

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Field Training Officer Course</p>		
<p>LESSON TITLE: FTO as a Coach</p>		
<p>New or Revised Course <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p>		
<p>Prepared By: Police Officer Tarsha Taru Charles Lewis-MPCTC Richard Duvall -BPD</p>		<p>Date: 03/17/2021</p>
<p>Academic Director Approval: Director Gary Cordner</p>		<p>Date:</p>
PARAMETERS	Lesson hours: 60 minutes	<input type="checkbox"/> Entry-level
	Class size: 25-30	<input type="checkbox"/> Continuing Education
	Space needs: classroom	<input checked="" type="checkbox"/> Other
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any) All students must meet MPCTC and departmental pre-qualification screening to take this course.</p>		
<p>LESSON HISTORY (previous versions, titles if applicable): This lesson has been implemented to take the place of the field trip to the communication unit.</p> <p>ADAPTED FROM: Instructional Theory into Practice ORIGINAL LESSON: Coaching as an Instructional Strategy PREPARED BY: Lois Hay & Steve Swisher, NIC Staff DATE: August 1993</p>		
<p>PERFORMANCE OBJECTIVES</p> <p>1. Given a facilitated discussion and mind mapping activity, participants will identify skills FTOs must have to be effective coaches to the satisfaction of the instructor.</p> <p>2. Given case studies and demonstrations, participants will explain the impact of coaching on learning, to the satisfaction of the facilitator.</p>		<p>ASSESSMENT TECHNIQUE</p> <p>1. Facilitated Discussion, Mind Mapping</p> <p>2. Case Study and Demonstration</p>

<p style="text-align: center;">MPCTC/COMMISSION OBJECTIVES (if applicable)</p> <ol style="list-style-type: none"> 1. Explain the impact of coaching on learning. (C-2) 2. Identify skills Field Training Officers must have to be effective coaches. (C-1)
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>Handouts Lesson plan Chart Paper Markers</p>
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Computer/laptop, projector, speaker PowerPoint software, video case study</p>
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>Appendix A and B</p>
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Lecture, handouts, Case study, group activity, facilitated discussion</p>
<p style="text-align: center;">REFERENCES</p> <ul style="list-style-type: none"> • See the “Overview of the Field Officer Training Program” lesson plan for all references. • Coaching as an Instructional Strategy. <u>Instructional Theory into Practice</u>. Longmont, CO: NIC Academy. • Inky Johnson motivational speech - https://www.youtube.com/watch?v=NyY9D4nflSw retrieved July 7, 2018. • Coaching – motivation – How to overcome limits - https://www.youtube.com/watch?v=VaEgT0hVuS0 retrieved July 7, 2018.

GENERAL COMMENTS

This lesson plan should be facilitated by an experienced instructor preferably who is very familiar with the FTO program and is certified as an FTO.

Create 15 sets of ***APPENDIX A*** – Steps for an Effective Demonstration Activity cards. They should be cut out and mixed up for the matching activity

Create 5 sets of ***APPENDIX B***- Demonstration Activity.

Lesson Plan Checklist (Part 1)


Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?		X	
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision Making Model?		X	
17. Does the lesson reinforce peer intervention (EPIC)?		X	
18. Does the lesson incorporate community policing principles?		X	
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?		X	
21. Does the lesson incorporate fair & impartial policing principles?		X	
22. Does the lesson reinforce de-escalation?		X	
23. Does the lesson reinforce using most effective, least intrusive options?		X	
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer Tarsha Taru	Date: 03/17/21		
Curriculum Specialist: Kelsey Dziedzic	Date: 3/31/21		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: FTO Course

LESSON TITLE: The Field Training Officer as a Coach

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1: SAY: Good morning my name is Officer _____ and I have _____ years with the Baltimore City Police Department. In this course we will discuss the field training Officer as a coach.</p> <p>SAY: Take a minute to think about a great coach you know or have known about. On chart paper, create a mind map with the word “coach” at the center.</p> <p>ASK: Now that you’ve had some time to write down your responses, who can share what they wrote?</p> <p>SAY: The same coaching qualities and skills that these coaches have can be transferred to the Field Training Program. Research shows that coaching is one of the most effective instructional tools we have. Without effective coaching during the learning process and after the learner returns to the job situation, training will not transfer to job performance.</p>	<p>Time: 15 minutes</p> <p>Slide 1:</p>  <p><i>Pass out chart paper and markers to small groups of participants. While they are working, rotate around the room to answer questions and stir discussion. If groups are stuck, you can ask them the following questions:</i></p> <ul style="list-style-type: none">• <i>What makes a great coach?</i>• <i>What characteristics, or skills does this person have?</i>• <i>How does he/she assist you and others to learn and perform tasks successfully?</i> <p><i>Allow time for each group to share a few responses.</i></p>

Slide 2:

SAY: Let's take a moment to review the objectives for this segment of instruction. Today you will,

- Explain the impact of coaching on learning. (C-2)
- Identify skills Field Training Officers must have to be effective coaches. (C-1)
- Prepare and present a one-to-five minute skill demonstration

Slide 2:

Objectives;

Explain the impact of coaching on learning.

