

80/20 rule (Pareto)



Module IV



Course 3



T1



L3

Activity

- **Short Description:** Is a critical thinking tool to focus in the alternatives of a problem that are more impactful
- **Methodology:** Prioritising alternatives
- **Duration:** 1 hour
- **Difficulty (high - medium - low):** low
- **Individual / Team:** Teams 5-10
- **Classroom / House:** Classroom
- **What do we need to do this activity?**
 - Flipchart
 - Internet Connection
 - Paper, pen, markers, post-its

Description:

The pareto rule teach us to direct our efforts on the meaningful focusing our energy in that 20% that drives to the 80% of the results. That doesn't mean that the rest of the premises or causes are not important, that only means that you may prioritise some actions in order to save the limited time, energy.

In terms of focusing and saving resources, thinking critically through the 80/20 rule helps to define where we are going to spend our time maximizing the impact.



Instructions

The teacher can up with a problem statement or a recommendation related with cultural heritage in their region, for example, how to preserve the history of the cultural elements or how to respond to the needs of promotion of a cultural capital city.

Students will be distributed in teams. Through a flipchart or a paper the students in each team will vote for the alternatives that make more impact in the satisfaction of the stakeholders.

1. STEP 1: Presentation of the challenge and time schedule
2. STEP 2: Individual reflexion 5'
3. STEP 3: Brainstorming of ideas in group 30'
4. STEP 4: Achieving a common point of view 10'
5. STEP 5: Panel session and conclusions 45'

At the panel discussion session the teacher will ask students to explain their views and ideas on the subject and negotiate on whether they agree or not. The main objectives of this exercise is to provide students with the opportunity to generate their own new key ideas. Through this motivation process, the students will be encouraged to freely express and explain their ideas and judge the ideas of their classmates in order to reveal multiple aspects of the subject and enriching their knowledge.

Expected outcomes

- List of drivers of the recommendation that make more impact in the solution.

Illustration:

It can be an image, graphic, template, etc., that helps explain the activity or that is necessary to develop

This activity can be used in other (module, course, topic, lesson):

- Course IV. Critical thinking / L3: critical thinking tools

REFERENCES:

- Mind tools. Pareto Analysis. Retrieved in https://www.mindtools.com/pages/article/newTED_01.htm

