

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Field Training Officer Program</p>		
<p>LESSON TITLE: Emotional Intelligence</p>		
<p>New or Revised Course [] New [X] Revised</p>		
<p>Prepared By: Police Officer Tarsha Taru Richard Duvall- BPD Charles Lewis-MPCTC</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) Attendee must have at least two years of service as a certified Police Officer. Officer must have successfully completed an internal background investigation</p>		
<p>LESSON HISTORY (previous versions, titles if applicable) This lesson has been was created by MPCTC and is facilitated during the 5 FTO certification course</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> Given a group exercise and facilitated instruction, the class will define emotional intelligence, to the satisfaction of the instructor. Given a group exercise and discussion, the class will identify and then discuss four attributes of emotional intelligence and explain their importance, to the satisfaction of the instructor 		<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> Facilitated discussion, group exercise Group exercise, facilitated discussion

<p>3. Given a matching activity and facilitated discussion, the class will discuss and explain skills to improve emotional intelligence, to the satisfaction of the instructor.</p>	<p>3. Matching activity, facilitated discussion</p>
<p style="text-align: center;">MPCTC/COMMISSION OBJECTIVES (if applicable) <i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the “Facilitator Notes” column where they are addressed in the lesson.)</i></p> <ol style="list-style-type: none"> 1. Define emotional intelligence. (C-1) 2. Discuss four attributes of emotional intelligence and explain their importance. (C-5) 3. Explain five key skills to improve emotional intelligence. (C-5) 	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>Lesson Plan PowerPoint Presentation Markers Chart Paper Appendix A – Emotional Intelligence Matching Card sets</p>	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Computer Laptop Projector Chart Paper Markers PowerPoint Software</p>	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>None</p>	
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>This lesson plan will be instructed by lecture with facilitated discussion and group exercises</p>	
<p style="text-align: center;">REFERENCES</p> <p><i>See the “Overview of the Field Officer Training Program” lesson plan for all references.</i></p> <p>http://www.helpguide.org/mental/eq5_raising_emotional_intelligence.htm - Accessed on (07/10/13)</p> <p>Allen, G. (2015). A Simple Exercise to Strengthen Emotional Intelligence in Teams. Mind shift. Retrieved from https://ww2.kqed.org/mindshift/2015/06/22/a-simple-exercise-to-strengthen-emotional-intelligence-in-teams/</p>	

Pratt, K. (2018). THINK UP: Emotional intelligence made simple. Tribune242.com. Retrieved from <http://www.tribune242.com/news/2012/dec/04/emotional-intelligence-made-simple/>

GENERAL COMMENTS

- This lesson plan is intended for use with experienced instructors.
- Post the NORTH, SOUTH, EAST, WEST posters in 4 different corners of the room. Each poster has specific traits written on them.
 - **North:** Acting – “Let’s do it;” Likes to act, try things, plunge in.
 - **East:** Speculating – likes to look at the big picture and the possibilities before acting.
 - **South:** Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.
 - **West:** Paying attention to detail —likes to know the who, what, when, where and why before acting.
- Create 15 sets of *APPENDIX A* – Emotional Intelligence Skills Activity cards. They should be cut out and mixed up for the matching activity

Lesson Plan Checklist (Part 1)

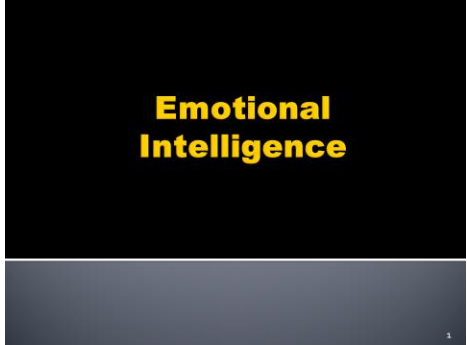
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are 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: 3/17/2021		
Curriculum Specialist: Kelsey Dziedzic	Date: 3/30/21		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Field Training Officer Program

LESSON TITLE: Emotional Intelligence

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1:</p> <p>ASK: How do you feel today?</p> <p>SAY: Now, turn to a partner at your table and ask them how they are feeling.</p> <p>SAY: Again, turn to the table behind you, and ask 2-3 additional classmates how they feel.</p> <p>SAY: You all were able to answer those questions because of emotional intelligence. Emotional Intelligence or EQ means being aware of and know how to control your emotional responses to situations. We talked a bit about emotional intelligence during the community policing training, and specifically, how to use emotional intelligence during everyday problem solving. Today, we're going to do a deeper dive into what emotional intelligence means.</p>	<p>Time: 5 minutes</p> <p>Slide 1</p>  <p>Anticipated Responses:</p> <ul style="list-style-type: none">• ok• tired• good <p>Anticipated Responses:</p> <ul style="list-style-type: none">• He/She feels ok• He/She feels tired• He/She feels good

Slide 2:

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

1. Define emotional intelligence.
2. Discuss five attributes of emotional intelligence and explain their importance. (C-
3. Explain five key skills to improve emotional intelligence.