Identify skills Field Training Officers must have to be effective coaches.

Prepare and present a one-to-five minute skill demonstration.

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II. INSTRUCTIONAL INPUT (CONTENT)

Slide 3:

SAY: Coaching is an activity that creates the climate, environment, and context that empowers individuals and teams to generate results.

ASK: Who was a coach in your life that exemplifies this statement?

Slide 4:

SAY: To Coach - is to move someone from where he/she is to where he/she wants to be by using knowledge and patient encouragement rather than punishment and threats.

ASK: Why is it so important to be positive rather than negative when coaching someone?

Time: 30 minutes

Slide 3:

What is Coaching?



Coaching is an activity that creates the climate, environment, and context that empowers individuals and teams to generate results.

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Call on participants to share their experiences.

Slide 4:

To Coach,

Is to move someone from where he/she is to where he/she wants to be by using knowledge and patient encouragement rather than punishment and threats.



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Possible responses:

- You don't want to discourage people
- Want to create a positive environment where the trainee feels comfortable

SAY: Coaching is one of the most effective instructional tools that we have. Unless there is coaching during the learning experience and back on-the-job, the training will not transfer to job performance.

Slide 5:

SAY: This case study is from the show Queen's Gambit. Pay attention to the man's ability to coach the young girl (Beth)

ASK: What are ways in which he was a good coach?

Slide 6:

SAY: To be an effective coach, you have to know and be able to demonstrate whatever tasks/procedures you expect your learners to do. In your small groups, decide what order you think these steps should go.

asking questions/sharing concerns

Slide 5:

The case study is linked to the image on the slide. Click the center of the image to play the case study

Case Study #1 – COACH/MOTIVATION



Case study- Queen's Gambit (1:44)
<https://www.youtube.com/watch?v=48ePQrXHQZs>

Possible responses:

- Challenges her
- Provides positive reinforcement

Slide 6:

Content on this slide is hidden with animation. Do NOT reveal the content until AFTER the question is asked/answered.

SAY: If the skill is difficult—teach and practice one step at a time until they are proficient, then go on to the next step. Practice the new step, and then put the steps together. Continue until they have mastered the task. Be patient - some skills require a lot of practice.

Slide 7:

SAY: Coaches should:

- First perform the task themselves in order to know and analyze it.
- Observe how the learner goes about performing the task.
- Decide how the learner's performance could be improved/ enhanced.
- Provide information to the learners in a way that they can understand and accept.
- Observe a second performance of the task and note positive and/ or negative changes as a result of the coaching provided.
- Elicit information from the learner as to their perceptions regarding his or her performance and the quality of it, and the officer's ideas for improving and determine areas of performance where the two of you will focus attention in future coaching efforts.
- Use BWC footage to show the trainee what the FTO saw and then discuss improvements

ASK: Why is it so important to ask the trainee how they think they're doing?

Steps for an effective demonstration:

- State the performance objective or purpose of the demonstration
- Show the finished product (if there is one)
- Describe the step by step procedure
- Walk participants through the steps
- Provide supervised practice
- Work on one skill or step at a time

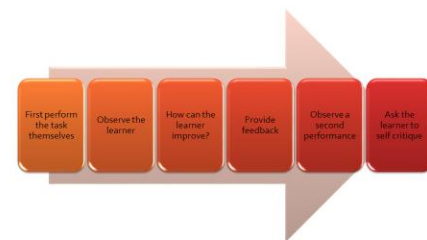
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Allow students five minutes to decide what order the steps should go in. Once completed, call on volunteers to share their responses. Check accuracy against Appendix A.

Click mouse to reveal slide content

Slide 7:

Coaches should:



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Learning Activity - Coaching a learner through a simple task.

ASK: Can I have some volunteers to enact a role play?

SAY: Now that we've selected volunteers, the coach role players should study the handout and talk to the trainee role player to complete the task you've chosen.

SAY: Providing feedback can be an art and a science. There are definite skills involved, which can be acquired and enhanced by training and practice. Good coaches may also have intuition and insight that are much harder to describe.

SAY: For the next minute,

KEEP IN MIND

1. Feedback should be given immediately after a practice session.
2. Plan what to say. (What was most/least helpful).
3. Limit negative feedback to behaviors that the coach can improve.
4. Focus the feedback on what you observed; not on personalities.
5. Give specific examples when you praise or criticize your trainee.

