

Protecting Heritage Places

INFORMATION AND RESOURCE KIT



**User guide and
presenter notes
for education,
training,
awareness-
raising, group
facilitation and
community
action**



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Part 1. User guide

This is a general Guide for people interested in protecting heritage places. While it contains specific information for use of materials in the Protecting Heritage Places Kit, it also contains more general information for people running heritage protection sessions with others.

Using this Kit

This Kit has been developed to help people understand basic heritage conservation principles and processes. It will help anyone who is running a session with others to protect both natural and cultural heritage places. Specifically, it will help any presenter or user of the Kit to achieve the following learning outcomes.

- A basic understanding of heritage conservation principles suitable for both natural and cultural heritage conservation.
- A basic understanding of the steps involved in developing a plan for a heritage place.
- An understanding of how to ensure that processes, procedures and projects respect and plan for the assessment and protection of natural, Indigenous and historic heritage.
- An understanding of where to obtain information and assistance on heritage issues.

The Kit contains information drawn from a variety of sources, and presents a simple 10 step program for heritage protection.

Kit contents

There are several components to this Kit.

- User Guide. This is the document you are reading. It contains information about using

the Kit, and a section on using the presentation materials.

- Workbook. This contains the content of the website. The 10 steps to heritage protection are outlined with background material for each. There also is a glossary and listing of resources.
- Website. The 10 steps to heritage protection are outlined with background material for each. There also is a glossary and listing of resources.
- CD-ROM. A CD-ROM is available. On it are electronic versions of all documents for the Kit, including the website (to allow you to browse the website off-line).
- Microsoft PowerPoint presentation. There are 24 slides in this presentation. They list the 10 steps to heritage protection, and their associated *Have a go* activities. Because this presentation is provided on a disk, it can be modified by the user to suit a particular set of circumstances.
- 35mm slides. There are 24 slides, the same as those in the Microsoft PowerPoint presentation. They list the 10 steps to heritage protection, and their associated *Have a go* activities.
- Overhead transparencies. There are 24 colour overhead transparencies, the same as the slides in the Microsoft PowerPoint presentation. They list the 10 steps to heritage protection, and their associated *Have a go* activities.

Users should also have a copy of the publication from which this Kit was developed: *Protecting Local Heritage Places. A guide for communities*. Australian Heritage Commission (1999)



Using the Kit

If you intend to use this Kit, we recommend that the first thing you do is read the introduction to the Workbook and then familiarise yourself with the contents of the Kit.

One of the important features of the Kit is that it allows and encourages flexibility in the design of presentations or training programs to suit your needs and resources, and the needs of your audience. The Kit can be used for either short or longer presentations, or as a guide for a real project that lasts over a long period of time.

That is, it takes account of the many different ways that people take in information.

Some people remember best what they read; others remember most when they see something; some recall what they hear; and others learn and remember by doing. To be most effective and reach different types of learners, you should present material in a range of ways and reinforce your key messages by using different media. This Kit will help you do this by providing information in a range of formats: a Workbook, a website, a CD-ROM, a Microsoft PowerPoint presentation, 35mm slides and overhead transparencies.

Common to all materials in the Kit are the *Have a go* activities that get the users to prepare information that will assist them to protect a heritage place. These can be used as activities to brighten up a presentation, as student exercises, or to contribute to a management plan for a real project.

How you use the material in this Kit will depend on the time available, your own familiarity with and confidence in using the various formats, and the nature of your audience. The materials are designed so that you can either move through the 10 steps in detail using the supplementary information for each, or simply move from step to step directly.

You may be interested in using the Kit to support ongoing group discussions about heritage issues or to meet regularly to plan and undertake activities in a local area. If you are facilitating such a group, have a look at the information on

learning circles and how this Kit can be used to support learning circle discussions. You may also want to look at information on organising a learning circle, deciding priorities and establishing ground rules, and some tips for facilitating productive group discussions.

Look at the first sections of the Workbook for specific information that might help if you are presenting to people who are:

- involved in community action
- seeking funding,
- helping others through education or facilitation,
- working at any level of government, or
- involved in tourism and heritage places.

Finally, check that you have organised all the practical details so that your presentation runs smoothly.

Using the website

The website (www.heritage.gov.au/protecting.html) contains all of the information in the Workbook and more. In particular it contains a more extensive and up-to-date list of contacts, and links to other sites you might find useful.

The website can be used in many different ways:

- to direct people for self-education,
- as a follow-on resource for training, and
- as a desktop reference that can be returned to as necessary.

