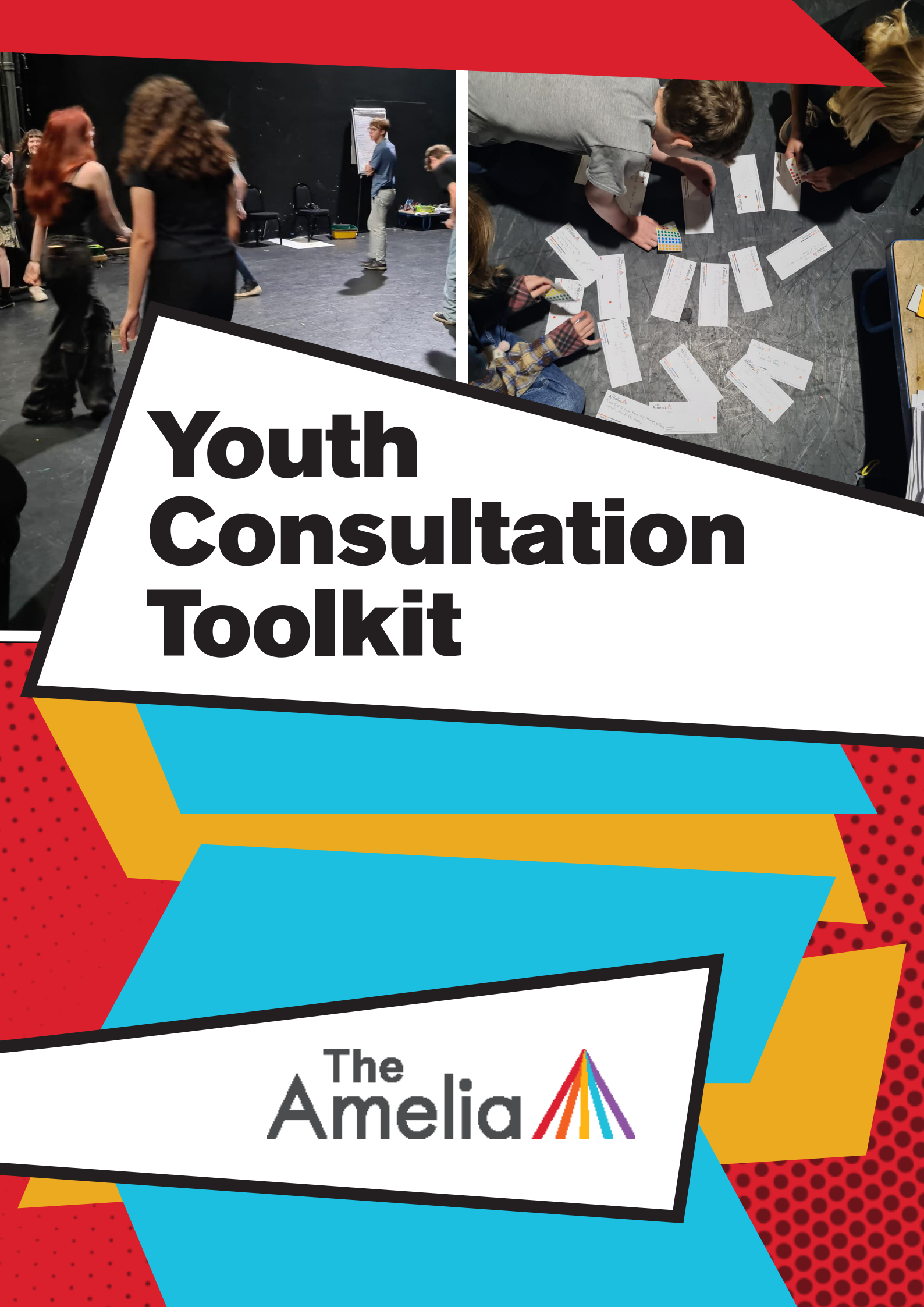




Youth Consultation Toolkit

The
Amelia 

Welcome



What is a Youth Consultation?

