

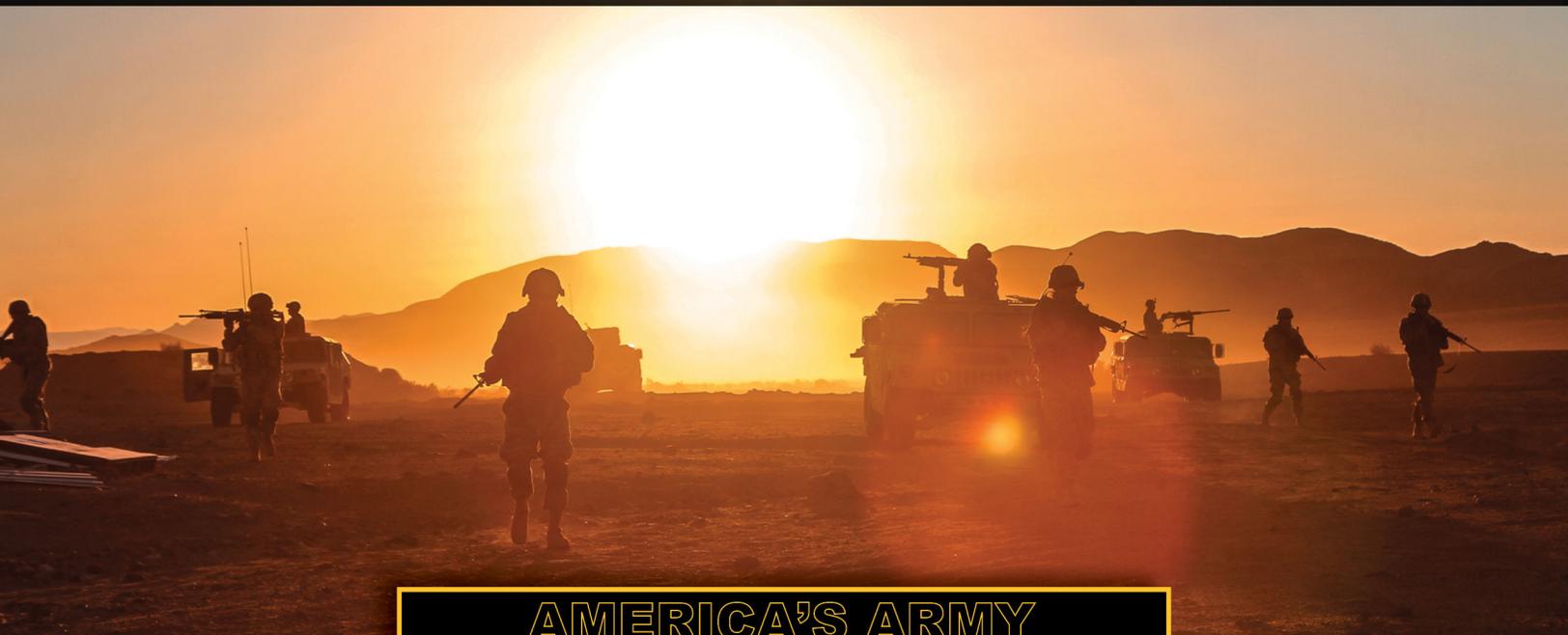


The Center for Army Profession and Ethic

Video Module

“LOYAL TO THE PROFESSION”

FACILITATOR GUIDE

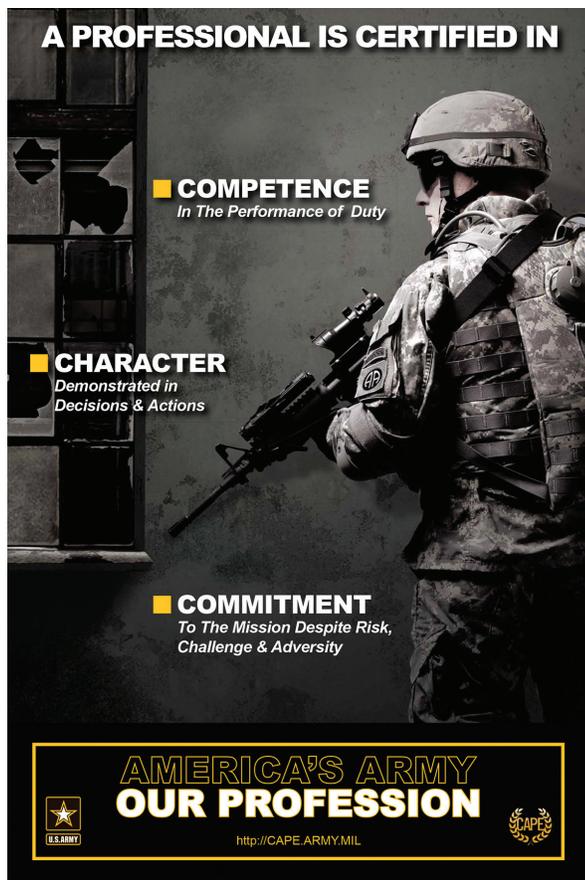


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■ History of CAPE

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.

