

SUN Team Leader Instructions

Purpose

This guide is for the training of organizations that have facilitators who will be learning about SUN instruction. After this training, when the facilitators are teaching locally with small groups of deaf students, there is a shorter Facilitator Guide for their use.

Bring to the Event by Team Leader

One set of teaching materials for each facilitator and team leader:

- lesson and sentence cards, including salvation cards
- small whiteboards, dry erase markers and eraser or cloth for erasing (using a piece of paper or card stock in a plastic sheet protector can substitute for a whiteboard)

Ask Event Coordinator to Arrange

- recommended maximum number of event attendees: 10 facilitators plus deaf student participants (maximum facilitator/student ratio is 1/3)

Facilitators are those who can read and sign and are willing to continue teaching the deaf student participants after the event. They must commit to attending the full five days of the event.

Deaf student participants have not yet learned to sign and read and would benefit from SUN instruction.

- sign language interpreter for spoken local language if needed
- transportation, food, and lodging for team leaders, interpreters, facilitators, students
- large white board (markers/eraser or cloth) or chalkboard (chalk/eraser)
- pad of chart-size paper/markers
- ream of copy paper
- name tags, pads of paper or a notebook, and pencils or pens for all attendees
- index cards, card stock, or paper to make symbol cards for new lessons
- optional: colored pencils for symbols cards for new lessons
- 3 or 4 pairs of scissors
- print: SUN Book of Mark, SUN Reader's Dictionary, and SUN Facilitator's Lesson Book for all facilitators. Access the most recent version of at <https://suntranslation.net/>
(Do not hand out until directed in the Team Lead schedule)
- print: certificates to be filled in by the Event Coordinator and signed by SUN Team Leader

Schedule for event

To teach all the material well in five days, it is important to plan for eight hours of work time each day (excludes lunch and break time).

The local team will be responsible for arranging the morning devotions for each day. It is recommended that the local team designate a timekeeper for starting on time in the morning and after breaks/lunch, limiting lengthy discussions, etc.

The following daily schedule is written for the facilitators and students to arrive on Day 1.

Sessions 1 and 2 of each day are the morning instruction for the facilitators (students may observe only or have alternate activities). Have the facilitators seated together near the team leader during instruction.

Sessions 3 and 4 of each day are for the afternoon and are primarily for facilitators to have hands-on teaching experience and practice with the students.

Each session should take about 2 hours. A short break or lunch in between sessions is recommended. Most of the main activities should take about 30 minutes each—such as daily opening, teaching a lesson, and review games.

The local coordinator may recommend a schedule that facilitators arrive on Day 1 and the students arrive on Day 3. In this case, please adjust these plans to accommodate but ensure that all the teaching sessions with facilitators and the facilitators' time with students are included in the schedule adjustment.

Day 1

Throughout this manual, the words in *italics* are what you will say to the facilitators.

Objectives for the day: Learn basic symbols. Introduction to SUN, teach lessons 1 - 5 and the corresponding sentence cards, practice writing symbols, symbol review game (writing symbols on palms), the facilitators practice teaching lessons 1 - 4 with students and do the symbol review game with them, introduce the Team Plan.

SESSION 1

Opening – Prayer and welcome led by local leader. Introductions of team leaders, interpreters, facilitators, students. Announcements as needed such as social media guidelines if there are security needs, daily schedule, access for water, restrooms, etc.

Introduction to SUN

Symbolic Universal Notation is a system of pictures or symbols for the Deaf who have not yet had the opportunity to learn to read or write. This system can be used worldwide due to its essential qualities:

Easy and quick to learn -*This system can be learned quickly so that it is possible to begin reading Scripture after a few introductory lessons. It is not necessary to spend years developing literacy before being able to access Scripture.*

Intuitive -*The more intuitive the symbols are, the easier they are to learn and remember.*

Universally recognized – *Some symbols that are not universal and will require rote memorization. These are limited as much as possible so that creating a new set of symbols for every language and culture isn't necessary.*

SUN consists of a core set of basic symbols. These symbols are changed or combined to make other symbols.

Write on the white board or chart paper:

Basic symbol, Changed, Combined

Under **Basic symbol** draw the symbol for “person” 

- *This may not look like a person, but if you think of adding a smiley face and arms, it will resemble a person.*

Draw the symbol for “pen/write” 

This may not look like a pen/pencil, but if you think of adding the tip and eraser, it will look like a pencil.

Under **Changed** draw the symbol for “person” but rotate to make the symbol “sleep” 

- *By rotating the basic symbol for “person”, it becomes the symbol “sleep.”*

Draw the symbol for “person” adding “outstretched arms” 

Making a small change to “person” becomes the symbol “big.”

Under **Combined** draw the symbol for “person” and “pen” close together, no space between them.



- *Combining the symbols “person” and “pen/write” makes the symbol “writer, scribe, or author.”*

Draw the symbol for God



- *When a small arrow is added to the upper left of a combination, this indicates a proper noun (specific name for a person, place, or thing). This symbol is a combination of man, love, father, and king. What name do you think this is?*

This is how the SUN system is created. It is based on 100 basic symbols that are changed or combined to make all the other symbols. In this way, it is possible to represent all the Old and New Testament words with the SUN language!

We will cover all the basic symbols during the morning sessions the first two days, and the last three days we will work more closely with changed and combined symbols and how that is important to preparing Scripture lesson plans. In the afternoon sessions, you will be teaching small groups of students.

How to Teach Using the Lesson Cards (Lesson 1)

Learning the basic symbols can be compared to learning the alphabet before learning to read. In the same way, the basic symbols need to be learned well as they are used to compose all the words in the Bible!

Step 1. Show the facilitators the first lesson card with the symbol. Ask them to think for a few seconds about what the meaning may be (no need for responses, just have them think about a meaning).

Step 2. Promptly show the picture side of the card to avoid the facilitators getting wrong associations fixed in their minds. Show and practice the local sign to be used. If there are multiple meanings for a symbol, teach all the meanings and signs at this time.

Step 3. Repeat steps 1 and 2 for the next 4 cards.

Step 4. After 5 cards have been taught, shuffle the cards and review using the symbol side of the card only. Facilitators are to respond with the correct sign(s). Use the picture side only if facilitators do not remember a symbol’s meaning.

Step 5. Repeat steps 1 and 2 for the remaining 5 cards in the lesson.

Step 6. Review these cards (6 – 10) in the same way as step 4.

Step 7. Show the first sentence card. Ask the facilitators to sign the sentence as you point to each symbol.

Step 8. Have them choose the correct picture that illustrates the sentence. This is a comprehension check.

Step 9. Repeat steps 7 and 8 for the rest of the sentences for the lesson.

Step 10. Shuffle all the cards and review all the symbols and signs of the first lesson.

Have the facilitators practice writing the symbols on paper or whiteboards. Check for accuracy and correct as needed—the symbols need to be written exactly as on the cards. This is important as they will be writing sentences and making combined symbol teaching cards for new Scripture later in the training! (spend no more than 5 minutes on this)

Teach Lesson 2 using steps 1 – 10, for Step 10 review all the cards learned in the first two lessons. Reviews are important to help retain information. Facilitators practice writing the symbols, check for accuracy.

SESSION 2

Teach Lesson 3 using the 10 teaching steps, for Step 10 review cards Lessons 1-3. Facilitators practice writing the symbols, check for accuracy.

Review game: Draw symbols on palms

Make teams of about 5 each. Teams stand in a line, all facing forward. Give the first person in the line a small whiteboard or paper and a marker.

- The team leader shows the last person in the line a symbol card from the lessons covered this morning. It is best to start with a simple symbol first. Be sure no one else on the team sees it!
- With their finger, that person draws the symbol on the palm of the person in front of them in the line. They may repeat it once if needed, then they must turn around and face the other direction.
- The person who received the drawing then draws what they understood for the symbol on the palm of the person in front of them, again may repeat it once if needed and then turn around to face the other direction.
- The game continues like this until the final person has received the drawing on their palm, then draws the symbol they understood on the small whiteboard or piece of paper.
- The team leader asks everyone to turn around. The person for each team who drew the symbol shows their drawing.
- The team leader shows the symbol card and awards one point to each team if their symbol was correctly written.
- The person who did the drawing on the whiteboard or paper goes to the end of the line. Repeat the game until each person has had a turn to draw the final symbol for their team. Continue to keep score.
- Alternate way to play: the person receiving the drawing on their palm has eyes closed!

Teach Lesson 4 using the 10 teaching steps, for Step 10 review cards Lessons 2 – 4 (the last 3 lessons). Facilitators practice writing the symbols, check for accuracy.

Teach Lesson 5 using the teaching steps, for Step 10 review cards Lessons 3 – 5 (the last 3 lessons). Facilitators practice writing the symbols, check for accuracy.

****Pass out the SUN Facilitator's Lesson Book and Lesson Cards to each facilitator****

SESSION 3

This afternoon you will begin teaching small groups of students Lessons 1 – 4 that you learned this morning. Go at the students' pace. For teaching purposes at this event, you will cover lessons at a much faster pace than you would when teaching students in a local setting.

- Students need to use sign language for the symbols they are being taught to help assure that they understand.
- When the accepted local signs are used during the workshop the students will then be able to communicate better with other deaf people.
- Be careful that your own unconscious hand gestures don't confuse the students.

Assign each facilitator a small group to teach, preferably 2 or 3 students. Allow some time to encourage the new small groups to bond, learn sign names, etc.

Facilitators teach Lessons 1 and 2 following the teaching steps that they learned in the morning sessions. It is important that the team leaders observe, support, give feedback, encourage, answer questions, etc. during this time.

Review Game: Draw symbols on palms – combine small groups into teams (no more than 5 or 6 on a team) to play the game that the facilitators learned in the morning. Facilitators lead the activity and may want to first demonstrate how the game is played.

SESSION 4

Facilitators teach Lesson 3, for Step 10 review cards Lessons 1 -3.

Facilitators teach Lesson 4, for Step 10 review cards Lessons 2- 4 (the last 3 lessons).

Feedback and Question/Answer time with facilitators

Introduce the Team Plans Document

In the back of the Team Lead Instructions is a Team Plan handout to guide the facilitators in formulating post-workshop plans and goals with their team. This will be homework or, if time permits, can be done at the end of the workday if there is some extra time remaining. They will share their plans on the last day and submit a written document to the team leader.

Explain role of the Leadership Team which is listed on Team Plan document on the handout.

Encourage community and church involvement to support SUN locally and sustainably.

Closing – Decide who will lead tomorrow's opening worship, short devotional, and prayer. End the day with a joyful worship song and prayer.

DAY 2

Objectives for the day: Finish learning the basic symbols. Teach lessons 6 – 10 and the corresponding sentence cards, practice writing the symbols, discuss teaching meanings of more abstract symbols, new symbols review game (pictionary), facilitators practice teaching lessons 5 - 8 with students and do today's review game with them.

SESSION 1

Opening – worship, short devotional, prayer led by local team; announcements as needed.

This morning we will do five more lessons and then you will have learned all the basic symbols including numbers! We will discuss teaching the meanings of symbols with more abstract meanings and learn a new review game.

Teach Lesson 6, for Step 10 review cards Lessons 4 – 6 (the last 3 lessons). Facilitators practice writing the symbols, check for accuracy.

Teach Lesson 7, for Step 10 review cards Lessons 5 – 7 (the last 3 lessons). Facilitators practice writing the symbols, check for accuracy.

Review game: Pictionary

Divide the facilitators into two teams. Give each team a small dry erase board or paper and a marker.

When learning a language, such as SUN, writing is always more difficult than reading. But when you can write a word, you really know it. So, we are going to review today by writing the symbols from memory.

- A helper will sign one of the symbols from the lessons we have covered so far. Your team's writer will write the symbol from memory and raise their hand when they are finished.
- When both writers have finished, whoever held up their hand first will get checked first. If the symbol is written correctly their team gets three points.
- If the symbol is written incorrectly, the other team is checked and if the symbol is written correctly their team gets two points.
- If neither team gets it right, the moderator will show the answer, and award one point to the team for the best attempt.
- Everyone will have a turn to be a writer. Choose who will be first for your team.

SESSION 2

Teach Lesson 8, for Step 10 review cards Lessons 6 – 8 (the last 3 lessons). Facilitators practice writing the symbols, check for accuracy.

Discussion

Lessons 6, 7, and 8 introduced more difficult concepts.

- *What concepts from these three lessons would you consider more difficult? (soft, sweet, work, left, etc. List the words that the facilitators suggest on the whiteboard/chart paper.)*
- *What ideas can you think of to do additional teaching about these concepts if you think the picture on the back of the symbol card is not sufficient for your learners to fully understand the word's meaning?*
- *Remember that sign language is new to most students. So how could you help them gain a good understanding of the concept?*
- In small groups, have the facilitators discuss and come up with their own solutions for a few minutes, then ask them to share their ideas with the whole group. (Some ideas are to act out, draw pictures, use props/objects, use google search on their phone, etc.)

Skip Lesson 9 and teach Lesson 10 – The symbol for people introduces how to write plurals.

The symbol for woman is not a basic symbol but a changed symbol for man. For Step 10, review cards Lessons 7, 8, and 10. There are no sentence cards for this lesson.

Teach Lesson 9 – for Step 10, review cards 8, 9, and 10.

After teaching lesson 9, continue to teach numbers greater than ten.

Here are a few examples of how numbers greater than 10 are written in SUN.

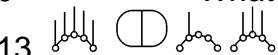
Write the following numbers on the whiteboard or chart paper:

Write the symbols for 12  This is SUN for the number 12.

Write the symbols for 23  This is SUN for the number 23.

Write the symbols for 145  What number would this be?

Write the symbols for 600  What number would this be?

Write the symbols for 9013.  This is SUN for the number 9013.

Review all cards Lessons 1 – 10 if time permits. This review should go quickly and only take a few minutes as the facilitators should know these fairly well by now.

SESSION 3

Facilitators teach the same small group of students that they had yesterday. It is important that team leaders continue to observe, support, give feedback, encourage, answer questions, etc. during this time. However, with the facilitators gaining more experience teaching, you should see a higher level of independence and less need for support/coaching.

Facilitators teach Lesson 5, for Step 10 review cards Lessons 3 – 5.

Facilitators teach Lesson 6, for Step 10 review cards Lessons 4 – 6.

Do a quick review of Lessons 1 and 2 before playing Pictionary.

Review game: Pictionary – Using the symbol cards for Lessons 1 – 6, combine small groups into teams (no more than 5 or 6 on a team) to play the game that the facilitators learned in the morning session. You may want to simplify how to give the points. Facilitators lead the activity and may want to do a demonstration of how the game is played.

SESSION 4

Facilitators teach lesson 7, for Step 10 review cards Lessons 5 – 7.

Facilitators teach Lesson 8, for Step 10 review cards Lessons 6 – 8.

Review activity – Make one large group of facilitators and students or divide into two groups if there is room. Show a symbol card and everyone signs the word and then acts out the word.

Feedback and Question/Answer time with facilitators

Team Plans Document – Ask if they have had time to start some discussion with their team. Do they have any questions? If time allows before closing, give them some time to start working on this. Remind them that they will present and turn in a written plan on the last day.

Closing – Decide who will lead tomorrow's opening worship, short devotional, and prayer. End the day with a joyful worship song and prayer.

DAY 3

Objectives for the day: SUN grammar basics, facilitators write short sentences, review games (numbers), teach lessons 11 and 12 which introduce combined symbols, SUN Reader's Dictionary preview and game/activity (look it up race), the facilitators practice teaching lessons 9 -12 with students and do today's number review game with them.

SESSION 1

Opening – worship, short devotional, prayer led by local team; announcements as needed.

Writing Sentences in SUN

Just as all languages have their own unique sentence structure, so does SUN.

Universal sentence structure: In reading SUN, the context, or main idea, is the most important tool for comprehension. The facilitator's job is to teach students how to read the SUN text so that they can best understand the meaning. The facilitator must not teach their own local grammar structure but teach SUN grammar structure. Even though the word order in SUN sentences may be unfamiliar, it is still understandable.

