



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

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

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

Written by: Sally Carlson  
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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
- **THEME: COSTS**
  - **Keystone Economic Principle™ #2:** TANSTAAFL™ (There Ain't No Such Thing As A Free Lunch)
  - **Keystone Economic Principle™ #7:** Economic thinking is Marginal thinking
- **THEME: RESOURCES**
  - **Keystone Economic Principle™ #8:** Quantity and quality of resources impact living standards
  - **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. Be monitoring the ideas as the groups discuss in order to squelch inappropriate ideas quickly.
- 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:
  - How hard was it to modify your first party plan?
  - Was it easier to focus at first on the areas in which the two parties differed or the areas in which they were the same.

- Did you find that there were areas that you were willing to compromise and areas that you were not willing to compromise?
- Do you think both groups got a fair share in deciding the final party plan?
- Did you like the final party plan better than the original party plan?
- Questions on how the exercise applies to real life:
  - In what areas in your life do you have to negotiate?
  - In what areas in your life do you find you have to make compromises to reach a decision?
  - How do you decide what you are willing to compromise on and what you will not compromise on?
  - Do you think that in a negotiation it is fair for one group to make all the compromises? Or do you think that both groups should change their plans to agree upon a decision? Why?

\*\*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
- Standard #10 : Institutions; Legal and Social Framework

### 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.
- **Law of Demand** - As the price of a good or service rises (or falls), the quantity of that good or service that people are willing and able to buy during a certain period of time falls (or rises).
- **Legal and Social Framework** - The system of laws, institutions, traditions and customs, and incentives that forms the basis of a society and its 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](http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf)

**Handout #1**



Party Planning Worksheet

Theme: \_\_\_\_\_

Food (include costs):

Music (include costs):

Activities (include costs):

Decorations (include costs):

Total Cost: \_\_\_\_\_