

Lesson Plan Template



Lesson Plan

Topic: Introduction to Emotional Intelligence		Class: PCET (Level 6)	
Date: 22/09/2025	Lesson duration: 30 minutes (micro-teaching)	Number of students: 7	
<u>Resources required:</u> ➤ Adequately sized classroom to accommodate 7-10 students ➤ Access to power outlets for connecting the needed equipment ➤ Laptop, video projector, whiteboard/screen, HDMI cable (2.2 or 2.1 specification) ➤ Microsoft Office 365 (Teams, PowerPoint, Outlook)			
<u>Aim of the Lesson:</u> ➤ Develop an understanding of the concept of Emotional intelligence. Provide knowledge for its practical application to improve resilience, adaptiveness to change and interpersonal relationships.			
<u>Learning Outcomes – The Learners Should Be Able To:</u> ➤ Define and conceptualise Emotional Intelligence through theoretical and historical development. ➤ Identify the five main components of EI using Goleman's EI model. ➤ Reflect on their own EI strengths through a short activity. ➤ Discuss why EI is important in personal and professional life.			
<u>Previous student knowledge required for the session:</u> ➤ Adult learners with mixed backgrounds. No specific or previous knowledge is needed to participate in the class.			
<u>Anticipated difficulties (if applicable):</u> • Environmental: power outages, weather conditions • Attendance: low attendance, class cancellation • IT issues: equipment malfunction, software lags, no internet/student account access • Other eventualities outside of the remit of control.			

Professional Standards (where are these being met within the session):**In my practice and with others, I:**

- Plan and deliver effective learning, teaching, and assessment by thorough lesson planning, choosing suitable teaching techniques tailored to the subject and audience, and implementing fair assessment practices. Focus on prioritising students' knowledge and skills acquisition most effectively and safely through engaging discussions and the integration of Q&A sections.
- Build positive and collaborative relationships between the lecturer and students by fostering a respectful and supportive, friendly atmosphere, developing trust by asking students opinions on the learning subject, active listening and empathy.
- Demonstrate a commitment to sustainability by avoiding printed handouts and utilising digital training materials, such as PowerPoint presentation slides.
- Critically reflect on one's own values, knowledge and skills to improve learning and teaching practices by applying reflection-in-action and reflection-on-action techniques during and after the lesson.
- Demonstrate dignity, courtesy, and respect towards others by adhering to the University's code of conduct, rules, and regulations, as well as the Equality Act 2010, while providing appropriate support and safeguarding to students throughout and beyond teaching activities.

Stage	Focus	Strategy	Time
<u>Introduction</u>	A quick self-introduction and welcome everyone to the lesson Establish entry behaviour	<u>Q&A - "Icebreaker"</u> Quick question: <i>"What makes someone emotionally intelligent?"</i> ➤ Use active listening to understand students' perspectives. Pose catalytic questions to instigate their interest in the topic. ➤ Use formative assessment to gauge conceptual grasp before introducing EI theory in the Development section. <u>PowerPoint Slides: 1 -3</u>	3 min
<u>Development</u>	Definition of EI	<u>Lecture</u> ➤ Definition of EI and a brief explanation of the concept (Salovey & Mayer, Goleman).	5 min
	The 5 Components of EI	➤ Go through the 5 Components of EI (self-awareness, self-regulation, motivation, empathy, social skills). ➤ Give real-life examples (PPS).	7 min
	In-class activity	<u>Quiz / Discussion</u> ➤ EI Test (QR code is provided in PPS). ➤ Self-Reflection on the results. ➤ Learners share the insights.	5 min
	Link it to workplace, teamwork, leadership and relationships	<u>Q&A / Discussion / Lecture</u> Question: <i>"So, why is EI important?"</i> ➤ Use PPS to justify the importance of EI in personal and professional life. <u>PowerPoint Slides: 4 -12</u>	5 min
<u>Plenary/conclusion</u>	Brief recap	<u>Lecture / Q&A / Discussion</u> ➤ Revisit learning outcomes. ➤ Ask learners to name one component of EI they will focus on improving.	4 min
	Lesson closure Ask if they have any topic-related questions Thank participants for a prolific session	<u>Lecture</u> ➤ Summary of used resources. ➤ Learning resources for further individual research. <u>PowerPoint Slides: 13 - 14</u>	1 min
Total Duration:			30 min

Lesson Detail:**Assessment Strategies: when and how are they included within the lesson?**

Assessment in this micro-teaching session will be formative and integrated throughout the 30 minutes using an Assessment as Learning approach. Learners will be actively involved in monitoring their own progress through catalytic questioning, self-reflection, and group discussion.

For instance, in the introductory section, the icebreaker activity will help learners share their perceptions of emotional intelligence. This will provide valuable insight into their prior knowledge and allow the tutor to assess the depth of their understanding of the EI concept. A short self-reflection quiz will then encourage learners to evaluate their own emotional competencies, while a group discussion will provide opportunities for peer assessment and collaborative learning.

Later in the session, as indicated in the lesson plan, a whole-group discussion on the importance of emotional intelligence will allow learners to apply key concepts to real-life contexts, demonstrating their understanding of the importance of emotional intelligence in everyday life and their mental well-being. Also, each learner will be asked to identify one EI component they intend to improve, which will act as a reflective closing assessment.

Due to the nature of this micro-teaching session, these strategies are deliberately designed to be formative, focusing on learning progress rather than formal assessment, such as grading. They aim instead to help the tutor monitor the achievement of teaching objectives while supporting students in grasping the emotional intelligence concept during the session.

Informal reflection (to be completed after the session)

I have just delivered my first micro-teaching session on emotional intelligence, and I want to admit that it was not as I had planned and expected. I thought that I could manage the time more effectively and stick to the lesson plan for each section. However, due to nerves and insufficient preparation (e.g. rehearsal with a timer), I failed to deliver all the slides within the allocated timeframe.

This experience is highly important for my professional development, acting as a reminder that thorough preparation is key to success and revealing a weakness in my time management skills. Additionally, I could avoid the awkward pauses between some slides and repetitive explanations of the same definitions if I had more practice before the presentation. Knowing your own slides is vital for effective navigation and time management during the presentation. As I had run out of time and also encountered some technical issues with Quize's QR code, I missed a very important part of the Q&A, where I could gauge the level of knowledge acquisition among the students through meaningful and fun engagement.

On a positive note, this experience provided a valuable learning opportunity for my professional development, enabling me to prevent the recurrence of the same problem in future teaching sessions. As a step forward, for future presentations, I will dedicate enough time to practice with the timer, ensuring an optimal delivery flow while achieving all the teaching objectives. I will also verify that the QR codes are active before each presentation to prevent the issue of expired QR codes. Additionally, to the time management improvements, I will allocate sufficient

time to review the slide's content and plan the optimal delivery time, taking into account the context and value for the students.