Law-Giver

Manifest

As it is written it shall be !

Chapter 5

ALL Media

Welcome to a Wonderful World of Worshiping 1GOD

Year 13 Edition

welcome to the information Freeway

All Media is an essential integrated part of the Universe Custodian Guardians administration.
It keeps supporters, members & community informed.

'C-G ALL Media' has 3 sections: Info, Knowledge & Leisure.

'ALL Media'
have 7 masthead's >>>

The All Media-Center publishes media-releases on a variety of social-justice issues.
Presenting the view of the Universe Custodian Guardians.
Our guide is the,
Law-Giver Manifest

ALL Media Code (Journalist)

Search for Evil, report on it ~ Search for human interest news, report it ~
Report on News in your local area ~ Do as much research as time allows ~
Be courage's but not reckless ~ Double-check source accuracy ~
State if News (facts only) or Opinion (mention bias) do not mix them ~
Don't pay for interview, information, data (audio/visual) ~
Respect non-reporting period of trials (Court-Media) ~
Be independent do not let anything silence You! ~ Have moral integrity ~
Respect Grief, Heartache & Loss ~ Learn, Teach & Knowledge-continuity ~
Don't become addicted to alcohol, drugs, gambling, pornography ~
Don't become corrupt, vengeful or dishonest ~

ALL Media Code (Publisher/Producer)

Bring accurate news (facts only) ~ Present Opinions (mention bias) ~
Investigate Evil, corruption... ~ Present knowledge building information ~
Encourage morality ~ Spread awareness of **1GOD**'s latest message! ~
Use Law-Giver Manifest as guide, encourage others to do the same! ~
Don't show violence to Humans or Animals! ~ Don't show mating of

Humans or Animals! ~ Don't show unnatural behavior (Child-molesting, same-gender, confused-gender) ~ Don't show Human nudity in any form! ~ Don't show anything disgusting, revolting or sickening ~ Answer these questions in every story: Who? What? When? Where? Why? How?

For the Glory of 1GOD & the Good of Humankind

Misleading-Media

Misleading-Media tries to manipulate & influence public via 'news- polls'. E.g. Print-Media claims over a million readers, holds a 'News-Poll'. 368 say 'Yes', 157 say 'No'. Next days Front-page in large bold black state's:**Reader's Support YES** ... 365 out of a million readers supported Yes:Deceptive, misleading & Dishonest! No more news-polls! Shun media that hold's polls.

Always R E P O R T E V I L

GLITZ-Media

News-Media merge with Gutter-Media & absorb Entertainment-Media creating **GLITZ-Media**!

Glitz-Media corrupts News-Media & deceives consumers by presenting Gutter-Media & Entertainment-Media content as News! Glitz-Media News presents unmentioned bias, opinion, fiction, lies, hearsay, misleading opinion polls, unsubstantiated facts,..as News. It shows contempt of 'Fair, Grief, Privacy',... Being corrupt, Glitz-Media News prostitutes' itself to advertisers, greed, sponsors...

Entertainment-Media is immoral & trashy. It relies on depravity, greed, gore, immorality, nudity, pornography & violence, to entertain. Acting talent consists of looking good nude. Directors, Producers & Script-writers are 'Pornography-Junkies & violence addics! Story-line consists of depravity, greed, gore, nudity, immorality, pornography & violence. None of the characters are suitable as Roll-models!

Comedy: Directors, Producers & Script-writers are 'Pornography-Junkies! Acting talent consists of looking good nude. Story-line consists of being boring, dumb, fake laughs, immorality, nudity, soapy trying to be funny, unfunny,... HE is a dumb sleasy moron; SHE is giggly trash.

Drama: Directors, Producers & Script-writers are 'Pornography-Junkies! Acting talent consists of looking good nude. Story-line consists of depravity, greed, gore, immorality, nudity, pornography & violence. HE is a sexual predator &/or homosexual; SHE is exploited trash; children are nuisance trouble especialy daughters.

Reality: Directors, Producers & Script-writers cater for peoples Greed! Participants corrupt, humiliate, prostitute themselves

for fame & fortune. Story-line consists of Players being corrupt, deceitful, disgusting, dishonest, humiliating themselves, foolish, having no dignity, money-hungry & Trashy!

Sport: Directors, Producers & Script-writers cater for peoples laziness & wanting to watch others get hurt! Story-line consists of replay of Accidents, Assault, Brutality, Bullying, Fighting, Mistakes,... Sport entertainment cater for lazy HE & SHE who rather watch then keep fit. Who while watching stuff themselves with unhealthy food & drink. Cater for Addictions: Alcohol, Drugs, Over-eating, Gambling & Smoking!

Glitz-Media is a harlot to greed, deceitful, mediocre, immoral (hearsay, innuendo), global, public-opinion manipulator, a threat (hacking, phone-tapping) to every Community it reaches. Glitz-Media needs dismantling & its owners & employees kept out of any type of media. Glitz-Media uses News-Media & Gutter-Media to promote Entertainment-Media. The combined Media create Celebrities.

CELEBRITY-Media

A Greedy-Media creates **Celebrities**, false-idols...

Greedy-Media creates sports idols(false idols) to cater for '**HE**'. Greedy-Media picks out promising sports-participant hypes up their performance. The new Celebrity Sports Idol follows the ideology of elitism were there is 1 winner & the rest of the competitors are losers. The winner becomes a false idol showered with wealth & pomp by a decadent leisure driven evil society.

Celebrity life (alcohol, depravity, drugs, parties, sex...) ruins performance. Celebrity starts using analgesics, steroids, stimulants ,... to keep winning. These false idols are then presented as role models to young people. Winning is elitist, elitism corrupts & resulting wealth leads to excesses of immoral unhealthy behavior. Celebrity starts losing is dumped by media & society.






'**HE's**' that follow & idolize Greedy-Media sports idol Celebrities have the maturity of a 5 year old & are unfit to be a father. Insulting **1GOD**! Don't be a 'Moron' nor insult **1GOD**.

Greedy-Media creates Royalty (Hereditary-Tyrants) & entertainment idols (false idols) to cater for '**SHE**'. Greedy-Media uses fiction, hacking, half-truths, hearsay,




lies, innuendo, stalking, photo (video)-journalism, to present glittery, Glossy, Celebrity gossip for Trashy **SHE**. These false idols are then presented as role


models to young people. Celebrity starts losing their appeal is dumped by media & society. SHE's that follow & idolize Greedy-Media Celebrities. Many have screaming, tantrum fits when they see a Celebrity. They are unfit to be a mother.

Greedy-Media turns criminals into Celebrities creating idols (false idols) for the ignorant, gullible, moral-weak & desperate people (nothing to live for, rejected by a callous selfish Society). Greedy-Media's behavior shows contempt & tries to corrupt Government, Courts & legal-system. Greedy-Media ensures that crime does pay. Paying for interviews is corrupt!

Far too soft on crime

The government has been nobbled.

'11,000 criminals going free'

Greedy (Celebrity)-Media (Gutter-Media for trashy mediocre people) is to be Shunned & put out of business their x-employees are not be re-employed in Media! Prosecute Greedy-Media: **MS-R6**

F R E E Speech with moral restrain !!!

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

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.

1GOD is waiting to here from YOU !

S C H O L A R – Prayer

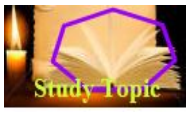
Dear **1GOD**, Creator of the most beautiful Universe
I shall seek Knowledge, gain Knowledge & apply Knowledge
I endeavour to learn from my 1st until my last breath
I endeavour to teach & mentor others
My life-experiences & insights I pass on to the next generation
Your most humble faithful custodian-guardian (1st name)
For the Glory of **1GOD** & the Good of Humankind

This prayer is used before commencing study alone or in a group in any place you like !

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 earning & teaching. Essay (700 words), Extended Essay (1400 words), Speech (3 minutes), Presentation (7 minutes), Group Discussion (7 minutes), Campaign, Poster.

Study-Aids

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

Study-Topics

Study-Projects

Day-Solar ~

Study-Threats

Copyright ~ Homework ~ Non-public schools ~ Uni ~

Study-Places

Free-Education: Shire: SmeC ~ Province: PHeC ~ PDEc ~ CE ~

Custodian-Guardian Kalender

Celebrate: 6.1.7. Education day

Adult-teaching ~ Assessment ~ Ideas ~ Magic ~ Math - symbols ~ Measures ~ Narrator ~ Numbers-usage ~ Plagiarize ~ Speechcraft ~ Writing ~

A D U L T - Teaching

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

A S S E S S M E N T

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. After the 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 80% plus is acceptable. Anything less & Principal-Educator is removed. Returns to teaching.

I D E A S

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

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 (New-Age time-management).

! ! ! ! ! ! ! . . .

