

# Let's Learn English



A bilingual Ezidi/English curriculum  
for advanced level students

## **Lesson #07**

# Preliminary Comments for Teachers

**Lesson #07:** Gaining Spiritual Understanding

**Level:** Advanced

**Comment #1:** Physical and Spiritual Life: The conclusion of the White Bride story has profound statements about the beliefs of the Ezidi people. In the conclusion to the story, Birivana Sipî does not die – she disappears.

She disappeared and

“... was taken into the divine realm, transformed into a celestial being”.

Not only that,

“Her spirit, now pure and eternal, became a guardian for her people.”

**Comment #2:** Sacrifice: The White Bride story also teaches Ezidi people about the value of sacrifice: The immediate result of Birivana Sipî’s sacrifice is that, “From that day forward, the village flourished once more, with no threat of destruction.”

Then the author makes the message very clear: He said that Birivana Sipî’s sacrifice “... ensured that the land would be blessed with prosperity and peace for generations.”

**Comment #3:** Learning Outcome #1: The first Learning Outcome in this lesson seeks to dig into the spiritual life of Ezidis living in Australia, by the way of two questions:

Question 1: Do Ezidi people living in Australia have supernatural guardians with whom they communicate?

Question 2: Who are the supernatural guardians of Ezidi people in Australia?

**Comment #4:** Reading Assignment: This lesson concludes the Birivana Sipî story, and gives us many insights into Ezidi beliefs. After the Reading Assignment there are six comprehension questions. Divide the students into three groups to discuss and answer the questions (in English).

**Comment #5:** Game: In Learning Outcome #3 we have a game. The explanation of the game (for the teacher) is on page 7. Read the rules carefully before trying to explain them to the class. Be sure that you have prepared all your materials according to instructions. Imagine how the game will play out and be prepared for some fun.

**Comment #4:** Choose a Proverb: Over the past seven Lessons you have collected data from students on their choice of proverbs. Thank you for collating the results week by week.

Please send your collected results to me (Keith Benn [keith\\_benn@wycliffe.org.au](mailto:keith_benn@wycliffe.org.au)), and I will use this data to put together a collection of proverbs, which will eventually go up on the Ezidi Youth Association website.

# Teachers' Notes

<p><b>Lesson #07: Gaining Spiritual Understanding</b></p>	<p><b>Level: Advanced</b></p>
<p><b>#1:</b> Ss will be able to discuss some Ezidi spiritual beliefs..  <b>#2:</b> Ss will be able to read and discuss a traditional Ezidi story.  <b>#3:</b> Ss will be able to review, and correctly identify the events in a traditional Ezidi story.  <b>#4:</b> Ss will be able to identify an Ezidi proverb, give its meaning in English and make a personal application in English.</p>	<p><b>Resources Needed</b>  <b>#1:</b> Reading text  <b>#2:</b> Game – the Berivani Story  <b>#3:</b> Ezidi wise sayings</p>
<p><b>Learning Outcome #1: Spiritual Life for Ezidis in Australia</b>  <b>Explanation:</b> The conclusion of the Birivana Sipî story today reminds us that we humans have both a physical life and a spiritual life.          How important is spiritual life to Ezidi people in Australia?  <b>Activity:</b> Get yourselves into three groups and ask yourselves two questions:  <b>Question 1:</b> Do Ezidi people living in Australia have supernatural guardians with whom they communicate?  <b>Question 2:</b> Who are the supernatural guardians of Ezidi people in Australia?  <b>Conclusion:</b> Almost every culture believes in spiritual guardians. However, they do not agree on who they are.</p> <p><b>Learning Outcome #2: Reading Text</b>  <b>Explanation:</b> Now we will read the final section of the Birivana story.          Handout: Give each student a copy of the Reading Assignment.  <b>Activity #1:</b> I need two volunteers to read the Ezidi and the English. Two students read the lines right through.  <b>Instruction:</b> Now get into pairs. One person reads the first sentence in Ezidi, and the other reads the sentence in English.  <b>Activity #1:</b> Now get into 3 groups and answer the questions.  <b>Group 1 = Ques 1&amp;2; Group 2 = Ques3&amp;4; Group 3 = Ques5&amp;6</b>  <b>Ques 1:</b> When the people rushed to the mountain, what did they expect to see?  <b>Ques 2:</b> What do we learn about life and death in this story?  <b>Ques 3:</b> What do we learn about Tawûsê Melek in this story?  <b>Ques 4:</b> What does this story teach about the life of people after they die?  <b>Ques 5:</b> How did Berivana Sipî's sacrifice benefit the whole village?  <b>Ques 6:</b> What do we learn about growth of spiritual understanding in this story?  <b>Instruction:</b> In your groups, discuss your questions, then choose your representative to report to the whole class on your two questions.          Three students report to class – each on two questions.  <b>Conclusion:</b> Well done. Most people in the world believe that there is more to life than our physical life. Therefore this is an important topic.</p>	<p><b>Resources</b></p> <p>#1: Berivana Vocabulary</p>

# Reading Assignment

Page 10-11 The Story of the White Bride *Salifa Berîvana Spî*

## The Divine Transformation **Bedel kirin a Rohanî**

A: Wextê ke asîfa bela bû, xelkê gund bilez çûn e ça de ke Berîvana Spî bibînin û şikir jî bikin. As the storm subsided, the villagers rushed to the mountain, hoping to see Berivana Sipî and express their gratitude.

B: Wextê gihiştine serê ça, dîtin heke ew winda bû, keras ê xwe î spî hêla bû ibtinê. When they reached the peak, they found that she had vanished, leaving only her white robe behind.

A: Iş gotina, Tawûsî Melek ew bire dîwana Xwedê û kira yekê pîroz. It is said that she was taken into the divine realm, transformed into a celestial being by Tawûsê Melek.

B: Nuha ruhê wê î qenje û ebedî ye, û bûye serwera xelkê xwe. Her spirit, now pure and eternal, became a guardian for her people.

A: Iş wê rojê pîde, gund dîsa ava bû û tirseke wan nebû. From that day forward, the village flourished once more, with no threat of destruction.

B: Qurbanî ye wê îş axa gund re bûye xweşî û aman ib sala. Her sacrifice ensured that the land would be blessed with prosperity and peace for generations.

## Questions about the **Berîvana Sipî** Story

**Question 1:** When the people rushed to the mountain, what did they expect to see?

**Question 2:** What do we learn about life and death in this story?

**Question 3:** What do we learn about Tawûsê Melek in this story?

**Question 4:** What does this story teach about the life of people after they die?

**Question 5:** How did Berivana Sipî's sacrifice benefit the whole village?

**Question 6:** What do we learn about growth of spiritual understanding in this story?



# Choose a Proverb

Student Name: \_\_\_\_\_

**Instructions:** See below ten Proverbs. Choose one that you is helpful for you.

- 1- Ê qenc li xwe na heyirê
- 2- Ê ne li şer şêre
- 3- Ê ji nîvê rê vegerya ney poşman e
- 4- Ê bilind firî wê nizim kevê
- 5- Ê nekir bi ja mezna lî tîn qûçên bizna
- 6- Ê zane zane ê nizane baqa nîska ne
- 7- Ê şil ji baranê natirsê
- 8- Ê zanibê hingiv bibirê wê mêş pêvedin
- 9- Ê bitirsê napirsê
- 10- Ê mihtac meynûke ( bê rûye )

Ezidi Proverb: \_\_\_\_\_

English Meaning: \_\_\_\_\_

\_\_\_\_\_

Why is this Proverb helpful to you? \_\_\_\_\_

\_\_\_\_\_

**This page is to be handed in after completion.**

# Teachers' Notes

**Lesson #07:** Gaining Spiritual Understanding

**Level:** Advanced

## Game – The Berivana Story

**Overview:** In this game the students will review the whole of the Berisana Sipî story. Two (or three) teams will compete to give the correct answer to ten questions.

Each team will have ten (perforated) A5 sheets of paper, with three potential answers to each question. After a question is read out **in English**, the team must choose the correct answer, and run to the whiteboard to paste it (with sticky tape) on the whiteboard.

The team must leave the **incorrect answers** behind.

The team with the most correct answers on the whiteboard is the winner.

**Whiteboard:**

	Team 1	Team 2	(Team 3)
Question 1:			
Question 2:			
Question 3:			
Question 4:			
Question 5:			
Question 3:			
Question 6:			
Question 7:			
Question 8:			
Question 9:			
Question 10:			

**Note 1:** Teams should be more than 5 metres from the whiteboard.

**Note 2:** Put strips of sticky tape (masking tape/blue tack) on whiteboard for use by students.

### Preparation:

**#1 Answers:** Take the A4 answer sheets and cut in half to become A5 sheets (each A5 sheet has three potential answers A, B and C).

**#2: A, B and C:** make 90% cuts in each A5 sheet so that students can easily rip off the correct answer to run with it to the whiteboard.

(**Note:** sticky tape needed at whiteboard.)

