



1,000 YOUNG VOICES

Youth Segments - Test & Learn Project



Engaging Less Active Young People

April 2025



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YOUTH SEGMENTS - TEST & LEARN PROJECT

TEST & LEARN

Since launching the findings of the 1,000 Young Voices research and youth segments, the findings have been disseminated widely across the sector. However, it was always our intention to use the findings to influence and advocate for change to help create more opportunities for young people living in low-income communities to take part in and enjoy the benefits of sport.

To support this work and build further understanding around the needs of young people who typically have low activity levels, StreetGames recently led a test and learn project together with eight locally trusted organisations (LTOs) from our network.

Using insight and resources from the 1,000 Young Voices research, each of the LTOs designed and ran activities that aimed to engage young people from one of the three least active segments, which are summarised below:

THE 'RELUCTANTS'

- **Segment 1 (I'd love to, but I can't)** - This group want to be active, but anxiety, feeling self-conscious and not feeling good enough stops them from taking part, but they do appreciate the broad range of benefits from sport and exercise.
- **Segment 3 – (It's not for me....sport is boring, I prefer other things)** - This group aren't convinced sport and exercise is for them. They see sport as boring and get their enjoyment from other things. The only reason they can see for taking part is to be sociable, have fun and have a laugh.

THE 'OPENS'

- **Segment 6 (Keep calm and let off steam)** - This group need that sense of release that sport provides, to bring them calm and peace of mind. They associate getting active with letting off steam/releasing stress and escaping worries. Sometimes it can be difficult for this group to keep up with a sport as their mental health, lack of time and cost can get in the way.

The LTOs involved in the test and learn project were: Gwella Flintshire Libraries and Leisure (formerly Aura Leisure), Karate in the Community, LS14, Positive Impact Development, Plymouth Dance, Strike 9, UDOIT Dance Foundation and Zam Zam.

StreetGames would like to say a big thank you to all of the LTOs involved in this project and the young people they have engaged and thank you to the Tim Lewis Trust who provided funding to StreetGames to support this test and learn project.

TEST & LEARN SCOPE

The Test and learn project took place between June-December 2024. During this period LTOs were asked to identify and engage a group of young people aged 11-25 years who 'align' with one of the three least active segments identified above, co-design an offer with the young people using the youth segment resources and provide circa 16 weeks of delivery (which could include pre-engagement activities – see below).

Four of the LTOs chose to work with young people who align to Segment 1, two LTOs chose to work with young people who align to Segment 3 and two LTOs chose to work with young people who align to segment 6.

Each LTO received a small amount of funding from StreetGames to contribute towards the delivery costs of their activities (e.g. facility hire and staff time) and were required to engage in learning activities. All LTOs were also given the opportunity to connect with a StreetGames Network Fundraising Officer to help them identify potential follow-on funding should they wish to continue their activities after the initial 'test and learn' period.

Capturing Learning

To help capture learning throughout the test and learn period, StreetGames undertook the following activities:

- Hosted two on-line community of learning sessions with LTOs;
- Distributed an end of project feedback survey to LTO staff and asked that a sample of young people attending their sessions also completed a short feedback survey; and
- Undertook visits to a number of the sessions to observe activities and capture informal feedback.

The learning activities sought to explore:

- What pre-engagement methods were used to connect with and identify the 'right' young people;
- Which techniques/tools were used to help understand the specific activity desires and barriers amongst the young people engaged;
- What sports, activities/blend of activities were provided within the sessions for the young people;
- The 'style' and format of the activities that were provided; and
- The role of the coach/leader – and what aspects of their approach and skills were most important.

This document provides a summary of the learning from this project.

BACKGROUND

In 2023, StreetGames undertook a major research project to listen to and amplify the voices of young people from low-income households.

In partnership with Platypus Research the work involved capturing the views of 1,000 young people aged 11-24 years from lower-income families, capturing insight across a range of topics including information about young people's:

- Key priorities and concerns
- Role models and inspiration
- Challenges and inequalities
- Hobbies and how they spend their spare time
- Attitudes, behaviours and intentions on the role of sport and being active.

Data and feedback from the young people was also used to create seven youth segments, to help better understand key differences and similarities in relation to their: attitudes, behaviours, interests and motivations re taking part in sport/being active.



EXECUTIVE SUMMARY

The points below provide a summary of key learning from this test and learn project -with more detailed information and examples provided overleaf. Some of the aspects below were relevant across the different segments, whilst others were more specific to a particular segment, where this was the case, this has been highlighted.



1 - Recruiting young people from existing groups/settings or in 'friendship groups' proved more effective than attempting to 'open recruit' individual young people, many of whom lacked confidence in a sport/exercise setting and would be unlikely to attend a new activity alone. Emphasising the importance of having pre-existing relationships and connections with wider partners within a local area.



2 - All of the LTOs involved included 'pre-engagement' activities to help build connections and better understand the young people's motivations and interests before setting up the sports/activity sessions. Their pre-engagement activities included: informal 'meet and chat' sessions, youth voice and co-creation activities, sports taster sessions and wider engagement/taster sessions (e.g. using music, wider well-being discussions and food).



3 - Involving young people to help shape the activities and sessions is important. However, the LTOs found that often the young people lacked the confidence / knowledge to do this during initial engagement. Offering taster activities and the youth segmentation resources helped to support and spark ideas amongst the young people.



4 - A multi-sport approach, which included lots of variety proved popular – particularly with the LTOs who were engaging young people from Segment One. Contrastingly, the LTOs who engaged young people from Segment Six purposely selected specific sports to meet the needs of their groups. For example, Positive Impact Development found that "combat sports worked well to assist our young people let off steam and frustration".



5 - Providing young people with the opportunity to take part in sports / activities they may never have taken part in before - such as beach volleyball and spin cycling proved popular (particularly with Segment One) as this helped to provide a 'level playing field' in terms of previous experience and confidence.



6 - LTOs engaging young people who aligned with Segment One and Segment Three shared how valuable it had been to include wider 'wrap-around' activities within their provision. Examples included: creative activities, quizzes, food, gaming and mentoring – as the sport/exercise was often a secondary motivation for attendance.



7 - LTOs that engaged young people from Segment One and Three – shared how it had been important to include 'lots of content' within the sessions to retain and maintain interest amongst the young people in their groups.



8 - LTOs emphasised the importance of creating a 'fun and informal' style within their sessions. This informal 'feel' was largely created by the staff – by the way they ran the activities and through their connection with the young people; making them feel welcome and their understanding that not all young people will attend every session or attend for all of the session.



9 - LTO staff shared how it was **important to be adaptable within sessions** in order to respond to the young people's needs rather than looking to 'stick' to a pre-arranged session plan.



10 - The **skills and experience of staff** were vitally important. For those LTOs that engaged young people from **Segment Three and Segment Six – staff with mentoring skills** were found to be valuable so that they could support one-to-one conversations with young people, as well as being seen as familiar and 'trusted'.



11 - **Staff to young person ratio was also important** – for those LTOs supporting young people from Segment Six a lower ratio of young people to staff enabled more tailored support to be provided, whilst for those engaging young people from Segment One, this helped to create variety within sessions as it meant that different activities could be offered simultaneously.



12 - All of the LTOs provided their activities within **local community venues within spaces that were deemed 'safe'** by the young people.



OVERVIEW OF ACTIVITIES

LTO: Karate in the Community



Plymouth



Segment



45 mins



Youth Club

Activities:



Martial Arts & Fitness (including self-defence, pad work and fitness)

Young People Engaged:

Circa 20 young people including both males (80%) and females (20%). 10% from culturally diverse communities - including: Black British, Caribbean & African and Asian/Asian British & some young people with a disability / long-term health condition.

What aspects worked well:

"Allowing the young people to contribute...a good variety of activities that were suitable for everyone and held interest"

Key reflections/learning:

The venue enabled the LTO to provide *"a good variety of activities that were suitable for everyone and held interest"*

LTO: Strike 9



Birmingham



Segment



1 hour



School & local rugby club

Activities:



Multi-sports (including: football, cycling, beach volley ball, gym work & handball)

Young People Engaged:

Circa 40 young females aged circa 13-14 years. 65% from culturally diverse communities (predominantly Asian/Asian and British and Black British, Caribbean & African)

What aspects worked well:

"Engagement and the variety of activities on offer. The staff encouraged fast turn-around to ensure all children got the opportunity to try everything"

Key reflections/learning:

The venue enabled the LTO to provide *"all the activities close together which means we can rotate different activities within the hour"*

LTO: Zam Zam



Leicester



Segment



2 hours



Community Centre

Activities:



Multi-sports (including: football, dodgeball, tennis, basketball, netball, dance, capture the flag, mini sports day)

Plus wider activities (including general knowledge quizzes, board games, arts and crafts - bracelet making, 2025 vision board and painting)

Young People Engaged:

Circa 15 young females aged circa 13-15 years. 100% from culturally diverse communities (predominantly Asian/Asian British and Black British, Caribbean & African and mixed ethnicity) and some young people with a disability / long-term health condition.

What aspects worked well:

"When it's presented in a more fun way and more laid back.....The staff definitely helped, as the girls had met us before, and space was also familiar to them.... Food being provided was also an incentive"

Key reflections/learning:

"In terms of the activities, we tried to incorporate a little of everything so everyone could be happy, but we definitely adapted when we saw what they enjoyed more"

LTO: Gwella Flintshire Libraries and Leisure



Flint



Segment



90 mins



Leisure Centre

Activities:



Multi-sport, gym & Fitness - including a fun circuit and spin bike class, netball, dance, bowling, boccia.

Plus, wider activities (including: a range of fun/active games such as 'keys to the castle', mental health walk, arts and crafts, Just Dance and Kahoot quiz).

Young People Engaged:

Circa 22 young females aged 12-13 years. Predominantly White ethnicity.

What aspects worked well:

"Being laid back in our approach to delivery has worked really well"

Key reflections/learning:

Listen to the young people, let them help shape how the sessions are going to look like. Understand that each week will be different depending on how their day/week has been. Offer a variety of activities"

LTO: Plymouth Dance



Plymouth



Segment



1 hour



Dance Studio

Activities:



Dance, movement and wellbeing activities plus ice breakers and games

Young People Engaged:

Circa 18 young people including both females (80%) and males (20%). 20% from culturally diverse communities (predominantly mixed ethnicity and Black British, Caribbean & African) and some young people with a disability / long-term health condition.

What aspects worked well:

"We know that our practitioners are trusted adults for the young people....People then invited friends to attend as they knew we would be a good environment for others who are similar to them. We also designed the sessions with the young people, so we knew they were doing something they were interested in...They enjoyed coming as it became a safe space for them"

Key reflections/learning:

"Meet the young people where they are at and invite them in on the process - it gives them space to step up and also learn transferable skills...When working with vulnerable young people you need to have two strong and well experienced lead practitioners. Sometimes you have to throw the plan out the window and create a new one on the spot - but that doesn't mean the young people can't help design it".

LTO: UDOIT Dance Foundation



Milton Keynes



Segment



90 mins



School

Activities:



Street Dance & leadership activities

Young People Engaged:

Circa 10 young females aged 13-15 years. 100% White ethnicity

What aspects worked well:

Upon arrival, we assessed their energy levels to determine whether they needed a conversation to address any issues they might be facing....or if a high-energy dance lesson was more appropriate".

Key reflections/learning:

"The blend of mentorship and giving the young people the open space time to discuss or share how they are feeling....it helps to break down any root causes to confidence so that then they have better outcomes throughout the program. It is vital that you have staff available and trained with this skillset and are used to the mentoring background as it doesn't run like a normal session when working within these areas".

LTO: LS14



Leeds



Segment



1 hour



Youth Centre

Activities:



Football, cricket, rounders, dodgeball, hockey and gaming

Young People Engaged:

Circa 16 young people – mostly males. This included circa: one-third who were of mixed ethnicity and a quarter with a disability/long term health condition. Those engaged were young people that were attending a gaming session at LS14 who are not typically active and the session aimed to support them to become more active.

What aspects worked well:

"The staff that delivered the sessions have great understanding of the area and the young people in the community.....with understanding different barriers and the reasons they were barriers and how we can challenge them.. Providing food at sessions helped bring YP to the sessions".

Key reflections/learning:

"More time would definitely have helped bring more young people through the door.... [we] could have been better and speaking to local organisations to provide them with knowledge of the sessions. We are now going into schools monthly to advertise sessions".

LTO: Positive Impact Development



Birmingham



Segment



1 hour



Community Gym

Activities:



Martial Arts & Multi-sports (including: martial arts, boxing, kickboxing, basketball & archery)

Young People Engaged:

Circa 10 young people including both males (70%) and females (30%). 90% from culturally diverse communities (predominantly Black British, Caribbean & African and Asian/Asian British and mixed ethnicity) and some young people with a disability / long-term health condition.

