# Priority Quest

## Introduction

In our daily lives, we engage in various activities—some essential, some important, and others purely for entertainment. Sometimes we may think of trying a new activity such as learning a new sport, skill etc., but due to our daily routine and other chores, we often fail to do so. Let's do an activity to find out how we can prioritise our interests.

Make a list of 3 activities which you wish to pursue, or are keen to include in your daily routine.

**List of probable activities:**

singing
dancing
writing
reading
swimming
stargazing
gardening
clay modeling

travelling
playing instrument
cooking
cycling
yoga
drama
3D printing

watching movies
sketching
collecting items
photography
craft & origami
board games
coding
graphic design

List down any three activities here:
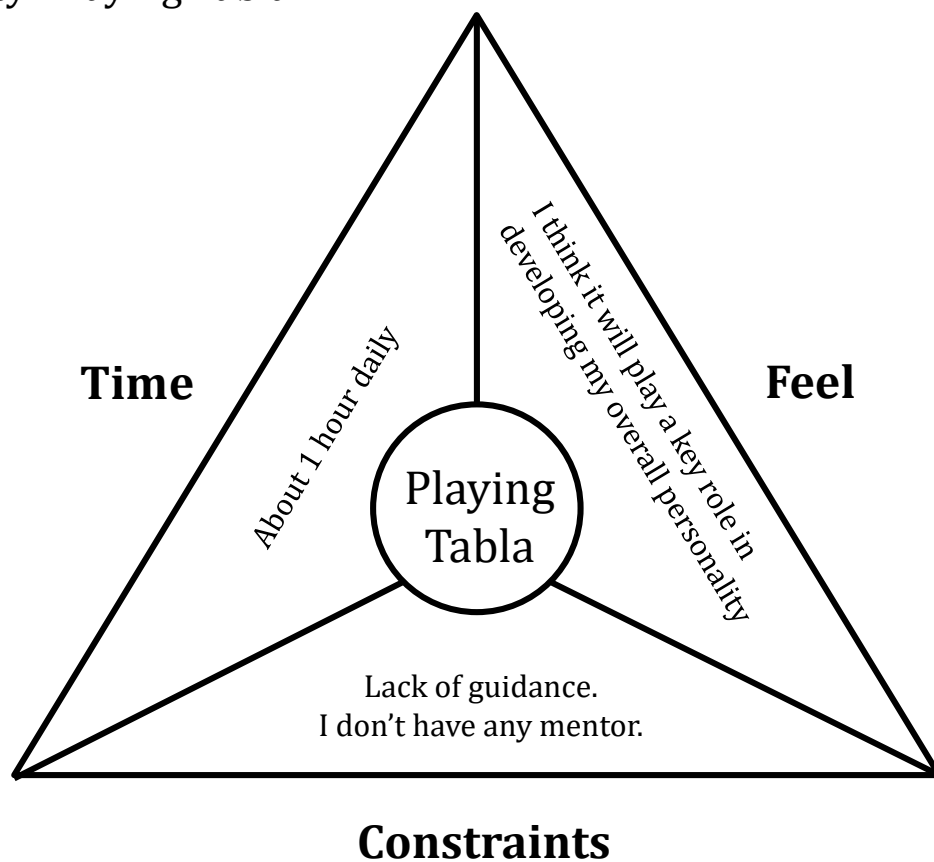
_____

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## Task 1: For each activity, answer the following questions

