

# COMMUNICATION & NETWORKING

---

## Lesson Descriptions

### **Communication & Networking 1: Phone and E-mail Etiquette**

*How can I use the phone and e-mail to communicate effectively with adults?*

### **Communication & Networking 2: Your Network**

*What is networking and how can it help me?*

### **Communication & Networking 3: Meeting and Greeting**

*What are the advantages of being a good conversationalist, and how can I improve my conversational skills?*

### **Communication & Networking 4: Networking Challenge**

*What have I learned about networking and communication?*

# PLANNING PYRAMID

## GRADE 8, Unit 4, Communication & Networking



### Some Students Will:

- Start and continue a conversation with someone they don't know well.

### Most Students Will:

- Initiate a phone conversation and/or leave a message that's business appropriate.
- Use a template to write a note thanking someone for their help.
- Shake hands like a businessperson.

### All Students Will:

- Understand the difference between informal and business-appropriate e-mail.
- Recognize the characteristics of a business-appropriate phone call.
- Identify at least two adults in their personal network.
- Recognize that they can greatly expand their knowledge of the world by asking friends, and friends of friends, for help.
- Explain the reason for sending a thank-you note to a person who's helped them.
- Give two tips for talking to someone they don't know well.

**Roads to Success** is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more info, visit [www.roadstosuccess.org](http://www.roadstosuccess.org).

### Did you know?

The most effective job-hunting methods involve person-to-person contact:

- Researching companies with informational interviews & follow-up.
- Calling companies listed in the phone book to find out if they're hiring for work you can do.
- Knocking on doors of companies that interest you.
- Asking people you for job leads.

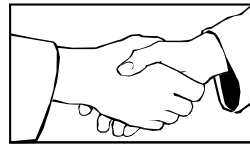
Source: "What Color Is Your Parachute?" author Richard Bolles, at [www.jobhuntersbible.com](http://www.jobhuntersbible.com)

## The Power of Networking

Teens can get a head start on their careers by talking to adults about their work experiences — their first jobs, what they loved, what they hated, how they got where they are today.

Neighbors, teachers and extended family members, friends from sports teams or religious organizations — all can be good sources of information. That's networking.

Networking is about building relationships that last for years. It's about giving help as well as accepting it. Young people may be uncertain about what they have to offer in exchange for job leads or advice. Here are some ideas:



### Lend a hand.

Volunteering is a great way to meet new people. And it gives you a chance to show how hard-working and resourceful you are. Help with a neighborhood clean-up, organize a clothing drive, or share your computer skills.

### Show enthusiasm.

Teens who are eager to learn can be a refreshing change from the "been there, done that" attitude of some more experienced workers.

### Give somebody a chance to be a hero.

Most people like talking about their jobs and giving advice. People find it satisfying when a young person succeeds because of their help. Two rules of networking: #1: Let the person who helped you know how things turned out. #2: Say thanks.

Once your teen has his first job, remind him that this is his chance to show what he can do. Can his boss count on him? Does he do more than what's required? Being a good employee adds to the network of people willing to help him when it's time to move on.

## Grade by Grade: Real-world Communication

Most teens use e-mail and many use instant messaging. This means plenty of opportunities to develop very unbusiness-like habits when it comes to using the Web!

In Grade 8, Roads to Success presents classes that focus on ways business communication is different from chatting with friends.

Some highlights:

- How to leave a phone message
- Appropriate screen names & e-mail etiquette
- How people you know can help you find work — and how you can help in return (networking)
- How to say thanks
- How to shake hands

- How to start a conversation and keep it going

### Web Tip:

Online journals (such as blogs or personal web pages) can be found by people they were never intended for — such as family members or future employers. Caution teens that material meant to be private may be more public than they realize.



## Phone and E-mail Etiquette

### The **BIG** Idea

- How can I use the phone and e-mail to communicate effectively with adults?

### AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Phone Tap Game (15 minutes)

III. Can't Fail E-mail (5 minutes)

IV. Switch and Fix (15 minutes)

V. Wrap Up (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 32, Good Telephone Skills Checklist
- Student Handbook page 33, Can't Fail E-mail

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Script
- Facilitator Resource 3, Phone Tap Calls, one copy per group of three to four students

Overhead projector and/or chart paper

Notebook paper

### OBJECTIVES

During this lesson, the student(s) will:

- Recognize there are different rules for phoning and e-mailing adults.
- Discuss the benefits of using proper etiquette, and learn when to choose a more formal approach.
- List and practice effective phone and e-mail habits.

## OVERVIEW

Students discover that communicating effectively with adults requires different skills than those they use with friends. This lesson teaches when and how to adopt the more formal, correct etiquette, for both phone and e-mail communications. A group game hones students' telephone skills, and an e-mail activity reinforces proper Internet correspondence.

## PREPARATION

- List the day's **Big Idea** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 32, Good Telephone Skills Checklist**
  - **Student Handbook page 33, Can't Fail E-mail**
- Obtain chewing gum (optional, but adds fun).
- Bring in a phone to use as a prop (cell or toy).
- Make copies of **Facilitator Resource 3, Phone Tap Calls**, one copy per group of three.

## BACKGROUND INFORMATION

When kids talk to each other on the phone, or send e-mails via the Internet, they use slang, code, and “creative” punctuation (if any). They need to know that communicating with adults calls for a more formal approach. If they want to be taken seriously when networking, applying for a job, soliciting information, or functioning in a workplace, they must use the proper etiquette for phone and e-mail exchanges. During class they will learn, and practice, effective skills for making phone calls and writing e-mails.

## IMPLEMENTATION OPTIONS .....

### DO NOW:

(You may choose to present the **Warm Up** activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

#### Questions:

1. List three rules for having a polite phone conversation with an adult.  
(e.g.: Don't eat, drink, or chew gum while speaking)
2. Imagine you need to write an e-mail to an adult. How should this e-mail look different than an e-mail to a friend?

[Once students have completed their work, begin with the **Warm Up** as written. Students will share their responses to these questions where noted in the lesson plan.]

