

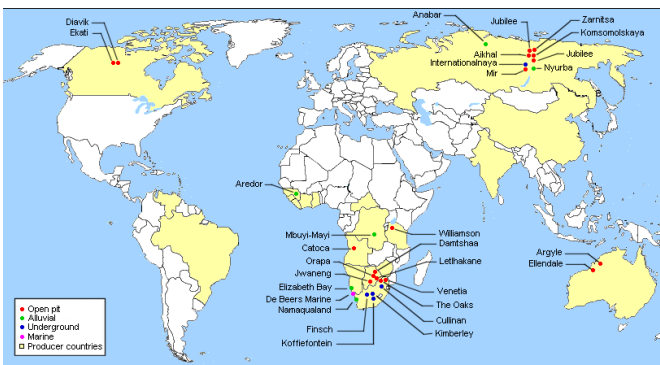
FILMS AND PHOTOGRAPHS IN CLASSROOMS

– Diamonds an environmental resource

Dr Susan Bliss

Films and YouTube are geographical tools used to study different perspectives on the use and management of environmental resources. One such movie is *Blood Diamond* starring Leonardo DiCaprio. The movie was not a box-office hit but received global media coverage. The public responded by lobbying politicians, writing to the media and boycotting diamond retail stores. As a result, greater support for the Kimberley Process (KP), led to a decline in the sale of Blood Diamonds.

Location of main diamond mines



Source: <http://www.info-diamond.com/rough/world-production.html>

1. Google Earth and diamonds



Source: <http://www.juicygeography.co.uk/diamonds.htm>

Inquiry and skills

1. You may not have seen the movie but you can view *Blood Diamond* on YouTube: The True Story Parts 1/2; 1/5/2011, 12 minutes each, <http://www.youtube.com/watch?v=aenFOPbBvQo&feature=related>; http://www.youtube.com/watch?v=dNhAsBITBbc&feature=watch_response

After viewing the YouTube answer the inquiry questions:

- a. Who created the YouTube?
 - b. What message do the producers and writers present?
 - c. How did they create the message?
 - d. What points of view are represented in, or omitted from, this message? Is it biased?
 - e. What could you do as a global citizen to improve the lives of people working in the diamond industry?
2. The media is a powerful tool for active global citizenship. Kony 2012 received international support concerning child soldiers in Central Africa when the YouTube went viral. As a group design an outline of a movie on the diamond industry in Central Africa and its links to child soldiers.
 3. Refer to Geography classroom at Diamond Trade Google Earth file <http://www.juicygeography.co.uk/diamonds.htm>. Refer to the Google world map showing extraction, processing and trading of diamonds.

- a. Identify countries in the Google Earth file.
- b. Use measuring tools to estimate the distance an African diamond travels to your nearest jewellery store.

2. Photographs and satellite imagery

Photographs are important geographical tools. They provide a visual picture of classroom notes and make it easier to determine differences or changes over time to natural and human landscapes.

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An aerial photograph is taken from an elevated position. The scale is larger in the foreground of the photograph compared to the background. However a satellite image consists of a photograph of Earth produced by artificial satellites.

Argyle Diamond Mine, Western Australia

a) Aerial photograph



AFP: Emmanuel Dunand

Source: <http://www.abc.net.au/news/stories/2009/01/15/2467058.htm?site=news>

Diavik diamond mine



Source: <http://blog.diamonds-usa.com/category/diamond-mines/>

The Diavik diamond mine in Canada commenced production in 2001.

5. The aerial photograph of the Diavik mine has been divided into nine sections:

- Left (L), centre (C) and right (R) across the photograph or along the horizontal axis.
- Foreground (F), middle distance (M) and background (B) along the vertical axis.

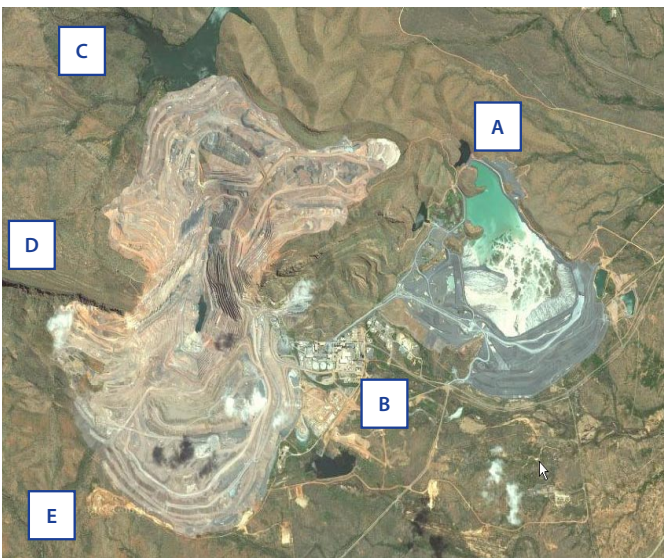
- a. Compare the centre middle distance of the Diavik diamond mine with the left foreground.
- b. Draw a sketch of the Diavik diamond mine labelling natural and human features.
- c. Compare the aerial photograph of the Kimberley diamond mine in South Africa with the Argyle diamond mine in Australia. Include shape and settlements.

