

Ada webinar 23 March 2026 - transcript

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00:00:04.210 --> 00:00:14.939

Kelly Birtwell (she/her): Okay, so welcome everybody, it's great to see you all here, and today we're going to talk about our project around improving physical activity for autistic adults through dance.

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00:00:15.330 --> 00:00:16.950

Kelly Birtwell (she/her): So...

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00:00:18.700 --> 00:00:31.999

Kelly Birtwell (she/her): Just to acknowledge, the team, and today we have Christine Rowland, Stephanie Tierney, and Emily Carcellis on the call with us, and we'd like to thank the funder, the Three Schools Mental Health Programme for funding this project.

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00:00:33.090 --> 00:00:43.090

Kelly Birtwell (she/her): So today, we'll talk through three parts of the research that we've done, and we'll show you the three films that we've created. So, one film after each of the sections.

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00:00:43.290 --> 00:00:48.810

Kelly Birtwell (she/her): And then there'll be time for questions and answers after we've done the three presentations and shown the films.

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00:00:49.280 --> 00:01:05.180

Kelly Birtwell (she/her): And you should have seen in the chat that there's a link to a Padlet there, so we'd be really grateful for any feedback that you'd like to provide about any of the research findings or the films. And if you have questions for the research team afterwards, please put those in the Zoom chat.

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00:01:07.390 --> 00:01:16.640

Kelly Birtwell (she/her): Okay, so **part one**, I'm going to talk about, I'll give an overview of the project and, talk through the community involvement aspects.

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00:01:16.920 --> 00:01:29.369

Kelly Birtwell (she/her): So, for the project as a whole, the aim was to support engagement in physical activity through recreational dance and improve physical and mental health amongst autistic adults.

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00:01:29.780 --> 00:01:33.240

Kelly Birtwell (she/her): And we conducted 3 studies and developed resources.

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00:01:34.230 --> 00:01:45.279

Kelly Birtwell (she/her): Study 1 was an online survey, and Study 2 involved qualitative interviews, and the aim was to explore how autistic adults experience dance in different settings.

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00:01:45.560 --> 00:01:48.669

Kelly Birtwell (she/her): At home, socially, and at dance classes.

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00:01:49.000 --> 00:01:53.539

Kelly Birtwell (she/her): And this included the benefits, the barriers, and the facilitators to dance.

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00:01:54.630 --> 00:02:07.459

Kelly Birtwell (she/her): We then developed resources, films, and written materials, and we took these to focus groups to see if the resources are usable and acceptable to link workers, dance providers, and autistic adults.

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00:02:08.220 --> 00:02:15.679

Kelly Birtwell (she/her): We then refined the resources based on the feedback we received. So the films that we'll share with you tonight are the final, refined versions.

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00:02:18.290 --> 00:02:28.790

Kelly Birtwell (she/her): There was community involvement throughout the project, and this helped to shape the funding application with input from an artistic PPI co-applicant, Emily Carcellis, and others.

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00:02:29.140 --> 00:02:41.719

Kelly Birtwell (she/her): And once we were awarded the funding, we set up two stakeholder groups. One was 5 Autistic Project Advisors, and another with 12 people in relevant professional roles, some of whom were autistic.

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00:02:43.580 --> 00:02:54.490

Kelly Birtwell (she/her): And our project advisors and stakeholders helped us to shape the studies, by providing feedback on the study adverts, the information sheets, and the questions that we were planning to ask people.

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00:02:54.920 --> 00:03:03.040

Kelly Birtwell (she/her): And we also pilot tested the survey with 15 autistic adults. So we collated feedback from people, and then we made some changes.

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00:03:03.530 --> 00:03:14.900

Kelly Birtwell (she/her): We launched the survey on social media, and we were really pleased to see this comment from somebody on Blue Sky, and they said, finally, a survey where my answers don't skew the data.

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00:03:15.400 --> 00:03:18.460

Kelly Birtwell (she/her): All surveys need to be made by autistic people.

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00:03:18.600 --> 00:03:23.439

Kelly Birtwell (she/her): I didn't get mad at any point, because I could explain my answers and context.

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00:03:23.580 --> 00:03:40.420

Kelly Birtwell (she/her): And the questions had context. Context for all. So, we don't know who this person is, but we really appreciate them leaving this feedback, because it validates, all the work that the project advisors and the pilot testers and the research team did in trying to format the survey in an accessible way.

