



Welcome to the Wonderful World of Learn & Teach

Method of Study 'Learn & Teach' ! Study all life long!

1 GOD's latest message the Law-Giver Manifest

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When studying or teaching not only research this guide but a variety of others.

Method of study is 'Learn & Teach'. Learn & Teach uses Study-Topics + Word-find to facilitate learning & teaching. Study-topics are based on the 'Law-Giver Manifest' & current Social-Justice issues. Learning & teaching are continues & ongoing all life long.



## Study-advise

When studying or teaching not only research this guide but a variety of others. When finding a well written piece *Plagiarize* parts you need & expand on these (*applies to Scholars & Educators*).

*Run:* spell-check & grammar-check.

*Add:* color, images & audio were needed.

Proof read, if needed make changes.

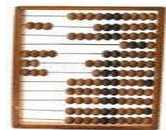
Make your work '*Copyright-free*' & then publish.

Learn & Teach uses Study-topics + Word-find to facilitate learning & teaching. E.g. Essay (*700 words*), Extended Essay (*1400 words*), Speech (*3 minutes*), Presentation (*7 minutes*), Group Discussion (*7 minutes*), Campaign, Poster.

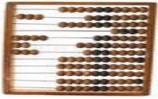


## STUDY – AIDS : Directory

Add-Table ~ Adult-teaching ~ Assessment ~ Ideas  
~ Magic ~ Math-symbols ~ Measures ~ Numbers-usage ~  
Plagiarize ~ Writing ~







**Begin** with introducing yourself . Then ask the adult learners to introduce themselves.

**Share** some of yourself (*humor, experiences, feelings, self*) be honest, authentic & self-disclosing.

**Pray** with your adult learners: **Scholar-Prayer**

**Make** sure their 1st experiences with the subject or class are as positive as possible.

**Relate** learning to adult interests, concerns & values.

**Selectively** emphasize & deal with the human perspective of what is being learned, with applications to the personal daily lives of the adult learners whenever possible.

**Use** needs assessment techniques to determine the felt needs & actual needs of the learners using assessments administered by the instructor & self-assessments by the adult learner.

**Provide** opportunities for self-directed learning where adults can participate in setting objectives, selecting instructional methods, self-evaluating & analyzing their performance.

**Make** the learning goals as clear as possible & as appropriate to the learners as possible.

**Give** the rationale for assignments, procedures & instructional methods.

**When** possible, clearly state or demonstrate the learning that will result from learning activities.

**Ensure** successful learning by planning instructional activities that match the needs & objectives of adult learners.

**Create** a learning environment that is organized & orderly.

**Make** learner reaction & active participation an essential part of the learning process.

**Provide** frequent response opportunities for all adult learners on an equitable basis.

**Promote** learners personal control over the context of learning by involving them in the planning & setting of goals, self-evaluation & determination of their strengths & weaknesses & recording & analyzing progress.

**Use** consistent feedback to learners regarding their mastery, progress & responsibility in learning.

**Be** aware of the needs of adults: their physiological, safety, love & belonging & self-esteem needs & curiosity, sense of wonder & need to explore.

**Remove** or reduce components of learning situations that lead to failure & fear.

**Plan** with the motivation of the learners in mind. Don't assume that the content or the teacher will maintain their motivation.

**When** it is necessary, use constructive criticism.

**Introduce** the unfamiliar through the familiar.

**Effectively** use praise & reward learning.

**Encourage** & challenge the learners.

**Use** collaboration as an instructional technique to develop & maximize cohesiveness in the group.

**Create** components in the learning environment that tell learners they are accepted respected members of the group

**When** appropriate, plan activities that allow adults to share & to display publicly their projects & skills.

**Introduce** the unfamiliar through the familiar.

**Effectively** use praise & reward learning.

**Encourage** & challenge the learners.

**Use** collaboration as an instructional technique to develop & maximize cohesiveness in the group.

**Create** components in the learning environment that tell learners they are accepted respected members of the group

**When** appropriate, plan activities that allow adults to share & to display publicly their projects & skills.

**Provide** variety in presentational style, methods of instruction & learning materials.

**Selectively** use breaks, physical exercise & energizers.

**Use** humor liberally & frequently.

**Use** examples, stories, analogies & metaphors.

**Thank** adult learners for attending & participating (*meet again, give timetable*).

**Have** time to answer questions 1 on 1.

After session when alone Self-evaluate your performance. Make notes in your journal concerning impressions & knowledge gained (*learned*) from teaching this group. Act on your self-evaluation.





# ASSESSMENT

## Study-Aid

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**Assessment:** Is needed to make Teach & Learn useful & effective.

