

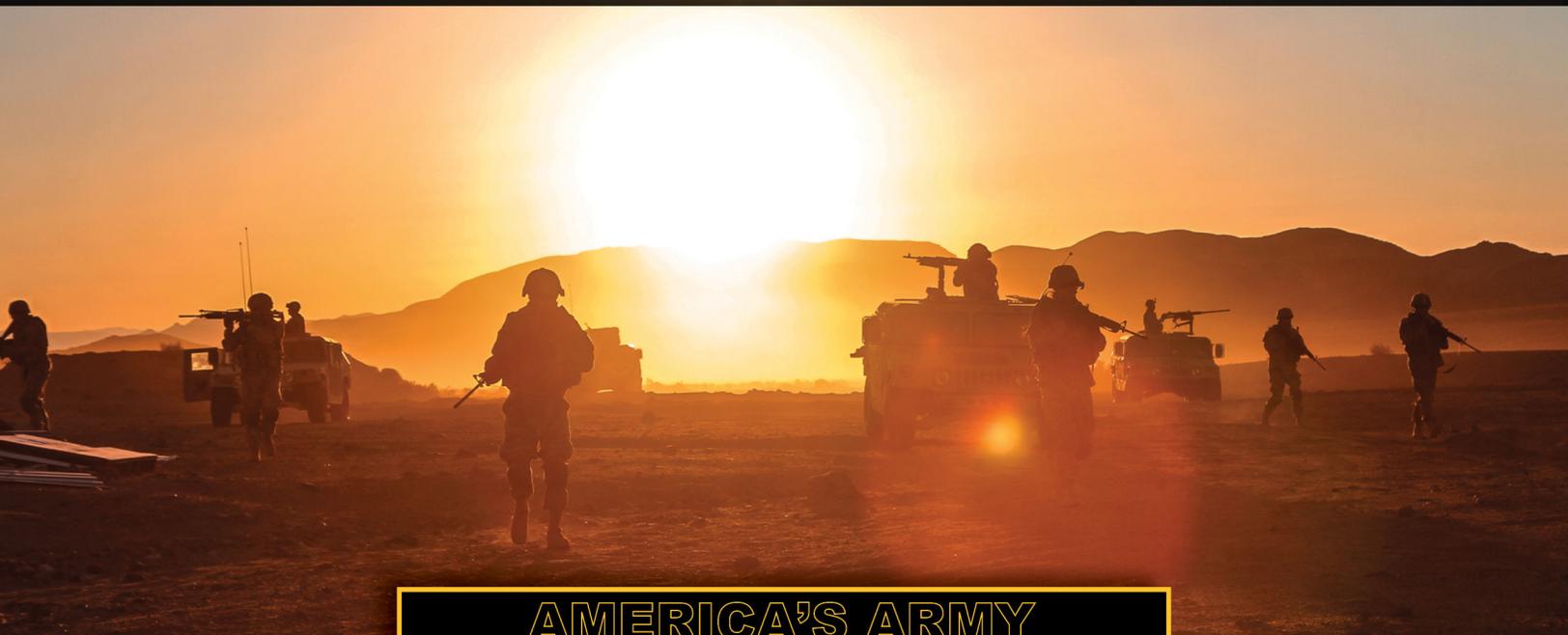


The Center for Army Profession and Ethic

Video Module

"THE WAR CAME TO HER"

FACILITATOR GUIDE



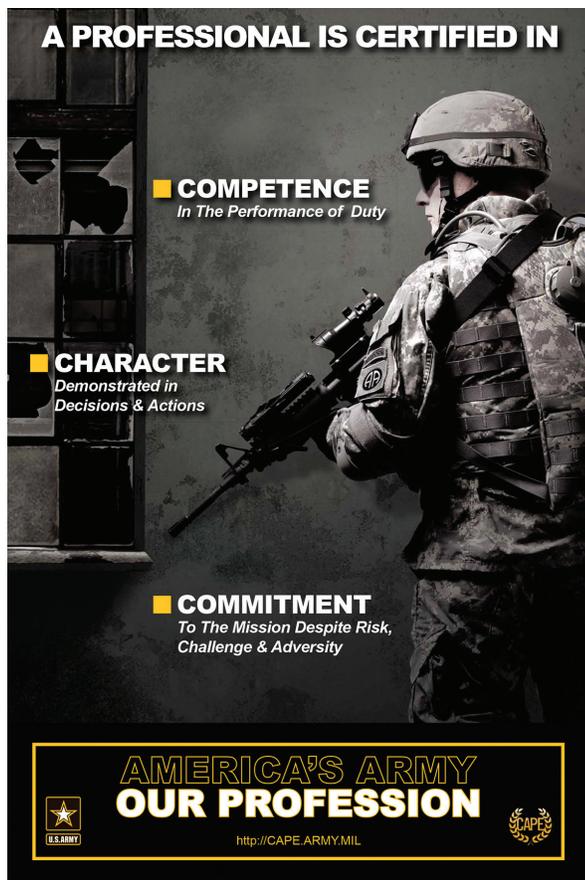
 **AMERICA'S ARMY**
OUR PROFESSION 

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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 War Came to Her*” 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

■ 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 War Came to Her” 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 War Came to Her.”

