



ACTIVITY PACK

YOUTH AND
EDUCATIONAL
ORGANISATIONS



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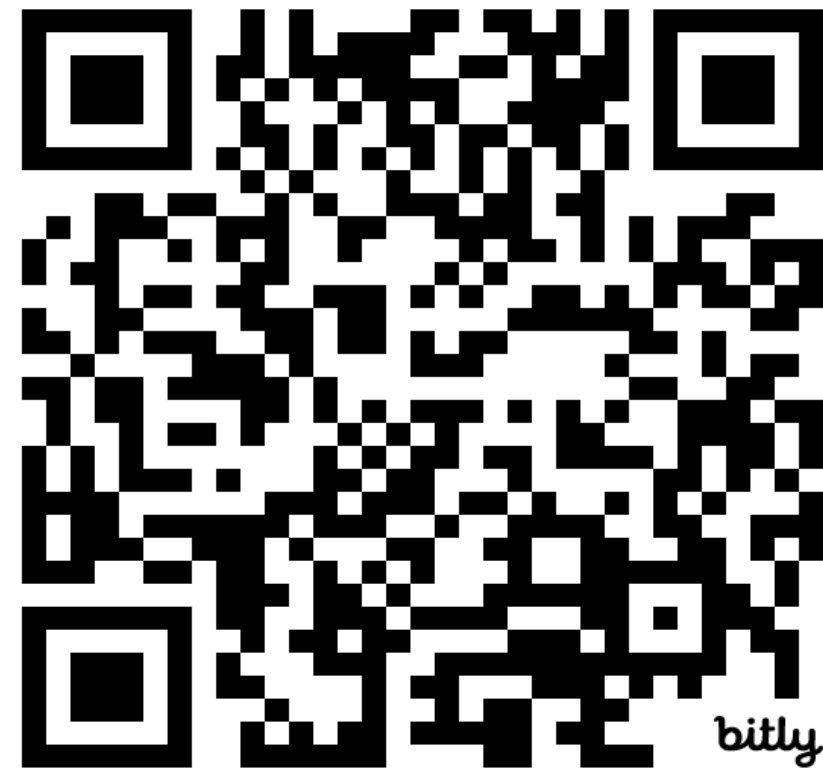
USING THIS PACK

CREATING A TOMORROW WORTH FIGHTING FOR.

This pack is designed to support professionals working in youth and educational organisations in bringing the My Tomorrow campaign to life in their communities and with the young people they work with.

The activities included have been developed to create opportunities to build understanding between young people and communities and enable them to develop the skills, knowledge, and capabilities to take charge and realise their hopes and desires.

The activities do not specify group sizes, age ranges or timings, so you can adapt them to accommodate the young people you work with. Most activities can be delivered face-to-face, online or as homework exercises. Although the pack suggests an activity structure, you can combine activities as you wish or adjust the content.



For more information about My Tomorrow, please scan the QR code.

INSPIRE OTHERS

Tell us how your organisation is bringing My Tomorrow to life.

Has your youth or educational organisation used or plans to use any activities in this pack, or have you developed your own My Tomorrow-inspired activity? We'd love to celebrate what the young people you work with create.

To inspire others to get involved with the campaign, we are collating and promoting stories from across the region, celebrating how My Tomorrow is positively impacting young people and communities.

We can promote your young people's successes by:

- Sharing their stories with our local and regional media contacts
- Uploading a case study to our [online hub](#)
- Showcasing your work in My Tomorrow marketing materials and related events
- Developing social media content for our channels

We'll collaborate with you to tailor our support to suit your organisation.

To share your stories, please contact us by:



Positive Youth Foundation
Info@positiveyouthfoundation.org



bit.ly/mytomorrow-contact

Tag us into your My Tomorrow-related social media content using:



[#MyTomorrow](#)

TIME TO LISTEN

ACTIVELY LISTENING AND RESPONDING TO YOUNG PEOPLE.

Our goal is to align services with the needs and voices of young people by supporting professionals working in the youth and education sectors in facilitating authentic consultations. Conversations with young people will enable you to adapt your services to meet their needs, shaping opportunities, initiatives, and environments where young people can grow and flourish.

Consultations can be delivered, and youth voices collected in various ways. Our 'Time to Listen' toolkit will help you explore what will work best for your organisation and how to plan and deliver different types of consultation. The toolkit includes useful checklists and an [animation](#).



Download the Time to Listen toolkit at
www.westmidlands-vrp.org/mytomorrow

LEAD THE MOVEMENT

Do you know a young person who wants to create change?

We are inviting young people to join the Youth Assembly, through which they can play a central role in the My Tomorrow campaign. The group is aimed at any young person in the region who wants to improve their community and influence policies affecting their lives, ensuring their voices are heard and respected.

Young people can sign up by contacting
info@positiveyouthfoundation.org.

For more information about the Youth Assembly, please
visit www.westmidlands-vrp.org/mytomorrow



01

MY TOMORROW



WHAT IS MY TOMORROW?

My Tomorrow, the region's youth-led campaign, reveals the often-unseen realities of young people's lives to spark conversations between communities that can build understanding and lead to collaborative, positive action.

OVERVIEW

My Tomorrow | Create it. Shape it. Embrace it.

My Tomorrow sheds light on the realities of being young today, aiming to challenge stereotypes and showcase the true diversity, strengths, and contributions of young people in the West Midlands. The campaign highlights the opportunities and challenges, often unseen, in young people's lives, sparking conversations between young people and communities to build understanding that leads to collaborative, positive action.

VISION

My Tomorrow's core objectives are to:

1. Empower young people to influence policies affecting their lives, ensuring their voices are heard and respected.
2. Support professionals in creating and managing opportunities for youth engagement.
3. Encourage communities to rethink perceptions and support opportunities for positive change.
4. Spark conversations that lead to collective action, shaping a future where every young person thrives.

VALUES

My Tomorrow aims to be:

- Authentic
- Empowering
- Engaging
- Inclusive & diverse
- Thought-provoking

WHO IS MY TOMORROW FOR?

Young people have designed and curated every part of this campaign. The following concepts capture what the region's young people want the campaign to inspire and among whom, all centred around the campaign strapline.

CREATE IT Young People

Society needs to listen to and value its young people, giving them credit for their achievements and advocating to remove barriers. They are intelligent and mindful, with the tenacity and resilience to take charge and realise their hopes and desires.

- Creating ideas
- Their dreams
- Their aspirations
- Their hopes
- Their desires
- They are fearless
- No limits

SHAPE IT Professionals

Young people need collaborative relationships with corporate professionals, decision-makers, public services, and youth organisations to develop the skills, knowledge, and capabilities to realise their hopes and desires.

- Creating opportunities
- To understand
- To mentor
- To train
- To listen
- To be a role-model
- Co-create

EMBRACE IT Communities

Young people need a local support system to help them achieve their hopes and desires. Every member of our community is responsible for championing our young people by supporting their ambitions and sharing their skills and knowledge.

- To champion
- To support
- To share
- To believe
- To be patient
- To be positive
- To give guidance

MY TOMORROW BRANDING

Through a series of workshops, young people directed and shaped the development of the My Tomorrow brand, from its name and logos to its tagline and colours.



Standard logo



Strapline logo

**Create it.
Shape it.
Embrace it.**



Block arrows



Download the My Tomorrow brand pack and assets at www.westmidlands-vrp.org/mytomorrow

02

MY
IDENTITY



ACTIVITY 1: EXPLORING IDENTITY

Begin the activity by explaining the two types of identity, providing some examples to generate ideas; perhaps talk about your own identity. There is useful content on YouTube explaining what identity is if you want to show a video:

- Personal identity = How you see yourself as 'different' from those around you, what makes you unique, including ambitions, hobbies, values, culture, education, interests, personality traits, family, neighbourhood, and job.
- Social identity = How you see yourself as 'like' others, what gives you a sense of belonging and community, including clubs, networks, age, class, ethnicity, gender, (dis)ability, nationality, language, race, religion, and sexual orientation.

Following these descriptions, ask participants to discuss their views on their identity. Record the group's ideas using A3 paper and post-it notes or a digital alternative (see delivery guidance opposite).

Ask participants to reflect on their responses and summarise 'who they are' in one word or a short phrase. Provide guidance to support young people in generating a phrase that celebrates who they are and what they want to be.





DELIVERY GUIDANCE

Depending on the size of the group, you can approach the format of Activity 1 differently:

1. Discussion as a whole group with a facilitator prompting to ensure all participants speak. The facilitator or participants record ideas.
2. Discussion in sub-groups with participants generating conversation among themselves and recording their ideas to give feedback to the whole group. The sub-groups could be supported by a facilitator in each group or a single facilitator moving between groups.

Materials

You will need:

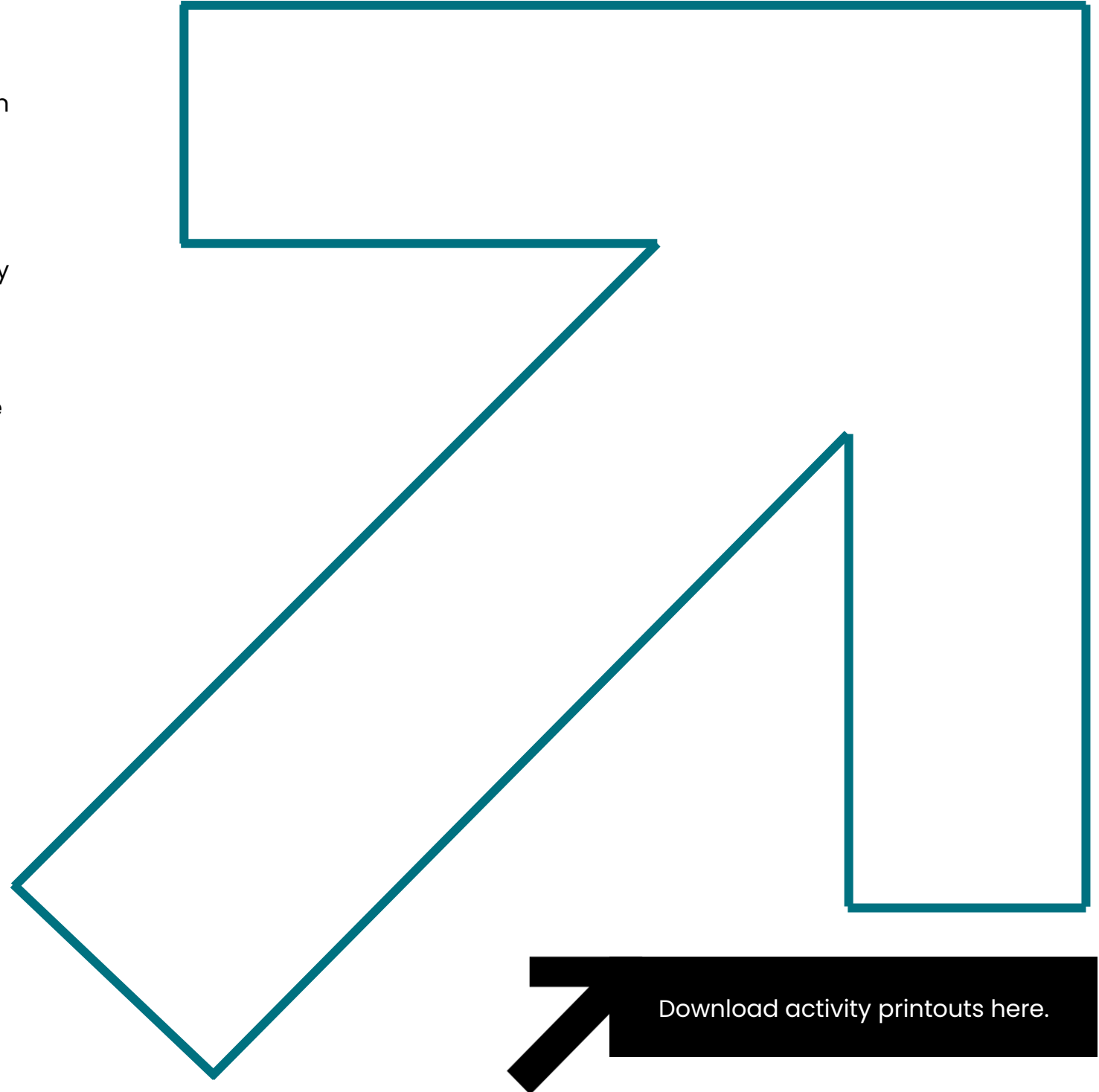
-  A3 paper and post-it notes or digital alternative, e.g., Miro or PowerPoint (see activity example)
-  Collage materials, such as newspapers, magazines, books, flyers, leaflets etc
-  Craft materials, such as markers, paint, crayons, coloured paper, stamps, gems, glue, scissors etc
-  My Tomorrow Arrow printouts (Activity 2)

ACTIVITY 2: CELEBRATING WHO I AM

To summarise the activity, ask participants to reflect on everything they shared about themselves and select a My Tomorrow Arrow printout.

Encourage participants to use the craft and collage materials provided to fill the arrow with words, shapes, and images that celebrate who they are and what they want to be.

They could also incorporate the word or short phrase they created in Activity 1. At the end of the activity, bring participants together to give those young people who wish the opportunity to 'show and tell' their arrow.



Download activity printouts here.

ACTIVITY 1 EXAMPLE

Using Miro

Personal Identity - What makes you unique?

Hobbies, values, culture, education, interests, personality traits, family, neighbourhood, and job.

The Miro board contains the following sticky notes:

- badminton
- Creativity :D
- driven
- drawing
- Multi-cultural
- James-Sporty
- determined
- active
- I started my secondary education in Ireland but ended it in the UK
- My mum's cheesecake
- I think I'm unique because I am adopted
- I'm unique because my parents are Nigerian (strict, moral and religious upbringing)
- Passion for sports as it's a way of releasing stress
- Teamwork, leadership and determination

Social Identity - What groups are you part of that give you a sense of belonging?

Clubs, networks, age, class, ethnicity, gender, (dis)ability, nationality, language, race, religion, and sexual orientation.

The Miro board contains the following sticky notes:

- religious
- age 18 he/him
- my name Qasim
- family
- gender female
- language - english
- age 15
- Friends (in/out of school)
- Football team

Can you summarise 'who you are' in one word or a short phrase?

The Miro board contains the following sticky notes:

- creative making things out of paper and card board e.g vending machine
- out-spoken
- the next gen
- Determined
- Able to carry responsibilities
- Tunnel vision towards every goal

03

AT WHAT
COST?



ACTIVITY 1: ASH, TY + SAMMY

After watching My Tomorrow's short film At What Cost? and the trailer, invite participants to complete the Character Profile printout, reflecting on Ash, Ty, and Sammy's challenges, hopes and desires, and the support they could access.

To conclude the activity, bring participants together to give those young people who wish the opportunity to 'show and tell' their character profiles to inspire discussion about what Ash, Ty, and Sammy could do next following their experiences in At What Cost?

This activity can be undertaken in pairs, groups or independently.

ACTIVITY 2: THE SEQUEL

Ask participants to form groups. Expanding on Activity 1, encourage participants to envision what Ash, Ty, and Sammy could do next to achieve their hopes and desires and ensure their voices are heard and respected.

Ask participants to create a 'sequel' to At What Cost?. Either the facilitator or young people can choose the approach, which could include developing a:

- Written script
- Audio recording of character dialogue
- Storyboard
- Performance
- Sequel concept pitch presentation




DELIVERY GUIDANCE

During the activities, facilitators can guide young people through the process by:

- Asking participants to describe what they are thinking and developing to inspire new ideas and discussion.
- Encouraging participants to rewatch the short film and trailer, asking them to pay close attention to the characters' emotions, words, and physical movements.
- Prompting participants to use the internet to research the different types of 'support' services that Ash, Ty, and Sammy could access, such as youth groups, volunteering initiatives, and educational support.
- Encouraging participants to use their creative licence; many aspects of Ash, Ty, and Sammy's lives are not detailed in the short film; participants can 'fill in the gaps' as they want.

Materials

You will need:

-  At What Cost? short film and trailer URL link
-  Character Profile printouts and markers/pens (Activity 1)
-  Relevant materials for the chosen sequel approach

FILM + TRAILER

Ash, Ty, and Sammy are dreamers; they had it all figured out, so why did it all go wrong? Like many young people across our region, they want to be listened to and valued by society, but how can they create a better tomorrow without a fair start? As part of the My Tomorrow campaign, creative producer Torrin Andrews has written and created *At What Cost?* a poignant film inspired by the experiences of young people across our region.



At What Cost? - My Tomorrow short film



PositiveYouth Foundation
123 subscribers

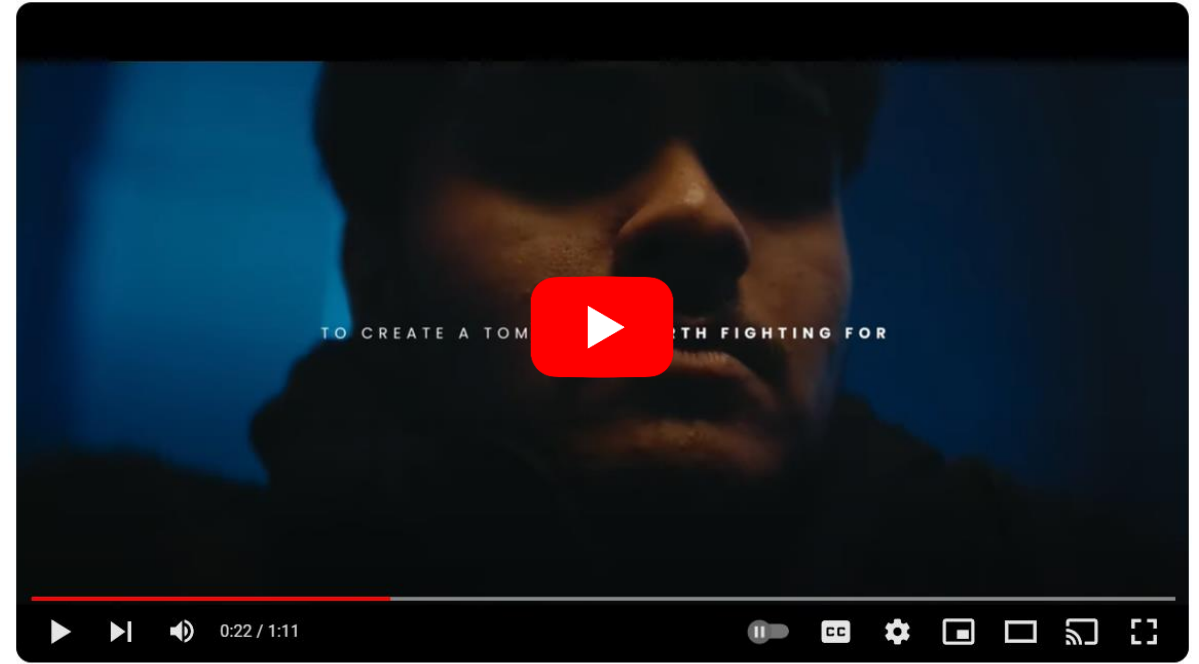
Subscribe

99



Share

Download



At What Cost? - My Tomorrow short film trailer



PositiveYouth Foundation
123 subscribers

Subscribe

0



Share

Download



Watch the film and trailer at
www.youtube.com/@positiveyouthfoundation7009

Download activity printouts here.

04

**MY
COMMUNITY**



ACTIVITY 1: WEST MIDLANDS BINGO

As the facilitator, distribute bingo cards to the participants and encourage them to interact with each other by asking questions from the card. When a participant finds someone who answers a question correctly, they fill the bingo square with that person's name.

The first person to shout 'BINGO' with a full bingo card wins. Offering a prize to the winner is optional. Whether you use an area-specific or region-wide bingo card will depend on the areas participants come from. This icebreaker activity is particularly useful to encourage collaboration between participants who have not met before or meet infrequently.

ACTIVITY 2: MY SAFE SPACES

In groups comprising participants from the same area, ask participants to reflect on and collate a list of places and spaces in their local area where they feel safe and part of a community.

Using the materials provided or a digital alternative, ask the groups to create a map highlighting these places and spaces and a quote summarising why they have been chosen. The map does not have to be geographically accurate; instead, it is a creative expression of how young people see their area.

