

**Center for Initial Military Training (CIMT)
Basic Combat Training (BCT)**

**Lesson Plan for Lesson 158-BCT0001
The Army Ethic**

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1. SCOPE

During BCT, students will review the Army Values first presented during Week 0 at the Reception Battalion. Students will then complete a practical exercise (PE) for the Army Values. Students also will learn about ethical reasoning and the Ethical Processing Model. Students will apply the four-step model to a PE.

2. LEARNING OBJECTIVES

Action: Identify the characteristics of the Army Ethic.

Conditions: During Basic Combat Training (BCT), given experiential learning activities and basic Soldier skills, discussion with peers and drill instructor feedback, and reflection time.

Standards:

- Review the seven Army Values.
- Relate the seven Army Values to the Army Ethic in a clear and concise manner.
- Identify the four steps of the Ethical Processing Model in the correct sequence.

Learning Domain: Cognitive

Level of Learning: Remember

3. ASSIGNED STUDENT READINGS

None. Students do not have assigned readings during BCT. Students will receive a Blue Book during Week 0 at the Reception Battalion. The Blue Book provides all administrative and instructional information for the trainees.

4. FACILITATOR ADDITIONAL READING(S)/MATERIAL

Cadre should be familiar with the following doctrinal references:

- ADP 6-22, *Army Leadership and the Profession* (Change 1, November 2019)
- Ethical Processing Model Reference Guide developed by the US Army Chaplain Center and School (USACHCS)

5. TRAINING AIDS, REFERENCES AND RESOURCES

- a. Lesson Plan Slides (separate file)
- b. Computer and projection systems for presenting PowerPoint slides. Computer must have the ability to play Windows Media Audio/Video Playlist (WMV) files.
- c. White Board with dry erase markers and eraser, and/or butcher block paper and markers.

6. CONDUCT OF LESSON

a. Lesson Timeline with learning step activities (LSAs):

First Hour:


- 6 minutes Army Values video (CE)
- 4 minutes Conduct question-and-answer for video (P&P)
- 10 minutes LSA 1: Review the Army Values
- 30 minutes LSA 2: Practical Exercise (PE)
- 10 minutes Break


Second Hour:

- 20 minutes LSA 3: Ethical Reasoning (Generalize New Information - GNI)
- 20 minutes LSA 4: Ethical Reasoning PE
- 10 minutes LSA 5: Summary
- 10 minutes Break

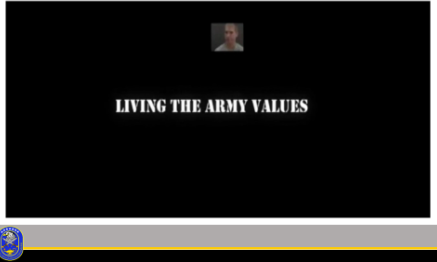

b. Lesson Appendices

- Appendix A: PE #1 Army Values Practical Exercise
- Appendix B: PE #1 Instructor Solution
- Appendix C: PE #2 Ethical Reasoning Practical Exercise
- Appendix D: PE #2 Instructor Solution



Slide 1 – Lesson Title	
<p>Facilitator Action: show slide 1, LP Title Slide.</p> <p>Briefly introduce the topic.</p>	<hr style="border: 1px solid green;"/> <p>158-BCT0001 The Army Ethic</p> 

Terminal Learning Objective (TLO)	
<p>Facilitator Action: show slide 2, TLO.</p>	<p style="text-align: center;">Terminal Learning Objective (TLO)</p> <hr/> <p>Action: Identify the characteristics of the Army Ethic.</p> <p>Conditions: During Basic Combat Training (BCT), given experiential learning activities and basic Soldier skills, discussion with peers and drill instructor feedback, and reflection time.</p> <p>Standards:</p> <ul style="list-style-type: none"> • Review the seven Army Values. • Relate the seven Army Values to the Army Ethic in a clear and concise manner. • Identify the four steps of the Ethical Processing Model in the correct sequence. <p>Learning Domain: Cognitive Level of Learning: Remember</p> 

Facilitator Talking Points: Briefly discuss the TLO with the students, emphasizing the standards for the instruction. Also discuss the conduct of the lesson. The total time of instruction is two hours. Throughout BCT, drill sergeants (DS)/drill instructors will reiterate the importance of the Army Profession and the Army Ethic.

