

# Childhood & Children

## OBSERVATIONS AND ADVICE

BASED ON THE WORKS OF L. RON HUBBARD

Name \_\_\_\_\_ Date \_\_\_\_\_

### BOOK

*Childhood & Children: Observations and Advice*, based on the works of L. Ron Hubbard

## A. ORIENTATION

1. READ: Some things to know:

This learning guide is like a checklist. Initial and date each step as you complete it. Unless otherwise specified, do steps in order.

For steps requiring you to write down your thoughts, answers, examples, etc., turn your work in (manually or digitally) to the faculty training supervisor, your mentor, or another faculty member designated for checking it. A second sign-off line is for this person's initials when they have passed your assignment.

Many writing assignments on this course will ask you to give examples of particular things from your experience. If you haven't experienced something asked for, you are expected to imagine (make up) the examples.

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## B. THE BIG GOAL

1. READ: Chapter 1 The Big Goal, pp. 1–2.
2. ASSIGNMENT: Describe a child you've known for whom the state of being a child has been made into a highly privileged one. Then describe a child you think has been better aligned to the natural goal to grow up. Discuss the results of these opposing approaches from your own experience and observation.

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3. ASSIGNMENT: Think of and explain some different examples of how a child (or children) might be treated in a way that would support the child's natural goal of growing up and the potential effects of this on the child. \_\_\_\_\_
4. ASSIGNMENT: Give some specific ways you could use the following in teaching, lesson planning or otherwise overseeing children: "In a child, the goal of most importance should be being grown up. Aligned in this fashion, a child will try to practice being grown up, and will mimic and learn with a great thirst." \_\_\_\_\_

## C. LEARNING HOW THE WORLD WORKS

1. READ: Chapter 2 Learning How the World Works, pp. 3–4. \_\_\_\_\_
2. ASSIGNMENT: Give some examples of a child missing a datum leading to irrational behavior. \_\_\_\_\_
3. ASSIGNMENT: Look around and make a list of things (non-academic in nature) that could be properly defined for children you work with. If those children are a bit older than the ones mentioned in the chapter, note how you feel this would most appropriately be done given their age and level of independence. \_\_\_\_\_
4. ASSIGNMENT: Discuss how you can use this simple approach to education as covered in this chapter. \_\_\_\_\_

## D. HELPING CHILDREN LEARN

1. READ: Chapter 3 Helping Children Learn, section "A Simple Fundamental," p. 5. \_\_\_\_\_
2. ASSIGNMENT: Discuss what this statement about intelligence means to you and what the purpose or value of making such a statement might be. Then discuss how its application, as a basic principle, would affect the design and implementation of an educational program. \_\_\_\_\_
3. READ: Chapter 3, section "Objectives and Emphasis," p. 5. \_\_\_\_\_

4. ASSIGNMENT: The statement, “It is better to know important things extremely well than a host of things imperfectly” could be considered easy to understand and agree with, but not often emphasized in today’s schools. Discuss how something that seems so obvious could be so neglected in schools, what factors you think might contribute to this, and what you feel could be done about it. \_\_\_\_\_
5. READ: Chapter 3, section “Being a Child’s Friend,” pp. 5–6. \_\_\_\_\_
6. ASSIGNMENT: Give an example where you or another adult you know failed being a child’s friend in the way just described, including a description of the effect this had. Then give an example where you or another succeeded in being a child’s friend in the way described, including a description of the effect this had on the child. \_\_\_\_\_
7. READ: Chapter 3, section “Learning and Goals,” p. 6. \_\_\_\_\_
8. ASSIGNMENT: Draw a sketch or series of sketches illustrating the role goals play in keeping a mind active, alert and learning. Then write up any observations or thoughts you have about this. \_\_\_\_\_
9. READ: Chapter 3, section “Mimicry,” pp. 6–7. \_\_\_\_\_
10. ASSIGNMENT: Write up an explanation, with examples, of this statement: “Any training done on a mimicry basis where the attention is volunteered will be successful.” \_\_\_\_\_
11. ASSIGNMENT: List out some subjects or activities where mimicry would be useful in teaching some skill to children. Choose one or two and explain for each how you might do so. \_\_\_\_\_
12. READ: Chapter 3, section “Teaching the Purpose of a Subject,” p. 7. \_\_\_\_\_
13. ASSIGNMENT: Choose a subject and write out how you might carefully delineate its purpose against the real world of the person who would be learning it. \_\_\_\_\_
14. READ: Chapter 3, section “Self-Determinism in Learning,” p. 8. \_\_\_\_\_
15. ASSIGNMENT: Discuss your thoughts about this: “Individuals are not aided at all if you do all of the leading. You can’t lead them, you can’t drive them. . . .” What happens to a student who is always being led or driven? Give examples. \_\_\_\_\_

