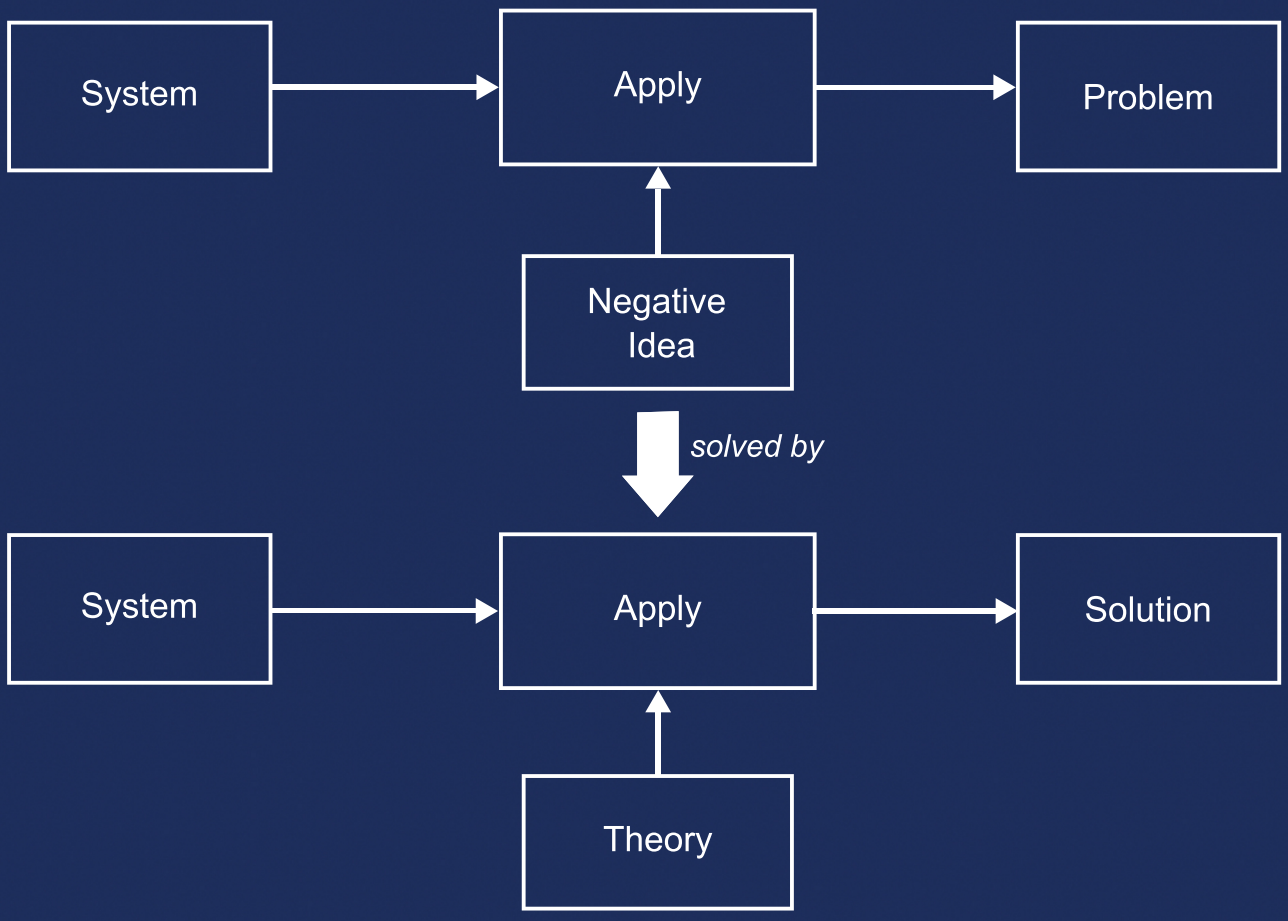
Solution Process
The Given Solutions
For Our Problems
Working in Group



The Speak Logic Project

We Promote Better Communication

www.Speaklogic.org

Book #10

The
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We Promote Better Communication

Solution Process

The Given Solutions for our Problems

Working in Group

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Other Resources

Create and Manage Projects

www.trabau.com

Modeling Software

www.slpsoft.com

Speak Logic Forum

www.speaklogic.org/forum

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Books

To help you with the learning of the principle, the following books are given in order. You start from the first chapter—page 1—of *Understanding the Principles of Communication*. If your goal is to learn the principle through an instructor, then there is no need to have books. Otherwise, you should have a total of 10 books in your possession.

In terms of learning the principle, there is no need to be in a hurry. As we live, we need it. In other words, while we are alive, we need the principle. There is no need to be in a hurry while learning it.

Order	Title	ISBN
1	*Understanding the Principle of Communication* or *Identification and Correction of Error in Communication*	9798687646154 or 9798687649179
2	*Communication and Information Analysis Guidelines* or *Application and Project Analysis Guidelines*	9798687650250 or 9798687656498
3	*Application Modeling Tutorial Communication Domain with Practical Example Vol. I* or *Project Modeling Tutorial Communication Domain with Practical Example Vol. I*	9798687667210 or 9798687668422
4	*Application Modeling Tutorial Communication Domain with Practical Example Vol. II* or *Project Modeling Tutorial Communication Domain with Practical Example Vol. II*	9798687677134 or 9798687678971
5	*Fundamental of Communication Vol. 1*	9798689269771
6	*Fundamental of Communication Vol. II*	9798689271415
7	*Fundamental of Communication Vol. III*	9798689272221
8	*Application Modeling Tutorial Theory Domain with Practical Example Vol. I* or *Project Modeling Tutorial Theory Domain with Practical Example Vol. I*	9798689276182 or 9798689277561

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9	*Application Modeling Tutorial Theory Domain with Practical Example Vol. II* or *Project Modeling Tutorial Theory Domain with Practical Example Vol. II*	9798689279657 or 9798689281636
10	*Solution Process the Given Solutions for our Problems Working in Group*	9798689283692

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Stop

Before starting, this book requires the following books:

1. A very good understanding of *Understanding the Principle of Communication*
2. A very good understanding of *Fundamental of Communication Volume I*
3. A very good understanding of *Fundamental of Communication Volume II*
4. A very good understanding of *Fundamental of Communication Volume III*
5. A very good understanding of *Application Modeling Tutorial Communication Domain*
6. A very good understanding of *Application Modeling Tutorial Theory Domain*

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Preface

After having problems with our application, we turn to our parent for help where our parent provides us the solution to solve the identified problem. To better understand this process, let's take it like this. We first identify the problem, then second we turn to our parent for help, and then our parent provides us the solution for that problem. What is important here is that we first identify the problem, then we communicate with our parent about it where we receive a solution..

Questions we can ask here: Does a solution exist outside our parent? Can we solve that problem without using the solution given to us by our parent? Why did we turn to our parent to help us solve that problem? To answer those questions, we can take it like this. If we turn to our parent for help to solve that problem, we did not have a solution for it in the first place. If we had a solution for it, we would not have turned to our parent for help. Can we solve the problem without using the solution given to us by our parent? The answer is no. Since we did not have a solution in the first place, we turn to our parent for help for a solution. If we had a solution, we would not have asked our parent for a solution. We did not have one and our parent gave us one. In this case, it is not possible to solve that problem without using the solution given to us by our parent. It is not practical nor possible.

The solution process presented here enables us to use the solution given to us by our parent to solve our problems. There is no other possible solution outside this one. There is no other identified solution for our problems without the one presented here. The one presented here is the only one that exists, and it is unique.

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Working in Group

Introduction

A theory cannot be learned properly without application. The process of learning a given theory enables us to use that theory in what we do. As a theory dependable system, we get ideas from theory to enable our application. Without applying a theory, it is not possible to get ideas from that theory. By taking a quick look at the practical example from the *Application Modeling Tutorial* book, we can see that it is not possible to get ideas from theories from the given set without applying them. Usually, ideas from a theory do not come to us automatically without us applying that theory. Consider a recipe for cooking that gives us ideas to prepare a meal. Without application—for example, making a meal—we may not learn how to prepare that meal properly. This is why the application of a theory is important because it enables us to learn that theory.

Because a theory is an expandable entity, by applying it we can discover more from that theory. It is not possible for us to expand a theory to get more ideas from it without applying it. Consider a recipe for cooking as a theory or theorems. By applying it to prepare a meal, it is possible for us to expand it to prepare other meals. As we can see, an initial idea from a theory enables us to expand it through application so we can get more ideas from that theory. This is why the application of a theory is important in the learning process of a theory.

After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. Now that we have the given reference and a very good understanding of the theories in the given reference, it makes sense for us to use the theories to solve our problems. The reference is given to us, so we don't have to depend on our parent to solve our problems. Now we have it, it makes sense for us to use it to solve our problems. In this chapter, we are going to work out this exercise practically to enable us to solve our problems by applying the theories in the reference given to us by our parent. Since the functional system—life—depends on us applying the theories in the given reference, we expect the functional system to function normally. In other words, since life depends on us applying the principle, working out this exercise enables us to apply the principle so life can function much better. Working out this exercise in group practically enables us to solve our problems in order for the functional system to functional normally.

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Working in Group Practically

Note to Instructors: This is a group exercise where instructors can guide the students to work it out. The students can be divided in groups and subgroups. This exercise will take more than one semester to work out. It will probably take multiple semesters; so the exercise can be approached in a partition basis in terms of semesters. This is only one exercise with many parts.

While this is a group exercise that can be worked out by students in a group with the direction of an instructor, it can be worked out by other people as well. In this case, other people can form a group to work out this exercise. Several people can meet together weekly, biweekly, or monthly to work out this exercise. In this case, date, time, and location depend on the people in the group. You can also group online to work this exercise. For example, video conferencing, audio, meeting by phone and so forth work as well.

Prerequisites

The following are prerequisites to work out this exercise:

- Have a good understanding of the principle of communication. It is assumed that the students have taken at least one class or more of understanding the principle of communication where they work out multiple exercises. For other people who are not directed by an instructor in school, it is also assumed that they have a very good understanding of the principle of communication. In this case, they have worked multiple exercises of *Understanding the Principles of Communication* whether oral or written.

- Have a good understanding of fundamental of communication. It is assumed that the students have taken multiple classes of understanding the principle of communication. At least, the students have taken two or more classes of *Fundamental of Communication* and worked out multiple exercises. For other people, it is also assumed that they have a very good understanding of *Fundamental of Communication* and have worked out multiple exercises, either written, oral, or practical.

- This is part of the step above. It is assumed that the students have a very good understanding of *Understanding Application of Theory* and *Structuring Function with Theory*. It is assumed that the students have worked some exercises in *Understanding Application of Theory* and have a good understanding of the process of *Structuring Functions with Theory*. For other people, it is also assumed that they have a good understanding of *Structuring Functions with Theory* and *Structuring Functions with Theory* and have worked out multiple exercise either practical, oral, or written.

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- This is also a part of the steps above. It is assumed that the students have a good understanding of *Application Modeling* in both *Theory and* Communication domains. In other words, the students know and understand how to model applications in both theory and communication domains. If *Modeling Application in Communication Domain* and *Modeling Application in Theory Domain* have been offered as classes, it is assumed the students have taken those classes already. For other people, it is assumed that they have a good understanding of application modeling in both theory and communication domains.

- While this is part of the steps above, which are already included, we list it here anyway. It is assumed a very good understanding of *Visual Aspect of Commination* which is a part of *Entity Identification* in *Understanding the Principle of Communication*. Have a very good understanding of the physical system, as well as it characteristics. Have a very good understanding of relationship of the physical system with theory; relationship of the physical system with characteristics of theory, and relationship of the characteristics of the physical system with characteristics of theory. Have a very good understanding of philosophy inheritance or the process of philosophy inheritance. Have a very good understanding of parent and children relationship.

- While these are the prerequisites for this exercise, this exercise does not prevent or exclude anybody. While the prerequisites are listed here, anybody can take this class or part to work out this exercise. In this case, this class should not start with the exercise, but with the *Understanding of the Principles of Communication*, then *Fundamental of Communication* and so forth. In other words, while the prerequisites are given here for this class, it does not prevent anybody from taking this class. In this case, anybody can take this class where this class can start with *Understanding of Principle of Communication*. For other people, the way to look at it; while the prerequisites are given here, they don't exclude anybody from the group or be a part of the group to work out this exercise. For people who don't have the prerequisites or are new to the group, the exercise can start with *Understanding the Principles of Communication*. Where those people can learn the prerequisites steps by steps until they start working in this exercise or while working in this exercise.

- The prerequisites do not prevent anybody from working out this exercise or be in a group to work out this exercise. To help you better, *Understanding the Principle of Communication* can be divided into 4 classes or 4 semesters:

    1. First semester or first class: Error Analysis in Communication, this includes error identification and correction.

    2. Second semester or second class: Visual Aspect of Communication or simply Visual Analysis of Communication.

    3. Third semester or third class: Understanding Principle and Set of Principles or simply Set of Principles Understanding: this emphasizes the understanding of set of principles.

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4. Application/project modeling in communication domain. Application modeling tutorial can be divided into two classes, where the first class can look at application modeling in general, and the second class can be more application-oriented. Another way to say it, the first class can be more introductory where the second one can be more in-depth.
5. Word reduction in vocabulary/dictionary can also be taken in one semester class. Reduction words in vocabulary/dictionary will help you to work out this exercise.

Rather than following the list above as it is given, it can be approached in this form in this order: 1, 4, 2, and 3. It is probably better to use this form.

- Fundamental of communication can be divided into the following classes:

    1. Fundamental I
    2. Fundamental II
    3. Fundamental III
    4. Fundamental IV
    5. Fundamental V

    Fundamental III is concerned with application of theory and structuring functions with theory. Fundamental IV can look at application of theory in-depth, where Fundamental V can look at application of theory more in-depth. In Fundamental III or above, structuring function with theory and external functions can be taken into consideration. In addition to that, Fundamental of Communication can be further expanded to include other classes. For example, between Fundamental II and III, another class can be added which focuses only on problem development, problem identification, and problem solution.

- Application modeling theory domain can be divided into two classes as well:

    1. Application Modeling I
    2. Application Modeling II

    Application Modeling I is concerned with modeling applications in theory domain in general. Application Modeling II focuses more on application-oriented or more in-depth modeling applications in theory domain.

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- For students or people who are new to modeling, a one-semester class introduction to modeling can be offered with no prerequisite.

Notice

This is a group exercise that will help us with the learning and the understanding of the principle. By working out this exercise from start to finish or multiple parts of it, it enables us to learn and understand the principle so we can execute our function much better. While this exercise enables us to execute our functions much better than before, it does not allow us to take or assume other people's functions. The way to look at it, as a police officer, manager, mechanic, lawyer and so forth, working out this exercise enables you to execute your functions much better than before. At the same time, this exercise does not allow an outside person to take or assume your functions. An outside person who works out this exercise and later has a function of either a police officer, manager, mechanic, lawyer and so forth, of course will execute that function much better. In other words, while we can provide feedback to other people to execute their functions, we cannot assume or take their functions and responsibilities.

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Problem Statement

After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. After we had problems with our application, we turned to our parent for help. Our parent provided with the idea of our application and the given reference in the form below shown by the table below. From the set of theory given to use by our parent below, we can identify 10 theories in the set where we list them in order as well as identify them by their abbreviations.

Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Power Theorem	P_T
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T
7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

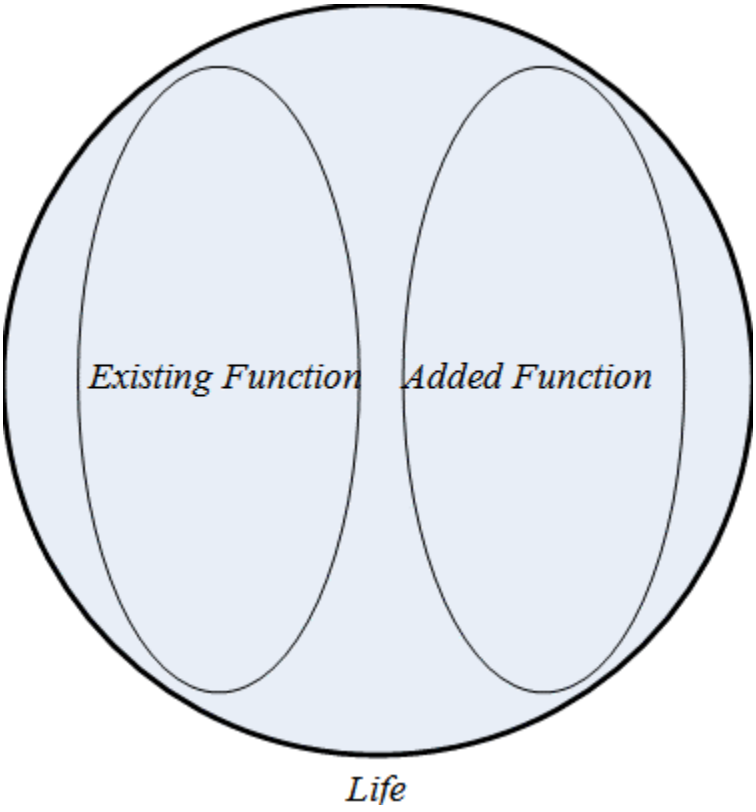
Where their fundamentals are given by the table below in order as well as abbreviations.

Order	Name	Abbreviation
1	Fundamental of Communication Theory	f_{K_T}
2	Fundamental of Information Theory	i_T
3	Fundamental of Instrumentation Theory	f_{I_T}
4	Fundamental of Power Theorem	f_{P_T}

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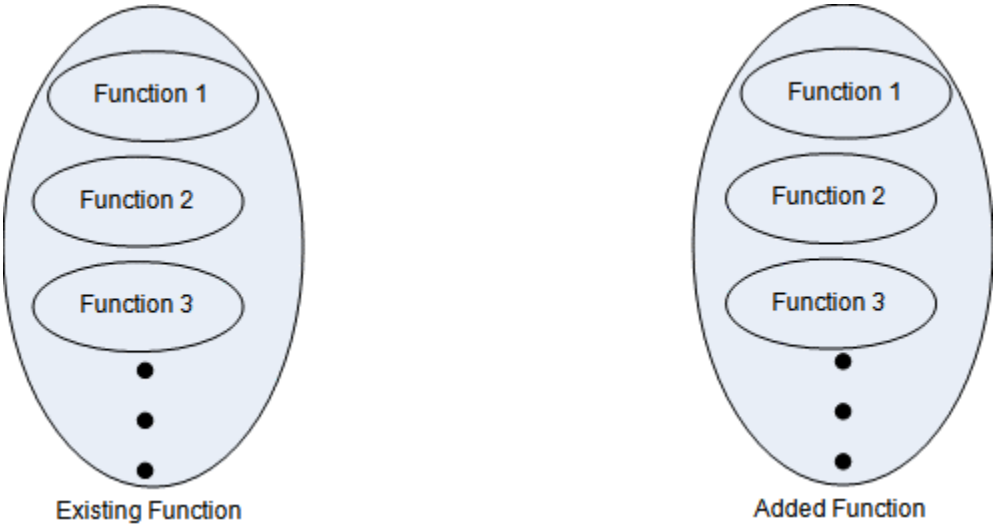
5	Fundamental of Education Theory	f_{E_T}
6	Fundamental of Marketing Theory	f_{M_T}
7	Fundamental of Exchange System Theory	f_{Es_T}
8	Fundamental of Gaming Theory	f_{G_T}
9	Fundamental of Work Theory	f_{W_T}
10	Fundamental of Reproduction Theory	f_{X_T}

Just before we turned to our parent for help for our application, our parent had provided us with the definition of life in the form shown by the model below.

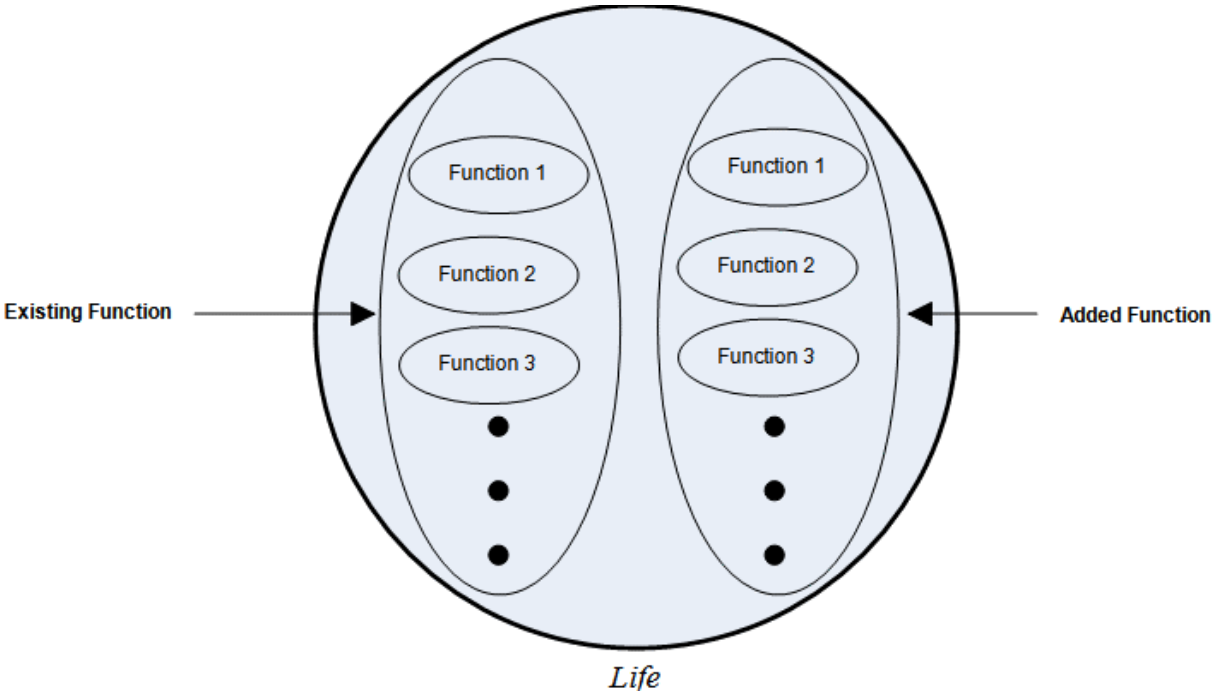


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where both the existing and the added functions are represented by the following model.



From the model above, both existing and added functions are presented. While we identify the functions in the existing function set as *Function 1* and so forth, we can also name them as *Existing Function 1* or simply *eFunction 1*. The added functions can also be identified as *Added Function 1* or *aFunction 1*. Both sets above can also be identified as existing function area and added function area. Doing so, we can represent the definition of life given to us by our parent by the model below.

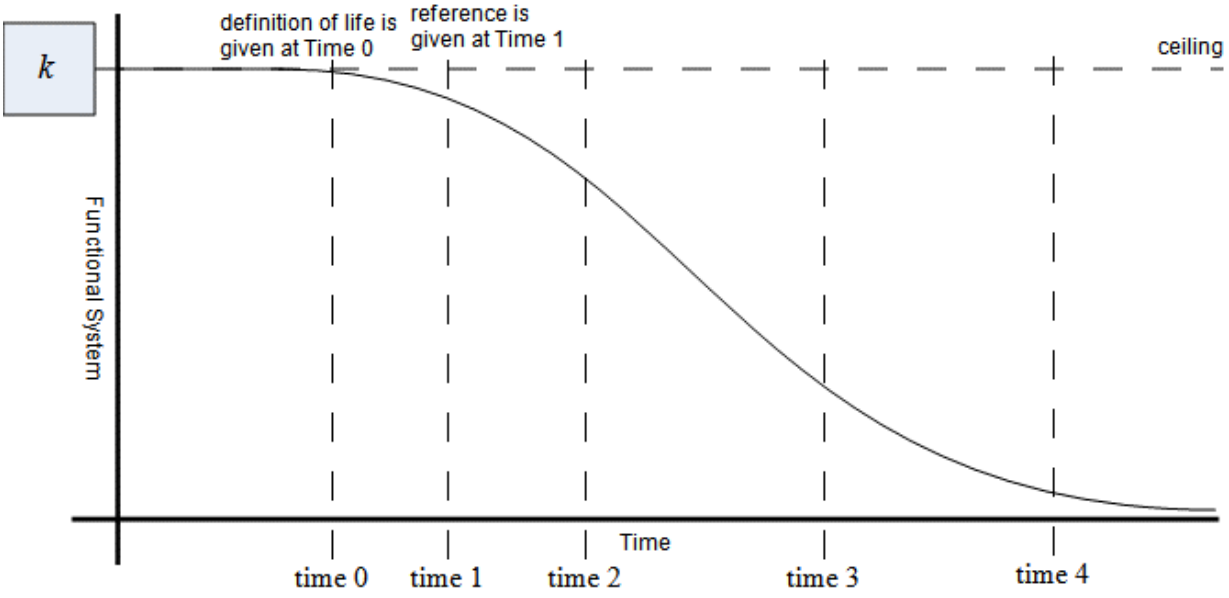


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Where both the existing functions and the added functions from the model above are identified in the table below by their respective names. The functions from the table below can also be identified as: *Dog Walk, Dove Fly, River Flow, Tree Plant, Door Close, Window Open*.

Existing Functions	Function Names	Added Functions	Function Names
Function 1	The walking of a dog	*Function 1*	The planting of a tree
Function 2	The flying of a dove	*Function 2*	The closing of a door
Function 3	The flowing of a river	*Function 3*	The opening of a window
⋮	⋮	⋮	⋮

In other words, before we turn to our parent for help for our application, our parent provided us with the definition of life. Our parent defined life for us as a collection of functions that include both existing and added functions as shown in the table above. We can think it like this. At *Time 1*, we have problems with our application, where we turn to our parent for help and our parent provides us with the given reference. A little bit before *Time 1*, at *Time 0* our parent provided us with the definition of life. We can think it like that: at *Time 1* we turn to our parent for help because we have problem with our application where our parent provided us with the given reference. At *Time 0*, just before *Time 1* our parent provided us with the definition of life, which is viewed as a collection of both existing and added functions. The chart below provides additional explanation of we have just said.

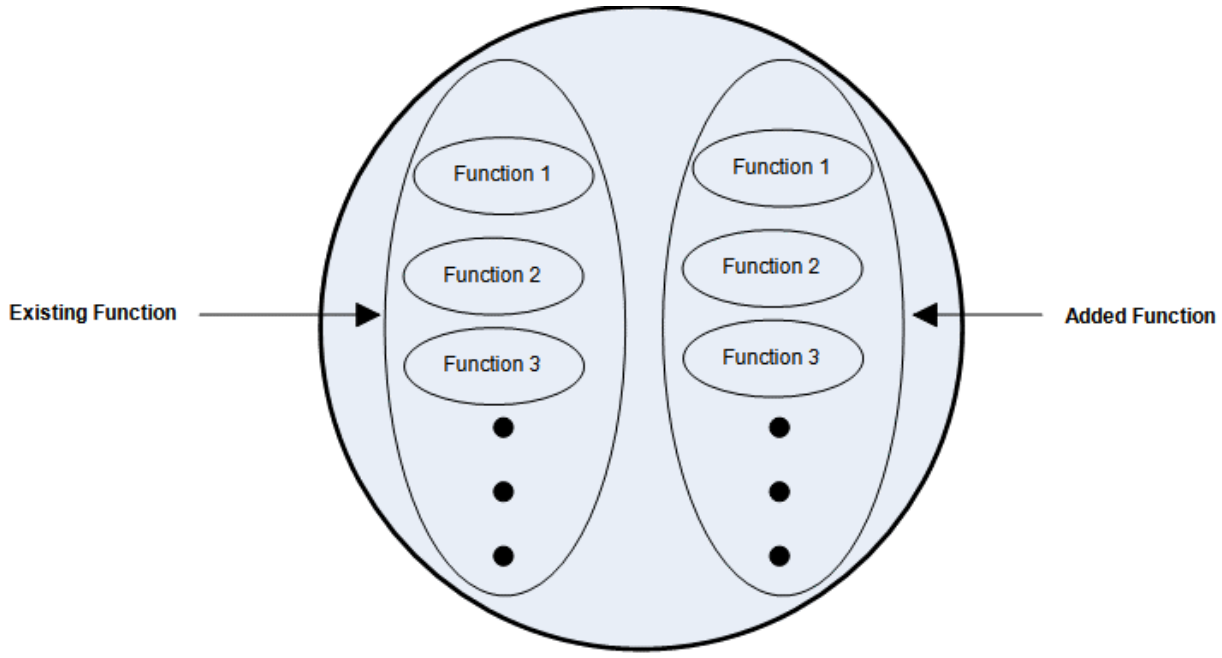


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The chart above represents what we have just talked about by providing additional information. As shown, at *Time 0* just before *Time 1*, our parent provided us with the definition of life and at *Time 1* our parent provided us with the given reference. As we can see from the model above, at *Time 0* as we start dropping or losing stability, our parent provided us with the definition of life to enable us to understand life much better. As we dropped more at *Time 1* or lost more stability, our parent provided us with the given reference to enable us to apply theories from the given reference so we can regain our stability. The way to look at it, as we lost our stability, we developed more problems in the functional system and that enabled the functional system to function abnormal. In this case, our parent provided us with principles so we can apply to regain our stability so the functional system can function normally. Now at *Time 4* which is time now, we have everything that we need, so we can apply the principle so we can regain our stability so the functional system can function normally.

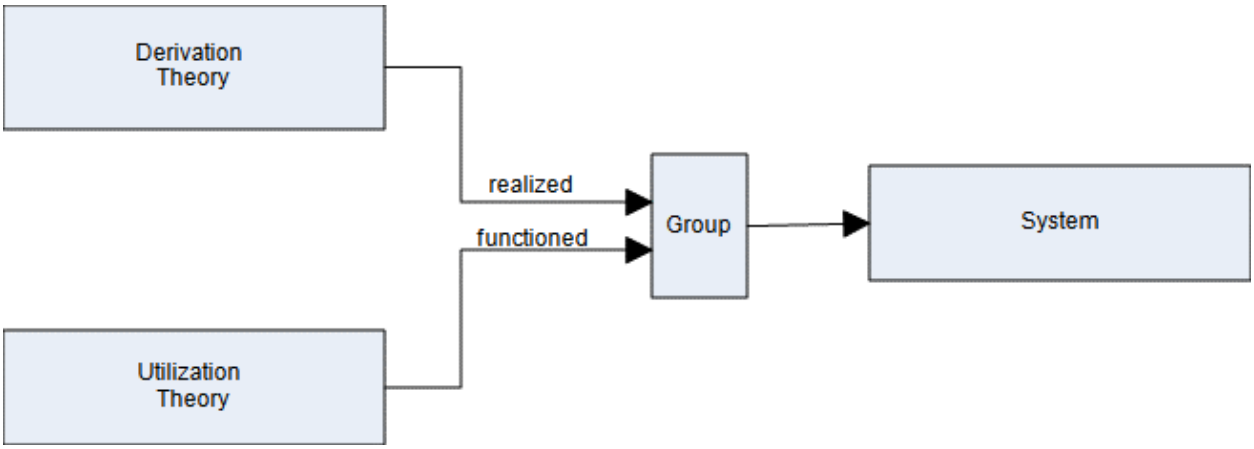
Problem we Need to Solve

The definition of life given to us by our parent in the form below

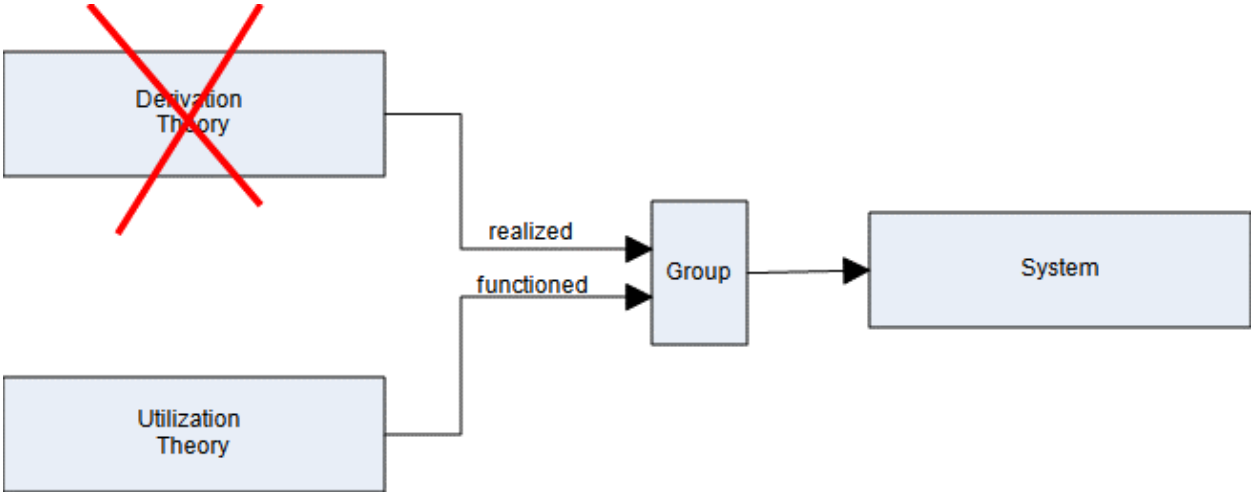


While our parent provides with the definition of life at *Time 0*, our parent also provides us with the definition of our physical system as shown by the model below. We can call that model the general definition of a system.

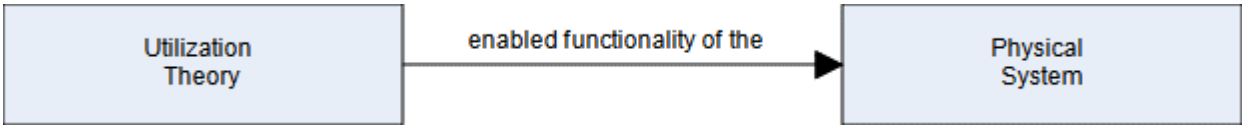
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The way to look at it, at *Time 0* our parent provides us with the general definition of a system where our parent tells us that a system is realized or derived by a derivation theory and functioned by another theory or a utilization theory. In other words, at *Time 0*, our parent tells us that a system is derived by a set of theories or theorems and functioned by another set of theories or theorem. This is the same as saying that, a system is realized by some set of principles but functioned by another set of principles. For our system, with the absence of the derivation theory, we simply cross out the derivation theory from the model above as shown below.

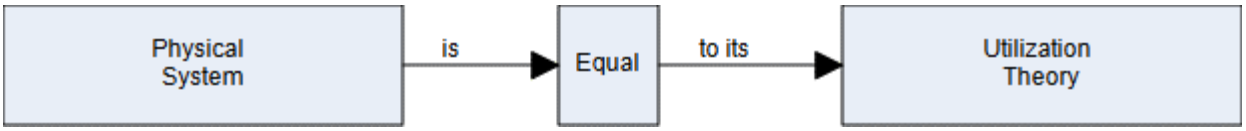


As shown by the model above, for our physical system, since we don't know the derivation theory, we simply cross it out or removed from the model. By doing so, we simply have the model below.



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In terms of Visual Aspect of Communication, since communication enables us to communicate about entities that we identify and the *Derivation Theory* is not given to us or it is not identified, we simply discard it, cross it out. This is the same as excluding it from our communication, because it is not identified. The model above, can also be represented by the model below, which shows that our physical system is equal to its utilization theory.



As given to us by our parent. While we disregard the definition of our system given to us by our parent at *Time 0*, we start losing our stability. In other words, as we disregard what our parent tells us at *Time 0*, we started developing problems where we lose our stability. At the same time, the functional system starts to decline and decline more. At *Time 1*, our parent provides us with the given set, which is viewed as *Utilization Theory* in the form below.

Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Power Theorem	P_T
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T
7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

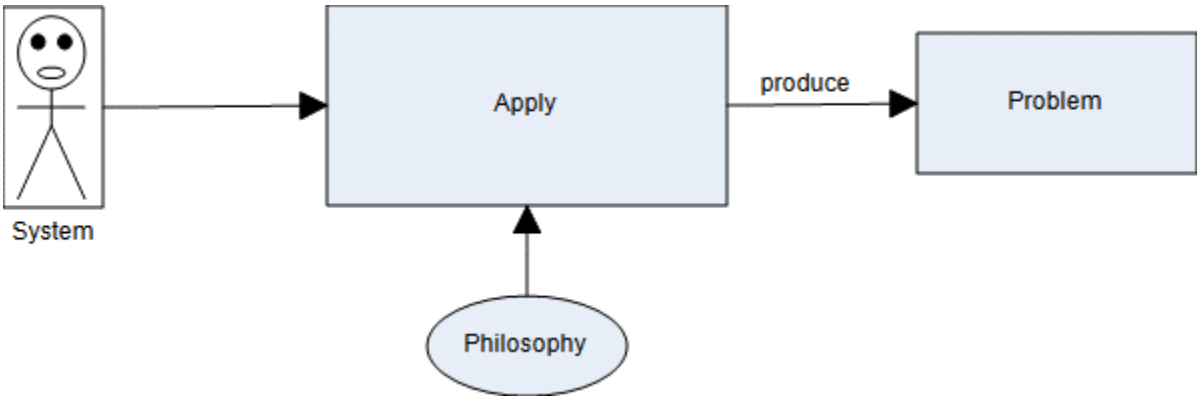
In other words, as we start losing our stability and the functional system starts to decline, our parent gives us all the functional principles that are included in our utilization theory. The way to look at it, at *Time 0* our parent gives us some theorems to enable the functionality of our system. As we disregard theorems given to us by our parent at *Time 0*, at *Time 1* our parent gives us all the theories that make up our functional principles. We can think it like this. At *Time 0*, our parent

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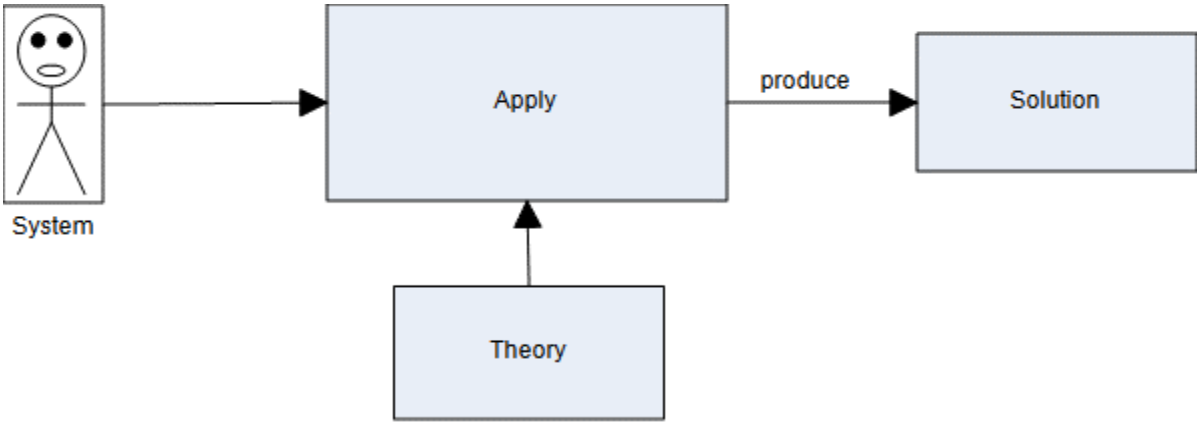
gives us some theorems that make up our functional principle or our utilization theory, where at *Time 1* our parent gives us all theories those theorems belong to. We can also think it like this. At *Time 0* we get some theorems, but we don't know the theories those theorems are from, where at *Time 1*, our parent gives us all theories those theorems are from.

It looks like we have everything that we need to solve our problems. First, our parent provides us with the definition of our system as well as the definition of life. Second, our parent provides us with all theories that we need to apply to execute functions of life. By executing the functions of life properly, the stability of life is improved and maintained.

We already know that problem is developed by misapplication of theory by the physical system or application of philosophy by the system. We can represent that by the model below.

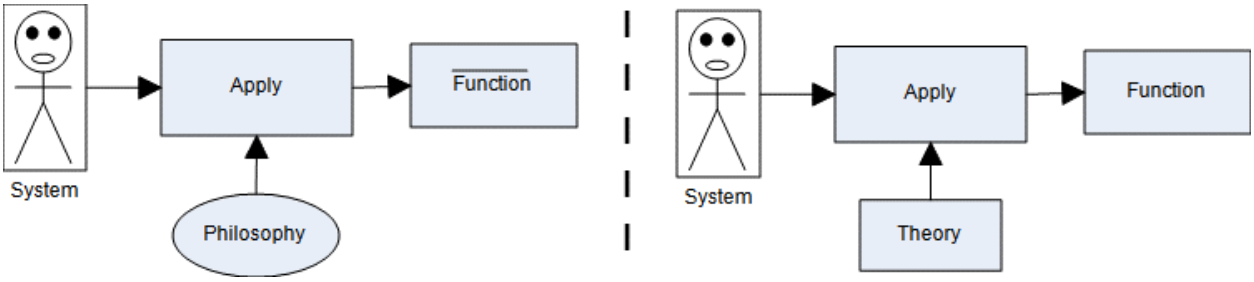


Where the solution of the problem is simply the opposite which is the application of the theory by the physical system. We can also say that, when the system applies philosophy, it develops problems and when the system applies theory, it solves problems. We can represent the solution process by the model below.



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From the model above, as we can see when the philosophy is replaced by the theory or functional principle, that produces the solution for the problem. In other words, if we misapply a theory we develop problem, where the solution of that problem is the application of theory. Another way to look at it, we follow an instruction properly to execute a function. We execute that function properly because we follow the instruction properly. At the same time, if we incorrectly follow the instruction or we don't follow it properly, we simply develop a problem. The solution of that problem is simply following the instruction properly. Whenever we use *Theory*, it is equal to our *Utilization Theory*. So, *Theory* and *Utilization Theory* are interchangeable. They are basically the same. In this case, we can see that a problem is a negative function execution where the solution for that problem is a positive function execution. In other words, when a function does not execute properly, it is a problem, where when a function execute properly it is a solution. From what we have just said, we can represent both models above by the models below.

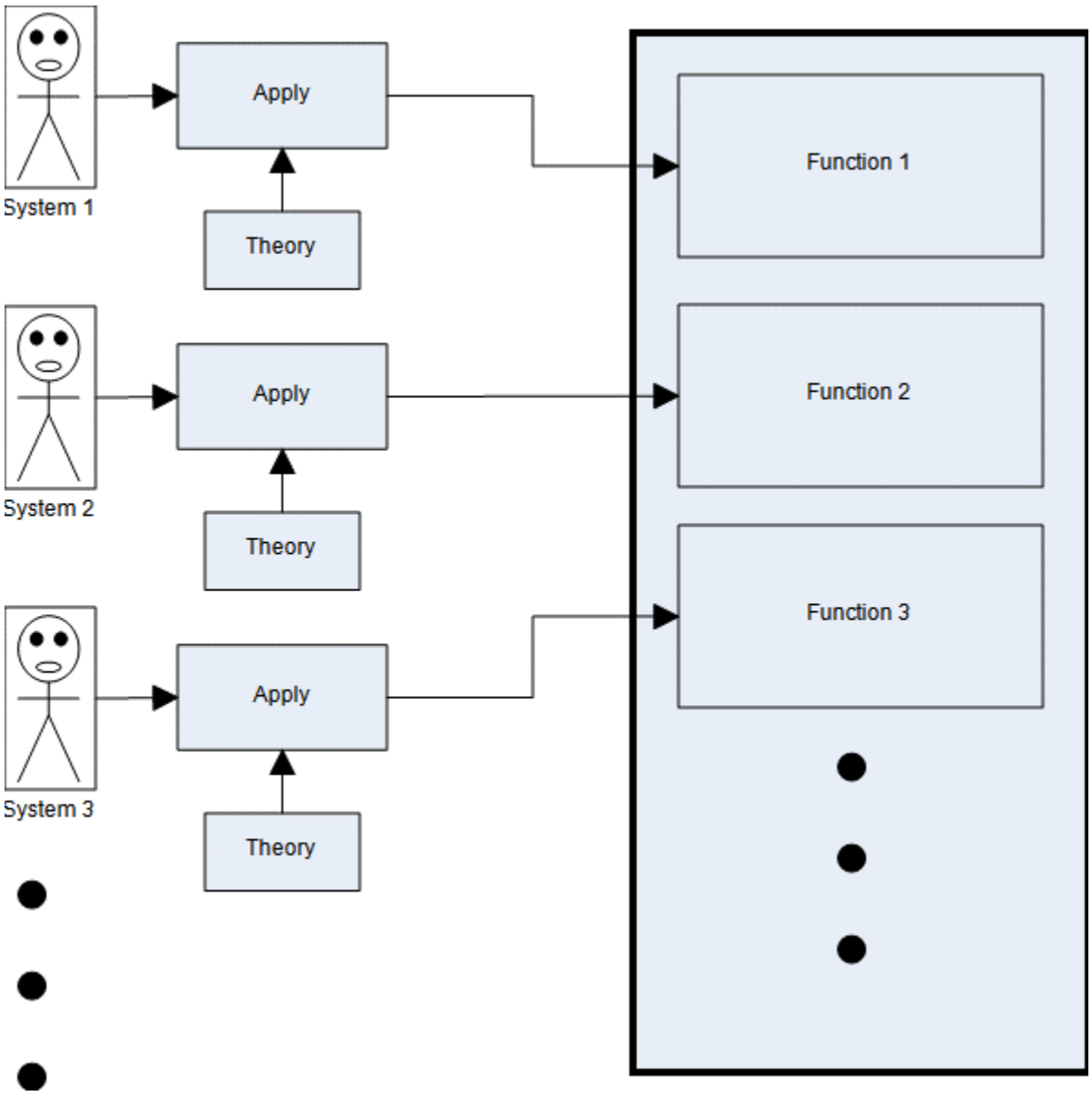


From the models above, to the left it shows that a negative function is produced by misapplication of theory or application of philosophy. We put a line on top of the function name to show that the produced function is negative. To the right, it shows that the function produced by the application of theory by the system is executed properly. To the left, we can also name the function negative function rather than putting the line on top if we wanted to.

From above we can see that a positive added function execution is a solution where negative added function execution is a problem. Again, when an added function is executed negatively, it is viewed as a problem, where when it is executed positively, it is viewed as the solution.

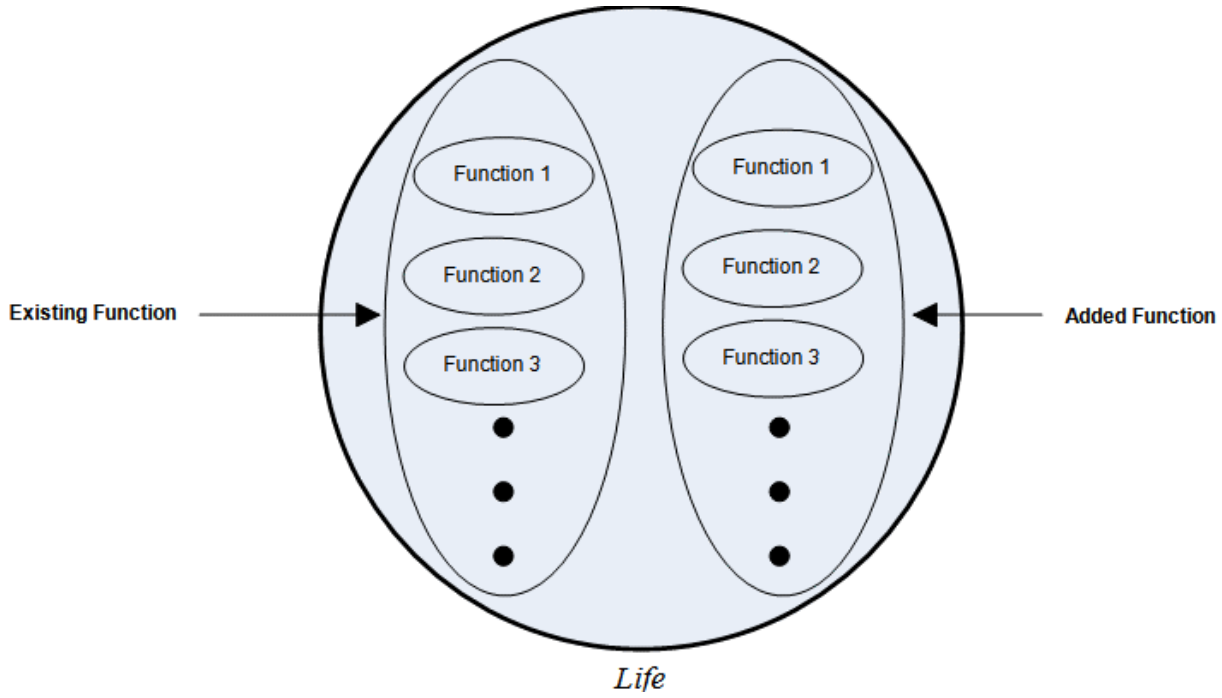
In terms of systems, apply theory to execute function of life. In relationship with the definition of life given to us by our parent and the model above, we can represent that process in the form below.

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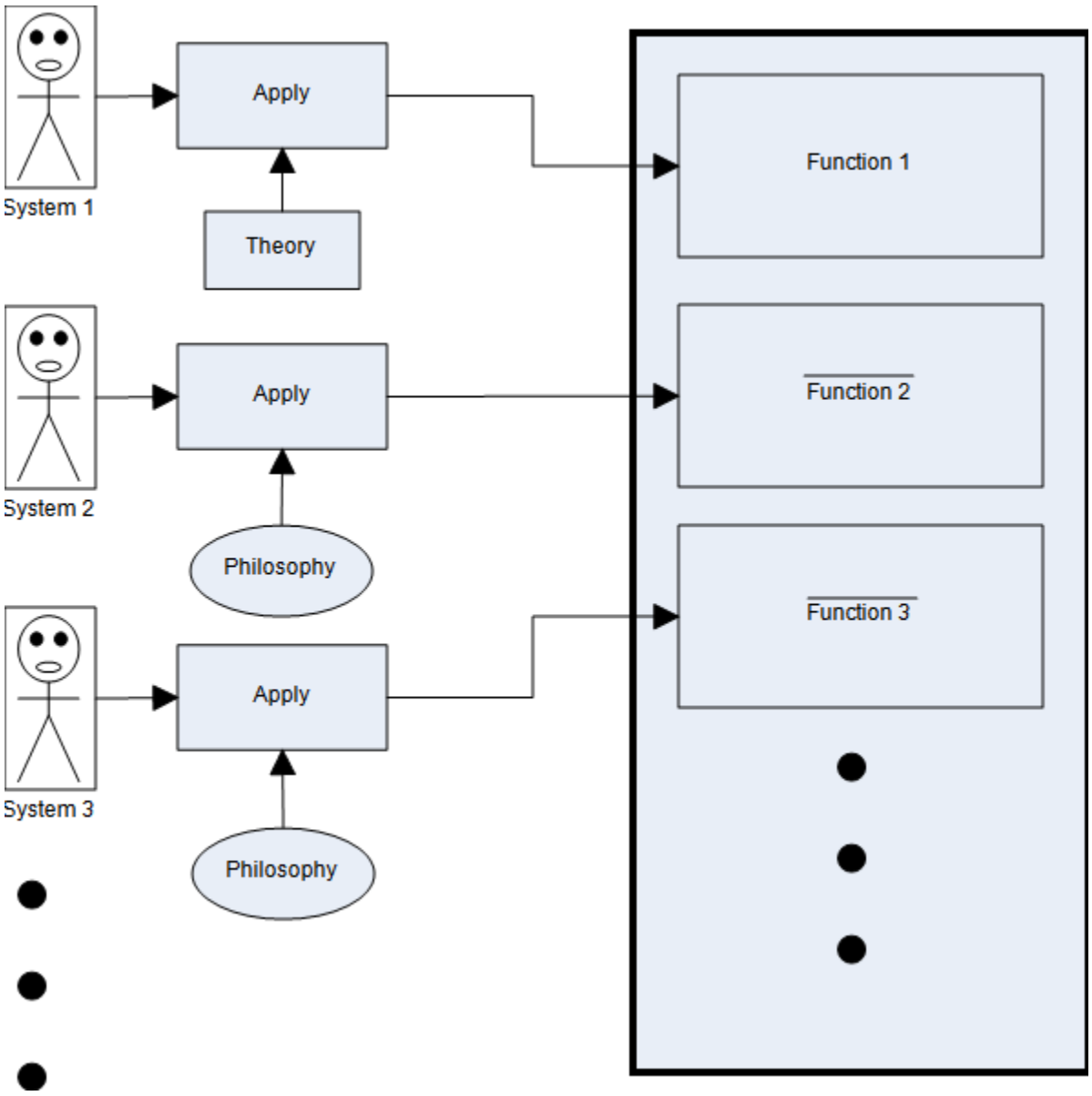
Where the functions above are represented in life as given to us by our parent. From the model above, we use continuity to show more systems and more function due to space limitation.

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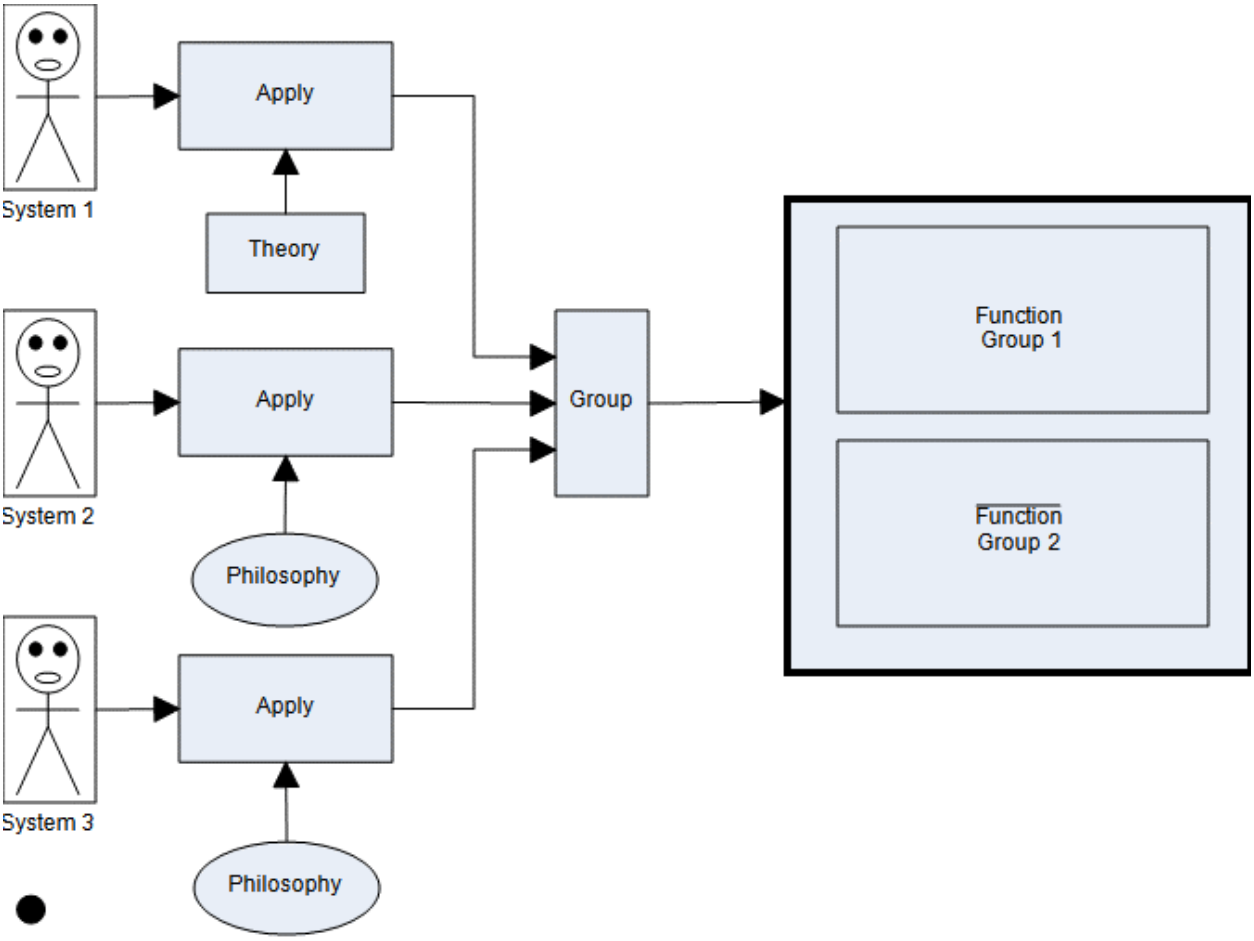
Here we are only concerned about the added functions part for now. The way to look at it, all of us apply theory to execute functions of life. In this case, if we apply theory positively, we don't develop problems, where when we apply theory negatively, we simply develop problems. From what we have just said, we can represent the model of life to show both positive and negative functions from system applying theory. In this case, we have the model below.

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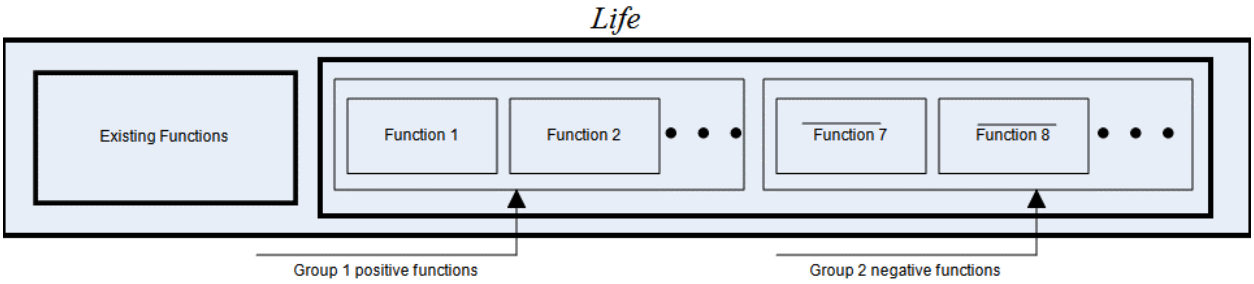


From above, we can see that some of us apply theory to execute functions of life properly, while some others apply theory to execute functions of life improperly. If we want to, we can represent the functions to the right as two groups of functions: one of them is positive while the other one is negative.

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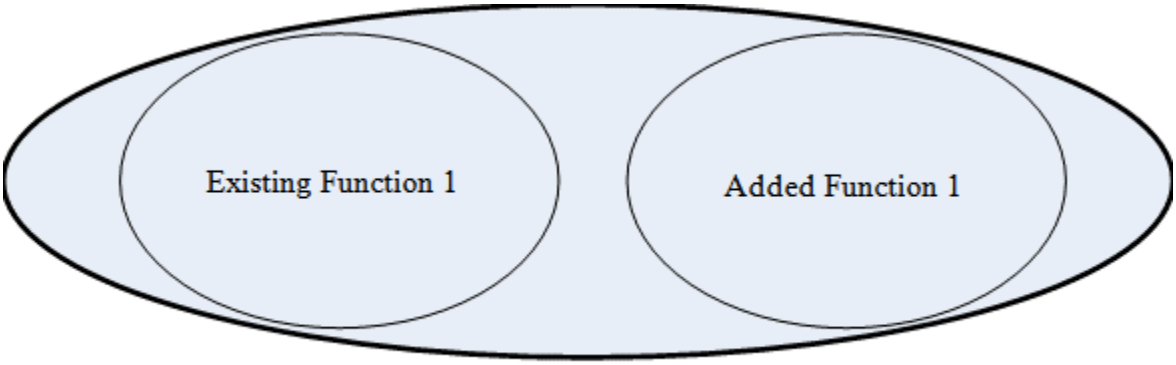


As shown from the model above, we have two groups of functions: one of them is positive and one of them is negative. The positive one is identified as *Function Group 1* while the negative one is identified as *Function Group 2*. Using the model of the functional system given to us by our parent, we can represent the groups of function in the functional system as shown below.



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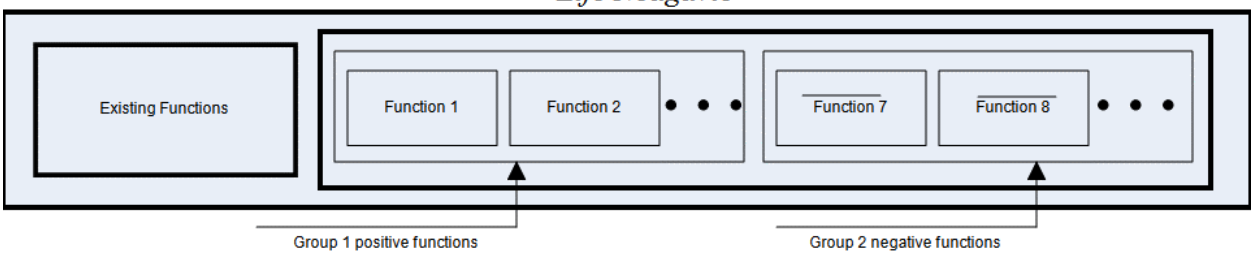
From the model above, we represent life with the inclusion of the functions. Don't worry about the index. All we have to know is the positive group includes a lot of functions that execute properly while the negative group includes functions that execute improperly.
What is important here? Since added functions are not stand alone, they need existing functions to execute with. In this case, an added function cannot stand by itself. From the model above, we can see that added *Function 1* is executed in the form of:



Added Function 1

Improper executions of added functions enable the functional system to function abnormally or become unstable. By understanding that, we can see the representation of life above can be represented in this form with the inclusion of negative executions of added function.

Life Neagavie

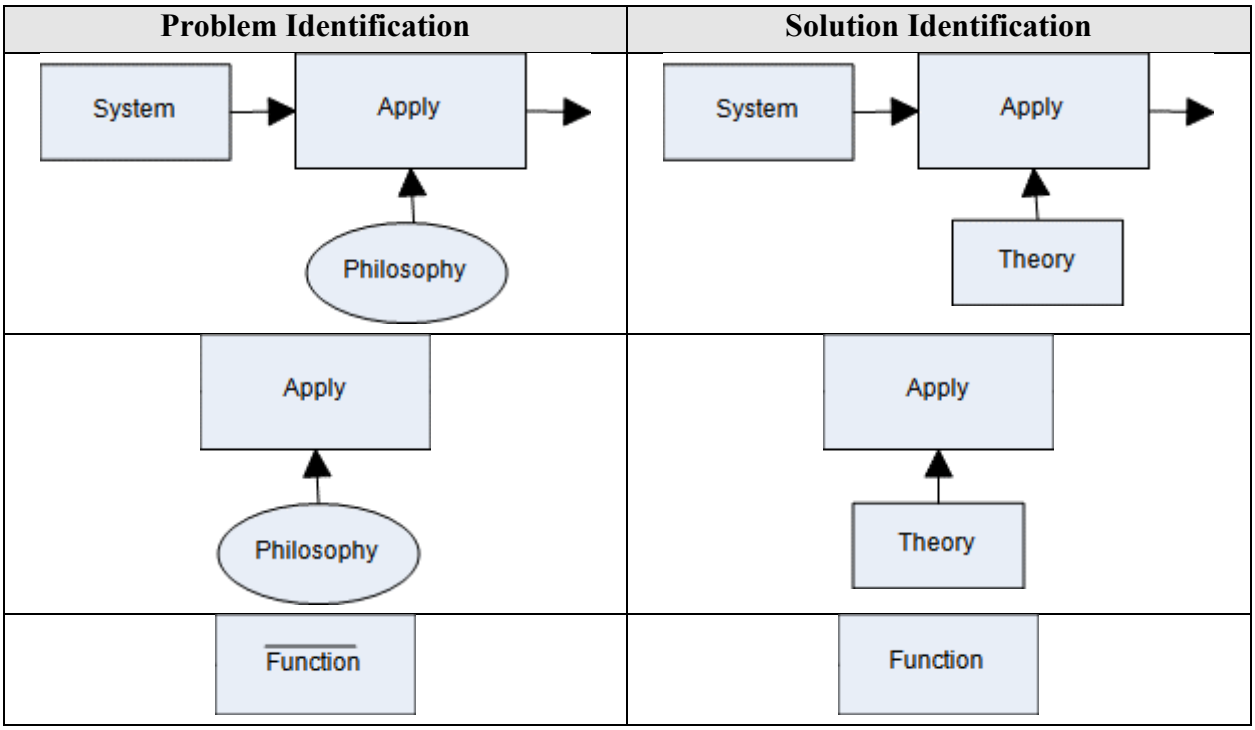


As we can see from the model above, life functions abnormally or negatively with the inclusion of negative functions execution. Since life is made of functions, it does not matter who executes a function negatively. As long as a function is executed negatively, problems are developed in life. In order to solve those problems, functions need to be executed positively. These are the problems that we need to solve. The negative added functions above need to be executed positively.

In order to execute negative added functions positively, the negative philosophies that give rise the execution of those functions must be replaced by theory. In other words, properly execution of added function enables us to apply theory properly to execute those functions. In this case, we

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drop the negative philosophies that enable those functions execution and replace them with our parent's principles. The table below provides additional explanation.



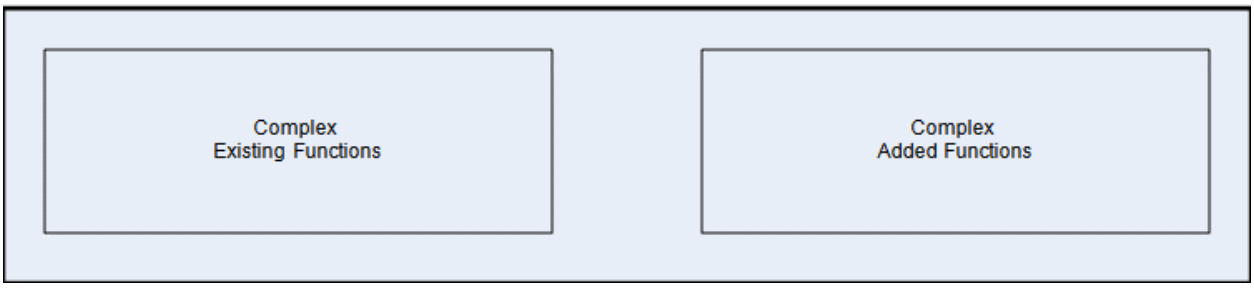
From the table above, we can see misapplication of theory that produced negative functions, where the solutions are positive applications of theory. As we can see, in order to solve our problems, those functions must be executed properly. From the table above, we can see that the application of philosophy is a problem where the solution is the application of theory. A negative function is a problem where the solution is a positive function.

Some of us may think that if we discard all the negative functions form the model by crossing them out or eliminating them will solve the problem, however it is not possible to do that. As pointed out above, to solve the problem, proper application of theory is needed. In this case, the negative execution of a function cannot be discarded, without the person who executes that function applying properly the principles that enabled that function to be executed.

Another way to look at our overall problem is to understand function complexity. The complexity of existing function was given to us by our parent in the form of:

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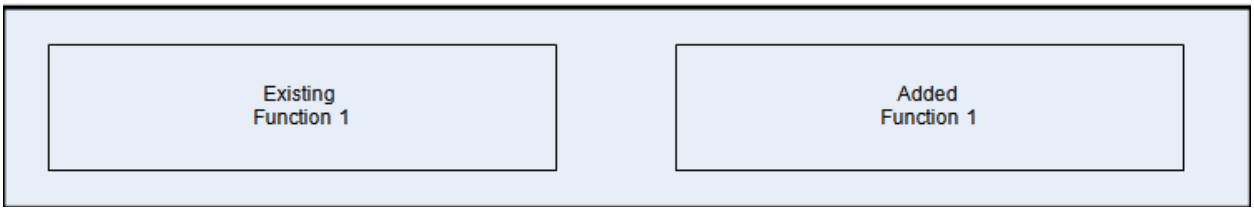
Complex Functional System



In other words, at *Time 0*, our parent told us that if we increase the complexity of the added functions, the complexity of the existing functions would increase much more. Since the functionality of life is enabled by the existing functions, then when we increase the complexity of existing functions that also enables the increase of complexity of life as shown by the model above.

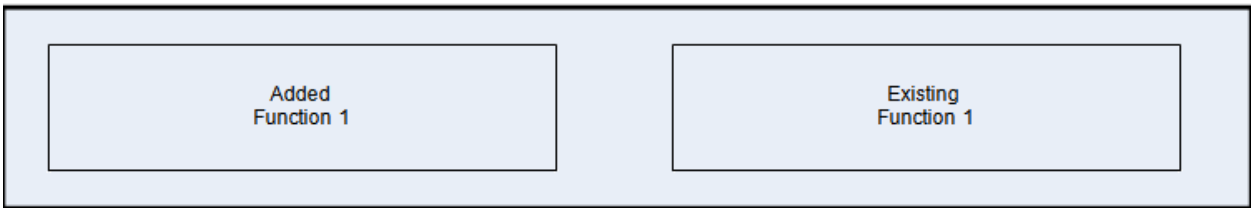
Now, added functions are not stand alone and need existing functions to work with. In this case, an added function is executed with the help of an existing function in the form below:

Added Function 1



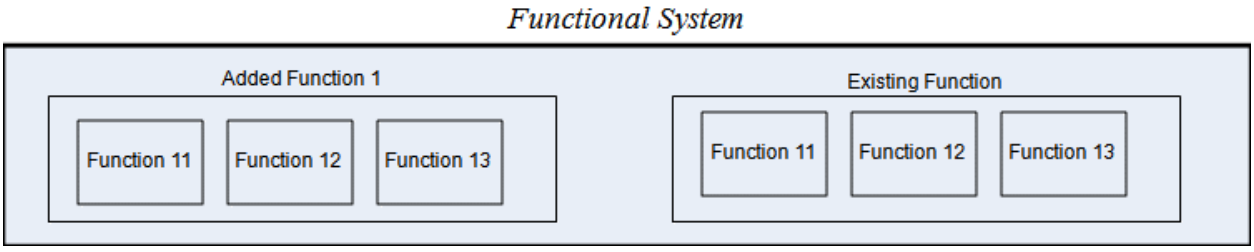
From the complexity model above given to us by our parent, our parent also tells us that the increase of complexity of added functions enables the increase of complexity of existing functions to increase much more. In this case, we can think it as for each complexity of an added function we increase, how many existing functions are affected. The way to look at it, as the theorem is given to us by our parent, when we increase the complexity of added functions, the complexity of existing functions is increased much more. In this case, we can see that the increase of complexity of an added function enables the increase of complexity of many existing functions. To better understand that, we can take a look at the model below.

Functional System



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From the model above, in terms of reducing complexity, we represent the functional system with a single added function and a single existing function. Now in terms of increasing complexity, to execute that added function, we need a lot of more function to enable us to do so. In this case, we can represent that by the model below.



From the model above, as we can see by increasing the complexity of the added function, that also increase the complexity of the existing function. The way to look at it, from the model above to the one before, to execute the added function in the one above, we need more functions to work with. In this case, that make it more complex. Since we increase the complexity of the added function to make it more complex, we also increase the complexity of the existing functions. The way to look at it, because of the increase of the complexity of the added functions, that enables more existing functions to execute that would not have been executed or affected. In terms of complexity, we can determine the number of existing functions affected. Since we know more about added functions than existing functions, in this case to determine the number of affected existing function, we can simply say identify some of the existing functions.

To do so, using visual aspect of communication, it is possible for us to identify the value or some number of existing functions that show the increase of complexity of the existing function. Since complexity reduce the performance of the functional system, in order to increase the performance of the functional system, we have to reduce complexity in our functions. In this case, we can see our overall problem is to reduce the complexity of the functional system. By reducing the complexity of our added functions, we also reduce the complexity of existing functions which reduces the complexity of the functional system; where reducing the complexity of the functional system makes the system performs much better.

Another way to look at it, while a positive execution of an added function has a complexity, the execution of a negative added function has more complexity. In this case, we can see that the execution of a negative added function adds more complexity to the system, although it does not help the system. In this case, if we have less complexity for a positive added function, that

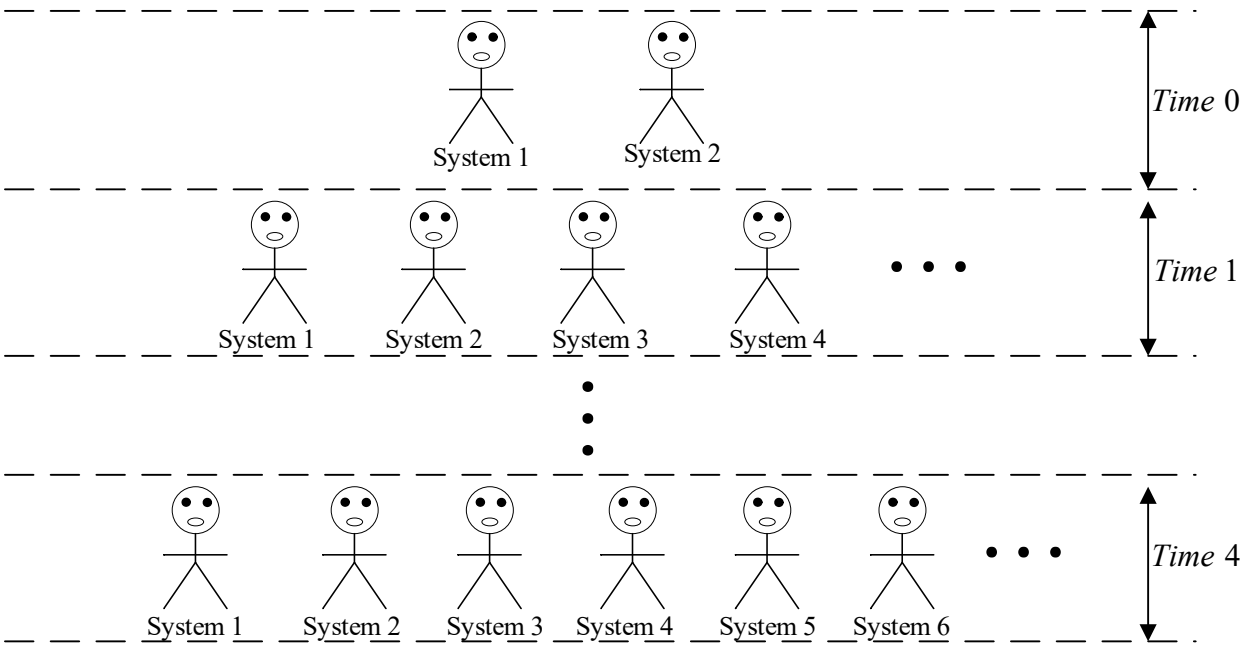
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complexity is much more for a negative added function. In this case, we can see that negative added functions weigh much more on the system in terms of complexity. In other words, negative added functions add more complexity to the functional system than positive added functions. From that, we can see by executing added functions positively, we can reduce complexity of the functional system. As we can see, our overall problem is to execute added functions positively and reduce complexity of the functional system, so the functional system can perform much better.

a. While in a group, form a circle by sitting next to each other—for instructor lead, group all students in one group. In other words, while sitting next to each other in a circle form a group. If you are meeting online, video conferencing, or audio conferencing, that does not apply do you. As a group, go over the problem statement from start to finish. Identify the actual problem that we need to solve. Once the group understands the problem as a whole, each of you will need to go to the overall problem statement and understand it by yourself. In this case, if one person does not understand it, one can help each other to understand the underlying problem. There is no time limit to understand and talk about the underlying problem. For instructor lead, the instructor can determine the time he/she wants the students to spend on the problem statement. For others who meet once a week for instance, there is no time limit for the problem statement. You can spend as much time in it until it is understood by the whole group.

b. Now that you have a very good understanding of the problem statement and have identified the problem that we need to solve, now let's identify ourselves or identify ourselves in relationship with our parent.

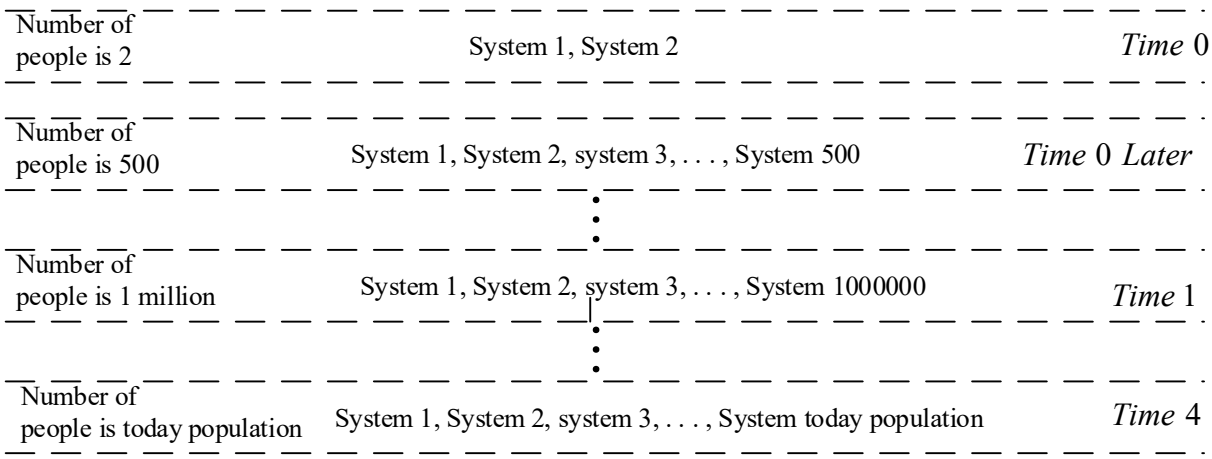
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The model above shown that at *Time 0*, we have two systems. This is the same as saying that, initially at *Time 0* we have 2 people who are mom and dad. Where at another time for instance at *Time 1*, we have mom, dad, and children. For instance, we can say that at another time, we have mom, dad, child one, and child two. What is important here is that as time goes, mom and dad are populated, and the number of people increases.

If we want to, we can approach the model above in this form. The model below is the same as the one above, it shows that initially at *Time 0*, we have mom and dad where later at *Time 0* which is another time, the population increases. At *Time 1*, the population increases much more, so does at *Time 4* which is time now. At *Time 4*, the population increases much, much more which is equivalent to the number of people we have in our working area today. For example, the country where we are living while working out this exercise is considered to be our working area. From that, we can represent the model above by the one below.

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In relationship to the model above given to us by our parent, if we want to we can represent the model above in a table as shown below.

Number of People	Time	Representation	Explanation
2	*Time 0*	*System 1*, *System 2*	Mom, Dad
500	*Time 0 Later*	*System 1, System 2, System 3, ⋯*	Mom, Dad including children
Much more than 500	*Time 1*	*System 1, System 2, System 3, ⋯*	Children, including mom, dad
Murch more than at *Time 1*	*Time 2*	*System 1, System 2, System 3, ⋯*	Children including mom, dad
Much more than at *Time 2*	*Time 3*	*System 1, System 2, System 3, ⋯*	Children including mom, dad
Much more than at *Time 3*	*Time 4*	*System 1, System 2, System 3, ⋯*	Children including mom, dad

From the table above, the term much more from a previous time means an increase of population from one time period to another time period. For example, from 1900 to 1950, the population at our working area went from more people to much more people or from millions to more millions. From the table above, we can see that initially we have a smaller population. As times goes, the population increases.

From the table above, we can see that the population increases from *Time 0* to *Time 4*. For example, at *Time 1* we have small population, where at *Time 4* we have a much bigger population. While we present the time in term of *Time 0* to *Time 4*, if we want to,

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we can use years instead. As another example, we can represent the same model above in the form below.



The model above shown the initial start of population in our working area. We can set the time for example, 500, 400, 200 years ago and so forth. For example, above we can represent the population of our working area in 1800 was some millions for example. Today at *Time 4* which is time now, the population increases for example multiple millions. This is the same as saying that from 1800 to now, our population increases from specific millions to much, much more millions.

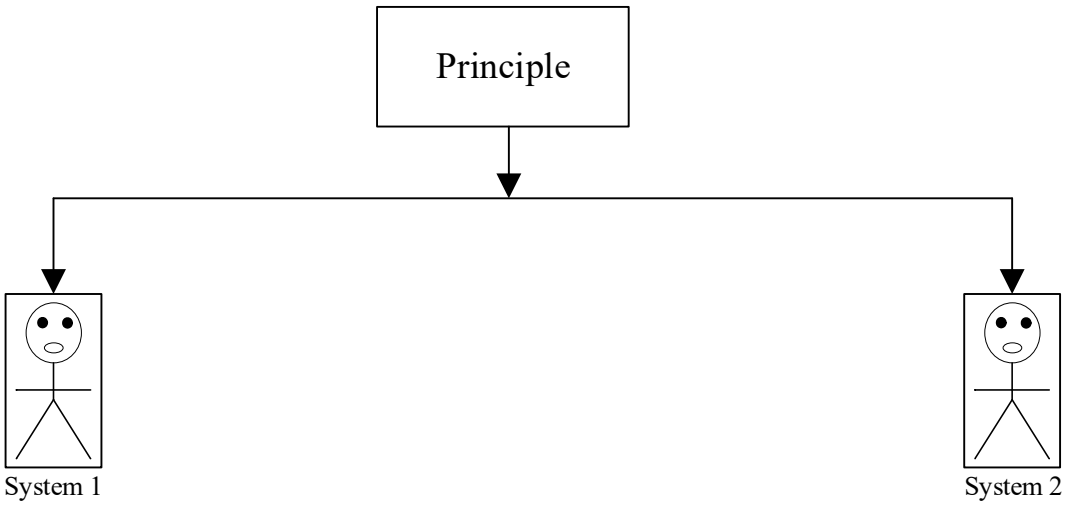
Another way to look at it, we can use a map of our working area with a transparency, were we can set a starting time of initial population of our working area. For instance, we put a transparency in the map above, and we sketch the people in our working area for instance at 500 years ago, which is smaller compare to today. As time increases, the population increases where we are today. We use the map above as an example. You can use the map of your country or the map identifies your working area.

From the explanation above, now that we have a fixed number of people in our working area, how can we organize ourselves so we can be effective? This is the problem we try to solve. By having a good understanding of the problem, this is the problem we need to solve. How can we organize ourselves so we can be effective? What do we mean by that? We mean, how can we organize ourselves so life can be effective? How can we organize ourselves today so the functional system can be stable? How can we organize ourselves in order to reduce complexity so the system—life or the functional system—can be stable?

This is the overall problem we try to solve.

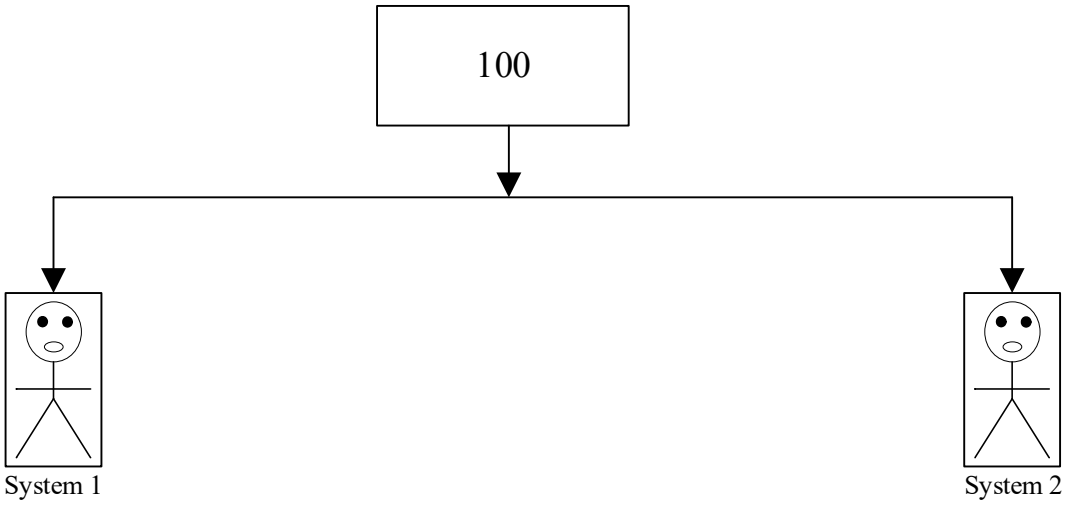
As a group, take your time to go over this part of this exercise and try to understand the models given to us. Each of you tries to understand the model and help others to understand them. Understanding one model is sufficient.

c. At *Time 0*, our parent gives us the following model:



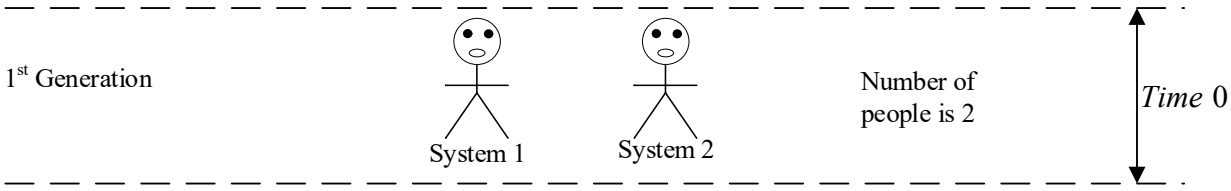
From the model above, the principle is viewed as a constant. What do we mean by a constant entity? It is a natural entity that cannot be changed that enables the systems to function. In this case, that constant entity controls the stability of our system. Since the systems—both *System 1* and *System 2*—is 100% stable at *Time 0*, from the model above given to us by our parent, we can replace that constant entity by its natural value of 100 or simply 100% as shown by the model below.

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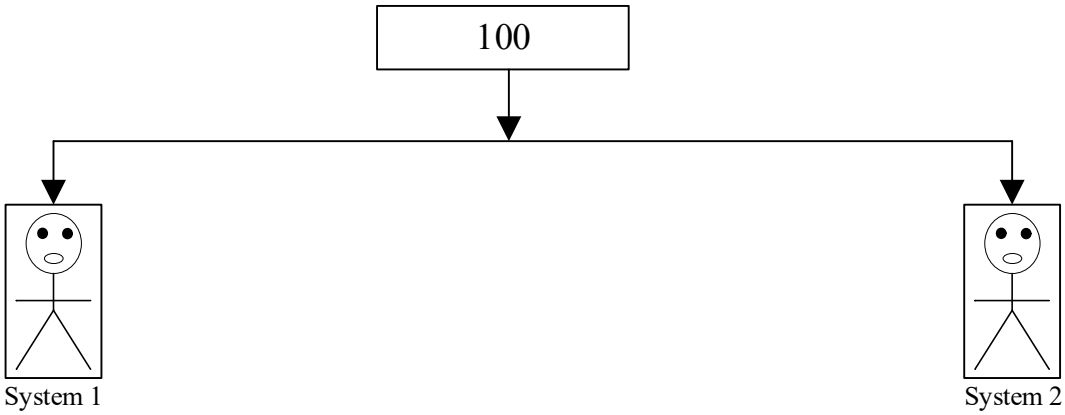
From the model above, the 100 value means the system is 100% stable at that time. The model above shows that *System 1* is 100% stable and *System 2* is 100% stable.

By understanding the explanation above, we can see that at *Time 0*, two models are given to us by our parent: the model above, and the one below which we have already identified. We can call the model below as the first model given to us by our parent, while the one above is viewed as the second model given to us by our parent.

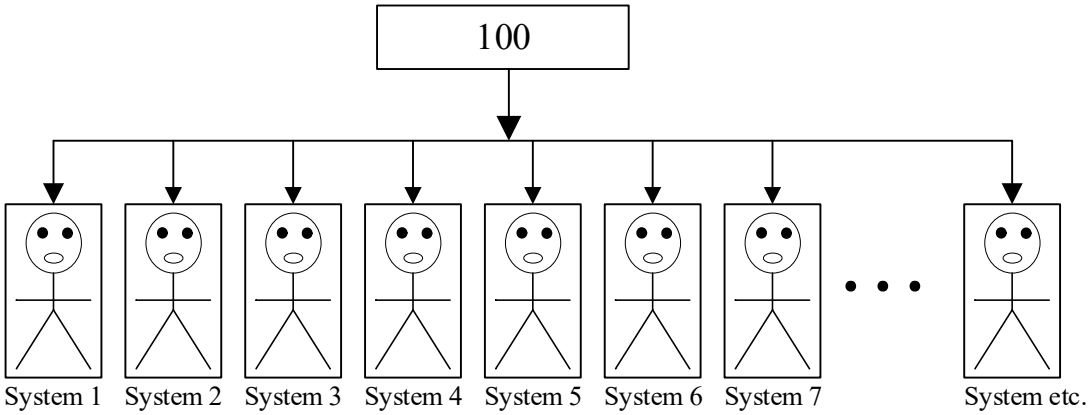


By understanding the overall explanation up to here, show that the stability of the system is guaranteed as number of people increases. In other words, as population increases, the stability of the physical system is maintained. For example, as given to us by our parent, at a population of 2, the stability of the system is given by the model below.

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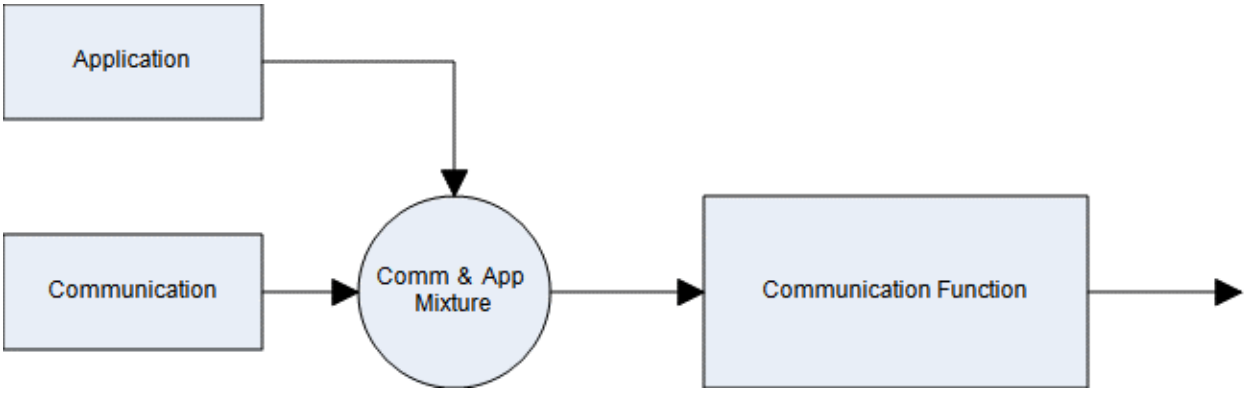
As population increases to many more people, then the stability of the system is still maintained or remain the same as shown by the model below.



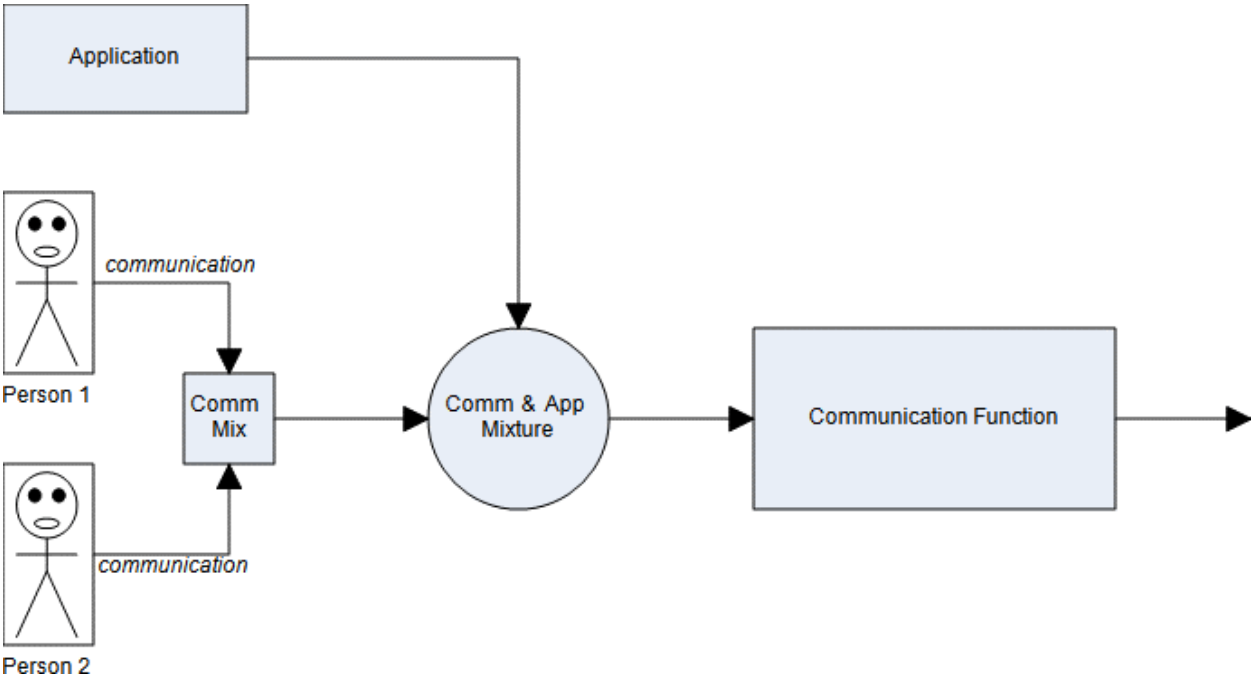
As a group, show that the stability of the system is maintained as population increases. For instance, if we have a small population as small as 2, the stability of the system is maintained as given to us by our parent. As well as the population increases to millions or hundreds of millions, the stability of the system is still maintained. As a group show your understanding of both models and verify that the stability of the physical system is maintained as population increases. Then each of us individually in the group, show that as population increases the physical system which is you or I are still stable. One should help each other in the group to understand that.

d. From the first model given to us by our parent, in term of communication we have *Person 1* and *Person 2*. In this case, *System 1* is viewed as *Person 1* in the communication domain and *System 2* is viewed as *Person 2* in the communication domain. In terms of an application or project at *Time 0* in the communication domain, we have the following models.

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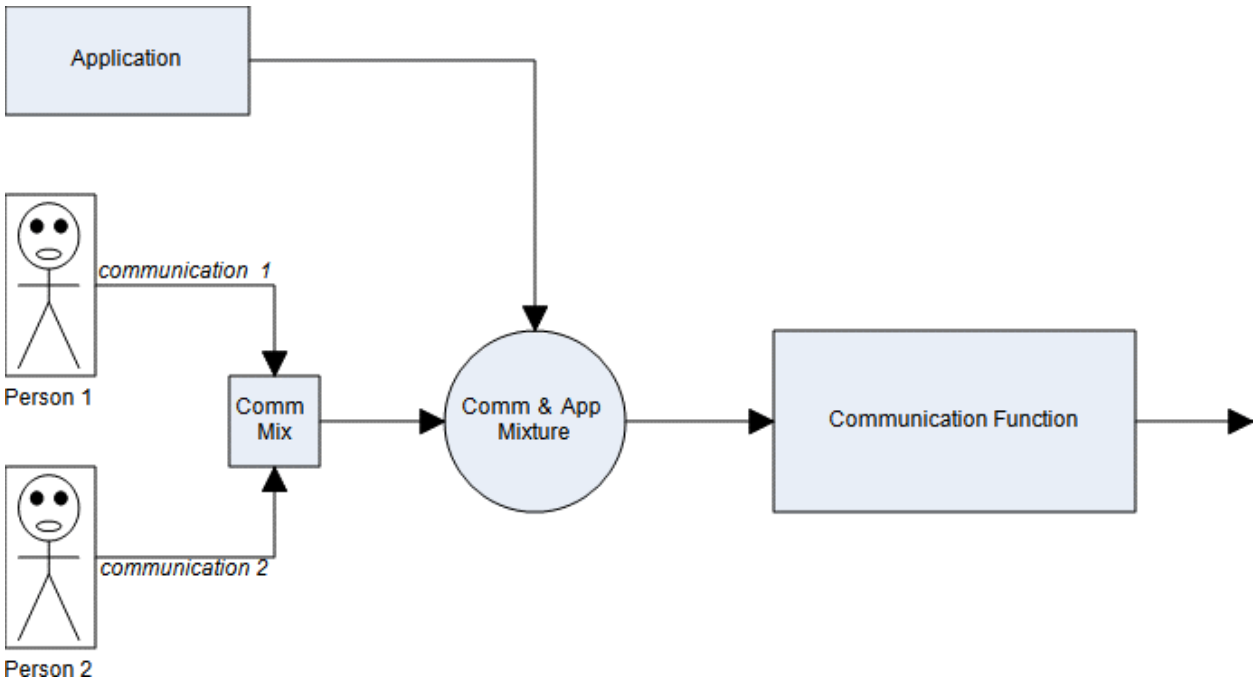


In terms of people in the application, at *Time 0*, the model above is represented by the one below.

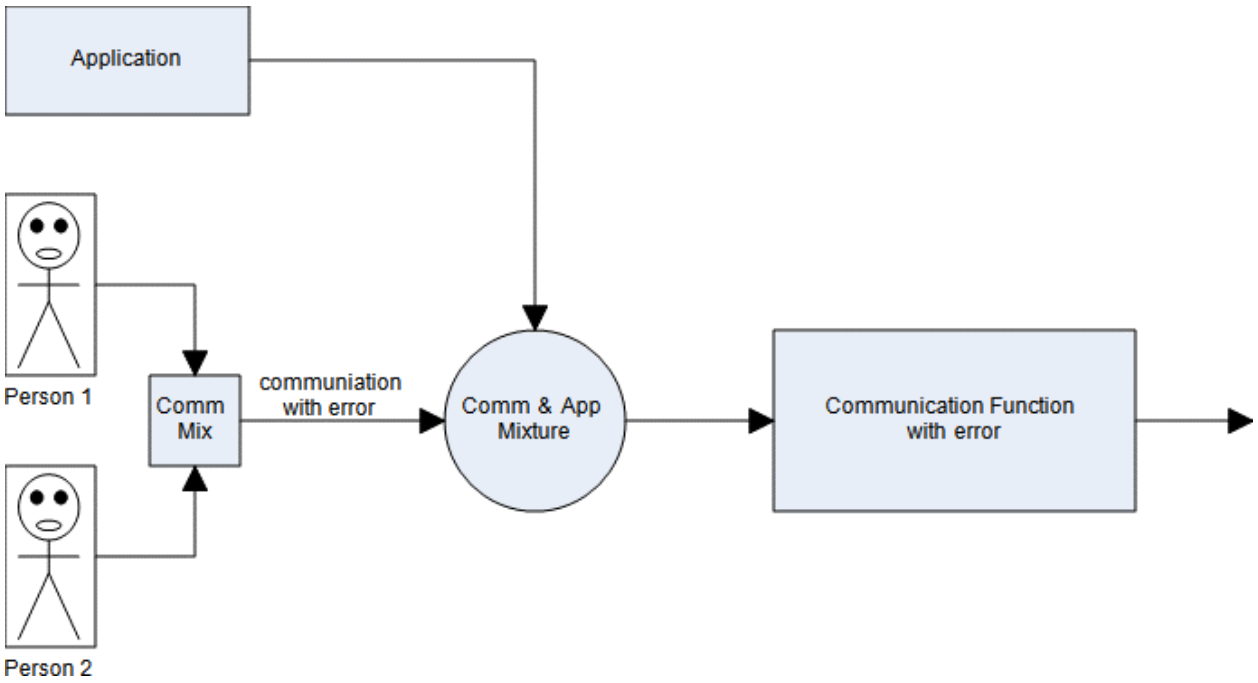


The way to look at it, at *Time 0* the communication function is given to us by our parent in the form above, where *Application* is the idea of the application or the project where the *communication* is the communication of people in the application. In terms of separation of the communication of people in the application, the function of the application above can be presented in this form:

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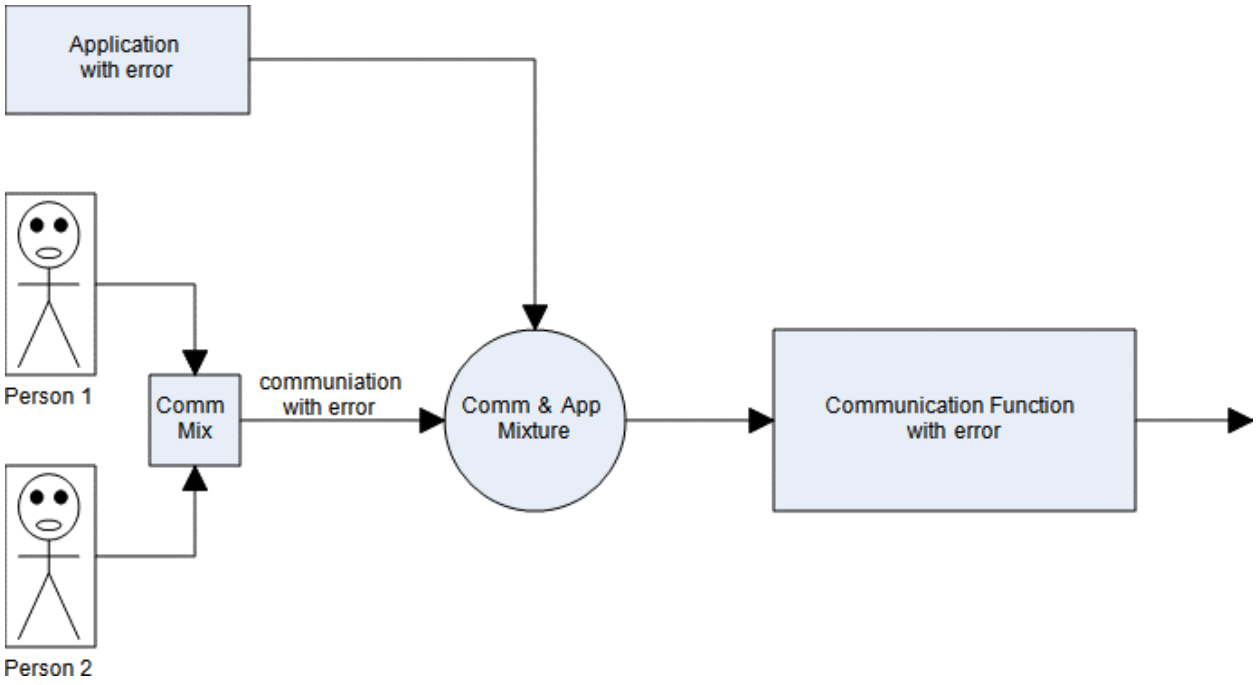


Where *communication 1* is the communication of *Person 1* and *communication 2* is the communication of *Person 2* in the application. As we can see from the model above, while each person has separate communication in the application, the idea of the application is still common among them. Now, in terms of error in communication, the function of the application changes as shown by the models below.

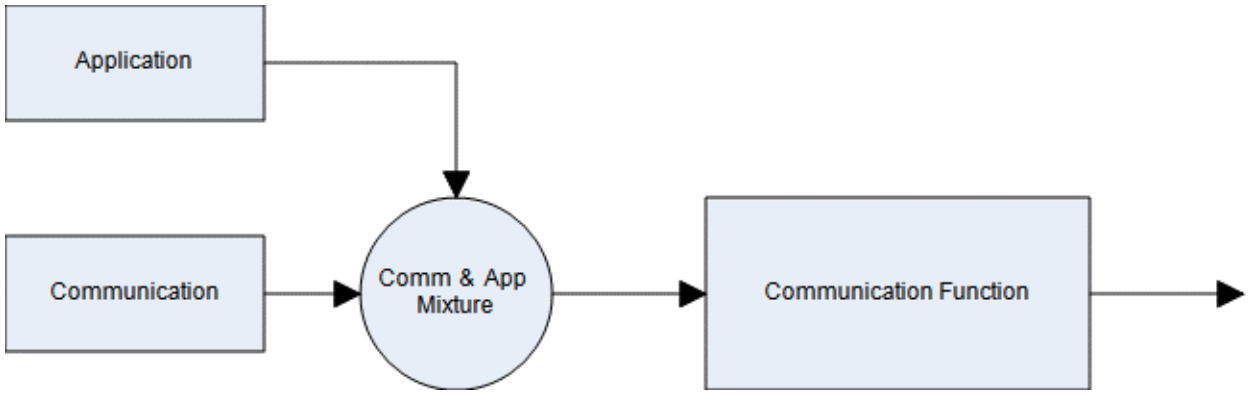


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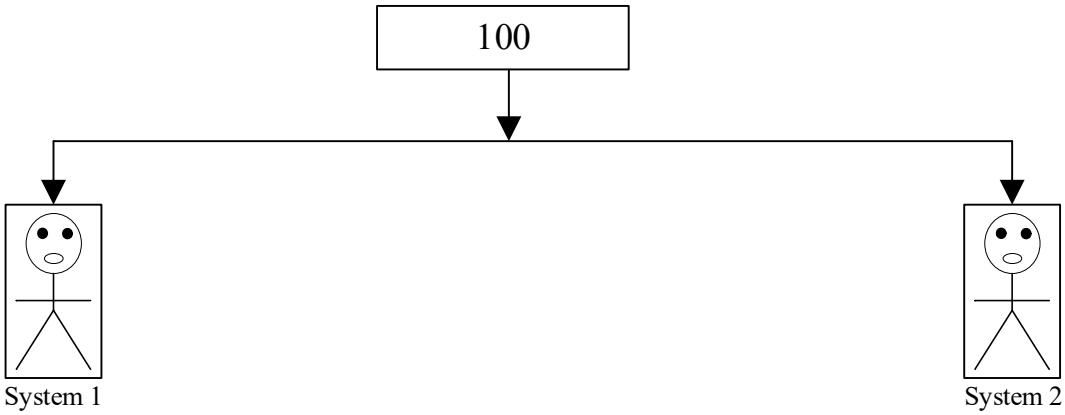
Since error in the communication enables error in the idea of the application given to us, then the model above is the same as the one below.



By understanding the overall explanation up to here, as a group show that the stability of the physical system is guaranteed with the presence of feedback. In this case, you are going to show that there is a relationship between the two models below given to us by our parent in terms of stability.



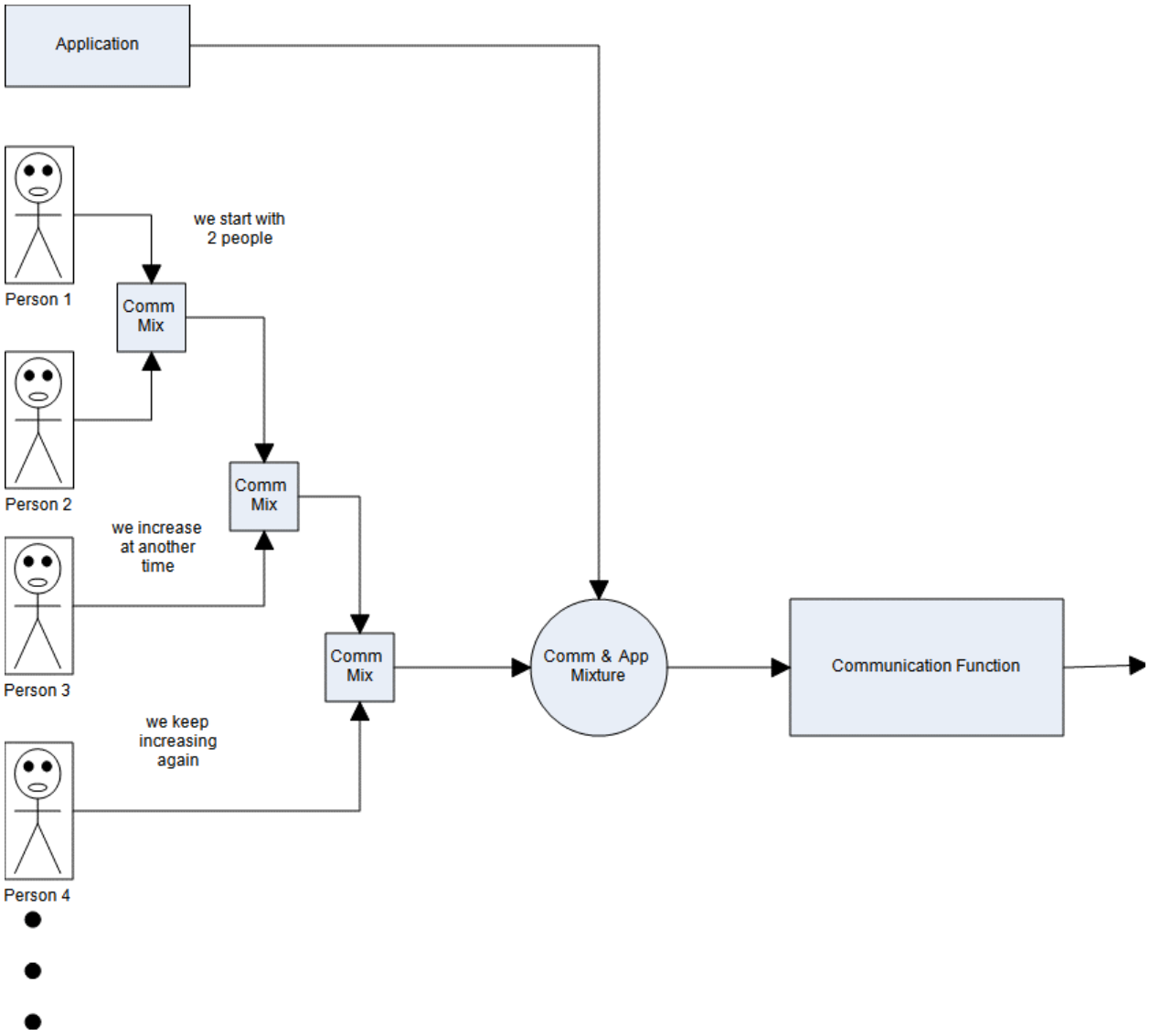
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And show that the stability of the physical system is guaranteed with the presence of feedback. All of you will need to do is verify that as a group, then each of you individually will need to show that as well. One should help each other understand and verify that the stability of the physical system is guaranteed with the presence of feedback. The way to look at it, at *Time 0* error may affect our application, however with the presence of feedback, our system stability is still preserved. Here you are going to show the stability of our system is preserved with the presence of feedback.

e. By working out the part above, you have shown the stability of our system is guaranteed with the presence of feedback. You have already shown previously that as population increases, the stability of the system is still maintained. Here, show that as a group as population increases, in the communication domain, the stability of the system is still maintained with the presence of feedback. In this case, you are going to increase the number of people in the application as shown by the model below.

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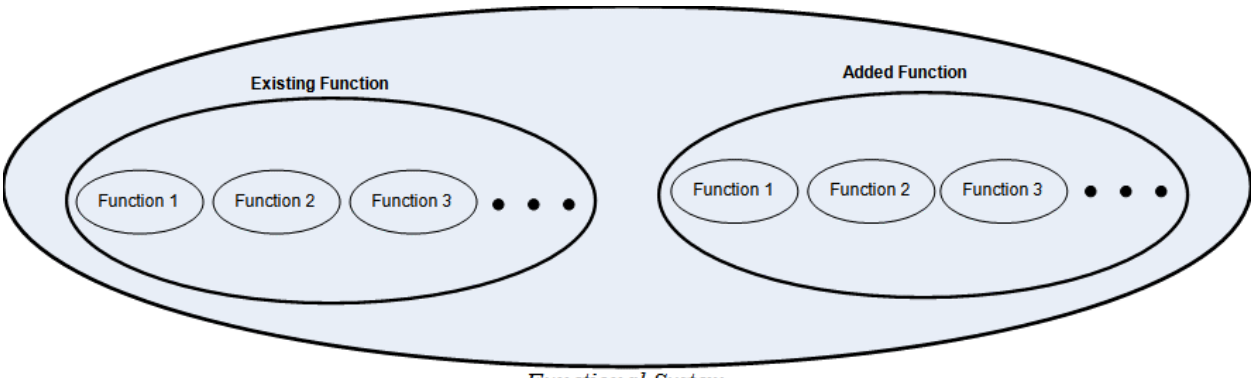
From the model above, as we can see, we start with two people, then we keep increasing the number of people in relationship with time. The whole group need to verify that as population increases or number of people increases, as long as we do have feedback in what we do, the stability of our system is still maintained. Each of you will need to show that individually and each of you will need to help each other understand that. For this part, you may need to take the application you are a part of into consideration.

f. By verifying that feedback enables the physical system to maintain its stability event when we commit error, but with the help of feedback, we can still maintain our system stability. Here, as a group show the importance of feedback as well as your responsibility in terms of feedback. Each of you in the group will need to verify the importance of feedback and your responsibility to feedback each other. Each of you in the group can help each other

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understand the importance of feedback and our responsibility to feedback each other. Feedback is important, because the stability of the system depends on our feedback to each other. Each of you needs to answer these questions as a group and individually. Why feedback is so important for our system? Why feedback is so important for each of us individually? Why feedback is so important for all of us as a whole?

g. At *Time 0*, our parent gives us the following model:

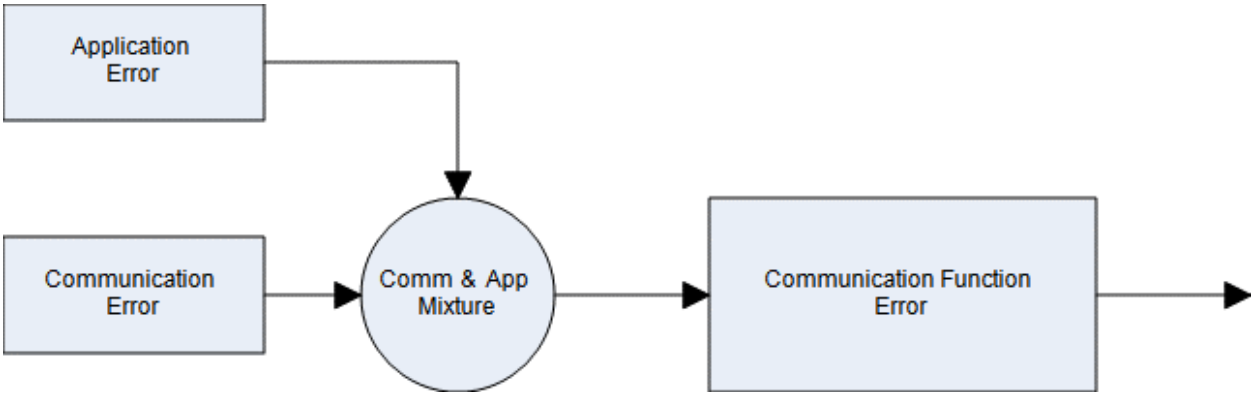


Functional System

Because as a result of error, the physical system becomes very unstable. Therefore, it was necessary for our parent to provide that model to us. Here, answer the following questions: Why was is necessary for our parent to provide that model to us? Without error, why would it have been unnecessary for our parent to provide us with the model above? Why was our parent reluctant to provide us with the model above? The way to look at it, as a result of instability, the physical system became so unstable so it was important and necessary to provide us with that model to help the stability of the system. Here, answer the questions as a group, then each person in the group should answer the questions individually. As usual, one can help each other answer them and there is no time limit until the whole group understand individually.

h. With error in our application at *Time 0*, it was possible and important for our parent to provide us with the model above by defining life for us. While it may not have been important, it was necessary with:

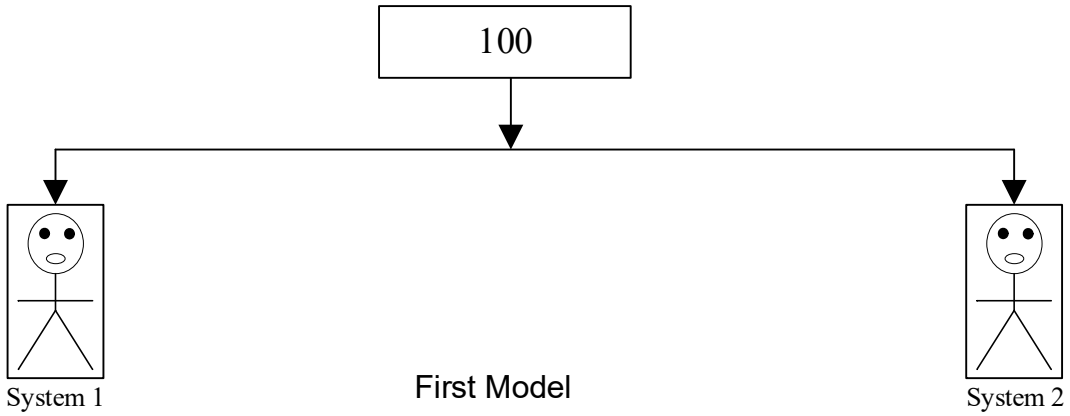
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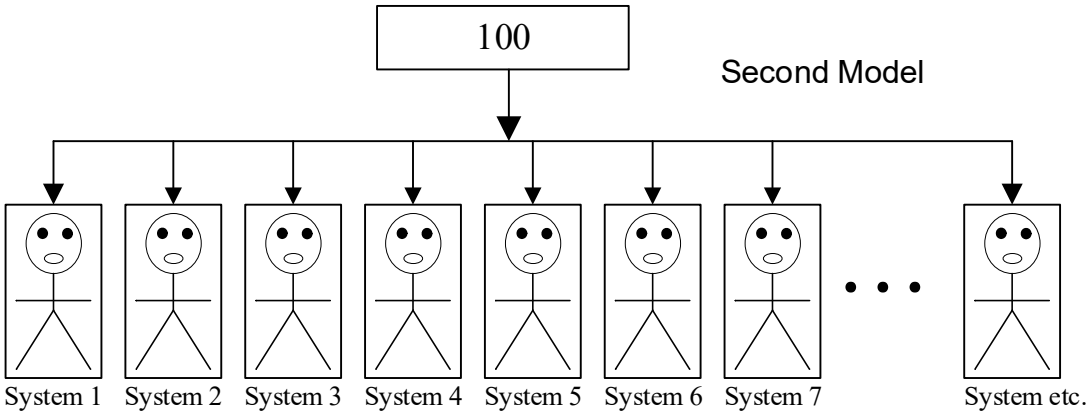
By having the model from the part above, then we can define life as a function that is made of both existing and added functions. The model from the part above given to us by our parent enables us to define life as a function that is made of both existing and added functions.

Depending on how you work out the part above, verify that as a result of error in our application it was necessary for our parent to provide us with the model that tells us that life is made of both existing and added functions. Work out this part as a group, where one can help each other in the group understand this part of the exercise.

i. By understanding the overall exercise up to here, we can see that at *Time 0*, our parent provides us 3 models:



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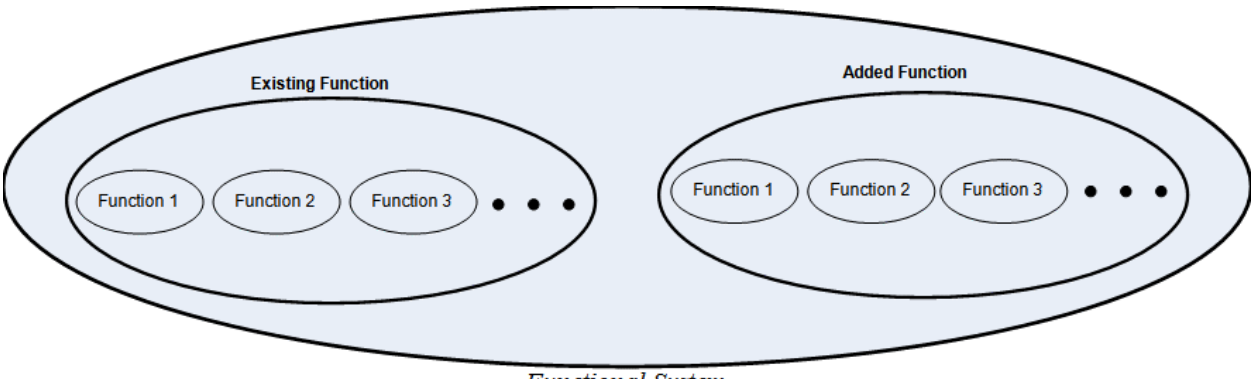


The first model given to us by our parent at *Time 0* tells us that as population goes up, the physical system remains stable. In other words, as population increases, the physical system still remains stable. The second model give to us by our parent at *Time 0* tells us as time increases, population increases. The third model given to us by our parent at *Time 0* which is the model form the part g above, tells us that life is defined as a function of both existing and added functions.

From the first model above, we have two people where both of them are 100% stable. From the second model, we have an increase of number of people much greater than two or an increase of population where each of them individually is 100% stable. From the second model, we can see that as we increase the number of people, we still have 100% stability. By understanding the two model combines, since the system still maintains it stability in relationship with time as population goes up, there is no need for the third model. In other words, the third model is/was not necessary since as time goes up the physical system remain stable or maintained. Depending on how you have worked out the previous part, you can work out this part as a group. In other words, using the first two models given to us by our parent, show that the third model is/was not necessary. Do it as a group and do it individually. One can help each other work out and understand this part.

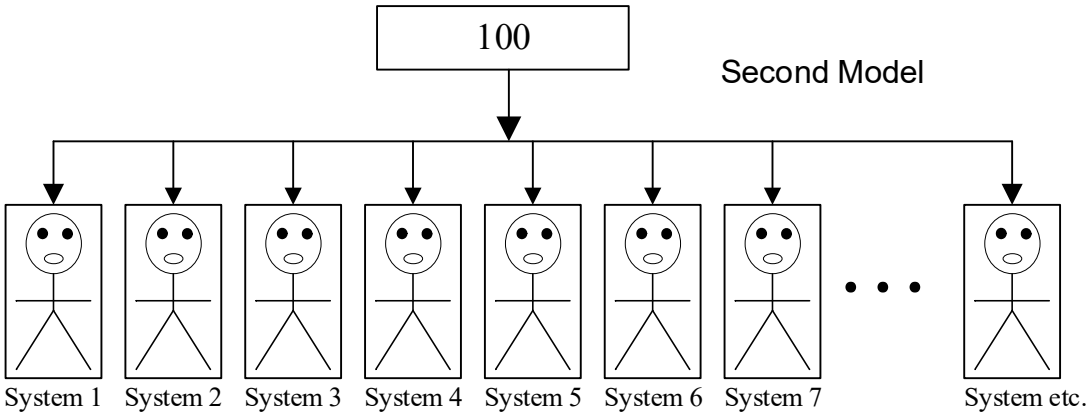
j. At *Time 0*, our parent provides us the definition of life in the form below:

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Functional System

Depending on how you have worked out the part above, you can work out this one if you need to. The second model provided to us by our parent is shown below.



At stability of 100 or 100%, the definition of life given to us by our parent is not needed by the physical system. In other words, if the physical system can maintain its stability as it is given by the model provided to us by our parent, there is/was no need by our parent to define life for the physical system. There is no need by our parent to define life for us. The definition of life given to us by our parent is/was unnecessary at 100% stability if that stability is maintained by the physical system. Here you can show that as a group and individually depending on how you have worked out the part above. In other word, as a group and individually, show that the definition of life is/was given as a result of instability or as a result of misunderstanding of life by the physical system.

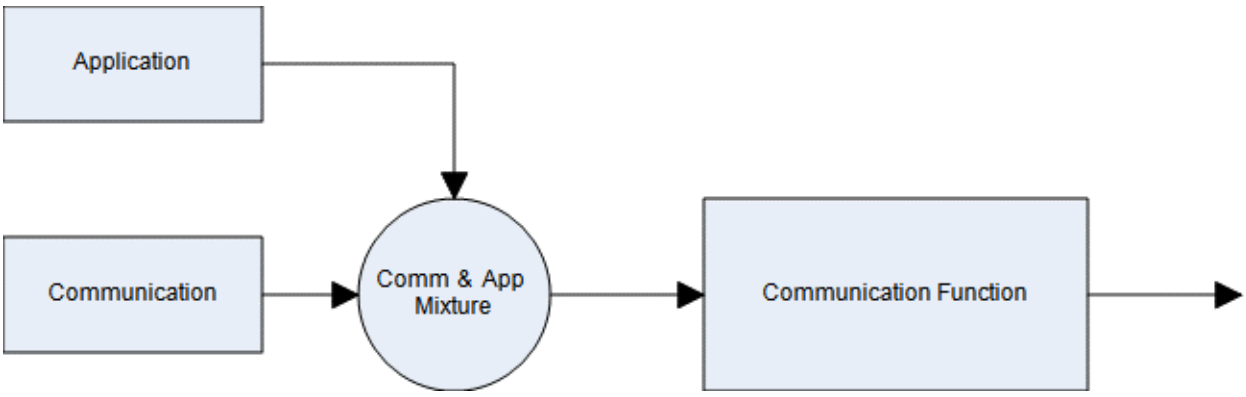
k. Show the importance of feedback in relationship with your workout of the part above. The way to look at it, previously you have shown that feedback is important for the physical system because it enables us to maintain our shabbily. Here in relationship with your workout above, you are going to show that the misunderstanding of the importance of

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feedback enables our parent to provide the definition of life to us. This is the same as saying that the misunderstanding of feedback enables our parent to provide us with the third model. If importance was given to feedback, it would have been unnecessary to provide the third model to us. Show your understanding of that as a group and individually. In other words, verify that the importance of feedback would have made it unnecessary for the third model to be given to us. If feedback was important to the physical system and applicable by the physical system, it would have been unnecessary to provide the third model to us or defining life for us.

