



**Time
Required:**
30 minutes

Grade Level:
9-12th grades

Skills for the 21st Century Marketplace Activity

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“Hidden Object” Activity

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

- **THEME: CHOICES**
 - **Keystone Economic Principle™ #1:** We all make choices
- **THEME: RESOURCES**
 - **Keystone Economic Principle™ #4:** Economic systems influence choices
 - **Skills:** 16. Communication Skills; a. Oral, Written, and Body Language; i. Explain the nature of effective communications
 - **Skills:** 16. Communication Skills; b. Active Listening

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

Overview:

The Hidden Object activity requires students to describe an object, determined by the teacher, to their partners without using the object’s name. The student who cannot see the object must guess what the object is based on their partner’s descriptions.

Objectives:

This activity helps students learn how to be descriptive when they communicate. It also helps students listen intently.

Materials and Handouts:

Paper to write words for the first round of the activity

One copy of each page of [Handout #1](#)

Activity:

- Split the class into pairs and ask for one volunteer pair come to the front of the classroom. Have those two students bring their chairs and have one face the rest of the class and the other face you (the teacher).

- Tell the students that you are going to show a piece of paper with a word on it to the student in the front that is facing you. This student must describe the object to his/her partner without using the object's name. The pair has 30 seconds to accomplish the task. If the student facing the other students does not guess after 30 seconds, the rest of the class may help.
 - Examples of words to put on the cards include blanket, ocean, alarm clock, coffee, etc.
- Do 6 rounds of this activity (allowing 6 different pairs to participate).
- Then tell the students that you are going to add an extra complication. Tell the students that you are still going to show a word to one of the students, but this time, there will also be a list of words that he/she *cannot* use in his/her description (like the game Taboo!).
 - See [Handout #1](#) for 6 examples, but you may also make your own.
- Do six rounds of this version of the game also, allowing students to switch which partner is the describer and which partner is the guesser. The pair has 30 seconds to accomplish the task. If the student facing the other students does not guess after 30 seconds, the rest of the class may help.

Writing Prompt or Class Discussion:

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

- Questions on the exercise:
 - Ask the class to discuss what made the best "descriptions."
 - Was it easiest when the person describing used words that referenced the object's purpose, appearance, etc.?
 - What object was the hardest/easiest? Why?
- Questions on how this exercise applies to real life:
 - Are there times in life that we must help someone understand something that he/she does not have a direct view of?
 - Have you ever seen a commercial for something that you have never heard of before? Did the commercial do a good job of explaining the product to you?
 - What are the best ways to vividly describe objects/concepts to other people?

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard 5 : Trade; Voluntary Exchange
- Standard 7 : Markets and Prices; Market Structure, Markets
- Standard 8 : Prices; Determinants of Demand, Price, Substitute Good
- Standard 9 : Competition and Market Structure; Market Structure, Levels of Competition

Partnership for 21st Century Life Skills Concept:

- Learning and Innovation Skills > Communications and Collaboration > Communicate Clearly

National Content Standards for Entrepreneurship Education:

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

Economics Vocabulary:

- Competition** - Attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources.
- Cross-Price Elasticity of Demand** - The percentage change in the quantity demanded for one good divided by the percentage change in the price of a related good, everything else held constant. It measures the degree to which goods are substitutes or complements.
- Deceptive Practices** - Misleading methods used by businesses to sell goods or services. Examples include misleading prices, bait-and-switch tactics and false advertising.
- Imperfect Competition** - Any market structure in which firms are not price takers, but instead must seek the price and output levels that maximize their profits
- Impulse Buying** - Buying goods or services without comparison shopping or forethought about costs and benefits.
- Market Structure** - The degree of competition in a market, ranging from many buyers and sellers to few or even single buyers or sellers.
- Producer Surplus** - The difference between the price firms would have been willing to accept for their products and the price they actually receive (Although not included in the EconEdLink glossary, see the related terms, **market power** and **product differentiation**).
- 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

Baseball

Baseball
Sport
Game
Hitter
Pitcher
Bases

Book



Book

Read

Words

Story

Pages

Author

Clock



Clock
Watch
Time
Digital
Minutes
Hours

Phone



**Phone
Call
Dial
Ring
Text
Cellular**

Bed



Bed

Sleep

Night

Covers

Dream

Dark

Beach



Beach

Sand

Ocean

Waves

Water

Fish