



Module 2: Identifying and Dealing with target group's special needs



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Module Overview

- Duration: approximately **3–4 hours** (adaptable to training needs)
- Target group: **sports coaches, trainers, social workers**, and professionals working with **victims of trafficking**
- Delivery mode: **face-to-face or blended**
- Methodology: **Constructive Alignment** – learning outcomes, methods, and assessments are fully integrated
- Aim: This module introduces how to identify and respond to the diverse needs of human trafficking victims, considering their trauma, background, and experiences. It aims to strengthen professionals' skills in providing coordinated, inclusive, and rights-based support.

Learning Objectives

By the end of this module, participants will be able to:

1. **Understand** how gender, age, sexual identity, form of exploitation, cultural and social environment, or disability can affect victims.
2. **Describe** the main forms of human trafficking.
3. **Recognize** the specific needs and potential challenges of different groups of victims.
4. **Recognize** common traumatic reactions.
5. **Apply** trauma-informed principles when working with victims of human trafficking in various contexts, including sports activities.
6. **Promote** the involvement of victims in sports activities as a safe, confidence-building, and supportive space.
7. **Reflect** on one's own attitudes and behavior to ensure respectful, inclusive, and human rights-based work with vulnerable persons.



Co-funded by
the European Union

Understanding Victims of Trafficking

Profile of Victims of Trafficking

Gender

Age

Sexual
identity

Cultural and
social
environment

Forms of Exploitation

**Sexual
exploitation**

**Labor
exploitation**

**Forced
exploitative
marriages**

**Exploitation
for criminal
activities**

**Organ
trafficking**

**Exploitation
for begging**

Key Elements Distinguishing Human Trafficking from Poor Working Conditions

It is this practice that distinguishes victims of human trafficking from people who simply work in poor conditions. These components can be described as follows:

Forcing or pressure – The criminal threatens and intimidates the victim with debts (for travel, work, housing, etc.), takes the victim's personal documents, manipulates relations with government institutions or police and makes the person completely dependent on them.

Tricking and misleading – can happen when the victim is promised a certain job, but false information is provided or important information is hidden. Traffickers control victims in four main ways: by taking away personal documents and things (phone, computer, etc.), using violence, threatening to harm family members, and making victims financially dependent

Trauma and trauma-Informed Care

- Trauma-informed care is an approach based on the understanding that most victims of human trafficking have experienced complex trauma.
- This method aims to create a safe, supportive environment that helps victims recover rather than relive their trauma.
- Trauma-informed care is based on several key principles:
 - safety,
 - trust,
 - choice,
 - collaboration,
 - empowerment
 - cultural and social sensitivity.

These principles help professionals build a relationship with the victim in which they feel respected, understood, and in control.

Adapting Sports Activities

+ Benefits / How to Adapt

- Improves **self-esteem** and **confidence** ;
- Fosters **social interaction** and **teamwork** ;
- Supports **emotional regulation** and **trauma recovery** ;
- Can be adapted for **all ages and abilities** ;
- **Small groups** and **individual pacing** ;
- **Supervision by trained staff** who understand trauma ;

– Risks / Don'ts

- Avoid **contact or high-intensity sports** if trauma may be triggered ;
- Do not **force participation**; respect personal boundaries ;
- Ensure **privacy and safety**; avoid public exposure of vulnerable participants ;
- Avoid **large, uncontrolled groups** that may feel unsafe ;
- Do not ignore **cultural or personal sensitivities** ;
- Avoid lack of **emotional support nearby** ;

Training Methods

Training format: A blended model is used, combining contact workshops and remote meetings, combining theory and practical analysis, and including interactive tasks.

Methods used:

- A brief theoretical section on human trafficking, its types, and its impact on victims.
- Trauma analysis – physical, psychological, and social aspects of trauma are discussed. Specialists learn to recognize signs that indicate that a person may be experiencing abuse, control, or violence.
- Case analysis – participants work in groups, analyzing real or simulated cases. Each group will be required to present their insights and propose a plan of action.
- Help planning – a trauma-informed approach, from conversation to referral to the support system.
- Interactive methods – question/answer sessions, Kahoot or mini tests, discussion.

Assessment

Methods of assessment:


- Interactive knowledge test: a short, dynamic test designed to check how well participants have understood the main aspects discussed in the module (forms of exploitation, signs of victimization, ways to respond, principles of assistance).
- Group case study presentation: participants present their action plan and explain how it aims to protect the victim, taking into account their age, gender, culture, or sporting context.
- Feedback: Each participant describes or discusses what they have learned, how it will affect their daily practice, and how they plan to ensure a safe, inclusive environment.




