



Shadow's Edge Workshop Guide

**A narrative therapy based toolkit
for school counselors and social workers
for the promotion of Mental Health Self-Care
with Adolescents and Young Adults**



**DIGGING
DEEP**

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Introduction

This booklet is for teachers, counselors, and healthcare professionals. It addresses the challenges in accessing resources for promoting mental health and preventing mental health issues.

The booklet was created with teachers and school counselors in Colombia in the context of identifying strategies to work with youth when resources and time are scarce, and there is little opportunity to engage with youths regularly on an individual basis due to these constraints.

The objective is to offer a structured plan to promote mental health self-care in an educational or social work context, that allows youth to experience various tools for mental health self-care. The sessions include group activities, encourage reflection, and combine individual and group work. Each workshop is described in detail with timings and materials needed.

The approach presents exercises and uses two tools based on narrative therapy. The app, called Shadow's Edge, is available for free on mobile devices. The self-awareness guide complements the app with additional exercises that can be done with pen and paper. The app has been validated through real-world evidence and by scientific studies in the US, Switzerland, and Colombia. The tools and a summary of the research behind it can be found here:
<https://www.shadowsedge.com/materials>

We encourage you to adapt the approach to your needs, and if you feel inclined to do so, to share back what you have learned and what exercises you are adding to the approach, so others can benefit from your experience.

With gratitude,

CINDE / The Digging Deep Project – November 2022

Download the materials

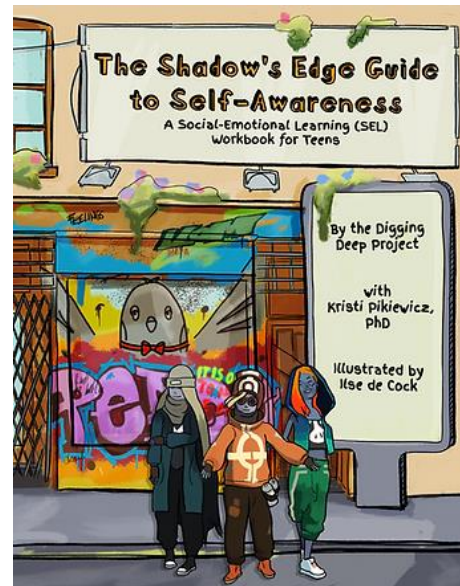
All materials are free.

Shadow's Edge Mobile App



Download on
Google Play / App Store

Shadow's Edge Guide to Self-awareness



Download on
<https://www.shadowside.com/materials>

Workshop 1. Warm-up



*"The human being is a guest house
Every morning a new arrival.
A joy, a depression, a meanness.
A certain momentary awareness arrives
Like an unexpected guest.
Welcome them and entertain them all!"*

Excerpt translated from the Poem "The Guest House" – Rumi

Workshop objective

- Promote reflection on emotional well-being and self-care through a playful narrative methodology, using the "Shadow's Edge" app and guide.

Agenda

1. Welcome Ritual – 10 min
2. Introduction of Participants– 30 min
3. Shadow's Edge Introduction – 10 min
4. Emotional Check – 30 min
5. Shadow's Edge Play – 30 min
6. Feedback round – 10 min

Workshop preparation

- Ensure a large, quiet space.
- Equipment: videoprojector, computer, Internet (WiFi)
- Print Shadow's Edge guide for self-awareness per participant – or just the individual exercise
- Ideally, each participant has a mobile device (cell phone or tablet) to download the Shadow's Edge app. Check space on phones before.

Duration: 2 hours

Activity 1. Welcome Activity

Duration: 10 minutes

Description: Participants are greeted with a welcoming sign with the phrase:

“To love oneself is the beginning of a lifelong romance” - Oscar Wilde.

The facilitator invites the group to share their thoughts or feelings about the phrase of the day. Then, the facilitator presents the workshop's objective and outlines the agenda.

Materials: Printed signs (if not available, write the phrase on a sheet of paper).

Activity 2. Participant Introductions

Duration: 30 minutes

Description: First, ask participants to open the guide on page 4 (or give them a copy of the exercise).

1. Each participant is invited to do the activity “Please introduce yourself” (5 min);

Introduce Yourself

Hey, since we just met, let's introduce ourselves! Usually people say something like, “I'm a 15-year-old girl named Ty who lives in Shadow's Edge and likes skateboarding.” But that's just boring stuff. Let's dig deeper and try another kind of introduction. Here, since you're just getting started with this self-awareness stuff, you can fill in the blanks.

