



Rotation Model Sunday School Lesson Plans

“Jesus Feeds the 5,000”

Memory Verse: “I am the Bread of Life.” (John 6:35)

Learning Center Overview:

Holy Word Cinema: View the Nest DVD “Bread From Heaven” and answer the onscreen review questions.

Creation Station (Art): Students will explore the miracle of Jesus feeding the 5,000 by participating in a guided scripture painting exercise.

Eat Your Way Through the Bible: Students will engage in a Bible story re-telling & movement exercise, then make and eat two types of “Jesus Toast” to illustrate the key points of the story.

Bible Games: Students will think about what it would have felt like to be at the miraculous feast of bread and fish with Jesus, then play a “fishing game” with scripture verses. To reflect, they’ll play a special version of “tag” that illustrates the kids of response to his miracle and call that Jesus want his disciples to make.

Bible Background

Scripture

[John 6:1-15](#) (NIV)

The story of Jesus feeding the 5000 is one of only two stories found in all four Gospels, the second being the story of the Crucifixion.¹ The four versions are nearly the same in all four Gospels—a distinction many multi-Gospel stories do not share. Certainly, these facts speak to both the importance and veracity of the event. However, John’s version of the story includes two unique additional recollections.

We have chosen to go with John’s version of the story for two reasons, one minor and the other quite important.

1. John is the only version of the story to include the brief detail of the **small boy** with bread and fish. As you will read in the background below, this is a minor addition to the story which should not distract from the miracle's more important main message.
2. John's version is the only one that **ADDS an explanation of the PURPOSE of the miracle**. In his concluding verses (14 and 15), John refers to the miracle as a "**sign**" to which the people respond, "*Surely this is the Prophet who is to come into the world.*" Indeed, chapter 7 of John continues to tell us the significance of the Loaves and Fishes sign—that Jesus is indeed the One, he is the Bread that lasts.

Lesson Objectives

This story has one main meaning and several other insights to be touched on.

1. Each student will be able to recite the story at a level of detail appropriate for their age and ability.
2. Each student will be able to define the meaning of the word "miracle" as "sign," and will know and be able to share what the message of that sign tells us about Jesus—that he is indeed the promised one. (John 6:14)
3. After learning about the sign, each student will reflect on their own personal response to what they think Jesus wants them to see and feel, know and believe, and do in response to the sign which he has now given to them.

What the story is *really* about

What were the people *really* hungry for?
(What is your soul hungry for?)

What did Jesus *really* feed them that day?
(How does Jesus open your eyes and feed your faith?)

It is so tempting to teach the Feeding of the 5000 as a warm ethical allegory about a small boy sharing his lunch with Jesus and others, "...and therefore we should too." We've all heard sermons and lessons that have done just this. Some have even turned it into a parable of stewardship, "Give what we have and trust Jesus to multiply your gift."

But "**sharing**" and "**multiplying**" are not what this miracle story is primarily about. In fact, John explains the meaning of the miracle in verse 14, and Jesus himself explains it in verses 32-35.

John 6:14

"Seeing this miracle that Jesus had performed, the people there said, 'Surely this is the Prophet who was to come into the world!'"

Meaning: To the people who saw the miracle, it was a sign that Jesus had been sent by God. "The Prophet," "The One," perhaps even "The Messiah." (See more about this below.)

To make this meaning even more obvious, John's Jesus further explains later in the chapter:

John 6: 32-35

"It is my Father who gives you the real bread from heaven. For the bread that God gives is he who comes down from heaven and gives life to the world."

"I am the bread of life," Jesus told them. "Those who come to me will never be hungry; those who believe in me will never be thirsty."

And just in case you didn't catch the meaning the first two times, John's Jesus goes on to describe HIMSELF as the BREAD.

John 6:48 and 51

"I am the bread of life."

"I am the living bread that came down from heaven."

In the rest of the sixth chapter of John, after the story of the 5000, John makes an even stronger point about what Jesus "feeds us" with -- Himself.

It isn't wrong to teach "sharing" and "multiplying gifts" to our kids, but our first task as interpreters of any story is to teach the meaning which the scripture itself explains. And as we can see in John's 6th chapter, the meaning is pretty clear—the miracle of the Loaves and Fishes was intended to reveal Jesus' identity and seek our response.

Do you see, taste, know, and believe who I am?

"...the one "who is coming into the world" (John 6:14)

Do you believe Jesus is the Bread of life?

And if so, what are you doing to change your life and spread this good news to others who also hunger?

But what about the cute kid? 😊

It's natural and traditional to want to focus on the small boy in the story because it's one of the few times children are even mentioned in the Gospels. But instead of turning him into a "role model of sharing," we are on firmer interpretative and discipling ground when we use the boy's presence to ask questions about what he was looking for, what he found, and what he might have done afterward to follow his Savior.

Here is a sample "progression" of questions that lead to the main question of "how does encountering and believing in Jesus change us?"

- *How do you think the boy felt when he was asked to help Jesus? When you are asked to help here at church, how does that make you feel? How can helping others make you feel closer to Jesus?*
- *Do you think the boy believed in Jesus after he saw the miracle? What questions do you think were on his mind? (Do you believe? What questions would you ask Jesus?)*

- *How do you think the boy's life changed after he met Jesus and saw the miracle? (Do you feel like you have "met" Jesus? And if so, how has your faith in him changed your life?)*
- *How do we "see" and experience the presence of Jesus today? (What things do you do to talk and listen to Jesus?)*

This story in its Bible context

You can often discover more about a Bible story's meaning by looking at the stories intentionally grouped around it, and such is the case with the Feeding of the 5000 in all four Gospels.

In all four Gospels, the Feeding of the 5000 is immediately followed by another major "sign" of Jesus' identity.

- In Matthew, Mark, and John, it's Jesus walking on water. And as mentioned, John 7 goes further into the question of Jesus' identity which begins to cause divisions.
- In Luke, it's the story of Jesus' transfiguration and conversation with Elijah and Moses. (More about that important connection in a moment!)

Mark's version of the walking on water story ends with a direct reference to the Feeding of the 5000 story. Jesus says to them, "Do not be afraid, it is I." But they didn't understand what they had just seen, says Mark 6:52, just like **"they did not understand about the loaves."** Understand what? Understand that Jesus was the One, the Messiah, the great "I am."

In **Matthew's version** of the walking on water miracle, the Disciples DO understand. "Truly you are the Son of God," they say, which sounds a whole lot like the response of the people after the Miracle of the Loaves and Fishes in chapter 6, verse 14, **"Surely this is the Prophet we've been waiting for."**

Luke 9 follows up the "Feeding of the 5000" story with TWO more identity stories.

After the miracle, Jesus is once again with his disciples, and he questions them, saying, **"Who do the crowds say that I am?"** And the ones, having responded, said, "John the Baptist; and others, Elijah; and others, that some prophet of the ancients rose-up". And He said to them, "But who do you say that I am?" And Peter, having responded, said, "The Christ of God."

Then almost immediately Luke 9:28 goes into the story of the **Transfiguration of Jesus** in which Jesus appears with the two superstars of the faith, Elijah and Moses. Elijah was the prophet expected to appear when the Messiah came; recall that Jesus was asked in John 1:21 if he was Elijah. Moses was, of course, the great law-giver of the Exodus, but to Jews in Jesus' day, he too was known as a prophet. To those familiar with the Hebrew scriptures, as apparently Luke's readers were, the multiplication of the loaves and fishes such that they didn't run out would have also been a clear reference to the story of Elijah's miracle in Zarephath where he made the flour and oil (used to make bread) to continually flow (1 Kings 17). And they would have recalled Moses and the Bread from Heaven raining down upon the Israelites in the wilderness (Exodus 16). All of which is to say, you can't fully understand the story of the 5000 merely on its own. Jesus connected the dots between scriptures, and so should we.

And in case you missed the point of John 6, John 7 makes it plain!

The meaning of John 6's story of the 5000 and Jesus declaration of himself as the "Bread from Heaven" is explained in John 7 when the crowds at the Feast in Jerusalem wonder aloud if he is the One.

What about you? Who do you say I am?

This is the "question of questions." "What about you. *Who do you say that I am?*" And though it is plainly asked by Jesus in Matthew 16 and Luke 9, in truth this is the question that should be at the heart of every Sunday School lesson. That's the difference between teaching *Jesus as history* and sharing *Jesus as Savior*.

Sometimes the crowds answer the question as they did in John's version of the Feeding of the 5000. Other times the question is asked by the Scribes and Pharisees, "*By what authority do you....?*" When the disciples see him calming the storm, they ask, "*What manner of man is this, that even the winds and the sea obey him!*" When the Centurion saw how Jesus died, he said, "*Surely this man was the Son of God.*"

All that's missing from this story's message is our response.

Holy Word Cinema

1. Watch the Nest DVD "Bread from Heaven"
2. Use the Adventure Quiz in the Special Features section to have kids answer questions about the movie/Bible Story. Even if kids know the answer, refer to the Scripture option, to have kids pull the right answer from the Scripture verses projected for that question.
3. Share this month's memory verse.
4. Close with prayer.

Home / Sunday School Lessons and Resources / LESSONS: MIRACLES OF JESUS
/ Writing Team Lesson Set: Jesus Feeds the 5000 / (WT) Jesus Feeds the 5000 ~ Art Workshop

Open to Supporting Members

(WT) Jesus Feeds the 5000 ~ Art Workshop



The Writing Team   Fortifying our Supporting Members

Jesus Feeds the 5000

Rotation.org Writing Team

Art Workshop



Summary of Activities

Students will explore the miracle of Jesus feeding the 5000 by participating in a **guided scripture painting exercise** using a **special script** we developed for the lesson and technique. The painting technique they will use is inspired by "Kandinsky-circles" where the circles and their colors represent the parts and players in the story (the crowd, boy, loaves & fishes, Jesus) and the students themselves. Their choices of colors and style will reflect their understanding of the transformation that occurred when Jesus revealed his true identity to the crowd that day on the hill, how people may have responded to it, and our own transformation when we see and believe the Bread of Heaven standing before us.

This lesson is inspired by Wassily Kandinsky's famous painting, "*Color Study: Squares with Concentric Circles*." (A copy to print and show your students has been [attached](#) below. We have also attached an

"About" page for parents.) Considered the "Father of Abstract Art," Kandinsky's fun, simple, and symbolic concentric circles and his understanding of the emotions that color can express, make painting in his style a neat opportunity for children of all ages to express their understanding of the story and place themselves in it. As they will learn in this lesson's "guided painting technique," circles are also important symbols in the Church and Bible.

Scripture for the Lesson

[John 6:1-15 \(NIV\)](#)

Key/Memory Verses: The first memory verse describes the miracle in two sentences. The second describes the message of the miracle. The third comes from a verse Jesus spoke after the story.

"Jesus took the bread, gave thanks to God, and distributed it to the people who were sitting there. He did the same with the fish, and they all had as much as they wanted." (John 6:11 NIV)

"Seeing this miracle that Jesus had performed, the people there said, "Surely this is the Prophet who was to come into the world!" (John 6:14 NIV)

"I am the Bread of Life." (John 6:35 NIV)

Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives and important insights into the story's content and meaning.

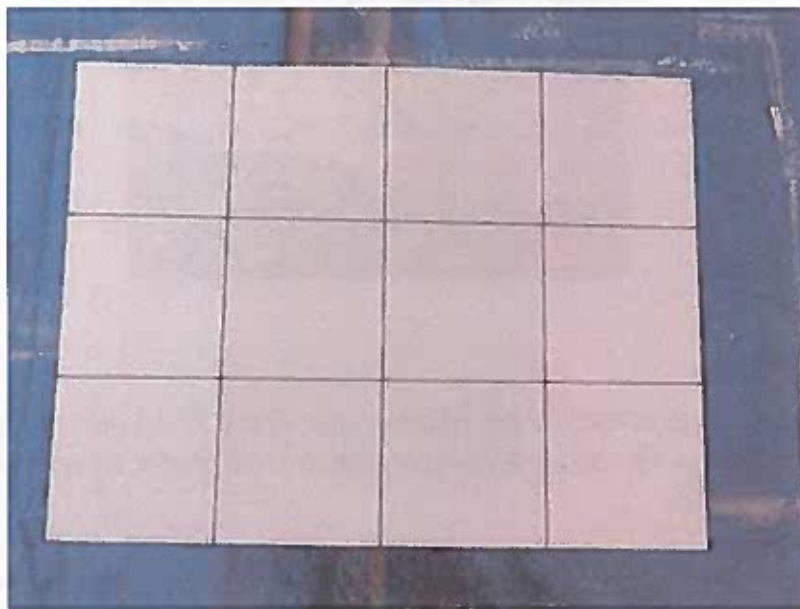
Preparation and Materials

- Read the Bible Background and scripture.
- Print copies of the [Guided Scripture and Painting Script](#) for the teachers.
- Print color copies of Wassily Kandinsky's "Color Study: Squares with Concentric Circles" painting ([attached](#) to this lesson).
- Print copies of the "Jesus Face" clipart ([attached](#)) sized to fit in one of the grid squares on the student's painting grid. (It includes some lesson help.)
- Print a color copy of the "Circles – Symbolism" handout to show students ([attached](#)).
- Print copies of the "About Our" project handout for parents ([attached](#)).
- Glue sticks to attach Jesus image to the heavy drawing paper in advance.
- Covering for table, such as newsprint.
- Sheets of heavy drawing/painting paper -one per student (with extras). 12 X 16 inch (cut to size if needed). Do not use thin paper as the paint will soak through and wrinkle when dry.
- Provide smaller pieces of drawing paper for practice.
- Pencils – one per student.
- Paper towels for messes, hands, and wiping brushes.
- Coated paper or styrofoam trays for paint palettes -one per color.
- Paint smocks or large t-shirts, one per student.
- Various sizes of round art-style paint brushes – buy the best quality you can afford for ease of use and best painting results (online art supply stores sell brushes in class packs). We recommend at least two or three brushes per color available at each tray (depending on your class size).

- **Acrylic paints** in primary + secondary colors (several bright colors and several darker colors). You may also substitute oil pastels. (Do not use watercolors.) 7 or 8 different colors should suffice.
- Metallic gold acrylic paint (for Jesus).
- Hair dryer - use if you want to speed up the paint drying.
- Round breadsticks (cut into 1-inch sections) to stamp "bread" on painting– 1 section per student.
- Fish shapes (cut from foam, cardboard or use Swedish fish candy) – 1 per student.
- Flip chart or whiteboard and markers.
- Download (or use a CD) of relaxing instrumental music – suggestion: <https://youtu.be/nnk1HTsmjk0>.
- CD player or iPod/phone for playing music while painting (Kandinsky was famous for listening to music while painting).

Advanced Preparation

- Display the copy of Kandinsky's painting where students can see it.
- Cover the table and prepare the painting supplies listed above.
- Using a pencil and ruler, lightly draw a grid of 4-inch "Kandinsky" squares on each sheet of paper (you should have 3 vertical squares X 4 horizontal squares when done).
- Glue a Jesus image in one of the center squares on each of the large drawing sheets (if you will be using that image. ✕ Older students may decide for themselves if they want to have the Jesus image to paint over or paint their own representation).



- Outline one 4-inch square on the *practice* paper sheets.
- Put out the paint by placing a dollop of each paint color, each on its own foam plate.
- Write the following on a whiteboard or flip chart in reference to Kandinsky's original art:
 1. What shapes do you see in this painting?
 2. What colors do you see?
 3. How do the colors in this painting make you feel? (What message does this or that color seem to be saying to you?)

Lesson Plan

Open

1. Welcome your students and have them put on paint smocks as they arrive.
2. Direct them to look at the displayed Kandinsky painting and think about the questions listed on the whiteboard (see Advanced Planning above).
3. Explain that they will be creating a special painting in the same style as the one displayed to help us think about the meaning of the Miracle of Jesus Feeding the 5000.
4. Review the painting instructions found in the script.

Follow the Guided Scripture and Painting Exercise

The script tells the teacher what to read, say, and ask, and the order of what the artists are to work on.

~ View and Print the Script ~



Reflect and Close

Say: Let's get up and look at each other's paintings as they dry. When we come to yours, be ready to tell us something interesting about the way you painted some of your squares, including how you painted your own square.

Ask: Why do you think YOU are "the second most important person" in this story?

Ask: After seeing this miracle, when you walk away from the crowd today (so to speak), how will you be different? What will you have learned?

Say: Jesus invited everyone in the crowd and all of us today to think about who he is and what we believe about him. **Jesus wants us to believe in him and respond with all our heart, soul, strength, and mind.**

Say and Do: I'm going to come around, and with your permission, I'm going to **PAINT ONE FINAL KANDINSKY CIRCLE on each of your hands**. This circle will be a sign that you have met Jesus the Holy One you have been waiting for, and it will be a sign to others of how you may have been changed by him or want to be.

In keeping with our Kandinsky color activity, I want YOU to decide "which color" I should draw on your hand. And here's what the colors will mean: (*write them on the board*)

- Yellow = I believe Jesus is my light and salvation.
- Blue = I want to feel Jesus' comfort and strength in my life.
- Green = I want my faith in Jesus to grow.
- Red = I want to be more loving like Jesus.
- Choose from any of the other paint colors and apply your own meaning.

Close with prayer.

Adaptations for younger students and those short on time:

- See the script for some suggestions.
- Reduce the number of squares from 12 to 6 (1 Jesus, 1 You, 1 Boy, 3 People)
- Have young students draw circles using crayons, then fill in with paint. (Remind students that they do not have to completely fill in each circle. They can leave white space.)
- Be sure to glue the Jesus image to a central square ahead of time. This will add a more "concrete" visual to what is otherwise an abstract painting. Younger students may also want to paint more fish and bread, and include a few keywords.
- If you need to save a lot of time, have students work on individual squares of Kandinsky circles which you have pre-cut into individual pieces ahead of time. Assign different parts of the script to different students to work on with a helper, and then assemble the squares back together to create one complete picture of 9 to 12 circles (use wide masking tape to tape the seams on the backside of the painting). The Jesus circle could be a group decision. Then, each student could also create their own personalized dot-circle painting to add to the group's collection. Once assembled, each group could share what its circles represent.

Paints and Brushes

- We are recommending acrylic paints for their vibrancy, and they tend not to "spread" on paper like watercolor paints do.
- Adjust to the size of your group, student ages, and size of your tables.
- You don't want kids to have to reach too far for paint.
- You don't want paint dollops too close together or they will get mixed.
- The more paint you put out on the tray, the more students will think to use, and you don't want to end up with "glops" on their drawing paper. Encourage kids not to paint circles by "coloring them in" but by using simple brush strokes.
- You can mix paint colors on purpose. Just remember to keep the brushes from one color from mixing with the other colors. Use paper towels to clean paint off of brushes.
- Have extra trays and brushes. Brushes can be leaned on the tray or put in empty cups.
- If a student "messes up" one of their circles/squares, cut a "patch" square and quickly paste it over the square they want to cover.

Display Options:

Instead of taking their paintings home, share them with the congregation. Include a flyer ([attached](#)) describing the Kandinsky technique, guided scripture and painting process, and how the "abstract color choices" made by each student express their insights into the story and responses to questions posed by the teacher.

