

GEOGRAPHY BULLETIN



The
Geography Teachers' Association
of New South Wales Inc.

Volume 45 No 1 2013

In this issue:

President's report 5

Culture of place 10

Incredible Journeys across
Earth – Biodiversity 14

Digital citizenship and the
Australian Curriculum 18

Films and Photographs in
Classrooms 21

Culture of place
– a case study of
a large city in the
developed world

EXECUTIVE 2013

President

Nick Hutchinson, Macquarie University

Vice Presidents

Milton Brown, SurfAid International

Lorraine Chaffer, Gorokan High School

Dr Grant Kleeman, Macquarie University

Martin Pluss, Loreto Normanhurst

Honorary Secretary

Sarah Menassa-Rose, Franciscan Friars

Minute Secretary

Paul Alger, Retired

Honorary Treasurer

Dr Grant Kleeman, Macquarie University

Councillors

Dr Susan Bliss, Educational consultant

Susan Caldis, ACARA

Paula Cooper

Robert Gandiaga, Casula High School

David Hamper, International Grammar School

Barbara Heath, Retired

Keith Hopkins, Loreto Kirribilli

Brett Jackson, Sydney Boys High School

Lisa Kendall, St Mary of the Sea College,
Wollongong

Grace Larobina, Hills Grammar School

David Latimer, Stella Maris College

John Lewis, Narara Valley High School

Kerry McEwan, Barrenjoey High School

Steven Newman, San Clemente High School,
Mayfield

Carol Pogson, Canberra Grammar School

Darren Tayler, ACARA

Karen Tuhon, ACT Education and Training
Directorate

Steve Weingarth, Model Farms High School

Public officer

Dr Grant Kleeman, Macquarie University

GEOGRAPHY BULLETIN

Editors

Dr Susan Bliss, Editor, Educational consultant

Dr Grant Kleeman, Macquarie University

Articles and letters should be sent to the editor:

Dr Grant Kleeman,

School of Education Macquarie University

Sydney NSW 2109

Email: grant.kleeman@mq.edu.au

Design and layout:

Jill Sillar, Professional Teachers' Council NSW

jill.sillar@ptc.nsw.edu.au

ISSN 0156-9236



The
Geography Teachers' Association
of New South Wales Inc.

OFFICE OF THE GEOGRAPHY TEACHERS' ASSOCIATION OF NEW SOUTH WALES

ABN 59246850128

Address: 56 Bland Street, Ashfield NSW 2131

Postal Address: PO Box 577

Leichhardt, NSW, 2040, Australia

Telephone: (02) 9716 0378, Fax: (02) 9564 2342

Website: www.gtansw.org.au

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

ANNUAL MEMBERSHIP (Subscriptions include GST)

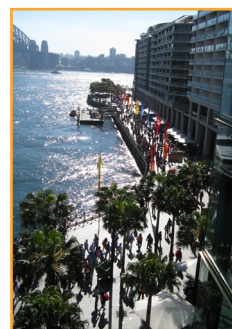
Personal membership \$90.00

Corporate membership (school, department or business) \$180.00

Concessional membership (retiree, part-time teacher or student) \$40.00



Front Cover: AMP Building from
the courtyard of the Justice & Police
Museum, Phillip St. Sydney



Back Cover: Sydney Harbour
and East Circular Quay from
the Cahill Expressway

The Geography Bulletin is a quarterly journal of the Geography Teachers' Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to contributors' on the preceding page. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

© Copyright 2013 Geography Teachers' Association of New South Wales Inc.

Unless otherwise indicated in an article, non-profit organisations such as schools and universities may make up to 30 photocopies of any article in this journal without obtaining further permission.

GEOGRAPHY BULLETIN



The
Geography Teachers' Association
of New South Wales Inc.

Vol 45, No1 2013

EDITOR: Dr Grant Kleeman

Editorial	2
President's Report	5
Heading West for AGTA 2013	8
Culture of Place.....	10
Incredible Journeys across Earth – Biodiversity.....	14
Digital Citizenship and the Australian Curriculum.....	18
<i>Active Global Citizenship...</i> a NSW Board of Studies Stage 5 Board Endorsed Course of Study.....	20
Films and Photographs in Classrooms – Diamonds, an environmental resource	21
Benefits of GTA NSW Membership.....	25
Advice to Contributors.....	26

CONTENTS



Dr Grant Kleeman, Editor

In this issue of the Geography Bulletin we feature articles by Sandy de Botton of Knox Grammar School, Martin Pluss from Loreto Normanhurst, and Dr Susan Bliss. Sandy explores the Stage 6 Geography Syllabus concept ***Culture of Place*** and Susan examines the geography of animal migrations in the first of her articles, ***Incredible Journeys Across the Earth***—Biodiversity. In the second of Sue's contributions she explores the use of photographs and films to study environmental and human rights issues. Martin contributes a timely piece on ***Digital Citizenship and the Australian Curriculum***. Thank you to all the contributors.

Also featured in this edition are:

- The President's Report by Nick Hutchinson
- A report on AGTA's Conference held in Perth in January

Upcoming events:

- HSC Student Lectures (details available shortly)
- GTA Annual Conference at the World Square Hotel, Sydney, Friday 30 August 2013.

2012 Arthur Phillip Fieldwork Competition:

Congratulations to the 2012 Arthur Phillip Fieldwork Competition prize winners. The judges were again impressed by the quality of studies undertaken by students. Schools are encouraged to become involved in the competition. It is a great way to promote the study of Geography in schools.

The GTA Fieldwork and Visual Presentation Award

First place

Gracie Grinham, Tara Anglican School for Girls
Poster showing an Investigation of the operations of "Roses 2 Go".
 Teacher: Judith Farrand

The Global Education Fieldwork and Research Award

Highly commended

Julia Grimble, Ashleigh Huynh & Georgia Lenehan, Loreto Kirribilli
Prezi research including the geographical, social, cultural, economic and environmental factors impacting on Vanuatu and its people.
 Teacher: Dora Bizannes

The Dr Don Biddle Issues in Australian Environments Fieldwork Award

First place

Monica Sawiris, Ambarvale High School
RAP explores waste management issues at Ambarvale High School. Providing clear strategies that could improve the issue of waste at the school to make it more environmentally friendly and sustainable.
 Teacher: Mark Calabria

Second place

Joshua Thompson, Ambarvale High School
The impacts of an introduced species – the Bitou Bush around the coastal areas of Port Kembla.
 Teacher: Mark Calabria

Equal third place

Matthew Gore, Normanhurst Boys High School

A project that identified and assessed the impacts of developing the Glade Oval and the Glade Reserve into a synthetic running track.

Teacher: Lisa Spaccavento

Leah Nye, Tara Anglican School

Urban growth and decline in Camden: A focus on the changing population and commercial characteristics in Camden.

Teacher: Heather Liney

Highly commended

Adam Hall, Normanhurst Boys High School

An investigation into the environmental and social impacts of the development on Smalls Rd Parklands.

Teacher: Lisa Spaccavento

Jourdon Whitfield- Horesh, Normanhurst Boys High School

An investigation into the bushfire awareness, prevention and management in the Hills Shire.

Teacher: Lisa Spaccavento

The Brock Rowe Senior Geography Project Fieldwork Award

First place

Parrys Raines, St Mary Star of the Sea

An investigation of the impacts of plastics on marine life. Included a community awareness DVD to show active citizenship which showed her aim of raising community awareness of the issue in the local area.

Teacher: Adam Everatt

Second place

Katie Haywood, Loreto Kirribilli

An investigation of the impact of Sydney as a cruise ship destination on the local industry.

Teacher: Keith Hopkins

Equal third place

Christopher Chen, Normanhurst Boys High School

The implication of the Castle Hill water treatment plant on the local community. Identifies the environmental and social impacts of this public works.

Teacher: Lisa Spaccavento

Emma Williams, Loreto Kirribilli

An investigation into the land use conflict between the Liverpool Plains and mining industry. The impacts of coal seam gas extraction on the local community and food production.

Teacher: Keith Hopkins

Top HSC Geography Students Honoured:

GTA NSW will celebrate the success of the State's top Geography students. Certificates will be presented to each of the 'Top 10' candidates and their teachers at the GTA's awards presentation evening to be held on 10 May.

AWARDED

The HSC Geography Award recipients are:

Louise Hochholzer, Arden Anglican School
Lucy Fogarty, Monte Sant' Angelo Mercy College
Serena Joy Ning Yee Yeung, Caringbah High School
Laura Wood, Wenona School
Maxwell Stephen Fulton, Barker College
Adriana Stefanatos, Monte Sant' Angelo Mercy College
Michael Donohue, Marcellin College
Elton Lin, Sydney Grammar School
Madeleine Anna Miller, Kincoppal – Rose Bay School of the Sacred Heart
Emma Salmon, St John Bosco College

The teachers of the HSC Geography Award recipients are:

Karen Moss, Arden Anglican School
Vanessa Sefton, Monte Sant' Angelo Mercy College
Ian McRae, Caringbah High School
Todd Alexander, Caringbah High School
Joanne Vellino, Wenona School
Simon Lawry, Barker College
Paul Leary, Marcellin College
Catherine Naghten, Sydney Grammar School
Murray Kerstens, Kincoppal - Rose Bay School of the Sacred Heart
Simone Babic, St John Bosco College



Vale Pam Gregg

It is with great sadness that we mark the passing of Pam Gregg, Geography teacher, social justice advocate and defender of Public Education.

