



# OFFSHORE

*Study Guide*

*“For a visceral sense of the extreme risks of drilling 5.5km holes in the ocean, see this gr8 interactive doc”*

- Naomi Klein

*“Truly amazing/groundbreaking film-making/journalism/writing history”*

- Dahr Jamail, Investigative Journalist, Al Jazeera

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## About *Offshore*

**Offshore** (<http://Offshore-interactive.com/>) is an innovative interactive web documentary that explores the next chapter of oil exploration, taking viewers hundreds of miles **Offshore**, and thousands of feet below the ocean floor where the hazards are immense, but the profits are bigger, and where the consequences of something going wrong are catastrophic. Using a virtual **Offshore** rig, the Spartan 208, as the central interface, viewers are invited on a first person journey through a nightmarish abandoned rig,, damaged and deserted save for a series of 'hotspots' - transition points - which propel participants into the full screen world of oil, technology, money and environmental disasters. Beginning with stories from the Deepwater Horizon oil spill, **Offshore** creates a deeply immersive experience that subtly raises questions about the consequences of our continued dependence on oil.

Interactive Documentaries are designed to create open-ended, non-linear experiences, inviting users to engage at their own pace. Your students will be familiar with the visual codes of gaming that **Offshore** uses and with interactivity as a model of engagement. Our gaming aesthetic and invitation to explore as a first person adventurer in **Offshore**, however, has a pedagogical objective.

Produced in collaboration with filmmakers and journalists around the world, **Offshore Global** (<http://international.Offshore-interactive.com/>) - the second installment of **Offshore** - expands into Ghana, Alaska, Russia and Brazil where we meet local fisherfolk, whistleblowers, geologists, bankers, and activists. Tracing links between distinctive contexts, **Offshore** and **Offshore Global** give voice to coastal communities and indigenous people directly impacted by this new wave of oil development and to the growing international movement that is mobilizing to resist it.

In Canada and the USA, we live in an oil-dependent culture and economy but this dependency is often invisible, as sites of production and extraction take place in frontier locations, far from major sites of population density. We go about our daily lives "for getting"

how our comfort and convenience is produced through a massive infrastructure of fossil fuel production. **Offshore reminds us of the real costs—on bodies and ecologies—of our toxic dependency on fossil fuel.** Meeting with residents directly affected by the Deepwater Horizon disaster and communities who continue to be altered by offshore drilling rigs, **Offshore** engages directly with the long term effects of oil disasters and oil disasters-in-the making. The intention is to keep these stories and this knowledge-base active and engaging; to inspire all of us to think about our otherwise "hidden" dependency on the cultural, economic and political realities of oil.

## Using This Interactive Documentary in Your Classroom

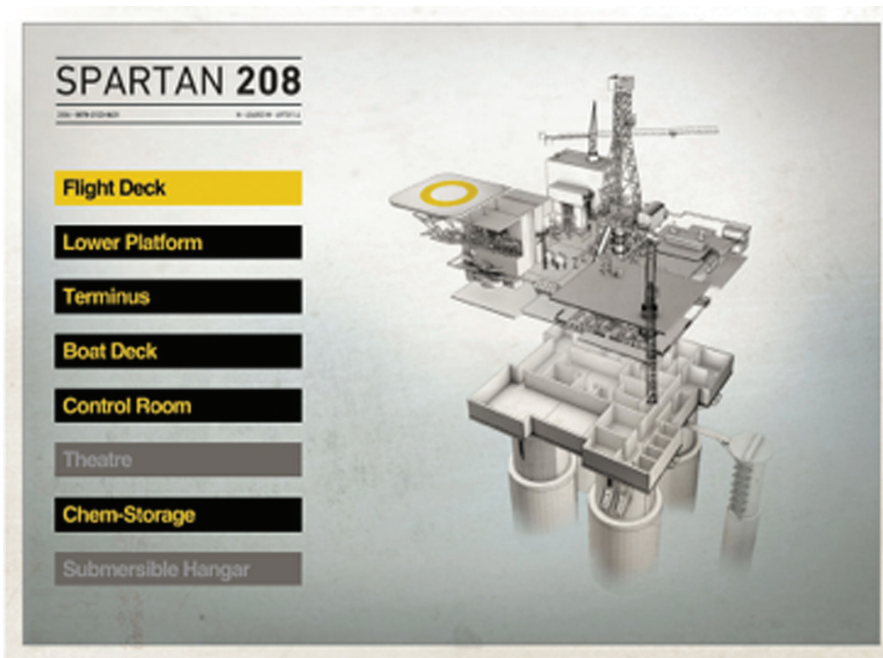
This teacher's guide is intended to help you incorporate the information, content, and research found within this dense cinematic resource into your classroom. As online interactive documentary users, your students will potentially have very diverse viewing experiences. It might be interesting to allow some "free" time for your students, to simply explore the narratives and various hotspots of **Offshore**. You may also wish for your students to "hit on" or "discover" certain key moments found within the multiple layers of the content. Scroll through the suggested activities below. They may help you incorporate this content in a tangible manner, allowing your students the creativity to explore the 1st-person narrative architecture built within the documentary, but giving them the structure to stay focused within the time constraints of a classroom. You can choose whether you wish to assign the viewing of content within classroom time, or as homework assignments. It might also be useful to "curate" some content you wish to screen together, with your whole class. It is recommended you use the content within **Offshore: Global** in this way. This content is divided into short video segments that can easily be played consecutively for your students. You may also wish to allow students to explore **Offshore: Global** on





their own, as well. It is always advised that as the educator, you pre-screen all content you wish to show to your students ahead of time.

Below, you will find an image of the **Offshore** “map”. It is a floor plan for the imagined offshore oil rig, the Spartan 208, built specifically for this interactive documentary. You can click on the icon entitled **MAP** anytime you are exploring the architecture, should you feel lost, and wish to be reoriented with your location on the rig.



As you explore Spartan 208 through its various layers, you will be prompted to move, with your mouse, through floors and engage with video and media content through “hotspots”. Usually, the hotspots are blue arrows or coloured images dispersed through the Rig’s architecture. Anytime you find a “hotspot”, your mouse’s arrow will turn into a pointed finger. Click on a hotspot to watch its video content, or to engage with its multi-media asset (sometimes, you will find a journal to flip through, or maps to explore).

Below you will find a full list of all of **Offshore**'s hotspots, chapter names and floors. Should you wish to assign particular segments to your students, this list will help you and your students keep track of the content you are navigating through. Please note: the chapter lists and contents are not listed for **Offshore: Global**, as they presented in the documentary in a fairly linear manner.

| PHYSICAL SPACE   | CHAPTER TITLE   | CONTENTS  |
|--|---|---|
| INTERIOR HELICOPTER  |   | <ol style="list-style-type: none"> <li>1. SPEAKERS</li> <li>2. FILE FOLDER</li> </ol>   |
| LANDING PAD  | A DANGEROUS FRONTIER:<br>THE HIGH COST OF EXTREME OIL                 | <ol style="list-style-type: none"> <li>1. SENDING A MAN TO MARS</li> <li>2. HURRICANE ALLEY</li> </ol>  |
| LOWER PLATFORM   | DEEP TO ULTRA DEEP:<br>HISTORIES OF OFFSHORE IN THE<br>GULF OF MEXICO | <ol style="list-style-type: none"> <li>1. DEEP TO ULTRA DEEP</li> <li>2. MR.FLOYD</li> <li>3. PORT FOURCHON: OIL CAPITAL</li> </ol>   |
| BOAT DECK<br>(Double click to move down stairs. To<br>exit hit hazard tape around door.) | SHRIMP AND OYSTERS: STORIES<br>FROM GROUND ZERO OF THE SPILL          | <ol style="list-style-type: none"> <li>1. DARLA ROOKS</li> <li>2. TIMOTHY 'BLIMP' CHERAMIE</li> <li>3. SHANE BAGALA</li> <li>4. ROSINA PHILIPPE</li> <li>5. DEAN BLANCHARD</li> <li>6. BRYON ENCALADE</li> </ol>  |
| LOWER PLATFORM-TERMINUS<br>HATCH<br>(Double click to descend hatch)                      | THE WELL FROM HELL: STORIES<br>FROM THE DEEPWATER HORIZON<br>DISASTER | <ol style="list-style-type: none"> <li>1. A RISKY ENDEAVOR</li> <li>2. GOLDEN RULES OF SAFETY</li> <li>3. A SIMPLY CASE</li> <li>4. JUSTICE</li> <li>5. KEITH JONES</li> </ol>  |
|  |   | <ol style="list-style-type: none"> <li>1. MONTAGE OF SURVIVOR VOICES</li> <li>2. FILE FOLDER WITH DETAILS ON<br/>SURVIVORS</li> </ol>   |
| THEATRE  | THEATRE   | <ol style="list-style-type: none"> <li>1. VIDEO MENU:</li> <li>2. BP: THE GULF IS ALRIGHT</li> <li>3. RUSSIA GAZPROM: SAKHALIN<br/>ISLAND</li> <li>4. BP: AMERICAN JOBS</li> <li>5. SHELL: ALASKA RESPONSE</li> <li>6. PETROBRAS: THE ALIVE FLAG</li> <li>7. OTHER ELEMENTS:</li> <li>8. RED DIARY</li> <li>9. MAP OF OIL LEASES ON WALL</li> </ol> |
| SUBMERSIBLE<br>HANGER  | IPAD ON THE TABLE   | <ol style="list-style-type: none"> <li>1. \$200. A BARREL</li> <li>2. A NEW GENERATION OF EXPLOR-<br/>ERS</li> <li>3. OFFSHORE PLAYS IN AFRICA</li> <li>4. SECURITY AND TERRORISM</li> </ol>  |
|  | INSIDE THE ROV  | <ol style="list-style-type: none"> <li>1. OCEAN BOTTOM (SKATE FARM IN<br/>ALASKA)</li> <li>2. DEEPWATER HORIZON CAPPED<br/>WELL</li> <li>3. DEEPWATER HORIZON WELL</li> <li>4. ANCIENT RIG BECOMES A CORAL<br/>REEF</li> </ol>  |



| PHYSICAL SPACE   | CHAPTER TITLE  | CONTENTS   |
|------------------|--|--|
|                  | ON THE WATER   | <ol style="list-style-type: none"> <li>1. RIG REQUIEM</li> <li>2. THE KULLUK</li> <li>3. RESISTANCE</li> </ol>   |
| CHEMICAL STORAGE | ENGINE ROOM: A GOOD JOB IN CAJUN COUNTRY               | <ol style="list-style-type: none"> <li>1. MR. JACK</li> </ol>  |
|                  | A PUBLIC HEALTH CRISIS                                 | <ol style="list-style-type: none"> <li>1. DR. MIKE ROBICHAUX</li> <li>2. DR. ANDREW WHITEHEAD</li> </ol>   |
|                  | MEDICINE CHEST   | COREXIT: A DEADLY DISPERSANT   |
|                  | IN THE BLOODSTREAM: STORIES OF CHEMICAL EXPOSURE       | <ol style="list-style-type: none"> <li>1. DARLA ROOKS</li> <li>2. JOREY DANOS</li> <li>3. KINDRA AND DAVID ARNESON</li> <li>4. CATFISH MILLER</li> </ol>                           |
| CONTROL ROOM     | EXTREME OIL: DEADLY ENCOUNTERS AND DISAPPEARING FIELDS | <ol style="list-style-type: none"> <li>1. MICHAEL KLARE: DEADLY ENCOUNTERS</li> <li>2. DISAPPEARING FIELDS</li> <li>3. OIL IN PERPETUITY</li> <li>4. NOWHERE ELSE TO GO</li> </ol> |
|                  | MONITOR  | BEIJING STOCK EXCHANGE<br>NEW YORK STOCK EXCHANGE  |
|                  | HAZARD BUTTON  |  |
|                  | FILING CABINET   | OIL FIELD RIG DATA   |

## About the BP Deepwater Horizon Spill

The Deepwater Horizon was a 9-year-old semi-submersible, mobile, floating, dynamically positioned drilling rig that could operate in waters up to 10,000 feet (3,000 m) deep. On April 20th, Earth Day, 2010 at 9:50 pm, the Deepwater Horizon drilling rig exploded on the Macondo drill site, instantly killing 11 workers. Five days after the initial blow out, the first estimate of the leak rate from the United States Coast Guard reported 5,000 barrels per day.<sup>1</sup> The Spill would ultimately result in spewing 4.9 million barrels of oil into the Gulf of Mexico.<sup>2</sup> It is regarded as the second largest oil spill in history, followed only by a wartime spill the Persian Gulf in 1991 (which released 5 million barrels).<sup>3</sup> The blowout from well has a complex history that lawyers, activists, and commentators are still trying to work out.

Over the 68 day run of the spill, BP ran a live 24-hour feed of the spill into the Gulf. The feed of the spill had a galvanizing effect, leading in every news report of the disaster and going viral on the internet. In November 2012, BP and the United States Department of Justice settled federal criminal charges with BP pleading guilty to 11 counts of manslaughter, two misdemeanors, and a felony count of lying to Congress. BP also agreed to four years of government monitoring of its safety practices and ethics, and the Environmental Protection Agency announced that BP would be temporarily banned from new contracts with the US government.

After 68 days, on July 15, 2010, the well was finally capped and the oil dispersed, at least, according to BP and the Obama administration. It remains evident, though, that for coastal residents and fisher-people of the Gulf, their health and livelihood continue to be severely impacted by the largest oil spill in history. With the live feed turned off, media attention has moved onto other more recent events, and the world

<sup>1</sup> Colin Read, *BP and the Macondo Spill: The Complete Story*, page 2

<sup>2</sup> National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling, 2011, page 346.

<sup>3</sup> Colin Read, *BP and the Macondo Spill: The Complete Story*, page 50.



has returned to business as usual. The moratorium on exploratory offshore drilling that had been imposed by the US Department of the Interior was lifted six months after the well was capped. Following the first lease sale of the Deepwater disaster, 198 deepwater leases were sold in the US as of 2014, 11 leases alone going to BP for a modest 237 million dollars.<sup>4</sup>

## Learning outcomes

- Students will learn about surrounding histories and contexts of offshore oil drilling, with particular attention to the BP Deepwater Horizon Spill in New Mexico, in 2010.
- Students will learn how to interact with and retrieve information from a non-linear form of online documentary.
- Students will be encouraged to discuss, identify, and formulate their (otherwise invisible) relationship with oil and the energy crisis, by engaging with diverse and comprehensive learning and discussion activities.
- Students will engage with various media representations of the offshore oil industry, thereby creating a sustainable and engaged relationship with the interpretation of media messages from a diversity of political and cultural mandates.
- Students will be encouraged to identify and articulate the relationships and influences between offshore oil industries in various international communities and waters, with their own local and national Canadian geographies.

## Canadian Curriculum Links

In *Offshore*, students are urged to critically assess the state of oil production, extraction and to think about how much their daily activities are influenced by this globally penetrating industry. The interactive documentary format provides students with the ability to explore themes of global oil industrialization and its

influences on the environment and on local social and cultural politics and economies. Curriculums across all of Canada's provinces and territories currently require students to research these ideas and to think critically about how local and foreign industries influence their own lives. In an age of increasingly dangerous offshore oil productions, it remains integral for Canadian students to understand and explore these global trends, particularly as they begin to take form in their own country.

The chart in the **APPENDIX A** outlines the specific curriculum links you will be achieving by using *Offshore* in your classroom. Below, you will find cross-curriculum broad related subject areas links and themes found within *Offshore*.

| RELATED SUBJECT AREAS                      | RELATED THEMES                     |
|--|------------------------------------|
| Business                                   | Activism                           |
| Communication and Information Technologies | Climate change                     |
| Documentary Studies                        | Community resistance               |
| English Language Arts                      | Documentary filmmaking             |
| Environmental Studies                      | Environmental disasters            |
| Geography                                  | First Nations traditional learning |
| Global Studies                             | Foreign markets and investments    |
| History                                    | Globalization                      |
| Humanities                                 | Journalism                         |
| Indigenous and Aboriginal Studies          | Oil dependency                     |
| Law  | Oil industries                     |
| Marketing                                  | Public relations                   |
| Media Studies                              | Sustainability                     |
| Science                                    | Technology                         |
| Social Studies                             |                                    |

<sup>4</sup> <http://www.defenders.org/press-release/mms-deepwater-lease-sales-bp-and-other-companies-continue-lax-oversight-say-groups>





## LEARNING ACTIVITIES

### Sustainability & The Politics of Oil

The following activities can be incorporated in your classroom at your teaching availability. You may choose to work with 1 activity, or a few. The following time allotments are only suggestions. Feel free to amend the activities and your allotted screening times to suit your available teaching time.

#### PRE-VIEWING ACTIVITIES

**1. Deepwater Horizon Disaster:** An overview in facts.  
**Suggested Time Allotment:** 2 hours, included screening and discussion time

Instructions: Provide your students with the fact sheet found in [APPENDIX B](#). It provides information around the BP Oil Spill in New Mexico. This is important information for them to have before they explore the site. After giving them some time to review the fact sheet, have a brief discussion about what they've learned, and about how they feel about these facts. Ask your students what they hope to receive from the interactive documentary experience now that they are aware of this brief history. Is there anything in particular they would like to learn more about now that they have an overview of this disaster? Ask your students to write their goals down and you can return to them post-viewing to discuss if they have been met and how. It is important to remind your students that many of the "facts" presented in this sheet remain debated by various environmental, economical, political, and oil industry groups. You can continue to build on this activity by building a research assignment around the goals your students identified. What facts do they want to know more about? What are various sides stating about these facts and where do their motivations lie?

**2. Easy Oil Vs Extreme Oil.**  
**Suggested Time Allotment:** 1 hour

Instructions: Watch the Prologue to *Offshore* as a larger group. Following the viewing, divide students up into

smaller groups. Have students discuss the concepts of "Easy Oil" versus "Extreme Oil" as presented briefly in the *Prologue*. 10-15 minutes can be designated, allowing students research time for these concepts, remaining in their small groups. Have them identify the main themes and narratives they think might follow this Prologue. This activity can culminate back into the larger group, beginning with a discussion of the provocative last line of the *Prologue* which states, "...where the consequences of something going wrong are catastrophic." How does this statement relate to our era of "extreme oil"? What do they think it means?

**3. Out of Sight, Out of Mind.**  
**Suggested Time Allotment:** 2 hours, included screening and discussion time

Instructions: We often do not think about how we actually get oil from the offshore drills to our daily use. Ask students to fill out the template in [APPENDIX C](#), prior to viewing the interactive documentary. They will be asked to think about their daily activities and list all actions they believe require the use of oil. Remind them to consider activities they undertake, products they might use to undertake these activities and any food or drink they might consume throughout the day. In the second column of the template, students will present their online research findings, detailing the infrastructure of an offshore drill rig. You may also choose to ask your students to fill out the second column with any information they might gather about oil rig productions while they are exploring *Offshore*. Choosing this option will keep your students focused on a central concept while they explore a vast amount content. Culminate this activity by having a group discussion around the stakes of the invisibility of a such a vast infrastructure in our daily lives. Ask your students: how do they think differently, now, about their daily activities and what is required industrially, in order for us to go about our activities?



## VIEWING ACTIVITIES

### 1. Discussion Questions.

**Suggested Time Allotment:** 2-3 hours, included screening and discussion time

**Instructions:** The following are suggested discussion questions you can incorporate in the teaching of *Offshore*. You are encouraged to use these discussion questions to prompt your students into a discussion of their experiences with *Offshore*. Alternatively, you may wish to distribute some or all of these questions to your students prior to viewing. They will then have them on hand while they are going through the site. You may also wish to ask your students to respond to these questions via journal entries or orally, in small groups.

1. The director, producer and writer of *Offshore*, Brenda Longfellow, describes the oil rig as “deserted and desolate and there is evidence everywhere of an unspecified past disturbance”. There’s a certain apocalyptic feeling to the rig. Why do you think the filmmaker chose to adopt this aesthetic? Did you have this feeling while exploring the rig? Discuss the sense of atmosphere you had when you were exploring the rig.
2. In the chapter “Hurricane Alley,” (on the Landing Pad) there is a connection made between global warming and our dependency on increasing oil production. Why do you think this connection between industry and climate was made? How are these two conditions inter-related? Why is it important for us to understand this?
3. On the Lower Platform of the Rig, we meet Mr. Floyd. What does Mr. Floyd tell us about his history with the oil industry in America? Why do you think his story was included in this documentary? What purpose does his story serve to our understanding of the oil industry in the U.S.? In the chapter “The Well From Hell: Golden Rules of Safety,” lawyer Tony Buzbee gives us his interpretation of the corporate BP culture. He states “Most of the people at BP are bonused not on safety, but on production. ... There’s a deep embedded disregard for safety in that company.” Based on what you saw in the documentary, do you agree or disagree with Mr. Buzbee? Why or why not? What additional research would you want to do to solidify your response?
4. In the chapters “The Well From Hell: A Simple Case” and “The Well From Hell: Justice,” lawyer Tony Buzbee discusses the legal ruling following BP’s court case. Do you think the resulting settlement serves “Justice”? What would your version of “justice”, in this case, look like?
5. Click through the “Survivors” file folder in the Lower Platform. How does clicking through this folder make you feel? Why is it important to include the names and photographs of some of these survivors in this way? Why do you think only some of the information from their incident reports is available to you?
6. In the Control Room, we meet author and research Michael Klare. Mr. Klare states assertively in the chapter “Extreme Oil: Disappearing Fields,” that “75% of the oil in the [easy oil] fields will disappear over the next 5 years.” Where does that leave us in our future? Think about how this situation will influence: our global economies; our everyday habits; and the offshore oil industry.
7. In the Control Room, we can go through a filing folder called “Rig Data.” What do you learn about certain oil rigs when you look through this content? Why do you think certain parts of the documents are highlighted? How does this influence your interpretation of this data?
8. Open the Red Diary in the Theatre. Do you think this is a real or fictional journal? Does it matter?
9. Watch the “Rig Requiem” in the Submersible Hanger, in the chapter “On The Water.” What is a requiem? Why was it used in this way in this documentary?
10. In Alaska, we see additional tensions and complications around offshore drilling due to the long-standing political histories of aboriginal rights, sovereignty and land claims. Can you identify similar examples in Canada, whereby First Nations’ land sovereignty and land claims tensions are complicated by geopolitical and economic developments? What might some of these tensions be?



## 2. Scavenger Hunt: Character Study Assignment.

**Suggested Time Allotment:** 2-3 hours, included screening and discussion time

**Instructions:** We meet a number of characters throughout *Offshore*. Each character provides insight into their particular experience with the offshore oil industry within their communities. Assign 1 or 2 of the following characters to each of your students. In the style of a scavenger hunt, ask your students to go through *Offshore* in order to find their assigned character(s) and to piece together their stories. Your students can answer the following questions as they undergo this hunt: Who is/are your chosen character(s)? Tell us about his/her story/ies. Be sure to include information about his/her occupation(s), his/her lifestyle, and his/her family. How have this character's occupation(s) and lifestyle become affected by offshore oil production? Why do you think this/these character(s) was/were chosen to be in this documentary? How does the/these characters' story/ies add to your knowledge of offshore oil production? Identify 1-2 provocative quotations stated by or about your character(s). Why did you pick this/these quotation(s)? What does it mean to you? What can you tell the rest of the class about how you relate to this/these particular quotation(s)? You can ask your students to present their characters to the larger group and to show clips of the sections they think are the most interesting. This activity will expose the rest of your students to content and characters they may not necessarily have the time to undertake themselves.

### List of Characters:

- Mr. Floyd (Offshore / Global - New Mexico)
- Tony Buzbee (Offshore / Global - New Mexico)
- Keith Jones (Offshore / Global - New Mexico)
- Rolake Akingube (Global - Ghana)
- Qaiyan Harcherek (Global - Ghana)
- Doreen Simmonds (Global - Alaska)
- Roy Nageak (Global - Alaska)
- Earl Kingik (Global - Alaska)
- George Edwardson (Global - Alaska)
- Rosemary Antuanguaruak (Global - Alaska)
- Jorey Danos (Global - New Mexico)
- Darla Rookes (Offshore/ Global - New Mexico)
- James "Catfish" Miller (Global - New Mexico)
- Timothy "Blimp" Cheramie (Offshore / Global - New Mexico)
- Shane Bagala (Offshore / Global - New Mexico)
- Rosina Philippe (Offshore / Global - New Mexico)
- Dean Blanchard (Offshore / Global - New Mexico)
- Byron Encalade (Offshore / Global - New Mexico)
- Tales Goç Alves (Global - Brazil)
- Cairós (Global - Brazil)
- Aleandre Anderson (Global - Brazil)
- Ivania Riberio (Global - Brazil)
- Geraldo (Global - Brazil)
- Anselmo Moreira (Global - Brazil)
- Waldick Oliveira (Global - Brazil)
- Ana Cláudia (Global - Brazil)

## 3. The Carbon Bubble.


**Suggested Time Allotment:** 1 hour, included screening and discussion time

**Instructions:** Have students visit the interactive map of the *Offshore Global Carbon Bubble* (<http://international.offshore-interactive.com/#/main?slider=above&country=carbon>). Allow students 10-15 minutes to explore the various tabs and geographies of the map. Ask students to identify 3 statistics that they are more surprised by. Ensure when your students are identifying each stat they state: **The Tab Name (ie, Oil Use); The Country (ie, Canada); and the stat (ie, uses 2.3 million barrels oil per day)**. Ask your students to write a journal entry about why they have chosen these 3 particular statistics. They should identify further information they wish to know about these facts and identify how they would embark on their particular research objectives. If you wish to pursue the activity further, assign the research project as homework and/or ask your students to present them to the larger class upon completion.

## POST-VIEWING ACTIVITIES

### 1. Oil Leaks.

**Suggested Time Allotment:** 2 x 2 hour in-class sessions + homework assignment



**Instructions:** The four featured sites within *Offshore Global* present themselves as comprehensive case studies. Divided by geographical location, they identify how the economic, environmental, social, political, and cultural communities of these places have been influenced by offshore oil rigs. These are not only stories about oil workers; rather, this section identifies how oil “leaks” and “penetrates” into many different aspects of our daily and social lives. This activity invites your students to think about the far-reaching, comprehensive implications of the introduction of an oil rig within a given geographical location.

1. Divide your students into 4 small groups. Assign one *Offshore Global* location to each group. You may want to have 2 groups working on the same location, in order to keep your groups small.
2. Ask your students to spend time with the stories presented within their assigned geographical location. They should identify how the characters they encounter and the mini documentaries they watch speak to the ever expanding and penetrating influences of the oil industry in multiple aspects of community life.
3. Once your students have had significant time with their case study, they will be asked to research a similar case study closer to home, within Canada.
4. Assign this research assignment for your students for homework.
5. Please see the attached worksheet in **APPENDIX E** for a handout you can provide to your students to help them begin and ground this research project. This handout charts the above questions and also provides them with suggested Canadian case study options. Feel free to include any additional case studies you might already be addressing as a class or you would like to introduce to your class.

## 2. Long-Term Impacts.

**Suggested Time Allotment:** 2 hours in class, including screening and discussion time + homework

**Instructions:** The Gulf of Mexico seems to back to business as usual. While BP assures us that the oil spill has been cleaned up, it is important to approach this information with a critical eye and mind. Just because we do not “see” the oil, it does not necessarily mean it

has “disappeared”. Ask your students to research the long term impacts of this BP Deepwater oil spill. Your students are welcomed, and encouraged, to use information available to them within the interactive documentary, but they are encouraged to research elsewhere for additional information. They can also use the Further References section and the **APPENDIX B** Fact Sheet to help them direct their research. Depending on the amount of time you would like to dedicate to this project in-class or as a take-home assignment, you may wish to divide up the following lists among your students. Ask them to concentrate on the long-term impacts on:

- the health of the clean up workers;
- the health of the local fisher people;
- the health and vitality of the ecosystem of the Gulf, including fish, wildlife, and fauna;
- the health and usability of Gulf waters;
- the economy of the local tourism of the Gulf’s towns and beaches.

## 3. From Knowledge to Action.

**Suggested Time Allotment:** 2 hours, included screening and discussion time

**Instructions:** In an article written about *Offshore*, Professor Imre Szeman writes, “[A]wareness is one thing; creating real change is another. One of the limits we have reached in our understanding of the causes and consequences of our use and abuse of fossil fuels is a gap—a growing one—between knowledge and action. We might know that we’re oil creatures. ... Yet we do nothing.” Discuss this quotation with your students. Have a discussion around “knowing” vs “doing”. Ask them: how does this interactive documentary move from “knowledge” to “action”? How can we move ourselves from a society that knows, into one that does? What can we, as students and educators, do in our daily lives to make these shifts? You can culminate this discussion into a group activity by dividing your students into smaller groups. Within their groups, they can work together to identify action items they can do within their daily lives to bring about action (awareness, activism and change), now that they gained additional knowledge from *Offshore*.





## LEARNING ACTIVITY

### Media Literacy

#### 1. Out of Sight, Out of Mind, Part 2.

**Suggested Time Allotment:** 1 hour, not including Offshore screening time (not needed for this activity)

**Instructions:** Following the spill of the Deepwater Horizon into the Gulf of Mexico, BP set up a live 24-hour feed of the well pumping oil into the Gulf. People could visit BP's website at all hours of the day to watch the live feed of the Macondo well spewing oil. This went on for 63 days, ending immediately after the well was capped. In a research study released on July 14, 2010, two days after the well was capped, it was reported that immediately after the spill, 58% of Americans followed the events closely. The mainstream media outlets devoted 38% of its news coverage to the spill, even a month after the explosion. People were captivated. Once this feed stopped, people "tuned out" as well, as the situation appeared seemingly rectified once the well was capped. The coverage on the news dropped from almost 40% into the single digits.

**Relay this brief history to your students. Have a discussion about this feed. Some suggested discussion prompt questions include:**

- How do you think this 24-hour news feed influenced people who were watching it?
- Think about how someone geographically closer to the accident would respond to this feed versus someone geographically further away.
- How do you think this coverage influenced the Gulf's tourism and/or fishing industry?
- Why do you think BP provided this feed? What do you think their intentions were?
- What is your opinion on turning off the feed immediately following the cap of the well? What does this decision say about mass media's viewing habits? About BP's intentions? About the way the mass media represented the disaster?
- Think of situation in your recent past where a similar "24-hour video feed" was in effect. How did it heighten and/or influence the news and your relationship to the news coverage of the event?
- What tools can we use to continue to keep this disaster in view, long after the live feed is "turned off"?

You can use some of the photographs and archival YouTube videos below to enhance your lesson.

- While the following page hosted 2 live feed links, they are no longer active. This page shows your students how easy it would have been to "tune in" and it also provides some photographic images that were being circulated during the spill: [http://www.huffingtonpost.com/2010/05/26/bp-oil-spill-live-feed-vi\\_n\\_590635.html](http://www.huffingtonpost.com/2010/05/26/bp-oil-spill-live-feed-vi_n_590635.html)
- Archival footage of what the feed look like: <https://www.youtube.com/watch?v=0-rJH9xB7fk>
- More archival footage of the feed: <https://www.youtube.com/watch?v=GVd6df6B3Lc>
- A fairly long archival video of another eruption in May but it might be useful to show some parts of it as it is very visual. It is stated on the YouTube video that BP cut the feed 2 hours after this explosion: <https://www.youtube.com/watch?v=RVPcqlCJp-mw>
- 3-min video, with interviews, of the burning rig, drowning, set to begin its spill: <https://www.youtube.com/watch?v=Q1mLhwrNN8E>

#### 2. Oil Theatrics.

**Suggested Time Allotment:** 2-3 hours, included screening and discussion time

**Instructions:** This Media Literacy activity focuses particularly on the Theatre section of *Offshore*. Students will be asked to think deeply about media constructions and representations of and by the oil industry. They will be able to discuss various meanings that can be pulled from the different genres of media featured in the Theatre section of *Offshore*. Divide your students into small groups. Each group will be assigned one of the 5 videos featured in the Theatre space of *Offshore*. (\*Note: the video entitled Russia Gazprom: Sakhalin Island might be challenging for some students. You may choose to omit from this activity.) Students will be asked to show and present their assigned video to the rest of the groups. Refer to the template in **APPENDIX D**. You can provide your students with this template, which includes the questions they should present on and a full list of the Theatre chapters.



## GLOSSARY OF TERMS

This glossary provides you and your students with additional information on key terms found within **Offshore**. Unless otherwise stated, definitions have been sourced from *Bob Cavner's Disaster on the Horizon: High Stakes, High Risks and the Story behind the Deepwater Well Blowout* (2010) and Colin Read's *BP and the Macondo Spill: The Complete Story* (2011).

**AHOMAR** - Located in Brazil, *Associação Homens e Mulheres do Mar – Association of Seamen and Sea-women* is headed by Alexandre Anderson de Souza. This organization seeks to defend the rights of the fisher-people working in Rio de Janeiro, and particularly those affected by the construction of a gas pipeline for Petrobras. Four members have been murdered and the organization aims to protect the rest of its members against repeated death threats. See <https://www.frontlinedefenders.org/node/21481> and <https://www.frontlinedefenders.org/node/23731> for further information about this organization and their human rights' struggles.

**BP Global (formally, British Petroleum)** - The fourth largest company on the Global Fortune 500 and the third largest oil and gas producer in the world (behind Royal Dutch Shell and Exxon Mobil). The largest oil and gas producer in the UK, with 2009 revenues of \$181 Billion (which works out to about a billion dollars a day). BP employees 80,000 employees across 30 countries. BP purchased the US Lease for the Mississippi Canyon Block 252 - which included the Macondo drill site - for \$34 million dollars on March 19, 2008.

**Chukchi Sea** - The Chukchi Sea is a small southern extension of the Arctic Ocean. The sea is bordered in the West by Russia's Wrangel Island and the East Siberian Sea; in the East by Alaska and the Beaufort Sea. The Bering Strait sits as its southern edge. Frozen-solid for most of the year, parts are navigable by boat from August through October. The sea has an approximate area of 595,000 km<sup>2</sup> (230,000 mi<sup>2</sup>). The main geological feature of the Chukchi Sea bottom is the 700 km (435 mi)-long Hope Basin. Depths less than 50 m (164 ft) occupy 56% of the total area. For more information on recent drilling controversies around the Chukchi Sea, visit this assembled Huffington Post article list: <http://www.huffingtonpost.com/news/chukchi-sea/>.

**Chukchi Sea Lease** - Sale 193 was held in 2008 by the Bush Administration. It offered nearly 30 million acres in the Sea for drilling. The Chukchi shelf is believed to hold oil and gas reserves as high as 30 billion barrels (4.8x10<sup>9</sup> m<sup>3</sup>). Royal Dutch Shell purchased the largest share of the lease at 2 billion dollars. Despite environmental court challenges, due to the Arctic's extreme weather and freezing temperatures, the US issued permission to drill for Shell in 2012. In 2015, the Obama administration's Bureau of Ocean Energy Management gave a conditional approval for Shell Oil to drill in the Chukchi Sea and the future for Alaskan waters remains uncertain. On September 28th after seven years and spending 7 billion dollars, Shell announced it was ceasing all Arctic drilling. For additional information, see the following article by The New York Times, <http://www.nytimes.com/2015/05/12/us/white-house-gives-conditional-approval-for-shell-to-drill-in-arctic.html>.

**Conventional Oil** - Otherwise known as petroleum, or natural oil, it refers to oil extracted through naturally occurring tar wells. Due to our increasing demand for oil and due to the unique depletable and arguably fixed quality of conventional oil, oil companies continue to seek new, expensive, riskier and unconventional oil sources, such as offshore drilling.

**COREXIT** - It remains a controversial oil spill dispersant, containing solvents and chemicals that break up oil into tiny droplets. While banned in Europe, Corexit is approved by the EPA in the United States. During the BP led cleanup more than 1.8 million gallons of Corexit were sprayed into the Gulf of Mexico. Corexit 9527 contains 2-BTE(2-butoxyethanol), a neuro-toxic solvent known to rupture red blood cells, cause internal bleeding and liver and kidney damage. Corexit 9500 contains propylene glycol which can be toxic to people and a known animal carcinogen. The Government Accountability Project has produced a devastating report, documenting the longterm health effects of Corexit: <http://whistleblower.org/program-areas/public-health/corexit>

**Deepwater Drilling** - Offshore drilling operations in water 1,000 feet below sea level, or deeper. These depths present a number of special challenges relating to the control of the well, as the blowout preventer sits on the seafloor. This term is relative, depending on the capabilities of current technology, thus it refers not to the drilling depth itself but to the technical complications caused by drilling beyond a certain depth. Angola, Brazil, the Gulf of Mexico, and Nigeria are considered the current highest producers of offshore deepwater oil. Since 2002, 6.6 billion barrels of oil have been discovered in deepwater.

**Deepwater Brazil** - In 2007, one of the largest oil discoveries occurred off the coast of Brazil, within vast pre-salt Santos basin stretching 800 kilometres. Estimates range anywhere from 30 to 50 to 100 billion barrels of oil reserve. It is owned predominately by Petrobras, the Brazilian state-owned oil company, at 40%. Shell, Total and CNOOC partnered as the remaining joint 60% owners. Due to the oil reservoirs resting below the salt layer, drilling has proven expensive and dangerous. There are currently two wells in operation in the reserve, and in 2015, the partners plan to drill the Carcará Northwest structure.

**Deepwater Horizon** - The rig that experienced a severe blowout in April 2010 while drilling in the Gulf of Mexico. Owned and operated by Transocean, it was a semi-submersible rig, capable of drilling ultra-deepwater wells. In the Gulf of Mexico, it had drilled in water deeper than 9,000 feet. After drilling the deepest well in history in September 2009, it moved to the Macondo field and began drilling the well that would ultimately blow out and cause the spillage of 4.9 million barrels of oil into the Gulf. Two days after the blowout, the rig sank to the ocean floor.


**Drilling Fluid** - Synonymous with drilling mud, the term refers to a fluid circulated during rotary drilling operations. It is used to stabilize the drilling pipe and operation.

**Easy Oil** - A term often used by journalist and Professor Michael Klare, "easy oil" refers to conventional, natural oil, which is "easy" to extract and often available in large reservoirs. Klare insists the era of easy oil is over and we are now in the age of "extreme oil". For more on Klare's stance, see the following NPR article and interview <http://www.npr.org/templates/story/story.php?storyId=128212150>.

**Emmanuel Armah Kofi Buah** - On 17 January 2013, Buah was named as Minister for Energy and petroleum for Ghana.

**Extreme Oil** - Otherwise known as "Tough Oil", it is the process whereby oil is extracted in unconventional, harder to acquire, more dangerous methods, such as tar sand extractions and offshore drilling. The Arctic Regions and the Canadian Tar Sands are considered some of the highest suppliers of extreme oil in the world. See the entry on "easy oil" for additional resources on Extreme/Tough Oil.





**Exxon Valdez** - The most public spill American oil spill, before the Deepwater Horizon Gulf of Mexico spill, of the coast of Alaska. It occurred on March 24, 1989, just past midnight, when Shipmaster Joseph Halewood struck Blight Reef, carrying 1.3 barrels of oil aboard the Exxon Valdez, owned and operated by Exxon oil company. A State of Alaska investigation reported that the ship released 250,000 barrels of its oil cargo into the Gulf of Alaska (more specifically, into the Prince William Sound). Some groups continue to challenge that the true amount of the spill may be actually two to three times larger than this amount. An estimated 1,500 miles of shoreline was oiled, hundreds of thousands of marine animals and shorebirds died and plankton and smaller fish have continued to decrease, thereby continuing to decrease the numbers of larger fish. It remains one of the most studied environmental disasters to date.

**Forum dos Afetados pelo Petroleo** - Forum for those affected by Petroleum, is a networked group in Brazil, working together to resist the expansion of their national oil industry. They work together on environmental and social justice activism. To visit their official site, go to <http://fappbg.blogspot.ca/>. Although it is written in Portuguese, you can ask your browser to translate it into English or French for your classroom use.

**FPSO Kwame Nkrumah MV21** - A floating production storage and off-loading (FPSO) vessel that operates in the Jubilee oil fields off the coast of Ghana. It is named after the first president of Ghana Kwame Nkrumah. It arrived for use in June 2010 and is estimated to cost \$875 million USD. Designed to operate for 20 years without dry-docking, FPSO Kwame Nkrumah MV21 is equipped with the biggest turret ever constructed in the oil industry. The FPSO is capable of processing 120,000 barrels and 160 million cubic feet of gas per day. It has a storage capacity of 1,600,000 barrels of oil. For more information, see the press release on the FPSO here: <http://www.sembcorpmarine.com.sg/uploads/news/04-05-10.pdf>.

**Gas flaring** - In areas of the world lacking pipelines and other gas transportation infrastructure, vast amounts of such associated gas is commonly flared as waste or unusable gas.

**Ghana Jubilee Field** - An oil field located in the Atlantic Ocean, 60 km offshore Ghana. It was discovered in 2007 by Kosmos Energy and developed by Tullow Oil. Equity partners of this Deepwater block are: Tullow with 49.95% (the major stakeholder, from Ireland), Kosmos with 18%, Anadarko with 18%, Sabre Oil & Gas with 4.05%, and Ghana National Petroleum Corporation (GNPC) with 10%. The Jubilee field is estimated to hold 1.5 billion barrels of recoverable oil.

**Ghana National Petroleum Corporation (GNPC)** - In the early 1980s, the government of Ghana established a new statutory and legal framework to accelerate the country's oil Exploration and Production (E & P) efforts. The GNPC was established as a statutory corporation with commercial functions to handle the country's E & P activities. GNPC started operations in 1985. Their mission statement is as follows: "To lead the sustainable exploration, development, production and disposal of the petroleum resources of Ghana, by leveraging the right mix of domestic and foreign investments in partnership with the people of Ghana." For more information on the GNPC, visit their webpage at: <http://www.gnpcghana.com/>.

**Guanabara Bay** - Guanabara Bay is an oceanic bay located in Southeast Brazil in the state of Rio de Janeiro. On its western shore lies the city of Rio de Janeiro. The Bay has seen 3 oil spills due to its Petrobras owned oil refineries: one in 1975; another in 1997; and a third in 2000, which led to environmental law reform in Brazil.

**Gulf of Mexico** - An oil rich and environmentally sensitive ocean gulf located along the shores of Mexico and the US. It was the central location for the Deepwater Horizon BP Macondo Spill in 2010. The effects of the spill have been observed in several ecosystems of the Gulf, including: deepwater/openwater habitats, nearshore open water habitats, coastal sandy beaches, coastal wetland, along the estuarine gradient and towards the terrestrial uplands. It has impacted all levels of the aquatic food web. Studies are still being conducted to analyze the long term effects of the spill on the Gulf's entire ecosystem. For further information on the impact on wildlife and habitat see <http://www.nwf.org/What-We-Do/Protect-Habitat/Gulf-Resoration/Oil-Spill/Effects-on-Wildlife.aspx>

**Iñupiat** - The Iñupiat are an Inuit, Alaska Native people, whose traditional territory spans Norton Sound on the Bering Sea to the Canadian border. Their current communities include seven Alaskan villages in the North Slope Borough, affiliated with the Arctic Slope Regional Corporation; eleven villages in Northwest Arctic Borough; and sixteen villages affiliated with the Bering Straits Regional Corporation. Alaska is home to about 13,500 Iñupiat, of whom about 3,000, mostly over age 40, speak the language of Inupiaq. The Canadian Inuit population of 31,000 includes about 24,000 speakers. In Greenland, a population of 46,400 includes 46,000 speakers. For more information on the Iñupiat, visit the Arctic Circle Iñupiat at: webpage <http://arcticcircle.uconn.edu/HistoryCulture/Inupiat/>.

**Kulluk** - On June 27, 2012, Shell launched the first stage of its Arctic Drilling campaign. The Kulluk, a 30 year old conical drilling rig was taken out of a 12 year hiatus to make the journey from Seattle to the Arctic Chukchi Sea. On December 31, 2012, a violent storm caused the Kulluk to lose its tow-line and run aground. It was stranded for over a week. Freeing the rig involved 19 vessels, 20 helicopters and airplanes and 730 people. Following this incident, Drilling in the Arctic has been on hiatus. For more information on the history of the Kulluk, consult the following New York Times article <http://www.nytimes.com/2015/01/04/magazine/the-wreck-of-the-kulluk.html>.

**Macondo Field** - A rich deep water oil deposit in the Mississippi Canyon of the Gulf of Mexico. The \$100 million dollar drill well site, operated by BP, through the Deepwater Horizon rig. This was the central site of the BP oil spill in the Gulf of Mexico. The Deepwater Horizon was actually the second rig to drill on the Macondo location, after the drilling of Transocean's Marianas semi-submersible in October 2009.

**Mud Engineer** - The individual responsible for ensuring that the drilling fluid used on a rig maintains the correct properties for the job. Duties include frequent testing of the mud as well as prescribing treatments to make needed adjustments. The mud engineer is typically employed by the drilling fluid supply company and works closely with the rig supervisor.

**Negative Pressure Test** - A test that determines if a rig well has integrity. It looks for leaks coming into the well from outside, like checking a boat for leaks when you put it into the water. It is performed by relieving pressure from a well to see if there is any flow into it. It is noted in the court proceedings following the blowout that negative tests on the day of the spill failed and that the well was indeed flowing into the riser. It remains difficult to sustain this fact, as everyone who was involved in the Horizon negative tests died in the blowout.





**Offshore drilling** - The act of drilling for oil below sea level and away from land; can include deepwater and shallow water drilling. Common misconception exists that offshore drilling started once we began exhausting easy onshore drilling opportunities, but this is not the case. The first offshore rig was drilled around 1896 by an oilman named Henry L. Williams, off the coast of Santa Barbara, California. The first offshore rig in the Gulf of Mexico was drilled in 1938 in about 14 feet of water, by an independent company Brown & Root, owned in partnership by Pure Oil and Superior Oil. It was destroyed in a hurricane in 1940. By 2009, 80% of American offshore oil production and 45 percent of natural gas production occurred in water depths in excess of 1,000 feet, with the industry having drilled nearly 4,000 wells in those depths. In Canada, deepwater rigs are active off the coast of Newfoundland and are being proposed in the St. Lawrence basin, off the coasts of Newfoundland & Labrador and Nova Scotia and in the Canadian Arctic. According to Offshore-Mag, oil and gas production from the world's deepwater fields will grow by 7.7% annually over the next seven years, reaching 10.2 million barrels a day by 2021. The growth will come mainly from drilling of 1,470 ultra-deepwater wells. For more stats by continent see: <http://www.offshore-mag.com/articles/print/volume-75/issue-7/departments/global-e-p/global-e-p.html>.

**Oil Fields** - A region — both onshore and offshore — with an abundance of oil wells extracting petroleum (crude oil) from below ground. More than 40,000 oil fields are scattered around the globe.

**OPEC** - OPEC is a permanent intergovernmental organization, created in 1960. As of 2015, it's 12 active country members are: Iran, Iraq, Kuwait, Saudi Arabia, Venezuela (all joined in 1960), Qatar (joined 1961), Libya (joined 1962), United Arab Emirates (joined 1967), Algeria (joined 1969), Nigeria (joined 1971), Ecuador (joined 1973) and Angola (joined 2007). According to the Organization of the Petroleum Exporting Countries (OPEC) website, their mandate: *is to coordinate and unify the petroleum policies of its Member Countries and ensure the stabilization of oil markets in order to secure an efficient, economic and regular supply of petroleum to consumers, a steady income to producers and a fair return on capital for those investing in the petroleum industry.* See [www.opec.org/](http://www.opec.org/) for more.

**OPEC Oil Crisis** - Two years stand out as crisis oil years for OPEC: 1973 and 1979. In 1973, OPEC proclaimed an oil embargo, resulting in rising oil prices from \$3 per barrel to almost \$12. The crisis was a response to the 1973 Yom Kippur War. The second crisis, in 1979, was a response to the Iranian Revolution and the Iran-Iraq war. The price of crude oil rose to \$39.50/barrel. In 1981, OPEC lost its leading oil position as their production was surpassed by other countries and paved the way for offshore drilling across the globe, as oil continued to be in high demand despite the embargos. The OPEC oil crisis demonstrates the complex economic and political global relationships oil producing countries are involved in.

**Petromodernity** - An academic term referring to Oil's power and capacity to define the cultural, political and economic makeup of our contemporary global societies.

**Port Fourchon** - Port Fourchon is Louisiana's southernmost port, located on the southern tip of the Gulf of Mexico. It is a sea port with significant petroleum industry traffic from offshore Gulf oil platforms and drilling rigs as well as the Louisiana Offshore Oil Port pipeline. Port Fourchon currently services over 90% of the Gulf of Mexico's deepwater oil production. There are over 600 oil platforms within a 40-mile radius of Port Fourchon. This area furnishes 16 to 18 percent of the US oil supply (Taken from Port Fourchon Wikipedia entry: [https://en.wikipedia.org/wiki/Port\\_Fourchon,\\_Louisiana](https://en.wikipedia.org/wiki/Port_Fourchon,_Louisiana). See also <http://www.portfourchon.com/>, the Port Fourchon Commission website).

**Rig** - The machinery use to drill a well. Offshore drilling platforms that include housing for staff are often referred to as rigs.

**Santa Barbara Blowout, 1969** - As early as the 1980s, offshore rigs were constructed off the coast of Santa Barbara Channel, California. The first large offshore oil spill to occur in the United States in January 1969, off the coast of Santa Barbara. Union Oil owned rig, Platform A had drilled four wells and had reached its planned depth of 1000 meters (3,500 feet). As the crew pulled out the drill bit, the blowout preventer had not been fully sealed and natural gas began gushing from the drill pipe and into the air above the platform. Oil began seeping through the cracks of the well and up to 100,000 barrels of oil spewed into the channel for a year and a half. In the aftermath of the spill, 3,686 seabirds died and California State Lands Commission banned new drilling within 5 kms (3 miles) of the California shore. The spill remains the 3rd largest in American history, behind Exxon Valdez and BP Macondo. This ban was followed up in 1981 to extend across all American shores, except for the Gulf of Mexico and parts of Alaska. The ban expired in 2008.

**Shallow Water** - Offshore oil and gas production in less than 150 meters (500 feet) of water. This type of drilling differs from deepwater drilling as its rigs have legs that reach the bottom of the sea floor. These rigs also have blowout preventers above the surface of the water that are accessible for inspection, maintenance and repair.

**SINDIPETRO** - The Union representing oil workers in Rio De Janeiro, Brazil. They represent the majority oil workers in Brazil, in matters of compensation, health and safety and occupational rights.

**Takoradi, Ghana** - An oil service port in the Western Region of Ghana, Takoradi now has a population of over 445,000 people. Ghana's Jubilee oil field was discovered 60 kilometers (37 miles) off the coast in 2007 and is one of the biggest to be found in Africa. Once a small fishing village, Takoradi is now the central oil support hub for Western Ghana.

**Tikigaq, Alaska (Point Hope, Alaska)** - The Iñupiaq name for Point Hope, Alaska, it is located approximately 1100 kilometres (720 miles) northwest of Anchorage, Alaska on a land point in the Chukchi Sea. It is only accessible by sea or air. It is reportedly the oldest continuously inhabited village on the North American continent with over 2,500 years of recorded history. The population is under 700 people. This is one of two Arctic communities featured in *Offshore* who is being predominantly affected by proposed and intermittent offshore drilling in the Chukchi Sea, Alaska.

**Tullow Oil** - A multinational oil and gas exploration company founded in Ireland with its headquarters in London, United Kingdom. It has interests in over 150 licenses across 25 countries with 67 producing fields and in 2012 produced on average 79,200 barrels of oil equivalent per day. It is the primary investor of Ghana's Jubilee Oil Field. See [www.tullowoil.com](http://www.tullowoil.com) for more information.

**Ukpiagvik (Barrow, Alaska)** - The Iñupiaq name for Barrow, Alaska, this is the largest city in the North Slope Borough of Alaska and the northernmost community in the U.S. The Iñupiaq name famously translates into "the place where snowy owls are hunted." Barrow has approximately 4,500 residents, 61% are native Inuit. This is one of two Arctic communities featured in *Offshore* who is being predominantly affected by proposed and intermittent offshore drilling in the Chukchi Sea, Alaska. For more information, see the city's official website: [www.cityofbarrow.org](http://www.cityofbarrow.org).

**Ultra-Deepwater** - Refers to oil production more than 1,500 meters (4,900 feet) below sea level, going as deep as 3,000 meters (10,000 feet).

**Unconventional Oil** - Oil production and extraction through sources other than naturally occurring tar wells, such as through offshore drilling, oil sands, shale oil. These extraction methods are often more environmentally dangerous than conventional oil extraction. As we continue to deplete natural oil reserves, oil producers continue to lease and invest in unconventional oil fields.

**Volatile Organic Compounds (VOCs)** - Chemicals found in products that can easily evaporate into breathable air. The 84 day BP Macondo Deepwater spill exposed thousands of area residents and cleanup workers to high volumes of VOCs, including benzene, toluene and xylene that can irritate and damage skin, lungs, the central nervous system, the kidneys and are associated with links to cancers, including leukemia.

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### TO WATCH

- The Big Fix, Josh and Rebecca Tickell, 2012, <http://www.thebigfix-movie.com/>
- Carpe Diem, Brenda Longfellow, 2010, <https://vimeo.com/8336784>
- Dead Ducks, Brenda Longfellow, 2012, <https://vimeo.com/37867483>
- The Great Invisible, Margaret Brown 2014, <https://www.facebook.com/thegreatinvisible>
- Surviving Progress, Harold Crooks & Matthieu Roy, [http://www.nfb.ca/film/surviving-progress/trailer/surviving\\_progress\\_trailer/](http://www.nfb.ca/film/surviving-progress/trailer/surviving_progress_trailer/)
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### TO LINK TO

- BP's Shock Waves, Written by Matt Taibbi, September 16, 2010 in Rolling Stones Magazine, <http://www.rollingstone.com/politics/news/bps-shock-waves-20100916>
- The Best Writing on the BP Oil Spill, Online list of articles compiled by Chris Tackett, available on Treehugger: Sustainability with Sass, <http://www.treehugger.com/corporate-responsibility/the-best-writing-on-the-bp-oil-spill.html>
- Michael Klare: Grappling With The Age Of 'Tough Oil', Interview on NPR, Fresh Air, <http://www.npr.org/templates/story/story.php?storyId=128212150>
- The Poisoning, Written by Jeff Goodell, July 21, 2010 in Rolling Stones Magazine, <http://www.rollingstone.com/politics/news/the-poisoning-20100721>
- PetroCultures — a research group at the University of Alberta, whose aim is to support, produce, and distribute research related to the social, cultural and political implications of oil and energy use on individuals, communities, and societies around the world: <http://petrocultures.com/>
- The Spill, The Scandal and the President, Written by Tim Dickinson, June 8, 2010, in RollingStone Magazine, <http://www.rollingstone.com/politics/news/the-spill-the-scandal-and-the-president-20100608?page=2>
- Thirty Million Gallons Under the Sea: Following the trail of BP's oil in the Gulf of Mexico, written by Antonia Juhasz, June 2015, from Harper's Magazine, <http://harpers.org/archive/2015/06/thirty-million-gallons-under-the-sea/>

### TO PLAY

- **Fort McMoney: A Documentary Game**, Directed by David Dufresne, Produced by TOXA, NFB and ART, Released April 2013.



## Credits & Awards

### About the Filmmakers

**Brenda Longfellow, Director, Writer, Producer, *Off-shore***, is an award winning filmmaker whose documentaries have been screened and broadcast internationally, winning several prestigious awards including The Grand Prize at Oberhausen (*Our Marilyn, 1987*) and a Canadian Genie (*ShadowMaker: Gwendolyn MacEwen, Poet*). She teaches in the Department of Cinema and Media Arts at York University and has written extensively about feminist, documentary, and Canadian cinema. She is the co-editor of the recent anthology, *The Perils of Pedagogy: The Committed Work of John Greyson* (2013) and *Gendering the Nation: Canadian Women Filmmakers* (1992).

**Glen Richards** is a freelance video director/producer/editor whose freelance career began with a 4 part IDEAS series based on “The Life of the Automobile.” With more than 50 video productions under his belt of various lengths and performing various roles, his more recent productions have been oriented around social housing, food justice, climate change, economics and the environment. Glen was (co-editor on two feature length documentaries *Tina in Mexico* (2002) and *Weather Report* (2004) directed by Brenda Longfellow.

**Helios Design Labs** Helios Design Labs is a multi-disciplinary and award winning design studio located at the intersection of art and technology. Helios has designed such key interactive web documentaries as *Highbribe* (NFB), *Disaster Resilience Journal* and *17,000 Islands* which have been featured at festivals around the world, including Sheffield International Festival and IDFA. Their work has been featured in publications such as *Wired*, *Gizmodo*, *Motionographer*, *Communication Arts* and *FWA*, and their designs have graced everything from food courts to streetcars, from small mobile screens to 80-foot billboards.

### Awards

Nominated, Interactive Award (Activism). SXSW festival, 2014

Nominated, Best Green Project. The Webbies, 2014

Nominated Best Green Documentary at Sheffield International Documentary Festival, 2014

### Major Festival Screenings

RIDM Documentary Festival, Montreal, 2014.

Planet in Focus, Toronto, 2014.

Sheffield International Documentary Festival, 2014.

Finger Lakes Environmental Film Festival, Viral Dissonance, 2014.

SXSW Film Festival, 2014.

Focus on Sustainability Film Festival, York University, 2014.

Festival International du Films D’Environment, Paris, 2014.

Reframe Festival, Peterborough, 2014.

FIPA | Festival Intl de Programmes Audiovisuels, Biarritz (France), 2013.

Festival de Nouveau Cinema, 2013.

Nuit Blanche, Toronto, 2012.

### Educator’s Guide Credits

Written by Claudia Sicondolfo, PhD Student, York University, Cinema and Media Arts, in collaboration with Brenda Longfellow. Published November 2015.



## APPENDIX A - CURRICULUM MATRIX ACROSS CANADA

| PROVINCE/TERRITORY        | SECONDARY CURRICULUM LINKS  |
|---------------------------|---|
| Alberta                   | <p>Aboriginal Studies (Aboriginal Studies 10-20-30)<br/>           Career and Technology Studies (MDC: Media, Design and Communication Arts, 10-20-30 level courses; NAT: Natural Resources, 10-20-30 level courses)<br/>           English Language Arts (ELA 10-1&amp;2-20-1&amp;2-30-1&amp;2)<br/>           Environmental Education (Environmental &amp; Outdoor Education)<br/>           Fine Arts (Art (General); Art 10-20-30; Art 11-21-31)<br/>           Career and Life Management (Personal Choices, Resource Choices and Career and Life Choices)<br/>           Information and Communication Technology (Across Divisions: Communicating, Inquiring, Decision Making and Problem Solving; Foundational Operations, Knowledge and Concepts; Processes for Productivity)<br/>           Science (Science 10-20-30; Science 14)<br/>           Social Sciences (Anthropology 30; Local and Canadian Geography 20; World Geography 30; Canadian History 20; Western World History 30; Contemporary Western Philosophy 20; Political Science 20; International Politics 30; General Psychology 20; General Sociology 20; Sociological Institutions 20; Applied Sociology 30)<br/>           Social Studies (Social Studies 10-1&amp;2-20-1&amp;2-30-1&amp;2)</p> |
| British Columbia          | <p>Applied Skills (Information and Communications Technology 11 and 12; Information Technology 9-10; Technology Education: Electronics; Visual Arts 11 and 12; Media Arts<br/>           Arts Education (Drama 11 and 12: Film and Television<br/>           English Language Arts (Communications 11 and 12; Comparative Civilizations 12; English 10-12 First Peoples; ELA 9-12; English Literature 12; Fine Arts 11;)<br/>           Literacy Foundations (Literacy Foundations - ELA; Literacy Foundations - ICT; Literacy Foundations - Social Studies)<br/>           Sciences (Science and Technology 11; Sustainable Resources 11-12;<br/>           Social Studies (B.C. First National Studies 12; Civic Studies 11; Geography 12; History 12; Law 12; Social Justice 12; Social Studies 9-11)</p>  |
| Manitoba                  | <p>Aboriginal Education (Current Topics in First Nations, Métis and Inuit Studies 12)<br/>           Arts Education (Visual Art - M1, M2, M3, CR1, CR2, CR3, C1, C2, C3, R1, R2, R3, R4)<br/>           English Language Arts (General Outcome 1: Seniors 1-4; General Outcome 2: Seniors 1-4; General Outcome 3: Seniors 1-4; General Outcome 5: Seniors 1-4)<br/>           Information and Communication Technology (Computer Science: Senior 3 &amp; 4)<br/>           Science (Senior 1 &amp; 2: Science, Technology, Society and the Environment (STSE); Senior 3: The Nature of Science, Scientific Theories and Science Education Today; Senior 4: Interdisciplinary Topics in Science: Nature of Science and Technology; Science, Technology, Society and the Environment)<br/>           Social Studies (Grade 9: Canada in the Global Context; Canada: Opportunities and Challenges ; Grade 10: Geographic Literacy; Natural Resources; Food from the Land; Industry and Trade; Grade 11: History of Canada - Defining Contemporary Canada (1982 - present); Grade 12: Global Issues: Citizenship and Sustainability; Cinema as a Witness to Modern History; Current Topics in First Nations, Métis and Inuit Studies)</p>                                       |
| New Brunswick             | <p>The Arts (Visual Arts 9-11)<br/>           English Language Arts (ELA, all courses, Grades 9-12)<br/>           Science (Grade 10: Life Science: Sustainability of Ecosystems; Physical Science: Chemical Reactions)<br/>           Social Studies (Canadian Geography 12; Canadian History 12; Social Studies 9 (Canadian Identity; Law 12; Native Studies 12; Political Science 12; Social Studies 10; World Issues 12)</p>  |
| Newfoundland and Labrador | <p>Art (Visual Art 9: Education for Sustainable Development, Cinematic Arts; Art 12: Perception, Culture, Technology; Art &amp; Design 2200 &amp; 3200: Media Arts, Photography)<br/>           Economic Education (Consumer Studies 1202; Canadian Economy 2203)<br/>           English Language Arts (ELA 9-12: all applicable general and specific learning outcomes; Literacy 1204)<br/>           Family Studies (Human Dynamics 2201)<br/>           Skilled Trades (Power and Energy 3201)<br/>           Science (Environmental Science 320; Science 1206)<br/>           Social Studies (Grade 9 Social Studies; Canadian Geography 1202; Canadian History 1201; Canadian Economy 2203; Canadian Law 2104/2204; World Geography 3200/3202; World History 3201)<br/>           Technology Education (Grade 9, Energy and Power; Communications Technology 2104/3104)</p>  |
| Northwest Territories     | <p>Aboriginal Student Achievement (Aboriginal Language and Culture Curriculum and Resource Development, Grades 9-12; Literacy, Grades 9-12)<br/>           Arts Education (Grade 9, See Saskatchewan; Grades 10-12, See Alberta)<br/>           Literacy with Information and Communication Technology (applicable across 9-12 grade levels, and to all 8 inquiry components)<br/>           Science (Science 9 &amp; 10: Science, Technology and Society; Physics 20-30)<br/>           Social Studies (Grade 9: The Growth of Canada; Northern Studies, Grade 10; Additionally for Grades 9-12: See Alberta)</p>  |
| Nova Scotia               | <p>Arts (Drama 10 and 11; Film and Video Production 12)<br/>           English Language Arts (ELA 9-12: all applicable general and specific learning outcomes)<br/>           Personal Development and Career Education (Civil Engineers; Electrical Engineers; Electronics Engineering Technologists; Heavy Duty Equipment Mechanics; Human Resource Specialists; Motor Vehicle Mechanics; Respiratory Therapists; Social Work; Supervisors, Assembly and Fabrication)<br/>           Science (Physics 11: Momentum and Energy; Physics 12: Force, Motion, Work and Energy; Science 10: Life Science: Sustainability of Ecosystems)<br/>           Social Studies (Atlantic Canada in the Global Community, Grade 9; Community Economic Development, Grade 9;</p>  |

## APPENDIX A - CURRICULUM MATRIX ACROSS CANADA

| PROVINCE/TERRITORY   | SECONDARY CURRICULUM LINKS  |
|----------------------|---|
| Nova Scotia (cont'd) | Canadian History, Grade 11; Geography, Grade 10; Global Geography, Grade 12; Global History, Grade 12; Canadian Economy 2203; Sociology, Grade 12)<br>Technology Education (Energy, Power and Transportation; Exploring Technology, Grade 10; Film and Video Production, Grade 12; Production Technology)   |
| Nunavut              | Uqausiliriniq (See Alberta)<br>Iqqaqqaukkaringniq (See Alberta)<br>Nunavusiutit (See Alberta)   |
| Ontario              | The Arts (Drama, Grades 10-12; Exploring and Creating in the Arts, Grades 11-12; Integrated Arts, Grades 9-12; Media Arts, Grades 10-12; Visual Arts, Grades 10-12)<br>Civics (Civics (Politics), Grade 10: Civics & Citizenship)<br>Economics (The Individual and the Economy, Grade 11; Analysing Current Economic Issues, Grade 12)<br>English (Grades 9-10, Media Studies, Grade 11; Business and Technological Communication, Grade 12)<br>Geography (Issues in Canadian Geography, Grade 9; Forces of Nature: Physical Processes and Disasters, Grade 11; Intro to Spatial Technologies, Grade 11; World Issues: A Geographical Analysis, Grade 12; The Environment and Resource Management, Grade 12; Spatial Technologies in Action, Grade 12; World Issues: A Geographical Analysis, Grade 12; Living in a Sustainable World, Grade 12)<br>History (American History, Grade 11; Canadian History Since WW1 Grade 10: Canada, 1982 to the Present & Historical Inquiry and Skill Development; World History since 1900: Global and Regional Interactions, Grade 11; Canada: History, Identity, and Culture, Grade 12; World History since the Fifteenth Century, Grade 12)<br>Interdisciplinary Studies (Applied Journalism, Grade 11; Intro to Information Studies, Grade 11; Issues in Human Rights, Grade 12; Information and Citizenship, Grade 12; Information Management and Community Leadership, Grade 12; Community Environmental Leadership, Grade 11; Indigenous People in the Information Age, Grade 12; Science and Community, Grade 12)<br>Law (Canadian and International Law, Grade 12; Legal Studies, Grade 12)<br>Native Studies (Applicable to all curriculum courses, Grades 9-12)<br>Politics (Politics in Action: Making Change, Grade 11; Canadian and International Politics, Grade 12)<br>Science (Science, Grade 10; Environmental Science, Grade 11; Science, Grade 12)<br>Social Sciences and Humanities (General Social Sciences, Grades 11-12; Philosophy, Grades 11-12)<br>Technology Education (Exploring Technologies, Grade 9; Communication(s) Technology, Grades 10-12; Computer Technology, Grades 10-12; Green Industries, Grade 10-12) |
| Prince Edward Island | Arts (Visual Arts, Grades 9-12: Creating, Making and Presenting; Understanding and Connecting Contexts of Time, Place, and Community; Perceiving, Reflecting and Responding)<br>Communication and Information Technology (Grades 10-12, CMM 801; CMP 521; CMP 621)<br>English Language Arts (English 10; English 11/Communications 11; English 12/Communications 12)<br>Science (Physics 521A, Grade 11: Momentum and Energy; Environmental Science 621A, Grade 12)<br>Social Studies (Grade 9: Interdependence (overall theme): Physical Environment; People and Culture; Economics and Trade; Challenges and Opportunities; Grade 10: Canadian Studies 401A; Geography 421A; Grade 11: Law 531A; Geo 521A and 531A: Physical and Cultural Patterns of the World; Grade 12: Geo 621A & 631A: Global Issues and Inquiry Process)  |
| Quebec               | All Quebec Curriculum links align with Cycle Two<br>Contemporary World (Competencies 1-2; Environment; Tensions and Conflicts; Power; Wealth)<br>Cultural Geography (Competencies 1-2; African Cultural Area; Latin American Cultural Area; Western Cultural Area)<br>Cross-Curricular Competencies (Competencies 1-4, 6-9)<br>Drama (Competency 3; Strategies; Elements of Dramatic Language: Multimedia Structure; Vocabulary; Cultural References)<br>Environmental Science and Technology (Competencies 1-3; The Earth and Space; The Technological World)<br>History and Citizenship Education (Competencies 2-3, Year 2; Economy and Development; Culture and Currents of Thoughts; Official Power and Countervailing Powers; An Issue in Society Today)<br>History of the 20th Century (Competencies 1-2; A Divided World; Crises and Conflicts; The World at the Turn of the Century)<br>Languages (Competencies 1-3, Years 1-3; Media Codes and Conventions; Production Process; Writer/Producer, Text and Context)<br>Science and the Environment (Competencies 1-2; The Living World; The Earth and Space)<br>Science and Technology (Competency 2, Years 1-2)<br>Visual Arts (Competency 3; Strategies; Concepts; Vocabulary; Visual Arts Repertoire; Cultural References)  |
| Saskatchewan         | Arts Education (10, 20, 30: all applicable general and specific learning outcomes)<br>English Language Arts (ELA B10 & ELA B11: Equality and Ethics; The World Around and Within Us; ELA 20: Unit 2; Communication Studies 20; Journalism Studies 20; Media Studies 20; ELA A30 & B30)<br>Science (Science 10: Climate and Ecosystem Dynamics; Chemical Reactions; Environmental Science 20: Integrative Nature of Environmental Science; Atmospheric Systems; Health Science 20: Health Care Philosophies and Ethics; Earth Science 30: Earth's Economic Resources)<br>Social Sciences (Geography 10: Units 5 & 6; Native Studies 10: Units 1-4; Social Studies 10: Units 1-5; Economics 20: Units 4-6, 8-10; Geography 20: Units 9, 10; History 20: Unit 5; Social Studies 20: Units 1, 3-5; Native Studies 20: Units 1-3; Economics 30: Units 3, 4; Geography 30: Units 1, 2, 5, 6; History 30: Units 3, 5; Native Studies 30: Units 4, 5; Social Studies 30: Units 2, 5; Law 30: Units 5, 7, 8)   |
| Yukon                | See British Columbia  |

## APPENDIX B - BP HORIZON SPILL FACT SHEET (PRE-VIEWING ACTIVITY 1)\*

### Dates and Facts

April 20, 2010 - Well blowout on the rig cause a series of explosions and fire on the Deepwater Horizon. Eleven workers are instantly killed.

April 22, 2010 - After two days ablaze, the Deepwater rig sinks to the bottom of the Gulf of Mexico. The spill begins, while the value BP shares plummets.

April 25, 2010 - The first estimates of the leak from the U.S. Coast Guards are released, reporting 1,000 barrels of oil are escaping into the Gulf every day. This estimate is soon upped to 5,000 barrels a day.

May 2, 2010 - The U.S. government imposes a fishing ban for certain areas of the Gulf of Mexico.

May 19, 2010 - The first oil slicks begin to hit the Louisiana wetlands.

May 27, 2010 - Government-commissioned scientists up their spill-rate estimates to 12,000-19,000 barrels per day.

June 1, 2010 - The U.S. Justice Department initiates a criminal and civil investigation of the spill.

June 2, 2010 - Fishing restrictions expanded to cover almost 2/5th of the federal waters in the Gulf.

June 10, 2010 - Spill rate estimates rise to 20,000-40,000 per day.

July 15, 2010 - BP caps the oil spill.

September 19, 2010 - Despite the cap of the rig, the well continued to flow. It is declared sealed on this date. Current estimates place the total spill at 4.9 million barrels (200 million gallons)— the largest marine oil spill in history.

### Environmental Effects

COREXIT is a widely used oil dispersant in the in oil extraction industry. The BP Macondo Spill used 1.84 million gallons of COREXIT 9500 and 9527 (two chemicals banned in the UK). No other spill has dispersed more COREXIT in these record high volumes. It remains a controversial oil spill dispersant, containing solvents and chemicals that break up oil into tiny droplets. While its ingredients are deemed non-carcinogenic, no long-term exposure studies have been conducted on the solution. Designed for surface oil spills, 1.5-1.84 million gallons of COREXIT were applied at the seafloor for the first time in the BP Macondo spill, with unknown consequences.

As of August 13, 2010, the U.S. Fish and Wildlife Service tabulated 1826 dead birds with visible oil, 17 sea turtles, 4 sea mammals and no sea reptiles. No dead fish were reported in this tabulation. These numbers continue to be debated by scientists across the U.S. By August 2010, for example, 2000 oil-soaked pelicans, dead or dying, were picked up along the Gulf shores. Another 1,200 were found dead without feathers. It is believed many of these birds died due to eating contaminated fish,

Costs to recoup the Gulf ecosystem are still being quantified. BP's remediation costs are listed at \$20 billion. Estimates have been issued as high as \$500 million per year, over the next 30 years.

The National Oceanic and Atmospheric Administration (NOAA) and the US Environmental Protection Agency (EPA) stated that ingesting seafood in the Gulf remained safe. Many independent scientists and local fisher-people disagreed, reporting strange behaviour with fish and sea life following the spill, due to low oxygen levels. In late August, off the coast of Louisiana, an estimated 5,000-15,000 fish of all species were found dead.

\*Assembled facts taken from Colin Read, *BP and the Macondo Spill: The Complete Story*; Bob Cavnar, *Disaster on the Horizon: High Stakes, High Risks and the Story Behind the Deepwater Blowout*; Peter Lehner and Bob Deans, *In Deep Water: The Anatomy of a Disaster, the Fate of the Gulf and Ending our Oil Addiction*; Lisa A. Eargle and Ashram Esmail, Eds., *Black Beaches and Bayous: The Deepwater Horizon Oil Spill Disaster*



## APPENDIX B - BP HORIZON SPILL FACT SHEET (PRE-VIEWING ACTIVITY 1)\*

In the report entitled *BP Deepwater Horizon Oil Budget: What Happened To the Oil?* commissioned by the U.S. National Incident Command (NIC), it was stated that of the 4.9 million barrels, all but 1.3 million barrels were captured, skimmed, burned, dissolved, or dispersed. In another report conducted in August 2010, university-employed scientists concluded that 79% of the spilled oil remained in the Gulf. The effects of the “dissolved” or “dissipated” — the unaccounted-for oil — into the food chain are still being debated.

In mid-August 2010, the University of South Florida found oil and COREXIT in 39% of their marine samples.

BP did not initially provide all cleanup workers with protective clothing. Many workers reported ill effects of nausea, vomiting, headaches, burning eyes, persistent coughs, sore throats, stuffy sinuses, dizziness and skin rashes. Reports are on going on the long term health effects on humans from COREXIT and the poor air quality caused by the oil spill, which the workers were exposed to.

### **Economical Effects**

A July 2010 report by Moody’s Analytics stated that the oil spill would cost the Gulf coast region 17,000 jobs and \$1.2 billion in lost revenue in tourism and the seafood industry — for 2010 alone.

Following the spill, 33% of all federal waters were closed to fishing in the Gulf.

Most U.S. Gulf shrimping grounds were closed for the two-month brown shrimp season in 2010. That season alone provides half a year’s income for the average Gulf Coast shrimper.

An estimated 3,000 fishing boats were hired by BP to skim oil during the spill, exposing thousands of fisher-people to the COREXIT dispersants and to the spilled and burning oil. Since they were unable to fish, they took on the employment as a means to continue making income. The long-term health effects of this work by the workers is still being researched.

It is widely believed the disruption to tourism and industry, causing job and income loss is the primary contributor to a 25% increase in clinical depression among citizens of Gulf counties since the Spill.

\*Assembled facts taken from Colin Read, *BP and the Macondo Spill: The Complete Story*; Bob Cavnar, *Disaster on the Horizon: High Stakes, High Risks and the Story Behind the Deepwater Blowout*; Peter Lehner and Bob Deans, *In Deep Water: The Anatomy of a Disaster, the Fate of the Gulf and Ending our Oil Addiction*; Lisa A. Eargle and Ashram Esmail, Eds., *Black Beaches and Bayous: The Deepwater Horizon Oil Spill Disaster*

**APPENDIX C - OUT OF SIGHT, OUT OF MIND**

| <b>DAILY ACTIONS THAT REQUIRE OIL</b> | <b>WHAT I'VE LEARNED ABOUT OIL PRODUCTION FROM <i>OFFSHORE</i></b> |
|---------------------------------------|--|
|                                       |  |

## APPENDIX D - OIL THEATRICALS

Use the following questions to help structure your presentation on your assigned Theatre video.

### VIDEO MENU:

1. BP: THE GULF IS ALRIGHT
2. RUSSIA GAZPROM: SAKHALIN ISLAND
3. BP: AMERICAN JOBS
4. SHELL: ALASKA RESPONSE
5. PETROBRAS: THE ALIVE FLAG

**Identify the genre of the video you are presenting on. Identify audio and video elements that helped identify it as a particular genre.**

**Who produced this video? Was this video produced for *Offshore* originally, or was it appropriated by *Offshore*?**

**In your own words, describe what you think is the original message of this video?**

**Does the message of the video change when it is placed within an activist interactive documentary about the dangers of offshore oil drilling? How or Why not?**

**Why do you think this video was included within this interactive documentary?**

**What overall meaning does it produce within *Offshore*?**



## APPENDIX E - OIL LEAKS

### CANADIAN CASE STUDIES CAN INCLUDE (NOT LIMITED TO):

Canadian Tar Sands; Proposed Nova Scotia Petrofac deepwater offshore rig; Newfoundland and Labrador: North Amethyst Field; Newfoundland and Labrador: South White Rose Field; Newfoundland and Labrador: West White Rose Field

|   | OFFSHORE GLOBAL CITY | CANADIAN CASE STUDY |
|---|----------------------|---------------------|
| CULTURAL INFLUENCES OF PROPOSED/ACTIVE RIG      |                      |                     |
| POLITICAL INFLUENCES OF PROPOSED/ACTIVE RIG     |                      |                     |
| ECONOMIC INFLUENCES OF PROPOSED/ACTIVE RIG      |                      |                     |
| SOCIAL INFLUENCES OF PROPOSED/ACTIVE RIG        |                      |                     |
| ENVIRONMENTAL INFLUENCES OF PROPOSED/ACTIVE RIG |                      |                     |