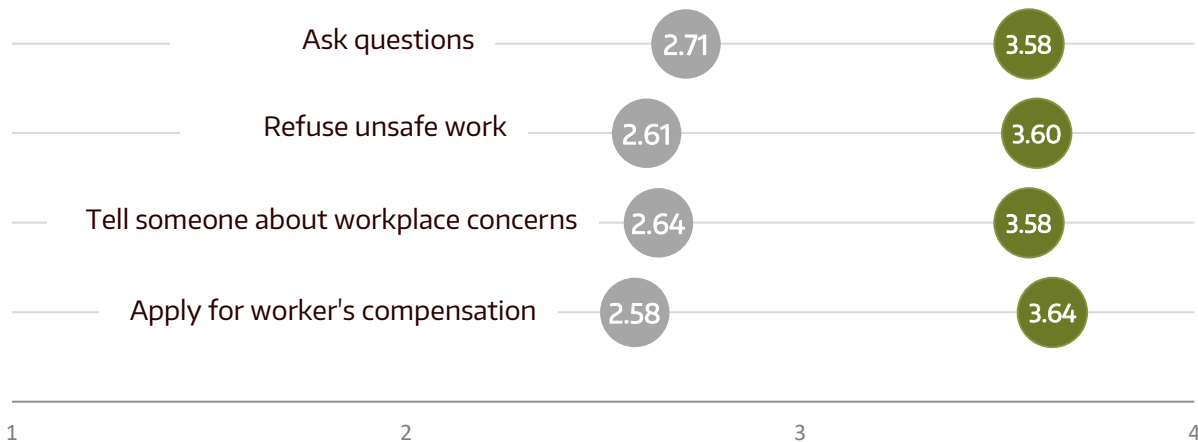
¹Averages are used to show degrees of change across categories but should be interpreted with caution since they do not represent a true numeric scale

Confidence (corresponds to attitude)

When asked to reflect on confidence level before and after the presentation using a scale of 1 to 4 (none, a little, some, a lot) participants indicated improvement in all areas – ask questions if you were unsure how to do your job (+.87 points), refuse to do unsafe work if asked to (+.99 points), tell someone about your job-related health and safety concerns at work (+.94 points), and report a workplace injury to Worker’s Compensation Board (+1.06 points).

Figure 3: Confidence Change Scores

Participants reflected on confidence level before and after the training session



Proportion of Participants with Positive Change Scores

Overall, the majority of participants experienced a positive change in level of confidence in all areas. Of the 515 participants, 69.3% reported increased confidence in likelihood to apply for Worker’s Compensation if injured at work. Similarly, 65.4% reported increased confidence in likelihood to tell someone about workplace health and safety concerns, 65.2% reported increased confidence to refuse unsafe work, and 64.1% reported increased confidence in likelihood to ask questions if unsure how to do their job.