What aspects worked well:

"The use of combat sport worked well to assist our young people let off steam and frustration. It was a good choice of sport. Our chosen facilities are purpose built for these activities. Our experienced staff enabled the sessions to work well"

Key reflections/learning:

"Using elements of different sports allows for the sessions to be enjoyed by all, not being restricted to one sport which the participants might not like".



LEARNING FROM THE TEST & LEARN PILOT

How were the young people engaged?

To identify and recruit the 'right' young people LTOs predominantly:

- Drew upon existing community links they had with local partners such as schools, colleges and youth groups; and/or
- Promoted the activities to young people who were attending other non-sports sessions at an existing venue (such as wider youth activities).

Some LTOs also promoted their sessions through peer promoters, word of mouth and via referral from other organisations/agencies.

LTOs also highlighted that it proved more effective to **engage young people from within existing groups or settings**, rather than attempting to 'open recruit' individual young people, many of whom lacked confidence in a sport/exercise setting and would be unlikely to attend alone. This aspect was also highlighted by young people in the feedback survey – with most of the attendees saying that they had heard about the sessions either via word of mouth 'a friend told me' (54%) or because they were 'attending a different group' (21%). Some also shared that they'd been given information from other organisations such as a school/college. In addition, 81% of participants shared that they'd be more likely to attend 'knowing that friends would be going too'

The importance of pre-engagement activities

The 1,000 Young Voices insight highlighted how many of the young people in segments one, three and six typically cite that a lack of confidence, feeling self-conscious or anxious deterred them from taking part in sport/exercise and that a supportive approach would be needed to encourage engagement.

As such all of the LTOs involved included 'pre-engagement' activities - this included providing:

- Informal 'meet and chat' sessions with young people
- Youth Voice and co-creation activities
- Sports taster activities
- Taster activities which included the provision of wider engagement activities such as cook & eat sessions, music, gaming and wider well-being discussions.

".....It became clear from the initial session that the young people lacked confidence. They were hesitant to try new things unless they had the safety net of their friends or family. This lack of confidence stemmed from judgmental experiences since starting secondary school, where they felt the need to look good and excel in everything to fit in". (UDOIT Dance Foundation)

"We used our LS14 Trust sessions for the gaming group....the idea was to get children out of their bedrooms and into social environments with the hope for future sports sessions. We provided food and trips that engaged young people well. We decided to start off on the typical games that are sit down and controller based into more active games and consoles like the Nintendo. We then took young people to an arcade club which was designed to get them up on their feet and moving around we then introduced them into sessions like football and youth club were sports was the focus" (LS14 Trust)

How were the activities selected?

The young people engaged were encouraged to help shape the sessions. However, some LTO leaders shared that during the initial engagement sessions, young people were often unsure of what they wanted to do or could do, when faced with a 'blank sheet of paper' as they lacked confidence, and their previous experiences had been limited.

To help inspire the young people some of the LTO leaders used the Youth Segmentation resources, whilst others provided taster sessions or ran more pre-engagement activities to build conversations with the young people: *"The Youth Segments Quiz and materials helped to 'spark' some young people's ideas, and enthusiasm and better understand their preferences"*.

However, once a rapport had been built up, many of the young people were happy to share their views and **help shape the content of the sessions**: for example Karate in the Community emphasised that whilst their sessions were based around martial arts and a focus on self-defence – the sessions always included scope for input from the young people to steer the session to areas that they enjoyed most so *"for example on a session where we were working on speed and ability of reactions, we had a group rounders game where we could only use body parts to hit the ball; this saw lots of engagement and lots of variation of techniques that could be used which were put forward by the young people"*.

Many of the LTOs selected a multi-sport approach – with the variety proving popular. Whilst for others their activities were **purposely selected** to meet the needs of the group – for example Positive Impact Development who were working with young people from Segment Six highlighted how the *"use of combat sports worked well to assist our young people let off steam and frustration"*.

What activities were provided?

As can be seen by the project examples on page 4 – the LTOs provided a range of different sports/activities – spanning: multi-sports, dance, martial arts, fitness, team sports and games.

A number of LTOs, particularly those working with young people in Segment One, highlighted how their young people really enjoyed the opportunity to **try activities they may never have taken part in before** – such as beach volleyball and spin cycling as this not only helped to provide a 'level playing field' in terms of previous experience but also increased the young people's knowledge and understanding of the breadth and diversity of activities that exist.

