

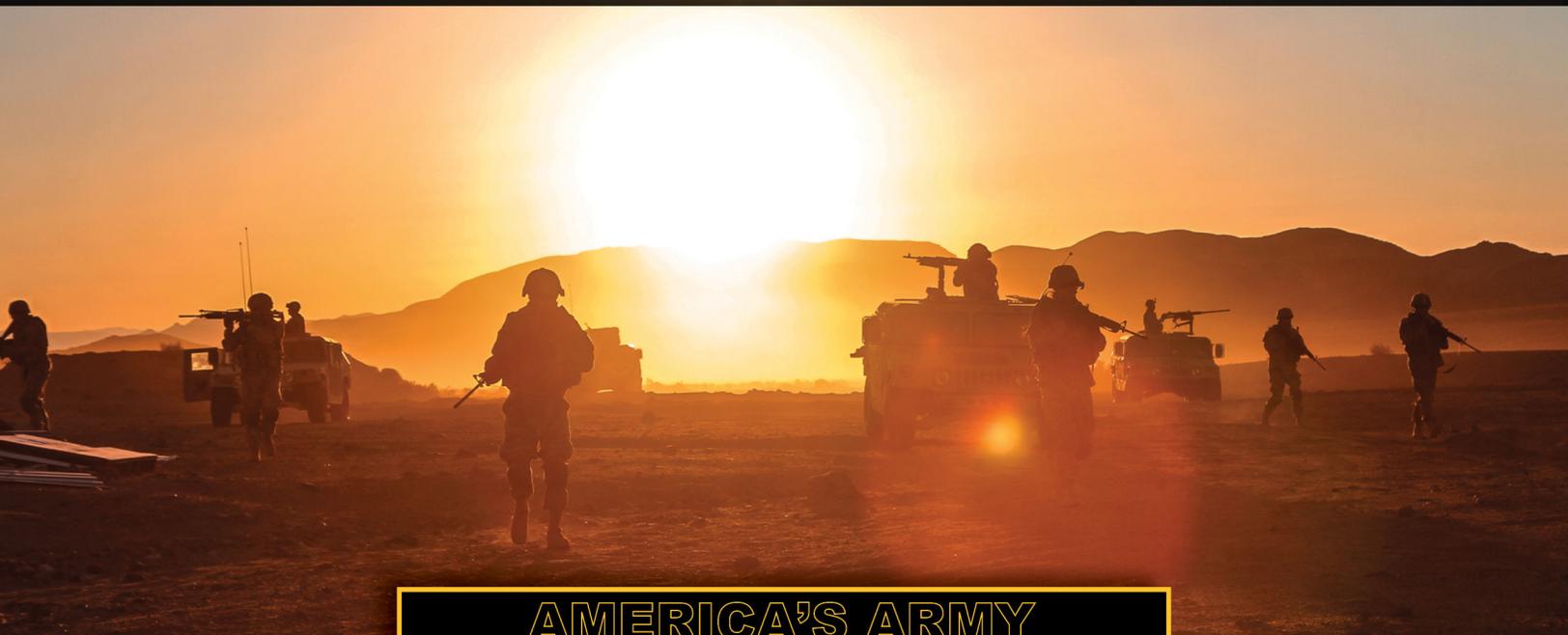


The Center for Army Profession and Ethic

Video Module

“DANGER CLOSE”

