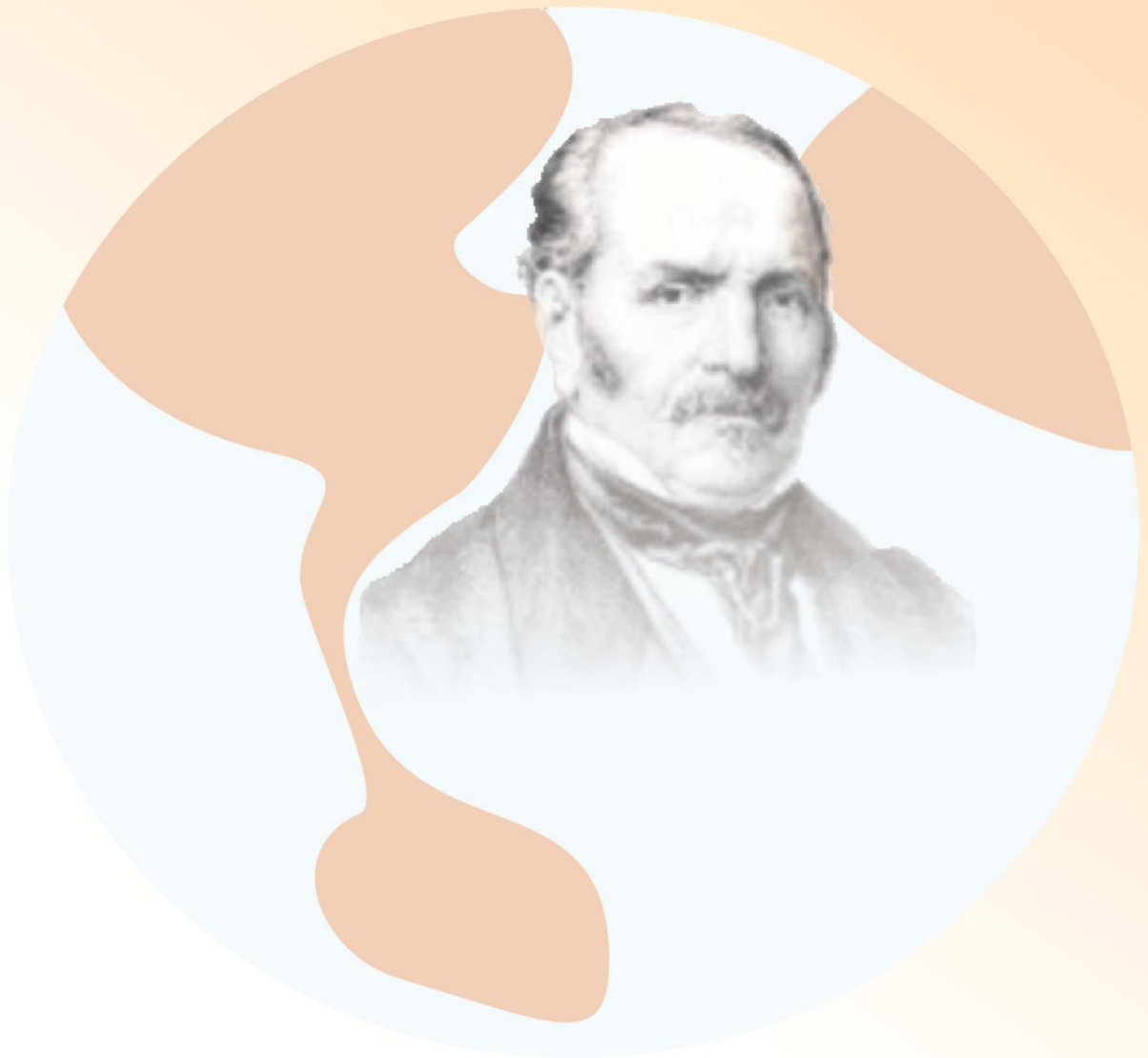


# Roadmap Program

## for the Spiritist Study and Practice

Phase I:  
**Advancements on  
the Spiritist Science**



## *Schedule for Phase I*

### **PROGRAM**

Lesson 1 – Progress and Hierarchy of Spirits

Lesson 2 – Occupation and Mission of Spirits

Lesson 3 – Choice of Earthly Trials

Lesson 4 – Emancipation of the Soul

Lesson 5 – A Close Study on *Workers of the Life Eternal*

Lesson 6 – Nature and Sensations of Spirits

Lesson 7 – The Kingdoms of Nature and Vital Fluid

Lesson 8 – Obsession: Definition, Causes, Levels, Process

Lesson 9 – Effects of Obsession on the Perispirit and Treatment

Lesson 10 – Mediumistic Education

Lesson 11 – The Power of Faith and Prayer

Lesson 12 – A Close Study on *Paul and Stephen*

**EACH LESSON OF THIS COURSE HAS ASSIGNMENTS  
(HOMEWORK) FOR PARTICIPANTS**

## LESSON 1 – PROGRESS AND HIERARCHY OF SPIRITS



### OBJECTIVES:

- To understand why Allan Kardec organized the Spirit classification.
- To cite the different orders of Spirits and characterize each one of them.
- To explain how Spirits, created simple and ignorant, can reach spiritual perfection.
- To emphasize the importance of work in the progression of spirits.

### PLAN:

1. Facilitator asks for a volunteer for the inspirational reading.
2. Facilitator leads the initial prayer.
3. Facilitator explains the reasons why Allan Kardec organized the Spirit classification.
4. Three participants (or pairs) shall present a 15-minute presentation regarding the three major classes of Spirits (Imperfect, Good, Perfect). Each participant/pair presents one class of Spirits. The presentations shall be based on questions/answers 100-113 of The Spirits' Book **(Facilitator shall assign it in a previous encounter. It should be voluntary)**
5. Based on each presentation, each participant shall individually classify the characteristics of spirits with their levels in the table below.

CHARACTERISTIC	LEVEL	CLASSIFICATION (Imperfect, Good or Perfect?)
Propensity to do evil:	High, Low, non-existent	
Inclination for charity:	High, Low, non-existent	
Understanding of God:	High, Low, non-existent	
Capable of forgiveness:	High, Low, non-existent	
Moral development:	High, Low, non-existent	
Intellectual development:	High, Low, non-existent	
Necessity of reincarnation:	High, Low, non-existent	
Quality of mediumistic communications:	High, Low, non-existent	

