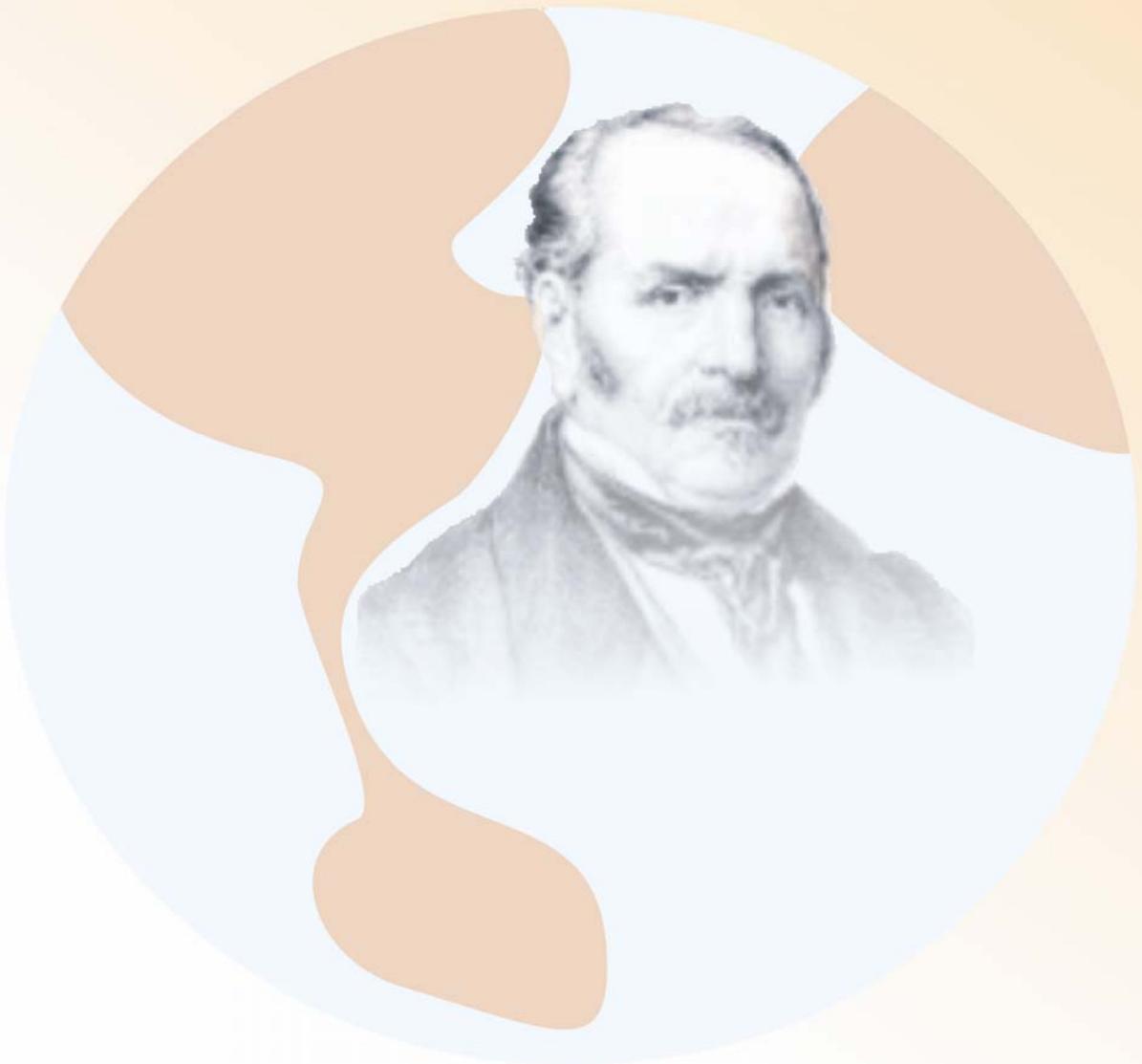


Roadmap Program

for the Spiritist Study and Practice

Phase I: **The Spiritist Science**



Schedule for Phase I - Course 2: 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 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 cite some of God's attributes.
- 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 God?

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. Make an introduction 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.



4. Present the Spiritist definition of God by talking about questions and answers 1 – 9 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. 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.

7. Final prayer

LESSON 2 – HUMAN SOUL, GOOD AND EVIL



OBJECTIVES:

- To understand the human soul according to the Spiritist view.
- To elaborate the concept of what is 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 asks participants to bring definitions of the soul from other religions or philosophies (Hinduism, Islamism, Judaism, Catholicism, etc). It is a comparative study. Then, ask them to outline the correspondent concepts of morality in each system, if possible. What is good? What is evil? Do they exist? Where? How? (10 minutes)
4. Then, facilitator subdivides class in four groups. (20 minutes)

Group 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.

Group 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.

Group 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.

Group 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?

5. Each group shall thoroughly present their conclusions to the whole class. (20 minutes)
6. Facilitator exposes the main conclusions and recaps the objectives of this lesson. (5 minutes)
7. 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.
8. Visualize you and your mentor taking care of the garden of your virtues. (5 minutes)
9. After the visualization, the facilitator asks a volunteer to say the final prayer.

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 in the forgetfulness of the past.



PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Facilitator asks participants to work in pairs on reading and discussing question and answer 344 of The Spirits' Book by Allan Kardec. (5 minutes)
4. Ask pairs to share their conclusions on the moment of union of body and soul.
5. Divide class in 3 groups:

Group 1 – 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?**

Group 2 – 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?**

Group 3 – Study question and answer 351 of The Spirits' Book and address the following topic:

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

6. Facilitator asks each group to share their conclusions.
7. In pairs, participants will work s list of blessings that incarnation represents. (5 minutes)
8. Facilitator may ask them to share some of the insights of the last activity in pairs.
9. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

LESSON 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. Open 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.

4. Participants may share their insights with class. (5 minutes)
5. Facilitator, then, divides class in pairs. Each pair shall study one of the 3 subtopics below and prepare a presentation for the rest of the class. (25 minutes)

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)

6. Facilitator allows each pair to present their subtopic. (10 minutes)
7. After the book discussion, facilitator asks participants (in pairs) to either write a poem or compose the lyrics of a song regarding reincarnation and you. (30 minutes)
8. Facilitator may ask participants to share some of the art work. (5 minutes)
9. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

HOMework

FACILITATOR SHALL DISTRIBUTE ASSIGNMENTS FOR LESSON 5.

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 something but did not understand where it came from?”
4. After participants have shared their experiences, facilitator reminds the group the concept that human beings are composed of Spirit, Physical Body and Spiritual Body (perispirit).
5. Forming two groups, facilitator assigns one of the two main subtopics regarding spirit intervention: (1) Probing Human Thoughts and (2) Influencing Thoughts and Actions. (40 minutes)

GROUP 1 – Read and study questions and answers 456-458 of *The Spirits’ Book* by Allan Kardec. Together, create a short play demonstrating the teachings that you have studied regarding Probing Human Thoughts.

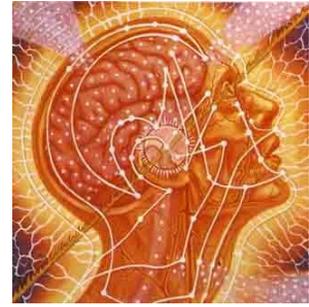
GROUP 2 – Read and study questions and answers 459-465 of *The Spirits’ Book* by Allan Kardec. Together, create a short play demonstrating the teachings that you have studied regarding Influencing Thoughts and Actions.

6. Facilitator recaps this lesson by summarizing the main conclusions regarding Spirit intervention.
7. A volunteer appointed by facilitator conducts the final prayer.
8. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

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. 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=FLyYHqVTsE>



2. 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?
3. Divide the class into 4 groups. Each group should work on one of the following texts, reach a consensus on the best answer to the questions posed and present them to the whole class. (30 minutes)

Group 1 - The prohibition of mediumistic communication.

Read carefully items 3-5 of Heaven and Hell by Allan Kardec (Chapter 11). Feel free to discuss topics addressed by the text with your group advisor. After the discussion, answer the questions as complete as possible.

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

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

Read carefully items 196 and 197 of The Mediums' Book. After the discussion, answer the questions:

- a) Describe imperfect mediums.
- b) Describe good mediums.

