

# Sports Development and Social Inclusion

Examples of Good  
Practice in  
Cambridgeshire



# *Sports Development & Social Inclusion Case Studies*

## ***Sports Development and Social Inclusion***

This booklet outlines examples of good practice in Sports Development and Social Inclusion within Cambridgeshire. The projects featured were conceived and delivered by a range of different agencies often working in partnership. They all offer creative but practical ideas around engaging people in sport who perhaps would not normally have the opportunity. The results are often far more important than merely gaining a new skill and in many cases participation can be life enhancing.

My thanks to all of the contributors for sharing details of their work with us. They have also agreed to include contact details within this document and are very happy to share their knowledge and expertise with others

I would also like to thank Nikki Enoch from Vaga Associates who visited and interviewed all of the contributors and to Tamsin Harvey for collating the document.

**Gary Hughes**  
County Sports Development Officer

This is one of a series of sports development and social inclusion case studies involving young people from across Cambridgeshire. For more details visit:

[www.cambridgeshire.gov.uk/leisure/sports/development](http://www.cambridgeshire.gov.uk/leisure/sports/development)

## South Cambridgeshire District Council & Primary Care Trust

### CONCEPT

The TEAM project came from a desire to provide a life changing experience for young people who were overweight. It was designed by the South Cambs Health and Exercise Development Co-ordinator, working closely with the Senior Sports Development Officer of South Cambridgeshire District Council. The design involved much research on similar projects elsewhere, discussions with key partners including the local Primary Care Trust (PCT) and a pilot ten week programme to test the concept that was rigorously monitored.

Its aim is to:

- Help children develop a healthy lifestyle to achieve and maintain a healthy weight.
- Emphasise behavioural changes leading to a sustained: increase in physical activity, healthy eating and improved confidence.

Initially the target group were children in school years five and six (9 - 11 year olds). At least one parent was required to attend the sessions.

### PARTICIPANTS

For the pilot feeder primary schools around Comberton Village College, a specialist sports college, were targeted. Initially there were concerns and sensitivities about how to recruit the young people, especially by targeting and so risk 'labelling' or offending:

- GPs did not feel they were best placed to identify and refer all of those considered to meet the criteria
- Teachers felt uncomfortable making the first approach and were concerned about the reactions they may get.

In the end a letter was sent to all parents of children at the school promoting the benefits and inviting them to phone the School Nurse if their child met the recruitment criteria and if they were interested in a free place on the pilot. After a slow start 13 responses were received from 12 primary schools.

#### Facts

The dramatic rise in the prevalence of obesity over the past 20 years, especially amongst young people, that is a major concern.

- 1 in 10 six year olds are obese
- 1 in 6 fifteen year olds are obese
- Should current trends continue by 2020:
  - 1 in 3 adults will be obese
  - 1 in 5 boys will be obese
  - 1 in 3 girls will be obese
- Obesity causes about 30,000 deaths a year in the UK through problems such as heart disease, stroke and diabetes.

## Sports Development and Social Inclusion Case Study

# TEAM PROJECT

South Cambridgeshire

*TEAM (To Energise and Motivate) is a 10 week healthy lifestyle course for overweight and obese young people and their parents in South Cambridgeshire junior schools. It has had a marked impact on the confidence and self-image of the people involved as well as resulting in diet changes and increased activity levels.*

### DELIVERY

Young people who met the criteria were encouraged to attend an initial workshop with one of their parents to find out more. The criteria were:

- Aged between 9-11 years
- Age adjusted Body Mass Index (BMI) above the 91<sup>st</sup> percentile identified by measuring height and weight.
- Able to attend Saturday mornings for 10 weeks.

