



**Time  
Required:**  
30 minutes

**Grade Level:**  
6-8th grades

Skills for the 21<sup>st</sup> Century Marketplace Activity

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## “Get It Together” Activity

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

- **THEME: COSTS**

- **Skills:** 7. Critical Thinking; d. Solve Problems; i. Solve different kinds of non-familiar problems in both conventional and innovative ways

- **THEME: RESOURCES**

- **Skills:** 14. Creativity and Innovation; 14.a-c

- **Skills:** 16. Communication Skills; a. Oral, Written, and Body Language; i. Explain the nature of effective communications

- **Skills:** 16. Communication Skills; b. Active Listening

- **Skills:** 17. Communication and Interpersonal Skills; d. Dealing with Conflict

- **THEME: INCENTIVES**

- **Keystone Economic Principle™ #5:** Incentives produce “predictable” responses

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

### Overview:

In the Get It Together activity, students in the class are divided into pairs. One member of each pair must be blindfolded. The blindfolded person must follow his/her partner’s directions and retrieve specific items from a circle in the center of the room. Students must focus on listening to and trusting their own partners, despite the chaos of other teams around them.

### Objectives:

This activity helps students learn to listen, as well as trust amid confusion.

## Materials and Handouts:

Scarves, bandanas, or other pieces of fabric to blind fold half of the students in the class

Objects to put in the center circle (2-3 per pair of students)

- Examples of possible objects: everyday classroom items, a towel, a wooden spoon, a coat, a water bottle, etc. (Refrain from sharp or breakable objects.)

Index cards with the name of each object written on one card

Optional: Prize for the winning team

## Activity:

- Clear desks to walls of classroom or go into an empty room, such as a gymnasium.
- Split class into pairs and blindfold one student in each pair. Have students stand in a circle on the outskirts of the classroom or 10-15 feet from the center where you will place the objects.
- After half of the class is blindfolded, place all of the objects in a pile in the center of the room (about 2-3 objects per pair).
  - If the class is large, you may want to consider making two piles or making sure all the objects are spread out in the center to avoid negative interactions in the middle.
- Give the non-blindfolded students 2-3 index cards with object names written on them (depending on how many objects you have in the center) so they know what objects they will be instructing their partners to get.
- Tell all of the blindfolded students that they must retrieve their objects one at a time from the center pile by listening to the instructions of their partners. They must bring each of their objects back to their partners quickly because they are racing to get all of their group's items before any other group is done.
- Tell all of the non-blindfolded students that they may not move from where they are standing in the outer circle in order to direct their partners better. They also cannot tell their partners the name of the object they are looking for. (You, as the teacher, may determine the proper punishment for neglecting to follow the rules.) They are only allowed to describe the item and give directions after you say "Go." (You can also make it more difficult with variations, such as a rule that you cannot use your partner's name at any point in the game.)
  - Examples of instructions that non-blindfolded students may use: "Go straight 3 steps. Take a right. Bend down to pick up the item in front of you. The item is round and smooth."
- Say "go" and watch to make sure students are following the rules.
- The game ends when one group gets all of their items back to the non-blindfolded partner (or you can allow all the groups to finish). (Option: Have a prize for the winning team!)

## Writing Prompt or Class Discussion:

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

- Questions on the activity:
  - Blindfolded students: how did you keep your ear attentive to your partner's voice only?
  - Non-blindfolded students: how did you make sure your voice/directions were distinctive for your partner? What are the different ways that students manipulated their voice? Using pitch, speed, volume, etc.?
  - What was the most frustrating part of communicating with your partner? Why
  - Did you get better by your second/third item? Why?
- Questions on how this exercise applies to real life:
  - Are there times in life when we hear lots of different voices, but must choose to listen to the directions of one? Give examples.
  - What communication skills are important when directing/leading people?
  - In what situations do we need to trust those who are leading us? Give specific examples.

## Additional Standards and Content References

### Voluntary National Content Standards in Economics:

- Standard 2 : Decision Making; Profit Motive; Benefit
- Standard 3 : Allocation
- Standard 4 : Incentives
- Standard 6 : Specialization; Division of labor

### Partnership for 21st Century Life Skills Concept:

- Learning and Innovation Skills > Communications and Collaboration > Communicate Clearly
- Learning and Innovation Skills > Communication and Collaboration
- Learning and Innovation Skills > Creativity and Innovation > Think Creatively, Work Creatively with Others
- Learning and Innovation Skills > Creativity and Innovation > Critical Thinking and Problem Solving
- Life and Career Skills > Flexibility and Adaptability

### National Content Standards for Entrepreneurship Education:

- Ready Skills; D. Communications and Interpersonal Skills; Fundamentals of Communication

### Economics Vocabulary:

- Credit** - The opportunity to borrow money or to receive goods or services in return for a promise to pay later (please see Class Discussion on 'trust')
- Human Resources** - The health, education, experience, training, skills and values of people. Also known as human capital. They include managers and workers, those delegating and those following instructions.
- Specialization** - Specialization increases productivity, i.e. "learning by doing"
- 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](http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf)