



Time  
Required:  
25 minutes

Grade Level:  
6-8th grades

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

Written by: Sally Carlson  
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## “Hunt for Candy” Activity

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

- **THEME: COSTS**

- **Keystone Economic Principle™ #3:** All choices have consequences
- **Skills:** 7. Critical Thinking; d. Solve Problems; i. Solve different kinds of non-familiar problems in both conventional and innovative ways
- **Skills:** 8. Contextual Learning; b. Flexibility; iii. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

- **THEME: RESOURCES**

- **Keystone Economic Principle™ #4:** Economic systems influence choices
- **Skills:** 14. Creativity and Innovation; 14.a-c
- **Skills:** 16. Communication Skills; b. Active Listening
- **Skills:** 17. Communication and Interpersonal Skills; b. Teamwork
- **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 Hunt for Candy activity, the teacher hides candy throughout the room. Students are split up into groups of 3-5 students. One student from each group is designated the leader and is blindfolded. At the start of the game, each group is assigned an animal noise and a candy type. Non-blindfolded students search for their team’s candy, but only the leader can pick up the candy. The non-blindfolded students must use their noise to help the leader find the candy. Whichever group finds all the pieces of their candy first wins.

### Objectives:

In this activity, the students will learn teamwork and listening skills from this game.

## Materials and Handouts:

Small, wrapped candies

- You will split your class into groups of 3-5 students and each group will be assigned a specific candy type to find. Therefore, you should buy as many candy types as you will have groups.
- For each type of candy, you should buy as many of that type of candy as there are group members.
- For example, if you have 15 students split into 3 groups of 5, you could buy 5 Reese's, 5 Snickers, and 5 Skittles.

Index card for every group with an animal and candy type on it

## Activity:

- Before class, hide little pieces of candy around the room away from where students will first enter the room. Be sure that students are not able to disturb the candy before the game begins.
- Split the class into groups of 3-5 students.
- Explain to them that they must only communicate with their animal noise and they are searching for only the candy type on their card. Then explain that the non-blindfolded students must go find the candy, but they are not allowed to pick it up. Only the blindfolded students are allowed to pick up the candy. The non-blindfolded students may *only* use their animal noise to communicate and direct the leaders – no words.
  - Note: You may make the game more or less difficult by allowing the blindfolded people to use words or by restricting them to using their animal noise also.
- Designate one student from each group as the leader and blindfold that student.
- Give each group an index card (face-down) with an animal and candy type on it. Tell them not to flip over the card until you say, "Go!"
- At the sound of "Go!" have one of the non-blindfolded students read the team's index card. (After the reading of the card, they must begin only communicating with their animal noise!) Then the non-blindfolded students are allowed to find their candy and call over their leader using the animal noises.
- Whichever group's leader is holding all of its team's candy first wins.
  - Tell the leader from each group to distribute the group's candy evenly at the end of the game. (Note: There should be one candy per student, so they may need to search further for the candy they did not find.)

## Writing Prompt or Class Discussion:

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

- Ask the students for general feedback on the activity.
- Questions on teamwork:
  - What did you learn about teamwork from this exercise?
  - What was the hardest part of the task?
  - Did you all have to agree upon a course of action in order for your team to make progress? What if one side wanted to do it one way, and the other side wanted to do it the other way? Would that work?
  - How did you agree upon your next move? Was there compromise involved?
  - What if one member decided that he/she didn't want to do anything? Could your team have accomplished the task?
  - Did someone take a leadership role?
- Questions on how this exercise applies to real life:
  - What kinds of situations in life do we have to work/make decisions in teams or groups?
  - What makes teamwork difficult in these situations?

- How should teams make decisions in these situations? Is compromise necessary?
- What makes a good teammate?
- Can you describe the best example of teamwork you have ever been a part of? The worst? Why were these examples so good or so bad?

## Additional Standards and Content References

### Voluntary National Content Standards in Economics:

- Standard #3 : Allocation; Economic Systems, Equity
- Standard #4 : Incentives

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

- Learning and Innovation Skills > Creativity and Innovation>Working Creatively with Others
- Learning and Innovation Skills > Communication and Collaboration

### National Content Standards for Entrepreneurship Education:

- Ready Skills, D. Communication and Interpersonal Skills; Group Working Relationships (D.23-D.26)

### Economics Vocabulary:

- Economic Equity** - The application of our concepts of what is "fair" or "unfair" and what is "right" or "wrong" to an economic policy. Ultimately deals with the distribution of income and wealth.
- Economic Systems** - The institutional framework of formal and informal rules that a society uses to determine what to produce, how to produce and how to distribute goods and services.
- Incentive** - Any reward or benefit, such as money, advantage or good feeling that motivates people to do something.
- 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.
- Unintended Consequences** - The unexpected and unplanned results of a decision or action.
- 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)