

# John 6:1-14



## Feeding of the 5,000

This is no time to be exploring on an empty stomach. This passage is a food quest. We need food. They need food. There is no food. God provides food. Look at all this food! We've got extra food. Hungry yet?

- Kick off class and get in the exploring mood. Listen to *Space Battles with Space Snails* in *Niki Knack's Gritty Audio Journal of Adventuring*.

### 1 Remember Verse

- Play the verse video for **Psalm 145:8-9**.
- Ask for volunteers to try and say the verse from memory.
  - **"The LORD is merciful and compassionate, slow to get angry and filled with unfailing love. The LORD is good to everyone. He showers compassion on all his creation." Psalm 145:8-9 (NLT)**
- Check out a variety of *Remember Verse* games and activities on [FoundryLeader.com](https://www.foundryleader.com).

### 2 What's That Word?

- Decode the words in the *Discovery Guide (DG)* individually or as a class.
- Decoded words are **Sea of Galilee, prophet, and compassion**.
- Invite a kid or adult to read the definition for each word.
- Invite kids to ask questions or share anything else they know about these words.

### 3 Peaks and Pitfalls

- Invite kids to share something not so great (pitfall) and something great (peak) that happened this past week.
- Pray together.



## Exploring Supplies

- Bibles
- *Discovery Guides*
- *Eureka! DVD or CD*
- DVD or CD player
- Pens and markers

- Check out the back page for some expedition extras.

Leader's Deep Dive  
& other digital  
resources available at  
[FoundryLeader.com](https://www.foundryleader.com)  
Password: Parable



## 4 ■ Hear It

- Have an adult read the **Eureka! Bible Passage** on page 3.
- Ask if there are any words that need a quick explanation before moving to Step 5.

## 5 ■ Tell It **So Much Drama** or **You Hear That?**

- As a class, choose one of these two **Tell It** methods to tell the story.
- Instructions for each are on page 4. The **So Much Drama** script is on page 3.

## 6 ■ Embrace It

- Invite kids to quietly read and reflect on the passage on their own using the **Eureka! Bible Passage (EBP)** or their own Bible.
- After 2-3 minutes, invite a student or leader to read the **EBP** out loud again.

## 7 ■ What's Happening in the Passage?

- Explore the passage.
  - What would be a good title for each **EBP** section?
  - Why do you think the crowds were following Jesus? Why would they think He was a prophet?
  - What options did the boy with the lunch have? What would you have done?
  - What would make it so hard to get food for the crowd of people?

## 8 ■ What's This Say about God?

- Explore what the passage says about God.
  - Where do you see God taking action in this passage? How did God use people to do His work? How does this happen today?
  - If you were in the crowd, would your view of God have changed from before the bread and fish miracle to after the miracle? If so, how?
  - What does this passage say about the love of Jesus? The power of Jesus? The wisdom of Jesus?
  - How do you see the description of God in Psalm 145:8-9 lived out in this passage? How do you see God live out Psalm 145:8-9 today?

## 9 ■ Record Your Discovery

- Discuss faith discoveries made today.
- Give kids time to write or draw a faith discovery on their **Discovery Relic** on page 2 of their **DG**. Make your own relic while kids make theirs.
- Invite kids to share their completed relic.
- Close in prayer.





# So Much Drama

## Script

**Cast:** Jesus, Philip, The Kid, “Disciples Just There to Help” (1-4)

Jesus and His disciples were at the Sea of Galilee, not in a circle around the sea, just sort of in a line. The Kid was on the other side of the stage. Jesus said, “A cazillion people are following us.”

Philip said, “These cazillion people are hungry. Aaand kinda stinky.” The “Disciples Just There to Help” held their noses. Philip smelled himself and said, “Wait, I’m the stinky one. My bad.” The “Disciples Just There to Help” sprayed him with three squirts of perfume.

Jesus took a step forward and rubbed His chin. He said, “Hey Philip, where can we get food for a cazillion people?”

Two “Disciples Just There to Help” giggled a little. They knew Jesus was testing him.

But Philip threw his hands in the air and said, “It would take a cazillion days to earn enough money for food for a cazillion people!”

The Kid skipped over to the “Disciples Just There to Help” and held up his basket. The disciples waved their arms in circles and shouted, “Hey, Jesus! The Kid has five loaves of bread and two small fish!”

Philip said, “That’s NOT enough for a cazillion people!” Philip sat down and made a pouty face.

