



Hello Dear Parents,

We are with you with the last bulletin of the 2021-2022 Academic Year. Hoping that our newsletters will contribute, we wanted to send you off with a post that focuses on planning.

I would like to share the sentence I heard in a training recently:
"Time is the only determining factor to create something and making it happen".

This sentence is very impressive, but how we use this time is also a very decisive factor... So how should that process be used effectively?

Montaigne said, **"Those who do not know the part of destination will not benefit from any wind".**

It is important to clarify the goals first and then make the plan...

Albert Einstein said, **"If I had 60 minutes, I would use 55 minutes for thinking and 5 minutes for action".**

Since the effects of the skills acquired during the student years are considerably greater than the following years, then small or big, goals should be attainable and measurable; realistic and relevant; prioritized and should be included in our lives at all ages... It gives you a feeling of accomplishment and motivates you to do it again and more. In addition, it creates an opportunity to focus, be motivated, take risks and be resilient.

I wish your goals to be clear, realistic and "yours"...

Kind regards,
Sibel Yalkın
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Preschool

"Creativity is the encounter of a conscious person with his own world."
Rollo May

Creativity

Preschool period is a period that not only supports the socio-emotional and academic development of children, but also feeds their creativity, opens up space for them, creates opportunities for them to freely explore their potential.

Children are born with an innate creative potential, but it is necessary to be supportive for the development of this skill and for them to keep their curiosity about a subject alive. It is very important in this sense to encourage them to think with open-ended questions during games or activities, to allow them to explore their surroundings.

We also held an event with children in our guidance course accompanied by the book "Bidigago is a World Child" that we gamified with month using the Wordwall platform. We shared the first answers that came to mind and completed our work with pleasure, passing on the knowledge to the students that there is no single answer to the question without the expectation of right and wrong in the game. An example from the study is as follows:

Tell me something "yellow, small and confused."

So what can you, as a parent, do to support your child's creativity?

Here are a few of the recommendations;

- To encourage him to strive and play to produce something with the materials at hand without constantly presenting materials or activities
- In addition to structured games, it is mandatory to direct the free game and not to interfere in the games
- Listening to your dreams with interest, not criticizing
- Reading a lot of books
- Playing riddles, guessing games

Recommended Books:

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Primary School

"When Our Good Intentions Cross Borders..."

KÜÇÜK BAYAN YARDIMSEVER
 İlgün İlgünsoy-Doğru

With The Little Miss Helpful's intentions so good, her head won't get rid of any kind of problem. In our work with our students this month, we discussed the word "intention" through the story of The Little Miss Helpful when we talked about our goals under our behavior. Our in-class discussions on the topic, no matter how good our intentions were at the bottom of the behavior, made us reconsider the issues of "getting approval", "recognizing boundaries".

You can also use the following methods to talk to your children about the intentions behind their behavior and to support the development of their awareness of personal boundaries:

Sometimes you can ask him for help when you need help.

Before helping your child, you can ask if he needs help and what kind of help he needs.

Sometimes the response to a request to help in good faith can be "no", and this can cause disappointment in the person who wants to help. You can talk about why/how there is a limit to a no answer.

You can share with your child different experiences that you have received and helped, and you can talk about your feelings in these moments.

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Middle School

Emotions

"Life is what emotions do to us," says French writer Balzac. In fact, with this sentence, he clearly summarizes the dominance of "emotion" in human life.

Most people think that our actions give rise to our emotions. However, through our interaction here is not one-sided. When there is an event, a thought about this event passes through our minds, we usually do not even notice it. According to the thought that comes to our mind, we are filled with an emotion. We behave according to this emotion.

While we were teaching the guidance lesson in April, we shared this cycle with our students through these and similar examples.

Situation → **Thought** → **Feeling** → **Behaviour**

Situation: I met my friend he/she didn't greet me
 Thought: He/she didn't care about me / He/she didn't see me because he/she was so distracted
 Feeling: Insignificance / Curiosity / Worry
 Behaviour: Offensive / Angry / Is everything OK? to ask

For this reason, being able to discover the emotion we experience when we encounter an event is extremely important in terms of making sense of our behavior. In the story writing activities we conducted with the students, we saw that emotions and thoughts remained in the background and focused on behavior, so we continued our work by focusing on "feelings". We discussed the issue of "Emotion Regulation" in our parent meeting in order to deal with this issue in parallel with the family. We talked to our parents about strategies for discovering emotions and coping with them functionally. What remains in our pocket from here;

Let's talk more about feelings at home. "What happened then?" next to the question "How did you feel?", "How might your friend have felt?", "What would be their next to the question "How did you feel?", "How would you feel if you thought differently?" adding questions like this will be the first and most meaningful step.

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High School

To talk about the future

"If you don't think about the future, you cannot have one."
 John Galsworthy (1928)

Socialization increases in high school for teens and their sharing is directed to peers rather than families. When this situation turns into a factor that prevents families from being aware of students' processes, it becomes difficult to understand and support young people's thoughts, concerns and plans for the future.

