



# Reflections on Spiritist Education

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# Reflections on Spiritist Education Presentation

Dear Educator,

We present a simple contribution to the practice of Spiritist Education, which is the result of experience and reports of Educators that have embraced this task in various corners of the world.

we highlight in a ludic, objective and clear way, some of the reflections that are oftentimes overlooked while we talk, look, hear, and practice educational activities, which exert an utmost influence in the relationship of the educator with his/her colleagues and in the construction of knowledge and worked feelings.

These reflections refer to important alerts that make a great difference in the daily practice of the educator, and will enable the educator to promote a better quality of the ambient. In addition, it provides more self-confidence to the educator helping him or her to establish stronger ties between himself/herself and the student.

We share these thoughts with our companions, wishing that these might be new tools that will help them to accomplish the task of Spiritist Education.

A fraternal embrace,  
DIJ / FEB

TO REFLECT

"Spiritist Education is the Sun on the souls, enlightening the entire world under Heaven's star constellations, which are the Lord's Benefactors committed in his name to the urgent transformation of the earth, in a 'world of regeneration' and peace."

Amelia Rodrigues



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# Reflections on Spiritist Education

## CHAPTER 1

# PROVIDE

### PROVIDE ...

... safety in the classroom:  
organizing the physical environment and the routine of the classroom; improving the link between educator and student; planning and studying the content of the lesson ..



The uncertainty of the environment and the educator open space for contingencies, fears and expectations, preventing the student to participate effectively in the class.

### PROVIDE ...

... harmony of the visual stimuli in the classroom.

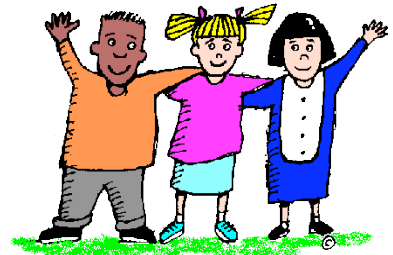


Visual pollution distracts the attention of children from the proposed activities. Decorate and organize the classroom in a creative, lively, and warm way, but without excess.

# Reflections on Spiritist Education

## PROVIDE ...

... an informal and friendly environment in the classroom.



Affection is expressed in simple actions.

## PROVIDE ...

... conditions of integration between the students.



The interaction of the group offers opportunity for personal relationships and the development of important skills and feelings.

## PROVIDE ...

... the opportunity to know and to value yourself and others, through appropriate exercises.



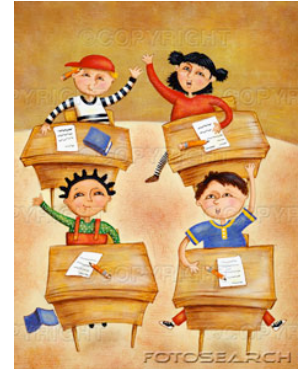
The exercises of self-knowledge and appreciation of oneself and others help to overcome difficulties due to the reflection that it propitiates on one's own practiced actions.

# Reflections on Spiritist Education

## PROVIDE ...

... space and opportunity for students to ask questions, avoiding answering them without motivating them first to think for themselves.

The questions asked by children help in the construction of knowledge



## PROVIDE ...

... situations of learning where the student can experience the concepts learned.



The experience of the concepts involves according to Pestalozzi, heart, mind, and hands, because feelings and acts are actions that are conducive to learning.

## PROVIDE ...

... moments in your classroom to present news and curiosities on the studied subject.

The presentation of news and curiosities encourage the students to participate effectively in class.



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**PROVIDE ...**

**... the contact of the student with the spiritist book.**



The contact with the spiritist book from an early age, is an immensurable treasure, a faithful friend and compass that will guide the child and the adolescent to the path of righteousness.

**PROVIDE ...**

**... the use of concrete materials and pictures in the explanation of the content.**



The display of images and materials promote the assimilation of ideas.

**PROVIDE ...**

**... the exchange of experiences between educators and students.**



Allow the students to talk about their experiences and also offering yours, in a mutual collaboration.



# Reflections on Spiritist Education

**PROVIDE ...**

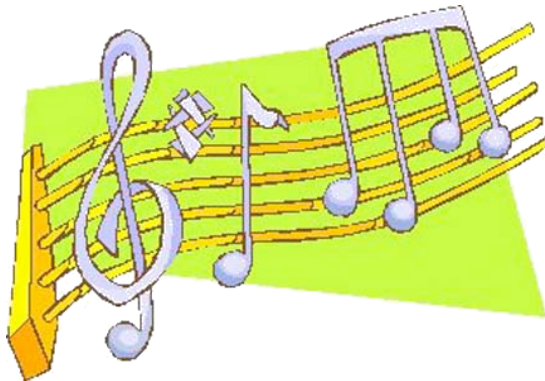
**... spaces for gathering and regular contacts with the students' family.**



**The presence and support of the family is crucial to the success of the spiritist education. It provides moments of interaction, reflection and it strengthens the emotional ties.**

**PROVIDE ...**

**... means for the spiritual harmony of the ambient to be kept.**



**A class of spiritist education involves the physical and spiritual plane, being necessary the adoption of more spiritual conducts so that the desired harmony may be achieved.**

# Reflections on Spiritist Education

## CHAPTER 2

# COMMUNICATE

**Communicate ...**

**... The first step of the communication is to learn to listen to others.**



**The educator who knows how to listen learn to know the students' experiences.**

**Communicate ...**

**... looking at the students in the eyes.**



**The eyes express feelings and vibrations that words for cannot rely ...**

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**Communicate ...**

**... in a clear, firm and true way.**

**Use clear purposes, objectivity and reflection in the subject you are presenting.**



**Communicate ...**

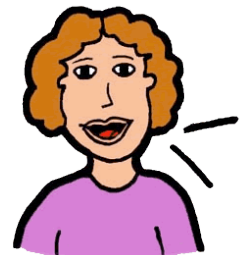
**... with the students following their progress.**

**To get to know the students in their difficulties and giving them support in their achievements, establish points of safety and confidence.**

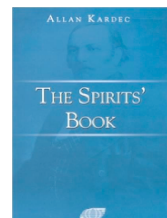


**Communicate ...**

**... using direct and clear language, with a vocabulary compatible with the students' age.**



**Clarity in the communication is essential to a correct understanding of the purposes of the educator and of the lessons that constitute the Spiritist doctrine.**



# Reflections on Spiritist Education

**Communicate ...**

**... repeating the teaching content whenever necessary.**



**In the learning process the revision of content is necessary. The repetition of the teaching must be made with creativity, in a playful and relaxed way.**

**Communicate ...**

**... with the students, especially when they are always late or have consecutive absences.**



**To demonstrate interest in punctuality and in the students' presence shows care and attention, which are essential to building up links between the student and the educator.**

**Communicate ...**

**... highlighting the achievements, the positive points and examining the difficulties.**



**Always encourage positive, accurate and educational attitudes.**

# Reflections on Spiritist Education

**Communicate ...**

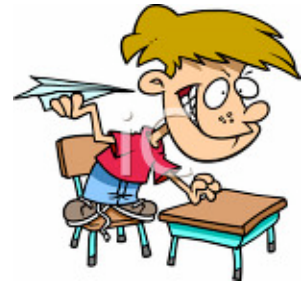
**Illustrating with examples the positive actions, individual or collective.**

**Use stories, fables or facts that make concrete the positive actions you want to emphasize.**



**Communicate ...**

**... correcting whenever necessary, the negative aspects of the children or teenagers' behavior. The focus should be the behavior presented and not the person.**



**Quite often the children and the adolescents exhibit unsuitable behaviors. To help them the educator needs to know the motive for this behavior, guiding them in the necessary changes, with firmness and affection.**

**Communicate ...**

**... reflect on: what, why and the consequences (logical argument) of the presented facts.**

**The logical argument favors the autonomy of the thought process and the development of critical thinking.**



# Reflections on Spiritist Education

**Communicate ...**

**... use a firm intonation and appropriate voice volume.**

**The use of adequate resources when transmitting Spiritism's message prevents misrepresentations.**



**Communicate ...**

**... positively - expressing exactly what you expect to be accomplished.**

**Use affirmative sentences when giving instructions, avoiding doubts in the development of the activity.**



**Communicate ...**

**... being accessible and receptive to conversations or specific questions, talking to the students individually or collectively.**

**The questions, especially those asked spontaneously show interest in learning on the part of the students.**



# Reflections on Spiritist Education

## CHAPTER 3

# AVOID

Avoid ...

... leaving the classroom throughout the school year.



One of the aspects of building up trust is the continuity of the task on the part of the educator. The rotation of educators in a year cycle makes it difficult to maintain these links.

Avoid ...

... arriving at the classroom after the students.



The early arrival allows the organization of the physical space and materials, preparing to host the students, especially when they are of a young age. The reception of children and contact with their parents are fundamental to establish links of trust.

# Reflections on Spiritist Education

**Avoid ...**

**... leaving the classroom without an educator.**



**The educator assume the commitment for the safety and physical integrity of the students during the classes.**

**Avoid ...**

**... wearing uncomfortable clothes that restrict your actions in the classroom.**



**The dress code requires good sense on the part of the educator, and reflects self-respect, respect to others and to the assumed task.**

**Avoid ...**

**... conducting the class without the proper preparation of materials that will be used.**



**The planning of the class also requires the preparation of materials. The improvisation and lack of organization lead to waste of time.**

# Reflections on Spiritist Education

Avoid ...

.... idleness of the student within the classroom.



Always plan an extra activity in case those pre-planned were not enough to fulfill the allotted time, thus preventing dispersion and disinterest.

Avoid ...

... labeling the students or comparing them with one another.

Criticism or jokes about certain behaviors can reinforce bad behaviors in children.



Avoid ...

... favoring any of the students.

The privileges are traps that every educator should avoid. The agreements set out in the classroom are valid for everyone without exception.



# Reflections on Spiritist Education

**Avoid ...**

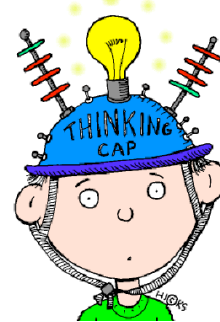
**... agreeing with something that cannot be fulfilled, thus compromising the bond of trust.**



**The agreements made with the students represent serious commitments to be met. Confidence depends on the examples given by the educator.**

**Avoid ...**

**... doing for the students what he/she can do alone.**



**To point out ways and reflect together does not mean to do what is supposed to be done by the student.**

**AVOID ...**

**... improvisation or lack of preparation, on the assumption that the spirituality will provide you with what you need preventing you to face difficulties.**

**The spirituality supports and monitors all tasks aimed at the spiritist education. But the work does not allow transference of responsibilities. The quality of execution is a commitment of those that assumed the task in the physical plane. "(...) The specialty of the task is not contented with improvisations, as soon as experience points out to the best and the most rewarding (...)"**

Bezerra de Menezes "Spirits' Opinion on Spiritist Education." FEB



# Reflections on Spiritist Education

## CHAPTER 4

# SEEK IMPROVEMENT

Seek Improvement ...

... exercising empathy, tolerance and love.

"Love is a condition without which we can not promote the Spiritist Education of the new generations.

"Cecilia Rocha (Spiritist Education in March)



Seek Improvement ...

... dealing with your own feelings, so that students may feel safe to deal with theirs.



"The first step of those who teach should be in direction of educate oneself. "

Amelia Rodrigues

"Spirits' Opinion on Spiritist Education." FEB

# Reflections on Spiritist Education

**Seek Improvement ...**

**... recognizing your own limitations and abilities.**



**"Let the individual not set and become stationary on the experiences achieved, let one always look for more, through books, research, (...) and training (...)"**

**Guillon Ribeiro.**

**"Spirits' Opinion on Spiritist Education." FEB**

**Seek Improvement ...**

**... furthering your knowledge**

**The doctrinal knowledge is essential to the task of spiritist education, so that it will not undermine the teaching of Spiritism.**



**Seek Improvement ...**

**... improving your pedagogical practice**



**"(...) The integrated servers of the Spiritist Education should continuously seek to update its content and didactic-pedagogical procedures, aiming towards a better performance (...)"**

**Bezerra de Menezes.**

**"Spirits' Opinion on Spiritist Education." FEB**



## Reflections on Spiritist Education

**Seek Improvement ...**

**... observing and evaluating your own limits.**



**"The habit of self-assessment allow you to identify successes and difficulties, common to us all.**

**"(...) The conscious educator never believes oneself to be ready, without the need to further learning, and knowing... Quite the contrary, one progresses with time, always looking at the steps one still needs to climb, in the infinite ladder of experience and knowledge."**

**Guillon Ribeiro - "Spirits' Opinion on Spiritist Education." FEB**

**Seek Improvement ...**

**... persevering in the ideals of peace and good.**



**"So, take these words for your motto: devotion and abnegation, and you will be strong as they resume all the obligations which charity and humility impose.**

**"The Gospel According to Spiritism," chap 6 - item 8**



## **FINAL THOUGHTS**

**Aware that ...**

**"The child is the awaiting seeding,  
the adolescent is the fertilized  
field, the adult is the productive  
land. The harvest will depend on the  
quality of the seed. "**

Amelia Rodrigues

**"Go forth then and take the Divine words  
(...) gather your courage and decision and  
go forward like an imposing phalanx! Set  
to work! The plough is ready, the soil  
awaits, now is the time to plough!**

(Erastus - The Gospel According to Spiritism -  
Chap 20 - Item 4)

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## Reflections on Spiritist Education

**To act as a mediator between Spiritism and children and teenagers means that the educator will assume the responsibility of being consistent between the principles, the way and the spiritist purposes; between thoughts, feelings and actions, becoming better to the extent that he or she embraces the ideal of humanity's transformation.**



**To educate, therefore, is to  
follow His luminous footsteps,  
breaking the shackles of  
ignorance and spreading the  
freedom of spiritual movement  
through the noble path of  
progress.**

Interview with the Spirit of Vianna Carvalho