A D D - Table

The addition table contains 400 additions. Going from left to right in any row, or from top to bottom in any column, each new number is 1 more (+) than the previous number (successor). Successors are a ***Sequence*** of numbers e.g. 0, 1, 2, 3, 4, 5, ... Shaded boxes are doubles of digits e.g. **2+2=4**

+	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

O (zero) is not included; adding O (zero) to any number results in the same number. Pick a number (digit) on the top horizontal line; [add (+)] with a number on the far left vertical line. Move right on this vertical

line until the relevant horizontal line is reached. E.g. 3+5=8 *Note:* 3+5 has the same result as 5+3=8 Addends can be swapped result is the same.

+ Plus + Plus + Plus + Plus + Plus + Plus + Plus + Plus + Plus + Plus + Plus

M A G I C - Numbers

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

Challenge

Create a 49 number Magic Square?

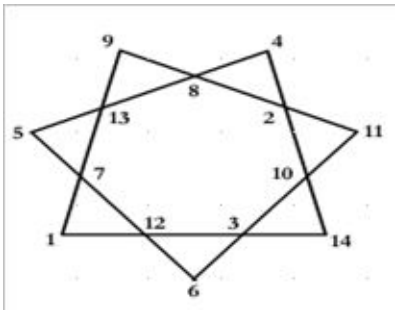
Magic Squares

v15	v15	v15	d15
8	1	6	h15
3	5	7	h15
4	9	2	h15
d15			

v34	v34	v34	v34	d34
16	3	2	13	h34
5	10	11	8	h34
9	6	7	12	h34
4	15	14	1	h34
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

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?

N A R R A T O R

A Narrator is a character or voice that tells a story. The Narrator determines the presentation's point of view. The narrative point of view is the viewpoint or position from which the narrator speaks.

Mathematical symbols

= result equal to	≠ not equal to	≡ identically equal to
+ adding merges more than 1 counting result		
- take-away reduces a previous result		
± plus or minus	∓ minus or plus	
• or x multiplying *(simpler)* counting amounts of similar items		
/ or ÷ dividing portioning of a previous result		

... & so on	∞ infinity
> greater than	< less than
≥ equal to or greater than	≤ equal to or less than
» much greater than	« much less than
≯ not greater than	≮ not less than
% percent	‰ permil
~ is proportional to	≈ is approximately equal to
Ω Omega, sum of all prime factor multiplicities	□ corresponds to
	Δ Delta, difference
π Pi, product of	∑ Sigma, sum of
√ square root	{ } braces, empty set
[ ] square brackets	{ , } set of *(specify)*
( ) parentheses	{...} & so on, infinite set
∴ therefore	∵ because, since
⊆ subset	⊇ superset
∈ element of	∉ not element of
Ø empty set	𝕌 universal set
∫ integral	∮ closed contour integral
∬ double integral	∯ closed surface integral
∭ triple integral	∰ closed volume integral

M E A S U R E S

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

Length Base unit: meter (m) ~ **Area Base** unit: square-meter (m^2) ~ 3D meter (m^3) ~ **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[24]	1,000,000,000,000,000,000,000,000
Zetta	Z	10[21]	1,000,000,000,000,000,000,000
Exa	E	10[18]	1,000,000,000,000,000,000
Peta	P	10[15]	1,000,000,000,000,000
Tera	T	10[12]	1,000,000,000,000
Giga	G	10[**9**]	1,000,000,000
Mega	M	10[6]	1,000,000
Myria	My	10[4]	10,000
Kilo	K	10[3]	1,000
Hecto	H	10[2]	100
Deca	D	10[1]	10
base	**b**	10[0]	1
deci	d	10[-1]	0.1
centi	c	10[-2]	0.01
milli	m	10[-3]	0.001
micro	µ	10[-6]	0.000,001
nano	n	10[-9]	0.000,000,001
pico	p	10[-12]	0.000,000,000,001
femto	f	10[-15]	0.000,000,000,000,001
atto	a	10[-18]	0.000,000,000,000,000,001
zepto	z	10[-21]	0.000,000,000,000,000,000,001
yocto	y	10[-24]	0.000,000,000,000,000,000,000,001

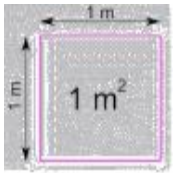
Length Base unit: meter (m) small letter prefixes are (≤) values of base [] brackets tell power value. Distance between 2 points. E.g. 0..→..10 = 10