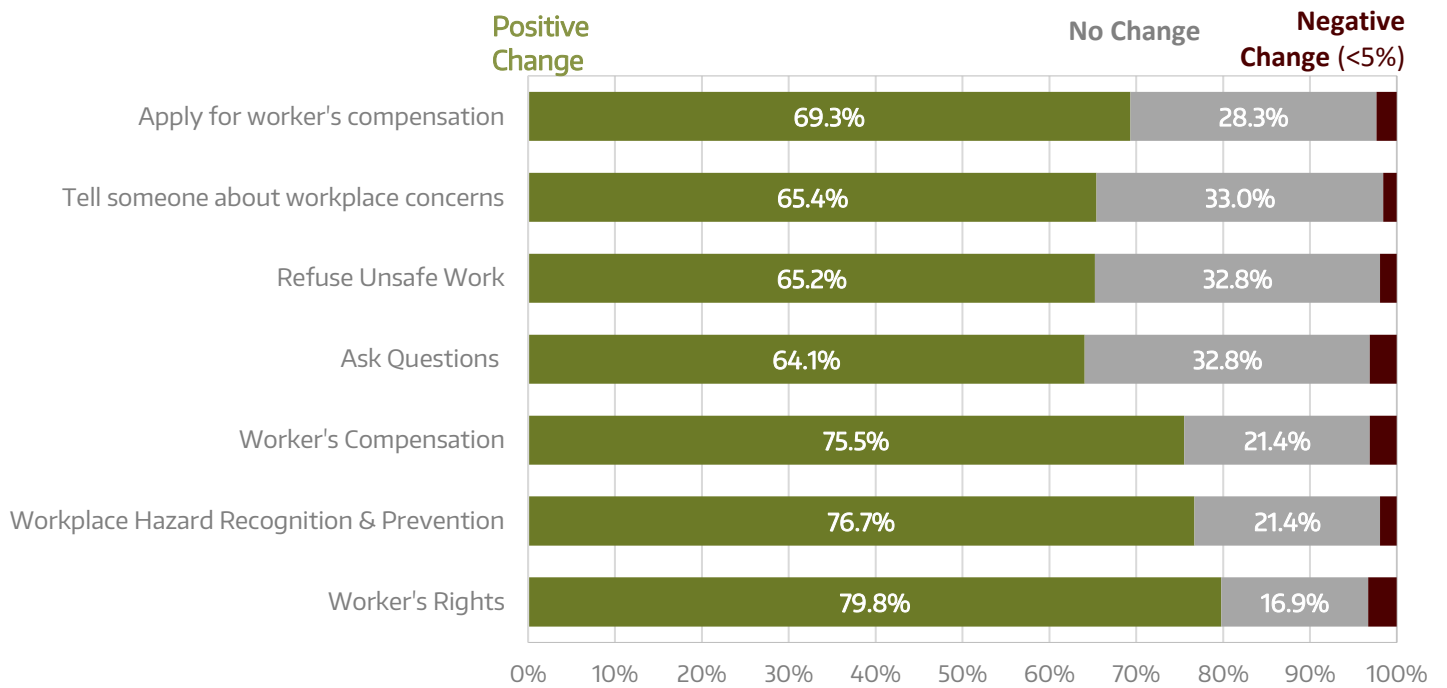
Some participants did not experience any change in level of confidence in these areas. For example, 33% of participants reported the same level of confidence in telling someone about their workplace concerns before attending the presentation as they had after. Less than 5% of participants reported a negative change, or decreased confidence, in any of these areas after participating.

The majority of participants also experienced improvement in all three knowledge areas. Of the 515 participants, 75.5% reported increased knowledge of worker’s compensation, 76.7% in workplace hazard recognition and prevention, and 79.8% reported increased knowledge in worker’s rights. Some participants did not experience any change in level of confidence in these areas. For example, 21.4% of participants reported the same level of knowledge of worker’s compensation before the

presentation as they had after. Less than 5% of participants reported a negative change, or decreased level of knowledge in any of these areas after participating in the presentation.

Figure 4: Proportion of Participants with Positive Change Scores

There was significant **improvement** from pre to post-tests in all factors measured



Survey data was stratified by gender and work status to check for differences in scores related to these variables. Generally, female identifying participants reported slightly higher average score differences in both knowledge areas and confidence areas following the training, as compared to male participants. No substantial differences in change scores existed between participants with paid employment experience, volunteer experience, or no previous experience.

Staff Focus Group

Safe Workers of Tomorrow staff (n=9), including presenters, trainers and administrative support, shared feedback on strengths and challenges of the presentation design (Appendix C).

Strengths

Staff described the strengths of the current presentation model and identified the most impactful parts of the presentation:

- ❖ Positive work environment

Several staff described a positive and engaging work environment. Staff cited retention in support of this, with length of service ranging from 1 to 12 years, and several staff having been involved for more than 4 years.

