

A photograph of three young men sitting together and talking. The man in the center is speaking and gesturing with his hand. The man on the left is listening intently, and the man on the right is also listening. The background is slightly blurred, showing what appears to be an indoor setting with windows. A large, semi-transparent purple shape is overlaid on the right side of the image.

**VOICE  
OPPORTUNITY  
POWER**

**A YOUTH ENGAGEMENT TOOLKIT TO INVOLVE YOUNG PEOPLE IN  
THE MAKING AND MANAGING OF THEIR NEIGHBOURHOODS.**

# **Session 1 – Your lived experience Activity Pack**

## LOCATION



Community Centre  
or Youth Club

## LENGTH OF TIME



2 hours

## ATTENDEES



Young people  
Youth worker/s  
Facilitator or  
assistant  
Design team

## AIMS

- Launch the project in an interesting way
- Introduce the project team to the group of young people
- Listen and learn about their lived experiences
- Teach new mapping and analysis skills

## OUTPUTS

- A map of the local area, labelled by young people
- Initial manifesto themes
- Quotes from young people, including their best and worst places in the local area

## ACTIVITIES

- Favourite childhood memory
- Best and worst place
- Map exercise and interviews
- Front door game

## RESOURCES



Laptop



Projector or  
screen



Smart phones



WiFi



Printed map  
of local area  
@ 1:1000 on  
foamex



Red, orange  
and green  
post-it notes



Red, orange  
and green  
stickers



Key locator  
stickers



Red, orange  
and green  
pens



Flipchart

We are at  
this stage



**RIBA Stage 0**  
Strategic  
definition:  
outlining the  
project scope,  
objectives and  
programme

**RIBA Stage 1**  
Preparation  
and briefing:  
drafting an  
initial brief in  
line with the  
objectives

**Session 1:**  
Your lived  
experience

**Session 2:**  
Show us your  
neighbourhood

**Session 3:**  
Tell us what  
you want

**RIBA Stage 2**  
Concept  
design: initial  
proposal and  
specification

**Session 4:**  
Tell us how  
we are doing

**RIBA Stage 3**  
Developed  
design:  
progressed  
proposal  
following  
consultation

**Session 5:**  
You said,  
we did

Planning  
submission

**RIBA Stage 4-7**  
Includes  
technical design,  
construction,  
handover  
and ongoing  
maintenance

# SESSION OVERVIEW

The purpose of this session is to introduce yourself and the design team to the group and to start finding out about the spaces and places where the young people live.

Working on their terms means starting to listen and understand their lived experience. Beginning with the game about your favourite childhood memory, we set the scene for everyone to be thinking about the freedoms, pleasures and risk taking involved in being young. From there, we look more closely at places around their neighbourhood, introducing them to mapping exercises and analysis that will be used throughout all the sessions. We then move into more detail, playing a game called 'My front door' and finish by agreeing a walking route for the next session, when the group will introduce us to their neighbourhood.

The session has four short activities and lasts two hours. It has a 10-minute break in the middle which allows you to split it easily into two separate one-hour sessions. If you would like to run a shorter version of the session you could wrap up after the map activity and interviews, which would reduce the session to 90 minutes without a break.



We want to know  
what you think of  
the toolkit.

Tell us here!

What you'll need:



15 minutes



1 group

# INTRODUCTION

Start by sitting in a circle or around a table. Avoid a classroom format. This introduction can be led by a youth worker and facilitator.

Use the following text and adapt it how you see fit. You may need to add information about toilet breaks, WiFi codes, snacks and drinks as well as other aspects that we have not included here.

*"Welcome to the workshop. I'm [youth workers name] and this is [assistant/facilitator's name]. We are going to be working with [design and development team] on a project with you over the next few months so that you can help shape what is being proposed."*

Carry out initial introductions around the room. The design team will talk more about the project once you have introduced the process.

*This is what we want to achieve through this process:*

- *To work closely with you over 5 sessions and listen to what you have to say*

- *For you to show us your local area and tell us your experience of what it is like to live here*
- *For us to better understand the spaces where you live and what you think about them*
- *For you to create a manifesto about how you want the spaces and places in [project location] to work for you*
- *For the design team to take your manifesto on board, and where make changes to the proposals where possible if you think they are needed*
- *And ultimately, for you to agree that the final proposals have met your manifesto*

*"Today's session will last two hours. During this time, we will talk about what it's like to live in your neighbourhood. What you think of the buildings, streets and open space. We'll hear about the plans to change this area and how you can directly influence them. The team from [design/architect group] are here today to introduce themselves and to talk to you about their proposals for [location]."*

*The most important point I want to make today is this: you are experts in your local area. You know things about the area that we don't. You experience it in different ways. And you might want different things for it in the future. This is about us listening to all of you so we can start to understand what life is like for young people around here. And that helps us create a place for the future that works for young people and for everyone.*





Over the next few weeks, we'll get out and about. We'll walk round this neighbourhood as well as visiting a different one. We'll ask you to analyse every place carefully and work together on a manifesto, which is like a list of priorities or objectives, that we'll give to the design team and they will use to help create their proposals.

Once the designs have started to progress, we'll ask the team to come and present them to you. We'll discuss how well they deliver on the manifesto and what needs to change. We'll also talk about the scope for a 'meanwhile project' that could improve something in this neighbourhood quickly in the short-term.

In the final session, we'll examine the proposals in more detail and test whether you think it looks like a place that will work for young people. You should be able to see specific aspects of the design which reflect your ideas and your experience. It won't contain everything. But you will have real influence on the proposals.

Now I'm going to hand over to [design team] who are going to tell you a bit more about the process."

Design team to introduce themselves: name, role and responsibilities and give a brief overview of the project.



What you'll need:



10 minutes



1 group

## ACTIVITY 1: FAVOURITE CHILDHOOD MEMORY

The first activity is an icebreaker which everyone takes part in, young people and adults. It is an opportunity to shift the discussion away from 'place-based provision' and onto an experiential level. Credit for this game goes to Wendy Russell from the University of Gloucester.

**It's a reminder of the importance of freedom to play and explore** as part of young people's lives and their sense of wellbeing.

The game goes like this:

*"I'd like you to stand up if you were once, or still are, a young person."*

Everyone stands up

*"I'd like you to take a moment to think about your favourite memory growing up. Remember where you were, who you were with and what you were doing. Recreate that picture in your mind and hold it there for a moment."*

*"I'd like you to stay standing if that memory was outside."*

Pause whilst some sit down

*"I'd like you to stay standing if that memory was with other young people."*

*"I'd like you to stay standing if there were no adults present."*

*"I'd like you to stay standing if there was any risk in what you were doing that might have caused an injury."*

You may find that most people are still standing after these four questions. This might come as a surprise to everyone. It can be a very levelling moment. Take the opportunity to ask a few people about their memory, including an adult. This is a common and important aspect of childhood and it will reveal to the adults:

- \* How important these experiences are;
- \* How they often took place outside, but were unlikely to occur in a designated playspace
- \* That young people continue to have these experiences.

It will set the scene for a debate about the kind of public realm and the kind of experience you want people to be able to have in the new development.



What you'll need:



10 minutes



1 group



WiFi



Phones for sli.do



Screen or a or a Flipchart

## ACTIVITY 2: BEST PLACE AND WORST PLACE

The second activity starts to look at the local area. It can be carried out on a flipchart but works well using an app called sli.do. Sli.do allows young people to start engaging in a group and ask questions or give comments without having to speak out. Sli.do is a Q&A or polling app that can be controlled from a phone, tablet or computer, with delegates interacting on their own phones while the activity is displayed on the main screen.



Scan to visit Sli.do

For this activity we want to start talking about the local area and finding out the places that young people like and don't like. Use the sli.do app (or a flipchart) to start recording what they say. Introduce the activity and ask everybody to log onto the WiFi and the sli.do website, entering the number of the event.

Before you start, make sure everyone has access to the WiFi so that they don't have to use their own mobile data for this exercise.

The questions you're going to ask are:

Q1.