FACILITATOR GUIDE

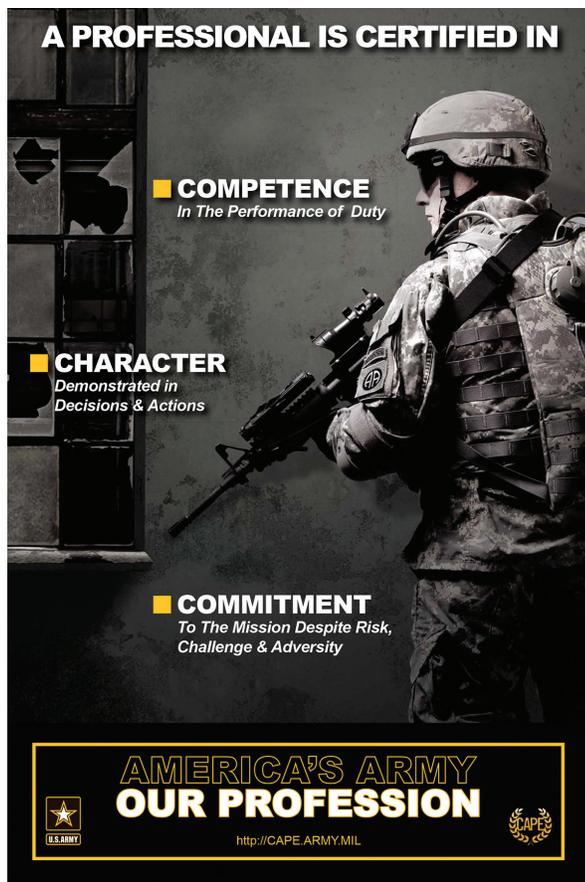


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■ History of CAPE

To reinforce the Army Profession and the Army Ethic, the Chief of Staff of the Army (CSA) established the Army Center of Excellence for the Professional Military Ethic (ACPME) at West Point, NY in May 2008. ACPME was later redesignated as the Center for the Army Profession and Ethic (CAPE) under TRADOC and CAC in August 2010. This action also expanded CAPE’s proponent mission to include the Army Profession, the Army Ethic, and character development.



The **Army Profession** is a unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.

An **Army Professional** is a member of the Army Profession who meets the Army’s certification criteria of competence, character, and commitment.

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■ Scope

This “*Danger Close*” Facilitator Guide employs the Experiential Learning Model (ELM). It enables students to work in collaborative groups with a facilitator/instructor who engages the learners in discussion. The learning is progressive and builds on a three-tier foundation. Students investigate the topics that are then enhanced in the collaborative work group and their facilitated discussion. Facilitators/instructors/leaders guide the students as necessary to achieve the Learning Objectives.

Background

The goal of this instructional video with facilitator guide is to promote personal and professional development among Army Professionals. Unlike training to task, adult developmental theories indicate that character development must be part of a learning continuum throughout an Army Professional’s career and beyond. Explorations of important topics through critical thinking and analysis allow not only cognitive but also affective development. Although self-education and directed education can lead to comprehension of this material, the desired learning in the higher categories of the cognitive and affective domains (where development is promoted) is best performed through peer-to-peer, facilitated group, and student-to-advisor interactions and collaborations. The ELM promotes this type of development (see Army Learning Model 2015).

■ Applicability

The facilitator guide can be used by facilitators/instructors/leaders as part of a course of study in Army institutional training and education, or as part of professional development programs in units and organizations.

It is recommended that facilitators/instructors/leaders use this guide as it best fits into their course of study or professional development programs, following the learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

Character and identity are foundational for a person’s behavior, ethical reasoning, and decision-making, and critical for the ethical discretionary judgments and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.



■ Suggested Delivery Method - Experiential Learning Model (ELM)

For more information, see

- TRADOC Pamphlet 350-70-7, *Appendix D: Examples of Lesson Plans*
- *Appendix C: Experiential Learning Model (ELM) Overview*

■ Terminal Learning Objective

Action

Apply concepts and principles of the Army Profession, Army Ethic, and professional identity and character development in an analysis of an Army Professional’s story.

Major Themes in this Video

Ethical Decision-Making, Character, Courage, Prisoner abuse, Cultural awareness

■ Resources

- Army Doctrine Publication (ADP) 1: *The Army*, Chapter 2
- Army Doctrine Reference Publication (ADRP) 1: *The Army Profession*
- Army Doctrine Reference Publication (ADRP) 6-22; *Army Leadership*, Chapter 3
- TRADOC Pamphlet 350-70-7: *Appendix D: Examples of Lesson Plans - Conduct of Lesson: Experiential Learning Model (ELM)*
- Additional: Training Support material as designated by instructor; see materials list or use other appropriate materials as desired

■ Conduct

Concrete Experience

Facilitator Note: Precede Part 1 of “Danger Close” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Danger Close.”

Facilitator Tool: The full transcript of the “Danger Close” is in Appendix A.

Publish and Process

Facilitator Note: Have the participants react to the Concrete Experience. Start by ensuring that they understand the scenario by having them summarize it (if required, a full transcript is in Appendix A). Provide appropriate questions to facilitate the discussion. The facilitator can use the following example questions or create ones to meet the lesson objectives.