This morning you are going to practice writing sentences in SUN. Using the symbols that you have learned in lessons 1 – 10, you will write 3 sentences with at least 3 symbols in each sentence. Before beginning, let's talk a little about grammar for SUN.

Symbol order in sentences: As a general rule, sentences follow this order:

Subject, verb, direct object (if the sentence is a command, it may begin with a verb, such as “put fruit on table”)

Adjectives before the noun, adverbs before the verb

Sentence length: Sentences are no more than 7 symbols long

Plural: the symbol is written twice with no space between them (write example on the

whiteboard – people as in lesson 10, swords) 

Possessive: indicated with a large black dot on the upper right of the symbol. Place the possessive before the thing they possess. (write example on the whiteboard for “pig’s nose”)


Give each facilitator a half sheet of chart paper or a piece of copy paper and a marker or use the small whiteboards.

You are to write 3 SUN sentences with at least 3 symbols, only using symbols from lessons 1 - 10 but not more than 7 in each sentence. Use the basic grammar rules. Please write large enough to share your sentences with a small group. You will have 10 - 15 minutes to complete your 3 sentences. Do you have any questions before beginning?

After 10 - 15 minutes (even if they are not completely done with all 3 sentences), divide into two small groups with a team leader for each group.

- Each facilitator will show their sentences.
- A different facilitator will read and sign the sentences.
- If the meaning is not clear, ask the facilitator what they intended to say and help them choose the correct symbol(s).
- The team leader should offer encouragement and suggestions as appropriate.

Review game: Numbers

1. Place number symbol cards on the floor or wall, scatter around a large area.
2. Sign a number 0 -10 and facilitators race/search to see who can find the matching card on the floor or wall first.
3. Continue with other numbers.
4. Change-up: for step two, hand each facilitator a numeral card 0 -10 and at "go" they all search to find their number symbol card on the floor or wall.
5. Additional activity: hand a number card to each facilitator and they arrange themselves in order 0 – 10. Shuffle cards, repeat.

SESSION 2

Yesterday you learned the remaining basic symbols. There are two more lessons with new symbols, but they will be combined symbols, not basic symbols. The first morning, combined symbols were introduced. Would someone like to tell us about combined symbols? (If they have forgotten, do a quick review.)

Teach Lesson 11, for Step 10 review cards for Lessons 9 – 11.

Teach Lesson 12 – When teaching the symbols for God and Jesus, remind them that the small up arrow means the symbol is a proper noun. For Step 10 reviews cards for 10 – 12.

Review game: Identifying combined symbols categorized by basic symbols

Divide the facilitators into two or three teams. Give each team a whiteboard and eraser/cloth or pieces of copy paper and markers.

- I will show you a basic symbol and your team is to write changed or combined symbols from lessons 11 and 12 that contain that basic symbol.
For example, the basic symbol for door is contained in these combined symbols:
 Write these on the whiteboard.
- Teams will get a point for each correct combined or changed symbol they have written in one minute.

Basic symbol cards to use and the changed or combined symbol for each.

not	X	-	(open)		(mute)		(deaf)		(free)	
love		-	(desire)		(beg)		(God)		(heaven)	
mouth		-	(mute)		(tongue)		(spit)		(sigh)	
thing		-	(away)		(on)		(in)		(put)	

SUN Dictionary Preview

Show your dictionary, do not pass out facilitator dictionaries yet.

This is a SUN Dictionary of all the symbols in the Old and New Testament except for some of the OT names. You will use this to prepare new Scripture lessons for your students. The dictionary is organized by the basic symbols that have been taught (plus a few others). Here are the main features of the dictionary.

Show each section briefly.

- **Table of Contents** charts all the basic symbols and gives the page number to find the changed and combined symbols that include that basic symbol.
- **Basic symbols with charting of its changed and combined symbols** are next. The person symbol is first and covers 5 pages. Other symbols charts may be short and only part of a page, such as the symbol for me which follows the person pages.
- **Arrows, numbers, and punctuation** pages follow all the basic symbols.
- **Proper Noun** pages are at the end of the dictionary and are arranged into 7 categories: God, man, woman, land/mountain/valley/island, village, river/water, other. Remember that all these symbols have a small up arrow in their symbol so that you will know to search for them in the special pages for Proper Nouns.

Give each facilitator a SUN Dictionary.

After you have looked through your dictionary for a few minutes, then we will practice together how to use it.

The first page is "How to use the SUN Reader's Dictionary." We are going to go over this together and practice the examples given there.

Write a few simple symbols on the whiteboard or paper such as shepherd , tithe , and some of the names from the Proper Nouns sections for them to find. Since the man names list is long, starting with a woman name is easier! Remind them that if there is a small arrow on the upper left of a combined symbol that they look in the Proper Nouns sections.

Activity/game: Look-it-up race

Choose a combined symbol in the dictionary and write it on paper or the whiteboard. Race to see who can find it first. Ask on which symbol page(s) they found the combination. Do a few more of these to practice using the dictionary.

SESSION 3

Facilitators continue to teach the same small group of students.

Writing Sentences in SUN – Use symbols they have learned in lessons 1 – 8 (or only through lesson 6 to make the task a little easier). Demonstrate two or three examples for them.

Teach Lesson 10, for Step 10 review Lessons 8 – 10.

Teach Lesson 9 - Some students may not have had much experience with number concepts. If so, teach this lesson as "rote memory." Number concepts may take time to develop.

For Step 10, review cards for Lessons 7 – 9.

Review game: Numbers

SESSION 4

Teach Lesson 11, for Step 10 review cards 9 – 11.

Teach Lesson 12 – For the symbols God and Jesus, this is good time to teach that the small up arrow on the left is used to indicate a name. For Step 10 review cards 10 – 12.

Feedback and Question/Answer time with facilitators

Team Plans Document – Do they have any questions? Remind them that this will need to be completed and ready to present and submitted in writing the last day. If time allows before closing, give them some time to work on their team plan document.

Closing – Decide who will lead tomorrow's opening worship, short devotional, and prayer. End the day with a joyful worship song and prayer.

DAY 4

Objectives for the day: Teach lesson 13 punctuation and first Scripture story, teach new combined symbols, activity/game (new combined symbols), preparing to teach new Scripture, teach Salvation lesson, facilitators practice teaching Lesson 13 to the students and act it out.

SESSION 1

Opening – worship, short devotional, prayer led by local team; announcements as needed

Teach Lesson 13

We are now ready to read a Scripture story in SUN!

Punctuation is used in the story. SUN is a written language, and we are teaching literacy. Students who have not yet had experience reading will need to understand what those little extra unique markings are in the text.

The teaching cards for Lesson 13 have 8 cards: period/full stop, comma, exclamation point, question mark, quotation marks, single quotation marks, possessive indicator, and proper name indicator. (These are a good reference for facilitators but not for use with students.)

For students, teaching punctuation markings in context will be the most meaningful. Before reading this Scripture story with them, these punctuation marks should be taught: period, exclamation point, possessive, comma, quotation marks.

Sentences that can be demonstrated easily:

Period - Man sees snake. } □ ~ .

Exclamation point - Man sees snake! } □ ~ !

Possessive - Man sees man's pen. Man sees woman's pen. } □ } • ▼ . } □ } { • ▼ .

Comma and quotation marks - Man says, "I see pen." } □ , " □ ~ □ ▼ . "

With the facilitators using their Scripture cards to follow along, read the Scripture story from Mark 7:32-35 together.

People bring deaf mute man (to) Jesus.

People beg Jesus (to) put (his) hand on (the) man.

Jesus brought (the) man away (from the) crowd.

Jesus put (his) hands inside (the) man's ears.

Jesus spit.

Jesus touched (the) man's tongue.

Jesus looked up (to) heaven.

Jesus sighed.

Jesus spoke, "Open!"

(The) man's ears (were) opened.

(The) man's tongue (was) free.

(The) man spoke good.

Teaching Combined Symbols

- When teaching a new combined symbol, it is important to recognize all the basic symbols that it contains.
- This combined symbol may also contain a changed symbol.
- This combined symbol may also have within it one or more combined symbols.

When students are able to see these things in a new combined symbol, it will help them have a more complete understanding of the meaning. The more that students understand a new combined symbol, the easier they can remember it.

We are going to work through some examples of this. This will be very important to know how to do when you are preparing new lessons! In the dictionary the combined symbols contain information in parenthesis that are helpful.

Write the following symbols on the whiteboard, but do not tell the facilitators the word until after they have worked through finding the basic symbols and any changed and/or sub-symbols.

List the basic symbols and any changed symbols and/or sub-symbols on the whiteboard or chart paper as you work through each example.

humble 

What basic symbols are used?

Does it contain a changed symbol?

Does it contain another combined symbol?

Basic symbols:

me 

mouth/speak 

small 

Changed symbol: none

Another combined symbol: none

Look for the symbol in the dictionary. What is the meaning? *humble = “speak me small”*
What are the words in the parentheses? Are they all basic symbols? (yes)

hungry 

What basic symbols are used?

Does it contain a changed symbol?

Does it contain another combined symbol?

Basic symbols:

love	
mouth	
thing	

Changed symbol: none

Another combined symbol:

Mouth + thing  *Look for this combined symbol in the dictionary. What is the meaning? (eat)*

Look for the symbol in the dictionary. What is the meaning? hungry = "love eat"

What are the words in the parentheses? Are they all basic symbols? (no, so that means there is another combined symbol)


gentle

What basic symbols are used?

Does it contain a changed symbol?

Does it contain another combined symbol?

Basic symbols:

soft 

person 

knife 

Changed symbol:

(person) *Look in the dictionary for the meaning - big* 

Another combined symbol:

Big + knife  *Look for this combined symbol in the dictionary. What is the meaning? (power)*

Look for the symbol in the dictionary. What is the meaning? gentle = "soft power"

What are the words in the parentheses? Are they all basic symbols? (no, so that means there is another combined symbol)

Activity/game for practice: work through combinations

Write one of the symbols below on the whiteboard or chart paper.

The facilitators list all the basic symbols and any changed and/or included combined symbols. For the changed or combined symbols, they look for them in the dictionary and write the meaning. They may work on their own or in pairs. When they are finished, write the correct answer on the whiteboard or chart paper.

As facilitators are working on this activity and learning, you may notice that there are other details that need clarification or reteaching. They may have questions. It is important for team leaders to observe how the facilitators are doing.

Optional – to make it more game-like, divide the facilitators into two or three teams. Award a point for every basic symbol, changed symbol and/or sub-symbol that they correctly included in their list.

forgive 

Basic symbols:

no 

knife 

person 

Changed symbol: none

Another combined symbol: knife + person = kill 

foundation 

Basic symbols:

house 

land 

Changed symbol:

(land) root 

Another combined symbol: none

sing 

Basic symbols:

mouth 

walk 

face 

Changed symbol:

(face) happy 

Another combined symbol:

walk + happy = dance 

SESSION 2

Preparing to teach Scripture lessons

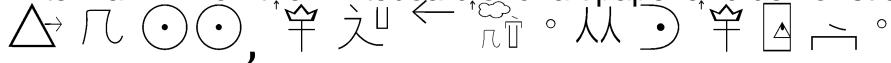
Note: This session requires having a supply of index cards or card stock for facilitators to make cards. (Paper can be used and is best if folded so that it is double and a little stronger.) You might also provide colored pencils.

When students have completed Lessons 1-12 and have read the first Scripture story in lesson 13 you will begin teaching them how to read Scripture!

- To teach new Scripture passages, it will be necessary for you to make teaching cards for new changed and/or combined symbols contained in that passage before having a lesson with students.
- If a new symbol in the lesson contains changed or additional combined symbols, then you will also need to make teaching cards for these.
- These new teaching cards will be added to your beginner set of the basic symbols.
- As we have been doing, lessons should only have about 10 cards to teach. For a long passage, you may need to prepare a few lessons to teach.

We will practice doing this with Mark 2:1.

Write Mark 2:1 on the whiteboard or chart paper and demonstrate the 4 steps:



1. Circle all new symbols in the passage that the students haven't learned yet. Do not tell what the symbols mean, just circle them.

	after
	come
	back
	Capernaum

2. If there are changed symbols or additional combined symbols contained in the new symbols, make a list of them.

Changed symbols:

- (up) Facilitators look in the dictionary for meaning (forward/to). *This is part of the symbol after.*
- (up) Facilitators look in the dictionary for meaning (back).

Another combined symbol (continue to look at words in the parentheses as a guide):

thing + forward Facilitators look in the dictionary for meaning (after).

come + near Facilitators look in the dictionary for meaning (come).

near + house Facilitators look in the dictionary for meaning (neighbor).

many + neighbor Facilitators look in the dictionary for meaning (village).

3. Make teaching cards for the new symbols, the changed symbols, and additional combined symbols. How many will be needed? (7)

3 new combined symbols: after, come, Capernaum (no need to elaborate for the city name, keep it simple as “soft village”).

2 changed symbols: forward (which is part of “after”) and back.

2 additional combined symbols: neighbor and village.

4. Write 2 sentence strips for verse 1.

Using index cards or card stock or paper, demonstrate how to make two cards with the symbol on the front and a simple picture on the back and write the word under the picture. As you are preparing the picture on the back, remind them that it may be more effective to also act out the symbol, find a picture on your phone, draw additional pictures on paper, use props or objects, etc. as was discussed on Day 2.

Ask the facilitators to work in pairs to make a set of the 7 teaching cards (they have already been shown how to do 2 so they will independently think through how to make the remaining 5) and the two sentence strips. Colored pencils are a low-cost investment and coloring in illustrations a little bit may help make them more meaningful.

It is very important for team leaders to carefully observe facilitators as they prepare their cards to ensure that they understand how to do this. Discuss, reteach, guide as needed.

Activity 1: As soon as one pair has finished their cards and sentence strips accurately, ask them to present the lesson for Mark 2:1 as a role play for all to observe. One will be the teacher and the other will have the role of student. They show how to teach the cards and sentence strips.

Others may not have time to finish making all their cards. That is OK.

Facilitators prepare a Scripture lesson

Write the sentences for Mark 2:2 on the whiteboard or chart paper.

几 从 (人)。 人 V 几 从。 从 人 → 人。 午  人。

Now you will prepare Mark 2:2 using the 4 steps we practiced for verse 1. There are 2 new symbols that contain a “pointer arrow” and these are not considered a change for the basic symbol for the “up” arrow as they are simply pointing out something.

You work in pairs again. Do you have any questions before you begin?

It is very important for team leaders to observe as the facilitators circle the new symbols and make their teaching cards—discuss, reteach, guide as needed.

Wrap it up: You may want to ask a facilitator who has been doing well to lead this.

How many cards did you need to make for this verse? (6)

5 new symbols:

together_people 

full 

fill 

preach 

they/them 

1 another combined symbol:

Bible 

Tell the facilitators that tomorrow morning they will work in pairs to prepare verses continuing in Mark 2.

SESSION 3

Assemble only the facilitators and teach the Salvation lesson cards and sentences

The Salvation lesson is based on John 3:16 and verses in Romans (see references below). There is a set of new lesson cards including abstract concepts, so it is important that the Holy Spirit is active and helping with understanding.

Teach the Salvation lesson cards using the same steps but omit step 10 for reviewing previous cards. Then teach the sentence cards. Have the facilitators discuss what is happening and what it means:

1. All people have sinned. The sin illustration shows people doing bad things. But even good people struggle with sin in their heart.
2. When we sin, we get death, separation from God, and eventually separation from life.
3. God created everybody and He loves everyone.
4. God gave His only Son as an expression of His love for us. He gives bad people, which includes us, his only Son.
5. If a person believes or has faith in God's Son, a person will not die. Because people are bad, they get death. But if they believe that God gave us His Son, Jesus pays the payment of death for them.
6. Person have eternal life, living forever with Jesus.

Salvation lesson with verse references:

All people sin.	Romans 3:23
Sin payment equal death.	Romans 6:23
God love people.	John 3:16
God give only Son.	John 3:16
Person believe (has faith in) God's son.	John 3:16
Person not die.	John 3:16
Person lives eternally.	John 3:16

Tell the facilitators that they will now teach the Salvation lesson to their students. Pray with them that when the students read this for the Holy Spirit to guide their understanding and to be present in the hearts of the students.

