

Rotation.org Writing Team

The Temptation of Jesus in the Wilderness

Summary of the Lesson Set

Scripture

Matthew 4:1-11

There is a similar version of Matthew's story in Luke 4:1-13.

Key Verse: Jesus rejects temptation, saying, "Worship the Lord your God, and serve only him." (Matthew 4:10, NRSV)

Lesson Summaries

[Lesson Objectives and Bible Background](#)

The background helps us understand how we should teach this story to children, what its key ideas are about, and how Christians from across the theological spectrum can address the presence of the devil in this story.

[Art Workshop](#)

Students will create a "Wilderness Jar" to use at home around the dinner table during Lent, or as a personal devotional prompt. In the jar are prepared devotions that share the story and its subject matter, and invite response. Ideally for use during Lent, or whenever and wherever they want to use their jar.

[Computer or Illustration Workshop](#)

Using Kid Pix 4 software (or any free illustrating type of software, including "Paint"), students will adapt and caption a set of terrific cartoon illustrations that imagine what Jesus was doing and thinking during his 40 days in the wilderness. How Jesus prepared himself to resist temptations and commit to God's plan. In addition to electronic copies of the illustrations, they are provided in a handout for discussion and take-home.

[Science \(or Magic\) Workshop](#)

Students will first watch the teacher perform a trick with balloons, then learn how to do it themselves in a lesson that vividly demonstrates the destruction that giving in to temptation can cause —and ways to resist it.

[Video Workshop](#)

Students will watch and discuss Jesus, The Son of God by Nest Video. The video depicts Jesus in the temple when he was twelve, and clips depicting Christ's temptation in the wilderness. We will be focusing on Jesus' temptation in the wilderness this month.

The Temptation of Jesus in the Wilderness

Art Workshop

Summary of Activities

Students will create a "Wilderness Jar" to use at home around the dinner table during Lent, or as a personal devotional prompt. In the jar are 20 devotions on slips of paper that they pull out, read and answer during Lent (or as often as they can use the jar).

The suggested 20 Devotional Slips are found on the [attached handout](#). Several need to be completed by the class before going into everyone's jars. You are welcome to add your own. See more details below.

Rotation Sunday Schools will probably want to schedule this Art Workshop later in the rotation, if they have such scheduling flexibility, so that the students will know more about the story before beginning the art project.

Scripture for the Lesson

Matthew 4:1-11, the story of Jesus' temptation in the wilderness.

Key/Memory Verse: Several verses from the story are found on the strips that go into the jar. See the slips.

Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives.

Preparation and Materials

- Read the [Bible Background](#) and scripture.
- Jars (see end notes for size and source specifics)
- Various "wilderness colors" of tissue paper – pre-cut into various shapes for gluing
- Decoupage Glue ("Modge Podge." It's a bit thinner and is designed for this type of project.)
- Water to dilute the glue a bit
- Water bowls to keep everyone's fingers wet
- Brushes and bowls (or Styrofoam plates) for the glue.
- Scissors
- Paper clips, larger size
- Paper Towels
- [Print and Cut the Devotional Slips](#) - one set per student (see notes on using this resource on page one of this attachment)
- Pencils to complete some of the slips.
- Permanent markers to add student name and scripture citation to the jar.
- A fan to create a drying station for the jars away from the table.

Lesson Plan

This lesson plan focuses on creating "Wilderness Jars" and preparing the devotional slips that go into the jars for use at home. Unlike a traditional lesson, discussion and reflection will take place at home, and not (so much) in the classroom.

This is why it is suggested this lesson be done later in the rotation.

Open

Welcome your students and explain what they are going to be doing today. Show them your "sample" Wilderness Jar already filled with devotional slips and quickly demonstrate how they'll use it at home.

Read the scripture to your students, being sure to capture the dramatic tone of the passage. If you have the time and are looking for a more dramatic presentation of the scripture that involves the kids, see this lesson set's *Drama Workshop* dramatic reading.

Explain that the devotional strips of paper they will put in their jar (which you will hand out, after they make their jar), explore the meaning of these temptations in greater detail, and suggest many ways they can apply the lesson of this story in their everyday life.

★ **Tip:** If your class time is short, jump right into decoupageing the jars and then follow-up with the reading **while the jars begin to dry in front of your fan.**

Making the Wilderness Jar

This "decoupage" activity creates a wilderness-themed jar to hold the devotional slips. The process is fun and easy —if you follow the great advice found below.

Students need to start making the jars as soon as possible so that they will be dry enough to take home. Take notice of the tips below that will speed up the process of making the jar.

