

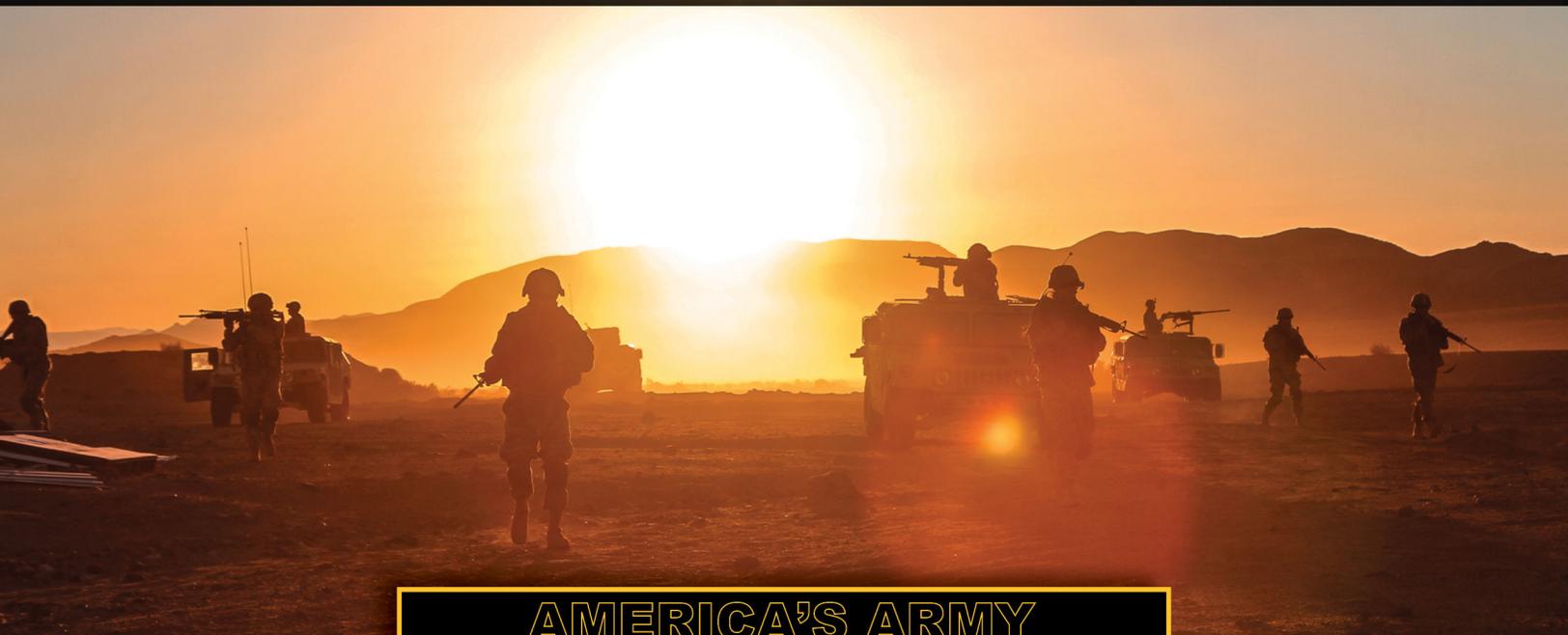


The Center for Army Profession and Ethic

Video Module

"HARD CHOICES"

FACILITATOR GUIDE



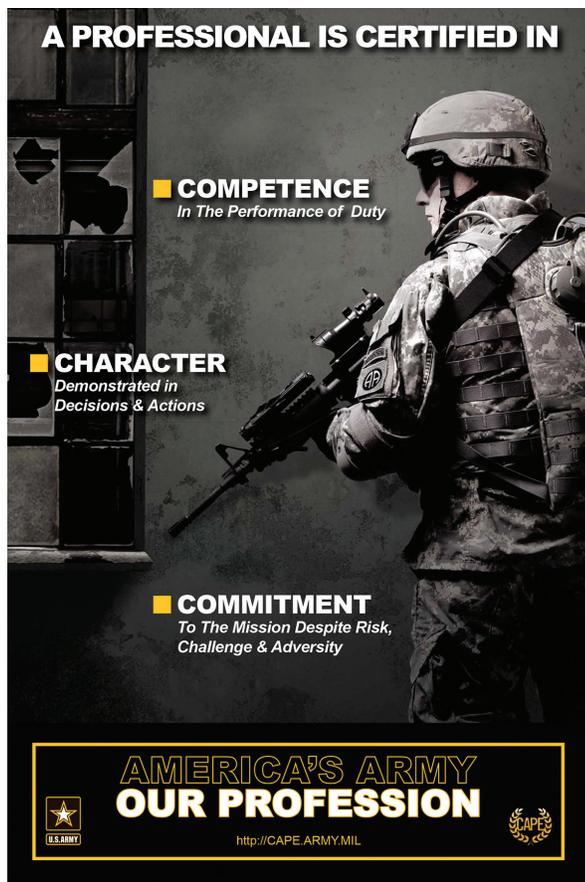
 **AMERICA'S ARMY**
OUR PROFESSION 

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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 “*Hard Choices*” 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, Hazing, Noncombatant abuse

■ 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 “Hard Choices” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Hard Choices.”

