

BOARD POLICY LETTER

27 FEBRUARY 1971

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SAME TITLE

PROPER CHECKSHEET SEQUENCE

The data on checksheets should be in logical sequence and not in arbitrary blocks.

Thus all the policies should not be in one section and all the clay in another and all the essays in another and all the tapes in another and all the drills in another.

They should be integrated to provide mass and doingness with the significance. Thus you might have a policy followed by a tape followed by an essay or clay and then drills.

This doesn't mean that every policy or bulletin must be followed by clay or an essay or drill. It just means that you group the relevant data of a checksheet together.

An example of a correct sequence would be to have the student study the policy on how to post an Org Board and then hear the tape on how to post an Org Board and then do some clay on how to post an Org Board and then to do a drill on how to post an Org Board.

You wouldn't wait till the end of the checksheet to have the student listen to the tape or do the clay, or do the drill. The drills and practical at the end of a checksheet should be devised so that the student has to apply all the data he has learned on the earlier parts of the checksheet. It should make him align it all and use it.

This method makes going through a checksheet smoother and gets the application of the material done in context with the theory.

Data taken from LRH Notes
and Orders on Development
of the FEBC Course.

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for

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