**#3 Discard box:** Each group of students needs a discard box to discard incorrect answers.

### Instructions:

**#1 Teams:** Form all students into two (or three) teams

**Note:** If you have two teams you need two sets of answers; if you have three teams you need three sets of answers

**#2: Questions:** Tell the students that you will read ten questions based on the Berivana Sipî story.

**#3 Correct answers:** Explain that each A5 answer sheet has two INCORRECT answers, and ONE correct answer.

**#4 Whiteboard:** After a question is read out, they must tear off the correct answer to run & stick it on the whiteboard. First team to stick the correct answer gets a point.

**Note:** Incorrect answers don't get a point.

**#5 Finish:** The team with the most correct answers wins.

**Q1 - A:** an old woman

**Q1 - B:** Sheikh Adi (Şêx Adî)

**Q1 - C:** no one knows

**Q2 - A:** to kill the old woman

**Q2 - B:** to sacrifice a sheep on Eid al-Adha

**Q2 - C:** to offer a pure sacrifice

**Q3 - A:** she was morally pure

**Q3 - B:** her father was a Sheikh

**Q3 - C:** she was unmarried

**Q4 - A:** they were very sceptical

**Q4 - B:** they feared the anger of the people

**Q4 - C:** they believed the sacrifice was needed

**Q5 - A:** that her sacrifice would restore harmony and save her village

**Q5 - B:** that Tawûsê Melek would protect the village from the storm

**Q5 - C:** that her parents had made a terrible mistake

**Q6 - A:** prayed that her life would be spared

**Q6 - B:** prayed for strength and courage

**Q6 - C:** prayed for her parents and the village

**Q7 - A:** that is where the storm was foretold  
to strike

**Q7 - B:** to speak face-to-face with  
Tawûsê Melek

**Q7 - C:** to obey her parents' request

**Q8 - A:** to thank Berivana Sipî for stopping  
the storm

**Q8 - B:** to thank Tawûsê Melek for stopping  
the storm

**Q8 - C:** to sacrifice a sheep to thank  
Tawûsê Melek

**Q9 - A:** Tawûsê Melek was already there

**Q9 - B:** Berivana Sipî was safe and sound

**Q9 - C:** Berivana Sipî had vanished

**Q10 - A:** the village flourished once more

**Q10 - B:** the village people thanked  
Tawûsê Melek

**Q10 - C:** her parents became childless

# Correct Answers

## (underlined) for the Berivana Sipî Game

Q1: Who told the Ezidi people about a mighty storm that would destroy their village?

Q1 - A: an old woman

Q1 - B: Sheikh Adi (Şêx Adî)

Q1 - C: no one knows

Q2: What was the only way to save their village?

Q2 - A: to kill the old woman

Q2 - B: to sacrifice a sheep on Eid al-Adha

Q2 - C: to offer a pure sacrifice

Q3: What qualified Berivana Sipi to be an acceptable sacrifice?

Q3 - A: she was morally pure

Q3 - B: her father was a Sheikh

Q3 - C: she was unmarried

Q4: How did Birivana's parents respond to the prophesy?

Q4 - A: they were very sceptical

Q4 - B: they feared the anger of the village people

Q4 - C: they believed that the sacrifice was essential

Q5: What did Berivana believe?

Q5 - A: that her sacrifice would restore harmony and save her village

Q5 - B: that the Peacock Angel (Tawûsê Melek) would protect the village from the storm

Q5 - C: that her parents had made a terrible mistake

Q6: For what did Berivana Sipî pray to the Peacock Angel (Tawûsê Melek)?

Q6 - A: she prayed that her life would be spared

Q6 - B: she prayed for strength and courage

Q6 - C: she prayed for her parents and the village

Q7: Why did Berivana Sipî go to the highest peak of the mountain?

Q7 - A: that is where the storm was foretold to strike

Q7 - B: to speak face-to-face with the Peacock Angel (Tawûsê Melek)

Q7 - C: to obey her parents' request

Q8: Why did the village people rush to the mountain

Q8 - A: to thank Berivana Sipî for stopping the storm

Q8 - B: to thank the Peacock Angel (Tawûsê Melek) for stopping the storm

Q8 - C: to sacrifice a sheep to thank the Peacock Angel (Tawûsê Melek)

Q9: When the villagers reached the peak, what did they find?

Q9 - A: the Peacock Angel (Tawûsê Melek) was already there

Q9 - B: Berivana Sipî was there, safe and sound

Q9 - C: Berivana Sipî had vanished

Q10: What was the result of Berivana Sipî's sacrifice?

Q10 - A: the village flourished once more

Q10 - B: the village people thanked the Peacock Angel (Tawûsê Melek)

Q10 - C: Berivana Sipî's parents became childless