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

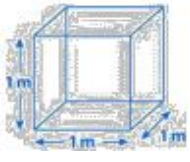
1meter	m	10[0]	1
1deci	dm	10[-1]	0.1
1centi	cm	10[-2]	0.01
1milli	mm	10[-3]	0.001
1micro	µm	10[-6]	0.000,001
1nano	nm	10[-9]	0.000,000,001
1pico	pm	10[-12]	0.000,000,000,001
1femto	fm	10[-15]	0.000,000,000,000,001
1atto	am	10[-18]	0.000,000,000,000,000,001
1zepto	zm	10[-21]	0.000,000,000,000,000,000,001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

Square-meter (m^2) small letter prefixes are (≤) values of base unit.
Width & breadth of an Area multiplied. E.g. 10•10 = 100m^2

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



Square-meter (m^2)



Cubic-meter (m^3)

Cubic-meter (m^3) small letter prefixes are (≤) values of base unit.
Width, breadth & depth of an Object multiplied. E.g. 10•10•10 = 1000m^3

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

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

1pico	pl	10[-12]	0.000,000,000,001
1femto	fl	10[-15]	0.000,000,000,000,001
1atto	al	10[-18]	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 (≤) 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
1Exa	Eg	10[18]	1,000,000,000,000,000,000
1Peta	Pg	10[15]	1,000,000,000,000,000
1Tera	Tg	10[12]	1,000,000,000,000
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	µg	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. Packaging must be recyclable.

Support **PS-1** Packaging-standard

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 > 500 Kg
1 T > 2 T > 5 T > 10 T > 20 T > 50 T > 100 T > 200 T > 500 T >
1 ml > 2 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 > 200 l > 500 l >
1 Kl > 2 Kl > 5 Kl > 10 Kl > 20 Kl > 50 Kl > 100 Kl > 200 Kl > 500 Kl

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

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

N U M B E R s - usage

A: Odd-numbers consist of 1, 3, 5, 7, 9, & all numbers whose last digit is one of these.

B: Even-numbers consist of 0, 2, 4, 6, 8, & all numbers whose last digit is one of these.

C: Whole-numbers consist of odd & even numbers.

D: Binary-number are a base-2 number system using 2 symbols, 0 & 1

E%: Per Cent to find 15% of 100 multiply the % & the number!
Method1: Express the given % as a fraction, multiply 15/100 x 100 = 15.
Method2: Express the given % as a decimal, multiply 0.15 x 100 = 15.

F: Fraction 3 steps are needed to convert 15% into the common fraction 3/20:
1. Omit the % sign. **2.** Divide by 100 ~ 15/100 **3.** Reduce to lowest terms ~ 3/20.

G: Decimal convert 15% into decimal. Omit the % sign. Then move the decimal point of the % two places to the left = 0.15

H: Nature-sequence Numbers allow the creation of a ***Sequence*** of numbers e.g. 0, 1, 1, 2, 3 **...** after 2 initial numbers, each number is the sum of the 2 preceding numbers.

I: Prime-numbers Finding prime-numbers *(whole numbers divisible by themselves)* 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,

J: Roman-numbers 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

0 > Zero
1 > One
5 > Five
7 > Seven
10 > Ten
50 > Fifty
100 > Hundred
500 > Five-hundred
1,000 > Thousand
5,000 > Five-thousand
10,000 > Ten-thousand
50,000 > Fifty-thousand
100,000 >Hundred-thousand
500,000 > Five-hundred-thousand
1,000,000 > Million
5,000,000 > Five-million
10,000,000, > Ten-million
50,000,000 > Fifty-million
100,000,000,000 > Hundred-billion
500,000,000 > Five-hundred-million
1,000,000,000 > Billion
5,000,000,000 > Five-billion
10,000,000,000 > Ten-billion
50,000,000,000 > Fifty-billion

100,000,000,000 > Hundred-billion
1,000,000,000,000 > Trillion
5,000,000,000,000 > Five-trillion
10,000,000,000,000 >Ten-trillion
100,000,000,000,000 > Hundred-trillion

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

P L A G I A R I Z E

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 time-wasting 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. Plagarism 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-1**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-1**GOD** countries, have their Government replaced & prosecuted.

S P E E C H C R A F T

Take the time to get to know the topic well, of your speech. Organize your presentation so it flows logically from plot to plot. Rehearse speech.