16. ASSIGNMENT: Explain your understanding of how it could be that “The maintenance of a high level of self-determinism is more important in educating than the maintenance of order.” Explain also how a misunderstanding of this could result in a classroom or activity that is destructively chaotic. \_\_\_\_\_
17. ASSIGNMENT: Discuss briefly several educational scenes you have experienced or been a part of in your life, describing in each case where the stronger emphasis was placed, on order or self-determinism. \_\_\_\_\_
18. READ: Chapter 3, section “Reason,” p. 8. \_\_\_\_\_
19. ASSIGNMENT: Give several examples of a child reasoning (per the definition of “reason” given in the section). \_\_\_\_\_
20. READ: Chapter 3, section “Parity,” pp. 8–9. \_\_\_\_\_
21. ASSIGNMENT: Make a list of words that would describe a teacher failing to teach with parity, for example, bossy or condescending. Then make a list of words that would describe a teacher teaching with parity, for example, friendly or interested. \_\_\_\_\_
22. READ: Chapter 3, section “Extroversion and Learning,” pp. 9–10. \_\_\_\_\_
23. ASSIGNMENT: Choose one of the following excerpts and elaborate on it, using examples to illustrate your point(s).
  - “If you make people stay indoors when they should be outdoors, you will see a deterioration in their character.”
  - “It could be noted that earlier students did something that modern students don’t do. . . . [They] got outside.”
  - “Get them outside in some productive, organized activity and see if you don’t notice an improvement in their character and an acceleration in their learning.”
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## E. CONTROL, DISCIPLINE AND GAMES

1. READ: Chapter 4 Control, Discipline and Games, section “Control,” pp. 11–12. \_\_\_\_\_

2. ASSIGNMENT: Based on your understanding and experience, answer these questions: “What does good control look like?” What sort of control do *you*, as an adult, want to experience?” If the answers to those questions differ at all, explain how they differ and why you think that is. \_\_\_\_\_
3. ASSIGNMENT: To the best of your ability, explain how one “treat[s] children in such a way that they can be in full possession of themselves at all times.” \_\_\_\_\_
4. READ: Chapter 4, section “Acknowledging the Good Points,” p. 12. \_\_\_\_\_
5. ASSIGNMENT: Write up an example of when you observed a child’s bad behavior getting acknowledged and confirmed, and also when a child’s good behavior was neglected. If you observed the results of these actions, describe them. \_\_\_\_\_
6. READ: Chapter 4, section “Consulting a Child’s Willingness,” p. 13. \_\_\_\_\_
7. ASSIGNMENT: Give examples illustrating the difference between persuading, seducing or coaxing children versus good communication and consulting their willingness, and the results of each per your observation. \_\_\_\_\_
8. READ: Chapter 4, section “Games,” pp. 13–14. \_\_\_\_\_
9. ASSIGNMENT: Describe some examples of this interrelationship of freedoms, barriers and purposes, and discuss the value of giving children games to play. \_\_\_\_\_
10. READ: Chapter 4, section “Helping Children Build Self-Discipline,” pp. 14–15. \_\_\_\_\_
11. ASSIGNMENT: List hobbies a child could pick up that might help the child develop some discipline of their mind or body. Pick one or two where you observed this positive effect on a child and describe what you observed. \_\_\_\_\_
12. ASSIGNMENT: Explain your understanding of this observation: “. . . it is the discipline by the student of the student’s own mind which accrues to the student the benefits of education,” and give some examples. \_\_\_\_\_

13. READ: Chapter 4, section “Discipline,” p. 16. \_\_\_\_\_
14. ASSIGNMENT: Give some examples of “. . . apply[ing] penalty or loss to the child in order to encourage self-determinism and independence.” \_\_\_\_\_
15. ASSIGNMENT: Describe an out-of-control or destructive child of the age you work with or are familiar with. Design a penal code you think would help educate the child into possession of him- or herself, including how and by whom it would be enforced. Describe how you think implementation and enforcement of this might play out. \_\_\_\_\_

## F. ON RAISING CHILDREN

1. READ: Chapter 5 On Raising Children, pp. 17–23. \_\_\_\_\_
2. ASSIGNMENT: Discuss some of the principles from this chapter that can be utilized by you as an educator. \_\_\_\_\_

## G. WRAP-UP

1. READ: Review any sections you wish to. Get help from a qualified faculty member on anything that seems confusing or difficult to use. \_\_\_\_\_
2. ASSIGNMENT: Summarize any wins, insights or positive changes you experienced while doing this course. \_\_\_\_\_

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

Trainee \_\_\_\_\_ Date \_\_\_\_\_

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

Training supervisor or mentor \_\_\_\_\_ Date \_\_\_\_\_



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