ALEP

24

Aboriginal Landcare Education Program

RECORD INFORMATION ABOUT COUNTRY





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CONTENTS

PUBLICATION NOTES

BHP Billiton Iron Ore is proud to support Greening Australia to provide valuable conservation and land management training to communities throughout the Pilbara through the Indigenous Training Program.

This Learning Guide series has been developed as part of our partnership of the program.

Gavin Price, Head of Environment, BHP Billiton Iron Ore

Greening Australia is proud to produce and provide the comprehensive suite of new ALEP Learning Guides. The guides are compatible with the new horticulture and conservation industries training package and suited to developing skills in Indigenous communities within remote areas of the country where employment opportunities are limited. We would like to thank BHPBIO for their generous support in the development of the guides.

Brendan Foran, National CEO Greening Australia

The second series of ALEP Guides is aligned with a number of units of competence from the *Training Package AHC10 – Agriculture, Horticulture and Conservation and Land Management* (Release 8.0). The units selected are frequently used within Certificates I to III in Horticulture and Conservation and Land Management. As such they cover, where possible, the elements, performance criteria and required skills and knowledge of each unit.

The principal goal of these resources is to support the learning process; the learning activities may complement a trainer's assessment plan. The intent is that they will be used in an interactive manner with learners rather than as self-paced study guides. The structure and sequence have been designed to follow the logical steps of the practical tasks wherever possible. Concepts are introduced and then consolidated with discussion and/or practical activities.

The writers consider that these guides can provide a sound technical foundation but also strongly encourage trainers to complement the guides with additional, authentic resources from relevant industry texts and websites. The guides can be used in part or in their entirety but should always be linked to practical activities to strengthen the teaching and learning.

Genuine consideration was given to the level of language used in the guides. The goal has been to find a balance between simplifying the language to an accessible level and ensuring that the vocational concepts are addressed. The writers contend that with appropriate support these texts can provide an opportunity for students to strengthen their language, literacy and numeracy skills, which may be required for pathway progression.

A number of Aboriginal people have been involved in developing this ALEP Guide, which is considered suitable for use within a program based on Aboriginal pedagogies.

INTRODUCTION

Welcome to *Record information about Country.* This learning guide will support you to write down information about the area you are working on. You will collect information about:

- Aboriginal and Torres Strait Islander culture and history
- Plant and animal species
- Environmental changes and trends

You will also consider how you may use this information.

This unit may be studied alone or with other relevant units. Suggested relevant ALEP Guides that may support this delivery are:

- Recognise fauna
- Recognise plants
- Observe and report plants and/or animals
- Conduct erosion control and sediment activities
- Participate in environmentally sustainable work practices
- Carry out natural area restoration works

RESOURCES REQUIRED

To complete this training you will need the following:

1. Access to information about the area being studied
2. Permission from the custodians of the information
3. Management plans for the area
4. Appropriate Personal Protective Equipment (PPE)
5. Vehicles, if required, to visit sites on Country

LEARNING ACTIVITIES

There are two kinds of activities to complete. These activities may go toward your final assessment.

SECTION	ACTIVITY	SATISFACTORY (Y/N)	DATE
DISCUSSION ACTIVITIES			
1.2	Landownership		
1.3	Management plans and practices		
2.1	Uses for information		
3.1	Workplace health and safety		
3.2	Heritage and environment legislation		
4.3	Management practices		
PROJECT			
2	Section 1 – Landownership and history Note: Includes two research activities		
3	Section 2 – Plant and animal species		
4	Section 3 – Environmental changes		

1 ABOUT COUNTRY

"For us, Country is a word for all the values, places, resources, stories and cultural obligations associated with that area and its features. It describes the entirety of our ancestral domains."

"Country underpins and gives meaning to our creation beliefs – the stories of creation form the basis of our laws and explain the origins of the natural world to us – all things natural can be explained."

