Campus Outreach Program

Turning interest into activism

Campus Activist Handbook

Resources to help you make the “population connection” on campus and in your world

interest knowledge action change
Campus Activist Handbook
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1. Let's Get Started
Intro to Population Connection, Activism and Your Campus

Hello Out There!
Welcome to the Campus Outreach Program

The Campus Outreach Program at Population Connection is the resource for students and faculty concerned with population growth. We are working to raise awareness and take action on population issues on campuses across the country. We also work to help you make connections between population and other issues such as environmental protection, women's empowerment, reproductive freedom, and others.

Students and faculty play a critical role in reducing our impact on the earth and improving access to family planning, health care, and education. The values and choices of this generation powerfully impact the future. Today's campus community can make a real, positive difference for people and the planet.

Our Campus Activist Handbook is designed to be a guide and reference for your population activism on campus. This handbook includes suggestions for population activities on campus, comprehensive fact sheets, and resource materials to assist you in research, outreach, and advocacy.

We hope that you will become an advocate for population issues in the way that best makes sense for you. This handbook will offer examples of issues, actions and activities to encourage your activism. Please take these ideas and make them yours! We ask that you occasionally provide some feedback to us about your efforts. This will allow us to share your great ideas with others and will highlight your efforts! This is an ongoing effort!

Population Related Issues
Choice • Consumption • Education • Environmental Justice • Family Planning • Gender Equality • Homelessness • Human Rights • Hunger • Immigration • Literacy • Loss of Habitat • Loss of Wildlife • Multiculturalism • Poverty • Reproductive Rights • Sex-Education • Sustainable Development • Teen Pregnancy • Transportation • Urban Sprawl • Vegetarianism • Water (and other Resource) Shortages • Women's Empowerment
Activism 101

activism
'ak-ti-*vi-zəm

*a doctrine or practice that emphasizes direct vigorous action especially in support of or opposition to one side of a controversial issue (Merriam-Webster’s Collegiate Dictionary)*

Being a member of a campus community is a unique opportunity. In an academic atmosphere you have access to a large population of very diverse people. Since the 1960s American college students on campuses all over the country have successfully organized themselves around important social, political and environmental issues. This community includes not only peers but also professors and other professionals.

Population Connection recognizes that campus activists are unique, and what activism means to one person may be different to another. We want to encourage you to be an activist in a way that feels natural to you, whether that is through political action, education, artistic expression or some other means. This can also help you to find ways to include others who have different activism styles in your efforts.

**What kind of activist are you?**
Consider the questions below. Follow the arrows to find out what type of activist you are…

Do you feel comfortable educating others on population issues?
Do you like working with children?
Do you consider yourself an academic?

---

**Educator:** Sometimes we educate without even knowing it! Education can simply mean giving individuals information to think about and consider. Education can be aimed not only at adults but at children as well. Giving people knowledge about the issue will hopefully encourage them to become activists themselves.
Do you keep up-to-date on current affairs?
Do you consider yourself to be politically active?
Do you let policymakers know how you feel about important issues?

Political: Political activists are just that, political! They encourage legislators and policy makers to consider the development and implementation of sound policies. They often reach out to others and encourage them to take action to put important issues onto the public agenda.

Do you feel compelled to express your concerns in an abstract media?
Do you have special talents, singing, painting, or poetry?

Artistic: Artists have a unique opportunity! Many best express themselves through visual messages, or lyrical verse. Many famous artists have used their talents to bring awareness to social, political and human rights issues. Artistic activists have the opportunity to disseminate information in a unique manner to large audiences.

Do you need to participate in hands-on organized efforts?
Do you like to see results as they are happening?

Volunteer/Career: Some of us have an intrinsic need to do something... Volunteering in your community can be a great form of activism. Volunteers are those who work in the trenches, taking direct action on an issue that they care about. Maybe you volunteer at a homeless shelter, a women’s shelter, a family planning clinic or with efforts to clean up a local park or river. Choosing a career that works within these issues is also a great way to stay active, whether you are doing organizing and advocacy work, political work, finance, or administrative work. While these actions may not seem like activism to you, they really are!

Educate yourself first! One of the most important components of activism is being able to discuss the issue with others. Spend time researching specific population-related issues that you find interesting. There is an abundance of information on the links between population and urban sprawl, transportation, water, reproductive health, human rights, and economic development. A good place to start is the internet.

After you have decided how to be an activist, it is time to start taking ACTION! This Activist Handbook outlines dates and events around which you can plan different actions. These include everything from letter writing campaigns, and group activities, to participating in Earth Day
events. Don’t feel obligated to stick with one type of activism—the best activists are well rounded.

**Population Connection’s Email Action Network (EAN)**

For those of you who are less inclined to be politically active, Population Connection offers an easy and painless way to keep up to date on legislative issues and more importantly to ACT on them (yes, being aware of the issues is important!). When you join EAN, you will receive periodic alerts on issues ranging from international family planning to insurance contraceptive coverage. We’ll include descriptions of the issues and a sample letter targeted at policymakers. Simply personalize the letter and reply. It’s that easy!

Just surf to www.actionnetwork.org/populationconnection.
Pop Quiz: Get to Know Your Campus

It’s important to be aware of the resources available to you on your campus. Knowledge of them will make you a more effective activist. As a beginning step to organizing on your campus, answer the following questions (you may be surprised at how much you know!). If you can’t answer some of the questions, finding them, or doing some research can be one of your first steps!

1. Who are your student government contacts?

__________________________________________

2. List other campus organizations that may have an interest in population issues. (Check out the list of related issues on page 1-1.)

__________________________________________  __________________________________________

__________________________________________  __________________________________________

__________________________________________  __________________________________________

3. What student publications are on your campus? (i.e. student newspaper, etc.)

__________________________________________

Do you know anyone who writes for it? __________________________________________

Who funds the publication? __________________________________________

Is there free advertising for student groups? ______________________________________

4. Do you have any good faculty contacts? _______________________________________

Who are the “undercover” activist faculty? (ask some friends with different majors)

5. What courses are offered on your campus that fit into issues that you care about?

__________________________________________  __________________________________________

__________________________________________  __________________________________________
6. What is the general feel of your campus community?
   Urban       Rural       College Town       Conservative       Liberal
   Progressive   Detached   Active

7. What reproductive health and family planning services are offered on campus?


8. Is there childcare on campus?


9. Does the school health insurance plan cover contraceptives?


10. What are the transportation options on campus?
    Commuters must drive       Good public transportation
    Campus is bike friendly     Walking is a reasonable option

Notes:


You’re ready to start planning and more importantly ACTING!

Adapted from: Feminist Majority’s Choices Handbook
2. Get Organized!

When Should I Start? Dates Around Which to Organize

Planning and organizing activist efforts can often be easier and more effective if you have a special event to plan around or in conjunction with. We have put together a list of monthly events from August to May, to help you plan your monthly actions. Every month has a date or an event in which a population activity can be incorporated. This is an occasion where you want to contact other campus groups who may already be planning an activity or event in which you can participate. Groups may be looking to incorporate workshops or tables or activities into their events, if not form a partnership and plan together! (See pages 2-2 and 2-3 for specific event ideas).

August
- First Year Orientation
- Move-in Day

September
- Recruitment fairs on campus

October
- World Food Day (16th)
- World Population Awareness Week (third week of October)

November
- National Children’s Day (3rd)
- Election Day (second Tuesday of November)-see Section 4 for information about elections and non-profit organizations
- Thanksgiving

December
- World AIDS Awareness Week
- World AIDS Day (1st)
- Holidays

January
- Beginning of semester recruitment

February
- National Condom Day (14th)

March
- Women’s History Month
- Human Rights Month
- International Women’s Day (8th)
- Population Activist Weekend in Washington DC- contact Population Connection for annual dates

April
- National STD Awareness Month
- Earth Day (April 22)

May
- Clean Air Month
- National Teen Pregnancy Prevention Month
What Should I Do? Ideas for Monthly Actions

The following pages include many ideas for population activities and events for all types of activists. Please feel free to use them, enhance them and make them your own. Also, please don’t forget to use the Feedback Forms in Section 10 to let us know about your events, so we can highlight your efforts and share ideas with other activists!

Education (E)

1. World Population Video & discussion. Information on p. 2-7(E)
2. Film festival: Show a series of movies on a topic related to population issues. See the list of population videos on pages 2-7 and 2-8 of this handbook.
3. Host a panel discussion or forum on campus. Invite diverse faculty members and student representatives to address population growth and hear different perspectives on the issue. Invite speakers from a local family planning, women’s rights, environmental, or international development organization. Your local representatives, public officials, and faculty members can add interest and insight to group meetings. (E)
4. Invite Population Connection’s Campus Outreach Staff to visit your school! (E/P)
5. Tabling—Set up a table to distribute information, publicize your group’s activities, and talk to people individually. Recruit people who want to be more involved to Population Connection’s Campus Outreach Program! We’ve included a sign-up sheet in Section 10 to help with recruitment. (E/P)
6. Have a hunger/water banquet. (E/P)
7. Education Fairs: Have a water-filled condom toss. Have a condom dart-throw contest. Sell T-shirts, buttons, posters (always use fairs as a fund-raising tool). Important: have large visual displays (make a 3-D “J” curve, tracing the history of world population growth). Hold a petition signing or a post-card campaign. Display a chart of “Everything’s Connected.” Perform “Food for Thought” or “Earth: The Apple of Our Eye.” (The three above activities are included in Section 6 under Population Education.)
8. Do a workshop at a local Boys and Girls Club in your community (some cities have as many as 20 different locations, that is more than a year of monthly activities, or divide up the clubs between activists). This can be done at YMCAs or other local after school programs—check around. (It may also fulfill some university or class required volunteer hours)-Population Education tool section, 6-29. (E)
9. Engage in Academic Courses: Do you have a class assignment? Can you gear it toward a population issue, economics, women’s issues, sociology, public policy, poetry, English, environmental issues etc. Use your classroom as a forum to speak about issues that interest you. Ask questions - bring up population in your class discussions. (E/P/A)
10. Display informative flyers and posters around campus. Use information from the Campaigns & Projects Section (Section 6) of this Handbook to help. (E)
11. LOCALIZE IT: Compare the growth of your student body or community to global population growth. Has it been slower? Faster? Why? What are some good and bad things that have resulted from the growth of your student body? What if your school or community continued to grow at the same rate as the world (doubling in 50 years)? Think about infrastructure, classrooms, faculty, housing, transportation, etc. Use your comparison to consider the impacts of population growth on the entire world. This activity can be done within a group, club, or classroom. Create a poster of the results to display in a central campus location or information booth. (E)
Political (P)
1. Postcard/Letter writing (P) Write articles, letters to the editor, and press releases to your student paper encouraging coverage of population issues locally, nationally, and globally. Use the materials in Campaigns & Projects (Section 6). (E/P)
2. During World Population Awareness Week (October), have one day designated as a different time period—what was life like under different world population scenarios? (E)
3. Write an article for your school newspaper relating population issues to a local issue on campus, like crowded on-campus housing, no parking spaces (encourage people to walk, use public transportation NOT build more lots). (E/P)
4. Encourage people to join Population Connection’s easy and effective Email Action Network. People can sign themselves up directly at www.actionnetwork.org/populationconnection. (If you haven’t done this yet, sign yourself up now! It’s free, fast and an easy way to stay up to date on current issues!) (P)
5. Become a Population Connection spokesperson! Talk to other groups on campus about population issues at meetings and events. (E/P)
6. Lobby your legislators; attend Population Connection’s Capitol Hill Days in the spring to learn about current legislation and techniques for effective lobbying. (P)
7. Start a petition, get signatures in support of or against an issue that affects the students on campus. (P)

Artistic (A)
1. Cultural Events: Understanding diverse cultures is essential to understanding the impacts of global population growth. Plan and promote events to celebrate and learn about other cultures. Invite students of diverse backgrounds to share their experiences and traditions. Investigate conditions and cultures of local immigrant communities. Co-Sponsor the events and activities of multi-cultural groups on campus
2. Theme Parties: Throw a “Sex” Party and have people come as their favorite contraceptive (this is a great time to have a few minutes of serious time and give facts about contraception or unintended pregnancies). Students can guess the number of condoms in a jar to win a prize. Host a “low impact” party where people bring their own reusable mugs, contribute their favorite vegan dishes and try not to create any trash. Have a “Swap” to promote sustainable culture. People bring clothing, or other items, they don’t want anymore and trade them for other people’s unwanted goodies! You can donate leftovers to a local charity or thrift store. Have a local band perform and present information about a population issue that’s important to them.
3. Have a chalk activism day on campus. (May need permission from dorm or student center) give people chalk to express concerns over issues that they care about or make it a population awareness project (draw the earth and include birth rates, and facts and figures on water or consumption rates on different continents or countries). (E/A)
4. Sponsor an open mic night, art show or music show with a social, human rights, environmental, women, child, international or population theme (Or all of the above). (A)

Volunteer/Career (V)
1. Find a population related charity and raise funds, ie. Pathfinder, local Planned Parenthood, or campus clinic. (Get a frat or sorority to participate). (E/P/V)
2. Volunteer at a local homeless shelter, family planning clinic, habitat rehabilitation project or community after school program. (V)
3. Encourage your campus Career Center to include non-profit organizations or other service organizations in its career fairs and networking events. (V)
4. Intern with a population-related organization (Population Connection has paid 6 month fellowships and unpaid short term internships available. See the information on our website, www.populationconnection.org/Employment). (V)

Chart Your Course

At the beginning of each term, it’s a good idea to brainstorm a list of projects and develop a ‘Plan of Action’ for the semester, and possibly the entire year. Population activities apply directly to the work of your environmental, gender issues, or human rights campus group. Use the list of organizing dates on page 2-1 to begin your planning process. Organizing an event around a key population-related anniversary or date could be helpful in structuring a time-line. Remember - World Population Awareness Week (the last full week of October) and federal appropriations for international family planning take place every fall. Earth Day (April 22) and International Women’s Day (March 8) are every spring! Plan around these events to advance your organization’s issues and the population message.

At the beginning of each semester, or better yet, each school year, it is a good idea to develop an Action Plan. This process gives you focus and helps you use your already limited time, wisely. To begin, you may want to consider how much time you can realistically devote to projects and events. For example, you may want to plan events around periods in the semester where your work is lightest (maybe the beginning of the semester). Below we have outlined some steps to help you plan and prepare:

1. **Brainstorm.** Alone or with a group of other activists, begin to discuss and develop ideas for events and projects that you can hold throughout the semester or entire year. Set some specific goals for your work. Remember to check out some of the monthly dates and ideas in Section 2.

2. **Check out what other campus groups are doing.** Other groups on campus may have already planned events, in which you may be able to participate. For example, the campus environmental group may be taking the lead role in planning campus Earth Day events, you may be able to jump aboard and plan activities in conjunction with the events.

3. **Narrow your list.** From the list of ideas you developed during your brainstorming session, choose the events that fit best into your goals, time frames, and resources.

4. **Resources and Cost.** Determine what resources you will need for your events and the costs associated. If you are working with a coalition of other groups, you may have access to college funds, or you can find out the availability of such funds. Also look into getting local businesses to donate materials, for example free copies and paper or refreshments for events.

5. **Nitty Gritty.** After you have made some of the general plans, begin to focus on the specifics of each event, one at a time. This includes recruiting speakers, or reserving venues for your event, developing promotional materials and recruiting as many people as possible to help with the legwork.

6. **Make it Fun.** You’ll get more involved and keep people longer if they are having a good time. Have meetings around a pizza or plan a bring your own dessert meeting.

It’s not always necessary to involve all the members of an organization in the planning process - often, students are more willing to get involved if the “big picture” things are already taken care of and goals have been clearly established. However, don’t be a dictator!
Getting a good turn-out for an event can depend on several things, the date, the time, the subject matter, etc. When planning an organizational event, be sure to get a firm commitment for a certain number of members. If the organization is going to use resources, etc. then there needs to be a commitment from members to participate and to bring guests. (Even if members are not directly involved in organizing the event they should have an obligation to attend some events and don’t be afraid to remind them that the success of the events and organization depends on them.)

Make the Connection: Global, Local, Personal

The pressure of global population growth is an issue that might be difficult to demonstrate to people on your campus—it may seem very distant to some. You can connect global issues to your local campus community. Use local and personal experiences as examples of the greater picture. Act to improve conditions locally. Apply your actions to the global issue:

- Compare local, national and world statistics. (See “Demographic Facts of Life” fact sheet in Section 10 of this kit.)
- Highlight parallel examples from other communities around the world. Use examples from media coverage, other organizations, class lectures, etc.
- Target local elected officials and media.
- Use positive or negative examples to make the connection locally.

<table>
<thead>
<tr>
<th>Global</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access to Family Planning &amp; Emergency Contraceptives</td>
<td>• What access do you have to contraception, information, and health care? What resources are available for students and non-students? What about resource affordability? What limitations are there? Does your health plan cover contraceptives?</td>
</tr>
<tr>
<td>• Gender discrimination</td>
<td>• Where is there gender discrimination and sexism on your campus?</td>
</tr>
<tr>
<td>• Global Resource Use</td>
<td>• How wisely do you and your school use natural resources (energy, paper, chemicals, etc.)? Where do materials come from? What low impact alternatives are available?</td>
</tr>
<tr>
<td>• Education</td>
<td>• What is the education system in your community like? Does it provide equal resources for all people? Are there people in the community that are not being reached by the system? What needs to be changed?</td>
</tr>
<tr>
<td>• Poverty</td>
<td>• What percentage of people in your community live at or below the poverty level? How many are women and children?</td>
</tr>
<tr>
<td>• Hunger &amp; Homelessness</td>
<td>• Is there a large homeless population in your community? Are there resources like a food pantry and soup kitchen available to them?</td>
</tr>
<tr>
<td>• Teen Pregnancy</td>
<td>• What is the teen pregnancy rate in your</td>
</tr>
</tbody>
</table>
• Habitat Loss
• Sprawl
• Crowding
• Access to Public Transportation

community? On your campus?

• Are critical habitat areas being lost in your community? Does your university have any wilderness areas (i.e. college lodge, wooded areas?)

• Is there new and unnecessary development taking place all over your community? Is it increasing traffic and decreasing green areas?

• Are your schools overcrowded? Can you get the classes you want?

• Does your community have an easy to use public transportation? Does the school just continue to build additional parking lots or do they encourage other forms of transportation?
Let Them Do the Talking: Population Videos

Show a video! What a great conversation starter! (And a fairly easy event to organize). Check your campus or local library or the websites listed below for population related films.

World Population: A Graphic Simulation of the History of Human Population Growth
6 minutes
This film is an update of the long-popular Population Connection "dot video" depicting human population growth over the millennia. Population growth is dramatically represented as dots fill up a map of the world, with times of rapid growth and brief decline correlated with various events. Good in conjunction with a presentation, teacher training, or tabling opportunity. Revised in 2000. Order at www.populationconnection.org, or borrow a copy from the Campus Outreach Program—email campus@populationconnection.org or call 1-800-767-1956.

Six Billion and Beyond
60 minutes.
Released in October 1999 for the Day of Six Billion, and first aired on public television, this film views the population and consumption problems worldwide from the perspective of young people in six parts of the world. Appropriate for adult and teen audiences, it brings us up-to-date on programs designed to slow population growth through health care and education. Linda Harrar Productions, 90 Windsom St. Boston, MA 02134, 1999. www.sixbillionandbeyond.org.

Day of Six Billion
22 minutes.
This is the shorter version of the hour-long documentary, Six Billion and Beyond, which was released in 1999. It profiles efforts to slow population growth through women's education and employment, sexuality education for young people, and improving reproductive health services. It highlights the involvement of young people in these programs around the world. www.pbs.org.

Who's Counting: Population and Habitat in the New Millennium
24 minutes.
This film examines the impact of rapid population growth on wildlife and their habitat, considers the limits to the earth's carrying capacity, and describes how population growth limits improvements on the human condition. It also looks at the impact of voluntary family planning in reducing population growth and improving people's lives. Produced by National Audubon Society, Population and Habitat Campaign, 1997. www.greenworks.tv/wildlife/counting.htm.

People Count Series
60 minutes, in segments.
This film discusses the causes and consequences of population growth for environmental health and quality of life using examples from Los Angeles, Ghana and Bangladesh. It profiles an innovative and successful family planning program, and underscores the need to address women's educational and economic opportunity as part of effective population and development programs. Produced by Turner Environment Division of Turner Broadcasting System, www.peoplecounttv.com.
Future in the Cradle: A Global Consensus on Population and the Environment
20 minutes

Sustainable Lives, Attainable Dreams
30 minutes.
This film is profiles environmental issues and population programs in three parts of the world. It describes the real desperation of many people in the world and the effectiveness of integrated, comprehensive population programs for improving people's lives. A Searchlight Films Production for the National Wildlife Federation, 1994. www.nwf.org/population/videoclips.html.

Affluenza
60 minutes.

Escape from Affluenza
60 minutes.

Jam Packed: The Challenge of Human Overpopulation
30 minutes.
This film is aimed at young people from junior high through college and addresses the twin issues of overpopulation and overconsumption. It presents the drama of rapid population growth and environmental destruction, while describing the crucial role of overconsumption and waste in rich countries like the US. From a young person's perspective it presents choices we can make, including recycling, reducing consumption, avoiding teen pregnancy, and limiting family size. Produced by Population Communications International, 1997. Available at the Video Project, www.videoproject.org.