Publish

The Publish sub-step relies on observation by asking the learners to state what happened in the Concrete Experience—just the facts. Publishing may include determining the sequence of events as well as the individuals involved in the Concrete Experience.

Summary: As a young 1LT, assigned to the Military Assistance Command Vietnam Advisory Team while in Vietnam, LTC (retired) Schwabe witnessed the needless shooting of an enemy Soldier. He knew a war crime had been committed against the Viet Cong Soldier, but because the victim would certainly live, he let the matter drop and did not take action for the crime.

1. What are the facts (what happened)?
2. Who were the major contributing individuals or main individual involved in the video?
3. What factors affected LTC Schwabe’s thinking or actions?

4. What were the implications for LTC Schwabe (what did it mean/ what was learned)? Explain.
5. What is your reaction to what happened?

Process

After the facts of the Concrete Experience have been established, students are then asked to Process the Concrete Experience by discussing what happened and the implications of the Concrete Experience. Note any gaps in student knowledge or lesson content that would prevent the students from reaching the Learning Objective or inhibit them from processing the Concrete Experience. Address any identified gaps during the Generate New Information step.

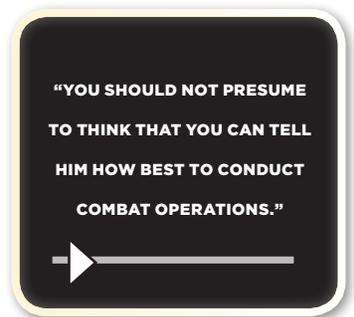
“Danger Close” Part 1 (0:00 to 4:17) Discussion:

As LTC Schwabe struggles with the situation, how is his ethical decision-making contributing to or detracting from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of his decision on “building Trust within the Army and with the American people”?
2. How did his expert knowledge (Military Expertise) play into his evaluation of the situation?
3. What may be the effects of his decision on organizational morale and Esprit de Corps?
4. How is he acting as a Steward of the Army Profession?
5. What specific behaviors/statements in the scenario show LTC Schwabe’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. The Vietnamese battalion commander, MAJ Quinn, had been in the country fighting long before LTC Schwabe arrived. Do you think the commander’s experience made him a better leader? Why or why not? Should Army Professionals always defer to the decisions and orders of a superior without question? Explain. What is the right way to handle situations when orders or decisions are disagreed with or are not clear?



2. With an immediate operations order, MAJ Quinn, LTC Schwabe, and a battalion of 300 men moved in darkness to meet with another force. Because of the circumstances, do you think LTC Schwabe was forced to Trust the South Vietnamese force? Explain. If in the same situation, would you be able to Trust the foreign leader and battalion? Why or why not?
3. The young Soldier or “kid” that was pulled from the canal was cold, wet, scared, and trembling. Why do you think the young Soldier’s apparent fear had no effect on MAJ Quinn? Do you feel the commander was hardened from battle? After witnessing or taking part in violent acts for an extended time, do you think MAJ Quinn’s perception of violence was different? If yes, do you think he realized his perception was different? Why or why not? Can becoming numb to violence be detrimental for Soldiers? Why or why not? How can Soldiers maintain their perspective as Army Professionals who uphold the Army Ethic while in the midst of war?
4. MAJ Quinn struck the young Viet Cong Soldier in an attempt to get answers. How did MAJ Quinn’s values and ethics differ from Army Values and Army Ethic? Do you think Soldiers trained in other countries have the same standards or discipline as Army Professionals? Why or why not?
5. When the Viet Cong Soldier would not answer, he was shot. Do you think MAJ Quinn was trained to use force to extract intelligence from combatants? Why or why not? What factors in the story indicate abusing captives was common practice for the Vietnamese leader?
6. LTC Schwabe knew a war crime had been committed. Why did he not intervene after the captive was shot? Have you ever witnessed a war crime? If so, what happened and how did you react? Do you think LTC Schwabe would have acted differently if a member of the American media were present? Explain.

Generate New Information

Check on Knowledge

Facilitator Note: Assess any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibit the students from processing the Concrete Experience. Use the following questions to generate student responses that can then be compared to the resources. Other suggested questions can be found in Appendix B.

Questions

1. How did the actions of the individual and/or organization detract from or contribute to the five essential characteristics of the Army Profession?

