13 complete lessons to help kids explore God’s Word

Karlyn Henley

PRAYER

Ages 8-11
PRAYER

The foundation for growing closer to God

© 2000 Karyn Henley All rights reserved.
Exclusively administered by Child Sensitive Communication, LLC
PO Box 150806, Nashville, TN 37215 U.S.A.

Written by Karyn Henley
Cover design by Brian Fowler
Interior design by Jeff Richardson
Cover and inside illustrations by Ed Koehler

The dandelion logo is a trademark of Karyn Henley.

For more information about this curriculum, contact: office@karynhenley.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording or otherwise) without prior written permission, except as specified below.

A word about photocopying and file sharing:

Permission is granted to the original purchaser to reproduce any of these pages for ministry purposes at a single location within the original purchasers organization - not for distribution to non-purchasers.

Because we are a small company every sale is important to us. Please do not deprive us of our livelihood by giving away photocopies or electronic files to non-purchasers. If you enjoyed this publication and did not pay for it, please order one now at my website. Thank you!

May God bless your ministry to children.

www.KarynHenley.com
TABLE OF CONTENTS

Introduction 5
Suggested Bible Study Helps 8
What Is Prayer? 9
Luke 5:16

Great Prayers From the Bible 15
Psalm 99:6

A “Handy” Way to Pray 27
Matthew 6:8

A Time to Pray 33
1 Timothy 4:7, 8

The Lord’s Prayer 40
Philippians 4:6

Praying the Psalms 46
Matthew 6:6

Praying God’s Word 54
1 John 5:14, 15

Prayer Journals 63
Luke 18:1

Fighting With Prayer 70
Ephesians 6:17, 18

Bridge Prayers: Intercession 74
Romans 1:9

Prayer Chains 79
Acts 12:5

Our Prayer Friends: Jesus and the Holy Spirit 84
Romans 8:26, 34

My Personal Track 91
Philippians 4:6, 7
INTRODUCTION

The Irish poet William Butler Yeats once said, “Education is not the filling of a pail, but the lighting of a fire.” In the first temple, the tent of meeting, there was a lampstand. God’s instructions were, “Tell the people of Israel to bring you pure olive oil for the lampstand, so it can be kept burning continually…Aaron and his sons will keep the lamps burning in the Lord’s presence day and night” (Exodus 27:20, 21, NLT). Today we are God’s temple (1 Corinthians 3:16). And our passion, our living love for the Lord, keeps our lampstand burning before him. (See Revelation 2:4, 5.) Our job in the spiritual education of children is to light a fire, a living, growing love for God within them.

The Foundations curriculum can help light that fire. Each of our children is a temple of God. So the goal of the Foundations curriculum is to construct within children the essential foundations upon which they can build (and sustain) a loving, thriving relationship with the Lord. To do this, the Foundations curriculum provides a thorough, step-by-step, in-depth exploration of the following foundations:

- Studying the Bible, The Foundation for Knowing God
- Prayer, The Foundation for Growing Closer to God
- Worship, The Foundation for Loving God
- Lordship, The Foundation for Following God
- Missions, The Foundation for Sharing God
- Stewardship, The Foundation for Reflecting God
- Making Peace, The Foundation for Living in Fellowship

This curriculum is intended for use with students in third through fifth grades. Each quarter is independent of the others, so they can be taught in any order. In fact, each quarter can be used as a single unit to fill in a 13-week study at any time of the year and can be followed or preceded by any other curriculum of your choice.

To round out a 2-year sequence we suggest using The Compass, a 13-week study for the same age group covering the love of God as expressed through Jesus.

WALK THROUGH A WEEK

SCRIPTURE AND GOAL

The session begins with a Scripture and a simple goal. You may use the Scripture as a memory verse if you wish, or you may use it to support the theme for the day, reading the Scripture when you gather for the first prayer.
INTRODUCTORY ACTIVITY

You can begin your introductory activity as soon as the first student arrives, guiding others to join you as they come into your room. This activity serves two purposes. First it gives children something fun to do from the first moment they arrive. Second, it starts thoughts and conversations about the theme of the session. Talking is encouraged. Questions are welcome. Get to know your students. Make it your goal to discover something interesting and special about each one. Let them know that their mission is to discover more about God and about how they can get to know Him better every day, so that God becomes their constant companion, their treasured friend, their awesome King.

DISCOVERY RALLY

Gather the children together as a group now in preparation for the Discovery Centers.

What’s the Good Word? This is a time to read the Scripture for the day. You may also sing a few songs if you want.

Challenge. This is a time to introduce the children to the theme for the day by making challenging statements or asking challenging questions.

Prayer. Choose a student to lead a prayer of blessing for the day’s activities, asking God to open your hearts and teach everyone present.

DISCOVERY CENTERS

You will need either one teacher/facilitator for each group, or clearly written instructions that tell the children what they are to do in the group.

The way your class uses discovery centers will depend on how much time you have and how many children there are in your class.

• If you have a few students, go together to as many centers as you can in the time you have.
• If you have more than ten students and lots of time, divide into three groups. Send one group to each center and let each group rotate to a different center as they finish the activity, so that each student gets to go to each center during Discovery Center time.
• If you have more than ten students, but little time, divide into groups of three. Number off, one to three in each group. Each student #1 goes to the first center, #2 goes to the second, #3 goes to the third. After each center has completed its activity, the original groups of three come back together again to tell each other what they learned in their centers.
• Or you may choose to let all three centers do the same activity. Choose the one or two activities that you think your students will enjoy most. Divide the students into groups for centers, and once they are there, do not rotate. Instead, let each group do the one or two activities you have chosen.
DEBRIEFING QUESTIONS

If you have time, gather together as a large group at the end of the class time to ask and answer questions and discuss the theme and/or other issues on the children’s minds.

Review the Scripture for the day.

PRAY

You or a student may close your class time in prayer.
SUGGESTED BIBLE STUDY HELPS

This is by no means a complete list. As you look for these, you will find others that may be just as interesting and helpful.

Bible Handbooks

*What the Bible is All About*, Henrietta Mears (Gospel Light)
*What the Bible is All About for Young Explorers*, Frances Blankenbaker (Gospel Light)
*The International Children’s Bible Handbook*, Lawrence O. Richards (Word)
*The Baker Bible Handbook for Kids* (Baker)
*New Unger’s Bible Handbook: Student Edition*, Merrill Unger (Moody)

Bible Encyclopedias

*The Children’s Bible Encyclopedia: The Bible Made Simple and Fun*, Mark Water (Baker Books)

Bible Dictionaries

*International Children’s Bible Dictionary*, Lynn Waller (Word)
*The Baker Bible Dictionary for Kids* (Baker)

Bible Fact Books

*The Awesome Book of Bible Facts*, Sandy Silverthorne (Harvest House)
*The Baker Book of Bible People* (Baker)
*The Complete Book of Bible Trivia*, J. Stephen Lang (Tyndale)

For Teachers and Older Students

*Willmington’s Bible Handbook*, Harold L. Willmington (Tyndale)
*Holman’s Topical Concordance* (Holman Bible Publishers)
*Holman Bible Dictionary* (Holman Bible Publishers)
*Children’s Ministry Resource Edition* (Thomas Nelson)
*Manners and Customs in the Bible*, Victor H. Matthews (Hendrickson)
What Is Prayer?

Scripture
“Jesus often slipped away to other places to be alone so that he could pray.” Luke 5:16

Goal
Learn that prayer is communicating with God. It is a conversation that can happen anytime, anywhere, regarding anything.

INTRODUCTION
Find a cardboard box about 3 feet high with a top opening that measures at least 1 foot square. The opening can be even larger. This box will serve as your “well.” Cut off any flaps at the top. You’ll also need large plastic or paper picnic cups, string, scissors, a ballpoint pen, duct or electrical tape, and one small, flat, rectangular magnet for each student (from the craft section of a large discount store or from a craft store).

The students will prepare items for use in Discovery Center #1. As students arrive, give each student a large, plastic or paper picnic cup to make buckets to lower into the well. Ask the students to carefully punch two holes or slits near the top of their cups on opposite sides, using the ballpoint pen. Then the students can tie string through the holes as shown below to allow them to lower the cups into the well. Then the students should tape a magnet to the bottom of each cup with a narrow piece of duct tape or electrical tape at each end of the magnet. If you have extra time, let the students color the sides of the box to make the well look as though it’s made of stones.
DISCOVERY RALLY
Gather students together in a large group.

WHAT’S THE GOOD WORD?
Choose a student to read the Scripture for the day.

THE CHALLENGE
Ask: What is an experiment? (It is trying something to see what happens.) Have you ever heard of anyone who experimented with prayer? Long ago, in 1929, there was a missionary named Frank Laubach. He lived with his dog, Tip, close to Lake Lanao in the Philippines. He experimented with prayer.

One thing Mr. Laubach did was to play what he called a “game with minutes.” In this experiment, he tried to make a habit of having God in mind each minute he was awake. “Can I bring God back in my mind-flow every few seconds so that God shall always be in my mind...? I choose to make the rest of my life an experiment in answering this question,” he said.

Mr. Laubach also experimented with what he called “flash prayers.” These were quick prayers that he would say as he went through his day. Once in India at a train station, he wrote, “This morning, as I came from the train and prayed for all the people on the street, I felt new energy... What it does to all of them to receive that instant prayer I may never know. What is does for me is electrical. It drives out fatigue and thrills one with eager power.” (Learning the Vocabulary of God: A Spiritual Diary, Nashville: The Upper Room, 1956.)
Tell the students that they will learn more about prayer in their Discovery Centers today.

**PRAYER**

**DISCOVERY CENTERS**

1. **THE PRAYER WELL**
   Before the session, make copies of What Pray-ers Say. Cut apart the quotes to make separate slips. Attach a paper clip to each slip.

   **DO:** Place the box “well” from the introductory activity at the Discovery Center location. Put all the prayer slips into the well. The students should bring the cup “buckets” they made in the introduction activity. They will take turns lowering their buckets into the well. Each student will try to pick up one prayer quote slip by positioning the cup so that the paper clip on the slip attaches to the magnet on the bottom of the cup. As the students draw out the quotes, they read them to the group.

   If you have time, the students may use colored markers or crayons to copy their quotes onto paper so they can take the quotes home.

   **DISCUSS:** What is prayer? People of other religions pray. What makes our prayer any different from theirs? (First of all, prayer is like talking to a friend.) What is the difference between talking to the wall and talking to a friend? (A friend listens. A friend can understand. A friend can respond. Second, prayer is speaking what’s on your heart and in your mind to someone who listens, understands, and communicates back to us.) Is there any time we can’t pray? Is there any place we can’t pray? Is there anything we can’t pray about? We can pray anytime, anywhere, about anything.
2. HOW-TO BOOKLETS

**DO:** Give each student a piece of plain paper. Ask the students to fold the paper in half to make a booklet. Ask the students to write “I Can Pray…” on the front. Then ask the students to draw and write on each page as follows.

**MATERIALS**
large pieces of manila paper, crayons or markers

Page 1: Draw a straight line from side to side. Draw a squiggly, wiggly line from side to side. Above the straight line write, “I can be still and pray.” Above the wiggly line write, “I can move and pray.”

**DISCUSS:** How can you pray when you’re moving? Some people pray best when they are walking or riding a bike. Some people pace the floor when they pray. What does it mean to pace the floor? Do you pray best when you are still or when you are moving?

Page 2: Draw two eyes. Write, “I can pray with my eyes closed. I can pray with my eyes open.”

**How can you pray with your eyes open? Why do we usually close our eyes when we pray? Which do you think is best? Why?**

Page 3: Draw around one of your hands with fingers together. Write, “I can fold my hands or I can raise my hands or I can work with my hands while I pray.”

**What do you do with your hands when you pray? Why would someone not fold hands when praying? Why might someone raise hands when praying?** Also ask the students when they can or cannot pray. Ask them where they can or cannot pray. Ask them what they can or cannot pray about. **Prayer is conversation with God. It is communicating with someone who hears and answers. Why do you suppose God wants us to communicate with Him?**

3. PRAYER ACROSTIC

**DO:** Give each student a piece of paper and some crayons or colored markers. Ask the students to write the letters P, R, A, and Y in a column down the left side of their papers. Then ask each student to think of something he or she prays about that starts with the letter
P and write it beside the P in the word PRAY. Ask the students to do the same with each letter in the word PRAY. Then they can color their pages to make posters.

**DISCUSS:** What is prayer? When can we pray? What can we pray about? How can we pray? Where can we pray? Why does God want us to pray? Prayer is communicating with God. It’s a conversation that can happen anytime, anywhere, about anything.

---

**DISCOVERERS’ DEBRIEFING:**

If you have time to review, gather as a large group and discuss your young discoverers’ findings. Ask the following questions:

- What is the most interesting thing you discovered today?
- What is something you learned today that you didn’t know before?
- What is prayer?
- Do other religions pray? To whom do they pray?
- What is the difference between our prayers and the prayers of other religions?
- When can we pray? How can we pray? Where can we pray?
- What can we pray about?

Review the Scripture for today.

Pray, thanking God for always being available to listen and to answer our prayers.

---

**QUOTE** sources for page 14

*Foster–Prayer: Finding the Heart’s True Home*, Foster, Harper Collins
*Whitman, Kenyon, Macdonald, Torrey–Change the World of Prayer manual, World Literature Crusade
*Juliana of Norwich, Augustine–Prayer: Finding the Heart’s True Home*, by Foster, Harper Collins
*Laubach, Merton–Streams of Living Water*, Richard J. Foster, Harper Collins
*Hatchett–Holman Bible Dictionary*, Holman Bible Publishers
*MacDonald–Change the World School of Prayer* manual, World Literature Crusade
“Real prayer comes not from gritting our teeth but from falling in love.” (Richard Foster, writer and teacher)

“Prayer is doing business with God.” (Virginia Whitman, author)

“Prayer means that we have come boldly into the throne room and we are standing in God’s presence.” (E.W. Kenyon, preacher)

“I like to think of prayer as a conversation between two friends who love and understand each other. Prayer is the key that opens the door to a whole new world.” (Hope MacDonald, author)

“Prayer is the key that unlocks all the storehouses of God’s grace and power.” (R.A. Torrey, preacher and evangelist in late 1800s and early 1900s)

“Prayer unites the soul to God.” (Juliana of Norwich, lived in 1300s and spent her life praying for the world to be saved)

”Oh, this thing of keeping in constant touch with God, of making him the object of my thought and the companion of my conversations, is the most amazing thing I ever ran across.” (Frank Laubach, missionary to the Philippines, 1920s to 1940s)

“True, whole prayer is nothing but love.” (Augustine, leader of the early church)

“Prayer is not so much a way to find God as a way of resting in him...who loves us, who is near to us...” (Thomas Merton, monk who lived in early 1900s)

“Prayer makes a difference in what happens.” (Randy Hatchett, university professor)

“We can read all the books that have ever been written about prayer, but until we actually choose...to pray, we will never learn.” (Hope MacDonald)
Great Prayers From The Bible

Scripture
“Moses and Aaron were among his (God’s) priests, Samuel was among those who called on his name; they called on the Lord and he answered them.” Psalm 99:6

Goal
Learn why, how, when, and where to pray by analyzing prayers of Bible-times people who communicated with God.

INTRODUCTION
Choose an area of the room where all the students can sit in one large circle. If this is not possible, divide the students into groups of eight to ten, seated in circles on the floor or at tables. As the students arrive, send them to the circle or circles to play a prayer game.

Choose one student in the group to go first. This student takes the first letter of the alphabet and uses it in the sentence: “My name is A_____ and I prayed an a_________ prayer.” The first blank is filled with a name beginning with the letter A, and the second blank is filled with a descriptive word (adjective) beginning with the letter A. Then the student to the first student’s left says the same sentence, but this time the blanks are filled in with a name and a descriptive word that start with the letter B. The next student uses words beginning with the letter C, and so on. When they get to the letter X, they can use a word in which the second letter is X.

© Karyn Henley. All rights reserved. www.karynhenley.com
WHAT’S THE GOOD WORD?
Choose a student to read the Scripture for today.

THE CHALLENGE
Ask: What were some of the words used to describe prayer in our prayer game?
Using a few of those words yourself, ask students if they’ve ever prayed a prayer that could
be described like that. Have you ever prayed a quiet (or exciting or sleepy) prayer? If
their answer is yes, ask them what that kind of prayer is like. Does God hear all kinds of
prayers? Tell the students that in their Discovery Centers today they will learn about
different kinds of prayers and different kinds of pray-ers from Bible times.

PRAYER

DISCOVERY CENTERS

1. MURAL OF PRAY-ERS
Before the session, cut out each pray-er and prayer. Tape
each one to an index card to make pray-er cards.

DO: Roll out a piece of butcher paper about 6- to 8- feet
long. Attach it to the wall at the students’ eye level. Shuffle
the pray-er cards face down on a table. Let each student
choose a card. Then ask each student to tape his card onto the mural. Ask the students to
draw the prayer person and any other element of the description onto the mural above the
card using crayons or colored pencils. Remind students to leave room for the next two
groups to tape their cards and draw their people.

DISCUSS: Let students take turns telling the name of the person they chose and reading
the prayer that person prayed. Ask: Why did this person pray? What kind of prayer
was it? (a prayer of gratitude, asking for help, requesting something, praying for someone
else, etc.)
2. **BATTLE PRAYERS**

Before the session, copy the following paraphrased battle prayers onto a chalk board, dry erase board or posterboard to serve as samples for the students to copy:

“O Lord our God, deliver us from our enemy’s hand, so that all kingdoms on earth may know that you alone, O Lord, are God.”  
King Hezekiah, 2 Kings 19:19

“O our God. . .we have no power to face this vast army that is attacking us. We do not know what to do, but our eyes are upon you.”  
King Jehoshaphat, 2 Chronicles 20:12

“Shall I pursue the enemy? Will I overtake them?”  
David, 1 Samuel 30:8

“Do not stop crying out to the Lord our God for us, that he may rescue us from the hand of the enemy.”  
Israelites to Samuel, 1 Samuel 7:8

**DO:** Give each student a half piece of poster board. Ask each student to draw a large V shape with its point touching the center of one short side of the poster board as shown. Then the students cut this out, making a shield shape. Give the students aluminum foil and tape so they can cover these shields with silver. Then they can choose one of the battle prayers you have written. They copy their chosen battle prayer onto a sheet of white adhesive-backed paper, peel off of the paper backing, and stick it onto the center of the shield.

**DISCUSS:** As the students work, summarize what was happening at the time when each of the battle prayers was offered.

2 Kings 19:19 – Hezekiah had received a letter from enemy messengers that said they would attack Jerusalem and take over the city. So Hezekiah went to the temple and spread the letter out before the Lord and prayed. That night, the angel of the Lord went through the enemy camp and killed 85,000 soldiers. So the enemy king and what was left of his army went back home. Hezekiah didn’t even have to fight.
2 Chronicles 20:12 – Jehoshaphat was told that a huge enemy army was headed toward him, planning to make war on God’s people. All the people of Judah came together to pray. Jehoshaphat stood in front of the people and prayed. Then a prophet told Jehoshaphat to march out to face the enemy because the Lord would be with him. So Jehoshaphat set out the next morning with his army led by singers who praised the Lord. As they began to praise and sing, God came against the enemy. The enemy soldiers began to fight each other. By the time Jehoshaphat and his army got there, all the enemy soldiers had killed each other.

1 Samuel 30:8 – David and his men returned home one day to find that an enemy army had raided their town and had taken away their wives and children. David prayed this prayer. God answered, “Pursue them. You will certainly overtake them and succeed in the rescue.” David and his men did chase the enemy, and they rescued their wives and children.

1 Samuel 7:8 – The Israelites had turned away from God, and they lost a battle with their enemy, the Philistines. Samuel told them that if they would turn back to God, God would help them fight their enemy. This verse is what they told Samuel. Samuel cried out to the Lord for the people of Israel. Meanwhile, the enemy was coming to attack. But as Samuel prayed to God, God thundered so loudly from heaven that it scared the Philistines. They panicked and ran away.

Point out that different people prayed in each situation. They prayed in different places and at different times. They did not say the same things. But God heard and answered them all.

3. WHAT’S MY NAME?
Before the session, cut out each pray-er and prayer. Tape each one to an index card to make pray-er cards.

MATERIALS
copies of Bible Pray-ers (pages 20-26), index cards, glue stick or tape

DO: Mix up the cards facedown in front of you on the table. Ask one student to draw a card but not to show it to anyone. Ask that student to read the clues about the character, but not read the name of the character. Have the other students guess who the character is. If they can’t guess the person, allow them to take turns asking questions that have yes or no answers. If they can’t guess after ten questions, tell them they are stumped, and ask the student holding the card to tell who the character is.

DISCUSS: Why did these people pray? Where and when did they pray? How did they pray? What can we learn about praying by hearing these people’s stories and their prayers?
DISCOVERERS’ DEBRIEFING

If you have time to review, gather as a large group and discuss your young discoverers’ findings. Ask the following questions:

- **What is the most interesting thing you discovered today?**
- **What is something you learned that you didn’t know before?**
- **What did the Bible characters pray for?**
- **What was different about each of their prayers?** (Circumstances, place they prayed.)
- **What was the same about each of their prayers?** (They asked for God’s help.)
- **What can we learn from their prayers?**

Review the Scripture for today.

Pray, thanking God for hearing and answering the prayers of His people.
I traveled by camel caravan for a long way, looking for a girl I did not know. At last I stopped at a well and prayed, “O Lord God, give me success. When a girl comes to draw water, I’ll say, ‘Please give me a drink.’ If she says, ‘Drink. And your camels can drink too,’ I’ll know she’s the one.” Before I had even finished praying, the girl came.”

**Abraham’s servant, Genesis 24:12–27**

There was thunder and lightning, rain and hail. All the crops were beaten down by the hail. I went to see the king. “You must let God’s people go,” I said. “The Lord is right,” said the king. “Pray to him. We’ve had enough hail and thunder.” So I went out of the city and spread my hands out in prayer to God. Then the thunder, rain, and hail stopped.

**Moses, Exodus 9:22–33**

I was a prophet of God. I was up against 450 prophets of the false god Baal. They had built an altar to Baal. I built an altar to God. All day they prayed to Baal, asking him to send fire to their altar. But nothing happened. Then I stepped forward and prayed to God. “O Lord, let these people know today that you are God. Answer me, O Lord, answer me.” Then God’s fire fell on his altar and burned it up.

**Elijah, 1 Kings 18:19–39**
I was Jewish, but I lived in Persia and was the cup bearer for the king of the Persian Empire. I had received news that the walls of the city of Jerusalem were broken down. I prayed, “O Lord, you said that if your people would obey you, you would return them to Jerusalem. Hear my prayer, and give me success today by granting me favor in the presence of the king.” When I took the king’s wine to him, he asked me what I wanted. I prayed and then said, “I want to go back to Jerusalem and rebuild its walls.” The king allowed me to go.

**Nehemiah, Nehemiah 1:1–2:6**

An angel appeared to my wife and told her she would have a baby who would grow up to be a leader of God’s people. I prayed, “O Lord, I beg you, let this angel come again to teach us how to raise this baby.” God heard me, and the angel came again. He told us how to raise this baby.

**Manoah, Samson’s father, Judges 13:1–14**

I was very strong, but I had been captured by the enemy. They blinded me and made me work. Then one day they brought me out into a large gathering of their people, and they made fun of me. I reached out and felt the pillars that supported the building. Then I prayed, “O Lord, remember me. O God, please give me strength just one more time.” Then I pushed the pillars with all my might, and the whole building fell down, killing all the enemies.

**Samson, Judges 16:21–30**
I had no children. I was so sad, sometimes I didn’t even eat. When my husband and I went to Shiloh to worship, I went to the worship house. I prayed, “O Lord, if you will give me a son, then I will give him back to you to serve you all his life.” God heard my prayer. The next year I had a son.

**Hannah, 1 Samuel 1:1–20**

The Israelites had turned away from God. They lost a battle with their enemy, the Philistines. I was the prophet of God who told them that if they would turn back to God, he would help them fight their enemy. They said, “Do not stop crying out to the Lord our God for us, that he may rescue us from the hand of the enemy.” I did cry out to the Lord for the people of Israel. Meanwhile, the enemy marched out to attack us. But as I prayed to God, God thundered so loudly from heaven that it scared the Philistines. They panicked and ran away.

**Samuel, 1 Samuel 7:3–10**

I was a prophet of God. I had been leading God’s people. But they wanted a king to lead them. I was not pleased. So I prayed. The Lord told me, “Listen to the people. They haven’t turned away from you. They’ve turned away from me. Give them a king.” So I did.

**Samuel, 1 Samuel 8**

I was a leader of some of God’s people. My men and I returned home one day to find that an enemy army had raided our town and had taken away our wives and children. So I prayed, “Shall I pursue the enemy? Will I overtake them?” God answered, “Pursue them. You will certainly overtake them and succeed in the rescue.” So we chased the enemy and rescued our wives and children.

**David, 1 Samuel 30:3–19**
I had been king of God’s people for a long time. But my own son took over the throne, and I had to run for my life. Even my own counselor betrayed me and began to counsel my son. So I prayed, “O Lord, turn my counselor’s advice into foolish advice.” And that’s just what God did.

**King David, 2 Samuel 15, 17**

I was the king, but I was very sick. In fact, I was about to die. I prayed, “Remember, O Lord, how I have done what is good in your eyes.” Then God sent the prophet Isaiah to me with this message, “I have heard your prayer and seen your tears; I will heal you.”

**King Hezekiah, 2 Kings 20:1–11**

I was a king of God’s people. I got a letter from enemy messengers that said the enemy would attack Jerusalem and take over the city. So I went to the temple and spread the letter out before the Lord. I prayed, “O Lord our God, deliver us from our enemy’s hand, so that all kingdoms on earth may know that you alone, O Lord, are God.” That night, the angel of the Lord went through the enemy camp and killed 85,000 soldiers. So the enemy king and the rest of his army went back home. I didn’t even have to fight.

**King Hezekiah, 2 Kings 19:14–19, 35**

I was king of God’s people. I was told that a huge enemy army was headed toward us, planning to attack us. All the people of Judah came together to pray with me. I stood in front of the people. I prayed, “O our God. . .we have no power to face this vast army that is attacking us. We do not know what to do, but our eyes are upon you.” Then a prophet told me to march out to face the enemy because the Lord would be with me. So I set out the next morning with my army led by singers who praised the Lord. As they began to praise and sing, God came against the enemy. The enemy soldiers began to fight each other. By the time our army got there, all the enemy soldiers had killed each other.

**King Jehoshaphat, 2 Chronicles 20:2–12, 22–24**

© Karyn Henley. All rights reserved. www.karynhenley.com
I was a prophet of God. The enemy had surrounded our city. My servant was very worried. I prayed, “O Lord, open his eyes so he may see.” Then the Lord opened my servant’s eyes, and he saw horses and chariots of fire filling the hills around the city. A few days later, God caused the enemy army to hear the sound of these chariots and horses. The enemy was so scared, they ran away.

**Elisha, 2 Kings 6:15–17; 7:5–7**

I was the most wicked king who ever ruled God’s people. So God allowed me to be taken as a prisoner by the enemy. But then I realized that God was the most important. I prayed to God, and he listened to me. He allowed me to be king again.

**Manasseh, 2 Chronicles 33:10–13**

I was a priest and a writer. I was trying to teach God’s people how to live the way God wanted them to live. But they were not obeying God. So I got down on my knees and spread my hands out to the Lord. I prayed. “O my God, I am too ashamed to lift my face to you, because our sins are higher than our heads.” While I was praying and crying, a large crowd of people gathered and they began crying too. They decided to follow God.

**Ezra, Ezra 9:1–10:4**
I was Jewish, but I served Darius the Mede in the kingdom of Babylon. Other men who worked for the king were jealous of me, and they planned to have me killed. They got the king to make a law that no one could pray to anyone but the king. Of course, I just went home and prayed as I always did. They trapped me. And then I was thrown into a den of lions. But God sent an angel to close the lions’ mouths. After that, the king made a law that everyone had to honor my God.

**Daniel 6**

I was a prophet who did not want to preach God’s message. So I tried to run away from God. I got on a ship, thinking I would get far away. But I should have known I could not run from God. A big storm blew in, and the whole ship was in danger of sinking. At last, I told the sailors to throw me overboard. They did, and the storm stopped. But I sank into the sea. All of a sudden, I was swallowed by a huge fish. I prayed, “You brought my life up from the pit, O Lord my God. What I have promised, that I will do. You are the one who saves me.” Then the fish spit me out on dry land. And I obeyed God.

**Jonah, Jonah 1, 2**

We were put in jail because we were teaching about Jesus. At last, we were freed. We were told that we should never again teach about Jesus. So we went back to the other believers, and we all prayed, “Lord, think about their threats and make us able to speak your word with great courage.” Then the place where we were meeting shook. And we became bold!

**Peter and John, Acts 4:1–31**
I was hunting for Christians. I would put them in jail because they believed in Jesus. But a bright light blinded me on the road to Damascus. I went into the city, and for three days I didn’t eat or drink anything. I just prayed. Then God sent a man named Ananias to me. He placed his hands on me and talked to me, and I was able to see again. Then I, too, became a believer in Jesus!

**Saul/Paul, Acts 9:1–19**

I was a captain in the Roman army. But I respected God. I gave to the poor, and I prayed to God. One day an angel appeared to me. The angel said, “God has heard your prayers. Send for Peter. He’ll tell you what to do.” So I sent some men to get Peter. He came and told me about Jesus. Then I and my family were baptized.

**Cornelius, Acts 10**

I was sailing in a ship, on my way to Rome, when a huge storm blew in. Our ship was tossed around on the sea for fourteen days. We knew we must be getting close to land, but it was nighttime, and we were afraid we would be dashed to pieces on the rocks. So we dropped four anchors into the water and prayed for daylight. At last, daylight came. We saw a bay and a sandy beach, so we all jumped into the sea and got to shore safely.

**Paul, Acts 27:27–44**
A “Handy” Way to Pray

Scripture
“Your Father knows what you need before you ask him.”
Matthew 6:8

Goal
Learn a prayer pattern to use when training ourselves to pray.

INTRODUCTION
As students arrive, give each one a copy of the Fill-in-the-Prayer handout (page 32). Ask the students to fill in the thought clouds with things they pray about. These could be things for which they’re thankful, things for which they ask God’s help, or names of people or countries for which they pray.