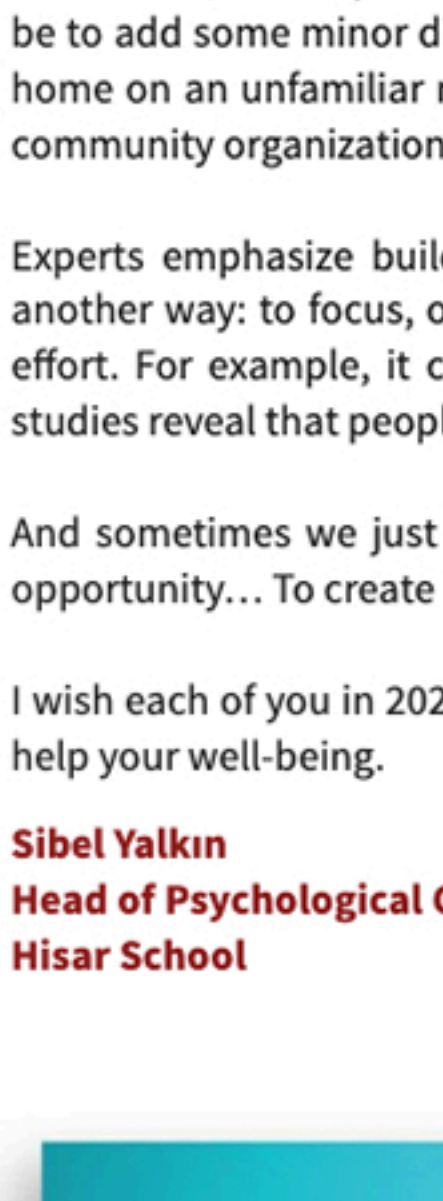


# B O U N D A R I E S



### Dear Parents,

We are leaving behind a long period of almost 3 years, in which all humanity lives at the same time, but each of us experiences it in different dimensions, and where uncertainty plays a leading role. In this period when our social relations were limited and the feelings of helplessness, fear, anxiety, and frustration dominated, political, economic factors, war and ecological disasters also took place. I am sure it was not easy to avoid emotional damages and protect our mental health.

At this point, while writing this article, I realized that I wanted to leave all the difficulties behind me by using the past tense. I think you may have similar feelings from time to time. How can we keep ourselves more resilient and more alive?

Considering that we are basically united as the primary goal of protecting both ourselves and our children's mental health as adults, we can agree that creating a space of emotional security within our family and creating a living space where all feelings are acknowledged and accepted and stakeholders support each other is the first important step.

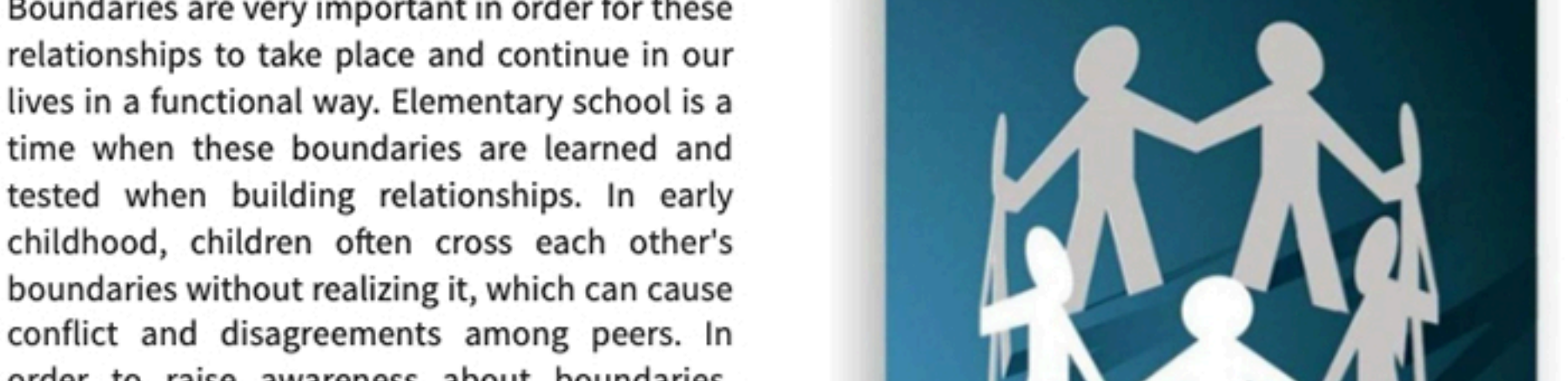
In addition, it is important to find areas that will feed our mental state personally. This can sometimes be to add some minor differences to the routine behaviors that are repeated every day; it's like walking home on an unfamiliar road. Sometimes, it may be to cooperate with other people, neighbors, school, community organizations.

