



Time
Required:
45 minutes

Grade Level:
9-12th grades

Skills for the 21st Century Marketplace Activity

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Last Modified: 04/13/11

“Create a Team-Building Exercise” 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
- **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™ #6:** Do what you do best, Trade for the rest
- **Skills:** 14. Creativity and Innovation; 14.a-c
- **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:

Create a Team-Building Exercise is a challenging activity which requires all the elements of teamwork - communication, goal-setting, planning, cooperation, creativity, task orientation, etc. The students will have to create their own exercise that tests and develops teamwork.

Objectives:

In this activity, students will work together to create a team-building activity, which will in turn help them learn about teamwork and how to think creatively.

Materials and Handouts:

Copies of [Rubric](#) for each team (class will be split up into groups of 4-5 students)

- Students might want to use classroom objects; this is allowed as long as all teams can use the objects and the teacher is comfortable with their use.

Activity:

- Have students discuss why team work is important. Ask them to talk about a career where team work is necessary. For example, a doctor may have to work with a team of doctors on an operation, or rely on a team of nurses to administer medicine to sick patients.
- Divide the class into small groups of 4 to 5 students. Have each team come up with a team name in 30 seconds or less.
- Explain to the students what a 'team-building' activity is. Describe a team-building exercise, like a blindfolded person being told where to go by another person.
- Tell the class that each group is going to be asked to create their own team building activity. The activity must 1) be creative, 2) demonstrate a need for teamwork, and 3) come with clear instructions. Tell the students that their activities will be judged on these points (see [Rubric](#)).
 - To give more guidance to the class if they are not familiar with team-building exercises, provide them with further guidelines, e.g., the activity must promote a certain characteristic of teamwork, such as trust, communication, or division of labor.
- To help groups succeed, check in with the progress during planning. Encourage creative out-of-the-box thinking (e.g., singing; dancing; joke-telling; non-verbal, as well as physical or mental-type challenges).
- Give groups 15-20 minutes to come up with a group activity.
- Allow each to present their activity, including explaining the instructions and demonstrating the activity. Then, if time allows, have the rest of the class attempt the activity also.
- Grade each group's activity using the [Rubric](#) and determine the winner based upon the number of points earned.

** Activity idea retrieved from econedlink.org

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard #2 : Decision Making; Profit Motive
- Standard #4 : Incentives
- Standard #6 : Specialization; Factor Endowments, Production

Partnership for 21st Century Life Skills Concept:

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

Economics Vocabulary:

- Absolute Advantage** - The ability to produce more units of a good or service than some other producer, using the same quantity of resources.
- Comparative Advantage** - The ability to produce a good or service at a lower opportunity cost than some other producer. This is the economic basis for specialization and trade.
- Competition** - Attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources. Consumers compete with other consumers for goods and services. Producers compete with other producers for sales to consumers.
- Factor Endowments** - The theory that differences in factor endowments among countries result in different opportunity costs; countries have comparative advantages in the production of commodities that are intensive in the use of the factors of production with which their endowments are relatively abundant.
- Human Resources** - The health, education, experience, training, skills and values of people. Also known as human capital.
- Human Capital Investment** - Investment of time, effort and resources in education and training--to increase one's own knowledge, skills, health, etc., or to develop those assets in others.
- Non-monetary Incentive** - A factor not related to money, income or economic wealth that encourages people to do something.
- Profit Motive** - The desire to make money which motivates or causes people to work hard to produce goods and services.
- 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

Rubric

Team Name: _____

Activity Shows Creativity:

Score: _____

0 (Non-existent)

1 (Needs improvement)

2 (Satisfactory)

3 (Above average)

4 (Excellent)

Activity Demonstrates Teamwork:

Score: _____

0 (Non-existent)

1 (Needs improvement)

2 (Satisfactory)

3 (Above average)

4 (Excellent)

Activity Comes with Clear Instructions:

Score: _____

0 (Non-existent)

1 (Needs improvement)

2 (Satisfactory)

3 (Above average)

4 (Excellent)

Final Score: _____