Slide 3 – Army Values Video	
<p>Facilitator Action: show slide 3, Army Values Video.</p> <p>Concrete Experience: Play the video, ‘Living the Army Values’ (approximately 6 minutes).</p>	<p style="text-align: center;">Army Values Video</p> <hr/>  

Publish and Process: Discuss each Army Value with the students, and look for examples of how to demonstrate each value.

Slide 4 – The Army Values	
<p>Facilitator Action: show slide 4, The Army Values.</p> <p>See ADP 6-22 chapter 2 for a detailed discussion of the Army Values.</p>	<p style="text-align: center;">Review the Army Values</p> <hr/> <ul style="list-style-type: none"> • Loyalty — Bear true faith and allegiance to the constitution, the Army, your unit, and other Soldiers. • Duty- Fulfill your obligations. • Respect- Treat people as they should be treated. • Selfless service- Put the welfare of the nation, the Army, and your subordinates before your own. • Honor- Live up to the Army Values. • Integrity- Do what is right legally and morally. • Personal courage- Face fear, danger, or adversity.  

Facilitator Talking Points:

The Army Values are the baseline, core, and foundation of every Soldier. They define all Soldiers: who they are, what they do, and what they stand for. They drive Soldiers internally (their beliefs) and externally (their actions), at home and work, in peace and war (AR 600-100, pg. 31).

The Army Values are the foundation to the moral principles of the Army Ethic and help form our shared identity as trusted Army professionals.

Living the Army Values means you live up to a higher standard. Many people know what the words loyalty, duty, respect, selfless service, honor, integrity, and personal courage mean. But how often do you see someone actually live up to them? Soldiers learn these values in detail during Basic Combat Training (BCT). From then on, they live them every day in everything they do — whether they're on the job or off. **In short, the seven Army Values form the foundation of what it means to be a Soldier.**

Review the Army Values with the class (~ 10 minutes).

Loyalty: Bear true faith and allegiance to the Constitution of the United States, the Army, your unit and other Soldiers.

Duty: Fulfill your obligations.

Respect: Treat people as they should be treated.

Selfless service: Put the welfare of the Nation, the Army, and your subordinates before your own.

Honor: Live up to the Army Values.

Integrity: Do what is right, legally and morally.

Personal courage: Face fear, danger, or adversity.

Check on Learning:

Question: How are the Army Values related to the Army Ethic?

Answer: The Army Values are the foundation of the moral principles of the Army Ethic (AR 600-100, pg. 31).

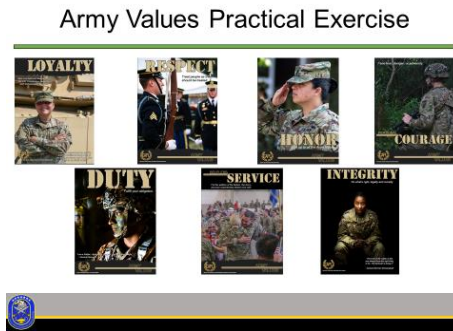
Question: What acronym do the Army Values spell?

Answer: LDRSHIP. The Army Values apply to all leaders. **It is every Soldier's responsibility to live by the Army values.**

Slide 5 – Army Values PE

Allow 30 minutes for this PE.

A copy of the PE for students and the instructor solution are in Appendix A and B, respectfully.



Facilitator Talking Points:

- Use the situations in Appendix A, Practical Exercise 1: Living the Army Values, to generate discussion with students.
- Place the students in small groups of 4-6 people in each group. Distribute copies of the PE.
- Give the students 20 minutes to work in their small groups.
- Spend about 10 minutes discussing the answers and which values are associated with each scenario. Keep in mind there may be more than one value associated with the situation. After completing the PE, allow the class to take a 10-minute break.

Break: 10 minutes.

Slide 6 – Ethical Reasoning

To begin the 2nd hour, discuss these two definitions.

It is important that students begin to understand the terminology.


Ethical Reasoning

Ethical Reasoning

- Process by which a person must evaluate an ethical decision to determine their response or actions.

Ethical Dilemma

- Situation in which values/rules/outcomes are in conflict.
- There may be more than one right thing to do, but to act on one precludes the others.



Facilitator Talking Points:

Ethical choices may not always be obvious decisions between right and wrong. Leaders use multiple perspectives to think about ethical concerns, applying them to determine the most ethical choice.


- ✚ One perspective comes from a view that desirable virtues such as courage, justice, and benevolence define the ethical outcomes. [values]
- ✚ A second perspective comes from a set of agreed-upon values or rules, such as the Army Values or Constitutional rights. [rules]
- ✚ A third perspective bases the consequences of the decision on whatever produces the greatest good for the greatest number as most favorable. [outcomes]

Leaders able to consider all perspectives applicable to a particular situation are more likely to be ethically astute.

When time is available, consulting peers and seniors is often helpful.

Key teaching points:

- Ethical actions require more than merely knowing the Army Values.
- Soldiers must be able to live by them to find moral solutions to diverse problems.
- Ethical reasoning must occur in everything Soldiers do—in planning, preparing, executing, and assessing operations.

Slide 7 – Moral Challenges							
<p>Bottom line upfront (BLUF): You will be responsible for ethical decisions every day.</p> <p>It is not a question of <u>if</u>, but a matter of <u>when</u>.</p>	<p>Moral Challenges</p> <table border="1"> <thead> <tr> <th>Black-and-White Moral Challenges</th> <th>Gray Moral Challenges</th> <th>Unseen Moral Challenges</th> </tr> </thead> <tbody> <tr> <td>You know the right thing to do, but you are tempted not to do it.</td> <td>You don't know the right thing to do. Each option seems to have moral costs and benefits, with competing moral principles.</td> <td>Your moral vision is impaired. You don't even see the moral aspects of the situation.</td> </tr> </tbody> </table> 	Black-and-White Moral Challenges	Gray Moral Challenges	Unseen Moral Challenges	You know the right thing to do, but you are tempted not to do it.	You don't know the right thing to do. Each option seems to have moral costs and benefits, with competing moral principles.	Your moral vision is impaired. You don't even see the moral aspects of the situation.
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Facilitator Talking Points:

You will encounter an ethical component or aspect in your daily decisions and actions. As we look at moral challenges, you can place them into three basic categories.

1. It could be a fairly simple (what people commonly refer to “black-and-white”) moral challenge. In this situation, you know the right thing to do but you may be tempted not to do it out of self-interest, fear, doubt, or some other pressure.
2. It could be an ethical dilemma that involves an apparent conflict between moral principles, in which to follow one would seem to result in violating another. In these more complex (“gray”) challenges, you don’t know the right thing to do. Each option seems to have moral costs and benefits with competing moral principles or beliefs.

- Sometimes the moral challenge is unseen. Your moral vision is impaired; you don't even see the ethical aspects of the situation.

In all of these situations, the Ethical Processing Model can help you to decide the correct course of action (COA) and act on that decision. The reasoning must be done in a way that is integrated into your planning process prior to action.





Slide 8 – Ethical Processing Model	
<p>This is the Army's EMDMP [ethical moral decision making process].</p> <p>It is called "Ethical Processing" because it is more than just the "thinking" steps of decision making.</p> <p>It also contains the very important step of "ACT".</p>	<p>The diagram, titled "Ethical Processing Model", shows a four-step process: "Recognize the Conflict", "Evaluate the Options", "Commit to a Decision", and "ACT". The first two steps are grouped under "Thinking", and the last two under "Motivation". Below each step is a descriptive box: "Recognize the Conflict" (Acknowledging that an ethical conflict exists, defining it, and identifying the conflicting rules/virtues/outcomes), "Evaluate the Options" (Evaluating the possible courses of action using the ethical lenses), "Commit to a Decision" (Choosing and committing to the best ethical course of action), and "ACT" (Acting on your ethical decision).</p>

Facilitator Talking Points:

- ✚ **Step 1: Recognize the Conflict.** If you cannot see the conflict or ethical challenge, you cannot do anything about it. You first must recognize and report conflicts or challenges even if you are unsure what to do. This requires knowledge of moral principles, yourself, and your environment to develop the experience needed to recognize the ethical aspects of decisions and actions.
- ✚ **Step 2: Evaluate the Options.** This step involves developing options or courses of action (COAs) by looking at the situation from various ethical theories or lenses. You then evaluate which options are ethically sound.
- ✚ **Step 3: Commit to a Decision.** Now that you have evaluated the options, you choose a decision that is ethical, effective, and efficient. We call that a right decision. There is often risk and uncertainty standing in the way of our ethical decisions, but being committed means you accomplish the mission in the right way (i.e., the ethical, effective, and efficient way) despite adversity, obstacles, and challenges.
- ✚ **Step 4: Act.** This step involves personal courage, determination, and the ability to follow through with the ethical decision even when presented with adversity. We often call this "doing the harder right."