At a young age, it is easier to talk about plans for later years of life. Since lack of self-awareness of students and also there is plenty of time to make these important decisions, both parents and students can easily find non-binding discourses.

In high school, the crossroads that will become clear the direction of the rest of life become clear and it is time to make a choice. At this point, the form of communication between the adolescent and his/her family comes to the fore.

As the High School Counseling and Guidance Department; we created the student and parent studies that we carried out in May within the framework of these needs. Our purpose is that young people can be able to design their own future and parents can create a form of communication to guide them without damaging their relations in this process. While we discussed the scope of this relationship in our parent sharing groups, we supported the students to realize their wishes and needs, to set appropriate goals, and to prepare an action plan in line with these goals while they were planning for the future in our guidance lessons. We would like to remind you that you can get support from the High School Guidance and Counseling Department for all your questions and problems.

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Talking the Future: If Not Now, When?

The ability to plan the future is one of the most important features that makes humans different from other living beings on earth. This is why it is exciting to plan, talk, and imagine the future. When we need hope, we either cling to the good moments of the past or the sweet excitement of the future. But planning the future can be also stressful. It is necessary to control many variables, take the right steps, and take responsibility for possible wrong decisions.

Previously making big and important plans, maybe the sweetest part is to dream. Planning for the future starts with imagination. The question "What do you want to be when you grow up?" gives the child the messages of "you have the key to your future" and "dream", in addition to adult curiosity. Maybe that's why it is one of the most frequently asked questions to children in each period. From time to time, we see that these dreams coincide with the wishes and expectations of the parents or the society, and from time to time, with the child's own wishes and fantasies. As the child grows up, desires are shaped with capabilities and talents and transformed. For example, a child who wants to be a singer does not see himself as talented in music and switch to another field. This is where the concepts of "self-knowledge", "self-awareness", "self-evaluation" enter the lives of children. "What do I love to do?", "What am I doing well?", "What do I enjoy doing?", "What am I good at?", "What issues am I having difficulties with?", "Who am I and how will I be accepted as I am?"

Family, school and social environment becomes the mirror of the child in finding the answers to these questions and show what they can and cannot do. Sometimes the most valuable experiences are gained from mistakes and disappointments. However, life is too short to learn about everything by making mistakes. At the point where we learn from the mistakes of others, we begin to mature and turn our dreams into solid plans.

So, what does planning the future mean and what stages it goes through before it reaches a solid plan?

Generally, the time to start thinking about the future is thought of as the last years of middle school or high school. Even though the children start to encounter the question "What will you be when you grow up?" at early ages, when they encounter this question in high school, they tend to give answers such as "There is still much time before university, it's early to think about it, I don't need to think about it yet". However, thinking about the future is not a matter to be left to and continues to evolve. It is a long process for children to get to know themselves, to discover their interests and strengths. Well-developed planning skills in a wide variety of cognitive domains are necessary for children to know themselves. Only to that extent will our children, well, and enjoy and recognize their strengths can shape their futures correctly.

GOAL PLAN ACTION

Existing research and application results reveal that planning and deep thinking that develops at an early age is an efficient system in the development of children's thinking skills. Basically, planning is a deliberate choice. Children determine goals by planning and think about the preferences they will create by putting these goals into action. With its general definition, planning includes producing appropriate solutions for the situations encountered, developing strategies, and applying and evaluating these selected strategies. Choosing between certain materials constitutes planning, evaluating this choice constitutes deep thinking.

So planning and deep-thinking bring decision making and problem solving. Thanks to these skills, children tend towards the future interests and are motivated to control what is happening around them. As they make plans, they bring forecasting and analytical abilities and working systems improve, while the awareness of taking responsibility for the choices they make increases. For this reason, planning skills constitute an important step for children who start to think about their future from the moment they are born.

Making a plan and carrying out this plan is an important skill at a young age. Studies show that children can start making plans as early as 12 months old. In the preschool period, children can make plans about what they will play, where they will play, what materials they will use, which colors they will use while painting. These can be considered as short-term choices made over food and toys. However, concrete choices made in the short-term lead to children's long-term decisions about their belief in themselves and their abilities.

Research has revealed that 5-year-old children have a conceptual understanding of planning, they can make plans that include long steps when they need it, they can use previous experiences for a flexible planning, they can think of different alternatives and notice mistakes during implementation and develop new strategies.

During early and middle childhood, which coincides with the preschool and primary school years, children participate in increasingly complex individual and social activities, many of which rely on planning ability, and show an increased proficiency in devising detailed and effective plans in a wide variety of cognitive activities. With the primary school age, children begin to strengthen their planning skills through social relationships with their friends because this interaction includes discussing and coordinating their future actions.