“We try to hire young, awesome people and we’ve done a really good job of that ... our staff are accessible and relatable people who have worked in a variety of occupations and collected stories over time ... Youth appreciate that”

- ❖ Sharing personal stories

Staff emphasized the impact of sharing appropriate and relevant personal stories in unsafe working conditions; indicating this captures the students' attention and demonstrates the importance of speaking out for a safer workplace.

- ❖ Adaptability

The ability to adapt the presentation to the audience keeps both presenters and youth engaged, allowing the presenter to include content which is specifically relevant to the group.

- ❖ Provincial reach

SWOT reaches a large proportion of Grade 9 students within the city and strives to deliver workshops to rural and remote communities within Manitoba.

“The stories are so impactful because they are coming from dynamic speakers. There’s a certain element of theatre”

- ❖ Videos

Organizational videos are a useful tool to engage students and increase awareness of the realities of unsafe work.

- ❖ Props

Access to props (including hard hats, goggles, and other personal protective equipment) helps to engage students who learn in a more visual and tactile manner.

Challenges

Staff identified challenges with the current presentation model and opportunities for improvement:

❖ Time slots are too short

Staff unanimously agreed that the current 1-hour model does not allow enough time to cover all the material outlined in the presentation booklet. Presentations are often further shortened due to delays or issues at the school. As result, staff individualize the presentation and choose which areas to focus on. Several staff noted that 1.5 to 2 hours would be a more appropriate length of time to effectively deliver the material.

“There’s so much content to cover that is important to include at presentations. As legislation changes and good questions come out, I feel at a loss to answer the questions in as much detail as I would want to”

❖ Outreach approach

The need for partnerships with school divisions across the province was emphasized. SWOT is challenged to maintain relationships with individual schools due to frequent turnover at schools. Staff recommend improved school outreach processes to ensure schools continue to book presentations with SWOT annually.

❖ Sedentary nature of presentation

Many students respond better to interactive teaching strategies rather than lecture based presentations. Some presenters feel challenged to get students up and moving around and to try new approaches, while covering all the content in a short period of time.

❖ Lack of resources

The need for new promotional materials was emphasized, as was the need for funding to deliver workshops in remote areas of Manitoba.

❖ Volunteers

An increased use of volunteers was recommended by staff, in particular people who were injured at work that are willing to share personal experiences in the field.

“Promoting the organization is a challenge. We have outdated materials... Everybody has seen everything we have. We need to freshen it up”

Best Practices Scan

A limited scan of best practices included both grey literature and academic articles related to educational approaches intended to change youth knowledge, attitudes, and behaviours, with particular attention to health and safety education. The following best practices emerged.

Peer education

When educating young people, the benefits of involving similar aged peers in both program development and implementation is emphasized:

- similar aged peers can more effectively build student engagement, and develop and present skills and strategies that are appropriate to students' own contexts and lives ²
- peers educating peers is effective in promoting healthy behaviours in youth; proper training, preparation and supervision is important ³

Social media

Social media approaches grab the attention of youth and provide a valuable platform to deliver messages on workplace safety, recommendations include:

- utilizing social media to deliver health promotion messages, as social media and networking sites are an established part of our culture and widely used by youth ⁴
- incorporating social media approaches and online resources and tools, with small soundbites, graphics, and visuals to grab the attention of youth ⁵

Emotional level teaching & storytelling

Educators and researchers identify reaching students at an emotional level as a promising strategy in communicating the importance of safe work, recommendations include:

- incorporating young people's real-life stories of injuries and/or fatalities on the job, combined with clear strategies on how to work safe and rights, and responsibilities in the workplace; helping young workers - who may feel invincible or underestimate the risk of workplace injuries - understand the importance of safe work practices ⁶

² Ripley, L. (2005). Best practices in prevention for youth literature review. Vancouver Coastal Health, Youth Addictions and Prevention. Retrieved online: https://www.vsb.bc.ca/sites/default/files/SACY/bestpractices.in%20prevention.FINAL_.pdf

