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RECOVERY THROUGH MOVEMENT

A Guidebook: Movement classes for the survivors of female sex trafficking



ABSTRACT

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This thesis project aims to present a guidebook on how to instruct movement classes for the survivors of female sex trafficking. There are many ways to help survivors in their recovery process, and I see movement as a helpful tool among other therapeutic tools. I strongly argue about the benefits of movement to the survivors and recommend that it should be used more as a professional tool in the social sector field. With this thesis project, I hope to highlight the global phenomenon of female sex trafficking and encourage and help the professionals working with the survivors to use movement classes in their work.

My work-life partner for the thesis project was Vapauta Uhri Ry. Vapauta Uhri Ry works mainly in Cyprus, where their day centre helps the survivors and their families to recover from the trafficking experience. In Cyprus, movement methods have been used with the survivors of female sex trafficking. This experience from the employees of Vapauta Uhri Ry has helped to cultivate this guidebook.

The guidebook, "Recovery through movement," is a tool for professionals who work with survivors of female sex trafficking. With the guidebook, the professionals can instruct movement classes considering the participants' unique situation. The guidebook consists of clear and straightforward instructions to make the classes enjoyable and easy to instruct.

My thesis project consisted of four phases: initiating, planning, executing, and closing the project. I wrote my thesis alone and completed all project phases independently. Evaluation and final words are included in this thesis. I aim my guidebook to professionals working with the survivors of female sex trafficking. I wish that the potential instructors learn about movement methods through this thesis and guidebook.

Keywords: human trafficking, female sex trafficking, movement, Vapauta Uhri Ry, Room of Hope, recovery from female sex trafficking, survivors



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1 INTRODUCTION

This thesis will introduce a guidebook on how to conduct movement classes for the survivors of female sex trafficking. The guidebook was made in collaboration with Vapauta Uhri Ry, a Finnish organization that works in the field of female sex trafficking. Vapauta Uhri Ry works both in Finland and abroad. Vapauta Uhri Ry founded a day centre in Cyprus called Room of Hope that helps women rescued from female sex trafficking to recover from the trafficking experience. This guidebook was made with the help of Room of Hope's professionals that work directly with the survivors. In addition, with the support received from professionals in Room of Hope, I used my expertise and experience from years of instructing sports to different user groups.

This guidebook will help professionals to support women in their recovery process. The guidebook will be useful for professionals worldwide, as it defends movement as an important recovery tool and makes the classes easy to instruct. Working directly with the survivors of female sex trafficking challenge professionals in multiple ways as they deal with individuals who have been through an enormous trauma. Professionals can use many therapeutic tools and methods in their work. I hope that with the help of this guidebook, movement methods will be understood, appreciated, and used more amongst other recovery tools.

The key concepts that helped me prepare for writing the guidebook are human trafficking, female sex trafficking, recovery from female sex trafficking, and movement. The focus while writing this thesis will be on the recovery from female sex trafficking and how movement can help in the recovery process. After their experiences of female sex trafficking, there are many ways that these women need help from professionals. Their needs are diverse as they battle many mental and physical illnesses. I see movement as an important tool for helping these women recover from female sex trafficking. Movement has been studied to improve mental and physical wellness, and I see it can significantly help women recovering from female sex trafficking.

This guidebook will be aimed at the professionals that work directly with the survivors of female sex trafficking. With this guidebook, professionals will receive information

on why movement is an important and useful tool. They will be informed on all the ethical and practical aspects that must be considered while working with the survivors. While I aim this guidebook to the professionals, I also sincerely hope to help the survivors through this project.

2 PROJECT BACKGROUND

In this chapter, I will introduce the project background and elaborate on the key concepts of human trafficking and female sex trafficking. Defining the need for the project and familiarizing myself with the concepts of human trafficking and female sex trafficking was a starting point for me. Knowing about the key concepts will also benefit the reader and guidebook user.

2.1. The need for the project

Women recovering from female sex trafficking need various help in their recovery process. Life after trafficking is filled with many mental and physical illnesses. Survivors might also battle with immigration policies. To recover from the trafficking experience, the survivors need help and support holistically. (Rendic, 2015, p. 149.) While the survivors receive different kinds of help, I see that movement classes would benefit them greatly. Movement has been studied to improve one's mental and physical health. Movement classes bring out many positive effects on the survivors. (Harland, 2017, p. 17.) They are also accessible, fun, and cheap (if not free) to conduct.

This guidebook is needed because social service professionals and other professionals might be interested in using movement-based methods in their work but lack the proper tools or knowledge on the subject. One does not need to have studies or a degree in sports, as this guidebook will help anyone interested in applying movement classes to their work while working with the survivors of female sex trafficking. This guidebook will bring front the ethical aspects that need to be considered. It also introduces some practical examples to make the guidebook more concrete and understandable. While this thesis project strongly defends the benefits of movement to the recovery of the survivors and encourages the use of movement classes in the social sector field, it does not argue that by using movement classes and methods only, the survivors can recover from their trafficking experiences. Recovering from a traumatic experience is a long road; every individual has different needs and processes. While this thesis project recommends using movement classes with the survivors, it is up to the professionals to

see whether the classes would benefit their service users. If these movement classes are used with the survivors, they should not be used as the only method but rather to support the other methods already being used.

Projects, guidebooks, or theses like this do not exist. Although movement is already used to some extent, there is no straightforward guidebook on the subject that will help professionals to get a holistic understanding of movement classes and their importance to one's recovery process. Dance movement therapy is a widespread and known method. Yet professionals should consider the possibility that not all participants want to dance or listen to music. In some cultures, dance and, music might be forbidden or reprehensible. Movement can be done without music and still be enjoyed immensely. Later I will write more about movement and what I mean by the chosen word. This guidebook will talk of movement without dance or music, as you can find examples of dance movement therapy classes online. Finland has its own dance movement therapy association Suomen Tanssiterapiayhdistys Ry, and their online page informs of events and education possibilities (EADMT).

2.2. Human trafficking and female sex trafficking

The definition of human trafficking comes from the United Nations' introduction of a protocol in 2000 to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children (Meshkovska et al., 2015, p. 381). In the UN Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children, Article 3, it is stated that: *"Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs"*. From this article, we can see that there are always three aspects present for something to be called human trafficking. These aspects are action, means, and purpose. The purpose of

human trafficking is always to exploit someone. The traffickers often use violence and false promises to trick their victims into trafficking (UNODC). After being trafficked, the victim is not free to make independent choices or actions and is forced to live a life filled with trauma, fear, and possible violence (both mental and physical) (Rikosuhripäivystys).

Human trafficking is a global phenomenon and can happen within country borders or internationally (Meshkovska et al., 2015, p. 381). Human trafficking touches every part of the world. Some estimates say there are over 27 million victims of human trafficking right now in the world, with more coming each 15th second. Out of these 27 million victims, 1,2 million are children. (Rendic, 2015, p. 19.) In 2017, the International Labour Organization (ILO) and Walk Free Foundation published a report that stated 24,9 million victims worldwide, of which 19 % were exploited sexually. 71 % of the total number of victims were female. Children or persons under 18 years old were 25 %. 74 % percent of the victims were trafficked outside of their home country. From trafficking, the traffickers earn around 150 billion US dollars in a year (approximately 136 billion euros). (Human Rights First.) From these reports, we can see that the numbers and estimates vary. When dealing with hidden criminality, it is hard to estimate the actual numbers of trafficking.

Female sex trafficking is one of the most visible and extensive forms of human trafficking (Meshkovska et al., 2015, p. 380). Trafficking is heavily gendered, with most victims being female and most traffickers and exploiters being male. According to Meshkovska et al. (2015, p. 382), female sex trafficking can be described as the "trafficking of women into sexual servitude." Forced prostitution is the most common form of this sexual servitude. Sexual servitude earns 66 % of the global profits of human trafficking. Each woman trafficked into forced sexual servitude earns their trafficker roughly 100 000 US dollars in a year (around 90 000 euros). (Human Rights First.)

There are some vulnerabilities to trafficking that women might have. These include disabilities, immigrant or refugee status, poverty, political instability or war, prior victimization and trauma, and belonging to a marginalized group. In addition, low social and family support increases one's vulnerability to being trafficked. Traffickers aim for vulnerable individuals and use many skillful manipulation tactics to lure their victims. (American Psychological Association, 2017.) Out of these vulnerabilities, UN

Women lifts poverty, gender equality, and conflict as the major concerns to look into (Un Women.)

The forced sexual servitude referred to earlier in the text will exist as long as there is a demand to buy the said services. It is still tough to distinguish between a victim of female sex trafficking and a consensual seller of sexual services. More work is to be done to understand the difference between these two and to recognize the victims of female sex trafficking easier. It has been revealed that the buyers of sexual services lack the interest to know or care whether their chosen sex seller is a victim of female sex trafficking (or under-aged) or not. Women become trapped in female sex trafficking in various ways, and it is hard to escape from it once you have been trafficked. (Rendic, 2015, p. 45, 47.)