6. Facilitator shall assign two of the questions below to a pair of participants. They shall reflect on the question and write their answer to be presented to the whole class after 10 minutes of reflection. After each pair presents their answers, the facilitator shall guide or complement them based on the teachings of Q/A 114-127 of The Spirits' Book.
  - a) *Are spirits good or bad by nature, or are they the same spirits made better through their own efforts?*
  - b) *Are some spirits created good and others created bad?*
  - c) *Do any spirits remain forever in the lower ranks?*

- d) Does it depend on the spirits themselves to hasten their progress towards perfection?*
  - e) Can spirits degenerate?*
  - f) Could God exonerate spirits from the trials which they have to undergo in order to reach the highest rank?*
  - g) Do all spirits pass by the road of evil to arrive at good?*
  - h) How is it that some spirits have followed the road of good, and others the road of evil?*
  - i) Why has God permitted it to be possible for spirits to take the wrong road?*
  - j) Will the spirits who have chosen the wrong road be able to reach the same degree of elevation as the others?*
  - k) Are spirits who have reached the supreme degree after wandering into the wrong road less meritorious than the others in the sight of God?*
  - l) Are all spirits created equal in point of intellectual capacity?*
- 7. Facilitator shall wrap this study session with visualization on our spiritual progress and the good use of free will.
  - 8. Facilitator shall assign a volunteer for the intercessory prayer (see example), the final prayer, and water.

## LESSON 2 – OCCUPATION AND MISSION OF SPIRITS

### OBJECTIVES:

- To identify the nature of the occupations of Spirits.
- To understand why superior spirits are always associated with useful occupations.
- To give examples of occupations and missions of incarnate and disincarnated spirits.



### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins session by explaining the difference between mission and occupation.
4. Two participants (or pairs) shall present a 15-minute presentation regarding the mission and occupation of incarnate and discarnate spirits. Presentations shall rely on the following references:
  - a. **Mission and occupation of discarnate spirits – The Spirits' Book, Q/A 558-572**
  - b. **Mission and occupation of incarnate spirits – The Spirits' Book, Q/A 572- 584**

**(Facilitator shall assign the presentations in a previous encounter. It should be voluntary.)**

5. During presentations, the rest of the class shall address the following questions based on the information presented. Meanwhile, the facilitator may comment at the end of each presentation.