Pam was Head Teacher Social Science at Keira High School for 21 years and was active in promoting professional associations in the Illawarra region throughout her career. She also made an important contribution to the study of Geography in NSW schools through her membership of Geography Syllabus committees during the 1990s and her contributions to the GTA and its activities. Although she retired from teaching in 2010 Pam continued her extensive involvement in education as a life member of the NSW Teachers Federation and as a member of the Council of the Geography Teachers Association. Throughout her distinguished career Pam was active in defending and enhancing the professional and industrial interests of teachers.

Pam was a member of the GTA's Council for many years and acted as a facilitator at many of the Association's professional development activities. Her cheerful manner and enthusiasm for Geography and professional learning ensured that participants felt immediately at ease and were keen to engage with their colleagues.

Pam was a supportive colleague and friend and an exceptional classroom teacher. She is survived by her son Andrew who followed his mother into the teaching profession.

Public Education and the study of Geography in NSW schools have been enriched by Pam's contribution. We all mourn her passing.

PRESIDENT'S REPORT

GTA Secretariat

The Professional Teachers' Council NSW has had to move from its premises at Leichhardt Public School. The postal address for PTC NSW is the same i.e. PO Box 577 Leichhardt NSW 2040. The new site address is 56 Bland Street, Ashfield NSW 2131. Ph: 02 9716 0378, Fax: 02 95642342.

Shreela Pradhan is our administrative officer
shreela.pradhan@ptc.nsw.edu.au.

56 Bland Street is an attractive two-storey Victorian villa, fairly close to Ashfield station. GTA material is housed in a tiny storeroom and there is a small meeting room available to us that would seat ten to twelve people. Parking is available in surrounding streets.

2012 HSC exam reviews

Thanks to Keith Hopkins and his assistants, Cath Donnelly, John Lewis, Rex Cooke, Terry McCann, Jane Rees, Lesley Miller, Sharon McLean, Martin, Pluss, David Latimer, Peter Stefan, Kerrie Goonan, Lyn Wood and Christine Meharg for the conduct of the annual HSC review lectures in Newcastle (19 February 2013), Sydney (26 February 2013) and Wollongong (5 March 2013). The relevant presentations appear on the website
<http://www.gtansw.org.au>.

The Geography candidates for HSC exams were:

- 2012 – 4297
- 2011 – 4431
- 2010 – 4621
- 2009 – 4572
- 2008 – 4314

New geographer from the UK

Welcome to Paula Cooper, who has recently moved to Sydney with her family, to a place on GTA Council. Paula has been involved in UK Geography curriculum work and comes to us with high recommendations.

Global education

Kim Tsolakis, Manager of the GEPNSW Project has encouraged us to apply for funding from GEPNSW to support the production of the Geography Bulletin, conferences and the Arthur Phillip Awards.

The Global Perspectives Framework document can be accessed through the GEPNSW icon at:
www.ptc.nsw.edu.au

Graduate certificates in Geography Curriculum

Associate Professor Neil Argent has proposed the UNE will develop a Graduate Certificate in Geography Curriculum to help new and more experienced teachers come to grips with the new national curriculum. The university plans to introduce the course in 2014.

MA Geography Education

MA Geography Education at the Institute of Education, London

"You can study it from virtually anywhere in the world" says Professor David Lambert. Refer to the website <http://www.mageoged.webs.com>.

AGTA

AGTA is contemplating our next Australian Geography conference in January 2015, GTANSW is the host affiliate and I have volunteered as conference convener. AGTA is expected to give its approval for the conference organisation on May 11-12 2013. Nick Hutchinson and Carol Pogson (ACT) are our representatives at the meeting.

At the meeting Rod Yule from World Vision will be presenting on the new Indonesian resources designed to support the Australian Curriculum: Geography.

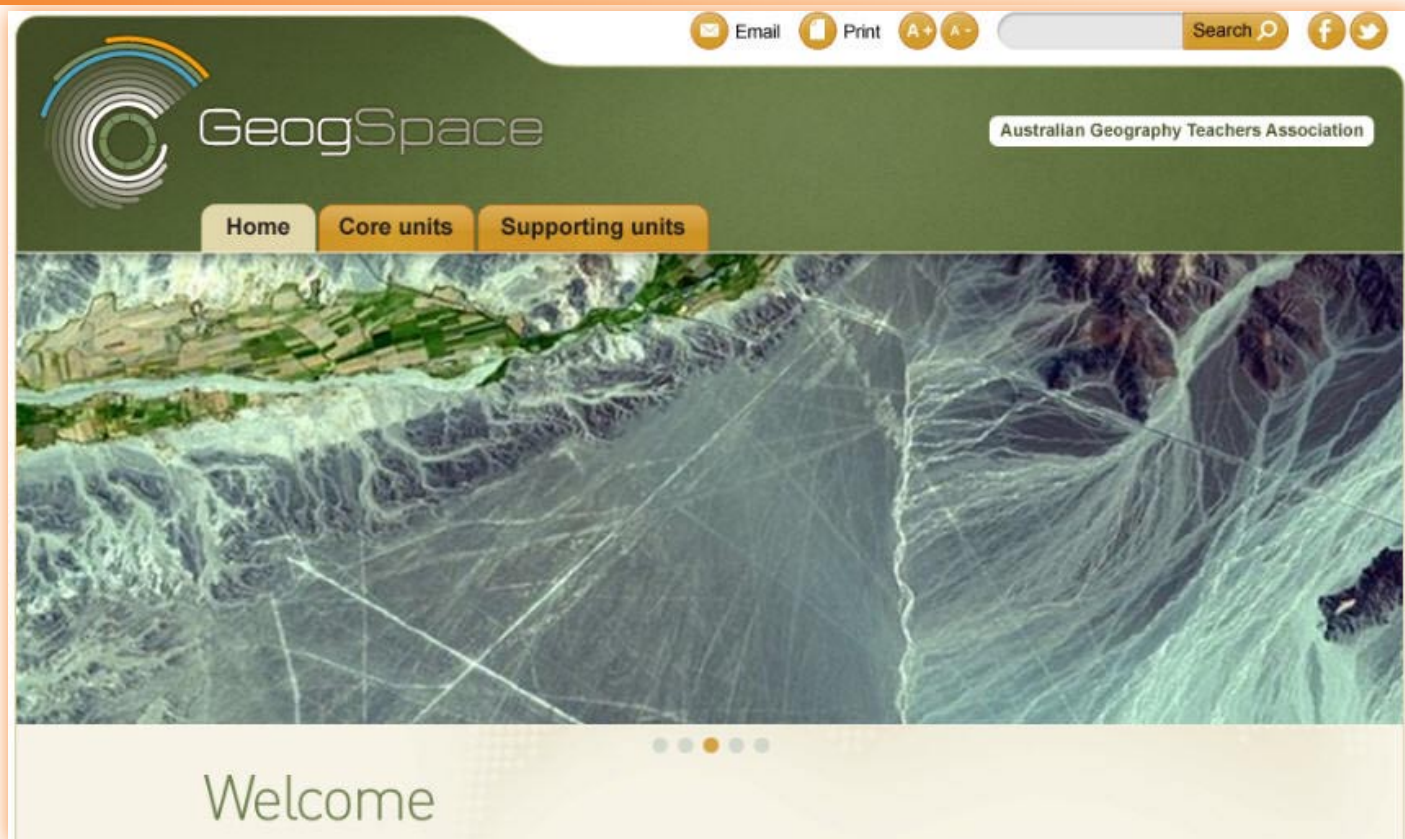
Geospace will be launched soon

The GeoSpace website provides materials to support primary and secondary teachers implement the Australian Curriculum: Geography. GeoSpace is an initiative of the Australian Geography Teachers Association (AGTA) supported by the resources of Education Services Australia (ESA).

GTANSW website

Thanks to Rob Berry, from AGTA, the website is regularly refreshed. Thanks to Brett Jackson who has reported on potential problems. Should you wish to post items that are of interest to Geography teachers, or volunteer to manage a twitter, scoop it or Facebook site on behalf of GTA, which could be linked to the website, please contact Nick Hutchinson nhut1001@bigpond.net.au.

PRESIDENT'S REPORT



Hunter Valley Geography teachers

Thanks to Steven Newman who wants to establish closer connections with GTA Council. We welcome this initiative.