Slide 2

Objectives;

Define emotional intelligence.

Discuss the four attributes of emotional intelligence.

Explain the importance of emotional intelligence.

Explain the five key skills to improve emotional intelligence.

2

II. INSTRUCTION INPUT

Slide 3:

ASK: What is emotional intelligence?

SAY: Your Emotional Quotient (EQ, as opposed to IQ, Intellectual Quotient), or emotional intelligence is

Time: 50 minutes

Slide 3

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

What is emotional intelligence?

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

3

Anticipated Responses:

- Using emotions
- Empathy
- Being able to manage emotions

Click mouse to reveal slide content

the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

All aspects of your life can be affected by emotional intelligence: home life, work life, as well as your relationships with anyone with whom you will come in contact.

SAY: If you have high emotional intelligence, you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

Slide 4: Activity: Emotional Intelligence in Teams

SAY: You're now going to participate in a group activity. Around the room are four different signs. When I say go, I'd like for you to move around the room and read the traits of each sign and select the one that most accurately captures how you work with others on teams.

Once you have found the sign with the traits that best describe you, you will remain at that point throughout the activity.

SAY: Go ahead and begin the first part of this activity, but finding your spot in the room.

SAY: Ok, time is up. Now, take a look at who has ended up in the group with you. There may be some "ah-ha" moments. Say "hi" to your new group partners.

Based on where you're at, you identify with one of the following locations:

Slide 4

Approximately 25 min for the group activity

Activity



- Read the traits of each sign and select the one that most accurately captures how you work with others on teams
- Stand at that point

The facilitator should observe students as move about the room.

Give students about 1 minute to find their place in the room.

- **North:** Acting – “Let’s do it;” Likes to act, try things, plunge in.
- **East:** Deliberative – likes to look at the big picture and the possibilities before acting.
- **South:** Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.
- **West:** Paying attention to detail —likes to know the who, what, when, where and why before acting.

Slide 5:

SAY: Now that you’ve found your new partners, you will have 5-8 minutes to respond to the following questions:

1. What are the strengths of your style? (3-4 adjectives)
2. What are the limitations of your style? (3-4 adjectives)
3. What style do you find most difficult to work with and why?
4. What do people from other “directions” or styles need to know about you so you can work together effectively?
5. What’s one thing you value about each of the other three styles?

SAY: Using the chart paper and markers provided, please record the answers to the questions. I’ll give you about 10 minutes to discuss and answer the questions. You may begin.

SAY: Ok, 10 minutes is up, let’s have each group share their answers.

Slide 5



Activity

- What are the strengths of your style? (3-4 adjectives)
- What are the limitations of your style? (3-4 adjectives)
- What style do you find most difficult to work with and why?
- What do people from other “directions” or styles need to know about you so you can work together effectively?
- What’s one thing you value about each of the other three styles?

5

Pass out chart paper and markers to each group.

The facilitator should utilized the Management By Walking Around (MBWA) to check in on group and ensure they’re remaining on task. The facilitator should listen to the conversations taking place and answer any questions posed.

Each group should have a chance to share their answers.

SAY: The purpose of this activity was to increase our awareness of our own and others' preferences. When awareness is increased, empathy is improved. Our preferences have their strengths and their limitations. A diversity of preferences is what makes a great team and improved results.

Slide 6:

SAY: There are five attributes for emotional intelligence. The first is **Self-awareness**. This is where you recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.

ASK: Is it true that we all know when we are starting to get angry, sad, happy, depressed?

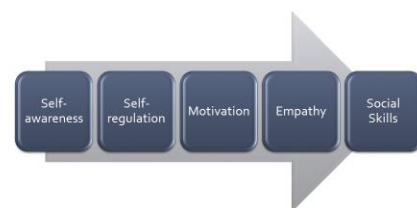
SAY: This is why we need to be aware of these feelings and understand what is happening within us.

Anticipate Responses:

- North gets impatient with West's need for details.
- West gets frustrated by North's tendency to act before planning.
- South group members crave personal connections and get uncomfortable when team members' emotional needs aren't met.
- East group members get bored when West gets mired in details; East gets frustrated when North dives in before agreeing on big goals.

