

# **SUN Team Lead Instructions**

## **Supplies To Bring to Event**

- One kit for each Team Leader and Facilitator
  - o Lesson cards including salvation cards
  - o Sentence cards
  - o SUN Dictionary
  - o Salvation packet in the back of the binder
- Flash drives (one per facilitator)
  - o SUN New Testament
  - o English Home sign cards
  - o English Reader's SUN dictionary
  - o English SUN brochure
  - o English Salvation Lesson
  - o English Demo Lesson Kit
  - o Universal Promo Video
  - o Templates (church engagement record, coordinator record, facilitator record)
  - o Tracking calendar for individual use
  - o How to Host Conference directions
  - o SUN font 22\_07\_01
  - o backSUN English font
  - o Directions for using SUN font
  - o 52 ONE Devotions
  - o Our Daily Bread in SUN
  - o Facilitator Instructions
  - o English Team Lead Instructions

## **Ask Event Coordinator to Arrange**

- Transportation, food, and lodging for team leaders, facilitators, and students. Optimal facilitator/student ratio is 1/3.
- Sign language interpreter from local sign language to English
- Interpreter from local language to English
- Big white board and cloth, or big pad of white paper
- White board markers or paper markers
- Cardstock, index cards, or paper to make more lesson cards
- Printed Book of Mark for each facilitator and student (use POD contact in country, if possible)
- Printed certificates to be filled in by Event Coordinator and signed by SUN Team Leader
- Pens for the facilitators and students
- Pads of paper for the facilitators and students
- Name tags for the team leaders, facilitators, and students
- 3-4 pairs of scissors

## **Plan for Home Sign Students**

Note: This schedule is written assuming all the students and facilitators are showing up together on Day 1.

It may be that the local coordinator schedules the facilitators to arrive on Day 1 and the students to arrive on Day 3.

In that case, Team Leaders can combine all the facilitator training in Days 1 and 2. Then have the facilitators teach the students Days 3-5. Both schedules work well.

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

### **Day 1**

#### **I. Opening Prayer and Welcome - Led by Local Leader**

#### **II. Introduction of Team Leaders and Local Facilitators with interpretation.**

## Team Leaders to Facilitators:

### III. Symbolic Universal Notation is:

*A system of pictures or symbols for the illiterate Deaf and Deafblind all over the world, Essential qualities:*

- *Easy and quick to learn - We didn't want to spend years developing literacy before we ever got to Scripture. We want this system to be learned quickly so that Scripture can be accessed immediately.*
- *intuitive - The more intuitive the symbols are, the easier they are to learn.*
- *Universally recognized - There will be certain symbols that are not universal and that require rote memorization, but we want to limit those as much as possible so that we don't have to create a new set of symbols for every language and culture.*

*SUN consists of a core set of basic symbols. These symbols are combined or changed to make all the other symbols. If the symbols are combined or changed, they are called extensions.*

*Proper nouns are extensions that are assigned to a specific name. These are indicated with an arrow in the top left corner of the symbol.*

WRITE ON WHITE BOARD/PAPER:

BASIC SYMBOLS:

EXTENSIONS: 1) Combinations 2) Changes 3) Proper Nouns

Use the symbol person  to illustrate.

*For example, "Person" is a basic symbol.*

DRAW "PERSON"  ON THE WHITE BOARD under "BASIC SYMBOLS."

*This may not look like a person to you. If I add (smiley face) and (feet), it does look like a person.*

*"Pen" is a basic symbol.*


DRAW "PEN/WRITE"  ON THE WHITE BOARD under "BASIC SYMBOLS."


*This may not look like a pen to you. If I add the tip and the eraser, it should look like a pencil.*

*A "combination" would be combining the symbol "person" with the symbol "write" or "pen". To make "writer, author, or scribe". Combine "person" and "write".*

DRAW "WRITER"  ON THE WHITE BOARD under "EXTENSIONS, COMBINATIONS."

*An "alteration" would be when we take the symbol "person"*

POINT TO "PERSON"  ON THE WHITE BOARD

*and lay it down to make the symbol "sleep" *

DRAW "SLEEP"  ON THE WHITE BOARD UNDER "EXTENSIONS, ALTERATIONS."

DRAW "BIG"  ON THE WHITE BOARD UNDER "EXTENSIONS, ALTERATIONS."

*A "proper noun" is a combination that is assigned to a specific name.*

DRAW "GOD"  UNDER "EXTENSIONS, PROPER NOUNS"

*The little arrow in the upper left-hand corner shows this is a name of a person. "God" combines man, love, father, and king. "King Father."*

*That is how the SUN system is created. It is based on 90 basic symbols that are combined or changed to make all the other symbols. By doing this with the 90 symbols we are able to represent all the Old and New Testament words with the SUN language.*

#### **IV. How to Teach Using the Lesson Cards**

Step 1: Show the facilitator the first lesson card (picture side).

Step 2: Let them think and guess the meaning for several seconds. Promptly give hints and showing the symbol meaning to avoid the facilitators getting wrong associations fixed in their minds. If extensions, you can ask them what they see.

Step 3: Turn the card over to the symbol side and tell the facilitator what the symbol meaning is and the sign to be used.

Step 4: Repeat steps 1-3 for the next 4 cards.

Step 5: After 5 cards have been taught, shuffle the cards and review all five symbols again. Only show the symbol side this time. Use the picture side only if facilitator does not remember the symbol's meaning.

Step 6: Repeat steps 1-5 until all the symbols have been taught in that lesson.

Step 7: Remove sentence cards from plastic sleeve and fold them. Show student the first sentence card with the symbols only.

Step 8: Ask the student to read the sentence and sign what the sentence means.

Step 9: Unfold the sentence card and show the pictures under the symbols. Have the student pick the correct picture that illustrates the sentence.

Step 10: Repeat steps 7-9 for the rest of the sentences in the lesson.

Step 11: Before moving on to the next lesson, shuffle all the cards learned in previous lessons and quiz the student. Facilitators should use sign language to show the Team Leaders they understand the symbols.

Step 12: Go on to the next lesson. We recommend you do not teach more than five lessons in one day. At the end of each new lesson, review all the lesson cards from previous lessons.

## **V. Review Game 1**

After teaching Lessons 1-5, Divide facilitators or students into two teams. Give each team a small dry erase board, marker and cloth, or pad of paper and pen.

Team Leader to Facilitators or Facilitators to Student:

*When learning a language, such as SUN, writing is always more difficult than reading. You have to come up with the word yourself. But when you can write the word, you really know it.*

*Each team pick a writer for the first symbol. Everyone will get a chance. We will have a new writer for each new symbol.*

*A helper will sign a symbol we have been studying. If the team writer knows how to write the symbol, he will write the symbol on his board and raise it so that the moderator can see it but not the other team.*

*Whoever holds up his/her board first gets checked first. If that answer is correct, that team gets a point. If that answer is wrong, the other team gets a chance to try. If neither group gets it right, the moderator will give the answer, but nobody gets a point.*

## **VI. Facilitators Teach Students Lessons 1-5**

Each local facilitator ideally has no more than 5 students, unless there are too many students. Optimal facilitator/student ratio is 1/3.