My name is _____

Something I've done that was really meaningful to me was _____

A person I love is _____ because _____

Sometimes I feel like _____

I'd like to work on being better at _____

2. Next, they will share the exercise in pairs (5 min).
3. Finally, each participant will introduce their partner to the group, highlighting some of the answers from the activity (20 min).

Materials: Shadow's Edge guides (or printed copies of the introduction exercise), pens.

Activity 3. What is Shadow's Edge?

Duration: 10 minutes

Description: A general presentation will cover what the Shadow's Edge application entails, how it was developed, and its main purposes.

Material: Videos about the app Shadow's Edge, projector, PC. Links:
<https://www.youtube.com/watch?v=pMcqZP6Rojo>
<https://youtu.be/CnCNWGQKleA?si=FINvy2rmOAP09Kfx>

Activity 4. Emotional Check-in

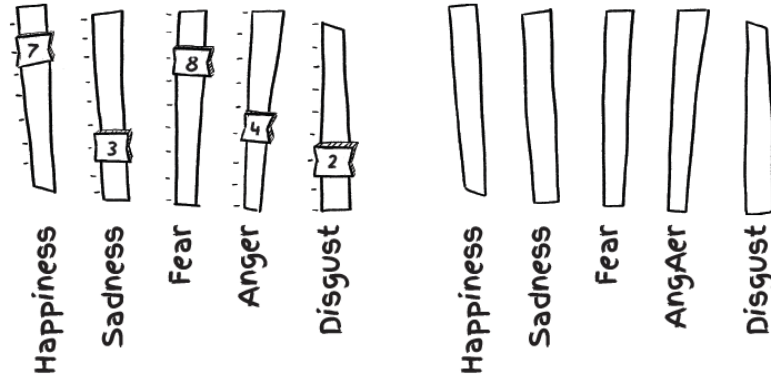
Duration: 30 minutes

Description: At first, each participant is invited to carry out the Activity called "Checkup" (5 min).

1. To do so they are encouraged to open the guide on page 4 (or a copy of the activity will be provided if needed)

Check in

You almost never feel just one thing at a time. Instead, your emotions are a mix - like a music mixing board with sliders for the six basic emotions of happiness, sadness, fear, anger, disgust and surprise. As you go through this workbook, use the "mixing boards" in the upper-right corners to check in with how you're feeling. Just draw new sliders and number them to show what level you're feeling each emotion (1 to 10). Since this is the first Check In there's an example and also a blank mixing board that you can use to get started. On other pages, you'll just see the blank mixing board. Give it a try: You don't have to know exactly how you're feeling, just ask yourself how "big" your emotions are and draw/number new sliders.



2. Participants are then divided into three groups.
3. Each group is instructed to identify the four emotions they feel most intensely and represent them on a sheet of paper using drawings or images (10 min).
4. Afterward, groups share their identified emotions and their representations with each other (10 min).

Materials: 3 sheets of paper or poster board, color pencils, markers, Shadow's Edge Guides (or print an exercise sheet for each participant), projector.

Activity 5. Let's Play Shadow's Edge!

Duration: 30 minutes

Description: 1. Share the available network and Wi-Fi password

2. Search for the Shadow's Edge app on the Play Store / App Store (QR code)

3. Begin using the application individually



Materials: Mobile devices, internet connection.

Activity 6. Workshop Feedback

Duration: 10 min

Description: Participants are invited to make a brief evaluation of the meeting:

- What did I like the most?
- What did the meeting mean to me (feelings, reflections...) / What did I take away from it?
- What could be improved?

Workshop 2: Disruption



"Be kind to yourself, then let your kindness flood the world."

Pema Chödrön

Workshop objective

To analyze the self-knowledge strategies developed by teens and young adults, based on the exercises of the "Disruption" phase of Shadow's Edge. The Disruption phase exercises help to reflect and connect with their personal history, their roots, their preferences, and their way of managing emotions.

Agenda:

1.
Mural of Affections -20 min.
Lifeline -20 min
The Anger Balloon - 30 min
Poetic Corporal Cartography -40 min
Workshop Balance - 10 min

Workshop preparation:

- The facilitator should thoroughly review the "Disruption Phase" of the Shadow's Edge Guide to Self-Awareness (pages 3 to 22).
- Sufficient printouts of the Shadow's Edge Guide to Self-Awareness should be available, or alternatively, printouts containing only the "Disruption Phase."