What is your favourite place in your local area?

Q2.

What is the worst place in your local area?

As the young people start to enter the answers they will appear on the screen, ask a bit more about what they are saying and why they do and don't like these spaces. You will revisit this format later in the session as part of Activity 4, 'My Front Door'.



## ACTIVITY 3: MAP EXERCISE & INTERVIEWS

For this session, divide all the young people into two groups and explain that they will be working on two separate exercises for 20 minutes each and then swap over.

### Whole group introduction

"Your memory and the places you have talked about are important to you. We call this your 'lived experience'. It tells us a lot about what it's like to live here. Designers and architects can then use these experiences to write a brief and design places that work for everyone.

We want you to now think about your experience in specific places and start to understand how you feel about them. We are going to do two exercises in a moment, one where you look at a map of your neighbourhood and think about the different spaces. The other will be talking in pairs or threes about your local neighbourhood."

During all the sessions we run together, we're going to focus a lot on the outside spaces near

*where you live, because this helps us design the whole neighbourhood better. We are talking about all the streets, paths, open spaces, parks and green areas. And the way we analyse these outside spaces is by using a really simple method called the 'Traffic Light System'."*

*The traffic light system allows you to give a colour to a space on the basis of how much freedom you have to do what you want there. It's not about whether you 'like' a space. It's about the level of freedom and choice you have there."*

This is what the colours represent:



**A green space** is a place where you feel safe and totally free to do what you want: there are very few rules.



**An amber space** is a place where it might be safe to play or hang out but there are some rules. Somewhere like a school playground, or maybe a football pitch, where you can't do anything you want there. There might be signs or other people telling you what to do.



**Red** is space where there are lots of restrictions. A road is a good example because it's clearly not safe to hang out in the middle. Or it might be somewhere that feels dangerous because of the way other people behave there. Or there are simply very tight rules in place.

People will apply different traffic light colours to different places, which is fine because not everyone feels the same.

## ACTIVITY 3: MAP EXERCISE

This activity is about marking up a local map with key locations and coloured flags or stickers. **It is the first use of the traffic light system and applies their lived experience to places in the local area.**

Young people tend to find this exercise very engaging and will start talking about specific places in their local area together. You can use the activity to open up a discussion about the different types of space. Make sure they mark as many as they can with a key locator sticker, outline in a coloured pen or place a flag with a comment.

*"Looking at the map here in front of you, we want you to label the locations you are familiar with using the key locator stickers, as well as marking spaces according to the traffic light system we talked about.*

*Use the coloured flags and stickers so that we can see which places you see as red, amber or green.*

*We also want you to think about these places at different times of day. If the space feels different at night, then let's talk about that too."*

*Describe as many spaces as you can, even the roads. And don't worry about different people having different opinions. Remember this is about how YOU feel and it's good to hear different thoughts.*

*You've got 20 minutes to do this exercise and we'll let you know when you've got 5 minutes left."*



## ACTIVITY 3: INTERVIEWS

This part of the activity is a chance to begin a discussion in smaller groups about what spaces are like in the local neighbourhood, what works and what doesn't work. **These thoughts will start to inform the manifesto that the group will develop over their first three sessions.**

Ask the group to divide into pairs or threes and start talking together about their own area. Invite them to think about spaces that they like or don't like, or that work and don't work.

If they feel comfortable, ask them to conduct an interview and video each other having these discussions. Alternatively, they can take some notes.

The facilitator, assistant and design team can listen in to these discussions and prompt with questions, also taking notes.

At the end of both parts of this activity, bring the groups together for a short discussion about what they came up with.



What you'll need:



15 minutes



1 group



Phones for sli.do

## ACTIVITY 4: MY FRONT DOOR

This activity starts as a game about front doors. It is designed to **provoke discussion about a place that everyone uses** – the entrance to their home – and to start thinking about space at a smaller scale, after the larger mapping exercise.

Use this opportunity to start talking about social space, doorstep play, hanging out, and safety. Note that the first question needs to be set up to provide multiple answers.

Q1.

*Name three things that you need next to your front door.*

Q2.

*Think of a new idea for something we should design.*

As the answers come in you can talk about who is saying what. Encourage them to think of different things. The 'one idea' adds an element of competition. Ask everyone to vote on which is the best idea that someone has come up with. It might be playful or very functional, it's up to the group to decide.

Scan to visit Sli.do



## What you'll need:



15 minutes



1 group



Flipchart



Post-it notes



Map

## WRAP UP AND PREPARE

To finish the session, start to bring together some of the issues that have arisen. Use a flip chart or post-it notes to summarise what you have been hearing and group them into initial themes for the manifesto.

Ask questions such as:

- \* Are there enough spaces which are 'green' or 'amber' (where you have the freedom to do what you choose)?
- \* Are the spaces round here safe enough?
- \* Are there enough spaces to hang out with friends?

Talk around these issues as a group and create about 6 themes describing things you want to see in the new development. These can be broad for now and you can start placing some of the thoughts from today into each theme. You will be returning to this activity in the next session.

To finish off, plan the route for your walking tour in the next session. Ask the group to come up with six spaces they would like to take you to in the next session and then reduce that down to four that everyone feels happy with. Try and get a range of open or shared spaces that they know. This could include a street but it doesn't have to.

At the end of the session ask each member of the group to think of one good thing and one bad thing about it, so that you can work on any improvements for the next one.

### Example manifesto themes:



Open



Safe



Inclusive



Fun



More nature



Better things to do



Easier to get around



Less cars



## SESSION PLAN / TIMINGS:

Enter timings here:	Time	Activity
	10 mins	Welcome, sign-in, introductions
	5 mins	Explaining the session
	10 mins	Activity 1: Favourite childhood memory
	10 mins	Activity 2: Best place and worst place
	20 mins	Activity 3: Map exercise (part 1)
	<i>Up to 15 mins</i>	<i>Break</i>
	20 mins	Activity 3 cont: Interviews (part 2)
	15 mins	Activity 4: Front door game
	15 mins	Wrap up and prepare
<b>Total</b>	<b>120 mins</b>	



**VOICE  
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# **YOUTH ENGAGEMENT TOOLKIT**

**Session 2 – Show us your neighbourhood  
Activity Pack**

## LOCATION



Community Centre or Youth Club  
Spaces in the local area

## LENGTH OF TIME



2 hours (plus travel time)

## ATTENDEES



Young people  
Youth worker/s  
Facilitator or assistant  
Design team (optional)

## AIMS

- Analyse the local neighbourhood using a traffic light system
- Debate the impact of design (of buildings and public spaces) on behaviour and perceptions
- Identify positive and negative design traits
- Consolidate the initial themes into a draft manifesto

## OUTPUTS

- Completed walking tour worksheets
- Filmed interviews (optional)
- Photos taken by the young people (optional)
- First draft of the manifesto

## ACTIVITIES

- Walking tour
- First thoughts about the manifesto

## RESOURCES



Walking tour worksheet



Clipboards



Cameras/ phones (optional)



Flipchart



Post-it notes (keep these safe for Session 3)



# SESSION OVERVIEW

Walking around the local area generates the best insights into a place and allows young people to open up about what they know. This approach in this session is very structured and gives the session a clear purpose. But it also allows enough time to have conversations with individuals or small groups and to record what they are saying, either by taking notes or with quick videos, if they're happy to do this.

This session and the next one are walking tours. Whilst it's not essential to have the design team present, it would be beneficial for them to hear the conversations about the local area. If they are not able to join then it's important that they are briefed on the outcomes.



We want to know  
what you think of  
the toolkit.

Tell us here!



# INTRODUCTION

Use the following text and adapt it to suit. You may need to add information about toilet breaks, WiFi codes, snacks and drinks as well as other aspects that we have not included here.