Experts emphasize building connections with others as a motivating factor, and they also point to another way: to focus, or even more so, on others, not just ourselves. This help may not require much effort. For example, it could even be recommending a good movie that you enjoy to a friend. Some studies reveal that people are more focused and more motivated when they help on social issues.

And sometimes we just need to "stop". To listen to ourselves, to let go... To give ourselves time and opportunity... To create a harvest time... Because we have the right to do so.

I wish each of you in 2023 bring days that give meaning to your life and find your own unique ways that help your well-being.

**Sibel Yalkan**  
Head of Psychological Counseling and Guidance Department  
Hisar School



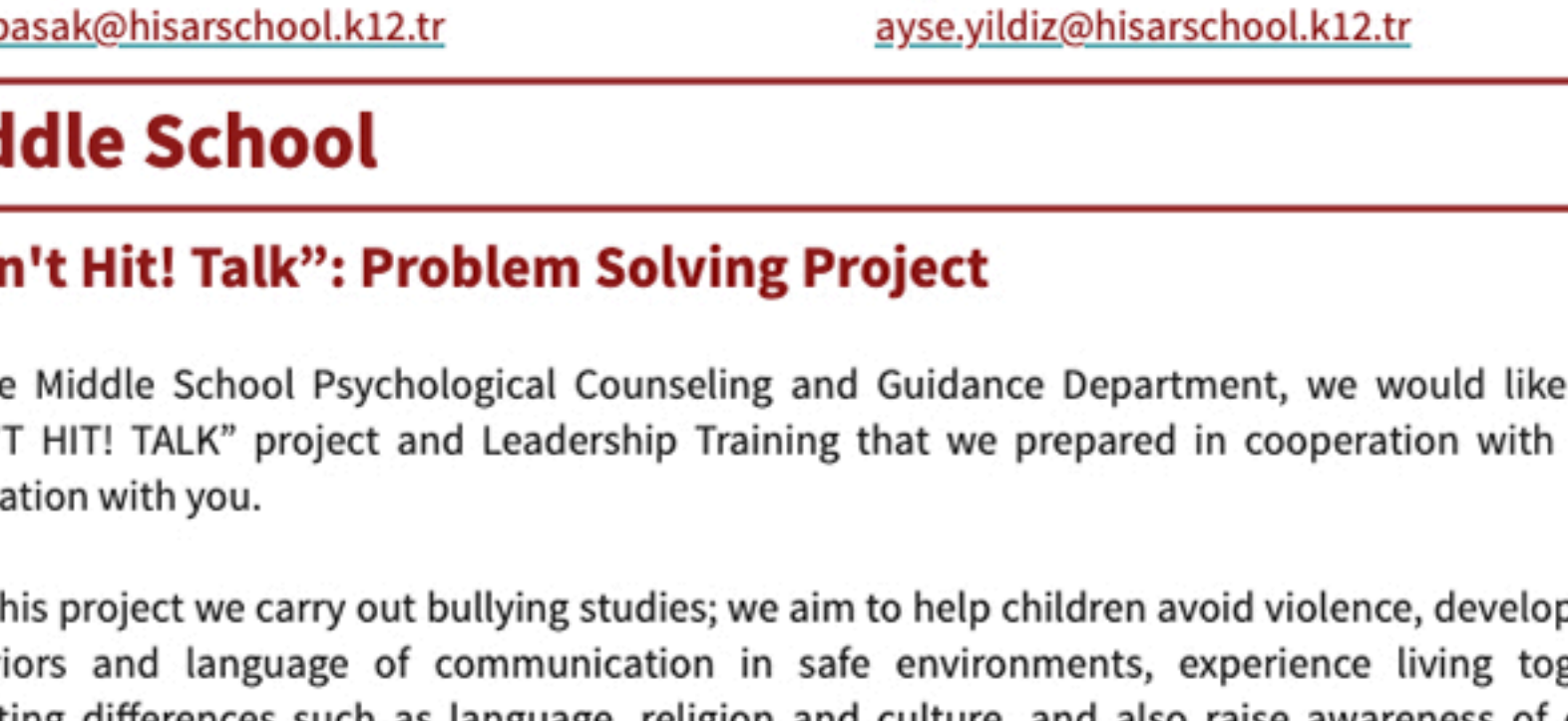
## Preschool

### "Our Differences - Our Wealth"

In the preschool period, we see that children have difficulties in thinking about themselves and making sense of differences. In order for children to be able to make sense of the feelings and thoughts of the other, they must first be aware of their own feelings and thoughts and be able to answer questions such as what they like as an individual, what they are afraid about, what they are upset about. On the other hand, in terms of cognitive and socio-emotional development, they develop the concept of "empathy", that is, the development of skills such as "thinking and acting by putting oneself in another's place" can reach the age of 6-7 in real terms. Of course, in this process, these concepts are often discussed in lessons in order to lay the groundwork for their development. For this reason, we watched the video "Messages that a disabled child wants to convey" in the Guidance lessons as part of the "December 3 International Day of Persons with Disabilities". Afterwards, we read the Feridun Oral's book "Different but the Same" and wanted to hear the feelings and thoughts of our students on this subject, so we chatted together. We also talked about how our appearance or our obstacles will not prevent us from being successful and happy.

You can also benefit from the following books to talk with your children about themselves and other lives. It will be useful for our students to make sense of the subject as the books contain examples appropriate for their level of development.

