

# Prayer of Believers

*Believers are called to pray without ceasing.*

## *Lesson Focus*

Children of God have access to God through prayer. God desires for us to bring all our requests to him—our good Father—instead of worrying about them. Christians have the privilege to come to God with adoration and praise, confession of sin, thanksgiving, and supplication.

## *Key Passages*

Psalms 95:2, 117:1–2; Philippians 4:6–7

## *Memory Verse*

**Philippians 3:20–21** But our citizenship is in heaven, and from it we await a Savior, the Lord Jesus Christ, who will transform our lowly body to be like his glorious body.

# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

As believers, we can come boldly and confidently to the throne of grace where we find God's mercy to help in our times of need (Hebrews 4:16). This is both a privilege and a command given to us by our Father. The Apostle Paul told the Thessalonians to pray without ceasing (1 Thessalonians 5:17). Jesus commanded to ask, and it will be given (Matthew 7:7). Jesus assured his disciples that whatever we would ask in his name he would do so the Father may be glorified in the Son (John 14:13-14). We see this principle repeated in 1 John 5:14-15 where we read that if we ask anything according to God's will, he hears us.

But what is the proper way to pray? Jesus' example in Matthew 6:9-13 includes worship of God, trust in God, supplication to God for daily needs, confession of sins before God, and a humble submission to God as we wait and trust that he will answer our prayers according to his perfect will.

We find more direction from the Apostle Paul in his writings to the Philippians (and to us through the inspired Word of God). Here we are told not to be anxious about anything but in everything by prayer, with thanksgiving, to present our requests to God. Only confidence and complete dependence on God will allow us to pray in this way. And it will result

in the peace of God guarding our hearts and minds through Christ Jesus (Philippians 4:6-7).

The Bible gives other examples of various types of prayers that we can learn from. You may have seen the acronym ACTS used to illustrate some of these prayers.

A — Adoration is to worship and adore God—to sing praises to him as long as we live (Psalm 146:1-2).

C — Confession is to come before God in humility and ask for his forgiveness for the times we sin against him (1 John 1:9).

T — Thanksgiving is to continually be aware of and thank God for the many blessings he allows in our lives every day. The psalmist said it well: "Let us come into his presence with thanksgiving" (Psalm 95:2).

S — Supplication is to come to God, our heavenly Father, with our daily needs and the needs of others. We know that God cares for us and will supply all our needs according to his riches in Christ Jesus (Philippians 4:19).

It is a privilege as a child of God to approach his throne of grace with our requests. God expects and desires us to come to him honestly. Praying in all things reveals a dependence on his sovereignty and will for our lives. We can trust that as our Father, he knows all things. He knows our hearts better than we know them ourselves, and he will always answer our prayers in ways that are best for us—according to his perfect will.

## Historical/Apologetics Background

As believers, we can present our prayers before God and have confidence that he hears us (1 John 5:14-15). But does God hear and answer the prayers of unbelievers? Of course, God can do whatever he wants that is in accord with his will and his nature. So, he could answer any prayer if he so chooses. But Scripture clearly indicates that God does not listen to or answer every prayer. A number of verses from both the Old and New Testaments indicate that God does not attend to the prayers of unbelievers.

According to these verses, there are several reasons why God may not listen to or answer prayer. He will not answer the prayers of those who are idolaters (Isaiah 1:12-15), whose iniquity separates them from God (Isaiah 59:2), who swear deceitfully (Psalm 24:3-4), who do evil (Psalm 34:15-16), who cherish iniquity in their hearts (Psalm 66:18), who

are wicked (Proverbs 15:8), who turn away from hearing God's law (Proverbs 28:9), who don't ask in faith (James 1:5-7), who ask for their own pleasures, and who are friends of the world (James 4:3-4).

Scripture tells us that all who have not humbly repented of their sin and submitted to the Lordship of Christ are enemies of God (Romans 5:10). They are dead in trespasses and sins and are slaves to sin (Ephesians 2:1; Romans 6:17). They do not have faith and thus are unable to please God (Hebrews 11:6). They are idolaters and have substituted the worship of the one true God with the worship of created things (Romans 1:22-23). And because they do not worship the true God, his ears are closed to their prayers.

Satan loves "religion" and false hope in prayer. He wants people to think that being "spiritual"

by praying and being religious are good things in themselves. He is happy with people who think that because they meditate or pray or go to religious services, they are on the right side with God. Satan does not want people to rightly understand the love of God as seen in Scripture through Jesus Christ. Nor does he want them to contemplate and fear the wrath of God promised at the last judgment when God will condemn all who have rejected Jesus Christ.

The truth is, the only prayer of a non-believer that God will hear and answer with all surety is the

prayer of humble repentance for sins followed by the declaration of sincere faith in Jesus Christ, the Savior. This is the prayer of submission to God's will that will bring salvation to the lost soul through the gospel. And for believers, we can be confident in the one true God and know that the only mediator between God and man, Jesus Christ, is at the right hand of God the Father making intercession for us (1 Timothy 2:5; Romans 8:34).

# Review Questions

## K-1<sup>st</sup> Review Questions

1. How is calling on God in prayer different than calling someone on the phone? *Unlike the people in a phone list, God is always there; he is never too busy, and he always hears us.*
2. What are believers NOT to do according to Philippians 4:6: be anxious, be gloomy, or be thankful? *Be anxious.*
3. What should believers do instead of being anxious or worried? *Pray to God.*
4. With what attitude should believers pray and make requests to God: sadness, thanksgiving, or worry? *Thanksgiving.*
5. What does God give us when we pray with thanksgiving instead of worrying: peace, anxiety, or sadness? *Peace.*

Use the Flip Chart Prayer Page for the following questions.

6. What word did we use to help us learn four types of prayer? *ACTS.*
7. What kind of prayer does the A in ACTS stand for? *Adoration.*
8. What is a prayer of adoration? *Praising God because of who he is. (I love you prayer.)*
9. What kind of prayer does the C in ACTS stand for? *Confession.*
10. What is a prayer of confession? What are we telling God about our sin: I'm sorry, It wasn't my fault, or Don't blame me? *I'm sorry.*
11. What should we ask God for when we confess our sins? *Forgiveness.*
12. What kind of prayer does the T in ACTS stand for? *Thanksgiving. (I'm thankful prayer.)*
13. What do we thank God for in a prayer of thanksgiving? *The things he has done. Blessings he has given.*
14. What kind of prayer does the S in ACTS stand for? *Supplication. (Please prayer.)*
15. What is a prayer of supplication? *Asking God for something for ourselves and others.*
16. Does God care only about giving us food? *No. He cares about everything in our life, all our needs.*

## Pre-K Review Questions

1. How is calling on God in prayer different than calling someone on the phone? *Unlike the people in a phone list, God is always there. He is never too busy, and he always hears us.*
2. We read in Philippians 4:6 that believers should NOT be what: anxious, gloomy, or thankful? *Anxious.*
3. What should believers do instead of being anxious or worried: read a book, watch TV, or pray to God? *Pray to God.*
4. Because we know God will hear our prayer and do what is best for us, we can pray with what: sadness, thanksgiving, or worry? *Thanksgiving.*
5. What does God give us when we pray with thanksgiving instead of worrying: peace or sadness? *Peace.*

Use the Flip Chart Prayer Page for the following questions.

6. What kind of prayer begins with the letter A: accusation or adoration? *Adoration.*
7. What is a prayer of adoration? *Praising God because of who he is. (I love you prayer.)*
8. What kind of prayer starts with C: confession or confusion? *Confession.*
9. What is a prayer of confession? What are we telling God about our sin: I'm sorry or Don't blame me? *I'm sorry.*
10. When should we confess our sins to God and ask forgiveness: only on Sundays or often? *Often, every day.*
11. What kind of prayer starts with the "Th" sound: thinking or thanksgiving? *Thanksgiving.*
12. What do we say to God in a prayer of thanksgiving? *Thank you (for the things he has done and blessings he has given).*
13. What kind of prayer starts with S: supplication or substitution? *Supplication.*
14. What is a prayer of supplication? *Asking God for something. (Please prayer.)*

# Prayer Corners

## Materials

- ☐ Prayer Examples List (below)
- ☐ Prayer Signs (pages 2–5)
- ☐ Tape or poster putty

