

Lesson plan

Level 3 Certificate/Extended Certificate in Applied Business

Unit number: 3

Unit name: Entrepreneurial Opportunities

Assessment or performance outcome: PO1 (P3 part) Tutor name:

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| **Group or cohort** |  |
| **Week no.** | 2 |
| **Date** |  |
| **Guidance notes**  Prior to this lesson, learners will have considered how risk, uncertainty and innovation can affect the benefits gained from personal enterprise. In this lesson, learners are introduced to the  Myers-Briggs preferences and their associated personality types. This is a crucial concept for the unit. It represents a way in which all learners can begin to understand how they might engage successfully in their own personal enterprises.  This lesson will be followed by a consideration of the significance of skills levels (communication, research and team-working) for the ways in which individuals engage in enterprising behaviour.  **Length –** 1 hour  **Resources**  • Learner access to flip chart paper and pens  • Learner access to Internet  • Tutor access to Internet and projector/monitor to display/interact with the following websites:  o <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>  o <https://www.16personalities.com/personality-types>  **Links to other assessment or performance outcomes:** supports PO3 and PO4 | |

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| **Lesson objective**  At the end of this lesson the learners will be able to:  • Understand the meaning of Myers- Briggs preferences, personality types and characteristics | **Activities**  (5 mins) Tutor to develop idea of how individuals might cope with uncertainty and be innovative by considering meaning of  ‘personality’ in simple terms eg inward looking  as opposed to outward looking personalities.  (5 mins) Whole class discussion of how we generally talk about individuals (eg ‘clever’,  ‘shy’, ‘risk taker’, ‘bossy’ etc).  (10 mins) Tutor to introduce Myers-Briggs model (see [http://www.myersbriggs.org/my-](http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/)  [mbti-personality-type/mbti-basics/](http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/)), outlining the  four dimensions considered by it and the ranges encompassed.  (30 mins) Learners to access [https://www.16personalities.com/personality- types](https://www.16personalities.com/personality-types) and, in small groups, to briefly explain why each personality type would help the person to be successful in personal enterprise:  ‘WXYZ personality type could be successful in  personal enterprise because… [complete sentence using no more than 15 words].’ Learners to use flip chart paper to record their sentences (eg four flip chart sheets – one for each broad personality group).  (10 mins) Tutor to use completed flip chart papers to carry out whole class discussion of completed sentences and tutor to underline idea that, whilst it’s important to know your personality, **all** types can engage successfully in personal enterprise. |
| **Synoptic assessment**  NA | **Stretch and challenge activities?**  Homework activity where learners apply Myers- Briggs personality types to individuals within their social groups. The depth and range of consideration will provide scope for stretch and challenge. |
| **Transferable skills and/or soft skills opportunities**  NA | **English and maths**  Communication skills: oral within class and written when completing homework exercise. |

**Assessment**

Assessment of learning having taken place will be based on:

• Observation of learner during personality type exercise

• Homework exercise illustrating the personality type of individuals within learner’s social groups