

# 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

one set of teaching materials for each facilitator and team leader

- lesson and sentence cards, including salvation cards
- SUN Dictionary
- optional - small whiteboard and dry erase markers and eraser (or cloth for erasing)  
(or using a piece of paper or card stock in a plastic sheet protector is a 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)
- transportation, food, and lodging for team leaders, facilitators, and students
- sign language interpreter for spoken local language if needed
- name tags for all participants
- large white board (markers/eraser or cloth) or chalkboard (chalk/eraser)
- pad of chart-size paper/markers
- ream of copy paper
- pads of paper/notebook and pencils or pens for all attendees
- index cards, card stock, or paper to make new cards for Scripture lessons
- 3 or 4 pairs of scissors
- optional: colored pencils for making cards for Scripture lessons
- printed SUN book of Mark for all attendees, access the most recent version at [www.BibleinEveryLanguage.org/sun](http://www.BibleinEveryLanguage.org/sun) (use POD contact in country if possible)
- printed certificates to be filled in by the Event Coordinator and signed by SUN Team Leader

### Schedule for event

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. The main activities should take about 30 minutes each—such as daily opening, teaching a lesson, and review games.

To adequately cover all the material, plan for eight hours of work time each day (excludes lunch and break time)

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.

## SESSION 1

Opening – Prayer and welcome led by local leader. Introductions of team leaders, facilitators, students. Announcements as needed.

### 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** – *There are 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 feet, 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 lay it down to make the symbol “sleep”  *By “laying down 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 combined symbols and how that is important to preparing Scripture lesson plans. In the afternoon sessions, you will be practicing teaching to small groups of students.*

### How to Teach Using the Lesson Cards (Lesson 1)

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 sign, 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. Use the first sentence card for the lesson by folding it to only show the sentence with the symbols. Ask the facilitators to sign the entire sentence as you point to each symbol.

Step 8. Unfold the sentence card to show the pictures under the symbols. 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.

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.

## SESSION 2

Teach Lesson 3 using the 10 teaching steps, for Step 10 review cards Lessons 1-3.

### Review game: Draw symbols on backs

Make teams of about 5 each. Teams stand in a line, all facing forward with some space between each person. 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 back 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 back 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 back, 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 and/or signs it.
- The team leader shows the symbol card and awards one point to each team if their symbol was correct.
- 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 line. Continue to keep score.

Teach Lesson 4 using the 10 teaching steps, for Step 10 review cards Lessons 2 – 4 (the last 3 lessons).

Teach Lesson 5 using the teaching steps, for Step 10 review cards Lessons 3 – 5 (the last 3 lessons).

\*\*\*\* Pass out the entire set of lesson and sentence 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.*

- *We need the students to use sign language for the symbols they are being taught to assure that they understand.*
- *When we use the accepted local signs during the workshop the students will then be able to communicate better with other deaf people.*
- *Watch 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 backs – combine small groups into teams (only 5 or 6 on a team) to play the game that the facilitators learned in the morning session. Facilitators lead the activity. The facilitators may want to 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 participants in formulating post-workshop plans and goals. 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.

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

### SESSION 1

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

*First thing this morning we are going to cover lessons 6, 7, and 8 and then you will have learned all but 8 of the basic symbols!*

*Later this morning we will have a discussion, learn a new review game, and finish up with lessons 9 and 10 which are numbers and the remaining 8 basic symbols.*

Teach Lesson 6, for Step 10 review cards Lessons 4 – 6 (the last 3 lessons).

Teach Lesson 7, for Step 10 review cards Lessons 5 – 7 (the last 3 lessons).

Teach Lesson 8, for Step 10 review cards Lessons 6 – 8 (the last 3 lessons).

### SESSION 2

#### Discussion

*Lessons 6, 7, and 8 introduced more difficult words.*

- *What words 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 words 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 word/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.)*

#### 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 or their drawing when they are finished.*
- *When both writers have finished, whoever held up their hand or drawing 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.*

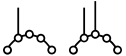
Skip Lesson 9 and teach Lesson 10 – The symbol for people introduces how to write plurals. The symbol for woman is not a basic symbol but a changed symbol for man. For Step 10, review cards Lessons 7, 8, and 10. There are no sentence cards for this lesson.