### **Scholars-Assessment:**

Scholars are assessed for comprehension assignments completed in class. Whenever a study-module is completed, Scholars get assignments to assess comprehension. The comprehension assignments are completed in class.

**Note ! There is: 'NO Homework'!!!**

It is a team-effort of scholars & educator. The educator is there to Guide. Scholars help each other to understand & comprehend the relevant study-module.

Comprehension is achieved when the scholar is capable of teaching others the study-module & creating his/her own assignment & completing it.

There are 2 assessment: **Pass** or **Fail**. Pass-rate is 70% comprehension. A fail & the scholar has to repeat the study-module until a pass. **Note ! Only the module needs repeating not the whole year. There is no final year Assessment &/or final examinations (useless activity).**

Assessment is only for each module, not for accumulated modules. When a Scholar has passed all set modules to complete a Course a Certificate is issued.

### **Educators-Assessment:**

Educators are assessed for work-competence, dedication to '*Learn & Teach*' & pupil comprehension.

Before each teaching-term all study-module comprehension assignments for the term must be '*successfully*' completed by the relevant educator. The Educator must have a Pass-rate of at least 90%. Failure, the educator does not teach this subject that term. An assessment needs to be made if that person is suitable to be involved with Education.

The Educator is there to Guide. Help the scholar to understand. Also utilize the faster learners to help the slower. Keep class focused. The educator needs to refuse to give '*Homework*'!

A teacher needs to be able to '*self-assess*' their teaching performance.

A class pupil comprehension-rate of 90% plus is acceptable. Anything less & educator (*Teacher*) is removed & retrained.

### **Principal Educators-Assessment:**

A School pupil comprehension-rate of 90%plus is acceptable. Anything less & Principal-Educator is removed. Returns to teaching.



# I D E A S

## Study-Aid

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**Ideas** Are the beginning of the Future.

Ideas make it possible to keep up with evolutionary changes. Ideas are the most productive of all intellectual property activity. Ideas need to be preserved through **Knowledge-Continuity**.

Don't let Ideas be forgotten or lost. Write them down. Store, sort, file & revisit them!

Every day lots of ideas are thought off & quickly forgotten or lost. The reason being they were not preserved, recorded or written down. **The best are lost!**

Memory is unreliable when it comes to preserving & nurturing new ideas. Carry a notebook (*Planner*) or recorder with you & when an idea develops, preserve it. **Weekly file your ideas!**

Review your ideas. As you review your ideas (*every 4 weeks is good*). Some will have no value & are not worth hanging on to. Discard them. Some ideas appear useful now or at some later date. Keep these & file them: '*Active*', or '*Later*'. After reviewing & filing take the '*Active*' file.

Pick an idea! Now make this idea grow. Think about it. Tie the idea to related ideas. Research, try to find anything akin or compatible with this idea. Investigate all angles & possibilities.

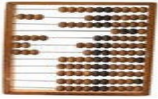
When you think your idea is ready to be applied. Do so. Try to get feedback so the idea can be fine-tuned.

Future proof Ideas through Knowledge-Continuity. Ensure Knowledge-Continuity by keeping your Ideas files updated. Furthermore in your '*Will*' mention where they can be found.

Support your Ideas with Research. Research Internet, Archives, libraries... **In some cases use questionnaires!**

Ideas procedure is used by custodian-guardian, individuals, committees, work-groups...  
Use a C-G Planner.





# MAGIC - Numbers

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The fun in magic squares is the fact that whichever way the numbers in the square are added up: vertically (*v*), horizontally (*h*) or diagonally (*d*) the result is the same.

### Magic squares

E.g. Magic Squares with 9, 16 & 25 numbers

**Magic Squares**

				v34	v34	v34	v34	d34
v15	v15	v15	d15	16	3	2	13	h34
8	1	6	h15	5	10	11	8	h34
3	5	7	h15	9	6	7	12	h34
4	9	2	h15	4	15	14	1	h34
			d15	4 corners = 34				d34

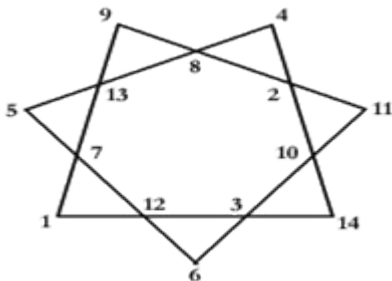
  

v65	v65	v65	v65	v65	d65
11	24	7	20	3	h65
4	12	25	8	16	h65
17	5	13	21	9	h65
10	18	1	14	22	h65
23	6	19	2	15	h65
4 corners + middle = 65					d65

### Challenge

Create a 49 number Magic Square?