For classes that don't have the maturity to do **Activity II: Phone Tap Game** independently in groups, you can do it as an entire class. If you decide to do it as a class, choose two volunteers to play the parts of the adult listener and the caller; the rest of the class will act as tappers. After the volunteers have acted out their conversations, have the class evaluate the caller and offer constructive criticism. Then choose new volunteers and repeat. **NOTE:** If you decide to do this as a whole class activity, you'll need to make extra copies of **Student Handbook page 32, Good Telephone Skills Checklist.**

If you run short of time, drop **Activity IV, "Switch and Fix."** But make sure to complete **Activity III, "Can't Fail E-mail,"** so the students will understand the etiquette of e-mailing adults, and be able to practice on their own.

Conversely, if you have plenty of time and are in a school that allows each student to work on a computer, you can do "Switch and Fix" the following way: Have students log onto their computers, and access an e-mail writing screen. Then ask them to write a three- to five-sentence e-mail to a friend (as described below). Leaving this e-mail on their computer screen, the students then switch seats, moving to the computer on their right. In a new e-mail, they rewrite the letter and fix it so it's appropriate to send to an adult.

## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** This week, we're beginning a new unit on networking and communication. Today, we'll talk about how to use the phone and e-mail in business situations. Later, we'll learn about networking—how to make business connections and stay in touch. It's easier than you think, and it's a skill you'll use for the rest of your life.

How many of you make telephone calls?

[All hands should go up.]

If you call a friend and a parent answers, do you speak to the parent differently than you would your friend? Are you a little more polite and formal? [Students respond; some may be willing to show you both styles.]

Most of us have different "phone voices" for different circumstances. With friends it's OK to be relaxed and informal. But adults expect a little more. Suppose I had to call your parents and explain today's lesson. What do you think their impression would be if I sounded like *this*...

[Pop the gum in your mouth, pick up your phone, and chew loudly as you read **Facilitator Resource 2, Script.**]

**SAY SOMETHING LIKE:** What would your parents think of me? Would they be impressed? Would they want me to teach you how to succeed in the work world? [Students respond.]

### II. Phone Tap Game (15 minutes)

1. **SAY SOMETHING LIKE:** Everyone needs good telephone skills to be taken seriously and make a positive impression. There are some basic skills everyone ought to know.

**What rules should you follow when talking to an adult on the phone?** [Record students' responses on the board or chart paper. (This question refers to number 1 on the DO NOW.)]

[**Display Student Handbook page 32, Good Telephone Skills** using an overhead projector or chart paper. Instruct students to turn to this student handbook page. On the overhead, check off all the skills your students already identified, and then have volunteers read the rest of the skills aloud.]



2. **SAY SOMETHING LIKE:** Keeping these skills in mind, we're going to play a game called "Phone Tap." Anyone know what a "phone tap" is? [Students respond. They'll probably know, from watching spy movies and TV detective shows.]

A phone tap is when someone listens in on a phone conversation. And, that's what you're going to do in this game: listen in on each other's calls.

3. [Organize students into groups of three (four if there are extra students). Give each group one copy of **Facilitator Resource 3, Phone Tap Calls**. Instruct the students to take turns being the caller, the adult listener, and the tapper—the person who listens in, or "taps" the call. If there are four in a group, assign two to work together as tappers. (See **Implementation Options** for suggestions.)]

[Explain the rules of the game: tappers write the name of the caller they are tapping on top of their **Student Handbook page 32, Good Telephone Skills Checklist**. During the call, the tapper checks off what the caller does right, and also makes notes to provide the caller with constructive feedback. For example, a tapper might note, "You remembered to spell your name, but you went too fast for someone to write it down," or "You were polite, but you referred to the manager as 'the guy.'" Instruct listeners to cooperate with the caller's requests, and keep the call moving by asking the caller good questions.]

4. [Every three minutes, call out for the groups to switch roles. Explain to students the following directions:
  - Callers become listeners, listeners become tappers, tappers become callers.
  - The new tapper writes the caller's name on the top of his/her sheet.
  - The new caller uses the next idea on the "Phone Tap Calls" list as the basis of his/her call.]
5. [When everyone has had a turn as caller, students exchange their sheets to see how many checks they earned, and what suggestions the tappers made. Anyone with multiple checks is doing well.]

### III. Can't Fail E-mail (5 minutes)

1. **SAY SOMETHING LIKE:** Besides talking on the phone, how else do you communicate with friends?

[Let students answer; someone should say something like, "IM" and "e-mail" but if not, you suggest it.]

When you send an e-mail to a friend, do you use full sentences, correct spelling and proper grammar? [This should get a laugh, or a chorus of "No!"]

Give some examples of shortcuts you use. [Students give examples.]

Using shortcuts and abbreviations when you e-mail a friend is just fine. But when you e-mail an adult, or someone you don't know well, to get information about a job or a research paper, for example, you need to use a more formal and grammatically correct style.

2. [Display **Student Handbook page 33, Can't Fail E-mail** using an overhead projector and refer students to this page. Have a different student read aloud each e-mail. As a class, discuss the differences between the e-mail to a friend, and the e-mail to an adult. Point out what's important to remember when you communicate with adults via e-mail. Underline these tips on the overhead. Instruct the students to circle these tips on their handbook page.

If there are abbreviations or slang expressions in the e-mail to a friend that your students don't know, use that as a "reachable moment" to show them how an adult receiving an indecipherable e-mail might think and feel.]

### IV. Switch and Fix (15 minutes)

1. [Instruct the students to take out a pencil and piece of paper, and write a three- to five-sentence e-mail to a friend describing something they'd like to receive as a gift, such as a new CD, a puppy, a sports car, etc. (Give a sheet of paper to every student who does not have one.) The subject isn't important, as long as they write the e-mail to someone their age, from one friend to another, with abbreviations, slang, etc. (Note that students should use language appropriate for school.) Tell them to include an e-mail heading (who it's to, from, date, subject line) as if it were a real e-mail. (The e-mail to an adult on **Student Handbook page 33, Can't Fail E-mail** provides a model.)