Keeping the Earth: Religious and Scientific Perspectives on the Environment
30 minutes.
This film is appropriate for church or community groups dealing with our ethical responsibilities for today's and future generations. It includes interview with scientists and religions leaders regarding the state of the global environment and what science and various religious faiths teach us about what we need to do to secure a healthy future for humans and other living things. The film is not preachy and comes with a discussion guide. Produced by Union of Concerned
3. Reaching Out: The Media is Your Friend

What Should I Say?

The words we use to communicate our issues and concerns to others are very important and can make or break a campaign. A sign that reads “Alleviate population pressures, help to stabilize the population” is a little less abrasive than something like “Diffuse the population bomb, practice population control”. Being aggressive or “in your face” is not always an effective way to educate or to gain supporters. Choose your words carefully, especially when talking with individuals who may not be aware of population issues, think about how you want to sound to that person, what is the message you want to give to them? “Doomsday”, “control freak”, and “anti-child” are not things you are or want to convey. It is extremely important to be careful about the terminology that you use when talking to people about any issue, particularly population. This is true when you are dealing with the media or when you are talking to your neighbor. Here are some terms you should familiarize yourself with and use carefully.

Say What? Misperceptions of Population Terms

This glossary is intended to help population activists reach out to others in their communities, schools, and beyond. Many words and phrases associated with population issues possess controversial meanings for people, and touch on sensitive topics such as migration, gender, race, religion, and personal rights. Keeping in mind that our goal is to increase public awareness about the impacts of population growth, and bring new people into our cause, approaching potential newcomers with sensitivity is important. By using words and phrases that are tailored not to offend others, we can greatly increase our effectiveness at spreading the population message. Here are some examples, and Population Connection’s suggestions for using them or losing them.

Avoid These Red Flags and Roadblocks

Population Control
Once common, this term is used less and less by population experts and activists because it means negative things to so many people. Feminists may read it as others trying to control a woman’s reproductive life and choices; less developed countries may interpret imperialistic Americans trying to weaken their power and limit their numbers; people of color may feel that whites are pointing the finger at them, that it’s a matter of the wrong people having too many children. Perhaps most importantly, it may imply forced means of slowing the birth rate, whereas Population Connection advocates only voluntary family planning programs to reduce growth rates. A less threatening alternative phrase is population stabilization.

Pro-Abortion
Used by some to mean pro-choice, this term is more likely to be used by the anti-choice/religious faction to deliberately dramatize pro-choice activists. There is a big implied difference between the two, and Population Connection refers to itself as a pro-choice organization, which means supporting a woman’s right to choose, no matter what the outcome.
We are not placing a value judgment on the result of her decision, but rather, value her right to decide in the first place. Similarly, instead of using the word pro-life, we can use the word anti-choice.

**Overpopulation**
This is a word many people still use, but should be used carefully. Population Connection uses overpopulation to connote the combined impact of our numbers and consumption levels. The danger is that an unfamiliar audience may leave with the impression that there are too many people, and some of us are unnecessary. The logical question is, “who is unnecessary?” In Population Connection’s context, the population problem is one of balancing numbers, consumption, and limited resources, worldwide. No particular groups of people are at fault. An option is to use population pressures to convey a more holistic sense of the impacts wielded by our numbers, growth, and consumption patterns.

**Illegal Alien**
Although this phrase is also still in frequent use, it has a growing negative connotation, especially among legal U.S. immigrants who feel they are constantly suspect. Immigrant is being used more commonly in place of alien, and undocumented rather than illegal. Because the most recent waves of immigrants to the U.S. are mostly nonwhite, many people believe today’s popular anti-immigration sentiment to be racially motivated. Immigration has become a high profile and impassioned issue in the United States, and although it deserves to be discussed, we do not want to isolate or appear to blame any particular group of people.

**Population Bomb**
Population growth rates peaked in the early 1970’s, and this phrase was used to convey the inevitable doom of continuing to expand our human numbers at those rates. But overestimating the proximity of the world’s apocalyptic collapse has given population activists and other environmentalists an alarmist reputation. In order to regain credibility and let people know that it’s not too late to help, we are emphasizing the positive. We now concentrate on the quality of life of tomorrow’s children who will be increasingly challenged to find education, health care, jobs, food, and shelter.

**Birth Control**
Again, the word control strikes many people negatively, although this term is still common in the United States to mean contraceptives. Especially when addressing the international community, family planning is preferred.

Remember-solving the problem of population pressures is about empowering people to have control over their own lives. It is not about blaming this group or that group.

*Adapted from: Population Reference Bureau.*
You Need the Media...And They Need You

You know you need the media, but you might not know that the media needs you. Reporters of all kinds of media (newspaper, radio, television) need news to fill their pages and their airtime. They need stories that people want to read and see. People like exciting stories. The louder you are, the more people you will involve and the more the press will listen.

A campus community is unique when it comes to the wealth of media resources it harbors. Many campuses (even small ones) have not only a student newspaper, but also a radio station and even a television station. The best part is that such organizations are mostly student run; and odds are you know someone who writes for the newspaper, DJs for the radio station or works with the campus television station. In many cases people with such connections are likely to be willing to give you a plug or help you to get event information out. Remember to ask around!

While friends and acquaintances are often willing to help, it is still a good idea to have knowledge about different types of media exposure, what events are media worthy and how to go beyond campus and into the local community. Below are several suggestions, and some examples have also been included. Please remember to let us know when you are covered in the media, send us copies of articles or interviews!

The media can be used in a variety of ways, and for a variety of reasons. Below are some ideas for using the media, and examples of what sorts of things are newsworthy.

- Events
- Press Conference
- Letters to the Editor
- Op-Ed
- News release
- Public Service Announcement
- Interviews/Discussion pieces, talk shows
- Feature

Is it newsworthy??
Sometimes it is hard to know if your event is worthy of any sort of media attention. Here are some ideas for determining whether or not you should seek coverage from campus or local media. You may want to reserve the local media for your bigger events and use your campus media for as much exposure as possible.

- A large turn out to an event, for example, 400 students demonstrate against plans to build three new parking lots on campus.
- A new activity, for example, starting a fund raising drive for the local animal shelter (pet overpopulation is a problem too).
- The announcement of something really unexpected, for example, the results of a study or survey on campus with unexpected results, such as 59% of students say they regularly volunteer, but only 32% are registered to vote.
National or state level events that have a local connection related to your issue. For example, Congress debates a new energy policy, while you suffer from local air quality issues.

- Something different or out of the ordinary, such as members carrying around four pounds of garbage all day on campus to demonstrate US waste and consumption.
- Celebrity spokesperson gets involved (Even if it’s a campus celebrity, well-known faculty, or college president).

Always remember to take photos of events, for media and for your own organizational use.

It is also very important to plan and be well organized for any media-related event, and remember to be professional, especially when dealing with off-campus media sources.

Adapted from: Organizing for Social Change, Midwest Academy Manual for Activists—http://www.midwestacademy.com

Talking with a reporter
1. Make sure the reporter understands the importance of what you are doing.
2. Don’t ever assume that a reporter knows your subject as well as you do. Be sure to include all necessary information in your news release.

Establishing a relationship
Some organizations can become sources of general or technical information on issues that are important to the media. Good relationships with the media will increase the chances of your story getting run. Remember to always provide accurate, sound information. The media can detect flakes right away. Credibility is the key to any good relationship a reporter has with an organization.

Press conferences
A press conference is a formal way to get your message to the press. Simply announce to the press that you are going to be delivering a speech on issue X. Tell them what your position is and why this issue is important. Call your local and state politicians’ press secretaries and invite them to attend when you make your statement. If you already have a good relationship established with someone in the local media, you might want to let them know that the aforementioned press secretaries were invited to attend. Call any other groups who might have a reason to speak out on the issue and invite them to participate in the event.

News release
A news release is a formal statement that your organization sends to the media, but doesn’t necessarily denote an event. News releases ensure more accurate reporting and improve the likelihood of a story being covered. Here are a few things to keep in mind while writing a news release:

1. Type your story on your organization’s stationery.
2. Use a headline for quick notice about the topic.
3. Write the story as a reporter might write it. Stick to the facts. Don’t write a suspense novel.
4. Remember to cover the who, what, where, when, how, and why at the beginning. In case your story gets cut or rewritten (and it probably will), this ensures that the most important points of the story will be covered.

Helpful tips
1. Keep an up-to-date list of names, addresses, telephone and fax numbers of editors, reporters, and other contacts at newspapers, radio stations and TV stations. List their deadlines, along with any special procedures and policies.
2. Keep a list of names and addresses of people and organizations that might publicize your event in their newsletters.
3. Send information to newspapers that publish a community calendar of events. Be sure to send the information at least three weeks in advance.

FOR MORE INFORMATION check out some examples of media events on the Sierra Student Coalition website: www.ssc.org/resources/.

Adapted from: http://www.ssc.org/resources/hotsheets/media.html ©1997 Sierra Student Coalition.
Get the Word Out: Other Forms of Communication

Letters to the editor

Call your local newspaper and ask for:
- The newspaper's address
- The name of the "letters page editor" (special editor or readers’ correspondence)
- The editor’s phone extension (or direct line) and e-mail address
- The length/number of words the paper will accept for letters to the editor.

Ask whether the newspaper takes letters via fax and/or e-mail. You do not want to talk directly with the letters page editor at this time.

Regardless of whether you send your letter electronically or via regular mail, make sure the letters page editor's name is on it. Give it a couple of days and then call the editor personally. Ask if your letter was received. Don't be surprised if an editor has not received your letter and be prepared to send it again. Tell the editor about your letter and the importance of the issue it raises. It is amazing the number of times this kind of very basic personal contact produces results.

See the sample Letters to the Editor in Section 6.
Note: Letters to Congress and the President can be easily converted into letters to the editor. See samples in Section 6: Campaigns & Projects.

Radio public service announcements (PSAs)

Call your local radio stations and ask for:
- The radio station's address
- The public affairs director
- The public affairs director's phone extension (or direct line) and e-mail address

Regardless of whether you send your PSA electronically or via regular mail, make sure the public affairs director's name is on it. Give it a couple of days and then call the director personally. Ask if your PSA was received. Don't be surprised if a director has not received your PSA and be prepared to send it again. Tell the director about your PSA and the importance of the issue it raises. It is amazing the number of times this kind of very basic personal contact produces results. You might even get asked to appear on their public affairs show.

The following pages include sample PSAs.
Public Service Announcement samples

60 Second
Size matters, when it comes to clean energy. Don’t worry; this isn’t a commercial for some new libido-powered generator.

This Earth Day, spare a thought for the size of our population and the amount of energy that we consume. Six billion people and growing. The world uses enough oil each year to engulf Manhattan in a slick 92 feet deep. In the US alone, we’ve lost the equivalent of two New Jerseys to mindless development since 1980.

Yes: We must reduce, reuse and recycle, and come up with greener, cleaner solutions to meet demand in our ultra-consumer culture. But unless we stabilize our population and reduce over consumption, we could be clean-out of clean energy options in the not too distant future.

We need to
- Help stabilize our population by empowering more women with the family planning services they want - and aren’t getting at the moment.
- Share our green technology with poor countries
- Act on the knowledge that the cleanest energy is the energy that isn’t wasted. So in honor of Earth Day, remember to turn out that light when you don’t need it. And choose the train, or take your bike, instead of your car.

Help the world clean up its act by clicking on www.populationconnection.org or call (800) POP-1956.

30 Second
Size matters, when it comes to clean energy.

This Earth Day, spare a thought for the size of our population and the amount of energy that we consume. Six billion people and growing. Unless we stabilize our population and reduce over consumption, we could be clean-out of clean energy options in the not too distant future.

We need to
- Help stabilize our population by empowering more women with the family planning services they want - and aren’t getting at the moment. Give them the ability to freely decide the size of their family.
- Share our green technology with poor countries
- Act on the knowledge that the cleanest energy, is the energy that isn’t wasted. So in honor of Earth Day, remember to turn out that light when you don’t need it.

Help the world clean up its act by clicking on www.populationconnection.org or call (800) POP-1956.

20 Second
Size matters, this Earth Day. When it comes to clean energy, the size of our population, and the
amount of energy we consume. Unless we stabilize our population and reduce over-consumption, we could be clean-out of clean energy options in the not too distant future.

Help the world clean up its act by clicking on www.populationconnection.org or call (800) POP-1956.
4. **Take it to the Roots: Grassroots Organizing Tips**

Grassroots organizing is all about the resources: who do you know, what do they have access to and how can you get them to help. Contacting, gathering and utilizing these resources can often be a challenge. Below are some suggestions for making your grassroots efforts easier and more effective.

**Strength in Numbers-Building Coalitions**

Population is a great issue to build a coalition around, as it relates to many diverse aspects of health, justice, and equality. Working in coalition with other groups, departments, centers, et cetera, can help to increase visibility, strengthen your message, and accomplish goals more quickly and effectively. You can meet with members of different campus groups to discuss population growth and ways to work together.

A coalition is formed when a group of organizations work together on a common cause. Coalitions can be built for many different reasons, bringing together many different types of groups. It is also important to remember that each organization’s reason for being there may be different. Every organization needs to feel that they are going to benefit from the coalition arrangement.

Coalitions allow you to work with a wider range of people and interests; there is strength in diversity and numbers. Coalitions often allow organizations to win a battle that they may not have had the will power or resources to win alone, and can increase the impact that individual organizations have. Working in a coalition often offers a pool of different and increased resources and in some cases may broaden the scope of an organization.

Of course there can be disadvantages as well. As mentioned earlier, different groups may have different agendas. You must be prepared for compromises, however other disadvantages can include an inequality of power within the group, coalition work can often distract from other work of your organization, individual organizations may not get credit, and some members may not carry their own weight.

By now you know that population growth can be linked to many different social, political and environmental issues. These reasons make coalition building for population activism not only beneficial, but in many cases, very necessary. There are a wide range of issues that are related to population and you can not be an expert on every issue. Therefore you may need to prioritize to ensure that you are effective in some issues. Additionally, building a coalition broadens the issues in which you work.

TIPS

1. When you’re organizing around a particular issue, look at how that issue will affect all the different groups around you and seek a coalition with those who may have an interest in the same outcome, even if it’s not for the same reason.

2. Ask these groups what the issue means to them and what they’d like to see done about it. You may have grand ideas, but you’ll need to bring them to a level where people can understand them, where their own needs can be incorporated into the scheme.

3. Never shut out a coalition member from the decision-making process. When reaching out to diverse communities, it’s often good to ask: “What will it take for you not to feel like a token?”

4. If conflict arises, deal with the problem directly and allow people to express their positions. It might be beneficial to invite those involved in the conflict to a meeting with a mediator, like a respected professor or RA. Hopefully, creating a safe forum for discussion will resolve the conflict.

Adapted from: John Bartlett’s *The Future is Ours* http://www.johnbartlett.org/future/

At Your Fingertips: Campus Resources
Remember the “Pop Quiz” from Section 1? Don’t forget that resources such as the health center, food services, the campus newspaper or the campus radio station are available for your use. Your organization could work with your school’s health center to promote condom use or emergency contraception education and availability. You could also work with food services to reduce dining hall consumption and waste. The campus newspaper and radio station are excellent ways to spread the word about anything your organization is doing - even advertising meetings can be very beneficial. Your campus newspaper is also a great place to get a debate going on a particular population issue.

In Your Neighborhood: Community Resources Organizations
Reaching out to community organizations such as your local Population Connection chapter, neighborhood Planned Parenthood and other local population organizations is key! Keeping channels of communication open with them often enables you to get free posters, T-shirts, ideas for educational movies, last minute speakers, etc. Compile a list of all the organizations, clinics or centers in your area with a contact person for each.

Legislators
Invite your local representative, mayor, etc., to speak about a specific population issue relevant to your community. Local officials are often very accessible. It’s a great way to hold your officials accountable, participate in the political process, get more people interested in the issue, and get media coverage from the community.
Tabling...You Know You Love It

- **Draw visitors in.** Use a "Take the Earth Day Quiz" or "Sign our Petition" sign to draw visitors to your materials. Another great draw is setting a basket of individually wrapped candies on your table! Or fill-up a small fish bowl with condoms and have a guess the number of condoms contest- give away candy or a Population Connection T-shirt to the winner of the day! Make your table fun! Get people to sign the petition. We will send completed petitions to Congress and folks who sign up will receive one information packet from Population Connection.

- **Be prepared!** Take pens, a tablet of paper, and string to attach the pens to your table so they don't leave with visitors. Always take an extension cord if you are using electricity at your display. Keep a binder or clipboard with sample "display only" copies of all your materials handy at the table; if you run out of some or all of your materials, visitors can still browse through your display copies and request to have certain materials sent to them later by Population Connection. You can use your "Sign Up Sheet" for visitors to request a free copy of the *Population Connection Reporter*, write down questions you may not feel comfortable answering, or ask for a copy of materials that you no longer have. Return the "Sign Up Sheets/Petition" to Population Connection's Field Department after your event.

- **If you're outdoors, prepare for the elements.** Take bungee cords or rocks to hold down papers in place if it's windy. Take a clear plastic sheet or large plastic garbage bags to cover your table/display if it rains. Dress appropriately; wear comfortable shoes and bring extra layers if you will be tabling in the evening. Always remember to bring snacks and drinks!!

- **Check your table periodically from the visitor's vantage point.** Does the display look appealing? Are your materials arranged attractively? *Tip:* Bring a colorful tablecloth and a potted plant to make your table more inviting. Is "Population Connection" displayed prominently? Avoid a cluttered display with too many materials on the table at once.

- **Smile and be friendly.** Listen to visitors as much as you talk to them. Relate population pressures to their concern/interest. Remember that brevity with brilliance is more persuasive than lengthy explanations and an overload of facts and figures. Don't preach!

- **Read over Population Connection's "Questions & Answers"** (on our web site www.populationconnection.org) before staffing a table; it's a great refresher on how to answer difficult questions. If you don't know the answer to a question you are asked, just say you're not sure - people don't expect a volunteer to know every fact and statistic. If you like, suggest that the person contact Population Connection staff (1-800-767-1956 or via the web at info@populationconnection.org) with their question, or write it down on the "Sign Up Sheet" along with a name, address, and phone number.

- **When people are concerned** about population issues, invite them to become members of Population Connection. Members receive the quarterly *Reporter* to keep them informed about population-related issues and ways they can get involved in action programs. One-year memberships are $25; for students and senior citizens, $10. It's always a good idea to keep a donation can on your display table, making sure that your collection unit clearly states that donation money will be sent directly to Population Connection. They can join our Email Action Network by going to www.actionnetwork.org/populationconnection. They'll get action alerts and updates through their email at no cost.
Live by the Rules

Did you know that there are several types of nonprofit organizations out there? A few things that make them different from one another is the amount of political activity and lobbying they are allowed to participate in as well as their tax-deductible status. Determining what is permissible activity and what is not is sometimes difficult.

501(c)(3)
This is nonprofit corporation or unincorporated association that engages in educational, religious, scientific or other charitable activities and are not required to pay federal income tax. Contributions made to these organizations are tax deductible. The Internal Revenue Code limits the amount of lobbying such organizations can engage in and prohibits partisan political activity. A 501(c)(3) organization is prohibited from engaging in any political activity (direct or indirect) on behalf of or in opposition to a candidate for political office, a violation may result in the rescinding of the organization’s tax-exempt status. Population Connection and most universities are 501(c)(3) organizations.

What is prohibited political activity?

Activities such as formal or informal endorsements of a candidate for public office are prohibited, including contributing money, time or resources to a candidate or political party. These activities specifically include, giving candidates or political parties donor lists, membership lists, or other resources for fundraising activities, office space, staff resources, candidate ratings, publishing statements for or against a candidate, organizing volunteers to work on a campaign and participating in or doing any opposition research.

What is permissible?

Some activities that may seem to be "political" are allowed. These include the following:

- Participation in voter registration efforts
- Voter education efforts
- Such efforts must be non-partisan and cannot reflect any sort of a bias for a specific candidate
- Organizations may publish voting report cards on incumbent members of legislatures (may not distribute with the intent to influence an election)
- Distributing the results of a candidate questionnaire as long as all candidates have been given the opportunity to participate and no biases are reflected
- Holding or hosting public debates, as long as all candidates are invited to attend

Other types of nonprofit organizations

501(c)(4)
This is a nonprofit corporation or association that promotes or advocates for social welfare, primarily focused on social and civic improvements, and is not required to pay federal income tax. Donations made to a 501(c)(4) are not tax deductible. 501(c)(4) organizations can accept foundation grants that are made for a specific, non-lobbying purpose. There are no lobbying restrictions placed on this type of an organization as long as the lobbying is related to the purposes for which the organization was originally formed. 501(c)(4) organizations may also participate in political activities as long as it is not the sole purpose of the organization.

501(c)(6)
This is a nonprofit organization or association usually composed of members engaged in a particular line of work, which is exempt from paying federal income tax. These are often trade associations. Contributions to such organizations are not tax deductible. There are no lobbying restrictions placed on these organizations, they are also subject to the same tax and election rules as a 501(c)(4) organization.

Political Action Committee (PAC)
There are two types of PACs. First is a “non-connected” PAC and the other is a “separate segregated funds”. Basically these organizations can be affiliated with another organization or can be non-connected. PACs may participate in federal elections in accordance with the Federal Election Campaign Act, which requires registration and reporting on committees which raise or spend funds on federal elections. A 501(c)(4) may establish a separate segregated fund in order to participate in a state or local election, in accordance with state law. Examples of such organizations include candidate committees, party committees and the separated segregated funds of labor unions or corporations.

Soft Money PAC
These organizations are classified as a political organization or a 527 organization (under section 527 of the tax code). Contributions to a soft PAC are not subject to any Federal Election Commission rules. Contributions to such organizations are not reported and corporate and union contributions are allowed. However, recent legislation requires that these organizations register with the IRS and disclose their contributors and expenditures.

