BLOOD DIAMONDS
Case Method

The case method provided here is based on the STEPWISE curriculum and instructional framework provided below. This and other case methods provide some basic information about a ‘WISE’ issue, such as possible problems relating to diamond mining and marketing. Teachers then provide instruction in each of the STEPWISE elements, and encourage students to conduct research to enhance their knowledge, skills and findings (in the case of Students’ Projects) — related to the STEPWISE framework. Instruction and student work culminate in students’ WISE Activism; i.e., action(s) to address the WISE issue.

ACKNOWLEDGEMENTS
This resource was produced for STEPWISE, a research and development project funded by the Social Sciences and Humanities Research Council (SSHRC), Canada. STEPWISE is under the direction of Dr. J. L. Bencze, OISE, University of Toronto. This resource was initially created by Joanne Nazir and revised by members of the STEPWISE committee. The diligent work by these people is gratefully acknowledged, as is the funding from SSHRC.
Introduction
Many chemical substances play essential roles in contemporary social and environmental issues. Diamonds are natural minerals composed of the element carbon. They are formed inside the Earth’s crust by specific geochemical processes. Diamond deposits occur only in certain areas of the world where raw diamonds are mined. In this case study students will explore the severe societal impact associated with the mining of diamonds in Central Africa.

It must be noted, that while this case study tackles the societal impact of the mining of Blood Diamonds other issues (not treated here) can also be linked to the Diamond Industry. Some of these include:

• the severe environmental impact of diamond mining worldwide
• social inequity resulting from the refining of diamonds through secondary sources
• infringement of the rights of indigenous peoples where mines occur on tribal lands

<table>
<thead>
<tr>
<th>WISE Issue</th>
<th>Resources/Factors in Decision-making</th>
<th>WISE Action</th>
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</thead>
<tbody>
<tr>
<td>Impact of Blood Diamonds on society</td>
<td>STSE Expertise</td>
<td>Products Expertise</td>
</tr>
<tr>
<td>Environmental and health impacts associated with the production and use of blood diamonds</td>
<td>Structure of diamond</td>
<td>Extraction and processing of jewellery diamonds</td>
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**Prior Knowledge**
Students should be able to:
Recall that diamonds are minerals composed of the element Carbon.
Describe the geochemical processes by which diamonds are formed in Earth’s crust.
Relate the atomic structure of diamond to its physical and chemical properties

**Curriculum Expectations Addressed**
This case is appropriate for the following grades and strands:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Strand</th>
<th>Specific Expectations Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Science and Technology</td>
<td>Earth and Space Systems: Heat in the Environment</td>
<td>HE3.09 explain the relationship between heat and geological processes involved in rock and mineral formation (e.g. volcanic eruptions, geothermal vents, the formation of igneous and metamorphic rock and diamonds)</td>
</tr>
<tr>
<td>9</td>
<td>SNC 1D, SNC 1P</td>
<td>Chemistry: Atoms and Elements</td>
<td>CAE1.2 Assess the social and environmental impact of the production, use and disposal of elements or compounds and propose a plan of action that addresses the impact. Issue: What are the economic benefits and environmental costs of diamond/metal mining?</td>
</tr>
<tr>
<td>11</td>
<td>SCH 3U</td>
<td>Chemical Reactions</td>
<td>CR1.1 research and report on the safety concerns related to human health or the environment, and associated with the production or use of a chemical substance in industry (e.g., mining, agricultural, pulp and paper, automotive).</td>
</tr>
</tbody>
</table>
| 12    | SES 4U | Earth Material | EM1.1 assess the direct and indirect impact of the exploration, extraction and refinement of Earth materials (e.g. gold, uranium, diamonds, sand, gravel, dimension stone, and fossil fuels) on local,
provincial or national economies (e.g., metals mined in one community are refined in a second, processed in a third, used to assemble products in a fourth and then sold all over the province or nation.)
Information Sheet #1
Facts about Diamonds

1. The Diamond Pipeline

The diamond pipeline is a representation of the steps in the diamond production chain, from mining diamonds to the sale of diamond jewelry.