3 RECOVERY FROM FEMALE SEX TRAFFICKING

There are many ways for one to become a survivor of female sex trafficking, and this thesis will not focus on the ways to recognize, help and rescue women out of trafficking. Life after trafficking is filled with trauma, substance abuse, difficulties in integrating into society, fear, mental illness, and possibly sexually transmitted diseases or other physical illnesses due to many consecutive abortions and experienced violence. (Rendic, 2015, p. 149.) The survivors might also suffer from Human immunodeficiency virus (HIV), trauma related to violence and accidents, physical injuries, unwanted pregnancy, abortions, and children, fatigue, chronic pain, suicidality, and anxiety (Chambers et.al., 2022, p. 1-18). During their recovery process, the survivors need help from professionals in varying fields. Fields and services that the survivors need help from are, for example, medical settings (more importantly, sexual health and reproductive health settings), mental health services, gynecology, dental, and social work services (Chambers et.al., 2022, p. 1-18). Many survivors may have arrived at their destination country via trafficking or other illegal way and may need to face the realities of immigration policy. Often survivors might fear returning to their home country. Many times, the survivors might not trust the local authorities, and it is a sad reality that, in some cases, they have been sexually abused by the employees of the local police force or other authorities. (Rendic, 2015, p. 149.) Not only do the survivors struggle with previously mentioned aspects, but they are also heavily discriminated against and stigmatized because of their background. Still, to this day, we point the accusing finger at the providers of sexual servitude and not at the buyers or traffickers.

Working with survivors of female sex trafficking means working with survivors of traumatic experiences. Trauma is an experience of a single or constant event that threatens our lives or physical and mental health. Female sex trafficking is a traumatic experience involving violence, fear, and sexual abuse. Often the survivors see and witness other victims of female sex trafficking being physically, sexually, and mentally abused. (Rendic, 2015.) Becoming traumatized is not affected by age, gender, nationality, race, economic status, or sexual orientation. It can happen to anyone at any point in their lives. (Virtanen, 2019, p. 21.) We must also remember that not everyone becomes traumatized after experiencing a traumatizing event. We are all individuals and

experience traumatizing events in our own ways. Two survivors can come from very similar trafficking experiences; one of them will recover faster and easier while the other becomes severely traumatized. (Virtanen, 2019, p. 22.)

About a third of people get some symptoms after a traumatizing event. These symptoms vary in individuals. PTSD, a post-traumatic stress disorder, is a very common symptom. Other physical symptoms are, for example, headaches and sleeplessness. Some people also experience depression, social anxiety, alcoholism, emotional instability, flashbacks, and personality and dissociation disorders. These symptoms can come straight after the trauma or months or even years after the traumatic event. (Virtanen, 2019, p. 22, 110.) In addition to all this, traumas of sexual nature include a lot of shame. Victims of sexual abuse often feel like they deserved the abuse in some ways. This feeling brings about an immense amount of guilt. (Virtanen, 2019, p. 72.) Survivors are never to be blamed for their experiences, and we must work as a society to never make victims of sexual abuse feel guilt over their experiences.

Working with the survivors of female sex trafficking means working with people suffering from enormous trauma. The survivors need trauma-informed care from professionals in their recovery process. Professionals should be sensitive to the traumatic experiences of the individuals while working in a culturally sensitive way and using a person-centered approach. Professionals should showcase empathy, transparency, respect, consent, and patient empowerment. (Chambers et.al., 2022, p. 1-18.) Goddard et.al. state in their article "Trauma-informed care for the pediatric nurse" (2022, p. 1-9) that *trauma-informed care is usually referred to in terms of the "4-Rs" as a mnemonic for "realize, recognize, respond, and resist re-traumatization."* These four concepts give a framework for professionals how to work with trauma survivors. Using trauma-inform care with the survivors of female sex trafficking means recognizing them as individuals and bringing forward their strengths. It also means finding and reinforcing the survivors' resilience. To succeed in trauma-informed care, the relationship between the professional and the survivor needs to be built on trust and support. (Goddard et.al., 2022, p.1-9.) Movement classes are an ideal space to use trauma-informed care. There the survivors will be met as strong individuals while enjoying peer support. Movement classes are an opportunity to bring forward the principles of trauma-informed care, from empathy and respect to empowerment and gaining resilience.

4 MOVEMENT AND ITS BENEFITS TO THE SURVIVORS OF FEMALE SEX TRAFFICKING

Survivors need versatile help after their trafficking experience. The survivors benefit from trauma-informed care, rapport building, relational cultural model, cognitive behavioral therapy, cultural competence, and other therapeutic tools. Because of the nature of the trauma survivors suffer from, professionals must acknowledge the mental health challenges that the survivors are battling. These challenges include PTSD, depression, anxiety, symptoms of prolonged stress, and feelings of guilt, shame, self-blame, nightmares, hopelessness, anger, avoidance, and intrusive thoughts. (Gerassi, L. & Nichols A., 2018, p. 107-108.) I see that movement classes would be majorly beneficial if used amongst other therapeutic tools. Movement classes are simple and easy, yet they bring enormous positive benefits to the recovery process of the survivors.

Movement and its effects on an individual have long been studied. Physical activity has been proven to be mostly, if not always, positive. Movement and physical activity have lots of benefits for one's health. Not only does moving and staying physically active help to control weight, but it is also a protective factor against many diseases. Moving increases blood circulation, forms new neuro cells, and even creates synapses. Furthermore, moving increases the formation of the pleasure hormone, endorphin, which makes one feel happy and content. (Harland, 2017, p. 17.) It has also been revealed that physical activity can help you in battling mental illnesses like depression or symptoms of prolonged stress (Suomalaisen Lääkäriseuran Duodecimin ja Käypä hoito -johtoryhmän asettama työryhmä, 2016 & Harland, 2017, p. 249). Depression is a mental disorder showing symptoms such as sadness, lack of confidence, guilt, thoughts and/or acts of self-harm, and trouble sleeping and eating (Mieli Ry). Depression can cause many physical manifestations that can be relieved with movement. Moving makes one feel less tense and anxious. Moving protects and brightens up the mood, thus helping get through hard times. (Steffansson, M. & Polso, O., 2017, p. 16-17). Stress affects one physically, causing the brain to assess and react to a situation or current environment. Stress affects the body's adrenal gland cortex, making it produce more stress hormones like adrenaline and cortisol. When feeling stressed, the body reacts in a way that one breathes faster, the heart starts to pump faster, blood

pressure rises, and muscles tense up. Stressors affect the vegetative nervous system and psyche. In other words, the body becomes alert to react quickly to a situation that the brain considers a potential danger. If this reaction in one's body is not released and it prolongs, it can result in chronic diseases such as headaches, insomnia, cardiovascular diseases, diabetes, and tinnitus. Mentally, prolonged stress can cause, for example, nervousness, difficulties in concentration, burnout, addiction, and depression. Moving reduces the symptoms of stress as it enhances the breaking of stress hormones. Calm movement also relaxes the body and muscle tension. Any movement increases the brain's blood circulation and oxygen supply so that one can think clearly and focus better. (Harland, 2017, p. 248-249.)

Movement and physical activity have been understood to be of significant importance to one's holistic well-being. Movement classes support survivors and strengthen their recovery. Movement and physical activity give happiness, the feeling of control in one's life, and experiences of success. (Suomen Mielenterveysseura, 2006, p. 6, 13.) It has been studied that when moving becomes regular, the tolerance for setbacks and disappointments increases (Harland, 2017, p. 19.) This tolerance can also be called resilience. Resilience, the skill to adapt to new situations and bounce back after hardships, is essential to one's mental well-being. Resilience can be practiced and gained throughout one's lifespan. Movement and physical activity are ways to gain resilience. (Mieli Ry.) Lately, movement has been recognized more as a therapeutic tool among others. Movement can help survivors release anxiety, express themselves, and find connections to their feelings and emotions. With movement, survivors can express their personalities and feel good about themselves. (Suomen Mielenterveysseura 2006, p. 13.)

There are many ways to help the survivors in their recovery process. One way to support them is via movement workshops and classes. Simply put, moving one's body also moves one's mind (Suomen Mielenterveysseura, 2006, p. 14). I'm calling these classes movement classes because I see a difference between movement, sport, and exercise. Movement is defined in the Merriam-Webster dictionary as the act or process of moving (Merriam-Webster. Movement). Movement can be any physical activity one does with the body that requires energy (Gummelt, 2015). Sport and exercise, on the other hand, are physical activities that aim for something. This aim can be weight loss, muscle gain, skill development, or becoming healthier. (Merriam-Webster. Exercise.)

Exercising is planned, structured, and intentional, whereas movement is free and does not have a purpose other than the enjoyment of movement (Gummelt, 2015). Even though these movement workshops will be somewhat planned and structured, the activity will not be exercising. The physical activity in the workshops aims for holistic well-being, enjoyment, re-connecting with one's body, and strengthening the recovery process.

Movement has been recognized as an arts-based method. Therapeutic settings in the social and health sector have used movement classes and methods to some extent. Especially dance movement therapy has grown in recent years. There are many great benefits to moving, dancing, and moving with music, such as calming the participant, teaching social skills, engaging the whole brain, and waking up the senses. In addition, balance improves, fine motor skills improve, physical and mental health benefits, self-esteem grows, self-determination grows, and it has been studied that anxiety and depression diminish. (Lara, 2016, p. 19-20, 70.) Dance movement therapy helps one to recognize thoughts and emotions that the participants may not have realized before. It allows individuals to define and express these new feelings through movement. (Yilmazer et al., 2020, p. 49.) Movement, dancing, and music are universal languages, so even if you do not share the same language as the participants, you can use your body to explain the moves and practices (Lara, 2016, p. 70).

For survivors, the best movement classes would be dance and other basic forms of exercise like walking, water aerobics, and basic exercise classes. The best results come when the survivors can have a say in what types of movement are used in the classes. It is important to keep the group size small so that there is room to meet every participant personally. The instructor should be someone that the participants know and trust. The survivors receive many benefits from movement classes. Of course, their physical condition will improve, and they might sleep better. It is also vital for them to meet other survivors, leave home, forget about their everyday problems, become more confident in their bodies, and get a new hobby. Becoming more physically active improves body awareness and a positive self-image and positively affects the recovery process. Movement affects and lessens the symptoms that the survivors have from trauma, depression, anxiety, and/or PTSD. Survivors receive the best results from movement classes if they are combined with other recovery tools such as psychotherapy. (Suomen Mielenterveysseura 2006, p. 13, 25, 37, 42, 62-63, 107.)

5 PROJECT DEVELOPMENT

In this chapter, I will demonstrate the project development. I will start by introducing my project goal and the project objectives. Secondly, I will write about my project's target group and stakeholders. I will type with more detail about my stakeholder Vaputa Uhri Ry, as it was my work-life partner for this thesis project. Later in the chapter, I will go through my project phases and timeline, project resources, and the assessment of the project risks.

5.1. The goal and objectives of the thesis project

Personal and professional goals motivate us and keep us going. My project goal answers the question: "What am I hoping to achieve with this project?". My project goal may not be measurable or profitable right away, but instead, I am looking into the future and hoping to achieve something great. (Neumeyer, 2023.) The goal of my thesis project was to help the survivors of female sex trafficking in their recovery process. I aim to make movement a common tool in therapeutic settings in the social sector field, Room of Hope, and other places where professionals work directly with the survivors of female sex trafficking. The thesis outcome will be the guidebook: "Recovery through movement." The professionals will benefit from this guidebook as no similar guidebooks exist yet. Movement should be understood multidimensionally and used more commonly. This thesis and guidebook will answer the question of why movement classes are needed and how anyone interested can conduct and instruct movement classes. Instructing classes for the survivors of female sex trafficking means working with a highly challenging group of participants. This guidebook will help to find the tools you need as an instructor to work with said group. Anyone can use this guidebook, no matter where they live, influence, or work.

Objectives act in a supporting way to the project goal. The objectives, as opposed to the project goal, are measurable, tangible, and specific. One way to define the project objectives is to use the SMART acronym template created by Peter Drucker and G.T. Doran. SMART objectives stand for Specific, Measurable, Achievable, Relevant, and

Time-bound (the first letter of each of these combined creates the word SMART). While using this acronym tool and setting out SMART objectives, effectiveness, and productivity increase substantially. I set my objectives early on in my project initiation stage. When formulating my project objectives, it was helpful to use the SMART acronym. Using the SMART acronym also helps me evaluate said objectives later in the project closing stage. (The Chartered Management Institute, 2020.)

Objectives for my project are to introduce the reader to female sex trafficking and its effects on the survivors, explain what I mean by the term "movement", explain why movement should be used as a tool in the recovery process of the survivors, and create a guidebook on how to instruct movement classes for the survivors of female sex trafficking. These objectives can be reached by studying and writing the key concepts, consulting the professionals in Room of Hope, and creating a guidebook that professionals can use in their everyday work. My thesis project outcome is the guidebook which hopefully will be beneficial to both the professionals in the field and the survivors of female sex trafficking. My goal was to help the survivors of female sex trafficking in their recovery process. By giving out a tool for the professionals to use, I can achieve this goal through the work done by the guidebook users.

While studying female sex trafficking and its negative effects on individuals, I wanted to focus on the recovery process. The recovery process of the survivors is complex and filled with trauma, together with both physical and mental illnesses. It is essential to understand all the ways the survivors need help in their recovery process and the various hardships they are dealing with when coming out of a trafficking experience. Movement is an important tool that helps the survivors greatly, but it is just one part of a more extensive recovery process. I urge the professionals to add movement classes as a therapeutic tool amongst others, not to use it singly. Although I will defend movement and its use in therapeutic settings, I will write about the challenges in the recovery process with a broader view.

5.2. Target group and stakeholders

Defining the target group and beneficiaries is vital in project development. The definition of one's target group should not be too broad. A target group usually consists of a group, or it can even be an individual. Target groups can be defined by age, geographic position, social situations, financial situations, backgrounds, status, problems, and/or strengths. Target groups are either direct or indirect. For direct target groups, the effect of my thesis project is immediate. The direct target group for this thesis project will be the professionals that work directly with the survivors of female sex trafficking. We can narrow this target group down to the professionals interested in instructing movement classes for the survivors of female sex trafficking. For professionals in the field, this guidebook will be a useful tool for their work. They can use the guidebook as it is and implement it in their work. I hope that with this guidebook, professionals who have not instructed movement classes before will find helpful information on the topic and will consider instructing said classes in the future. As stated earlier, one does not need to be an experienced sports instructor to use movement classes in their work. Still, anyone with the motivation and knowledge can successfully instruct movement classes. I used academic research that helped me to get a comprehensive picture of the challenges they might face in their work. I also used the knowledge from my work-life partner as they work directly with the survivors and have experience and expertise on the subject. The indirect target group for my thesis project is the survivors of female sex trafficking. They are in the environment of my direct target group. As the indirect target group for my thesis project are women recovering from female sex trafficking, I had to think of many ethical points that the professionals in the field have to consider while working with the survivors. Through this guidebook, I hope to touch the survivors' lives and help them recover. I hope to highlight the enormous global phenomenon of female sex trafficking and make many people interested in the topic. Female sex trafficking happens in every part of the world and touches the lives of individuals, families, and communities. The survivors need help in various ways after coming out of trafficking, and I hope to help them through this guidebook. (Social Impact Navigator.)

Beneficiaries or stakeholders for a project are groups, organizations, institutions, companies, and/or individuals with influence, relevance, and expectations regarding the project. Vapauta Uhri Ry is my work-life partner and, therefore, my external stakeholder. As I do not have project staff or a project manager, I do not have internal stakeholders. With that said, I count my target group as my internal stakeholders, as their

relevance to my project is significant. Especially the survivors of female sex trafficking are integral to this project, as my project goal was defined around this group, and my goal to help the survivors was my most excellent motivator to complete this project. The survivors will benefit from this project as it helps them in their recovery process. Being an external stakeholder, Vapauta Uhri Ry is affected by giving me comments and notes regarding the thesis project. They are also affected by the positive publicity this thesis project provides to the organization. (Social Impact Navigator.) Vapauta Uhri Ry works in Finland and abroad and relies heavily on funding from supporting members. Vapauta Uhri Ry's publications are worth the read, and their work deserves to be acknowledged. I urge everyone reading this thesis to go and see their pages and familiarize themselves with their work.

5.3. Vapauta Uhri Ry

My work-life partner for this thesis project is a Finnish organization Vapauta Uhri Ry. Vapauta Uhri started their work in 2013 in Cyprus and in 2014 in Finland. Vapauta Uhri helps the victims of human trafficking concretely. The organization also trains, educates, and consults about human trafficking and the negative effects of porn. (Vapauta Uhri.) Pia Rendic, the founder of Vapauta Uhri, has written books and articles about human trafficking and porn and has appeared at conferences, radio, TV, and other places to give information on these topics. I first heard of Vapauta Uhri in 2015 and have read Rendic's book *Ihmiskaupan kasvot* (2015), which has been a massive inspirator for me. Vapauta Uhri works globally and locally. In Finland, their work is training, networking, and fundraising. They consult with other professionals in the field and belong to IKV- network and Lasten perusoikeudet Ry network. (Vapauta Uhri.)

Room of Hope is Vapauta Uhri's most visible form of work. It is a day centre in Cyprus for the survivors of female sex trafficking and their children. Room of Hope was founded in 2014. Room of Hope co-operates with a local network called Wellspring. The centre works from a Christian value base. Still, everyone is welcomed there, no matter their religious or cultural background, and the aim is to provide psychosocial support for the women rescued from female sex trafficking and to help them get back

into society. The centre promotes multiculturalism and commonality. Very few of the survivors in the centre are local Cypriots. Most women come from African countries and have been trafficked to Europe for sexual exploitation. Through the years, the centre has provided women with psychoeducation, handcraft projects, individual support, lessons in English and Greek, therapeutic horse riding, cooking lessons, and empowering photography. (Vapauta Uhri. Room of Hope.) They do so much more also, and I encourage the reader to visit Vapauta Uhri's website and social media pages to familiarize themselves more with their daily work.

5.4. Project phases and timeline

All projects usually consist of four phases. These phases are called initiating, planning, executing, and closing. I can complete my thesis project more efficiently and on time by following these phases chronologically. These phases allow me to have a clear structure in my writing and a step-by-step mindset going into the project. Project initiation means defining the project and sorting out the goal, objectives, and team roles. After getting good feedback from my supervisors and peer students on my thesis idea paper and thesis proposal, my definition of the thesis project became clear. With the input, I managed to sort out my goal and objectives. As I am writing alone, there was no need to sort out team roles. I had to make up writing deadlines to make myself work and achieve the goals set. This time-management plan happens in the project planning phase. Project planning also includes thinking of and writing down the potential risks. (Coursera, 2022.)

Execution for me meant writing the guidebook. This phase includes motivating the team members (in this case, myself) and keeping the work-life partner on track with the process. Motivating myself was sometimes hard, and working alone can be challenging. I managed to keep my work-life partner on track with my process, but my writing process was much slower than anticipated. Thankfully my work-life partner was understanding and kind towards me in this matter. In the closing phase of the project, I have finished writing the guidebook and will submit my thesis for evaluation. Completing my project also means submitting the guidebook to my work-life partner and hearing their comments on the project. In the project closing phase, I will conduct

a post-project evaluation and see whether I have reached my project goal and objectives. I will also give final words and recommendations about the project, which are found later in chapters 7 and 9. (Coursera. 2022.)

In table 1, I have written out the timeline of my thesis project. This timeline was written in the project planning phase and has lived and changed during the project execution phase. Seeing the timeline in writing helped me to stay motivated and finish what was needed on time.

TABLE 1. Thesis project timeline

Stages of my thesis	Tasks to do	Deadline	Completed
Thesis idea paper		Presented in October 2021	Yes
Thesis proposal	Edit based on suggestions and submit Read literature Take care of thesis permit etc.	Presented in November 2021/ January 2022 Be done by the end of February 2022	Yes
Thesis manuscript	Collect data from the literature to finish the guidebook Send thesis to work-life partners for comments	December 2022	Yes
Thesis manuscript	Present thesis manuscript in a seminar	January 2023	Yes
Preliminary thesis	Edit the text, send it to work-life partners for comments	Be done by the end of February 2023	Yes
Final thesis	Edit the text based on suggestions	Be done by the end of March 2023	Yes

Graduation	Maturity test, apply for the diploma	Graduate by the end of April/May 2023	Yes
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5.5. Project resources

Project resources are things I might need throughout my thesis project- from the planning stage to the project's closing. Managing the project resources requires a lot of organizing, planning, and scheduling. With the proper resources and handling of said resources, projects can be completed on time and budget. (Basu, 2012, p. 14.) Project resources usually consist of human resources, money, equipment, time, and knowledge. Human resources mean people contributing to the project. Team individuals require team leader management. As I was writing this thesis alone, there was no need to sort out team roles or handle team member conflicts or others. With that said, I still needed to manage myself. I had to keep motivating myself to finish the tasks and plan my use of time. Money or financial resources signify project budgets and grants. Since no money was involved in this thesis project, I did not have to estimate the budget or keep track of staying within the budget. Equipment or material resources were all I needed to complete the project. These materials included my laptop and software such as Canva, OneDrive, Microsoft Word, Microsoft Outlook, and Google Search. I did the writing primarily in my home. All needed material resources were found in my home or were easily obtainable. Time resource is crucial when planning the project. I made myself deadlines and tried to plan my time usage effectively. My plan for time and how to use it is found in Table 1. Thesis project timeline. Knowledge as a resource meant using my previous knowledge and education to further the project. I used versatile literature sources such as books, theses, articles, and web pages to gain more knowledge for this thesis project. At the planning stage of my project, I planned what resources I might need and how to allocate them. This planning is essential as no project can move forward without project resource management. Managing my resources helped me to complete my thesis project successfully and on time. Luckily, I had most of the resources already, and what I needed was easily obtainable. (Acti-Time.)

5.6. Assessment of the risks

Risks are uncertain events that directly affect my thesis project and hinder me from reaching my project goal and objectives. Risks may also pose opportunities for me to learn and positively impact the whole project. (Dobson, 2015, p. 16.) Before starting my thesis project process, I must consider all possible risks preventing me from achieving my goal and objectives. There are always uncertainties when it comes to projects, but using risk analysis helps me prepare for them and, if not eliminate them, at least diminish their impact.

While writing, I noticed that the risks I initially thought were changed, and new ones came along. Risks in a project are ever-changing and require flexibility from my side. (Hyttinen, 2017, p. 22.) The risks impacting this thesis project are shown in Table 2 — The risks of the thesis project. The risks are categorized into probability and impact, and the proper actions are stated to prevent said risks. Probability and impact are given the number from 0 to 10, 0 being the lowest and 10 being the highest. Many potential risks impacting this thesis project can be avoided by being active and taking responsibility and initiative in writing. One of the risks, slow communication with my work-life partner, was due to practical aspects. Room of Hope is located in Cyprus, and I live in Finland, so our communication could not happen face-to-face but online. The employees in Room of Hope were very busy with their work, and I also had challenges in my personal life, which meant that sometimes project work stood still for weeks without moving forward. The initial plan was to consult a sports instructor from Room of Hope to help me write the guidebook, but we could not find time together. Not having an interview with the sports instructor of Room of Hope led me to write the guidebook with my expertise, with the help of other employees of Room of Hope, and with the help of literature. The lack of research material was another risk, as movement or sports group instructing are concepts lacking much academic research. Luckily, I could research in two languages, Finnish and English. Even so, I found research material for movement and sports group instruction to be minor. Another risk I wrote down was the complete loss of all written material due to a fault in my computer. These risks are always present when we work with technology. Fortunately, there exist many external saving and cloud services today that I was able to use.

TABLE 2. The risks of the thesis project

THE RISK	PROBABIL- ITY (0-5)	IMPACT (0-5)	OVER- ALL	ACTIONS
Slow communica- tion with work-life partner	3	3	6	Be active on my side
Not enough research material	3	3	6	Read literature in both Finnish and English
No together time with the professional from Room of Hope helping to make the guidance book	2	4	6	Be flexible in my own timetable
Tight schedule in personal life, no time to write the thesis	3	3	6	Prioritize, make a clear schedule, make deadlines, and stay within them
Technical difficul- ties with the com- puter and I lose all the writing done for the thesis	1	4	5	Take copies to ex- ternal devices, use cloud services such as OneDrive

5.7. Evaluation of the project

My thesis project will close to the evaluation of the project. I have chosen post-project evaluation as my primary evaluation method for my thesis project. The evaluation measures the success of my thesis project, which was to create a guidebook. Evaluation can be done by any project team member, from the management level to the project

employees. Since I did the project by myself, the evaluation was done by me. I also gathered feedback from my work-life partner and thesis supervisors that helped me in the evaluation process. The outcome of my thesis project was a guidebook on how to conduct movement classes for the survivors of female sex trafficking. By finishing the guidebook and presenting it to my work-life partner, I have reached this outcome and succeeded in my project. (Project Manager, 2022.) My objectives were to introduce to the reader female sex trafficking and its effects on the survivors, explain what I mean by the term "movement", explain why movement should be used as a tool in the recovery process of the survivors, and create a guidebook on how to instruct movement classes for the survivors of female sex trafficking. In my post-project evaluation, I will evaluate whether or not I have successfully reached my objectives. Post-project evaluation happens after the whole project has been completed. With post-project evaluation, I can see what was successful in my project, what could have been done differently, and how I can manage similar future projects better. (Project Manager, 2022.) This post-project evaluation is found in this thesis, sub-chapter 7.1. Post-project evaluation. While evaluation is the ending point of this project, it is also a good idea to celebrate the ending of a project somehow. Were I a project manager, I would undoubtedly have a session with my group and discuss the lessons learned. Shared feedback session and giving everyone space to discuss the pros and cons motivates the team members and gives them the feeling of being heard and vital to the project team. For professional and personal growth, I will also look back at this project and think of where I succeeded and where I could have done better. (Dobson, 2015, p. 163.)

It was important to me to keep my work-life partner up to date on my project process and to receive their feedback and comments. My work-life partner and my thesis supervisors were my primary editors. Their feedback improved my thesis significantly along the way. While creating my thesis idea paper, I evaluated the need for the thesis project. Evaluating the need helped me to create a plan and to start the project successfully. This evaluation done in the early stage of my thesis project is called pre-project evaluation. I received valuable feedback from my work-life partner, thesis supervisors, and peer students at this stage. The project needs to be evaluated while being executed. Evaluation done during the project is named ongoing project evaluation. Ongoing project evaluation meant keeping my work-life partner and thesis supervisors up to date on my process and asking for their improvement ideas from time to time. At this stage, I presented my thesis proposal, thesis manuscript, and preliminary thesis, and with the

received feedback, I was able to find things that needed to be modified and make improvements. (Project Manager, 2022.)

6 RECOVERY THROUGH MOVEMENT- A GUIDEBOOK

This chapter presents the outcome of my thesis project. "Recovery through movement" is a simple guidebook that gives information on how to instruct movement classes for the survivors of female sex trafficking. The key concepts found in the guidebook are elaborated on in this chapter. Ideally, anyone interested in using the guidebook would read this chapter to understand the movement classes better. The guidebook, in all its simplicity, can also be read separately. Even though I urge anyone interested to use movement classes and methods in their work, I hope the reader understands how unique group the survivors of female sex trafficking are. One must understand trauma-informed care and how to create a safe space to work with the survivors successfully. By reading this chapter and carefully familiarizing oneself with the guidebook and concepts within, movement classes can be conducted safely and successfully.

