Identify Rival Influence

Learning Objective

Action: Identify rival influence effectively.

Conditions: Given an environment that allows the students to engage one another and the cadre openly, handouts, research capabilities, and tools for analyzing rival influence activities.

Standards: Accurately identify rival influence activities, ensuring that at least 90% of assessments are correct and report findings to the relevant authorities.

Quick Information

Title	Comment
Intended Audience	Officials working in the information environment
Learning Domain	Cognitive
Training Resources Required	Computer, internet access, intelligence reports, analytical software, reporting templates
Total Duration	135 (60, break, 60, break, 15)

Performance Steps

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Lesson ELM Steps

Time	ELM Phase	Comment
15	Concrete Experience	Identifying Rival Influence

1. *Ask students to analyze an influence attempt .* (5 minutes)
2. *Ask students to work in pairs and on a sheet of paper to identify indicators of rival influence in a given scenario.* (5 minutes)
3. *Ask students "What indicators did you find most useful in identifying rival influence?"* (5 minutes)

Time	ELM Phase	Comment
5	Publish and Process	Discussion on Influence Activities

2. *Introduce the learning objectives.* (1 minute)

3. *Tell the students "By the end of this lesson you will have developed tactics to identify rival influence activities effectively. Including the SCAME framework"* (2 minutes)

Time	ELM Phase	Comment
50	Generalize New Information	Learning SCAME Framework

1. *Introduce the SCAME framework and explain its components.* (10 minutes)
2. *Ask students to memorize the SCAME framework. Students should quiz each other* (5 minutes)
3. *Discuss each component of SCAME in detail, providing examples.* (25 minutes) ################BREAK################
4. *Demonstrate how to use the SCAME framework to analyze influence activities.* (10 minutes)

Time	ELM Phase	Comment
10	Develop	Strategies for Analysis

1. *Ask students how they will apply these techniques in their roles.* (10 minutes)

Time	ELM Phase	Comment
40	Apply	Practical Exercise

1. *Ask students to implement the SCAME framework to analyze a given scenario.* (30 minutes) ################BREAK################
2. *Ask students to present their findings to the class.* (10 minutes)

Time	ELM Phase	Comment
15	Check On Learning	Summary and Feedback

1. *On a sheet of paper, ask students to write down scame and what each letter represents with context.* (5 minutes)
2. *Provide feedback on the practical exercise.* (5 minutes)
3. *Summarize the key points of the lesson.* (2 minutes)
4. *Answer any remaining questions from students.* (3 minutes)

Additional Resources and References