

Tour Guides

Organising and Sharing Information

Lesson objective

Students deliver an oral presentation on a familiar subject. They will identify and organise the information they present, and reflect on how planning assists with sharing information.

Lesson overview

Students work collaboratively in pairs to identify, plan, organise and prepare an oral presentation to tourists visiting their community. The presentation is about the community's cultural protocols. They must demonstrate their ability to identify and organise relevant information and present this information in a logical and clear oral presentation to the visiting 'tourists'. (Teacher can nominate an audience here)

Students reflect on their experience and learning through evaluating their own performance.

Resources

The number of copies for each of the following depends on the number of student pairs:

Print

- ☐ Cultural Protocols information
- ☐ Task Scenario – Cultural Protocols for Visiting my Community
- ☐ Planning Template– Organising Your Thoughts
- ☐ Planning Your Presentation Template
- ☐ Presentation Checklist and Student Self-Evaluation Template

Other

- ☐ iPads/camera/video or digital recording devices (optional)

Classroom organisation

Students work in pairs.

Activity description

Students work in pairs to identify the information they will be sharing with the 'tour group' and to prepare a presentation on three important cultural protocols to be aware of when visiting their community. Minimal



preparation is required however, some teacher-directed discussions are required to explore the concept of 'cultural protocols'.

Activity

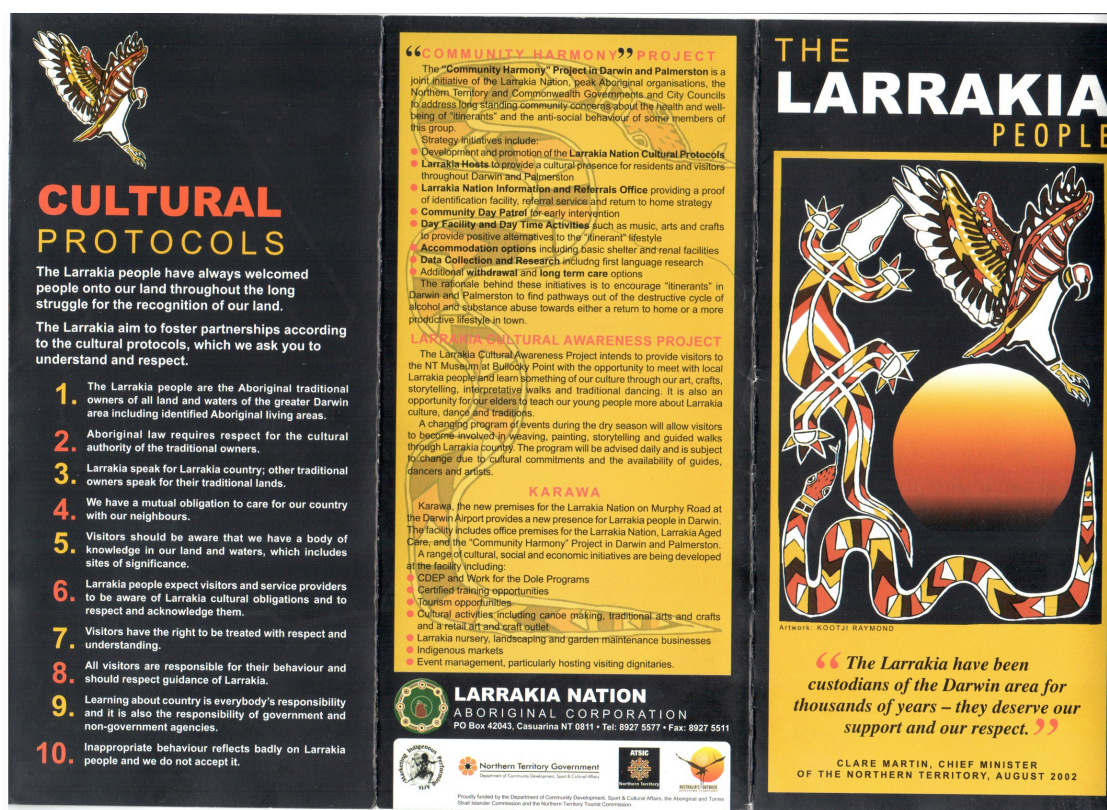
Part 1 – Exploring cultural protocols

You may wish to record the presentations to use as evidence of learning.

1. Organise students in pairs
2. Introduce topic (Lesson Overview) and distribute the examples of the brochures with information on **Cultural Protocols**. Explain what cultural protocols are. The brochure is only an example of a community providing a set of protocols for visitors (10 mins)

Cultural Protocols educate visitors to another place and culture. They describe what is expected of them, how to show respect and act responsibly. There are two examples of cultural protocols that can be shared with students.