Duration: 2 hours

Activity 1: Mural of Affections

Duration: 20 minutes

Description: Participants will create a "Mural of Affections" to strengthen group bonds. They'll decorate envelopes based on the qualities they recognize on themselves and paste them on a room wall. Throughout the day, they'll write messages of affection and recognition to each other, keeping them in their envelopes. At day's end, everyone takes their messages home.

Materials: Kraft paper, colored sheets, markers, tape and glue.

Activity 2: Lifeline

Duration: 20 minutes

Description: The group is invited to read the description of the "Disruption Phase" on page 3. They will then participate in the "Life Line" activity, using the guide on page 6. If necessary, copies of the activity will be provided for each participant.

Lifeline

Make a timeline of your life – a "lifeline." First, use the journal space to make a list of at least eight big events in your life. Did you move? Did you get a new pet? Did your family change? Did you lose someone you love? Some of these events are good and others maybe not so much. Now illustrate these events on your lifeline like the example.

Example

The example shows a jagged line representing a lifeline. The events are: moved to Kansas 2 y, Started Kindergarten 5y, Grandma died 13 y, Cat died 13 y, Beach trip 15 y, and Starting Highschool 16 y.

A drawing of a lined notebook page, intended for participants to list their life events.

Next, create a voluntary circle sharing session to discuss lessons learned from personal life events and changes.

Materials: Color pencils, markers, Shadow's Edge guides (copies will be made for participants if needed.)

Activity 3: The Anger Balloon

"Feelings come and go like clouds in a windy sky. Conscious breathing is my anchor."

Tich Nhat Hanh

Duration: 30 minutes

Description: When something triggers our anger, our immediate reaction is often impulsive, without considering the consequences. Learning to manage anger involves techniques that allow us to pause and respond thoughtfully.

In this activity, each participant receives a balloon. The facilitator will narrate various scenarios that typically provoke frustration, such as disagreements in group work or unfulfilled promises. As each situation is described, participants will inflate their balloon to reflect the level of anger they might feel.

Here are some conflict examples:

1. You are working in a group and none of your colleagues agree with your proposals.
2. Your brother was supposed to wash the dishes and he didn't do it.
3. You are in group work and someone does not comply with what they had committed to do.

4. You are in a sports activity and there is a disagreement about the referee's decision.
5. You realize that your friend told a secret that you had told him/her.
6. You are working in a group and someone does not comply with what they had agreed to do.
7. You are in a sports activity and there is a disagreement about the referee's decision.
8. You realize that your friend told a secret that you had told him/her.

Ask the group about other angry situations (about 5).

After each situation is described, participants pause to inflate their balloons according to how angry each event makes them. Then, everyone will observe the size of their balloons and reflect on the different perceptions of anger and how to deal with it.

Next, participants brainstorm and share the ways they have managed their anger. As each person shares their experiences, the rest of the group will gradually deflate their balloons. This practice highlights how different situations affect people in various ways and promotes the recognition of strategies to manage anger daily.

The facilitator will then discuss the importance of externalizing the problem. According to White and Epston (1993), this approach encourages people to identify and personify the problems that oppress them. The problem becomes a separate entity, external to the person or relationship to which it is attributed. This perspective helps make problems seem less inherent and restrictive.

Materials: Balloons or big paper bags.



Activity 4: Poetic Corporal Cartography ¹

Duration: 40 minutes

Description: **First Moment: Draw the Silhouette of Your Body**

1. Locate a Place Full of Life:
 - Identify the part of your body that symbolizes your strength and vitality.
 - Write or draw what represents this strength.
2. Place of Pain:
 - Indicate where you feel pain and describe what hurts.
 - Write or draw what represents this pain.
3. Experience of Peace and Calm:
 - Identify a place on your body where you feel an experience that has brought you peace and calm.
 - Write or draw what represents this experience.
4. Easily Expressed Emotions:
 - Mark the areas on your body where you most easily express and externalize your emotions.
 - Write or draw how you "surf" these emotions.
5. Hidden Emotions:
 - Indicate the areas on your body where emotions are more hidden and difficult to express.
 - Write or draw what represents these submerged emotions.

Second Moment: Constructing a Poem

Participants as instructed to write a poem as follows:

First Stanza:

"I dwell in" + [the place full of life and the way you represent it] + "that I embrace with" + [the place of pain and the way you represent it].

