

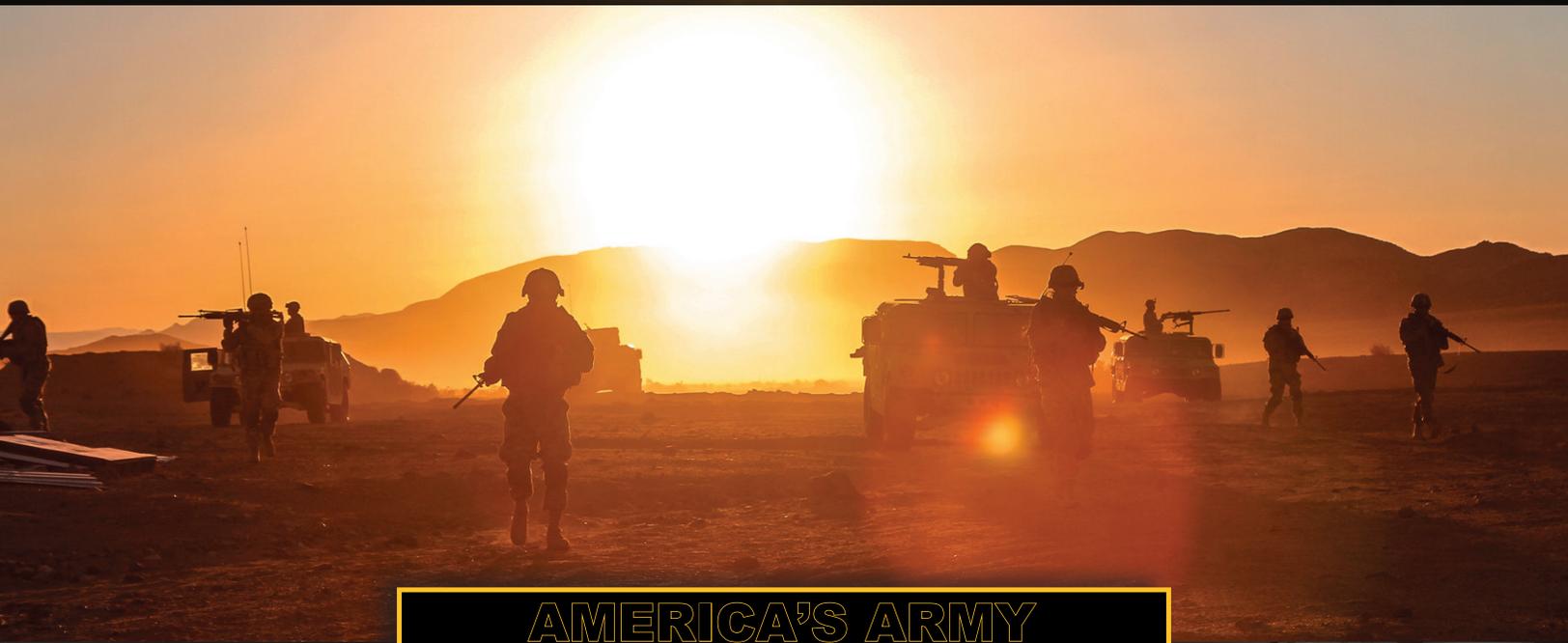


The Center for Army Profession and Ethic

Video Module

"MY BEST BATTLE BUDDY"

FACILITATOR GUIDE

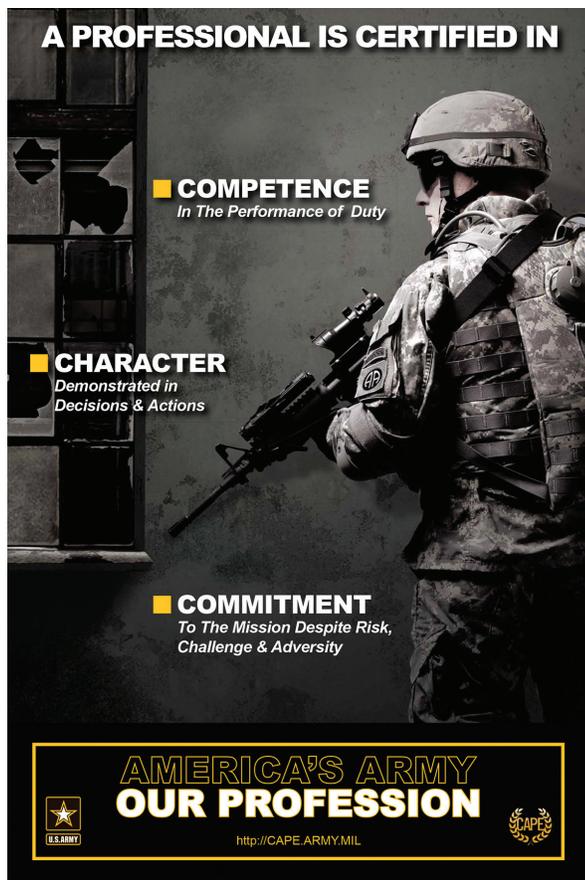


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■ History of CAPE

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 “*My Best Battle Buddy*” 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, Financial problems, Alcohol 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 “My Best Battle Buddy” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “My Best Battle Buddy.”

Facilitator Tool: The full transcript of the “My Best Battle Buddy” 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: After his divorce in 2004, SFC Mosher thought he had custody and finances worked out to care for his child. When plans didn’t work out, he gave custody of his daughter to his ex-wife and was left with lots of spare time that he filled with drinking. In a short time, he was in a financial crisis due to his drinking problem but found the support he needed to regain control.

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 Mosher’s thinking or actions?

4. What were the implications for SFC Mosher (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.

“My Best Battle Buddy” Part 1 (0:00 to 4:49) Discussion:

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

Additional questions:

1. “I didn’t know much about what a family care plan was,” said SFC Mosher. Do you know what a family care plan is? Explain. Why are family care plans important for single Soldiers? Why wouldn’t his chain of command approve his family care plan?
2. After giving up custody of his daughter, SFC Mosher was left with spare time that he filled with drinking. Is filling any void with alcohol the answer? What factors in SFC Mosher’s past and current experiences affected his decision to drink to excess?



3. He began drinking daily and estimated spending \$500-\$600 a week on alcohol. Was it the amount of money being spent that helped him realize he had an alcohol problem? Why or why not?
4. “Drinking became more of a priority than even work.” How does behavior such as this affect the climate of a unit? Can you trust and rely on individuals whose priorities are not aligned? Why or why not? Should individuals like this be placed in leadership positions? Why or why not?
5. SFC Mosher’s chain of command was lenient during his struggles. Did lenience help him at this time? Why or why not? Was it his chain of command’s duty to assist with his drinking and financial troubles? Why or why not? Because he was drinking off duty, do you think his chain of command knew the extent of the problem? Give specific examples to support your answer.
6. What could have been done to help SFC Mosher regain control? Why did ASAP not work for SFC Mosher?

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. SFC Mosher referred to his divorce as a time of “crisis.” Do you think the event spurred the drinking problem? Why or why not? Was it the only contributor? Explain your answer.
2. In ASAP, he said, “All you had to do was tell them that you don’t have a problem.” Why is it difficult to help individuals who won’t admit they have a problem? How did he only delay recovery? Have you known of a situation like this? If so, what happened?
3. “I knew my limits. I knew when to stop,” said SFC Mosher. Did he really know his limits and when to stop? Explain using specific examples from the story.
4. What effects did SFC Mosher’s decisions have on the Army? Was he able to uphold Army standards? Explain. What effect does it have on you when you have a leader in the chain of command who does not meet the standard and who displays indiscipline?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “My Best Battle Buddy” 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.*

“My Best Battle Buddy” Part 2 (0:00 to 1:09) Discussion:

1. He said, “Someone this was affecting actually had to step in.” His girlfriend at the time stepped in, but who else was he affecting by drinking? What does it mean by “alcohol abuse is not just an individual’s problem”? Do you know someone with an alcohol problem? Explain.
2. When he slowed down on his drinking, he noticed that he had money to pay bills. Why is managing personal finances important for Soldiers? When a Soldier is a good steward of his or her own money, do you think that Soldier is a better steward of Army resources? Why or why not?
3. Why is it important to enlist support through difficult times? Is the Army Family a means of support through difficult times? Why or why not? If you experience difficulties, do you speak with your chain of command? Why or why not?
4. If a fellow Soldier was struggling with an alcohol problem would you know how to assist him or her? Do you know about the ASAP program? How would you contact an ASAP representative for yourself or a battle buddy? Explain how you can find the courage take the right actions.
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 Mosher: So I deployed in 2001, and the recovery period, there were short deployments about four months at a time and then come back and train for six months on end. (00:23)

On Screen Text:
 “I deployed in 2001...
 for about four months at
 a time.”

SFC Mosher: That was pretty, I would say, pretty hard on my relationship with my wife and child, and eventually in 2004, I got a divorce. (00:35)

On Screen Text:
 “In 2004, I got a divorce.”

SFC Mosher: Financially, everything was going to work out. I had rearranged bills so that I could financially afford a divorce and kind of start fresh in the military maybe as a single Soldier. What I didn’t realize is that I was going to be a single parent, initially. Then I was forced with a family care plan, which I didn’t know much about what a family care plan was. (00:59)

On Screen Graphic:
 Family Care Plan
 Document

SFC Mosher: I had junior leadership, who I asked, “Hey does this family care plan look okay?” And they said, “I don’t even know why you need one, but sure.” What it came around to—my actual chain of command wouldn’t approve the family care plan, and I was at a loss. I said what is wrong with the family care plan? And they said well, you’re in this special operations unit, a single Soldier with a child, doesn’t kind of add up. So I had some decisions to make there. That was probably where my first financial crisis came into play. (01:33)

On Screen Graphic:
 Currency Graphic

SFC Mosher: Because financially I had aligned everything to financially support myself and my daughter, at the time, through this crisis. Not to go back to court and re-amend everything that I had just taken care of. So I went back to court, had to have amendments done, and I gave up custody of my daughter to my ex-wife. Initially everything seemed like it was going to pan out. My chain of command had moved me from a less occupationally demanding job to something within the unit just to help me through. What that did, ultimately though, was give me more time. Initially, that time I thought was fine. I had my daughter to fill up those voids, but when I had to change custody. I didn’t have my daughter, so I relied on alcohol. (02:18)

On Screen Graphic:
 Liquor Graphic

On Screen Text:
 “A good portion of my free
 time became drinking.”

SFC Mosher: A good portion of my free time became drinking. I didn't have my daughter there to fill that void of the absence of something to do, so I would drink. It was getting to the point where I would even go out to dinner. I wouldn't make myself dinner so I would go out to dinner and start drinking. So it became a daily habit to the point where I was going through \$500-\$600 a week just in alcohol. I didn't realize it, but it was money that I had set aside to actually help take care of a child. (02:54)

SFC Mosher: Drinking became more of a priority than even work to the point where I was showing up to work hung over. And my chain of command was trying to be lenient. They weren't coming down on me with a hammer. They said, "You have some issues to work through. Go ahead and work through them." What they didn't see was I was actually budgeting my money around drinking. (03:14)

SFC Mosher: It would be the first of the month, I knew rent was due, but I would pay the late fee at mid-month just so I could go out drinking. And then when I realized, well, that's not working anymore, I would find out during the week which bars had the drink specials and I would go to those bars on Monday and that bar on Tuesday to get the drink specials. (03:35)

SFC Mosher: It wasn't until roughly 2006, when I met my current wife, that I started to really want to change the battle rhythm of what I had going on. I was stuck in an Ammo NCO position where I was like, well, I am an infantryman. This isn't where I'm supposed to be. My now wife, then girlfriend, was trying to tell me the same thing. She was looking at my finances because I was borrowing money off of her, "Hey let's go out to the club, let's go drinking." She didn't want my burden, and she was seeing how I was spending my money. (04:07)

SFC Mosher: She looked at the calculations and she said, "Hey you're blowing \$200 on a late fee." (04:12)

SFC Mosher: Do you realize that you spent \$250 just in a weekend period going to the bar and it was just on alcohol? And I had gone to ASAP, my chain of command had sent me to ASAP and thinking ok, if you have a drinking problem, ASAP will fix it. (04:28)

On Screen Text:

"But it was money that I had set aside ... to help take care of a child."

On Screen Text:

"I was actually budgeting my money around drinking."

On Screen Graphic:

"Drink Special"

On Screen Text:

"She was seeing how I was spending my money."

On Screen Text:

"Hey you're blowing \$200 on a late fee."

On Screen Text:

"If you have a drinking problem, ASAP will fix it."

SFC Mosher: What I learned in ASAP was, all you had to do was tell them that you don't have a problem. I didn't have any alcohol related incidents. I kind of knew, okay, I'm not going to drink and drive. That was probably the worst part. I was a responsible NCO with drinking. I knew my limits. I knew when to stop. But it was still something that I was investing into. (04:49)

On Screen Text:
“It was still something that I was investing into.”

Part 2

SFC Mosher: Someone this was affecting actually had to step in and say, hey this is affecting me as well as you. (00:06)

On Screen Text:
“This is affecting me as well as you.”

SFC Mosher: So after talking it out with my now wife, we came to the resolution we kind of supported each other. (00:14)

On Screen Text:
“We kind of supported each other.”

SFC Mosher: And at that point slowed down on the drinking, I realized I have all this extra money. Then I started to pay the bills that I was being procrastinating on. So, that was my eye opener. (00:27)

On Screen Text:
“That was my eye opener.”

SFC Mosher: In all the meetings and briefs that I go to, I never see the wives there. We go to these DUI and ASAP meetings. Your best battle buddy or your wife or your significant other is not at those meetings, so how does she know how to support you? (00:41)

On Screen Text:
“How does she know how to support you?”

SFC Mosher: I think nowadays we tend to rely a lot on our team leaders. For me, my team leaders weren't a help. They didn't know, when I asked them, that I was having family issues. They didn't know what direction to point me in. When I asked them about money issues, they didn't know what direction to point me in. So I struggled through that finding it myself. And it's not that those sources didn't necessarily help me, but it really took a stronger partner, which was my now wife supporting me in the end. (01:09)

■ 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.