Finally, ask participants to research new places and spaces where 'support' services are available for young people to add to their map.

At the end of the activity, bring participants together to give those young people who wish the opportunity to 'show and tell' their map.






DELIVERY GUIDANCE

During Activities 2, 3 and 4, facilitators can guide young people through the process by:

- Encouraging participants to describe what they have included in their activity outputs and materials to inspire new ideas and discussion.
- Prompting participants to use the internet to research different types of 'support' services available to young people, such as youth groups, volunteering initiatives, and educational support in their local area.
- Prompting participants to use the internet to research different manifesto, campaign, and strategy materials, speeches, and films. You could show examples.
- Prompting participants to incorporate the My Tomorrow branding, such as arrows, into their map and manifesto.

Materials

You will need:

-  Bingo Card printouts (Activity 1)
-  A3 paper or digital alternative e.g., PowerPoint or Canva (see activity example)
-  Collage materials, such as newspapers, magazines, books, flyers, leaflets etc
-  Craft materials, such as markers, paint, crayons, coloured paper, stamps, stickers, glue, scissors etc
-  My Tomorrow branding sheets printouts

ACTIVITY 3: COMMUNITY MANIFESTO

Now that participants have reflected on places and spaces in their local area where they feel safe, it is essential to explore places and spaces they believe need to be improved to meet the needs of young people. Firstly, ask participants to reflect on and collate a list of such places and spaces.

In the same groups, invite participants to create a persuasive manifesto poster using the materials provided or a digital alternative. This poster should highlight five community challenges for young people and propose solutions. The manifesto's goal is to convince people that their ideas are not just good but also practical and feasible.

Encourage participants to consider how they will use images, hashtags, colours, slogans, and words to make their ideas appealing and convincing. Each group could also name themselves and their manifesto. Build in time during the activity for groups to practice 'pitching' their manifesto to their peers.

At the end of the activity, gather participants to 'pitch' their manifestos to one another. You may want to incorporate a vote to determine which manifesto was communicated most effectively.

To expand this activity, you could invite each group to record (image or sound) or animate a manifesto 'speech' or 'film' to accompany their poster.

Manifesto, campaign, and strategy material examples:

- The NCVO's [Voluntary Sector Manifesto](#)
- Allergy UK's [The Allergy Manifesto](#)
- British Heart Foundations' [Strategy to 2030](#)
- Mind's [First Step Manifesto](#)
- RSPCA's [2021 to 2030 Strategy and film](#)
- Air Ambulance [Save More Lives Together Manifesto](#)
- Birmingham City University's [Strategy 2050](#)
- Wolverhampton University's [Student Union election campaign film](#)
- Aston University's [Student Union Communities VP campaign film](#)
- Samaritans' [2022-27 strategy film](#)
- YoungMinds' [You Matter Strategy](#)

ACTIVITY 4: MAKING YOUR VOICE HEARD

One key aim of the My Tomorrow campaign is to equip young people with the tools and confidence to improve their community and influence policies affecting their lives.

Invite participants to explore how they can get their needs and wants, expressed in their manifesto posters, heard and responded to by the right people. Ask participants to independently research and collate a list of individuals who influence their community, such as:

- MP
- Councillor/s
- Public service/Third sector leads
- Faith leaders
- Community leaders
- Youth organisation leads (e.g., Directors)
- Educational leads (e.g. Headteachers)

Then, bring the groups from Activity 3 back together to discuss and decide which individuals are in the best position to listen and respond to the community challenges in their manifesto.

Finally, invite each group to write a communication to one of the individuals outlining the following:

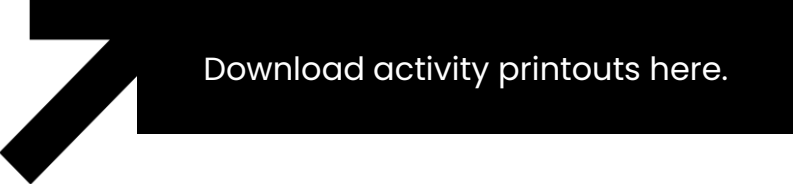
1. Reason for writing – Briefly outline why you are writing to them, including reference to the My Tomorrow campaign and the activity undertaken.

2. Challenges and solutions – Summarise the places and spaces you believe need to be improved to meet the needs of young people in your area, detailing why and your potential solutions. Ensure to refer to your own experience.
3. What would you like to happen next – Clearly outline how you want to collaborate with this individual, such as the opportunity to present your ideas and encourage youth consultation.

As the facilitator, you must ensure that the communications developed are appropriate. You could provide feedback for the groups to action, but you must review, edit, and present a final version to the group for approval. It may be appropriate to combine communications.

As the facilitator, you will also be responsible for distributing the communication to the individual and managing correspondence. Please refer to your organisational policies for youth communication with adults and external parties.