1.   How much time do you want to devote for this activity?
2.   How do you feel about this activity?
3.   What do you think is stopping you from doing this activity (constraints)?
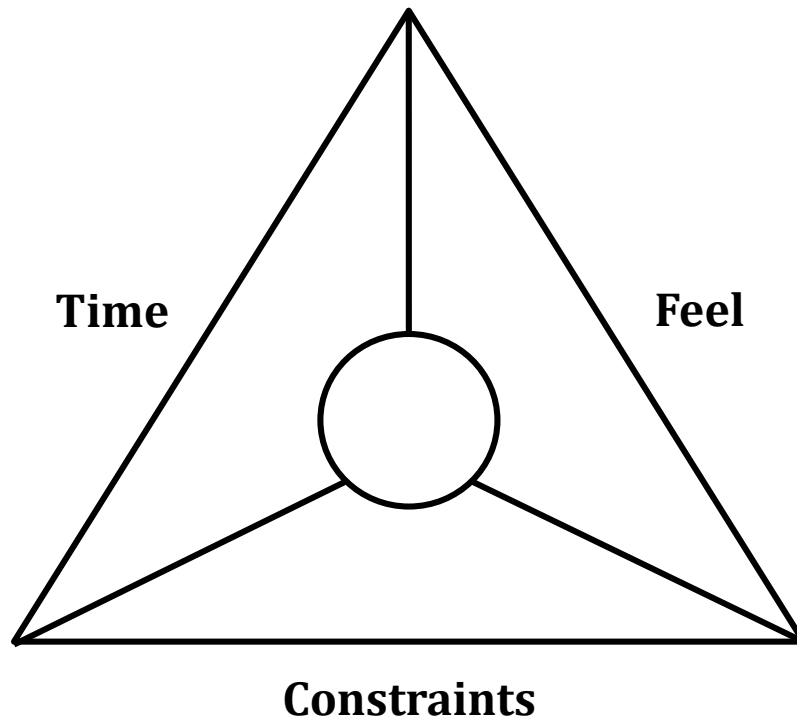
Now, write your answers in the format given below.
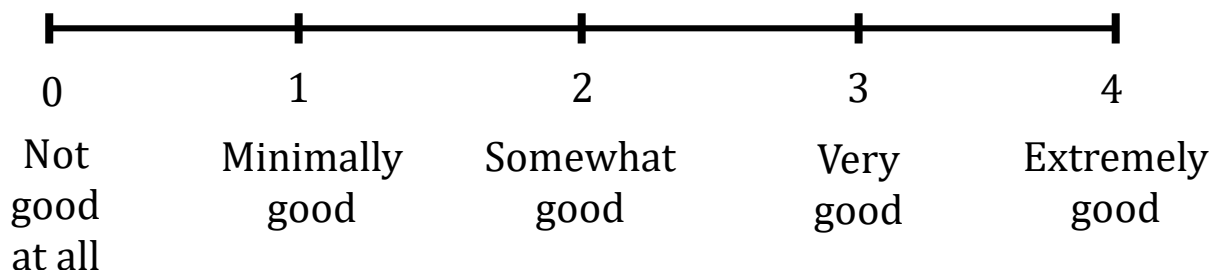
**Example:**

Activity: Playing Tabla



**Time**     About 1 hour daily

**Feel**     I think it will play a key role in developing my overall personality

Playing Tabla

Lack of guidance.
I don't have any mentor.

**Constraints**

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Now fill this for each of the 3 activities.
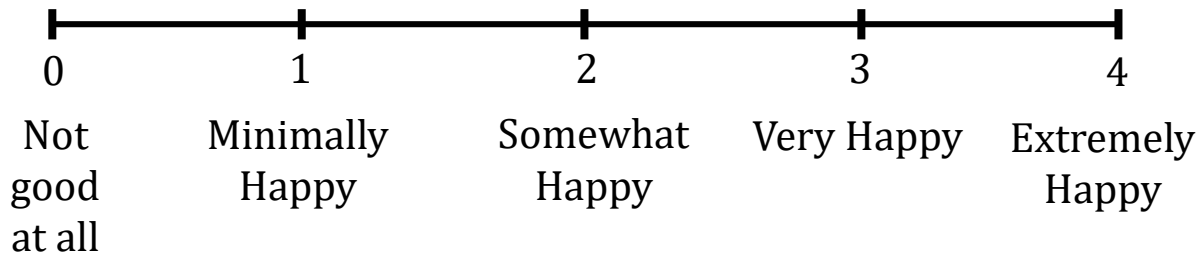
**Time**        **Feel**

**Constraints**

**Task 2:** Assign a score to different factors of each activity as shown below. But first, let's understand how the scale works.

