



Teacher Resource

# Ngani Café

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:


1. What do students sell at Ngani café?
2. What does Ngani café mean in Kurna?
3. What skills are the students learning in the café?
4. What native ingredients do they use at the café?
5. Why is it important to use native ingredients?

## Activity: Class Discussion

### What do you see, think and wonder?

After watching the BTN Ngani Cafe story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?



What do you see, think and wonder?

## Activity: Class Discussion

After watching the BTN story find out what your students know about bush tucker and what they want to learn about bush tucker. Use the following questions to guide the discussion.

- What is bush tucker?
- Have you tried bush tucker? If so, what did it taste like.
- Can you name some bush tucker? Make a list.
- Where can you find native ingredients?



### EPISODE 9

1 April 2025

### KEY LEARNING

Students will learn more about Indigenous ingredients and investigate Indigenous seasonal calendars.

### CURRICULUM

#### Geography – Year 4

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources.

#### Science - Year 4

Living things, including plants and animals, depend on each other and the environment to survive.

#### Science – Year 5

Scientific knowledge is used to inform personal and community decisions.

#### Science – Year 6

The growth and survival of living things are affected by the physical conditions of their environment.

Important contributions to the advancement of science have been made by people from a range of cultures.

## Activity: Vocabulary

Students will brainstorm a list of key words that relate to bush tucker and Indigenous ingredients. Here are some words to get them started.

HARVEST	INDIGENOUS CULTURE	BUSH TUCKER
NATIVE FOOD TRAIL	SEASONAL CALENDAR	BUSH FOODS

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

### Further activities for students:

- Add additional terms to your glossary. Visit this [website](#) to learn about bushfood words in the *Pitjantjatjara* language.
  - Mai: food from plants, including vegetables, fruits, and seeds.
  - Tjuratja: sweet food, such as honey.
  - Kuka: edible animals.
  - Maku: edible grubs, like witchetty grubs.
- Make a list of Indigenous ingredients. Include a photo, a description of what it looks like, tastes like, and how it is eaten. Below are some examples of Indigenous ingredients.
  - Saltbush
  - Wattle seed
  - Finger lime
  - Lemon myrtle
  - Warrigal greens
  - Quandongs
  - Bush tomatoes



Bush Foods (Source: [ABC News](#))

## Activity: Create a bush tucker garden

Start this activity by asking your students “What do you know about Indigenous foods or bush tucker?”. Discuss as a whole class or in small groups and then share and record your students’ ideas.

Explain that food is an important part of First Nations cultures; it connects community and generations. Traditions around food are passed down from Elders to the next generation to keep these a part of everyday life.

### Create a bush tucker garden

Students will create their own bush tucker garden at school. Watch the [BTN Bush Tucker story](#) for inspiration. Brainstorm possible garden designs and locations. Things to consider when designing a garden include position, type of soil and how much water the plants will need, then find edible indigenous plants that are native to the area. Students will need to consider how easy the plants are to obtain and the size of the plants – how large will they grow (how much space is available for the garden). Think about signage for the garden or an information brochure.



Bush Tucker story (Source: [BTN](#))

### Further investigation

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

#### Recipe

Write a recipe using Indigenous plants that are native to your local area. Cook and share the food you make together.

#### Meet local elders

Speak with local elders or First Nations community members to learn more about Indigenous ingredients and recipes.

#### Dreaming Trails

Learn more about the dreaming trails in your local area. Meet Rookie Reporter Tyrone in this [BTN story](#) to tell you what the river and Ponde, the giant river cod, means to his people - the Ngarrindjeri.

#### Bush Tucker Trail

Find out if you have an Indigenous food trail near your school that you could visit for inspiration and to learn about Indigenous plants local to your area.

## Activity: Indigenous Food Trail

Learn about native bush foods and medicines along an ancient riverway. Watch this ABC Australia [video](#) (YouTube) to hear from Noongar man Larry Blight (Albany-based educator and tour guide) as he takes us on a walk along the Kalgan River, on Western Australia's south coast.

### Video

Eating native bush foods and medicines along an ancient riverway | ABC Australia

<https://www.youtube.com/watch?v=goXbOJAAtvEY>

After watching the video, students will find answers to one or more of the following inquiry questions.

- Where is the Kalgan River? Find on a map of Australia. Then find on a [map of Indigenous Australia](#). Find some photos showing the Kalgan River area.
- What is the Indigenous Noongar name for the Kalgan River? What does the Indigenous name mean?
- What months are the Noongar season *Kambarang*?



Eating native bush foods and medicines along an ancient riverway (Source: [ABC Australia](#))

## Activity: Indigenous seasonal calendars

The different seasonal calendars are really important to different Indigenous groups because they tell traditional owners the best times to hunt, fish and collect bush tucker. Watch BTN's Special Indigenous Seasons stories to learn more about it! Use the BTN Teacher resource on the story page to extend your student's knowledge.



BTN [Indigenous Seasons - Part I](#)



BTN [Indigenous Seasons - Part II](#)



The ABC's "[Many Lands, Many Seasons](#)" series explores six Aboriginal seasonal calendars to find out how the unique knowledge they contain helps the traditional owners to hunt, fish and collect bush tucker at the best time! Visit the Daly River, Fitzroy Valley and West Arnhem Land to learn more about the seasonal calendars in these areas.

Learn more about the [Indigenous Seasonal Calendar on the CSIRO website](#).

Learn more about the [Yolngu seasonal calendar](#), and the plants and animals that are important to the Yolngu people.

## Useful Websites

- [Bush Tucker Garden](#) – BTN
- [Planting Indigenous foods](#) – Australian Museum
- [Gardening Australia: The many uses of Indigenous plants](#) – ABC Education
- [Aboriginal Plant Use Trail](#) – Australian National Botanic Gardens
- [Native edible plants and bush foods to grow at home](#) – ABC News
- [What is an indigenous plant?](#) – Sustainable Gardening Australia