A youth consultation is about listening to young people and using their ideas to shape things that affect them. It's a way for organisations, or communities to hear directly from young people about what matters to them, what works, and what doesn't. The aim is to gather real insights that lead to better, more relevant services and decisions. As a core part of a youth voice approach, youth consultation can take many forms, from surveys, or structured sessions, to more relaxed, informal conversations.

Who are Young People?

Unhelpfully, there is no set legal definition of a 'Young person' in the UK. Depending on the service or context it can be anyone aged between 10-25 (NHS 14-24, NHS dental 14-24, Youth detention 10-21). In this context we class a 'young person') as aged 12-25. Within this we acknowledge that 12-18 are Youth and 19-24 are Young Adult.

Why are Young people hard to reach?

Young people are difficult to engage with due to a multitude of factors. Including the dismantling of 'third spaces', weakened community ties, increase in digital living and political disillusionment. According to the 2025 Youth Matters: State of the Nation report, many young people don't feel heard by those in power, and it's a big problem. Young people are the most politically disengaged group in the UK. The demographic is wide and varied with no 'one size fits all' method of reaching them.

What is Youth Voice? Why is it important?

Youth Voice is a practice of activity involving children and young people in decision making of issues that directly impacts them, where their ideas and concerns are actively listened and responded to. It gives young people a sense of agency, helps build transferable skills, knowledge and experience. Incorporating Youth Voice also ensures youth programmes and organisations are more responsive, inclusive and relevant. It directly correlates to article 12 of UN Convention on the Rights of a child "Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously." Youth voice principles and practice are usually transferable across a range of different contexts, in and beyond creativity and culture.

What we did and why?



Between July and October 2025, The Amelia Scott delivered a Youth Consultation on behalf of Tunbridge Wells Borough Council to better understand the hopes, challenges, and needs of young people aged 12–25 who live, work, study, or socialize in the borough, which is home to approximately 15,000 young people.

Responses were gathered from every birth year, school, and borough ward through an online survey and targeted in-person workshops led by Bethan Minter, Creative Learning Coordinator. This mixed-method approach ensured robust, inclusive evidence to inform future youth-focused strategies.

Feedback given through the consultation process was to shape the Amelia Young Peoples Programme, The TWBC Youth Hub Strategy, and to act as an informal borough wide youth organisation support audit.

TWBC Youth Consultation 2025 - An online survey, through a free to use, account free to responders platform – Culture Counts, was launched in July. It was shared through youth networks, The Amelia mailing list, local schools, and social media, with an initial focus on digital engagement.

In-person canvassing then boosted responses, particularly at busy after school locations like bus stops and walking routes. QR code flyers attached to small packets of sweets were especially effective. This outreach was delivered by Bethan (DBS checked and experienced in youth work), wearing clear branding to ensure a safe and trusted approach.

Alongside this, a youth leader survey was shared through borough wide youth networks, churches, schools, The Amelia teachers' newsletter, and the borough council newsletter.

At the mid-point review in late August 2025, some gaps appeared – particularly boys, over-18s, and young people in TN18 (Hawkhurst & Benenden), TN3 (Langton Green), and TN17 (Cranbrook).

We responded with targeted action, including postcode-specific social media posts, focused school engagement, local poster and flyer campaigns, and in-person consultation workshops. These workshops took place at Paddock Wood Youth Club, Hawkhurst Scouts, a young professionals' lunch, Southborough Guides, and Cranbrook YMCA Youth Club.

In total, 554 responses were collected:

- 393 from young people online
- 99 from young people at in-person workshops
- 62 from youth leaders (online only)

Of the young respondents:

- 57% identified as female
- 38% male
- 2% non-binary
- 1% self-described
- 1% preferred not to say

All age groups were represented, with an average age of 15. Young people born in 2012 (age 13) were the most engaged, while those born in 2006 (age 19) were the least engaged.