6.1. Introduction of the guidebook

I wrote this guidebook with the help of literature, my knowledge of the subject, and the comments received from my work-life partner Vapauta Uhri Ry. I graduated as a sports instructor, sports advisor, and personal trainer in 2019 from Varala Sports College. Through the years, I have instructed children, immigrants, the elderly, teenagers, families, adults, beginners, and athletes in sports, movement, and dance. I have learned the difference between instructing a class for athletic well-being adults and marginalized immigrant women who have never attended a group exercise class in a fitness centre. This knowledge of instruction will hopefully transfer to the guidebook to instruct classes for a vulnerable service user group, such as the survivors of female sex trafficking. This guidebook will bring forward the understanding of the group you are instructing, your role as an instructor, and the instructing of the classes as well as examples of movement classes for the survivors of female sex trafficking. Besides this guidebook, the Internet contains material for instructing movement classes. I urge the interested ones to find material by using keywords such as movement classes, easy movement classes, fun movement exercises, and similar words in their search.

6.2. Groups participating in the classes

A group is always formed of individuals, in this case, the survivors of female sex trafficking. They have their backgrounds, cultures, personalities, behaviour patterns, and stories. They bring all these to the group. (Douglas, 2000, p. 4.) The participants all have a common purpose: to come to these movement workshops to receive help in their recovery process. Along with a common purpose, a group has common goals, shared values, and norms (Hayes, 2012, p. 1). Usually, a group establishes a leader (in this case, the instructor) and some ground rules, making it easier to put differences aside and work more effectively together. In these classes, the rules can be: showing up on time, being mindful of others, respecting others' personal space, and confidentiality among the participants and the instructor.

A group will always have different power and emotional relations. Establishing a friendly environment in a group where no member feels oppressed or discriminated against is vital. The instructor should not abuse their leadership, but the power needs to be equally distributed. Working in a group may sometimes be emotionally challenging and become too personal, especially for the survivors of female sex trafficking. That's when rules and social norms help you, the instructor, to keep things professional. Communication is an essential tool for a group. There can never be too much communication happening between the group members.

6.3. Instructing the classes

The instructor needs to have basic interpersonal and communication skills— this help to create a feeling of belonging and commonality. The instructor must be welcoming and kind, taking everyone into attention and being an active listener to the participants. The instructor should be friendly but firm, and in charge of the group. The instructor should adapt to many situations that may arise during the classes. The instructor should also acknowledge the different individuals and their needs. (Korpela, 2013, p. 26-28.) The important thing is to find your style in instructing and leading the group. To be an

instructor in movement classes does not mean that you must be in excellent physical shape yourself or that you must be unusually talented in sports. Being an instructor means that you identify with the participants. You make the classes suitable for their level. The class is not a chance for you to shine and show your skills; it is a place where the participants feel confident and proud of themselves.

When instructing movement classes for the survivors of female sex trafficking, flexibility is the most important feature an instructor should have. Understand if the participants do not show up on time or at all. Be ready mentally that some participants might leave in the middle of the classes, which is completely fine. Some participants may come to the class but sit in the corner after some time. For classes like this, this is acceptable. We all understand this behaviour would not be allowed in the fitness and sports centres. But for these participants, their goal might not be to come and move their bodies. For them, this might be the only time they get to be without their children in a week. For the survivors, these classes allow them to be in a room full of people who understand their struggle and give love to them instead of judgment. They come to enjoy the feeling of being a part of a group. They come to feel participation and friendship. Do not be alarmed if this behaviour happens while you are instructing. Keep your goal clear: you are trying to help these women in their recovery process, not to make them pro athletes. Remembering your goal will help you when thinking about how to instruct or what movement exercises to choose for the class. Also, remember that the group's rules, such as no phones, help keep some order in the classes.

Trauma-informed care and its principles are vital when working with a vulnerable service user group. Trauma-informed care bases its principles on many other trauma therapy methods such as empowerment, strength-based approach, rapport building, cultural competency, and survivor-defined approach. (Gerassi & Nichols, 2018, p.107.) Learning about trauma-informed care helps the potential instructor to work successfully with the survivors as they are women suffering from traumatic events. All these women come from different trafficking experiences and are on individual recovery paths. Knowing the basics and principles of trauma-informed care can also help instruct the movement classes.

Working with a vulnerable service user group, such as the survivors of female sex trafficking, means that you, as an instructor, have to work twice the harder to create a

safe space and a feeling of trust. To be trusted by the participants, an instructor must commit to the group entirely. When participants trust their instructor, they will be more willing to participate in the exercises. The instructor can also receive trust by having motivational skills and leadership qualities. With a group like this, the survivors, showing empathy, care, concern, and less self-interest is enormously essential. The instructor is not gaining anything from these classes but always acting for the best of the participants. (Kao et.al., 2017, p. 319-327.)

Safe space as a concept dates back to the women's movement in the late twentieth century. The term has since evolved and been used in various ways. (Safe Space: Towards a Reconceptualization, 2014, p.1346.) Many theories exist on how to create a safe space and what all the term indicates. The webpage Equality, a database maintained by the Ministry of Justice, lists guidelines to create a safe space. The guidelines say that the instructor must respect others' physical and mental space. All exercises must be explained beforehand, are based on voluntarism, and never touch the participants without permission. Respecting others is a core principle when creating a safe space. Never assume things or stereotype the participants. The instructor should not discriminate against religions, cultures, ethnicities, body types, or eating habits. These do not belong in a safe space. Also, be aware of your privileges and recognize if discriminative thoughts appear. Respect others' beliefs, opinions, experiences, and ideas. Never humiliate or mock the participants. Creating a safe space also includes intervening if you see other group members harassing others physically or mentally. Give space, treat sensitive topics accordingly, and be mindful of your responsibility. All these aspects discussed above should give a good starting point for the potential instructor on how to create a safe space. (Equality.)

6.4. Ethics to consider

Confidentiality is written into Finnish law. According to the law, if you work as a professional in the social field, you cannot tell information forward about a private person or a family without their permission. This rule will not end even after you leave work in the social field. (L 559/1994.) Especially with a group like this, to build trust, do not share information outside of the group. Often the participants share their lives

and stories with the instructor. They want to confide in the instructor. Make sure you, as their instructor, are worthy of being confided in. Another ethical matter to consider while instructing this group is: how to touch the participants. Movement classes are very much physical, and sometimes there are moments in the classes where there is going to be physical contact between the participants or the instructor and the participants. Understand that this group is traumatized by physical touch. They have gone through an immense amount of physical abuse. Always explain and tell beforehand if the planned exercise requires touch. Always ask permission to touch. Never touch the person hard. Use your palm, and make sure your touch is firm yet gentle. With this said, always remember that you are working with individuals. Never stereotype your group. These women are strong, do not overly victimize them. I recommend getting to know your participants and their stories individually and treating them as such.

6.5. The structure of the classes and practical tips

Always think and plan ahead of time what you are going to instruct. Always have a plan of the structure and the type of movement exercises you will implement. Think ahead about the usage of time and have a backup plan in case your plan needs adjusting. In Appendixes 2., 3. and 4. you will see examples of a class plan, with the movement exercises and the time plan. You can use this kind of sheet when planning your classes also. As for the structure, movement classes usually include the warm-up, main exercise or exercises, and cool down. This kind of structure is a great starting point for you when planning the movement classes. This structure is not the only way to have movement classes, but I highly recommend following these phases. Timewise, the main exercise or exercises should take the most time in the class. For classes like these, I recommend keeping the time somewhere around 30-50 minutes per movement class. Leave time at the start and the end of the class for a discussion with the participants. Remember, the main goal of the class is not to make the participants pro-athletes. Your main goal is to help them in their recovery process. This means that the class provides them a safe space to discuss their feelings, get to know their body again safely, and heal mentally and physically.

Think always practically the usage of space. If your space is small, you have limited options for what you can do in the class. If you have some equipment such as balls, blankets, mats, rubber bands, or other, your options become wider. Think of having some classes outside in the fresh air if your surroundings allow it. I recommend providing childcare during the classes. Childcare provision depends on the resources of the place where these classes are held. As stated before, these classes might be the only chance for these women to have time just for themselves. If this is not possible, think of exercises for the whole family. Or have a colleague in the gym to give a helping hand with the children. I also recommend leaving time after the class for coffee and tea with the participants outside the movement classroom. Having time after the class allows the participants to sit down and relax. It also presents an opportunity for the participants to discuss if something happened in the class that needs to be addressed further and in more detail.

6.6. Examples of movement classes for the survivors

In Appendixes 2., 3. and 4. I will give examples of movement classes for the survivors of female sex trafficking. The example classes are suitable for a group that has been together a few times already. Some of the exercises in the example classes require established trust to work. In the example classes 1 & 3, there are exercises with music. Still, all these exercises can be done without music if individuals in your group cannot participate when music is playing. The example class 1, found in Appendix 2., is planned so that no children are present inside the classroom. The class is intended indoors and has exercises for the mind and the body. The class is low impact, meaning that the physical impact is less, and the exercises do not bring sweat, high pulse, or rapid breathing. The example class 2 (Appendix 3.) is more physical and planned for outdoors. The example class 2 is a class for a small group that you can manage outdoors. In this class, it is possible to bring along children. Being and walking outdoors substantially impact one's well-being, so I have added this simple outdoor class as an example. The movement class example 3 (Appendix 4.) is a shorter class consisting of simple moves while seated on a chair combined with balance exercises. This class is meant to challenge the participants' balancing skills, help them learn new things, and have fun. I have added explanations and justifications for each exercise in each

example class, which you do not need to include written in your plans. Nevertheless, it is always good to consider "Why?". Why do I want to instruct this exercise, and why will it benefit this class and my goal of helping the survivors? It would be best if you always had a plan for your class, but the form of this plan is free for you to decide.