Contact Information

Center for the Army Profession and Ethic
 Bldg. 621 Wilson Road
 West Point, NY 10996
 845-938-0467

<http://CAPE.ARMY.MIL>

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■ Scope

This “*Loyal to the Profession*” 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, Command climate, Fraternization

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

Facilitator Tool: The full transcript of the “Loyal to the Profession” 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: When asked by a fellow Soldier if he was a player, SFC Tabonares at first was not certain the meaning or how to answer. He quickly learned that the NCO was referring to inappropriate relations with female Soldiers and, according to SFC Tabonares, he was in no way “a player.”

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 SFC Tabonares’s thinking or actions?

4. What were the implications for SFC Tabonares (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.

“Loyal to the Profession” Part 1 (0:00 to 3:59) Discussion:

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

Additional questions:

1. When deployed in 2006, SFC Tabonares said the first thing he noticed at his new command was that the rank and file seemed demoralized. What are indicators of demoralization? What does this say about the command climate? Why is it sometimes easier for a newly arriving leader to see problems that the existing leadership is missing?



“THE RANK AND FILE ARE
BASICALLY DEMORALIZED.”

2. SFC Tabonares was asked if he was “a player.” What does it mean to be “a player?” Would you have known how to answer the question? Explain. Is there “a player” in your unit? If so, how does he/she affect the unit climate?
3. Since SFC Tabonares had experience as a unit victim advocate, do you think he took the inappropriate behavior more seriously? If so, why? Should there be a difference in the way Army Professionals react to inappropriate behavior based on this type of experience? Explain.
4. Referring to a female Soldier, an NCO said to SFC Tabonares, “She can be your deployment honey; you can handle her” and SFC Tabonares replied, “As an NCO, that’s crossing the line.” Would that statement be crossing the line for any Soldier to make, not just an NCO? Have you ever heard a statement that crossed the line? If so, what was the statement? When you heard the statement, what was your response?
5. SFC Tabonares had to move to the senior NCO’s CHU (containerized housing unit). How did SFC Tabonares feel about the move? Was this move beneficial for SFC Tabonares? Explain why or why not. Did the move end up being beneficial for the unit? Explain why or why not.
6. SFC Tabonares notes that there were female Soldiers knocking on the door of the CHU in the middle of the night as a regular occurrence. Is there something specifically wrong with this? Explain. Why do you think SFC Tabonares makes a specific note of it? Why do you think this behavior was allowed? Should it have been? Explain why or why not.
7. Knowing the male senior NCO and female Soldier were in the midst of an indiscretion, did SFC Tabonares handle the situation correctly? Why or why not? What would you have done in the same situation?
8. Do you think demanding that the commander immediately handle the situation was the right course of action? Why or why not? Would you tell a superior his/her career was on the line if he/she did not take action? Why or why not?
9. The male NCO was moved from the unit, and a 15-6 investigation was ordered. Do you think this remedied the problem? Why or why not? Do you think the male NCO will continue to be “a player” in a new unit? 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. Why is fraternization detrimental to the Army Profession? How should Army Professionals react when they see violations of the Army Ethic? Is it always easy to uphold the Army Ethic? Why or why not?
2. Was the male NCO the only individual in the wrong throughout the video? If no, what other individual or individuals were also in the wrong? Explain.
3. The commander told SFC Tabonares to “go back over there and tell them to stop.” Do you think the commander felt that SFC Tabonares should have just handled the situation? Why or why not? Was it SFC Tabonares’ duty to handle the situation? Why or why not?

4. How does a negative environment as described by SFC Tabonares develop in an organization? What actions can Army Professionals take to prevent such an environment? What actions can Army Professionals take if such an environment exists in an organization?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “Loyal to the Profession” 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.*

“Loyal to the Profession” Part 2 (0:00 to 1:03) Discussion:

1. “I’m not gonna let it go,” said SFC Tabonares. What does this say about his competence, character, and commitment?
2. The SGM of the brigade said, “I was just waiting for a guy like you to move forward.” Do you feel the SGM of the brigade had Trust in SFC Tabonares? Why or why not? In what ways did SFC Tabonares uphold the five essential characteristics of the Army Profession? Explain.
3. SFC Tabonares said that his loyalty was questioned after the incident. Why would his loyalty be questioned? Should he have been loyal to the male senior NCO? Why or why not? Did the male senior NCO deserve SFC Tabonares’ loyalty? Why or why not? Do you see a conflict in this scenario between the Army Values of Loyalty and Duty? Explain.
4. “I am not going to put myself in that kind of predicament to lose my rank,” said SFC Tabonares. Do you think he would have lost rank if he had not reported the misconduct? Why or why not? Is “losing rank” the only motivation for Army Professionals to act in a situation like this? 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

SFC Tabonares: I’m actually deployed four times in Iraq. From the beginning of 2003 all the way to 07 09, which is a 15-month deployment. And I had one deployment to Bagram in Afghanistan. That was my last deployment last year.

SFC Tabonares: It took place in 2006, I was a late deployer to a unit that was already forward. And I got to that unit in Kalsu and the first thing that I noticed is that the senior leadership are very much like aloof, but the rank and file are basically demoralized. They have no notion of respecting the NCOs. (00:56)

SFC Tabonares: So I was trying to establish myself in the unit and one of the senior guys, one of the first things he asked me, is about “Are you a player?” Well, being me, a unit victim advocate to a prior unit, I was like, “What does he mean by being a player?” So in context, I said, ok, I think he was saying me going be playing along... (01:20)

SFC Tabonares: ...with them as far as whatever is going on. About a week and half into that particular deployment, he asked me again, “You see that specialist over there? She can be your deployment honey; you can handle her.” And I said, “Uh, I don’t think so. I do believe that as an NCO, that’s crossing the line.” (01:43)

SFC Tabonares: Then come to find out that the sergeant, the 1SG, told me that I have to be moved to that particular NCO’s bunk. So we’re bunk buddies now in one CHU, which is basically our unit for living quarters. And I noticed that a lot of enlisted female Soldiers are knocking on our door in the wee hours of the night. And one night I was sleeping—I was sick from a previous mission ... I got sick, my tonsillitis inflamed—and I hear this knock on the door. And he was like, “Don’t worry about him; he’s asleep. He’s medicated so come to the rear of the CHU.” (02:23)

On Screen Text:
“The rank and file are basically demoralized.”

On Screen Text:
“Are you a player?”

On Screen Text:
“That’s crossing the line.”

On Screen Text:
“Don’t worry about him; he’s asleep ... come to the rear of the CHU.”

SFC Tabonares: The next thing I heard, they were playing this music and then they start... I start hearing voices, you know, in a way that I said, “This is inappropriate.” So I flipped the switch on. Then I found them in a particular position that is really, you know... inappropriate. (02:41)

On Screen Text:
“I found them in a particular position that is really... inappropriate.”

SFC Tabonares: So I ran out of the CHU, and the first thing that I did is call for my commander. So I asked him, “Sir, would you like to come out and address this issue because the senior guy in my CHU has a visitor which is not supposed to be there, and they were doing some stupid stuff?” And the Commander was like, “I am tired. I just got back from a mission with you, and I don’t know what to do. Just go back over there and tell them to stop whatever they were doing.” And I was like, “Ok sir, but you know your career is on the line. I would like to see SGM and the battalion commander right away.” At that point he decided, “OK, I gotta go.” So he put on his clothes and we went over there, and I said, “Sir, address that issue, but I’m not going to be wavering for what I have seen, and I’m going to tell the SGM exactly what I have seen.” And the next day, pretty much the first morning agenda was like go to SGM, and I told him the story. And I asked him, “SGM, what are you going to do about the senior guy?” (03:45)

On Screen Text:
“Sergeant Major, what are you going to do...?”

SFC Tabonares: I said, “SGM, specifically what kind of actions are you going to take?” He said, “We are going to move the NCO.” “We are going to move him away from the unit, and then we are going to have a 15-6 investigation.” (03:59)

PART 2

SFC Tabonares: I told the guy I’m not a player. I’m a Christian and I’m an NCO. I’m gonna stand by that creed and I’m not gonna let it go. (00:10)

SFC Tabonares: So when the SGM of the brigade found out about it, and he called for me and said, “It’s a good thing that you work for me, Sergeant, because I was just waiting for a guy like you to move forward. We’ve been hearing rumors about that unit.” So after that they relieved the 1SG and the commander pretty much was not involved but a lot of people moved forward, especially the enlisted female Soldiers, saying that they were having an affair with this guy, with that guy, and all that other stuff. (00:40)

SFC Tabonares: A group of senior NCOs said that they questioned my loyalty. They said, “Where is your loyalty?” I said, “My loyalty is to the Soldier and to the Army... (00:53)

SFC Tabonares: ...and to my family because I am not going to put myself in that kind of predicament to lose my rank because of that.. and losing my credibility to my Soldiers.” (01:03)

On Screen Text:

“I’m gonna stand by that creed and I’m not gonna let it go.”

On Screen Text:

“A lot of people moved forward, especially the enlisted female Soldiers, saying that they were having an affair...”

On Screen Text:

“My loyalty is to the Soldier and to the Army.”

■ 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.