### Book Recommendations:



**Eylül Şarman**  
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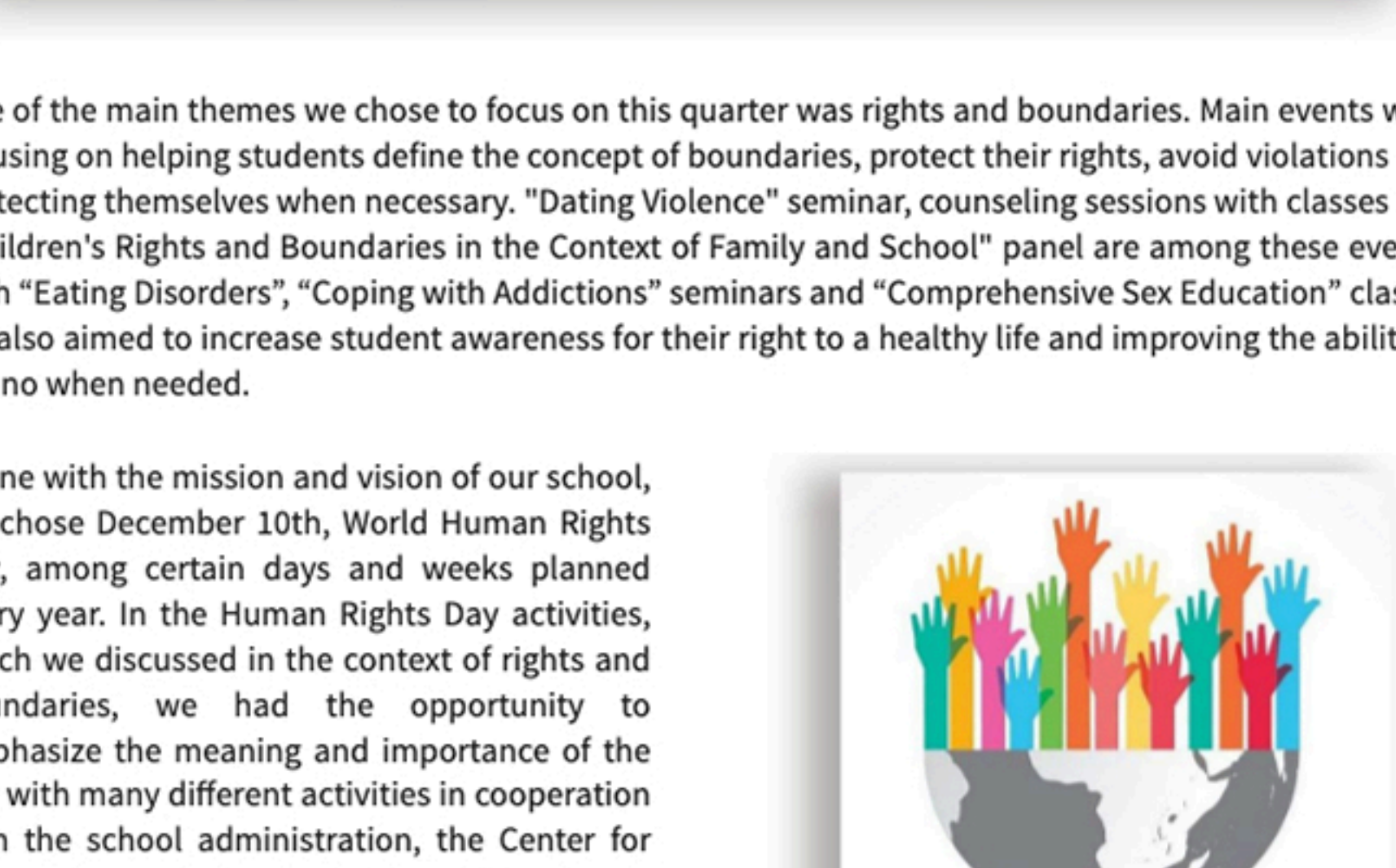
## Primary School

### "Peer Bullying Awareness Program"

From childhood to adulthood, we need relationships at all stages of our lives. Boundaries are very important in order for these relationships to take place and continue in our lives in a functional way. Elementary school is a time when these boundaries are learned and tested when building relationships. In early childhood, children often cross each other's boundaries without realizing it, which can cause conflict and disagreements among peers. In order to raise awareness about boundaries, relationships and conflicts in relationships, we have carried out various activities with our students since the beginning of the academic year in our individual meetings, small groups, sharing hours and monthly guidance lessons within the scope of preventive guidance.



One of these activities was the Peer Bullying Awareness Program. The purpose of this program; our students gain awareness about the concepts of peer conflict and peer bullying, understand the feelings and needs of their friends, discover ways to solve problems in friendships through cooperation, and understand that it is acceptable to get support from adults when needed. The content of our program consists of "I am aware", "I understand my friend", "I Solve My Problems By Talking", "I Ask For Help When I Need It", "I Evaluate Myself" stages, and the specified topics are the same at all levels and are structured according to age development characteristics and needs. Throughout the program, we discussed with the students what they could do through sample stories and tried to increase their awareness with role play animations. We both solved puzzles and played games dealing with bullying.



Since it is important for the school and the family to establish and maintain a healthy communication and to have a strong cooperation, we wanted to include you in this process, and we prepared a detailed parent information letter. You can reach our detailed parent information article on peer relations by clicking [the link](#).