Give the class six minutes to write, with a one-minute warning when it's time to wrap up.]

2. [On your signal, tell the students to switch pages, passing their page to the person on their right.]
3. [The students now rewrite the letter in front of them, fixing it so it's appropriate to send to an adult. Put a fake name (such as Mr. Rich) and a fake e-mail address (richrich@money.com) on the board for them to use. Give them eight minutes to complete the task, with a one-minute warning when it's time to wrap up.]
4. [On your signal, tell them to pass the page back to its original writer. Give everyone a minute to read the revisions their partners made. If there's time, ask students to read aloud, and praise or suggest appropriate revisions.]

## V. Wrap Up (5 minutes)

1. [If time permits, quiz the class's knowledge of telephone and e-mail tips. Without looking at their handbook pages, students should recite tips discussed earlier in class. (They do not have to recite the tip word for word as long as they have covered the main idea.) Check off their responses on the appropriate student handbook pages and give hints if the students seem stuck.]
2. **SAY SOMETHING LIKE:** How you present yourself to adults makes a difference, whether it's in person, on the phone, or in an e-mail. If you follow the simple guidelines we discussed today, adults will be more impressed by you, more likely to listen to you, and more willing to help you get what you want. Review the handbook pages often to improve your communication skills. That's it for today! Thanks, and see you next time.

## DO NOW

### Communication and Networking 1: Phone and E-mail Etiquette

Directions: You will have three minutes to read the questions and write your response.

**Questions:**

1. List three rules for having a polite phone conversation with an adult.  
(e.g.: Don't eat, drink, or chew gum while speaking)

---

---

---

---

2. Imagine you need to write an e-mail to an adult. How should this e-mail look different than an e-mail to a friend?

---

---

---

---

## SCRIPT

[Note: Please read this in an unprofessional manner. Mumble, shout, chew gum loudly, speak too fast, eat, burp, slurp—whatever will make your students cringe when they imagine their parents listening. And feel free to improvise.]

### FACILITATOR

Yeah, um, it's me. I gotta tell ya, you know,  
about the thing. The school thing. The whachamacallit.  
Hold on —

(SHOUTING, OVER SHOULDER)

Whaddy want? I'm on the phone!

(BACK TO THE CALL)

So, um, where was I? Oh yeah, like, I teach that  
school thing, for your kid, what's her name, his  
name, whatever. It's about stuff ya gotta know,  
like how to do good, when ya yak on the phone.  
That's it.

(HANG UP)

## PHONE TAP CALLS

You are going to be hosting a party for all of your classmates. In order to ensure that your party will be a hit, you need to make the following phone calls. Follow the instructions for each call, and remember all of the good telephone skills tips, and you will be sure to host the party of the century.

### **Call # 1:**

You are trying to book a venue for your party. You heard that the catering hall close to school has exactly the right amount of space and the right kind of food for your party. When you call, there won't be anyone to pick up, so you will have to leave a message. Make sure the message you leave is clear and provides all of the important information about you and your party (your name/ number/ a good time to call/ type of party), so that someone can call you back.

### **Call #2:**

A day has passed, and there was a message from Mr. Paul on your answering machine. Return Mr. Paul's call at the catering hall, to find out if you can hold your party there. When he picks up, provide details about your event (how many/date/time). Ask if he can give you a special rate for such a large group, and find out how much it will cost. Leave proper information so he can call you back with the information.

### **Call #3:**

You've learned that Mr. Paul can supply you with all the food and drinks you'll need except for a cake decorated in the school colors. Call Betty's Bakery to find out what size cake you'll need for 40 people and how much it will cost. Find out what kinds of cake she can bake and colors of frosting you can order. Place an order, and leave your name and phone number so she can reach you if she has questions.

### **Call #4:**

It is almost party time and you want to make sure that your DJ has all of the information about the party that she needs. You need to make sure that the DJ is going to play the right music. You also need to tell her when to arrive, the address of the party, and how long you will need her to stay. Make sure you leave your number with her in case anything comes up between now and the day of the party.

Caller's name \_\_\_\_\_

## GOOD TELEPHONE SKILLS CHECKLIST

Directions: Write the caller's name at the top of the page. Check off each skill you observe the caller using. Record your comments at the bottom of this sheet.

- Know what you want to say before making the call.
- Speak clearly, in a pleasant tone of voice.
- Don't eat, drink, or chew gum while speaking.
- Identify yourself as soon as someone answers, and ask for the person with whom you'd like to speak. "Hello, this is Jane Doe. May I please speak with Mr. So-and-So?"
- If someone else answers first, introduce yourself again when the correct person comes on the line.
- State the reason for your call. "I'm a student at Irvington Middle School, practicing phone calls. Would you mind if I asked you a question about recycling?"
- Be respectful and polite at all times.
- Avoid slang, and use proper English. For example, say "Yes" instead of "yeah."
- Be a good listener, without interrupting.
- If the person will be calling you back, repeat your name, spell it, and leave your phone number (including the area code if the call isn't local).
- Thank the caller for speaking with you.
- Say goodbye, and give the person a chance to do the same before disconnecting.
- If you get an answering machine, leave a message that clearly states your name, why you are calling, when you are calling (date and time), and a number where you can be reached. Make sure you finish the message by saying "Thank you."

Comments:

---

---

---

## CAN'T FAIL E-MAIL

### Example #1: E-mail to a friend

To: yobud@roadstosuccess.org  
From: student@roadstosuccess.org  
Date:  
Subject:

sup

wen riting an e-mail 2 an adult def be polite all da time...be sure dat ur sn is aight...fill da top out wit da rite info bout urself meaning da address date subject...make da lettr like a biz lettr usin good gramma spellin and punctuation...dont use smilies or type in all caps LIKE THIS...rmembr 2 give info bout how 2 reach u w/ur e-mail and ur name...g/l

g2g  
ur dawg

---

### Example #2: E-mail to an adult

To: student@roadstosuccess.org  
From: facilitator@roadstosuccess.org  
Date: June 2, 2012  
Subject: Can't Fail E-mail

Dear Student,

When writing an e-mail to an adult, please be polite at all times. Make sure you have a respectable screen name. Fill in the header with the correct e-mail address, the date (if it's an option), and the subject (be brief but to the point). Construct your letter like a business letter, using correct grammar, spelling and punctuation. Don't use emoticons, or type in all capitals (which indicates shouting). Remember to include information about how to reach you with a response (your e-mail address, and full real name). Good luck.