The course comprised of:

- One hour long physical activities chosen by the young people:
  - Led by sports coaches experienced in working with this age group
  - All participants were assigned to a named coach to build up a rapport
  - Included: cricket, athletics, rugby, badminton, rollerblading, speed, agility, football, netball, tennis and hockey
- Access to the fitness room for the parents
- An introductory and four workshops on healthy eating:
  - Led by a community dietician
  - Attended by at least one parent and child
  - Themes included: food labelling, celebrity advertising of junk food, importance of breakfast and healthy choices for lunch box or from the school canteen.
- An introduction and four workshops on confidence building:
  - Led by the Child and Family Team Leader
  - Attended by at least one parent and child
  - Themes included: self worth, trust, relaxation, coping with bullying
  - Parents were shown how to use positive reinforcement techniques and offered one-to-one confidential sessions.

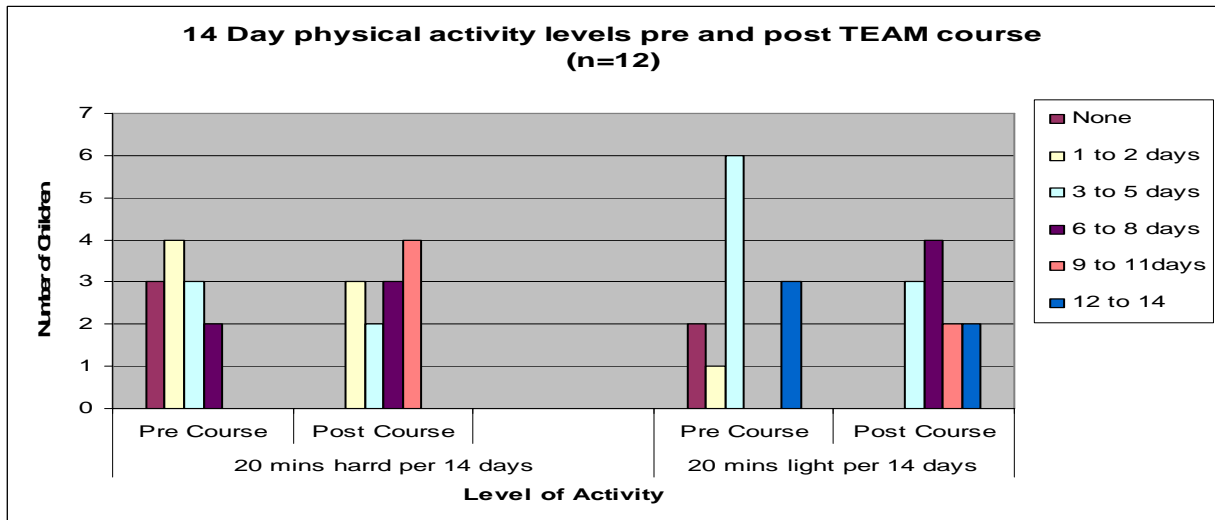
### Monitoring

Each child was assessed at the beginning and end of the course by the health and exercise development co-ordinator. There was a six-month follow up session:

- Weight and measurement for age adjusted BMI
- Waist measurement
- Stamina test on treadmill
- Three day food diary at the beginning and end
- Physical activity questionnaire.

### IMPACT

- Increased levels of intensive and light activity by all
- Less hours watching TV or playing computer games
- Reduced waist measurements by 1-5.5cms
- Improved stamina and fitness levels
- Changes in eating habits and healthier diets



## COST

The total cost of the pilot was £5,000, which was jointly funded by South Cambridgeshire District Council and the PCT. Costs include:

- Assessments
- Facility hire
- Coach and workshop leaders
- Promotion, monitoring, co-ordinators' time.

A second 10 week course has recently been successfully completed. A price of £50 per head is being charged for subsequent courses to help sustain the programme in other areas and with younger age groups.

## FUTURE PROPOSALS

The second course showed even more evidence that working within all three areas (physical activity, healthy eating and improving self-esteem) really does have the impact that is required to change attitudes and lifestyles.

The District Council is looking at new and innovative ways to fund future projects and reduce costs. In partnership with the PCT, they aim to run at least one course per year.

