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Lesson Name: Employability Skills- Communication

Purpose/Objective: The purpose of this lesson is to introduce coding to freshmen in a way that students understand that coding must happen in sequence. By following the "code" or steps, they will complete a drawing.

Materials Needed:

- Abbott and Costello's [Who's on First](#) routine
- [Blank baseball diamond](#) handout (one per student)
- [Back-to-Back Drawing shapes](#)
- Blank pieces of paper
- Writing utensils (student supplied)

Process:

1. Give students the blank baseball diamonds. (Depending on the background knowledge of your students you may want to briefly explain where on the field each baseball player, by position, would be).
2. Explain that they will be watching a video clip where two gentlemen are talking about the names of baseball players on a team, but they're having a hard time communicating. As students watch the clip, they should record the names of the players onto the baseball diamond in the correct position as they figure it out themselves.
3. Play the video clip.
4. Have students compare their filled in baseball diamonds with a partner. Then, discuss the results as a class. Possible probing questions:
 - a. Was your partner more successful than you at determining the names of the players?
 - b. Do you think you had an easier time determining the correct names than the gentleman in the video? Why or why not?
 - c. What was the root cause of the miscommunication between the two gentlemen?
5. Explain that a big part of communication is active listening. The miscommunication between these two could have been solved by clearer information being said as well as more active listening happening. Tell students they will be practicing communicating clearly and listening actively.
6. Put students into pairs, have them sit back-to-back, and give one of the Back-to-Back Drawing shapes (or shapes of your own) to one partner per pair. Tell them that the person with the shape will need to instruct their partner to draw that shape on a blank piece of paper. The partner drawing CANNOT look at the shape- they can only draw it based on the verbal instructions being given from their partner.
7. Give students 5-7 minutes to draw the shape. Have students compare their drawing to the actual shape they were supposed to draw.
8. Have partners switch roles, hand out new shapes, and repeat this process for as many rounds as you would like.

Closure:

Have a class discussion about the results of this activity. Possible probing questions:

- Did either partner have better success as the communicator or the listener? Why?
- What were some strategies you used to try and complete this activity successfully?
- What were some barriers to success?
- Did you experience any issues similar to what we observed from Abbott and Costello?
- How can the strategies we used today translate to our personal and professional lives?