(Resource: ADRP 1: Characteristics of the Army Profession, paragraphs: 1-23 through 1-29)

2. How did the actions of the individual demonstrate or show lack of competence, character, and commitment of an Army Professional?

(Resource: ADRP 1: Certification Criteria, paragraphs: 3-16 through 3-18)

3. What moral and legal obligations and aspirations from the Army Ethic can be seen in the story?

(Resource: ADRP 1: Our Obligations and Aspirations from the Army Ethic, paragraphs: 2-11 through 2-14)

4. Were discretionary judgment and ethical reasoning (ethical decision-making) exercised in the video? Give specific examples.

(Resources: ADRP 1: Discretionary Judgment, paragraphs: 1-9; 3-10 through 3-11; ADRP 6-22: Ethical Reasoning, paragraphs: 3-37 through 3-40)

5. What moral characteristics of leaders were demonstrated or ignored in the video? Give specific examples.

(Resource: ADRP 6-22: Leader Character, paragraphs: 3-1 through 3-25)

6. What moral implications occurred as a result of the actions taken in the video?

(Resource: ADRP 1: Trust, paragraphs: 2-6 through 2-10)

Present New Information

Facilitator Note: Provide new information from the reference doctrine under “Resources” and/or other additional sources needed to fill any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibits the students from processing the Concrete Experience. Facilitate a discussion of the material to improve depth and retention.

Develop

This step is characterized by a simple question to the students about how they will use the new information from the Generate New Information step. A best practice during the Develop step is to ask questions that “personalize” student responses—do not ask what others would do or even what the students think others should do, but what the students themselves would do if they were in the situation.

Facilitator Note: The most effective approach for the Develop step is a specific open-ended question asked in the second person: “How will you use this information in the future?” or “What value does this have for you?” It is important to ensure that students are allowed appropriate time to answer this question so they can see the value of what they have learned and the relevance of the material covered. The facilitator may have to provide some examples of how the material is relevant and get some level of acknowledgement from the students.

Additional questions about the Concrete Experience for the students to ensure relevance:

1. Do you think abuse of a captured combatant to acquire vital intelligence is acceptable if it saves lives of American Soldiers? Why or why not? What is more important: rules/regulations, mission outcome, or Army Values? Explain.
2. When American Soldiers are captured and abused, do you think there are ever individuals present who, like LTC Schwabe, know the actions are wrong? Why or why not? Why is it difficult for persons to take a stand against actions that are, in their mind, wrong?

3. How do you think the actions of MAJ Quinn affected the climate of the battalion? Explain. What might be the second and third order effects of promoting a climate where abuse of prisoners is acceptable?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “Danger Close” video. Then facilitate a discussion using the new information combined with supplemental questions that guide the group through a rich discussion on how the new information relates to professionals, how it shapes a professional’s behavior, and ethical decision-making.*

“Danger Close” Part 2 (0:00 to 1:08) Discussion:

1. Do you think LTC Schwabe struggled with how to handle the situation after the shooting? Why or why not? What are the other courses of action he might have taken?
2. Why did CPT Houston tell LTC Schwabe to keep his mouth shut? Would you have kept your mouth shut about the ordeal? Why or why not? Do you think the CPT’s advice would be different today and the situation occurred in an urban area in Afghanistan? Explain.
3. LTC Schwabe said the experiences shared with the Vietnamese battalion had “given us a closeness.” Was his loyalty to the Vietnamese battalion after going to battle with them a factor for not reporting the crime? Why or why not? What other factors influenced LTC Schwabe’s decision not to report the crime? Would you have reported the crime? Why or why not?
4. LTC Schwabe decided, “Since the kid was still alive and apparently was going to live that I would just let the whole matter drop.” Do you think this was the right decision? Why or why not? Should the kid living or dying have made a difference in his decision-making? Why or why not? In this situation, is there a conflict of the Army Values of Loyalty and Duty? Explain.
5. What did you (the students) take away from this video?
6. How do you (the students) feel about the information presented in this video?
7. What will you (the students) do with this new information when you return to your organization?



Apply

The fifth and final step in the ELM is the Apply step where the material is actually put to the test—either through a practical exercise, some type of an assessment (such as a written product), or through real-life application of the Learning Objective. The Apply step should provide an assessment as to whether the Learning Objective was met. In the Apply step, feedback to the student is essential.