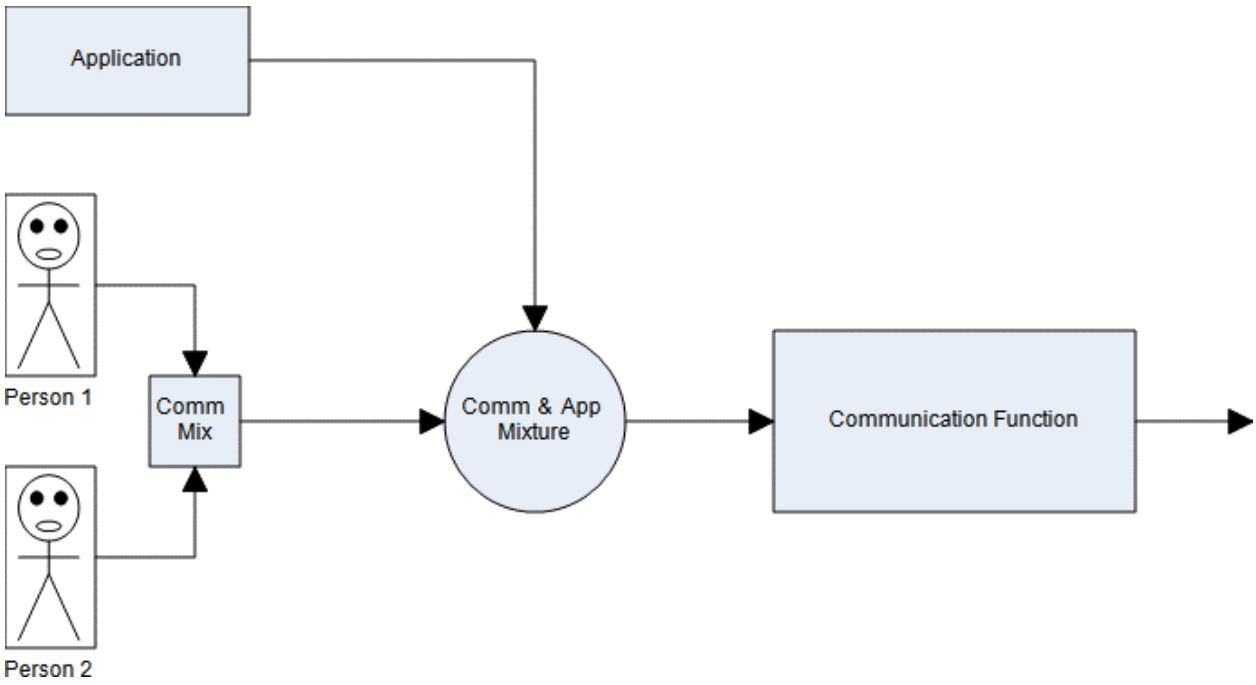
l. By understanding the last 5 parts above, some of us may have this question in mind or want to ask this question: If the model exists naturally, why was our parent reluctant to give it to us? If the model exists naturally, why was our parent reluctant to define it for us? If the model exists naturally, why our parent did not want to give it to us? The way to look at it, a lot of things exist naturally, however a lot of times, they need to be identified for us. A lot of things exist naturally, but sometimes they need to be defined for us. It would have been nice, if we can identify the model by ourselves without being identified for us. However, it is not always that way. Therefore, while our parent was reluctant to provide us with that model, it was important for us to have that model. Just take your time to think about that as a group as well as individually. In this case, each of us can ask this question as a group and answer individually. Why was it important for our parent to define life for us? It was important for our parent to define life for us because we did not understand life or have a good understanding of life. Therefore, it was wise for our parent to define it for us.

m. The communication function was given to us by our parent in the form of:



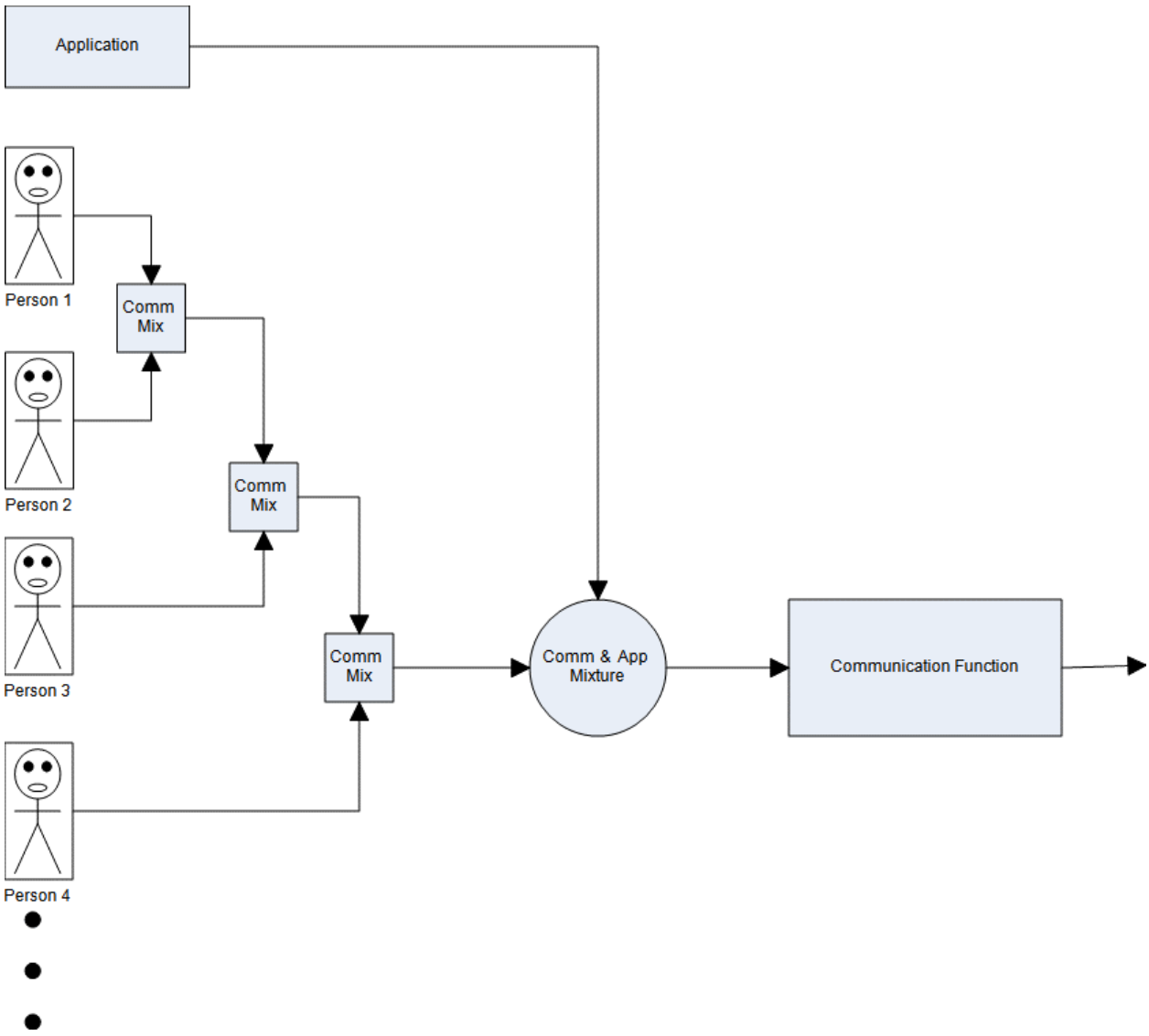
For two people in our application, we have:

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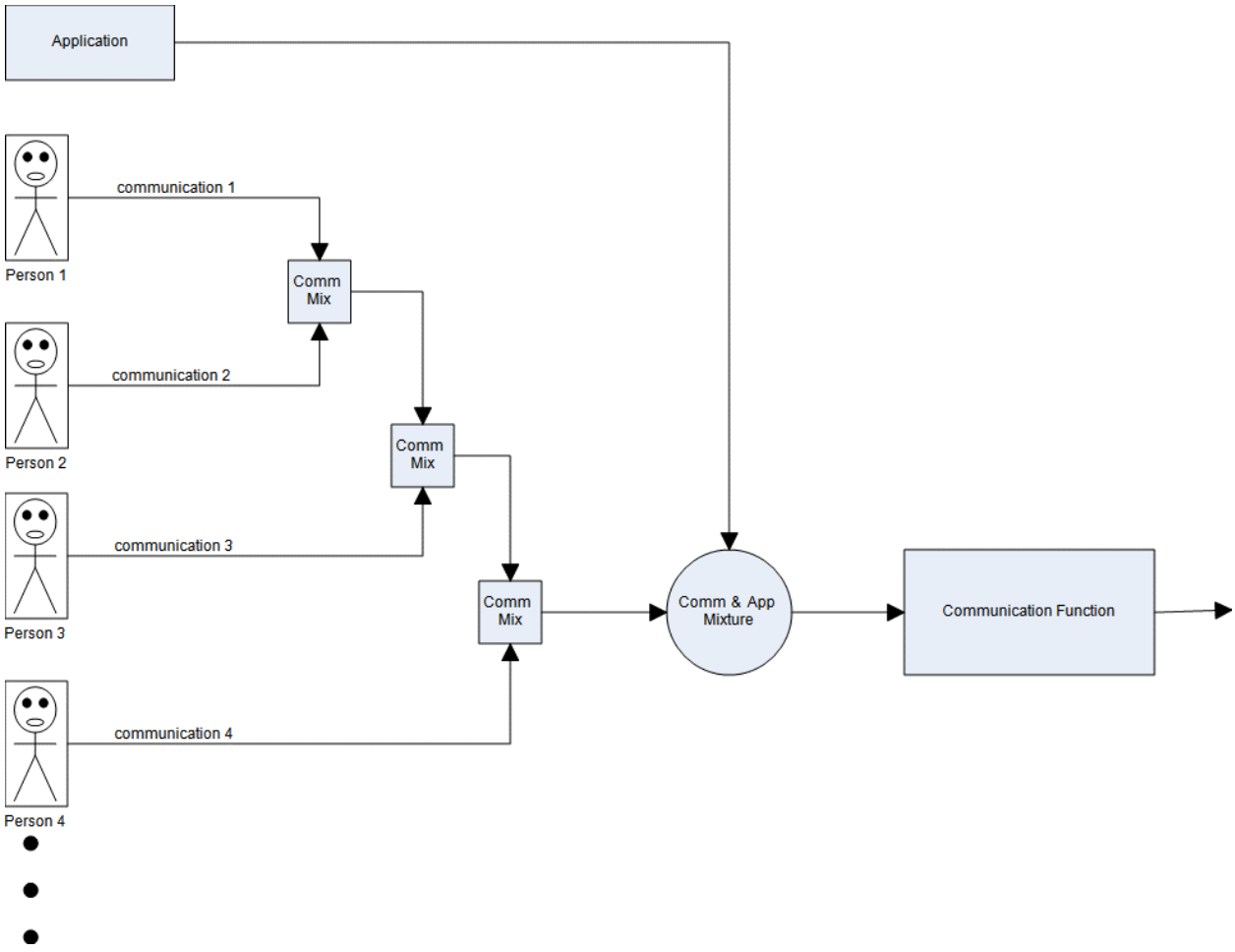
For much more people in our application, we have:

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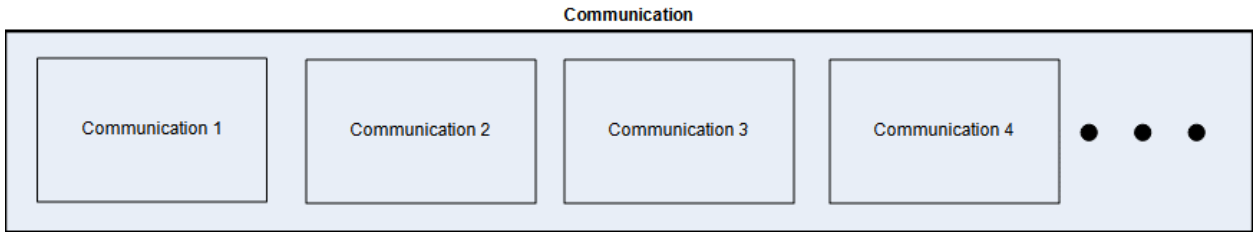


In terms of communication of people in the application, the function of our application is viewed as a function of everybody in the application where individual communication of each person can be identified in the form below.

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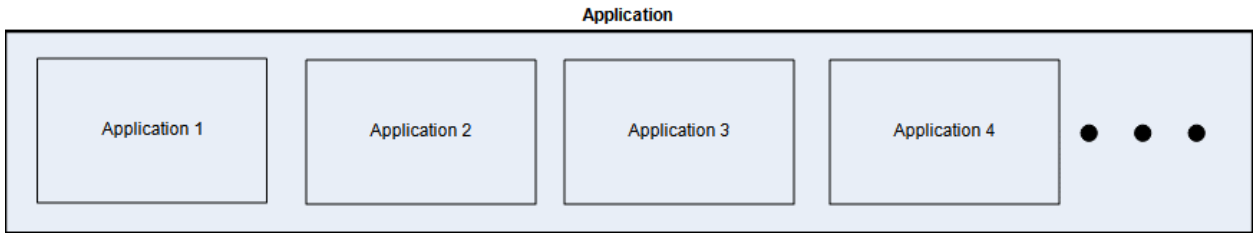


In this case, in order for our application to execute without error, we must have:



This also applies for the idea of the application. In order for the application to execute successfully, we must have the model below, where *Application 1* and so forth are considered sub ideas of the main idea of the application.

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When the physical system becomes unstable, verify that it was/is necessary to control the communication, in order to help manage stability of the physical system. In other words, in relationship with the communication function above, the fact that the physical system becomes unstable, if we can control or manage *communication 1* of *Person 1*, *communication 2* of *Person 2*, *communication 3* of *Person 3* and so forth, we can then help manage the stability of the physical system. Here, show that as a group with error in communication it was/is necessary to manage the communication in order to help manage the stability of the physical system. Verify that as a group and individually. One can help each other understand that.

n. By working out the part above, verify that it is not necessary to control the communication of the physical system without error in communication. In other words, if the physical system maintains its stability, then there is no error in communication. There is no need to manage or control communication. In other words, it would have been unnecessary to manage the communication of the physical system if the system maintains its stability. Verify that as a group and individually where one can help each other understand that.

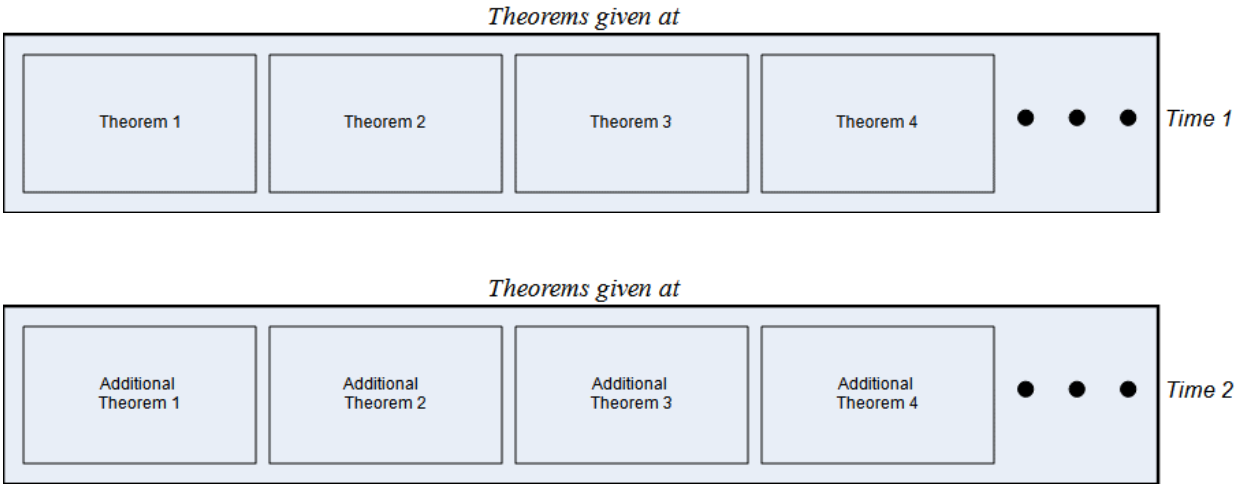
o. After having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. By working out the part f above, we have verified the importance of feedback. Our parent also understands the importance of feedback in what we do, our application, or our project. By understanding the importance of feedback in what we do, our parent provides feedback to us whenever it is necessary in order to help us execute our functions properly. The following is feedback given to us by our parent:

Time	Presentation	Feedback
Time 1	1st	1st
Time 2	2nd	2nd
Time 3	3rd	3rd
Time 4	4th or final	4th

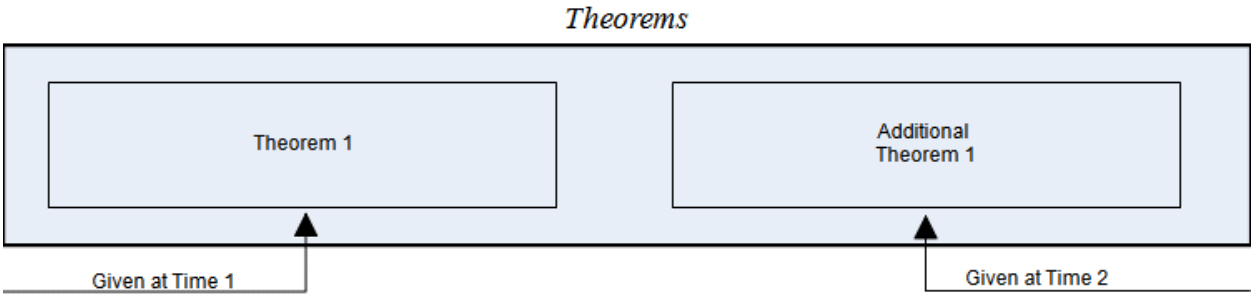
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To better understand the importance of feedback, we can take it like this. Because our parent also understands the importance of feedback, even though at *Time 0* we are still unstable, our parent provides us feedback to help us with our stability. In terms of feedback provided to us by our parent, we have the following: At *Time 1*, our parent provided us with the idea of our application and the given reference which is viewed as a first feedback or the first presentation.

The way to look at it, in addition to principles or theorems given to us by our parent at *Time 0*, our parent still provides us additional principles or theorems in order to help us with our stability. In terms of feedback given to us by our parent, the following are principles given to us by our parent at specific times:

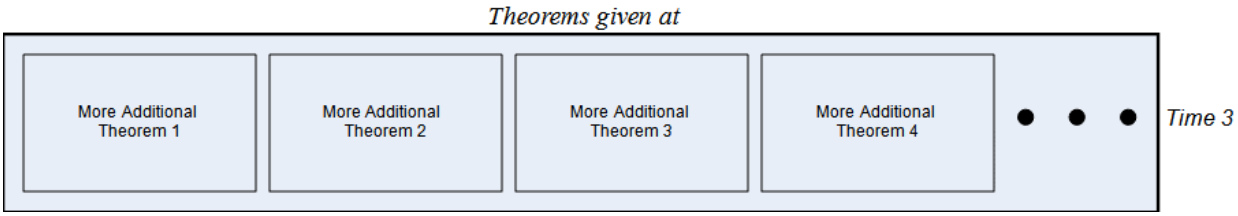


From the model above, at *Time 2,* we receive additional theorems from our parent. Here, we label the additional theorems as *Additional Theorem 1*. Here, *Additional Theorem 1* means another theorem 1 given to us that is not the same as the previous one give to us at *Time 1*. To better understand that, let's take a look of the model below.

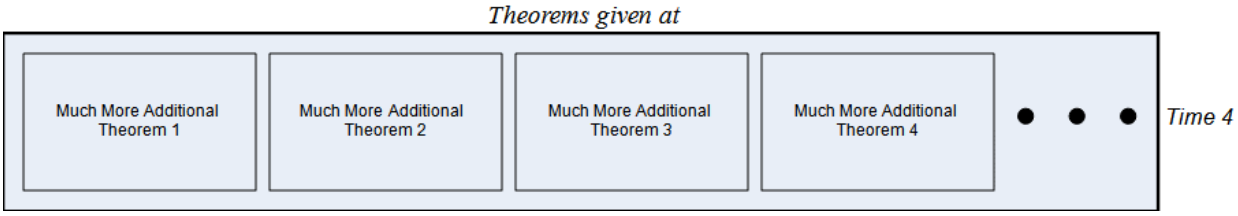


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At *Time 3*, we receive additional theorems from our parent in the form below.



Where at *Time 4,* we receive much more additional theorems from our parent in the form below.



The way to look at it, in order the help is with our stability, our parent continues to provide us feedback to enable us to execute our application properly at different time period. In terms of principles given to us by our parent, we can say that the principles given to us by our parent at a lower time period is higher than the principle given to us by our parent at a higher time period. That makes sense, because the successive principles enable us to execute our application. We did not understand the first principle, then the following principle must be lowered in order to help us with our understanding. Another way to look it, the additional theorem given to us is lower than the previous one in order to help us understand so we can execute our application. For example, at *Time 2*, the *Additional Theorem 1* given to us is lower than *Theorem 1* given to us at *Time 1*, so we can understand the additional theorem in order to help us execute our application..

In order to help us execute our application, the theorems that we did not understand before, must be presented in a form to help us understand them so we can execute our application. By understanding what we have just said, we can see that the first presentation is greater than the second presentation, where the second presentation is greater than the third presentation, and the third presentation is greater than the fourth presentation.

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From the presentations identified above, we can see that each successive presentation is viewed as an extension of the previous presentation. The way to look at it, the presentation at *Time 1* is considered to be the highest presentation. The fact that we did not understand the principle presented to us at that time, then at *Time 2* we receive feedback at a lower level to help us with our stability so we can execute our application without error. Since we are still unstable after the presentation at *Time 2* and we still have no direction and destination and our applications still executes improperly, then we have another presentation at *Time 3* to help us with stability so we can execute our applications properly. Again, since after *Time 3* we still don't have a direction and a destination, our applications still execute improperly. At *Time 4* we received another feedback to provide with direction and destination to help us with stability so we can execute our application. What is important here is that each successive presentation is lower than the previous one in order for us to understand it to execute our application.

Here all you need to do as a group, show that each successive presentation is an extension of the previous presentation. In this case, you are going to show that the presentation at *Time 1* is extension of principles given to us by our parent at *Time 0*, where the *second presentation* is an extension of *first presentation*, the *third presentation* is an extension of the *second presentation*, and the *fourth presentation* is an extension of the *third presentation*. Show that as a group and individually. If a person in the group does not understand that, then one can help each other to understand that. This part can also be viewed in the form below:

$$First\ \ Presentation \xrightarrow{extends} principles\ \ given\ \ from\ Time\ 0$$

$$Second\ \ Presentation \xrightarrow{extends} First\ Presentation$$
$$Third\ \ Presentation \xrightarrow{extends} Second\ \ Presentation$$
$$Fourth\ \ Presentation \xrightarrow{extends} Third\ \ Presentation$$

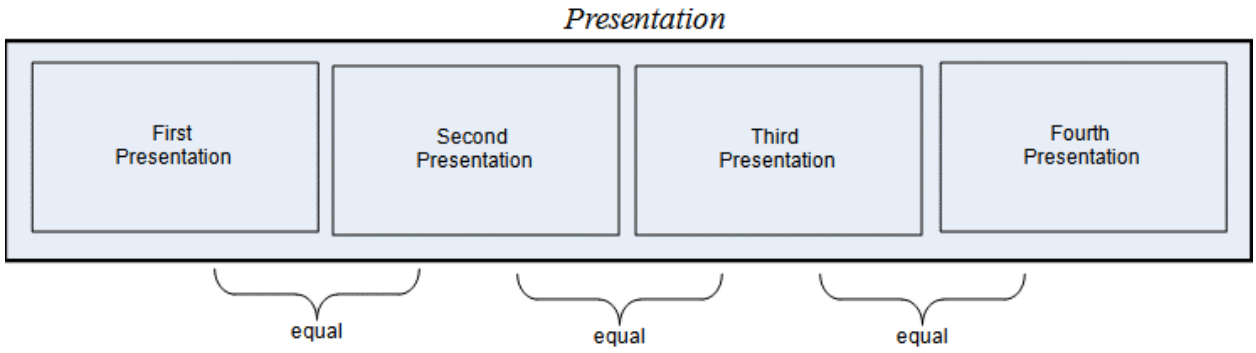
p. You have already shown the importance of feedback in relation with our stability. You have already shown that our stability is maintained with the help of feedback. Here all you need to do, for each presentation given to us by our parent, is to show the importance of feedback related to each presentation. The way to look at it, the importance of feedback enables us to receive the first presentation. The same importance of feedback enables us to get the second presentation, the third, and the fourth. Here you are going to show the importance of feedback related to each presentation. You are going to show that as a group,

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where you are going to pick an application or project. In that application, each person in the group is going to have a function. The fact that if some in the group do not understand that function will not execute properly, you are going to use that approach to show that feedback is important because it enables those people who do not understand to help them understand related to time so the application can execute successfully. You must monitor the execution of the function related to time and how feedback enables the function to execute successfully.

q. Feedback is very important to us and our parent understand that. For that reason, we have multiple presentations. The fact that feedback is very important to us, it is not possible for us to disregard a previous presentation, because the current presentation is an extension of the previous presentation. In other words, the importance of feedback enables the successive presentation to be a continuation of the previous presentation. In this case, we still provide importance to the previous presentation and understand that. Here, rather than using the word disregard we can use the word disrespect. The way to look at it, since we did not understand the previous presentation and we get the successive presentation to help us with our stability by executing our application properly, we still have respect for the previous presentations. Here, show your understanding of that as a group and individually. You must answer this question as a group and invidiously. Why is it important to provide importance or respect to the previous presentations? What happens when we disregard our disrespect a previous presentation?

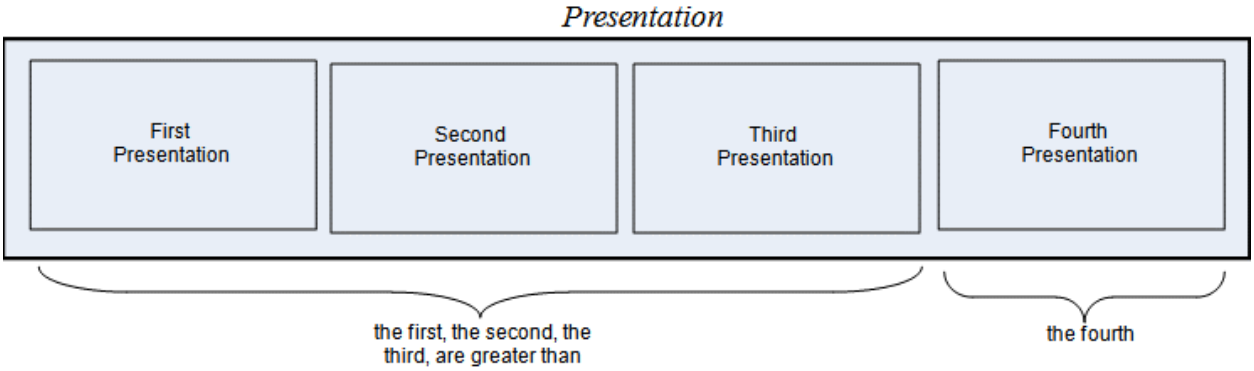
r. Depending on how you worked out part o above, verify that all of the presentation given to us are the same or equal. This is the same as saying that verify that the *first presentation* is equal to the *second one*, the *second presentation* is equal to the *third one*, and the *third presentation* is equal to the *fourth one*. In this case, all of them combined are equal in the form below.



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Show your understanding of that as a group and individually. This is the same as saying that all feedback given to us by our parent is the same or all presentation given to us are the same. In the second one, you can think it as all presentations given to us combined are considered to be a single presentation. You can verify that as a group by showing your understanding of the model above.

s. By understanding the last three parts above, show that the first three presentations combined are greater than the fourth one. The model below provides more explanation.



You can think it as the fourth presentation is lower than all the last three previous presentations combined. The last three previous presentations combined are higher than the fourth presentation. Show your understanding of that as a group and individually. One can help each other understand that in the group.

t. After having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference as shown by the table below.

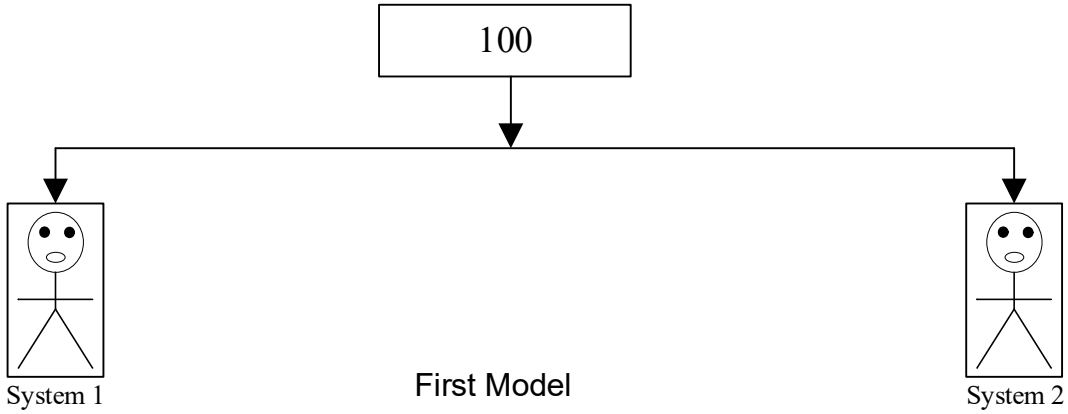
Order	Theory Name	Abbreviation
1	The Communication Theory	K_T
2	The Information Theory	i_T
3	The Instrumentation Theory	I_T
4	The Power Theorem	P_T
5	The Theory of Education	E_T
6	The Theory of Marketing	M_T

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7	The Exchange System Theory	Es_T
8	The Gaming Theory	G_T
9	The Work Theory	W_T
10	The Theory of Reproduction	X_T

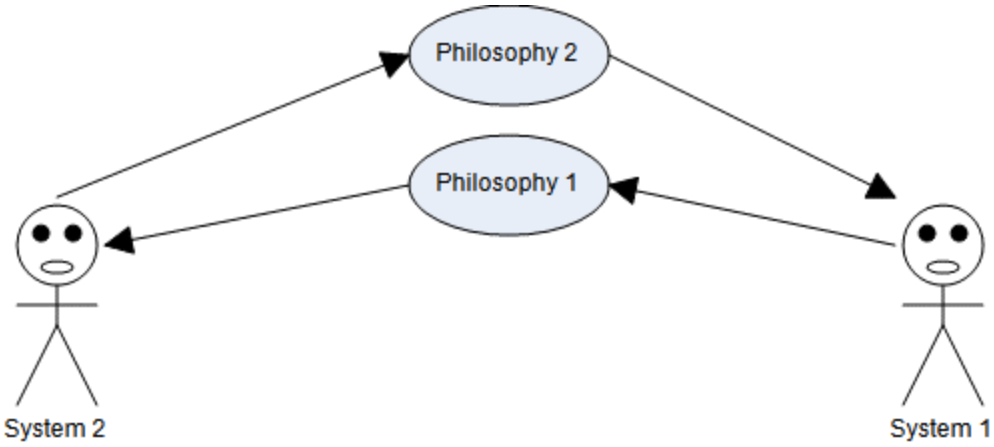
By taking theory of communication into consideration, rework part m of this exercise. In this case you are going to show that managing theory of communication also manages the stability of the physical system. Related to part m of this exercise, as the physical system becomes unstable, it is necessary to manage theory of communication to help manage the stability of the system. Verify your understanding of that as a group as well individually. One should help each other understand that.

u. At *Time 0*, our parent gives us the first model which is represented below:

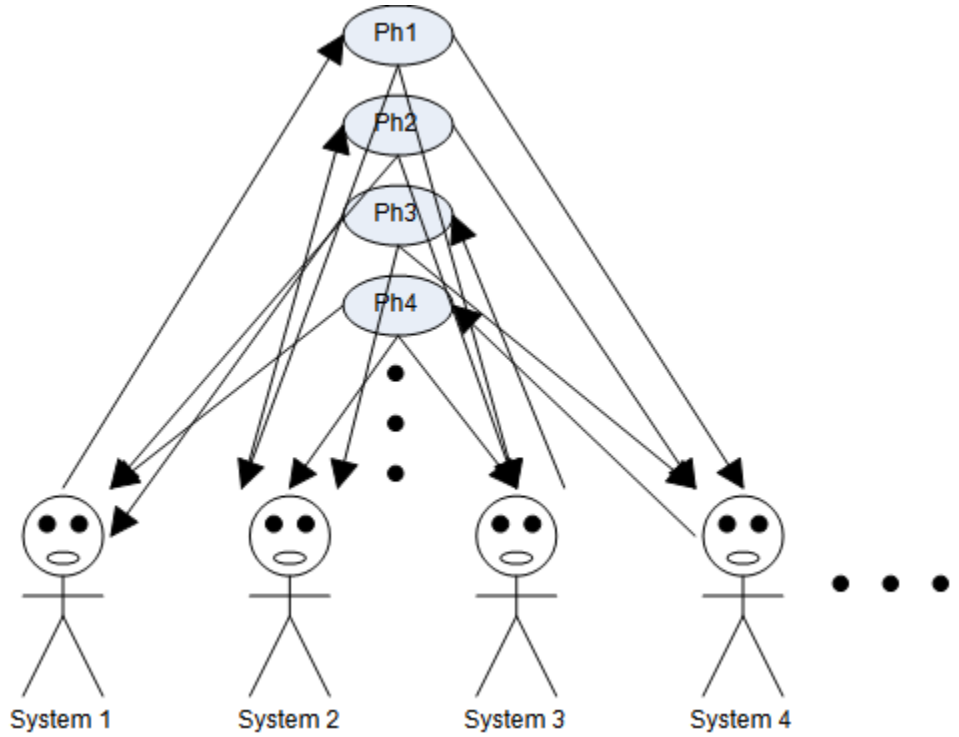


We can also say that at *Time 0*, our parent provides us the physical system stability model which is identified above. Sometime later—another time after *Time 0*—we disregard the model given to us by our parent where we have the model below.

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As shown from the model above, sometime after *Time 0,* the stability model given to us is replaced by the model above. In other words, sometime later both *System 1* and *System 2* generated negative philosophies and passed to each other. By understanding the explanation and the model above, we can see that as number of people or population increases, the physical system becomes very unstable. By taking distance into consideration at a later time, it is possible to manage the stability of the physical system. For example, let's assume that at a much later time, we have a fixed population or number of people, then the model above becomes:



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From the model above, we can see that for a fixed number of people, they generate philosophies and pass to each other. For example as shown above, the philosophy generated by *System 1* passes to *System 2*, *System 3*, and *System 4*. Here, because of the space, we only show 4 systems. We use the continuity for more systems that are not listed due to space.

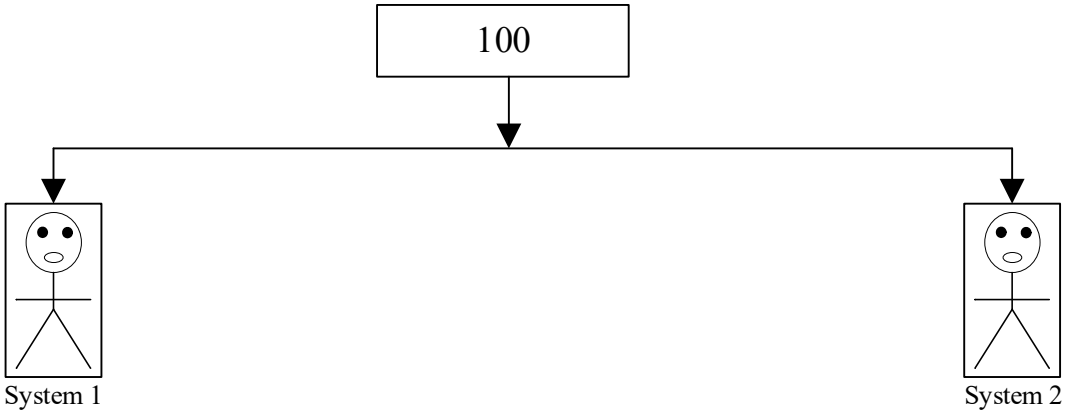
By understanding the explanation above, show that by taking distance into consideration, it was necessary to help manage the stability of the physical system. The way to look at it, at *Time 0* the physical system stability model was given to us by our parent. Sometime after *Time 0*, the principle that was given to us to help maintain our stability was replaced by our philosophies. By replacing the principle with our philosophies, we were no longer stable. As population increases, we become much more unstable. In this case, it was necessary to use distance to help manage the stability of the physical system. Here, you are going to show that as a group and individually. In other words, show that the usage of distance was necessary to help manage the stability of the physical system. Show your understanding of that as a group and individually. One should help each other understand that as a group.

v. By working out the part above, you have shown the importance of distance in terms of managing the stability of the physical system. Now if you haven't done so, since as times goes population increases, with the absence of the principle given to us by our parent, we rely on philosophies. Here you are going to show a model philosophy inheritance chart. Show the increase of population related to time as well as inherited philosophies from time to time and from generation to generation. Do that as a group and help everybody in the group understand that.

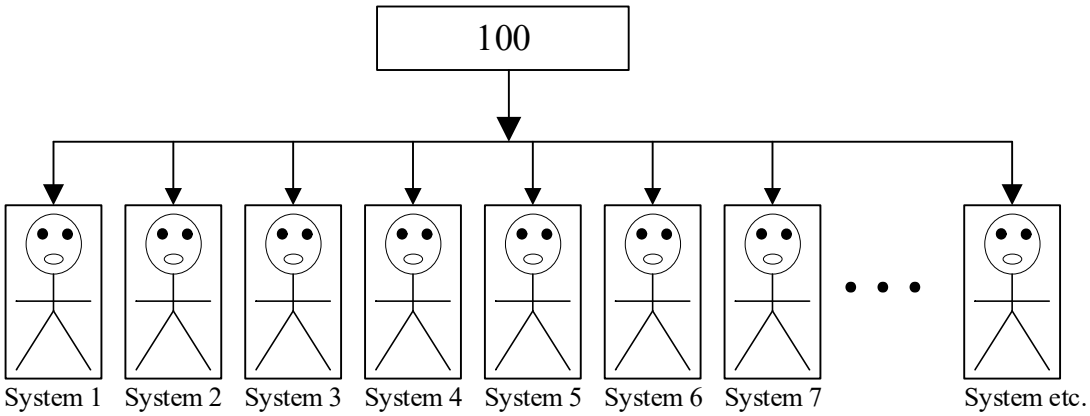
w. If you did not include that in one of your work outs, you can do that here. In relationship with philosophy inheritance, show that it was necessary to use distance to help manage the stability of the physical system. The way to look at it, by taking distance into consideration, that helps reduce philosophy distribution. Show that as a group using your philosophy inheritance chart. Show your understanding of that as a group and each person in the group individually.

x. By working out the last three parts above, you have shown that it was necessary to use distance to help manage the stability of the physical system. By taking distance into consideration, that helps reduce philosophy distribution which help manage the stability of the physical system. Here, take the physical system stability model given to us by our

parent.



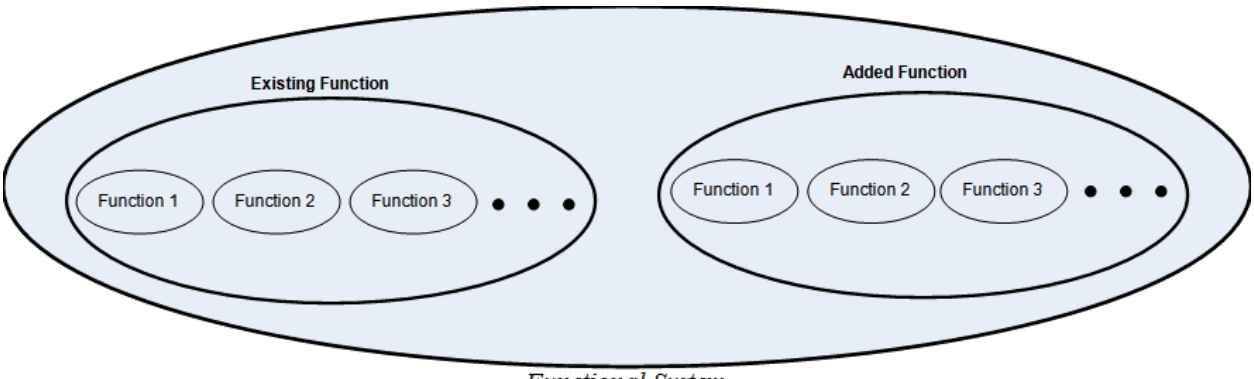
As population increases from the model above to the one below, the physical system stability model given to us becomes:



Using the model above, show that with the absence of philosophy or philosophy inheritance, it would not have been necessary to use distance to help manage the stability of the physical system. The way to look at it, distance was necessary to help manage our stability because of philosophies. Distance was necessary to help manage our stability, because we disregarded the principle given to us and relied on our philosophies. By not disregarding the principle, distance would not have been a factor to help manage our stability. Here verify your understanding of that as a group and individually. Each person in the group should help each other understand that.

y. The definition of life was given to us by our parent by the model below:

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Functional System

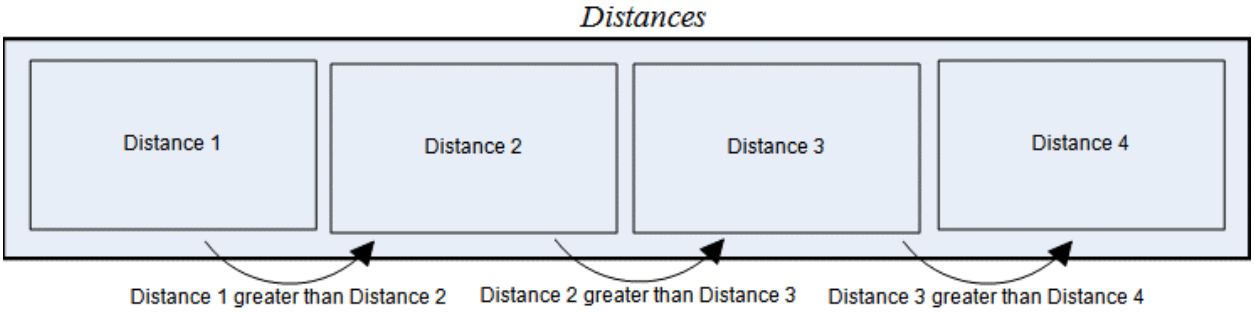
By using the model above, show that distance was also necessary to help manage the stability of the functional system. Verify your understanding of that as a group and individually. In this case, one can help each other in the group understand that.

z. By working out the last five parts above, you have shown that distance was important because it had helped us manage the stability of both the physical system and the functional system. In this case, a greater distance enables the system to be more stable where a shorter distance enables the system to be less stable. Since a closer distance enables the system to be less stable, it makes sense for us to apply the principle to enables our application to execute properly. In relation to that, our parent has been provided us with feedback as we get closer to each other to help us execute our application properly in order to manage our stability. In terms of feedback given to us by our parent in relationship with distance, we have:

Time	Presentation	Distance
Time 1	1st Presentation	*Distance 1*
Time 2	2nd Presentation	*Distance 2*
Time 3	3rd Presentation	*Distance 3*
Time 4	4th Presentation	*Distance 4*

From the table above it shows that *Time 1*, we have the first presentation where at *Time 2*, we have the second presentation. In this case, we have *Distance 1* is greater than *Distance 2* or simply distance during the first presentation is greater than the one during the second presentation . While we are still not executing our application properly after the second presentation, at *Time 3* we have the third presentation where *Distance 2* is greater than *Distance 3*. After the third presentation, we are still unstable and execute our application improperly, at *Time 4* we have the fourth presentation where *Distance 3* is greater than

Distance 4. By understanding the overall explanation, we can see that as distance decreases we receive feedback from our parent in the form of presentation to enable us to apply the principle so we can be stable. By understanding the explanation, we can see that:



Here, you are going to show that as a group and individually. In other words, for each presentation show our distance at that presentation is shorter than our distance at previous presentation. Show your understanding of that as a group and individually. People in the group who understand that should help others who do not understand that.

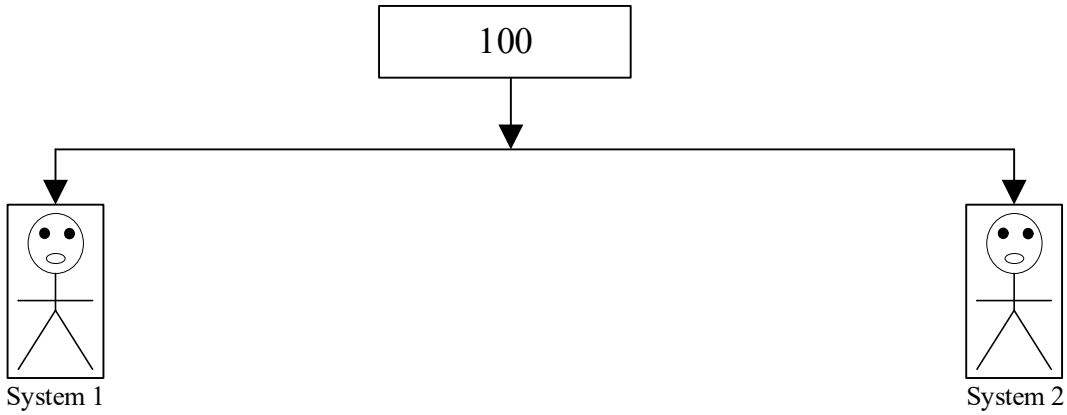
aa. Depending on how you worked out the part above, verify that the combined distances: *Distance 1, Distance 2*, and *Distance 3* are greater than *Distance 4*:

In this case, as a group show that the distances of the first three presentations combined are much bigger than the distance of the final presentation. Show that as a group and individually.

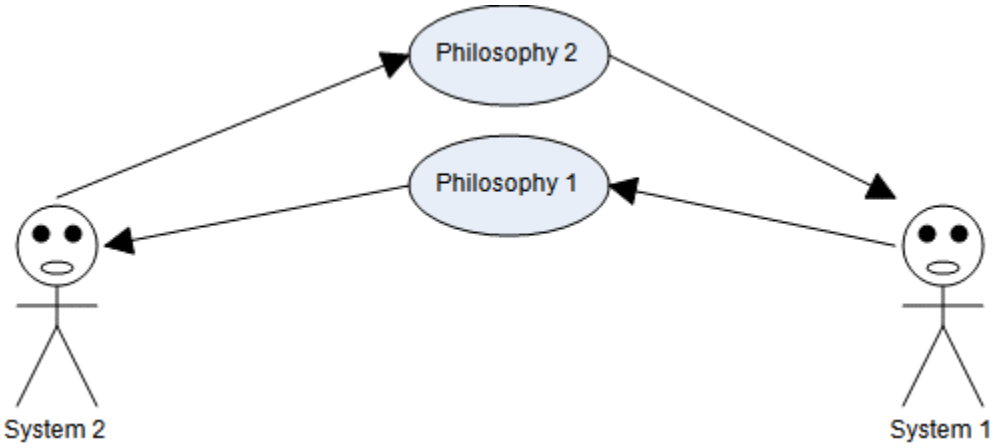
bb. If you have not done so you can do this part as a group. In the philosophy inheritance chart model you have, show distances in terms of presentations. In this case, in your model you can show each distance identified above and how the distance is reduced related to time and how the philosophies are distributed as a result.

cc. By understanding the overall exercise up to here, we have verified that it was necessary to manage the stability of the physical system because the functional principle that enables our stability has been disregarded. In other words, it was necessary to manage our stability because we become so unstable once we disregard our parent principles. In terms of stability, at *Time 0* the physical system stability model was given to us by our parent in the form below:

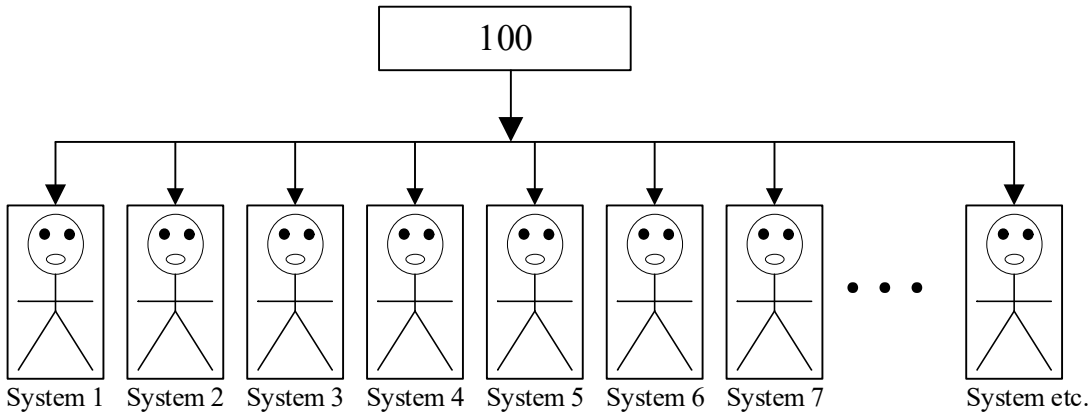
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Sometime after *Time 0*, we disregarded the stability model given to us by our parent and we have:



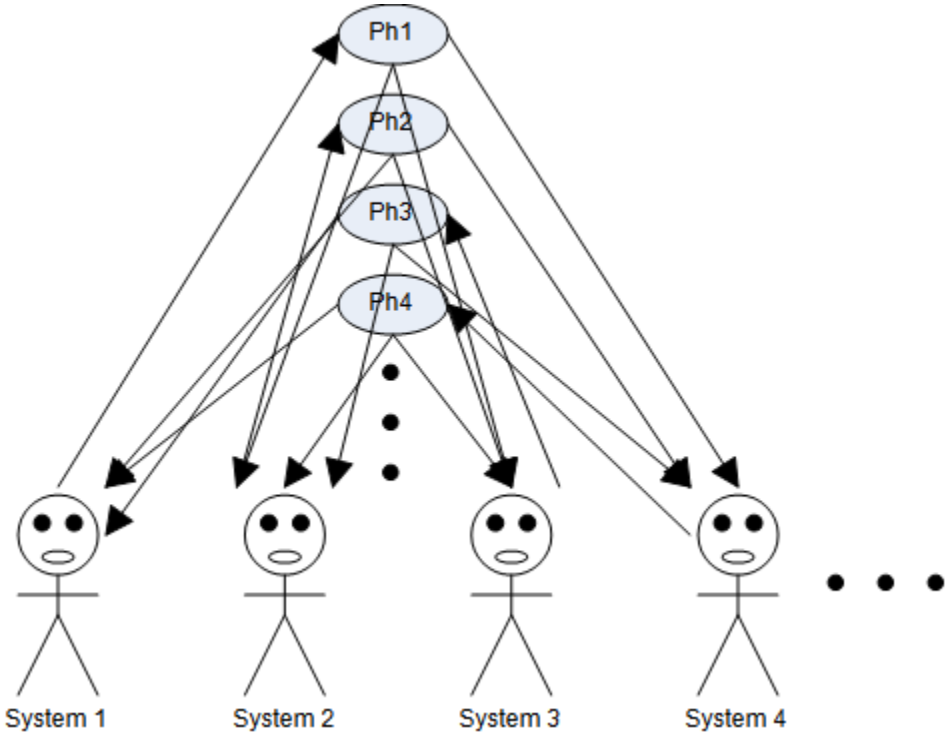
The first model above in relationship with the second model given to us by our parent tells us that as time increases, population increases, and the stability of the physical system remains the same as shown by the model below.



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Here all you need to do is show that it is not necessary or important to have generation time, if the stability of the system remains constant related to time. In other words, as time increases and number of people increases, if the stability of the system remains constant, then there is no need to have generation. It is the same as saying that, as time goes, population goes up, and stability remains constant or 100% stable. There is no need to have generation time. Verify that as a group and individually. One should help each other understand that in the group.

dd. By disregarding our parent principle, the stability model given to us by our parent has changed to the form below:

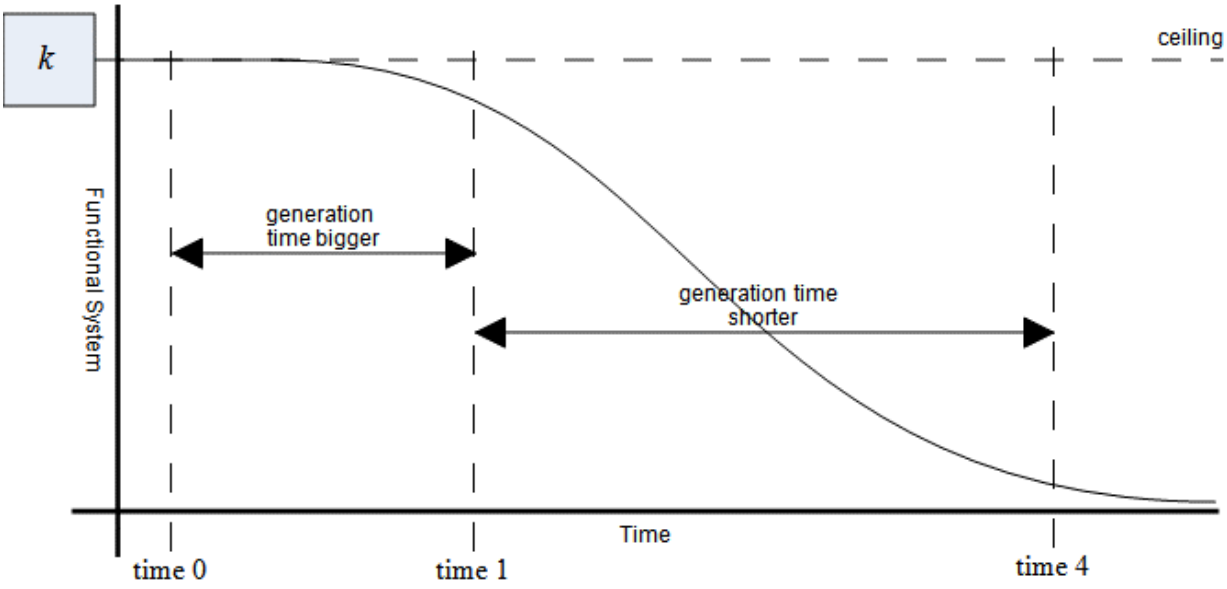


In this case, as time increases and number of people increases, the physical system becomes very unstable. In other words, as time increases, population goes up and the physical system becomes more unstable. In this case, it is necessary to have generation time. Here, you are going to use the model above to show that it is necessary to have generation time in order to help manage the stability of the physical system. Show that as a group and individually and one should help each other in the group understand that.

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ee. By understanding the last two parts above, we have shown that it was important and necessary to have generation time because the physical system becomes so unstable. As times goes, the population increases and the system becomes more unstable. Now, let's assume that a generation time of 100 as usual or a fixed generation time. It is always better to call that generation Q-time.

Given that at *Time 0* we have a lesser population than much time later, it was necessary to have a bigger generation time at *Time 0* as shown by the chart below.



From the chart above, the generation time at *Time 0* is much bigger than the generation time at *Time 1* or simply the generation time at *Time 1* is shorter than the generation time at *Time 0*. Here all you need to do as a group is verify the model above. In other words, show that the generation time at *Time 0* is much bigger than a regular generation time. Verify your understanding of that as a group and individually.

ff. At *Time 1*, we have an increase of population which is bigger than we have at *Time 0*, and at the same time our distance becomes shorter. In this case, to help manage the stability of the system, it is possible to have a shorter generation time. In this case, at *Time 1* as shown by the chart above we have a generation time of 100 years.

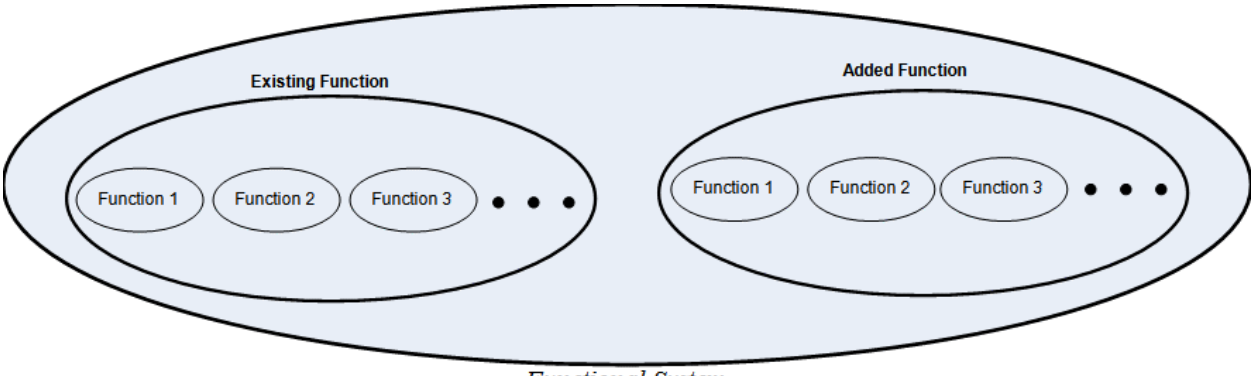
Here all you need to do is show that it was necessary at *Time 1* to have a reduction of 100 years in order to help manage the stability of the physical system. This is the same as saying, show the generation time at *Time 0* is much bigger than the generation time at *Time*

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1.

Verify your understanding of that as a group and individually. One can help each other understanding the inequality above. After working out this part and part above and having a good understanding of generation time, you are ready to answer the following questions as a group and individually: If our generation time was bigger than what it is now, what would we do? If our generation time was the same as it was at *Time 0*, what good would we do? If my generation time was bigger, what would I do? If my generation time was the same as it was at *Time 0*, what good would I do? If *Q-time* at *Time 1* was the same as *Q-time* at *Time 0* what would we do? By answering these questions, you have shown that it was necessary to have a reduction of generation time because that helps manage the stability of the physical system.

gg. By understanding the last four parts above, you have verified that as the physical system becomes unstable, it was necessary to have generation time in order to help manage the stability of the system. You have also verified that, not only it was necessary to have generation time as the system becomes unstable, it was also necessary to have a reduction of generation time as the system becomes so unstable. Here, all you need do to is using the definition of life model below, show that a reduction of generation time had also helped manage the stability of the functional system.

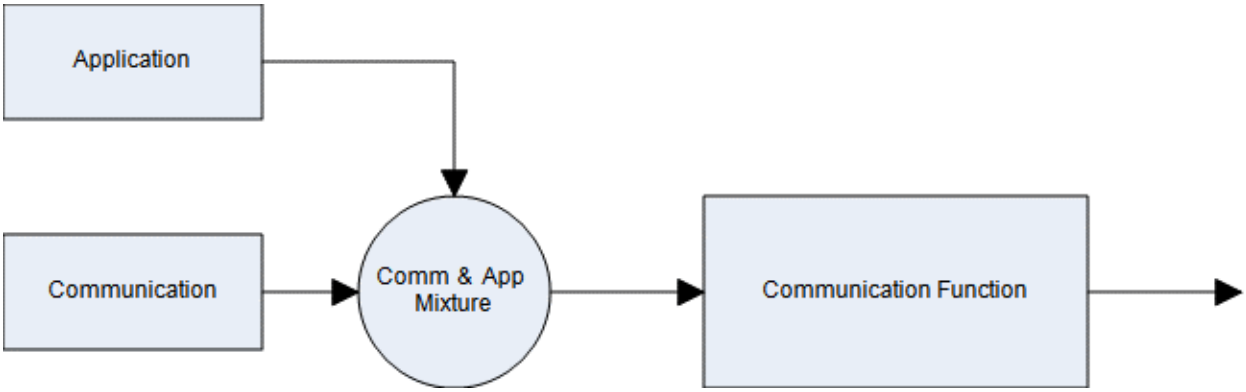


Functional System

Using the model above, use both *Q-time* at *Time 0* and *Q-time* at *Time 1* to show that a reduction of generation time was also necessary to help manage the stability of the functional system. You should verify that as a group and individually. People in the group who understand should help other in the group who do not understand that.

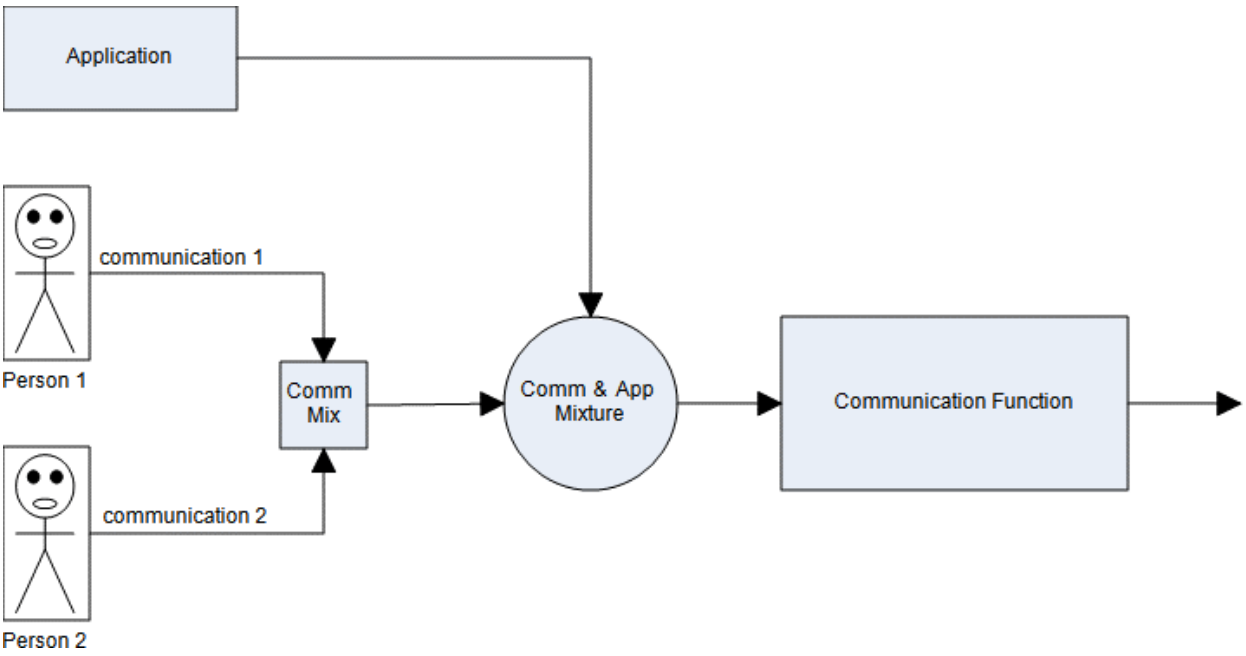
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hh. The function of our application was given to us by our parent at *Time 0* as:



Where the communication function is viewed as the function of our application.

For two people in our application, the model above is represented by the one below. have:

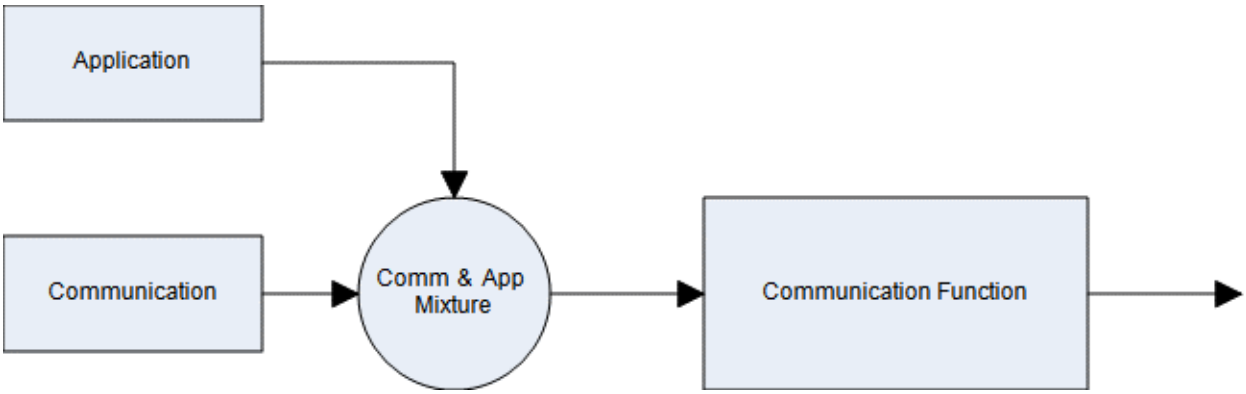


Where *communication 1* is the communication of *Person 1* and *communication 2* is the communication of *Person 2*. Since as number of people increases, the physical system becomes very unstable, show that distance was necessary in order to manage communication in order to help manage the stability of the physical system. Verify that as a group and individually. One should help each other understand that.

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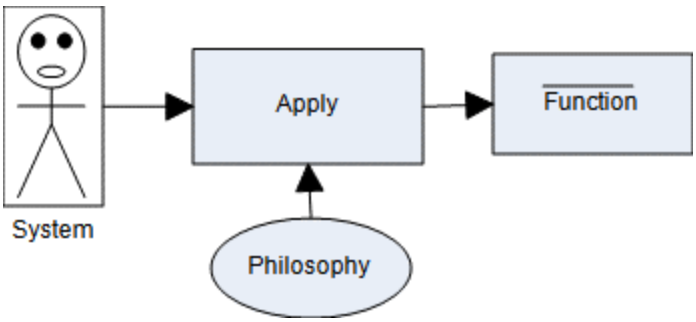
ii. Rework the part above by taking theory of communication into consideration. In this case, you are going to take theory of communication into consideration to show that distance was necessary in order to manage the stability of the physical system. Verify that as a group and individually. Those who understands should help others who do not understand that in the group. The way to look at it, with error in communication, theory of communication changed to negative philosophy. In this case, we can see that the management of theory of communication by distance was necessary in order to help manage the stability of the physical system.

jj. Using the communication function below given to us by our parent at *Time 0*.



Show that without error in communication, distance would have been unnecessary to manage communication in order to help manage the stability of the physical system. Verify that as a group and individually. One should help each other understand that in the group.

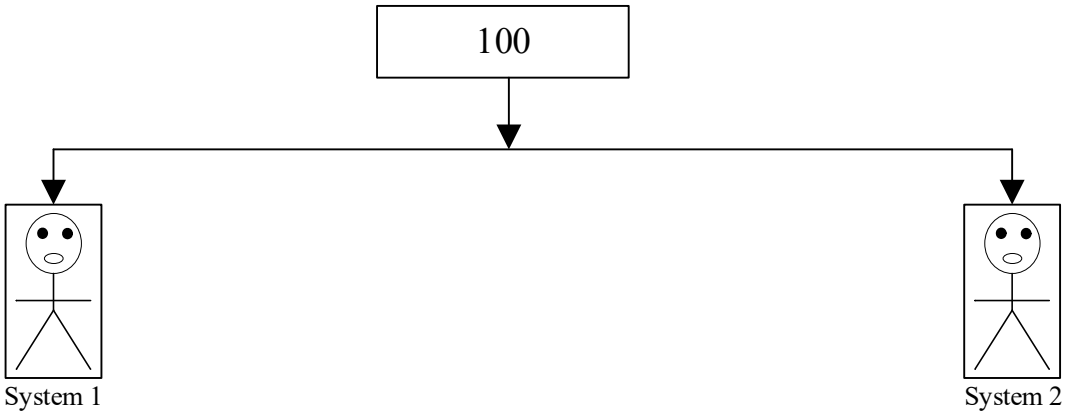
kk. By taking theory of communication into consideration, without error in communication, show that distance would have been unnecessary in order to manage theory of communication to help manage the stability of the physical system. Use the following model:



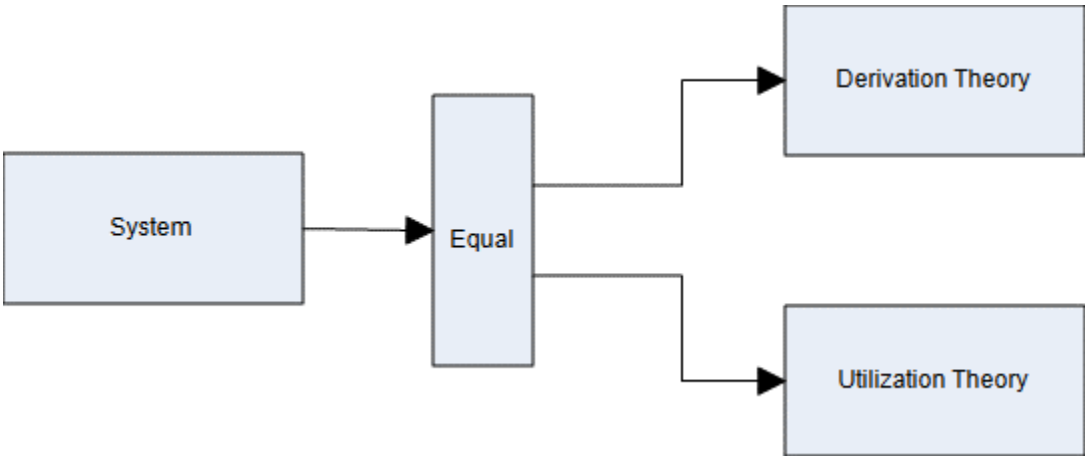
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Verify that as a group and individually and one should help each other in the group understand that.

ll. At *Time 0*, our parent gives us the following model which we call the first model.

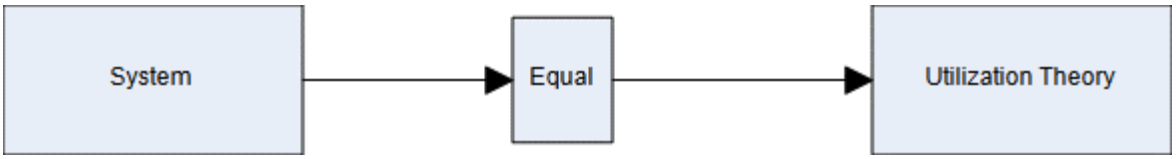


The model above tells us that both systems are 100% stable at that time. At *Time 0*, our parent also provides us with the general definition of system in the form of:



Where our parent tells us that a system is derived with some set of principles and functioned with another set of principles. For our system, with the absence of derivation theory, we cross it out from the model above since it was not given to us by our parent. By doing so, we have the model below.

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Here all you need to do is show the relationship between the model above and the physical system stability model given to us by our parent above. In other words, you are going to show the relationship between the first model given to us by our parent and the physical system definition given to us by our parent at *Time 0*. You can work this out as a group, and one should help each other in the group understand that relationship.

mm. After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. In this case we can see that first, we have a problem. Second, we turn to our parent where we ask for help to solve the underlying problem. What is important here? Before we turned to our parent for help, we identified the problem that we needed to solve. It would have been unproductive to turn to our parent for help, if we did not have a problem to solve. We first identify the problem that we have, then ask for help to solve it. What is important here is that we do have a problem statement that enables us to identify the underlying problem before we turned to our parent and asked for help.

Here all you need to do as a group and individual, is show that we have identified the problem that we need to solve before we actually turn to our parent. We can also say that, verify that we have identified the problem that we need to solve before we ask our parent for help to solve that problem. Verify that as a group together and individually. Each person in the group should help each other understand that. In your workout, ask the following questions: How can I ask for help for a problem that we don't have? How can we ask for help for problems that we don't identify? How can we ask for help for problems that we don't have? How can our parent help us to solve a problem that we don't identify? How can our parent help us for a problem we have not identified?

nn. By understanding the part above, we have shown that in order for our parent to help us solve the underlying problem, we must first identify it. In this case, before we turn to our parent, we first identify the problem and then we ask our parent for help to solve it. If we look at the overall process, we can see that there is a problem statement attached to it. From that, we can see before we turn to our parent for help, we do have a problem statement that enables us to identify the underlying problem. By having a problem statement, it helps us identify the underlying problem before we turn to our parent for help. By having a problem

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statement, it helps us identify that problem before we turn to our parent and ask for help to solve it.

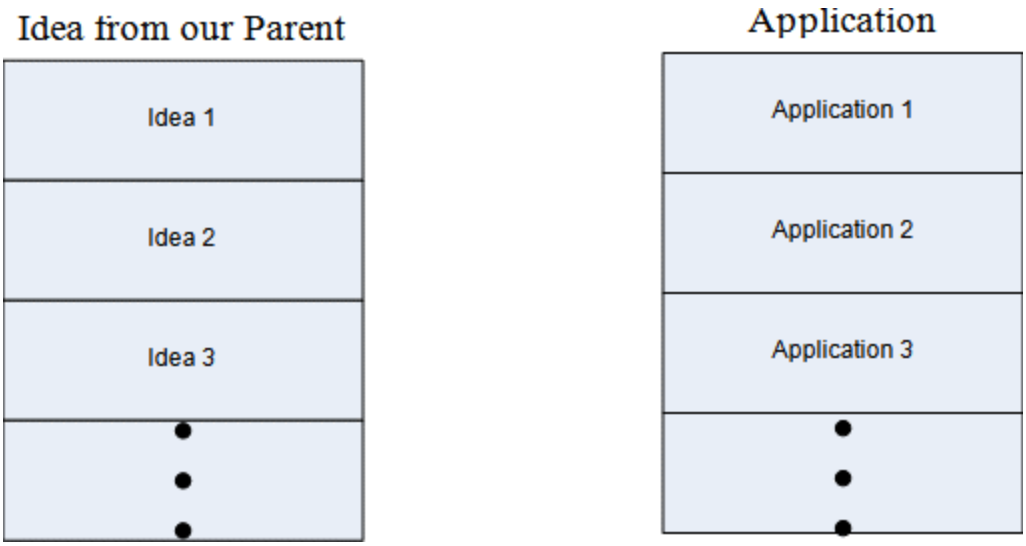
Here all you need to do as a group, is show your importance of a problem statement in your application. In other words, verify the importance of a problem statement as a group and individually. In this case, you are going to show that in your application it is important to have a problem statement so the underlying problem can be identified before it can be solved by the function of that application. Work that as a group and individually where each person in the group should help each other understand the importance of problem statement. Conclude that having a problem statement enables us to identify the actual problem. Having a problem statement enables us to identify the underlying problem.

oo. By working out the part above, here all you need to do is ask and answer the following questions: Without a problem statement, how does our parent know what problem to help us with? Without a problem statement, how does our parent know what problem to help us solved? You can also think it like this: you ask someone for help to solve a problem, but you cannot identify that problem. You ask someone for help to solve a problem, but you don't have that problem. In this case, the help you need to solve that problem becomes needless. This is the reason it is good to have a problem statement, so the underlying problem can be identified.

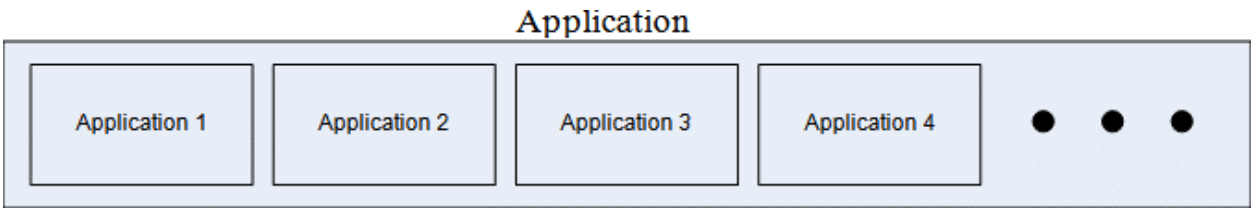
Another way to look at it, we turn to our parent for help, at least our parent expects us to identify the underlying problem. In this case, our parent can ask, how can I help you? What can I help you with? Our parent expects us to have a problem, so our parent can help us with. We can also think it this way: I do my part and you do your parent's. We must do our part, then our parent can do our parent's part. I work my part, you work your part. I can help you out, but you must first identify the problem.

pp. After having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. By understanding that, we can see when we turn to our parent for help with our problem, our parent provides us with two entities: the idea of the application and the given reference. The fact that our parent does not want to limit us, our parent provides us with entities that are not limited. We already know that, the given reference provided to us by our parent is not limited. It includes all the principles that we need to execute our application. The same as, the idea of the application provided to us by our parent is not limited as well; it contains all the ideas that we need to execute our application. To better understand the idea of the

application is unlimited, we can represent it in the following form:

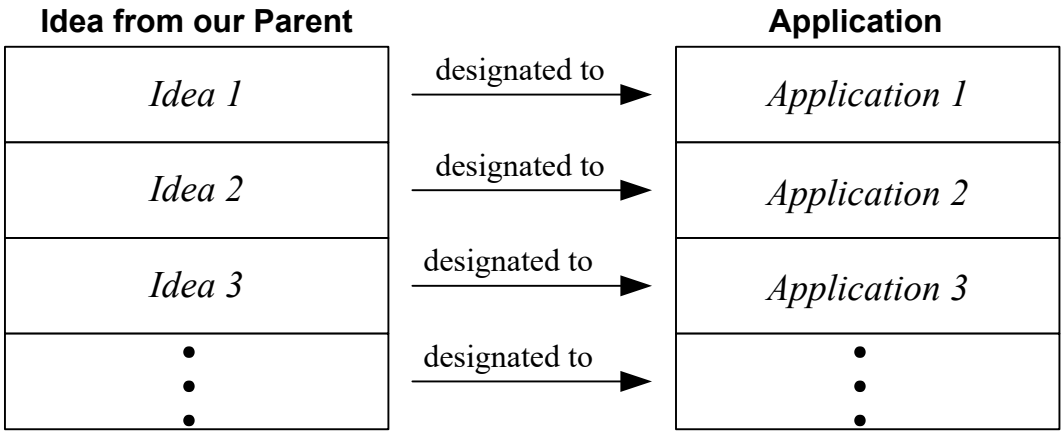


The model above shows that the idea given to us by our parent includes unlimited ideas for our application. The model above can be represented in the form below:



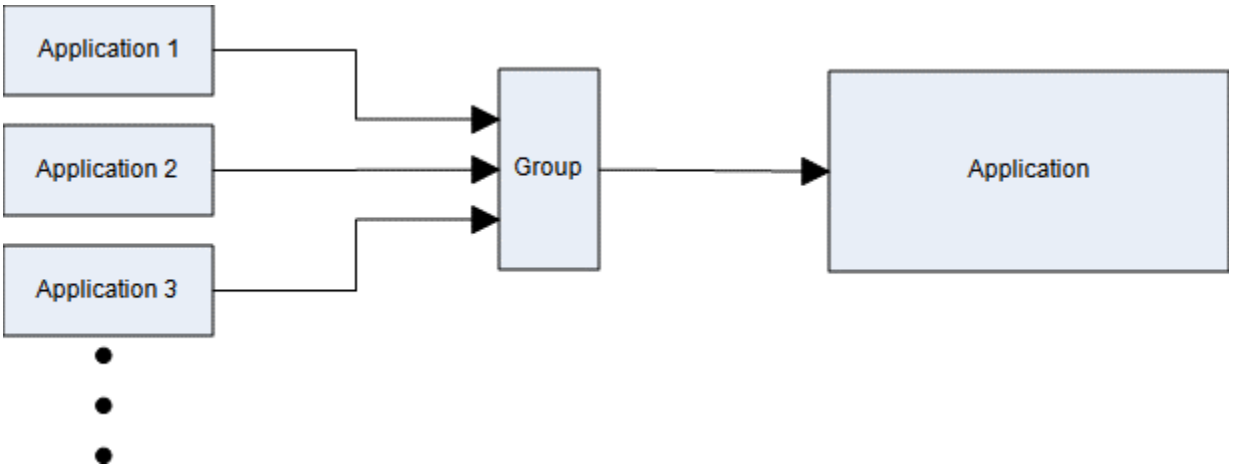
What is important from the model above is that each idea of the application given to us by our parent is related to a specific application. We can say that, given that the idea given to us is not limited, for each application we have, we can get ideas to execute from the ideas given to us by our parent. In this case, we can see that each idea from the ideas given to us by our parent is designated to a specific application. It is always good to show that by the model below:

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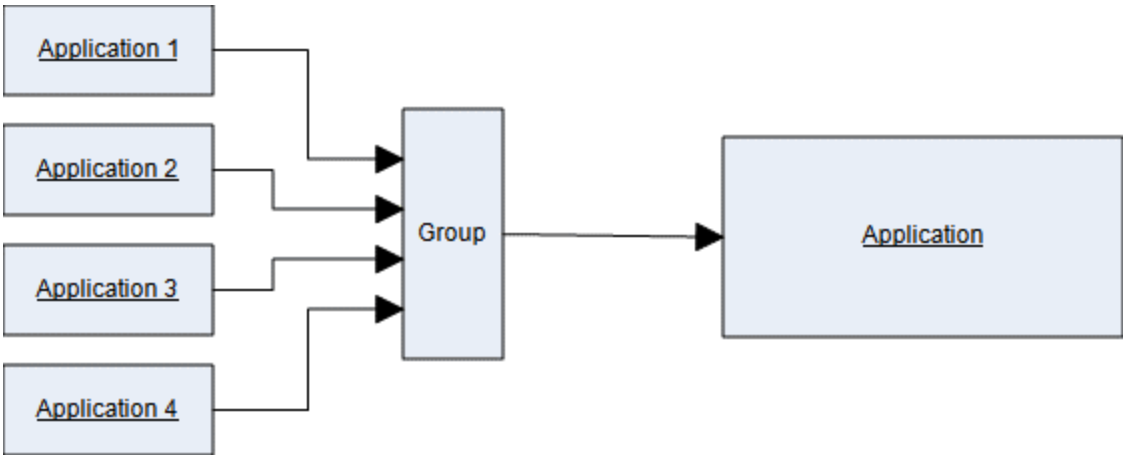
Here, all you need to do is verify that the idea given to us by our parent is unlimited. In this case, you are going to verify the model above. Do that as a group and individually. One should help each other in the group understand that.

After completing your workout above, in other words after showing that the idea given to us by our parent is an unlimited set of ideas, show that each idea from that set of ideas is designated to a specific application. Basically, all you have to do here as a group is to verify the model above. Show that as a group and individually. One should help each other in the group understand that. If you want to, you can approach it in this form: From above, we have the idea given to us by our parent as:

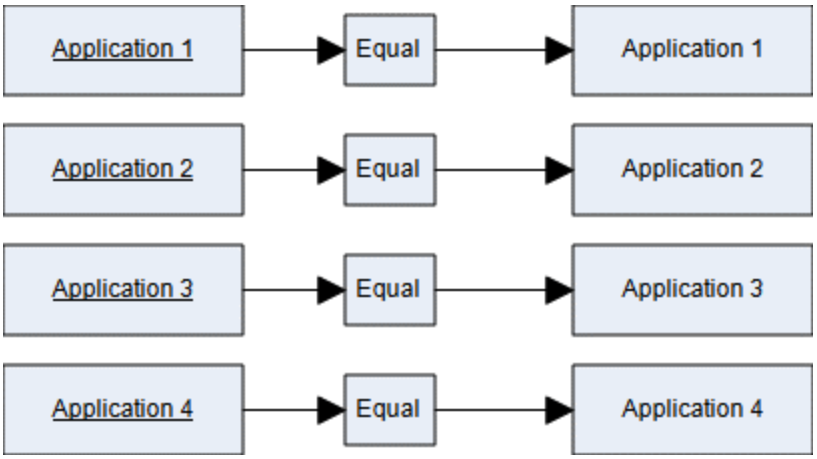


Now, in our application if we have :

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From the model above, all what we do is underlined the idea of our application to identify them separately from the idea given to us by our parent. In this case, we need to equalize the idea of our application to the idea given to us by our parent. By doing so, we have the following:

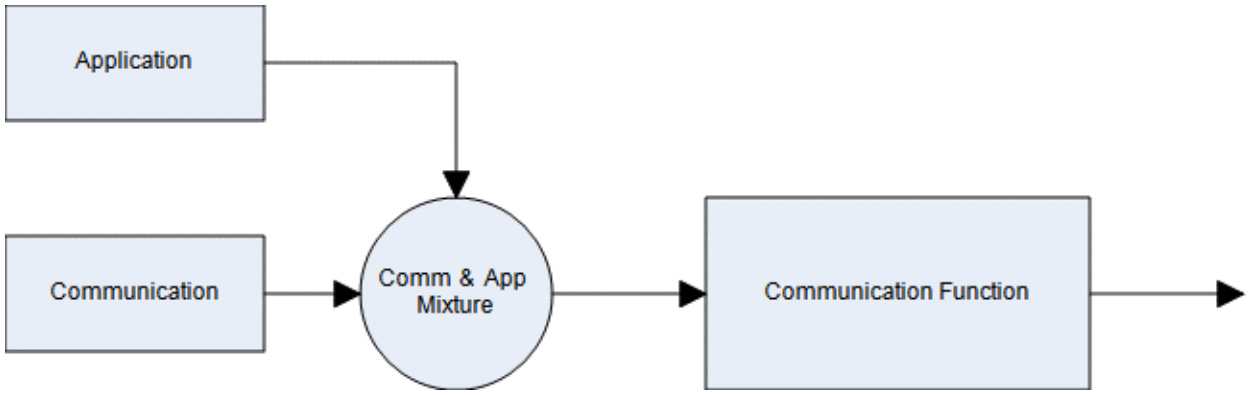


While we only show 4 applications above to equalize the idea of our application to the one given to us by our parent, however the model is not limited. Since our application is not limited, an unlimited number of applications can be equalized to unlimited ideas of our application given to us by our parent. With that, we can simply use the same model above with continuity to show that.

In this case, all you need to do as a group is to verify the model above, where each idea of our application is equivalent to an idea from the ideas from our parent. You should work that as a group and individually.

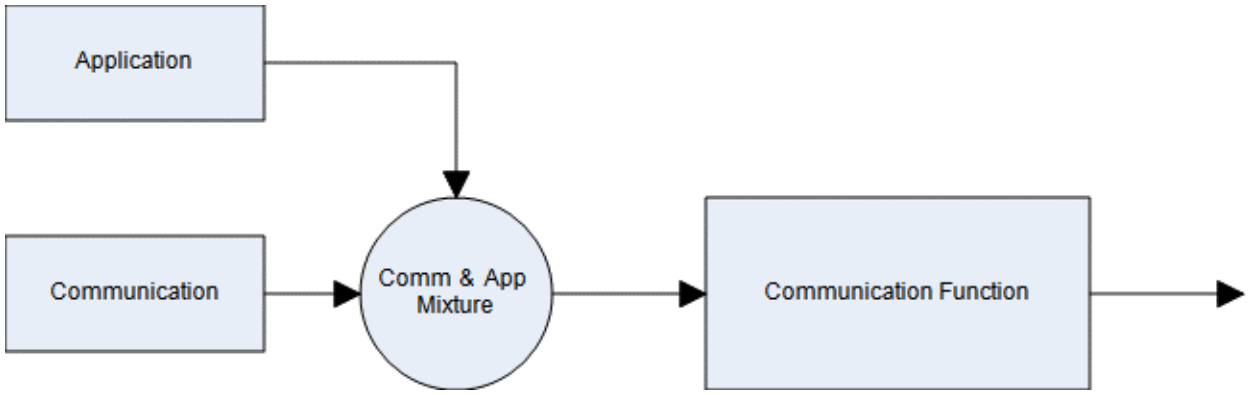
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qq. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference at *Time 1*. At *Time 0*, our parent provides us with the function of our application below, which we call the communication function.



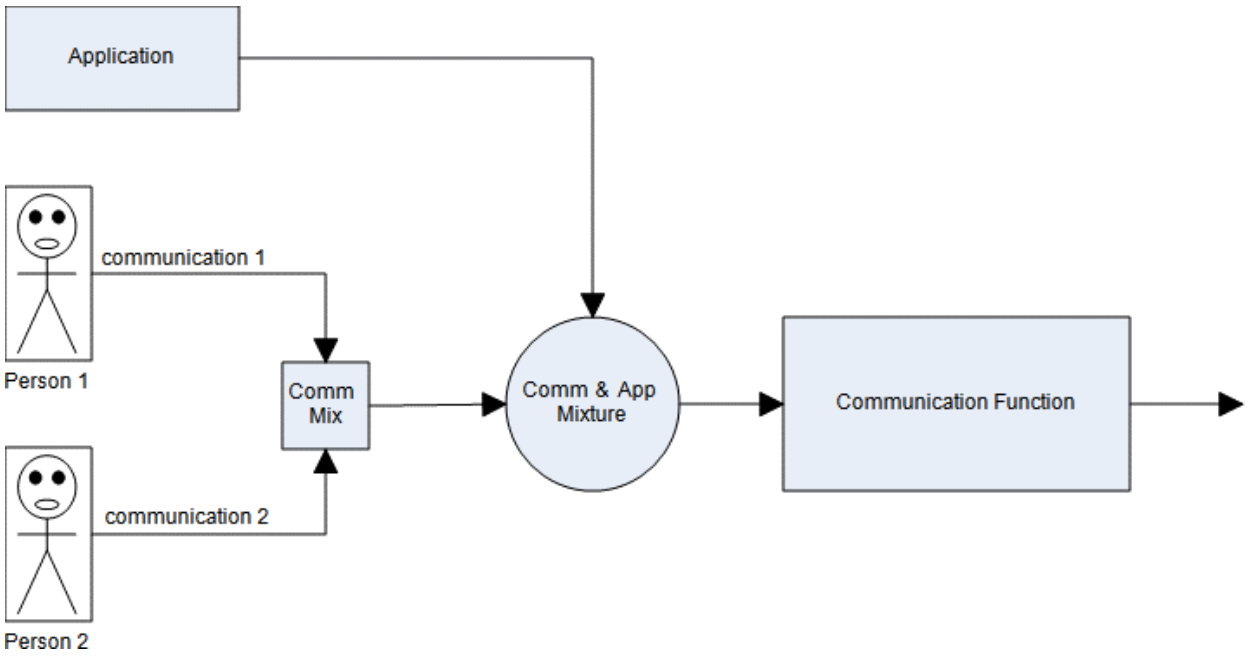
All you need to do here is show that the idea of the application from the model above is considered to be the idea from our parent where communication is considered to be our communication. You should verify that as a group and individually. One should help each other in the group understands that. This is the same as saying, verify that in our application the communication belongs to us—the people in the application—where the idea of the application does not belong to us—the people in the application. In other words, show that the communication belongs to us while the idea of our application belongs to our parent.

rr. At *Time 0*, the application function was given to us by our parent which we call the communication function the form below:



At *Time 0*, we have 2 people in the application, then our application function becomes:

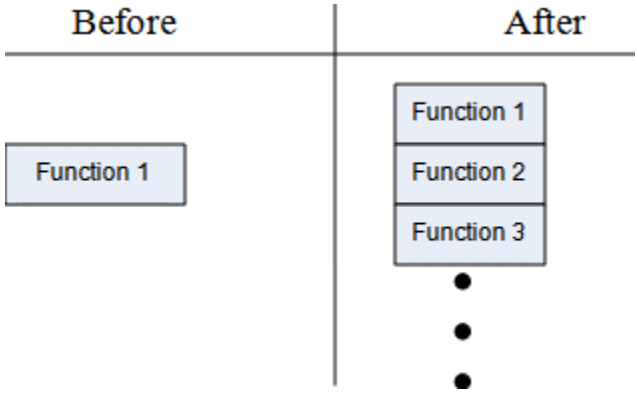
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Show the importance of problem statement for each person in the application. Verify that as a group and individually. One should help each other verify that.

Show that without a problem statement or a problem to solve, error can be developed. This is the same as saying, without a problem statement or a problem to solve, communication error can be committed which develop problems. In this case, a problem can be developed if a function is to be executed to solve a problem, where that problem does not exist. Problems can be developed if a function to be executed to solve a problem, where there is no problem to be solved. Verify that as a group and individually.

ss. The complexity model was given to us by our parent at *Time 0* in the form below:

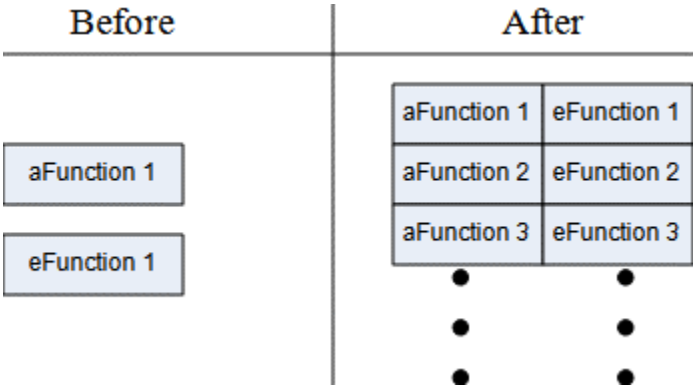


Our parent also tells us that is if we increase the complexity of the added functions then

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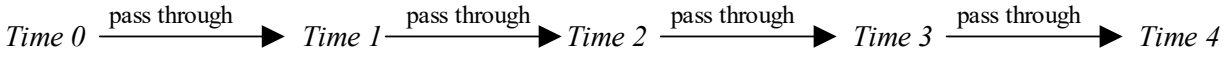
the complexity of existing functions would increase.

All you need to do here, show that at *Time 0*, if an added function is executed not to solve a problem or without solving an identified problem, then the complexity of existing functions also increases. Verify that as a group and individually. One should help each other in the group understand that. You can use the increase complexity of existing function model in the form below if you want to.

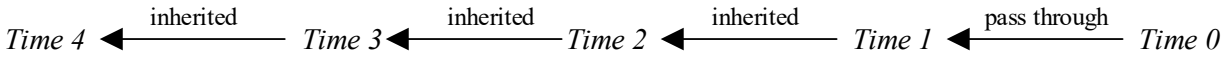


tt. By working out the last two parts above, you have shown that a problem statement is needed to solve an identified problem and the lack of a problem statement also enables problem development. Here all you need to do is verify that the lack of a problem statement is also an error of communication. You need to verify that as a group and individually.

You have shown that the lack of a problem statement *Time 0*, enables problems to be developed. Here you are going to use the philosophy inheritance chart to show that. Using the philosophy inheritance, you are going to show that the lack of a problem statement at *Time* t_0 *0*, enables philosophies to pass through from generation to generation in the form below.



The model above shows that lack of problem statement at *Time 0* enables philosophies to pass from one time period to another time period or from one generation to another generation. If we want to, we can show the model above in the form below:



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All you need to do here as a group, using the philosophy inheritance chart is to show how the lack of a problem statement at *Time 0* or specific time period enables philosophies to be inherited from other generations or other time period. Verify that as a group and individually where one can help each other in the group understand that.

uu. After having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. By understanding that, we can see that we first have a problem where we turn to our parent for help, our parent provides us with the ideas to solve our problem and the given reference. From that, we can ask this question: besides what our parent had given us, what else could have our parent given us? Besides the idea of our application and the reference given to us by our parent, what else our parent could have given us? The answer is nothing. Here, you will need to have this question as a group and individually and answer it as a group and individually.

As a group and individually, you will need to verify by providing a practical example that our parent could not have given us anything else besides the idea of our application and the given reference. If you want to, you can also use the functional system model to show that.

Depending on how you have worked that out, show that everything that we need have already existed, therefore our parent could not have given us anything else. Verify that as a group and individually. You can use the definition of life if you want to.

Another way to look at it, if you want to use the functional system model or the third model given to us by our parent to determine whether our parent could have given us something else. What else could have our parent given us? Nothing, because everything needed already existed besides what was given to us by our parent. You can show that as a group and individually.

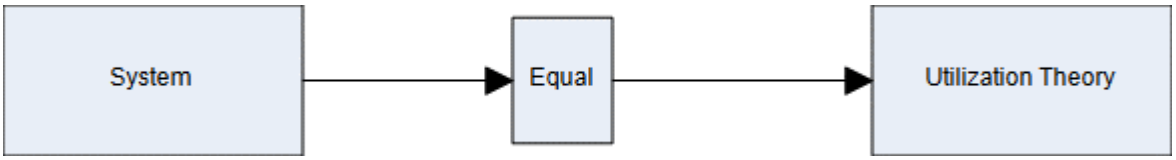
vv. At *Time 0*, we receive multiple principles from our parent to enable us to function. At *Time 1*, our parent provides us with the given reference. By understanding that, we can see the reference given to us by our parent includes the set of principles where we can identify where each principle comes from. In other words, by having the reference, we can identify each principle given to us at *Time 0* in what set it belongs to. In this case, we can see that the sets given to us at *Time 1* exists naturally. What is important here? Our parent did not have to give us the reference, however the reference exists naturally. By giving us the reference, we have more to learn. Show that at as a group, as we come down, we have to

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learn more to come back up.

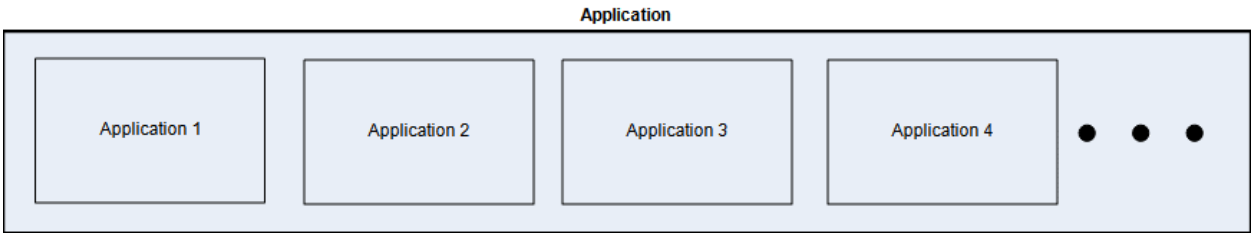
Using the time chart and labeling each presentation, show that at *Time 0*, we have less to learn, at *Time 1*, we have more to learn, at *Time 2* much more to learn, at *Time 3* we have much, much more to learn, and at *Time 4* we have much, much, much more to learn. Verify that as a group and individually. One can help each other understand that. In this case, the lower we come down, the more we have to learn. If you want to, you can use the definition of life model in relationship to show that.

ww. At *Time 0*, our parent gives us the physical system model in the form of:



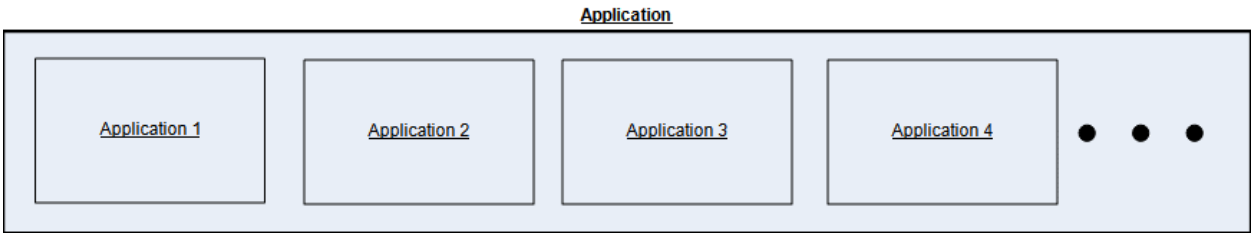
Verify that *Utilization Theory* existed before *System*. The way to look at it, mom and dad existed before the children. It is the same as saying, show that your mom and your dad are older than you. This is the same as showing that your parent is older than you.
In other words, as a group and individually show that the principle existed before the physical system.

xx. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. Previously, we have shown that the idea of our application given to us by our parent is a collection of ideas that includes all the ideas we need to execute our application. In this case, the idea of our application given to us by our parent is presented in the form below:

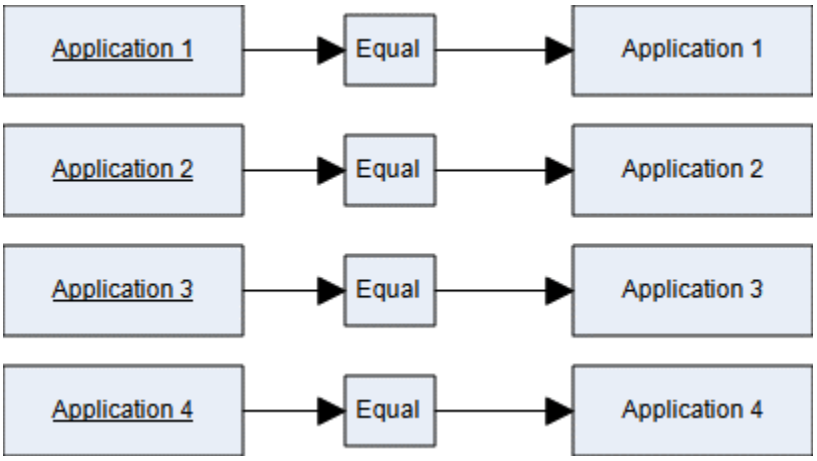


We have also shown that in our application, we have:

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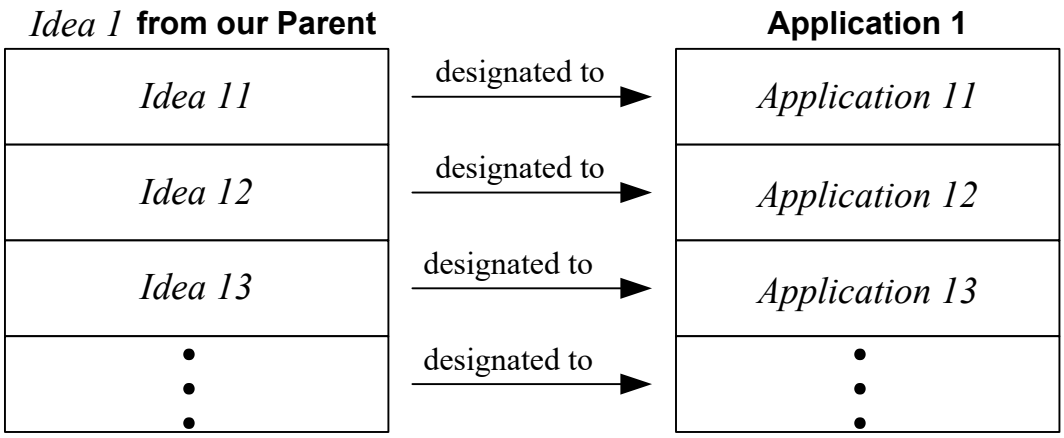


Where,

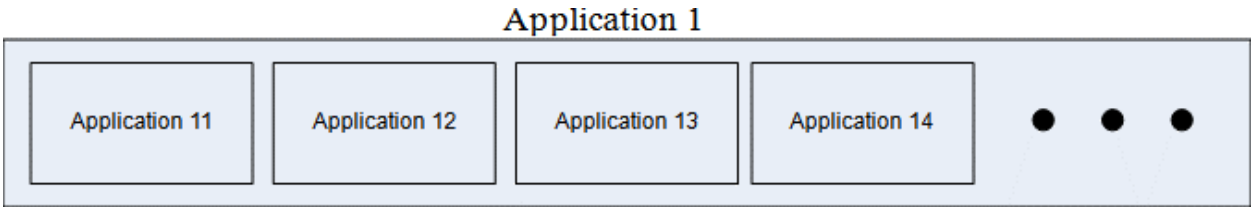


In other words, each idea of our application corresponds to an idea from the list of ideas given to us by our parent. Each idea of our application is designated to an idea from the list of ideas given to us by our parent. In this case, the idea of our application is not limited, because the idea given to us by our parent is not limited. Because the idea of our application given to us by our parent is not limited and it includes all the ideas that we need for our application, it can be shown that a single idea from the list of ideas given to us by our parent includes all sub ideas that we need for our application. To better understand that, let's show that by the model below:

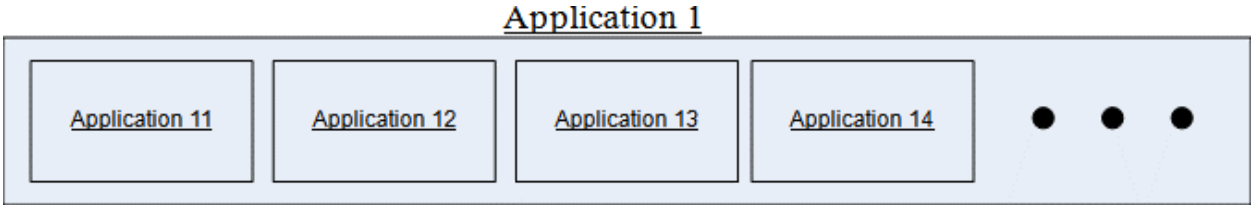
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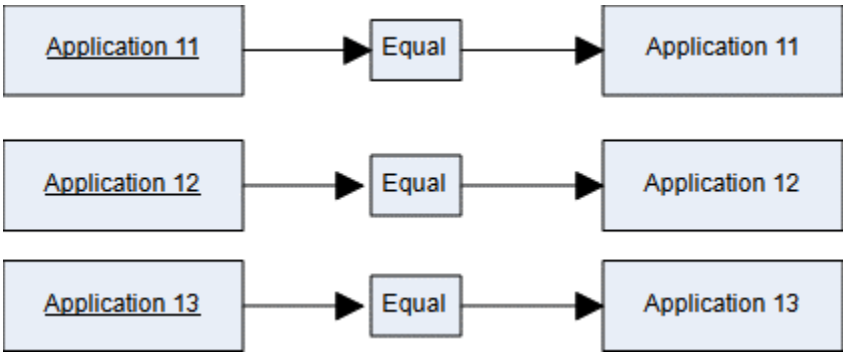
From the model above, we can also represent *Application 1* as:



Where in our application, we have:



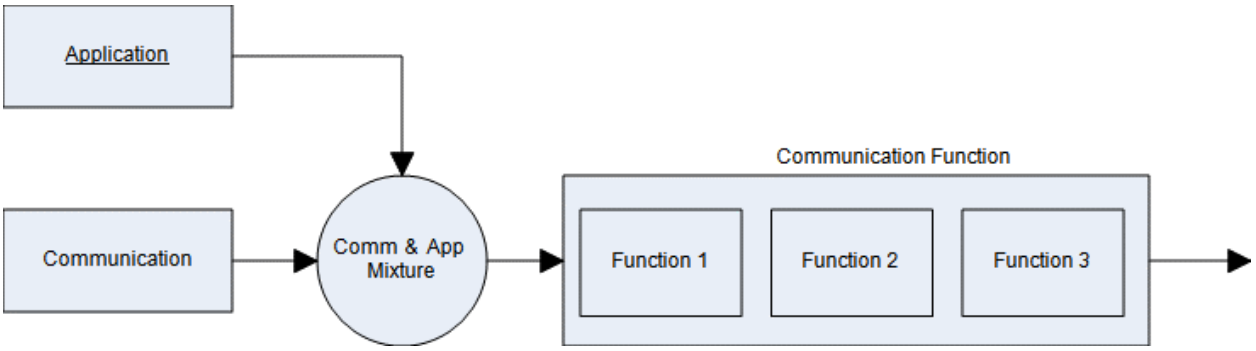
In this case, we have:



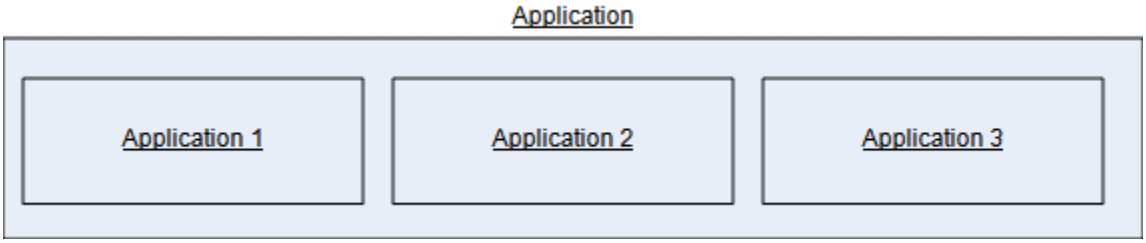
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What is important here is that in our project, each sub idea of our application is equivalent to a sub idea from our parent. We can say that, each sub idea from an idea from our parent is designated to a sub idea in our application. While we show only three from the model above, it is continuous. There is no limit.

Another way to look at it, each idea of our application corresponds to an idea given to us by our parent, where each sub idea from an idea from our application corresponds to a sub idea from an idea from our parent. Verify that as a group and individually. One should help each other in the group understand that. The way to look at it, let's assume that in our application we have:

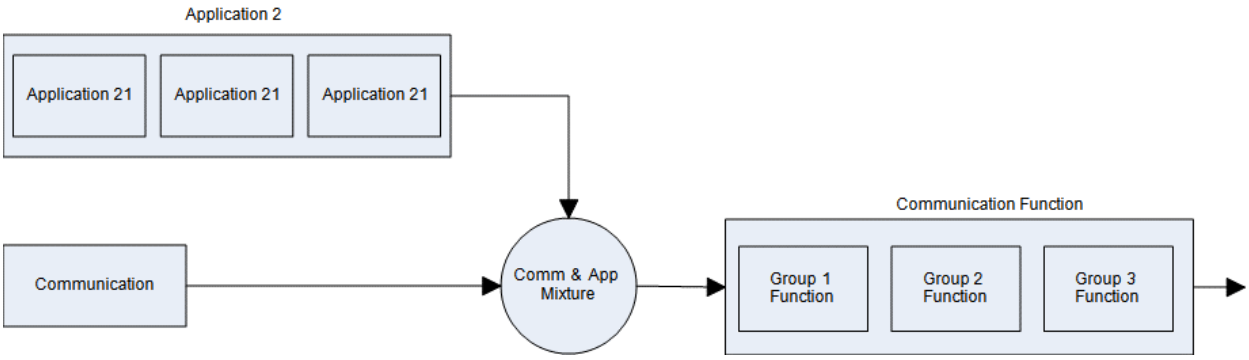


where the idea of the application is shown below:



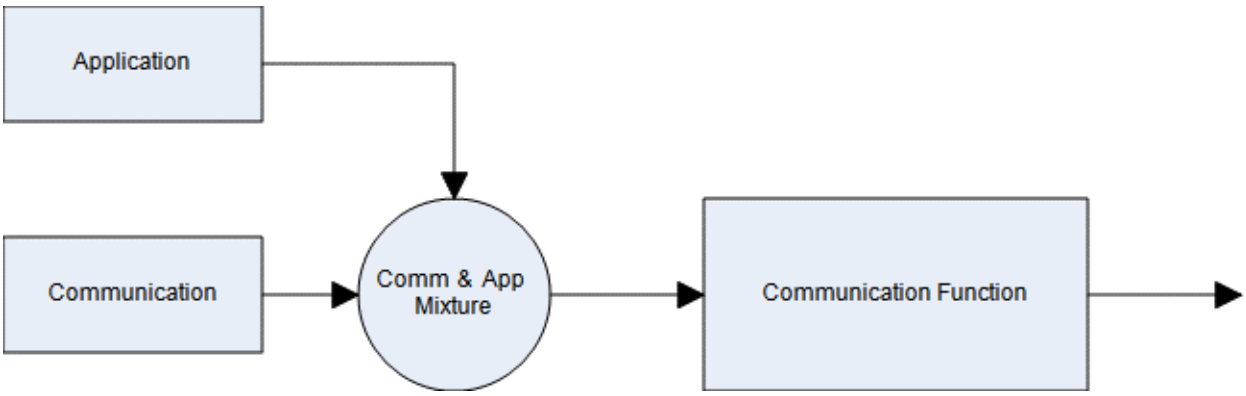
If *Application* is an idea from the list of ideas given to us by our parent, then *Application 1*, *Application 2*, and *Application 3* are considered to be sub ideas from *Application*. In this case, if we pick *Application 2* as an idea from the list of ideas given to us by our parent, then in our application, *Application 1*, *Application 2*, and *Application 3* correspond to *Application 21*, *Application 22*, and *Application 23* from our parent. Now in terms of people in our application working in group, the function of our application is given below.

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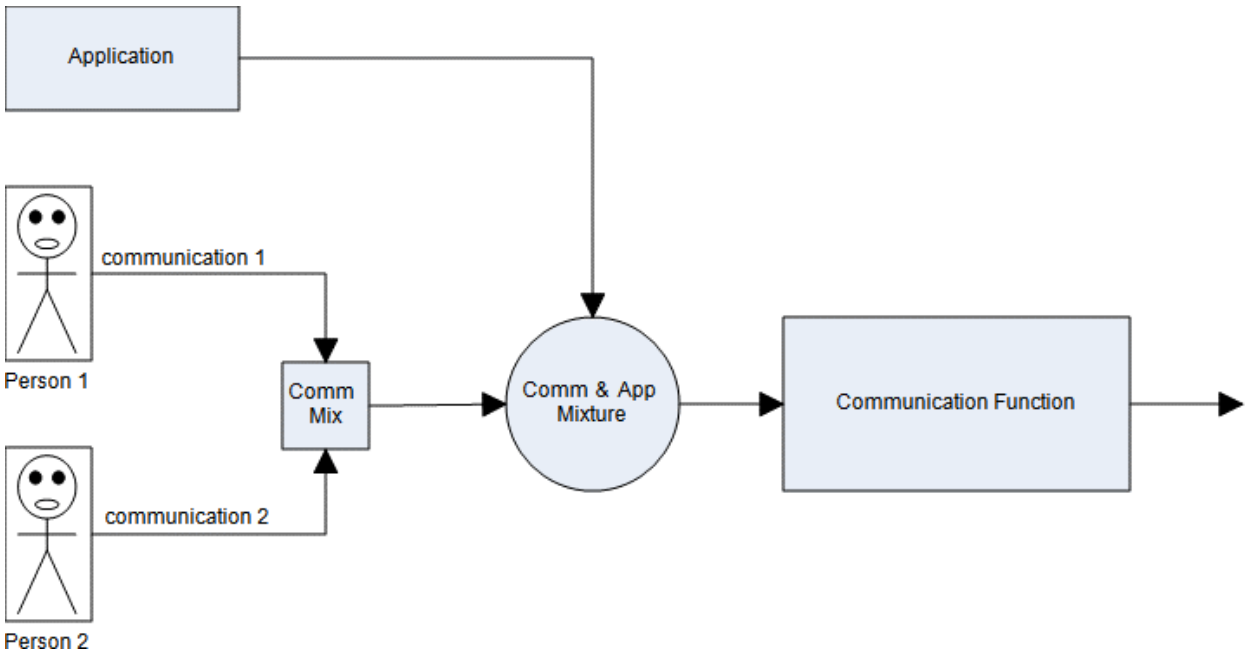


In this case, the function of each group of people in the application is related to the sub idea of the idea from our parent. The overall problem is to match the main idea of our application to an idea from our parent. Once we map that main idea to an idea from our parent, then we can map each sub idea from the main idea to a sub idea from the idea from our parent designated to that main idea. By working this part as a group and individually, you also show that the idea of our application is instead from our parent.

yy. Depending on how you have worked out parts d to f, you can work out this part. At *Time 0*, the communication function was given to us by our parent as:



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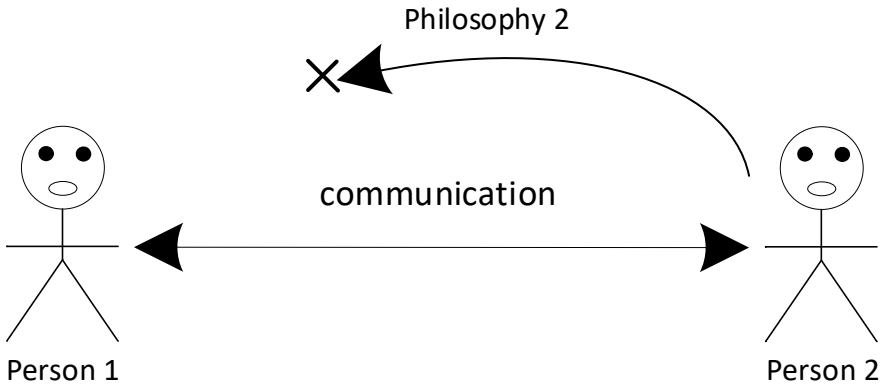
Where *communication 1* and *communication 2* are viewed as communication of *Person 1* and *Person 2* with error in communication and the lack of feedback *Time 0*, an error in communication committed by either *Person 1* or *Person 2* enables both *Person 1* and *Person 2* to be unstable. The way to look at it, if the error is committed by *Person 2*, where *Person 2* does not receive feedback from *Person 1*, that error causes both *Person 1* and *Person 2* to be unstable. If the error is committed by *Person 2*, where it is disregarded by *Person 1* in terms of feedback, then that error enables both *Person 1* and *Person 2* to be unstable. You are going to verify that as a group and individually. By doing so, you have also shown the importance of feedback for the physical system.

Using the philosophy inheritance chart, show how that error passes through from generation to generation up to today. The way to look at it, the lack of feedback at *Time 0* enables an error committed to pass from generation to generation. We can also say that as generation increases, the system becomes more unstable because of that error. Show that as a group and individually.

Here, show that the stability of the system could have been preserved if feedback was given by *Person 1* for instance. The way to look at it, an error in communication is committed by *Person 2* at *Time 0*. If feedback was given by *Person 1*, then the stability of both *Person 1* and *Person 2* could have been preserved. In this case, philosophy inheritance would not have been a factor. The fact that *Person 1* shows the importance of feedback at *Time 0*, the stability of both *Person 1* and *Person 2* could have been preserved. In this case, we

would not inherit any philosophy from either of them. Verify that as a group and individually. One can help each other in the group to understand that. Rather than using the philosophy inheritance chart or model, you can use the first model given to us by our parent to show that as population increases, the system still remain stable because of that feedback at *Time 0*.

Depending on how you worked out the part above, you can approach it this way. At *Time 0*, we have *Person 1* and *Person 2* in the form below.



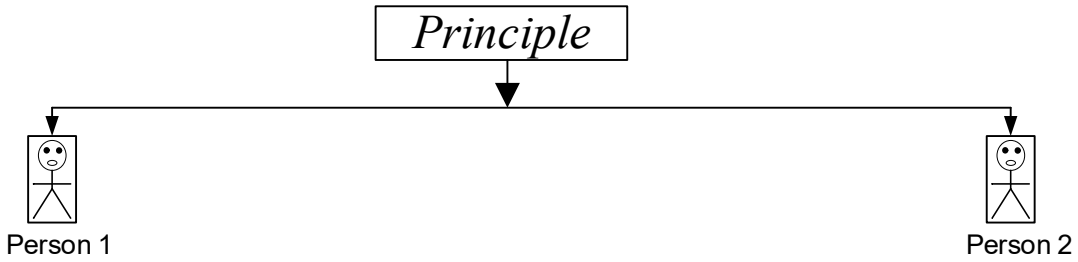
From the model above, the communication interface enables *Person 2* to communicate with *Person 1*, with the presence of feedback, *Philosophy 2* does not flow to *Person 1*. In this case, *Philosophy 2* is blocked by *Person 1*. With that approach, verify that initially at *Time 0* with the presence of feedback by *Person 1*, the stability of the systems—*System 1* and *System 2*—is guaranteed without any change of generation. The stability of the system is also guaranteed without any reduction of generation time. Depending on how you have worked out the part above, as a single group, you can verify that by providing multiple practical examples.

zz. By working out the part above, show that error in communication happens at *Time 0* because of misunderstanding of visual aspect of communication. The way to look at it, at *Time 0*, we have 100% stability. In part tt, you have shown that a problem statement is needed to solve an identified problem and the lack of a problem statement increases complexity of the system. In this case, if the problem does not exist, a function cannot be executed to solve that problem, because it does not exist. In this case, the identification of a problem that does not exist is viewed as an error in communication. This process is viewed as a misidentification or simply a visual aspect of communication problem. Here you are going to show that the problem developed by either *Person 2* or *Person 1* or both is the result of misunderstanding of visual aspect of communication or simply an entity

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identification problem. Verify that as a group and individually.

aaa. At *Time 0*, we have two people, our parent provided us with the following model:



At *Time 1*, we have much more people than we have at *Time 0*

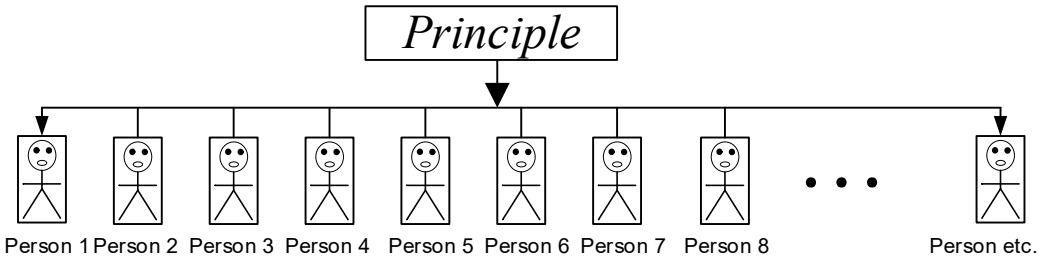
After we have problems with our application, we turn to our parent for help. Our parent provided us with the idea of our application and the given reference at *Time 1*. Now at *Time 1*, we take the number of people into consideration in our application. The way to look at it, since we are identified at location. At *Time 1* at our location, we have problems in our application where our application is made of many, many people at that location. Here, many, many people are considered to be the number of people at our location.

a. By understanding the explanation above, we have already had a problem statement before we turn to our parent for help. In this case, before we turn to our parent and ask for help, we have already identified the problem we need our parent to help us with. Here all you need to do as a group is to verify that we have already identified the problem before we turn to our parent for help. Verify that as a group and individually. After doing so, determine why it makes sense and it is important to identify the problem before we ask our parent for help. Why is it important for us to identify our problem before we ask our parent to help us? Why is it important for us to first identify the problem before we seek help from our parent? Answer the questions as a group and individually.

b. In our application, we have a fixed number of people which is number of people at our location. Now at *Time 1*, our parent provides us with ideas on how to solve our problems. At *Time 0*, our parent provides us with the stability model above. From a previous workout, we also know that the presentation at *Time 1* is an extension of principles given to us by our parent at *Time 0*. In other words, the principles given to us by our parent at *Time 1* extend the principles given to us by our parent at *Time 0*. In this case, we can see that the stability model of our application at *Time 1* is an extension of the stability model given to us by our parent at *Time 0*. We can also

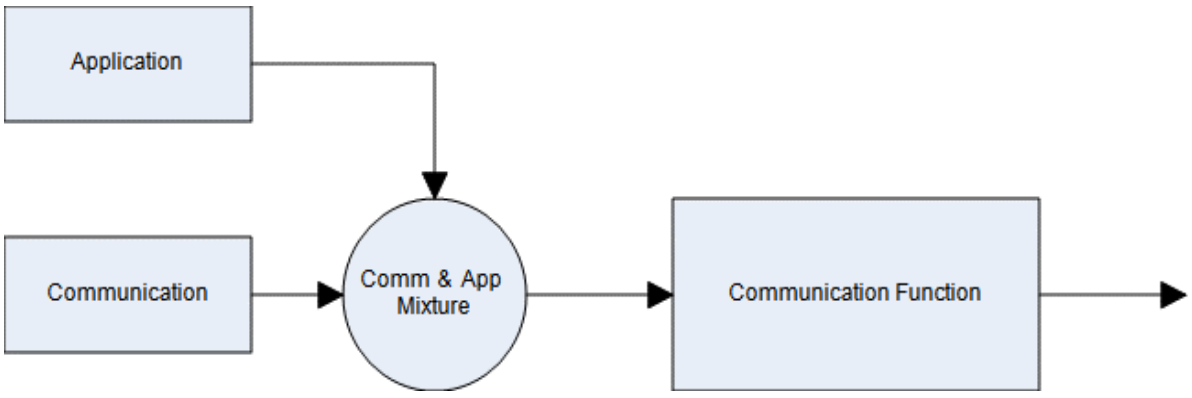
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say that the model of our application at *Time 1* is an extension of the stability model given to us by our parent at *Time 0*. In this case, the model of our application at *Time 1* is represented below for model below for the fixed number of people in our application.

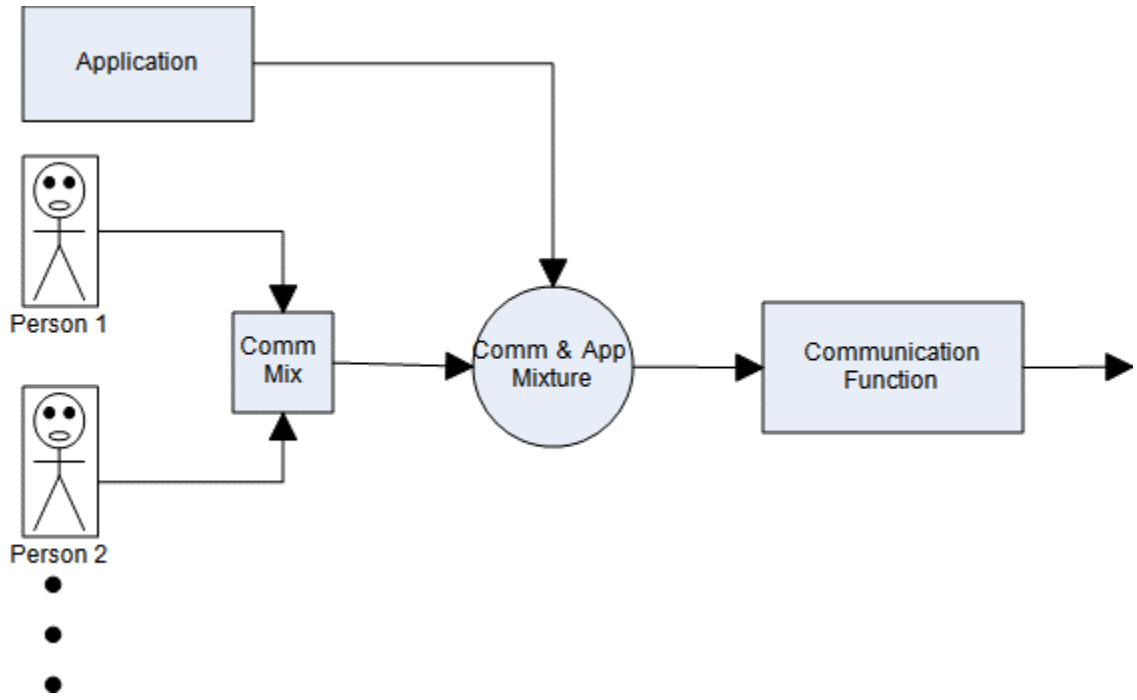


All you need to do here is to verify that the model of our application at *Time 1* is an extension of the stability model given to us by our parent at *Time 0*. In other words, show that the model above, is an extension of the model of part aaa above. Verify that as a group and individually. After doing so, answer the following questions: Why is the model above an extension of the model given to us at *Time 0*? Why is the stability model of our application at *Time 1* an extension of the stability model given to us by our parent at *Time 1*? Why is it important for the model of our application at *Time 1* to look like the model given to us by our parent at *Time 0*? Answer the questions as a group and individually. One should help each other in the group answer them.

c. Now at *Time 1*, we have a fixed number of people in our application. The function of our application is a function of communication in the form below:



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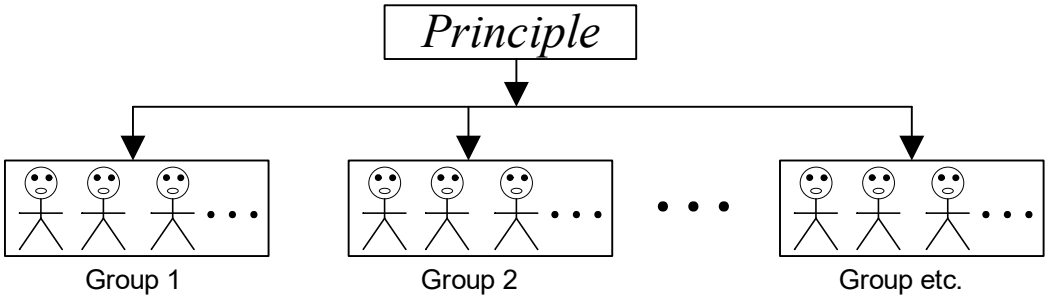
In our application, we have multiple groups of people. For example, in our application we have a fixed group of people. In this case, we can identify those groups of people by the table below.

Groups	Range
Group 1	1⋯30
Group 2	31⋯75
Group 3	76⋯99
⋮	⋮

The model above shows that at *Time 1*, we have multiple groups of people working our application. While we set the number of people for each group to specific number, it does not matter. Any number can be used for the group. What is important here is that our application have many groups that include many people.

Since the stability model of our application looks like the stability model given to our parent at *Time 0*, the stability model of the group of people in our application also looks like the stability model given to our parent at *Time 0*. The model below represents the stability model of our application in relationship with groups of people in our application.

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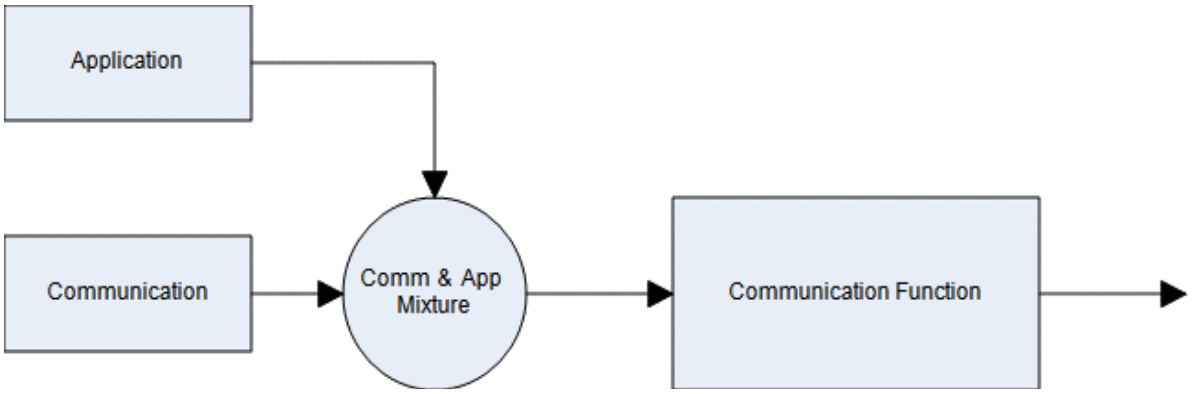


The model above shows the stability of our application in relationship with groups of people in our application. Here all you need to do is show that the stability model of our application related to groups of people in our application is also an extension of the stability model given to us by our parent at t_0. Here you are going to verify that as a group and individually. One should help each other understand that in the group.

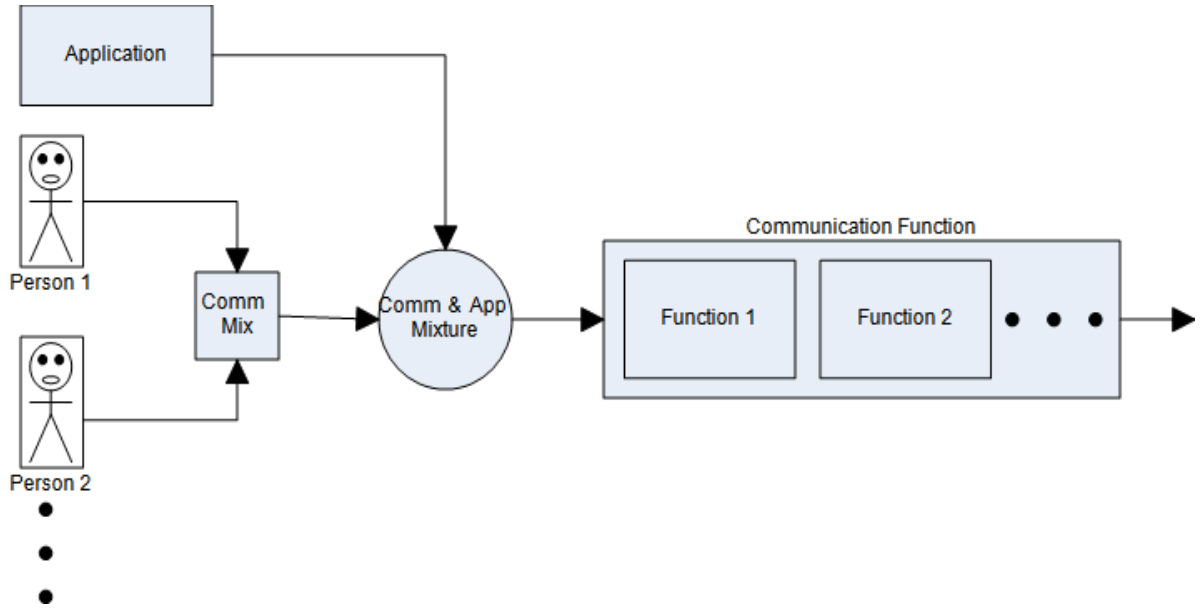
d. After we have problems with our application, we turn to our parent for help. Before we turn to our parent for help, we have already identified the problem. As we have shown earlier, before we turn to our parent for help, we have a problem statement already that enables us to identify the problem that we need to solve. The help that we get from our parent enables us to solve the identified problem. We already known that in our application we have a fixed number of people. In this case, the problem that we need to solve affects those people. All of them must understand and identify the underlying problem. Here all you need to do is verify that everybody in our application must understand the underlying problem. In other words, all people must understand the problem statement and must be able to identify the underlying problem. Each person in the fixed number of people must understand the problem statement and must be able to identify the problem. You must verify that as a group and individually. Everybody in the group must understand that. One can help each other understand that.

e. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of solving the problem. Previously our parent provided us with the function of our application as:

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Since our application includes a fixed number of people, the function of our application now looks like:

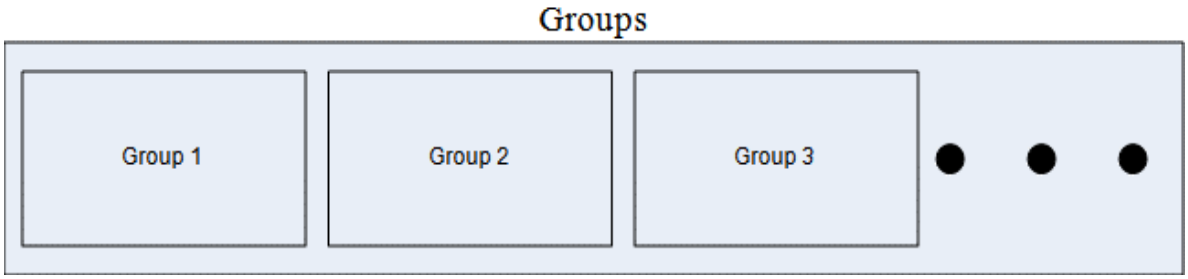


Where *Function 1* is the function of *Person 1*, *Function 2* is the function of *Person 2* and so forth. As we can see each person in the application does have a function. In this case, we have a fixed number of functions for the fixed number of people in the application. What is important here, since each person does have a function in our application, each person must have a problem statement in our application. Verify that here by providing a practical example. Show that each person must have a problem statement. The problem statement for each person is viewed as a personal problem statement related to the application. Show that as a group and individually. Once can help each other in the group understand that.

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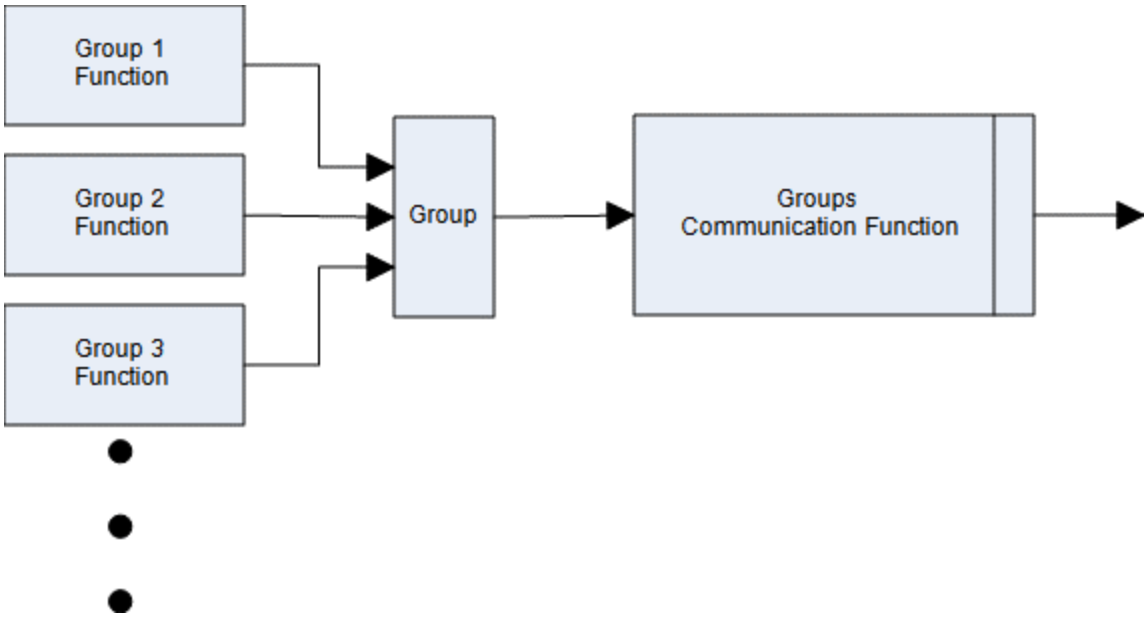
f. By working out the two parts above, you have shown each person in our application must understand the problem that we try to solve. Each person in our application must understand the problem statement of the application. In this case, we can call that problem statement the main problem statement. Each person in the application must understand the main problem statement of the application so they can identify the problem that application is trying to solve. You have also shown that each person in the application has a function and each of them has a problem statement that is related to that function. In other words, each person in the application has a personal problem statement where the identified problem is solved by the function of that person. Here all you need to do is verify that the personal problem statement for each person in the application is part of the main problem statement. In other words, the problem statement for each person in the application is related to the main problem statement. Show that as a group and individually by providing a practical example. One can help each other understand that in the group.

g. You already know that our project includes multiple people in a group. For example, our project includes a fixed numbers of groups of people in the form below:



Since our project has a function and everybody in our project has a function, the groups in our project must have a function as well. In this case, the fixed groups of people in our project have the following functions:

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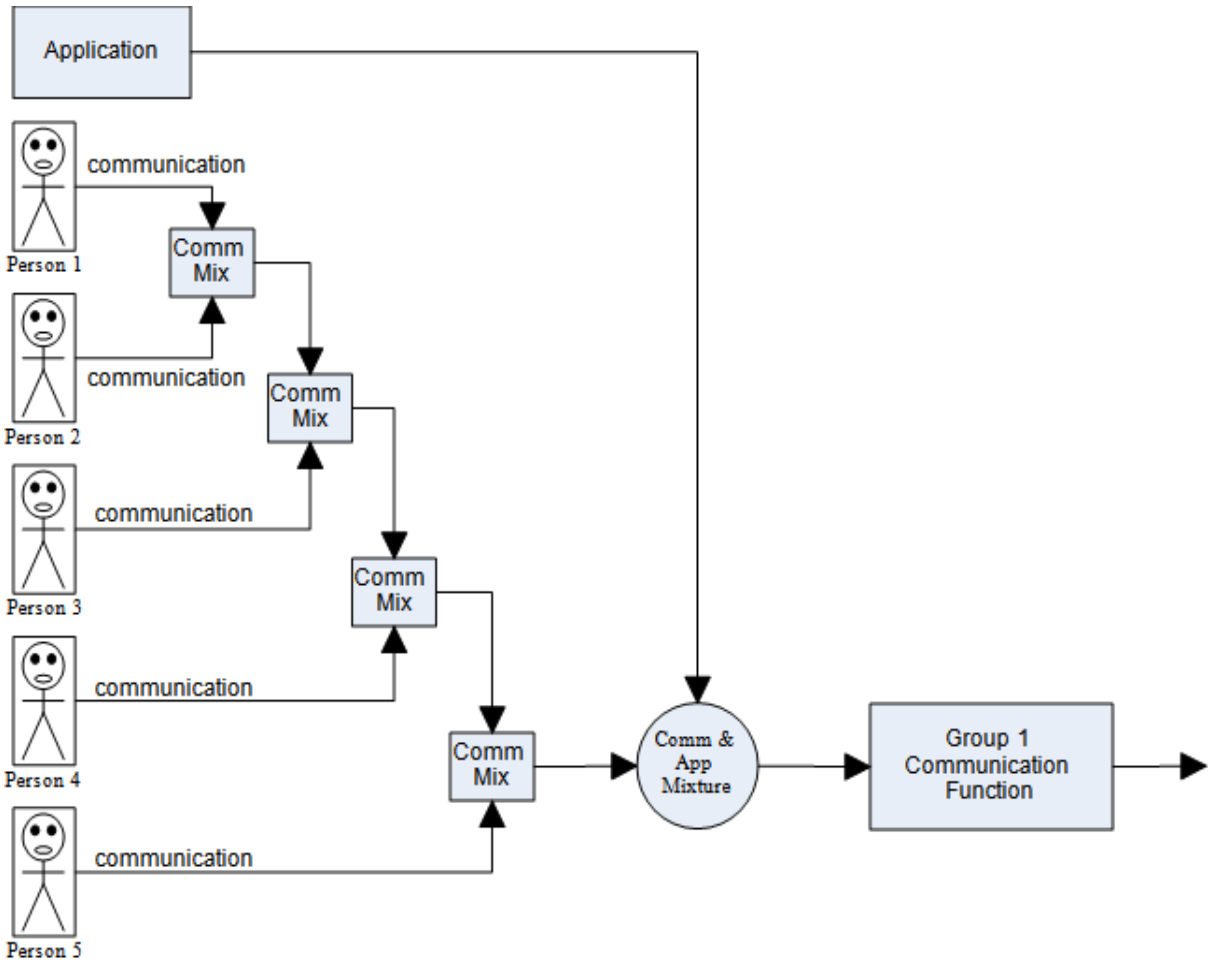


All you need to do here is verify by providing a practical example that each group in our application must have a function. Work that out as a group and individually. One can help each other understand that.

h. Since the main application does have a problem statement and each person does have a problem statement in the application, each group of the application must have a problem statement as a well. Here verify that each group in the application must have a problem statement and the problem statement for each group is a part of the main problem statement. We can also say that the problem statement for each group is related to the main problem statement. Verify that by providing a practical example. Work that out as a group and individually.

i. Our project is made of a fixed numbers of groups. Each group is made of multiple people, where each person in that group does have a function. Here verify that the function of a group is the function of everybody in that group combined. In this case, we can represent that in the form below. Let's assume that *Group 1* has 5 people, *Group 2* has 7 people, and *Group 3* ha 9 people, then we have:

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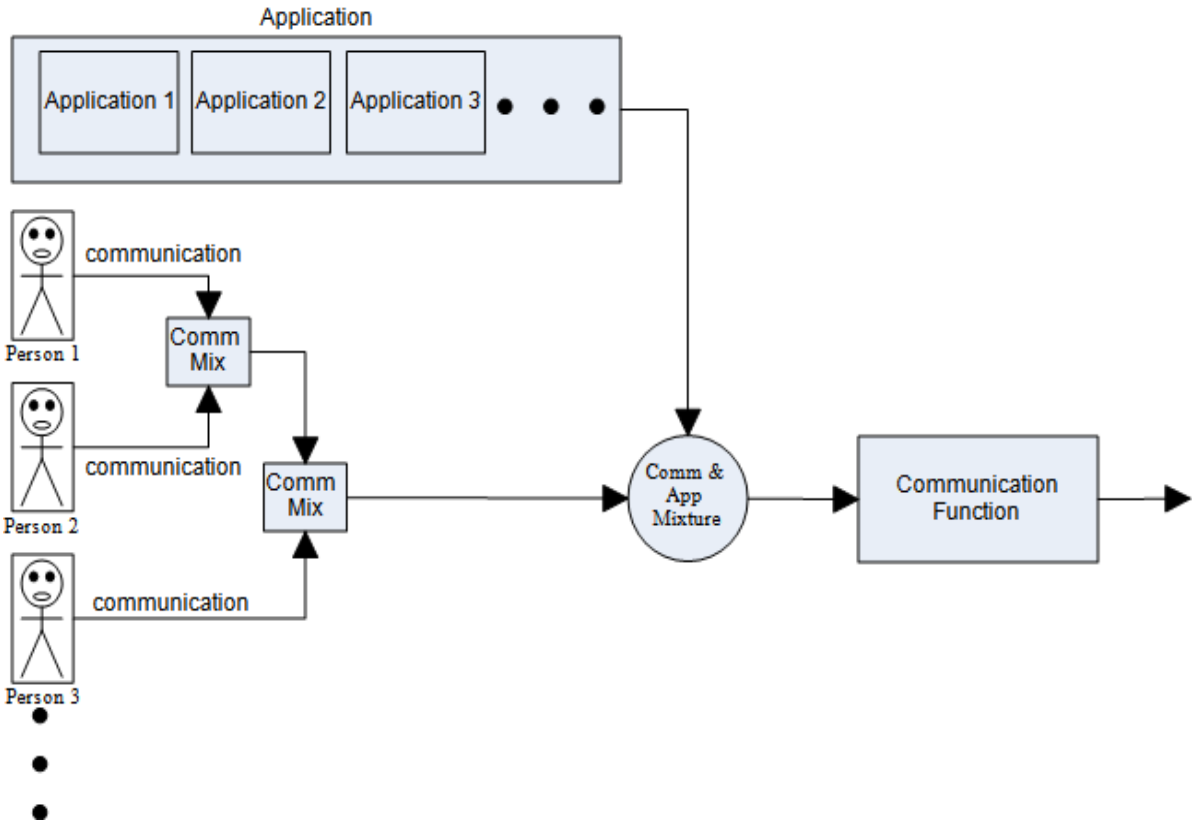
The model above shows the function of *Group 1* which includes the people in that that group and their respective communication. For *Group 2* and *Group 3*, the model will look similar with the inclusion of the number of people in each group.

All you need to do here is show that the function of each group is a combination of function of everybody in that group. In other words, the contribution of everybody in that group is viewed as the function of that group. The function of everybody in that group combined is viewed as the function of that group. Show that by providing a practical example. Show that as a group and individually. One can help each other understand that.

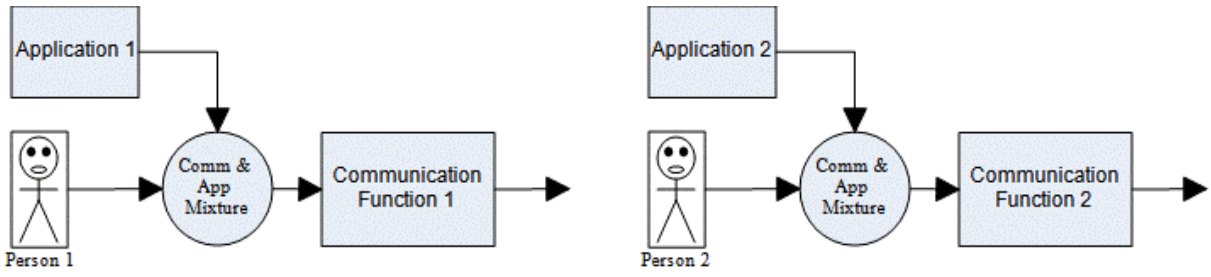
j. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application. Now at *Time 1*, we are executing our application where we are using the idea given to us by our parent. In our application, each person must use the idea of the application given to us by our parent in order to solve the underlying problem. Here, verify that the idea of our

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application is a part of the main idea given to us by our parent in the form below in relationship with the function of people in the application. In this case we have:



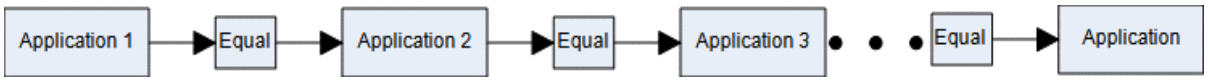
As shown from the model above, the idea of the application is a combination of multiple ideas. Where, *Function 1* which is the function of *Person 1* and *Function 2* which is the function of *Person 2* are identified as:



Verify that by providing a practical example that as a group and individually. One should help each other in the group understand that.

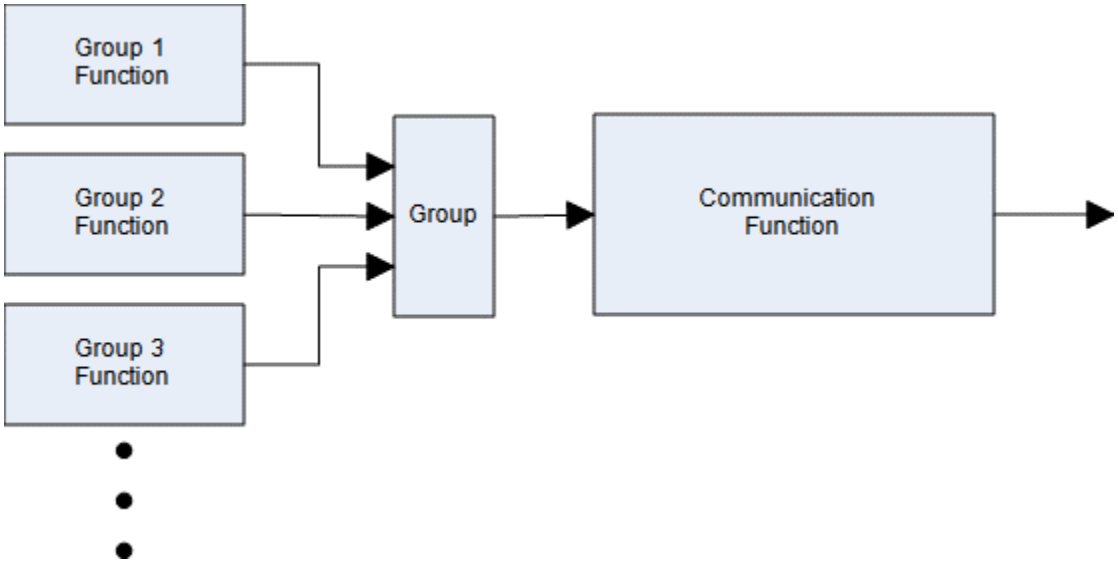
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k. By working out the part above, given that the idea our application is a part of the idea given to us by our parent to solve our problem, it can be shown that there is similarity between each part of the idea. The way to look at, the idea of our application is a part of the main idea given to us by our parent. In this case, those parts are similar or equal in the form below. Here all you need to do is show that:



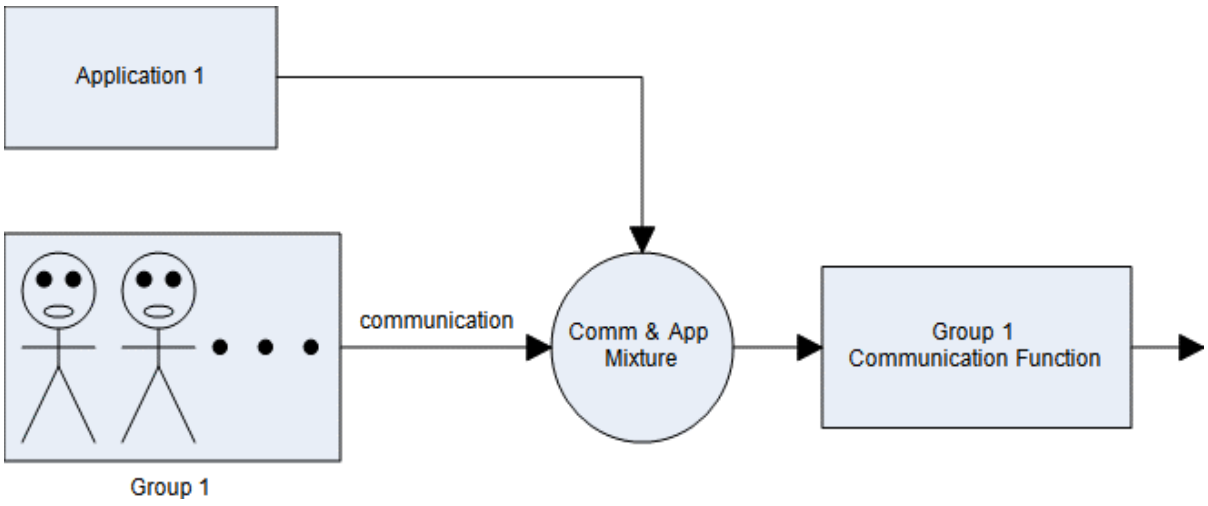
The model above simply shows that each idea of the application is equal, and also equal to the main idea of the application. All you need to do is to show that by providing a practical example as a group and individually. One can help each other in the group to verify that.

l. Given that each part of idea of our application is similar or equal and the main idea given to us by our parent, the idea of the group of people who are in our application must be similar or equal as well. In this case we have:

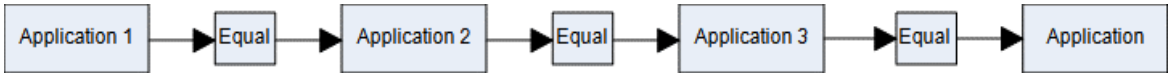


Where the model of the application for *Group 1* is presented below.

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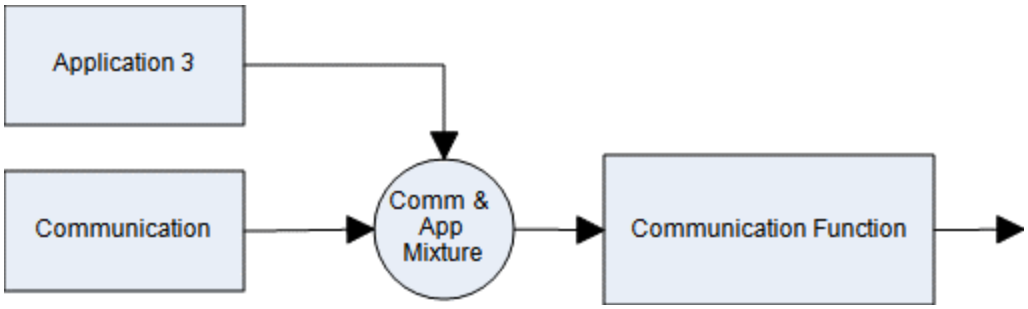


Similarly, the model of the application for *Group 2* and *Group 2* can be presented in the same form with more people and the respective idea of the application for each group.
Here verify as a group and individually



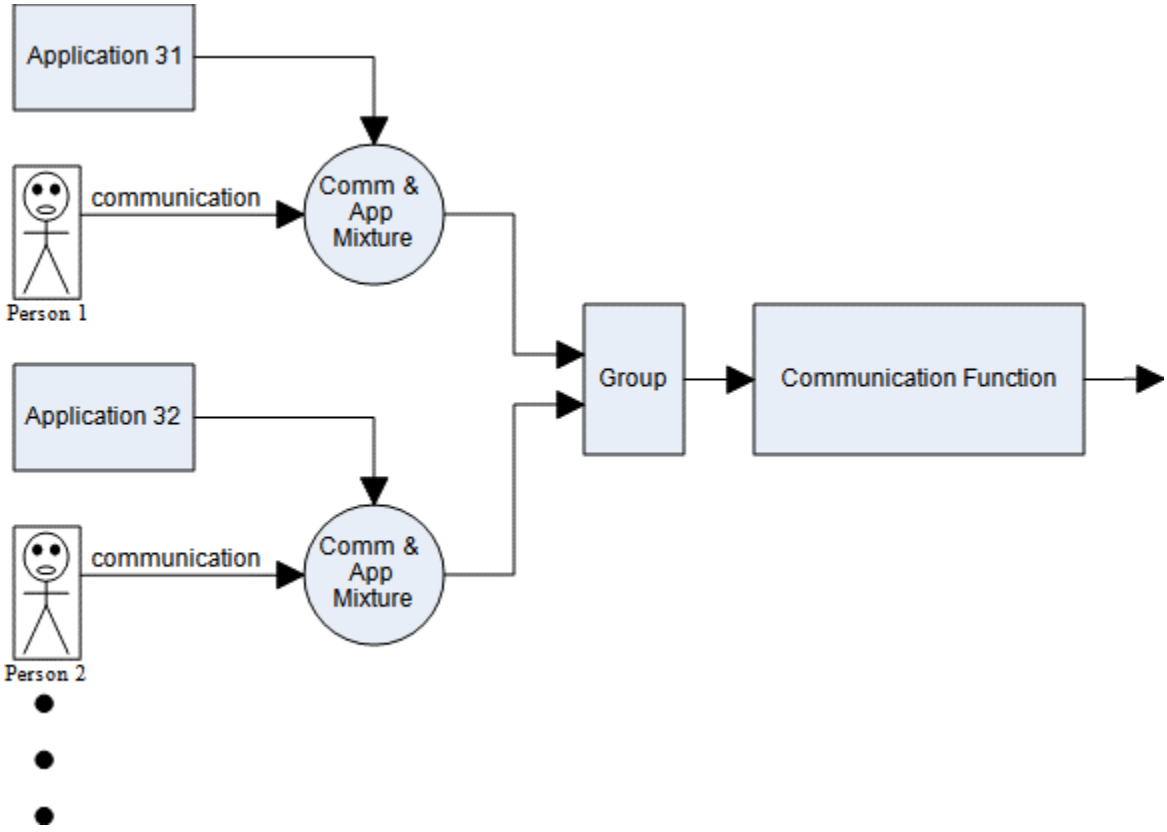
In other words, show that the ideas of the application for each group are equal and also equal to the idea of the application given to us by our parent. Provide a practical example. One can help each other in the group understand that.

m. Depending on how you have worked out the two parts above, you can work out this part. We have already shown that the idea given to us by our parent is unlimited. Let's assume that we pick up a single idea from that idea which is *Application 3*, verify that the idea of each person in that application is related to *Application 3* or simply considered to be a sub idea of *Application 3*. In this case our main function of our application looks like:



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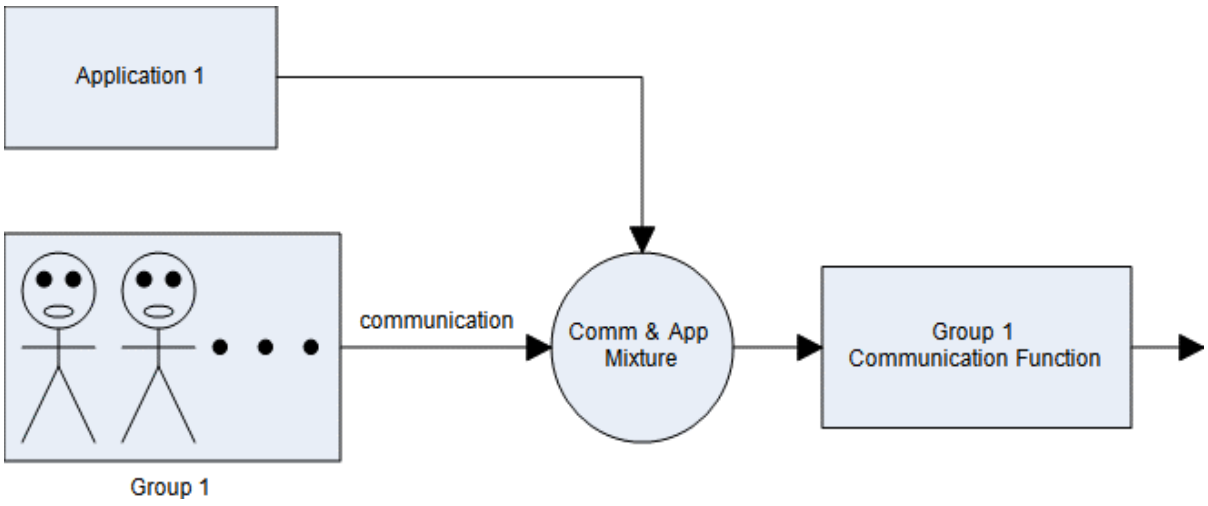
By including people in the application in the model, we have:



Verify that as a group and individually by providing a practical example. In this case, *Application 31* is considered to be a sub idea of *Application 3*, *Application 32* is considered to be a sub idea of *Application 3*, and so forth. Since all groups in our application share the main idea, repeat the same process for groups in our application.

n. In our application, we have a fixed number of people and a fixed number of groups. In terms of groups and function, we have the following:

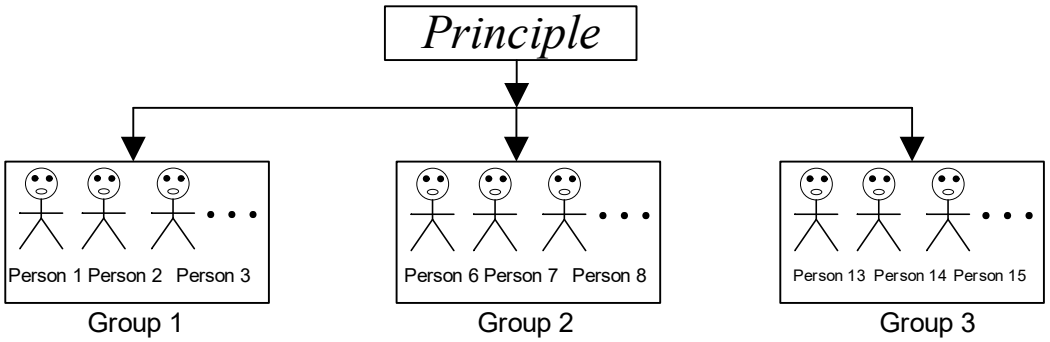
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From the model above, we have *Group 1* with 5 people. Similarly, we have *Group 2* with 7 people and *Group 3* with 9 people. In terms of identification, we have *Person 1* to *Person 5* in *Group 1*, *Person 6* to *Person 12* in *Group 2*, and *Person 13* to *Person 21* in *Group 3*. From above, *Group 1* is managed by *Person 1*, *Group 2* is managed by *Person 6*, *Group 3* is managed by *Person 13*. While we can say that the people in the group are managed by the manager of that group, it is always better to say that the functions of the people in a group are managed by a manager. Before continuing, show that in *Group 1*, *Person 1* manages himself/herself as well as *Person 2*, *Person 3*, *Person 4*, and *Person 5*. In other words, verify by providing a practical example while *Person 1* manages his/her function, *Person 1* also manages the functions of *Person 2*, *Person 3*, *Person 4*, and *Person 5*. Verify that as a group and individually.

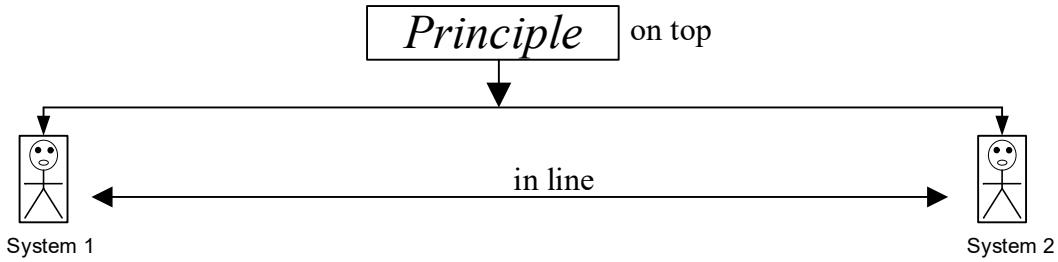
At *Time 0*, our parent provided us with the stability model which we call the first model. We have already shown that the stability model of our application at *Time 1* is an extension of the stability model given to us by our parent at *Time 0*. All you need to do here is verify the model below by providing a practical example.

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The way to look at it, in order to preserve and promote stability in our application, the principles that we depend on to execute our application must be on top of everybody. As we can see from the model above, the principle that we depend on to execute our application is on top of managers *Person 1*, *Person 6*, and *Person 13* as well as all the employees in the groups who are working in that application.

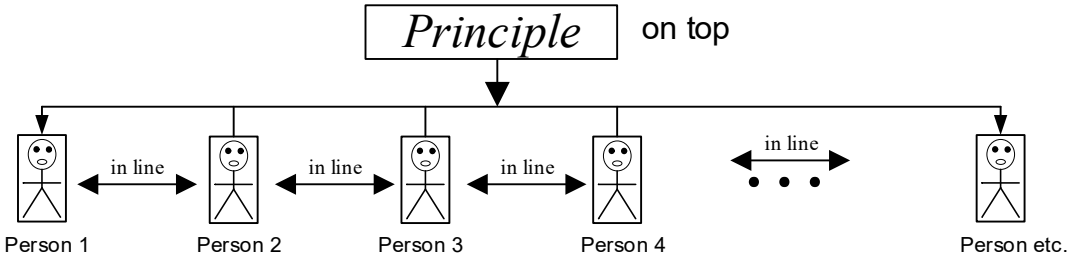
o. At *Time 0*, our parent provided us with the stability model which we call the first model. From the stability model given to us by our parent at *Time 0*, show that the principle is on top while *System 1* and *System 2* are in line with each other as shown by the model below.



In this case, all you need to do as a group and individually is to verify the model above. In your workout, you need to answer this question: why the principle is on top of *System 1* and *System 2* and why *System 1* and *System 2* are in line with each other?

p. Now at *Time 1*, after having problem with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. At *Time 1* we have a fixed number of people. Given that the stability of our application at *Time 1* is an extension of the stability model given to us by our parent at *Time 0*, in order to enable stability in our application at *Time 1*, the people in that application must be in line with each other were the principle is on top similar to the model given to us by our parent as shown below.

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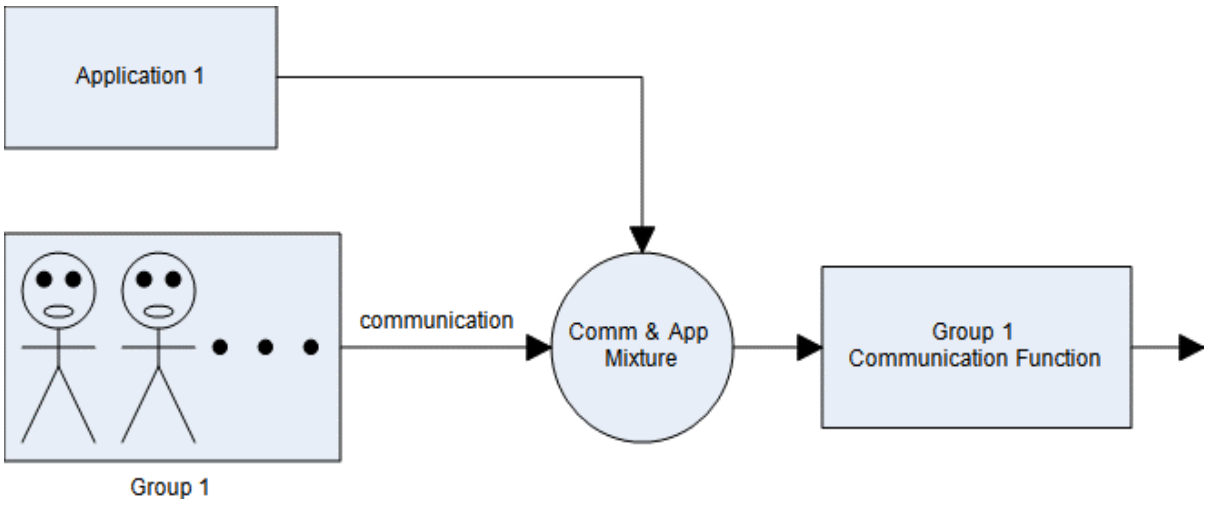


Verify the model above by providing a practical example. Show that as a group and individually. Another way to look at it, assume that in our working area we have a fixed number of people. In this case, the principle given to us by our parent is on top of us where we are in line with each other. We can also think it like in our working area,. When we have problems, we turn to our parent for help. The principle given to us by our parent to solve our problem is on top of everybody while we are in line with each other. Answer this question: Why at *Time 1* is it important for the principle to be on top of all of us while we are in line with each other? After receiving the principle from our parent to solve our problem in our working area, why is it important for the principle to be on top of all of us while we are in line with each other?

q. After working out both parts above, show that the groups are in line with each other as well while the principle is on top. Verify that as a group and individually by providing a practical example.

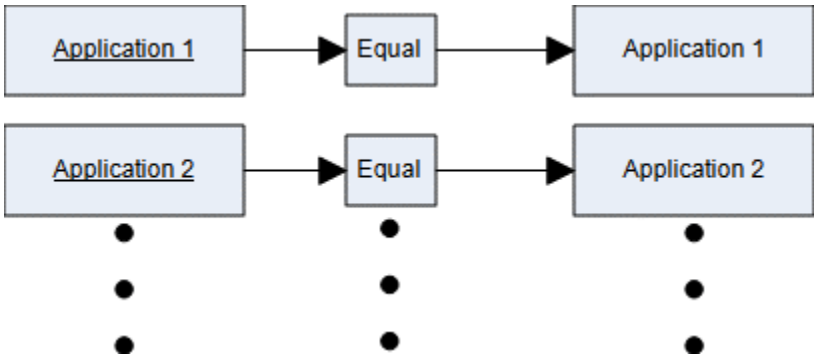
r. In our application, we have a fixed number of people and fixed number of groups. In terms of people and groups, we have for example *Group 1*, where:

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Where *Person 1* is the manager of *Group 1*. Here all you need to do is verify that the manager cannot take or assume another person's function in that group. In this case, while the manager manages the group or the function of the employees in the group, the manager cannot take or assume functions of other people in the group. The manager cannot execute functions for people he/she is managing. The manager also has his/her own function. You can verify that as a group and provide a practical example. One can help each other in the group understand that.

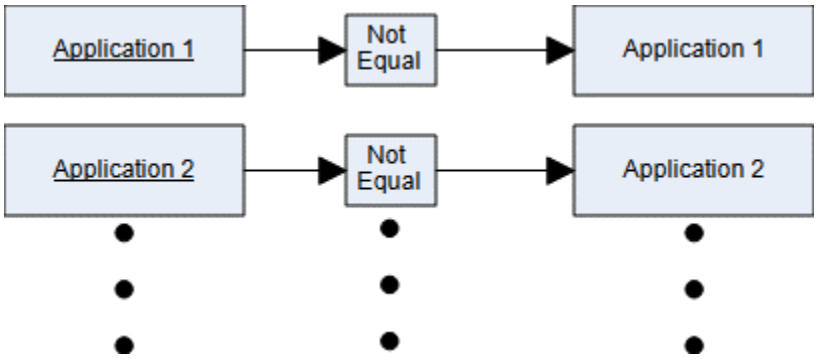
s. Previously, we verified that the idea of our application given to us by our parent is unlimited. The idea of our application given to us by our parent is viewed as a list of ideas without any limit. For each application we are working on, we can pick an idea from that list. For example, we have shown that:



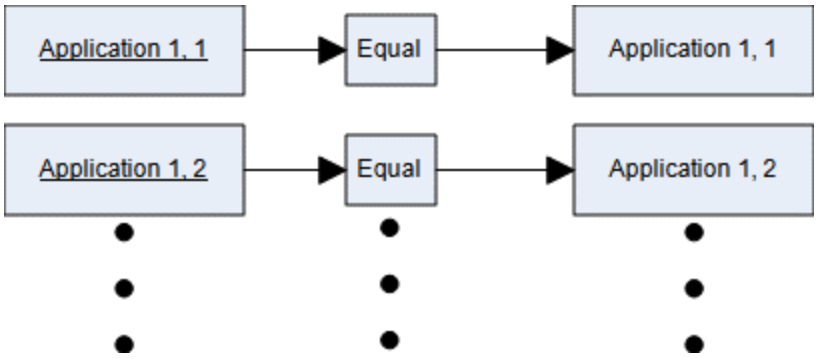
Where Application 1, Application 2, and so forth are considered to be the idea of our application and *Application 1*, *Application 2*, and so forth are considered to be ideas from our parent. Here all you need to do is show that in order for Application to equal to *Application*, the communication of the people in the application must be

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error free. In other words, in order for the idea of our application to be equal to an idea from our parent, our communication must be error free. If the communication is bad or contain error, it is not possible for the idea of our application to be equal to our parent's idea. Verify that as a group and individually. One can help each other in the group understand that. You can provide a practical example in your workout. In this case, you are going to verify that in order for us to pick an idea for our application from the list of ideas given to us by our parent, our communication must be error free. Overall, all you need to show is *if the communication contains error then*:



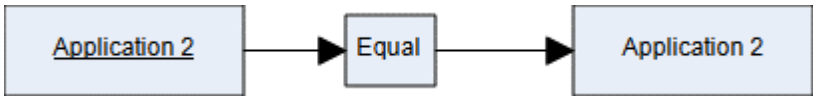
t. Previously, we verified that the idea of our application given to us by our parent is unlimited and a single idea of our application from the list of ideas given to us by our parent includes all sub ideas for our application. For example, we have shown that if we identify *Application 1* above given to us by our parent, then sub ideas or sub applications are identified from *Application 1* in the form below.



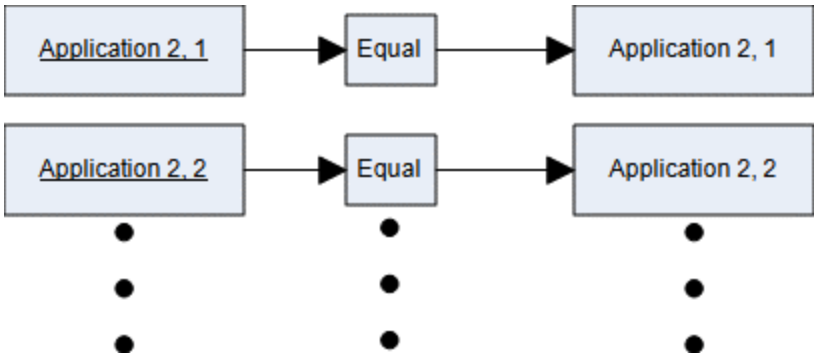
From the model above, the usage of comma in the application shows main ideas and sub ideas separation. For example, Application 1 is considered to be the main idea, where Application 1, 1 and Application 1,2 are considered sub ideas or parts of the main ideas. In this case, if we pick up an idea from our application from the

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list of ideas given to us by our parent, that idea includes a lot of sub ideas. If we pick up an idea from the list of ideas given to us by our parent, we can identify an unlimited number of sub ideas from that idea. In order for that to happen, our communication must be error free. Here all you need to do as a group and individually is to show that in order for our sub ideas or sub applications to be equal to our parent sour ideas or sub application, our communication must be error free. If our communication contains error, the idea of our application is not from our parent. In order for a single idea of our application from our parent to includes a lot of sub ideas, our commutation must be error free. In this case, if we pick *Application 2* from the list of ideas given to us by our parent, then we have:



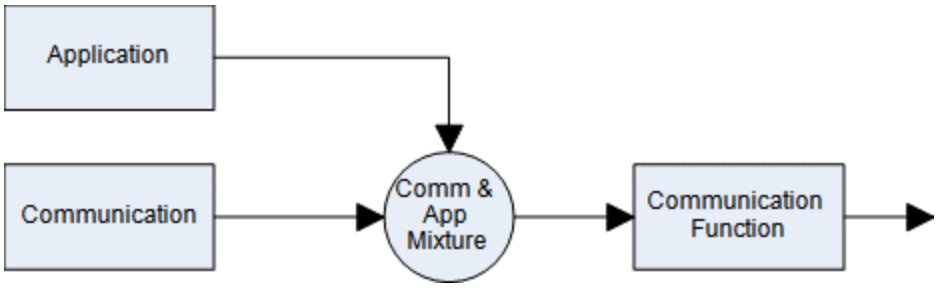
Where



All you need to do is show that as a group and individually in order for that to happen the communication must be error free. You can provide a practical example. Overall, all you need to show is that if the communication is not error free, then our sub application cannot be equal to our parent sub application or simply our sub ideas cannot be equal to our parent sub ideas.

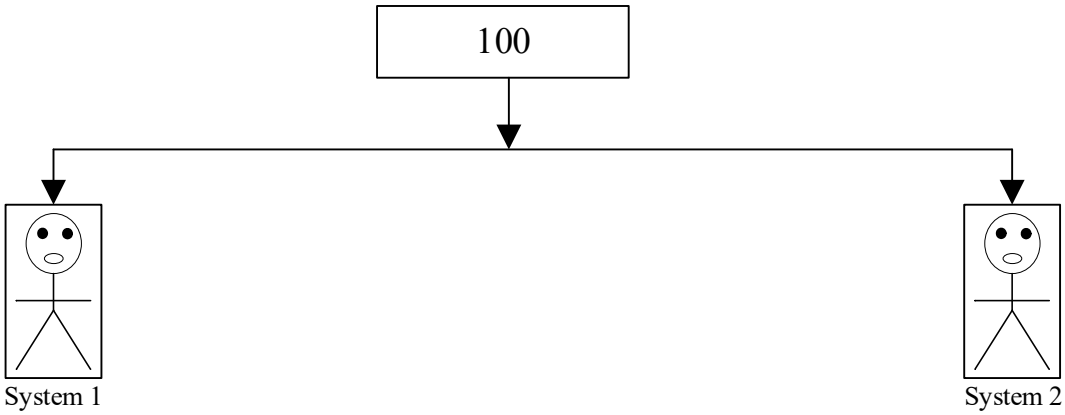
u. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application. Previously, we had shown that in:

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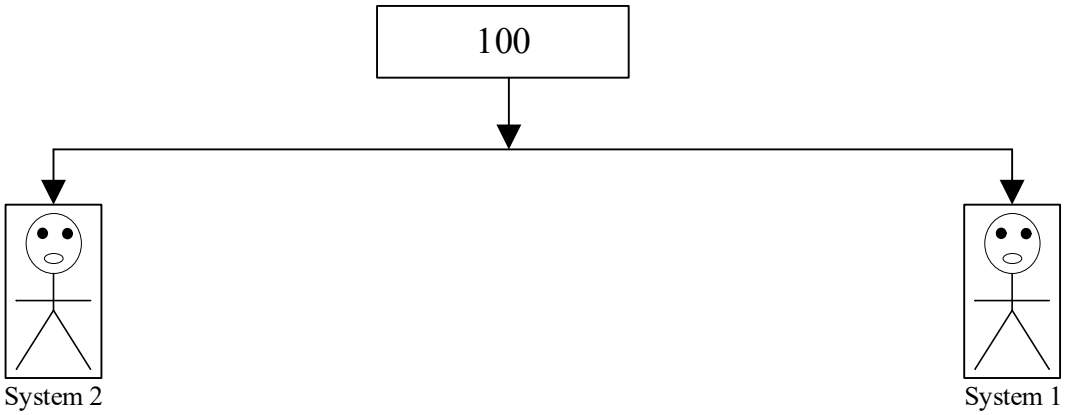
The idea of the application belongs to our parent where the communication belongs to us. All you need to do is rework the model above by expanding it. Show that even our parent cannot assume or take our responsibility. In this case, you can use a practical example. Show that as a group and individually.

v. At *Time 0* the first model is given to us by our parent, which we call the stability model in the form of:



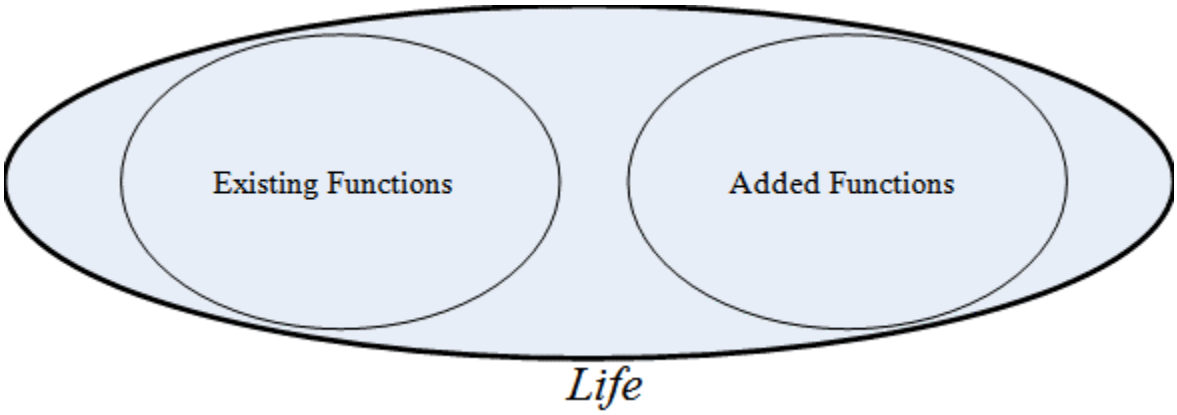
All you need to do here is show that the position of *System 1* and *System 2* can be interchanged. In this case we have:

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Show your understanding of that as a group and individually. Once can help each other in the group understand that.

w. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. At *Time 0 Plus* or simply *later after Time 0*, our parent defines life for us by giving us the definition of life in the form below:



Since

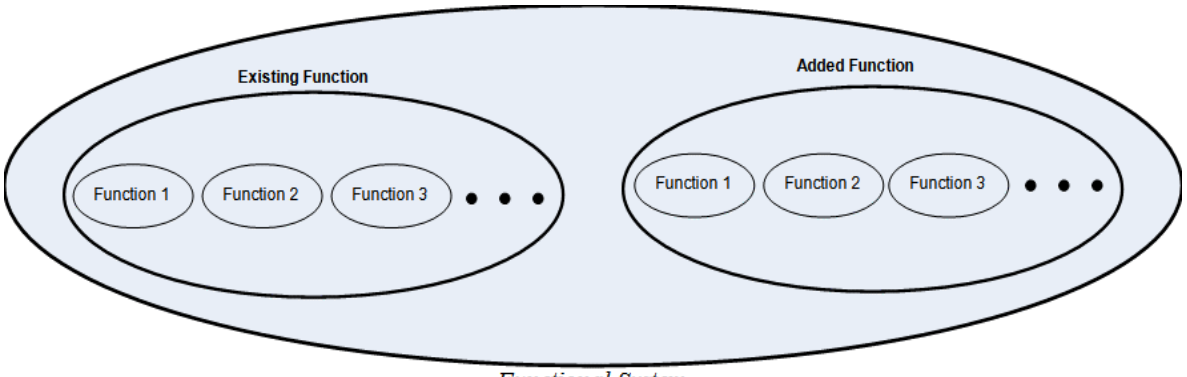


We cannot wait for our parent to apply theory for us after giving it to us. If it was possible, our parent wouldn't have given it to us. Here all you need to do as a group

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and individually is verify that we cannot wait for our parent to apply theory for us after giving it to us. You can provide a practical example and one can help each other in the group understands that.

x. At *Time 0 Plus*, our parent had defined life for us where our parent gives us the definition of life in the form below:



Functional System

where the functions are identified in the form below

Existing Functions	Function Names	Added Functions	Function Names
Function 1	The walking of a dog	*Function 1*	The planting of a tree
Function 2	The flying of a dove	*Function 2*	The closing of a door
Function 3	The flowing of a river	*Function 3*	The opening of a window
⋮	⋮	⋮	⋮

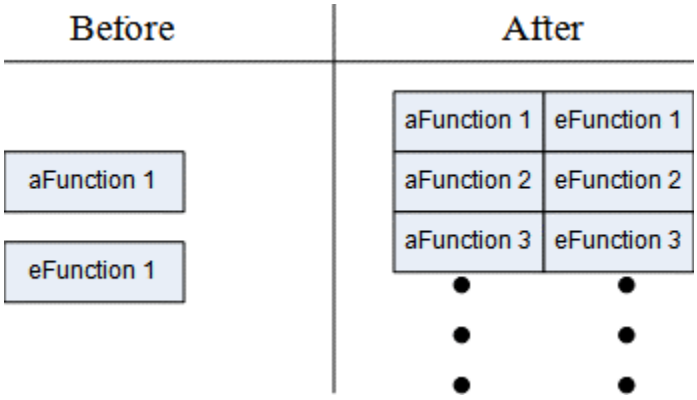
All you need to do here is show that the definition of life given to us by our parent takes resource management into consideration. In other words, by using the model above given to us by our parent, show that the life—the model given to us by our parent—takes resource management into consideration. Verify that as a group and individually by providing practical examples. One can help each other in the group understands that.

y. By working out the part above, you have shown that the definition of life given to us by our parent takes resource management into consideration. In other words, when our parent defines life for us at *Time 0 Plus*, the definition given to us by our parent takes resource management into consideration. From that same definition

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given to us by our parent, our parent also shows us the importance of resource management. Here all you need to do, as a group and individually using the definition of life given to us by our parent, is to show your understanding of importance of resource management. In other words, by using the definition of life, show your understanding of resource management. In this case, there is a relationship between the life and resource management. By showing that importance, you have verified and understand that relationship. You can provide practical examples and one can help each other in the group understand that.

z. At *Time 0*, our parent tells us that if we increase the complexity of the added functions of life, we also increase the complexity of existing functions. In this case we have:



All you need to do here is show that there is a relationship between complexity and resource management and disregarding resource management also increases complexity. In this case, if resource is managed complexity decreases as well as if resource is mismanaged then complexity increases. Verify that as a group and individually by providing practical examples. One can help each other in the group understand that.

aa. By working out the part above, determine how you would reduce complexity in your application in terms of resource usage. The way to look at it, since mismanagement or resources increases complexity, managing of resources in your application would help you reduce complexity. Verify that as a group and individually by proving practical examples.

bb. In terms of resources usage by the physical system, use the definition of life to show that the functionality of the physical system takes resource management into

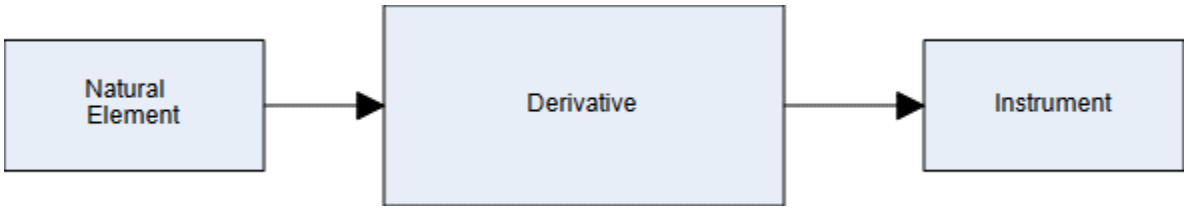
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consideration. In other words, while the physical system can waste a lot of resources, the physical cannot use too many resources. While the physical system can waste a lot of resources, the physical system cannot use too many resources to enable its functionality. Here, you are going to use the definition of life to verify that as a group an individually. One can help each other in the group understand that. You can provide multiple practical examples.

cc. Using the definition of life we know that:



or simply



Where the added function above from the first model is considered to be the function of the derived instrument in the second mode. In this case, the instrument that we derive from the application of theory has a function. Here as a group, show the process of reducing complexity related to the models above. You can work that out as a group and individually. One can help each other in the group understand that.

dd. In terms of reducing complexity, using the model above, complexity can be reduced and further reduced. In other words, using the model above, complexity can be reduced to a level, where it can further be reduced to a lower level. Here if you want to, you can show that depending on how you worked out the part above.

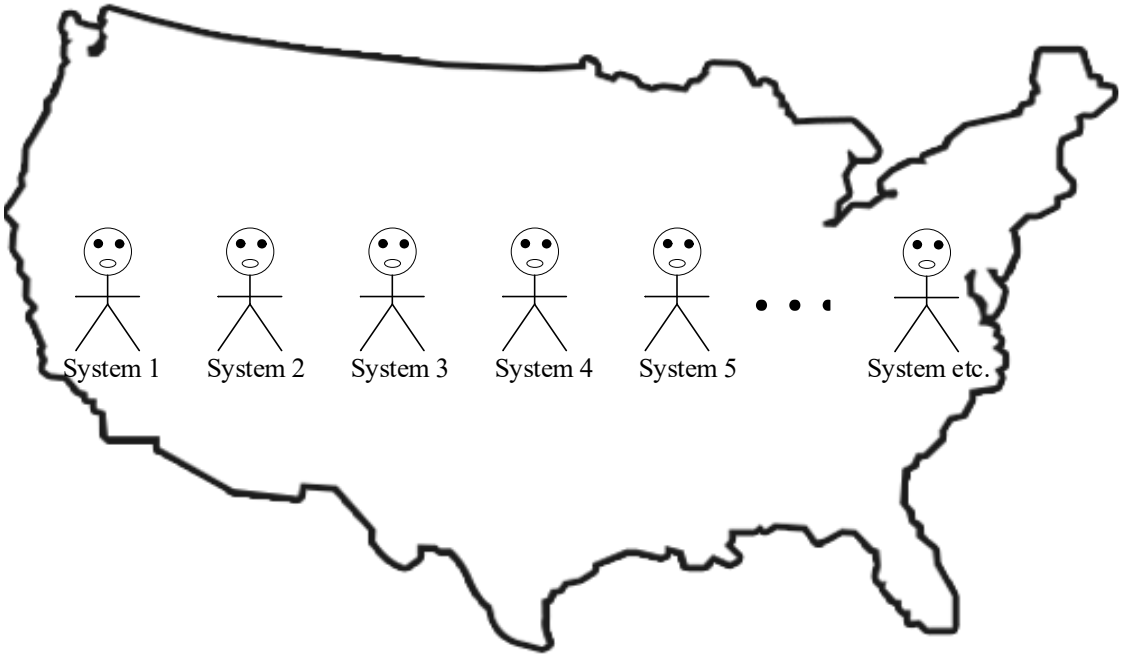
In terms of functions of instruments, we know that it is always good to look at instruments in terms of functions. An instrument is used, the function of that

instrument enables us to accomplish a task or solve an identified problem. Related to an instrument and the function of that instrument in relationship with problem solving, show that complexity can further reduce by looking at instruments in terms of function in relationship with problem solving or tasks executed to solve a problem. You can work that as a group and individually. You can use the definition of life to show that. Once can help each other in the group verify that. You can provide practical examples.

ee. If you have done already, show that resource management enables problem solution, while wasting resources enable problem redevelopment. For example, with resource management, we can solve more problems while wasting resources enable us to develop more problems. Work this out as a group. You can provide multiple practical examples. If you want to, you can use the definition of life to show that. In your workout, you can answer questions: why is resource management important? Why is it important for us to manage our resources? Why is it important for us not to waste our resources?

bbb. At *Time 0*, our parent provides us with the stability model which we call the first model. At *Time 0*, our parent also provides us with the system expansion model, which we call the second model. In this case, as time goes up, number of people increase, and the physical system remains stable. At *Time 0 Plus*, our parent provides us with the definition of life, which we call the third model. To better understand that, let's represent the third model in relationship with our working area in the form below for a fixed number of people at our location at *Time 0 Plus*.

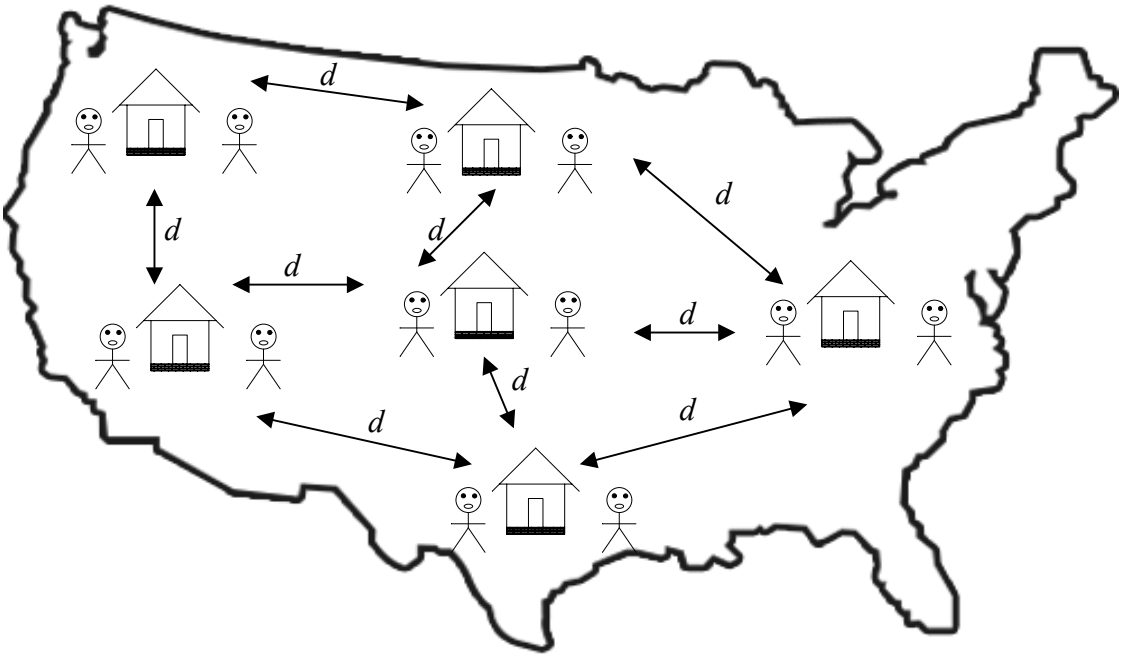
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By looking at the model above, we can see that at *Time 0 Plus*, the fixed number of people are located in our working area. For example, at *Time 0 Plus* you have a fixed number of people in your country. As we have said earlier, the model above represents a sample map of our working area or country. If you have not done so, you should draw the map of your country on a transparency paper and sketch the number of people on it or you can simply use a marker or highlighter to cycle the map of your country and sketch the fixed number of people on it. You can also use the map of your country and sketch the people on it.

The model above represents what is given to us by our parent at *Time 0 Plus*. At *Time 0 Plus* later or *Time 0 Plus*, *Plus* which is a time after *Time 0 Plus*, our parent defines our working area where distance is taken into consideration. In this case, we can represent the model given to our parent below at *Time 0 Plus*, *Plus*. In this case, we can call that model the fourth model given to us by our parent. In the model below, we simply use *d* as the abbreviation to represent distance.

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All you need to do here is show your understanding of the model above as a group and individually. If you want to, you can take your country's history into consideration with many generations back. Working as a group and individually and help each other in the group understand that.

a. From *Time 0 Plus*, *Plus* to *Time 1*, after having problems with our application, we turn to our parent for help, our parent provides us with the idea of our application and the given reference. Now at *Time 1*, the population in our working area above is much more. For instance, we can say three times more. Here we use three times the population we had at *Time 0 Plus*, *Plus*. Any number that shows the increase of population can be used since as times goes up number of people increases. All you need to do here, show the process of exchange goods and services between the people at *Time 1*. The way to look at it, at *Time 1* many people lives at separate locations. They must exchange between themselves. Here you are going to show the process of exchanges between them. Work that out as a group and individually. One should work each other in the group doing so.

b. By working out the part above, you have to verify the process of exchange between the people at their locations. Here, you are going to extend your understanding of your workout above. In this case, you are going to identify each type of exchange that can be used by the people and provide a description of them. You can have a table similar to the one below.

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Exchange Type	Name	Description
Type I	Name 1	Description 1
Type II	Name 2	Description 2

From the table above, you can use the type column as is by using number like type 1, type 2, type 3 etc. For the name, simply put the name of the exchange and for the description, provide a description for the particular exchange type. At the end, for each exchange you use, you can have an explanation of why you have used this particular of exchange. Work that as a group and individually.

c. Here, we are going to continue working out the part above. For each exchange you identify from the part above, you are going to validate that exchange. For instance, you can use theorems from the exchange system theory and theorems from the information theory to validate each type of exchange. By validating each type of exchange, you have determined which one is valid and which one is not valid. Since you have determined which one is valid and which one is not valid, you can answer this question: Which exchange type is the best to use? Which exchange type you considered to use? Answer the questions as a group and individually as well. One should help each other.

d. By working out the part above, you have validated each exchange type. In this case, you have determined which one is good and which one is not good. Here for each exchange type you have identified, you are going to look at that exchange type in relationship with complexity. In this case, for each exchange type you are going to look at resource management in relationship with that exchange then complexity in relationship. You can have a table similar to the one below.

Exchange Type	Resource Management	Complexity
Type I	Appropriate	Appropriate
Type II	Not appropriate	Not appropriate

The table above is an example. The exchange type column can be replaced by exchange name. For the resource management column, you determine if that exchange type takes resource management into consideration. If so, you can consider this exchange type is appropriate and it is good. For the complexity, you determine if that exchange type increases complexity, if not it is appropriate or if it is good. If it does increase complexity, then it is not appropriate or it is not good.

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Work that out as a group and individually. One should help each other in the group understand that.

e. From previous parts, you have identified multiple exchange types and validated them. Here, for each exchange type you have identified, you need to determine the values of the exchangeable elements. To work out this part, you can have a table similar to the one below:

Exchange Type	Entity Provided	Entity Received	Value
Type I	Entity 1	Entity 2	Value of Entity 1
			Value of Entity 2

The table above provides an example, the entity provided column is the entity that you provide by using that exchange type and the entity received is the entity that you received by using that exchange type. For the value column, you put the values of the entities. You can use abbreviations like VEP to denote value of entity provided and VER to denote value of entity received. In this column, you put the value of each entity. Work out this part as a group and one should help each other in the group understand that. This part can be performed practically where specific items can be used.

f. By working out the part above, you have identified multiple exchange typed and determined the values of the exchangeable elements. Here, you are going to validate each exchange type based on the values of the exchangeable elements or entities. To work out this part, you can validate the exchange type based on the value of the exchangeable entities. Another way to look at it, you can use theorems from the information theory to validate exchange types based on values of exchangeable entities. Work this out as a group and one can help each other in the group understand it.

g. From your workout above, you have identified multiple exchange types and validated them. Here, you are going to identify each exchange type and determine problem solved by the exchange type. In this case, you can have a table similar to the one below.

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Exchange Type	Problem Solved	Observation & Explanation
Type I		
Type II		

From the table above, in the problem solved column, you identify the problem solved by the identified exchange type. In the observation and explanation column, you can provide an explanation and show your observation. If you feel that the exchange type does not solve any problem or add/create problem, you can specify that in the observation and explanation column. You are going to work that as a group, and one should work with each other in the group to understand that.

h. By identifying the values of the exchangeable entities or elements, here you are going to use a time chart to plot those values. In this case, you are going to plot those values related to time. The x-axis is the time and the y-axis is the value. You can use specific time ranges like: 500 years, 200 years, 100 years, 70 years and so forth.

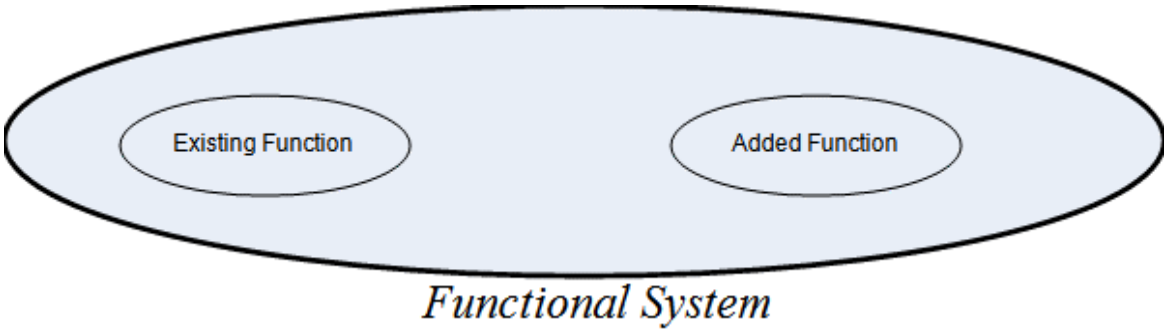
   Using the time chart, you are going to determine if the values of the exchangeable entities or elements hold. In this case, you can have a table similar to the one below.

Exchange Type	Exchangeable Entity	Hold Value
Type I	Name of the entity	Yes/No
Type II		

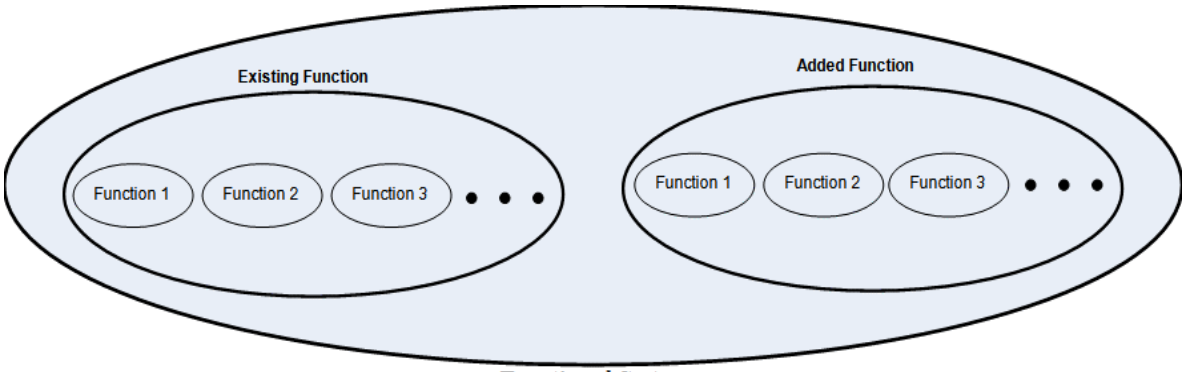
   By using the table above from your plot, you identify whether the values of the exchangeable elements/entities hold related to time. At the end, you can provide and explanation and show your observation. Work this out as a group and one should help each other in the group understand that.

i. Use the result from your workout above to show your understanding of complexity and resource management. In this case you are going to show that if the values hold related to time, that reduce complexity as well as enable resource management. On the other hand, if the values reduce related to time that increases complexity as well as enables—promoting—resource mismanagement. Work that out as a group and one should help each other in the group understand that.

j. Use the definition of life to rework the part above to show that resources are mismanaged and complexity increases if the values don't hold and resources are managed and complexity is reduced if the values hold. In this case, use the model below for instance:

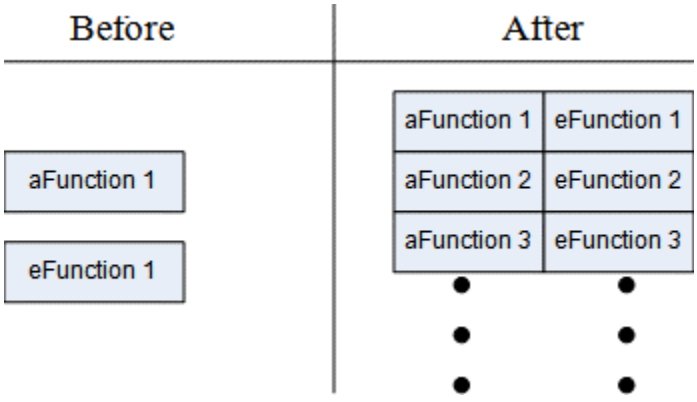


Functional System



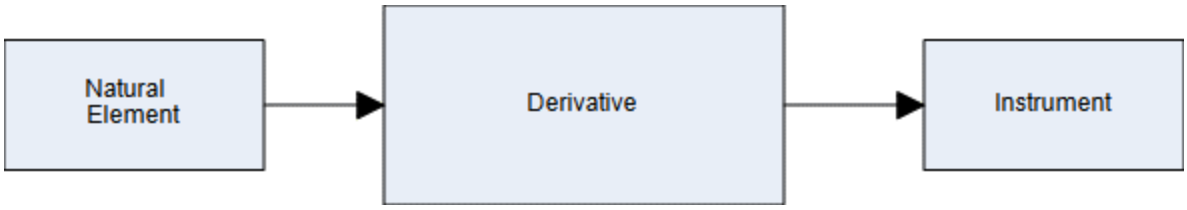
Functional System

As well as the complexity model below.



Look at VEP and VER in relationship. In addition to that you can also use the following model.

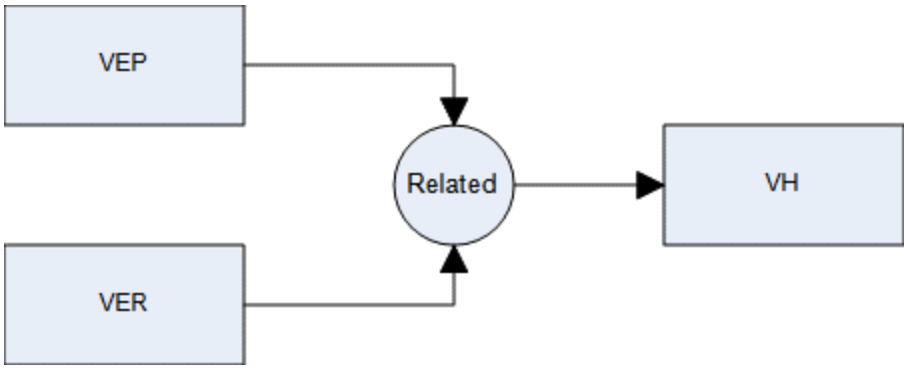
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Work that out as a group and one should help each other in the group understand that.

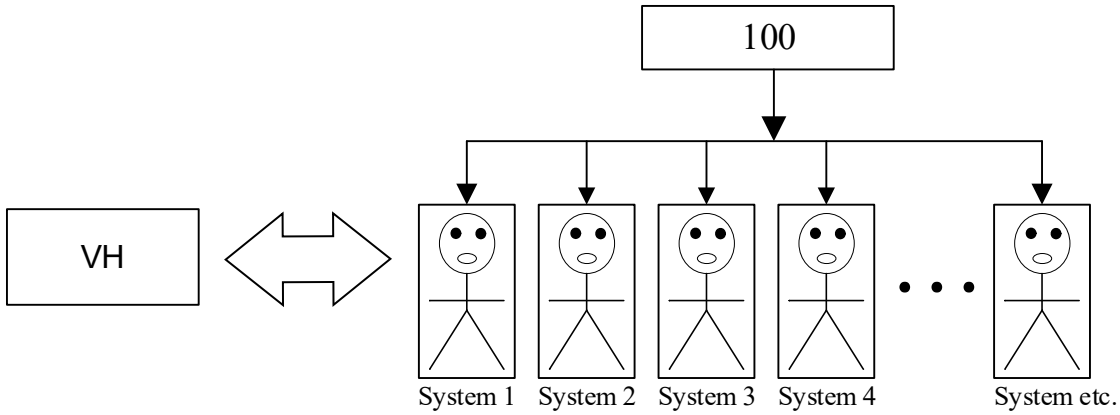
k. Show stability of the physical system and the stability of the functional system related to the values or both parts above. In this case, if the values hold that help with the stability of the physical system. If the values hold, that help with the stability of the functional system. In other words, if the values hold, that is related to the stability of the physical system and the functional system. On the other hands, if the values don't hold that disable stability of both the physical system and the functional system. The way to look at it, if the value doesn't hold, that does not relate to the stability of the physical system and the functional system.

You can use the system stability model to show that. For example, the value hold is viewed as the relationship between the value of the entity provided and the value of the entity received bas shown by the model be. In the model below, we use abbreviation VH to represent Value Hold.

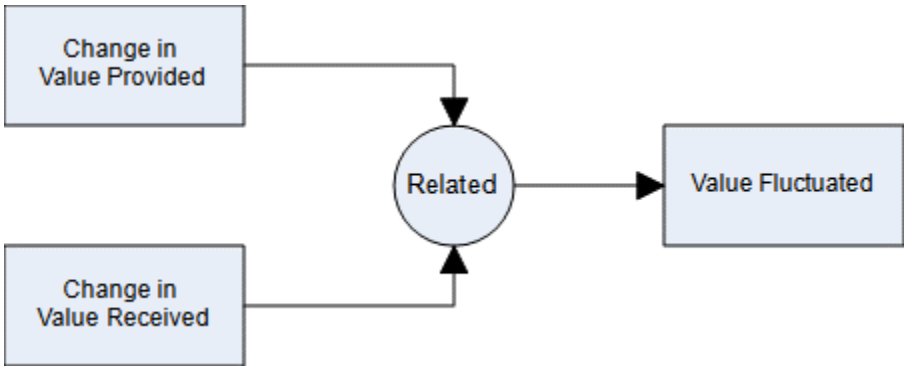


Where VH is the value holds related to time and it is the result of the value of the entity provided and the value of the entity received. VEP is the provided value that does not change related to time, and VER is the received value that does not change related to time. Then we can show a relationship between VH and the stability model given to us by our parent in the form below.

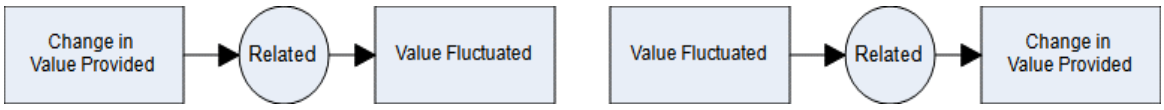
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However, if we have VF as abbreviation to represent Value Fluctuated related to time. In this case, we can have a relationship to represent that change in the form below:



From the model above, the value fluctuated is the result of relationship between change of the value provided related to time and change of the value received related to time. While we show the fluctuated value, it always depends on the received and the provided values. The model above represents both changes in the received and provided values. If there is no changes in either term, then we can cross out that term from the model. For example, if there is no change in the value of entity received, then we cross it out or removed from the model. In this case we have:



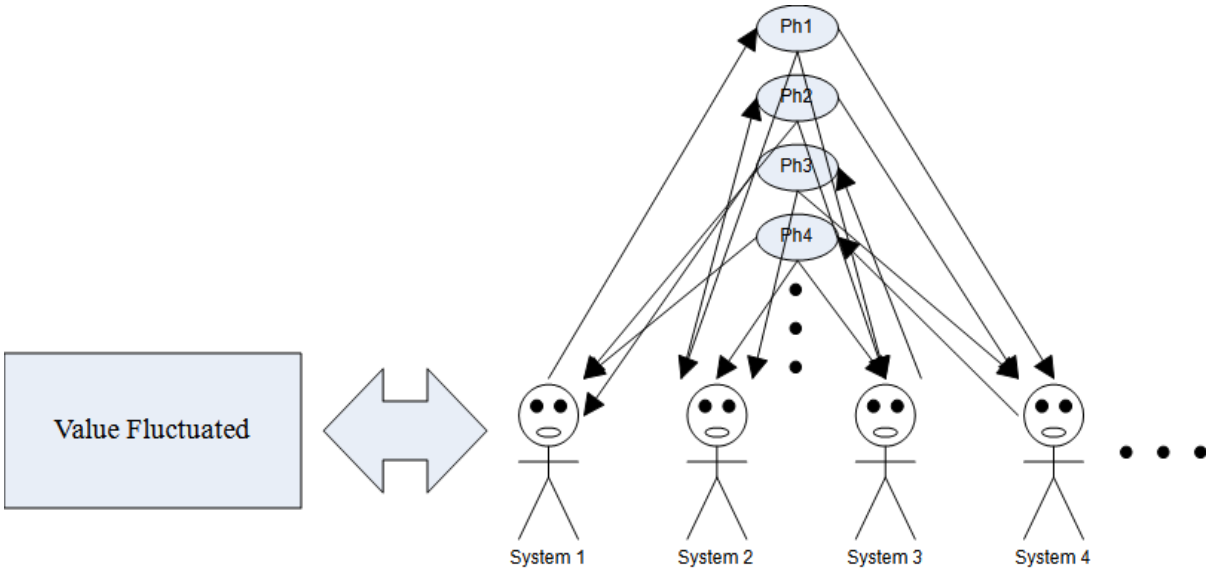
The models above are the same. We can simply say that the fluctuated value is related to the change in value provided or change in the value provided is related to the fluctuated value.

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From above, there is no changes in the provided value, we simply crossed out or removed from the model. In this case, we have:



If there is no change in the provided values related to time, all you need to do here is show that:



In other words, you show that the value fluctuated is related to philosophy or philosophy inheritance. Work that out as a group and one should help each other in the group understand that.

l. Now that you have a good understanding of exchange types, exchange elements or entities, and the values of exchange elements or entities, here all you need to do is show that the accumulating of exchange elements does not enable resource management as well as increase complexity. The usage of the terms exchangeable element is equivalent to the term exchangeable entity. Work that out as a group and one should help each other in the group understand that.

If you want, you can use the definition of life to show that. For example, in terms of complexity you can look at the quantity of an exchangeable element. In this case, you can have a table to show the exchange type and the quantity of exchangeable element. Look at the quantity of exchangeable element in terms of

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accumulation in relationship to complexity and show that the accumulation of that exchangeable element enables the increases of complexity.

m. Another way to work out the part above, is to have a table for example to show the changes of values related to time for an exchange type. You can use a table in relationship to a time chart. In this case, you can have a table similar to the one below:

Exchange Type	Change of Value of Entity Provided	Change of Value of Entity Received	Quantity
Type I			Time 1 quantity = ? Time 2 quantity = ?

For example as shown on the table above, for each change in the value of entity provided and/or the value of entity received related to time, you can look at the quantity of the exchangeable element or the quantity of the entity provided and entity received. Then you can plot that quantity related to time. In another time chart, as the quantity increases, you can look at the accumulation of that exchangeable element. Then you can conclude that as time goes up, accumulation going up, so does complexity. You can look at your chart in relationship with complexity chart to verify that. Work that out as a group and one should help each other in the group understand that.

n. By working out the part above, you have already shown that the accumulation of an exchangeable element increases complexity as well as reduces resource management. In other words, as the accumulation of an exchangeable elements goes up, the complexity also goes up. Here you are going to show that as a group the accumulation of an exchangeable elements does not solve problems. The way to look at it, as we reduce complexity we solve more problems and as we increase complexity, we solve less problem. In this case, you can conclude that the accumulation increases complexity, therefore it does not solve problems. Work that as a group and help each other in the group understand that.

o. From your workout above, you have already shown that the accumulation of an exchangeable element increases complexity. Here, you are going to show that the accumulation of an exchangeable element does not solve any problem. Verify that

as a group and one should help each other in the group understand that.

p. Now, we have a very good understanding of exchangeable elements, values of exchangeable elements, and complexity. Here, you are going to show that the increased quantity of an exchangeable element does not increase the value of that exchangeable element. To do that, you are going to look at the value of that exchangeable element related to time. By tabulating the values related to time, you can compute the fluctuated values as we did before. Related to time, as the value of that exchangeable element keeps fluctuating, the quantity of that exchangeable element also increases. From your tabulated result, you are going to determine whether the values of that exchangeable element increase as the quantity of that exchangeable element increases. From your data, you are going to conclude that an increase in the quantity of that exchangeable elements does not includes the value of that element. You can have a table similar to the one below.

Element Name	**Value at *Time 1***	**Value at *Time 2***	**Change of Value**
Name			

From the table above, in the element name column, you put the name of that exchangeable element. In the *Value at Time 1* column, this is the value of that exchangeable element at that time. For example if you start in the year 1850, then you record *Value at Time 1* as the value of that element in 1850. Then if 50 years or any other time your use, you can record the next value which is *Value at Time 2*. Then in the last column, you compute the change of the values. You are going to do it for multiple times.

Now, for each time you record and you calculate the change of values, you are going to record the quantity of that exchangeable element. You can have a table similar to the one below.

Element Name	**Quantity Available at *Time 1***	**Quantity Available at *Time 2***	**Value**
Name			*Value at Time 1* = ? *Value at Time 2* = ?

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From the table above, you record the quantity of that exchangeable element available at each time. For example, you start in 1850, then you record the quantity available of that year in the quantity available at *Time 1* column. Then you go to the next year, for example in 20 years, 50 years or so, you record the next quantity in the quantity available at *Time 1*. You record the values for each year in the value columns. You can keep doing it for multiple times. You are going to watch the value columns to see if the values stay constant or they don't change or hold. If the values change, then you are going to conclude that the increase of the exchangeable element does not increase the value of that exchangeable element. Work that as a group and individually and one should help each other in the group understand that.

Another way to approach it, while it is not necessary is to look at the quantity of an exchange element provided, and the quantity received. We can call the quantity received as resource. Related to time, if quantity provided increases and quantity received decreases, then you can have a table with the time, with quantity provided, and resource received. For each time, you are going to record quantity of the exchange element available. In this case, as quantity of that exchange element available increases, quantity provided also increase, but resources received also decrease. The observation is that the increase in the quantity available does not increase the quantity of resource received. Therefore, the increase in the quantity does not solve any problem since it does not increase resource available. You can use tables and charts to show that.

q. By working out the part above, you have shown that the increase of the quantity of an exchangeable element does not increase the value of that exchangeable element. You are going to look at the relationship between the increase in the quantity of an exchangeable element in relationship with resource mismanagement as well as complexity. In this case, you are going to show that the increase in the quantity of an exchangeable element from the part above increases complexity as well as enable resource mismanagement. Work that out as a group and one should help each other in the group understand that.

r. By working out the part above, you have shown the increase in the quantity of an exchangeable element increases complexity as well as enables resource mismanagement. Here you are going to look at the increase in quantity of an exchangeable element related to stability. In this case, you are going to show that

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the increase in quantity of an exchangeable element does not provide stability to the physical system as well functional system. For example, the increase enables both the physical system and the functional system to become unstable rather than maintaining stability. If you want to, you can use the definition of life in relationship with philosophy as well as philosophy inheritance to show that the increase does not provide stability. Work that as a group and one should help each other in the group understand that.

s. Depending on how you have worked out the two parts above, here you are going to show that the increase in the quantity of exchangeable element does not solve problem. As well as the increase of quantity of an exchangeable element also develop problems. Verify that as a group and individually. One should help each other in the group understand that.

t. By working out multiple parts above, you have shown that the increased in quantity of exchangeable elements or an exchangeable element do not provide stability as well as enables resource mismanagement and increases complexity. Here, you are going to show that the increase of quantity of an exchangeable element does not increase resources available. In this case, you can have a table similar to the one below as well as a time chart.

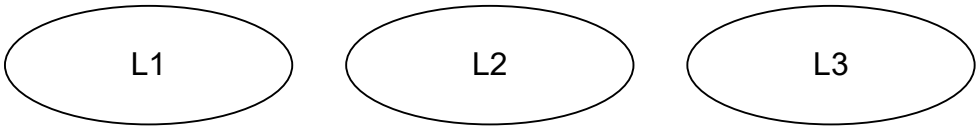
EE Name	**Quantity Available at Time**	**Resource Name**	**Quantity Available a Time**
Name			

From the table above, in the EE name column it is the name of the exchangeable element. In the quantity available at time column, you put the quantity available at multiple times. For example, you can start from 1800, 1850, 1900, 1920, 1950, up to today. You can estimate if the quantity available is going up related to time. In the resource name column, you can put some resources. In the quantity available column for the resource name, you can simply put up or down. You don't have to put an exact quantity. In your observation, you are going to show whether the resources quantity is going up while the quantity of the exchangeable element increases. Work that out as a group and one should help each other in the group.

Similarly, if you want to you can use the definition of life to show that. By using the definition of life with the functional stability chart given to us at different time,

you can use the model to show whether resources are going up or down while the quantity of the exchangeable element is going up. You can work that out as a group.

u. Previously you have shown that the increase in the quantity of an exchangeable element does not increases its value, increase complexity, and enable resource mismanagement. You have also shown that the increase in quantity of an exchangeable element does not increase resources available as well as promote instability. Here you are going to show that the increase in quantity of an exchangeable element at one location does not provide stability at other locations. In other words, the increase of quantity of an exchangeable element at one location not only affects that location in terms of stability, as well as other locations. To do that, you are going to use a map of multiple locations. Each location is represented by a country for instance. From the model below, we use abbreviation L with number to represent specific location.



The figure above represents a map of three countries for example. In addition to map, you can have a table as shown below. In this case, you are going to monitor the quantity available for that exchange element at one location and watch stability of other locations. Also watch the stability of that location in relationship to the other location.

EE Name	Quantity Available at L1 at Time	Stability at L2	Stability at L3
Name			

From the table above, you record the exchange element name. In the quantity available at L1 at time, you record the quantity available of that exchange element at that location at that time. For example, you can record the quantity available in 1850, 1900, 1950, 1960, 1970, 1980, 1990, up to today. You can also use arrow up/down to indicate that the quantity is going up or down. In the stability at L2 and L3 column, you can monitor the stability in those locations while that exchangeable element quantity is going up at L1. You can also have a column to monitor the stability at L1. Since you have already show that the increase in the element does

not provide stability, you don't have do that. The only reason you need to work this part of this exercise is to show that the increase in the quantity of the exchangeable element at one location affects other location. If you observe that as the quantity of element increases at L1, stability at L2 and L2 decreases, then you are going to explain and verify that. Work that out as a group and one should help each other understand that.

If you want to, you can work it out using the definition of life. By using the definition of life, you have already shown that the increases of an exchangeable element does not increase stability, but enables instability, creates complexity, and enable resource mismanagement. Here, use the same definition of life to show that the increase of quantity of that exchangeable element affects stability at other locations. Work that as a group and one should help each other understand that.

v. Here, you are going to divide yourselves into several groups. If the class has 20 people, you can divide into 4 groups where each group has 5 people. If you are reading this part today, then you can start to work it out tomorrow. Each group can bring to class some items, for example, one group can bring apple, another group can bring banana, another group can bring corn, and another group can bring rice. These are the types of items you can bring in class. Off course, you can bring multiple other items and mix them. Each group can form a circle to work together to identify them as a group. For example, in 4 groups, you can label the groups as: Group A, Group B, Group C, and Group D. You can have paper to label the group you are in to identify the group. For example, if you sit next to a table, you can fold the paper and put it on the table to identify your group.

Here, you are going to exchange items between the group. You are going to identify the exchange type you use, the item you provide to a specific group, and the item you receive from specific group. You can have a table similar to the one below.

Exchange Name	**From Group**	**To Group**	**Entity Provided**	**Entity Received**
Name	A	B	Entity 1	Entity 2

From the table above, the exchange name is the name of the exchange you use. If you want to, you can have a column for exchange type. From group column, is the group you are in. For example, if you provide Entity 1 to Group B, then you record

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your group and the entity that you provide to the other group. If you receive an entity to the other group, you also record that group and the entity that you receive. You can have multiple rows where your group can receive multiple items and provide multiple items. To complete this part, you are going to answer this question as a group and individually: why is an exchange needed? Why is an exchange system needed? Why is an exchange system important? One should help each other respond to that question.

w. Continuing from your workout above, you are going to identify or determine the value of the entity that you provide to the other group and the entity that you received from the other group. In this case, you can have a table similar to the one below:

From Group	To Group	Entity Provided	Entity Received	VEP	VER
A	B				

From the table above, you identified the value of the entity received as well as the value of the entity your group received. By working this out as a group, you are going to answer these questions: Who determine the values of those entities? What determines the values of those entities? What determines the value of the entity you provide? What determines the value of the entity that you receive? Answer the questions as a group and one should help each other in the group answer theme.

x. By working out the part above, you have identified the values of the entities that you exchange. Here, you are going to determine if their values hold related to time. To do so, you can have a table similar to the one below.

Entity Provide	Entity Received	Time Entity Provided	Time Entity Received	Change of EP Related to Time	Change of ER Related to Time

You can have a table similar to the one above for each group or you can simply add two columns to it: one From Group and one To Group. You list the entity your group provides and the entity your group receive. In the *Time Entity Provided* and

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Time Entity Received columns, you record the time the entity is provided and the time the entity is received. In the other two columns, *Change of EP Related to Time* and *Change of ER Related to Time*, you record the changes of the entity you group provided related to time and the change of the entity your group received related to time. Based on that, you can identify the values of the entities. In terms of determining or identifying the values of entities, you can look at it like this. If you receive a banana today, you can eat it today. This banana has value to you. If you leave it for 3 more days, you can still eat it, therefore it has the same value to you. If you leave it for 7 more days, where you can no longer eat it, that banana still have the same values, except you left it for too long. In this case, *Change of Entity Received* is the value of the banana which is constant and *Time* is equal to 3 days. You can use this form to determine the values of the entities that you provide and the values of the entities that you receive. The way to look at it, you leave the entity related to time whether it is going to hold its value. If you leave the entity related to time, determine whether its value is still the same. If you leave the entity related to time, determine whether that entity will still be useful. In this case, the usefulness of an entity related to time determines the value of that entity. You can also answer these questions: what determines the value of an entity? What determine the value of an entity related to time?

y. By working out the part above, you have identified the values of the entities that you exchange. Here, you are going to validate the values of those entity by using theorems from information theory. In this case, you are going to have a table similar to the one below.

VEP	**VEP Information Theorem Validation**	**VER**	**VER Information Theorem Validation**

From the table above, you record the values of each entity your group provides and each entity your group receives. In the *VEP Information Theorem Validation* and *VER Information Theorem Validation* columns, you identify specific theorem or theorems in information theory that validate both VEP and VER. You can add additional columns for your group names—for instance From Group, To Group. You should show that the specific theorem validates the identified value. Work that out as a group and one should help each other in the group understand.

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z. By working out the part above, you have validated the values of the entities that you receive and the values of the entities that you provide. Here, you are going to use theorems from the exchange system theory to validate each exchange type or exchange name that you use. In this case, you can have a table similar to the one below.

Exchange Type	Exchange Name	Exchange Theorem Validation

From the table above, the first column is the type of the exchange, the second one is the name of the exchange, while the third one is the theorem from the exchange system theory that validates that exchange. Here, we use the exchange name to denote the output. Work that out as a group and one should help each other in the group understand that.

aa. Since resource management is part of the system—life, the exchanges that you use must be compatible with resource management. Here, you are going to verify that as a group the exchange that you use is related to resource management. You can have a table similar to the one below:

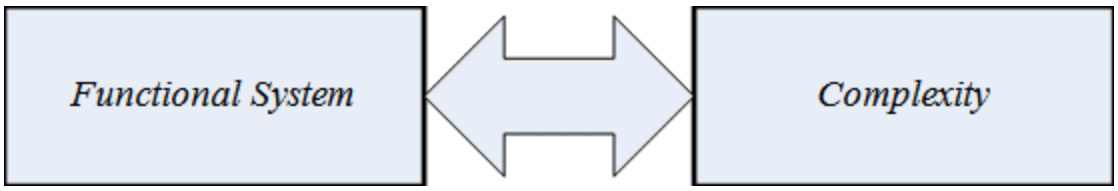
Exchange Name or Type	Resource Management	Explanation
	Yes/No	

From the table above, you identify the exchange name or type. In the resource management column, you state whether that exchange is compatible or related to resource management. If so, you put yes, if no you put no. In the explanation column, answer these questions: Why is this particular exchange not compatible with resource management? Why is this particular exchange not related to resource management? Why does this particular exchange enable resource mismanagement? Why does this particular exchange causes resources to be mismanaged? Work this out as a group and one should help each other in the group.

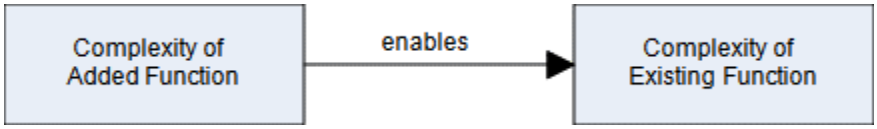
bb. By determining whether or not the exchange that you use is compatible with resource management, here you can determine whether or not the resource that you use increases complexity. There are a couple of ways to work this out. If you want to, you can use the functional system in relationship with complexity in the form

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of:



where, the added functions enable the complexity of the existing functions. In this case, as the complexity of the added functions goes up, so does the complexity of existing functions, as shown by the model below.



In this case, you can have a table similar to the one below to determine complexity of the exchange that you use:

Exchange Name	Added Function Complexity	Existing Function Complexity	Observation
	aFunction 1	*eFunction* 1 *eFunction* 2 *eFunction* 3 ⋮	

In this case, if the exchange that you use is related to a single function for instance *aFunction 1*, you can look at how many existing functions that are affected based on that functions. In this case, if we can reduce the number of affected existing function, we then reduce complexity. In the observation column, you can provide additional explanation. If you observe that the number of affected existing function is reduced based on your exchange, then your exchange enables the reduction of complexity. At the same time, if the number of affected existing functions increases related to time, then that exchange enables the increase of complexity. You can answer the following questions as a group: Why does this particular exchange enable the increase of complexity? Why doesn't this particular exchange enable the increase of complexity in life? Why does this exchange cause complexity to increase?

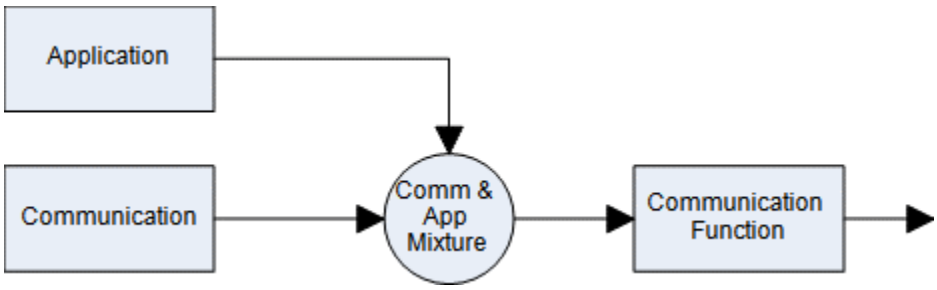
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Rather than using the definition of life to show if the exchange that you use enables the reduction of complexity in life, you can do the following: Related to time, you can look at the performance of existing functions based on your exchange. In this case, if you were going to use that exchange type for a long period of time, how would the functional system or the existing function be?. In this case, you can group multiple functions that are affected based on the exchange type that you use. If we can reduce the number of existing functions affected related to time, then we can reduce complexity. In this case, if an exchange type enables us to reduce the number of affected existing functions, then that exchange type enables us to reduce complexity in life. Work that out as a group and one should help each other in the group understand that.

cc. By working out the part above, you have determined whether or not the exchange that you used increases complexity. Here, you are going to determine whether or not the exchange that you use enables stability.

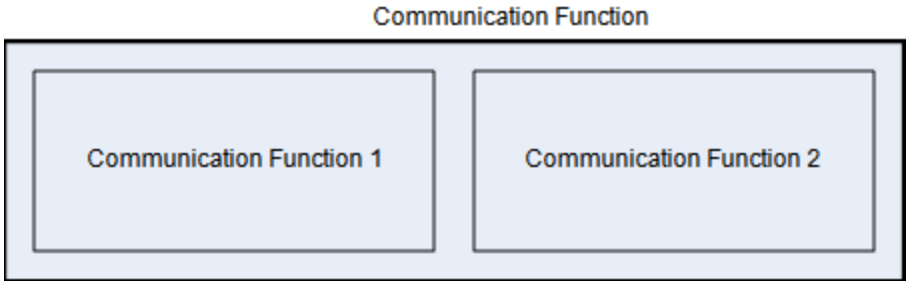
dd. You may have been divided into 4 groups. It does not matter. If you have been divided into 4 groups, here you can identify the number of people per group as well as the name of them.

The communication function was given to us by our parent in the form of:

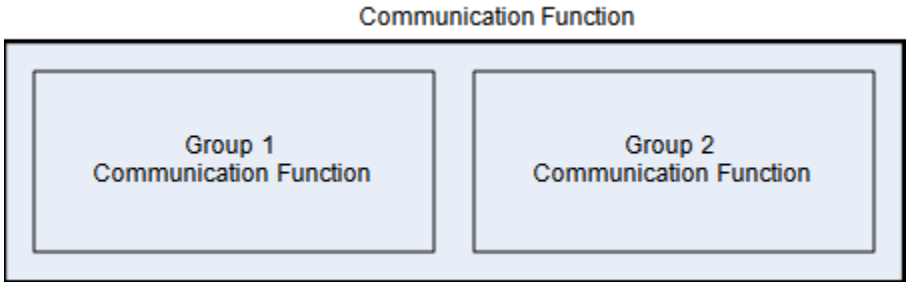


Each group is going to represent the model above to include the people in the application. Here, the application is viewed as an exchange application. We can call it an exchange project. For instance, if you are in Group 1, then you are going to represent that model for Group 1. If you are in Group 2, you represent that model for Group 2 as well. Assume that two groups are exchanging with each other, then you are going to have two models: one for Group 1 and one for Group 2. In this case, you can have something similar to this:

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or simply

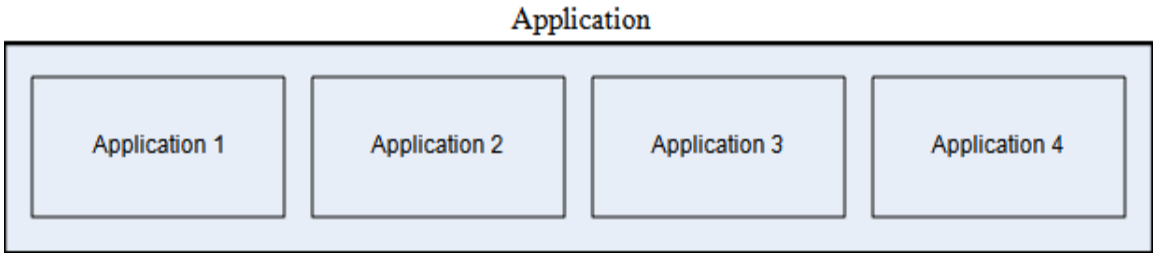


Now that the first group is exchanging with the second group, identify the idea of the application which we can call the idea of the exchange or the exchange idea as well as the communication of people in the group that lead to the exchange. In this case, you are going to identify *Application* and *Communication* for each group that exchanges with each other. While the above represents the first two groups, each group that exchanges with each other should do the same.

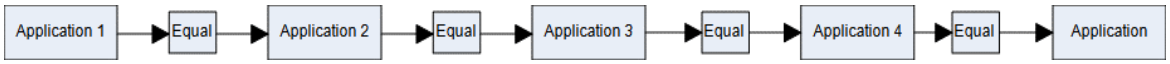
By working out the part above, you should have a model for the exchange. Here, you are going to a model of the exchange project which includes everybody in the application as well as the result of the application.

ee. From above, you have identified the idea of the application which we call the idea of the exchange. For example, from the part above, the idea of the exchange is represented as *Application*. Here, you are going to show that the idea of the exchange is equivalent to all the ideas of the people in the group you in are combined. In this case, if you are in Group 1 and you have 4 people in the group, then we have:

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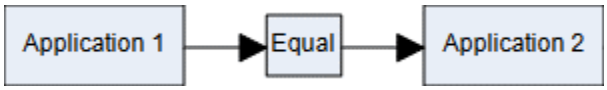
or simply



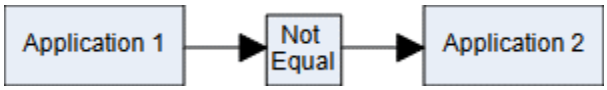
or simply



Here, represent the model of the exchange function using the first model above. You are doing that for Group 1 that means you are in Group 1. Group 2 should do the same for Group 2. In this case, if you are in Group 1, the idea of your application or your exchange idea is *Application 1*. For Group 2, the exchange idea for Group 2 is *Application 2*. Here you are going to show that.



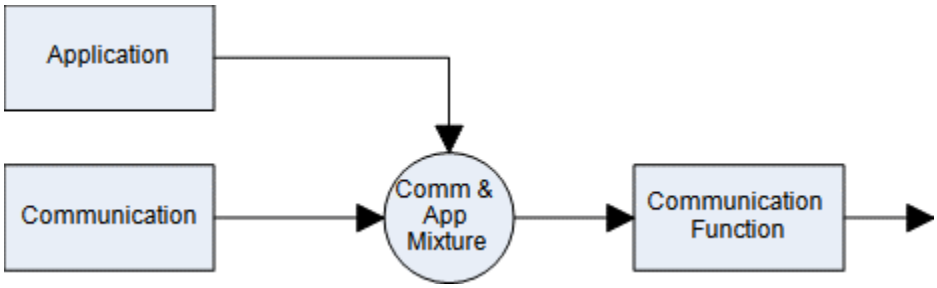
In this case, we can say that in order for the exchange to be completed or in order for the exchange to be satisfied or satisfied by both parties, the ideas of the exchange must be similar or equal. Each group that exchange with each other must show that. If you want to you can also show that if:



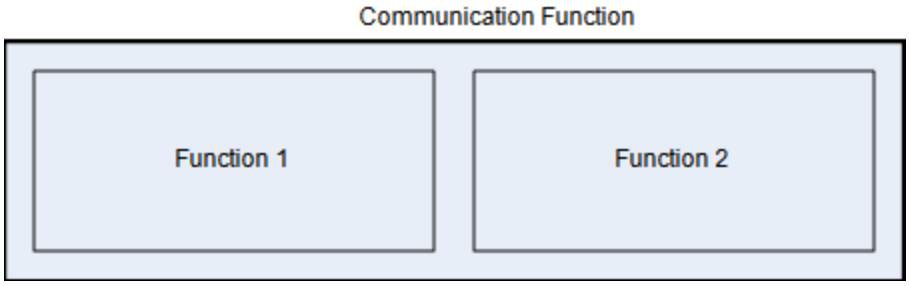
The exchange cannot be completed. In other words, if the ideas for the exchange are not similar or equal, then the exchange cannot be performed. Each group must work that out. One should help each other in the group understand that.

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ff. By working out the two parts above, you have shown that the function that enables the exchange takes ideas of the exchange into consideration as well as the communication of people in the groups. Here, you are going to continue working in groups to perform the exchange by taking communication of people in the groups into consideration. By using the communication function below:



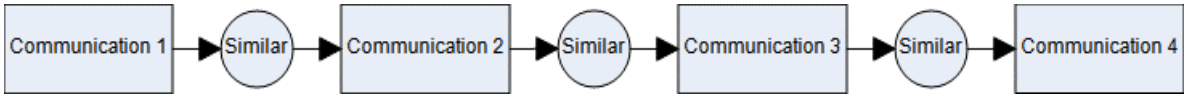
Show the model of that function by taking the communication of people in the group into consideration. Here, you do not need to include the idea of the application. For example,



In this case, the *Communication Function* is the function that includes the communication of people in Group 1 and 2. Here, you are going to show the model of each function by taking the communication of each person in the groups into consideration. In this case, if you are in Group 1, you show the model of *Function 1* by taking communication of people in Group 1 into consideration as well if you are in Group 2, you show the model of *Function 2* by taking the communication of people in Group 2 into consideration.

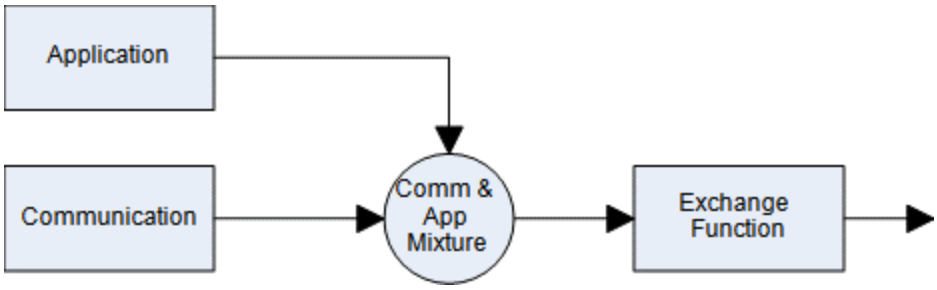
All you need to do here is show that the communication of people in Group 1 must be similar or equal. For example, if Group 1 has 4 people, then the communication of people in Group 1 is viewed as *Communication 1*, *Communication 2*, *Communication* 3, and *Communication 4* then we have:

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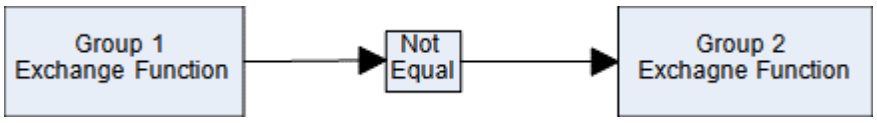
From above, if you are in Group 1, you do it for Group 1 and if you are in Group 2, you do that for Group 2. Each group that exchanges with each other must do the same. In order for the exchange to be completed or satisfied, or the function of the exchange to be executed, the communication of people in Group 1 and the communication of people in Group 2 must be similar as you have done previously. In this case, you are going to do something similar to above, by showing the model of both groups and identify each communication. Here, you can identify both communication as *Communication Group 1* and *Communication Group 2*; where *Communication Group 1* is similar to *Communication Group 2*.

You are going to show that in order for the exchange function to be satisfied or presented in the form below, *Communication Group 1* must be similar to *Communication Group 2*.



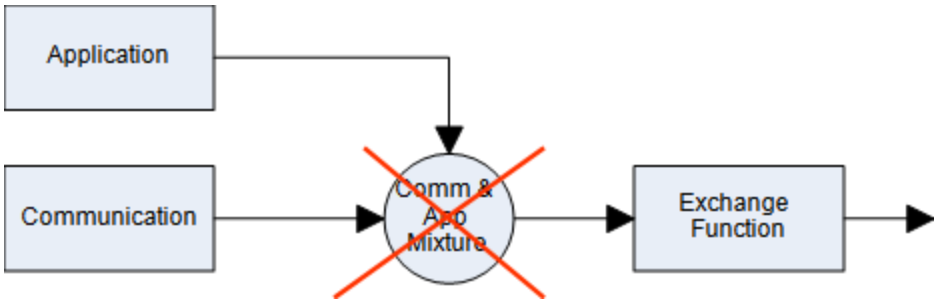
Verify that for both groups that exchange with each other and everybody in the groups must understand that.

You should also observe that if



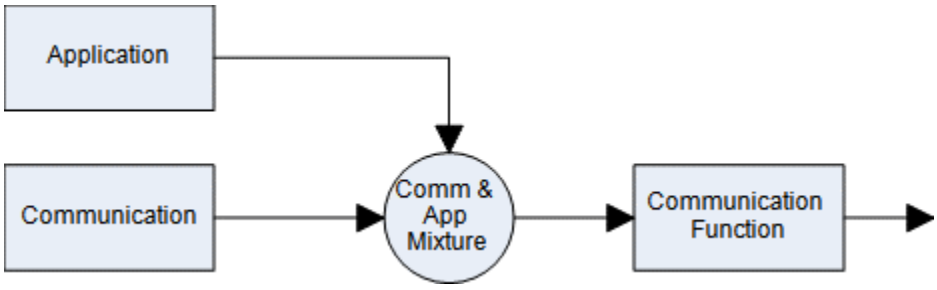
Then the exchange cannot be executed. In this case, we have the model below which is invalid. We use the red cross in the model to show that it is not valid.

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You can show your observation within that. In other words, if the communication of people in Group 1 is not similar or equal with communication of people in Group 2, then it is not possible to execute the exchange. Each group that exchanges with each other must show that.

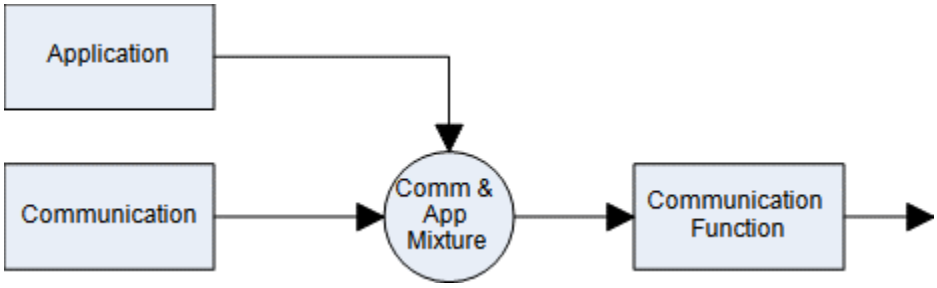
gg. By working out the two parts above, you have shown that in order for the exchange to be executed by the groups, the idea of the people in the groups must be similar. In this case, if two groups are exchanging to teach other, the ideas of people in both groups must be similar. As well as, in order for the exchange function to be executed, the communication of people in groups that perform the exchange must be similar. Here, you are going to show that in order for the exchange to be performed, the ideas of the people in the groups must be positive as well as the communication of the people in the group. In this case we can say that if the idea of the application is positive and the communication contains no error, then we have:



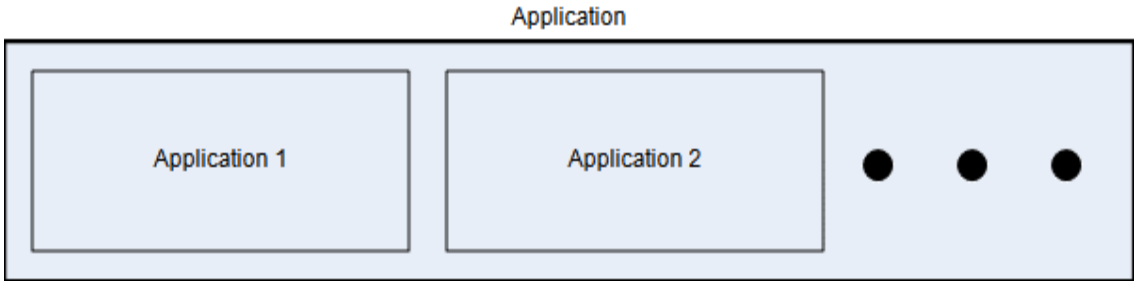
This is the same as saying that if the exchange idea is positive and the communication contains no error, then the exchange is positive or the exchange function is positive. In this case, groups that exchange with each other must show that. For example, if Group 1 exchanges with Group 2, then both of them together can verify that.

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hh. After having problems with our application, we turn to our parent for help. Our parent provides us the idea of our application and the given reference. At *Time 0*, our parent provides us with the function of our application:



For each group that exchanges with each other, show that the exchange idea is indeed from our parent. In this case, since we have shown previously Group 1 exchanges with Group 2, where the exchange idea of Group 1 is *Application 1* and the exchange idea of Group 2 is *Application 2*. If *Application 1* and *Application 2* are from our parent, then we have:



Here you are going to show the relationship above. For each group that exchanges with each other, show the exchange idea is indeed from our parent idea. We can also say that, for each group that exchange with each other, show that the exchange idea is indeed the idea of our parent.

ii. At *Time 0*, our parent provides us with the stability model which we call the first model. At *Time 1*, we have problems with our application and turn to our parent where our parent provides us feedback which is an extension of the stability model given to us by our parent at *Time 0*. Draw the stability model of the people in the group you are in. Show that is an extension of the stability model given to us by our parent at *Time 0*. You only need to do that for the people in the group you are in and represent the stability model related to the number of people in the group

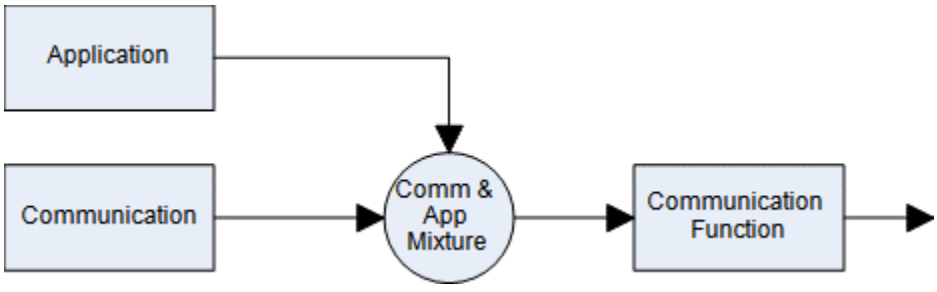
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you are in. Label each entity in the model, as well if the entities that are in lines and on top; annotate them. You can also answer the questions: Why is this particular entity on top? Why is this particular entity in line?

jj. For each group that participates in the exchange, draw the stability model of the groups which is an extension of the model from *Time 0*. Label each entity on top and in line. Write the stability model to include all the groups and the people in the groups. Label the entities that are on top and in line. Answer questions: Why is it important for this particular entity on top? Why is it important for the groups to be in line with each other?

kk. Now you have a very good understanding of the exchange types that you use as well as complexity and resource management. If you are in Group 1 and you are exchanging with Group 2. Let's assume that in Group 1, you have banana, apple, corn, and rice and so forth, where Group 2 has nothing. In this case, Group 2 needs to exchange with you to get some bananas, however Group 2 has nothing to exchange with you. Here, you are going to show the banana that you provide to Group 2 is also an exchange. You can do that from group to group, where one groups needs to exchange with another group, however one of the groups does not have an item to exchange. You need to answer the following questions: Why is providing some bananas to Group 2 considered to be an exchange? Why is the providing of items from one group to another group without receiving another item back considered to be an exchange? Why is the exchanging of an item from one group to another group without receiving another item back still considered to be an exchange? You should answer the questions from groups to groups.

ll. Use the model below to show the exchange process of the part above.



The way to look at it, Group 1 is exchanging with Group 2. In this case, the exchange function is viewed as a function of communication. By using the model

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above, the communication of the people in the exchange application can be identified. In other words, you are going to identify the communication of the people in the groups who are participating in the exchange and show that the exchange function is a function of communication. You should do that for groups that exchange together.

mm. By working out the two parts above, show the process of resource management as well as reducing complexity. In this case, if you are in Group 1 and you exchange with Group 2, both groups are going to verify that the exchange process enables resource management as well as reducing complexity. Both groups that exchange together should do that. In your workout, you can answer the following questions: Why does this exchange process between your groups enable resource management? Why does this exchange process between your groups enable reduction of complexity?

If you want to, you can use the definition of life to show that. By using the model, you can show that the exchanges that you do enables resource management as well as reducing complexity. In this case, you have a table with multiple columns to show that the exchange enables resource management as well as reducing complexity.

nn. By having a good understanding of resource management and complexity, here you are going to show the process of resource management in your groups in relationship with times. To do so, divide the class into two groups. Assume that you have a total of 20 people in the class, then you can have Group 1 of 5 people, while the other people are ungrouped or simply have them in Group 2.

Assume that you have 5 people in Group 1, then you are going to do the following. You are going to evaluate and monitor a fixed set of resources that you have. In this case, you are going to evaluate what you have. For instance, a fixed set of bananas, apples, oranges, corns, rice, water, chips, candy, and so forth. Each day you are going to monitor the quantity that you have, the quantity that you use, and the number of people in your group. For items that don't last that long such as banana or other similar items, as they go bad and cannot be eaten, you can replace them with same quantity. You should have a table like this.

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Time	Amount Available	Number of People	Amount Used	Amount Left
Day 1		5		
Day 2		6		
Day 3		8		
Day 4		10		
Day 5		12		
Day 6		15		
Day 7		20		

From the table above, the time column is the day. For example, the first day you start is considered to be day 1. If you meet once a week, then day 1 is the first day you start working out this part. Next week again, another day you meet is day 2. For the first day, you start with 5 people if your class has 20 people. Each day, you can increase the number of people in your group by having other people join your group. Each day, you record the amount or quantity that you use and the amount or quantity that is left. You can have another column in the table to show your observation or provide additional explanation for each day.

From the table above, you can see that as time goes up, the number of people increases in your group. How do you manage resources? You need to answer that question in the groups together. As time increases and the number of people increases, how do you manage resources? In this case, you can have a table similar to the one below with questions that you can answer.

Time	Number of People	How do you Mange Resources?
Day 1	5	
Day 2	6	
Day 3	8	
Day 4	10	
Day 5	12	
Day 6	15	
Day 7	20	

From the table above, as you can see each day the number of people increases. Answer the same question: How do you manage resources? What do you do to manage resources? In this case, we can see that resource management is a

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continuous process. Each day that we live we still need to think about it. Show your observation as a group.

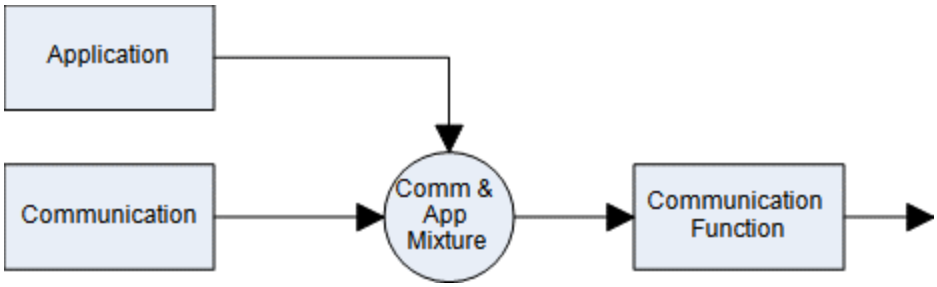
oo. By working out the part above, you have shown the process of resource management. Here, you are going to show that the process of your resource management above also reduces complexity. There are two ways to do that. First, you can use the definition of life to show that your process of resource management above, also reduce complexity in life. You can also show the process of increasing complexity, if resource management was absent. In this case, the absence of resource management would have allowed complexity to increase, while the presence of resource management enables complexity to be reduced. Verify that as a group from your workout above.

pp. Previously you have shown that the exchanges ideas for each person in a group is similar. In other words the exchange for each person in the group is similar to each other which enables similarity for the exchange idea for the whole group. You have also shown that the exchange idea is from our parent. Here, you are going to show the model of theory gives idea to each person in your group to enable the exchange. In this case, if Group 1 is exchanging with Group 2, you will have a single model of people in both groups that shows theory gives each person ideas in the group to enable the exchange.

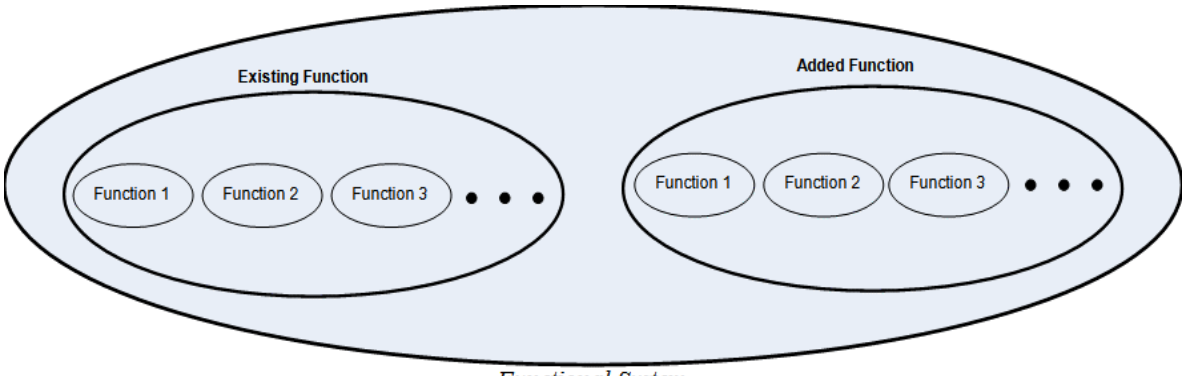
qq. By working out the part above, you have shown that theory gives the people ideas in the group to enable them to exchange with each other. In this case, the people who exchange with each other apply theory to enable them to do so. Here, you are going to show the model of the application of theory of the people in the groups that result in the exchange. In this case, if Group 1 exchanges with Group 2, you can have a model that show the application of theory by the people in both groups that result in the exchange.

rr. At *Time 0*, our parent gives us the communication function in the form of:

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At *Time 0 Plus*, our parent gives us the definition of life in the form of:



Functional System

At *Time 1*, after having problems with our application, we turn to our parent for help, where our parent provides us the idea of our application and the given reference. We already know that the stability model given to us by our parent at *Time 0* is extended to us as *Time 1*, since at *Time 1* we have more people comparing to *Time 0*. The same as at *Time 1*, the definition of life given to us by our parent *Time 0 Plus*, excepts it includes more added functions. By understanding the explanation, shows that here we do not introduce a new system, we simply add functions to an existing system. After working that out, answer the question: What is the process of adding functions to an existing system? Work that out as a group and one should help each other understand that.

ss. By working the part above, you have shown that we do not introduce a new system, we simply add functions to it. In this case, life is a system that is already defined for us by our parent. We do not introduce a new system to life. We simply add functions to life, which is an existing system. From above, you have answered the question: What is the process of adding functions to life? You have already shown the process of adding functions to an existing system. Here, you are going to use the definition of life above and the exchange produced from the previous part, to

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show that the exchange function you executed from the application of theory is a function that you add to life. In this case, each group that exchange together will do that. At the end, all groups can combine the functions to show that function is an added function of life.

tt. While our parent can provide us feedback, our parent cannot assume or takes our responsibility. While our parent can provide feedback to us, our parent cannot assume or take our functions. For each group that exchanges without other groups, verify that statement. In this case, if Group 1 exchanges with Group 2, then both Group 1 and Group 2 can verify that statement. In this case, your exchange application is being viewed as a verification.

uu. For each group that exchanges with each other, find theorems that are used to enable the exchange. You have already identified theorems that give ideas for the exchange as well as theorems that you apply to perform the exchange. Here, you are going to identify theorems usage by each group and identify similarities in those theorems. You can have a table similar to the one below.

Groups	**Theorems Usage**	**Groups**	**Theorems Usage**
Group 1		Group 2	

The table above, shows Group 1 exchanges with Group 2. In the theorems usage column, you list the theorems usage by Group 1 and the theorems usage by Group 2. In this case, you are going to identify the theorems used by the group. One way you can do it is to identify the theorems used by each person in a group, then identify the similarity in those theorems. Once you done that, you identify all the theorems used by Group 1 and the theorems used by Group 2 and identify the similarity within them. You can have a table similar to the one below.

Group 1 Theorems Used	**Group 2 Theorems Used**	**Similarity Observation**
Theorems used by Group 1	Theorems used by Group 2	Explanation of similarity in those theorems

The table above is an example for Group 1 and Group 2. Each group that exchanges with each other can have a similar table. Above, list all the theorems used by Group 1 and Group 2 and identify the similarity in those theorems. In the similarity

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column, you can provide additional explanation with your explanation. You can also answer this question: Why is there similarity within those theorems? In this case, the similarity in those theorems enables the exchange ideas to be similar.

ccc. From your previous workout, you have used multiple exchange types to exchange with your groups. You have also identified how a specific exchange type increases or reduce complexity as well as compatible with resource management. Here, you are going to identify each exchange type that you use and a specific problem it solves. You can have a table similar to the one below for each group that exchange with each other.

Exchange Name	Problem Solved	Explanation

From the table above, in the exchange name column, you identify the name of the exchange. You can also have a type column if you want to, to identify the type of the exchange. From the problem solved column, you identify the problem solved by this particular exchange. From the explanation column, you can provide additional explanation and your observation. Each group that exchanges with each other can work out this part. At the end, all of the groups can be combined to form one group to work it out.

a. Now that you have identified the problem solved by a particular exchange, before a group exchange with each other, that group may have a problem to solve. We can also say that a problem statement of a group enables that group to exchange with another group to solve an identified problem. Here, you are going to identify a problem statement for each group that exchange with each other or identify a problem that cause a group to exchange with another group. For example, if Group 1 exchange with Group 2, then both Group 1 and Group 2 must have a problem to solve. In this case, both Group 1 and Group 2 have a problem statement. You can have a table similar to this one.

Groups	Problem Statement	Groups	Problem Statement
Group 1		Group 2	

From the table above, Group 1 exchanges with Group 2. In the first problem statement column, Group 1 can have a problem statement that causes it to exchange with Group 2 or simply identify the problem the group tries to solve. Group 2 can

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do the same thing in the other groups column. All you need to do here is identify the problem that enables you to exchange with someone. Group 1 exchanges with Group 2, because Group 1 has a problem to solve. Group 2 exchanges with Group 1, because Group 2 has a problem to solve. Here, each group identifies its own problem.

b. By working out the two parts above: first you have identified problems solved by a specific exchange type, then you have identified problems solved by one group exchanging with another. If a group exchanges with another to solve an identified problem, then when that problem is solved, the process is being viewed as the solution for that problem. Here, you are going to identify the solution of the exchange. For example, if Group 1 exchanges with Group 2 to solve Problem 1, then you have identified Problem 1 from the part above. Here, all you need to do is to identify the solution for the identified problem. You can have a table similar to the one below.

Group Exchange	Problem Identified	Problem Solution
Group 1 —*exchange with*→ Group 2		
Group 2 —*exchange with*→ Group 1		

From the table above, each group that exchanges with another identifies the problem that causes one to exchange with each other and identify the solution for that problem. For example, Group 1 exchanges with Group 2, so both Group 2 and Group 1 need to identify the problem solved by the exchanged. The solution is viewed as the solution for the problem. For example, if Group 1 exchanges with Group 2, where Group 1 receives Item 2 from Group 2 to solve Problem 1, then Problem 1 is viewed as the identified problem. If Item 2 is used to solve Problem 1, where the usage of Item 2 to solve that problem as name like Entity 2, then that entity is being viewed as the solution. You can have a model for each problem and solution. For example, in this case we have Problem 1 is solved by Solution or simply Item 2 is solved by Entity 2. Each group that exchanges with another must do that.

c. You have already shown that the exchange type that you used enables resource management as well as reducing complexity. From above, you have identified the problem that is solved by your exchange as well as the solution of the identified

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problem. Here, you are going to show that solving the identified problem by your exchange does not increase complexity. In this case, you can take it as. By exchanging to solve the identified problem, it does not cause other problems to be added or developed. You can have a table similar to this one.

Group Exchange	Problem Solved	Problem Developed
Group 1 —*exchange with*→ Group 2		
Group 2 —*exchange with*→ Group 1		

From the table above, the problem solved column is the problem solved by the exchange. The problem developed column is viewed as whether that exchange enables additional problems to be developed. In that column, you can state yes or no and provide additional explanation. For example, if the exchange is caused additional problem to be develop, you can put that. Each group that exchanges with another can do that. If you want to, you can use the definition of life to determine whether or not the exchange develops additional problems.

d. You have already shown that the exchange idea is from our parent. Here, if you want to, you can validate that. In this case, you can determine whether the exchange idea is from our parent by the following. If it does not develop additional problems, then it is from our parent. If it does not increase complexity, then it is from our parent. If it enables resource management, then it is from our parent. You can have a table similar to this one.

Exchange Name	Develop Problem	Enable Resource Management	Increase Complexity
Name	Yes/No	Yes/No	Yes/No

From the table above, we identified the name and/or type of the exchange. From the problem development column, we stated whether or not that exchange causes additional problems to be developed. In the enables resource management column, we state whether or not that exchange enables resource management. In the increase complexity column, we also state whether that exchanges enables the increase of complexity. In this case, if we answer no, then that exchange idea is

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from our parent. Here, you can do that from group to group to verify that the exchange idea is from our parent.

e. From above, you have identified that the problem solved by the exchange type that you used does not allow additional problems to be developed. In this case, while Group 1 exchanges with Group 2 to get Item 1, as a result of that exchange, additional problems cannot be developed. For example, if Group 1 exchanges with Group 2 to get Item 1, where the exchange type used is compatible with resource management, as a result of that exchange, additional problems cannot be developed. Here, if you want to you can use the definition of life to show that if you haven't done so yet.

   By working out this part and previous parts, you have shown that the process of solving a problem does not allow additional problems to be developed. For example, if we have a resource management problem, it is not possible to solve that problem by resource mismanagement. This is the same as, if we have a problem that is caused by an exchange type that is not compatible with resource management, it is not possible to solve that problem using resource mismanagement. When we do that, we simply develop other problems as a result of the same problems we have. Each group can work together to verify that. In other words, the people each group can verify that. Then later, all groups can be combined to one to show that. One should help each other understand that.

f. By working out the part above, you have shown that a problem cannot be solved by developing additional problems. You have shown the process of resource management related to time, where you had a fixed number of resources and used them accordingly related to time as number of people in your group increased. Here, you are going to work out something similar. You are going to answer questions: As time goes by, how do you manage the resource that you have on a day-to-day basis? For example, for each day that goes by and the number of people increases, how do you manage the resources you have? This simply answer the question of the process of resource management on a day-to-day basis by revising your problem statement in a timely manner.

Time	Number of People	Original Problem	Revised Problem
Day 1	5		

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Day 2	6		
Day 3	8		
Day 4	10		
Day 5	12		
Day 6	15		
Day 7	20		

From the table above, you start with a problem statement where your group has 5 people. However, as the day goes by, number of people increases, your group grows, and you have reduced resources. In this case, you must revise your problem statement related to your resource management process. You can add another column to indicate the resource management process that you use. You can also have another column for your observation and explanation. At the end, you should answer questions: Does your resource management process work? How does your resource management process work? If you want to, you can have a question column to answer that question on a daily basis. For instance, everyday: Does my resource management process work? Does my resource management solve the identified problem?

g. Based on your workout above, you have identified multiple ways to manage resources as time increases and number of people increases. It is the same as saying that, you have identified multiple ways to manage resources as time increases and population increases. In this case, as number of people increases related to time, you have identified ways to manage resources and make adjustments to them. For example, from your part above, you may have started with a fixed number of people where you manage the resources that you have in certain ways. As that number increases to specific number, you make adjustment to the way you have previously used. To better understand what we have just said, we can use a table like the one below for more information.

Number of People	**Ways of Manage Resources**	**Explanation**
5	Way 1	
6		
8		
10		

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12		
15		
20		

From the table above, the Number of People column is the number of people in your group. If you want, you can put a column for time or day. In this case, when your group has 5 people, your first resource management approach is viewed as Way 1. Here you simply put the way you manage resources for the first time and provide an explanation in the explanation column.

h. From the part above, as the number of people in your group increases, you also revised the way you first manage resources when you have less people. In this case, you may have revised the first way and make adjustment to it to come up with a second way. As the number of people increases again, you may have made adjustments to the second way and come up with a third way. It is better to have a table with additional explanation to better understand the process.

Number of People	**Ways to Manage Resources**	**Resource Remaining**
5	Way 1	
6		
8		
10		
12		
15		
20		

From the table above, you can observe the resource remaining after each day as number of people increases. In this case, as number of people in your group increase, your resource remaining is reduced. Based on that, the following relationship are identified: as time goes up, number of people increase, resources come down. You may have also observed in your group as well, as time goes up and number of people increases, you may have used less resources as well. In this case, the following relationships are identified: as time goes up, number of people increases, resource usage comes down. That is normal. In other words, it is normal to manage our resources and as time goes up and number of people increases. This is basically what you have done in your groups. As number of people increases

related to time, you have managed your resources.

All you need to do here, is to verify as a group the following relationship. Show with practical examples that as time goes up, number of people increases, more resource usage is abnormal. On the other hand, as time goes up and number of people increases, less resource usage is normal. One should help each other in the group understand that.

i. Since it is not possible for the physical system to use too many resources, the physical system can only use adequate resources to enable its functionality. In other words, according to the definition of life, we cannot use too many resources; however, we can use enough resources to enable our functionality. You have already shown before that the physical system can waste too many resources, however the physical system cannot use too many resources. The physical system can only use enough resources to enable its functionality. Here, as a group, you are going to verify those relationships by providing practical examples. As time goes up, number of people increases, wasting resources is abnormal. You can also think it that as time goes up, number of people increases, using too many resources is abnormal. Since the physical system cannot use too many resources and can only use adequate resources, it is better to say wasting resources is abnormal. In this case, using too much is viewed as a wasted since the system cannot use too many resources. On the other hand, as time goes up, number of people increases, using adequate or enough resources is normal. Work as a group and provide multiple practical examples.

   If you want, you can also use the definition of life to show that: time up, number of people increases, resources wasted going up is abnormal. On the other hand, as times up, number of people going up, and resources wasted comes down this is normal. In this case, one process is viewed as a normal process for life where the other process is viewed as an abnormal process for life. If you want to in your workout before you do the first part if you have not done so, you can show the difference between resources usage and resources wasted. In this case, in your workout you can ask questions: How many resources ……? How many ….? How much ….? Those questions are related to the physical system. You can also add time to your questions.

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j. Show that the abnormal approach increases complexity while the normal approach decreases complexity. If you want, you can use the definition of life to show that. Work that as a group and one should help each other in the group understand that. In this case, you are going to show as times goes up, number of people increases, resources wasted up, and it enables the increase in complexity of life. On the other hand, as time goes up, number of people up, resources wasted comes down and it enables life to be less complex.

k. From previous parts, you have shown multiple exchange types to exchange with each other. Here, show that some exchange types require a better understanding than some others. In other words, some of the exchange types you have used require a better understanding of the principle than some others. In this case, you can have a table similar to the one below.

Exchange Type	Exchange Name	Required Understating
Type 1	Name 1	Less
Type 2	Name 2	More

From the table above, you have identified multiple exchange types that you have used to exchange items from group to group. For each exchange type you have used, you need to determine whether that exchange type requires less or more understanding of the principle or understanding the principle in relationship with the physical system. This is the same as saying that for each exchange type you have used, determine which one requires more or less understanding of life. Once you identify that, you can put less or more in the Required Understanding column. Each group that exchange with each other must do that.

l. By working out the part above, here verify that for each exchange type you have used, which one requires less or more communication. Depending on the exchange type you have used to exchange with other groups, you may have identified that some of them requires more communication than some others. Here, you are going to identify that. You can have a table similar to the one below.

Exchange Type	Exchange Name	Communication Involved
Type 1	Name 1	Less
Type 2	Name 2	More

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From the table above, in the Communication Involved column, you stated which exchange type requires more or less communication. For example, if Group 1 exchange with Group 2 using Exchange Type 1, where the exchange process requires less communication, then you can state that in that column. As well as, if you use another exchange type where it requires more communication to complete the exchange, then you can put more in that column. Each group that exchange with each other must do that. At the end, you can provide additional explanation with our observation.

m. By working out the part above, here verify that if an exchange types requires more communication, it can be shown—it is possible—that exchange type is more stable than an exchange type that requires less communication. Here you are going to show that by providing more explanation. As well as, if an exchange type requires more communication, it can be shown that exchange type is compatible with resource management than one that requires less communication. If an exchange type requires more communication than some others, it can be shown that exchange type is compatible with reducing complexity. Here you are going to verify each statement by providing additional explanation and observation. Each group that exchanges with each other can do that as well as the whole class as a group.

n. Previously, you have shown that the accumulation of an exchange element or exchange elements affects the stability of the functional system. Depending on how you worked ir out, you may have shown that as the accumulation of an exchange element increases, so does the declining of the functional system. If you haven't done so, you can show that here before continuing.

Time	EE Accumulation	Functional System Observation
Date 1		
Date 2		
Date 3		

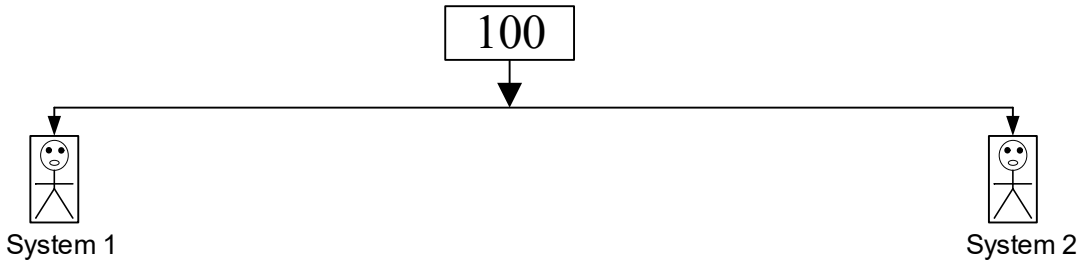
From above, each date can be viewed as a different time where you can look at the accumulation of that exchange element. While you are looking the accumulation of that exchange element, you can also look or observe the functional system. From your observation, you may identify as the accumulation goes up, the functional system come down.

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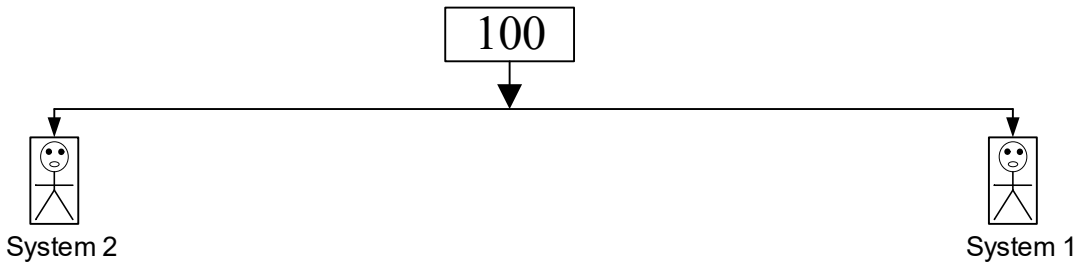
Here all you need to do is to look at the change in accumulation related to loss of the functional system. In this case, you can calculate the change in accumulation related to time. In this case, you can set a couple of points on a time chart. First you can start with two points where you compute the change in accumulation as change of exchange element accumulation over the change of time. For example, if you identify a change in exchange element accumulation over a period of time, then that can be viewed as the result for one point. You can keep doing it for multiple dates on the time chart. At the same time, you can compute loss over time.

In your observation, you should observe that as accumulation goes up, loss goes up. We can also put it in this form as times up, accumulation goes up, and loss also goes up. Work this out as a group and show your observation. What is important here is to observe that as accumulation is going up, the functional system is declining much faster.

ddd. At *Time 0*, our parent provides us with the stability model in the form of:

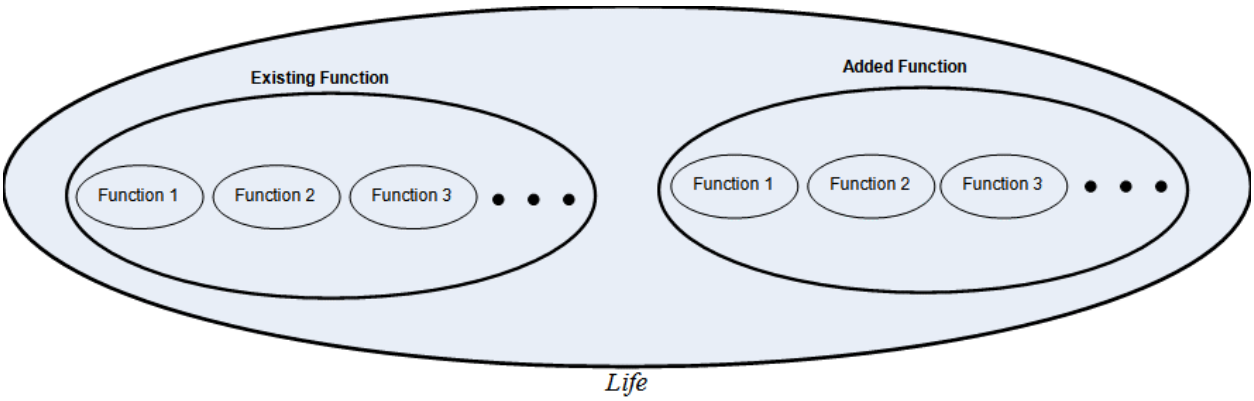


Where the position of *System 1* and *System 2* is interchangeable in the form of:



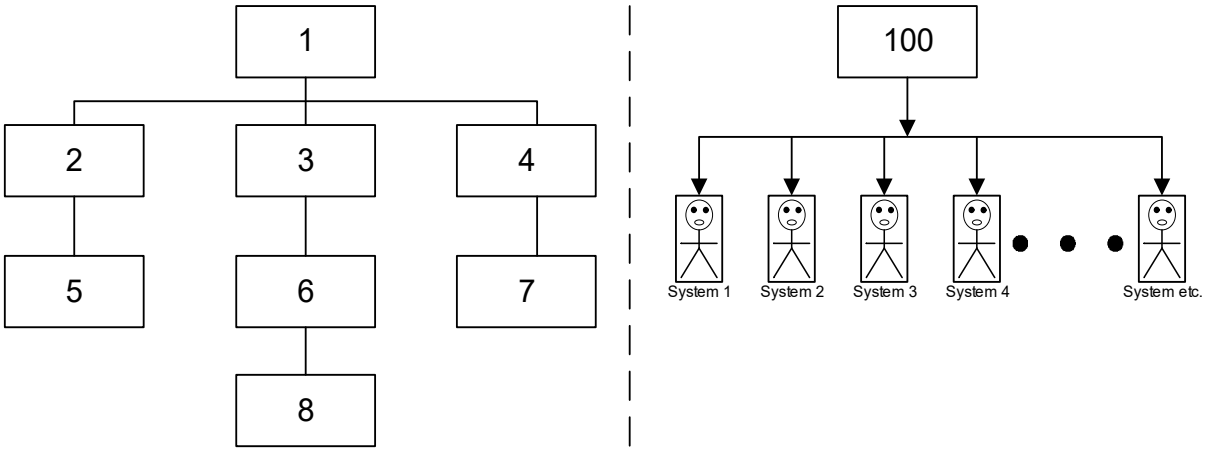
At *Time 0*, our parent us provides with the definition of life in the form of:

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By understanding the explanation above, verify that the definition of life does not take title into consideration, but function. In other words, show that the functional system model given to us by our parent simply takes functions into consideration rather than title. Work that out as a group and one should help each other understand that.

a. After having problems with our application at *Time 1*, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. We already know that the stability model given to us by our parent at *Time 0* is also applied at *Time 1*, even though we have an increase in population. In this case, at *Time 1* rather than having the ~~model~~ item to the left, we still have the model to the right which is an expansion of the stability model given to us at *Time 0*.



By understanding the explanation above, the model to the right and the top down ~~model~~ item, invalidate the one to the left and validate the one to the right. Work that out as a group and one should help each other understand that. The way to look at it, after having problems with our application we turn to our parent for help

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where our parent provides us with the given reference and the idea of our application. Before we turn to our parent for help, we had the ~~model~~ item to the left. With the help given to us by our parent, we don't expect to continue using the same ~~model~~ item. In this case, we can say that the model to the right is the replacement of the item to the left.

b. By working out the part above, you have validated the model to the right and invalidate the item to the left. The question here is why do we call the one to the right a model? Why do we call the one to the left an item or an entity rather than a model? A model is simply a representation of an entity. In this case, a model represents an entity in the form of that entity. A model represents an entity, where that model cannot change the form or the characteristic of that entity. By understanding that, it can be shown that the item to the left is not a model. Here you are going to verify that. Verify that as a group and one should help each other understand that.

c. By working out the parts above and understanding that from the model given to us by our parent, the systems are in line with each other where the principle is on top of all of us. From the item to the left above, verify why the entities (1, 2, 3, etc.) identified are not in line with each other. You are going to verify that as a group. You can provide a practical example for each case. One should help each other in the group understand that.

d. By having a good understanding of the model to the right as well as the item to the left, verify why the item to the left is not compatible with feedback. By understanding the model to the right or the model given to us by our parent, we know that the misunderstanding of the principles given to us by our parent enables us to receive feedback at *Time 1* to help us with the understanding of the principle. The way to look at it, if we did not understand something earlier, we can receive feedback to help us understand it later. By understanding that, we can see that the model to the right is very compatible with feedback. Here, verify that the item to the left is not compatible with feedback. Work it out as a group and provide a practical example. One should help each other in the group understand that.

e. By working out the part above, you have shown that the model given to us by our parent is compatible with feedback. In this case, we can see that feedback is important to us because it helps us with the understanding of the principle, so we

can execute functions properly in order to solve problems. By understanding the model to the right as well as the definition of life given to us by our parent, show that the item to the left is not compatible with reducing complexity. This is the same as saying, verify that the item to the left increases complexity in our application. You can provide a practical example. Work that as a group and one should help each other in the group understand that. If you want to, you can use the functional system model to show that.

f. Given that the functional system model given to us by our parent takes resource management into consideration, the stability model given to us by our parent also takes resource management into consideration. That makes sense, since our stability enables life to function normally. Here, you are going to verify that the item to the left is not compatible with resource management. You can provide multiple practical examples. Work that out as a group and one should help each other understand that. If you want, you can use the definition of life to show that.

g. Referring to the model to the right above, we know the position of the *Systems* can be interchanged. For example, *System 2* position can be interchanged with *System 1*, so does *System 3* can be interchanged with *System 4*. You already know that the item to the left is not compatible with feedback. All you need to do here is show that the positions of the item to the left are not interchanged. In this case, position 1 cannot be interchanged with position 6 as well as position 7 cannot be interchanged with position 2. Work that as a group. You may provide multiple practical examples. One should help each other in the group understand that.

h. Use theorems from the Work Theory to validate the model to the right above and invalidate the item to the left. You only need to do this part depending on how you have done the validation part above. Work this out as a group and one can help each other understand that.

i. Use the Work Theory in relationship with the characteristics of the Physical System to validate the model to the right and invalidate the item to the left. Work this out as a group. You may provide a practical example. One should help each other in the group understand that.

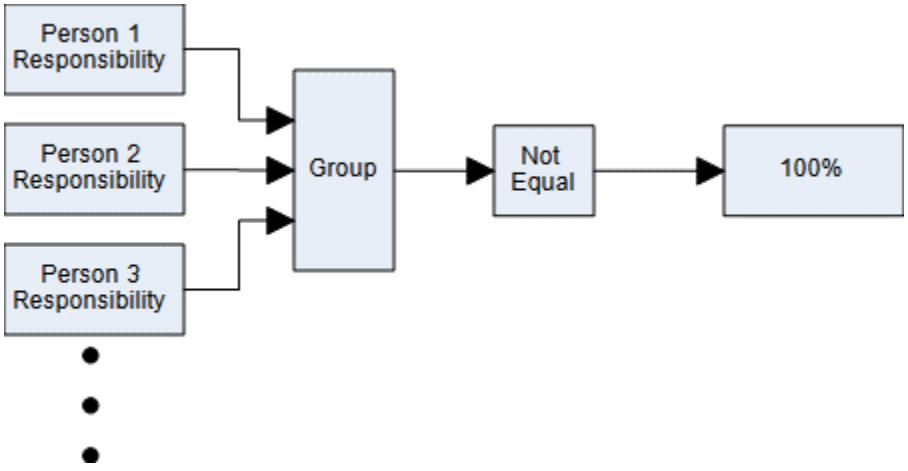
j. From the part above, you have used the Work Theory in relationship with the characteristics of the physical system to validate the model to the right and the item

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to the left. Here, you are going to use the Work Theory in relationship with the Physical System S to validate the model to the right and invalidate the item to the left. You may provide multiple practical examples. Work that out as a group.

k. Show your understanding of the distribution of responsibilities in relationship with the item to the left above. In other words, by using the item to the left in a project or application, how is the responsibility of the people in that application or project distributed? You are going to work this out as a group, where you will identify a project. You are going to identify the function of that project as well as the functions of people in that project. You are going to identify the responsibility of the people in that project and show your understanding of how the responsibility is distributed among them.

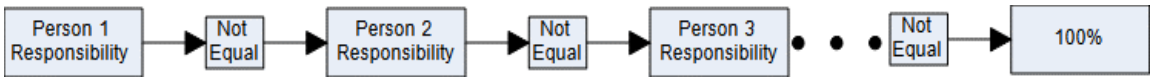
l. By using the item to the left above, show that the combination of responsibility of the people in the application is not 100%. For example, as shown by the model below, by grouping all the responsibility of the people in the application, it does not result to 100%.



For instance, if your application or project has 5 people, you are going to verify that the combination or summation of the responsibilities of people in the project is not 100%. In this case, you are going to work as a group where you can pick a project as an example. By using the item to the left, you are going to add responsibility of each person to show that by adding all responsibilities together, it does not result to 100%. Here, continuation represents more people that are not listed here or shown in the model.

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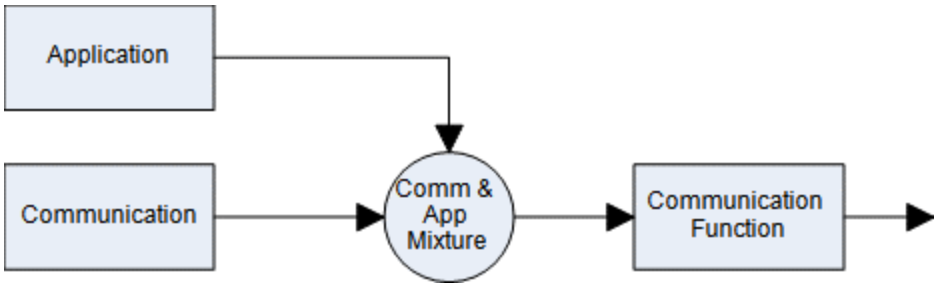
m. By working out the part above, using the item to the left, show that:



In other words, working as a group use the item to the left to show that the responsibilities are not evenly distributed. In this case, you can continue working from your part above where you can determine if you have 5 people working in that project, whether the responsibility of *Person 1* is equal to *Person 2* is equal to *Person 3* and so forth. You can answer the following questions: Why are the responsibilities in the item to the left not evenly distributed? Why is it important for the responsibility to be evenly distributed?

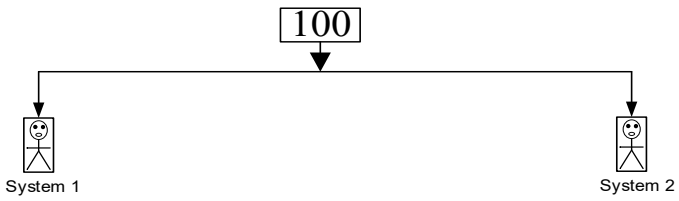
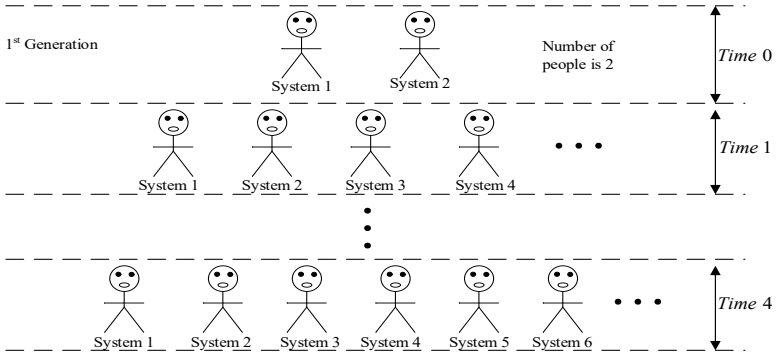
n. If you have not done so before, here verify that feedback is compatible with resource management and reducing complexity. You can work this out in two parts. First, show there us a relationship between feedback and resource management. That relationship enables both feedback and resource management to be compatible. Second, there is a relationship between reducing complexity and feedback. That relationship enables compatibility between feedback and reducing complexity. At the end, you should observe that there is a relationship between the three: feedback, resource management, and reducing complexity. You can show the model of that relationship. Work that as a group and help each other in the group to understand that. In your workout, you can answer the following questions: Can we have resource management without feedback? No, we cannot have resource management without feedback. Can we reduce complexity without feedback? No, we cannot reduce complexity without feedback. You can also answer questions: Why can't we have resource management without feedback? Why can't we reduce complexity without feedback?

o. Use the communication function below to show that a function cannot be de-assigned from an employee or person and reassigned to another employee or person. Work this out as a group.

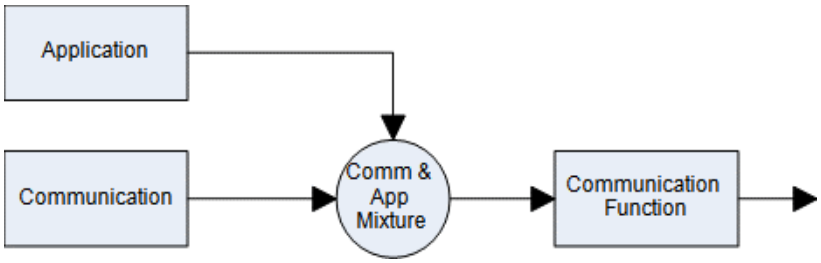
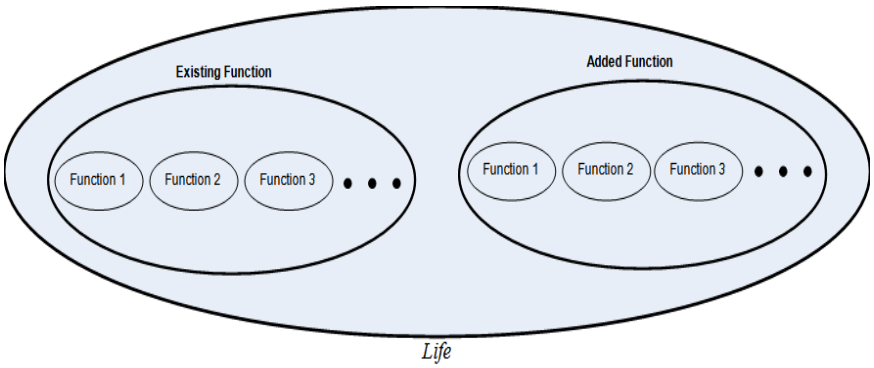


If you want to, you can use the definition of life in combination to show that.

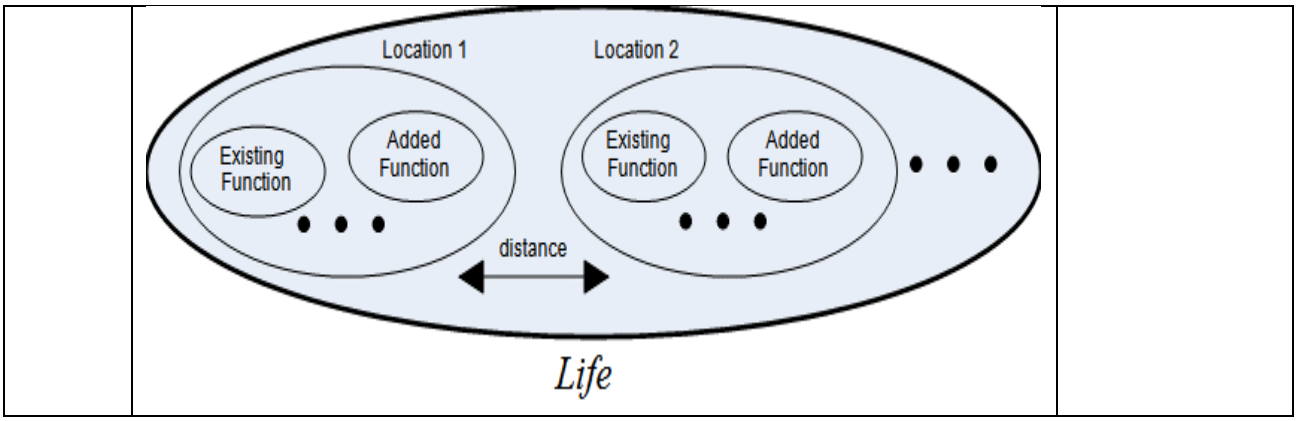
eee. At *Time 0*, our parent provides us with the stability model which we call the first model, the Population-Expansion model which we call the second model, the complexity theorem, and the application function which we call the communication function. At *Time 0 Plus*, our parent provides us with the definition of life which we call the third model, where *Time 0 Plus Plus* our parent provides us with the fourth model. The fourth model is viewed as a Population-Expansion model where distance is taken into consideration and our working areas are defined. In other words, the fourth model is similar to the second model, except the fourth model takes distance and working area into consideration. To better understand the models in relationship with time, let's represent them in the table below.

Time	Entity Given	Explanation
Tim 0	*First Model*  *Population-Expansion Model*: times goes up, population increases and remain stable.  	First model is given with the stability model. The Population-Expansion model is given which shows that as time ups, number of people increase, the stability of the physical system remains constant. The application function is also

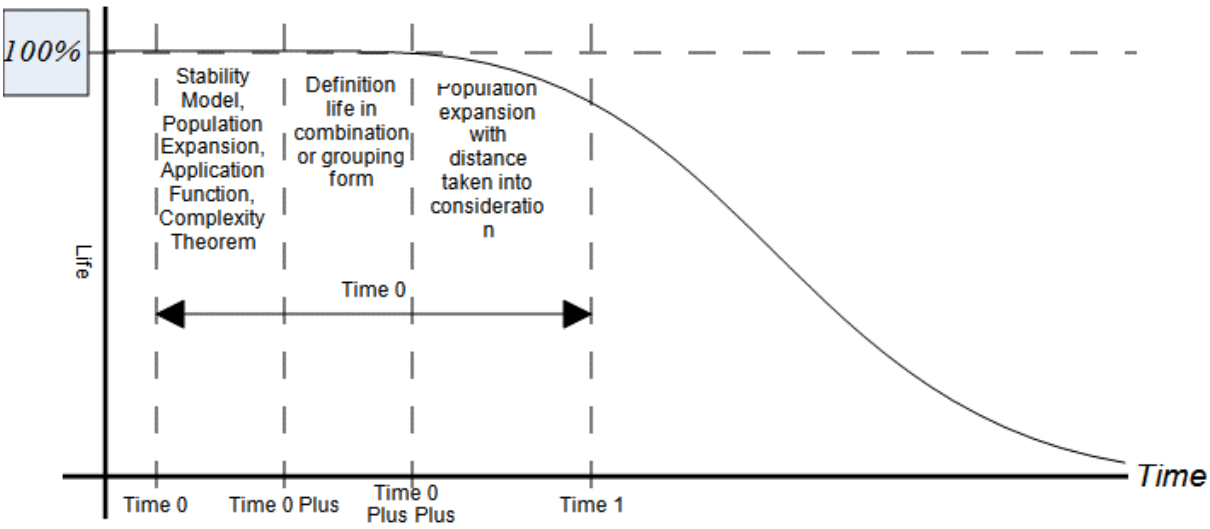
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	Application Function which we call *Communication Function*  *Complexity Theorem*: increases complexity of added functions enables the increase complexity of existing functions.	given where it is a function of our idea of the application and our communication. The complexity theorem is also given where increased the complexity of added functions enables complexity of existing functions to increase much more
Time 0 Plus	Definition of life or third model  	The definition of life is given in a combination or grouping form
Time 0 Plus Plus	Population-Expansion model and redefinition of life where distance is taken into consideration	This model is similar to the second model, except distance is taken into consideration

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The way to look at it, *Time 0* is viewed as a range of time. In this case, at different points, a specific model is given. It is always good to look at it by the graph below.

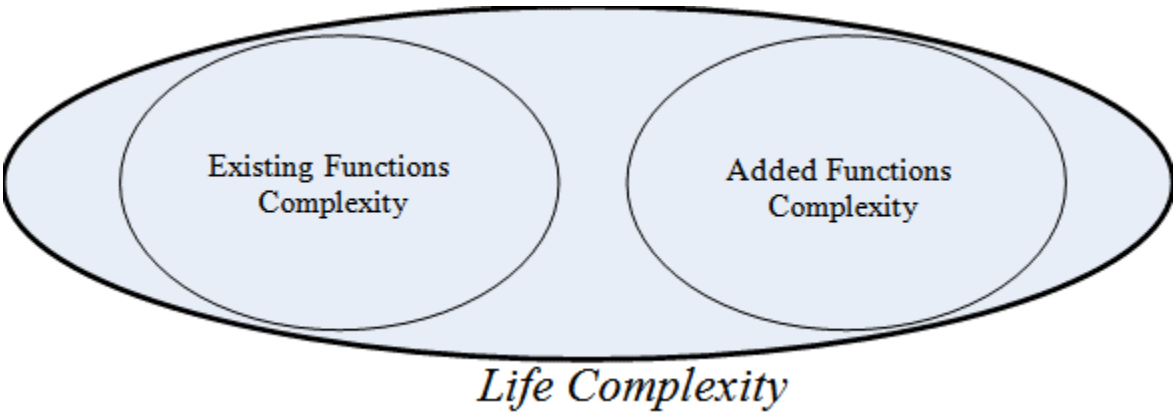


From the model above we can see that *Time 0* is a range of time where a specific model is given. For example, at *Time 0*, first the stability model is given, the Population-Expansion model, the communication function, and the complexity theorem. At another time e.g. *Time 0 Plus* the definition of life is given in a combination or grouping form. At another time again e.g. *Time 0 Plus Plus* the Population-Expansion model which takes distance into consideration is given. The way to look at it, multiple models, definitions, and theorems are given at *Time 0* until we hit *Time 1*. In this case, *Time 0* is viewed as a range of time, until we hit t_1 as shown by the chat above.

Some of us may think, how come the complexity theorem is given at *Time 0* where the definition of life is given at *Time 0 Plus*? Is that possible, since the complexity theorem

takes the definition of life into consideration or using functions from the definition of life? The way to look at it, it is normal to ask questions like that, but that is not the case. The complexity theorem is given to us by our parent at *Time 0* in the form of: *If we increase the complexity of the added functions, the complexity of existing functions would increase much more*.

What is important here is that at *Time 0* both the added functions and the existing functions are identified for us. At *Time 0 Plus*, the definition of life is given to us, where those functions are combined or grouped. In other words, while at *Time 0* added and existing functions are identified for us, our parent did not define life for us or provide us with the definition of life in a combination or grouping form. At *Time 0 Plus*, this is where our parent defines life for us in a combination form. In other words, while at *Time 0* our parent identified added and existing functions for us, our parent did not tell us that life is a combination of both added and existing functions until *Time 0 Plus*. Therefore, it is normal when we hit *Time 0 Plus* to redefine the definition of life in complexity form as shown below:



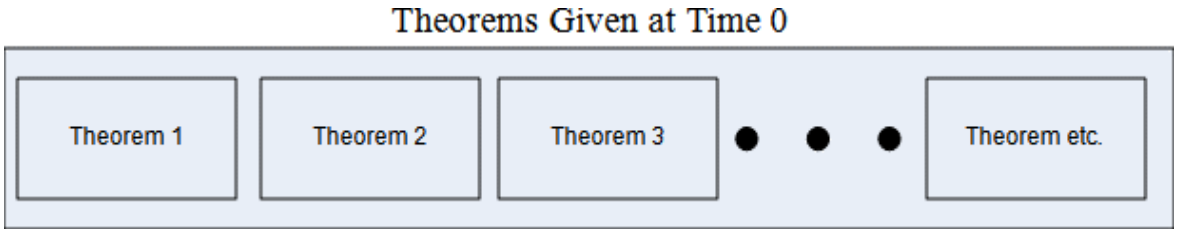
In other words, at *Time 0 Plus* we incorporate the complexity theorem given to us by our parent at *Time 0* into the definition of life. Here, all you need to do if you want to as a group, is to verify that the complexity theorem was given before the definition of life in a combination form.

a. At *Time 1*, after having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. In relationship with the part above, we can see that at *Time 0* principles are given where at *Time 1* more principles are given which includes the idea of our

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application and the given reference.

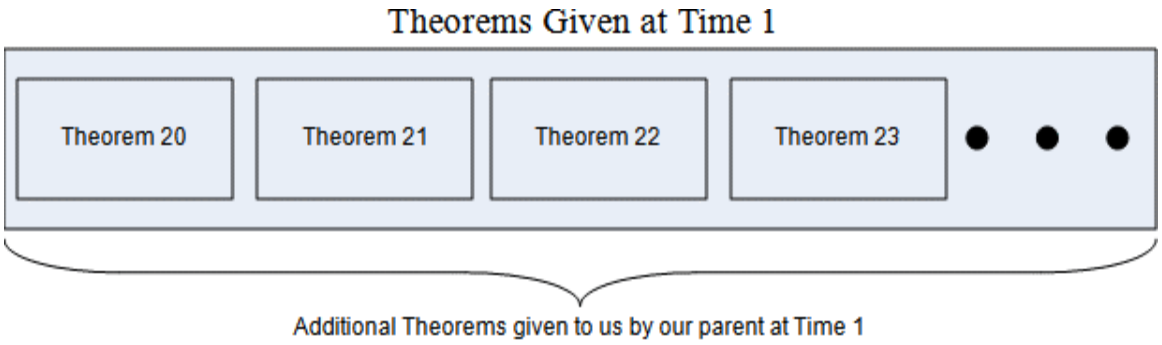
What is important here? In relationship with our application or project we can take it like this: at *Tim 0* is the time we start our project or our application. As a theory dependable system, we need principles, ideas, or instructions to enable us to start our project. At *Time 0*, we start with some instructions from our parent to enable us to start our project. At *Time 0*, we get some instruction from our parent in order for us to start working in our application. Since we did not follow the instructions we got from our parent, our project was not successful. Since we did not apply the principles given to us at *Time 0*, our project was not successful. At *Time 1*, we get feedback from our parent where we receive more principles or instructions to enable us to execute our project. What is important here is that the principles that we receive from our parent at *Time 1* extends what we already received from our parent at *Time 0*. To better understand what we have just said, we can look at it like this. At *Time 0*, the following theorems were given to us by our parent to start our application.



Since we did not apply the theorem given to us by our parent at *Time 0* to start our application, our application did not execute properly. There are two ways to understand that. We did not apply them, or we did not apply them properly, because we misunderstood them and we did not give them importance. Therefore, our application did not execute properly.

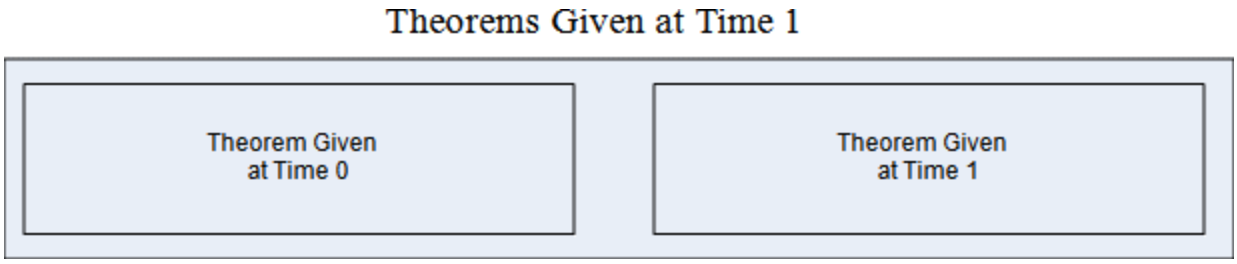
At *Time 1*, we still have problems executing our application. In this case, additional theorems are given to us by our parent at *Time 1*. In this case, the theorem given to us by our parent can be viewed in the form below:

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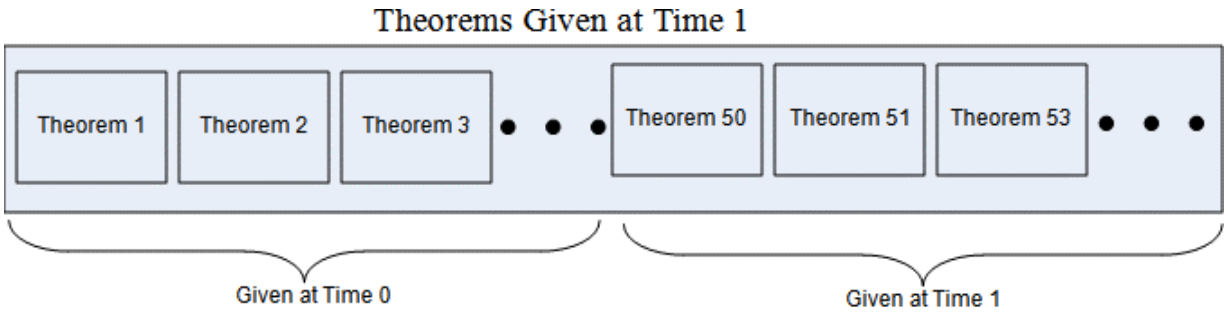


While we use numbers above with the theorems, it does not have to be that way. The numbers with the theorems are used to simply show additional theorems given to us at *Time 1*. It is better to take it this way: in addition to theorems given to us at *Time 0,* the model above shows additional theorems given to us at *Time 1*.

By understanding that, we can see that theorems given to us at *Time 1* includes theorems given to us at *Time 0*. It is better to show that by the model below.



The model above can also be viewed in the form below where numbers 50, 51, and 53 are simply used to show additional theorems.



If you want to, you can verify the model above by showing that the theorems given to us at *Time 1* include theorems given to us from *Time 0*. In other words, theorems given to us at *Time 1* extend theorems given to us at *Time 0*.

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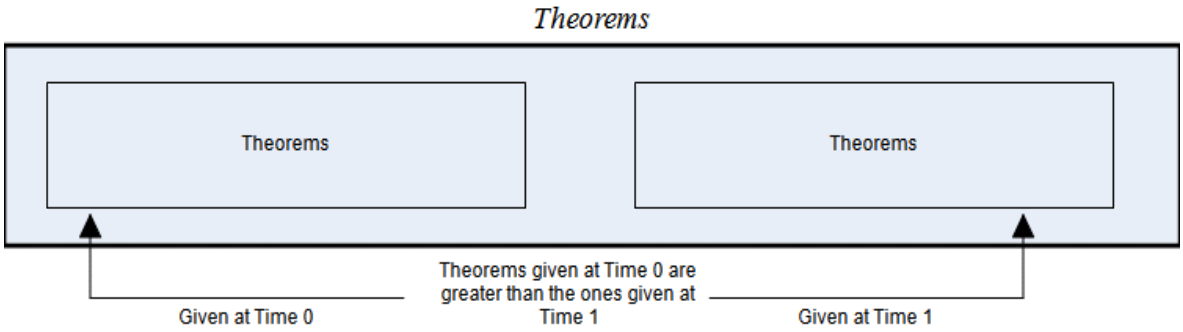
b. By working out the part above, we know that at *Time 0*, we receive some principles from our parent to start our application. We did not apply those principles and give them no importance, so our application did not execute well. At *Time 1*, we are still working on the same project. We receive feedback from our parent to help us understand principles that enables us to execute our application. The way to look at it, we were working in a project, where we did not understand the principle that enables us to execute that project when we start that project. At another time which is *Time 1*, some more principles are given to us again to help us execute that project a second time. Here, while we use the second time, we can call it first time, if we identify *Time 0* as initial time. It does not matter. What is important is that we start with some set of principles, where we did not apply it to execute our application, then another time some more principles are given to us.

To better understand the process of executing our application in relationship to understanding and application of principles given to us when we start our application which is *Time 0*, we did not understand the principles the first time they were given to us to start our application. A second time, they are given to us again to help us with our understanding in order to help us execute our application. Here, the second time is *Time 1*. Here, if we set the initial time to *Time 0*, the first time is *Time 1*. It does not matter. What is important is that since we did not understand the principle given to us to help us start our application, they are given to us again another time to help us with the execution of our application.

Here, work as a group to show that when we start working in a project, if we do not understand the principles given to us at the time we start working in that project. Then we need to start learning the principle again properly in order to execute that project. You can work that out as a group. In this case, people in that group start a project, where some of them do not understand the principles or instruction that enable them to execute that project. Over the time, they have to learn the instruction again in order to execute that project. We can set the first time the project is executed as *Time 0* where the following time is *Time 1*. In this case, you can pick any application you like and work it as a group. For example, you may try to cook a food the first time. You may also try to follow a recipe the first time to prepare a meal. You can pick up any project you like. It depends on you. Work it out as a group. The way to look at it, the first time you try it, you may not doing properly, as you learn more about doing it or try it another time, then you will do it better.

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c. By working out the part above, depending on the project, you may see that at the time we start the project, some of us did not understand the principles to help us with the execution of that project. In this case, we have to learn it again. What is important here is that if at *Time 0*, initially we did not understand the principles that enable us to execute our project. Another time, the principles have to be presented to us in a form where we can understand them much better. Doing so, will enable us to understand the principles so we can execute our application properly. By understanding that, we can see the principles given to us at *Time 1* are given in a much lower level than the principles given to us at *Time 0*. In this case, we can see that:



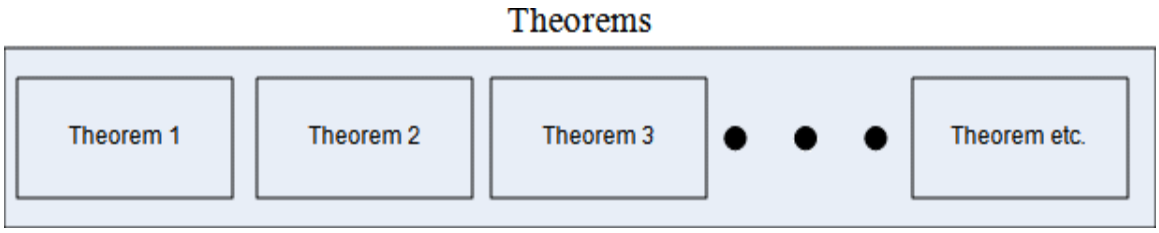
Here, if you want to, verify that the principles given to us at *Time 0* are greater than the principles given to us at *Time 1*. In other words, at *Time 1* the principles given to us are given at a much lower level than the principles given to us at *Time 0*. At *Time 1* the principles given to us are given in a form where we can understand them more easily than the ones given to us at *Time 0*.

d. From the part above, we have learned that if we did not understand and did not apply the principles given to us to start our application, then at a later time some principles are given to us again to enable us to execute our application. To better understand the overall process, we can take it like this. At the time we start our application, the principles given to us were too high for us to understand. At a later time, the principles are given to us again at a lower level so we can understand them to execute our application.

To better understand the process of the paragraph above, we can take it like this. At the time we start our application, some theorems are given to us in order to help us with executing that application. Since we did not understand and applied the theorems given to us at the time we started our application, at another time, some more theorems are given to us to help us with the execution of our application. The

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overall process can be viewed in this form:



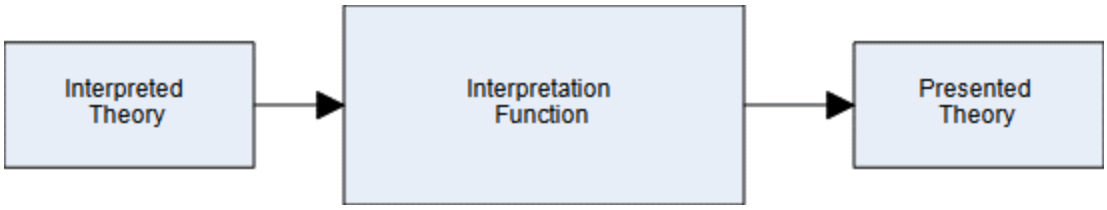
We started our application with the theorems given to us above. Since we did not understand them or apply them properly, our application did not execute well. In this case, at the time we start our application, we have:



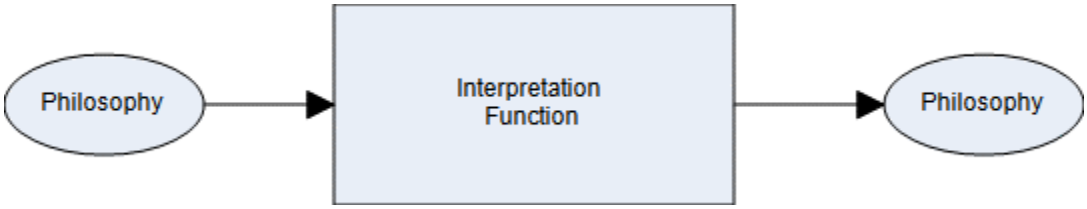
Because the theorems above are not understood or applied properly. In this case, the function of our application is faulty or execute with error. In other words, with our application to execute properly, we have to understand and apply properly the theorems above. At another time, some more theorems are given to us again in order to enable us to execute our application. The overall process is viewed as interpretation of theory. The way to look at it, at the time we start our application, we did not interpret well the theorems given to us. For that reason, our application executed with error. In order for us to execute our application properly at another time, the theorems that we depend on to execute our application must be interpreted properly.

Initially, we started to execute our application at *Time 0*, where we did not interpret well the theorems given to us at that time. Our application executed with error at *Time 0*. Now at another time, which we call *Time 1* those theorems our application depend on need to be reinterpreted in order for us to execute our application. In term of interpretation of theory, the first time we start our application we have something like this:

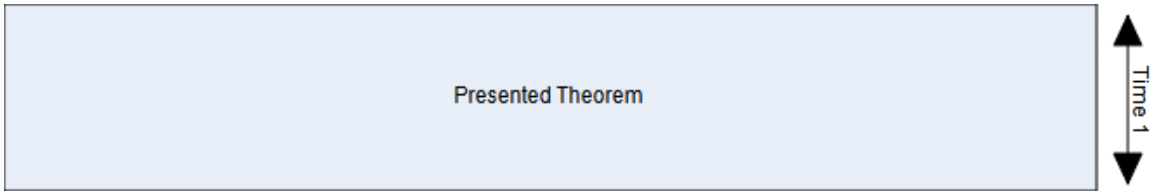
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Since our application executed with error because we did not interpret the theorems given to us properly, in this case the result of the interpretation of the theorems given to us as:



From the model above, both the input and the output philosophy are viewed as philosophies. In this case we can say that misinterpretation of the theorems are given to us at the time we start our application result to philosophies. In order for us to execute our application properly, at another time the correction of the misinterpretation must be taken into consideration. For example, if at *Time 0* we have the resulted philosophy which is the result of misinterpretation, at *Time 1*, it must be corrected. In other words, the misinterpretation of theorems given to us at the time we start working out application, must be taken into consideration at another time. As we continue working on our application, at *Time 1* the theorems are interpreted for us again at a lower level comparing to *Time 0* which is viewed as the start of our application. So, at *Time 1* we have:

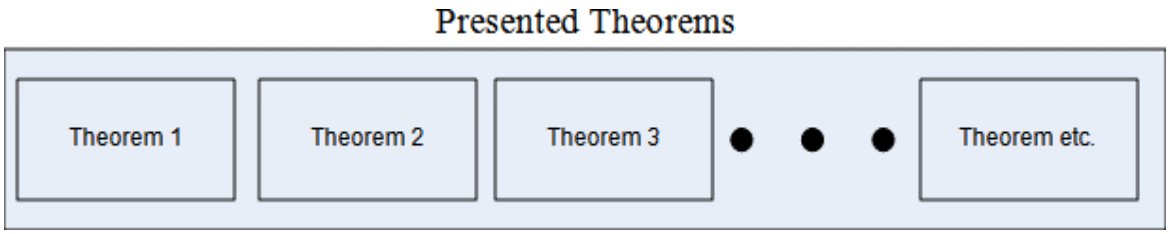


What is important here is that the interpretation at *Time 1* or the theorems presented to us at *Time 1*, is presented in a form so we can understand it much better than the ones given to us at *Time 0*—the time we started our application. It is always better to take it like this. When we start our application, we were given some theorems where we did not understand them properly. In this case, the misunderstanding

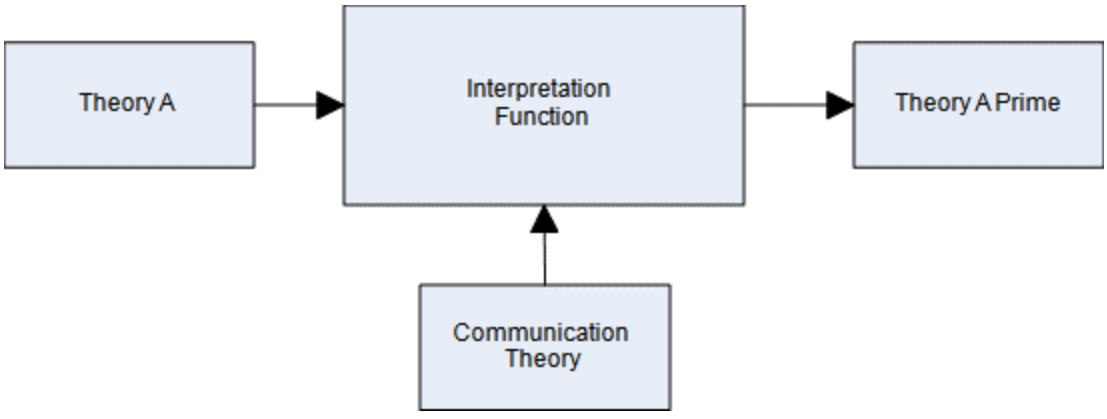
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properly is viewed as an interpretation, except it enables our application to execute with error. We can see that at that time, we did not interpret well what was given to us. This process is viewed as philosophies or generated philosophies. We can say that the result of misinterpretation of a theorem enables philosophies to be generated.

Now at *Time 1*, theorems are given to us again to enable us to execute our application properly. This process is being viewed as an interpretation. For instance, at *Time 1*, we have:

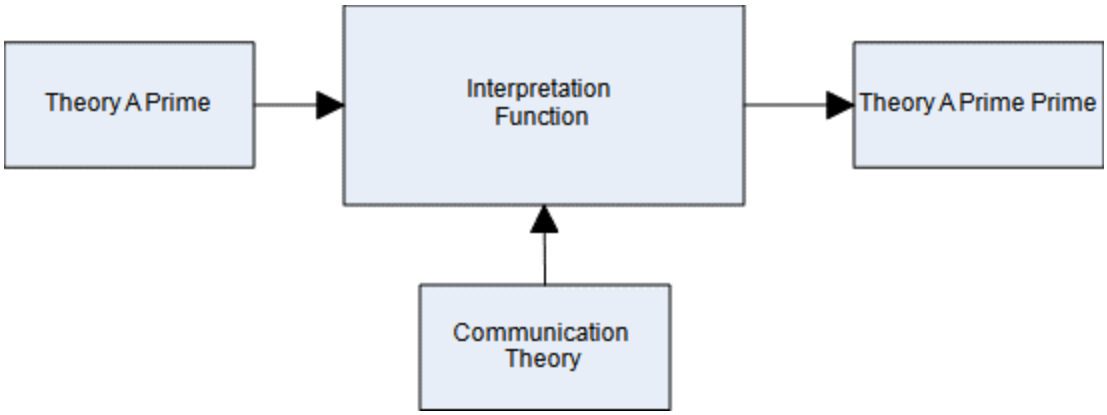


Where, the theorems given at *Time 0* are greater than the ones identified in the model above. In other words, the theorems presented to us at *Time 1* presented at lower level that the ones given to us at *Time 0*. In this case, the instructor who presents the theorems at that time presented it in a way where we can understand it much easier than the ones given to us at *Time 0*. The process of presenting it at a lower level compared to the level given to us at *Time 0* works for both instructor and students in relationship with interpretation. For example, the instructor presented it at a lower level so the students can understand it in the form of.



Where the students interpret the presented theory in the form of:

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From the model above, the output *Theory A Prime Prime* or *Theory A Double Prime* means that the students takes the presented *Theory A Prime* as input *Where Theory A Double Prime* is the result. What is important here? When the instructor puts it in a form where the students can understand it much better, it is viewed as an interpretation. As well as, when the students put it in a form by themselves so they can understand it, is also viewed as an interpretation. For example, the instructor can ask questions: What should I do to help the students understand it? In what form should I put it to help the students understand it? As well, the students can ask questions: What should I do to help me understand it much better? In what form should I put it to help me understand it much better? The overall process is viewed as interpretation for both students and instructor.

As a theory dependable system, it makes sense every time we do not understand a theorem or a set of principle. So it can be explained to us again to make sure we understand it. This process is being viewed as reinterpretation. This process works both ways. It works for both the person who presents the principle to us as well as each of us individually when we receive the principles. For example, the first time we do not understand a theorem, it can be presented to us again where we can try to understand it a second time. If a second time we do not understand it, then it can be presented to us again in a third time. If the third time we do not understand it again, then it can be presented to us a fourth time. Every time it is presented to us, it is presented to us in a form so we can understand it much better. In this case, the first time is presented to us, it is a little bit more difficult to understand it, than the second time. The second time is presented to us, it is much easier to understand the first time. The third time it is presented to us, it is presented much easier to understand than the second time. While the fourth time it is presented to us, it is presented as the easiest way to understand it. In this case, the fourth time makes it

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much easier than the third.

By understanding the paragraph above, we can see that the first time it is presented to us, it is presented in a form where it is much higher than our level of understanding. In other words, if the first time it is presented to us, where it is presented at a higher level, then the second time it is presented to us at a lower level so we can understand it. If the level it is presented in the second time is higher than a third time it is presented again at a much lower level than the third time. Again, if the third time it is presented to us is higher, than a fourth time it is presented to us at the lowest level so we can understand it. The way to look at it, if the first time is higher, and the second time is high, the third time is low, and the fourth time is the lowest. Each successive time is viewed as a step down of the previous time. In this case, if the first time is the highest, then the second time is higher, the third time is high, and the fourth time is the lowest.

To better understand this paragraph above, assume that we were working in an application or we start working in a project. As a theory dependable system, in order to start working in a project, we need to have some ideas of what to do. In this case, some theorems are given to us to give us ideas of what to do. As we start our project with those theorems, we have little understanding of them. The reason we have very little understanding of them is because we are not familiar with them. This is our first time and we haven't learned them yet. Since we haven't learned them yet, they may have been presented to us in a level that is much higher than what we know. As we start working in our project, those theorems are presented to us in a much lower level so we can understand them and apply them to execute our project. In this case, if the second time we do not understand, then it can be presented to us a third time and a fourth time much easier so we can understand them.

By understanding the explanation above, we can see that at the time we start our application at *Time 0*, the theorems given to us are given at the highest level. At *Time 1*, after having problems with our application, we turn to our parent for help, where our parent provides us with some more principles. In this case, the theorems presented to us at *Time 1*, are presented to us at a level lower than the ones at *Time 0*. Since the successive theorems are presented to us at a step below from the previous, we can see that the ones given to us from *Time 0* are higher than the ones presented to us at *Time 1*. The way to look at it, the ones presented to us at *Time 1*,

are presented in a form where we can understand them much better than the ones given to us at *Time 0*.

Now, at *Time 1* we still do not understand the theorems given to us in order for us to execute our application. At *Time 2*, some theorems are presented to us again in a form where we can understand them much easier than the ones presented to us at *Time 1*. What is important here? In order to help us understand the principles so we can execute our application, some more theorems are presented to us in a form lower compared to the ones previously presented so we can use them to execute our application. In this case, we can see that the theorems presented to us at *Time 2* are lower than the ones at *Time 2*. Since we have to go one step lower, in this case the ones presented to us at *Time 1* are high, where the ones presented to us at *Time 2* are low.

Now, at *Time 2* we still do not understand the theorems given to us in order to execute our application. At *Time 3*, some more theorems are presented to us again in order for us to execute our application. If we look at the process, we can see that theorems presented to us at *Time 3* are presented in a form where we can understand them much better than the ones presented to us at *Time 2*. In this case, we can see that the theorems presented to us at *Time 3*, are presented in a form much lower than the ones at *Time 2* so we can understand them in order to execute our application. Since we had to go one step below and the one presented to us at *Time 2* were lower than the ones presented to us at *Time 3*. This process enables us to understand the ones at *Time 3* much easier than the ones at *Time 2*.

Now, at *Time 3* we still do not understand the theorems given to us in order to execute our application. At *Time 3*, our application still executing with errors. Some more theorems are presented to us again at *Time 4* so we can understand them much easier in order to execute our application. The way to look at it, at *Time 3* we did not understand the theorems presented to us to execute our application. At *Time 4* they are presented to us again in a form much easier in order for us to execute our application. Since we have to go one step below, we can see that the theorems presented to us at *Time 4* are the lowest.

To better understand the overall process of presentation of theory related to our level of understanding, it is always good to represent the process in a table as shown below. From the table below, each presentation from *Time 1* to *Time 4* is being

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viewed as feedback. In this case, the first presentation is viewed as the first feedback, where the second one is viewed as the second feedback. The third presentation is being viewed as the third feedback, while the fourth presentation is viewed as the fourth feedback.

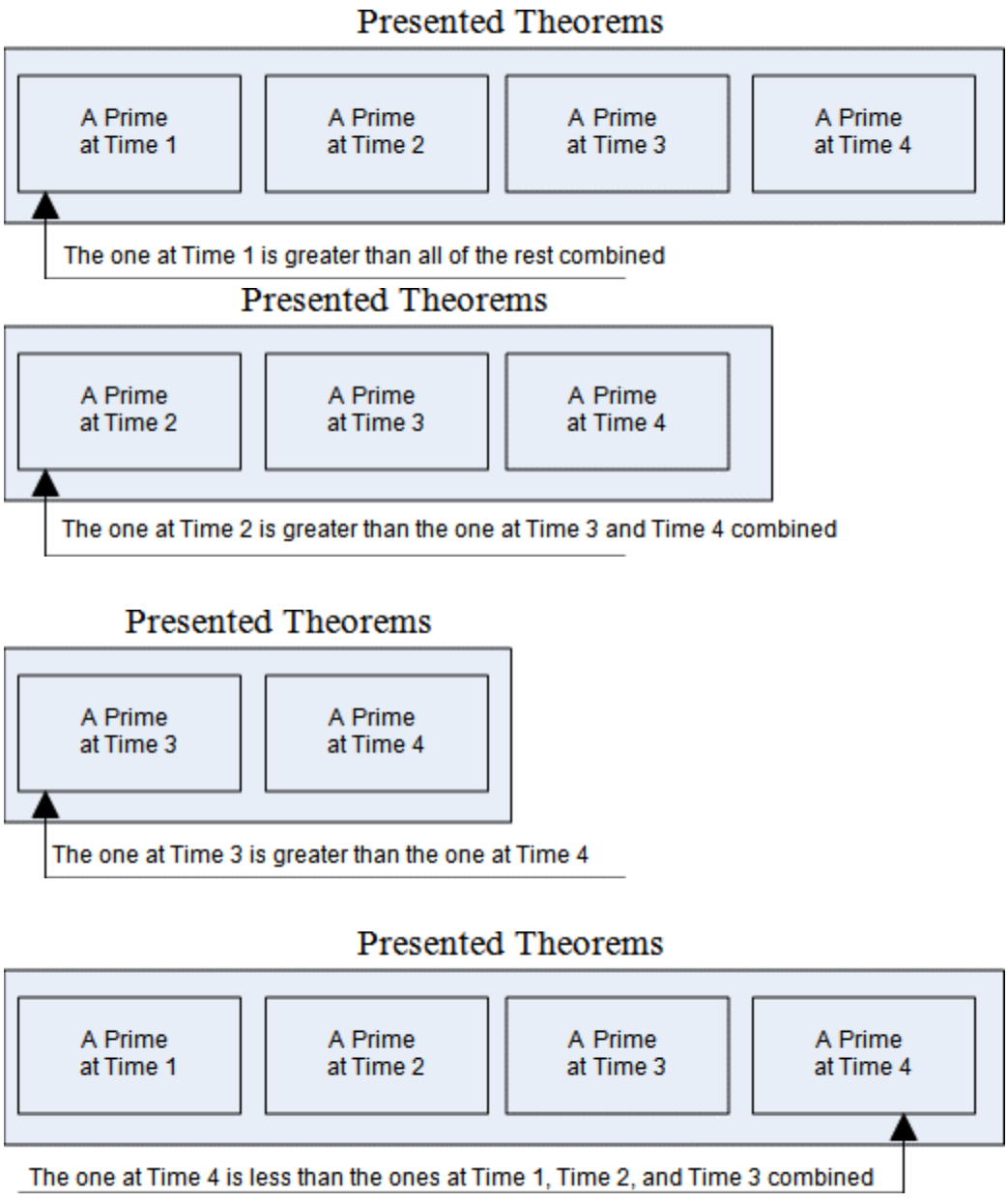
Time	Presented Theorems	Status	Explanation
Time 0	*Theorems Given at Time 0*	Highest	Theorems given at *Time 0* are given at the highest level
Time 1	*A Prime at Time 1*	High	Theorems presented at *Time 1* are high
Time 2	*A Prime at Time 2*	Low	Theorems presented at *Time 2* are low
Time 3	*A Prime at Time 3*	Lower	Theorems presented at *Time 3* are lower
Time 4	*A Prime at Time 4*	Lowest	Theorems presented at *Time 4* are the lowest

From the table above, we can see that theorems given to us at *Time 0* are given at a highest level. The theorems presented to us at *Time 1* are lower than the ones given to us at *Time 0*, but higher than the ones at *Time 2*. The theorems presented to us at *Time 2* are lower than the ones presented to us at *Time 1*, but higher than the ones at *Time 3*. The theorems presented to us at *Time 3* are lower than the ones at *Time 2*, but higher than the ones at *Time 4*, where the theorems presented to us at *Time 4* are considered to be the lowest.

By understanding the overall explanation up to here, we can see that there is a repetitive process. In this case, if we do not understand theorems presented to us, then they are repeated to us again so we can understand them much better. There are two factors that enable the repetitive process: first the system must be functional. Second, the theorems must be able to scale down. In other words, if the system is not functional, then the system is not active, so theorems cannot be presented or interpreted. In this case, we can see that in order for theorems to be

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presented or interpreted, the presentation must be enabled by the functional system. If the functional system is not enabled, the presentation cannot happen. The presented theorems must be able to scale down from one level to another level. If the level identified is already the lowest, then the presented theorems cannot be scaled down more. In this case, we can see that there is no more room for the interpretation to come down more. By understanding the overall explanation, verify the following:



In other words, as a group, verify that the first presentation is higher than the all

successive presentations combined. As well as, verify as a group that the second presentation is higher than the third and the fourth presentation combined. Verify as a group that, the third presentation is higher than the fourth presentation. Verify as well, as a group, that the final presentation is lower than all the previous presentations combined.

e. By working out the part above, we can see that at *Time0* we receive multiple theorems from our parent. At *Time 1*, the given reference was provided to us. We already knew that all the theorems that we used are from the given reference. What is important here is that even the theorems given to us at *Time 0* are from the given reference. In this case, while we receive theorems from our parent at *Time 0*, we did not know what set they were coming from. From that, we can see if we were going to group the theorems given to us at *Time 0*, we may not have grouped them properly, because we did not know what theory or set each belongs to. From that we can see the presentation given to us at *Time 1*, given to us at a level low enough where we can identify theorems given to us at *Time 0* and determine what set they belong to. By understanding the explanation, verify that all theorems given to us at *Time 0* belong to the given reference.

Once you complete the part above, for each theorem given to us at *Time 0*, show that it belongs to a specific set from the given reference. The way to look at it, let's assume that we have a fixed number of theorems given to us at *Time 0*. For each theorem such as *Theorem 1*, *Theorem 2*, *Theorem 3*, and so forth. Show that each of them comes from or belong specific theory such as *Theory 1*, *Theory 2, Theory 3*, and so forth. You can work this out as a group.

f. By understanding the last two workouts above, we have learned that a successive presentation enables us to understand the presented theory much easier than a previous presentation because the successive presentation is much lower than the previous presentation. In other words, if we did not understand the previous presentation, then the successive presentation enables us to understand the presented theory. The way to look at it, if we did not understand the principle that enables us to execute our application the first time, then the second time it is presented to us again so we can understand it. In this case, if we look at the overall process of presentation of theory, we can see that each successive presentation provides us with an opportunity to learn the principles. For example, we did not

understand *A prime at Time 1*, then *A prime at Time 2* provides us with an opportunity to learn and understand the principle. We did not understand *A prime at Time 2*, then *A prime at Time 3* provides us with an opportunity to learn and understand the principle. We did not understand *A prime at Time 3*, then *A prime at Time 4* provides us with an opportunity to learn the principle.

Since our application depends on our understanding of the principle, we can see that each presentation provides us with an opportunity to execute our application properly. For example, at *Time 1*, *A Prime 1* provides us with opportunity to execute our application properly or correct errors in our application. At *Time 2*, *A Prime 2* provides us with opportunity to execute our application properly or correct error in our application. At *Time 3*, *A Prime 3* provides us to execute our application properly or make correction in our application. At *Time 4*, *A Prime 4* provides us the opportunity to execute our functions properly or make correction in our functions. To better understand the explanation, let's take a look at the table below.

Before Presentation	**After Presentation**
We did not understand	We understand
We did not know	We know
	

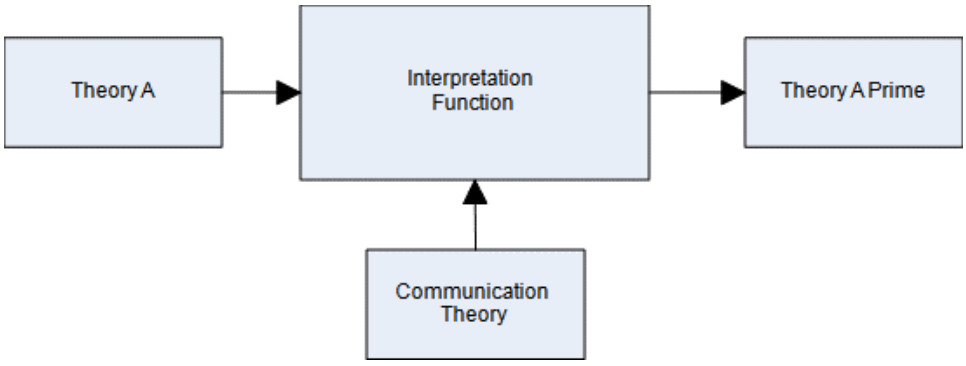
From the table above, we can see that before the presentation, we did not understand the principles. After the presentation, we must understand the principle, because it provides us with the opportunity to understand. Before we did not know how to execute our application. After, we should know how to execute our application. Before we did not apply the principle or apply it properly to execute our application. After, the presentation gives us opportunity to understand and apply the principle properly to execute our application.

Here, all you need to do as a group is show that each successive presentation provides us with an opportunity to learn and understand the principle. Show that each successive presentation is viewed as corrective of our previous misinterpretation of the principle. In this case, you show that *A Prime 2* enables the correction of misinterpretation of *A Prime 1*. *A Prime 3* enables the correction of misinterpretation of *A Prime 2* and *A Prime 4* enables the correction of

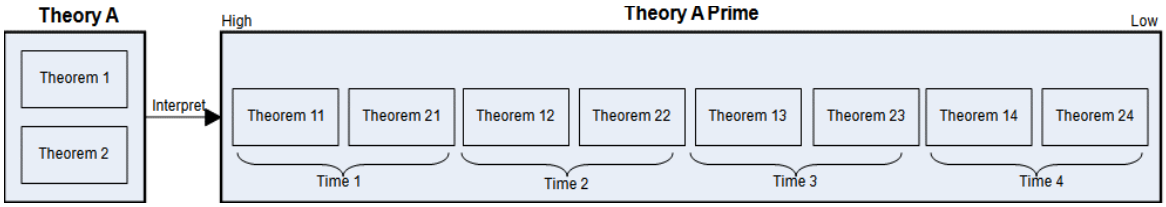
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misinterpretation of *A Prime 3*. Also, as a group, show that each presentation provides us with the opportunity to execute our application properly or correct error in our application. In this case you can provide a practical example about an application, where you did not understand the principle to enable its execution, then some principles are presented to you to help you with the execution of that application. The successive principle presented to you to execute that application provides you with an opportunity to execute that application without error.

g. By understanding your workout above, we can see that each presented theory provides us with the ability to learn and apply the principle so we can execute our application without error. What is important here is that while each successive presentation is a scale down of the previous presentation, however the theory still remains the same. The way to look at it, the main theory still remains the same, while the interpretation changes or adjusted. To better understand that, we can look at it as follows:



In this case, *Theory A* still remains the same while *Theory A Prime* is a derivative of *Theory A*. Now if we put time to the process, we can see that *Theory A* can be partitioned where multiple theorems can be identified in *Theory A*, as well as *Theory A Prime* can be partitioned where multiple theorems can be identified in *Theory A Prime*. It is always better to look at the process by the model below.



The model above is an example of the presented theory and the interpreted theory. Theorems from the interpreted theory are presented. From the model above, only

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two theorems are shown. From the model above, we start from high to low. In this case, *Theorem 11 is higher than Theorem 12* where *Theorem 14 is lower than Theorem 13*. In this case, while theorems in the interpreted theory remain the same, they are presented in a much lower level at each time in order to help us understand them.

To better understand the overall process, we can take it like this. We start our application at *Time 0*, some principles are given to us, but we do not understand them so we do not execute our application well. At another time, they are interpreted to us again as feedback so we can understand them much better in order to execute our application. Let's shown in this table.

Time	Application Status	Theorem Given	Feedback
Time 0	Started	*Theorem Given at Time 0*	N/A
Time 1	Re-execution	*A Prime 1*	1st
Time 2	Re-execution	*A Prime 2*	2nd
Time 3	Re-execution	*A Prime 3*	3rd
Time 4	Re-execution	*A Prime 4*	4th

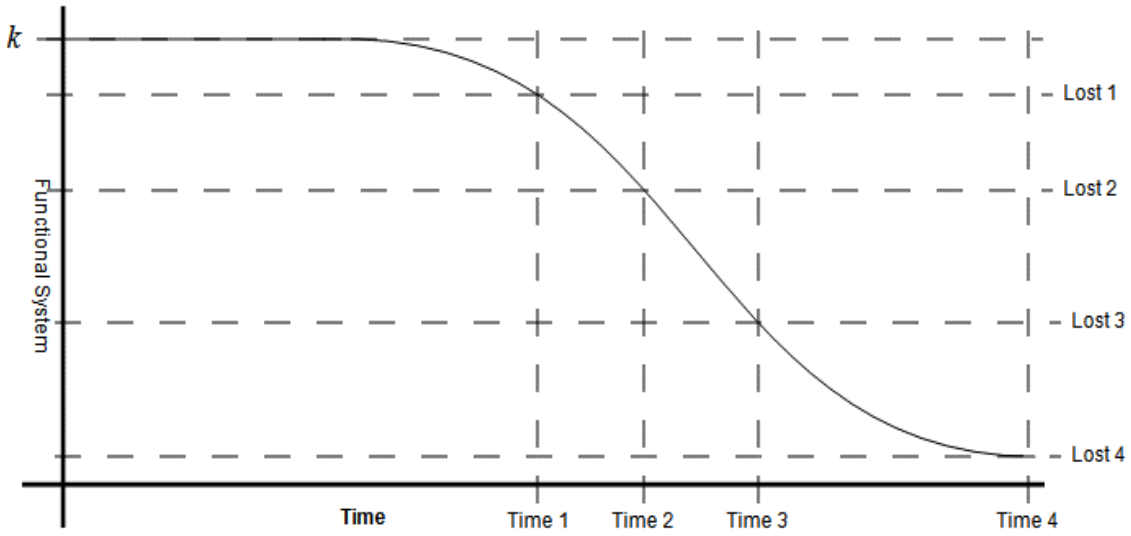
From the table above, in the application status column, at *Time 0* we start our application with the theorems given to us at that time. Since we did not execute our application properly at that time, at *Time 1* we repeat the execution of our application. In this case, we receive feedback from our parent to enable us to repeat the execution of our application. The way to look at it, the first time we execute our application, we did not execute it well because we did not understand the principles. The second time, we receive feedback to help us with the understanding of the principles so we can repeat the execution of our application. What is important here is that each presentation is viewed as feedback to help us with the execution of our application. As we can see, there is repetitive feedback as well repetitive execution of our application.

By understanding the explanation above, as a group, show that each presentation

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given to us is feedback to enable the execution of our application. You can provide one or more practical examples. In this case, you are going to start with an application. As you start, you may not understand the principle properly. In this case, you are going to receive feedback to enable you with the execution of our application. In your workout, have models where you can identify people in the application, the principle, the parent and so forth. From the model, you can also put the feedback time. For each feedback, you can identify the respective principles and show that you understand it better compared to the previous.

h. By working out the part above, you have shown that the successive presentations or feedback is lower the previous presentations. That makes sense because they have to be presented to us much lower in order to help us understand them. What is important here is that while the successive presentations are presented to us in a lower level to help us understand them, the functional system goes much lower. In other words, while the presentation is lower, the functional system declines faster. Every time we go low, that affects the functional system. The way to look at it, while *A Prime 2 is lower than A Prime 1*, the *Lost over Time at Time 2 is greater than Lost over time at Time 1*. By understanding that, show the following as a group as shown by the graph below: *Lost over Time at Time 2 is greater than Lost over time at Time 1, Lost over Time at Time 3 is greater than Lost over time at Time 2, Lost over Time at Time 4 is greater than Lost over time at Time 3*.



While we put it like that in the form above, all you need to do as a group is to show that every time we go low, the functional system suffers. In this case you can choose any presentation to show that. For example, while *A Prime 4 is less than*

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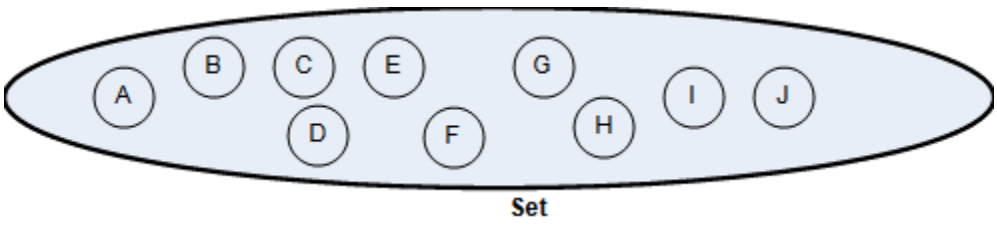
A Prime 3, however *Lost over Time at Time 4 is greater than Lost over time at Time 3*.

i. Previously we have shown the given set was necessary because it allows us to identify all principles given to us and what set they belong to. The way to look at it is that we did not know what set the principles given to us at *Time 0* belong to. Now at *Time 1* and after we know that. For this reason, we can say that the given set is very important because it allows to classify the principles given to us.

   Another importance of the given set is identifying our interactions. While the given set enables us to classify the principle given to us to specific set, it also enables us to identify ways we are interact. We can say that, the given set enables us to identify the number of ways that we interact with each other. For example, while at *Time 0* we know that we interact with each other, however we do not know the number of ways that we interact with each other. By having the given set, it enables us to identify the number of ways that we interact with each other.

   By understanding the given set, we can see that we interact with each on specific number of ways, where that specific number is constant or fixed. In this case, that specific number cannot be less since we have already identified that from the given set. Now, let's assume that there are more ways to interact. If there exist more ways to interact, then the set is incomplete. All you need to do here, as a group, is show that there is no other way to interact therefore the set is complete. Therefore, the specific number which is 10 is viewed as the number of elements in the set.

   Another way to put it, let identify a set as shown below where each element belongs to that set such as element A belongs to the set and so forth. As we can see the combination of all elements from the set cannot be greater than the specific number identified above.



   In other words, as a group, show that the combination of all elements in the given set cannot be greater than the specific number. If they are greater than the specific

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number, there must be another way or other ways to interact. Now if you identify or can identify another way to interact, then you will conclude that the number of elements from the set must be greater 10. In this case, you will identify that way and show the set is incomplete. If you cannot identify another way, then you can conclude that the value of the specific number is fixed. Therefore, the set is complete.

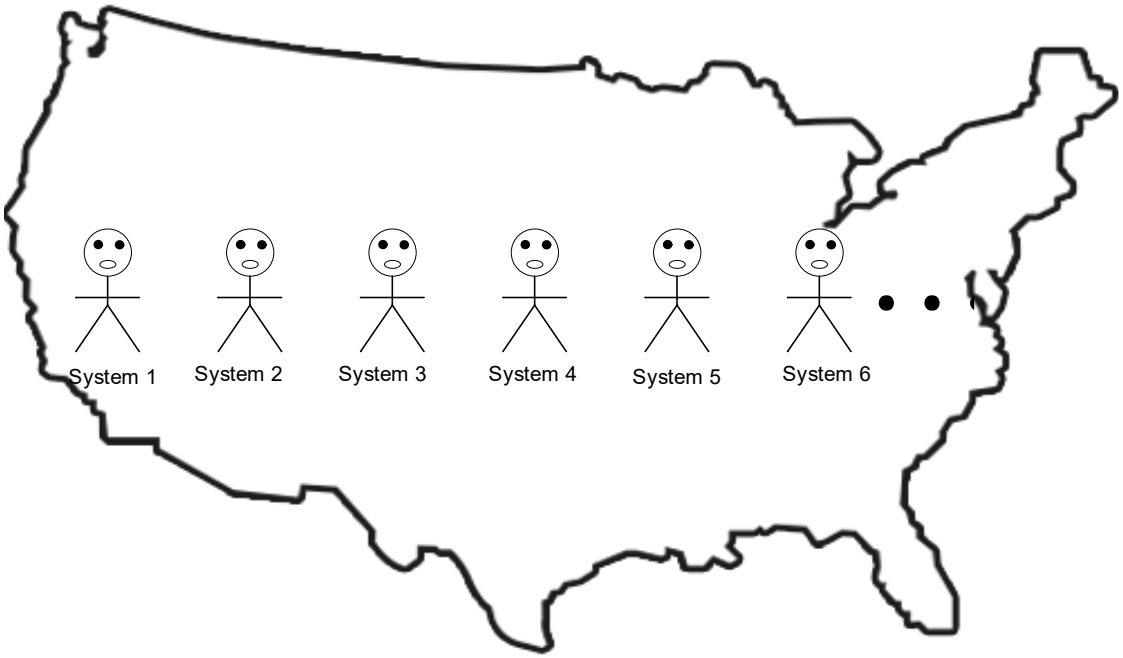
The overall question is to verify whether or not the set is complete. Assume that the number of ways we interact is fixed and the number of elements in the set is fixed as given above. If number of interactions is greater than the number of elements in the set then the set is incomplete. All you need to do as a group is to verify whether or not the number of interactions is greater than the fixed number of elements in the set or the set is complete. To work this out, you can draw the model of two sets: one of them is given as above, which shows the number of elements in the set. Then the other one is the one from you that shows the number of interactions or interaction elements. In this case, all you need to do is verify whether or not the number of items in your set which is view as the interaction set is greater than the number of elements in the given set.

j. By working out the part above, if you have determined that the set is complete, then you have determined that the number of interactions is equal to the number of elements in the set. Now you need to answer the following questions as a group: Why do you think the set is complete? What would have happened if the set was incomplete?

k. At *Time 0*, the complexity theorem was given to us where added functions and existing functions were identified for us. At *Time 0 Plus*, the definition of life was given to us in a combination or grouping form where resource management was taken into consideration. By understanding that, we can see that the definition of life given to us in combination form at *Time 0 Plus* was important and was necessary because it enabled us to understand the importance of resource management. All you need to do here, as a group, is show the importance of the definition of life in combination form in relationship with resource management. This is the same as saying that as a group, show that it was necessary for our parent to provide us the definition of life at *Time 0 Plus* in order to help us understand the importance of resource management.

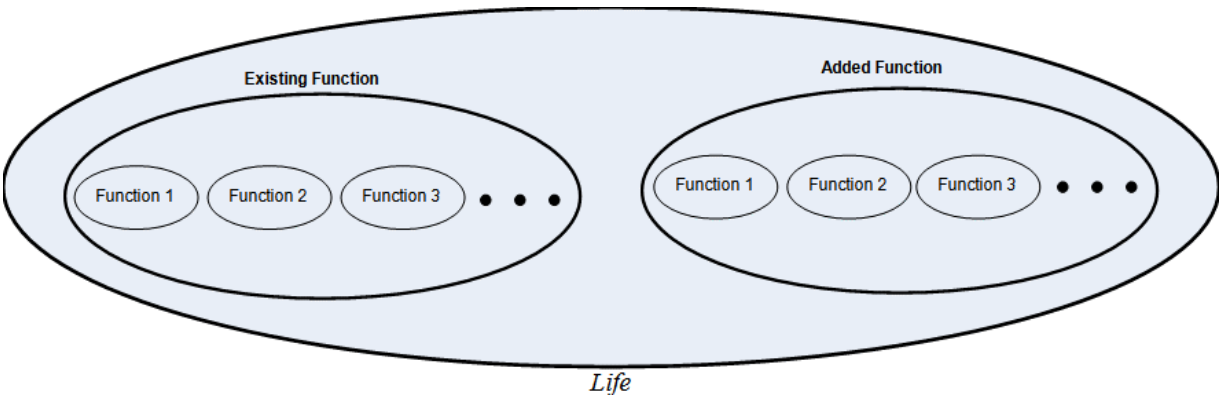
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fff. After having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. Now at *Time 1*, our working area looks like:



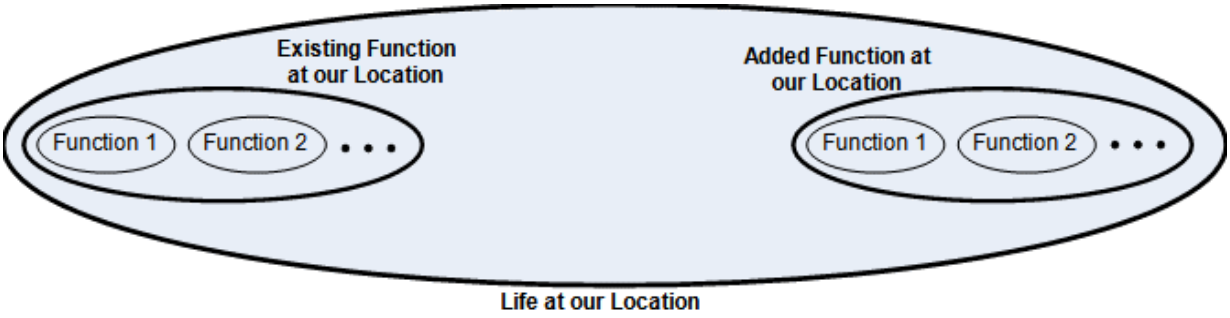
From the model above, at *Time 1* we have a fixed number of people in our working area. The model above represents the map of our working area or country. You can draw the map or a complete map of your working area. Here we represent the model at *Time 1* with a fixed number of people. Here we can think that fixed number is much, much less than the number of people we have today in our working area.

At *Time 0 Plus*, the definition of life was given to us by our parent in in combination or grouping form as shown below:

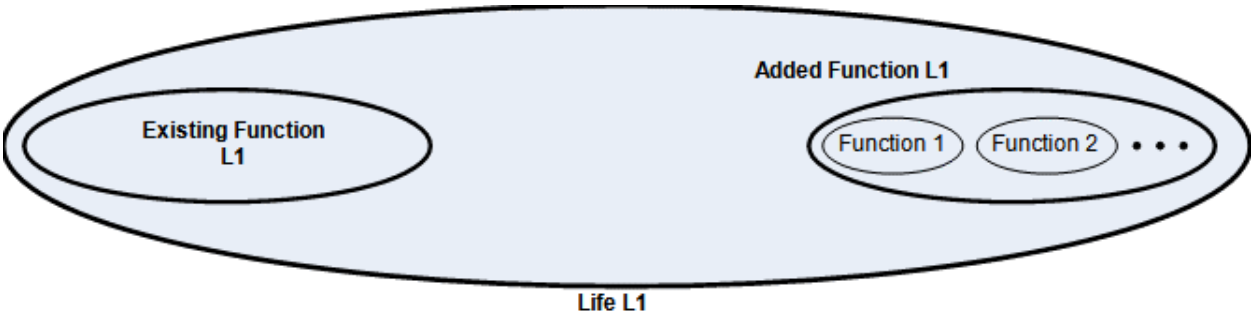


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Now in terms of functions executing in our working area, we can represent the model above to show functions executed in our working area. In this case, we can represent the model above of our working area as shown below.

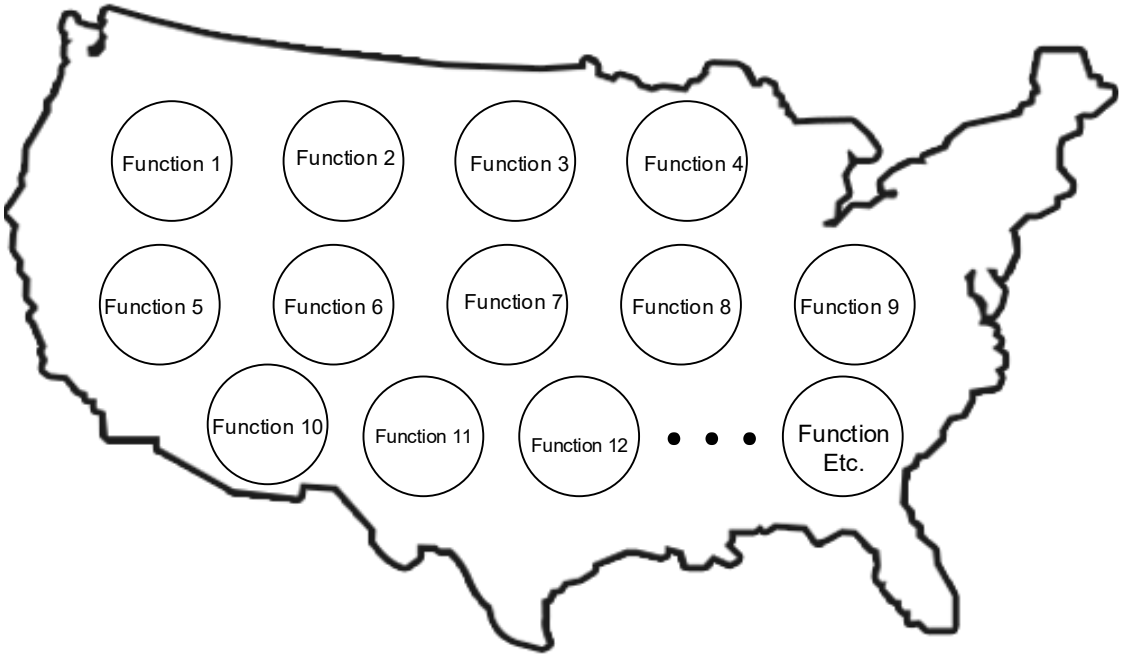


From the model above, we identify our location as our working area. Rather than put it in this form, if we want to, we can use location with number. For example, the model above represent life at our location. If we identify our location as Location 1, then the model above represents life at Location 1. If we want to, we can also use abbreviation L for the word location and use L1 to represent life at our location. By understanding that, since we are concerned about organizing added functions in our working area, in this case the model above of life in our working area can be represented in the form below.



Where we have many, many added functions in our working area, but much less than the number of added functions from the original mode above. To better understand the definition of the model of life in our working area, it makes sense for us to identify our working area with the added functions of life as shown below.

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From the model above, at *Time 1* we identify functions in our working area. Now, since we have the idea of our application given to us by our parent as well as the given reference, we need to ask ourselves these questions: How can we organize the identified functions in our working area so they can be effective? How can we structure functions in our working area so they can be effective? This is basically the problem we try to solve. Our problem statement was to organize functions in our working area so they can be executed to solve the problem they intended to. Now that we have the idea of our application and the reference given to us by our parent, we can use them to organize functions in our working area. Now that we have the idea of our application and the reference given to us by our parent, we can use them to structure and execute functions in our working area so they can solve our problems.

While we show the functions above as presented in the functional system model, they are presented from the model given to us. In this case, we represent the functions in our working area by not taking negative into consideration. The model is reparented like it was given to us. We simply use the model above, to identify added functions in our working area without taking proper execution into consideration.

Now, at *Time 1* after having problem with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. So now, how do we organize the functions in our working area? We should have no problem organizing ourselves now, since we have ideas on how to do that. As a group, now at *Time 1* identify some functions in our working area and provide a description for each function.

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You can have a table similar to the one below.

Function	Name	Description
Function 1		
Function 2		
Function 3		
⋮		

From the table above, for each function you identify, you provide a name for that function and a description of that function. You can choose as many functions as you wish. Keep in mind that we are at *Time 1*. You can view *Time 1* as a time you were working an application and you have made some mistake in executing it, then you receive feedback to enable you to execute it better. It does not matter the way you look at it. Time 1 can also be viewed as past time in our working area. All you need to do here is to identify some functions, name them, and provide descriptions for them.

a. Now that you have identified functions in our working area *Time 1* and describe them, we need to ask ourselves what problems do particular functions solve? Here as a group, for each function identified above, identify specific problems solved by that function. You can have a table similar to the one below.

Function	Name	Problem Solved
Function 1		
Function 2		
Function 3		
⋮		

From the table above, we simply identify each function in our working area and problems solved by each function. All you need to do as a group is to add another column from the table above and title it as Problem Solved to identify a problem solved by each function. While we put it like that, we can also say that the problem solved column identifies a problem statement for each function. It does not matter the way we look at it. As a group, all you need to do is identify problems solved by functions in our working area.

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b. By working out the part above, you have identified functions in your working area and problem solved by the functions. Here, we need to answer these questions: Do the functions identified solve the problems they intended to? Does each function identified in our working area solve the problem it intended to? To answer this question, you can have a table similar to the one below.

Function	Name	Problem Identified	Solved
Function 1			Yes/No
Function 2			Yes/No
Function 3			Yes/No
⋮			Yes/No

From the table above, you identified the problem solved by each function. Then you ask the question. Does that function solve the identified problem? Then you put yes or no in the solved column. If you answer yes, for all, then you can continue identify more functions and repeating the table. If you identify that all added functions in our working area solved the problem they intended to, then you are going to ask yourself some questions: Do problems exist in my working area? Do problems still exist in my working area? If you answer no, then you have identified functions in your working area and all of them solved the problems they intended to. You have also shown that problems do not exist in your working area. In this case you need to determine whether the idea of the application and the given reference provided to us by our parent is useful to you. After determining that, you can simply skip this part of the exercise or the overall exercise. If not, just continue working on this exercise as a group.

c. By working out the parts above, you have shown that many added functions in our working area do not solve the problems they intended to. Here, for each function identified or added in our working area, we are going to determine the need for that function. For example, if we identify *Function 1* as a function in our working area, then we can ask questions: Why is this function needed? Why is specific function needed? You can have a table similar to the one below.

Function	Name	Reason Needed
Function 1		
Function 2		

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Function 3		
⋮		

From the table above, as a group, identify each function in your working area and the reason each function is needed. For example, if you identify *Function 1* where *Function 1* is executed to solve an identified problem, then the existence of that problem is viewed as the reason that function is needed in our working area. From the able above, for each function you can have a reason. You can also have multiple reasons for a single function.

d. After having problems with our application, we turn to our parent for help where our parent provides with the idea of our application and the given reference. Here all you need to do, as a group, is use either the idea or the given reference to validate each function identified from the table above. You can have a table similar to the one below.

Function	**Name**	**Validated by Idea** or **Reference**
Function 1		Yes/No
Function 2		
Function 3		
⋮		

From the table above, in the validated column, you determine whether the identified function is validated by the idea of the application or the reference given to us by our parent. If you want, you can include a column for more explanation or observation.

e. We have learned that the stability model given to us by our parent at *Time 0*, is expanded as the population increases. At *Time 1*, we have more people at our location than at *Time 0*. Since the stability model given to us by our parent is expanded as the number of people increased and at *Time 1* we have more people, the stability model given to us at *Time 0* must be extended to *Time 1*. In this case, the number of people working in those functions or people at our location must apply that stability model. By understanding that, for each function identified in the table above, use the expansion of the stability model to validate those functions

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in relationship to people who execute those functions. All you need to do as a group, is show that the stability model is applied in each application that provides such function. You can have a table similar to the one below.

Function	Name	Stability Model Applied
Function 1		Yes/No
Function 2		
Function 3		
⋮		

From the table above, in the stability model applied, you determine or identify whether the stability model given to us by our parent is applied in the application that has that function. You can also have an additional column for further explanation and observation.

f. After having problems with our application at *Time 1*, we turn to our parent for help where our parent provides us the idea of our application and the given reference. The reference given to us by our parent provides us with principles that show us how to interact together. In this case, we can see that the reference given to us by our parent enables us to understand ourselves much better. For example, before the reference we did not know how many ways we interact to each other. By having the reference, not only it gives us principles on how to interact with each other, but it also tells the number of ways we interact with each other. That is a very good information to have. By understanding that, we can see the reference given to us by our parent enables us to understand ourselves much better. Here, as a group for each function identified in the table above, determine if that function is validated by the characteristic of the physical system or the physical system. You can do either or. The table above is an example.

Function	Name	Validation
Function 1		Yes/No
Function 2		
Function 3		
⋮		

From the table above, in the validation column after you determine if the function

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is validated in relationship with the physical system characteristic or understanding, you put yes or no.

g. Now at *Time 1*, that we are living closer to each other; we need to add or identify a function that can help us with our stability at our location. As a mobile system, we need to feel stable and secure while we perform our activities. With the functions you have identified in our working area at *Time 1*, identify a couple more functions that can help us with our stability. You can have a table similar to the one below.

Function	Name	Description	People Performed

From the function above, you can put the function with index in the function column, where in the description column you provide a description for that function. In the people performed column, you can name the people who perform such functions for example title. If you have already identified such functions in the list, you simply put it in this table. If you have not done so, you can simply identify it here or simply add it here. You can think it as one or more function or simply one or multiple functions from the list of functions you have identified. You can also think it as a group of functions.

h. As a theory dependable system, we always need to feel secure and stable. As a mobile system, it makes sense for us to feel secure and stable as we perform our activities. At *Time 0* our parent provides us with the stability model, whereas the number of people increase the stability model expands while we still remain stable. In order for us to remain stable, as a theory dependable system, we must learn our parent's principles. For example, in order for us to be stable, we must learn the principles in the reference given to us by our parent at *Time 1*. By understanding that, we can see it makes sense for us to identify or add a function at *Time 1* to help us with the learning of the principle. Here as a group, if you have not identified that function in the list, add that function to the list. Show the stability model of the number of people in your working area in relationship with the principle. In this case, you are going to show the stability model with everybody in your area at

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Time 1. If you want to, you can identify the people who perform that function.

i. Now that you have identified many functions in your working area at *Time 1*, as a group you can pick up any function that you like or simply add a new function and determine how would you provide such function or service in your working area. To do so, first work as a group to pick a function. Once you pick that function, then work as a group to determine how would you provide that function in your working area. For example, if you have a group of 20 people in the class, you can think it as an application where multiple people can have different functions. At the end, make sure the function you provide in your working area solved the underlined problem or the problem it supposed to solve.

j. Now that you have a very good understanding of your working area, the idea of the application and the reference given to us by our parent, as well as functions in our working area, it makes sense for us to take another look. To work out this part, depending on the size of the class, you can divide it into multiple groups. If the class is not big, then multiple classes can meet together or multiple classes can group together virtually or video conferencing or telephone. In this case, each class can be viewed as a group. In this case, all the classes combined is viewed as our working area at *Time 1* or one class that is divided into multiple groups is also viewed as our working area at *Time 1*.

Since our working area at *Time 1* has been defined and we have identified many functions provided in our working area, here each group is viewed as an entity that provides a function in our working area. To better understand that, let's show an example by the table below.

Group	**Group Name**	**Function**	**Group Description**
Group 1		Function of Group 1, *Function 1*	
Group 2			
Group 3			
⋮			

From the table above, in the group name you can have a name for the group. In the function we show the function of that group in both communication domain and

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theory domain. You need to add another column that shows the number of people in each group.

After having problems, we turn to our parent for help, where our parent provides ideas on how to solve our problems. Now at our location, we have multiple groups that provide functions to solve our problems. Here, each group needs to identify the problem that needs to be solved. In other words, each group needs to have a problem statement. Let's show that by the table below for more information.

Group	Group Name	Function	Problem Solved
Group 1		Function of Group 1, *Function 1*	
Group 2			
Group 3			
⋮			

In the problem solved column, we simply identify the problem that needs to be solved by the group. If you want to, you can change that column to problem statement.

From the table above, people in each group identify the underlying problem that needs to be solved. In this case, everybody in each group understands the problem each group needs to solve in our working area. When we turn to our parent for help, we have a problem and we want our parent to help us solve it. Here, people in each group in our working area are going to determine whether the problem the group tries to solve is a sub problem from the problem we have when we turn to our parent for help. The way to look at it, the problem we have when we turn to our parent for help is viewed as a main problem, where each problem solved by a group is considered to be a sub problem. To better understand that, we can have a table similar to this one.

Group	Function	Problem Solved	Related to Main Problem
Group 1	Function of Group 1, *Function 1*		Yes/No
Group 2			

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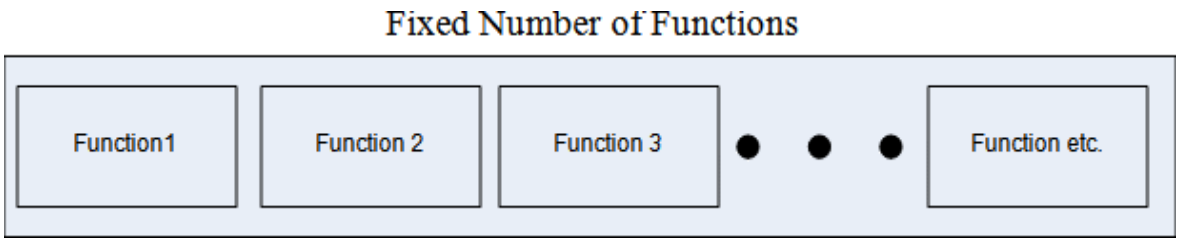
Group 3			
⋮			

From the table above, the related to main problem column is where you determine whether the problem the group tries to solve is related to the problem when we turn to our parent for help. The problem solved column is the actual problem that is solved by the group.

For each group identified above, you can have a table where you identify the people in the group as well as their function. In this case, the function of a group is viewed as the function of everybody in that group combined. By identifying the function of the group and the function of the people, each person must have a problem to solve or a problem statement which is part of the problem that the group tries to solve. You can have a table to identify each of them and show that each person in the group understands the main problem when we turn to our parent for help. The problem each person tries to solve in each group is also a sub problem from the main when we turn to our parent for help.

k. By working out the part above, each group has a function and a problem to solve. Each person in each group has a function and understand the problem the group tries to solve. Each person also understands his/her problem and the problem other persons try to solve. For each group, how do you organize yourself in order to solve the underlying problem in your working area? For each group, how do you structure yourself or the underlying function you provide in order to solve the problem in your working area? Each group needs to do that separately.

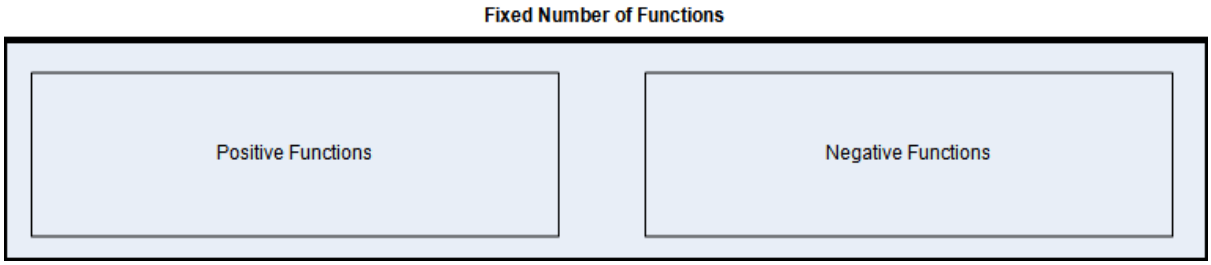
l. In our working area, we have many groups that have many functions. In this case each function weighs in the overall function in our working area. For instance, if the total function in our working area is fixed to a certain number, then we have:



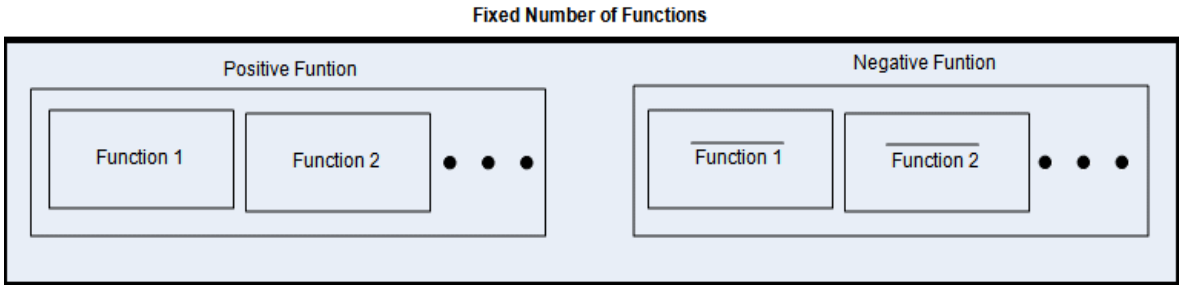
It does not matter if we look at it in theory domain or communication domain. What

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is important here is that if we have some functions that are executed properly and some of them that are not executed properly, they affect the overall function in our working area. From above, the fixed number of functions is viewed as the overall added function in our working area or the total function in our working area. From the model above, each function is a function of a group of people in our working area. Since each function weighs in the overall function in our working area, it makes sense for us to look at average function in our working area. In this case, we can look at how many functions are executed positively as well as how many functions are executed negatively. Then we can do a positive averaging and a negative averaging and combine them together to have a total averaging. From instance from the model above, if we have a fixed number of positives and the rest are negatives, then we can represent the model above in the form below.



Where the model above can be expanded to the one below by identifying the functions.



From the model above, we identify both positive and negative functions. While we identify both of them with same number, we can take them as two separate functions. In this case, we can identify *Function 1* in the negative group as *Function 1 Negative* or put a line on top of it or simply give it another number like 500 and so forth. Since the fixed of negative functions in the number of functions in our working area affect the performance of the functional system, in this case, the result is not positive. With that, we can represent the model above as negative.

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What is important here is the fact that negative functions weigh on the overall function of our working area, they affect functions in our working area. In this case, if we have 10 positive function and some negative functions or less, that also result to negative functions. If you want to, you can show that for each group, but that is not the point here. All you need to do here for all the groups is look at how many functions are executed negatively and how many functions are executed positively. Write those functions in the map of your working area as *Function 1* and $\overline{Function\ 1}$ for example. In other words, as shown on the map above, you identify both positive and negative functions.

m. By identifying functions that are executed positively and functions that are executed negatively, we can try to do better. For example, a function that is executed good now can be executed better next time. A function that is executed negative now, can be executed positively next time. Now all you need to do, for each group that has a function that is not executed positively, is make adjustments to enable that function to execute positively. For groups that have functions that are executed positively, make adjustments so those functions can execute better next time.

n. By working out the parts above, we have identified functions that are not executed well and make adjustments to enable those functions to execute positively or much better. Here, you can answer this question: What type of adjustment have you made? Given that the functions that we execute depend on our understanding of the principle, in order to adjust our functions' executions, we have to learn and understand the principles. For example, if our function was first executed negatively because we did not understand the principle, then we can learn the principle to understand it so our function can execute positively. If our function was executed positively, then we can increase our understanding of the principle to execute it much better. In this case, the term adjustment to our functions is viewed as learning and understanding the principle. All you need to do here, for each group, is try to learn the people in the group learn and understand the principle so the function of the group can be executed positively or much better than before.

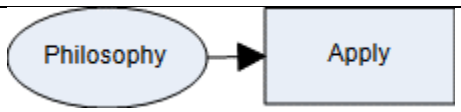
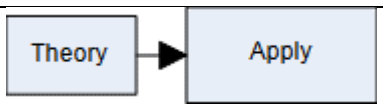
o. Now the people of each group understand their functions, the problems they need to solve, as well as the principles they depend on to solve the underlying problems. The increase in people in our working area may enable us to add more people to our groups in order to serve more people in order to serve more people. In other

words, as people increase in our working area, the functions we provide in our working area need to solve the underlying problems. In this case, we may need to increase the number of people in our groups in order to solve the underlying problem. Here for each group, you need to determine the process of adding people to the group. What is the process of increasing the number of people in your group?

p. By working out the part above, you have identified the process of adding people to your group to help you solve the underlying problem. Depending on how you have worked the part above, you may have identified the following entities: main problem or main problem statement, group problem statement, individual problem statement, main function, group function, individual function, the idea of the application, the given reference, understanding the principle, what we do. Here all you need to do, for each group, is determine or verify why each item in the list is important in order to add a person in the group.

q. By working out the part above, you have identified the process of adding a person to the group in order to help solving the underlying problem. In this case, when you bring or introduce a person to that group, this is what you owe to that person. In other words, when you introduce a person to your group to help you solve the underlying problem, you need to help that person understand the items from the list above. By doing so, the person will help you solve the underlying problem. Here answer the following questions for each group: Why do I need to help that person understand the items in the list? Why it is important to help that person understand the items in the list?

r. Previously, you have identified the number of functions that are executed with errors and the number of functions that are executed successfully in your working area and made adjustment accordingly. Our overall problem statement was to enable functions that are executed with errors becomes error free functions. Let's show that again in the table below:

Before	**After**
Function 1	*Function 1*
	

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The main problem statement was to make sure all functions executed in our working area are executed positively. From the table above, functions that are executed negatively are identified as well as the misapplication of theory that result to the function. What is important here is that in order for functions in our working area to execute positively, the theory we depend on to execute those functions must be applied properly. Depending on how you have worked out the previous part about adjustment, you can also work out this part. By understanding the table above, we can see that in order for our functions to be executed positively, the theory must be applied properly by people in our application or by people in our working area. In other words, in order for the functions to be executed positively people in each group must apply the theory properly. Here you need to answer question: How to you approach that? For each group, what do you do in order to make sure people who are in each group apply the theory properly in order to enable the function to execute positively?

To work out this part, take each person in the group into consideration in terms of function of that person as well as the theory applied by that person to execute that function. In this case, if a person misapplied the theory to execute his/her function, then help can be given to that person to help that person execute his/her function properly. That person would need to learn and apply the principle. This process is applied for each group in relationship with people in that group. In terms of resulted functions, you can look at them in both theory and communication domains.

s. The definition of life was given to us by our parent at *Time 0 Plus*. By understanding that definition, we can see that it takes the entities that enabled life into consideration. From the model given to us by our parent, the following theorem was identified.

If the existing functions become dysfunctional, then life becomes dysfunctional.

In other words, from the definition of life given to us by our parent, our parent had also given us the theorem above. We can call that theorem *the existing function theorem*. When our parent defined life for us at *Time 0 Plus*, our parent also gave us the existing function theorem. By understanding the existing function theorem given to us by our parent at *Time 0 Plus*, now at *Time 1*, it makes sense for us to take them into consideration and give them importance. By understanding the existing function theorem given to us by our parent at *Time 0 Plus*, now at *Time 1*,

it makes sense for us to give them importance in our working area. Now in our working area, we need to add a function or identify a function that can monitor the entities that perform those functions.

Now as a group, determine the importance of that function. All groups must be combined to a single group to determine the importance of that function. You can answer the following questions: Why is the monitoring function important? Why is the monitoring function important in our working area?

t. By working out the part above, you have determined the importance of the monitoring function in our working area. We can call that function monitoring function or simply use *Function* with an index to identify it. Now that we identify that function, we need to add it to our working area. In this case, we are going to have a group to work in that function. To do that, a new group can be formed to provide the monitoring function. You can also take one person from each group to form a new group to provide that function. Now, we have a new group that provides the monitoring function. The table below can be used to provide additional information for that group.

Group	Group Name	Function	Group Description
Group 11		Group 11 Function, *Function 11*	

From the table above, we use number 11 to show the index of that group as well as the functions of the group. You can have a name for the group and the description. You are going to use the same steps you have done before for the group function, function description, people in the group, their function, problem statement of the group, and so forth. You know those steps already, you simply apply them here.

u. Now that you have a group in your working area that monitors existing functions, how do you approach that group? How do you handle it? How do you organize or structure that function so it can be effective? What does that function do in terms of monitoring existing functions or entities? Here not only will you answer those questions, but also show what the group will do to execute that function and how the group will execute that function.

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v. We have already known that increasing complexity in our application enables our application to execute poorly. Increasing complexity in our application enables not to solve well the problem it intended to. By reducing complexity in our application, we improve the performance of our function. By reducing complexity in our application, it allows us to solve the problem we intended to. Here for each group, determine how you will reduce complexity in your application. In this case, each group is going to reduce complexity in the application related to time to the lowest level possible.

w. At *Time 0 Plus*, the definition of life given to us by our parent takes resource management into consideration. At *Time 1*, we should also take resource management into consideration when executing our functions. Here for each group, determine how you manage resources in your application. This is the way to look at it. As we execute our function, we also manage resources in our application. Here, each group is going to show the process of resource management in the application.

x. At *Time 0 Plus*, the functional system model given to us by our parent takes resource management into consideration. Now at *Time 1*, we have a fixed number of people in our working area. Given that the definition of life given to us by our parent takes resource management into consideration, as we live in our working area, we must take resource management into consideration as well. Here, determine how you manage resources in your working area. In this case, each group is going to combine into one group to show the process of resource management in your working area. What are you going to do to manage resources in your working area? What must you do to manage resources in your working area? How do you approach resource management in your working area?

y. At *Time 0*, the complexity theorem was given to us by our parent, where our parent tells us that if we increase the complexity of added functions, the complexity of existing functions would also increase. Now at *Time 1* in our working area, the complexity theorem is still applied. In our working area, it makes sense for us to reduce complexity in order to improve the performance of life. Here, all of you combined into one group, determine how you would reduce complexity in your working area. What are you going to do to reduce complexity in your working area? What must you do to reduce complexity in your working area? How do you

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approach the process of reducing complexity in your working area?

z. Depending on how you have worked the complexity part and the resource management part above, for each group, determine that the function of the application is compatible to both reducing complexity and resource management. The way to look at it, when we add a function to our working area, we want to make sure that function is compatible to renouncement as well as reducing complexity. We don't want to function to increase complexity and enable resource mismanagement.

aa. The function that we produce is a part of life. We have multiple groups working to solve identified problems. The function that we produce to solve the problems are part of life. They are parts of the functional system model given to us by our parent. They are considered as functions added to life. For example, *Function 1*, *Function 2*, as well as the learning of the principle, the monitoring function, etc. are parts of life. It is good to understand that. As we live, we execute functions of life. Those functions are parts of life. There is only one functional system. There are not two functional systems. In other words, it is good to know that there exists only a single definition of life; and that definition was given to us by our parent. It is good to know that there is no second definition of life. Since we execute functions of life as we live, there is no need to be in a hurry. There is no need to be in a hurry to execute a function or finish it to do something else. There is no need to overwork. Since as we live, we execute functions of life which are viewed as work. There is no need to overwork.

By understanding the explanation above, for each group how do you approach that? How do you approach, as we live we execute functions or life, there is no need to be in a hurry or overwork? You should help everybody in your group understand that. You can also verify by using the functional system model, as we live we execute functions of life. No need to overwork or think life is going somewhere. The functions that we add to life are needed to help our functionality.

bb. At *Time 1*, we have a fixed number of people in our working area. Those people apply theory independently to execute functions of life. As an example, we have multiple groups where you are in one of them to execute functions of life. In this case, those groups provide goods and services to enable the functionality of life in our working area. For example, in your groups you have farmers, and others that

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provide goods and services to enable the functionality of life. Since it is not possible for each of us to get everything that we need at our physical location, we must exchange with each other. Since theory is applied independently to provide goods and services, we must exchange with each other. How do you manage exchange in your working area? All of you must combine to a single group to determine how you manage exchange in your working area.

cc. By working out the part above, you have determined how you exchange in your working area. At *Time 1*, we turn to our parent for help where our parent gives us the idea of our application and the given reference. The given reference provided to us by our parent includes principles that enable us to exchange with each other. At *Time 1*, our parent gives us ideas on how to exchange with each other. Whatever exchange method we use now at our location, it must be derived from the principles given to us by our parent. Here, verify that the exchange method you used in your working area is derived from principles given to us by our parent. Combine all the groups to a single group to show that the exchange method or methods use in our working area at *Time 1* is derived from our parent principles. We can also take like this. As a group, show that the exchange idea we are using to exchange at our current location is an idea from our parent.

dd. By working out the two parts above, you have determined how you exchange goods and services in your working area. Also, verify that the exchange method/methods you use is/are derived from principles given to us by our parent. Disregard the exchange method/methods that you use in your working area; the entities being exchange must have values. Here as group, show that for each exchange method that you used, the exchangeable entities/element do have value. To work out this, combine all the groups together to form one group. In other words, show that foreach exchange method you use in your working area, the entities that are being exchanged do have values.

ee. By working out the part above, you have verified that the entities that you exchanged in your working area do have values. Here as group, validate the values of the entities that are being exchanged in your working area. You must validate the values of the entities for each exchange method used in your working area. To do so, you can use information theory or theorems from information theory to validate the values of those entities. You can also use information theory in relationship with the exchange system theory to validate the value of the

exchangeable entities. Do that for each exchange method. To work this part out, combine all of the groups to form one group.

ff. At *Time 0 Plus*, the functional system model given to us by our parent takes resource management into consideration. Resource management is very important for us since it enables us to manage our resources as we live. That makes sense. Given that our resources enable us to live, we must manage them as we live in order to enable our functionality. By working out the part above, show that each exchange method that you use in your working area is compatible with resource management. In other words, in order to enable our functionality, the exchange methods that we use in our working area must not enable us to waste resources. With all of you combined into a single group, verify that the exchange method (s) that we use in our working area is compatible with resource management or does not enable us to waste resources.

gg. At *Time 0*, our parent gives us the complexity theorem. By providing us with the complexity theorem, that enables us to understand existing functions much better. By combining the existing theorem with the definition of life, we can see the importance of existing functions in life. Since increasing complexity affects our functionality or the performance of life, it makes sense for us to operate without increasing complexity. By understanding that, we do not want the exchange method (s) we use in our working area to increase complexity. In our working area, we need the exchange method (s) that we use to be compatible with reducing complexity in order to help with the functionality of life. Here with all the group combined into a single group, verify that the exchange method (s) that you use in your working area is compatible to reducing complexity or does not increase complexity.

hh. The stabilities of both the functional system and the physical system are important for us because they enable us to function properly. By being stable, we can execute functions of life much better. The stability of the functional system enables us to operate much better. By understanding that we can see the exchange method or methods that we use in our working area must provide stability. Here as a group, you are going to look at the stabilities of both the functional system and the physical system related to the exchange method (s) that you use in your working area. In this case, all of you are going to combine into a single group and verify that the exchange method (s) used in your working area does not affect the stabilities of the

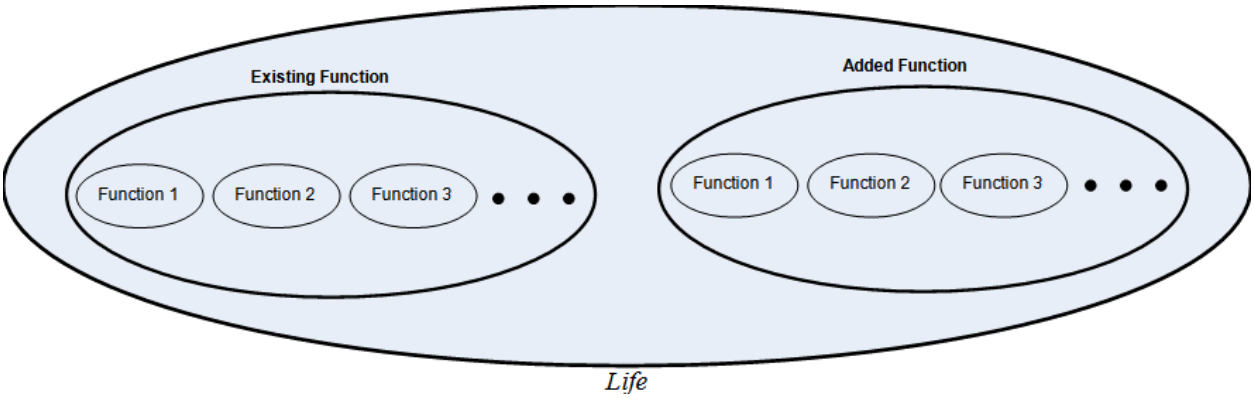
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functional system and the physical system.

ii. From parts e to h, we have added functions or a function to help us with our stability in our working area. We know that we interact with each other through communication. In this case, our communication interface connects us to each other, and it enables to interact with each other. Our stability also depends on that communication interface. Here as a group—all of you as one group—determine how you manage interaction to each other in your working area. This is the same as asking: How do you manage stability in your working area? In this case, the managing of stability in your working area will take managing interaction in relationship with communication into consideration.

jj. At *Time 1*, after having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. We know that we cannot execute our application instantly at the time our parent provided us with the idea of our application and the given reference. Here, verify that at, even if we are in the right direction it will take us multiple generations to get to our destination. This is the same as saying that, if we are in the right direction, it would take us multiple generations to execute our application properly. You can work this out as a single group. You can use charts, direction, destination, time marks, road marks and so forth.

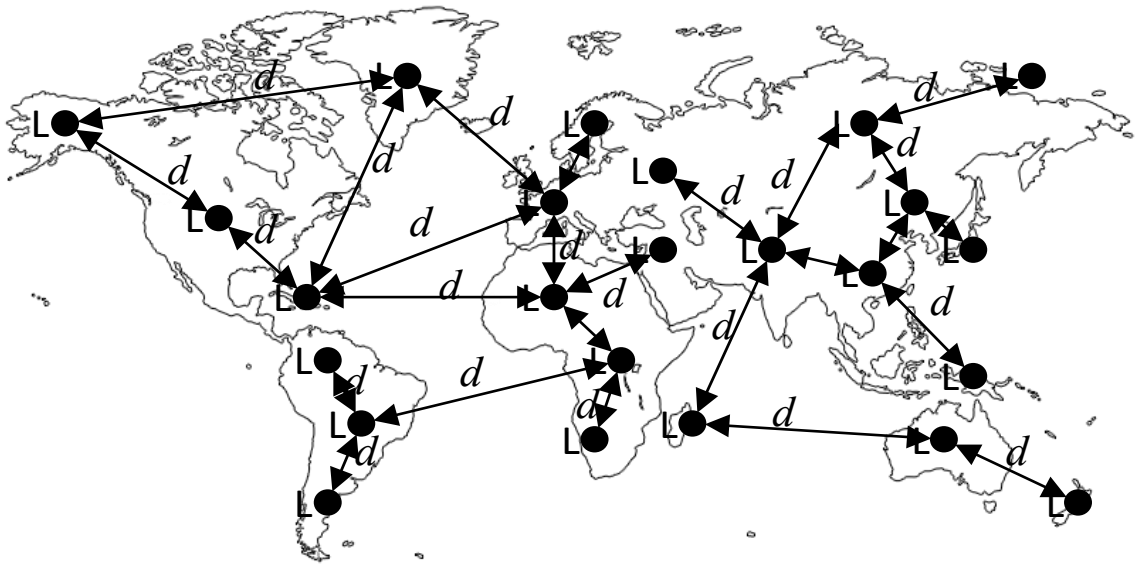
ggg. At *Time 0 Plus*, our parent provides us with the definition of life in the form below, where that definition is given to us in a grouping or combination form.



At *Time 0 Plus Plus*, our parent provides us with the Population-Expansion model, where distance is taken into consideration in terms of our working areas. To better understand the population expansion model given to us by our parent at *Time 0 Plus Plus*, it always

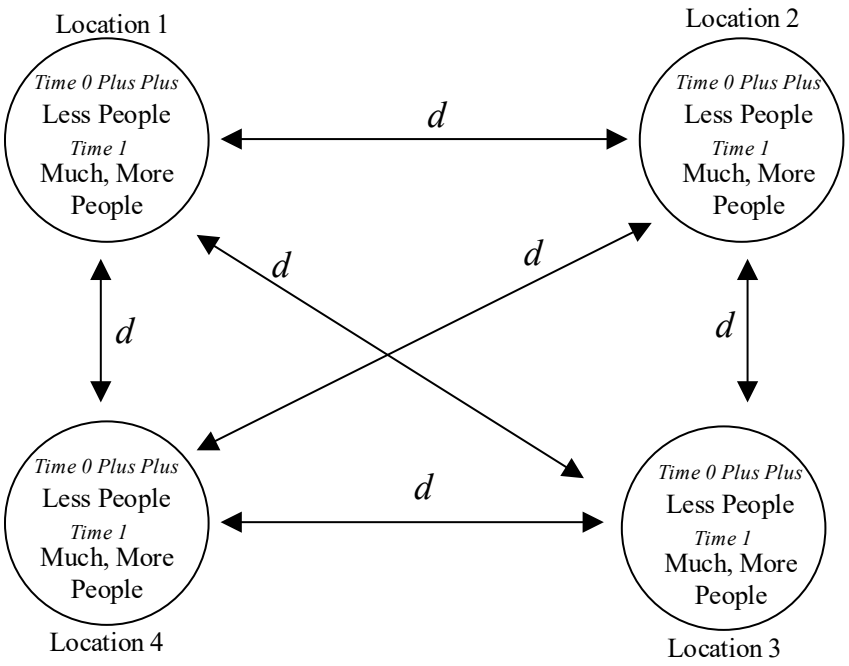
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good to represent it by the figure below where we use ***d*** as abbreviation to represent distance and **L** to represent location.



Above is a representation of the model given to us by our parent at *Time 0 Plus Plus*, where distance is taken into consideration. The arrows show the distance between one location and another location. We can say that the arrow shows the distance between one working area and another working area. The model above just shows a couple of them. It does not take all of them into consideration. To better understand the model above, it makes sense for us to look at the population expansion model given to us by our parent at *Time 0* in relationship to the population expansion model given to us *Time 0 Plus Plus*. Let's represent that model below.

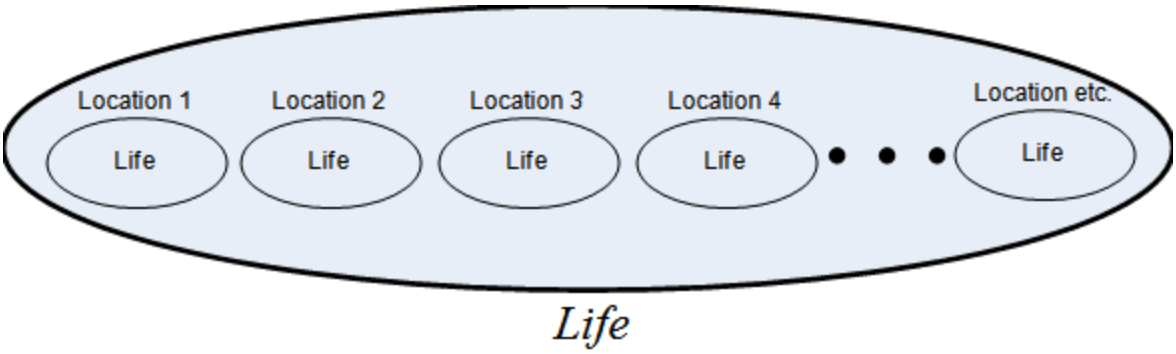
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As shown by the model above, each circle represents a location or working area. In this case, we have a fixed number of locations or working areas, but we only show 4 of them. What is important here is that at *Time 0 Plus Plus*, at each location we have a smaller population where at *Time 1* the population increases. For instance, at Location 1 we have less people—which is viewed as a small number of people at *Time 0 Plus Plus*—where at *Time 1* the population increases to much more people. As well as at Location 2, Location 3, and Location 4, we have a smaller population at *Time 0 Plus Plus*, where at *Time 1,* the population increases. As we can see, this model is similar to the population expansion model given to us by our parent. As we can see, this model given to us at *Time 0 Plus Plus* is an expansion of the model given to us at *Time 0 Plus*, except at *Time 0 Plus Plus* distance is taken into consideration.

What is important here? By understanding the definition of life given to us by our parent at *Time 0 Plus*, we can see that definition given to us by our parent at *Time 0 Plus* is a combination of life at all locations or in all working area. To better understand that, for fixed number of locations, we have:

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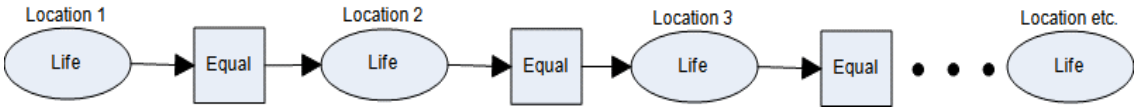
From the model above, it shows that the life is a combination of life in call working areas or locations. For example, life is a combination of life at Location 1, plus Location 2, Plus Location 3 and so forth. As a single group, verify the model above by providing a practical example. Everybody in the group should help each other understand that.

If you want to, you can approach it this way: at Location 1, you identify the *Raising Head of a Giraffe* to grab some leaves from a tree or the *Resting of a Hippo in a River* plus some other functions. At Location 2, you can identify the *Jumping of a Lemur* from one tree to another tree plus some other functions. At Location 4, you can identify the *Eating of Bamboo Leaves by a Panda* plus some other functions. At Location 5, you can identify the *Drinking of a Saiga in a River* plus some other functions. In this case, at each location, if you want to you can mostly identify a unique function plus some other functions. You don't have to do it like this, but if you want to you can approach it this way.

a. By working out the part above, you have shown the life is a combination of life in all the locations. Here as a group, you will need to determine that life is an average function. For example, since life is made of a lot of functions, by averaging those functions, you are going to verify that life is indeed and average function or simply takes averaging into consideration.

b. At *Time 0 Plus*, our parent provides us with the definition of life by taking a single location into consideration. At *Time 0 Plus Plus*, our parent redefines the life for us by taking multiple locations into consideration. In other words, at *Time 0 Plus Plus*, our parent defines life for us again by taking all locations or a fixed locations into consideration. By understanding that, we can see at *Time 0 Plus Plus*, we have a fixed number of locations where:

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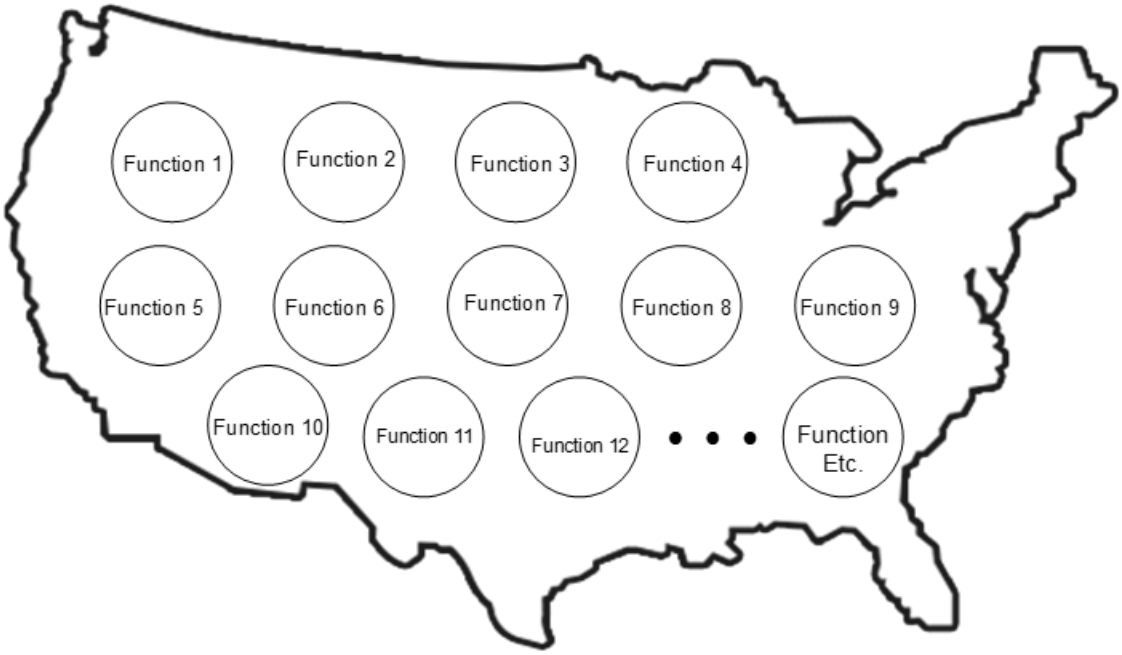


Here as a single group, verify the model above. In other words, by understanding the definition of life given to us by our parent at *Time 0 Plus*, show that at *Time 0 Plus Plus*, life is defined similarly at multiple locations. In this case, the equal above can be viewed as a similarity.

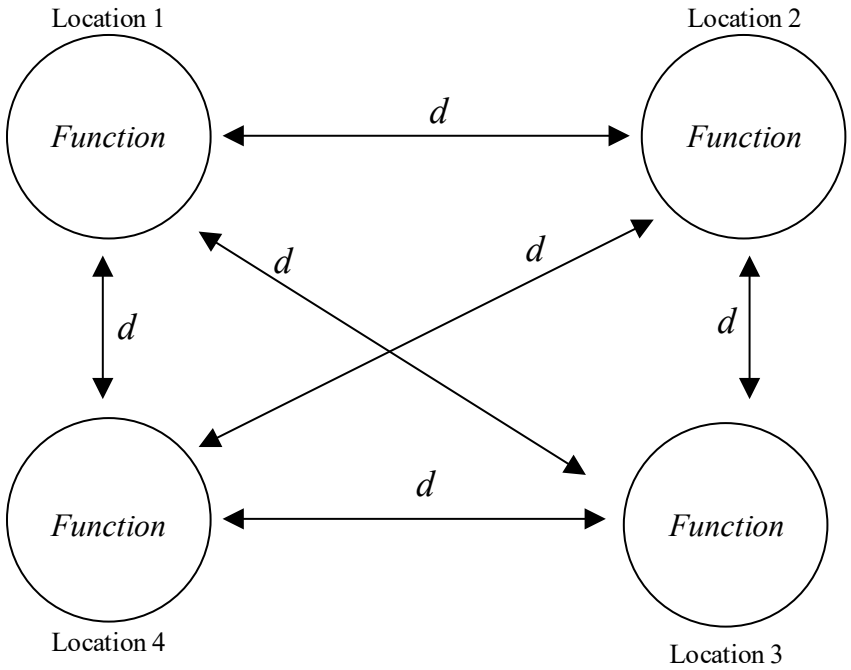
c. By working out the part above, we understand that *Time 0 Plus Plus*, our parent redefines life for us by taking distance into consideration. What is important here is that at *Time 0 Plus*, the definition of life takes a single location into consideration, where at *Time 0 Plus Plus*, the redefinition of life takes multiple locations into consideration. In other words, at *Time 0 Plus*, our parent defines life for us at one location, where at *Time 0 Plus Plus*, our parent redefined life for us at multiple locations. Here, the term multiple locations means all locations. We can say that at *Time 0 Plus Plus*, our parent redefine life for us at all locations that exist.

By understanding the explanation above, we can see that now *Time 1*, after having problems with our application, we turn to our parent for help. Our parent provides us with the idea of our application and the given reference. The idea of our application and the given reference provided to us by our parent enables us to organize ourselves at our locations. The idea of the application and the reference provides to us by our parent enable us to solve our problem at our current location. We have already identified our location as Location 1, where our location is made of functions. In this case, we can say that our location is made of functions of life. That makes sense because the life at our location is a part of life. In this case, we can say that the life at our location is a partial definition of overall life. The collection of functions executed at our current location, is a part of the functional system. Let's represent our current location again to see the functions it is made up of. Here, we only show the added functions.

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The model above shows a list of functions in our working area. Those functions are executed by multiple groups in our working area. From the model above, you can identify the function your group is working to execute to form the underlying problem. Since the definition of life takes multiple locations into consideration, it makes sense for us to understand that. In this case, we can identify our locations in a circle as we did previously, as well as other locations.



From the model above, we show functions that are executed in our working area as

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well as in other locations. While we show that like that, you can take it like this: *Function* at Location 1 can be written as *Function Location 1* and so for all the other locations. Here we only show 4 locations, keeping mind that we have multiple locations. By understanding the model above, we can see that there are distances between one location and another location. Because they are distances between locations, as a mobile system, in order for us to go to other locations, we must use a route to take us to that location. Here as a group, you are going to redraw the model above by identifying the routes from one location to another location. While using the model above, if you want to you can use the map instead to show the routes that lead from one location to another location. On the map, you can use a marker to draw that route.

d. By working out the part above, you have identified a route that leads from one location to another location. For example, you have identified a route that leads you from your location to another location. Now that you have identified that route, as a group verify that route is an inter-route. In other words, as a single group, show that the route that leads you for example from Location 1 to Location 2, is considered to be an inter-route. After your verification, define the term inter-route. What does the term inter-route mean to you? Why is/are the route/routes you have identified considered to be inter-routes?

e. By working out the part above, you have identified an inter-route that connects you from one location to another location. By working out the part above as a group, you have identified multiple inter-routes that connect from locations to other locations. From your workout, you might have identified those inter-routes are land based and sea based. In other words, by working out the parts above, you might have identified inter-routes that enable you to go to other locations by land and by sea. Here as a group, you are going to show your understanding and the importance of those inter-routes.

f. By working out the part above, you have identified inter-routes that connect locations to other locations and the importance of those inter-routes. Given that those inter-routes are important to us in our working area, they must be managed. Here, as a group, you are going to add a function in your working area that manages the inter-routes that connect to your working area. You can have a table similar to the one below.

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Group	Group Name	Function	Group Description
Group 16		Group 16 Function, *Function 16*	

To work out the part above, you can define a new group or take a person from each group to form a new group for that function. From the table above, you can add other columns to identify number of people in that group as well as name of those people. You can also have another table or other tables for the group function and the function description of the group.

g. By working out the part above, you have defined a group that has a function to manage the inter-routes that connect to your working area. Here, you are going to have multiple tables that show problem statement, group problem statement, main problem statement, individual problem statement and so forth. You must also show that the group problem statement is a sub problem statement from the main problem statement, as well as the group function is a part of the main function and so forth. You do that similarity to what you have done previously when you add a function to your working area.

h. Now that you have a function that manage the inter-routes that connect to your working area, from your group, how do you manage that inter-route? How will you manage that inter-route? In this case, the function that you add to your working area is to enable you to manage that inter-route. This question is the same as: How do you manage the inter-routes? In this case, the application you ae working on as a group enables you to manage the inter-routes.

i. After working out the part above, you have to determine how to manage the inter-routes that connect your location to other locations. Here, combine the class together to form 4 groups, where each group is viewed as a location. In this case, each group is viewed as a country for instance. Label each group as Location 1 or Country 1, Location 2 or Country 2, and so forth. On a map, each group represents a country where they can draw the model of inter-routes that connect from one country to another country. Now that some of you have already determined how to manage the inter-routes, for each group, determine the characteristic of the entities or instruments that can navigate, travel, move, cross, carry and so forth from one

location to another location. Each group is going to do that independently. In other words, determine what type of instruments or entities can navigate or go or cross from Location 1 to Location 2 for instance.

j. By working out the part above, you have identified the characteristic of the instruments or entities that can move, travel, navigate, or go from one location to another location. Here if you want to, you are going to rework the part above using a single group. The difference is: from above, you have divided into four groups to work it out. Here, you are going to work out the part above as a single group.

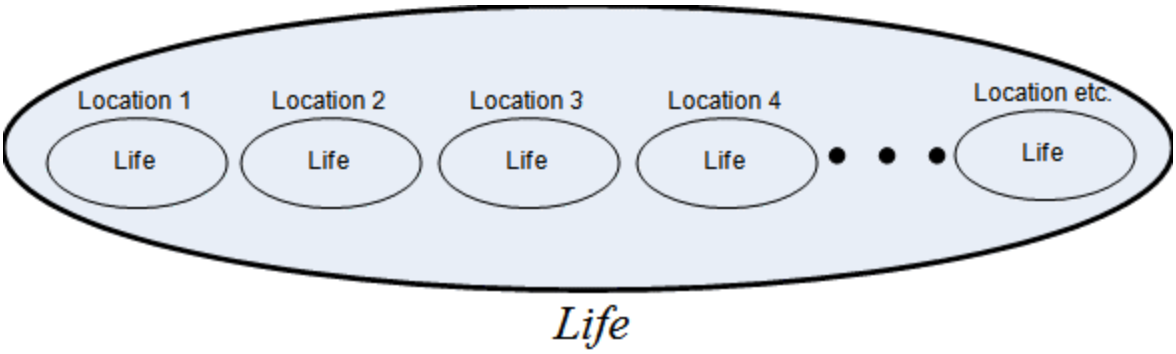
k. From the part above, you have identified the characteristic of instruments that can navigate, move, travel or go from your location to another location. Here, you are going to validate the identified instruments using Instrumentation Theory. Work this out as a single group. Here as a group, show that an instrument that can move or go or carry and so forth from one location to another location is a valid instrument.

l. After having problems with our application, we turn to our parent for help, where at *Time 1*, our parent provides us the idea of our application and the given reference. By working out the part above, you have identified instruments that can be used to travel or navigate and forth from one location to another location. The reference and idea of our application given to us by our parent at *Time 1*, tells us how to interact with each other. For example, the reference includes principles that that our communication interface into consideration in terms of our interaction. Here as a single group, you are going to determine whether instruments that can navigate or go to the inter-routes disregard our communication interface, idea given to us by our parent, and the given reference.

m. By working out the parts above, you have identified the types of instruments that can navigate or go through the inter-routes. From your workout you have also identified characteristics of instruments that cannot navigate or cross the inter-routes. Here all you need to do is to determine why such instruments cannot move, cross, or navigate to through the inter-routes. Why such instruments cannot travel to the inter-routes?

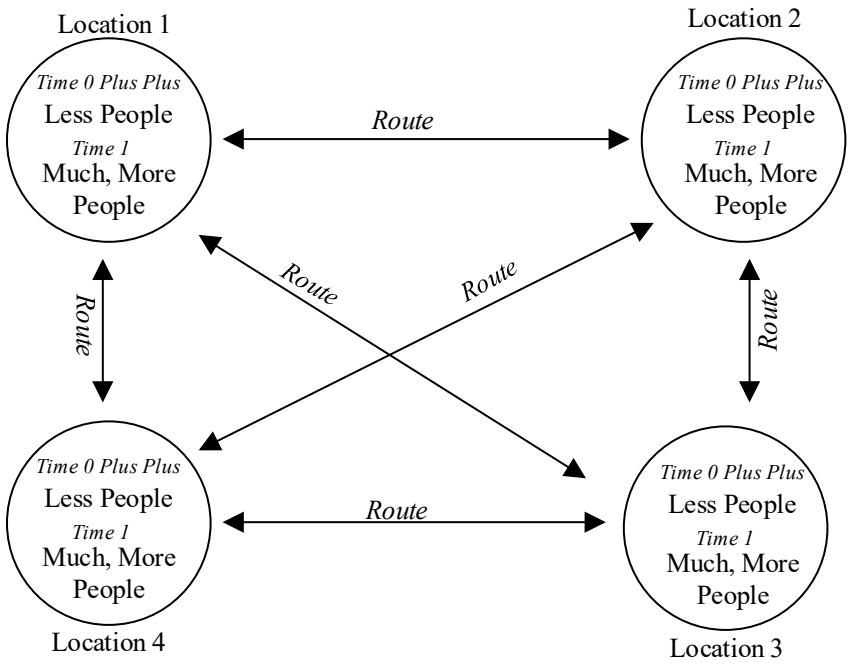
hhh. At *Time 0 Plus Plus*, our parent redefines life for us in the form below.

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Life

Where at *Time 0 Plus Plus*, the definition of life given to us by our parent tells us that life is a combination of life at all locations combined. As shown above, for a fixed number of locations life is a combination or grouping of life from all the locations. By understanding that, we can see it may not be possible to find everything that we need to live at a single location. For that reason, it is possible for us to exchange with people at other locations in order to enable the functionality of life. That makes sense. Since life is defined as a combination of all the locations, there are things that we need to live that do not exist at a single location. Those things exist at multiple locations, where some locations may not have what other locations have. For this reason, it makes sense for people at one location to exchange with people at the other locations. The existence of the inter-routes that connect the locations together enables people at multiple locations to exchange with each other. To better understand that, let's show the model below.



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The model above shows the routes that connect the locations together. The existence of the routes enables people of one location to exchange with people of other locations. For example, from the model above, people at Location 1 can exchange with people at Location 2, as well as people at other locations can exchange with each other. Here we only show 4 locations. Here all you need to do as a single group, is verify that the existence of the inter-routes enables people of multiple locations to exchange with each other. Here, you can provide some practical examples.

a. By working out the part above, you have shown that life is defined as a combination of multiple locations. Where what we need at one location may not exist at other locations. For this reason, we have to exchange with each other; where the existence of the inter-routes makes it possible for us to exchange with each other.

   There are two reasons people at one location must exchange with people at other locations: first, resources which include goods and services that we need to life do not exist at a single location. Second, theories are applied independently where application of theory to derive methods and instruments to execute functions, where they are needed by others.

   You are going to divide yourselves in at least two groups. While two groups are the least you can divide yourselves, depending on the number of people you have, you can also divide yourselves into more groups. For example, you can have 3, 4, 5, and so forth. It does not matter. If you divide yourselves into two groups, each group is viewed as a location. It does not matter how many groups you divide yourselves into, each group is viewed as a location or country. To do this, if you have two groups, where each group has 10 people, all 10 people can sit in a circle format at a location, where the other one can sit in a circle format at another location. If you are meeting online and you have a total of 20 people and you form two groups, each group can have 10 people, where 10 of them are viewed as located in a separate location than the other 10. Here, each location is viewed as a country. If you are in Group 1, you can name your country any name you want or simply Location 1 or Country 1, where the other is Location 2 or Country 2.

   Here, people in one group are going to exchange with people in another group. While you are reading this, if you were not prepared, you can continue another time. For example, people in one group can bring banana, apple, chips, soda, and so forth. That depends on you; you choose the type of items you want to exchange. People

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in the other groups can bring rice, beans, vegetables, and so forth. The items you determine to exchange depend on you. It does not matter how many and what items you have. Quantity and type depend on the people in the groups.

Group 1	Group 2	VEP	VER
Entity Provided	Entity Received		

From the model above, you list the items each group receives from the other group and the items each group provides to the other group. In the other columns, you simply enter the values of those items. While we show the exchange between groups to groups, it does not matter. If you want to, the people of one location can exchange individually to people at the other location. In this case, individual persons in one group can exchange with individual persons in the other group. Whatever you do, you must fill the table accordingly. For the items you exchange, you must record the item as well the value of the item. If you want to, you can also add another column for the type of exchange method that you use. From the table above, VEP and VER are used as abbreviation for value of entity provided and value of entity received.

b. At *Time 0 Plu Plus*, our parent redefine life for us as a combination of life in multiple locations. By working out the parts above, you have to verify that the inter-routes that connect us with other locations enable us to exchange with each other. From the part above, you have exchanges with people at other locations. In this case you provide items to people at other locations where people at other locations provide items to you. Those items are considered exchangeable elements or exchangeable entities. For instance, Group 1 may exchange with Group 2 at Location 1, where both Group 2 and Group 1 receive items and provide items. The exchange can also perform in the inter-routes where Group 1 provides items to Group 2 and receives items from Group 2. What is important here is that after the exchange people in both groups go to their own locations. For example, if the exchange happens in the inter-routes, after the exchange Group 1 goes to Location 1 while Group 2 goes to Location 2. It does not matter where the exchange happens; after the exchange both groups are at their respective locations.

Given that after the exchange both groups go at their respective locations, it makes

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sense for the value of the exchangeable elements or entities does not change. For example, if after the exchange Group 1 goes to Location 1 and Group 2 goes to Location 2, it makes sense for the values of the entities provided and the entities received to remain the same. Here, for each group show that the value of the entity provided, and the entity received does not change as the groups go to their respective destination. This is the same as saying that, for each group, show that VEP and VER do not change as the people go to their respective locations.

To work out this part, you will need to identify the value of the exchangeable elements at each location. For example, you can extend the table above by recording the value of the entity you provide to the other group at your location and the value of the entity you receive from the other group at your location. As well as, the other group will need to record the value of the entity it provides to you at its location and your location. In other words, each group will need to record the value of the entity provided and received at both locations.

c. By working out the part above, you have verified that the value of the exchangeable elements does not change when the people of each group go to their respective destinations. That makes sense, since we still live as we change locations, the values of our exchangeable elements must remain. Since life still functions and does not change as we change locations, we want the values of our exchangeable elements to remain the same. Here, combine all groups to a single group and answer this question: Why is it important for the values of our exchangeable elements to remain as we change locations?

d. By working out the parts above, you have a very good understanding of life, the inter-routes that connect us, as well the importance of exchanging with each other to enable the functionality our life. Now, combine all of you to form one group and determine how you manage exchanges at your location. By having the idea of our application from our parent as well as the given reference, we can use them to organize functions at our location. Using them, they can help us determine how to manage exchanges in our working area. As a single group, here determine how you will do that in your working area.

e. Previously, you had shown that we do not introduce a new system, we simply add functions to an existing system. For instance, the definition of life given to us by our parent is a single system. It is the only system that exists. That function, is a

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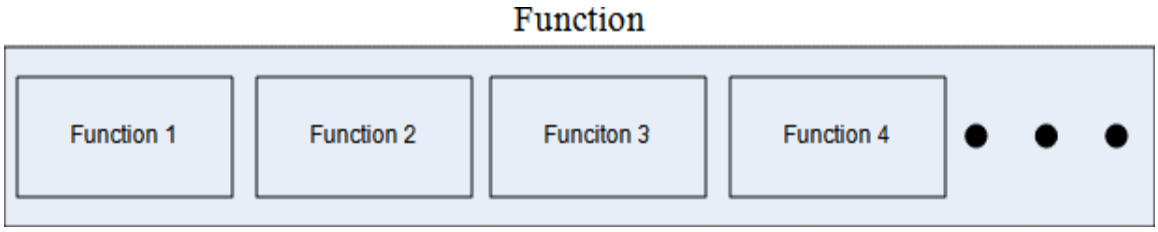
combination of all functions in our working areas. If we are in Location 1, we add functions to the system. As well as, if we are in Location 2 and so forth, we also add functions to the system. In this case, we simply add functions to an existing system. What is important here is that since the existing system already had functions that existed before our functions, we must take them into consideration. In other words, before we add our functions to life, there were functions that already existed in the system. In this case, we take those function into consideration. Here as a single group combined, show that we must take the existing functions into consideration when we add functions to the system.

f. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. Now at *Time 1*, we use the idea given to us by our parent and the given reference to execute our add functions in our working area. In other words, related to the part above, since our parent already defined the system for us, now we can use the idea given to us by our parent to add functions to the system. That makes sense. A system is given to us as a collection of functions, where that system has unlimited functions already. Now our parent gives us ideas to add function to the system, then we can use the idea to add functions to the system. As a single group, show the model of life with the existing functions. Now, show with the same model, the physical system, the idea given to us by our parent, and the function we add to the system based on the idea. If you want, you can use a time step from the idea, the usage of the idea, and to the function added to the system.

g. Since the idea given to us by our parent is not limited, any application we are working on, we get an idea from the set of ideas given to us by our parent. Since the idea given to us by our parent is a collection of ideas, any project we are working on, we can get an idea from that set on how to execute it. Any function we are executed, we get an idea from the collection to tell us or guide us on how to execute it. By doing so, we can see that there is a similarity between all ideas from that collection. In other words, in the collection of ideas given to us by our parent, all of them are similar. For that reason, when we use ideas from the collection, that make all our application or function become similar. Here for each group with the identified group function, show that there is a similarity between all of your functions. There are two ways to work this out: First, use the model of your working area where you can identify all your functions. In this case, people in each group can identify the group function. Now, take each group function to show that

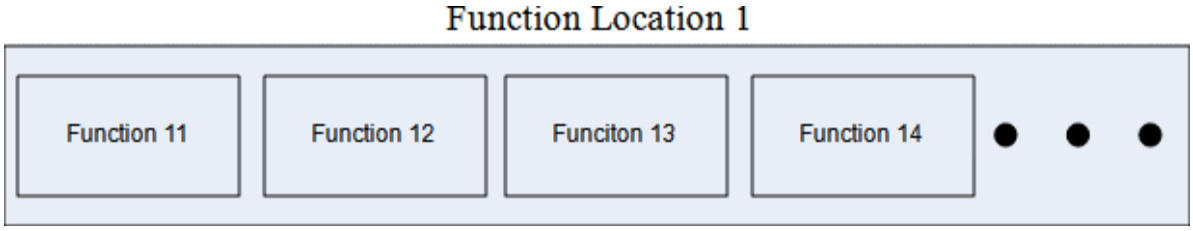
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there is a similarity between that function and another function. For example, if you have:



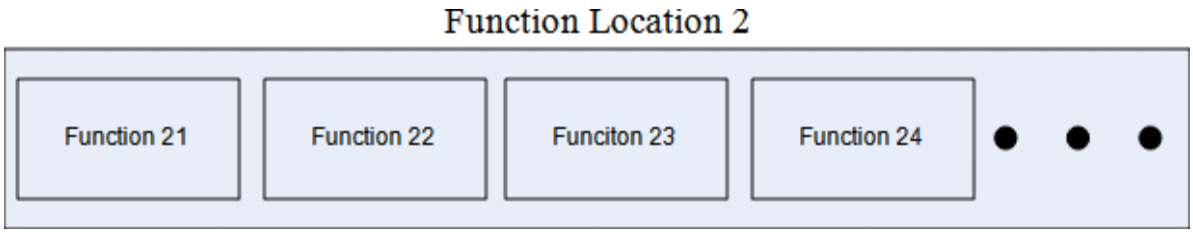
Where *Function 1* is the function of Group 1, *Function 2* is the function of Group 2, and *Function 3* is the function of Group 3, then there must be a similarity between *Function 1*, *Function 2*, and *Function 3*. This is basically what you need to show here. Each group can show that individually and all of the group can be combined as a whole to show that.

h. After working the part above, you have shown that there is a similarity between the functions of all the groups in our working area. That similarity exists, because of the similarity of the ideas we get from our parent. Life is defined as a combination of life at all locations, and life at one at one location is similar to life at another location. Since in all locations we use the ideas given to us by our parent to execute our functions, the functions of groups at one location must be similar to function of groups at another location. There are two ways to look at it. The fact that life at one location is similar to life at another location, functions at one location must be similar to functions at another location. The fact that at all locations we use the ideas given to us by our parent and those ideas are similar, the functions of group at one location must be similar to functions of groups at another location. Here, you have already divided your class into multiple locations, working areas, or countries, where each country can have one or more groups. If you have not done so, you can combine or merge multiple classes, where each of them can represent a country or a location. Draw the map of that country with the functions identified. In this case, assume that you have the following:



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Similarly, at Location 2 you have:



While we use the models above to represent functions at Location 1 and Location 2, for other locations, the functions can be identified similarly.

From the models above, any function we pick at each location such as *Function 12* and *Function 21* must be similar. Here, each group at one location is going to show similarity between functions of other groups at other locations. Your group does not have to show similarity between all of the functions; you can do 2 or 3. Once you are done, all of the groups must be combined to a single group to show similarity between the functions. In this case, combined to a single group assume a single location where all functions are similar.

i. We know that complexity is not good for the functional system, because it affects the performance of the functional system. If we can reduce complexity in life, then the system can perform much better. By reducing complexity in our functions, we also reduce complexity in life. By reducing complexity in our function, we also reduce complexity in our working area, as well as complexity of the overall system. Since the functional system is a combination of functions in all working areas, reducing complexity in functions in our working area, reduces complexity of the overall system. Here as a group in your working area, determine how do you reduce complexity in your working area. There are multiple ways to look at it: each group can take is function into consideration, where people in that group can reduce complexity of the function of the group. Second, individually or as a group, you can also look at other entities that cause the increase of complexity and make adjustment to reduce complexity accordingly.

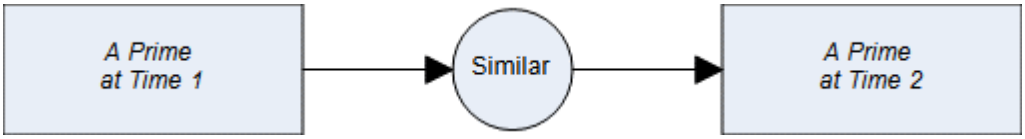
j. The definition of life given to us by our parent takes resource management into consideration. Now, at *Time 1*, we have to take resource management into consideration as well. Now, at *Time 1* in our working area, how do you manage

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our resources. Here, each group at each location should work that out. In this case, in your working area, you are going to add a function for example, *Function 31* where that function enables the management of resource in your working area. As you have done previously, you identified a group of people to execute that function. You are going to have a problem statement that is part of the main problem and all other related entities we have identified previously for our functions. The people who work in the function will determine how to manage resources in our working area.

iii. At *Time 1*, we have problems with our application where we receive feedback from our parent to help us execute our application. From *Time 1*, our application should have been executed properly to solve our underlying problems. After a period of time from the time we received the feedback from our parent, our application still executed with error. Now, at *Time 2*, our parent provides feedback to us again to help us execute our application properly. To better understand the overall process let's take it like this. We were working in a project at *Time 1*, where our parent provides us instruction on how to execute it. After a period of time, we still don't follow the instruction given to us by our parent and our project still executes with error. Now at another time, which we call *Time 2*, which is viewed as a second time, our parent provide feedback to us again to help us execute that project properly.

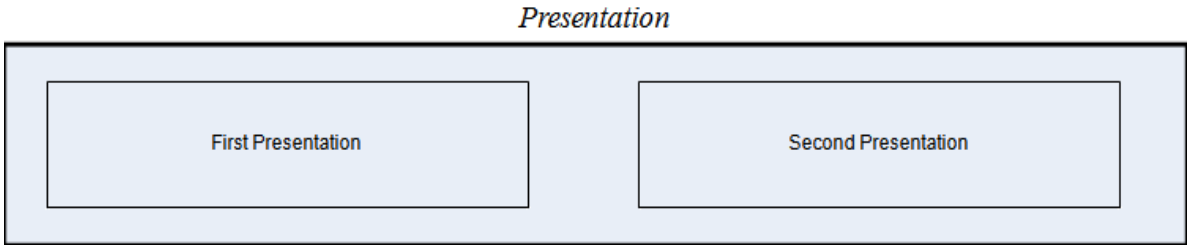
We denote the first feedback given to us by our parent to help us execute that project *A Prime at Time 1* and the second feedback given to us by our parent as *A Prime at Time 2*. What is important here is that the first feedback is given to us to help us execute our application without error, while the second feedback is given to us to help us execute our application without error as well. From that, we can see there is a similarity between the first feedback given to us by our parent and the second feedback given to us by our parent. Here, all you need to do as a single group, is to verify the relationship below.



From above, you simply show that there is a relationship between the first feedback given to us by our parent and the second feedback given to us by our parent. We can also say the relationship between the first presentation and the second presentation.

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a. By working out the part above, you have shown that there is relationship between the first presentation and the second presentation. Depending on how you have worked it out, you can see that in the feedback given to us by our parent, there include a first feedback and a second feedback. Within the presentation given to us by our parent, there exist a first presentation and the second presentation. By understanding that, we can represent that in the form below.



All you need to do, as a single group, is verify the model above. We can also say that from the presentation given to us, there exist the presentation at *Time 1* and the presentation at *Time 2*. In this case, you will show that as a single group the total presentation given to us by our parent include the presentation at *Time 1* and the presentation at *Time 2*.

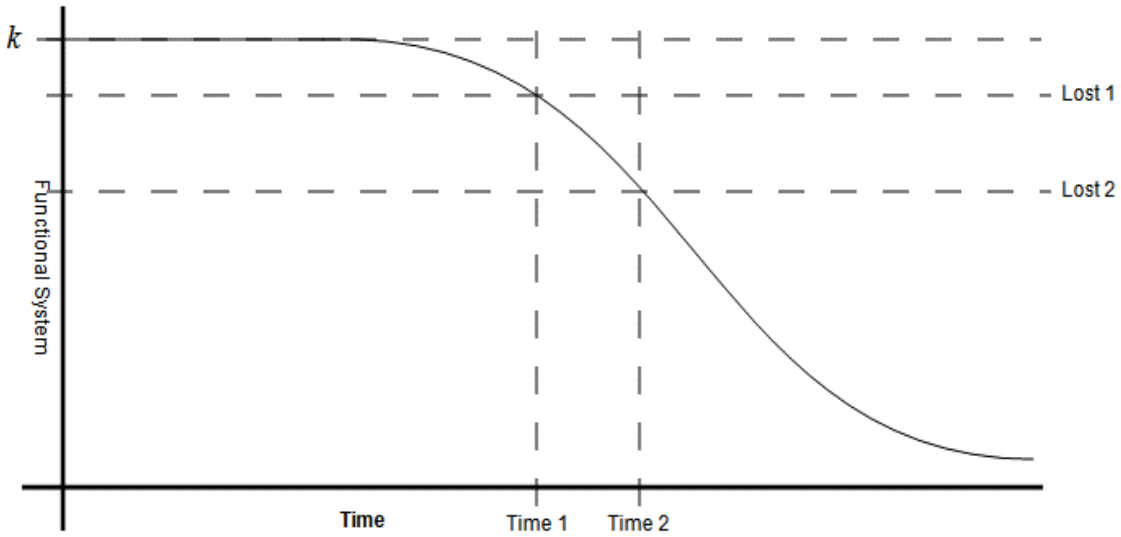
b. By working out the two parts above, we have shown that when we are working on a project and we are not doing well, we must receive feedback to help us execute that project better. That makes sense, since we are an intelligent system and we depend on principles to help us execute our function. If we do not understand some principles to help us execute our function, we must receive feedback to help us understand so our function can execute better. That is the reason, at *Time 2*, we receive another feedback from our parent to help us execute our application.

If we are not doing well, then we need feedback to help us do better. If we are executing our application with error, then we need feedback to help us execute it properly. It is natural and it is better to think like that. All you need to do here, as a single group, is to verify that if we are not doing well, then we need feedback to help us do better. You can provide multiple practical examples. One should help each other in the group understand that.

c. By working out the part above, you have shown that if we are not doing well, then we need feedback to help us do better. If our application is not executed well, then we need feedback to help us execute our application better. At *Time 1*, our project

was not executed well, then we need feedback at *Time 2* to help us execute it better. Here, *Time 1* is viewed as a range of time. Until we hit *Time 2*, we are still at *Time 1*. Until we hit *Time 2*, we are still at the first presentation. Here all you need to do as a group, is show that the second presentation is needed in order to help us understand the principle so we can execute our application without error.

d. By working out the part above, you have shown why the second presentation is needed. The second presentation is needed, because we are not doing well. The second feedback is needed to help us execute our application without error. Since the functional system enable us to live, the second feedback is needed because the functional system is not doing well. Here, let's look the functional system at each presentation: *Life* at *Time 1* and *Life* at *Time 2* as well as *Lost* at *Time 1* and *Lost* at *Time 2* as shown by the graph below.



The way to look at it, if at *Time 2*, there is not lost then the second presentation is not needed or the second feedback is not needed. In other words, if the functional system was performed better at the time the second presentation was given, the second presentation would not have been given. The second presentation was given, because the functional system was not doing well. For example, at *Time 1*, the functional system was not doing well. After we receive feedback from our parent, then the functional system is doing much better. In this case, when we hit another time, the functional system is still doing much better than previously, then there is no need for a second feedback.

In this case, at the time we receive the first feedback from our parent, our function is executing good, then at a later time, our function executed much better. There is

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no need to have a second feedback at a later time, since progressively our function is executed much better than previously.

Here as a single group, verify that if there is no lost in the functional system, the second presentation is not needed. We can also say that, *if there was no lost in the functional system, then the second presentation would not have been needed.*

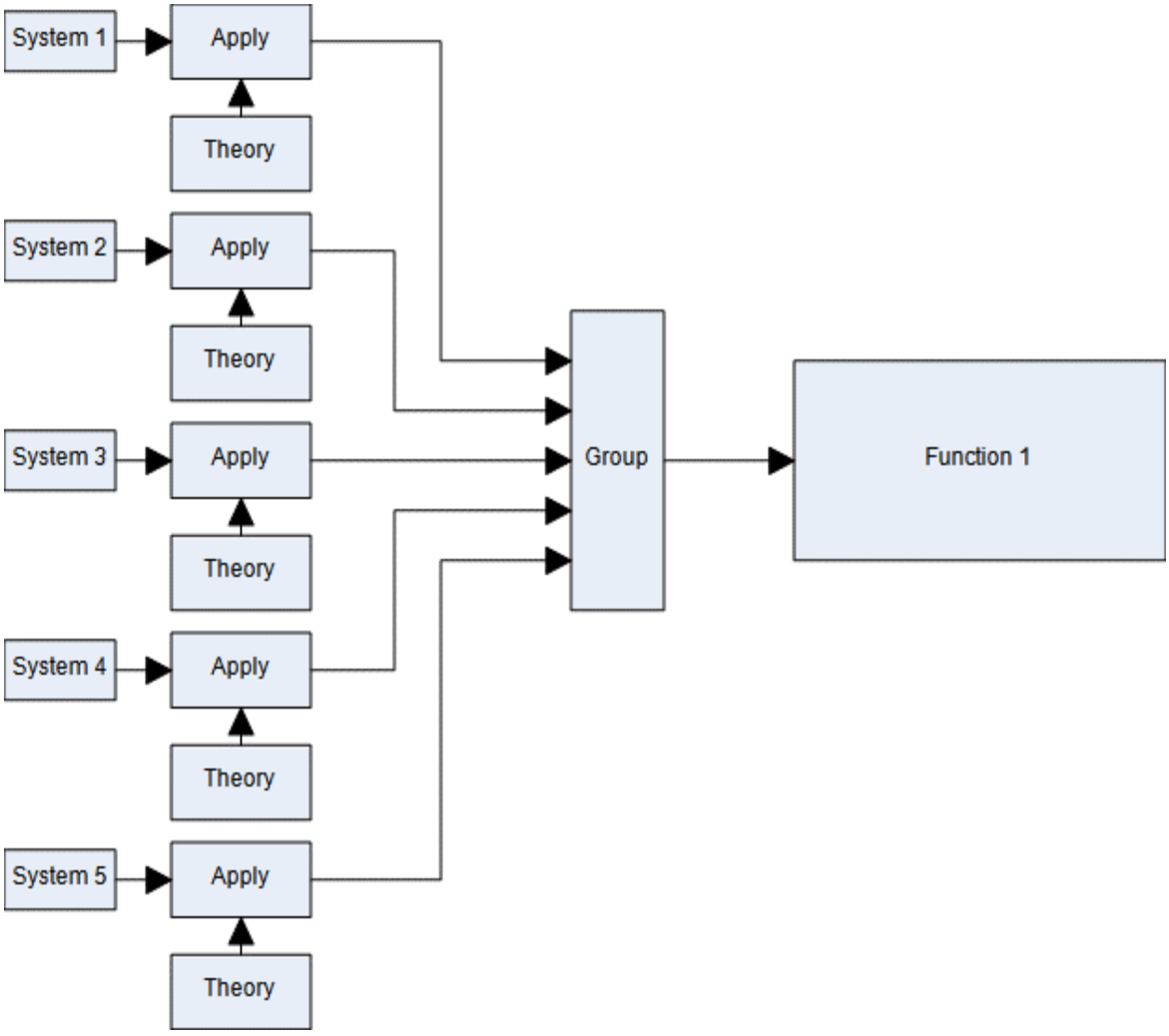
This is the same as saying, verify that the second presentation would have been existed if the functional system was doing better at the time it was given. If the functional system was doing good, then second presentation is not needed. If we were doing better, then second feedback is not needed. We receive a second feedback from our parent because the functional system was not doing well as it supposed to after the first one.

e. The feedback given to us by our parent at *Time 2*, enables us to understand the principle much better than previously. For instance, the presentation at *Time 1* was too high for us. Now at *Time 2*, the feedback is presented in form where we can understand it much better at the time it is presented to us. By using or applying the feedback given to us by our parent at *Time 2*, we can make adjustments to our function so they can execute properly.

   By understanding the paragraph above, at *Time 2*, we have to look at our functions and make adjustments to them. Since our function depends on the understanding of the principle, at *Time 2*we have to make sure we understand the principle so we can execute our function much better than previously.

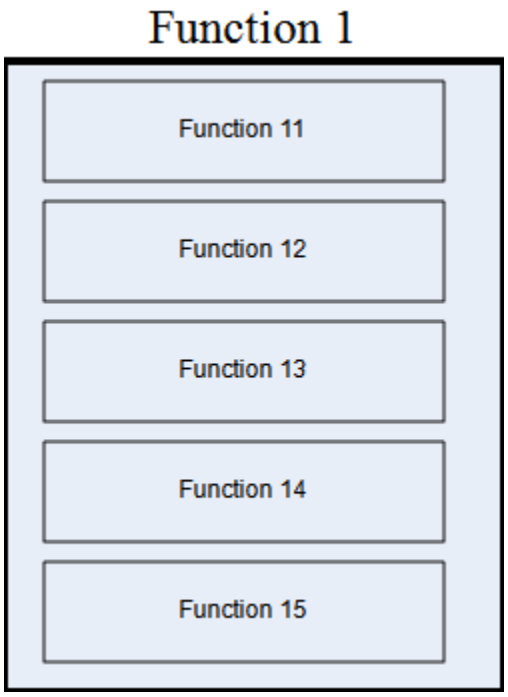
   Now, for each group, the people in the group should look at the function to see where the problem is in terms of execution and make adjustments accordingly. As an example, for Group 1, your function is *Function 1* and you have 5 people in your group. All those people need to learn and apply the principle so they can make adjustments to their functions so the overall function can execute properly. As an example, let's identify the group function as a combination of people in that group applying theory. In this case we have:

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The model above can also be represented in the form below where the group function is a combination of functions of everybody in the group.

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It is always better to represent that by the table below.

Person Name	System Equivalent	Function	Theorems Applied
Name	*System 1*	*Function 11*	*Theorem 1, Theorem 2, Theorem 3*
	System 2	*Function 12*	
	System 3	*Function 13*	

The table above is simply an example. In the Person Name column, this is the name of each person from your group. In the System Equivalent Column, we simply identify that person by system with index. In the Function Column, this is the function of each person in your group. In the Theorems Applied Column, this is simply the theorems or principles applied by each person from your group to execute his/her function which is part of the function of the group.

The feedback provided to us at *Time 2*, enables us to understand the principle much better so we can execute our function much better than we did previously. Here, for each theorem or principle applied by a person in a group to execute his/her function, if the principle or theorem is not understood, then feedback need to be given to that person to help him/her understand it much better so the function can execute much better. By understanding that, for each group, the people in that

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group should help each other understand the principle so they can make adjustments in order to execute their functions much better.

To work out this part, you already know your group and the function of your group. Each person in your group already knows his/her function. Now they are going to continue learning the principle and make adjustments accordingly. If they need help, they will seek help and one will help each other perform much better than previously. This process requires a lot of time. It is not meeting one, two, or three times. Each group needs to work individually. This part of the exercises enables you to reevaluate functions in your working area and make adjustments accordingly in relationship with the feedback received.

f. By working out the part above, we have made adjustments to our functions so they can execute much better than they did at *Time 1*. In terms of reevaluating what we do at *Time 2* in relationship to the feedback we receive from our parent, we have been exchanging with each other in order to enable the functionality of life in our working area. Here as a single group, reevaluate the exchange process in our working area and make adjustments accordingly. To work out this part, you are going to look at the exchange process at *Time 1* comparing to *Time 2*. By doing so, you are going to determine whether new exchange method has been added or adjustment has been made to existing exchange methods. You can have a table that identify the exchange method usage for each time, a column that determines whether the exchange method is good or bad, and you determine if the exchange method needs to be adjusted. If so, you make adjustments to the exchange method at *Time 2*.

   If you add a new exchange method at *Time 2*, you need to determine why you need the new exchange method. To work out this part, all groups need to be combined into a single group. Here all you need to do is to make adjustments to the exchange process you use in your working area with the new feedback.

g. By working out the part above, you have identified adjustments to the exchange process you use in your working area with the new feedback given to us by our parent. Disregarding the exchange process or exchange method that you used, the value of the exchangeable element does not change. Disregarding the exchange method you use at any time, the value of the exchangeable element remains the same. At *Time 1*, you have exchanged in your working area where the identified

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entities that you exchanged have values. At *Time 2*, you continue to exchange in your working area where the identified entities that are being exchanged still have value. Here, disregarding any exchange method you add or exchange process you use or continue to use in your working area, determine that the entities that are being exchanged still have value and their values do not change. You are going to work this out as a single group. All you need to do here, for each adjusted exchange method or new exchange method added at *Time 2*, is show that the entities that being exchanged still have values.

h. At *Time 2*, we receive feedback from our parent where we have to make adjustment in order to execute our function properly. In this case, we are not doing well at *Time 2*; this is why we receive feedback from our parent. If the functional system was doing well, there is no need for us to receive feedback from our parent because the system would have continued to do well. In terms of resource management, we can see that resources have been mismanaged at *Time 1*. Here at *Time 2*, it makes sense for us to make adjustments to our resource management. Here, reevaluate your resource management and make adjustments accordingly. To work this out, you need to combine all the groups to a single group.

i. Complexity enables the functional system to function abnormally. The fact that we receive a second feedback from our parent at *Time 2* shows that we did not reduce complexity in life. In other words, since reducing complexity enables life to function much better, the second feedback would not have been given if complexity was reduced to enable life to function normally. In this case, we can reevaluate our function related to complexity and make adjustments accordingly. For each group, the people in those groups will make adjustments to the overall function in terms of reducing complexity. Each person will also make adjustments to his/her function in terms of reducing complexity. At the end, all of the groups will be combined to a single group where all of you are going to determine how to reduce complexity in life and make adjustments accordingly.

j. The definition of life given to us by our parent takes all locations into consideration. In other words, our parent defined life for us as a combination of life in all locations. As we have learned from *Time 1*, the locations are connected through inter-routes where we can use the inter-routes to go or navigate from location to location. In terms of life, we can use the inter-routes to enable us to exchange with each other where the entities that are being exchanged enable our functionality. In other

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words, the inter-routes enable us to exchange with each other to enable the functionality of life. At *Time 1*, we have determined how to manage the inter-routes. At *Time 1*, we have functions to help us manage the inter-routes that connect our location to other locations. Here, we are going to reevaluate that function in relationship to feedback given to us by our parent at *Time 2*. Here, the group that works with that function in a specific location will reevaluate that function and make changes accordingly. Later, all groups are going to combine into a single group to discuss the process of reevaluating the inter-route function and make adjustment according to the second feedback.

k. At *Time 1*, you have added a function in our working area to help us with stability. Since the physical system is theory dependable, the system needs to learn our utilization theory to help it stay stable. Here, at *Time 2* we receive feedback from our parent to help us execute our function. In this case, we have to reevaluate the functions that we have before and make adjustments accordingly. Here, reevaluate that function that is supposed to help us with our stability in terms of learning the principle and make adjustments accordingly. In this case, you are going to make adjustment according to the second feedback. This only needs to be worked out by the group that is responsible for that function.

l. We connect through a communication interface that enables us to interact with each other. It is always good for us to understand and identify that interface, since it is the only interface that enables us to interact with each other. At *Time 1*, we have identified the importance of that interface. For example, the communication interface enables us to receive the idea of our application and the reference given to us by our parent. Here at *Time 2*, you are going to continue to show your understanding of the importance of that interface. To work this out, all the groups can be combined into a single group to show the importance of that interface. One can help each other in the group understand that.

m. At *Time 1*, you have answered tis question: How do you manage stability in your working area? Here, all the groups are going to combine to a single group and answer the question. At *Time 2*, we receive feedback from our parent to help us understand the principle much better. Now at *Time 2*, we must manage our stability in relationship with the feedback we receive from our parent. How do we manage stability in our working area in relationship with that feedback? As a single group,

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you are going to determine that.

n. Since the existing functions enable our functionality, it make sense for us to continue to monitor them as we live. You have added a function to monitor those functions or the entities that perform them. Since at *Time 2*, the functional system is not performing better than at *Time 1*, we receive a second feedback from our parent to help us execute our functions to solve the underlined problems. By receiving a second feedback from our parent at *Time 2*, it shows that the existing functions are not performed better than at *Time 1*. By understanding that, we can see that the *Lost* at *Time 2* is greater than the *Lost* at *Time 1*.

   In other words, the functional system lost more at *Time 2* than it did at *Time 1*. From that, we can see the existing functions or the entities that execute those functions are not doing better. Here at *Time 2*, we are going to reevaluate the monitoring function and make adjustments to it. In this case, the group that is working on that function must reevaluate it to make adjustments to it in relationship to the second feedback we receive from our parent. Then later at another time, all of you can combine as a single group to reevaluate the monitoring function and make changes to it as possible.

o. Previously we were reevaluating the management of the inter-route function, where we made adjustments to that function in relationship with the second feedback given to us by our parent. The inter-routes connect our locations with other locations and they enable us to exchange between each other to enable the functionality of life. Here, with the second feedback given to us by our parent, it makes sense for us to reevaluate our exchange process. As a single group, reevaluate the exchange process between locations. There are two ways to look at it. If multiple groups from multiple locations have been grouped together to work out this exercise, then all of you can be combined as a single group to reevaluate the exchange process. If you are a single group at your location, where you have been sub-grouped and represent a specific location, then all of you can be combined to reevaluate the exchange process.

p. By working out the part above, you have reevaluated the exchange process with the second feedback given to us by our parent. Since the entities that we exchange to do not change disregarding the method we used, in this case you may have been reevaluating the exchange process related to methods that you have been using to

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exchange. For example, if at *Time 1* with the exchange method that you used, the entities have value, in the exchange method that you use at *Time 2*, the exchangeable entities still have value. By understanding that, we can see the values of the entities as we change locations do not change. Here, at *Time 2* you are going to determine and verify that as we use the inter-routes to enable us to exchange with each other. However, the values of the entities that we exchange do not change from location to location. The way to look at it, as you reevaluate your inter-route management and the exchange process in relationship with the second feedback, the value of the exchangeable elements does not change. Here as you did above, you are going to make adjustments to the exchange process with the second feedback to make sure the elements that are being exchanged still have their natural values. And disregarding the exchange method that you use, those values don't change.

q. We have learned from *Time 1*, as we live we also work. While we work, we also learn the principle. While we live, we also learn the principle. In other words, learning the principle is a part of life. Learning the principle is also a part of work. As we work, we also learn the principle to enable us to execute our functions properly. Now at *Time 2*, we receive a second feedback from our parent to enables us to execute our functions properly. The second feedback is given to us because our functions were not executed properly. Now with the second feedback, how do you approach the process of learning? To work this part out, the group that is supposed to help us with the learning and the understanding of the principle can reevaluate its function in relationship with the second feedback. Each group can answer this question as well as all of us can be combined into a single group.

r. At *Time 2*, we received feedback from our parent where we revised our functions from *Time 1*. We also added more functions to the functions that we have already from *Time 1*. Here for each additional function added at *Time 2*, you are going to take the new feedback into consideration. You have worked on making adjustments to functions that you had since *Time 1*. Here all you need to do is to make adjustments to new functions added by taking the new feedback into consideration. In this case, if a new function is added where a group or a new group is working on that function, then that group will need to take the new presentation into consideration. In this case, this group will follow all the steps from this section. For each new function added, show that function in your working area by writing

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it down on the map as we have done before.

s. As a single group, show the feedback model at *Time 2*. In the model, identify children, parent, principle, and application. In the model, show the flow of signals in the lines. Work this out as a single group and one should help each other identify the items in the model.

jjj. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. At *Time 1*, the idea of our application and the reference given to us by our parent should help us execute our application without error to solve our problems. After the feedback given to us by our parent at *Time 1*, we still have problems in our application because we did not understand it or apply it properly. Therefore, our application is still executed with errors and our problems have not been solved. In other words, we did not apply properly the feedback given to us by our parent at *Time 1*, so we did not solve the underlying problem.

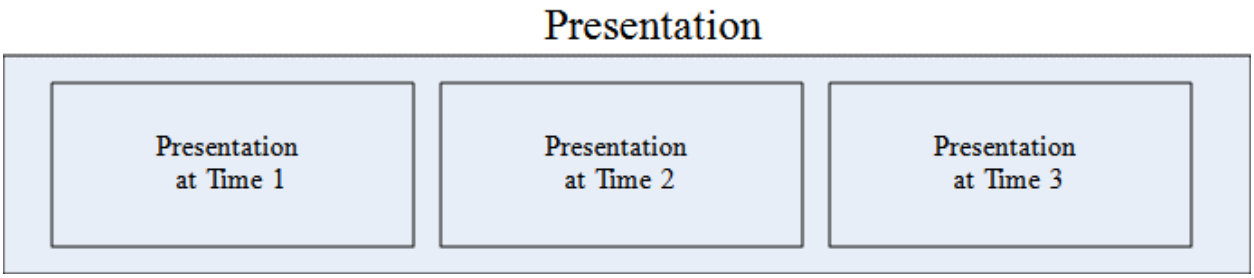
At *Time 2*, our parent provides us with a second feedback to help us solve our problems. The feedback given to us by our parent at *Time 2*, enables us to understand the principle much better so we can apply it to solve our problems. After the feedback is given to us at *Time 2*, we still did not understand it and apply it to solve the underlying problem. In other words, at *Time 2* our parent provides us with a second feedback so we can use it in our application to solve the underlying problem. We still did not understand that feedback. We still did not apply it to solve the underlying problem. So after the presentation, our problems still remain unsolved.

At *Time 3*, our parent provides us with a third feedback to help us solve our underlying problem. The feedback given to us by our parent at *Time 3*, enables us to understand the principle much better so we can use it in our application to solve the underlying problem. The way to look at it, while we did not understand the feedback given to us by our parent at *Time 2* and use it in our application, at *Time 3* the feedback is given to us a gain in another form so we can understand it much better to use it in our application to solve the underlying problem. To better understand the overall process, we can take it like this. At *Time 1*, our parent provides us the first feedback so we can use it in our application to solve our problems. We disregard that feedback, because we did not understand it and use it in our application, so the underlying problem remains unsolved.

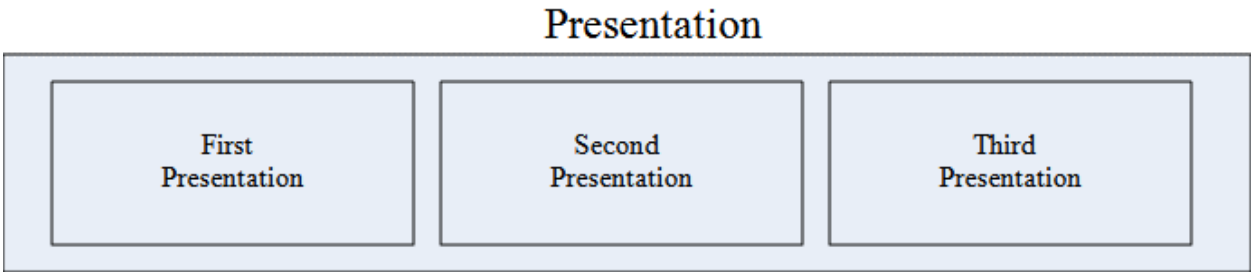
At *Time 2*, our parent provides us with a second feedback so we can understand it much

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better to use it in our application to solve the underlying problem. Again, we disregard that feedback. We did not understand it and use it in our application, so the underlying problem remains unsolved. Now at *Time 3*, our parent provides us with the third feedback so we can understand it much better to use it in our application to solve our problems. By understanding that explanation, we can see that at *Time 3*, the total feedback given to us by our parent includes: the feedback given to us at *Time 1*, the feedback given to us at *Time 2*, and the feedback given to us at *Time 3*. In terms of presentation, we can represent them by the model below.



The model above can also be viewed in the form below to show that at *Time 3*, the overall presentation given to us from our parent includes: the first presentation, the second presentation, and the third presentation.



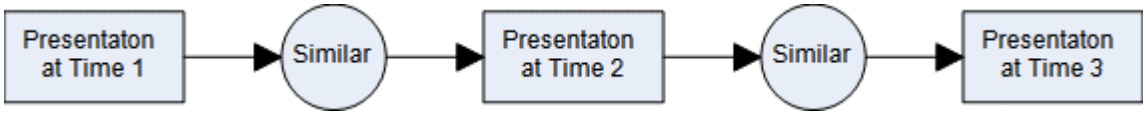
All you have to do here as a single group is verify one of the models above. In other words, as a group show that the total feedback given to us by our parent includes—or a combination of: the first feedback, the second feedback, and the third feedback. Everybody in the group should understand that and one should help each other understand that.

a. By working out the part above, you have shown that the total feedback given to us by our parent includes: the first one, the second one, and the third one. Since the second feedback enables us to understand it much better than the first one, then there is a similarity between the first one and the second one. Since the third feedback enables us to understand it much better than the second one, then there is

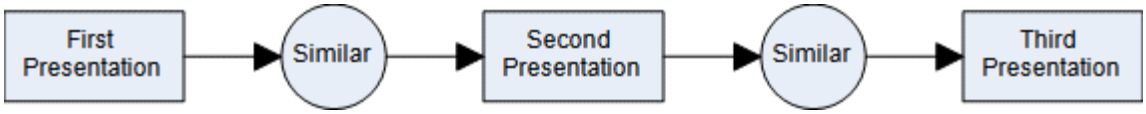
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a similarity between the second one and the third one.

In other words, since we did not understand the first presentation, where we did not use it in our application to solve the underlying problem, the second one was provided to us by helping us understand the feedback much better. In this case, we can see that there is a similarity between the first one and the second one. Since we did not understand the second feedback and we did not use it to solve the underlying problem, our parent provides with a third feedback so we can understand it much better than the second one. In this case, we can see there is a similarity between the second one and the third one. Overall, the similarity between the presentations are presented by the relationship below.



or simply



The relationship above shows the similarity between the first, the second, and the third presentation or feedback. All you need to do here, as a single group, is verify the relationship above. All of you must combine together to work this out, where one can help each other in the group to understand that.

b. By working out the two parts above, assume that we are working in an application or project. As a theory dependable system, if we are not doing well, because we do not understand what to do, we need feedback in order to help us understand what do to. At first time, if we are not doing well because we don't understand what to do, we need help from others which is viewed as feedback to help us understand what do to. At a second time, if we still do not understand what to do in our project, we need more help from others wot help us understand what do to in our application. At a third time, if we still do not understand that to do, we need much more help from others to help us execute our application. The way to look at it, each time we don't understand, we need more help to help us understand so we can

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execute our function.

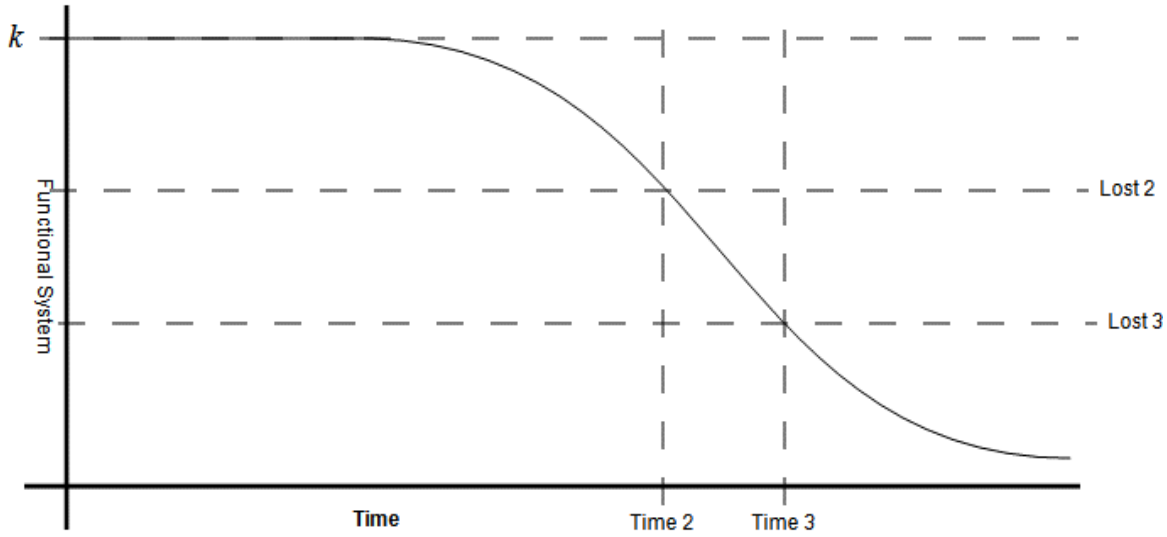
Here, as a single group show that when we don't understand, we need feedback to help us understand so we can execute our function. For example, in a project, if a person does not understand, that person needs feedback to help him/her understand so the application can execute properly. Work this out as a single group by providing multiple practical examples. One can help each other in the group understand that. Take into consideration, in a project, if a person does not understand how to perform a task or execute a function, then another person can provide feedback with that person. In this case, one provides feedback to each other in order to enable the project to be executed successfully.

c. By working out the part above, you have shown that in our application, if we don't understand the first, then we need feedback to help us understand in order for our application to execute. If we do not understand the second time, we need feedback again to help us understand so the application can execute. Again, if a third time we do not understand, we need feedback again to help us understand so the application can be executed successfully. As we can see, the feedback process is viewed as a repetitive process. As shown by our parent, we receive a first feedback at *Time 1*, we do not understand it and our application did not execute properly. At *Time 2*, we receive a second feedback where it is presented in a form to help us understand much better. Again, we did not understand it and at *Time 3*, we receive another one. The overall process happens repetitively until we understand so our application can execute successfully.

   All you need to do here, as a single group, is show that the third presentation is needed in order to help us execute our application successfully. You can give multiple practical examples. One can help each other in the group understand that. By working out this part, answer these questions: Why repetitive feedback is important for us? Why must we give feedback to each other as needed in order for us to do well in life? Why must we give feedback to each other as needed in order for our application to execute successfully? Why must we give feedback to each other as needed in order for life to function normally?

d. By working out the part above, you have shown why the third presentation is needed. The third presentation is needed, because we are not doing well. The third presentation is needed because we did not understand the second presentation. The

third feedback is needed to help us execute our application without error. Since the functional system enables us to live, the third feedback is needed because the functional system is not doing well. Here, let's look at the functional system at the second and third presentations.



The way to look at it, if at *Time 2*, loss in the functional system does not exist then the presentation at *Time 2* or the second feedback is not needed. If at *Time 3*, loss in the functional system does not exist then the presentation at *Time 3* or the third feedback is not needed. In other words, if after the second presentation the functional system was doing better, then the third presentation would not be needed. We can also put it in this form, the third presentation does not exist if there is no functional loss. In other words, if the functional system was performed better at the time the third presentation was given, the third presentation would not have given. The third presentation was given, because the functional system was not doing well. For example, at *Time 2*, the functional system was not doing well. After we receive feedback from our parent, then the functional system is doing much better. In this case, when we hit another time, the functional system is still doing much better than previously, then there is no need for a third feedback. The third feedback is needed only if the system is not doing well.

For example, at the time we receive the second feedback from our parent, our function is executed good, then at a later time, our function is executed much better. Then there is no need to have a third feedback at a later time, since progressively our function is executed much better than previously.

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Here as a single group, verify the relationship below by providing a practical example. You may provide multiple practical examples.

If there is no lost in the functional system, the presentation at Time 3 would not exist.

This is the same as saying, verify that the third presentation would not have existed if the functional system was doing better at the time it was given. If the functional system was doing good, then no third presentation is needed. If we were doing better, then no third feedback is needed. We receive a third feedback from our parent because the functional system was not doing well as it was supposed to after the second one.

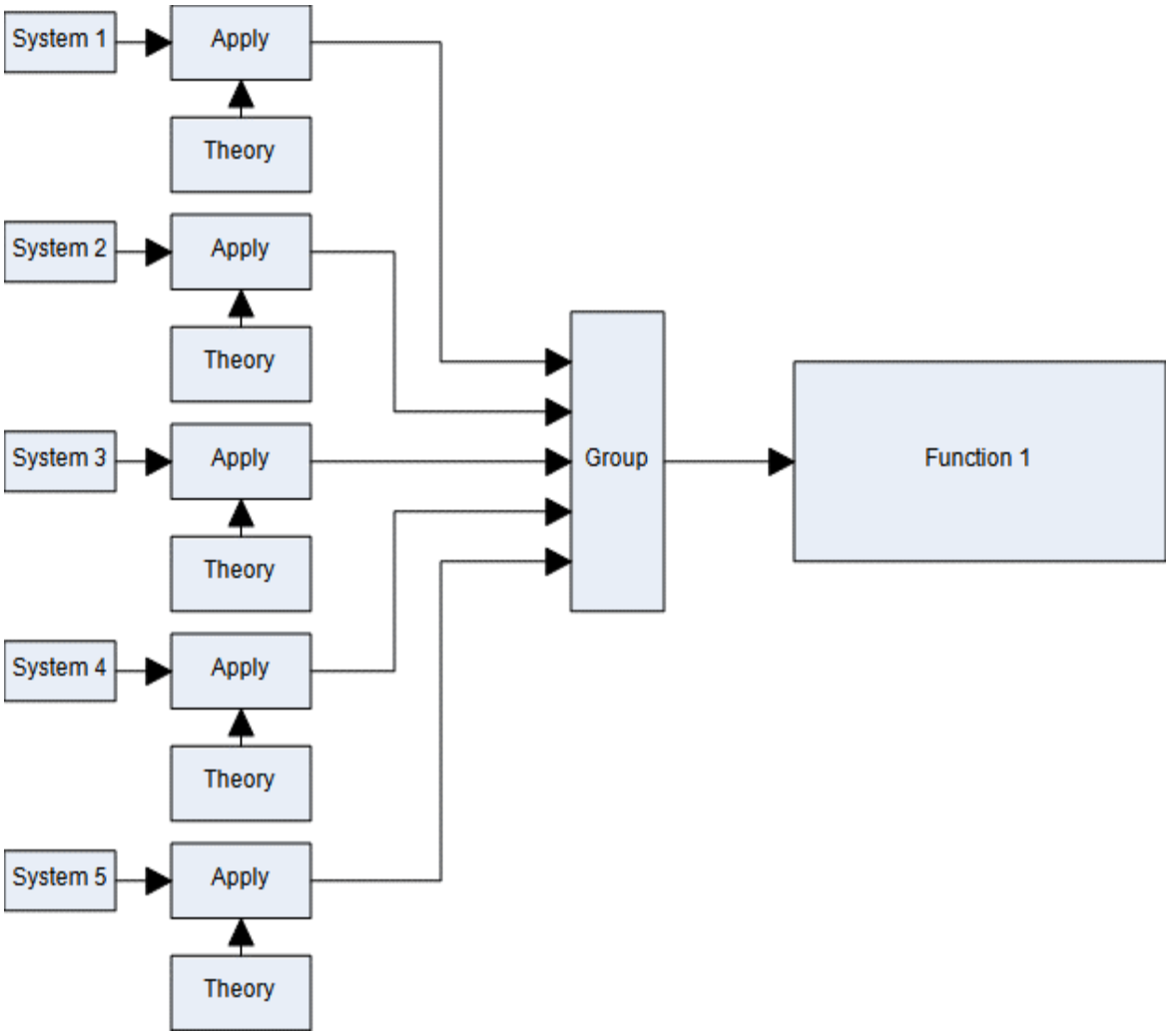
e. Now that we have the third feedback given to us by our parent, we have to use it in our application. We have to reevaluate our application in relationship with the principles given to us in that feedback. Before, we did not understand the principle presented to us at *Time 2*. Now at *Time 3* we understand it much better and we have to use it in our application to solve the underlying problem. The way to look at it, feedback given to us by our parent at *Time 2* is presented to us in a form that was too high for us to understand in order to use it in our application. Now at *Time 3*, the feedback given to us by our parent is presented to us in a form that is much easier for us to understand in order to apply it to solve our problems. By using or applying the feedback given to us by our parent at *Time 3*, we can make adjustments to our function so they can be executed properly.

   By understanding the paragraph above, now at *Time 3*, we have to look at our functions and make adjustments to them. Since our function depends on the understanding of the principle, at *Time 3* we have to make sure we understand the principle so we can execute our functions much better than previously.

   Now, for each group, the people in the group should look at the function to see where the problem is in terms of execution and make adjustments accordingly. As an example, for Group 1, if your function is *Function 1* and you have 5 people in your group. All those people need to learn and apply the principle so they can make adjustments to their functions so the overall function can be executed properly. As an example, let's identify the group function as a combination of people in that

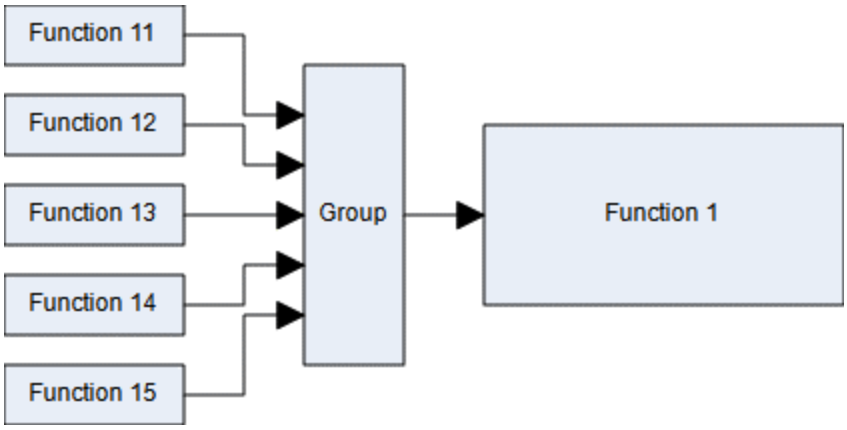
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group applying theory. In this case we have:



where the function of the group is a combination of function of everybody in that group as shown below.

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It is always better to represent that by the table below.

Person Name	System Equivalent	Function	Theorems Applied
Name	*System 1*	*Function 11*	*Theorem 1, Theorem 2, Theorem 3*
	System 2	*Function 12*	
	System 3	*Function 13*	

The table above is simply an example. In the Person Name column, this is the name of each person from your group. In the System Equivalent Column, we simply identify that person by system with index. In the Function Column, this is the function of each person in your group. In the Theorems Applied Column, this is simply the theorems or principles applied by each person from your group to execute his/her function which is part of the function of the group.

The feedback provided to us at *Time 3*, enables us to understand the principle much better so we can execute our function much better than we did previously. Here, for each theorem or principle applied by a person in a group to execute his/her function, if the principle or theorem is not understood, then feedback need to be given to that person to help him/her understand it much better so the function can execute much better. By understanding that, for each group, the people in that group should help each other understand the principle so they can make adjustments in order to execute their functions much better.

To work out this part, you already know your group and the function of your group. Each person in your group already knows his/her function. Now they are going to continue learning the principle and make adjustments accordingly. If they need

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help, they will seek help and one will help each other perform much better than previously. This process requires a lot of times. It is not meeting one, two, or three times. Each group needs to work individually. This part of the exercises enables you to reevaluate functions in your working area and make adjustments accordingly in relationship with the feedback received.

f. Now we have the feedback provided to us by our parent at *Time 3*, which enables us to understand the principle much better than at *Time 2*. With that, we can reevaluate our problem statement in relationship with the feedback. Since now we understand the principle much better than previously, we want to make sure we identify the problem that we need to solve properly. Here, each group can identify the underlying problem that needs to be solved by the group. Reevaluate the underlying problem in relationship with the feedback at *Time 3*. In this case, the individual problem statement of each group needs to be reevaluated as well in relationship with that feedback. The group as a whole, will need to analyze the underlying problem as well as each person individually analyzes his/her problem statement.

g. By working out the part above, we have made adjustments to our functions so they can execute much better than they did at *Time 2*. In terms of reevaluating what we do at *Time 3* in relationship to the feedback we receive from our parent, we have been exchanging with each other in order to enable the functionality of life in our working area. Here as a single group, reevaluate the exchange process in our working area and make adjustments accordingly. To work out this part, you are going to look at the exchange process at *Time 2* compared to *Time 3*. By doing so, you are going to determine whether a new exchange method has been added or an adjustment has been made to existing exchange methods. You can have a table that identify the exchange method usage for each time, a column that determines whether the exchange method is good or bad, and you determine if the exchange method needs to be adjusted. If so, you make adjustments to the exchange method at *Time 3*.

   If you add a new exchange method at *Time 3*, you need to determine why you need the new exchange method. To work out this part, all groups need to be combined into a single group. Here all you need to do is to make adjustments to the exchange

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process you use in your working area with the new feedback.

h. By working out the part above, you identified adjustments that you have made to the exchange process you use in your working area with the new feedback given to us by our parent. Disregarding the exchange process or exchange method that you use, the value of the exchangeable element does not change. Disregarding the exchange method you use at any time, the value of the exchangeable element remains the same. At *Time 2*, you have exchanged in your working area where the identified entities that you exchanged have values. At *Time 3*, you continue to exchange in your working area where the identified entities that are being exchanged still have value. Here, disregarding any exchange method you add or exchange process you use or continue to use in your working area, determine that the entities that are being exchanged still have value and their values do not change. You are going to work this out as a single group. All you need to do here, for each adjusted exchange method or new exchange method added at *Time 3*, show that the entities that being exchanged still have values.

i. At *Time 3*, we receive feedback from our parent where we have to make adjustments in order to execute our function properly. In this case, we are not doing well at *Time 3*; this is why we receive feedback from our parent. If the functional system was doing well, there is no need for us to receive feedback from our parent because the system would have continued to do well. In terms of resource management, we can see that resources have been mismanaged at *Time 2*. Here at *Time 3*, it makes sense for us to make adjustments to our resource management. Here, reevaluate your resource management and make adjustment accordingly. To work this out, you need to combine all the groups into a single group.

j. Complexity enables the functional system to function abnormally. The fact that we receive a third feedback from our parent at *Time 3*, it shows that we did not reduce complexity in life. In other words, since reducing complexity enables life to function much better, the third feedback would not have been given if complexity was reduced to enable life to function normally. In this case, we can reevaluate our function related to complexity and make adjustments accordingly. For each group, the people in those groups will make adjustments to the overall function in terms of reducing complexity. Each person will also make adjustments to his/her function in terms of reducing complexity. At the end, all of the groups will be combined into a single group where all of you are going to determine how to reduce

complexity in life and make adjustments accordingly.

k. The definition of life given to us by our parent takes all locations into consideration. In other words, our parent defined life for us as a combination of life in all locations. As we have learned from *Time 1*, the locations are connected together through inter-routes where we can use the inter-routes to go or navigate from location to location. In terms of life, we can use the inter-routes to enable us to exchange with each other where the entities that are being exchanged enable our functionality. In other words, the inter-routes enable us to exchange with each other to enable the functionality of life. At *Time 1*, we have to determine how to manage the inter-routes. At *Time 1*, we have functions to help us manage the inter-routes that connect our location to other locations. Here, we are going to reevaluate that function in relationship to feedback given to us by our parent at *Time 3*. Here, the group that works with that function in a specific location will reevaluate that function and make changes accordingly. Later, all groups are going to combine into a single group to discuss the process of reevaluating the inter-route function and make adjustments according to the second feedback.

l. At *Time 1*, you have added a function in our working area to help us with stability. Since the physical system is theory dependable, the system needs to learn our utilization theory to help it stay stable. Here, at *Time 3* we receive feedback from our parent to help us execute our function. In this case, we have to reevaluate the functions that we have before and make adjustments accordingly. Here, reevaluate that function that is supposed to help us with our stability in terms of learning the principle and make adjustments accordingly. In this case, you are going to make adjustments according to the second feedback. This only need to be worked out by the group that is responsible for that function.

m. We connect together through a communication interface that enables us to interact with each other. It is always good for us to understand and identify that interface, since it is the only interface that enables us to interact with each other. At *Time 1*, we have identified the importance of that interface. For example, the communication interface enables us to receive the idea of our application and the reference given to us by our parent. Here at *Time 3*, you are going to continue to show your understanding of the importance of that interface. To work this out, all the groups can be combined into a single group to show the importance of that

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interface. One can help each other in the group understand that.

n. At *Time 1*, you have answered tis question: How do you manage stability in your working area? Here, all the groups are going to combine to a single group and answer the question. At *Time 3*, we receive feedback from our parent to help us understand the principle much better. Now at *Time 3*, we must manage our stability in relationship with the feedback we receive from our parent. How do we manage stability in our working area in relationship with that feedback? As a single group, you are going to determine that.

o. Since the existing functions enable our functionality, it makes sense for us to continue to monitor them as we live. You have added a function to monitor those functions or the entities that perform them. Since at *Time 3*, the functional system is not performing better than at *Time 2*, we receive a third feedback from our parent to help us execute our functions to solve the underlying problems. By receiving a third feedback from our parent at *Time 3*, it shows that the existing functions are not performed better than at *Time 2*. By understanding that, we can see that the lost at *Time 3* is much bigger than the lost at *Time 2*.

   In other words, the functional system lost more at *Time 3* than it did at *Time 2*. From that, we can see the existing functions or the entities that execute those functions are not doing better. Here at *Time 3*, we are going to reevaluate the monitoring function and make adjustment to it. In this case, the group that is working in that function must reevaluate that function to make adjustments to it in relationship to the third feedback we receive from our parent. Then later at another time, all of you can combine as a single group to reevaluate the monitoring function and make changes to it as possible.

p. Previously we reevaluated the management of the inter-route function, where we made adjustments to that function in relationship with the third feedback given to us by our parent. The inter-routes connect our locations with other locations and they enable us to exchange between each other to enable the functionality of life. Here, with the third feedback given to us by our parent, it makes sense for us to reevaluate our exchange process. As a single group, reevaluate the exchange process between locations. There are two ways to look at it. If multiple groups from multiple locations have been grouped together to work out this exercise, then all of you can be combined as a single group to reevaluate the exchange process. If

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you are a single group at your location, where you have been sub-grouped where each group represent a location, then all of you can be combined to reevaluate the exchange process.

q. By working out the part above, you have revaluated the exchange process with the third feedback given to us by our parent. Since the entities that we exchange do not change disregarding the method we used, in this case you may have been reevaluating the exchange process related to methods that you have been using to exchange. For example, if at *Time 2*with the exchange method that you used, the entities have value, in the exchange method that you use at *Time 3*, the exchangeable entities still have value. By understanding that, we can see the values of the entities as we change locations do not change. Here, at *Time 3* you are going to determine and verify that as we use the inter-routes to enable us to exchange with each other, the values of the entities that we exchange do not change from location to location. The way to look at it, as you reevaluate your inter-route management and the exchange process in relationship with the second feedback, the value of the exchangeable elements does not change. Here as you did above, you are going to make adjustments to the exchange process with the second feedback to make sure the elements that are being exchange still have their natural values. And disregarding the exchange method that you use, those values don't change.

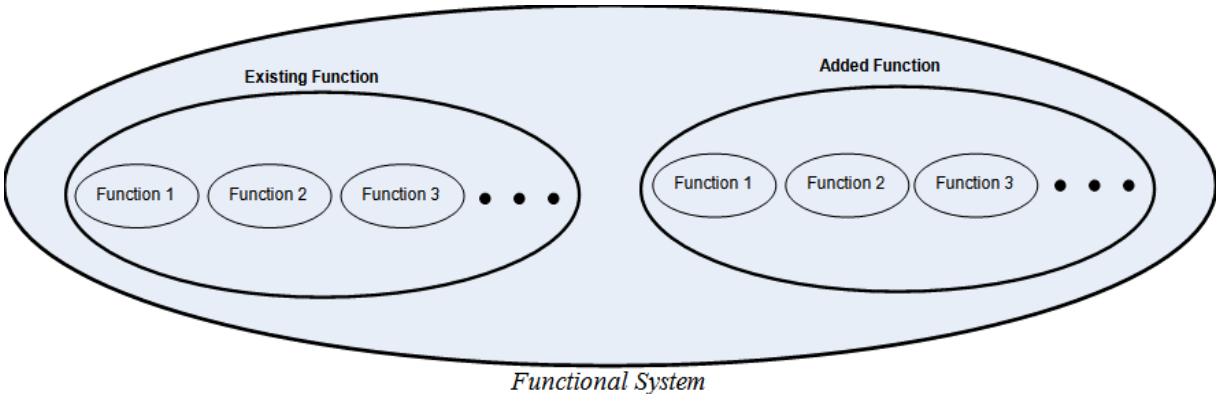
r. We have learned from *Time 1*, as we live, we also work. While we work, we also learn the principle. While we live, we also learn the principle. In other words, learning the principle is a part of life. Learning the principle is also a part of work. As we work, we also learn the principle to enable us to execute our functions properly. Now at *Time 3*, we receive a third feedback from our parent to enables us to execute our functions properly. The third feedback is given to us because our functions were not executed properly. Now with the third feedback, how do you approach the process of learning? To work this part out, the group that is supposed to help us with the learning and the undemanding of the principle can reevaluate its function in relationship with the third feedback. Each group can answer this question as well as all of us can be combined into a single group.

s. At *Time 3*, we receive feedback from our parent where we revise our functions from *Time 2*. We also add more functions to the functions that we have already from *Time 2*. Here for each additional function added at *Time 3*, you are going to take the new feedback into consideration. You have worked on making adjustments to

functions that you had since *Time 2*. Here all you need to do is to make adjustments to new functions added by taking the new feedback into consideration. In this case, if a new function is added where a group or a new group is working in that function, then that group will need to take the new presentation into consideration. In this case, this group will follow all the steps from this section. For each new function added, show that function in your working area by writing it down on the map as we have done below.

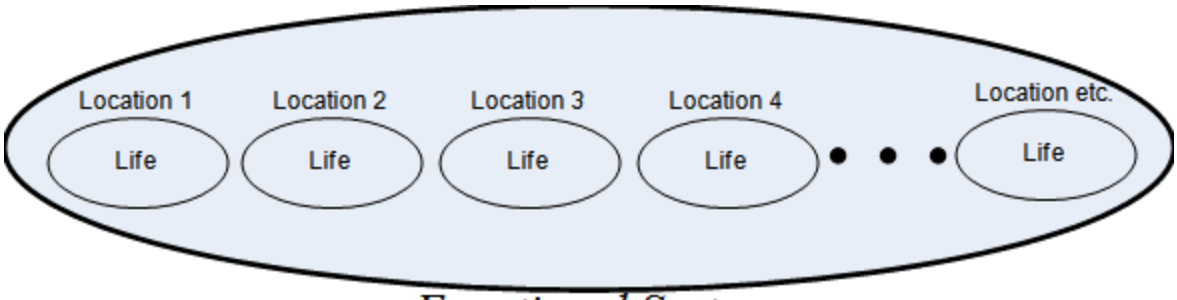
t. As a single group, show the feedback model at *Time 3*. In the model, identify children, parent, principle, and application. In the model, show the flow of signals in the lines. Work this out as a single group and one should help each other identify the items in the model.

u. At *Time 0 Plus*, the functional system was defined to us by our parent in the form below:



Functional System

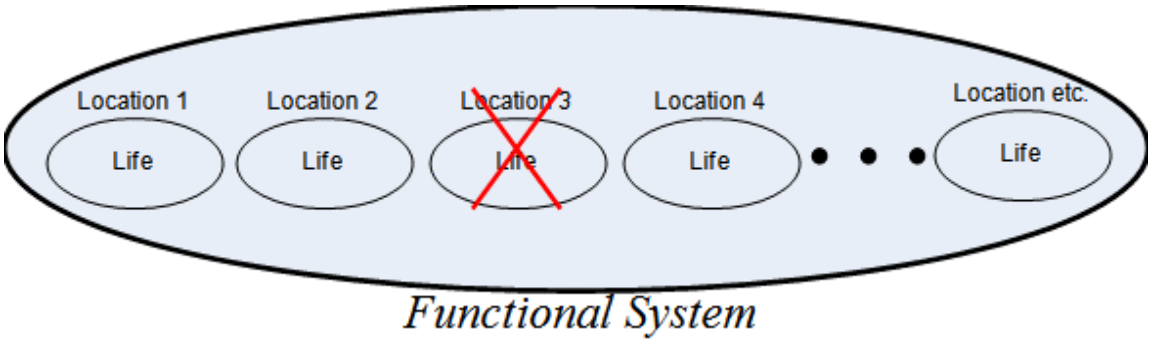
At *Time 0 Plus Plus*, the functional system is redefined for us by our parent in relationship with the Population-Expansion model where all locations are taking into consideration as shown below:



Functional System

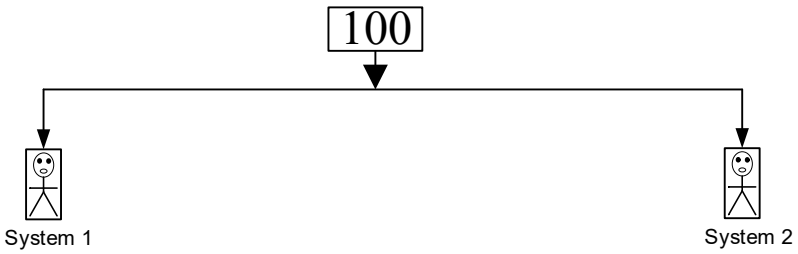
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From above, all the locations are taken into consideration where life is a combination of life of all locations combined. What is important is that if we cross out one location in the model above or from the definition given to us by our parent, then the functional system—life—is incomplete.



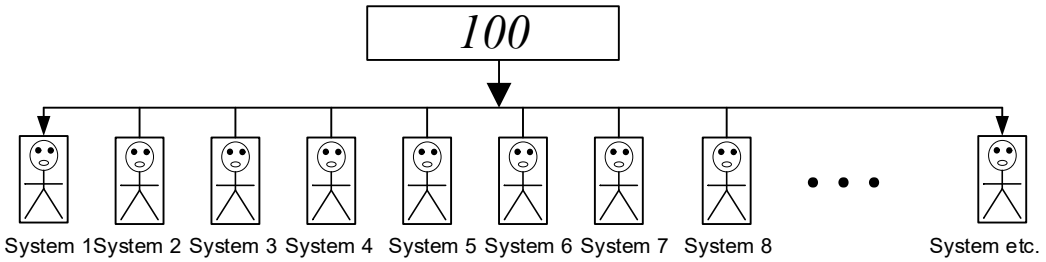
As shown from the model above, if we remove one location from the model given to us by our parent, then the definition is incomplete. If we disregard one location in the summation given to us by our parent, then the definition of life is not complete. Here, as a single group, show that the removal of a location from the model above, renders the functional system to be incomplete. Work this out as a single group by combining all the groups together. You may provide multiple practical examples. One should help each other in the group understand that. Another way to say it is that if we disregard life at one location, then life is not defined. If we disregard life at one location, then the definition of life is incomplete because it is not the definition given to us by our parent. Here all you need to do is to show the incompleteness of the model above.

v. The first model given to us by our parent at *Time 0* was the system stability model as shown below:

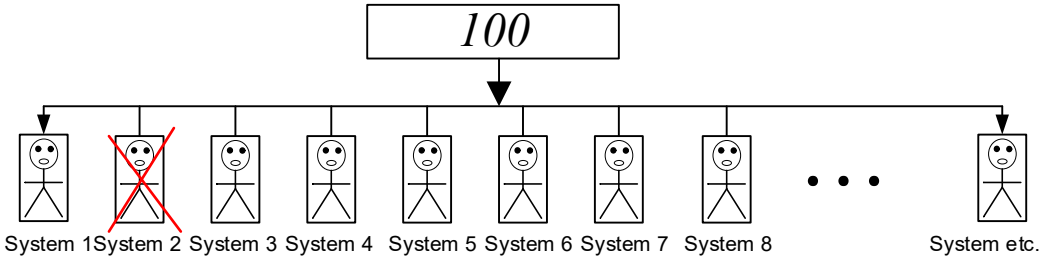


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Where the second model given to us by our parent at *Time 0* was the Population-Expansion model. By combining the first model with the second model, in terms of increase of population we have the model below.



In other words, at *Time 0*, our parent provided us with the first model that ensures our system stability; as population increases our system still remains stable. As we can see from the model below, the stability model given to us by our parent is complete as population increases. Since it is not possible for us to have term removal, the model is complete as it is given to us. For any reason, let's assume a single term can be removed from the model above in the form below:



From the model above, if the second system is removed from the model, that renders the stability model given to us by our parent to be incomplete. Here, as a single group combined show that the removal of a system from the system stability model above, enables the model to be incomplete.

w. By working out the part above, you have shown that the removal of a term from the stability model given to us by our parent enables the model to be incomplete. Now, you are going to show that not only the removal of a term from the model above renders it to be incomplete, it also changes the overall model. For example, the model above is given to us. Determine how if we remove a system from the model above, then it becomes a model in terms of philosophy. Here as a single group combined, show that if a system is removed from the model above, then the model

becomes a model in terms of philosophy.

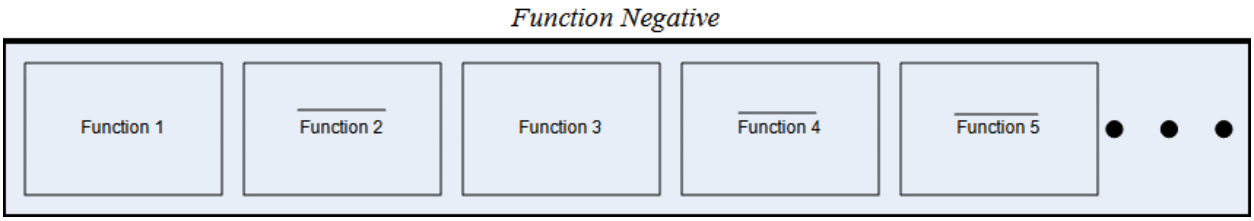
As a single group, show that the removal of a system from the model above enables the stability model to become a model with no stability. In this case, the model is no longer defined, but philosophy is what taking place.

kkk. After having problems with our application, we turn to our parent for help where our parent provides us feedback about executing our application. By using the feedback given to us by our parent, our application should have been executed properly to solve the underlying problem. By disregarding or misunderstanding of the feedback given to us by our at *Time 1*, we still continue to execute our application with error. At *Time 2*, we receive a second feedback from our parent to execute our application, where we still disregard it and continue to execute our application with error. At *Time 3*, we receive another feedback from our parent where we still disregard it and continue to execute our application with error. Now at *Time 4*, we receive a final feedback from our parent to execute our application. To better understand the overall feedback process, let's represent the process by the table below.

Feedback	Presentation	Function Status Before	Function Status After
1st	*First Presentation*	*Function Negative*	*Function Negative*
2nd	*Second Presentation*	*Function Negative*	*Function Negative*
3rd	*Third Presentation*	*Function Negative*	*Function Negative*
4th	*Fourth Presentation*	*Function Negative*	-

From the table above, in the Presentation column, the presentation can also be identified as: *Theory A Prime 1, Theory A Prime 2, Theory A Prime 3, and Theory A Prime 4*. *Function Negative* is viewed as the function of our application. For instance, in our working area, *Function Negative* is considered to be to total function of all applications combined. For example, if we have multiple groups or organizations in our working area to provide products and services, then *Function Negative* is viewed as the total function of all of those organization. In this case, *Function Negative* is presented in the form below for different groups. From the model below, we use a bar on top of the name of the function to show that it is a negative function or execute negatively.

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From the model above, *Function 2 Negative* is viewed as the function of Group 1 or the function of Organization 1, *Function 3* is viewed as the function of Group 2 or function provided by Organization 2, and so forth. What is important here is that before the presentation or feedback our functions were executed with error. After the feedback we expect our function to execute without error. The way to look at it, by understanding the feedback, we make adjustments to our functions in our working area so our functions can execute accordingly to solve the underlined problem.

From the table above, we can see that in order for us to execute our application properly, if we do not understand or apply the first feedback, then we get a second one. If we do not understand or apply the second one, then it is followed by a third one. If we do not understand or apply the third one, then it is followed by a fourth one which we call the final one. It is always good to show that by the model below.

$$\textit{First Feedback} \xrightarrow{\textit{followed by}} \textit{Second Feedback} \xrightarrow{\textit{followed by}} \textit{Third Feedback} \xrightarrow{\textit{followed by}} \textit{Fourth Feedback}$$

From the model above, to help us understand the principle to enable us to execute our application, feedback is given successively by our parent at different times where one follows the others. The way to look at it is that in order to help us execute our application, if the first feedback is misunderstood, then we get a second one. If the second one is misunderstood, then we get a third one. If the third one is misunderstood, then we get a fourth one.

As a single group, show the practicality of the model above by providing multiple practical examples. In other words, with all of you combined as a single group, verify that the model above by providing multiple practical examples. In this case, you are going to show that within multiple applications or project, feedback needs to be given successively—one followed by another—in order to get the application to be executed properly or until the application is executed without errors. Everybody in the group

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should help each other understand that.

a. By working out the part above, you have to verify that feedback needs to be given successively as needed in order to enable the application to execute without error. That makes sense, since the application or project exists to solve an underlying problem. In order for that problem to be solved, the function of the application needs to be executed. In this case, feedback enables the function of the application to be executed to solve the underlying problem.

   In terms of presentation, we can see that since the presentation exists in the feedback. In this case, if the presented theory is not interpreted well by the people who receive that theory, then it will need to be interpreted again a second time to be understood. If a second time it is not understood, then it needs to be interpreted a third time again to help the people in that application execute that application without error. From above, we can see that the people who receive the first presentation misinterpreted it, then that was followed by a second presentation to help them understand the principle. The second time they receive the second presentation they misinterpret it, then the time they receive another presentation. The third time they misinterpret the third presentation, then the fourth time they receive another presentation which we call the final presentation. It is always good to show that by the model below.

$$A\,Prime\ 1 \xrightarrow{followed\ by} A\,Prime\ 2 \xrightarrow{followed\ by} A\,Prime\ 3 \xrightarrow{followed\ by} A\,Prime\ 4$$

   As shown by the model above, each presented theory that is misinterpreted, is followed by another presentation to help understand the principle. As shown, the first presentation is misinterpreted, then the second presentation is given at another time to help us understand the principle. The second one is misinterpreted, then the third one is given at another time to help us understand the principle. The third one is misinterpreted, then the fourth one is given at another time to help understand the principle. Where the fourth one is viewed as the final one.

   What is important here? In order to help execute our application without error, given that our functions depends on our understanding of the principle, every time we misunderstand the principle because we misinterpret it, it needs to be interpreted for us again at another time so our application can execute properly. From the model above, we can see that successive presentation is needed in order to help us

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interpret the principle properly so our application can execute without error.

With all of you combined as a single group, verify the above model with multiple practical examples by showing in multiple applications or projects, if a principle is not understood, then it needs to be understood for the project to be executed successfully. In this case, the process can be viewed as successive or consecutive learning process where if the first time it is not understood, then it can be presented a second time to help understand the principle until it is understood to execute the project. In other words, if the principle is not understood the first time, then it can be interpreted again a second time until it is understood so the project can be executed successively. Everybody in the group should understand that and one should help each other understand that.

b. By working out the two parts above, you have to verify that in an application. In order for it to execute successfully, feedback must be given continuously to enable the application of the principle. In this case, if the principle is not understood, feedback is given to enable it to be understood. By understanding the principle with the help of feedback, then the application can be executed successfully to solve the underlying problem.

   From above, we can see that multiple feedback is given successively whenever necessary to help our understanding of the principle. In this case, we can see that the total feedback given to us by our parent includes the first feedback, the second feedback, the third feedback, and the fourth feedback. The fourth feedback is viewed as a final feedback. Here, as a single group show that the total feedback given to us by our parent includes the first feedback, the second feedback, the third feedback, and the fourth feedback. You can think it as working in application to solve an identified problem, where multiple feedback is given related to time until the principle is understood to execute the function of the application. In this case, the overall feedback that enables the execution of the application is viewed as a combination of all the feedback given.

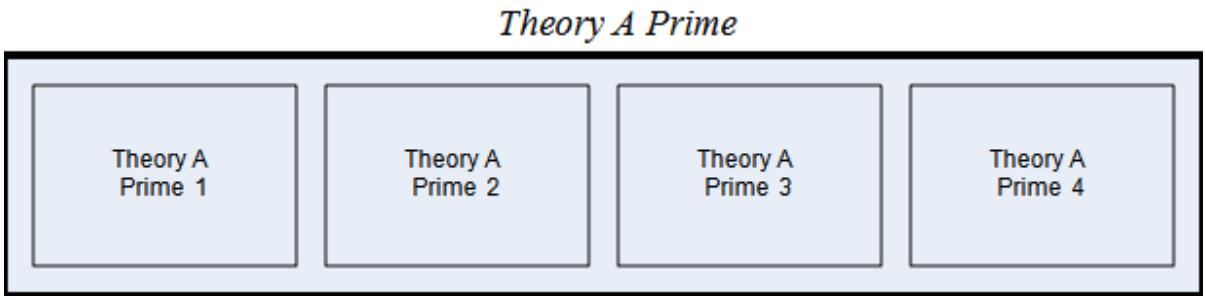
c. From above, we have learned that if we do not understand the principle that our application depends on, we must learn it in order to execute our application so the underlying problem can be solved. In this case, the problem that needs to be solved depends on the execution of our application. When we execute that application, the underlying problem is solved. Since we need to apply the principle to execute the

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application, we must understand it by learning it. If we do not understand it the first time, then our application would not execute, and we have to learn it a second time. The first learning process of the principle is viewed as interpreting the principle by us. In this case, the first time we learn the principle, we interpret that principle.

If the first time we start to learn the principle and we don't interpret it well, we need to interpret it again a second time. If a second time we still don't interpret it well, we need to interpret it again a third time and so forth. As we can see, the overall interpretation of the principle includes the first time, the second time, the third time and the fourth time, until we understand it so we can execute our application to solve the underlying problem.

In other words, in order to solve the underlying problem by our application, the principle needs to be interpreted until we understand it. In this case, we can see that the total interpretation of the principle includes: the first one, the second one, the third one, and the fourth one. Here as a single group, verify the model below.



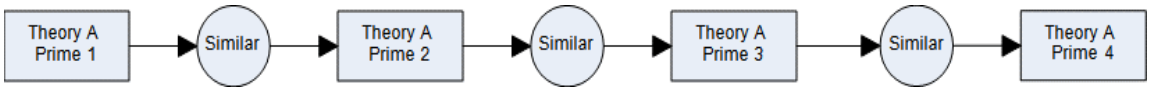
From the model above, we can see that the overall presented theory is a combination of the first presentation, the second presentation, the third presentation, and the fourth presentation.

All you have to do here as a single group is verify one of the model above. In other words, as a group show that the total presentation given from our parent includes—or a combination of the first presentation, the second presentation, the third presentation, and the fourth presentation. Everybody in the group should understand that and one should help each other understand that. In this case, you are going to show that if we are going in an application to solve an identified problem, we need to continue learning the principle related to time until we understand it to solve the problem. Every time we don't understand it, we need to

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interpret it again until we understand it. In this case, the overall interpretations can be viewed as a combination.

d. By understanding the part above, we can see that in order for the application to execute to solve the underlying problem, the principle needs to be interpreted and reinterpreted as needed. From above we can see that if the first time the principle is not understood, it needs to be interpreted a gain a second time, a third time, and a fourth time. From that, we can see there is a similarity between all of the interpretations as shown below:



The relationship above shows the similarity between the first, the second, the third, and the fourth presentation. All you need to do here, as a single group, is verify the relationship above. All of you must combine together to work this out, where one can help each other in the group to understand that.

e. Our application is not doing well; this is the reason we receive another feedback from our parent to enable us to execute our application properly. Since the function we add to life affects the functionality of life in terms of its execution, when functions that we add to life execute improperly that enables life to function abnormally. The way to look at it, we are working on a project to solve a problem. Since we are not understanding the principle, it is not possible for us to execute that project to solve that problem. At the same time, the problem we are working to solve still affects life. In this case, we need to understand the principle in order to solve that problem so life can function properly.

By understanding the paragraph above, we can see that in order to execute that function properly to solve the underlying problem, we need feedback to learn the principle. What is important here is that at a time feedback is given to us, if we apply it we can solve the underlying problem to enable life to function. If we disregard it, then life functions abnormally. In this case, we would need another feedback or presentation to help us solve the underlying problem.

From multiple parts above, we have learned that we received a first feedback from our parent, a second, a third, and a fourth. Given that we receive successive

feedback from our parent, we are not doing well compared to the previous. For each successive feedback we receive, the functional system is doing worse than the previous. For instance, the functional system is doing worse at the second presentation than at the first presentation. This process is also applied for the third one and the fourth one. The way to look at it, since the underlying problem is not solved at each previous presentation, the underlying problem becomes worse at successive presentation. Therefore, for a successive presentation, the functional system is performed worse than the previous one. For example, at the fourth presentation, the functional system is in a worse shape than at the presentation as shown below.

Lost at Time 4 is less than Lost at Time 3

As a single group combined, you can verify the inequality above by providing a practical example by providing a practical example. You can use multiple practical examples. To work this out, you identify multiple projects or applications. Identify the problems that need to be solved. In this case, you are going to look at whether feedback was given or not. If feedback was given and not applied, the problem remains unsolved. As well as if feedback was not given the problem remains unsolved. In this case, you can look at the functional system from the first time of the application or project to another time. You can conclude that, since the problem was not solved the first time, the continuation of the problem affects the functional system. Therefore, as the problem remains unsolved, the functional system is affected much more. To work this out, you can use two times or dates as shown above. The first date can be the first attempt or failed execution, while the successive date is viewed as another attempt.

Continuing from your working out above, one of the dates is viewed as the first attempt and the other date is viewed as a successive attempt. In this case, if feedback was given on the first date and it is applied and understood, then that will help solve the problem. In this case, as we move to another date or time, the functional system can perform much better than previously, and there is no need for another feedback or continued feedback. By using the two dates above, we can see that if at *Time 3* the feedback is understood and applied, there is no need to have another one or having one at *Time 4* as shown below.

If there is not lost or functional lost at Time 4, there is no need for the fourth

presentation.

As a single group, verify the statement above with some practical examples. You can continue with your work out above and show that if the functional system was doing better at a previous time, then there is no need to have a successive presentation. This is the same as saying a successive presentation would not exist if the functional system is performed well. The fact that the functional system is not performing well at the time a presentation is given, then that feedback is provided to help us execute our functions so the functional system can function properly.

f. At *Time 0*our parent provides us the first model or the system stability model. The model given to us by our parent enables all us of to operate inline to each other where the principle is on top of us. We can also say we operate in line with each other while the principle is on our side. What is important here? Since the stability model is given to us at *Time 0*, we follow the same model at *Time 1*, *Time 2*, *Time 3*, and *Time 4*. In this case, we can see for each presentation we still follow the stability model given to us, since the stability model at each presentation is an extension of the one given to us at *Time 4*.

   As a single group, show that foreach presentation which includes *Time 1*, *Time 2*, *Time 3*, and *Time 4*, the stability model given to us by our parent applied rather than the top down item. In this case, provide a practical example by taking application and stability into consideration where you can conclude that the line model provides us with stability rather than the top down item.

g. We already know that resource management is included in the definition of life given to us by our parent. In other words, when our parent defines life for us at *Time 0 Plus* in combination form, our parent takes resource management into consideration. As we have shown before, in order to help the functionality of life, we have to take resource management into consideration. In other words, we have to manage our resources in order to help life function properly. Given that the functional system has been declining while our parent has been given us multiple feedback, it shows that we have not been able to manage our resources. Since the functional system has been declining and we have not been able to manage our resources, we can see that at each presentation we have less resources available than at previous presentation as shown below.

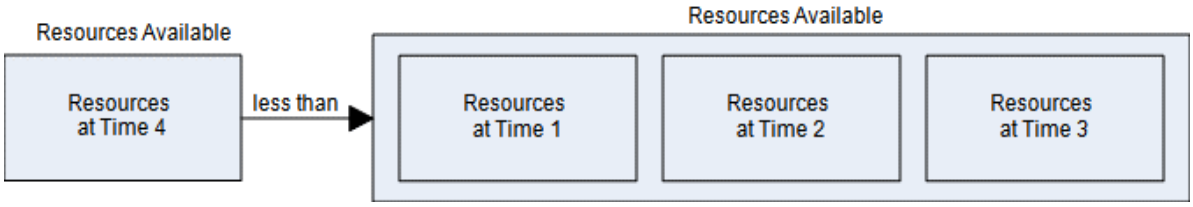
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Resources available at Time 1 is less than resources available at Time 2; resources available at Time 2 is less than resources available at Time 3, where resources available at Time 3 is less than resources available at Time 4.

In this case, we can see that the resources available at the first presentation are greater than resources available at the second presentation. Resources available at the second presentation are greater than resource available at third presentation. While resources available at the third presentation are greater than resources available at the fourth presentation.

As a single group, show the inequality above. In other words, show the resources available at the previous presentation are greater than resources available at successive presentation. From above, the time represents the time of the presentation rather a range of time. Everybody in the group must understand that and one should help each other understand that.

After working out the part above, verify that:



As a single group combined, show that resources available at *Time 4* are less than the resources available at *Time 1*, *Time 2*, and *Time 3* combined. Work this out as a single group and one should help each other in the group understand that.

h. We know that complexity takes more effort from ourselves while we get less done. Complexity is not good for the functional system because it enables the system to underperform. In an application or project, complexity enables us to lose focus or track of our objective. It is always good to reduce complexity from our application so we can focus more on solving the underlying problem. In terms of feedback given to by our parent, once we disregard the feedback, we develop more complexity in our application and we don't get nothing done. For example, at *Time 1* we receive the first feedback from our parent. If we apply it to solve the

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underlying problem, then we reduce complexity in life. By disregarding it, complexity increases and we still don't solve the problem. At *Time 2*, we receive another feedback from our parent, where we still disregard it, while complexity of our application increases. The same process also appends at *Time 3*.

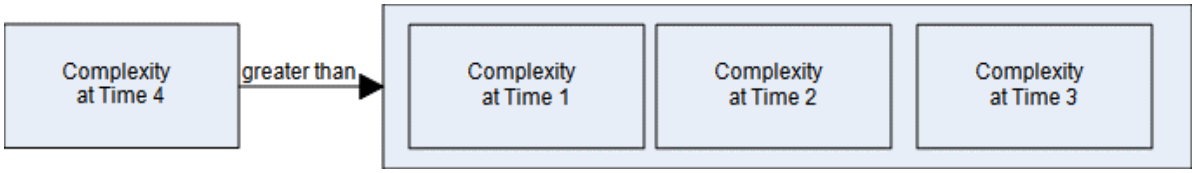
The way to look at it, as complexity of our application increases, we receive feedback from our parent to enable us to solve the underlying problem. After the feedback, we expect a reducing of complexity. From this we can see that complexity increases at each time of presentation, where our application becomes more complex at successive presentation compared to a previous presentation as shown below.



As a single group, show the above inequality. In other words, verify that complexity at the first presentation is less than at the second presentation. Where complexity at the second presentation is less than at the third presentation and complexity at the third presentation is less than at the fourth presentation. Work as a single group and one should help each other in the group understands that.

You can also provide a practical example or multiple practical examples by taking applications or projects into consideration. In this case, you are going to identify one or more application at different times. You are going to take feedback into consideration whether or not feedback was given. Show that the complexity of the application increases while the underlying problem is still unsolved. In this case, you can conclude that related to time the complexity of the application increases while the problem remains unsolved.

After working out the part above, in terms of presentation time, the complexity at the time of the last presentation is greater than the complexity at the time of all previous presentations combined.



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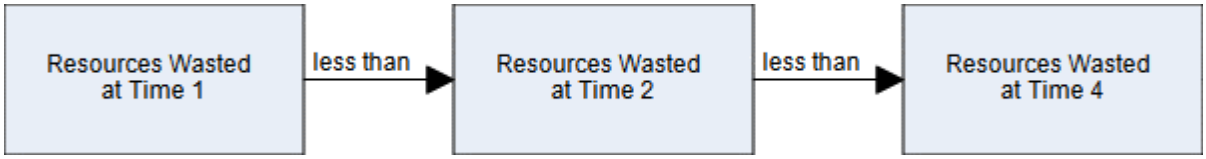
As a single group, show the complexity at the time of the final presentation is greater than the complexity at the time of all previous presentations combined. Work this out as a single group and one should help each other understand that.

If you want to you can approach it with one or more practical examples. For example, in an application at different times the problem still exists where it remains unsolved. As the problem remains unsolved, whether feedback was given or not, the complexity of the application increases related to time.

i. Previously we have shown that resources available at each successive presentation are lower than resources at previous presentation. That makes sense since we don't manage our resources. Because we do not apply the principle, we simply waste them. Therefore, as time goes resources available are diminished tremendously. By understanding that, we can see that resource usage during the time of successive presentation is much higher than resources usage from previous presentation. Since it is very difficult if not impossible for the physical system to use too many resources, we can simply call it resources wasted instead. In other words, the physical system can only use adequate or enough resources to enable its functionality, however the physical system can waste a lot of resources. By understanding the explanation, we can see that the resources used or wasted during the first presentation are less than during the second presentation. Resources wasted during the second presentation are less than resources wasted during the third presentation while resources wasted during the third presentation as shown below.

$$Time\ 1 \xrightarrow{Resources\ Wasted} Time\ 2 \xrightarrow{Resources\ Wasted} Time\ 3 \xrightarrow{Resources\ Wasted} Time\ 4$$

From above, resources wasted at *Time 1* is resources are wasted from *Time 1* to *Time 2*. While resources wasted at *Time 2* is from *Time 2* to *Time 3* and resources wasted at *Time 3* is from *Time 3* to *Time 4*. From that we can see



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From above, we can see that resources wasted during the time of a successive presentation are more than resources wasted during the time of the previous presentation. That makes sense, since the feedback is given to us to enable us to solve our problems, wasted resources do not enable us to solve any problems. Since our parent defines life for us in relationship with resource management, by wasting resources we simply show that we do not understand life. In this case, when we waste resources, it provides us with a pathway of not solving any problems. As a single group, all you need to do is to verify the inequality above by providing a practical example.

You can approach it by taking an example of an application or a project whether feedback was given or not. In this case, you can look at resources wasted or used at a first time where the underlying problem was not solved even though resources are wasted or overutilized. You can continue to analyze the application or project and show that related to time more resources are wasted where the underlying problem is never solved.

j. By working out the part above and some previous parts, we can see that wasted or overused resources do not enable us to solve the underlying problem. They simply add more complexity to our application. As we have shown previously, for each successive presentation we waste more resources because we do not manage them. The same as, for each successive presentation, the complexity of life also increases. As we can see, there is a relationship between wasting resources and increasing complexity. Before you move farther, as a single group, verify that relationship with a practical example. Everybody in the group should help each other understand that.

   Now to show the relationship between wasting of resources and increasing complexity, you can look at an application, where too many resources have been wasted or overuse. Related to time, determine the increase of waste or resources while the underlying problem remain unsolved. Take focus of the underlying problem into consideration and show that wasted or overuse—the usage of the term overuse means waste since we can only use adequate or enough resources to execute our application in this case any excess or unneeded or unwanted considered wasted—resources enable us to lose focus of the underlying problem. Therefore, while resources are wasted the underlying problem remains unsolved. Work this

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out as a single group and one should help each other in the group understand that.

k. By working out the two parts above, we have shown that resource management is important in our application. Wasting or overusing resources in our application enables us to increase complexity in our application where we lose focus of the underlying problem. In terms of feedback from our parent, the first feedback enables us to solve the underlying problem. By disregarding it, we simply waste more resources and develop more complexity while the underlying problem remains unsolved. The same process happens at the second and the third presentations. The way to look at it, if we apply the feedback to solve the underlying problem, that enables us to manage our resources and reduce complexity.

   Now at *Time 4*, we have less resources available so we have to start managing them with the final presentation. Here as a group, determine the process of managing resources in your working area with the final presentation. To work this out, you can look at it like this. Previously, we did not take resource management into consideration. Now, we start to understand the principle so we must take resource management into consideration in order to reduce complexity in our application. By working this out, we can see that if we start managing our resources today, related to time we can reduce complexity and solve our problems.

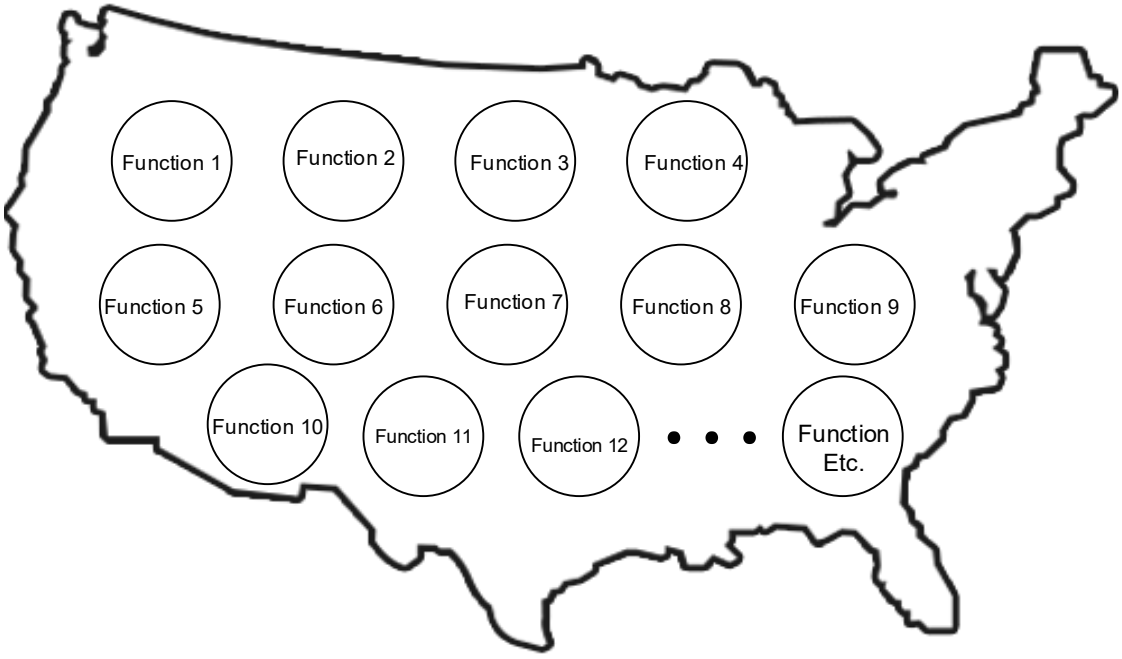
l. By working out the part above, we can see that there is a relationship between resource management, reducing complexity, and problem solution. For instance, when we identify a problem, we can solve that problem by managing our resources as well as reducing complexity. That makes sense, since our parent defines life for us with resource management taking into consideration. Resource management is a part of life. Solving problems in life is a part of resource management. Since our parent tells us that if we increase complexity of added functions existing functions complexity also increases. In this case, we can see that increasing complexity of existing functions enables life to function abnormally. Therefore, solving our problems requires us to manage our resources and reduce complexity in life. As a single group, using the functional system model show the relationship between problem solution, reducing complexity, and resource management. Once should help each other in the group understand that relationship.

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lll. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. In this case, our parent provides us the idea of our application and the given reference so we can organize ourselves in our working area. Given that as population increases the system—life—becomes more complex without proper structuring—organizing—of our functions, it is important for us to use the idea given to us by our parent and the given reference in order to organize our functions for life to function properly. By disregarding the first feedback given to us by our parent, we still haven't solved the problems in our working area. In this case, those problems still remain unsolved.

Later at *Time 2*, we receive a second feedback from our parent to solve problems in our working area. We disregard that feedback and the problems are not solved in our working area. At *Time 3*, again we receive a third feedback from our parent where we still don't use it to solve the underlying problems. What is important here? Since life is a continuous function, as time goes functions of life are still executed. For this reason, every time we disregard feedback from our parent, we have more problems next time. From that we can see at *Time 2*, we have more problem than at *Time 1*. At *Time 3*, we have more problems than at *Time 2* and at *Time 4* we have more problem than at *Time 3*.

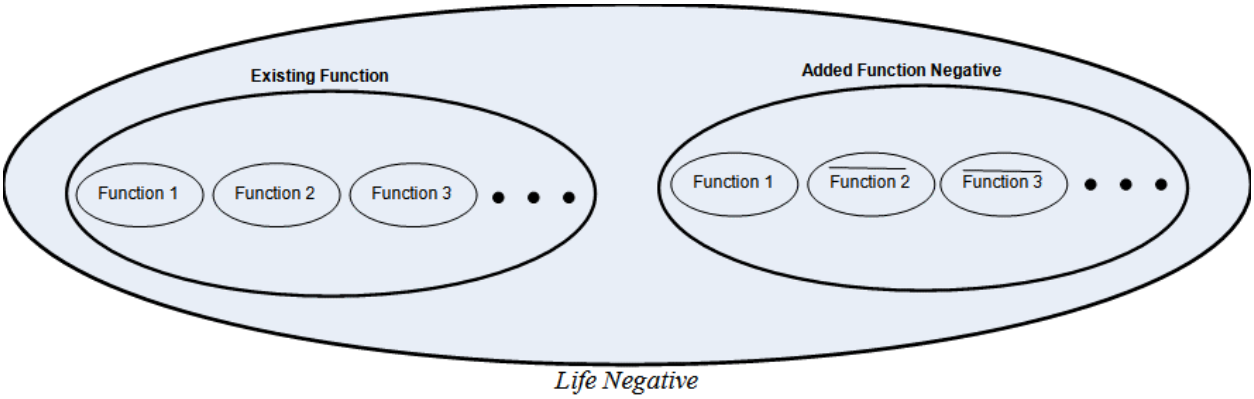
Now at *Time 4*, we receive final feedback from our parent, then we can use it to organize or structuring functions in our working area. Here, let's identify our working area again with a list of functions.



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Above is an example of our working area. This can be different depending on your location. Here, we simply show a sample of our working area. All the locations that make our working area are not showed. Here, depending on your location, you can draw your working area similar to the one above. In this case, your working area is made of functions. Here, we show some of the functions that are included in our working area.

The original problem is how can we organize ourselves in our working area so we can be effective? How can we organize our functions in our working area so they can solve problems they are supposed to? In our working area, we have functions that are executed positively and functions that are executed negatively as shown below.



In the model above, in the added function region, we have both negative and positive functions. If we want to, we can group them to show group of positive functions and group of negative functions.

We already know that we have a fixed number of people in our working area and as population increases, life become more complex with the disregarding of feedback given to us by our parent. The last feedback given to us by our parent, enables us to understand the principle so we can use it to execute our functions to solve problems in our working area. In our working area, we can identify some functions from the model above and represent them in the table below.

Function	People Performed	Description
Function 1		
Function 2		
Function 3		

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Function 4		
⋮		

From the table above, we identify some functions in our working area and identify the people who perform those functions and provide a description for them. Now, divide the class into multiple groups. In this case, if you have a fixed number of groups, then each group can be assigned a function in our working area. The way to look at it, in our working area we have a fixed number of functions, where those functions are executed by group of people. For example, *Function 1* is the function of Group 1 where Group 1 is a group of police officers. *Function 2* is the function of Group 2, where Group 2 is a group of lawyers. You are going to use this approach to fill the table above.

By filling out the table above, in your working area you have a fixed number of groups which includes police officers, lawyers, judges, mechanics, instructors, farmers, road maintenances, doctors, managers, etc. This is simply a list. Each group in your class is going to be assigned a function from the list. For example, if Group 1 includes 5 people, then those 5 people are viewed as 5 police officers. For each group, we can have a table similar to the one below.

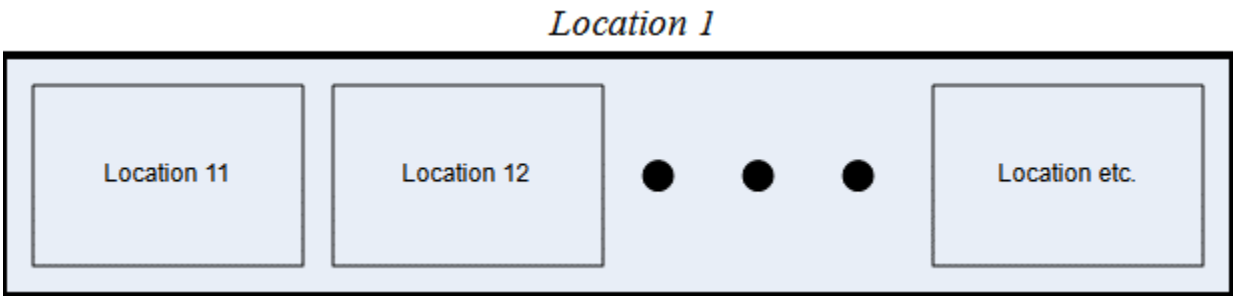
Group	**Function**	**People**	**People Function**
Group 1	Function 1, Communication Function 1	Person 1, System 1, Person 2, System 2	Function 11, Communication Function 11
⋮	⋮	⋮	⋮

The table above is simply an example. For each group identified, we identify also the function of that group. For instance, Group 1 is identified as police officer, then we identify the function of that group in both theory domain and communication domain. In the people column, this is the people in that group. Here we list them as both system and person. In the people function column, this is the function of people in the group. For example, *Function 11* is viewed as the function of *System 1* in theory domain where *Communication Function 11* is viewed as the function of *Person 1* in the communication domain. Here, you do that for the group you are a part of.

While we show our working area in the form above with all the function, depending on you if you want to, you can look at it as a specific location in our working area. Let's assume that our working area is divided into a fixed number of locations, then we can look

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at that specific location as our working area. For example, if our working area is considered to be *Location 1* in the definition of life that takes all locations into consideration, then we can represent part of our working area in this form:



From the model above, Location 11, Location 12, and so forth are considered part of Location 1 or simply sublocations or subareas of Location 1. In this case, Location 11 can be viewed as section in the main working area. Location 11 can be a city, a county, a state, and so forth. What is important here is that our working area is made of multiple locations and we operate in one of the locations. In this case, we organize or structure our functions at that location. This location is viewed as our operating location inside the main location.

a. From the part above, we identify functions in our working area, the people that perform those function, and a description of those functions. Here, we can identify functions of people in groups in our working area and provide descriptions for the functions. For example, we identify Group 1 as police officer, then we identify people in that group. Now, we can provide a description of each function of a person in that group as shown by the table below.

Person	Group In	Communication Function	Function Description
Person 1	Group 1	Function 11	
Person 2	Group 1	Function 12	
⋮	⋮	⋮	

From the table above, we identify a person in the group, then the function of that person and a description of the function of that person. For example, in Group 1 we identify Person 1 as a police office. That person is identified as a ~~Police Chief~~ Manager of Police Officer. In the function description column, we can provide a description of that person function. Here, *Person 1* is identified as the manager of

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the police officers, then we provide a description of the function of *Person 1*. Each group is going to have a table similar to the one above. For example, the lawyer group can have a table similar so too the doctors, mechanics, farmers, etc.

b. Each group in our working area exists to solve an identified problem. In other words, a group exists to solve a problem. The existence of that problem enables the existence of that group. In this case, we can think it like this. I a group of mechanics exists to solve a problem like fixing cars. A group of lawyers exists to solve a problem, so does a group of police officers, a group of farmers, a group of doctors, a group of instructors and so forth. Here all you need to do, for each group that exists in our working area, is to identify problem solved by the group. We can have a table similar to the one below.

Group	Group Name	Problem Solved	Group Description
Group 1	The Police Officer's Group		
Group 2	The Farmer's Group		
⋮	⋮		

From the table above, we identify each group in our working area as well the problem solved—problem to be solved—by that group. Above, if the Group 1 is the group of police officers, we identify that group by a name. We also identify the problem solved by the group as well as provide a description of the group. Here, each group is going to have a table similar to the one above for your group. You only need to do that for the group you are in. For example if your group is a group of doctors, then you need to have one for your group. While we put the name of the group in the table above, it does not matter. You can use other names. The name used to identify a group depends on of the people in that group.

c. From above, each group is able to identify the problem that needs to be solved. In this case, the person of each group is able to identify the problem that needs to be solved. By identifying the problem, it makes sense to have a problem statement. We can also say that identifying the problem that needs to be solved is a part of a problem statement. Here, each group is going to have a problem statement. Within the problem statement, the action and reason must be identified for the group as

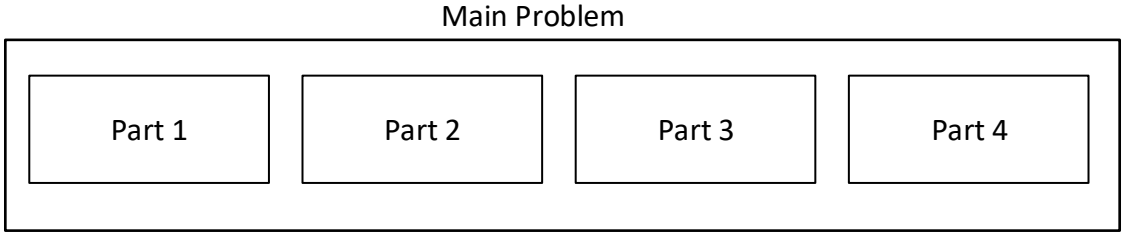
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well. You can have a table similar to the one below.

Group	Problem Statement	Action	Reason
Group 1			
Group 2			
⋮			

From the problem statement column, we have a problem statement for that group. While we put that as a column in a table, however it does not have to be. The way to look at it, a problem statement does not exist on paper, however you may need more space than what is indicated. In your problem statement, you identify the action you are taking to solve that problem as well as the reason. Each group needs to do that. For example, a lawyer group takes an action to solve an identified problem. That group identifies the action taken as well as the reason that action is taken. The farmer's group, the police officer's group, the mechanic's group, etc. needs to have a problem statement and identify the action taken to solve the underlying problem and the reason that action is taken.

d. From above, the people of each group must understand the overall group problem statement, the action taken by the group to solve that problem, as well as the reason that action is taken to solve the underlying problem. Given that each person in a group does have a function, each person in a group need to have a problem statement as well. In this case, each person in a group can identify the problem solved by his/her function, the action taken to solve that problem as well as the reason. The way to look at it, the overall problem solved by the group can be viewed as a main problem that has multiple parts. Each part is a sub problem that is solved or can be solved by specific person. It is good to represent that in the form below.



From the model above, the main problem is viewed as the overall problem the group

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needs to be solved, where each part is considered to be the part of the problem solved by a person from the group. Here each person in the group needs to have a problem statement. From the problem statement, each person needs to identify part of the problem solved by that person which is related to the function of that person. For example, when that function is executed, that will solve part of the problem to enable the main problem to be solved.

Each person in each group needs to identify the problem solved by that person's function. In this case, that person identifies the problem he/she needs to solve. This is a part of the problem statement for that person. We can call it personal problem statement. For example, the personal problem statement for a police officer in the police officer's group, the personal problem statement of a farmer in the farmer's group, the personal problem statement of a doctor in the doctor's group, the personal problem of a mechanic in the mechanic's group and so forth. Each needs to have a personal problem statement and make sure that personal problem statement is a part of the main problem statement. You can have a model of the main problem statement similar to the one above, where each personal problem statement is a part of it.

e. By working out the part above, each person in each group has a personal problem statement to verify that the personal problem statement is a part of the group problem statement. Since the personal problem statement must include an action and a reason, here in each personal problem statement, an action needs to be identified and a reason. We can call the action as a personal action and the reason as a personal reason. In this case, we can say that in the personal problem statement, there exists a personal action and a personal reason, here, for each person in each group, you have already your own problem statement, here you need to identify the action of your problem statement as well as the reason. For example, a police officer, a doctor, a mechanic etc. has a personal problem statement. In that person problem statement, an action is identified as well as the reason. You can have a table similar to the one below.

Person	Individual PS	Action	Reason
Person 1			
Person 2			
⋮			

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From the table above, Individual PS is viewed as the personal problem statement for a person in a group. The action is viewed as the action taken by that person to solve that problem which is a part of the main problem. The reason column is the reason that action is taken by that person. For example, the action taken by a doctor, a mechanic, a lawyer etc. to solve a problem can be identified in that column by that person. The reason that action is taken by that person can be identified in the reason column. Each person in each group must do that individually.

f. By working out the part above, each person in each group identifies his/her problem statement, his/her action, and his/her reason. Since the individual problem statement is a part of the main problem statement, each individual action is a part of the main action, as well as each individual reason is a part of the main reason. For example, Group 1 is a group of police officers: that group has a main action and a main reason. In this case, the action taken by a police officer is a part of the main action. As well as the reason of that action is a part of the main reason. Here, for each group you are in including lawyers, doctors, mechanics, farmers etc. identify individual action and reason and show that they are part of the main action and reason for the group you are in. You can have a model similar to the one above to show that the main action includes parts or sub actions, where each individual action is a part of the main action for the group. You do the same for reason.

g. Each group does have a function which includes the function of everybody in that group. In other words, the function of a group is a contribution of function of everybody in that group. Here, each person in a group is going to provide a description for his/her function. You can have a table similar to the one below.

Person	**Name**	**Function**	**Group In**	**Function Description**
Person 1		Communication Function 11	Group 1	
Person 3		Communication Function 12	Group 2	
⋮				

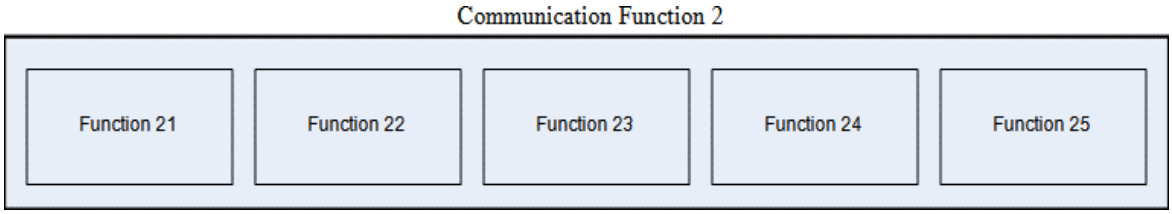
From the table above, the name column is the name equivalent of that person. For example, the name of Person 1. In the function column, *Communication Function*

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11 is the function of that person in Group 1. For example, if *Communication Function 1* is the function of the group of police officers in our working area, then *Communication Function 11* is viewed as the function of a police officer in that group. In the function description, that police officer can describe his/her function. Each person in the group can have a table similar to the one above. While we use a table above, you don't need to have a table. You can have more space by using other entities or you may not need to have paper at all or other entities. All this process enables you to do is to identify and describe your function in your group.

While we identity instructors in our working area who have functions of helping us learn and understand the principle, those functions do not appear in our model. The way to look at it, we can have a group of instructors in our working area or instructors in our group that help us with the learning and the understanding of the principle, however they may not appear in our model or they may not appear in the model at all. In other words, their functions do not or may not show up in the model at all. In this case, in the model their functions can be identified as unknown functions with unknown descriptions.

h. From above, each person in a group is able to identify his/her function and provide a description of that function. Here, each person in a group needs to show or verify that his/her function is indeed a function of the function of that group. The way to look at it, if Group 2 has a *Communication Function 2*, then Person 3 in that group has a function of *Communication Function 23*. In this case, if that group has 5 people, then the main function of that group is a combination of function of 5 people as shown below.

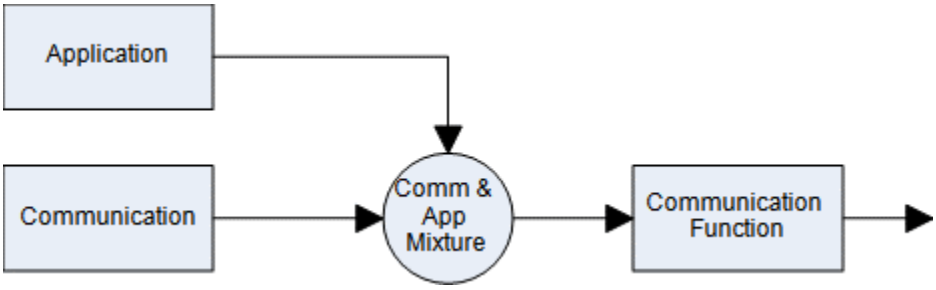


In this particular case, Person 3 needs to describe the function of the group as well as his/her function and conclude that his/her function is also a part of the function of that group. For example, if Group 2 is a group of mechanics, then Person 3 is a mechanic. That person needs to conclude that his/her function is a part of the function of all the other mechanics combined, which is viewed as a group function or main function for the mechanics. Everybody needs to do that for the group you

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are in. If you want to you can use comma to separate the group number from the functions above.

mmm. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. By having the idea of our application given to us by our parent, we can then use it to execute our application. At *Time 0*, our parent provided us with the communication function in the form below.



At *Time 1*, our parent provides us with the idea of our application as we identify from the model above as *Application*. By applying the idea of our application given to us by our parent with the first feedback, we can then execute our application without error. We have shown before that the idea of our application belongs to our parent, while the communication below to us. In other words, we have already shown that *Application* from the model above belongs to our parent while the communication belongs to us. Now, that we receive feedback from our parent at *Time 4*, we can then use the idea of our parent in our application so our application can be executed without error. All of you combined as a single group, verify the importance of using our parent's idea in our application so our application can be executed properly. One should help each other in the group understand that.

a. The feedback provided to us by our parent at *Time 4* enables us to identify the idea of our application. By understanding the feedback given to us by our parent at *Time 4*, we can identify the idea of our application given to us by our parent and use it in our application. For each idea of our application, verify that is an idea from our parent. Each group is going to do that. In other words, people of each group combined are going to show that the idea of the application of the group is from our parent. For example, group of police officers, group of doctors, group of farmers, group of mechanics etc. is going to show that the idea of application is from the list of ideas given to us by our parent. In this case, you can have a table similar to the

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one below.

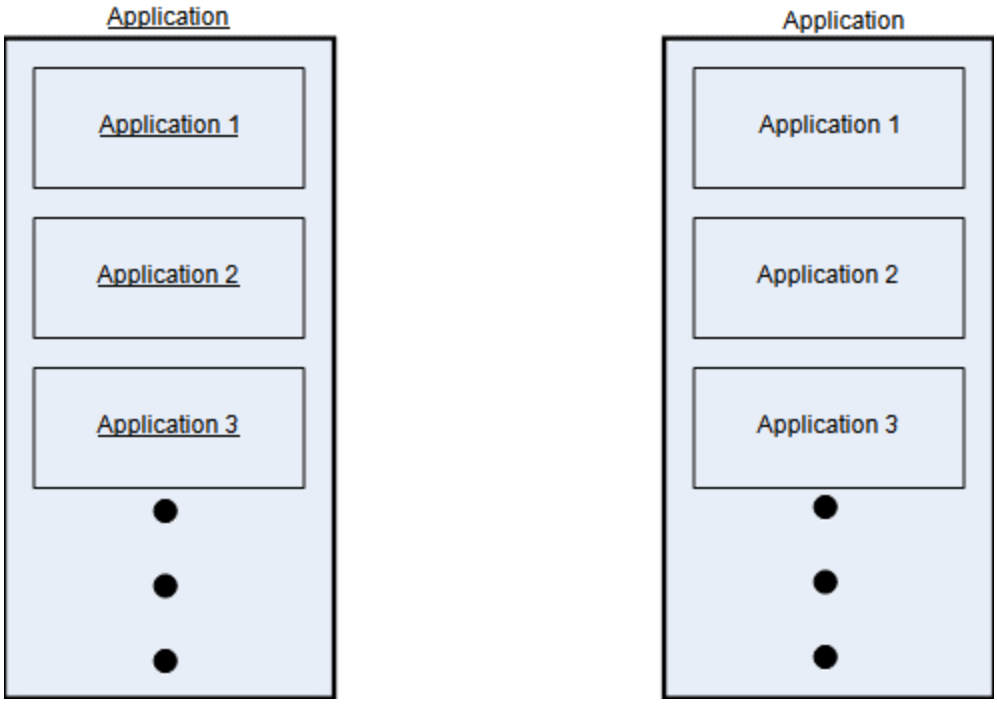
Group	Group Name	Idea	Parent's Idea
Group 1	Group of Police Officers	Application 1	Application 1
Group 2	Group of Doctors	Application 2	Application 2
⋮			

From the table above, the idea of the group of police officers is from a list of ideas from our parent. In this case, the idea given to us by our parent is a collection of ideas, where the group of police offices pick an idea from that group in order to execute their applications. In other words, toe execute their functions, the group of police officers picks an idea from the list given to us by our parent. To execute their functions, the group of doctors picks an idea from the list of ideas given to us by our parent. From the table above, while using Application 1, to identify our ideas in relationship with our parent, you don't have to do that. You can simply think *Application* is a collection of ideas that includes *Application 1*, *Application 2*, etc. and you just pick one of them.

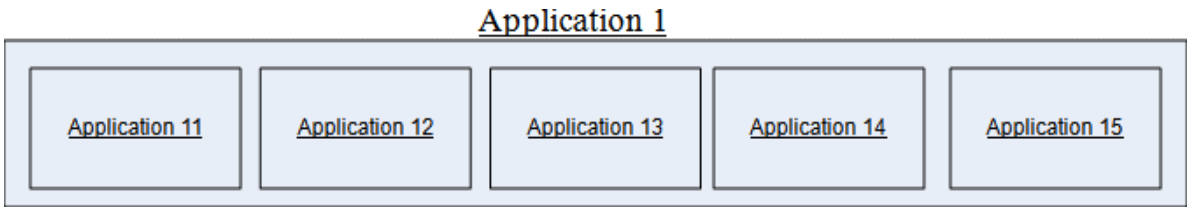
For each group here, show that the main idea of that group is from our parent. In this case, you show the main idea of the group is an idea from our parent and you must verify that idea is indeed from our parent. At the end, you can answer this question. Why ? that idea indeed from our parent? Overall, all you need to do here is to map the idea of the application the group, to an idea from the list of ideas given to us by our parent.

The way to look at it, if the idea of the group of police officers is *Application 1*, then show that *Application 1 belongs to Application*. If the idea of the group of lawyers is *Application 2*, show that *Application 2 belongs to Application*. If the idea of the group of mechanics is *Application 3* then show that *Application 3 belongs to Application*. Each group needs to do that separately. Overall, as shown by the model below is to verify that each idea to the left belongs the se of ideas to the right.

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b. Since the main idea of the group application is from our parent, the idea of each person from that group is also a sub idea of the main idea. From above, if the main idea of the group of police officers is *Application 1* and that group is made of 5 police officers, then there include 5 sub ideas which is part of *Application 1*. In this case, we have:



where, *Application 11* is the idea of Police Officer 1, *Application 12* is the idea of Police Officer 2, etc. Since *Application 1* is from our parent and *Application 11* is a part of *Application 1*, then *Application 11* is also from our parent. All you need to do here, for each group you are in, is to verify that your idea is part of the group idea and is also a part of the idea given to us by our parent. For example, the idea of a doctor is a part of the main idea from the group of doctors is also a part of the idea given to us by our parent. The idea of a farmer in the group of farmers is a part of the main idea of the group of farmers, is also a part of the idea given to us by our parent. The idea of a mechanic, the idea of firefighter, the idea of cook in a

restaurant and so forth are considered to be sub ideas of the main idea of each group which is from our parent. If you want, you can have a table similar to the one below.

Person Name	Group In	Person Idea	Group Idea
Person 1	Group 1	*Application 11*	*Application 1*
Person 2	Group 2	*Application 12*	*Application 2*
⋮			

For each sub idea, that person needs to verify why this idea is a part of the main idea and is indeed a sub idea from our parent list. Here all you need to do, for each person in a group, is verify that your idea of the application which is viewed as a sub idea is an idea from an idea from our parent—a sub idea from an idea from our parent.

Another way to look at it, if *Application 1 belongs to Application* and *Application 11 belongs to Application 1*, *then Application 11 belongs to Application*. This is basically what do you need to show. If the idea of the group of police officers *belongs to Application* and the idea of each police officer *Application 11 belongs to Application 1* then the idea of each police officer *Application 11 belongs to Application*. If the idea of the group of doctors belongs to our parent and the idea of a single doctor belongs to the group of doctors, then the idea of a single doctor in that group also belongs to our parent.

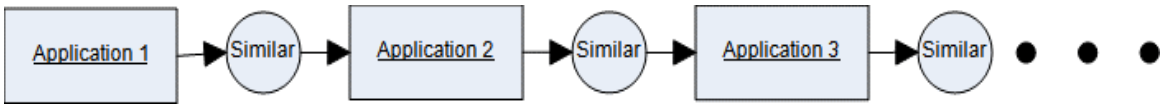
c. Since the idea of each group is from our parent, there must be similarity between them. For example, the idea of the application of the group of police officers is from our parent, so is the application of the group of doctors, lawyers, judges, farmers, mechanics and so forth. Here, all the groups combined are going to verify that there is similarity between the ideas of the application for each group. For example, from the table below we have:

Group	Group Name	Idea of Application	Group Function
Group 1	Police Officer	*Application 1*	*Communication Function 1*
Group 2	Doctor	*Application 2*	*Communication Function 2*

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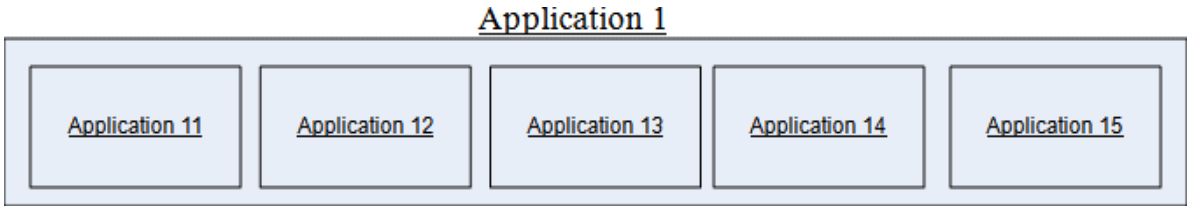
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Since the idea of the application of each group is from our parent, they are similar to each other. In this case, we can show the similarity in the form below.



where the continuation is up to the number of groups. All of the groups can be combined as a single group to show that. One group can also pick 3 or more other groups' ideas to show the similarity. Here all you need to do is show that there is a similarity between the idea of the group of mechanic, with the idea of the group of police officers, with the idea of the group of doctors, with the idea of the group of lawyers and so forth.

d. Given that the idea of each person in a group is a sub idea of the main idea from that group and each sub idea is from our parent, each sub idea from a person in a group is similar to the others. In other words, since the main idea of the group of police officers is from our parent, each idea of a police officer is similar because of that. For instance, let's assume that we have 5 police officers in a group of police officers, where the main idea is viewed below as a collection of sub ideas.



Here for each group you are in, show that the idea of each person in that group is similar to the main idea. For example, if you are in a group of doctors, each of you need to show there is a similarity between each other's idea. You do the same if you are in a group of lawyers, mechanics, farmers, etc.

e. At *Time 0* our parent provided us with the stability model, which we call the first model given to us by our parent. That model tells us that as population increases, the physical system remains stable. At *Time 1*, *Time 2*, *Time 3*, and *Time 4*, the feedback given to us by our parent refers to that model. In other words, each

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feedback given to us to our parent tells us that the physical system is stable with the given principle.

From above, you have shown that there is a similarity between the idea of the application for all the groups combined. In other words, there is a similarity between the idea of the application of the group of police officers, group of farmers, group of doctors, group of mechanics and so forth. Since the idea of the groups is similar to each other, they must be in line with each other in relationship with the principle. Here all of you combined as one group—all the groups combined as a single group—show the model of the stability of the groups in relationship with the principle. In this case, you are going to use the model given at *Time 0* to show that with the inclusion of everybody in the groups. In your model label each group to show specific group.

From your workout, you can answer these questions: Why is each group in line with each other? Why is the group of police officers in line with the group of mechanics? Why is the group of doctors in line with the group of lawyers? Why is the group of instructors in line with the group of farmers? and so forth. For each group, you can ask similar questions.

f. Previously, within a group, there is a similarity between the idea of the application of everybody in that group in relationship with the main idea of the application for that group. For example, the idea of the application for Mechanic 1 is similar to the idea of the application of Mechanic 2 as well as the main idea of the application for all the mechanics combined. The stability model given to us by our parent at *Time 0*, tells us that the system is very stable disregarding the number of people. In relationship with our case, disregarding the number of people we have in our groups, that should not affect the stability of our application. Disregarding the number of police officers in the group of police officers, that should not affect their stability. Disregard the number of farmers in the group of farmers, they should still remain stable. Disregarding the number of doctors, lawyers, judges, firefighters and so forth in their groups, they should still remain stable. Here for each group, show the stability model of the people in that group in relationship with the principle. You must label each person by their names or equivalent. You should also write down the stability model for each group.

For each group, show that each person in that group is in line with each other in

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your model. For example in the group of police officers, the Police Officer 1 is in line with Police Officer 2. In the group of doctors, Doctor 1 is in line with Doctor 2 and so forth. For each group you are in, you show that in the model. In your workout you can answer these questions: Why is a person in a group in line with another person? Why are people in the group in line with each other? Why is Police Officer 1 in line with Police Officer 5? Why is Mechanic 1 in line with Mechanic 3? Why is Doctor 1 in line with Doctor 4? Why is Farmer 1 in line with Farmer 2? These are the type of questions you need to ask and answer for each group you are in.

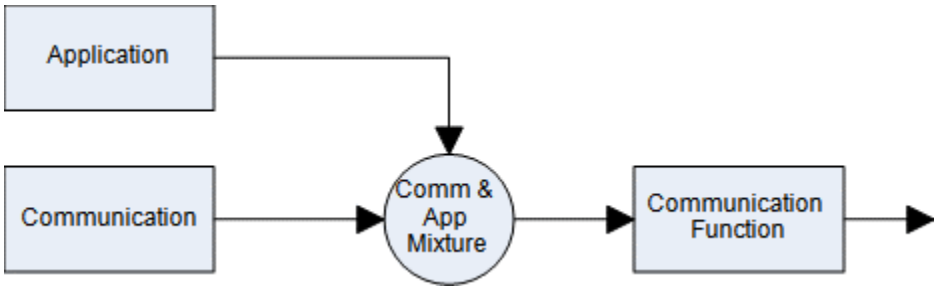
g. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. In this case, our parent provides us with the first feedback. The way to look at it, we are working on our application where we don't know how to execute it. We turn to our parent for help where our parent provides feedback to us about how to execute our application. By disregarding that feedback, our application executes unsuccessfully. At *Time 2*, *Time 3*, and *Time 4* our parent provides feedback to us again. As we can see, when we don't know how to do something, our parent's feedback helps us learn how to do it. That is normal; if we don't know how to do something in life, we need help so we can do it properly.

   In relationship with the stability model given to us at *Time 0*, since our application depends on all of us and on everybody's understanding the principle, it may not be possible for everybody to understand the principle at the same manner or the same weight. In this case, one may need help from each other in terms of understanding the principle to help execute his/her function or the group function. It makes sense in each group for one to help each other in order to get the application executed successfully. Here, for each person in a group or the group you are in, determine why it is important for one to help each other to help the function of the group executed properly. In this case, you can take it as. Verify why it is important for people in that group to help each other to execute each other's function which is part of the group function. For example, Why must police officers help each other to execute their functions? Why must doctors help each other to execute their functions? Why must a mechanic help each other? Why must a farmer help each other and so forth?

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h. By understanding the part above, it shows that one must provide feedback to each other in order to help understand the principle so the function of the application can execute properly. In a group, one must provide feedback to each other in order to help the function of that group executed properly. By understanding that we can see feedback is important to us and we must be familiar with the process. In this case, it is always good to ask when needed and provide it when needed as well. Here, each person in the group must answer these questions personally. Why is feedback important for me? Why is feedback important for us? Why should I ask for feedback whenever I need it? Why should feedback be provided to me whenever I need it? Why should feedback be provided to us whenever we need it? Responding to these questions helps us to be familiar with feedback.

i. At *Time 0*, our parent provided us with the communication function in the form below.



In other words, at *Time 0*, our parent told us that our application is a function of communication. At *Time 1*, our parent provided us with the idea of our application. The way to look at it, at *Time 0* our parent provides us the model above, where at *Time 1*, our parent provides us with feedback that includes the idea of our application. In other words, at *Time 0* our parent gave us the idea of our application from the model above, where at *Time 1* our parent provided feedback to us where the idea of our application is given to us again. In this case, we can see that at *Time 1*, *Application* given to us by our parent is viewed as a repetition of the original idea given to us by our parent at *Time 0*.

Now at *Time 4*, we us the idea given to us by our parent to enable our application to be executed successfully. Given that the communication function does not change from *Time 0*, at *Time 4* which is time now, we can use the idea of our application with the function of our application. Here, for each group, represent the model above to show the function of your application. In this case, the group

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of doctors, lawyers, police officers, farmers, mechanics, and so forth are going to represent the function of your application similar to the model above. In your model, you can identify the people in the application, the communication of the people, and the idea of the application. After representing the model, you are going to show the model to include everybody in that group as well the function of that group. Each group needs to do that separately.

j. After completing the part above, you are going to combine all the group to a single group. First, you need to combine the group to show them in the model above. In other words, you are going to use the model above with all the groups. In this case, you can show the function of the groups includes the people in the group with the model above. You must also show a model as well.

   After finishing the part above, you are going to represent everybody in the model above by not taking group into consideration. In this case, if all the groups are combined to be a fixed number, then you represent all of them in the model above by identifying the people in the groups. You must also represent a model. You may have multiple models to lead to a single one and multiple models to lead to a single one. Once you are done, show your observation and provide additional explanation.

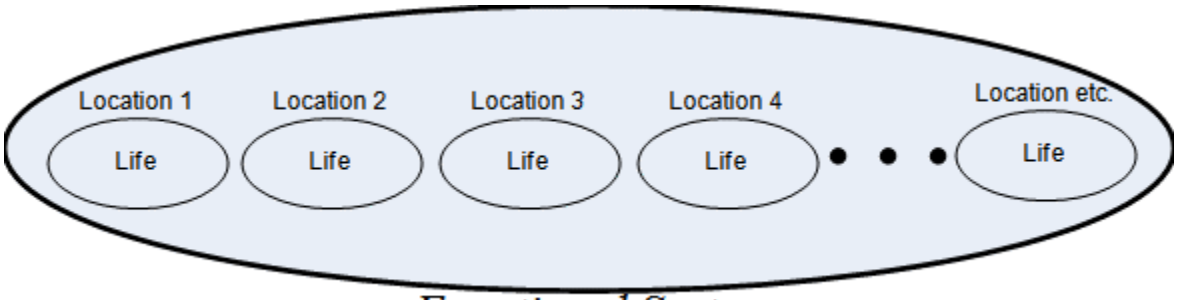
k. From the two parts above, you have represented the communication domain model. Since we think in the theory domain, we can represent the functions that we execute in relationship with what we think. In this case, we represent the function of our application in relationship to theory that we apply to execute function of our application. Here, for each group represent the theory domain model. In this case, a group of 5 police officers will represent a model of 5 of them in relationship with theory they apply to execute the overall function. Each group needs to do that. Each group needs to represent the model, then represent the model. Whatever you want to do first, it does not matter.

l. By working out the part above, now combine all of the groups together then represent the theory domain model of everybody with the application of theory. The way to look at it, if in our working area with a fixed number of people grouped into a fixed number of groups, here we represent the fixed number of people who apply theory to execute functions of life. Here, all of you combined and represent the application of theory model then represent the model to show the produced

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function. Show your observation provide any additional explanation you have.

m. The definition of life was given to us by our parent at *Time 0 Plus Plus* by taking locations into consideration in the form below.



Functional System

From the model above given to us by our parent, our parent told us that life is a combination of life at all locations combined. In these cases, all locations include our current location. By understanding that, we can see the police officers who are working at our location are local to our location. Here, all of you combined as a single group, show that police officers are local to their respective location. We can also say, verify that the police officers are local to their respective working area. Everybody in the group needs to understand and help each other in the group to understand that.

n. By working out the part above, we have verified that the police officers in our working area are local to our working area. In other words, given that life exists at multiple locations and all locations combined enabled the functionality of life. In this case, life is a combination of life at all locations. While there exist added functions that are executed in our working area, there also exists added functions that are executed at other areas as well. For example, the function of police officers that are executed in our working exists, as well as functions of other polices officers that are executed in other areas that make up life. In this case, it is not possible or practical for police officers in our working area to assume or take function of other police officers in other areas, that are not considered to be their working areas. Here all you need to do here, for the group of police officer, is show that it is not practical or possible to assume function of other police officers at other areas or locations that are not considered to be your working area.

To work this out, consider we have a group of police officers at our location and we are at *Location 1* where we have 5 police officers. You can identify your

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location in the map. At *Location 2*, which is another location in the map, there is another group of police officers, for example 10 of them. We can identify *Location 2* as well in the map. As we can see, in both locations both groups of police officers are working on their own functions. It is not possible or practical for a group from one location to assume the function or responsibility of another group at another location. Here, the group of police officers needs to show that or verify that it is not practical for police officers in our working area to assume function or responsibility of police officers at other locations.

To work this out, you can perform that into two steps. First, you can use the communication function given to us by our parent. Using the communication function, you can have two separate functions for each group to show that is not practical. In relationship with that, you can have one or multiple models for both to show that is not possible or practical.

After performing the first step above, you can use the theory domain model to show that is not possible or practical to do so. In relationship to that model, you can use system apply theory model to show that is not practical as well. In your working out, you can identify a specific theory where the identification of those theorems determines whether it is practical or not.

o. By working out the part above, we have shown that police officers at our working area are local to their respective working area. Those police officers cannot take or assume functions of other police officers that are located in other areas. Here all you need to do for the whole group, using the definition of life, is to show that the misunderstanding of that increased complexity of life. In other words, if we misunderstand that our police officers are local to only our location, then we simply increase complexity of life. Here as a single group combine, verify that misunderstand simply increase complexity of life. One should help each other in the group understand that.

p. By working out the part above, we have shown that the misunderstanding that our police officers are local to our working area, simply increases complexity of life. Here for the group of police officers, first use the communication function given to us by our parent to show that misunderstanding simply increases complexity of life. You can use the communication function first to show the increase of complexity and then the model to show the increase of complexity.

Once you complete the part above, here use the functional system life model given to us by our parent to show that misunderstanding increases complexity of life. The way to look at it, without that misunderstanding we have reducing complexity of life, where with that misunderstanding, we simply have increasing complexity of life. Every police officer in the group should understand that and one should help each other understand that.

q. From above, we have shown that police officers are local to their respective working area and they cannot take or assume functions of other police officers at other locations. Any misunderstanding of that increase complexity of life. We already know there is a relationship between complexity and resource management, but here we don't have to worry about that. All you need to do here, as a single group, is show that the misunderstanding of police officers local to their respective locations, simply enables resource mismanagement or waste of resources. In other words, when we understand that our police officers in our working area are only local to our working area, we simply manage our resources. When we misunderstand our police officers in our working area are not local to our working area, we simply mismanage resources. Here, all of you are going to combine as a single group to verify that. One should help each other in the group understand that.

r. By working out the part above, we have shown that police officers are local to their respective working areas and when we misunderstand that, we simply mismanage our resources. In other words, the group of police officers in our working area are simply local to our working area. They are not police officers of other locations, but only our working area. When we misunderstand that, we simply mismanage our resources. Here, the group of police officers is going to verify that in multiple parts.

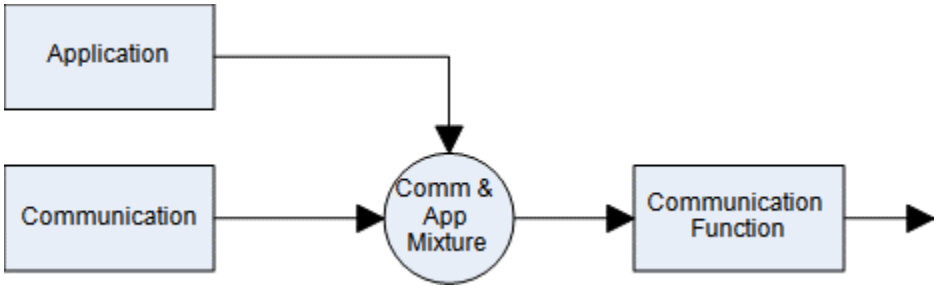
   First, use the communication function model given to us by our parent to show that the misunderstanding of police officers local to only our working area enables us to mismanage resources. In this case, you can take communication or communications of the application into consideration. You can have multiple models. You can look at entity usage as well to execute the application and entities that wouldn't have used otherwise. Entity usage in time that would not have been used otherwise. Look at communication your application depends on and

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communications your application does not depend on and so forth.

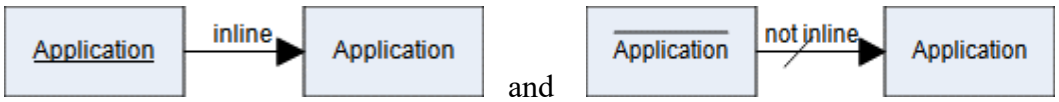
Second, you can approach that in the theory domain. Here, you can use the theory domain models to show the increase of complexity as well as instrument or method usage and so forth. In this case, you show resource mismanagement as a result of that. For example, instrument usage and instruments would not have been used. Functions executed and functions would not have been executed; which resulted in increases in complexity and affected our application.

s. The communication application function was given to us by our parent in the form below:



where *Application* belongs to our parent and *Communication* belongs to us—the people in the application.

All you need to do as a single group, is determine when people in the application are thinking in line with *Application* or the idea of the application and when they are not thinking in line with the *Application*. This is the same as saying, show Application is in line with *Application* and negative idea or $\overline{Application}$ is not in line with *Application*. The following representations can also be used to show the application is inline or is not inline.



nnn. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. By having the idea of our application, we can then use it in our application. In other words, the idea of our application given to us by our parent gives us ideas to do what we do. For example, the idea of our application given to us by our parent includes exchange idea. In this case, we

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can use the exchange idea given to us by our parent to exchange with each other. Given that we all don't live at a single location and everything that we need to live does not exist at our current location, it makes sense to exchange with each other to enable the functionality of life. The exchange idea given to us by our parent enables ua to exchange with each other to enable the functionality of life.

By understanding the explanation above, we can see that because everything that we need to live does not exist at our current location, we must interact with each other in order to exchange with each other to enable the functionality of life. Here, as a single group, verify that the process of exchanging with each other requires interaction with each other. For example, in order for me to exchange with you, we both must interact with each other. All groups must combine to a single group to work this out.

a. By working out the part above, we know that exchange is important for us because it enables the functionality of our life. By exchanging with each other, we provide and receive goods and services to enable the functionality of life. Here, let's assume that a parent has 20 children. For example, mom and dad have 20 children and all of them live at a single location. At that location, everything the children need to live exists. At some point in time, mom and dad are no longer alive, but all the children are alive and everything they need to life exists at that location. Here all you need to do as a single group, is verify that a written note is not necessary or needed in order for the children to exchange with each other. To work this out, all of you need to combine into a single group. You must provide multiple practical examples in your workout.

b. By working out the part above, you have verified that our parent has 20 children and everything they need to live exists at a single location where they live. It is not necessary or needed for them to have a written note in order for them to exchange with each other. Here all you need to do, have 4 groups or any number you have to make up 4 groups. In this case, if you have 20 people, every group can have 5 people. If you have a group of less people or more then you can partition the groups to have more or less. Here, you are going to perform exchange between groups and verify that a written note is not necessary or needed for exchange. The relationship between this one and the one above: In the one above, we have 20 people, or 20 children live at a single location where everything they need to live exists at that location. You have verified that a written note is not necessary or needed for them to exchange with each other. Here, we partition the 20 children into groups, where

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they can exchange with each other. If you want to, you can even have a single group of 20 people where you show the process of exchange with each other. Here, you do things we have done before in terms of group exchange with each other, items provided, items received, and so forth. At the end, you verify that a written note is not necessary or needed.

c. By working out the two parts above, you have shown that if a parent has 20 children and everything they need to live exists at their locations, a written note is not necessary or needed in order for them to exchange with each other. Here, related to time, the number of children grows from a specific number. Here, you are going to show that the use of a written note for exchange is still not necessary or needed in order for the children to exchange with each other as the number of children increases. You can have a table similar to the one below.

Time	**Number of Children**	**Written Note Necessary (Yes/No)**
Date 0	20	
Date 1	50	
Date 2	100	
Date 3	200	
Date 4	250	
Date 5	500	

From the table above, for each identified time, the number of children increases to a specific number. For each case, you are going to determine whether or not a written note is necessary for exchange or still not necessary for exchange as the number of children increases. Here, all of you can combine as a single group to work this out.

d. From your workout above, you have shown that as the number of children increases, a written note is still not necessary for exchange. Here, whatever groups you have as a single group, you are going to divide them into multiple groups. You can have multiple groups; you can also have single groups. Here, use what you have learned before to exchange with each other. For example, groups can exchange with groups as well as individuals. Identify items provided and items received. The relationship between this part and the part above. From the part above, you have shown that as the number of people increases, a written note is

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note necessary or needed in order for the children to exchange with each other.

Here, if you want to, you can start with a fixed number of people in your group and keep increasing that number related to time. For example, if you have 4 group where each group has 5 people, then they can exchange with each other. Related to time, you can increase that group to more people while they continue to exchange with each other. If you start with a single group of 20 people, they exchange with each other individually. Related to time, you can increase that number to more people and they continue to exchange with each other. At the end, all of you can conclude that as the number of children increases, a written note is still note necessary or needed in order for them to exchange with each other. All of you must answer these questions as a group and individually. Why is a written note not necessary or needed in order for the children to exchange with each other? Why is a written note not necessary or needed in order for the children to exchange with each other as the number of children increases?

e. Previously we have shown that our parent has 20 children and everything they need to live exists at their locations and a written note is not necessary or needed in order for them to exchange with each other. Now, we have 20 children and they move to separate locations. For instance, we have 4 locations, where 5 of the children move to Location 1, 5 to Location 2, 5 to Location 3, and 5 to Location 4. Here all you need to do as a single group, is verify that a written note is still not necessary or needed for the children to exchange with each other. The way to look at it, even though the children move to separate locations, a written note still isn't necessary for them to exchange with each other. As a single group, you must answer these questions and individually. Why is a written note not necessary or needed for the children to exchange with each other? Why is a written note not necessary or needed for the children to exchange with each other even when they live at separate locations?

f. By working out the part above, you have shown that a written note is not necessary or needed in order for the children to exchange with each other even when they are at separate locations. Here, you are going to divide the group into multiple groups. For example, if you have a group of 20 people, you can divide it into 5 people each. If you have a group of 40, you can divide it into 10 people each and so forth. You do that depending on you and how many people are in your group. Each group is viewed as a group of children where each group can identify its location. You can

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use the table below as an example.

Group	Number of Children	Location Name
Group 1	10	Location 1
Group 2	5	Location 2

From the table above, if Group 1 has 10 people, Group 1 is identified at a location. Then we label that location as Location 1. In the Location Name column, you simply name your location or the location of your group. Here, groups perform exchanges with each other. Identify items provided and items received. This can be done from group to group and individual to individual. Here for each exchange from groups or individuals from location to location, verify that a written note is still not needed for exchange with the children. You can answer this question: Why is a written note still not needed for the children as they are located at separate locations?

g. From your workout above, you have shown that even when the children are located at separate locations, a written note is still not needed to exchange with each other. Here, we are going to show that as the number of children increases at their respective locations related to time, a written note is still not necessary or needed in order for them to exchange with each other. To work this out, you can have a table similar to the one below.

Number of Children	Location	Written Note Necessary (Yes/No)
20		
50		
100		
200		
250		

From the table above for each case, you identify the location and the number of children in that location. As the number of children increases at their respective locations, verify that a written note is still not necessary for them to exchange with

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each other. In your workout, you need to answer this question: Why is a written note not necessary or needed in order for the children to exchange even when they are at separate locations and the number of children increases?

h. From above, you have shown that as the number of people increases at their respective location, the usage of a written note for exchange is still not necessary or needed by the children. Here you can do something similar to what you have done before. You can divide your group into a fixed number, where each of them is identified at a location. For example, if Group 1 has 5 people, then Group 1 is identified in Location 1. In this case, Location 1 is viewed as the working area for Group 1. You can do similarly for other groups and identify their locations. You can start with a small number for each group and perform exchanges from group to group or individual to individual. In this case, group of a location exchange with group of another location or individual at a location exchange with an individual at other locations. Identify the items provided and the items received. You can leave some number reserved and keep increasing the number in each location related to time. If you group in a circle form, you can also mark your location. For instance, if all groups combined total 100 people, you can start with 20 and leave 80 reserved. Related to time, you can keep increasing that number. At the end, you show that as number of children increases at their respective location, a written note is still not needed by the children in order for them to exchange with each other. Each group can answer this question as well as individually. Why is a written note not necessary or needed by the children to exchange as the number of children increases and they live at separate locations?

i. By working out all the related parts above, we have verified that while our parent has many children and the number of children increases related to time and live at separate locations, a written note is not necessary or needed for them to exchange with each other in order to enable the functionality of life. Here as a single group, show that if a written note is used by the children to exchange with each other, determine the value of that written note.

j. By working out the part above, you have verified if a written note is used by the children to exchange with each other, it must have a value. The way to look at it, previously you have determined and shown that a written note is not necessary or needed by the children to exchange with each other in order to enable the functionality of life. From above, as a result of misunderstanding by the children

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or some of the children, a written note may be introduced or used by them to exchange within themselves. From above, you have determined whether or not that note has value. Here all you need to do is divide yourselves into multiple groups. You can exchange from groups to groups or from individual to individual. It does not matter. You are going to exchange items like banana, apple, chips, corn, rice, grape, orange, and so forth. To exchange with each other or group by group, you are going to try to use written notes for the exchange. You can have a table to show the items received and the items provide. If you exchange from group to group, you can identify the groups. If you exchange from person to person, you can identify the persons as well in the table.

k. Continuing from your workout out above, for each entity provided and entity received either from group to group or individual to individual, determine the value of that entity. You can have a table to identify the entity provided and the entity received. If you exchange from group to group, you can add columns to show the groups as well. If you exchange from individual to individual, you have a column to identity the person who provides the item and the person who receives the item. You have a value column for entity provided and a value column for entity received. In those columns, you identify the values of those entities.

l. Previously we have shown that while our parent has multiple children, a written note is not necessary for them to exchange with each other to enable the functionality of life even though related to time the number of children increases and live at separate locations. We have shown that as a result of misunderstanding a written note may have been introduced or used by the children. And we have determined that if a written note is used by the children, it must have a value. From the part above, we have determined whether or not the written note has value. Here, continue to exchange similar to one you have done above, except each group is viewed as a location. In this case, children from one location can exchange with children from other locations. You can exchange same items listed in the part above. Add extra columns in the table to identify the locations of groups that exchange with each other or the locations of individual that exchange with each other. You already have columns that identify the values of items received and items provided. Here, you are going to determine the values of the written note from location to location. For example, if Group 1 exchange with Group 2, where one receives banana and one receives a written note, you determine the value of the banana at each location or all locations. You also determine the value of the written

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note at each location or all locations. Here you are going to add additional columns to show your observation and provide additional explanations.

m. By working out the part above, you have shown that while the children live at separate locations, they can exchange with each other in order to enable the functionality of life. From above, you have determined whether or not the written note has value from location to location. For example, after the exchange of banana using a written note, if the two parties involved go to their respective locations, the banana keeps its value of both locations, while the written note may not keep its value at both locations. As we can see, the banana keeps its value at all locations, while the written not might not have value at all locations. All you have to do here, as a single group, is show that if a written note is used by the children or some of the children, that note is considered to be a local entity. The way to look at it, Group 1 exchanges with Group 2 where one receives banana and one receives a written note. In this case, the banana is viewed as a nonlocal entity, while the written note is viewed as a local entity. Here, as a single group you are going to verify that providing more explanation and showing your observation.

n. By working out all the parts up to here, you have shown that a written note is not needed by the children in order to enable the functionality of life. Depending on how you have worked out the first or second part or answer question: Why isn't a written note needed by the children in order for them to exchange with each other? Here, as a single group you need to show that. A written note is an added element; therefore, it is not needed by the children in order to exchange with each other. If you have already determined that previously from your workout or some of this part, you can simply skip this part. What is important here is to understand the written note is an added element. The keywords here are *added element* or *added entity*. Since everything needed by the children to live exists at their location, therefore an added element is not needed or necessary for them to exchange with each other in order to enable the functionality of life.

o. Previously you have shown that given everything the children need to live exist at their location, there is no need to introduce or use a written note in order for them to exchange with each other. As a result of misunderstanding by the children or some children a written note or notes are introduced or used to exchange with each other. You have partitioned yourselves into multiple groups that represent the children at multiple locations and exchange with each other. From your groups or

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individually, you have exchanged banana, apple, orange, rice, corn and so forth. By looking at the exchange process you have done, you may have observed that the written note that you have used to exchange with is considered as a later entity, while the actual entity like banana, orange, apple and so forth is considered as an instant entity. Here, as a single group, verify that the written note is a later entity while the actual entity like banana, apple, and so forth are considered as an instant entity.

p. Depending on how you have worked out the part above, you can verify that here. All you need to do is divide yourselves into multiple groups or individual. One of the groups exchanges banana with a written note; the other one can exchange apple, orange, and so forth. You can also do that individually where one can exchange grape, rice, orange, and so forth for a written note or notes. Here, each group or individual is going to verify that the actual entity like banana, apple, orange, rice and so forth is viewed as an instant entity while the note is considered as later entity. To do that, you can look at the function of entity you have exchanged for the written note. For example, if Group 1 exchanges banana with a written note. For example, Group 1 gives banana to Group 2 while Group 1 receives the written note and Group 2 receives banana. In this case, Group 2 can use the banana instantly, and it is viewed as an instant entity. While Group 2 hold the note to use as a later date, in this case that note is viewed as a later entity. What is important here is that actual entities are considered to be instant entities, while written notes are considered to be later entities.

q. By working out the part above, you have verified that the actual entities being exchanged are considered to be instant entities while written notes are considered to be later entities. Here, as a single group, you are going to show that. Given that the written note is considered to be a later entity, it must have a value. Given that written notes are considered to be later entities, they must have values. The way to look at it, you don't want a later entity not to have a value, since you are going to use that entity at a later time. In this case, you also want that entity to retain its value at a later time. Here, you are going to work this out in two parts: First, you are going to verify that the notes must have a value since they later entities. Second, you are going to verify that the notes must retain their value related to time since they are later entities. Work this out as a single group and one should help each other in the group understand that.

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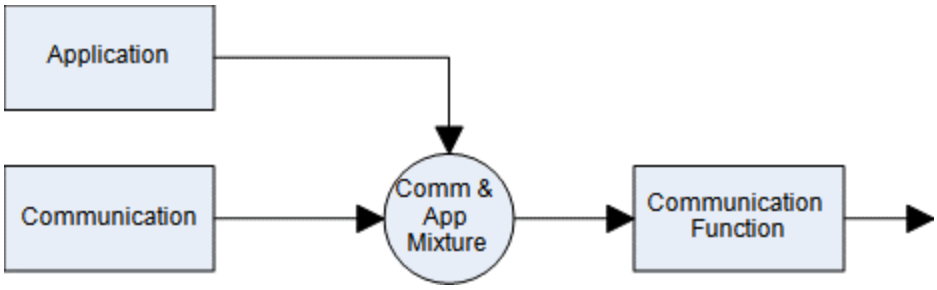
r. From the part above, you have shown that as a later entity, the written note must have a value and it must retain its value related to time. Here, as a single group, verify that if the written note does not have a value and cannot retain its value related to time, then it is invalid. Work this out as a single group and one should help each other in the group understand that. You can work this out into two parts: First, you verify that if the written note does not have a value, then it is invalid. Second, you verify that if the written note cannot retain is value related to time, then it is invalid.

s. Here, if you want to you can validate your workout above. To do so, you can divide yourselves into multiple groups or individuals, where one can exchange banana, apple, orange, rice, corn and so forth. You identify the entity you receive and the entity you provide. In this case, you can determine whether the written note has a value and the value can be retained later. In this case, you can try to hold that note for as long as possible and determine if it has retained its value. You can mark initial time and each additional time. You have already done something similar before from previous parts; you can use that experience here. What is important here? Disregard how long a group or individual holds that note. Whether it has a value and it must retain its value as a later entity, since that note is a later entity, it must have a value and related to time the value must hold. If he value of the note cannot hold related to time, then that note is invalid. You can conclude that or take that into consideration during the exchange process.

t. By working out all the related parts above, you have verified that the usage of a written note is not necessary or needed for the children to exchange with each other even as the number of children increases and they live at separate locations. Here, as a group, look at complexity in the exchange process by the children with the usage of a written note/notes or the introduction of a written note/notes for exchange. In this case, you are going to work that out as a single group to show the complexity in life as well in the exchange process in the locations.

u. By working out the part above, you have shown the increase of complexity with the usage or the introduction of a written note or written notes for the children to exchange with each other. You may have worked that out in a form where you use paper or board to list all types of complexities or increase complexity by the written note. For example, you have sat down together to list specific complexities and provide more information about it. Here, as a single group, you are going to use

the communication function given to us by our parent in the form below to show the increase of complexity by the written note.



By using the model above, show that the written note or notes increase complexity in the applications of the children. In this case, you can work this out as a single group, where you can assume a group of 4 children that exchange to each other, where the introduction of the written note increases complexity in the application. You can also work it out as individual exchange, where multiple people exchange together. In this case, you show the complexity of the application increases or increase tremendously with the introduction or the usage of the written note.

v. By working out the two parts above, you have shown that the introduction of the written note by the children to exchange with each other increases complexity in their applications. Here, you are going to verify that in another form. To do so, you are going to divide yourselves into 4 or more groups. In this case, each group can have a specific application. Groups can exchange with each other to provide and receive items to execute their applications. In this case, the exchanges are being performed by proving written notes and received items, where the items are used in specific applications. In this case, you can decide your application in advance in terms of items received and items provided.

   To work this out in the simplest form, you can have a list of items where the items can only be used by the groups for the application. In this case, other items for other applications are not needed. For example, if one group decides to make juice, the following items can be used: orange, sugar, water, cups, or orange powder, spoons, filter, and so forth. All you need to do here is to make sure everything that you need for the applications, exists. In other words, in our location we have everything that we need to execute our applications.

   From above, you use written notes to exchange for items to execute your

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application. If you work this out as 4 groups or more, you may have 4 applications where each group has an application. At the groups' locations, everything they need for their application exists. Here all the groups combined need to answer this question: Why use that written note to exchange with each other if everything exists in your location? Answer this question as a single group.

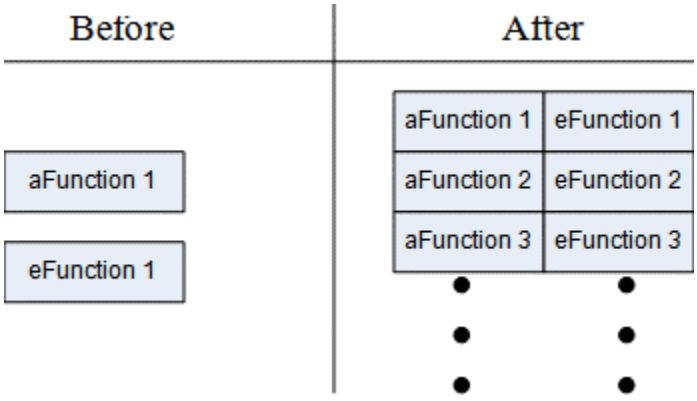
Verify that the written note is an added element by the groups. In other words, the written note is an added element by the children. The way to look at it, everything existed at your location to execute your application. In addition to that, you simply use the written note to exchange for items that already existed at your location.

After verifying that the written note is an added element, here you are going to verify that the written note is also a later entity. In this case, you use a written note or notes to exchange to get items to execute your applications. After your application is executed, the written note or notes is/are stored at a location. In this case, we can see that the written note or notes is/are later entity/entities. Here, you verify that as a single group.

Since you are working in the communication domain, here you are going to identify all sort of communications that enable the increase of complexity in your application by the written note. All you need to do here as a single group, is list all communications that enable the increases of complexity of your application by the written note.

w. The complexity theorem was given to us by our parent in the form below:

If we increase the complexity of the added functions, the complexity of the existing functions will increase tremendously.



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As a single group, using the complexity theorem given above, show that the introduction of the written note or notes, increase the complexity of life. To work this out, first you show that the introduction of the written note increases the complexity of added functions of life. Second, you show that that since the introduction or usage of the written note/noes increase the complexity of the added functions, then the complexity of existing functions increases much more. At the end, you put that in the functional system model to show that the complexity of life increase as a result.

x. Continuing from part v above, now show the increases of complexity by the written note/notes in the theory domain. To work this out, as a single group you can identify functions that their complexity increases by the usage or introduction of the written note/notes. First you can look at added functions. In this case, look at added functions with absence of the written note and with the written note. In both cases, you are going to look at the number of affected functions. For example, the usage of the written note may require more functions than the absence of the note. In both cases, look at affected functions in terms of existing function. For example, the number of affected functions or affected existing functions with and without the note.

   Depending on how you work this out if you haven't done so, for each group, take your added function into consideration in relationship with the written note. Look at other functions that are added as a result of the note. You can determine as a result whether that increases complexity.

y. We have verified that since everything that we need to live exists at our location, there is no need for us to have written notes in order for us to exchange with each other. Now, let's look at it in terms of exchange. What do we think about the written note. The way to look at it, the written note enables us to think differently when we identify an entity. For instance, with the absence of the written note, when we see an entity we think about exchange for that entity or usage of that entity. With the presence of the written note, we or some of us may not be limited by those two ideas only. Here, you need to verify that as a single group.

z. As a single group, show that the increases of the note increase complexity. To work this out, you can have a table where at a point in time, the children start with a fixed

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number of notes at their respective locations. As time goes, the quantity of the note increases. Here, show that the increases of the note also increases complexity in life. We can also say that increases of the note increase complexity at their locations. You can also ask and answer this question: Why the quantity of notes needs to be increased related to time?

aa. From the part above, you have verified that increasing the quantity of the note also increases complexity. You have also answered this question: Why the quantity of the note needs to be increased? Here, verify that increases the quantity of the note does not increasing the value of that note. In other words, as a single group, you have determined whether or not the note has a value. Here, as a single group, you determine that increasing the quantity of the note does not automatically increase the value of that note.

bb. While items are being exchanged with the written notes, it looks like the people or parties who receive those notes have no control of them. For example, a banana is exchanged for a note; the person who receives the banana has control of the banana. However, it looks like the person who receives the note has limited control of it. While the note is in the person's possession, that person has limited control of that note. Here, as a single group, verify that and determine why. You can provide some practical examples. If you want to, you can divide yourselves into multiple groups and exchange items with notes. For example, you can exchange banana, apple, orange, rice, corn and so forth with notes. In this case, you can show that the groups or people who receive those items have more control of those items than people who receive the note. To conclude, all groups can combine together to determine why.

cc. Depending on how you worked out the part above, you can do this one. All you need to do here as a single group, is verify that: Even if the note is at your possession, it looks like it does not belong to you. If you want to, you can provide multiple practical examples.

dd. By working out the part above, since it looks like the person or party who receives the note has not control of it, it looks like the note does not belong to that person. Here, as a single group, verify that the value of that note in relationship with the value of that note for that person. The way to look at it, if a note is exchanged for a banana, that banana itself has a value. The person who receives the banana also

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values that banana. In this case, the banana has a value to itself and it also has a value to the person who receives it. Here we can think it as two values: the value of the banana can be viewed as a constant value. While the value of the banana to the person who receives that banana can be viewed as another value, in this case, you are going to look at the value of the note by itself as well the value of the note to you or person who receives it.

If you want to, you can work this out by dividing yourselves into multiple groups, where groups can exchange with each other using written notes. Individual can exchange with each other using written notes as well. You can have a table to identify the items provided and the items received. From that table you have columns to identify the value of the items received and the items provided. In this case, you can have two or multiple value columns where one is the constant value of the items and the other one's values of the items to groups/persons who receive the items. As an example, if a group exchanges banana with another one, where one group receives banana and another group receives a written note. You can have a table with a column value of the constant value of the banana as well as the note. Then you have another value column to list the value of the banana to you where the other party or group can have another column for the value of that note to that group. At the end, both groups or all groups should show their observation and provide additional explanation.

ee. Depending on how you have worked out the part above, all you need to do here is to determine whether the note has a value to itself and a value to you. In this case, you can work this out as a single group combined. If you want to, you can work out that while in group where both the group/party who provides the note and the group/party who receives the note can determine that.

ff. As a single group, verify that the value of the banana—apple, orange, rice, corn and so forth—to you remain the same even if their quantities increase while you are not in possession of those quantities. On the other hand, the value of the note to you at your possession decreases when the quantity of the note increases even when you are not in the possession of the quantity. The way to look at it, assume that you have 5 bananas. Those 5 bananas have a value to you. If the quantity of banana increases to 100 somewhere, your 5 bananas still have the same value to you. However, whether the note has value or not while you are holding your note, if the quantity of that note increases tremendously or simply increases, the value of the

note you are holding simply diminishes. Here, as a single group you can verify that by providing multiple practical examples.

If you want to, you can work out this part by dividing yourselves into multiple groups. For example, assume that you have two groups that exchange with each other one receives a written note and the other one receives an actual entity. Outside your two groups, two other groups can be formed to increase the quantity of the actual item and the written note. In this case, one group can increase the actual items at their own space where you may not be aware of that. The other group can increase the quantity of the note. In this case, you determine the value of the item to you where the group who receives the note can determine the value of the note to that group. At the end, you can show your observation in your conclusion.

gg. As a single group combined, verify that the usage of written notes for exchange requires little or no understanding of life, while the absence of the written note for exchange requires a better understanding of life by the children. In other words, it requires little or no understanding of life to use written notes for exchange, while it requires a better understanding of life to exchange without the usage of written notes.

hh. From this part of this exercise, we have verified that since the children have everything they need to live at their locations, there no need to have written notes in order to exchange with each other to enable the functionality of life. We have shown that the written note is an added element, therefore it is not needed by the children in order to exchange with each other. We have also shown that the written note creates complexity, therefore it produces more unwanted/unneeded functions that would not have been produced with the absence of the note.

Since there is a relationship between complexity and resource mismanagement, in addition to complexity produced by the written note, it also enables resource mismanagement. In other words, by using written notes to exchange with each other, this process enables the children to increase complexity of life as well as mismanage resources that enable them to live. Here, as a single group combined, you are going to verify that by providing multiple practical examples. One should help each other in the group understand that. In this case, as a single group, you take the whole group as a group of children. As a group of children who have a fixed set of resources to live, it does not matter if some resources can reproduce

naturally where some cannot. Verify that the introduction or the usage of written notes to exchange by the children increases complexity of life.

If you want to, you can use history as an example. In this case, you can look at historical usage of the note in relationship to increase complexity. In this case, you can use complexity theorem. From your workout, you can show as time goes up, the usage of the note goes up, which increases complexity of life. You can look at specific functions related to historical usage to show that as time goes up, the usage of the note goes up, more functions are introduced which increases complexity of life. You can take into consideration both negative and positive functions.

ii. By working out the part above, here you extend your verification practically. To do so, you can divide yourselves into multiple groups. For example, you can divide yourselves into 4 groups where groups can exchange with each other using written notes. One can exchange with each other as well using written notes. In this case, you are going to identify functions and determine that the note increases or add additional functions to the system. To do so, assume that Group 1 exchange with Group 2 where one receives banana and one receives note. You can have a table like the one you have before when you worked out similar parts above. You identify the item received, the item provided, values of the items, and so forth. You can identify functions of the items as well.

You can analyze the note and determine how the note comes to play. Since the note is an added element, some of the children may have thought about it. How they come to the usage of notes for exchange? How is the note produced? Does the note have value? What is the value of the note, if it has value? How is the note viewed when it is identified? How the note is viewed in relationship with entities when it is identified? Here, rather than put the additional functions, questions are asked instead. In this case, based on those questions you can determine additional functions that are added by the notes that increase complexity of life. You can also look at application needs, quantity, time, and so forth where the absence of the note can enable some adjustments.

By working out this part, it enables us to identify other functions that ae added by the note and that would not have been added with the absence of the note. In this case, unwanted or unneeded functions introduced in the system enable the children to use more resources that they would not have used. In other words, the

introduction of written notes by the children enables the children to do things they would not have done with the absence of the notes. Those things can be either positive or negative. In each group or person that exchange to each other, you can identify those things and conclude that they enable resource mismanagement.

jj. By working out the part above, you have shown the presence of the note enables resource mismanagement. You have verified that since the children have everything they need to live at their locations, the usage of notes for exchange simply creates complexity and enables resource mismanagement. Here all you need to do, as a single group, is to consider that all of you as children where you have everything to live at your location. How would you approach the process of exchanging with each other in order to enable the functionality of life? To work this out, you can do it into two parts: first, all of you combined to a single group where you have everything that you need at your location. In this case, your location is viewed as a single location. Here, you are going to determine the process of exchanging with each other without using written notes. How would you do that as the children?

Second, you can divide yourselves into multiple groups, where each group represents a location. The way to look at it, if 4 groups meet in a room, each group can have its own space as its own location. You can use tape, or a highlighter or a marker to mark the location of each group. In this case, each group can determine the process of exchanging with other groups without using written notes. How would you do that? Each group needs to answer the question. How can we exchange with each other as a group to enable the functionality of life?

kk. By working out the part above, you have to determine how you can exchange with each other without using written notes. Here, you are going to work out the part above practically. In this case, first you can perform exchange with each other in a single group. You are in a single group, and all of you are children. All of you have items that are needed to live. In this case, all of you can exchange with each other. You can identify the items provided, the items received, and so forth. In this case, you can have a table to identify the items provided and the items received as well as the people who provide and receive specific items.

Once you complete the part above, you can divide the group into 2 or more groups. For example, if you have 4 groups, where groups are exchanged with each other,

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you can have a table to identify the group number, items provided, items received, and so forth. In this case, if you have 4 groups, each group is in a separate location. The way to look at it, the children live in separate locations, but they can exchange with each other. For example, Group 1 can be identified at Location 1, where Group 2 is identified at Location 2 and they exchange with each other.

ll. From the part above, you have to determine how the children can exchange with each other without using written notes. Since the written notes have been introduced by the children and the written notes increase complexity and enable resource mismanagement, in order to solve this problem, it makes sense to reduce the usage of the written notes related to time. As a single group combined, how would you reduce the usage of the written note related to time? All you need to do here, as a single group combined, is determine how to reduce the usage of the written notes related to time in order to solve problems developed by the note. You can also answer this question: Why is it important to reduce the usage of the notes related to time?

mm. You have verified that the usage or introduction of written notes by the children to exchange with each other increases the complexity of life as well as resource mismanagement. Depending on how you have worked that out, you can do this one to show the relationship of complexity and resource mismanagement. As a single group, you are going to look at unneeded/unwanted/unnecessary functions, unneeded/unwanted/unnecessary functions resources usage, negative functions, negative functions resources usage. You can have multiple practical examples by looking at multiple applications. In those applications, you can identify unnecessary, unneeded, unwanted functions and resources usage by those functions. To do this, an application exists to solve an identified problem. The problem is identified as well as the function that should be executed to solve that problems. In this case, you can look at some extras that are not needed to execute the function of the application, where those extras create complexity and enable the usages of more resources. For each case, you can show the relationship with the written note.

Look at negative functions as well and determine resources that they use without solving any problem as well as develop problems. In this case, for each negative function identified, you can look at resource usage. For each negative function, look at resource usage in relationship with the written note.

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nn. Verify the following statement or answer the following question: Why does not it make sense to exchange something with value with something with no value? In your response you can elaborate more. Work this out as a single group. One can help each other in the group understand that.

oo. As a single group, verify the following statement: if everything the children needs to live exists at their locations, there is no need to introduce a written note or use written notes to exchange with each other to enable the functionality of life. Depending on how you worked that out, show that the following theorem is from the exchange system theory: *if everything needed to live exists—at our location—there is no need to add an entity to exchange with each other*. *If everything needed to live exists, there is no need to add an entity to exchange.*

pp. Since the notes increase complexity and enable resource mismanagement, as time goes it makes sense to reduce the usage of the note to decrease complexity and enable resource management. You have shown that. Here as a single group, you have to verify some steps you have taken to reduce the usage of the note. All you have to do here is put a check mark on each item and verify that each item was in the list of steps you have taken. 1. Decreasing quantity available, as time goes, rather than increasing the quantity makes sense to stop increasing the quantity. 2. You have identified other exchange methods from previous parts, in addition to the note they can be used gradually related to time. You may have other steps from your list, all you need to do is to verify each step. Work this out as a group and one help each other understand that.

qq. Verify that, since the number of children increases related to time, with a fixed set of resources, it makes sense to manage them so we can leave adequate resources for children behind. Since the number of children increases related to time, it makes sense for them to manage their resources so they can leave some for other children—children that come after. Rather than misuse and waste resources, it makes sense for the children to use them without wasting them so children that come after can have resources to use as well. Here, as a single group, verify that statement.

rr. By working out the part above, you have shown that the children must use resources in a non-wasteful manner, so resources can be left for other children. Here, you can verify the part above practically. To do that, start with a fixed set of resources.

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A group of 2 people can be identified, where that group is identified with a fixed set of resources. For example, banana, apple, orange, or whatever you may have. You can have a table where you start with *Date 0*, where you identified yourselves as two people. In this case, your table will have time, and number of people. If you want to, you can have columns for list of resources available. At another time like *Date 1*, you increase that group by taking people from standby. This is the way to look at it. If you start with two people, then you can have a group of people on standby where you can increase your group related to time. If you start with two or more groups like Group 1 has 2, Group 2 has 2, Group 3 has 2, and so forth, each group can increase the number of people by taking people from standby to increase the groups. In this case, you record people you take from standby, the number of your group as it increases, as well as resources available.

Now at some point in time, the two people that start the group like Group 1, Person 1 and Person 2 can exit that group, so they are no longer available. The way to look at it, related to time, each group is going to increase to much more people, while some people can exit the group because they are no longer available. People who exit the group, cannot come back to that group or be uses in any other group. The way to look at it, less people exit the group, while more people join the group. What is important here? If you start with a fixed set of resources and you waste them, the people who come to join the groups after some people left the groups, will not have resources to use. In this case, each group needs to manage resources so people who come to join the group can have resources to use. At the end, each group needs to determine how you manage your resources. You will provide additional explanation and explanation on steps you have used to manage resources in your group. At the end, all of you can be combined into a single group to verify your step.

ss. By working out the part above, you have verified steps you have taken to enable resource management. Some of you may have been identified as mom and dad where some other were identified as children. At the end, all of you were identified as children where you have taken steps for resource management in order to leave resources for children that come after you. Here as a single group, you can identify additional steps for resource management which include: entity in use, entity not in use, when an entity is in used, when an entity is not in used, time an entity is in used, time an entity is not in used, quantity of entity and so forth. As a single group, show the process of resource management related to time. In this case, you can

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identify an entity and look at time and in used and time note in use, as well as quantity and determine the process of resource management related to that.

tt. By working out the part above, you have to verify the steps listed as part of resource management. Here, as a single group, verify that process or method is also an exchange. Work this out as a single group and one should help each other in the group understand that.

uu. By working out the two parts above, you have to verify that the process of resource management include usage of entity related to time as well as quantity. In this case, you may have shown or realized that since an entity may not be in use all the time, it makes sense for that entity to be available for others to use. This process enables resource management, because it reduces quantity of resources that could have been used to produce additional entities that may not have been needed. Here, you are going to verify that practically. To do so, you can have multiple groups. For example, all of you can be combined to have 4 groups or more. Each group will identify an entity, where it may not be possible to use that entity all the time. In this case, when that entity is available to use, another person can use it, and some other time, others can use it. You can have a table that identify the name of the entity, the time of usage, and so forth. While a single entity can be identified, if you want to you can have multiple entities. What is important here is that an entity may not be needed to be used all the time by one person, so another time another person can use it. At the end, all of you can be combined to a single group where each group can explain the process of resource management they have taken.

vv. By working out the part above, you have shown that entity usage at time and quantity is a part of resource management. From your observation, you may have realized that entity usage at time is part of resource management with limited quantity. In this case, increasing quantity when it is not needed is a part of resource mismanagement. All you need to do here is show that as a single group, sometimes increasing quantity is not the solution to managing resources but look at usage at time in relationship with function of entities. One should help each other in the group understand that.

ww. In terms of resources management, it is good for the children to approach it in this form. Related to time, resource management can be approached gradually. For example, at start we have less people to manage resources, where as time goes, we

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have more people to manage resources. This table provides an example.

Time	Number of People	Number of People Managing Resources	Number of People not Managing Resources
Date 0	Fixed Number	0	100%
Date 1	Double fixed number above	5%	95%
Date 2	Three times the fixed number	10%	90%
Date 3	Four times the fixed number	15%	85%
Date 4	Five times the fixed number	20%	80%
Date 5	Six times the fixed number	25%	75%

From the table above, as time goes, the number of people increases. In this case, it makes sense for the children to manage resources available. In this case, if we start at a time where we never manage our resources, as we start learning about resource management, we start managing our resources. In this case, wet set τ_1, as the starting time of our resource management. In resource management, it is always good to start somewhere, even if it is very small. Out of 100 people, even if a single person starts with resource management, it is better than nothing. From the table, as time goes more people start managing resources. By looking at this process, at some point in time, we expect to have 100% people manage resources. All you need to do, as a single group, is determine why it is important to approach the process of resource management in this form.

xx. Use the exchange system theory in relationship with the information theory to show that if the value of the note—or later entity—does not hold related to time, then it—that note—is invalid. In other words, you use theorems in both the exchange system theory and the information theory to show that the note is invalid if its value does not hold related to time. Work this out as a single group and one help each other in the group to understand that.

yy. We have shown that the children introduced the usage of written notes to exchange with each other while that was unnecessary. By getting used to the written notes,

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the children do not think about actual entities in terms of exchange but the written note. It is better to think about actual entities in terms of exchange rather than the written notes. In terms of solving problems, we think about actual entities, rather than the written note. Here, as a single group, determine why it is better to think about actual entities rather than the written note.

zz. You may have already shown that increasing the quantity of the note does not increase the quantity of resources available. Related to time, as the quantity of the note increases, we have less resources available since we do not manage them. If you haven't verified that, you can verify that here as a single group. All you need to do if you haven't done so, as a single group, is to show that as the quantity of the note available increases related to time, the quantity of resources available also decreases. Work out this first before continuing.

Here, look at the quantity of notes available and quantity of resources available in relationship with time. The way to look at it, when resources are abundant, even when we have a limited quantity of notes, we think it seems to work since we do not think about resources because they are abundant. As resources come down and quantity of the note increases, we think more about resources. For example, the quantity of notes to use to get specific resources. The way to look at it, as resources come down or decrease, the usage of the notes for exchange becomes less stable. Here as a single group, verify that by providing multiple practical examples. All you need to do as a single group, is show that as resources available decrease tremendously, the notes become less, less stable. You must provide multiple practical examples. One should help each other in the group understand that. You can also use history in your workout to show that in the past the usage of the note was not problematic or questionable because of abundant resources, but as resources decrease tremendously, the notes become more problematic and less, less stable.

aaa. If you want to, here you can verify the part above practically. To do so, you can start with multiple groups that exchange with each other. For instance, you can have 4 groups, where one group can exchange banana with another group. In this case, one group can receive banana and the other groups can receive notes. Other groups can exchange other items. It does not matter. All you need to do, similar to what you have done before, groups exchange with each other where items are exchanging with written notes. You can have a table in relationship with time and quantity of

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items available. You can start with abundant of items, such as banana, apple, rice and so forth. As time goes, you decrease the quantity of those items. The quantity of the notes can be increased as well. For each time, you can look at the quantity of those items as well as the quantity of the notes. By comparing each time and performing some analysis, you can see that the note becomes very unstable. At the end, all groups can combine together to show your observation and provide additional explanation. From your observation, you can look at the following: as resources are abundant, we don't see the note, we see resources, however as resources becomes limited, we see more the note. Therefore, the notes may have been used because of abundant resources. At that time, we did not see it as a problem, because of abundant resources.

bbb. As a single group, show that the process of resource management includes: understanding the principle, understanding the physical system, understanding system and system relationship, understanding the functional system, understanding function and system relationship, understanding our communication interface. Work this as a single group, where you can provide a practical example for each case.

ccc. Depending on how you worked out the part above, show that the process of resource management requires the learning of the principle. Without learning and understanding the principle, it is not possible to manage our resources. Work this out as a single group and one helps each other understand that.

ddd. Depending how you worked out the two parts above, verify with multiple practical examples that it is not possible or practical to manage our resources if we do not understand the principle that enables us to live together. As a single group, you can give multiple practical examples. For each case, you can look at resources wasted when we don't live together and resources that we manage when we live together. In this case, you look at resources wasted when we don't live together and resources saved when we live together.

If you want, you can also extend the workout above as a practical group exercise, where you identify entities that can be used together in relationship with time. In this case, you can identify that this process happens when we live together. Where without living together, multiple entities would have been used which are being unnecessary. Each group can identify the items, where specific items can be used

together, due to the fact that we live together. Where without living together, more resources could have been used.

Depending on how you have worked out the part above, if you did not elaborate resource management in your workout, all you need to do here is to verify that living together enables us to use less resources while not living together enables us to use more resources. In this case, you can see that living together is part of resource management. You can verify that by using the same practical example as your baseline.

eee. As a single group, verify that the process of reducing complexity requires: understanding the principle, understanding he functional system, understanding function and system relationship, understanding the physical system, understanding the physical system in relationship with the functional system, understanding system and system relationship, understanding existing functions, understanding added functions, understanding the relationship between added functions and existing functions, and understanding our communication interface. You may provide multiple practical examples or multiple practical examples for each case. As a single group, you don't have to do all. You can just pick two or three or whatever you want.

fff. Depending on how you worked out the part above, if you want you can do this one. Here, use the functional system model to show that reducing complexity requires the understanding of the functional system and the physical system. You can think it as the relationship between both. Work this out as a single group.

ggg. Depending on how you have worked out the two parts above, verify that the process of reducing complexity in our applications requires the learning of the principle. You can take it as, while misunderstanding of the principles requires us to increase complexity in our application, as we start learning the principle, it makes it possible for us to reduce complexity in our application. You can provide practical examples if you want to.

hhh. In terms of reducing complexity, you have done multiple examples before. For example, you have performed exchanges which is a process of reducing complexity. You have also performed exchanges where entities are being used in relationship with time by taking functions into consideration. Both processes are considered to

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be a part of reducing complexity. You have also been learning the principle, proper problem identification, and so forth. All those processes are parts of reducing complexity. Here if you want to and you have not done so, you can extend the same examples you have worked before as multiple groups. For example, exchange with each other, usage of entities in relationship with times by taking functions into consideration. All you need to do here, using the definition of life and the complexity theorem, is to show that this is a process of reducing complexity. In this case, each group that exchanges with each other and entity usage in relationship with time can work this out. At the end, all groups can combine together to show that reduced complexity using the functional system model and the complexity theorem.

iii. Previously, you have shown that as quantity of the note increases, complexity increases and resources wasted increases. Here, depending on how you have approached your workout, you can work out this one by taking history into consideration. You can start with *Time 3 +10* or +12, +13, and so forth. It does not matter what date or time you use. All you need to do is start with a specific date and record the quantity of notes available. As time goes up, the quantity of the notes increases. You can use steps of 5 years, 10, years, 20 years and so forth. You can start with a bigger step, then as you approach current date, you can decrease the step. You need to have a table and charts to show that as time goes up, the quantity of the note increases, and you need to compute *lost over time* and compare them related to previous times. Work this out as a single group and at the end show your observation and provide additional explanation. At the end you should observe that the faster the notes increase, the lost comes down much faster. In other words, as the quantity of the note available increases much faster, loss in the functional system is much bigger.

jjj. Previously we verified the written notes increased complexity and enabled resource management. We have shown that as the quantity of the written notes increases, the functional system becomes more complex as well as resource mismanagement increases. By understanding the overall process, we can see that one factor that causes that is the way we think about the written notes. In the case of thinking about actual entities, we think about the written notes. In other words, if we have a problem, rather than thinking about actual entities that can help us solve that problem, we simply think about the written notes. In this case, the written notes simply bypass the actual entity. As an example, if we identify a problem like Problem 1 and Entity 1 can be used to help us solve that problem, rather than

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thinking about Entity directly, we simply think about written notes as the substitution to help us solve that problem. In this case, we don't think about Entity 1 directly to help solve the problem, but we think about the written notes as the substitution. Here, as a single group, you need to verify that by providing a practical example. All you need to do, as a single group is verify with some practical example, when we have a problem, we think about written notes to help us solve that problem, rather than thinking directly about actual entities to help us solve that problem.

kkk. By working out the part above, you have shown some example where we think about the written notes when we have a problem rather thinking about actual entities that help us solve that problem. Since the written notes increase complexity and enable resource mismanagement, show with some practical examples when we have a problem and think directly about the written note to help us solve that problem rather than about actual entities directly, we simply increases complexity of life and enable resource mismanagement. To work this out, as a single group, in your practical example, identify a problem whether the problem has been misidentified or not. After identifying the problem, rather than thinking about actual entities to help solve the problem, the written notes come into play first. In this case, you show that because of the written notes complexity increases as well as resource mismanagement. You may conclude that if the actual entity to solve that problem was first taken into consideration rather than the written notes, that would have decreased complexity and enabled resource management.

lll. By working out the part above, you have shown that when thinking about the written notes directly to solve a problem, that might increase complexity and enable resource mismanagement. Here, you are going to show here, that a lot of times the problem remains unsolved and sometimes misidentified. The way to look at it, a lot of times the problem has been misidentified because of a few analyses or none. Since some people get used to thinking about the written notes when they first get a problem, the written notes come into play first. As a result, the actual problem remains unsolved. Here, you are going to verify that as a single group with some practical examples. To do so, you are going to identify one or more problems, where little or no analysis has been done. In this case, the written notes come into play first as the solution. At the end, not only does complexity increase, but also waste of resources, and the problem still remains unsolved. In this case, you can conclude that rather than thinking about actual entities that can solve the problem, they are

bypassed where thinking about the written notes come first.

mmm. By working out the last three parts above, we can see that it is always good to think directly about actual entities that can help us solve a problem rather than bypassing those entities and thinking about written notes first. Here, as a single group, identify a couple of problems, and identify actual entities that can help to solve those problems. You can have a table similar to the one below.

Problem Identified	Entity Needed to Solve	Think Directly About	Written Note Bypassed
Thirst	Water	Water	Yes

The table above shows an example. Thirst is identified as the problem. In order to solve that problem, water is needed. In this case, rather than thinking about written notes directly and bypassing the water, which is the actual solution, we think about the water directly. In bypassing the written note column, we simply put yes, because we bypass it and think directly about the actual solution. You can continue to fill the table in this form by identifying multiple problems.

nnn. By working out the last four parts above, we have shown that when we think directly about actual entities that can help us solve problems rather than written notes first, not only does that enable us to identify the problem correctly, it also enables us to manage our resources and reduce complexity. Here, as a single group, you are going to use history to show that by taking historical events into consideration. In this case, you can start with times like: *Time 3 + 10*, +11, +12, +13 and so. For example, you can pick dates in history like 18xx, 19xx, where you can equalize those dates to *Time 3 + x*. For each event, you show that thinking about the notes directly rather than the solution to solve the actual problems, increases complexity, enables resource mismanagement or waste, as well misidentifies the problem and create additional problems. For each case or example, you can show your observation and provide additional example.

ooo. By working out the part above, you have shown multiple historical events, where thinking about the written notes directly enables increase of complexity, waste of resources, and develops more problems. One reason for that, when thinking about the notes directly to solve an identified problem rather than the actual resources to

solve that problem, is that we think that the notes are the actual resources. Since we can increase quantity of notes and we cannot increase quantity of resources available, in this case that enables us to do thing we would not have done if we were thinking directly about resources. Here all you need to do, as a single group, is show that when we think about resources directly that enables us to solve our identified problems, and manage our resources.

After verifying that, for each specific example from the part above, show that if actual resources were taken into consideration rather than the notes, a lot of those events could have been prevented. The way to look at it, thinking about the written notes directly enables a lot of negative functions to be executed. By not thinking about the written notes directly, that reduces the quantity of negative functions that can be executed, because it makes it more difficult to acquire resources to execute those functions, since resources cannot be multiplied where the written notes can be multiplied. In this case, we can see that thinking about the written notes directly enables increase of complexity, resource wasted or mismanagement, and problem development. As a single group, you can verify that for each or multiple cases from the part above. In other words, what you need to do here is to show that if exchange elements have values, some events may not have happened or may had happened in reduced scale. You are going to show as well that exchange elements with no value enabled a lot of bad events to happen.

ppp. After having problems with our application, we turn to our parent for help where our parent provided us with the idea of our application and the given reference. Before we turned to our parent for help for our application, everything—all resources—that we need to live already existed or was available. In other words, when we turned to our parent for help for our application, our parent provided us with the idea of our application and the given reference. In addition to that, the resources that we need to live were already available. In this case, to solve our problem, we think about the idea of the application given to us by our parent in relationship to the resources. In other words, we think directly about the resources in relationship with the idea given to us by our parent.

All you need to do here, as a single group, is verify that the written note is an added element or entity and it has no relationship or whatever with the idea give to us by our parent and resources available. The way to look at it, when we turned to our parent for help, we already had resources available. We can use them with the idea

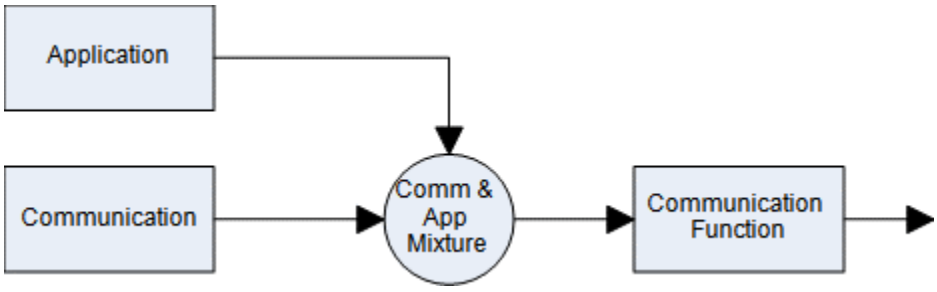
of our application given to us by our parent to solve our problem. In this case, the written note is an added element and has no relationship with the idea given to us as well as resources. Therefore, we cannot think the written note as solutions of problems. As a single group, show that the note has no relationship with the idea given to us by our parent as well as resources in terms of solving our problem. Everybody in the group should help each other understand that.

After working the part above, verify that exchange with value is part of the solution. You only need to do it if you did not include that in your workout. After you finish, you need to verify that by using the Exchange System Theory or the Exchange System Theory in Relationship with Information Theory. You need to work this out as a single group.

qqq. By working out the part above, verify that we should not think resources available equates quantity of notes or increases quantity of notes. Work this out as a single group and one should help each other in the group understand that.

rrr. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. The way to look at it, we have problems to execute our application, we turn to our parent for help. Here, as a single group combined, determine what is possible can we ask our parent. Verify that there are many things that cannot be asked to our parent. Verify that it does not make sense to ask our parent added elements such as written notes and so forth. Why doesn't it make sense? Why is it not possible for us to ask our parent for certain things?

sss. The communication application function was given to us by our parent in the form below.



where *Application* belongs to our parent and *Communication* belongs to us. In other

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words, from the model above, the idea of our application is given to us where *Communication* belongs to us. We can also say that, *Application* existed already since it is given, and *Communication* is something that we have. All you need to do here, is verify that it is not possible or practical to add element to the model above or add additional elements to it. Work this out as a single group and help each other understand that.

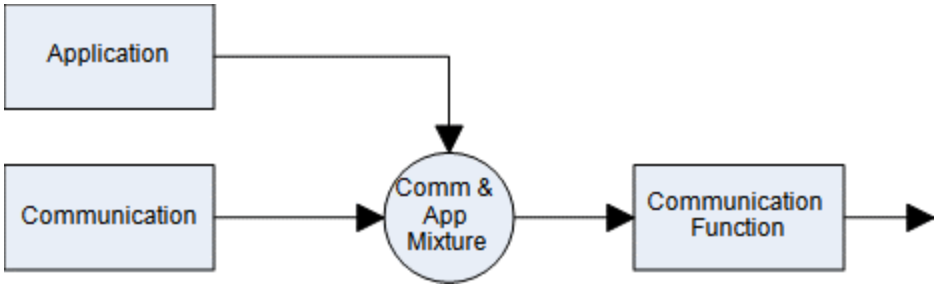
ttt. Since the written note is an added element, it is possible for us to increase the quantity of that element or multiply it. In terms of resources, there are given elements; we cannot multiply them or increase them, but we can manage them. As a single group, verify that by providing multiple practical examples. All you need to do, is show that the written notes can be increased or multiplied while resources cannot be increased or multiplied.

uuu. In relationship with problems and solutions, as a single group, verify that this is why it is better to think about actual resources than written notes when dealing with problems. The way to look at it, since the written notes can be increased or multiplied and resources cannot be increased and multiplied, when we identify a problem to solve or when we have a problem to solve, it is better to think about actual resources that enable us to solve that problem than written notes. In this case, when we think about actual resources, we think about something we don't have control of in terms of increasing or multiplying, but we can manage. However, when we think about the written notes, it is completely different. What is important here is that when we think we can increase and multiple the note, we have solutions for problems. That is not the case. Verify by providing multiple practical examples, when we think that we can increase and multiple the notes and think that we have solutions for problems. That is not good. Do that as a single group.

vvv. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. Before we turn to our parent for help, everything that we need to live already existed. Here, as a single group, determine what else we need to live. In other words, determine what else we need in life. In this case, our parent couldn't have given us anything else.

www. Previously, we have shown the communication function given to us by our parent below.

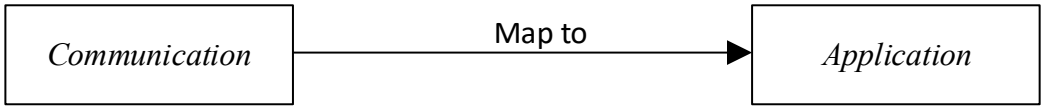
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where the idea of our application belongs to our parent and the communication belongs to us. All you need to do here, as a single group, is verify that during our application process, we try to map our communication to the idea given to us by our parent. The way to look at it, we identify a problem to be solved by our application. In this case, we map our communication to the idea given by our parent to execute a function to solve that problem. The model below provides additional explanation.



We try to do the following:



From the model above, by mapping the communication to the idea of the application, a match from the communication to the idea enables a function to execute where the underlying problem is solved. Here, as a single group you need to verify that.

xxx. By working out the part above, you have shown that the process of solving a problem by our application enables us to map our communication to the idea of our parent, where a match enables the solving of the identified problem. Here as a single group, show that this process enables the reduction of complexity and enables resource management. To do that, if you want to you can use the complexity and the definition of life together. At some point, we can also say that this process enables

a function to execute where complexity is reduced at the lowest.

yyy. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. Before we learned that if our parent leaves everything that we need to live at our house or at our location, there is no need for us—the children—to introduce a written note in order to exchange with each other to enable the functionality of life. In other words, if mom and dad leave everything for us to live in the house or location, the absence of mom and dad with the children there should be some instructions or principles that enable the children to live in the house. All you need to do here, as a single group, is verify that it makes sense for our parent to leave some types of principles or instructions to follow or apply in the absence of our parent in order for us to live in the house. The way to look at it, in the absence of mom and dad, it makes sense for them to leave us—the children—with some principles and instructions to follow in order for us—the children—to live in the house. All you need to do here, as a single group, is verify that by providing multiple practical examples.

zzz. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. All you need to do, as a single group if you haven't shown already, is verify that at the time we turn to our parent for help where our parent provides us the idea of our application and the given reference, that process also takes resource management into consideration. In other words, at the time we turn to our parent, what our parent had given us took resource management into consideration. If you haven't done so, you can verify that here.

aaaa. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. We already know that the idea of our application given to us by our parent is a set of ideas and include every idea that we need to execute our application. As a single group, show that resource management is a part of the idea of the application given to us by our parent. The way to look at it, in your application if you have sub idea *Application 1*, where *Application 1* deals with resource management, all you need to do is to show that *Application 1 belongs to Application*. By showing that, you verify that resource management is a part of the idea given to us by our parent.

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bbbb. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. As a single group, verify that the problem that needs to be solved is not a physical problem or does not take physical entity into consideration. The way to look at it, what our parent provides us is not a physical entity or physically identified. Provide multiple practical examples about solving problems where physical entity always come to mind.

cccc. After working out the part above, as a single group show your understanding of the process of solving problems in relationship with reducing complexity and resource management. Work this out as a single group and one should help each other in the group understand that.

ooo. Our problem statement is how can we organize ourselves in our working area so we can be effective. In order to organize ourselves in our working area so we can be effective, we need to solve our problems. We need to execute our functions positively. We need to reduce complexity and manage our resources. By executing our functions positively, reducing complexity, and managing our resources we can then solve problems in our working area. Doing so enables us to organize ourselves, so we can operate effectively.

In our working area, we have groups of police officers, lawyers, judges, mechanics, doctors, instructors, farmers, firefighters, people who work and manage restaurants, people who work and manage grocery stores and so forth. In other words, in our working area we have a lot of people executing functions that enable functionality of life. Here, we simply list some of those functions. There are many, many more functions that we do not list. Here, we simply list a few of them.

Here, for the police officer group, determine the process of reducing complexity in your working area. This is the same as asking this question: How can we reduce complexity and enable resource management in our function so we can operate effectively? To work this out, consider that the group of police officers can sit down together, where you have marked or identified your specific location—space. For example, assume that you have a group of 5 police officers sitting together on a table. They can identify their space by using a marker or highlighter to circle the area.

The group of police officers already know their functions. Now, assume that you start providing this service; you ask yourselves this question about reducing complexity and

enabling resource management. You know your function and each of you in the group has already defined his/her function. While your group is providing this function—function of police officers, other groups also provide other functions. Here, assume that the total number of people in a single group is 50 for example, and 5 of them are the group of police officers, then the other 45 are on standby. The question is, while the police officers can provide a service or execute a function with reducing complexity and enabled resource management, that group also depends on other groups. Here, this is basically how you are going to work out this part. The group of police officers is going to work together to determine how to reduce complexity and enable resource management. You are going to have other groups on standby, that will be working with you to enable the reduction of complexity and resource management.

The question is how can your group work with other groups in order to reduce complexity and enable resource management? Here, by yourselves—the group of police officers—you are going to determine how can you reduce complexity and enable resource management. In order to do so, what do you need from other groups? Each group on standby needs to work with your group to determine what they can provide to your group in order to reduce complexity and enable resource management.

When your group meets other groups, you are going to have a table to list what you need and what they can provide you in order to reduce complexity and enable resource management. Each item you list, you are going to determine whether that process reduces complexity or not. Is it better to work with a group to execute specific function, or can you execute that function? Each group that enables your group to reduce complexity and enable resource management, must identify the function they provide to you and why. Each group should also answer the question: Why does this approach enable the reduction of complexity and enable resource management?

a. In your application, there may be a relationship between your groups and other groups. For example, there may be a relationship between group of police officers, group of lawyers, and group of judges. Here, group of police officers, group of lawyers, and group of judges, are going to work together in order to reduce complexity and enable resource management. To do so, assume that each group has 5 people, then we have a total of 15 people in the combined groups. In this case, all of you can join together by sitting in a circle or joining multiple tables together or a single table that can fit all of you. Here, all of you need to determine how all 3 of you are going to work together in order to reduce complexity in the

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function of police officer as well as enable resource management.

Here, the groups of lawyers and judges are working together with the group of police officers in order to reduce complexity and enable resource management in the function of the police officers. Here, each of you needs to redefine your function in relationship with that. The group of lawyers needs to answer this question: What can I do in order to reduce complexity in the function of the police officers? How can I adjust my function in order to reduce complexity in the function of police officers? The group of judges needs to ask the same questions as well. As well as the group of police officers can ask similar questions: How can I work together with lawyers and judges in order to reduce complexity in my application and enable resource management. What adjustment should I make in my function in relationship to the group of lawyers and judges in order to reduce complexity and enable resource management in my application? The way to look at it, here each group determines how it can work with the other group in order to reduce complexity in the application of the other group and enable resource management.

Each group that helps the police officers group reduces complexity and enables resource management, needs to have a problem statement. In this case, the group of police officers already had a problem statement. That problem statement needs to take reducing complexity and enabling resource management into consideration. The other groups that help the police officer's group need to take that into consideration as well. In this case, when putting the problem statement of the police officer's group and each problem statement of other groups side by side, there must be a similarity. The way to look at it, the police officer's group identified a problem that needs to be solved, and each other group understood that problem. The police officer's group identified a solution for that problem, where that solution includes parts of solutions from other groups. In this case, the main problem of the police officer's group can be divided into multiple parts, where each part is solved by a specific group that provides a specific function to help reduce complexity and enable resource management.

b. Depending on how you—groups of police officers, lawyers, and judges—have worked out the part above, here all you need to verify or show the relationship of step you have taken with the physical system as well as our utilization theory. In this case, you can show a model of your relationship with the physical system and

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our utilization theory. You can use characteristics as well.

c. Here, another group on standby can come together to work with the group of police officers, lawyers, and judges. We can identify that group as the group of instructor. Now, we have 5 groups working together: instructors, police officers, lawyers, and judges. All of them are working together to help the group of police officers reduce complexity in its application and enable resource management. While the group of instructors sit with the other groups, to help reduce complexity in the police officers' function, they already know what to do.

d. We already know that we cannot assume other people's functions and their responsibility. While each police officer executes his/her function, however none of them can assume other people's functions and other people's responsibility. For that reason, in our application, it is possible to have external function. Here all you need to do, for the group of police officers, is determine how do you handle external functions. In this case, all you need to do here is to identify external functions in your application. Once you identify external functions in your application, determine why such functions or the functions you have identified are an external.

   Here, groups of police officers, judges, and lawyers are going to sit together to determine how to handle external function in the police officer's application. To work this out, the group of police officers already identified an external function. If not already, they can work together with judges and lawyers to identify an external function. Here, all three groups are going to work together with the person or group that provides that function. In this case, you can identify a group as a group that provides such function.

e. After identifying the group that provide the external function and that function, that group needs to define that function. That group needs to determine the reason that function is provided by this group rather than internally. In other words, why that function is provided by that group rather than the group of police officers. Here, that group will need to meet with the group of police officers in terms of providing that function. Then meet with the group of police officers, lawyers, and judges, in terms of providing that function as well.

f. By working out the part above, that group that provides that function—the external function—needs to determine that by providing that function, that also reduces

complexity in the function of police officers as well as enable resource management.

g. Here, the group of police officers needs to determine or verify that the external function providing by that group, also reduces complexity and enables resources management. In addition to that or if you want to, the group of police officers can verify that in combination with groups of judges and lawyers.

h. For the group of police officers, judges, and lawyers verify that the process of reducing complexity is in relationship with the physical system. In other words, the process that you are taking to reduce complexity in the function of police officers, is related to the physical system as well as its characteristic. In this case, the group of instructors can be used as observers.

i. For each group that has been working to enable the group of police officers to reduce complexity in its function, use the communication function to show the reduction of complexity. In this case, each group that is working to help the group of police officer reduces complexity, needs to use the communication function to show that complexity is reduced accordingly. You can work this out for each group with the exclusion of the group of instructors.

j. The complexity theorem given to us by our parent tells us that if we increase the complexity of added functions, the complexity of existing functions also increases. Here, for each group that helps reduce complexity in the function of the police officers, use both the complexity theorem and the definition of life to show the reduction of complexity in the police officer's function. This exclude the group of instructors. At the end, the group of police officers will need to use the complexity theorem and the functional system model to show the groups indeed help reduce complexity in its function.

k. As we continue working on our application, we also continue learning the principle. In this case, while the group of police officers is working on its application, those police officers also continue learning the principle. In this case, the group of instructors on standby are to help with the learning and the understanding of the principle whenever it is needed. Here, the group of police officers need to verify the understanding of this process. We mean the understanding of the continued learning process with the help of instructors.

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By working out the parts above, here the group of police officers, lawyers, and judges need to verify the understanding of this process as well in relationship with the application. The part above is concerned about the group of police officers in terms of learning and understanding the principle. This part is concerning the groups of police officers, lawyers, and judges in combination in relationship with the learning and understanding the principle while the group of instructors are on standby to help.

l. Use the stability model given to us by our parent at *Time 0*, to enable us to have stability in our application as well as in our working area. By understanding that, in order to have stability, the group of police officers must use this model. Here, the group of police officers needs to show the stability model of the application as well as the stability model. In this case, you need to show this model in your application by identifying the following: entity on top, entity below, entity in line, and what flow from the entity identified on top to the one (s) identified below. Once you are done, you need to write the stability model for your group. Each police officer in the group needs to sketch or show this model.

   After working this part above, you need to repeat the same process for the groups of instructors, lawyers, judges, and including you—police officers. In this case, each of you need to sketch the model by identifying each group, then later each person individually without being in a group. After that, you write down the stability model which includes everybody in the groups.

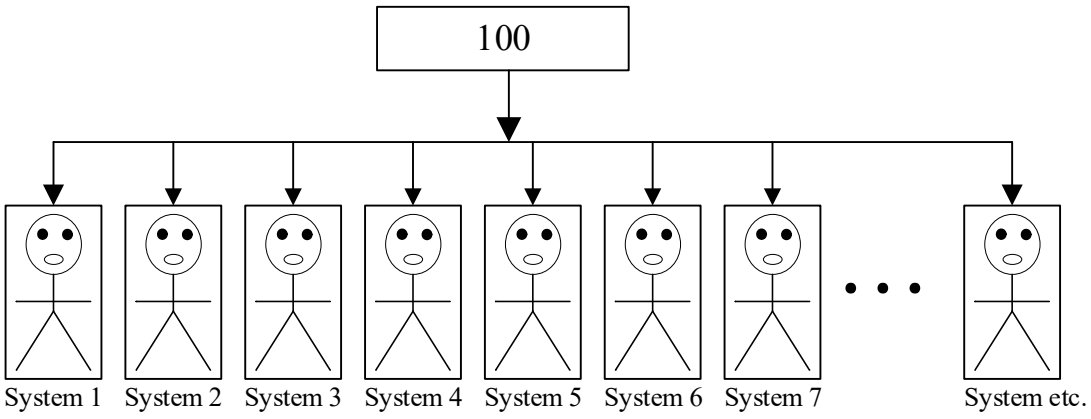
m. By working out the two parts above, from your model you have identified what flows from the top to the bottom. In other words, from the model given to us by our parent you have in your application, you have identified the entity that is on top and the one that is at the bottom. In this case, you have identified what flow from the top to the bottom. Contrary to the top down item, verify that in the model given to us by our parent, in our application we think about function while in the top down item, we simply think about title. The way to look at it, by using the model given to us by our parent in our application, we think about the function of our application or function that we can execute to solve the underlying problem. In the top down item, we simply think about title.

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n. By working out the part above, determine that using the model given to us by our parent in our application enables us to focus more on our application. Since we think about function that we can execute to solve the underlying problem, that enables us to focus more. Since we focus more on our application, we develop less complexity in our application which helps us solve the underlying problem. The way to look at it, previously from other parts, we have shown that complexity enables us to focus less on our application. If we have a model that enables us to focus more on our application, then that model enables us to reduce complexity. Here as a single group or everybody combined including the group of police officers, lawyers, judges, and so forth, verify that using the stability model given to us by our parent in our application enables us to focus more on our application and reduce complexity in our application.

o. Since the model given to us by our parent enables us to think about functions and focus more on our application and the top down item enables us to think about title and focus less on our application, this is the reason the model given to us by our parent is compatible to feedback while the top down item is not compatible with feedback. Here all you need to do, as a single group combines, is verify that by providing multiple practical examples. All you need to do is to show that since the top down item enabled us to think about title rather than function, for that reason it is not compatible with feedback. You can provide multiple examples of applications to show the incompatibility.

p. Verify that in our application the stability model given to us by our parent does not exist without feedback. We can also say that, using the stability model below.



Show that the model itself does not exist without feedback. All police officers in

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the group need to verify that. Once completed, then the groups of police officers, lawyers, judges, and need to verify that, while the group of instructors are on standby. In this case, the verification does not include the group of instructors; they are just on standby.

q. Show the importance of feedback in the function of police officers, lawyers, and judges combined. Instructors are on standby when needed. Show that the underlying problem cannot be solved without feedback. After the groups of police officers, lawyers, and judges combined are completed, all of you as a single group, verify that the problem that needs to be solved cannot be solved without feedback. Also as a single group, verify your understanding of feedback each other.

r. In terms of reducing complexity and enabling resource management, a problem is identified and needed to be solved. Question: Do we need to use physical entity to solve that problem? Do we need to use resources—physical instruments or entities—to solve that problem? Try to see if the problem can be solved without using physical entity. If yes, then the process of solving that problem reduces complexity and enables resource management. In terms of resource management, we can also look at lowest usage of resources or minimal usage of resources. In terms of reducing complexity, we can also look at number of functions. Reduce number of functions or reduce number of functions to the lowest as possible.

s. By taking a closer look at the stability model given to us by our parent, we can see that the principles guide us to enable us to execute our application. In this case, we get ideas from the principle to enable us to execute our functions. Since the principle is what gives us ideas to enable our application, in this case what we do is decided by the principle. In other words, we execute our application according to the principle, because it gives us ideas to do so. As we can see, contrary to the top down item, from the model given to us by our parent, the principle enables us to execute functions of our application individually. For example, the principle gives ideas to Police Officer 1 to enable him/her to execute his/her function. This is also applied to each other police officer individually. We can also say that, by applying the principle, it enables a police officer to decide what do to. On the other hand, in the top down item, a person's decision is based on other persons. All you need to do here, as a single group, is show that the stability model is not compatible with a person's decision based on another person, but rather the principle.

You can work this out as a single group combined. Then the group of police officers is going to work that out. Then the group of police officers, judges, and lawyers combined are going to work this out. You can also do it this way: first the group of police officers verify that. Second, the group of police officers combined with judges and lawyers verify that. Then later all the other groups combined. All you need to do here is to verify that according to the model, stability exists if a decision is taken by the principle in relationship with the person who executes a function. Where stability does not exist if a decision is taken from a person by another person with the absence of the principle. It is the same as saying that the stability model given to us by our parent is the only one that can provide us with stability, while the top down model is not compatible with stability. If you want, you can also use the stability model as well as the philosophy inheritance model.

Another way to look at it, in the stability model, the principle is learned where the understanding of the principle by everybody in the application enabled the execution to solve the underlying problem. In this case, a person executes a function that contributes to solve the problem. That part of function is executed by the understanding of the principle by that person. That does not take a hierarchical structure to execute that function without understanding the principle.

ppp. In our working area, we also have a group of doctors working together to execute their functions. Here, all the doctors that are in the group of doctors have already identified themselves and know their functions. For the group of doctors, identify the function of the group in both communication and theory domain. In this case, each doctor in that group must be able to identify the function of that group and describe the function of that group.

After each doctor in the group has been able to identify and describe the function of the group, each of them needs to identify and describe his/her own function. Each doctor can have a table similar to the one below.

Group Function	**Function Description**	**Individual Function**	**Function Description**
Communication Function 2, Function 2		*Communication Function 21, Function 21*	

From the table above, in the first column *Communication Function 2* is the function of the group of doctors in the communication domain while *Function 2* is the function of the

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group of doctors in the theory domain. In the first description column, each doctor in the group describe the group function. In the individual function column, *Communication Function 21* is the function of a doctor. For example, *Communication Function 21* can be the function of the manger of all doctors in the group, where, *Function 21* is the function of a doctor in the theory domain. In the function description column, that doctor can provide a description for his/her function.

After each doctor in the group finishes identifying his/her function or before, that, each doctor in the groups need to identify the problem the group tries to solve. In this case, all of the doctors in the group need to identify the underlying problem that needs to be solved. Here, the doctors can have a problem statement for the group. We can call that problem statement the main problem statement for that group. All of the doctors can sit down together to identify that problem and describe it. This problem is viewed as the group problem. The problem the group of doctor needs to solve. Each of them individually needs to understand that problem.

After identifying and describing the main problem, each doctor in the group needs to identify the part of the problem that he/she needs to solve or contribute to solve. The way to look at it, the main problem is viewed as the problem the group need to solve, where each part of that problem is solved by one doctor from the group. In this case, the main problem statement is partitioned into multiple parts where each doctor in the group has a part of it. Each doctor in the group will need to have a personal problem statement or individual problem statement where the actual problem a doctor needs to solve is identified. The table below can be used to help understand that.

Group Problem	**Description**	**Individual Problem**	**Description**
Problem 1		Problem 11	

From the table above, if the main problem the doctors try to solve is Problem 1, then part of that problem which is Problem 11 can be assigned to Doctor 1 as an example. In this case, Doctor 1 needs to describe the main problem as well has his/her own problem he/she needs to solve. From above, the first description column is the description of the main problem while the second description column is the description of the part of the problem Doctor 1 needs to solve. In this case, when the function assigned to Doctor 1 is executed, part of that problem is solved.

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a. From the part above, the groups of doctors have been able to identify the problems they need to solve as well as individual problems each of them needs to solve. Since complexity enables us to work more while producing less, in this case, in order for the group of doctors to solve the problem that needs to be solved effectively, complexity needs to be reduced. In other words, in order for that group to help solve problems in working area by executing their function effectively, complexity needs to be reduced.

Since in life functions have dependencies, functions in our working area do have dependencies. In this case, to enable those doctors to execute their function effectively to help solving problems in our working area, complexity reduction does not depend on them only. In this case, reducing complexity to help them solve the underlying problem, also depends on other functions. Here, we have multiple groups on standby, where those groups are going to provide services—functions—in order to help the group of doctors operate efficiently by reducing complexity so they can solve the underlying problem.

To work this out, assume that the total number of people in the total group which is a single group is 50, and the group of doctors is made of 5 doctors. Now, we have 45 people left. Of the 45 people left, there are many groups that can provide functions to help the group of doctors reduce complexity. To do so, the group of doctors can have its own space for example, sitting on a table where they can mark their locations. The group of doctors needs to ask the following questions; they can have a piece of paper or boards with many questions: How can we operate effectively? How can we operate effectively so solve the underlying problem?

Of the 45 people that left for example, each can form a specific group to help provide services—functions—to help the group of doctors reducing complexity so they can solve the underlying problem. Here, we can have many groups: office leasing, apartment leasing, equipment maker, medicine provider, utility services, repairing service, judges, lawyers, and so forth. Not all of them are listed here. You can list as many as you want to help reducing complexity. Now for each group identified, determine how you are going to help the group of doctors reduce complexity so they can work effectively so solve the underlying problem. In this case, each group is going to work with the group of doctors in order to help them reduce complexity. Once each group determines how it can help reduce complexity, the group of doctors will do its own evaluation and determine whether

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or not the actual group does help reduce complexity.

b. By working out the part above, multiple groups have been working with the groups of doctors to help them reduce complexity so they can solve problems in our working area. In order to determine whether each process of reducing complexity work, using the communication function given to us by our parent to show that the process indeed reduces complexity. In this case, the model can be used to show the model of complexity by the factors.

c. By working out with the doctors, you can help them reduce complexity in their function so they can solve the underlying problem in our working area. The complexity theorem was given to us by our parent and later the definition of life. Here, using the complexity theorem in relationship with the definition of life to show the reducing complexity of the function of the group of doctors. To work this out, the function of the groups of doctors can be taken into consideration as well as the function of other groups.

   You can also look at quantity of functions executed by the doctors. In this case, less quantity of function means less complexity. The way to look at it, the function provided by other groups may enable the groups of doctors to execute less function. In this case, that simply reduces complexity in their functions. You can look at it this way as well. We can also say that by reducing complexity, they have less functions to execute. That enables them to work more effectively or execute appropriate functions to solve the underlying problem.

d. We know that there is a relationship between complexity and resource management. By reducing complexity by the doctors, they also manage resources which enables them to work more efficiently to solve problems in our working area. By reducing complexity for the doctors, those groups also manage resources that enable the doctors to work more efficiently in order to solve the underlying problem. Here, the group of doctors is going to show the process of resource management in your function. By reducing complexity, you have managed resources. Here all you need to do is to show the process of managing resources in the complexity reduction or simply the process of managing resources.

   Now, for each group that helps the group of doctors reduce complexity, you are going to show that your process indeed helps the group of doctors manage

resources. The way to look at it, if you provide a function or a service to a doctor to help reduce complexity, that service also helps manage resources because there is a relationship between reducing complexity and resource management. Here, you are going to show that the process of reducing complexity you have done, also enables resource management. For example, once you meet with the group of doctor, you have shown them how your service or function help them reduce complexity. At the same time, you might tell them the absence of your service or function would require them use more resources. Here all you need to do, for each group is show the process of resource management or reduction of resource usage/wasted that help the doctors to solve the underlying problem.

e. By working out multiple parts above, the group of doctors has been able to reduce complexity with the help of other groups in order to solve problems in our working area. In this case, the group of doctors has been able to reduce complexity by themselves as well as with the help of other groups. Here, for the group of doctors, show the stability model of your application. In this case, you are going to show that to include all doctors in your group. You will need to show the model given to us by our parent as well as the stability model.

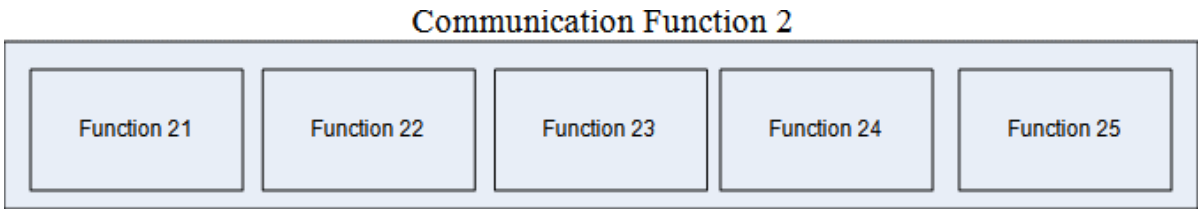
   Since the other groups work together to help the group of doctors, there is a relationship between the group of doctors and the other groups. Here, all the groups are combined including the group of doctors to show the stability model of the application. In this case, you are going to show that in terms of group, then ungroup. You need to identify the entity on top, below, inline, and what flows from top to bottom. Once you are doing, you are going to show the stability model of everybody in the groups combined.

f. In order to help the group of doctors reduces complexity in its application, you may have realized that you must reduce complexity in your application as well. In other words, since there are relationships to functions in our working area, complexity in one function enabled complexity in other functions. In this case, the complexity in other application enables complexity in the application of the group of doctors and vice versa. To help the doctors reduce complexity, the complexity of other functions must be reduced as well. For each group that helped the group of doctors reduce complexity in its application, determine how you have reduced complexity in your own application in order to help the group of doctors.

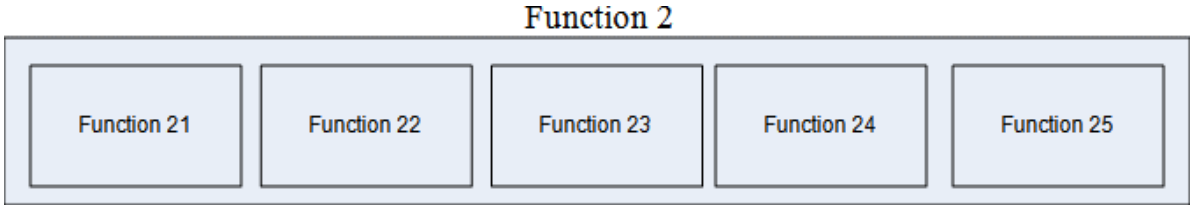
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g. In order to help the group of doctors manage resources in its application, you may have realized that you must manage resources in your application as well. In other words, the increase of resource usage in one application may enabled increase of resource usage in other application. In this case, in order to help the group of doctors manage resources in its application, you must have managed resources in your application in order to help them. Here, for each group determine how you manage resources in your application in order to help the group of doctors manage resources in its application. In other words, for each group, determine how you have reduced usage of resources in your application in order to help the group of doctors manage or reduce resources in its application. Since there is a relationship between complexity and resources management, it is better to say that for each group, determine how you manage resources in your application in order to help the group of doctors reduce complexity in its application.

h. In order to reduce complexity to enable the group of doctors to work more efficiently to solve the underlying problem in our working area, they must reduce complexity in their application as well other groups that work associatively with them must also reduce complexity in their applications to help the doctors. In addition to that, each doctor must also reduce complexity in applications that are external to the group application. The way to look at it, the group application function may be presented in the form below for both communication and theory domains.



Where in the theory domain, *Function 2* is presented by the model below.



Where *Communication Function 23* from the first model and *Function 23* from the

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second model are considered to be functions of Doctor 3 in both communication and theory domain, for the group application, some other functions that are not part of the group which we can call functions of outside applications can also add complexity to the group function. In this case, reducing complexity in those functions or application also help reduce complexity in the group application or the group function.

The way to look at it, in order to help reduce complexity in your application—the group application—each doctor personally needs to reduce his/her own complexity. We can call that personal complexity reduction or reduction of complexity in personal application. Those applications are executed outside the group application or the group function. All you need to do here, for each doctor, is determine how you reduce your personal complexity in order to help reduce complexity of the group or the function of the group. Determine how would you do that in order to help solving the underlying problem in your working area. How would you reduce complexity for yourself? This is a personal question for each doctor and does not need to be discussed with other doctors.

Another way to look at it, for a single doctor that provide a service at a location. That doctor operates with a group of individuals that provide the service where that doctor may be a single doctor of that group, whether other people have other functions. The process of complexity is still applied for that doctor in order to work efficiently. Outside that function, that doctor also has some personal applications. In this case, reducing complexity in those application which are outside the application, also helps reduce complexity in the doctor's application. Here, that doctor can determine how he/she can reduce complexity in those application in order to help reduce complexity in the application so he/she can work to provide the service more efficiently. This question can be asked: How can I reduce complexity for myself in order to help reduce complexity in the application so I can provide the service more efficiently? : How can I reduce complexity for myself in order to help reduce complexity in the application so I can solve the underlying problem more efficiently?

i. Multiple groups are working with the groups of doctors to enable that group to reduce complexity so the doctors can provide the service more efficiently in order to solve the underlying problem in our working area. Those groups have determined the process of reducing complexity in their own applications, in order

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to help the group of doctors reduce complexity in its application so they can solve the underlying problem in our working area. From the part above, we have learned that in order to help the group of doctors reduce complexity in the application, each doctor must also reduce his/her personal complexity. This also works for the other group. In order for the other groups to help the group of doctors reduce complexity in the application, each person in each other group must also reduce his/her personal complexity in order to help that group's application reduce complexity which also help the group of doctor reduces complexity in the application.

The way to look at it, from each other group that helps the group of doctors reduce complexity, each person in that group must also reduce complexity in applications that are outside that group. We can call those application personal applications. By reducing complexity in those personal applications, that enables the reduction of complexity in the group application, which turns out to help the group of doctors reduce complexity in the application so they can provide the service more efficiently to solve the underlying problem in our working area. Here all you need to do, for each group that help the group of doctors reduce complexity in the application, is determine the process of reducing personal complexity which help that group which turns out to help the group of doctors reduce complexity so they can work more efficiently. For example, each person from the other groups can ask these questions: How can I reduce complexity in my own application? How can I reduce my personal complexity? By answering these questions, you have determined the process of reducing complexity in your personal applications which benefits the reducing complexity of your group which turns out to help benefit the reducing complexity for the group of doctors. Here, each person from the other group will need to work this out personally. One does not need to discuss that with another one from your group.

j. We already know that there is a relationship between complexity and resource management. By reducing complexity, we also manage resources. By increasing complexity, we simply use more resources with is viewed as resource mismanagement. Previously, each doctor in the group has determine the process of reducing personal complexity which helps reduce complexity in the application so they can provide the service more efficiently to solve the underlying problem. Given that there is a relationship between complexity in resource management, if each doctor can manage resources outside the application, that also help reduce complexity in the application. This process is viewed as personal resource

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management. By managing resources personally outside the application, those doctors also help manage resources in the application. If each doctor manages resources in external application, that also helps resource management in the application, so they can provide the service more efficiently in our working area to solve the underlying problem.

Here, each doctor in the group needs to determine the process of personal resource management in internal application. How can you manage resources in other application in order to help manage resources in the application? How can I manage my personal resources in order to help manage resources in the application? Each doctor in the group needs to determine that personally without discussing with other doctors in the group. Each doctor needs to work that out individually without discussing with each other. At the end, you should see that managing resources personally on personal or external applications, helps manage resources in the application.

Another way to look at it, a single doctor can work with other people to provide a service at a location. In this case, that doctor has a function where the other people have some other functions. Outside that function, that doctor needs to manage his/her personal resources in order to provide that service more efficiently to solve the underlying problem. Here, that doctor can determine how to manage resources in outside or external application in order to help manage resources in the application to solve the underlying problem more efficiently. The doctor can ask this these questions: How can I manage my personal resources to help me mange resources in the application? How can I manage resources in my personal applications to help me mange resources in the application to solve the underlying problem more efficiently?

k. We already know that there is a relationship between complexity and resource management. By managing resources in our application, we also reduce complexity in our application. By reducing complexity in our application, we also manage resources in our application. Use more resources in our application that are not needed simply enables us to increase complexity in our application. In this case, we work more while producing less. In other words, increasing complexity in our application enables us to work less efficiently.

From above, we have shown that personal resource management by the doctors,

enables the group of the doctor to manage resources in the application so they can provide the service more efficiently to help solving the underlying problem. We have shown that personal complexity reduction by people from other groups enables the group of doctors to reduce complexity in the application. In addition to that, personal resource management by people in other groups also helps the group of doctors manage resources in the application. All you need to do here, for each group that helps the group of doctors, is to reduce complexity in the application. Show the process of personal resource management which helps your group manage resources in your group application which in turn helps the group of doctors manage resources in the application.

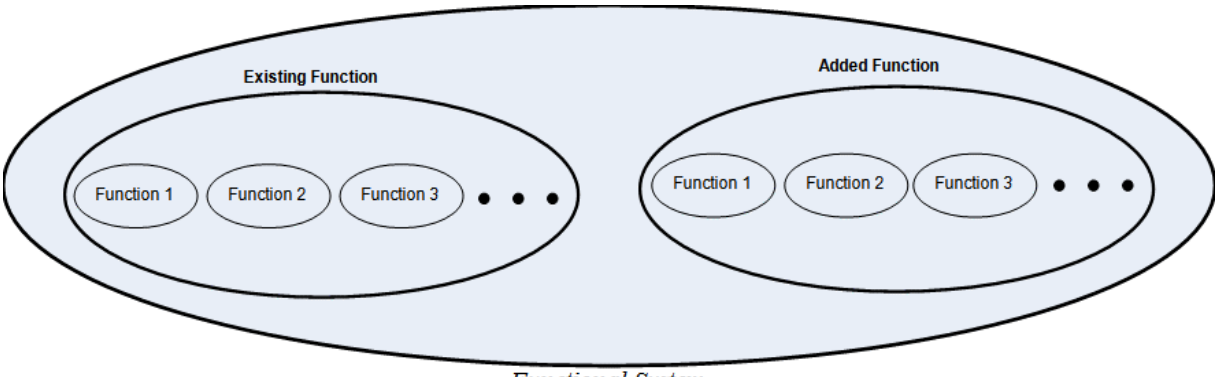
The way to look at it, you provide a service to help the group of doctors manage resources in the application. In order to help the group of doctors manage resources in the application, you also manage resources in your application. In order to help you manage resources in your application, each person that is part of your application needs to manage personal resources so resources can be managed in your application in order to help the group of doctor manage resources in the application. All you need to do here, for each other group that help the group of doctor manage resources in the application, each person in each group needs to determine the process of personal resource management which turns out to help your group and then help the group of doctors manage resources. Each person from the other group needs to work this out personally without sharing with each other. The following questions can be asked: How can I manage my personal resources in order to help manage resources of my group which help the doctors manage their resources? How do I manage may personal resources in order to help my group manage resources so the group can help the doctor manage resources so they can work more efficiently so solve the underlying problem in our working area? These questions can be asked personally and individually by each person in the group he/she is a part of.

l. All you need to do here, for the group of doctors and the other groups combined, is refer to part "ooo" above, and workout whichever applicable to you including the feedback part.

qqq. Part "ooo" above or part "ppp" or in combination can be used as a template or baseline for all other groups. Here, for other groups such as mechanic, farmers, road maintenance workers, grocery store, restaurant, hotels, transportation, construction, car manufacturer,

equipment maker, goods and services provider, managerial services, sale and services, equipment services, service repair, food distribution, etc. can refer to the specific parts and work them out according to your application or project. You can rework the parts for whatever group in the list applies to you.

rrr. At *Time 0 Plus*, our parent gives us the definition of life in the form below



Functional System

Since without added functions life still exists—if you want to you can verify that as a single group, you should have known that already—it makes sense for us to monitor the entities that execute the existing function. Or simply, it makes sense for us to monitor the existing functions, which enable us to monitor the performance of the functional system related to time. In other words, by monitoring the existing functions related to time, we can determine the performance of the functional system. In this case, at each specific time, we can evaluate whether the system functions normally. As an example, if we start monitoring the system at *Time 4*, then at *Time 4 + 1*, *Time 4 + 2*, *Time 4 + 3*, and so forth then we can evaluate the performance of the system for each time. For example, if at *Time 4* the system was not doing well, then we expect it to do better at *Time 4 + 1* and at some point in time, we expect the system to be stable. In this case, we can see that in order to have stability in life, we must monitor those functions to make sure they execute properly.

To better understand the process of monitoring existing functions in life, as a single group, verify why it is important to monitor those functions. Once you complete this part, using the functional system model, show that it makes sense to monitor those functions in order to enable the functionality of life related to time. Work this out as a single group and provide multiple practical examples.

a. In our working area, we have a fixed number of people that execute functions. Among them, we have police officers that execute functions, we have functions for

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judges, functions for judges, functions for mechanics, functions for farmers, and so forth. Each of those functions is executed by a group of people in our working area. You are already the function of the group you are a part of. Here, we are going to define a group that monitors existing functions in our working area. To do so, if the total people in the overall group which is a single group is 100 people, then some of them can form a group to monitor those functions. The way to look at it, in the total number of people we have in our group, we already have some of them grouped to provide specific functions in our working area. Some of them that have not been grouped already, can be grouped to provide that function. All of them have been grouped, then some people from other group can be combined to form the monitoring group. We can do it in this form: if 10 people left that have not been grouped, then they can be grouped to form the monitoring group. If all of them have ben grouped and we have 10 group, then 1 from each other group can be grouped to form the monitoring group. In this case, 1 does not have to come from each group, 1 can come from 5 or 6 of the group and so forth.

b. Now that we have a group in our working area that monitors the existing functions, that group does have a problem to solve. In this case, that group must have a problem statement in order to identify the problem that needs to be solved and describe it. Here, you need to identify and define the main problem that needs to be solved by your group. This is the same as saying have a problem statement. You can have a table similar to the one below.

Group Number	**Group Name**	**Problem Identify**	**Problem Description**
Group 5	Monitoring Group		

From the table above, we identify the group number and the group name. In the problem identify column, you identify the problem the group needs to solve where in the description column you provide a description of the underlying problem.

The problem identification is part of your problem statement. In your problem statement, you must also specify the action you are taking to solve the problem and the reason. By working out the first part above, you should have no problem identifying the reason you are taking such actions to solve the underlying problem.

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c. Now that a group exists in our working area to monitor functions in our working area, that group must have a function. Here, you are going to identify the function of that group and describe it. You can have a table similar to the one below.

Group	Group Name	Group Function	Function Description
Group 5	Monitoring Group	*Communication Function 5, Function 5*	

From the table above, in the function description column, you provide a description for the function of the monitoring group.

Since everybody in the group must have a function, everybody in the monitoring group does have a function. For example, the manager of that group manages the function of the group or the function of people in the group. Here, identify the function of each person in the group and provide a description for it. You can have a table similar to the one below.

Person	Name	Function	Function Description
Person 1		*Communication Function 51, Function 51*	
Person 2			
Person 3			

In the function description column above, each person provides a description for his/her function. The way to look at it, in terms of managing the group, the manager of that group may provide an initial function description of a person in the group when that person is added to the group. That function description is extended by the person who executes that function. From above, while *Function 51* is identified as function of Person 1 in Group 5. If we want to, we can also identify it in this form: *Function 5, 1*. In this case, we use a comma to separate the group number and the function number.

d. Each person in the monitoring group does have a function, and when that function is executed that function enables the solving of the underlying problem. In this

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case, each person in the group must have a problem statement. Here, each person in the monitoring group must have a problem statement which is the part of the main problem statement for the group. We can call that problem statement individual problem stamen. You can have a table similar to the one below for your problem statement.

Person	Name	Problem Identify	Problem Description
Person 1			
Person 2			
Person 3			

From the table above, in the problem identify column, this is the problem that person needs to solve and in the description column, that person provides a description for that problem. This is the part of your problem statement. From your problem statement, you can identify the action and the reason and have a table similar to the one below.

Person	Problem Identify	Action	Reason
Person 1			
Person 2			
Person 3			

From the table above, the problem that person needs to solve is a part of the main problem. The action that person takes to solve that problem, enables part of the main problem to be solved. The reason that person takes that action is listed in the reason column.

After completing the part above, each person in the group needs to verify that the personal problem statement is a part of the main problem statement. From that, each person needs to show that the problem identify is the part of the main problem. As well as, the action is a part of the main action the group takes to solve the problem and the reason is a part of the main of that group. Each needs to verify that individually. In this case, one can help each other.

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Once you completed the part above, each person in the group needs to verify understanding of the main problem statement, the main function of the group, the main action, the main reason, your problem—the problem statement of that person, your action, and your reason, as well as your function.

e. The purpose of the monitoring function is to monitor the existing functions that enable the functionality of life so life can function normally. Since life is made of a lot of existing functions, if makes sense for us to look at functions that need to be monitored and determine how to approach them. To do so, we are going to identify multiple cases, for each cases, we can identity a problem and determine such functions that need to be monitored. To help us identify the cases, we can look at historical events as well.

   Previously, we have identified inter-route monitoring. The purpose of monitoring the inter-route is to help us manage inter-routes that connects our locations to other locations. For example, the inter-routes enable people at our location to exchange with people at other locations to enable the functionality of life. In this case, we can see that there is a need to monitor the inter-routes.

   From above we have identified one case, which is inter-route monitoring. From above as well, have said that monitoring exchanges between people of our working area with people of other locations. In this case, we can see that we also need exchange monitoring. Here, exchange monitoring is viewed as another case. As we are working this part, we can construct a table for each case. For example, as we identify a case, we can put it on the table. We can have a column, for case number and a second column for function needed. From above, we have case number 1 and function needed is monitor inter-route. Here, we have case number 2 and function needed is to manage exchange.

   From inter-route monitoring, previously we determined instruments that can be traveled or navigated to the inter-routes; we can view that as another case. We can name this case as case number 3 where the purpose of this case is to monitor instruments. While we previously said monitoring instruments that can be traveled to the inter-route and we determined the characteristics of such instruments, here we can say that the purpose of instruments monitoring is to monitor bad instruments or characteristics of bad instruments. Again, as we identify a case, we continue fill

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the table. We can call this case, instrument monitoring or instrument monitor function.

We already know that, since we are not managing our resources, as population increases, we waste more resources because we are not managing them. In this case, from time to time our resources reduced tremendously due to the fact we are not managing them. In other words, as time goes up, we waste more resources, since we are not managing them. In this case, we need to manage our resources. Here, we can identify a resource monitoring case. We put in the table, resource monitoring while the function of this case is to monitor our resources.

We can look at some entities or elements that make up life and we can see that related to time, they reduced tremendously, or some are simply nonexistence. Since the functional system needs those entities in order to function, we need to make sure their existences is available. Here, we can have a case to monitor existing entities that make up life, to make sure they exist and continue to exist related to time. We can also look at quantity of those entities as well in terms of existence. We can call this case, existing entities monitoring.

The physical system applies theory to execute functions to help the functionality of life. For example, a problem is identified the physical system applies theory to execute a function to solve that problem. Another way to look at it, multiple people can group together where that group has a function. That group may have a name which is the name of an organization that develops a product or provides a service to solve a problem. In other words, a group is formed where that group has a name where the name of that group is the name of an organization. That provides a product or services to solve an identified problem. The people in that group applies theory to execute function of life. In terms of monitoring function, since added functions executed with existing functions, it makes sense for us to monitor the added function to make sure they execute with the existing functions existing functions according to the principle. Here, we can call this case added function monitoring or simply work monitoring. For example, an attached instrument of the physical system can be used to execute a function. According to the principle, that system cannot be forced to use that instrument.

From above, we identify manage cases. You can have a table filled with each case and the purpose of the case and a description of the case. Here, we identify some

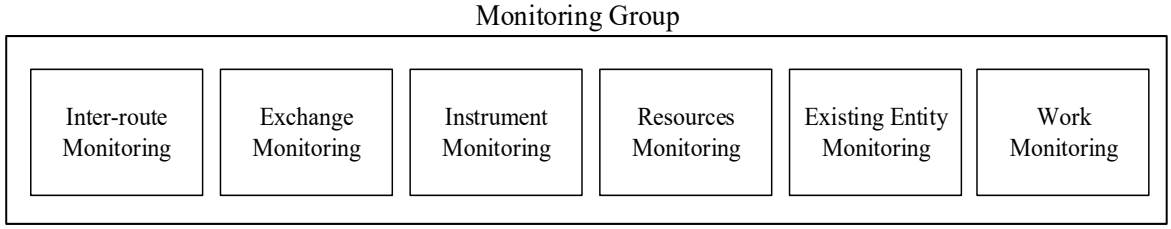
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of them may be other cases that are not listed here. If you identify some other cases, simply list them in the table.

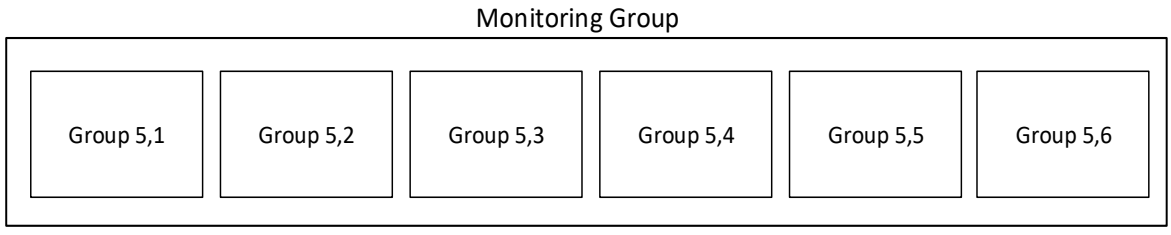
f. The monitoring group was already identified previously. Here, you are going to extend that group to include much more people. For example, previously we had the monitoring group with 5 people. Now, we are going to extend it to much more people. To do so, bring some more people to the group, then for each case you have identified, you form a group for that case. You can have a table similar to the one before to identify the group and case handle.

Group	Group Name	Purpose
Group 5, 1	Inter-route Monitoring	
Group 5, 2	Exchange Monitoring	
Group 5, 3	Instrument Monitoring	
Group 5, 4	Resources Monitoring	
Group 5, 5	Existing Entity Monitoring	
Group 5, 6	Work Monitoring	

From above, each group can fill the purpose of the group. For example, if your group purpose is to monitor the inter-route, you can have a table where in the purpose column, you can simply put inter-route monitoring or to monitor the inter-routes. At the end, our groups look something similar to the one below.



or simply



The way to look at it, the monitoring group is made of 6 groups, where each group

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is considered to be a subgroup of the monitoring group. For each group, you are going to fill the table above by listing the purpose of your group. You will also expend the table above by including a description column where you are going to provide a description of your group. Each group needs to do that separately. The people of each group need to understand the purpose of the group as well as able to describe that group or provide a description of the group. Each person in the group needs to help each other understand the purpose of the group as well as describe the group.

g. By working out the part above, we now have 6 groups. All people in those groups already know what group they belong to. Now, each of you can sit together to the group you are a part of. Here, each group needs to have a problem statement. In this case, the people in each group are going to work out together to have a problem statement and identify the problem the group needs to solve. In the problem statement, the group can identify the underlying problem, the action taken to solve that problem and the reason you are taking that action or you need to solve that problem. Each person in the group needs to understand the group problem segment as well as the action taken and the reason.

   After working the part above, the people in each group need to identify the function of that group. Here, we can ask question: What is the function of our group? If our group is the inter-route monitoring group, then we can ask question: What is the function of the inter-route monitoring group? Here, you identify the function of your group and provide a description for each. Each person in the group needs to identity the function of the group and be able to describe it. You can have a table similar to the one below. In your case, this table only has the row for the group you are a part of.

Group	**Group Name**	**Group Function**	**Function Description**
Group 5, 1	Inter-route Monitoring	*Communication Function 5,1; Function 5,1*	
Group 5, 2	Exchange Monitoring		
Group 5, 3	Instrument Monitoring		
Group 5, 4	Resources Monitoring		

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Group 5, 5	Existing Entity Monitoring		
Group 5, 6	Work Monitoring		

From the table above, you simply identify the function of your group and provide a description for the function of your group. From the table above, the communication function of the group can also be identified as *Group Communication Function 5,1*.

After working the part above, each person in the group you are a part of needs to have a function which is viewed as the part of the main function of that group. For example, a person in the inter-route group has a specific function which is part of the main function. So does a person in the exchange monitoring group and so forth. You can have a table similar to the one below to show the function of a person in each group or the group you are part of.

Group	**Person**	**Person Function**	**Function Description**
Group 5, 1	Person 1	*Person 1 Communication Function, System 1 Function*	
Group 5, 2	Person 2	*Person 2 Communication Function, System 2 Function*	
⋮	⋮	⋮	

From the table above, in the person function column, the function of a person from the first subgroup is identified and that person needs to provide a function description for his/her function. Here, each person needs to verify the understanding of his/her function in relationship with the main function of each group you are part of.

The function of a person in the group is to solve a part of the problem that group needs to solve. In this case, each person in the group must have a problem statement that is related to the main problem the group needs to solve. In relationship with

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the function of the person in the group, here each of you need to also have a problem statement. After having your problem statement, verify that it is a part of the problem your group needs to solve. At the end, you can have a table to identify your problem or your problem statement, your function, and your problem description.

h. By working out the part above, you have shown the monitoring group includes multiple groups. Here, you are going to show the stability model of the groups. All people in all the groups combined need to work this out. Here, you are going to do it on a group basis. Use a similar model above in relationship with the principle to show the stability model. In this case, you are going to have the principle, the inter-route monitoring group, the exchange monitoring group, and so forth. You need to identify the entity on top, below, and inline.

   Once completed, you are going to show an extended model from your same model by identifying the people in each group similar to what you have done before from previous parts. In this case, you are going to identify the people each sub group is made of. You are going to identify the entity above, the entity below, the entity inline, and what flows from the entity above to the ones below. Once you complete this part, write down the stability model to include everybody in the groups.

i. The monitoring group is made of multiple subgroups or groups. The people in each group already know the purpose of the group they are part of. In other words, each person in the subgroup of the monitoring group understands the purpose of his/her group. Here all you need to do, for each group, is to use events in history to determine the reason your group is needed. You can use multiple historical events as example. You can start from *Time 3 + 10* or any date or time you wish. You can have a table similar to the one below to identify some elements.

Case	Event	Time	Reason
1		*Time 3 + 10*	
2		*Time 3 + 11*	

   From the table above, you can have a case number or the case name. In the event column, you simply identify the event. In the time column, you simply record the time or date of that event. In the reason Column, based on the event you determine the reason your function or your group is needed. In this case, you can use any date

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from history just before *Time 4*. Each group needs to do cases or events that are related to the group.

j. From above, each group has identified one or more historical events and concluded the reason of such group existence as well as the function of the group. Now, let's take the inter-route monitoring group as an example. Here, that group needs to identify some events from history at a specific time. For example, let's start with the table below.

Event	Time	Event Description
	191x or *Time 3* + x	

From the table above, you name the event. In the time column, you simply identify the year of the event. Here, you need to convert the time presentation time plus generation. In this case, you simply identify the first x to the left to complete the year and then the one to the right to convert to time after the third presentation. In the description column, you provide a description for that event. The description of the event depends on your communication to describe it. If you think the event is too negative and you don't feel like you can describe it, you can leave it alone. Since you are in a group, if a person does not feel like and some others feel that, that is okay.

Now that you have identified a negative event, while it happened, it should not have. First, the event does not solve any problems. Second, not only it does not solve any problems, it actually develops more problems. The way to look at it, if we can count problems we had before the event to a certain number, after the event that number will be much more. Here, you are going to show that here. All you need to do is have a table to identify some entities before and after the event. You are going to identify some entities and their functions both before and after the event. You can have a table similar to the one below.

Entity	Function Before Event	Function After Event	Observation
Entity 1			
Entity 2			

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From the table above, in the entity column you identify entities by their name. In the function before event column, you determine whether the entity functioned before the event or was in working order. In the function after event column, you determine whether the entity functioned after the event or was in working order. In the observation column, you provide your observation. What is important here? For each case, if you identify the entity functioned before the event and it did not function after the event, then a problem is developed. If you want to, you can also have a table with case number and problem number. In your workout, you can see that additional problems are developed because of the event or simply the event increases problems.

a. From the part above, by understanding function and system relationship, we can see that if an entity was in working state, then later that entity becomes in nonworking state, then we have a problem. From that, we can see the event simply developed problems rather than solve problems. Since the event had already happened at that time, just a little bit after the event we can ask the question: What should have been done? Here, as a single group combined, you can answer this question. You can do this part as a single group or all the monitoring groups combined.

b. We already know that a problem is developed by misunderstanding some set of principles, where that problem is solved when the underlying principle is understood. In other words, we develop problems when we misunderstand a principle and we solve the same problems when we understand that principle. From the two parts above, since the underlying principle has not been understood, the underlying problem was never solved. In this case, at a later time, we then continue to have the same problems again. Here, you are going to continue to identify the same problems at later time. You can use the table below as you have done similarly.

Event	Time	Event Description
	193x or *Time* 3 + x	

From the table above, you identify the event by its name. In the time column, you identify the date of the event like you have done previously and in the description column, you simply describe the event. Here, as a

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single group, you are going to use these two events to verify that statement. A problem is developed with the absence of the underlying principle but solved with the presence of the principle. As we can see, since from the first event the principle was not understood, it is still continued to be misunderstood which leads to the second event.

c. Related to the two events above, the first event left us with more problems to solve, while the second event left us with much more problems to solve. In other words, we had more problems to solve, where a little bit before the second event, we still had not solved those problems. Now, in the second event, much more problems are added on top of problems we had already from the first event. In this case, after the second event, we had much more problems to solve. After the second event, we can ask this question. Why didn't we solve those problems after the first event? It would have been nice to solve those problems after the first event. Here, all of your monitoring groups are going to work separately to determine what would you have done to prevent such a problem. For example, what would you have done after the first event or what would you have done after the second event? You can choose either one because if you choose the first one, that would prevent the second one.

d. Now each monitoring group has to determine what would you have done to solve the underlying problem or prevent such an event from happening, since problems increased in relationship with time if they don't get solved. For each event time, we can ask this question: What's an opportunity? For example, for the first event, we have an opportunity to solve the problem, but did not solve it, then a second event happened. The way to look at it, as a result of that event we had more entities that became dysfunctional, so we had an opportunity to prevent that so they can continue their functions. For each monitoring group, you are going to determine what you would have done during that window of opportunity. What do we mean by window of opportunity? We simply mean time of opportunity. The way to look at it, after the first event, if we meet together as a group to make sure that event does not happened again and that event happened again, then we did not do our work properly. In this case, we can say that our function was useless. If we meet as a group after an event to prevent that event and later that event happens, then we did not do what we were supposed to do.

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Here each group is going to determine what we should have done during that time. For example, if after the first event we have an opportunity to sit together to prevent such an event, then what should we have done? If after the second event, we have a second opportunity, then what should we have done? Here, you are going to work out one case either after the first event or after the second event to determine what should have been done to prevent such events. Each monitoring group that has a function or functions to solve a specific problem is going to work that separately.

e. Since the underlying problem still remains with the absence of the principle, the underlying problem never got solved. Since the principle has not been understood, the underlying problem still remains. By working out the part above, since the underlying principle has not been identified, each window of opportunity is viewed as a waste. Here, you are going to look at some dates again 195*x* and 199*x*. You convert them to a third presentation time like *Time 3* + *x*. Here, you are going to work only with the last one: 199*x*. Here, as a single group, you are going to describe that opportunity and determine what should have been done. Each monitoring group is going to work that out separately. In other words, each monitoring group is going to determine what your group should have done.

f. From the part above, we have identified an opportunity to solve an underlying problem at a specific time. From the time we identified above, we determine what we should have done to solve the underlying problem. The way to look at it, since problems spread—expand—related to time to additional problems, it is always good to solve them as early as possible. By leaving them unsolved at an earlier time, the functional system suffers more. In this case, we simply lose more. The way to look at it, when we solve an underlying problem at an earlier time, we have less work to do, where at a later time we have more work to do

   To better understand the paragraph above, we can think it as the stability model in terms of direction and destination. As we left our house and we came down, the farther we come down, the more time it took us to go back up. If we are in the middle of the road or halfway from the house to the end of the road it is easier to get back to the house. If we have at the end of the

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road, we have to walk more to get to the house. Another way to say it is from *Time 1*, *Time 2*, and *Time 3* it would have taken us less time to get to the house than from *Time 4*. At *Time 1*, *Time 2*, and *Time 3* the functional system lost less than at *Time 4*. By looking at the time identified above for that event compared to current time, we can see that the functional system lost more. In other words, we lost more functions from the functional system. Here, as a single group for the identified time above, show that the functional system lost more compared to now and it would have been better to solve the underlying problem at that time. In this case, the performance of the functional system would have been much better by now.

g. By working out the part above, you have shown that it is much better to solve a problem at an earlier time than leave it for later. By solving that problem at an earlier time, we prevent it from spreading. Another way to look at it, in our application the function of our application is managed by a person. We call that person the manager of our function. Depending on the application, we have multiple functions, multiple groups, and multiple subfunctions. In this case, we have multiple managers as well. It does not matter; let's consider a single group with a single function and a single manager. If the manager of the group or the group realized that they cannot solve the underlying problem, it is good for them to dissolve that group or discard the function of that application rather than leave it for more time. In other words, once we realize out application cannot solve an underlying problem, it is better to discard it rather than leave it executed for more time. At the time we realize that, it is better to take action necessary to prevent further execution of that function. Here, as a single group, you are going to verify that by providing multiple practical examples. In other words, use multiple applications as an example and show that is better to discard a function or a group once we realize that that application cannot solve the underlying problem than leave it to execute.

h. Depending on how you worked out the part above, you have shown that it is better for us or a manager to dissolve an application once we realize or that manager realizes that the application cannot solve the underlying problem. Now, depending on how you have worked out the part above or the type of example you have used, use the date identified above as the basis of your practical example. In other words, depending on how you have

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worked out the part above, you are going to use the date of the event like 199*x* or *Time 3 + x* to show that it is better for us or a manager to discard an application or to prevent execution of an application once we realize or that manager realizes that the application does not solve the underlying problem. You only need to work that out depending on how you have worked out the previous part.

i. By working out the three parts above, you have shown that it is better to solve a problem earlier than leave it for later. You have also shown that, it is better to discard an application or a function to prevent its continuous execution. Once we realize that that application or function does not solve the underlying problem. All you need to do here is to verify your understanding of this process related to the reduced complexity. Here, as a single group, you are going to show that by discarding the application or function, once we realize it does not solve any problem, we also reduce complexity in life. You can work this out as a single group, or the monitoring groups can work this out by themselves. You can use the functional system model to show the reduced complexity related to this process.

j. By working out the part above, you have shown that dissolving a group earlier or discarding an application earlier is better, once we realize that it does not solve any problems. Once we leave it for a later time, we simply increase complexity in life. Here, you can work this out a single group or the monitoring group. You are going to look at complexity of life from the time above which is 199*x* or *Time 3 + x* at other applications or opposite applications. You are going to use the identified time as a basis to look at other applications that should have been discarded or groups that should have been dissolved. You are going to show that the continuous execution of those applications simply increases complexity of life. To work this out, you can simply use a single application or example. You can use the definition of life in relationship with the complexity theorem. You can look at complexity of the functional system at 199*x* or *Time 3 + x* then look at complexity at the current time. You can have multiple graphs in your workout. In your observation, you should conclude that complexity should have been reduced if all other applications, opposite applications, and all other groups, should have been discarded or dissolved at that time. You can

work this out as a single group or the monitoring group only.

k. Previously, we had shown that it is better to discard an application earlier once we realize that it does not solve any problem than leaving it to execute much longer. Here, you are going to verify that in relationship with reducing complexity. To work this out, you are going to show that by discarding the application at an earlier time once we realize that it does not solve any problems. We simply manage our resources where once we leave it to execute much longer we simply waste or misuse resources. We can work this out as a single group or simply the monitoring group.

l. By working out the two parts above, you have shown that the continuous execution of an application that does not solve any problem simply wastes resources and increases complexity in life. From above, you have used 199*x* or *Time 3* + *x* to show that the continuous execution of application that should have been discarded simply increases complexity in life. In terms of resource management, you are going to use the underlying time as an example to look at resource usage of those applications from that time to now. In this case, you can pick an application or opposite application. As a result of not discarding such application or not dissolving such groups, more resources have been wasted. To work this out, you are going to look at resources wasted from 199*x* or *Time 3* + *x* to current time by those applications. You are going to conclude that the fact that those applications do not solve any problems; they simply misuse resources or resources that should have been used otherwise. The fact that those applications were not discarded at 199*x* or *Time 3* + *x*, they continue to use more resources that could not have been used otherwise. The fact that those groups were not dissolved at 199*x* or *Time 3* + *x*, they continue to use more resources that could not have been used otherwise. To work this out, you can pick up one opposite application as an example. You can work this out as a single group or simply the monitoring group can work this out.

m. By working out multiple parts above, you have shown that as a result of not discarding an application at an earlier time or not dissolving a group at an earlier time, we simply increase complexity in life and waste more resources. Here, we are going to look at other applications that are created or other functions that are defined as a result of that. We can call those

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applications or functions opposite applications or functions. The way to look at it, as a result of not discarding an application at 199*x* or *Time 3 + x* or as a result of not dissolving a group at that time, enables other applications to take place or other groups to be introduced or defined. Here, you are going to identify such opposite applications or groups. Then you are going to show that as a result of not discarding the underlying application at that time, that enabled other applications or other groups which increase complexity in life. To work this out, you can use both the functional system model and the complexity theorem. You can work this out as a single group or simply the monitoring group can work this out.

n. From the part above, you have shown that as a result of not discarding an underlying application or not dissolving an underlying group, that enables other applications and other groups which increase complexity of life. Here, you are going to look at the same process in terms of resource usage or waste. In this case, you are going to show that as a result of not discarding the underlying application at 199*x* or *Time 3 + x* or as a result of not dissolving the group at 199*x* or *Time 3 + x* that enables other applications or other groups which increase resources usage or wasted in life. You can work this out as a single group or simply the monitoring group can work this out.

o. By working out the part above, you have shown that the continuous execution of applications that do not solve any problems, simply increases complexity in life and enable resource mismanagement. Here, you are going to look at resources available at 199*x* or *Time 3 + x* and resources available at the current time. You are going to look at resource usage—including resources wasted—from at 199*x* or *Time 3 + x* to the current time. Then you are going to take those applications into consideration, then you can compare and conclude that the continuous execution of those application enables more resources to be used or wasted. Work this out as a single group or monitoring group only. What is important here is that by not discarding the underlying application or not dissolving the underlying group, that enables other application and other group which increase complexity and enable resource mismanagement. You are going to look at this process from the underlying time to current time and conclude that discarding such applications or dissolving such groups would have been

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good because it enables the reduction of complexity and enable resource management in all phases. You can work this out as a single group or the monitoring group only.

p. Previously, we have learned that it is better to discard an application or dissolve a group rather than continue to execute an application negatively. When we do that, we simply develop more problems, increase complexity, and waste resources. Since life is a natural process, at some point in time if we don't make changes accordingly, we will be forced to adjust. It is better to discard to dissolve rather than forced to adapt naturally. In other words, when we realize the function of our application does not solve any problems or the group is not solving any problems, it is better to discard that application or dissolve that group rather than continue execution of that application. At some point in time, it will fail completely where we have to force to adapt naturally. In other words, we force to adapt by nature when that application fail, since we did not make changes. In this case, it is better to dissolve the group or discard the application. Here, as a single group verify that by providing multiple practical examples.

q. Previously, we had shown the increase of complexity and resources wasted from 199*x* or *Time 3* + *x* to current time, where current time is viewed as a time just before *Time 4*. Here, we are going to do something similar. We are going to measure—look at—the time from 199*x* or *Time 3* + *x* to t_4 and let that time equal to *time 1*. Here, *time 1* is viewed as a time difference or simply a length of time from *Time 3* + *x* to t_4. It is better to view it as a length of time from *Time 3* + *x* to just a date before the final presentation. For example, if the final presentation is tomorrow, then *time 1* is measured from 199*x* or *Time 3* + *x* to today. You are going to look at complexity at *time 1* as well as resources usage/wasted *time 1*.

Once you complete the part above, you are going to repeat the same process for a past time with the same length as *time 1*. You can call that time *time 2*. You measure *time 2* from another date or time until 199*x* or *Time 3* + *x* where both *time 1* and *time 2* have the same length. Here, you are going to look at complexity at *time 2* as well as resource usage/waste. Then you are going to compare both complexity at *time 1* and *time 2* as well as resource usage/waste at *time 1* and *time 2*. You can have a table similar to the one

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below.

Time	Complexity	Resources Usage/Wasted
time 1		
time 2		

From the table above, you look at complexity of both time and resource usage/wasted of both times. You can have another column in the table to add your observation. Now, you are going to use two constants to equate to complexity and resources used/wasted. For example, you can use a fixed number for resources used/waste and another fixed number for complexity. If you want to, you can also use letters or words. For example, we can use *F* for complexity and *H* for resources wasted. In this case, at *time 1* we have F complexity and H resources used/wasted. Now, we know that *time 2* is equal to *time 1*, however F and H for *time 1* and *time 2* are different. In other words, if you use two set of fixed number or two set of words, you now have two equal times, however the two words or the two numbers are different.

Now, we continue working out the part above by increasing *time 2* to be greater than *time 1*. In this case, we simply increase *time 2* length like *time 2 greater than time 1*. To increase *time 2*length, you simply advance the starting date, but keep the end date the same. For each length you increase, you record the complexity and the resources used/wasted above. In this case, for each increase date you have, continue to fill the table above and show your observation. You can continue to do that until you are satisfied. At some point in time, you may record a date that is much, much bigger *time 1*.

Basically, what you have done from the part above is to continue to increase the second time to be much longer than the first time and observe complexity and resources usage/wasted. From your observation, you may see that even when *time 2* is much bigger than *time 1*, however complexity at *time 1* is higher than *time 2* as well as resources usage/wasted at *time 1* is higher than *time 2*. Now, you are going to put them in terms of factor. For example, you have F for complexity at *time 2* and H for resources used/wasted at *time 2*. Then you can do something like a factor for

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complexity and a factor for resource usage. For example, complexity increases by a factor as well as resources used/wasted increases by another factor. Factors such as 3 times, 4 times, 2 times, and so forth can be used. In this case, complexity or resources wasted at *time 1* can be viewed as a factors of those at *time 2.*

All you have done from this part is to look at the increase of complexity as a factor for a short period of time compared to s previous time as well as the increase of resources used/wasted as a factor for a short period of time compared to previous times. Here, the factor can be identified depending on how you have worked it out. In your workout, you look at complexity in all phases as well as resources used/wasted in all phases as well. At the end, show your observation and provide additional explanation. You can work out this part as a single group or only the monitoring group.

r. By working out the part above, you have shown that continued execution of applications that do not solve any problems enables us to increase complexity of life as well as resource mismanagement. From the same workout, you may have observed that as we continue coming down from the house, we move or walk much faster the father away we are from the house. In this case, we can see that *lost over time at time 1 is less than lost over time at time 2*; even when *time 2 is greater than time*

   Depending on how you have worked out the part above, if you want you can work out this part if you think it is necessary. In this case, you show that even for a shorter period of time, the functional system lost more than for a much longer previous time.

s. By working out multiple parts above, you have shown that the continuous execution of an application that does not solve any problems, simply increases complexity and enables resource mismanagement. Here, as a manager if you realize your application or project is no longer sustainable, what would you have done? In other words, as a manager if you realize our application or project is not able to solve the underlying problem, what would you done? Managers of the groups can work this out or a single group where one can help each other in the group understand that.

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t. Verify that the process of continuous execution of an application that does not solve any problems simply enables us to work harder for nothing. Since the application does not solve the problem it intended to, in this case we simply work hard without getting any resolve. This process enables us to increase complexity and waste resources. Here as a single group, you can show that by providing multiple practical examples.

u. As a single group, verify that the process of continued execution of an application or project that is not sustainable is not compatible with stability. In other words, since the application does not solve any problems, rather than discard it or dissolve the group, we simply continue to execute it. This process does not provide us with stability. As we have shown previously, at some point in time it will fail where we will be forced to adjust. Here, as a single group use both the physical system model and the functional system model to show that. In this case, you are going to use both models to show that the continued execution of an application that does not solve any problems does not provide stability to both the physical system and the functional system. In other words, show that this process is not compatible with stability of both the physical system and the functional system.

v. Depending on how you have worked out some of the previous parts, you can work out this one. As a single group, use the philosophy inheritance chart to show that solving a problem earlier is much easier than leaving it for a later time. In other words, by using the philosophy inheritance chart or using the physical system stability model by taking philosophy into consideration, show that it is much better to solve a problem earlier than leaving it for a later time. In this case, you are going to show that as the number of people increases, philosophies also increase. This process makes it easier when having a smaller number of people.

   There are two ways to work out this part of the exercise. First, you can use the identified event you have worked out. In this case, you can use it as a example or use it as a baseline by providing multiple practical examples in relationship. Second, use presentation times as an example. In this case, if you have not done so, as a single group, show that it would have been easier for us to solve the underlying problem at *Time 1*, *Time 2*, *Time 3*, than at

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time 4. In either case, you must work out the first part.

w. From the part above, you had shown that the earlier we solve a problem, the better it is for us. The longer we leave the problem unsolved, the more difficult it becomes for us. Previously, we had shown that the continuous execution of applications that do not solve any problem, does not help us and therefore enables us to increase complexity in life and waste resources. In this case, we simply make a lot of efforts without getting any result. As a single group, if you haven't shown that before, verify that the process of working on an application simply enables us to make a lot of efforts without getting any result. In this case, this process enables us to simply increase complexity in life and waste more resources. You can provide multiple practical examples.

   This is the way to look at it. If we are working on a project or application, where that project solves a problem, then all our efforts are used to solve the underlying problem. In this case, the resources that we used in our application are well used, because they solve the underlying problem. That also enables the functionality of life which is the process of reducing complexity. On the other hand, if we work on an application or project where all our efforts in that application do not solve the underlying problem, in this case we simply work for nothing. Our efforts in that application are considered to be wasted. This enables us to waste resources an increase complexity of life. Work this out as a single group by providing multiple practical examples.

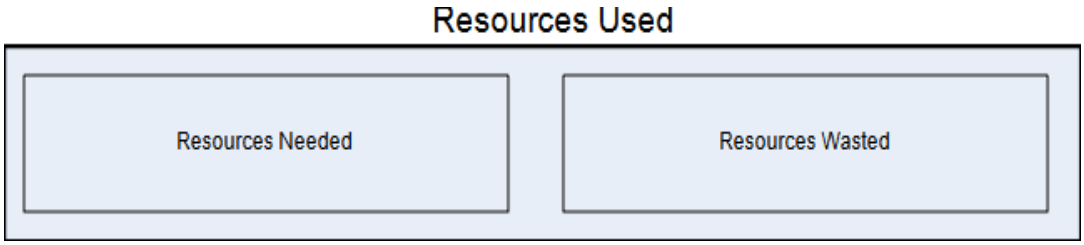
x. In terms of resources used and wasted, this is the way to look at it. We already know that—you have verified that already—the physical system can waste resources but can only use adequate resources to enable its functionality. In other words, while we can waste a lot of resources, we can only use enough resources to enable our functionality. In this case, if the physical system uses 100% resources, and only 10% enables its functionality, the remaining 90% of resources is considered to be wasted. The same as, if our application or project is executed to solve an underlying problem. For example, *Application 1* is executed to solve *Problem 1* or simply *Communication Function 1* is executed to solve *Problem 1*. The result of the execution of the *Communication Function* enables the

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underlying problem to be solved. If 100% resources are used in that application or project and only 10% of the 100% is needed to use accordingly to solve that problem, then that remaining 90% of resources is considered to be wasted. As well as, if *Application 1* or *Communication Function 1* is executed to solve *Problem 1*, if 100% resources are used for that application where that application does not solve the underlying problem, then the 100% resources used in that application or project is considered to be wasted. That makes sense, since we use 100% resources to solve a problem and the problem still remains, therefore we simply waste 100% resources.

Here, as a single group, you are going to verify each case by providing multiple practical examples. In other words, you are going to provide multiple practical examples for the first case, the second case, and the third case. Where the first case is to verify that in an application or project, only the percent resources that is needed to solve the underlying problem should be used in that application. Usage of resources that are not needed for that application or project, is considered to be wasted. For the second case, the physical system can only use enough resources to enable its functionality. Additional resources used by the system that do not enable its functionality are considered to be wasted. For the third case, if in an application or project 100% resources are used and that does not solve the underlying problem, then they are considered to be wasted. Work this out as a single group and one should help each other in the group understand that.

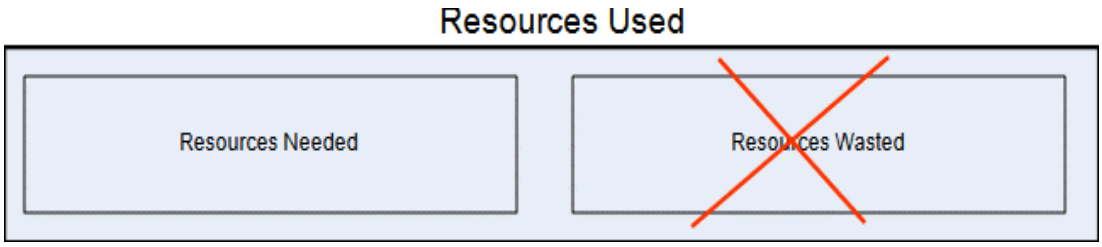
y. Depending on how you have worked out the part above, you may have observed that.



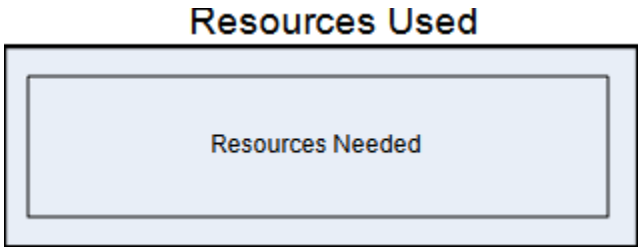
From the model above, it shows that the resources usage in an application is equal to resources needed for the application and resources wasted in the application. In this case, *Resources Needed* is considered to be actual

resources needed by the application or project to solve the underlying problem.

In terms of resource management, it is always good to let *Resources Wasted* equal to nothing or don't waste resources at all in the application. In this case, we simply discard *Resources Wasted* from the model above or remove it from the model which gives the resulted model below.



By doing so, the model above becomes the one below.



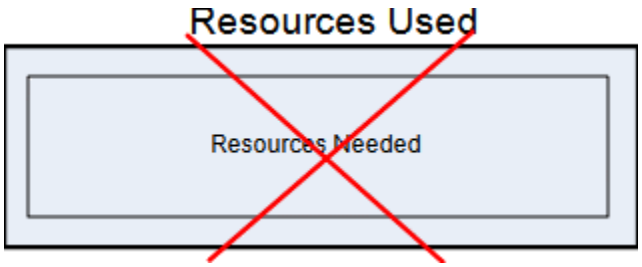
From the model above, it shows that by eliminating resources wasted in the application, then the resources usage in the application is equal to resources needed in the application.

Here, as a single group, verify the model above by providing a practical example. To work this out, you are going to use one or more practical examples to verify all three models above. Then you finish your workout with the last one. In your workout, you are going to conclude that using the original model above where resources usage in the application is equal to resources needed and resources wasted and removing resources wasted in the application, then we manage resources in the application by letting resources usage equal to resources needed by the application. As we can see, there is no resource management without discarding resources wasted or letting resources wasted equal to zero or nothing. In this case, the removing or discarding resources wasted is considered the process of

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resource management.

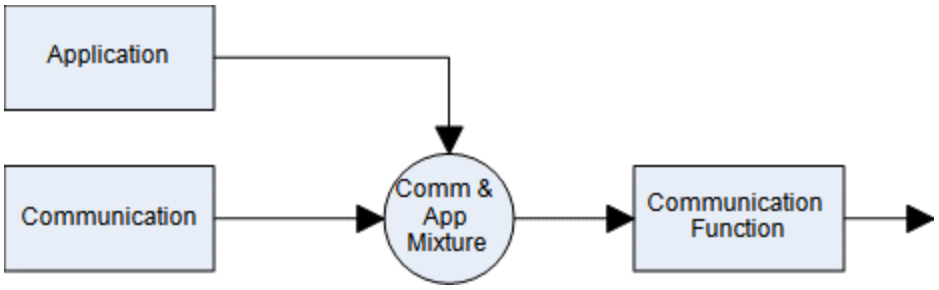
z. By working out the part above, you have shown that if resources wasted is equal to zero, then we manage resources. You may have observed that the portion of the resources needed by the application to solve the underlying problem, is the actual resources that need to be used for that application. In this case, if the application does not solve any problem, then we cross out resources needed or let it equal to nothing as shown below.



All you need to do here, as a single group, is show that: *if resources usage in an application is crossed out or equal to nothing, then resources usage in that application is equal to resources wasted.*

This is the same as saying that as a single group, verify that if the resources needed by the application is zero, then resource usage by that application is equal to resources wasted. In this case, the application does not solve the underlying problem. The same as, if the application does not solve any problem, then resource usage for that application is considered to be resources wasted. As a single group, verify the model above by providing multiple practical examples and one should help each other in the group understand that.

k. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. In terms of principle given to us by our parent, at *Time 0*, our parent gives us some principles that enable us to interact with each other. For example, at *Time 0*, our parent gives us the communication application function:

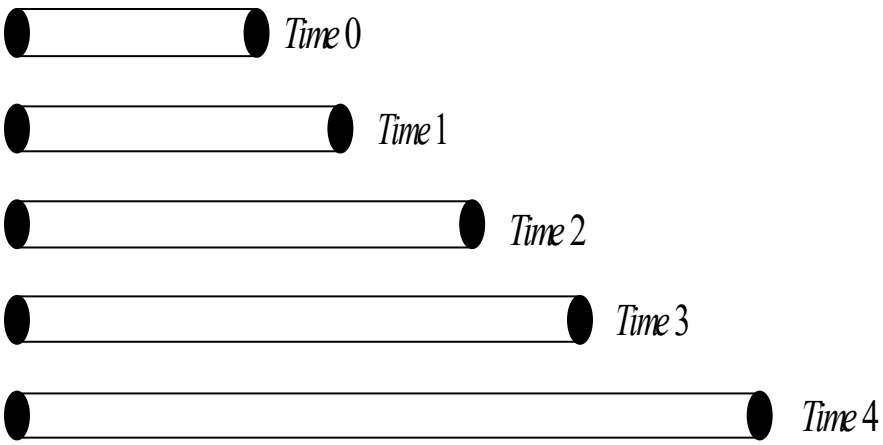


Where our parent tells us that our application is a function of our communication. Previously, we have shown that the idea of our application—*Application* form the model—comes from our parent or belongs to our application where the communication—*Communication* from the model—comes from us or belong to us. By disregarding the function above given to us by our parent at *Time 0*, at *Time 1* we have problem with our application where we turn to our parent for help. Again, our parent provides us with the idea of our application and the given reference.

By taking a closer look at the model above as well as the explanation both paragraphs, we can see that interaction with each other is a process of communication. In other words, we interact with each other by communication which enables us to solve our problems or execute our application. By disregarding that, we simply rely on our philosophies to interact with each other which develops problems. In terms of relying on philosophies rather than communication to solve our problems, at *Time 0* we disregard the communication or the communication interface that enables us to interact with each other and we simply replace it by an instrument or a physical entity. This process still happens at *Time 1, Time 2,* and *Time 3*.

In other words, while at *Time 0* we disregard our communication and we interact with physical entity or instrument with each other, in this case we simply disregard the principle given to us by our parent at *Time 0*. At *Time 1*, we receive feedback from our parent to tell us that we must interact with each other through communication rather than physical entity. We disregard that feedback and we still interact with each other with physical entity. This process still happens at *Time 2* and at *Time 3*, where we disregard the feedback and still interact with physical entity rather than communication. To better understand the overall process in terms of time and physical entity interaction rather than communication, it is better to represent it by the model below.

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From the model above, it shows that at *Time 0* it shows that we use a stick or baton to interact with each other rather that communication by using our communication interface. At *Time 1*, *Time 2*, and *Time 3* we disregard the feedback given to us by our parent and we still use a stick or baton to interact with each other rather than our communication using our communication interface. As we can see, at each time the size of the stick gets bigger. That makes sense, since by disregarding the feedback given to us by our parent we rely on our philosophies and we keep inheriting them. Related to time, the number of philosophies that we inherited gets bigger, therefore the size of the stick or baton gets bigger. In this case, a bigger size stick enables more damage to us as well as the functional system. To solve this problem, we need to drop those philosophies and apply our parent's principles. In other words, since at *Time 4* we have a better understanding of communication and our communication interface, we need to drop the stick interaction and use communication and our communication interface to interact with each other. Doing so, enables us to solve our problem.

a. By understanding the part above, as a single group verify the part above by providing multiple practical examples. In this case, you are going to show that starting from *Time 0*, at each presentation the size of the stick gets bigger and causes more harm to the physical system and the functional system. In this case, each size of the stick can be represented by multiple types of instruments that can cause damage to the physical system and the functional system. We can call those instruments bad instruments or negative instruments. In each case, you are going to identify those instruments by naming them, providing more information about them, and determine why they are considered to be bad instruments.

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b. From the explanation above, we have shown that from *Time 0*, we disregard our communication interface and interact with each other with instruments which cause the physical system and the functional system to function abnormally. This process is repeated at *Time 1*, *Time 2*, and *Time 3*. Now at *Time 4*, we have a better understanding of communication and our communication interface. In this case, rather than using instruments or bad instruments to interact with each other to harm the physical system and the functional system, we can simply use communication and our communication to interact with each other. Here you are going to show that by providing multiple practical examples. In this case, you are going to identify the communication interface and show that it must be used to interact with each other rather than instruments that enables the system to functional abnormally. Work this out as a single group and one must help each other to understand that.

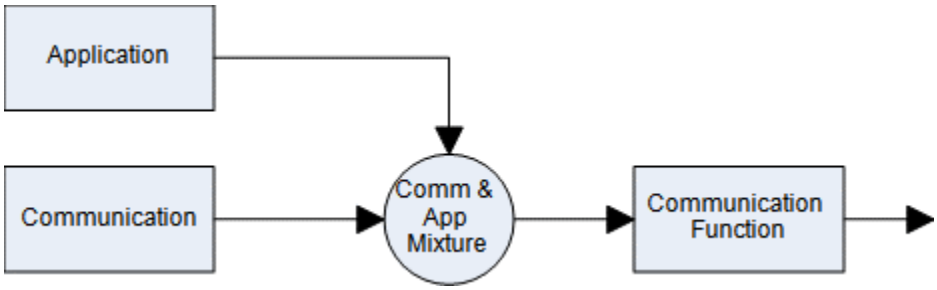
c. By working out the part above, verify that the communication interface is the only interface that enables us to solve our problems and interact with each other. In this case, you are going to use the communication application function given to us by our parent to show that the communication interface enables us to interact with each other and using our communication we can solve problems. Work this as a single group and one must help each other in the group understand that.

d. By working out the part above, you have shown that the communication interface is the only interface that we can use to interact with each other in order to solve our problems. From the parts above, you have shown that the use of bad instruments to interact with each other by disregarding our communication interface. Here, as a single group you are going to verify that those bad instruments does not enable us to solve any problem, only our communication interface enables us to solve problems. In this case, those instruments simply cause problems but do not solve problems. As a single group, you are going to verify that by providing multiple practical examples.

e. By working out one of the parts above, we know that the idea of our application belongs to our parent and the communication belongs to us. This is the same as saying that the idea of our application comes from our

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parent while the communication comes from us. At *Time 1*, we have problems with our application where we turn to our parent for help and our parent provides us with the idea of our application and the given reference. Given that at *Time 0*, our parent already gave us the communication application function below.



The idea of our application given to us by our parent at *Time 1* is being viewed as a repetition. This is why we call it a feedback. In other words, given that at *Time 0* our parent already gave us the idea of our application, at *Time 1* our parent gives us the idea of our application again in the form of feedback. All you have to do here, as a single group, is verify that the idea of our application given to us by our parent at *Time 1* includes the usage of instruments to enable our functionality not to harm each other. Work this out as a single group. You can provide multiple practical examples. Each person in the group can help each other to understand that.

f. By working out the part above, you have verified that the idea of our application given to us by our parent at *Time 1* is a repetition of what was already given to us at *Time 0*. And the idea of our application given to us by our parent at *Time 1*, includes ideas that tells us that we should use instruments to enable our functionality, not to harm each other. Here, you are going to verify that same repetition happens at *Time 2*, *Time 3*, and now at *Time 4*. In this case, for each particular of time, you are going to verify that the idea of our application given to us by our parent is to enable our functionality, not to harm each other. In this case, each time is view as a repletion of the same idea. Work this out as a single group by providing multiple practical examples. One must help each other in the group understand that.

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g. We already know that instruments attached to the physical system are used to enable the functionality of the physical system. Since the physical system is associative, those instruments are also used to enable the functionality of others. In other words, the instruments that are parts of me are used to enable my functionality. Since we are an associative system, the instruments that are attached to me are also used to enable your functionality. Here, in terms of attached and non-attached instruments, you are going to verify that while the attached instruments ae used to enable our functionality, they also work in relationship with non-attached instruments to enable our functionality. Here, as a single group you are going to verify that this idea is given to us by our parent at t_0 and repeated to us at *Time 1*, *Time 2*, *Time 3*, and now at *Time 4*. You must provide multiple practical examples and one should help each other in the group understand that.

h. By working out the part above, we know that the idea given to us by our parent enables us to use instruments to enable our functionality, not to harm each other. In other words, the idea of our application given to us by our parent enables us to enable the functionality of life, not to destroy life or make life dysfunctional. Previously, we have shown that by disregarding the principle given to us by our parent, we simply disregard that we are a communication enabled system and we must interact with each other through communication. In this case, rather than using communication to interact with each other, we simply use instruments instead which enables us to har each other rather than solving problems. We have already shown that interaction with each other through instruments does not help us solve any problems but enables us to develop more problems.

Now we know those instruments are harmful to us and they don't help us solve any problems. Now we know we are a communication enabled system and we must interact with each other through communication. Now we have a better understanding of communication and our communication interface. Now we know the idea of our application given to us by our parent does not enable us to harm each other but enables us to function associatively. Now we know those instruments are not useful to us and we do not need them, we need to discard them in order to solve our problems. In other words, we no longer need those instruments because they are not useful to us. We have everything that we need now to solve our problems

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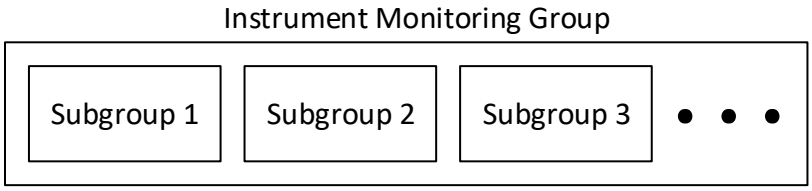
and we do not need those instruments any more. Here as a single group, you are going to verify that by providing multiple practical examples. One should help each other understand that.

i. By working out the part above, you have verified that we have everything that we need now to solve our problems, and those instruments are not useful to us. We don't need them and we must discard them. Here, for the instrument monitoring group, you are going to identify such instruments by listing them in a table.

Instrument Name	Instrument Type	Degree of Destruction

From the table above, you identify the name of instruments, the type of instruments, and you add a column for instruments description, and in the degree of destruction column, you put how harmful the instruments are. You can have additional columns to provide additional information as needed. That depends on you.

j. By working out the part above, you were assumed to be one instrument monitoring group. Here, you are going to partition that group or form more instrument monitoring groups. In this case, the other instrument monitoring groups are viewed as subgroups of the instrument monitoring group. Now, the instrument monitoring group can be viewed in the form below.



From the model above, the instrument monitoring group includes multiple subgroups. Each subgroup is viewed as a group of the instrument monitoring group. We already know that the instrument monitoring group is a subgroup by itself or a subgroup of the monitoring group. We have represented that subgroup as Group 5,3, here we can represent the subgroups in that subgroups as Group 5,3,*number*. In this case, the first subgroup can be represented as Group 5,3,1. Now you have the instrument monitoring group partitioned into multiple subgroups, each subgroup is

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going to represent a country. In other words, each subgroup is viewed as a country or working area. Here, each subgroup can have its own table where each group can put a tag on the table to identify that country.

By working out the part above, the monitoring group is made of multiple subgroups, where each subgroup is viewed as a country. Now, each group is going to work separately by identifying the instruments as we did from the part above. Each group is going to have its own list of instruments. After doing so, each group is going to compare the list with other groups. By comparing the list with other groups, you are going to make sure you don't miss any instruments. In this case, if an instrument is on the list of a group and it is not on the list of another group, then the other group can add it to the list. We are doing that to make sure we identify all the instruments and all of them includes in each subgroup list.

k. From your workout above, each country or each group from each country has identified the instruments and their degree of destruction. If you have not already done so, you are going to sort the list by degree of destruction. In this case, you are going to sort it from high to low. The highest degree of destruction should come first, the lowest degree of destruction should come second. Now, each group or each country has the list sorted from high to low.

   By sorting out the instruments from high to low, you already know that those instruments are not useful to us, so we are going to discard them. Here, each group is going to combine as a single group or the monitoring group combined is going to determine the process of discarding or getting rid of those instruments.

l. By working out the part above, you have identified those instruments and determined the process of discarding them. In terms of determining the process of discarding them, you are going to verify that the process of discarding them is a part of resource management or include resource management. What do we mean by that? We have to think of resource management when we discard/scrap those instruments or when we think about discarding them. The monitoring group as a whole can work this part

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out.

m. By working out the part above, you have verified that the process of discarding those instruments include resource management. In terms of discarding them, in the monitoring group, we can have other subgroups like instruments discard group, as well as parts/materials reuse/recycle group. Those groups can work together with the resource monitoring group. Here, the reuse/recycle will identify its function as well as the discard group. In this case, parts that can be reused or recycled will be identified those that cannot. Here, those groups are going to work out this process and verify that it enables resource management rather than extract for new material. This is a per group workout.

n. Verify that it takes us a lot of effort and a lot of resources to make those instruments. Unfortunately, they do not help us solve any problems. Now, we have more problems and more complexity than before. Those instruments don't help us in terms of solving problems, managing resources, and reducing complexity. Therefore, it makes sense to discard them. You can work this out as a single group or only the instrument monitoring group.

o. By working out the part above, verify that discarding those instruments makes sense and helps us think much better. Show that those instruments create disturbance and they do not help us think better in terms of problem solving. Work this as a single group or only the instrument monitoring group.

p. Verify that the process of discarding those instruments enables us to manage our resources and reduce complexity. In this case, resources used to make those instruments could help us solve problems in life. Here, you can use the definition of life to show that. Work this out as a single group or only the instrument monitoring group. If you have verified that before, you can skip this part.

q. As a single group, verify that the process of discarding those instruments includes training people who make those instruments, people who support those instruments, people who use those instruments, people who work in supporting those instruments or people who are part of that group, and so

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forth. Here, the word training is the process of learning the principle by those people to execute other functions. In this case, instructors are on standby to handle that function. They already know what to do. This part can be working out by a single group or by instrument monitoring group. The group of instructors can be excluded.

r. By working out the part above, you have verified that the people who make those instruments, people who use those instruments, people who work in supporting those instrument or people who are part of that group, and so forth need to learn the principle to execute other functions. Where we call the process the training process or retraining process. Here, for the instrument monitoring group, verify that the same people who make those instruments are the same that need to discard them. In this case, if we identify a group of people that include people who make those instruments, people who use those instruments, people who work in supporting those instruments or people who are part of that group, and so forth, should be that same group to be trained or retrained to discard those instruments. The group of instructors will help with the learning process. This part of exercise should be worked out by the instrument monitoring group, excluding the group of instructors.

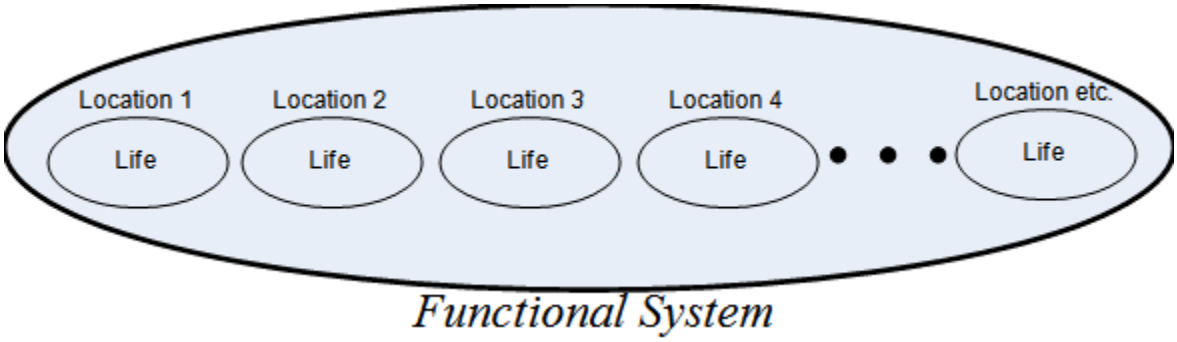
s. By working out the parts above, you have shown that those instruments are not good for us, so we must discard them since they don't help us solve any problems. In terms of working to make those instruments, we can see that by disregarding the principle that enable us to live together, we simply rely on those instruments that enable us to harm each other. In terms of making those instruments, we can see that we have been working harder to make them, while they did not help us solve any problems. In this case, we can simply see that we have been working harder for nothing. What is important here is that we make things to help us, but what we make did not help us at all. In this, case we simply had been working for noting. Here, you can verify that by providing multiple practical examples. You can work this out as a single group or only the instruments monitoring group.

t. By working out the part above, verify that this process enables increasing complexity and enables resource mismanagement or simply resources wasted. In other words, given that we have been working harder and don't

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solve any problem, we have been working harder to make things and what we made did not help us solve any problems, we simply wasted efforts and resources. In this case, we simply increased complexity and waste resources. Here, verify that since the making of those instruments did not help us solve any problems, they simply enabled us to increase complexity and waste resources. You can work this out as a single group or only the instrument monitoring group. If you want to, you can use the functional system model in relationship with the complexity theorem to show that. You can provide multiple practical examples in your workout.

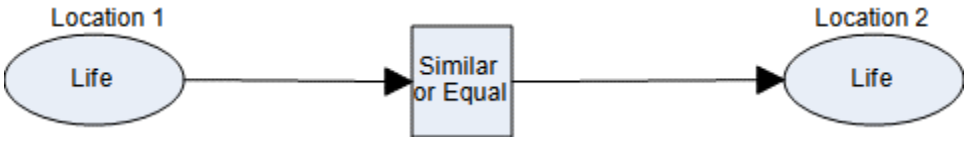
l. From the part above, we have identified instruments that can harm each other or make life dysfunction and we have to discard them. Here, let's ask this question in terms of the model below.



Functional System

As shown by the model above, if life is made of life at multiple locations, why do we need instruments that can destroy life at other locations? Now that we know life is made of life at multiple locations, as we have shown from a previous workout, there is no need to have such instruments to harm each other or destroy life at other locations. This is the reason we discard them.

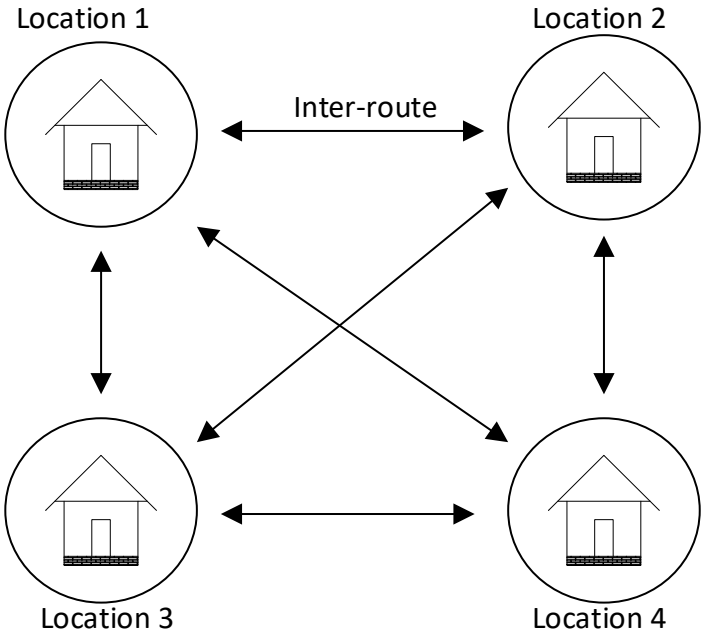
From the model above, we know that



As shown from the model above, life at one location is similar or equal to life at another location. Now we can ask this question, if life at one location is similar to life at another location, why do we need instruments to harm each other at other

locations? If life at one location is similar to life at other locations, why do we need instruments to harm each other or destroy life at other locations? Now that we understand that life at other locations is similar to life at our location, we do not need instruments to destroy life at other locations. Now that we understand life at other locations is similar to life at our location, other locations do not need instruments to harm life at our location or destroy life at our location. This is the reason we discard such instruments. Depending on how you have worked out previous parts or the part above, as a single group you can work out this part by answering both questions. All you have to do, as a single group combined, is to include all groups and answer both questions. One should help each other answer them.

a. By working out the part above and the previous parts, we have verified that we do not need instruments that can destroy life at other locations, because life is made of life at all locations combined. From multiple parts, from one working area to another working area, there is an inter-route that separates us. In other words, from one country or location, there is an inter-route that separates them. Here, let's show that inter-route again.



From the model above, each location is viewed as a country. Previously, we identified instruments that can navigate, go, or travel to the inter-route from one country to another country. Here, as a single group you are going

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to identify the inter-routes again and make sure you identify them properly. In this case, you can identify them by route name, type, and description. The table below is used as an example.

Route Name	Route Type	Route Description

From the table above, for example the name of the route from one country to another country. The mane of the route from *Location 1* to *Location 2*. In the type of route, you can identify whether that route is air, sea, ground, land and so forth. You can have multiple tables and compare to each other to make sure they are identified properly. This can only be worked out by the inter-route monitoring group; however, other groups can also work out this part.

b. From the part above, you have identified multiple countries or locations where they connect by inter-routes. Previously, you have been divided into multiple groups, where each group is viewed as a country or each group represents a country. From your workout, each has its own table and that table is labeled as the name of the country for that group. Now, assume that you have 4 groups which are viewed as 4 countries. You can draw the inter-routes from table to table to identify them. In this case, you identify each country for instance Country 1, Country 2, Country 3, and Country 4 as well as the inter-routes that connect them. As you have done previously, you can have a table to identify the inter-routes as land, sea, water, river, underwater/undersea, air, ground and so forth.

Now, you are going to determine the characteristics of instruments that can travel from one location to another location or from one country to another country. In this case, we mean the characteristics of instruments that can travel, go, or navigate to the inter-routes you have identified above. To work out this part, each group or country is going to work that out separately. In this case, each table is going to work that out separately. You can have a table similar to the one below.

Name	Type	Description	Can Travel

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From the table above, the name is the name of the instrument. The type column is the type of the instrument. The description column, is the description of the instrument. In the can travel column, you determine whether that instrument can travel from one location to another location using the identified inter-route.

c. By working out the part above, you have identified the inter-routes and instruments that can travel from one location to another location. Here, each group needs to compare its list with other groups to make sure they don't miss any. By comparing each list, each country or group make sure the list is identical for each group. By working out this part, all groups combined, or all countries combined have identified instruments that can travel, go, or navigate from one location to another location or from one country to another country.

d. By working out the part above, all countries have verified and identified instruments that can travel from one country to another country. Previously, we identified instruments that are not useful to us since they do not help us any problems. Those instruments are considered to be bad instruments, since they destroy life and enable us to harm each other. Here, as a single group verify that those instruments cannot travel from one location to another location or from one country to another country. Another way to say, as a single group, verify that the instruments we have destroyed cannot travel, go, or navigate from one country to another country. Verify that the instruments we have discarded should not have travelled, gone, or navigated from one location to another location or one country to another country.

e. By working out the part above, you identified the characteristic of instruments that cannot travel from one location to another location or from one country to another country. By identifying instruments that can travel from one country to another country, we also know instruments that can travel from one country to another country. Previously, we have verified that the inter-routes connect countries to each other and enable us to exchange to another the functionality of life. In this case, we can see that instruments that enable us to exchange with each other can travel, go, or navigate to the inter-routes to enable the functionality of life by exchanging

with each other. Here, as a single group or the monitoring group or all countries combined as a group, you are going to verify functions of instruments that can travel from one location to another location or from one country to another country.

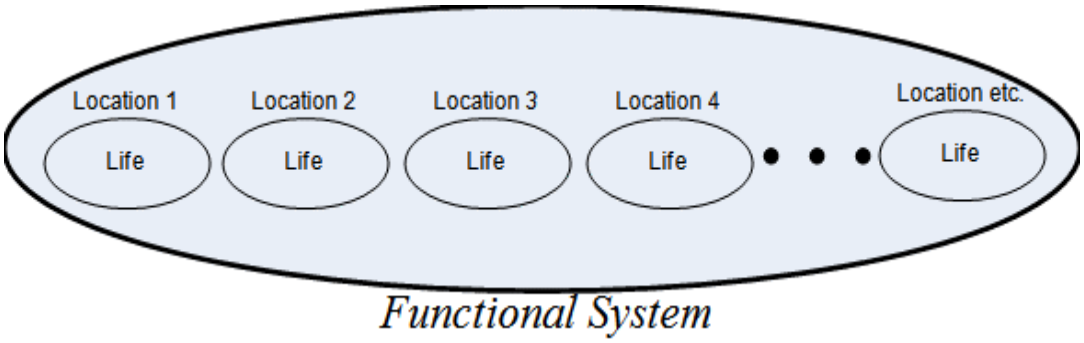
To work out this part, you can have multiple tables to identify some information. For example, instrument name, type, travel route, departure function, arrival function, route type, route name, acceleration or take off, velocity/speed, arrival speed, departure speed, altitude, elevation, depth, azimuth, direction, coordinate, latitude, departure angle, arrival angle, stop location, departure from, arrival to, problem solved at departure, problem solved at arrival, reason of departure, reason of arrival, entity transport, entity transport function, departure time, arrival time, return time, departure date, arrival date, return date, load/weight, and so forth. While we list some of them here, you can also add more to the list if you feel some of them are missed or some more are needed. This part can be worked out by all of the countries combined.

f. By working out the part above, you have identified the characteristic of instruments that can travel from one location or country to another location or country. Here, continue working out the part above, and verify that the characteristics of instruments that can travel from one country to another country include: state of departure and state of arrival. This can be viewed as two cases. In terms of state of departure and state of arrival, show that the state of the instrument at departure does not change upon arrival. In this case, if an instrument departs from one location to another location to transport goods to facilitate exchange, the state of departure enabled the transportation of the goods and the state of arrival enabled the unloaded of the goods. In this case, the state of the instruments does not change. Here, you are going to verify that by providing multiple practical examples. All countries combined can work this out.

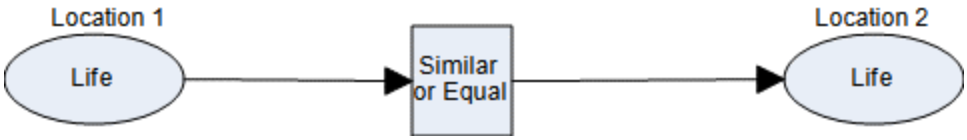
For the second case, you are going to verify that arrival at the location and the departure from the location do not change the aspect of the location of departure as well as the location of arrival. The way to look at it, if an instrument travels from *Location 1* to *Location 2*, the aspect of the first location should not be worse than before as well as the second location. For

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example, the exchange of goods between *Location 1* and *Location 2*, enables the aspect of life to get better at any location upon an instrument arrival. In this case, state arrival and departure should not make life more difficult than before. All countries combined together can verify that. If you want to, you can use the two models below to verify that.



Functional System



By using the first model above, show that since life is a combination of life at all locations combined, the arrival or departure of an instruments do not prevent that definition. Since life is a combination of life in all countries combined, the departure and arrival of an instrument do not change that. Therefore, the arrival and departure of instruments from one country to another country do not change the aspect of life.

By using the second model, since life at one location is similar or equal to life at another location, the departure and arrival of instruments should not change that definition. Since life at a country is similar or equal to life at another country, the departure and arrival of instrument from one country to another country do not change that. In other words, the departure and arrival of an instrument should not affect life at either location.

g. By working out previous parts, you have determined the characteristic of instruments that can travel from one location/country to another location/country. From the part above, you have verified the characteristic of instruments that can travel from one location to another location enable life to function normally or enable life to continue function normally. Here,

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if you want to, before continuing farther you can use both the physical system stability model and the functional system model to show that the characteristic of instruments that can travel from one location to another location does not affect the stability of the physical system.

Here, you are going to look at the state of the physical system at departure as well as at arrival. Here, you are going to determine that at departure, the characteristic of the physical system does not change as well as at arrival. In this case, you are going to show that the characteristic of instruments that can travel from one location to another location does not change the characteristic of the physical system at departure as well as at arrival. You can work this out as a single group or only the instruments monitoring group can work this out with all the countries combined.

h. You have identified the instruments that can travel from one location to another location. You have also identified the entity that can be transported by those instruments. Here, verify that the characteristics of the entity transported cannot negate life at both the location the instruments travel from to the location the instruments travel from. The way to look at it, previously you have verified that the instruments cannot negative life at both locations, here in relationship with that. You show that, since the instruments cannot negatively affect life from the locations they travel from to the locations they travel to, the entities they transport cannot negatively affect life as well from the location they travel from to the location they travel to. You can work this out as a single group, or all countries combined can work this out together. If you want to, you can use both models above to show that.

i. From the part above, you have verified that the entities transported by the instruments cannot negatively affect life at both the locations they travel from to the locations they travel to. Here, in terms of the physical system stability, you are going to verify that the entities transported by the instruments cannot affect the stability of the physical system at both locations. The way to look at it, previously you have shown that the instruments that can travel from one location to another location cannot change the characteristic of the physical system. Here you need to show that the entities transported by those instruments cannot change the

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characteristics of the physical system at both locations as well. In this case, you are going to take the stability of the physical system into consideration at both locations. You can work this out as a single group or all countries combined together can work this out. If you want to, you can use the physical system stability model to show that.

j. Previously, you have verified that the characteristics of instruments that can travel from one country to another country include return date and time. Here, you are going to verify that an instrument that travels from one location or country to another location or country must return. As an example, an instrument travels from *Location 1* to *Location 2* to deliver goods to enable the functionality of life. After delivering the goods, the instrument returns to its original location. Here, you are going to verify the must return of the instruments by providing multiple practical examples. You can work this out as a single group, or all countries combined together can work this out.

k. Previously you had shown that the characteristics of instruments that can go from one location to another location should not affect the stability of the physical system. Here, verify that an instrument that cannot go from one country to another country, affects the stability of the physical system. The fact that the physical system is mobile in relationship with the portability of the principle, an instrument that is controlled by that system to go from one location to another location or from one country to another country should not affect the mobility of the system. If that instrument is to affect the mobility of the system, that would render the system not to be mobile. Therefore, such as instrument cannot travel or go from one country to another country. We can also say that, such instrument would affect the stability of the physical system. Here, you are going to verify that by providing multiple practical examples. All you need to do here is show with multiple practical examples, an instrument controlled by the physical system that cannot go from one location or country to another location or country enables the system not to be mobile. You can work this out as a single group or all countries as a whole. In this case, we can simply see that instrument affects the mobility of the physical system. The overall part of this exercise is to show that such as instrument simply affects the mobility of the physical system.

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l. Previously, we had shown that entities transported from one location to another location by an instrument should not affect the stability of the physical system. Here, you are going to verify that if the entities cannot be transported by an instrument from one location to another location, they affect the mobility of the physical system. This is the way to look at it. Since the physical system is mobile in relationship with the attached theory, any entity transported by an instrument controlled by the physical system should not affect the physical system mobility. If an instrument controlled by the system is to transport entities that cannot be carried from one location to another location, that would affect the mobility of the system. In this case, that would render the system not to be mobile. Here, verify that in order to preserve the mobility of the system, only entities that can be carried from one location or country to another location or country can be transported by an instrument controlled by the system. Work this out as a single group together or only all countries combined together. The simplest way to look at this part, as a mobile system, we don't want to transport something that would affect our mobility. If we were to transport something that would affect our mobility, then that would render us not to be mobile.

m. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. We already know that the idea of our application given to us by our parent is a list of ideas that include many ideas. In this case, *Application* which is the idea of the application is given in the form of:



The way to look at it, the idea of the application which is *Application* shown by the model above is given to us which include multiple ideas such as *Application 1, Application 2, Application 3,* and so forth. In the list of ideas given to us by our parent at *Time 1*, there includes the instrument crossing or navigation's idea that tells us the characteristics of instruments that can cross, navigate, or travel in the inter-route.

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The way to look at it, in the list of ideas given to us by our parent, we have *Application 3* which is the instrument navigation's idea. All you need to do here is to show that *Application 3* is the instrument crossing idea and it is given to us by our parent at *Time 1*. In this case, you also show that *Application 3* is part of *Application*. You can work this out as a single group which includes the instrument monitoring group. Everybody in the group must help each other understand that.

n. From the list of ideas given to us by our parent at *Time 1*, identify that the instrument making idea is from our parent. The way to look at it, from the list of ideas given to us by our parent, we identify *Application 4*, where *Application 4* is the instrument making idea. In this case, you will show that at *Time 1*, *Application 4* is given to us by our parent to tell us that instruments that we make are used to enable the functionality of life. Work this as a single group or the instrument monitoring group.

o. By working out the part above, show that the instrument monitoring idea is also given to us by our parent at *Time 1*. The way to look at it, in the list of ideas given to us by our parent, we have *Application* which is part of *Application*. In this case, *Application 5* is viewed as the instrument monitoring idea which is used by the instrument monitoring group. Here, all you need to do is to show that *Application 5* is given to us by our parent at *Time 1*. You can work this out as a single group or the instrument monitoring group.

p. The list of ideas given to us by our parent at *Time 1* is:



From the list of ideas given to us above, we have *Application 6*, where *Application 6* is the instrument usage idea. The instrument usage idea tells us that we use instruments to enable the functionality of life. Here, show that *Application 6* is given to us by our parent at *Time 1*. You can work this

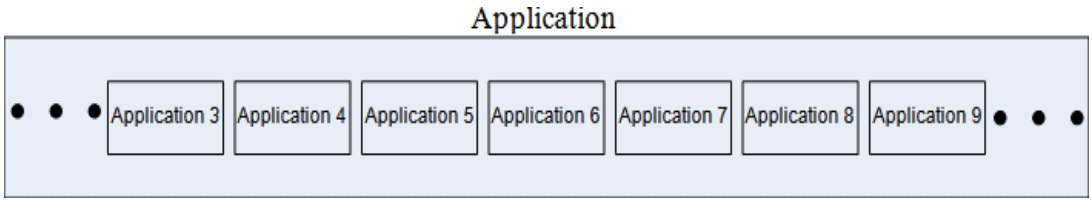
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out as a single group or the instrument monitoring group.

q. In our working area, we have multiple groups: doctors, police officers, lawyers, farmers, and so forth. In this case, we can identify the idea of the group of doctors as *Application 7* and the idea of the group of police officers as *Application 8*. Where *Application 7* tells us the function of the physical system is to live. In this case, that idea is used to help the physical system functions normally. *Application 8* is the idea given to us at *Time 1* to maintain the stability of the physical system. Here, show that both *Application 7* and *Application 8* are given to us by our parent at *Time 1* and are from the list of ideas given to us. You can work this out as a single group, or the group of doctors and police officers combined can work this out.

r. From the list of ideas given to us by our parent at *Time 1*, we have *Application 9* where *Application 9* is considered to be the work idea. In this case, *Application 9* tells us that we work to enable the functionality of life. Basically, *Application 9* tells us what work is. Here, as a single group show that *Application 9* is in the list of ideas given to us by our parent at *Time 1*.

s. After having problems with our application, we turn to our parent for help where our parent provided us the idea of our application and the given reference, where the given reference is a set and the application is a list. We have already identified the given reference as a set of theories. From multiple parts above, we have identified *Application 3, Application 4, Application 5, Application 6, Application 7, Application 8,* and *Application 9*. Since *Application* is given as a list of ideas and you have identified as:

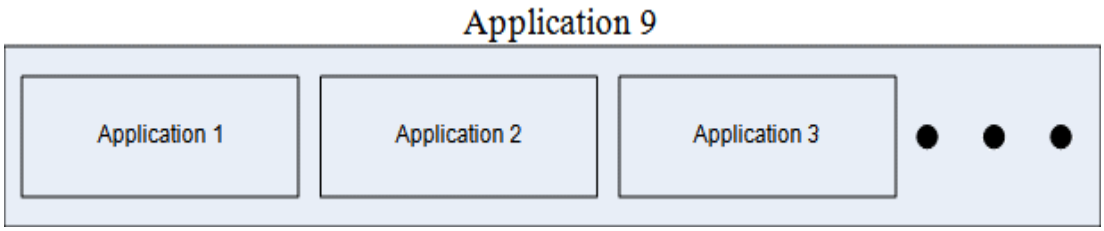


All you need to do here, as a single group, is show that *Application* is/was indeed given as a list of ideas to help us execute our application or solve our problems.

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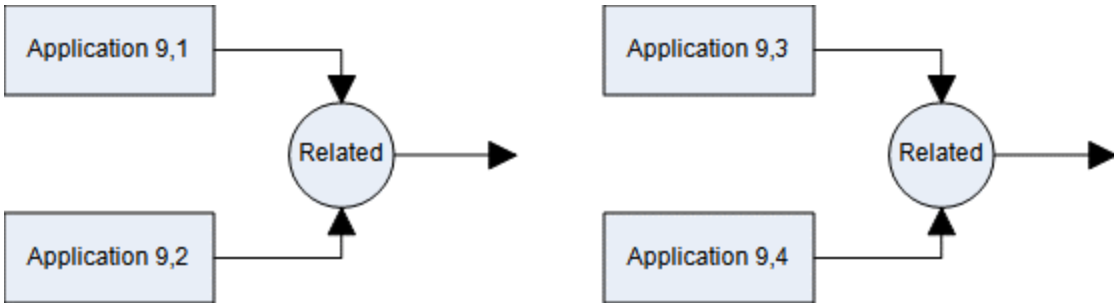
t. After having problems with our application, we turned to our parent for help where our parent provided us with the idea of our application, in addition to the given reference. Where the idea of the application given to us by our parent is a list of ideas and we have already identified multiple ideas from that list to help us execute our application. Here, all you need to do is to show the relationship between *Application* and the given reference. In this case, it looks like our parent applied the given reference to help us execute our application. To do so, you are going to identify each idea and show the relationship between the reference as well as shown that they are from the given reference. You can work this out as a single group.

u. By working out multiple parts from above, we have identified multiple ideas given to us by our parent at *Time 1*. For example, we have identified the work idea which is *Application 9*. All you need to do here is to show that the work idea *Application 9* given to us by our parent at *Time 1* is a collection of ideas. In this case, we have *Application 9* shown below.



where, *Application 1, Application 2, Application 3*, and so forth are considered to be ideas from *Application 9* or simply sub ideas of *Application 9*. If we want to, we can represent sub ideas of *Application 9* as *Application 9,1*, *Application 9,2*, and so forth. In this case, we simply use a comma to separate the main idea and the sub idea or the main idea and part of the main idea. Here, all you need to do is to show the relationship between the ideas of *Application 9* by providing multiple practical examples.

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v. Previously, you verified that the idea of the police officer is from our parent and it is given to us at *Time 1*. Now, from that idea, verify that the police officer is local to his/her respective working area. You need to provide multiple practical examples. You can work this out as a single group or the group of police officers or the monitoring group and so forth.

After doing so from above, use *Functional System* model given to us at *Time 0 Plus Plus* to verify or validate that. The way to look at it, the idea of the police officer was given as *Application 7* at *Time 1*. In this case, *Application 7* is the idea of the application of the group of police officers which corresponds to *Application 7* given to us by our parent at *Time 1*. All you need to do here, is to use the model given to us at *Time 0 Plus Plus* to validate *Application 7*. You must provide multiple practical examples. You can work this out as a single group or the group of police officers or the monitoring group and so forth.

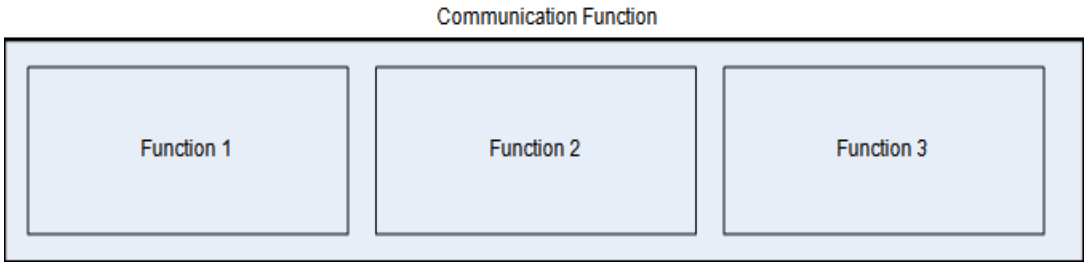
m. By working out the two main parts above, we have the instrument monitoring groups and the inter-route monitoring groups. We already know that the inter-route monitoring group is made of multiple subgroups where each subgroup represents a country or is viewed as a country. The instrument monitoring group may have been subgroup similarly. Here, all you need to do is to define additional subgroups within the groups that you have by taking people from each country. For example, if we have 5 countries where each country is represented by a group of people, if you want to define a subgroup with 5 people, then you can take a person from each country to define that subgroup. Here, you are going to take people from each country to define subgroup. In this case, you can have an instrument monitoring subgroup that includes a person from each country; an instrument discard subgroup that includes a person from each country; an inter-route monitoring subgroup that includes a person from each country. This is simply an example. You can define

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as many subgroups you think are needed by taking people from each country.

a. By working out the part above, you have defined multiple subgroups that include people from multiple locations. For example, for 3 locations or countries, you may have defined Subgroup 1, Subgroup 2, and Subgroup 3, where each subgroup includes people from multiple locations. In this case, for 3 locations or countries the result is the summation of all the groups.

   Previously, you may have worked out in a form of a combined function like:



   From the model above, the *Communication Function* may represent the function of a group where *Function 1* and so forth represent the function of subgroups. In terms of inter-route monitoring, *Function 1* may represent the function of inter-route monitoring at a specific location where *Function 2* may represent another function of inter-route monitoring at another location. In this case, each location can be viewed as a country. As well as, *Function 1* may represent the function of instrument monitoring at a location or country, where *Function 2* may represent instrument monitoring group at another location or country.

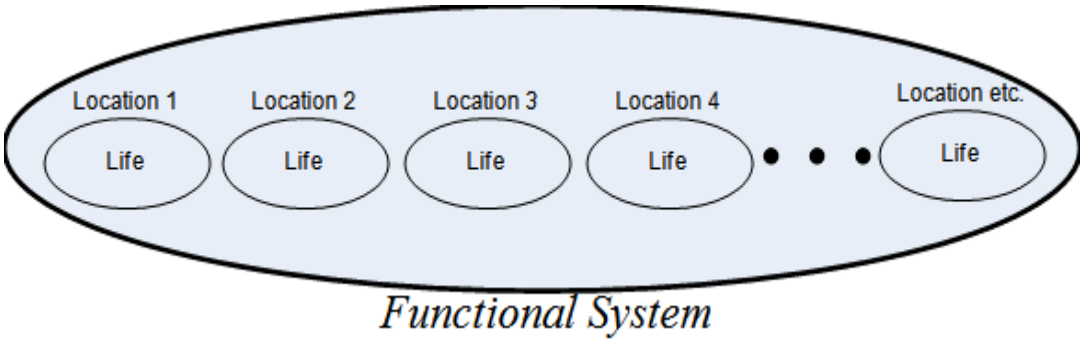
   As previously stated, if *Function 1* is made of people from multiple locations or multiple countries, then *Function 1* may represent a nonlocal function, so do *Function 2* and *Function 3*. The way to look at it, previously we had functions that may have been executed locally, now we have functions that are executed nonlocally.

   Now that you have defined subgroups that include people from multiple countries, similarly to the model above, you can determine the function of each subgroup you have defined in relationship to the overall function of the group. The way to look at it, you have local functions, then you also have nonlocal functions. Here, you determine how do you approach this or

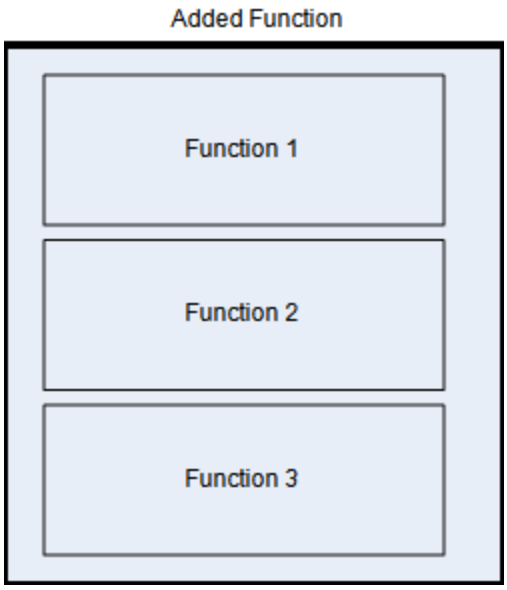
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manage this function. It is the same as saying, determining the process of organizing a function that executes at multiple locations.

b. Previously we verified that life is a combination of life at multiple locations as it was given to us by our parent.



By understanding the model above, for 3 locations, show that the added function can be written in the form below:



From the model above, *Function 1* is viewed as added function at Location 1, *Function 2* is viewed as added function at Location 2, and *Function 3* is viewed as added function at Location 3.

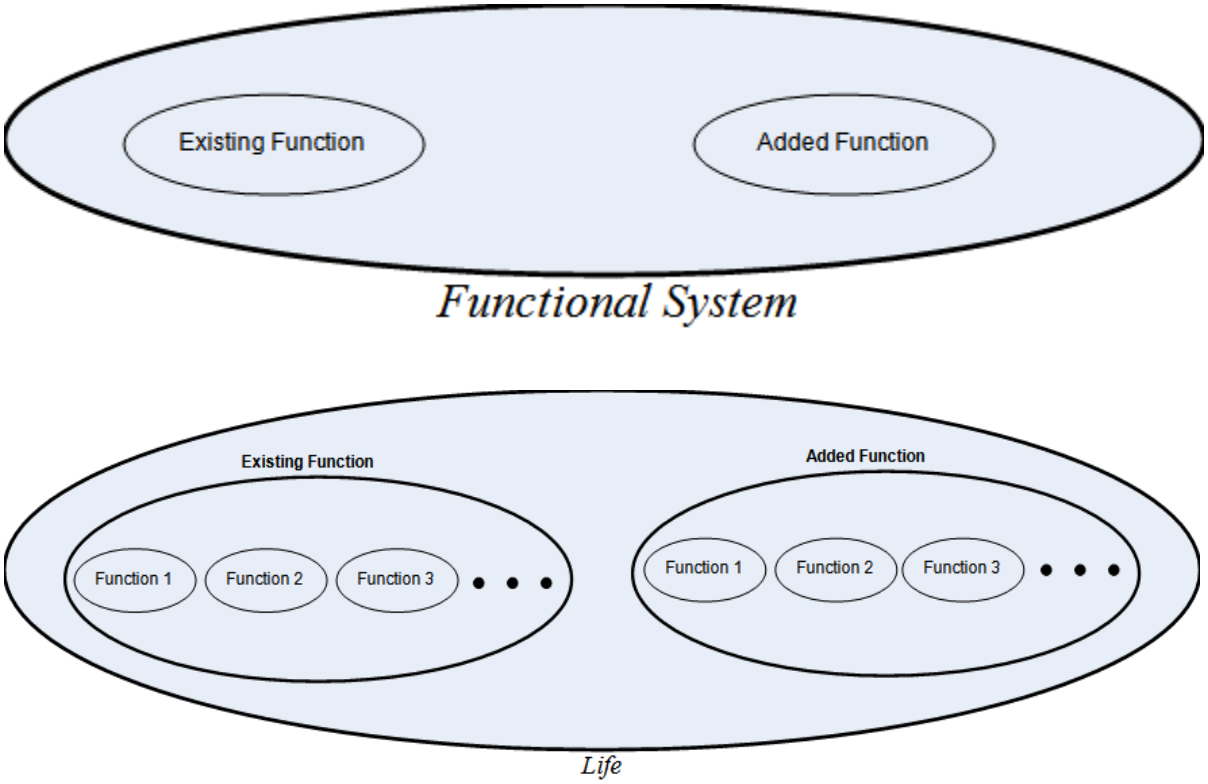
Since the functions are executed by people from multiple locations, in this case, *Function 1* can be viewed as added function that is executed by people

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from multiple locations, so does *Function 2* and *Function 3*.

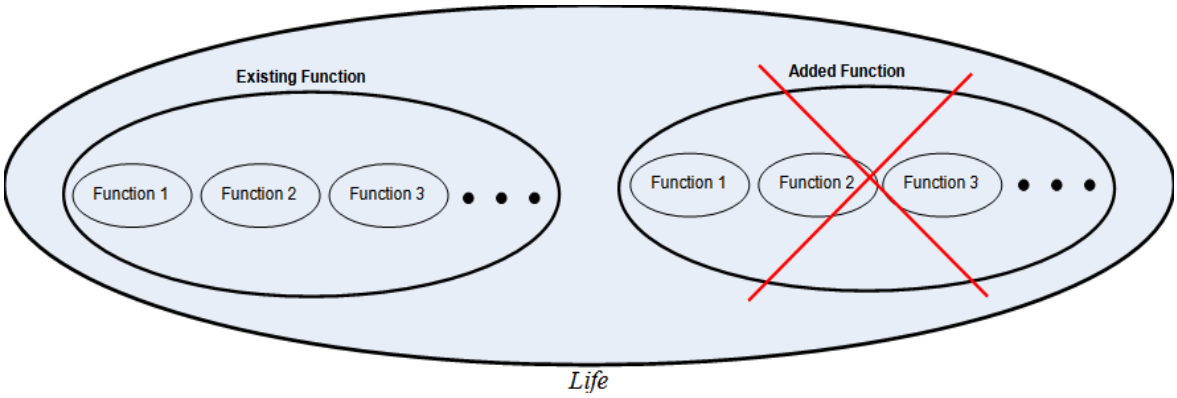
From the part above, you have verified the process of organizing or structuring functions that execute at multiple locations. The process above happens in the communication domain. Here, you verify that there is no difference if *Function 1* is executed at Location 1 as well as at Location 2 and so forth. In other words, show that in the theory domain is does not matter or make a difference where the function is executed by the system or systems. To work this out, you can use the definition of life given above as well as the one previously given.

n. The definition of life was given to us by our parent at *Time 0 Plus* in the form below.



In other words, at *Time 0 Plus*, our parent defines life for us in combinational form as shown above. By having the definition of life, we can see that life is made both existing and added functions. Since, if we cross out the added functions from the model above, life still exists as shown below.

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From the model above, as we can see by removing the added functions from the model, we can see that life still exists and it is equal to the existing functions. We can also say that, *if added functions do not exist, then life is equal to existing functions*. However, *if existing functions do not exist, then life does not exist*.

In other words, since if the added functions do not exist life still exists, however if the existing functions does not exist life does not exist, we have to pay attention to the existing functions. In this case, it makes sense for us to monitor the existing functions. As a single group, verify the need to have an existing function monitoring group. This part can be worked out by all groups combined as a single group or only the existing function monitoring group. In this case, if it is worked out by the existing function monitoring group, you will show that there is a need for your group's existence. In all cases, you must provide multiple practical examples.

a. By working out the part above, you have verified that there is a need to monitor the existing functions, since life does not exist without them. That make sense. When our parent provided us with the definition of life at *Time 0 Plus* in combination form, the model tells us that we must monitor those functions because life does not exist without them. In other words, when our parent defined life for us at *Time 0 Plus*, our parent told us that we must monitor the existing functions because life does not exist without them. In this case, our parent simply told us about the importance of the existing functions.

   In terms of added functions, we know that added functions are not stand alone. In other words, added functions cannot exist by themselves; they need existing functions to work with. For example, the holding of a spoon

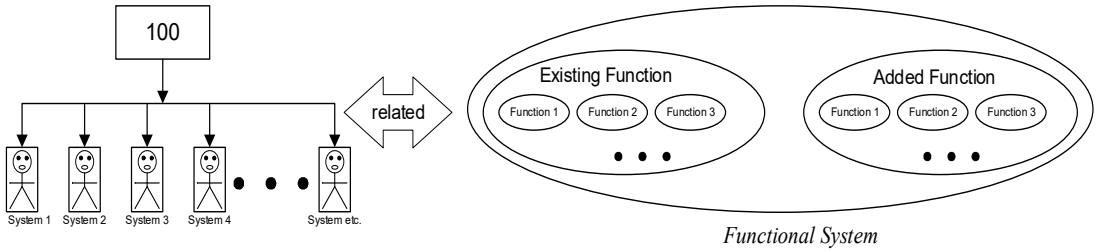
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to put in the mouth, the lifting of a box from the floor to put on the table, the moving of a box in a car to the garage, and so forth. All those types of added functions require existing functions to execute with.

From previous parts, we have identified the monitoring groups include existing functions monitoring as well as work monitoring. Since added functions cannot be executed by themselves and they need existing functions to work with, we can see that the work monitoring group is a part of the existing functions monitoring group. You can work this out as a single group to verify that or the existing function monitoring group and the work monitoring group can work this out together to show that the work monitoring group is a part of the existing function monitoring group. In all cases, you have to give multiple practical examples.

b. By working out both parts above, you have shown that there is a need to have a work monitoring group and the added functions of life cannot be executed by themselves. They need existing function to execute with. In terms of work performed by the physical system, we have identified the moving a box from one location to another location. In order for this function to be executed by the physical system, existing functions need to be executed to enable that.

We already know that there is a relationship between the definition of life given to us by our parent at *Time 0 Plus*, and the physical system stability model given to us by our parent at *Time 0*. In terms of relationship, we can represent both models together in the form below to show that relationship.



Functional System

From the model above, the double arrow is used to show the relationship between the physical system stability model and the functional system. One thing that we know about the existing functions, they execute in a mode that is different than the added functions. In other words, the existing functions

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of life execute in their own modes, while added functions of life execute in another mode. In terms of mode of execution for existing functions, we may not know the exact date and time an existing function will execute and how. In other words, it may not be possible for us to precisely predict the execution of an existing function. It is even better to say that, while we can control the execution of added functions, it may not be possible for us to control the execution of existing functions. As an example, it may not be possible for us to simulate an existing function to force its execution.

By understanding the explanation from the paragraph above, we can see that an added function that is executed with the help of an existing functions should respect the mode of that existing functions. As an example, since to lift a box from the floor to put it on the table, the physical system executes added functions in combination with existing functions, in this case the physical system cannot be forced to execute to execute that function. In other words, the existing function that is executed with the added function should not be simulated or forced to be executed. As we can see, in terms of the physical system, existing functions and added functions executed together in a voluntary approach. All you need to do here, as a single group or the existing function monitoring group or the work monitoring group, is show that the voluntary approach or mode provides stability to the physical system as well as the functional system. In this case, you can use both models above to show that in order to have stability of the both physical system and the functional system, the mode of execution of existing function must be respected. In this case, added functions that are executed with the help of existing function respect the mode of existing functions. You must provide multiple practical examples.

c. By working out the part above, you have shown that existing functions execute in their own mode and added functions executed in relationship with those existing functions must follow the same mode executions of those existing functions. For example, existing functions cannot be forced to be executed, so added functions executed in relationship should not be forced as well. Here, you are going to use historical events or provide practical historical example for multiple times. You can start at *Time 1* by providing one practical example, another one at *Time 2*, then one at *Time 3 + 10*. Then if you wish to, you can provide another example at *Time 3*

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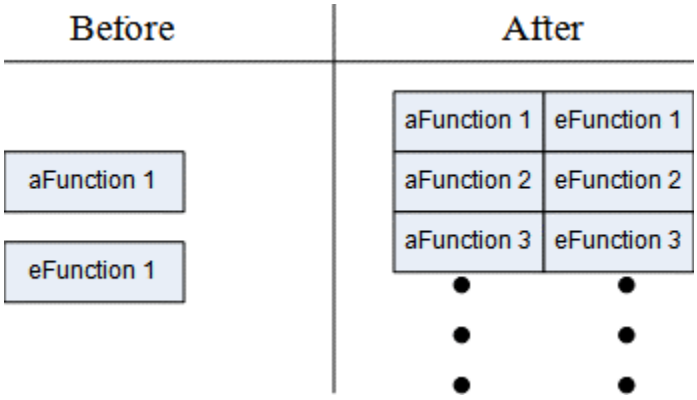
closer to *Time 4*. You only need to provide one example for each time.

You can work this out as a single group or the existing function monitoring group or the work monitoring group. All you need to do here is to verify that disregarding the mode existing functions are executed or forced them to be executed or simulate them. It simply enables both the physical system and the functional system to be unstable. In this case, simulating those functions simply does not provide us with stability.

d. At *Time 0*, the complexity theorem was given to us by our parent in the form below.

If we increase the complexity of the added functions, the complexity of existing functions would also increase tremendously.

The theorem above is related to the model below.



By understanding the complexity theorem above, we can see that if we can reduce the complexity of added functions, we then reduce the complexity of existing functions. By reducing the number of added functions to nothing, we can reduce complexity to the lowest or minimal. In this case, we can simply say that we reduce complexity to the lowest or minimal. This process can also be viewed as minimal effort, since complexity enables us to make more effort with less result.

All you need to do here, as a single group, is show the process of reducing the number of added functions to nothing and the result of complexity of existing function which is resulted to the given form. In this case, you are

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going to provide your understanding of both cases by identifying the first case and the second case. You can work this out as a single group or only the existing function monitoring group or the work monitoring group.

e. By working out the part above, you have shown that the complexity of the added function can be reduced to the lowest or minimal. By understanding both cases above, in order for that to happen, added functions must be able to execute in the form of existing functions. In this case, we can determine the complexity of the existing functions by using the theorems which resulted to its original form.

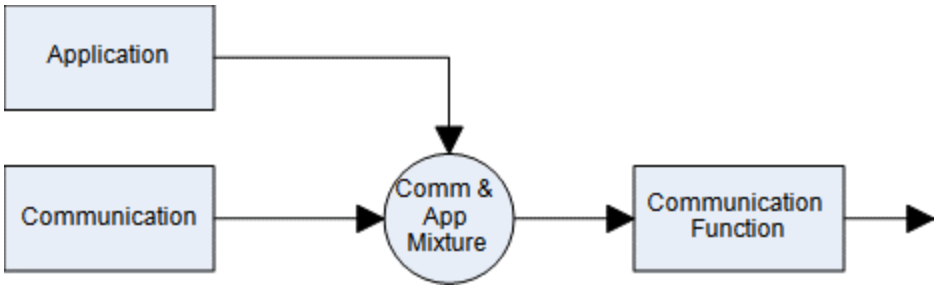
   All you need to do is respond this question as a single group or the existing function monitoring group or the work monitoring group. What would happen if it was possible to simulate existing functions at that time?

f. After having problems with our application, we turn to our parent for help where our parent provided us the idea of our application and the given reference. At *Time 1*, our parent provided us with the first feedback, where we disregarded it. Then we got the second feedback and the third feedback from our parent at *Time 2* and at *Time 3*. Now at *Time 4*, we get the final feedback from our parent.

   By understanding the explanation above and other parts that deal with function simulation, for each presentation identified above verify that our parent provides us feedback to enable us not to simulate existing functions. In other words, at *Time 1*, we disregard the importance of existing functions told to us by our parent at *Time 0* and we still simulate them. At *Time 1*, our parent provides us feedback to given importance to those functions and we disregard that feedback. This process also happens at *Time 2* and at *Time 4*. All you need to do here, for each feedback provided to us by our parent, is show that the feedback tells us not to simulate existing functions by providing a practical example. After working out for each case, take *Time 4* into consideration where our parent provides us the final feedback not to simulate those functions. You can work this part out as a single group or only the monitoring group or work monitoring group.

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g. At *Time 0*, our parent provides us the communication application function in the form below.



From multiple previous parts, we have shown that the idea of the application belongs to our parent while the communication belongs to us. In other words, to execute an application to solve an identified problem, the idea of that application is from our parent while the communication for the application is from us. Here, all you need to do is to answer this question: What would happen if it was possible for us to simulate existing functions? Answer this question as a single group or only the monitoring group or the work monitoring group. One should help each other understand or answer this question.

h. By working out multiple parts above, you should now have a very good understanding of existing functions as well as work performed by the physical system. Here, you can answer this question: What is your approach of monitoring work executed by the physical system? Only the work monitoring group should workout this part.

i. The work monitoring group monitors the work performed by the physical system to make sure added functions executed by the physical system do not simulate existing functions. In other words, given that added functions execute in relationship with existing functions, the work monitoring group is to make sure those related existing functions are not simulated. How do you approach that? This part only needs to be worked out by the work monitoring group.

j. By working out the two parts above, you have been working to prevent existing functions simulation. Here, you need to answer this question: What would you do to help the stability of the physical system and the functional

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system? This part only needs to be worked out by the work monitoring group.

k. By working out multiple parts above, you have shown that it is important to have the work monitoring group in order to monitor existing functions executed in relationship with added functions to prevent them from being simulated. Here all you need to do is verify that this process reduce complexity and enables resource management. In other words, without monitoring such functions enables complexity to increase as well as resource mismanagement. The work monitoring can work this out or the existing function monitoring group. You must provide multiple practical examples.

o. At *Time 0 Plus*, our parent defined life in summation forms where entities that make up life are taken into consideration. In other words, at *Time 0 Plus*, our parent defined life for us where functions that make up life were taken into consideration. In terms of function that me up life, we have: the movement of a finger of the physical system, the raise of the arm of the physical system, the lift of a foot of the physical system, the movement of a branch of a tree, the growth of a tree, lay of a bird on a branch of tree, and so forth. What is important here is that all those functions are considered to be part of the functional system. In this case, all those functions have the same value to the functional system. All those functions combined enable the functionality of the functional system. For example, the laying of a bird on a tree enables the functionality of the functional system, so does the moving of the finger of the physical system, as well as the growth of a tree and so forth. All those functions combined also have the same value to the functional system. For example, the walk of the physical system has the same value of the functional system as well as the growth of a tree and the flying of a bird. All you need to do here is verify for each case identified in the list, each function has the same value to the functional system. If you don't want to use function in the list, you can identify your own functions. You can work this out as a single group or only the existing function monitoring group. In your workout, you must provide multiple practical examples.

a. By working out the part above, you have shown that all functions that are parts of the functional system have values to the system. In other words, each function that is part of life has value to life. Continue from your

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workout out above, here all you need to do is to show the relationship of functions in the list or functions you have chosen or identified to work with. For example, you can show the relationship between the function of a tree, the function of the physical system, and the function of a bird. You can work this as a single group or only the existing function monitoring group.

b. By working out the part above, you have verified your understanding of the relationship of functions that make up the functional system. In other words, by working out the part above, you have verified your understanding of function and system relationship. Depending on how you have worked out the two parts above, all you have to do here is to use the definition of life given to us by our parent at *Time 0 Plus* the identified function have the same value. In this case, you will show that at *Time 0 Plus* in the functional system model given to us by our parent, the function of a tree, the function of the physical system, and the function of a bird have the same value. If you want, you can also use other entities or other functions. You can work this out as a single group or only the existing function monitoring group.

c. For the existing function monitoring group, here you are going to verify why it is important to monitor those functions. Verify that importance at *Time 0 Plus* as it was given to us by our parent in summation form. You can work this part out as a single group or only the existing function monitoring group.

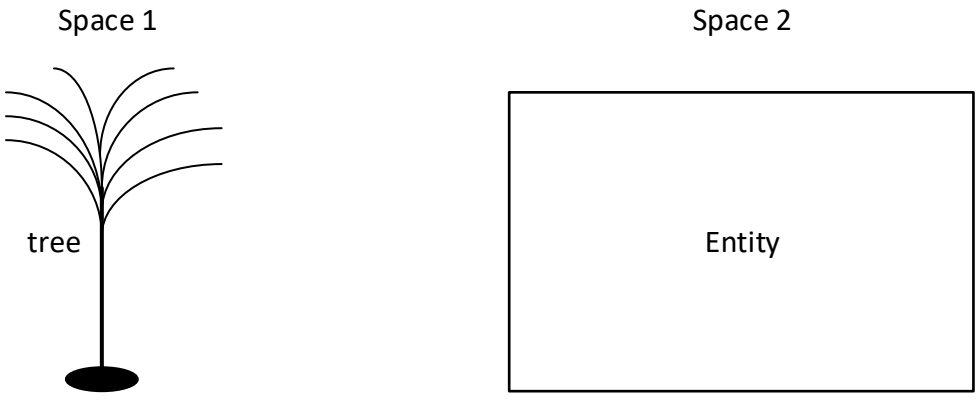
d. By working out multiple parts above, we can see that the existing function monitoring group includes two subgroups: the work monitoring group which monitors work performed by the physical system to prevent existing functions simulation and the other subgroup which monitors functions executed by other entities. For example, the work monitoring function deals with work performed by the physical system for example the lifting of a box which is required the movement of a hand. Where the other functions monitoring group deals with the flying of a bird, the grow of a tree, the flow of a river and so forth. All you need to do here before you continuer farther if you have done so already. You need to answer this question: Why do those additional functions need to be monitored as well? You can work this out as a single group or only the other existing function monitoring group.

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e. By working out the part above, you have determined or verified why those additional functions need to be monitored in addition to the functions executed by the physical system. Here, all you need to do is to determine what will you do to monitor those functions. How will you monitor those functions? What will help you monitor those functions? What will you do to help those functions? Here, all you need to do is to determine the process of monitoring those functions by your group. Only the other existing function monitoring group needs to work this part out.

f. By working out the part above, you have determined how would you monitor those functions. You already have a good understanding of function and system relationship. In terms of function and system relationship, you have identified the function of a tree, the function of a bird, and the relationship between those functions and the function of the physical system. We can also say that the relationship between those functions and the physical system.

By taking a tree as an example, we can monitor an entity in relationship. To work this part out, you can have another subgroup in your subgroup. Here, we are going to monitor an entity related to a tree. To work this out, you are going to identify two spaces, where the two spaces can be identical. In one space, a tree exists and another space, it has been replaced by an entity. To better understand that, let's take a look at the model below.



From the model above, you identify a tree in Space 1 and in Space 2. You identify an entity where that tree is replaced by that entity. You may try to identify each entity in similar space. While we say a tree an entity here, it

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does not have to be single. You can identify a group of trees as well as a group of entities, where the group of trees are replaced by the group of entities.

Now you are going to perform multiple observations. You can observe an entity in the vicinity Space 1 as well as Space 2. Then you record your record your observations in a table. For example, you can observe the physical system in the vicinity of Space 1 as well as Space 2 and record your observations in the table. You need to perform both your observations at the same time of the day. You need to perform multiple observations and compare them. In this case, you make your observation based on another entity where your record that observation for multiple times. You don't have to do one observation in one space, you can make multiple observations in multiple space. In Space 1 and Space 2 identified above, you can make multiple observations in the vicinity of each entity. At the end, you put down your observation. This part only needs to be worked out by the subgroup from the other existing function monitoring group. As we have put it earlier, from the other existing function monitoring group, you have defined a subgroup to go out and make those observations.

If you want to, you can also make multiple observations at multiple spaces and perform observation averaging. It depends on you. In this case, you can take multiple observations at multiple spaces and average them. While we use the words averaging here, keep in mind that an observation does not have to be a number. An observation can be viewed as an identified entity. In this case, if multiple entities are identified which are viewed as multiple observation, the result of all of them can be viewed as an average, where that average does not have to be a number.

g. From your workout above, you have observed an entity in one or multiple spaces where you have compared your observation for both spaces and make your resulted observation. You may have observed that in both spaces, your observations are not exact or the same. For example, assume that in Space 1 you have *Observation 1*—or simply *Obs 1* as abbreviation—and from Space 2 you have *Observation 2* and you have observed or identified that one of them is greater than the other. Since you have observed that one of them is greater than the other, in your workout, you

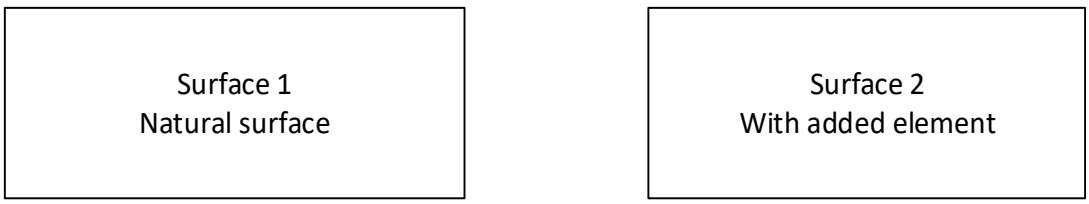
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can record that observation in one space or area is greater than in another space or area. This part only needs to be worked out by the observation subgroup in the other existing function monitoring group.

h. By working out the two pars above, you have identified multiple spaces and taken multiple observations, where you have compared them. Here, you are going to approximate Space 1 and Space 2 in terms of quantity in relationship with time. You can start from *Time 1* to now or from *Time 3 + 10* to now. All you need to do here is to determine time goes up, Space 1 comes down and Space 2 goes up. You can use whatever time span you want. All you need to do here is to show that as *time* goes up, Space 1 goes down and Space 2 goes up. You can use any date or time span you wish. Only the observation group needs to work this out.

i. By working out the part above, you have verified that as time goes up, Space 1 comes down and Space 2 goes up. Previously, you have made some observations at both spaces where one of them is greater than another one. Here, you need to approximate and do a comparison and conclude that. If related to time one space comes down while the other space goes up and observations in one space is greater than observations at another space, related to time observations at one space must be greater than another observations. All what you are doing in this part is a conclusion. Since spaces go up and down related to time, observations must go up and down related to time as well, because there is a relationship between the spaces and observations. Only the observation subgroup needs to work this part out.

j. By working out the part above, you have made multiple observations from multiple or different spaces. Now, you are going to do something similar. You are going to identify two surfaces: one of them natural surface and the other one is a surface with added non-natural element. Both of the surfaces are identified by the model below.



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Here, you are going to perform some observations on both surfaces. You can use another name for that observation or call it *Observation B* while the other one was *Observation A*. To work this one out, you can make multiple observations on the surface and around the surface and perform averaging. In this case, you can monitor and observe the physical system and other related entities. At the end, you do the same you have done from previous parts and make your determination and observation. You can have multiple tables for your reading. Only the observation group needs to work this out. You can identify multiple surfaces to make your observations. You can record them as *Observation B1*, *Observation B2*, or simply *Obs B1, Obs B2*, and so forth. If you want to, you can also use comma to separate observation type and number; for example *Observation A,1*, *Observation B,2*, and so forth.

If you want to, you can identify a natural surface as Surface 1, where you can identify Surface 2 in parallel to Surface 1. In this case, make sure you identify the distance from both surfaces. Depending on how you identify your surfaces, for some parts you may find that Surface 1 and Surface 2 have the same purpose. Since you are going to identify multiple surfaces and make multiple observations, it does not matter. You can observe on the surface, around the surface, or in vicinity of the surface. You can also observe at a high distance from the surface. For example, if you observe on top, you can observe as well from a distance from the top. Since you are making multiple observation, you determine how you want to make your observations.

In addition to that, you can also observe some other elements. For example, a natural surface with a natural depth. After a function is executed, you can observe the depth. From that, you can make all other related observations. The result can be viewed as one of other related elements or one other element. Then you can use it to work out some parts below in relationship.

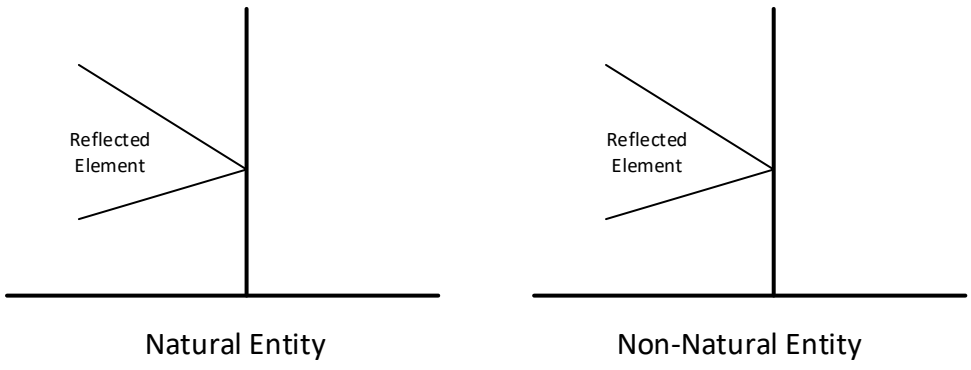
k. From the part above, you have identified multiple surfaces where you have performed multiple observations. You have performing averaging as well. Assume that from your observations above, you use word like *Observation B* for your observations. In this case, you may have *Observation B1* for

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Surface 1 and *Observation B2* for Surface 2. Here, you are going to determine from your observation whether your observations are equal from surfaces to surfaces. In this case, from your observation you determine whether *Observation B1* and *Observation B2* are identical from surfaces to surfaces. Only the observation group needs to work out this part.

l. From your workout above, you have *Observation B* for both surfaces, and you have determined whether they are identical. Here, you are going to look at the increases and decreases of surfaces related to time. You can use any time span like you have done previous. In this case, if you determine *Observation B* is lower than another one or one is higher than another one, here you are going to conclude that since at time goes up one surface increases and the other increases, it makes sense as time goes up either *Observation B1* and *Observation B2* to go up or down. Only the observation group needs to work this part out.

m. By working out the part above, you have made multiple observations. Here, you are going to do something similar. You are going to identify two surfaces, or spaces, or entities. You are going to observe—make some observations—in terms of reflection of an entity or a natural element. In this case, one space or entity is considered as a natural entity and the other one is considered to be an added entity or a non-natural entity. The model below shows an example.



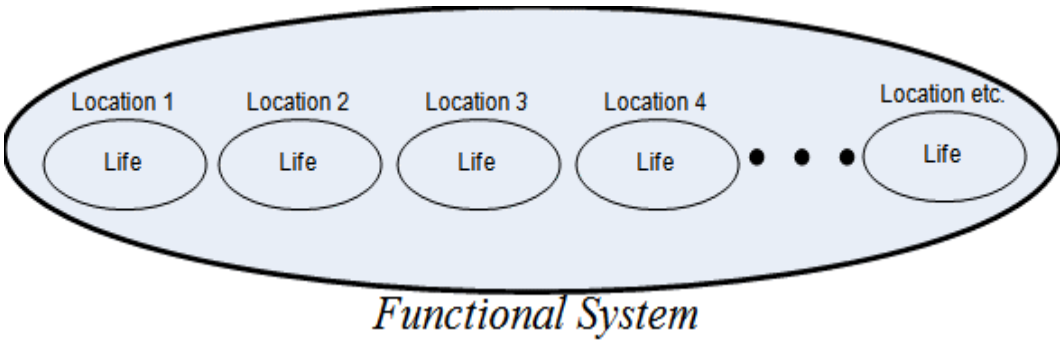
From the model above, it shows both a natural entity and a non-natural entity. Those entities can be viewed as surface, space, and so forth. You determine the type. You are going to observe around the reflected element. In this case, you can observe in the vicinity, around, and so forth. You can

make multiple observations for a single entity and multiple observations for multiple entities. You can use any name for your observation. If you want to, you can name is as *Observation C*. You can have multiple tables to record your observations. Only the observation group needs to work this out. In this case, you are going to observe the physical system as well as related entities.

n. By working out the part above, you have made *Observation C* from different spaces or entities. To identify both of your observations, you have used names like *Observation C1* and *Observation C2*. Here, you are going to determine whether your observations behave identically. You may have identified that observations around one surface is lower than observations around another surface.

   Here, you are going to determine since as time goes one surface decreases while the other surface goes up, if *Observation C* around one surface is lower than the other surface, it makes sense as time goes up for *Observation C* around one surface increases while the other one decreases. Only the observation group needs to work this out. In this part, you can use any time span to show the increases and decreases of the entities identified by the model above.

o. At *Time 0 Plus Plus*, our parent provides us with the definition of life by taking distance into consideration as shown by the model below, where distances are taking into consideration from location to location.



   Previously, we have shown the model above by showing the multiple locations with their identified distances. By understanding the model above, we can see that at *Time 0* our parent defines life for us as a single

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house, a single home, or a single room. Where at *Time 0 Plus Plus*, our parent defines life for us as a bigger house, where that house is made of multiple rooms. In this case, we can say that a bigger house that has multiple rooms where they are located in distances to each other. All you need to do here, as a single group, is verify that at *Time 0*, our parent defined life for us as a single house or a single home or a single room. To work this out, use the functional system model given to us by our parent at *Time 0*.

After working out the part above, use the model above to show that *Time 0 Plus Plus*, our parent defined life for us as a bigger house that has a lot of rooms, where the rooms are located distance to each other. In both cases, you must provide multiple practical examples when using both models. One should help each other in the group understand that. All groups can be combined as a single group to work this out or only the monitoring group.

p. By working out the part above, you have shown that *Time 0*, our parent defined life for us as a single room. By understanding your workout above, in terms of life as a single room, you are going to make some observations. In this case, you are going to construct a single room or use an existing room that is used for that purpose.

From your previous workout, you have observed the physical system and some other related entities in relationship with an entity at different spaces. From your observations, you may have identified the effects on the physical system in each space. Here, you are going to assume the same entity in a single room or house and so forth. In this case, rather than thinking about the same entity, you are going to think about an entity that is related to the same entity in terms of function, but different in many aspects. In that single room, you are going to assume the presence of that entity—the presence of the second entity. You are going to make multiple observations based on your assumption. Before starting, make sure you identify the dimension of the room in terms of area or volume. You are going to make multiple observations related to time and how long and so forth.

Rather than working out the part above from the way it is explained, you can approach it this way. Previously, you made your observation from an entity that is generated naturally. For example, a natural entity generated

another entity and you made your observations based on the other entity—the resulted entity. Here, you can think of entities that are not generated naturally. In this case, you assume that in the room there exists an entity that can generate or produce an entity where from that entity you perform observations of the physical system and some other related entities. In this case, you are going to have multiple observations like you have done previously. In addition to that you can make other observations in terms of the aspect of that entity.

By making some observations in that room for that entity which may be similar and different aspect than the one you have observed previously. Here, you may also make other observations in that room to make sure that entity has similar and different aspects than the one you have previously observed outside. In all cases, you make multiple observations. You must also record the length of your observation. Time you start your observation and time you finish your observation. Only the observation group need to work out this part.

q. From both of your workout above, you have identified life as a single room with multiple functions. You have also made some observations inside a room and recorded them on a table. In the room, not only you have recorded your observation, you have also recorded other elements. You have also recorded the dimension of the room. Here you are going to work the same part above by using the same approach in a bigger room. In this case, you will need to find a bigger room, where the dimension is much larger than the one above. You are going to identify start time, finish time, length of observation and so forth. You record all the data as you have done from previous parts. Only the observation group needs to work this out.

r. From the two parts above, you have made some observations and some other elements from a smaller room as well as from a bigger room. You have made multiple observations: length of observation, observation in the smaller room and observation in the bigger room for the same length of time, using the same entity, how long it takes for the observation in the single room to be at some value as well as in the bigger room, other elements or element generated by that entity is observed in the smaller room compared to the bigger room. Here, you need to draw comparison in both

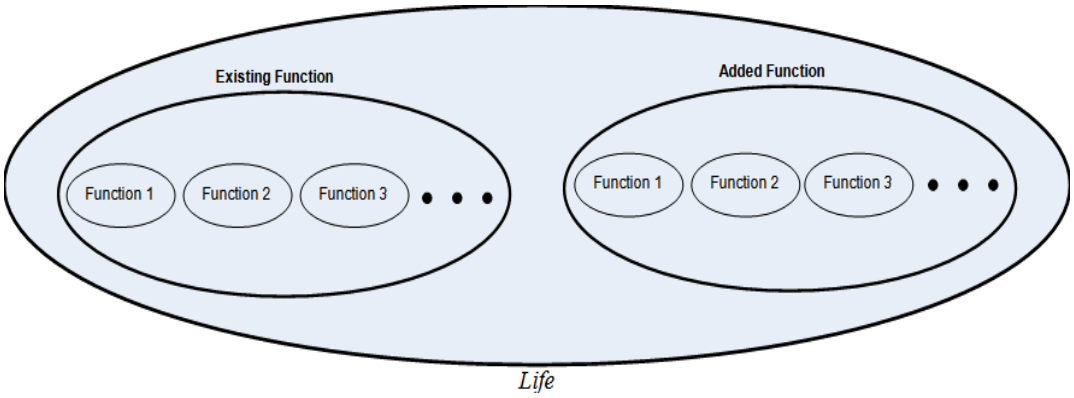
of your workout above in terms of observations. For example, since the larger room is bigger, it will take more time to record same value compare to the smaller room. Since the larger room is bigger, it will take more time to notice the other element or generated element compared to the smaller room. This is an example of type of observations you should make. You continue to make observations similar to this one by comparing your observations. Only the observation group needs to work this out.

s. By working out the pervious part above, you have made multiple observations from a smaller room to a bigger room. Previously, you defined life both as a single room and as a big house with multiple rooms. Here, you are going to use both definitions in relationship with your workout above. To work this out, you can do the second one first. You have defined life as a bigger house with multiple rooms. In this case, related your workout above in terms of room to room and make your observation. For example, life is defined as multiple rooms where the rooms are bigger, it may take a little bit of time to notice for a single room. For a single room definition, it may take a little bit longer time to notice depending on location. In both cases, you relate your definition from your workout above and make your observation. This can be worked out as a single group, the monitoring group, or the observation group.

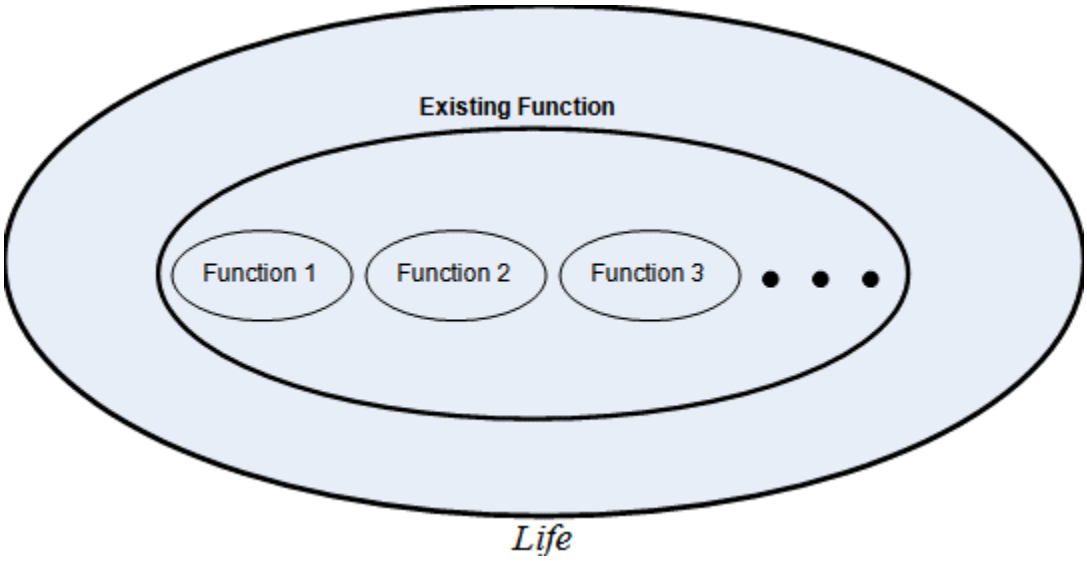
t. By working out the part above, related to time since it takes longer time to notice changes from the bigger house or bigger room. Since as time goes, those generated element increases, it makes sense for other entities to get affected. Here, you are going to verify that by using the functional system model. Using the model with function and system relationship, you can identify the affected entities accordingly. You can work this out as a single group or the monitoring group or the observation group.

u. By working out the part above, you have identified some affected entities. Here, you are going to use the functional system model as given below.

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Since the absence of added function from the model above enables life to become the model below.



By using the model above, you can verify your workout out above and determine if you have identified them properly. Here, using the functional system above, you can identify other entities that their aspects can be changed in relationship to your observations and the other element. In this case, you can look at entities such as thickness, depth, height, distance, level, volume, flow, visibility, and so forth. Here, we list simply a few. You can have much more than the ones from the list. This can be worked out as a single group, other function monitoring group, or the observation group.

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v. By working out the part above, you have identified some entities that can be affected by your observation or the entity you have observed and the other element/elements. Here, you are going to verify that as time goes up, those entities are changed accordingly. As time goes up, the aspects of those entities are changed accordingly. You identify your time span. You can start from *Time 3 + 10* or +11, +13, then increment from bigger to smaller as you get closer to today's time. As an example, for a specific time you can look at your observation or observe thickness, height, depth, level, and so forth. You can have a table to show your data and explanation. This can be worked out by other function monitoring group or the observation group.

w. Depending on how you have worked out the part above, in this part, you can show your observation in terms of explanation. In your explanation, you can look at the size of the room related to size of the house or simply the size of the house. You can look at decreases and increases of entities you have identified previously when you started making observations. Then you can conclude that in relationship, it makes sense for those entities to be affected or changed accordingly. This can be worked out by other function monitoring group or the monitoring group.

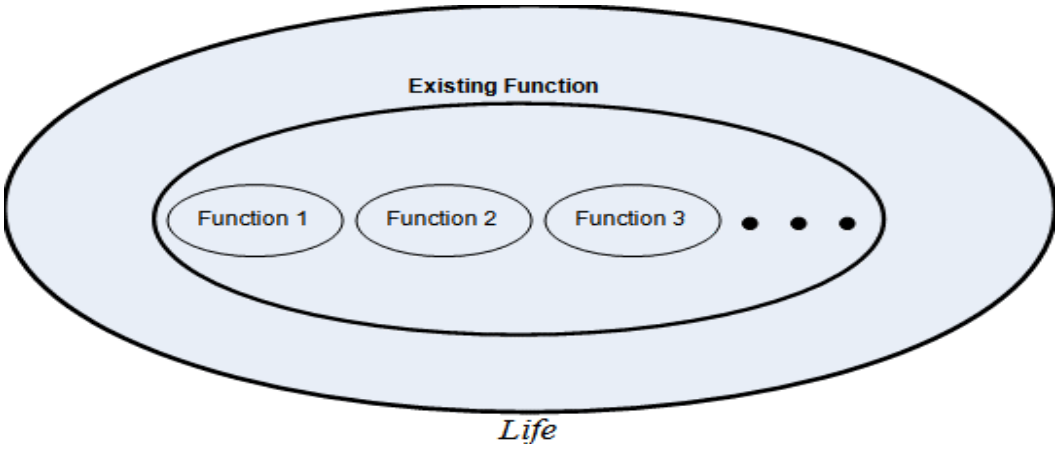
x. You have used the functional system model above to identify and observe other related entities. By using the model above, you know that.

If the existing functions become dysfunctional, then life becomes dysfunctional.

Here, you can use the definition of life above to identify the reduction of some entities as a result. You have made multiple observations related to time, here you can identify some reduction related to time as well as reduction of uniqueness. Here, reduction can be viewed as reduction to smaller quantity as well as reduction to nothing. This can be worked out by a single group combined or the other function monitoring group.

y. Using the functional system model below

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Previously, we have identified trees and function of trees. We have also identified birds and their functions as well as the relationship between the functions of trees and functions of birds. You have determined and shown that relationship. Using the relationship below.
If the existing functions become dysfunctional, then life becomes dysfunctional.

To find number of entities such as trees, birds, number of quantities, and uniqueness if any equates to zero and so forth. This can be worked out by other function monitoring group or existing function monitoring group.

z. From your workout above and in relationship with some previous parts, you have identified as Space 1 goes down Space 2 goes up, then number of trees come down. Here, you are going to use multiple time frame to show that the number of birds and uniqueness is reduced accordingly. In this case, you can identify your time span. If you want to, you can start from *Time 3 + 13* and then keep incrementing until today. Here, you are going to look at space, quantity of trees, quantity of birds, quantity reduction, uniqueness reduction. Reduction is viewed as reduction to smaller number or reduction to nothing. This part can be worked out by a single group or the existing function monitoring group.

aa. By working out multiple parts above, you have verified from your observations and other related elements affect the stability of functional system. In this case, in order to manage the stability of the functional system, some elements you have identified, and other related elements must be stabilized. Here, you are going to show that by providing multiple

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practical examples. In other words, verify that in order to manage the stability of the functional system, some elements you have identified from your observations and other elements must be stabilized or managed. You can use the definition of life to show and provide multiple practical examples. You can work this out as a single group or only the existing function monitoring group or the observation group.

bb. By working out the part above, you have shown that the process of managing the stability of the functional system includes the stabilization of some elements and other related elements. Here, you are going to determine the process of stabilizing those elements and other related elements. This is the same as asking: How do you stabilize those elements and other related elements? What would you do to stabilize those elements and other related elements? You can work this out as a single group or the monitoring group or the existing function monitoring group. This part enables you to identify or determine process taken in order to stabilize those elements and other related elements.

cc. By working out the part above, you have determined the process of stabilizing those elements and other related elements in order to manage the stability of the functional system. Here, verify that your process includes reducing complexity and enables resource management. In other words, in your process of stabilizing those elements and other elements in order to manage the stability of the functional system, show that process includes reducing complexity. By reducing complexity, we manage the stability of the functional system. As well as, show that your process includes resource management. By managing our resources, we also manage the stability of the functional system.

You need to work this out into two parts: first, you have to verify that your process of stabilizing those elements and other related elements includes reduction of complexity in our applications or reduction of complexity in life. Second, you verify that the process of stabilizing those elements and other related elements include resource management. By managing resources or managing resources in our application or in life, we also manage the stability of the functional system. You can work this part out

as a single group or the monitoring group.

dd. By working out the part above, you have shown that the process you have taken to stabilize those elements and other related elements includes reducing complexity and enables resource management. Here, you are going to determine or verify the process of reducing complexity you have taken in order to stabilize those elements and other related elements. As well as the process of resource management you have taken in order to stabilizing those elements and other related elements.

You can work this out into two parts: In the first part, you list the process you have taken in order to stabilize those elements and other related elements. In this case, you can show that each process taken is part of our application or your application, where the process is used to reduce complexity in what we do or our application which turns out to reduce complexity in life overall which enables the stabilizing of those elements and other related elements. In the second part, you list the step of resource management you take in our applications or your application which turns out to help manage resources in life overall which helps stabilize those elements and other related elements. You can work this out as a single group or the monitoring group.

ee. By working out the part above, you have identified process taken in order to stabilize those elements and other related elements. Here, you are going to show that the process of instability of those elements and other related elements is the result of increasing complexity and resource mismanagement.

To work this out, you are going to have two cases: first case, you are going to show that the process instability of those elements and other related elements is the result of increasing complexity. Second, you are going to show that the process of instability of those elements and other related elements is the result of resource mismanagement. In both cases, you must provide multiple practical examples. You do the first case before doing the second case. You can work this out as a single group or only the monitoring group.

ff. In relationship to your observations, for each case such as *Observation A, Observation B, Observation C*, and so forth and other related elements, show the increase or decrease in relationship to time. You may consider the increase only. You may also look at aspect of other related entities in relationship to time. You can also use the functional system model to work this out. You can skip this part if you have shown that already before going to the next part. You can work this out as a single group or only the monitoring group or only the observation group.

gg. Since the house is big and it takes time for some elements from your observation and other related elements to become unstable, it will take time as well for those elements and other related elements to become stable. Here, you can verify that by providing multiple practical examples. You can work this out as a single group or only the existing function monitoring group or the observation group.

hh. By working out the part above, you have shown that the process of stabilizing those elements and other related elements takes time, since the house is big. Here, show that the process of stabilizing of those elements and other related elements include the process of stabilizing those elements and other related elements in relationship with other entities. If you want to, you can use the functional system model to show that. You can work this out as a single group or the existing function monitoring group or the observation group.

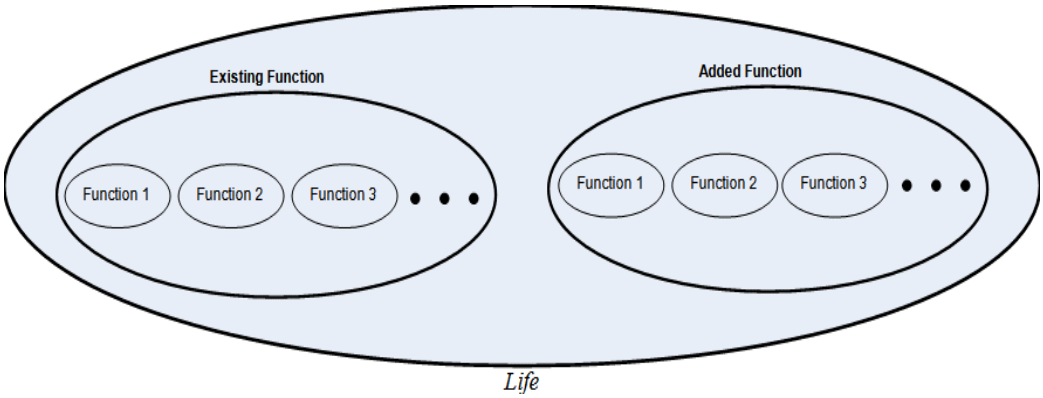
ii. Verify that *lost over time* includes the process of instability of those elements and other related elements while *gain over time* includes the process of stability of those elements and other related elements. In your workout, you must provide multiple practical examples. You can work this out as a single group or only the monitoring group or the observation group.

jj. By working out the part above, you have shown that the process of stabilizing those elements and other related elements includes gain over time. Depending on how you have worked out the part above and if you have not done that already from previous parts, here verify that those elements and other related elements must be stabilized in order to have stability in life. To work this out, you can use the functional system model

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and charts accordingly. You can work this out as a single group or the existing function group or the observation group.

kk. The functional system is made of functions or infinite functions that are executed to enable the functionality of life. In terms of functions that make up the functional system, let's represent the definition of life again.



From the model above, we identify both existing and added functions. The existing functions are functions that we don't add to life. Those functions execute in their own mode in order to help the functionality of the system. In short, we can say that the existing functions are functions we don't have control of in terms of triggering their executions compared to added functions that we add to life.

By understanding the explanation above, usually those functions execute according to the system as a whole or according to the functional system. For some reason, it may be possible sometimes for those functions to execute in an improper form according to the physical system. In this case, if *eFunction 1* is identified as a proper execution of an existing function, according to the physical system, $\overline{eFunction\ 1}$ can be viewed as an improper form of execution of the same function.

By understanding the explanation above, for each item here: earthquake, hurricane, cyclone, thunderstone, high wind, sinkhole, landslide, storm, tornado, flood, wildfire—to some extent—and so forth, verify improper form execution according to physical system. In this case, you are going to have a table to identify the function related to the item then for each of them,

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verify that the function is improperly executed according to the physical system. You can work this out as a single group or the other function monitoring group. This is the same as saying that if you identify a function like *eFunction 1*, and you feel sometimes that function is executed as $\overline{eFunction\ 1}$ then you conclude according to you, that function is executed in the form of $\overline{eFunction\ 1}$ or improperly.

ll. From your workout above, you have identified some existing functions that are executed improperly according to you. From above, you have a list such as: earthquake, hurricane, cyclone, thunderstone, wildfire, sinkhole, high wind, landslide, storm, tornado, flood, and so forth. All you need to do here, for each item in the list, is show the reduction of some entities. We can also say that, for each item in the list, identify the reduction of some entities depending on severities. You can work this out as a single group or the existing function monitoring group.

mm. By working out the part above, you have identified some existing function, that are executed improperly according to you and based on that you have identified reductions of some entities. Here, you are going to have a table to identify those entities both before and after execution to show the reduction. You can have a table similar to the one below.

Entities	**Function**	**Before Execution**	**After Execution**
Earthquake	$\overline{eFunction\ 1}$		
Hurricane	$\overline{eFunction\ 2}$		
Cyclone	$\overline{eFunction\ 3}$		
Thunderstone	$\overline{eFunction\ 4}$		
Wildfire	$\overline{eFunction\ 5}$		
Sinkhole	$\overline{eFunction\ 6}$		
High wind	$\overline{eFunction\ 7}$		
Landslide	$\overline{eFunction\ 8}$		
⋮	⋮		

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From the table above, we show the function execution and according to severity, we can list some elements that are reduced after execution. For example, we can identify such entities as farmland, living space, trees and so forth. In the table above, you can add another column to show those entities. In the before and after column, you can have you can put less for more. Here is an extended part of the table as an example.

Entities	Before Execution	After Execution
Farmland	More	Less
Living Space	More	Less
Trees	More	Less
⋮		

The table above shows the reduction of some elements or entities after each execution depending on severities. We use the continuity to show more items you can add to the list. All you need to do here is to determine how you reduce complexity and manage resources after each execution. You can work this out into two parts: first you can do the reducing complexity and second you can do the resource management. You can do either part first. For example, since after each execution we have less resources available, you determine how you manage resources as a result. Since complexity enables us to execute more function while getting less result or simply, we work harder while we get less done or we use more resources for less result or nothing, as a result how do you reduce complexity. Here, you determine the process you take as a result to reduce complexity and manage resources, since we have less. You can work this out as a single group or the existing function monitoring group. If you want, you can approach it in a case by case basis for each entity in the list.

nn. What can you do after each function execution above? What can your group do after each function execution above? The way to look at it, since after each execution above, we have reduced entities, the existing function monitoring group must take some approach about resource management and reducing complexity. Here, you simply determine what approach will you take after each entity after each execution. Only the existing function

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monitoring group should work this out.

oo. Verify that the process of stabilizing those elements and other related elements include increase some entities such as Space 1 identified above as an example. In this case, you can look at that space as well as entities in that space such as trees for instance. Here, you show that the process of stabilizing those elements and other related elements include increase the size of that space. That makes sense since decrease of that space enables instability; increasing that space enables stability. You can work this out as a single group or only the existing function monitoring group.

pp. What process will you take to increase Space 1 and other related elements identified above? Here, you simply determine the process you can take to increase that space and other related elements. Only the existing functions monitoring group needs to work this out.

qq. By working out the part above, you have identified the process you can take to increase Space 1 and other related element in order to have stability. Here, you need to verify that the process you have taken includes reducing complexity and resource mismanagement. In this case, you can take it this: the process you have taken must include reducing complexity. The process you have taken must also include resource management. You can work this out as a single group or only the existing function monitoring group.

rr. This part is not important. You don't have to work it out. You can simply skip it. If some of you want to, or some of you in the group, then you can work it out.

Since the physical system is theory dependable, the physical system needs theory to give it ideas to execute function. In this case, a theorem that gives ideas to the system is a separate entity from the function executed by the system or the idea given to the system. From what we have just said, we can see that the theorem does not exist because of the function or change in the function. For example, by understanding function and system relationship as well as instrumentation theory, we can see that while we go to the field or outside to make some observations, however, the observations made do not change function and system relationship as well as theorems

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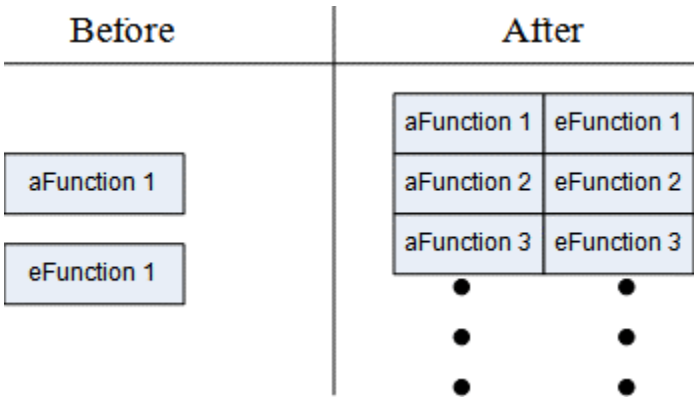
identified from specific theory like instrumentation theory, information theory, and so forth.

By understanding the explanation above, for each case you have worked out related to observations you have made, relationship, and so forth, identify a related theorem, or a theorem that gives ideas, or simply a theorem related to a specific case. In this case, you are going to identify theorems from instrumentation theory or information theory or theorems from instrumentation theory in relationship to information theory. As well as, instrumentation theory, information theory, in combination with function and system relationship. The way to look at it, since instrumentation theory and information theory take function and system relationship into consideration you can do it only for instrumentation theory, information theory, or instrumentation theory and information theory in relationship.

ss. The complexity theorem was given to us by our parent at *Time 0* in the form below.

If we increase the complexity of the added functions, the complexity of existing functions would also increase tremendously.

The theorem above is related to the model below.



By having a good understanding of the complexity theorem above. If we have only a single added function, determine the complexity of existing functions. In other words, if the number of added functions is one determine the complexity of existing functions.

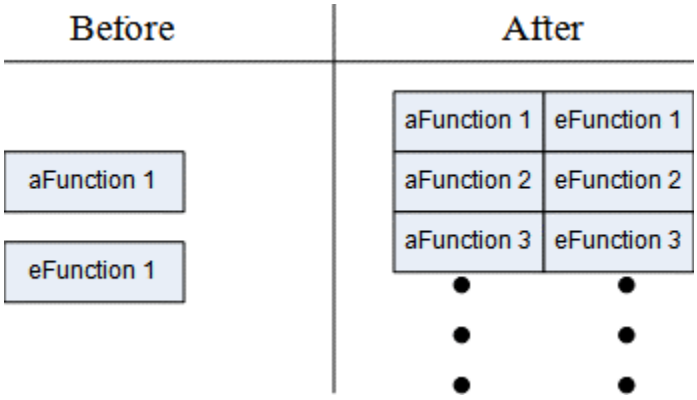
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You can work this out as a single group or the monitoring group. One can help each other determine the value above.

tt. Verify the theorem below in relationship to the complexity theorem given to us by our parent at *Time 0*. At *Time 0*, our parent gives us the complexity theorem below.

If we increase the complexity of the added functions, the complexity of existing functions would also increase tremendously.

The theorem above is related to the model below.



By understanding the complexity theorem above given to us by our parent, use the theorem above to verify this one.

If number of added functions is one, then complexity of the existing functions is one. In other words, if we have a single added function, then the complexity of existing functions is resulted to one.

You can work this out as a single group where one should help each other in the group understand and verify that .

uu. By working out the part above, verify that the resulted 1 is viewed as the natural complexity of the existing function. In other words, the value 1 is the natural complexity of existing function. You can work this out as a single group, and one should help each other in the group verify and

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understand that.

vv. By working out multiple parts above, let's assume that we have multiple existing functions—other functions—monitoring group, where each of them is in a specific working area or country. Now, we have to form another group that includes people from each country or people from each group.

To work this part out, previously you have worked out parts where each group represents a country or viewed as a country. Let's assume that each group is an existing function monitoring group other function. In this case, that group exists in each country. Here, you are going to take people in each country to form an existing function monitoring group other function like you have done previously. You have already done something similar previously. All you need to do here is to organize that function and basically do everything you have done before. One question you need to answer is why it is important to have a monitoring function other function group to include people from other locations.

The way to look at it, previously you formed a local group. In this case, each country does have a local group. Now, we form a group that is not local. This group identifies people from each working area or location. You can use the definition of life by taking location into consideration to determine the importance of this group and verify its existence.

After working out the part above, verify the relationship of function of the local group and the non-local group related to the definition of life given to us by our parent at *Time 0 Plus* and the definition of life given to us by our parent at *Time 0 Plus Plus*.

p. At *Time 0 Plus*, our parent defined life for us by taking resource management into consideration. In other words, *Time 0 Plus*, our parent provided us with the definition of life where in that definition resource management is taken into consideration. At *Time 0 Plus Plus*, our parent redefined life for us again by taking distance into consideration. At *Time 0 Plus Plus* again, our parent also took resource management into consideration. What is important here is that *Time 0 Plus*, our parent defined life for us by taking resource management into consideration. At *Time 0 Plus Plus*, our parent redefined life for us again where

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resource management is also taken into consideration.

By understanding the explanation above, in both definitions given to us by our parent, resource management is taken into consideration. Here, verify resource management is taken into consideration at *Time 0 Plus Plus* when our parent redefined life for us. In this case, you can use the functional system model given to us by our parent at *Time 0 Plus Plus* by giving multiple practical examples. You can work this out as a single group where one should help each other.

a. At *Time 0 Plus Plus*, our parent redefined life for us by taken resource management into consideration. At *Time 1*, after having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. At *Time 1*, the idea of our application given to us by our parent also takes resource management into consideration. Here, as a single group, verify the relationship between resource management given to us by our parent at *Time 0 Plus Plus* as well as *Time 1*. This is the same as saying show the relationship between resource management at *Time 0 Plus Plus* and the idea of our application given at *Time 1*. We can also say the relationship between the functional system at *Time 0 Plus Plus* and the idea of our application given to us at *Time 1*. Work this out as a single group and provide multiple practical examples. One must help each other in the group understand that.

b. Now form a resource monitoring group. In this case, assume that you have a total of 100 people in your group. This total is viewed as the number of people in your working area. Here, you are going to form a group to monitor resources in your working area. For example, out of the 100 people, 5 of them can be grouped to monitor resources in your working area.

c. From the part above, you have defined a resource monitoring group to monitor resources in your working area. Previously, you determined the importance of resource management in life. In other words, previously you used the two definitions of life given to us by our parent to show how importance is resource management. Here, you are going to use both models to determine the importance of resource management in your working area and why a resource monitoring group is needed. You can work this out as a single group or only the resource monitoring group or the

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monitor group as a whole.

d. By working out the part above, you determined the importance of resource management in your working area and why the resource monitor group is needed. By working out the parts above up to here, you resource monitoring group already had a function, a problem statement, and so forth. Here, you are going to determine how you manage resources in your working area. This is the same as saying that you determine how do you monitor resources in your working area. While we call the group the resources monitoring group which is a part of the monitoring group, it is simply a resource management group. This group simply has a function to monitor and manage resources in your working area. Only the resource monitoring group need to work out this part.

e. From the part above, you determined the process of managing resources in your working area. Previously, you had shown the importance of resource management related to both definitions of life given to us by our parent. Here, you are going to verify that the process of managing resources in our working area includes monitoring entities that make up life. For example, the functional system model was given to us by our parent where the functions of those entities are taken into consideration. In this case, the existing of those entities and their functions enable the functionality of life. It makes sense for us to monitor their existence. Here, you are going to determine the process of monitoring those entities. In this case, you are going to verify that the process of managing resources in your working area includes monitoring those entities and their functions. You are going to determine the monitoring process in terms of resource management. How is group going to handle that? Only the resource monitoring group needs to work this out.

f. Show that the process of managing resources in your working area includes reducing complexity. In this case, as a resources monitoring group, you are monitoring resources in your working area to enable the functionality of life. Here, you are going to verify the monitoring process or managing process of resources in your working area include reducing complexity. Only the resource monitoring group needs to work this out.

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g. The resources monitoring group helps managing resources in our working area. In addition to the resource management group, we also have a work monitoring group that monitor the function of the physical system in our working area. We can also say that the work monitoring group monitor added functions executed by the physical system in our working area. Here, you are going to determine the relationship between your group and the work monitoring group. In other words, verify the relationship between the resource monitoring group and the work monitoring group. This part can be worked by both the resource monitoring group and the work monitoring group.

h. The existing function monitoring group includes other function monitoring group. For example, the other function monitoring group concerns about function that execute by other entities. For example, the flying of a bird and a bird itself are monitored by the other function monitoring group. Here, determine the relationship between your group and the other function monitoring group. This part can be worked out by both the resource monitoring group and the other function monitoring group.

i. Previously, we verified that the physical system can waste a lot of resources, but the physical system can only use adequate resources. In other words, by having a good understanding the physical system, we have shown that the system can only use enough resources to enable its functionality, while it can waste a lot of resources. Here, you are going to verify that related to your function. The way to look at it, since the system functions with enough resources, but can waste a lot resources, as part of your function, how do you handle that? How do you approach that? Only the resources monitoring group needs to work out this part.

j. By having a good understanding of the definition of life given to us by our parent at *Time 0 Plus Plus*, the resource monitoring group we have is a local group. This group only monitors resources at our working area. Here, we are going to regroup. As you have done previously, you have multiple groups where each group is viewed as a country. In this case, each group can sit next to a table where the table is labeled as the name of the country of that group. You are going to form a group by taking people from each other group or country. For instance, assume that you have 10 countries,

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then you can take one person from each country to form a non-local monitoring group.

Now that you have formed a non-local monitoring group, that non-local monitoring group has a function, as well as a problem statement and so forth. Here, you are going to determine the function of the non-local monitoring group in relationship with the function of the local monitoring group in relationship with the definition of life given to us by our parent at *Time 0 Plus* and *Time 0 Plus Plus*. This parts needs to be worked only by the non-local resource monitoring group.

k. By now, you have a local resource monitoring group in your working area. Depending on how you have worked this out, you can have multiple working areas where each one has a local resource monitoring group. Assume that you have multiple classes meeting in one location or online. Each of them is considered to be a local class or country and each of them do have its own resources monitoring group. In this case, we have multiple local monitoring group as well as a single non-local monitoring group.

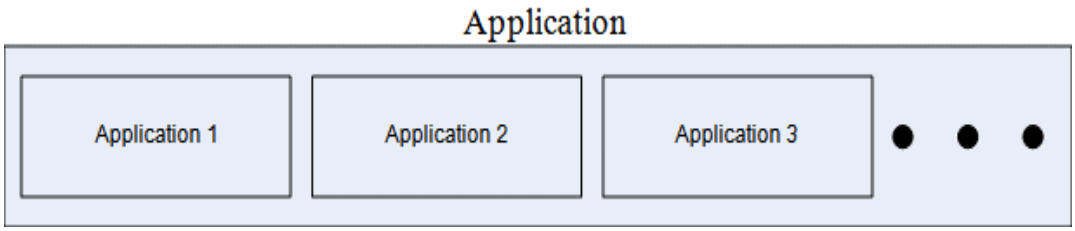
   Here, you are going to determine how the local resource monitoring group is going to work together with the non-local resources monitoring group. Determine the process of working together. This part needs to be worked out by both the local resource monitoring groups and the non-local resources monitoring group.

l. By working out the part above, you verify the process of working together between the local resource monitoring group and the non-local resources monitoring group. Here, you are going to use both definitions of life given to us by our parent at *Time 0 Plus* and *Time 0 Plus Plus* in relationship to your function. This is the same as saying, determine the process of working together as a group in relationship to both models given to us by our parent. Only the local resource monitoring group and the non-local resource monitoring group need to work out this part.

m. At *Time 1*, after having problems with our application, we turn to our parent for help where our parent provided us the idea of our application and the given reference. Since *Application* is given as a list, we can also say that at

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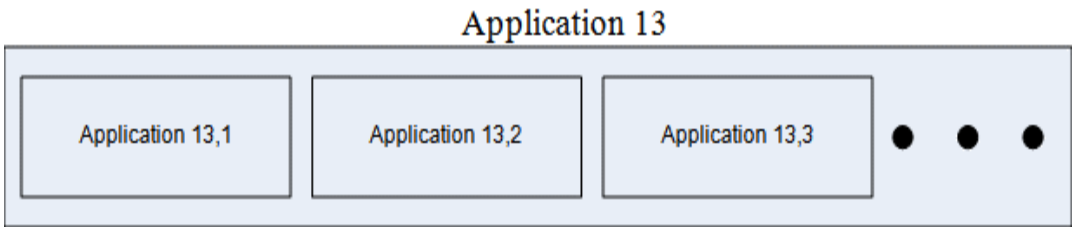
Time 1, part of *Application* is/was given before the reference. For example, part of *Application* can be viewed as:



All you need to do here, as a single group, is show that at *Time 1*, *Application* was given before the reference. You can provide multiple practical examples.

n. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. Show that the work monitoring idea is given to us by our parent at *Time 1*. In this case, if you identify that idea as *Application 13*, show that *Application 13* is/was given to us at *Time 1*. You can work this out as a single group or the work monitoring group and provide multiple practical examples.

o. After working out the part above, show that the work monitoring idea *Application 13* given to us by our parent at *Time 1* is a collection of ideas. In this case, we can say that *Application 13* given to us by our parent at *Time 1* includes multiple sub ideas. In this case, *Application 13* can be presented in this form:



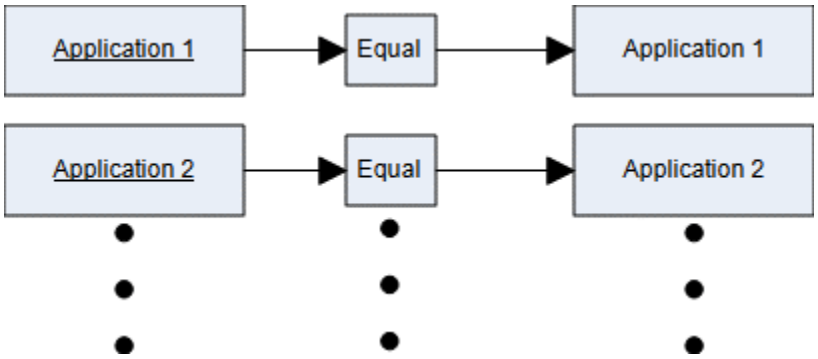
Where *Application 13,1*, *Application 13,3*, and so forth are sub ideas of *Application 13*. In this case, each sub idea of *Application 13* is related to work or specific work. Here, verify that at *Time 1*, the work idea given to us by our parent is made of multiple sub ideas. You can provide multiple practical examples. This part can be worked out by the work monitoring

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group or as a single group.

q. After having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference. From the idea of our application given to us by our parent, there includes ideas that tell us how to exchange with each other to enable the functionality of life. In other words, from the set of ideas given to us by our parent, there includes ideas that enable us to exchange goods and services to enable the functionality of life.

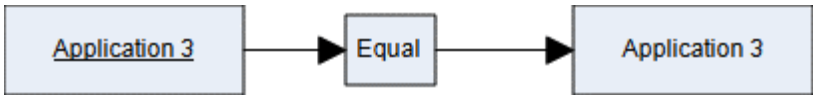
We already know the idea given to us by our parent at *Time 1* is a set of ideas that include all ideas that we need to execute functions of life. In order to use the set of ideas given to us by our parent, we set all of our ideas equal to that set. In this case, we have:



From the model above, we set a given idea of our application equal to an idea given to us by our parent in order for our application to execute properly. All you need to do here, as a single group, is verify that the idea of our application given to us by our parent at *Time 1* includes ideas that enables us to exchange with each other. You must provide multiple practical examples. One must help each other in the group to understand that.

a. By working out the part above, you have shown that in the set of ideas given to us by our parent at *Time 1*, there includes ideas that enable us to exchange with each other. In this case, in the set of ideas given to us by our parent, if we identify the exchange idea as *Application 3*, then we let one of our ideas which is *Application 3* equal to that idea in the form of:

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In order to use it in our application. By understanding the explanation, as a single group, verify that there is a need to have an exchange monitoring group by providing multiple practical examples. To work this out, use events from history. You can pick any time frame you want. You can start for example at *Time 3 + 10* up to today. You can pick multiple events and conclude that there is a need to have an exchange monitoring group. Work this out as single group and one must help each other understand that.

b. By working out the part above, you have shown that there is need to have an exchange monitoring group. Now that you have verified that there is a need to have an exchange monitoring group at your location. Here, you are going to form a group to monitor exchange at your working area. To do this, you can simply form the exchange monitoring group by taking people from other groups or people who are not in group yet to form that group or take a person from each other group to form that group.

c. Now that you have an exchange monitoring group in your working area, as you have done previously, you need to determine the function of that group. In this part, you are going to determine the function of the exchange monitoring group, the problem the group needs to solve or the problem statement of that group, functions of the people who are in the group, problem to be solved by each person, and so forth. This part should only be worked out by the exchange monitoring group.

d. By working out the part above, you have identified the function of the exchange monitoring group. We can say that the function monitoring group monitor entities that are being exchanged in our working area. All you need to do there is show that the entities that are being exchanged must be exchange elements. This part needs to be worked out by the exchange monitoring group. It can also be worked out by a single group combined. In other words, everybody can work this part out. You can provide multiple practical examples.

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e. By working out the part above, you have shown that the entities that are being exchanged must be exchangeable elements. In this case, the function of the exchange monitoring group is to make sure an entity that is being exchanged is an exchangeable element. In addition to that, verify that the function of the exchange monitoring group is to preserve and maintain the stability of the physical system. This can be worked out as a single group as well as the exchange monitoring group.

f. From the part above, you have verified that the function of the exchange monitoring group helps the stability of the physical system, here extend the part above by showing that the function of the exchange monitoring group is to help with the stability of the functional system. You can think it like this: the stability of the physical system helps the stability of the functional system. The functional system helps the stability of the physical system. You can also approach it on function and system relationship. You can provide multiple practical examples. This part can be worked out by the exchange monitoring group or the monitoring group or a single group.

g. By working out the two parts above, you have shown that the function of the exchange monitoring group is to help the stability of the physical system as well as the functional system. Here, verify the relationship between the exchange monitoring group and the work monitoring group. This part can be worked out by both the exchange monitoring group and the work monitoring group combined. To work this out, you can look at it into two cases: first case, verify the relationship between the exchange monitoring group with the work monitoring group. For the second case, you can look at the relationship between the exchange monitoring group and the work monitoring group other function. In both cases, you can provide multiple practical examples.

h. By now, you already know the purpose of the exchange monitoring group. The exchange monitoring group exists to make sure entities that are being exchanges are exchangeable elements. By doing so, this group helps manage stability of both the physical system and the functional system. We can say that the exchange monitoring group manages exchanges in our working area. Here, determine how would you monitoring or manage exchanges in your working area. This part only needs to be worked out by

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the exchange monitoring group.

i. By working out the part above, you have shown the process of managing exchanges in your working area. Here, verify that the process of monitoring exchanges in your working area includes reducing of complexity in life. In other words, by monitoring exchange in our working area, we also reduce complexity of life. By managing exchanges in our working area, we also reduce complexity of life. Here, you can verify that by providing multiple practical examples. This part needs to be worked out by the exchange monitoring group or the monitoring group or a single group.

j. From the part above, you have shown the process of monitoring exchanges in your working area includes reducing complexity in our functions. Here, verify that the process of monitoring exchanges in our working area includes resource management. In this case, we can say that by managing exchanges in our working area, we also manage our resources. By monitoring exchanges in our working area, we also monitor our resources. Here you need to verify that by providing multiple practical examples. This part needs to be worked out by the exchange monitoring group or the monitoring group or simply as a single group combined.

k. By working out multiple parts above, you have verified that there is a relationship between the exchange monitoring group and the existing function monitoring group other functions. The exchange function monitoring group makes sure entities that are being exchanged are exchangeable elements. While the existing function monitoring group other function monitors entities that make up the functional system to ensure their functionality. In this case, we can see that both the exchange monitoring group and the existing function monitoring group other function ensure the stability of the functional system.

By understanding the explanation above, let's assume that we have a problem to solve. We have a problem statement by identifying that problem. To solve that problem, we need to extract a natural element underground then process it to derive an entity and use it to solve that problem. In our working area, we have multiple locations where that entity can be extracted Some areas include entities that make up life such as trees,

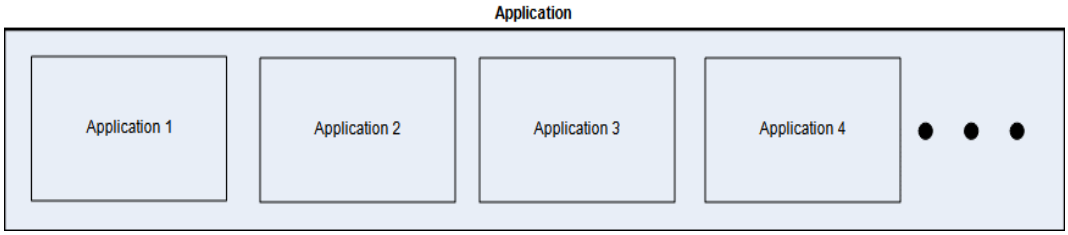
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birds, rivers, lakes, water, ocean, and so forth. Some areas have more, some areas have little, some areas have less, some areas have very little, some areas have much, less, some areas have much, much less. Here, you are going to determine the best area possible to extract that entity. To work this out, the exchange monitoring group and the existing function monitoring group can combine together.

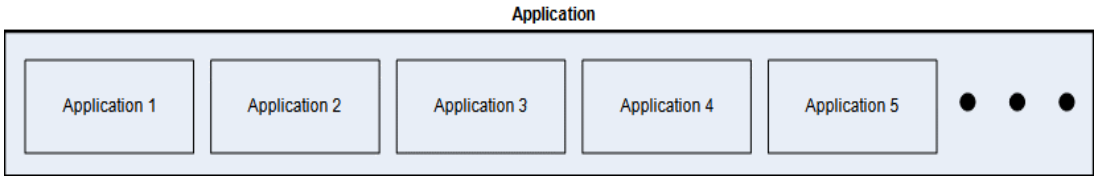
l. From the part above, the exchange monitoring group works together with the existing function monitoring group other function to determine the best possible area to extract a natural element in order to solve an identify problem that needs to be solved. By understanding that, we can see in the exchange monitoring group, there exists or must exist a survey group that can monitor those entities or areas. Since the exchange monitoring group is related to the existing function group other function or since the exchange monitoring group works together with the existing function monitoring group other function, that group works together with the existing function monitoring group other function to determine be possible area for extraction. Here, you need to verify that. In other words, show that the survey group must work together with the existing function monitoring group in terms of identifying exchange elements or areas exchange element can be extracted or gettering and so forth. This part only needs to be worked out by the survey group. We can call the survey group the entity survey group or simply the survey group. The survey group is considered to be a subgroup of the exchange monitoring group. The survey groups make sure the entities that are being exchange comes from an area that has less impact in life.

m. At *Time 1*, after having problems with our application, we turn to our parent for help where our parent provided us the idea of our application and the given reference. Here, as a single group verify that the survey group ideas is from the list of ideas given to us by our parent. To work this out we already know that the list of ideas given to us by our parent is given in the form below.

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If we identify *Application 5* for example as the entity or space survey idea, we know that *Application 5* is from our parent or from the list of ideas given to us by our parent. Here, all you need to do is to verify that *Application 5 belongs to Application* in the form of:



In other words, by understanding the explanation above, we need to verify that the idea that enables us to survey a specific space or area in our working area that is best suitable to extract natural elements, getting entities, and so forth to process to solve an identified problem that needs to be solved is from our parent.

n. By working out the part above, you have verified that the idea of the survey group is from our parent. To enable the functionality of life, to help reduce complexity, and enable resource management, the survey group works together with the exchange monitoring group and the existing function monitoring group to make sure only exchangeable elements are exchangeable and to make sure for instance those elements are from areas that have less impact on the functional system.

In terms of impact on the functional system, the survey groups can monitor entities at location where the location can be taken into consideration, the entities themselves, relationship with other entities, quantities, distance between entities, distance between entities and other entities and so forth. In this case, the survey groups monitor entities and look at all important information where usage or removal of that entities will have less impact on

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the functional system. Here, you are going to identify multiple entities from the list, where you are going to give multiple practical examples on the functional of the survey groups related to those entities. This part can be worked out by the survey group, existing function monitoring group other function, or everybody combined as a single group.

o. By working out the part above, you have identified the function of the survey group where the survey group make sure entities that are from in areas of our working areas have less impact on life. Previously from our practical example, we have identified the extraction of an element to solve a needed problem. In addition to that, you have identified multiple cases above, where you provided multiple practical examples. Depending how you have worked out the part above, you can work out this part. Here, you can identify entities such as tree removal in an area, finishing, house building, road construction, and so forth. For example, in trees you can identify quantity, distance/space between others, related entities such as bird and so forth, size, height, and all other related elements. For some entities such as trees and so forth, you can also look at quantity removed, and quantity replaced. You can do the same approach to do finish, road construction, housing and so forth. This part needs to be worked out by the survey group in relationship with the existing function monitoring group other function or as a single group.

p. By working out the part above, you have shown the function of the survey group. Here, verify that the function of the survey group takes function and system relationship into consideration. In this case, you can use the workout of your two parts above as your practical example. Once you complete, show that the function of the survey group helps reduce complexity and enables resource management. You can use your workout of the two parts above as your practical example. This part can be worked out by the survey group or the survey group in relationship with the existing function monitoring group other fruition or as a single group.

q. By working out the part above, you have shown that the survey group in relationship with the existing function monitoring group helps reduce complexity and enables resource management. Here, verify that this process also helps us manage our space. For example, from the other parts,

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you have shown that Space 1 decreases related to time. You have also shown that we need to increase Space 1 in order to have stability. Here, verify that the process of your last 3 workouts above enables us to manage our space. In this case, this process enables us to manage Space 1. Related to time, the continuation of this process enables the increase of Space 1. Here, you are going to verify that this process enables the managing of Space 1 as well as the increase of Space 1. You can use your practical examples you have done previously as your basis. This part needs to be worked out by the survey group in relationship with the existing function monitoring group other function.

r. By working out the part above, you have shown that the existence of the survey group enables to manage our space as well as increase our space such as Space 1. From one of your workouts above, you have identified that for some entities, it is possible to remove and replace. You have identified such entities. Here, you are going to identify the process of removal and replace for some entities in terms of ratio. In this case, you can use the physical system by taking added function into consideration. Since existing functions execute in their own mode, it is possible for some entities to have more than a 1 to 1 ratio. In this case, rather than have a 1 to 1 ratio, we can have 1 to 5, 1 to 10, and so forth. Here, you are going to verify that for some entities why it is better to have it like that rather than 1 to 1 ratio. You can use the functional system model as well. You can provide multiple practical examples. This part can be worked out by the survey group in relationship with existing function monitoring group other function.

s. By working out the part above, you have verified that Space 1 can be increased by replacing entities in a 1 to higher number ratio. Since Space 1 has been decreased related to time, even though at the time we speak or at the time we are working this part we not removing some entities, it is possible some entities that have been removed from the past never been replaced even though they could have been replaced. Here, verify that is it never too late, it is still possible to replace those entities in areas where they have been removed and can be replaced. This part needs to be worked out by the survey group in relationship with existing function monitoring group

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other function or simply as a single group.

t. By working out the part above, you have shown that previous entities that have been removed could have been replaced. Here, you are going to determine the process of replacing those entities in areas where it is possible. After doing so, verify that the function of replacing those entities is also the function of the survey group. The way to look at it, previously the survey group has multiple functions. Now, the survey group has additional functions to survey those areas and replaced those entities that have been removed, but never been replaced. This part needs to be worked out by the survey group or the survey group in relationship with existing function monitoring group other function.

u. After having problems with our application, we turn to our parent for help where out parent provides us the idea of our application and the given reference. Here, verify that the idea of our application given to us by our parent includes ideas to replace those entities in areas where they can be replaced after being removed. In other words, if we remove an entity in an area to solve an identified problem and it is possible to replace that entity, then the idea given to us by our parent enables to replace that entity after we remove it in that area. This part needs to be worked out by the survey group or the survey group in relationship with the existing function monitoring group other function or as a single group.

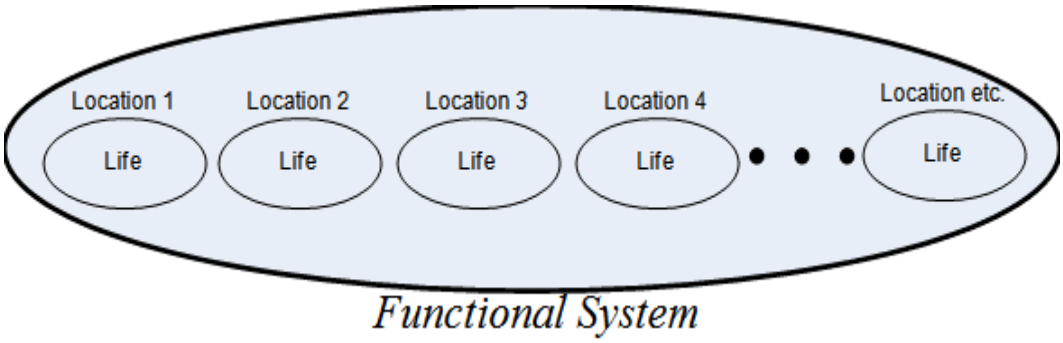
v. At *Time 0 Plus*, our parent provides us with the definition of life. In other words, at *Time 0 Plus*, our parent defines life for us by taking entities that make up life into consideration. Here, using the definition of life given to us by our parent to show that the process of replacing those entities whenever possible is part of the model given to us by our parent. Previously, you have shown that if we remove an entity that can be replaced in an area, it makes sense for us to replace it whenever it is possible. Here, show that the process of replacing an entity removed in an area is defined in the definition of life. You can work this out as a single group or the survey group in relationship with the existing function monitoring group.

w. Previously we have verified previously, not only identifying an area to execute a function that less impact the functional system, we also need to

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execute a function in a way that less impact the functional system or provide less impact to the functional system. Here, verify that by providing multiple practical examples. The way to look at it, to help the stability of the functional system, we need to execute functions in a way that less impact the functional system. This process is also included in the process of reducing complexity and enabling resource management. If you have not included that process in your previous workout or have not verified that. You can work out this part here. This part can be worked out by the survey group, the work monitor group, the existing function monitoring group, or as a single group. |

x. At *Time 0 Plus Plus*, our parent provided us the definition of life in the form below where our parent told us that life is defined as a combination of life at all locations.



Since life is a combination of life at all locations combined, we have to take that into consideration when executing functions of life.

Previously, we have defined the exchange monitoring group for our working area or country. Here, we need to define multiple exchanges monitoring group where each group is viewed as a country. To do so, if multiple classes are combined to form a single class, each class can define its own exchange monitoring group by grouping some people. In this case, each class is viewed as a country with an exchange monitoring group. Each class can also be defined as an exchange monitoring group. If you are a single group, you can divide that single group into multiple groups, where each group is viewed as a country. Depending on the quantity, each group which is viewed as a country can define its own exchange monitoring group. In addition to that, depending on the size of the class for a single group.

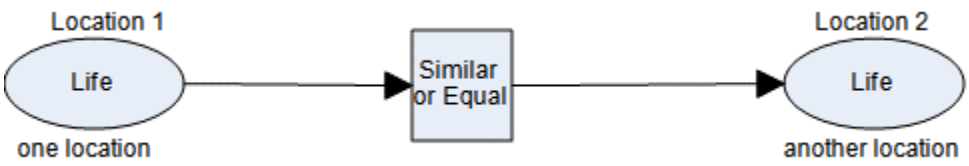
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You can divide the class into multiple groups, where each group is viewed as a country and each country is viewed as an exchange monitoring group.

y. By working out the part above, we have multiple exchange monitoring groups, where each exchange monitoring group is for a country or a working area or location. For example, in each country we have an exchange monitoring group. In this case, each exchange monitoring group is viewed as a country where each of them can have its own table that labels the country's name. As we have done previously, the people in that group can sit around a table where a label can identify the name of the country on the table. Since the survey group is included in the exchange monitoring group, here each country needs to define its own survey group. In other words, in each exchange monitoring group, you need to define a survey group. If your exchange monitoring group is not big enough to have a survey group, then you can simply equal the survey group to the exchange monitoring group. It does not matter how many people in the survey group, all what is important here is that the survey group is a part of a subgroup of the exchange monitoring group for this particular country.

z. By working out the part above, we have multiple countries where each country has an exchange monitoring group and each exchange monitoring group has a survey group.

Previously, our problem statement was we have a problem to solve. We need to extract an element at a specific location to solve that problem. In this case, we need to extract that element to be processed to derive an entity to use to solve the problem. We have the survey group going to the field to survey the areas to identify the best possible location that has less impact in life. In this case, the survey group went to the field to survey multiple areas, where the group identify multiple areas and make a decision accordingly. By understanding the model below.



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Using the model above to show that the function of the survey group does not limit to a specific location. In other words, for our problem statement, at a specific location or working area, the problem is identified and needed to be solved. The local survey group survey the areas of that country to identify the best possible site in that location. Here, all you need to do, using the two models, is to verify that the function of the survey group should not be limited only to a specific location. Each group in each country needs to work that out separately. One must help each other in your own group verify and understand that.

aa. By working out the part above, you have verified that the function of the survey group should not be limited to only one location, since life is defined as a combination of life at all locations and there is similarity between life at one location and life at another location. By understanding that, here you are going to define a nonlocal survey group. The way to look at it, previously we have defined a survey group for each country. In this case, each country has its own local survey group. Here, you can take a person from each local survey group to define a nonlocal survey group. In this case, in each group or country a person in each group can be combined together to form a nonlocal survey group.

bb. By working out the two parts above, we have verified that to identify the best site possible to extract that element, the survey group should not be limited to a specific location. To help that, we have identified a nonlocal survey group that can work together with the local survey group to identify the best site possible to extract that element by taking all locations into consideration. Here, all you need to do is to determine how the local survey group should work with the nonlocal survey group to identify the best site possible to extract that element. This part should be worked out by all the local survey groups together combined with the nonlocal survey group. Here, all the countries combined are going to work together with the nonlocal survey group to identify the best possible site to extract that element that has less impact in life. In this case, all locations needs to be taken into consideration.

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cc. By working out the part above, verify that the process of the local survey group works with the nonlocal survey group to identify the best possible sites to extract that element by taking all locations into consideration enables reduction of complexity and resource management. In other words, by surveying all the locations combined to identify the best possible site to extract that element, enables us to manage our resources and reduces complexity in life. This part needs to be worked out by the survey group, the resources monitoring group, or as a single group. You can provide multiple practical examples. To work this out, you can use map or map overlay or transparency to identify the site in order to identify the best possible site to extract that element.

dd. Verify that the process of the local survey group working together with the nonlocal survey group to identify the best possible site to extract that element by taking all locations into consideration helps manage the stability of the functional system. If you want, you can use the definition of life model to show that. This part needs to be worked out by the survey group or the exchange monitor group or the resource monitor or as a single group.

ee. We have multiple countries where each country includes an exchange monitoring group. The function of the exchange monitoring group is to monitor exchange in each country to make sure the entities being exchange are exchangeable element. While each country has a local exchange monitoring group, there is also a nonlocal exchange monitoring group where that group include people from each other group or from each country. The exchange monitoring group work together with the survey group to identify for instance the best possible site or area to execute a function that has less impact on the functional system.

Since in each country the exchange monitoring group helps manage the stability of the functional system, work together with the survey group to make sure entities that are being exchanged are not from areas that can impact life. To better understand this process, let's take it like this. We have the same problem statement. We need to extract an element to be processed to solve an identified problem. That element can be extracted at Location 1, where in Location 1 the site that element can be extracted from includes a lot of trees, water, birds, mammals, and so forth. Location 5 is a

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distance from Location 1, where Location 1 and Location 5 are connected via inter-routes. In Location 5, there exists a site where the same element can be extracted. In that site, there is sand, no river, no lake, no trees, no ocean, and so forth.

By understanding the paragraph above, we can identify the site that element can be extracted that has less impact in life. In this case, the local survey group can work with the nonlocal survey group to identify the site within all the locations where the extracting of that element has less impact in life. In both cases, the survey group of Location 1 can work with the survey group of Location 5. To work this part out, you need to use the map or map with transparency to identify the locations and the sites. This part only needs to be worked out by the exchange monitoring group in multiple locations. In this case, each country can work this part out. Two countries can also work this part out together.

ff. By working out the part above, you have identified the best possible site to extract that element. Since both Location 1 and Location 5 have that elements and it is better suitable to extract it from Location 1 than from Location 5, in this case, an exchange process can be performed for both locations. Here, you are going to determine the exchange process of both location in order to get that element from Location 5. In other words, determine the exchange process between Location 1 and Location 5 that enables extracting that element from Location 5, where it can be received from Location 1 to solve the identified problem. This part needs to be worked out by all countries or only Location 1 and Location 5. In this case, for two groups: one group is viewed as Location 1 and the other group is viewed as Location 5.

gg. By working out the part above, you have identified the process of exchange from countries to countries. In this case, you have identified the process of exchanges from Location 1 and Location 5. From the exchange process you have used, there exist entity provided, and entity received. Here, you are going to determine the value of entity provided and the value of entity received. You can also look at future values of those entity. In this case, you can look at whether the value of an entity holds related to time in the future. This part needs to be worked out by the exchange monitoring

groups.

hh. You have determined the process of exchanges from location to location. For example, process of exchange from Location 1 and Location 5 to extract an element to solve an identified problem. In this case, Location 1 received the extracted element where Location 5 received an entity or an exchangeable element. We already know that the Location 1 needs the entity to solve an identified problem. Entity or entities received by location 5 can be used to solve identified problem or may be used in future time. Here, you are going to determine all the possible entities that can be received by Location 5 as well as entities that can be used in the future. In terms of identifying those entities, one thing you need to know about exchange is that an entity received or provided does not have to be physical. What is important is that entities used in an exchange must have value. This part needs to be worked by all countries or groups or only Location 1 and Location 5.

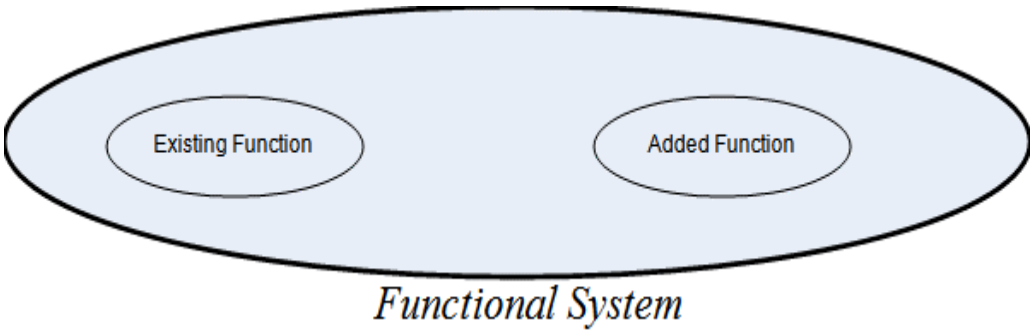
ii. After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference. From the part above, from the part above, in terms of identifying entity provided and entity received during an exchange process, we learn that sometimes those entities does not have to be physical entities. All that is required during the exchange process for the entities to have value. Here, all you need to do is to verify that this is one of the idea given to us by our parent at *Time 1*. In other words, from the list of ideas given to us by our parent at *Time 1*, one of them tells us that an element received, or an element provided during an exchange does not have to be a physical entity as longer it has value. This part needs to be worked out by all exchange monitoring groups or as a single group.

jj. From above, we have identified a location to extract the element to solve an identified problem. In addition to that, here identify some alternatives that may be good and may not be good. For example, to solve the problem rather than extracting that element to be processed to derive that entity, it is possible to produce that entity from another element where the impact is much, much less. At the same time, that entity can be produced from other elements without extracting from the method we have identified where the

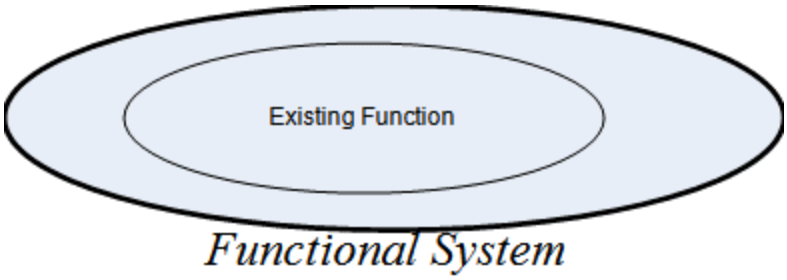
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impact can be more. Here, you can identify both cases with some practical examples. You need to identify those alternatives or methods, using some practical examples. This part can be worked out by the exchange monitoring group, survey group, the resource monitoring group, or as a single group.

kk. At *Time 0 Plus*, our parent provided us the definition of life in the form below.



with without added function, we have



Using the definition of life above given to us by our parent at *Time 0 Plus*, to determine which alternatives is better compared to the previous method you have used. In this case, considered your previous method as #1, then your next two methods as #2 and #3. In this case, you use the life model above with #1, then #2 and #3 to determine between #1, #2, and #3 which one is better for the functional system or provide much less impact to the functional system.

ll. By working out the part above, our problem statement was to extract an element to be processed to produce and entity to solve an identified problem that needs to be solved. From our problem statement, we have determined that element is needed to be processed to solve that problem. from above, we have identified many alternatives and determine which one is better to be used. Now, we need to revise our problem statement to determine

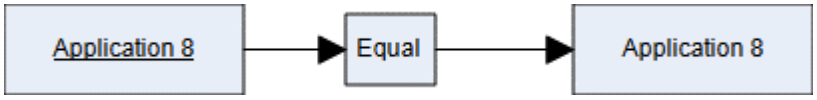
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whether or not that problem can be solved without that element or extracting or alternatives. If it is determined that problem can be solved without that element, then we solve it without it which enables us to reduce complexity much further. Here, verify the revising of the problem statement to determine if the problem can be solved without that element which further reduces complexity and enables resource management. It is the same as saying, verify if the problem can be solved without that element or alternatives #2 or #3 which further enables us to reduce complexity and manage our resources.

mm. From the part above, we have revised our problem statements and determined if the problem can be solved without extracting that element. We have also performed alternatives comparison to determine which method provides less impact to the functional system.

From other groups, we also have other subgroups that handle reuse of entities. For example, in the instrument monitoring group, we have a reuse or recycling subgroup. Here, you are going to determine the relationship between that subgroup and the survey subgroup for instance. This part of the exercise can be worked out together by the survey subgroup and the recycling subgroup. The recycling subgroup has been defined previously.

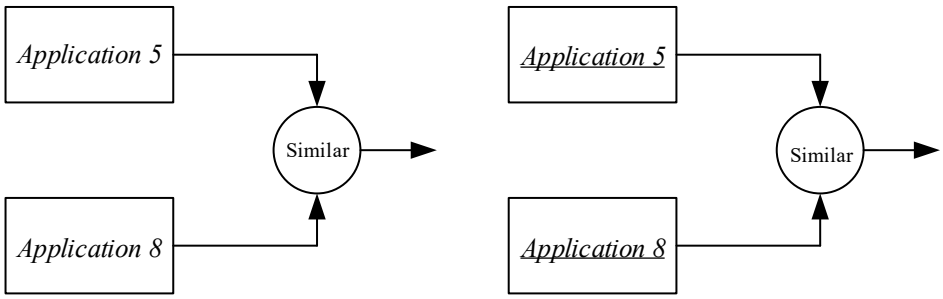
nn. After having problems with our application, we turned to our parent for help where our parent provided us the idea of our application and the given reference. In order to solve our problem, we have to use the idea of our application given to us by our parent. To do so, we equalize each idea of our application to our parent idea. For example, we have verified and shown earlier that the survey group idea is from our parent. Here, what you need to do, if the idea of the recycling group is *Application 8*. Then you do something like.



Where *Application 8* is the reusing or recycling idea from the list of ideas given to us by our parent. Since all ideas given to us by our parent comes from the same list of ideas, they are related. In this case, there is a

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relationship between *Application 5* and *Application 8* in terms of similarity as well as *Application 5* and *Application 8*. The two relationships, are best shown by the model below.



All you need to do is to verify the relationship above by providing multiple practical examples. In this case, you verify that the idea of the survey group is similar to the idea of the recycling group. Both of them work together to reduce impact to the functional system. This part can be worked together by the survey subgroup and the recycling subgroup.

oo. By working out the part above, you have shown that there is a similarity between the idea of the survey group and the idea of the recycling group. Both of them are considered ideas from our parent and both of them enable less impact to the functional system. If you want to, you can also verify that by using the functional system model given to us by our parent at *Time 0 Plus* before continuing further.

Since there is a relationship between the survey group and the recycling group, in this case both of them can work together to help solve the identified problem. Here, all you need to do is to determine whether a method can be used by the recycling group and the survey group that enables less impact to the functional system. To work this out, both the survey group is going to work together with the recycling group to determine if there exists another method that can be used to solve the underlying problem with less impact to the functional system. Once the method is identified, then the functional system model can be used to demine whether it reduces the impact by comparing it to the previous 3 methods. This part needs to be worked out by the survey group together with the recycling group.

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pp. We already know that in order to derive an instrument, we use the following model:



From the model above, the process of deriving or producing an instrument needs the usage of some natural elements. By observation, we can see the use of natural elements to adds complexity to the system. Now, if we can avoid the usage of natural elements, we can further reduce complexity to the system. If we can reduce the quantity of natural element usage, we further reduce complexity to the system. If you haven't done so, use the model above by revising your problem statement and determine if natural elements can be reduced or not used at all to solve the underlying problem. This part can be worked out together by the exchange monitoring group, the recycling group, and the resource monitoring group.

qq. Use the definition of life given to us by our parent at *Time 0 Plus*, to verify that the process above further reduces impact to the functional system. In other words, if we can solve a problem without using natural elements, we further reduce complexity to the system. If we can solve a problem with the use of less natural elements, we reduce complexity to the system. In other words, if we can derive a method or instrument with no or minimal natural elements, we reduce complexity to the system. As well as, if a method can be derived without natural elements, we much further reduce complexity to the system. This part can be worked out by the survey group, the recycling group, as well as a single group.

rr. By working out the two parts above, we have shown that reducing the quantity of natural element to derive a method or instrument enables the reducing of complexity and resource management. In order to do so, we also revise our problem statement to determine if natural element is needed as well as the quantity needed to solve the identified problem.

By understanding the functional system model given to us by our parent, we have shown using the definition of life that the use of natural elements

to derive an instrument or method adds complexity to the system. By using the functional system model, we can also see that after deriving an instrument or method, that also adds complexity to the system. For example, after deriving an instrument, the maintenance of that instrument also adds complexity to the system. Here, you can verify that by providing multiple practical examples. In this case, show that after deriving of an instrument or method, the maintenance of that instrument also add complexity to the system. You need to use the functional system model to show that. This part can be worked out by a single group.

ss. By working out the part above, you have shown that the maintenance of an instrument or method adds complexity to the system. Here, using the complexity theorem with the functional system model to show that if an instrument or method does not require any maintenance, then that reduces complexity to the system. You can work out this part as a single group.

After working out the part above, using the same complexity and the functional system to show that if the derivation of a method or an instrument without the usage of natural element, that much further reduce complexity to the system. Another way to look at it, if the method is derived without using any natural element, it may not need any maintenance. In this case, the complexity is reduced. The way to look at it, in both cases, reduce the input elements or no input elements at all, as well as no maintenance reduces complexity to the overall system. You can work this out as a single group.

tt. By working out the part above, you have shown that maintenance further increases complexity to the system. If we can reduce maintenance of an entity, we further reduce complexity to the system. We have also shown that quantity also increases complexity to the system. For example, quantity needed to solve an identified problem. From your problem statements, you have revised multiple times in order to reduce complexity and enable resource management. For example, quantity of input elements needed to solve the problem and whether the input elements are required at all to solve the problem. In addition to that, here you are going to revise your problem statement again to look at entity usage at time.

Since increased quantity of input elements increase complexity to the

system, in this case, increased quantity of instruments and method derivation also increases complexity to the system. To reduce complexity, we can look at entity usage at a specific time. For example, previously from multiple parts, we also looked at entity usage at time in terms of resource management. Here, you are going to look at that again to determine whether it is possible to solve the underlying problem. If it is possible, rather than deriving an instrument or method, an existing one can be used at a time when it is not in use. This basically is how you need to revise your problem statement. This part can be worked out by the exchange group together with the resource monitoring group or as a single group.

uu. By working out the part above, you have revised your problem statement to determine if entity usage at time can be used to solve the underlying problem. If it is possible, here verify that this process further reduces complexity to the system as well as enables resource management. This part can be worked out by the exchange monitor group together with the resource monitor group or as a single group. You can use the definition of life and the complexity theorem together to work this out.

vv. By working out multiple parts above, we have shown that we further reduce complexity if we can solve a problem by simply executing a function rather than deriving an instrument or method. In this case, we do not think about deriving instruments or methods. Rather, we think about just executing a function to solve the identified problem.

Here, verify the reduction of complexity if a function can be executed to solve an identified problem rather than deriving an instrument or method to do that. In this case, you are going to use the life functional system model to determine whether a function can be used to solve in terms of existing rather than deriving. For example, if a function already exists we use it instead then that enables us to reduce complexity. Verify this process further reduces complexity if we use a function that already exists. This part can be worked out by the exchange group, resource monitoring group, or as a single group. You can use the definition of life to work out this part.

ww. Previously, we verified that if we can reduce number of functions, we also reduce complexity. Here, if you have not done so already, use the definition

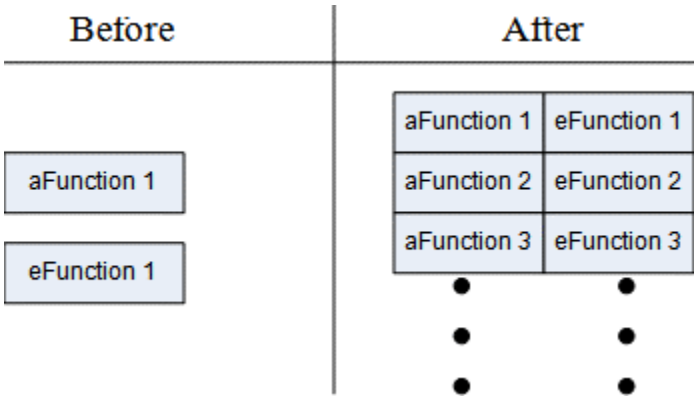
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of life to show that if we can reduce the number of function, we also reduce complexity. This part can be worked out by a single group.

xx. At *Time 0*, the complexity theorem was given to us by our parent in the form below.

If we increase the complexity of the added functions, the complexity of existing functions would also increase tremendously.

The theorem above is related to the model below.



Previously, we used the theorem above to identify the one below

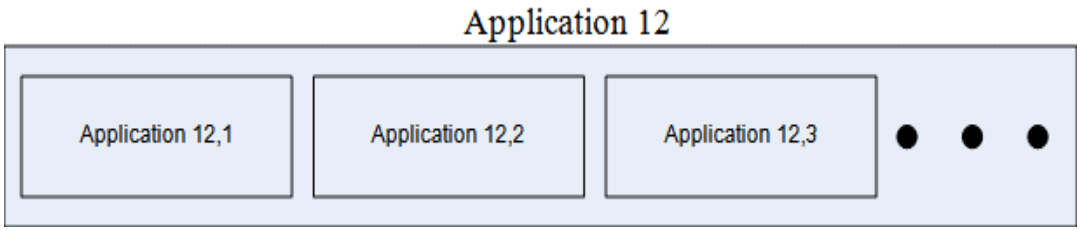
If number of added functions is one, then complexity of the existing function is one. In other words, if we have a single added function, then the complexity of existing function is resulted to one.

All you need to do here is to show that in terms of complexity a single added function is the same as no added function. In other words, in terms of reducing complexity, reducing number of added functions to a single function is the same as reducing number of added functions zero or nothing. You can work this part out as a single group.

yy. After having problems with our application, we turn to our parent for help where our parent provided us with the idea of our application and the given reference. The way to look at it, at *Time 1*, in addition to the given reference provided to us by our parent, our parent also provided us with the idea of our application. Here, verify that the exchange idea is given to us by our

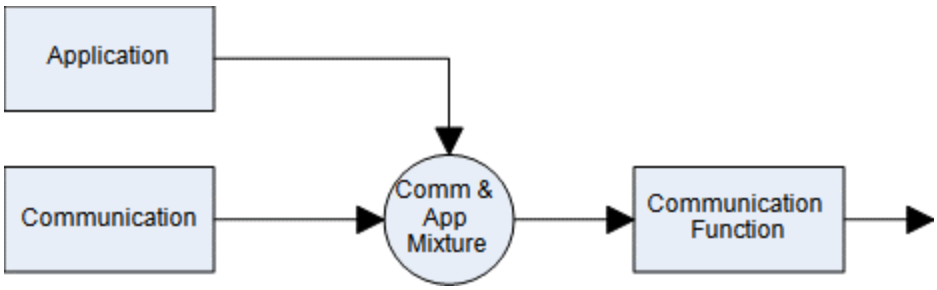
parent at *Time 1*. In this case, if we identify that idea as *Application 12*, then it is given to us at *Time 1* by our parent as a collection of methods—for exchange.

In this case, if the exchange idea is given as *Application 12*, then we have:



where *Application 12,1*, *Application 12,2*, and so forth are sub ideas of the exchange idea *Application 12* given to us by our parent at *Time 1*. Here, all you need to do is to show that the exchange idea given to us by our parent at *Time 1* includes a collection of methods for exchange. This can be worked out as a single group or the exchange monitoring group. To work this out, you have used multiple methods for exchange. You can identify each valid method you have used as a sub idea of the exchange idea given to us by our parent at *Time 1*. You can provide multiple practical examples, where previous exchanges you have done can be taken as your practical example.

zz. At *Time 0*, the communication function was given to us by our parent in the form below.

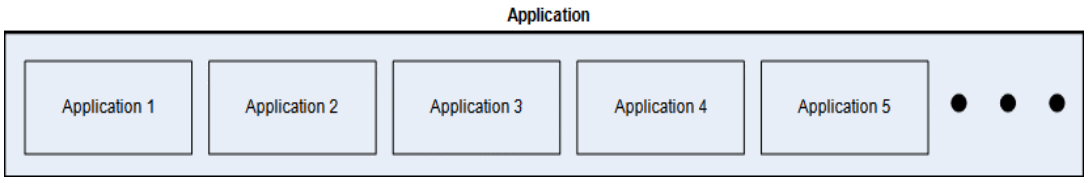


where *Communication* is our communication and *Application* is the idea of our application. At *Time 1*, after having problems with our application, we turn to our parent for help where our parent provides us again with the idea of our application in addition to the given reference.

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We know that at *Time 1*, our parent provides feedback to us to help us execute our application. The feedback given at *Time 1* is the result of continuation of errors at *Time 0*. Here, show that the *Communication Function* is given to us at *Time 0* where *Application* is the idea of our application and *Application* is viewed as multiple ideas which is a list of ideas provided to us by our parent at *Time 0*.

All you need to do here is to identify multiple ideas of our application given to us by our parent at *Time 0*. You have identified multiple ideas of our application given to us by our parent at *Time 1*, to help us execute our application. Now, all you need to do is to identify multiple ideas of our application provided to us by our parent at *Time 0*. In this case, you can have *Application* given at *Time 0* as:



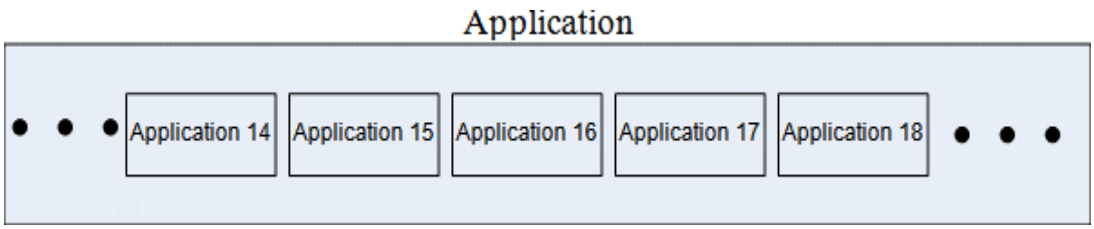
Work this out as a single group and provide multiple practical examples. One can help each other in the group understand that. By working out this part, you have verified that the idea of our application given to us by our parent at *Time 1* is a repetition of ideas of our application our parent already provided to us at *Time 0*.

aaa. At *Time 1*, after having problems with our application, we turn to our parent for help where our parent provides us with the idea of our application and the given reference.

From the downhill process, we have learned that while we are coming down from our house, one of us—the instructor—provides feedback to us from our parent to alert us were heading the opposite direction. Related to the reference given to us at *Time 1* and the idea of the application, we can see that the process is being viewed as a self-selection process. In other words, the instructor selects himself/herself. All you need to do here, as a single group, is verify that the self-selection idea is given to us by our parent at

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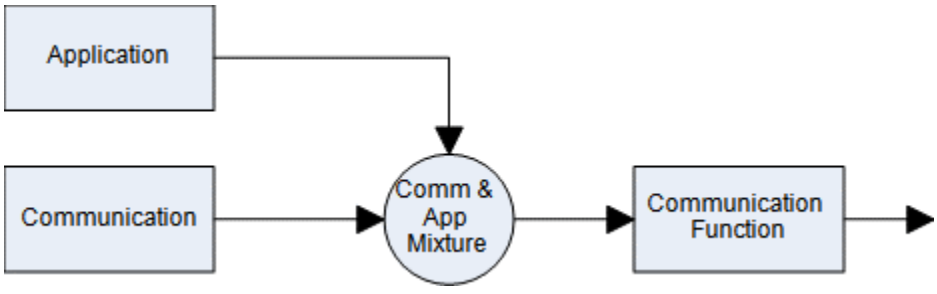
Time 1 by providing a practical example. In this case, if you identify the self-selection idea as *Application 15*, show that *Application 15* is given at *Time 1* and it is part of *Application*. In this case, *Application* can be represented in this form:



From above, we can see that *Application* is a list of ideas that include multiple ideas including the self-selection idea. In this case, the process can be viewed as a natural process where we can use associated terms like *naturally selected*. Here, work this out as a single group and provide a practical example.

bbb. By working out the part above, show that the process enables the reduction of complexity as well as enables resource management. To show that you can use the complexity theorem in relationship with the definition of life to show that the self-selection idea or the self-selection approach given to us by our parent at *Time 1* enables the reduction of complexity and enables us to manage our resources. You can work this out as a single group and provide multiple practical examples.

ccc. At *Time 0*, our parent provided us the communication function as:



Where *Application* is the given idea of our application and *Communication* is our communication. We can also name *Application* the initial idea of our application.

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In our application, we know that the resources that we use are given to us, where we can only manage them. In other words, resources are given elements—in our application. We don't make them. We can only manage them. Here, show that at *Time 0*, that statement is the idea of our application given to us by our parent. In this case, that statement is identified as *Application* from the model above and it is given to us by our parent at *Time 0*. You can work this out as a single group and provide multiple practical examples.

ddd. Depending on how you have worked out the part above, here, you are going to work that out or rework it in terms of resources allocation. In this case, you are going to approach that in the theory domain. In the theory domain, resources used in our application or resources that must be used in our application are allocated for our application. In this case, we call resources allocated for our application natural to our application or native to our application.

Resources that are not allocated for our application, cannot be used in our application. Here, you are going to show that in the theory domain in relationship with *Time 0*. You are going to work that out in the theory domain to show that resources used in your application are allocated for your application without any extra. You will need to identify a theorem related to that. Show that the theorem you have identified is given at *Time 0*. Work this part out as a single group and provide multiple practical examples.

r. By working out multiple parts above, we have a very good understanding of complexity and the reason we need to reduce complexity. We need to reduce complexity in order to help the stability of both the functional system and the physical system. Here, determine the process of reducing complexity by each group. To work this out, each group can work this out separately. For example, the exchange group, the monitoring group, the lawyer group, the police officer group, the farmer group, the judge group and so forth.

a. By working out the part above, each group had determined the process of reducing complexity in the application for that group. Here, verify that each

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item in the list is a part of reducing complexity: an organization exists by its name only. The people who work to execute functions, use entities to execute functions. Here, determine how would you reduce complexity in relationship to that approach. Each group can work this out separately: the group of lawyers, police officers, judges, all the monitoring groups and so forth.

b. By working out the part above, you have determined the process of reducing complexity in your applications or projects. For example, in order to reduce complexity, you have verified that an organization that provides a service or an entity exists by its name only, where people who work in that organization execute functions to provide that service or that entity. For example, the people execute functions to provide a service or an entity. If we want to, we can name the group the name of that organization. Here, as a single group, use visual aspect of communication to verify or validate your workout above. All you need to do here is to use visual aspect of communication to show that an organization that provides a service or product exists by its name only where people who execute the functions use entities to do so.

c. By working out the part above, show that misunderstanding of that approach increases complexity and enable resource mismanagement, while the understanding of that approach reduce complexity an enable resource management. Here, each group can work this out separately; like the group of police officers, farmers, lawyers, judges, monitoring groups and so forth. This part can also be worked out as a single group.

d. By working out the part above, here determine how would you use that approach do reduce complexity in your application and enable resource management. You may have already done that from previous part, if so you can simply disregard this part. This part needs to be worked out by each group separately or by multiple groups combined whenever it is necessary.

s. By working out multiple parts of this exercise, we have a very good understanding of presentation of theory, the physical system, the functional system, and the application of theory. By now, we have realized that if we started earlier, we could have made more progress than where we are now. In other words, if we had started

all these processes earlier, we could have been in better shape now. In other words, if we had started earlier applying the process of this exercise, the functional system would have been in better shape. Here, all you need to do is to determine the performance of the functional system if we have started earlier. In this case, you can pick up an earlier date to do your approximation. For example, you can start with *Time 3* + *x* or 18*xx*, 19*xx*, 191*x*, 197*x*, and so forth. Then, you are going to pick some dates back and look at some events in history. Using the approach of this exercise would not allow those events to happen. From that, you can determine or approximate the performance of the functional system from the time you have chosen to present that. This part can be worked out as a single group.

a. By now, we have a very good understanding of the process of solving a problem. Let's revise the process again: a problem is identified. A group is formed or defined to execute a function to solve that problem. That group can provide a service or an entity. In other words, that group can provide a service or a product. In this case, an organization may have a name in relationship with that group to solve that problem. What is important here is that the existence of the problem to solve enables the existence of that group. If the problem did not exist, there would be no need for the group or the organization. In this case, a group or an organization exists because there is a problem to solve. Without a problem to solve, there is no need to have a group or an organization. Here as a single group verify that by providing multiple practical examples. One must help each other understand that.

b. By working out the part above, you have verified that the existence of problems enables the existence of groups or organizations. Without problem existence, there is no need to define a group or an organization since that group or organization has no problem to solve. Here, verify that all groups must be discarded or dissolved after solving the underlying problems. To solve our problems, we have group of lawyers, judges, farmers, mechanics, monitors, exchanges, and so forth. At some point in time, we are going to finish solving all of our problems. That may take multiple generations. At that time, there will be no need for us to group. Here, as a single group you are going to verify that at that time or once we finish solving the underlying problem all of our groups or each group will

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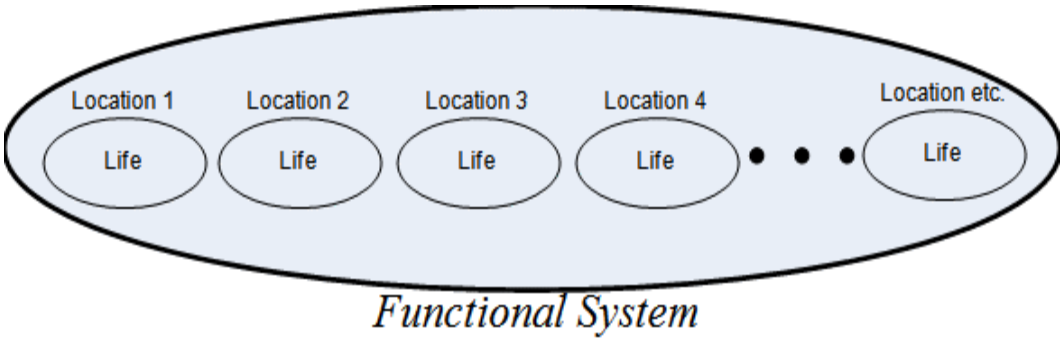
be discarded or dissolved.

c. By working out the two parts above, you have shown that a group or an organization exists to solve an underlying problem and without the existence of that problem there is no need to have a group or an organization. Here, show that the existence of a group or organization that does not solve any problem simply increases complexity an enables resource mismanagement. In other words, if there is no problem to solve there is no need to have a group or an organization. If a group or an organization exists where there is no problem to solve, the existence simply increases complexity and enables the waste or resources. Here, as a single group you are going to show that. If you want to, you can use the complexity theorem in relationship with the definition of life to show that. You can provide multiple practical examples.

d. From above, we have verified that the existence of a group or organization without problem to solve, simply increases complexity and waste or resources. For each group, show that if we finish solving the problem and do not dissolve the group, we simply increase complexity and enable resource mismanagement. This is the way to work this part out. In relationship with the part above, depending on how you have worked out, for each group, show that the existence of your own group simply increases complexity and enables waste of resources if there is no problem to solve. If there is no problem to solve, the existence of your own group simply increases complexity and waste resources. Second, you show here after your group finishes solving the underlying problem, your group must be dissolved to prevent the increase of complexity and enable waste or resources.

e. At *Time 0 Plus Plus*, the functional system model was given to us by our parent by taking location into consideration. In this case we have:

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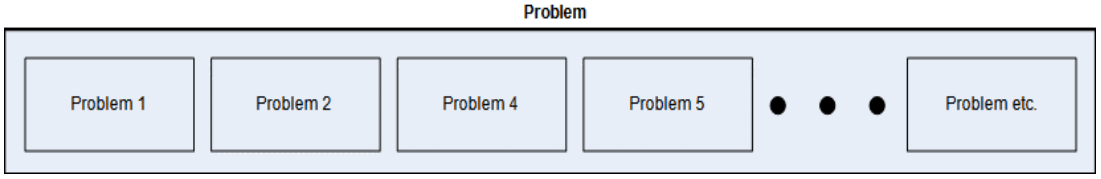


Functional System

If a problem is identified at *Location 1*, *Location 2*, *Location 3*, and so forth, we have to solve it in the identified location in order to enable the functionality of life. Here, all you need to do as a single group is to determine the process of providing a service or function to solve a problem at multiple locations. This is the same as saying, How do you provide a function that can benefit all locations needed? You can work this out as a single group.

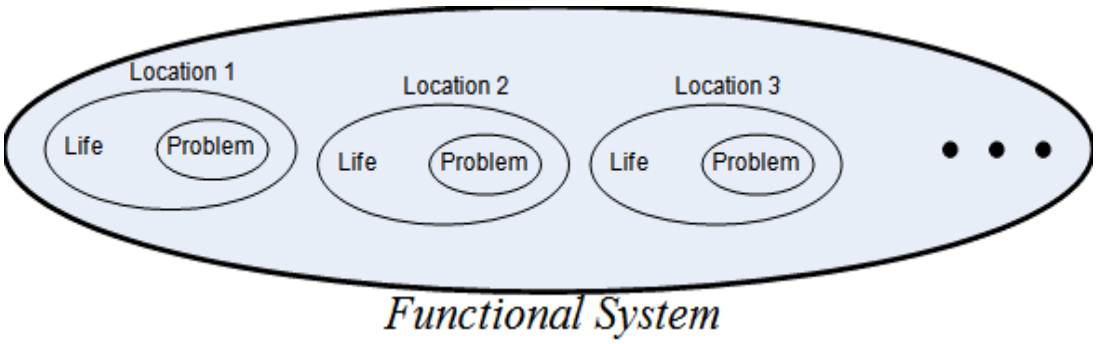
f. By working out the part above, you have determined the process of solving a problem at multiple locations. For example, you have provided a service that can solve a problem not only at your locations, but at other locations where the problem exists. Here, all you need to do, is show that process includes reducing complexity and enables resource management. This is the same as saying, verify in order to provide a function or a service that can solve problems at multiple locations, you must reduce complexity reduce complexity and enable resource management. You can work this out as a single group. If you want to, you can also use the functional system model to show that.

g. By having a good understanding of problem characteristics, we know that problems can be expanded and multiplied. We can simply say that a problem is an expandable element. In this case, if we identify a problem to solve and we identify it as *Problem*, then *Problem* exists in the form of:

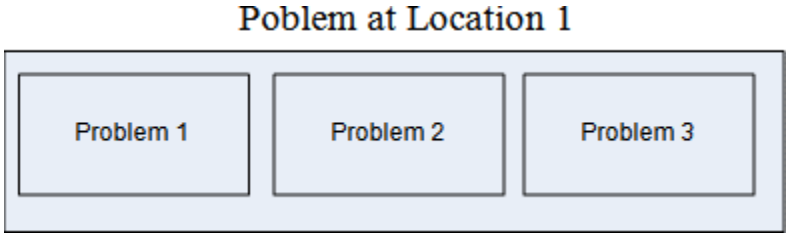


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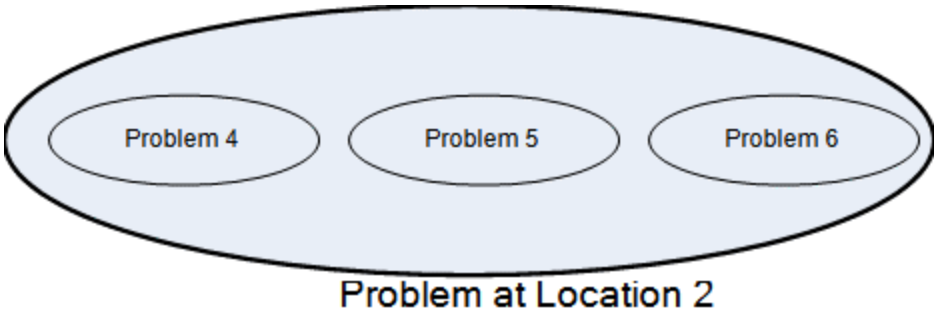
From the model above, the problem is viewed as a collection of problems where *Problem etc.* as the end or the quantity which is simply the limit of number of problems to be solve. In this case, if *Problem etc.* is 500, then we have 500 problems to solve by the model above. In relationship to the functional system model above, that problem exists in multiple locations such as *Location 1, Location 2, Location 3,* and so forth. In this case, we can represent them in the functional system as shown below.

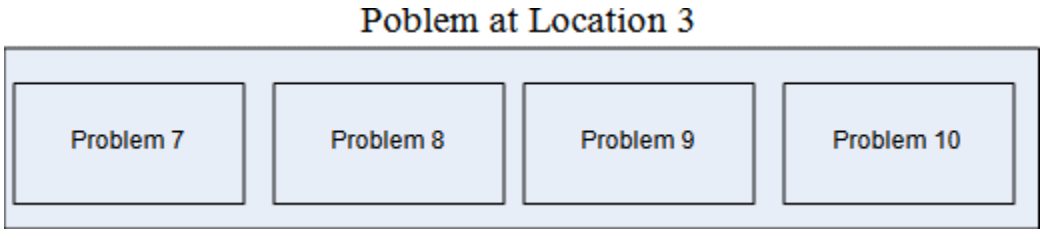


From the model above, the locations do not have to be in order. The locations above are simply the locations where the problems are identified. They can be in any order and limit. For example, if we identify the problem at 5 locations, then the quantity of locations is 5. If it is not identified in Location 2, then Location 2 is omitted from the model. In terms of problem identification, the problems can be identified at the locations as shown below.



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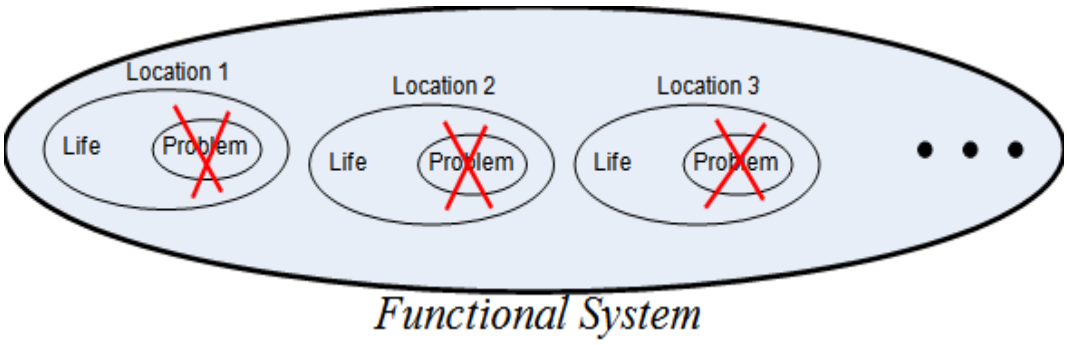


From the models above, we simply identify the number of problems to solve at a specific location. For example, at Location 1, we have 3 of that problem to solve and at Location 3 we have 4 of that problem to solve. While we put in on the form above, it does not matter. You can use any form and it does not have to be linear. All you need to know is that at specific location, you have multiple instances of that problem to solve.

By understanding the explanation above, we can see that the number of problems we need to solve, exists at multiple locations. In this case, if we provide a function or a service to solve that problem, we must provide it at all locations where that problem is presented in order to solve that problem. From the example above, if we provide a service to solve that problem, we must provide it not only in Location 1, but as well as Location 2, and Location 3 because that problem exists in all three locations.

All you need to do here, as a single group, is to verify the first model above—the functional system model—and in order to solve an identified problem it must be solved at all locations where it is present. While we say it like that, it is better for you to approach it in this form. Here, for you is to verify that in order to have problem elimination, it must be eliminated at all locations as shown by the models below.

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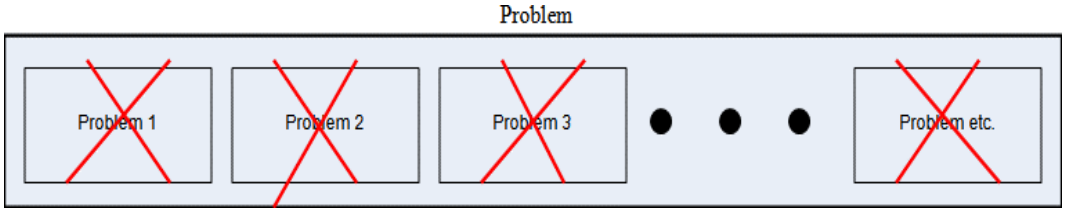


In this case, you show that in order for the identified problem to be solved, it must be solved. In order for the problem to be equal to zero or eliminated, at each location where it is present, it must be equal to zero or eliminated.

h. By understanding the part above, we have shown that in order to solve a problem, we have to do that:



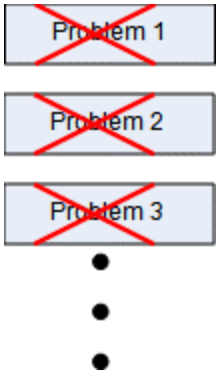
From the model above, it shows that we solve a problem when we eliminate it, cross it out, or set it equal to zero. Here, set it equal to zero means it does not exist. Set it equal to zero is the same as eliminating it. In this case, since the problem above includes multiple problems or has multiple parts, in this case we eliminate or cross out each part of the problem as shown below.



As shown from the model above, if we have a number of problems to solve, we have to eliminate each of them. In this case, if we have 500 problems to solve, we have to eliminate each of them or set each of them equal to zero. By eliminating each of them or set each of them equal to zero, that problem no longer exists, and we solve it.

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From the model above, if the number of problems we need to solve is 500, then we eliminate each of them or set each of them equal to zero individually as shown by the model below.

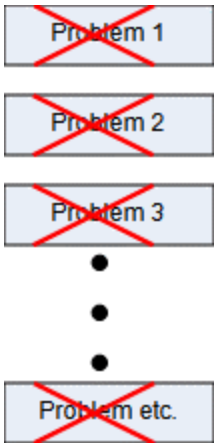


What is important here is that we solve each individual problem separately in the form it is presented. It does not matter if it is one or a group at once. Each problem needs to be solved. Here, as a single group verify that by providing multiple practical examples. All you need to do here is to verify that in order for the problem to be solved or eliminated or crossed out or set equal to zero, we need to eliminate or solve each of them separately in the form shown in the model above.

In terms of grouping, a group of problems that is made of multiple problems can also be eliminated or solved in the same form. In this case, multiple problems in a group can be eliminated or set equal to zero in the same form. The whole group can be eliminated in the same form as well.

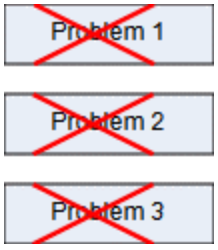
i. Since the process of learning a principle is not instantaneous, it may not be possible to have the model below instantly.

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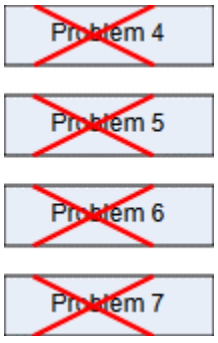


But as time goes, it may be possible to have:

At *time 1*, we have:



At *time 2*, we have :



The above replacements can be a group or individual. What is important here is that related to time, we keep solving that problem by crossing out each individual problem or eliminate each of them. Here, as a single group you can verify that by providing multiple practical examples. The models above can also be represented by the table below.

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Problems	*time 0*	*time 1*	*time 2*
Problems Existed	Problem 1, 2, 3, ⋯, etc.	Problem 4, 5, 6, ⋯, etc.	Problem 8, 9, 10, ⋯, etc.
Problem Solved	None	Problem 1, 2, 3	Problem 4, 5, 6, 7

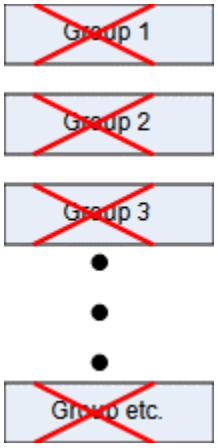
As we can see from the model above, as time goes, we solve more problems, then the number of problems we have reduced in relationship with time.

j. By working out the part above, here verify that the process of eliminating the problem is the process of replacing the problem with a solution. The solution is viewed as the solution for that problem. For example, if thirsty is the problem, then drinking water is the solution. In this case, we have something like that: thirsty = drinking water. Here, drinking water is viewed as the solution to solve that problem.

$$Problem \Rightarrow Solution \qquad Thirsty \xrightarrow{\text{has solution of}} Drinking\ Water$$

From above, the arrow is used to show the solution of the identified problem. Here, as a single group you can verify this by providing multiple practical examples.

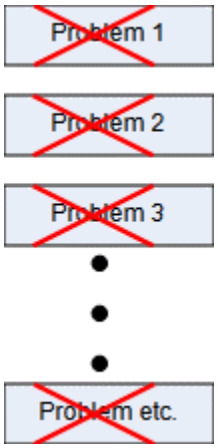
k. Previously we have shown that if there is no problem to solve, all group must be zero. In this case, we simply dissolve all groups since we do not have any problems to solve. By dissolving all groups, we have:



From the model above, we simply eliminate each group, dissolve them, or

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set each of them equal to zero. All you need to do here is to use the complexity theorem, the dissolving group model above, and the solving problem model below to show that if there is no problem to solve. The existence of the groups simply increases complexity to the system.



You can work this part out as a single group where one can help each other understand that. Here, you use both models with the complexity theorem in your workout. You can provide multiple practical examples.

l. By working out the part above, we have verified the process of solving a problem. During the process, we simply replace the problem with zero which is the same as replacing it by its own solution. One thing we did not address, which is part of problem characteristics that include problem multiplication and problem expandability, is that a single problem can have multiple parts. In this case, while *Problem* above can be viewed as a problem that includes multiple parts, here let's look at subparts of a problem in the model. For example, if we look at *Problem 1*, that problem itself or part of problem may include multiple parts such as: *Problem 1,1*, *Problem 1,2*, *Problem 1,3* and so forth. In this case, we still use the same approach above to solve it.

In terms of problems that have multiple parts, let's look at resource management as an example. Since resource management as whole can be viewed as a complex problem, in this case it requires a lot of steps. We can approach solving this problem gradually related to time. Rather than not doing anything at all and force to adapt at some point. From now, you have a very good understanding of resource management and multiple

approaches we have taken in terms of manage our resources. All you need to do here, as a single group, is use the problem solution model given a above to look the approach of solving the resource management problem related to time. You can work this part out as a single group. Since resource management also depends on everybody individually, each person in the group can work this out individually then later combine to a single group to work this out.

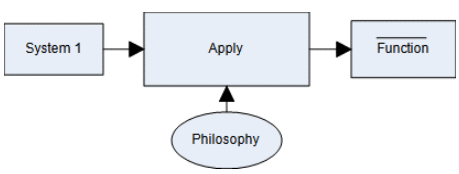
m. By working out multiple parts from above, we have shown that the process of solving a problem does not allow us to take or assume other people functions and their responsibilities. However, we can provide feedback as well as make adjustments to our own functions. Verify that in relationship with:



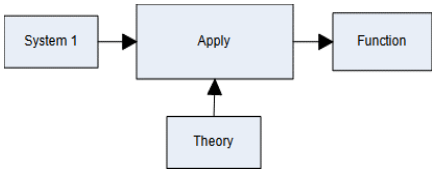
and



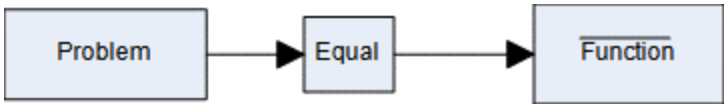
For instance,



and



In terms of problem, we have



where the solution is

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which results to



If a negative function is not executed, we simply a positive function is executed. You can verify that as a single group by providing multiple practical examples.

n. By working out the part above, here for each group verify that

If problem is eliminated, then we have no negative function.

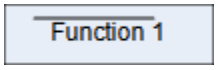
Each group can work this out individually where the function identified is being viewed as your function. In this case, $\overline{Funtion}$ is replaced by *Function* then this viewed as the problem solution. Each group needs to work this out separately by taking your function into consideration in terms problem solution.

o. By working out the part above, verify the following:

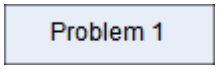


then we have





then we have

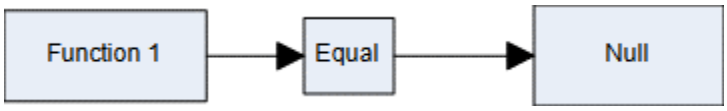


Or simply verify in terms of problem and solution for the case above. In this case, case 1 is viewed as problem solution where case 2 is not viewed as problem solution. You can work this out as a single group by providing

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multiple practical examples.

p. As we can see, if our group works together to execute a function where that function does not enable the elimination of a problem, we simply work for nothing. In this case, we can see that the function is null. We can show that by the model below.



Or simply we work for nothing. All you need to do is to verify that

If the function is null then the problem is not solved or eliminated. We can also put it in this form. If *Function 1 is equal to zero, then Problem 1 is not equal to Zero*. Verify that as a single group by providing multiple practical examples.

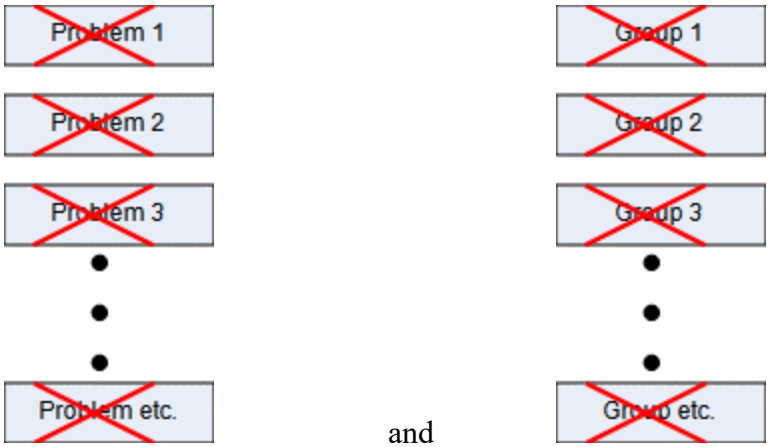
q. Previously, we identified the existence of a problem in the form of: *Problem 1 is not equal to zero*, while *Problem 1 is equal to zero* to show it does not exist. In addition to that, if we want to, we can add severity level of *Problem 1* in the value of 1 to 100 or simply low to high, where the higher the level the more severe is the problem. Here, as a single group you can verify that by providing multiple practical examples.

r. Assume that we finished solving the underlying problem; we need to dissolve all groups. In this case, we have:

If Problem does not exist, then Group does not exist as well.

From above, we have:

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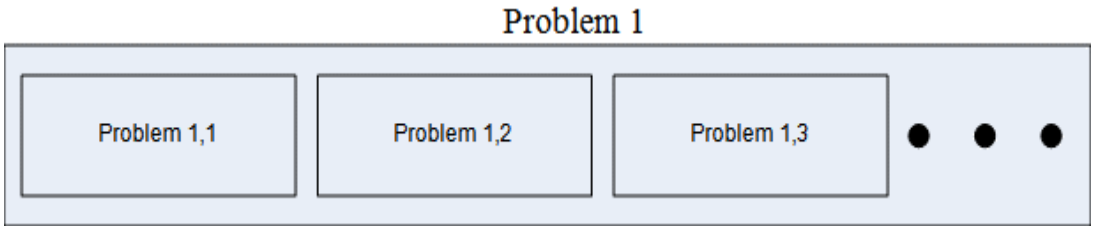


and

All you need to do is to show that:

If all Problems are eliminated, then all Groups should be eliminated as well. As shown from the model above, if the model to the left exist, then model to the right exist. If the model to the left does not exist, neither does the one to the right. You can work this out as a single group. You can provide multiple practical examples, where one can help each other in the group understand that.

s. Continuing from your workout above, each group identified needs to solve an identified problem in the form of: *Group 1* needs to solve *Problem 1*, *Group 2* needs to solve *Problem 2*, and so forth. Where:



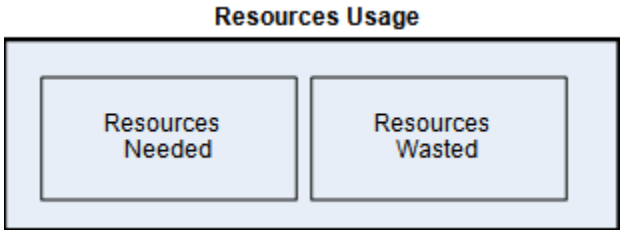
In this case, *Problem 1,1* is a part of *Problem 1* to be solved by *Person 1*, *Problem 1,2* is a part of *Problem 1* to be solved by *Person 2*, and so forth. Here, show that:

If Problem 1,1, does not exist then Person 1 has no problem to solve or simply there is no function to be executed to solve that problem. In this case, *Communication Function 1,1* which is the function of *Person 1* does

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not exist. *Since Problem 1,1 does not exist, Function 1,1 does not exist*. From that, we can see *Group 1* is eliminated or does not exist or equal to zero. Verify that by providing a practical example. You can use your group and your function as your practical example.

t. Now that we have a very good understanding of resource management. In terms of problem solving, we know that:



where Resources Needed is viewed as the resources needed to solve an identified problem. We also know that the identified *Problem 1* is solved in the form of:



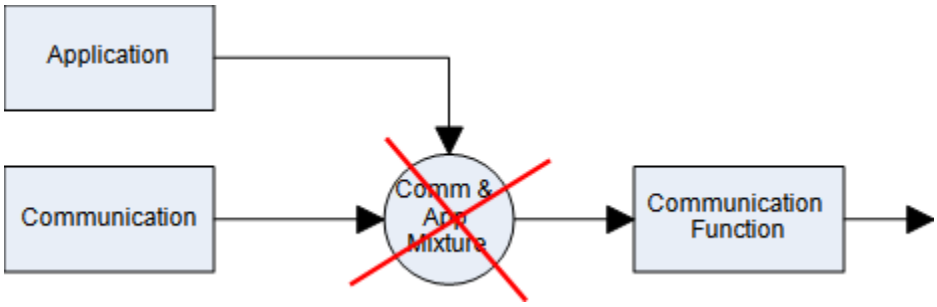
In this case, *Resources Needed* is viewed as resources needed to solve *Problem 1* or simply set *Problem 1* equal to zero or eliminate it. What is important here is that if resources usage to solve *Problem 1* does not eliminate that problem or set it equal to zero, then *Resources Usage* are equal to *Resources Wasted*. Here, you may need to show that as a single group by providing a practical example before continuing.

By understanding the explanation above, all you need to do here is to approximate *Resources Wasted* from specific time to specific time—just before the final presentation—by taking problem solving into consideration. In this case, you can start from 19*xx,* 199*x*, *Time 3 + x*, to a time before *Time 4*. You can work this out as a single group and provide multiple practical examples.

u. Rework out the part above in relationship with *Time 0*. Since, *if Problem 1 does not exist then resources wasted does not exist*, in this case if *Problem*

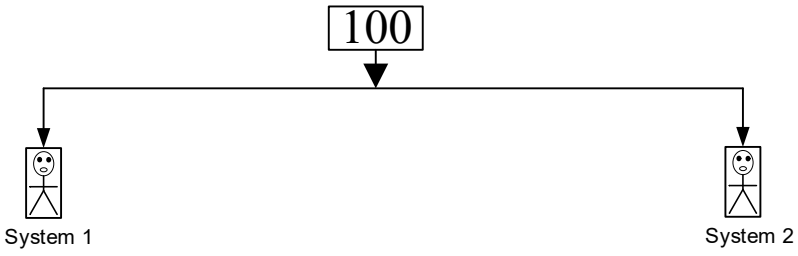
1 does not exist, *Resources Usage* to solve *Problem 1* does not exist. Since, *Resources Usage* to solve *Problem 1* does not exist. In this case, the usage of resources to solve an unidentified problem is zero.

Since at *Time 0*, *Problem 1* does not exist, resources allocated to solve *Problem 1* does not exist at all. So, any resources usage to solve *Problem 1* is considered to be wasted. All you need to do here is to show that resources allocated for *Problem 1* is zero or does not exist. In this case, *Resources Usage* for *Problem 1* is equal to *Resources Wasted*; therefore.



The model above shows that the *Communication Function* is not valid or invalid. Overall, all you need to do is to show that *if at Time 0 , Resources Usage is equal to Resources Wasted, then the Communication Function is not valid*. You can work this out as a single group and provide multiple practical examples.

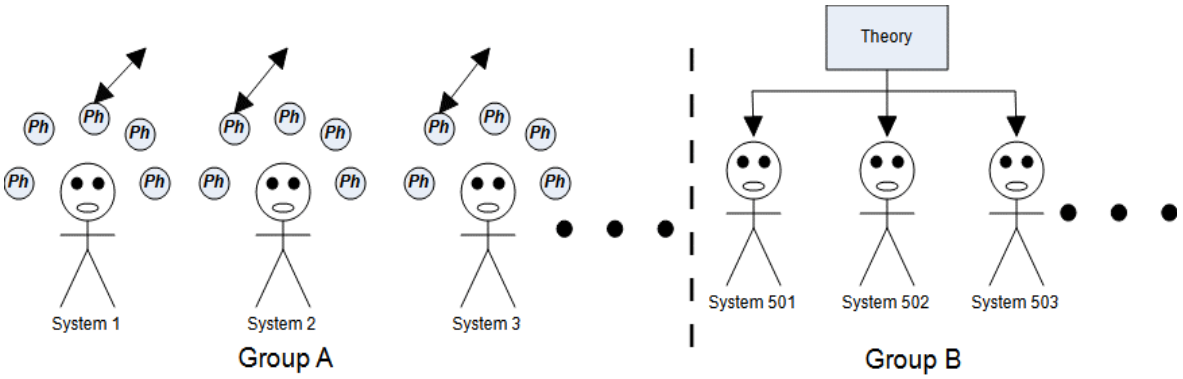
t. By now, we have a very good understanding of the stability model given to us by our parent at *Time 0*. We already know that at *Time 0*, we nave number of people equals 2 and the stability model given to us by our parent in the form below.



At *Time 1*, after having problem with our application, we turn to our parent for help where our parent provides us the idea of our application and the given reference.

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At *Time 1*, we have much more people and our parent redefined the stability model to us in the form below.



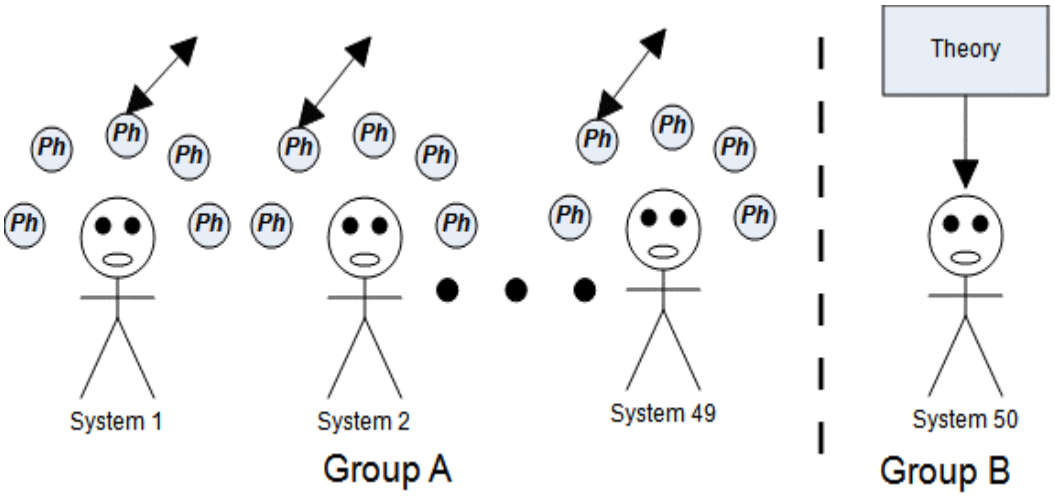
From the model above, we have two groups of people: one of them depends on philosophies and the other group depends on theory. Here, let's assume that we have a total of 550 people, where 500 depends on philosophy where the other 50 depends on theory. In this case, the continuation to the left is issued to show number of people goes up to 500, where the one to the right shows that we start from 501 to 550. By understanding the explanation above, before continuing farther verify that at *Time 1* our parent redefined that stability model to us in the form above. You can work this out as a single group and provide multiple practical examples. In the group, one should help each other understand that.

a. After having problems with our application, we turned to our parent for help where our parent provided us the idea of our application and the given reference. From the part above, we have learned that at *Time 1*, our parent redefined the stability model for us in the form above. From the model above, we have some people depending on theory while some other depends on philosophy. In order to help us solve the underlying problem—the problem we had when we turn to our parent—all of us must apply the principle given to us by our parent. In other words, in order to help us solve our problems, all of us must depend on theory. In this case, if we have a fixed number of people depends on theory where that number can be as low as 1 but from model above, we set it at 50. By setting it at 50, that number goes from 1 to 50 and they must help others understand the principle in order to solve our problems. All you need to do here is verify that a fixed number of people have learned the principle in order to help the other people solving the underlying problems. In this case, some who understand the

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principle still need to help others understand it in order to enable the functionality of life. You can work this out as a single group.

b. By understanding the part above, let's assume that we have a group of 50 people working in a project or application. In this case, we have the total number of people is 50. At least 1 of them understands the principle, then we have number of people who understand is 1 and number of people who do not understand is 49. Related to time, the one person who understands the principle will need to help the other 49 in order to help solve the problem the application is intended to solve. In this case, we have:



Related to time, the number of people who understand the principle increases where the number of people who do not understand the principle is reduced in order to solve the underlying problem. The table below provides an example.

People	***time 1***	***time 2***	***time 3***	***time 4***
Depend on Theory	1	2	3	4
Depend on Philosophy	49	48	47	46

All you need to do here is to rework the model above and the table above for each time. You can do it for many times as well as the value for the number of people who depends on theory and number of people who depend on philosophy. While the values show an increase of step of 1 related to time, it does not matter. You can choose the value. What is important here

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is that related to time, the people who understand help the people who do not in order to help solving the underlying problem. Each group can work this one out independently first, with the exclusion of the group of instructors. Instructors are on standby to handle the increase of number of people who depends on theory and the reduction of number of people who depends on philosophy. Later, all groups can be combined as a single group to work this out with the exclusion of the group of instructors.

c. Using the stability model above, we can see that the model above does not allow us to take or assume other people functions and their responsibilities, but it is possible to help each other understand the principle. In other words, stability does not allow us to assume or take other people functions and their responsibility, but it is possible to help them understand the principle so they can execute their functions and take their responsibilities. Here, verify that by providing multiple practical examples. You can work this out as a single group. In one case, your practical example is your group function and the underlying problem your group needs to solve.

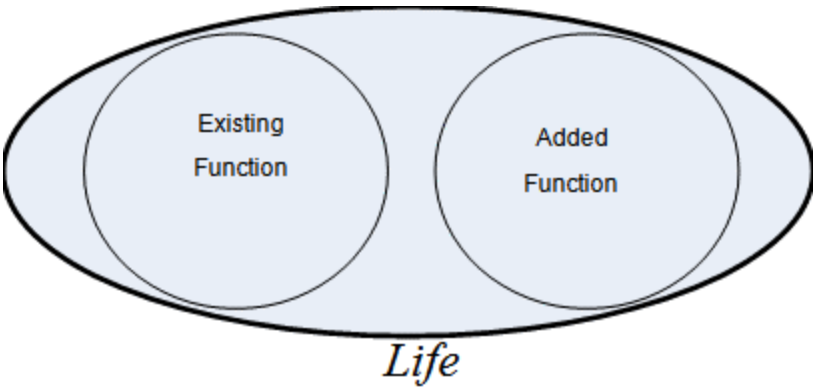
d. By working out the part above, show that if it was possible to take or assume other people functions and responsibilities, we would never have stability. In other words, it is not possible to have stability when one tries to take or assume other people functions and responsibilities. Use the model above in relationship with the functional system model to show that. You can work this out as a single group and provide multiple practical examples.

e. We have learned before that as number of people increases without the principle, both the physical system and the functional system become very unstable. However, with the principle, both the physical system and the functional system become very stable. By understanding that, verify that the increase of number of people can only be managed or served with the presence of the principle.

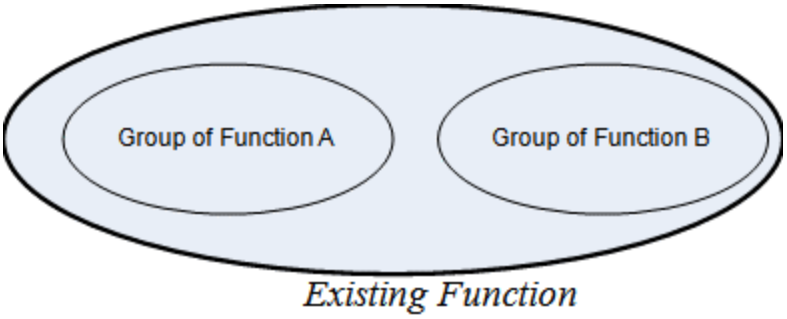
   The way to look at it, as number of people in groups increases, without the principle, it is difficult to manage or manage effectively or serve effectively. As number of people increases, the principle is needed to manage or serve. Verify that as a single group. You can provide multiple practical examples.

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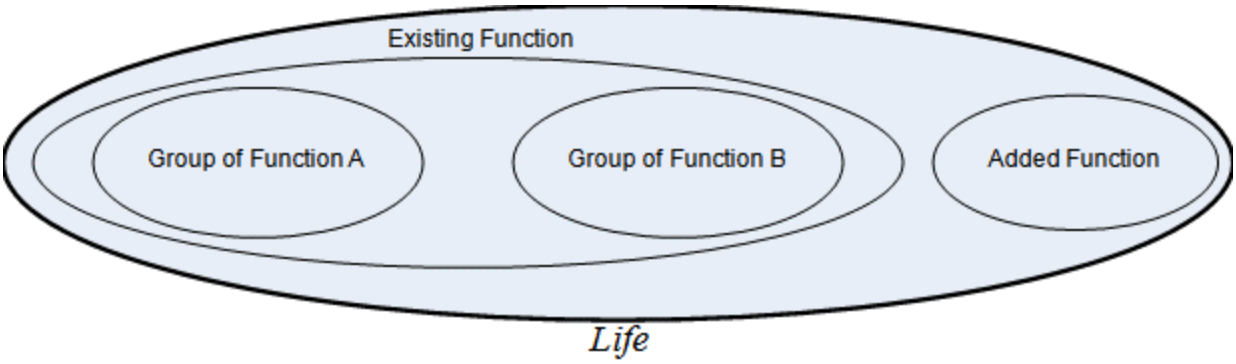
sss. At *Time 0 Plus*, our parent provided us the definition of life in the form of:



where, the *Existing Function* is given as:

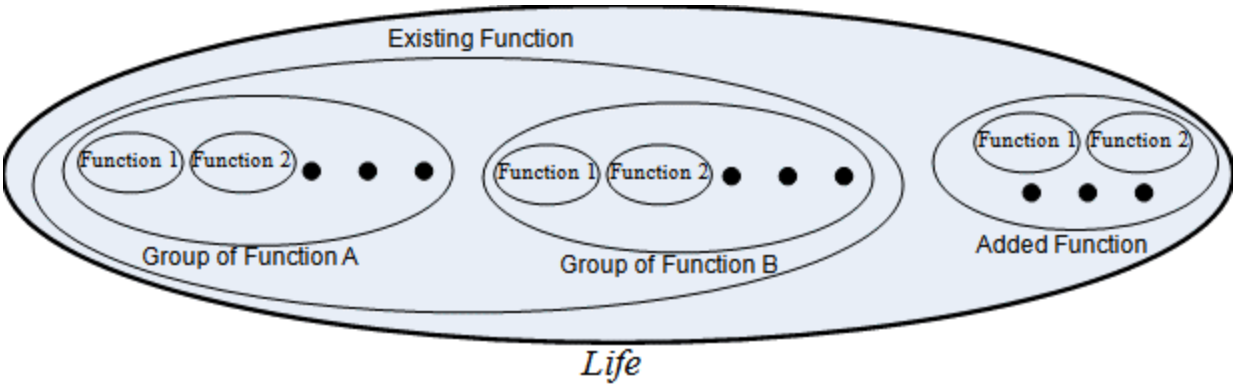


where, *Group of Function A* are functions that are affected by our distance and *Group of Function B* are functions that are not affected by our distance. By understanding that, the original model given to us by our parent at *Time 0 Plus* can be presented in this form:



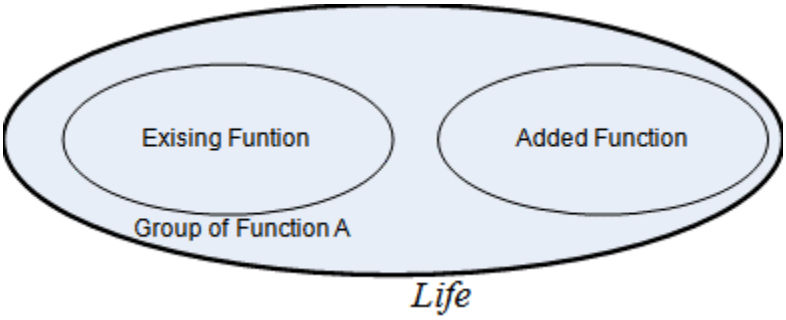
The model above can also be represented in the form below to show the functions inside each group above.

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If we want, we can use different function names to identify the functions form the model above. For example, we can use *eFuntion 1* to identify and existing function that is affected by our distance, *dFunction 1* to show an existing function that is not affected by our distance and *aFucntion 1* to show an added function.

Since we are only concerned about functions that are affected by our distance as it was given to us by our parent at *Time 0 Plus*, we disregard the set of functions that are not affected by our distance. In this case, the original model becomes:



All you need to do here, as a single group, is verify that we should only be concerned about functions that are affected by our distance. In other words, show that only functions that are affected by our distance are of our concerned.

a. By understanding the part above, verify that if we are not concerned about functions that are affected by our distance, we simply increase complexity and enable resource mismanagement. In other words, if we are concerned about functions that are not affected by our distance, we simply increase complexity in life and enable resource mismanagement. Work this out as a single group and provide multiple practical examples.

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b. By understanding the definition of life given to us by our parent at *Time 0 Plus*, verify that at *Time 0 Plus*, our parent told us that we should only be concerned about functions that are affected by our distance. If you want to, you can use the definition of life given to us at to show that. Work this out as a single group. To work this out, while you can use the definition of life given to us, it is not required. If you want to, you can provide multiple practical examples in your workout.

c. At *Time 0 Plus Plus*, the definition of life was given to us by our parent by taking distance into consideration. In this case, life was defined as a combination of life at all locations.

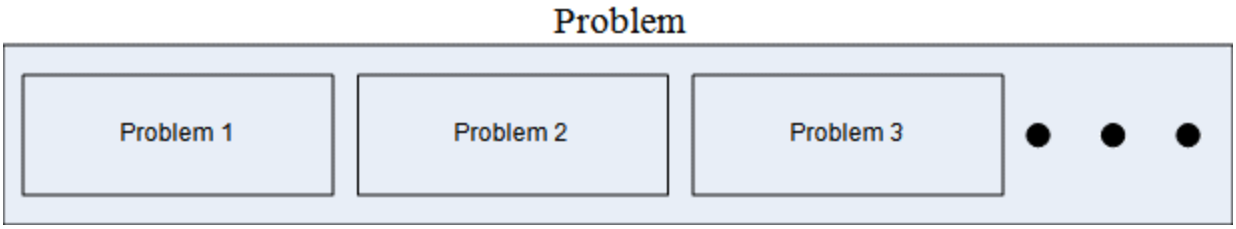
   At *Time 1*, the idea of our application was provided to us by our parent who told us the characteristics of instruments that can navigate or use in the inter-routes. The way to look at it, at *Time 0 Plus Plus*, life is defined by taking distance and location into consideration where the inter-routes are defined. At *Time 1*, our parent tells us that the instruments that can navigate or used the inter-routes must not enable life to function abnormally.

   In relationship to *Time 1*, show that at *Time 0 Plus Plus*, the idea of our application given to us by our parent must solve an identified problem. The way to look at it, if an application does not solve an identified problem, that idea is not given to us by our parent, therefore, it is not needed by us or our parent. In other words, if the application does not solve any problem, that idea is not acceptable by our parent. Here, verify that as a single group or the instrument monitoring group and so forth. You can provide multiple practical examples. In this case, you show that the application is acceptable to us by our parent, if only it solves an identified problem. If it does not solve an identified problem, it is not acceptable.

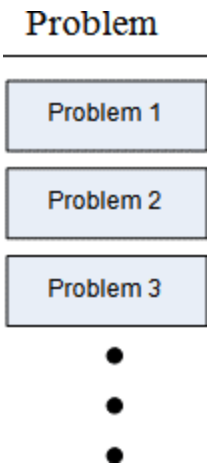
d. From the part above, you have shown that the idea of our application is acceptable by our parent if it solves an identified problem. Here, use your workout above or in relationship with the part above to show the increase of complexity if the idea of our application is not acceptable by our parent. In this case, you can use the functional system model in relationship with the complexity theorem to show that. You can work this out as a single group and provide multiple practical examples. In this case, you show that if the idea of the application is not acceptable by our parent, we simply increase complexity in life.

Summary

After having problems with our application, we turn to our parent for help where our parent provides us the idea of our application and he given reference. Before we turn to our parent for help, we have identified our problem in the form below.



From the model above, the existence of a problem enables the identification of that problem. The model above shows a list of problems where each problem from that list is identified. We turn to our parent for help to help us solve them. In this case, the problems are identified in the list as shown below.

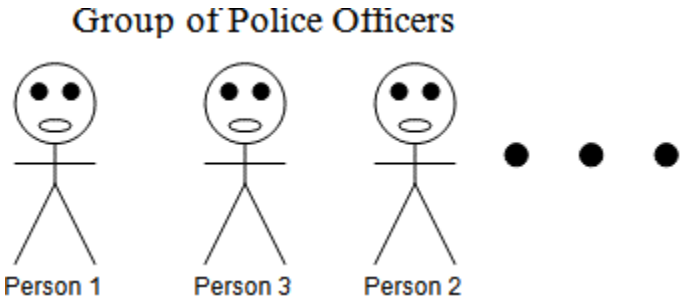


From the model above, the existence of a problem enables us to identify that problem, where it is crossed out if it does not exist. If we want, we can also identify a problem by setting value. For example, zero problem means *Problem 1* is zero where one problem means *Problem 1* is 1. When we turn to our parent for help, our parent provides us the ideas to solve the problems or problems from the list.

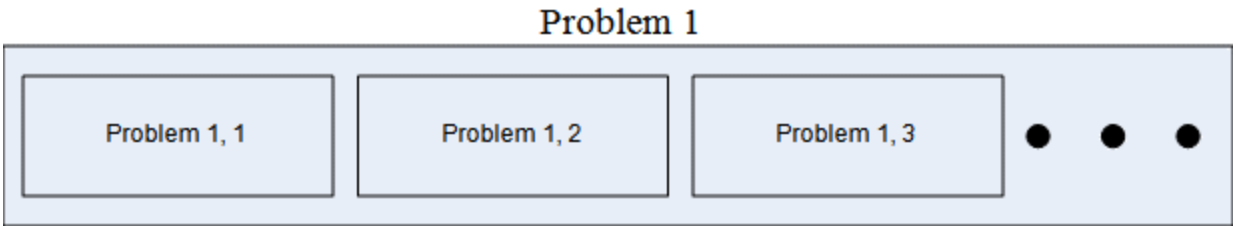
To solve problems from the list above, we have multiple groups of people where each group works on a specific problem. For example, we have groups of police officers, lawyers, judges, doctors, monitoring, exchange, instruments control, survey, work monitoring, existing function

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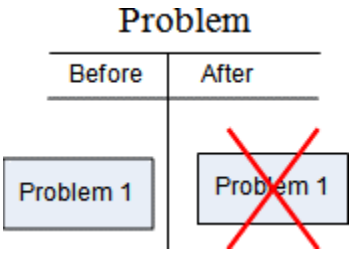
monitoring, and so forth work on specific problem to solve from the idea given to us by our parent. For instance, the group of police officers is *Group 1* needs to solve *Problem 1* using the idea given to us by our parent, where *Group 1* includes multiple police officers as:



In this case, *Problem 1* is viewed as the problem to be solved by *Group 1*. Where *Problem 1* is viewed as a collection of problems in this form:

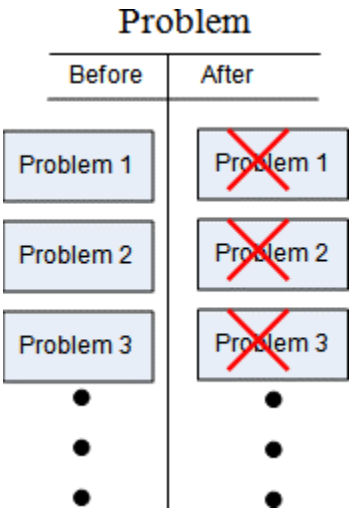


From the model above, we have *Person 1* in Group 1 works to solve *Problem 1,1*; *Person 2* in Group 1 works to solve *Problem 1,2;* and so forth. In this case, the solving of *Problem 1* by *Group 1* enables us to cross it out or set it equal to zero in the form of:



In this case, if all groups in the list of our groups can cross out each problem or set each problem equal to zero, then we solve our problems in the form as shown below.

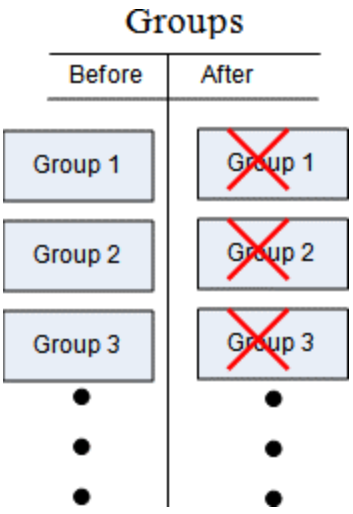
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With that, we use the solution given to us by our parent to solve our problems or simply set each problem in the list equal to zero or its respective solution. This is simply what the solution process XE "solution process enables us to do.

As we can see, this process should have started at *Time 1*, but we disregarded the feedback given to us by our parent to solve our problems. At *Time 2* and at *Time 3*, the same disregarding happened. Now at *Time 4*, we have no choice but to use this process to solve our problems.

As we finish solving the underlying problem, we dissolve all groups since there is no problem to be solved as shown below. By dissolving all groups as shown below we further reduce complexity.



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As we can see, the process of solving a problem: we first identify the problem, then we form a group to solve the underlying problem. After we solve the underlying problem, we simply dissolve the group since the underlying problem has been solved. After we solve the problem, we simply dissolve the group since there is no problem to solve.

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Conclusion

After having problems with our application, we turn to our parent for help where our parent provided us the idea of our application and the given reference. After following the steps here, we can see that it was not possible for us to solve our problems by not using the solution given to us by our parent. Before we did not know that, now we know.

As we can see, we follow the overall solution process from *Time 0* to *Time 4*. At *Time 0*, the principle was given to us and choose not to apply it and our problem still remained unsolved. At *Time 1*, we turned to our parent for help to solve the underlying problem. We received feedback from our parent where the principle is interpreted to us so we can understand it. We still have the same problem at *Time 2* and at *Time 3* where the principle is interpreted to us at a much lower level so we can understand it much better in order for us to apply it to solve the underlying problem. Now, at *Time 4*, we have no choice but to apply the given solution.

In order to solve the underlying problem, everybody has to learn and apply the principle to make adjustments to his/her own functions. As we have learned, it is not naturally possible or practical for one to learn the principle for each other and make adjustments to each other's functions. In other words, while we cannot assume and taking other people's functions and their responsibilities, but one can provide feedback to each other where functional adjustments can be made. During this process, we can see that even our parent does not assume or take our functions and responsibilities. Our parent wants us to learn the principle so we can be self-sufficient. Our parent does not attempt to take or assume our functional responsibility.

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