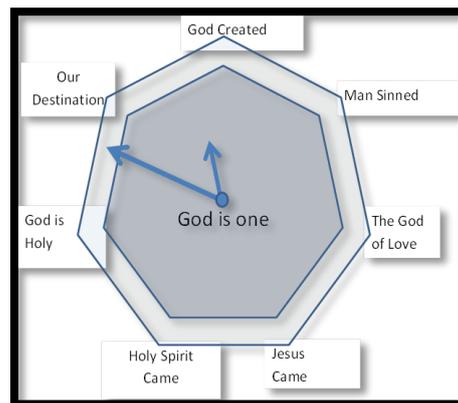


Pentecostal Assemblies Sunday School Syllabus From 2019



1 Acronyms

The following representative letters have been used in the syllabus. Their full meanings are attached.

#	Acronym	Name in Full
1	ESC	Education and Sports Committee
2	NAR	Needs Assessment Report
3	NATT	Needs Assessment Task Team
4	NEC	National Executive Committee
5	NSC	National Sunday School Committee
6	PAC	Pentecostal Assemblies Church
7	SOS	Signs of Success
8	SP	Syllabus Panel
9	SSC	Sunday School Committee

2 Acknowledgements

The table below summarises the steps that were taken in coming up with this syllabus.

DATE	ACTIVITY	TYPE OF ACTIVITY
Feb-17	Invitation to Annual Sunday School workshop. Gap noticed and highlighted. New national Sunday school committee (NSC) elected.	Workshop
Feb-17	New NSC reflection on the gap	Workshop
Apr-17	Pastor Andy Simelane (author of Eswatini's National Anthem and veteran Pastor) during Easter sermon emphasised 2 Tim 3:16 that teachings are lacking in churches these days and illustrated how a Bible based formal curriculum could be a solution to church and family challenges.	Service
May-17	National Executive Committee (NEC) establishes the Education and sports committee (ESC)	Meeting
Jun-17	ESC sets own objectives one of the 4 was making a SSC	Meeting
Aug-17	ESC shares vision of SSC with NSC	Meeting
Sep-17	ESC sets up a Needs Assessment Task Team (NATT)	Meeting
Oct-17	NATT drafts Needs Assessment Proposal	Meeting
Nov-17	NATT presents proposal to ESC. Proposal validation.	Meeting
Jan-18	Concept presentation to NEC. Suggestions on approach noted.	Meeting
Jan-18	Engagement of Consultant and agreement on terms. NATT was to draft the curriculum and consultant only pass guiding evaluative remarks. Intention was to ensure process knowledge remains with within PAC's human resources at end of activity.	Meeting
Mar-18	Consultant's meeting with NATT leader for ideal model for the entire task.	Meeting
Mar-18	All data collection tools reviewed by consultant. Feedback communicated to team leader	Meeting

DATE	ACTIVITY	TYPE OF ACTIVITY
Mar-18	Preliminary observational data collection	Fieldwork
May-18	Refined proposal presentation to NEC. Approval. Ethics letter released. E10000 donation made by volunteer within NEC.	Meeting
May-18	Main data collection by NATT	Fieldwork
May-18	Preliminary data analysis by NATT	Workshop
Jun-18	Presentation of results by NATT to ESC. Consultant attends meeting.	Meeting
Aug-18	Integration of consultants feedback on report	Office work
Sep-18	Data Consolidation by NATT through learner focus groups & teacher interviews	Fieldwork
Oct-18	Validation of NAR by ESC. Syllabus Panel (SP) set	Meeting
Oct-18	SP (8 members) compiles competency matrix	Workshop
Nov-18	Progress highlights by ESC at conference 2018	Conference
Dec 18	SP creates Signs of Success (SOS) from competency matrix	Workshop
Jan 19	Translator converts syllabus to SiSwati	Workshop
Feb 19	Uploading syllabus to church website	Activity
Feb-19	Distribution of new syllabus and training of teachers on the new syllabus.	Workshop
Mar 19	Syllabus piloting begins till December 2019.	Fieldwork
June 19	Pilot data collection begins	Fieldwork
Dec 19	Pilot Report compilation begins	Workshop

We thus wish to extend our sincere gratitude to the following structures that supported the process:

- The national executive for blessing this process and supporting it politically and economically.
- The Education and Sports committee for being the brain box of the day to day activities of this initiative
- Our consultant, Dr. E.K Kunene for the technical and evaluative eye on the processes that drove this project to what it is today.
- It would be an oversight not to particularly thank the members of the Sunday School Syllabus panel (Table 2.1) whose constitution was designed and commissioned by the Education and Sports Committee.

Table 2.1: Sunday school Panel

Name	Branch	Office in panel	Office at Pentecostal Level
1. Ms. V. Mndawe	Mbabane	Member	Senior Class Teacher
2. Ms. X. Nkuna	Mbuzini	Member	Junior Class Teacher
3. Mrs. L. Ndwandwa	Sphocosini	Member	Junior Class Teacher
4. Mr. T. Manyatsi	Sphocosini	Chairperson	National Sunday School Chairperson
5. Pastor. S. Masuku	Manzini	Secretary	Vice Secretary Pastors Council
6. Mrs. Mkhwanazi	Lomahasha	Member	Senior Class Teacher
7. Mrs. J. Mbuli	Mshingishingini	Member	Elder & Senior Class teacher
8. Mrs. T. Myeni	Simunye	Member	Junior Class Teacher
9. Mrs. Nhlambo	Mbuzini	Member	Senior Class Teacher

3 Introduction

3.1 The Syllabus

This syllabus describes the intended learning and assessment for Sunday school classes in the 3-7 year, 8-12 year, and 13-16 year age groups. Sunday school is courses that focus on all sections of the Bible within the framework of the doctrine of the Pentecostal Assemblies. Teachers should guard against making sharp demarcations around the ends of each Sunday school level as there is general continuity that is expected in moving from one Sunday school level to another to help learners not compartmentalise knowledge of God's work. Life will need a Bible interpretation skill whether learner in the 3-7 years or the 13-16 year group or even later in the children's developmental stages.

Sunday school is to be timetabled before the main service to avoid Sunday school teachers and learners losing from not attending the main service. It would, however, be expected that Sunday school teachers remain vigilant and accountable to their age groups throughout the main service. This can be easily achieved if the Sunday school teacher sits at a strategic position during the service to control things like irrelevant noise during the session and undue traffic to "toilet" during the service.

3.2 Rationale

The Sunday School syllabus provides children with learning experiences that arouse interest and develop skills to enquire about Bible concepts, particularly the life and teachings of and about our Lord Jesus and issues related to the environment in which the children live. It nurtures a love for their God and cultivates positive attitudes towards the spiritual and family communities in which they live.

3.3 Aim

The general aim of the Pentecostal Assemblies Sunday School Curriculum is to make young and resilient disciples of our Lord Jesus.

3.3.1 Objectives

Specifically, the Pentecostal Assemblies desires to...

- Explain the position of the Holy Scriptures with regards to sinful conduct by testifying or witnessing in a variety of audiences.
- Critically analyse the significance of allowing Christ to rule one's life.
- Use visual and performing arts to appreciate and communicate with God.