For more information please contact:

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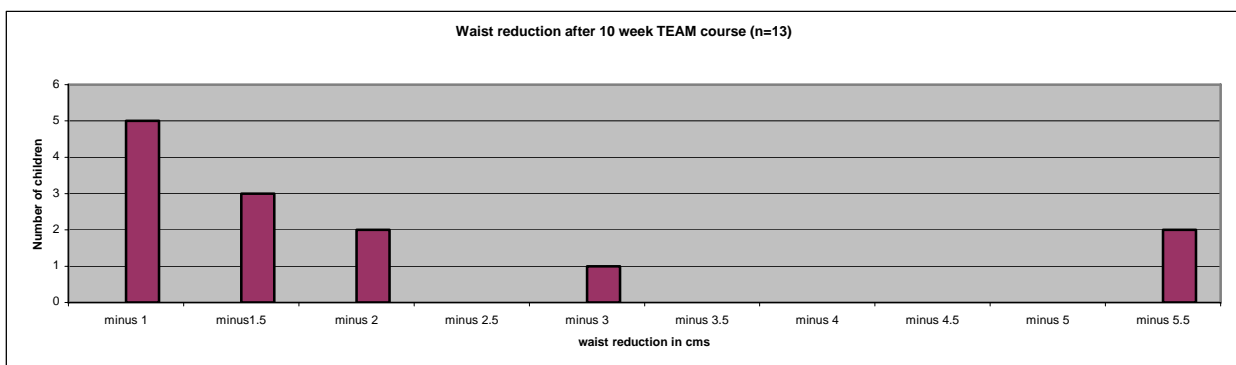
Tel: 01954 713349

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*"It is interesting to note that most of the children did not look unduly overweight and were very good at concealing their excess weight also parents described their children as 'well built' or a little bit chubby or as having 'a bit of puppy fat' when they were in fact obese with all the concomitant health risks that this brings. It has been reported elsewhere that parents have difficulty in recognising that their child is overweight"*

**Monitoring Report**

*My child thanked me for attending the course!  
It was really fun – I wish it wasn't finished!  
I came because I wanted to have a better fun life.  
The kids really gelled and enjoyed everything on offer.*



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## Huntingdonshire District Council

### CONCEPT

The main aim of the scheme is to provide and promote physical activity for adults with a disability at St Neots Leisure Centre. The idea came from a volunteer member of the Disability Sports Forum, who has links with several day care centres and residential homes in the area. A business case was made and the project was supported by Huntingdonshire District Council. Its aims were to:

- Promote use of leisure facilities
- Enhance a strong and positive reputation with partners, public and the media
- Raise awareness of disabilities
- Establish community ownership
- Promote social inclusion.

The concept was tested by approaching three day care centres/residential homes and was well received, with a commitment to promote the concept to their residents and provide the transport to and from the leisure centre.

### GETTING STARTED

An action plan was worked up to include the following steps:

- 1 Develop a management committee
- 2 Write a constitution
- 3 Set up a bank account
- 4 Complete an Awards for All bid
- 5 Book venue for initial 10 weeks
- 6 Establish database of members
- 7 Produce registration form for members
- 8 Establish programme of activity
- 9 Book appropriate coaches
- 10 Ensure availability of equipment
- 11 Put information on the web site
- 12 Produce registers for each week
- 13 Arrange quarterly committee meetings
- 14 Promote the club
- 15 Purchase equipment.

The Disability Forum provided set up costs for equipment and promotion with the view that any income generated would be earmarked to make the Club sustainable.

#### What the Participants Get Out of the Club

37%	Fun
20%	Something new
20%	New skills
10%	Fitter
10%	Friends
3%	Improve skills

## Sports Development & Social Inclusion Case Study

# ACTIVE & ABLE SPORTS CLUB

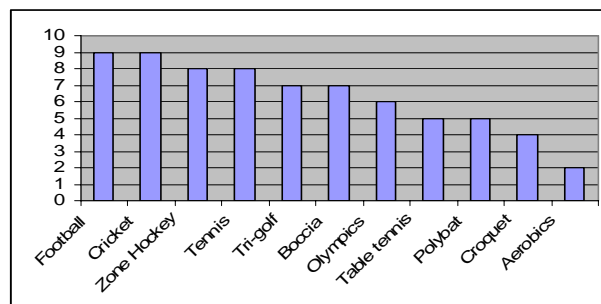
*"I enjoy what's on offer as I like sport"..... "The leaders? .....are excellent.....they are all fantastic!" are some of the comments from the new Able & Active Sports Club. Following an approach from a volunteer member of the Disability Sports Forum, the Huntingdon's Community Sports and Recreation Officer decided to act. This case study outlines what he did and the reactions to it.*

### DELIVERY

Up to 39 adults and 17 juniors are now members with an average of 15-16 people attending each week. The age varies between 8-60 years old with varying levels of ability in terms of sporting talent, learning disabilities, impaired vision and speech and other physical disabilities.