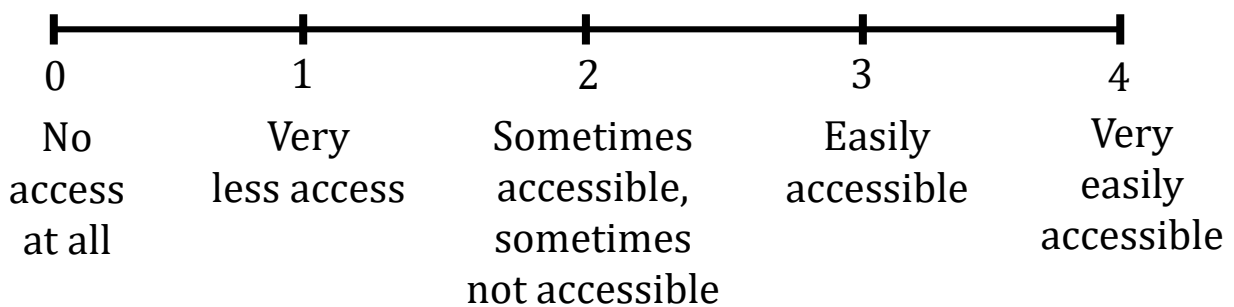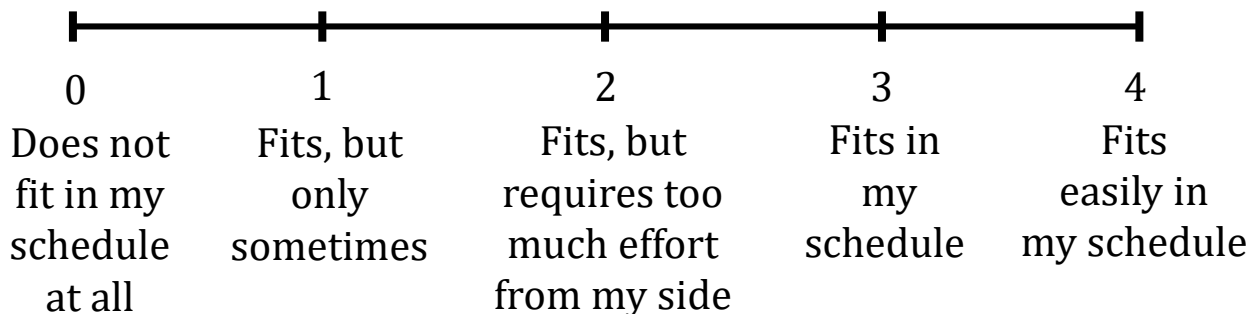**Factor 1.** How good is the activity for my personal growth?

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not good at all | Minimally good | Somewhat good | Very good | Extremely good |

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**Factor 2.** How happy does this activity make me feel?

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not good at all | Minimally Happy | Somewhat Happy | Very Happy | Extremely Happy |

**Factor 3.** How easily can I access the resources for the activity?

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| No access at all | Very less access | Sometimes accessible, sometimes not accessible | Easily accessible | Very easily accessible |

**Factor 4.** How well does this activity fit in my schedule?

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Does not fit in my schedule at all | Fits, but only sometimes | Fits, but requires too much effort from my side | Fits in my schedule | Fits easily in my schedule |

Record each factor's score in the table provided to you.

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|  | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Total Score |
|---|---|---|---|---|---|
| Activity 1 |  |  |  |  |  |
| Activity 2 |  |  |  |  |  |
| Activity 3 |  |  |  |  |  |

The activity with the highest **Total Score** can be prioritised.

But what if 2 or more activities have the same score?
Let's figure it out by doing Task 3.
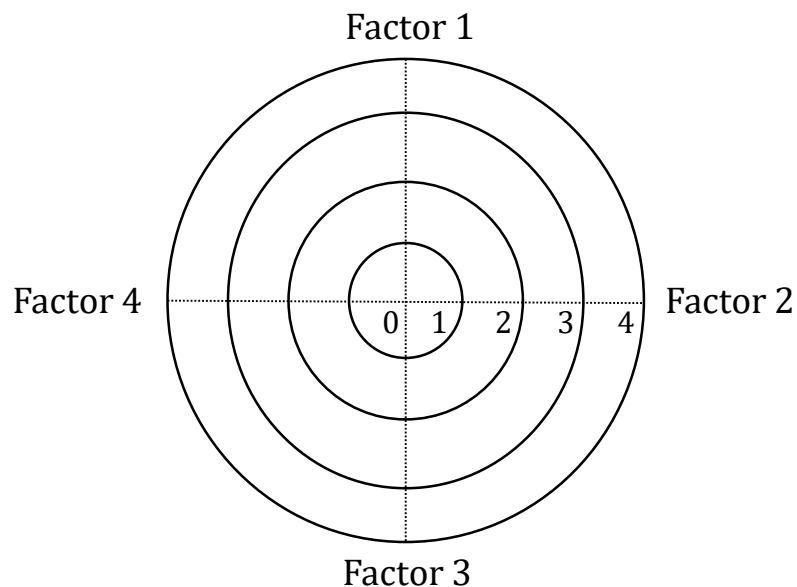
**Task 3:** Plot the above scores on radar charts.