ACARA update

Susan Caldis reported to Council as follows: Since December 2012, ACARA has been working with states and territories, and AGTA to see if greater agreement can be reached about the scope of Geography being proposed in the F-10 Australian Curriculum: Geography. Pending approval from the ACARA Board at the upcoming March meeting, it is anticipated that the F-10 Australian Curriculum: Geography and Senior Secondary Geography will be presented to the Standing Council on School Education and Early Childhood (formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA]) at their May meeting. When the curriculum is available for publication, it can be accessed from the Australian Curriculum website.

Please contact Susan Caldis, Senior Project Officer Humanities and Social Sciences (Geography, Economics and Business via email (susan.caldis@acara.edu.au) or telephone 02 8098 3150 if you require further information.

As of March 25 Susan provided the following update: 'Last week, the revised Foundation to Year 10 *Australian Curriculum: Geography* was endorsed by the ACARA Board and will be considered by AEEYSOC (Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee) in April and SCSEEC (Standing Council on School Education and Early Childhood) in May. The Deputy Chair of ACARA requested that this curriculum be approved with a 'special commendation' for the way in which the cross-curriculum priorities and general capabilities are represented across the year levels.

The senior secondary Australian Curriculum: Geography is undergoing further discussion with states and territories and AGTA over the next month. It is anticipated that the senior secondary Australian Curriculum: Geography will be presented to the ACARA Board for approval at the May meeting.'

On April 3 I represented GTANSW on an AGTA teleconference that gave feedback to ACARA on the Senior Curriculum.

HSC Enrichment Day for students

Dr Garth Lean from Geography and Urban Studies, UWS, is planning an enrichment day scheduled for August 16. The day aims to provide supplementary material to year 12 Geography students to help in their preparation for the HSC examination. It also provides a way for them to understand how their geography studies relate to the degree programs offered by the school to help in considering future tertiary study.

Annual Conference 30 August 2013

Thanks to Susan Bliss for undertaking to organise the annual conferment to be held at the ACCOR Hotel World Square Sydney. Short presentations will be given on topics relevant to the Australian Curriculum: Geography and using achievement standards and work units. Rebecca Nicholas, from AGTA, will present on Using web 2 tools for Geography.

Arthur Philip Awards Ceremony May 10 2013

Thanks to Grace Larobina who has organised the ceremony to be held at The Auditorium Sydney College of the Arts, Rozelle, Sydney, 4pm – 6pm. <http://sydney.edu.au/sca/about/index.shtml> . There are awards for the top ten HSC achievers and their teachers http://www.boardofstudies.nsw.edu.au/ebos/static/TAINC_2012_12.html , as well as the various Arthur Philip awards.

Forthcoming events

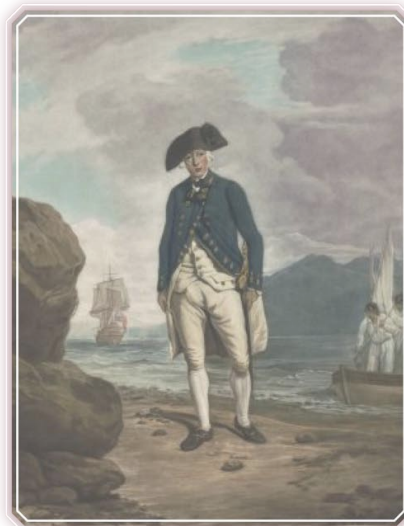
- Geography's Big Week Out <http://www.rgsq.org.au/rgsqsite/gbwo.htm> is to be hosted by NSW this year. Thanks to Milton Brown for offering to organize this event.



Geography Teachers' Association of NSW

2012 ARTHUR PHILLIP

FIELDWORK COMPETITION



AWARDS CEREMONY

Sydney College of the Arts Auditorium
Friday 10 May 2013

- HSC Student Lectures. Thanks to Grant Kleeman who has offered to organize these presentations in June, July this year.
- Regional conferences. Steven Newman has offered to assist with a Hunter Valley conference.

Council meetings

The last Council meeting, in March was successfully conducted online. A F2F meeting is scheduled for May 1 at Bland Street, Ashfield. Our AGM is planned for Wednesday 16 October 2013.

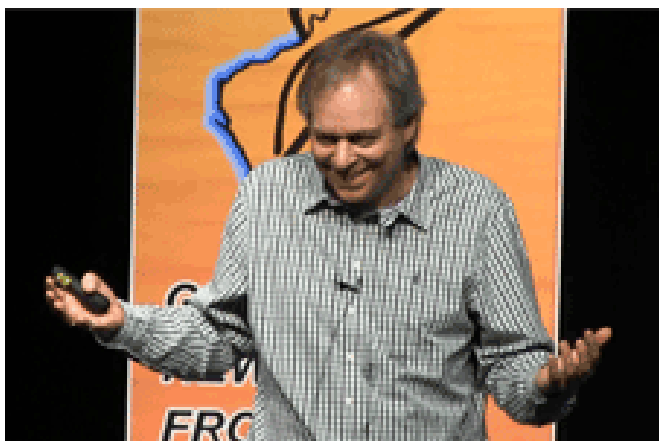
Nick Hutchinson
11 April 2013

HEADING WEST FOR AGTA 2013

Luke Naivasha, International Grammar , Broadway

One of the most formative experiences, which led to me becoming a Geography teacher was travelling around Australia as a young child between the ages of 7 and 9. While my family and I were away for a total of 18 months we still didn't get to Western Australia. Almost 20 years later I finally made it to the nation's largest state to attend the Australian Geography Teachers Association's biannual conference, which was an exciting and highly educative experience.

Geography is a dynamic subject that is constantly being reviewed and contemporised. As a teacher of Geography it is important to keep up with these changes and ensure students are learning what will be most useful and relevant to their current and future lives.



*Professor David Lambert presenting at the AGTA Conference 2013
Source: www.agta.asn.au*

The first keynote speaker of the conference, Professor David Lambert addressed the current nature of Geography, with reference to its historical progression, the British context and current paradigms. He spoke about the importance of core geographical knowledge such as the concept of place and mapping. This can be considered the "vocabulary" of Geography, allowing for further depth of inquiry, which remains an important element of the subject. He concluded by discussing Geography as a means to increase student capabilities and prepare them for the challenges of the future. Professor Lambert's words



*Professor Peter Newman presenting at the 2013 AGTA Conference
Source: www.agta.asn.au*

along with those of the various other speakers, plus the array of workshops left me with a much greater idea of the current state and future direction of the subject.

A critique of the current nature of Geography could not be more appropriately timed as we enter a new frontier with the highly anticipated Australian curriculum soon to be released by ACARA. Not surprisingly this was a hot topic throughout the conference, being addressed by speakers, conference organisers, workshops, fieldtrips, and social media. Many of the workshops allowed for conference attendees to gain a deeper understanding of the Australian curriculum and provided ideas on how it can be best taught. Professor Peter Newman's presentation touched heavily upon the cross-curriculum priority of sustainability and many significant geographical topics, as he provided significant evidence to suggest we are moving towards more sustainable cities. Professor Simon Catling explained the importance of teaching Geography in early childhood and through the primary years. On the final day of the conference AGTA announced that Geospace is due to be launched in March. This will provide online resources to support teachers in the implementation of the Australian Geography Curriculum.

The role of technology in teaching Geography is ever increasing and the AGTA conference clearly displayed this. I was initially a little embarrassed



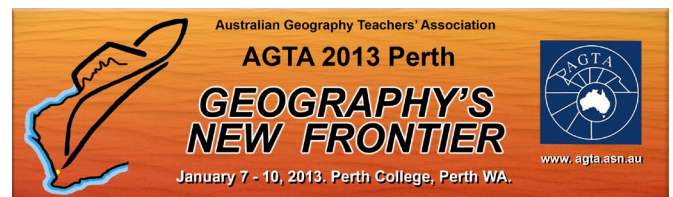
*Professor Simon Caitling presenting at the 2013 AGTA Conference
Source: humsteach.blogspot.com.au*

about my lack of technological knowledge, so I decided to do something about it. I left the conference having learnt how to use GIS and spatial technologies, having identified where I will use them in my teaching program and being connected to a network of like-minded Geography teachers through a number of social media

platforms. I have no doubt that these new skills and tools will increase the effectiveness of my teaching.

The AGTA 2013 conference brought Geographers and educators from all around Australia and overseas together. The GAWA organising committee are to be congratulated for their superb effort in making the conference a great success. The structure promoted socialising and the strengthening of professional connections. There were two days of fieldtrips, several 'happy hours', the final dinner and other organised social events. The traditional AGTA games were a particularly fun filled affair with the home state taking the cup in a riveting game of lawn bowls. Being in such an entertaining and social environment provided the perfect context for some serious learning to happen.