*Welcome to today's workshop.*

*Today's session will last two hours [adapt to allow for travel time to study area]. We want to understand more about the four spaces that we agreed together last time.*

These are: List spaces here:

*To do this, we are going to split into groups of 2s and 3s and go outside to look at them in more detail. We are going to analyse each of these spaces using the traffic light system which we used at the last session with the maps. Let's go back over what these colours represent.*



**A green space** is a place where you feel safe and totally free to do what you want: there are very few rules.



**An amber space** is a place where it might be safe to play or hang out but there are some rules. Somewhere like a school playground, or maybe a football pitch, where you can't do anything you want there. There might be signs or other people telling you what to do.



**A red space** is where there are lots of restrictions. A road is a good example because it's clearly not safe to hang out in the middle. Or it might be somewhere that feels dangerous because of the way other people behave there. Or there are simply very tight rules in place.

Now red spaces aren't always bad and it doesn't necessarily mean danger. They could be a road, which is somewhere you can't hang around or you might get run over. But they might be a planted area that's fenced off or that you shouldn't walk into. Sometimes roads aren't red because they're a dead end or so quiet that you feel safe hanging out there. It's about how you feel about the space.

*We are going to do this exercise in twos or threes. Look at the worksheets now and we'll run through what you need to do.*

*Hand out example worksheets, break the group into twos or threes and talk through the sheets.*

*In each space around this neighbourhood, we want you to think about a couple of specific areas:*

- *What is the space like for people of different ages? Circle the colour for each space when you are in it.*
- *And what is this space like for young people in your age group with a learning or a physical disability?*
- *What's the same space like after dark? Think about winter afternoons or spring and autumn evenings, not the middle of the night. Does the way you feel about each space change when it's dark?*

*Jot down any reasons why it might feel different.*



We also want to you to record what you can do in this space next to each of the three icons:

- Movement
- Activities
- Things

*This helps us understand what we think people your age can do in this space. Firstly, how can you move around, on foot, by bike, on a scooter or a wheelchair? What sort of activities can you do here? And what sort of things are there in the space? Are there any benches, bins, fences? What can you see? There's space for you to write down your thoughts.*

*Lastly, we are also going to give you some cameras. We want you to take photographs of these spaces. Take them as well as you can and compose them carefully, because will be part of an exhibition at the end of the project where you will show local people and your friends and family what you know about your area.*

An output from this session is a set of high-quality photos taken by the young people in their local area. If you have access to a few good quality cameras, then we suggest you use these as it is easy to retrieve photographs and they tend to be taken with more care. The photographs will be used in Session 4 to help illustrate the local area, some can be printed off large scale and used in the final session.

If you don't have access to cameras, then you can ask the group to use their own phones and ask them to email or WhatsApp to a trusted adult (such as a youth worker).

Another option is to set up a unique Instagram account for the project, to which everyone has a login or the group could nominate someone to run it. This is a secure way of sharing photos and videos as you won't have access to their personal details. Instagram has the benefit of shooting bitesize videos, which they will be familiar with.





## ACTIVITY 1: WALKING TOUR

The whole group sets off, breaking into twos or threes to visit each of the four spaces that were agreed. They might do them in a different order depending on the locations. Point out that you want them to fill in the worksheet for each space and be clear about the time allocated for this exercise and when they need to be back.

In each space, they need to fill out the worksheets, answering all the questions, with some assistance from an adult facilitator if necessary. Make sure they complete all the questions and apply a traffic light colour for every space and age group.

You might find some of them fill in the answers fairly quickly. **Use this opportunity to ask them a bit more about the spaces and what they feel about them.** You might want to talk about safety, about other people that use the space, what things they like and dislike about it. You could also introduce the idea that the site could be the home

of a Meanwhile Space or Activity (see Session 4 for a clear explanation to introduce this idea if you would like to include it.)

If you have chosen to include the optional activity of photography and videos, then give time for this to be carried out in each of the spaces and en-route.

Some of the young people may feel comfortable enough to be interviewed on camera in the space. They may want to interview each other as well as being interviewed by an adult. When taking a video, remind them to introduce themselves and ask them to talk about the space they are in and what they know about it. Ask them what they like and what they don't like as well. Sometimes you will hear some useful information as you walk around, you can ask the young person if they can repeat this on camera.

If you are using Instagram the video will be limited to a 20 second clip. This is a useful length of time and we suggest you stick to a similar timing if taken on other devices.

At the end of the walking tours you will return to the centre. First of all make sure to collect up the worksheets. Ask each pair to make sure they have completed them, checking each sheet has been initialled and all the questions have been answered.

Their results will be revealing, and you will want to present them to development team and as part of the engagement output on the project. You could create graphs, showing how the young people view the spaces in their neighbourhood.

What you'll need:



20 minutes



1 group / pairs



Flipchart



Post-it notes



Camera/phone

## ACTIVITY 2: DRAFTING THE MANIFESTO

Once you have collected up the worksheets, use the rest of the session to continue the discussion about spaces in their local area. This should lead on from what was talked about in Session One and forms the first step of putting together the manifesto about what they would like for the new development.

During this session you want to gain a clearer understanding of what works and what doesn't work in the local area, you will have now visited these spaces with them and they should have expressed some of their thoughts clearly.

Start the discussion with a few questions:

- \* Ask the group which colours they gave each space and why.
- \* Ask each pair what they liked about each space and how it might feel different after dark
- \* Ask them what they could do or couldn't do in these spaces (using the icons)

Listen and take notes. You can use a flip chart if you like to begin with but move on to post it notes with headings that you can arrange on the wall. Ask one or two young people to help you with that activity.

Now split into pairs and return to the themes from the last session, starting to build on some more specific details and ideas. The group can fill in thoughts on post it notes and stick them up under the relevant heading. Build on the discussion; if they talk about spaces to hang out with friends, think about what these spaces might need – should there be seating that allows them to gather in groups, where might these things be located, or perhaps they would like WiFi.



## ACTIVITY 2: DRAFTING THE MANIFESTO

After about five minutes or so, bring them back together as a group, discuss the ideas they have come up with and the headings, you may find some need to be discarded, or consolidated, agree or disagree on the post it notes and move them around.

You might want to rename your themes. You might also want to introduce the idea of time and ask the group if any of the ideas seem more 'light touch' and might be able to happen soon or be temporary. You could divide the themes and ideas into permanent and temporary/meanwhile.

Aim to consolidate your initial themes from Session One into five or six themes (see example manifesto), help with some prompting, but remember this is a listening exercise for the professional team and the ideas need to come from the group.

Sometimes they will talk about other age groups, such as parents or older people. This demonstrates sensitivity and empathy, which is great to see, include these thoughts in the manifesto but keep encouraging them to think about what young people need.

Make a record by taking a photograph of your ideas

and collect up the post it notes to use at the next session.

### Example manifesto



#### Open spaces with better things to do

Spaces that feel open, big enough for lots of people to enjoy, enough space for us to hang out, spaces that can change, where we could have a summer fair



#### Safe

Better lighting, adults around who can help us if we need, no dark corners



#### Inclusive

Everyone should feel welcome, all ages, disabled people, young children, old people, not racist



#### Fun and relaxed

We want places to play, benches to sit on that are different sizes, we want to be able to ride our bikes around



#### People first

Easy to get around, less parking, pedestrian friendly, safe crossings



#### Nature

More trees, nice planting, more greenery, allotments, flowers

What you'll need:



5 minutes



1 group

## WRAP UP AND NEXT STEPS

To wrap up the session, explain that next time we will be visiting a new development or a different neighbourhood, using the same techniques that we have learned so far. We will be looking again at the principles, checking whether they have been applied in this place and starting to finalise them ready to hand over to the development team as a manifesto.

At the end of the session, either ask for one good thing and one bad thing or perhaps ask one young person to give a short feedback of the session, including suggestions for improvement. Once they have done this, invite other young people to add their thoughts.