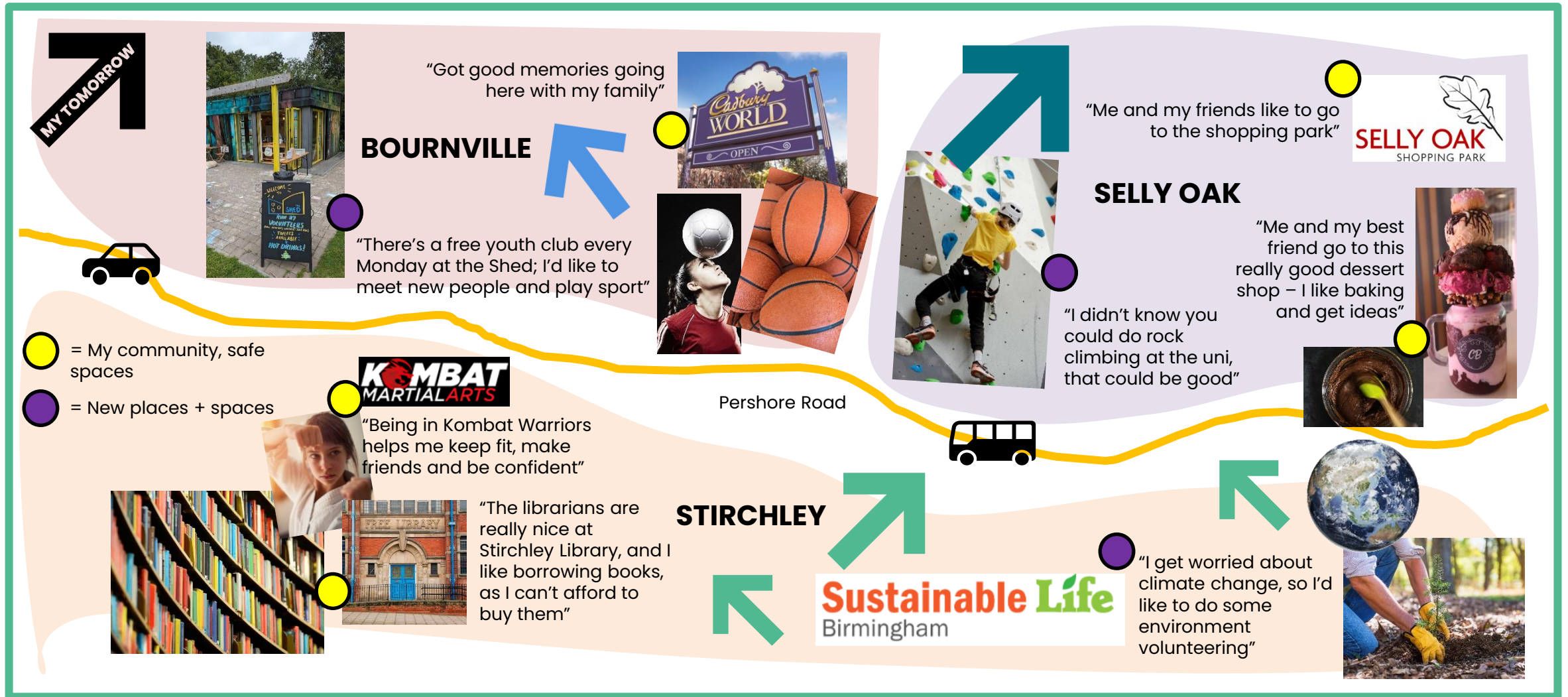
Depending on whether a letter or email is created, you may want to attach or print the relevant manifesto/s and include details such as addresses, depending on the format.



Download activity printouts here.

ACTIVITY 2 EXAMPLE

Map created using PowerPoint covering the Stirchley, Selly Oak, and Bournville areas in Birmingham. Depending on where participants live, a map could encompass a specific local area/s, a city, or the entirety of a local authority area.



05

COLLAGE CREATION



ACTIVITY 1: VISION BOARDS

Using the collage materials provided, the facilitator should guide participants to create a vision board that visually reflects who they are. This activity is an independent task for each young person, with the facilitator providing guidance and support as needed.

We recommend printing out a list of prompts to inspire ideas and discussion, which could include:

- What do you do in your free time / what are your interests?
- What are your goals?
- What do you want to champion about yourself?
- What are your hopes & desires now and for the future?
- How do you want to be represented?
- What is your personal style?
- What causes do you care about?
- What would you like to tell the world?
- What are the challenges you face daily, and how do we overcome these barriers?

DELIVERY GUIDANCE

During the activities, facilitators can guide young people through the process by:

- Showing examples of collages (see activity examples).
- Encouraging participants to use a mixed-media approach, mixing text with images so their collages can be interpreted.
- Asking participants to describe what they have included in their collages to inspire new ideas and discussion.
- Encouraging participants not to glue any materials on their collages until they are happy with their selection and have explored all avenues of composition and storytelling within their art.
- Prompting participants to incorporate the My Tomorrow branding, such as arrows, into their collages.

At the end of the activities, facilitators can:

- Bring participants together to give those young people who wish the opportunity to 'show and tell' their collage to inspire discussion about what it means to be a young person today.
- Photograph the completed collages, with or without their creator (it's also advised to capture photos and video throughout the creative process). Ensure all participants have signed a photography and video consent form.
- If you are running the collage activities consecutively, it is advised that participants take a break at the end of each activity.
- Allow participants to take their collages home.