Jesus gently took the basket, lifted it up, and said, “Dear God, thanks for this food.” The Kid opened his eyes and mouth big. Philip opened his eyes and mouth big. The “Disciples Just There to Help” opened their eyes and mouths big. Jesus had done it!

Philip said, “There’s a cazillion loaves of bread and fish!”

The “Disciples Just There to Help” said, “Woop! Woop!” and celebrated with a little dance.

The Kid smiled big and said, “This must be the Prophet we’ve waited to see.”

**Eureka!**  
**Bible**  
**Passage**

**John**  
**6:1-14**

- A.** Jesus crossed the Sea of Galilee. A large crowd followed Him because they had seen the miracles He had done for all of the sick. Jesus took His disciples up a mountainside and sat down with them.
- B.** Jesus looked up and saw the large crowd coming toward them. He asked His disciple Philip, “Where can we buy bread for this large crowd to eat?” He asked Philip this just to test him and see what he would say. Jesus already knew what He was going to do.  
Philip answered Jesus, “It would take more than half a year to earn enough money for each person to have just one bite!”
- C.** Andrew, Peter’s brother spoke up, “Here is a boy with five small loaves of bread and two small fish. But how many will this feed?”  
Jesus said, “Have the people sit down.” There was plenty of grass and the large crowd sat down. There were about 5,000 men.
- D.** Jesus took the loaves and gave thanks to God. He gave pieces of bread and fish to the seated crowd. He gave each one as much as they wanted.
- E.** Jesus told His disciples, “Gather all of the leftover pieces. Don’t waste anything.” So the disciples gathered the leftover bread. They filled 12 baskets with the pieces from the loaves.
- F.** The crowd saw the miracle and began to say to one another, “This must be the Prophet who is to come to the world!”

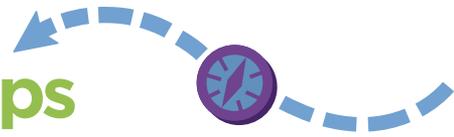
# Before You Explore

Like plucking space snails off your forehead, explorers do things a little differently.

That's why we put this **Before You Explore** section on the very last page. We know you understand.



## Expedition Tips



- Check out the new **Leader's Deep Dive** at FoundryLeader.com. It's packed full of extra insight and information for your own personal study and reflection on each passage in this lesson.
- Listening to Niki's journal is a light-hearted way to gather everyone's attention for a day of exploring. But you can also have some fun with it at the end of class if you've got extra time. Act out the journal like you do with **So Much Drama**, draw pictures of the journal adventure, or brainstorm what should happen next in Niki's expedition.
- Do you ever wonder if the disciples said "hangry" while trying to figure out what to do on the mountain? "Guys, you do not want to see me hangry. We have to do something now." This expedition tip won't really help you today except to say: We feel your hangry pain.
- **So Much Drama** never needs props. If the script says, "lifted up a basket," it's an invisible basket. Simplicity and imagination are key ingredients for **So Much Drama**.

## So Much Drama

Act out a lighthearted telling of the story as it is read by an adult narrator.

1. Select an actor for each role on the script.
2. Don't practice or rehearse. It's totally okay for kids to be hearing the script for the first time as you read it for the performance.
3. Actors stay offstage until their character is mentioned. As you read the script, pause when moments of action or dialogue are required.
4. If an actor misses a cue, gently repeat the line until the actor follows the script. Keep it lighthearted.
5. When reading dialogue an actor repeats, say the line with emotion. For example, say whispered lines with a whisper voice, and angry lines with an angry voice.
6. If you need to give direction, keep it in the context of the storytelling method. Stay in character as the narrator.  
**Don't:** "Say that again with more excitement."  
**Do:** "Then he said it again like a cheerleader!"
7. Everyone applaud after the drama!

## You Hear That?

Create sound effects for each section of the passage.

1. The sections of the passage are identified by letters in the **Eureka! Bible Passage**.
2. As a class, discuss, experiment, and decide on a sound effect for each section.
3. Read the first section. Ask kids what sound they might hear during that part of the story—maybe a slight breeze, walking feet, a grumbling crowd, or crickets in the night.
4. After suggestions, choose one sound to go along with that section.
5. Proceed through the rest of the sections, choosing a different sound for each section.
6. Review all the sounds that have been chosen. Have kids test out their sounds as you read the story. Invite them to make the chosen sound during each section.
7. Make sure their sounds are not so loud that kids can't hear the story being read.
8. At the end, see if a volunteer can perform all of the sounds from memory, and in the proper order, without the story being read!