Facilitator Note: *Choose an appropriate question, story, video, written vignette, exercise, picture/poster, etc., that will allow the students to apply their new knowledge and will generate discussion within small/large group settings. Choose an appropriate assessment to ascertain if the objective has been met.*

Assessment Suggestion: *You may choose to replay Part 1 and evaluate students by comparing their analysis and understanding of concepts and principles during the “Publish and Process” step to their analysis and understanding after the “Generate New Information” and “Develop” steps. (See additional questions in Appendix B.)*

■ Summary

During this lesson, you used the ELM to examine a factual account of an event and assess the event using the Army Profession doctrine. The individual Soldier used his discretionary judgment and ethical reasoning to make a decision. From this learning session, you are able to derive meaning that you can apply in your career.

■ Appendix A: Video Transcription

Part I

LTC Schwabe: I was assigned to the Military Assistance Command Vietnam, Advisory Team 59. The very first afternoon, we sat there drinking some Bami Bau beer and getting ready to go meet the Vietnamese battalion commander and Houston told me—he said, “First of all, you’re a 1LT.” (00:36)

*On Screen Graphic:
Photo of the Vietnam
Countryside*

LTC Schwabe: “Second, you’ve been in country only a couple of months.” (00:39)

*On Screen Graphic:
Photo of Vietnamese
Soldiers*

LTC Schwabe: “Third, this MAJ that’s commanding this battalion has been fighting first the Viet Minh before the French left and, since then, the Viet Cong for more years than you’ve been in the Army.” And he said, “You should not presume to think that you can tell him how best to conduct combat operations.” (00:56)

*On Screen Text:
“You should not presume
to think that you can tell
him how best to conduct
combat operations.”*

LTC Schwabe: We had an operations order... an immediate operations order that required the battalion size force... (01:06)

*On Screen Graphic:
Photo of Troop Movement
in Vietnam*

LTC Schwabe: ...which, in our case, was going to be about 300 men, to move in darkness to a certain line of departure and be at that point at 6:30 in the morning to meet with another force that was going to be driving... they expected them to be driving a Viet Cong force toward us from the north. (01:27)

*On Screen Graphic:
Photo of Helicopters
Supporting Soldiers*

LTC Schwabe: And we heard and saw helicopters to the north of us firing tracers down at the ground—just the sound of a battle and occasional green tracers going up toward the helicopters from the tri com tracers. (01:44)

*On Screen Graphic:
Photo of Tracers Firing in
the Air*

LTC Schwabe: And our Soldiers had climbed the bank and formed a line and had engaged the Viet Cong that were trying to... apparently they intended to cross the canal going south at the same location we had crossed it going north. (02:01)

*On Screen Graphic:
Photo of Soldiers in Trench*

LTC Schwabe: We totally surprised them. Had a good engagement and the command and control ship was circling our position. (02:10)

LTC Schwabe: I was operating the radio and he said, “Be advised, there’s Viet Cong in the canal behind you.” And I told MAJ Quinn, the Vietnamese battalion commander, “VC! VC!” (02:23)

LTC Schwabe: And he grabbed six men and said, “VC!” (02:28)

LTC Schwabe: They went into the canal and started probing around in the water to see what they could find. They came up with one young Soldier. And the kid, first of all, was very cold after being dragged out of that water, and secondly, scared to death just—and just trembling. His eyes were wide and it appeared that he couldn’t even speak. And after he didn’t answer the first few questions, the battalion commander, who always carried a swagger stick, raised that... WHAP! (02:59)

LTC Schwabe: ...and struck him on top of the ear on one side of his head. Of course, the kid howled, and he started questioning him again... still no answers. And so, after a few more questions, he hit him on the other side of the ear. (03:16)

LTC Schwabe: He was just about tearing his ear off his head. And I, finally I said, “Thiếu tá (Major), it does no good to beat this man!” And the battalion commander turned at me and with a glare I will never forget, he says, “Thượng úy (that’s 1LT), I think you’re right. It does no good to beat this man.” And WHAP! He pulled out his pistol and shot him in the lower left side. (03:43)

LTC Schwabe: And the wounded Viet Cong was lying on the ground, and one of his body guards was straddled over him and had his bayonet working just under the skin—just sticking it under and working it a little bit. The kid was answering questions. He was... he would answer anything real quick. (04:03)