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00:03:42.220 --> 00:03:46.159

Kelly Birtwell (she/her): We had community involvement in shaping the resources,

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00:03:46.370 --> 00:03:53.540

Kelly Birtwell (she/her): So, the films and written materials that we developed were informed by the research findings and stakeholder views.

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00:03:53.880 --> 00:04:04.440

Kelly Birtwell (she/her): And the brilliant autistic filmmaker Sophie Broadgate created 3 short films, and these featured autistic individuals dancing and being interviewed about their experiences.

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00:04:06.500 --> 00:04:17.300

Kelly Birtwell (she/her): So, in summary, the community involvement, enriched the project. It's helped make the project and its outputs more meaningful and relevant to the people whom it concerns.

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00:04:17.500 --> 00:04:23.179

Kelly Birtwell (she/her): And it's been a really enjoyable process, so we've really enjoyed working with everybody who's been involved.

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00:04:24.720 --> 00:04:30.109

Kelly Birtwell (she/her): So, now I'm delighted to be able to share the first film from the project.

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00:04:30.480 --> 00:04:36.290

Kelly Birtwell (she/her): This is about what it's like to be autistic, and so sharing general autistic experiences.

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00:04:36.460 --> 00:04:46.969

Kelly Birtwell (she/her): And the film is for autistic adults to show similar or different experiences, to support people learning about themselves, and it can also be a resource to share with others.

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00:04:47.270 --> 00:04:53.849

Kelly Birtwell (she/her): And it's also for link workers and dance providers to help increase awareness about autistic experiences and needs.

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00:04:54.030 --> 00:04:59.509

Kelly Birtwell (she/her): And it could also be useful for other primary care staff and professionals working in different areas.

33 - 71

00:05:15.450 --> 00:10:59.070

Film 1 shared.

72

00:11:30.290 --> 00:11:38.239

Kelly Birtwell (she/her): So that was the first film, and now Claire Planner is going to share some of the selected research findings from the project.

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00:11:38.630 --> 00:11:56.680

Claire Planner (she/her): Thank you, Kelly. So, in this section, I'm going to give some brief background to the research, I'm going to recap on the aim, describe the methods, talk a bit about who took part in the studies, and then present some selected findings as we're still in the middle of analysis. Okay, so in terms of background.

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00:11:57.280 --> 00:12:12.719

Claire Planner (she/her): Physical activity is beneficial for physical and mental health, and we know that from research that has been conducted. We also know from research that autistic adults participate in physical activity less frequently than non-autistic adults, and view it less favourably.

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00:12:12.740 --> 00:12:30.820

Claire Planner (she/her): But, the interesting thing about dance is that it can provide similar benefits to other types of physical activity. It's non-competitive unless you're seeking out competitive dance, and it can be done with few resources, so you don't need, expensive equipment or clothing, for example, if you're dancing at home.

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00:12:31.250 --> 00:12:44.550

Claire Planner (she/her): Okay, so, I'm going to talk a bit about Studies 1 and 2, so just to recap, the aim of these studies was to explore how autistic adults experience dance in different settings, so at home, socially, and at dance classes.

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00:12:45.540 --> 00:13:08.869

Claire Planner (she/her): And in terms of the methods, the online survey was designed and distributed via Qualtrics, which is an online software platform. It was comprised of open and closed questions, so open questions where participants had the option to give as much detail or as little detail as they wanted, and closed questions where there were predefined response options for people to select.

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00:13:09.190 --> 00:13:19.670

Claire Planner (she/her): We also included the Gold DSI questionnaire, which is a validated questionnaire which asks people about their experience of dance, as well as their experience of watching dance.

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00:13:19.740 --> 00:13:32.669

Claire Planner (she/her): However, this particular questionnaire hasn't been tested specifically in autistic populations, so we've been collecting feedback on the questionnaire, which will be helpful for future research in this area going forward.

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00:13:32.670 --> 00:13:52.650

Claire Planner (she/her): The survey was open for a period of 3 months, and we advertised it via social media platforms, local autistic groups and networks, and we're analysing the data using descriptive summary statistics, and the open text responses are being analysed using something called reflexive thematic analysis.