The Larrakia People are the traditional owners of the Darwin area. They developed a brochure for visitors to their community to explain how they expect visitors to behave and what they should know about Larrakia land. They have 10 cultural protocols or "rules" for visitors.





This brochure called “Welcome to Country” was produced by the Australian Government for foreign tourists coming to Australia to educate them on showing respect, acting responsibly and explaining what they need to know about visiting an indigenous community. It’s not specific to any community but highlights information relevant for all remote communities.



The information below is extracted from the “Welcome to Country” brochure.

Ask students to describe some of the things that tourists are advised to do when visiting Aboriginal land.

Have students consider some of the cultural advice that would apply in their tour.

Nyaparu Tarran 2004

Being a responsible traveller

The choices you make when travelling can and do make a difference. Respecting Indigenous culture and country is a matter of travelling thoughtfully. Use the following points as a guide.

Respecting people’s privacy

- Many Aboriginal communities or lands require permits to enter – this helps ensure people’s privacy. You may need to organise permits with land or community councils well in advance.
- If you are visiting an Aboriginal community, wait until you are invited to approach homes or groups of people.
- Funerals and cultural ceremonies are times of special privacy – use extra sensitivity in communities at these times.

Respecting restrictions

- There may be places that are closed to visitors because of their cultural significance – heed advice if you are asked not to enter an area.
- In some places it is culturally inappropriate to swim or fish in waterways, waterholes and/or sea country.
- Some places can only be visited by men or women – please respect these protocols where they apply to non-Indigenous people.
- When in doubt about where you can or cannot go, it is good practice to ‘ask first’.
- The possession or consumption of alcohol is restricted in some Indigenous communities – these restrictions also apply to visitors.

Talking to Indigenous people

- If you are talking to an Aboriginal or Torres Strait Islander, recognise that they may communicate differently to non-Indigenous people – English may be a second or third language.
- Access to specific cultural knowledge or stories may not be open to everyone – it is best to avoid direct questions about matters that could be sensitive, unless invited to do so.
- Dress etiquette applies when visiting some Indigenous communities – if in doubt avoid wearing short skirts, short shorts or other revealing clothes.

Taking photographs and filming

- Always ask before filming or taking photos of a person, a group of people or cultural activities.
- Photographing and filming some places and objects is restricted for cultural reasons – please respect this important request from traditional owners.
- If you intend to use your photographs in a publication or for other commercial purposes, you will need to seek copyright permission from the people featured in the photo.

Taking home a memento

- Locally produced Aboriginal art and craftworks make an excellent memory of your visit to a place – if possible choose items designed and made by Aboriginal people. Look and ask for items that have a label of cultural authenticity.
- Purchasing items from Aboriginal people through respected outlets helps to create economic support for people in communities where there may be limited opportunities for employment.
- Please do not remove rocks or other objects from Aboriginal land or waters without the permission of traditional owners. Disturbing cultural sites is also prohibited by Australian law.



Part 2 – Planning a cultural tour

1. Provide students with their **Task Scenario and Planning Template – Organising Your Information** and explain what they are required to do. Allow students **10 minutes** to brainstorm topics and complete the Planning Template.

Task Scenario – Cultural Protocols for Visiting my Community

Your community has become an important tourist destination with more and more visitors coming every day. What are the **cultural protocols** (community rules) visitors to your community need to know?

Your job as a Tour Guide is to provide visitors with information about 3 **cultural protocols** important to your community.

You must explain each **cultural protocol** and **why** it is important that visitors to the community respect this protocol.

You will then present this information to the visiting 'tourists.'

Use the Lerrakia people and Welcome to Country brochures to help you think about what you would tell visitors to your community. Organise your ideas by using the Planning Template.

Can I take photos?

Why can't I go to the ceremony ground?

What's a sacred site and where are they?

Planning Template – Organising Your Information

Make a list of important cultural protocols (rules) visitors to your community must follow	Explain why this cultural protocol is important and why visitors must follow it	What might be the consequence (what would happen) if a tourist did not follow this protocol?

You may also like to think about:

- Showing tourists on a map the places you are talking about
- Explaining to tourists some important facts about the community and about your culture that will help them understand the cultural protocols of your community
- What order should you talk about the three different protocols?

2. Distribute copies of the **Planning Your Presentation Template** and explain the process for completing the template (**5 minutes**)
3. Allow students **10 minutes** to discuss and complete the Planning Your Presentation Template
4. Distribute copies of the **Presentation Checklist and Student Self-Evaluation Template** and explain the process for completing the template (**5 minutes**)
5. Allow student's **10 minutes** to practise their tours/presentations
6. Organise students to present their information to the "tour group".
7. Ask students to complete the self-evaluation after their presentation and to reflect on their learning.