

Project book



SITGDEI01

**Interpret aspects of local
Australian Indigenous culture**

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 SITTGDE101 Interpret aspects of local Australian Indigenous culture. 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 trainer 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	Talk with the local Indigenous community	1.1, 1.2, 1.3	Parts 1.1 to 1.3
2	Share information about local Australian Indigenous culture	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Parts 2.1 to 2.6



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 Talk with the local Indigenous community

1.1 Explore ways that community knowledge can be used in cultural tourism



Activity 1.1.a. Gather and record information - cultural tourism

What are some of the differences between cultural tourism and mainstream tourism?

What cultural experiences do you think visitors to the local community are looking for?

If you have internet access, research some other organisations offering cultural tourism and write down some points about what you think makes them successful.



Activity 1.1.b. Workplace scenario

You have been asked to discuss your existing or proposed cultural tourism activity with important members of the local community. They will want to know:

- if the activity is likely to be successful
- what benefits it will bring to your visitors
- what benefits it will bring to the community itself.

Use the table below to plan the information you will present to the meeting.

Cultural tourism success factors	How well does your project meet these success factors?
Agreement Do you have community support for your project?	
Financial planning How is the project being funded?	
Effective marketing strategies How will people find out about your project? How do you know it is what people want?	
Your location Will visitors be able to easily get to your location? What travel expectations will they have?	
The right people Do you have qualified and dedicated people working on or assisting your project? What training will be required?	

Cultural tourism success factors	How well does your project meet these success factors?
<p>Quality products Does the experience and all of its products meet the quality expectations of your visitors? How will you know?</p>	
<p>Authentic experience What are you doing to ensure the experience is authentic and truly represents the culture of the local community?</p>	
<p>Conservation What measures are you taking to conserve the site of your activity? How will visitors be involved in conservation?</p>	
<p>Interpretation How will you ensure that visitors are educated and participating in activities that make your destination special - history, heritage, arts, people, lifestyle and future?</p>	
<p>Sustainable Is the proposed activity sustainable? How will it impact on the environment? What steps will be taken to minimise the impact?</p>	

1.2 Plan activities that reflect local Indigenous community wishes



Activity 1.2.a. Plan and develop an activity - ethical behaviour

How will make sure that your project meets the AIATSIS guidelines on the rights of Indigenous people? Use the following points to answer this question:

- full and fair participation by the local community

- community control and maintenance of culture and heritage

- the community being informed and educated on how the project will be conducted

- the community sharing in the outcome of the project



Activity 1.2.b. Plan and develop an activity - cultural steering committee

To ensure your project runs smoothly, how could you set up a cultural steering committee to provide guidance in the planning, delivery and review of your proposed venture?

Who do you think you could invite to be a member of your steering committee?

How will you decide on the roles and responsibilities of the committee and its members?

1.3 Explore solutions for reducing conflicts



Activity 1.3.a. Workplace scenario - reducing conflicts

It is unrealistic to think that a local Indigenous tourism venture will go ahead without any conflicts. Conflicts can range from minor disagreements to potentially venture ending disputes such as barring access to a desired location.

What are some of the conflict issues that could arise when considering an Indigenous tourism venture in the local community? Consider small and large items.

Write down some ideas for possible solutions to the conflicts you have identified.



Activity 1.3.b. Gather and record information - trust

Conflicts are mostly due to communication problems. The basis of communication in any setting is the presence of trust. Write down ideas for developing trust in the community using the following table as a guide:

Trust building strategies	
Location of meeting	

Trust building strategies	
Take your time	
Be genuine and honest	
Adjust your style	
Be attentive	
Follow through with promises	



Activity 1.3.c. Workplace scenario – communication

Select two verbal and two non-verbal communication strategies and describe how you would use them in to resolve a conflict situation.

Verbal strategy 1

Verbal strategy 2

Non-verbal strategy 1

Non-verbal strategy 2

Section 2 Share information about local Australian culture

2.1 Share information about local Indigenous culture with visitors



Activity 2.1 Workplace scenario – sharing information

There are a number of international guests visiting the community in a month's time. The Elders have asked you to share the story of a significant local cultural site.

