

BASED ON THE WORKS OF L. RON HUBBARD



APPLIED

SCHOLASTICS

ROCK

THE
CHECKOUTS

The Checkouts Book

BASED ON THE WORKS OF L. RON HUBBARD

Name _____ Date _____

PURPOSE

Learn to help other students learn
by giving excellent checkouts.

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: 15 hours.

BOOK:

The Checkouts Book, Heron Books

A. WHAT IS A CHECKOUT?

1. READ: *The Checkouts Book* (CB), pages 1–7.

Teacher pass.

B. WHAT TO ASK

1. READ: CB, pages 9–13. **Teacher pass.**

2. ACTIVITY: With another student, practice picking out words, asking for their meanings, and having them used in sentences. Use pages 10–13 to pick words from.

3. READ: CB, pages 14–21. **Teacher pass.**

4. ACTIVITY: Point out to another student things from pages 1–21 in this book that are important and things that are unimportant. Repeat this until you can easily spot the difference between important and unimportant things. _____
5. ACTIVITY: Think of five things that are *not* part of pages 1-21. Tell them to another student, and then explain why you wouldn't ask questions about any of those things. _____
6. ACTIVITY: Use pages 1–21 of this book. Point out to another student places where the book says *why* something is the way it is. Do this until you can find them easily. _____
7. READ: CB, pages 22–27. **Teacher pass.** _____
8. ACTIVITY: Show your understanding of *being glib* by writing a short story about two math students, one who was glib and one who was not. _____
9. ACTIVITY: Using various small objects, demonstrate to another student why you ask for demonstrations in checkouts. _____
10. ACTIVITY: Using pages 1–27 in this book or another book that you have studied, pick out things for another student to demonstrate and have the student demonstrate them. Do this until you can easily find things for someone to demonstrate. _____

C. ACKNOWLEDGE

1. READ: CB, pages 29–31. **Teacher pass.** _____

2. ACTIVITY: Practice acknowledging by asking another student questions and acknowledging them, making sure you hear what they say and know what they are telling you. Do this until you know you can do this well in checkouts. _____

D. PASS AND FLUNK

1. READ: CB, pages 33–41. **Teacher pass.** _____
2. ACTIVITY: Demonstrate to another student when to pass someone on a checkout. _____
3. ACTIVITY: Using pages 1–41 of this book, practice giving another student checkouts on parts of the book with the student only giving right answers. Do this until you can give a good checkout, doing all of the kinds of actions that should be in a checkout. _____
4. ACTIVITY: Have another student demonstrate things from this book. The student should do some demonstrations well and some not well. Flunk the student for bad demonstrations. Do this until you can tell when to flunk a demonstration. _____
5. ACTIVITY: Ask another student questions from this book. The student should answer some questions quickly and well, and on some questions spend too much time answering or be unsure. When the student doesn't answer right away, give a "flunk." Do this until you know when to flunk someone for not answering right away or not being sure of something. _____

6. ACTIVITY: Choose one section of this book. Ask another student questions that will tell you if the student can use the information. When the student's answers don't show the ability to use the information, give a "flunk." Do this until you can easily ask these kinds of questions and can tell when to flunk a student. _____

E. TOUGH CHECKOUTS

1. READ: CB, pages 43–47. **Teacher pass.** _____
2. ACTIVITY: In writing, describe a time you felt good after doing something tough. _____

F. PUTTING IT ALL TOGETHER

1. READ: CB, pages 49–51. **Teacher pass.** _____
2. ACTIVITY: Practice saying the things you should do when giving a checkout until you can say them without looking at the book. (Does not have to be word-for-word.) _____
3. ACTIVITY: Use this book or one from any other course you have already done and practice giving another student checkouts on parts of it. The student helping you should make sure you know the following:
- what kinds of questions to ask in a checkout
 - everything* that someone should be flunked for
 - what someone should do after they flunk a checkout
 - how to give a tough checkout, even when the person complains about it or objects to being flunked _____

4. ACTIVITY: Give your teacher a checkout on a part of *The Checkouts Book* or another book your teacher picks. You must give an excellent checkout. If you do not pass, your teacher will have you and the student from the previous activity restudy the checkout materials and do the activity again until you are both confident you can now do an excellent checkout. Then give your teacher a checkout again. **Teacher pass.** _____

5. ACTIVITY: Give checkouts to three or more students who need them while your teacher watches. **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 _____



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