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00:13:52.650 --> 00:13:57.560

Claire Planner (she/her): Which essentially means looking for patterns and themes across the data.

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00:13:57.560 --> 00:14:21.219

Claire Planner (she/her): In terms of the interviews, these were semi-structured, so what that means is everyone was asked the same questions, but there is flexibility for us to explore different areas as they may have come up. Interview participants were invited to bring any objects, music, or images to the interview, if that would help them to, describe their experience of dance, and about half of the participants did that.

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00:14:21.760 --> 00:14:35.049

Claire Planner (she/her): The study was open from October 2025 until February 2026, so 4 months, and again was advertised on social media platforms through local groups and networks, and we're analysing that data, again, thematically.

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00:14:36.450 --> 00:14:45.139

Claire Planner (she/her): Okay, so in terms of who took part in the study, for the survey, we had 122 participants. The mean age was 41.

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00:14:45.140 --> 00:14:59.449

Claire Planner (she/her): About a quarter said they were non-speaking sometimes, 23 out of the 122 said they had a learning disability, and 68,

so just over 50%, said they had health conditions impacting ability to dance.

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00:15:00.790 --> 00:15:09.950

Claire Planner (she/her): We had diversity in terms of gender identity and sexual orientation, consistent with the autistic population.

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00:15:10.670 --> 00:15:25.849

Claire Planner (she/her): There was less diversity in terms of ethnicity and education, so the majority of people taking part in the survey were white and degree-educated. So we have to be mindful of that in our analysis and in terms of thinking about future research.

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00:15:26.080 --> 00:15:41.349

Claire Planner (she/her): In terms of ADHD status, 68% were definitely or likely ADHD, and that is consistent with current estimates from research, which suggest about 70% of autistic adults are ADHD.

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00:15:44.420 --> 00:15:54.930

Claire Planner (she/her): So, in terms of who took part in Study 2, the interview study, we had 16 participants with a mean age of 41, and 5 of the 16 said they were non-speaking sometimes.

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00:15:55.540 --> 00:15:59.799

Claire Planner (she/her): Again, we had diversity in terms of gender and sexual orientation.

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00:16:00.830 --> 00:16:05.100

Claire Planner (she/her): But again, less diversity in terms of ethnicity and education.

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00:16:06.700 --> 00:16:14.490

Claire Planner (she/her): In terms of ADHD status, very similar to the survey, 69% said they were definitely or likely ADHD.

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00:16:16.940 --> 00:16:23.519

Claire Planner (she/her): Okay, so in terms of findings from the survey and how many participants dance, our survey found..

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00:16:24.070 --> 00:16:40.389

Claire Planner (she/her): That about 2.5% had never danced, 97.5% said they had danced at some point, and 45.9% are currently dancing. And then 71.3% said they had attended a dance class at some point.

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00:16:42.570 --> 00:16:59.820

Claire Planner (she/her): And in terms of the classes that participants most commonly reported attending, these were Ballet, interpretive and Contemporary, and theatre jazz, and that's not surprising, given that

those are the types of classes that people tend to do, in childhood. So, we weren't too surprised by that.

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00:17:01.610 --> 00:17:08.589

Claire Planner (she/her): Okay, so we asked people why they danced, and I'm gonna read out some quotes from our participants.

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00:17:08.810 --> 00:17:18.090

Claire Planner (she/her): So on the left-hand side, "I used to dance to express myself and socialise mostly, sometimes to let go of excess energy and frustrations."

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00:17:18.230 --> 00:17:35.110

Claire Planner (she/her): Top right: "The urge to stim and get lost in music, like the audio euphoria can't be contained." And then bottom right: "For emotional regulation, excitement, sad or angry, to connect my brain and body so they learn to communicate together. For mindfulness."

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00:17:38.960 --> 00:17:50.920

Claire Planner (she/her): Another participant said, "I have cognitive alexithymia, meaning that I can struggle to put words to my emotions. Closing my eyes and dancing to particular genres of music helps me figure out what emotions I'm feeling."

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00:17:50.920 --> 00:18:02.729

Claire Planner (she/her): If I want to listen to Jungle or hardcore and start stomping around, I will understand that I'm angry. If I want to listen to Piano House and start jumping and swinging around, I will understand that I'm feeling joyful."

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00:18:04.110 --> 00:18:20.190

Claire Planner (she/her): And the last quote on this side.. on this slide: "I enjoy rehearsing as movement and learning choreography means I do not need to speak to people much, and we are all focused on achieving the same thing. I love to learn the routines, the repetitive nature of dance, and sharing this with others."

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00:18:22.320 --> 00:18:36.139

Claire Planner (she/her): So, from both Studies 1 and 2, we also have a lot of data around what can make dance challenging, and there's too much to present in this session today, so I'm just going to focus on three areas.

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00:18:36.140 --> 00:18:42.480

Claire Planner (she/her): So one of the areas was sensory differences. So people talked about challenges in terms of

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00:18:42.550 --> 00:19:01.489

Claire Planner (she/her): lighting in terms of sound, sound levels, in terms of smell and the ventilation of rooms and spaces that people are in, and then also touch. So that might be the touch of other people in social settings like clubs and festivals, or touch in terms of

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00:19:01.490 --> 00:19:24.529

Claire Planner (she/her): partner dancing in more formal classes. People also talked about challenges in terms of information processing styles, so some people feeling that they need or want a bit more time to process the environment and feel comfortable in it, and then also, perhaps needing more time in terms of understanding instructions or choreography.

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00:19:24.610 --> 00:19:42.010

Claire Planner (she/her): And then people talked a lot about practicalities and the challenges associated with that. So, for example, do people have space to dance at home? Do people have access to local, affordable classes? Do people have time, for example, if they have caring responsibilities?

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00:19:42.010 --> 00:19:55.830

Claire Planner (she/her): Or they're busy with working and studying. So these are some of the issues that can make dance challenging. And then also people talked about, you know, physical health conditions and how that can impact their ability to dance. For example,

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00:19:56.140 --> 00:20:02.500

Claire Planner (she/her): having Ehlers-Danos syndrome, POTS, those kind of conditions that can make dance challenging.

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00:20:04.180 --> 00:20:16.429

Claire Planner (she/her): People also talked about physical and psychological safety, so describing the importance of having agency and control over the sensory environment, particularly in relation to dancing in their own space.

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00:20:16.780 --> 00:20:24.560

Claire Planner (she/her): Also, being accepted by themselves and others, so that might be regarding body size, dance ability, or other disabilities.

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00:20:25.290 --> 00:20:39.230

Claire Planner (she/her): And having access to safe spaces and people that are free from harassment and judgment, whether that's other people in social settings, like clubs, or dance classes, and also how the teacher creates a safe space for everybody.

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00:20:41.140 --> 00:21:02.639

Claire Planner (she/her): We asked people who took part in the interviews, what do you want other autistic people to know about dance? So I'm just going to read out a couple of quotes. So, quote on the left.

"You can dance by yourself in your house, and no one has to see, and no one really has to know. I think you can find a love for it that way. You can feel really silly, and maybe you'd hate it, but there's minimal, like, risks."

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00:21:02.960 --> 00:21:04.480

Claire Planner (she/her): Quote on the right:

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00:21:04.610 --> 00:21:28.189

Claire Planner (she/her): "That it can be for everybody, and it can be really beneficial, and that being autistic isn't a barrier to doing it. That if you want to give it a go, it might seem really scary, and it's always scary to get across the threshold of anything. That's just the way the world is. But if you can do that, if you can take that step, that there is actually a huge amount of benefit from it, and that it can be a really empowering experience if you think it's for you."

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00:21:28.230 --> 00:21:42.849

Claire Planner (she/her): And I think to summarize the responses to that question, people were saying, try it, try it in a low-risk environment, so that may be at home, that may be, watching free online YouTube, dance classes.

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00:21:42.850 --> 00:21:55.129

Claire Planner (she/her): Because it can be beneficial and a lot of fun. And then some people also mentioned how it's really good for helping to get things done, so things like housework and chores and things that might otherwise be a bit boring.

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00:21:56.390 --> 00:22:13.300

Claire Planner (she/her): We also asked interview, participants, what do you want dance providers to know? So I'm just going to read a couple of quotes. On the left-hand side, one person said "having an open attitude to discuss things as they come up. Treat me not as a customer, but as an individual with needs and preferences."

