

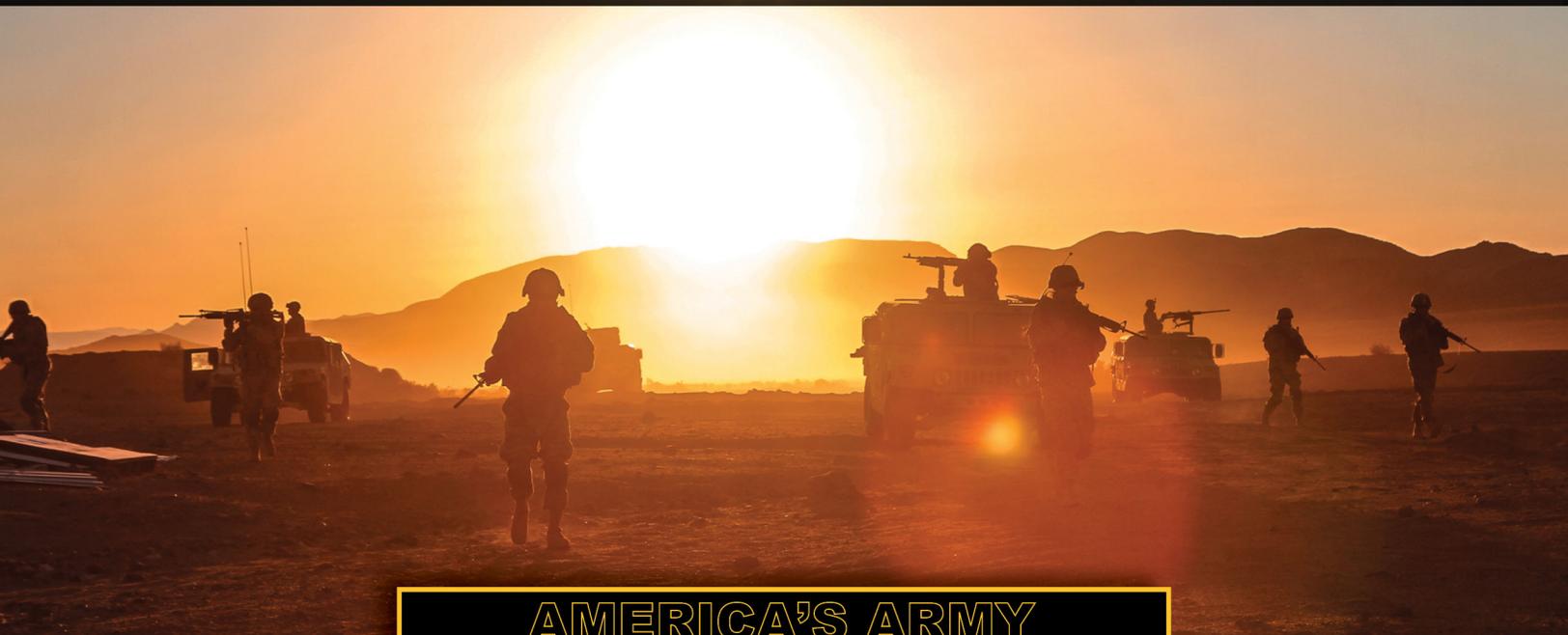


The Center for Army Profession and Ethic

Video Module

"THE BEST SOLDIER"

FACILITATOR GUIDE



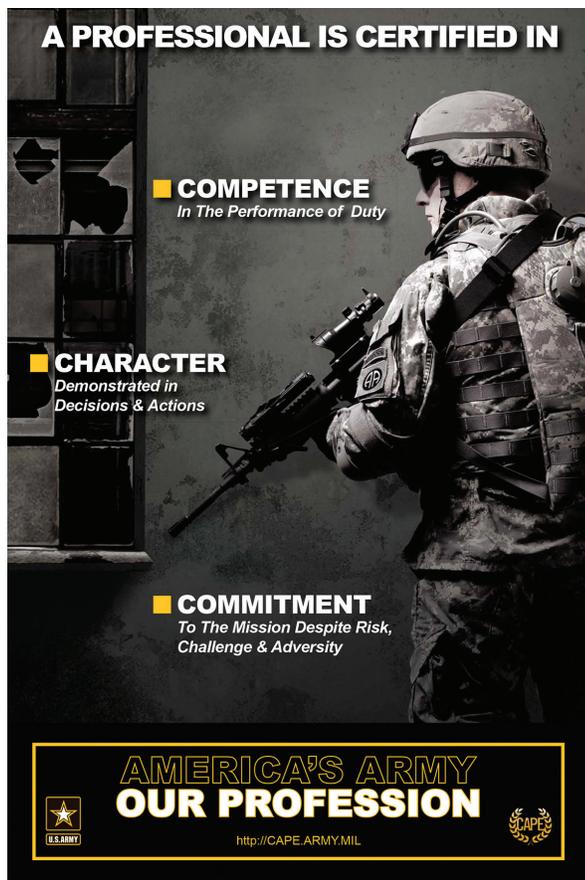
 **AMERICA'S ARMY**
OUR PROFESSION 

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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 “*The Best Soldier*” 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