1. Make notes in the table below about what you will speak about.
2. If possible, use a role-play activity to demonstrate speaking to your guests.

Topics to speak about	Notes to help with your talk
Which Elders could you approach to help with this information?	
Where could you find out more information on this site?	
How could you include individuals or groups from the local community?	
Which local site would you choose to share?	
How would you explain the local story of how this place began?	

Topics to speak about	Notes to help with your talk
Is there inside knowledge that must not be shared with people outside of the community?	
Are there sensitive issues that need to be treated with care?	
How could you involve the visitors, as a group or individuals and as participants in the activity?	
How can you let your group guide you in what they want to achieve?	
How will you gather feedback from your group on how well you shared cultural information with them?	

2.2 Advise visitors about culturally appropriate behaviour



Activity 2.2 Workplace scenario – sharing information

You have a number of visitors participating cultural tourism events in your local community. Explain to the guests what to expect, and what behaviour is expected of them, during their visit.

Discuss with your guests any cultural protocols that may be in place and also any sensitive issues that they might encounter. If possible, ask your class members to play the role of cultural tourism visitors. If you don't have written community protocols, give details of how things are usually done in your community.

Community issues and protocols	Local practices and appropriate behaviours
Meeting protocols	
The role of Elders	
Removing objects from the environment	
Photographs	
Access and restrictions	
Communication with community people	
Recording people, places or practices	
Dress	
Men's business and women's business	

Community issues and protocols	Local practices and appropriate behaviours
Sorry business	

2.3 Show respect for Indigenous people and culture



Activity 2.3.a. Prepare and provide information for others - modelling behaviour

When showing visitors around your community, an important part of what you do is to be a role model in demonstrating respect for Indigenous people, places and cultural practices.

What do you think is meant by the term modelling behaviour?

What are three ways that you could demonstrate how to show respect for community people?

Activity 2.3.b. respecting country

What would you say to your visitors to impress on them how important the local country is to community people?

Activity 2.3.c. WELCOME ceremonies

Welcome to country

Who would you talk with to organise a 'Welcome to country' ceremony?

Acknowledgement of country

If an elder is not available, what would you say to 'Acknowledge the Traditional Owners'?

Smoking ceremony

When would you arrange for a smoking ceremony to take place in a cultural tourism, land care program?

Who would perform the ceremony?

2.4 Demonstrate traditional and contemporary cultural practices to visitors



Activity 2.4 Plan and develop an activity - traditional and contemporary practices

It is important to separate the past from the present. Introduce visitors to traditional practices and show how the practices have shaped the present-day activities.

Make a list of the sort traditional practices and contemporary activities you will be able to show visitors to your local area.

Traditional practices	Contemporary activities
Describe the traditional practice	Show how the traditional practice has shaped current activities

2.5 Share local Indigenous language



Activity 2.5 Prepare and provide information for others – Indigenous language

Discuss the appropriate use of language with Elders and custodians to prepare language activities for your visitors.

What is the traditional language of this community and what is their tribal name?

Are there cultural protocols in place relating to language ownership? (For example, do you have permission from a custodian to use language when talking to visitors?)

How will you work out which topics, words and phrases are outside knowledge and can be shared?

Internet activity

- Have a look at the interactive map of Indigenous languages at [ABC online Indigenous - Interactive Map](#). Use the 'zoom to' option to home in on your local area.
- Go to the site ['holding our tongues'](#) and click on the tags on the map to learn more about traditional languages and to hear the language spoken.

What did you learn from this activity?

2.6 Encourage visitors to participate in cultural experiences



Activity 2.6 Plan and develop an activity - encouraging visitors to participate

Visitors enjoy meeting and talking to Indigenous people and hearing their stories. However, inviting non-Indigenous people to participate in cultural activities needs to be handled carefully.

What cultural activities and practices could be included in a cultural tourism enterprise to allow visitors to participate?

What are some encouraging words and actions you could use to engage and invite visitors to participate in cultural activities?

How could you use appropriate humour to break the ice and overcome any reluctance/shyness that visitors might feel?