# Magic numbers



The Magic Hepta-gram numbers are placed at each of the vertices & intersections so that the 4 numbers on each line sum 30

### Magic heptagram

### Challenge

Create a 7 pointed Magic Hepta-sun-star?



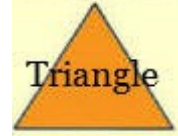
# Mathematical symbols

Study-Aid

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$=$ result equal to	$\neq$ not equal to	$\equiv$ identically equal to
$+$ adding merges more than 1 counting result		
$-$ take-away reduces a previous result		
$\pm$ plus or minus	$\mp$ minus or plus	
• or $\times$ multiplying ( <i>simpler</i> ) counting amounts of similar items		
$/$ or $\div$ dividing portioning of a previous result		
$\dots$ & so on	$\infty$ infinity	
$>$ greater than	$<$ less than	
$\geq$ equal to or greater than	$\leq$ equal to or less than	
$\gg$ much greater than	$\ll$ much less than	
$\nrightarrow$ not greater than	$\nleftarrow$ not less than	
$\%$ percent	$\text{‰}$ permil	
$\sim$ is proportional to	$\approx$ is approximately equal to	
$\Omega$ Omega, sum of all prime factor multiplicities	$\square$ corresponds to	
	$\Delta$ Delta, difference	
$\pi$ Pi, product of	$\Sigma$ Sigma, sum of	
$\sqrt{\quad}$ square root	$\{\}$ braces, empty set	
$[\ ]$ square brackets	$\{, \}$ set of ( <i>specify</i> )	
$( )$ parentheses	$\{ \dots \}$ & so on, infinite set	
$\therefore$ therefore	$\because$ because, since	
$\subseteq$ subset	$\supseteq$ superset	
$\in$ element of	$\notin$ not element of	
$\emptyset$ empty set	$\mathbb{U}$ universal set	
$\int$ integral	$\oint$ closed contour integral	
$\iint$ double integral	$\oiint$ closed surface integral	
$\iiint$ triple integral	$\oiint$ closed volume integral	



Triangle



Square



Pentagon



Hexagon



Heptagon



Octagon



Nonagon



Decagon



Diamond



Rectangle



Circle



Oval





# MEASURES

## Study-Aid

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New-Age Units of Measure are an updated metric version..

**Length Base** unit: *meter (m)* ~ **Area Base** unit: *square-meter (m<sup>2</sup>)* ~ *3D meter (m<sup>3</sup>)* ~ **Volume Base** unit: *liter (l)* ~ **Weight Base** unit: *gram (g)*

**Measure prefixes.** Use Capitalized prefixes for positive powers.

Prefix	Symbol	Power []	Value
Yotta	Y	10 <sup>[24]</sup>	1,000,000,000,000,000,000,000,000
Zetta	Z	10 <sup>[21]</sup>	1,000,000,000,000,000,000,000
Exa	E	10 <sup>[18]</sup>	1,000,000,000,000,000,000
Peta	P	10 <sup>[15]</sup>	1,000,000,000,000,000
Tera	T	10 <sup>[12]</sup>	1,000,000,000,000
Giga	G	10 <sup>[9]</sup>	1,000,000,000
Mega	M	10 <sup>[6]</sup>	1,000,000
Myria	My	10 <sup>[4]</sup>	10,000
Kilo	K	10 <sup>[3]</sup>	1,000
Hecto	H	10 <sup>[2]</sup>	100
Deca	D	10 <sup>[1]</sup>	10
base	b	10 <sup>[0]</sup>	1
deci	d	10 <sup>[-1]</sup>	0.1
centi	c	10 <sup>[-2]</sup>	0.01
milli	m	10 <sup>[-3]</sup>	0.001
micro	μ	10 <sup>[-6]</sup>	0.000,001
nano	n	10 <sup>[-9]</sup>	0.000,000,001
pico	p	10 <sup>[-12]</sup>	0.000,000,000,001
femto	f	10 <sup>[-15]</sup>	0.000,000,000,000,001
atto	a	10 <sup>[-18]</sup>	0.000,000,000,000,000,001
zepto	z	10 <sup>[-21]</sup>	0.000,000,000,000,000,000,001
yocto	y	10 <sup>[-24]</sup>	0.000,000,000,000,000,000,000,001

**Length Base unit:** *meter (m)* small letter prefixes are (≤) values of base [] brackets tell power value. Distance between 2 points. E.g. 0.. → ..10 = 10