General hints relating to the use of these materials is found in the next section on Using the Workbook.

Using the Workbook

Most facilitators will probably use the printed Workbook simply because it is the most accessible medium. In this case, don't feel that you need



always to start at Step 1. Start at any step that is appropriate for the stage you are at, or that is appropriate for your group. Remember, though, that objectives for protecting a heritage place are most likely to be met if the 10 steps are followed in sequence.

Most facilitators will use the presentation materials in association with the Workbook. The presentation materials summarise the 10 steps, and help the group to focus on each of these.

Each step includes a *Have a go* question for the user to answer. When all *Have a go* questions have been answered the responses should constitute a plan to protect a heritage place. That is, the materials should be seen as useful and practical. The fact that they lead to useful outcomes is an important point to make by the facilitator.

Note that the *Have a go* questions are designed so they can be printed separately as hand-outs.

Using the presentation materials

Presentation materials that summarise the 10 steps for protecting heritage places are provided in three formats: as a Microsoft PowerPoint presentation, as overhead transparencies, and as 35mm slides. The one you choose will depend on your circumstances and what equipment is available.

The Presenters' Notes later in this Guide provide some background information for each of the slides. Refer to this, and to other information in the Workbook, on the website, or in the core publications for information to support any talk you make using these presentation materials.

While the PowerPoint presentation requires expensive equipment for viewing, particularly with a larger audience, it is the most adaptable of the presentation materials. Why not incorporate your own slides into the presentation, and in particular to personalise the first slides with your name and that of the project involved? Scanned photographs can easily be incorporated into PowerPoint presentations.



Tips for presentations

- Be clear about your purpose or objective. What do you want to achieve? Do you simply want to inform people about heritage protection? Or advise them how it can be used locally? Or encourage them to become involved with heritage protection?
- Identify your main audience. Is it the general public? Local government representatives? A group already involved with heritage protection?
- Understand your audience and their constraints and needs. How much time have they got? What do they know about the issue already? What is their education level?
- Relate material to your audience so that what you are saying matters to them. People are more motivated to learn and remember when they understand the relevance of what they are being told and how it can help them.
- Identify and focus on your key messages. Keep them simple, clear and brief.
- Arrange your material in a logical order.
- Be sensitive to cultural differences.
- Wherever possible, allow time for questions.



How to reinforce key messages

- Tell your audience what you want them to know.
- Show them what you want them to know—a video, an overhead, a picture or drawing, or a chart.
- Provide written handouts summarising your key points so people can review them later. Use sheets from the Workbook as hand-outs.
- Make your messages real—by providing concrete examples or real life stories.
- Show people how they can use what you have told them. If you don't have much time, use a case study. If you are conducting a workshop, give participants the opportunity to do the *Have a go* exercises on a place of their choosing or a place everyone knows.
- Ask your audience questions so you can check if your messages are being understood.



Learning circles

A learning circle is simply a group of people who meet regularly to discuss and learn about issues that concern them, their communities or the wider society. Learning circles have been used by a wide range of people and organisations, in many different countries. They offer a flexible and democratic approach to learning and problem solving.

A learning circle is built around the idea that everyone has something to contribute, everyone has something to learn, and we can all learn from one another. The aim is to provide each participant with the opportunity to increase their understanding of the issues and the tools and confidence to act on their beliefs.

Participants determine their own objectives and set their own pace. Decisions about what the group will focus on, what action to take, if any, and how to implement it are taken by the group. Groups decide for themselves how often to meet and for how long.

This Kit is designed to be used flexibly, including to support regular learning circle discussions.

Using the Kit for a learning circle

Different groups will use this Kit differently, depending on their interest, aims and level of knowledge and experience. You can work through the 10 steps in a logical sequence or go straight to a topic that interests you. If you go straight to a particular topic, ensure that you are aware of all the steps because the order is important if your group is planning activities to protect local heritage places.

Once you have organised your learning circle the group needs to sort out what it will focus on and practical details like when and where to meet. While priorities may change as the group goes along, you should make some initial decisions about what you plan to do at your first meeting and agree on some ground rules for working together.

While a learning circle group makes its own decisions, it helps to have a facilitator. This can

be a member of the group or someone with experience as an adult educator or group leader who is willing to join and help the learning circle. You may decide to rotate the role of the facilitator among members of your group or have 'co-facilitators'.

Facilitate means 'make easy'. As a facilitator of a learning circle, your main role is to help the group clarify what it wants to focus on and help keep discussion productive. You don't have to be an 'expert'. If you are new to facilitating, have a look at the tips for encouraging productive group discussion. If you want some more general information, you could look at some factors that help adults learn.

