

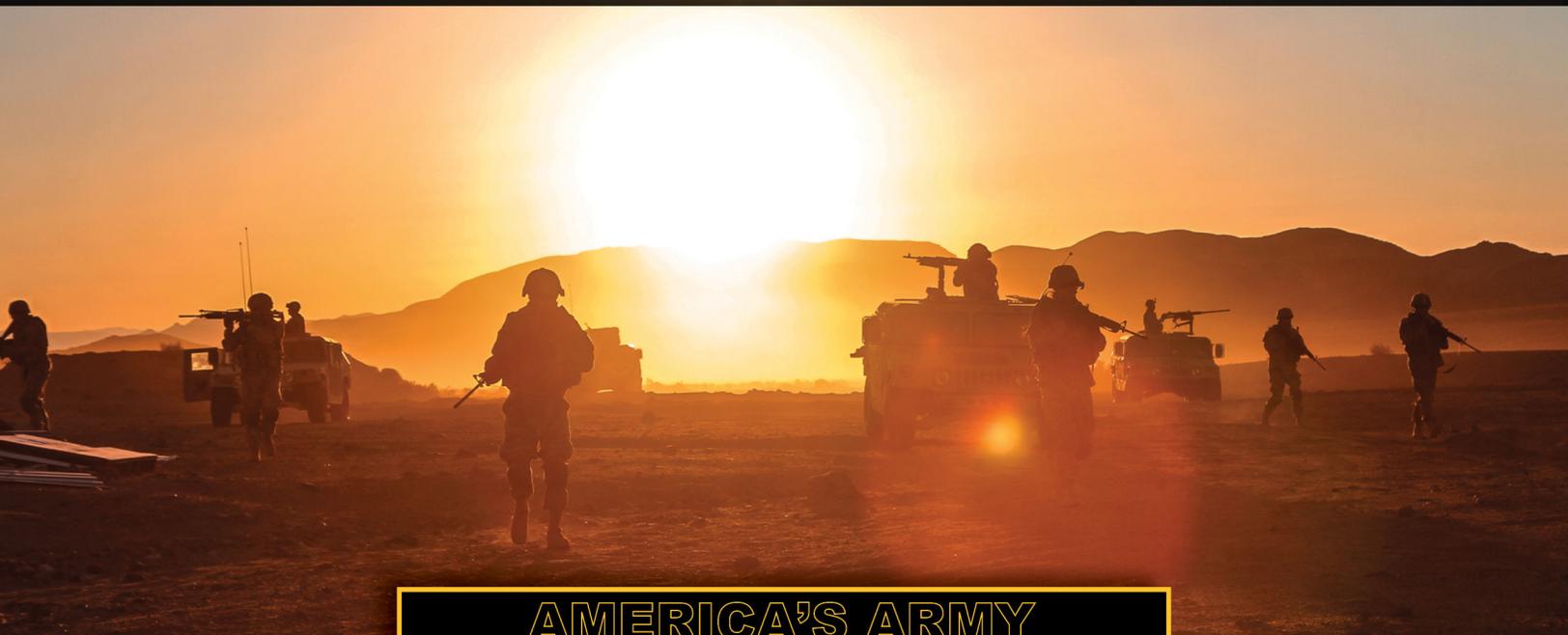


The Center for Army Profession and Ethic

Video Module

# "MY COUNTRY"

FACILITATOR GUIDE

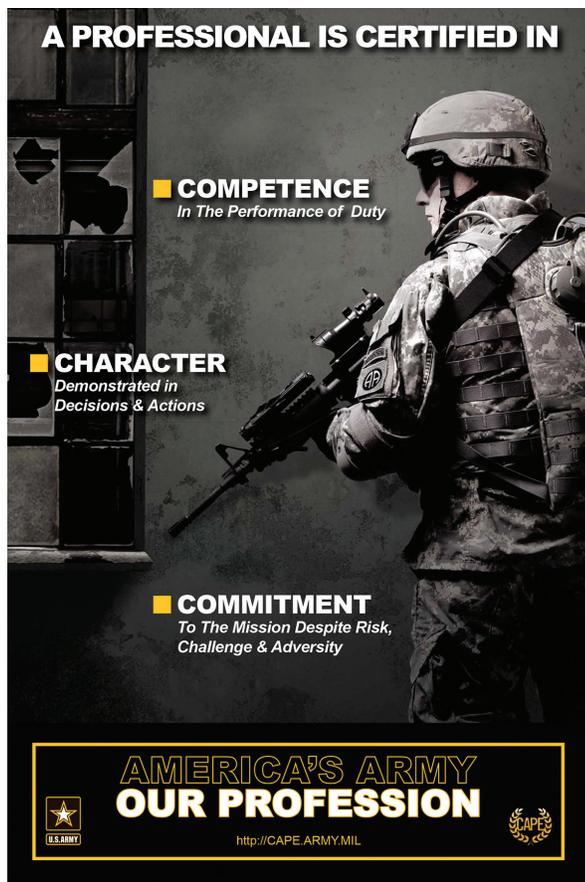


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## ■ History of CAPE

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 Country*” 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, Cultural awareness