Notes and Sources

History of Kandinsky: <https://www.youtube.com/watch?v=v7d6zscZF5I>

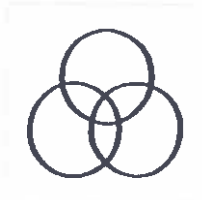
Christianity and Circles: <http://www.art-rageous.net/ChristianSymbols.html>

Written by Jaymie Derden and the Rotation.org Writing Team
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 Attachments

Hide 

Images (6)



Files (4)

[JesusFace-Kandinsky-5000.pdf](#)

[Circle-Handout-Rotation.org.pdf](#)

[AboutKadinskyPainting.pdf](#)

[Guided.Scripture-Painting.Script.Rotation.org.pdf](#)

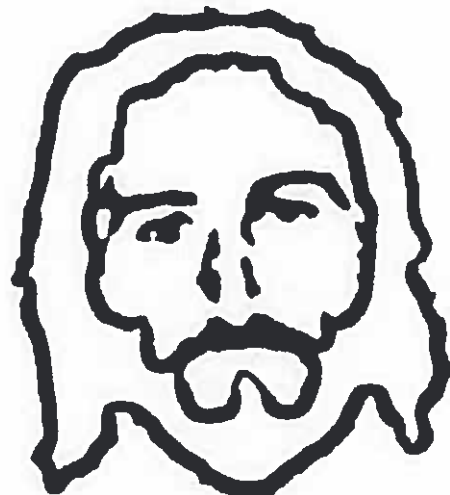
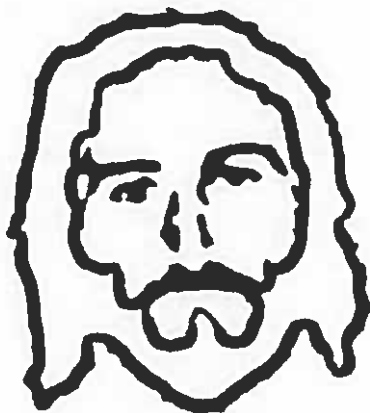
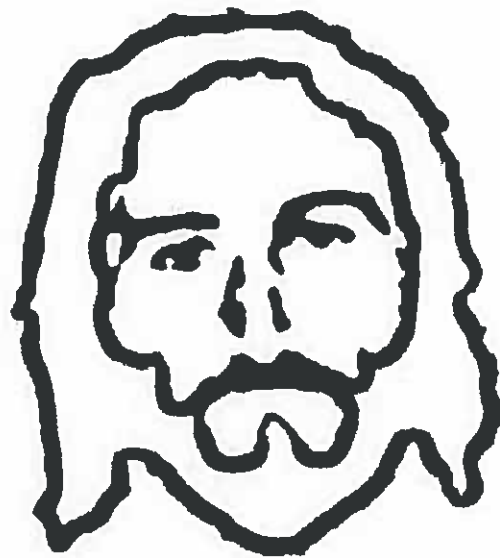
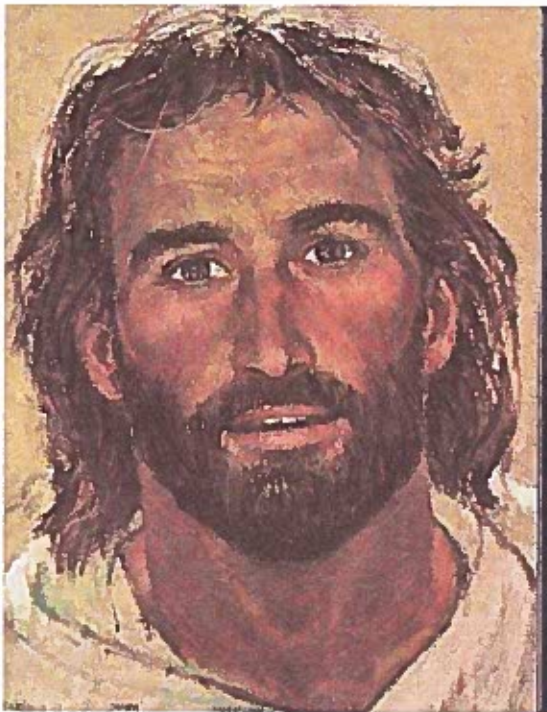
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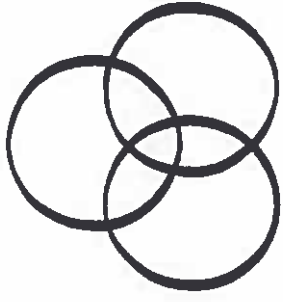
Resources for the Rotation.org Writing Team's "Jesus Feeds the 5000" Art Workshop

The outline of Jesus' face was created from Richard Hook's famous illustration of the Face of Christ.

We have provided two different sizes you can work with (depending on the size of your grid). To use, print and cut out the illustration, then use a glue stick to lightly glue it to a grid spot on your heavy drawing paper. After a few minutes, the image can be painted over using Kandinsky's series concentric circles method (in other words, do NOT "color in" the line drawing like a conventional drawing). What colors will your circles be and what message will those colors remind you of? The lesson plan suggests "gold" paint as the final concentric circle to go around Jesus. This "halo" circle symbolizes Christ's divinity – an identity he revealed to those he fed that day on the Galilean hillside. Circles of light in the Bible and in religious art also represent eternity, power, glory, spiritual strength, completeness, and peace. What colors will you choose for your own Kandinsky circle? For the small boy? And for someone who didn't believe?



Examples of Circles in the Church



About our “Kandinsky Circles” -inspired painting of Jesus Feeds the 5000



Wassily Kandinsky was a famous Russian painter known as the “father of abstract art.” His most famous abstract painting, “Squares with Concentric Circles” (1913), is the inspiration for our art project today.

Kandinsky began his career painting landscapes, but as his art progressed, he began to paint his feelings, thoughts, spirituality, and emotions using shape and color. Kandinsky also painted music and heard music in colors. The point of such art, other than being the expression of the artist, is to provoke the viewer’s thoughts, emotions, questions, and response – which is very much the way the miracles of Jesus function in the Gospels.



In John 6’s *Jesus Feeds the 5000*, the message of the miracle is the revealing of Jesus’ identity to the crowd as the one “promised from God” (John 6:14). Gathered around Jesus, we see a crowd with all the colors of belief, expectations, attitudes, doubts, and potential responses to what Jesus is about to reveal.

We used a “guided” process to create our masterpieces. They were created in stages as the teacher read the scripture, asked questions, and invited students to make and paint certain choices. We also asked them to represent themselves in the painting – considering their own faith journey to the “hill” that day and how they might be different after encountering and feasting with Jesus the Bread of Heaven.



Guided Scripture and Painting Script

for the Rotation.org Writing Team's "Jesus Feeds the 5000" Art Workshop, John 6:1-15.



In the following "script," you will introduce and direct the Kandinsky-style art activity as you present the Bible story, ask questions, and provide insights. We've given you plenty to "say" and of course, you will need to edit as your time, age group, and your own insights tell you to! Without direction, kids will tend to "just draw circles," whereas, this guided approach seeks to help them think about the story, listen carefully to your questions and comments, think about their own response and interpretation –and then express it through the decisions they make regarding color, shape, stroke, and layout. In the end, their work of art won't (and probably shouldn't) look like a literal illustration of the story scene. Rather, it will be a visual expression that makes sense to them about their thoughts about the story and its meaning, and may need to be explained to others. This is a great example of the difference between "art" and "craft."

1. Introduction

In our story today, John the Gospel writer tells us that miracles in the Bible are "signs" that point to Jesus telling us who he really is. What are some "signs" you see every day? (What are they telling you to do?) (Note: The word "miracle" in John's Greek literally means "signs.")

What are some other miracles Jesus performed? (Healing the sick. Raising Lazarus from the dead. Walking on water. Calming the storm.) What did THOSE miracles tell us about who Jesus is? (Savior, Son of God, etc.).

In a moment, I'm going to read you the story of another miracle that Jesus performed -- the miracle of the Loaves and Fishes -- which we sometimes called the "Feeding of the 5000." How many of you know that story? (Feel free to let them try and tell the story.)

As I read the story out loud to you, you're going to be painting the story using all the art supplies in front of us! But you're not going to paint a simple "picture" of the story. Instead, you're going to make an "ABSTRACT" painting of the story using a special method called "Kandinsky Circles."

Wassily Kandinsky was a famous Russian painter who, instead of painting pictures of real things, painted his feelings, thoughts, and emotions using shapes and colors. His most famous painting style was to paint colored circles we now call "Kandinsky Circles." **{show the Kandinsky painting}**. Each circle and each color was meant to express a feeling and make you think certain thoughts.

For example, what do the colors in this group of circles make you think? (Sad, happy, deep, spring, scary, hopeful, etc.)

Today, I will be guiding you as you paint your own Kandinsky-circles style painting of the miracle of the Feeding of the 5000.

Brushes and Paint

1. To start, place several clean brushes at each "color station" (trays or paper plates). Squirt a small dollop of acrylic paint on each tray – different colors on different trays.
2. Remind students to **switch brushes when they switch colors** and not to dip a brush from one color into another color. If they want to mix colors, they need to do it on a separate pallet and either leave that brush with that color or wipe the brush clean so it can be used with another color.
3. As students paint with various colors, their brushes will invariably pick up paint from their previously painted color rings. Have them **WIPE THE BRUSH** with a paper towel before returning it to the color tray for another student to use.

4. Remind students that they do not need a lot of paint and do not need to “color in” every part of the paper. Convince them that whitespace is their friend! Leaving whitespace between color rings will also help avoid cross-color contamination between your various brushes.
5. Have students return their brushes to the proper color station **between painting steps**. This will help them focus on listening rather than rushing ahead and just painting whatever they like.
6. To clean brushes and hands after painting, use warm soapy water.

2. Practice Painting

Take a look at your paper. How many different squares are there? (12) You will be painting Kandinsky-circles in each.

Here’s what you will be putting in each square:

1. One of these squares will have a circle representing JESUS.
2. Another square will have a circle representing YOU.
3. And most of the other squares will have circles representing different PEOPLE in the story, including the boy.

First, however, we’ll practice on a scrap piece of paper. **Distribute scrap squares**, along with the paint palettes, paints, paper towel, a pencil, and paint brushes.}

Before choosing your first color, let’s talk a little about color. Look at your paints and tell us:

- What circles of color would you choose to show love or surprise?
 - What colors might represent growing or gloomy?
 - What colors make you feel excited? Peaceful? Hopeful?
1. **Let’s start by choosing a color for our center dot.** What color would you choose for YOU or someone who was SAD? Go ahead and lightly dip your brush into the paint and draw a small circle (about the size of a quarter) in the middle of your square.
 2. **Let’s choose a color for the first Kandinsky circle around the dot.** What color would you choose for someone who just showed up today not expecting anything interesting or fun? Draw that circle.
 3. **Now let’s paint another circle** symbolizing someone who was “broken” or feeling “incomplete” or not very loved. What color would you choose and how would you paint that circle? (Paint it.) (You may also decide to paint a third practice circle by asking them, “What color represents a change of heart? ...someone who met Jesus and now believes?”)

How you choose to paint each circle—the colors you choose, size, stroke, background (etc.), will depend on how you want to describe each of those people at the miracle that day. How they were feeling. Whether or not they believed in Jesus. And how the miracle of discovering who Jesus really was might have CHANGED THEM, or perhaps how they may have ignored what they learned from meeting Jesus.

4. **We’re now done practicing** and ready to create our Kandinsky Circle masterpieces based on the story of Jesus Feeding the 5000! **Return your brush** to the tray and get ready to listen.

Here are a couple of things to think about before we get started listening and painting:

1. We will be listening to background music as we paint. Kandinsky loved playing music as he painted because it helped him get in touch with the emotions he was trying to paint. Kandinsky believed colors were like songs themselves – each singing a message or feeling to the person viewing the painting. And when he listened to music, he believed he could “hear colors.”

2. One last important thing about circles: They are a religious symbol as well! **{Show the Circles ~ Symbol Handout}**.

- Circles have no beginning or end – just like God who is eternal, and just like God’s love.
- Circles were often painted around Jesus’ head in paintings to show he was divine. We call them “halos” and they were also painted around the heads of Christians to show they were spiritual persons.
- Many crosses have circles on them. Many churches use circle-shaped communion bread or wafers. Some churches have circular prayer paths called “labyrinths.” Circles are symbols of “eternity,” “return,” “completeness,” “accomplishment,” “wholeness,” and “embrace.”
- Circles can also surround something to make it set apart, “holy,” special.
- So for example, when you are painting your circles, you might leave one person’s circle “broken” to tell their faith story. Or surround a gloomy circle with a hopeful circle. You want to pay special attention to the circles you paint around Jesus –because your circle shapes and colors will tell people what you think about him in this story. In fact, I have a special paint color for those who want to really make Jesus’ Kandinsky circle stand out.

3. Listening to Scripture and Painting Your Kandinsky-style Masterpiece!

1. Set aside the practice sheets and pass out the larger drawing paper sheets.
2. Give each student one piece of bread stick and one fish shape.

There are 12 squares marked on your paper. We’re going to paint 9 of the squares with concentric Kandinsky circles. Remember, to keep each of your concentric circles inside the square that is marked on your paper. These circles will represent the people who were in our story – Jesus, the disciples, the small boy, the crowd... and one square for YOU. We’ll leave 3 squares for the fish and bread.

Ready? Let’s Pray for God’s Guidance: Amazing and creative God. Thank you for giving us color and art to express our faith. Help us see and hear and KNOW Jesus in a new and deeper way today as we paint and create together. Amen.

Read John 6:1-4 ~ Painting the Center People Dots

1 Sometime after this, Jesus crossed to the far shore of the Sea of Galilee (that is, the Sea of Tiberias), 2 and a great crowd of people followed him because they saw the signs he had performed by healing the sick. 3 Then Jesus went up on a mountainside and sat down with his disciples. 4 The Jewish Passover Festival was near.

SAY: Jesus often sailed on the Sea of Galilee with his fisherman friends. Often he would go to a quiet place to rest and to pray after he had performed miracles or spent time with people. But this time the crowd followed him.

ASK: According to our story, why had the people followed Jesus?

ASK: Do you think *everyone* who followed Jesus across the Sea was interested in becoming a disciple of Jesus? What might have been some of the “other reasons” people came to see him? (Some maybe just wanted to be in the crowd, hang out with their friends. Others probably hoped to be healed, or see a miracle. Some probably hoped Jesus would turn out to be the Messiah and they wanted to see what he would do next.)

PAINT: There were all sorts of people in the crowd that day who had come for all sorts of reasons (kind of like us). Let’s now **paint the center-dots in 6** of our 12 squares to represent all these people, their needs and diversity.

PAINT: Now let's paint the first circle around these 6 dots. Choose colors that show how DIFFERENT people in the crowd were probably feeling that day. Some were probably excited, hurting, bored, what else? Do you think anybody in the crowd was feeling "broken" inside or "distant" from God? How would you paint your circle to show that?

- Allow time for students to paint. When finished, have them return their brushes to the trays.

Read: John 6:5-9 ~ Painting the Small Boy Dot & Circle

5 When Jesus looked up and saw a great crowd coming toward him, he said to Philip, "Where shall we buy bread for these people to eat?" 6 He asked this only to test him, for he already had in mind what he was going to do. 7 Philip answered him, "It would take more than half a year's wages to buy enough bread for each one to have a bite!" 8 Another of his disciples, Andrew, Simon Peter's brother, spoke up, 9 "Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?"

SAY: How would YOU have felt if you were that little boy in that big crowd? What would have been your reaction to share your lunch with Jesus? Nervous? Protective? Happy? Wondering?

PAINT: Pick one of the empty squares and paint the small-boy's dot. Think about what color might represent how the boy felt BEFORE he was asked to share. Was he expecting anything wonderful to happen? Was he bored? Hungry?

Then, paint a Kandinsky circle around the small-boy's dot that represents how he was probably feeling when he was asked for his lunch, and then another circle to represent how he felt AFTER he was asked to help Jesus.

- Allow time for students to paint. When finished, have them return their brushes to the trays.

Read: John 6:10-13 ~ Painting Circles Around the People-Dots

10 Jesus said, "Have the people sit down." There was plenty of grass in that place, and they sat down (about five thousand men were there). 11 Jesus then took the loaves, gave thanks, and distributed to those who were seated as much as they wanted. He did the same with the fish.

12 When they had all had enough to eat, he said to his disciples, "Gather the pieces that are left over. Let nothing be wasted." 13 So they gathered them and filled twelve baskets with the pieces of the five barley loaves left over by those who had eaten.

SAY: Wow! Jesus fed over 5000 people with just five little loaves and two small fish!

ASK: How do you think the people reacted to this miracle? What would you have said when you saw it? What questions would be on your mind?

PAINT: Take some time and paint Kandinsky circles around all of the people-dots you have painted so far. Think about how your circle can show the various reactions of the people. Many were probably excited, others maybe had more questions. Some may have been scared by such power. How could the color and shape of your circle's line describe these feelings?

Suggestion: Pick one of your dot-people, and paint their circles to represent some who "doubts God is real," and another to represent, "I doubted but now believe!"

- Allow time for students to paint. When finished, have them return their brushes to the trays.

Read: John 6:14-15 ~ Painting “Hope” and the Jesus Dot and Circles

14 After the people saw the sign Jesus performed, they began to say, “Surely this is the Prophet who is to come into the world.” 15 Jesus, knowing that they intended to come and make him king by force, withdrew again to a mountain by himself.

SAY: The miracle of the Bread and Fish opened people’s eyes to the real identity of Jesus. They realized he was “the Prophet” –the One that God was sending into the world to save the world and bring God’s Kingdom.

PAINT: I want you to pick a color that says “hope” and “excitement” and quickly paint one final Kandinsky circle around some of the PEOPLE in your painting. This circle will represent the moment their eyes were opened and they recognized that God’s Messiah was the one feeding them bread and fish.

Now it’s time to paint the most important person in our painting: Jesus.

(Important Notes: If you have glued the Jesus face image on this square, you do not need to paint a dot. Instead, students should paint circles of color to fill in the drawing and the space around it –keeping with the Kandinsky color theme and style. If you are not using the face image, go ahead and paint a dot, and help students to make that area of the square stand out as the obvious “Jesus” part of their painting. Additional symbols can be added, rays, halos, etc. At this point, you may also introduce the special “gold” paint color you may have brought. Suggest that they use it sparingly to illustrate the “revealing” and “divine” nature of Jesus which the people discovered through this miracle.)

SAY: You need to pick a color for his DOT, and then pick colors to paint three Kandinsky circles around his dot. Each circle can represent something important to know about Jesus.

ASK: What are some important things to know about Jesus that the people might have discovered that day?

(He loves us. He feeds our souls. He is here to save us. Jesus brings us hope and true happiness. Jesus surprises us. Jesus wants us to know who he is and believe in him.)