As children mature, with the middle school years, career exploration becomes more important than career awareness. With the end of elementary school and middle school life, career explorations begin to become more complex for children. During these years, self-awareness increases, and children are guided to think about the future. At this age, they are expected to realize their own strengths and envisage alternative professions instead of waiting for them to make final decisions. The choice of high school, which begins towards the end of the secondary school years, is an important step in determining their future career.

High school life is the best time to make the right career plan. In this period, children are more aware of their own strengths and make their course choices accordingly. The selection process, which starts with the course selection, continues with the choice of university and profession. All these selection processes bring many questions and different feelings about the future. Towards the end of High School years, they begin to seek answers to the questions that will affect their lives, such as "Should I study at home or abroad?", "Which university should I go to?". When young people with this confusion begin to learn or explore different career options, often after meeting a new career option, they can change their minds.

The fact that the choices are starting to change and the idea of changing the student years they know brings along the future anxiety among young people. This concern creates questions such as "Am I enough?", "Will I be enough?", "What if I choose the wrong profession?" in the mind, and uncertainties about the future can trigger an increase in anxiety.

Career indecision is seen as a normal part of the high school period since it is a time when young people are forced to make many career-related decisions. While some students can make these decisions more quickly and comfortably, others may be worried and have difficulty making decisions. Therefore, in this process, young people continue to need adult guidance and direction.

While sometimes a teacher and sometimes another source of inspiration are effective in the emergence of personal skills and talents in children and young people, studies suggest that from an early age, the most important influence is the family. Studies reveal that parental attitudes play an important role in the emergence of children's abilities.

Providing independent and free environments offered to children and young people in accordance with their age levels, providing opportunities to develop their skills, and providing guidance on their duties and responsibilities increase the academic success of children as well as revealing their talents. It is known that in the face of oppressive and restrictive family attitudes, children are closed to new experiences and research and have more negative perceptions of themselves.

With the positive attitudes they receive from their families, children and young people are able to understand themselves more, discover and develop their abilities; With this discovery, they tend to make the right choices. Attitudes of parents enable them to develop their knowledge and skills and to plan more realistic goals for the future by taking into account the well-being and health of children and young people.

Career awareness of the future and self-awareness go hand in hand. As adults who mentor children, we need to lead them to realize themselves by supporting their active participation in their academic and social lives.

How can parents support their children/young people in their future goals?

In the Preschool and Primary School period;

- It can encourage them to make long-term plans first on a small scale and then step by step. (The game he will play soon - how he will spend his day - what he will do on vacation, etc.)
- It can be asked them as "How did you do that?" after each scheduled task (Sometimes people may not believe in what we are doing planned works)
- Making the plans out loud that you make quickly from time to time. (Children will see how you do this, and it will enable them to take that as a model.)
- Instead of criticizing wrong choices and mistakes, you can explore learning opportunities together.
- You can set up a system to make a daily plan/weekly plan and encourage it to use it (During the preschool period, images of daily routines can be hung in their room or closet).
- It can create opportunities for children to see what they do well and to find their pleasure. (Don't let your child's change in sports or art tastes negatively affect you, your child may be trying to find out what he enjoys.)
- Guiding them to take responsibility for their friend choices and activities

In the Middle and High School period;

- You can talk about the jobs that young people like to do and have their questions answered.
- It can be tried to understand why young people who are uninterested in their future and professions believe in this way and try to increase their awareness by having conversations about this issue
- In addition to discovering and showing the youth's strengths, it can enable them to realize the areas where they have difficulty. You need to be realistic about your interests and skills.
- It can encourage them to participate in learning opportunities such as programs that provide information about the alternative career groups they choose, their participation in projects, and internships.
- Young people can promote individuality by seeing the difference between their dreams and their dreams as parents.
- It can support young people who are interested in a certain field to develop these skills.
- To support young people experiencing indecision, they can seek support from school experts when needed.

Lastly...

While we are so busy planning for the future, we are talking about a time period that is in constant motion. This makes planning difficult for children and teenagers. Just as we have predictions, there will also be surprises that the future prepares for people. It is the uncertainty here that makes planning the future exciting and stressful. To what extent will the expectations of the children from the future be in harmony with the expectations of the children/young of the future? To what extent will our children, whom we are trying to raise with 21st-century skills, be able to meet the skills required by unaccounted developments? Just as an unexpected pandemic comes and settles on the world's agenda, each individual acquires new skills to adapt to it.

In the last two years, we have lived as human beings, we have all seen that it can be very difficult to cope with the changes, regrets, disappointments, and the stress of making the right decision without one of the basic spiritual stones such as psychological resilience. There are not one but many turning points in the adventure of life, and the journey of self-discovery may last a lifetime. Often, there are many paths to the big picture we aim for. The fact that a few of the ways we try or choose do not lead to the place we want/plan does not prevent us from reaching our true goal. What is important and decisive is the spiritual strength that will enable us to find the determination to try another path again.