Key teaching point: As you work through your military career, you will have to perform these steps – recognizing patterns or gaps in a process or system, evaluating or determining the best way to proceed, and committing to a decision. All of these actions

(recognition, evaluation, and commitment) will be futile unless you do the final step – Act. * Ethical processing requires action. *

Slide 9 – Ethical Lenses	
	<p style="text-align: center;">Ethical Lenses</p> <hr/> <p> Rules or Duty Lens: These are the specifications that a group or groups agree to follow such as laws, treaties, regulations, professional ethic, etc. We ask: What rules or norms govern this situation? What is my duty here?</p> <p> Outcomes or Consequences Lens: This lens consists of foreseeable results of decisions/actions/behaviors. We ask: What are possible outcomes/consequences with this choice? How does this choice impact my unit?</p> <p> Virtues or Values Lens: These are the components of 'moral and good' human beings that transcend cultural differences between civilized societies. We ask: What is the most virtuous or right thing to do? Which choice matches the values we hold as a profession?</p> 

Facilitator Talking Points:

The Ethical Processing Model has three ethical lenses (or perspectives) to evaluate the COAs determined in the second step. The ethical lenses will assist in selecting ethical solutions or COAs.

- ✚ **Rules:** Rules are both formal and informal and are those specifications that a group agrees to follow.
 - Is there a rule or regulation that applies to the COA?
 - Look at applicable laws, rules of engagement (ROEs), policies, and standard operating procedures (SOPs).
 - Know the difference between guidance and orders.

- ✚ **Outcomes:** Outcomes are the foreseeable results of action or behavior.
 - Compare and contrast possible outcomes for the COA.
 - A COA benefitting the greatest number of affected people may be the best solution, but don't accept this as truth every time.
 - Also, it is impossible to predict every outcome or consequence.
 - Every consequence will create second- and third-order effects.

- ✚ **Virtues:** Virtues are those components of "moral and good" human beings that transcend most cultural differences between civilized societies.
 - Look at the COA in light of professional and personal virtues.
 - COAs that seem applicable to a conflict but cannot be reconciled with the moral principles of the Army Ethic and the Army Values are suspect for leading to moral/ethical error.
 - Another way to apply this lens – would you want to tell your spouse, children, or family that you made this decision?

Slide 10 – PE

Allow 20 minutes for this PE.

A copy of the PE for students and the instructor solution are in Appendix C and D, respectfully.

Practical Exercise

Scenario: Your platoon is conducting M4 rifle qualification at the range. You are tired, hungry, and you just want the long day at the range to end. You and your battle buddy were on the same firing line and just finished firing. As your firing line proceeds to be "rodded off" the range, you notice your battle buddy tuck several live rounds of ammunition into his boot as he leaves his firing position. You then see and hear that after "rodding off" the range, he went through the "brass and ammo shakedown" without handing over the live rounds.

What should you do? Use the Ethical Processing Model with three lenses to make your decision.

What is the conflict?

Evaluate the Options:
Rules.

Virtues.

Outcomes.

Commit to a Decision:

Act: It takes some personal courage to act when there is fear, uncertainty, and risk. Consider if your decision would be different if your squad leader told you to do the opposite of what you thought was right. What would you do then?



Facilitator Talking Points:

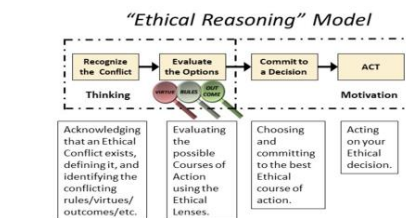
- Use the situation in Appendix C, Practical Exercise 2: Ethical Reasoning.
- Place the students in small groups of 4-6 people in each group.
- Give the students 20 minutes to work in their small groups. They should discuss the scenario, apply the ethical processing model, and make a decision as a group.
- After the students complete the PE, transition to the after-action review (AAR)/summary for the class.

Slide 11 – Summary / AAR

Spend the last 10 minutes of class for the AAR and summary of key concepts.

Note: The Ethical Processing Model is sometimes also referred to as the Ethical Reasoning Model.

Summary



Facilitator Talking Points:

Appendix D provides an instructor solution for Practical Exercise 2: Ethical Reasoning. Discuss possible solutions to the ethical dilemma presented in the PE. Allow students to explain their reasoning and how they arrived at their decision.