### The Future

The Leisure Centre operated the Club for another 10-week period from September. Club members were asked for their preferences of activities. Their responses are presented in the graph below.



Following the success of the club it has been agreed to expand to include the Huntingdon Leisure Centre, starting in April.

The number of sessions has increased to accommodate numbers at both Huntingdonshire and St Neots. Each has three volunteer staff that receive training prior to taking on their leadership role.

### COST

All club members now receive a FREE Club T-shirt after paying a £5 joining fee.

Participants are charged £3.00 per session and the challenge for the Leisure Centre is to retain this price and break even. Many of the sessions are lead by volunteers or staff, thereby keeping the cost down.

### CONTACTS

For more information please contact:  
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#### IMPACT

*"It's actually changing the day care centres way of thinking!"*  
 Ryan Armes,

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## Queens School, Wisbech

### CONCEPT

Queens School has recently applied for Sports College Status. As such it has invested in facilities and sports development programmes for its pupils and the local community to use. Traditionally usage of the facilities by Travellers and their children has been relatively low compared with other families who permanently reside in the school catchment area.

The School has built a new fitness centre as part of its £2 million sport facility development. It was also successful in gaining an Awards for All grant of £5k for working with the traveller community to encourage use of the new facilities.

A parallel consideration was the need for the new fitness centre to meet its financial objectives. Consequently, whilst external funding had been secured to kick start the programme it could not be subsidised long term. It therefore needed to satisfy an actual demand.

### MARKET RESEARCH

Working for the School is an outreach officer whose role is to build good relationships with Travellers helping them to explore issues and concerns that affect their children attending and performing at Queens. Over time the officer has developed a positive relationship.

It was this officer who discussed the concept with families of the travellers, listened to their views on what they would like, any practical issues and needs likely to occur, what types of programmes would attract their support and when would be the best times to provide them etc. In taking the time to discuss their needs the officer was able to win the commitment of a few highly respected travellers within their own communities. This was followed up by market survey of families within their communities to attract interest and ascertain the most popular time and range of programmes.

Based on the findings from the market research taster sessions were held:

- 4.30-5.30pm womens aerobics
- 5.30-6.30pm mens weights and fitness.

Approximately 10 people attended the sessions and were asked to complete individual questionnaires on what they liked and didn't like. The programmes were adjusted accordingly.

## Sports Development & Social Inclusion Case Study

# School-Community Links Travellers

*Over one third of all traveller children in the County are pupils at Queens School. In an attempt to encourage greater involvement of Travellers in School and after-School activities and to build positive relationships with the Traveller communities, Queens School engaged Travellers in a special fitness initiative. Awareness and interest in the programme has steadily increased. Without this targeted approach the Traveller families would not have benefited from this community facility as much as they have.*

### SUCCESSES AND LESSONS

The highlights have included:

- The longer its gone on the more interest it has attracted
- The comments through the questionnaires have been acted upon
- Sons and daughters have attended the sessions with their parents.

The key lessons for the school are:

- Work with the traveller community, involve them in the decision making and keep talking to them to iron out any practical issues
- Don't expect too much too soon – it takes time to build up trust and break down barriers (real or perceived)

### COST

£4.5k was secured through an Awards for All Lottery grant, which helped undertake the market research, purchase additional equipment, subsidise the taster sessions and provide the induction training.

### PROFILE

The project has been led by the Director of Sport who is a member of the School's Leadership Team, which has been aware and has endorsed the project through all of its stages. Publicity has been deliberately low key and sensitive to traveller community.