#### **Mission and occupation of discarnate spirits**

- a) Is the work in the spiritual life equal to that of earthly life?
- b) Does the evolutive level of spirits influence his/her attributes?
- c) If an incarnate spirit had a special work, e.g. Medical Doctor, will he/she continue in the same work in the spirit life? Why?
- d) Can a spirit choose his/her mission?

#### **Mission and occupations of incarnate spirits.**

- a) Does every incarnate spirit have a mission? Why?
- b) How do discarnate spirits influence the mission of incarnate spirits?
- c) Can a spirit fail in his mission? If it happens, is there any punishment?
- d) Explain how parenthood can be considered a mission.

6. Facilitator asks for volunteers to present their answers. (20 minutes)
7. Facilitator exposes the main conclusions and recaps the objectives of this lesson. (5 minutes)

8. Each participant is asked to close their eyes and visualize themselves in an illuminated room containing a movie screen. In that screen, they observe the story of their lives, while receiving protection and guidance from their guardian angel (who is next to them). Revisit your occupation and mission in this lifetime. Visualize you and your mentor reorganizing anything needed for the success of the plan of this life. (5 minutes)
9. Facilitator shall assign a volunteer for the intercessory prayer (see example), the final prayer, and water.

Consider work the best way to progress. He who does not work is morally and spiritually paralyzed.  
The man who is not devoted to the liberating action of work becomes a drag on the economy and society.

*- Work is life. **Happy Life** by Joanna de Angelis, Channel by Divaldo Franco*

## LESSON 3 – CHOICE OF EARTHLY TRIALS

### OBJECTIVES:

- To understand the importance of free-will when choosing the trials and atonements for a next reincarnation.
- To get to know of the definition and dynamics of reincarnatory plan.
- To establish the difference between trials and atonements in the physical life.



### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins by presenting the following concepts:
  - Spiritual disturbance after death (read The Spirits' Book, Q/A 163-165; see also cases on Heaven and Hell by Allan Kardec)
  - Free-will, determinism and fatalism
4. Three participants (or pairs) shall present a 15-minute presentation on a case study of reincarnatory plan and free-will. Presentations shall rely on the following references:
  1. Octavio's Fall – The Messengers by Andre Luiz/Francisco Xavier (chapter 7)
  2. Aceline's Misfortunes - The Messengers by Andre Luiz/Francisco Xavier (chapter 8)
  3. Joel's Experience - The Messengers by Andre Luiz/Francisco Xavier (chapter 10)

**(Facilitator shall assign the presentations in a previous encounter. It should be voluntary.)**
5. During presentations, the rest of the class shall address the following questions based on the information presented. Meanwhile, the facilitator may comment at the end of each presentation.
  - What type of physical/moral challenge did each spirit request for their reincarnation?
  - What could have avoided their reincarnatory failure?
6. Facilitator asks for volunteers to present their answers. (15 minutes)

7. Facilitator exposes the main conclusions and recaps the objectives of this lesson. (5 minutes)
8. Each participant is asked to close their eyes and visualize themselves in a high-tech and cozy room where your reincarnatory plan will happen as if you traveled in time. Observe the enlightened Spirit engineers and architects working with love and compassion with you on the planning of your current reincarnation. (5 minutes)
9. Facilitator shall assign a volunteer for the intercessory prayer (see example), the final prayer, and water.

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Why do you think that God owes you an explanation?

- *The wisdom of God is shown in the freedom of choice given to every spirit, since everyone has to earn advancement.*

- *The Spirits' Book, Q/A 123.*



## LESSON 4 – EMANCIPATION OF THE SOUL

### OBJECTIVES:

- To establish the difference between sleep and dreams.
- To study the importance of sleep and dreams to the incarnate soul.



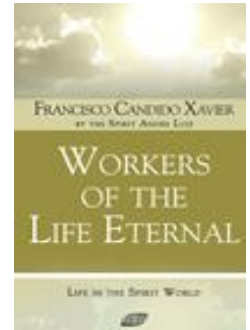
### PLAN:

1. Facilitator asks someone to read an inspirational message.
  2. Facilitator says the opening prayer.
  3. Facilitator begins by presenting the general concept of emancipation of the soul based on question 402 of The Spirits' Book. Also cover the topic Intelligent Sleep described in this question.
  4. The coordinator will randomly distribute questions 401, 402, 403, 407, 424 to 5 pairs. (Do not give them the answers). Ask them to reflect on the question received and address it. Discussion will happen after the presentations of the three participants, as described below.
  5. Three participants (or pairs) shall present a 10-minute presentation on the following topics based on the following references:
    - **Sleep and Dreams** (The Spirits' Book, Q/A 403-406)
    - **Nap Time** (The Spirits' Book, Q/A 407-410)
    - **Lethargy, Catalepsy and Apparent Death** (The Spirits' Book, Q/A 422-424)
- (Facilitator shall assign the presentations in a previous encounter. It should be voluntary.)**
6. After presentations, the facilitator may make comments while asking class to revisit the questions posed before. Would they change their answer after the presentations?
  7. Facilitator asks for volunteers to present their answers. (10 minutes)
  8. Facilitator exposes the main conclusions and recaps the objectives of this lesson. (5 minutes)
  9. The whole class will be asked to build a list of recommendations on how to maximize the intelligent sleep efficacy. (5 minutes)
  10. Facilitator shall assign a volunteer for the intercessory prayer (see example), the final prayer, and water.

## LESSON 5 - A CLOSE STUDY ON THE BOOK WORKERS OF THE LIFE ETERNAL

### OBJECTIVES:

- Get to know about the medium Francisco Candido Xavier (his life, his mediumship)
- Get to know about the Spirit author Andre Luiz
- Understand the dynamics of Spirit Colonies
- Comprehend the relationship between both realms



### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator shall distribute the following assignment on the previous lesson day.
  - Assignment: Each participant of the class shall pick one or two of the following 27 questions regarding the chapters of the book Workers of the Life Eternal. Then, on the day of this lesson, participants shall bring their answers and share with the whole class. (45 minutes)

### Questions on the book Workers of the Life Eternal

1. Who was Francisco Candido Xavier?
2. Who is Andre Luiz?
3. Who is Emmanuel?
4. Are there organizations, temples, homes where people live out of the Earth's crust? (Preface)
5. What made the instructor Albano Metelo engage in helping others? (Ch. 1)
6. What did instructor Metelo say about the physical structure of the spiritual world? (Ch. 1)
7. What was instructor Cornélio's advice regarding the value of word? (Ch. 2)
8. According to assistant Barcelos what did Freud's theory missed? (Ch. 2)
9. What could assistant Barcelos do to effectively help the candidates of mental disturbance? (Ch. 2)
10. Why do domestic differences and apparent irreconcilable temperament happen in families?(Ch. 2)
11. Describe the Transitory House in terms of its location, services and transportation. (Chap. 4)
12. Do the indebted souls have the right to participate in the planning of their reincarnatory experiences? (chap. 5)
13. Who is Domenico and what was he doing at the Casa? (Chap 6 and 7)

14. Describe the suffering Spirits and why they cried for help. Where there Spiritists among them as well? Describe what helped them. (chapt 8)
  15. Who was Leticia and why was she in the meeting of the institute? (chap 9)
  16. In regard to treating the suffering spirits, how did the spirit helpers know the ones who were available for change? (chap. 10)
  17. Describe the mission of the rescuing group lead by Jerônimo? (Chap. 11)
  18. Why is it important to do charitable actions, such as community outreach programs? (chap. 12)
  19. Who was Dimas? Why were people grateful to him? (ch. 13)
  20. Do suicidal spirits receive help during their discarnation? (ch. 14)
  21. What lessons can we learn from Dimas' viewing and funeral? (Ch. 14 and 15)
  22. Compare Dimas and Fabio's passage to the spiritual realm. (Ch. 15and 16)
  23. Why did Albina receive a moratorium? Who asked for her moratorium? (Ch. 17)
  24. How was the spiritual environment of the hospital where Cavalcante was hospitalized? (Ch 18)
  25. What do we learn from Cavalcante's euthanasia? (Ch. 19)
  26. What is the antidote to idolatry according to Zenóbia? (Ch. 19)
  27. How did Adelaide discarnate? (Ch. 19)
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4. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

## LESSON 6 – NATURE AND SENSATIONS OF SPIRITS

### OBJECTIVES:

- To revisit the triple composition of Human Beings;
- To identify the role of the perispirit on the processing of sensations and perceptions;
- To explain how and why certain spirits feel pain, hungry, cold or heat after discarnation.



### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins by asking everyone to look to a picture (an apple, a boat, anything in the surroundings). Then pose the following question: *“Where was the visual sensation formed: in your eyes or in your brain?”* Comment their answers. Then, pose the following question: Human beings are formed by body, perispirit and spirit. *If all sensations come from the brain, what is the role of the perispirit / spirit?*
4. Facilitator introduces a summary on the triple composition of human beings based on The Mediums’ Book, part II, chapter 1, item 54.
5. Facilitator calls one participant to read Mrs. Helen Michel’s case as described in the book Heaven and Hell by Allan Kardec, chapter 8. After reading the text to the whole class, then, facilitator poses the following question to the class: *If the spirit had already discarnated, how was it possible that she still felt “cold and icy”?*
6. Based on previous class assignment, 5 participants shall present their answers the following questions. Their answers shall rely on The Spirits’ Book, Q/A 257. Facilitator shall help whenever needed.

*a) Where are the natural sensations like cold or heat perceived? Is it perceived by the body or by the soul? Can the soul be altered by natural sensations?*

*b) Where do the elements of the perispirit come from? Is the perispirit a material element? Is the perispirit the same in all inhabited planets of the universe?*

*c) Is the perispirit the same in all incarnated spirits? How does the perispirit of more advanced spirits differ from the perispirit of inferior ones?*

*d) Is the suffering of a discarnated spirits only moral or can spirits also complain of “physical” pain? If the spirit does not have a physical body, how is it possible for him to complain of “physical” pain?*

*e) Is the perispirit the origin of physical sensations?*

7. Facilitator runs visualization on our perispiritual body. Asking everyone to pay close attention to the existence of this blessed body and the need to take good care of it.
8. Facilitator shall assign a volunteer for the intercessory prayer (see example), the final prayer, and water.

## LESSON 7 – THE KINGDOMS OF NATURE AND VITAL FLUID

### OBJECTIVES:

- To discuss the main characteristics of the kingdoms of nature.
- To pinpoint the key differences between humankind and animals.

### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins by introducing the concept of organic and inorganic matter, the kingdoms of nature and its subdivision. See The Spirits' Book by Allan Kardec, Q/A 585.
4. Then, split class into 4 groups. Each group shall read and discuss the following assigned passages, while addressing the questions below. A representative or two of each group shall present it to the whole class:

#### Group I: Characteristics of the mineral kingdom.

Read carefully item 18, chapter 6 of the book Genesis and Q/A 71 of The Spirits' Book by Allan Kardec, then, answer the following questions:

- a) Define universal cosmic fluid.
- b) Define vital fluid and differentiate it from universal cosmic fluid.
- c) What is the vital principle?
- d) What is the state of thought, consciousness in the mineral kingdom? Is there a spiritual principle in it?

#### Group II: Characteristics of the vegetable kingdom.

Read carefully Q/A 586-591 of The Spirits' Book by Allan Kardec, then, answer the following questions:

- a) Is there a spiritual principle in plants and flowers?
- b) What is the state of consciousness in the vegetable kingdom?
- c) Do beings in the vegetable kingdom think? Do plants and flowers have free will?

#### Group III: Characteristics of the animal kingdom.

Read carefully Q/A 595-599 of The Spirits' Book by Allan Kardec, then, answer the following questions:

- a) Is there a spiritual principle in animals?
- b) What is the state of consciousness in the animal kingdom?
- c) Do beings in the animal kingdom think? Do animals have free will?