The trainee role player and the class will provide feedback to the coach role player on his/her coaching style, strengths, and areas for growth.

Possible answers:

- Provides insight as to where the trainee can improve
- Understand trainee's perception on the subject

Provide volunteers with a copy of Appendix B. Allow them time to review the material and choose one task to "teach" to the trainee role player. Then, have the coach role player try to teach the trainee role player how to complete the task they've chosen. After completion, the trainee role player and then the class will critique the coach role players.

Learner activity 1 (approx. 10 minutes)

*Allow students to **fail forward** a bit while attempting to give instruction for certain activities. Stress how activities involving a process/sequence can quickly become overwhelming to a trainee if too many steps are involved. For example: a car stop. FTOs regularly attempt to break down a car stop into steps not realizing it is a 40 hour block of instruction that is difficult to teach in steps unless they separate tasks, for example: vehicle position, approach, lighting, etc.*

Slide 8:

SAY: Let's debrief what we just observed...

- What reactions do you have to the experience?
- Would you like to add anything to the list of qualities and skills of effective coaches that we generated earlier?
- What did you learn about yourselves as a learner?
- As a coach?

Slide 9:

SAY: The next case study you're going to watch is from the movie *Facing the Giants*. Watch how a football coach motivates his players.

ASK: How did the coach motivate?

ASK: Who was his audience? How is this similar to the audience you'll have as an FTO?

Slide 8:

Debriefing



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Slide 9:

The case study is linked to the image on the slide. Click the center of the image to play the case study

Case Study #2 - MOTIVATION



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Play Case study 2 – Motivation

<https://www.youtube.com/watch?v=VaEgT0hVuS0>

Possible answers:

- He stuck with the player the whole time
- Used motivational words/phrases

Expected response:

His audience was the entire team. As an FTO, everyone is going to be watching you so be aware of the decisions you're making.

III. REVIEW/EVALUATION/CLOSURE

Slide 10:

SAY: Now that we've learned more about how to be an effective coach, come back to your mind map that you made at the beginning of class.

ASK: What else can you add that will illustrate your learning today?

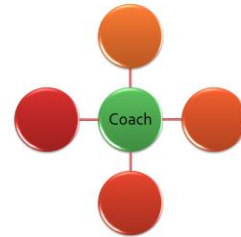
Slide 11:

ASK: What questions do you have for me?

Time: 15 minutes

Slide 10:

Mind Map



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Allow students time to add information to their Mind Map and share what they've added
After they've had time to respond, call on volunteers to share their responses.

Slide 11:



11

Allow students time to ask questions, and provide answers to those questions to the best of your ability.

Appendix A

State the performance objective or purpose of the demonstration

Show the finished product (if there is one)

Describe the step by step procedure

Walk participants through the steps

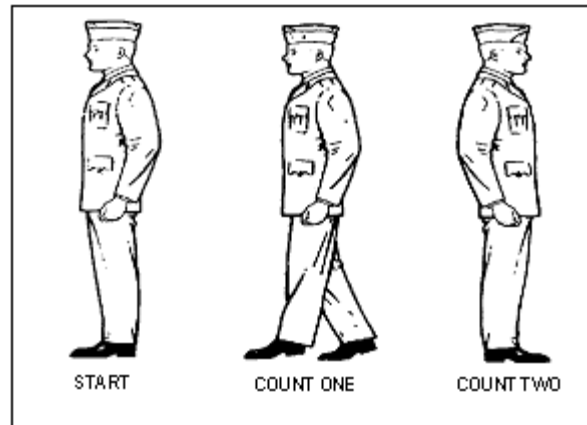
Provide supervised practice

Work on one skill or step at a time

Appendix B

Facing Movements - About Face

Facing to the rear is also a two-count movement and is illustrated in the figure below. The command is “About, face.” On the command of execution, “Face,” touch the toe of your right foot to the ground about half the length of your foot to the rear and slightly left of the left heel. Rest your weight on the heel of your left foot, and allow your right knee to bend naturally. On the second count, turn 180 degrees to the right on the left heel and on the ball of the right foot, resuming the position of attention. Hold your arms at attention when executing this movement.



Proper Push Up

1. Hands should be slightly outside shoulder-width apart at chest level.
2. Feet should be hip-width apart and parallel to each other—not turned inward or outward.
3. Hips should be in line with the shoulders, and the lower back should have a neutral curve—not completely flat, but not overly curved either. To assist with keeping proper lower back alignment, slim your waistline by trying to pull your belly button in and tightening your abdominal muscles.
4. The head should be positioned so the ears are in line with the shoulders. They should not drop down toward the floor or looking up in front of the body.

hands slightly wider than shoulder-width apart



flat back (in a straight line) no sagging,
curving, or butt in the air



maintain a perfectly flat position when going down