GUIDANCE BULLETIN

Psychological Counseling and Guidance — June 2023

Dear Parents,

We have come to the last week of the 2022-2023 academic year. We are delighted to witness that each of our students is making remarkable progress in academic, social and emotional areas. Our students' academic work has shown that they are enthusiastic and curious in their learning journey. This creates a strong foundation for them to develop their skills.

At the same time, we observed that our students also improved in the process of coping with difficulties. It is natural for them to encounter obstacles in the learning process. Our students showed perseverance, courage and determination to overcome these obstacles. This shows that they have developed a strong character and will be even more resilient to future challenges.

I would like to thank you for your solidarity and resilience during this challenging time.
We are entering a period when holiday plans begin. It's important to listen to them, guide them and let them discover their strengths. At the same time, the summer period provides opportunities for our children to develop individually, continue learning and discover new interests, and it is recommended to make good use of it.

The devoted work and perseverance of our students are a sign of their future success. At the end of this school year, I would like to congratulate each and every one of your children and wish you and your family a peaceful summer term.

Best Regards

Sibel Yalkın
Head of Psychological Counseling and Guidance Department
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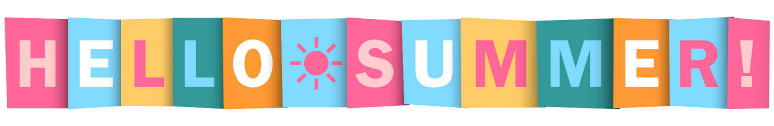

Preschool

"Problem Solving Activities"

This month, we discussed the activities for the development of problem-solving skills, which is one of the issues we focused on with our students throughout the year, in the guidance lessons. We have witnessed that children are improving day by day in thinking and understanding the source of the problem and thinking about alternative solutions.
Studies have shown that children who have acquired problem-solving skills may have better skills such as interpersonal problem-solving, producing solutions in different ways, establishing relationships, practical thinking, and learning. In this case, you, as a parent, can benefit from the following suggestions to improve your problem-solving skills.

Suggestions:

- *First, listen to the problem silently without commenting.*
- *After listening carefully to what she/ he has to say, express that you understand her/him.*
- *After summarizing the subject, you can convey your ideas about the problem to your child, instead of presenting the solution to the problem or solving it on his/her behalf, chat about what he plans to do about the issue.*
- *Encourage them to experiment with solutions and take notes.*
- *Communicate that you can reconsider whether the solution will work.*

Book Suggestions:

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Primary School

Thinking Skills

According to the World Health Organization, decision making, problem solving, creative and critical thinking are among the important life skills. The individual needs these skills in order to know himself and reveal his strengths. Therefore, the development of thinking skills in the primary school period improves the problem-solving skills of children in social life, while contributing to their academic skills and learning processes. Children also need free adult support to develop these skills. This semester, during the primary school guidance and sharing hours, we organized thinking skills activities through creative stories, situation examples and board games suitable for the age of the students.

We had pleasant conversations with our students about how we can develop our thinking skills in a fun way in daily life. It will be beneficial for our students to include these activities in our students' daily lives. As parents, you can encourage your child to evaluate the situations he is in and the steps towards a solution, and you can give him opportunities to find the solution himself and to produce alternative solutions. In order to support thinking skills, you can provide opportunities for your child to make connections between events, make inferences within the framework of cause and effect, and see connections and similarities in situations while chatting with your child.You can provide safe opportunities for the child to take risks, implement ideas, make mistakes, and try to find solutions. You can play board games such as Cortex, chess, differix, figurix, Make'n break. You can do activities with your child from the thinking skills books suitable for his age. You can plan family reading times. You can take care that your child does not exceed the age-appropriate time for technology use, and you can encourage your child to use technology actively (research, coding, playing age-appropriate strategy games, etc.), where thinking skills are at the forefront.

As every year, we are at the end of a fast-paced academic year. We thank you for your cooperation and wish you a pleasant and productive summer holiday.

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Middle School

Thoughts-Emotions-Behaviors and Reflections on Our Lives

Secondary school years pass as the period when children try to find and understand themselves, discover and understand who they are, what they want to do in the future, what they like/dislike, what profession they will choose, and how they will communicate with the people around them. During this period when they are trying to solve themselves, they encounter many questions and try to find answers and create alternatives in their minds. Seeing the interaction between their own feelings, thoughts and behaviors in the face of these questions also supports them to turn to the answers they seek.

In our guidance lessons in May, we focused on 4D and aimed to create opportunities for all age levels to remember the situation-thought-emotion-behavior interaction and to filter their own experiences in their lives. We focused on how they could adapt what they saw in this incident to their own lives through a plot that they could encounter at every level at their age level in secondary school.

For our 8th grade students, who are in the last semester of secondary school, in addition to this lesson, the CharacterIX inventory application was made, in which they will discover how and how they use their personality traits, competencies, opportunities and potentials, and sources of motivation and stress. The information obtained after the application was shared with both students and parents. Thanks to this report, we aim to maximize our students' potential and awareness before sending them off to high school, and to enable them to start a new period in their lives by taking on the development suggestions they need to have a successful high school life.

