



WAVERLEY  
COUNCIL

# Eat Pray Naches

Jewish Community Stories

School Activity Kit

MOMENTS OF  
COMING TOGETHER

## Moments of Coming Together



Bob Sitsky's Birthday Party Tientsin China 1945

### Overview of Activity

By looking into a 'moment of coming together', this activity invites students to explore themes of family, community, values, and the many of the ideas expressed in the Eat, Pray, Naches website.

This 'moment of coming together' could come from the student's own experience and cultural background and/or they could be asked to explore an event that is part of a cultural background and community different from their own.

Students then present or share their work so other students are exposed to and learn about other cultures in their class or school.

## ACTIVITY INSTRUCTIONS FOR EDUCATOR AND STUDENTS

### Step 1: Think, Pair, Share as a Class

First individually and then sharing with a partner, students think of moments their FAMILY and COMMUNITY come together and begin a list under each category of their ideas.

Come together as a class and create a master list of ideas and examples under the categories of FAMILY and COMMUNITY.

### Step 2: Explore the Eat, Pray, Naches Website for Inspiration

Students are given time to explore the Eat Pray Naches website and are given time to listen to one of the interviews or view parts of a participant's story that focuses on a 'moment of coming together'.

### Step 3: Selecting a moment to research and present

(Option 1) Students can either explore 'a moment of coming together' they have personally experienced that is important to their family or community.

OR

(Option 2) Students can explore a 'moment of coming together' from a family or culture different to their own.

Once a 'moment of coming together' has been determined, students can work to produce one of the following:

- Imagine you are a newspaper journalist for a local newspaper. You have been asked to write an article on this event, incorporating answers to the following questions into your article.

OR

- Conduct and record an interview with someone who has been part of this event. You could either record their voice for a radio broadcast or make a video.

## **Step 4: Conducting the Interview**

Students can use the questions in the document Moments of Coming Together Interview Questions found below.

Once students have conducted their interview, they can take the information and present it using one of the methods suggested above or any other approved format.

## **Step 5: Presenting, Sharing and Reflecting on the ‘moments of coming together’**

Once students have completed their presentation, create opportunities for students to share and display their work with the rest of the class.

There are then opportunities to design activities that require students to engage with their peer’s work to compare, contrast, ask questions and draw conclusions from the various moments.

**See questions and requirements on following pages.**

## Family and Community Moments of Coming Together

### Interview Questions

When and where does this event take place?

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Who typically attends?

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Describe what usually happens?

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Why is this significant for your family, community or culture?

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How has this event changed or remained the same over time?

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What values are expressed in this event?

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# Eat Pray Naches

Jewish Community Stories

**EAT:** Does this moment involve special foods? These could be symbolic foods, traditional recipes or culturally important dishes. If so, describe them and explain their cultural significance and origin. Do you have a personal favourite?

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**PRAY:** Are there any rituals or religious or spiritual aspects to this event? If so, describe them and what they represent.

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**NACHES:** Explain how and why this event is important for your family and/or community?

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Find an image and/or quote from someone who attends this event that further illustrates the significance of this event?

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Find an image and/or quote from someone who attends this event that further illustrates the significance of this event?

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**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**

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:

Use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration

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