## ■ Resources

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

## ■ Conduct

### Concrete Experience

**Facilitator Note:** Precede Part 1 of “My Country” 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 Country.”

**Facilitator Tool:** The full transcript of the “My Country” 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:** In 2004, COL (Retired) Wilhite arrived in Afghanistan and was tasked with establishing a four-year university—built from the ground up. Outlining the university doctrine and getting the project underway was a difficult task, but during construction COL Wilhite quickly discovered his greatest challenges were the differences in how foreign leadership handled situations.

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 COL Wilhite’s thinking or actions?

4. What were the implications for COL Wilhite (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 Country” Part 1 (0:00 to 4:50) Discussion:***

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

### ***Additional questions:***

1. COL Wilhite was initially sent to be the Chief of Plan and Design of the Afghan National Army but was retasked to establish a university. By taking on complex challenges, what does this say about his competence, character, and commitment? What examples of Military Expertise did he demonstrate when his mission was changed? Why is it important that Army Professionals have the skills and knowledge necessary for flexibility when needed?



2. “We have this mission, if you would choose to accept it.” Was it his duty to accept the mission? Why was he suited for this mission? Have you been assigned a task where you pulled skills from a past experience to successfully complete a mission? If so, explain the scenario.
3. The Afghan guard drew his weapon on the Turkish guard before the incident. What could have or should have been done after the first incident to alleviate the problem? Why were the problems between the guards allowed to escalate? Did COL Wilhite have any authority over the guards? Was it his duty to take action when the General said the guard would be executed? Why or why not? Did he handle the situation correctly?
4. When there is a failure in communication, how does it affect the mission? When Army Professionals are deployed, why is it important to understand local customs and traditions? Why is it important for Army Professionals to uphold the Army’s moral and ethical standards while on foreign soil?
5. The General said, “My country!” When COL Wilhite intervened, do you think the General was offended? Why or why not? When a life hangs in the balance, should concern for rank or for culture be a concern? 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. In what ways was COL Wilhite a Steward of the Army Profession?
2. Have you been involved in a situation when there were difficulties because of differences in culture? If so, explain the difficulties. Was there resolution? Are there always problems or issues when there are differences in cultures or customs? Why or why not?
3. When individuals speak different languages, are misunderstandings common? Why or why not? Have you ever had a misunderstanding because of miscommunication? Have you ever had a misunderstanding with superiors or subordinates because of miscommunication? If so, what happened?

**Facilitator Note:** *To increase the relevance of the material for the students, show Part 2 of “My Country” 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 Country” Part 2 (0:00 to 1:03) Discussion:**

1. “Ask the General how far down the list my name is before I die?” Do you think COL Wilhite was concerned for his own safety during the situation? Should he have been? What point was he trying to make?
2. Is using humor a good way to ease tensions in a difficult situation? When is it not? Have you ever been witness to escalating tensions between individuals and stepped in to help defuse the problem? If so, what happened, and how did you calm the individuals involved?
3. Why do you think the General accepted the solution? Do you think the incident affected the General’s future decisions? Why or why not? Would you say the General had respect and trust in COL Wilhite? Why or why not?
4. If COL Wilhite had not taken action and the guard had been executed, what effect would it have had on the American Soldiers present? What effect might it have had on possible media coverage?
5. The guards were simply separated. Was this the best solution? Would you have allowed both guards to remain on site? What would you have done in the same situation?
6. “I didn’t have to go back to my base and explain to them what had just happened,” said COL Wilhite. Why was he concerned about explaining the situation to his superiors?
7. What did you (the students) take away from this video?
8. How do you (the students) feel about the information presented in this video?
9. 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

**COL Wilhite:** April of 2004, I was called back to active duty and sent to Fort Benning, Georgia, for in-processing for OPERATION ENDURING FREEDOM. I was there for approximately five weeks and did not know where I was going. They said it could be Afghanistan... (00:32)