In your mind decide what the speech is meant to achieve. A technical speech is educational, informs, instructs, presents: new products, services & technology. It's factual, precise,... An emotive speech presents the personal view of the speaker. This speech presents arguments & gives biased opinions. So as try to persuade the audience to agree & support the Speaker

Note ! Seeking varied opinions from the audience makes it a debate.

You have decided on the type of speech, have completed your research. Now decide on the main points & lesser points that you want to present. Write down the main points as a separate paragraph for each. Elaborate on these points using your research material.

Read the paragraphs, decide in what order to present them. Select aids, display, audio, video, animals, people,... Read the paragraphs, make small notations which props you intend to use in each.

Read the paragraphs using aids. Time & Evaluate presentation. Make changes as needed. After changes hold a another presentation. Repeat this until you are happy with your presentation.

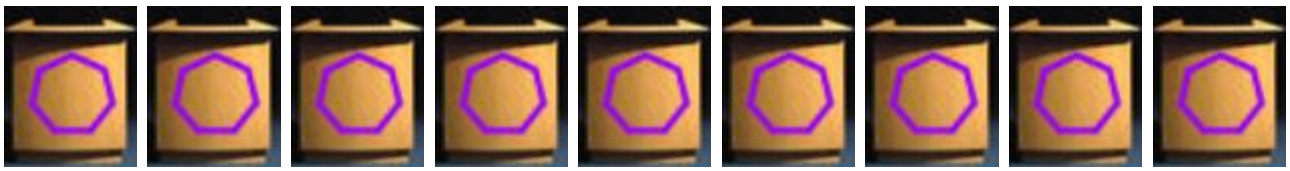
Speech is too long: shorten paragraphs, reduce main points, reduce aids,...
Speech is too short: add lesser points, add props,...
Speech is too boring: add a bit of humor, add aids,...
Speak clerly, not fast, with appropriate pauses, no mumbling.

You are happy with your speech. Now rehearse the speech as often as you can. If possible get a second opinion of your presentation. Rehearse, Rehearse,...

The audience is ready. You are ready. You look neat, with a cheerful disposition, big smile flashing your teeth. On the lectern infront of you is your tablet showing in bold the main points & aid notes. There is also filtered chilled water.

You welcome the audience. Have a drink of water. Start your presentation.

At the end of the speech do not thank the audience. Accept humbly their applause. Congratulations!



WRITING

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 summery 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. Presention 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.

Daylight Solar

Project

1GOD 1FAITH 1Church Universe Custodian Guardians

Built your own daytime Solar - light !

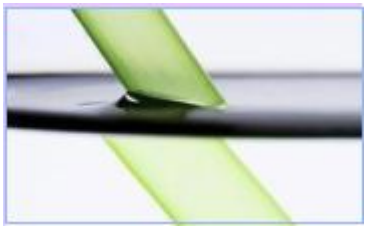
Daylight Solar Free energy, no carbon emissions, way of lighting up your home, shed, factory, warehouse,... during the day. Without electricity- using nothing more than plastic bottles filled with water & a small amount of bleach.

Take a 2l clear clean plastic bottle fill it 1/2 with water.
Add 2 cupfuls' of bleach to stop Algae from growing.
Top up bottle with water to rim & put on cap.
The lamps work best with a black cap.
Make a hole in roof.
Push bottle through hole, cap 1st.
Seal hole with polyester resin.
Enjoy light without any energy bills.
No electric shocks.

People in poor areas use bottle lights to grow food on small hydroponic farms. These lights are used to light factories, warehouses, ...

So how does it work? Simple refraction of sunlight.

What is Refraction?



Refraction is the bending of light, which is caused by a change in its speed. The speed of light is determined by the density of the substance through which it passes. Refraction occurs when light passes from one substance to another with a different density. In the case of the "Solar-light", sunlight is bent by the bottle of water & spread around the room.

How much energy do the lamps save ?

The plastic bottles are up-cycled in the local community, so no energy is needed to gather, shred, manufacture and ship new bottles. The household will be bathed in refractive light of 60 watts on a clear day, & the water in the bottle refracts the light 360 degrees to all corners of a 40 square meter room for less than a US dollar in total plus labor. Savings in electricity expenditure every month is at an average of USD $6.00 / month.
The carbon footprint of manufacturing one incandescent bulb = 0.45 kg CO_2. Usage of a 50 watt light bulb running for 14 hours in daytime is still 0.77 kg per kWh. So 30 days is 16.17 kg a month or 200 kg a year.