ACTIVITY 2: MINDFUL COLLAGE

Mindful collage is a time for young people to fully express themselves creatively. Using the Art-Style printouts, encourage participants to explore different techniques to inspire the creation of their own, individual piece of art. There is no specific brief for this activity, allowing participants the freedom to create something unique based on their emotions, personal style, and experiences.

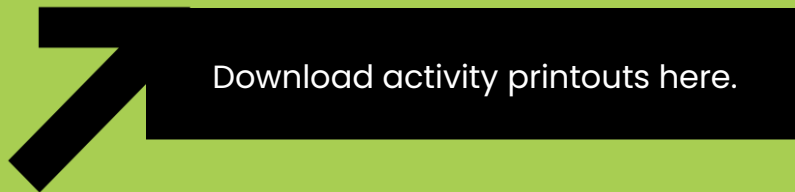
We recommend printing out a list of prompts to inspire artistic ideas and discussion, which could include:

- What colours reflect my emotions and my personal style?
- How can I use shapes to express my thoughts and emotions?
- What words capture my experiences?
- How can I use imagery to symbolise who I am?
- Can I use space and overlapping to position elements of my art?
- How can different types of lines connect or separate elements of my art?
- How can I use texture to show contrasts between my emotions and experiences?
- What 2D and 3D shapes and images could I incorporate to give my art layers and depth?

Materials

You will need:

-  A3 card (varying colours)
-  Craft materials, such as markers, paint, crayons, glue, scissors, stamps, gems etc
-  Collage materials, such as newspapers, magazines, books, flyers, leaflets etc
-  My Tomorrow branding sheets printouts
-  Question prompts printouts (Activity 1 and 2)
-  Art-Style printouts (Activity 2)



Download activity printouts here.

ACTIVITY 1 EXAMPLES

Vision boards created by youth members of the Youth Assembly, West Midlands Young Combined Authority, and National Citizen Service.



ACTIVITY 2 EXAMPLES

Mindful collages created by youth members of the Youth Assembly, West Midlands Young Combined Authority, and National Citizen Service.



06

**HOPES +
DESIRES**



ACTIVITY 1: DEAR ME

Using the Dear Me printout, invite participants to reflect on their past, present, and future selves, mapping their standout experiences, lessons learned, achievements, and challenges. To conclude, bring participants together to give those young people who wish the opportunity to 'show and tell' their reflections.

Based on those reflections, ask participants to write a letter to themselves independently, either one or a combination of the following:

1. Letter to your past self – Write a reflective letter about the achievements you're proud of, the mistakes you've learned from, and what you will do differently.
2. Letter to your present self – Write a thank you letter to yourself about the achievements and qualities you're happy to have, and so on.
3. Letter to your future self – Write an inspiring letter to your future self, encouraging them to accomplish your ambitions and explaining how you will do this.

Encourage participants to embellish their letters with illustrations and images if they wish.






DELIVERY GUIDANCE

Depending on the size of the group, you can approach Activity 2 differently:

1. Discussion as a whole group with a facilitator prompting to ensure all participants speak. The facilitator or participants record ideas.
2. Discussion in sub-groups with participants generating conversation among themselves and recording their ideas to give feedback to the whole group. The sub-groups could be supported by a facilitator in each group or a single facilitator moving between groups.

Materials

You will need:

-  A3 paper and post-it notes or digital alternative, e.g., Miro or PowerPoint (see activity examples)
-  Collage materials, such as newspapers, magazines, books, flyers, leaflets etc
-  Craft materials, such as markers, paint, crayons, coloured paper, stamps, gems, glue, scissors etc
-  Dear Me printouts (Activity 1)
-  Draw Your Future printouts (Activity 3)

ACTIVITY 2: MY QUALITIES

Begin the activity by explaining the different types of skills, interests, and values, providing some examples to generate ideas; perhaps talk about your own strengths, interests, and values. There is useful content on YouTube explaining these definitions if you want to show a video:

- Hard skills = Technical abilities, such as writing, languages, creative design, and IT.
- Soft skills = Interpersonal or social skills, such as communication, empathy, problem-solving, and organisation.
- Academic interests = Subjects or topics studied at school, college or university, such as history, mathematics, geography, and science.
- Personal interests = Hobbies or leisure activities outside school, such as photography, dance, gaming, and wellness.
- Core values = Ideals you think are important and shape how you behave towards yourself and others, such as courage, generosity, compassion, and honesty.

Following these descriptions, ask participants to discuss their skills, interests, and values.

If participants require additional support to describe their skills, interests, and values, the facilitator can allow time during the activity for participants to complete one or several [skills health check assessments](#).

Record the group's ideas using A3 paper and post-it notes or a digital alternative (see delivery guidance on page 28).

Reflecting on all the ideas submitted, ask participants to:

1. Make connections between which skills, interests, and core values complement one another. You could use a marker or string to link these.
2. Highlight skills, interests, and values you believe you possess, e.g., strengths. You could use coloured stickers or post-it notes, ensuring participants write their names on them.
3. Highlight which skills, interests, and values you find challenging and want to improve. You could use a different-coloured sticker or post-it notes, ensuring participants write their names on them.

Through these activities, ask participants to describe and explain what they are highlighting to inspire new ideas and discussion.