LTOs engaging young people who align with Segment One and Segment three also shared how valuable it had been to include wider **'wrap-around' activities within their provision, including creative activities, quizzes, food, gaming and mentoring** – an approach which had helped to both initially engage and retain their young people:

- *"The sessions are two to two and a half hours long, the first hour is sports and the second hour is arts and crafts which includes less structured, more social time - such as painting, scrapbooking, movies etc. During this time, we also discuss topics that are important to the young people, like school life and friendships etc. Whilst talking about those things they have their food of choice at the last hour"* **(Zam Zam)**
- *"Offer a variety of activities and try and incorporate physical activity in but it doesn't always have to be. Quiz a board game is a good way to engage one-to-one or get good cohesion"* **(Gwella Flintshire Libraries and Leisure)**

What was the format and 'style' of the activities provided?

The sessions varied in length from 45 minutes to 2.5 hours. However, where longer sessions were provided, these included broader wraparound activities as described above.

Other learning shared by LTO leaders was not only the importance of providing young people with a **variety of activities**: *"Using elements of different sports allows for the sessions to be enjoyed by all, not being restricted to one sport which the participants might not like"* (Positive Impact Development). But also, for those LTOs that engaged young people from Segment One and Three – staff shared how it had been important to include **lots of content** within the sessions to retain and maintain interest amongst the young people in their groups:

- *"....The staff encouraged fast turnaround to ensure all children got the opportunity to try everything"* **(Strike 9)**
- *"There needs to be lots of content in the sessions...this captivates and holds their attention."* **(UDOIT Dance)**

A more **informal style** was also deemed crucial in engaging this audience. This informal 'feel' was largely created by the staff – through their connection with the young people, by making them feel welcome and also in terms of understanding that the young people will not all attend every session or attend for all of the session:

- *"I definitely think when it's presented in a more fun way and more laid back they tend to engage more especially because they have had a long day at school so coming to the sessions to just have fun and load off it makes them a lot more happier once they leave."* **(Zam Zam)**
- *"...young people had flexibility to dip in and out if needed (exams/ unmissable events) to remove pressure and expectation. We welcomed young people to arrive as they are and bring into the space as much as they wanted too".* **(Plymouth Dance).**
- *"We have found being laid back in our approach to delivery has worked really well, the young people know we are here and that they can drop in when they want. Lots of young people don't come for a few weeks then turn up, this is great because they are comfortable to just show up and know we are there if they need to attend and chat or just come to do some physical activity".* **(Gwella Flintshire Libraries and Leisure)**

Data from the participant surveys highlighted that more than half (54%) of young people shared that their main reasons for attending were: 'to have fun' and to 'meet up with friends' (43%). Although this didn't mean that some of the young people didn't enjoy 'friendly' competition within the safety of their group.

Plus illustrative comments about what the young people like most emphasises their differing motivations:

"Being active and getting exercise, but at the same time having fun"

"Meeting up with friends"

"Doing new things"

"Socialising"

"They are relaxed and I can be myself"

"I feel safe and enjoy having fun".

Location matters - the importance of Safe, Local Spaces

Providing activities locally for this audience is important, so that they are easy for the young people to access independently and on foot - with LTO leaders sharing how they: *“Meet the young people where they are at”*.

The facilities used typically included local community and youth centres but also where purpose-built sport and leisure facilities were located within the community these were also utilised.

In addition, selecting a location and venue that is perceived as ‘safe’ by young people was also important: *“From the beginning, I knew we needed to create a safe environment that not only builds confidence but also helps them let go of their inhibitions and feel respected. These girls often faced issues at school, truancy, or carried significant burdens from their home life, which ultimately left them exhausted when they arrived.”* UDOIT Dance Foundation.

The Coaches & Leaders – what aspects of their approach were most important?