The consultation reached 492 young people, around 3.3% of the borough's youth population, giving the findings a margin of error of approximately 4.3% at a 95% confidence level.

Youth leader respondents included teachers, youth workers, social workers, and sports and performing arts coaches working across the borough.

We were fortunate enough to already regularly engage with young people within the target demographic. Therefore, young people helped shape the process, not just take part in it.

Before it launched, the online Youth Survey was piloted with six young people aged 13–24. Their feedback on wording, clarity, and ease of access led to simple but important changes — like listing specific schools instead of school types and adding “completed a degree/apprenticeship” as an answer option.

The in-person consultation workshop was also tested twice during development: once with a group of 19 youth theatre students and once with two home-educated young people. These pilots helped refine the activities and flow.

As a result, an easy to use tally sheet was created to support quick and accurate answer collection, and activities like post it notes, dot voting, and movement responses were simplified and sharpened. Workshops were then adapted for each group, taking account of age, group size, and setting. A remote ‘run your own’ consultation kit was created for pre-existing youth groups, to run and send their results in (although it had no takers).

Embedding youth voice in the design stage made the process more accessible, more engaging, and more effective for the young people it was designed for.

Process Flowchart



Key Findings

- **Engagement:** 29% of respondents do not participate in activities outside school or work—below the national average (33%). Non-engagement is highest in urban postcodes (TN1: 34%, TN4: 39%) and lowest in rural areas (TN17: 6%, TN18: 0%).
- **Pastimes:** Staying home (52%), social media (49%), and hanging out with friends (49%) dominate leisure time. Only 5% attend drop-in youth clubs.
- **Aspirations:** 51% intend to obtain a degree; 32% are considering one. Grammar school students show higher ambition (87%) than non-grammar peers (49%). Apprenticeships attract interest (42%) but uptake is low (2%), hindered by poor awareness and visibility.
- **Career Interests:** 56% of young people would consider arts, media, or cultural careers, contrasting with 41% of youth leaders who view these as non-viable.
- **Concerns:** Top fears are cost of living (21.4%), health (12.9%), jobs (12.3%), housing (12.1%), and climate (9.7%). AI and technology rank lower (3.3%). Youth leaders cite social media, mental health, and exam pressure as primary concerns.
- **Community Sentiment:** 67% feel safe alone; 80% feel welcome. However, 66% do not believe their opinions matter to decision-makers, and 36% are unsure they will vote.
- **Access:** 54% have never visited The Amelia Scott, rising to 86% in rural TN17.

Recommendations

- Expand affordable, creative activities that build transferable skills and confidence.
- Embed youth voice in programme design and governance.
- Develop employability pathways, life-skills training, and career exposure events.
- Improve visibility and understanding of apprenticeships and vocational routes.
- Strengthen social cohesion through safe spaces, mental health support, and civic engagement initiatives.
- Collaborate with local organisations to address systemic barriers and workforce shortages.

Next Steps:

The Amelia Youth Programme will adopt a threefold strategy, Young Creatives, Emerging

Professionals, and Young Company, to deliver skills-based, future-ready interventions over the next three years, supported by partnerships and youth-led practice.

Key messaging: ‘You spoke – we listened’ as well as ‘You asked, we delivered’.

The interim data review was also used to inform and shape our October 2025 Young Creatives Programming; in which we ran a documentary making course, Where the topics researched and suggested to explore were the Housing Crisis, and

Cost of Living (identified by the most frequent concerns expressed by young people). One group went on to make a documentary titled ‘How the Housing Crisis is Affecting Tunbridge Wells’.



Plan Worksheet

What do you want to know? - Top 5 questions

1) _____ 4) _____

2) _____ 5) _____

3) _____

What do you need to cover?

What age are respondents?

When will the plan happen?

Start
Date

|
Mid Point
Review

End
Date

- ✓ What do you want to know? (Top 5-10 questions you need to answer)
- ✓ What is your area you need to cover (list post codes or town)
- ✓ What age/birth year do you need responses from?
- ✓ Identify your allies (who already works with them? Do you have a contact form them?)
- ✓ When do you need your answers by? (From here you can identify your time line. What rough date in the middle is your mid-point data review)

Workshop Exercises



A great way of building rapport and fun into a consultation workshop is using haptic and tactile activities. The following exercises proved very useful for consultation workshops with this demographic.

Sticker voting - Simple yet fun and effective sticker voting was a swift way of engaging young people in the consultation activity. It proved an excellent ice breaking activity which took place at the start of every workshop. Although this activity cannot take place without preparation, it worked effectively in every venue, with every age group. Prior to the workshop you will need to create a large poster no smaller than a three with all your multiple choice options on; as well as source many stickers. Personally, I used coloured dot stickers. Dependent on the group I gave different coloured dots to different students so I could track who had voted for what. However, this isn't always necessary. It is useful to display your multiple choice answer on a wall rather than a flat surface for clear visuals at a level of which all participants can reach. Have extra stickers available, as well as post it notes and pencils for participants to add additional options that you may not have thought of. What worked best with groups of eight or more, was to have them circulate in small groups around all the multiple choice questions. This enabled everyone to have access and ample time to complete these activities.

Pros - quick, haptic, anonymous, and easy to understand activity that worked with all ages within the demographic at all locations.

Cons - sometimes the stickers were misused; for example, some participants used them to create new facial features like moustaches or colourful eyebrows. This didn't really impact the activity negatively in any way; however, it did mean we went through more stickers in the consultation process than originally foreseen. It is sometimes difficult to track whose vote is for who if you need to track votes against gender person school type etc.

The Epicentre Game



This exercise is commonly used in issue based theatre devising with young people; however, I found this incredibly useful for gauging young people's opinions on statements within the consultation process.

How to play:

1. Play something in the centre of the space. This can be a chair a cone or bag it doesn't have to be big, but it does need to be visible. This marker in the centre of the room represents absolutely agree. The walls of the room represent absolutely disagree. Everywhere in between is the sliding scale.
2. Explain to your participants what a sliding scale is. This may seem condescending however providing you are clear and concise this will ensure all students understand the activity. Explain to the participants that you will be making a series of statements. They will be required to stand where within the epicentre that statement applies to them.
3. Make 2-3 example statements that they can practise with. To build rapport, and to keep the atmosphere light and fun, I recommend making these example statements humorous and topic

appropriate for the group you're working with. For example, practise statements are used within this consultation process where 'McDonald's is a far superior burger to Burger King', 'Timothée Chalamet is an overrated actor', and 'Primark in town needs to hurry up and open already'. These examples statements worked well for the participants to understand how the exercise worked.

4. Let your participants know when you are starting the consultations statement questions for real. Make your statement and give them until the count of 10 to choose where they stand in relation to the epicentre. Remember the epicentre is 'absolutely agree' When asking a difficult statement, it is advised to remind the participants again what each point of the epicentre stands for.
5. After each statement make a tally next to the question on your answer sheet of how many young people were stood at each point. Always say thank you after taking note of each statements answer.

Top tips

Know your statements before making them and have them written down in front of you with space to take note of how people have identified in their response. If you know you will find it difficult to interpret how people have responded on a sliding scale, or your working with a low focus/ high energy group, you can use multiple chairs/all markers in the space and identify them as absolutely agree, agree, neutral, disagree, absolutely disagree. It is also a good idea to switch the scale from time to time to ensure participants are answering honestly rather than just staying in a part of the room they feel comfortable in.

Pros

This is a fun, physically engaging, accessible and intellectually stimulating activity.

It can initiate some fantastic conversations with young people, enabling you to ask young people why they feel that way. Whilst giving young people a platform in which they can express their opinion on something in a safe non-confrontational way.