Group 3 – Types of Spirit Communication

Read carefully the items 134-137 of The Mediums' Book. Discuss and comment on it with your group. After discussion, answer the following questions:

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

Group 4 – Identity of Spirits

Read carefully the item 267, sub-items 1-12 of The Mediums' Book. Discuss and comment on it with your group. After discussion, answer the following questions:

- a) Is it possible to distinguish a good from a bad spirit?
 - b) What are the main qualities of messages from good Spirits?
4. Facilitator asks each group to present the conclusions of their study sessions. (10 min.)
 5. In pairs, make a list of the tools for a sublime use of Mediumship. (5 min.)
 6. Final prayer and spiritually blessed water by 2 volunteers. (5 min.)

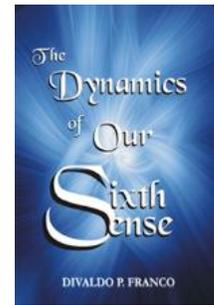
HOMEWORK

FACILITATOR SHALL DISTRIBUTE ASSIGNMENTS FOR LESSON 8.

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. 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 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)

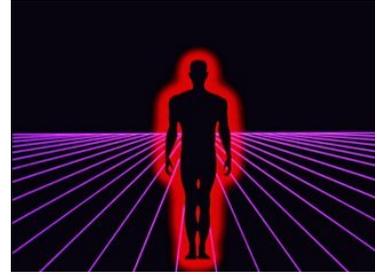
Questions on the book Dynamics of Our Sixth Sense

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

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 may begin 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). (5 minutes)
4. Facilitator will then ask volunteers to address the assignment given in the previous class.

ASSIGNMENT: At the end of lesson 8, participants shall pick and study one of the following three topics to be studied and presented during lesson 8. (20 minutes)

PARTICIPANT 1 (or Group 1) – Formation of the perispirit. (See Q/A 93-95 of The Spirits' Book)

PARTICIPANT 2 (or Group 2) – Properties of the perispirit. (See Genesis, chapter 14)

PARTICIPANT 3 (or Group 3) – Constitution of the perispirit and its direct correlation with the moral ranking of the Spirit. (See Genesis, chapter 14)

5. After the presentations, ask the whole class to read together items 16-21 of chapter 14 of the book Genesis by Allan Kardec.

6. After reading the excerpt, fill in the blankets with **T**, if the affirmation is true or with **F** if the affirmation is false. (15 minutes)

1. In more advanced worlds the perispiritual envelop must be of a nature infinitely denser. ()
2. Some spirits believe they are alive because their perispirits are dense enough to be confused with their carnal body. ()
3. The constitution of the perispirit is equal in every world. ()
4. Superior spirits cannot enter inferior worlds because they have an etherealized perispirit. ()
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. ()
6. The perispirit is a product of the cosmic fluid. ()
7. The perispiritual envelope of the same spirit is modified with the moral progress of the latter at each incarnation. ()
8. Superior spirits, who missionarily incarnate into an inferior world, have a less rough perispirit than that of the natives of that world. ()
9. Inferior spirits can stand the splendor and impression of all fluids, even the most ethereal ones. ()
10. The perispirit is a condensation of the cosmic fluid around a focus of intelligence/soul. ()
11. All is wonderful in nature because all is admirable, and testifies of divine wisdom. ()
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. ()

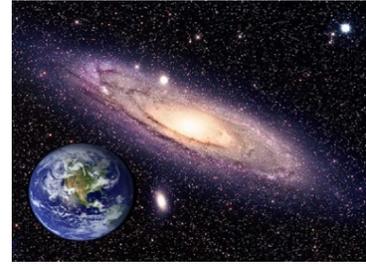
7. Facilitator asks everyone to close their eyes and exercise the harmonization of an assembly of people by visualization, for example, a current of light enveloping everyone present. And this light is of love and harmony. (5 minutes)

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

Key for True and False exercise: 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. Divide the class into 4 groups. Assign one of the activities to each group. Instruct them to read the text and answer the questions in order to presentation to the other groups. (30 minutes)

Group 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.

Group 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?”

Group 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?