Thank you,  
Facilitator, Roads to Success



### The **BIG** Idea

- What is networking and how can it help me?

### AGENDA

Approx. 45 minutes

- I. Warm Up/Intro to Networking  
(5 minutes)
- II. Networking in Action  
(10 minutes)
- III. Create Your Own Network Web  
(10 minutes)
- IV. Thanks for the Help  
(15 minutes)
- V. Wrap Up (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 34, Network
- Student Handbook page 35, My Network Web
- Student Handbook pages 36-37, Thank You

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW

### OBJECTIVES

During this lesson, the student(s) will:

- Obtain names of people with various skills by networking with their classmates.
- Create a graphic organizer listing adults in their personal network.
- Write a note thanking a classmate for their help.

## OVERVIEW .....

This lesson introduces the concept of networking, and illustrates how it works. Students begin by networking with classmates, finding people who can help with algebra homework, basketball skills, computers, and more. Then, students will examine their own personal networks (family, friends, community). The lesson concludes by empowering students to tap into this network to investigate and pursue careers.

## PREPARATION .....

- List the day's **Big Idea** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make a transparency of **Student Handbook page 34, Network**
- Create a copy of **Student Handbook pages 36-37, Thank You** template on chart paper.
- Think of a personal story to share about how networking helped your career (e.g. how you found your first job, how you knew which school courses to take).
- For **Activity II, Networking in Action**, you will need to create groups of four. Make sure each group has students with mixed interests, activities, and abilities.  
**Note:** Try not to group close friends together.

## BACKGROUND INFORMATION .....

Most adults in the work world know how important and effective networking is, both for finding jobs and succeeding at them. In fact, a recent study by a career services firm claims 61 percent of all new jobs are found through networking. Students, however, may be intimidated by the idea, until they realize that “networking” is just a way of making friends and staying in touch with them, which is something many already know how to do. When students view networking in this light, they may feel more at ease about reaching out for career information and job opportunities.

## VOCABULARY .....

**Contact:** A person you know; a connection.

**Network:** To gather contacts, and reach out to them, for help with your career.

## IMPLEMENTATION OPTIONS .....

### DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

#### Questions:

1. Who is the most interesting person you know? Explain how you met.
2. What do you think the word networking means?

[Once students have completed their work, have students share their responses. Then begin with the **Warm Up** as written.]

During the **Warm Up**, if you don't have a personal story about networking, you can share a story you've heard from someone else.

If you find this lesson runs long, you may want to introduce the lesson with the Facebook example or your personal example, instead of using both.

## ACTIVITY STEPS

### I. Warm Up: Intro to Networking (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you know what Facebook is? [Call on a volunteer to describe how Facebook works in 25 words or less. The important concept here is that Facebook is a tool that allows you to connect with friends of your friends, and their friends' friends, and so forth.]

**SAY SOMETHING LIKE:** Facebook is a great example of something called “networking,” connecting with the people that you know and the people those people know. Networking is also an important tool in the work world. For example, experts agree that most people find jobs through someone they know. Networking is a great way to find out about anything, including college and career advice.

2. [Tell a personal story about how networking helped your career.]
3. **SAY SOMETHING LIKE:** Networking is like building a chain. You keep adding links, every time you meet someone new. And because that person's network is different from yours, you have access to a whole new bunch of links—or **contacts**—to help you find out what you need.

### II. Networking in Action (10 minutes)

1. **SAY SOMETHING LIKE:** You never know who in your network might have the connections to help you.

Turn to **Student Handbook page 34, Network**, and let's see how this works.

[Put a transparency of the handbook page on the overhead projector and demonstrate as you explain the directions.] Look at column 1, under the cartoon bubble that says, “Can you help me with?” As I read down the list, circle anything that you're already an expert in. For example, how many of you are so good in algebra that you could help somebody else? If you're an expert, circle that item.

2. [Continue through the rest of the list, having students circle any topic on which they're an expert. Then ask if there's anyone in class who could provide help with more than two of the items? More than five? All 11? Point out that not everybody is an expert in everything, which is why it's good to have back-up when you need help.]

3. [Assign students to groups of four (see **Preparation** section). Have students talk to their group members to find someone who's an expert at a task (or tasks) they need help with. If they find someone, they should write the person's name in column 2, next to their area of expertise.]

4. **SAY SOMETHING LIKE:** Now look at the items you still need help with. Talk to the members of your team to see if there's anyone who knows anyone who could help. For example, maybe someone's best friend is good at algebra. Or their brother has a part-time job and could tell you how he got it, and if his company is hiring. If you find someone who knows someone, write your teammate's name in column 2, and their connection—"friend Alicia great in algebra" or "bro works at GAP" in column 3.

[Give students a few minutes to explore the connections within their own group.]

5. **SAY SOMETHING LIKE:** Did you find any new connections? Good! Networking is a powerful thing.

[Pair two groups of four together, so that students are now in groups of eight. Instruct students to see if they can find more connections in their new group. Remind them that if they find a classmate who's an expert, the classmate's name goes in column 2. If they find somebody who knows somebody who's an expert, the classmate's name goes in column 2 and their connection goes in column 3.]

6. [Give students a few minutes to find any new connections. Then, have students return to their seats.]

### III. Create Your Own Network Web (10 minutes)

1. **SAY SOMETHING LIKE:** Raise your hand if you were able to find more than four connections among your classmates? More than eight? All 11? You all saw how simple networking could be. In a few minutes, each of you is going to think about the adults you know. I think you'll be surprised at how many adults are already in your network, and the wide range of jobs and careers they represent. There are many people you already know whom you can ask for advice. And if they can't help you themselves, perhaps they'll know someone who can.

