

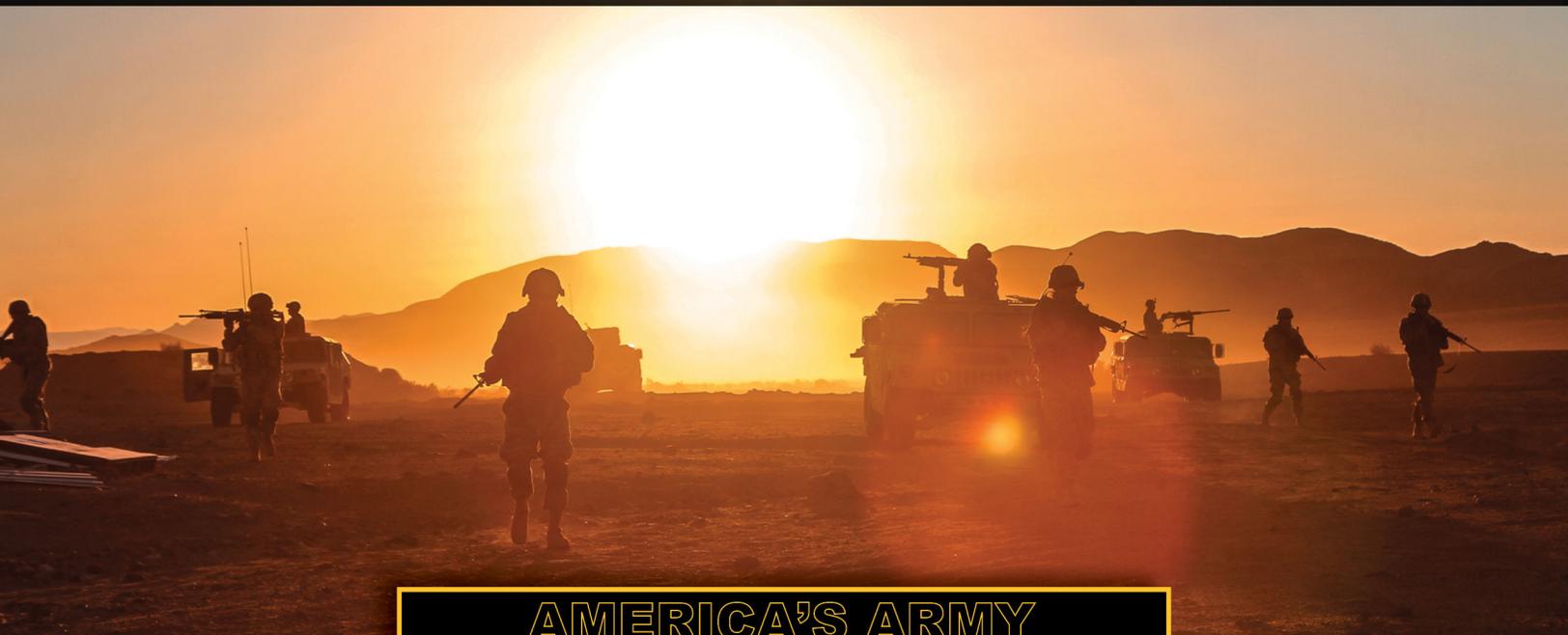


The Center for Army Profession and Ethic

Video Module

# “NOT IN MY ARMY”

FACILITATOR GUIDE



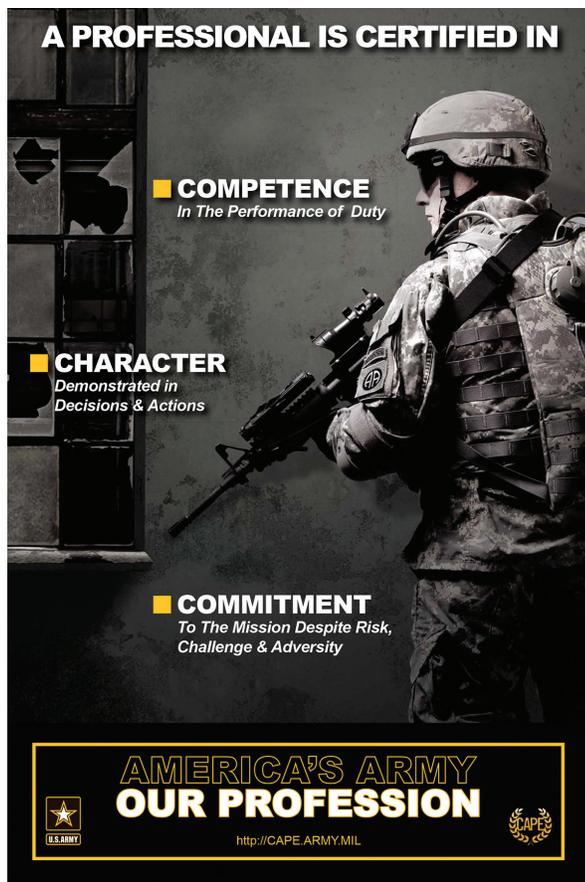
 **AMERICA'S ARMY**  
**OUR PROFESSION** 

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## ■ History of CAPE

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



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

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

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## ■ Scope

This “*Not in My Army*” 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

Sexual assault, Alcohol abuse, Suicide, Resilience, Courage

## ■ 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 “Not in My Army” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Not in My Army.”