Facilitator Tool: The full transcript of the “The War Came to Her” 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: The firefight was between the Taliban and the Afghan security forces 70 miles north of CPT Maxwell’s position. The available helicopters at the scene had already been in the air for six hours, and the pilots and crews were fatigued. CPT Maxwell had a decision to make.

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 CPT Maxwell’s thinking or actions?

4. What were the implications for CPT Maxwell (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 War Came to Her” Part 1 (0:00 to 3:43) Discussion:

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

Additional questions:

1. For Army Professionals, Duty is defined as “Fulfill your obligations.” Is it an Army Professional’s Duty to act in every crisis? What are CPT Maxwell’s obligations in this scenario? Does he have competing obligations to the Army and American people as a Steward of their resources? To his subordinates as a battle commander responsible for their well-being? To the eight-year-old non-combatant as a Mission Leader?



2. CPT Maxwell said it takes roughly \$3,000 an hour to keep an Apache in the air. As a good Steward, he should have put the helicopters on the ground, called it a day, and saved resources. Should millions of dollars in assets been risked for the small chance of saving a life? What is the difference between *can* and *should* in CPT Maxwell’s statement, “Just because we can land the planes doesn’t mean we should land the planes”?
3. As he thinks about his decision, CPT Maxwell states that he acted even though the little girl was not a senator or district leader. Why would this affect his decision? Should an individual’s rank in society or in the military make a difference? Would you be more inclined to act if you heard it were a child in need of assistance? Should age or gender make a difference in your decision-making process? Why or why not?
4. “The things you do haunt you,” CPT Maxwell said. “It wasn’t so much the fear of that—it was that I could have helped. That for one day, CPT Maxwell could have done something.” What do you think he meant by that? What is your reaction to that statement?

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.

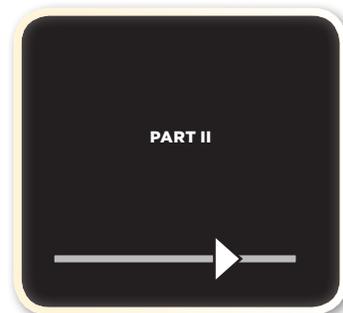
Additional questions about the Concrete Experience for the students to ensure relevance:

1. “The things you do haunt you,” CPT Maxwell said. “It wasn’t so much the fear of that—it was that I could have helped. That for one day, CPT Maxwell could have done something.” Have you had an experience where you could have done something to change the outcome of a situation but did not? Why didn’t you?
2. Would you put your career/life on the line for a person that had been shot in the chest and probably would not survive?
3. If the individual that had been shot was a non-combatant adult male, would you be as inclined to act? Should age or gender make a difference in your decision-making process? Why or why not?
4. If your superiors were absent and a major decision had to be made quickly, would you assume leadership if needed? Would the members of your organization follow your lead?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “The War Came to Her” 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 War Came to Her” Part 2 (0:00 to 2:51) Discussion:

1. If he had not sent assistance to the child, CPT Maxwell said, “I don’t think I would have been able to live.” What criteria do you base your decisions on? What will give you an end result that you can live with? Is it possible for you to always have a clear conscience about decisions?
2. Do you agree with the following, “When you put the Army Ethic and Values first, are decisions easier to make”? If yes, why? If no, why?



3. If you said yes to the previous question, note that CPT Maxwell's solution could have been to land the helicopters in accordance with proper procedures. Do you feel landing the helicopters would have been a better decision? Why or why not?
4. How did CPT Maxwell make the decision to re-task two Apaches, call the ground unit, and then call his brigade to request he be able to execute the mission—without authority? Is it easier to make tough decisions when you think of yourself as having the character of an Army Professional? Why?
5. When speaking about the pilots and crews involved, CPT Maxwell said, “Everybody knew it was right, and at that point, you never heard another word.” What does that tell you about what the crews on the helicopters were thinking? How did he know they thought it was right?
6. “That girl probably deserved to live ... She wasn't in this war ... the war came to her.” The United States Army has a presence around the world. Conflicts can and do take place in the midst of innocent bystanders. Why is it important for Army Professionals to treat those people with dignity and respect? Should an Army Professional decide who deserves to live? Why or why not?
7. “One man, on any one day, can affect the battlefield.” Is this true? Can one person affect the battlefield? In what ways?
8. “For one day, I put ethics in front of my job and saved an eight-year-old girl,” CPT Maxwell said. Is upholding the Army Ethic a part-time standard? Why did CPT Maxwell think that risking millions of dollars in equipment, the lives of many Soldiers, and spending tens of thousands of dollars on one child was more ethical than safeguarding American assets and the lives of his fellow Soldiers?
9. What did you (the students) take away from this video?
10. How do you (the students) feel about the information presented in this video?
11. 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

