



## **Economic and Social Council**

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### **Ninth United Nations Conference on the Standardization of Geographical Names**

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Item 17 of the provisional agenda\*

**Toponymic education and practice and international cooperation**

#### **What's in a Name - Australia's Geographical Names: E-Learning package**

Submitted by Australia\*\*

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\*\* Prepared by Lorraine Bayliss (Australia).

## What's in a Name - Australia's Geographical Names E-Learning package

<http://www.icsm.gov.au/icsm/cgna/lesson/index.html>



The Committee for Geographical Names in Australasia (CGNA) provides a coordinating role in Australasia place naming activities.

All Australia's State and Territory naming authorities are represented on the committee, as is New Zealand's and individuals with an interest in nomenclature.

The committee's mission statement is:

*"As the national focus group, to coordinate and communicate the consistent use of geographic place names, to meet community requirements, the CGNA will:*

- 1. Develop and encourage the addition of a national ASDI compliant Data Model for Geographic place names.*
- 2. Utilise Internet web sites as a prime mechanism for the (two way) sharing of information about geographic place names.*
- 3. Develop and deliver an educational program to promote the significance of geographic place names in the community.*
- 4. Develop and promote the adoption of National standards for the naming of geographic place names."*

As a consequence of the committee's mission statement, the committee has produced *What's in a Name - Australia's Geographical Names*. This paper describes the content of this innovative educational package.

Critical to the effectiveness of the E-learning package is its usefulness to teachers. It was acknowledged that to 'get this into the classroom and used by teachers' it must be ready to go and not require any further preparation on

the teacher's part. This package does just that – it is complete and ready to use.

*What's in a Name?* provides a number of opportunities across varied curricula to highlight the importance and significance of 'names' be they geographical, personal or of place. It invites the community to become involved in place naming via the CGNA and its resources.

## VIDEO



Central to the entire teaching package is a short 15-minute video called *What's in a Name? Australia's Geographical Names*. Ernie Dingo, a highly respected Australian Aboriginal actor, narrates the video. He takes the viewer on a journey around Australia telling them about the significance of place names and how they affect our lives.

He explains the importance of capturing & recording the data of historic names, particularly those of Aboriginal origin. He encourages Australians to become involved in this by sharing their knowledge of place names & their history with the CGNA and he outlines how they can do this.

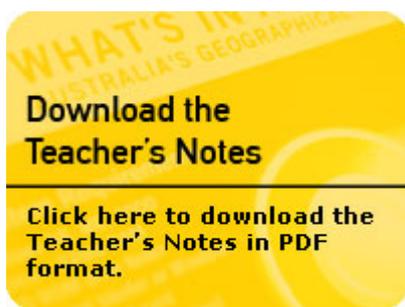
The video has been designed to explain the importance, provenance and formal recognition processes of place naming. Where do names come from? Who determines what name should be given? What can we learn from the names of places all around us? How would we manage if there were no place names?

The role of the CGNA and its achievements, which include the *Guidelines for the Recording and Use of Aboriginal and Torres Strait Islander Place Names* and the *National Gazetteer of Australian Geographical Place Names*, is also covered.

Use of the video as an engaging introduction to the idea that place names are important, and that they come from somewhere, is a useful way of introducing the subject into the classroom.

The video can be viewed online from the website. However, for teachers requiring the ability to pause the video (for question, answer and class discussion), or who need better resolution and larger screen display, copies of the cd-ROM or videocassette may be obtained free of charge by emailing [cgna@ga.gov.au](mailto:cgna@ga.gov.au) or telephoning +61 2 62499677. Most schools in Australia have been supplied with a copy of this resource for their library.

## TEACHING NOTES BOOKLET

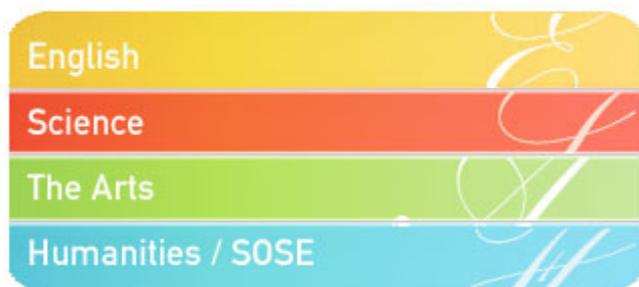


*The Teaching Notes* booklet has been designed to accompany the video. It also links the colour coded lesson plans and worksheets to the narration. It is provided as a downloadable PDF file and consists of:

- background information and instructions on the design features of the booklet;
- the narration text, presented in the video by Ernie Dingo, reproduced as the central column of the booklet (the narration column)
  - the narration column also shows the elapsed minutes of the video and, by using the counter that forms part of the video display, helps in the location of particular segments of the program;
- pertinent questions, answer and activities that are proposed at appropriate points in the columns at either side of the narration column. They are colour coded to match the associated lessons in one of the four curriculum strands (these are covered in the next section).

The teacher can pause the video and pose these questions to the class and promote discussion at appropriate intervals throughout the viewing of the video.

## COLOUR CODED LESSON PLANS AND WORKSHEETS



The teaching package also includes colour coded lesson plans and worksheets. These are curriculum-specific and designed to develop the students' broad understanding (achieved through the video) of any of their preferred subject areas.

Up to four lessons are detailed in each curriculum area in order to accommodate classes from upper primary to mid-secondary. For each topic there are three sections:

1. A home page which outlines the relationship between the broad topic (place names) and the curriculum area;
2. The lesson plan which outlines the lesson description, aim and objectives; and materials needed;
3. A Worksheet (where appropriate) to deliver the lesson to the students.

## STUDENTS SECTION



*The Student Section* of the package provides several projects that can be undertaken by students without supervision. They are ideal as homework projects or group class work.

Each project is set out with a scenario and project task, questions for the student to keep in mind and outlines steps they need to take to complete the project.

They are designed to be fun, drawing on students' creativity and knowledge gained from watching the *What's in a Name?* video and their own understanding of 'place'.

## ARTICLES AND RESOURCES



*The Articles and Resources* section of the website contains subject-relevant articles and resources. The resources include the

- *Guidelines for the Consistent Use of Place Names*

- *A Paper on the Production of National Gazetteer of Australian Geographical Place Names*
- *Guidelines for the Recording and Use of Aboriginal and Torres Strait Islander Place Names*
- *Glossary of Generic Terms*

## **WHAT IS THE CGNA?**



This page of the website provides background on the CGNA. The CGNA is a working group formed in 1984 to provide a coordinating role in Australian place naming activities. It was established within the Intergovernmental Committee on Surveying and Mapping (ICSM).

Representation on CGNA comes from all Australian State / Territory Geographical Names Boards, New Zealand and individuals with an interest in nomenclature.

The committee meets annually and holds a teleconference mid-year.

## **LINKS**



The links page provides links to Australasian websites related to placenames, mapping, geography, and the environment.