Kimberley diamond mine, South Africa



Source: www.centraalkimberleydiamonds.com

b) Google Map



Source: <http://maps.google.com/maps/ms?f=q&hl=en&t=k&ie=UTF8&msa=0&msid=104034052900568703125.0004569cc626c50879f4a&ll=-16.709863,128.38769&spsn=0.028772,0.036478&z=14&source=embed>

Inquiry and skills

4. Refer to A, B, C, D and E are labelled on the Google Earth satellite image of the Argyle Diamond Mine. Locate these places on the aerial photograph.

The Kimberley diamond mine South Africa is the biggest hand dug hole in the world with a depth of over 1,000 metres. The mine produced over 3 tonnes of diamonds until it was closed in 1914.



ICT

- Global Eye: http://www.globaleye.org.uk/secondary_spring06/focuson/index.html
Answer the diamond quiz; play the animation on the formation of diamonds; become a diamond prospector and find the clues to your fortune in three physical environments; use a map to locate the main diamond producing countries; follow the global links in the diamond trade and the increase price of diamonds on its path.
- Refer to this web site and answer the key geographical questions <http://www.diamondfacts.org/about/index.html>. What are diamonds? Where are they found? How are they mined? What are the names of three famous diamonds? Are diamonds only white?
- Literacy: Conflict diamonds are the roughest link in the diamond chain. As a freelance undercover reporter you are on a dangerous mission to get to the bottom of conflict diamonds in Sierra Leone. Create a PowerPoint presentation of your story. Download a ready-made template for your PowerPoint and a list of links to information and pictures to start your investigation. Compare your presentations. Who has the snappiest, newsworthy angle on the conflict diamond issue?(peer assessed) http://www.globaleye.org.uk/secondary_spring06/focuson/conflictdiamonds.html
- Photo literacy: What do these photos tell you? Summarise your thoughts. <http://www.amnestyusa.org/blooddiamond/pics.html>
- Before diamonds can be exported, a Kimberly Certificate is required, without which they cannot be traded. Design your Kimberly Certificate. Explain how would you ensure: the diamonds have been traded legally; the mine is not under the control of armed groups; and the workers have been treated fairly This site has lots of resources and explains the limits of the KP that will help you answer these questions <http://www.onesky.ca/diamonds/>
- Write a report on the Argyle diamond mine in Australia <http://www.mining-technology.com/projects/argyle/>. Include location, mining operations, ownership, production, future, map and photograph.
- Write a report on how De Beers manages the mining environment (e.g. mine rehabilitation, water management research and conservation) <http://www.debeersgroup.com/debeersweb/Investing+in+the+Future/Environment/>. Present the report as a PowerPoint presentation.
- Explain why a supermodel backed out of a job promoting London's latest diamond outlet. Use images, video and websites to find the answer. http://www.globaleye.org.uk/secondary_spring06/oncamera/index.html
- What can you do to clean up the diamond industry as a responsible global citizen? http://www.globaleye.org.uk/secondary_spring06/focuson/cleanerdiamonds.html
- How can diamonds make a better life for people living in Africa? <http://www.diamondfacts.org/difference/index.html>. Present your answer as a poster divided into economic, employment, education and health.
- Despite the Kimberley Process, conflict diamonds are still on sale. Refer to this article <http://news.bbc.co.uk/1/hi/world/africa/3581799.stm>. Summarise the article.
- According to Amnesty International, the reforms haven't gone far enough, and in some cases, are ineffective. Research the situation today.
- Find out whether there has been improvements in the industry.
- Explain the advantages and disadvantages of child labour in the diamond industry in India <http://www.ilo.org/public/english/dialogue/actrav/child/proj/childiam.htm>

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- How did NGOs, governments and United Nations improve the quality of life for people involved in the diamond trade? <http://www.amnestyusa.org/amnestynow/diamonds.html>

Strategies for using video in a variety of Learning Environments

- Have students preview several of the videos and choose one they find most inspiring. Have students describe in writing a conversation they might have with the speaker(s).
- Freeze the video on a relevant image. Have students observe details in the still image and jot down predictions of what the full video might be about.
- Pose an open-ended question before students watch the video, and have them discuss their ideas before and after in small groups.
- Have students determine what they think the key message of this video is. Was the speaker effective in getting his or her message across?
- Show a short clip to get students engaged during class, and then have students watch the full video at home and write a paragraph responding to the content or a question you give them.
- Have students note statements that represent facts or opinions, including where it's difficult to tell the difference. What further research might help in determining facts vs. opinions? How



Alluvial diamond miners in Kono District, Sierra Leone. Source: Wikimedia Commons

might the speaker's viewpoint compare with others' viewpoints about a topic?

Blood Diamond Curriculum Guide

http://www.amnestyusa.org/education/pdf/bd_curriculumguide.pdf. The companion guide for the movie *Blood Diamond* provides activities and lessons designed to engage learners in discussion of issues. Write a short essay on the movie and how natural resources are a source of conflict and abuse of human rights.



We have moved

GTA NSW Secretariat is now located at:

56 Bland Street, Ashfield NSW 2131

Phone: 02 9716 0378

Fax: 02 95642342.

Mail: PO Box 577

Leichhardt NSW 2040

Email: gta.admin@ptc.nsw.edu.au