PAINT: Paint the Jesus Dot (or face) and the Kandinsky circles around him. (Use the special paint to make Jesus’ square stand out from the others, just like Jesus used the miracle to “stand-out” to the people as the One they had been waiting for.)

- Allow time for students to paint. When finished, have them return their brushes to the trays.

PAINTING YOUR OWN DOT AND CIRCLE

SAY: Now it's time to paint YOURSELF into the story –because you are the second most important person in this story – the person Jesus is trying to reach out to and share with today. But before you do, I have some questions to ask you, and your answers will help you decide how to paint your own dot and circles.

ASK & PAINT:

1. First, you need to paint a DOT to represent yourself in the painting. I want you to pick a color that describes how you felt about coming to Sunday School today: “freezing, cold, lukewarm, warm, hot, or on fire.” In other words, did you get up feeling excited or annoyed? Not wanting to come or looking forward to learning about your friend Jesus? A bit scared or nervous about what's going to happen, or excited about what may happen today?
2. Next, paint your **first Kandinsky** circle using a color and WIDTH that describes how much FAITH you think you have (how strongly you believe) in Jesus being your Savior, -- the One promised by God to save us. A thin line would be “some but not a lot.” A thick line would mean “a lot of faith!”
3. For your **final circle**, pick a color and WIDTH describing how much you would like to GROW in your relationship with Jesus –the One who feeds your soul and saves your life.

- Allow time for students to paint. When finished, have them return their brushes to the trays.

PAINTING the BREAD OF LIFE & FINISHING YOUR KANDINSKY PAINTING

Now it's time to add some **finishing touches** to your painting. Here are some things you could do:

a. Add some **bread and fish** stamps in some of the squares. (To add the fish, use a pencil to trace around the fish cut-out. The bread can be used like a stamp. Use additional paint to complete the bread and fish. Keep in mind that the bread and fish helped reveal Jesus' identity to the crowd so you might add some special paint or add a special design to them.)

SAY and DO: In John 6:35, a short time after the miracle of the fishes and loaves, Jesus reveals more to us about the meaning of the miracle when he calls HIMSELF the “Bread of Life.” Listen to his words, and then I want you to think about how you could **HIGHLIGHT YOUR BREAD STAMPS** with colors or symbols to express Jesus' words that HE is our bread. What does he feed us with? (With younger children, you may add words like “love,” “life.”)

Jesus declared, “I am the bread of life. Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty.

Ask: How is Jesus like “bread to our lives and souls.” (Without Jesus, without his spirit and saving grace, we are dead.) How much of Jesus is there to go around? Only two loaves? Or baskets and baskets full?

b. Add some **background color to various squares** (like Kandinsky did) – keeping in mind that the background color should help tell the story.

- Did some people become disciples that day? What color background would you give them?
- Did some people walk about still not believing in Jesus? What color background or final circle would you draw around them?

c. How could you make Jesus' dot, circle, and square **stand-out a little more**? After all, he is the FOCUS of the miracle.

d. What do you think happened to the **small boy** in the story –how did HIS journey of belief turn out? Do you think his encounter with Jesus turned him into a believer? What color was his faith and life after meeting Jesus?

Is there a special color of paint or a design you would like to add to YOUR Dot & Circles to say something about YOUR faith? ...how strong you feel it is, or perhaps that it is growing, or that you want Jesus to feed you, or you hope to meet Jesus face to face just like that small boy did?

e. Add the words "Jesus Feeds 5000" and "John 6:1-15, 35" to a square.

f. Make sure each artist "signs" their work.

g. Use a fan or blow dryer to help dry the paint.

More Painting Tips:

Remember to wipe brushes with paper towel if they pick up a second color during painting.

Use less paint and instruct students that they DO NOT have to completely "fill in" each circle or background. Younger children will think the circles and backgrounds need to be "solid" but they don't and it will save time and dry quicker if they are not. Show them that leaving "brush strokes" and whitespace is not only permissible, they can help express meaning.

Each circle should not be too wide as you will want to be able to paint at least three per square. Keep the dots small for the same reason. Whitespace will help make the colors and dots stand out, and keep the brushes from picking up paint from previously painted circles.

For children who need help painting circles, have them use a crayon to first draw the circles, then sketch-in with paint. The wax from the crayon will help keep their paint within the desired area.

The "background" color for each square should be added last. It can have "stamps" or words, as well as colors that reflect an idea about that "person's response or feelings about Jesus." Remind students not to completely fill it in, but leave some white space.

Students may choose to add some keywords to their painting or to their own square to express more clearly what their abstract painting is saying. "My Bread of Life" and "John 6:1-15, 35." These can be written in the whitespace using their pencil or older students can try to paint them with their brush.

This Guided Scripture and Painting Script was created by the Rotation.org Writing Team. It is a technique that can be used for other stories where you want your students to THINK through a story with you and EXPRESS their own understanding with structure and focus.

Different age groups will naturally adjust to the content and artistic level the project requires. What's important about the end result is not that they produce a "picture" that's obvious to someone outside of class, but rather, that their artistic result reflects and reinforces their own deeper thoughts about the story through which you have guided them, and perhaps can be explained and appreciated by those they share it with.

Home / Sunday School Lessons and Resources / LESSONS: MIRACLES OF JESUS
/ Writing Team Lesson Set: Jesus Feeds the 5000
/ (WT) Jesus Feeds the 5000 ~ Storytelling & Toast Workshop

Open to Supporting Members

(WT) Jesus Feeds the 5000 ~ Storytelling & Toast Workshop 🔔



The Writing Team Fortifying our Supporting Members

Jesus Feeds the 5000

Rotation.org Writing Team

Storytelling & Toast Workshop



Summary of Activities

Students will engage in a Bible story re-telling & movement exercise, then make and eat two types of "Jesus Toast" to illustrate the key points of the story.

Scripture for the Lesson

[John 6:1-15 \(NIV\)](#)

Key/Memory Verses: The first memory verse describes the miracle in two sentences. The second describes the message of the miracle. The third comes from a verse Jesus spoke after the story.

"Jesus took the bread, gave thanks to God, and distributed it to the people who were sitting there. He did the same with the fish, and they all had as much as they wanted." (John 6:11 NIV)

"Seeing this miracle that Jesus had performed, the people there said, "Surely this is the Prophet who was to come into the world!" (John 6:14 NIV)

"I am the Bread of Life." (John 6:35 NIV)

Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives and important insights into the story's content and meaning.

Preparation and Materials

- Read the [Bible Background](#) and scripture.
- Print and make photocopies of the [Jesus Toast Template PDF attached](#) to this lesson and cut to a size that will fit on the bread.
- Print the attached [story](#) and [action word](#) PDF files and post for all to see.
- You will need access to an oven broiler or toaster oven.
- Rolling pins.
- Several large baking sheets and enough aluminum foil to cover them.
- Permanent marker to write student's name on the aluminum foil.
- Assortment of plastic utensils (you will use their blunt end to make the word indentations in the bread).
- 1/8" wooden skewers for poking the dots through the Jesus paper face template into the bread.
- Plain white bread, enough for two or three slices per student. Plus, additional gluten-free bread for those who need it.
- Various colors of colored sugar. Either purchase colored decorating sugar or make your own using the following tutorial: <https://www.youtube.com/watch?v=uMcOsyncRpCw>.
- Honey to drizzle on the toast after baking (optional).
- *Baking markers - option if you have younger students, you pre-write their word choices (pattern) for pressing.*
- Have your camera or cellphone ready to take photos of the kids making and eating their toast.

Lesson Plan

Open

Welcome your students and explain what they'll be doing and learning in today's lesson.

Bible Storytelling with Movement

Led by the teacher, students will engage in an interactive reading of the Bible story using the attached script, and perform actions for marked keywords in the story to enhance both students' understanding and memory of the story. Our version of the story below is closely based on John 6:1-15 but retold in a more kid-friendly, story-like manner.

1. **Print and distribute the attached copy of the actions for the story.** Alternately, you can write the action words and the action(s) on the board or put them on a screen using PowerPoint so the students can easily see and keep their hands free.

Ideally, both the script and action words/actions are posted for all to see. The teacher should

"practice" the actions. You could also have a shepherd read the story while the teacher leads the actions.

2. **Get ready for the story re-telling by asking students to move into a circle so everyone can see each other.** REHEARSE the actions with the students until they are comfortable performing them.
3. **Begin reading the story slowly – briefly pausing after each action word to give kids time to perform the actions.**
4. **After reading the story the first time with the actions,** perform it a couple more times before moving to the kitchen to prepare the bread. See if they can do the actions without your prompting. Invite a student or two to read or lead the actions. The more playful you make it, the more they will remember it and want to do it again.

The following are the same as found on the printable PDFs.

Word Actions to Perform:

Jesus: touch each palm with the middle finger of the other hand

Crowd: (Whisper loudly) "WHISPER, WHISPER...RUMBLE, RUMBLE"

Disciples: high five someone

Miracle: say "WOW" while slapping your forehead

Hungry: groan and rub tummy

Food or Bread: pretend to eat and make chewing noises and say "yummy"

Small boy: "aaaawww"

Loaves and fish: Place 2 fingers from one hand into your 5 fingers of your other hand and waggle both hands like a fish.

Thanks: slap your hands together and raise them up high in prayer

The Story

One day, the **disciples** were sitting with **Jesus** on a hillside by the Sea of Galilee, when they saw a huge **crowd** of people coming towards them.

The **crowd** had heard **Jesus** teach and seen him heal many people and had come to learn and see more.

"What are we going to do?!" said one of the **disciples**. "It is late and we don't have enough **food** to feed this **crowd**." But **Jesus** answered the **disciples**, "feed the **crowd** yourself."

The **disciples** were shocked! It would take a **miracle** to feed such a huge, **hungry crowd**. The **disciples** told **Jesus** that they would have to work a long time to pay for enough **food** for this large **crowd**!

Just then one of the **disciples** found a **small boy** who had **5 loaves and 2 fish**. The **disciples** thought it would be impossible to feed the **crowd** on the **5 loaves and 2 fish**.

Jesus said, "Tell everyone to sit down." So the **crowd** of 5000 sat down on the grassy hillside. Once everyone was seated **Jesus** lifted the **bread and fish** and gave **thanks** to God for them.

Then **Jesus** told the **disciples** to start handing out the **bread and fish** to the **crowd**. And a **miracle** happened, there was more than enough **food** for everyone, including the **boy!**

The **disciples** and the **crowd** were amazed when everyone had enough **food**. And when they collected the leftovers, the baskets were full!

When the **crowd** saw **Jesus** do this **miracle**, they said, "this is the One we have been waiting for!" and they tried to crown **Jesus** as their king right there and then.

By performing this powerful **miracle**, **Jesus** had shown the **crowd** and his **disciples** his true identity as the Savior sent by God.

Their stomachs were full of **food** that day, but their hearts were also full of the knowledge that **Jesus** had given them more than just **bread and fish**. **Jesus** had shared who he really was.

Jesus had revealed that He was the **Bread** of Life come down from heaven to feed our deepest hunger -- our hunger to know God is with us, has come to save us (not condemn us), and is here to comfort us, nourish our faith, and help us love one another. And for that kind of **bread**, we give **thanks!**

Bible Study Questions

1. The word "miracle" literally means "a sign." What is a sign? Can you name some signs?
2. What sign (or message) was Jesus trying to give the people that day when he fed them? (Look carefully at verse 14 for the answer! Jesus' miracles are almost always intended to reveal his identity to others).
3. If you had been there that day munching on the bread and watching Jesus...
 - a. How would you be feeling after you saw the miracle?
 - b. What would you say to someone in the crowd who asked you to explain what Jesus had just shown everyone?
 - c. How might your life be different now that you had seen the miracle?

Teaching Note: *You will go a bit deeper during Toast Time.*

Jesus Toast Time!

- Move to the kitchen or space where you are preparing the "Jesus Toast."
- Have everyone wash their hands as they prepare to work.
- Have the keywords and copies of the Jesus image ready to go.
- Distribute the foil and bread.
- Describe the process, then begin. Ideally, each student will make two pieces of toast, one with a keyword or phrase, and another with the image of Jesus.

Steps for Preparing the Bread Prior to Toasting:

1. Give students a piece of aluminum foil approximately 12" x 12" (big enough to hold two slices of bread).
2. Have the student or a helper write the student's name on the corner of the aluminum foil.
3. Give each student their first piece of white bread.
4. Have students use a rolling pin to flatten the bread.
5. Once flattened, carefully place the bread onto the piece of foil.

Trick: To have more writing space, either use larger slices of white bread, or place two slices side-by-side then press the edges together (slightly wetting them to make them stick), then roll them.

6. **On their first piece of "Word" bread...** Have students pick words to "press" into the bread using the blunt end of a utensil. In effect, they are grooving the letters into the bread they have flattened—making a channel to receive the lightly sprinkle colored sugar into the letter grooves. Brush off any excess.

Tip: Use the blunt end of the utensil to "press" the bread, not cut it. If the students cut their grooves too deeply through the bread dough and expose the foil, the melted sugar will stick to it and the toast will be difficult to remove from the foil.

Tip: For younger students, use "baking markers" to first write the words on the bread, then press the letters into the bread. If they can't spell, have them dictate a message to you.



Suggested phrases to press in the first slice of bread:

Jesus Feeds Me | Bread Of Life | Miracle | Jesus is the Sign
 Jesus is the One | Jesus my Bread | Here to Save
 I AM the ONE | Bread of Heaven

You may also press symbols for Jesus, such as a cross or a fish.

7. **On their second piece of "Jesus" bread...** After rolling the bread flat, place the printed image of Jesus over the top of the bread, then carefully poke holes around the black lines of the image using a skewer so that the skewer presses a hole into the bread. Do not press all the way to the foil.

Before removing the Jesus image template, lightly sprinkle colored sugar across the holes in the paper so that a few crystals drop through the paper into the holes in the bread to make the holes easier to see in the next step. This is how the great masters transferred their drawings onto wet plaster to make frescos. You have now transferred the image "fresco style" into the bread.



8. Use the blunt end of a utensil to "connect the holes" of the Jesus image on the bread to complete the transfer of the image into the bread. Use the utensil to press a continuous groove for the colored sugar to fill in the next step. Do not cut through the bread.
9. Lightly sprinkle colored sugar into the grooves of your Jesus image. Brush off any excess.
10. Toast until golden brown. During toasting, the sugar will melt to complete the lines.

★ Toasting may only take two or three minutes depending on your oven and how many slices you have to toast. Invite students to be patient and keep watch.

★ If you have many slices to toast and not enough oven space, toast the Word Bread first, then have a helper toast the Jesus Image Bread while the teacher conducts the following "Word Toast" exercise and questions.

Toast Discussion

Sharing and Tasting the Word Toast

1. Invite students to take the toast they made with the words on them, one by one have each **announce what they wrote** then take a bite.
2. Ask each student **WHY they chose** that word-phrase and what they think it means. Add to their comments after they have spoken.

As students munch their toast, start the following Bible study...

Jesus Toast Bible Study

Prior to reading John 6:33-35 aloud, explain that "these words come about 20 verses AFTER the story of the Feeding of the 5000. The disciples are asking Jesus about the miracle of the bread and what they can do to believe in him. Listen to Jesus' answer:

(John 6:33-35) Jesus said, "The bread of God is the bread that comes down from heaven and gives life to the world." "Sir," the disciples asked, "always give us this bread." Then Jesus declared, "I am the bread of life. Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty."

Invite everyone to pick up their "Jesus" bread and hold it near their mouths (don't eat it yet) as you ask these questions:

Ask: According to what we just read, what does Jesus want to "be like" for us? (our bread)

Say: Jesus wants to be our food! He wants to give our faith energy. He wants us to trust him to keep us alive. He wants us to feast on his words and taste the yummy goodness of his stories. He wants to be our daily bread, not just our Sunday bread.

Ask: Where have you heard the phrase, "**daily bread**" before? **Who** is our daily bread? What are we asking when we ask God to give us our daily bread? "Give us this day our DAILY JESUS." 🙏

Close by reciting the Lord's Prayer while you munch on your Jesus Toast.

Adaptations, Tips, and Notes

Our initial inspiration for this lesson was the photo of the "toast mosaic" (right) by an unknown artist. Up close, the story looks like a bunch of bread (and fish), but when you stand back and see what Jesus is saying with the miracle of the bread (and fish) – you begin to see the sign (miracle) that Jesus shared with the crowd, the message of who he is and what he's here to do.



Honey & Sugar Options:

As an option, you may drizzle a little honey on either slice of toast. While drizzling tell students that Psalms 119:103 says that God's Word is sweeter than honey.

Let student add some cinnamon to the colored sugar to make cinnamon sugar bread. It will help cut the sweetness.

Adaptations For Younger Students:

When the students pick their words, have a helper use a "baking marker" (edible ink) to draw the letters onto the bread. Then have the students press into the bread and sprinkle the sugar.

Tape the Jesus image over the top of the slice of bread (taping to the aluminum foil) to keep it in place while they poke the holes. Remove the tape along with the image prior to baking.

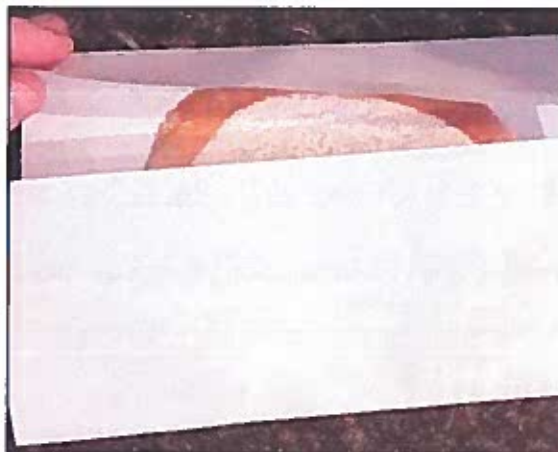
For those with more class time:

Finish by making slices of "Jesus Toast" to share with others at church.

Take photos of the kids eating their Jesus toast and suggest captions they can write on a piece of paper and hold in front of them for the photo.

Template Tip:

Print the Jesus Image on a full sheet of paper and wrap the bread inside it. This will hold the template in place as student poke the holes.