Facilitator Tool: The full transcript of the “Hard Choices” 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: While deployed to Iraq in 2003, SSG Holicky witnessed two Soldiers beating an Iraqi civilian. After halting the abuse, SSG Holicky reported the incident to his 1SG, but said he was ostracized by the action and endured hazing as a result.

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 SSG Holicky’s thinking or actions?

4. What were the implications for SSG Holicky (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.

“Hard Choices” Part 1 (0:00 to 3:24) Discussion:

As SSG Holicky 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 SSG Holicky’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. While on patrol looking for suspicious individuals after curfew, SSG Holicky and fellow platoon members observed a man who was breaking curfew close to a road. What rules or laws applied to this situation? What were the possible outcomes if the Soldiers did not engage the man? How did the rules/laws and possible outcomes affect the Soldiers’ decision to arrest or detain him? Did his actions label him as a suspicious individual? Why or why not?



2. SSG Holicky said his fellow platoon members were “tearing up the house, screaming and yelling profanities at the females and the young children.” As Army Professionals, how did their actions detract from the five essential characteristics of the Army Profession? SSG Holicky also said that two of the Soldiers “pistol whipped” the Iraqi man. How did this action violate Army Values and the Army Ethic?
3. SSG Holicky said his fellow platoon members were “tearing up the house, screaming and yelling profanities at the females and the young children.” As Army Professionals, how did their actions defy the five essential characteristics? SSG Holicky also said that two of the Soldiers “pistol whipped” the Iraqi man. How did this action defy Army Values and Ethics?
4. The Iraqi male was large, “probably seven foot tall.” Do you think his size might have played a part in the Soldiers’ aggression? Why or why not?
5. The mother of the Iraqi male was trying to tell the Soldiers that the man was mentally handicapped. When the Soldiers went into the home, do you feel that a lack of communication because of language barriers was a contributing factor to the incident? Does a lack of communication justify the Soldiers’ actions? Why or why not?
6. SSG Holicky said when he realized the Iraqi male was mentally handicapped; he pushed the Soldiers away from him. Why did the man’s mental capacity make a difference? Should it have? Do you feel you would have stepped in if the man had not been handicapped? Why or why not?
7. The two Soldiers that took part in the abuse were Holicky’s superior and SSG Holicky’s best friend. If you witness a superior not living up to Army Values and Army Ethic, is it difficult to take action? Why or why not? If you witness a close friend not living up to Army Values and Army Ethic, is it difficult to take action? Why or why not?

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. SSG Holicky said that he had heard reports of other Soldiers going in and destroying homes, assaulting or killing civilians, but he was not aware of any Soldiers in his company taking part in such actions until the incident he discussed. Do you think that hearing about Soldiers mistreating Iraqi civilians without being reprimanded had an effect on SSG Holicky’s company? Why or why not? Have you ever encountered a similar situation? If so, what happened?
2. If the individual under suspicion had been a female, would the outcome have been different? Why or why not? Are only males involved in terrorist activities?

3. He said the Soldiers “started tearing up the house, screaming and yelling profanities at the females and the young children.” Why do you think he allowed the verbal abuse, but halted the beating? Is needlessly destroying property and verbal abuse acceptable behavior for Army Professionals?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “Hard Choices” 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.*

“Hard Choices” Part 2 (0:00 to 1:54) Discussion:

1. SSG Holicky said that he reported the incident to his 1SG and the commander. Did he make the right decision? Why or why not?
2. “I had good leadership,” said SSG Holicky. If so, why did the leadership not pursue charges against the two Soldiers for the beating? What factors influenced the leadership’s decision-making process? Do you feel the leadership’s decision not to pursue charges was right? Why or why not? What other factors may have been affecting the decisions made in the scenario?
3. SSG Holicky said was ostracized and a SGT began hazing or “smoking” him after he initiated a report. Why was he ostracized? Did the leadership think SSG Holicky was wrong to initiate a report? Why or why not? How did the “smoking” affect SSG Holicky? How did the “smoking” affect the climate of his platoon? “A very good NCO stepped in and stopped it.” Why was it important that the “smoking” be halted? Have you ever witnessed a similar response/ actions from the leadership in a unit? What happened?
4. What did you (the students) take away from this video?
5. How do you (the students) feel about the information presented in this video?
6. 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