3.3.2 Attitudes and Values

This syllabus endeavours to develop the following attitudes and values as part of the fruit of the Spirit (Gal 5:22):

- Care and support for one another as demonstrated by the good Samaritan
- Patience and forgiveness as demonstrated by the father of the prodigal son
- Self-Control based on empathetic tolerance as demonstrated by our Lord towards and on the cross

- Mercy as demonstrated by our Lord through the adulterous woman's scenario

3.4 Articles of Faith

The needs assessment study that preceded this syllabus revealed that the Pentecostal Assemblies' doctrine is underpinned by the following articles of faith:

1. We believe in the one true God: the Father, the Son and the Holy Spirit.
 2. We also believe in Jesus Christ: that he is the son of God and the second person in God' Trinity.
 3. We believe in the Holy Spirit, the third person in the Trinity of God.
 4. We believe in the Holy Scriptures that they are authoritative for faith and conduct (2 Tim 3:16)
 5. We believe God created man after His image; that man sinned and thereby incurred the death penalty where he died both spiritually and physically.
 6. We believe that salvation is by grace and is God's free gift to all those who believe in Jesus Christ; that it is received by faith in the redeeming blood of Christ, resulting in supernatural work of the new birth.
 7. We believe that water baptism is by immersion; it is a direct commandment from our Lord Jesus Christ; that it is for believers only; that it is a believer's identification with Christ in his death, burial and resurrection and a public confession of the new believer's faith in Christ; that baptism is done in the name of the father, the son and the Holy Spirit.
 8. We believe that marriage is a holy institution established by God between male and female.
 9. We believe that the Holy Communion is carried out when believers have come to fellowship; that the Holy Communion is unleavened bread and grape juice.
 10. We believe that divine healing is part and parcel of the gospel.
 11. We believe that the true one church is the whole body of those who believe in Jesus Christ and have been saved and regenerated by the Holy Spirit.
 12. We believe in rapture of the church, the resurrection of the dead in Christ and their physical transformation together with those who shall still be alive and remain unto the coming of our Lord.
-

3.5 The Vision of the Pentecostal Assemblies Society

It is important to envision the Pentecostal Assemblies society in the future; conceiving it particularly within the framework of the World's vision 2030 of Sustainable Development Goals. These goals depict the world's main agenda as being to sustainably eradicate poverty, hunger, and disease through quality and inclusive education. Through a careful situational analysis and needs assessment of the Pentecostal Assemblies society can be envisioned through figure 1:

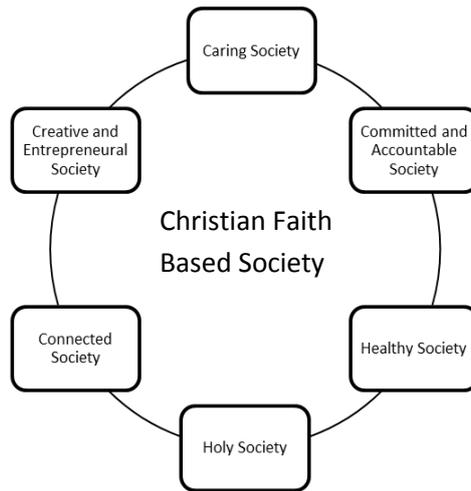


Figure 1: Vision of the Pentecostal Assemblies Society

The detail of each aspect of this society is rooted in the needs assessment report that informed the syllabus development process.

3.6 Aims of Sunday school Education in the Pentecostal Assemblies Church

The figure below summarises what this syllabus will be teaching to the children. Please note that at the centre of the hexagons is the nature of God who is a three- in- one form featuring as the Father, The Son and The Holy Spirit. We feel that that is central to our faith as supported by Deut 6:4 and Mark 12:29.



By the end of their Sunday school life Pentecostal Assemblies children should be able to:

1. Appreciate that our God is one in the Father, Son and Holy Spirit and as such our worship is owed to him alone.
2. Realise that God created the living and non-living things of the universe

3. Notice that opportunity was given to man to be in continuous fellowship with God but surrendered it to Satan giving him authority over the world.
4. Appreciate that despite Man's fall, God sought several ways to restore the lost fellowship until he gave his own Son to die in Man's place.
5. Acknowledge that Jesus is the only way to the father; He is truth that reconciles our lost lives to God. He gives abundant life.
6. Realise the role of the Holy Spirit in creation, and granting the church boldness to interceded for and witness to the lost.
7. Acknowledge that God has a standard from which all people fall short. Holiness is in daily conduct while righteousness is a free gift.
8. Realise that there is life after death/rapture which shall bring eternal reward or damnation depending on whether people accepted Jesus while on earth.

3.7 Competencies

This syllabus defines a competency as the mental power and capacity to deal successfully with the roots of the situations marked as fruits of the flesh in Gal 5:16-21. A competency is part of the full armour of God to fight against the strategies/schemes of the devil (Eph 6:11-12). This warfare is predominantly in the mind, so competencies must actively engage the mind through the right package of values and attitudes, knowledge and skills. So this syllabus is solely for developing this desired package.

The warfare tips given in Ephesians 6 are:

1. Being reconciled with truth and remaining born again (termed as righteousness in verse 14) – linked with syllabus section entitled “Jesus Came”
2. Being ready to share God’s love with others (termed as feet dressed with readiness motivated by the gospel of peace in verse 15) – linked to the syllabus theme “The God of Love”
3. Being aware and ready to put out scary arrows from the devil (termed as take up the shield of faith, with which you can extinguish all the flaming arrows of the devil) – linked with the syllabus theme “God is holy”
4. Being able to do the word of God (termed as taking it up because it serves as a helmet of salvation (protects Christians) and the sword of the spirit (helps Christians in attacking) – linked with the syllabus theme “Essential skill – Bible; Standing competency – Memory verse”.
5. Being able to pray in partnership with Holy Spirit. Paul says pray in the Spirit on all occasions (situations) with all kinds of prayers and requests. With this in mind be alert and keep praying for all the saints (verse 17).
6. Pray also for witnessing to be done in boldness that is inspired by the Holy Ghost.

We argue through the word of God that the roots of situations originate from the enemy who regularly throws them into every human mind (2 Cor 4:4). It, therefore, takes the presence of a suitable competency to successfully overcome the root of the situation before it gets to fruition. Nipping it in the bud is more preventative than addressing the fully matured fruits listed in Galatians 5:17-21. It is important to note that the focus is entailed by verse 21 that says: people under the influence of such fruits will never inherit the kingdom of God. Some of the roots of situations and fruits are:

Roots of the Situation	Fruits of the Situation
1. Loneliness	• Sexual immorality
2. Strife	• Impurity
3. Hatred	• Lustful pleasures
4. Guilt	• Idolatry
5. Weakness	• Sorcery
6. Fear	• Hostility
7. Emptiness	• Quarrelling

Roots of the Situation	Fruits of the Situation
8. Discouragement	• Jealousy
9. Inferiority	• Outbursts of anger
10. Depression	• Selfish Ambition (greed)
11. Bondage	• Dissension
12. Unforgiveness	• Division
13. Loss	• Wild parties

Just to illustrate; outbursts of anger usually have a root in unforgiveness. So would you spend time addressing the former or the latter? That is why the art of identifying and describing a problem and its significance is crucial before engaging a competency. A lot of people say there is a problem where there is actually a fruit of a problem that is no more there because it has already been solved.

It is also important not to take fruits of problems lightly as each fruit carries seeds which germinate into a new problem upon finding fertile ground in the heart. The root of Loss for instance can fruit into sexual immorality that carries the seed of guilt.

3.8 Signs of Success

This is what we expect to see in a more concrete way as indicators of positive growth of the child's mental power and capacity towards dealing successfully with situations. It helps with monitoring the development of the competency. The more signs we see the better the development of the competency. The teachers' assessment approaches, methods and tools will pay particular attention to these signs of success. Each competency has its own unique signs of success.