Check on Learning

Question: Why are ethical choices not always obvious?

Answer: Ethical problems can be very diverse and may require you to look at the problem from multiple perspectives (ADP 6-22, para 2-18).

Review/ Summary:

During this class, we went over the Army's model for ethical reasoning. We talked about how to use this model to identify the dilemma, develop a plan, and act on your plan. It is always important to remember that you can consult with your peers, supervisors, or even the Chaplain if you need help solving a problem.

Slide 12 – Summary CAPL Resources Slide	
Facilitator action: End the class by showing the CAPL website and resources available.	

Facilitator Talking Points:

We want to highlight the vast resources that the Center for the Army Profession and Leadership (CAPL) provides the Army. CAPL is the proponent for the Army Profession, leadership, and leader development. CAPL's vision is to strengthen America's Army as a military profession that inspires trusted Army professionals to honorably fulfill their oaths of service. We do this by providing Army profession, leadership and leader development studies, doctrine, products and services and by integrating personnel lifecycle functions in order to reinforce the Army profession and enhance leader and unit performance at all echelons.

Encourage participants to visit the website on their own time to explore the resources there. Mention video case studies as a training tool they can use.

7. ASSESSMENT PLAN: None. The two practical exercises are not formal assessments; they are not scored. Drill Sergeants (DS)/drill instructors will ensure that students actively participate in the PEs. The cadre will coach, counsel, mentor, and/or tutor students as needed.

8. ENVIRONMENTAL IMPACT STATEMENT: None.

9. RISK ASSESSMENT/RISK CONTROL MEASURES: None.

Appendix A
Practical Exercise 1
Living the Army Values

Read each example. Identify the Army Value which is most relevant to each example.

1. You witness a fellow Soldier removing something from another Soldier's wall locker when he stepped away. Within 10 minutes of him returning, he notices his wallet is missing. He asks you if you have seen his wallet. You respond "no".
2. You are in the Army military police. You are at an emergency preparedness exercise involving multiple units and services. You hear one of the Air Force security police say to his neighbor, "The Army is all about writing tickets and doing investigations. They don't care about this stuff like we do." You correct him and state, "The Army cares very much about emergency preparedness. That's why my boss and I are here partnering with you."
3. You are climbing to the top of the rappel tower and you look down. Fear overcomes you to a point that you can't move. What must you demonstrate to overcome this fear?
4. SGT Jackson aspires to do his best in every aspect of life both on and off duty. He takes pride in his service and is a credit to the enlisted cohort and the Army Profession.
5. CPT Jones told his new female lieutenant, who was a recent Ranger School graduate, that he believed women had no place in the Infantry. He said, "You must have received special treatment at Ranger School, but you won't here. Women can't endure the same hardships as men. You'll see."
6. You overheard a Soldier telling the members of your platoon to ignore any orders given by the drill sergeant. You tell the Soldier he needs to carry out the assigned task.
7. Your platoon has returned from a long field training exercise. They have done everything you asked to recover the equipment, and they are ready for the weekend. When you call in the closure report, your company commander tells you he needs one Soldier from your platoon to stay late and help the mess section clean up the mobile kitchen trailer. You had weekend plans too, but you dismiss your platoon and pull the kitchen police duty yourself.

Appendix B
Solution for Practical Exercise 1
Living the Army Values

1. You witness a fellow Soldier removing something from another Soldier's wall locker when he stepped away. Within 10 minutes of him returning, he notices his wallet missing. He asks you if you have seen his wallet. You respond "no".

Integrity

2. You are in the Army military police. You are at an emergency preparedness exercise involving multiple units and services. You hear one of the Air Force security police say to his neighbor, "The Army is all about writing tickets and doing investigations. They don't care about this stuff like we do." You correct him and state, "The Army cares very much about emergency preparedness. That's why my boss and I are here partnering with you."

Loyalty

3. You are climbing to the top of the rappel tower and you look down. Fear overcomes you to a point that you can't move. What must you demonstrate to overcome this fear?

Personal Courage

4. SGT Jackson aspires to do his best in every aspect of life both on and off duty. He takes pride in his service and is a credit to the enlisted cohort and the Army Profession.

Honor

5. CPT Jones told his new female lieutenant, who was a recent Ranger School graduate, that he believed women had no place in the Infantry. He said, "You must have received special treatment at Ranger School, but you won't here. Women can't endure the same hardships as men. You'll see."