For Example: If I assigned the following scores for playing tabla, Factor 1=3, Factor 2=4, Factor 3=2 and Factor 4=3, my radar chart would look something like this:
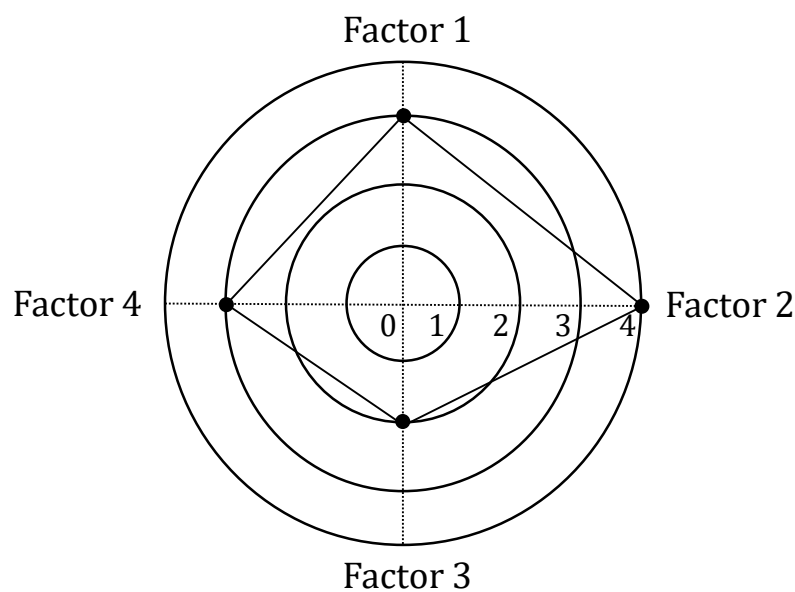


Total Score = 12

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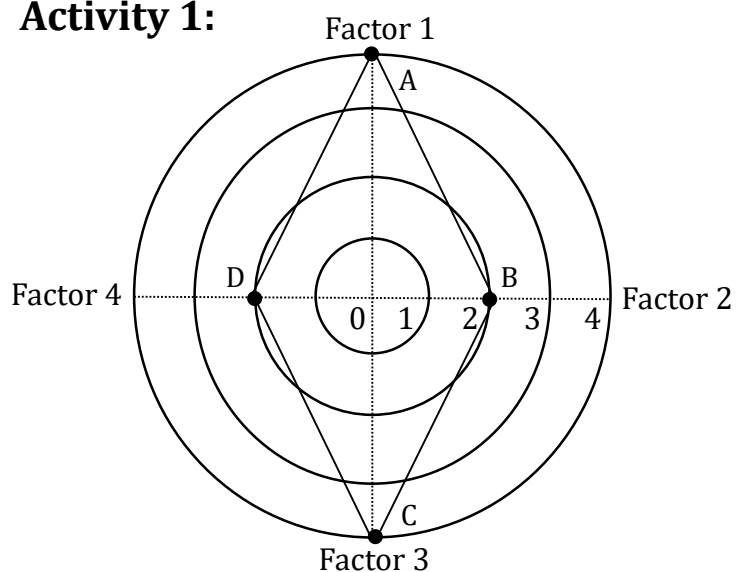Similarly, make radar charts for the remaining two activities.

Factor 1

Factor 4

0 1 2 3 4 Factor 2

Factor 3

Calculate the area of the polygons in each radar chart.

**Note**: Consider the distance between two concentric circles as one unit.

**Case (I)**: If 2 or more activities have same score, but appear to have polygons of differing areas. For example:

**Activity 1:**

Factor 1

A

Factor 4

D B

0 1 2 3 4 Factor 2

C

Factor 3

Total Score = 12

Area of quadrilateral ABCD =(Area of Δ ABD) + (Area of Δ CBD)

=(½ x base1 x height1) + (½ x base2 x height2)

=(½ x 4 x 4) + (½ x 4 x4)

= 16 sq. units

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## Activity 2:



Total Score = 12

Area of quadrilateral ABCD
=(Area of Δ ABD) + (Area of Δ CBD)

=(½ x base1 x height1) + (½ x base2 x height2)

= (½ x 6 x 2) + (½ x 6 x 4)

= 18 sq. units

The polygon (activity) that covers a larger area can be prioritised.

