

BASED ON THE WORKS OF L. RON HUBBARD



APPLIED

SCHOLASTICS

BOOK

THE
LEARNING

LEARNING GUIDE

The Learning Book

BASED ON THE WORKS OF L. RON HUBBARD

Name _____ Date _____

PURPOSE

Learn how to study well and enjoy studying.

HOW TO DO THIS COURSE: Do the steps in order. Write your initials and the date on the sign-off line when you finish a step. Two lines means you get the step checked by another student or, if stated, by your teacher. Have them initial the second line. All written work is turned in to your teacher.

ESTIMATED TIME: 25 hours

BOOK:

The Learning Book, Heron Books

A. LEARNING ABOUT STUDY

1. READ: *The Learning Book*, pages 1-6. _____
2. ACTIVITY: Tell someone four different ways to learn. Give an example of each one. _____
3. READ: *The Learning Book*, pages 7-11. _____
4. ACTIVITY: Write down three things you could study and what you could learn to do by studying them. _____
5. READ: *The Learning Book*, pages 13-16. _____

6. ACTIVITY: Write down something you would like to study. List five things you don't know about it that you'd like to learn. _____
7. READ: *The Learning Book*, pages 17-25. _____
8. ACTIVITY: Write out five examples of how you would get information and use it.
Teacher pass. _____
9. READ: *The Learning Book*, pages 27-31. _____
10. ACTIVITY: Find five barriers. Explain in writing how they are barriers. _____

B. THE MISUNDERSTOOD WORD

1. READ: *The Learning Book*, pages 33-40. _____
2. ACTIVITY: Write out directions for doing something simple (taking off your shoes, for example). Write out the directions again, this time using some made-up words. Give the directions with the made-up words to someone and tell them to follow the directions. Next, give them the directions with real words and have them follow those. Have them tell you the difference between the two directions. _____
3. READ: *The Learning Book*, pages 41-51. _____
4. ACTIVITY: Write down an example of each of the ways a word can be misunderstood.
Teacher pass. _____
5. READ: *The Learning Book*, pages 52-53. _____

6. ACTIVITY: Tell someone an example of a symbol and how it could be misunderstood. _____
7. ACTIVITY: Find a symbol you don't understand. Then find out what it means by asking someone or looking it up. _____
8. READ: *The Learning Book*, pages 54-62. _____
9. ACTIVITY: Draw your own pictures to show each of the things that can happen when you pass a misunderstood word. _____
10. ACTIVITY: Pretend you are reading and you have passed a misunderstood word. Act out what could happen. **Teacher pass.** _____
11. READ: *The Learning Book*, pages 63-69. _____
12. ACTIVITY: Look at these two sentences:
- I think I saw a spaceship.
 - I usually eat four times a day.
- Tell your teacher what you think the word *a* means in each of these sentences. Then look in a dictionary for the definitions that fit the two different sentences. Notice that simple words have different meanings. **Teacher pass.** _____
13. ACTIVITY: Have someone pretend to have gone by a misunderstood word. Help them find the misunderstood word. **Teacher pass.** _____
14. READ: *The Learning Book*, pages 70-84. _____

15. ACTIVITY: Find the meanings of these groups of words:

find out (look under *find*)

look up (look under *look*)

make up (look under *make*)

mix up (look under *mix*)

in place of (look under *place*)

16. ACTIVITY: In *The Learning Book*, find a word that you don't know the meaning of. Look it up and use it in sentences until you understand it. Practice doing these steps until you can do them all easily and quickly.
Teacher pass.

C. NOT HAVING MASS

1. ACTIVITY: Using the glossary in the back of *The Learning Book*, learn these words:

glossary

mass

2. ACTIVITY: Find and show someone mass for these ideas:

a plant

a cup

a chair

light

water

running

3. READ: *The Learning Book*, pages 85-97.

4. ACTIVITY: Pretend you have been reading without having the mass that goes with the things you have been reading about. Act out for someone all the ways you might feel. _____
5. READ: *The Learning Book*, pages 98-110. _____
6. ACTIVITY: Do a clay demo of an elephant. **Teacher pass.** _____
7. ACTIVITY: Do a clay demo of a student studying. **Teacher pass.** _____
8. ACTIVITY: If you don't have one already, make a demo kit for yourself. Then using a demo kit, show someone how you do something, like make a cup of tea, position players for a soccer or baseball game, or get to the library. _____
9. ACTIVITY: Make a picture showing the four ways to go through the barrier of not having mass. **Teacher pass.** _____

D. THE SKIPPED GRADIENT

1. READ: *The Learning Book*, pages 111-127. _____
2. ACTIVITY: Using your demo kit, show someone an example of how to learn something on a gradient. _____
3. ACTIVITY: Point out to your teacher where on page 124 the boy skipped a gradient. **Teacher pass.** _____
4. ACTIVITY: Act out for someone "learning how to do something and skipping a gradient." Show how you would feel. _____

5. ACTIVITY: Do a clay demonstration of three steps on a gradient of learning how to walk. _____
6. ACTIVITY: With your demo kit, show someone skipping a gradient and then handling it. Use a different example than the one shown in the book. _____

E. LEARNING IS FUN!

1. READ: *The Learning Book*, pages 129-134. _____
2. ACTIVITY: Write an essay about what you have learned by doing this course. Be sure to write about each of the barriers to study, what happens when you hit each one, and how you can go through each one. **Teacher pass.** _____

F. FINAL ACTIVITIES

1. ACTIVITY: Learn by heart the three barriers to study and each of the things that can happen when you hit the barrier. **Teacher pass.** _____
2. ACTIVITY: Think of something you know how to do that you would like to teach to someone. Teach it to them using what you have learned in this course. **Teacher pass.** _____
3. ACTIVITY: Think of something you would like to learn more about and find a simple book or article about it. Study it using what you have learned in this course. Keep notes of any barriers you run into and what you do about them. You should study until you honestly feel you have learned and really understood something that you wanted to know. **Teacher pass.** _____

4. ACTIVITY: Observe some students studying, looking for signs of barriers to study. Tell your teacher what you see. Then help one of them get through the barrier. **Teacher pass.** _____

I have completed the steps of this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Teacher _____ Date _____

The student has passed the exam for this course.

Examiner _____ Date _____