## Instructions

*Print one set of four Prayer Signs and attach one sign to the wall at each corner of the room or in the area where you will play the game. Review the four types of prayer, pointing out which corner each sign is in. Explain that you will read part of a prayer, and then when you say, “Go!” students will decide what kind of prayer it is and run to the corner with the matching sign. Encourage students to make their own decisions. Reveal the answer after all students have chosen a corner. If all students chose the correct corner, give the “student team” 10 points. If anyone ran to an incorrect corner, give the “teacher team” 10 points. If most of the class is incorrect, discuss the example prayer and what type it is.*

## Suggested Discussion

- ❓ Today we learned about prayer. Who do we talk to when we pray? *God.*
- ❓ What are the four kinds of prayer we’ve talked about and used in our game? *Adoration, confession, thanksgiving, supplication.*

God wants his children to pray to him. When we do, it helps us grow closer to him and know him better. We learned that we can pray at any time about anything, and God will hear us.

## Prayer Examples

1. Thank you for this food. *Thanksgiving.*
2. Please help me feel better. *Supplication.*
3. Forgive me for saying mean things. *Confession.*
4. You are an amazing God! *Adoration.*
5. Help my dad not to worry about his job. *Supplication.*
6. Thank you for helping my sister. *Thanksgiving.*
7. I’m sorry for disobeying my mom. *Confession.*
8. I love you, Jesus. *Adoration.*
9. Will you show me what I should do? *Supplication.*
10. I’m so glad you are with me all the time. *Adoration.*



# I Love You Prayers (Adoration)



# I'm **SORRY** Prayers (*Confession*)



I'm  
***Thankful***  
Prayers  
(***Thanksgiving***)

# *Please* Prayers (*Supplication*)



Name \_\_\_\_\_



Name \_\_\_\_\_



# Lesson Review Games

These games are written for team play, however, they can easily be adapted for smaller classes.

Allow students to refer to the Flip Chart during the games.

## Basket Toss

Students give the correct answer and toss the beanbags. Each basket has greater points.

### Materials

- ☐ Review Questions
- ☐ One beanbag for each team
- ☐ Three laundry baskets or boxes
- ☐ Masking tape

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three baskets or boxes. Set the baskets in a line, with each one a little

farther from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores on the board. Continue until all the questions have been answered. Repeat questions if necessary.

## Board Game

Teams will answer questions and make their way to the Finish on the Game Board.

### Materials

- ☐ Review Questions
- ☐ Game Board (provided in the Teacher Kit)
- ☐ Dice, numbered cards, or spinner
- ☐ Buttons or other small items as game pieces for each team

### Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the end wins.

## Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

### Materials

- ☐ Review Questions
- ☐ Six to ten empty water bottles
- ☐ Softball or other small playground ball
- ☐ Masking tape
- ☐ Dried corn or beans (optional)

### Instructions

Print one copy of the Review Questions for your use. Pour a small amount of dried corn or beans into the bottom of each

water bottle and tighten the lid. Set out the water bottles on one end of the room. Use masking tape to form a "lane."

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of the scores.

# Football Frenzy

Who can score the most touchdowns?

## Materials

- ☐ Review Questions
- ☐ Football Cutouts, one per team
- ☐ Tape or poster putty

## Instructions

Print one copy of the Review Questions. Print and cut one Football Cutout for each team. Color them different colors for each team, or have teams choose and write a name on their football. On the board draw 6 vertical lines and label them 50, 40, 30, 20, 10, and End Zone to represent yard lines on a football field. Make the lines long enough so there is room for the footballs to be placed along them with room in between. Divide the class into teams. Place

each team's football at the 50-yard line using tape or poster putty on the back.

Alternate asking review questions to each team. If the answer is correct, move the team's football to the next yard line toward the End Zone. If the answer is incorrect, the team's football stays where it is. If a student is unsure of the answer, he may "pass" the question to a teammate to answer. Only one pass per question is allowed, and this does not affect the order of the questions being asked on the team.

When a team's football reaches the End Zone, they have scored a touchdown worth 6 points, and the team's football is placed back at the 50-yard line on the next turn. Keep track of scores on the board.

Continue asking questions and moving the teams' footballs until all the questions are asked or for a set time. You may repeat questions as necessary. At the end, the team with the most points wins.

# Musical Questions

When the music stops, who will answer the question?

## Materials

- ☐ Review Questions
- ☐ Chairs
- ☐ Worship music
- ☐ Different color/style chair, masking tape, colored paper, etc.

## Instructions

Print one copy of the Review Questions. Set up chairs either in a circle or in two rows back to back so students have room

to walk around them. Mark one chair as the "question" chair (use a different color/style chair or mark it with tape, a paper question mark, etc.)

Instruct students to walk in front of the chairs when you play the music. When the music stops, they will race to find a seat. The student in the question chair answers a review question. Continue playing music and having students change seats until all the review questions are answered.

# Racetrack

Who will reach the checkered flag first?

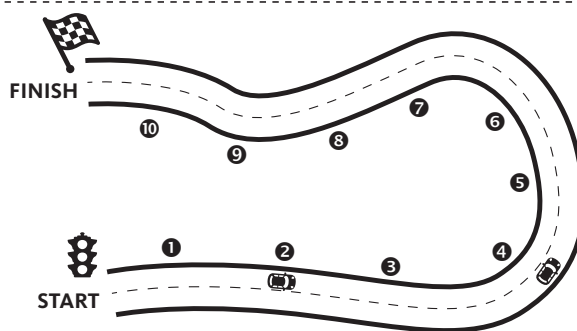
## Materials

- ☐ Review Questions
- ☐ White board or chalk-board
- ☐ Markers/chalk
- ☐ Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

## Instructions

Print one copy of the Review Questions. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1-10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each



team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

# Come On In Games

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

We have provided a pronunciation guide for the books of the Old Testament. This document can be found in the Teacher Digital Resources.

Allow students to refer to the Books of the Bible Poster during the games.

---

## Bible Book Match

Teams flip over flashcards to make matches.

### Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

### Instructions

Print two sets of flashcards on card stock. Lay the flashcards out on the floor facedown or attach them to the

wall. Divide the class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards, if available).

---

## Bible Speed Round

Teams race to get their sets of Bible books in order. How fast can they go?

### Materials

- ☐ Books of the Bible Flashcards
- ☐ Timer

### Instructions

Print enough flashcards for each team to have a set. Mix up the flashcards in each set. Divide students into teams

and pass sets of flashcards to each team facedown. Set the timer for an appropriate time. Tell the groups to begin. Each group should work together to put their flashcards in order. Check the order by reciting the books of the Bible together using the poster.

You may play this with each team working on the same set, or you may choose to give each team different sets to work on. Check the order of all the teams' flashcards by reciting each set out loud.

# Flashcard Take Away

Start with all of the flashcards—but wait! Can students still say them in order when some are taken away?

## Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

## Instructions

Print one set of flashcards. Attach them in order on the wall as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

# I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order.

## Materials

- ☐ Books of the Bible Flashcards

## Instructions

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for example, “I have Genesis, who has Exodus?” The person with the next card in order will respond with, “I have Exodus, who

has Leviticus?” You could play a variation of this by having the whole class ask the question. For example, the student says, “I have Genesis.” Then the whole class can ask, “Who has Exodus?” Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

# Memory Verse Games

Allow students to refer to the Flip Chart Memory Verse Page during the games.

You may want to cover it up after a few weeks for more of a challenge.

---

## Echo! Echo!

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

### Materials

- ☐ Flip Chart Memory Verse Page

### Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

---

## Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Strips of paper
- ☐ Plastic Easter eggs

### Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

---

## Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Follow the Leader Cards
- ☐ Tape

### Instructions

Print and cut out the Follow the Leader Cards. Tape each one to a chair or table and randomly place them around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move around to the next one. You may want to repeat this activity or have students take turns leading.

## Freeze!

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

### Materials

- ☐ Flip Chart Memory Verse Page

### Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

## Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many voices can you do?

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Funny Voice Strips
- ☐ Container

### Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

## Sneaky Stickies

Students will try to be sneaky as they cover up the words and pictures of the memory verse!

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Sticky notes

### Instructions

Open the Flip Chart to the Memory Verse Page. Recite the verse together then choose a student to place a sticky note over one word, phrase, or picture on the Flip Chart. Recite the verse again, including the part that is covered up. Continue to choose students to place stickies, one at a time, reciting the whole verse between each turn—including the words/pictures that are covered. When all of the words/pictures are covered up, try to say the whole verse together!