**Case (II)**: If 2 activities have same score and their radar charts have polygons of same area. For example:
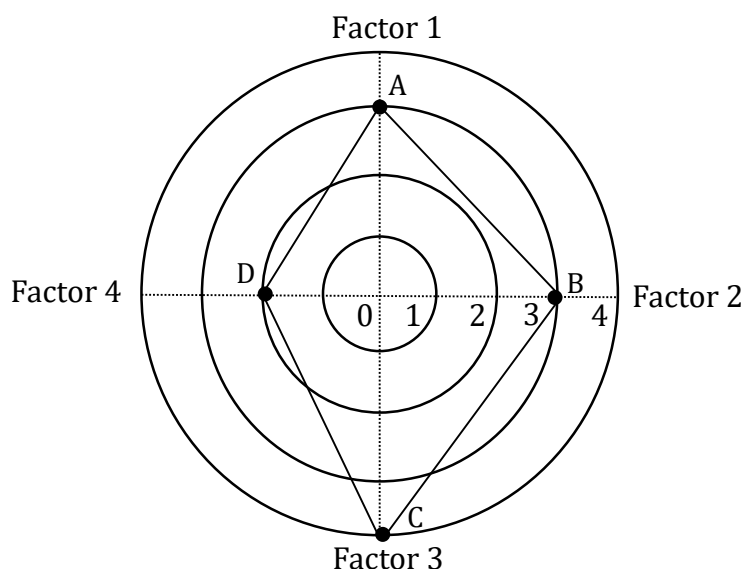
## Activity 1:
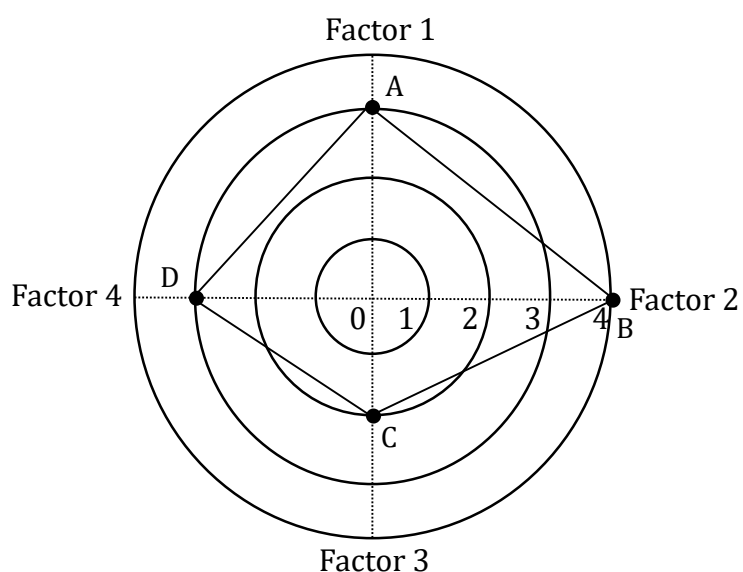


Total Score = 12

Area of quadrilateral ABCD
= 17.5 sq. units

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**Activity 2:**



Total Score = 12

Area of quadrilateral ABCD = 17.5 sq. units

For such cases, rank each factor based on how important it is for you. For example,

| Rank | I | II | III | IV |
|---|---|---|---|---|
| Factor | 4 | 1 | 3 | 2 |

This indicates that factor 4 is most important to me as compared to other factors.

## Scores for the activities

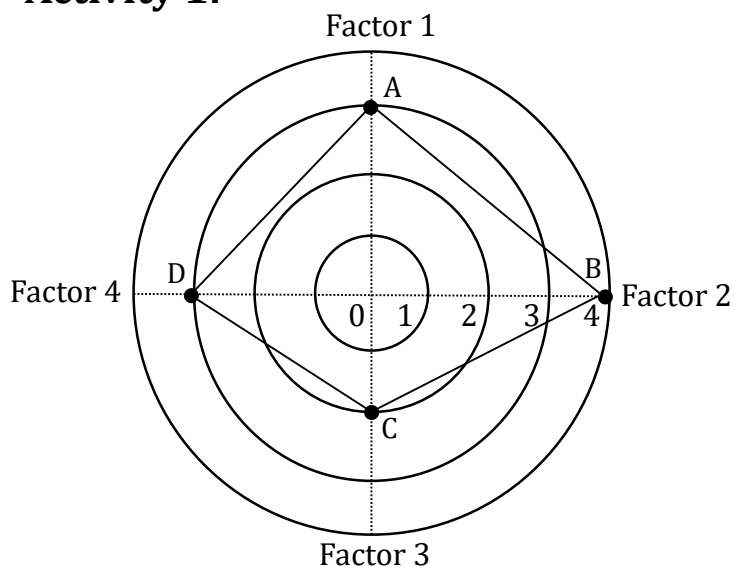| | Activity 1 | Activity 2 |
|---|---|---|
| Factor 1 | 3 | 3 |
| Factor 2 | 4 | 3 |
| Factor 3 | 2 | 4 |
| Factor 4 | 3 | 2 |

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Score for factor 4 is higher for Activity 1.

