

# SHADOW'S EDGE TRAINING

Face-to-Face I



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Introduction to activity plans (adolescents and parents)

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Integrating art therapy with the Shadow's Edge application in sessions

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Explanation of all sessions and introduction to all activities

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Learning through observation: Sample Session

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Developing facilitation skills while navigating sessions

# Activity Plans



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# Teen Sessions

- 4 sessions
- 120 min
- 8-10 people
- Age: 10-13 / 13-15 / 15-17

# Teen Sessions

	Session 1	Session 2	Session 3	Session 4
<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today, what color would you be?	How are you feeling today? If you were a color today, what color would you be?	How are you feeling today? If you were a color today, what color would you be?	How are you feeling today? If you were a color today, what color would you be?
<b>Introductory Activity</b> <b>10 min.</b>	What is meditation? Meditation Activity (Body Scan)	Activity: Creating a wall of love and a message wall from envelopes	Event 5. Let's play Shadow's Edge!	Activity 5. Let's Play Shadow's Edge!
<b>Main Activity 1</b> <b>20-25 min.</b>	Activity 1. Welcome activity and workshop presentation  Event 2. Introduction of participants	Activity 1: Emotions Wall Painting	Activity 3: Anger Balloon	Event 2: Growth Mindset
<b>Main Activity 2</b> <b>30-35 min.</b>	Activity 3: Shadow's Edge What is it?  Activity 5. Let's Play Shadow's Edge!	Event 5: Let's Play Shadow's Edge!	Event 3: Do you feel a weight on your shoulders?	Event 1: A Positive Perspective  Event: Your future self is writing a letter to your present self
<b>Sharing</b> <b>5-8 min.</b>	Evaluation and discussion of the activities performed C sharing feelings and thoughts	Evaluation and discussion of the activities carried out C sharing feelings and thoughts	Evaluation and discussion of activities conducted C sharing feelings and thoughts	Evaluation and discussion of activities conducted C sharing of feelings and thoughts



# Parent Sessions

- 2 sessions
- 60 min
- 8-10 parents
- Objective: To explain Shadow's Edge to parents, receive feedback about the game and their children, and conduct a "wellbeing" session to support parents' wellbeing.  
to conduct a "wellbeing" session



# Parent Sessions

	Session 1	Session 2
<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today , what color would you be?	How are you feeling today? If you were a color today , what color would you be?
<b>Opening Activity</b> <b>10-15 min.</b>	Activity 2. Introducing the Participants	Activity 5: Let's Play Shadow's Edge!
<b>Main Activity</b> <b>30-35 min.</b>	Activity 3: What is Shadow's Edge?  The Psychological Background of Shadow's Edge (Shadow's Edge Psychological Background Detailed Document)  Activity 5: Let's Play Shadow's Edge	Activity 3: Do You Feel a Weight on Your Shoulders? on Your Shoulders?
	Meditation (Breathing Exercise)	Meditation (Body Scan)
<b>Sharing</b> <b>5-8 min</b>	Evaluation and Answering Parents' Questions Answering	Evaluation and Answering Parents' Questions



# Integrating Art Therapy with the Shadow's Edge Application In Sessions





## Opening with Art Therapy

- The art activity at the beginning of the session allows for a gentle transition into the child or adolescent's inner world.
- Becoming aware of their feelings physically and visually makes it easier for them to approach the digital game with greater openness and awareness.
- If there is sharing within the group, an empathetic bond and environment of trust is created while playing together.



## Continuing with Shadow's Edge

- Games like Shadow's Edge offer metaphorical content related to the emotions players experience (e.g., "repairing broken cities," "confronting the shadow")
- This supports both the process of expressing one's inner world and reconstructing one's self-narrative.
- Playing together in a group creates a sense of shared experience.



## Evaluation

- Sharing within the group normalizes emotions.
- Gains such as reflection, emotional regulation, and awareness of coping strategies are supported.
- A "ritual" closing helps children feel emotionally complete.



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# Sessions



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# Adolescent Session I

<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today, what color would you be?
<b>Introductory Activity</b> <b>10 min.</b>	What is meditation? Meditation Activity (Body Scan)
<b>Main Activity 1</b> <b>20-25 min.</b>	Event 1. Welcome event and presentation of the workshop  Activity 2. Introduction of participants
<b>Main Activity 2</b> <b>30-35 min.</b>	Event 3. What is Shadow's Edge?  Event 5. Let's Play Shadow's Edge!
<b>Sharing</b> <b>5-8 min.</b>	Evaluation and discussion of the activities performed C Sharing feelings and thoughts



# Adolescent Session II

<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today, what color would you be?
<b>Introductory Activity</b> <b>10 min.</b>	Activity: Creating a love wall and a message wall from envelopes
<b>Main Activity 1</b> <b>20-25 min.</b>	Activity 1: Emotions Wall Art
<b>Main Activity 2</b> <b>30-35 min.</b>	Activity 5: Let's Play Shadow's Edge!
<b>Sharing</b> <b>5-8 min.</b>	Evaluation and discussion of the activities C Sharing feelings and thoughts



# Adolescent Session III

<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today, what color would you be?
<b>Introductory Activity</b> <b>10 min.</b>	Activity 5. Let's play Shadow's Edge
<b>Main Activity 1</b> <b>20-25 min.</b>	Activity 3: Anger Balloon
<b>Main Activity 2</b> <b>30-35 min.</b>	Activity 3: Do you feel a weight on your shoulders?
<b>Sharing</b> <b>5-8 min.</b>	Evaluation and discussion of the activities performed C Sharing feelings and thoughts



# Adolescent Session IV.

<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today, what color would you be?
<b>Introductory Activity</b> <b>10 min.</b>	Activity 5. Let's Play Shadow's Edge!
<b>Main Activity 1</b> <b>20-25 min.</b>	Event 2: Growth Awareness
<b>Main Activity 2</b> <b>30-35 min.</b>	Activity 1: A Positive Perspective  Activity: Your future self writes a letter to your present self
<b>Sharing</b> <b>5-8 min</b>	Evaluation and discussion of the activities C Sharing feelings and thoughts



# Parent Session I

<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today, what color would you be?
<b>Introductory Activity</b> <b>10 min</b>	Activity 2. Introduction of Participants
<b>Main Activity</b> <b>30-35 min.</b>	Activity 3. What is Shadow's Edge?  The Psychological Background of Shadow's Edge (Shadow's Edge Psychological Background Detailed Document)  Activity 5. Let's Play Shadow's Edge
	Meditation (Breathing Exercise)
<b>Sharing</b> <b>5-8 min.</b>	Evaluation and Answering Parents' Questions



# Parent Session II

<b>Warm-up</b> <b>10 min.</b>	How are you feeling today? If you were a color today, what color would you be?
<b>Introductory Activity</b> <b>10 min.</b>	Activity 5: Let's Play Shadow's Edge!
<b>Main Activity</b> <b>30-35 min.</b>	Activity 3: Do You Feel a Weight on Your Shoulders?
	Meditation (Body Scan)
<b>Sharing</b> <b>5-8 min.</b>	Evaluation and Answering Parents' Questions



# Session Flow



Developing facilitation skills  
while navigating sessions



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# Role of the Group Facilitator

## **Who is a facilitator?**

- Creates a safe, inclusive, and structured space.
- Monitors, intervenes, and regulates group dynamics.
- Guides the process but does not dominate it.
- Demonstrates flexibility according to the group's developmental needs.

## **Key responsibilities:**

- Active listening and observation
- Empathetic attitude
- Setting and maintaining boundaries
- Recognizing one's own reactions to the process
- Balancing intervention and withdrawal



## **Focusing on one's own experience:**

- The group process may trigger the facilitator's past experiences.
- Reactions to challenging behaviors sometimes carry traces of personal history.
- Example: "Why is an interrupting teenager so difficult for me?"

## **Reflective thinking skills:**

- "What am I feeling right now?"
- "Is this feeling rooted in a past experience?"
- This awareness transforms automatic reactions into conscious intervention.

## **Control and authority:**

- Excessive intervention or withdrawal behaviors may be related to the facilitator's need for control.
- "Flexible authority" that encourages cooperation and participation within the group is important.

## **Anger and coercive behaviors:**

- Teasing, resistance, and silence are common in adolescent groups.
- The facilitator's internal response to these behaviors affects the group atmosphere.
- The goal should be to understand and manage anger, not suppress it.

*Peer supervision!*



## **Setting boundaries:**

- Clear boundaries are necessary within the group for each individual to feel safe.
- Flexible but consistent rules provide a safe space.

## **Individualization-control tension:**

- Adolescents oscillate between autonomy and attachment.
- During this period, it is important to accompany them rather than control them.

## **The balance between closeness and distance:**

- Sometimes one may feel either overly close to or distant from an adolescent.
- These situations may be influenced by the facilitator's past relationships (*having a adolescent sibling, their own adolescence, etc.*).

# The Role of the Group Facilitator

- Receive regular supervision.
- Keep brief reflection notes after sessions.
- Do exercises that help you regulate during challenging group moments.  
that work well for you to help regulate challenging group moments.
- Make "being authentic" your goal instead of "being strong."
- Don't take the children's challenging behaviors in the group personally.
- Protect your own boundaries and recognize burnout.

# Facilitation

**What does it mean to be a facilitator when working with adolescents in a disaster zone?**

- Prioritizing physical and emotional safety
- Making sense of silence, anger, and withdrawal
- Creating space to rebuild hope
- Facilitation expected from a safe companion, not a parental figure

**Core responsibilities:**

- Setting the group's rhythm
- Ensuring every participant is seen
- Monitoring those who remain silent, balancing those who dominate
- Managing moments of engagement and withdrawal with sensitivity

# Facilitation



## **Who is a "trauma-informed" facilitator?**

- Curious about the emotion behind the behavior
- Provides a safe space against loss of control
- Is patient, understands that the healing process takes time

## **Common reactions among adolescents:**

- Extreme silence or laughing fits
- Sarcastic attitude, testing boundaries
- Avoiding eye contact, lack of focus

## **Facilitator's intervention language:**

- Non-judgmental: Instead of "Why are you doing that?"
- Understanding and inviting: "If you want, you can take a break, I'm here."



## **Building a Safe Connection as a Group Facilitator Emotional**

### **connection and boundary balance:**

- Neither acting like a "friend" nor a "parent"
- Establishing a warm yet structured relationship

### **The group leader's modeling role:**

- Setting an example through how they express their own emotions
- Statements like "I'm excited too, but we can keep going together" give the group confidence

### **Self-regulation skills:**

- Recognizing one's own feelings of anxiety, helplessness, and anger
- Self-care and supervision are essential.



## Reminder

- For adolescents after a disaster, each group meeting is "one step" – see the small progress
- Being a strong facilitator involves staying calm and accompanying with patience
- It is important **to be sensitive to** each child's **needs**, not to show equal attention to every child
- As a group facilitator, be clear, decisive, and compassionate
- Avoid labeling those who remain silent; gradually include them
- If challenging behaviors trigger you, check in with your own feelings. Make small interventions (touch their shoulder, make eye contact, stand next to or behind them while talking, etc.)
- Remember you are not alone – seek support from the team you work with



# Disruptive Behaviors Within the Group



# Different Participation Levels Among Adolescents

- Adolescence is a period centered on identity development, where social acceptance becomes highly significant.
- Adolescents' participation levels in psychosocial support groups are influenced by many factors traits, past traumas, self-esteem, and trust in the group environment.
- Two common extremes of participation observed in group settings:
  - Overly involved adolescents
  - Extremely disengaged adolescents

# Overly Engaged - Characteristics and Reasons

- Overly involved, controlling, or constantly wanting to speak adolescents are typically:
  - Seek emotional validation and acceptance.
  - Want to establish a special bond with the group leader.
  - Try to manage their anxiety by maintaining control over the group.
  - They may play an active role to avoid others' emotional processes.
- Possible underlying dynamics of these behaviors:
  - An environment at home where boundaries are not set or, conversely, where there is excessive pressure.
  - An excessive need for control developed after trauma ([remember the tolerance window!](#))
  - Identifying with success or the "good child" image
  - Fear of being envied or excluded



# Working with Overly Involved Adolescents



## Balancing Interventions:

- Use structured activities that give all participants an equal voice.
- Use guiding but non-judgmental statements such as, "Now I'd like to hear what our other friends think."
- Guide their contribution by saying, "What you've said is very valuable; we can use this in the group work as well."

## Individual Feedback (If Necessary):

- Share your observations in a one-on-one meeting after the session.
- Explain that participation is important but that the goal is to establish a common ground with all group members.

## Setting Boundaries:

- Gently but firmly limit overly intrusive behavior.
- Reiterate group rules, such as "everyone has an equal right to share."



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# Overly Indifferent Adolescents - Characteristics and

- Adolescents who appear excessively quiet, passive, or disengaged:
  - They may be assessing whether the group is safe.
  - They may be struggling with emotions they find difficult to understand.
  - They may have high anxiety levels and low self-esteem.
  - They may experience difficulty forming connections after trauma.
  - They may hold back out of fear of **saying the wrong thing**.
- Behind the surface, the following are often present:
  - Fear of judgment
  - Silence as a defense mechanism
  - The group environment not yet feeling sufficiently safe



- Having experienced feelings of worthlessness at home or school

# Working with Overly Indifferent Adolescents

- Building Trust and Relationships:
  - Instead of forcing them to talk, make them feel that their presence is valued.
  - Use phrases like, "It's okay if you don't want to share right now, you're here and that's very valuable."
  - Making eye contact and showing individual attention can be the first step.
- Alternative Participation Methods:
  - Offer indirect participation methods through nonverbal activities (drawing, card selection, use of metaphors).
  - Written sharing methods (feelings box, sharing with small pieces of paper) can be effective.
  - They may feel more comfortable opening up in small group or one-on-one settings.
- Patience and Follow-Up:
  - Instead of viewing silence as a problem, wait for trust to develop over time.
  - Notice small increases in participation over time and provide feedback, such as, "Even nodding your head today was an important step."



# How is the framework maintained?

- Establish group rules, post them on the wall
- Remind them when they don't follow it
- If they don't want to listen or participate:
  - "You can put your head on the table," "You can join in when you're ready."
- Last 10 minutes: cleanup time:
  - Collecting materials together when the session ends
  - Closing gives a sense of completion and tidiness.
- Create a predictable session plan
  - "Today we'll start with meditation, then play Shadow's Edge, and finish the group with an art activity. We'll be together for a total of 120 minutes today..." etc.

Thank you for  
listening!

### Contact Information

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