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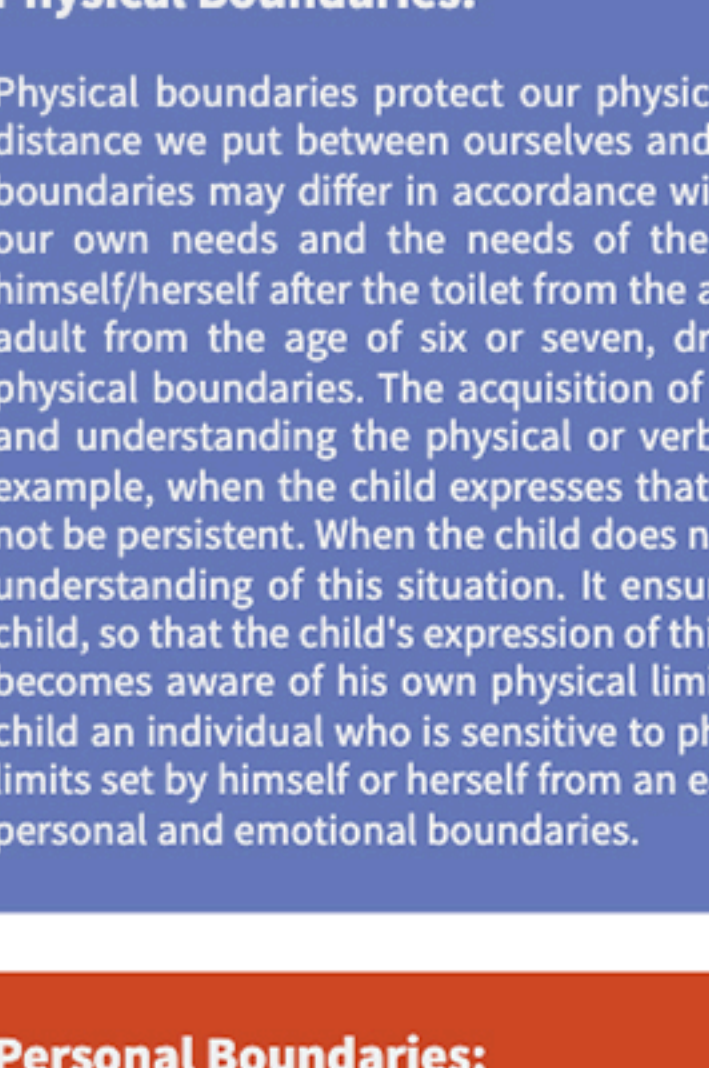
**Ayşe Yıldız**  
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## Middle School

### "Don't Hit! Talk": Problem Solving Project

As the Middle School Psychological Counseling and Guidance Department, we would like to share "DON'T HIT! TALK" project and Leadership Training that we prepared in cooperation with the Yöret foundation with you.

With this project we carry out bullying studies; we aim to help children avoid violence, develop peaceful behaviors and language of communication in safe environments, experience living together by accepting differences such as language, religion and culture, and also raise awareness of children's rights.