**Facilitator Tool:** The full transcript of the “Not in My Army” 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 drinking heavily one evening with a few buddies, PFC Stull didn’t remember the ride home or even going to bed that night. When she awoke the next morning, PFC Stull was told of the terrible act that had taken place the night before.

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 PFC Stull’s thinking or actions?

4. What were the implications for PFC Stull (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.

### ***“Not in My Army” Part 1 (0:00 to 2:45) Discussion:***

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

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

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

1. PFC Stull said that she didn’t remember the ride home or going to bed that night. What factors cause a person to move beyond going out for a good time with friends to consuming so much alcohol that they cannot remember events? Have you ever found yourself in a similar situation when you were inebriated? If yes, did you make it home safely? Why is it important to know your limits? Explain.



2. “I told them I was going to go up and go to bed and that’s the last thing that I remember,” said PFC Stull. She does not remember actually going to her bedroom, but if the male Soldier had gone with her at the same time, do you think the acts that followed should be considered consensual? Why or why not?
3. When PFC Stull was incapacitated, why would the other individuals present not stop the male from entering her bedroom? Do you think they realized the severity of the situation? Why or why not?
4. The next morning, PFC Stull’s friends told her that they saw the male Soldier in her bed. Do you think the friends realized the male had sexually assaulted PFC Stull? Why or why not?
5. PFC Stull called the male Soldier, he told her about the indiscretion, and then she went to the hospital. Why did she not file a sexual assault report while at the hospital? Why do you think sexual assault cases go unreported?
6. At first, PFC Stull didn’t want to disclose the sexual assault, but when she did, she said that no one would listen to her. Why do you think she would not want to disclose the sexual assault? Why do you think no one would want to listen to her story after she disclosed the sexual assault?
7. The commander, the Lieutenant Colonel, and the 1SG wanted to conduct their own investigation. Should leadership conduct investigations before reporting possible sexual assault cases? Why or why not? What course of action should a leader take when notified by a Soldier of a sexual assault?

## 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.*

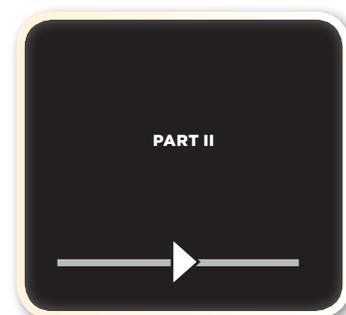
### **Additional questions about the Concrete Experience for the students to ensure relevance:**

1. If you had to plan a course of action for reporting a sexual assault, would the factors for your decision-making be based on what you have heard from others about reporting a sexual assault, or what you have been taught about reporting a sexual assault? Would past media reports regarding sexual assault cases affect your decision-making process? Why or why not?
2. “I don’t need a woman like you in my Army.” What was the commander implying in regards to PFC Stull’s competence, character, and commitment to the Army Profession? Why do you think the commander tried to chapter her out? What type of command climate existed in the unit? Explain.
3. PFC Stull said, “This was my career, and I didn’t want it to end.” Should her career have been in jeopardy after she was sexually assaulted? Why or why not? Do you think the male Soldier’s career was in jeopardy as well? Why or why not?
4. If you were sexually assaulted today, who would you call or where would you go, and why? If you or someone you know were sexually assaulted, do you know how to contact a SHARP representative? Do you know other options to get assistance or report a sexual assault? Explain.

**Facilitator Note:** To increase the relevance of the material for the students, show Part 2 of “Not in My Army” 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.

## “Not in My Army” Part 2 (0:00 to 1:19) Discussion:

1. In this case, the male Soldier pled guilty and was incarcerated. How can victims find closure when the perpetrator is not prosecuted? How can friends, leaders, and organization help victims to recover?
2. “It was a long process to overcome. It took over a year and then of course therapy and medication,” said PFC Stull. Do you think it is possible for a victim to completely overcome being sexually assaulted? Why or why not?
3. How you think the sexual assault will affect her decision-making and behavior in the future? What can people do to learn from even terrible experiences?
4. PFC Stull said that the brigade SHARP representatives choose the position. Because they choose the position, do you think it affects their job performance? Explain. How did the brigade SHARP make a difference for PFC Stull?
5. She said the unit has helped her overcome, and her career is back on track. How has the unit climate affected PFC Stull? Do you think she has had an effect on the unit climate? Why or why not? Do you think her career would be back on track if she had not been able to overcome the situation? Why or why not?
6. “My unit is fabulous, all the way from the Soldiers up to my commander.” Do you think PFC Stull has Trust in the new unit? Do you think she had Trust in her former unit? Why or why not?
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 her 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