Example: "I dwell in this **neck of light** that I embrace with my **rebellious woman's head.**"

Second Stanza:

"I push myself with" + [the place where you marked as experiencing peace and calm and the way you represent it] + "even though" + [the place of the body that hurts and the way you represent it].

Example: "I push myself with this **heart that is home** even though **my back is heavy from work.**"

After completing the poems, participants are invited to voluntarily share their poetic works and discuss their feelings about the exercise.

The facilitating team can then provide a conceptual approach to self-care and emotion management to compliment this exercise

Materials: Kraft paper to outline the body silhouette, white sheets, pens, color pencils or markers.

Activity 5. Workshop reflection

Duration: 10 min

Description: Participants are invited to make a brief evaluation of the meeting:

- What did I like the most?
- What did the meeting mean to me? What feelings and reflections do I take away?
- What could be improved?

Workshop 3: Disillusionment



“Self-compassion provides an island of calm, a refuge from the stormy seas of endless positive and negative self-judgment.”

Kristin Neff

Workshop objective

Analyze the coping strategies developed by teens and young adults through the "disillusionment" phase exercises of Shadow's Edge. The goal is to enhance and reinforce healthy, positive ways of applying these strategies. These exercises help participants connect with their current challenges and opportunities in life.

Agenda:

2.

Introduction - 5 min

Lost in Space - 30 min

Do you feel a weight on your shoulders? - 40 min

Serene Closure - 15 min

Workshop preparation & recommendations:

The facilitator should thoroughly review the "disillusionment" phase of the Shadow's Edge Guide to Self-Awareness (pages 23 to 32).

Ensure there are sufficient printouts of the Shadow's Edge Guide to Self-Awareness, or at least printouts of the "disillusionment" phase.

Duration: 2 hours

Activity 1: Introduction

Duration: 5 minutes

Description: The facilitator introduces the workshop by saying in their own words something along the lines of:

"In previous workshops, we focused on personal, social, and relational factors that affect the mental health of teens and young adults. Today, we'll focus on how young people cope with and resolve situations that cause anxiety, sadness, and stress.

Throughout this workshop, we'll reflect on ways to support ourselves youth in strengthening the healthy actions we already take. Additionally, we'll explore alternatives and exercises to change actions that are unhealthy or do not help improve stressful and worrying situations."

Activity 2: "Lost in Space"

Duration: 30 minutes

Description: Introduce the activity by introducing the following concepts:

1. The facilitator shares a definition of "coping strategies" with the participants. This can be done in writing on a poster or with a slide. For example: "*Coping strategies can be understood as actions and thoughts aimed at managing the environmental and subjective demands of a situation that a person considers difficult or overwhelming.*"² In other words, **coping strategies are the actions that everyone can take to overcome the difficult situations they are experiencing.**
2. Afterwards, the facilitators share the following conceptualizations with the group.³ Feel free to use definitions and approaches familiar to you from your practices.

Anxiety: A physiological, emotional, and cognitive state or response triggered by a perceived threat or danger (real or

imagined). It is characterized by symptoms such as heart palpitations, sweating, restlessness, feelings of impending doom, agitation, and fear.

Stress: A psychophysiological response to situations that are highly demanding or exceed a person's resources to cope with them. In such situations, stress can lead to emotional reactions and other responses such as frustration, anger, anxiety, or even sensations perceived as positive.

3. Participants are encouraged to form groups of three. Within each team, they will read the introduction of the "disillusionment" phase (p. 23) and then the "Lost in Space" activity from the guide (p. 25).
4. The facilitator will explain, "**First, each team member will individually** identify five everyday situations that cause stress and/or anxiety.
5. Next, they should consider five 'not-so-good' strategies typically used to cope with these situations.



Read a Book
Doomscrolling Ask for Help
Go to Sleep Watch TV Seek Approval
Call a Friend Exercise
Focus on Homework Snuggle a Pet Take Risks
Self-Harm Take a Shower
Eat Junk Food Write a Letter Clean
Breathe Tune Out Meditate
Go for a Walk Playing Online Games
Say Something Positive Practice a Hobby
Listen to Music

6. Finally, they will brainstorm and record five alternative strategies (Instead I will try to) on a sheet following the guide's outline. (10 minutes)

Not-So-Good Coping Strategy	
#1 Instead, I'll try	
#2 Instead, I'll try	

7. **Next, they will share their responses within their groups.** Finally, each subgroup will reflect on the following question for 10 minutes:

"What are the lessons and insights gained from the 'Lost in Space' activity for developing positive coping strategies?"