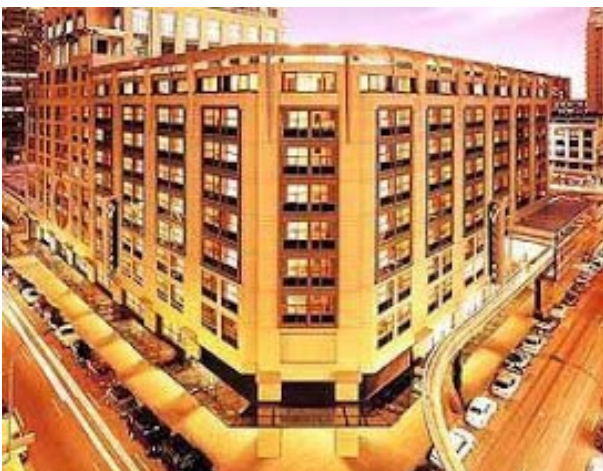
AGTA 2013 Conference presentations are available at www.agta.asn.au/conf_presentations/index.htm



GTA NSW ANNUAL CONFERENCE

Friday 30 August 2013

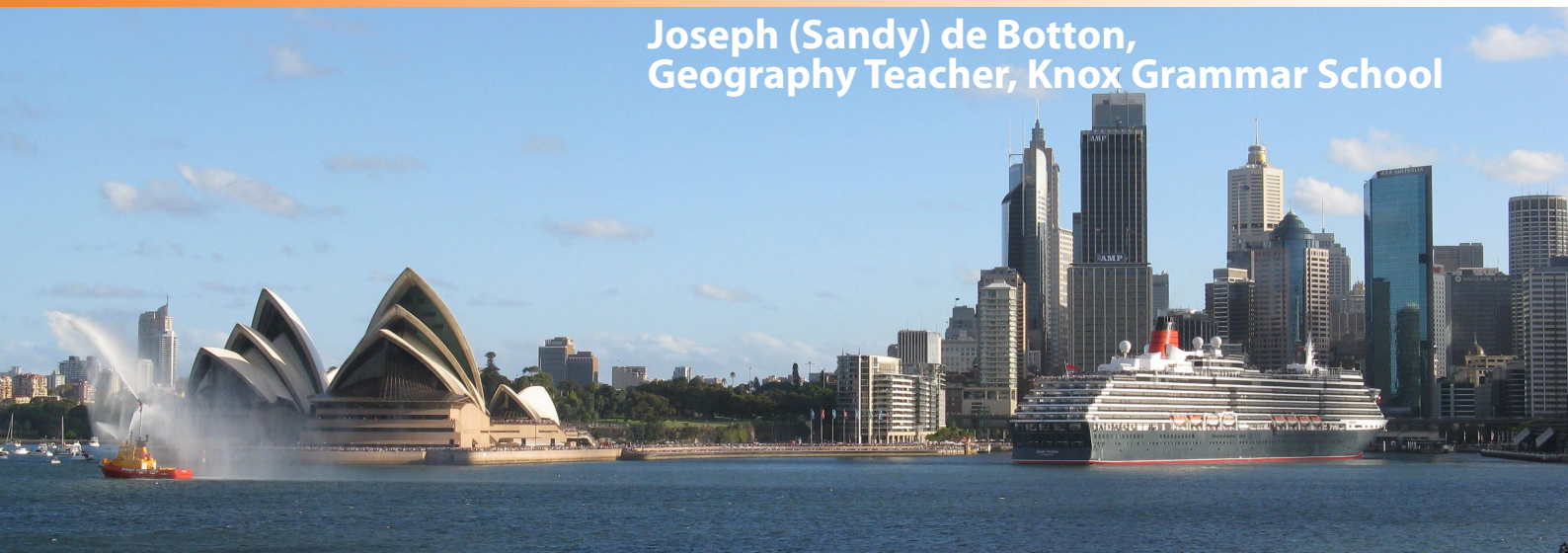
**Rydges World Square Hotel,
389 Pitt Street, Sydney**



The conference will cover topics relevant to the Australian Curriculum: Geography and using achievement standards and work units. Rebecca Nicholas, from AGTA, will present on Using Web 2 Tools for Geography

CULTURE OF PLACE

Joseph (Sandy) de Botton,
Geography Teacher, Knox Grammar School



This article focuses on examining the dimensions associated with the phrase **culture of place** as indicated on page 38 of the NSW DET Stage 6 Geography, Urban Places unit of work and more specifically, its context in relation to a case study of a large city in the developed world. This article is intended for Year 12 teachers and their students.

The Charles Sturt University NSW HSC online website provided the construct around which this article was developed.

The context - explanation of key terms

Culture refers to the traditions handed down from one generation to another. It includes things such as; food, religious beliefs, music, art, language, history and architecture (building design).

Human characteristics are the ideas and actions of people, including Government, that change the physical environment over time.

Within Geography the term **place**, refers to the physical (biotic and abiotic) and human characteristics of a location. Examples of the physical characteristics of an area include topography (the hills and valleys); drainage systems (rivers, wetlands and creeks); different ecosystems such as beaches, rainforests, alpine areas, grasslands and woodlands and the plants and animals that occupy these areas, as examples.

Culture of Place – static and dynamic components

I would suggest that, given this context, **culture of place** refers to the physical or spatial location and extent of an area and how this area has been changed over time by a combination of on-going natural forces and human activities. In other words, the culture of place (of an area) is the continuing interplay between political, physical,

economic, social forces that includes technological developments that occur over time.

While the physical environment may initially constrain the development of certain areas, the technological means exist, when combined with the political and economic will, to alter the shape of the environment, in which people live. For example, land clearing for the development of port facilities, industry, farming, the development of transport infrastructure, the provision of public (open) space, an urban water supply and sanitation system.

It can be argued that culture of place involves **static** or fixed as well as (more) **dynamic** elements or components. The **static** elements include the landuse patterns which incorporate the streetscape and differences in architectural styles present in the built environment, while dynamic components involve noise, energy, lifestyles, colour and vitality as evidenced by the influence of distinct cultural groups. It is also true that the streetscape can become more colourful, vibrant and energetic when streets are temporarily closed off for street stalls or markets on part of a weekend as well as through changes in landuse zoning patterns which could (arguably) be a forerunner of urban renewal.

The more **dynamic** aspects of culture of place are also affected by and reflect different waves of migration. In relation to Sydney, these waves of immigrants have individual and cumulative impacts that are evident through, as examples, their places of worship, social clubs, theatres and newspapers. Individually, the impact of specific migrant groups can be seen in terms of place names, multi-lingual signs, the sounds of music, theatre, food, dress or fashion and in literature. Cumulatively, Sydney is seen as a multicultural city as there are distinct pockets (enclaves) that illustrate different cultural practices.

In short, culture of place has a number of elements. The following is not intended to be a hierarchy to indicate a level of significance or importance.

1. Whether referring to Sydney or New York, culture of place is influenced by the physical location and characteristics of an area (site), together with the operation of the urban dynamics of change (suburbanisation, gentrification, decentralisation - as examples). It occurs or is reflected, in its initial stages, by colonisation which occurs within a particular spatial / geographical setting; on a river, a harbour, by a lake, at elevation (in a basin or valley), as examples.

Sydney Harbour was chosen in preference to Botany Bay as a 'thousand of the line may ride out a storm in perfect safety'. It also had a reliable water source and more favourable southern shore topography, when compared to the relatively more rugged northern shoreline of Sydney Harbour.

The streetscape (**a static element**) and associated landuses that occur are a response to site or location (**a static element**). For example: the convergence of transport infrastructure (road, rail, shipping) that is associated with wharf and port facilities; warehousing, storage, customs and bond stores; the location of industry near rivers so that effluent could be dumped, while cargo could be loaded and unloaded from ships; residential development (terrace housing) in close proximity to industry (think of Pyrmont), and an administrative function (Government).

2. Culture of place occurs within a particular spatial context. There may be distinctive cultural enclaves or identifiable groupings or clusters within a city. For example, the Jewish community of the Eastern suburbs; the Vietnamese at Cabramatta and Muslims around Auburn and Granville.
3. There is a **temporal setting** or context when discussing culture of place. While physical forces continue to affect the human environment, the initial appearance of the streetscape, the materials used to construct the buildings and their architectural appearance reflects the prevailing architecture of the colonising power. The streetscape, street width, block size as examples, is imported from the mother-land, as it provides a degree of familiarity and order.

The appearance of the streetscape alters over time with changes in building technology. The development of wrought and cast iron gave way to steel, due to advances in production processes. As these processes were applied to construct new buildings, the look of the streetscape changed. Steel replaced wrought iron; aluminium and glass were used, as was reinforced concrete. Walk down George Street, Sydney or Church Street, Parramatta. The appearance of streetscapes change over time; these changes may be short-lived such as a very large tree that falls down during a storm or the changes in colour associated with the change in seasons. Some of these changes occurred **incrementally**, while in other situations, change was more rapid and widespread.

A further example to illustrate the temporal setting of culture of place is seen in the process of urban renewal.

Urban Renewal

The early finger wharves of Sydney's Circular Quay and Darling Harbour reflect the initial use of sail-powered ships. These finger wharves gave way to longshore wharves from the 1950's with the advent of container shipping technology. Between 1868 and 1983 a railway goods yard operated along the southern and western foreshores of Darling Harbour.



Above: Darling Harbour Sydney in the 1880s. Source: Tyrrell Photographic Collection, Powerhouse Museum www.powerhousemuseum.com/collection/database/collection=The_Tyrrell_Photographic

However, since the mid 1980's the former railway goods yard has been re-developed and is now a tourist precinct – urban renewal. In other instances the technology developed to be able to reclaim land as has happened in Sydney's Botany Bay, New York's Battery Park or in Tokyo Bay. Change to an area occurs over time in response to the continuing operation of the urban dynamics of change as well as the influence of extreme natural events (earthquake, hurricane).

Whilst there are recognisable land uses within any city, there has been a relatively long-held view by town planners to re-invigorate the city centre by diversifying its land use to include residential population. This trend, evident over the last 40 or so years, is now seen by urban renewal programs of former brownfield estates and the gentrification of former industrial and working class suburbs. A multiplicity of land uses now occur. The once distinctive financial and retailing centre of cities like New York, Chicago and Sydney now has multi-storey residential complexes, green spaces and marinas (Walsh Bay) – quite a change in land use from the functionally distinctive land uses that occurred in the 1950's and 1960's.

Below: Pyrmont, Darling Harbour, Sydney – The redevelopment of the railway goods yards, with the Goldsbrough Mort (centre right) Source: Wikimedia Commons



In other instances, there has been a change in thinking about building form and function. The former Goldsbrough Mort Wool Stores of Pyrmont and Ultimo have been adaptively reused for loft-style apartments and a hotel. Some terrace houses are now used by chartered accountants or digital media firms. Former warehouses contain restaurants that overlook the water. In short, there has been a re-examination of how the space of an area can be used. This trend of urban renewal of former brownfield estates and the gentrification of former industrial and working class suburbs is more than the wholesale clearing of an area. It involves adaptive re-use, a recognition and appreciation of heritage and the creation of green space and improved transport links (connectivity). A multiplicity of land uses now occur that has given rise to a **new urbanism**.

4. **Dynamic elements** such as noise, energy, lifestyles, colour and vitality. These components can be discussed treated in terms of context. Different colour(s), (levels of) energy, vitality and noise are evident with the Saint Patrick's Day march when compared to the running of the New York Marathon or one of the various sailing events on Long Island Sound; or a bar / but Mitzvah; the celebration of Chinese New Year (firecrackers) or the fasting and feasting that is associated with Ramadan. These less static elements reflect examples of the different cultural groups / identities that have a significant presence within the city that occur at certain times of the year in relation to a specific cultural calendar.

The noise, colour, energy, vitality including touch, engage and stimulate our other senses to provide an additional dimension to that of sight alone. Seeing something in the distance is not the same as seeing something close-up, unless what is being observed requires distance as opposed to proximity. There can also be a vertical or altitudinal dimension to culture of place. The views from the top of either the Rockefeller Center or Empire State Building are different to the views of NY from a helicopter, as they occur within a different

spatial as well as a variable altitudinal setting. In contrast to these sights, sounds and colours, a Sydney Harbour Bridge climb will also provide different sights; sounds and colour when compared to a walk along the harbour bridge walkway. These experiences also vary with the changes in season.

Given that the majority of Manhattanites don't own a vehicle, accessibility in the form of effective (and affordable) public transport is a necessity and helps to reinforce the vibrancy of cities like New York as people are able to connect to the variety of activities that occur at different times of the year and in different places within this city. Along with public transport, there are the prolific and ever-present Yellow cabs. In mid-August 2008 two lanes of Broadway between 42nd Street and Herald Square were transformed into a pedestrian plaza and bike path. Furthermore, in late May 2012, four one-way pairs of cross-town bike lanes in Midtown received preliminary approval.

Conclusion

In short, when discussing culture of place, teachers may consider having the students identify or determine a continuum of land use. What are the relatively fixed or static elements associated with culture of place, the site or situation, the streetscape, the architecture? At the other end of the spectrum, what are the more dynamic or less fixed elements of culture of place, the noise,

energy, street life and colour? Having established this construct, a degree of complexity can be introduced; changes over time or a temporal component; the day, the week, the month, season and year. Students could consider whether there are changes in land use that occur with altitude, from below ground level to five or fifty storeys above? Are there differences in street colour and width? What evidence is there of architectural change and heritage, if any? Are there a number of examples of different places within a city in the Developed World, like Sydney, that can be used to illustrate culture of place?

It is my hope that this article has provided a framework around which you and your students can consider those elements that constitute culture of place in relation to their case study of a large city in the developed world.

References

http://hsc.csu.edu.au/geography/urban/urban/4370/sydney_culture.htm site accessed 23.1.13

Acknowledgements

I would like to thank Mr Richard Crighton, Head of Geography, Knox Grammar School for his willingness to review this article.

Joseph (Sandy) de Botton

E: debottions@knox.nsw.edu.au

*Below: New-York Marathon: Verrazano Bridge
Source: Wikimedia Commons*





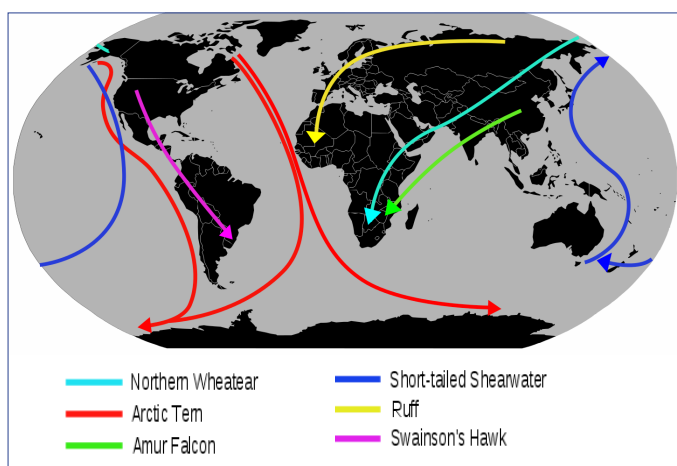
Have you wondered why migrating animals such as birds and whales, never get lost as these environmental resources do not possess a global positioning system (GPS)? Instead loggerhead turtles use the Earth's magnetic field for their 12,900 kilometres journey around the Atlantic Ocean, starlings use the sun and Mallard ducks use the stars.

Migrating for survival

Every second, millions of migratory species are on the move. Migration by hoof, wing or fin is usually tied to seasonal changes in weather, food and breeding patterns. Migration is crucial to the survival of species with some moving to find minerals (e.g. African elephant), to flee from overcrowded conditions (e.g. Norway lemming) or in search of a mate (e.g. Australian giant cuttlefish).

Of the 10,000 bird species about 1,800 are long distance migrants such as the tiny Arctic tern travelling 14,800 km annually between the Arctic and Antarctic circles. Millions of Canada's migratory birds nest in the Gulf of Mexico but species were threatened after an oil spill in 2010.

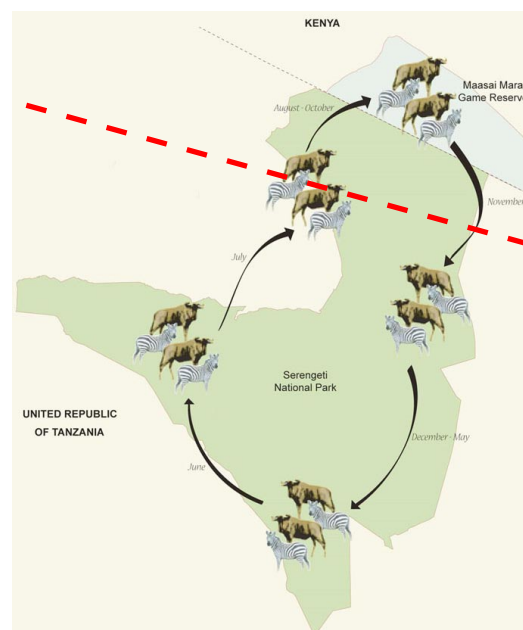
Figure 1. Migration of birds – flyways



Source: <http://upload.wikimedia.org/wikipedia/commons/7/75/Migrationroutes.svg>

Over six million hooves pound the Serengeti plains in Tanzania. More than 200,000 zebras and 500,000 gazelles join the 2 million wildebeest's trek for fresh grasslands and water. Along the ancient 500 kilometre migration route, lions feast on gazelles and elephants trample down trees. Baby giraffes keep pace with the migration as after birth as they stand in half an hour and run in ten hours. The proposed development of a highway through the Serengeti would threaten the migratory path of the wildebeest as their role of consuming vegetation and redistributing nutrients via their urine and dung would collapse.