ACTIVITY 3: DRAW YOUR FUTURE

To summarise the activity, ask participants to reflect on everything they shared and learned about themselves. Then, invite them to complete the Draw Your Future printout to help them set concrete objectives for their future.

Using the materials provided or a digital alternative, encourage participants to combine text and images to illustrate their current and desired future reality. Prompt participants to incorporate the My Tomorrow branding, such as arrows.

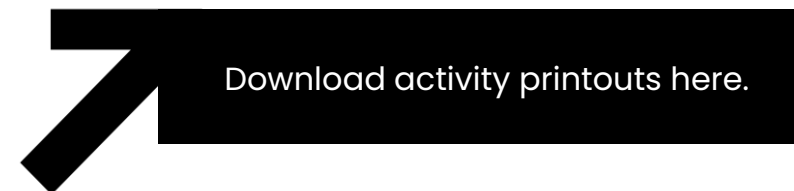
Ask participants to describe what they have included in their printout to inspire new ideas and discussion. Each participant must set three objectives to help them move from their current to future reality. Those objectives must be specific and practical, e.g., learning a new skill, accessing support services, etc. Encourage participants to reflect on the ideas they generated in Activity 2.

Remind participants that their future reality can encompass different ambitions and hopes, such as several possible jobs.

At the end of the activity, bring participants together to give those young people who wish the opportunity to 'show and tell' their printout.

Throughout this activity, invite participants to use the internet to research different aspects of their 'future reality'. You could prompt participants to explore the following resources:

- [Prospects](#) - Careers, work experience, and university
- [UCAS](#) - Colleges, universities, and apprenticeships
- [National Careers Service](#) - Starting your career
- [What Uni?](#) - Universities and careers
- [Vinspired](#) - Volunteering
- [Apprenticeships](#) - Guidance and opportunities
- [Skills for Careers](#) - Training and careers
- [Youth 4 Europe](#) - Opportunities aboard
- [Projects Abroad](#) - Volunteering and internships aboard
- [BBC Country Profiles](#) - Country information
- [Childline](#) - Planning your future information



ACTIVITY 3 EXAMPLE

Using PowerPoint

CURRENT REALITY

stress

supportive mother and brother

MY TOMORROW

Create it. Shape it. Embrace it.

Unsure

MY 3 OBJECTIVES

- Find out what qualifications and training you need to work in healthcare
- Volunteer at my local care home
- Go to a What Next? careers fair to find out about different jobs in healthcare

FUTURE REALITY

Caring

Friends

At the top

07

CONVERSATION SPACES



PROJECT: CONVERSATION SPACES

One of the My Tomorrow campaign's key aims is to spark conversations between young people and communities to build understanding and lead to collaborative, positive action. Whether you are a youth or educational professional, we want you to encourage the young people you work with to produce a 'space' inspired by My Tomorrow:

Create a 'space' that communicates what you want and need from professionals and communities to overcome barriers to a better tomorrow.

Unlike the other activities in this pack, creating a 'space' is a project that should last several weeks or months. The project could be incorporated into an existing initiative or run entirely separately. The space created could be a:

- Dance routine
- Blog/vlog series
- Music track
- Art/sculpture/mural
- Poem
- Spoken word
- Play/musical theatre/performance art
- Sports event
- Podcast series
- Animation
- Creative presentation
- Puppetry

... the most important thing is that the 'space' is created collectively among young people.

DELIVERY GUIDANCE

Facilitators can guide young people through the process of creating their 'space' by:

- Hosting a kick-off workshop to generate discussion and explore ideas among the group to reach a final agreement on what the 'space' will be.
- Checking in with the group regularly, face-to-face, online or a combination to monitor progress in line with the project timeline and brief, providing guidance and support to overcome problems that may arise.
- Posing questions about the 'spaces' development to generate improvements.
- Prompting participants to incorporate the My Tomorrow branding, such as arrows, if appropriate.

The Positive Youth Foundation will tailor the support it offers organisations and their young people based on the 'space' they are creating; this could be providing support or guidance on:

- Workshops and idea generation.
- Planning, monitoring, and delivery logistics and resourcing.
- Creative development and application.
- Promotional activities for those organisations who want to celebrate and showcase their 'space' to the public.



If your organisation is creating a space, please get in touch so that we can support you at info@positiveyouthfoundation.org or bit.ly/mytomorrow-contact

PROJECT EXAMPLE

The Positive Youth Foundation spearheaded Road to Godiva in collaboration with Coventry City Council, which runs the Godiva Festival. Over 12 weeks, the project gave a group of 10 young people the opportunity to produce, record, and perform two collaborative music tracks inspired by the My Tomorrow 'spaces' brief. The tracks were performed on 6th July 2024 on the Cov Connex stage, showcasing underrepresented, diverse local talent from Coventry. The tracks were also performed at the My Tomorrow launch event on 30th May 2024 in Birmingham.



Music track development, rehearsal, and recording sessions

My Tomorrow launch event

If you need guidance and support in bringing the My Tomorrow campaign to life in your community and with the young people you work with, please contact:

Positive Youth Foundation
Info@positiveyouthfoundation.org

Or, complete this [form](#) to contact us.

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