Cons

Some participants we'll just choose a point in the epicentre and stay there for every statement. This is not something that you can fix. However, due to the in person nature of the activity you can have the opportunity to talk to someone privately afterwards to check they are happy with the answers they gave you.

North/South/East/West

Similar to the epicentre game, this activity comes from drama facilitation and encourages participants to move around the space in order to give their answer. This activity is a great alternative to the epicentre game if the space you're working in is not that large and does not enable you to have participants potentially running in the space. This activity follows the same steps as the epicentre game, however, instead of markers within the space you assign each of the four walls of the room with an answer.

For example, the wall with the door is absolutely agree, the next wall to the right is agree, the next wall to the right is disagree, and then the last wall

Top tips

This exercise has the same top tips as the epicentre game. In addition, I recommend before your question or statement you assign the answer to each wall and then repeat the answer options

to the furthest right is strongly disagree, with the centre of the room being neutral. You can assign each wall a different answer depending on your statement or question, for example one of the questions I asked that I used the north-south east West again with, was how often do you visit our centre, with the answer options being most days, once a week, once a month, once a year, and then centre of the room never been or never heard of it.

You then ask participants to go and touch the wall which applies to their answer to your question or statement.

and their locations after the question or statement again. It is also advisable to ensure that is a health and safety check off the locations you're sending your participants to before the activity takes place. Obviously remove any hazards or obstacles wherever possible.

Idea Race



Give your participants blocks of post it notes and pencils each. As part of every multiple choice, or idea generating question, participants were invited to write their thoughts or ideas on a post it notes and stick this on a laminated number dictating the question it related to.

Top Tips

What worked well to encourage thoughts and ideas what's to have an ideas race. First, I made it clear what the parameters of the ideas were.

For example, 'I want ideas of what we could do to improve the area you live in for young people like you' no idea is silly no idea is too big, however I cannot promise that all ideas you generate I can deliver. Setting boundaries and managing expectations, is important without stunting creativity. I then encouraged the young people to come up with as many ideas as they could in 2 minutes. The ideas didn't have to be spelled correctly, they did need to be legible, but they did need to be genuine. Including a sense of competition, although there were no prizes to be won, significantly increased idea generation, and speed up the writing activities.

Top Tips for Creating a youth survey



- ✓ Don't underestimate your audience - young people are amazing! They're full of original ideas and unique perspective. They're more observant and knowledgeable, and harder to scare, than you'd think. Ask them the big, difficult questions!
- ✓ No fancy talk - Keep language simple, jargon free, and informal. If Jargon must be used, provide a concise definition.
- ✓ Get to the point - Keep any introduction information and questions short and the survey under 10 minutes to complete. What is it exactly that you want to know. Don't ask around it, be direct and concise.
- ✓ Include them – The experts on knowing how to reach young people, and what works best for young people, is youth people. Bring in even a test group as early as possible. This will greatly improve your success rate.
- ✓ Keep it accessible – make it as easy as possible to access. This goes beyond being screen readable (your document being disability accessible is a standard minimum requirement). If your platform requires setting up an account, a compulsory submission of an email address to complete or signing up to a mailing list this is a barrier to young people engaging with your survey. Keeping things, anonymous helps empower honesty.
- ✓ Mix up the response type - Keep them engaged with different ways to answer questions rather than they all be rating scale or written response answers. This applies to both digital and in person delivery.
- ✓ Make it fun – Whenever possible, instil play or competition into the workshop practise. Get them moving, get them talking, make them laugh. Use humorous examples on relateable things to build rapport fast. (i.e., when explaining a rating statement question give them markers around the room to run to and touch for each then give them a humorous example statement. I used "Timothy Chalamet is overrated" Strongly Agree, Agree, neutral, disagree Strongly disagree – go! "McDonald's is a superior burger to Burger King' Strongly Agree, Agree, neutral, disagree Strongly disagree – go!". Haptic and tactile response forms work really well for swift responses to mundane questions.
- ✓ Be flexible – sadly one size doesn't fit all, and we sometimes get things wrong. A workshop approach that works for under 14's won't work or be appropriate for over 18's (and vice-versa). Be prepared to change your approach if you're not getting responses or enough detail both online and in-person. Part of being flexible is also deciding what actually matters. Yes, a participant has used their spare voting dot stickers to give themselves a sticker moustache after they voted. No, it's not what they were intended for.... But they're participating, so does it matter?
- ✓ Go to them! – Young People are very difficult to reach. The increase of a digital lifestyle and the erosion of youth service make young people very hard to reach. Expecting them to come to you or magically find you through your traditional promotion plans are unrealistic (unless you already have a strong youth following). Use community youth networks to reach your target groups, go to where they hang out at times that are best for them (this may go against your working hours), collaborate with Schools to share information and use digital strategies.
- ✓ Say Thank you - Bribes *cough*, sorry, thank you gift/incentives work really well. Have small packets of sweets available to give out instantly at in-person consultations or with your street level canvassing significantly improves participation.