### Teach Lesson 9

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

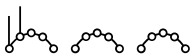
*Here are a few examples of how numbers greater than 10 are written in SUN.*

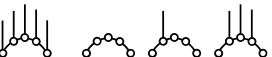
Write the following numbers on the whiteboard or chart paper:

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 (only 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. They 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 look this over and 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.

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

### SESSION 1

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

#### Writing Sentences in 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. Tomorrow when the SUN Reader's Dictionary is shared, there will be more information about grammar on pages 2 and 3.

*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 3 or 4 symbols in each sentence. Before beginning, let's talk a little about grammar for SUN. There are three basic things to know about SUN grammar for your assignment.*

**Symbol order in sentences:** As a general SUN 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

**Plurals:** the symbol written twice with no space between them (write examples on the whiteboard – people as in lesson 10, swords)

**Possessives** are shown with a raised 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.

*You are to write 3 SUN sentences with at least 3 or 4 symbols but not more than 7 in each sentence. In SUN, sentences should not exceed 7 symbols. Also, use the three 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 sign their 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, scatter around a large area.
2. Sign a number 0 -10 and they race/search to see who can find the matching card on the floor first.
3. Continue with other numbers.
4. Change-up: for step two, hand each facilitator a number symbol card and at “go” they all search to find their number card on the floor.
5. Additional activity: hand a number card to each facilitator and they arrange themselves in order 0 – 10. Shuffle cards, repeat.

## SESSION 2

*Yesterday we completed learning all the basic symbols. There are two more lessons with new symbols to teach but they will be combined symbols, not basic symbols. The first morning, we taught what combined symbols are. 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 name, this was taught the first morning. For Step 10 review cards for Lessons 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, 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:

closed  open  in  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 	4 – open  , deaf  , mute  , free 
heart 	4 –  , want/desire  , God  , heaven 
mouth 	5 – mute  , tongue  , spit  sigh  , beg 
thing 	6 – away  , on  , in  , put  , touch  , bring/carry 

### 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 dots and dashes are in the text. In your teaching cards for Lesson 13 there are eight cards for: period (full stop), comma, exclamation point, question mark, quotation marks, single quotation marks, possessive indicator, and proper name indicator.*

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

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) hand inside (the) man's ear.*

*\*\*\*\*\*Jesus spit.*

*\*\*\*\*\* \*Jesus touched (the) man's tongue.*

*\*\*\*\*\* \*\*Jesus looked up (to) heaven.*

*\*\*\*\*\* \*\*\*Jesus sighed.*

*\*\*\*\*\* \*\*\*\*Jesus spoke, "Open!"*

*\*\*\*\*\* \*\*\*\*\* (The) man's ear (was) opened.*

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

*\*\*\*\*\* \*\*\*\*\* \*\*(The) man spoke good.*

*Did anyone notice a grammar error in the sentence cards? (ear should be plural)*

## **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.

Teach Lesson 9 - Some students may not have had much experience with number concepts. If so, teach this lesson as "rote memory." Number concepts will take time to develop in the future for these students. For Step 10, review cards for Lessons 7 – 9.

Review game: Numbers

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

## **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 the last day. Let them know that tomorrow evening they will have a homework assignment that will take them about an hour to complete. 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

## SESSION 1

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

### SUN Dictionary

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

*This is a SUN Dictionary of all the words 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.

- *The **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 find a symbol in the 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.


## Teaching Combinations

- *When teaching a combined symbol, it is important that students 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 another combined symbol—which can be called a “sub-symbol.”*
- *When students are able to see these things in the 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 several examples of this. This will be important to know how to do when you are preparing new Scripture passages to teach! In the dictionary the combined symbols contain information in parenthesis that will be 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 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 any changed or combined symbols (sub-symbols)?*

*Look for this symbol in the dictionary. What is the word?*

*Basic symbols:*

me 

mouth/speak 

small 

*Changed or combined symbols: none*

**hungry** 

*What basic symbols are used?*

*Does it contain any changed or combined symbols (sub-symbols)?*

*Look for this symbol in the dictionary. What is the word?*

*Basic symbols:*

heart 

mouth 

thing 

*Sub-symbol:*

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

**gentle**



*What basic symbols are used?*

*Does it contain any changed or combined symbols (sub-symbols)?*

*Look for this symbol in the dictionary. What is the word?*

*Basic symbols:*

soft

person

knife

*Changed symbol:*

(person) big

*Sub-symbol:*

big + knife Look for this combined symbol in the dictionary. What is the word? (power)

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 symbols and/or sub-symbols.

For the changed or combined symbols, they look for them in the dictionary and write the word it represents. They may work on their own or in pairs.

- When facilitators are working on this activity and learning this, you may notice that there are other details that you will need to guide them through, clarify, or reteach. They may have questions. It is important for team leaders to observe how the facilitators are doing.

When they are finished, write the correct answer on the whiteboard or chart paper.

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.

**godly (saint)**



*Basic symbols:*

person

work

good

*Changed symbols or sub-symbols: none*



**forgive** 𠂇人

Basic symbols:

no ✕

knife 𠂇

person 人

Sub-symbol: knife + person = kill 𠂇人

**foundation** 宀

Basic symbols:

house 宀

ground 土

Changed symbol:

(ground) root 𠂇

**sing** 人

Basic symbols:

mouth 口

walk 人

face 人

Changed symbol:

(face) happy 人

Sub-symbol:

walk + happy = dance 人

## 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.)

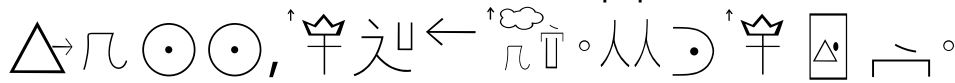
You might also provide colored pencils.

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 combined symbol in the lesson contains a changed symbol and/or sub-symbol, then you will also need to make teaching cards for these.
- As we have been doing, lessons should only have about 10 cards to teach. For a long passage, you may need to prepare 2 or 3 lessons to teach before reading even the first part of the passage.

We will practice doing this with Mark 2:1.

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



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 sub-symbols contained in the new symbols, make a list of them.

Demonstrate these on the whiteboard as you list them.

Changed symbol: (up) Facilitators look in the dictionary for meaning. (forward/to)  
This is part of the new symbol "after".

Sub-symbols (for Capernaum):

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

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

3. Make a teaching card for the new symbols, the changed symbol, and sub-symbols.

How many will be needed? (7)

4 new symbols: after, come, back, Capernaum

1 changed symbol: after

2 2 sub-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.

Have the facilitators work in pairs, each person making this set of 7 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 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 this activity. That is OK.

### Facilitators prepare a Scripture lesson

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




*Now you will prepare Mark 2:2 using the 4 steps we practiced for verse 1. You may 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 

1sub-symbol:

Bible 

Homework assignment – Handout a book of Mark to each facilitator.

Assign each facilitator a different verse from Mark 2 (verse 3 and following) to prepare and be ready to teach in a small group tomorrow. They should prepare their verses independently and follow the 4 steps that were used in practice this morning.

Explain to them that for this assignment only the symbols learned in lessons 1 - 12 are to be considered already taught, any other changed or combined symbols are to be considered “new” and need to be taught.

### **SESSION 3**

Facilitators continue with their small group.

Review L11 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. They should be creative to teach these simply in the context of short sentences using symbols that are familiar to the students. (Example: I drink water. I drink water! Man said, “I drink water.” Demonstrate/act out what possession is, such as my pen, man’s pen, etc. and write the symbol with the possession indicator)

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

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

### **SESSION 4**

Assemble just the facilitators and teach Lesson 14 Salvation 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. People get eternal life, living forever with Jesus.

Salvation lesson with verse references:

All people sin.	Romans 3:23
Sin's payment equals (is) death.	Romans 6:23
God loves people.	John 3:16
God gave (His) only Son.	John 3:16
Person believes (has faith in) God's son.	John 3:16
Person does 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.

Facilitators teach Lesson 14 Salvation cards and sentences to students

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 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

## SESSION 1

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

### 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 some more difficult combinations to work with. These are not frequent, but I will demonstrate two for you as examples.*


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*

### Homework presentation

In two small groups each facilitator will present their assigned verse. They will show their teaching cards and read their SUN symbols sentence card(s).

Each group is led by a team leader who will provide discussion, feedback and encouragement, and guide through any corrections needed.

## **SESSION 2**

Homework presentations continue

Act out the Scripture from homework assignment – if time allows

Final feedback and questions/answers with facilitators

## **SESSION 3**

Any last things that may need to be done

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 through Bible in Every Language website;



- 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 Bibleineverylanguage.org/sun

- o YouTube page WA SUN <https://www.youtube.com/channel/UCs3ESTtxuzWJie8ZUQf6ozw>

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