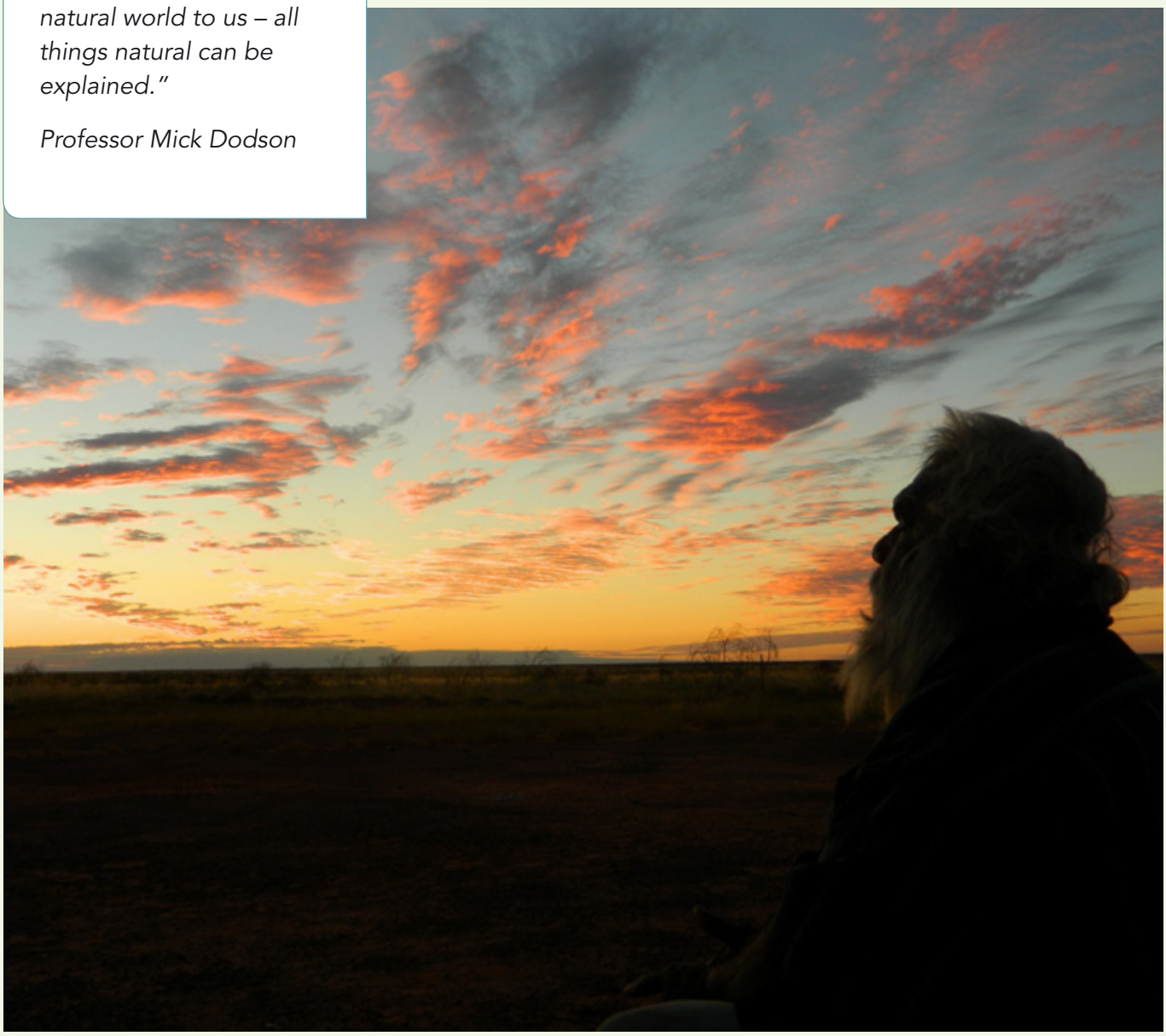
Professor Mick Dodson

1.1 WHAT IS COUNTRY?

Many Aboriginal people use the word 'Country' to refer to the land and sea. In non-Aboriginal terms, Country is the place and its landscape, as well as the history, geography, science, arts and religion of that place. It says who a person is through language, relationships and law. Belonging to Country is quintessential for many Aboriginal people. Country provides for people and in return demands responsible care.

This meaning of Country is very different from the general use of the term because it has a cultural and social meaning. The European idea of country is of a commodity: something that can be bought and sold.

In this learner guide you will focus on an area and record some of the information that makes it Country, more than just a place. This can be the whole region where you work, or it might be a specific site.



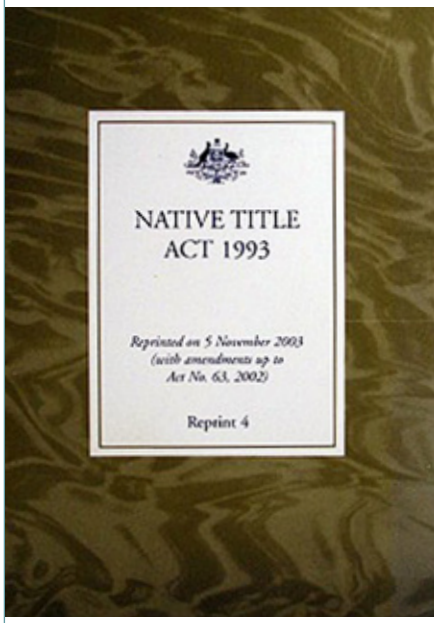
1.2 LANDOWNERSHIP

Before English colonisation, Aboriginal people used a system of landownership with natural boundaries such as rivers, mountains and lakes. Sea-based areas were defined by borders such as reefs and coral cays. Areas of land were 'owned' by communities of people sharing language and culture. Landownership was as much about caring for the land and sea as it was about using the resources from the land and sea.

The European landownership system is different because it maps out boundaries by measuring the area. When land is owned this stops other people from accessing that land. We say the owner has the 'title' to that land. Accessing land you don't own is called trespassing.