<table>
<thead>
<tr>
<th>Diamond Pipeline, 2004</th>
<th>Rough diamond production</th>
<th>Rough diamond polishing</th>
<th>Value of polished diamonds</th>
<th>Sale of polished diamonds</th>
<th>Sale of diamond jewelry</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$11.8 Billion USD</td>
<td>$12.1 Billion USD</td>
<td>$14.8 Billion USD</td>
<td>$16.7 Billion USD</td>
<td>$61.5 Billion USD</td>
<td>$116.9 Billion USD</td>
</tr>
</tbody>
</table>

Adapted from: Tacy Ltd., Diamond Intelligence Briefs

2. World Production of Natural Diamonds

Where are diamonds found?
World Diamond Production by Country, 2004

<table>
<thead>
<tr>
<th>Producer Country</th>
<th>Carats (000)</th>
<th>Average Price ($)</th>
<th>Value ($ Million USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>7,500</td>
<td>173.00</td>
<td>1,300</td>
</tr>
<tr>
<td>Australia</td>
<td>20,673</td>
<td>17.00</td>
<td>343</td>
</tr>
<tr>
<td>Botswana</td>
<td>31,125</td>
<td>94.00</td>
<td>2,940</td>
</tr>
<tr>
<td>Brazil</td>
<td>700</td>
<td>50.00</td>
<td>35</td>
</tr>
<tr>
<td>Central African Rep.</td>
<td>500</td>
<td>190.00</td>
<td>95</td>
</tr>
<tr>
<td>Canada</td>
<td>12,618</td>
<td>130.00</td>
<td>1,646</td>
</tr>
<tr>
<td>Congo (Dem. Rep.)</td>
<td>29,000</td>
<td>27.00</td>
<td>790</td>
</tr>
<tr>
<td>Ghana</td>
<td>900</td>
<td>29.00</td>
<td>26</td>
</tr>
<tr>
<td>Guinea</td>
<td>350</td>
<td>251.00</td>
<td>88</td>
</tr>
<tr>
<td>Namibia</td>
<td>2,011</td>
<td>347.00</td>
<td>698</td>
</tr>
<tr>
<td>Russia</td>
<td>35,000</td>
<td>57.00</td>
<td>1,989</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>600</td>
<td>333.00</td>
<td>200</td>
</tr>
<tr>
<td>South Africa</td>
<td>14,233</td>
<td>102.00</td>
<td>1,458</td>
</tr>
<tr>
<td>Tanzania</td>
<td>286</td>
<td>129.00</td>
<td>37</td>
</tr>
<tr>
<td>Other</td>
<td>631</td>
<td>209</td>
<td>132</td>
</tr>
<tr>
<td>Total</td>
<td>156,127</td>
<td>75.4</td>
<td>11,777</td>
</tr>
</tbody>
</table>

Sources: DeBeers, Rio Tinto, BHP Billiton

3. Demand for Diamond Jewelry

![Diamond Value in World Retail Sales by Region](image)

Total value: US$15.8BN

Reference
http://www.iti.gov.nt.ca/diamond/industry.htm#world
Information Sheet #2
Information about Blood (Conflict) Diamonds

"Diamonds are forever" it is often said. But lives are not. We must spare people the ordeal of war, mutilations and death for the sake of conflict diamonds.

Martin Chungong Ayafor, Chairman of the Sierra Leone Panel of Experts

What are blood diamonds, sometimes called conflict diamonds?
Blood diamonds, sometimes called conflict diamonds, are diamonds that are sold to fund the unlawful and illegal operations of rebel, military and terrorist groups. Countries that have been most affected by blood diamonds are Sierra Leone, Angola, Liberia and the Democratic Republic of Congo -- all places where citizens have been terrorized, mutilated and killed by groups in control of the local diamond trade. According to a report by Partnership Africa Canada (P.A.C.), in Sierra Leone, over 50,000 persons have been killed, half the population displaced, and more than two-thirds of its infrastructure destroyed.