**Group IV: Characteristics of the human kingdom.**

Read carefully Q/A 607-610 of The Spirits' Book by Allan Kardec, then, answer the following questions:

- a) What is the difference between the spiritual principle and the Spirit at Human Kingdom level?
  - b) What is the state of consciousness, free will, and thought in the human kingdom?
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5. Facilitator gives a blank white board (or sheet of paper) with crayons so each participant or group of participants draw their understanding (feeling) on the progress of the spiritual principle throughout the different kingdoms of nature. Play soft instrumental music on the background to help concentration. Each one can present to the whole class at the end.
  6. Facilitator shall assign volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water.

## LESSON 8 – OBSESSION: DEFINITION, CAUSES, LEVELS, PROCESS

### OBJECTIVES:

- To understand the definition and causes of obsession through the Spiritist Science view
- To deepen awareness on the levels and process of obsession



### PLAN:

1. Facilitator asks someone to read an inspirational message.
1. Facilitator says the opening prayer.
2. Facilitator begins by presenting one or two actual case (s) on Obsession (something from the news, for example). Avoid personal accounts in order to prevent unnecessary emotional catharsis.
3. Previously assigned, 7 participants prepare short presentations (5 minutes) addressing the following questions. See references below to answer questions based on the Spiritist teachings:
  - a. What is obsession? What are the main levels of obsession?
  - b. What are the main causes of obsession?
  - c. Who are the obsessor and the obsessed?
  - d. What are the features of the bad actions of the obsessing spirits onto their victims?
  - e. How can addictions such as alcoholism, drugs, vanity, trigger obsessions?
  - f. Can madness be considered obsession? Why?
  - g. Are there collective obsessions? Explain.

### References:

- Kardec, Allan, “Genesis” chapter 14, items 45-49
- Kardec, Allan, “The Medium’s Book”, chapter 23, items 237-140
- Xavier, F. C., “In the Domains of Mediumship”, dictated by Andre Luiz (spirit), chapter 14.
- Franco, Divaldo P., “Obsession”, dictated by the spirit Manoel P. de Miranda, Preface, Leal Editora.

4. The whole class puts together a list on the symptoms of obsession and how one can recognize them.
5. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water.



## LESSON 9 – EFFECTS OF OBSESSION ON THE PERISPIRIT AND ITS TREATMENT



### OBJECTIVES:

- To understand the effects of obsession in the spiritual body (perispirit).
- To understand madness according to medicine and Spiritism.
- To interpret according to Spiritism the cases of subjugation reported in the Gospel.
- To identify Christ's authority when dealing with obsessors and obsessed.
- To understand how to prevent obsessions.
- To describe the therapeutic mechanism to treat obsessions.

### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Read the following paragraph together and allow the group to discuss it.  
*"In human relationships, the predominance of ego is responsible for incessant frustrations and other imbalances, which are characteristic of human beings."* (Joanna de Angelis in *Self-Discovery*, p. 92) - (10 minutes)
4. Then, facilitator gives an overview of the passages in the New Testament (Mark 1:21-27 and 9:14-29; Matthew 9:32-34 and 12:22-28) reporting Jesus dealing with demons or evil-spirits. Introduce the theme and instruct the group to focus onto the understanding of the so-called "possessions" according to Spiritism.
5. Previously assigned, one participant presents his study on the **effects of obsession in the perispirit**, according to the teachings in the book *Self-Discovery* by Joanna de Angelis / Divaldo Franco (pages 90-91). The presentation shall address the following questions:
  - a) How does reincarnation induce genetic predispositions?
  - b) Explain how hatred can affect the spirit and the perispirit.
  - c) How does obsession affect the spirit and the perispirit?

6. Another participant presents the study on the **effect of obsession on mental and physical health**, as explained in the book *Obsession* by Manoel P. de Miranda / Divaldo Franco, in its foreword section entitled *The obsessed*. Address the following questions when presenting the study:
  - a) Who is the obsessed person according to the Spiritist view?
  - b) When does obsession lead to madness?
  - c) The persistent action of an obsessor can cause physical lesions in the organism of the obsessed. Are these lesions reversible or irreversible?
7. A third participant is pre-assigned to present the study on **disobsession therapy** based on the explanations given in the book *Obsession* by Manoel P. de Miranda / Divaldo Franco, in its foreword section entitled *The working team*. Address the following questions when presenting the study:
  - d) What is disobsession?
  - e) What are the indispensable rules of the disobsession working team?
  - f) What can the obsessed do to regain spiritual health?
  - g) Should also the obsessed person's family help in the process? How?
8. Facilitator asks participants to create a short brochure on how to prevent and treat obsession.
9. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water.