When the English colonised Australia they did not recognise the Aboriginal landownership system and believed the land was not owned by anyone. Aboriginal people were dispossessed of their land, and it was owned by the government of the time. People were removed from their land at different times in different locations. Land was then sold, given or leased to people or corporations.

NATIVE TITLE



In 1992 a long struggle by Aboriginal and Torres Strait Islander people and their supporters reached an important point. In the Mabo case, the judgement of the High Court of Australia acknowledged that Aboriginal and Torres Strait Islander people had a unique connection with the land. This led to the Australian Parliament passing the *Native Title Act 1993*.

Native title laws mean that Aboriginal and Torres Strait Islander people have the chance to establish, in the eyes of non-Aboriginal law, their connection to Country. If they can prove a continuous connection to the land they may, as a group, be given native title for that land.

Native title doesn't necessarily mean that the land is given back to the native title owners completely. It can be recognised in different ways. Indigenous Land Use Agreements (ILUAs) are written documents that list the rights the native title holders have over the land. An ILUA may include one or more of the following rights to:

- Live on the land
- Access the area for traditional purposes
- Visit and protect important places and sites
- Hunt, fish or gather traditional food or resources on the land
- Teach Aboriginal and Torres Strait Islander laws and customs on the land
- Own and occupy an area of land or water to the exclusion of all others

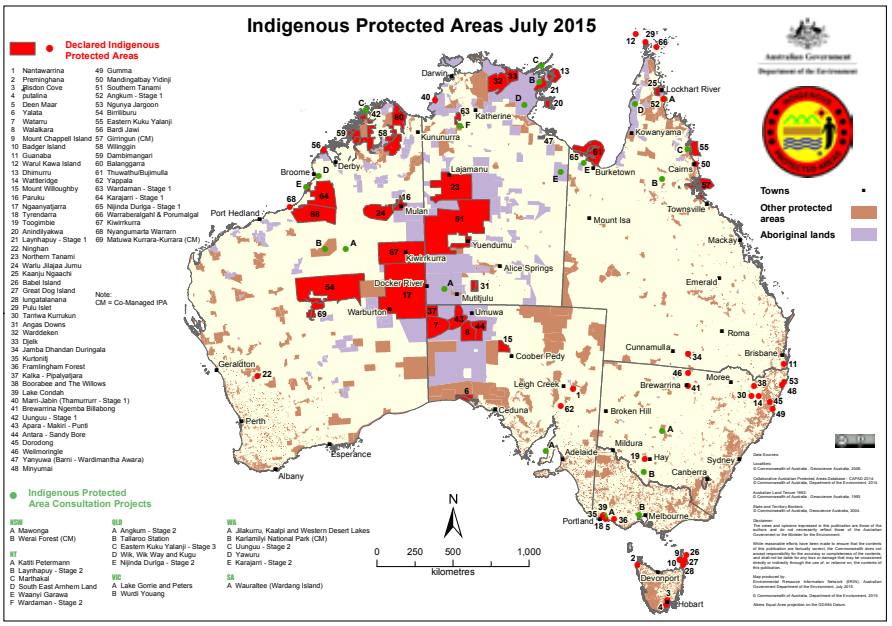
PASTORAL LEASES

Some land in Australia is owned by a state government or the Australian Government and is leased out for grazing stock. This is known as a pastoral lease.

In 1996 the High Court made a judgement in the Wik case that allowed native title claims to be made over land with a pastoral lease. This means the grazier will still be able to operate, but native title holders may have some rights to access their traditional lands. If native title is granted over a pastoral lease, there is often little room for the native title holders to negotiate. The pastoralist will have a greater say over the use of the land.

INDIGENOUS PROTECTED AREAS

Indigenous Protected Areas (IPAs) are areas of land or sea owned by Aboriginal or Torres Strait Islander people. The traditional owners have entered into an agreement with the Australian Government to promote biodiversity and cultural resource conservation. The government funds the traditional owners to manage the land or sea in these regions. Ranger groups are often part of the management of these areas.



DISCUSSION ACTIVITY

Who owns the land you are working on?

Are there any native title holders, or is there a current native title claim?

If there is native title, what rights do the traditional owners have over their land?

Are there any pastoral leases?

Is the area part of an IPA?

You can include this information in the first part of your project.

1.3 MANAGEMENT PLANS & PRACTICES

Management practices are the things you do to look after Country, such as managing weeds and feral animals and preventing fires.

A management plan is often written so everyone is clear about what management practices should be used. All relevant people have a say in what the management plan should include, and then everyone agrees to follow the plan.

The people involved in planning will depend on the ownership of the land and the kind of assets to be protected. The plan might be the responsibility of:

- Your community
- A native title holder group
- A government department
- A pastoral station owner
- A mining company or
- A combination of any of these

Examples of plans are:

- IPA plans
- Community heritage plans
- Park management plans

NOTE

An asset is something of value. Cultural sites, water sources, geology, and native plant and animal species are examples of assets on Country.

DISCUSSION ACTIVITY

With your workplace supervisor, find any existing management plans for the site you are studying. You will use these in the first and last stages of your project.

2 ABOUT INFORMATION

This section helps you think about the kinds of information you will record and where you will get the information and permission to use the information.

2.1 KINDS OF INFORMATION

There are many kinds of information you can record about an area. It is useful to think about why you want to record the information. This will help you work out what to record.

Some reasons to record information are to:

- Help people learn about the region
- Inform land management planning
- Note changes in the environment

In this unit you will record the following information about a particular site or area:

- Plant and animal species
- Relevant Aboriginal and non-Aboriginal history
- Aboriginal culture
- Environmental changes and trends

DISCUSSION ACTIVITY

Who will use the information you record?

.....

.....

What will they use it for?

.....

.....

.....

2.2 SOURCES OF INFORMATION

The information you will record can come from a range of sources. These may include:

- Your own existing knowledge
- Elders for the area
- Other community members
- Existing research reports written by anthropologists, mining companies, universities, etc.
- Reference books and websites

2.3 PERMISSION TO USE INFORMATION

This unit focuses on the Aboriginal or Torres Strait Islander culture of the site. Some cultural information is privileged. This means it cannot be shared with certain people. Check with the traditional owners of the area about what can be recorded and who it can be shared with.

You need to make sure it is okay to:

- Visit the site
- Write down information about the site
- Take photos
- Take plant specimens if required

If you are not a member of the local community it is important to get permission from the right person, not just any community member. One way to do this is to contact the community office or the chairperson of the community council.

PROJECT

For your project you will make a portfolio of information about an area of land where you are working. This might be a large area or a specific site.

The project has three sections:

Section 1. **Landownership and history**

Section 2. **Part A: Plant and animal species, Part B: Food Chain**

Section 3. **Environmental changes**

For each section of the project you can keep documents to show your trainer what you have done. All these documents together make a portfolio.

As you record the information, it is important to:

- Write down who or where you get your information from
- Write down who the information can be shared with

PROJECT

PROJECT SECTION 1 – LANDOWNERSHIP & HISTORY

PERMISSION

Who gave permission to visit the site and share this information?

.....

Who is allowed to read this portfolio of information?

.....

Are there any restrictions as to who can visit the site? Discuss these with your supervisor or trainer.

.....

.....

Discuss with your supervisor or trainer any cultural practices that need to be followed when visiting the site.

Name of Country.....

Traditional landowners .....

Current landowner(s).....

Native title holders or claimants .....

Is this area part of an IPA? NO YES (name of plan) .....

Is this area part of a pastoral lease? NO YES (name of station).....

MAP

Include a map of the area in your portfolio. This may be a copy or a drawing. Mark the boundary of the area you are looking at. Mark and name any special features or specific sites you have permission to share. Record the distances to the nearest communities and/or town.

If the area is a particular site, record the GPS coordinates or map references.....

.....

MANAGEMENT PLANS

List the management plans for this Country.

.....

RESEARCH ACTIVITY – LAND MANAGEMENT PRACTICES

Include any information about general land or sea management practices used on this Country.

RESEARCH ACTIVITY – HISTORY AND CULTURE

Write some information about the history and culture of the Country. This can include:

- Creation information
- Cultural importance of sites or places
- Aboriginal dispossession (when it was taken away from the Aboriginal owners and how this happened)
- Non-Aboriginal use of the land

REMEMBER: Record the names of the people you speak with, write down the name and author of the books you read and the address of any websites you access.

3 COLLECT INFORMATION

In this section you will focus on collecting and recording information about the plant and animal species on the Country you are studying.

3.1 WORKPLACE HEALTH & SAFETY

Before you head off to survey the species at the location, you will need to make sure you are working in a way that is safe for you and your work team.

The first step is to identify the hazards in the work you do. Then you need to think about the controls you can apply.

HAZARD Something that can cause injury or damage	CONTROL The things you do or use to minimise the risk of injury from a hazard
Irritation or allergies from plants	Learn about any poisonous plants or plants that could trigger allergies
	Wear gloves, safety glasses, long sleeves and trousers
Insect bites and stings	PPE includes long sleeves, long pants, boots and hat
	Use insect repellent
	Include in first aid kit a treatment for stings and bites
Infection from organic matter	Disinfect hands after handling scats, animals or debris
	Have a well-stocked first aid kit that includes dressings and disinfectant
Trips, slips and falls	Watch where you are walking – don't get distracted by other things
Pointy plant material	Wear safety glasses
	Be aware when you are walking, bending down or turning

DISCUSSION ACTIVITY

What are the hazards you need to think about if you are planning to drive away from base to work in a remote location? What controls can you apply to minimise the risk of harm?

HAZARD	CONTROL

It is important to remember that WHS laws say you have a duty of care for yourself and for others. That means as an employee you must look out for any dangers to yourself, other members of your workplace and the public.

A good way to do this is to follow your workplace policies and procedures. These key documents will help:

- Safe Operating Procedures (SOPs) or Safe Work Method Statements (SWMSs)
- Job Safety Analyses (JSAs)

R4

See the template for a JSA at *Resource R4*, page 32.

RESOURCES & EQUIPMENT

Binoculars and camera		First aid kit	
Reference books, notebooks and pens		GPS or map and compass	
Long-sleeved shirt and pants		Drinking water and food	
Boots and hat		Fuel and recovery gear	

POWER KNOWLEDGE

For a list of federal and state legislation about heritage and environment see *Resource R1*, page 29

3.2 HERITAGE & ENVIRONMENT LEGISLATION

You also need to be aware of any laws that protect the environment in the region where you are working.

These could be:

- *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act), which covers world heritage and national heritage places
- Federal or state heritage legislation
- State environmental legislation

DISCUSSION ACTIVITY

Is the Country you are studying covered by any environmental protection legislation because it is a marine reserve, national park, Ramsar wetland, state reserve, heritage-listed area, or other site of national environmental significance?

NOTE

If you are using a non-Aboriginal survey method, you might focus on identifying and recording species as you find them by writing notes about what you see and taking photographs. You can later speak with elders to learn more about the relationships of plants and animals as well as cultural uses of that knowledge.

3.3 RECORD PLANTS & ANIMALS

Once you are at the site you will begin to identify plants and animals in the region. The way you go about this will depend on the people with you and the purpose of your research.

If you have Aboriginal elders with you, they might approach the research in a practical way by looking for plants that can be used for:

- Bush foods
- Bush medicines
- Hunting tools and traps
- Equipment for gathering
- Ceremonial artefacts
- Clothing
- Ornamentation – jewellery, belts, hair decoration

Along the way you will notice and learn about animal activity through sightings, tracks, scratchings, scats, feeding and nesting sites. You will need to listen, photograph and record what you learn.

Depending on the purpose of your research, it can useful to think about the following things:

Habitat: note down the habitat of the area, e.g. coastal, desert, wetland.

Plant communities: it can be useful to think about plants in the context of their environment. Think about things such as: What other species often grow around this plant? Does it grow in a group of the same species or on its own? Is it fussy about habitat?

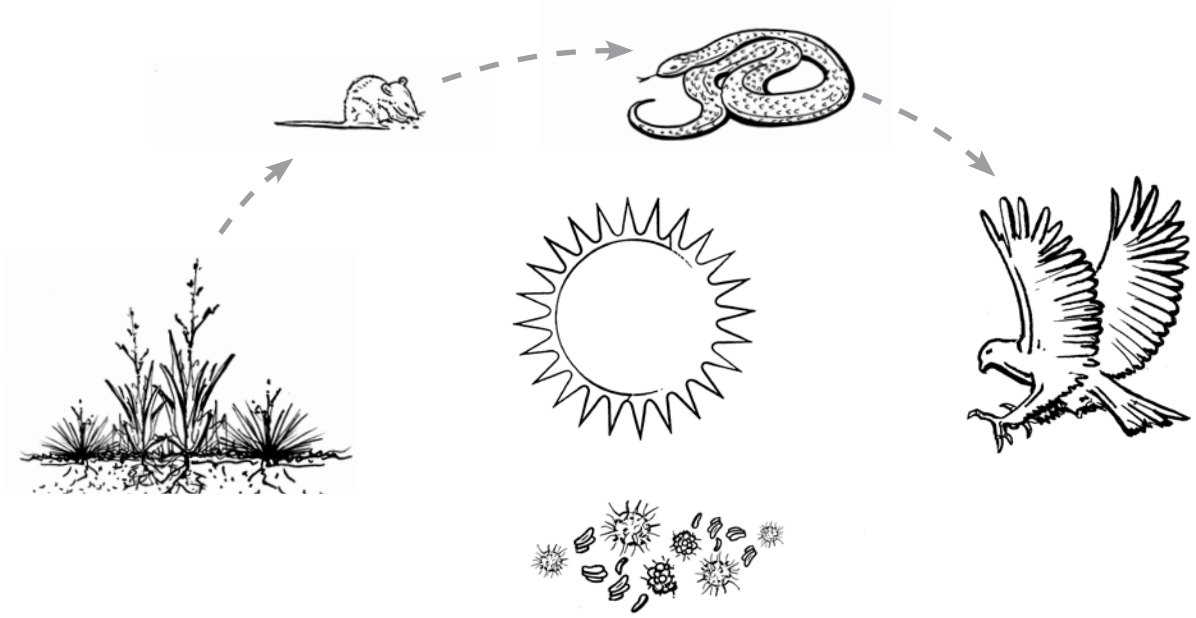
Seasons: learn about how a species changes or behaves during the seasons. It will be very useful to relate this information to the Aboriginal seasons for that Country as well as the European seasons.

Natural events: record information about how particular plants and animals respond to natural events such as fire, drought and flood.

Environmental changes: while you are on Country it is useful to notice and learn about the effect of colonisation, such as the impact of weeds and feral species. We'll discuss this in more detail in *Section 4*.

Food chain: this is a way of thinking about which plants and animals are dependent on each other for food. It can be useful to draw this as a diagram.

FOOD CHAIN



Microorganisms break down all organic matter

PROJECT

PROJECT SECTION 2 – PART A: PLANT AND ANIMAL SPECIES

In this part of the project you will visit the Country you are studying and record plants and animals there.

Before you leave to visit the site, you and your work team will review any relevant SOPs and complete a JSA with your supervisor. (JSA template is available at R4.)

You will learn more about the cultural uses of the species you record and the relationship between different species by talking with the traditional owners and elders for the region. You may also refer to books for further information.

If you are doing this project as part of a workplace activity, then use the reporting documents required in your workplace. Otherwise you can use the templates in the Resource section. Examples of completed forms are on the following pages. You need to complete one form for each species you record.

Take photos as you make notes. This will help with further research when you are back at base.

If you have permission, you may also take samples to create a herbarium.

When you have finished recording the species, you can think about the food chain on that Country.

R4

See the JSA template at *Resources R4*, page 32

R2 R3

See the templates for Plant and Animal recording at *Resources R2* and *R3*, pages 30 and 31.

R2

PLANT RECORD SHEET

Plant name in language: Ngalyanta

Language used: Nyangumarta

Common name: Wickhams Grevillea

Scientific name: Grevillea wickhamii

Plant description

☑ Tree ☐ Shrub ☐ Herb ☐ Mallee ☐ Grass ☐ Sedge

Estimated height: 2 m

☑ Mature plant ☐ Immature plant

Habitat

☐ Coastal ☐ Desert ☐ Escarpment ☐ Floodplain ☐ Forest
☑ Grassland ☐ Mangroves ☐ Marine ☐ Rainforest ☐ Riverine
☐ Scrubland ☐ Wetland ☐ Woodland

Occurrence

☐ Individual plant ☑ Multiple plants together Estimated number: 23

☑ Other plants growing with this one: Wattles (Acacia sp) Spinifex grass

Traditional uses (food, medicine, ceremony, hunting tools, etc.)

Minta - sap from the tree is eaten when it is clear or white

Attractive red flowers for decoration

Other information (seasonal influences, relationships with other species, land or sea management)

Widely distributed, responds well after fire

Name(s) of person/people providing information and any other sources

Heston, Selma

R3

ANIMAL RECORD SHEET

Animal name in language Jintikurru

Language used Nyangumarta Warrarn

Common name Thorny dragon - Thorny devil

Scientific name Moloch horridus

Animal description (kind of animal, size, colour) Lizard

spikes cover the body, about 200 mm long,

red pindan and ochre coloured body

Habitat

- ☐ Coastal
- ☑ Desert
- ☐ Escarpment
- ☐ Floodplain
- ☐ Forest
- ☑ Grassland
- ☐ Mangroves
- ☐ Marine
- ☐ Rainforest
- ☐ Riverine
- ☑ Scrubland
- ☐ Wetland
- ☐ Woodland

Occurrence

Is this animal usually ☑ solitary or ☐ in groups? Estimated number .....

Is the animal used as food? ☐ Yes ☐ No

Cultural practices and protocols around this animal

Other information (seasonal influences, relationships with other species)

Feeding on ants

Name(s) of person/people providing information and any other sources

Lindsay, Augie, Lynette, Wikipedia

PROJECT

PROJECT SECTION 2 – PART B: FOOD CHAIN

When you have recorded the plant and animal species, discus the food chain for that Country with your work team. Draw a simple diagram below to illustrate this.

4 ENVIRONMENTAL CHANGES

Traditionally, Aboriginal people cared for Country using cultural land management practices. Then they were dispossessed of their land, and the Europeans settlers who followed began to use the land differently. These methods of land use have changed the environment.

4.1 POSTCOLONIAL LAND & SEA USE

European settlers viewed the land as a commodity: something to be used as a resource. Colonisation began a time of managing the land in very different ways.

All of the following activities have changed the environment in the Country where they have been used.

Agriculture is responsible for the clearing and use of vast areas of land that has led to habitat loss as well as contributing to erosion and salinity problems. Introduced animal species include sheep and cows for meat, wool and hide production. Agriculturalists have planted non-native species of plants for grazing and food. Some of these plants have now become weeds. Grazing animals also alter habitat by eating native plants and displacing native animals.

Spraying chemicals to control pests and diseases on food crops has also had an effect on the soil and waterways in some areas.

Farmers introduced other species of animals, for work or domestic use, which have since become feral. These include donkeys, horses, pigs, goats, cats, rabbits and foxes. In some areas these introduced species have overgrazed native areas, damaged water sources for native animals and/or altered the food chain.

Cane toads were introduced to control an insect that ate sugar cane. Toads have poisonous glands on their body that cause the death of animals that eat them. This has had a significant impact on its environment by altering the biodiversity of the areas where it breeds.

Commercial fishing poses a threat to the biodiversity of the oceans. Some harvesting methods have led to destruction of habitat, and the large quantities of fish taken have reduced breeding stock.

