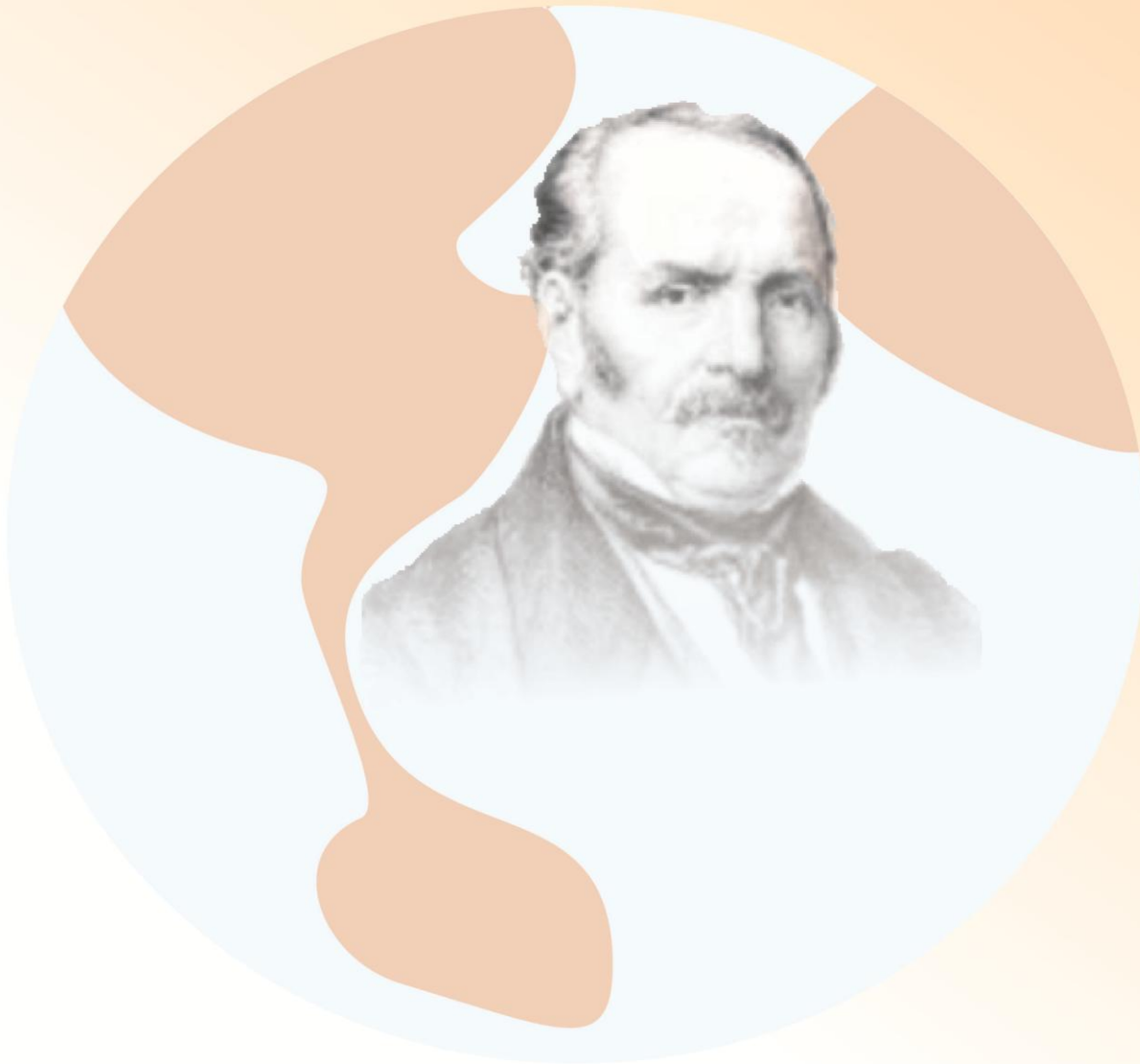


Roadmap Program

for the Spiritist Study and Practice

Phase II:

The Spiritual Laws of the Spiritist Practice



2008-2013 @ Spiritist Society of Virginia

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LESSON 1 – THE GOOD SPIRITIST AND THE SPIRITIST PRACTITIONER



OBJECTIVES:

- To understand what a good Spiritist and Spiritist practitioner are.
- To analyze cases on being a Spiritist and a Spiritist practitioner.