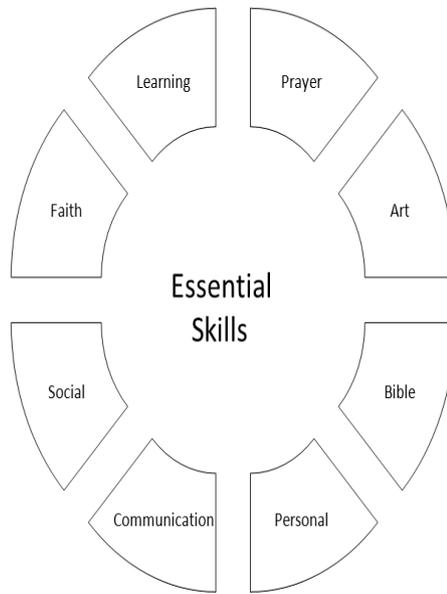
3.9 Class Aims

The three levels of learning cannot share an overall aim as they are dealing with children of different age groups.

Class	Overall Aim
3-7 years	to be aware of the existence of God and his loving intentions that were realized through Jesus
8-12 years	to be aware of God's influence on Man and how his influence competes with the devils' that unfortunately has a destructive effect on Man; something completely contrary to God's purpose
13-16 years	to be able to create a personal relationship with God and safeguard it using Bible principles

3.10 Essential Skills

Essential skills are the daily practices that need to be engaged to complement the main competencies. These skills need to be fostered throughout the curriculum, i.e. whenever we develop any competency.



The skills have the following meanings:

3.10.1 **Prayer**

Prayer is communicating with God. Our children without this skill can miss out on a lot of useful messages from the Lord. A wise person sees danger from far and avoids it. We thus argue that the eyes of seeing danger only come when our minds are not blinded by the god of this world (devil) and that can only be when we get regular updates on which direction God wants us to take. He can only direct us through our prayer lives.

3.10.2 **Bible**

This skill involves a literacy level of being able to read fluently through the Bible in at least both English (New Living Translation - NLT) and SiSwati).

3.10.3 **Art**

Our church services become boring and too mechanical without spices of artworks from time to time. These may take the form of music with technological accompaniment such as piano, drums, trumpets etc. It also involves dance, drama and pieces of visual artworks. Worshipping God naturally demands that we express ourselves before God. Children learn the art of expressing themselves more readily than adults. They can do this through singing, dancing, acting and drawing. This syllabus has embraced this as an essential skill and flags it out under every competency as a separate indicator of success.

3.10.4 **Communication**

There is a lot of talking, listening, reading and viewing taking place in the house of the Lord to enhance our faith in the Lord as attested for by Paul in Rom 10:17 that faith comes by hearing (listening).

3.10.5 **Social**

Church synergy and momentum is mostly a result of coming together, talking, laughing and learning from one another. There are functions that surround each member of the church which when shared build unity and teamwork. Examples are birthdays, baby showers, weddings and funerals.

3.10.6 **Personal**

As individuals church members need to have organised time schedules. They need the ability to learn how to plan their lives from early ages in life; we cannot as a church over assume that the secular world is attending to that. Our children need the skills of coming to church on time, planning their work, free time and weekend time well. They also need to create recreation and exercise time. Wise usage of time has a lot of implications even in the way the Sunday programme is run. As our children group towards puberty and adolescence, issues of personal hygiene such as why we bath, brush our teeth and how often.

The skill of being assertive as opposed to being aggressive or passive cannot be over-emphasised. Our children at this time and age do not have to pile up worries from within till they commit suicide. They need to convincingly articulate their views through any audience without being pushy or being too apologetic so as to allow others' views to override theirs. Of importance to note, though, is that no matter how assertive we want our children to be they should never assert against God's will. It is imperative they learn that God's view of things through the holy Bible is final and ought to be obeyed no matter the situation, right from the onset.

3.10.7 **Faith**

The art of believing God in everything needs to be developing among our learners especially in these days where even assets and relatives come and go due to fluctuations in the world markets.

3.10.8 **Learning**

The church nowadays needs people who research things to remain relevant to the ever changing needs of the church. Adaptable people are therefore necessary in the church. While strong in inquiry the people in the church must be life-long learners. It must be a church that asks questions to seek understanding of verses and the settings of those verses so that useful revelations emerge through the lead of the Holy Spirit.

3.11 Assessment

Teachers are not expected to conduct formal assessments where learners will sit for hours writing. Assessment will, however, take an informal direction where the teacher will prompt children's responses mainly through oral questioning. The main method of assessing will be class observations and through stage presentations during Sunday school rallies and national camps. Teachers are expected to prepare their learners for such stage performances through a series of suitable auditions. Observation evidence can be recorded in the teacher's observation book. This book will guide the teacher's organisation of extra help time. Records and daily attendance registers need to be kept by the teacher for random inspection by the main committee and local pastor.

3.12 Teaching and Learning Approach

This syllabus covers three age groups: 3-7 years; 8-12 years and 13-16 years. A child-centred approach is encouraged for all groups with a stronger bias to teaching through play (as recommended by the needs assessment survey) for the 3-7 year olds. The teacher can achieve this by increasing their tendency to

- Allow learners to retell bible stories such as the story of the Good Samaritan, of David and Nathan, of David and Goliath, Of Joseph, of the unmerciful servant, of the Prodigal son, of Saul with Obedience being better than sacrifice, of Transfiguration, of The Sower, of the wise men from the east, of the birth and death of Jesus, of the day of Pentecost, of Elijah and Baal's prophets; actually there is a sea of such stories in the bible that could be used as learning experiences to achieve the desired competencies.
- Allow children to recite poems such as the Lord's and David's prayer.
- Ask open ended questions with increased wait time 1 and 2. Wait time 1 is the time the teacher pauses after asking a question, to create suspense that pushes the child into thinking out the answer. Research has shown that the longer this time is, the more learner centred the dialogue becomes. Here the learner becomes less passive and actively engages in thinking. Wait time 2 is the time the teacher takes in silence after the child has given the answer. This wait time prompts the learner to rethink the answer that they have just given. It creates opportunities for the learner to revise their recent response. In written work this is likened to cancelling to write a better answer. This creates an opportunity for the learner to do self-assessment and use their answer to craft a better answer.
- Make children sing and work in groups. This develops the art of singing your part in the choir correct as you hear your neighbour tuning in. There is a lot of development of collaboration in the choir especially with songs that require parts to take turns e.g. the song "Thula manje we nhliziyo sengifunuku lalela" has a chorus that is led by the bass to usher in the other parts. In their groups learners also develop communication skills such as listening to others and speaking clearly within a short time interval.

- Evaluate each other's work even as they sight sing, they can gather that a friend is singing well and choose to commend them or learn from them.

3.13 Typical Teaching Example that was observed in one PAC branch

This stand-in teacher found a class of 12 girls and 8 boys one Sunday when their teacher had gone for maternity leave. She...