*On Screen Graphic:
Shot of Soldier Sitting in
Open Helicopter Door*

*On Screen Graphic:
Vietnamese Soldiers in
the Field*

*On Screen Graphic:
Vietnamese Soldiers in the Water*

*On Screen Graphic:
Vietnamese Soldiers
Interrogating a Prisoner*

*On Screen Graphic:
Vietnamese Soldiers
Holding a Blindfolded
Prisoner*

*On Screen Text:
“He pulled out his pistol
and shot him in the lower
left side.”*

*On Screen Text:
“The wounded Viet Cong ...
would answer anything
real quick.”*

LTC Schwabe: I had this niggling question about “What am I going to do?” because what I had seen... it just soaked into me... war crime! He shouldn’t have been—he shouldn’t have shot that Soldier. (04:17)

PART 2

LTC Schwabe: I Spoke with CPT Houston about it and asked him, “What do you think? What do you think about that?” And Houston had been there, of course, a good deal longer than I had been, and he said, “If you want to keep working with these guys and have any influence over them whatsoever, you better keep your mouth shut.” And that troubled me a little bit but, in the end, I reflected on it and—knowing I had to work with them and that the experience I had just had with them from marching in darkness to movement, to contact and helping them across that canal so they wouldn’t drown in the process. And being with them through the battle had really given us a closeness that I... that you could already feel as we marched back to our base camp. And I didn’t want to ruin that. And so in the end, I decided that... since the kid was still alive and apparently was going to live that I would just let the whole matter drop. (01:08)

On Screen Text:
“He shouldn’t have shot that Soldier.”

On Screen Text:
“I decided...I would just let the whole matter drop.”

■ **Appendix B:** **General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development**

Area: Army Profession and Army Professionals

Honorable Service

1. How did the actions of the individual contribute to or detract from the Honorable Service that the Army provides to the American people?
2. Did the individual serve the interests of the American people? If yes, how?
3. Did the individual support and/or defend the Constitution and/or Nation? If yes, how?
4. Army Professionals motivate and inspire Honorable Service through ethical conduct of the Mission and in performance of duty. Did the actions of the individual and/or organization motivate or inspire Honorable Service? If yes, how? Or, did their actions violate training and standards? If yes, how?

Military Expertise

1. What examples of Military Expertise were in the video?
2. How did the individual demonstrate the Army’s expert knowledge in military-technical, moral-ethical, cultural-political, and/or human-leader development?

Stewardship of the Profession

1. Did the individual demonstrate Stewardship of the Army Profession? Why or why not?
2. What are some examples in the video of the individual stewarding or wasting the Army’s resources (material and personnel)?
3. What are some examples in the video of the individual providing professional/personal development through counseling, coaching, and/or mentoring?
4. Stewardship is the responsibility of Army Professionals to ensure the Profession maintains its five essential characteristics. How did the individual maintain the essential characteristics?

Esprit de Corps

1. Are there some examples in the video of the individual taking action to enhance Esprit de Corps? If yes, what are they?
2. Did the individual do anything to create an organizational climate that promoted Esprit de Corps? If yes, how?

Trust

1. How did the individual promote Trust between the Army and the American people?
2. How did the individual promote Trust within the Army (teamwork, leader-subordinate, peer-to-peer, etc.)?
3. Trust is based on qualities such as professional competence, character, and commitment. Did the individual display any of those qualities? If yes, what?

Army Professionals’ Competence, Character, and Commitment

1. Did the individual demonstrate his competence, character, and commitment as an Army Professional? If yes, how?
2. Did the individual demonstrate any courage in the video? If yes, how?
3. Did the individual’s character support mission accomplishment? If yes, how?
4. Did the individual support other Army Professionals in the video? If yes, how?

Area: Army Ethic

Army Values and Warrior’s Ethos/Service Ethos

1. What Army Values were shown in the video? Give specific examples.
2. Did the individual demonstrate the Army Values? If yes, how?
3. Are there any examples in the video of the individual demonstrating the Warrior Ethos/Service Ethos? If yes, what?

Why and How the Army Provides Service (Fights, Supports, Defends)

1. Were there examples of upholding the Army’s legal requirements in the video (laws, regulations, treaties, rules of engagement, etc.)? Explain.
2. Were there examples of upholding the Army’s moral/ethical requirements in the story (human rights, the Golden Rule, proper application of force – military necessity, discrimination, proportionality, avoiding unnecessary suffering, etc.)? Explain.