## LESSON 10 – MEDIUMISTIC EDUCATION

### OBJECTIVES:

- To understand the importance of mediumistic education.
- To discuss the significance of emotional education for mediumship.
- To analyze the educational tools for mediumistic education.



### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator writes the word EDUCATION on the board and asks participants to define it. (5 minutes)
4. Then, facilitator brings the Spiritist definition of education as written in The Spirits' Book, in the comment to Q/A 685 and correlates it with the need to educate mediumship as much as we educate our intelligence.
5. In pairs, discuss the following scenarios and identify any problem on it, while also pinpointing the possible solutions. (10 minutes)

*CASE 1 – A woman realizes that she is a medium and decides to sell her readings due to her extraordinary ability to foresee the future and see the past.*

*CASE 2 – In a mediumistic meeting, one of the mediums is undergoing emotional disturbances due to professional and/or work-related issues. He cannot focus his mind during the meetings.*

*CASE 3 – A couple perceive that they can easily access other people's past lives experiences. Every person they meet, they almost immediately start revealing his/her previous lives events.*

6. Three previously assigned participants are asked to prepare a 10-minute presentation based on the following references and topics:
  - FIRST PRESENTER – MEDIUMISTIC COMMUNICATION - The Mediums' Book, item 203
  - SECOND PRESENTER – MEDIUMSHIP EDUCATION - In the Domain of Mediumship, chapter 3.

7. While presentations happen, the rest of the group shall be able to address the following questions, which will be discussed after presentations. (20 minutes)
  - b. Why does the communicating spirit and the medium need to have minimum fluidic harmony?
  - c. Why isn't it always possible to evoke a discarnate spirit?
  - d. What made Celina a respectable and well educated medium?
8. Using crayons, participants will draw their expression of their understanding on mediumship education according to Spiritism. It can be done in pairs or groups, if participants want it. (15 minutes).
9. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water.

## LESSON 11 – THE POWER OF FAITH AND PRAYER

### OBJECTIVES:

- To comprehend faith in the Spiritist view.
- To analyze Kardec's saying on unshakable faith.
- To understand the role and mechanisms of prayer.



### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator will read Kardec's statement on faith and ask participants to brainstorm on it (10 minutes):

***“Unshakable faith is only that which can meet reason face to face in every Human epoch.”***

4. All participants shall be pre-assigned to complete one of the following statements based on the related references in parenthesis. Write the completion of each statement in no more than 200 words. Prepare to share your written statement with the whole class. Facilitator asks pair of participants to review each statement and share comments regarding it. (45 minutes)

- a) To have faith is \_\_\_\_\_  
(*The Gospel According to Spiritism by Allan Kardec, chapter 19*)
- b) Faith should be reasoned because \_\_\_\_\_  
(*The Gospel According to Spiritism by Allan Kardec, chapter 19*)
- c) Faith is both human and divine because \_\_\_\_\_  
(*The Gospel According to Spiritism by Allan Kardec, chapter 19*)
- d) Reincarnation is important for the development of faith because \_\_\_\_\_  
(*The Gospel According to Spiritism by Allan Kardec, chapter 19*)
- e) Unshakable faith is the foundation of Humankind's regeneration because \_\_\_\_\_  
(*The Gospel According to Spiritism by Allan Kardec, chapter 19*)
- f) The three goals of a prayer are \_\_\_\_\_  
(*The Gospel According to Spiritism by Allan Kardec, chapter 27*)
- g) The act or prayer is a transmission of thought because \_\_\_\_\_  
(*The Gospel According to Spiritism by Allan Kardec, chapter 27*)

h) Prayer is a magnetic action because\_\_\_\_\_

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*(The Gospel According to Spiritism by Allan Kardec, chapter 27)*

10. Writing the three goals of a prayer (ask, praise, and gratitude) on a board, the facilitator asks each participants to write underneath each column their wishes for the group in an exercise of collective prayer. As this is a prayerful reflection, no discussion is needed during this activity. (10 minutes)
11. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

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“Always rely on divine assistance. When you feel yourself besieged, without any chance of release, help will arrive from God. Never doubt the fatherhood of God.”