Harmon, Curran, Spielberg & Eisenberg, LLP. Tax exempt organizations political advocacy activity.
5. It's Political

Government 101: What Every Political Activist needs to Know

As activists, it is likely that at some time you will be involved in a campaign or issue that deals with the legislative process. For most of us, the legislative process can be confusing and full of jargon. This section will give you a review of the legislative process as well as some of the key terms you may encounter.

How does Congress work?

The United States Congress consists of the House of Representatives and the Senate. The House of Representatives is made up of 435 members, the number of Representatives from each State is dependent upon the State’s population. The numbers are adjusted after each census to reflect the changes in population. In addition to Representatives from all 50 states, there is one nonvoting Representative in the House from Puerto Rico, the District of Columbia, American Samoa, the Virgin Islands and Guam. The Senate is made up 100 members, with two Senators from each state, the Senator from each state that has served the longest is the Senior Senator and the other is the Junior Senator. Senators are elected to serve six-year terms, and the terms are arranged so that both Senator seats from a state are not up for election within the same election year.

Each Congress convenes for two years, and is divided up into one-year sessions, the first session and the second session. Legislation can be introduced into Congress in several ways, through the introduction of a bill, a joint resolution, a concurrent resolution, or the simple resolution.

Bill A bill is the most popular form of legislation. A bill is given letters depending upon where it is originally initiated, and a number (Senate, S. # or House, H.R. #), after identical versions of a bill are passed by both the House and the Senate they are sent to the President for approval.

Joint Resolution Joint resolutions are very similar to a bill, however a joint resolution is not presented to the President for approval.

Concurrent Resolution A concurrent resolution is a legislative issue that deals specifically with the operations of the House and Senate. Concurrent Resolutions are not presented to the President for approval.

Simple Resolutions A simple resolution is a legislative issue that deals with either the operation of the House of Representatives or the Senate; they are not presented to the President for action.

How does a bill become a law?

There are several steps in how a bill becomes a law. After a bill is written a member of Congress must introduce the legislation, the person who introduces the legislation is known as the bill’s sponsor.
1. **Referred to Committee** Bills are referred to a standing committee within the House or Senate, depending about where the bill originated.

2. **Committee Action** The bill is placed on the committee’s calendar. Here, a bill is examined to determine its chances for being passed, if the committee does not act on a bill, it is the equivalent of killing it.

3. **Subcommittee Review** A bill maybe referred to a subcommittee for study or hearings.

4. **Mark up** After hearings are finished the subcommittee may make changes or amendments to the bill before recommending it to full committee. If the subcommittee votes not to report the bill to the full committee, the bill dies.

5. **Committee Action** After a bill is reported to the full committee from the subcommittee, the full committee can conduct further hearings or study or it can vote on the subcommittee’s recommendations and amendments. The full committee then votes on its recommendation to the House or Senate.

6. **Publication of a report** After the committee votes, a report is written on the bill that describes the intent of the legislation, impact, the views of the executive branch and the views of any dissenting members of the committee.

7. **Scheduled for floor action** After a bill is reported back from committee it is assigned a chronological place on the chamber’s calendar. In the House there are several legislative calendars, however in the Senate there is only one. The Speaker or Majority leader usually determines if and when and in what order a bill comes up.

8. **Debate** After a bill reaches the floor the bill maybe debated, which is subject to different rule and procedures.

9. **Voting** After debate and the approval of any recommended amendments, the bill is passed or defeated by the voting members of the House or Senate.

10. **Referral to other chamber** When a bill is passed by the House or the Senate it is then referred to the other chamber, where the bill goes through the same steps again for consideration. The chamber will either approve the bill as received, reject it, not act on it, or amend it.

11. **Conference committee** If small changes are made to the bill it will go back to the original chamber for concurrence. If major changes have been made to the bill a conference committee is formed to settle the differences between the House and Senate versions of the bill. If an agreement is reached the House and Senate must both approve the conference report.

12. **Presidential Action** After a bill has been approved by the House and Senate in identical form, it is sent to the President for approval. If he approves the bill, he signs it and it becomes law. If the President takes no action for ten days, while Congress is in session it
automatically becomes law. The President can veto a bill if he opposes it or he can choose
to take no action after Congress has adjourned its second session and the legislation dies,
this is known as a “pocket veto”.

13. **Overriding a Veto** If the President vetoes a bill, Congress can act to override the veto,
and this requires a two-thirds call vote of the members who are present in sufficient
numbers for a quorum.

*Sources:* The Legislative Process, [http://congress.nw.dc.us/c-span/process.html](http://congress.nw.dc.us/c-span/process.html),

**How does the budget process work?**

The federal budget process is very complex and can be difficult to understand. So don’t feel bad
if you don’t grasp it at first. Here is some general information on how the process works.

The federal government’s fiscal year begins October 1 and ends on September 30. Every year,
each federal agency submits a proposed budget for the next year to the Office of Budget
Management. The executive branch finalizes the administrations’ proposed funding levels.

Every year in late January or early February, the President submits the administration’s budget to
Congress, to be considered by the House and Senate Budget Committees. The House and Senate
Budget Committees each develop a budget, which may or may not include priorities from the
President’s budget. Both Budget Committees issue two resolutions a year as required by law,
one sets the revenue and spending targets, the other is issued later and includes updates to the
first resolution based on the current economic data.

Budget reconciliation is used in cases where government spending exceeds the parameters
outlined in the budget resolution. This process is used to reduce spending. During budget
reconciliation, authorized committees are instructed to make savings in programs to fall within
the targets specified in the budget resolution. The recommendations for program changes, and
reductions made by the committees are then combined into one bill. The bill is then brought to
the House and Senate for a vote.

After the first budget is adopted by the Appropriations Committees of the House and Senate,
they divide the budget for consideration by the 13 appropriations subcommittees. These
committees decide actual funding levels. Each subcommittee holds hearings and votes on the
funds for agencies, which fall under its jurisdiction. From subcommittee, bills are sent to full
committee for approval, then to the floor of the chamber for a vote. The House and Senate often
disagree on funding levels for government programs, so appropriation bills often go to a
conference committee before they are sent to the President for approval.
It’s like a revolving door: Recurring Federal Legislation on Population Issues

Foreign Aid Authorization
This annual bill sets out the policies that guide U.S. foreign assistance and recommends funding levels for specific programs. Foreign assistance authorization legislation is an important opportunity to affect U.S. international population policy and funding.

Foreign Aid Appropriations
"Appropriations" refers to the actual allocation of funds after Congress sets out recommended spending levels in the authorization bill. In recent years, anti-family planning advocates have attempted to use the appropriations bill to change the administration's family planning policies (see "Global Gag Rule").

The Global Gag Rule
Referred to by anti-family planning advocates as the "Mexico City Policy", this legislation bans support to overseas family planning agencies that use private or non-U.S. funds to provide abortion services or to advocate on abortion issues. The Global Gag Rule was one of the first policies that the Clinton administration revoked in 1994 after ten years of existence under the Reagan and Bush administrations. Anti-family planning advocates have tried in the past to attach this policy to legislation in the appropriations process. President George W. Bush reinstated the Global Gag Rule at the beginning of his term.

The United Nations Population Fund (UNFPA)
The Reagan, Bush, Sr., and Bush, Jr. administrations chose to withhold U.S. funds from UNFPA because it reinstated its programs in China, whose government supports a controversial one-child policy. This action was taken despite the fact that UNFPA programs support only voluntary reproductive health services. Beginning in 1993, Congress approved a contribution to UNFPA in every subsequent year through FY 1998, along with restrictions to ensure that no U.S. funds would be used in China. UNFPA received no U.S. funds in fiscal year 1999 because of strong opposition from anti-family planning members in the U.S. House, however the funding was restored for FY 2000. Funding levels have remained level at $25 million for both FY 2000 and FY 2001. George W. Bush cut all UNFPA funds in 2002.

Title X of the Public Health Service Act
Established in 1970, Title X (ten) is the single largest source of federal funds for domestic family planning programs. By funding comprehensive, voluntary family planning services at over 4,500 clinics nationwide, the Title X program ensures that 4.3 million low-income women have access to affordable contraceptives and related preventive health services. Over the years, the Title X program has had a tremendous impact on reducing rates of unintended pregnancy and abortion, as well as improving maternal and child health. Primary care services provided by clinics receiving Title X funds range from contraceptive supplies and services, to breast and cervical cancer screening, and STD/HIV screening. The Title X budget for Fiscal Year 2001 is about $254 million.
Know the Lingo: Glossary of Legislative Terms

**Speaker (House)** Member of the majority party, who schedules legislation for consideration on the floor and presides over floor proceedings, elected by members of the house.

**President of the Senate (Senate)** Vice President of the United States, privilege of casting any tie-breaking votes, does not preside over daily activity of the Senate.

**President pro tem (House & Senate)** Usually Senator of Majority party with most seniority, elected by Senate members.

**Majority Leader** Works closely with the speaker scheduling legislation and managing the floor, chief strategist for majority party, elected by members of the majority party.

**Majority Whip** Tallies vote counts and coalesces members to support or oppose legislation.

**Minority Leader** Chief spokesperson and strategist for the minority party, elected by members of the minority party, authority to make committee assignments regarding members of its party.

**Caucus** Meeting of the Republican or Democratic members of Congress to determine policy and/or choose leaders.

**Chairman** The highest ranking member of the committee who belongs to the majority party.

**Committee** A group of members assigned to give special consideration to certain bills. They are headed by a chairperson and have formal rules.

**Companion Bill** Similar or identical to a bill introduced in the other chamber of Congress.

**Continuing Resolution** Continue funding for a program if the fiscal year ends without a new appropriation in place.

**Cosponsor** A member who formally adds his/her name as a supporter to another member’s bill.

**District Office** The office or offices within a member of Congress’s home district. Members spend part of the year in their districts to keep in touch with constituents.

**Fiscal Year** Begins on October 1 and ends September 29.

**The Hill** Short for Capitol Hill, refers to the area which includes the U.S. Capitol, and the House and Senate Office buildings.

**H.R.** Stands for House of Representatives and designates a measure as a bill.

**Omnibus** A bill regarding a single subject that combines many different aspects of the subject.
**Ranking Member** The 2nd highest-ranking member of a committee on the majority side, after the chairman.

**Rider** A measure added to another, often unrelated to each other, bill with the purpose of one piece of legislation passing on the strength of another.

**S.** Stands for Senate and designates a measure introduced in the Senate as a bill.

**Sponsor** The member of Congress who introduces a bill and is its chief advocate.

**Subcommittee** A subdivision of a committee organized for a specific reason.

**Taskforce** An informal mixed-party group of members of Congress who choose to address a specific issue.

Legislative Action Tips

Write to Members of Congress

Well reasoned, clearly expressed letters are an effective way to educate and influence your Members of Congress.

- Use personal or business stationery with a return address and be sure to mention if you are a constituent.
- Be courteous and to the point but keep in mind that your Members of Congress work for you.
- Mention the specific legislation you support or oppose, if possible. Ask what your Member of Congress' position is on the legislation and why.
- Thank the Member of Congress who agrees with you or who is a sponsor of legislation you support.

Mail your letter to:

The Honorable (their name)_________  The Honorable (their name)______________
U.S. Senate                         U.S. House of Representatives
Washington, DC  20510              Washington, DC  20515

Call Your Members of Congress

While not as effective as a letter, a phone call to an elected official is a quick way to share your views.

- Compose a short message before you call.
- Be prepared to speak with a staff person. It is unlikely that you will be able to speak directly with your Member of Congress. Tell the staffer that you are a constituent and ask him or her to let your legislator know your views.
- Ask that your legislator get back to you about his or her position on the issue.

You can contact your Senators and Representative in Washington, DC by calling the Capitol switchboard. The number is (202) 224-3121. Ask for your legislator by name. If you don’t know their name, tell the switchboard operator your zip code and they can find out who your Congress members are.

Every Member of Congress has at least one state or district office. This is a good place to reach your legislator during congressional recesses. The telephone numbers are usually listed in your local directory.
Meet with Your Members of Congress

One of the most effective lobbying techniques is to meet with your legislators. It is easiest to get an appointment with a Member of Congress during congressional recesses when Senators and Representatives often set aside time to meet with constituents in their district offices. Consider organizing a group of like-minded friends to go with you.

When visiting Washington, DC, be sure to schedule a time to meet with your Members of Congress or with their legislative aides. To arrange for an appointment, speak with your legislators’ scheduling assistant in advance of your visit.

- **Be prepared** to present a brief summary of the legislation of interest to you.
- **Designate one person** from the group to serve as principal spokesperson, but be sure to identify everyone in the group and to make sure that everyone has the opportunity to speak.
- **Ask your legislators specific questions** about his or her position on the legislation.
- **Be persistent** about your views on the issue. Don’t let the legislator steer the conversation away from your concerns.
- **Give your legislators Population Connection fact sheets** or other written background materials that reflect your point of view.
- **Follow up your visit with a thank you note** to your legislator. Restate your position and ask that you be kept informed of his or her position on the issues.
- **Send Population Connection a copy** of your follow-up letter.

Contact the White House

The suggestions for writing letters to the President are similar to those for writing to Members of Congress. Address your letters to:

President George W. Bush  
The White House  
1600 Pennsylvania Avenue, NW  
Washington, DC  20500

To contact the White House public opinion line, call (202) 456-1111.

To Obtain Copies of Legislation

Single copies of legislation are available for free. For a House bill, write to the House Document Room, U.S. House of Representatives, Washington, DC 20515. Senate bills are available from the Senate Document Room, U.S. Senate, Washington, DC 20510. Be sure to give the correct bill number (S. xxx or H.R. xxx). If you are unsure of a bill number, contact your Member of Congress or Population Connection. You can also obtain entire copies of legislation online at [http://thomas.loc.gov](http://thomas.loc.gov). This is faster, and saves postage and paper.
Sample Letter to Congress

The Honorable _________
U.S. Senate
Washington, DC 20510

or

The Honorable _________
House of Representatives
Washington, DC 20515

Dear Senator _________:

I believe that the United States must immediately take steps to stabilize our population. Population pressures are threatening to rob future generations of their right to a healthy community and a decent quality of life. In just the past few years I have seen population growth and "development" cause the destruction of nearby woodlands, streams, and wetlands. Suburban sprawl and highways now occupy what used to be productive farmland. Sitting in traffic jams has become a way of life. Our schools are overcrowded and our landfills are filling up. We owe our kids something better. [Add or substitute information about your own community. How does the quality of life compare with that of years past?]

More and more Americans are beginning to understand that voluntarily limiting family size, conserving energy and water, and recycling will mean a healthier future for our children. But individuals and communities cannot address population pressures on their own. They need the help of Congress and the administration.

Congress needs to begin by ensuring that reproductive health care services are available to all. Other important steps are to increase resources for contraceptive research, to undertake a national campaign to reduce teenage pregnancy, and to begin a nationwide effort to promote population and environmental education programs in our schools, and to provide strong protection for the environment. At the same time, the United States must increase support for international family planning, environmental protection and other programs that foster sustainable development.

I hope that you and other members of Congress will support these measures that encourage a sustainable balance of people, resources and the environment.

Thank you very much. I look forward to knowing your views on these critical concerns.

Sincerely,

(Your Name)
(Your Address)
Sample Letter to the President

President George W. Bush
The White House
Washington, DC 20500

Dear Mr. President:

I am concerned about the world we are leaving our children and grandchildren, and believe that the United States must begin efforts to stabilize our population.

Population pressures are threatening to rob future generations of their right to a healthy community and a decent quality of life. In just the past few years I have seen population growth and "development" cause the destruction of nearby woodlands, streams, and wetlands. Suburban sprawl and highways now occupy what used to be productive farmland. Sitting in traffic jams has become a way of life. Our schools are overcrowded and our landfills are filling up. We owe our kids something better. [Add or substitute information about your own community. What are conditions like? How does the quality of life compare with that of years past?]

More and more Americans are beginning to understand that voluntarily limiting family size, conserving energy and water, and recycling will mean a healthier future for our children. But individuals and communities cannot address population pressures on their own. They need the help of Congress and the administration.

The federal government needs to begin by making reproductive health care services available to all. Other important steps are to increase resources for contraceptive research, to undertake a national campaign to reduce teenage pregnancy, to begin a nationwide effort to promote population and environmental education programs in our schools, and to enact strong protections for the environment. At the same time, the United States must increase support for international family planning efforts, environmental protection and other programs that foster sustainable development.

I hope you and other members of your administration will support these measures that encourage a sustainable balance of people, resources and the environment.

Thank you very much for your support.

Sincerely,

(Your Name)
(Your Address)
6. Campaigns & Projects
Information You Need to Know to Help Get the Word Out

This section includes information you need about campaigns and issues that relate to population. Each campaign consists of a brief introduction to the issue, more extensive fact sheets, sample letters that can be used to send to your local media outlets and/or policymakers (make sure to also see Section 5 for sample letters to members of Congress and the President), sample petitions for garnering and showing support of the issue, and web resources so you can continue your research about the issue.

Please use these sample materials as you wish, they are intended to provide stepping stones for you to reach your advocacy goals. Take note of monthly email updates from the Campus Outreach Program to find out the latest news on these and other issues. (You can also keep copies of the Campus Activist Update in Section 7.)

Campaigns
A. International Family Planning and the Global Gag Rule
B. Insurance Contraceptive Coverage
C. Wal-Mart and Emergency Contraception
D. Campus Health Centers
E. Your Vote, Your Choice
F. Environment/Consumption
G. Population & Academia
H. Population Education

For each campaign
1. Intro
2. Fact Sheets
3. Letter to the Editor and/or Elected Official
4. Petitions
5. Web Resources
6. Action project/media project-Check out Section 3
7. Ideas for fun-Check out Section 3
International Family Planning
Help Save Women, Children, & the Environment

International Family Planning—What is it and why should I care?

International family planning aid includes funding for programs and projects in developing countries to provide their citizens with adequate reproductive, maternal, and child health care, as well as education and family planning services. The right to choose the number and spacing of one’s children is an international human right. Family planning programs help families in developing countries maintain healthy lives through providing prenatal care, preventative medicine, and other services. The United States spends far less on non-military foreign aid than other industrialized countries. While Japan and Germany spend 0.34% and 0.26% of their GNPs on foreign aid, the U.S. spends only 0.10% (1999). (Source: Report of the Commission on Macroeconomics and Health, World Health Organization). The U.S. is a world leader, it is time we started acting like one.

Why is International Family Planning Important to Population Connection?
Support of voluntary family planning programs is paramount to achieving a just and equitable society for all people. It is also one of the most effective ways to stabilize the world’s population and obtain a quality future for all. U.S. funding for the United Nations Population Fund (UNFPA) is one of the primary ways to support international family planning. The current administration has not supported the world’s women through financial support of the UNFPA. Furthermore, the Global Gag Rule suppresses organizations’ rights to freely speak about issues that are of concern to them and restricts funding for family planning programs worldwide.
The United Nations Population Fund Funding Act

Background

- Founded in 1969, the United Nations Population Fund (UNFPA) is the largest internationally funded source of population assistance, directly managing one-third of the world's population assistance to developing countries. In 1997, UNFPA's income from donor countries totaled $319 million, and UNFPA has projected a regular resource income around $300 million for 1998.

- UNFPA programs contribute to improving the quality, safety, and availability of contraceptives, reducing the incidence of abortion, and improving reproductive health and raising the status of women. UNFPA provides assistance only at the request of governments and operates only voluntary programs. UNFPA does not support abortion or abortion-related activities.

- UNFPA also helps to promote male participation and responsibility in family planning programs, address adolescent reproductive health, and to reach isolated rural areas with high demands for family planning services.

Programs

- Over half of UNFPA assistance supports family planning services and maternal and child health care. Another 19 percent is allocated for related population information, education and communication. The Fund also supports data collection and research aimed at encouraging appropriate population policies, as well as activities to improve the status of women, promote better health among youth, and prevent the spread of HIV/AIDS.

- In 1996, UNFPA supported projects in 150 countries, including 45 countries in sub-Saharan Africa, 34 countries in Latin America and the Caribbean, 42 countries in Asia and the Pacific, and 29 countries in the Arab States and Europe.

- More than 70 percent of UNFPA funds are directed to projects in 60 "priority" countries - nations where rapid population growth poses the greatest threat to economic, social and political stability.
UNFPA SUCCESS STORIES

- UNFPA has played a substantial role in increasing the availability and use of family planning and reproductive health services throughout the developing world. For example, in Mauritius in Eastern Africa, contraceptive use has increased so dramatically that UNFPA is currently preparing the country for a phase-out of its program. By focusing efforts on improving maternal and child health, increasing access to family planning services, and reducing teenage pregnancies, the population growth rate of Mauritius was cut in half in just four years, from 2.4 percent to 1.2 percent.

- Thanks in large part to UNFPA funds, the Dominican Republic has seen a dramatic increase in the number of people using contraceptives. In 1993 alone some 107,000 women of reproductive age and 55,000 men became family planning users. UNFPA has also helped launch a population education project to train teachers at the primary level in population and family planning issues. In addition, more than 71,000 men 15 years and older took part in a series of lectures sponsored by UNFPA on responsible parenthood and AIDS prevention.

- Several of the more successful population programs that receive UNFPA assistance in Asia and the Pacific region, such as Indonesia, Malaysia and Thailand, are maturing into self-sufficient programs that may soon graduate from international assistance.

Funding

- Although the United States was one of the founders of UNFPA, both the Reagan and both Bush administrations chose to withhold U.S. funds from UNFPA because it sponsored a maternal and child health care program in China. This action was taken despite the absence of evidence that UNFPA was involved in any of the controversial aspects of China's population policy.

- In August of 1993, the Clinton Administration decided that UNFPA's program in China did not render it ineligible for U.S. funding and, along with restrictions to ensure that no U.S. funds can be used in China, Congress approved a contribution to UNFPA in every subsequent year through FY 1998. Unfortunately, UNFPA received no U.S. funds in fiscal year 1999 because of strong opposition from anti-family planning members in the U.S. House. In the summer of 1999 the House voted to restore the U.S. contribution to UNFPA, with the condition that no U.S. funding may be used in China.
International Population Assistance and the Global Gag Rule

The Global Gag Rule disqualifies foreign non-governmental organizations (NGOs) from receiving US family planning assistance if they - *with their own funds* and within their own countries - perform legal abortions or "engage in ... effort[s] to alter the laws or government policies of any foreign country concerning the circumstances under which abortion is permitted, regulated or prohibited."

**The gag rule is not about abortion**
Federal law already prohibits the use of U.S. funding to provide abortions. The ban also is explicit in the cooperative agreements signed by all non-governmental organizations as a condition of federal funding, and the U.S. Agency for International Development relies on external audits to ensure compliance. No violations of the law have ever been found.

**The gag rule is anti-democratic**
The gag rule would prohibit local non-governmental organizations (NGOs) from participating in the political process of their own countries. This runs counter to the important U.S. foreign policy principle to encourage an expansion of democracy and political participation, and to empower NGOs to engage in dialogue with their governments on a host of issues including human rights. Because this provision is limited to family planning funds, it will disproportionately affect women's organizations, which historically have had little or no voice in policy decisions in developing nations.

**The gag rule can only lead to more, not fewer, abortions**
Family planning reduces abortion. The most effective way to help reduce abortions is to reduce unintended pregnancies around the world by ensuring adequate funding for voluntary family planning assistance. The example of the city of Almaty in Kazakhstan is one of the most dramatic. The U.S. population assistance program has provided funding to train doctors and nurses to increase contraceptive supplies for 28 clinics in Kazakhstan. The number of people provided contraceptives by these clinics has increased by 59 percent between 1993 and 1994. During the same period, the number of abortions fell by 41 percent.

**The gag rule would harm families’ quality of life**
Because the gag rule is so broad, it would likely result in the cut off of funding to the most effective and experienced local agencies around the world, seriously undermining the decades of progress that have been made. U.S. funding for international family planning has expanded access to contraception for millions of couples in developing nations, enabling them to conscientiously plan their families. In countries where the U.S. has provided support, population growth rates have fallen, making an important contribution to the future quality of life on our planet.
International Family Planning: Reducing Abortions

Opponents of the international family planning program have argued that providing funds to family planning agencies will increase the incidence of abortion. The information below proves that this argument is seriously flawed. Family planning does not increase the number of abortions, but reduces it. The most effective way to help reduce abortions around the world is to support adequate funding for international family planning assistance.

- In Russia, an affiliate of the International Planned Parenthood Federation opened in 1991. Since then, contraceptive use has increased from 19 percent of women to 24 percent. During the same period, the abortion rate per 1,000 women dropped from 109 in 1990 to 76 in 1994, and the total number of abortions performed fell from 3.6 million in 1990 to 2.8 million in 1994.

- In Hungary, a dramatic increase in contraceptive use in the past three decades brought a sharp decline in abortion rates, from a peak of 80 per 1,000 women in the late 1960's to just over 30 per 1,000 women in 1986.

- In Chile, an increase in contraceptive use since 1960 has been accompanied by a dramatic drop in abortion rates, from a high of 77 per 1,000 women in 1960 to 45 per 1,000 women in 1990.

- Data from Bogota, Columbia showed a one-third increase in contraceptive use between 1976 and 1986, accompanied with a 45 percent decrease in the abortion rate during the same period. In Mexico City, the use of contraception increased about 24 percent between 1987 and 1992, while the abortion rate fell by 39 percent.

- A ten-year study of industrialized nations, including the United States, Japan, and Western Europe, conducted between 1975 and 1985 showed that the larger the proportion of women using three of the most effective contraceptive methods, the lower the national abortion rate.

- In the Central Asia, the use of modern contraception increased 20 percent since 1991. In Kazakhstan, the abortion rate has fallen by 27 percent, and in Uzbekistan and Kyrgyzstan the rate of induced abortion has dropped by 50 percent.

- The example of the city of Almaty in Kazakhstan is one of the most dramatic. The U.S. population program provided funding to train doctors and nurses and to increase contraceptive supplies for 28 clinics. The number of people provided contraceptives by these clinics increased by 59 percent between 1993 and 1994. The number of abortions during this period fell by 41 percent.
Dear Editor,

One of our most cherished rights in (city/town) and all over the United States is our right to free speech.

Yet, as we speak freely here at home, a rule reenacted by President Bush, dubbed the “Global Gag Rule,” is attacking freedom of speech in some of the world’s poorest countries.

The Global Gag Rule cuts vital family planning funding to foreign organizations that, with their own, non-U.S. funds, exercise their freedom of speech on a woman’s right to choose. American support for voluntary family planning initiatives in the world’s poorest countries is saving millions of poor women and children’s lives every year. These women depend on family planning and reproductive health care services provided by U.S. and other foreign aid to plan and space the number of children in their families. However, The Global Gag Rule undermines this support. Some have claimed that it will reduce the number of abortions, but it will actually lead to increased abortions, as it denies thousands of poor women access to the best defense against abortion: contraception.

There is currently legislation in both houses of Congress that would repeal the Global Gag Rule. It is imperative that we do so in order to save the lives of women and children worldwide.

Sincerely,

Your Name
Your city
Letter to the Congressperson: Funding for UNFPA

Date

The Honorable (their name)
U.S. Senate
Washington, DC 20510

Dear Senator Last Name,

I am writing to ask that you support any amendments to the supplemental appropriations bill that would force the release of the $34 million allocated by Congress to the United Nations Population Fund currently being held by President Bush.

This level of funding, as you know, was reached after months of negotiation between both houses of Congress, and was approved with bipartisan support. It was the clear intention of Congress that UNFPA receive the full $34 million to carry out its health care and family planning programs worldwide.

While President Bush stalls, hundreds of thousands of women and children all over the world are desperately awaiting the lifesaving services that the UNFPA provides. We risk their lives by delaying funding any longer.

Please support the amendment for the restoration of UNFPA funding. Thank you for your consideration.

Sincerely,

Your Name
Your city and state
Support International Family Planning
Urge President Bush to fund the UNFPA

We urge you to support U.S. funding for international population assistance programs. Voluntary family planning saves the lives of women and children, prevents abortion, and protects our global environment. We urge you to end policies that restrict access to the critical services provided abroad and fully fund the important programs of the United Nations Population Fund (UNFPA).

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Return to: Population Connection Campus Program, 1400 16th St. NW, Suite 320, Washington, DC 20036, www.populationconnection.org

Population Connection Campus Activist Handbook: Campaigns & Projects
Web resources—International Family Planning

The Alan Guttmacher Institute
www.agi-usa.org

CARE
www.care.org
Private international humanitarian organization, committed to helping families in poor communities improve their lives and achieve lasting victories over poverty. Partners with a multitude of local, national and international organizations but are not managed by any government agency or religious group. Looks at the big picture of poverty and goes beyond the symptoms to confront the underlying causes. With a broad range of programs based in empowerment, equity and sustainability, seeks to tap human potential, to leverage the power of people and, in doing so, to unleash a vast force for progress.

Catholics for a Free Choice
www.cath4choice.org
Research, policy analysis, education and advocacy on issues of gender equality and reproductive health. Affiliated with Catholic Organizations for Renewal and the Women-Church Convergence.

Center for Development and Population Activities (CEDPA)
www.cedpa.org
Provides services to millions of women through partnerships with 138 organizations in 40 countries. Assures individuals' access to high quality reproductive health and voluntary family planning, and strengthens community organizations that provide those choices. Leaders of those groups, now form a powerful global CEDPA network which advocates at national and global levels to bring about lasting change for women.

Center for Reproductive Law and Policy
www.crlp.org
Advocates and supports laws and policies that protect and advance reproductive rights. Challenges existing laws and policies which go against these goals, and produces publications and newsletters containing important and up to date information.

EngenderHealth
www.engenderhealth.org
EngenderHealth works worldwide to improve the lives of individuals by making reproductive health services safe, available, and sustainable. They provide technical assistance, training, and information, with a focus on practical solutions that improve services where resources are scarce. They believe that individuals have the right to make informed decisions about their reproductive health and to receive care that meets their needs and work in partnership with governments, institutions, and health care professionals to make this right a reality.

Family Health International
www.fhi.org
Works to improve reproductive and family health around the world through biomedical and social science research, innovative health service delivery interventions, training and information programs. Works in partnership with universities, ministries of
health and non-governmental organizations, conducting ongoing projects in the U.S. and more than 40 developing countries.

Global Health Council
www.globalhealth.org
Comprised of health-care professionals and organizations that include NGOs, foundations, corporations, government agencies and academic institutions that work to ensure global health for all. Methods include work in advocacy, building alliances, and communicating experiences and best practices.

International Planned Parenthood Federation
www.ippf.org
Campaigns locally, regionally and internationally, through policy makers, opinion leaders, professionals and the media to increase support for reproductive health and family planning worldwide. Works to set standards in contraceptive safety, program management, service provision and gender equity.

National Abortion and Reproductive Rights Action League (NARAL)
www.naral.org
Political arm of the pro-choice movement and a strong advocate of reproductive freedom and choice. Aims to protect and preserve the right to choose while promoting policies and programs that improve women's health and make abortion less necessary. Works to educate Americans and officeholders about reproductive rights and health issues and elect pro-choice candidates at all levels of government.

Pathfinder International
www.pathfind.org
Works with local organizations to create innovative programs that respond to the diversity of women and families in developing countries. Support enables women in rural communities to receive contraceptive services in their own homes from trained providers who live nearby. Helps women recovering from unsafe abortions in hospital emergency rooms receive family planning counseling and contraception. Pathfinder goes directly to the workplace, where it supports projects that offer testing, services, and condoms to men concerned about sexually transmitted diseases and HIV infection.

Planned Parenthood Federation of America
www.plannedparenthood.org
Provides comprehensive reproductive and complementary health care services. Advocates public policies which guarantee these rights and access to services. Provides educational programs which enhance understanding of individual and societal implications of human sexuality. Promotes research and the advancement of technology in reproductive health care and encourages understanding of their inherent bioethical, behavioral, and social implications.
Insurance Contraceptive Coverage
Women pay 68% More for Health Care than Men...I Wonder Why

Contraceptive Coverage: What is it and why should I care?
In a majority of states around the country, health insurance companies are not required to cover the cost of prescription contraceptives. Recent studies show that most insurance plans cover maternity care, abortion, and sterilization. However, only 15% of all health insurance plans currently include coverage for all five FDA-approved prescription contraceptive methods and only half cover any method at all. This greatly contributes to health care costs for women of reproductive age: nationally, women pay 68% more in out-of-pocket health care costs than men.

A contraceptive coverage bill says that if an insurance plan covers prescriptions, it must also cover reversible prescription contraceptives, such as the pill, diaphragm, Norplant, IUD, and Depo-Provera. It would ensure that these prescriptions are treated like any other prescription.

Why is contraceptive coverage important to Population Connection?
Population Connection believes that the best way to slow population growth is to provide women with access to voluntary family planning so that they can control the number and spacing of their children. While most insurance companies claim that prescription contraceptives are not “medically necessary,” most women view contraception as a fundamental component of basic health care. When nearly 60% of all pregnancies in the United States are unintended and women are paying 68% more than men in out-of-pocket health care costs, it is imperative that the accessibility and affordability of family planning be dramatically improved.

July 2002-There are several states which have passed laws requiring health insurance providers to cover contraceptives, these are AZ, CA, CT, DE, GA, HI, IA, MA, ME, MD, MO, NV, NH, NM, NC, NY, RI, TX, VT, WA.. Contraceptive coverage legislation is currently pending in the following state legislatures: AK, FL, IL, MI, NJ, OH, OK, OR, PA, SC, UT and WI. A federal law would apply to all 50 states and all insurance companies!
Frequently Asked Questions About Contraceptive Coverage Legislation

1. **What is a contraceptive coverage bill?** A contraceptive coverage bill says that if an insurance plan covers prescriptions, it must also cover reversible prescription contraceptives, such as the pill, diaphragm, Norplant, IUD, and Depo-Provera. It would ensure that these prescriptions are treated like any other prescription.

2. **Don't most insurance companies already cover contraceptives?** No. The vast majority of health plans that cover prescriptions do not cover prescriptions for reversible contraceptives. In fact, only 15% of all insurance plans cover all five FDA-approved prescription contraceptives. Only about half of all insurance companies cover any one method at all.

3. **Will the coverage of contraceptives make my health insurance more expensive?** Only slightly, if at all. It is estimated that the coverage of prescription contraceptives would increase the cost of health insurance by about $15 per enrollee per year -- this works out to $1.25 per month. And this does not figure in the significant cost savings accrued by preventing unintended pregnancies: for each woman supplied with prescription contraceptive coverage over a five-year period, an insurance company saves a minimum of $10,000. This is because the costs associated with unintended pregnancy are so high in comparison to the cost of contraceptives.

4. **Is this a federal bill or a state bill?** Both. There are contraceptive coverage bills in both houses of the Congress, which have garnered significant bipartisan support. In 2001, legislation requiring health insurance companies to include coverage for prescription contraception was introduced in the following state legislatures: AK, AZ, CO, FL, IL, IN, LA, MA, ME, MO, MT, NE, NV, NJ, NM, NY, NC, OK, OR, PA, SC, TX, UT, WA, and WI. So far, contraceptive coverage legislation has been approved and written into law in CA, CT, DE, GA, HI, IA, MD, ME, MO, NV, NH, NC, RI, TX, and VT.

5. **How does the federal bill differ from the state bills?** The federal bill will apply to all states and all insurance companies. It could also take a long time to pass. The passage of state bills will help create momentum for the federal bill, but will only apply to insurance contracts that are regulated by the state and not the federal government. In most states, a contraceptive coverage bill will affect fifty to sixty percent of all employees in the state. Couples can get more immediate results from passage of state bills, but the federal bill will have a greater effect.

6. **What makes a good contraceptive coverage bill?** Although most bills have similar language in the beginning, specific wording can be amended which will change a bill's meaning. For example, Virginia's contraceptive coverage law states that insurance companies must offer plans that include coverage for contraceptives; it does not say that all insurance plans must cover contraceptives. The battle over language becomes quickly technical and confusing. If your legislator is drafting a bill, Population Connection will be happy to offer him/her suggested language.
7. **How can I find out if my state has a contraceptive coverage bill introduced?**
To find out if your state has introduced a contraceptive coverage bill, you may either call your representative’s office, connect to your state legislature’s website from Population Connection’s home page (http://www.Population Connection.org), or contact Population Connection’s Government Relations Department at 1-800-POP-1956.

8. **What can I do if...**

- **A bill has been introduced in my state legislature?** If your representative is not already a cosponsor of the bill, urge him/her to become one. If s/he is a cosponsor, urge him/her to make this issue a top priority. Urge friends and colleagues to write letters and make phone calls to legislators to support the bill.

- **A bill has not yet been introduced in my state legislature?** If you think your representative might introduce such a bill, write and ask him/her to consider introducing a contraceptive coverage bill in your state.

- **I want to help pass the Federal bill?** Call the local offices of your Senators and Representatives and find out if they are cosponsors of the Federal bill. Then write, call, or meet with your member of Congress and ask that s/he cosponsor the bill, or help to make it a priority issue.
Sample Letter to the Editor
Insurance Contraceptive Coverage

FOR PUBLICATION
Letter to the Editor
Editor’s Name
Newspaper Name
Address

Date

Dear Editor,

There is finally legislation in Congress that could rectify a longstanding unfairness in prescription coverage by health insurance plans while helping to lower our nation’s unacceptably high rate of unplanned and unwanted pregnancies. Legislation (S.104/H.R. 1111) has recently been introduced in Congress, which would require insurers to cover all FDA-approved prescription contraceptives in their health care plans.

Recent studies show that most insurance plans cover maternity care, abortion and sterilization. However, only 15% of all health insurance plans currently include coverage for all five FDA-approved prescription contraceptive methods and only half cover any method at all. This greatly contributes to health care costs for women of reproductive age: nationally, women pay 68% more in out-of-pocket health care costs than men.

Insurance companies falsely claim that mandatory contraceptive coverage would create a huge financial burden on insurers. Research done by the insurance industry itself has shown that the costs to provide such coverage would be minimal --- about $16.00 per insured person, per year or $1.25 per month. This number does not even take into account savings that would occur from avoiding an unplanned birth.

Since 1998, an increasing number of states have enacted contraceptive coverage laws and moved to cover contraceptives in their state employee health plans. The number of states requiring insurers to provide equitable coverage for contraception increased from 1 to 19. Contraceptive coverage legislation is currently pending in the many state legislatures. (CHECK THE STATUS OF YOUR STATE: requiring insurers to provide equitable coverage for contraception: AZ, CA, CT, DE, GA, HI, IA, MA, ME, MD, MO, NV, NH, NM, NC, NY, RI, TX, VT, WA; Contraceptive coverage legislation is currently pending in the following state legislatures: AK, FL, IL, MI, NJ, OH, OK, OR, PA, SC, UT and WI.)

Why are women being discriminated against by health insurance companies and why is Congress allowing it?

Sincerely,

Name, City, State
Support Insurance Coverage for Contraceptives

We urge you to support legislation that requires insurance companies to cover prescription contraceptives. Access to affordable and safe contraceptives saves the lives of women, prevents abortion, and protects our global environment.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Name</th>
<th>Address City, State ZIP</th>
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<th>Would you like information about Population Connection's Programs?</th>
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</table>

Return to: Population Connection Campus Program, 1400 16th St. NW, Suite 320, Washington, DC 20036, www.populationconnection.org
Web resources-Contraceptive Coverage Legislation

**NARAL Insurance Contraceptive Coverage**
http://mail.naral.org/longdoc.nsf
Click on “Current Reports” by Subject. Great source of information on current legislation and action on this important issue.

**Planned Parenthood Cover My Pills**
www.covermypills.org
Comprehensive information on the status of insurance contraceptive coverage in the courts, in the states, in Congress, and on campus.
Wal-Mart and Emergency Contraception
What’s the Story?

Wal-Mart and EC: What is it and why should I care?
If taken within 72 hours (3 days) of unprotected intercourse (or of contraceptive failure),
emergency contraception reduces the chances of an unintended pregnancy by 75%. EC is a form
of contraceptive because it prevents an egg from implanting in the uterus. If widely used, EC
could prevent half of the yearly estimated 3 million unintended pregnancies.

In a “business decision” Wal-Mart has refused to carry the FDA approved emergency
contraceptives, Preven and Plan B. Wal-Mart’s decision to restrict a woman’s ability to obtain
access to EC in a timely manner, and its refusal to fill a prescription written by her doctor is a
business decision with total disregard for women’s health.

Why is Wal-Mart’s refusal to carry EC important to Population Connection?
Population Connection believes that everyone should have access to legal and safe reproductive
health care. Wal-Mart’s “business decision” not to carry EC inhibits a women’s access to an
effective, safe and FDA approved prescription medication.

Wal-Mart, the world’s largest retailer and the fifth largest pharmacy chain in the country, has
irresponsibly decided to deprive millions of women access to Preven and Plan-B, the only two
FDA-approved emergency contraceptive kits. Last fall, Wal-Mart sent a memo to all company
pharmacists stating that they are not to stock, order or dispense Preven as a matter of company
policy.

As the fifth largest pharmacy in the nation, Wal-Mart has a responsibility to provide its
customers with basic medication and with a full range of contraceptives. By refusing to provide
the one contraceptive needed in an emergency, Wal-Mart has shown complete disregard for the
health needs of the hundreds of thousands of women who use their pharmacies every day.
Emergency Contraception (EC) Facts and Discussion Points

If widely used, EC could prevent half of all abortions in the United States. Wal-Mart's "business decision" to ban the only FDA-approved emergency contraceptives, Preven and Plan B, is rolling back women's rights all over America.

Wal-Mart is the only major pharmacy to choose not to carry EC. "Why not just go to another drug store?" For some women, this is clearly an option. But consider the woman whose only drug store for miles is a Wal-Mart. This ban effectively prevents her from getting the emergency contraceptives her doctor has prescribed—and these medications must be taken within 72 hours of sexual intercourse. After this very limited time, if taken, emergency contraceptives are less likely to prevent pregnancy. What kind of good "business decision" deprives a woman from getting the emergency contraceptives her doctor has prescribed to prevent an unwanted pregnancy?

Wal-Mart is the largest retailer in the world and the fifth-largest pharmacy chain in the U.S. It owns a total of 2,427 pharmacies. Wal-Mart spokesperson Jessica Moser admits, "I know of no other prescription in the history of Wal-Mart that the company refused to sell."

All the other big drug store chains carry emergency contraceptives - or "morning after" pills: Why not Wal-Mart? You can get Viagra at Wal-Mart: Why not emergency contraceptives?

Wal-Mart is renowned for its brilliant inventory management system. In fact, it seems to find space for all sorts of products from cosmetics to lawnmowers. Why, then, can't they find space in their stores for these vital FDA-approved medications that millions of women may need?

What can I do?

Supporting Population Connection's Wal-Mart campaign by becoming a member, sending a FREE FAX to Lee Scott, President of Wal-Mart on the Population Connection Email Action Network, joining our Campus Outreach Program, or becoming part of the District Activist Network. Write an op-ed or a letter to the editor and submit it to your local newspaper. Tell your friends.

Write a postal letter Wal-Mart's President, Lee Scott, and tell him Wal-Mart has made a bad "business decision".

Lee Scott, President
Wal-Mart Stores
702 SW 8th Street
Bentonville, AR 72716
Sample Letter to the Editor

Wal-Mart Emergency Contraceptives

FOR PUBLICATION
Letter to the Editor
Editor’s Name
Newspaper Name
Address

Date

Dear Editor,

Wal-Mart stores are a fixture in thousands of communities across America and in our own. Wal-Mart is the largest retailer and is the fifth largest pharmacy in the country and in many rural areas may be the only pharmacy for miles. This can be a problem for many women in these communities (and our own).

Wal-Mart has decided to deprive millions of women access to Preven and Plan-B, the only two FDA-approved emergency contraceptive pills. As a matter of company policy, Wal-Mart doesn’t carry any form of emergency contraception (EC). EC can help prevent pregnancy in case of contraceptive failure or after unprotected sex. Because EC blocks implantation of the egg, it is a contraceptive. Wal-Mart claims their policy that bans EC in their pharmacy is a business decision. This business decision is made at the expense of women everywhere.

As the fifth largest pharmacy in the nation, Wal-Mart has a responsibility to provide its customers with basic medication and with a full range of contraceptives. By refusing to provide the one contraceptive needed in an emergency, and must be taken within 72 hours, Wal-Mart has shown complete disregard for the health needs of the hundreds of thousands of women who use their pharmacies every day.

Wal-Mart prides itself on making a difference in the communities it serves, is this the sort of difference you want them to make in ours?

Sincerely,

Your Name
City, State
Sample Letter to the President of Wal-Mart
Wal-Mart & Emergency Contraceptives

Lee Scott, President
Wal-Mart Stores
702 SW 8th Street
Bentonville, AR 72716

Date

Dear Mr. Scott,

I am disappointed by your ban on FDA-approved emergency contraceptives (EC) in your pharmacies. The ban will lead only to more unintended pregnancies. Studies show that if used widely EC could prevent up to half of the three million unintended pregnancies that occur annually in the U.S.

Your ban also leads to more abortions. Research has shown that EC could cut by half the number of abortions in the U.S. EC also is completely safe, highly effective and FDA-approved. Wal-Mart shouldn't be making reproductive health care decisions for women.

EC works better the sooner it is taken after unprotected intercourse or contraceptive failure - even though it can be taken up to 72 hours after. It already may be too late by the time women can get to another pharmacy!

The one drug banned from your pharmacies by corporate policy is an emergency product for women in their childbearing years. Ironically, you carry Viagra for men. Please carry emergency contraceptives now!

Sincerely,

Your Name, Wal-Mart Customer (or former Wal-Mart customer)
Address
City, State Zip Code
| No | Yes | | | |
| No | Yes | | | |
| No | Yes | | | |
| No | Yes | | | |
| No | Yes | | | |
| No | Yes | | | |

Programs
Population connections
Information about
Would you like

Email
City, State, Zip
Name
Signature

Our organization seeks to empower women, promote awareness, and reduce infant mortality. To do this, we need to know your preferences. What programs would you like to see more information about? Please circle your response:

- Yes
- No

We’re able to provide emergency contraception (EC) in order to help women prevent unintended pregnancy in the case of contraceptive failure. As of yet, we don’t offer emergency medical care.

We urge you to carry emergency contraception (EC) in order to help women prevent unintended pregnancy in the case of contraceptive failure. As of yet, we don’t offer emergency medical care.

Carry My ECI
Web resources-Emergency Contraception

**Back Up Your Birth Control**  
[www.backupyourbirthcontrol.org/](http://www.backupyourbirthcontrol.org/)  
Information about emergency contraception and ways to run a campaign to educate others about it.

**Consortium for Emergency Contraception**  
[www.cecinfo.org/](http://www.cecinfo.org/)  
A collective of many organizations, working to Educate the public about Emergency Contraception choices.

**Population Connection**  
[www.populationconnection.org](http://www.populationconnection.org)  
Lots of information about EC and also specific details of campaign to expose Wal-Mart’s “business decision” to not carry EC.
Campus Health Centers
Giving you everything YOU need?

Campus Health Centers: Why Should I Care?
Are there reproductive health care services available to students on your campus? For example, does the campus clinic provide information on contraceptives? Are contraceptives available upon request at an affordable rate to students? Are students aware of the services that are available to them on campus?

If students have convenient and easy access to reproductive health care and contraceptive information, they will be more likely to use them. On many campuses, students may be unaware of the services that are available to them. Campus residents live in communities away from their family or usual doctor; students often times find it difficult or embarrassing to seek out reproductive health care in a new community. If such resources are easily available to them right on campus they are more likely to use them as opposed to asking around about local community clinics.

If your school doesn’t offer such services on campus, do some research to find out why and then find out who you can talk to about the issue. Organizing efforts to develop such services in your campus health center can be a long campaign effort.

Why are Campus Health Centers Important to Population Connection?
Half of all pregnancies in the United States are unintended. We believe that Campus Health Centers should be places where students, both men and women, have easy access to reproductive health care options, including emergency contraception, at a low or no cost. We believe that access to resources is one of the most important tools that individuals have in order to make decisions about their health care.
Carry My EC!
Urge the Campus Health Center to Carry Emergency Contraception

We, students of ____________________________ urge you to carry Emergency Contraception (EC) in order to help women prevent unintended pregnancy in the case of contraceptive failure. As the campus’ most accessible source of health care, the Health Center is crucial to access to EC, which must be taken within 72 hours of unprotected sex. Access to affordable and safe contraceptives saves the lives of women, prevents abortion, and protects our global environment.

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Your Vote, Your Choice...No Vote, Their Choice

Connecting the issues that you care about with voting is vital to being an activist for your issue. Elected officials, at the local, state and federal levels are the individuals who will be developing policies and making decisions on issues that are important to you including, education, health care, human rights and international relations. It is important to remember, Your Vote, Your Choice, NO vote, THEIR choice.

Young Americans between the ages of 18 and 24 are voting in record LOW numbers. Population Connection has launched a program aimed at campus communities and specifically at young people aged 18-24. The Your Vote, Your Choice campaign’s goal is not only to register young people to vote, but also to encourage them to exercise that right by participating in elections and the political process. This is a non-partisan effort to increase youth political activity.

Whether your issue is reproductive freedom, environmental protection, social justice, education or health care, elected officials make decisions that impact you. To help get your campus community active, organize a non-partisan, educational voter information and registration drive. Below are several steps for beginning your voter registration and participation drive.

1. **Register to Vote!**

2. **Register other students to Vote!** Start your efforts early in the semester. Most states have deadlines for voter registrations, usually 30 days before an election; so in order to get everyone registered before the November elections, check out your state’s requirements on the following pages.

3. **Make Voting easy!** Is there a polling place on your campus?

4. **Get the word out!** Table on campus or in the student center and give students access to candidate information.

5. **Build a coalition!** Bring other organizations into your efforts on campus.

6. **Play the radio show!** Have your local and or campus radio station play the Your Vote, Your Choice radio show, it’s a great way to reach people.

The Your Vote, Your Choice campaign has many resources available to you for your campaign efforts.

**WANT MORE INFO?? Check out [www.yourvoteyourchoice.org](http://www.yourvoteyourchoice.org)**

In the pocket of your handbook you will find a special addition of the Reporter which contains a Tool Kit for organizing a Your Vote, Your Choice campaign on campus.
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<tr>
<th>STATE</th>
<th>REGISTRATION DEADLINES FOR ALL ELECTIONS</th>
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<tr>
<td>Alabama</td>
<td>10 days before an election.</td>
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<td>Alaska</td>
<td>30 days before an election.</td>
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<td>Arizona</td>
<td>29 days before an election.</td>
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<td>Arkansas</td>
<td>30 days before an election.</td>
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<tr>
<td>California</td>
<td>29 days before an election.</td>
</tr>
<tr>
<td>Colorado</td>
<td>29 days before an election. If the application is received in the mail without a postmark, it must be received within 5 days of the close of registration.</td>
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<tr>
<td>Connecticut</td>
<td>14 days before an election.</td>
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<tr>
<td>Delaware</td>
<td>20 days prior to the general election and 21 days prior to any primary election.</td>
</tr>
<tr>
<td>D.C.</td>
<td>30 days before an election.</td>
</tr>
<tr>
<td>Florida</td>
<td>29 days before an election.</td>
</tr>
<tr>
<td>Georgia</td>
<td>The fifth Monday before a general primary, general election, or presidential preference primary. The fifth day after the date of the call for all other special primaries and special elections.</td>
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<tr>
<td>Hawaii</td>
<td>30 days before an election</td>
</tr>
<tr>
<td>Idaho</td>
<td>25 days before an election - mail; 24 days for in person; or election day at the polls.</td>
</tr>
<tr>
<td>Illinois</td>
<td>29 days before primary, 28 days before a general election</td>
</tr>
<tr>
<td>Indiana</td>
<td>29 days before an election</td>
</tr>
<tr>
<td>Iowa</td>
<td>Must be delivered by 5 pm 10 days before a state primary or general election; 11 days before all others. A postmark 15 or more days before an election is considered on time.</td>
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<tr>
<td>Kansas</td>
<td>Delivered 15 days before an election.</td>
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<tr>
<td>Kentucky</td>
<td>28 days before an election.</td>
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<tr>
<td>Louisiana</td>
<td>30 days before an election.</td>
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<tr>
<td>State</td>
<td>Requirement</td>
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<tr>
<td>Maine</td>
<td>10 business days before an election or delivered in person up to and including election day.</td>
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<tr>
<td>Maryland</td>
<td>Postmarked 25 days before an election or received in the elections office by 9pm no later than 21 days before the election</td>
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<tr>
<td>Massachusetts</td>
<td>20 days before an election.</td>
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<tr>
<td>Michigan</td>
<td>30 days before an election.</td>
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<tr>
<td>Minnesota</td>
<td>Delivered by 5pm 21 days before an election; also election day registration at polling places.</td>
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<tr>
<td>Mississippi</td>
<td>30 days before an election.</td>
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<tr>
<td>Missouri</td>
<td>28 days before an election.</td>
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<td>Montana</td>
<td>30 days before an election.</td>
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<tr>
<td>Nebraska</td>
<td>The fourth Tuesday before an election or delivered by 6pm on the second Friday before the election.</td>
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<tr>
<td>Nevada</td>
<td>9pm on the fifth Sat. before any primary or general election. 9pm on the third Sat. before any recall or special election unless is held on the same day as a primary or general election. Then it remains the fifth Saturday.</td>
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<tr>
<td>New Hampshire</td>
<td>Must be received by your city or town clerk 10 days before an election or registration at the polls on election day.</td>
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<td>New Jersey</td>
<td>29 days before an election.</td>
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<td>New Mexico</td>
<td>28 days before an election.</td>
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<td>New York</td>
<td>25 days before an election.</td>
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<tr>
<td>North Carolina</td>
<td>Postmarked 25 days before an election or received in the elections office or designated voter registration agency by 5pm. 25 days before the election.</td>
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<tr>
<td>North Dakota</td>
<td>North Dakota does not have voter registration.</td>
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<tr>
<td>Ohio</td>
<td>30 days before the election.</td>
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<tr>
<td>Oklahoma</td>
<td>25 days before an election.</td>
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<td>State</td>
<td>Deadline for Change of Information</td>
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<tr>
<td>Oregon</td>
<td>21 days before an election (there is no deadline for applications for change of name, change of address or to register with a party.)</td>
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<tr>
<td>Pennsylvania</td>
<td>30 days before an election.</td>
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<td>Rhode Island</td>
<td>30 days before an election.</td>
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<td>South Carolina</td>
<td>30 days before an election.</td>
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<tr>
<td>South Dakota</td>
<td>Delivered 15 days before an election.</td>
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<td>Tennessee</td>
<td>30 days before an election.</td>
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<tr>
<td>Texas</td>
<td>30 days before an election.</td>
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<tr>
<td>Utah</td>
<td>20 days before an election.</td>
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<tr>
<td>Vermont</td>
<td>Delivered to the town clerk before noon, postmarked or submitted to DMV on the second Sat. before an election.</td>
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<tr>
<td>Virginia</td>
<td>Delivered 29 days before an election.</td>
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<tr>
<td>Washington</td>
<td>30 days before an election; or delivered in-person up to 15 days before an election at a location designated by the county elections officer (usually the county courthouse).</td>
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<td>West Virginia</td>
<td>30 days before an election.</td>
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<tr>
<td>Wisconsin</td>
<td>13 days before an election; or completed in the local voter registration office 1 day before the election; or completed at the polling place on election day.</td>
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<tr>
<td>Wyoming</td>
<td>30 days before an election or register at the polling place on election day.</td>
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This information was taken from the Federal Election Commission web site.
Web Resources—Your Vote, Your Choice

Campus Compact
www.compact.org/vote/
Campus Compact works directly with institutions of higher learning to engage young people in civic participation. Check out their project on generating the youth vote.

Campus Outreach Opportunity League
www.COOL2SERVE.org
Offers students and campuses a marketplace for the exchange of ideas, practices, and inspiration around issues of student community involvement. Works to develop solutions on the important issues of sharing networks, resources, and strategies by convening students, campuses, and non-profit organizations to serve and work together.

Center for Environmental Citizenship
www.envirocitizen.org
Dedicated to educating, training, and organizing a diverse, national network of young leaders to protect the environment on and around their campuses on environmental issues. Programs include an environmental journalism academy, eco campaign school, campus engagement strategies, and online activism. Includes a variety of projects designed to increase campus awareness and participation in environmental issues. Projects include training students to hold candidates accountable to their campaign promises and run a winning campaign. Also a source of materials and ideas to supplement campus activism.

Federal Election Commission
www.fec.gov
Your federal government’s source of information on everything relating to voting. Find out about deadlines, the national federal mail in registration form, and more.

League of Women Voters
www.lwv.org
Encourages the informed and active participation of citizens in government, works to increase understanding of major public policy issues, and influences public policy through education and advocacy. Offers not only the most up-to-date information, but the tools to get involved in the democratic process at the federal, state and local levels.

Project Vote Smart
www.vote-smart.org
Project Vote Smart assembles one of the most comprehensive databases about candidates and issues available. Their Voter's Self Defense Manuals are key to being informed about how your candidates stand. They offer free membership to 18-25 year olds who want to stay informed about elections.

Student Public Interest Resource Group
www.pirg.org/student/
Gives students an educational experience in democratic citizenship, and a chance to face up to society’s big problems, take action, and win concrete changes that improve the quality of our lives. Campaigns are local and national.

Youth Vote Coalition
www.youthvote.org
The nation's largest non-partisan coalition working to increase the political involvement of 50 million Americans, 18-30 years old. Consists of over ninety diverse national organizations representing hundreds of organizations and millions of young people.
Population & the Environment/Consumption Issues
Your Lifestyle Matters

**What is the link between population and environment/consumption issues and why should I care?**

Water scarcity, water pollution, global warming, air pollution, urban sprawl, deforestation. The correlations between human population growth and environmental degradation are hard to deny. A growing human population puts enormous pressure on the environment. Everyday we use more resources, do more damage to the earth, and generate more waste. This makes it difficult to meet the needs of much of the world’s population or to improve the quality of life.

Unsustainable patterns of consumption magnify the impact of humans on the environment. The more we consume, the more waste and pollution we create as a result. Today there are over six billion of us consumers on earth. However, the consumption levels of each individual vary according to where on the planet you live. The richest fifth of the world’s population consumes about 86% of all goods and services, and produces 53% of all carbon dioxide emissions (Day of Six Billion Fact Sheets, Communications Consortium Media Center, 1999).

**Why are consumption issues important to Population Connection?**

As advocates for population awareness and population related issues, making the connections between population and the environment is extremely important. For many, this connection may not be so obvious. In efforts to promote issues related to human population growth, it may be well worth your time and energy to put together a campaign on campus to raise awareness about the effects of human population growth and consumption patterns on the environment.

Throughout this handbook there are resources and ideas related to population and the environment. You should feel free to incorporate these into your campaign. Below you will find more information to use as you make the links between population and the environment.

**See the Population & Environment Fact Sheet in Section 10**
Environmental Op Ed

What is an “environmentalist”? Many students on our campus call themselves environmentalists because they recycle and they ask for plastic bags instead of paper at the store (or vice versa), there is much more to environmentalism.

Yes, recycling and reducing are important components of beginning a sustainable, environmentally-friendly lifestyle, but don’t stop there. Our planet is home to over six billion individuals, each of whom has a need for clean water, adequate nutritional food, health care, housing, education, and the many other amenities that not only sustain life, but increase the quality of life. But what exactly does “quality of life” mean? When one person’s “quality of life” increases, should another’s decrease? That is oftentimes what occurs in our consumer society.

Americans comprise five per cent of the world’s population, yet we consume 25 per cent of its resources and produce over a quarter of the world’s green house gases. Much of this impact is through energy consumption, particularly through our automobiles, buildings, and factories. So every mile we drive, every time we overheat or overcool our buildings, and every product that we produce has a negative impact on the environment.

Students and faculty can play a critical role in reducing our impact on the Earth and improving access to health care, water resources, and education. The values and choices of this generation powerfully impact the future. Today’s campus communities can make a real, positive difference for people and the planet. The internet is a great way to inform yourself and find out ways to help. Population Connection, an education and advocacy group, is online at www.populationconnection.org. There, everyone can have access to publications, register for e-mail updates and action alerts, and get ideas, help and resources for action on campus.
Protect the Environment and the Lives of Women and Children
Support international funding for voluntary family planning for people and the planet

We urge you to support U.S. funding for international population assistance programs. Voluntary family planning saves the lives of women and children, prevents abortion, and protects our global environment. We urge you to end policies that restrict access to the critical services provided abroad and fully fund the important programs of the United Nations Population Fund (UNFPA).

<table>
<thead>
<tr>
<th>Signature</th>
<th>Name</th>
<th>Address (City, State ZIP)</th>
<th>Email</th>
<th>Would you like information about Population Connection's Programs?</th>
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</table>
Web Resources-Population & Environment/Consumption

Center for a New American Dream
www.newdream.org
Works with individuals, institutions, communities and businesses to conserve natural resources, counter the commercialization of our culture and promote positive changes in the way goods are produced and consumed. Their programs encourage positive shifts in consumption patterns.

Environmental Defense
www.environmentaldefense.org
Links science, economics and law to create innovative, equitable and cost-effective solutions to society’s most urgent environmental problems. Publishes reports on program activities, produces print and email newsletters, fact sheets and educational materials on “green” behavior and business practices that can help sustain and improve our environment.

Friends of the Earth International
www.foei.org
Federation of autonomous environmental organizations from all over the world. Members, in 66 countries, campaign on the most urgent environmental and social issues of the day, while simultaneously catalyzing a shift toward sustainable societies.

League of Conservation Voters
www.lev.org
Protecting the environment through electoral action, they work to hold Congress and the administration accountable for their decisions through programs like the National Environmental Scorecard, CongressWatch and Eye on the Administration. Develop political campaigns to help elect pro-environment and defeat anti-environment candidates for federal office, regardless of their party affiliation.

Post-election they work to ensure environmental issues remain an integral part of mainstream politics.

National Audubon Society
www.audubon.org
Work to conserve and restore natural ecosystems, focusing on birds and other wildlife for the benefit of humanity and the earth's biological diversity. Maintain conservation, education and advocacy programs, supporting the organization at the local, state and national levels.

National Wildlife Federation
www.nwf.org
Unites individuals, organizations, businesses and government to protect wildlife, wild places, and the environment. Maintains school and community environmental education programs. Inform of urgent and pressing issues on which to take action, and then offers strategies and tools on how to do this. Produces wildlife related magazines, films and a television show.

NWF Population and Environment
www.nwf.org/population/
Educates the public about the role of human population and population growth in degrading the environment, and works to improve federal and international population policy.

NWF Campus Ecology
www.nwf.org/campusecology/index.html
Transforms the nation’s college campuses into living models of an ecologically sustainable society, and trains a new generation of environmental leaders. Comprised of a blossoming network of faculty, staff, students and administrators all committed to fostering positive, practical conservation initiatives on campuses across the country.
Second Nature
www.secondnature.org
Educational nonprofit whose primary goal is to advance human and ecological well-being. Works specifically with colleges and universities by helping them transform into institutions that teach and practice the concept of sustainability. Provides training, consulting, educational resources, and technical assistance.

Sierra Club
http://www.sierraclub.org/
700,000 member, environmental, grassroots advocacy organization. Keeps members and those interested informed about relevant issues through environmental updates, and connects people to events, issues, and chapters in their area.

Sierra Club Global Population and Environment Program
http://www.sierraclub.org/population/
Program goals are to protect the global environment and preserve natural resources for the future by stabilizing population and reducing wasteful consumption. Aims to achieve these goals through promoting family planning programs and reproductive health services; empowering and educating women and girls; and reducing excessive consumption and encouraging people to live in ways that have less of an impact on the earth's resources.

Sierra Student Coalition
www.ssc.org
Student run arm of the Sierra Club. Campaigns, trainings and outings run by high school and college students. Offers campaign materials, issue updates, and environmental leadership training.

Student Environmental Action Coalition
www.seac.org

Student and youth run national network of progressive organizations and individuals whose aim is to uproot environmental injustices through action and education, on both the local and global levels. Maintains a coalition of local groups around the country, and provides a number of resources for young environmental and social justice activists ranging from publications to skills trainings, to one-on-one consulting, and on-the-ground campaigns for social change.
Population and Academia

Academic institutions are the places in which great social change takes place. These are centers of research, knowledge, and resources. You can be an activist through academic endeavors by choosing paper and project topics that focus on your area of interest.

You don’t have to be a political science major to include population-related topics in your studies. As we’ve shown, population can touch upon almost any subject area, from math to ecology to sociology, anthropology to ethics. Depending on the format of your class, you could easily bring information about human population pressures and their consequences to a wider audience through exchange of ideas in class.

Additionally, you may wish to consider furthering your education in a population-related field. We’ve collected information on graduate programs that focus particularly on this issue.

Good research sites and resources for those interested in pursuing a career and further education in population-related fields:

Princeton University Office of Population Research
www.opr.princeton.edu

Brown University: Population Studies Training Center
www.pstc.brown.edu/

Harvard University:
Global Reproductive Health Forum
www.hsph.harvard.edu/Organizations/healthnet

Johns Hopkins University:
Hopkins Population Center
www.jhsph.edu/Research/Centers/Population/new/

Brandeis University
http://www.bio.brandeis.edu/population/

University of Michigan, Population Studies Center
http://www.psc.isr.umich.edu/

Florida State University, Center for the Study of Population
http://www.fsu.edu/~popctr/programs/masters.html

Columbia University, Mailman School of Public Health, Department of Population and Family Health http://cpmcnet.columbia.edu/dept/sph/popfam/index.html

Penn State, Population Research Institute
http://www.pop.psu.edu/
Indiana University, Center for the study of Institutions, Population, and Environmental Change
http://www.cipec.org/

University of Colorado at Boulder, Population Program
http://www.colorado.edu/IBS/PP/gradtrain.html

Bowling Green State University, Graduate Program in Population Studies
http://www.bgsu.edu/departments/soc/sociology_content/popstudies.html

University of Texas at Austin, Population Research Center
http://www.prc.utexas.edu/training/graduate/
Population Education
Reaching out to the Young'ens

What is Population Education and Why Should I Care?
The Population Connection Education Program focuses on the next generation. The Program’s ultimate goal is to prepare young people to make informed, responsible decisions as the next generation of American consumers, parents, voters, and leaders. The Education Program developed interdisciplinary activities for nearly all subjects within the K-12 education system. You don’t have to be a teacher or a future teacher in order to help in this endeavor, you could get involved in your local K-12 schools.

Many of the activities are also great demonstrative tools for people of any age. Activities that are particularly appropriate for people of all ages are Food For Thought, Earth: the Apple of our Eye, and Everything is Connected. Each of these activities is a great way to start a meeting, give a presentation, and invoke discussion.

Why is Population Education Important to Population Connection?
The Population Connection Trainers Network consists of over 350 trainers who, along with Population Connection staff, train nearly 10,000 teachers and future teachers each year. This allows us to reach the greatest number of young people possible, by teaching teachers the importance of the links between population, resource use, and social issues. If you are interested in this network, you must first attend a workshop given by one of the trainers and then apply to become a trainer.

If you are interested in working with K-12 schools or otherwise participating in the Population Education program at any level, please make sure to touch base with us about your activities so we can assist you in any way possible. Below, please see a short list of resources to get you started.
Population Connection Resources

Website
www.populationeducation.org
In our ever-changing world, the web is the best place to stay up-to-date on what’s happening. The Population Education website has a multitude of different types of information. Schedules for upcoming workshops in your area, information about the Trainers Network, several activities available for free download online, and background materials are all available online.

Activities
Activities are the hands-on part of the Education Program. Each activity corresponds with national standards of learning and outline the skills and concepts it addresses. Several activities are included in this handbook in the following pages. (Food for Thought, Everything is Connected, and Earth: The Apple of Our Eye). These activities have been chosen because they are appropriate for people of any age level, including adults.

If you are interested in other activities, there are several available online for free downloads and you can also request individual copies of activities or collections based on age level and subject area, including Science, Social Studies, Elementary, and General Subjects by writing PopEd@populationconnection.org or by calling 1-800-767-1956 and asking for a member of the Population Education team.

We also have a Catalog of Educational Materials available online at www.populationconnection.org/Catalog.

Video
The World Population Video is probably our most requested item. This seven-minute video, sometimes referred to as the “dot video”, shows world population growth on a map of the world from 1 A.D. to the present and then projects it into the future. The video has won several awards, including Best Ecology Video at the Casa de las Ciencias Video Festival in Spain and Top Honors in the North American Association of Environmental Educators Video Festival.

The video is a great way to show how quickly the world’s population has grown and it touches upon the environmental and social impacts of this growth. This is an excellent discussion starter.

Background Material
The Basics of Population Education is a great educational piece that gives you the bare minimum of information required to explain the burgeon of population growth to others. The “Degree of Impact” facts are particularly striking and are good pieces of information to give at the beginning of a presentation. The Basics also includes a list of Recommended Resources for further research.

Population Reference Bureau and the U.S. Census are great sources of up-to-date information about current demographic trends and their effects on society.
The Basics of Population Education

Dear Teacher: The following facts and principles form the backbone of our Population Education materials. Each of our activities is designed to communicate one or more of the following concepts, all of which are integral to a working understanding of the relationships between people, resources and the environment. You may wish to use this collection as a whole to prepare an introduction to a unit on population, or you may wish to use one segment at a time as preface or conclusion to individual activities.

The History of Human Population Growth

<table>
<thead>
<tr>
<th>Elapsed</th>
<th>Year</th>
<th>Human</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000,000</td>
<td>10,000 B.C.</td>
<td>(Agricultural Revolution)</td>
<td>5-10 Million</td>
</tr>
<tr>
<td>10,000</td>
<td>1 A.D.</td>
<td>(Industrial Revolution)</td>
<td>170 Million</td>
</tr>
<tr>
<td>1,800</td>
<td>1800</td>
<td></td>
<td>1 Billion</td>
</tr>
<tr>
<td>130</td>
<td>1930</td>
<td></td>
<td>2 Billion</td>
</tr>
<tr>
<td>30</td>
<td>1960</td>
<td></td>
<td>3 Billion</td>
</tr>
<tr>
<td>15</td>
<td>1975</td>
<td></td>
<td>4 Billion</td>
</tr>
<tr>
<td>12</td>
<td>1987</td>
<td></td>
<td>5 Billion</td>
</tr>
<tr>
<td>12</td>
<td>1999</td>
<td></td>
<td>6 Billion</td>
</tr>
</tbody>
</table>

Enabling Growth

Agriculture: About 12,000 years ago, several cultures shifted from hunting and gathering to farming. Humans became the first and only species ever to control our own food supply, and steady population growth was the result. In the absence of other limiting factors, any population will expand to the limit of its food supply; this happens so reliably that it is considered a law of ecology.

Technology: The development of agriculture led by turns to settlement, division of labor, mathematics, literacy, and science. By about 1800, major advances collectively referred to as the “Industrial Revolution” were occurring. Breakthroughs in medicine, nutrition, and sanitation brought down child mortality rates and led to longer life spans. The mechanization of agriculture and improvements in food preservation led to even greater increases in food production and availability. Human numbers began doubling at an unprecedented pace.

Rates of Growth

Past: A graph of human population before the agricultural revolution would likely have suggested a wave, reflecting growth in times of plenty and decline in times of want, as graphs of other species’ populations continue to look to this day. The graph of recent human population growth is referred to as a "J curve," as it follows the shape of that letter, starting out low and skyrocketing straight up.

Present: World population reached 6 billion people in 1999. At the present rate of growth; over 80 million a year, the world adds a New York City every month, a Germany every year and a Europe each decade. The United States, with over 285 million people, is growing by more than 2.4 million people each year. At this rate, we are one of the fastest growing industrialized nations in the world, and we have the third largest population of all nations, preceded only by China and India. At 5% per year, the U.S. also has the highest teen pregnancy rate of any modern industrialized country.
Future: With a current annual growth rate of 1.3%, world population is projected to double in just 49 years. Our doubling times will be realized if and only if growth rates remain constant. Today, the world's birth rate is almost three times its death rate. The closer these two rates are, the slower population growth will be.

Zero population growth is the demographic term for the state of equilibrium reached when birth and death rates are the same. Momentum is also a factor in population growth. Some countries, like the U.S., are growing even though the average woman has just two children. In such cases, a population can still take 60-70 years to stabilize, and will do so only when the percentage of elderly people is equal to the percentage at child-bearing age.

Density vs. Consumption

Space vs. Carrying Capacity: "The entire world's population could fit into the state of Texas."
This statement is frequently cited by people who don't understand the difference between land not currently occupied by humans, and the amount and type of land required to support human life. People are only able to live in densely populated areas if enough space elsewhere is left much less densely populated. For instance, arable land must be available to grow the food for people living in cities and suburbs, and trees and other plants must be left to produce the oxygen we all need.

An area's carrying capacity is the number of a given species that area can support without impairing its ability to continue supporting that population. The land within Texas could not provide enough food, water, or energy to meet the needs of 6 billion people; nor could it accommodate all the waste generated by so many. Because that area could not come close to sustaining all the world's people, the fact that we could all physically fit into that space is virtually meaningless.

What is Overpopulation? Most people equate overpopulation with crowding, but, in fact, density is largely irrelevant to questions of overpopulation. What is relevant is carrying capacity. An area is overpopulated when its long-term carrying capacity is being degraded by its current human occupants.

Degree of Impact: The impact of any human group on its environment has to do with three equally important factors. The first is the number of people. The second factor encompasses the ways in which we manufacture goods, design communities, and use technology. The third is the actual amount of resources consumed by each person. Unfortunately, the rate at which industrialized nations consume resources makes their populations' effect on the planet vastly greater than that of developing countries. Consider the following examples:

Energy: Americans constitute less than 5% of the world's population, but are responsible for 26% of the world's annual energy consumption, including 25% of fossil fuels. On average, one American consumes as much energy 2.1 Germans, 6.9 Iraqis, 12.1 Columbians, 28.3 Indians, 127 Haitians, or 395 Ethiopians. Industrialized countries account for only about 20% of global population, yet they consume 86% of the world's aluminum, 81% of its paper, 80% of its iron and steel, and 76% of its timber.

Natural Resources: In the last 200 years the United States has lost: 71% of its topsoil, 50% of its wetlands, 90% of its northwestern old-growth forests, and 99% of its tallgrass prairie. We are currently developing rural land at the rate of 9 square miles per day, and paving over 1.3 million acres each year--an area roughly equivalent in size to the state of Delaware.
**Global Warming:** In 1996, the United States was responsible 23% of the world’s carbon dioxide emissions, more than any other country.\(^{12}\) Our per capita emissions are greater than every country except the United Arab Emirates.\(^{13}\) Carbon dioxide is the primary greenhouse gas, responsible for 60% of global warming caused by greenhouse gases.\(^{14}\)

**Water Pollution:** In the United States, 40% of all surface waters are unfit for bathing or fishing.\(^{15}\) Agricultural chemicals, eroded sediment, and animal wastes have fouled over 173,000 miles of waterways.\(^{16}\) In addition, groundwater reserves are being depleted in many regions, and overall are being used at a rate 25% greater than their replenishment rate.\(^{17}\)

**Waste:** The more we consume, the more waste we produce. By the time a baby born today in the United States reaches the age of 82 years, he or she will have produced nearly 60 tons of garbage.\(^{18}\) The average resident of New York City generates 4 lbs. of solid waste each day. The average Parisian produces 2.4 lbs., while residents of Manila, Cairo, and Calcutta produce just 1.1 lbs. per day.\(^{19}\)

Population growth and rapid consumption of resources are equal parts in the problem of environmental degradation, so addressing only one of these problems will not be enough. For example, the United States could reduce our consumption of resources and generation of pollution by half today, but if we did so without slowing our growth rate, the difference would be made up in 116 years, when our population is expected to double what it is now.

**THE ENVIRONMENT**

**The Importance of Biodiversity:** The greater the variety of species within it, the more robust an ecosystem will be. It is the biodiversity, the variety of life on Earth, all inter-connected to each other, that makes our survival possible. Biodiversity provides crucial "ecosystem services"—clean water, breathable atmosphere, and natural climate control, upon which all species depend. The extermination of plant populations changes climates locally and has severe regional effects through disturbance of the water cycle. Food, medicine and shelter are all derived from the abundant organic resources of the Earth. In fact, more than 50% of the prescription drugs dispensed worldwide are derived from wild plant species.\(^{21}\)

But as human numbers grow, we demand more space and resources from the Earth, and taking more for ourselves means leaving less for other species. Loss of wildlife habitat results in the extinction of countless numbers of plant and animal species every year. Currently, 20-75 plant and animal species are lost every day as a result of deforestation. It is estimated that by 2015 some 6-14% of all species will have gone extinct.\(^{12}\)

**Everything Is Connected:** Failing to anticipate all the results of our actions may have negative effects no one wants. For example:

Scientists in the Netherlands recently found that some bird eggs were not hatching because the eggshells were breaking in the nests. They traced this problem back to the burning of fossil fuels. Birds get calcium for their eggshells from the shells of the snails they eat. Snails absorb calcium for their shells from the soil, but in this area, the soils had become acidic from acid rain. The rain was acidic because of air pollutants caused by the burning of fossil fuels (such as gasoline and coal). The acidic moisture in the soil dissolved its calcium, thus depriving the snails of their calcium, which in turn deprived the birds of calcium, weakening their eggshells.\(^{23}\)

No one burns fossil fuels with the intent of causing acid rain or making it so difficult for birds to reproduce. Nevertheless, we are equally as responsible for the unintended consequences of our actions as for the intended ones.
Recommended Resources

50 Simple Things Kids Can Do to Save the Earth, John Javna, EarthWorks Group, 1990, Kansas City, MO: Andrews and McMeel, 156 pp. $6.95 (p) This book is full of experiments, facts, things kids can do to keep the planet healthy and make a difference. For grades K-8.

Our Endangered Planet: Population Growth, Suzanne Winckler and Mary M. Rodgers, 1991, Minneapolis, MN: Lerner Publications, 64 pp. $22.60 (h) With plenty of color photographs, a glossary, and a list of organizations to contact, this book is an excellent way to introduce population material to children. The comprehensive text covers the contributing causes of overpopulation, and focuses on education, working together, and cultural sensitivity as possible solutions to this complex issue. For grades 5-8.

Overpopulation, Rebecca Stefoff, 1992, Broomall, PA: Chelsea House, 111 pp. $19.95 (h) Part of the Earth at Risk series, Overpopulation gives an accurate and comprehensive understanding of the social and environmental impacts and causes of population growth. The author's inclusion of adequate preliminary information and simple vocabulary enables even middle school students to grasp the concepts. For grades 5-12.

Ishmael, Daniel Quinn, 1995 (reissue), New York: Bantam, 263 pp. $13.95 (p) This novel won the Turner Tomorrow Fellowship in 1991 for a work of fiction offering positive solutions to global problems. It is the story of a man in search of a teacher. The teacher he finds provides his student with an entirely new vision of both humanity's history, and its potential role in the universe. For grades 6-12.

Beyond the Numbers: A Reader on Population, Consumption, and the Environment, Laurie A. Mazur editor, 1994, Washington, DC: Island Press, 450 pp. $22.00 (p) Divided into eight topic sections, this reader covers a number and variety of issues tied to population. Thoughtful essays address both the causes and effects of population growth including the social, political, and economic factors involved. For grades 9 and up.

The State of the World Population serial, Nafis Sadik, New York: United Nations Population Fund. Each year UNFPA publishes a report dedicated to specific population issues. $9.95 (p) The 1998 edition highlights the unprecedented growth of young and old generations, while previous editions have focused on resources and the environment, urbanization, women, and population and development. For grades 9 and up.

The Population Explosion, Paul and Anne Ehrlich, 1991, New York: Touchstone, 320 pp. $9.95 (p) A follow up to The Population Bomb, it examines human population growth as it relates to a host of environmental and social problems. This work illustrates many of the issues through detailed facts and examples, and the final chapters are dedicated to solutions. For grades 9 and up.

Museum of Man: www.popexpo.net/english.html
National Center for Health Statistics: www.cdc.gov/nchswww
Population Action International: www.populationaction.org
Population Reference Bureau: www.prb.org
U.S. Census Bureau: www.census.gov
World Bank, Development Education Program: www.worldbank.org/depweb
Population Connection
Main Page: www.populationconnection.org
Population Education: www.populationconnection.org/education

Works Cited

## Earth: The Apple of Our Eye

### Concept:
A visual demonstration of the limited sources of food available from land and water.

### Materials:
An apple, a knife, and a paper towel

### Procedure:
Slice the apple according to the instructions, narrating as you go. Use the Q & A to encourage critical thinking in discussion of these facts.

### Part I: Farmland

<table>
<thead>
<tr>
<th>Apple</th>
<th>Earth</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Apple</td>
<td>Planet Earth</td>
<td>1. Hold the apple out so the class can see it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;This apple represents our planet.&quot;</td>
</tr>
<tr>
<td>3/4</td>
<td>Water</td>
<td>2. Cut the apple into quarters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hold out 3/4 in one hand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask the class: &quot;What do these 3/4 represent?&quot; (Water.)</td>
</tr>
<tr>
<td>1/4</td>
<td>Land</td>
<td>3. Set the three &quot;water&quot; sections aside and hold out the remaining quarter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;So, this 1/4 represents the total land surface.&quot;</td>
</tr>
<tr>
<td>1/8</td>
<td>Uninhabitable &amp; Non-Arable Land</td>
<td>4. Slice the land (the remaining 1/4) in half, lengthwise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take 1/8 in each hand, and hold out one of them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;This 1/8 represents the half of the Earth’s surface that is inhospitable to people and to crops: the polar regions, deserts, swamps, and high or rocky mountains.&quot;</td>
</tr>
<tr>
<td>1/8</td>
<td>Habitable Land</td>
<td>5. Set that 1/8 aside and hold out the other.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;This 1/8 represents the other half of the Earth's surface. These are the areas on which people can live, but can't necessarily grow food.&quot;</td>
</tr>
<tr>
<td>3/32</td>
<td>Habitable, but Non-Arable Land</td>
<td>6. Slice this 1/8 crosswise into four equal pieces.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hold out 3/32 in one hand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;These 3/32 represent land on which people can live, but cannot grow food. Some of it was never was arable because it’s too rocky, wet, cold, steep or has soil too poor to produce food. Some of it used to be arable but isn't any longer because it’s been developed—turned into cities, suburbs, highways, shopping centers, etc., so it can no longer be farmed.&quot;</td>
</tr>
<tr>
<td>1/32</td>
<td>Arable Land</td>
<td>7. Set 3/32 aside and hold out 1/32.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;So, only 1/32 of the Earth's surface has the potential to grow the food needed to feed all of the people on Earth.&quot;</td>
</tr>
<tr>
<td>1/32</td>
<td>Topsoil</td>
<td>8. Carefully peel the 1/32 slice of Earth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Hold up the peel.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;This tiny bit of peel represents the topsoil, the dark, nutrient-rich soil that holds moisture and feeds us by feeding our crops. Currently, 80% of U.S. croplands lose an inch of topsoil every 33 years, twenty times faster than the natural rate.&quot;</td>
</tr>
</tbody>
</table>
Some Facts About Farmland:

Erosion by wind and water is the most serious cause of soil loss and degradation. Although it is a natural process, erosion is accelerated greatly by things like construction, deforestation, unsustainable farming practices, and animal grazing.

- Under natural conditions, erosion occurs at the rate of 0.04 mm a year. U.S. croplands lose 0.8 mm per year and China's and India's lose an average of 3.3 mm annually.¹
- In order to feed the nearly 80 million humans added to the population annually, 12 million acres of new land must be put into production.²
- More than 25 million acres of productive arable land are severely degraded and abandoned worldwide every year—that's an area the size of the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota put together.³
- Development, urbanization, and highway construction annually claim another 25-86 million acres around the world. One-half of these lands come from cropland.⁴

Discussion Questions:

1. What are the things humans do to arable land that make it more vulnerable to the erosive effects of wind and water?

- **Deforestation:** When trees are cut down, the soil loses the shelter of branches and leaves that protect it from the force of rain and wind that otherwise blow and wash it away. The root systems that hold the soil in place from underneath are also destroyed.
- **Over-farming:** Each kind of crop takes certain elements from the soil. Over-farming occurs when the same crop is grown in the same place for too many years in a row, and the soil can't renew itself. Eventually all of that particular element is gone, and that soil is unable to grow anything. One way to avoid this is **crop rotation.** Farmers divide their land into sections, and every year, they change the kind of crop grown in each section. One section might be left unplanted, giving the soil microbes time to break down dead plant and/or animal matter into soil nutrients.
- **Over-grazing:** When cattle eat grass, they pull it out of the ground by the roots, taking some soil with it. Each bite leaves a patch of ground uncovered, exposed to the wind and the rain. These animals' sharp hooves also tear up the surface a little with each step.

2. How many people can the Earth feed with its existing croplands?

- Although much of the hunger problem stems from uneven food distribution, rising affluence also plays a role in the number of humans that the world's food supply can sustain. Per capita consumption of grain in a low-income nation, such as India, whose people's diets consist primarily of a single starchy staple, like rice, is 440 lb/year. However, a typical American consumes almost 2000 pounds of grains each year, the bulk of which is indirectly consumed from eating animal products such as beef, pork, poultry, eggs, milk, and other dairy products.⁶
- The current world grain harvest is 1.85 billion tons. Even if this harvest were expanded to 2 billion tons in the future, it could support 10 billion people who eat like a typical Indian, or 2.2 billion people with the average diet of a person living in the United States.⁷

3. What conclusions can we draw about the relationship between a growing population and a shrinking amount of land capable of growing food for those people?
• With a limited amount of land and a growing number of people to feed from that land, each person’s part becomes smaller and smaller. Protecting our land resources is therefore of great importance.

4. How can we preserve farmland?

• **By not building on arable land:** Land covered up by buildings, highways, and other forms of development can’t be used for growing crops. In the U.S., nearly 16 million acres of forest, cropland, and open space were converted to urban and other uses from 1992-1997. That’s 3.2 million acres a year.\(^8\) At that rate, an area the size of New York state is covered every decade.

• **By eating lower on the food chain:** While 800 million people suffer from malnutrition or starvation, meat production requires a disproportionate amount of grain input.\(^9\) Producing a pound of beef in a feedlot requires seven pounds of grain, a pound of pork requires four, and a pound of poultry requires two pounds of grain.\(^10\) The land that is used to produce grain for consumption by animals is inaccessible for growing grain for human consumption.

• **By reducing pollution:** Pollution impairs the ability of the land and the seas to provide food that’s both sufficient in quantity and free of contaminants.

• **By stabilizing human population growth:** Quite simply, the more people there are to feed, the less food there is to go around. Food supply is an excellent example of the relationship between any resource and the size and consumption patterns of the population that depends on it.

### Part II: Seafood

<table>
<thead>
<tr>
<th>Apple</th>
<th>Earth</th>
<th>Narrative</th>
</tr>
</thead>
</table>
| 3/4   | Water | 1. Return to the 3/4 of the original apple that represents water.  
      |       | “Some of our food comes from the sea. Nearly one billion people, mostly in Asia, rely on fish as their primary source of protein. Yet, despite their vastness and seeming uniformity, many regions of the world’s oceans are unproductive due to a lack of life-supporting nutrients.”\(^11\) |
| 1/8   | Food-Productive Areas | 2. Set aside two of the three quarters.  
      |       | Cut the remaining 1/4 in half.  
      |       | Set 1/8 aside and hold out the other 1/8.  
      |       | "This 1/8 represents the productive zones of the ocean along the equator and the western margins of continents. Currents in these areas cause upwelling, which brings nutrients to the surface. These nutrients support large numbers of marine plants and animals.” |
| 4/32  | Photic Zone | 3. Cut the 1/8 into four equal pieces.  
      | Peel  | Select 1/32 and carefully peel its skin.  
      |       | Hold out the peel.  
      |       | "This peel represents the photic zone, the top 100 meters (330 feet) of the ocean which light can penetrate, supporting photosynthesis. Since the marine food chain depends on algae and photosynthesizing plants, especially phytoplankton, almost all ocean life is concentrated in this narrow photic zone. At 100 meters below the surface, the amount of light is only 1% of what it is at the surface.”\(^12\) |

### Discussion Questions:

1. What jeopardizes the oceans' health and capacity to produce food for us?
The two major factors are water pollution and over-fishing. Rapid human population growth is at the root of both problems.

- **Water Pollution:** Fish and shellfish use estuaries (water passages where rivers and tidal currents merge, usually in shallow waters near shores) as spawning grounds. But rising levels of water pollution and destruction of coastal ecosystems make it increasingly difficult for sealife to find healthy spaces in which they can successfully reproduce. Approximately 44% of the estuaries in the United States currently suffer from pollution and habitat degradation.13

Over half of the world’s population (about 3.2 billion people) occupy a coastal zone 125 miles wide.14 In the U.S., more than half of us live within 50 miles of the coast.15 Much of the sewage, trash, industrial pollution, and agricultural run-off produced by these populations finds its way into nearby coastal waters. Inland communities also contribute to ocean contamination, as rivers carry the same pollutants from landlocked population centers out to sea.

- **Over-fishing:** When we take too many fish from the oceans, there are too few left to reproduce and restore their population. Between 1950 and 1995, the world's human population more than doubled and, in turn, the monitored annual world fish catch almost quadrupled. FAO estimates that 11 of the world’s 15 major fishing grounds and 70% of major fish species are overexploited.16

2. How can we preserve the oceans' health and food-producing capability?

- By voluntarily restricting our seafood consumption, so the fish stocks will have a chance to regenerate.

- By reducing pollution in all its forms: You can work against the dumping of drill muds, toxic substances, hazardous waste and other garbage into the ocean by writing to owners of corporations that engage in such activities, expressing your alarm and your intentions not to buy their products until they stop polluting the oceans. Also, write to your elected officials, encouraging them to sponsor legislation to restrict or prohibit these practices, and expressing your appreciation when they do.

- By stabilizing population growth: Again, more people will consume more resources and produce more garbage and other forms of pollution.

This activity is based on one that originally appeared in KUITATK, a Native American Science Education Association Issue Publication. The water section based on "Apple Ocean," from: Project O.C.E.A.N. Habitat Curriculum Guide (Draft) by the Oceanic Society/San Francisco Bay Chapter, Building E, Fort Mason, San Francisco, CA 94123.

**Sources:**

1,2 Louisiana State University Agronomy www.agronomy.lsu.edu/courses/agro2051/chap17.htm (viewed on 10/25/2000).
8 L. Brown, et.al. *Beyond Malthus*, p.103.
Everything Is Connected

This is a great activity for groups of any age, you can get a discussion started about the impacts of a growing world population and the connections to the social, political, and environmental issues that ensue.

**Concepts:**
In nature, everything is connected to everything else. Human population growth, for example, is a factor that can have far-reaching effects on the environment and society.

**Objectives:**
Students will be able to:
- Identify possible environmental, social, political and economic effects of a growing world population.
- Create a concept map within a cooperative learning group or as a class to illustrate these cause and effect relationships.

**Subjects:**
Science, Social Studies

**Skills:**
Drawing connections, explaining cause and effect relationships, working in a cooperative group, concept mapping

**Method:**
Students identify ways that many factors in human society and the natural environment are inter-dependent by creating a concept map or “future wheel” as a class or in cooperative learning groups.

**Introduction:**

“Everything is connected to everything else” is often called the First Law of Ecology. This activity encourages students to consider the connections between aspects of our natural environment and human society.

**Materials:**
Chalkboard and chalk or Large pieces of butcher paper/flip chart paper
Markers
Tape

**Procedures:**

1. Write the words “More People” in the middle of the chalkboard. Tell students that you want them to think of what might be the environmental, economic or social impacts of there being...
more people. You may want to provide an example, such as... “more people”... might mean “more cars on the road” or “more houses.” Next to “More People,” draw an arrow and add one of these concepts. Be sure to tell students that there are no right or wrong answers, but you may ask them to explain their proposed connections. Also, let them know that the cause and effect relationship can be positive, negative or neutral.

2. Invite students to come up to the board, a few at a time, to add to this word web. They may add on to the central concept, “More People,” or add on to what someone else may have contributed. For each concept that a student adds, he/she should draw arrows to any of the other concepts that form a cause and effect relationship. The object is for the class to create a large and interconnected web.

3. After all of the students have had a chance to contribute to the web and have taken their seats, walk them through the web, starting from the middle. You may wish to ask individual students to explain their additions to the web and to see if other members of the class agree or disagree.

Alternative Procedures:

Instead of having students create one large future wheel on the chalkboard, divide students into groups of three or four and distribute butcher paper and markers to each group. As cooperative groups, they will construct their future wheels, filling the paper as completely as possible. Then have each group tape up their future wheel and allow time for students to view each group’s work. You may want to have a representative from each group explain some of the cause and effect relationships on their wheel.

Future Wheel Sample
**Food for Thought**

**Concept:** This simulation demonstrates the inequitable distribution of population and resources among the different regions of the world, and goes on to study the social effects of these inequities.

**Objective:** After completing this activity, students will be able to state at least two factors that might be used to determine the relative well-being of a country or region, and identify at least two potential impacts of inequitable resource distribution.

**Skills Used:** Interpretation and analysis of demographic data, role playing, applying academic knowledge to real-world events.

**Subjects:** Social studies, science, math

**Materials:**
- Yarn or string
- Masking tape
- Ambassador's cards (provided in activity script)
- Labels for energy consumption and wealth
- Transparent tape
- 28 oz. Hershey's Chocolate Kisses™ (149 Kisses)
- 106 matches (or toothpicks)
- 10 sandwich-sized ziplock bags
- Overhead Transparency (optional)

**Procedure:**

1. **Preparation, the night before**
   - Measure out the yarn or string for each region according to the chart below. You can use a different color yarn for each region, or, if you only have one color, make a tag to label each piece with the name of the region whose perimeter it will represent.

2. Count out the number of Hershey Kisses™ required for each region and bag them. Make labels for them according to the chart, and tape the appropriate label to each bag. Do the same for the matches.

3. Read through all the discussion questions and make notes to yourself about links to local, national and international current events; seeing such ties between the activity and the real world will dramatically enhance the meaning the students glean from the exercise. As much as possible, you'll want to encourage them to make observations, critically evaluate the demographics, and hypothesize on possible causal relationships between the statistics.

   Your students will likely start discussion of these issues themselves, but if they don't, the discussion questions will help to stimulate and/or direct class discussion. Because of the large amount of information in each section, it's best to discuss each group of statistics immediately after reading them while they're fresh in the students' minds rather than saving all discussion for the end.
**Region Information Chart**

<table>
<thead>
<tr>
<th></th>
<th>North America</th>
<th>Latin America</th>
<th>Europe</th>
<th>Africa</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yarn</td>
<td>35 (10.7)</td>
<td>36 (11.0)</td>
<td>38 (11.6)</td>
<td>43 (13.1)</td>
<td>44 (13.4)</td>
</tr>
<tr>
<td>With 60 Participants</td>
<td>25 (7.6)</td>
<td>25 (7.6)</td>
<td>27 (8.2)</td>
<td>30 (9.1)</td>
<td>31 (9.4)</td>
</tr>
<tr>
<td>With 24 Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- feet (meters)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002 Population in millions(^1)</td>
<td>319</td>
<td>531</td>
<td>728</td>
<td>840</td>
<td>3,766</td>
</tr>
<tr>
<td>With 60 Participants</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>(1 = 100 million)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With 24 Participants</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>(1 = 250 million)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Region's Percent of</td>
<td>15%</td>
<td>16%</td>
<td>18%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>World Land Area(^2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Region's Land</td>
<td>11.4%</td>
<td>6.5%</td>
<td>12.7%</td>
<td>5.8%</td>
<td>15.6%</td>
</tr>
<tr>
<td>That is Arable(^3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Cap. Energy Consumption(^4)</td>
<td>62 matches</td>
<td>9 matches</td>
<td>26 matches</td>
<td>3 matches</td>
<td>6 matches</td>
</tr>
<tr>
<td>(measured in barrels of oil)</td>
<td>1 Match = 1 Barrel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Capita GDP(^5)</td>
<td>$32,290</td>
<td>$3,367</td>
<td>$13,683</td>
<td>$668</td>
<td>$2,162</td>
</tr>
<tr>
<td>1 Hershey's Kiss™ = $350</td>
<td>92 Kisses</td>
<td>10 Kisses</td>
<td>39 Kisses</td>
<td>2 Kisses</td>
<td>6 Kisses</td>
</tr>
</tbody>
</table>

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**Set up, just before class period begins**

1. Arrange the yarn on the floor to represent the regions and tape it in place.

   **Note:** The activity is designed for use with a group of either 24-30 or 60-65 participants. If your group will be in the 24-30 range, use the smaller yarn lengths.

2. Hide the bags of Hershey's Kisses™ and matches in a larger bag. Place the bag within easy reach of where you'll be standing as you lead the activity.

**Introducing the activity**

1. While students are still seated, read or paraphrase the following introduction:

   *All societies need and use natural resources such as land and energy, but the ways in which various societies use these things can differ greatly. For example, a small population may use an enormous amount of farmland or gasoline compared to the amounts used by other, much larger populations. This creates "have" and "have not" societies with potential for human discomfort and social conflict. The simulation we're about to do is going to demonstrate how this happens.*

2. Appoint 5 students to be the "ambassadors" for the world regions. Give them their information cards and direct them to their regions.

3. Populate the regions with the rest of the students, according to the chart. Given the length of the demonstration, you may wish to have students sit, rather than stand, in their regions.
Note: If you have too few students, use chairs to substitute for the missing citizens. If you have too many students, appoint the extra students to a "United Nations Advisory Committee." Instruct the Committee to pay close attention, as you will be asking for their opinions as a neutral party later in the activity. They should be thinking in terms of whether the inequities in each region's share of population/food/income are problems, and if so, what policies could lead to solutions.

4. Identify each region by name for the class.

   Note: the regions in this simulation are those defined by the United Nations and, therefore, Mexico is included in Latin America rather than in North America. The sixth world region, Oceania, is not included because its population is so small relative to the others that it cannot be accurately represented.

5. Explain that the dimensions of their regions are to scale, and the number of students within each region is proportional to its actual population; the idea is to give an accurate sense of the population density in each area.

**Facilitating the activity**

For each section, follow this basic procedure:

1. Cover definitions of section's terms, referring students to the overhead transparency or chalkboard.

2. Cover world statistics.

3. Offer any supplemental information provided.

4. For the first three sections (Population Demographics, Quality of Life, and Land Use Patterns) you will call on the ambassadors to read their regions' respective statistics. A sequence that works well is North America, Latin America, Europe, Africa, Asia.

   In the last section (Energy Consumption & Wealth), you will be distributing the bags of matches and Hershey's Kisses™. It makes a more dramatic impression to start with the region whose amount is the smallest and continue in ascending order to the region whose share is largest. Referring to the labels on the bags, you will read aloud each region's quantity of each resource. Hold each bag up high so the whole class can see it before you pass it to the appropriate ambassador.

5. Cover discussion questions.

**POPULATION DEMOGRAPHICS**

I. Definitions: Terms A-E

   A. **POPULATION**: The number of people living in a region.

   B. **BIRTH RATE**: The number of births per 1000 people per year.

   C. **DEATH RATE**: The number of deaths per 1000 people per year.

   D. **RATE OF NATURAL INCREASE**: Growth caused by having more births than deaths in a year (does not include immigration or emigration).

   E. **DOUBLING TIME**: The number of years it will take a population to double in size if it maintains its current growth rate.

II. World Population Demographics
a. The 2001 world population is 6.1 billion.
b. The birth rate is 22 per 1000.
c. The death rate is 9 per 1000.
d. The world's annual growth rate is 1.3%.
e. At this rate the world's population will double to 12.2 billion in 54 years.

III. Supplemental Information

Regarding Population Growth Rates:
- A population grows whenever its birth rate is higher than its death rate.
- The growth rate is determined by the size of the difference between the birth and death rates. The closer these rates are, the lower the growth rate.
- Where birth and death rates are equal, the population's growth rate is zero.
- The world's current birth rate is almost two and a half times its death rate.

IV. Ambassadors Read Statistics A-E from Their Cards

V. Discussion Questions

1. What will it mean to have our population double? What else will we need to have twice as much of to provide for all those people?

   We'll need twice as much of everything people need to live:
   - food
   - land to grow the food on
   - clean water
   - shelter
   - schools
   - hospitals
   - roads
   - cars
   - energy to power our cars and heat our homes and cook our food...

2. Asia's doubling time is 50 years. If we returned in 50 years and did this exercise again, would we be able to fit twice as many people into Asia's space?

   QUALITY OF LIFE

I. Definitions: Terms F-I

   F. SECONDARY SCHOOL ENROLLMENT RATIO: The ratio of the percentage of each gender's population in the applicable age group (12-17 years of age) enrolled.\(^{11}\)

   G. TOTAL FERTILITY RATE: The average number of children a woman will have in her lifetime.\(^ {12}\)

   H. INFANT MORTALITY RATE: The yearly number of children who die before reaching the age of one year per 1,000 live births.\(^ {13}\)

   I. LIFE EXPECTANCY: The average number of years a person born today could expect to live under current mortality rates.\(^ {14}\)

II. Worldwide Quality of Life

   f. Of the world's 12-17 year-olds, 65% of boys, and 59% of girls are enrolled in school.

   g. The world's women bear an average of 2.9 children.

   h. The world infant mortality rate is 57 per 1000.

   i. The average human life expectancy at birth is 66 years.

III. Ambassadors Read Statistics F-I from Their Cards

   FFT 0202
IV. Discussion Questions

1. Can you see any connection between Africa's unusually high infant mortality rate of 88 per 1000 (almost 1 in 11), and its high total fertility rate of 5.2 children per woman?

   When people know each of their children has about a 10% chance of not surviving to adulthood, they will have more children to increase the likelihood that some will survive. This is especially crucial for people living in societies where there is no social security or retirement plans, where the elderly are entirely dependent on their children for care and financial support.

2. Infant mortality rates are consistently lower in regions in which girls have access to higher education. Is this coincidental, or is there a correlation here? What abilities and/or knowledge do educated people have that might be useful to them as parents?

   Literacy (including reading and basic math): Parents with these abilities can:
   - read directions, such as appear on over-the-counter medicines and infant formula.
   - educate themselves about any subject, including child development and care
   - get better jobs and earn more money

   Health/Biology: Exposure to these subjects makes people more aware of how to take good care of themselves and their children. They understand the importance of:
   - good nutrition
   - medical care, especially perinatal care

3. What do indicators like a high infant mortality rate and short life expectancy say about the quality of life in a region? What are some possible causes?

   Possibilities include:
   - Food that's insufficient in quantity or nutritional value
   - Lack of clean water
   - Low quality medical care or none at all
   - Exposure to high levels of pollution

LAND USE PATTERNS

I. Definitions: Terms J & K:

   J. URBAN POPULATION: Percentage of the total population living in areas termed urban by that region (typically towns of 2,000 or more or in national or provincial capitals).\(^{15}\)

   K. ARABLE LAND: Farmland; land capable of growing crops.\(^{16}\)

II. Worldwide Land Use Patterns:

   j. 46% of the world's population (about 2.8 billion people) now live in urban areas.

   k. There are 0.5 acres of arable land per person on Earth.

III. Supplemental Information:

   Regarding Urbanization:
   - By 2025, the number of the world's people living in urban areas is expected to double to more than 5 billion.
   - Ninety percent of this growth will occur in the developing world.
• Almost 75% of the population in the developed world already live in urban areas.

• In the developed world—especially North America—most of the current population shift involves people moving away from concentrated urban centers to sprawling suburban and metropolitan regions, or to small and intermediate-size cities.\textsuperscript{17}

Regarding Arable Land:
• The lowest authoritative estimate of the minimum amount of arable land required to feed one person—without intensive use of synthetic fertilizers—is 0.17 acres.\textsuperscript{18} (This doesn't include crops for textiles or cash crops needed for income.)

**IV. Ambassadors Read Statistics J & K from Their Cards**

**V. Discussion Questions**

*How will population growth affect the amount of arable land available per person?*

*When people share a limited resource such as arable land, each person's share of that resource becomes smaller in direct proportion to the number of additional people using it.*

*What would it mean for a country to have its amount of arable land per capita fall below the minimum required to grow enough food to sustain its population?*

*Such a country would be dependent on imported foods, making it vulnerable to price hikes and shortages.*

*What do you think usually causes people to move to cities?*

*The shift of jobs from agriculture to industry and services—leading to a concentration of economic opportunities in urban areas.*

*What are some possible positive and negative effects of having such large proportions of countries' populations shifting to urban areas?*

**Positive Effects:**

*More green space is left open for:*
• other species to inhabit.
• trees and other plants to continue producing the oxygen we all need
• potential farmland.

*Well-planned cities can offer people:*
• more job opportunities.
• better public services and living conditions.

**Negative Effects: When a city's population grows very rapidly, two major effects are likely:**

*Higher rates of unemployment and poverty*
• occur when more people come looking for work than there are opportunities available.
• can happen in spite of economic growth.

*Greater environmental problems*
• infrastructure facilities and services can't expand quickly enough to keep up with increased demand
• streets become congested, levels of pollution rise, sanitation systems are overwhelmed, and residents' health and general quality of life declines sharply.*
ENERGY CONSUMPTION & WEALTH

I. Definitions: Terms L & M

L. ENERGY CONSUMPTION: The total amount of energy used by each region per year divided by the number of people living in that region—includes industrial use.¹⁹

M. GROSS NATIONAL PRODUCT: A commonly used measure of a nation's wealth, determined from the annual profits generated within in a region by all goods and services exchanged that year.²⁰

II. Symbolism of Props

Regarding the Matches:

• While energy is provided in many ways, including wood, coal, natural gas and nuclear power, in this activity, all these sources have been combined and are expressed in terms of barrels of oil.

• These matches represent the average amount of energy consumed by each citizen of each region in the course of a year.

• Each match = 1 barrel of oil. One barrel of oil contains 42 gallons.

Regarding the Hershey's Kisses™:

• The Kisses™ represent the amount each person would get per year if his/her region's annual GDP were divided equally amongst all its citizens, expressed here in U.S. currency.

• Each Kiss™ = $350.

III. Distribute Bags to Ambassadors.

Note:

• start with the region with the smallest amount and work up to the region with largest amount.

• hold each bag up high so the whole class can see it.

• from the labels, read aloud each region's quantity.

IV. Instruct Ambassadors to Distribute the Candy Amongst Their Citizens

Note:

• expect and allow students to migrate and ask for aid.

• assist them in making connections between their reactions to the simulation and real world phenomena.

V. Discussion Questions

1. What would it be like in this room if we lit all these matches?

2. Who would have to breathe all that smoke? Would only the citizens of North America be breathing the pollution generated by their 62 matches?

3. What do the people in our Asian and African regions think about the fact that the North Americans have a bag bulging with wealth, when they have so little?

4. How could/do people from regions with less wealth and opportunity get access to those things?

5. What does the North American Ambassador think about the uneven distribution of wealth? What does he/she want to do about it?
6. How will the wealthier regions decide to which countries they will offer foreign aid? What, if any, conditions will you impose on nations receiving your help? Will you trust the countries receiving money from you to put it to good use, or will you attempt to control what is done with it?

7. How will the less densely populated regions decide from which countries they will accept immigrants? What, if any, conditions will you impose on people seeking permission to immigrate? Will you accept only very well-educated people, or will you base your decision on need-giving preference to those with the least opportunity in their home countries? Or those suffering political persecution? Or refugees from war-torn nations? Or would it be based solely on numbers, first-come, first-served?

8. In the process of eating the Hershey's Kisses™, which region generated the most empty wrappers? Do you think this is an accurate representation of how much garbage each region creates as a function of its wealth and consumption?

9. [Good for the United Nations Advisory Committee, if you have one.] What does the group think should be done about the inequitable distribution of wealth and consumption of resources? Do donor nations have the right or obligation to link aid to certain policies that might enable recipient countries to become self-sufficient in the future? What might those be? Should rich countries be required to reduce their consumption levels? How could this be encouraged or enforced? What should be done about environmental problems (acid rain, ozone depletion) caused by one region, but affecting others?

Sources:
1, 6-10, 12-15 2002 World Population Data Sheet. Population Reference Bureau, Washington, DC.

To download a copy of this activity with the latest data, please visit www.populationconnection.org/education.

AMBASSADOR CARDS

I am the North American Ambassador. Here are some statistics that shape my region of the world:

A. North America's population is estimated at: 316 million
B. Our birth rate is: 14 per 1000
C. Our death rate is: 9 per 1000
D. Our annual growth rate due to natural increase is: 0.5%
E. At this rate our population will double in: 140 years
F. Of our 12-17 year-olds, 99% of the boys, and 98% of the girls are enrolled in school.
G. North American women bear an average of: 2.1 children
H. Our infant mortality rate is: 7 per 1000
I. Our life expectancy at birth is: 77 years
J. The percentage of our people living in urban areas is: 75%
K. Acres of arable land available per person: 2.1 acres
I am the **Latin American Ambassador**. Here are some statistics that shape my region of the world.

A. Latin America's population is estimated at: 525 million
B. Our birth rate is: 24 per 1000
C. Our death rate is: 6 per 1000
D. Our annual growth rate due to natural increase is: 1.7%
E. At this rate our population will double in: 41 years
F. Of our 12-17 year-olds, 51% of the boys, and 58% of the girls are enrolled in school.
G. Latin American women bear an average of: 2.8 children
H. Our infant mortality rate is: 31 per 1000
I. Our life expectancy at birth is: 71 years
J. The percentage of our people living in urban areas is: 74%
K. Acres of arable land available per person: 0.8 acres

I am the **European Ambassador**. Here are some statistics that shape my region of the world.

A. Europe's population is estimated at: 727 million
B. Our birth rate is: 10 per 1000
C. Our death rate is: 11 per 1000
D. Our annual growth rate due to natural increase is: -0.1%
E. At this rate our population will not double.
F. Of our 12-17 year-olds, 97% of the boys, and 100% of the girls are enrolled in school.
G. European women bear an average of: 1.4 children
H. Our infant mortality rate is: 9 per 1000
I. Our life expectancy at birth is: 74 years
J. The percentage of our people living in urban areas is: 73%
K. Acres of arable land available per person: 1.2 acres

I am the **African Ambassador**. Here are some statistics that shape my region of the world.

A. Africa's population is estimated at: 818 million
B. Our birth rate is: 38 per 1000
C. Our death rate is: 14 per 1000
D. Our annual growth rate due to natural increase is: 2.4%
E. At this rate our population will double in: 29 years
F. Of our 12-17 year-olds, 38% of the boys, and 33% of the girls are enrolled in school.
G. African women bear an average of: 5.2 children
H. Our infant mortality rate is: 88 per 1000
I. Our life expectancy at birth is: 54 years
J. The percentage of our people living in urban areas is: 33%
K. Acres of arable land available per person: 0.7 acres

I am the **Asian Ambassador**. Here are some statistics that shape my region of the world.

A. Asia's population is estimated at: 3 billion, 720 million
B. Our birth rate is: 22 per 1000
C. Our death rate is: 8 per 1000
D. Our annual growth rate due to natural increase is: 1.4%
E. At this rate our population will double in: 50 years
F. Of our 12-17 year-olds, 62% of the boys, and 53% of the girls are enrolled in school.
G. Asian women bear an average of: 2.7 children
H. Our infant mortality rate is: 55 per 1000
I. Our life expectancy at birth is: 67 years
J. The percentage of our people living in urban areas is: 37%
K. Acres of arable land available per person: 0.4 acres

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7. Keeping Up to Date

Monthly Campus Activist Updates

Each month, we’ll send you the Campus Activist Update by email. These are full of legislative information, activism information, conference information, and ideas and opportunities for involvement. All of our Updates are available in an Archive on our website, www.populationconnection.org/CampusInfo/, but you also might like to print them out and include them in this binder for future reference.
8. Background Information

Population Connection Programs

Population Connection offers many resources to help encourage population activism at many different levels. These programs may be of interest to you, including Population Connection Trainers Network, District Activist Network, Capitol Hill Days and Fellowships at Population Connection.

Population Connection Education Program
Population Connection offers hands-on teacher training workshops through in-service programs, conferences, college classes, and museum programs. Tens of thousands of educators have participated in our dynamic teacher training workshops since the program’s inception in 1975. At workshops, teachers learn to use a variety of value-neutral classroom activities in their classroom. In addition to teaching facts and figures, our materials help students apply population concepts and trends to their own experience. (See Section 6: Population Education)

District Activist Network
Our citizen lobby program where you can become a legislative insider with the latest info on what’s hot in Congress and the states. Our DAN members communicate directly with state and U.S. Representatives as the official local voice of Population Connection.

You can be a District Activist! We’ll give you updated info and you get to communicate with your state and U.S. Representatives as the official local voice of Population Connection. Just one action a month: writing a letter to the editor, making a phone call, or scheduling a bi-annual meeting at your Representative’s local office, is all it takes to make your voice heard.

Capitol Hill Days
Each spring, Population Connection works with Sierra Club, National Wildlife Federation, and Population Action International to organize Capitol Hill Days, a five day gathering of activists from across the country. Activists receive training in population activism, learn about population and other issues, gain lobbying and grassroots organizing skills, and then lobby their elected officials on population legislation. There are travel and lodging stipends available to a limited number of student activists.

Fellowship Opportunities
Population Connection offers Fellowships in Field and Outreach, Government Relations, Media/Communications and Population Education to college graduates or undergraduates with academic and background experience related to the work of Population Connections. Fellowships are for a six month period and are paid positions. Check out www.populationconnection.org for application deadlines.

Planet POP Internet Radio
What’s on the top 10 chart in Cape Town or Dublin or Jakarta or Singapore or Lima or Seattle? Each hour Planet POP Radio will feature the top 10 songs from another country around the planet. Some will be familiar some will be new, but they will all be great.
The newest sound on the web is coming at you--Planet POP Radio streaming in MP3. That means that whether you like RealPlayer, Windows Media Player, ShoutCast Winamp or some other player—whether on a PC or Mac—you can tune in Planet POP Radio and enjoy great popular music from around the world.

Chapters
There are over 10 Population Connection local chapters. Contact any of the following state chapters for information about Population Connection initiatives and population issues in your area or contact us directly if you are interested in starting your own.

**Population Connection Monterey Bay**
P.O. Box 1733
Aptos, CA 95001

**Population Connection Bay Area**
2530 San Pablo Avenue
Berkeley, CA 94702

**Population Connection San Diego**
10165 Boulder Knolls Drive
Escondido, CA 92026

**Population Connection Pasadena**
975 Dale Street
Pasadena, CA 91106-4018

**Population Connection Central Oregon**
PO Box 4615
Sun River, OR 97707

**Population Connection East Tennessee**
P.O. Box 16212
U.T. Station
Knoxville, TN 37996

**Population Connection Seattle**
4426 Burke Avenue N.
Seattle, WA 98103

**Population Connection Sonoma County**
60 David Lane
Penngrove, CA 94951-9704

**Population Connection Central Coast**
Box 566
San Luis Obispo, CA 93406-0566

**Population Connection Central Florida**
P.O. Box 316
Palm City, FL 34990

**Population Connection Boston**
P.O. Box 390888
Cambridge, MA 02139-0010
Organizational History

While the name Population Connection is new, our organization is not. Founded under the name Zero Population Growth in 1968, in May of 2002 ZPG officially became Population Connection after much consideration from our Board of Directors.

There is a clear connection between population growth and virtually every challenge facing our planet. As the leading grassroots population organization, ZPG has been the "population connection" for 34 years. By changing our name to Population Connection, we hope to rally even more support for the kind of education and action that can - and must - change the world.
ZPG's early mission was relatively straightforward: raise public awareness of the link between population growth and environmental degradation and, in turn, encourage people to have smaller families. Thus, the corresponding message was simple: Stop at Two. ZPG's focus concentrated on reducing desired family size and ensuring the means and rights of human reproduction.

Today, Population Connection is working to slow population growth and achieve a sustainable balance between the Earth's people and its resources. We seek to protect the environment and ensure a high quality of life for present and future generations. Population Connection's education and advocacy programs aim to influence public policies, attitudes, and behavior on national and global population issues and related concerns.

Currently Population Connection has over 70,000 members with a deep and abiding concern about the critical need for population stabilization. We want people everywhere to join our cause so that, together, we can make the world better, safer, and less-crowded. We changed our name to better describe our mission, our focus and our goals, which remain unchanged.
History of U.S. Involvement in Population Assistance & International Family Planning

There has been a lot of recent publicized debate on the issue US funding for international family planning efforts, however the debate is not something new, the history and evolution of United States policy on the issue is quite interesting. As an activist you may not want or need to know all of the sordid details, but having a general idea may be beneficial to your activism efforts.

- In 1961, the United States Agency for International Development was created through the Foreign Assistance Act signed by President Kennedy.

- In 1967, Congress authorized funds for family planning in the Foreign Assistance Act for the fiscal year 1968 in the amount of $35 million.

- In 1968, Congress set aside $50 million in FY 1969 for population assistance.

- In 1969, the United Nations Fund for Population Activities was founded with strong support from the United States.

- In 1970, President Nixon developed Commission on Population Growth and the American Future. In the same year Congress amended the Public Health Services Act to include domestic family planning, otherwise known as Title X.

- In 1971, the Supreme Court overturned the Comstock Act, which defined contraceptive information as obscene.

- In 1972, foreign aid budget appropriated $125 million for population assistance.

- In 1973, the Helms Amendment passed and prohibited the use of foreign aid funds for abortion.

- In 1974, the World Population Conference was held in Bucharest.

- In 1981, the Carter Administration proposed $345 million in population aid for the FY 1982 Foreign Aid Budget.

- That same year, Reagan was elected President and reduced population aid to $211 million.

- In 1984, President Reagan unveiled his infamous “Mexico City Rule” (a.k.a: Global Gag Rule) at the Conference on Population and Development in Mexico.

- In 1985, the United States eliminated all funds to the International Planned Parenthood Federation.
• In 1986, the United States withheld all funds to UNFPA because of UNFPA assistance in China.

• In 1989, President Bush vetoed foreign aid bill because of $15 million appropriation to UNFPA.

• In 1990, Congress approved a $34 million increase in population assistance; Congress also voted to resume funding to UNFPA and relaxed the Mexico Policy.

• In 1991, a Conference report on foreign aid authorization was defeated in the House due to veto threat by President Bush.

• In 1993, during his first days in office, President Clinton undoes the Mexico City Policy. In the same year Congress approves a 20% increase in population assistance.

• In 1994, Congress approved a record $542 million in population assistance. In the same year USAID created the Center of Population, Health and Nutrition.

• In 1994, the International Conference on Population and Development in Cairo was held.

• In 1995, Congress had heated debates over the Global Gag Rule and UNFPA.

• In 1996, FY 1997 funds were capped at $385 million.

• In 1997, Congress voted to release blocked funds.

• In 1998, House Republican attempted to make $1 billion payment on dues to UN dependent upon the reinstatement of the Global Gag Rule, however President Clinton vetoed the bill.

• In 1999, all US funds to UNFPA were eliminated over the China controversy.

• In 1999, Congress approved $25 million to UNFPA for FY 2000, President Clinton agreed to impose Global Gag Rule with a partial waiver of the restrictions, which resulted in a $12.5 million cut to funds.

• In 2000, efforts to strike the Global Gag Rule fail in the House, the House also agreed to $425 million with no Gag Rule, but with a delay that would allow the new President to set policy.

• In 2001, George Bush was inaugurated President and in his first day of office, reinstated the Global Gag Rule.

• In 2001, there was another close vote in the House to overturn the Global Gag Rule. FY 2002 appropriations set $446.5 million for foreign aid, with $34 million to UNFPA,
leaving the Global Gag Rule in place. As of July 2002, the Bush administration announced that the funds would not be released to UNFPA over the continued China controversy.

Sources: Craig Lasher, Population Action International and National Wildlife Federation
http://www.nwf.org/population/timeline.html
What Happened at and since Cairo?
(International Conference on Population and Development)

“Cairo”, “ICPD”, “the International Conference on Population and Development”… it has many names, and it definitely changed the way that population policy is developed and implemented. And these changes were for the better. Understanding the background of population policy is paramount to being an effective activist. This fact sheet gives the basics of the policy history and the conference and the follow-up “Cairo+5” in the Hague in 1999.

Cairo brought together representatives from over 180 countries as well as a host of non-governmental organizations (NGO’s) to hash out the finer details of an international population agenda. They came up with an innovative way to think about global population pressures and provided a method of addressing them that was in line with development ideas and human and women’s rights.

At this meeting, the importance of slowing population growth for social and economic development was reaffirmed. Cairo marked a dramatic shift in thinking with regard to population policy. Old population policy focused on demographic quotas, contraceptive distribution, and a top-down model. After Cairo, the focus was on empowerment of women, family planning within the context of total reproductive health, and a more broad-based approach, where the focus was on meeting needs of individuals and encouraging policy that allows women and families themselves to have access to information to help them make informed choices about their family size and birth spacing.

The most important item to come out of Cairo was the significant role that the empowerment of women plays in both development and stabilizing world population. Empowerment of women refers to providing women equal access to education, economic power, and political power. As far as population policy goes, the focus shifted from focusing solely on contraceptives and family planning to a more holistic concept of sustainable development and high quality of life for individuals. The result of the ICPD conference was the creation of the Program of Action, a 20-year plan promoting, among other things, universal access to quality and affordable reproductive health services, reductions in maternal, infant, and child mortality, and closing the “gender gap” in education. Cairo put an end to the concept of “population control.” It recognized that smaller families and slower population growth depend not on “control” but on free choice and the empowerment of women.

Here also, world leaders acknowledged the importance of advancing the position of women worldwide. The Programme of Action, underscores “empowerment and autonomy of women and the improvement of their political, social, economic and health status,” not only as an end in itself, but also, as a vital part of achieving sustainable balance. Population Connection supports the Cairo consensus and urges the United States government and other world leaders to fully implement its agenda.

Women’s status within society increases by providing opportunities in education, employment, and government. Increasing the roles of women in society, increases their perceived worth, hopefully putting an end to the practices related to gender preference and selection in infants.
order for real changes to occur, men must take responsibility for promoting women’s equality, and discrimination in all forms (property rights, rights to establish credit, inheritance rights, and ability to enter legal contracts, discrimination in hiring, training, and wages, and exploitation, abuse, and violence against women) must end.

At the follow up to the Cairo Conference in the Hague in 1999, the review showed that while there were substantial obstacles to overcome, the agenda of the Program of Action is practical and realistic and is increasingly being used in the implementation of programs.

The UN estimates that in order for the goals of the Program of Action to be met, approximately one-third of the funding would come from donor countries. At this time, donor countries provide 20% of the total population assistance worldwide.

History of World Population Policy:
- Pre-1950’s: Demographic information was not widely available or disseminated
- 1952: International Planned Parenthood Federation was founded
- 1960’s: Developed countries, including the U.S., started population aid programs
- 1965: USAID started funding demographic work
- 1969: The United Nations launched the UNFPA
- Early 1970’s: World famine was a major concern
- 1974: First UN Conference on Population is held in Bucharest. The focus was very interventionist, industrialized countries developed “population control” policies, the developing countries that received the aid were very critical of the programs, the G77 opposed demographic targets
- 1984: International Conference on Population in Mexico City: Reagan announced the “Mexico City Policy” or “Global Gag Rule”
- 1980’s: Feminists and advocates of women’s health criticize policies of “population control” based on the current model
- 1993: Clinton reversed the “Global Gag Rule,” renewed support for UNFPA and IPPF
- 1994: ICPD
- 1999: Cairo+5

Sources:


Population Connection’s Questions & Answers
9. Other Population-Related Resources

Population Action International
Fosters the development of U. S. and international policy on urgent population and reproductive health issues through an integrated program of research, advocacy and communications. Serving as a bridge between the academic and policymaking communities, they disseminate strategic, action-oriented publications; participate in and sponsor conferences, meetings, and seminars; and other efforts to educate and inform.

Population Institute
Increase awareness of the social, economic, and environmental consequences of rapid population growth. Recruits and trains tomorrow’s population activists, and national membership networks to address population issues. Initiates programs to advance education and activism.

Population Matters
Highlight the importance of population policy issues and provides a more scientific basis for public debate over population policy questions through identifying important and topical population issues; reviewing relevant, scientifically sound research on these issues; summarizing and synthesizing the research and drawing policy implications; disseminating this information to key audiences; and translating selected products into various languages.

Population Reference Bureau
Provides timely and objective information on U.S. and international population trends and their implications. Informs policymakers, educators, the media, and concerned citizens working in the public interest around the world through a broad range of activities, including publications, information services, seminars and workshops, and technical support. We work with both public-sector and private-sector partners.

U.S. Census Bureau
Conducts demographic surveys, research, and analysis on the United States. Maintains the most up-to-date demographic information as well as yearly projections.
USAID
Independent federal government agency that receives overall foreign policy guidance from the Secretary of State. The agency works to support long-term and equitable economic growth and advancing U.S. foreign policy objectives by supporting: economic growth, agricultural and trade; global health; and, democracy, conflict prevention and humanitarian assistance.

Women's Empowerment Resources
Feminist Majority Foundation
Utilizes research and action programs to focus on advancing the legal, social and political equality of women with men, countering the backlash to women's advancement, and recruiting and training young feminists to encourage future leadership for the feminist movement in the United States. Engages in research and public policy development, public education programs, grassroots organizing projects, leadership training and development programs, and participates in and organizes forums on issues of women's equality and empowerment.

Choices Campus Community
A project of the feminist majority leadership alliances. Offers activist training and strategies for organizing and educating around feminist issues on college campuses and beyond.

Women's Environment and Development Organization (WEDO)
International advocacy organization that seeks to increase the power of women worldwide as policymakers at all levels in governments, institutions and forums to achieve economic and social justice, a healthy and peaceful planet, and human rights for all. Maintains campaigns, networks, and publications to attain these goals.

Women's EDGE
Coalition of individuals and respected organizations that gives women and families around the world an economic edge. Provides the latest information on how women's lives in the developing world are being changed by U.S. programs and policies. Brings together a broad array of like-minded people and organizations to promote equitable international aid and trade policies. Provides members with the information and access they need to play a part in the decision-making process.

http://www.usaid.gov
www.feminist.org
www.feministcampus.org
www.wedo.org
www.womensedge.org
10. Odds & Ends

This section contains a potpourri of different forms and information. Here you will find copies of fact sheets, and sign up sheets for recruiting new members to the Campus Outreach Program (make sure to use them for your own recruitment and copy them and send them to us so we can add them to our list of Campus Outreach Program members), flyers, as well as a feedback form. Feel free to make copies of these forms to use again and again.

In this section you may also want keep notes and other information to help make it easier to transition when the time comes for you to hand over or pass down the Handbook to new activists or organization members, allowing them to carry on your hard work.
Give Us Some Feedback

We would like to receive periodic updates on the work that you have been doing so we can share ideas and highlight successful events. Please provide the information below. This is also a great way for you to keep track of your activities and provide a history for your organization. Please photocopy this form and return it to us. Thanks!

Name of Event

College or University

Organizer's Name Affiliation

Other Organizations which participated

Approximate amount of time spent organizing event

Length of event

Description of your activity

Number of participants (estimated number of people you spoke with, etc.)

Did you receive any media coverage? Yes (type)

Please include copies of newspaper articles, or pictures, etc.

NO

Comments

Please return to:
Population Connection
Campus Outreach Program
1400 16th St. NW, Suite 320
Washington, DC 20036
Fax: 202-332-2302
Yes, I want to get involved with Population Connection’s Campus Outreach Program! We’ll send you monthly updates and support your population activism.

Please return to: 1400 16th St., NW, Suite 320, Washington, DC 20036
202-332-2200; 202-332-2302 (fax); 1-800-767-1956 (toll free)

Email: campus@populationconnection.org  www.populationconnection.org

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Fact Sheets & Flyers

The most up to date Fact Sheets are available on our website, www.populationconnection.org under “Learn More”.

Check out Population and the Environment, Population and Women’s Empowerment and The Demographic Facts of Life there. These are formatted for use in tabling, etc. If you would like a hard copy of these fact sheets, just contact us and we’d be happy to send you some for tabling. Also, if you would like to request a copy of our Get Active flyer, which tells more about our programs that are of interest to students, just email campus@populationconnection.org or call us at 1-800-767-1956 and as for a Campus Outreach Coordinator.