Resources:



Example answer tally sheet for statement activities:

	Strong agree	Agree	Neutral/ don't know	Disagree	Strong disagree
Welcome to exist...					
Feel safe...					
Opinions matter...					
If I need help...					
Will vote?					
Arts career?					
Extra curricular activities?	None	1 a week	2 a week	3 a week	4+
Degree?	Yes	No	Don't know	On one	Done one
Apprenticeship?	Yes	No	Don't know	On one	Done one
How often Amelia	Most days	2 a week	1 a month	A few times a year	Once a year

Example answer sheet for dot voting activities:



Creative writing – Fiction	Pottery
Creative writing - Script	Volunteering
Open mic events	Self Defence
DJing	Yoga/Pilates
Dungeons and dragons	Try a musical instrument
Open art classes	Mindfulness activities
A mentorship	Youth action group
Youth panel	Documentary film making



Youth Survey Questions:



- ☒ What best describes the organisation you work for?
 - ☐ Grammar School
 - ☐ High School/Non-Selective Academy
 - ☐ College (Sixth Form Equivalent)
 - ☐ Higher Education Provider
 - ☐ Alternative Education Centre
 - ☐ Uniformed Youth Group (e.g. Scouts, Cadets, Guides)
 - ☐ Non-uniformed Youth Group (e.g. Youth Club, Church Group)
 - ☐ Sports Group
 - ☐ Performing Arts Group (Youth Theatre, Dance school, Music school)
 - ☐ Arts/Cultural Centre (Theatre, Museum, Library)
 - ☐ Youth/Family Hub
 - ☐ Detached Youth Service
 - ☐ Other (please specify)
- ☒ What is the first part of your organisation's postcode?
 - ☐ Free text response
- ☒ What age group of young people do you work with?
 - ☐ 12-14
 - ☐ 15-16
 - ☐ 17-18
 - ☐ 18-21
 - ☐ 21-25
- ☒ What activities and support services does your organisation presently offer young people?
 - ☐ Free text response
- ☒ In your opinion, what are the 3 biggest challenges facing young people today?
 - ☐ Free text response
- ☒ What are your 3 biggest challenges that you are facing in supporting young people right now?
 - ☐ Free text response
- ☒ Young people's involvement in extracurricular activities have a negative impact on young people's school attainment.
 - ☐ Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ It is important for young people to take part in activities outside of education for their personal development and overall well-being.
 - ☐ Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ Young people in Tunbridge Wells have enough access to art and culture opportunities.
 - ☐ Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ Arts and cultural activities are easily accessible to the young people I work with.
 - ☐ Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ Arts and cultural careers are a valid and viable option for the young people I work with.
 - ☐ Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ I believe the young people I work with have a safe and considerate place to spend their free time.
 - ☐ Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ How confident do you feel in signposting young people to additional services?
 - ☐ Sliding scale from 'Very Confident' to 'Not at all confident'.
- ☒ What youth provision, support, or activities do you think young people would enjoy or benefit from that are not presently available in Tunbridge Wells Borough?
 - ☐ Free text response
- ☒ If you had a magic wand, and could change just 1 thing for young people locally, what would you wish for?
 - ☐ Free text response

☒ What year were you born?