7 EVALUATION AND FEEDBACK

In this chapter, I am evaluating my thesis project and deterring whether I was able to reach my objectives or not. I will start by writing down my post-project evaluation. I will also reveal what kind of feedback I received throughout my thesis project and how it helped to cultivate the guidebook.

7.1. Post-project evaluation

My goal for the thesis project was to help the survivors of female sex trafficking in their recovery process. I aimed to make movement a common tool in therapeutic settings in the social sector field, Room of Hope, and other places where professionals work directly with the survivors of female sex trafficking. I hope this thesis will make the reader understand more about movement as a professional tool and appreciate the ease yet greatness it can offer to professionals and service users. Movement can be done everywhere, at any time, and by anyone. I hope more people will be interested in implementing movement in their work as a therapeutic tool. I cannot say for certainty that I have reached my goal of helping the survivors of female sex trafficking in their recovery process. Reaching my goal is something I cannot measure, and the effects are not yet, if ever, seen. The concrete outcome of my thesis project was to create a guidebook. I have written the guidebook with simplicity in mind and wish it inspires professionals. When used together with other recovery tools, the guidebook will benefit the survivors of female sex trafficking. With that said, I hope that when the guidebook is used, I can help the survivors recover and reach my goal.

For post-project evaluation, I evaluated my project objectives in a table format. Assessing the objectives this way helps me, and the reader, to see whether I have reached my objectives or not. I evaluated my objectives with the help of the SMART acronym. The SMART objectives are specific, measurable, achievable, realistic, and time-bound. All these aspects define if the objective is reached and help me see if the chosen objective contributed to the project in the right way, supporting to reach of the project goal. Post-project evaluation of the thesis objectives is found in Table 3. SMART

objectives evaluation. To make Table 3. more explicit, I have numbered my objectives instead of writing them on the table. The numbered objectives for my thesis project were:

1. Introduce to the reader female sex trafficking and its effects on the survivors
2. Explain what I mean by the term "movement"
3. Explain why movement should be used as a tool in the recovery process of the survivors
4. Create a guidebook on how to instruct movement classes for the survivors of female sex trafficking

Table 3. SMART objectives evaluation

Objective	Specific	Measurable	Achievable	Realistic	Time-bound
1	I was responsible for acquiring knowledge from literature and transferring said knowledge into writing. I have done this, and the writing is found in the thesis.	It is hard to evaluate the measurability of this object. I will say that I could have written more and in-depth about the concept. But to support the guidebook, the writing is enough.	I had all the necessary resources to reach this objective.	This objective was realistic as it was reached with the proper resources.	I had set deadlines for this object but missed them very often. I had hoped to finish earlier yet I am happy to say that I have now reached this objective seeing the writing in the thesis.
2	I was responsible for acquiring knowledge from literature and my	It is hard to evaluate the measurability of this object. To bring	I had all the necessary resources to reach this objective.	This objective was realistic as it was reached with the	I had set deadlines for this object but missed them very often. I

	previous studies and transferring said knowledge into writing. I have done this, and the writing is found in the thesis.	awareness on the subject and to support the project and the guidebook I feel like I have written enough to reach this objective.		proper resources.	had hoped to finish earlier yet I am happy to say that I have now reached this objective seeing the writing in the thesis.
3	I was responsible for acquiring knowledge from literature and my previous studies and transferring said knowledge into writing. I have done this, and the writing is found in the thesis.	It is hard to evaluate the measurability of this object. To bring awareness on the subject and to support the project and the guidebook I feel like I have written enough to reach this objective.	I had all the necessary resources to reach this objective.	This objective was realistic as it was reached with the proper resources.	I had set deadlines for this object but missed them very often. I had hoped to finish earlier yet I am happy to say that I have now reached this objective seeing the writing in the thesis.
4	I was responsible for acquiring knowledge from literature and my previous studies and transferring said knowledge into writing. I have done this, and the	I have reached this objective as I have created one guidebook that I was supposed to create.	I had all the necessary resources to reach this objective.	This objective was realistic as it was reached with the proper resources.	I had set deadlines for this object but missed them very often. I had hoped to finish earlier yet I am happy to say that I have now reached this objective

	guidebook is found in Ap- pendix 1.				seeing the writing in the thesis.
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In the closing stage of my process, I can see and evaluate the whole project. Having concluded the evaluation of my objectives, I will now evaluate the entire process using three criteria: effectiveness, relevance, and sustainability. With effectiveness, I am thinking about my thesis goal and objectives and whether I reached them. As stated before, I have successfully reached my project objectives. For the project goal, I cannot say the same with certainty, as the results can not be seen yet. The relevance criteria answer the question: "Was the project relevant for the target group?" As there were no existing guidebooks, projects, or theses on the subject of instructing movement classes for survivors of female sex trafficking, I do think that this project was relevant for the target group. I hope with this guidebook, my target group, professionals working with the survivors and potential instructors, find relevant information on the subject and can conduct movement classes in their work. For sustainability, I will evaluate if the product will be used in Vapauta Uhri Ry. I cannot say this for certainty. I sincerely hope so, and as stated before, this guidebook can be used anywhere in the world. I strongly recommend my work-life partner and other service providers in the field to read this guidebook, customize it if needed and use it successfully with the survivors of female sex trafficking.

7.2. Feedback

Throughout the writing process of this thesis, I collected feedback from my work-life partner, thesis supervisors, and peer students. During my project's initiating and planning process, the feedback was mainly on the project idea, goal, and objectives. My project had a different path at first, and with the received feedback, the idea changed a few times. Throughout the writing process, I received feedback regarding the key concepts, project management literature, and the guidebook. This feedback helped me research more and write about said concepts more deeply. I received helpful feedback regarding the guidebook. This feedback was to make it more visual, which gave me the inspiration to use Canva. There was initially only one example class in the

guidebook, and I received feedback from my thesis supervisor to write more example classes. Lessons learned from the feedback resulted in three example classes, and I am pleased with how the guidebook turned out. My work-life partner was very motivating and kind towards me throughout the writing process. We haven't had time together to review the guidebook yet, as I am submitting my final thesis now, but we will indeed have a feedback session about it in the future.

8 ETHICAL CONSIDERATIONS

While doing a project or research about human trafficking, female sex trafficking, and the survivors of trafficking, one must think of ethics. The survivors of trafficking have experienced horrible trauma, and they have been used for a long time. Doing a project or research means in a way that I am using them and their stories for my benefit. In a way, I am benefiting from their traumatic experiences. While thinking of the ethical dilemma here, it becomes clear that I wish to help them in any way I can, and I hope this guidebook will be used for good. (Rothman et al., 2018, p. 254.) Anyone working with the survivors should understand the recovery process and the holistic needs of the survivor. Everything should be done to avoid re-traumatizing the survivors (Duong, 2015, p. 179). There are no regulations or law enforcement on how to work with the survivors of female sex trafficking, but good material exists that one could read. These include The University of Waikato Guidelines on Ethical Conduct in Human Research and Related Activities (University of Waikato, 2008) and the WHO Ethical and Safety Recommendations for Interviewing Trafficked Women (WHO, 2003). (Duong, 2015, p. 175.)

Working with the survivors means dealing with heavy emotions (Duong, 2015, p. 174). Dealing with such traumatic stories also poses the risk of secondary traumatic stress symptoms for myself or anyone working with the survivors (Rothman et al., 2018, p. 255). It is good to understand this already when starting the process. One should recognize different feelings and realize when outside professional help is needed. Recognizing one's feelings is a part of the professionalism of a social service professional. Working with the survivors means that they have had awful experiences in their relationships, their trust has been broken, and they have been hurt. This means that you as an instructor now represent a working, trusting, and healthy relationship in their life. You might be the only close relationship they have. The survivors share their stories, expectations, dreams, and hopes with you. You do not want to disappoint them, which brings a tremendous feeling of responsibility. (Duong, 2015, p. 183.)

9 DISCUSSION AND PROFESSIONAL DEVELOPMENT

Professionally and personally, I can say that this thesis has been time-consuming and challenging. My initial idea was changed quite a bit from the start, and due to time management challenges, I steered from my timeline significantly and missed many deadlines. I also evaluate that personally, I could have done better and gone more in-depth with the project. Nevertheless, submitting the final thesis now, I am content with the outcome. With my current situation in my personal life and the time I had to use for this project, I am happy and ready to hand out the guidebook to the field. Through this project process, I have learned about female sex trafficking, recovery from female sex trafficking, and a great deal about project management. I have ignited my passion for movement as a therapeutic method and will keep working in the field of sports, promoting the benefits of movement to everyone.

I completed the thesis and guidebook in March 2023. The outcome of the thesis project was the guidebook "Recovery through movement." In this thesis project, I got to use my previous knowledge as a sports instructor and my experience in instructing sports to different user groups. Working with Vapauta Uhri Ry and helping them in their work has been my dream for years. I hope that through this thesis project, I have introduced their work to the reader. Vapauta Uhri Ry and Room of Hope rely heavily on voluntary donations. Their work is immensely important, and I encourage everyone to get to know their organization more and, if possible, donate to their work by making a single donation or becoming a monthly donor.