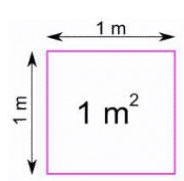
Prefix	Symbol	Power []	Value
1Yotta	Ym	10 <sup>[24]</sup>	1,000,000,000,000,000,000,000,000
1Zetta	Zm	10 <sup>[21]</sup>	1,000,000,000,000,000,000,000
1Exa	Em	10 <sup>[18]</sup>	1,000,000,000,000,000,000
1Peta	Pm	10 <sup>[15]</sup>	1,000,000,000,000,000
1Tera	Tm	10 <sup>[12]</sup>	1,000,000,000,000
1Giga	Gm	10 <sup>[9]</sup>	1,000,000,000
1Mega	Mm	10 <sup>[6]</sup>	1,000,000
1Myria	Mym	10 <sup>[4]</sup>	10,000
1Kilo	Km	10 <sup>[3]</sup>	1,000
1Hecto	Hm	10 <sup>[2]</sup>	100
1Deca	Dm	10 <sup>[1]</sup>	10

1meter	m	10 <sup>[0]</sup>	1
1deci	dm	10 <sup>[-1]</sup>	0.1
1centi	cm	10 <sup>[-2]</sup>	0.01
1milli	mm	10 <sup>[-3]</sup>	0.001
1micro	μm	10 <sup>[-6]</sup>	0.000,001
1nano	nm	10 <sup>[-9]</sup>	0.000,000,001
1pico	pm	10 <sup>[-12]</sup>	0.000,000,000,001
1femto	fm	10 <sup>[-15]</sup>	0.000,000,000,000,001
1atto	am	10 <sup>[-18]</sup>	0.000,000,000,000,000,001
1zepto	zm	10 <sup>[-21]</sup>	0.000,000,000,000,000,000,001
1yocto	ym	10 <sup>[-24]</sup>	0.000,000,000,000,000,000,000,001

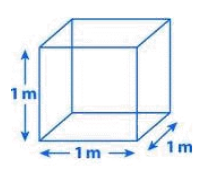
**Square-meter** (m<sup>2</sup>) small letter prefixes are (≤) values of base unit.

Width & breadth of an Area multiplied. E.g. 10•10 = 100m<sup>2</sup>

Prefix	Symbol	Power []	Value
1Yotta	Ym <sup>2</sup>	10 <sup>[24]</sup>	1,000,000,000,000,000,000,000,000
1Zetta	Zm <sup>2</sup>	10 <sup>[21]</sup>	1,000,000,000,000,000,000,000,000
1Exa	Em <sup>2</sup>	10 <sup>[18]</sup>	1,000,000,000,000,000,000,000
1Peta	Pm <sup>2</sup>	10 <sup>[15]</sup>	1,000,000,000,000,000
1Tera	Tm <sup>2</sup>	10 <sup>[12]</sup>	1,000,000,000,000
1Giga	Gm <sup>2</sup>	10 <sup>[9]</sup>	1,000,000,000
1Mega	Mm <sup>2</sup>	10 <sup>[6]</sup>	1,000,000
1Myria	Mym <sup>2</sup>	10 <sup>[4]</sup>	10,000
1Kilo	Km <sup>2</sup>	10 <sup>[3]</sup>	1,000
1Hecto	Hm <sup>2</sup>	10 <sup>[2]</sup>	100
1Deca	Dm <sup>2</sup>	10 <sup>[1]</sup>	10
1meter	m <sup>2</sup>	10 <sup>[0]</sup>	1
1deci	dm <sup>2</sup>	10 <sup>[-1]</sup>	0.1
1centi	cm <sup>2</sup>	10 <sup>[-2]</sup>	0.01
1milli	mm <sup>2</sup>	10 <sup>[-3]</sup>	0.001
1micro	μm <sup>2</sup>	10 <sup>[-6]</sup>	0.000,001
1nano	nm <sup>2</sup>	10 <sup>[-9]</sup>	0.000,000,001
1pico	pm <sup>2</sup>	10 <sup>[-12]</sup>	0.000,000,000,001
1femto	fm <sup>2</sup>	10 <sup>[-15]</sup>	0.000,000,000,000,001
1atto	am <sup>2</sup>	10 <sup>[-18]</sup>	0.000,000,000,000,000,001
1zepto	zm <sup>2</sup>	10 <sup>[-21]</sup>	0.000,000,000,000,000,000,001
1yocto	ym <sup>2</sup>	10 <sup>[-24]</sup>	0.000,000,000,000,000,000,000,001



**Square-meter**  
(m<sup>2</sup>)



**Cubic-meter**  
(m<sup>3</sup>)

**Cubic-meter** (m<sup>3</sup>) small letter prefixes are (≤) values of base unit.

Width, breadth & depth of an Object multiplied. E.g. 10•10•10 = 1000m<sup>3</sup>

Prefix	Symbol	Power []	Value
1Yotta	Ym <sup>3</sup>	10 <sup>[24]</sup>	1,000,000,000,000,000,000,000,000

1Zetta	Zm <sup>3</sup>	10 <sup>[21]</sup>	1,000,000,000,000,000,000,000
1Exa	Em <sup>3</sup>	10 <sup>[18]</sup>	1,000,000,000,000,000,000
1Peta	Pm <sup>3</sup>	10 <sup>[15]</sup>	1,000,000,000,000,000
1Tera	Tm <sup>3</sup>	10 <sup>[12]</sup>	1,000,000,000,000
1Giga	Gm <sup>3</sup>	10 <sup>[9]</sup>	1,000,000,000
1Mega	Mm <sup>3</sup>	10 <sup>[6]</sup>	1,000,000
1Myria	Mym <sup>3</sup>	10 <sup>[4]</sup>	10,000
1Kilo	Km <sup>3</sup>	10 <sup>[3]</sup>	1,000
1Hecto	Hm <sup>3</sup>	10 <sup>[2]</sup>	100
1Deca	Dm <sup>3</sup>	10 <sup>[1]</sup>	10
1meter	m <sup>3</sup>	10 <sup>[0]</sup>	1
1deci	dm <sup>3</sup>	10 <sup>[-1]</sup>	0.1
1centi	cm <sup>3</sup>	10 <sup>[-2]</sup>	0.01
1milli	mm <sup>3</sup>	10 <sup>[-3]</sup>	0.001
1micro	μm <sup>3</sup>	10 <sup>[-6]</sup>	0.000,001
1nano	nm <sup>3</sup>	10 <sup>[-9]</sup>	0.000,000,001
1pico	pm <sup>3</sup>	10 <sup>[-12]</sup>	0.000,000,000,001
1femto	fm <sup>3</sup>	10 <sup>[-15]</sup>	0.000,000,000,000,001
1atto	am <sup>3</sup>	10 <sup>[-18]</sup>	0.000,000,000,000,000,001
1zepto	zm <sup>3</sup>	10 <sup>[-21]</sup>	0.000,000,000,000,000,000,001
1yocto	ym <sup>3</sup>	10 <sup>[-24]</sup>	0.000,000,000,000,000,000,000,001

**Volume Base unit:** *liter* (l) small letter prefixes are (≤) values of base unit.  
 [] brackets tell power value. Volume between 2 measures. E.g. 0.1 → 10 = 10

Prefix	Symbol	Power []	Value
1Yotta	Yl	10 <sup>[24]</sup>	1,000,000,000,000,000,000,000,000
1Zetta	Zl	10 <sup>[21]</sup>	1,000,000,000,000,000,000,000
1Exa	El	10 <sup>[18]</sup>	1,000,000,000,000,000,000
1Peta	Pl	10 <sup>[15]</sup>	1,000,000,000,000,000
1Tera	Tl	10 <sup>[12]</sup>	1,000,000,000,000
1Giga	Gl	10 <sup>[9]</sup>	1,000,000,000
1Mega	Ml	10 <sup>[6]</sup>	1,000,000
1Myria	Myl	10 <sup>[4]</sup>	10,000
1Kilo	Kl	10 <sup>[3]</sup>	1,000
1Hecto	Hl	10 <sup>[2]</sup>	100
1Deca	Dl	10 <sup>[1]</sup>	10
1meter	l	10 <sup>[0]</sup>	1
1deci	dl	10 <sup>[-1]</sup>	0.1
1centi	cl	10 <sup>[-2]</sup>	0.01
1milli	ml	10 <sup>[-3]</sup>	0.001
1micro	μl	10 <sup>[-6]</sup>	0.000,001
1nano	nl	10 <sup>[-9]</sup>	0.000,000,001
1pico	pl	10 <sup>[-12]</sup>	0.000,000,000,001
1femto	fl	10 <sup>[-15]</sup>	0.000,000,000,000,001
1atto	al	10 <sup>[-18]</sup>	0.000,000,000,000,000,001

1zepto    zl     $10^{-21}$     0.000,000,000,000,000,000,001  
 1yocto    yl     $10^{-24}$     0.000,000,000,000,000,000,000,001



**Weight Base unit:** *gram* (g) small letter prefixes are ( $\leq$ ) values of base unit.  
 [] brackets tell power value. Weight between 2 measures. E.g. 0..→..10 = 10

Prefix	Symbol	Power []	Value
1Yotta	Yg	$10^{[24]}$	1,000,000,000,000,000,000,000,000
1Zetta	Zg	$10^{[21]}$	1,000,000,000,000,000,000,000,000
1Exa	Eg	$10^{[18]}$	1,000,000,000,000,000,000,000
1Peta	Pg	$10^{[15]}$	1,000,000,000,000,000,000
1Tera	Tg	$10^{[12]}$	1,000,000,000,000,000
1Giga	Gg	$10^{[9]}$	1,000,000,000
1Mega	Mg	$10^{[6]}$	1,000,000
1Myria	Myg	$10^{[4]}$	10,000
1Kilo	Kg	$10^{[3]}$	1,000
1Hecto	Hg	$10^{[2]}$	100
1Deca	Dg	$10^{[1]}$	10
1meter	g	$10^{[0]}$	1
1deci	dg	$10^{[-1]}$	0.1
1centi	cg	$10^{[-2]}$	0.01
1milli	mg	$10^{[-3]}$	0.001
1micro	$\mu$ g	$10^{[-6]}$	0.000,001
1nano	ng	$10^{[-9]}$	0.000,000,001
1pico	pg	$10^{[-12]}$	0.000,000,000,001
1femto	fg	$10^{[-15]}$	0.000,000,000,000,001
1atto	ag	$10^{[-18]}$	0.000,000,000,000,000,001
1zepto	zg	$10^{[-21]}$	0.000,000,000,000,000,000,001
1yocto	yg	$10^{[-24]}$	0.000,000,000,000,000,000,000,001

**PS-1 (Packaging-standard)** covers consumer needs: honest easily to compare product quantities' & packaging. Packaging needs to be recyclable.

Government need to standardize packaging content size: solid (*gram/Kg*), liquid (*liter*). Standard has to apply to commercial, industrial & personal packaging. Packaging must also be recyclable.

**Universe Custodian Guardians Packaging Standard Table.**

Solid weights (*g/kg*) & Liquid weights (*l*) can only be packed, distributed & sold in the 14 quantities shown in the table.

- 1 g ~ 5 g ~ 10 g ~ 20 g ~ 50 g ~
- 100 g ~ 200 g ~ 500 g ~
- 1 Kg ~ 2 Kg ~ 5 Kg ~
- 10 Kg ~ 20 Kg ~ 50 Kg ~ 100 Kg



1 ml ~ 5 ml ~ 10 ml ~ 20 ml ~ 50 ml ~  
100 ml ~ 200 ml ~ 500 ml ~  
1 l ~ 2 l ~ 5 l ~  
10 l ~ 20 l ~ 50 l ~ 100 l ~



**Consumer-Guidance:** Solid & Liquid weights need to show the price for 1 kg/l to compare prices + the actual weight & price.  
Packaging must be recyclable.

The product with the lowest kg/l price is the '**BARGAIN**'.

Profit orientated economies allow immoral criminal '**Deceitful-Packaging (Fraud)**'. Consumers need protection from deceitful, profiteering, dishonest greedy producers, manufacturers & retailers who use 'Deceitful-packaging' (*down-sizing content*) to take advantage (*rip-off*) of consumers. **MS/R3**

Support **PS-1 Packaging-standard** & **punish deceitful Packagers.**

Examples of how the deceitful, dishonest & greedy system works.

A manufacturer product comes in a 0.440kg package using their brand label. The same product is also labeled as a retailers home-brand, but the package content is reduced to 0.415kg. This is done so the retailer can sell their home-brand at a lower price than the manufacturer brand. This is a deceitful, dishonest & greedy trick to fool the consumer into thinking that the home-brand is a bargain because of its lower price. When in fact, because the consumer gets less product there is no saving & sometimes the consumer in reality ends up paying more.

A manufacturer packs his product in a 0.440kg package. Another manufacturer uses the same size packaging but (*in a deceitful, dishonest & greedy manner*) only puts 0.425kg of product in. If products are sold at the same price, the 2nd manufacturer makes a greater profit & the consumer gets less product for the same amount of money spend. The consumer was deceived.

The 2nd manufacturer sells at a lower price, his product looks like a bargain. Because there is less product in the 2nd package it should therefore sell for less, not making it a bargain anymore. The 2nd manufacturer hopes in a deceitful, dishonest & greedy manner, that the consumer will not check the weight since his packaging looks similar to competing products.

Packaging comes often with less than full content (*oversized packaging*). This deceit is meant to deceive consumers in believing they get more then they actually get!

Government need to standardize packaging content size: solid (*gram/Kg*) & liquid (*liter*). Standard has to apply to commercial, industrial & personal packaging. Packaging must also be recyclable.



# NUMBERS - usage

## Study-Aid

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<b>A: Odd-numbers</b> consist of 1, 3, 5, 7, 9, & all numbers whose last digit is one of these.
<b>B: Even-numbers</b> consist of 0, 2, 4, 6, 8, & all numbers whose last digit is one of these.
<b>C: Whole-numbers</b> consist of odd & even numbers.
<b>D: Binary-number</b> are a base-2 number system using 2 symbols, 0 & 1
<b>E%: Per Cent</b> to find 15% of 100 multiply the % & the number! <b>Method1:</b> Express the given % as a fraction, multiply $15/100 \times 100 = 15$ . <b>Method2:</b> Express the given % as a decimal, multiply $0.15 \times 100 = 15$ .
<b>F: Fraction</b> 3 steps are needed to convert 15% into the common fraction 3/20: <b>1.</b> Omit the % sign. <b>2.</b> Divide by 100 ~ $15/100$ <b>3.</b> Reduce to lowest terms ~ $3/20$ .
<b>G: Decimal</b> convert 15% into decimal. Omit the % sign. Then move the decimal point of the % two places to the left = 0.15
<b>H: Nature-sequence</b> Numbers allow the creation of a <b>Sequence</b> of numbers e.g. 0, 1, 1, 2, 3 ... after 2 initial numbers, each number is the sum of the 2 preceding numbers.
<b>I: Prime-numbers</b> Finding prime-numbers ( <i>whole numbers divisible by themselves</i> ) E.g. find all prime-numbers to 20. List all numbers from 2 to 20. Highlight 2 & disregard all multiples of 2. Highlight the next number (3) that is not highlighted & disregard all its multiples. Repeat until the end of the list is reached. The primes are the numbers highlighted. 2,3,5,7, 11, 13,17, 19,
<b>J: Roman-numbers</b> are based on certain letters of the alphabet which are combined to signify the sum or difference of their values.

A	B	C	D	E%	F	G	H	I	J
	0	0	0						
1		1	1	1	1/100	0.01	1		I
	2	2	10	2	1/50	0.02	2	2	II
3		3	11	3	3/100	0.03	3	3	III
	4	4	100	4	1/25	0.04			IV
5		5	101	5	1/20	0.05	5	5	V
	6	6	110	6	3/50	0.06			VI
7		7	111	7	7/100	0.07		7	VII
	8	8	1000	8	2/25	0.08	8		VIII
9		9	1001	9	9/100	0.09			IX
	10	10	1010	10	1/10	0.10			X
11		11	1011	11	11/100	0.11		11	XI
	12	12	1100	12	3/25	0.12			XII
13		13	1101	13	13/100	0.13	13	13	XIII
	14	14	1110	14	7/50	0.14			XIV

15		15	1111	15	3/20	0.15			XV
	16	16	10000	16	4/25	0.16			XVI
17		17	10001	17	17/100	0.17		17	XVII
	18	18	10010	18	9/50	0.18			XVIII
19		19	10011	19	19/100	0.19		19	XIX
	20	20	10100	20	1/5	0.20			XX
21		21	10101	21	21/100	0.21	21		XXI
	22	22	10110	22	11/50	0.22			XXII
23		23	10111	23	23/100	0.23		23	XXIII
	24	24	11000	24	6/25	0.24			XXIV
25		25	11001	25	1/4	0.25			XXV
	26	26	11010	26	13/50	0.26			XXVI
27		27	11011	27	27/100	0.27			XXVII
	28	28	11100	28	7/25	0.28			XXVIII
29		29	11101	29	29/100	0.29		29	XXIX
	30	30	11110	30	3/100	0.30			XXX
31		31	11111	31	31/100	0.31		31	XXXI
	32	32	100000	32	8/25	0.32			XXXII
33		33	100001	33	33/100	0.33			XXXIII
	34	34	100010	34	17/50	0.34	34		XXXIX
35		35	100011	35	7/20	0.35			XXXV
	36	36	100100	36	9/25	0.36			XXXVI
37		37	100101	37	37/100	0.37		37	XXXVII
	38	38	100110	38	19/50	0.38			XXXVIII
39		39	100111	39	39/100	0.39			XXXIX
	40	40	101000	40	2/5	0.40			XL
41		41	101001	41	41/100	0.41		41	XLI
	42	42	101010	42	21/50	0.42			XLII
43		43	101011	43	43/100	0.43		43	XLIII
	44	44	101100	44	11/25	0.44			XLIV
45		45	101101	45	9/20	0.45			XLV
	46	46	101110	46	23/50	0.46			XLVI
47		47	101111	47	47/100	0.47		47	XLVII
	48	48	110000	48	12/25	0.48			XLVIII
49		49	110001	49	49/100	0.49			XLIX
	50	50	110010	50	1/2	0.50			L
	100	100	1100100	100	1	1		97	C

