



Lesson Plan

Job Interview — The Art of Handshaking

Created: 05/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Evaluate proper handshaking and introductions for a job interview.
2. Demonstrate proper handshaking and introductions.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: "How to Shake Hands & Introduce Yourself," <https://youtu.be/41BdlgNyKFI>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "The Art of the Handshake," "Self-Evaluation" and "Peer-Evaluation" handouts 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 PART OF:

1. A career unit.
2. 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

LESSON PLAN:

1. *Introduction:* To help students understand the necessity of acquiring and practicing effective interview skills, ask them the following questions:
 - a. "How many of you like to get new things like clothing, phones, music and cars?"
 - b. "In order to get new items, what does it take?" (Help them get to the response "money.")
 - c. "How many of you have to buy your own items right now?"
 - d. "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."
 - e. "As a result, how do you plan to convince an employer to hire you when you're in an interview?"

Transition: "Today we are going to focus on the art of the handshake."

2. *Activity:* Each student needs a copy of the handouts "The Art of the Handshake," "Self-Evaluation" and "Peer-Evaluation."
 - a. Show the video "How to Shake Hands & Introduce Yourself." The direct URL is <https://youtu.be/41BdlgNyKFI>. Students will complete the handout as they watch the video.
 - b. At the completion of the video, students will utilize the steps of a proper handshake they learned in the video to practice with the peers in their class. Each student will shake hands and introduce themselves to four classmates. At the end of each interaction, both students will evaluate each other using the self-evaluation and peer-evaluation sheets. Students will continue until they have completed five rounds.
 - i. Example: If Justin and Amy are partners, they will complete the handshake and introduction to each other. Both Justin and Amy will self-evaluate themselves using the rubric, and they will evaluate each other by swapping peer-evaluation sheets.
3. *Follow Up:* At the completion of the activity, have the students compare their self-evaluations with the peer-evaluations and reflect on the similarities and/or differences in the scores. Upon reflection, have the students share what they learned about handshaking from the video and the activity.
4. *Leveling Up:* Allow the students to apply the skills learned in the activity by working with your advisory group, local alumni or general business professionals in the community to conduct mock introductions where students can practice handshaking and introducing themselves.

NAME: _____

The Art of the Handshake

DIRECTIONS:

Watch the video "How to Shake Hands & Introduce Yourself." Use it to complete this handout. After watching the video, practice giving a proper handshake and introduction to four of your classmates. Use the self-evaluation handout to evaluate your performance in each round and the peer-evaluation handout for each of your classmates to evaluate your performance.

Step Number	Action
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

KEY: The Art of the Handshake

DIRECTIONS:

Watch the video "How to Shake Hands & Introduce Yourself.". Use it to complete this handout. After watching the video, practice giving a proper handshake and introduction to four of your classmates. Use the self-evaluation handout to evaluate your performance in each round and the peer-evaluation handout for each of your classmates to evaluate your performance.

Step Number	Action
1.	You should be standing.
2.	The web of your hand must connect with the web of the other person's hand.
3.	Firm grip.
4.	You should be shaking the entire time it takes both parties to introduce themselves.
5.	Maintain eye contact.
6.	Smile.
7.	You Should be standing straight with your shoulders back.
8.	Introduce yourself using your first and last name.

Self-Evaluation

DIRECTIONS:

After each round of handshakes and introductions, you will rate your performance below. Place a  on the line for each step you completed properly. Each  is worth 1 point. Place your total points on the total line for each round.

1. Name of Classmate: _____

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced myself using first and last name

_____ **Total**

3. Name of Classmate: _____

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced myself using first and last name

_____ **Total**

2. Name of Classmate: _____

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced myself using first and last name

_____ **Total**

4. Name of Classmate: _____

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced myself using first and last name

_____ **Total**

NAME: _____

Peer-Evaluation

DIRECTIONS:

After each round of handshakes and introductions, your classmate will rate your performance by completing a section below.

The evaluators should place a  on the line for each step their classmate completed properly. Each  is worth 1 point. Place your total points on the total line for each round.

1. Name of Classmate Completing the Evaluation:

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced himself/herself using first and last name

_____ **Total**

2. Name of Classmate Completing the Evaluation:

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced himself/herself using first and last name

_____ **Total**

3. Name of Classmate Completing the Evaluation:

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced himself/herself using first and last name

_____ **Total**

4. Name of Classmate Completing the Evaluation:

_____ Stood while shaking hands

_____ Web connected with their web

_____ Had a firm grip

_____ Shook entire time it took both to introduce themselves

_____ Maintained eye contact

_____ Smiled

_____ Stood up straight with shoulders back

_____ Introduced himself/herself using first and last name

_____ **Total**