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00:22:13.350 --> 00:22:33.100

Claire Planner (she/her): And then quote on the right: "If you've met one autistic person, you've met one autistic person." And I guess it's trying to be adaptable and accessible. And I think lots of people were talking about, you know, wanting dance providers to know that many autistic people dance and get a lot from it and enjoy it, but that there are challenges.

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00:22:33.100 --> 00:22:47.399

Claire Planner (she/her): However, there are simple and easy things that dance providers and venues and social settings can do to make dance more inclusive and accessible, and Kelly's going to talk about that in the third presentation a bit more.

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00:22:48.890 --> 00:23:11.720

Claire Planner (she/her): So, it's now my pleasure to introduce **Film 2**, which is about autistic adults' experiences of dance. So, this film is for autistic adults to raise awareness about dance as a potentially fun hobby that can support health and wellbeing. The film is also for link workers to consider recommending dance, either as something that people do at home or in other settings.

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00:23:12.180 --> 00:23:23.019

Claire Planner (she/her): And also for dance providers, to know that there could be autistic dancers in your classes or studios, and to think about how you welcome new autistic dancers into your spaces.

122 - 145

00:23:25.000 --> 00:28:48.240

Claire Planner (she/her): And we're now going to show you **Film 2**.

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00:29:20.210 --> 00:29:28.780

Kelly Birtwell (she/her): Okay, so thanks, Claire, and that was Film 2. So now we'll move on to **Part 3**, and to discuss how to make dance more accessible.

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00:29:29.390 --> 00:29:40.390

Kelly Birtwell (she/her): So there are six broad areas we can consider when making dance more accessible, and we've also added finding joy, because the aim should always be that dance is enjoyable for people.

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00:29:41.970 --> 00:29:53.780

Kelly Birtwell (she/her): So, whenever possible, it's really helpful to provide information in advance about what to expect. So, on the screen, you can see some screenshots of a guide that we did recently for an event.

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00:29:53.940 --> 00:30:10.060

Kelly Birtwell (she/her): And you can send out this information via email, or some of it might be able to be shared on a website. And importantly, it's really helpful to invite questions at any point, so this can help people to feel safe and comfortable going into new spaces.

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00:30:11.840 --> 00:30:22.860

Kelly Birtwell (she/her): And considering different spaces, so consider dancing at home, that might be preferable for some people, and using online classes, which could be either pre-recorded or live.

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00:30:22.980 --> 00:30:33.920

Kelly Birtwell (she/her): And we also had some suggestions for autistic-only dance spaces, although not everyone wanted this, so there was a bit of a variation in terms of what types of spaces people wanted.

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00:30:35.330 --> 00:30:51.830

Kelly Birtwell (she/her): And thinking about different options, so considering people's goals and intentions, whether that's to learn a precise routine and have accuracy of movement, or simply to move the body in response to music and have fun in a non, sort of, structured way.

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00:30:52.620 --> 00:30:57.599

Kelly Birtwell (she/her): And providing options where possible, so including different types of music,

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00:30:57.710 --> 00:31:01.459

Kelly Birtwell (she/her): breaks and adaptations to particular dance steps.

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00:31:03.530 --> 00:31:18.569

Kelly Birtwell (she/her): Then, thinking about the sensory environment, so if possible, giving people information about these aspects, and whether anything can be changed, and acknowledging what can't be changed, because sometimes it's not always possible, but it's really helpful to let people know that.

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00:31:18.850 --> 00:31:28.399

Kelly Birtwell (she/her): And considering venue visits as well, so it might be useful if people can attend a venue in advance of a particular event, whether that's a class or a social event.

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00:31:28.530 --> 00:31:33.549

Kelly Birtwell (she/her): Or for people who are members of staff or social prescribing link workers-

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00:31:33.650 --> 00:31:40.879

Kelly Birtwell (she/her): would you be able to attend a venue in advance and share some information about what it's like to the people that you work with?

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00:31:42.680 --> 00:31:53.959

Kelly Birtwell (she/her): And then, thinking about information processing differences, know that some people might need more time to process information, or might need, information in different formats.

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00:31:54.160 --> 00:32:07.269

Kelly Birtwell (she/her): And if we're a participant in a dance class, knowing that it's okay if we don't pick things up straight away, it's okay that it might take us a while to pick things up, so trying not to strive for perfection.