Ethical Decision-Making

Recognize the Conflict

1. At what point did the individual recognize the presence of a moral/ethical conflict, problem, or dilemma?

Evaluate the Options

1. What feasible alternatives were there for this situation?
2. Which was the most moral/virtuous or right thing to do?
3. What are the rules or norms that govern this situation?
4. What were possible outcomes of the event?
5. What are the competing values/beliefs/norms/rules that caused the conflict, problem, or dilemma?

Commit to a Decision

1. What responsibilities did the individual have to balance as he made the decision?
2. How did the individual choose a course of action out of the options available?

Act

1. What actions did the individual demonstrate when executing the decision?
2. What would have happened if the individual had not taken action?
3. Did the individual need courage to go ahead with the decision? If yes, why?
4. What moral/ethical adversity did the individual wrestle with in making the decision?

Area: Professional Identity and Character Development

Moral/Ethical Maturity

1. What do the individual’s actions say about his moral/professional identity?
2. Did the individual show that he understood the importance of being a “Professional Soldier?” If yes, how do you know?
3. Did the individual reason through the conflict, problem, or dilemma? If yes, how do you know?
4. Did the individual understand the situation and consequences? If yes, how do you know?

5. What dialog or behaviors showed that the individual considered who he was (identity) and what principles and values (character) he upheld in making decisions and taking action?
6. How might the individual’s professional identity and character change/modify as a result of the event?

Moral/Ethical Strength

1. How might the individual’s moral confidence change/modify as a result of the event?
2. How did the individual display self-discipline?
3. How did the individual display resilience?

Feedback/Reflection

1. Did the individual recognize the presence of a moral/ethical situation in this experience? If so, how did that affect his actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to his unit? How would you make decisions clear in ambiguous situations?
3. How will the individual’s decision affect future decisions he may make?
4. If you were in this situation, what would you do?
5. What actions could the individual take to better prepare for moral/ethical conflicts, problems, or dilemmas?

■ Appendix C: Experiential Learning Model (ELM) Overview

Experiential learning happens when a person engages in an activity, singularly or in a group, looks back, and critically analyzes what happened during the activity. Experiential learning allows predictability about what may happen given the same or similar event. Learners draw useful insight from their analysis, and then put the result to work.

The ELM has impact, because it adds the interest and involvement of the members during an activity, and it contributes significantly to the transfer of learning. Once members see the relationship between these issues and their demonstration in the experience, the relevance of the model becomes clear.

While group interaction is important, nothing is more relevant to us than we are. Experiential learning is based on this concept. In other words, experiential learning provides a forum for self-knowledge. Regardless of the content under consideration, group members must see, hear about, and examine their own uniqueness in action. The experiential model, then, allows cognitive and affective behavioral involvement. Experiential learning combines personal experience, cognitive and affective involvement and feedback, and theoretical and conceptual material for a more complete learning event.

Concrete Experience

- Serves as a trigger of past knowledge and experience, a focusing mechanism for the module that follows, and a support for teaching new content. Connects the topic with student understanding of it and appeals to the affective domain for both motivation and internalization of the content.
- The facilitator provides written or video vignettes or other material as a prior-to-class experience or as the first experience in the class.

Publish and Process

- Starts with solicitation then reaction to the Concrete Experience to reflect knowledge and experience of the topic. Begins the reconciliation of where the learning starts with the learning outcome.
- The facilitator gets learner reaction to the Concrete Experience verbally or in writing. Learners share their reactions and discuss with other learners.

Generate New Information

- Presentation of new content through a method designed at the learner level.
- The facilitator chooses best method for content delivery. If the learner has little knowledge, this may be lecture. If the learner has more knowledge, then discussion or project-based may be the preferable delivery method(s).

Develop

- Reflective process to enhance motivation and valuing, and develop possible future uses for the content.
- The facilitator asks questions, such as: What was learned? Why is it important? What will you do with the new learning?

Apply

- Opportunity for student to demonstrate what was learned by applying the new information to a new experience or in a new way.
- Examples: Project to solve a problem, presentation for discussion, paper that synthesizes or analyzes a situation or condition, etc.