

Project book



**AHCILM302A Provide
appropriate information
on cultural knowledge**

Working on country

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 AHCILM302A: Provide appropriate information on cultural knowledge. You must complete all the activities in this assessment. This project 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 ask 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 book
1	Investigate cultural knowledge	1.1, 1.2, 1.3, 1.4	Parts 1.1 to 1.4
2	Identify locations and patterns of plants and animals in a specific area	2.1, 2.2, 2.3, 2.4	Parts 2.1 to 2.4
3	Identify plants, animals and resources used for medicine and food	3.1, 3.2, 3.3, 3.4	Parts 3.1 to 3.4
4	Relate information on cultural knowledge to others	4.1, 4.2, 4.3, 4.4	Parts 4.1 to 4.4



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

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

Student details

Name:

Address:

Phone:

Email:

Student Number:

Community mentor details

Name:

Address:

Phone:

Email:

Section 1 Investigate cultural knowledge

1.1 Talk to Elders or cultural custodians about cultural knowledge



Activity 1.1.a. Workplace scenario - talking to Elders

Work with community members and Elders in the local region to identify and gather cultural knowledge about people and places.

Write down the details of any relevant local community protocols you will need to follow to interview Elders or cultural custodians.



Activity 1.1.b. Plan and develop an activity

Make notes about cultural knowledge topics to talk to Elders or custodians.

Find out about local cultural topics such as: plants, bush medicine, traditionally hunted animals, and spiritual places. Then, write down the important questions you need to ask.

Topics	Questions you would ask
Example: Hunting techniques	Example: What are the traditional hunting practices in the local community?

1.2 Principles, values and practices of cultural knowledge



Activity 1.2.a. Gather and record information about local cultural knowledge

Follow local cultural protocols to interview Elders about the cultural knowledge topics for the local community.

- Check whether you can record the conversation with Elders.
- If you are unable to record the interview, take notes.
- Record the cultural knowledge that you have gained from the interviews with the Elders.

Names of the Elders you interviewed	
Topic discussed	Information gathered



Activity 1.2.b Gather and record information about culturally sensitive information

Follow local cultural protocols to interview Elders about culturally sensitive information

Make a note of:

- any culturally sensitive information (you can be very general so that confidential cultural knowledge is not recorded (For example, Initiation practices, mourning practices)
- any information that may have intellectual copyright
- information that may have to be withheld from the public.

Culturally sensitive information	
Intellectual copyright	
Types of information that must be withheld	(For example, initiation ceremony details, names)

1.3 Explore the relationship between cultural knowledge and the management of country



Activity 1.3.a. Gather and record information about community land care practices

Gather information about a community land management practice. Explain how this practice was carried out in the community, and the benefits to the community.

Some examples which you could speak about may include:

- seasonal movements of the group to utilise the food available in the environment
- traditional burning practices
- shelter construction
- tool construction
- food preparation methods
- fish trap techniques
- hunting techniques
- care and management of sites.

Community land management practice	
Elder/s who helped with this information	
Are any of the details about this practice considered culturally sensitive or covered by intellectual property?	
Explain the basic steps involved in carrying out this custom or practice?	
What basic need did this practice fulfil for the group?	
Traditional language names and English translations for practice?	

Community land management practice	
What tools, materials and implements were used in this practice?	
Where did this practice occur?	
At what times of year was this practice performed?	
Which people in the community carried out this practice?	
Was this practice witnessed by everyone in the community or was it private to groups in the community?	
Was this practice connected to men's or women's business?	
Which elders are allowed to teach the practice?	
When are younger people encouraged to be initiated into the practice?	
Was this practice carried out in different ways in neighbouring cultural groups?	
Are any stories connected to the practice?	
Was this a normal part of life, or were there spiritual or ceremonial beliefs attached to this practice?	
Is this cultural practice still carried out today?	



Activity 1.3.b. Workplace scenario

List some of the local cultural knowledge that would need to be considered when planning land care management programs.



Activity 1.3.c. Workplace scenario

List some of the land care practices that need to be implemented in the local area to ensure that cultural knowledge is maintained and protected.

1.4 Explore the ownership and the rules about passing on cultural knowledge to others



Activity 1.4 Gather and record information

Discuss and make notes about how Elders and cultural custodians in this community deal with the ownership and transferring of cultural knowledge.

You may need to speak to a number of individuals and organisations to gather this information.

Names of people you spoke to and their role in your community	
Notes about cultural ownership	
Notes about transferring of cultural knowledge	

Section 2 Identify the locations of plants and animals in a specific area

2.1 Explore land, river, lakes and sea and land care management relationships



Activity 2.1 Workplace scenario – seasonal calendar

You have been asked to collect and record information about seasons and life cycles in the local area to give to visitors at the cultural centre.

Complete a local seasonal calendar (see the resource book for an example seasonal calendar). The calendar should be in western months, traditional seasons and a minimum of eight other seasonal occurrences throughout the year.

To gather information:

- Find out the local indigenous names for seasons, plants, animals, medicines and other seasonal occurrences.
- Collect (or photograph) five examples of plant material which show traditional seasonal food supplies.
- Check with cultural custodians that the information contained in the calendar is appropriate to share outside the community group.
- Access the BOM ([Bureau of Meteorology](#)) website to see if the traditional weather cycles are still similar to current weather patterns.
- Accurately divide the calendar into segments using drawing equipment, compass and ruler.
- Use the following blank page to produce your Seasonal Calendar or create one and attach a copy of it with your project book.

Draw your seasonal calendar here (or attach one if you prefer)

2.2 Use indigenous names for plants and animals



Activity 2.2 Prepare and provide information for others

Prepare a handout for tourists who visit the cultural centre in this community.

Plants and trees word list

Provide a list of local language names for common **plants and trees** in the area.

Language word	English word	Cultural significance

Animal word list

Provide a list of local language names for common **animals**, reptiles, fish and birds in your area.

Language word	English word	Cultural significance

2.3 Explore the relationships between locations, spirituality and people



Activity 2.3.a. Prepare and provide information for others

Prepare a talk to show a group of visitors around this country.

Think about the questions your visitors might ask. Prepare answers that you would give to help visitors understand the culture, beliefs and relationship with the land of Indigenous people from this region.

Who are the traditional owners of this land?

Why is the land so important to Indigenous Australians?

What is their spiritual connection to this land?

What traditional customs are still relevant today?

Which traditional customs have been lost, or have become less popular?

What was the traditional role of men in the community? How has this changed in modern times?

What was the traditional role of women in the community? How has this changed in modern times?

What are some of the events in this community since colonisation and how have these events affected cultural knowledge?

What things make it hard to retain and maintain cultural knowledge?

What are some of the ways this community is working to retain and maintain cultural knowledge?

Write your own question and answer here:

Write your own question and answer here:



Activity 2.3.b. Workplace scenario

Practice showing a group of overseas visitors around your local area.

You have permission from the Elders or cultural custodians to show visitors a site of spiritual significance. Explain the relationship between the site, the story and the traditional owners.

Spiritually significant site – story and information	
Elders who helped with this information?	
Other people or sources you consulted?	
Is there any culturally sensitive topics or intellectual property?	
Explain the local story of how this place was formed, or how the site began.	

Spiritually significant site – story and information

Explain the ceremonies and activities which were undertaken at this spiritual site.	
Could this site give spiritual help or power to people who visited?	
Traditional names and English translations of aspects of this site?	
What tools, materials or implements were used in the ceremonies connected to this site?	
What times of year was this site visited or used?	
Why would people need to visit this site?	
Which people in the community used this site?	
Were the site ceremonies witnessed by everyone in the community, or was it private to groups in the community?	
Were any activities connected to men's or women's business?	

Spiritually significant site – story and information

Which Elders are allowed to show the site and lead ceremonies at the site?

When are younger people encouraged to be initiated into the site?

Do neighbouring cultural groups have similar sites for use in their local areas?

Is this spiritual site still used today for any cultural reasons?

Do any other Indigenous or non-Indigenous groups have a claim to use the area? Is this in conflict with the use by your community?

2.4 Confirm your findings with others



Activity 2.4.a. Consult with community

Research and document people and groups to consult with about Community practices and land care issues.

Identify the people or organisations you would go to in the local community to find out information about cultural practices and land care issues. There may be more than one person.

Type of information	Who can provide information
Cultural knowledge	
Land care management and use	
Native title	
Pastoral or mining leases	
Local or regional tourism plans or development activities	
Intellectual copyright	
Permission for significant site access	
Other	

Section 3 Explore the plants, animals and resources used for medicine and food

3.1 Record information about plants and animals



Activity 3.1.a. Gather and record information on a local food plant

You have been asked to gather and record information for walking tours with tourists visiting this land.

Record information from Elders or cultural custodians and other sources (e.g. land care managers, websites, environmental scientists) concerning a specific local plant.

Information on a local food plant	
Name of plant (English)	
Traditional name	
Custodians who helped with this information?	
Other sources used to gather this information?	
Is any part of this plant considered culturally sensitive or intellectual property?	
Range of habitat (e.g. mangroves, rainforest, etc.)	
What are some of the features of this plant?	
Abundance. Is it very common, common, rare?	
Who collects the plant?	
Does it make you sick if you eat too much?	

Information on a local food plant	
Is it poisonous? How do you remove the toxins?	
How is it prepared for use?	
Who normally prepares it?	
Are some parts removed before cooking?	
What does it taste like?	
Which is the best part?	
Are any parts of this plant used for medicine?	
How is the plant collected?	
When is the food from this plant available?	
What signs indicate it is ready to eat?	
Is it related to other similar species?	

Information on a local food plant

Draw or insert photographs of this plant



Activity 3.1.b. Gather and record information on a local medicine

Gather information about a local traditional medicine. Explain how this medicine was processed and used in traditional life.

Information on a local medicine	
Name of plant (English)	
Traditional name	
Custodians who helped with this information?	
Other sources used to gather this information?	
Is any part of this medicine source considered culturally sensitive or intellectual property?	
Range of habitat (e.g. mangroves, rainforest, etc.)	
What are some of the features of this medicine?	
Abundance. Is it very common, common, rare?	
Who collects the medicine?	
How is the traditional medicine collected?	
What is the medicine used to treat?	
Is it poisonous? How do you remove the toxins?	
How is it prepared for use?	

Information on a local medicine	
Who normally prepares it?	
Which part is used in medicine?	
Is it eaten?	
What does it taste like?	
What time of the year is the traditional medicine available?	
What signs indicate it is ready to collect?	
Are any implements used to collect it?	
Is it connected to men's or women's business?	
Is it connected to ceremony?	
Are any stories connected to the medicine?	
Which elders are allowed to share the stories about the medicine?	
Who is allowed to use the traditional medicine	
Is this medicine still used today?	



Activity 3.1.c. Gather and record information on a local animal

Gather information about a traditionally hunted animal. Give details so others can understand how these animals were hunted in traditional life

Information on a local animal	
Name of animal (English)	
Traditional name	
Custodians who helped with this information?	
Other sources used to gather this information?	
Is any part of this animal considered culturally sensitive or intellectual property?	
Range of habitat (e.g. mangroves, rainforest, etc.)	
How do you find this animal?	
Abundance. Is it very common, common, rare?	
Are any parts of the animal poisonous? How do you avoid being affected?	
How is it prepared for use?	
Who normally prepares it?	
Are some parts removed before cooking?	
What does it taste like?	

Information on a local animal	
Any part of the animal used for medicine?	
Which is the best part?	
How is the animal hunted?	
What implements are used to hunt or collect it?	
Who hunts the animal?	
At what time of the year is this animal hunted?	
At what time of the day is this animal hunted?	
What signs indicate availability?	
Is any part given to anyone in particular?	
Is any part of this animal taboo?	
Is it connected to men's or women's business?	
Is it connected to ceremony?	
Any stories connected to the animal?	
Which elders are allowed to share the stories about the animal?	
Is it a totem species? Any particular clan group?	
Is this animal food still used today?	

3.2 Describing plants and animals



Activity 3.2.a. Describe the characteristics of a local plant

Describe one of your favourite local plants using the information in part 3.2 of your resource book.

What is the common, Indigenous and scientific name of the plant?

What are the characteristics that identify the plant?

Describe the habit of the plant.

What significant features does the plant display?



Activity 3.2.b. Describe the characteristics of a local animal

Describe one of your favourite local animals using the fauna observation sheet below:

<input type="checkbox"/> Observation/opportunistic sightings		<input type="checkbox"/> Spotlighting	
Observer's name:			
Location:		GPS coordinates:	
Type of habitat: <input type="checkbox"/> Wetland <input type="checkbox"/> Open woodland <input type="checkbox"/> Tall forest <input type="checkbox"/> Grassland <input type="checkbox"/> Dune <input type="checkbox"/> Rock outcrop Other:		Weather: <input type="checkbox"/> Cloudless <input type="checkbox"/> Cloudy <input type="checkbox"/> Rainy <input type="checkbox"/> Windy <input type="checkbox"/> Hot <input type="checkbox"/> Cold Other:	Moon cycle: <input type="checkbox"/> Full moon <input type="checkbox"/> Partial moon <input type="checkbox"/> Moonless
Date:		Time:	
	Animal seen	Description of animal, behaviour, movement, etc.	Other information
1			
2			
3			
4			
5			
6			
Notes: Note unusual conditions, pest animals observed; further action to be taken etc.			

Source: The National VET E-Learning Strategy, Flexible Learning Toolboxes, Conservation and land management © Commonwealth of Australia 2006

3.3 Collecting plant and animal samples



Activity 3.3.a. Plan and develop an activity

You are required to collect a variety of plant specimens and ethically collect animal samples from the local area.

You will use the information for identification purposes and to show to land care visitors as part of educational presentations.

Permission: Who will you approach in the community to gain permission to go on to country to collect these samples? (There may be more than one person you need to ask.)

Ethics: How will you make sure that the samples are collected ethically?

Preparation: Write down any special equipment that will be required to collect these samples.

Occupational Health and Safety: Write down any OHS equipment that will be required to collect these samples.



Activity 3.3.b. Gather and record information

Think about how you will go about collecting plant and animal samples.

Collecting plant samples

List the important steps you will take to collect and preserve **plant** specimens:

Collecting animal samples

List the important steps you will take to collect and preserve **animal** samples:

Photographing samples

What will you need to do to take quality photos of the samples?

3.4 Indigenous access to land and sea



Activity 3.4.a. Gather and record information - access to country

Native Title claims

Who will you ask to find out if there are any existing or proposed Native Title claims covering this country/area?

Indigenous Land Use Agreements

Who will you ask to find out if there are any Indigenous Land Use Agreements covering this country/area?

What did you find out?

Is this country covered by Native Title claims or Indigenous Land Use Agreements?

Write down the details of what you found out. Are there any restrictions to access and use that need to be documented?

Section 4 Relate cultural knowledge to others

4.1 Provide cultural knowledge to others where appropriate



Activity 4.1.a. Provide cultural knowledge – language

Elders have asked you to record language names for cultural items. These names will be used for a traditional language program for community members and others.

.....language

Traditional word list

Fill in the following table, using words from the traditional language:

English word	Language word	English word	Language word
country		sacred site	
river		cultural story	
tree		dreaming	
sunset		seasons	
spear		time	
eagle		birth	
fruit		death	
rocks		ancestors	
snake		ceremony	
turtle		song	
story		dance	
mountain		totem	

4.2 Use a range of methods to share cultural knowledge



Activity 4.2.b. Plan and develop an activity - presentation methods

Think about different ways in which you can present cultural knowledge to varied groups of people.

Cultural sensitivity

How will you respect the cultural sensitivity of the local community and your visitors when presenting information?

Cultural sensitivity - local community

Cultural sensitivity - visitors

Methods of sharing information: write down some ideas for using each of the senses to improve your presentation of cultural information to others.

Sense	Presentation method
Seeing	
Hearing	
Touching	
Tasting	
Smelling	
Reading	

4.3 Manage intellectual property rights



Activity 4.3.a. Workplace scenario

Think about how you would deal with requests for cultural information.

Intellectual copyright: Explain in your own words what intellectual copyright means.

Cultural items: Identify any cultural symbols, items or objects in the local area that might be covered by intellectual copyright.

Cultural protocols: Explain the community guidelines and cultural protocols for dealing with intellectual property rights and the ownership of cultural knowledge.

Breaches: How would you deal with a request for information that you suspect might breach intellectual cultural property rights?

4.4 Decline requests for cultural knowledge



Activity 4.4.a Workplace scenario – inappropriate requests

Consider how you would decline inappropriate requests for cultural knowledge.

Educating well-meaning people

What types of inappropriate requests do think you could encounter from well-meaning people?

Responding assertively

Describe how you would respond assertively to a pushy or ignorant person?

Dealing with suspicious requests for cultural information

What are the important details to take down when you think someone has suspicious reasons for requesting cultural information?

Notes