We attach great importance to the individual meetings we conduct with our students each year, the meetings we hold with our parents, and the reflection of these at home. That's why we believe that the conversations you will have at home, the conversations that you can turn into an opportunity in the face of events, and the examples you will share from your own life will shed light on their path. In this process, the secondary school guidance department reminds us once again that we are always open to you, that we share our e-mail addresses below, where you can always reach us, and we wish each of you a pleasant summer holiday in advance.

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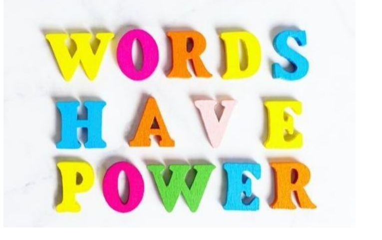
High School

Nonviolent Communication



Aggression and violence among young people are the most significant problems of global societies. The language of violence that surrounds us when we turn on the television, read the news, or step outside is not a situation specific to our individual society or community. With this awareness and our mission to foster global citizenship, we have chosen to focus on this issue in our planned activities this month, aiming to increase student awareness.

Our goal was to create a space for our students to think about the language of violence, in order to understand the damage that it creates in the minds until it turns into action, to see how the meanings attributed to events shape emotions, and to understand how some forms of expression are embedded in our language without realizing it. For this reason, we organized three-week workshops conducted by Guidance Counselor Dilek Çankaya. These workshops included discussions about how violence is reflected in the language of communication at the macro and micro level, and students questioned how discrimination and hate speech can be constructed through language.

We have determined the subject of our parent sharing group, which we hold every quarter, as "Understanding the Language of Peace: Communication Without Violence". It was very productive to think together with you, the parents, in the event where we sought answers to questions such as how our children are introduced to violence, what are the factors that feed the language of violence, have we internalized violence as a society, and what are the effects of the language of violence on young people? It is very important for all our parents to be aware of the mistakes in their own language first, and then to emphasize the language of nonviolent communication while communicating with young people and observing their communication styles among themselves. Let's not forget that if we want to build a rights-based and egalitarian society, change first starts individually.

We would like to thank you for your opinions, suggestions and participation in the activities we have done on many different topics throughout the year. We wish you a healthy summer holiday with your family and all your loved ones.

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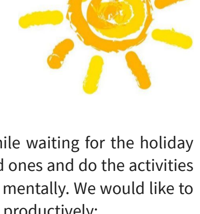
Beginning of summer vacation...

Dear Parents,



We are about to complete another academic year with all our students, teachers and you, where we are faced with intense as well as enjoyable and sometimes challenging agendas. But no matter what our minds are busy with, the feeling we all have in common is excitement as the summer vacation approaches.

We are aware of the importance of considering students' free time needs while waiting for the holiday with excitement. Children who spend their holidays with their family and loved ones and do the activities they are interested in starting the new period are more ready emotionally and mentally. We would like to share with you our suggestions that will help our students spend their holidays productively:

First of all, support your children to determine their needs and wishes during the holiday and set goals for themselves. These goals can be in a variety of areas, such as reading a book, learning a new skill, doing projects, or attending a sporting event. Setting goals keeps children and teens focused on themselves and helps them get motivated to plan their time.

Children also need routines during the holidays. The goal should not be a full day, but to encourage your children to develop the skills of establishing daily routines and planning time. You can help your child prepare control charts, agendas, or timelines/calendars for use in daily routines. Planning the day will help them organize their activities by making effective time management.

Every holiday period is an opportunity for parents to spend longer time together with their child and have a pleasant time. For this reason, time can be allocated for activities that are not realized or postponed due to certain routines (departure time, working time, etc.) during school time.

It is important to limit the use of technology by children and adolescents during the summer vacation. Excessive use of technology can cause them to spend time inefficiently, apart from being physically and mentally tiring. Instead, it is important to encourage them to engage in non-tech activities. For example; playing outdoors, spending time in nature, doing sports or taking part in creative projects, etc.

The best time for children and young people to reinforce their reading habits is the summer period. In fact, the determination of reading hours in the family and the fact that the mother and father are models by reading books will increase the child's desire to read even more. In addition, making library visits, having information about the functioning and organization of libraries, and then borrowing different books will contribute to developing reading habits.

It will also be enjoyable to determine the historical and natural beauties that you and your child would like to see and explore and to make choices among them.

Summer schools/camps, where sports, arts, and social activities are intense, are opportunities that contribute to the development of children. At this point, it is necessary to pay attention to the fact that the child is included in a program that will cover almost the entire summer and does not spend the holiday entirely away from his family.

Providing various opportunities for the academic development of the student during the summer break can enable the student to transition into the next academic year more easily. In particular, creating a program that supports learning processes will compensate for the issues that the student has difficulty with during school time. It is important that this program is organized in a way that does not put pressure on the student. It is important to take a break from academic activities in the first 10-15 days after the holiday, 1 week before the end of the holiday, for the mind to rest. The programs to be created for the remaining time involving enjoyable activities after studying will motivate students.

We wish our students and parents, a happy, healthy, enjoyable, and productive holiday...

REFERENCES

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