³ Abdi, F & Simbar, M. (2013). The peer education approach in adolescents – Narrative review article. *Iranian Journal of Public Health*, 42(11), 1200-1206

⁴ Gold, J; Pedrana, A.E; Stooove, M.A; Chang, S; Howard, S; Asseslin, J; Illic, O; Batrouney, C & Hellard, M.E. (2012). Developing health promotion interventions on social networking sites: Recommendations from the Face Space project. *Journal of Medical Internet Research*, 14(1)

⁵ Safe Work Newfoundland & Labrador. (2010). A strategic plan for young workers 2010-2013

⁶ Safe Work Newfoundland & Labrador. (2010). A strategic plan for young workers 2010-2013

- engaging youth at an emotional level in a safe and supportive environment with planned follow-up⁷

Self-advocacy skills building

When providing safe work training specifically, the need to build self-advocacy skills is critical, including:

- teaching self-advocacy skills to build young people's confidence in speaking up against unsafe work conditions, including knowing what to say, to who, and how⁸
- educating young workers about their rights and how to effectively communicate with coworkers and supervisors when workplace hazards violate their rights⁹

Interactive practices - behavioral modelling & practice

Youth benefit from interactive education practices, specifically:

- behavioural modeling and practicing of skills, combined with dialogue is generally more effective than more passive methods, such as lecturing or computer-based modules¹⁰
- using interactive strategies, including role play, group work, and structured games, to more effectively facilitate dialogue amongst participants^{11, 12}

Mixed methods approach

Studies show the impact of one-time educational presentations on safe work is limited. Mixed method approaches which reach young people in a variety of settings are shown to be effective, this includes:

- combining a variety of approaches, including presentations, workshops and social media marketing¹³, and reaching youth - both at work and non-work spaces - to provide the most effective health promotion strategy¹⁴

⁷ Ripley, L. (2005). 'Best' Practices in Prevention for Youth Literature Review. Vancouver Coastal Health, Youth Addictions and Prevention. Retrieved online: https://www.vsb.bc.ca/sites/default/files/SACY/bestpractices.in%20prevention.FINAL_.pdf

⁸ Chin, P; DeLuca, C; Poth, C; Chadwick, I; Hutchinson, N & Munby, H. (2010). Enabling youth to advocate for workplace safety. *Safety Science*. 48(5), 570-579

⁹ Grant-Smith, D & McDonald, P. (2015). The practical potential of self-advocacy for improving safety outcomes for school-aged workers. *Journal of Youth Studies*, 1257-1273.

¹⁰ Burke, M.J; Sarpy, S.A; Smith-Crowe, K; Chan-Serafin, S; Salvador, R.O & Islam, G. (2006). Relative effectiveness of worker safety and health training methods. *American Journal of Public Health*. Retrieved online: <http://ajph.aphapublications.org/doi/full/10.2105/AJPH.2004.059840>

¹¹ Ripley, L. (2005). 'Best' Practices in Prevention for Youth Literature Review. Vancouver Coastal Health, Youth Addictions and Prevention. Retrieved online: https://www.vsb.bc.ca/sites/default/files/SACY/bestpractices.in%20prevention.FINAL_.pdf

¹² Laberge, M; MacEachen, E & Calvet, B. (2014). Why are occupational health and safety training approaches not effective? Understanding young worker learning processes using an ergonomic lens. *Safety Science*, 68, 251-257

¹³ Ripley, L. (2005). 'Best' Practices in Prevention for Youth Literature Review. Vancouver Coastal Health, Youth Addictions and Prevention. Retrieved online: https://www.vsb.bc.ca/sites/default/files/SACY/bestpractices.in%20prevention.FINAL_.pdf

¹⁴ Lavack, A.M; Magnuson, S.L; Deshpande, S; Basil, D.Z; Basil, M.D & Mintz, J.H. (2007). Enhancing occupational health and safety in young workers: the role of social marketing. *International Journal of Nonprofit and Voluntary Sector Marketing*. Retrieved online: <http://onlinelibrary.wiley.com/doi/10.1002/nvsm.322/abstract>