- Assisted the learners sort out the chairs as she spoke one on one to them to bring order. There was so much noise she could struggle getting the response from her dialogue partner.
- She then greeted the class and placed her hand on her right ear. The children's attention improved.
- She then asked them to do as teacher does. Again she placed her hand on her right ear and smiled. Children smiled back and did likewise on the ear.
- She then asked them what the ear is used for. Many different answers came at the same time.
- She taught that its better when hands are raised so we listen to one person at a time. Hands began to rise and she never had the beer hall type of noise again.
- She then consolidated the response that ears are for listening.
- She carried on to tell the children that God also has a ear. She asked them how big they thought God's ear was. Hands were up and most responses said "very big!"
- The teacher then asked: "why". Responses said because he needed to listen to all the people on earth.
- Correct! Said the teacher.
- But did you know they are people he does not bother to listen to?
- Class said "yes" in a chorus. Again teacher reminded the class of importance of hand up.
- "Who are those that God does not listen to?" continued the teacher. "Those who do what he does not like" came the response form one child. Teacher approved it and used it to introduce the idea of a sinner.
- Sinners are those who do not believe that Jesus was God's child, said the teacher.
- Who can tell us where sinners will go when Christians go to heaven. "To hell to burn" came the response.
- Correct! Said teacher.
- Now that marks the end of our lesson.
- Teacher then taught a brief lesson on the importance of brushing our teeth. Through question and answer she got a lot of points and tips from the children under the themes: why do we brush our teeth – to avoid mouth odour and tooth decay; how often do we brush-side and vertical moves of the brush and also brushing the tongue; what care must we take as we brush our teeth – selecting right brush and paste and also avoiding to much force to hurt gums.
- She then asked evaluation questions to find out if the learners got the main points. The feedback satisfied her. She then asked them to choose one person to teach these key dental tips to the church during the main service.
- She then said to the children: But before we pray we will prepare to sing at church.
- Yes! Said a number of the children

- Let me see those who are 10 and under said the teacher. 8 girls, 5 boys raised their hands. Go stand at that corner and call yourselves group B
- Let me see those who are 11 and above, said the teacher. 4 girls and 3 boys raised their hands. Go stand at that other far corner, call yourselves group A.
- She then asked each group through a group leader to choose a simple, short and nice song to sing during the main service.
- She promised to video tape the songs and send them to their Sunday school teacher in the maternity ward so she selects the best and will reward that group with a prize on her return.
- Teacher realised after selecting songs children began rehearsing and sounds were clashing since they were under the same roof.
- She then asked the elder group to go outside for their rehearsal giving them 5 minutes, after which both groups have to come back and perform before the entire Sunday school audience in preparation for the main service.
- The performance showed that Group A had chosen the song: Wenhliziyoyami, hlalokuye, hlalokuyesu. Group B had chosen the song by Joyous: Wenzile Okuhle kodwa empilweni yami, malibongwe by Dr. Sbu of Joyous Celebration
- After the performance before the Sunday School audience, group A sang well and decided to keep their song but group B did not sing so well and over their water break just before church they decided to change the song outside the teachers awareness for a "better" song which happened to be: On your marks get set are you ready for Jerusalem by Nduduzo Matse. That song is what they rendered during the main service.
- Before children were dismissed to go to church a volunteer from them was asked to remind the class the expected toilet habits from now till end of service. One boy raised his hand and was given the chance.
- He said from now all are to go pee and quickly return to church, then when they call the pastor to preach again all would have to go and pee so that no one disturbed the main sermon time.
- The teacher noted that this was something they already knew from their teacher who was on leave. So she endorsed it.
- She then wrote a note to the main service MC to create space in the programme for the three Sunday school items:
 - Choir from Group A
 - Choir from Group B
 - Sunday school corner lesson on dental care.
- During the programme of the main service the children performed and teacher had to sit strategically at the front to video tape the performances with her phone.
- After church one elder and one parent came to shake hands with the teacher and they lauded the idea of breaking the choir by age group. This is something they had not seen before.
- The teacher went home also feeling good about what she ventured onto that day and though she was not yet decided on being Sunday school teacher full time, that

day she felt the Lord had visited her to invited her into full time Sunday School ministry and like Mary – the mother of our Lord, she felt she was ready.

We hope teachers have learnt something from this lesson. Maybe to enhance your learning experience from this typical lesson you need to think about the following questions:

- How long do you think this lesson took?
- What bible lesson was achieved by this lesson?
- To which section of the Syllabus do you think this lesson relate?
- What life lesson was given to the children by this lesson?
- What essential skill did the teacher taught so well through this lesson?
- Did this teacher make an effort to accommodate all kinds of learners?
- Was there any assessment in this lesson?
- What caused the children in group B to change their first song?
- What was assessed by the parent and elder that caused them to appreciate the teacher after service?

4 Syllabus for 3-7 year olds

4.1 GOD IS ONE

Memory Verses: Deuteronomy 6:4 – 5

Memory Song: Jesu yedwa onamandla , angekangeke ngisuke kuye; you can also create a song from memory verse.

4.1.1 A Jealous, Three – in- One God

At the end of 7 years a Pentecostal Assemblies child can:

4.1.1.1 Realize that our God only helps when not mixed with other gods.

This is shown when children:

- Tell the message from Deuteronomy 6:4-5 in own words.
- Draw a picture to represent Exodus 34:14
- State the first Article of Faith for the Pentecostal Assemblies (See Section 3.4)
- Given outline pictures of idols in the Swazi or Mpumalanga context, draw and colour them
- Outline God's attitude towards each of these idols with the help of the memory verse.

4.1.1.2 Describe the signs of teamwork between the Father, Son and Holy Spirit as Jesus was baptised and transfigured.

This is shown when children:

- Describe what happened when John Baptized Jesus as God revealing himself as a one God in three forms. Matthew 3:16-17
- Create an outline picture of the scene in Matthew 3: 16-17 and colour in the outline pictures of God, the Holy Spirit (dove) and the son.
- Draw a picture showing all the characters at transfiguration at the time when God spoke: "This is my son with whom I am well pleased".

4.2 GOD CREATED

Memory Verses: Gen 1: 1

Memory Song: God Created the (Heaven and Earth) x3

4.2.1 God Alone Can Create

At the end of 7 years a Pentecostal Assemblies child can:

4.2.1.1 State that creation involves making something from nothing and realize that only God can create

This is shown when children:

- Appreciate the importance of God's word in creating things that were not there with reference to Gen 1: 3.
- Retell a bible story that involves things that were created by God.

4.3 MAN SINNED

Memory Verses: Gen 3:1-6; Rom 3:23

Memory Songs: Jesus died for me.

4.3.1 Man Sinned, Lost Hope and Many still do even Today.

At the end of 7 years a Pentecostal Assemblies child can:

4.3.1.1 Realize that sin entered humanity through Adam and we all got affected since we are his descendants

This is shown when children:

- Retell the story, based on Gen 3, of how Adam and Even sinned and what punishment they got.
- Explain why even newly born babies are considered to have sinned (Psalm 51:5).

4.3.1.2 Realize that each person has the power to personally choose to come out of Adam's curse into Jesus' blessing

This is shown when children:

- Differentiate between a curse and a blessing
 - Retell Philippians 4:13 in own words
 - Describe what happens in the heart of a person when they receive Jesus.
-

4.4 THE GOD OF LOVE

Memory Verses: John 3:16

Memory Songs/prayer: The Love of Jesus is so wonderful. Pray "Our Father"; and "The Lord is my shepherd".

4.4.1 The Main Signs of God's Love

At the end of 7 years a Pentecostal Assemblies child can:

4.4.1.1 Realize that God always watches over us no matter the risk

This is shown when children:

- Recite in unison, the prayer in Psalm 23
- Explain Psalm 23:4

4.4.1.2 Describe God as our shepherd, healer, comforter and provider

This is shown when children:

- Re-tell the story of Elisha the "seer" using own words based on 2 Kings 6:15-21
 - Share their own experiences of having a caring parent. E.g. what their parents did for them during their birthdays.
 - Compare God's protective actions to those they receive daily from their parents
-

4.5 JESUS CAME

Memory Verses: Isaiah 9:6

Memory Songs: Jesus loves the little children (in unison)

4.5.1 **The son of God was born, lived, died and rose again**

At the end of 7 years a Pentecostal Assemblies child can:

4.5.1.1 Realize that Jesus was God in a Human body

This is shown when children:

- List at least three things Jesus did or went through that confirm that he was human e.g. he was born of a woman like us, he cried like us, he became a baby like us, he died like humans do.
- List at least three things Jesus did or went through that showed that he was God e.g. walked on water, raised the dead

4.5.1.2 Narrate the process of Jesus' arrival into the world

This is shown when children:

- State that Jesus' mother was engaged to Joseph when Gabriel broke the good news to her
- Describe how Mary was assisted to manage the shock from the news through testimony about her cousin, Elizabeth
- Relate John's conception, birth and growth to that of Jesus based on Luke 1:41 & 80, and Luke 2:40.
- Examine the plan from heaven that saved baby Jesus from King Herod's 2 year and under killing of male children

4.5.2 **Jesus demonstrated his love for people before he returned to his father**

At the end of 7 years a Pentecostal Assemblies child can:

4.5.2.1 Realise that Jesus was born from a woman; lived on earth; died and rose again, returning to his father

This is shown when children:

- Recognise the value to humanity of the dialogue between Gabriel and Mary in Luke 1: 26-37
- Identify how Mary's obedience to God's voice in Luke 1:38 brought a turning point to her life and the rest of the world.
- Discuss the value of obedience to parents and to God through Eph 6:1-6
- Retell in summary form the story of Jesus' life from birth to ascension.

4.5.2.2 State that during his life on earth Jesus declared his love for children.

This is shown when children:

- Describe the characteristics of children: easy to forget and forgive, short concentration spans, easy to cry, easy to make friends with strangers, etc. and link that to the nature of social skills expected from a Christian.
 - Explain, through Luke 18:16, why Jesus exclaimed that children must not be restrained from coming to him.
 - Share their own experiences of being stopped by other people from participating in the things of God because of social class, wealth, education level, skin colour and family background.
 - Describe what has kept them at church despite being restrained by others.
-

4.6 THE HOLY SPIRIT CAME

Memory verse: Acts 2:4; Galatians 5:22-23

Memory song: Licilongo Levangeli # 68 verses 1-3

4.6.1 The works of the Holy Spirit

At the end of 7 years a Pentecostal Assemblies child can:

4.6.1.1 Describe the Pentecost Experience

This is shown when children:

- Name the type of people who were gathered in the upper room and what they were busy with when the Holy Spirit arrived at the scene.
- Describe the physical signs that were seen on this Pentecostal day e.g. strong wind, flames, and new tongues.
- State what those who heard the tongues from a distance did and the confusion they had.

4.6.1.2 Represent the Fruits of the Holy Spirit

- List the nine fruits of the Spirit
- Act (mime) the emotion behind each fruit of the spirit
- Draw and colour a tree diagram to represent the fruits of the spirit.

4.6.1.3 Acknowledge the Holy Spirit as the initiator of the Soul winning Process

This is shown when children:

- Describe the role of the Holy Spirit in enabling people to tell others about Christ and in enabling the audience to reach understanding of the value of being born again.
 - State that the Holy Spirit makes the shy bold as it did to Peter who did not hesitate to stand up and preach after the Pentecostal incidence.
 - Explain how Peter's subsequent sermon allayed people's confusions and later got them saved
-

4.7 GOD IS HOLY

Memory Verses: Exodus 15:11

Memory Songs: I want to be more and more like Jesus; we are walking in the light of God

4.7.1 Pillars of Holiness - Love and the Holy Spirit

At the end of 7 years a Pentecostal Assemblies child can:

4.7.1.1 Explain Holiness

- State that people, things and places can be holy
- Retell the story of the burning bush and Moses using Exodus 3: 1-5..
- Explain why the place at the burning bush was declared holy ground (Exodus 3:5)
- Describe a holy person, place or item as one set apart for God

4.7.1.2 Illustrate the link between being holy and obeying the royal law in Mark 12:30-31

This is shown when children:

- State the royal law in Mark 12:30-31 using own words
- Define God as Love and note that being set apart for God means being set apart for Love in a practical way
- List what their parents do for them to show their love and compare that with what God does each day for humanity to demonstrate his love.
- Make a flow chart on the life of Jesus highlighting the elements of holiness in it.

4.8 OUR DESTINATION

Memory Verses: Revelation 21:4

Memory Song: Sogcokiswa Ngalemuni okumhlophe kuthe cwa (verse 2# 103 Ecilongweni)

4.8.1 Heaven is our goal

At the end of 7 years a Pentecostal Assemblies child can:

4.8.1.1 Explain that heaven is our goal since it is a place better than where we are today

This is shown when children:

- Explain through a poem that in heaven there will be no more death, sorrow, crying or pain
- State that our inheritance in heaven shall be eternal life
- Illustrate the idea of eternal life
- Draw a picture of heaven at least with key features such as God on the throne, angels, Jesus, "me", and an appealing scenery

4.8.1.2 Realise that only being Born Again will take us to Heaven

This is shown when children:

- Clarify that eternal life is not like a salary but like a gift received through believing in Jesus
- Realize, through Prov 28:13, that lying and pretending can cause us to miss heaven

4.8.2 Christ's Return

At the end of 7 years a Pentecostal Assemblies child can:

4.8.2.1 Defend that Christ will come back to take the saints to heaven

This is shown when children:

- Discuss the date of the coming of the Lord using Matthew 24:3-34
- Retell 1 Thessalonians 4:15-17 in their own words
- Act out how the Archangel will sound the trumpet when Christ returns
- Describe what will happen to those who died saved and those who were not saved when Christ comes
- Tell what will happen to those who would still be alive when Christ comes

5 Syllabus for 8-12 year olds

5.1 GOD IS ONE

Memory Verses: Exodus 20:3

Memory Song: Sikhonz' uNkulunkulu wezimanga; Akakho onjengaye ongalinganiswa naye phakathi kwaboThixo, akakho onjengaye.

5.1.1 A Jealous, Three – in- One God

At the end of 12 years a Pentecostal Assemblies child can:

5.1.1.1 Realize that our God is a jealous god.

This is shown when children:

- Read 1Kings 18:36-40 aloud preferably from the SiSwati Bible or New Living Translation. N.B Special remedial alternatives might be necessary for children who are not yet at the end of Grade 1 language reading level.
- Tell the story of Elijah and Baal's prophets in own words.
- Pray to one God like Elijah prayed in 1 Kings 18:36-37 to the God of Abraham, Isaac and Jacob.
- Debate why Baal's prophets were disappointed whilst Elijah got success
- Clarify God's attitude towards idols (such as Baal).

5.1.1.2 Analyse the articles of faith for Pentecostal Assemblies for God's Trinity

This is shown when children:

- State the first three articles of Faith for the Pentecostal Assemblies Church (Section 3.4)
 - Predict why the Pentecostal Assemblies Church decided on their first three articles of Faith
-

5.2 GOD CREATED

Memory Verse: Gen 1: 3

Memory Song: Ekucaleni komhlaba wayekhon' ulizwi

5.2.1 God Alone Can Create

At the end of 12 years a Pentecostal Assemblies child can:

5.2.1.1 Interpret using everyday examples, the statement "God can make something without any material"

This is shown when children:

- List things that easily come to mind that belong to God in this world.
- Notice the creative power of God in the recurring phrase "God said" in Genesis 1 verses 3,6,9,14,20,24 and 26.
- List idols that come to mind and state who created them and describe what then went wrong
- Discuss whether Satan and his demons were created by God and describe what went wrong. [Please note Satan was once a senior Angel of the rank of Gabriel and Michael]
- State that God is holy and thus his creation (places, people and things) can be set aside for his use.
- State that while things on earth can be holy, they can also be set aside for the devil's use e.g. devil worshippers, demon possessed people, witches, idols, haunted houses etc.
- Give examples of holy people, places and things e.g. Christians, church buildings and bibles.

5.2.1.2 Asses the power of God's word in creating answers to situations

This is shown when children:

- Discuss the fact that when you are sick you simply speak God's promise then create your own healing as supported by John 14:14.
- Question the rise of Lazarus from the dead in John 11:43-44
- Tell why the fig tree dried up in Mark 11:20-21

5.3 MAN SINNED

Memory Verses: Rom 3:23 -24

Memory Poem: Work in a group to compose a poem out of the verse: "But God showed his great love for us by sending Christ to die for us while we were still sinners" (Rom 5:8)

5.3.1 Man Sinned, Lost Hope and Many still do even Today.

At the end of 12 years a Pentecostal Assemblies child can:

5.3.1.1 Realize that every sinful act has a consequence in death.

This is shown when children:

- Retell the story of Noah and the ark
- Compare Gomorrah and Sodom's story with that of Noah and the Ark.
- Outline the importance of doing things exactly as God has commanded just like Noah did in Gen 6:22.

5.3.1.2 Discuss Age 12 and Ability to Choose Right

This is shown when children:

- Discuss the change in Jesus's life that happened at 12 years (Luke 2:42-49)
 - Discuss the emotional changes in most people's lives at around 12 years
 - Appreciate their own power to make sound and independent choices from 12 years. [Please note that children need to be aware they can still receive Christ even before age 12]
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5.4 THE GOD OF LOVE

Memory Verse: John 4: 9-10; John 3:16

Memory Poem: Create a short poem/play to illustrate the message in the prodigal son story

5.4.1 The Main Signs of God's Love

At the end of 12 years a Pentecostal Assemblies child can:

5.4.1.1 Appreciate that God is patient, forgiving, and fair with all people

This is shown when children:

- Describe what would happen to them if their parents were not patient and forgiving to them.
- State that God's patience and forgiveness goes way beyond our parents'.
- Tell the story of the prodigal son in siSwati or mother tongue.
- Appreciate that patience and forgiveness are important characteristics of the God of love (Luke 15:24).
- Describe the character of the elder son in own words
- Evaluate the treatment the elder son got from his father and use it to predict the character of the father (Rom 3:23-24).

5.4.1.2 Examine the Size of God's Gift to the World – His Only Son

This is shown when children:

- Tell in own words who Jesus is and why he came to earth (John 3:16)
 - Narrate how God loved humans after their sin in Gen 3 and relate how the answer comes through John 3:16 (Rom 3: 23-24).
-

5.5 JESUS CAME

Memory Verses: Acts 10:38; 1 John 3:8

Memory Song: My Jesus is the number one; Lion of Judah, we worship you; Siyabonga Jesu lomusa longaka

5.5.1 The son of God was born, lived, died and rose again

At the end of 12 years a Pentecostal Assemblies child can:

5.5.1.1 Defend the statement that Jesus was truly the Son of God who was attested for by signs and wonders

This is shown when children:

- Narrate the story of calming the storm at the sea and driving off the Legion
- Summarize the miracle of feeding 5000 men from a boy's simple lunch pack.
- Describe how Lazarus was raised from the dead based on John 11:38-43
- State the lesson from the launching of nets into the deep for a catch by Peter and friends in Luke 5
- Retell the parable of the sower and interpret it in relation to own life
- Role play the story of Jesus and the Samaritan woman at the well
- Discuss the lesson in the story of the man born blind in John 9

5.5.2 Jesus demonstrated his love for people before he returned to his father

Memory Verses: John 15:13

Memory Songs:

- "Uthando Lungaka Lungaka... OlwaJesu lungaka..."; Sing their distinct part in the song; We are walking in the light of God we are walking in the light of God; The love of Jesus is so wonderful (x3)... oh wonderful love.
- Sing their part in the song "Friendship with Jesus, Fellowship divine ..."

At the end of 12 years a Pentecostal Assemblies child can:

5.5.2.1 Evaluate the reliability and depth of Jesus' friendship with us.

This is shown when children:

- List all their friends
- Describe the good things done by their friends
- Assess the reliability of promises made by their friends
- Predict how any of their friends would react if asked to die in their place
- Describe what Jesus did to demonstrate the nature of his friendship to us
- Notice that friends change during tough times e.g. Peter denied Jesus as he was nearing his death in Luke 22:57.
- Realize that friendships have conditions and state the conditions of holiness Jesus expects from us.

5.6 THE HOLY SPIRIT CAME

5.6.1 The arrival and Effects of the Holy Spirit

Memory verse: Acts 2:4

Memory song: Fire, fire, fire fall on me... just like the day of Pentecost fire fall on me; Siyakuthanda Moyo ngcwele; Holy Spirit move me now and make my life whole again;

At the end of 12 years a Pentecostal Assemblies child can:

5.6.1.1 Describe the impact of the arrival of the Holy Spirit in a person's heart

This is shown when children:

- State the memory verse in own words
- Describe a holy person as one set apart for God in what they do daily.
- Appreciate that the entrance of the Holy Spirit in our lives improves our holiness ability
- Act out the 9 Fruits of the spirit from Galatians 5: 22-23
- Distinguish holiness from righteousness by noting that righteousness is a free salvation gift while holiness is an earned standard. We earn holiness through daily spiritual effort.
- Interpret Romans 5:5 to mean that God (who is love) actually pours himself into our hearts through the Holy Spirit when we get born again.
- Describe what happens in the heart during salvation
- Describe what further happens as a person goes through challenges that test their level of holiness
- Create a spider web of related holiness ideas from the story of the Good Samaritan and Prodigal son

5.7 GOD IS HOLY

Memory Verses: Acts 4:13

Memory Songs: I have decided to follow Jesus; no more no more turning; This little light of mine, I am gonna let it shine...; Mangikhanye nkosimangikhanye nkosi abantu bakubone kimi bakuthande baze bakudumise..., bathule bathi du!

5.7.1 Pillars of Holiness - Love and the Holy Spirit

At the end of 12 years a Pentecostal Assemblies child can:

5.7.1.1 Examine the source of the boldness to witness that Peter and John displayed despite being unschooled.

This is shown when children:

- Illustrate, through a picture, the miracle Peter and John performed at the Beautiful gate in Acts 3:1-11
- State that boldness to tell people about Christ is a major sign of the lead of the Holy Spirit
- Discuss the challenges Peter and John later faced as a result of the healing that occurred at the Beautiful gate.
- Summarize the positive consequences of the beautiful gate miracle.

5.7.1.2 Evaluate the Power of the Gospel of Jesus Christ

This is shown when children:

- Ask questions about the relevance of the beautiful gate miracle nowadays.
- Recommend best practices regarding strategies to keep signs and wonders happening in the church these days.

5.8 OUR DESTINATION

Memory Verses: Malachi 4: 1-2

Memory Song: Bambisisa lokho nako uyeza masinyane; Izulu indawo yokuphumula akungen' uvalo; Mhla evela siyakutjekula njengamathole

5.8.1 **Heaven is our goal**

At the end of 12 years a Pentecostal Assemblies child can:

5.8.1.1 Realise that heaven, our right, comes with responsibilities

This is shown when children:

- Describe being born again as a key to heaven.
- Discuss practices that can stop us getting to heaven by examining Gal 5:21.
- Relate righteousness and holiness to access to heaven and crown quality respectively.
- Realize, through Prov 28:13, that lying and pretending can cost us important relationships

5.8.2 **Christ's Return**

At the end of 12 years a Pentecostal Assemblies child can:

5.8.2.1 Describe the rapture and evaluate their readiness for it

This is shown when children:

- Outline any three notable events that will take place at the rapture
 - Brainstorm any signs of the rapture that are visible in Swaziland and South Africa
 - Summarise the message in 1 Thessalonians 4:15-17 in relation to the rapture
 - Act out what will happen to people who will miss going through the rapture.
 - Share their feelings with a partner about the rapture especially their fears and hopes
-

6 Syllabus for 13-16 year olds

6.1 GOD IS ONE

Memory Verses: John 1:1-4

Memory Song: Ekucaleni kwemhlaba wayekhona ulizwi wayenguNkulunkulu enoNkulunkulu

6.1.1 A Jealous, Three – in- One God

At the end of 16 years a Pentecostal Assemblies child can:

6.1.1.1 Realize that our God only helps when not mixed with other gods.

This is shown when children:

- Briefly tell the story of Naaman from 2 Kings 5: 1-15 in own words.
- Summarise the message in Naaman's story to be: God can use any young God-fearing child to bring answers even to families that are not his/her own, to the point that the family believes that "there is no God in all the world except in Israel" (verse 15)
- Relate Naaman story to one they once witnessed, viewed on TV or heard about over radio or from friends.
- State that God's power gets weakened if we mix our belief on Him with others.

6.1.1.2 Explain why a marriage between a Christian and a person serving other gods gets unstable from the onset

- Predict, using **...verse on unequal yokes**, the extent in harmony that results from a Christian marrying somebody who serves other gods (idols).
- Act out the tension that is likely to occur when each member in the marriage decides to pray/sing to their God from the same house.
- Recommend, therefore, the type of life-partner one should choose for a peaceful marriage life.
- Realize that God is always happy to display his power before the eyes of unbelievers when His children trust him alone.

6.1.1.3 Discuss the creation roles of God's Trinity

This is shown when children:

- Summarise John 1:1-4 in own words
- Describe the role of God-the son (the word) as the medium through which God created things as mentions in John 1:3
- Notice that God initiates creation by sending out his word.
- Judge the three articles of faith for the Pentecostal Assemblies Church using the Holy Bible.

6.2 GOD CREATED

Memory Verses: Rom 11:36

Memory Songs:

- Jehova sibonga wena;
- Konke kwavela ngaye okudaliweyo, wadala izulu nomhlaba

6.2.1 God Alone can create

At the end of 16 years a Pentecostal Assemblies child can:

6.2.1.1 Analyse the implication of being created after God's own image

This is shown when children:

- List the body organs that God created in a person's body
- Since God created these organs explain that he expected them to be used his way.
- Brainstorm on evil ways of using one's body organs e.g. hands, eyes, brain etc.
- Interpret the implication of the song: caphela mlomo wam' ukhulumani ngob' ubab' usezulwini, uyabona emhlabeni, caphela mlomo wam' ukhulumani. Repeat the song for the rest of the key organs.
Discuss the causes, effects and controls of sexually transmitted infections and HIV
- Discuss the significance of testing for HIV before marriage.

6.3 MAN SINNED

Memory Verses: Rom 3:23; Rom 5:8

Memory song: #18 Ecilongweni Levangeli.

6.3.1 Man Sinned, Lost Hope and Many still do even Today.

At the end of 16 years a Pentecostal Assemblies child can:

6.3.1.1 Identify a sinner

This is shown when children:

- Design a poster embracing the theme/message of #18 Ecilongweni Levangeli.
- Define sin in own view
- Testify about own experience of sinning intentionally
- Testify about own experience of sinning unintentionally
- Describe the feeling you experienced after these acts of sinning.
- Define sin through John 16:9
- Testify about own experience of forgiving somebody.
- Describe how the person you forgave responded to the gesture.
- Decide how many times you would forgive such a person if they wrong you again and again
- Compare own extent to forgive to God's.
- Privately tell teacher if you are a sinner or not, with reasons.

6.3.1.2 Make biblically sound recommendations to the situation and intensity of sin in today's world.

This is shown when children:

- Discuss the extents of sinning in the world today.

- Suggest a solution to the problems of sin that is rife nowadays.
-

6.4 THE GOD OF LOVE

Memory Verses: Mark 12:30-31

Memory drama: Title: *Loving God with all heart*. Act the role played by the Holy Spirit using a torch as they enter a dark room. The child may have the room to represent the heart, other children to represent the different spirits that were originally in the heart e.g. the spirit of double standards (normally exemplified through animals like chameleon)

6.4.1 The main signs of God's love

At the end of 16 years a Pentecostal Assemblies child can:

6.4.1.1 Realize that experiencing God's love compels us to love God's way.

This is shown when children:

- Recite Mark 12:30-31
- Contrast Agape love from the other kinds of love.
- Show understanding that God's children are to love as their father is described in Matthew 5:44-46.

6.4.1.2 Value the culture of learning about God as a way of sharpening the desire to be like Him

This is shown when children:

- Describe the Bible as the book that reveals God's will
- List the five senses through which information gets into our minds.
- Identify hearing as the major sense through which the bible gets to our hearts (Rom 10:17)
- Discuss this bible truth: "the more we learn about God the more we want to be like him" by mapping the word from its written form, via our minds, through our heart until it is seen in our actions.
- Explain that the Bible speaks to our hearts through the Holy Spirit

6.4.1.3 Describe the change process that occurs in the heart when the Holy Spirit comes in.

This is shown when children:

- State Rom 5: 5 in own words.
 - Debate, through Rom 8:16, the statement: Every born again Christian has the Holy Spirit in their hearts.
 - Role play the change process that occurs in the heart during salvation by making special highlights of the condition of the heart before, during and after the entrance of the Holy Spirit.
-

6.5 JESUS CAME

Memory Verses: John 3:16; Matthew 18:21-35

Memory drama: Sing the song: “Mangikhanye nkosi mangikhanye nkosi abantu bakubone kimi, bakuthande baze bakudumise, bathule bathi du!” Participate in acting the story of the good Samaritan and the unforgiving debtor

6.5.1 The son of God was born, lived, died and rose again.

At the end of 16 years a Pentecostal Assemblies child can:

6.5.1.1 Summarize the events that led to Jesus’ death

This is shown when children:

- Clarify the fact that Jesus’ death was within God’s salvation plan for Man
- Discuss “betrayal” as seen in what Judas did
- Describe how “dirty” money can haunt people to death as seen in Judas’ life
- Discuss how betrayal is affecting relationships today and outline consequences from own community
- Describe Jesus trial, verdict, journey to the cross, his crucifixion and the events of the last three hours before his death
- Sift the dialogue Jesus had with the two criminals at the cross
- Describe in detail nature’s Behaviour soon after Jesus’ death
- Compose at least a paragraph long poem or song based on reflections of what Jesus experienced at the cross just for you and me. The song “*Ngimi esiphambanweni ngibuka manceba*” from Ecilongweni is typical.

6.5.1.2 Examine the bribery process that the guards for Jesus Tomb took part in

This is shown when children:

- Retell Matthew 28: 11-15 in own words
- Discuss the influence of money on truth using verse 15.
- Notice how bribery can dampen the truth and derail masses
- Highlight shocking cases from media these days where unexpected people were involved in corruption and bribery
- List the effects of bribery on individuals, families, communities and nations.
- Predict why the ESwatini and South African governments’ main strategies are to: Remove Corruption!
- Discuss how Christians should respond to opportunity of bribery and corruption
- Realise that bribery is bad whether you are giving or receiving it the bribe

6.5.1.3 Discuss the significance of Jesus’ resurrection on our lives today

This is shown when children:

- State the great commission in own words based on Matthew 28:19
- Relate the great commission to own life goals
- Explain the power of Jesus’ resurrection through Rom 8:11 and its impact on our healing today [*Teachers - be careful not to demonise the healing we receive from hospitals through the wisdom God gives to doctors*]
- Relate the manner in which Jesus ascended to heaven to that of his imminent return

6.5.2 Jesus, our best friend loves children and teaches forgiveness

At the end of 16 years a Pentecostal Assemblies child can:

6.5.2.1 Describe how the golden rule is supported by what the Good Samaritan did but not supported by what the unforgiving debtor did.

This is shown when children:

- Discuss the Mark 12:30-31 by focusing on the questions: “what does it mean to love with all my heart? Soul? Mind? And strength? And who is my neighbour?”
- Discuss the relationship between the memory verse and the 10 commandments in Exodus 20: 3-17
- Relate the golden rule (Matthew 7:12) to loving your neighbour as yourself.
- State how the story of the Good Samaritan links to the golden rule and loving your neighbour as yourself in Mark 12:31
- Notice how the unforgiving debtor (Matthew 18:21-35) contravenes the royal law (memory verse).
- Highlight unforgiveness as a doorway for most demonic attacks as supported by Matthew 18:35.
- Give a lived testimony on unforgiveness (Teachers might need to vet testimonies beforehand)

6.6 THE HOLY SPIRIT CAME

Memory Verses: John 16:13

Memory Song: Siyakuthanda Moy’ oNgcwele;

6.6.1 The Arrival, the then and now works of the Holy Spirit

At the end of 16 years a Pentecostal Assemblies child can:

6.6.1.1 Explain the role of the Holy Spirit to the church today

This is shown when children:

- Summarize the problems that have been caused by lies in the world today: hatred, deaths, divorces, quarrels, violence (especially Gender Based Violence - GBV), civil wars, unforgiveness etc.
- Define the devil as the father of lies who uses deception to still kill and destroy (John 8:44 & John 10:10)
- Discuss the definition of truth from John 14:6
- Appreciate that truth is rare nowadays yet it brings peace and freedom (John 8:32).
- Realise
- Through John 16:14, highlight the Holy Spirit’s role in illuminating truth and guiding saints to locate and use truth.
- Create a poem from Philipians 4:6-8 and the statement: “Peace can only be built on truth”.

- Describe own role model in the community who seemed to be led by the Holy Spirit from youth right into a successful future.

6.6.1.2 Discuss conditions that can cause the Holy Spirit to be grieved and to be quenched.

This is shown when children:

- Use cell phone to search for the verse that speaks about grieving and quenching the Holy Spirit.
 - Sift the difference between grieving (Eph 4:30) and quenching (1 Thes 5:19) the Holy Spirit
 - Discuss how the social media, internet and peers can contribute to the Holy Spirit being grieved.
 - Ask questions about the relevance of the Holy Spirit's guidance nowadays
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6.7 GOD IS HOLY

Memory Verses: 1 Peter 1:16

Memory Song/Drama : Bayazibuza bamphinde baziphendule... bayamangala ngempilo Zethu ungcwe...le ungcwe...le, ungcwele uTixho.

Drama - Participate in a play showing the life of Joseph in midst of Potiphar's family – He never stole money and sex, hence he stayed holy and the holy God stood on his side.

6.7.1 Pillars of Holiness - Love and the Holy Spirit

At the end of 16 years a Pentecostal Assemblies child can:

6.7.1.1 Clarify that sinning is the opposite of holiness

This is shown when children:

- Ask questions on the statements "sin destroyed Adam's holiness; sin affects everybody; and sin and holiness cannot live together"
- State that sin is an evil and deliberate act that is driven by an inward attitude.
- Give examples of sins of omission and commission
- Discuss ways of reducing both sins of omission and commission

6.7.1.2 Realise the fruit of the flesh pushes holiness away

This is shown when children:

- Act/mime any of the fruits of the flesh using Galatians 5: 17-21
- Ask questions on the statement: those who are led by the desires of the flesh will not inherit the Kingdom of God.
- Judge, using Leviticus 18 and 19, the following desires of the flesh that are hitting the world these days:
 - o Turning to medium and consulting the spirits of the dead (Lev 19:31)
 - o Marking your skin with tattoos (Lev 19:28)
 - o Eating meat that has not been drained of its blood (Lev 19:26a)
 - o Practising fortune-telling or witchcraft (Lev 19:26b)
 - o Engaging in homosexuality (Lev 18:22)

- Having sex with a close relative e.g. your sister/brother, your father's other wife, your daughter, your wife's sister, your mother's sister (Lev 18:6)
- Having sex with an animal (Lev 18:23)

- Explain the difference between these two groups of fruits.
- Create a flow chart of how Joseph resisted sin particularly in the house of Potiphar.

6.7.1.3 Appreciate that holiness is a journey that begins with salvation

This is shown when children:

- Realise that the born again experience allows the Holy Spirit's entry into a person
- State that as the Holy Spirit matures inside a person it begins to bear fruits as outlined in Galatians 5:22-23
- Realise that perfect holiness is the entire fruit of the spirit
- Realise that Jesus showed the best model of holiness

6.8 OUR DESTINATION

Memory Verses: Matthew 25:13

Memory Songs: Bambisisa lokho nako uyeza masinyane; Izulu indawo yokuphumula akungen' uvalo; Mhla evela siyakutjekula njengamathole

6.8.1 Heaven is our goal

At the end of 16 years a Pentecostal Assemblies child can:

6.8.1.1 Realise that heaven, our right, comes with responsibilities

This is shown when children:

- Outline the main responsibilities of a born again person e.g. choosing to abstain from sex till marriage.
- Clarify that works will be assessed and rewarded accordingly when we get to heaven because God is fair.
- Retell the story in Rev 3:16.
- Summarise the importance of full commitment to God as learnt from Rev 3:16.
- Interpret Col 3: 1-6 with a focus on the importance of living holy lives as Christians if we are to make it to heaven.

6.8.2 Christ's Return

At the end of 16 years a Pentecostal Assemblies child can:

6.8.2.1 Describe the rapture and evaluate their readiness for it

This is shown when children:

- State Rev 1:7 and Matthew 24:30-31 in own words
 - Identify the two types of people that will see Jesus when he comes with the clouds as alluded to by Rev 1: 7
 - Ask questions on Matthew 10:21-22 to a group of at least 4 members.
 - Discuss the prevailing evil intentions of family members against each other as signs of the end times highlighted in Matthew 10:21-22.
 - Recommend at least three ways for improving the level with which children honour their parents
 - Describe how God will eventually punish Satan using Rev 20:7-20
 - Share own fears about Hell and their prayers about Heaven.
 - Explain why sinners will be punished through hell.
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