## SESSION PLAN / TIMINGS:

Enter timings here:	Time	Activity
	10 mins	Introduction
	10 mins	Explanation of activity and worksheets
	Travel time	Travel to first space
	15 mins	Analyse space one
	5 mins	Travel
	15 mins	Analyse space two
	5 mins	Travel
	15 mins	Analyse space three
	5 mins	Travel
	15 mins	Analyse space four
	Travel time	Return to centre
	20 mins	Drafting the manifesto
	5 mins	Wrap up and review
<b>Total</b>	<b>120 mins</b> (plus travel time)	



**VOICE  
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# **YOUTH ENGAGEMENT TOOLKIT**

**Session 3 – Tell us what you want  
Activity Pack**

## LOCATION



In a different neighbourhood or development nearby

Community Centre or Youth Club (after the walking tour)

## LENGTH OF TIME



2 hours (plus travel time)

## ATTENDEES



Young people

Youth worker/s

Facilitator or assistant

Design team (for the second half)

## AIMS

- Apply skills and thinking to a new area
- Finalise the manifesto
- Brief the design team

## OUTPUTS

- Completed walking tour worksheets
- Filmed interviews (optional)
- Photos taken by the young people (optional)
- Annotated map of the new area (you will need this again in Session 4)
- Final manifesto

## ACTIVITIES

- Walking tour
- Analysis of development
- Finalising the manifesto

## RESOURCES



Walking tour worksheet



Printed map and laminated map of new area



Clipboards



Smart phones



Map of the proposed development site



Post-its from Session 2



Activities, Movement & Things stickers

We are at this stage



**RIBA Stage 0**  
Strategic definition: outlining the project scope, objectives and programme

**RIBA Stage 1**  
Preparation and briefing: drafting an initial brief in line with the objectives

**Session 1:**  
Your lived experience

**Session 2:**  
Show us your neighbourhood

**Session 3:**  
Tell us what you want

**RIBA Stage 2**  
Concept design: initial proposal and specification

**Session 4:**  
Tell us how we are doing

**RIBA Stage 3**  
Developed design: progressed proposal following consultation

**Session 5:**  
You said, we did

Planning submission

**RIBA Stage 4-7**  
Includes technical design, construction, handover and ongoing maintenance

# SESSION OVERVIEW

The purpose of this session is to look at another neighbourhood and test the new skills and methods of analysis they have learnt in the first two sessions. Following this, the group will finalise their manifesto and prepare for the next session, where they will review the actual project proposals.

## You could visit:

- A new development carried out by the client or architect
- A new modern development nearby
- Or a neighbouring town or part of the city that the group are less familiar with.

Choose a development with good examples of public realm and open spaces. Identify four spaces that should be similar in some respect to the proposed development. For example, a typical medium or large-scale regeneration project will have some open space, streets and retail area. A good mix would be two open spaces (park or recreation space), a residential street and public realm close to shops.

Timings for this session allow 15 minutes in each space with a 5-minute walk between each, so first check that this is achievable and if necessary, add time accordingly.

If it is a development that has been carried out by the client or architect then it can be a good learning exercise for the team, be honest about lessons learned as well as successes.

If time is limited, reduce the number of spaces from four to three. Or an alternative, shorter version of this session would be to use google maps and 'walk' the group through a series of spaces. You will need to:

- Visit the development yourself beforehand and identify four spaces to look at. Bring photographs to supplement the presentation that you can hand out. Check that the google map view is up to date from above and at a street level so that you have full access to the area.
- Structure the session to allow young people to have control of the google map screen in turn. You may find you have time to look at some of the plans or a model of the scheme (if one is available). This will help prepare for the next session.

We want to know  
what you think of  
the toolkit.

Tell us here!

What you'll need:



10 minutes



1 group



Map of new area



Walking tour worksheet

# INTRODUCTION

Use the following text and adapt it how you would like. You may need to add information about toilet breaks, wifi codes, snacks and drinks as well as other aspects that we have not included here.

*In today's session, we will be looking at [name of place]. It's a new area and will give you the chance to practice analysing spaces you might not know. At the end of the session, we will finalise our manifesto so it can be sent off to the design team. They are going to use the manifesto to help design the proposals for what should get built.*

Use a map of the area to show where they will be going.

*We are going to do this exercise in pairs again (or threes if some odd numbers)*

Remember how to use the traffic light system (explain again if needed and particularly if there are any new members):



**A green space** is a place where you feel safe and totally free to do what you want: there are very few rules.



**An amber space** is a place where it might be safe to play or hang out but there are some rules. Somewhere like a school playground, or maybe a football pitch, where you can't do anything you want there. There might be signs or other people telling you what to do.



**A red space** is where there are lots of restrictions. A road is a good example because it's clearly not safe to hang out in the middle. Or it might be somewhere that feels dangerous because of the way other people behave there. Or there are simply very tight rules in place.

*Fill in some detail about movement, activity and things next to the icons. Don't forget to initial all of your sheets.*

*We have cameras to give out again so that you can take photographs of these spaces. Take them as well as you can and compose them carefully.*

*As highlighted in Session 2, if you don't have access to cameras, then you can ask the group to use their own phones or set up a unique Instagram account.*

What you'll need:



75 minutes



Groups of 2s and 3s



Walking tour worksheet & Clipboard



Camera/phones



Map

## ACTIVITY 1: WALKING TOUR

As in the previous session, ask them to work through the worksheets in each space. Help them to answer all the questions and draw out their ideas about the spaces and how well each works.

*This is a new space and we want you to look around and think about what it might be like for people of different ages. Fill in the worksheets in the same way you did in the last session. Put some comments next to each group if you can.*

Some of the group may feel comfortable enough to be interviewed on camera in each space. Make sure you remind them to introduce themselves before talking about the space they are in. Ask them what they like and what they don't like about it, and why.



What you'll need:



15 minutes



Groups of 4-6



Map of the new area/development



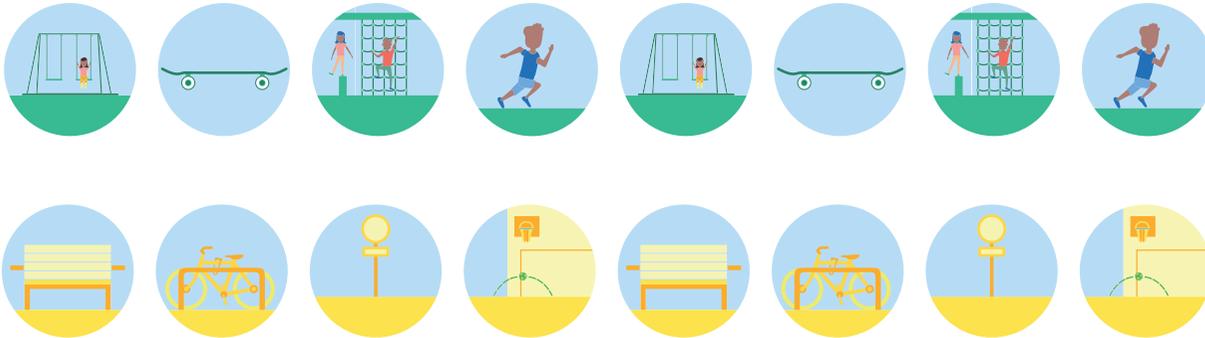
Completed walking tour worksheets



Stickers

## ACTIVITY 2: ANALYSIS OF THE DEVELOPMENT

Once you are back at base, working in groups of four to six, invite them to look at a map of the development you visited together. They will need to annotate the map based on their individual worksheet analysis and using the stickers provided for Activities, Movement and Things.



Ask each of the groups to pin up their annotated maps and present for two minutes about what they found. Prompt them to suggest ways in which the development or the neighbourhood could be improved. This activity is a preparation for their analysis of the proposed development in the next session.



What you'll need:



15 minutes



1 group



Post-its from Session 2



Flip chart

## ACTIVITY 3: FINALISING THE MANIFESTO

Leading on from the presentations, put up the themes from the last session, arranging the post it notes as they were in the previous session.

**This is your opportunity to finalise the manifesto together.**

Think about each theme and what you want the development to achieve. Reflect on both walking tours and the things that they think work. Young people have a strong sense of fairness – were some places better than others? Should the development make sure everyone has the same access to open spaces and facilities, for example?