*Team Leader to Facilitators: Now you will do what I did with you. You can refer to the Facilitator Instructions on the front of the Home Sign Lessons binder if you need help.*

*Start at Lesson 1 and go at the student's pace. If you know sign language, you can use sign language to teach the students and let them use the sign language to communicate back to you. If you do not know sign language and there is no translator to help, learn the needed signs as you train the students. We are aiming for comprehension of SUN, not sign language fluency. However, we need signs to know what the students are understanding. When we use the accepted local signs for feedback during the workshop, they will be able to communicate better with other Deaf people. Also, watch that your own unconscious hand gestures don't confuse them.*

### **Day 2**

#### **I. Worship and Devotions led by the Local Facilitators.**

#### **II. Q & A with the Local Facilitators**

#### **III. How to Teach Lessons 6-8**

Follow the steps How to Teach Using the Lesson Cards from yesterday and teach Lessons 6-8. Remember to review the previous lesson cards after you teach a new lesson. This will take time, but the time invested will result in greater comprehension for the student. They will feel successful and encouraged.

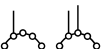

*Team Leader to Facilitators: We will learn Lessons 6-8 just like we learned the first five lessons.*

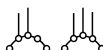

*This will take a good part of the morning, since we will be reviewing all the cards at the end of every lesson.*

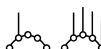


#### **How to Teach Lesson 9**

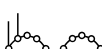


Follow steps 1-6 to teach Lesson 9 Cards. Lesson 9 teaches numbers 0-10. Those who know sign language may be familiar with a different set of numbers. This is where people who know sign language may want to change the symbols. But SUN is a different language. When you learn any new language, you have to learn a different way to represent numbers. That is what you have to do with SUN. If you sense a potential conflict with the way the local sign language represents the numbers, you can avoid the issue by treating the symbols as just symbols representing numbers and not drawing attention to their correlation with parts of the right hand. After teaching lesson 9, continue to teach numbers greater than ten.



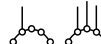

*Numbers greater than ten are written separately but read together.*

**Twelve.** "one" symbol and "two" symbol    
WRITE THE SYMBOLS ON THE BOARD AND 1 and 2.

Twenty-three. "Two" symbol and "three" symbol    
WRITE THE SYMBOLS ON THE BOARD AND 2 and 3.

One hundred and forty-five. "One" symbol and "four" symbol and "five" symbol.     
WRITE THE SYMBOLS ON THE BOARD AND 1 and 4 and 5.

Six hundred. "Six" symbol and "zero" and "zero" symbol.     
WRITE THE SYMBOLS ON THE BOARD AND 6 and 0 and 0

Nine thousand thirteen. "Nine" symbol and "thousand" symbol and "one" symbol and "three" symbol.  
   

WRITE THE SYMBOLS ON THE BOARD 9,013.

There are no sentence cards for Lesson 9. For Lessons 9-12, the students will create sentences using the words that they learned in that lesson as well as the previous lessons. The instructions for creating sentences with the student are printed on the lesson plan in the lesson binder and here.

- 1) Using the symbols they have learned in this and previous lessons, students will make up 3-5 of their own sentences, 3-7 words each and draw them on paper or whiteboards.
- 2) As the facilitator, you will read their sentences and communicate the meaning back to them.
- 3) The students will tell you if what you have understood is correct.
- 4) If the meaning is not clear or correct, ask the students what they want to say and if needed, help them choose the correct symbols.
- 5) Don't spend more than 30 minutes on this lesson. When you're close to 30 minutes, finish the sentences you are working on and move on to the next lesson.
- 6) If there is time, have each student present 1-2 of their sentences to the class. At this point or later, the students in each group can work together to write a story composed of a series of sentences and then act it out with a narrator pointing to each symbol or signing each symbol as it is being acted out.

## **Review Game 2**

Pick a facilitator from one of the teams.

Team Leader to facilitators and students: *This time one of our facilitators will lead the game.*

*The facilitator will pick a lesson card that has already been taught. The facilitator will draw the picture of the symbol and then the teams will do as they did in Review Game 1. Each team will try to draw the symbol for that picture. First team to draw the symbol will get a point if it's correct. The other team tries for the point if the first team doesn't get it.*

Option 2: Or choose a facilitator from each team, show those facilitators the symbol, and they have to communicate by drawing for their team to guess. The first team to sign the correct symbol gets the point.

This might be tricky because it is tempting to almost draw the symbol.

## **IV. Facilitators Teach Lessons 6-9**


### **Day 3**

#### **I. Worship and Devotions led by the local facilitators.**

#### **II. Q & A with the Local Facilitators**

#### **III. How to Teach Lessons 10-12**

Follow steps 1-6 to teach Lessons 10-12. There are no sentence cards.

Most of the words so far have been intuitive, fairly easy to recognize, not a lot of memorization. We are getting into more difficult concepts with some memorization needed. For example, the symbol for "thing"  represents any kind of thing, a general object. Since it includes a lot of things, we use a triangle, a shape we haven't used before.

Remember to review the lesson after every five cards. After every lesson, review all the previous lessons.

*I will teach you lessons 10-12 just like we learned the previous lessons.*

*This will take a good part of the morning, since we will be reviewing all the cards at the end of every lesson.*

The students will use the symbols they have learned so far to make their own sentences.

*With the lesson cards in front of you, make 3 sentences with 3-4 symbols each.*



If the group is small, you can have them come to the board and write their sentences for the rest of the group to read.

In another session if there is time, divide into groups and have each group write a story and then act it out as a narrator holds up and reads or signs the SUN text of the story.

## **IV. Review Game 3**

Materials: Cards or pieces of paper with basic symbols written on them. Use basic symbols that can have extensions. White boards, pens, cloths.

In this game, the goal is for the teams to come up with extensions of symbols. Give each of the (two or more) teams a white board, a marker, and a cloth. Or a pad of paper and pen.

*I will show you a basic symbol. Your team thinks of SUN extensions that contains that basic symbol. Your team will write as many extensions containing that basic symbol as they can think of in one minute. Teams get a point for each correct extension they have drawn in one minute. For example, the symbol "person" 人 has the extensions: people 人人, writer 人字, crowd 人人, and more.*

## **V. Facilitators Teach Lessons 10-12**

Facilitators teach Lessons 10-12, following the regular steps. Review all lesson cards after every lesson.

At the end of the day, Team Leaders to Facilitators to: *pray for your students, because they will be encountering Scripture tomorrow. Ask God to continue to work in the hearts of the students.*

## **Day 4**

### **I. Worship and Devotions led by the Local Facilitators.**

### **II. Troubleshooting and Q & A with the Facilitators**

### **III. How to Handle Grammar**

After students have seen sentences, questions regarding grammar and sentence structure may come up. You can do a brief explanation of how the universal sentence structure works.