Wars in most of those areas have ended or at least decreased in intensity, but blood diamonds from Côte d'Ivoire, in West Africa, and Liberia are still reaching the trade labeled as conflict-free diamonds.

In 2000, international organizations and countries with a legitimate diamond trade began a campaign to track the origins of all rough diamonds, attempting to put a stop to blood diamond sales from known conflict areas.

Their efforts eventually resulted in The Kimberley Process Certification Scheme (KPCS), an international effort to rid the world of conflict diamonds.

Kimberley Process Goals
The goals of the Kimberley Process are to document and track all rough diamonds entering a participating country, with shippers placing stones in tamper-proof shipping crates and providing enough detailed information about their origins to prove they did not originate in a conflict zone. The KPCS isn't fully operational among its members. Many countries haven't even committed to the program.

The goals of the KPCS will take time to achieve. Because it's a self-regulating program, additional controls are necessary to truly ensure that blood diamond trade is halted -- or at least minimized. Human rights organizations are quick to point out weaknesses in the Kimberley Process that allow blood diamonds into the international market. Recent reports by the United Nations and the U.S. government have estimated $23 million U.S. worth of diamonds from Côte D'Ivoire may have been smuggled into the legitimate trade.
Evidence suggests the diamonds are taken into neighboring Ghana, where they are certified as Kimberley Process compliant.

**How consumers can help stop the blood diamond trade.**

Retailers cannot guarantee that the diamond you purchase is not a blood diamond. In September 2004 Amnesty International activists visited 246 jewelry stores in the US to conduct a survey about the issue.

- Only 27% of shops were able assure that they had a policy on blood diamonds.
- Only 13% of shops provided warranties to their customers as a standard practice.
- Only 28% of shops were aware of the Kimberley Process.
- When asked whether consumers inquired about blood diamonds, 83% of respondents answered rarely or never.
- 110 shops refused outright to take the survey.

As consumers, we have the power to change the situation by demanding details about the diamonds we buy. Demanding proof that a diamond is conflict (blood)-free sends a powerful message to the world that we will not support an industry or nation that helps fund terror groups.

**Canadian diamonds - the Code of Conduct**

Canada has made progress in identifying diamonds originating in its mines. The Voluntary Code of Conduct for Authenticating Canadian Diamond Claims sets a standard for authentication of claims that a diamond is Canadian -- and conflict free.

Adhering to The Code requires each company to initiate a paper trail that tracks a diamond's progression from the mine to its retail destination. The Code also includes rules for proper handling, packing and marking of all diamonds that are represented as Canadian stones. Even with the guidelines, there's no way to absolutely guarantee a diamond is Canadian, but the process definitely helps eliminate doubt.

The Canadian program is voluntary, so not all retailers participate. Those who do must provide consumers with:

- The diamond Identification Number
- The retailer's name and address
- An invoice number and the date of the invoice
- The polished diamond description
- An explanation of the Code

A list of signatories of the Code is available online, naming retailers and wholesalers who are committed to following the Code's procedures.

**References**
Sample Lesson Plan

In addition to Information Sheets # 1 and # 2, this sample lesson plan highlights the use of contemporary media (music and a movie) to stimulate student discussion/exploration of this controversial topic.

Objectives
1. To examine the connection between a natural resource, exploitation and regional conflict.
2. To analyze personal motivations for our actions and the effects of our actions on others.
3. To engage students in discussion of corporate social responsibility and consumer action.

Required Resources
1. YOUTUBE video clips – “Diamonds are a girls’ best friend” http://www.youtube.com/watch?v=q21QTbMtxMx
   “Lupe Fiasco- Conflict Diamonds” http://www.youtube.com/watch?v=i3Z4K_WWeBA
3. Information Sheet #1- Facts about Diamonds
4. Information Sheet #2- Information about Blood (Conflict) Diamonds

Part I
- Students view the two YOUTUBE videos in succession:
  o “Diamonds are a girls best friend” which presents a glamorous picture of diamonds and their importance in society
  o “Lupe Fiasco-Conflict Diamonds” which introduces the severe social problems associated with mining diamonds in African Nations
- Students are provided with Information Sheet #1- Facts about Diamonds
- In small groups, students discuss the following questions:
  o Which countries are major producers of the world’s diamonds?
  o Who are the largest consumers of diamonds?
  o Why are diamonds so highly valued by people (uses, symbolic meaning)?
Why do you think diamonds mined in Central Africa are called “blood diamonds”?
Should countries like Canada be concerned about the production of “blood diamonds”? Why or why not?

Part II
- Students view the movie “Blood Diamond”. Set in Sierra Leone 1999, the film portrays a country torn apart by civil war as government and rebel forces struggle to control major diamond mines. It shows the many atrocities of war and abuses of human rights fueled by the conflict.

- Students are provided with Information Sheet #2 - Information about Blood (Conflict) Diamonds.

- In small groups (same as before) students discuss the questions:
  - What human rights abuses occur during the mining of blood diamonds?
  - The Kimberley Process is the main solution proposed by International Organizations to stop trade in blood diamonds. Do you think this process is successfully controlling trade in blood diamonds?
  - Is it fair for people to value diamonds as jewels when diamond mining/trading brings so much suffering to other peoples’ lives?
  - What can the average Canadian citizen do to help address the problems caused by blood diamonds?

Part III
- Whole class sharing/discussion of actions that citizens may take in their own communities address the problems associated with sale of blood diamonds.

Assessment
Following completion of Parts I, II, and III, students will (in team of 2-4) complete the following activities:
1. Prepare an information poster for display in the school or community. The poster should clearly and concisely identify key social, political, and economic issues associated with the production and sale of blood/conflict diamonds, and effectively communicate one action citizens may take to ameliorate the situation.
2. Conduct a debate or town hall meeting involving a small group of students in the school community. Team members will conduct the debate or town hall by making an informative presentation of the issue, and allowing participants to discuss the issue and voice their opinions and concerns. A report containing a transcript of ideas raised in the debate or town hall will be prepared and submitted for assessment.

Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>- demonstrates minimal understanding of</td>
<td>- demonstrates some understanding of</td>
<td>- demonstrates considerable understanding of</td>
<td>- demonstrates a thorough understanding of</td>
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<tr>
<td>Application</td>
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<tr>
<td>connects knowledge of diamonds and diamond mining practices to local, national, and international issues associated with blood/conflict diamonds with minimal effectiveness.</td>
<td>connects knowledge of diamonds and diamond mining practices to local, national, and international issues associated with blood/conflict diamonds with some effectiveness.</td>
<td>connects knowledge of diamonds and diamond mining practices to local, national, and international issues associated with blood/conflict diamonds with considerable effectiveness.</td>
<td>connects knowledge of diamonds and diamond mining practices to local, national, and international issues associated with blood/conflict diamonds with a high level of effectiveness.</td>
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<td>Communication</td>
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<td>communicates information with limited clarity</td>
<td>communicates information with some clarity</td>
<td>communicates information with considerable clarity</td>
<td>communicates information with a high degree of clarity</td>
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<tr>
<td>- Information is communicated with minimal organization.</td>
<td>- Information is communicated with some organization.</td>
<td>- Information is communicated with considerable organization.</td>
<td>- Information is highly organized.</td>
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<tr>
<td>-employs language skills with limited effectiveness.</td>
<td>-employs language skills with some effectiveness.</td>
<td>-employs language skills with considerable effectiveness.</td>
<td>-employs language skills with a high degree of effectiveness.</td>
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