*On Screen Graphic:  
Afghanistan Area Map*

**COL Wilhite:** ...it could be Iraq, but they weren't sure. And the following day I get orders that I'm heading to Afghanistan. My initial job was that I would be Chief of Plan and Design of the Afghan National Army. Now I received virtually very little training as far as what was going on in the Middle East. (00:51)

*On Screen Graphic:  
Afghanistan Aerial View*

**COL Wilhite:** I get to Afghanistan the end of May of 2004, and I find that the job has been given to someone else. So they had me hang around for a couple of weeks, and then I got the dream job of my life. The General who had looked over my bio had found out that I was a professor at the universities level. I had been an administrator. I worked as a military admissions liaison officer for West Point, so I was familiar with the West Point system and how it operated. And he calls me into his office about two weeks later and says, “We have this mission, if you would choose to accept it.” And the mission was to build a four-year University using the U.S. Military Academy at West Point as the model. (01:38)

*On Screen Text:  
“The mission was to build a  
four-year university.”*

**COL Wilhite:** We started laying out the doctrine for the Academy and in 30 days, we wrote the entire doctrine for a four-year institution, had it translated into Dari, had it negotiated with Minister of Higher Education... not the Minister of Higher Education but the Ministry of Defense, and then eventually the Minister of Higher Education, and had it signed off before they left. So we wrote an entire university doctrine—that's from recruiting to assessment to courses that we were going to offer to assessing students to recruiting students—everything of how a university operates, which was in and of itself an unbelievable task. At that point, I found out that I was going to be put in charge of it. (02:26)

*On Screen Text:  
“I was going to be put in  
charge of it.”*

**COL Wilhite:** I had a Turkish contractor. Let’s kind of fast forward here, I had a Turkish contractor who were getting the buildings built who had a conflict with the Afghan guard. (02:36)

**COL Wilhite:** And the Afghan guard drew his weapon on the Turkish contractor twice. (02:41)

**COL Wilhite:** I asked General... the General what we should do about that, and he said, “No problem, I will stand him in front of the other guards, and I will execute him.” I said, “General, you can’t do that.” He said, “Of course I can, this is my country.” I said, “General—” and in my mind I’m going “Oh my gosh!” What am I going to tell my General—that the guy that I’m working with just killed one of his own people just because he drew his weapon on an individual? (03:13)

**COL Wilhite:** I asked the General, short of pleading with him, if he would allow me to investigate this further. We had that kind of relationship that he said yes—or “bali” is what they would say “bali” ...yes. And so I got the Turkish contractor in. I got the guard. I got representatives with the Turkish contractor. I got representatives with the guard. I had the General, my translator, and all of the General’s staff, and we all sat around this big table. I asked the Turkish contractor what happened, and he said, “Well, the guy just drew the weapon on me.” And I asked the guard what happened with him, and he said, “He was talking about my family,” and that’s what the Turkish contractor was also saying... was that “he was saying bad things about my country and my family.” And so I said, “So you speak Dari?” and he said, “Yes, I do.” So I turned to the guard and I said, “Tell me about yourself.” And when you ask someone that, it’s like introduce yourself. These things come out: this is my name, this is my father’s name, this is my ethnicity, and this is the province that I’m from—those four things. And I didn’t speak the language, but I knew what he was going to tell me before I ever asked the question. He told me that, and I turned to the Turkish contractor and I said, “What did he say?” and he goes, “I don’t know.” (04:33)

**COL Wilhite:** And I turned back to the guy and I said, “You can’t speak the language, can you?” and he said, “No.” When he said that, the General looked at him and said, “Then you’re going to die!” and I said, “General, no!” and he said, “My country!” (04:50)

*On Screen Graphic:  
Afghan Guard*

*On Screen Graphic:  
Turkish Worker*

*On Screen Text:  
“The guy that I’m working  
with just killed one of his  
own people...”*

*On Screen Text:  
“I don’t know.”*

## PART 2

**COL Wilhite:** Well, I leaned over to my translator and said, “Ask the General how far down the list my name is before I die?” and he turned to the General and asked him that question, and the General started laughing. So I used humor to kind of break the tension that was very thick in that room at that time. And I said, “General, I have a solution.” (00:27)

**COL Wilhite:** We had a back gate that nobody came through, and I said, “Restrict the contractor from talking to any guards. Put this guard out at the back gate and let him guard it.” Basically, I was separating him from that contractor. The General liked the idea, and everything was fine and everybody lived. And I was quite relieved that I didn’t have to go back to my base and explain to them what had just happened. But that is what we dealt with. It was an ethical issue. It was a legality issue that they dealt with, but not in their country. And I face things like that on a constant basis. (01:03)

*On Screen Text:*  
“General, I have a solution.”

## ■ 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.