In Reading SUN, the context, or main idea, is the most important tool for comprehension. The facilitator has the source text, or original text. The facilitator's job is to teach the student how to read the SUN text and discover the same meaning as the source text. Most people agree that the word order in the SUN sentences, though sometimes strange, is still readable. The facilitator must not teach their own local grammar structure but teach SUN grammar structure.

SUN Grammar Structure (also found in SUN Reader's Dictionary):

1.) Proper Nouns (names of people or places) have a special indicator mark, a small arrow in the upper left corner of the symbol.

2.) Plural symbols are typed twice. Example: things = thingthing.

Exceptions symbols are: boys, sons, brothers, girls, daughters, sisters, children.

Only nouns are made plural in SUN, not verbs. A noun is a person, place, or thing. A verb is an action.

- Ordinal numbers are followed by a singular noun. Example: three day = third day.
- Cardinal numbers are followed by a plural noun. Example: three dayday = three days.
- All day = all day
- All dayday = every day

3.) To show possession, that something belongs to someone, there is a black dot in the top right corner of the symbol.

4.) All sentences follow this sentence

structure:

- Subject, Verb, Direct Object
- Adjectives before the noun
- Adverbs before the verb
- Possessives before the thing they possess (God's house.)

Exceptions:

- If the verse is a command, it begins with a verb.

Example: put oil in flour.

- Some verses begin with an if clause.

Example: if cloud cover tent. people no go in tent.

- Some verses begin with a because clause.

Example: because you past gentiles in Egypt. love gentile same love self.

- Some verses begin with a time reference, beginning with "when", "after", or "day" or "night."

Example: after you prepare grain offering. take grain offering to Yahweh.

5.) All sentences are no more than 7 symbols long.

## IV. How to Teach Lesson 13

Most of the students do not have experience reading. Therefore, Lesson 13 contains the punctuation symbols. This is also a good time to review how to make symbols possessive or plural. This will enable students to read the Scripture passage.

*Lesson 13 is going to be on punctuation symbols. We teach punctuation because we are teaching literacy. This is a written language. Students who are illiterate have never read anything. They need to understand what those little dots and dashes are in the text. After we teach the punctuation symbols, we'll do a review of all the symbols that they have learned so far. Then we will go into the Scripture.*

Teach the punctuation symbols on the Lesson 13 cards, then teach the sentence cards. Review all 125 cards from previous lessons. Then move on to the Scripture passage.

*We will use the sentence cards in Lesson 13 (or write the sentences on the white board).*

*Let us read this sentences together. We will not have pictures to help us. We will just work with the symbols. (Have the facilitators try to read the SUN passage.)*

*\* 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 placed (not touched) his hand inside the man's ear.  
\*\*\*\*\* Jesus spit.  
\*\*\*\*\* \* Jesus touched the man's tongue.  
\*\*\*\*\* \*\* Jesus' eyes were lifted up to heaven.  
\*\*\*\*\* \*\*\* Jesus sighed.  
\*\*\*\*\* \*\*\*\* Jesus spoke, "Open!"  
\*\*\*\*\* \*\*\*\*\* The man's ear was opened.  
\*\*\*\*\* \*\*\*\*\* \* The man's tongue was freed.  
\*\*\*\*\* \*\*\*\*\* \*\* The man spoke good.*

*I will show the pictures. Can you sign back the correct meaning?*

*All of us have read the SUN sentences for the passage. Now we are going to read the passage from Mark 7:32-35. We will also have a local person read the text in their language.*

## V. Review Game 3

Materials: Give each team a white board, marker, and cloth, or pad of paper and pen.


*Divide into two teams. I will pick an extension\* from the SUN Dictionary and write it on a white board so all can see it.*


*Each team, even if you may not know the meaning of the symbol, lists all the basic symbols and extensions found in the symbol I write on the white board.*

*When time is up (one or two minutes for each word), hold up your white boards or paper.*

*Teams will get one point for each correct basic symbol and two points for each correct extension listed (could add "and define correctly"). I will tell you what the word is after each round.*


\*Some words for extension game:


Christ:  very, speak, near, person, king... appointed, anointed

God:  man, love, king... father


son:  man, love, small.... father


saint:  person, work, good... righteous person


adultery:  love, see, not, good... bad


Satan:  person, not, good... big, bad, spirit


gentle:  soft, person, knife... big, power


beg:  heart, love, speak, very... desire,


humble:  me, small speak


forgive  not, cut, person... kill/destroy

foundation:  house, ground... root

hail:  king, mouth, face, happy... greeting

salvation:  king, man, love, very, person, straight, father... God, help, save

alabaster:  king, soft, no, thing... money, hard, rock

sing:  mouth, walk, happy... dance

You can use extensions found in the dictionary that they may not have learned yet.

## VI. Salvation Lesson - How to Respond to Faith Questions

**SALVATION LESSON can be taught at time a student is ready.**

Last night you prayed for your students. You prayed for God to be working in your students' hearts. Because all Scripture comes from God, He can use Scripture to create a desire to know Him more. Be sensitive to what the Holy Spirit is doing and follow His lead.

*Use this lesson when the students ask questions about Jesus, about Jesus healing people, or how to have faith in Jesus. The student needs to indicate a desire to know more about Jesus before we teach this lesson. We were getting students at workshops encountering the Holy Spirit and having questions like "How do I have Jesus into my heart?" or "Who is Jesus?" or "Can Jesus really do something like heal a deaf and mute man?"*

*The Salvation Lesson is based on John 3:16 and verses in Romans (see references below). The lessons are taught the same way any other lesson is taught. There is a set of new lesson cards including abstract concepts, so it is imperative, important, the Holy Spirit is active and helping with understanding.*

Teach the Salvation Lesson Cards, doing a review after every five. Students will use sign language to show comprehension to the facilitators.

After teaching the Salvation Lesson Cards, teach the sentence cards.

Have the students sign 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) *People get eternal life, living forever with Jesus.*

### Salvation Lesson Verses With References:

- |   |             |
|---|-------------|
| 1) <i>All people have sinned.</i>                   | Romans 3:23 |
| 2) <i>Sin's payment is death.</i>                   | Romans 6:23 |
| 3) <i>God loves people.</i>                         | John 3:16   |
| 4) <i>God gave His only son.</i>                    | John 3:16   |
| 5) <i>Person believes (has faith in) God's son.</i> | John 3:16   |
| 6) <i>Person does not die.</i>                      | John 3:16   |
| 7) <i>Person lives eternally.</i>                   | John 3:16   |

## VII. Facilitators teach Lesson 13 and Salvation Lesson (if students are ready)

### Day 5

#### I. Worship and Devotions - Worship led by the Local Facilitators. Devotions led by a Team Leader

#### II. Troubleshooting and Q & A with the Facilitators

#### III. How to Use the Dictionary

Give each facilitator a SUN Dictionary.