- incorporating safe work training and principles into school curriculum, rather than stand-alone training sessions ¹⁵
- employers, unions, and workplaces continuing to provide safe work training to their employees, as school-based health and safety presentations will not prevent workplace injuries and death on its own ¹⁶

The need for further research and evaluation into the effectiveness of safe work education is emphasized, especially to better understand if there is any connection between safe work education and reduced workplace accident and injury rates.¹⁷

SWOT Alignment with Best Practices

Safe Workers of Tomorrow's presentation approach aligns with many best practices. Several presenters are close in age to participants. Videos and stories of young people injured on the job, including the presenter's personal stories, connect with youth at an emotional level. Props, including helmets and goggles, are passed around to participants. And finally, self-advocacy is emphasized throughout the presentation, teaching youth how to say no to unsafe work and encouraging them to speak up for themselves at work.

Considerations to further align the presentation with identified best practices include:

- ❖ **Peer educators**
Include same-aged students/peers in developing and delivering safe work presentations.
- ❖ **Social media**
Expand reach and engagement with young workers through social media.
- ❖ **Interactive practices**
Explore additional interactive practices, such as role play, breakout groups, or structured games, to further engage participants.
- ❖ **Mixed methods approach**
Expand use of mixed methods; including increased social media marketing and development of online resources and additional training opportunities, beyond the 1-hour presentation.

¹⁵ Safe Work Newfoundland & Labrador. (2010). A strategic plan for young workers 2010-2013

¹⁶ Raykov, M & Taylor, A. (2013). Health and safety for Canadian youth in trades. *Just Labour: A Canadian Journal of Work and Society*, 20.

¹⁷ Safe Work Newfoundland & Labrador. (2010). A strategic plan for young workers 2010-2013

Conclusions

The findings of the Knowledge-Attitudes-Behaviour survey indicate participants felt the presentation increased knowledge of workplace safety principles, and confidence and likelihood to apply safe work behaviours in the future.

Despite challenges in presenting the content in a short time frame, staff appreciate the flexibility of the current presentation model and are passionate about delivering the material to young people. While there are considerations for improvement, findings from the KAB survey and best practices scan support the efficacy of the current model with modifications.

Successes

Delivery and Reach

Safe Workers of Tomorrow reaches more than 50,000 young workers each year. They currently reach close to half of all Grade 9 students in the city of Winnipeg and many across Manitoba, with future goal of presenting to every high school in the city. Travel to Northern and rural regions of the province is regular, and presentation delivery is tailored to the audience.

Improved Knowledge and Confidence

On average, participants reported increased knowledge and confidence in all areas of the presentation. After the presentation, participants reported feeling increased confidence in ability to ask questions at work, to refuse unsafe work, to tell someone about workplace concerns, and to apply for worker's compensation if injured on the job. While it is not possible to determine whether participation results in reduced workplace injuries and deaths, the presentation does contribute to increased workplace safety knowledge and confidence, and may contribute to safer choices and behaviours when participants enter the workforce.

Alignment with Best Practices

SWOT's teaching approach aligns with many of the best practices identified in the literature, including hiring presenters who are close in age to students and incorporating self-advocacy skills building. Presenters use of storytelling and videos was identified as a strength by staff and participants, and corresponds with the identified best practice of using interactive educational approaches and reaching students at an emotional level.

Recommendations

Grounded in evaluation findings, recommendations are provided for ongoing dialogue between Safe Workers of Tomorrow, its staff and Board of Directors to inform next steps.

1. Strengthen school partnerships & outreach

Increase partnerships with high schools and school divisions to reach all Grade 9 students in the province (Community Liaison and Outreach position has been added to address).