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00:32:07.500 --> 00:32:19.270

Kelly Birtwell (she/her): And then, if it's a class with a teacher at the front of the class, maybe considering if the teacher can have their back

to the class for some parts, and show the steps that way, so that it might be easier for some people to follow.

162

00:32:19.390 --> 00:32:22.199

Kelly Birtwell (she/her): For example, if they're moving in the same direction.

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00:32:24.600 --> 00:32:32.359

Kelly Birtwell (she/her): And considering other people, so for some, dancing in our own space without other people there might be most helpful.

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00:32:32.780 --> 00:32:39.010

Kelly Birtwell (she/her): And for social events and classes, having known and trusted people there can be helpful.

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00:32:39.210 --> 00:32:51.959

Kelly Birtwell (she/her): And modelling acceptance, so that all feel welcomed, so that's really important. So, acceptance of different body sizes, shapes, dance ability, disability aids.

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00:32:53.650 --> 00:33:05.219

Kelly Birtwell (she/her): And then, importantly, finding the joy. So, under the right circumstances, dance can be a really fun activity that supports physical and mental health in a range of ways.

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00:33:06.680 --> 00:33:22.209

Kelly Birtwell (she/her): So, in summary, there are some simple changes that can make a big difference. It's really important to invite questions and feedback throughout, and just be transparent about what can and can't be changed, and then remembering, as much as possible to find the joy.

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00:33:23.920 --> 00:33:34.650

Kelly Birtwell (she/her): So, now we'll move on to our final film, **Film 3**, and this is about how dance spaces can be adapted to be more accessible and inclusive for autistic adults.

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00:33:34.700 --> 00:33:50.689

Kelly Birtwell (she/her): And just to say, if you notice any sort of judderiness with the films, it might be because we're sharing these over the internet, so there could be some internet issues. So, we will have these on the project website, and hopefully you'll be able to see them a bit smoother if you are having any internet issues.

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00:33:51.110 --> 00:33:57.210

Kelly Birtwell (she/her): But this particular film is for autistic adults to support self-advocacy for adjustments.

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00:33:57.480 --> 00:34:07.240

Kelly Birtwell (she/her): And link workers and dance providers to increase awareness about simple adjustments that could be made so that dance spaces are more accessible and inclusive.

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00:34:07.770 --> 00:34:10.279

Kelly Birtwell (she/her): But as mentioned earlier,

173 - 194

00:34:10.639 --> 00:39:14.800

Kelly Birtwell (she/her): Some of the, topics in this film could be relevant for other primary care staff and, other types of professionals and other contexts and settings as well.

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00:39:56.820 --> 00:40:12.679

Kelly Birtwell (she/her): Okay, so the next steps for the project are we're continuing to analyse the data from all of the studies, and we'll share the films and the written materials on the project website, so the link is here, and the QR code in the top right corner is from the project website, so...

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00:40:12.940 --> 00:40:16.800

Kelly Birtwell (she/her): Once we've got everything ready, they'll be available on the website.

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00:40:16.910 --> 00:40:36.279

Kelly Birtwell (she/her): We've just secured some, a small amount of funding to produce a longer film, so we'll be working with the filmmaker Sophie Broadgate again, and our autistic project advisors to create that. And we're hoping that that might include, an autistic person who's non-speaking, and to share their experience of dance.

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00:40:37.250 --> 00:40:56.770

Kelly Birtwell (she/her): And, yeah, we'd love it if you visit the project website, have a look what's on there, and if you can provide feedback via the Padlet about any of the research findings that you've heard today, whether they resonate with you or not, and any feedback about the films, we would really love it if you could share that on the Padlet.

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00:40:56.990 --> 00:41:07.419

Kelly Birtwell (she/her): And if you want to be notified about when the resources are available, when we have updates on the project, please email us. My email address is on the bottom of the screen.

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00:41:07.620 --> 00:41:23.090

Kelly Birtwell (she/her): And we'd just like to thank you for joining us today, and say a big thank you to everybody who was involved in the project. The organisations that supported us, Dance Syndrome, Company Chameleon, all of the project advisors and professional stakeholders.

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00:41:23.090 --> 00:41:28.019

Kelly Birtwell (she/her): And everybody who took part in the films, and, Sophie Broadgate,

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00:41:28.200 --> 00:41:33.460

Kelly Birtwell (she/her): So, thanks everybody, and I think we can move into the question and answer section now.