Written by Donna Grabert and the Rotation.org Writing Team
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 Attachments

Hide 

Images (5)



Files (3)

[Jesus-Toast-Template.pdf](#)

[5000-Action.Words.pdf](#)

[5000-Action.Story.Script.pdf](#)

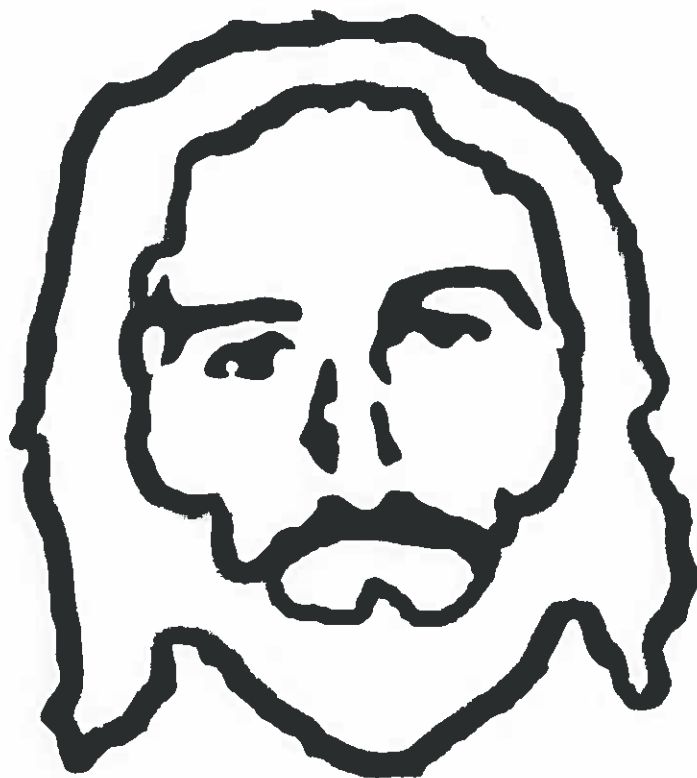
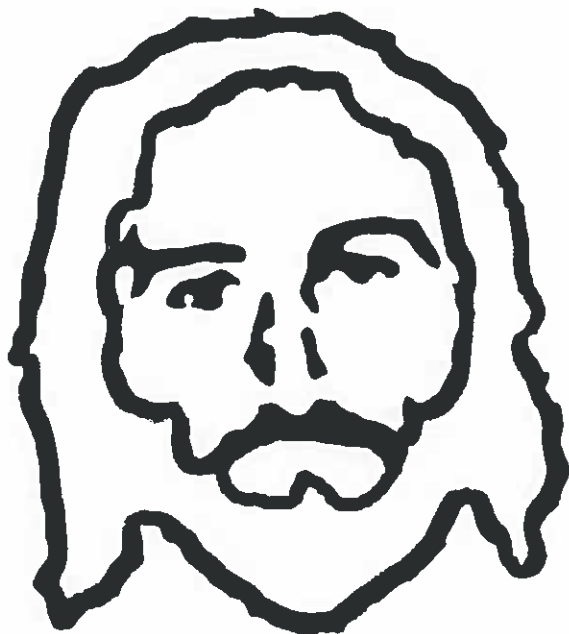
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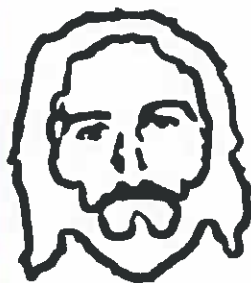
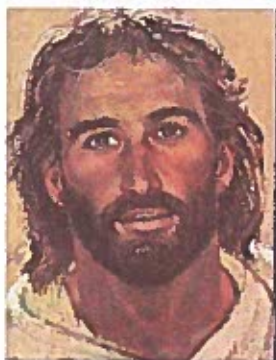
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"Jesus Toast Template" for the Rotation.org Writing Team's "Jesus Feeds the 5000" Cooking Workshop



The "Jesus Toast Template" is based on the famous illustration of Jesus' face by Richard Hook.



Jesus Feeds the 5000 Action Words to print and post for all to see.
A Rotation.org Writing Team Resource

<u>Jesus:</u>	touch each palm with the middle finger of the other hand
Crowd:	(Whisper loudly) “Whisper, Whisper...Rumble, Rumble”
Disciples:	high five someone else
Miracle:	say “WOW” while slapping your forehead
Hungry:	groan and rub tummy
Food Bread	pretend to eat, make chewing noises, and say “yummy”

Small boy:	aaaawww
Loaves and fish:	place 2 fingers from one hand in the 5 fingers outstretched in the other hand and waggle both hands like a fish.
Thanks:	slap your hands together and raise them up high in prayer

Jesus Feeds the 5000 Action Story to print and post for all to see.
A Rotation.org Writing Team Resource

One day, the disciples were sitting with Jesus on a hillside by the Sea of Galilee, when they saw a huge crowd of people coming towards them.

The crowd had heard Jesus teach and seen him heal many people and had come to learn and see more.

"What are we going to do?!" said one of the disciples. "It is late and we don't have enough food to feed this crowd."

But Jesus answered the disciples,
“feed the crowd yourself.”

The disciples were shocked! It
would take a miracle to feed such a
huge, hungry crowd.

The disciples told Jesus that they
would have to work a long time to

pay for enough food for this large crowd!

Just then one of the disciples found a small boy who had 5 loaves and 2 fish. The disciples thought it would be impossible to feed the crowd on the 5 loaves and 2 fish.

Jesus said, “Tell everyone to sit down.” So the crowd of 5000 sat down on the grassy hillside. Once everyone was seated Jesus lifted the bread and fish and gave thanks to God for them.

Then Jesus told the disciples to start handing out the bread and fish to

the crowd. And a miracle happened, there was more than enough food for everyone, including the boy!

The disciples and the crowd were amazed when everyone had enough food. And when they collected the leftovers, the baskets were full!

When the crowd saw Jesus do this miracle, they said, “this is the One we have been waiting for!” and they tried to crown Jesus as their king right there and then.

By performing this powerful miracle, Jesus had shown the crowd and his

disciples his true identity as the Savior sent by God.

Their stomachs were full of food that day, but their hearts were also full of the knowledge that Jesus had given them more than just bread and fish. Jesus had shared who he really was

-- Jesus had revealed that He was the Bread of Life come down from heaven to feed our deepest hunger - our hunger to know God is with us, has come to save us (not condemn us), and is here to comfort us, nourish our faith, and help us love one another. And for that kind of bread, we give thanks!

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/ Writing Team Lesson Set: Jesus Feeds the 5000
/ (WT) Jesus Feeds the 5000 ~ Bible Skills and Games Workshop

Open to Supporting Members

(WT) Jesus Feeds the 5000 ~ Bible Skills and Games Workshop



The Writing Team   Fortifying our Supporting Members

Jesus Feeds the 5000

Rotation.org Writing Team

Bible Skills and Games Workshop

Summary of Activities

Students will think about what it would have felt like to be at the miraculous feast of bread and fish with Jesus, then play an optional "fishing game" with scripture verses. To reflect, they'll play a special version of "tag" that illustrates the kind of response to his miracle and call that Jesus wants his disciples to make.

Scripture for the Lesson

[John 6:1-15 \(NIV\)](#)

Key/Memory Verses:

"Jesus took the bread, gave thanks to God, and distributed it to the people who were sitting there. He did the same with the fish, and they all had as much as they wanted." (John 6:11 NIV)

"Seeing this miracle that Jesus had performed, the people there said, "Surely this is the Prophet who was to come into the world!" (John 6:14 NIV)

"I am the Bread of Life." (John 6:35 NIV)

Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives and important insights into the story's content and meaning.

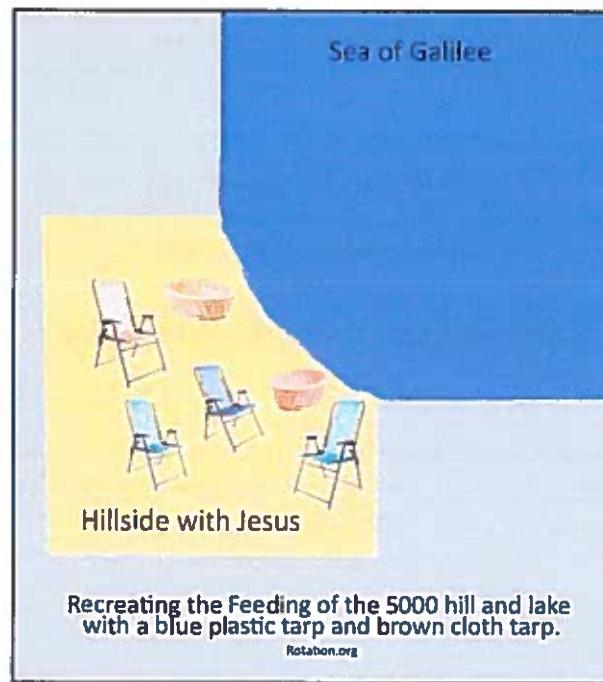
Preparation and Materials

- Read the [Bible Background](#) and scripture.
- Print the "Question Fish" Bible study questions.


- Print the "Bible Verse Fish" for the verse fishing game.
- Print the Sharks and Minnow Game instructions and discussion guide.

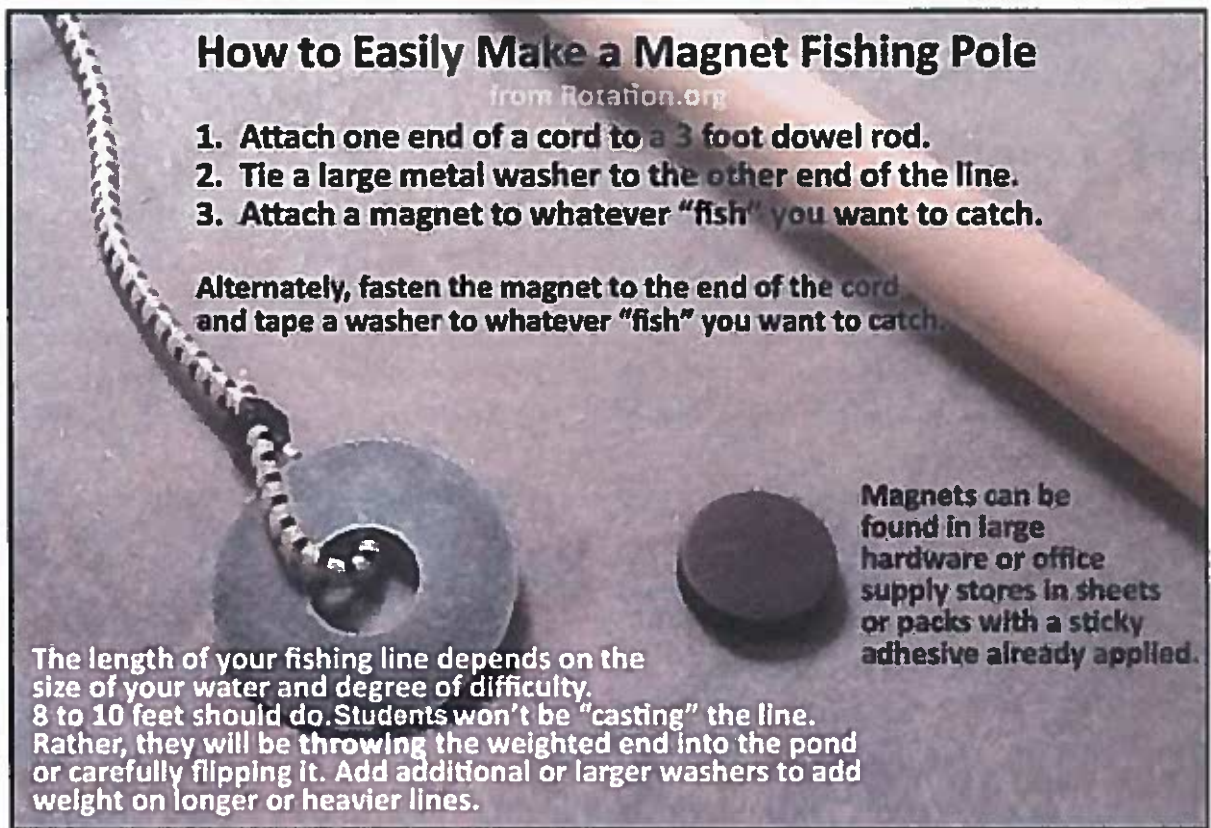
Creating the Hillside by the Sea of Galilee Fishing Game Scene:

- Collect beach chairs or towels for the hillside by the Sea of Galilee—enough for each student to have a seat.
- One blue tarp for the Sea and one tan tarp for the hillside arranged on the floor as described in the illustration.



(Click images to enlarge.)

- Two "magnet" fishing poles as described in the illustration. (Dowel rod, string, heavy metal washers for the "hooks." You may add another pole for larger class sizes.)
- Print the "Question Fish" cut-outs (attached) with the four questions written on them. Each fish cut-out has a magnet on it for the fishing "hook" to catch.
- Print the Bible Verse Fish (attached). Each fish has a magnet attached to it for the fishing "hook" to catch.  There are three sets of fish in this printable set. Choose which you'd like to use depending on age and time.
- Two baskets (one for bread, one for fish). The one basket holds snacks. The other is for the fishing games.
- Packages of fish-shaped crackers and gummy fish.



Supply Options for the "Sharks and Minnows" Tag Game:

- Strips of cloth for each minnow to act as "tales" for the sharks to grab (tag).
- Several large wads of paper rolled up in a ball and taped so they can be thrown to tag minnows.
- See the Sharks-Minnows [handout](#) for additional suggestions.

Lesson Plan

As children arrive, invite them to practice casting their fishing "hook" into the Sea of Galilee. Make sure everyone gets a turn. Show them your technique!

🔗 This practice session will also show you how EASY or CHALLENGING the fishing activity will be for them, and **what adjustments you need to make** to the upcoming fishing activities so fishing isn't too easy or difficult.

Open

Welcome your students to your Hillside by the Sea of Galilee. Invite them to sit down. Explain what they'll be doing and learning in today's lesson. Explain that today's story takes place on a hillside overlooking the Sea of Galilee in Israel where Jesus did most of his teaching.

Say: We have a great story for today. It is going to fill your soul with good food. Who likes fish?!!! I hope you like fish, because this story has a lot of fish in it; and bread, too. Let's go.

Hand out Bibles and help children find the story in the Gospel of John.

Read John 6:1-15 as a group, assigning verses if desired.

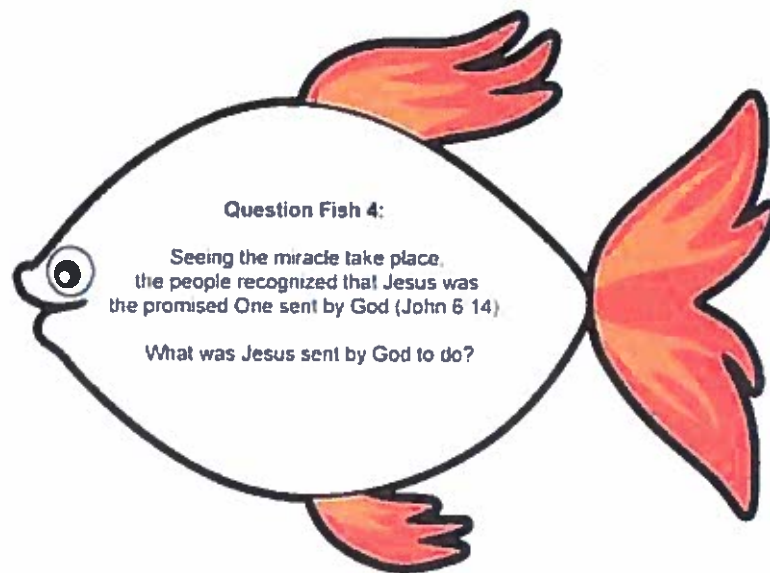
After reading the story, go fishing for the four questions and discuss.

Fishing for Questions

Say: In the Sea of Galilee I have put four Question Fish for us to catch and answer. Who wants to try to catch AND answer one of our Question Fish?

Teacher How-to: Place your four printed "Question Fish" in the water about five feet from the shore. Have the student cast (toss) her/his line and drag it back in over the TOP of the fish so that the "hook" (metal washer) contacts the magnet adhered to the question fish.

Once a fish is "reeled in," the student then reads the question (or you read it for them) and answers it.



The four printable Bible study question fish are as follows. They will be fished out and discussed in any order:

Question Fish 1: The story of Jesus Feeding the 5000 takes place on a hillside by the Sea of Galilee. This is a very common location for many other stories about Jesus. Name a story with Jesus in it that took place on or near the Sea and then pass the fish to someone else who must also name a story. See how many "Sea and Hillside" Jesus stories the class can remember before you can't remember any more! (Teacher may give hints.)

Question Fish 2: Many of Jesus' disciples, including Peter, were fishermen on the Sea of Galilee. Jesus once told them that they should follow him and learn how to "fish for people" instead of fish. How was Jesus "fishing for 5000 people" in our story today? How did Jesus "hook" the 5000 people? And when Jesus had them "hooked" what did he want them to see, learn, and believe?

Question Fish 3: What lesson about Jesus did the small boy learn that day on the hillside? How do you think his life was different from that day forward after having encountered the promised Son of God?

Question Fish 4: Seeing the miracle take place, the people recognized that Jesus was the promised One sent by God (Jn 6:14). What was Jesus sent by God to do?

Fishing Snack Break

Say: Well I don't know about you but I'm exhausted by all this fishing. Let's take a quick snack break. Who wants fish!? (crackers or gummy fish)

🐟 For fun, you could put a magnet on the snack packages and let the kids "fish them out" of the Sea of Galilee.

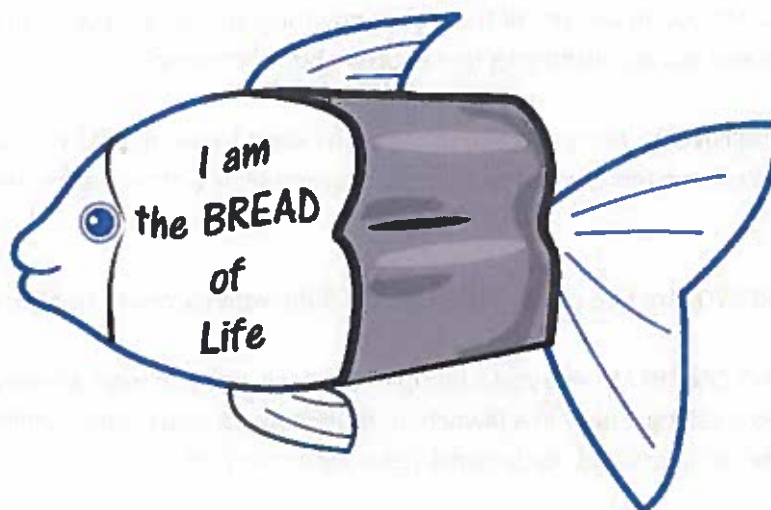
As children munch, share the following ideas about what Jesus did at the END of today's story:

Share: An interesting thing happens at the end of this story, Verse 15 says that some in the crowd wanted to FORCE Jesus to be their king right then and there, but he refused and left them to go off by himself into the mountains. What do you think Jesus did in the mountains? (Pray, walk around, sit, sleep) What do YOU do when you want to be by yourself?

Jesus was already the King of Kings, but he didn't want to sit on a throne. Instead, he wants to sit with us on hillsides and by the Sea, and in classrooms and churches, and everywhere we are living and playing—**Jesus wants to be the King of our hearts and actions.**

Bible Verse Fishing Activities (Optional)

The printable set of Bible Verse Fish contains three possible "fishing" activities described below. Print each set and play each set by randomly placing each fish from the set in the Sea of Galilee for your students to "catch" and place in the correct order. If time is short, choose only one set to catch.



Depending on time and student ability, you may "throwback" fish into the Sea if they are not fished-out in the correct order. Students will have to remember which fish are which in the Sea and we suggest you place the fish "word-side-UP" so that they can see which ones to fish for next.