2. [Refer students to their **Student Handbook page 35, My Network Web**. Point out that each web circle is labeled with a category.]
  - **Family:** Includes immediate family, as well as more distant relatives, like aunts, uncles, cousins.
  - **Friends:** This refers to your friends' parents or guardians, as well as their older siblings in the work world.
  - **School:** Your teachers, coaches, administrators, service staff.
  - **Community:** Businesses and organizations outside of school (includes clubs like 4-H, sports teams, religious groups, places you grocery shop or get your hair cut).
3. [Illustrate on the board how students should fill in their webs, giving a few examples (e.g. Mr. Smith/pastor, or Eric Weaver's mom/artist.) Then instruct students to work on their own network webs.]
4. [After 10 minutes, tell them to stop. Discuss their impressions. Are they surprised at how many contacts they have?]

#### IV. Thanks for the Help! (15 minutes)

1. **SAY SOMETHING LIKE:** How did it feel to ask for help during the networking in action activity? [Allow students to respond.] How did it feel to be asked? [Allow students to respond.] Although people sometimes find it difficult to ask for advice, it often makes the helper feel good to be the expert.
2. **SAY SOMETHING LIKE:** When you network, it's important to let your contacts know you value them, and appreciate the help they're giving you. Here are some ways to do that:

[Write the following, or just the **boldfaced** words, on the board as you teach.]

- **Respect** the person's time and expertise
- **Don't argue** with advice you don't like
- Say **thank you**
- Develop and maintain an **ongoing** relationship

3. **SAY SOMETHING LIKE:** In the business world, people often send each other a short e-mail or note to thank someone for their help or advice. Right now, I'd like you to thank someone who provided you with a connection today. Your language should be businesslike and courteous. You can use this format.

[Write the following on chart paper or the board.]

(today's date)

Dear \_\_\_\_\_,

Thanks for \_\_\_\_\_.

It's helpful to know \_\_\_\_\_.

In the future, I \_\_\_\_\_.

Sincerely,

(your name)

4. [Direct students to **Student Handbook pages 36-37, Thank You**, and have students use the remaining time to compose their notes.]

## V. Wrap Up (5 minutes)

1. [You may collect the thank-you notes or have students pass them to the person they wish to thank.]
2. [Ask students to summarize what they've learned about networking. (*You know more people than you think you know; sometimes you're the expert, sometimes you're the person with questions; saying thanks makes people more willing to help in the future.*)]

**SAY SOMETHING LIKE:** That's it for today. Thanks, and see you next time.

## **DO NOW**

### **Communication and Networking 2: Your Network**

Directions: You will have three minutes to read the questions and write your response.

**Questions:**

1. Who is the most interesting person you know? Explain how you met.

---

---

---

2. What do you think the word networking means?

---

---

---



## Network

“We’re all connected.” That’s what a phone company ad used to say. And it’s true. It’s not just the people you know, but the people they know, who can help you get ahead in life.

See if you can find a classmate who can lead you to help with each of the things below. Write your classmate’s name on the middle line. Write your classmate’s connection on the line on the right.

Can you help me with ...? → 
 Classmate’s name → 
 Classmate’s connection

1	2	3
A career in health care	<i>Marisha</i>	<i>Friend’s dad works in a hospital</i>
Algebra homework		
An after-school job with no experience needed		
Changing the oil in my car		
A recipe for barbecue chicken		
A personal problem		
My basketball skills		
Fixing a leaky faucet		
Getting rid of a computer virus		
Organizing my class notes		
Picking out clothes for a special event		
Dressing for an office job interview		

No matter where you're going,  
you'll need people who can  
provide advice and connections.



## My Network Web

In each circle, write the name and job of one or more adults who might be able to give help or advice about a job. Example: Rev. Smith/pastor, or Eric Weaver's mom/artist.

Job you are interested in: \_\_\_\_\_

Friends' Family	
Person	Job

My Family	
Person	Job

**ME**

School	
Person	Job

Community	
Person	Job

## THANK YOU

When you network, it's important to let your contacts know you value them, and appreciate the help they're giving you.

In the business world, people often send each other a short e-mail or note to thank someone for their help or advice.

Use the space below to thank someone who provided you with a connection today. Your language should be businesslike and courteous.

Once you've written your note, use the next page to send it. Take the page out of your portfolio, fold it in half, and in half again. (Your note should look like a card with the Roads to Success logo on the front.) Use your neatest handwriting to copy your thank-you note onto the card you've created. Then give it to the person who helped you.

(Today's date)

Dear \_\_\_\_\_,

Thanks for \_\_\_\_\_

\_\_\_\_\_

It's helpful to know \_\_\_\_\_

\_\_\_\_\_

In the future, I will \_\_\_\_\_

\_\_\_\_\_

Sincerely,

(Your name)

	 <b><u>Thank You!</u></b>

## Meeting and Greeting

### The **BIG** Idea

- What are the advantages of being a good conversationalist, and how can I improve my conversational skills?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Thumbs Up or Down? (5 minutes)
- II. Who, Me, Talk? Developing Conversational Skills (10 minutes)
- III. Handshake Etiquette (10 minutes)
- IV. Classroom Visitor (15 minutes)
- V. Wrap Up (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 38, Schmooze Clues
- Student Handbook page 39, How to Shake Hands

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Thumbs Up or Down?

- Chart paper and markers for “Classroom Visitor Activity”

- Waterless hand sanitizer (optional)

### OBJECTIVES

During this lesson, the student(s) will:

- Practice introducing themselves.
- Pose “getting-to-know-you” and follow-up questions to a fictional classroom visitor.

## OVERVIEW .....

This lesson helps students develop a networking skill with life-long value: the art of conversation. Students receive practical tips about how to introduce themselves and start and sustain a conversation. They participate in activities that give them practice in asking questions of people they first meet.

## PREPARATION .....

- List the day's **Big Idea** and activities on the board.
- Write the day's vocabulary word and definition on the board.

## VOCABULARY .....

**Schmooze:** Notice people, connect with them, keep in touch with them — and benefit from relationships with them.

## IMPLEMENTATION OPTIONS .....

### DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

### Questions:

1. Think back to the last great conversation you had. In your own opinion, what makes a conversation good?
2. What do you think the word ***schmooze*** means?

[Once students have completed their work, have students share their responses for the first question. Let them know that they will talk about the second question later in today's lesson. Then begin with the **Warm Up** as written.]

For **Activity II: Who, Me, Talk?** you may want to make a couple of copies of **Student Handbook page 38, Schmooze Clues** and cut it up into strips. Distribute a couple of clues to each student, and have students take turns reading them aloud. Have the class turn to the student handbook page and check off each clue as it's read to make sure that every clue is read once and only once.

## ACTIVITY STEPS

### I. Warm Up: Thumbs Up or Down? (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you have had a conversation with someone today? It doesn't matter what you talked about—any conversation at all. [All hands go up.] What made the conversation good (or not)?

[Use their answers to make the following, or similar, points: a good conversation lets you share what you think or feel, exchange information, learn things you need to know. And—a little more subtle but very important—when someone makes the effort to have a conversation with you, it makes you feel valued.]

2. **SAY SOMETHING LIKE:** So knowing how to start and carry a conversation is a really good skill. And it's especially important when you network. If you're comfortable talking to people, and you know how to steer a conversation toward a specific topic, you can often gain information to help you reach a goal. Plus, whenever you make someone feel valued, they're more likely to remember and want to help you.
3. Tell the class you're going to test their ability to recognize good conversational skills. Ask for a volunteer, and when you have one, tell him/her to pretend to be you. Inform the class that you will assume various roles of students looking for career advice, "none of whom are you, or anyone you know." Ask them to give you a "thumbs up" when you demonstrate good conversational skills, and a "thumbs down" when you don't.
4. Read **Facilitator Resource 2, Thumbs Up or Down?** The class votes on each character.

### II. Who, Me, Talk? Developing Conversation Skills (10 minutes)

1. [Write the word "**schmooze**" on the board, and ask if anyone knows what it means. Then write the definition (see **Vocabulary**).]
2. **SAY SOMETHING LIKE:** Some people are born schmoozers—they're comfortable striking up a conversation with anyone, anywhere. Is anyone here a natural?

[If so, let them have their moment of pride. Ask them their secret, and maybe they'll add something helpful, such as "I like talking to people."]



3. **SAY SOMETHING LIKE:** Most of us are not brilliant conversationalists at first. We learn to schmooze as we grow up and get more experience. And it always helps to know some ‘schmooze clues.’
4. [Have students predict some ‘schmooze clues.’ Record their responses on chart paper or the board. Direct students to **Student Handbook page 38, Schmooze Clues**. Have the class read the clues out loud and put a check by any clue the class had predicted. (See **IMPLEMENTATION OPTIONS**.)]

### III. Handshake Etiquette (10 minutes)

1. **SAY SOMETHING LIKE:** Because making an impression is important when we are networking, we are going to practice Schmooze Clue #2.

[Ask for two volunteers to stand up in front of the class. Direct students to **Student Handbook page 39, How to Shake Hands**. Instruct your volunteers to follow each direction carefully as you read the directions out loud. (**NOTE:** You may want to review expectations for behavior.) After the demonstration, have students move around the room, shaking hands and introducing themselves to at least three of their classmates.]

2. [When the students have finished shaking hands, lead a brief discussion. Who has the best handshake? What makes it good?]

### IV. Classroom Visitor (15 minutes)

1. [Explain to students that it takes practice to become a good schmoozer. Although having conversations with strangers can be intimidating at first, once they get practice and sharpen their schmoozing skills, they will be experts in no time.]
2. **SAY SOMETHING LIKE:** In this next activity, we are going to practice talking to someone we just met. We will have one volunteer create an identity and introduce himself to the class. You can pretend to be anyone you want. Each of you will have to ask the volunteer a “getting-to-know-you” question in order to learn more about them. Can someone give me an example of what a good “getting-to-know-you” question is? [Students should say things like, What is your name? Where are you from? Where do you work or go to school? These questions should be listed on the board for student reference.]

3. **SAY SOMETHING LIKE:** Great, those are all good “getting-to-know-you” questions. The trick to having a conversation with someone you have just met is to make it feel comfortable and natural, so you should ask questions that make sense in the flow of the conversation. Yes or no questions often stop the flow of conversation, so we want to avoid using them. After the first person in the class asks the class visitor a question, the next person in the class must ask a follow-up question in order to learn even more about the guest. You should listen carefully to the questions and answers before your turn in order to get an idea about what you should ask. Let’s do a practice round.
  
4. [Ask a student to pretend to be someone else. Let them know they can pretend to be anyone they want—the president, a pop star, an athlete. Introduce yourself, and then model asking a “getting-to-know-you” question and at least two follow-up questions. For example, a student reveals that they’re a pop star. Ask how old they were when they started singing, and where they sang. Then ask what led to their first big record deal. Ask how often they give concerts, and what their favorite and least favorite things are about being on the road.  
  
Then you should ask for a new student volunteer to be the class visitor. Tell the other students that you will be pointing to them when it is their turn to ask a question to the class visitor. This means that they will have to be listening and paying attention to your signal.]
  
5. [Play for one round, seeing how long students can keep the conversation going before they run out of questions. If a student gets stuck, suggest a category he/she could ask about. You should also point out any yes or no questions asked. If you feel the students are into it, ask for another volunteer and play another round.]
  
6. [When you have finished, begin a post-schmoozing discussion. Discuss how the students felt about schmoozing. Was it comfortable? Fun? Was there anything that didn’t feel right, or anything they found annoying?]

## V. Wrap Up (5 minutes)

1. [Congratulate the group for becoming such great conversationalists, and suggest they practice their skills at home, with each other, with teachers. Tell them to notice how happy most people become when you seek them out for conversation.]

## DO NOW

### Communication and Networking 3: Meeting and Greeting

Directions: You will have three minutes to read the questions and write your response.

