



Lesson Plan

Shine Like a STAR!

Created: 09/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify the components of the Situation Task Action Result (STAR) method.
2. Demonstrate the STAR method of interviewing.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: *Own Your Next Interview* <https://youtu.be/8iYbMcaeEjU>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Be the STAR!" worksheet for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of a career unit.
2. Part of a job interview lesson/unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking, and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

AFNR Cluster Skills

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.2
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Initiative and Self-direction
- Leadership and Responsibility

NAME: _____

LESSON PLAN:

1. *Introduction:* To help students understand the necessity of acquiring and practicing effective interview skills, ask them the following questions: "How many of you like to get new things like clothing, phones, music, cars?" "In order to get new items, what does it take?" (Help them get to the response, money). "How many of you have to buy your own items right now?" "Eventually, all of you will be paying for your own *new* items; which will only be made possible from the money you make in a job or career." "As a result, how do you plan to convince an employer to hire you when you're in an interview?"

"Today, we're going to discuss how to prepare for an interview so that you can shine like a star, get the job, and buy the things on your wish list."

2. *Activity:* Each student needs a copy of the handout "Be the STAR!"
 - a. Show the video *Own Your Next Interview*. The direct url is <https://youtu.be/8iYbMcaeEjU>.
 - b. At the completion of the video have the students pair up and practice using the approach discussed in the video.
 - i. Write the following questions on the board for them to use in practicing:
 1. What is your typical way of dealing with conflict? Give me an example.
 2. Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
 3. Give me an example of a time when you set a goal and were able to meet or achieve it.
 4. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
3. *Follow-up:* Ask for a student, who feels comfortable with the STAR method, to demonstrate it in front of the class. Have the other students identify the S.T.A.R. in the demonstrate. Discuss the parts and the importance of showing your strengths during an interview.

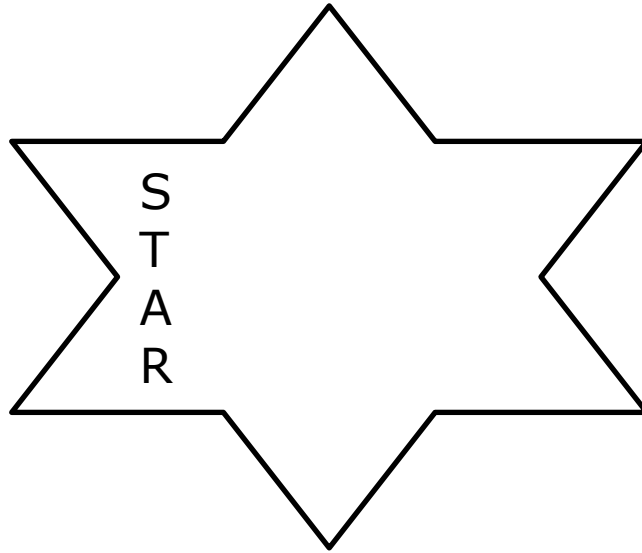
NAME: _____

Be the STAR!

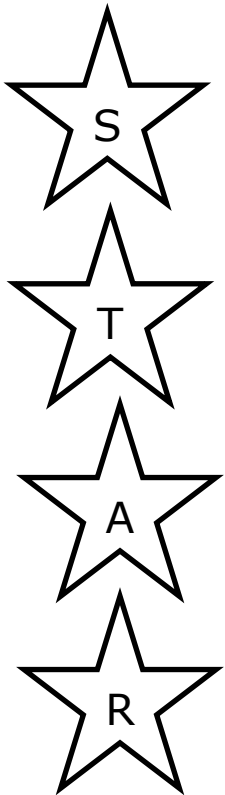
DIRECTIONS:

Watch the video *Own Your Next Interview* and fill in the guide below.

Beginning Bookend:



Ending Bookend:



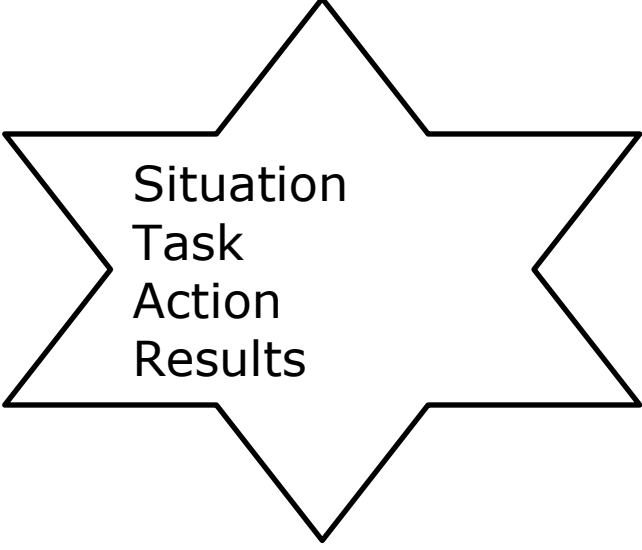
Aligned to the following standards:
FFA.PL-A; FFA.PL.F; FFA.PG-I; FFA.PG-J; FFA.CS-M; CS.05.; CCSS.W.9-12.2;
CCSS.SL.9-12.1; CCSS.SL.9-12.2; CRP.02; CRP.04; CRP.10

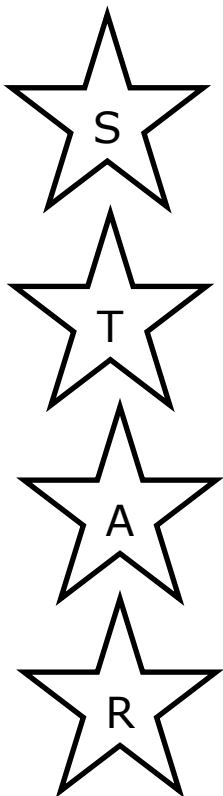
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KEY: Be the STAR!

DIRECTIONS:

Watch the video *Own Your Next Interview* and fill in the guide below.

Beginning Bookend: Let them know you understand the question and that you have the qualities they're looking for.	 Situation Task Action Results	Ending Bookend: Connect it to the position you're interviewing for.
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Describe a situation you were involved in that had a positive outcome.

Clearly describe your task and specific goals.

Specifically state what action you did to achieve those goals.

Share what results followed because of your actions.

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