

SHADOW'S EDGE TRAINING

Face-to-Face I



MAYAVAKFI

Content

Introduction to activity plans (adolescents and parents)

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

Explanation of all sessions and introduction to all activities

Learning through observation: Sample Session

Developing facilitation skills while navigating sessions



Activity Plans



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
Warm-up 10 min.	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?
Introductory Activity 10 min.	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!
Main Activity 1 20-25 min.	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
Main Activity 2 30-35 min.	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
Sharing 5-8 min.	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
Warm-up 10 min.	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?
Opening Activity 10-15 min.	Activity 2. Introducing the Participants	Activity 5: Let's Play Shadow's Edge!
Main Activity 30-35 min.	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)
Sharing 5-8 min	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.

Session Flow

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.



Sessions



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Adolescent Session I

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

Adolescent Session II

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

Adolescent Session III

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

Adolescent Session IV.

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

Parent Session I

Warm-up 10 min.	How are you feeling today? If you were a color today, what color would you be?
Introductory Activity 10 min	Activity 2. Introduction of Participants
Main Activity 30-35 min.	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)
Sharing 5-8 min.	Evaluation and Answering Parents' Questions

Parent Session II

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



The Role of the Group Facilitator

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.



The Role of the Group Facilitator

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!

The Role of the Group Facilitator

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 an 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."



Facilitation

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."

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 to my 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!

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