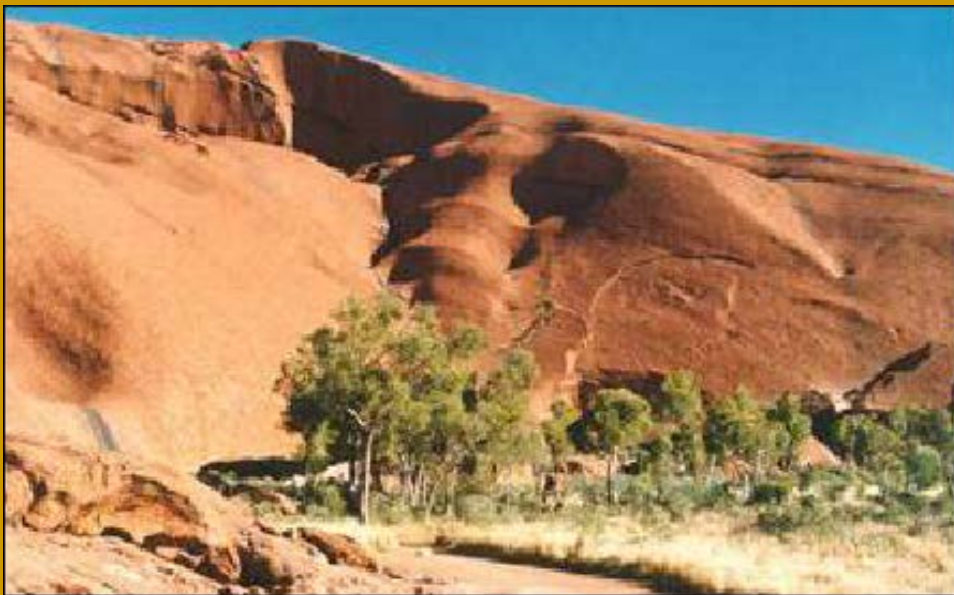


Project book



AHCILM301A

**Propose appropriate uses
of traditional customs**

About this resource

This work is a Language Literacy and Numeracy (LLN) resource designed to build numeracy skills for those undertaking vocational training in Care and Land Management. It can also be used in any learning field requiring skills in providing appropriate information on cultural knowledge.

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Introduction

This project book forms the assessment tasks for AHCILM301A Propose appropriate uses of traditional customs. You must complete all activities in this assessment. This project activity book will give you the opportunity to demonstrate your skills, abilities and knowledge to:

- complete activities
- answer questions
- investigate cultural knowledge
- provide information on cultural knowledge.

Preparation

To begin:

- read the project book
- make a note of anything you don't know
- speak to your trainer and get them to explain anything you don't understand
- discuss with your training or community mentor any resources you might need to complete your project, such as:
 - digital camera
 - audio equipment
 - poster paper and art equipment
 - artefacts
 - plant or animal samples.

Community mentor

If you are working with a community mentor they will help you to:

- read and understand the content, activities and tasks
- know where to get further information
- identify other community members who can help you to:
 - gain permissions and permits
 - find out about cultural knowledge and protocols
 - get advice to complete your project work.

Resource book

Each section of this project book contains activities that must be completed. The content that relates to the project activities can be found in the resource book for this unit.

Section	Topic	Project activities	Resource content
1	Identify the role of traditional customs in indigenous communities	1.1, 1.2, 1.3	Parts 1.1 to 1.3
2	Native title rights and interests under non-Indigenous law	2.1, 2.2, 2.3, 2.4, 2.5	Parts 2.1 to 2.5
3	Applications of traditional customs	3.1, 3.2, 3.3	Parts 3.1 to 3.3



There are different types of activities in the project books. These include:

- **Workplace scenarios**
- **Gathering and recording information**
- **Planning and developing**
- **Preparing and providing information for others.**

Student details

Name:

Address:

Phone:

Email:

Student number:

Community mentor details

Name:

Address:

Phone:

Email:

Section 1 Identify the role of traditional customs in Indigenous communities

1.1 Impacts of traditional customs



Activity 1.1.a. Land boundaries

Talk to an elder or cultural custodian about the land boundaries of the local community. In the box below, draw a rough map of the land boundaries that are explained to you (you can use a blank page if you need more space – attach it to your project book):



Activity 1.1.b. Traditional land management customs

Talk to community people about the land care practices used by traditional people in the local area:

Traditional land care practice	Describe community practices
Seasonal movements	
Burning practices	
Shelter construction	
Tools and weapons	
Stone technology	
Hunting techniques	
Gathering techniques	
Fish (or animal) trapping	
Food preparation methods	

1.2 The traditional roles of men and women in land management



Activity 1.2.a. Traditional land management customs

How did the traditional local community practise sustainable land management methods?