SESSION 4

Facilitators continue with their small group.

Review lesson 11 and 12 symbols. For lesson 13, introduce the 5 punctuation symbols that are in the Mark 7 story: period, exclamation point, comma, quotation marks, and possessive.

Teach Lesson 13 Scripture - Have the students read and sign the Scripture sentence cards. Point out the punctuation symbols as they occur in the text. Read the passage a second time with no stops this time for punctuation teaching.

After the groups have finished reading the passage, combine all the students and the team leader will lead them in acting out the passage as the Scripture sentences are read.

Feedback and Question/Answer time with facilitators.

Team Plans Document – Do they have any questions? Remind them that this will need to be completed and ready to present and submit in writing tomorrow.

Closing – Decide who will lead tomorrow's opening worship, short devotional, and prayer. End the day with a joyful worship song and prayer.

DAY 5

Objectives for the day: Facilitators prepare Scripture to teach, small group presentation for prepared Scripture, review combinations which are more difficult, facilitators teach Salvation lesson to students, presentation of Team Plan document, closing and celebration.

SESSION 1

Opening – worship, short devotional, prayer led by local team; announcements as needed

Facilitators prepare Scripture lesson

The four steps to prepare new lessons should be used. Each of these assignments will have between 10 – 15 teaching cards to prepare. The pairs are to also prepare their sentence cards written large enough to use in a small group presentation.

Explain to them that for this assignment only the symbols learned in lessons 1 – 12 and Mark 2:1 and 2 are to be considered already taught (and thus don't need a teaching card made). Any other changed or combined symbols are considered “new” and need to be taught/have a teaching card made.

Assign pairs of facilitators verses from Mark 2:

Pair 1 – verses 3 and 4

Pair 2 – verses 5 and 6

Pair 3 – verse 7

Pair 4 – verses 8 and 11

Pair 5 – verse 9

Note: verse 10 will be read together as there are only two easy new symbols (world and authority) which the Team Leader can teach.

SESSION 2

Presentations with the verses prepared in Session 1 assignment – feedback and suggestions from Team Leader as needed.

Explain that in a situation that one person was preparing to teach these verses, not as many cards would need to be made (as in our practice today) because some new symbols were taught and then repeated in following verses.

Act out the Scripture from homework assignment – if time allows

SESSION 3

Review Combinations

Teach 2 more combinations that are more difficult/have several sub-symbols.

When you are preparing new Scripture lessons, you will occasionally encounter difficult combinations. These are not frequent.

Write the following symbols on the whiteboard. List the basic symbols and changed symbols and/or sub-symbols on the whiteboard or chart paper as you work through each example.

alabaster  Facilitators find in the dictionary

Basic symbols:

king 

soft 

no 

thing 

Changed symbol:

(*king*)  Facilitators look in the dictionary for meaning. *What does it mean?* (money)

Sub-symbols:

soft + not  Facilitators look in the dictionary for the meaning. *What does it mean?* (hard)

thing + hard  Facilitators look in the dictionary for the meaning. *What does it mean?* (rock)

How many teaching cards will be needed? (4)

new symbol: alabaster

changed symbol: money

sub-symbols: hard, rock

Christ  Facilitators find in the dictionary.

Basic symbols:

very 

speak 

near 

person 

king 

Sub-symbols:

mouth + near  Facilitators look in the dictionary for meaning. *What does it mean?* (call)

call + person  Facilitators look in dictionary for meaning. *What does it mean?* (appointed)

appointed + king  Facilitators look in dictionary for meaning. *What does it mean?* (anointed)

How many teaching cards will be needed? (4)

new symbol: Christ

sub-symbols: call, appointed, anointed

Facilitators teach Salvation lesson cards and sentences with students

Final feedback and questions/answers with facilitators

Presentation and discussion of Team Planning document

SESSION 4

Closing remarks, hand out certificates, worship, closing prayer, picture-taking, etc.

Team Plan: After the workshop, what's next?

Vision and Mission Statement

Mission: *to involve people in the advancement of Bible Translation. SUN (symbolic universal notation) is a symbolic language which enables Wycliffe Associates to provide a Bible for the deaf and deafblind who do not yet know how to sign or read.*

Vision: *Every church in every country has the capacity to have a congregation with a functional fluency to comprehend Scripture for people who are Deaf, Deafblind, pre-literate, and have no sign language fluency.*

Your Role

SUN is a language and program. It serves as a tool for ministry. At Wycliffe Associates, we believe in Church-Owned Bible Translation. This is based on the belief that the local church has the ability, authority, responsibility, and accountability to teach others to read the SUN Bible.

Church Ownership includes a step-by-step plan that describes how you will work independently in your community to teach and share SUN with those who need it. It includes the following:

- Selecting local facilitators and participants for workshops
- Praying regularly for the facilitators and students
- Training additional facilitators so they can teach the students
- Providing access to the translated SUN material: digitally, in print, or video
- Planning for regular study of the SUN language and Bible (e.g., during or after church service, once a week, etc)
- Creating new SUN lessons so students can learn new symbols in order to read the SUN Bible
- Sharing knowledge of SUN with others within their communities who need it
- Encouraging the community to use SUN Scripture once it is taught
- Finding locally sustainable ways to financially support the SUN program by securing donations of funds, training spaces, and other resources to enable SUN workshops

Wycliffe Associates' Role

Wycliffe Associates commits to training, equipping, and enabling you as you participate in and train others to share the SUN Bible translation. It includes the following commitment to assist in sharing the SUN Bible translation in the following ways:

- Technological processes;
- Quality Assurance;
- Initial training in learning the SUN language;
- Opportunities for facilitators to be trainers;
- Provide digital and printed SUN materials at <https://suntranslation.net/>
- Provide ongoing mentoring relationship.
- **The Plan**

In groups of 2-5, pray and answer the following questions to guide you in preparing a report to share on Friday. This report has three parts: choosing a leadership team, how you will follow-up by continuing to teach SUN so others can understand the SUN Bible, and how you will network to share SUN with others who need SUN.

Leadership Team

1. Who will serve on the SUN leadership team? Roles include country coordinator to communicate with Wycliffe Associates' SUN manager, trainers for large events, facilitators for teaching small groups, secretary to record notes of meetings, treasurer who manages funds, collect testimonies, any other roles you feel are necessary.

2. Why did you choose these people?
3. What can the leadership team do to encourage and gain support from the community to help fund SUN activities? What tangible support can the community help with (venue, food, housing, printing, etc.)?
4. When will the leadership team meet to discuss goals and share progress and challenges?
5. How often will the leadership team meet?
6. How will you communicate with the SUN facilitators and trainers in-between meetings?

Follow-up

1. Who will continue to teach SUN to the students who attended this workshop?
2. When will you meet? Make a schedule.
3. Where will you meet?
4. How can you use SUN in practical and personal ways, communicating the deep things of God?

Network

1. Who will you contact to explore sharing SUN? Think about individuals, community groups, churches, organizations, and government agencies that would make a good partner?
2. Why did you choose these people?
3. Who will contact them?
4. When will they contact them?

Tools:

- o <https://suntranslation.net/>
- o YouTube page WA SUN <https://www.youtube.com/channel/UCs3ESTxuzWJie8ZUQf6ozw>

Please have each person sign below in acknowledgment of their contribution to this plan:

Facilitator Instructions

Step 1: Gather the materials

- > Lesson Cards for the lesson
- > Sentence Cards for the lesson

Step 2: Take out the lesson cards. Show the first symbol. Turn the lesson card over to show student the illustration.

Step 3: Communicate to the student what the symbol is (refer to the symbol list for the answer. The number on the symbol list matches the number on the upper left hand corner of the card.) Check for understanding from the student.

Step 4: If the student shows understanding, move on to the next symbol and repeat steps 2-3. If the student shows confusion, use other methods to clarify the meaning such as signing, drawing, acting it out, using objects around you, etc.

Step 5: After every 5 symbols, do a review. Do not go on to the next set of symbols until the student has mastered the first set.

Step 6: When finished with all the symbols, show the sentence card(s) for that lesson to the student and have student communicate each sentence to you.

Step 7: If student is confused on a sentence's meaning, check for understanding of each symbol and reteach the symbol that is causing confusion.

Step 8: When finished with all the sentences, congratulate the student on completing the lesson!

Notes:

- > If the student demonstrates a good grasp on the symbols and sentences, have the student make his own sentences as an enrichment activity before moving on to the next lesson.

- > Lesson 9 – 12 have no sentence cards. See activity description below each lesson.

- > If spiritual questions come up, flip to Salvation Lesson (Lesson 14.)

Lesson 1

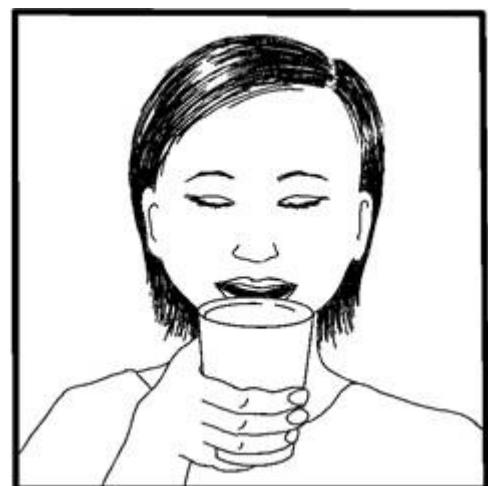
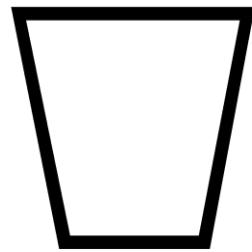
VOCABULARY:

pen	book	water	cup	chair
door	window	person	hand	fish

SENTENCE:

- 1.) Person drink.
- 2.) Person write.
- 3.) Person read.
- 4.) Person sit.

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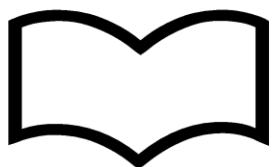
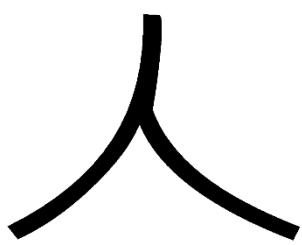


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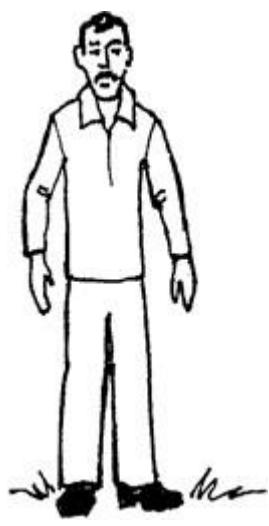


Lesson 1, Sentence 2



Lesson 1, Sentence 3

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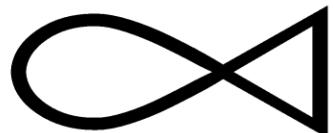
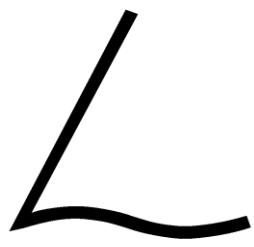
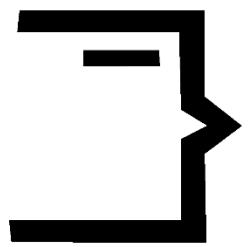
Lesson 2

VOCABULARY:

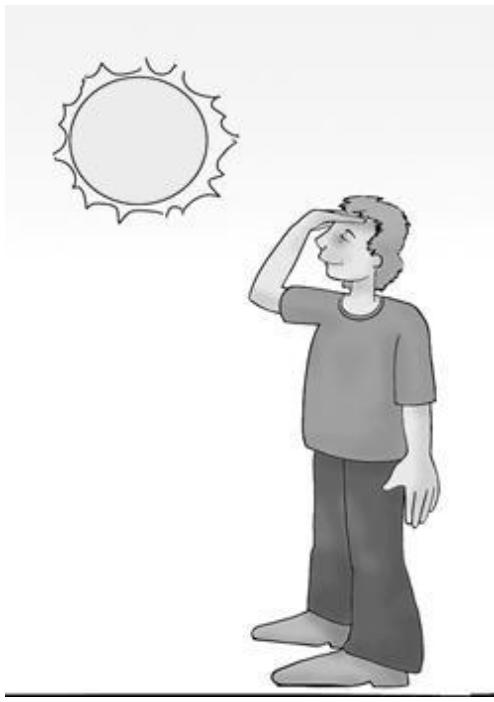
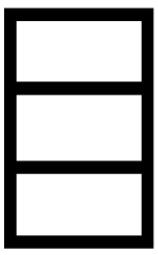
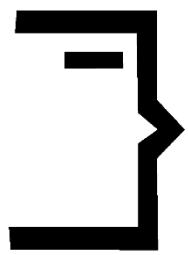
ear	nose	eye	mouth	man
moon	sun	bowl	road	up

SENTENCE:

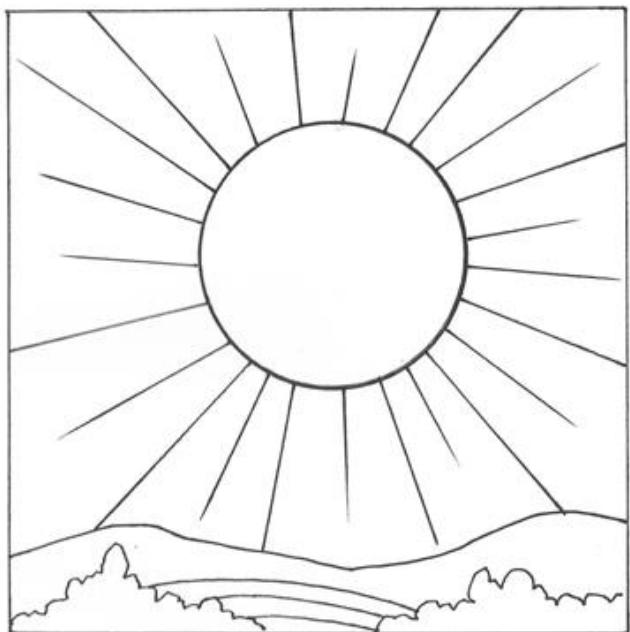
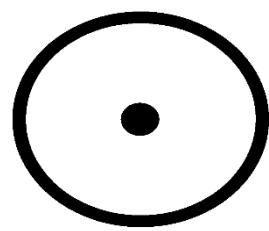
- 1.) Man smell fish.
- 2.) Man see moon.
- 3.) Sun up.
- 4.) Person see road.
- 5.) Man see sun up.
- 6.) Man hear person speak.



Lesson 2, Sentence 1



Lesson 2. Sentence 2

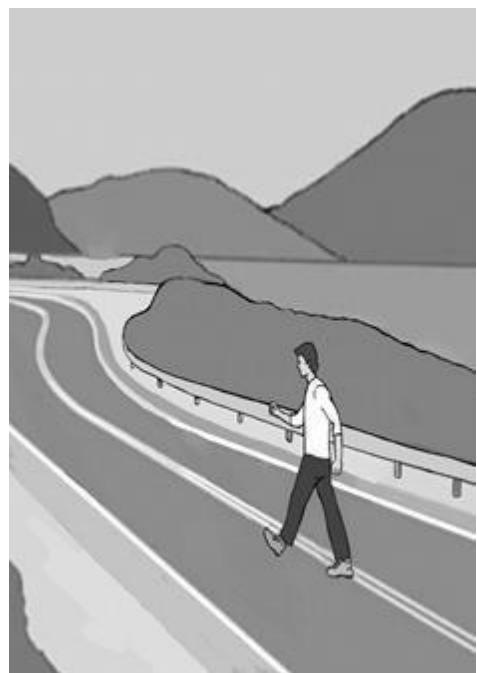


Lesson 2, Sentence 3

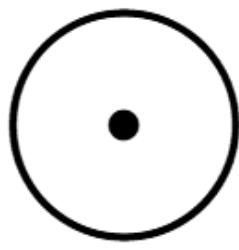
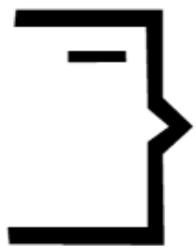
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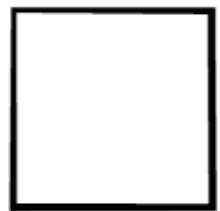
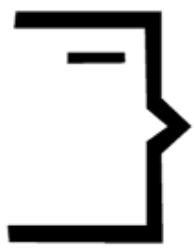
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Lesson 2, Sentence 4





Lesson 2, Sentence 6

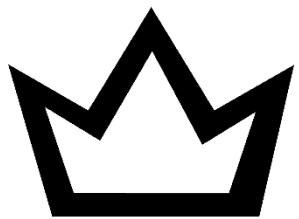
Lesson 3

VOCABULARY:

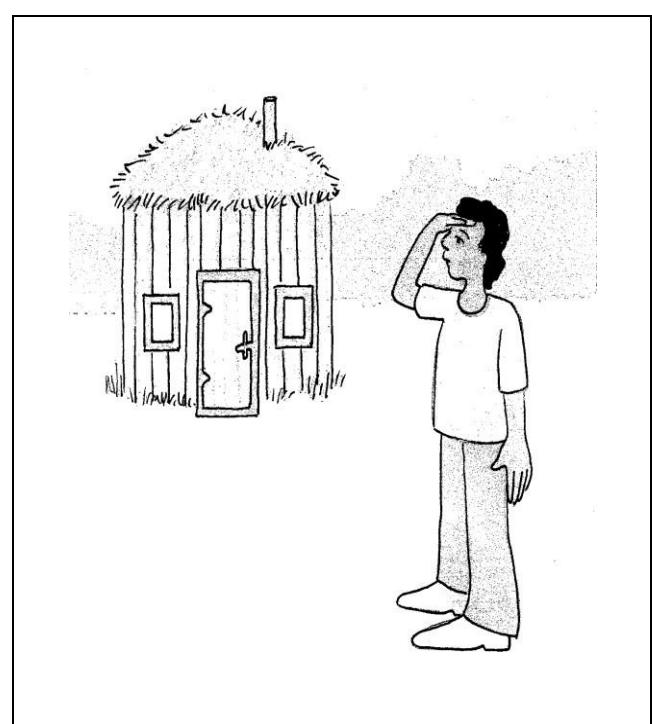
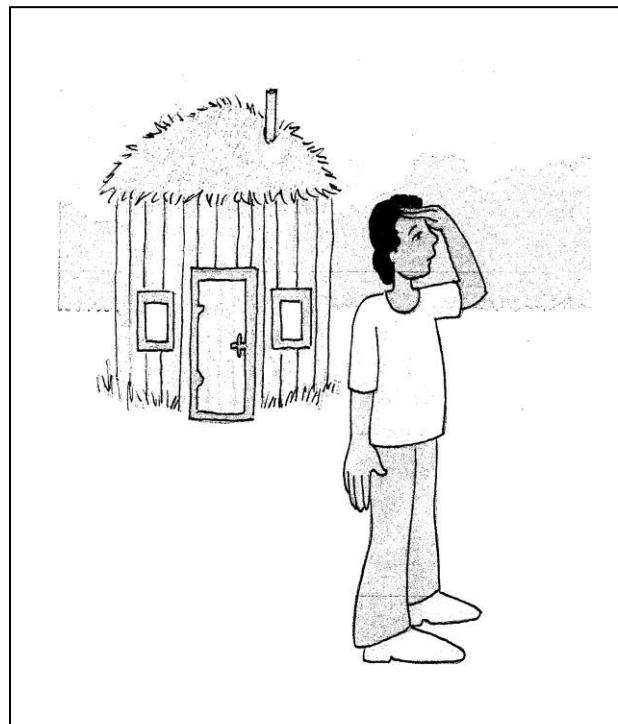
me	face	table	house	tree
fruit	box	chain	no	king

SENTENCE:

- 1.) King speak me.
- 2.) Me not see house.
- 3.) Person chain tree.
- 4.) Table box fruit.
- 5.) I see tree road.
- 6.) House no window.

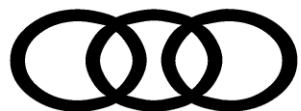


Lesson 3, Sentence 1

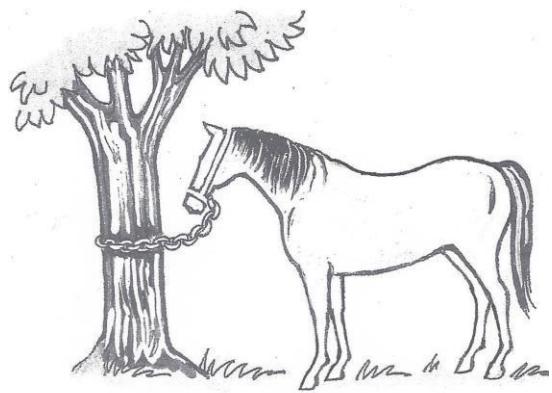


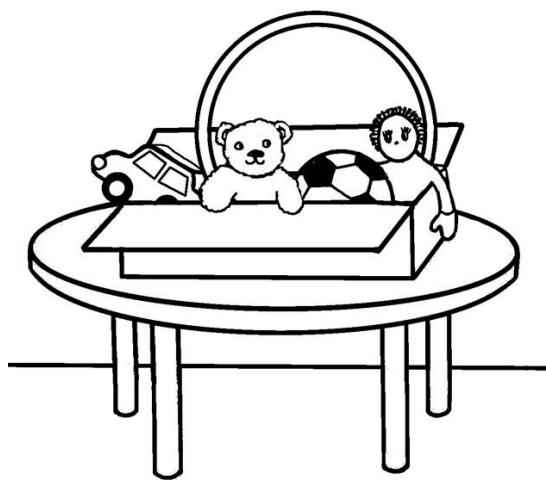
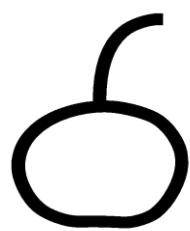
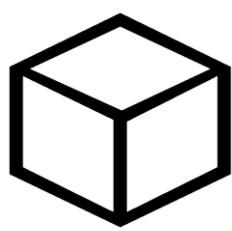
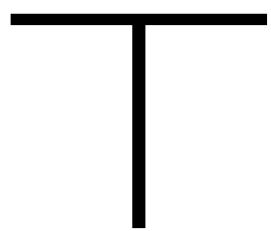
Lesson 3, Sentence 2

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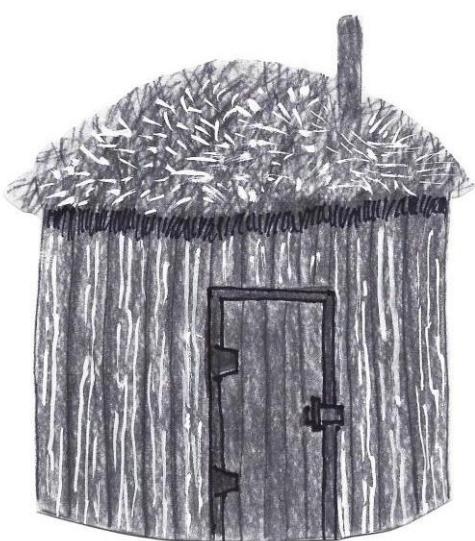
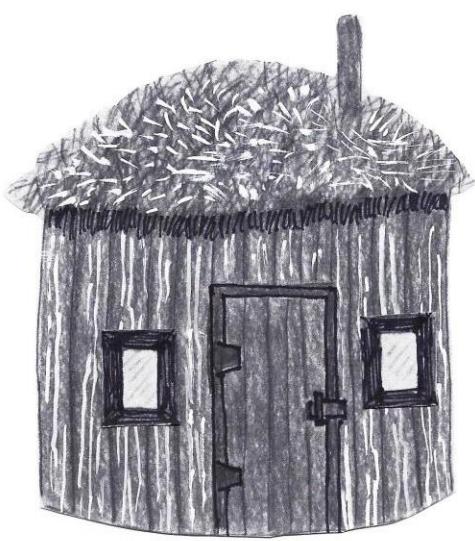
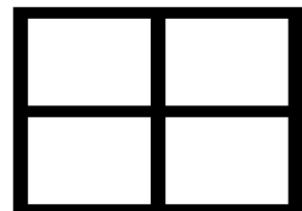
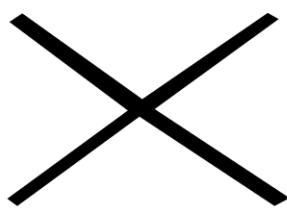


Lesson 3, Sentence 4

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Lesson 3, Sentence 5



Lesson 3, Sentence 6

Lesson 4

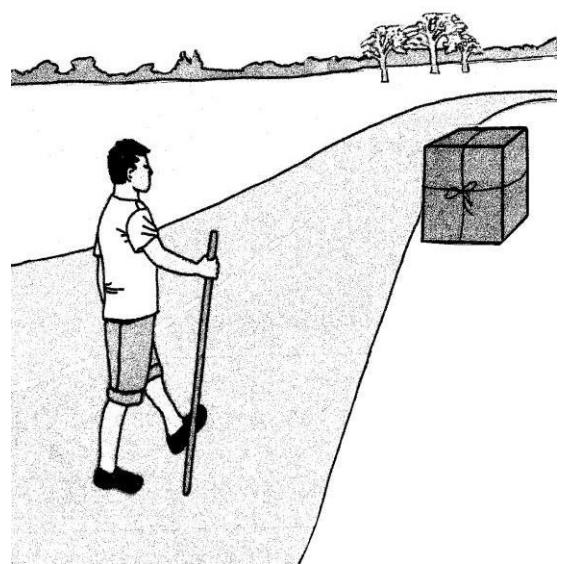
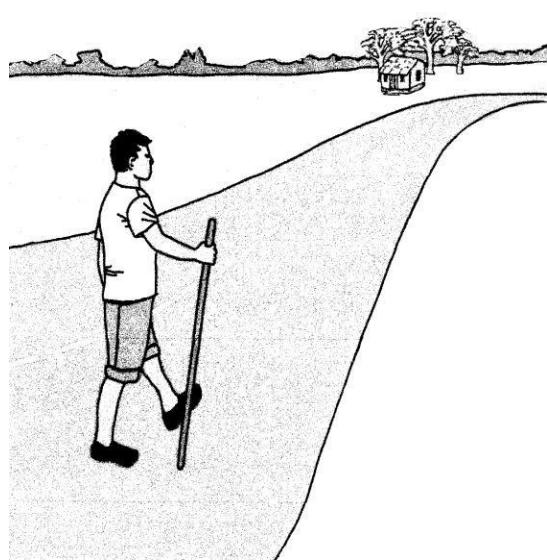
VOCABULARY:

river	boat	storm	walk	knife
sword	belt	stick	grain	stair

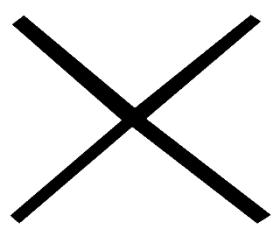
SENTENCE:

- 1.) I walk road house.
- 2.) No boat storm.
- 3.) Person walk up stair.
- 4.) Man cut fruit table.
- 5.) King no belt.
- 6.) Man cut grain.

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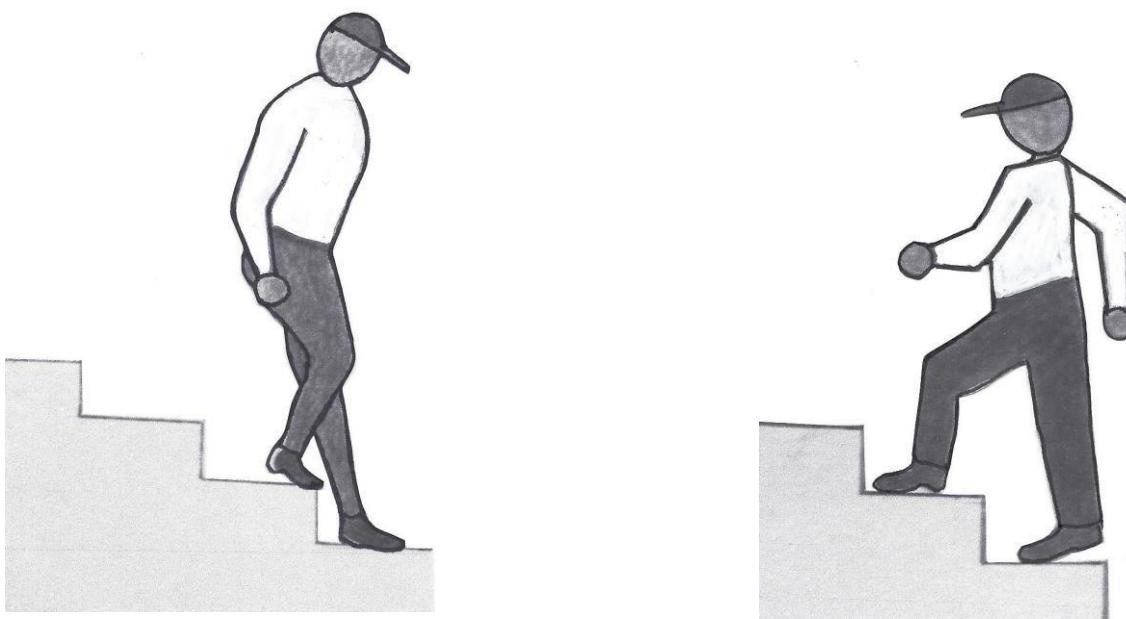


Lesson 4, Sentence 1



Lesson 4, Sentence 2

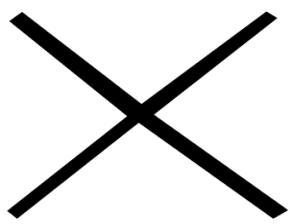
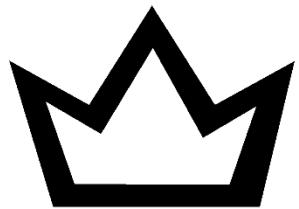
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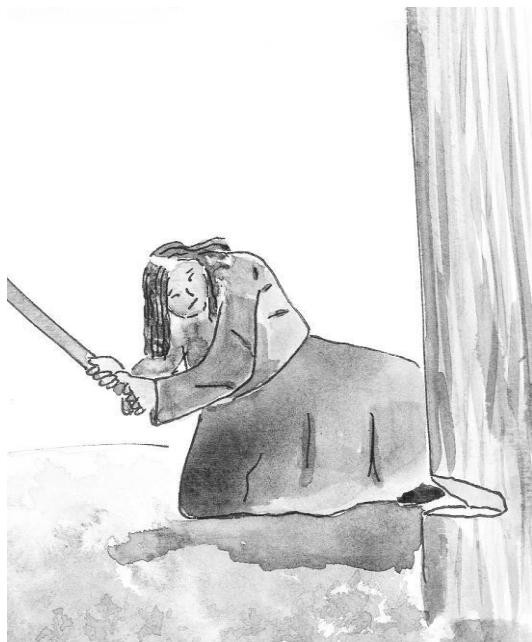
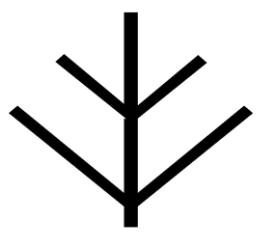
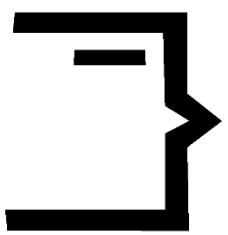
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Lesson 4, Sentence 4



Lesson 4, Sentence 5



Lesson 4, Sentence 6

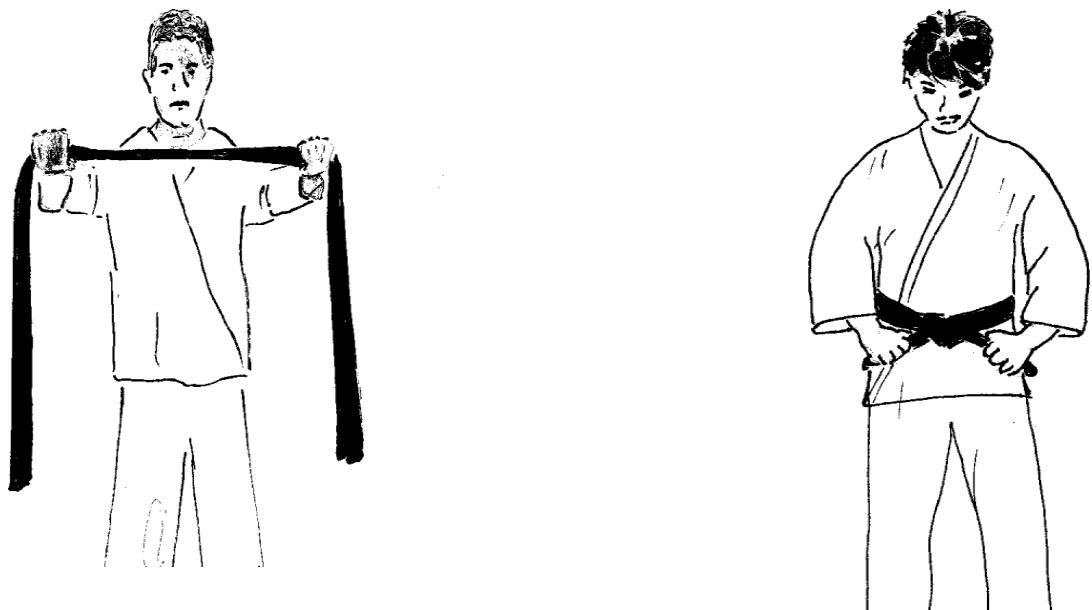
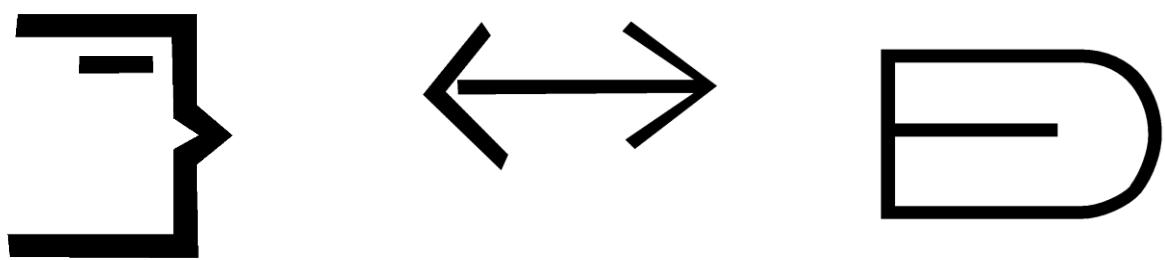
Lesson 5

VOCABULARY:

animal	pig	snake	camel	horse
insect	hole	tie	stretch	same

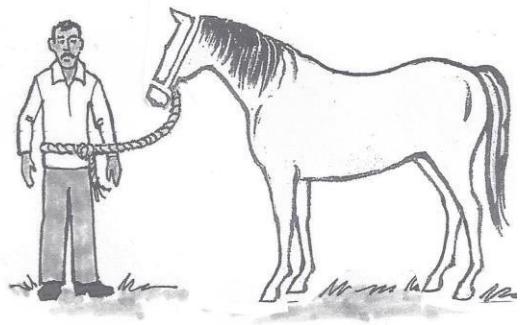
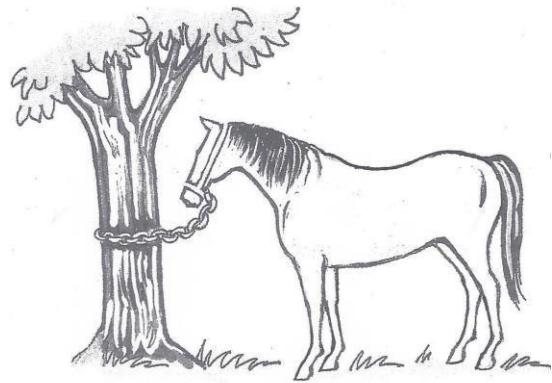
SENTENCE:

- 1.) Man stretch belt.
- 2.) Horse tie tree.
- 3.) Pig not walk.
- 4.) Horse not same camel.
- 5.) Person tie belt.
- 6.) House no animal.



Lesson 5, Sentence 1

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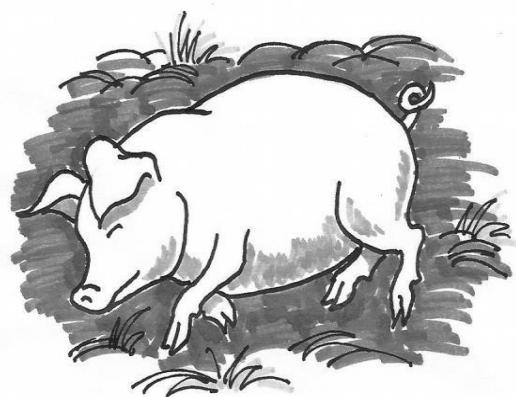
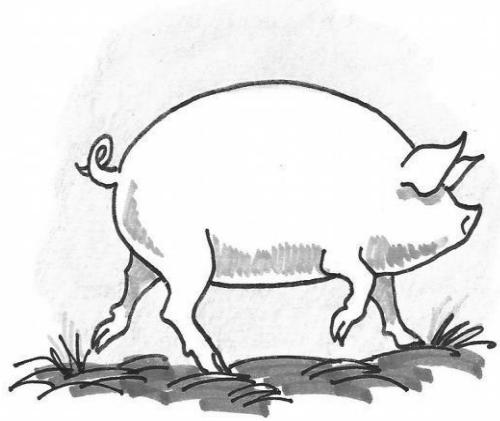


Lesson 5, Sentence 2

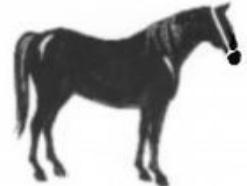
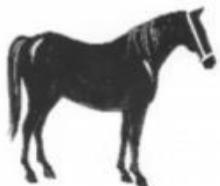
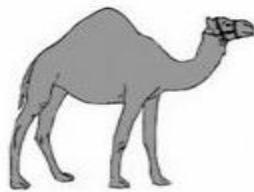
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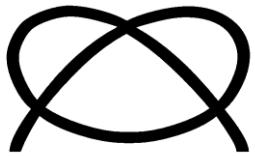
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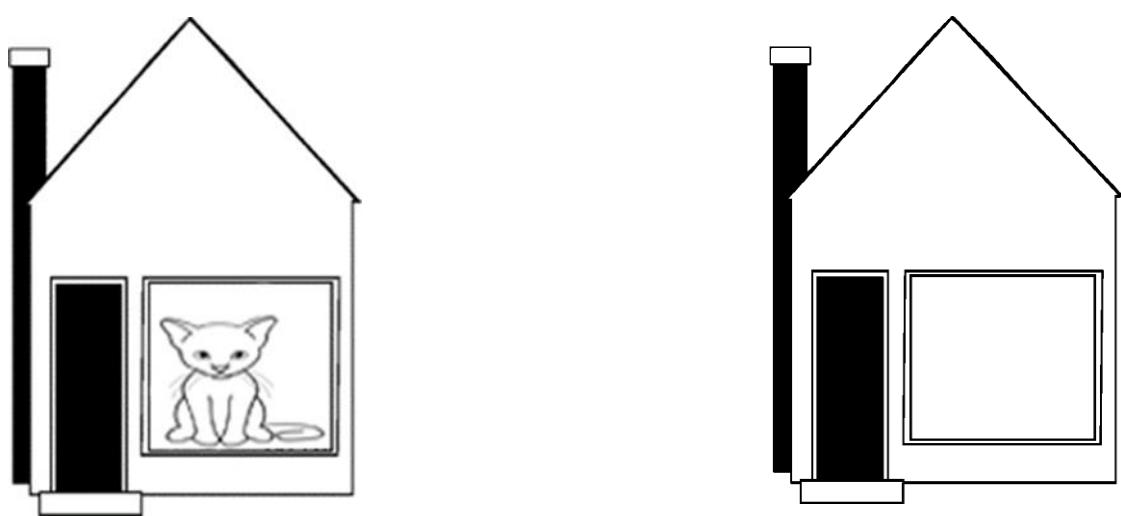


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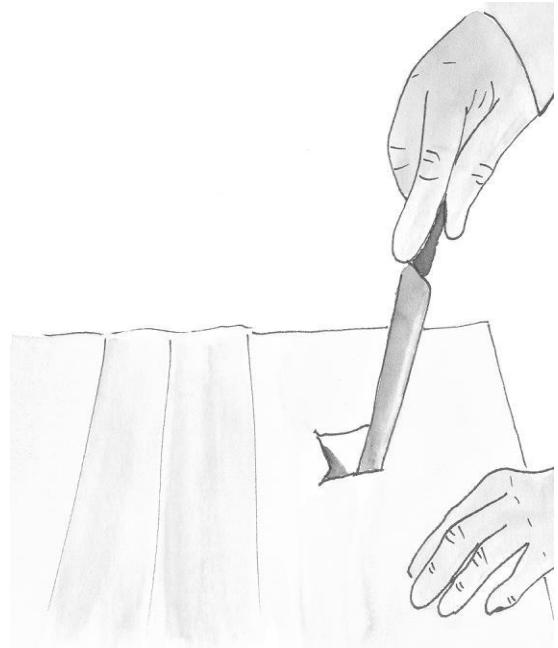
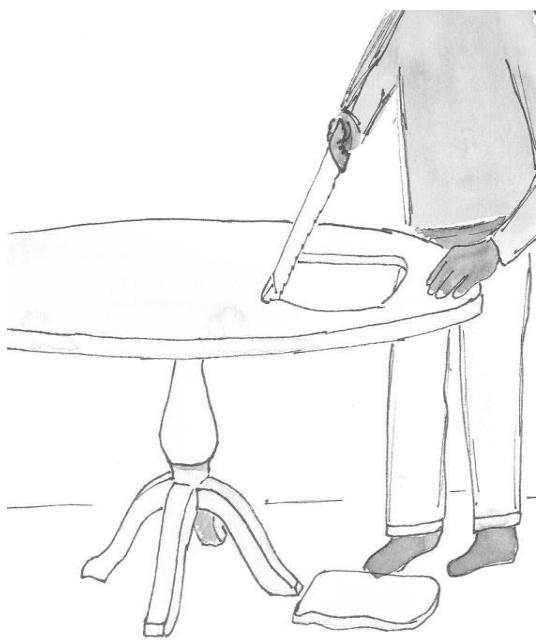
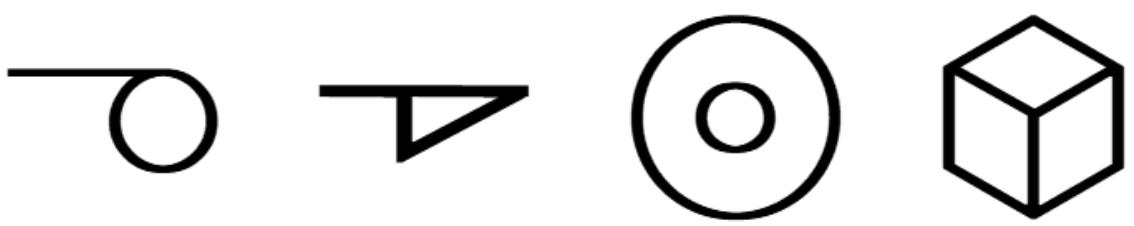
Lesson 6

VOCABULARY:

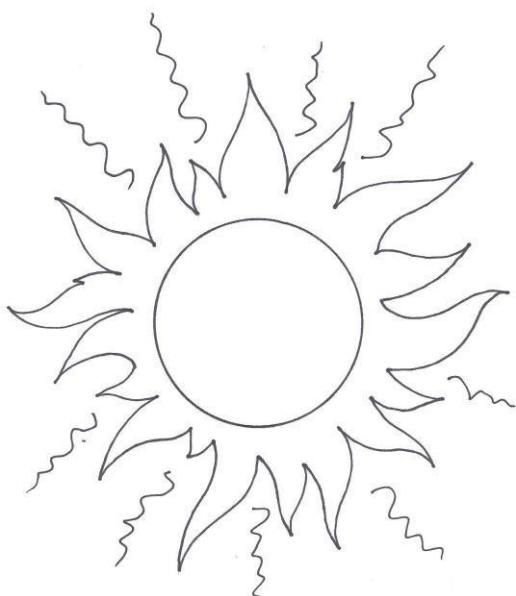
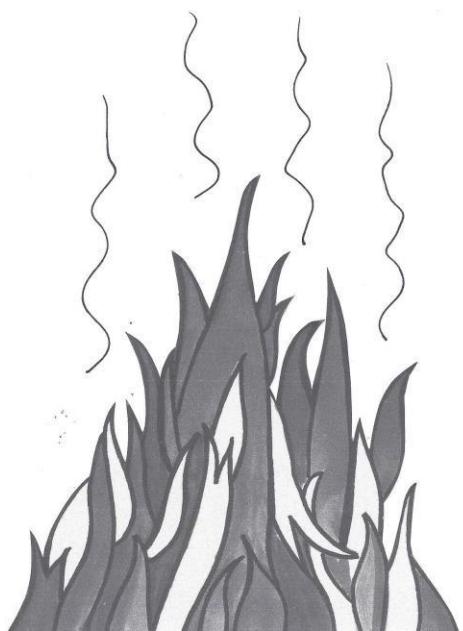
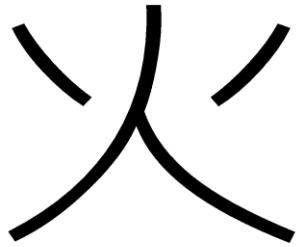
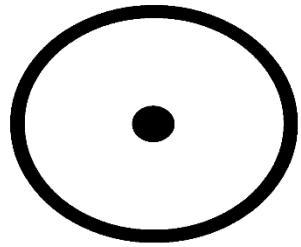
fire	star	net	mountain	heart
work	fly	sweet	straight	soft

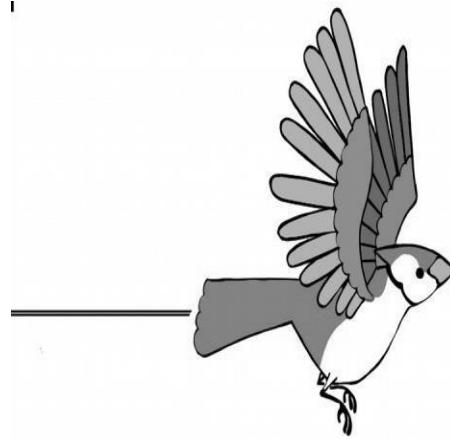
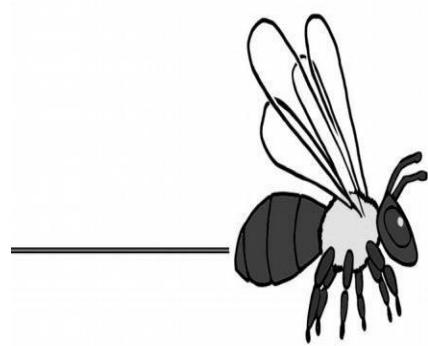
SENTENCE:

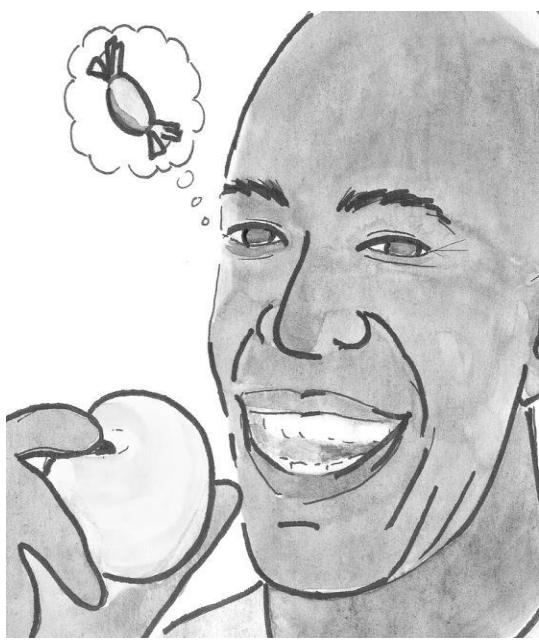
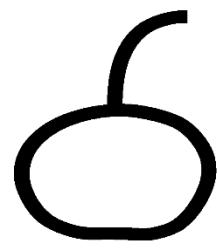
- 1.) I cut hole box.
- 2.) Sun hot.
- 3.) Insect fly straight.
- 4.) Fruit sweet.
- 5.) Man see hole net.
- 6.) Fire up mountain.



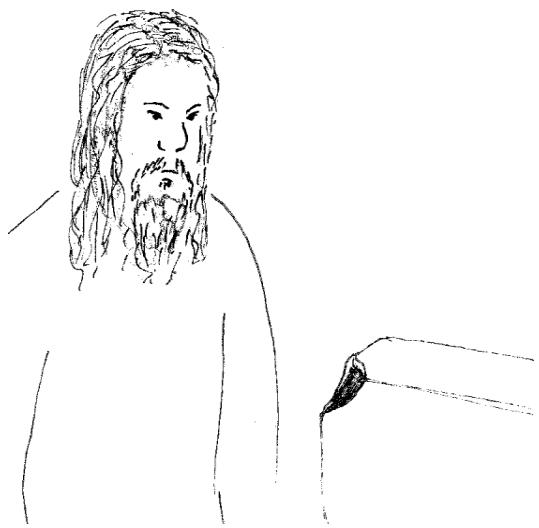
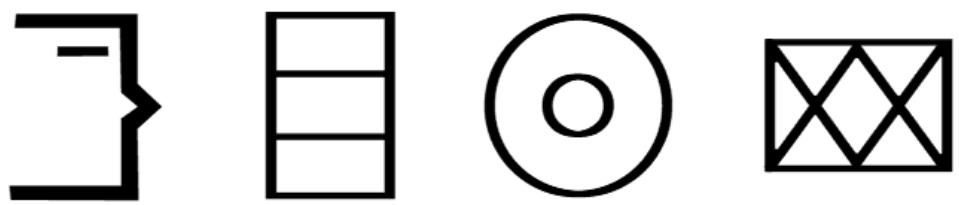
Lesson 6, Sentence 1







Lesson 6, Sentence 4

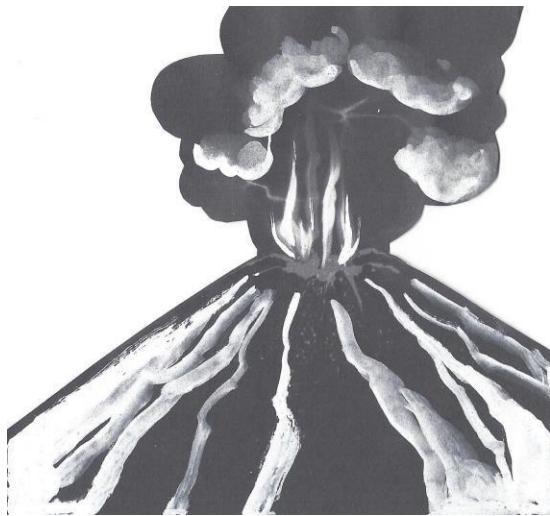


Lesson 6, Sentence 5

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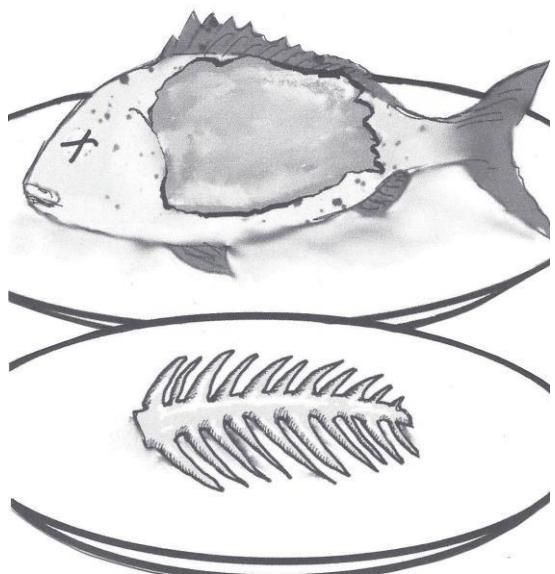
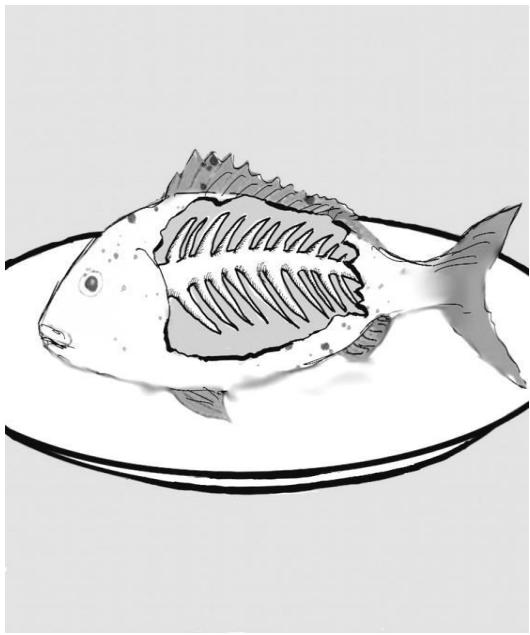
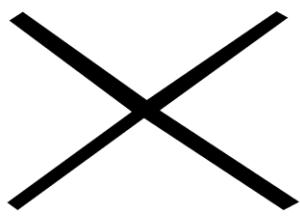
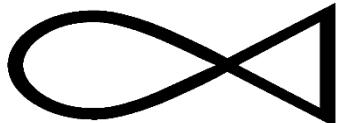
Lesson 7

VOCABULARY:

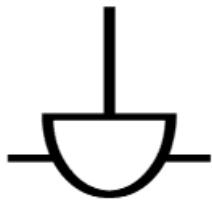
bone	wall	tower	land	shield
whip	measure	left	time	cross

SENTENCE:

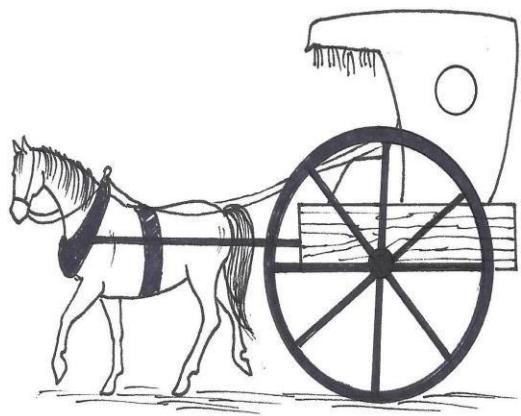
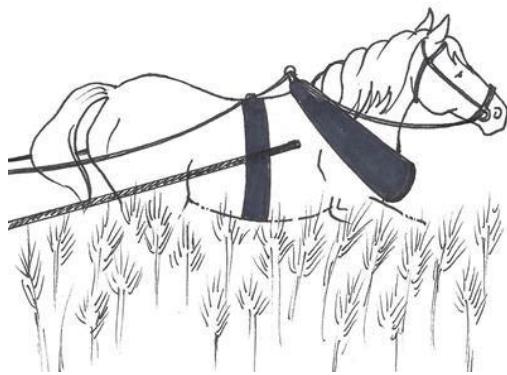
- 1.) Fish no bone.
- 2.) Animal work grain land.
- 3.) Tower left wall.
- 4.) I whip horse.
- 5.) Man measure stick.
- 6.) I no time write.

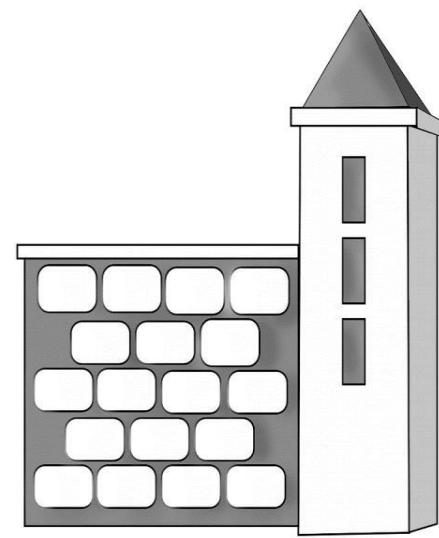
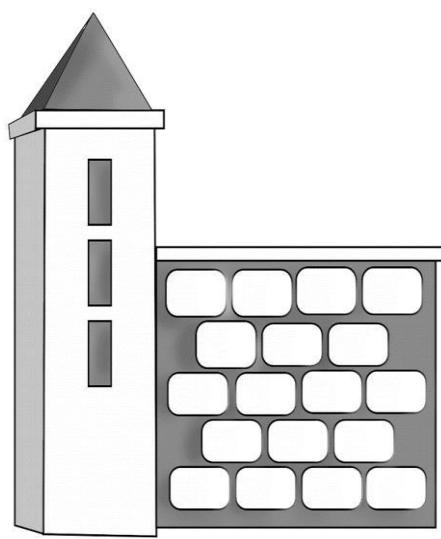
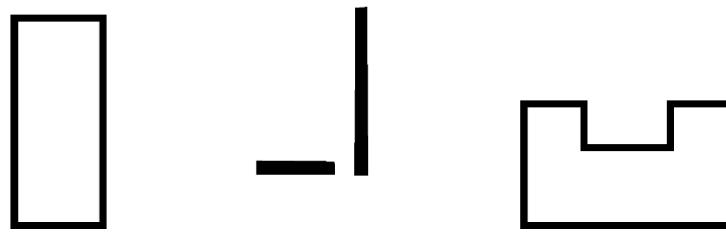


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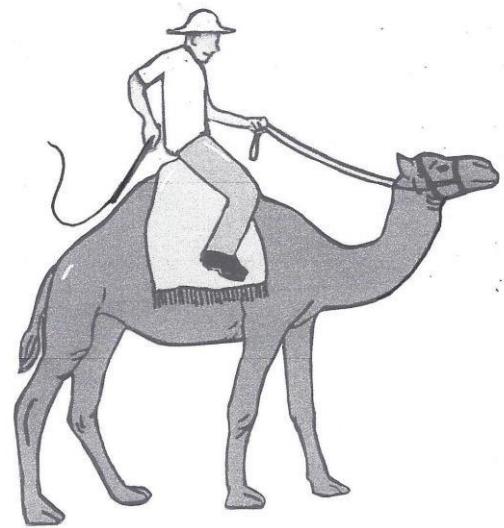
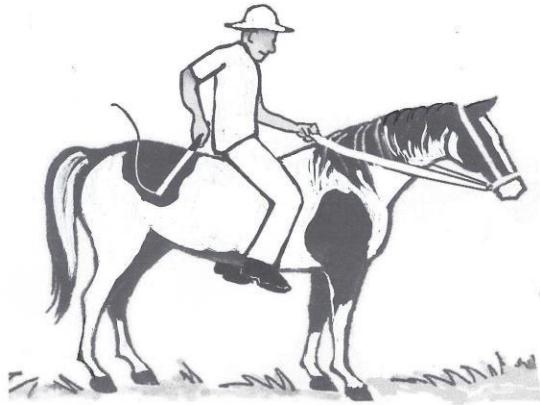
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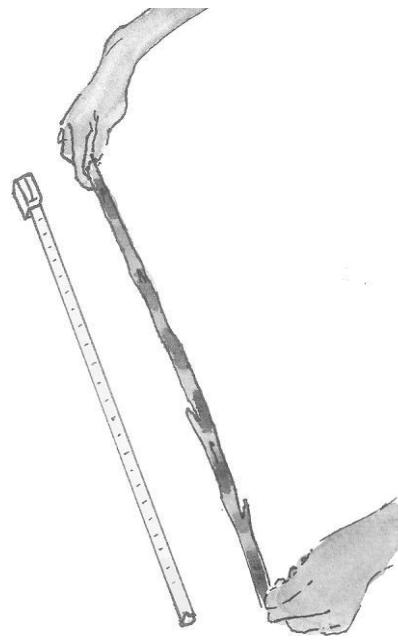


Lesson 7, Sentence 3

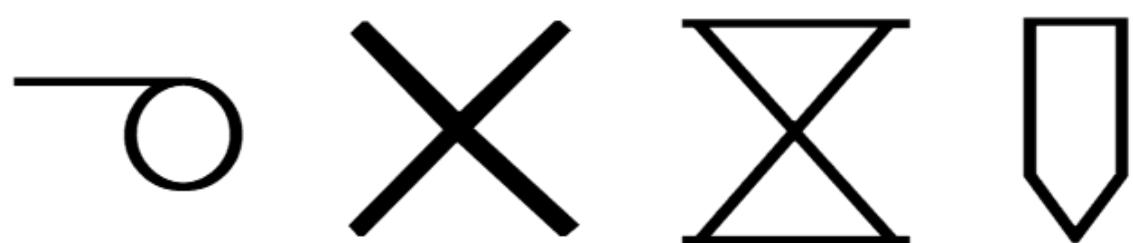
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Lesson 7, Sentence 4



Lesson 7, Sentence 5



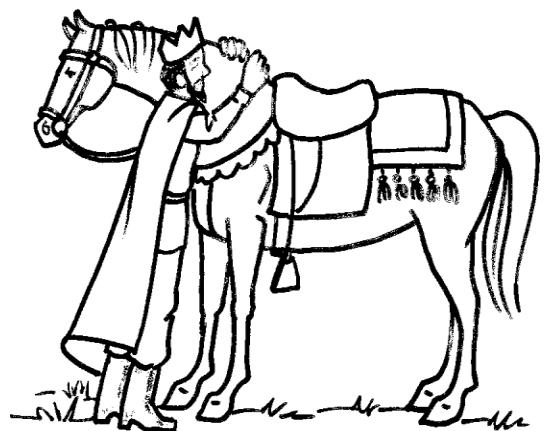
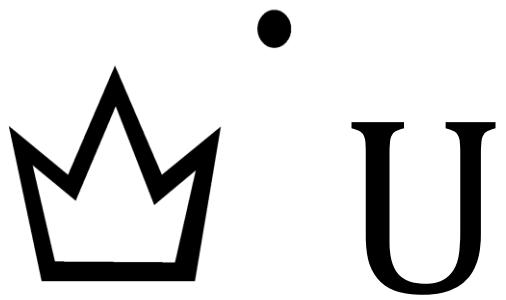
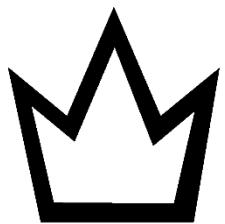
Lesson 8

VOCABULARY:

part	all	color	good	start
from	air	love	know	new

SENTENCE:

- 1.) King love king horse.
- 2.) Man good heart.
- 3.) I see all color.
- 4.) No air from mouth.
- 5.) I write new book.
- 6.) I not know person.

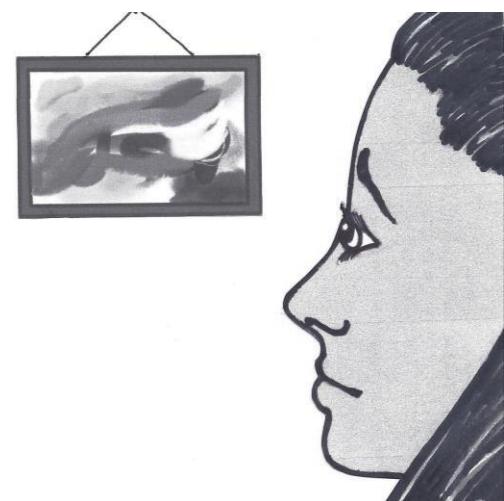
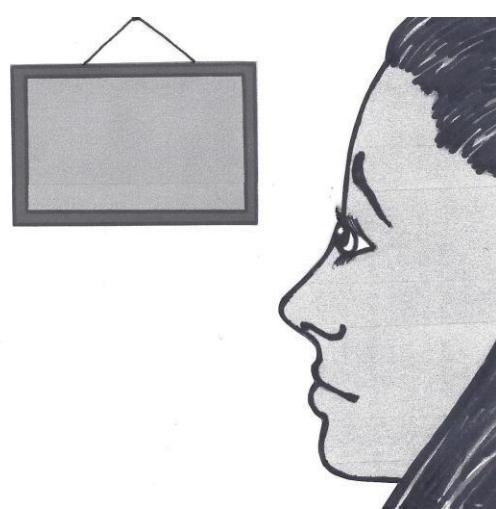
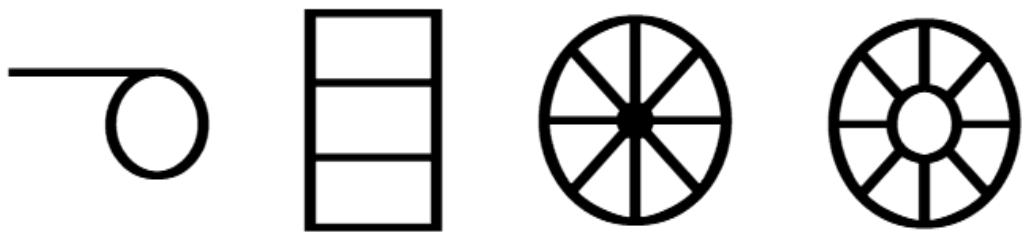


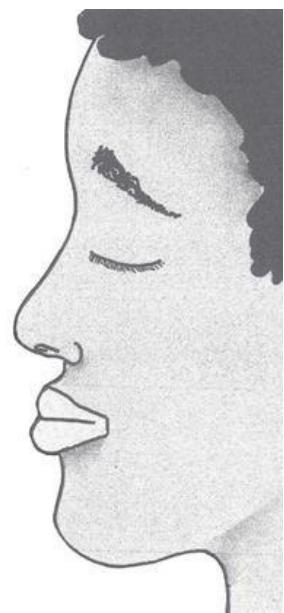
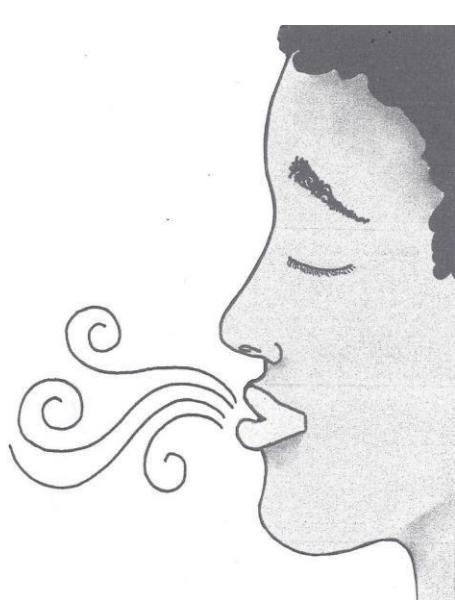
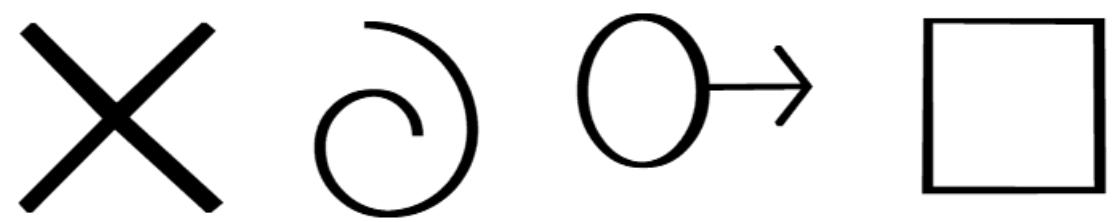
Lesson 8, Sentence 1

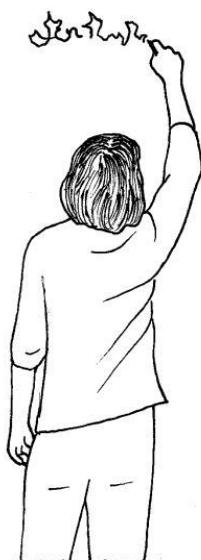
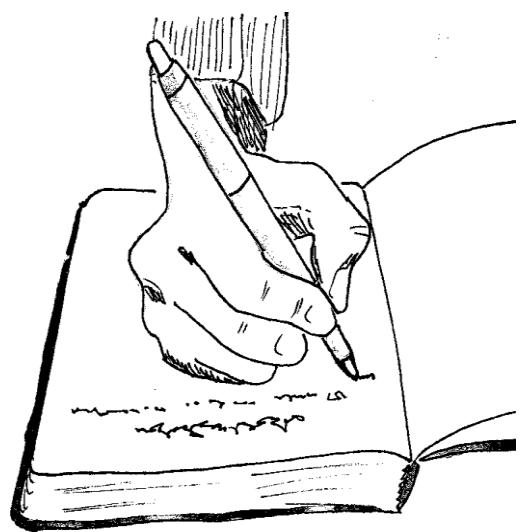
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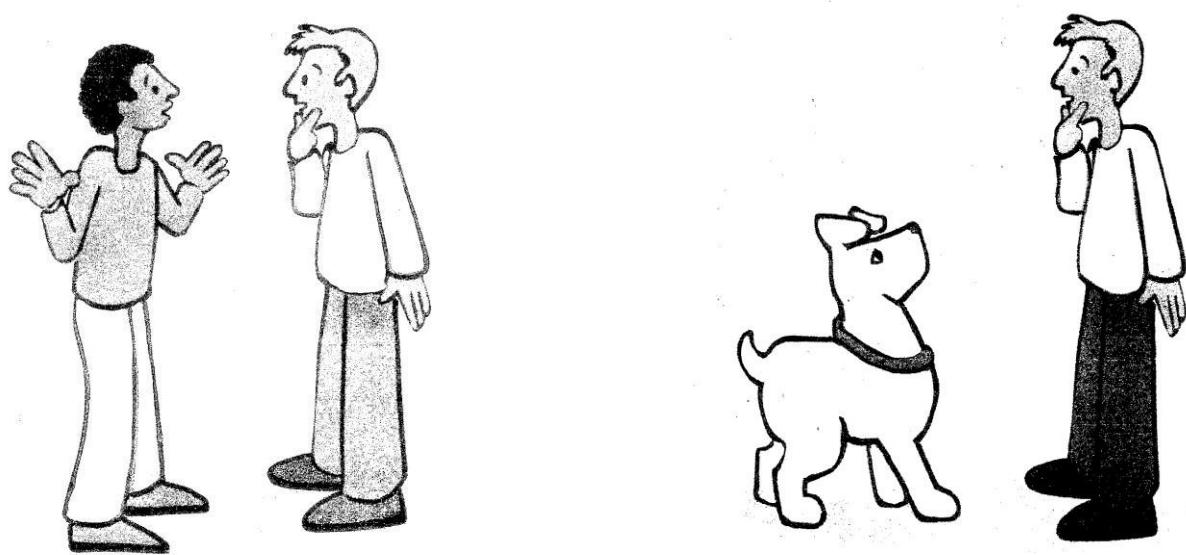








Lesson 8, Sentence 5



Lesson 9

VOCABULARY:

zero	one	two	three	four
five	six	seven	eight	nine
ten				

ACTIVITY:

- Using all of the symbols the student has learned in this lesson and the previous lessons, have students make up 3-5 sentences of their own and draw them.
- As the facilitator, you will read their sentences and communicate it back to them.
- The student will then tell you if what you have understood is correct.
- If it is not correct, have the student change the sentence so that you understand it correctly. If the student is having trouble, you can help the student by asking the student what he wants to say and then helping him choose the correct symbols.
- Do not spend more than 30 minutes on this lesson. When you have reached 30 minutes or are nearing 30 minutes, finish the sentence you are working on and then move on to the next lesson.

Lesson 10

VOCABULARY:

thing	clothing	number	thousand	many
near	small	very	people	woman

ACTIVITY:

- Using all of the symbols the student has learned in this lesson and the previous lessons, have students make up 3-5 sentences of their own and draw them.
- As the facilitator, you will read their sentences and communicate it back to them.
- The student will then tell you if what you have understood is correct.
- If it is not correct, have the student change the sentence so that you understand it correctly. If the student is having trouble, you can help the student by asking the student what he wants to say and then helping him choose the correct symbols.
- Do not spend more than 30 minutes on this lesson. When you have reached 30 minutes or are nearing 30 minutes, finish the sentence you are working on and then move on to the next lesson.

Lesson 11

VOCABULARY:

crowd	closed	open	in	on
away	deaf	mute	put	touch

ACTIVITY:

- Using all of the symbols the student has learned in this lesson and the previous lessons, have students make up 3-5 sentences of their own and draw them.
- As the facilitator, you will read their sentences and communicate it back to them.
- The student will then tell you if what you have understood is correct.
- If it is not correct, have the student change the sentence so that you understand it correctly. If the student is having trouble, you can help the student by asking the student what he wants to say and then helping him choose the correct symbols.
- Do not spend more than 30 minutes on this lesson. When you have reached 30 minutes or are nearing 30 minutes, finish the sentence you are working on and then move on to the next lesson.

Lesson 12

VOCABULARY:

bring	tongue	spit	sigh	free
desire	beg	Jesus	God	heaven

ACTIVITY:

- Using all of the symbols the student has learned in this lesson and the previous lessons, have students make up 3-5 sentences of their own and draw them.
- As the facilitator, you will read their sentences and communicate it back to them.
- The student will then tell you if what you have understood is correct.
- If it is not correct, have the student change the sentence so that you understand it correctly. If the student is having trouble, you can help the student by asking the student what he wants to say and then helping him choose the correct symbols.
- Do not spend more than 30 minutes on this lesson. When you have reached 30 minutes or are nearing 30 minutes, finish the sentence you are working on and then move on to the next lesson.

Lesson 13

VOCABULARY:

period	comma	exclamation point	question mark
quotation mark	single quote	possessive	proper noun indicator

Mark 7:32-35

- 1.) People bring deaf mute man Jesus.
- 2.) People beg Jesus put hand on man.
- 3.) Jesus carry man away crowd.
- 4.) Jesus put hand inside man ear.
- 5.) Jesus spit.
- 6.) Jesus touch man tongue.
- 7.) Jesus see up heaven
- 8.) Jesus sigh.
- 9.) Jesus speak, open.
- 10.) Man ear open.
- 11.) Man tongue free.
- 12.) Man speak good.

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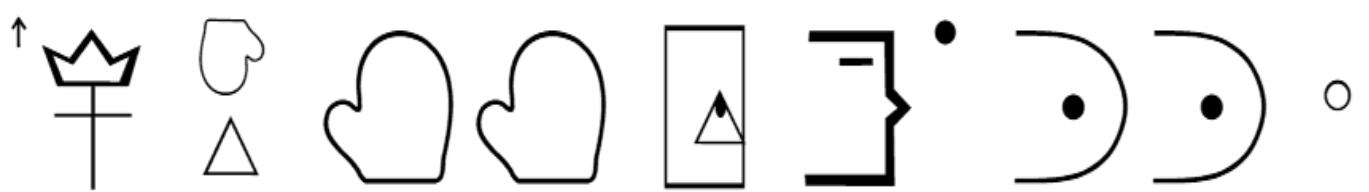


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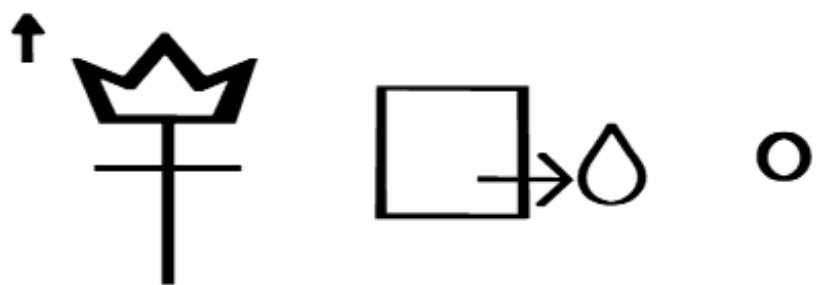


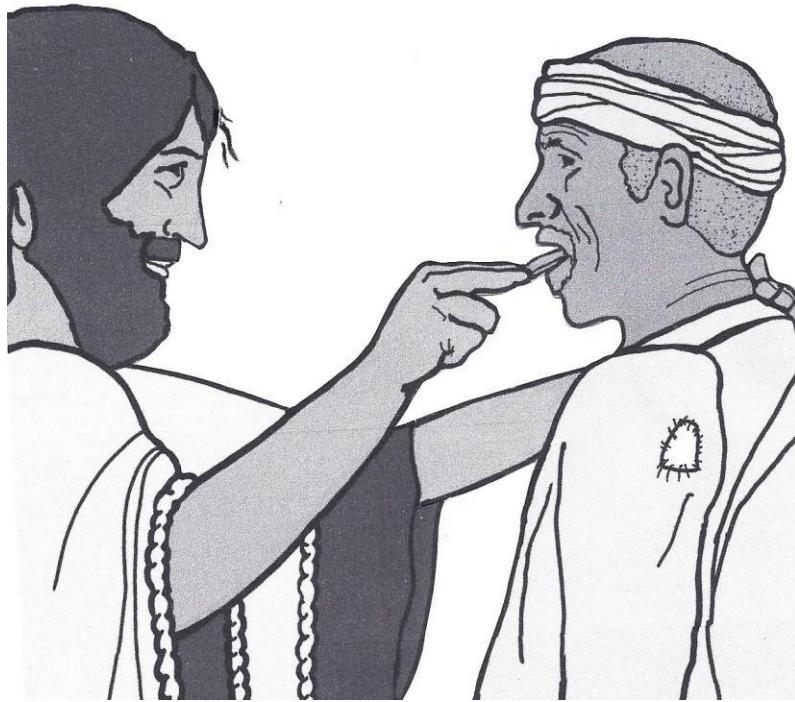
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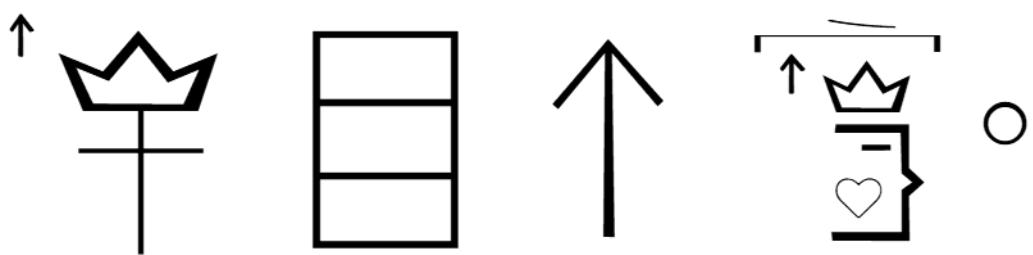


