

Skill Area(s)
 Feelings/Emotions
 Perspective Taking

Friendship Mirror

(Utah Lesson Plans http://my.uen.org/myuen/MyUen?service=process_public&teacher_id=5104)

Level: intermediate, advanced (the handout might be modified for a beginner level)

Topic: The kind of friend we are is mirrored by the kind of friends we have.

Goal: Students will improve their communication skills and friendship qualities.

Materials needed: mirror, My Friendship Mirror Handout

Activity:

The teacher should introduce this activity by using a mirror to illustrate the concept stated above and have a brief discussion which includes the following items.

- How important it is to have good friends
- How our friends treat us is a direct reflection of how we treat our friends and/or what kind of a friend we are
- We cannot expect our friends to treat us better than we treat them
- Periodically we need to look at what kind of a friend we are so that we can see where we need to improve in order to maintain good friendships
- Have the students complete the personal friendship assessment on the student activity sheet, MY FRIENDSHIP MIRROR. There are 54 points possible on this activity. The higher the score, the better one's friendship skills are. The teacher will need to help the students analyze their own score by using the following guide.

Scores 41 to 54 = Are doing quite well but must keep working to maintain them

Scores 21 to 40 = Still have some work to do but are showing progress

Scores 1 to 20 = need to work on developing their friendship skills (the teacher needs to let any students who score in this group that they are not hopeless; maybe they've had a bad day. The teacher will need to help these students look for ways to improve so that this does not serve as a blow to their self-esteem.

Scoring Directions

To find your personal score, count the number of items in each column and record that number in the number line (# _____) at the bottom of the column. Multiply those numbers by the numbers just below the line (X numbers) and record the answers on the next three lines. Add the three answers together for a total SCORE. NOTE: The teacher may need to make an overhead transparency of this activity guide to use as he/she directs the students through the scoring process.

Follow up suggestions: Run this student activity guide on both sides of the paper and have the students get a friend or a parent to complete it as he/she perceives the student. The students can compare how he/she is really perceived versus the way the student thinks he/she is perceived.

Name _____ Date _____ Score _____

MY FRIENDSHIP MIRROR

Directions: Rate yourself as a friend putting an X on the line that best describes you. Be honest with yourself.

Almost Always	Sometimes	Almost Never	
_____	_____	_____	1. I listen carefully when my friends talk to me.
_____	_____	_____	2. I am modest about my own accomplishments.
_____	_____	_____	3. I do not make fun of others
_____	_____	_____	4. I give credit to others for their successes.
_____	_____	_____	5. I do what I promise; I am dependable
_____	_____	_____	6. I can control my temper.
_____	_____	_____	7. I am interested in many different things.
_____	_____	_____	8. I am not rude.
_____	_____	_____	9. I can laugh at myself.
_____	_____	_____	10. I can admit when I am wrong.
_____	_____	_____	11. I am honest regardless of the situation/consequences.
_____	_____	_____	12. I am happy for my friends when they win or excel.
_____	_____	_____	13. I offer to help or share when needed.
_____	_____	_____	14. I can keep secrets when asked.
_____	_____	_____	15. I can share the spotlight easily.
_____	_____	_____	16. I respect what belongs to others.
_____	_____	_____	17. I am patient and kind when others make mistakes.
_____	_____	_____	18. I seldom argue with others.
_____	_____	_____	Count the number of Xs in each column.
X 3	X 2	X 1	Multiply by the number given at the left.
_____	_____	_____	Add the three scored together to see how your friendship skills are.
My total score _____			Possible score = 54