I recommend my work-life partner and other service providers in the field to learn more about the positive benefits movement classes bring to the survivors of female sex trafficking. I sincerely hope this guidebook will be used and it can serve as an inspiration to search for more example classes. As I have written before, the Internet is full of material for movement classes. I also recommend everyone in their personal lives to keep moving and being physically active. Movement affects our mental and physical health greatly, at the same time being accessible and simple. This thesis and guidebook revolved around the survivors of female sex trafficking. Understanding the greatness of movement methods, I recommend using movement classes when working with mental health patients, the elderly, substance abuse rehabilitators, trauma victims, and

any other service user group that might benefit from them. Movement and physical activity benefits and helps everyone.

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APPENDIX 1. "RECOVERY THROUGH MOVEMENT"; A Guidebook: movement classes for the survivors of female sex trafficking

GUIDEBOOK

BY IIDA DEIVASIGAMANI

RECOVERY THROUGH MOVEMENT



Movement classes
for the survivors of
female sex
trafficking



WHY THIS GUIDEBOOK

- Movement methods should be used more among other therapeutic tools.
- With this guidebook, anyone interested can instruct movement classes for the survivors of female sex trafficking.
- Movement classes are easy to instruct, fun, and cheap (if not free).
- This guidebook presents three example classes that can be used with the survivors of female sex trafficking.

"FEMALE SEX TRAFFICKING"

- Estimates say that there are 27 million victims of human trafficking right now in the world.
- Female sex trafficking is one of the largest forms of human trafficking.
- Can be described as "the trafficking of women into sexual servitude".
- The most common form of this sexual servitude is forced prostitution.
- Life in trafficking is filled with fear, trauma, and possible violence (mental, physical, economic, and sexual).

"RECOVERY FROM FEMALE SEX TRAFFICKING"

- Life after trafficking is filled with trauma, substance abuse, difficulties in integrating into society, fear, mental illness, and possibly sexually transmitted diseases or other physical illnesses due to many consecutive abortions and experienced violence.
- During their recovery process, the survivors need help from professionals from varying fields.

"LIFE AFTER TRAUMA"

- Working with survivors of female sex trafficking means working with survivors of traumatic experiences.
- A very common symptom after trauma is PTSD, post-traumatic stress disorder.
- Other symptoms include headaches, sleeplessness, depression, social anxiety, alcoholism, instability in emotions, flashbacks, and personality and dissociation disorders.
- Feelings of shame and guilt can be present when the trauma is sexual in nature.

"MOVEMENT"

- Means any physical activity one does with the body that requires energy.
- Moving the body also moves the mind.
- Movement has many positive physical and mental effects.
- Moving together with others brings commonality.
- Movement reduces the symptoms of stress, depression, and anxiety.

INSTRUCTOR

- Key attributes for the instructor: kindness, welcoming, communication skills, flexibility, commitment.
- Working with a vulnerable service user group means that you as an instructor have to work twice the harder to create a safe space and the feeling of trust.
- It is enormously important to show empathy, care, concern, and less self-interest.
- The important thing is to find your own style in instructing and leading the group.

GROUP FACILITATING

- It is important to establish a friendly environment in a group where no member is feeling oppressed or discriminated.
- Some basic rules (such as no phones) help to have some order.
- Always explain beforehand the exercises, especially if there is physicality between the participants involved.
- Touch the participants gently & firmly with your whole palm (preferably the backside of your palm).

STRUCTURE

- Always think and plan in advance what you are going to instruct.
- Think ahead about the usage of time and have a backup plan in case your plan needs adjusting.
- The time recommendation for these classes is 30-50 minutes per class, with time for socializing as well.

PRACTICAL TIPS

- If possible, provide childcare during the classes.
- Engage as much as possible with the participants, always look them in the eye, and greet them with a smile.
- Involve the participants in the planning, continually gather feedback, and modify accordingly.

EXAMPLE CLASSES

- Three example classes to give inspiration.
- All exercises can be done without music if it is not suitable for your group.
- The form is just an example, no need to have a plan in writing like these.
- It is always good to think of the question "Why?", "Why this exercise suits this class, and how will it benefit the participants?"

FINAL WORDS

- The class is not a chance for the instructor to shine and show their skills, but rather it is a place where the participants can feel confident and proud of themselves.
- Always remember that the survivors of female sex trafficking are strong individuals, never stereotype your group or overly victimize the participants.

APPENDIX 2. Movement class- Example 1

MOVEMENT CLASS

EXAMPLE 1



TIME

50 minutes



EQUIPMENTS

- Blankets
- Mats
- Music, speaker

INTRODUCTION



TIME

~ 5 minutes



HOW TO DO

- Create a circle.
- Discussion ("How is everyone?").
- Explain what is about to happen in the class.



WHY THIS EXERCISE

- Makes it clear for everyone that the class has started.
- Makes everyone feel welcomed, and gives a chance to say something.



TIPS

- Greet everyone with a smile, and look the participants in the eyes.
- Make sure everyone who wants to talk gets the opportunity to do so.

WARM-UP 1



TIME

~ 5 minutes



HOW TO DO

- In the circle ask everyone to breathe calmly.
- Make participants do gentle rotations (head, shoulders, arms, spine etc.).



WHY THIS EXERCISE

- Calm, deep breathing is always a good way to start the class as it fights the mental and physical symptoms of anxiety, stress, and nervousness (Psych Central. Anxiety).
- Rotations, especially in the upper body, are good for your back health. Rotations are good for the joints, flexibility of muscles, and for range of motion. (Roberts, 2021.)



TIPS

- Give a chance for the participants to close their eyes if willing. This will make them focus better on their breathing and the exercise at hand. Understand that not many want to do this, as closing eyes in a group demands huge trust in the group members.
- Ask the participants if there is any illness or pain in the body. Guide the participants to focus their breathing on these areas especially.

WARM-UP 2



TIME

~ 5 minutes



HOW TO DO

- Start walking around the room. Ask the participants to walk in a random pattern.
- Guide the participants to walk calmly, minding their surroundings. If they encounter a person or an object in their way guide them to change direction thus avoiding a collision.



WHY THIS EXERCISE

- Walking warms up the body, accelerates the heart rate, helps oxygen to flow in the bloodstream, lowers blood pressure, and brightens the mood (Arthritis).
- Minding your surroundings and others in the room brings you awareness of the time and place, and roots you into the moment at hand.



TIPS

- You can put background music from speakers if you feel it is suitable for your group.
- Guide the participants with a calm voice, and walk amongst them. Instruct the participants to keep their breathing calm and deep.
- For variance, guide the participants to walk in diverse ways (faster, slower, with big steps, with small steps, arms up, etc.).

MAIN EXERCISE 1

"THE FOUR ROOMS"



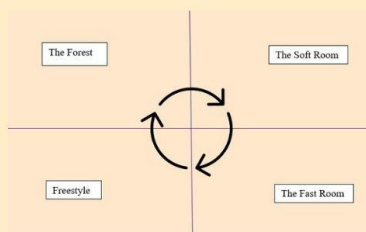
TIME

10-15 minutes

HOW TO DO



- Divide the space into four "rooms".



- This exercise is for imagination, how would you move in a room that is called "the forest"? Go through all the rooms. Use simple instructions while demonstrating the rooms:
 - The Forest: you are in a forest, can you smell the trees, how does the ground feel like, what would you do in a forest, etc.
 - The Soft Room: imagine you are walking amongst clouds, you are dancing in cotton candy, everything is soft and smooth, how does that affect your movement, etc.
 - The Fast Room: everything happens quickly in this room, all the movements are sharp, edgy, and fast, how does being fast look like in your movements, etc.
 - Freestyle: you move however you want, dance, walk, spin, lay, twist, jump, etc.

MAIN EXERCISE 1

"THE FOUR ROOMS"

HOW TO DO PART 2



- Demonstrate both physically and verbally while going through all the rooms. When the instructor is ready to throw themselves into the exercise, the participants will also. It is said that in order to get 100 % out of the participants, the instructor must give 110 %.
- Put background music from the speakers and ask the participants to travel in the room in a clockwise direction. Ask them to move at their own pace but to spend time in each room. It is wise at the start to divide your participants into different rooms so that they do not all travel at the same pace.
- Let the participants enjoy their time, do not give instructions after the exercise has started. If you see someone being confused about the exercise, go guide them gently without disrupting others.
- The idea is to let the participants enjoy the music and movement for 5-8 minutes.
- After the exercise gather the participants together and ask questions about the exercise:
 - What was your favourite room? Why?
 - What room was challenging for you? Why?
 - What mental images did you use in order to visualize the exercise?
- Feel free to come up with more questions also. Do not pressure the participants to give answers but give space to anyone willing to share.

MAIN EXERCISE 1

"THE FOUR ROOMS"



WHY THIS EXERCISE

- Exercises for the mind such as imagination exercises, mindfulness exercises, or relaxing exercises that use visualization and imagination are good for mental well-being. They help the mind and body to connect and heal from stress, anxiety, and trauma. (Mieli Ry.)
- In addition, this exercise is fun and the movement is liberated and creative.



TIPS

- Let the exercise go as long as you feel like the participants are enjoying it (around 5-8 minutes).
- Leave time for discussion.