Co-funded by
the European Union

Questionnaire

1. What is the main characteristic that distinguishes human trafficking from other forms of exploitation?

- a) Poor working conditions
- b) Migration and unemployment
- c) Coercion, deception, and control 
- d) Lack of formal employment contract

2. Which of the following is NOT a common form of human trafficking?


- a) Labor exploitation
- b) Organ trafficking
- c) Forced begging
- d) Voluntary migration 

3. Which factor can increase vulnerability to human trafficking?

- a) Stable income and education
- b) Gender equality and inclusion
- c) Poverty, social exclusion, and discrimination
- d) Active community participation



4. What is a key goal of trauma-informed care?

- a) To analyze the victim's behavior
- b) To avoid re-traumatization and promote safety 
- c) To ensure the victim follows instructions
- d) To collect evidence

5. Which of the following is NOT a principle of trauma-informed care?

- a) Safety
- b) Collaboration
- c) Empowerment
- d) Control

6. Why are sports activities important in recovery for victims of human trafficking?


- a) They can build confidence, trust, and self-awareness
- b) They are competitive and help to win prizes
- c) They test physical strength and endurance
- d) They replace professional therapy

7. Which type of sport should be avoided in trauma-informed practice?


- a) Calming, team-based, and voluntary activities
- b) Aggressive or competitive sports that may trigger control experiences
- c) Activities that promote self-regulation
- d) Relaxation exercises



8. What should a trainer or social worker do if a participant shows signs of trauma during a session?

- a) Encourage them to continue
- b) Report it immediately to the police
- c) Ignore it to avoid drawing attention
- d) Stop the activity, offer a break, and provide support 

9. Why should professionals work in partnership with other institutions?

- a) To share responsibility and ensure holistic assistance 
- b) To reduce their personal workload only
- c) To compete for clients
- d) To avoid direct contact with victims

10. Which of the following best describes the aim of this training module?

- a) To provide legal knowledge about human trafficking laws
- b) To teach how to identify and support victims using inclusion and trauma-informed care principles
- c) To organize sports competitions for victims
- d) To evaluate physical performance of participants



Co-funded by
the European Union

Case analysis

Case A:

Anna is a 14-year-old girl who goes to school PE (physical education) classes and also takes dance lessons after school. Until now, she hardly stood out to teachers or classmates. She was quiet, friendly and punctual. Lately though, her teachers have noticed some changes.

Her clothes have become more noticeable than usual for her age, more revealing and sexualized, and she's been wearing more makeup. In class, Anna often takes part in activities slowly, sits on the bench for a long time, and keeps her phone so that others can hardly see the screen. If someone asks about "urgent" matters on her phone, she only gives short answers or tries to avoid the question. Sometimes she says she feels unwell and avoids taking part in group activities, and in practice sessions she often stays away from others.

Over time, teachers noticed she has more expensive clothes and accessories, even though her family is middle-income. Her father has passed away, and her mother raises her and her two younger brothers alone. When asked where the new things came from, Anna often says she "got them as gifts" or "bought them," but when asked more, she gets confused and starts avoiding the questions.

The teacher tried to talk to Anna's mother about the changes in her behavior, but the mother did not pay much attention and told the teacher not to intervene. It seems she may be okay with any extra income Anna might be receiving, but it is not clear where it comes from. The school has concerns that girl might be involved in something unsafe or exploitative, but there is no clear proof yet.

Discussion questions:

1. What behavioural changes or warning signs raise legitimate concern about Anna's safety and well-being?
2. At which points in the story do subtle signals appear that the girl may be involved in exploitative activities?
3. How can supportive principles be applied in a safe way so that Anna feels secure and can trust the specialist?
4. How can specialists communicate with Anna's mother in a careful way that does not put girl at greater risk, especially if the mother might be involved in the situation. Either by neglecting her child or encouraging her to cooperate with someone who is exploiting her?
5. What safe and lawful actions can a specialist (coach, teacher or etc.) take to ensure girls well-being?
6. Where can one seek help or consultation (school specialists, social services, specialized centers/NGO)?

Darius is a 16-year-old teenager who used to be a very motivated athlete. He regularly attended training, wanted to become a professional basketball player, and was known by his coaches and friends as friendly, punctual, and dedicated.

Recently, the coaches noticed some changes. Darius has become quiet, often comes late to practice, and looks tired and tense. His mood changes quickly when he gets criticism or feedback, he sometimes gets very angry, especially towards weaker teammates.

His friends and coaches also noticed that Darius now arrives at training in expensive cars. When asked who drives him, he proudly answered “friends,” but doesn’t give details about who they are, what they do, or why they give him a ride.

Later, Darius started saying that he will soon travel abroad for work. His “friends” will take him and arrange everything. The coach became worried: How will he go? Did his parents agree? Does he know where he’s going, what kind of work he’ll do or if he speaks the language? Darius answers vaguely, mostly talking about how exciting the trip will be, but it’s clear he doesn’t know the details. He seems happy and excited, but the coach feels that this situation might be dangerous.

Discussion Questions:

1. Which changes in Darius's behaviour raise real concern about his safety? At which points in the story do "red flags" appear that suggest Darius might be involved in risky or unclear activities?
2. How can specialists talk with Darius in a safe and supportive way so he feels secure and can trust them, without being pushed to share details that might put him in danger?
3. How can Darius's planned trip be assessed – could there be risks related to his "friends" or possibly illegal activities?
4. What actions can the coach or school specialists take that are safe and legal to protect Darius's well-being?
5. Where can professionals seek help or consultation (school specialists, social services, or specialized centres)?
6. During sports activities, how can supportive principles be used so that Darius feels safe, but doesn't share information that could harm him?



Congratulations for finalizing Module 2!



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

