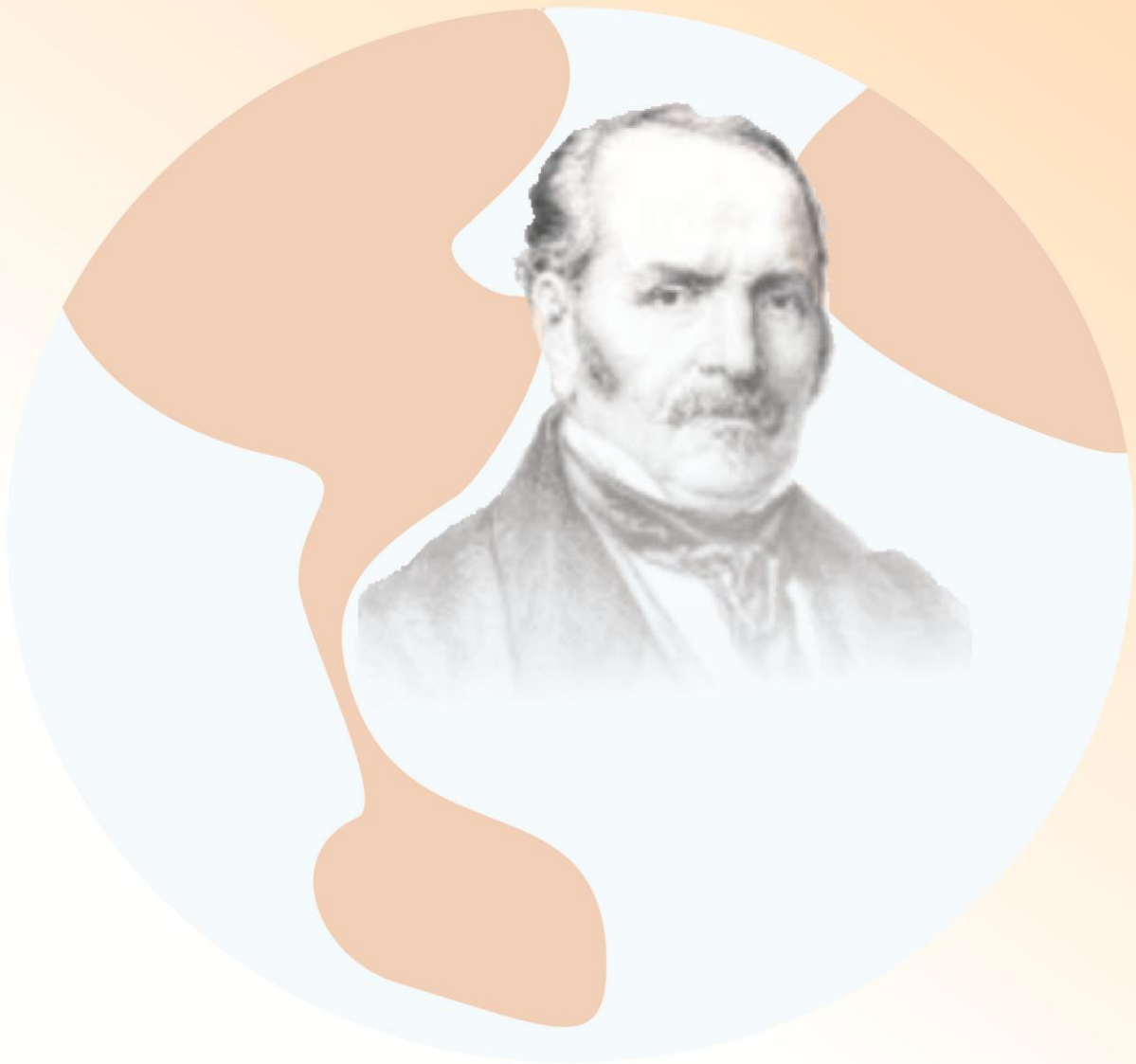


Roadmap Program

for the Spiritist Study and Practice

Phase I: **The Spiritist Science**



PROGRAM

Lesson 1 – God: The Divine Foundation of our Lives

Lesson 2 – Human Soul, Good, and Evil

Lesson 3 - Incarnation: Union of soul and body

Lesson 4 – Reincarnation: goals and mechanisms

Lesson 5 – Spirit influence in our thoughts and actions

Lesson 6 – Spirit Communication

Lesson 7 –A Close Study on *The Dynamics of Our Sixth Sense (book)*

Lesson 8 - Fluids and Perispirit

Lesson 9 – Earth and the Universe

Lesson 10 – Divine Laws

Lesson 11 - Christ Consciousness

Lesson 12 - A Close Study on *Obsession (book)*

Lesson 13 – Graduation Lesson

LESSON 1 – GOD: THE FOUNDATION OF OUR LIVES

OBJECTIVES:

- To discuss the evolution of humankind's idea about God throughout history.
- To identify God as Loving Parent and Creator while citing the proofs of God's existence.
- To understand the meaning of God's attributes.

PLAN:

1. Facilitator asks a volunteer for the inspirational reading.
2. Facilitator leads the initial prayer.
3. Facilitator starts the study session by using the brainstorm technique on the following question:



- What is the impact of the Spiritist definition of God in your life?

2. After brainstorming with class participants, ask the group to close their eyes and think about God. Ask them to pay attention to what comes to their minds. Let the group write down their experience and talk about it. Listen to the group's opinion and make some comments about them.

3. Then, facilitator makes a short introduction (see PowerPoint slides) about the humanity's idea of God through history. Different Gods in Greek/Roman Paganism (Zeus - Zeus, the youngest son of Cronus and Rhea, he was the supreme ruler of Mount Olympus and of the Pantheon of gods who resided there).



Elim for Egyptians.
Tien for Chinese.
Brahma or Buddha for Indians.
Jehovah for Hebrews.
Many had an anthropomorphic view of God.



Facilitator also recaps the Spiritist concept on God by reviewing questions and answers 1 – 8 of The Spirits' Book by Allan Kardec.

5. Divide the class into 4 groups and ask them to follow each group's instructions as written below:

GROUP 1

Read "The Genesis", Chapter II, items 8 – 10, study and address the following questions:

Why do Human Beings not know the nature of God?

Why is it said that God is eternal?

GROUP 2

Read "The Genesis", Chapter II, items 11 – 13, study and address the following questions:

How can one explain Gods' immutability, immateriality and its all-powerful nature?

GROUP 3

Read "The Genesis", Chapter II, items 14-15, study and explain why:

God is sovereignly just and good

God is infinitely perfect

God is unique

GROUP 4

Read "The Genesis", Chapter II, items 24-27, study and address the following question:

How does the Divine Providence works?

6. Creative activity: After each group has exposed their question and answer to the whole class, then wrap up this lesson by asking each participant to write down three blessings of God in their lives. (15 minutes)

Alternative activity: Using collage, participants can create a board of God's blessings in their lives.

7. Final prayer and spiritually magnetized water by two participants.

Facilitator, please assign homework for next week.

LESSON 2 – HUMAN SOUL, GOOD AND EVIL

OBJECTIVES:

- To understand the human soul according to the Spiritist view.
- To discuss the concept of morality.
- To establish the concept of Good and Evil.
- To correlate the practice of good to the level of humanity's responsibility.



PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins by giving a brief introduction (see PowerPoint slides) on the definitions of the soul from other religions or philosophies (Hinduism, Islamism, Judaism, Catholicism, etc). (10 minutes)
4. **Previous lesson assignment:** In the previous lesson, the facilitator assigned 4 participants to study and prepare a 5-minute presentation on the following subtopics. While the 4 assigned participants present their studies, the rest of the class shall answer the true-or-false exercise. (20 minutes)

Subtopic 1 - The Definition of Spirit.

Read questions 23-27 of The Spirits' Book and discuss the definition of spirit according to Spiritism. Elaborate an outline on the Spiritist view of Spirit.

- a) Spirit is not the intelligent principle of the Universe. () TRUE () FALSE
- b) Intelligence and Spirit is all and the same. () TRUE () FALSE
- c) Spirit and matter are different from each other, but they can be united.
() TRUE () FALSE
- d) Spirit and matter united to one another in order to make matter act intelligently.
() TRUE () FALSE
- e) Through thought, spirit is not apart from matter. () TRUE () FALSE
- f) The universal trinity is composed of God, Spirit, and matter. () TRUE () FALSE

Subtopic 2 - The Definition of Soul.

Read questions and answers 134-136 of The Spirits' Book and discuss on the definition of soul according to Spiritism. Elaborate an outline on the Spiritist view of soul.

- g) Soul is a discarnate spirit. () TRUE () FALSE
- i) Souls are no more than spirits. () TRUE () FALSE
- j) Human beings are composed of three elements: soul, perispirit, and body.
() TRUE () FALSE
- j) The perispirit is pure matter. () TRUE () FALSE
- k) Death happens when the body dies. () TRUE () FALSE

Subtopic 3- Good and Evil

Read questions and answers 629-633 of The Spirits' Book by Allan Kardec. Define good and

evil in the light of Spiritism. Elaborate guidelines for a virtuous attitude.

l) When individuals are able to distinguish between good and evil, they are being moral people.

() TRUE () FALSE

m) When people do everything for their own benefit forgetting about others' needs, they are observing God's laws. () TRUE () FALSE

n) The difference between good and evil can be found in their harmony to the Laws of God.

() TRUE () FALSE

o) It is impossible to distinguish good from evil. () TRUE () FALSE

p) Applying Jesus' rule of good and evil will always make us go right according to God's law.

() TRUE () FALSE

q) When we listen to the inner voice saying "enough", we will find an unsecure guide for the right conduct towards ourselves. () TRUE () FALSE

Subtopic 4 – Practice of Goodness

Read questions and answers 639-643 of The Spirits' Book by Allan Kardec. Explain why the practice of goodness is related to the degree of the human being's responsibility. Is it sufficient not to do any evil in order to be good?

r) People will account for the evil they have done and for the one they have caused others.

() TRUE () FALSE

s) Taking advantage of evil is not participating on it. () TRUE () FALSE

t) A person is culpable if she/he desire something and is unable to satisfy it.

() TRUE () FALSE

u) People will be accountable for the good that was left undone. () TRUE () FALSE

v) There are people who cannot do any good. () TRUE () FALSE

x) To do good is to be charitable and useful as much as possible. () TRUE () FALSE

5. Facilitator goes through the answers to the exercises and recaps the objectives of this lesson. (15 minutes)

6. Creative Activity: Each participant is asked to close their eyes and visualize a garden, the garden of your virtues. How is it? Are the flowers of virtues blossoming? Are the trees of virtues bearing fruits? Check if they need new soil, or more water, maybe more light. Visualize you and your mentor taking care of the garden of your

virtues. (15 minutes)

Alternative activity: If the facilitator prefer, they show the slide on Ben Franklin's 13-virtue program. After explaining participants what it is, then, ask each participant to choose a virtue that they think would be great to work on in order to live a better life. Then, begin a story telling game when each participant tells a fictitious story by using the chosen virtue. In a clockwise motion, other participants add to the story with their chosen virtue. See example below:

Participant 1 (chose moderation as virtue): "Once upon a time, there was a 17-year-old girl named Paula who was hyperactive. For her New Year's resolution she decided to be moderated in her impulsivity in order to live better in her family.

Participant 2 (chose humility as virtue): "And Paula had a best friend named Johnny who was very proud of himself. Talking to Paula, he realized he needed to exercise humility, knowing that he does not really know it all."

And the game continues...

7. After the visualization or the game, the facilitator asks a volunteer to say the final prayer and another one to give the spiritually magnetized water. (10 minutes)

Facilitator, please assign homework for next week.

Exercise Key: a) F; b) F; c) T; d) T; e) F; f) T; g) F; h) T; i) T; j) F; k) T; l) T; m) F; n) T; o) F; p) T; q) F; r) T; s) F; t) T; u) T; v) F; x) T.

LESSON 3 – INCARNATION: UNION OF SOUL AND BODY



OBJECTIVES:

- To define the moment of union between soul and body.
- To identify the Spirit's condition between the moment of conception and birth.
- To correlate Divine Justice to forgetfulness of the past.

PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins by introducing the lesson (see PowerPoint slides) and exploring the concepts given in answer 344 of The Spirits' Book by Allan Kardec. (10 minutes)
4. **Previous lesson assignment:** In the previous lesson, the facilitator assigned 3 participants to prepare 5-10 minute presentations on the subtopics below. While the three assigned participants present, the rest of the class shall address the yes-or-no exercise.

Prenatal life – Study questions and answers 345-347 of The Spirits' Book by Allan Kardec and address the following questions:

- **Is it possible to cut the link between soul and body?**
- **What are the main causes of premature deaths?**

Accepting a new life – Study question and answer 350 and 353, 355 of The Spirits' Book and address the following questions:

- **Can the spirit who is connected to a new body regret the new incarnation while being a fetus? Explain.**
- **What is the lesson behind the death of a baby?**

Prenatal Perceptions – Study question and answer 351 of The Spirits' Book and address the following topic:

- **Describe the perceptions of a spirit during gestation.**

YES-OR-NO EXERCISE

- a) Is it possible to cut the link between soul and body? () Yes () No
- b) Can another spirit replace the one who was designated for a particular body?
() Yes () No
- c) Are the links between soul and body tenuous in early pregnancy?
() Yes () No
- d) Can a spirit give up on an incarnation before birth? () Yes () No
- e) When a baby dies prematurely, it is most likely a trial for the incarnating soul.
() Yes () No

- f) Can the spirit who is connected to a new body regret the new incarnation while being a fetus? () Yes () No
- g) Soul's perception may vary during gestation. () Yes () No
- h) Confusion begins for the incarnating spirit at the end of gestation. () Yes () No
- i) Forgetfulness of the past happen as birth approaches. () Yes () No

5. Facilitator addresses the exercise and makes final comments about the lesson. (10 minutes)

6. **Creative Activity:** In pairs, participants will work on a list of blessings that incarnation represents in their lives. (10 minutes)

Alternative Activity: Participants may choose to create a dialogue between them and God talking about the blessings that that incarnation represents.

- 7. Facilitator may ask them to share some of the insights of the last activity in pairs.
- 8. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

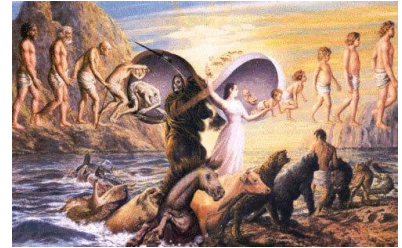
Facilitator, please assign homework for next week.

Exercise Key: a) Yes; b) No; c) Yes; d) Yes; e) No; f) Yes; g) Yes; h) No; i) Yes.

4 – REINCARNATION: GOALS AND MECHANISMS

OBJECTIVES:

- To identify reincarnation as a form of God's Justice and Mercy.
- To understand the objectives of reincarnation and how reincarnation can explain the diversity of moral and intellectual levels in the world.
- To comprehend the natural concept regarding reincarnations in other worlds.



PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins by presenting an introduction on the lesson (see PowerPoint slides) outlining its goals.
4. Start the study session with the warm up activity described below:

WARM UP: Each participant is asked to spend 5 minutes writing a list of 3-5 qualities in them that they think they may have learned in a previous life.

5. Participants may share their insights with class. (5 minutes)
6. **Previous lesson assignment:** In the previous lesson, the facilitator assigned 3 participants to prepare 5-10 minute presentations on the subtopics below. While the three assigned participants present, the rest of the class shall address the multiple choice exercise.

SUBTOPIC 1 – Objective of Reincarnation (Read Q/A 166-167 of The Spirits' Book)

SUBTOPIC 2 - Justice of Reincarnation (Read Q/A 171-172 of The Spirits' Book)

SUBTOPIC 3 – Reincarnation in Different Worlds (Read Q/A 172-173 of The Spirits' Book)

MULTIPLE CHOICE EXERCISE: Please, choose the correct option.

- 1) Souls reincarnate in order to:
 - a. Purify themselves.
 - b. Redress previous lives mistakes.
 - c. Progress according to Divine Will.
 - d. All of the Above
- 2) Reincarnations are no longer needed when:

- a. The soul has evolved and stripped itself of all impurities.
 - b. The soul became lovable.
 - c. The soul reincarnated a specific number of times.
 - d. The soul is tired of reincarnating.
- 3) What is the justice of reincarnation?
- a. In the saying “No pain, no gain.”
 - b. It explains the misfortunes of life and also God’s love when giving all beings second chances always.
 - c. There is no hope in reincarnating.
- 4) We usually reincarnate in different worlds because:
- a. It is easier to do so and it does not bother Superior spirits.
 - b. Worlds and souls evolve over time. Thus, we need different experiences in order to progress.
 - c. All of the above.
- 5) We may reincarnate several times in the same world due to:
- a. The need to evolve sufficiently before it moves to a more evolved world.
 - b. The need to enjoy more deeply the world where we have been living.
 - c. None of the above.
7. Facilitator reviews participants’ answers and make comments if necessary. (10 minutes)
8. **Creative Activity:** In pairs, participants either write a poem or compose the lyrics of a song regarding reincarnation and you. (30 minutes)

Alternative Activity: Write a (fictitious) dialogue between you and your Spirit mentor about this reincarnation.

9. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

Exercise Key: 1) d; 2) a; 3) b ; 4) b; 5) a .

LESSON 5 - SPIRIT INFLUENCE IN OUR THOUGHTS AND ACTIONS



OBJECTIVES:

- To understand the interplay between the spiritual and corporeal world.
- To recognize cases of spiritual intervention in our lives.

PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Open this study session by brainstorming on the following question (5 minutes):
“Have you ever had an experience in which you have done or felt something that you realized didn’t come from you?”
4. After participants have shared their experiences, facilitator introduces the lesson with a summary on the concept that human beings are composed of Spirit, Physical Body and Spiritual Body (perispirit) (see Powerpoint slides).
5. Forming two groups, facilitator assigns one of the two main subtopics regarding spirit intervention in our lives: (1) Probing Human Thoughts and (2) Influencing Thoughts and Actions. (40 minutes)

SUBTOPIC 1: Probing Human Thoughts – Read and study questions and answers 456-458 of The Spirits’ Book by Allan Kardec. Together, create (write) a short play or a dialogue demonstrating the teachings that you have studied.

SUBTOPIC 2: Influencing Thoughts and Actions – Read and study questions and answers 459-465 of The Spirits’ Book by Allan Kardec. Together, create (write) a short play or a dialogue demonstrating the teachings that you have studied.

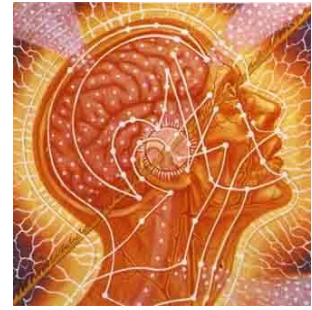
6. Facilitator recaps this lesson by summarizing the main conclusions regarding Spirit intervention, if needed.
7. A volunteer appointed by facilitator conducts the final prayer and spiritually magnetized water. (5 minutes)

Facilitator, please assign homework for next week.

LESSON 6 - SPIRIT COMMUNICATION

OBJECTIVES:

- To give the Spiritist view on the prohibition of mediumistic communications in the Old Testament.
- To understand why spirit communications can be means of human progress.



PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins the study session with a review on the basics for spirit communication (see PowerPoint slides).

4. Watch the following segment of the movie “The Sixth Sense” (directed by M. Night Shyamalan, 1999). The segment presented should be the discussion between “Cole Sear” (the young boy interpreted by Haley Joel Osment) and his mother “Lynn Sear” (interpreted by Toni Collette) at the traffic jam when the boy reveals that he has unexpected abilities and he gives to his mother a message from his grandmother. Pay attention to elements related to life after death, communication between the material and spiritual worlds and, mainly, the purpose and usefulness of spirit communications. If you don’t have the DVD, the 5min scene can be watch online at (YouTube):



<http://www.youtube.com/watch?v=FLyYYHqVTsE>

5. After the movie, discuss the following questions:
 - a) What was the message transmitted by “Cole Sear” to his mother “Lynn Sear”?
 - b) Was the message useful in anyway? Did it help his mother (“Lynn Sear”) overcome a difficult relationship with her mother?
 - c) If God is only love, should we logically assume that He would not permit us (incarnated spirits) to receive assistance from and to assist to those who are disincarnated?
6. **Previous lesson assignment:** In the previous lesson, the facilitator assigned four participants to prepare 10 minute presentations on the subtopics below. While the four assigned participants present, the rest of the class shall address the true-or-false exercise.

SUBTOPIC 1 - The prohibition of mediumistic communication.

Read carefully items 3-5 of Heaven and Hell by Allan Kardec (Chapter 11). When preparing the presentation, please focus on addressing the following questions:

1. Give at least two reasons why Moses prohibited mediumistic communications at his time?
2. Why can some segments of Moses' Law (the civil code) be questioned, while others (the Ten Commandments) cannot?

SUBTOPIC 2 – There are mediums, and mediums...

Read carefully items 196 and 197 of The Mediums' Book. When preparing the presentation, please focus on addressing the following questions:

- Describe imperfect mediums.
- Describe good mediums.

SUBTOPIC 3 – Types of Spirit Communication

Read carefully the items 134-137 of The Mediums' Book. When preparing the presentation, please focus on addressing the following questions:

- What are the four types of Spirit Communications.
- Give examples on each type of them.

SUBTOPIC 4 – Identity of Spirits

Read carefully the item 267, sub-items 1-12 of The Mediums' Book. When preparing the presentation, please focus on addressing the following questions:

- Is it possible to distinguish a good from a bad spirit?
- What are the main qualities of messages from good Spirits?

TRUE-OR-FALSE EXERCISE: Please mark true or false on the following statements.

1. Moses prohibited mediumistic communications at his time because people at the time were abusing the evocation of the dead. Also, it was the means to break the contract with the Egyptian nation. () TRUE () FALSE
2. Some segments of Moses' Law (the civil code) are timeless, while others (the Ten Commandments) are questionable today, because the civil code is universal in its principles. () TRUE () FALSE
3. Good mediums can be didactically classified in serious mediums, devoted mediums, modest mediums, and trustworthy mediums. () TRUE () FALSE
4. Obsessed mediums are a category of imperfect mediums as much as the frivolous mediums. () TRUE () FALSE
5. Susceptible mediums are, in other words, thick-skinned mediums. () TRUE () FALSE

6. There are three types of Spirit communications according to Kardec.
() TRUE () FALSE
7. The crude communication is the one in which spirits of high order deliver messages that shock decorum. () TRUE () FALSE
8. In frivolous communications, frivolous spirits make cunning and/or joking comments which make Superior spirits stay away from them. () TRUE () FALSE
9. Serious communications are useful communications. () TRUE () FALSE
10. Instructive communications are serious communications with teachings given by more elevated spirits. () TRUE () FALSE
11. It is impossible to distinguish a good from a bad spirit. () TRUE () FALSE
12. Common sense is the first rule to distinguish a good from a bad spirit.
() TRUE () FALSE
13. The language and the actions of the spirits are not facts to define their identity.
() TRUE () FALSE
14. The main qualities of messages from good Spirits are the noble, elevated and dignified language. () TRUE () FALSE

7. Facilitator reviews participants' answers and makes final comments about the lesson. (15 min.)
8. **Creative Activity:** In pairs, make a list of the tools for a sublime use of Mediumship. (10 min.)

Alternative Activity: Using crayons draw your expression on the mechanisms of spirit communication.

9. Final prayer and spiritually blessed water by 2 volunteers. (5 min.)

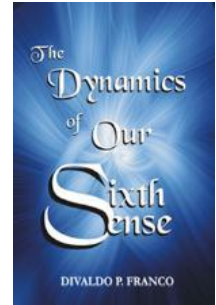
Facilitator, please assign homework for next week.

Exercise Key: 1) T : 2) F: 3) T: 4) T ; 5) F: 6) F: 7) F: 8) T: 9) T; 10) T: 11) F : 12) T: 13) F: 14) T .

LESSON 7 - A CLOSE STUDY ON THE BOOK DYNAMICS OF OUR SIXTH SENSE

OBJECTIVES:

- Get to know about the medium Divaldo Franco (his life, his mediumship)
- Understand the dynamics of Mediumship in the light of Spiritism
- Get to know of the types of Mediumship and its purpose



PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. **Previous Lesson Assignment:** At the end of the previous lesson, facilitator shall assign to participants one or two of the following 17 questions regarding the chapters of the book Dynamics of Our Sixth Sense. Then, on the day of this lesson, participants shall bring their answers and share with the whole class. (60 minutes)

Questions on the book Dynamics of Our Sixth Sense

1. Describe the similarities and differences of Spiritism and Spiritualism. (chapter 1)
 2. Has Mediumship always existed? Describe it. (chapter 2)
 3. What was the special spirit-phenomena that happened in the U.S.A. in the 19 century? (chapter 2)
 4. Describe the birth of Spiritism? (chapter 3)
 5. How does Kardec define Mediumship? (chapter 4)
 6. What is the definition of obsession? (chapter 4)
 7. How was Divaldo Franco helped through passes therapy? (chapter 4)
 8. What is ostensible mediumship? (chapter 4)
 9. Differentiate mediumship of physical effects and Mediumship of intellectual effects. (chapter 4)
 10. Explain the three levels of consciousness in mediumship. (chapter 4)
 11. What is the purpose of Mediumship? (chapter 5)
 12. What are the defenses of the medium? (chapter 5)
 13. What is Joanna de Angelis' recommendation regarding how to be happy? (chap.6)
 14. Give a short description about Chico Xavier's Mediumship. (chapter 7)
 15. How did Kardec define faith? (chapter 7)
 16. What is the difference between Mediumship and paranormality? (chapter 8)
 17. How can Mediumship be a therapeutic tool? (chapter 9)
4. Facilitator asks class to share your thoughts about Dr. Bezerra de Menezes' message through the medium Divaldo Franco at the end of the 4-hour workshop in Lily Dale, NY. (Observation: a DVD of the whole event is available at the SSB bookstore online www.ssbaltimore.org).

5. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

Facilitator, please assign homework for next week.

LESSON 8 – FLUIDS AND PERISPIRIT

OBJECTIVES:

- To understand fluids and their interaction with ourselves.
- To explain how the formation of the perispirit occurs.
- To study the known properties of the perispirit.
- To tell why the constitution of the perispirit varies.



PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins the lesson by explaining that the perispirit has been given different names throughout the different cultures existent on Earth (see Here and Hereafter by Leon Denis, chapter 21 and also PowerPoint slides). (5 minutes)
4. **Previous Lesson Activity:** In the previous lesson, the facilitator asked four participants to volunteer to present 10-minute presentations on the following subtopics. During presentations, the rest of the class shall address the true-or-false exercise.

SUBTOPIC 1 - Formation of the perispirit.

Read Q/A 93-95 of The Spirits' Book by Allan Kardec. Prepare presentation addressing the following questions:

- a) Where does the spirit acquire his perispirit?
- b) Do more evolved spirits take the same perispiritual clothing as other inhabitants of a world?
- c) What is the role of volition in regard to the form of the perispirit?

SUBTOPIC 2 – Properties of the perispirit.

Read items 7 and 8 of chapter 14 of Genesis by Allan Kardec. Prepare presentation addressing the following question:

- d) Describe the properties of the perispirit.

SUBTOPIC 3 – Constitution of the perispirit and its direct correlation with the moral ranking of the Spirit.

Read item 9 of chapter 14 of Genesis by Allan Kardec. Prepare presentation addressing the following question:

- e) What is the role of moral evolution onto the constitution of the perispirit?

SUBTOPIC 4 – Fluids and the Spirit's actions onto Fluids.

Read items 16-19 of chapter 14 of Genesis by Allan Kardec. Prepare presentation addressing the following questions:

- f) What are spiritual fluids?
- g) Why is the action of spirits upon fluids important for incarnates? Give examples.

TRUE-OR-FALSE EXERCISE:

1. In more advanced worlds the perispiritual envelop must be of a nature infinitely denser.
() TRUE () FALSE
 2. Some spirits believe they are alive because their perispirits are dense enough to be confused with their carnal body. () TRUE () FALSE
 3. The constitution of the perispirit is equal in every world. () TRUE () FALSE
 4. Superior spirits cannot enter inferior worlds because they have an etherealized perispirit.
() TRUE () FALSE
 5. As the spirit becomes more or less purified, its perispirit is formed from the purest or grossest fluids of the world in which it is going to incarnate. () TRUE () FALSE
 6. The perispirit is a product of the cosmic fluid. () TRUE () FALSE
 7. The perispiritual envelope of the same spirit is modified with the moral progress of the latter at each incarnation. () TRUE () FALSE
 8. Superior spirits, who missionarily incarnate into an inferior world, have a less rough perispirit than that of the natives of that world. () TRUE () FALSE
 9. Inferior spirits can stand the splendor and impression of all fluids, even the most ethereal ones. () TRUE () FALSE
 10. The perispirit is a condensation of the cosmic fluid around a focus of intelligence/soul.
() TRUE () FALSE
 11. All is wonderful in nature because all is admirable, and testifies of divine wisdom.
() TRUE () FALSE
 12. The nature of the fluidic envelope (perispirit) does not depend of the moral advancement of the spirit, but it depends on the constitution of the world in which it leaves in.
() TRUE () FALSE
5. Facilitator reviews participants' answers and makes comments if necessary. (10 minutes)
6. **Creative activity:** Participants are asked to either draw with crayons their expression of the perispirit of inhabitants of different worlds. It can be done in pairs or groups. (15 minutes)
Alternative activity: Participants may write about it instead.
6. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

Facilitator, please assign homework for next week.

Exercise Key: 1.F; 2. T; 3. F; 4. F; 5. T; 6. T; 7. T; 8. T; 9. F; 10.T; 11.T; 12. F

LESSON 9 – EARTH AND THE UNIVERSE



OBJECTIVES:

- To understand the many worlds in the universe and their classification.
- To comprehend that worlds evolve as its inhabitants evolve as well.
- To explain why Earth is a planet of trials and expiations.
- To infer about Earth's future.

PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator begins session with an introduction on Emmanuel's explanation about the way different people see planet Earth (see PowerPoint slides).
4. **Previous Lesson Activity:** In the previous lesson, the facilitator asked four participants to volunteer to present 10-minute presentations on the following subtopics. During presentations, the rest of the class shall address the true-or-false exercise.

SUBTOPIC 1 – Primitive and Advanced Worlds

Read The Gospel According to Spiritism, chapter 3, items 8-10. Then, name all the characteristics of primitive and advanced worlds.

SUBTOPIC 2 - Worlds of Trial and Expiation. Read carefully chapter 3, items 13-15 of The Gospel According to Spiritism and answer the following question “Why is Earth a planet of Trial and Expiations?”

SUBTOPIC 3 - Humankind's route to happiness: moral progress

Read carefully chapter 18, items 18, 19 and 27 of the Genesis by Allan Kardec. And answer the following questions:

- a) Why is moral progress important for the future of humanity?
- b) What is the nature of Spirits who will inhabit Earth?

SUBTOPIC 4 – The current status of our planet.

Read carefully chapter 18, items 28-29 of the Genesis by Allan Kardec. Answer the following questions:

- a) What characterizes the epoch of transition in which we currently live?
- b) How the selection between the good and bad spirits will occur in our planet?

TRUE-OR-FALSE EXERCISE

- 1) A world is only more or less evolved in comparison to other ones. () TRUE () FALSE
- 2) Earth is currently at the lowest level of evolution. () TRUE () FALSE
- 3) In highly evolved worlds, the corporeal form is always human, but is more embellished and does not suffer needs, diseases, or deteriorations. () TRUE () FALSE
- 4) In all levels of worlds, there will always be wars and unfriendliness among nations. () TRUE () FALSE
- 5) The predominance of moral vices on Earth are a sign of its classification as a world of trials and expiation. () TRUE () FALSE
- 6) All spirits who live on Earth are here to expiate. () TRUE () FALSE
- 7) Spirits who are mainly expiating on Earth shall struggle against human wickedness and the inclemency of nature. () TRUE () FALSE
- 8) Moral progress is the solution for the betterment of Earth. () TRUE () FALSE
- 9) When Earth is inhabited with a few good spirits who desire only good, then it will become a happy planet. () TRUE () FALSE
- 10) Those who return evil for evil will be banished from the Earth to live into a more primitive world. () TRUE () FALSE
- 11) A new generation will take place on Earth with children being born and more inclined to righteousness. () TRUE () FALSE
- 12) We live in a transitional period of the planet Earth where three generations of spirits mingle together. () TRUE () FALSE
- 13) We cannot distinguish the new generation by their precocious intelligence, reasoning powers, innate sentiment of goodness, and of spiritual beliefs. () TRUE () FALSE
- 14) Underdeveloped spirits rebel against God and have anti-fraternal sentiments of selfishness and pride. () TRUE () FALSE
- 15) By praying and exhortations we can contribute with the evolution of inferior spirits who live on Earth. () TRUE () FALSE

5. **Creative Activity:** Write a dialogue between two spirits who are living in different worlds. One is on earth at the present time while the other one is in Jupiter (more evolved than Earth). They shall talk about life in their planets. (15 minutes)

Alternative Activity: Using crayons, ask pairs of participants to draw their expression of the transition of planet Earth into a better world.

6. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

Facilitator, please assign homework for next week.

Exercise Key: 1) T; 2) F; 3) T; 4) F; 5) T; 6) F; 7) T; 8) T; 9) F; 10) T; 11) T; 12) F; 13) F; 14) T; 15) T.

LESSON 10 – DIVINE LAW

OBJECTIVES:

- To define Divine or Natural Law.
- To explain why the Divine Law is not mutable.
- To understand the mechanism that provides human beings the knowledge of the Natural Law
- To outline the necessary qualities for an individual to be the revealer of God's Law
- To understand the subdivision of the Divine moral laws and the most important of all the laws.



PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator shall begin with the following warm up activity. Ask participants to address in pairs the following questions:
Has any of your moral values changed in throughout this lifetime? How?
Have you observed any change in the Human laws during your life?
4. After participants have shared their opinions, facilitator shall give a brief introduction addressing the following topics (see PowerPoint slides):
What is Law?
What is Natural Law?
What is Human Law? - Are human laws mutable?
5. **Previous Lesson Activity:** In the previous lesson, the facilitator asked four participants to volunteer to present 10-minute presentations on the following subtopics. During presentations, the rest of the class shall address the true-or-false exercise.

SUBTOPIC 1 – Define divine or natural law.

Read Q/A 614-618 of The Spirits' Book by Allan Kardec.

SUBTOPIC 2 – Get to know of the natural or natural law.

Read Q/A 619-624 of The Spirits' Book by Allan Kardec.

SUBTOPIC 3– The process of revealing the divine or natural law.

Read chapter 21, item 7 of The Gospel According to Spiritism by Allan Kardec.

SUBTOPIC 4 – Subdividing the divide or natural law.

Read Q/A 647-648 of The Spirits' Book by Allan Kardec.

TRUE-OR-FALSE EXERCISE

1. Natural law is the law of God. It is mutable and finite. () TRUE () FALSE
2. Scientists study the Divine laws of matter, while others study and follow the Divine laws of the soul. () TRUE () FALSE
3. Everyone knows about the law of God but nobody understands them. () TRUE () FALSE
4. The Law of God is available in the conscience of good spirits only. () TRUE () FALSE
5. The Law of God needs to be revealed to humanity because people either forgot it or disregarded it. () TRUE () FALSE
6. God usually sends highly evolved spirits to reveal His law. () TRUE () FALSE
7. True prophets cannot be recognized by their words and deeds. () TRUE () FALSE
8. Spiritism has not revealed the laws that govern relations between the corporeal and the spirit world. () TRUE () FALSE
9. One of the results of the Spiritist science is to unveil the mechanisms of spirit-phenomena and their moral effects. () TRUE () FALSE
10. False prophets cannot be found in the spirit realm. () TRUE () FALSE
11. Jesus' maxim of loving one's neighbor encompasses all humankind's duties amongst themselves. () TRUE () FALSE
12. Because people don't need precise rules, they can receive broad and vague precepts to lead their lives. () TRUE () FALSE
13. Kardec's subdivision of the Divine Law in ten laws is inspired in Moses' system. () TRUE () FALSE
14. The least important law of all is the Law of Justice, Love, and Charity. () TRUE () FALSE

6. **Creative Activity:** Either individually or in pairs, participants shall draw their expression on how the Divine Law rules our lives. (20 minutes)

Alternative Activity: Create a poem or a song based on the teachings of Divine Law in the light of Spiritism.

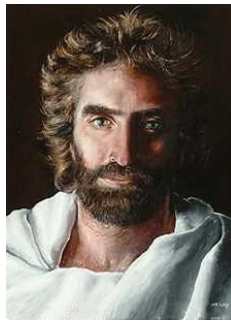
7. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

Exercise Key: 1) F; 2) T; 3) F; 4) F; 5) T; 6) T; 7) F; 8) F; 9) T; 10) F; 11) T; 12) F; 13) T; 14) F.

LESSON 11 – CHRIST CONSCIOUSNESS

OBJECTIVES:

- To understand Jesus Christ as the guide and model of humanity.
- To elaborate on the universality of Christ's teachings.

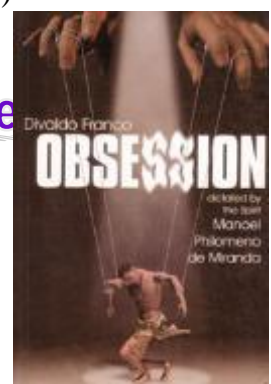


PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator gives an introduction about the coming of Jesus (in *A Caminho da Luz* by Emmanuel / Francisco Xavier) and the Promised Consoler (in *The Gospel According to Spiritism*).
4. Participants shall read together Q/A 625-628 of *The Spirits' Book* by Allan Kardec. Then, address the questions below. Facilitator may guide discussion and comments. (20 minutes)
 - a. Give three examples of the universality of Christ's teachings.
 - b. What does the expression "guide and model" mean?
5. **Creative Activity:** In groups of 3, outline a plan of an outreach activity for the needy in your community. Remember that the definition of "needy" may extend to emotional, spiritual and/or physical needs. Groups share their reach out plans with the whole class. (30 minutes)
6. **Visualization with Jesus:** Facilitator asks participants to close their eyes as they prepare themselves for visualization. Use track 3 of the CD *Therapeutic Visualizations - Health* by Divaldo Franco. (15 minutes)
7. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

Facilitator, please assign homework for next week

LESSON 12 - A CLOSE STUDY ON THE BOOK *OBSESSION*



OBJECTIVES:

- Understand the dynamics of Obsession
- Get to know of prevention and treatment of Obsession

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.

Previous Lesson Assignment: Each participant of the class shall pick one or two of the following questions regarding the chapters of the book Obsession. Then, on the day of this lesson, participants shall bring their answers and share with the whole class. (60 minutes)

Questions on the book *Obsession*

1. Who is the author of the book? CARLOS
 2. Who is Divaldo Franco? And Manoel Philomeno de Miranda?
 3. When and why was this book written? (Foreword)
 4. Is this Spiritist novel a true account? (Foreword)
 5. What are the main characters in this story? VAL
 6. Who was being obsessed?
 7. Describe Esther's subjugation (deepest level of obsession). (chapter 4)
 8. How would spiritual education prevent Esther from getting into obsession? (chapter 4)
 9. How did nurse Rosangela's prayer get Spiritual help for Esther? (chapter 5) LIZ
 10. What are the main strategies used by obsessors? (chapter 9)
 11. What were the effects of the corrupted spiritual fluids on Esther? (chapter 10)
 12. How did Esther get her perispiritual lesions? (chapter 10)
 13. Were there previous lives features playing a role in Esther's obsession? (chap. 13 and 19-21) FABIOLA
 14. What was the role of the God at Home meeting in Esther's disobsession? (Chapter 15)
 15. How did the Spirit doctors work on Esther's disobsession during sleep time? (Chap. 15)
 16. What is the role of disobsession meetings? (chapter 17)
 17. What is the best remedy to heal from obsession? (pages 91-92)
 18. On pages 7-21, we get to know of the description of the obsessed, the obsessor, the obsessive process and the treatment to treat obsession. Give an overview of this description.
4. **Creative Activity:** Facilitator asks class to seat in circle. Explain that obsession is deeply founded in holding grudges inside of us. Then, give each participant a piece of blank paper. Ask them to write down a major grudge that they feel they need to let go. Allow music to play on the background. As soon as they are done writing them, then facilitator asks them to read it again, tear it apart, and trash it in the trash can with firm intention to let go of it. There is no need to disclose them to the whole group. (10 minutes)
 5. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

LESSON 13 – GRADUATION LESSON



1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator recaps the course lessons. (5-10 minutes)
4. In this lesson, participants shall choose one of the 10 Divine Moral Laws explained in the chapters of The Spirits' Book and give a 15—minute seminar on it.
5. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

Congratulations!

You have just finished the second step of Phase I

Now you may continue on the course
**ADVANCEMENTS OF
THE SPIRITIST SCIENCE**