Jar Title and Student's Name

1. Have each student write a "TITLE" on the inside of their jar lid, such as, "Wilderness Jar," and include "Matthew 4:1-11." Older students may add part of a verse from the passage. Suggested: "*Not By Bread Alone.*"
2. Have the student's write their NAME on the bottom of their jar.
3. In front of them place SUPPLIES: pre-cut pieces of tissue paper, jars for each students, small bowls of slightly diluted glue, a water bowl to wet their fingers, and brushes to apply the glue to their jar.

Tips:

- 1) Slightly diluting the modge podge with water helps it spreads a little more evenly and easily.
- 2) Having a bowl of water and towels for students to wipe off any glue that gets on their fingers, and/or WET their fingers. WHEN their fingers get sticky, it will be harder for them to pick up pieces of tissue and get them to UN-stick from their fingers as they try to put them on the jar. Keeping your fingers free from glue, or dipping your fingers in water will help (it will keep the glue on their fingers from starting to dry and become sticky.)
- 3) Pre-cutting the tissue will also save class time.

Designing Layout of Desert Scene

Students can first CREATE THEIR DESIGN on the table surface, in front of them. Older students may "free-hand" it by applying tissue straight to the jar.

Simple designs are best, as tissue is difficult to work in a small scale.

If students want to apply tissue paper that has a specific shape they can't find in the pre-cut tissue provided, tell them to cut/tear it now, before their fingers start to get sticky later.

Tip: Younger students tend to use pieces that are too big, so don't pre-cut your sizes too big. If you have plenty of class-time, you can have them layout their design ahead of time before gluing. An easy way to do this is to have them lay their pieces of tissue on a white paper that is the same size as the jar surface.

Decoupage (gluing) Desert Scene to Jar

Once they have their design laid out they can then begin transferring (decoupage) it to their jar. Apply background pieces first, adding Jesus last.

Note: Working from the top of the jar to the bottom works best. The blue as seen in the example on this page, was added first, then each layer was added "below." Overlap your colors a little bit creates a nice artistic look (and saves you from trying to precisely place your pieces).

Here's a Great Jar Handling Tip

In the example seen in this lesson, the sky layers were added first, working down from the top, then **the jar was turned upside-down** and placed over the top of the student's hand. The student finished adding layers while **holding the jar from the "inside."** Placing it over their hand made the jar much easier for them to hold without touching the outside layers. Touching the tissue after it is glued to the jar can cause the tissue to tear.

1. Students apply a thin coat of glue to the first area OF THE JAR where they will apply their first piece of tissue. Then they LAY THE TISSUE ONTO THE GLUED AREA and brush the tissue piece into the glue with their brush.

Bumps and folds in the tissue are a natural result of placing the tissue onto the glue-y surface of the jar and can be smoothed out by applying additional glue. Once the tissue paper is wet with glue, it is extremely fragile and will tear if you try to move it.

Tip: Wet the glue-y brush with a dab of water before brushing the tissue into the glue on the jar. Do not use too much glue or water. Making it too wet may cause the tissue to tear or jar to take too long to dry.

1. ADD GLUE TO THE NEXT JAR AREA, add tissue, brush it into the glue on the jar, REPEAT, adding JESUS last.
2. When finished, add ONE FINAL THIN LAYER of glue to the entire surface of the tissue-jar, This will cement loose ends and create a nice satin-y surface when dry.

3. Next WIPE the JAR THREADS with a damp paper towel to remove any errant glue (you don't want the lid to get stuck).
4. Finally, set in front of a FAN to dry. The jar will be dry to the touch in about 15 minutes, and can then be transported. It will harden in about two hours.
5. Send the children off to WASH their hands while you WIPE down the table for the following "Slip" activity.

Preparing [the Slips](#) That Go In the Jar

1. Hand out the pre-printed devotional slips.
Each student gets a copy of all 20 slips (which is why they are numbered), plus the instruction slip. To save time, you might sort and clip them together.
2. **Several slips (#1, #2, and #3) now need to be completed by other students.** Find these slips and have the students lay out those three slips by their jar where they can invite other students to fill in their slips where indicated by blank lines.
3. Once they've completed the three slips, have the students roll all the slips and place them in the jar, ...putting the instruction slip in last and open so a parent will see it.

Closing

Remind students how to use the jar at home, encouraging them to be a "leader" in their family. Offer a prayer for success.

Adaptations

Suggestion: Invite older members of the congregation or the pastor to contribute slips to the jars. They can write a prayer or a prayer request, an encouragement, or thought about "wilderness" and temptation.

For Younger Students:

Younger students will do better with larger jars.

Younger students may need help placing their tissue pieces onto the glue-y surface of their jar. They tend to get sticky-fingers. Be prepared with a wet towel to wipe their fingers. Be prepared to keep them from using too much glue. Show them not to glue one color on top of another (yellow over brown, for example, will still look brown).

Younger students will have some trouble making designs or "putting Jesus" on their jar. Help them add these last.

Have them illustrate some of the slips and write for them. Watch that they keep their slips organized in front of them. You might only give them a few slips to work with, and then ADD the rest of the slips for them while the jar is drying.

Older Students:

Older students can create a "wilderness" design, or a more interpretative design, such as, "It is written," "Not By Bread Alone," or a bold design that expresses Jesus' bold declarations." Keep in mind that decoupage with colored tissue paper isn't a precise medium for detail. Rather, it creates more of an "impressionistic" or "water color" style of look.

Suggestion: Invite older members of the congregation or the pastor to contribute slips to the jars. They can write a prayer or a prayer request, an encouragement, or thought about "wilderness" and temptation.

Parent Instruction Slip

We've been studying the story of The Temptation of Jesus in the Wilderness found in Matthew 4:1-11. We created this "Wilderness Devotion Jar" with 20 devotion questions to keep on learning. During a meal time or time when members of your family are gathered, take one slip from the jar and read it out loud, then pass it around until everyone has answered it. Then, clip the slip to your refrigerator or give it to the person who struggled the most to answer the question on the slip. The slips are numbered, but you can pick them in any order.

1. Fasting (We give up something to remember and follow God)

When you are a Christian, what "bad attitudes" do you have to resist or give up? Share your answer.

Students in class wrote these answers to "what they are trying to give up or RESIST" to be a better follower of Jesus:

_____ wrote: _____

_____ wrote: _____

_____ wrote: _____

2. About My Wilderness and My Temptations

When Jesus was in the wilderness, the beauty and majesty of the desert probably made him feel calm and humble.

_____ wrote that watching the waves on the ocean made them feel _____.

_____ wrote that seeing the sunrise makes them think about _____.

_____ wrote that looking up at the moon and the stars makes them wonder about _____.

3. After the Wilderness

After Jesus' 40 days in the wilderness were behind him, he still had many tough challenges ahead of him. One of the ways Jesus met those challenges was by regularly finding strength in prayer.

The following students would like you to remember them in your prayers today:

4. Fasting (We give up something to remember and follow God)

Right after he was baptized, Jesus "fasted" in the wilderness for 40 days. "Fasting" in those days probably meant he didn't eat during the day, and had a simple meal at sundown. By going without food, every time his stomach growled, it was a reminder to him that God came first in his life, not his personal needs. Name something about God that is awesome to remember, and then go get your favorite possession or toy and set it aside for two days as a reminder that God is the most important thing in our lives.

5. Fasting (We give up something to remember and follow God)

When Jesus was hungry in the wilderness, the Devil (or the temptation) came to him to break his "fast" by using his power to turn stones into bread. Of course he could have done it! But Jesus answered, "It is written, 'A person does not live by bread alone, but by every word that comes from the mouth of God.'" (Matthew 4:4) To remind yourself that you live by God's guiding word, make a pledge not to eat anything that has bread (cereals, wheat flour) for 24 hours. Can you do it? Give it a try! If it helps, tape this slip of paper where you keep your food.

6. About Matthew 4:1-11

According to Matthew 4:1, God led Jesus into the wilderness. A "wilderness" can be a quiet place without distractions.

Where do you like to go to be alone with your thoughts? To pray? When do you feel closest to God?

7. About Matthew 4:1-11

Matthew 4:5 says that the devil tempted Jesus to prove who he was by telling him to throw himself off the roof of the Temple in Jerusalem and let angels save him. Jesus replied, "It is written, do not test the Lord." Have you ever asked God for some sort of "proof" (like a miracle) that he exists or cares for you? How do you know your parent (or child) really loves you?

8. About Matthew 4:1-11

In Matthew 4:8, Jesus is offered all the kingdoms of the world and their wealth, but at a price. He must reject God and worship the devil. Jesus boldly says he will serve and worship only God. Name something that God gives us that is worth more than all the wealth of the world.

9. About Matthew 4:1-11

According to Matthew 4:11, after his temptation in the wilderness, angels came and tended to Jesus' needs. Name someone in your life, outside of your family, who acts like an angel in your life (tends to your needs), and describe how that person helps you.

10. About Matthew 4:1-11

Discuss with your family what your family believes about the existence of "Satan," (also known as, "The Devil"). Decide what is your best defense against the temptation to do wrong.

11. About My Wilderness and My Temptations

In Matthew 4, the Spirit led Jesus into the wilderness. If you could go spend some time exploring any part of God's natural world, where would you go? Where can you go for an hour close to home that would refresh your spirit?

12. About My Wilderness and My Temptations

In Matthew 4, Jesus was tempted to put his own needs ahead of God's Will and Word. Which of the following temptations is the easiest to resist for you, and the hardest to resist: The desire for more possessions and/or money. The idea that "looks" are important. Thinking you don't have enough time for prayer, scripture, or worship?

13. About My Wilderness and My Temptations

When Jesus was tempted in the wilderness to reject God's will, he quickly responded by quoting scripture. What can you realistically do to spend more time studying God's Word so that you are better prepared to deal with life's questions and temptations?

14. About My Wilderness and My Temptations

When was the last time you were lost? How did it feel?

When was the last time you felt lonely? How did you get through it?

When was the last time you were afraid? What were you afraid of?

15. About My Wilderness and My Temptations

When we speak about resisting temptation like Jesus did in the wilderness, we also have to admit that we are not strong and completely faithful like Jesus. How many sins, mistakes, bad attitudes, mean words, and bad thoughts this past week do you think Jesus has forgiven you for? 10? 30? 50? 100? When someone shares their answer, say, "Jesus has forgiven you, and is ready to help you resist sinning."

16. After the Wilderness

After Jesus left his 40 days in the wilderness, he began his ministry of healing and teaching. Name something at your church that you can look forward to making a greater commitment to. Perhaps it is "going more," or "joining a study," or "joining the choir," or "giving more to a mission project," or "volunteering for something."

17. After the Wilderness

After Jesus' 40 days in the wilderness, he spread his Good News of God's Love far and wide, and asked everyone who believes in him to continue his work. Working together, name someone you all know, or perhaps a family you know, that you can invite to worship next Sunday, or a special upcoming fellowship event at your church.

18. After the Wilderness

After Jesus' 40 days in the wilderness, he called people to do good deeds. Name someone in your neighborhood that could use a good deed, gift of appreciation (like cookies), or act of kindness from you.

19. After the Wilderness

After he spent 40 days in the wilderness, Jesus challenged his followers to change the world. Share a problem you've recently read about or seen on TV, and share an idea of how you can do something to help solve that problem.

20. After the Wilderness

After his temptation in the wilderness, Jesus no doubt faced other temptations and rejected those too! If you could ask God to get rid of one temptation or problem in your life, what would you ask him to get rid of?

The Temptation of Jesus in the Wilderness

"Science & Magic" Workshop

Explanation and Summary of Activities

We've titled this workshop "Science & Magic" as a nod to our theme-y Rotation Model fans. As explained in our "Science" workshop [article](#), "science" or "magic" is a fun theme. The teaching technique is really one of "object lesson" or "*demonstration of an idea or point using objects.*"

Image only viewable by supporting members. Join today!

The "objects" in this lesson are a balloon, a needle, and some transparent tape. The teacher demonstrates the "*how to poke a needle into a balloon without popping it*" magic trick, and then teaches the kids how to do it. The demonstration creates a strong memory hook about "preparing ourselves against temptation," and it creates a lesson that older students can reproduce at home.

There are several ways to perform this trick. This lesson uses the "transparent tape patch" method to illustrate a key point in the reflection.

Scripture for the Lesson

Matthew 4:1-11

Key/Memory Verse: "It is written...."

Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives and additional teachable content.

Here's a "starter list" of what the props mean. See the lesson below for much more to say. Feel free to adapt!

- Needle = Things that tempt us, things we do that can hurt our faith, disappoint God, etc. Wrong choices. Selfishness.
- The Balloon = Me. My hopes. My desire to please/love/obey God. My reputation. Respect people have for me. The strength of my faith.
- Tape = Things we can do to resist temptation. Things God gives to guide and heal me.

Preparation and Materials

- Read the [Bible Background](#) and scripture.
- A dozen or more large balloons (12" or bigger. See notes below.)
- Sewing needle (big enough to be seen and handled.)
- Thread (as a safety attachment to the needle and way to tape a list to the needle.)
- Permanent markers to write on the balloon and tape.

- Transparent scotch tape
- Paper
- Assistant for second balloon

Lesson Plan

This lesson has three main parts:

1. First the teacher does the "needle through the balloon" magic trick using two balloons. The balloon gets labeled with good things. The needle gets a list of temptations attached to it. Then the teacher dramatically approaches the first balloon with the "temptation needle."

The first balloon pops, of course, but the second mysteriously doesn't.

The teacher then reveals the trick and discusses the point it illustrates: **there's something guarding (resisting, preparing) the second balloon from catastrophic failure.**

2. Next, after reading and discussing the scripture passage to discover how Jesus resisted temptation, the teacher attempts the trick with the "Jesus balloon", but each time it simply repels the temptation (Jesus is so awesome he cannot be tempted.)

3. Finally, each student makes their own balloon, tapes it and writes on it, then gets to perform the trick.

Open

Welcome your students and invite them to gather around for your "magic trick."

Begin by blowing up two large identical balloons.

Hand one balloon to a teaching assistant who is seated next to you.

Ask students to start naming out loud a list of "good things a person wants to have or get in their life and God wants for us too." As they share them, write them on BOTH balloons.

Here are a few examples of "good hopes, desires, dreams" that most kids might want:

good friends, money for something important, reputation, playing time on a team, permission to go somewhere with a friend, a parent's trust, more faith, a better grade in school, feel closer to God, happiness, health. (You may need to suggest some of these things.)

Try to keep their list centered on "good" things, and not selfish things, like "more money." A student might say, "popularity" and you might say, "popular for a good reason and not a bad reason, right? Money to help solve problems and help people in need, right? Use their suggestions as an opportunity to clarify and comment.



Now turn to the needle...

Once you have a good number of things written on each balloon, put aside the balloon YOU are holding for the moment and produce a sharp needle which already has a long thread tied to it. Make a big deal about how sharp

it is by pricking your finger. Call it "*The Temptation Needle*." Invite students to carefully place their finger on the point *to get the point*. Temptations can hurt.

★ While the kids are distracted by touching the needle, your teaching assistant has secretly taped a piece of transparent tape to the side of their balloon facing away from the kids. ★

Say: Balloons and needles don't mix, do they! Kind of like "good things" and "temptations." Let's talk about this temptation needle a little bit...

I want you to imagine that this needle represents "the temptation to make bad choices, ...the temptation to do evil, the temptation to be selfish, to reject God's guidance, etc."

Over here on our balloon we made a list of all the things we think would be good to have. But what's going to happen when we allow temptation to touch our "good things" balloon? Yep, temptation can create quite a mess when we don't resist it.

Produce a piece of paper and tape it to the end of the THREAD that's looped through the needle.

On that piece of paper, write some common temptations, such as,

- The temptation of Selfishness, Greed, not sharing
- Thinking your behavior doesn't matter
- Breaking a promise
- Hurting someone with your words and actions because you're mad at them
- Not helping a person in need because you are tempted to think they are getting what they deserve, or you are too busy to help.
- Stealing something from a store or robbing someone of their dignity by putting them down
- Mouthing off at a parent.
- Lying.

Putting off what you need to do

Balloon Popping Time!

Say: Now let's pop some balloons! With the list visibly hanging on the thread attached to the needle, S-L-O-W-L-Y and DRAMATICALLY move the needle towards your balloon. As you do so, keep talking about all the good things a person wants, and all the tempting things that can pop our hopes and dreams. **Build the tension**, then insert the needle and watch it pop!

Say: Okay, are you ready to pop the other balloon? Have your assistant hold up the balloon above their head, while you s-l-o-w-l-y start crossing the room towards the second balloon with your needle. Keep talking about how tempting it is to want to do your own thing, not do the work, not put in the time, not listen to others, not get up for church, etc. etc.

As you get near the balloon, LOCATE THE TAPE PATCH on the side of the balloon (which your teaching assistant has made sure is turned towards you approaching from the side, and not easily seen by the students). As you get close, build the tension and warn the kids of the impending pop, then **GENTLY SLIDE YOUR NEEDLE INTO THE PATCH**. The balloon will not burst. (Tip: If it does during your pre-class experiment, wet the needle just a little bit.)

The Reveal: Pretend to be amazed, then ask your teaching assistant, "Why didn't your balloon burst?" That's when they reveal, "It didn't burst because I put **"TEMPTATION RESISTANT TAPE"** on my balloon!".

Reveal the tape and the trick. Tell your students that in a moment, they are going to get to RECREATE THE TRICK, but first, they need to learn more about this "Temptation Resistant Tape" your teaching assistant is talking about.

Ask: "How does a good person 'resist' being popped/deflated/ruined by temptations? How do they resist evil thoughts and deeds so that they can have all the good things God wants for us? **Today's scripture will give us a big clue!! Let's see if you figure out how Jesus resisted temptation...**

Scripture Lesson/Reading

After reading Matthew 4:1-11 in a manner of your choosing, ask these questions which lead up to the "Jesus Balloon" demonstration.

1. How many days was Jesus in the wilderness? (40)
2. What was he doing there?
3. Say: We know he was fasting, which is a spiritual exercise designed to focus your thoughts on God first, and put your own personal desires last. Fasting in biblical terms meant not eating during the day. This probably means he was praying also.
4. When Jesus answered the devil, what tool to resist temptation did he use? (scripture! and a strong belief in putting God first instead of himself. We are doing the same today by studying scripture and choosing to be here in Sunday School. Way to go!
5. What would have happened if Jesus had not been prepared to RESIST temptation?

The Jesus Balloon Demonstration:

Blow up a balloon, draw Jesus' face on it, and write on it these three things that God had planned for Jesus to do: **Forgive, Save, Teach.**

Now get out your needle again and start moving it towards the JESUS BALLOON. As you do, ask your students (or quote them yourself) what the three temptations in the scripture were again. As they say each one, move closer to the Jesus balloon with your needle.

As they tell you each of the three temptations, ask, **"And how did Jesus resist that temptation?"** Dramatically move your needle back from the balloon as the kids tell you how he resisted. (The answers were discussed in the Bible study above.)

Conclude by saying, **"Jesus was so amazing there was NO WAY that needle would even get CLOSE!!" But the truth is, temptation is a BIG problem for each of us, and sometimes we "give in" to temptation even when we have tried not to.**

Ask: What happens to us when we fall to temptation?

The answer is we have help from God, and we also have forgiveness, and healing, and tools to make us stronger. More Tape! The other answer is that Jesus has rescued us from complete failure. We are saved by his gracious forgiveness forever.

Teaching the Trick, and Adding a Tape Reflection

In this final step of the lesson, you will let each student blow up their own balloon and put several pieces of tape on it. **They will WRITE ON THE TAPE and WRITE ON THE BALLOON** and then you will pass around the needle (that still has that list attached to it) for them to perform the trick.

1. On their balloon have them write their own list of "Good things God wants me to do." Remind them of some of the things you wrote on your balloon.
2. Have them then place several pieces of tape on their balloon, invite them to label their tape with something they've learned from Jesus that will help them resist temptation.

Suggestions of things they could write on their tape: Live by God's Word. Pray. Prepare. Do not test God, Worship God! Put God First. I am forgiven. God saves. God heals. (For fun, you could also write a few of these key ideas on pieces of tape and place them directly on a few of your students.)

3. Now pass around the needle and let each student slowly perform the trick.

Final thoughts: The balloon can still pop or leak air, even with our best intentions. We are not Jesus. We sometimes give in to temptation. And no matter how hard we try, WE LEAK! But Jesus promises to save us (repair us), fill us with the breath of God. And help us keep temptations at a distance.

Options:

Younger children have their balloons already blown-up and set aside. Send younger children home with a balloon they have written/drawn on. Add some words from the lesson for them.

Safety Note: If working with small children, or in an area where small children may come into, be sure to pick up all pieces of the popped balloons, as well as, leftover balloons and the needle.

Send older kids home with a deflated balloon so they can perform the trick at home.

Tip: Practice this at home to make sure choice of balloons, sewing needle and tape perform as planned.

The Temptation of Jesus in the Wilderness

Computer or Illustrating Workshop

Summary of Activities

Using [Kid Pix 4 or the newer "3D" version](#) software or any type of drawing or illustrating software, students will adapt and caption a set of cartoon illustrations about Jesus' 40 days in the wilderness by British artist Simon Smith. They will imagine what Jesus was doing and thinking in the wilderness in preparation for facing temptations and committing to God's plan.

The illustrations and captioning activity can also be done *without* computers. See the [handout](#).

Scripture for the Lesson

Matthew 4:1-11

Key/Memory Verse: "Then Jesus was led up by the Spirit into the wilderness.... He fasted forty days and forty nights, and was famished. (And then) the tempter came...." Matthew 4:1-2

About the focus of this particular lesson:

Matthew notes that the Spirit led Jesus into the wilderness where Jesus prepared for 40 days and nights for his encounter with The Tempter. This lesson focuses on how Jesus' wilderness experience prepared him to resist temptation and further commit himself to God's plan, and by example, we are to do the same. This lesson is a good example of how lessons in the Rotation Model allow you to stretch further into the story. Traditional one class lessons on this story can only focus on the temptations, without exploring the significance of Jesus' preparation. The unique illustrations in the lesson activity, dive into this. See the [Bible Background](#) for more on this subject.

Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives and additional teachable content.

Preparation and Materials

- Read the [Bible Background](#) and scripture.
- Preview the video montage of Simon Smith's illustrations. (See below).
- [Download the illustration files](#) (attached to this lesson at Rotation.org) for importing into the Kid Pix 4 or the newer "3D" version software or any other software where you can add captions to images.. They are in a "zip" file and need to be unzipped and copied to the computer(s) where you have Kid Pix 4 or the newer "3D" version installed. Please

remember to purchase at Simon's website your right to use the illustrations (detailed instructions provided in post below this lesson).

- Review how to import jpeg image backgrounds into Kid Pix 4. See notes at the end of this lesson.
- Be prepared to PRINT the children's completed illustrations from Kid Pix 4. If you don't have a printer, the files can be saved and viewed by the class on their screens (and then later copied to a computer that does have a printer).
- [Print pages 1&2 of the PDF handout for this lesson](#), one for each computer. It includes all twelve images with "caption starter questions." Use this PDF with your students to prime their captioning work with the same illustrations in Kid Pix 4. (This file can also be a discussion handout for non-computer related use - and pages 3-8 are for those using this lessons as an illustration workshop who don't have computers.)

About the Illustrations

We are thrilled to share artist Simon Smith's illustrations of Jesus in the wilderness. They share a new perspective. In this lesson, your students will be assigned one or two of the illustrations to create and share captions for using Kid Pix 4.

The images you will assign to your students have been zipped into a single file of images and attached to this lesson. You will [download](#) them and place them on the kids' computers for importing by the Kid Pix 4 software. Simon has graciously allowed us to do this **with the understanding** that you will make a donation to this homeless charity in his hometown: <https://www.rotation.org/topic...8#706710675322700328>

The twelve illustrations have also been put into [the PDF for this lesson](#), and we've added some "caption questions" you can use to prime your student's captioning activity in Kid Pix 4.

One of Simon's fans has made a [YouTube video featuring all of his wilderness illustrations](#). You will use this video to introduce the illustrations after the Bible reading.

You will want to show this video to your students. It can also be downloaded using [these instructions](#) at Rotation.org and copied to a computer in your lab if internet access is an issue.

About the Kid Pix 4 software and Alternate Approaches

Kid Pix 4 software is commonly found in Sunday School computer labs. Its versatility as a illustration/slideshow program and wide age range make it popular tool. Whatever the kids type onto the illustration can be spoken aloud by the computer (and printed) so it's great for making presentations and sharing them with each other.

➡ You can purchase Kid Pix 3D, their latest edition at <https://www.mackiev.com/kidpix/>

If you don't have Kid Pix 4, you could use any paint program. You can also use a utility like "ANIMOTO" which turns illustrations into video clips.

If you don't have a computer lab, you can use the printable handout attached to this lesson — having your students manually 'color' and add captions.

Lesson Plan

In many respects, this lesson is largely "reflection." Using the illustrations, students will ponder what may have been going on in Jesus' head and heart during those 40 days of preparation. This will take time, and you will want to circulate during their creative period, ask questions, suggest thoughts, encourage direction.

In advance, be sure you have printed the Illustration Handout, downloaded the image files, and copied the image files to a folder on each computer so the kids can import them into Kid Pix 4.

How many illustrations can your kids edit and caption in Kid Pix 4? This will depend on your age group, number of computers, and time allotment. You may choose to let students pick the illustration(s) they want to caption, or pre-select them for them.

Opening Reading and Video (10 minutes)

Welcome your students and explain how today's lesson will unfold.

Read Matthew 4:1-11 to them, ..the story of the Temptation of Jesus in the Wilderness. Offer a few comments, then ask, "What do you think Jesus did for 40 days other than not eat during the day?" ("Fasting" in those days most likely meant giving up eating during the daylight hours.) Accept any answer.

[See alternate software option for the reading at the end of this lesson.]

Show them the VIDEO clip of Simon's illustrations. It's on Youtube at <https://www.youtube.com/watch?v=P-6a25Yo2wE%A0>. (Download it using these [instructions](#) if you don't have an internet connection at your computers.)

Introduce the video by saying, "Artist Simon Smith imagined what Jesus might have been doing for those 40 days in the wilderness. Let's see what he imagined."

Did you notice ...