Exploration for water, minerals, oil and gas often results in large areas of land being cleared and roads being built to access the area.

Forestry can involve clearing vast tracts of land, leading to habitat loss and erosion. The biodiversity of a region is often changed due to a change in plant dominance. Forest areas are also made accessible to machinery and vehicles by the building of roads. This contributes to the spread of weeds and the deaths of animals on the roads.

Increased population has brought about the development of towns and infrastructure such as roads, train tracks and power lines that divide the land and use resources. Feeding, housing and transporting more people uses more agricultural land, factories and primary resources (minerals, oil and gas). This increases the amount of rubbish and pollution in the environment.

Mining takes resources from the land, often on a very large scale. It does this using open cut or underground methods. It usually needs large amounts of water, often drawing from ground water or diverting rivers. Historically, mining has sometimes been responsible for polluting the land, air and waterways.

Tourism has increased across Australia and, more recently, in remote areas. The environment has been changed by the construction of roads, introduction of weeds, dumping of rubbish, recreational fishing and accessing of pristine sites.

4.2 IMPACT ON ENVIRONMENT

All these changes to land use since colonisation have altered the environment in many regions. Impacts might be general across a region or specific to a species or site.

Some of the impacts on the environment are:

- Erosion – soil washing away
- Fire – causes loss of habitat and reduction in biodiversity
- Weeds – cause loss of habitat and reduction in biodiversity
- Feral animals – can damage habitat and alter the food chain
- Salinity – leads to loss of habitat and reduction in biodiversity
- Pollution of water and land

It is often possible to see an impact on particular species of plants, animals or place as a result of these issues. In your project, you will discuss the changes in animal populations or plant occurrence since Aboriginal people were dispossessed of their land.

NOTE

Farming practices such as land clearing and irrigation can contribute to salinity problems.

This is because they can change the way water moves through the soil. The water can carry and move salt from the landscape. The salt then collects where water settles in low-lying areas.

4.3 MANAGEMENT PRACTICES

Many areas of Australia are prone to the impacts listed above. Land and sea management workers aim to:

- Reduce the possibility of further damage
- Repair existing damage where possible

Their work is often guided by a management plan. We discussed these in *Section 1.3*.

DISCUSSION ACTIVITY

Read the scenario below and then discuss:

- The environmental impact on Country
- The cause of the impact
- The practices used to manage the impact

SCENARIO 1

A ranger group is caring for Country that includes coastal sand dunes. The dunes have great cultural and geographic importance. There is a town next to the dunes. Each day many people walk over the dunes to visit the beach and enjoy the area.

Erosion is becoming a problem in the dunes. As people climb the slopes, the loose sand slides down. This is not only changing the geography of the dunes but also reducing the number of plants growing on the slopes. This, in turn, might reduce the number of animal species living in the dunes.

To manage the erosion problem, the rangers use the following practices:

- Lay matting over the most fragile parts of the dunes
- Build rope ladders for people to use when walking over the dunes
- Educate the town people to use the ladders and not to make their own tracks

DISCUSSION ACTIVITY

Read the scenario below and then discuss:

- The environmental impact on Country
- The cause of the impact
- The practices used to manage the impact

Can you think of any other practices the ranger group could use to manage the toad population and reduce harm to other native amphibians?

SCENARIO 2

A ranger group works on Country where there are cane toads. Cane toads were introduced into Australia by sugar cane farmers. The farmers believed cane toads would eat the cane beetle that was damaging their crops. The cane toads had no natural predators in Australia, so the population soon grew and expanded across the tropics.

Cane toads are poisonous to animals that eat them. They also compete with native animals for food. The impact of cane toads moving into a region is a disruption to the food chain in the region. This results in reduced biodiversity, making Country less resilient to natural and unnatural events.

The management practices the ranger group uses are:

- Monitoring waterways and destroying eggs
- Trapping and destroying cane toads
- Recording information about toad numbers
- Recording deaths of other species that may have been poisoned by toads
- Sharing information with government departments, researchers and community groups to help develop policy

Images courtesy Frogwatch Nth Inc

PROJECT

PROJECT SECTION 3 – ENVIRONMENTAL CHANGES

List the environmental impacts from *Section 4.2* that affect the Country you are studying and that have happened since colonisation.

.....

.....

.....

What are the main causes of these changes?

.....

.....

.....

Have any of the animal or plant species you recorded been affected by environmental changes?

☐ Yes ☐ No

If so, for each affected species describe the effect and the suspected cause.

Species name	**Effect on species** e.g. declining population, increasing occurrence, status	**Suspected cause**

What land and/or sea management practices are used to manage these impacts? You might find this information in the management plans for the region you are researching.

.....

.....

.....