PLAN:

1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator begins by telling the story of Parable as told on chapter 30 of the book Among Brothers of Other Lands (see slides) and mentions about the Spiritist Practitioner, the Good Spiritist and the Imperfect one. (10 minutes)
4. Ask participants to discuss the following quote by Allan Kardec taken from The Gospel According to Spiritism (chapter 17) (10 minutes)
 - ❖ *“True Spiritists are recognized by their moral transformation and the efforts they make to overcome their bad inclinations.”*
5. Assign one of the following scenarios to each pair. Identify the main issues in each scenario and address explanations and/or solutions based on the text “Good Spiritists” in The Gospel According to Spiritism by Allan Kardec, chapter 17, item 4. Allow and encourage students to search for answers in the passage. After the discussion, each pair should present their advice to the person in the scenario, including observations to be made. (30 minutes)
 - a) Mark has become a Spiritist, but has a hard time with Christian-related teachings due to traumatic childhood with parents who were Christian. He has a hard time to understand Kardec’s teaching *“The true Spiritist and the true Christian are one and the same.”* (correlate with 1st paragraph)
 - b) Paty and Jack have recently visited a famous healing medium session and now plan to become healing mediums. They found a near Spiritist center and started studying it. However, they feel turned off because they need to take some courses and study before they engage into any formal Spiritist practice. (correlate with 2nd paragraph)
 - c) Mason likes the Spiritist teachings but thinks that one may need a higher intellectual mind to become a Spiritist practitioner. (correlate with 3rd paragraph)
 - d) Joe has recently found out about Spiritism and he is marveled about it. But he feels that it is too hard to apply it in real life. (correlate with 4th paragraph)
 - e) Joan loves to read Spiritist books and says she believes in the Spiritist teachings, but do not want to get involved with any activity in the Spiritist center. (correlate with 5th paragraph)
6. The whole class shall draw together their collective expression on what is a balanced Spiritist practitioner. Add background music to help. (15 minutes)

7. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

HOME ASSIGNMENT:

Write a letter or email advising one of the two people in the scenarios below:
(to be read on next lesson)

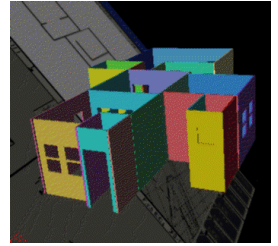
- Karl has been undergoing difficulties in life and has not been punctual or focused on the delivery of passes service and talks. The coordinator calls his attention, asking what is happening and recommends balance and vigilance, offering also support. However, the practitioner feels hurt and decides to stop coming to the Spiritist center.
- Christine has become a Spiritist practitioner and adores the coordinator of the mediumship meetings. But one day she sees the coordinator irritated and upset. Christine goes home thinking that the coordinator is not being a good spiritual leader. And if the coordinator does not change, she will quit on participating at the meetings.

VIRTUE TO PRACTICE THIS WEEK (to be decided by the whole group):

LESSON 2 – THE SPIRITUAL DIMENSIONS OF THE SPIRITIST CENTER

OBJECTIVES:

- To integrate awareness on the spiritual dimension of the Spiritist center.
- To evaluate the proper conditions to maintain a balanced Spiritist center.



PLAN:

1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator asks participants to read their letter to the Spiritist practitioners according to previous lesson assignment. (10 minutes)
4. Facilitator prepares for the present lesson by using the PowerPoint slides which tells the case on negative Spirit access at the Spiritist Center. Read more on pages 49-50 of the book *Dimensões Espirituais do Centro Espírita* por Suely Caldas Schubert. Then, ask participants the following questions: (20 minutes)
 - a) Why did this happen?
 - b) Were not the Spirit Benefactors helping and protecting the Spiritist Center?
 - c) Is it possible that the Spiritist Center is not working properly?
5. Based on the answers and discussion of participants, facilitator makes comments (5 minutes)
6. Facilitator gives a copy of slides 9-17 to participants distributing class in 4 groups. Each group will be responsible for one of the following topics: (30 minutes)
 - Spiritual Foundation of the Spiritist Center (slides 10-11)
 - Spiritual directors and Main Director of the Spiritist Center (slides 12-13)
 - Magnetic defenses of the Spiritist Center (slides 14-15)
 - Conference, passes, and mediumship room of the Spiritist Center (slides 16-17)

Each group shall read the slides and discuss them, while addressing the following question:
“How can this knowledge/information empower the Spiritist practitioner and the Spiritist Center?”

7. In pairs, participants will use clay and create a *diorama* (a mini-world, an entire landscape in a box, carry case, or window) to represent the spirit influences onto a Spiritist Center and its magnetic defenses. Add background music to help. (15 minutes)
8. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

REMINDE EVERYONE TO BRING THE SPIRITS' BOOK TO BE USED NEXT CLASS.

HOME ASSIGNMENT:

The Spiritist Practitioner Blog

Choose one of the 10 Ethico-Moral laws according to part 3 of The Spirits' Book and focus on applying it in your daily life during this coming week. Write down your own blog on how you experience it!

- Day 1 (__/__/__):
- Day 2 (__/__/__):
- Day 3 (__/__/__):
- Day 4 (__/__/__):
- Day 5 (__/__/__):
- Day 6 (__/__/__):

VIRTUE TO PRACTICE THIS WEEK (to be decided by the whole group):

LESSON 3 – TO SERVE AND TO BE AN INSTRUMENT OF GOD

OBJECTIVES:

- To revisit the divine laws from the Spiritist practitioner's perspective.
- To evaluate the importance of aligning ourselves to Divine moral code to become a good Spiritist practitioner.



PLAN:

1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator asks participants to comment on their blog from last week. (10-15 minutes)
4. Facilitator gives an introduction on Natural and Divine Laws (chapter 1, part 3 of The Spirits' Book). Highlight the universality of the Spiritist teachings while emphasizing the need to understand the Moral Laws as the practitioner's ethico-moral code. (10 minutes)
5. Depending on the size of the class, facilitator can ask them to work individually, in pairs, or in groups. Using their own *The Spirits' Book*, they shall work on matching the following the quotes below with the 10 Ethico-moral laws. Please, remember that there is no wrong answer, once it all falls in interpretation. After matching them, explain the intersection that you see between that quote and that specific moral law that you matched. Also, highlight the importance of being compliant with that moral law as a Spiritist practitioner by outlining a scenario to exemplify it. **See an example below:** (25 minutes)

***Coming together is a beginning.
Keeping together is progress.
Working together is success.***
- Henry Ford

This quote can be correlated with the Law of Society, especially in the answer 767 of The Spirits' Book, when the enlightened Spirits explain that all must cooperate in humankind's progress by mutually helping one another. This law is integral to the Spiritist practice, once there is no such practice alone. Spiritism in itself is a product of the work of "4 hands", the incarnates and the discarnates. Every practitioner should also understand the importance of teamworking in order to succeed in the Spiritist practice. Scenario: A person approached a Spiritist practitioner asking for fluidtherapy (passes). The practitioner then called the coordinator and asked for a group help in order to address the case in a more effective and safer manner.

Ethico-moral Laws

Quotes

1. Law of Worship

() "Adopt the pace of nature, her secret is patience."
Ralph Waldo Emerson

2. Law of Labor

() "Look deep into nature, and then you will understand everything better."
Albert Einstein

3. Law of Reproduction

() "Until he extends his circle of compassion to all

	living things, man will not himself find peace." Albert Schweitzer
4. Law of Preservation	() "Gratitude is the sign of noble souls" Aesop
5. Law of Destruction	() "Our task is to strike a balance, to find a middle way, to learn not to overstretch ourselves with extraneous activities and preoccupations, but to simplify our lives more and more. The key to finding a happy balance in modern lives is simplicity." Sogyal Rinpoche
6. Law of Society	() "Success depends upon previous preparation, and without such preparation there is sure to be failure." Confucius
7. Law of Progress	() "The moment you say 'I know everything' is the end of your growth." Sharon Lee
8. Law of Equality	() "Individually, we are one drop. Together, we are an ocean." Ryunosuke Satoro
9. Law of Freedom	() "Do you wish to be great? Then begin by being. Do you desire to construct a vast and lofty fabric? Think first about the foundations of humility. The higher your structure is to be, the deeper must be its foundation." Saint Augustine
10. Law of Justice, Love, and Charity	() "The most precious gift we can offer others is our presence. When mindfulness embraces those we love, they will bloom like flowers." Thich Nhat Hanh

- Each person, pair or group shall present their matchings to other participants, including the scenarios they created. (15-20 minutes)
- Divide in groups, asking participants to create a *collage** to represent the importance of complying with the Divine Laws to become a well-balanced Spiritist practitioner. Add background music to help. (20 minutes)

* *Collage is an artistic composition made of various materials (as paper, cloth, or wood) glued on a surface.*

- Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

HOME ASSIGNMENT

THE UNIVERSALITY OF THE SPIRITIST TEACHINGS IN OUR LIVES

Read the following excerpt of Q/A 628 of The Spirits' Book:

“... Enlightened individuals should not neglect any ancient philosophical system, tradition or religion, because they all contain the seeds of great truths. Although they seem to contradict one another and are scattered among unfounded dicta, today they are much easier to comprehend, thanks to the key that Spiritism has provided.”

Then, during this week, pick a quote by another philosophical system, tradition or religion that can be correlated with the Spiritist teaching. Explain the quote under the light of Spiritism.

VIRTUE TO PRACTICE THIS WEEK (to be decided by the whole group):

LESSON 4 – TEAMWORK

OBJECTIVES:

- To evaluate the integral role of teamwork for the Spiritist practitioner.
- To study ins and outs of the Spiritist teamworking dynamics in order to empower the Spiritist practitioner.



PLAN:

1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator asks participants to present their assignment from last week. (10-15 minutes)
4. Facilitator distributes different parts of a sentence on the definition of *teamwork* to participants asking them to put it together. (5 minutes)
5. Then, facilitator introduces the integral role of teamwork in the Spiritist practice by briefly explaining the ppt presentation. (10 minutes)
6. Three participants (assigned in a previous session) will discuss the following three cases of teamwork in spirituality and address the questions below. Other participants may comment with the whole class on their answers. (15 minutes)

***Why did these people (spirits) work in teamwork fashion?
Could they have accomplished it without working in team?***

- **SPIRITUAL GOVERNANCE OF THE EARTH:**

“The traditions of the spiritual world tell that in the guidance of all phenomena in our solar system, there is a Community of Pure Spirits selected by the Supreme Lord of the Universe. In their hands reside the directing guidelines of life of all the planets.

That Community of angelic and perfect beings of which Jesus is one of its members, had already meet twice in the proximities of Earth for the solution of decisive issues in the organization and direction of our planet .” In: A Caminho da Luz” (Walking towards the Light) by Emmanuel / Francisco C. Xavier, 1938, pages 17 and 18

- **PAUL AND STEPHEN:**

“Without Stephen, there would be no Paul of Tarsus (...) Without working together, love could not exist; and love is the power of God that gives balance to the universe.” In Paul and Stephen by Emmanuel/Francisco C. Xavier, page 10.

- **PROF. RIVAIL (ALLAN KARDEC) AND THE TEAM OF MEDIUMS AND THE ENLIGHTENED SPIRITS:**

“With the help of different mediums, Prof. Rivail questioned the spirits about God, the invisible world, and the destiny of humankind on Earth. Rivail published these findings for the benefit and instruction of humanity.” In the video History of Spiritism by the SSB.

7. Divide participants in two groups. Based on the list of references below, each group shall put together a list of ways to **prevent and remedy** lack of teamwork in the services of the Spiritist Practice (talks, passes, Spiritist education for children and youth, mediumship meetings, etc). Feel free to build scenarios to explain it. (30 minutes)
 - Law of Society, Q/A 766-768 in The Spirits' Book by Allan Kardec
 - The Medium's Book by Allan Kardec, item 341
 - Work, Solidarity, and Tolerance by Allan Kardec
8. After each group's presentation, facilitator will conduct a short visualization on empowering teamwork in the Spiritist Center. (5 minutes)
9. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

HOME ASSIGNMENT

BOOSTING OUR TEAMWORK SKILLS

In the book Paul and Stephen, Emmanuel discloses that “perceiving the need for the elevated spirit of cooperation in every divine work, Paul of Tarsus never wrote alone.”(p. 521 and 532)

During this week, observe how you are doing at some of the essential skills for teamwork in your daily life events. Then check the skills you think you have accomplished on each day.

Teamwork Skills	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Listening						
Questioning						
Persuading						
Respecting						
Helping						
Sharing						
Participating						

VIRTUE TO PRACTICE THIS WEEK (to be decided by the whole group):

LESSON 5 – SPIRIT MENTORSHIP



OBJECTIVES:

- To deepen the understanding of guardian angels and spirit mentors.
- To verify the mechanisms of spirit mentorship.
- To identify tools to empower the Spiritist practitioner in his/her relationship with his/her spirit mentor.

PLAN:

1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator asks participants to present their assignment from last week. (10 minutes)
4. Facilitator presents the following scenario and asks class to address the question displayed below. (10 minutes)

You were assigned to mentor and guide a loved one. One day, this person is crossing the desert and gets lost. What can you do to help your loved one (from a Spirit mentor's perspective)?

5. Facilitator makes general comments and explains the Law of Fluids according to Allan Kardec in the book Genesis. Clarify the importance of identifying the sensations and vibrations that come from spirit influence. Highlight the good feelings that undeniably come with the soothing and calming presence of guardian angels (read the doctrine of guardian angels in Kardec's comment to Q/A 495). (10 minutes)
6. In pairs, read together questions 490-492 of The Spirits' Book. Highlight the main points for discussion. Interview your pair partner about how he/she perceive his/her relationship with his/her guardian angel, then ask him/her to make a brief retrospective of this life outlining when he/she felt their spirit mentor was: (15 minutes)

- Guiding him/her to goodness: _____
- Counseling him/her: _____
- Consoling him/her: _____
- Boosting him/her courage to overcome trials: _____

7. Facilitator presents the understanding that each Spiritist Center has a Spirit director and its team leading the efforts. Therefore, Spiritist practitioners shall prepare be aware of it and learn to attune with them in order to be a more faithful instrument. (2 minutes)
8. The whole class shall read together the last two paragraphs of Q/A 495 of The Spirits' Book and build scenarios to show the ***mechanisms in which Spirit mentors*** influence and help us in our Spiritist practice. Choose one of the following Spiritist services to build up your scenario. Class can be divided in smaller groups. (15 minutes)

- Fraternal counseling
- Mediumship (mediums, counselors and supporting mediums)
- Spiritually magnetized water
- Disobsession
- Passes
- Spirit Education for Youth and Children (SPYC)

9. Each group role plays the scenarios they built. Facilitator helps with comments about them. (15 minutes)
10. One of the group participants volunteers to lead a visualization. The visualization shall be to focus on how to connect and perceive better the presence of our personal Spirit Mentor as well as the Spirit Mentors of the Spiritist Center in which we are serving as practitioners. (5 minutes)
11. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

HOME ASSIGNMENT

EMOTIONAL AWARENESS

In The Gospel According to Spiritism, chapter 11, item 8, Lazarus (Spirit) talks about the evolution of instincts to emotions.

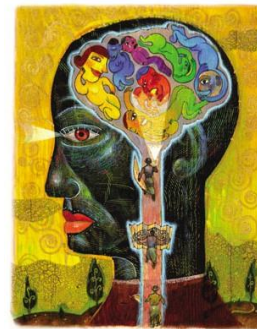
1. During this week, make a list of, at least, 20 emotions that commonly occur to you.

2. Each participant shall prepare a short presentation (5-10 minutes) about one of the following subtopics in chapter 12 of the fourth part of The Spirits' Book (Moral Perfection) to be presented next lesson:

- Virtues and Vices (Monica)
- Passions (Fabiane)
- Selfishness (Awilda)
- The Characteristics of a Moral Person (Vania)

VIRTUE TO PRACTICE THIS WEEK (to be decided by the whole group):

LESSON 6 – EMOTIONAL EDUCATION



OBJECTIVES:

- To understand the importance of self-knowledge for the Spiritist practitioner.
- To identify the dynamics of our emotional and spiritual education.
- To outline resources to strengthen the emotional educational of the Spiritist practitioner.

PLAN:

1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator opens the study session with the attached slides on Self-Knowledge according to The Spirits' Book, Q/A 919. (3 minutes)
4. Facilitator asks participants to present the *first part of their assignment* (20 emotions) from last week. (10 minutes)
5. After their presentation, ask them to write down on a post it note **3** of the most meaningful emotions that have felt during the previous week. Then, ask each one to lay them on a table facing up. After that, each participant shall go to the table and choose one emotion that corresponds to their state of mind today. In pairs, then, participants will discuss the possible impact of that state of emotion onto the Spiritist practice as Spiritist practitioners. If possible, discuss also how to improve or change that state of mind according to the Spiritist teachings. (15 minutes)
6. Then, let each participant present the *second part of their assignment* (moral perfection). While each are presenting, ask the other participants to write down, at least, one question regarding each topic presented. (30 minutes)
7. After each participant finished their presentations, open for questions from each participant to the presenters. Facilitator (s) shall moderate the Q/A session.(15 minutes)
8. Together or in pairs, class shall create a **poem** by including the following key words: emotions, balance, virtues, vices, and self-knowledge. The foundation of the poem shall contain resources to strengthen the emotional balance of the Spiritist practitioner. (20 minutes)
9. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

HOME ASSIGNMENT

OBEDIENCE AND RESIGNATION

1. In *The Gospel According to Spiritism*, chapter 9, item 8, Lazare (Spirit) talks about obedience and resignation. Based on his teachings, write a letter to a friend who is a Spiritist practitioner and is having problems complying with the rules and regulations of the Spiritist center that he/she participates. They shall be presented into the next lesson.

2. Read chapter 30 of *The Mediums' Book* by Allan Kardec and outline three major highlights for you.

VIRTUE TO PRACTICE THIS WEEK (to be decided by the whole group):

LESSON 7 – IMPORTANCE OF RULES AND REGULATIONS



OBJECTIVES:

- To comprehend Kardec’s structuring of a Spiritist society.
- To understand the administrative ins and outs of a Spiritist Society.
- To empower one who is interested in becoming a member of and/or practitioner in a Spiritist Society.

PLAN:

1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator opens the session with a brainstorm of the following statement by Joanna de Angelis from the book *Dimensões da Verdade* (Dimensions of the Truth – not published in English): (10 minutes)

“Whoever does not know to obey, is also not worthy to guide...”

4. Facilitator opens the study session with the attached slides on the Law of Progress and the importance of rules, regulations, and discipline (Chico Xavier/Emmanuel). (5 minutes)
5. Facilitator asks participants to present the *first part of their assignment* (letter) from last week. (15 minutes). Not all participants have to present. And facilitator may comment on them.
6. ROUND TABLE DISCUSSION - Facilitator asks participants to form a circle (in case they are not already in one). Each participant receives one of the following questions which are correlated to chapter 30 of The Mediums’ Book. Rules for the discussion: (1) each participant or pair will have 5 minutes to elaborate their answer. They may look at the referred passages in order to be more accurate. (2) Each answer shall take no longer than 2 minutes. (3) Facilitator becomes the moderator. (4) Other participants are allowed to comment on each other’s answers only once and for no more than 2 minutes. (40 minutes)
 - a. Why are bylaws and rules important for a Spiritist center?
 - b. Why is it important to “admit individuals who sympathize with its principles and the objectives of the projects”? (article 3)
 - c. What should the Spiritist center do with those participants that bring trouble, hostile, or argumentative attitudes? (articles 3, 19, and 27)
 - d. How shall members of a Spiritist center treat each other? (article 3)
 - e. Kardec categorized its members in full members and free associates. Why? Could you draw a parallel with the modern times? Who would be the free associates? (article 15)
 - f. How did Kardec establish the membership contributions at the Parisian Society for Spiritist Studies? (article 15)
 - g. Why did Kardec state that the Society’s meetings shall never be open to the public? (article 16)
 - h. How should we deal with spirit communications obtained outside the Spiritist center? (article 20)
 - i. To whom do the spirit messages obtained in the center belong? Why? (article 20)
 - j. What is expected from the members of a Spiritist center? (article 23)

10. After the round table discussion, participants will follow the facilitators' guided imagery. The visualization shall be on picturing a Spiritist center and its members working in complete harmony. (10 minutes)
11. Facilitator assigns volunteers for the intercessory prayer, the final prayer, and the spiritually magnetized water. (5 minutes)

Facilitator, please assign next week's presentations.

HOME ASSIGNMENT

INTELLIGENT SLEEP

In The Spirits' Book, Q/A 402 , we learn that we may consciously use our sleep time to receive instruction, trainings, or be treated. During this week, direct at least two nights to receive instructions on how to bring greater harmony to your Spiritist center. If possible, write down any insight that your shall bring when you wake up.

VIRTUE TO PRACTICE THIS WEEK (to be decided by the whole group):

LESSON 8 – LAW OF FLUIDS



OBJECTIVES:

- To understand the characteristics of harmonious Spiritist meetings.
- To deepen the understanding of fluids and the effects of our thoughts and feelings onto them.

PLAN:

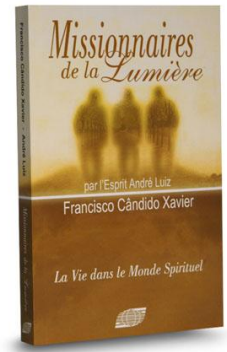
1. Facilitator asks someone to read an inspirational message. (1 minute)
2. Facilitator says the opening prayer. (2 minutes)
3. Facilitator begins the lesson by presenting the attached PowerPoint slide which encompass the understanding on the Law of the Mental Field according to Andre Luiz's teachings in the book *Mecanismos da Mediunidade* (**Mechanisms of Mediumship**, not published in English yet).
4. **Previous class assignment.** Two participants are assigned to present the contents of the excerpts below. Allow 10 minutes per presentation. (20 minutes)

Presenter 1 – Quality of Fluids. Read items 19-21 of chapter 14 in the book *Genesis* by Allan Kardec. Discuss them. Answer to the following questions:

Presenter 2 – Attracting Good Spirits. Read item 341 of *The Mediums' Book* by Allan Kardec. Discuss it. Answer the following questions:

5. After the presentations, pairs of participants shall address the following questions in each scenario. After 20 minutes of discussion, the facilitator shall ask for volunteers to bring about the answers. (40 minutes)
 - a. Paul is jealous of the fruitful writing mediumship of Joe, however he does not show it. How can Paul's jealousy impact on the group's harmony?
 - b. Marie likes coming the Spiritist center. She is very devoted to her tasks and diligent always. How can Marie's attitude in the center influence on the attracting of Good Spirits?
 - c. Paty is proud of her healing mediumship. She thinks she has the ultimate word in the passes team because she is the most important pass-giver. What are the possible effects of Paty's pride onto the center?
 - d. Every time Jim comes to the Spiritist center he expresses his reverence and respect for the Spirit mentors of the center by being vigilant and cordial, concentrated and disciplined, loving and firm. Would Jim's attitude be enough to attract spirit benefactors to the Spiritist center? How?
 - e. The Smiths come to the Spiritist center because the people of the center are of the same nationality. Spiritism is not the main reason for their coming to the center, but the gathering of friends. How does the attitude of the Smiths affect the Spiritist center?

LESSON 9 – STUDYING THE BOOK *MISSIONARIES OF LIGHT*



OBJECTIVES:

- Understand the dynamics of Spirit Colonies
- Comprehend the relationship between both realms
- Deepen the understanding of reincarnation and its dynamics

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 *Missionaries of Light*

1. What is the goal of the book according to Emmanuel? (Preface)
2. What is Emmanuel's advice for those who may become frightened about the teachings of the book? (Preface)
3. Explain the needed requirements for a balanced mediumship according to the mentor Alexandre? (chapter 1)
4. Describe the role and importance of the pineal gland – physically and spiritually speaking? (chapter 2)
5. How does sexual balance affect mediumship? (chapter 3)
6. How does alcohol impact spiritual and physical health? (chapter 3)
7. How do food habits affect spiritual balance? (chapter 3)
8. Define vampire according to Alexandre's explanation (chapter 4)
9. Why are psychic illnesses much more deplorable than physical ones? (chapter 4)
10. Explain the statement "each one is responsible for the energies that we emit to circulate in the currents of life." (chapter 4)
11. Discuss the Spiritist view of animal suffering. (chapter 4)
12. Describe the difference between the spiritual environment of a Spiritist center and the streets. (chapter 5)
13. Describe why some Spirit entities await mediums outside of the Spiritist center. (chapter 5)
14. What does the mentor Alexandre explain about exchange of thought? (chapter 5)
15. Discuss vampirism and its remedy through prayer. (chapter 6)
16. Why is it easier for elevated spirits to proceed with rescue work during the night? (chapter 7)
17. Why do some disastrous circulatory problems may happen during the night? (chapter 7)
18. Can incarnates receive instruction and/or take courses in the spiritual realm during their sleep time? (chapter 8)
19. Why did only 32 incarnates show up for the spiritual instruction? (chapter 8)
20. Could badmouthing during the day bring us complications in the evening/night? How? (chapter 8)
21. What should candidates of mediumistic practice do to be accomplished mediums? (chapter 9)
22. Why shouldn't we provoke mediumistic phenomena? (chapter 9)
23. Describe the intense precautions during materialization sessions and its risks for the mediums. (chapter 10)
24. What are the problems of drinking alcohol and mediumship? (chapter 10)
25. Describe the scenario at the poor widow's house. Why were discarnates seated at the table? How were they partaking the meal with incarnates? (chapter 11)

26. What is mutual vampirism? (chapter 11)
27. Describe spirit vampirism in a slaughterhouse. (chapter 11)
28. Discuss Raul and Esther's spiritual condition and the mentor's plan of assistance. (chapter 11)
29. Discuss Segismundo's reincarnatory preparation. (chapters 12 and 13)
30. What can be the spiritual causes of miscarriage? (chapter 14)
31. Discuss perispiritual absorption and mental nourishment according to Apuleio's instruction. (chapter 14)
32. What is the law of emotional control? (chapter 14)
33. Describe Volpini's case. (chapter 15)
34. Describe the case of incorporation cited in this chapter. (chapter 16)
35. How did the spirit mentors help the medium who had problems with her alcoholic husband at home? (chapter 16)
36. What is spirit counseling? (chapter 17)
37. Explain the spirit counseling of the priest. (chapter 17)
38. Why do spirit benefactors materialize certain images or scenes to help disturbed discarnates? (chapter 17)
39. Describe the two cases of spirit rescue in the spirit realm. (chapter 17)
40. Why are obsessor and obsessed strongly bound together? (chapter 18)
41. Explain how will power and personal effort made an obsessed young woman enjoy greater protection. (chapter 18)
42. Describe the difference between counselors who preach without applying the teachings in their lives and the ones who preach and live the message. (chapter 18)
43. Discuss the spiritual environment related to the spirit mentors before the passes session. (chapter 19)
44. How can people develop radiant faculties? (chapter 19)
45. What about the man who took ten passes sessions but remains unvigilant? What do the spirit mentors do in such case? (chapter 19)
46. Why is there a get-together to say farewell to Alexandre? (chapter 20)

LESSON 10 – GRADUATION LESSON



Build an educational material based on the teachings of this course (flyer, brochure, video, etc) to be used in a Spiritist Center.

It can be done individually, or in pairs, or in groups.

Present it to the class!