**Questions:**

1. Think back to the last great conversation you had. In your own opinion, what makes a conversation good?

---

---

---

---

2. What do you think the word schmooze means?

---

---

---

---

## THUMBS UP OR DOWN?

**Character #1:**

(Be obnoxious, self-serving, rude. Jab a finger at your volunteer.)

“You! Come here. I need you right now. I want to make a lot of money when I grow up. Show me how.”

**Character #2:**

(Be self-conscious, obviously afraid. Step away from your volunteer; run away)

“Um...ah...well...never mind.”

**Character #3:**

(Be charming, friendly, relaxed. Reach out to shake hands, smile.)

“Hi. I’m Ron Friendly. Aren’t you the career instructor? I’m sorry I don’t know your name; please tell me. I’m glad to meet you! I’d love to hear about your course.”

## SCHMOOZE CLUES

- Start with a friendly smile.
- Reach out and shake hands. Be firm, but you don't want to break their hand.
- Look at the person's face when you speak to them.
- Be positive. Remember, you're making them feel good just by talking to them!
- Be honestly interested in the other person.
- Listen carefully to what they say.
- Be polite.
- If you know in advance who you're meeting, do some research, so you know a little about the person's job or interests.
- Find common ground to discuss, like the news, sports, movies, pets.
- Ask questions that relate to their interests.
- Use the person's answers to devise new questions.
- Shake hands when saying goodbye, and add, "It's been really nice meeting you."

## HOW TO SHAKE HANDS

Historically, handshakes were used to show the person you were meeting that you were not carrying weapons. The handshake today is used in everything from job interviews to first dates. A good handshake shows confidence, trust, and sophistication. In order to make a great first impression, you must have a good business handshake. If you follow these six easy steps, you will be sure to impress everyone you meet.

### Steps:

1. Extend your right hand to meet the other person's right hand.
2. Point your thumb upward toward the other person's arm and extend your arm at a slight downward angle.
3. Wrap your hand around the other person's hand when your thumb joints come together.
4. Grasp the hand firmly and squeeze gently once. Remember that limp handshakes are a big turn-off. So are bone-crushing grasps.
5. Hold the handshake for two to three seconds.
6. Introduce yourself. Look the other person in the eye and say, "Hi, I'm \_\_\_\_\_."

### \* Tips:

This handshake works for business occasions. Save other handshakes for friends or businesses where you know a special handshake is part of the culture.

### ⚠ Warnings:

Handshakes are not appropriate in all cultures. Investigate local customs if you will be visiting a foreign country.

### + Relax:

Don't get too uptight about something so simple. Smile, — relax, practice if you want, but when the time comes don't concentrate so hard that you look stiff and unnatural.

## Networking Challenge

### The **BIG** Idea

- What have I learned about networking and communication?

## AGENDA

Approx. 45 minutes

- I. Warm Up: Game Plan (5 minutes)
- II. Networking Bingo Game (10 minutes)
- III. Let's Play "Job Props!" (15 minutes)
- IV. Match Game (10 minutes)
- V. Wrap Up (5 minutes)

## MATERIALS

### **PORTFOLIO PAGES:**

- Portfolio page 27, Grade 8 Skills Checklist (Communication & Networking skills only)

### **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Networking Bingo Card, one for every student, and one for yourself
- Facilitator Resource 3, Prop Suggestions

Pencils, one for every student

Index cards, one for every two students

Scissors

Paper bag

Shopping bag of props, at least one prop for every student (can be reused for different classes)

Assorted rewards for game winners (at least 10 per class, and more if you want to give out extras for tie scores, special effort, etc.)

## OBJECTIVES

During this lesson, the student(s) will:

- Participate in activities that review communication and networking skills.
- Have fun while reinforcing their knowledge.

## OVERVIEW .....

Having completed the communication and networking lessons, students celebrate by playing games that review the concepts.

## PREPARATION .....

- List the day's **Big Idea** and activities on the board.
- Make copies of **Facilitator Resource 2, Networking Bingo Card**, one for every student, and one for yourself.
- For Activity III, fill a shopping bag with props (as per suggestions on **Facilitator Resource 3, Prop Suggestions**).
- For all activities, get small rewards to give winners. Suggestions include: school cafeteria “gift certificates,” funky pairs of shoelaces, joke shop items, simple magic tricks, mini “travel” games, decks of cards, bouncy balls, key rings, wiggle pens, temporary tattoos, candy. (**NOTE:** check school policy before giving out candy or food items in the classroom.)



## IMPLEMENTATION OPTIONS .....

### DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

#### Questions:

1. List five good telephone and e-mail skills you should use in business situations.
2. List five schmooze clues you learned in this unit.

[Have students share their responses. Then begin with the **Warm Up** as written.]

If you have time to play more than one game of networking bingo, tell the students to draw a new “signature” line in any box they’ve used before, so they can use it again. (You may also want to consider laminating cards for reuse, or printing on both sides of the paper so students have a fresh card for a second game.) You can then play games in which they must fill all squares to make a “T,” “L” (forward or backward), or “X.”

If you have a wildly creative or theatrical class, consider grouping three to four students together for “let’s play ‘job props!’” and giving each student a prop.

The match game can also be played without requiring silence, if you think it’s a better choice for your class.

If you’re short of time, feel free to skip one of the activities.

## ACTIVITY STEPS

### I. Warm Up: Game Plan (5 minutes)

1. [Congratulate your students on completing the communication and networking unit. Commend them for working hard on the material, and for mastering it so well. As a reward, they will get to play games this class period, and use their knowledge to win prizes!]

