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College of Business
UNIVERSITY of NORTH GEORGIA
TRUIST CENTER FOR ETHICAL LEADERSHIP

TRACER

Time Allocation: 7-10 minutes

Materials/Resources Needed: Building Ethical Employability (BEE-1) Virtual Content (Section 3, Session 1: Communication Impacts on Career), index cards/paper, pen/pencil

In-Person Directions:

1. After watching the Session 1: Communication Impacts on Career video of the BEE-1 Content provide each student with an index card/paper and make sure they have a writing utensil.
2. Instruct students to break into groups of two and select one student to be “the drawer” and the other student will be “the communicator.”
3. The students will then turn opposite directions and the communicator will draw an image on the index card/paper consisting of at least three shapes (circle, square, rectangle, triangle, etc.).
4. Once done, the communicator will now (without showing the student the drawing) communicate effectively so the drawer can replicate the image on their index card/paper.
5. Once finished, the two students will compare the drawing to assess their ability to effectively communicate.

Virtual Directions:

1. After watching the Session 1: Communication Impacts on Career video of the BEE-1 Content ask each student to have a piece of paper and make sure they have a writing utensil.
2. Assign half of the class as “drawers” and the other half as “communicators.”
3. Provide students with directions that they will be broken into groups of two (one drawer and one communicator). Once in the breakout room the communicator will draw an image on their paper consisting of at least three shapes (circle, square, rectangle, triangle, etc.). They WILL NOT show this drawing to the other student.
4. Once done, the communicator will now (without showing the student the drawing) communicate effectively so the drawer can replicate the image on their paper.
5. Once finished, the two students will compare the drawing (holding them up to the screen) to assess their ability to effectively communicate.

Check for Understanding:

1. Once you close all breakout rooms, have students share about their experience and similarities/differences between the drawings, challenges they faced in communicating, etc.

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