Character, Courage, Post Traumatic Stress, Resilience

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

Facilitator Tool: The full transcript of the “The Best Soldier” 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 deployment to Iraq where he was a sniper team leader, SGT Powers noticed his attitude and the way he responded to the ins and outs of daily life had changed. The Soldiers in his unit and his leadership noticed, too. With the unwavering support from his chain of command, SGT Powers was able to work through the issues and says, “I’m better now.”

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 SGT Powers’ thinking or actions?

4. What were the implications for SGT Powers (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.

“The Best Soldier” Part 1 (0:00 to 3:49) Discussion:

As SGT Powers 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 SGT Powers’ professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. While deployed to Iraq as a sniper team leader, SGT Powers noticed that he was experiencing anger issues that worsened throughout the course of the deployment. He mentioned that it could have been due to the change in lifestyle. Do you think the issues were due to changes, or do you think there were other contributing factors? What are examples of other contributing factors that might have affected SGT Powers?



2. He said that he could not identify the exact root cause of his problems. If an individual is struggling, do you think there is always a root cause? If yes, how do you identify the root cause of a problem? What actions do you take when a Soldier’s needs exceed the experience of peers and his/her direct leadership?
3. He said when he returned home, it was hard to deal with Americans taking everything for granted. Do you feel Americans take liberties and material luxuries for granted? If so, explain. Do you feel it is because Soldiers have experiences in less fortunate countries that the average American citizens have not experienced? If you have been deployed, were you more grateful for the American way of life when you returned?
4. He said, “Everyday things became harder and harder.” Have you experienced a time when everyday tasks seemed difficult? If so, explain.
5. SGT Powers said there were instances when he was unable to handle situations as an Army Professional. Do you think he recognized there was a problem during each incident? Give specific examples from the story. By not reacting as an Army Professional, how did it affect his unit?
6. “I went from being the best Soldier to the absolute worst.” Because he was experiencing issues, did it make him a bad Soldier? Why or why not? Do you think the Soldiers in his unit felt he was a bad Soldier? Why or why not?
7. “We’re the best of friends that are good at our jobs and we Trust each other,” said SGT Powers. Why is Trust amongst Soldiers important? Do you Trust the Soldiers in your unit? Do the Soldiers in your unit Trust you? Why or why not?
8. SGT Powers said, “Every person within my section tried to help.” Why is demonstrating loyalty and support for fellow Soldiers important? Is it a Soldier’s duty to offer assistance when another Soldier is struggling? Why or why not? Have you offered support or assistance to a fellow Soldier? By offering support, did you help improve the situation? If so, explain.

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. SGT Powers said that being a sniper team leader—experiencing mortars flying overhead and explosions— was not stressful. Would you say it was stressful? Why do you think he says it is not stressful? Can stress have negative effects even when we don’t realize it? Explain.
2. There was a period of calm after he returned home, but SGT Powers said it only recharged his “anger batteries.” When an individual is experiencing difficulty, do you think they experience it daily, or does it come and go like with SGT Powers? Explain.

3. “Although they could support me, they could not fix anything,” said SGT Powers. How do you know when a fellow Soldier is experiencing problems too great for you to handle?
4. SGT Powers said the Soldiers in his section went to the commander when they could not help him. Would you go straight to leadership if a fellow Soldier was struggling, or would you attempt to help first? If you were attempting to help a fellow Soldier, how would you know that the problems were too serious for you to handle alone?

Facilitator Note: To increase the relevance of the material for the students, show Part 2 of “The Best Soldier” 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.

“The Best Soldier” Part 2 (0:00 to 1:44) Discussion:

1. The commander suggested that SGT Powers see a psychologist and he did. Do you think SGT Powers would have gone to a psychologist if the commander had not suggested it? Why or why not? Do you think he would have gone if a Soldier in his unit had suggested it? Why or why not?
2. SGT Powers was put on different medications, and he said, “They were treating everything except the problem.” Do you think it would have been possible for any medication to instantly fix the problem? Why or why not? Do you think individuals, especially Soldiers, have a stigma about taking medications such as anti-depressants? Why or why not? If you were prescribed similar medication, do you think it would affect your Army career? Why or why not?
3. He said it took some time, but “They finally fixed it and I’m better now.” Do you think he is better now? Why or why not?
4. “I was never degraded. I was never looked down on,” he said. Do you think Soldiers hide struggles because they fear they will be degraded or looked down upon? Why or why not?
5. Was the course of action to help SGT Powers handled correctly? If yes, explain. If no, explain what additional or alternative steps could have been taken.