This is the SUN dictionary of all the words in the Old and New Testament. You will use the dictionary as you are creating new lessons.



*The dictionary is organized by the basic symbols. Extensions are listed under the basic symbols they come from. The Table of Contents lists all of the basic symbols and tells you which page number that symbol, and its extensions, are found.*




*Symbols without extensions are listed after How to Find a Symbol. Numbers, arrows, and punctuation have their own separate sections.*




*On the page after the Table of Contents, you will see directions for how to find a symbol. Let's go over these directions of how to find a symbol in the dictionary.*



*When you find an extensions that you do not know, look at all the symbols in the extension. What basic symbols do you recognize? Choose the symbol that you notice first. Find that symbol on the Table of Contents page. Notice the page number after the symbol. Turn to that page number. This will show you all the extensions that contain that symbol. Search for the extension you are wanting to know about.*

*Here are some examples:*



Father -  You will be able to find this symbol under the "man"  and "love"  section.


Eternal -  You will be able to find this symbol under the "time"  and "all"  section.







Give - → You will be able to find this symbol under "hand"  and "love"  section.

Descend -  You will be able to find this symbol under "straight"  and "arrow"  section.

*Exceptions:*

Money -  Circle is not a basic symbol, so look under "king"  and you will find the symbol for money.

Deep -  The squiggly line is not a basic symbol, so look under "arrows" and you will find the symbol for deep.

Proper Nouns - First locate the section for the Proper Noun base symbol (God , man , woman , land , village , river , other(people groups, idols, festivals, angels, etc) . Then search for the specific proper noun.

## IV. How to Create New Lessons

*This is how to create new lessons using Scripture.*

Use a big white board or big pad of paper. Write the first sentence of Mark 1 in SUN on the board.

*Here is the first sentence of Mark 1.*

*Follow these steps to create a new lesson for the first sentence of Mark 1.*

**Step 1:** Find and circle the symbols in the sentence that the students have not learned yet.

**Step 2:** Make a list of the symbols the students have not learned. If the new symbol is an extension, list all the symbols that are part of that extension. All of the symbols that make up the symbol are listed in the dictionary in parenthesis.

*These are the words that you need to teach for the new lesson.*

**Step 3:** Make new flashcards for the symbols that the student does not already know. Put the symbol on the front and the picture (and word) on the back. You will need to draw the picture yourself.

**Step 4:** Teach the lesson by using the flash cards you made to teach the new symbols. Then have the student read the Scripture sentence .

*Each lesson should have no more than 10 new symbols. If a sentence requires teaching more than 10 symbols, divide the Scripture sentence into two (or more) lessons. Wait to teach the entire Scripture sentence until all of the needed symbols are taught.*

## **V. Facilitators Create a New Lesson**

*Create a new lesson, (or two if there are more than 10 new symbols), based on Mark 1:2 to have it ready to teach the students as they start reading the gospel of Mark.*