Set 1: Story Order Fish:

Five Printable Fish each with a different section of the story printed on them.

Set 2: John 6:35 Memory Verse Fish:

Five Printable Fish each with a different part of the memory verse on them.

Set 3: John 6:35 Memory Verse Fish:

Only the first sentence ("I am the Bread of Life.")

Sharks and Minnows Game

You'll need to move to an open area.

See the [Game Printout](#) for instructions and discussion questions.

This game is your main activity. Plan on playing it for about ten to fifteen minutes in the various versions described in the handout.

Closing Exercise: Where are you in your faith in Jesus right now?

Have children stand around the outside of the "Hillside by the Sea of Galilee."

As you describe each of the following "areas," go stand in it. When finished, then invite students to decide which area they are in and go stand there. Interview a student in each area.

Where are you in your faith in Jesus right now?

1. WAITING: Are you in the Sea of Galilee waiting for Jesus to catch you? In other words, you WANT to believe but are waiting to feel excited about believing?
2. ESCAPED MINNOW: Are you a fish that doesn't want to be caught? Who keeps running away from Jesus, from the Bible, worship, church, prayer, helping others, admitting you need Jesus as your Bread?
3. IN THE CROWD: Are you part of the crowd of 5000 who comes to hear what Jesus has to say?
4. MUNCHING ON BREAD: Are you a disciple who feels like you have already been "caught" (saved) by Jesus who is taking it easy in a lawnchair, munching on Jesus bread while you watch others "fish" for new believers and do the work Jesus calls them to?
5. COLLECTING BREAD and FISHING WITH BREAD: Have you seen and believe that Jesus is the One, the Bread of Life? And are now actively being a "fisher of people" like Jesus wants you to be? Sharing Jesus the Bread of Life with others?

Confess that even you sometimes feel like you're "waiting" or an "escaped minnow," and that you are striving to be the fisher of people, just like the kids. Let the kids know that Jesus came to EVERY kind that day in the crowd, and never abandons or condemns them. Suggest ways to "get up on the shore and become a better disciple" (*everyday acts of discipleship are a great place to start!!!*)

Close with a prayer that each of us would see and believe in Jesus. Thank Jesus for being our bread, for giving us salvation and a purpose. Pray that each of us would take a step toward becoming the kind

of disciple Jesus calls us to be.

Written by Kat Green, Neil MacQueen, and the Rotation.org Writing Team
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 Attachments

Hide 

Images (4)



Files (3)

[Sharks.Minnows.GameRules.pdf](#)

[PRINTABLE-BIBLE VERSE-FISH.Rotation.org.pdf](#)

[PRINTABLE-QUESTION-FISH.Rotation.org.pdf](#)

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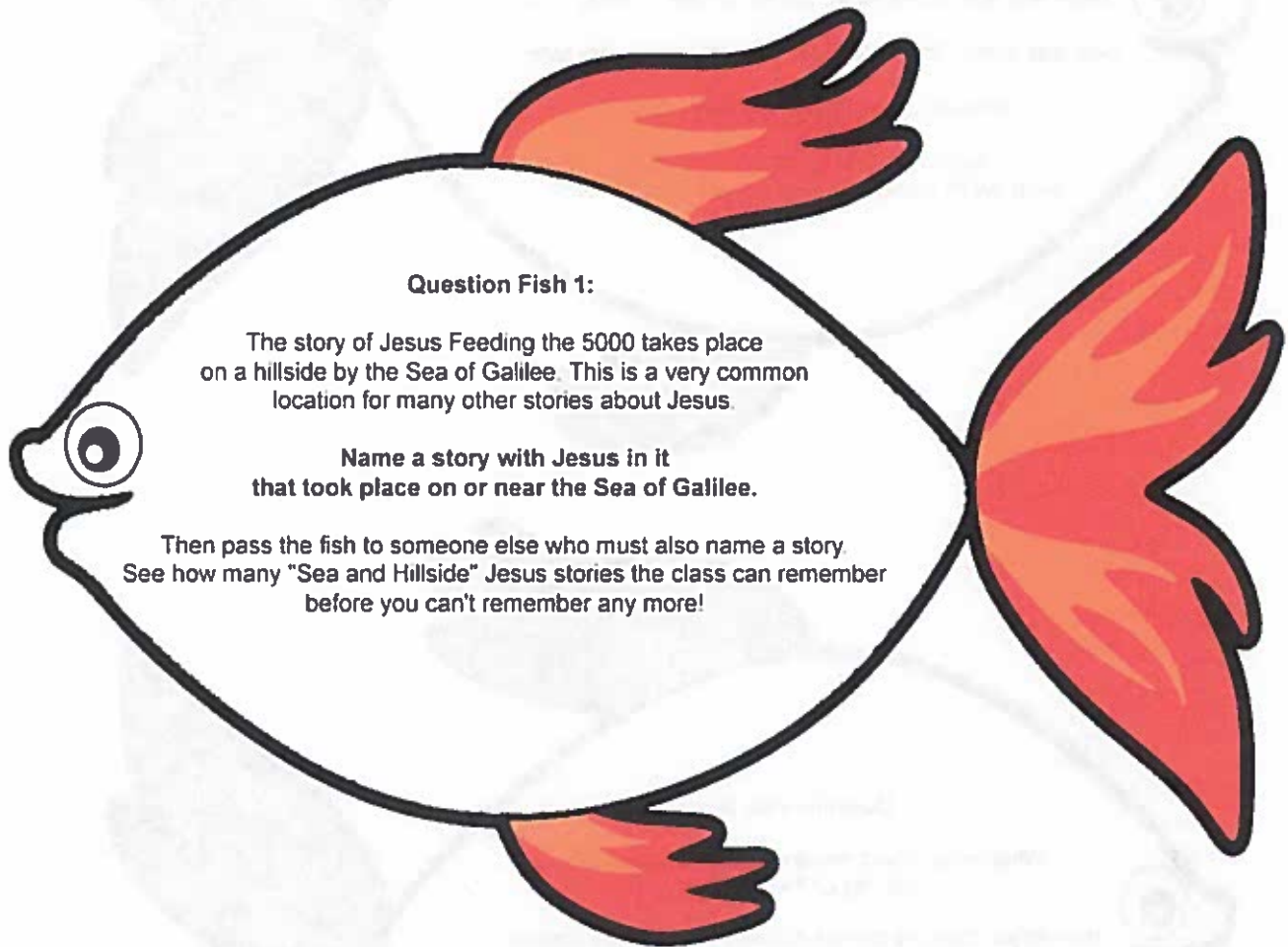
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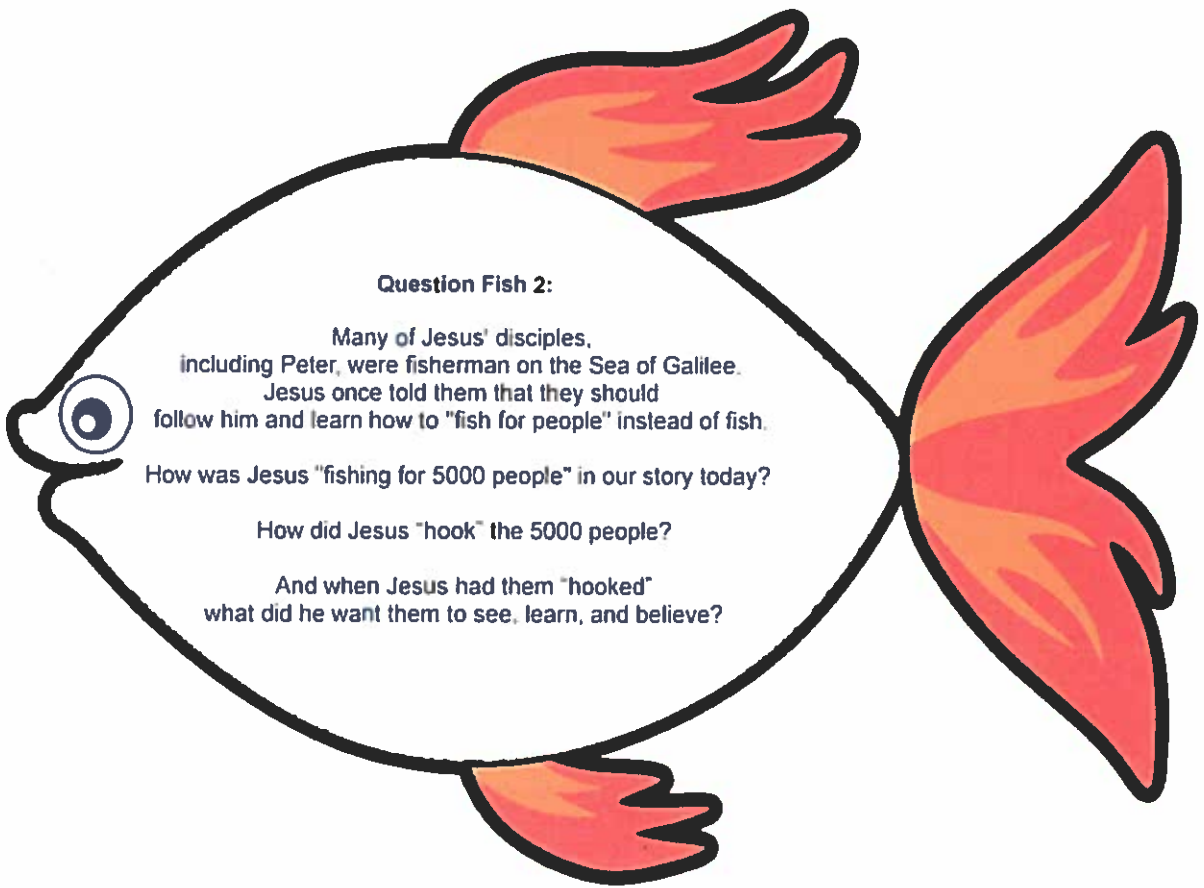
[Home](#) / [Sunday School Lessons and Resources](#) / [LESSONS: MIRACLES OF JESUS](#)
/ [Writing Team Lesson Set: Jesus Feeds the 5000](#)
/ [\(WT\) Jesus Feeds the 5000 ~ Bible Skills and Games Workshop](#)

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**PRINTABLE "QUESTION FISH" for the Rotation.org Writing Team's
"Jesus Feeds the 5000" Bible Skills and Games Workshop Bible Study**

These four printable fish are the four discussion questions that follow the Bible reading. Place them randomly in the Sea of Galilee, each with a magnetic strip attached. Students fish them out and discuss.





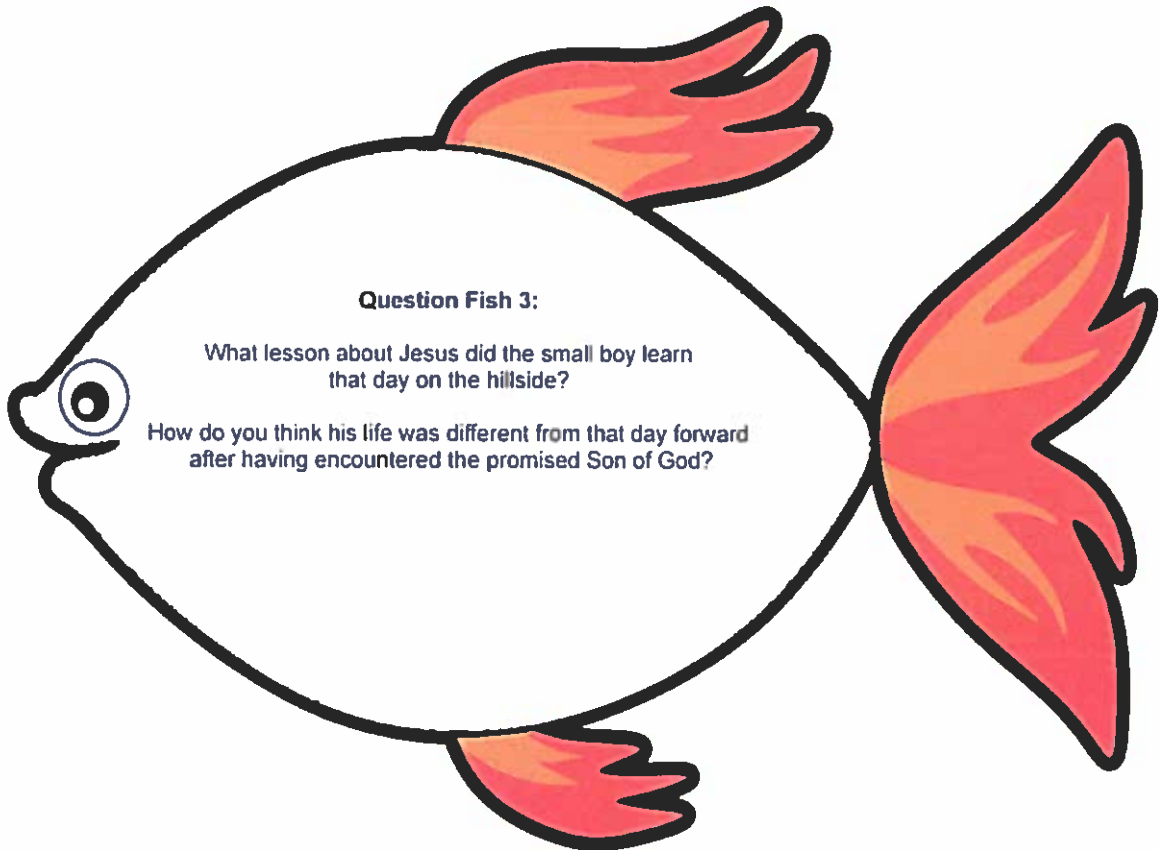
Question Fish 2:

Many of Jesus' disciples,
including Peter, were fishermen on the Sea of Galilee.
Jesus once told them that they should
follow him and learn how to "fish for people" instead of fish.

How was Jesus "fishing for 5000 people" in our story today?

How did Jesus "hook" the 5000 people?

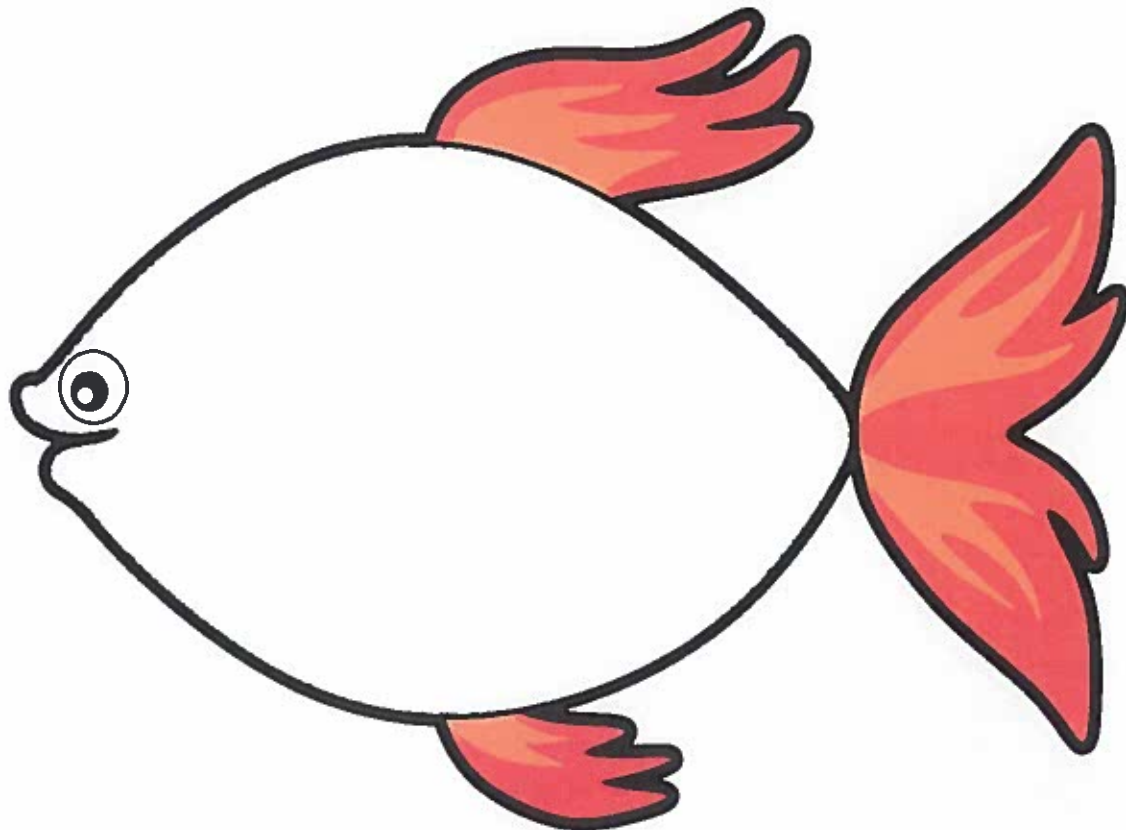
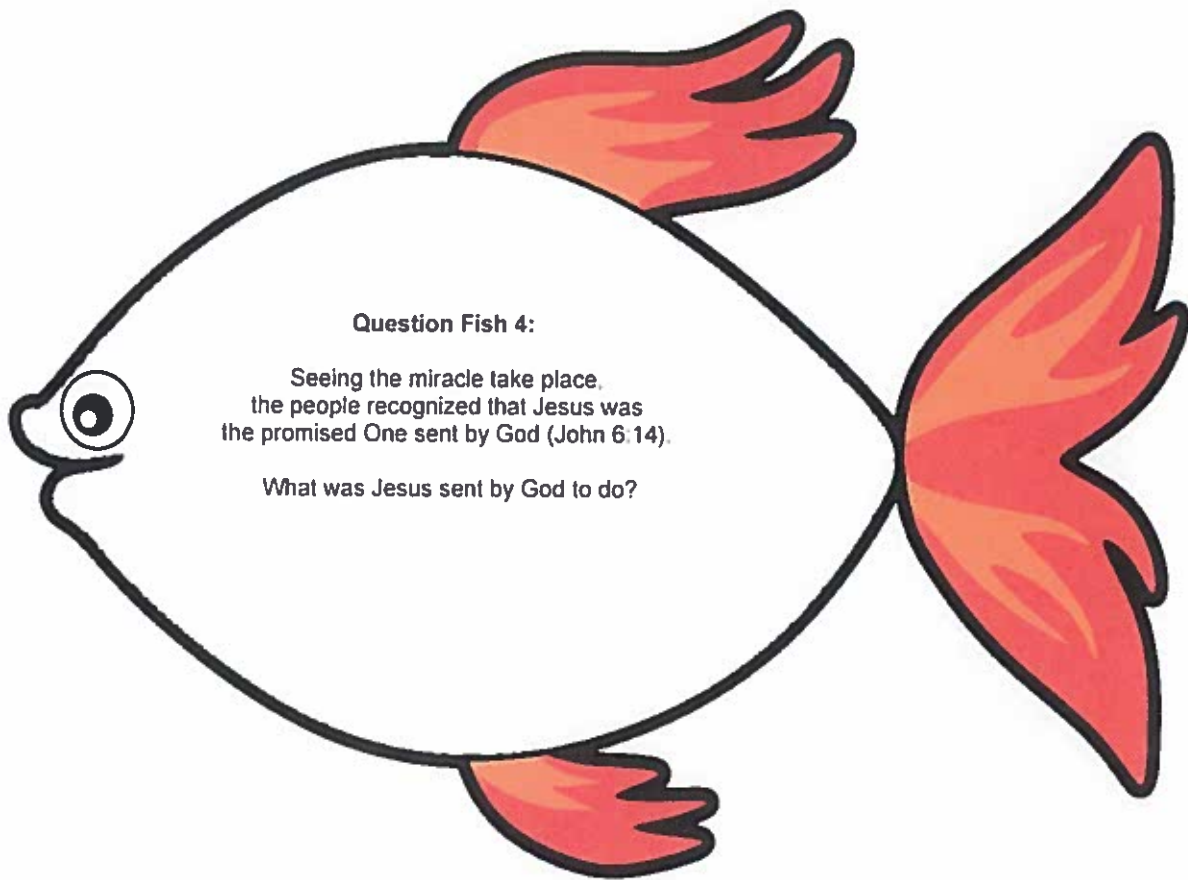
And when Jesus had them "hooked"
what did he want them to see, learn, and believe?



Question Fish 3:

What lesson about Jesus did the small boy learn
that day on the hillside?

How do you think his life was different from that day forward
after having encountered the promised Son of God?



PRINTABLE FISH for the Rotation.org Writing Team's "Jesus Feeds the 5000"

Bible Skills and Games Workshop Fishing Activities

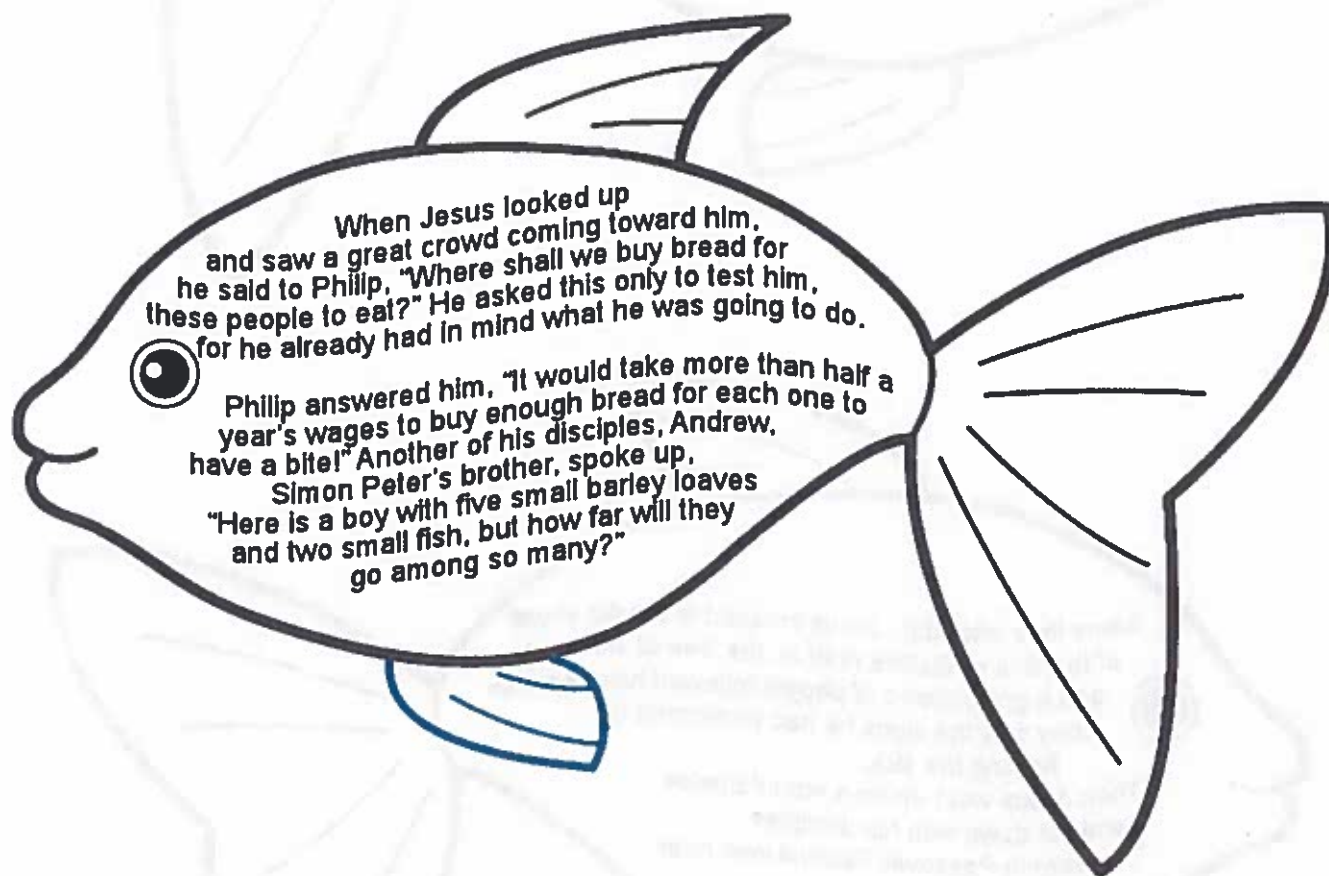
This printout contains three sets of printable fish verses (NIV):

Set 1: Five Story Order Fishes containing all the verses in John 6:1-15.

Set 2: Five John 6:35 Memory Fishes ("I am the Bread of life. Whoever...").

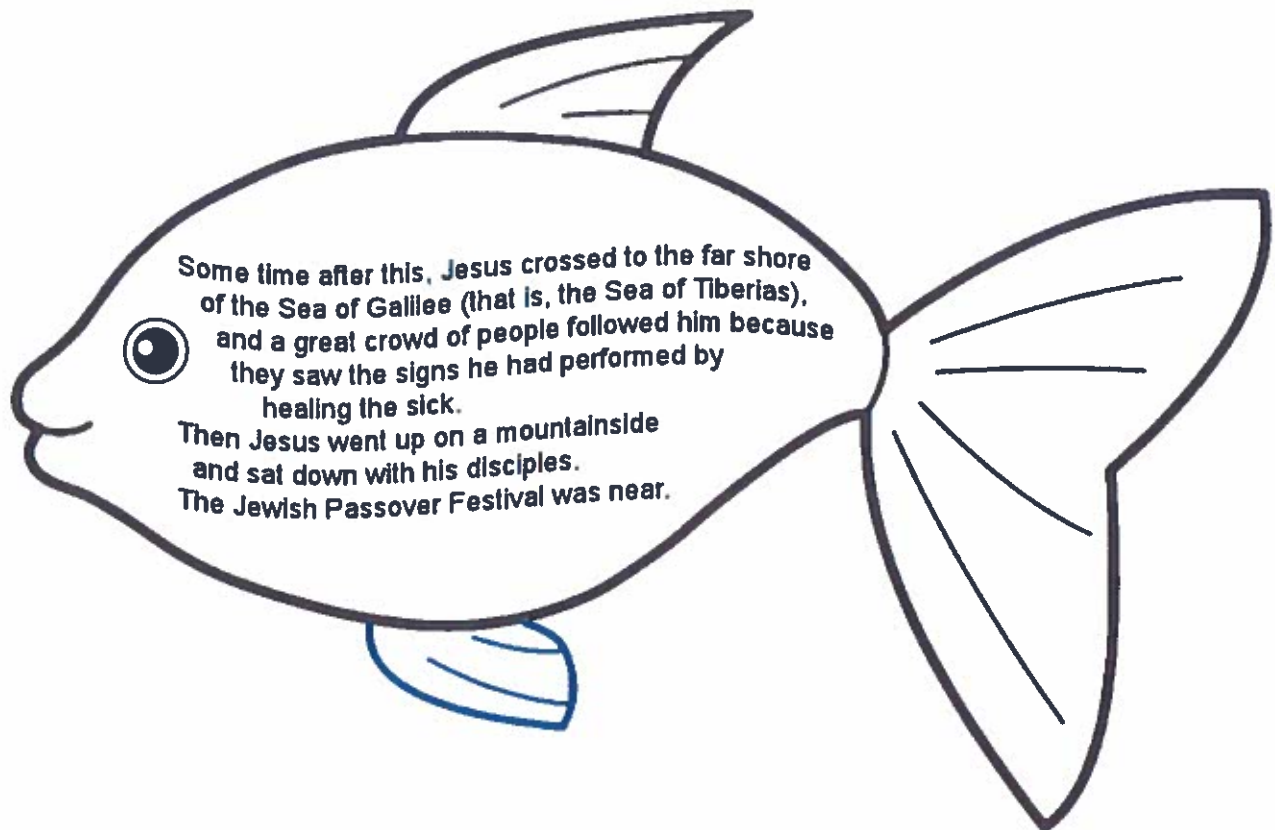
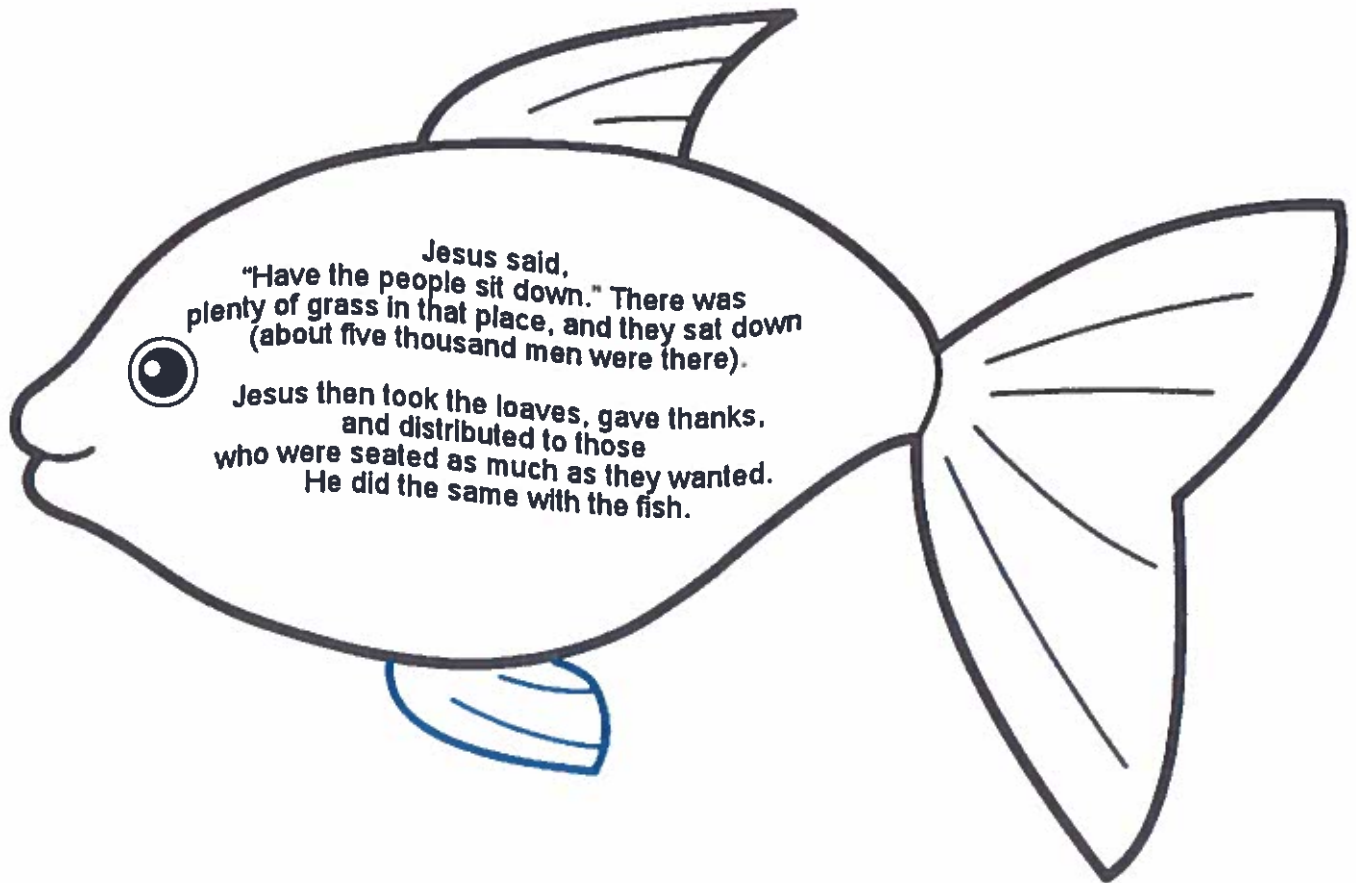
Set 3: Three John 6:35 Memory Fishes (only the first sentence of John 6:35, "I am the Bread of Life").

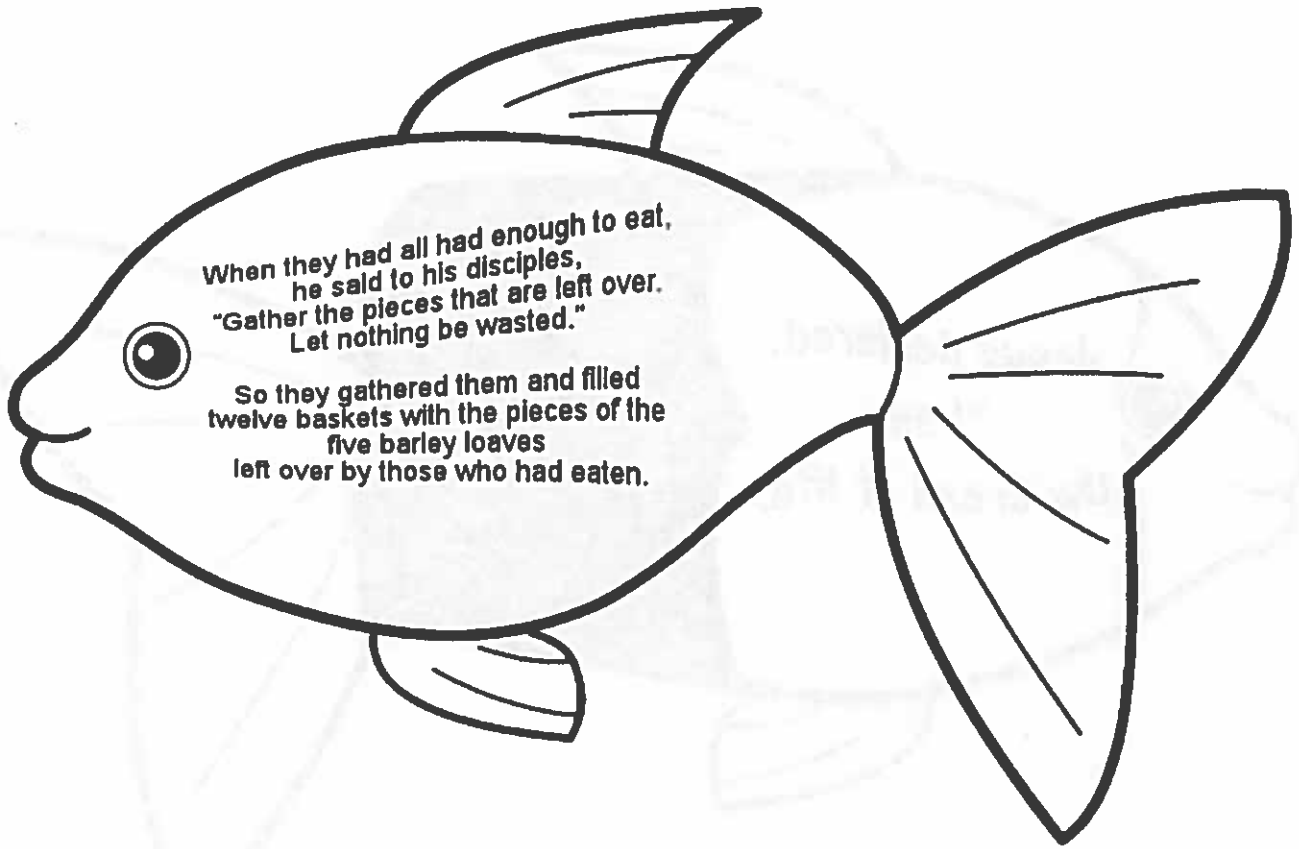
Print, cut out, then attach a piece of adhesive magnet to each fish and place in the Sea of Galilee.



When Jesus looked up and saw a great crowd coming toward him, he said to Philip, "Where shall we buy bread for these people to eat?" He asked this only to test him, for he already had in mind what he was going to do.

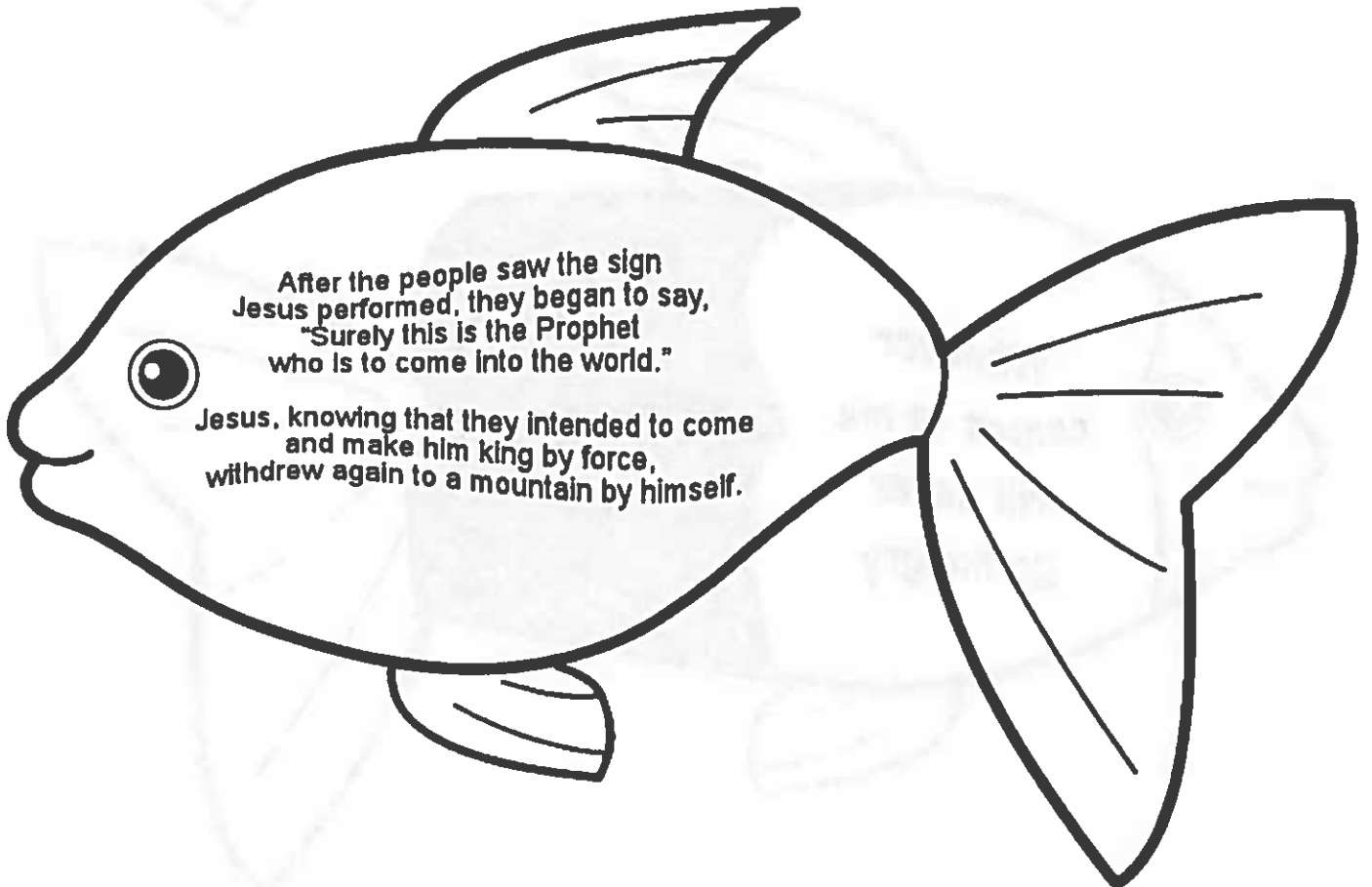
Philip answered him, "It would take more than half a year's wages to buy enough bread for each one to have a bite!" Another of his disciples, Andrew, Simon Peter's brother, spoke up, "Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?"





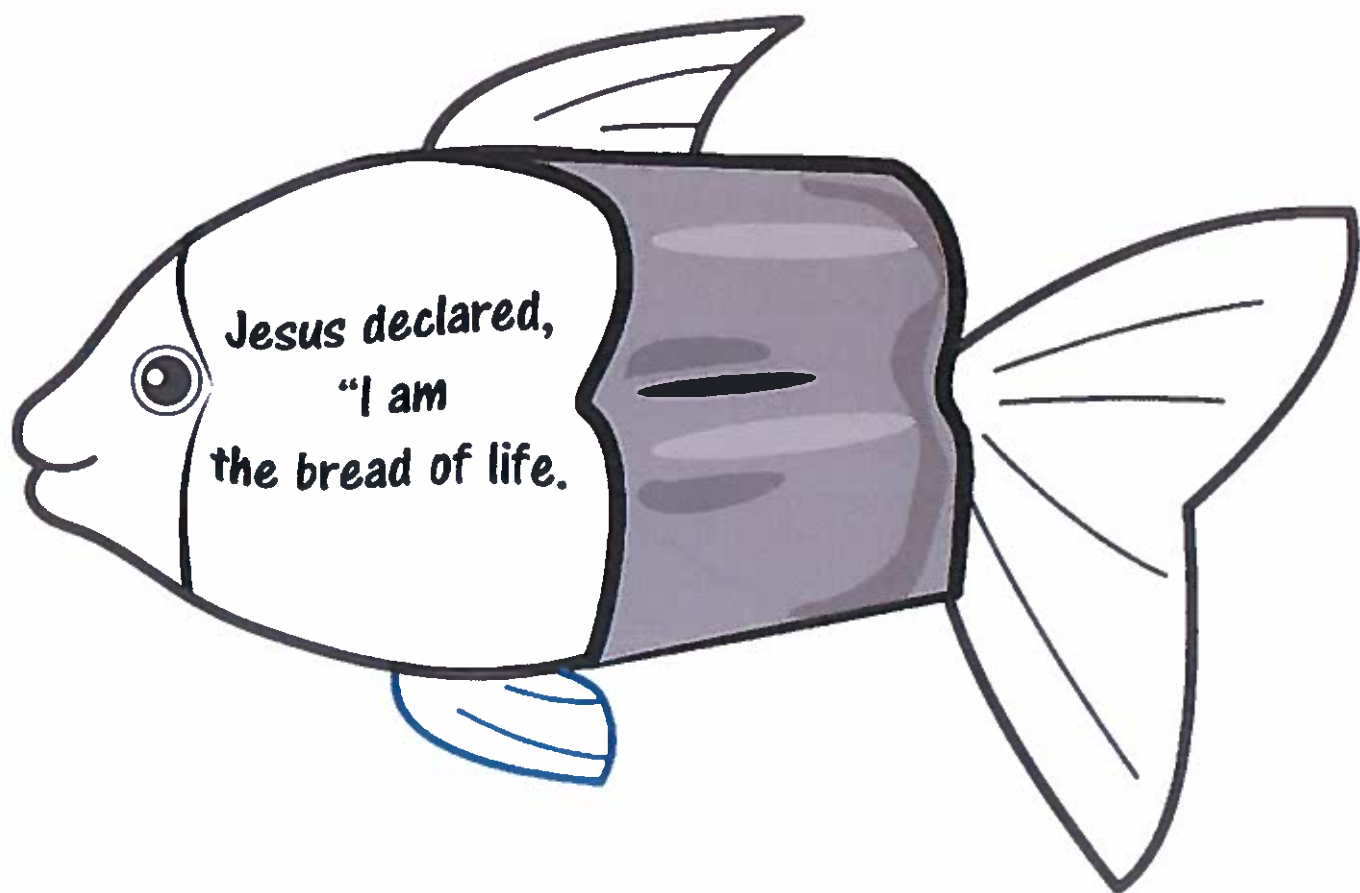
When they had all had enough to eat,
he said to his disciples,
"Gather the pieces that are left over.
Let nothing be wasted."

So they gathered them and filled
twelve baskets with the pieces of the
five barley loaves
left over by those who had eaten.

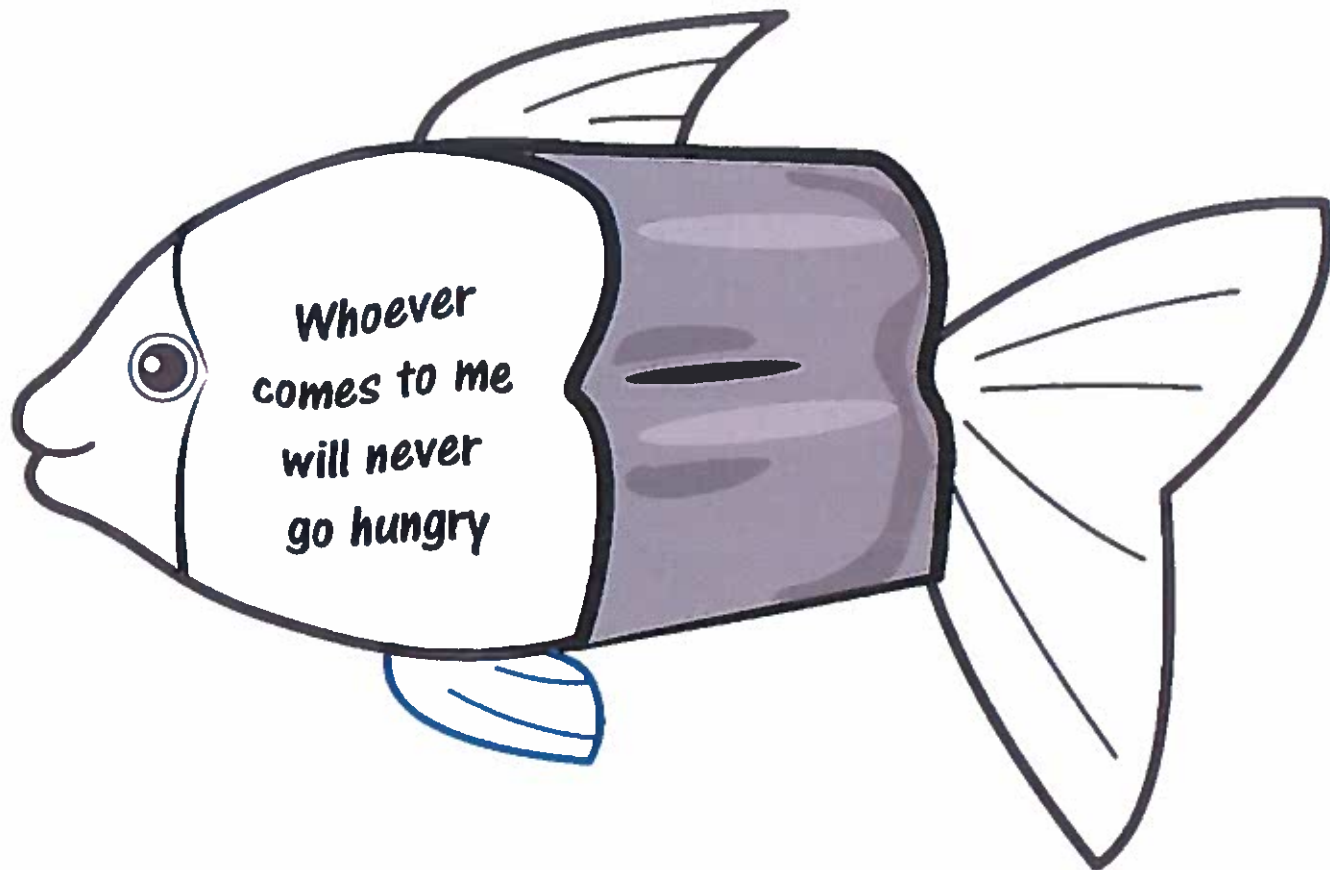


After the people saw the sign
Jesus performed, they began to say,
"Surely this is the Prophet
who is to come into the world."

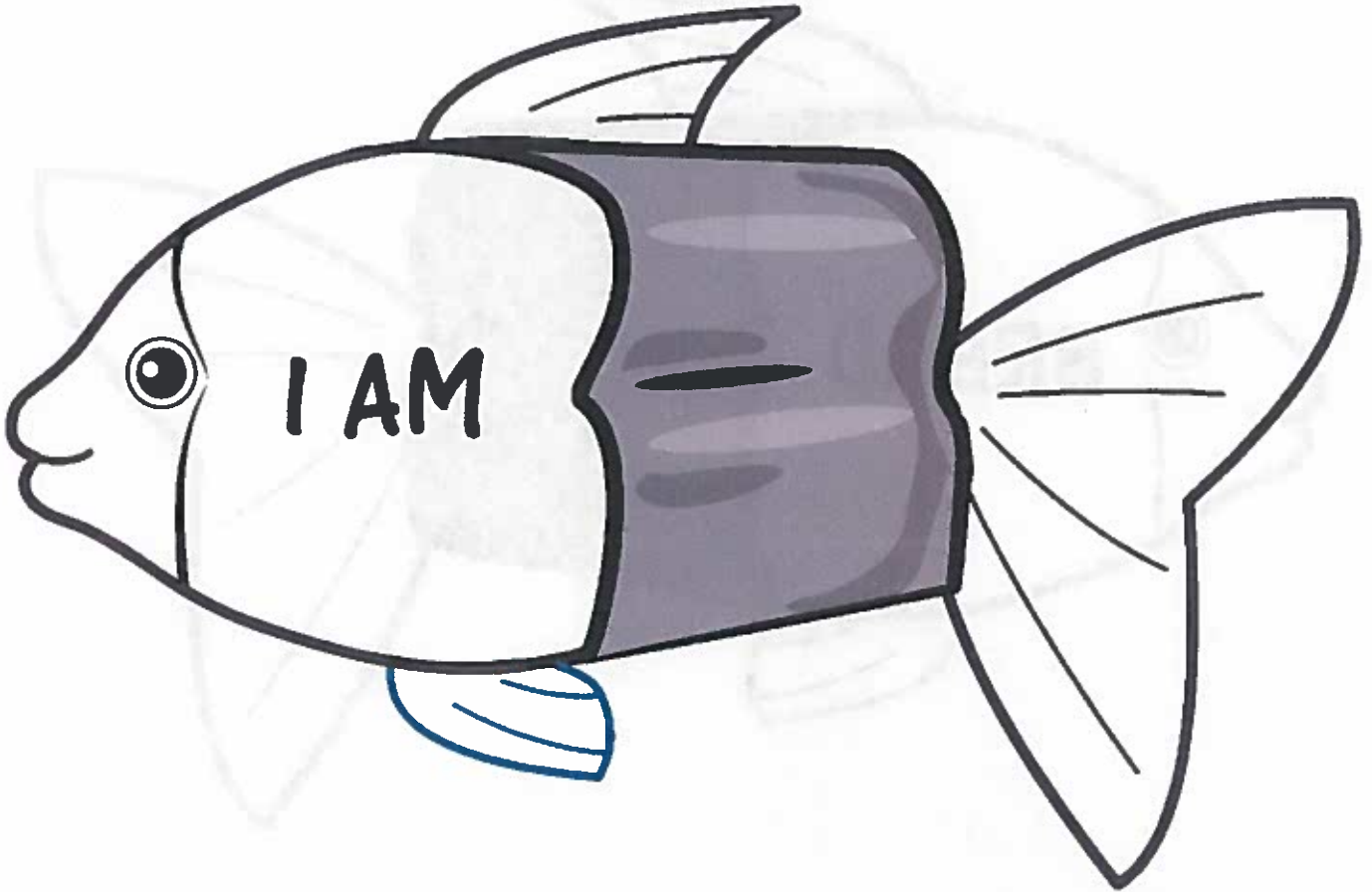
Jesus, knowing that they intended to come
and make him king by force,
withdrew again to a mountain by himself.

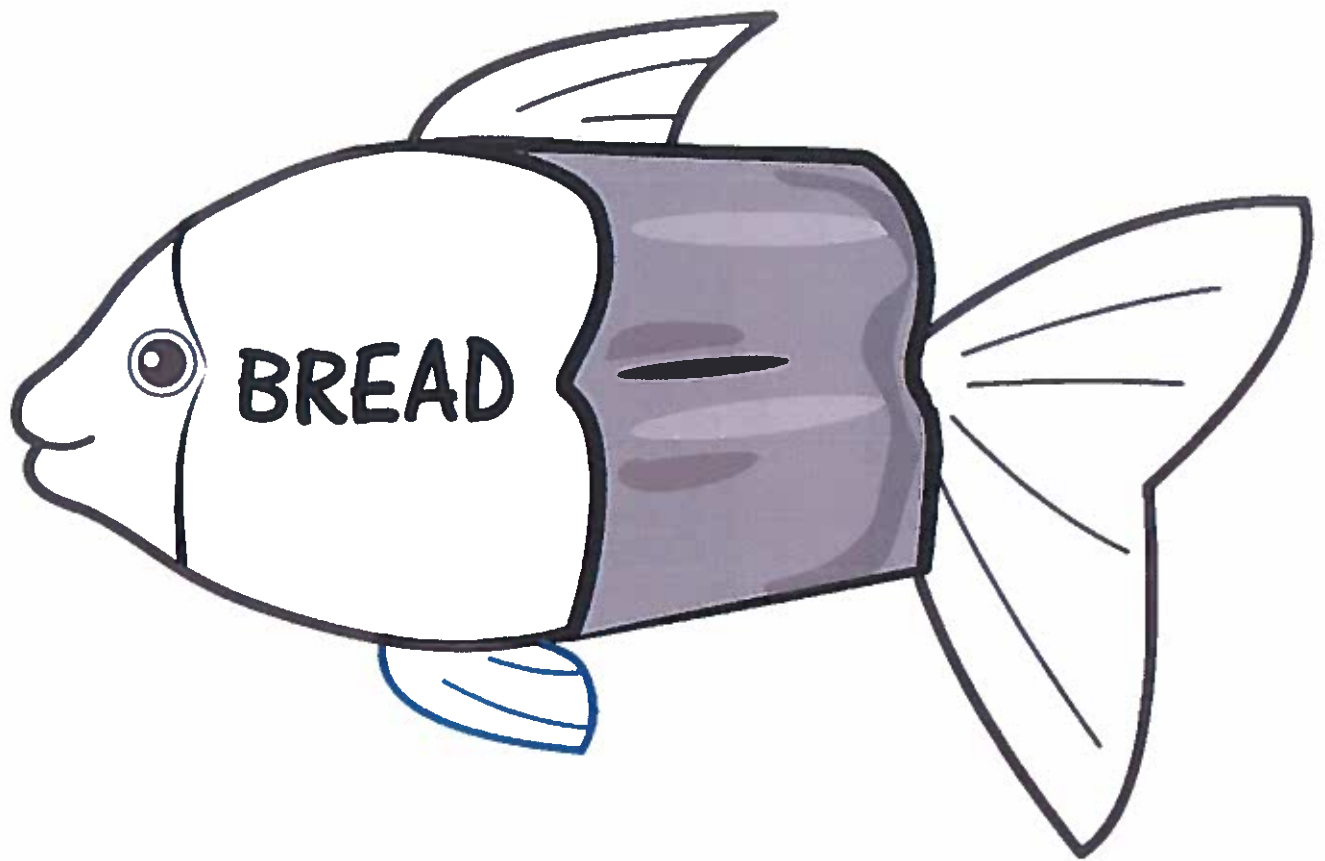
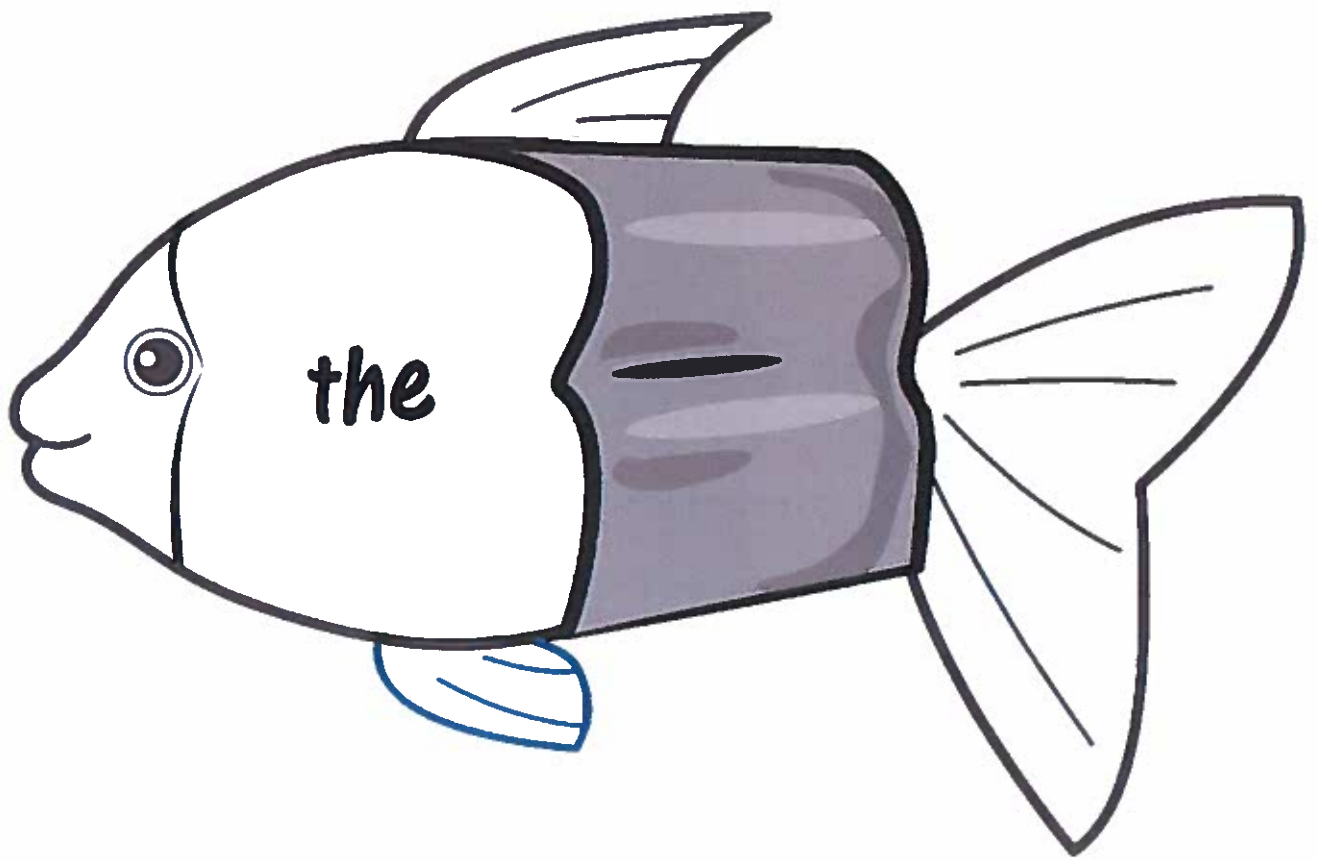


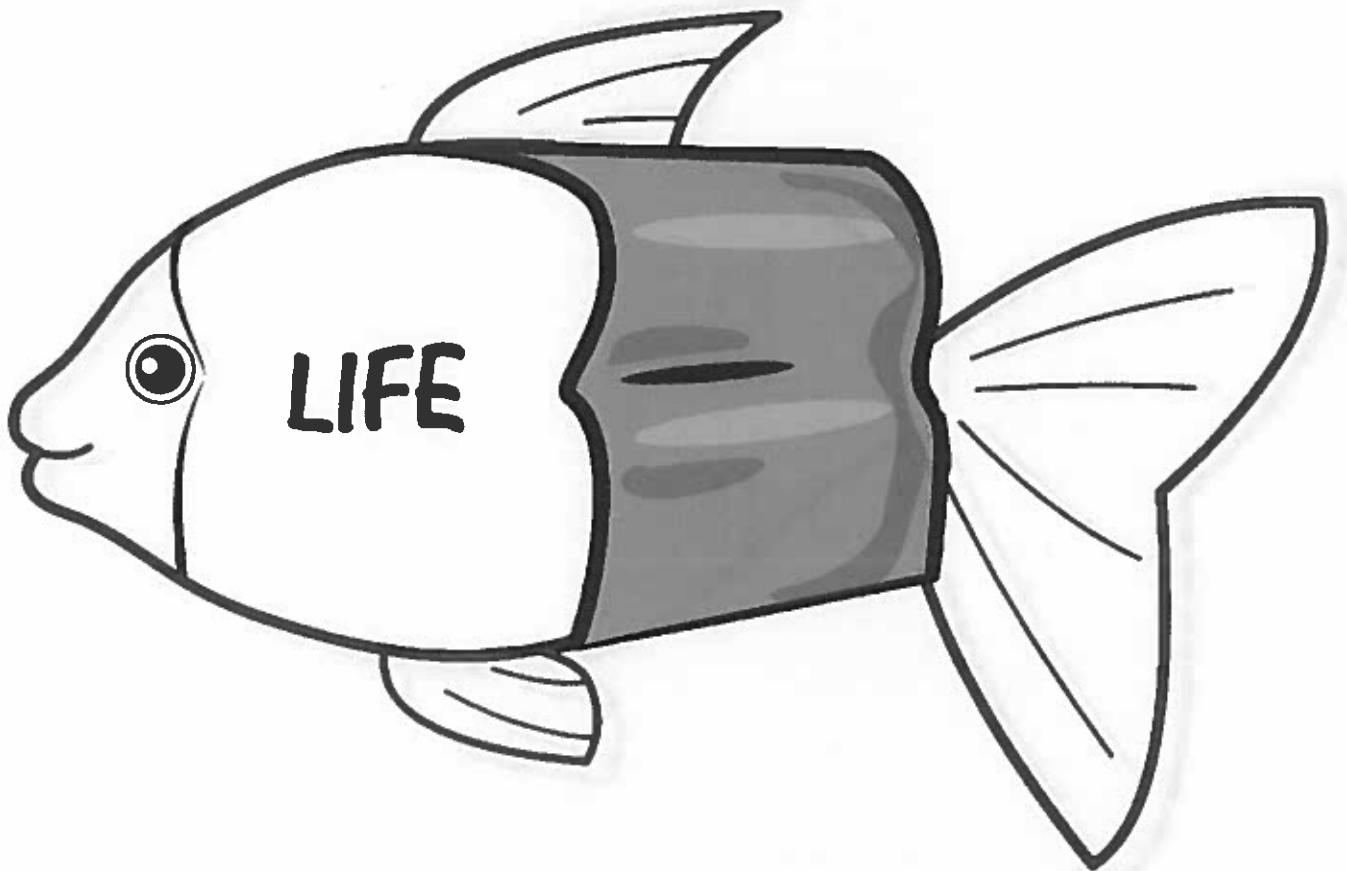
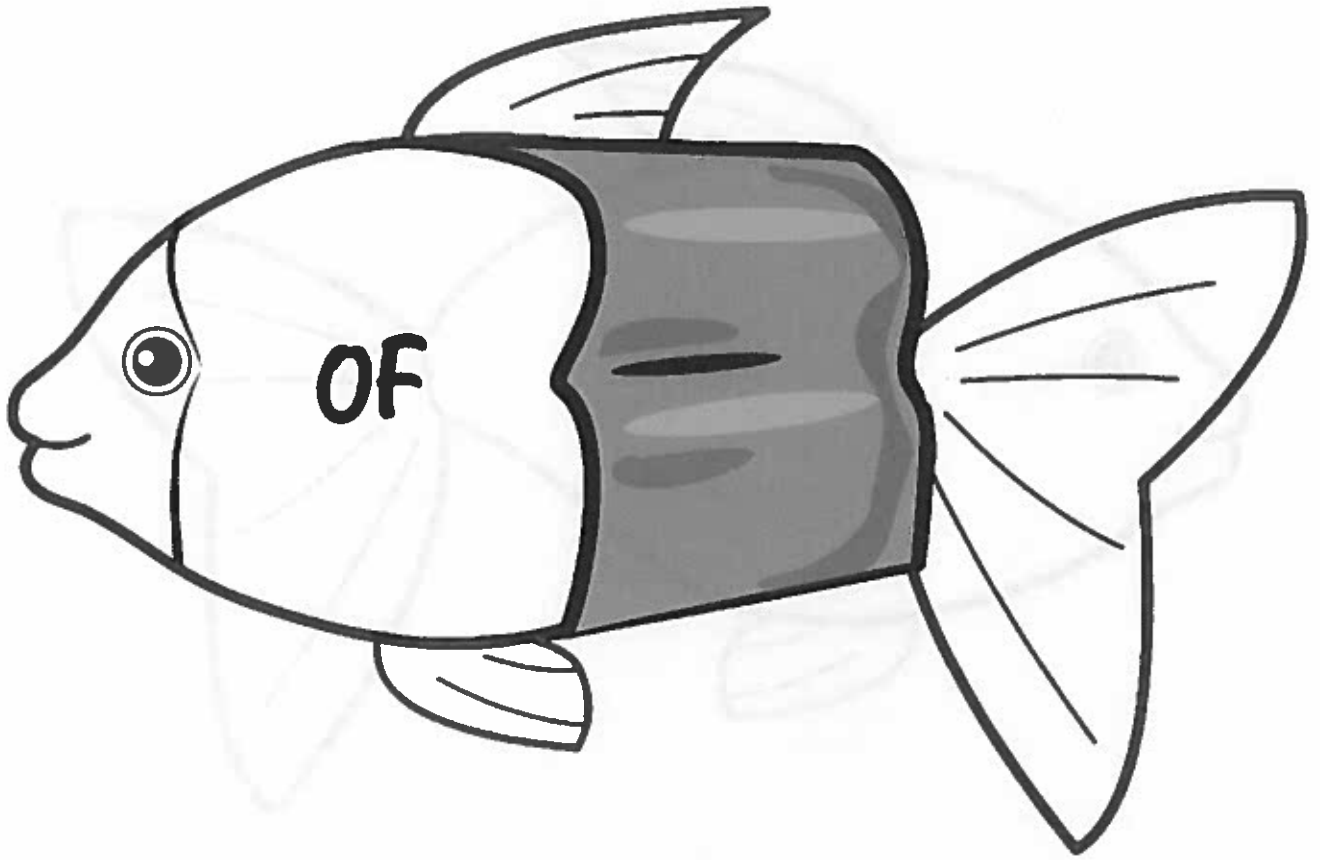
Jesus declared,
"I am
the bread of life.

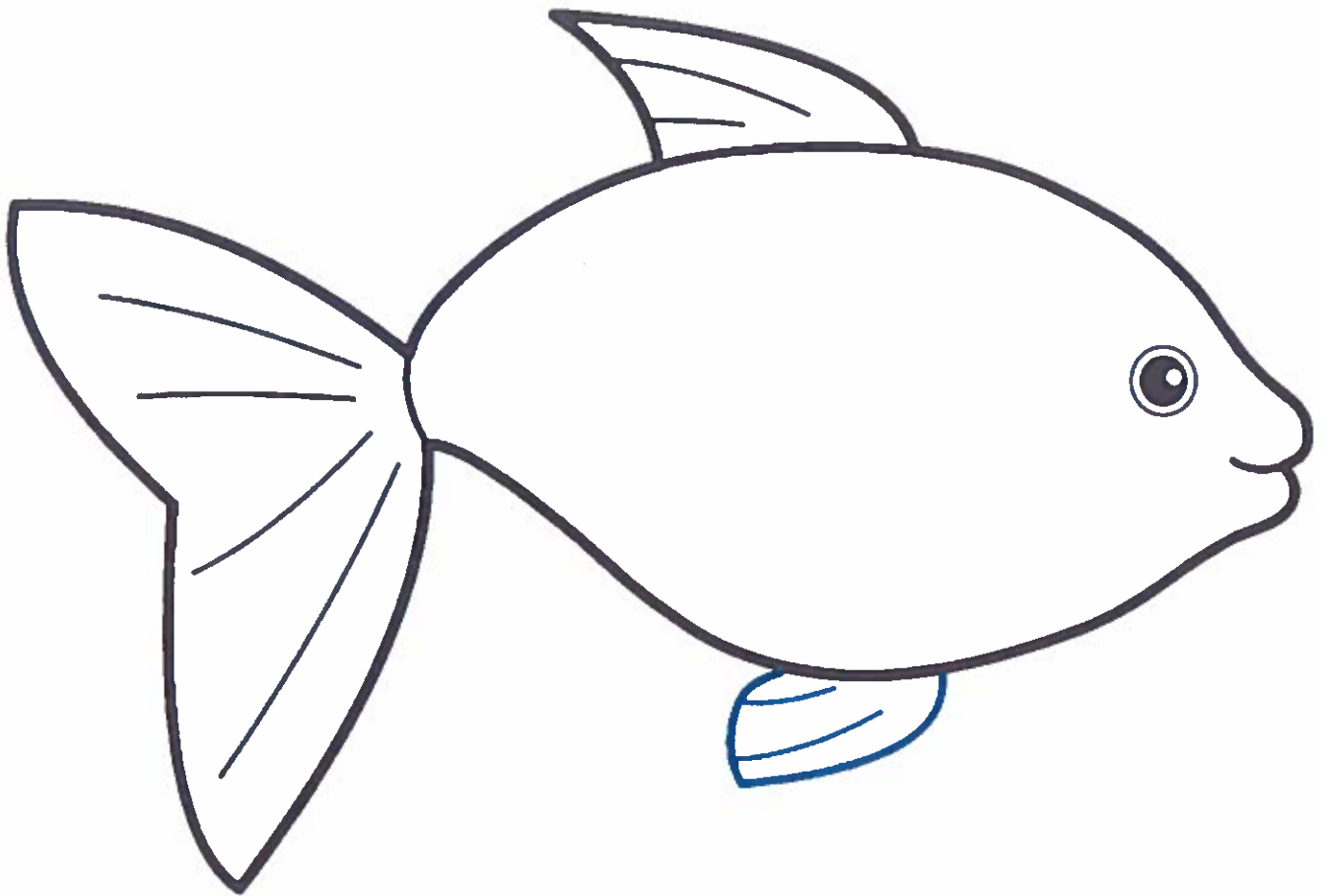
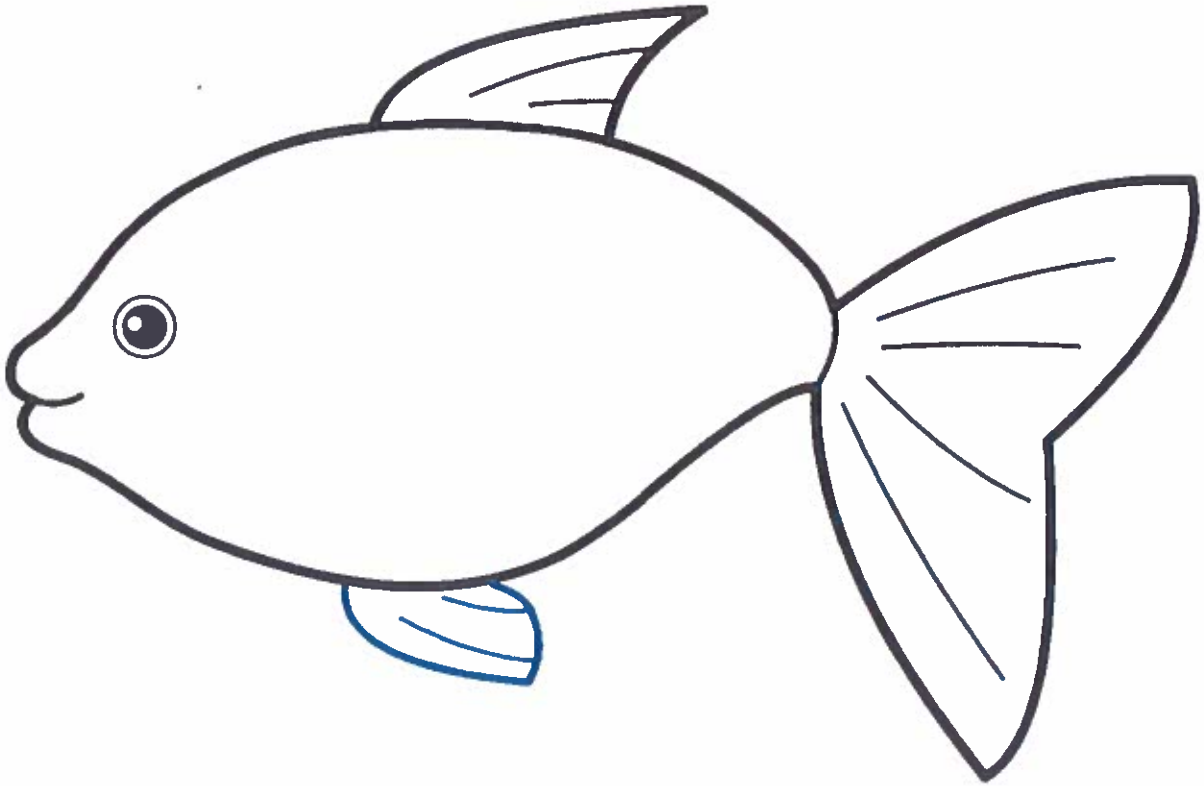


Whoever
comes to me
will never
go hungry









Rules and Adaptations for the “Sharks and Minnows” Game

For the Rotation.org Writing Team’s Bible Skills and Games Workshop
“Jesus Feeds the 5000”



Sharks and Minnows is a popular kids game that goes by many other names, such as, “Reverse tag,” and has many adaptations, such as, “Blob Tag.”

The basics of the game are simple. You begin with two teams, Sharks vs Minnows. The Sharks typically begin with only one member. The Shark(s) is stationed randomly in the middle of the playing space, and the Minnows start against one wall. On “GO” the Minnows try to make it safely across the room to the opposite wall or a safe area without being tagged by a Shark. If they are tagged, they stop and join the Sharks for the next round. The Game Leader determines “who was tagged” or made it safely (as there is usually some dispute). Once the last Minnow has been tagged or is safe, the Leader lets them regroup and then shouts “Go!” for the Minnows to try and make it back across the room. The game ends when all the Minnows are tagged. The “next Shark” is the last Minnow who was caught (or the first, you decide). Ask a question between rounds and before restarting the game. Play as many rounds as you need to get your teaching point across.



The virtue of this game, other than being fun, is that nobody is ever “out.” It also is a fishing metaphor for “catching” people to “join your team.” In between rounds, you can change the rules, or change the name of the Sharks to “DISCIPLES,” for example, in order to help the kids make the connection to the lesson.

You can adjust the game for age and difficulty in any number of ways.

1. You can widen the playing field to give Minnows more space to avoid being tagged.
2. You can shorten the distance between the “safe” walls the Minnows are attempting to reach.
3. You can have the Sharks throw rolled up towels or wads of paper to “tag” Minnows (making it easier for Minnows to escape). (You can change the tagging rules in-between each round.)
4. You can make the Minnows wear a “flag” (towel) which the Shark must grab.
5. You can make the Sharks begin in a clump. Adjust to give the poor minnows a chance!
6. You can make a “safe island” in the middle of Shark infested waters which Minnows can only stay on for ten seconds.
7. You can “handicap” the Sharks by only allowing them to use one hand, etc.
8. You can even allow Sharks to become a Minnow again if they can recite today’s verse, for example.

If you don’t have walls, or don’t want the kids running into them, use blue masking tape on the floor. Caution older or larger Sharks to be careful about running into smaller Minnows or tagging them too hard.

Questions to ask during and after the game for the Feeding of the 5000 story:

1. What kind of “bait” does Jesus go fishing with?
2. What kind of people is Jesus looking to catch?
3. What does Jesus want his “minnows” to turn into when they are caught by him?
4. Is Jesus a “shark”? 😊
5. How good is Jesus at catching people? Can you refuse to be “tagged” by Jesus?
6. How do we “catch” minnows for Jesus? What kind of “bait” do we use? What kind of “bait” (message and tactic) should we NOT use to help bring people to Jesus?
7. How should we treat Minnows who don’t want to be caught? ...who don’t want to hang out with us in our church pond? ...who don’t believe in Jesus and don’t want to join him (or with us)?
8. Does Jesus offer his Bread of Life to everyone? Or just to some Minnows?
9. What does Jesus’ Bread of Life taste like?
10. What does Jesus’ Bread of Life do for minnows like us?