**PFC Stull:** Um, it was back in 2012, me and a few buddies were out drinking, and I had a little bit too much. I didn't remember the ride home or anything. And by the time we got to my house, two of my other...well one of my friends were there and the other one was new to my unit, and I've only been in this unit for about four or five months. (00:35)

*On Screen Text:*  
*“I've only been in this unit for about four or five months.”*

**PFC Stull:** ...and then I told them I was going to go up and go to bed, and that's the last thing that I remember. When I woke up the next morning is when all my friends were telling me that the guy was still there. They saw him in my bed and everything, and I called him, and all he could say was that he was sorry. And I kept saying “What are you sorry for?” He's like, “I'm sorry that I had sex with you.” And that's when I hung up the phone and my friends took me to the hospital. (00:57)

*On Screen Text:*  
*“...I hung up the phone and my friends took me to the hospital.”*

**PFC Stull:** I didn't want to tell nobody. I was married at the time, and I couldn't even tell my husband at the time—for two weeks I didn't tell him. And finally my unit found out, and that's when everything started to get unfolded really bad. (01:10)

*On Screen Text:*  
*“That's when everything started to get unfolded...”*

**PFC Stull:** I felt like everything was out of control. Nobody was listening to me, nobody wanted to help me. It wanted...they wanted it to be pushed under the rug. They, it was like, um, they didn't want to be scrutinized for one mess up. (01:25)

*On Screen Text:*  
*“They didn't want to be scrutinized for one mess up.”*

*On Screen Text:*  
*“...he was still in the motor pool.”*

**PFC Stull:** For up to two weeks, he was still in the motor pool. We were in different sections, but I would still run into him. My commander at the time, um, was the one who, to me, was very sexist. The moment that he said that “I don't need a woman like you in my Army,” that's what did it. (01:41)

*On Screen Text:*  
*“I don't need a woman like you in my Army...”*

**PFC Stull:** He tried chaptering me out on mental. (01:45)

*On Screen Text:*  
*“He tried chaptering me out...”*

**PFC Stull:** He tried getting anything and everything—chaptering me out. So at this time I, I did two suicide attempts, and I went to the hospital for them, and nobody would listen to me. I kept reaching out for somebody to help me because this is what I wanted, this was my life, this was my career, and I didn't want it to end. (02:04)

**PFC Stull:** And everybody was trying to kick me out, and that's not what I wanted. Between my 1SG and my commander and the LTC they wanted to do their own investigation. (02:14)

**PFC Stull:** They didn't want to press it forward with the MPs or up to brigade, and they started to sit down with me and interview me. And I remember my old lieutenant being very hostile towards me, and I was very uncomfortable because I didn't know what was going on. I didn't know what was supposed to go on. And later on that day is when the brigade SHARP came to in and they pulled me out and they said, “You guys are not allowed to do this. This is not your place. It needs to be reported.” And that's when it was reported to the MPs and CID. (02:45)

## PART 2

**PFC Stull:** The guy pled guilty so he's in jail. (00:04)

**PFC Stull:** It was a long process to overcome. It took over a year and then, of course, therapy and medication. (00:11)

**PFC Stull:** The SHARPs that were in my unit, I remember one telling me he did not pick this job. They told him he had to, so he didn't really care for it. Brigade SHARP, they pick that job and from my understanding is—they started to get people who want to do SHARP. But yes, one person made a big difference for me. (00:31)

**PFC Stull:** And at this point, I put in a few 4187s to get transferred finally. (00:37)

*On Screen Text:*

*“This was my career, and I didn't want it to end...”*

*On Screen Text:*

*“They wanted to do their own investigation.”*

*On Screen Text:*

*“The guy pled guilty ... he's in jail.”*

*On Screen Text:*

*“It was a long process to overcome. It took over a year...”*

*On Screen Text:*

*“One person made a big difference for me.”*

*On Screen Text:*

*“...transferred finally.”*

**PFC Stull:** This unit, they know what happened. They don't discriminate against me. They've helped me overcome. I'm back on track with my career, and I plan on staying in. (00:48)

**PFC Stull:** I went to behavioral health yesterday for the second time in over a year and half since the incident, and he's seen a big change because he was the guy that was there when everything went downhill. He's says I'm glowing, I'm always happy. I'm married—beautiful daughter. My unit is fabulous, all the way from the Soldiers up to my commander. So, I can definitely say that the new transition worked very well compared to when people just wanted to get me out. (01:19)

*On Screen Text:*

*“I'm back on track with my career, and I plan on staying in.”*

## ■ 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 her 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 she 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 her moral/professional identity?
2. Did the individual show that she 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 she was (identity) and what principles and values (character) she 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 her actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to her unit? How would you make decisions clear in ambiguous situations?
3. How will the individual’s decision affect future decisions she 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.