人 → 𐀀𐀁 𐀂, 𐀃 𐀄 → 𐀅 𐀆 𐀇 𐀈 𐀉 𐀊 𐀋 𐀌 𐀍 𐀎 𐀏 𐀐 𐀑 𐀒 𐀓 𐀔 𐀕 𐀖 𐀗 𐀘 𐀙 𐀚 𐀛 𐀜 𐀝 𐀞 𐀟 𐀠 𐀡 𐀢 𐀣 𐀤 𐀥 𐀦 𐀧 𐀨 𐀩 𐀪 𐀫 𐀬 𐀭 𐀮 𐀯 𐀰 𐀱 𐀲 𐀳 𐀴 𐀵 𐀶 𐀷 𐀸 𐀹 𐀺 𐀻 𐀼 𐀽 𐀾 𐀿 𐁀 𐁁 𐁂 𐁃 𐁄 𐁅 𐁆 𐁇 𐁈 𐁉 𐁊 𐁋 𐁌 𐁍 𐁎 𐁏 𐁐 𐁑 𐁒 𐁓 𐁔 𐁕 𐁖 𐁗 𐁘 𐁙 𐁚 𐁛 𐁜 𐁝 𐁞 𐁟 𐁠 𐁡 𐁢 𐁣 𐁤 𐁥 𐁦 𐁧 𐁨 𐁩 𐁪 𐁫 𐁬 𐁭 𐁮 𐁯 𐁰 𐁱 𐁲 𐁳 𐁴 𐁵 𐁶 𐁷 𐁸 𐁹 𐁺 𐁻 𐁼 𐁽 𐁾 𐁿 𐂀 𐂁 𐂂 𐂃 𐂄 𐂅 𐂆 𐂇 𐂈 𐂉 𐂊 𐂋 𐂌 𐂍 𐂎 𐂏 𐂐 𐂑 𐂒 𐂓 𐂔 𐂕 𐂖 𐂗 𐂘 𐂙 𐂚 𐂛 𐂜 𐂝 𐂞 𐂟 𐂠 𐂡 𐂢 𐂣 𐂤 𐂥 𐂦 𐂧 𐂨 𐂩 𐂪 𐂫 𐂬 𐂭 𐂮 𐂯 𐂰 𐂱 𐂲 𐂳 𐂴 𐂵 𐂶 𐂷 𐂸 𐂹 𐂺 𐂻 𐂼 𐂽 𐂾 𐂿 𐃀 𐃁 𐃂 𐃃 𐃄 𐃅 𐃆 𐃇 𐃈 𐃉 𐃊 𐃋 𐃌 𐃍 𐃎 𐃏 𐃐 𐃑 𐃒 𐃓 𐃔 𐃕 𐃖 𐃗 𐃘 𐃙 𐃚 𐃛 𐃜 𐃝 𐃞 𐃟 𐃠 𐃡 𐃢 𐃣 𐃤 𐃥 𐃦 𐃧 𐃨 𐃩 𐃪 𐃫 𐃬 𐃭 𐃮 𐃯 𐃰 𐃱 𐃲 𐃳 𐃴 𐃵 𐃶 𐃷 𐃸 𐃹 𐃺 𐃻 𐃼 𐃽 𐃾 𐃿 𐄀 𐄁 𐄂 𐄃 𐄄 𐄅 𐄆 𐄇 𐄈 𐄉 𐄊 𐄋 𐄌 𐄍 𐄎 𐄏 𐄐 𐄑 𐄒 𐄓 𐄔 𐄕 𐄖 𐄗 𐄘 𐄙 𐄚 𐄛 𐄜 𐄝 𐄞 𐄟 𐄠 𐄡 𐄢 𐄣 𐄤 𐄥 𐄦 𐄧 𐄨 𐄩 𐄪 𐄫 𐄬 𐄭 𐄮 𐄯 𐄰 𐄱 𐄲 𐄳 𐄴 𐄵 𐄶 𐄷 𐄸 𐄹 𐄺 𐄻 𐄼 𐄽 𐄾 𐄿 𐅀 𐅁 𐅂 𐅃 𐅄 𐅅 𐅆 𐅇 𐅈 𐅉 𐅊 𐅋 𐅌 𐅍 𐅎 𐅏 𐅐 𐅑 𐅒 𐅓 𐅔 𐅕 𐅖 𐅗 𐅘 𐅙 𐅚 𐅛 𐅜 𐅝 𐅞 𐅟 𐅠 𐅡 𐅢 𐅣 𐅤 𐅥 𐅦 𐅧 𐅨 𐅩 𐅪 𐅫 𐅬 𐅭 𐅮 𐅯 𐅰 𐅱 𐅲 𐅳 𐅴 𐅵 𐅶 𐅷 𐅸 𐅹 𐅺 𐅻 𐅼 𐅽 𐅾 𐅿 𐆀 𐆁 𐆂 𐆃 𐆄 𐆅 𐆆 𐆇 𐆈 𐆉 𐆊 𐆋 𐆌 𐆍 𐆎 𐆏 𐆐 𐆑 𐆒 𐆓 𐆔 𐆕 𐆖 𐆗 𐆘 𐆙 𐆚 𐆛 𐆜 𐆝 𐆞 𐆟 𐆠 𐆡 𐆢 𐆣 𐆤 𐆥 𐆦 𐆧 𐆨 𐆩 𐆪 𐆫 𐆬 𐆭 𐆮 𐆯 𐆰 𐆱 𐆲 𐆳 𐆴 𐆵 𐆶 𐆷 𐆸 𐆹 𐆺 𐆻 𐆼 𐆽 𐆾 𐆿 𐇀 𐇁 𐇂 𐇃 𐇄 𐇅 𐇆 𐇇 𐇈 𐇉 𐇊 𐇋 𐇌 𐇍 𐇎 𐇏 𐇐 𐇑 𐇒 𐇓 𐇔 𐇕 𐇖 𐇗 𐇘 𐇙 𐇚 𐇛 𐇜 𐇝 𐇞 𐇟 𐇠 𐇡 𐇢 𐇣 𐇤 𐇥 𐇦 𐇧 𐇨 𐇩 𐇪 𐇫 𐇬 𐇭 𐇮 𐇯 𐇰 𐇱 𐇲 𐇳 𐇴 𐇵 𐇶 𐇷 𐇸 𐇹 𐇺 𐇻 𐇼 𐇽 𐇾 𐇿 𐈀 𐈁 𐈂 𐈃 𐈄 𐈅 𐈆 𐈇 𐈈 𐈉 𐈊 𐈋 𐈌 𐈍 𐈎 𐈏 𐈐 𐈑 𐈒 𐈓 𐈔 𐈕 𐈖 𐈗 𐈘 𐈙 𐈚 𐈛 𐈜 𐈝 𐈞 𐈟 𐈠 𐈡 𐈢 𐈣 𐈤 𐈥 𐈦 𐈧 𐈨 𐈩 𐈪 𐈫 𐈬 𐈭 𐈮 𐈯 𐈰 𐈱 𐈲 𐈳 𐈴 𐈵 𐈶 𐈷 𐈸 𐈹 𐈺 𐈻 𐈼 𐈽 𐈾 𐈿 𐉀 𐉁 𐉂 𐉃 𐉄 𐉅 𐉆 𐉇 𐉈 𐉉 𐉊 𐉋 𐉌 𐉍 𐉎 𐉏 𐉐 𐉑 𐉒 𐉓 𐉔 𐉕 𐉖 𐉗 𐉘 𐉙 𐉚 𐉛 𐉜 𐉝 𐉞 𐉟 𐉠 𐉡 𐉢 𐉣 𐉤 𐉥 𐉦 𐉧 𐉨 𐉩 𐉪 𐉫 𐉬 𐉭 𐉮 𐉯 𐉰 𐉱 𐉲 𐉳 𐉴 𐉵 𐉶 𐉷 𐉸 𐉹 𐉺 𐉻 𐉼 𐉽 𐉾 𐉿 𐊀 𐊁 𐊂 𐊃 𐊄 𐊅 𐊆 𐊇 𐊈 𐊉 𐊊 𐊋 𐊌 𐊍 𐊎 𐊏 𐊐 𐊑 𐊒 𐊓 𐊔 𐊕 𐊖 𐊗 𐊘 𐊙 𐊚 𐊛 𐊜 𐊝 𐊞 𐊟 𐊠 𐊡 𐊢 𐊣 𐊤 𐊥 𐊦 𐊧 𐊨 𐊩 𐊪 𐊫 𐊬 𐊭 𐊮 𐊯 𐊰 𐊱 𐊲 𐊳 𐊴 𐊵 𐊶 𐊷 𐊸 𐊹 𐊺 𐊻 𐊼 𐊽 𐊾 𐊿 𐋀 𐋁 𐋂 𐋃 𐋄 𐋅 𐋆 𐋇 𐋈 𐋉 𐋊 𐋋 𐋌 𐋍 𐋎 𐋏 𐋐 𐋑 𐋒 𐋓 𐋔 𐋕 𐋖 𐋗 𐋘 𐋙 𐋚 𐋛 𐋜 𐋝 𐋞 𐋟 𐋠 𐋡 𐋢 𐋣 𐋤 𐋥 𐋦 𐋧 𐋨 𐋩 𐋪 𐋫 𐋬 𐋭 𐋮 𐋯 𐋰 𐋱 𐋲 𐋳 𐋴 𐋵 𐋶 𐋷 𐋸 𐋹 𐋺 𐋻 𐋼 𐋽 𐋾 𐋿 𐌀 𐌁 𐌂 𐌃 𐌄 𐌅 𐌆 𐌇 𐌈 