Each group will designate a representative to share their collective reflections with the entire group during a 10-minute discussion.

Materials: white sheets, pens, printed guides of the "disillusionment phase".

² This conceptualization is taken from Lazarus and Folkman (1986), cited by Valverde, López, and Ring (2003).

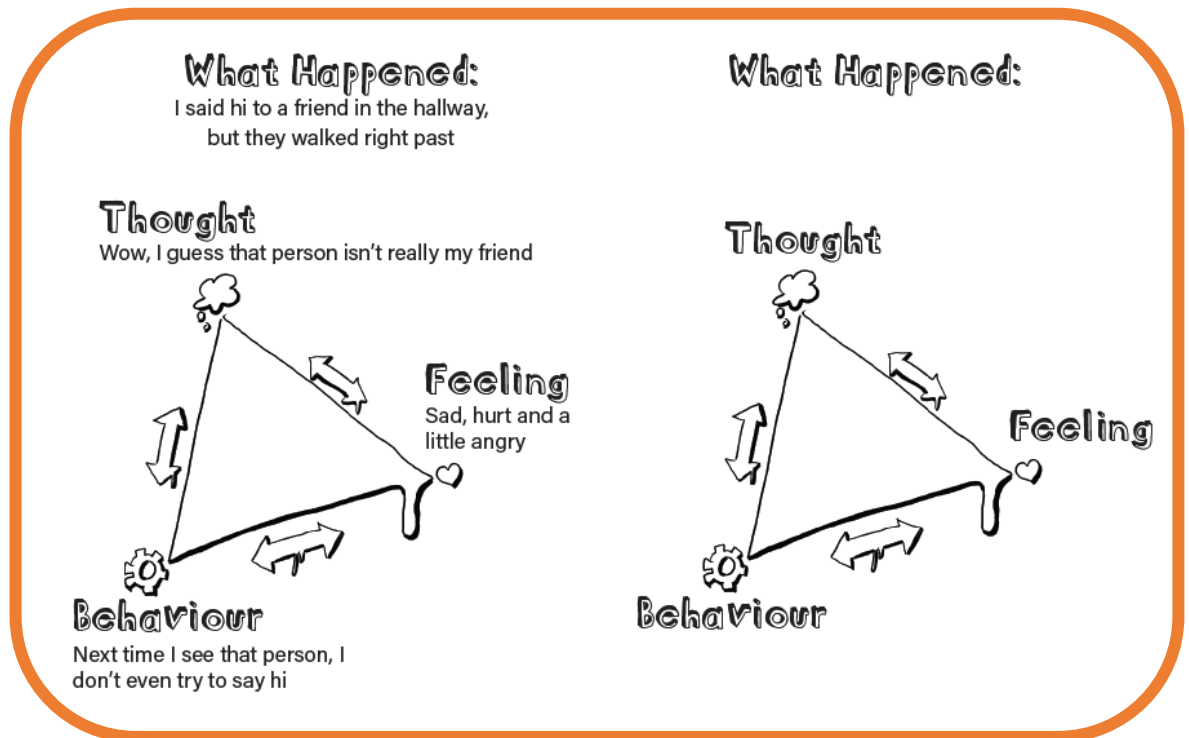
³ Taken and adapted from Sierra, J. C., Ortega, V., & Zubeidat (2003).

Activity 3: Do you feel a weight on your shoulders?

Duration: 40 minutes

Description: Follow these steps:

1. Invite participants to read the activity "Carrying the Weight" (p. 27).
2. Ask each participant to consider the "rocks" that teens and young adults in their community or institution typically carry. They are instructed to individually draw seven of these main "rocks" on a sheet of paper, emphasizing larger drawings for those that require more effort to "release or let go," and smaller ones for those that are less difficult (10 minutes).
3. Subsequently, invite participants to form teams of 3 or 4 people. Each person, in their team, will share their drawings and some reflections about it (10 minutes).
4. The facilitator then comments, "There are various ways to support adolescents and young adults in letting go of the 'rocks' they carry. One approach is through active and healthy coping strategies, as we identified in the previous activity. Another approach involves exploring the relationships between thoughts, feelings, and actions. Please turn to page 28 and read the 'Thoughts, Feelings, and Actions' activity."
5. Finally, invite each team to use the "Thoughts, Feelings, and Actions Triangle" strategy to facilitate the process of releasing the identified "rocks." Invite them to imagine how thoughts, feelings, and actions could interact in a situation related to two of the identified "rocks." Each team records their ideas on Kraft paper and then display them on one of the room's walls (15 minutes).



Note: Page 28 contains an example on what to do.

Finally, invite the entire group to walk around the space to observe the various triangles that have been designed. After a few minutes, ask everyone to take a seat to conclude the activity by discussing the following question: "What insights has this activity provided me regarding the challenges faced by young people (the 'rocks they carry')?" (5 minutes)

Materials: white sheets, pens, printed guides of the “disillusionment phase”, Kraft paper rolls.

Activity 4: Workshop Reflection

Duration: 15 minutes

Description: Discussion points:

1. The facilitator will read aloud the description of the "Serenity" activity (p. 32). Then, participants will be invited to create the lists as explained in the activity.
2. Finally, close the session with the following questions:
 - Why is it important to address coping strategies in our lives?
 - What did I find most enjoyable or beneficial?
 - What did the meeting mean to me? / What feelings and reflections do I take away?
 - How can we improve for future sessions?

Materials: printed guides of the "disillusionment phase"



Workshop 4 – Discovery



“There is no change without a dream, just as there is no dream without hope.”

Paulo Freire

Workshop objective

To reflect on the significance of enhancing an appreciative perspective, grounded in the exercises of the "discovery" phase of the Shadow's Edge Guide and app, to develop educational strategies that promote mental health management in adolescents and young adults. The Discovery phase encourages exploring new and diverse perspectives on one's life.

Agenda:

- A Positive Outlook - 35 min.
- Growth Mindset - 25 min
- It Doesn't Look Like It, But Your Future Self Is Looking at You - 35 min.
- Balance and Closure - 25 min

Workshop preparation & recommendations:

- Read the "Discovery" phase of the Shadow's Edge Guide to Self-Awareness (pages 33 through 43)
- Make sufficient copies of the Shadow's Edge Guide to Self-Awareness or of the exercise pages from the "Discovery phase".

Duration: 2 hours

Activity 1: A Positive Outlook

Duration: 35 minutes

Description: To begin, the facilitator will share the story “The Point” by Peter Reynolds (video link:

<https://youtu.be/sg-aGFsOk1I?si=F7Op9yqidBpdG5ka>

https://www.rif.org/sites/default/files/images/2022/06/14/Support_Materials/The-Dot-Teachers-Guide.pdf

Next, invite participants to share their thoughts or comments on the story. The facilitator then incorporates the group's ideas and leads a discussion on the significance of cultivating an appreciative perspective. Speaking in appreciative terms allows us to construct alternative narratives and challenge the dominant narrative that often presents a singular version of reality (Gergen, 2006).

During this reflection, the facilitator presents a glass (half-full of water) to the group and asks them to observe and share what they see when they look at this object. This exercise intends to illustrate the various interpretations and meanings that individuals can derive from experiences (15 minutes).

To apply the concepts discussed, each participant will engage in the "A Positive Point of View" activity found on page 35 of the Shadow's Edge Guide. Afterwards, participants will pair up to share their reflections on the activity and support each other in identifying a new positive perspective (20 minutes).

Materials: The story “The Point” (video or pdf), glass of water, printouts from page 35 of the Guide, pencils or pens.

Activity 2. Growth Mindset

Duration: 25 minutes

Description: Once the importance of thinking in an appreciative and positive way has been explained, the facilitator will ask the participants if there are any other steps needed to positively transform their lives. After hearing their answers and reflecting on them, the facilitator will explain that one condition is necessary for optimism to be able to transform. **Taking action is crucial!** because **optimism without action is just an illusion.**

In this context, it's important to emphasize that it's insufficient to merely think optimistically, wish for, or dream about the life we desire. Action is indispensable for achieving our aspirations. However, it's crucial not to diminish the significance of optimism itself; optimism is foundational. It enables us to envision new possibilities and futures. The key is to balance optimism with a realistic assessment of our circumstances. By combining optimism with actionable steps, we can effectively transform our reality.