How do men and women contribute to sustainable land care in the local community in the present day?

Write down some of the local protocols for respecting women's and men's business in the local community:

Women's business

Men's business

Are there men's or women's places in the local area? If so, what are rules for visiting these places?

1.3 The impact of European settlement on land management



Activity 1.3.a. European settlement

Plan to talk to a group of visitors about the impact of European colonisation on the local land and community.

Terra Nullius

Why did early explorers say that Australia was empty land or Terra Nullius, even though they could see it was inhabited?

What would you ask visitors to look for on the local country to show that Terra Nullius was an incorrect assumption of the white settlers?

What would you say to a group of visitors regarding the impacts of European colonisation on the local people?

- **Disease:** Is there evidence of the effects of foreign disease on the traditional people?

- **Dispossession:** What happened to the local peoples' access and use of their traditional country?

- **Population:** How did colonisation affect the population of the traditional people?

Section 2 Native title rights and interests under non-Indigenous law

2.1 Conflicts of interest – traditional people

Conflicts of interest can potentially exist between traditional people exercising their native title rights.

The disconnection from land and mixing of heritage that occurred after colonisation ultimately led to conflicts of interest between traditional people themselves. So not only were traditional owners in dispute externally with white society, but internally with other Indigenous people.



Activity 2.1.a Conflicts of interest

Who are the important Elders, council members or relevant Land Groups you would approach to discuss the history of establishing land boundaries for the local community and its surrounding area?

Have there been any disputes within the local community about land boundaries? Give details.

Have there been any disputes with neighbouring language groups about land boundaries? Give details.

Are any significant sites such as meeting places or ceremonial grounds that have caused disputes over whose land they are on? Give details.

2.2 Native title rights



Activity 2.2.a Native title rights within non-indigenous law

Many people are confused by the terms 'land rights' and 'native title'. In your own words, what do you understand the following terms to mean?

Land rights:

Native title:

Explain the difference between **freehold title** and **perpetual lease**?

Have any Land Rights or Native Title claims been granted to the local community and are there any planned for the future? If so, describe the impacts these claims will have on land care projects.



Activity 2.2.b. Optional internet research

If you have access to the Internet, research one or more of the following sites and write a few notes about what you find out.

From little things

For a powerful insight into the story of Vincent Lingiari and the determination of the Gurindji, go to: [From Little Things Part 1](#) (7 mins) and [From Little Things Part 2](#) (8 mins).

Notes:

The National Native Title Tribunal

Have a look around the [National Native Title Tribunal](#) (NNTA) website. What did you find out about the history and nature of the Native Title legislation?

2.3 Native title rights and other valid grants of title

Native title rights can vary depending on the rights of other people in the same area.



Activity 2.3.a. Grants of title

In your own words, please explain the following terms and how they affect the local community.

Term	Explanation	Affect on the local community
Coexistence		
Crown land		
Freehold		
Pastoral lease		
Minerals		
Mining lease		



Activity 2.3.b. Optional internet research

If you have access to the internet, research the **High Court mining ruling of March 2014** and how it affected the Ngarla People of Western Australia. What are the implications for other Indigenous communities in Australia?

2.4 Conflicts of interest and the rights of others

Like any conflict, disputes over land use and management are caused by the absence of communication, information and agreement. The formal process to set up partnership agreements is called an Indigenous Land Use Agreement (ILUA)



Activity 2.4.a. ILUAs

The local community council has asked you to give them some basic information on how to go about registering an Indigenous Land Use Agreement (ILUA). If possible work with your learning mentor or another person and present your information to your class mates. Follow the information given by your trainer or go to the [National Native Title Tribunal website](#) for the information you need.