### FUTURE PROPOSALS

To make the programme self-sustaining in terms of numbers and finance.

### CONTACTS

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## **Witchford Village School in partnership with East Cambridgeshire District Council**

### **CONCEPT**

Witchford School is a Specialist Sports College and as such it is very focussed on getting all of its pupils participating in PE and school sport. As part of its review of student services it was noted that pupils who were overweight were also likely to:

- Have poor attendance records
- Have poor discipline records
- Refuse or find excuses for taking part in PE
- Have low confidence and personal esteem
- Be less 'engaged' within the school and its services.

The Fawkes Project is an inclusive fitness programme targeting pupils who show the above characteristics.

The School was approached by East Cambridgeshire's Sports Development Team to explore a potential extension to the GP/Exercise referral project already running at the College.

### **PILOT**

The pilot was targeted at Year 7 students who had been identified by Student Support Services, the Director of Sport and the teachers of those identified. The process then involved:

- 1 Inviting the students to be part of the scheme (9 of the 10 students asked agreed to do so)
- 2 Initial meeting with the students to explain what was on offer and to discuss how it would work best. This involved the Head of Sport and the School's Student Councillor
- 3 Set training programmes for the group and the individuals
- 4 Hold one group session per week for 10 weeks
- 5 Positive efforts by the staff to give recognition and positive encouragement to the students when they saw them
- 6 Track the positive changes in four areas:
  - School attendance
  - Health
  - Fitness levels
  - Confidence

## **Sports Development & Social Inclusion Case Study**

# **FAWKES PROJECT**

*The school identified that some of its pupils were not only overweight but these pupils also had poorer attendance, discipline and attainment records and less likely to be engaged in school activities. The Fawkes project is targeted at these pupils, giving them extra support and encouragement by getting them to use the school gym on a regular basis. The results achieved are impressive.*

### **PRINCIPLES**

Four principles were built into the delivery of the scheme:

- It was undertaken discretely (not as a 'fat camp')
- All staff involved were very positive and very committed towards the scheme and those involved
- All students were given understanding and individual attention with full support
- All students had special permission to 'come and use' the gym based on trust and respect.

"The big step is getting them into the gym and overcoming the fear factor"

"They get a taste of success and of feeling special and like it"

Director of Sport

### **COST**

£500 provided by East Cambridgeshire District Council per cohort of students for administration and fitness instructors.

### **FUTURE PROPOSALS**

A second cohort of students is being taken through the process as a result of the success of the pilot programme. The school has ideas of using the initial group of students as buddies and mentors of new groups. It is also considering how it can work with Year 6 of its primary feeder schools and nearby secondary schools to introduce the scheme.

### **CONTACTS**

For more information please contact:

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### **IMPACT ON ONE STUDENT**

<b>Before</b>	<b>After</b>
Poor attendance record	Participating in PE
Poor discipline record	Now has kit
Refuse to do PE	More confident
Personal hygiene problem	Better attendance record
Organisational problems	Fewer discipline problems
	Recognised talent - on the verge of the Basketball team

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## **Cambridge City Council, Cambridge United Football in the community Scheme & South Cambridgeshire District Council**

### **CONCEPT**

The idea of forming this club for young people with a learning disability came from discussions between Sports Development Officers from two local authorities, the Cambridgeshire FA and Cambridge United Football in the Community Scheme. The project was also supported by the Disability Sport Focus Group, which supports / promotes sports activities for people with a disability in Cambridge City and South Cambridgeshire. A practical action plan was prepared, facilities and coaches were organised and funding contributions agreed.

Initially two sites were identified to base the Club: Coldhams Common in the City and Comberton in South Cambridgeshire. With good attendance at the City and relatively low attendance at Comberton it was decided to merge the two sessions together as a joint Cambs City and South Cambs Club taking place at Coldhams Common (outdoors) in the summer months and Impington Village College (Indoors) in the winter months.