To put the above into practice, the facilitator will refer to page 40 of the Shadow's Edge Guide, to the activity **"Growth Mindset"**. Here's how you might explain the activity to the participants:

"Having a 'growth mindset' means believing that you can enhance and achieve your goals through effort and perseverance. It's akin to being optimistic about your capacity to improve. However, optimism alone, without action, remains a mere illusion. In the space provided



below, please list the things you hope to excel in or improve in the future. Subsequently, list one action you can take to facilitate that improvement." This framing encourages participants to think optimistically while also prompting them to identify actionable steps toward their goals, thereby aligning mindset with practical action for tangible progress.

Hopes: "I want"	Actions: "I will"
I want to get at least a B+ on next week's math test.	I will study for 15 minutes every day and 45 minutes on the evening before the test.
I want	I will
I want	I will
I want	I will
I want	I will
I want	I will

Materials: printouts from page 40 of the Guide of the "discovery" phase, pencils, pens.

Activity 3. It Doesn't Look Like It, But Your Future Self Is Looking at You.

Duration: 35 minutes

Description: To conclude workshop 4, the facilitator will reflect on the future, emphasizing the personal connection each participant has with their past, present, and future selves. Next, there is a one way to explain it:

"Have you ever looked back on the past? It's something we all do. We have this unique relationship with our past, present, and future selves. But have you thought about how the person you are right now will one day be the past version of yourself that your future self looks back on? Let's break it down.

When you think about the past, you're thinking about what your past-self did. You might think about what went well, what you could have done differently, and how much you've changed over time.

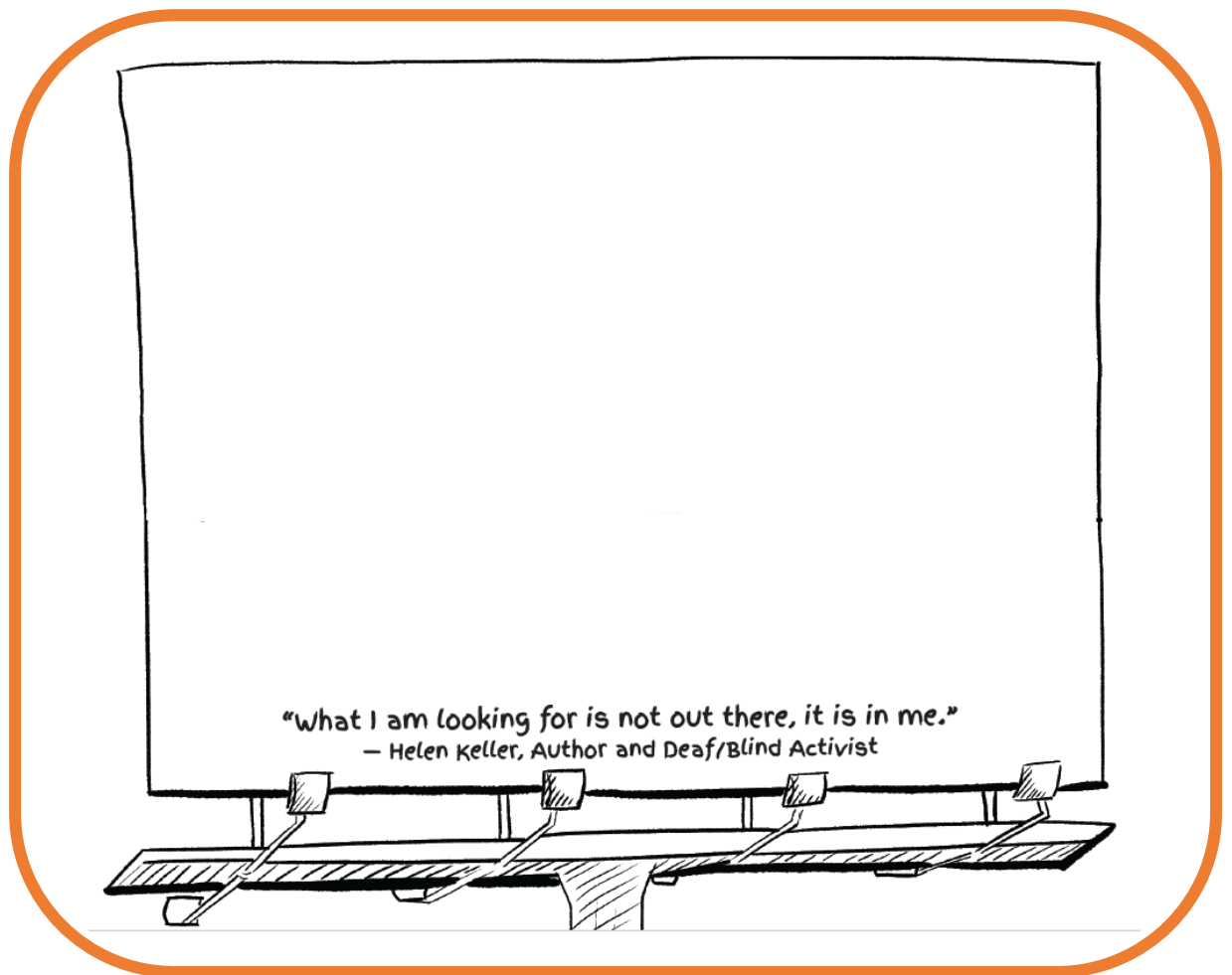
Now, think about your future self. Imagine they're looking back at this moment—what you're doing right now. It's like if you could time travel: What advice would you give your past self? And what do you think your future self would say about the choices you're making today? Do you see the connection?

