

## Interview: Friendships

**Topic:** Friendships

**Child's Age:** 7

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### 1. Bloom's Taxonomy Level: Remember

**Question:** Can you tell me the names of your friends?

**Question type:** Closed

**Milestone:** By age 7, children are typically able to name several friends and recall information about their social circle.

**Reference for the milestone:** Centers for Disease Control and Prevention (CDC). (2024). *Developmental Milestones: 6 to 8 Years*. Retrieved from <https://www.cdc.gov/ncbddd/childdevelopment/milestones/milestones-6-8yr.html>

### 2. Bloom's Taxonomy Level: Understand

**Question:** What does it mean to be a good friend?

**Question type:** Open

**Milestone:** At 7 years old, children are developing a deeper understanding of social rules and the qualities of friendship, such as sharing, cooperation, and empathy. Children's egocentrism decreases significantly by age 7.

**Reference for the milestone:** American Academy of Pediatrics (AAP). (2023). *Ages and Stages: Your 7-Year-Old*. Retrieved from <https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Your-7-Year-Old.aspx>  
<https://www.britannica.com/science/egocentrism>

### 3. Bloom's Taxonomy Level: Apply

**Question:** If your friend was feeling sad, what is one thing you could do to make them feel better?

**Question type:** Open

**Milestone:** Seven-year-olds are beginning to apply their understanding of emotions and social skills to real-world situations, showing increased empathy and prosocial behaviors.

**Reference for the milestone:** Lerner, C., & Ciervo, C. A. (2018). *The Social-Emotional Development of Young Children. Zero to Three.*

#### 4. Bloom's Taxonomy Level: Analyze

**Question:** How is playing with your friends outside of home different from playing with your family at home?.

**Question type:** Open

**Milestone:** Children at this age can analyze and compare different social contexts and relationships, understanding the varying dynamics and expectations.

**Reference for the milestone:** National Association for the Education of Young Children (NAEYC). (2023). *Developing Social-Emotional Skills in Young Children.*

#### 5. Bloom's Taxonomy Level: Evaluate

**Question:** Is it always important to share your toys with your friends? Why or why not?

**Question type:** Open

**Milestone:** Seven-year-olds are developing the capacity for moral reasoning and can evaluate the fairness and importance of social rules, even if their reasoning is still somewhat concrete. They can start to justify their answers.

**Reference for the milestone:** Piaget, J. (1932/1965). *The moral judgment of the child.* New York: Free Press.

#### 6. Bloom's Taxonomy Level: Create

**Question:** Imagine you and your friends are going to create a brand new game to play together. What would your game be called, and how would you play it?

**Question type:** Open

**Milestone:** At 7 years old, children are capable of imaginative play, collaborative problem-solving, and developing original ideas within a social context, demonstrating creative thinking and planning.

**Reference for the milestone:** Isbell, R., & Exelby, B. (2018). *Storytelling: Art and Technique.* Delmar Cengage Learning

Dear [REDACTED],

Thank you for allowing me to interview your daughter. I enjoyed listening to her insights into her personal friendships. Emmy shared her friends' names, including some of her cousins. She also shared the importance of being kind, serving, and sharing her toys with her friends. She suggested giving her friends things when they are feeling sad, like ice cream or an otter pop. She discussed how playing outside is different than playing inside because you can play with water balloons and run outside. She told me that sharing is important because it is being an example of the gospel. She also clarified that you shouldn't share toys at school because you should be doing other things. Sharing also helps her friends to be happy. She also shared the idea of a game she can play with her friends. She called it the ghost game. For the ghost game, one child is a ghost. When the ghost tags another child, they become a ghost. Then, the two ghosts chase the other children to trade places with them.

Thank you again for the opportunity to learn from your daughter!

Nikara Haroldsen

This letter reflects a student's efforts to understand and implement child observation and assessment and is not an official diagnosis of your child's actual development. Please see a licensed professional if you have questions or concerns about your child's development.

**Self-Evaluation**

The child interviewed was my niece on my husband's side. The interview was very comfortable. My niece and I are close, so she was able to open to me about her responses. To improve, I would like to go to a quieter location with less distractions. It was a little loud and hard to hear each other. The parent conference also went well. I enjoyed talking to the her about her child's experiences and thoughts.

### Parental Consent for Individual Child Observation

I give my permission for my child, \_\_\_\_\_, to be the focus child for Nikara Haroldsen, a student in the Brigham Young University-Idaho CHILD 350 course, for the purpose of learning about observation and assessment of child development and learning. During this time, the above-named student will perform formal assessments and observations of my child. I understand that my child's name and other personal information will be kept confidential and all the information gathered will be used only for the purposes of assignments for this course. I understand that all information will be available to me and that I may ask questions at any time. At the end of the semester the above-named student will share what they have learned with me. I further understand that I may revoke my consent in writing for any reason. If I have questions or concerns, I may contact the above-named student's instructor at the number below.

\_\_\_\_\_  
Parent's Name (printed)

\_\_\_\_\_  
Parent's Signature

Date: 07-05-2025

#### CHILD 350 Instructor Contact Information

Shawnee Hendershot 496-4018  
hendershots@byui.edu