RESOURCES

LEGISLATION

R1

JURISDICTION	NAME OF HERITAGE LEGISLATION
Federal	*Protection of Movable Cultural Heritage Act 1986* *Aboriginal and Torres Strait Islander Heritage Protection Act 1984*
Australian Capital Territory	*Heritage Act 2004*
New South Wales	*Heritage Act 1977* *National Parks and Wildlife Amendment (Aboriginal Ownership) Act 1996*
Northern Territory	*Northern Territory Aboriginal Sacred Sites Act* *Heritage Act*
Queensland	*Aboriginal Cultural Heritage Act 2003* *Torres Strait Islander Cultural Heritage Act 2003*
South Australia	*Aboriginal Heritage Act 1988*
Tasmania	*Aboriginal Relics Act 1975*
Victoria	*Aboriginal Heritage Act 2006*
Western Australia	*Aboriginal Heritage Act 1972*

JURISDICTION	NAME OF ENVIRONMENTAL LEGISLATION
Federal	*Environment Protection and Biodiversity Conservation Act 1999*
Australian Capital Territory	*Environment Protection Act 1997* Environment Protection Regulation 2005
New South Wales	*Environmental Planning and Assessment Act 1979*
Northern Territory	*Environment Protection Authority Act 2012*
Queensland	*Environmental Protection Act 1994* Environmental Protection Regulation 2008
South Australia	*Environment Protection Act 1993*
Tasmania	*Environmental Management and Pollution Control Act 1994*
Victoria	*Environment Protection Act 1970*
Western Australia	*Environmental Protection Act 1986* Environmental Protection Regulations 1987

R2

PLANT RECORD SHEET

Use the back of this sheet to write further notes or draw a diagram of the plant as needed

Plant name in language

Language used

Common name

Scientific name

Plant description

☐ Tree ☐ Shrub ☐ Herb ☐ Mallee ☐ Grass ☐ Sedge

Estimated height .....

☐ Mature plant ☐ Immature plant

Habitat

☐ Coastal ☐ Desert ☐ Escarpment ☐ Floodplain ☐ Forest
☐ Grassland ☐ Mangroves ☐ Marine ☐ Rainforest ☐ Riverine
☐ Scrubland ☐ Wetland ☐ Woodland

Occurrence

☐ Individual plant ☐ Multiple plants together Estimated number.....

☐ Other plants growing with this one

Traditional uses (food, medicine, ceremony, hunting tools, etc.)

.....

.....

.....

Other information (seasonal influences, relationships with other species, land or sea management)

.....

.....

Name(s) of person/people providing information and any other sources

.....

R3

ANIMAL RECORD SHEET

Use the back of this sheet to write further notes or draw a diagram of the animal as needed

Animal name in language

Language used

Common name

Scientific name

Animal description (kind of animal, size, colour)

.....

.....

Habitat

☐ Coastal ☐ Desert ☐ Escarpment ☐ Floodplain ☐ Forest

☐ Grassland ☐ Mangroves ☐ Marine ☐ Rainforest ☐ Riverine

☐ Scrubland ☐ Wetland ☐ Woodland

Occurrence

Is this animal usually ☐ solitary or ☐ in groups? Estimated number .....

Is the animal used as food? ☐ Yes ☐ No

Cultural practices and protocols around this animal

.....

.....

.....

Other information (seasonal influences, relationships with other species)

.....

.....

Name(s) of person/people providing information and any other sources

.....

JOB SAFETY ANALYSIS

Organisation		
Job	Location	
Procedure developed by	Approved by	Date

Tick the box for the PPE required.

Task Steps in the job	**Hazards Identified** What could cause injury?	**Risk Score**	**Controls** What can be done to minimise the risk of injury?	**Final Risk Score**

GLOSSARY

Biodiversity	The word 'biodiversity' means many different kinds of life. Biodiversity is a good thing in an ecosystem because different plants, animals and microsystems do different jobs to keep the ecosystem going. Biodiversity also supports a broad food web. This makes the ecosystem resilient, which means if one species has a poor year, the other species will not suffer.
Commodity	A commodity is something that is valuable. When we call something a commodity it usually means it can be bought, sold or has a dollar value.
Dispossess	When someone is dispossessed of land it means land has been taken away from them. 'Dispossess' can also be used when other belongings have been taken away.
Plant dominance	Plant dominance can be noticed when there is more of one species of plant than any others in a particular area.
Predator	A predator is an animal that kills other animals to eat.
Pristine	When something is pristine, it is in its original, unspoilt condition.
Quintessential	Quintessential has several meanings. In this guide it means the most important or vital aspect.
Salinity	Salinity refers to the saltiness of a body of water or to the level of salts in soil.
Add your own words and meanings here	

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NOTES

NOTES

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ALEP

Aboriginal Landcare Education Program

RECORD INFORMATION ABOUT COUNTRY

This learning guide will support you to write down information about the area you are working on. You will record information about:

– Plant and animal species

– Aboriginal and Torres Strait Islander culture and history

– Environmental changes and trends

You will also consider how you may use this information.

Topics include:

- ABOUT COUNTRY
- ABOUT INFORMATION
- COLLECT INFORMATION
- ENVIRONMENTAL CHANGES

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