6. What did you (the students) take away from this video?
7. How do you (the students) feel about the information presented in this video?
8. 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

SGT Powers: I was deployed in support of Operation New Dawn, from November 2010 to November 2011, in Iraq as a sniper team leader. (00:21)

*On Screen Graphic:
Sniper Team*

SGT Powers: I was promoted to SGT in two years. It's the earliest it could have happened. I was always in a position that was above my pay grade from day one. And I— all the stress that could have been associated with that, I handled gracefully. So to answer your question about where my stress could have come from or my boiling point, I don't think I have a solid answer for that. It could have been just a change of lifestyle, being in a third world country for a year. (00:57)

*On Screen Graphic:
Soldier Panoramic View.*

SGT Powers: Seeing how they live, seeing how they handled being in a policed state, and then coming back to America where everything is taken for granted. And I take for things for granted as well. I can't, you know, blame anyone specifically because that would be hypocritical of me. But just being surrounded by that, where nobody seeming to be thankful for anything they have... not being able to deal with that. (01:20)

*On Screen Graphic:
Snipers Rooftop*

SGT Powers: Throughout the—throughout the deployment, anger issues did start to occur. They weren't ... they weren't too extreme, but they were noticeable. And they tended—they seemed to get worse throughout deployment. The irritability... just dealing with everyday things became harder and harder. (01:40)

*On Screen Graphic:
Snipers Inside Building*

SGT Powers: It was none of the stressful events—you know, mortars could be flying overhead, and there were several explosions. That didn't bother me, not at all. It was the little things about being told to do something that just didn't make sense to me, or after I did it, it was for no reason. I would get so irritated with that. And I thought everything was better. We redeployed to Fort Riley. For about two months, there was no problem at all. Everything was joyous, peaceful... whatever words you have for it. But after that period of time, after all of our leave, after our reintegration, the silly things, that

*On Screen Text:
“I went from being the
best Soldier to the absolute
worst.”*

I consider—the things that I consider silly began to happen again. And it just seemed like that period of time, that period of peace was like recharging my anger batteries, I guess you could say, and I just exploded, everywhere. Every little situation that would happen, I handled with no professional, no military bearing. There was nothing professional about it. It was like I went from being the best Soldier to the absolute worst. (02:46)

SGT Powers: It was in mid-2012, not sure what caused it, but I started having horrible sleep issues, anger issues, and just personality issues. And, let’s see, at that time, I was in the position of Section Leader of the battalion sniper section. (03:05)

SGT Powers: Being part of the sniper section, we were—we’re more than just coworkers, we’re not ranks. We’re first names, we’re friends. We are ... we’re the best of friends that are good at our jobs and we Trust each other. And, if somebody starts acting differently, their mood changes. Everyone notices. So, of course, each and every person within my section tried to help. They... if it was as something as small as saying, “Hey, man, what...you’ve been acting strange lately.” or “Hey, let’s go have a drink and talk about what’s going on.” It was so much support. And when they saw that they could, although they could support me, they could not fix anything, then it was brought up to the commander, by the section as a whole. (03:49)

PART 2

SGT Powers: The commander suggested that I go to see the psychologist—sorry the words left me—and I did. And we spoke for a few hours over a few appointments, and they sent me to the behavioral health section of the hospital for medication. It took several appointments to get medication. (00:20)

SGT Powers: And over the period of the next year, I was on ... days I was on so many downers that I just couldn’t do anything. I would be told to do something, and it was like I didn’t hear anything. I was never told. I would just sit there. I was a zombie. Like I said, this all lasted for about year ... Worst time of my life. They finally fixed it and I’m better now. But through this entire time, my chain of command was very supportive. (00:47)

*On Screen Graphic:
Sniper Rifle Frontal View*

*On Screen Text:
“They sent me... for
medication.”*

*On Screen Text:
“My chain of command was
very supportive.”*

SGT Powers: I was never degraded. I was never looked down on. I was working one day—I was switched to an office, because my reliability was just ... it was shot—and our battalion commander, our LTC came to me and he was talking about the deployment that they just went in, on which was not a combat deployment so much as a training. And he said, “Listen man, we need to ... we need to see what’s wrong with Powers. This is not about the unit, this is not about me, it’s about you. We’ve gotta... we’ve gotta get this fixed. I don’t like seeing any of my Soldiers in this state that you’ve been in. I like seeing my Soldiers happy, well-trained, and ready to go at all times. If there’s anything that I can do for Powers, let’s do it. Come to me at any time.” And that—when I said from the highest rank I deal with, that would be him—showing the upmost support, trying to be helpful, opening his office, opening his arms, opening everything he had to help me. (01:44)

■ 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.