Respect

6. You overheard a Soldier telling the members of your platoon to ignore any orders given by the drill sergeant. You tell the Soldier he needs to carry out the assigned task.

Duty

7. Your platoon has returned from a long field training exercise. They have done everything you asked to recover the equipment, and they are ready for the weekend. When you call in the closure report, your company commander tells you he needs one Soldier from your platoon to stay late and help the mess section clean up the mobile kitchen trailer. You had weekend plans too, but you dismiss your platoon and pull the kitchen police duty yourself.

Selfless Service

Appendix C
Practical Exercise 2
Ethical Reasoning

Scenario: Your platoon is conducting M4 rifle qualification at the range. You are tired and hungry, and you just want the long day at the range to end. You and your battle buddy were on the same firing line and just finished the course of fire. As your firing line proceeds to be “rodded off” the range, you notice your battle buddy tuck several live rounds of ammunition into his boot as he leaves his firing position. You then see and hear that after “rodding off” the range, he went through the “brass and ammo shakedown” without handing over the live rounds.

What should you do? Use the Ethical Processing Model with ethical lenses to make your decision.

What is the conflict?

Evaluate the Options:

Rules.

Virtues.

Outcomes.

Commit to a Decision:

Act: It takes some personal courage to act when there is fear, uncertainty, and risk. Consider if your decision would be different if your squad leader told you to do the opposite of what you thought was right. **What would you do then?**

Appendix D Solution for Practical Exercise 2 Ethical Reasoning

Scenario: Your platoon is conducting M4 rifle qualification at the range. You are tired and hungry, and you just want the long day at the range to end. You and your battle buddy were on the same firing line and just finished the course of fire. As your firing line proceeds to be “rodded off” the range, you notice your battle buddy tuck several live rounds of ammunition into his boot as he leaves his firing position. You then see and hear that after “rodding off” the range, he went through the “brass and ammo shakedown” without handing over the live rounds.

What should you do? Use the Ethical Processing Model with ethical lenses to make your decision.

When the groups have made their decisions, ask them to explain their decision and reasoning to support that decision.

The information below provides some examples of ethical reasoning. There could be several appropriate ways for the trainees to handle the ethical challenge, but doing nothing is clearly wrong. **Having the students explain their reasoning is the most important exercise here.**

What is the conflict? Your battle buddy has violated the rules of the range by taking live rounds off the range. This presents a safety concern and also involves stealing and lying. Other things to consider are your loyalty to your buddy, your duty to ensure safety, and your integrity to report violation and theft.

Evaluate the Options: The students could suggest some or all of the following options.

- Do nothing and hope no harm comes of it. This COA is clearly wrong. This is a good opportunity for drill instructors to address the perception of ‘ratting/snitching/telling.’
- Report the incident to your chain of command. If your squad leader is not available, report to one of the drill sergeants.
- Tell your buddy to turn the rounds in at the amnesty box at the barracks, or you will report him.

Rules. During the safety briefing, it was made clear to everyone that live rounds are not allowed off the firing range and must be turned in. This rule is in place for safety.

Virtues.

- Duty: You have a duty to follow range and safety regulations and to report when there is a violation.
- Loyalty: You may consider loyalty to your buddy, but you also have loyalty to protect your fellow Soldiers and a higher loyalty to the Army to ensure the mission is done in the right way.

- Integrity: Even if no one else saw what you saw, showing integrity means doing the right thing and reporting that your battle buddy has live rounds. This is essentially theft.

Outcomes. If the drill sergeants find or are told about these rounds, then it may mean more corrective training for the entire platoon and even worse repercussions for your battle buddy. If the drill sergeants don't find or aren't told about these rounds, it can create a potentially dangerous situation in the barracks or in the field where Soldiers could be injured or killed.

Commit to a Decision. Other than doing nothing, any of the decisions are ethical. The groups should explain their reasoning in terms of all three perspectives (lenses), and which perspective carried more weight in their final decision.

Act. It takes some personal courage to act when there is fear, uncertainty, and risk.

Final discussion point. Consider if your decision would be different if your squad leader told you to do the opposite of what you thought was right. What would you do then?

This creates a second, follow-on ethical dilemma.

Possible answers include but are not limited to:

- Do nothing and keep your mouth shut. Your squad leader has given you his/her answer. You don't want to be perceived as a 'cry baby'.
- Report the incident to one of the drill sergeants or the Range NCOIC.