CPT Maxwell: I went on my first deployment during the surge in Afghanistan in 2010 until 2011, then I redeployed again in as part of the 1st Infantry Division in 2013. And so my story began that I am an artillery officer in an aviation unit, and what I was thrown at is the battle captain for that unit—meaning that I was responsible for all the flights and all the helicopters and all the air assets, essentially regional command south, in the greater sense that Colonel, and very high ranking, they tell you generally what their intent is, but as far as mission execution and making very, very quick decisions, that falls on a Captain, generally, or a Major. And so, for my story, I was in Kandahar. (01:05)

CPT Maxwell: I have a 12-man staff and I have, you know, people, all sorts of battle tracking and all sorts of events going on. Well, one day, one particular day, there was a firefight 70 miles north of me. And in this firefight between the Taliban and your Afghan security forces, an eight-year-old girl got shot in the chest, which is horrible in and of itself. But then you hear about it and it strikes you, and what’s even worse is that she would have to be CASEVAC’d, ground moved, to a landing zone and then picked up from a secured area. Well, she’s 70 miles north of me, and my nearest helicopters have already been in the air for six hours and they are done. They are at their wits’ end. The Colonels are gone, the Majors are gone; no one is even available to make that decision. And you know that an Apache costs \$3,000 ... (02:07)

CPT Maxwell: ... to stay up in the air per hour, and I have two of them available, but they’re angry. I have no MEDEVAC helicopter even remotely near me. The ground forces are asking for it, but if it can’t be done, it can’t be done. And you look at yourself, and then you look at the 12 people around you, and you know that every part, every fiber of this uniform says, “No Steven, just make the easy call. Land the helicopters, say you can’t facilitate this MEDEVAC, and call it a day.” But I looked around, and I saw 12 people looking at me, waiting for a decision from this Captain. And for that brief moment, I looked at my rank, and you put your career on the line because should

*On Screen Graphic:
Kandahar Aerial Shot*

*On Screen Graphic:
Apache Helicopter Frontal
Shot*

*On Screen Text:
“Your career on the line ...
for the sake of an eight-
year-old girl ...”*

something happen to these helicopters, if I do this, should something happen to the helicopters, should I re-task them to this event for the sake of an eight-year-old girl that I don't even know, who won't affect the mission—She's not a Senator, she's not a district leader at all. Do I want to do that? (03:11)

CPT Maxwell: That's 10 years in the Army gone if something happens. But I knew my men would see it that just because we can land the planes doesn't mean that we should land the planes or the helicopters in this case. I agree with what you said, the things you do haunt you. It wasn't so much the fear of that. It was the knowing that I could have helped. And that for one day, CPT Maxwell could have done something. (03:43)

PART 2

CPT Maxwell: I don't think I would have been able to live. I don't think I would have been able to talk to my wife had I not put my morals and my ethics in front of me and walked that path first. I could have been a great officer had I just landed the planes, saved money ... (00:22)

CPT Maxwell: ... saved blade hours, and saved the government expenses on the taxing of its pilots and everything. But at the same time, that's not who I am. I re-tasked two Apaches 70 miles from me, and then I called the MEDEVAC unit, and I told them to start spinning their blades. I am a Captain. I have no authority to do this. I told them to start spinning their blades. I called the ground unit, and I told them to request, through their brigade to Division, to approve this and to want this. Then I called my brigade and demanded that I be able to execute this. (01:02)

CPT Maxwell: When the tasking came down, the tasking was proceed north 70 miles. That would make you angry. Proceed north 70 miles to clear a landing zone for a MEDEVAC for an eight-year-old girl who's been shot in cross fire. They knew that was right, and at that point, you never heard another word again because everybody knew it was right. (01:22)

On Screen Text:

“Just because we can ... doesn't mean we should.”

On Screen Graphic:

Apache Helicopter Pilot in the Cockpit

On Screen Text:

“I called the MEDEVAC unit ... I called the ground unit ... I called my brigade ...”

On Screen Text:

“Because everybody knew it was right.”

CPT Maxwell: There are plenty of firefights out there that don't get air support, all the time. And you get to make that call, and you get to make that phone call. And that's what made this event special, was that I've denied so many people air assets, because had that been a firefight, for example, or pop shots on a convoy, I probably would have denied that. But that was an eight-year-old girl, and that girl probably deserved to live. And she wasn't in this war until the war came to her, and that's why I stopped it. (02:04)

CPT Maxwell: An Army of One was, I think, misinterpreted by a large majority of people to think that you can be a one-man Army and just a one-man show. In retrospect, I think that a greater meaning of it was any one man on any one day can affect the battlefield. And for one day, I put ethics ahead of my job, and I saved an eight-year-old girl because I demanded that it happen. (02:30)

CPT Maxwell: Thank God, nothing went wrong. But for one day, my rank didn't matter. It mattered in the sense that I moved dozens and dozens and dozens of people and more equipment than I think I ever had the authority to move to save an eight-year-old girl. (02:51)

On Screen Text:

*“She wasn't in this war ...
the war came to her.”*

On Screen Text:

*“One man on any one day
can affect the battlefield.”*

On Screen Graphic:

*MEDEVAC Helicopter on
Approach.*

■ 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.