Slide 6

Four attributes for emotional intelligence



6

Look for head nods and acknowledgments

SAY: The second attribute is **Self-regulation**. When utilizing the self-regulation attribute of emotional intelligence, you're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

ASK: Why do you think that the attribute of self-management goes back to the initial statement that no one can make you angry?

SAY: This is easier said than done, but with understanding it you will find it is possible to control your emotions.

SAY: Motivation is the third attribute of emotional intelligence. You'll need to have the general desire or willingness to want to do something.

ASK: What happens when you're not motivated?

SAY: The final attribute for emotional intelligence is **empathy**. You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

ASK: How does empathy help people develop and maintain positive relationships?

Anticipated Responses:

- It can only happen if you allow it to happen.
- The control over your emotions is in your hands.
- How you react to people or situations is ultimately up to you.

Anticipated Responses:

- People can feel that you're not invested

SAY: As we know, it's not always the smartest people that are the most successful or the most fulfilled in life.

SAY: The last attribute is **social skills**. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

SAY: We all know how to read emotions in people.

ASK: What do we look for when reading emotions?

Slide 7:

SAY: You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence (IQ) isn't enough on its own to be successful in life.

It's true your IQ can help you get into college, but it's your Emotional Intelligence (EQ) that will help you manage the stress and emotions when facing your final exams, and day-to-day life. We all have stress in our daily lives, and that stress can affect us in a lot of different ways. Understanding how that stress affects us and our emotions can greatly enhance our quality of life.

ASK: What about YOU can be affected by Emotional intelligence?

Anticipated Responses:

By understanding how to control your emotions, and understanding the emotions in others, you will be able to develop and maintain positive relationships

Anticipated Responses:

- body language
- facial expressions
- tone of voice

Slide 7

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

Emotional intelligence affects;



7

Anticipated Responses:

- relationships
- mental health
- physical health
- work performance

Click mouse to reveal first content section

SAY: Emotional Intelligence affects your **performance at work**. It can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career.

SAY: In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.

SAY: Your **physical health** can be impacted if you're unable to manage your stress levels, it can lead to serious health problems.

ASK: What else can uncontrolled stress do to your body physically?

SAY: The first step to improving emotional intelligence is to learn how to relieve stress.

SAY: Uncontrolled stress can also impact your mental health,

ASK: What ways can uncontrolled stress impact your mental health?

Click mouse to reveal second content section

Anticipated Response:

- raise blood pressure
- suppress the immune system or lead to an overactive one
- increase the risk of heart attack and stroke
- contribute to infertility
- speed up the aging process

Click mouse to reveal third content section

Anticipated Response:

- anxiety
- depression
- unable to understand and manage your emotions
- mood swings
- inability to form strong relationships
- feeling lonely and isolated

SAY: Relationships are the final thing that can be impacted by stress. By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

SAY: All information to the brain comes through our senses, and when this information is overwhelmingly stressful or emotional, instinct will take over and our ability to act will be limited to the flight, fight, or freeze response. Therefore, to have access to the wide range of choices and the ability to make good decisions, we need to be able to bring our emotions into balance at will.

SAY: We're going to take a quick poll. As I say a statement or ask a question that resonates with you, I want you to raise your hand or keep your hand up if it's already raised.

ASK: Raise your hand if you have you ever felt yourself starting to get angry over what someone was saying or doing.

ASK: How about road rage?

SAY: Ok, you can put your hands down.

ASK: If we can feel these emotions beginning to happen, why can't we control them?

Slide 8:

SAY: We all know how we should act, and a lot of times after an incident, we want to kick ourselves for

Click mouse to reveal fourth content section

Look for hands

Look for hands

Anticipated Responses:

- We may lack emotional regulation
- We don't know how to
- The trigger of the emotion is too strong to control

Slide 8

acting a certain way, either because we overreacted, or didn't react at all.

To improve your emotional intelligence—and your decision-making abilities—you need to understand and control the emotional side of your brain. This is done by developing five key skills. By mastering the first two skills, you'll find skills three, four, and five much easier to learn.

SAY: Emotional intelligence (EQ) consists of five key skills, each building on the last:

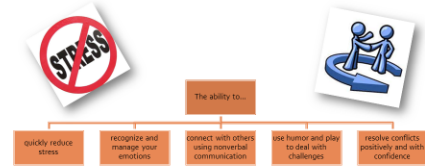
- The ability to quickly reduce stress
- The ability to recognize and manage your emotions
- The ability to connect with others using nonverbal communication
- The ability to use humor and play to deal with challenges
- The ability to resolve conflicts positively and with confidence

SAY: At your table groups are sets of cards that identify the 5 skills and descriptors of each skill. Take a moment to work with a partner at your table group to match up the correct skills with its description.