Figure 2. Migration in the Serengeti, Africa



Source: http://www.yenwen.net/Tanzania11/Tanzania11_Serengeti.htm

Task

- Put on latitude, longitude and scale
- — — — Proposed Serengeti Highway would be a barrier for migrating animals

Figure 3. Zebra's migrating in the Serengeti



(Source: J.Bliss)

Patterns of migration under stress

Every year 120 million red crabs transform Christmas Island in Australia into a red carpet when they move from the plateau to the ocean to release their eggs. As migration takes 18 days 'crab crossings' have been built across roads and tunnels built under roads to reduce deaths. Other migration patterns include:

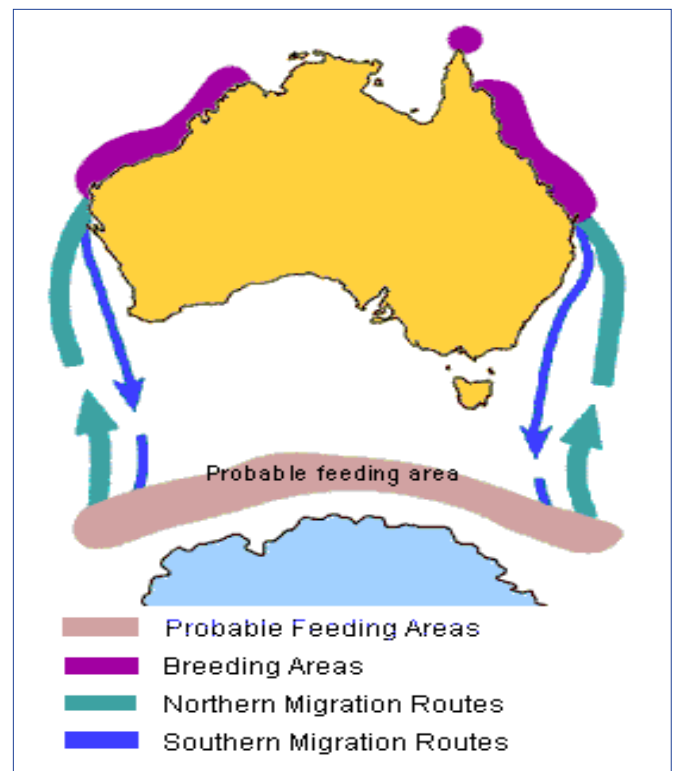
- **Altitudinal migration:** animals living in mountains move to lower altitudes in winter in Switzerland, referred to as transhumance.
- **Latitudinal migration:** in the northern hemisphere 3 million caribou travel south in winter to find fresh grazing grounds.
- **Vertical migration:** zooplankton swims a vertical distance of 900 metres every day in search of food.

The migratory patterns of animals are under stress from habitat destruction, fences, highways, agriculture, urbanisation, dams, wind turbines and climate change. In some cases species' habitat becomes permanently inhospitable from fire, flooding or when humans drain wetlands or log forests.

Wandering whales

Water depth, salinity, sea floor topography and location of food play a role in the migration of whales. Approximately 40 species of whales and dolphins migrate between June and October occur the Australian coast. Whales spend summer in Antarctica where they feed on prawn like krill and migrate north to warmer waters to give birth and mate. Human activities adversely impact on whales, such as boat collisions and poisoning from toxic wastes. The Australian **Environment Protection and Biodiversity Conservation Act** aims to protect migratory species.

Figure 4. Migration of whales around Australia



Source: <http://www.abc.net.au/oceans/whale/spot.htm>

Facts

- Whale watching generates \$2.1 billion per annum in tourism revenue worldwide, employing around 13,000 workers.
- Whales stock up on food as they don't eat while travelling.
- Birds have hollow bones to enable them to stay high in the air for a long distance.
- Eels living 30 years in Sydney's Centennial Park, swim 2000 kilometres to New Caledonia's deep water to lay 20 million eggs, then die.



A pod of sperm whales off the coast of Mauritius. Photo: Gabriel Barathieu Source: Wikimedia Commons

Activities

1. Explain why animals migrate.
2. Describe the different patterns of migration.
3. Analyse the impact of an oil spill on migratory birds and marine species.
4. Refer to 1:
 - a. Explain the movement of the Arctic Tern. Use Google Earth or an Atlas to measure the distance the bird travels.
 - b. Discuss the movement of the Short-Tailed Shearwater.
 - c. Australia's wetlands provide a range of feeding grounds for migrating birds. Discuss their importance. This website will assist your research <http://www.environment.gov.au/biodiversity/migratory/waterbirds/wetbrds.html>
5. Refer to 2:
 - a. Explain the yearly movement of the wildebeest and zebra.
 - b. Critique the impact of the proposed highway on migration.
6. Refer to 3:
 - a. What seasons do whales move north and south?
 - b. Explain why whales move.
 - c. Discuss how these species are protected.
- d. There are whale watching businesses along Australian coasts. Imagine you were employed in the industry. Where would you locate the business? Present a poster or PowerPoint presentation promoting the business.
7. Explain how animal migration patterns will need to adapt to climate change, logging, hunting and fishing to survive.
8. Refer to the Internet or Atlas and draw a map locating Christmas Island. Discuss the problems of managing the migrating crabs.
9. Create a glogst on migrating species and the importance of global sustainable management in their interconnected world.
10. Fieldwork: Identify the different animal species in your local area. Find out where they migrate, when and why.
11. Google Earth and virtual fieldwork: Refer to the following websites and discuss the importance of migration to the survival of these species.
 - a. Google Earth: Flight path of the Arctic Tern http://www.gearthblog.com/blog/archives/2012/02/the_tale_of_the_arctic_tern.html
 - b. Google Earth: Track Sea Turtle migrations in Google Earth http://www.gearthblog.com/blog/archives/2012/01/track_sea_turtle_migrations_in_goog.html

ICT

Many Moves of Migration

http://education.nationalgeographic.com/education/activity/many-moves-of-migration/?ar_a=1

Loggerhead sea turtles face an uncertain future

http://education.nationalgeographic.com/education/multimedia/ocean-drifters/?ar_a=1&ar_r=999

Wildebeest Migration – Crocodiles Attack

http://education.nationalgeographic.com/education/multimedia/wildebeest-migration/?ar_a=1&ar_r=999

Monarch Migration Mystery

http://education.nationalgeographic.com/education/news/monarch-migration-mystery/?ar_a=1

To the ends of the Earth

http://education.nationalgeographic.com/education/news/ends-earth/?ar_a=1

Incredible Journey

http://education.nationalgeographic.com/education/news/incredible-journey/?ar_a=1

Red Crab Migration

http://education.nationalgeographic.com/education/multimedia/red-crab-migration/?ar_a=1&ar_r=999

Get an Animal's-Eye View

<http://www.nationalgeographic.com/xpeditions/activities/08/virtualworld.html>



Christmas Island red crabs. Photo: Max Orchard.
Source: <http://blog.parksaustralia.gov.au>

YouTube

Gulf Spill Still Threatens Millions of Migrating Birds (Animals) 22/1/2011, 5.11min

<http://www.youtube.com/watch?v=49c0litiAuM>.

- What are the impacts of an oil spill on migratory birds?

Wildebeest Migration 17/2/2008, 2.42min

<http://www.youtube.com/watch?v=HYM6LqDJLiM>

- How have animals adapted to the migration?

Gray Whale Migration 12/9/2008, 5.07min

<http://www.youtube.com/watch?v=n7VqIWkFe60&feature=related>

Animals That Travel (Salmon Migration) 29/1/2008, 8.33min

<http://www.youtube.com/watch?v=XNqyYZONtMQ>

Animals that travel 31/12/2007, 8.59min

<http://www.youtube.com/watch?v=n9KoROEpOrM&feature=related>

Survival: Can plants migrate fast enough to avoid extinction

http://scienceandpublicpolicy.org/originals/survival_can_plants_migrate_fast_enough_to_avoid_extinction.html

Protection of migratory species – Australia

<http://www.environment.gov.au/biodiversity/migratory/index.html>

Department of Crane-Land Security

<http://www.nationalgeographic.com/xpeditions/activities/14/cranecam1.html>

Maybe Not-So-Fine Feathered Friends?

<http://www.nationalgeographic.com/xpeditions/lessons/08/g912/newsflu.html>



Migrating birds at dusk
Source: Wikimedia Commons

Digital Citizenship and the Australian Curriculum

Martin Pluss, Geography Teacher and Dean of Learning Technologies
Loreto Normanhurst

As we transition from an analogue to digital world in geography perhaps we should also think about and plan more systematically for digital citizenship in Geography for teachers and students. With the introduction of the Australian Curriculum in Geography it is an ideal time to think about this for future programming and teaching of Geography.

In the Shape of the National Curriculum: Geography document – January 2011 the sixth point in the introduction refers to how “Geography shows students ways in which they can positively influence their world as active local, national and global citizens...” Though not specifically mentioned, this positive influence can be developed through student participation in digital community membership or Communities of Practice, perhaps through Facebook and LinkedIn Groups.

Moreover, there are three General Capabilities in the Australian Curriculum document in which digital citizenship would be useful: ethical behaviour, personal and social competence and intercultural understanding. Ethical behaviour is important as students engage in geographical issues in the digital world which is done in a way that is “acting with regard for other”. In this era of social media and students, students need to be guided in ethical online behaviour. Personal and social competence involves students managing themselves more effectively and their interactions in the digital world are no exception. Intercultural understanding builds on the latter as students learn to understand themselves in relation to others and increasing they interact with others in the digital world. Day to day citizenship and digital citizenship also go hand in hand as we deal with cross curriculum priorities of Aboriginal and Torres Strait Islanders histories and culture, sustainability and Australia’s engagement with Asia.

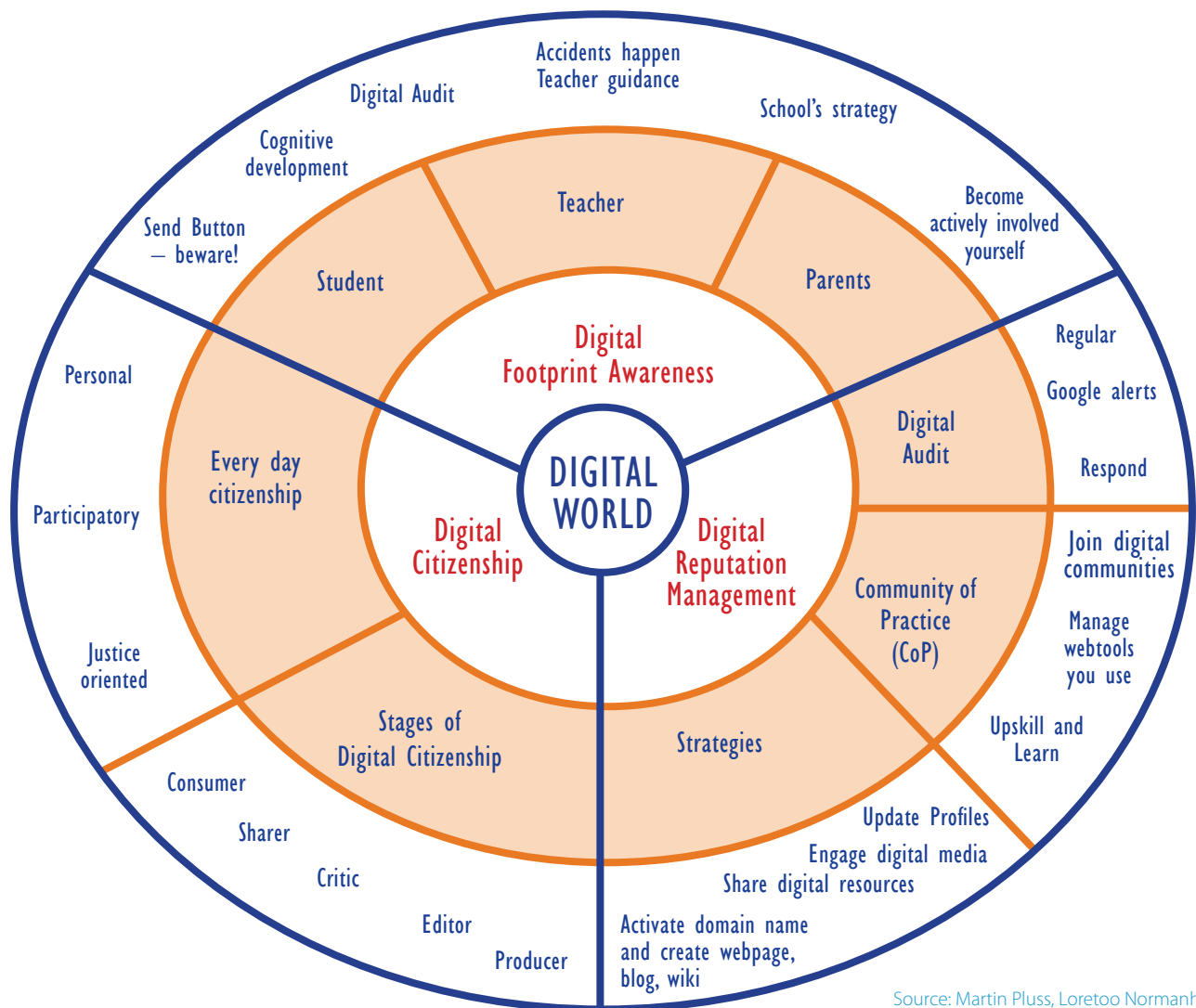
A closer examination of the Scope and Sequence of the Australian Curriculum sees the weaving of citizenship issues throughout. In Foundation

to Year 2 students examine local places, their main characteristics and change. Change often involves decision making by local citizens. In Years 3–4 students can learn about become digital citizenship through the “need to care for the environment”. In Years 5–6 students learn about the issues of sustainability, environmental consequences of urban development and the planning and management of community issues provides the opportunity to be active digital citizens. In Years 7–10 the focus is on the environmental characteristics of weather and water, biotic life, landscapes and resources and environmental sustainability and the human characteristics of people, settlement, livelihood and lifestyles and human well being - all lend themselves, in different degrees, to an important understanding of digital citizenship. Digital citizenship clearly has a place in the senior secondary years where there is a shift to “further develop students’ knowledge and ability to apply geographical inquiry...and a deeper engagement in decision making, evaluation and discussion of ethics and values.”

At the time of writing the detail of the final curriculum is still being finalised, though this review does support the notion that there are areas of the Australian Curriculum in Geography which has relevance to digital citizenship. The second section of this article will look at a model for integration digital citizenship into the teaching and learning of Geography which can be implemented in more detail once the specifics of the new curriculum are completed.

Figure 1 is a model highlighting some of the key features of the Digital World in which our students live. The model can be adapted for all year groups; however the focus here will be for the Year 7–12 year groups. Naturally the focus of the curriculum should be on the teaching and learning of Geography but this does not prevent Geography teachers helping students becoming digital citizens with a geographical consciousness. The model is

Figure 1: Key features of the digital world



Source: Martin Pluss, Loretoo Normanhurst

staged and sequenced.. The majority of Year 7–8 students are at the stage of cognitive development to be aware of their digital footprint. Key messages like “Beware of the send button” guide students to think about the consequences of how they interact with people online.

Once students undertake an audit of their digital footprint and learn from the mistakes they make online we can encourage them to explore the digital world from a geographical perspective. These sorts of lessons are best suited to Year 9–10 students. Students can build their geographical digital reputation by joining, in a supported and structured way in class, digital communities with a geographical focus. Students can join TakingITGlobal, who’s mission is “to empower

youth to understand and act on the world’s greatest challenges. We can’t wait for you to get involved!” There are numerous environment and local community organisations which require students to become involved in any way they can and one way is active digital involvement through awareness and education.

Initially these Year 9–10 students become more informed digital citizens by becoming consumers of digital information. Some become passionate about causes about which they have become aware and share this information on Facebook or Twitter. In the transition to senior Geography students can be exposed to more critical thinking about the issues they are engaging within the digital world, looking at material more closely by

editing and reshaping the information they are processing. Ultimately, a select few may become producers of digital content by hosting blogs, providing resources on wikis about geographical issues they feel passionate about and which they believe need support and attention from the wider community.

Naturally everyday citizenship and digital citizenship go hand in hand. The ideas presented in this article are only suggestions for teachers to consider as they re-program and think about what they will be teaching with the introduction of the Australian Curriculum. Students as well as teachers and parents are involved in the digital world and they will be better informed everyday as digital

citizens if they are taken through the steps of understanding how their digital footprint shapes their digital reputation. This growing awareness and education provides a framework for them to consider more carefully their role as citizens in a digital world.

References

Kearney. M, Schuck. S, Burden.K, and Aubusson. P, (2012) "Viewing mobile learning from a pedagogical perspective" *Research in Learning Technology* V.20.

URL: <http://www.researchinlearningtechnology.net/index.php/rlt/article/view/14406/html>

This article has a figure which inspired the Digital World diagram in this article.



Active Global Citizenship...

a NSW Board of Studies Stage 5 Board Endorsed Course of Study

The Stage 5 BOS NSW Board Endorsed **Active Global Citizenship Course** is designed to enable students to demonstrate global competence through awareness and curiosity about 'how' the world works. The course provides students with the information, knowledge and skills to be able to:

- Investigate the world of their immediate environment and the world beyond their immediate environment; identifying, investigating and researching problems of significance.
- Recognise perspectives: others and own in a thoughtful and respectful way.
- Communicate ideas effectively with diverse audiences: bridging geographic, linguistic, ideological and cultural barriers.
- Take action to improve conditions: viewing themselves as active participants in the world.