Make sure you are covering all aspects of the public realm and open spaces, pay attention to the language that they use, and push for more detail rather than generic statements.

### Example manifesto



#### Has open spaces and things to do

We would like lots of open spaces that we can use to hang out with our friends and do different things such as sports, picnics and dance. We want to see a variety of flexible spaces with one that is big enough to have our summer fair.



#### Is safe



We want to feel safe to be outside after dark. We want good lighting everywhere, especially near the shops. We want to be able to play sport or hang out together after dark.



#### Feels welcoming

It should look modern and bright. It should be for all types of people to enjoy, whatever their age, race, sexuality and disability.



#### Can be fun and relaxing

We want places to play different ball games. We want benches to sit on that are different sizes. We want to be able to ride our bikes around. We want WiFi outside too.



#### Is easy to walk or cycle around

We want it to be pedestrian and cycle friendly. We want wide pavements, less cars and safe crossings.



#### Has beautiful nature



We want to see more trees, flowers and planting. We want growing spaces for the community.

What you'll need:



5 minutes



1 group

## WRAP UP AND NEXT STEPS

Finish the session by **thanking the group for their hard work and explaining that this manifesto will be given to the design team.**

They will aim to incorporate all of the points into the brief and the designs they produce.

At the end of the session, ask one young person to give some short feedback on the session, including suggestions for improvement. Once they have done this, invite other young people to add to it.

The first activity in the next (fourth) session is for the group to present the manifesto. You should choose volunteers who are happy to lead this so that they can prepare in advance. They want to choose one person to do each point or have a pair present the whole thing.

It is important to present the manifesto to the development team as quickly as possible as they will be progressing with the designs and the programme is often moving at pace. Aim to consolidate the manifesto, with the findings from the first walking tour, into four to six pages and issue to them within two weeks of this session. At this stage the programme can shift, so some flexibility may be needed.

The facilitator should arrange a meeting with the design team and youth worker/s to prepare for the fourth session, recapping on the process to date and ensuring everyone is on the same page.

As well as the manifesto presentation led by the young people, the fourth session also includes a presentation of the proposals by the architects and developer. The design team should demonstrate how they are listening to the young people. Guidance in the next session pack explains how you should prepare the design team for this session, so that they understand the manifesto and can present appropriately and clearly.





## SESSION PLAN / TIMINGS:

Enter timings here:	Time	Activity
	10 mins	Introduction and explanation about today's session
	Travel time	Travel to first space to study
	15 mins	Analyse space one
	5 mins	Walk
	15 mins	Analyse space two
	5 mins	Walk
	15 mins	Analyse space three
	5 mins	Walk
	15 mins	Analyse space four
	Travel time	Return to centre
	15 mins	Analysis of development
	15 mins	Finalising the manifesto
	5 mins	Wrap up session
<b>Total</b>	<b>120 mins</b> (not including travel time)	



**VOICE  
OPPORTUNITY  
POWER**

# **YOUTH ENGAGEMENT TOOLKIT**

**Session 4 – Tell us how we're doing  
Activity Pack**



## LOCATION



Community Centre  
or Youth Club

## LENGTH OF TIME



2 hours

## ATTENDEES



Young people  
Youth worker/s

Facilitator or  
assistant

Design team

Council or developer

## AIMS

- Understanding the proposals through a clear presentation given by the design team
- Young people have the opportunity to assess and feedback on the proposals
- Explore the idea of a 'meanwhile project' that could deliver a quick improvement to the area
- Potential amendments to the proposals are agreed between the group and design team

## OUTPUTS

- Annotated plan of proposals
- Agreed list of changes
- Paper collages (keep these safe for Session 5)

## ACTIVITIES

- Manifesto presentation
- Analysis, debate & feedback
- Introduction to the meanwhile project
- Meanwhile project collage & presentations

## RESOURCES



Laptop



Projector or  
screen



WiFi



Map of  
proposals



Maps from  
Session 1 & 3



Red, orange  
and green  
post-it notes



Red, orange  
and green  
pens



Red, orange  
and green  
stickers



A3 printed  
photos from  
Session 2 and  
3 (optional)



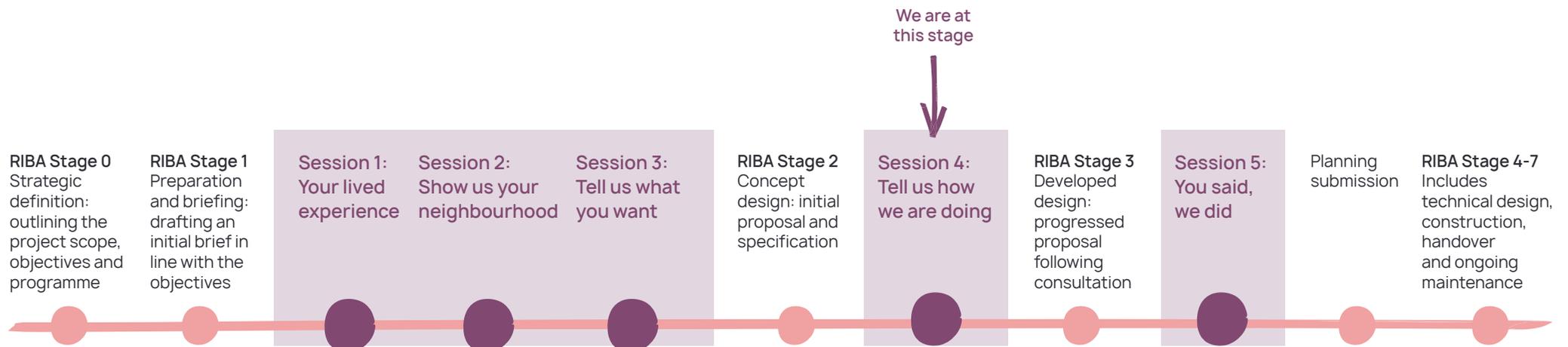
Magazines



Scissors



Glue



# SESSION OVERVIEW

The purpose of this session is for the young people to formally present their manifesto and for the design team and developer to share their proposals and demonstrate how they have responded.

The design team will already have the manifesto, but this is a good opportunity for the young people to present it themselves. Bring along the marked-up map from Session 1 (and 2) and the photographs from both walking tours. It might help to print photographs on foamex so that they can be displayed easily.

Ask for the volunteers that were agreed in Session 3 to present the manifesto. Ask them to use the map to give more background – for example, if they are talking about open space, ask them to show where there is a space they think is open and they feel comfortable in the neighbourhood.

After the design team presents the group discussion will draw out some areas of the plan that need attention. Be prepared to listen and learn from young people's lived experience.

The final part of this session then focuses on exploring the scope for an early physical intervention - a meanwhile project - which could be co-created with the young people. The timescale for delivery of a masterplan is very long. It might be years before anything gets built. So part of the value of a meanwhile project is delivering positive change quickly and giving young people and the wider community tangible evidence of their voice and influence.



We want to know  
what you think of  
the toolkit.

Tell us here!

What you'll need:



25 minutes



Whole group + presenters



Screen



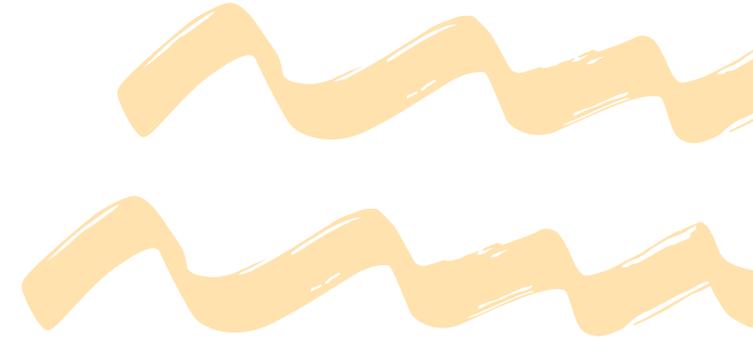
Photos to illustrate manifesto themes

# INTRODUCTION

Use the following text and adapt it how you would like. You may need to add information about toilet breaks, wifi codes, snacks and drinks as well as other aspects that we have not included here.