A simple questionnaire is given to participants and parents every six months to evaluate the sessions. Suggestions are considered, ideas are tried and improvements are made. Practical examples of three very significant improvements include:

- The introduction of rugby as a result of a parent consultation evening.
- Split into two ability groups as the club got bigger to increase the enjoyment of the sessions
- Move to an indoor venue between November and February because attendances began to drop off due to bad weather.

### **PARTICIPANTS**

The Club is for young people aged between 8-15 years who have moderate learning difficulties. During the first year there were approximately 10-12 participants and interest grew slowly to 22. There are regularly 15 participants. During the summer term numbers drop due to take up of other activities and holidays.

### **DELIVERY**

Saturday morning sessions 10.00am-11.30am:

- 45 minutes football coaching
- 45 minutes tag rugby coaching

## **Sports Development & Social Inclusion Case Study**

# **MLD FOOTBALL & RUGBY CLUB**

*The Cambridge City and South Cambridgeshire MLD Football and Rugby Club was established in 2003 with the purpose of providing young people with moderate learning disabilities the opportunity to participate in weekly football coaching and related activities. It has expanded to include regular tag rugby sessions and has been successful in sustaining interest from participants. Structured feedback demonstrates how much the young participants have enjoyed and benefited from the Club*

Each year there is a day trip to Cambridge United involving a tour of the ground and free tickets to watch a match with friends and family. Regular matches have also been organised with the MLD football clubs in Peterborough and Huntingdonshire.



### **COACHES AND RECRUITMENT**

Lead coaches are provided by Cambridge United Football in the Community Scheme and Great Shelford Rugby Club. South Cambs District Council (SCDC) and Cambs City Council (CCC) both fund the assistant coaches. All coaches used have received training for working with young children with disabilities. Both the football and rugby coaches lead sessions at special schools in the City and South Cambridgeshire Districts and provide pupils with information on the Saturday morning club.

### **COST**

Participants are charged £1.00 for one activity session or £1.50 for both the football and tag rugby sessions to help cover the costs incurred.

Cambridge United received Ability Counts funding to support the disability work. Cambridgeshire FA, SCDC and CCC contribute funding towards the club. Both Cambridge City and South Cambridgeshire District Councils give officers time and expertise and publicity to support the Club.

### **Current proposals for developing the Club include:**

- Securing kit for the participants
- Setting up further matches between other clubs in the county
- Widening the age group.

### **CONTACTS**

For more information please contact:

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## Peterborough and Cambridgeshire Youth Services

### CONCEPT

In the late 1990s the Home Secretary, David Blunkett, introduced several summer based programmes to detract young people from crime and to encourage them into employment.

The UProject is a collaborative partnership between the Cambridgeshire and Peterborough Youth Services plus many other agencies such as: the Connexions Service, Social Services and teams involved in Youth Offending Teams, Looked After Children and the Homeless Agencies. The concept developed through discussions involving the partners who secured funding from the New Opportunities Fund for the first 3 years. The DfES, with contributions from the partner agencies, have continued to fund the project since 2005.

### AIM

The UProject aims to support young people who are not in employment, education or training (NEET) at age 16+, to help them to plan and act upon their plans for their future. It provides a structured programme of challenging activities, which encourages their involvement in education, training or employment.

Key learning objectives were set:

- To increase confidence and self esteem
- To improve team working skills
- To improve communication
- To improve leadership skills
- To improve relationship skills.

### PROGRAMME

There are three phases:

#### Pre-residential

Opportunities to get to know the staff and people involved and more about the programme through team building activities.

#### 3/4 Day Residential

Activities to build up confidence and self esteem, develop team working and communication skills and to achieve national accreditation.

#### Follow Up

Opportunities for reunions with other participants and for further support to those still unsure about their future options.

## Sports Development & Social Inclusion Case Study

# Uproject PROGRAMME

*The Uproject gives inspiration and builds self-esteem of young people through outdoor adventurous activities. It is targeted at those young people who are not in employment, education or training at the age of 16+. It is making an impact on their lives, with 90% of 2005's group now in education, training or employment. It is the principles and the lessons learnt by this case study that makes it particularly relevant to other agencies involved in developing inclusive sports projects.*



The core programme is based around fun and challenging activities giving structure to the learning:

- Windsurfing
- White water rafting
- Sailing
- Canoeing
- Archery
- Biking
- Rock climbing
- Climbing Snowdon

### DELIVERY

150 young people were involved in last year's programme, which took place during the summer period involving 22 staff from the youth service, 6 personal advisers and 2 PAYP key workers from the Connexions service.