Thus, Activity 1 can be prioritised.

**Note**: If the scores for your first-ranked factor are the same, check your second-ranked factor. Continue until one score is higher.

**Case (III)**: If 2 or more activities have same scores, and identical polygons on their radar charts:
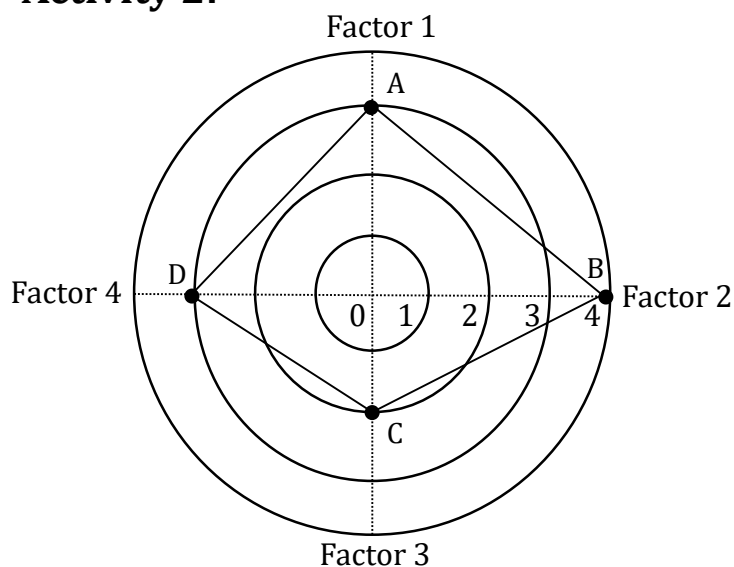
**Activity 1:**



Total Score = 12

Area of quadrilateral ABCD

= 17.5 sq. units

**Activity 2:**



Total Score = 12

Area of quadrilateral ABCD

= 17.5 sq. units

You can choose either of the activities!

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## Background

In today's fast-changing and evolving world, decision-making has become a crucial life skill. Children, much like adults, are increasingly faced with situations in their daily lives that require them to make decisions (Demirtaş & Sucuoğlu, 2009). These decisions can significantly impact not only individuals but also families, businesses, governments, and entire societies (Milkman, Chugh & Bazerman, 2009). While decision-making often becomes intuitive over time—drawing on both inductive and deductive reasoning—it can also be broken down into simpler steps for young students to make the process easier to understand and apply.

With this in mind, the following activity is designed to introduce students to the concept of decision-making through relatable, everyday scenarios. It draws on established techniques such as empathy mapping and employs tools like radar charts to enhance understanding. Empathy mapping, a popular method in design thinking, helps users gain insight into others' perspectives (Huang et al., 2025), while radar charts allow for the visual comparison of multiple variables (Duan et al., 2023). Together, these approaches can support students in developing their abilities as effective problem-solvers, data visualisers, and thoughtful decision makers.

*This resource was developed as part of the internship project of Ruchira Sharma at the D&T Education Group, HBCSE.*

## References

Demirtaş, V. Y., & Sucuoğlu, H. (2009). In the early childhood period children's decision-making processes. *Procedia-Social and Behavioral Sciences*, *1*(1), 2317-2326.

Duan, R., Tong, J., Sutton, A. J., Asch, D. A., Chu, H., Schmid, C. H., & Chen, Y. (2023).Origami plot: a novel multivariate data visualization tool that improves radar chart. *Journal of Clinical Epidemiology, 156,* 85-94.

Huang, HP., Tien, Y., Lin, YC. *et al.* (2025). Effects of empathy mapping and mini-simulation on second-year nursing students' empathy and communication self-confidence: a quasi-experimental study. *BMC Med Educ 25*, 109.

Milkman, K. L., Chugh, D., & Bazerman, M. H. (2009). How can decision making be improved?. *Perspectives on psychological science*, *4*(4), 379-383.