



Time  
Required:  
20 minutes

Grade Level:  
6-8th grades

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

Written by: Sally Carlson  
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## “Wink Murder” Activity

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

- **THEME: COSTS**
- **Keystone Economic Principle™ #7:** Economic thinking is marginal thinking
- **Skills:** 16. Communication Skills; a. Oral, Written, Body Language; i. Explain the nature of effective communications

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

### Overview:

In the Wink Murder activity, the teacher picks two students to be the murderers without any of the other students knowing. All of the students sit in a circle and the designated murderers kill other students by winking at them. The object of the game is to identify the two killers before they kill everyone else.

### Objectives:

This activity helps students practice being observant about non-verbal communication.

### Materials and Handouts:

None required

### Activity:

- Have the students sit in a circle.
- Tell the students that this is a murder mystery game. Explain to the class that you will have all of them close their eyes, and you will pick two murderers by tapping them on the shoulder. You will then have everyone open their eyes, and the murderers must kill as many people as possible without getting caught. In order to murder someone, the murderer winks at them without anyone else seeing. If you are winked at, you must wait 5 seconds and then fall over dead without giving any indication of who it was that murdered you (No dying words saying, “It was HIM!”). If you see someone winking at someone else, you may make an accusation, declaring that you have caught a

murderer. The goal is to identify who the 2 murderers are before everyone is killed. The murderers' goal is to kill everyone without being caught.

- Have the students close their eyes. Make sure no students are peeking, and tap the shoulders of two students to indicate to them that they are the murderers for this round.
- Have all the students open their eyes and begin the game.
- The game is over when both murderers have been identified or when all the other students are dead.

### 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 observing non-verbal communication:
  - How easy was it to pick up on the murderers' winks?
  - Other than the winks, what other ways did you help narrow down who the murderers were?
- Questions on how this exercise applies to real life:
  - When do we use non-verbal communication?
  - What are some examples of non-verbal communication that we use with our friends? Our teachers? Our parents?
  - Are there times when we miss others' non-verbal communication?
  - How can we try to be more observant of non-verbal communication?
  - How does electronic media (e.g., cell phones, email, texting, chatting, various social media) enhance or constrain non-verbal communication?

## Additional Standards and Content References

### Voluntary National Content Standards in Economics:

- Standard #1 : Scarcity
- Standard # 15 : Economic Growth; Technological Changes

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

- Learning and Innovation Skills > Communication and Collaboration

### National Content Standards for Entrepreneurship Education:

- Ready Skills, D. Communication and Interpersonal Skills; Fundamentals of Communication; D.01 Explain the nature of effective communications

### Economics Vocabulary:

- **Information Asymmetry** - Decisions where one party has more or better information than the other (murderer vs. murdered).
- **Marginal Analysis** - A decision-making tool for comparing the additional or marginal benefits of a course of action to the additional or marginal costs.
- **Sunk costs** - Retrospective (past) costs that have already been incurred and cannot be recovered.
- **Technological Changes** - Improvements in a firm's ability to produce due to improved processes, methods and machines (see Discussion).
- 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)