



Name *that Station*

SECONDARY SCHOOLS: CLASSROOM ACTIVITY

What names would you have chosen for the new Metro Tunnel stations that will be built for Victoria's biggest ever public transport project?

These notes provide suggestions for engaging a class to come up with different names for one or more of the new Metro Tunnel underground stations.

It is designed to be used with:

 [Evaluating Station Names worksheet](#)

 [Naming Our Stations brochure](#)



Setting The Scene

**1. Ask students the following:
"Besides people and pets what
things do we give names to?"**

Some suggestions include:

- countries and states
- cities, towns and streets
- rivers
- schools
- shopping centres
- airports
- sports facilities, stadiums, swimming pools and clubs
- train stations.

**2. Ask students to identify the
names of train stations close
to their school, where they have
lived, that they have visited.**

Some suggestions include:

- Flinders Street
- Southern Cross
- Richmond
- Sandringham
- Merri
- Ruthven
- Grand Central
- Waterloo.

**3. Ask students: "How did these
stations get their names?"**

- Is the station named after a person or place?
- Does the name commemorate an important event?
- Is it an Aboriginal name that acknowledges the traditional owners of the land?

If more time is available you could assign individuals or groups to research the origin of particular station names.

Setting The Scene (Continued)

4. Ask students to think about the most common ways names for public places such as stations are selected.

For example:

- using names that are relevant and make good sense for the particular location
- using names that celebrate important historical events (e.g. Federation Square)
- using the names of Australians who are no longer alive but who are held in high regard and/or gave outstanding service to their country
- using Aboriginal names where appropriate (eg. Yarra River – it is believed that ‘Yarra’ means “waterfall”, “flow”, or refers to running or falling water).



Flinders Street is named after the explorer Matthew Flinders.

Station Naming Activity

1. Introduce the Metro Tunnel Project and Station Naming Activity.

■ Distribute the Naming our Stations brochure

▶ Show video and/or explain using text below:

The Metro Tunnel is needed to free up the City Loop, Melbourne’s biggest bottleneck, by running some of our busiest train lines through a new tunnel under the CBD. It’s a huge project and will untangle the rail network, so more trains can run more often across Melbourne.

The once-in-a-generation project will transform the way people move around, connecting parts of the city to the rail network for the first time and creating international-style ‘turn up and go’ services that are the hallmark of the world’s great cities such as London, New York, Hong Kong and Singapore.

As a result, room will be created on the network to enable an additional 504,000 passengers per week across Melbourne’s train network to use the rail system during the peak periods.

The Victorian Government recently asked the public to help them identify the best name for each of the new stations. They wanted all Victorians to have a say in naming the stations they will be using for decades to come and received

almost 50,000 naming suggestions from more than 10,000 individuals – 10 per cent of them from people under the age of 18.

The names the Government chose were all amongst the most popular suggestions submitted for each station: Arden, Parkville, State Library, Town Hall and Anzac. They also strongly reflect the station locations and nearby landmarks.

Do you think you could have chosen better names?

2. Decide whether you want the class to consider names for all the stations, just those in the city centre or the one most familiar to your students.

- Begin by getting students to consider the chosen names and volunteer suggestions of their own.
- Use the resulting discussion to start identifying some of the challenges for choosing a name.

These could include:

- Differing opinions about who or what should be honoured or commemorated in this way
- What issues could arise with naming a station after a person?
- If we wish to use Aboriginal language names – how might we go about identifying these?

- Competing interests – if a location has several high profile features or facilities, which one takes precedence for naming?
- Names that are inappropriate or could cause offence on the basis of race, ethnicity, religion, disability, sexuality, gender
- Names that have been used before
- Names that are not practical – too long or hard to pronounce
- Names that could prove confusing in an emergency situation
- The need to consider future users of the station as well as tourists/visitors who are unfamiliar with the place and could be confused by “in” names or jokes.



Viewing platform at City Square construction site.

Station Naming Activity (continued)

3. How might we resolve all these issues and find the best name for each station?

Distribute Evaluating Station Names Worksheet

- > Introduce the concept of naming criteria and use these to assess the relative merit of each suggestion.
- > Invite students in groups to identify a set of station naming criteria. If groups are assigned to different stations there is the opportunity to identify some specific criteria for each location.
- > Ask each group to share their criteria with the class and use the resulting discussion to refine these into one list which can be used to evaluate names.

HINT: **The Naming Our Stations brochure** includes a list of some of the State's Naming Rules. For example, names must be no longer than three words or 25 characters in total.

If more time is available you could assign individuals or groups to visit the **Office of Geographic Names website**, research the naming rules for places in more detail, and report back to the class.

4. Evaluating Station Names worksheet

- > Working in groups, students document their final criteria and use the table to assess the value of each suggested name against their agreed criteria.
- > Students can be given an opportunity to review and reprioritise their criteria before making a shortlist of names that meet all or most of their criteria.

5. Further ideas for evaluating naming suggestions

- > Students could vote to determine their top suggestions. One option is for the class to have a round of voting. At the end of the round, the least popular option

is eliminated. This process is repeated until only one option is left.

- > Hold a class debate with speakers arguing the case for their station naming whilst identifying the weaknesses in their opposition's choice.

6. Assessment ideas

Things to look out for include:

- students' willingness to contribute to class discussions
- students' ability to work co-operatively and acknowledge one another's ideas
- students' ability to come up with, refine and stick to criteria for naming the stations
- students' ability to explain their choices and advocate them to others.

Visit Metro Tunnel HQ

A free session at our visitor centre is a great way for your students to learn more about the Metro Tunnel Project.

The interactive displays on the ground floor encourage students to explore the challenges of building new public transport infrastructure to support our growing population and the amazing tunnel boring machines that will construct twin 9km rail tunnels.

Activities in our classroom space are designed for groups of either primary or secondary school students, targeting careers learning and STEAM skills.

Metro Tunnel HQ is located in the heart of Melbourne, close to the Melbourne Town Hall.

To find out more and book your class in for a visit:

metrotunnel.vic.gov.au/hq

125-133 Swanston St, Melbourne

Additional information

- Further information about each of the five new stations: **metrotunnel.vic.gov.au/stations**
- Train line benefits: **metrotunnel.vic.gov.au/linebenefits**



Attribution: The material for this station naming activity has been adapted from teaching resources produced by the Antarctic Division (part of Department of the Environment) for Classroom Antarctica, ©Commonwealth of Australia 2017. **classroom.antarctica.gov.au**