Organising a learning circle

Organising a learning circle is easy. It starts with a group or an individual deciding that a learning circle would be a good way to explore or promote interest in and understanding of heritage issues.

You then need to promote it—to your organisation's members, among friends and work colleagues or to the general community. You might advertise in a local paper, through community notice boards or use 'word-of-mouth'.

Making group decisions

When a learning circle group first meets, the main priorities are for people to get to know one another and to agree on what they want to get out of the learning circle.

Some people may say they simply want to learn more about heritage issues; others will have more specific objectives. Try to identify some *group* objectives, so meetings can focus on what the group most wants to achieve. Remember that each person will take different things from the learning circle even when everyone has agreed on shared objectives.

If your group is finding it hard to come to an agreement about what it wants to do because people are interested in different things or feel they don't know enough yet to decide priorities, you may find it easiest to start with Step 1 of the



Kit and work through each step over a number of meetings at a pace that works for you.

Participants also need to agree on how they will work together. At your first meeting, you may want to look at some suggested ground rules and check if people want to change or add to them.

Working together

Working with a group of very different individuals can be fun. But it can also be frustrating. Agreeing on some basic ground rules can help. You might find these suggestions useful.

- Value your own experience and understanding. Everyone has a contribution to make.
- Listen carefully and respectfully to the opinions and beliefs of others and be prepared to critically examine your own and others' views.
- Speak freely, but don't dominate. If you are a good talker, encourage others to discuss their ideas. If you tend to be quiet, try to have your say more often. Find ways to ensure everyone is heard.
- Help keep discussion on track. Try to make your own comments relate to the main points being discussed.
- If you don't understand something, say so. Others probably feel the same way.
- Be prepared to disagree. Conflict is healthy and can help a group progress. But focus on the issue, not the person you disagree with. Don't let disagreements hold you back. Acknowledge them and move on.
- Try not to become angry or aggressive. This might discourage others from expressing their ideas.



Taking care of the practical details

Whether you are making a one-off presentation or facilitating an ongoing learning circle, things are more likely to run smoothly if you have sorted out all the practical arrangements ahead of time and you know what facilities are available to you.

Check the venue. Depending on the nature of your presentation, you might ask:

- Is space available for small group work? Can the seating be rearranged for group work?
- Are aids such as whiteboards, blackboards or an overhead projector available or will you have to supply them?
- Is there space to display butchers' paper?
- Is the space quiet and private or are you likely to be interrupted by other activities?

- If you are planning a break, check if there are tea and coffee making facilities close by.

On the day, make sure you have time before your session to rearrange seating if you need to and set up and test any equipment you will be using. You may want to make a checklist so you don't forget anything, for example:

- Watch (for checking on time)
- Overheads
- Pens and paper for groups
- Whiteboard markers
- Butcher's paper
- Copies of handouts (if you are using them)
- Name tags or sticky labels



Tips for facilitating group discussions

If you are facilitating a learning circle or other group discussion, you might find these suggestions help things to run smoothly.

- Set a friendly, relaxed and respectful atmosphere from the start. Make sure everyone knows each other (name tags/sticky labels help). Check everyone has read the material you plan to discuss.
- Create a secure and comfortable environment for participants to express their views. What this involves will vary from group to group.
 - Avoid a sense of competition — people should be encouraged to extend themselves but without feeling they have to 'perform'.
 - Ensure participants have opportunities to identify issues or ideas they don't understand.
 - Value participants and their views - if a group feels valued, they will assist you in setting a cooperative mood. Learn people's names and use them. If your memory for names is poor, ask everyone to wear name tags. Draw conclusions/summarise discussion based on people's contributions.
 - Don't allow others to interrupt while someone else is speaking.
 - Ensure the group establishes clear rules about issues such as respect and confrontation as part of its 'ground rules' for working together.
- Try to involve everyone in the discussion. If this isn't happening naturally, try something like 'let's get the full range of views in the group on this issue'. If some people tend to dominate, try 'those are interesting points. Let's go round and see what others think'.
- Draw out quiet people. Don't pressure them but support them to contribute. Try asking if they have thoughts they would like to share.
- Be an active listener. Acknowledge all contributions.
- Conflict is OK if it's focussed on the issue not the person.
- Disagreements are to be expected. If there are strong differences, try to stay impartial, acknowledge and summarise the different perspectives and move on.
- Pauses and silences are OK. They probably mean people are thinking. Count to 10 before trying to answer your own questions to the group.
- Use questions that encourage discussion rather than yes/no answers, eg. 'Why do you disagree with that point?' rather than 'Who agrees/disagrees?'
- Ask the 'hard' questions, point out issues that people are ignoring, help the group examine its own assumptions.
- Help people connect with the issues being discussed by encouraging participants to tell their own stories and draw on their own experiences.
- Encourage cooperation among group members. Try using joint activities such as research projects, meetings with local authorities or watching a video/film that links to the issues you are discussing.
- Regularly summarise discussions. Don't get stuck on a topic; move on if people don't seem interested.



Adult learning styles

What motivates adults to learn is usually practical, arising from life experiences or community problems and challenges that can be addressed by acquiring further knowledge or skills. Unlike young children, adults bring lots of life experiences to their learning. They may also have rather 'fixed' ideas and attitudes. The best adult learning encourages and supports a process of critical reflection.

Some of the factors that help adults learn include:

- **Linking ideas to life experiences:** Most adults find it easier to learn new concepts and facts if these are linked to something they already know or have experienced.
- **Participation:** Adults learn better when they have some control over, and input into, what they are learning.
- **Fun:** People are more receptive learners if they are having fun and the learning environment is informal and relaxed. Brainstorming can be a fun way to encourage creativity and come up with lots of ideas.
- **Individual differences:** Different natures mean that different adults learn in different ways. Some prefer to gather information by listening and absorbing material that they can later reflect on or relate to their own past experiences. They enjoy listening to discussions and conversations. Others learn by observing people doing things and prefer things like role-plays and models. Some like practical learning experiences. Others prefer emotional experiences. Those who like discussions and debate often learn as they talk. Others write down everything people say, because they learn by absorbing written material.



Examples of using these materials

While there are endless ways in which the Kit materials can be used, consider the following suggestions.

- A 20 minute presentation eg for local council meetings.
- A 2 hour workshop using relevant local or other examples.
- A tertiary level course on heritage, environment management or planning.
- An Aboriginal community interested in protecting a local site.
- A group wanting to prepare a plan for a local remnant area of bushland.
- A meeting for a local place which is under threat.

20 minute presentation

This could be a presentation for as group such as a local council meeting.

Purpose	Promote basic concepts of the 10 step process for heritage protection.
Outcome	Councillors understand the key steps in heritage protection, and some of the resources available.
Suggested program	<p>Introduction - Who am I and why am I here?</p> <p>Brief outline of what is in the presentation.</p> <p>Present the 10 steps using a hand-out and overhead projection or PowerPoint presentation.</p> <p>Draw attention to the Have a go activities that assist users.</p> <p>Identify that an outcome of Step 8 is a draft plan of action—how easy is this!</p> <p>Outline availability of support materials in different forms as a Kit and give an example of how the Kit could be used in a local place</p> <p>Repeat the purpose of the presentation.</p> <p>Allow time for questions.</p>



2 hour workshop of stakeholders

A group of stakeholders interested in heritage protection and keen to use relevant local or other examples

Purpose Facilitate a good understanding of the process of heritage protection as it might apply to places and issues relevant to the stakeholders.

Explain the range of materials in the Kit and how they support protection of heritage.

Outcome Participants have a good feel for the process and details of heritage protection.

Participants know of the Kit materials and where to access them.

Suggested program

0.00

Introduction – Workshop leader: Who am I and why are we here?

Participant introductions – Who am I and why am I here?

0.15

Workshop leader presents an introduction to the workshop program.

Use the Introductory slide: 'Protecting your Heritage' to list the 10 steps for heritage protection and briefly go through these steps using the slides in whatever format is appropriate (PowerPoint presentation, overhead transparencies or 35mm slides).

Explain that the Have a go slides can ensure that something is accomplished with each step in the process. Get people to apply the Have a go steps to a place they personally know, or work together on a place.

0.30

Work through each slide. Note there are 22 slides. In a two-hour session we suggest there is a need for 30 minutes of questions and discussion at the end. This leaves, at best, 3 minutes per slide, including some time for people to respond to the Have a go exercises. It is quite possible to do this, but you must be very clear about the need to keep moving. Get participants to write down their responses on a sheet of paper in response to the Have-a-go questions. Use the outcomes as part of the end discussion.

1.30

Have a period for general questions and discussion. Facilitate general discussion. What did people come up with in their Have a go exercises? Do any points need clarification?

1.50

Ask what specific things the workshop brought out for the participants.

2.00

Finish on time. Invite participants to contact you for more information. Stay behind to join in the informal discussion which generally follows such events. Provide light refreshments if possible.



Part of a tertiary education course

This could be part of a tertiary level course on heritage, environment management or planning.

Purposes Facilitate a good understanding of the process of protection of heritage places.

Outcome Participants have a good feel for the process and details of heritage protection.

Participants know how to access other materials and information on heritage protection.

Suggested program There are a number of circumstances in which the available materials may be used as part of a tertiary course. They could be used as part of a lecture, tutorial or course project.

Lecture. The materials can be a part or whole of a one-hour lecture. The key elements that should be included are the introduction to the 10 steps, the Have a go steps, and Step 8 (formulating a draft plan of action). A lecturer might add to each of the specific steps by referring to the original materials, and use one or more case studies to draw out the principles.

Tutorial. Start with the overview step as an introduction to the processes of protecting heritage places. Any one tutorial might deal with one or two steps. The whole 10 step process is too long for any in-depth discussion in one hour. However, by discussing one or two of the proposed steps in greater detail it is possible to assist students to appreciate the theoretical arguments, as well as the practical importance of why the step is proposed. Students should be referred to the core documents and Kit materials for subsequent readings. Another possibility is to work through the whole 10 steps over a term or semester.

Part of a course project. Provide the students with an overview of the core processes of protecting heritage places. Then provide references and ask them to review and explain these processes. They might apply the 10 steps to a heritage place of their choosing as a project, reporting upon the outcomes and issues they uncovered by doing this. A plan for a heritage place, arising out of following the first 8 of the 10 steps, makes an excellent major assignment.



Protecting a site of interest to Aborigines

An Aboriginal community may approach others for help, and be looking for advice and resources to protect a site or area they are concerned about.

Purposes	To talk about ways of protecting the place, introducing the 10 steps as a way that can help.
	To use the 10 steps as discussion points to clarify the situation and work out a way to go forward.
Outcome	To create an initial plan that can be used to generate support and to apply for funding.
Suggested program	It is crucial to develop a program that is appropriate for the community and setting you are working in. Starting the process in good faith and letting a suitable process develop is the best guide. The following format is just one suggestion.
	Find an appropriate place to sit where people feel comfortable, either inside or out.
	Let people introduce themselves to each other and the place as is culturally appropriate.
	Start discussions from the point of view of an appropriate person (eg, an elder) who will set the scene for what needs to be done.
	Where appropriate, introduce the steps in a way which people in the group can best understand (eg, by drawing them).
	Emphasise that following the steps can produce an outline for a plan that will be useful for everyone, and useful for getting support and further action.
	Discuss whether people feel happy working with these steps, and agree on a process that suits everyone.
	Work through the steps, writing down the results of discussions, always checking what can be recorded.
	At the end pull it all together and present it as a draft plan for the place.



Preparing a plan for a place with different interests

A land management agency, local shire and a local environmental group want to prepare a plan for a local remnant area of bushland.

Purpose Assist interested parties to protect a chosen piece of bushland.

Outcome Heritage protection plan developed and implementation underway.

Suggested program One possible scenario is a group of individuals is being assembled to help work out how to protect a remnant bushland. A meeting is called to work out how to achieve this goal. The process contained in the Kit and the supporting materials can be presented to the group as a way of organising the work that needs to be done.

Seek a chance to provide a quick overview of the materials. Provide people with an introduction starting with the 10 steps. Carefully choose the level. Don't provide too much detail.

Draw attention to the Have a go items. These assist users to develop a plan and help them to feel that something is being achieved. Demonstrate that the outcome is a draft plan of action.

Suggest that the group work through the 10 steps for their piece of remnant bushland.

Have a whiteboard or some way of placing butcher's paper on a board where all can see it.

Go through the steps starting from Step 2 (Who has an interest?). Write the group's responses on the butcher's paper. Ensure at each step that the group is clear about and has agreed to its responses.

Success in this activity depends on the skills and knowledge of the person leading the group.

The meeting room needs to be conducive to group activity. This task may not work very well outside.

At the end of the working period make sure the process is completed by going over the results and repeating the final outcomes. Get someone else in the group to do this for you. Arrange to have the final results typed up and sent to all participants.

Don't forget to ensure that responsibilities are identified, the next steps are agreed to, and a timetable is arranged.



Group meeting for a local threatened place

This is the way the materials could be used by a group meeting for a local place which is under threat.

Purpose	Assist interested parties to protect a chosen place under threat.
Outcome	Key issues and missing information is identified, an action plan is developed and implementation is underway.
Suggested program	One possible scenario is that a meeting may have been called to discuss how to protect a place under threat. At this meeting some guidance is called for on how to achieve this goal.

At the start it might be good to get everyone to put up one point that they feel strongly about (on butcher's paper or whiteboard) about the current situation. This lets people feel acknowledged and raises some issues that will need to be addressed through the process. An initial controlled step of 'letting off steam' such as this can allow the rest of the process to flow more smoothly.

Seek a chance to provide a quick overview of the materials. Provide people with an introduction to the 10 steps. Suggesting that working through these will help generate a good plan of action.

Draw attention to the Have a go items. These assist users to develop a plan and help them to feel that something is being achieved. Demonstrate that the outcome is a draft plan of action.

Have a whiteboard or some way of placing butcher's paper on a board where all can see it.

Go through the steps. Write on the butcher's paper the group's response. Be careful to ensure at each step that the group is clear about and agreed to its responses.

For Step 1, get the group to consider if the threatened place might have natural, Indigenous and historic heritage values. Sometimes other values are present, but not well recognised, and this will be important.

Steps 2 and 4 are particularly important for a threatened place.

Success in working through the steps depends on the skills and knowledge of the person leading the group.

The meeting room needs to be conducive to group activity. This may not work very well outside.

At the end of the working period make sure the process is completed by going over the results and repeating the final outcomes. Get someone else in the group to do this for you. Arrange to have the final results typed up and sent to all participants.

Don't forget to ensure that responsibilities are identified, the next steps are agreed to, and a timetable is arranged.



Part 2. Presenters' notes

Some users may be required to make a presentation about protecting heritage places.

A presentation is a great opportunity to motivate people—to get them excited about an idea or a proposal, or determined to deal with a problem. It allows you to communicate directly with your audience and see their response. But it can be daunting if you don't do it very often. You may find it useful look at the tips for planning and preparing your presentation. They are designed to help you develop and organise your presentation for maximum impact.

Three forms of the presentation have been prepared for this Kit: a Microsoft PowerPoint presentation, a set of overhead transparencies, and a set of 35mm slides.

The PowerPoint presentation is provided on disk, and can be modified to suit the needs of a particular presenter or project.

Presenters can also add their own overhead transparencies or slides to their presentation to make it suit their needs or those of the project.

The information provided below for each slide is a guide to the important points that should be covered for each slide. Of necessity they are only a summary of this information, and the user is encouraged to use the Workbook, website and a range of relevant publications to ensure that they have the knowledge they need to make a confident presentation.



No 1 Opening slide



No 2 While this quotation refers to historical heritage, it can be applied more widely. This slide helps to set the scene.



A heritage place is...

a specific area or site, perhaps a large area such as a whole region or landscape, or a small area such as a feature or building, which is valued by people for its natural and/or cultural heritage significance

Why we protect heritage

- > strengthens personal and group identity
- > we want to pass it on
- > social, spiritual, ethical or legal obligations

Protecting Heritage Places 3

No 3 Set the scene for what we are going to talk about. Name some heritage places, large or small. Getting people to think about heritage places helps the audience to focus, and provides an opportunity for the presenter to introduce the different types of heritage places. The reasons for heritage protection should be emphasised. Add your own anecdote here.

Protecting your heritage

10 steps to help protect heritage places

1. What is your heritage place?
2. Who has an interest?
3. What do you need to know?
4. Why is this place important?
5. What are the issues?
6. What do you want to achieve?
7. What do you need to do?
8. What is your plan?
9. Do it
10. Review it

Protecting Heritage Places 4

No 4 Over the years, a successful approach to heritage conservation has emerged. This is reflected in this 10 step process. These steps are in line with the common approach taken by nationally recognised natural and cultural heritage conservation charters (the Burra Charter and Natural Australian Heritage Charter). It is in fact a fairly basic planning process with significance (Step 4: Why is this place important?) a key addition.

Step 1. What is your heritage place?

Heritage places are important in different ways for different people

They help tell stories about this land and its people

They may have natural, Indigenous and historic elements that are significant

Protecting Heritage Places 5

No 5 Step 1. Places that are important for telling natural, historic and Indigenous stories are considered to have heritage 'values'. Heritage values are the ways in which a place is important. Heritage places often have a mix of natural, historic and Indigenous heritage values. It is important to respect all values in protecting places.

Step 1. What is your heritage place?


Have a go 🖐️🖐️

What heritage place interests you?

Describe its key features, and think whether it has natural, Indigenous and/or historic heritage significance

Protecting Heritage Places 6

No 6 *Have a go.* As with all of these *Have a go* questions, this is an opportunity for the audience to reflect on a heritage place. They could write answers to the questions, or discuss them as a group. The heritage place chosen here can be used throughout the other *Have a go* questions.

Step 2. Who has an interest?

Finding out who is concerned about and responsible for a place

- > ensures the right people are involved
- > helps find out about heritage significance
- > ensures all important issues are considered

Ask

- > who has knowledge about the place?
- > who owns and manages the land?
- > who are the custodians and caretakers?
- > who keeps records and information?
- > who will be affected?

Protecting Heritage Places 7

No 7 Step 2. Emphasise the importance of people in the process of protecting places. Getting the right people involved at the start makes things easier down the track. The presenter at this point may wish to add an anecdote of a case when someone was left out with problematic results, or ask for an example of this from the audience.

Ask a series of questions to identify who needs to be informed, who should be consulted and who should be involved.



Step 2. Who has an interest?

Have a go 🖐️🖐️

Write down the different groups or individuals with an interest in your place

Protecting Heritage Places 8

No 8 *Have a go*. The participants can write just the names of people or organisations. If time allows, you can ask them to note beside each name what sort of interest they have.



Step 3. What do you need to know?

Basic information needed for a place

- > a boundary or area of interest
- > information already available
- > whether it is on a heritage register

Check

- > have all aspects of heritage significance been investigated?
- > what gaps are there in the information?

Protecting Heritage Places 9

No 9 Step 3. Mention that a boundary should encompass all heritage features of significance. It may include a buffer zone and it may need to be revisited later in the process as more information comes to hand. Boundaries help to establish who is involved, what areas to protect and which properties are involved.

It is important to note there are many sources of information about heritage places. Examples include heritage registers and other government records, past research reports both written and oral, other institutions such as universities, the Australian Institute of Aboriginal and Torres Strait Islander studies, Native Title Tribunal records, Indigenous land council and community organisations, and libraries and archives.

If there is little recorded information, it may be necessary to emphasise the basic heritage study types that can be undertaken. These include documentary research, field studies, collecting community knowledge and thematic studies. If possible, give examples from your own experience, or from information in the Workbook or on the website.



Step 3. What do you need to know?

Have a go 🖐️🖐️

Write notes on the following to get you started

- > What is the boundary or area of interest?
- > What information is already available?
- > What additional information is needed?

Protecting Heritage Places 10

No 10 *Have a go.* Get participants to concentrate on listing the main known sources of information and where they think there are gaps in knowledge.

Step 4. Why is this place important?

Understanding significance of a place

- > important elements are called 'heritage values'
- > places may have natural, Indigenous and historic elements which are significant
- > we must know what is important to protect it

Why a place is important is summarised in a statement of significance

Significance can be also be expressed through video, songs, artworks and displays

Protecting Heritage Places 11

No 11 Step 4. It is essential to understand the important elements of place: its heritage values. These may be described as natural or cultural heritage, the latter including Indigenous and historic values. Many places may have both natural and cultural values. As views on heritage values vary widely, a broad range of people should be consulted.

Assessing the significance of a place covers describing the place, considering its significant elements using criteria if necessary, assessing compliance against comparable places if needed, and considering gaps in information. These should be written down. Note that heritage specialists have professional standards for assessing significance.

A statement of significance that describes the important elements of a place is used to guide management, explain significance, and attract support and resources for conservation. It will cite evidence to make a strong case.

Step 4. Why is this place important?

Have a go 🖐️🖐️

Write down the important elements of your heritage place and why each is significant

Protecting Heritage Places 12

No 12 *Have a go.* It is important to remind people to think widely. Might there be aspects of significance which are not well recognised?



No 13 Step 5. Understanding the issues that affect the future of a place helps develop a realistic approach to protection. The issues may be identified by asking questions. Are there special needs for retaining significance? What are the threats to heritage values? Is administration appropriate? What are the regulatory requirements? What do previous studies say?

Issues can be identified in many ways, including talking to people, brainstorming in groups, workshops, focus groups, surveys, consultation with stakeholders and conducting a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

Where many issues emerge, it is good to identify the priority ones, those everyone agrees are important.

No 14 *Have a go*. Participants at this stage should focus on the main issues that need to be addressed using the prompts on screen as a guide.

No 15 Step 6. Objectives are statements of what will be achieved. They give direction but not the details of 'how to'.

Management objectives focus on the significance of the place, address key management issues and say how the place should be.

It often helps people to think of a vision for how they would like the place to be in the future. What sort of condition would they like the place to be in, say, in 20 years' time.

