



WAVERLEY  
COUNCIL

# Eat Pray Naches

Jewish Community Stories

School Activity Kit

MORE THAN A MEAL:  
CULTURAL COOKBOOK

## More Than a Meal: Cultural Cookbook



### Overview of Activity

Food plays a central role in cultural expressions, celebrations and identity. This activity encourages students to explore their own cultural and food heritage by researching with members of their family.

By encouraging intergenerational family connections to explore aspects of their cultural heritage and the important role food. This activity has students contextualise and articulate the recipe's significance to their family and culture.

Alternatively students could be asked to complete this activity for a different culture in their community.

A culminating celebration of this activity could be creating a recipe book or website of the recipes for the class/school. Another celebration could be a class feast, where students bring in the dish shared in the recipe book. This could be expanded to an event where family members are invited to celebrate the various cultural backgrounds of the classroom through music, song, dance and art.

## ACTIVITY INSTRUCTIONS FOR EDUCATOR AND STUDENTS

This activity requires students to speak to older generations of their family (parents, grandparents, aunts, uncles etc.) or from a culture not their own, to learn a recipe that reflects that family's cultural background and to articulate its significance for that family and culture.

Students will be required to create two pages, one that contains the recipe and the other that provides the cultural context, memories and significance of the recipe. You may like to create a template for the recipe page for the students to follow or provide guidance through headings or questions that the students need to address.

See below for questions and requirements.

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

Explore the participant profiles on the Eat Pray Naches website. Many participants have interesting insight into the role that food plays in forming and maintaining cultural identity.

### Step 2: Interviewing and completing questions

Have students speak with their chosen person about food within their family and whether there are foods that they would consider traditional or have special significance for them. Students will need to prepare some questions in advance in order to get clear instructions for the dish and to capture the cultural significance also.

### Step 3: Create

Once students have answers to the questions on the Cultural Page and Recipe Page, they can begin publishing their work – setting the task as either something that could be published online as a website (such as <https://wordpress.com>) or that could be printed, collated and shared with the class.

### Step 4: Celebrate

- Recipe Book or Website: Create the recipe book or website as a record of the students' work. Share and promote this amongst the class, grade or whole school community.
- Intercultural Feast: Students can bring in the dish they have written about (encourage them to cook it with the person who gave them the recipe) and then share it with the class.
- Family Celebration: A more ambitious version of the Intercultural Feast – inviting family members and expanding beyond food to include celebrations and presentations of the people, music, art, dance of the cultures within your class.

## More Than a Meal – Our Cultural Cookbook Recipe Page

Name of recipe

.....

Culture/country of origin

.....

Source for the recipe (acknowledge where this recipe comes from – this could be a person or a cook book)

.....

Ingredients

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.....  
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Method

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# Eat Pray Naches

Jewish Community Stories

Upload photo of dish here

**More Than a Meal – Our Cultural Cookbook Cultural Page**

Why did you choose this recipe?

.....  
.....  
.....

What is the origin of this recipe?

.....  
.....  
.....

In what ways does this recipe reflect or express your cultural background?

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.....  
.....

Has this recipe changed or developed over time or as people have migrated to Australia?

.....  
.....  
.....

What family memories are connected to this dish?

.....  
.....  
.....

Include a quote from someone in your family expressing what this recipe means to them

.....  
.....

Upload an image that expresses your family or cultural background

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:

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/>