## **Numbers-value UCG1 education**

<b>0 &gt; Zero</b>
<b>1 &gt; One</b>
<b>5 &gt; Five</b>
<b>7 &gt; Seven</b>
<b>10 &gt; Ten</b>
<b>50 &gt; Fifty</b>
<b>100 &gt; Hundred</b>
<b>500 &gt; Fivehundred</b>
<b>1,000 &gt; Thousand</b>
<b>5,000 &gt; Fivethousand</b>
<b>10,000 &gt; Ten-thousand</b>
<b>50,000 &gt; Fifty-thousand</b>
<b>100,000 &gt; Hundred-thousand</b>
<b>500,000 &gt; Fivehundred-thousand</b>
<b>1,000,000 &gt; Million</b>
<b>5,000,000 &gt; Fivemillion</b>
<b>10,000,000, &gt; Ten-million</b>
<b>50,000,000 &gt; Fifty-million</b>
<b>100,000,000,000 &gt; Hundred-billion</b>
<b>500,000,000 &gt; Fivehundred-million</b>
<b>1,000,000,000 &gt; Billion</b>
<b>5,000,000,000 &gt; Fivebillion</b>
<b>10,000,000,000 &gt; Ten-billion</b>
<b>50,000,000,000 &gt; Fifty-billion</b>
<b>100,000,000,000 &gt; Hundred-billion</b>
<b>1,000,000,000,000 &gt; Trillion</b>
<b>5,000,000,000,000 &gt; Fivetrillion</b>
<b>10,000,000,000,000 &gt; Ten-trillion</b>
<b>100,000,000,000,000 &gt; Hundred-trillion</b>

*Note !* From right to left a comma is placed after each 3rd digit.





# PLAGIARIZE

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The Universe Custodian Guardians support plagiarism in education.

Plagiarize to build on & advance new ideas. Why rewrite something that is well written. Rather use it & expand on it. Evolution progresses by building on existing & then creating new. Education should do the same.

Re-writing is time wasting & not in the best interest of broadening the mind. A good piece of writing should be cherished not be mutilated by rewriting. Reading a good piece of writing encourages the mind to lift one's intellect to the high standard of the original. Stopping this thinking to concentrate on rewriting is mediocre education.

Banning plagiarism means stifling educational advancement. Plagiarizing is Good. Plagiarizing advances Education. Plagiarize a good piece of writing & then expand on it. When good writing skills have been gained. A person is ready to create a master-piece that others can plagiarize.

**Plagiarism** does not only apply to writing. Plagiarism applies to all 'IP' Intellectual Property. The Community gives people the means & opportunity to develop Intellectual-Property. Therefore all intellectual-property is community property to be used by all! Selfish use & profiteering from 'IP' is plundering the Community a Crime to be prosecuted: 'MS-R6'

**Note !** In corrupt, greed, profit driven Anti-GOD countries, plagiarizing may infringe copyright. Claiming Copyright is stealing from the community, criminal behavior. All 'Intellectual Property' belongs to the community for the benefit of all. Corrupt, greed, profit driven Anti-GOD countries, have their Government replaced & prosecuted.



# WRITING

## Study-Aid

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Writing makes us civilized it helps us to communicate with others. Writing allows to comment, fantasy & report. Writing is part of Knowledge-Continuity.

Writing starts with an outline. List the points that you want to make in order of importance. Cover each point fully. A summary is not needed when your material is clear & informative.

Then decide what more research is needed. Let the outline grow in your mind. Rewrite outline.

### You are ready to create!

The lead should be ?style. It will convey vital information about what's following, in the shortest & simplest way. A lead needs to persuade the reader to continue reading.

The main part (*story*) presents anecdotes, facts, fiction, opinions. Opinions must be active & personal. Presentation needs to be interesting encouraging to read on to the end.

The finished original needs editing (*don't edit while writing, it disrupts your writing flow*). Don't edit straight away. Sleep-over & when refreshed, edit (*next day or later*). Editing is needed for re-writing. Editing looks at lead, readability, grammar, punctuation, wordage, accuracy & flow of story. Add art-work, drawings, images & graphics were needed. Editing & re-writing should be done at least 3 times with a sleep-over (*next day or later*) in between.

Finished editing. *Run*: spell-check & grammar-check. *Add final*: color, images & audio were needed. Make your work '*copyright-free*' & then publish.