*Today is our fourth session and we are going to take a first look at the actual project with a presentation from the design team. We'll start with a short presentation of our manifesto. After this the design team will talk us through their proposals. Then we are going to work in groups to analyse the plans.*

*Finally, we are going to come up with ideas that could make this place better really fast - not just in a few years' time but over the next few months. It's called a meanwhile project.*



## ACTIVITY 1: MANIFESTO PRESENTATION

Support the group to present their manifesto. Encourage them to illustrate each point with examples of a place, space or memory to describe what they mean. For example, somewhere in their neighbourhood or a memory from their childhood.

Try and draw the whole group into the presentation by asking them to contribute in some way. Ask if anyone else has examples that they'd like to share.



## What you'll need:



15 minutes



1 group



Screen



A model



Aerial photos

# DESIGN TEAM PRESENTATION

The design team will need to prepare a presentation that explains the proposals in a clear and comprehensive manner and shows how the design responds to the manifesto. It should take no longer than 15 minutes and focus largely on the public realm and the spaces and places around the development, rather than the buildings themselves.

You will need to work with the developer and designers between Session's 3 and 4 to help them prepare. It is essential that these young adults are treated as experts with unique insights into the local area, and the design team and developer may need some guidance on style and content. They may not have much experience working directly with young people and it often represents a shift in style and behaviour. Give them some tips in advance, such as dressing casually and avoiding jargon when they describe the proposals. They might find it helpful to do a run-through with a youth worker in advance.

Explain that they will be given a maximum of fifteen minutes for the presentation. There may be a model of the development site and surrounding area, which could be used alongside a set of slides. Ask them to limit the number of slides and stick to the timeframe. A good structure to follow is:

- Overview – 5 minutes (a model or 5 slides). Talk about the area, including the surrounding streets, using a model or aerial photographs. Include some of the findings from the walking tour, with thoughts from the young people.
- Proposals – 5 minutes (5 slides). Present the plans, starting with an overview explaining what types of buildings are included within the development. Then introduce the open spaces and public realm, explaining how people will move around, paying attention to what that will be like for young people.
- Vision – 5 minutes (5 slides). Present the wider vision for the site, explaining how the manifesto sits alongside the brief. Use artist impressions or 3D views to show what it will feel like at street level and how the design will incorporate what the manifesto has asked for.

## ACTIVITY 2: ANALYSIS, DEBATE & FEEDBACK

Working in groups of four to six, ask the young people to look at a plan of the proposed development. Ask them to mark which spaces feel red, amber and green, applying the traffic light system from previous sessions and using pens and stickers

Next, ask the groups to mark some routes you might take around the development on foot or by bike. This will be an opportunity to interrogate the design team about safety, roads and places to lock a bike, for example. Put stickers on the masterplan where they can see or would like to see different types of movement or activities taking place. Actively involve the design team during this discussion and have them work with the groups to explain a bit more about the proposals.

Finally, ask each of the groups to pin up their annotated map and present for a few minutes about what they have found – what they like, what is missing, and what they think it would be like to live here.

The design team can take this opportunity to provide more detail and explain their thinking. But it's more important to listen actively and take away feedback from this session that will enhance the proposals and specific spaces. This is a meeting of equals.



What you'll need:



5 minutes



1 group



Screen



A model



Aerial photos

## ACTIVITY 3: INTRODUCTION TO THE MEANWHILE PROJECT

Many redevelopments or large-scale projects take five to ten years to deliver. That's a long time for anyone to wait and see what impact they've had. It can also be one of the reasons that young people don't get involved: they don't trust that their involvement will make a real difference because there's generally not much evidence to prove it.

Doing a meanwhile project is one way to ensure that young people have an immediate visible impact, and for the design team and developer to demonstrate they are listening to what the young have to say. As well as more vibrant and interesting places, it can help create a sense of pride and achievement. It gives the young people a chance to put their immediate stamp on a place.

It is very important at this stage to manage your ambition for the meanwhile space and ensure that

the site, scale and funding required for this activity is realistic and proportionate. Use the following text and adapt it how you would like.

*Does anyone have any idea how long the development we have been discussing might take to become a reality?*

Encourage the group to voice their suggestions. They might say a year or a hundred years. It may be the first time they have considered timeframe.

*In fact, for this proposal we are looking at X years (try to accurately describe the timeframe for the specific development.)*

*How old were you all X years ago? What were you doing then? Can you even remember?*

The young people will give some suggestions.

*It was a long time ago wasn't it? So this development will be finished quite a long time in the future. How old will you be when it's complete? What you will all be doing when you're X years old?*

Adapt the statements to make them applicable to the length of time relevant for your specific development.

*What do you think happens to these places in the meantime?*

Draw out and explore their ideas.

*So there's lots of options, aren't there? And for the next 30 minutes, we're going to explore what we mean by "Meanwhile Space" and "Meanwhile Activity" and ask you to generate some proposals of your own.*

*What is a Meanwhile Space?*

*A meanwhile space is a temporary space. Some people also describe them as 'pop-up' spaces because of the way they only exist for a relatively short period of time. We use this term to describe spaces we can create and activities that we can do on land while it is waiting to be developed.*

## ACTIVITY 3: INTRODUCTION TO THE MEANWHILE PROJECT

*Meanwhile uses can be small or large, light touch or very ambitious. They often work best when they are thought of, and led by, the community that they will serve. Here are some examples.*

The design team should put together a short slide show of meanwhile uses that are relevant to the site, scale and ambition of the project.

*Doing a meanwhile project is one way to ensure that young people, such as yourselves, have an immediate visible impact. It gives you a chance to put your stamp on a place.*

What we can do obviously depends on the money we've got available and other factors like permission and safety. In most cases, meanwhile projects are set up quickly and then taken down quickly at the end of their life. But we want to be ambitious, within the constraints of this site. And we should think about issues like sustainability - where the materials come from and how they could be used at the end.

The design team should put together a short slide show of meanwhile uses that are relevant to the site, scale and ambition of the project.



What you'll need:



25 minutes



Pairs and then 1 group



A3 photo printouts



Magazines



Scissors



Glue

## ACTIVITY 4: MEANWHILE PROJECT COLLAGE ACTIVITY & PRESENTATIONS

This activity encourages young people to consider a space identified by the design team and visualise and articulate a vision for how it might be used. The aim of the exercise is to be as imaginative and ambitious within the constraints that you have introduced. The output will be an annotated paper collage (based on a site photograph of the meanwhile site as a backdrop) that can be used to form the basis of the brief for a deliverable meanwhile project.

This exercise can also be done digitally using tablets or computers with cut and paste software.

Now we know what meanwhile spaces are, we are going to ask you to come up with some of your own for this site.

When we did our walkaround in session three, we identified a number of possible places for a meanwhile use. Today, I want you to visually

represent some ideas for what could be done by creating a collage.

Does anyone know what collage is?

A spatial collage is where you cut out images of activities and spaces from different magazines and arrange them on the site to suggest a use. This can be a useful way of expressing your ideas in a dynamic and clear way. You will be given a picture of the site(s) and some other material that you can cut out to represent a space and how it could be used. You can add words, phrases and even name your meanwhile space to bring it alive. Some examples of previous collages are attached to the worksheet for this activity. There are no rules to this exercise. Just have fun.

Do this exercise in pairs. Think about the potential uses of this space. And remember the points in our manifesto - that could inspire some ideas.

When you have an idea (or even if you don't), start to think about the spaces and activity you want to illustrate and then try and find material that you think could be cut out and assembled to represent this.

Remember the collage does not have to be life-like or realistic. It is an impression of an idea that counts. Be a magpie stealing and borrowing all the bits you like and putting them together. They won't tell you this, but all the best architects are magpies!