- Jesus contemplating a flower? What might he have been thinking?
- Jesus looking at the moon? Does the moon make you feel small in God's world? Humble?
- Jesus looking at the skull in the desert? What does a skull make you think of?
- Jesus looking at foxes? Throwing stones?

- Did you see him looking at the vulture? What do you think the vulture was thinking!
- What else did you see?

Follow up Question: "The Tempter" (devil) shows up at the END of Jesus' wilderness experience, probably thinking Jesus would be tired and ready to give up. What did the Tempter find? He found a Jesus PREPARED to take on the world and obey God's Word.

Reflect on the Illustrations and Caption Them (20 minutes)

Overview:

Students will import one or more of Simon Smith's Wilderness illustrations, briefly add to them using Kid Pix 4's drawing tools, then spend most of their time coming up with a "CAPTION" for the illustration. See the handout for caption starter questions.

✂ Depending on your class size, time available, and number of computers, you will want to encourage each computer station to caption TWO or more illustrations for playback to the class.

1. Explain that they will be captioning some of the illustrations you have placed in a folder on their computer.

2. Give them a copy of the Printable Handout which has the thumbnails of the images and "Caption Starter Questions" which your students can use to create their caption in Kid Pix 4.

3. ASSIGN the illustrations to your students/computers, then show them how to "import" the illustration file into Kid Pix 4.

4. Begin enhancing the illustration once they've opened an image file in the Kid Pix 4. Let them know you're only going to give them a few minutes to use the drawing tools. Their tendency will be to "over do it." Strongly suggest that they add only that which will enhance the meaning of the illustration. For example, if they are using the "Jesus contemplates the flower" illustration, they could add grass and flowers, before moving quickly to add a caption.

Have them spend MOST of their computer time working on captions for their illustration(s). To add a sense of urgency to this, start a clock ticking for "drawing time" so that everyone has to switch to "captioning time" at the same time.

5. Use the Kid Pix 4 Text Tool to create the captions on the imported illustrations. Remember that in Kid Pix 4, whatever the kids type on the screen, the computer can play back out loud. As they work out what they want to say, circulate and share with them. Encourage them to make changes and go deeper.

6. Give everyone a "2 or 3 minute warning" to complete their illustration caption, then have them SAVE their new creation using Kid Pix 4's save file option. This is especially important to do if they will be crafting TWO illustrations. They'll have to save the first before starting to work on the second.

☞ Tell them to give their illustration a unique file name before completing the save process. Oversee the "saving process" to make sure they do it right.

File Organization Tip:

Create two folders on your Desktop:

- 1) one to store completed illustrations so they are easy to find.
- 2) one to store the original illustrations for the students to bring into Kid Pix 4 using KP's import function.

When it comes time to "save" their work, require them to call you over so that they are saving it in the right place.

Share the Captions

Have your class go from computer to computer to hear and see each other's illustrations and captions. Offer comments.

Then invite them to PRINT their captioned illustrations and make a display on the wall. (If printer available.)

Finally, offer students a selection of pre-printed copies of the illustrations to take home with them (in the hopes that a parent will ask them what the illustration is about!)

Adaptations

For Younger Students: Have a helper at each computer. The helper will "interview" non-readers/non-typists about the illustration. Rephrase the "caption questions" found on the printable handout in an age appropriate way, and then help the students TYPE their caption on the screen. The helper will also help with the import and saving process. Especially with the younger ones, it is so easy for them to accidentally erase all their work and have to start over from scratch. To help with this a good procedure is to show them upfront how to save their picture (starting with the background they've chosen) by giving it a specific name, then show them how they can re-save it every time they make a few changes.

For Older Students: Invite them to use Kid Pix 4's "Slideshow" feature to create a talking-slideshow of many, if not all of the twelve illustrations and their captions. You could assign one computer the first five illustrations, and the second computer the second half of the illustrations to work on (divide # of illustrations between 3 of computers). This is possible within a short time frame IF you don't have them use the drawing tools within Kid Pix 4.

Don't have computers - check out alternate suggestion under "About the Kid Pix 4 Software" right above 'Lesson Plan'.

Kid Pix 4 Tip: Here are two helpful graphic reminders of how to import one of Simon's illustrations as a background into Kid Pix 4. You can also click the "Also Add to Library" option when importing the image.

Alternate Software for the Scripture Reading Activity

If you own Life of Christ CD, send students to their computer workgroups to view Lesson #12 in the *Life of Christ* CD, *The Three Temptations*. Follow up with the two questions, then have everyone take the quiz at the end of that lesson to reinforce the story.