Group 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?
4. Using crayons, ask pairs of participants to draw their expression of the transition of planet Earth into a better world. (15 minutes)
 5. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

HOMEWORK

FACILITATOR SHALL DISTRIBUTE ASSIGNMENTS FOR LESSON 11

LESSON 10 – DIVINE LAWS

OBJECTIVES:

- To define Divine or Natural Law.
- To cite the general laws which are consequences of God's Law and characterize them.
- To explain why the Divine Law is not mutable.
- To cite the mechanism that provides man the knowledge of the Natural Law
- To cite the necessary qualities for a man to be the revealer of God's Law
- To understand the subdivision of the 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:

Have any of your moral values changed in any way throughout this lifetime? How?

Have you heard of any change in the Human laws?

4. After participants have given their opinions, facilitator shall give a brief introduction addressing the following topics:

What is Law?

What is Natural Law?

What is Human Law? - Are human laws mutable?

5. **ASSIGNMENT:** At the end of lesson 10, facilitator had assigned participants to the activities propose in one of the following 4 groups. Each group shall prepare a presentation on the assigned activity. (30 minutes)

Group 1 – Define divine or natural law - Read Q/A 614-618 of The Spirits' Book by Allan Kardec.

Group 2 – Get to know of the natural or natural law – Read Q/A 619-624 of The Spirits' Book by Allan Kardec.

Group 3– The process of revealing the divine or natural law – Read chapter 21, item 7 of The Gospel According to Spiritism by Allan Kardec.

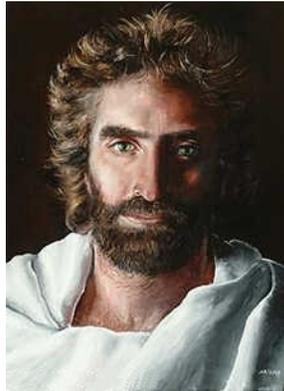
Group 4 – Subdividing the divide or natural law – Read Q/A 647-648 of The Spirits' Book by Allan Kardec.

6. After each group presentation, facilitator asks everyone to create a poem or a song based on the teachings of Divine Laws in the light of Spiritism. (20 minutes)
7. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

LESSON 11 – CHRIST CONSCIOUSNESS

OBJECTIVES:

- To understand Jesus Christ as the guide and model of humanity.
- To observe the universality of Christ’s teachings.



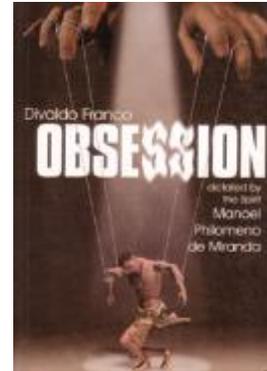
PLAN:

1. Facilitator asks someone to read an inspirational message.
2. Facilitator says the opening prayer.
3. Participants shall read together Q/A 625-628 of The Spirits’ Book by Allan Kardec.
4. Facilitator may guide discuss and comments regarding the reading of the Q/A. (20 minutes)
5. In pairs, groups shall address the following:
 - a. Give three examples of the universality of Christ’s teachings.
 - b. What does the expression “guide and model” mean?
6. In groups of 3, plan a reach-out activity for the needy in your community. Remember that the definition of “needy” may extend to emotional, spiritual and/or physical needs. (30 minutes)
7. Groups share their reach out plans with the whole class.
8. Facilitator asks participants to close their eyes as they prepare themselves for visualization. Use track 3 of the CD **Health** by Divaldo Franco. (15 minutes)
9. Final prayer and spiritually blessed water by 2 volunteers. (5 minutes)

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

OBJECTIVES:

- Get to know about the medium Divaldo Franco (his life, his mediumship)
- Understand the dynamics of Obsession
- Get to know of the forms of prevention and treatment of Obsession



PLAN:

6. Facilitator asks someone to read an inspirational message.
7. Facilitator says the opening prayer.
8. 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 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?
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?
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 got Spiritual help for Esther? (chapter 5)
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 got her perispiritual lesions? (chapter 10)
13. Were there previous lives features playing a role in Esther's obsession? (chap. 13 and 19-21)
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.

9. Facilitator asks class seat in the format of a 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, the 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.

10. 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
**ADVANCEMENTS OF
THE SPIRITIST SCIENCE**