- ☐ 2014
- ☐ 2013
- ☐ 2012
- ☐ 2011
- ☐ 2010
- ☐ 2009
- ☐ 2008
- ☐ 2007
- ☐ 2006
- ☐ 2005
- ☐ 2004
- ☐ 2003
- ☐ 2002
- ☐ 2001
- ☐ 2000

☒ What is the first half of your postcode?

- ☐ Free text response

☒ How would you describe your gender?

- ☐ Man/boy
- ☐ Non-binary
- ☐ Woman/girl
- ☐ Prefer not to say
- ☐ Prefer to self-describe

☒ What best describes you at present?

- ☐ I am in home education
- ☐ I attend college for A-Levels
- ☐ I am in higher education (qualification above A-Level)
- ☐ I am in an apprenticeship
- ☐ I work part-time
- ☐ I work full-time
- ☐ I am not in education, employment or training
- ☐ I attend Bennett Memorial Diocesan School
- ☐ I attend Beacon Academy
- ☐ I attend Broomhill Bank School
- ☐ I attend Cornwallis Academy
- ☐ I attend Cranbrook School
- ☐ I attend Hadlow Rural Community School
- ☐ I attend Hillview School for Girls
- ☐ I attend Homewood School and Sixth Form Centre
- ☐ I attend Judd School
- ☐ I attend Leigh Academy Hugh Christie
- ☐ I attend Leigh Academy Tonbridge
- ☐ I attend Malling School
- ☐ I attend Mascalls Academy
- ☐ I attend Robertsbridge Community College
- ☐ I attend St Gregory's Catholic School
- ☐ I attend The Skinners' School
- ☐ I attend The Skinners' Kent Academy
- ☐ I attend Tonbridge Grammar School
- ☐ I attend Tunbridge Wells Girls Grammar School
- ☐ I attend Tunbridge Wells Grammar School for Boys
- ☐ I attend Uplands Community College
- ☐ I attend Weald of Kent Grammar School
- ☐ Other (please specify)

- ☒ In my free time I like to...
- Stay home
 - Online gaming
 - Go on social media
 - Create digital content (e.g. videos for TikTok)
 - Attend a drop in youth club
 - Attend uniformed groups (Scouts, Cadets, Explorers)
 - Take part in organised/competitive sports groups
 - Attend performing arts classes or groups
 - Attend live events (gigs, shows etc.)
 - Draw, paint, write, make - be creative
 - Play a musical instrument
 - Play in a band
 - Take part in non-organised sports activities (skateboarding, jogging, football with Friends etc.)
 - Workout at the gym
 - Hangout at friends houses
 - Hangout with friends in public spaces
 - Hangout with friends in public spaces (specifically parks)
 - Attend support groups
 - Volunteering
 - I do not feel I have 'free' time
 - I do not feel I can explore my interests
 - Have we missed anything? (please specify)

- ☒ How often do you take part in organised activities?
- Not at all
 - 1 a week
 - 2 a week
 - 3 a week
 - 4+ a week

- ☒ What following activities/skills would you like to try?
- Film making
 - Animation
 - Digital art/graphic design
 - 3D printing
 - Photography
 - Upcycling
 - Costume/clothes design and making
 - Podcast creation
 - Creative writing - fiction
 - Creative writing - script
 - Open mic music events
 - DJing
 - Dungeons and Dragons
 - Open art classes
 - Debate group
 - Journalism
 - Mask/puppet making
 - Special effects make-up
 - Technical theatre
 - Curation (working with and restoring historical objects)
 - Chess club
 - Drop in youth group
 - Pottery
 - Volunteering
 - Self defence
 - Yoga/pilates
 - Try a musical instrument
 - Mindfulness activities
 - A mentorship
 - Youth panel
 - Youth action group
 - Have we missed anything? (please specify)