### II. Networking Bingo Game (10 minutes)

1. [Tell students the first game is called “networking bingo.” Distribute **Facilitator Resource 2, Networking Bingo Card**. Point out that each bingo box describes someone, or refers to an item the students might have in common. Tell them the lines in each box are for signatures.]
2. [Explain that the goal of “networking bingo” is to find people in the room who fit the description in each bingo box, and get them to sign your card in that box. The first person to get five boxes signed in a row **by different people** wins. Hold up your card to show them that they can get bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]
3. [Emphasize that the key to winning is networking; you talk to people and find out about them, and if they fit the description, you ask them to sign your card.]
4. [The rules are as follows: 1) No shouting or running. 2) You must be honest. 3) If you fit the description, you must sign if asked. 4) There is no limit to the number of cards you can sign.]
5. [Ask if there are any questions, and when everyone is ready, shout, “Go!” Walk around to make sure everyone’s playing by the rules.]
6. [When someone shouts, “Bingo!,” check his/her card. If it’s in order, give him/her a prize. If there’s time left, and you want to give out more prizes, let the other students continue until you have second and third place winners.]

### III. Let's Play "Job Props!" (15 minutes)

1. [Ask if anyone's ever seen a TV show on Comedy Central called "Who's Line Is It Anyway?" Tell the students that this next game is adapted from a popular skit on that show called "Props." Hold up the prop bag—but don't let them see what's in it—and say that the game is played by picking a prop out of the bag, and using it to make up a skit.]
2. [Instruct the students to pick partners, and sit together. (**NOTE:** if there's an odd number, make one group of three.)]
3. [When everyone's paired up, explain that one person from each group will pick a prop out of the bag, without looking. Then, the group will have a few minutes to create a short, one-minute "career scene" with the prop, based on ANYTHING they've learned in class such as how to schmooze, how to network, and how to ask someone a question about their career. Tell the students they can take any approach—serious or silly—as long as the conversation in the skit is school appropriate and career based.]
4. [Ask for a volunteer to help you illustrate. Give your volunteer a birthday card as a prop, and tell him/her to pretend he/she owns a stationary store. You pretend to be a teenager who enters, asks to speak with the owner, and asks for a job. Add humor by asking if it's OK to bring your dog to work with you, or if you can wear your pajamas and nap between customers.]
5. [When everyone understands how to play, bring the bag around the room and let the students pick props. Any daring souls who want more than one prop are welcome to take two!]
6. [After a few minutes, have students present their skits. Give the prize for "most clever use of props and communication/networking concepts."]

### IV. Match Game (10 minutes)

1. [Ask students to find new partners for this game. When they've regrouped, distribute one pencil and one index card to each group.]
2. [Tell partners to collaborate, and come up with one piece of advice about communication and networking that they've learned in the class. They must boil their

advice down to **one sentence** of at least six words, and write it on the index card.]

3. [Give students a minute or two to think, and write, and then collect the cards. Use the scissors to cut each card in half down the middle. Then toss the halves into a paper bag, and shake the bag.]
4. [Tell students that at this point in the game, two things change: 1) They're now on their own; no longer working with partners. 2) **No one is allowed to speak.** The rest of the game must be played in silence.]
5. [Now, bring the bag around the room and instruct students to reach in and take out one index card "half." They can look at it, but not show anyone else yet. If they pick one of their own halves, they must put it back and take another.]
6. [When all the halves have been distributed,]  
**SAY SOMETHING LIKE:** Your goal is to find the missing half to the card in your hand. You can get up and move around, and communicate in any way except talking. No running or grabbing, please. And when you think you have a match, bring it to me. The first three real matches will win.
7. [Let the students circulate, and try to find their match without words. If they giggle out loud, that's OK; but no whispering.]
8. [Award prizes to the first three pairs of students who bring you bona fide matches (six prizes total). Even though you won't be awarding more prizes, let the other students find their matches. Then, have all students read their sentences aloud.]
9. [Choose the sentence you consider the "best advice," and find out who wrote it. Give the two authors prizes!]

## V. Wrap Up (5 minutes)

1. [Thank your class for a fun day, and compliment them on mastering networking and communication skills. Remind them that these skills are valuable in all aspects of life, not only in their pursuit of careers.]
2. [Briefly preview the upcoming curriculum they'll start next week.]

### 3. SKILLS CHECKLIST

Direct students' attention to **Portfolio page 27, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Communication & Networking Skills.

#### COMMUNICATION AND NETWORKING

I can ...

Make phone calls and write e-mails that are OK for business.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Start and continue a conversation with someone I don't know very well.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Shake hands like a businessperson.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a note thanking someone for his or her help.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

#### EXTENSION ACTIVITIES

Suggest your students play these games outside of school, with friends or family.

## DO NOW

### Communication and Networking 4: Networking Challenge

Directions: You will have three minutes to read the questions and write your response.

**Questions:**

1. List five good telephone or e-mail skills you should use in business situations.

---

---

---

---

2. List five schmooze clues you learned in this unit.

---

---

---

---

## NETWORKING BINGO CARD

Has same number of siblings as me  _____	Does chores at home  _____	Likes pepperoni pizza  _____	Has performed onstage  _____	Has same number of letters in first name as me  _____
Has a dog  _____	Has visited another state  _____	Has same career interests as me  _____	Ate cereal for breakfast  _____	Good with tools  _____
Has same math teacher as me  _____	Plays a sport  _____	<b>FREE SPACE</b>	Studies/speaks another language  _____	Plans to go to college  _____
Has a friend or relative in college  _____	Plays video games  _____	Plays a musical instrument  _____	Reads the newspaper at least once a week  _____	Has same first period class  _____
Walked to school today  _____	Wearing same color shirt as me  _____	Has brown eyes  _____	Was born in another state  _____	Likes to eat veggies  _____

## PROP SUGGESTIONS

Trophy  
Orange  
Microscope (toy)  
Tie  
Stethoscope (toy or real)  
Tools/toolkit  
Balls (assorted)  
Keychain with key  
Hats (assorted)  
Music CD  
Movie DVD  
Flashlight  
Stuffed animals  
Doll  
Magazine  
Lunchbox  
Shoe  
Spoon  
Tickets (assorted)  
Notepad  
Sunglasses  
Paperback book  
Calculator  
Work gloves  
Makeup case  
Purse  
Wallet full of Monopoly™ money  
Cell phone  
Microphone (toy)  
Photos  
Can of soup  
Paintbrush  
Musical Instruments (toy or real)  
Toy cars/trucks/boats  
Snorkel/fin