SSG Holicky: I deployed to Iraq in 2003 to Ramadi. (00:20)

*On Screen Graphic:
Aerial Shot of Ramadi*

SSG Holicky: We were part of the second wave that went in. There had been some issues and reports of Soldiers going into houses... (00:26)

*On Screen Graphic:
Soldiers Forced Entry*

SSG Holicky: ...as we would go out on mission, we would go into Ramadi to clear houses looking for terrorists’ activity in the area and search for activity in the area—IED patrols, all those things. What was going on within my company and across the board, across the battalion that I was with, there was reports of Soldiers going into the homes, destroying homes, assaulting civilians within the homes. There even had been some reports of where Soldiers had killed civilians that we were hearing as we were going through. Nobody in my company, that I was aware of, was ever a part of that. But I did get faced with it at one time when there was a curfew placed in the civilians approximately ten p.m. at night. They were not allowed to be out on the roads or outside, or they would be arrested or detained. So part of our mission was, during IED patrols, was to look for individuals that were shoveling on the side of the road or anything that looked suspicious and detain those individuals and bring them in for questioning. So one evening, probably about half-way through my deployment, we were out in the country just north of Ramadi when it was noticed that there was a man outside of his home between the road and his house. He looked suspicious because it was after curfew, so anybody outside after curfew was suspicious anyways. We turned our patrol around. We went to detain this guy, and he ran back inside his home. (02:00)

*On Screen Graphic:
Patrol Vehicles at Night in
Ramadi*

SSG Holicky: My platoon at the time, I was a PFC I believe, went into the home. We kicked the door in and we went in after this guy. When we got in there, some of the other platoon members started tearing up the house, screaming and yelling profanities at the females and the young children that were inside the house. When they caught this guy, he was a rather large man—he was probably seven foot tall, very

*On Screen Graphic:
(Night-Vision Perspective)
Woman Pleading with
Soldier*

big man—when they got him, they drug him outside, and two Soldiers from my platoon took out their pistols and pistol-whipped him on the ground. So, I was already upset by the actions inside the house. At the time, I took it upon myself to learn a large portion of Arabic so I could understand and talk and yell—whatever I need to do in Arabic. The mother of the individual... (02:50)

SSG Holicky: ...who was being assaulted ran outside saying (speaking Arabic), which means, he’s crazy, please stop. She was talking about this individual was her son. And she was saying he was mentally handicapped is what she was saying. When they say that in Iraq, they are saying they are mentally handicapped. They called (speaking Arabic), which means crazy. I yelled at the two Soldiers, who—one of them happened to be my best friend and still is my best friend and another one was a SGT, who was our medic which even irritated me more that he was involved with this. (03:24)

Part 2

SSG Holicky: I immediately, upon that, jumped between the individual they were pistol whipping and the two Soldiers and threw them off that individual and yelled at them to get away from him. He was already unconscious on the ground at that point. (00:18)

SSG Holicky: He was pretty brutally beat. Even though I was faced with the risk of possibly losing my best friend and being outcast from my platoon, I chose to report the incident to my 1SG. From there, the 1SG went to the commander; we sat down with the commander. I told him what had happened. (00:39)

SSG Holicky: I was pretty much ostracized. My unit at the time, and when I say this, was a good unit. I had good leadership. I had great Soldiers in my unit, but at that time, they chose not to pursue any charges against the NCO or my friend for the actions that they did. (01:01)

SSG Holicky: The SGT that was involved was the one who started the whole “smoke” sessions and got involved with other NCO’s at the time. They were all SGTs and SSGs. They would make me run in the

On Screen Text:
“I yelled at the two Soldiers... my best friend ... and our medic.”

On Screen Graphic:
(Night-Vision Perspective)
Woman Looking Out Window

On Screen Graphic:
Soldier Doing Pushups

On Screen Graphic:
Soldier With Weapon Looking Down Alley

On Screen Graphic:
Soldier With Weapon Running Obstacles

heat back and forth from the Bradleys. We drive and gun-em, drove and gun-em Bradleys at the time. I run back and forth with all of my equipment, lay out all my equipment, and then pick it all back up and run it back. (01:25)

SSG Holicky: We’re talking 130-degree weather. I would have to be in full battle rattle. Back in 2003, there was really no such thing as “hazing” so it was “smoking”... (01:35)

SSG Holicky: ...and it was not authorized but accepted. And finally, another SGT who had just shown up to our company and became my squad leader—he was a very good NCO—stepped in and stopped it. So if it wasn’t for him, they would have probably continued it throughout my deployment, and I was there for 14 months, so it was a long time. (01:54)

*On Screen Graphic:
Soldier Gesturing to Another
Soldier While running*

■ 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.