In historic heritage conservation this step is often referred to as developing a conservation policy for a place.



Step 6. What do you want to achieve?

Have a go 🖐️🖐️

Develop objectives by asking

- > what results do you want?
- > how do you want the place to be in the future?
- > how will significance be retained?
- > what are the priorities?

Protecting Heritage Places 16

No 16 *Have a go*. Participants can try writing some objectives. For example: 'To reinstate, by 2020, grass species once common along the river'.

Step 7. What do you need to do?

Develop strategies to retain significance
'Do as much as necessary and as little as possible'

Each place is unique - good management is about finding appropriate and creative solutions
Sometimes the best approach is to do nothing

Examples of strategies

- > erecting a fence to prevent animal damage
- > restoring a collapsed historic wall
- > a program to reintroduce a plant species
- > ensuring Indigenous access so traditional practices are continued

Protecting Heritage Places 17

No 17 Step 7. If the previous steps are soundly prepared then strategies can now be developed to achieve the stated objectives. Strategies must be designed to retain the significance of the place. Further examples of strategies might be to run a training or education program, to secure or protect a place and ensure public safety, to change access and visitor facilities, and to establish new management arrangements.

Good management is about finding appropriate and creative solutions. Good managers seek out advice if they don't have the skills themselves to choose the best course of action.

Step 7. What do you need to do?

Have a go 🖐️🖐️


Write down possible strategies and actions and ask

- > does every objective have a strategy?
- > are the key issues covered?
- > how will the strategy protect significance?
- > how will the strategy change the place?

Protecting Heritage Places 18

No 18 *Have a go*. Get the participants to write some specific strategies or actions to help them reach the objectives they have already written down.





Step 8. What is your plan?

Responses to the first 7 steps make up the key components of a management plan


A management plan also includes who is responsible for what, how progress will be monitored and when and how the plan will be reviewed

Heritage studies and reports can back up a plan

A concise plan can be very effective

No 19 Step 8. A management plan is a document which summarises the results of the 7 steps above. Responsibilities for monitoring and how and when reviews happen need to be worked out before the plan can be put into action. Responsibilities cover who is consulted, who approves the plan, who needs to give additional approvals, who is responsible for implementing the plan, who is the project manager, who monitors results, who revise the plan, who keeps the records and so on.

The outline plan may require further development. Review the outline and fill in the gaps to make the plan a more complete document. Check that the statement of heritage significance is reflected in the objectives and that the strategies are linked to objectives.



Step 8. What is your plan?

Have a go

The 'Have a Go' tasks from the previous 7 steps create an outline for a plan to protect your heritage place


Check

- > your statement of significance is reflected in the objectives
- > the strategies are linked to the objectives

Work out

- > who will be responsible for implementing your plan, how it will be monitored and when it will be reviewed

No 20 *Have a go*. Get participants to look back over their responses to the previous *Have a go* questions. Then ask them to write down who would be primarily responsible, how progress on the plan can be monitored and when it should be reviewed.



Step 9. Do it!

This is the stage where you put your plan into action. Do it!

- > take action systematically according to the plan
- > record progress


Remember

- > project management requires a project manager
- > keep people involved and informed

No 21 Step 9. Implementing a plan is a different process from developing it. It is good practice to keep track of what has been done, and to have an easily accessible record for reference and inclusion of material.

Remind participants that enthusiasm is the key to implementation. Find a champion or group of champions to keep the ball rolling!





Step 10. Review it!

All plans and projects require regular and systematic review

Review at times indicated in the plan

Circumstances change - so plans will change

Record results of reviews and why changes to your plan are necessary

Protecting Heritage Places
22

No 22 Step 10. Management plans are not one-off things. They need regular care and attention to stay up-to-date. Parts can be reviewed at any time. A major review of a management plan is usually undertaken after 4 or 5 years.



Protecting your heritage


- What is your heritage place?
- What has an interest?
- What do you need to know?
- Why is this place important?
- What are the issues?
- What do you want to achieve?
- What do you need to do?
- What is your plan?
- Do it!
- Review it!



10 steps to help protect heritage places


Protecting Heritage Places
23

No 23 At this point remind participants of the 10 steps, emphasising that understanding significance is the key for heritage protection.



"Understand the land and everything on it so you can manage it properly"

David Burrumarra MBE
Elcho Island, Northern Territory



AUSTRALIAN HERITAGE COMMISSION

Protecting Heritage Places
24

No 24 The quotation is a good point for participants to reflect on heritage conservation. It underlines a basic point for people to go away with. Stop, think and understand, so you can better look after important places.