You may begin.

Slide 9:

Emotional intelligence (EQ) consists of five key skills



8

The facilitator should utilize the MWBA strategy to ensure that all students are correctly matching the cards together.

After about 5 minutes, call students back together.

Slide 9:

SAY: Ok, let's see what you came up with. I'll call on different groups to identify emotional intelligence skills and descriptors.

SAY: Being able to quickly calm yourself down and relieve stress helps you stay balanced, focused, and in control—no matter what challenges you face or how stressful a situation becomes. Find what works best for you so that when you feel the stress building, start reducing the stress as soon as you can. The sooner you identify the stress is happening and you start working to reduce it, the better you will become at controlling your emotions.

SAY: The ability to recognize and manage your emotions can be learned at any time of life. If you haven't learned how to manage stress, it's important to do so first. When you can manage stress, you'll feel more comfortable reconnecting to strong or unpleasant emotions and changing the way you experience and respond to your feelings.

SAY: You may know that 55% of all communications is done non-verbally. By looking for nonverbal clues,

The table on this slide is hidden with animation. Do NOT reveal the content until AFTER students share their matches

GROUP ACTIVITY ANSWERS

The ability to quickly reduce stress	The ability to recognize and manage your emotions	The ability to connect with others using nonverbal communication	The ability to use humor and play to deal with challenges	The ability to resolve conflicts positively and with confidence
This might be by using breathing exercises, counting to 10, or walking away from the situation.	Being able to understand your emotions and have moment-to-moment awareness of your emotions is the best way to learn to control your emotions.	Accomplish this by focusing on the person, keeping eye contact, and observing the body language. It is also important to know that this body language occurs not only while you are talking, but as you are listening as well.	A good laugh can reduce our stress and lighten the mood and our emotions. Humor, laughter, and play are natural antidotes to life's difficulties; they lighten your burdens and help you keep things in perspective. A good hearty laugh also reduces stress, elevates mood, and brings your nervous system back into balance.	Remember to stay focused, pick your battles, forgive, and learn to end arguments you know are getting out of hand or ones you can't win.

9

The facilitator should call on volunteers to share their findings. Reference Appendix A to confirm or correct answers.

After all 5 skill descriptors have been shared, click the mouse to reveal the table on the slide.

we will become better at being aware of not only our body language, but the body language of others.

SAY: Humor, when used appropriately, can play a huge role in minimizing our stress.

SAY: Once you know how to manage stress, stay emotionally present and aware, communicate nonverbally, and use humor and play, you'll be better equipped to handle emotionally charged situations and catch and defuse many issues before they escalate. The ability to manage conflicts in a positive, trust-building way with confidence, is supported by the previous four skills of emotional intelligence.

III. REVIEW/EVALUATION/CLOSURE

Slide 10:

SAY: Let's take a moment to quickly review what we learned during this hour of instruction.

ASK: What is emotional intelligence?

ASK: What are the five attributes of emotional intelligence?

Time: 5 minutes

Slide 10

Recap



Questions?

Anticipated Response:

The ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

Anticipated Responses:

- Self-awareness

ASK: What are the five key skills that emotional intelligence consist of?

SAY: We have to know that it is ok not to agree with the other person, and by knowing that we have the right to agree to disagree will go a long way to reducing our stress.

- Self-regulation
- Motivation
- Empathy
- Social Skills

Anticipated Responses:

- Reduce stress quickly
- Recognize/manage emotions
- Connection with others using nonverbal cues
- Use humor and play
- Resolve conflicts positively and confidently

APPENDIX A
Emotional Intelligence Skills Activity

The ability to quickly reduce stress	The ability to recognize and manage your emotions	The ability to connect with others using nonverbal communication	The ability to use humor and play to deal with challenges	The ability to resolve conflicts positively and with confidence
<p>This might be by using breathing exercises, counting to 10, or walking away from the situation.</p>	<p>Being able to understand your emotions and have moment-to-moment awareness of your emotions is the best way to learn to control your emotions.</p>	<p>Accomplish this by focusing on the person, keeping eye contact, and observing the body language. It is also important to know that this body language occurs not only while you are talking, but as you are listening as well.</p>	<p>A good laugh can reduce our stress and lighten the mood and our emotions. Humor, laughter, and play are natural antidotes to life's difficulties; they lighten your burdens and help you keep things in perspective. A good hearty laugh also reduces stress, elevates mood, and brings your nervous system back into balance.</p>	<p>Remember to stay focused, pick your battles, forgive, and learn to end arguments you know are getting out of hand or ones you can't win.</p>

