



WAVERLEY
COUNCIL

Eat Pray Naches

Jewish Community Stories

School Activity Kit

YOUR FAMILY,
YOUR SCHOOL,
YOUR COMMUNITY

Your Family, Your School, Your Community



Overview of Activity

This activity encourages students to undertake their own Eat, Pray, Naches style interview. They will present their work, providing a forum to learn and reflect on each other's research and explore the migrant experiences of their class or school community.

There are numerous options for students to choose whom they interview, depending on size, make up and background of the class.

Once students have conducted their interview, there are many options for how they present their information, such as:

- Exhibition style displays or posters with key information and photographs.
- Digital presentation, such as a class website for an online exhibition (<https://wordpress.com>) or a presentation, such as Prezi (<https://prezi.com>) shared with the class.
- Edited video recording of the interview that is available for viewing

ACTIVITY INSTRUCTIONS FOR EDUCATOR AND STUDENTS

Step 1: Explore the Eat, Pray, Naches Website for Inspiration

Students are given time to explore the Eat, Pray, Naches website and listen to one of the video interviews available in the online exhibition.

Step 2: Interviewing a migrant

Students select a person who has immigrated to Australia or is the descendent of migrants and then conduct and record an interview with that person. Students can base their interviews on the questions used by Eat, Pray, Naches, using the Interview Questions found below. The number of questions and focus can be adjusted, expanded and limited depending on student ability, time available and goals for the activity.

Should students choose to interview the second generation of migrants, the wording of the questions can be adjusted accordingly (i.e. where were your parents born? Why did you parents leave and choose Australia? etc.)

Step 3: Presenting the interviews

Once students have conducted their interview, there are many options for how to present their information, such as

- Exhibition style displays or posters with key information and photographs.
- Digital presentation: such as a class website for an online exhibition (<https://wordpress.com>) or a presentation, such as Prezi (<https://prezi.com>) shared with the class.
- Edited video recording of the interview that is available for viewing.

See following page for questions and requirements.

Interview questions for Eat, Pray, Naches: My Community's Stories

Stories connect us to our history, our traditions, and who we are.

By hearing your story you will give our class and school community an opportunity to learn about the rich cultural heritage and contribution migrants and their descendants have created for our local community.

Firstly, I will ask you about your journey to Australia, migration experience and the choice of settling in this community.

Then we will cover the three project themes:

- **Eat** (the role of food within culture and community)
- **Pray** (the role of religion and tradition within community)
- **Naches** (the role of family and engagement in community)

Migration Experiences: Life before Australia, migration, settlement in your local area:

Please tell me your name.

When were you born and which country?

How did you leave? Who helped you get to Australia?

Why did you decide to settle in this area?

What were your first impressions of the area?

What did it feel like when you first arrived in Australia? How did you adapt to those changes?

Talk about one of the challenges you and your family had when you first arrived in Australia.

How do you think the migrant community you are a part of has shaped this area?

How has your cultural background and community shaped you as an individual?

How has your sense of culture and lifestyle changed through living in Australia?

Do you think our local community has become a melting pot for different cultures? How has your culture and community influenced the character of the local area?

Eat questions:

Tell me about special foods that you prepare or eat during family get togethers, religious or cultural events?

What is your favourite dish from your culture?

What did you think of Australian food when you first arrived? And how has it changed?

How has your migration wave influenced food in the local area?

Pray questions: Tradition, rituals, religion and culture are central parts of our identity, expression and human experience.

How do your religious practises now compare to before you migrated?

Are you part of a religious community now? If so, what can you tell me about this community

What values and traditions do you feel most important or most passionate about?

What traditions have your parents and grandparents passed onto you?

What traditions are you passing onto your own children and grandchildren? Or would like to pass onto your children and grandchildren?

NACHES Questions: Naches is a Jewish word with no exact equivalent in English. It has come to mean pride. Joy and fulfillment, often in the achievement of children and grandchildren.

Tell us about a time that you have given your grandparents or parents joy and pride in who you are or in one of your achievements.

What is your biggest achievement in life? Why?

What activities are you involved in for the wider community that also brings you a sense of joy, satisfaction and meaning?

How do you feel about your place within your community?

What would your grandparents make of your life in Australia?

What do you hope for your children and grandchildren?

This activity addresses the following aspects of the BOSTES NSW History K-10 Syllabus:

Australia as a Nation

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114)

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/content/805/>

See Appendix for Syllabus outcomes and content that can be addressed in this activity.

APPENDIX...

SYLLABUS CONNECTIONS

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114)

A Student:

Identifies change and continuity and describes the causes and effects of change on Australian society

Key Inquiry Questions:

How did Australian society change throughout the twentieth century?

Who were the people who came to Australia? Why did they come?

What contribution have significant individuals and groups made to the development of Australian society?

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)

Students:

1. Use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration
2. explain how migrants have contributed to Australian society
3. using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/content/805/>