Key elements of the delivery include:

- Use existing networks and contacts to target individuals who are genuinely 'hard to reach'
- Make personal contact and build up trust with the individual being outlined for support
- Agree contracts with the young person and their parents/guardians
- Provide a variety of exciting activities that can be used for team building and to stretch individuals
- Build in accreditation opportunities such as: level 1 coaching awards, Duke of Edinburgh Awards, ASDAN Youth Activity and Peer Tutoring Awards
- Deploy Peer Tutors and Peer Mentors
- Opportunities for leadership development and for learning new communications skills.

### Quotes from young people:

*"It's fun, energetic and different and you can get away from everything"*

*"Because it helps you think about what you want to do when you get older"*

*"I speak up now when I have something to say!"*

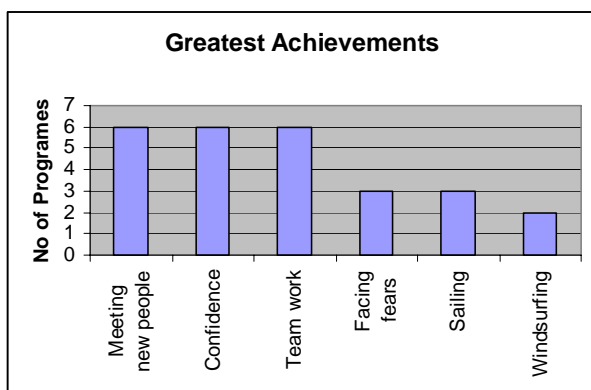
## IMPACT

This year's Uproject achieved the following results:

- 90%** Of those targeted, enrolled and attended at least one meeting
  - 70%** Beneficiaries attended the residential
  - 95%** Residential participants achieved a Duke of Edinburgh Access Award
  - 100%** Residential participants achieved an ASDAN Youth Activity Award or Peer Tutoring Award
  - 100%** Participants were offered qualified post 16 support and guidance
  - 90%** Beneficiaries now in education, training or employment;
    - 59% in full time education
    - 15% in full time employment
    - 16% in vocational training
- Of the remaining 10%, 5% are registered with Connexions and are actively seeking, 3% are unknown, 2% have left the area.

Questionnaire responses from the young people confirmed:

- 99%** They would recommend it to others
- 94%** Rated the activities as good or very good
- 94%** Felt more positive about themselves and their future plans.



## Sports Development & Social Inclusion Case Study

# Uproject PROGRAMME

## LESSONS LEARNT

Key lessons learnt so far:

- It is possible to reach the 'hard to reach' group and achieve learning objectives through sports activities
- Build up relationships and trust through one-to-one and small group work leading steadily to whole groups
- Set solid ground rules at the outset, made and agreed by all workers and participants
- Contracts for parents/guardians and young people agreed and signed before accepted on the project
- Make sure time is allocated for staff to get to know each other, plan ahead and work out their roles and responsibilities
- Stress the importance of portfolio work
- Make sure the young people know what to expect
- Ensure there is a variety of activities for the evenings on residential involving a mixture of team and individual activities
- Involve Connexions personal advisers to give a more holistic approach
- Give the young people responsibility, don't do everything for them.

## COST

The residential nature of the Uproject makes it a relatively high cost overall. There is no cost to the individuals who are invited to attend. The continuation of the Uproject is currently dependent upon securing funding from partners and grant programmes.

## CONTACT

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### Quotes from the project leaders

*"Seeing this group of relative strangers gel and work so well as a team was a real inspiration"*

*"It was lovely to see the young people change and adapt"*

*"These young people are weary, scared and lacking confidence – it helps give them positive involvement, experiences and a much needed change of outlook."*