Prepare some dot-point notes to support the presentation:

ILUA Topic	Notes
What is an ILUA?	
What are the benefits of ILUAs?	
Examples of successful ILUAs Use Google or the Register of ILUAs website for information.	
How do you apply for an ILUA?	
How do you negotiate an ILUA?	
How are ILUAs registered?	
Where to go for help?	

2.5 Practising traditional customs and native title

Native title is the recognition by Australian law that Traditional Owners have rights and interests to their land that are based on their heritage, laws and customs.



Activity 2.5.a. Practising traditional customs

Traditional Owners

Talk to an elder about the use of the term 'Traditional Owner'. Is it a term that they use or would they prefer something else?

Talk to community people about how they practise the following customs in the present day. Would they like to do more and if so, what is preventing them?

- living on country

- camping

- performing ceremonies

- visiting and protecting important places and sites

- hunting, fishing and gathering food

- collecting traditional resources like water, wood and ochre

- teaching lore and custom on country

Section 3 Applications of traditional customs

3.1 Traditional customs, native title and ethics

In this part you will look at the ethical implications of carrying out traditional customs or native title.



Activity 3.1.a.

Ethical traditions

An ethical tradition relates to things that a whole group of people believe to be either right or wrong. What ethical traditions does the local community share with other Indigenous people across the country?

What behaviours relate to ethical traditions that are unique or special to the local community?

Looking inwards

Think about local traditional customs that may no longer be viable, sustainable or ethical. Describe them in your own words:

What guidelines would you recommend the local community put in place to manage these practices in a more sustainable or ethical way?

3.2 Traditional customs and mainstream systems

In this part you will consider the use of traditional customs as an alternative to, or in conjunction with, mainstream systems.



Activity 3.2.a. Traditional knowledge

Think about how traditional knowledge can be used to improve the mainstream land care practices in the local community.

The traditional landscape

Talk to Elders or community people to find out what the traditional landscape of the local area was like before colonisation.

Who did you speak to?

What did you find out about the traditional landscape of the local area?

How did colonisation change the traditional landscape of the local area?

How can traditional knowledge be used to improve the mainstream land care practices in the local community?

What can you do as an individual to help in the process of re-introducing traditional knowledge into local land care practices?

3.3 Advice for legal representatives

In this part you will think about how you could advise legal representatives about integrating traditional customs and mainstream systems.



Activity 3.3.a. Advising legal representatives

This activity is about gathering the legal information you need to present to a legal representative.

Cultural tourism proposal

Imagine a cultural tourism organisation has approached your community for permission to take tourists to a significant site on local country. They have suggested a partnership between themselves and the local community and are promising to involve local people in the project as guides and cultural consultants.

The council has asked you to be involved in the discussions about whether the project is suitable for their community. They want you to prepare information for a meeting with a legal representative in one month's time.

Prepare for the interview

1: Be yourself

What are some basic things you can do to help you to communicate comfortably with the legal people involved in this proposal?

2: Set clear and achievable goals

Be clear about what you expect the legal rep to do for you. You both need clear goals about what you want to achieve. What can you do to make sure your goals are SMART?

- Specific

- Measurable

- Attainable

- Relevant

- Time-based

3: Talk to all stakeholders

Talk to as many people as possible when gathering information for legal matters. The most unlikely person, even a child, may have an important thing to say. Who are the most important people to talk to regarding a possible cultural tourism project in the local community?

4: Write down the details

What type of specific information do you need to collect prior to the first meeting?

5: Keep on track

It can help to write up a formal list of topics, called an **agenda**. Write down some of the important items to put on the agenda for the meeting with the legal rep:

6: Ask for weekly feedback on progress

How will you gather weekly feedback from the legal rep?



Activity 3.3.b. Meeting with legal representatives

This activity is to practise meeting with a legal representative.

Role Play

Ask your trainer or learning mentor to help you to set up a role play (practise session) about meeting with a legal representative. This activity can be conducted in pairs or as a group.

Prepare a basic agenda to help guide the meeting. Keep notes (minutes) about what was discussed. Attach the agenda and notes to this book.

Ask your trainer or learning mentor to write some feedback on your interview performance.

Feedback:
