SAINT HILL SPECIAL BRIEFING COURSE
TRAINING DRILLS

CHECKING FOR A CLEAN NEEDLE

Position

Coach and Student sit facing each other across a table. The Student has the meter facing him. It is <u>not</u> switched on.

Purpose

To teach Student to see a clean needle.

Procedure

Coach says to student "check for a clean needle". Coach using a pencil for the needle does a motion. The Student must watch the "needle" and at the same time count to five. When he has done so he tells the coach. The Coach then asks the following questions:-

1) Did you watch the needle?

2) Did you count silently to five?

3) What is a clean needle?
(A needle that acts when the Auditor speaks and does nothing the rest of the time).

4) Did you see a clean needle?

5) What did you see?

The Coach must vary each motion that he does with the pencil. At first it can be full of "reactions". The next motion could be a clean needle, followed up by the next motion containing a speeded rise, etc.

At any time if Student is at all hesitant, the coach asks "what happened"?

Q & A DRILL

Position

The Coach and Student sit facing each other across a table. The Student has the meter facing him. It is not switched on.

Purpose

To help Student understand with more reality the meaning of Q & A.

Procedure

Student runs the process "Do Birds Fly" on Coach. From time to time the Coach originates. The Student must then Q & A. The Coach then says "That's it", and asks the following questions.

1) What are the three ways of Q & A-ing?

   (a) Double questioning. (b) Changing because the pc changes. (c) Following the pc's instructions.

2) Did you Q & A?

3) How did you Q & A?

At any time, if the Student is hesitant, the Coach asks "What happened"?.

DATING

Position

Coach and Student sit facing each other across a table. The Student has the meter facing him. For the first part of the drill the dates are read on the meter. For the second part of the drill the meter is not used.

Purpose

To teach Student to date on the meter and to handle dates in vast quantity of years.

Procedure - 1st Part of Drill

Coach tells student to find his birthday or any <u>known</u> anniversary on the meter. Student must learn to keep Coach's attention on the date in question, have good TR 1. See the largest reaction and believe it when he sees it. Coach may flunk if Student gives a wrong answer. e.g.:- Date is July 1st, 1952. Student asks "Is it before April, 1952 - after April, 1952?" "It is before April, 1952." The Coach then flunks and student must go from the point from where he was right.

Second part of Drill.

Meter is not used. Coach writes down a date (out of sight of the Student) such as eighty-nine trillion years ago. The Student can get that date by either asking "Is it in seconds, minutes, hours, days, months, years?" etc., or by asking "Is it more than ten years ago, less than ten years ago?" The Coach can also add in the billions, millions, thousands and hundreds, down to the second.

The coach can only answer "read", null, or equivical (in even of Student finding the actual date). The Coach could also answer like this:- Student "Is it more than five years ago (Coach "read") less than five years ago (Coach "lesser read").

This is not a meter reading drill but to get Student quickly assessing numbers of years etc.

If Student is at anytime hesitant or stumbles the coach asks "What happened"?

ENGRAM RUNNING BY CHAINS

Position

Coach and Student sit facing each other across a table. The Student has the meter facing him. It is not switched on. The Coach has the cylinder in front of him.

Purpose

To teach Student to handle the time track and run engrams in chains.

Procedure

Coach tells student the type of chain to be run is a "blah of blah" chain. Coach has chosen date and durations etc., from cylinder - Student then follows the rote procedure. Only the words "Blah" "Blah" are to be used in the engram.

Patter.

Student asks 2) "Does this incident contain a GPM?" 3)"Does this incident contain a false past?" 4) "Does this incident contain a false future". Coach answers "read", "null", or "equivical" as in the dating drill.

Student then asks 1"Is the first available blah of blah incident earlier than five years ago? Later than five years ago?" When Student has found correct date, he says to coach 5."Move to (date found)". Then Student establishes duration of incident by either asking 6"Is it seconds, minutes, hours, days?" etc., and takes whatever the Coach first says "Read" to, or by asking "Is it more than a second, less than a second?"up until he finds the correct duration.

Student then says to coach 7"Move to the beginning of the incident at (date)" Coach says "Read" when he's done that. The Student (seeing that Coach's eyes are slint) says 8"What do you see?" Coach answers "Blah" or "Blah-blah" or "Nothing very much".

Student then says to Coach 9"Move through the incident to a point (duration) later". When coach has done that he looks up - Student asks "What happened"? 10

Coach, if he has found the whole incident, gives a full resume, saying "Blah, blah, and then blah blah and blah and of course blah" or something on those lines.

If the Coach has not found the whole Incident he can answer something like this "Blah and then I'm not sure, but I think I saw a blah" etc.

If the Coach saw nothing or wasn't sure what he saw, when he was first sent to the beginning of the incident, the Student must check at this point to see if the duration is correct before sending the Coach through the incident again. Each incident must be run through at least twice before leaving it.

If the TA is moving around a great deal (coach can monitor this on the meter) the Student should carry on running that incident until the TA cools down. The Incident should also not be left while Somatics are increasing but only when they have lessened and there is no change in them from the last run through.

In fact an incident should only be left when there is no change after Student has had TA, Visio and Somatics and possibly sonic.

During the run through of the incident, Coach can make the TA to 5 and leave it there. Then at end of cycle Student must at once check date and duration and if assessment is right.

When an incident has been flattened the Student asks "Are there any more incidents on this chain?" and if so asks "Is the next earlier Blah of blah more than _____ years ago? Less than _____ years ago. When a chain has been flattened Student checks 1) all dates, 2) all durations, 3) that the level no longer reads, 4) TA is out, 5) that there is no read when asking for further incidents.

QUESTIONS THAT CAN BE ASKED BY COACH
AT THE END OF EACH INCIDENT

1) Did you ask if the incident contained a GPM?

2) Did you ask if the incident contained a false past?

3) Did you ask if the incident contained a false future?

4) Did you ask if the first Blah of Blah incident was earlier or later than five years ago?

5) Did you say "Move to the date found?"

6) Did you establish the duration?

7) How did you do this?

8) Did you say "Move to the beginning of the incident at (date)"?

9) Did you ask "What do you see?"

10) Did you say "Move through the incident to a point (duration) later"?

11) Did you ask "What happened"?

12) Did you go through the whole incident first time through?

13) How did you know?

14) Did you check for a new duration?

15) Why (did) (didn't) you?

16) When should you leave an incident?

17) When did you leave the incident?

18) If TA sticks at five what should you do?

19) Did you ask "Are there any more incidents on this chain"?

20) If a read on question above did you ask "Is the next earlier Blah of Blah more than _____ years ago? Less than _____ years ago?"

21) If no read, did you check that all dates and durations were correct, that the level no longer read, that the TA was out, that there was no read when asking for further incidents?

If Student is at any time hesitant or stumbles the Coach asks "What happened?"