



Time  
Required:  
30 minutes

Grade Level:  
6-8th grades

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

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Last Modified: 04/13/11

## “Name Game” Activity

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

• **THEME: RESOURCES**

- **Keystone Economic Principle™ #6:** Do what you do best, trade for the rest
- **Skills:** 13. Professional Development (Part II); b. Job-Seeking Skills; xiii. Use networking techniques for professional growth

• **THEME: INCENTIVES**

- **Keystone Economic Principle™ #9:** Prices are determined by the market forces of supply and demand, and are constantly changing
- **Skills:** 17. Communication and Interpersonal Skills; c. Networking; c.i-viii

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

### Overview:

In the Name Game, each student will pick a new name for him/herself and decide on a fake occupation to have. The students will go around introducing themselves to the class and saying what their jobs are. After all the students introduced themselves, the students will try to write down any names and jobs that they remember. The person who can remember the most names and jobs wins the game!

### Objectives:

In this activity, students will practice remembering the names and other information about the people they meet, a key skill in networking. The students will also practice their active listening skills.

### Materials and Handouts:

[Handout #1](#) -One Name/Occupation card for each student

### Pre-Activity Introduction:

- Option 1:
  - Tell the students the quote: “It is not what you know; it is who you know.”
  - Ensure the students that the students understand that “what you know” is also very important (such as learning in school), but then ask them to explain what they think the quote means.
  - Ask the students if they know what networking means.
  - After some discussion, explain that networking is making connections with many people.
  - Explain that when people search for jobs, it is very important to have a good network. If you know someone who works at the company that you want to work at, it can be easier to get an interview.
- Option 2:
  - Ask the students two questions:
    - Have you even been embarrassed because you forgot someone’s name that you had already met?
    - Have you ever been hurt because someone didn’t remember your name?

### Activity:

- Tell the students that you are going to practice listening and remembering names and facts about people.
- Give each student a card with blank spaces for Name and Occupation (see [Handout #1](#)). Spend some time brainstorming with students by writing different occupations on the chalkboard. Allow the students to make up their name. You can also let them choose their occupation, but if all the students want the same occupations (say, actor, doctor or athlete) you could simply assign an occupation to each student by seeing who volunteers for the different occupations listed on the chalkboard, and crossing them off as they are assigned.
- Tell the students that they are going to have a “Meet and Greet” time. It is their objective during this time to meet everyone in the classroom and ask them what their names and occupations are. Tell the students that they *must shake each other's hand* because this is very important in introductions. Have student practice what is a good, firm handshake versus the “limp fish” handshake.
- Give the students 5 minutes for the “Meet and Greet.”
  - Note: Do *not* allow the students to write down people’s names or jobs as they go along.
- After everyone has finished, have the students return to their desks.
- Point to one student, and ask the class to write down on their sheet of paper this person’s fake name and job (without talking to other students). Then have the student that you pointed at tell the class again what his/her fake name and job was. Repeat this for each student in the class. Have the students keep track of how many they get right (1 point for each name correct and 1 point for each job correct).
- The student with the most points, after all the students have re-introduced themselves, wins! In order to reinforce the economic principle of incentives, it would be a good idea to offer candy, token currency or a homework pass to the winner. Alternatively, if your classroom has a rewards system in place, try to integrate this activity into it.

### Writing Prompt or Class Discussion:

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

- Questions on how this exercise applies to real life:
  - Why do you think it is important to remember people’s names and information about them?

- How could it help you in the future in your job? How could it help you now?
- After you met everyone, was there someone in the room whose job you would prefer?
- Did you feel that you were “stuck” with your job?
- Do you think that it is common for people change their occupation in real life?
- What are some good tricks to try to remember someone’s name?
  - E.g., Repeating it several times in your head after they say it
  - E.g., As you shake hands, say the name aloud: “Nice to meet you, [name].”
  - E.g., Think of characteristics about that person that might help you remember their name, such as **Tall Tony**.

### **Post-Discussion Activity**

- Repeat the activity (mixing up the name cards or using new ones) and encourage students to use the techniques for remembering names mentioned in the class discussion. See if they can do better the second time around!

## Additional Standards and Content References

### Voluntary National Content Standards in Economics:

- Standard #6 : Specialization; Division of Labor, Specialization, Transaction Costs
- Standard #13 : Income; Human Resources, Labor, Labor Market
- Standard #19 : Unemployment; Labor Force, Unemployment, Unemployment Rate

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

- Life and Career Skills > Social & Cross Cultural Skills

### National Content Standards for Entrepreneurship Education:

- Ready Skills; H. Professional Development; Job-Seeking Skills; H.18 Use networking techniques for professional growth.
- Ready Skills; D. Communications and Interpersonal Skills; Fundamentals of Communication; D.02 Apply effective listening skills
- Ready Skills; D. Communications and Interpersonal Skills; Fundamentals of Communication; D.06 Address people properly

### Economics Vocabulary:

- Investment** - The purchase of capital goods (including machinery, technology or new buildings) that are used to produce goods and services. Networking improves job searching, but also the ability to find funds for start-ups and entrepreneurial endeavors.
- Human Capital** - The health, education, experience, training, skills and values of people. Also known as human resources.
- Labor Force** - The people in a nation who are aged 16 or over and are employed or actively looking for work.
- Labor Market** - The labor supply and labor demand curves. The intersection of the labor supply and labor demand curves determines the equilibrium wage and the quantity of hours people work at this equilibrium wage.
- Networking** – Social and economic activity by which groups of like-minded professionals recognize, create, or act upon business opportunities.
- Occupation** - A job or profession; also a category of work, sometimes identified by the degree of skill required
- Specialization** - A situation in which people produce a narrower range of goods and services than they consume. Specialization increases productivity; it also requires trade and increases interdependence.
- Unemployment Rate** - The number of unemployed people, expressed as a percentage of the labor force.
- 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)

## Female Cards

Name: Kate

Occupation:  
Doctor

Name: Maurine

Occupation:  
Author

Name: Maria

Occupation:  
Pilot

Name: Liz

Occupation:  
Pianist

Name: Susan

Occupation:  
Shop Owner

Name: Tamera

Occupation:  
Baker

Name: Tonya

Occupation:  
Soccer Coach

Name: Kelly

Occupation:  
Dancer

Name: Jennifer

Occupation:  
Judge

Name: Natalia

Occupation:  
Detective

Name: Lucy

Occupation:  
Ski Instructor

Name: Addie

Occupation:  
Reporter

# Blank Cards

Name:  
Occupation:

Name:  
Occupation:

Name:  
Occupation:

Name:  
Occupation:

Name:  
Occupation:

Name:  
Occupation:

# Male Cards

Name: Robert

Occupation:  
Nurse

Name: Alban

Occupation:  
Teacher

Name: Kevin

Occupation:  
Farmer

Name: Darius

Occupation:  
Pastor

Name: Ben

Occupation:  
Chef

Name: Marcus

Occupation:  
Doctor

Name: Jose

Occupation:  
Plumber

Name: Oliver

Occupation:  
Fireman

Name: Jarrell

Occupation:  
Politician

Name: Ryan

Occupation:  
Journalist

Name: Phillip

Occupation:  
Lawyer

Name: William

Occupation:  
Cashier