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## ASSESSMENT/EVALUATION QUESTIONS:

1. **Differentiate between *peers* and *friends* and recognize personal needs for friendships.**
  1. Define the term *peer*.  
Someone with whom you have something in common.
  2. Define the term *friend*.  
Someone with whom you can share the joys and frustrations of life; a trusted companion.
  3. "Friendship is like earthenware; once broken, it can be fixed as good as new." Is this quote true or false? Explain.  
False Even though it is mended, the brake or hurt is still there; it is never the same again.
  4. The basic qualities for a good friendship are:  
Empathy and understanding; effective, open communication; good self-concept (you can't like others until you like yourself); responsibility; respect and trust; compromise and flexibility.
2. **Identify various types of friendship.**
  5. List the four types of friendships.  
Acquaintances; casual friends; close friends; intimate friends
  6. The major source of friends for people in early childhood and old age are:  
Family members; close friends and neighbors
  7. During what stage of life do acquaintances increase rapidly and social acceptance become vital?  
Early adolescence

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**ASSESSMENT/EVALUATION QUESTIONS - CONT'D:**

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**3. List positive and negative friendship characteristics.**

8. List five (5) positive friendship characteristics.  
Answers will vary.
9. List five (5) negative friendship characteristics.  
Answers will vary.
10. There is a saying "To have a good friend, you must first be a good friend."  
Is this true or false?      Why?  
True      You must first be a good friend to others to attract  
             friends for yourself.
11. List a minimum of six (6) keys to friendship.  
Respect secrets shared; keep promises; build others up rather than putting them down; be honest; don't talk about your friends behind their backs; if others speak negatively of a friend, stick up for them; if you don't, it is the same as agreeing; be a good listener; apologize if you hurt someone's feelings; forgive others; allow friends to have fun with others, too; encourage others to set and accomplish their goals; treat friends in ways that will make them feel good when they are with you; don't ask a friend to do anything that might jeopardize his/her future.
12. Good friends should be perfect. True/False  
False      No one is perfect and no friend is perfect.

**4. Analyze skills for maintaining friendships.**

13. Two of the most common reactions to situations involving a problem or conflict with friends are:  
Blaming (blasting) and angry silence (clamming up)
14. Some positive/effective ways to deal with anger or hurt feelings are:  
Calm down!; examine what you feel and how you want to deal with it; loosen up the ties you have on each other.
15. How is choosing a friend the same as choosing a car?  
Is dependable; holds up well over the years; helps you get where you need to go; makes you feel glad you made the right choice, etc.

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**ASSESSMENT/EVALUATION QUESTIONS CONT'D:**

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5. **Explore the importance and benefits of group associations.**
16. What are some benefits of group association?  
Gives self-esteem; reduces stress; offers opportunities for social and leadership skills; understands social expectations; provides identity and emotional security; satisfies a sense of belonging and unity.
17. What purposes do groups serve?  
Groups help to determine who you are and how you feel about yourself.
6. **Examine how a group might positively or negatively influence a teenager's life.**
18. What are the three major sources that influence our lives?  
Inherited; family; friends.
19. Define the term *peer pressure*.  
Pressure or stress upon an individual to conform.
- a. **Analyze the power of peer pressure.**
20. Give an example of positive peer pressure.  
Answers will vary.
21. Give an example of negative peer pressure.  
Answers will vary.
22. Peer pressure can cause people, especially teenagers, to commit crimes, act against their value systems, take risks that can ruin their lives, etc. Relate an example of this you have seen or read about.  
Answers will vary
23. Some things to consider before agreeing to belong to a group that could be "warning signs of trouble" are:
1. Does the group threaten me if I don't do what they say?
  2. Does the group engage in any illegal activity?
  3. Does the group demean others?
  4. Does the group promote prejudice?
  5. Does the group engage in secret behavior they don't want others to know about?

**ASSESSMENT/EVALUATION QUESTIONS - CONT'D:**

- b. Examine the problems related to gang membership.**
24. What is a gang?  
A gang is a group of people who form an allegiance, to the exclusion of others, for a common purpose, and who engage in violent, unlawful, or criminal behavior.
25. Why do teenagers join gangs?  
Friendship; a sense of belonging; identity; something to do; feeling of power; excitement; money; protection; pressure to join is so strong, teens feel they have no choice.
26. What are some probable consequences associated with gang membership?
1. Almost guaranteed incarceration. Gang activity is mostly illegal and will eventually result in jail or prison time.
  2. Become wounded or killed.
  3. Hurt or kill others.
  4. Probably make little money.
  5. Cause great family trauma, or lose family ties altogether.
  6. Drop out of school, jeopardizing future.
  7. Close off other opportunities for future options (especially as the member gets older).
27. The positive consequences outweigh the negative in gang membership.  
True/False  
False
- 7. Explore various types of refusal skills.**
28. "Everyone has the power to resist, but everyone doesn't sincerely want to." Why not?  
Peer pressure; lack of conviction; easier; etc.
29. What are some ways to refuse and still save face?  
Ask questions; name the trouble; identify the consequences; suggest an alternative; move it, sell it, and leave the door open.
30. What are some refusal skills to use under pressure?  
Stay calm; say the person's name and make eye contact; say "Listen to me"; pause; continue using the skill, repeating as necessary.

**ASSESSMENT/EVALUATION QUESTIONS - CONT'D:****8. Differentiate between *feeling lonely*, *being alone*, and *being rejected*.**

31. What is *feeling lonely*?  
Not being part of a group, large or small.
32. What is *being alone*?  
Being by yourself; choosing to take some time for yourself
33. What is *rejection*?  
Others prefer not to be with you; when you try to join in, you are shut out.
34. Friends and peers can only be people our own age. True/False  
False

**9. Identify circumstances or behaviors that might lead to social rejection.**

35. List some circumstances or behaviors that could lead to social rejection.  
Physical handicaps; being super smart; learning disorders; ethnic origins; religious beliefs; gender; family income; skill level; inappropriate behaviors; family structures.

**10. Explore ways to cope positively with feelings of rejection, prejudice, and/or loneliness.**

36. List some things to consider doing if you are experiencing feelings of rejection, prejudice, and/or loneliness.
- Join a group I want to belong to
  - Make the first move to be friendly or pay attention to others
  - Look for opportunities for friendship
  - Invest some of my time and resources in others
  - Build resources in myself
37. Ultimately, who is in control of feelings of rejections, prejudice, and/or loneliness?  
Yourself