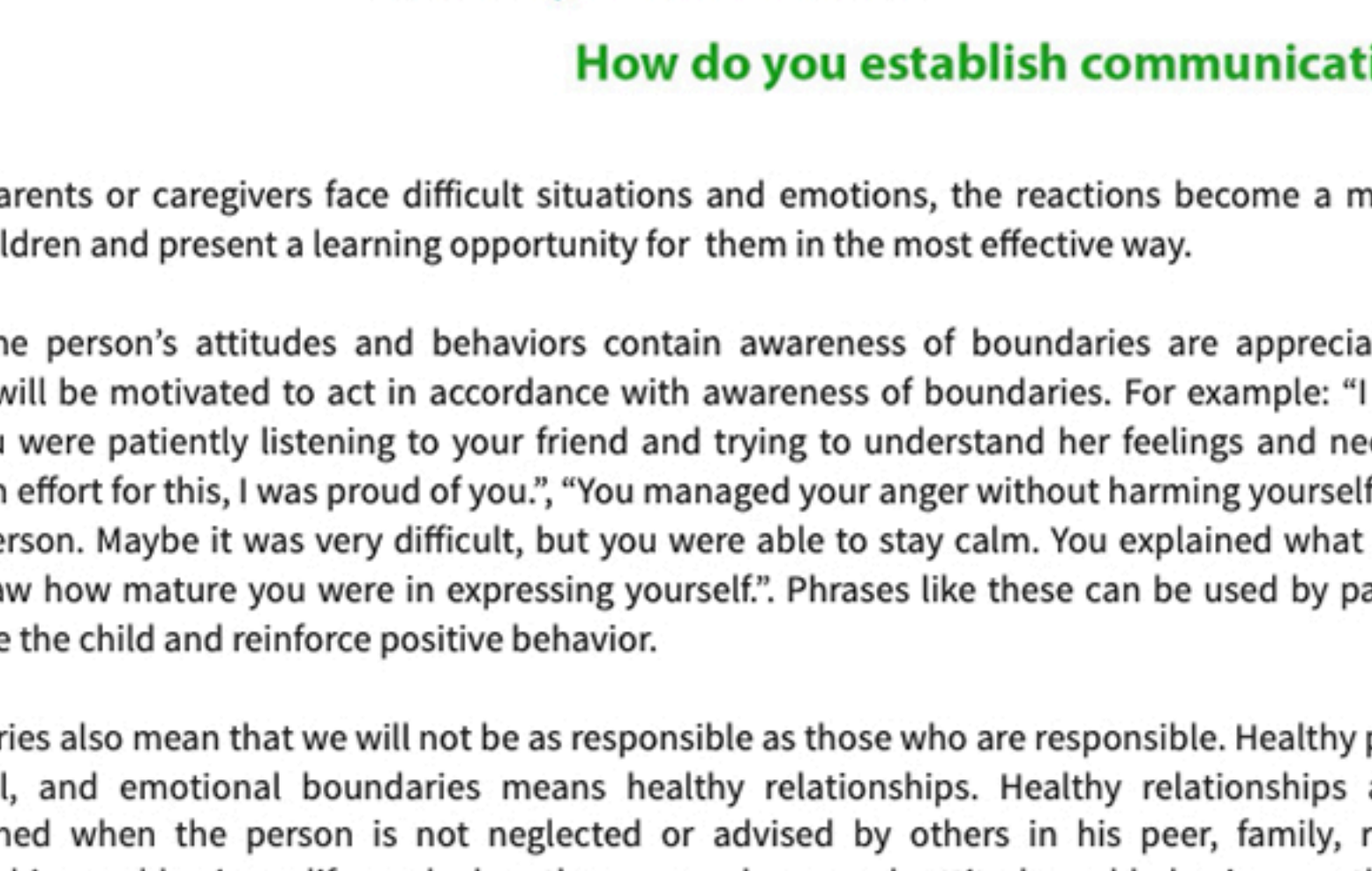


Under the leadership of the Community Services Office and the Psychological Counseling and Guidance department, workshops were held on the topics of "Child Rights" and "Peaceful Communication" with our 8th grade students by the Yöret volunteer team, and "Don't Hit! Talk" board game was played. The primary target audience of the program is 8th grade students, and the secondary target audience is 5, 6 and 7 grade student groups where the same students can play the game through family and peer transfer, and in fact all the children the students come into contact with.

With the training they received, "Don't hit! Talk..." Grade 8 students, who will be the game facilitators for the board game, will play this board game that they learned in the next stage of the study to our 5th and 6th grade students and the students of the schools around us. These activities will be supported by the YÖRET Foundation with supervision and the process will be followed by giving feedback to our students.

This type of sharing based games not only supports nonviolent communication, respect for differences and conflict resolution, which are their primary gains, but also strengthens family communication, allows different problems to be discussed and different perspectives to be seen. For this reason, we highly recommend that you include such games in your home and include them in your family activities. Although we sometimes get confused whether we are adults, children or adolescents, let's not forget that there is a child who enjoys playing and learns from the game in all of us. We wish you a beautiful New Year in which the healing power of the game accompanies our lives...