𐌉 𐌊 𐌋 𐌌 𐌍 𐌎 𐌏 𐌐 𐌑 𐌒 𐌓 𐌔 𐌕 𐌖 𐌗 𐌘 𐌙 𐌚 𐌛 𐌜 𐌝 𐌞 𐌟 𐌠 𐌡 𐌢 𐌣 𐌤 𐌥 𐌦 𐌧 𐌨 𐌩 𐌪 𐌫 𐌬 𐌭 𐌮 𐌯 𐌰 𐌱 𐌲 𐌳 𐌴 𐌵 𐌶 𐌷 𐌸 𐌹 𐌺 𐌻 𐌼 𐌽 𐌾 𐌿 𐍀 𐍁 𐍂 𐍃 𐍄 𐍅 𐍆 𐍇 𐍈 𐍉 𐍊 𐍋 𐍌 𐍍 𐍎 𐍏 𐍐 𐍑 𐍒 𐍓 𐍔 𐍕 𐍖 𐍗 𐍘 𐍙 𐍚 𐍛 𐍜 𐍝 𐍞 𐍟 𐍠 𐍡 𐍢 𐍣 𐍤 𐍥 𐍦 𐍧 𐍨 𐍩 𐍪 𐍫 𐍬 𐍭 𐍮 𐍯 𐍰 𐍱 𐍲 𐍳 𐍴 𐍵 𐍶 𐍷 𐍸 𐍹 𐍺 𐍻 𐍼 𐍽 𐍾 𐍿 𐎀 𐎁 𐎂 𐎃 𐎄 𐎅 𐎆 𐎇 𐎈 𐎉 𐎊 𐎋 𐎌 𐎍 𐎎 𐎏 𐎐 𐎑 𐎒 𐎓 𐎔 𐎕 𐎖 𐎗 𐎘 𐎙 𐎚 𐎛 𐎜 𐎝 𐎞 𐎟 𐎠 𐎡 𐎢 𐎣 𐎤 𐎥 𐎦 𐎧 𐎨 𐎩 𐎪 𐎫 𐎬 𐎭 𐎮 𐎯 𐎰 𐎱 𐎲 𐎳 𐎴 𐎵 𐎶 𐎷 𐎸 𐎹 𐎺 𐎻 𐎼 𐎽 𐎾 𐎿 𐏀 𐏁 𐏂 𐏃 𐏄 𐏅 𐏆 𐏇 𐏈 𐏉 𐏊 𐏋 𐏌 𐏍 𐏎 𐏏 𐏐 𐏑 𐏒 𐏓 𐏔 𐏕 𐏖 𐏗 𐏘 𐏙 𐏚 𐏛 𐏜 𐏝 𐏞 𐏟 𐏠 𐏡 𐏢 𐏣 𐏤 𐏥 𐏦 𐏧 𐏨 𐏩 𐏪 𐏫 𐏬 𐏭 𐏮 𐏯 𐏰 𐏱 𐏲 𐏳 𐏴 𐏵 𐏶 𐏷 𐏸 𐏹 𐏺 𐏻 𐏼 𐏽 𐏾 𐏿 𐐀 𐐁 𐐂 𐐃 𐐄 𐐅 𐐆 𐐇 𐐈 𐐉 𐐊 𐐋 𐐌 𐐍 𐐎 𐐏 𐐐 𐐑 𐐒 𐐓 𐐔 𐐕 𐐖 𐐗 𐐘 𐐙 𐐚 𐐛 𐐜 𐐝 𐐞 𐐟 𐐠 𐐡 𐐢 𐐣 𐐤 𐐥 𐐦 𐐧 𐐨 𐐩 𐐪 𐐫 𐐬 𐐭 𐐮 𐐯 𐐰 𐐱 𐐲 𐐳 𐐴 𐐵 𐐶 𐐷 𐐸 𐐹 𐐺 𐐻 𐐼 𐐽 𐐾 𐐿 𐑀 𐑁 𐑂 𐑃 𐑄 𐑅 𐑆 𐑇 𐑈 𐑉 𐑊 𐑋 𐑌 𐑍 𐑎 𐑏 𐑐 𐑑 𐑒 𐑓 𐑔 𐑕 𐑖 𐑗 𐑘 𐑙 𐑚 𐑛 𐑜 𐑝 𐑞 𐑟 𐑠 𐑡 𐑢 𐑣 𐑤 𐑥 𐑦 𐑧 𐑨 𐑩 𐑪 𐑫 𐑬 𐑭 𐑮 𐑯 𐑰 𐑱 𐑲 𐑳 𐑴 𐑵 𐑶 𐑷 𐑸 𐑹 𐑺 𐑻 𐑼 𐑽 𐑾 𐑿 𐒀 𐒁 𐒂 𐒃 𐒄 𐒅 𐒆 𐒇 𐒈 𐒉 𐒊 𐒋 𐒌 𐒍 𐒎 𐒏 𐒐 𐒑 𐒒 𐒓 𐒔 𐒕 𐒖 𐒗 𐒘 𐒙 𐒚 𐒛 𐒜 𐒝 𐒞 𐒟 𐒠 𐒡 𐒢 𐒣 𐒤 𐒥 𐒦 𐒧 𐒨 𐒩 𐒪 𐒫 𐒬 𐒭 𐒮 𐒯 𐒰 𐒱 𐒲 𐒳 𐒴 𐒵 𐒶 𐒷 𐒸 𐒹 𐒺 𐒻 𐒼 𐒽 𐒾 𐒿 𐓀 𐓁 𐓂 𐓃 𐓄 𐓅 𐓆 𐓇 𐓈 𐓉 𐓊 𐓋 𐓌 𐓍 𐓎 𐓏 𐓐 𐓑 𐓒 𐓓 𐓔 𐓕 𐓖 𐓗 𐓘 𐓙 𐓚 𐓛 𐓜 𐓝 𐓞 𐓟 𐓠 𐓡 𐓢 𐓣 𐓤 𐓥 𐓦 𐓧 𐓨 𐓩 𐓪 𐓫 𐓬 𐓭 𐓮 𐓯 𐓰 𐓱 𐓲 𐓳 𐓴 𐓵 𐓶 𐓷 𐓸 𐓹 𐓺 𐓻 𐓼 𐓽 𐓾 𐓿 𐔀 𐔁 𐔂 𐔃 𐔄 𐔅 𐔆 𐔇 𐔈 𐔉 𐔊 𐔋 𐔌 𐔍 𐔎 𐔏 𐔐 𐔑 𐔒 𐔓 𐔔 𐔕 𐔖 𐔗 𐔘 𐔙 𐔚 𐔛 𐔜 𐔝 𐔞 𐔟 𐔠 𐔡 𐔢 𐔣 𐔤 𐔥 𐔦 𐔧 𐔨 𐔩 𐔪 𐔫 𐔬 𐔭 𐔮 𐔯 𐔰 𐔱 𐔲 𐔳 𐔴 𐔵 𐔶 𐔷 𐔸 𐔹 𐔺 𐔻 𐔼 𐔽 𐔾 𐔿 𐕀 𐕁 𐕂 𐕃 𐕄 𐕅 𐕆 𐕇 𐕈 𐕉 𐕊 𐕋 𐕌 𐕍 𐕎 𐕏 𐕐 𐕑 𐕒 𐕓 𐕔 𐕕 𐕖 𐕗 𐕘 𐕙 𐕚 𐕛 𐕜 𐕝 𐕞 𐕟 𐕠 𐕡 𐕢 𐕣 𐕤 𐕥 𐕦 𐕧 𐕨 𐕩 𐕪 𐕫 𐕬 𐕭 𐕮 𐕯 𐕰 𐕱 𐕲 𐕳 𐕴 𐕵 𐕶 𐕷 𐕸 𐕹 𐕺 𐕻 𐕼 𐕽 𐕾 𐕿 𐖀 𐖁 𐖂 𐖃 𐖄 𐖅 𐖆 𐖇 𐖈 𐖉 𐖊 𐖋 𐖌 𐖍 𐖎 𐖏 𐖐 𐖑 𐖒 𐖓 𐖔 𐖕 𐖖 𐖗 𐖘 𐖙 𐖚 𐖛 𐖜 𐖝 𐖞 𐖟 𐖠 𐖡 𐖢 𐖣 𐖤 𐖥 𐖦 𐖧 𐖨 𐖩 𐖪 𐖫 𐖬 𐖭 𐖮 𐖯 𐖰 𐖱 𐖲 𐖳 𐖴 𐖵 𐖶 𐖷 𐖸 𐖹 𐖺 𐖻 𐖼 𐖽 𐖾 𐖿 𐗀 𐗁 𐗂 𐗃 𐗄 𐗅 𐗆 𐗇 𐗈 𐗉 𐗊 𐗋 𐗌 𐗍 𐗎 𐗏 𐗐 𐗑 𐗒 𐗓 𐗔 𐗕 𐗖 𐗗 𐗘 𐗙 𐗚 𐗛 𐗜 𐗝 𐗞 𐗟 𐗠 𐗡 𐗢 𐗣 𐗤 𐗥 𐗦 𐗧 𐗨 𐗩 𐗪 𐗫 𐗬 𐗭 𐗮 𐗯 𐗰 𐗱 𐗲 𐗳 𐗴 𐗵 𐗶 𐗷 𐗸 𐗹 𐗺 𐗻 𐗼 𐗽 𐗾 𐗿 𐘀 𐘁 𐘂 𐘃 𐘄 𐘅 𐘆 𐘇 𐘈 𐘉 𐘊 𐘋 𐘌 𐘍 𐘎 𐘏 𐘐 𐘑 𐘒 𐘓 