- *Happy Life* by Joanna de Angelis, Channel by Divaldo Franco

## LESSON 12 – A CLOSE STUDY ON *PAUL AND STEPHEN*

### OBJECTIVES:

- Get to know of the spiritual laws that encompass any spiritual work, while revisiting the history of Christianity in the best-selling, detailed, mediumistic book Paul and Stephen

### PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator shall distribute the following assignment on the previous lesson day.
  - Assignment: Each **group of participants** shall pick one of the following questions regarding the chapters of the book Paul and Stephen. Then, on the day of this lesson, participants shall bring their answers and share with the whole class. (45 minutes)



### **Questions on the book Paul and Stephen**

1. Paul and Stephen has as its subtitle History of Primitive Christianity. Why is it necessary to have a mediumistic book about it? (Emmanuel's Preface)
2. What was the historical and religious status of the time in the book?
3. Who was Abigail? And Stephen? (chapters 1-3, part 1)
4. What is the relevance and importance of Stephen in Paul's mission? (Emmanuel' Preface)
5. Who was Saul of Tarsus? (chapters 1-3, part 1)
6. In the synagogue, Saul talks to Stephen. And Stephen teaches us great lessons regarding religious discussions. What is it? (chapter 6, part 1)
5. Describe Saul's persecution to Jesus' followers. (chapters 7-9, part 1)
6. How did Saul convert to Jesus' teachings? (chapter 10, part 1)
7. In the dialogue between Saul and Ananias, the first one mentions the hardships about the new life. Ananias, then gives an uplifting explanation to Saul. What is it? (last pages of chapter 1, part 2)
8. Why did Saul decide to retreat in the desert? (chapter 1, part 2)

9. In dialoguing with his former mentor Gamaliel, Saul learns about the natural challenges of following a true spiritual life. What did Gamaliel say about them? (chapter 2, part 2)
10. Gamaliel suggested Saul to earn his daily bread by practicing a simple profession. Why? (chapter 2, part 2)
11. What were the first hardships that Saul faced once he started his work as Jesus' follower? (chapter 4, part 2)
12. Who proposed and coined the term "Christian"? How were Jesus' followers named before? Why? (chapter 4, part 2)
13. Saul suggested that Christians should reach out beyond the circle of monotheistic Hebrews. Why? (chapter 4, part 2)
14. Why did Saul mention that material charity was important, but they should focus on the illumination of the soul? (chapter 4, part 2)
15. Who suggested that Saul changes his name to Paul? Why was it necessary? (chapter 4, part 2)
16. Despite the successful healings that Paul and Barnabe were instruments of, Paul got really sick. And the opposition was ferocious in the comments about it. How come a healing medium such as Paul got sick? (chapter 4, part 2)
17. Tamiris, rejected in her romantic expectations, created a story saying that Paul was a wizard. Barnabe and Paul were tired and sick. Then, someone approached them to propose that they rested before they left the city. What was Paul's answer and teaching? (chapter 4, part 2)
18. In discussion with Peter and Barnabe, Paul mentions about his concept of friendship to God versus the friendship to the world. Explain and discuss it. (chapter 5, part 2)
19. What can we learn from Paul's frustrating missionary trip to Greece? (chapter 6, part 2)
20. One day, Paul was feeling overwhelmed, and after praying, he received the spiritual visit of Jesus. What did Jesus recommended to him? (chapter 7, part 2)
21. In a dialogue between Tiago and Paul, Tiago mentioned that Jesus has given everyone a mission which differed in its form, but was identical in essence. Discuss the teaching. (chapter 8, part 2)



22. Paul mentions to Luke that there are two types of people who may be resistant to Jesus' teachings. Who are they? (chapter 9, part 2)
23. Describe Paul's discarnation and the ones who awaited him in the Spirit realm. (chapter 10, part 2)
4. Facilitator summarizes Joanna de Angelis and Divaldo Franco's psychological insights on Saul/Paul's conversion as published in issue 6 of the Spiritist magazine.
5. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water.
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Congratulations!

**You have just finished the last step of Phase I**

Now you may continue on

**PHASE II**

**Step 1:**

**THE SPIRITUAL LAWS OF  
THE SPIRITIST PRACTICE**