### Our Game Recommendations:



**Burcu Kiranlar**  
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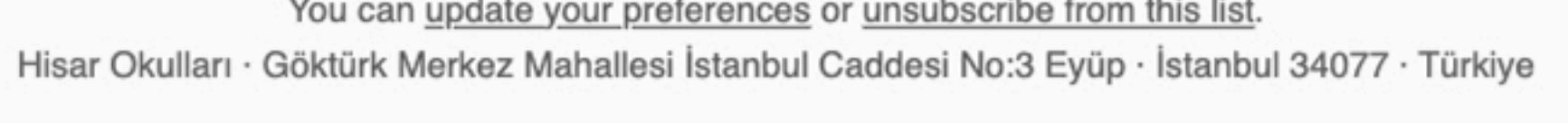
**Simge Toprak**  
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## High School

### "Rights and Boundaries"

As the High School Psychological Counseling and Guidance Department, we started the second quarter with the prioritization of our students' adaptation to school and their motivation after the exam week and the midterm break. In addition to this agenda of students' academic adaptation, we continued where we left off with all our other preventive guidance activities.



One of the main themes we chose to focus on this quarter was rights and boundaries. Main events were focusing on helping students define the concept of boundaries, protect their rights, avoid violations and protecting themselves when necessary. "Dating Violence" seminar, counseling sessions with classes and "Children's Rights and Boundaries in the Context of Family and School" panel are among these events. With "Eating Disorders", "Coping with Addictions" seminars and "Comprehensive Sex Education" classes we also aimed to increase student awareness for their right to a healthy life and improving the ability to say no when needed.

In line with the mission and vision of our school, we chose December 10th, World Human Rights Day, among certain days and weeks planned every year. In the Human Rights Day activities, which we discussed in the context of rights and boundaries, we had the opportunity to emphasize the meaning and importance of the day with many different activities in cooperation with the school administration, the Center for Humanities and Social Studies, High School Social Sciences, Turkish, English and Community Services departments.



Creating an inclusive environment for the acquisition of rights-based behaviors requires parents to be role models for young people concerning their individual expectations, needs, and boundaries. Understanding and internalizing the existence of mutual desire and approval in social and emotional relationships; We believe that it is the common goal of all of us to raise young people who are aware that healthy communication is possible by asking questions, listening to the answers and respecting the boundaries.

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## Outside-in and inside-out boundaries



"Boundaries express one's wants, needs, and preferences in communication with the other. When these wishes, needs and preferences are realized by considering each other's boundaries, mutual and healthy boundaries are formed. We need boundaries throughout life because boundaries contain basic elements that will support our psychological well-being in our lives such as taking responsibility, being safe, understanding cause-effect relationships, regulating our emotions, respecting ourselves and others. These boundaries, which begin at home, continue at school, and then diversify outside, are gradually built on top of the previous one. Each boundary awareness that an infant, child or adolescent gains makes it easier to adapt to the next boundary.

Children are in contact with their environment from the mother's womb. As they grow, their communication skills develop, they become active, they wonder what is going on around them and they try to understand cause and effect relationships. They try again and again to discover where, when and how to act when they encounter something new. While trying to understand these inner and outer worlds, children sometimes encounter the limits set by adults for their own safety. Some of these boundaries begin with "no"s that children often hear at an early age. For example "No, don't touch there!", "No, it's bedtime!", "No, you can't hit me!. The child learns to say no by modeling his/her parents or caregivers. The child's "no" is also the child's way of setting boundaries: "No, I don't want to eat!", "No, I will wear my green socks, not my red socks!", "No, I will not do my homework now!" aspect...

Boundaries arise from the need to keep the good in and the bad out. This need to set boundaries can sometimes be physical, sometimes personal, and sometimes emotional.

### Physical Boundaries:

Physical boundaries protect our physical space and body. Our privacy, our body, the physical distance we put between ourselves and our physical needs are within these boundaries. These boundaries may differ in accordance with the environment we are in, the person in front of us, our own needs and the needs of the other person. Sleeping in his/her own bed, cleaning up himself/herself after the toilet from the age of five or six, taking a shower independently from the adult from the age of six or seven, dressing his own clothes contribute to the formation of physical boundaries. The acquisition of physical boundary awareness is also possible by seeing and understanding the physical or verbal expressions coming from the child by the adult. For example, when the child expresses that he/she is full, the caregiver should understand this and not be persistent. When the child does not want to kiss or hug someone, the parent's respect and understanding of this situation. It ensures the formation of physical limit consciousness in the child, so that the child's expression of this desire does not create shame, guilt, fear Thus, the child becomes aware of his own physical limits and the physical limits of others, and this makes the child an individual who is sensitive to physical limits in his social life. The child's adoption of the limits set by himself or herself from an early age is a step towards the formation of more abstract personal and emotional boundaries.

### Personal Boundaries:

Personal boundaries are a representation of our choices, decisions, values, responsibilities, respect for ourselves and others, and behaviors that we express in our communication and interaction with others. Attitudes and reactions such as knocking on the door of the baby, child or adolescent before entering their room, not reading their personal belongings such as diary and memory book without their permission, respecting the privacy of their messages and conversations with their friends during adolescence, respecting their preferences if it is safe and appropriate for their age, and offering the right to choose. These behaviors and attitudes create awareness of their personal boundaries.

### Emotional Boundaries:

Emotional boundaries are set by the fact that every emotion we feel is natural and acceptable. This gives us the right not to criticize or ignore our feelings. Acknowledging the emotion of the baby, child or adolescent, not ignoring negative emotions, when upset, angry or scared or worried instead of saying "Don't be sad.", "What is there to be afraid of?", "There is nothing to worry about.", you can say "This experience made you very sad.", "This dream scared you a lot.", "It pisses you off when I remind you of bedtime/homework/rules." Emphasizing their feelings and emphasizing that it is natural brings acceptance and understanding in relationships and therefore it is a respect for emotional boundaries. Reminders and preventive talk that the emotion experienced should not harm oneself or others is also a limit.

It is possible to internalize the consciousness of boundaries with positive discipline methods, attitudes that support and prepare the child for life. One of the important points for this is that it is the explanation of expectations and feelings to the child or adolescent. For example; "I wonder about you when you go out with your friends without my permission. When you want to go out, can you share it with me?" or "The living room is a common space that we all use. It's hard for us to move when you bring all your toys here. You can choose a toy that you want to have with you, or if you want to play with all of them, you can play in your room" and share the expectations, and solutions can be found together. Another point is to be a model for children and adolescents with our behaviors and attitudes.

**How do you talk when you're angry?**  
**How do you calm down?**  
**How do you establish communication?**

When parents or caregivers face difficult situations and emotions, the reactions become a model for their children and present a learning opportunity for them in the most effective way.

When the person's attitudes and behaviors contain awareness of boundaries are appreciated, the person will be motivated to act in accordance with awareness of boundaries. For example: "I realized that you were patiently listening to your friend and trying to understand her feelings and needs, you made an effort for this, I was proud of you.", "You managed your anger without harming yourself and the other person. Maybe it was very difficult, but you were able to stay calm. You explained what angered you. I saw how mature you were in expressing yourself.". Phrases like these can be used by parents to motivate the child and reinforce positive behavior.

Boundaries also mean that we will not be as responsible as those who are responsible. Healthy physical, personal, and emotional boundaries means healthy relationships. Healthy relationships are also established when the person is not neglected or advised by others in his peer, family, romantic relationships and business life, and when the person shows such attitude and behavior on others and stays within a balanced boundary. While the boundaries provide an intermediate distance between the other and the other, they provide the opportunity to create an identity for ourselves.



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