𐘔 𐘕 𐘖 𐘗 𐘘 𐘙 𐘚 𐘛 𐘜 𐘝 𐘞 𐘟 𐘠 𐘡 𐘢 𐘣 𐘤 𐘥 𐘦 𐘧 𐘨 𐘩 𐘪 𐘫 𐘬 𐘭 𐘮 𐘯 𐘰 𐘱 𐘲 𐘳 𐘴 𐘵 𐘶 𐘷 𐘸 𐘹 𐘺 𐘻 𐘼 𐘽 𐘾 𐘿 𐙀 𐙁 𐙂 𐙃 𐙄 𐙅 𐙆 𐙇 𐙈 𐙉 𐙊 𐙋 𐙌 𐙍 𐙎 𐙏 𐙐 𐙑 𐙒 𐙓 𐙔 𐙕 𐙖 𐙗 𐙘 𐙙 𐙚 𐙛 𐙜 𐙝 𐙞 𐙟 𐙠 𐙡 𐙢 𐙣 𐙤 𐙥 𐙦 𐙧 𐙨 𐙩 𐙪 𐙫 𐙬 𐙭 𐙮 𐙯 𐙰 𐙱 𐙲 𐙳 𐙴 𐙵 𐙶 𐙷 𐙸 𐙹 𐙺 𐙻 𐙼 𐙽 𐙾 𐙿 𐚀 𐚁 𐚂 𐚃 𐚄 𐚅 𐚆 𐚇 𐚈 𐚉 𐚊 𐚋 𐚌 𐚍 𐚎 𐚏 𐚐 𐚑 𐚒 𐚓 𐚔 𐚕 𐚖 𐚗 𐚘 𐚙 𐚚 𐚛 𐚜 𐚝 𐚞 𐚟 𐚠 𐚡 𐚢 𐚣 𐚤 𐚥 𐚦 𐚧 𐚨 𐚩 𐚪 𐚫 𐚬 𐚭 𐚮 𐚯 𐚰 𐚱 𐚲 𐚳 𐚴 𐚵 𐚶 𐚷 𐚸 𐚹 𐚺 𐚻 𐚼 𐚽 𐚾 𐚿 𐛀 𐛁 𐛂 𐛃 𐛄 𐛅 𐛆 𐛇 𐛈 𐛉 𐛊 𐛋 𐛌 𐛍 𐛎 𐛏 𐛐 𐛑 𐛒 𐛓 𐛔 𐛕 𐛖 𐛗 𐛘 𐛙 𐛚 𐛛 𐛜 𐛝 𐛞 𐛟 𐛠 𐛡 𐛢 𐛣 𐛤 𐛥 𐛦 𐛧 𐛨 𐛩 𐛪 𐛫 𐛬 𐛭 𐛮 𐛯 𐛰 𐛱 𐛲 𐛳 𐛴 𐛵 𐛶 𐛷 𐛸 𐛹 𐛺 𐛻 𐛼 𐛽 𐛾 𐛿 𐜀 𐜁 𐜂 𐜃 𐜄 𐜅 𐜆 𐜇 𐜈 𐜉 𐜊 𐜋 𐜌 𐜍 𐜎 𐜏 𐜐 𐜑 𐜒 𐜓 𐜔 𐜕 𐜖 𐜗 𐜘 𐜙 𐜚 𐜛 𐜜 𐜝 𐜞 𐜟 𐜠 𐜡 𐜢 𐜣 𐜤 𐜥 𐜦 𐜧 𐜨 𐜩 𐜪 𐜫 𐜬 𐜭 𐜮 𐜯 𐜰 𐜱 𐜲 𐜳 𐜴 𐜵 𐜶 𐜷 𐜸 𐜹 𐜺 𐜻 𐜼 𐜽 𐜾 𐜿 𐝀 𐝁 𐝂 𐝃 𐝄 𐝅 𐝆 𐝇 𐝈 𐝉 𐝊 𐝋 𐝌 𐝍 𐝎 𐝏 𐝐 𐝑 𐝒 𐝓 𐝔 𐝕 𐝖 𐝗 𐝘 𐝙 𐝚 𐝛 𐝜 𐝝 𐝞 𐝟 𐝠 𐝡 𐝢 𐝣 𐝤 𐝥 𐝦 𐝧 𐝨 𐝩 𐝪 𐝫 𐝬 𐝭 𐝮 𐝯 𐝰 𐝱 𐝲 𐝳 𐝴 𐝵 𐝶 𐝷 𐝸 𐝹 𐝺 𐝻 𐝼 𐝽 𐝾 𐝿 𐞀 𐞁 𐞂 𐞃 𐞄 𐞅 𐞆 𐞇 𐞈 𐞉 𐞊 𐞋 𐞌 𐞍 𐞎 𐞏 𐞐 𐞑 𐞒 𐞓 𐞔 𐞕 𐞖 𐞗 𐞘 𐞙 𐞚 𐞛 𐞜 𐞝 𐞞 𐞟 𐞠 𐞡 𐞢 𐞣 𐞤 𐞥 𐞦 𐞧 𐞨 𐞩 𐞪 𐞫 𐞬 𐞭 𐞮 𐞯 𐞰 𐞱 𐞲 𐞳 𐞴 𐞵 𐞶 𐞷 𐞸 𐞹 𐞺 𐞻 𐞼 𐞽 𐞾 𐞿 𐟀 𐟁 𐟂 𐟃 𐟄 𐟅 𐟆 𐟇 𐟈 𐟉 𐟊 𐟋 𐟌 𐟍 𐟎 𐟏 𐟐 𐟑 𐟒 𐟓 𐟔 𐟕 𐟖 𐟗 𐟘 𐟙 𐟚 𐟛 𐟜 𐟝 𐟞 𐟟 𐟠 𐟡 𐟢 𐟣 𐟤 𐟥 𐟦 𐟧 𐟨 𐟩 𐟪 𐟫 𐟬 𐟭 𐟮 𐟯 𐟰 𐟱 𐟲 𐟳 𐟴 𐟵 𐟶 𐟷 𐟸 𐟹 𐟺 𐟻 𐟼 𐟽 𐟾 𐟿 𐠀 𐠁 𐠂 𐠃 𐠄 𐠅 𐠆 𐠇 𐠈 𐠉 𐠊 𐠋 𐠌 𐠍 𐠎 𐠏 𐠐 𐠑 𐠒 𐠓 𐠔 𐠕 𐠖 𐠗 𐠘 𐠙 𐠚 𐠛 𐠜 𐠝 𐠞 𐠟 𐠠 𐠡 𐠢 𐠣 𐠤 𐠥 𐠦 𐠧 𐠨 𐠩 𐠪 𐠫 𐠬 𐠭 𐠮 𐠯 𐠰 𐠱 𐠲 𐠳 𐠴 𐠵 𐠶 𐠷 𐠸 𐠹 𐠺 𐠻 𐠼 𐠽 𐠾 𐠿 𐡀 𐡁 𐡂 𐡃 𐡄 𐡅 𐡆 𐡇 𐡈 𐡉 𐡊 𐡋 𐡌 𐡍 𐡎 𐡏 𐡐 𐡑 𐡒 𐡓 𐡔 𐡕 𐡖 𐡗 𐡘 𐡙 𐡚 𐡛 𐡜 𐡝 𐡞 𐡟 𐡠 𐡡 𐡢 𐡣 𐡤 𐡥 𐡦 𐡧 𐡨 𐡩 𐡪 𐡫 𐡬 𐡭 𐡮 𐡯 𐡰 𐡱 𐡲 𐡳 𐡴 𐡵 𐡶 𐡷 𐡸 𐡹 𐡺 𐡻 𐡼 𐡽 𐡾 𐡿 𐢀 𐢁 𐢂 𐢃 𐢄 𐢅 𐢆 𐢇 𐢈 𐢉 𐢊 𐢋 𐢌 𐢍 𐢎 𐢏 𐢐 𐢑 𐢒 𐢓 𐢔 𐢕 𐢖 𐢗 𐢘 𐢙 𐢚 𐢛 𐢜 𐢝 𐢞 𐢟 𐢠 𐢡 𐢢 𐢣 𐢤 𐢥 𐢦 𐢧 𐢨 𐢩 𐢪 𐢫 𐢬 𐢭 𐢮 𐢯 𐢰 𐢱 𐢲 𐢳 𐢴 𐢵 𐢶 𐢷 𐢸 𐢹 𐢺 𐢻 𐢼 𐢽 𐢾 𐢿 𐣀 𐣁 𐣂 𐣃 𐣄 𐣅 𐣆 𐣇 𐣈 𐣉 𐣊 𐣋 𐣌 𐣍 𐣎 𐣏 𐣐 𐣑 𐣒 𐣓 𐣔 𐣕 𐣖 𐣗 𐣘 𐣙 𐣚 𐣛 𐣜 𐣝 𐣞 𐣟 𐣠 𐣡 𐣢 𐣣 𐣤 𐣥 𐣦 𐣧 𐣨 𐣩 𐣪 𐣫 𐣬 𐣭 𐣮 𐣯 𐣰 𐣱 𐣲 𐣳 𐣴 𐣵 𐣶 𐣷 𐣸 𐣹 𐣺 𐣻 𐣼 𐣽 𐣾 𐣿 𐤀 𐤁 𐤂 𐤃 𐤄 𐤅 𐤆 𐤇 𐤈 𐤉 𐤊 𐤋 𐤌 𐤍 𐤎 𐤏 𐤐 𐤑 𐤒 𐤓 𐤔 𐤕 𐤖 𐤗 𐤘 𐤙 𐤚 𐤛 𐤜 𐤝 𐤞 𐤟 𐤠 𐤡 𐤢 𐤣 𐤤 𐤥 𐤦 𐤧 𐤨 𐤩 𐤪 𐤫 𐤬 𐤭 𐤮 𐤯 𐤰 𐤱 𐤲 𐤳 𐤴 𐤵 𐤶 𐤷 𐤸 𐤹 𐤺 𐤻 𐤼 𐤽 𐤾 𐤿 𐥀 𐥁 𐥂 𐥃 𐥄 𐥅 𐥆 𐥇 𐥈 𐥉 𐥊 𐥋 𐥌 𐥍 𐥎 𐥏 𐥐 𐥑 𐥒 𐥓 𐥔 𐥕 𐥖 𐥗 𐥘 𐥙 𐥚 𐥛 𐥜 𐥝 𐥞 𐥟 𐥠 𐥡 𐥢 𐥣 𐥤 𐥥 𐥦 𐥧 𐥨 𐥩 𐥪 𐥫 𐥬 𐥭 𐥮 𐥯 𐥰 𐥱 𐥲 𐥳 𐥴 𐥵 𐥶 𐥷 𐥸 𐥹 𐥺 𐥻



**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, illiterate, and have no sign language fluency.*

**Mission Statement:** *To provide Scripture for the Deaf and Deafblind. To provide Scripture for the Deaf who do not know sign language. To provide Scripture to people who do not read. To provide materials for ongoing use and comprehension. To provide tools for trainers and leaders to share SUN everywhere.*

### **III. How Can You Engage Your Church and those Churches Around You?**

*Discuss with each other ways to involve your church and other churches in your area.*

*Who can you talk to? How can you share SUN with more people?*

### **IV. Ongoing Facilitation (Study groups)**

*Discuss with each other how can you continue teaching SUN and using SUN to study the Bible?*

### **V. Develop a detailed networking plan**

*Pray and develop a detailed plan to engage churches. Answer these questions together and be ready to present your plan by the end of the day.*

If the group is large, break people into groups of two or three.

Who is the SUN coordinator for this country?

Who are the SUN trainers?

Who are we contacting? Why are you choosing these people? (Pray and choose strategically to reach the entire nation)

How are we going to share SUN?

When are we going to do it? (Set specific dates and times)

What do we need in order to make it happen?