The **role of the coach/leader is extremely important** in engaging less active young people, not only in terms of helping to **create a welcoming and informal style** and sharing a passion for sport/being active, but importantly in terms of how they engage and **support the young people** – as illustrated by feedback shared from young people:

- *“ [The coaches are] supportive and they understand if you've had a bad day”*
- *“I...love the one-to-ones with my coach he's kind and so patient”*
- *“The coach is very passionate about the sport and I feel like I'm improving every session and learning so much”.*

Coaches being **relatable and ‘trusted’** was seen to have been an important factor in the LTOs being able to engage and attract the target audience:

- *“We know that our practitioners are trusted adults for the young people.....People then invited friends to attend as they knew we would be a good environment for others who are similar to them”. (Plymouth Dance)*
- *“The staff being representative of them. For example, for a group of Muslim girls, they'd need a woman as lead.” (Zam Zam)*

In addition, being able to **build a rapport with attendees** was also a critical element:

- *“initial hesitation to do physical activity as they felt self-conscious...so we had to build their trust and create a comfortable environment and help the girls to feel empowered.” (Zam Zam)*
- *“The blend of mentorship and giving the children the open space time to discuss or share how they are feeling is hard initially, however I do believe it is very powerful when working with this audience. As it helps to break down any route causes to confidence so that then they have better outcomes throughout the program”. (UDOIT Dance Foundation)*

The coaches and leaders also highlighted the importance of being **flexible and adaptable** and being willing to make 'in-flight' **adjustments along the way** to respond to young people's needs, rather than rigidly sticking to a pre-arranged session plan:

- *"Sometimes you have to throw the plan out the window and create a new one on the spot - but that doesn't mean the young people can't help design it.....We would always do a check in at the start of the session and young people would usually lead this. We would let them choose our warmup together- over the course of the project young people started to take this responsibility on too and felt they could have ownership of session content based on where they were at each day".* **(Plymouth Dance)**
- *"After each session we would discuss with the young people what sports they'd like to do at next session...We made some changes along the way to deal with the changing weather and storms....sometimes the sessions don't go the way they were originally planned because of the number of people or just change of mind from the young people".* **(Zam Zam)**
- *The need to take time to listen to and respond to young people's needs: "Not all the girls responded well to the activities we provided. It was difficult to cater to everyone, attitudes were not great to begin with, however after listening to their needs and what their interests are we have changed the session structure. We have an area for them to go if they don't want to do any group work which I think has helped them open up about how they feel on that day".* **(Gwella Flintshire Libraries and Leisure)**

Group Size & Staffing Ratios

Some of the LTOs also spoke about the importance of having a **lower ratio of young people to staff** than they might typically use with other groups – so that staff were able to provide more support to those attending:

- *"We expanded the group numbers quickly and we felt this slightly affected the groups. We then got more staff to accommodate and rectify"* **(Strike 9)**
- *"We had two practitioners due to the nature of the group and often participants would ask to speak 1-2-1 for support"* **(Plymouth Dance)**

For some of the LTOs that were working with more vulnerable young people the provision of additional one-to-one support and mentoring with the sports activities was deemed highly valuable:

- *"It is vital that you have staff available and trained with this skillset and that are used to the mentoring background as it doesn't run like a normal session when working within these areas".* **(UDOIT Dance Foundation)**
- *"...often participants would ask to speak 1-2-1 for support - we always signpost to further activities i.e mental health support, school holiday activities and also encouraged where to find support in school as many had issues/ difficulties within education too"* **(Plymouth Dance)**

YOUNG PEOPLE'S FEEDBACK

Although the project was not about engaging large numbers of young people – more than 150 young people took part during the short test and learn period whilst the feedback from both the young people involved and the LTOs has shown how valuable the sessions have been to the young people involved. The data from the feedback showed that:

All of the young people had 'enjoyed being active'

98%

shared that they had been 'more active than usual'

95%

felt that the sessions had helped them to 'improve their health and wellbeing'

91%

shared that the sessions had helped them to 'let off steam'

97%

felt that the sessions had helped them to 'feel more confident about sport/exercise'

94%

had 'tried new activities'

94%

shared that the sessions had enabled them to 'develop new skills'

FUTURE INTENTIONS & SUSTAINABILITY

Nearly all of the young people surveyed (90%) indicated that they were either very/quite likely to continue attending the sessions or similar sessions.

All of the LTOs involved shared that they intend to continue the sessions or that the young people have already been sign-posted and supported to access similar sessions within their community. For example Gwella Flintshire Libraries and Leisure shared that: *"There is another session on a Friday evening a family learn to swim session that has linked really nicely with this one, some girls have started coming for the first time so are now accessing 2 sessions a week in the leisure centre. We also have our community sessions that are free for young people aged 8 to 16 years".*