



Time Required:
45 minutes (or
split in 2 days)

Grade Level:
3rd-5th grades

Skills for the 21st Century Marketplace Activity

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“Planning a Party” Activity

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

- **THEME: CHOICES**
 - **Keystone Economic Principle™ #1:** We all make choices
 - **Keystone Economic Principle™ #3:** All choices have consequences
- **THEME: COSTS**
 - **Keystone Economic Principle™ #2:** TANSTAAFL™ (There Ain't No Such Thing As A Free Lunch)
- **THEME: RESOURCES**
 - **Skills:** 17. Communication and Interpersonal Skills; d. Dealing with Conflict; d.i-x

** For additional standards and content references, please see the [end of document](#).

Overview:

In the Planning a Party activity, the class will have to agree on all decisions necessary to plan and have a class party. The class will start out in two separate groups, planning two separate parties. The two groups must then come together to create only one party.

Objectives:

In this activity, students will get to practice negotiation and compromise. Both teams will have to work together to make decisions about the party.

Materials and Handouts:

Five copies of [Handout #1](#)

Activity:

NOTE: You may conduct this activity in one day (45 minutes) **OR** do it over two days (20 minutes the first day and 25 minutes the second day).

- Split the class into two groups. (Optional: Split the class by gender to create a “girls’ party” and a “boys’ party” before the two parties must merge. Warning: this might make the negotiations more difficult, but also more interesting.)

- Tell the class that they will be planning two hypothetical parties for the class, but they will eventually only decide on one party plan for the whole class. Each group must have a majority approval within its group for the party plan that it chooses.
 - Parameters to party: Each group has a hypothetical budget of \$50, and the party must take place in the school for 2 hours during class time.
 - Note: The teacher has “Veto” power for any inappropriate ideas.
- Ask each group for one volunteer to be the “Scribe”. The Scribe’s job is to be the one who fills out the information on Handout #1 for their group.
- Give the Scribe [Handout #1](#) and tell the groups that they may now begin planning. They have 10 minutes to complete the party plan.

OPTIONAL BREAK BETWEEN DAYS

- If you do break this exercise up into two days, keep the completed Party Plan Handouts, and do not allow the Scribe (or any other student) to take it home.
- After both groups are finished, have the two groups swap party plans. (If you split the exercise up into 2 days, allow each group to look over its original Party Plan Handout for a minute or two. Then have the two groups swap.)
- Also give each group a new [Handout #1](#).
- Tell the class that each group must now create another party plan for the whole class, but this time they must take into consideration the desires of the other group that they see on their Party Plan Handout. They should focus on the areas the two groups agree on, and they should make some compromises on the areas in which they disagree. They have 10 minutes to complete this second party plan.
- At the end of the 10 minutes, call both groups together and have them discuss the two new party plans.
- Give another copy of [Handout #1](#) to one of the Scribes. Give the class 10 minutes to merge the two party plans to come up with one, taking into consideration all the compromises that each team was willing to make.
- After one party plan is created have the class vote. Continue to alter the party plan until a clear majority emerges.
 - Note: The teacher has “Veto” power for any inappropriate ideas.
- Optional Additions: Actually let the class throw the party (with necessary modifications)!

Writing Prompt or Class Discussion:

Here are some optional questions for writing prompts and/or class discussion.

- Questions on the activity:
 - What did you think of the activity?
 - How hard was it to come to an agreement?
- Discuss any interesting interactions that emerged in the class during the exercise.

Ideas retrieved from: <http://www.ncsl.org/default.aspx?tabid=15769>

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard #1 : Scarcity; Choice, Consumers, Wants
- Standard #2 : Decision Making; Benefits, Costs
- Standard #8 : Role of Prices; Law of Demand, Price

Partnership for 21st Century Life Skills Concept:

- Life and Career Skills > Flexibility and Adaptability > Be Flexible
- Learning and Innovation Skills > Communication and Collaboration

National Content Standards for Entrepreneurship Education:

- Ready Skills; D. Communications and Interpersonal Skills; Fundamentals of Communication
- Ready Skills; D. Communications and Interpersonal Skills; Dealing with Conflict ; D.30 Demonstrates negotiation skills

Economics Vocabulary:

- **Budget** - A spending-and-savings plan, based on estimated income and expenses for an individual or an organization, covering a specific time period.
- **Choice** - Decision made or course of action taken when faced with a set of alternatives.
- **Costs** - An amount that must be paid or spent to buy or obtain something. The effort, loss or sacrifice necessary to achieve or obtain something.
- **Democracy** – A form of government in which all citizens have an equal say in the decisions that affect their lives.
- **Interdependence** - A situation in which decisions made by one person affect decisions made by other people, or events in one part of the world or sector of the economy affect other parts of the world or other sectors of the economy.
- **Trade-off** - The giving up of one benefit or advantage in order to gain another regarded as more favorable.
- Source: *EconEdLink.org* by the Council for Economic Education

Keystone Economic Principles™:

- For more information: http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf



Party Planning Worksheet

Theme: (Circle ONE)

- A) Carnival B) Mexican Feista C) Wild Wild West D) Pajama Party

Food: (List THREE)

Decorations: (Circle ONE)

- A) Balloons
B) Streamers
C) Pictures of students in the class
D) Paintings done by classmates

Activities: (Circle ONE)

- A) Sports games in the gym
B) Cards and board games in the classroom
C) Arts and crafts
D) Playing on the playground