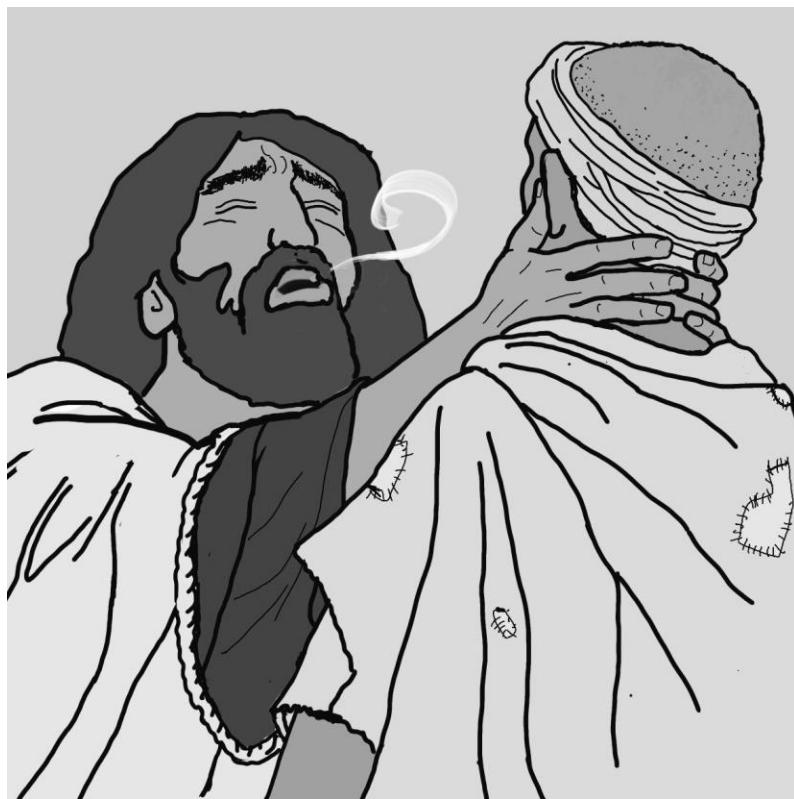


Lesson 13, Sentence 4

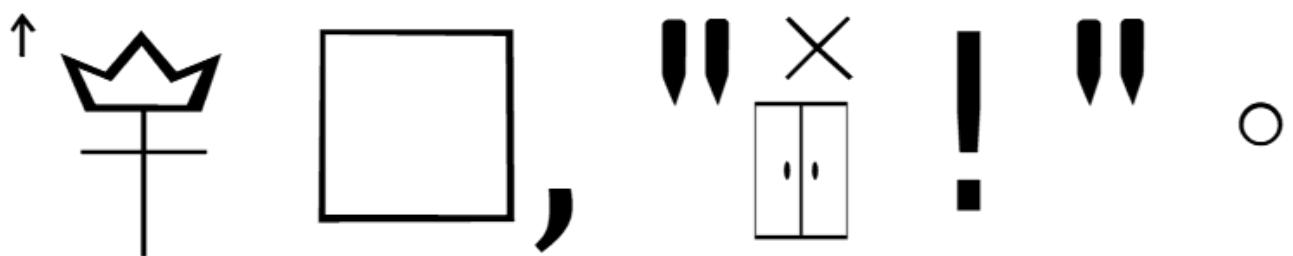


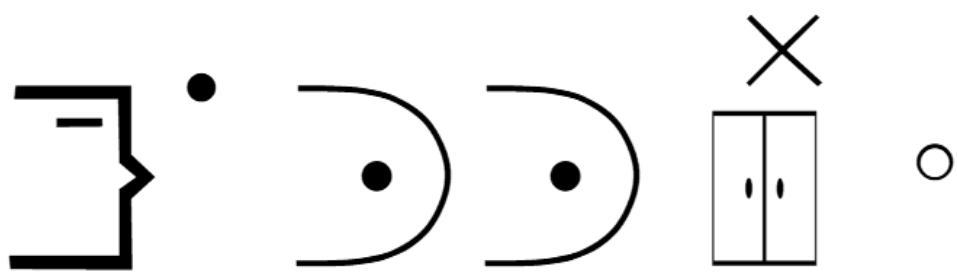




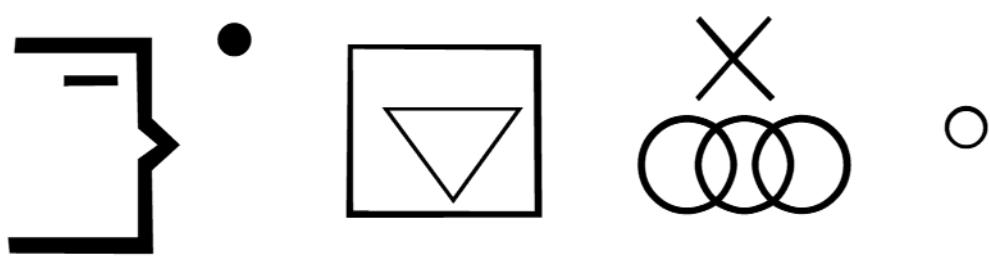


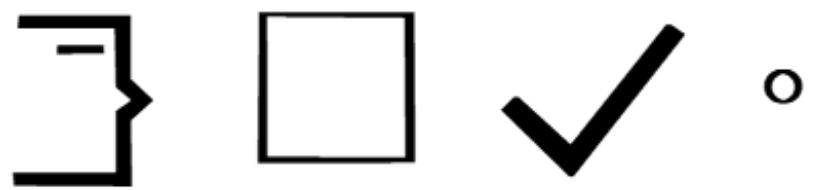
Lesson 13, Sentence 8





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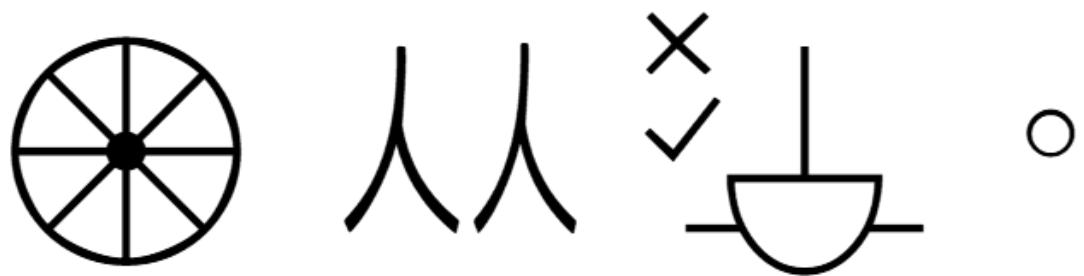


Lesson 14: Salvation Lesson

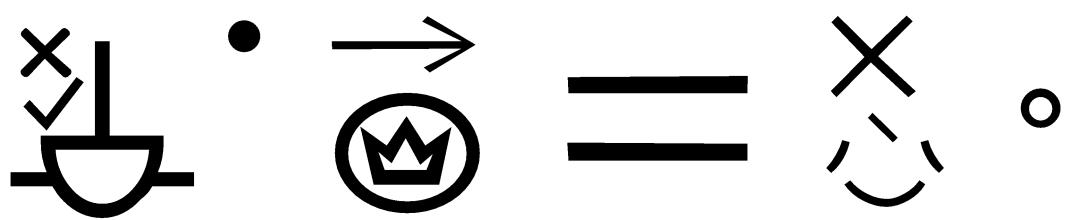
When students encounter God's Word, God's Spirit works in them and opens their heart and mind to what He wants to communicate to them. That is why students may have more questions after reading God's Word for the first time. Some may even be ready to receive Christ as their Savior. Throughout the process of teaching God's Word, we are to step back and let the Holy Spirit speak and interact with the student through His Word. However, when the student asks for more, this lesson is available for you to use. The steps for teaching this lesson are very similar to the previous lessons. You will teach the new vocabulary cards first, and then have the student read the sentence cards. The sentence cards are taken from specific salvation verses in Scripture. Below, you will find the list of new vocabulary, the sentences and the verses that the sentences reflect. If you choose to teach this lesson, do so prayerfully and allow God to work.

bad	sin	money	payment	death	gift
give	only	son	believe	live	eternal

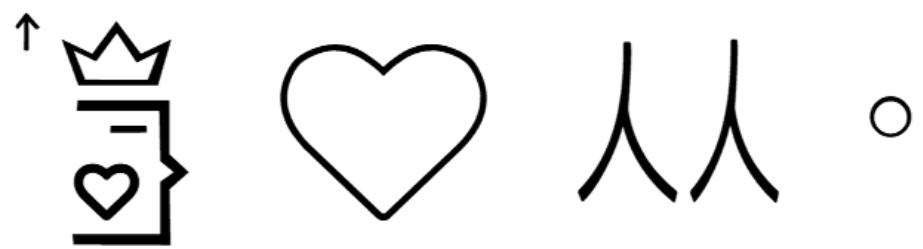
- 1.) All people sin.
- 2.) Sin payment equal death.
- 3.) God love people.
- 4.) God give only son.
- 5.) Person believe God son.
- 6.) Person not die.
- 7.) Person live eternal.

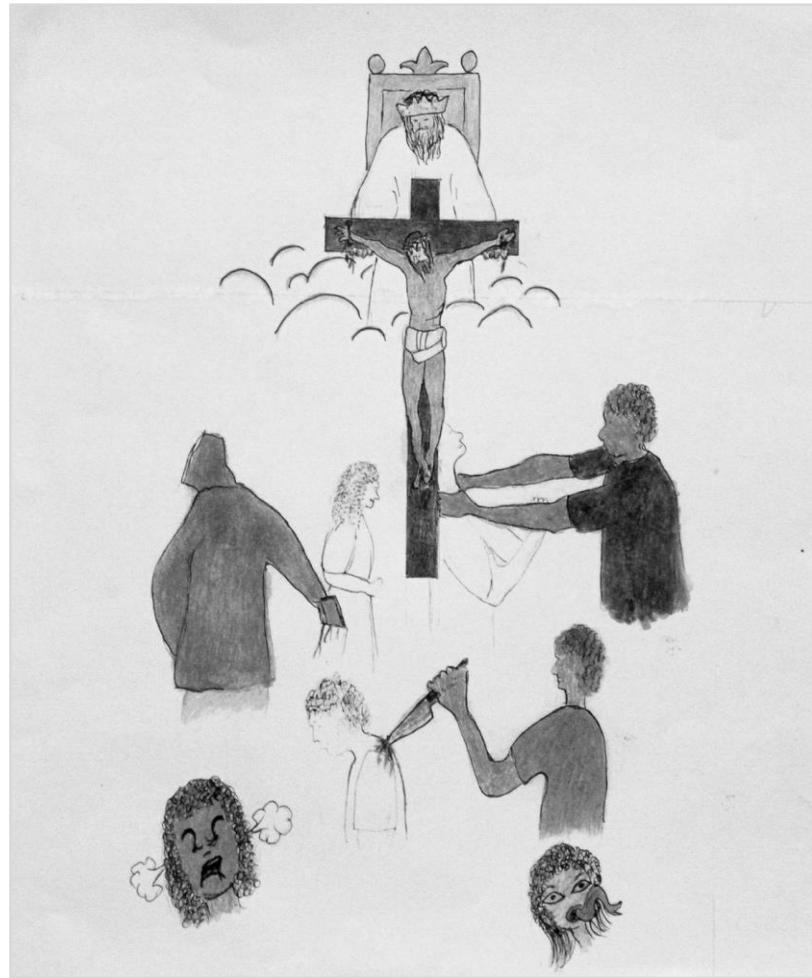
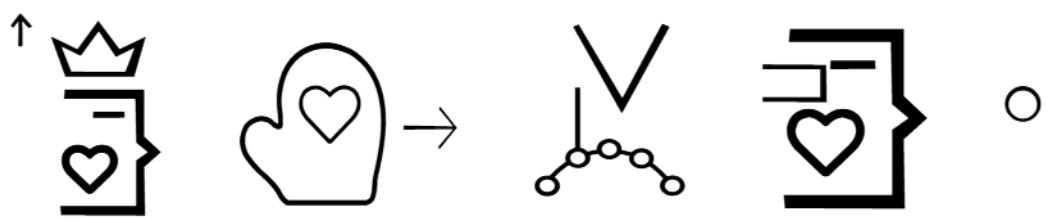


Lesson 14, Sentence 1



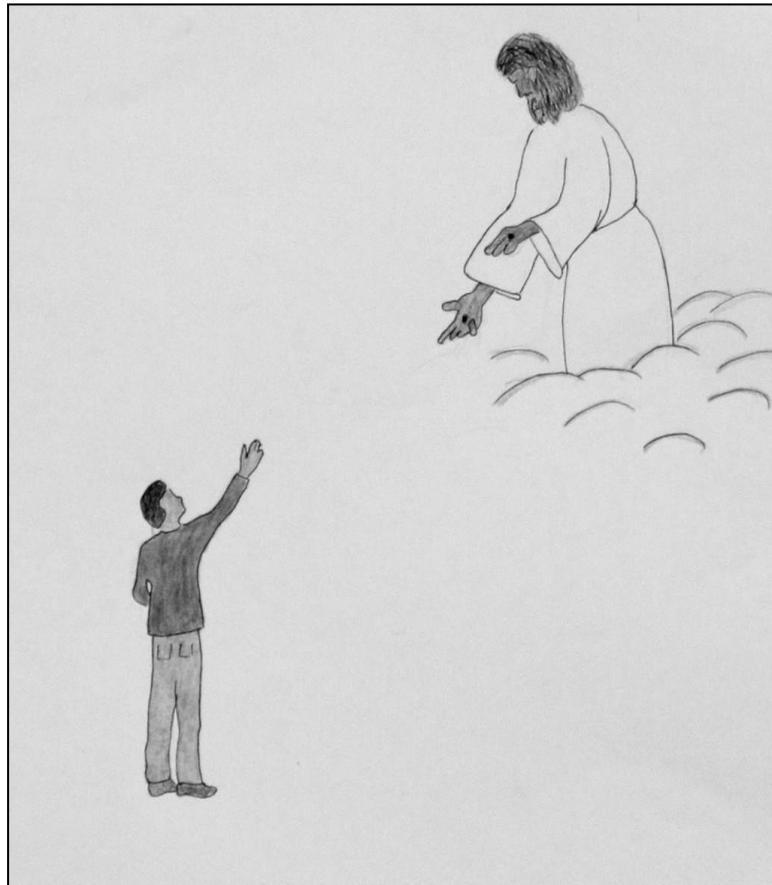
Lesson 14, Sentence 2



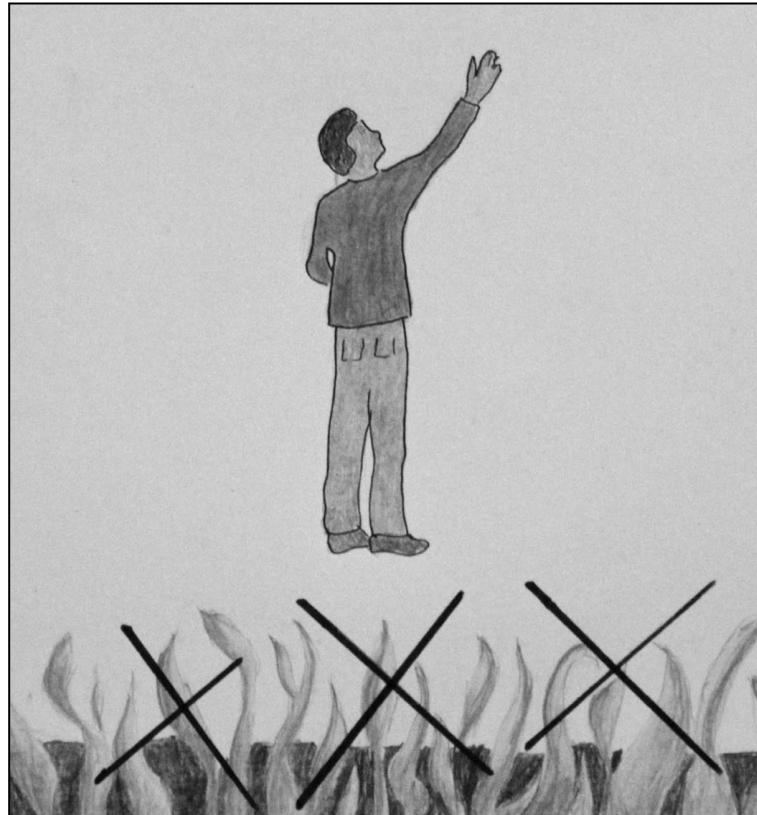


Lesson 14, Sentence 4

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