

# Teaching

## A NEW APPROACH

BASED ON THE WORKS OF L. RON HUBBARD

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

### BOOK

*Teaching: A New Approach*, 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. UNDERSTANDING

1. READ: Chapter 1 Understanding, pp. 1–5.
2. ASSIGNMENT: Write up your understanding of the principle of the ARC triangle and with realistic examples explain how you can use it with students.

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## C. BASIC PRINCIPLES OF EDUCATION

1. READ: Chapter 2 Basic Principles of Education, introductory paragraph and section "The Ability to Reason," p. 7.

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2. ASSIGNMENT: Give some examples of extrapolating new data from existing data, including examples of children doing this. \_\_\_\_\_
3. ASSIGNMENT: Discuss what could happen if the right to think and the ability to reason were not given any priority in the education of children. \_\_\_\_\_
4. READ: Chapter 2, section “Self-Determinism,” p. 8. \_\_\_\_\_
5. ASSIGNMENT: Explain the difference between self-determinism and “selfish determination.” Then explain why “it is a prime purpose of education to increase the self-determinism of an individual.” \_\_\_\_\_
6. READ: Chapter 2, section “The Role of Imagination,” p. 9. \_\_\_\_\_
7. ASSIGNMENT: Give your thoughts on the role imagination plays in the education of children. Explain how and why imagination can get short shrift in K-12 education and what you think could be done about this. \_\_\_\_\_
8. ASSIGNMENT: Choose any two subjects that are taught in school and give examples for each of how you could foster “the ability to imagine, to be creative with ideas, thoughts, facts, information” in the teaching of that subject. \_\_\_\_\_
9. READ: Chapter 2, section “Purpose of a Subject,” pp. 9–10. \_\_\_\_\_
10. ASSIGNMENT: Give an example of when you experienced this: “The education of an individual is an automatic process so long as purpose and use precede information.” Then give an example of when the purpose and use of the information was effectively unknown to the student. \_\_\_\_\_
11. READ: Chapter 2, sections “The Real World of the Subject” and “Willingness to Learn,” pp. 10–11. \_\_\_\_\_
12. ASSIGNMENT: Explain how you could apply this in your teaching: “Every datum which a person receives should have some comparison with the real world.” \_\_\_\_\_
13. ASSIGNMENT: Explain what you would do as a teacher if one of your students was “unwilling to follow a vital course of study.” Give

a specific example, and how you might handle this using the data in section “The Real World of the Subject.” \_\_\_\_\_

14. ASSIGNMENT: As an educator, discuss your thoughts on this simple statement: “Every person, child or adult, is thirsty for knowledge and drinks it at great gulps.” \_\_\_\_\_

15. READ: Chapter 2, section “Teacher Attitude,” pp. 11–12. \_\_\_\_\_

16. ASSIGNMENT:

a) Explain “authoritarianism” (or “altitude instruction”) and its effects. \_\_\_\_\_

b) Explain teaching with “parity” and its effects. \_\_\_\_\_

c) Give examples you have observed of both altitude instruction and teaching on a parity basis, comparing the results of both. \_\_\_\_\_

17. ASSIGNMENT: Give examples from your own experience of data being forced off on a student. Then give examples from experience of a student being threatened for having the wrong answer instead of helped to clear up his misunderstanding. Finally, describe how these situations should have been handled for the best benefit to the students. \_\_\_\_\_

18. READ: Chapter 2, section “Summary,” pp. 12–13. \_\_\_\_\_

19. ASSIGNMENT: Write up your own summary of the key principles covered in Chapter 2. \_\_\_\_\_

## D. READING AND RESEARCH

1. READ: Chapter 3 Reading and Research, section “Reading,” p.15. \_\_\_\_\_

2. (Optional) ASSIGNMENT: If you have been taught any principles or rules regarding the teaching of reading that conflict with the information just presented, make a list of them. Then discuss in writing your understanding of the potential workability of the principles in the section just read. \_\_\_\_\_

3. ASSIGNMENT: Explain your understanding of this basic principle: “Ability to read is directly proportional to the number of wins achieved and inversely proportional to the amount of correction.” Give examples from your own experience that illustrate this principle. \_\_\_\_\_

4. READ: Chapter 3, section “Research” to end of chapter, pp. 16–17. \_\_\_\_\_
5. ASSIGNMENT: From your perspective, is this short piece on research, written in 1961, just as relevant, less relevant or more relevant today? Explain. \_\_\_\_\_

## E. EDUCATING THE INDIVIDUAL

1. READ: Chapter 4 Educating the Individual, pp. 19–20. \_\_\_\_\_
2. ASSIGNMENT: Explain in some detail how you, as an educator, can proactively work to “preserve[s] at every step the
  - a) individuality, \_\_\_\_\_
  - b) the native ambitions, \_\_\_\_\_
  - c) intelligence, \_\_\_\_\_
  - d) abilities and \_\_\_\_\_
  - e) dynamics of the individual . . .” \_\_\_\_\_

## F. 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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