Why do teachers and students need this course?

Specific needs: The Board of Studies NSW has recognised that to live and work successfully in the diverse 21st century world students need to be equipped with a set of knowledge and understanding, skills, behaviours, values and attitudes and have an awareness of key contemporary issues. In order to achieve this, the BOS NSW has identified specific content that is to be integrated into all Key Learning Areas. They termed these

important learning areas **Learning Across the Curriculum** and embedded them in all Key Learning Areas. They complement the work of Global Education in teaching and learning. Together, they work toward the goal of active and informed citizenship for all students¹.

The implementation of global education enables students to discover how to become involved in community activities and discussions which support global justice, human rights, and sustainable futures both within and beyond the classroom.

This is a unique course because it provides an overarching conceptual framework of knowledge, understanding, skills, processes, values and attitudes, to explicitly address the Australian Curriculum and NSW BOS requirements across KLAS in Stage 5. The **Active Global Citizenship Course**:

- provides a framework for genuine and meaningful cross-curriculum links;
- provides a meaningful way of adapting existing subject skills and knowledge into experiential enquiry learning for all students;
- provides a framework for developing student-initiated real-world community projects at local, regional, national or international level; and
- contributes to the Board of Studies NSW formal Record of Student Achievement (RoSA) credential.

¹ The BOS NSW *Learning Across the Curriculum* areas address the mandatory *Cross-curriculum Priorities* and study as required by ACARA.

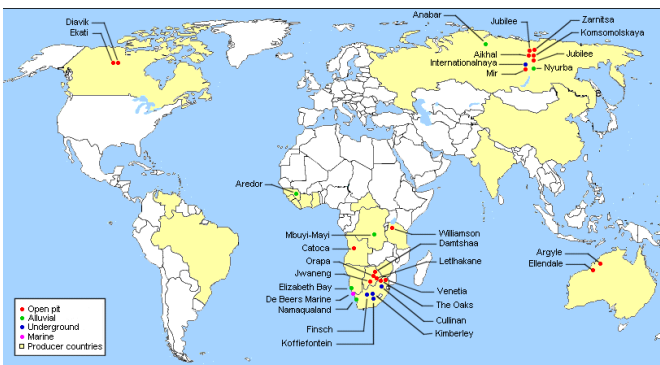
FILMS AND PHOTOGRAPHS IN CLASSROOMS

– 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.

FILMS AND PHOTOGRAPHS IN CLASSROOMS

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.

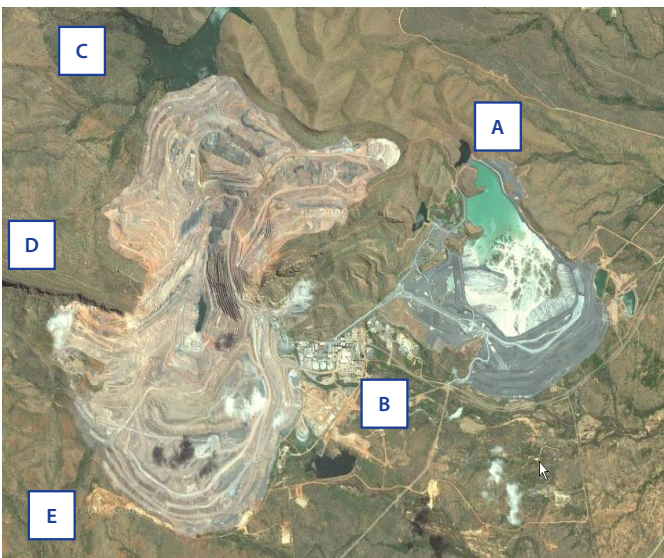
- a. Compare the centre middle distance of the Diavik diamond mine with the left foreground.
- b. Draw a sketch of the Diavik diamond mine labelling natural and human features.
- c. Compare the aerial photograph of the Kimberley diamond mine in South Africa with the Argyle diamond mine in Australia.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

FILMS AND PHOTOGRAPHS IN CLASSROOMS

- 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

BENEFITS OF GTA NSW MEMBERSHIP

The Geography Teachers' Association of New South Wales (GTA) is a not-for-profit, incorporated body that represents the professional interests of Geography teachers in NSW and Geographical Education more generally. The objectives of the Association are to promote the study and teaching of geography in schools by:

- providing professional learning opportunities for teachers of Geography;
- advocating the interests of Geography teachers on matters in the State and National interest;
- providing forums where teachers of Geography and the wider community can exchange views;
- supporting Geographical Education through the development and dissemination of geographical resources; and
- promoting geographical research and fieldwork.

The GTA seeks to address its objectives via a yearly program of activities and events, which include:

- online publication of the quarterly Geography Bulletin a quality, peer-reviewed journal designed to serve the contemporary interests of Geography teachers and students.
- delivering Teacher Professional Learning Workshops and in metropolitan and regional locations, focussing on current issues, including in Global Education, the use of technology in the classroom, research and fieldwork skills.
- conducting an Annual Conference with keynote addresses from leading geographers on contemporary and emerging geographical issues as well as more practical sessions by geographical practitioners.
- hosting School Certificate and Higher School Certificate Reviews for teachers of Geography. These reviews are held in a number of regional areas across the state.

For further information about GTA NSW activities and events go to: www.gtansw.org.au



MEMBERSHIP RENEWAL/APPLICATION FORM 2013

ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included.

Please select **ONE** of the following membership options and complete the details

☐ Personal membership \$90.00

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other:

Surname: Given Name(s):

Home address: Postcode:

Phone: (Mob) (Home) (Work)

Fax: Email:

☐ Corporate membership \$180.00

Title – please tick: ☐ Head of HSIE ☐ Head Teacher of Social Science ☐ Head Teacher of Geography
☐ Co-ordinator of Geography ☐ Senior Geography Teacher ☐ Librarian

School:

School address: Postcode:

School phone: School fax:

☐ Concessional membership \$40.00 ☐ Retiree ☐ Part-time teacher ☐ Student (verification required)

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other:

Surname: Given Name(s):

Home address: Postcode:

Phone: (Mob) (Home) (Work)

Fax: Email:

School:

PAYMENT:

Membership is for twelve months commencing in January. If payment is made later in the year all back copies of *Geography Bulletin* will be forwarded. A membership reminder will be sent in December.

Please make cheques payable to: Geography Teachers' Association of NSW Inc

OR

Charge \$..... to my credit card: ☐ Mastercard ☐ Visa

Card Number: / / / Expiry: /

Name on card: Signature:

Post this form and your payment to: GTA NSW, PO Box 577 Leichhardt, NSW 2040

ADVICE TO CONTRIBUTORS

Editorial policy attempts to:

- promote material which will assist the study and teaching of geography
- encourage teachers to share their ideas on teaching geography
- provide a means by which teachers can publish articles
- inform readers of developments in geographical education

Articles are sought reflecting research and innovations in teaching practices in schools. From time to time issues of the Bulletin address specific themes.

Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

Books for review should be sent to:

Mr John Lewis, Review Editor,
The GTA NSW Office
PO Box 577
Leichhardt NSW 2040

Deadlines for articles and advertising

Issue 1 – 1 December	Issue 2 – 1 March
Issue 3 – 1 May	Issue 4 – 1 August

Notice to Advertisers

'Geography Bulletin' welcomes advertisements concerning publications, resources, workshops, etc. relevant to geography education.

FULL PAGE (26 x 18cm) – \$368.50
Special issues \$649.00

HALF PAGE (18 x 13cm or 26 x 8.5cm) – \$214.50
Special Issues \$382.80

QUARTER PAGE (13 x 8.5cm or 18 x 6.5cm) – \$132.00
Special issues \$242.00

INSERTS (A4 supplied) – \$374.00
All prices include GST

Advertising bookings should be directed to:

GTA NSW Office
Telephone: (02) 9716 0378
Fax: (02) 9564 2342
Email: gta.admin@ptc.nsw.edu.au

1. **Objective:** The Geography Bulletin is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.
2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:
PO Box 577, Leichhardt, NSW, 2040
Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.
3. **Format:** Original in Word format on disk (or forwarded electronically via email attachment) plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for reproduction. Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption. Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.
4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.
5. **Covering Letter:** A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.
6. **Photo of Contributor:** Contributors should enclose a passport-type photograph and a brief biographical statement.
7. **References:** References should follow the conventional author-date format:
Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.
Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)
Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.
O'Donovan, M. J., *et. al.* (1980) "Animal life in the North Star District of New South Wales". In W.W. Murphy, (Ed.) *Readings in Regional Geography (Vol. 2)*, Sydney: Williams and Sons.
8. **Italics** should be indicated by underlining.
9. **Spelling** should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.

