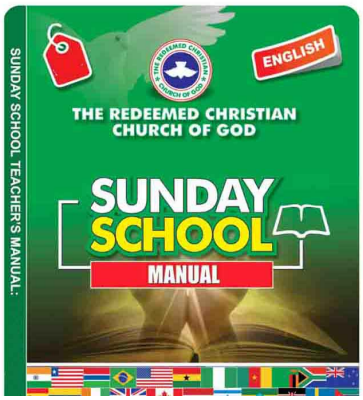


RCCG Sunday School Teachers Manual Lesson 25: 22 February 2026

Description

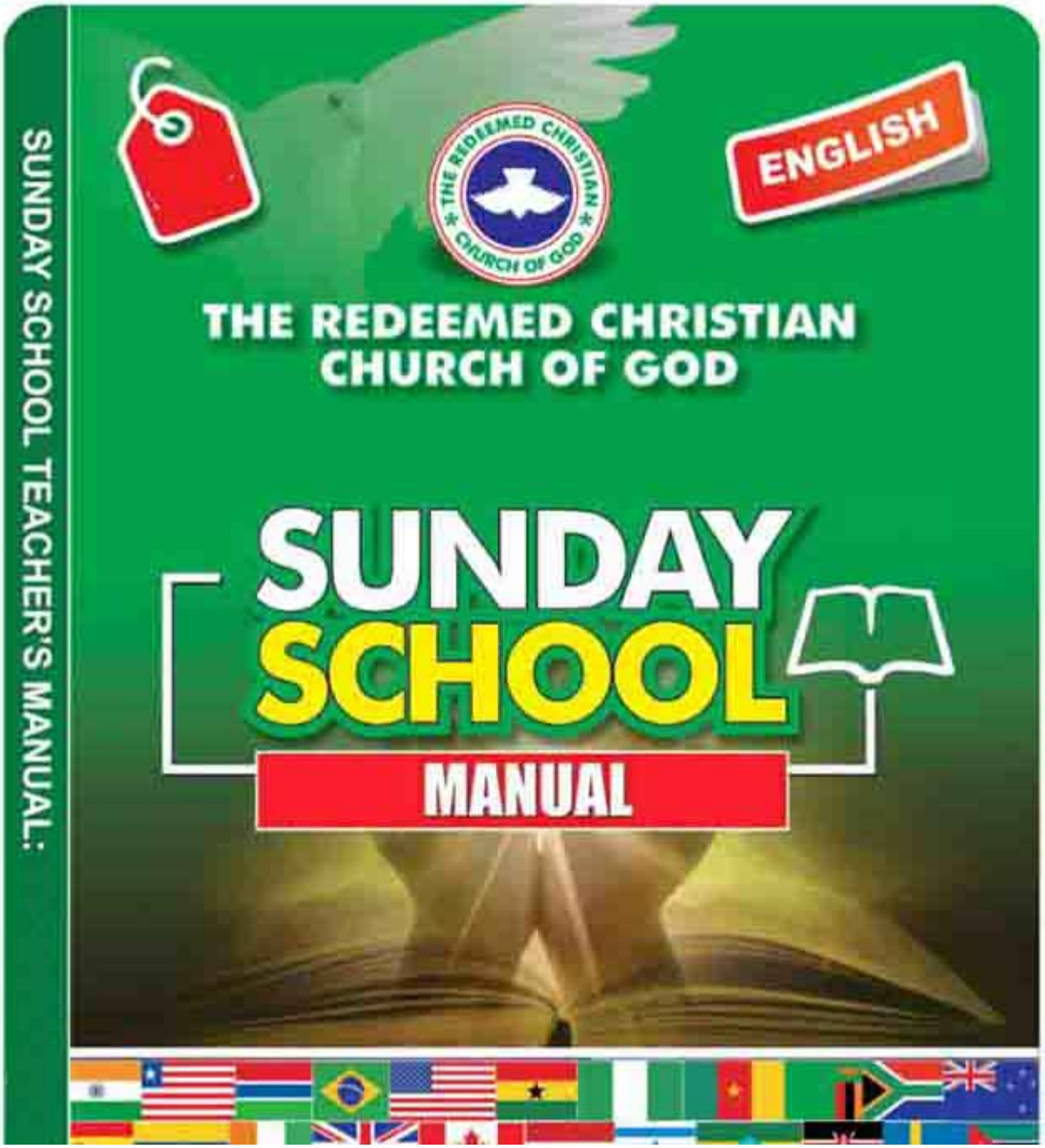
This is RCCG Sunday School Teachers manual for the adult class.

Todayâ??s Lesson 25 topic: THEOLOGY OF DEMOCRACY

Date: 22 February 2026

Read:

- **RCCG Sunday School Students Manual Lesson 25**
- **Open Heaven 22 February 2026 Devotional**



Note: Check **RCCG SUNDAY SCHOOL HYMN LYRICS**

RCCG SUNDAY SCHOOL TEACHERS MANUAL LESSON 25 (22 FEBRUARY 2026)

TOPIC: THEOLOGY OF DEMOCRACY

OPENING PRAYER:
Father, I receive the grace to be a good leader in Jesusâ?? name.

PREVIOUS KNOWLEDGE:
The teacher should review the lesson for the previous week.

BIBLE READING

BIBLE PASSAGE: 1 Samuel 10:17-23

17 And Samuel called the people together unto the Lord to Mizpeh;
18 And said unto the children of Israel, Thus saith the Lord God of Israel, I brought up Israel out of Egypt, and delivered you out of the hand of the Egyptians, and out of the hand of all kingdoms, and of them that oppressed you:
19 And ye have this day rejected your God, who himself saved you out of all your adversities and your tribulations; and ye have said unto him, Nay, but set a king over us. Now therefore present yourselves before the Lord by your tribes, and by your thousands.
20 And when Samuel had caused all the tribes of Israel to come near, the tribe of Benjamin was taken.

21 When he had caused the tribe of Benjamin to come near by their families, the family of Matri was taken, and Saul the son of Kish was taken: and when they sought him, he could not be found.
22 Therefore they enquired of the Lord further, if the man should yet come thither. And the Lord answered, Behold he hath hid himself among the stuff.
23 And they ran and fetched him thence: and when he stood among the people, he was higher than any of the people from his shoulders and upward.

MEMORY VERSE:

â??The God of Israel said, the Rock of Israel spake to me, He that ruleth over men must be just, ruling in the fear of God.â?• 2 Samuel 23:3.

INTRODUCTION

The word democracy is a derivative from the Greek word â??demosâ?• (people) and â??kratosâ?• (power), meaning the power of the people. It emphasises the participation of individuals in decision-making processes, ensuring that the majorityâ??s voice is heard while protecting the rights of the minority (1 Samuel 10:19-20, 27).

Although, the Bible does not overtly advocate for it, but presents principles that align with the values of a successful democratic society (Deuteronomy 1:13).

This lesson seeks to acquaint the church with the principles of democracy and highlight citizensâ?? civic responsibility through the lens of biblical values.

TEACHERâ??S DIARY

LESSON AIM:

To encourage students to take governance seriously.

TEACHING OBJECTIVES:

Through this lesson, students should be able to:

- Mention the biblical principles for democracy.
- Define civic responsibility.

TEACHING PLAN:

To achieve the above-stated objectives, the teacher should:

- Allow the students to recite the memory verse, read the Bible passage, contribute to the discussion, and do class activities and assignments.
- Allow the Assistant Teacher to see to the well-being of the class, and mark attendance and assignment.
- Teach the lesson outline, summarise, conclude, evaluate the lesson and give assignments.

TEXT REVIEW: 1 Samuel 10:17-23.

The Passage is an account of how Saul was chosen to be king over Israel. The people told Samuel that they wanted a king like other nations around them. This is the genesis of kingship in Israel; the process of selection was open and acceptable to everyone present, and this is a very important aspect of selecting a leader.

Also, God was involved in the process. Let us embrace godliness in our democracy as this will help in every aspect of the whole system.

TEACHING METHOD:

The Discussion Method.

TIME MANAGEMENT:

The teacher should apply the two-lesson outline of teaching time.

LESSON OUTLINE 1: BIBLICAL PRINCIPLES OF DEMOCRACY

The teacher should allow the class to discuss whether God rules by democracy. He should then guide them as follows:

The principles:
i. Democracy is embedded in justice and fairness, ensuring that laws are applied equally to all citizens,

without tavouritism (Mark 12:17). The Bible calls for justice, a principle that should guide the establishment of laws and governance in any society (Jeremiah 22:3).

ii. Democracy would thrive when all individuals are treated equally and have their voices heard (Leviticus 19:15). The Bible affirms the inherent worth and equality of every person (Galatians 3:28). People participate in the decision-making process either directly or through elected representatives (Acts 1:20-26; 6:1-5). The Bible acknowledges the importance of counsel and collective decision-making (Exodus 18:19-22; Proverbs 11:14).

iii. The rule of law is a cornerstone of democracy, to ensure that everyone, including leaders, is subject to the law (Matthew 17:24-27). The Bible emphasises the need for just laws and fair judges, emphasising the importance of legal structures that protect the rights of all (Deuteronomy 16:18-20; Matthew 23:23).

iv. The Bible recognises the roles of various leaders and the balance of power among governance, religious authority and judicial functionaries (Acts 25:1-4).

v. Leaders in democracy should be accountable to the people who elected them and act in their interest (1 Corinthians 4:2). The Bible encourages accountability, reminding leaders that they are servants of God and the people, and must govern righteously (Luke 12:48; 1 Corinthians 4:1-2).

CLASS ACTIVITY 1:

What do you think about our democracy?

LESSON OUTLINE 2: CITIZENSâ?? CIVIC RESPONSIBILITY

Every citizen in a democratic society has a crucial role to play either as individuals or as a group. For instance, individuals should be well informed about their rights, governance and political happenings in the society to make meaningtul contributions (Acts 22:25-29).

i. It is the right and duty of individuals to vote and be voted for, probe government policies and hold leaders accountable through peaceful protest, publications, etc. (Proverbs 31:8-9).

ii. Individuals can engage in open dialogue and respectful debates on issues that affect society.

iii. They should join political parties, and attend town/community meetings to influence decision-making at their level.

iv. Natural groups (e.g. youth forums, council of elders, womenâ??s groups), advocacy groups, labour unions, NGOs, etc. should use their platforms to advocate for good governance, fair labour conditions, fair policies, etc.

v. Leaders of ethnic/community groups should use their position to sensitise their followers and avoid bribery, thuggery, political apathy, etc.

vi. Religious leaders should say the truth at all times, be full of wisdom in addressing societal ills and avoid making the power of God of no effect (Romans 9:1).

vii. The media should be objective in reporting activities in society (1 John 1:1, 5; James 3:5).

CLASS ACTIVITY 2:

Mention three of your civic responsibilities.

CONCLUSION: RCCG Sunday School Teachers Manual 22 February 2026

If every citizen aligns with these principles and plays their role, it will guarantee a democratic society that serves the common good.

EVALUATION:
Mention three principles of a True Democracy.

CLOSING PRAYER:
I will be an agent of positive change in Jesusâ?? name.

ASSIGNMENT: RCCG Sunday School Teachers Manual Lesson 25

Mention two (2) distinct civic responsibilities of a good citizen in a true democracy (2Ã?5=10)

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