- ☒ "I feel welcome to exist where I live and spend my time."
 - Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ "I feel safe to be on my own."
 - Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ "If I need help, I feel confident to ask and know who to turn to."
 - Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ "I feel my opinions and needs matter to those in positions of power in Tunbridge Wells Borough."
 - Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ "When I'm old enough, I plan to vote at both Local and General elections."
 - Sliding scale from 'Strongly Agree' to 'Strongly Disagree'.
- ☒ What industry would you like to work in in the future?
 - Free text response
- ☒ How likely would you consider a career in arts, media or culture?
 - Sliding scale from 'Very Likely' to 'Very Unlikely'.
- ☒ Would you like to get a degree?
 - Yes
 - No
 - Maybe
 - I already have a degree
 - I am on a degree programme
- ☒ Would you consider an apprenticeship?
 - Yes
 - No
 - Maybe
 - I have completed an apprenticeship
 - I am on an apprenticeship
- ☒ What are your top 3 concerns for the future?
 - Free text response
- ☒ If you had a magic wand, and could change just 1 thing for young people locally, what would you wish for?
 - Free text response
- ☒ In 2035 I hope that...
 - Free text response
- ☒ How often do you visit The Amelia Scott?
 - Most days
 - 3-4 times a week
 - 1-2 times a week
 - 1-2 times a month
 - A few times a year
 - Once a year
 - Not heard of it/never been
- ☒ If you use The Amelia to study, what more could we do to help you?
 - More places to sit
 - Study guides & resources
 - Library de-stress activities
 - Specific study area for young people
 - Career talks or panels
 - Creative competitions
 - Laptop or phone charging lockers
 - Advice on student support services
 - School assembly/visit on the student support offer at The Amelia.
 - Anything we have missed? (please specify)

Workshop Consultation session plan

Demographic questions

- How would you describe your gender? **(post it)** stick on Q
- What year were you born? **(dot vote)**
- What is the first half of your postcode? **(post it)** stick on Q
- What best describes you at present (occupation/education)? **(post it)** stick on 4

Data Gathering

- In my free time I like to... **(dot vote)**
- "I feel welcome to exist where I live and spend my time." **(Sliding Scale)**
- "I feel safe to be on my own." **(Sliding Scale)**
- "I feel my opinions and needs matter to those in positions of power in Tunbridge Wells Borough" **(Sliding Scale)**
- "If I need help, I feel confident to ask and know who to turn to." **(Sliding Scale)**
- "When I'm old enough, I plan to vote at both Local and General elections." **(Sliding Scale)**
- I would Consider a Career in arts, media or culture. **(Sliding Scale)**
- How often do you take part in organised activities? **(Sliding Scale)**
- What industry would you like to work in in the future? **(post it)** stick on 13
- Would you like to get a degree? **(Wall Touch)** Yes/No/Maybe/On-it
- Would you consider an apprenticeship? **(Wall Touch)** Yes/No/Maybe/On-it
- What are your top 3 concerns for the future? **(post it)** stick on 17
- If you had a magic wand, and could change just 1 thing for young people locally, what would you wish for? **(post it)** stick on 18
- In 2035 I hope that... **(post it)** stick on 19
- What following activities/skills would you like to try? **(dot vote)**
- How often do you visit The Amelia Scott? **(Wall Touch)** most days/twice a week/a few times a month/ a few times a year/ once a year
- If you use The Amelia to study, what more could we do to help you? **(post it)** stick on 21
- Email for prize draw **(post it)** stick on 22

Poster/flyer design



These are examples of designs we made that you could take inspiration from!

Social media asset used



**Thanks
for reading!**

The
Amelia 