



Handout 7.4: Three-Part Answer and STAR Planner

Name: _____ Date: _____ Period: _____

Unit 7, Lesson 7.4. **Keep this. Both halves go in your Career Readiness portfolio on the last day of the course, and you will use both of them in the mock interview tomorrow.**

Part 1: What a boss is looking for

From the class anchor chart. Write down the words the class said. Circle the three that came up most.

Part 2: The two answers

Your teacher answered “tell me about yourself” twice.

What was wrong with the first one?



What changed in the second one?

Part 3: The three-part frame

Part	What it says	The teacher's example sentence
1. Who you are	Your name, your grade, what you do right now.	
2. What you are good at	One or two skills, and where you can prove them.	
3. Why you fit this job	The connection between your skill and this specific job.	

Sentence starters in four languages *[check with a native speaker]*

English	Turkish	Portuguese	Spanish
My name is ___ and I am in grade ___.	Adım ___ ve ___. sınıfa gidiyorum.	Meu nome é ___ e eu estou no ___ ano.	Me llamo ___ y estoy en ___ grado.
Right now I ___.	Şu anda ___ yapıyorum.	Atualmente eu ___.	Ahora mismo yo ___.
I am good at ___.	___ konusunda iyiyim.	Eu sou bom em . / <i>Eu sou boa em .</i>	Soy bueno en . / <i>Soy buena en .</i>
I showed that when I ___.	Bunu ___ yaptığımda gösterdim.	Eu mostrei isso quando eu ___.	Lo demostré cuando ___.
I would be good at this job because ___.	Bu iş için uygun olurdu çünkü ___.	Eu seria bom para este trabalho porque ___.	Sería bueno para este trabajo porque ___.

Part 4: Write your own

The job I am applying to (circle one, or write your own):

the pizza shop | the animal shelter | the summer camp | _____

Part 1: Who I am.





Part 2: What I am good at. Underline the skill. Next to it, write where you can prove it (a rubric, a project, a lab, something at home).





Where I can prove it: _____

Part 3: Why I fit this job.



Check your own answer before the class hears anybody's

- ☐ All three parts are there.
- ☐ Part 2 names something I can **prove**, not something I feel.
- ☐ Part 3 says something about **this job**, not about jobs in general.
- ☐ I can say the whole thing in about 30 seconds.
- ☐ Nothing in it is made up.

After the class analysis, revise

The part I am fixing: Part ____

My revision: _____

Part 5: STAR

A different kind of question: “**Tell me about a time when...**” Those need a story, and a story needs four parts.

Letter	Stands for	What it answers	Your teacher's example
S		Where were you and what was going on?	
T		What was your job? What had to get done?	
A		What did you personally do?	
R		What happened because of what you did?	

The part everybody skips is the _____. Do not skip it.

Sentence starters in four languages *[check with a native speaker]*

English	Turkish	Portuguese	Spanish
The situation was ____.	Durum şöyleydi: ____.	A situação era ____.	La situación era ____.
My job was to ____.	Benim görevim ____ yapmaktı.	Meu trabalho era ____.	Mi tarea era ____.
Something went wrong: ____.	Bir şey ters gitti: ____.	Algo deu errado: ____.	Algo salió mal: ____.
So what I did was ____.	Bu yüzden ____ yaptım.	Então o que eu fiz foi ____.	Entonces lo que hice fue ____.
The result was ____.	Sonuç ____ oldu.	O resultado foi ____.	El resultado fue ____.

Part 6: Your STAR story

Open your FACS folder. Find one moment from this year when something went wrong, or something had to get done under a time limit. It does not have to be a story where you were the hero. **A story where something went wrong and you handled it is worth more than a story where nothing happened.**

Where this story comes from (unit, lesson, or project): _____

Situation (where, when, what was going on)	
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Task (what had to get done, and what your job was)	
Action (what you personally did, step by step)	
Result (what happened, with a number, a time, or something somebody said)	

Say it out loud to a partner. Then check:

- ☐ All four boxes are filled.
- ☐ The Action says what **I** did, not what the team did.
- ☐ The Result has a number, a time, or a named outcome in it.
- ☐ It takes about 45 seconds to tell.

Ideas, if you are stuck. Any of these from this year is a STAR story:

- A lab where a step went wrong and the team had to change the order.
- Cook day, when the timing slipped and you fixed it.
- The \$40.00 meal project, when the plan came in over budget and you had to cut something.
- The Investor Challenge, when the market dropped and you decided not to sell.
- A sewing project where a seam came out wrong and you took it out and redid it.
- A group where somebody was not doing their part and you handled it.
- The safety exam, if you did not pass the first time and you studied and passed.
- Something at home: a younger sibling, a dinner, a problem nobody else was going to fix.

Exit card: 3-2-1

Fold this over and hand it in.

Name: _____

3 qualities you have that make you a strong candidate:

1. _____ 2. _____ 3. _____

2 interview questions you could answer right now:





1 question you still have, or one interview situation you want to practice tomorrow:



Teacher key

Part 1. Expect: confidence, communication, responsibility, reliability, professionalism, on time, honest, works with others, respectful, does not complain, learns fast. **Write their words, not yours.** If a student says “not lazy,” write “not lazy” and you may add “reliable” next to it. The chart stays up through Lesson 7.11.

Part 2. The first answer was too long, started in the wrong place (where you were born, a hobby), had no structure, and never said anything about the job. The second one had three parts and connected a skill to the job. Accept any answer that names either the structure or the job connection.

Part 3, the three parts: who you are now; what you are good at; why you fit **this** job. The teacher’s example sentences will be whatever you actually said; students copy yours, which is why you should say each part as one clean sentence and pause.

Part 4. No right answer. Score three yes-or-no questions:

1. Are all three parts present?
2. Does part 2 name a skill with a place it can be proved?
3. Does part 3 refer to the specific job and not to jobs in general?

Two of three is at level for grade 6 to 7. The most common failure is part 2 becoming a list of adjectives. The fix in the moment is one question: **“Where can I see that?”** The FACS folder is on the desk for exactly this reason.

Part 5, STAR: Situation, Task, Action, Result. **The part everybody skips is the Result.** That is the answer on the blank and it is worth saying out loud twice.

The modeled story should come from this course. The one written into the lesson: “In our Feed the Class cook day (Situation) my station had to get a pasta dish plated for 30 people by minute 29 (Task). The water was not boiling at minute 12, so I moved the sauce step ahead of the pasta step and asked the Prep Cook to start the plates early (Action). We served at minute 30, one minute late, and nothing was cold (Result).”

Part 6. Score four yes-or-no questions, one per box. **A blank Result box is the single most common gap in the whole lesson** and it is the thing to look for on the clipboard walk. The push question is: “What actually happened? Give me a number, a time, or something somebody said.”

A student whose Action box says “we” instead of “I” gets one question: “That is what the team did. What did **you** do?”

Clipboard columns for this lesson (one row per student):

Column	What counts as yes
Three parts present	Parts 1, 2, and 3 all written
Part 2 names a provable skill	A skill plus a place it can be proved

STAR outline has all four boxes filled	Four boxes with content, Result not blank
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Two of three yeses is ready for the mock interview tomorrow without a pre-conference. A blank Result box puts that student in the first interview slot tomorrow with a teacher observer.

Exit card scoring: sort into “got it” and “needs more.” The “needs more” pile decides who gets a teacher observer standing near their triad tomorrow. The card is scored complete, partial, or missing for daily work, not for the quality of the three qualities named.

Grade 6: the three-part answer only. STAR may be reduced to Situation and Action, with Result given as “what happened at the end.” Steer grade 6 to the pizza shop job, which is the most concrete.

Grade 8: two STAR stories from two different units, plus the three-part answer rewritten for a second job with the two changed sentences named.

Note on the closing lines. The lesson ends with Sal’s own closing about having sat on both sides of the interview table. That is spoken, not written on the handout, and it is the reason students come back willing to be interviewed the next day.