Tips:

- \* As you start to assemble the bits you want for the collage, arrange them on the site picture but don't glue them down at first. That way you can test things out and move bits around until you get it just right.
- \* If you feel stuck, just start assembling pictures you like and see what emerges and then respond to that and start to imagine what the whole thing could represent. Be an opportunist.
- \* Write down keywords describing your space and activities on the collage or on a piece of paper. Even give the space a name. After all it will become a destination when it's built.

## ACTIVITY 4: MEANWHILE PROJECT COLLAGE ACTIVITY & PRESENTATIONS

When the collages are complete, display them collectively and assemble the group. Ask each pair to talk through their ideas and explain the collage and what is happening in their imagined meanwhile use.

Try to set up the group in a circle so this feels like a conversation rather than a formal presentation. This will hopefully encourage people who are nervous or reluctant to speak up.

*Now that we have all finished our collages, we'd like you to briefly explain what they mean and what you are hoping to create.*

Young people show their collages.

*Now that you have created these ideas, we will take them as the basis for developing real opportunities for meanwhile uses on the site(s). We'll review these again in Session 5, along with the technical constraints, and see if we can make this happen.*

Take a record of the collages the young people have made. They could be photographed or scanned. This will enable you to re-present their ideas in multiple formats, for example in digital presentations, on boards or even on hoardings. If you plan to show them publicly, check that the young people give their permission for this.

Depending on the project, either:

- the design team can review the collages and come back in Session 5 with concepts for meanwhile spaces that have been developed further and visualised on the allocated site

OR

- the young people could be given an opportunity to work with an organisation such as MATT+FIONA ([www.mattandfiona.org](http://www.mattandfiona.org)) to develop the design themselves over a number of separate design workshops.

## WRAP UP AND NEXT STEPS

At the end of the session, ask one young person to give a short feedback of the session, including suggestions for improvement. Once they have done this, invite other young people to add to it.

Finally, thank everyone and explain the time frame for the fifth and final session when the design team will return with the latest proposals and show them exactly how it has responded to ideas and insights from the group.





## SESSION PLAN / TIMINGS:

Enter timings here:	Time	Activity
	10 mins	Welcome and introductions
	5 mins	Explain the session
	10 mins	Manifesto presentation by the young people
	15 mins	Design proposals presented by the development team
	20 mins	Analysis & debate
	10 mins	Break (optional)
	15 mins	Group feedback
	5 mins	Meanwhile project: what is a meanwhile space or activity?
	20 mins	Meanwhile project: collage activity
	5 mins	Meanwhile project: presentations
<b>Total</b>	<b>120 mins</b>	



**VOICE  
OPPORTUNITY  
POWER**

# **YOUTH ENGAGEMENT TOOLKIT**

**Session 5 – You said we did.  
Activity Pack**

## LOCATION



Community Centre  
or Youth Club

## LENGTH OF TIME



2 hours + extra time  
for the exhibition

## ATTENDEES



Young people  
Youth worker/s  
Facilitator or assistant  
Design team  
Council or developer  
Friends and family  
Key people such as the  
Mayor or Chief Executive

## AIMS

- Design team demonstrate how they have acted on what the young people have told them
- Young people feel genuinely empowered to challenge or endorse the proposals
- Young people and design team make a collective decision about the 'meanwhile project'
- Celebrate the achievements of the project

## OUTPUTS

- Completed feedback sheet
- Possible statement of support for the proposals
- 10 criteria for the meanwhile project (to be developed into a brief)
- Completed online survey

## ACTIVITIES

- Reapplying the manifesto
- Progressing the meanwhile project
- Exhibition

## RESOURCES



Laptop



Projector or  
screen



WiFi



Design team  
presentation



Printed  
visuals of the  
proposals



Feedback  
sheet



Meanwhile  
activity  
presentation



Collages from  
Session 4



Tape or blue  
tac



Flipchart



Online survey



Certificates



Refreshments  
for the exhibition

RIBA Stage 0  
Strategic  
definition:  
outlining the  
project scope,  
objectives and  
programme

RIBA Stage 1  
Preparation  
and briefing:  
drafting an  
initial brief in  
line with the  
objectives

Session 1:  
Your lived  
experience

Session 2:  
Show us your  
neighbourhood

Session 3:  
Tell us what  
you want

RIBA Stage 2  
Concept  
design: initial  
proposal and  
specification

Session 4:  
Tell us how  
we are doing

RIBA Stage 3  
Developed  
design:  
progressed  
proposal  
following  
consultation

Session 5:  
You said,  
we did

Planning  
submission

RIBA Stage 4-7  
Includes  
technical design,  
construction,  
handover  
and ongoing  
maintenance

We are at  
this stage



# SESSION OVERVIEW

This is the fifth and final session. It should be carried out during RIBA stage 3, before a planning submission. It is the climax of the whole project - an exciting moment where everything comes together, and all the young people are genuinely empowered to challenge or endorse the work of the professional design and development team.

It may have been several months since the beginning of the project, but the group should be intact and able to see that their work has been important and influential. They should also be actively involved in some short-term physical change to this area through the meanwhile activity. That will help build trust and capacity that can stretch way beyond these first design stages of the project.

In addition, you may have found that the first four sessions allowed you to develop other activities with young people alongside the engagement, such as apprenticeships and work placements. So this fifth session can feel like a launchpad, not the end of the journey.

It is also an opportunity to showcase the work and for the young people to invite family and friends along to share in their success. Invite along the Mayor, local councillors or

chief executive, challenge their assumptions, thank the participants and encourage support for more involvement of this and other groups of young people in all sorts of discussions about making and managing places in the borough.

In preparation, print the following and pin up at the venue:

- Large format copies of the best photographs that were taken by the young people
- The manifesto
- An introduction and background to the project
- A board with quotes from the young people
- Some blank boards with pens so that people can add their own thoughts

We want to know  
what you think of  
the toolkit.

Tell us here!

What you'll need:



10 minutes



1 group

# INTRODUCTION

Use the following text and adapt it how you like.

*Welcome to the fifth and final session of this project. Today's session will last two hours and we're going to do three things. First, we will look at the designs again with the development team and test whether it delivers on our manifesto. Second, we are going to keep working on the meanwhile project and develop your ideas and plans for that. Third, we're going to end with an exhibition to friends and family and some representatives from the Council.*

*Before we start, I'm going to take a moment to recap on all the hard work we have carried out together. We have focused on what it's like to live in your area - what we call your lived experience. We've said before that you are the experts and the professionals (the designers and developers) need to hear what you have to say if they're going to get it right. We've looked a lot at the streets and open spaces, what we call the public realm, because these are the places that can be the most important for young people.*

*We've helped you develop new skills that allow you to analyse space, so that we can better understand how these places are working. We've looked at maps and we've gone out on walking tours, starting with your neighbourhood and then looking at a new one.*

*And finally, we've used all your knowledge and skills to create a manifesto for the project. We've given this to the development team, and they have been using it to help them design a place that works for young people, young adults and other age groups too.*

*In this session we'll go back to the manifesto and look at the specific proposals for some of the spaces as well as the overall public realm and test whether everything meets your manifesto.*

*As we look at each space, we'll ask you for ideas and improvements: things you might like to see or changes you think could make this even better. And we'll put these to the development team here and now.*

What you'll need:



20 minutes



1 group



Screen



Design team presentation

## PRESENTING THE DESIGN PROPOSALS

The design team will need to prepare a refreshed 15-minute presentation that shows clearly how the scheme has developed in general and exactly how and where changes were made following feedback at the last session. It should be relatively simple and focus mostly on the public realm. Avoid trying to explain too much and don't get lost in technical jargon. The structure might be:

Allow for a short Q and A session. Make sure everyone is clear about the presentation and are ready to start analysing the proposals.

- \* Begin with the manifesto (play back the main themes) - 3 minutes
- \* Overview of the site plan, open spaces and movement - 5 minutes
- \* Focus on four to five spaces with clear visual and related excerpts from the site plan - 2 minutes per space
- \* End with a clear site plan on the screen



What you'll need:



30 minutes



1 group



Feedback sheet



4/5 sheets with a plan and visual for each space

## ACTIVITY 1: REAPPLYING THE MANIFESTO

Once the design team has given their presentation, hand out the worksheets. These should include:

- The feedback sheet. This is a grid with a sad, neutral and smiley face for each manifesto point for the four or five spaces, as well as the overall masterplan. The sheet has room for comments on each of the spaces.
- Four or five sheets with a plan and corresponding visual for each of the four or five spaces.

Begin by explaining the task. Each person is expected to complete the feedback sheet by ticking or circling one of the faces for each of the spaces and each of the manifesto points. Explain that we will be working together through each of the spaces and that there will be time to ask more questions and add more detail. There is 30 minutes for this activity, which means you should aim to spend around five minutes talking about each space, with five minutes to talk about the scheme overall at the end.

As well as the completed feedback sheets, it is important to note down the discussion and the thoughts and opinions of the young people as they talk about each space. You can either record this session, or make sure that there are one or two people taking notes.

Begin by talking about the first space and make sure everybody knows where it is. It is a good idea for you to ask a question or two about this space and encourage the young people to do the same. Once they are clear about what they are looking at, run through each of the manifesto points and ask them to tick or circle which face they think it has achieved.

Once they have circled the face, ask them to write down what they like about the space and whether there is anything they would like to change. Make sure each of the young people has an opportunity to give some feedback. Ask questions like:

- *Has anyone given this space a sad or smiley face? Can you tell us why?*
- *Tell us what you think about this space - is there anything you would like to change?*

The design team will be able to answer queries and respond to questions about the space and why they have designed it the way they have. Encourage suggestions about any practical changes they might like to make, what they might like to see in that space, and use a 'Yes, no, maybe' format for the development team's response:

- *Yes: Yes! we can make that change right now.*
- *No: No, we probably won't be able to do that (explain why)*
- *Maybe: That's a good idea but we need to involve other people in the decision*

Move on to the next space, until you have looked at all the spaces. If you run short of time, make sure you have covered at least three spaces and the overall scheme before you finish and move on to the next activity.

## What you'll need:



65 minutes  
(+ 10-minute  
break)



Start as 1  
group before  
splitting into  
groups of 4-6



Presentation  
& images of  
meanwhile activity



Session 4  
collages



Flip chart



Tape or  
blue tac

# ACTIVITY 2: PROGRESSING THE MEANWHILE PROJECT

Since Session 4, the ideas and collages will have been developed further into visualisations of some of the key ideas for a meanwhile activity. This will either have been done by the design team or - in the case of a more ambitious project - by the young people with another specialist organisation, using a series of model-making workshops at various scales.

The intention of this activity is for these ideas to be shared between the young people and the design team and for a discussion to take place that allows for collective agreement about the preferred idea.

As in Session 4, it is very important to make sure that the ambition of the meanwhile space or activity is managed so that the site, scale and funding for the project are realistic and proportionate. Expectations have to be managed or else there is a risk of doing more harm than good.

## Introduction

Use the following text and adapt it how you would like. If time is limited, reduce the number of spaces from four to three.

*Since our last session, the design team have been developing the collage concepts into a number of potential meanwhile uses that we want to discuss today. Let's see how these current ideas are developing.*

Design team/young people present their models or visualisation.

*Now let's have an open discussion about the pros and cons and logistical challenges of each of these ideas. We are going to do this in smaller groups. Please nominate one person to be 'the scribe', the person taking notes. One of the design team will lead you through a discussion.*

Depending how many young people and how many of the design team are present, you could divide the group into smaller teams of 4-5 young people working with one design professional to discuss

the proposals in more detail. Encourage an open conversation in each group with the design team representative facilitating the discussion and taking young people through the technical and regulatory challenges for each idea. Record their responses in shared written notes. After 10 minutes, ask the groups to come back into one larger group and one representative from each group to feedback.

*Let's come back into the main group. Can I ask one person from each group to represent the key discussion points from your group?*

One young person from each group presents their ideas.

*Now we all understand the ambition and constraints, let's see if there is a clear preference for one of the options.*

*We are going to do a vote for our favourite idea.*

## ACTIVITY 2: PROGRESSING THE MEANWHILE PROJECT

If you think there are big personalities in the group and that some people will be swayed by them, you could do a blind vote where all the young people have to close their eyes as you call out the different options. You could ask the design team to join in too to get a comparison and encourage everyone to feel involved.

Assuming there is consensus - or if one can be encouraged through shared discussion - the final step is to consolidate 10 key criteria for the chosen meanwhile use and list them as the basis of a brief.

*Now that we have a clear preference, let's draw out the most important criteria and produce a brief for this project. That means we need a list of 10 things the space must do or deliver.*

Display the chosen idea clearly in the centre so that everyone can reference it. Divide the group into smaller groups again. Try to encourage the young people to work with new teammates. Give each group a piece of flip chart paper and pens so they can note down a set of up to 10 key points.

After 10 minutes ask the group to come back together and pin up their list with masking tape. Ask for volunteers to call out the things that are most important for this project to deliver and draw a big circle around these. Aim for a total of five that everyone agrees with.

*Thank you for sharing your brilliant ideas with us over the last few sessions. We will now take these forward and keep you updated.*

*If there is any opportunity for the young people to get involved in the development and creation of the meanwhile space, let them know the details.*



## ACTIVITY 3: EXHIBITION

This brings you to the end of the whole programme. It's a chance to explain to the group what they have achieved, to thank them and celebrate with their guests.

*This is the end of our work together and before we invite everyone in, we want to hear what you thought about the project.*

*First of all, let's take a moment to look at what this project set out to achieve.*

You should include these statements in the introductory exhibition board.

- *To work closely with you over 5 sessions and listen to what you have to say*
- *For you to show us your local area and tell us your experience of what it is like to live here*
- *For us to better understand the spaces where you live and what you think about them*

- *For you to create a manifesto about how you want the spaces and places in [project location] to work for you*
- *For the design team to take your manifesto on board, and where make changes to the proposals where possible if you think they are needed*
- *And ultimately, for you to agree that the final proposals have met your manifesto*

*You started early in the process and you were able to show the design team what your area looked like. That made them think about the spaces and places and how they worked for you and other young people. They listened to what you said and made sure that the manifesto that you wrote was part of the design.*

*The manifesto sets out how you feel the new neighbourhood should work for all young people, not just yourselves. It contains important ideas that will now be physically captured in the designs. That is a big deal! This development will be different and better because of your involvement.*

Use excerpts from the manifesto and the designs to illustrate this.

*The completed feedback forms and comments are an endorsement from you that the project has been able to meet the manifesto that you created.*

Note the elements that were not perfect and say why.

*Not only has the manifesto been helpful for the designers, it's an important document for local politicians and for the builders, so that they know how to create the place that you have asked for.*

## ACTIVITY 3: EXHIBITION

*We want to finish today by giving everyone a chance to reflect on all the sessions because it's useful to learn what worked and what didn't work. To do that, I'm going to ask everyone to tell me one good thing and one bad thing about these sessions. This will help us learn for future projects.*

You might want to use an online survey for this or take note of what they say. Try and encourage everyone to contribute. They may want to say more, and you should note down all these reflections.

Finish off by thanking everyone once again and invite family and friends into the space.

You may want to prepare a speech or allow the young people to introduce the project. You may also want to include a certificate of achievement or hand out a printed copy of the best photographs, either a group photograph or a copy of their own favourite image.





## SESSION PLAN / TIMINGS:

Enter timings here:	Time	Activity
	5 mins	Welcome and introductions
	5 mins	Talk through the session
	20 mins	Design team presentation and Q&A
	30 mins	Reapplying the manifesto
	10 mins	Break
	10 mins	Progressing the meanwhile project: recap
	10 mins	Progressing the meanwhile project: group discussions
	10 mins	Progressing the meanwhile project: 10-point brief
	5 mins	Progressing the meanwhile project: summary
	15+ mins	Exhibition (allow extra time if needed)
<b>Total</b>	<b>120+ mins</b>	