2. Engage volunteers

Inclusion of volunteers (e.g. local workers who can share personal workplace safety stories, will strengthen the presentation by demonstrating how safe work principles are applied in practice (i.e. reaching young people at an emotional level through storytelling).

3. Update content and materials

Regularly updating the presentation outline and content, as well as supporting materials, will ensure SWOT is providing young people with up-to-date statistics, stories, and safety tips; helping keep both presenters and the audience engaged.

4. Increase interactive practices

Incorporating more interactive methods, including role play, breakout groups, or structured games, will support presenters to engage youth (e.g. develop a virtual reality booth at educational events as planned).

Appendix A – Program Evaluation Framework

Evaluation question	Indicators	Data source(s)	Method(s)
a) What are participants' perceptions of the program?	a.i. % of students indicating sessions had a positive impact	Participant survey	Roll-up of surveys completed by student participants
b) Does the Safe Workers of Tomorrow curriculum and approach align with best practices?	b.i. summary of evidence-based approaches in youth health promotion, workplace safety	Grey and peer-reviewed literature, systematic reviews	Thematic review and summary of key principles and recommended practices
	b.ii. Examples of best practices applied by Safe Workers of Tomorrow trainers	Curriculum Safer Workers of Tomorrow Trainers	Document review, interviews with trainers and observation of two - three training sessions
c) Do knowledge, attitudes and behaviours differ among participating and non-participating youth?	c.i. change in self-reported knowledge attitudes and behaviours among participants before and after session	Participating students in 6 schools (2 urban, 2 suburban and 2 rural)	Retrospective pre/post survey administered immediately following training sessions
	c.ii. Difference in self-reported knowledge, attitudes and behaviours between participating and non-participating students	Cohort 1 - participating students Cohort 2 - non-participating students from 6 matched schools (2 urban, 2 suburban and 2 rural)	Cohort 1 - post survey responses on follow up survey Cohort 2 - one-time survey administered at approximately the same time as the participant survey

Appendix B – Participant KAB Survey

Please complete this questionnaire, **after** completing the SAFE Workers of Tomorrow training, to help us understand your level of knowledge and skills about safe work.

1. Gender identity:

Female Male Trans Non-Binary Prefer not to answer Other: _____

2. Do you currently work, or have you ever worked in the following? (Check all that apply)

Paid employment Unpaid volunteer work

3. Circle the most appropriate number on both sides of the table:

How much did you know about the topic BEFORE the session?					How much do you know about the topic AFTER the session?			
None	A little	Some	A lot		None	A little	Some	A lot
1	2	3	4	Worker’s Rights & Responsibilities	1	2	3	4
1	2	3	4	Workplace Hazard Recognition & Prevention	1	2	3	4
1	2	3	4	Worker’s Compensation	1	2	3	4

4. Circle the most appropriate number on both sides of the table:

How confident were you BEFORE the session?					How confident were you AFTER the session?			
Very unlikely	Unlikely	Somewhat likely	Very likely		Very unlikely	Unlikely	Somewhat likely	Very likely
1	2	3	4	To ask questions if you were unsure how to do your job	1	2	3	4
1	2	3	4	To refuse to do unsafe work, if asked to	1	2	3	4
1	2	3	4	To tell someone about your job-related concerns about health and safety at work	1	2	3	4
1	2	3	4	To report a workplace injury to Worker’s Compensation Board	1	2	3	4

Thank you for your feedback!

Appendix C - Discussion Guide

1. Describe your role/involvement with Safe Workers of Tomorrow.
2. Approximately how many presentations have you facilitated?
3. What does the training process involve?
4. How do you choose which content to focus on? Do you change the focus from presentation to presentation?
5. What are some of the strengths of the current workshop model?
6. What are some of the challenges of the current workshop model?
7. Do you believe there been a sufficient level of resources allocated to the program?
8. What do you believe participants do differently as result of the program?
9. Which activities do you believe contribute the most and why? The least?
10. Do you have any other recommendations to make about the program, or any other comments?