This exercise helps us see how our actions today shape who we become tomorrow. It's about understanding that what we do now influences our future selves and can inspire us to make choices that lead to the future we want."

What you're doing now will shape what your future-self reflects on. So why not do things that will make your future-self proud of what you're doing today?

Let's leave it in one very concrete sentence: "Act in a way that makes your future-self proud of what you're doing now."

Following this explanation, the facilitator will read the activity "**It Doesn't Look Like It, But Your Future Self Is Looking at You**" on page 41, and give a copy of this page to each participant. Each person should create a collage showing something they can do today, something they can do in 6 months, and something they can do in 5 years to make their future-self proud. For example, today I can "apologize to someone I hurt", in six months "I want to start taking classes to learn to play a musical instrument", and in five years "I want to be studying the career I love". These actions will all make your future-self proud.



If there are no magazines or newspapers available for the collage, participants will be invited to represent the exercise through a sociodrama.

Following this, participants are invited to reflect and share their work, focusing on the actions they would take to make their future selves proud, and explaining why they believe these actions would be something to be proud of.

Activity 4. Workshop Reflection

Duration: 25 minutes

Description: Participants are invited to play the hot potato game with each other. The person holding the "potato" answers a question to evaluate the activity. Here are some questions that can be used:

1. What was the most meaningful part of the activity for you? (If you've participated in other workshops, you can also reflect on those.)
2. What were the key lessons you learned?
3. Did the activity help you understand yourself better? If so, what did you discover?
4. How have these workshops impacted your emotional well-being?
5. What did you enjoy most about the workshops?
6. What suggestions would you offer for future workshops?
7. In your opinion, what were the achievements of the group that participated in the workshop(s)?

Participants can pass the "potato" around, answering one question each, fostering reflection and discussion about their workshop experiences.

Materials: A ball or something alike to play the hot potato game.

Optional Activity for the groups who used the app

Duration: 30 minutes

1st part: (15 minutes)

The facilitator will place three sheets of Kraft paper in the room with the following titles: "Guardians", "What we liked...", "What we feel and think...". Participants will contribute their answers on colored index cards provided by the facilitator.

To begin, pairs will be formed to discuss and answer the following questions (*each pair will receive a handout with the questions*):

a. Guardians

- i. What are your thoughts on the guardians of Shadow's Edge?
- ii. Which guardian(s) do you identify with?
- iii. From the perspective of each guardian, how did they relate to the shadow? How do you relate to your own shadow?

b. "What we liked...":

- i. What did you like most about the app?
- ii. What strategies do you think you could continue to apply in your daily life?

c. "What we felt and thought...".

- i. How did you feel when you were using the app?
- ii. How did the app impact your reflection on your emotional well-being?
- iii. Did the app help you understand yourself better? What did it reveal to you?

2nd part: (15 minutes)

In a plenary session, participants are invited to join a talking circle to voluntarily share the reflections and feelings from the previous exercise in pairs. The facilitator will encourage discussion and provide feedback as participants share their insights.

During the circle, the facilitator will guide the conversation based on the questions posed earlier. Participants will have the opportunity to discuss:

- Their thoughts on the guardians of Shadow's Edge and which ones they identify with.
- What they liked most about the app and which strategies they plan to continue applying in their daily lives.
- How they felt while using the app and its impact on their emotional well-being and self-discovery.

Towards the end of the discussion, the facilitator will ask the group:

- Who could benefit from these exercises?
- Who would you like to share these tools with?

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