MAIN EXERCISE 2

"THE STATUES"



TIME

10-15 minutes



HOW TO DO

- Ask the participants to work in pairs. Pair up with someone if there are an uneven number of participants.
- The participants will take turns in creating a statue of their pair. The idea is to work silently and use only physical touch (to work like a sculptor).
- The statue should resemble the person inside. For example, if the person is strong, how would you make that visible? If the person is positive, would you sculpt a smile on their face? Encourage the sculptors to find kind traits to focus on and to bring forward.
- Make sure that it is fine for the participants to touch and be touched.
- Give time (around 3-5 minutes) for the sculptors to make their statues. The statues should not move after being sculpted. After sculpting, the sculptors and the instructor will go around and visit every statue. Encourage the sculptor to say a few words about their statue ("I made her like this because I see she is very...")
- After each statue has been presented the roles change and a second round starts.

MAIN EXERCISE 2

"THE STATUES"



WHY THIS EXERCISE

- In order to gain self-esteem and self-love people need other people's acceptance, appreciation, warmth, and positive regard. Hearing compliments brighten up anybody's day or mood instantly. (Zhao & Epley, 2021, p. 25-46.)
- This exercise aims for a good feeling. It hopefully helps the participants to see the good in themselves and to see themselves through other's kind eyes.



TIPS

- Make sure to leave time for discussion.

COOL DOWN



TIME

~ 7 minutes



HOW TO DO

- Ask the participants to lie on their backs or on their sides on top of a mat and if willing, to put a blanket on top.
- Guide the participants to close their eyes and breathe calmly. The main point of this exercise is to make the body and mind relax.



WHY THIS EXERCISE

- Feeling relaxed is the opposite of feeling anxious. Relaxing activates the parasympathetic nervous system and releases negative stress-related symptoms in the body. (Kilpeläinen, 2020, p. 28.)
- Feeling relaxed is a great way to end any class.



TIPS

- If you feel like it suits your participants, put on some light background music.
- Guide the participants to breathe calmly. With every inhale ask them to inhale in positive thoughts and with every exhale ask them to imagine negativity exiting from their body. The breath travels through the whole body, from head to toe, cleansing the body and exiting through the toes.
- You can give the last couple of minutes for the participants to just lie on the mats in silence.

DISCUSSION



TIME

~ 3 minutes



HOW TO DO

- Ask the participants to slowly open their eyes and sit down in a comfortable position on their mats.
- Give the opportunity for the participants to discuss the movement class.



WHY THIS EXERCISE

- This is your chance as an instructor to connect with the participants and answer their questions in addition to making them feel heard and safe.



TIPS

- This is also an opportunity to hand out information about future classes or upcoming projects in your working place/ setting.
- Always end the class with a smile and happy feeling, and thank the participants for coming.

APPENDIX 3. Movement class- Example 2

MOVEMENT CLASS

EXAMPLE 2



TIME

50 minutes



EQUIPMENTS

- Good outdoor clothes and shoes



**THIS CLASS IS
MEANT TO
BE DONE OUTSIDE!**

INTRODUCTION



TIME

~ 5 minutes



HOW TO DO

- Create a circle outside.
- Discussion ("How is everyone?").
- Explain what is about to happen in the class.



WHY THIS EXERCISE

- Makes it clear to everyone that the class has started.
- Makes everyone feel welcome and gives them a chance to say something.



TIPS

- Greet everyone with a smile and look the participants in the eyes.
- Make sure everyone who wants to talk gets the opportunity to do so.

WARM-UP



TIME

~ 5 minutes



HOW TO DO

- In the circle ask everyone to breathe calmly.
- Make participants do gentle rotations (head, shoulders, arms, spine, etc.).



WHY THIS EXERCISE

- Calm, deep breathing is always a good way to start the class as it fights the mental and physical symptoms of anxiety, stress, and nervousness (Blount, 2021).
- Rotations, especially in the upper body, are good for your back health. Rotations are good for the joints, flexibility of muscles, and for range of motion. (Roberts, 2021.)



TIPS

- Give a chance for the participants to close their eyes if willing. This will make them focus better on their breathing and the exercise at hand. Understand that not many want to do this as closing eyes in a group demand huge trust in the group members.
- Ask the participants if there is any illness or pain in the body. Guide the participants to focus their breathing on these areas especially.

MAIN EXERCISE

"WALKING"



TIME

~ 35 minutes



HOW TO DO

- Take your group for a walk nearby.
- Make sure you walk as a group, and do not leave anyone behind.
- The pace should be brisk, low to medium impact (participants can talk while walking).
- If you find a good spot during your walk (I recommend the instructor to check this beforehand) gather the participants for a small movement session.
- Depending on the space you have, this movement can be walking up and down stairs, doing easy exercise movements in a circle, playing games in a large area, or taking advantage of an outdoor gym.
- After the movement session, gather the participants together again and walk back to your starting place.
- If you do not have a good spot to make a session in between, keep on walking the whole time.

MAIN EXERCISE

"WALKING"

WHY THIS EXERCISE



- Walking outdoors has immense positive effects on one's mental and physical well-being.
- Being and walking in nature reduces symptoms of stress and fatigue and hold many other positive and restorative effects (Olafsdottir et.al., 2020, p. 223-339).

TIPS



- Inform participants beforehand that this class will be outdoors so they know to dress properly.
- Either make sure there is childcare in your work setting available or think if there is an opportunity to take children along in strollers.
- Engage in discussion with the participants during the walk.

ENDING



TIME

~ 5 minutes



HOW TO DO

- When reaching your starting point gather the participants around for the final few breaths together.
- Give the opportunity for the participants to discuss the movement class.



WHY THIS EXERCISE

- This is your chance as an instructor to connect with the participants and answer their questions in addition to making them feel heard and safe.



TIPS

- This is also an opportunity to hand out information about future classes or upcoming projects in your working place/ setting.
- Always end the class with a smile and happy feeling, and thank the participants for coming.

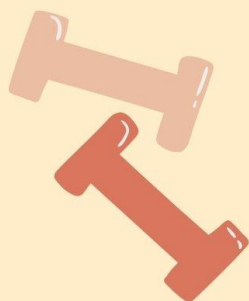
MOVEMENT CLASS

EXAMPLE 3



TIME

30 minutes



EQUIPMENTS

- Mats
- Chairs
- Speaker, music (in the background for the whole class)

INTRODUCTION



TIME

~ 5 minutes



HOW TO DO

- Ask everyone to sit down on a chair and face the instructor.
- Discussion ("How is everyone?").
- Explain what is about to happen in the class.



WHY THIS EXERCISE

- Makes it clear to everyone that the class has started.
- Makes everyone feel welcome and gives them a chance to say something.



TIPS

- Arrange the chairs beforehand.
- Greet everyone with a smile and look the participants in the eyes.
- Make sure everyone who wants to talk gets the opportunity to do so.

WARM-UP



TIME

~ 5 minutes



HOW TO DO

- While seated, ask participants to breathe calmly and do gentle rotations (head, shoulders, arms, spine, etc.).
- While seated and with legs touching the floor, ask participants to raise their heels 10 times, raise one leg straight 10 times, change the leg, and stamp for 15 seconds.



WHY THIS EXERCISE

- Rotations, especially in the upper body, are good for your back health. Rotations are good for the joints, flexibility of muscles, and for the range of motion. (Roberts, 2021.)
- Warm-up movements prepare the mind and body for the upcoming exercises (UKK Institute).



TIPS

- More moves for warm-ups like this can be found on Youtube plus the websites of UKK Institute and Age Institute.

WARM-UP



TIME

~ 5 minutes



HOW TO DO

- While seated, ask participants to breathe calmly and do gentle rotations (head, shoulders, arms, spine, etc.).
- While seated and with legs touching the floor, ask participants to raise their heels 10 times, raise one leg straight 10 times, change the leg, and stamp for 15 seconds.



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TIPS

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MAIN EXERCISE

"BALANCING"



TIME

10-15 minutes

HOW TO DO



- Together with the participants, try different balance moves.
- Keep the chair near and guide the participants to use it to help balance.
- Try each move for both sides (if one-sided).
- If the move is mobile, make 3-10 repetitions.
- If the move is static, keep the move for 10-30 seconds.
- Example moves: standing on toes, star, airplane, tree, holding the knee in front, walking on toes, going down into a squat on toes.



MAIN EXERCISE

"BALANCING"



WHY THIS EXERCISE

- Balance is a skill that needs practicing, if left ignored it weakens. Balancing skills are essential for everyday life. (Rasi, 2019.)
- It is always fun to give the participants a challenge and a chance to learn something new.

TIPS



- Keep the session light and positive.
- Encourage and compliment the participants.
- The chair is there to help, you can gently hold on to it if needed.
- More balance moves can be found on Youtube and the website of the Age Institute.

COOL DOWN



TIME

~ 5-7 minutes



HOW TO DO

- Push the chairs to the side and give everyone a mat.
- Make a circle with the mats.
- Everyone can have a turn showing one stretch move that everyone will do for ~ 15 seconds.



WHY THIS EXERCISE

- It is a good idea to involve your participants in the class. It gives them confidence when they are the ones "leading" the class and deciding on the moves.



TIPS

- If someone is struggling to think of a stretch move, have a few options in mind that you can suggest.
- In the end, do a few shoulder rolls and deep breaths together to end the cool down.

DISCUSSION



TIME

~ 3 minutes



HOW TO DO

- Give opportunity for the participants to discuss the movement class.



WHY THIS EXERCISE

- This is your chance as an instructor to connect with the participants and answer their questions in addition to making them feel heard and safe.



TIPS

- This is also an opportunity to hand out information about future classes or upcoming projects in your working place/ setting.
- Always end the class with a smile and happy feeling, and thank the participants for coming.