

**CONNECTIONS II:  
LINKING POPULATION AND THE ENVIRONMENT  
Extension Activities**

**GRANT NO: FAO-0230-G-00-2051-00**

**FINAL PROJECT REPORT**

**Submitted to the Development Education Program**

**U.S. Agency for International Development**

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**Submitted by:  
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**U.S.A.I.D. Development Education Program  
FINAL REPORT  
Grant No. FAO-0230-G-00-2051-00**

**CONNECTIONS II**

**PROJECT SUMMARY**

**Objective 1.1: Develop classroom-ready teaching materials on environmental issue for use by teachers.**

The elementary teaching kit, **MAKING CONNECTIONS: Linking Population and the Environment**, was completed in November 1992. To date over 1,000 kits have been sold, with an additional 1,000 distributed in workshops.

During the Fall of 1994, PRB is conducting a post-project evaluation, which will provide us with quantitative information on the quality of the materials (evaluation results will be submitted to U.S.A.I.D. by January 1995). While quantitative evaluation is pending, the anecdotal reports on the teaching kit are extremely positive. Teachers like the appearance of the package and particularly appreciate the ease at which they can incorporate the content into their current curriculum in math, science, social studies, and language arts. They particularly appreciate the interactive, "hands on" activities. A comment from a workshop evaluation sums it up nicely, "I will read the elementary MAKING CONNECTIONS work packet and choose activities. I really believe the packet was put together very well and will be useful." (5th grade teacher from Indiana) (For additional comments, see samples of 1993 workshop evaluations in Appendix B.)

MAKING CONNECTIONS has also been favorably reviewed and mentioned in national and international publications representing a variety of disciplines (see selection in Appendix A). For example, a compilation of reviews of environmental education materials for California teachers, *Environmental Education: Compendium for Human Communities*, gave the teaching kit a B+.

**Objective 1.2: Develop classroom-ready teaching materials on resource management for high school teachers.**

The final theme for the materials for high school teachers, which actually focused on human development is *THE WAY WE LIVE: Whose Wants? Whose Needs? Who Matters*. Work on these materials has been completed, with most having been classroom tested or teacher evaluated. The materials were edited and revised throughout the grant-period by PRB, the World Bank, and teachers from Illinois and Maryland. The revisions were based on the results of classroom testing and feedback provided during workshops. PRB and the World Bank have agreed to continue to use this workshop package, in a similar format, in presentations for one year after the grant period. After that time, we will meet to assess the impact of the distribution and possibilities for publishing. In the meantime, pieces may be published as opportunities arise.

Some of the activities—such as lesson #2 "Where Are the Humans?," and lesson #3, "Whose Wants, Whose Needs, Who Matters?"—have been successful, and have and will

continue to be used in workshops by PRB and others. These lessons may be published in publications of other organizations.

A workshop highlighting the mapping exercise #2 "Where are the Humans?," will be conducted at the annual meeting of the National Council for Geographic Education in November 1994.

**Objective 1.3: Provide K-12 geography teachers with the skills and materials to increase and improve their teaching of population, environment and development issues. Conduct 16 teacher training workshops between 1992 and 1994 for an average of 30 teachers per workshop (16 workshops x 30 teachers = 480 teachers).**

During the two-year period, PRB conducted 19 workshops at national meetings and state Geographic Alliance functions throughout the country (see Table 1) A total of 637 teachers participated in these workshops. More workshops were conducted than planned for several reasons: 1) expenses were lower than expected due to contributions (usually lodging) from the Alliances; 2) trips were combined for greater efficiency; and 3) requests for workshops in populous or strategic states were honored.

These 637 teachers participated in workshops ranging in length from one hour to one day. Nine workshops were a full day, five were half day, and the remaining five were less than two hours in length.

**Objective 1.4: Provide high school economics teachers with the skills and materials to increase and improve their teaching of resource management issues. Conduct 15 teacher-training workshops between 1992 and 1994 for an average of 30 teachers per workshop.**

During the two-year period, PRB and the World Bank conducted 15 workshops at national and state level meetings (see Table 2). We also conducted a workshop for the Alberta Global Education Consortium in Edmonton, Canada. A total of 364 teachers (excluding the Canadians) participated in these workshops. One workshop was two days long, two were full day presentations, five were half day presentations, and the length of the remaining seven was two hours or less.

While the participants who attended the workshops responded favorably to the materials and strategies, most of the workshops had lower attendance than anticipated. For that reason we re-evaluated this method of distribution. We believe that one reason for the low attendance was the theme, which may have been perceived by potential participants as not fitting into their curriculum.

We had planned to conduct more half-day and full-day sessions, but decided to work within organized meetings (such as the National Diffusion Workshop and the American Forum Conference) as the attendance at workshops planned around THE WAY WE LIVE continued to have low pre-registration. By working within these meetings and demonstrating one or two ideas from the unit—rather than the whole teaching package—we were able to expand the number of teachers who received the materials. We will continue to distribute the package, or pieces of it, in this manner for one year. At that time we will evaluate the materials and their distribution through teacher-training.

**Objective 1.5: Provide college faculty of social studies/geography teaching methods courses the skills and materials to pass on this methodology to pre-service**

Table 1

**CONNECTIONS WORKSHOPS for K-12 GEOGRAPHY TEACHERS  
September 1992 - August 1993**

<b>Date Participants</b>	<b>Location</b>	<b>Affiliation</b>	<b># of</b>
9/24/92	Santo Domingo, DR	Nat'l Council Geog. Ed.	25
3/5/93*	Dallas, TX	Texas Geographic Alliance	60
6/21/93	Brookings, SD	South Dakota Geographic Alliance	25
6/24/93	Manhattan, KS	Kansas Geographic Alliance	38
6/29/93	Tahlequah, OK	Oklahoma Geographic Alliance	33
7/1/93	Hattiesburg, MS	Mississippi Geographic Alliance	20
7/5/93	Three Rivers, CA	California Geographic Alliance	24
7/6/93	Bear Lake, UT	Utah Geographic Alliance	30
7/13/93	Washington, DC	National Geographic Society	75
7/16/93	Rhode Island	Rhode Island Geographic Alliance	30
7/19/93*	Chicago, IL	Illinois Geographic Alliance	30
7/20/93	South Bend, IN	Indiana Geographic Alliance	29
11/17/93	Huntington, WV	Elem. School/WV Geographic Alliance	45
1/29/94	Blacksburg, VA	Virginia Geographic Alliance	24
6/17/94	Sitka, AK	Alaska Geographic Alliance	33
6/20/94	Cedar Falls, IA	Iowa Geographic Alliance	32
6/27/94	Chico, CA	N. California Geographic Alliance	30
7/13/94	Binghamton, NY	New York Geographic Alliance	28
7/25/94	Portland, OR	Oregon Geographic Alliance	26
<b>Total workshops 19</b>			<b>Total Participants 637</b>

\* Partially supported by state Alliance.

**Table 2**

**THE WAY WE LIVE WORKSHOPS**  
**September 1992 - August 1994**

<b>Date</b>	<b>Location</b>	<b>Affiliation</b>	<b># of Participants</b>
9/24/92	Santo Domingo, DR	Nat'l Council Geog. Ed.	6
11/22/92	Detroit, MI	Nat'l Council for the Soc. Stud.	23
3/1-2/93	St. Mary-of-the-Woods IN	Geography Educators Network of IN	24
7/26/93	Washington, DC	National Geographic Society	30
8/7/93	Halifax, Nova Scotia Canada	Nat'l Council for Geo. Education	12
11/19/93	Nashville, TN	Nat'l Council for the Soc. Stud.	Cancelled
12/4/93	Columbia, MD	Center for Econ. Ed. Maryland	25
2/7/94	Detroit, MI	Michigan Council for the Soc. Stud.	50
3/12/94	New York, NY	Am. Forum (NY & World)	50
3/28/94	Peoria, IL	Illinois Geographic Alliance	18
4/11/94	Chicago, IL (NE Ill. U.)	Nat'l Diffusion Workshop	35
4/30/94	Pomona, CA	Calif. Geog. Society	15
5/7/94	Miami, FL	Florida Geog. Alliance	8
5/12/94	Miami, FL	American Forum Conf.	20
6/17/94	Sitka, AK	Alaska Geog. Alliance	20
7/13/94	Chicago, IL	Ill. Geo. Alliance Summer Inst.	28
<b>Total Workshops</b> 15			<b>Total Participants</b> 364

**teachers. Conduct five workshops between 1992 and 1994 for an average of 20 faculty members per workshop.**

During the two-year grant period, we addressed 138 college professors and students through workshops (see Table 3). The meeting in Madison, Wisconsin was the only one that was attended by methods instructors exclusively. That workshop led to presentations to two classes of student teachers at the University of Wisconsin-LaCrosse. After those presentations, I received numerous letters from University of Wisconsin-LaCrosse student teachers and faculty, who had not attended the presentation, but wanted copies of the materials distributed.

Even though we are finding it difficult to find networks of methods instructors, this audience is invaluable. Information about our materials and programs is reaching these teachers by word-of-mouth. We will continue to search for strategies to reach methods instructors. We will also continue to assist student teachers. It is important to reach student teachers just prior to their student teaching experience; this can strongly influence their pedagogical and content choices as they become teachers.

## **UNANTICIPATED RESULTS**

The greatest unexpected result of the CONNECTIONS project is that it has given PRB the base materials, network, and experience to begin to develop our own network of teacher trainers. In 1995, PRB will host the first Summer Population Institute. Twenty-five teachers, who are a part of a Geographic Alliance Network or other educator network, will attend the 10-day institute to attain advanced training in population education. These "master teachers" will then return to their regions to train additional educators. PRB will continue the Summer Institute program in 1996 for 25 additional educators.

PRB has also attained greater recognition among teachers, particularly those in the Geography Network (105,000 teachers). This paves the way for collaboration on workshops, publications, and projects and the ability to attract teachers to act as consultants. The rumor at the National Geographic Society is that Kimberly Crews has attended more Geographic Alliance functions than any one person on the National Geographic Society staff. This recognition led to her election to the National Council for Geographic Education's Executive Planning Board to the Publications and Products Committee.

One of the disappointing aspects of the projects was our inability to successfully network with the economic educators. Even though we had identified coordinators of economic education centers who had agreed to assist us, the level of assistance depended heavily on PRB's personal connection with that coordinator. It is probable that PRB does not have the same level of recognition among the economic educators that it does with the geographic community. However, because economics is usually taught by educators who also teach other social studies subjects, it is possible to reach these teachers through other means.

While we also found it difficult to find a reliable mechanism for reaching university methods instructors, it is very important for us to nurture this audience so that our materials can be shared with new teachers. It is important for us to reach them at the formative stage.

**Table 3****COLLEGE METHODS INSTRUCTORS' WORKSHOPS  
September 1992 - August 1993**

<b>Date Participants</b>	<b>Location</b>	<b>Affiliation</b>	<b># of</b>
11/22/92	Detroit, MI	Nat'l Council for the Soc. Stud.	23
8/1-2/93	Madison, WI	Wisconsin Geographic Alliance	20
10/27/93	La Crosse, WI (students)	University of Wisconsin-La Crosse	70
10/28/93	Kearney, NE (s & t)	University of Nebraska-Kearney	25
<b>Total workshops</b> 4		<b>Total Participants</b>	<b>138</b>

## **PROJECT EVALUATION**

The criteria for project success:

- 1) the materials are produced successfully and are found to contain the appropriate content, and to be attractive and usable by the target audiences;
- 2) the 36 training workshops are conducted and well-received by the audience;
- 3) the majority of teachers who attend workshops use at least one activity in their classroom;
- 4) teachers who attend the workshops are eager to conduct their own workshops using these materials; and
- 5) students, who have been introduced to **CONNECTIONS** materials, improve their awareness and knowledge of the global environment.

### **Impact on K-12 Geography Teachers**

The new elementary teaching kit **MAKING CONNECTIONS: Linking Population and the Environment** has been well-received by teachers and reviewers. Teachers appreciate the direct links to elementary curricula standards, particularly in mathematics. They also appreciate our success in creating lessons that "show" students difficult concepts and make them personal. While we tend to hear mostly positive feedback about our materials, that is almost all I have heard about **MAKING CONNECTIONS**. From my perspective, the **MAKING CONNECTIONS** teaching kit is a huge success.

The teachers who attended the 19 **CONNECTIONS** workshops appreciated the materials and presentation. (When you are presenting statistical information to non-specialists you can tell when they are uninterested and "not getting it.") While we discontinued the post-workshop written evaluation after the first year, it is evident that the teachers found the content, strategies, and materials appropriate and informative. About 99 percent of the teachers who did complete the survey indicated that they would use activities in their classroom. Teachers who attended workshops during the second year also indicated that they would use the materials (see evaluations and comments from 1994 workshops in Appendix C).

Some teachers indicate that they will use various components of the presentation in their own workshops, but it is something we don't follow up on. We generally only hear about teacher who conduct workshops, if they contact us for materials or advice.

The impact on students is the hardest item to measure. We only get feedback anecdotally. Our post-workshop follow-up survey (being conducted now) will provide us with some indication of impact on students. We will submit a report on the survey in early 1995. (See Appendix D for survey instrument.)

### **Economics-Based Materials for Social Studies Teachers**

The materials that were created for this audience were more speculative and were revised continuously throughout the project. The theme of the teaching package is human development; the lessons were designed to have students assess current levels of human development, consider the factors that contribute to this level, and assess prospects for the future. The lessons are pedagogically appropriate as they contain cooperative learning strategies, require extensive data analysis, and encourage the development of decision making and oral presentation skills. On the whole, individual activities were considered to be challenging, but usable. As a package, it is ambitious of us to expect the whole series to be used as a unit, which was our original intent.

Fifteen workshops were conducted, as outlined in our workplan, however the range of workshops varied from our expectation. In relation to our expectations, the workshops were generally shorter in length, lower in attendance, and less focused on economic concepts, than we expected.

With these materials, our intention was to evaluate their reception by the teachers, create workable activities, and assess the feasibility of publishing them. Based on our results so far, most of these activities will only work with ambitious teachers who are willing to be innovative in their teaching strategies; they require a lot of background knowledge from the teacher, teacher ability to direct interactive learning strategies, and teacher willingness to deal with open-ended questions. These materials are not for the teacher who uses a text book every day. Therefore, we decided to continue using pieces of the activities, but will probably not publish the series as a unit. We feel that it would only be useful to a small group of teachers and the effort to find these teachers would require more resources than we can expend.

As we review the evaluations (see Appendix B), it seems that there may be potential to sell these activities if they were packaged with a different theme. Teachers need to know how these materials would improve their instructional success.

### **Methods Instructors and Pre-Service Teachers**

PRB participated in four events designed for university instructors of teaching methodology courses and/or pre-service teachers. While we originally intended to reach 100 methods instructors, our interactions with pre-service teachers was valuable: these student teachers were excited to receive the materials and try the hands-on, real world situations in their students teaching experiences.

The workshop for methods instructors in Wisconsin resulted in follow-up presentations to two classes of student teachers in LaCrosse, Wisconsin. Students and the professors who attended these sessions related their experiences to their peers, who responded by writing to PRB to request copies of the materials. Some of the student teachers did agree to use the materials in their student teaching experiences and complete evaluations on their experiences (no responses to date). (See appendix D for survey instrument.)

### **Influence of the Project on PRB**

The materials created under the project have provided PRB with a stronger set of base materials for teachers. We have not had materials designed specifically for elementary teachers in about 20 years. We hope to round out the series by providing a kit or short booklet with adaptations specifically designated for middle school teachers. The materials are being used by K-12 teachers, as well as in college level education courses; some of the CONNECTIONS activities have even been adapted for college use.

The workshops have increased the visibility of the organization and opened doors for additional activities. Educators know that they can count on PRB to present a thoughtful, balanced workshop, that includes teaching strategies appropriate to teachers at all grade levels.

Our surveys indicate that teachers intend to use the materials in their classroom and our anecdotal information confirms that they are. They are also using the materials in their own training workshops.

The biggest benefit to PRB is that more teachers are aware of population issues and their connections to the environment, and are eager to learn more. As was said earlier, PRB will conduct Summer Population Institutes in 1995 and 1996 to train 50 educators as master teachers. These teachers will return to their regions and conduct workshops for PRB. This will greatly expand the impact that we can have on teachers and students all over the country.

### **Project Contribution to Development Education**

The Connections Project already serves as a model for other development education projects. Other project managers have and may continue to contact PRB to find out how to use the Geographic Education Network to find teachers to consult on projects and to disseminate information through the summer institutes being conducted all over the country. Our project highlights the value that educators place on innovative pedagogical methods and the current state and national standards; this knowledge can make or break a teacher oriented program.

Other development programs can learn from our attempt to reach the methods instructors. This is an invaluable audience and the development education community needs to collaborate to develop dissemination methods to effectively reach this group.

### **LESSONS LEARNED**

Many old lessons were reaffirmed during the course of this project. One of the most important is to include stakeholders in all processes of the project, from planning to reporting. In the Connections project, the teachers and Geographic Alliance coordinators were key to its success. Their participation and support enhanced the quality of the materials developed, ensured accessibility of audiences to train, and provided mechanisms for other methods of dissemination. Where we did a less thorough job of involving the stakeholders—the economics educators and methods instructors—the project was less successful.

When developing curriculum materials, it is important that they are pedagogically sound and are tied into current or prospective teaching standards. It is also important that the theme is well-defined and clearly related to current teaching practices. Including teachers in the planning process will facilitate this endeavor.

Fred Walk, a teachers who worked on THE WAY WE LIVE portion of the project, believes that it is important to create activities and an atmosphere where students are encouraged to engage in active and reflective thought. As we proceeded through the development of the materials, he realized how difficult, time consuming, and sometimes frustrating it was to create user-friendly materials that engaged students. He felt that we were "pushing the frontier" of education.

Development educators should not be afraid to use real data in learning activities. Real-world data can be made user-friendly when designed by appropriate teams. While role-playing is valuable, there is no substitute for using real statistics in strategies designed to help the learning understand the complex realities of the world.

## **MATERIALS PRODUCED**

During the CONNECTIONS II project, two teaching packages were produced.

◇ **MAKING CONNECTIONS: Linking Population and the Environment** is designed for upper elementary teachers and contains the following items:

- A teaching guide consisting of 28 lessons (about 150 pages), including reproducible worksheets, resource materials, maps, graphs, data tables, and illustrations
- Eight 8 1/2" x 11" color photos
- A wall-size *World Population Data Sheet*

This guide is a printed set of loose pages, three hole punched, that can be placed in a notebook. (Copies were sent with 1993 year-end report)

◇ **THE WAY WE LIVE: Whose Wants? Whose Needs? Who Matters?** is a workshop package for secondary social studies teachers. It has not been published and was designed to be distributed only in workshops. It contains the following items:

- A teaching guide consisting of five lessons, including reproducible worksheets and readings
- A wall size *World Population Data Sheet*
- Pages from the United Nations *Human Development Report* showing the Human Development Index
- A World Bank *Development Data Book*
- A World Bank *Environmental Data Book*

See Appendix Z for current teaching package.

## **BUDGET**

The Summary Budget table shows variances in the Indirect Cost and Fringe Benefits rows. These variances are due to a revision in the Negotiated Indirect Cost Rates. (See "Negotiated Indirect Cost Rate Agreement" in Appendix E.) The other variances appear in the Travel and Consultants line items. Travel expenses were less than projected due to the Geographic Alliances absorbing some of the expenses (mainly lodging and food), prudent spending, and combining trips to save time and expense. This savings was transferred to the Consultants line item; PRB had more teachers assist with workshops so that they would be empowered to conduct workshops independently. These teachers will continue to work with the Population Reference Bureau, particularly as we plan and conduct our Summer Population Institutes in 1995 and 1996.

## **PROJECT SUSTAINABILITY**

The goal of PRB's Population Education Program is to provide materials, information, and guidance to assist teacher's as they instruct their students about population and development issues. Consequently, the materials and resources generated by this project have already been integrated into the regular program. The level of integration depends upon the results of the evaluations and current and projected contacts with the specific target audiences.

The MAKING CONNECTIONS teaching kit, developed under this project, will be disseminated through sales under our existing publications program. It will be maintained

and revised as long as it fits into our product line and has adequate distribution. The kit will be distributed in PRB conducted training workshops, particularly those taking place at state Geographic Alliance Institutes.

Some of these workshops are supported by PRB. Others are conducted by PRB for groups who pay for this service as well as the materials. Because of the exposure to Geographic Alliance and other networks, the number of requests is substantial.

PRB is planning to hold the Summer Population Institutes for teachers to train 50 master teachers to disseminate this information and material in workshops throughout the country. This network of teachers will enable us to conduct more workshops at lower cost to PRB or the requesting organization. It will also allow us to expand the number of educators and students that we can reach.

Most of PRB's workshops during the next two years will probably be for K-12 geography teachers. However, we will also continue to target workshops to secondary social studies teachers, methods instructors, and pre-service teachers. We will explore the best methods to reach these audiences and collaborate with other groups to develop appropriate dissemination strategies.

## **RECOMMENDATIONS**

One contribution that Development Education program can make to education is providing the resources for professional development of educators to "push the frontier" of education. Teachers do not have time, energy, or expertise to develop a substantial number of workable, realistic activities that engage students in active and reflective thought about the complexities of our interdependent world. By providing opportunities for teachers to work with development education experts and colleagues in other content areas the Development Education program can help "push the frontier" of education.

## PROJECT DESCRIPTION

### Connections II Population Reference Bureau, Inc. (PRB)

The Connections II project resumed the development and dissemination of teaching materials that demonstrate the interrelationship between population growth and the environment. PRB created new materials with the assistance of elementary and economics teachers. PRB collaborated with National Geographic's state alliance network, state centers of the Joint Council for Economic Education, and the World Bank to design and disseminate these materials.

Project goals attained:

- developed 5,000 and disseminated approximately 2,000 copies of a booklet of materials for elementary teachers, **MAKING CONNECTIONS: Linking Population and the Environment**;
- continued dissemination of the, **CONNECTIONS: Linking Population and the Environment**, teaching kit to secondary teachers;
- developed and disseminated classroom-ready teaching materials on Human Development for secondary social studies teachers;
- provided 637 K-12 teachers in Geographic Alliance Networks with skill and content training and materials to increase and improve their teaching of environment, population and development issues while increasing student geography skills;
- provided 364 secondary social studies instructors with skills, content training, and materials to increase and improve their teaching of human development issues, while developing student geography and economics skills;
- provided 50 college faculty of social studies/geography teaching methods courses with skills, content training and materials to pass on this methodology to pre-service teachers;
- provided materials and training to preservice teachers to increase and improve their teaching of environment, population and development issues;
- a system whereby up to 2,000 additional K-12 geography and pre-service teachers would have access to these materials to increase their teaching of environment, population and development issues.

## SUMMARY BUDGET

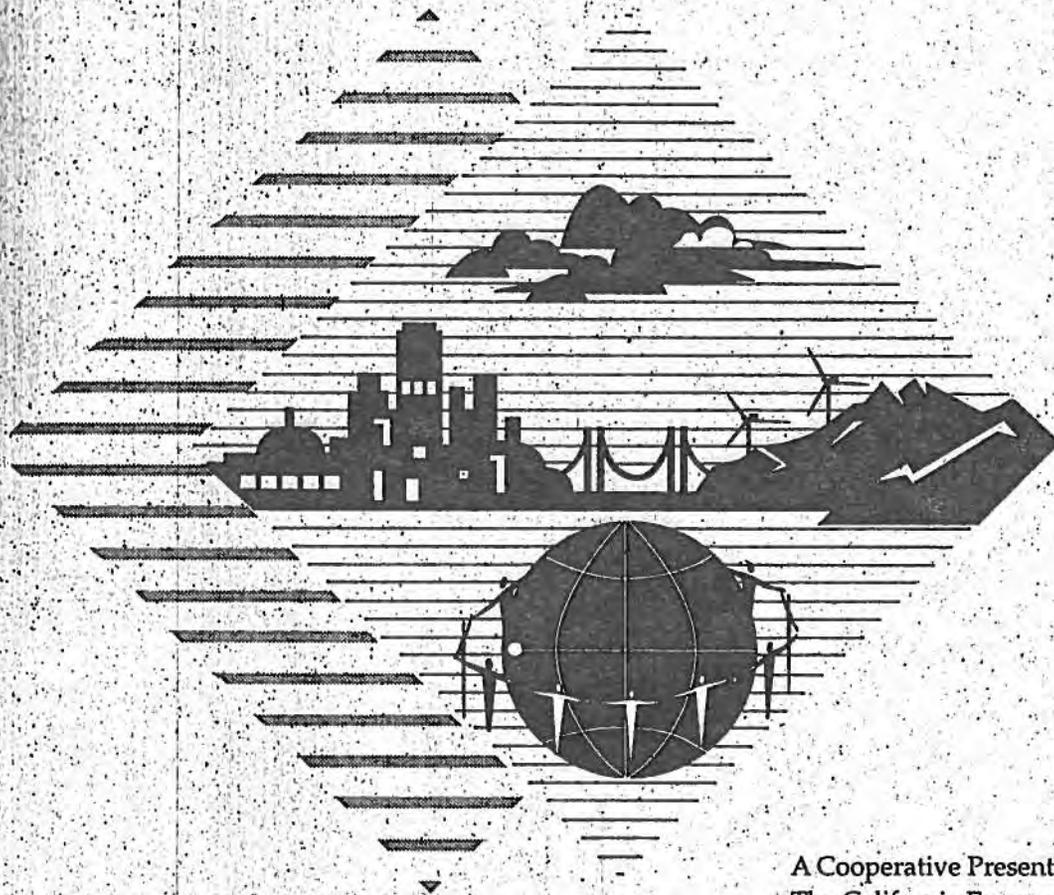
<u>Cost Elements</u>	(1) Total Expenditures 9/15/92 - 9/14/94	(2) Contracted Budget 9/15/91 - 9/14/94	Variance +/-
SALARIES (A.I.D.)	\$ 48,269	\$ 49,664	- 1,395
FRINGE BENEFITS (A.I.D.)	19,351	18,376	+ 975*
TRAVEL (A.I.D.)	29,094	36,100	- 7,006
CONSULTANTS (A.I.D.)	10,538	4,000	+ 6,538
EVALUATION (A.I.D.)	2,550	2,000	+ 550
INDIRECT COSTS (A.I.D.)	46,204	42,711	+ 3,493*
<b>TOTAL A.I.D. EXPENDITURES</b>	<b>156,006</b>	<b>\$152,851</b>	<b>+ 3,155*</b>
GRANTEE COST- SHARE	90,651	79,179	+11,472
OTHER CONTRIBUTIONS	76,130	75,930	+ 200
<b>TOTAL PROGRAM</b>	<b>\$322,787</b>	<b>\$307,960</b>	<b>+14,827</b>

\*Differences in Fringe Benefit and Indirect Expenses line items due to revised Negotiated Indirect Cost Rates. See attached "Negotiated Indirect Cost Rate Agreement."

## **Appendix A**

# *Environmental Education*

## *Compendium for Human Communities*



A Cooperative Presentation by:  
The California Energy Commission  
The California Department of Education  
May 1994

# Making Connections: Linking Population and the Environment

Population Reference Bureau  
 Circulation Department  
 P.O. Box 96152  
 Washington, D.C. 20090  
 (800) 877-9881



\$15.00. 1992. 143 pages.

"Making Connections: Linking Population and the Environment" offers 28 reproducible lessons introducing population and environmental issues. Activities concentrate on the human uses of land, water, and forest resources, as well as the urban environment; includes eight large color photographs.

## REPORT CARD

Overall Grade	B+
General Content	A-
Presentation	B
Pedagogy	B+
Teacher Usability	B+
Human Communities	B+

## DISCIPLINE EMPHASIS

	0	1	2	3
Science				
History/Social Science				
Health				
Mathematics				
Fine/Performing Arts				
Language Arts				
Industrial/Vocational Ed.	-			
Foreign Language	-			

## COMMENTS

### General Content

Provides opportunities for students to research and construct charts and graphs. "Attempts to show comparisons of developed and developing nations." "Very complete for human population problems - examines the issues from many points of view in an unbiased manner."

### Pedagogy

Good simulations. No indication of suggested grade levels for activities. The matrix of concepts, topics and geographical regions are valuable tools. "Good material on population growth." Material can stand alone or as a unit within another discipline.

### Teacher Usability

"Excellent introduction and resource listings in each lesson!"

### Specific Content on Human Communities

"Excellent global perspective." Compares varying conditions and resources around the world.

Kim Crews  
Population Reference Bureau  
1875 Connecticut Ave., NW  
Washington, DC 20009-5728

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# FLORIDA GEOGRAPHIC ALLIANCE

A PUBLICATION FOR GEOGRAPHY EDUCATION IN FLORIDA

361 BELLAMY BUILDING R98 • FLORIDA STATE UNIVERSITY • TALLAHASSEE, FLORIDA 32306

## FROM THE COORDINATOR

**T**his past fall, I had the opportunity to visit and investigate one of the greatest environmental disasters of recent history, the depletion of the Aral Sea. As a geographer, it was an exceptionally interesting opportunity to visit Uzbekistan to lecture at the Central Asian

factor. I also visited Keva, another fascinating silk route city on the Turkministan border.

The western two-thirds of Uzbekistan is desert and it is through this dry region that the Amu Darya and Syr Darya flow from the Pamirs and the Tianshan Mountains re-

## CALENDAR OF EVENTS

### MAY

26-27 National Geography Bee Finals -  
Washington, D.C.

### JUNE

28-July 10 1993 Summer Geography Institute, at  
Florida State University. the contact  
person is Debbie Haenbuch-Reese

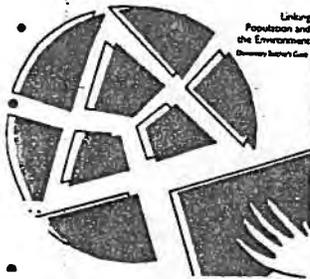
how to integrate it into non-formal education as well as how to teach it effectively. The second part consists of readings and activities on the need for health education, the contents of a health education programme, common diseases, pollution, and malnutrition and under-nutrition. The third part is on value education. It defines what values are and develops the skills of the Instructor to make education value-based through value-based

songs, anecdotes and games. The format used in this booklet lends itself to independent reading. To make it easier for the Instructor to follow and apply the materials in the booklet, guidelines are given to the Instructor at the beginning of each section. In addition to readings and text, the guidebook encourages participatory learning through the many discussion questions and activities that are presented at the end of each section. The value

of the booklet does not only lie in its effort to achieve the desired competence in teaching the contents but also in teaching them in a value-based manner.

For copies, please write to the Regional Clearing House on Population Education and Communication, UNESCO PROAP, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.

• MAKING CONNECTIONS



**Making Connections: Linking Population and the Environment by Kimberly A. Crews. Produced by the Population Reference Bureau, Washington, D.C., 1992.**

Making Connections is an elementary teachers' guide which provides elementary teachers with materials and strategies to teach about population and environmental issues. Although produced in the United States, it contains materials and information that are about countries outside of the United States, i.e. rivers and dams in Egypt and Bangladesh, forest resources in Nepal, Kenya and Brazil, desertification in Africa and urbanization in Latin America. The interrelationships between population growth and environmental degradation is viewed from the point of view of interdependence of the world's nations and people. This is what makes this guide worthy of adoption or adaptation in Asia and the Pacific.

The content areas are also relevant and applicable in any country in this region. The materials provide content in basic population dynamics and specific environmental concerns such as water use, deforestation, desertification and urban problems. The second goal is to help students begin to understand the complexity of these issues, the relationship between population growth

and environmental degradation and the interdependence of the world's nations and people.

The guide contains 28 stimulating lessons divided into seven sections, namely: i) People-designed to give students background on world population trends and dynamics, ensure that they are comfortable working with numbers and vocabulary used throughout the guide; ii) People and Places – designed to be used when studying any region or country and gives instruction in graphing, mapping, information gathering and vocabulary development; iii) People and Water – focuses on the use of water as a natural resource and the effects of population pressures on watersheds; iv) People and Trees – focuses on the use of trees and deforestation in different parts of the world; v) People and Land – focuses on population and land use in the Sahel region of Africa as well as the effects of population pressures on land degradation and resource scarcity; vi) People and Movement – focuses on migration and urban life in Latin America; and vii) You and People Around the World – encourages students to think about their connections with

other people in other places as well as show how actions of different global citizens affect the global environment.

The guide stands out in terms of use of life-skills strategies. Every lesson develops certain skills among students, such as classification, vocabulary development, graph interpretation, simulation, critical thinking, interpreting tables, creative writing, analysis and synthesis, mapping, identifying locations, problem solving, conceptualizing numbers, role playing, evaluation, brainstorming and others. The innovative, interactive lessons in the guide are comprehensive and adaptable for use in geography, social studies, environmental science, mathematics, science and language arts classes. Many are appropriate for team teaching and cooperative learning. All of the lessons can be used alone or as a unit. The lessons teach or review basic geographic, communication, mathematics and comprehension skills. Attractive and well-presented, the guide also makes it easy for teachers and students to use the lessons through reproducible student handouts, resource materials, colour photos with scenes from Sub-Saharan Africa, Bangladesh, India and the Dominican Republic and data tables that are built into the guide.

For more information, please write to The Population Reference Bureau, 1875 Connecticut Avenue, N.W., Suite 520, Washington, D.C. U.S.A.

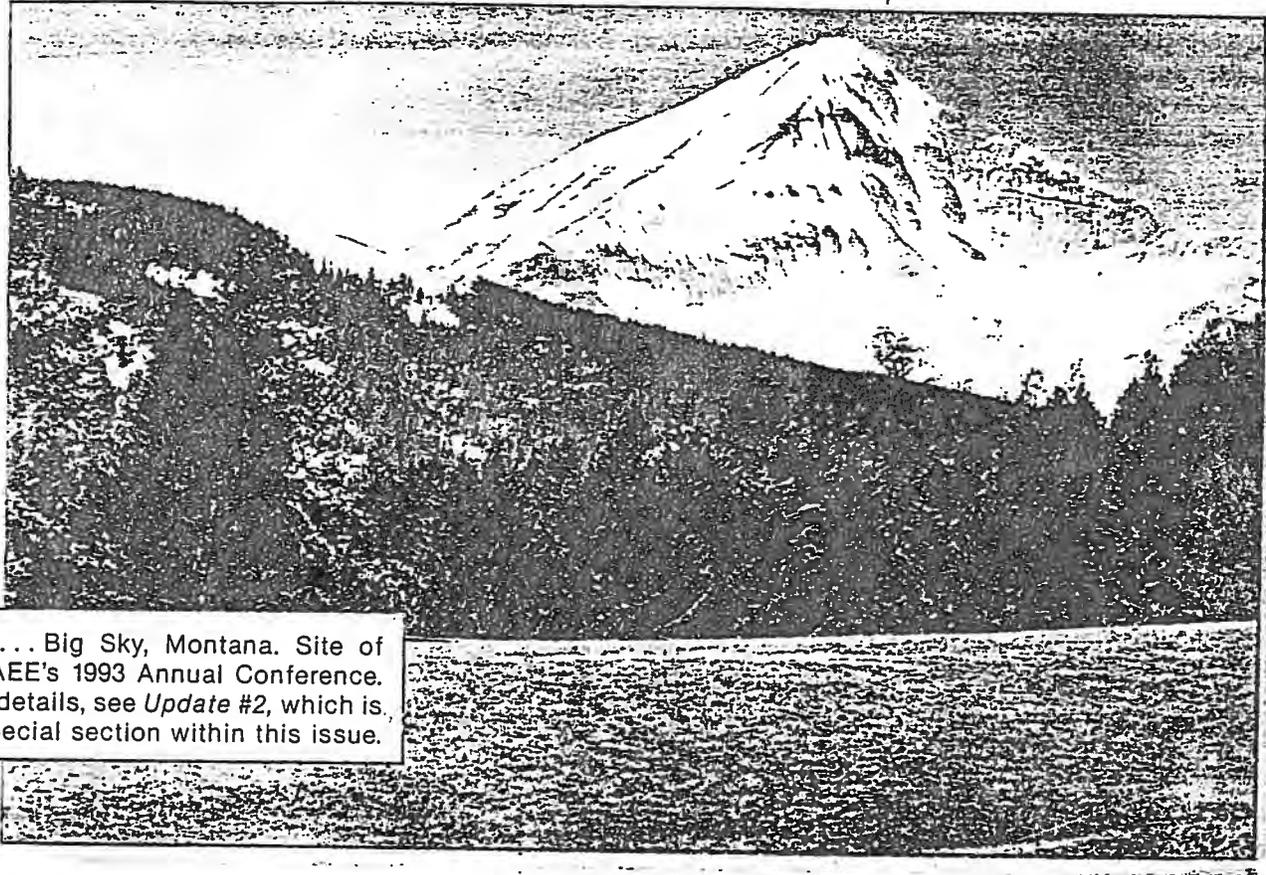


**Instructional Modules for AIDS Education: Grade Five and Grade Six. Produced by the Curriculum Development Centre, Department of Curriculum and Instructional Development, Bangkok, Thailand, 1993. In Thai and translated into English.**

These two modules suggest that teachers integrate AIDS education contents into two most suitable subject areas at the elementary

level: Life Experience subject and Ethics Education of Character Development. Very often, teachers resist teaching additional

problem-based subject area conveyed in a separate instructional materials in existing curriculum or



Ah! ... Big Sky, Montana. Site of NAAEE's 1993 Annual Conference. For details, see *Update #2*, which is a special section within this issue.

Courtesy of Big Sky Ski & Summer Resort



NORTH AMERICAN  
ASSOCIATION FOR  
ENVIRONMENTAL  
E D U C A T I O N

MARCH/APRIL 1993

PRINTED ON  
RECYCLED  
PAPER



## Environment/Population

The Population Reference Bureau's newest teaching kit, *Making Connections: Linking Population and the Environment*, helps teachers introduce upper elementary students (grades 4-6) to



population and environment issues. The materials show students the links between population growth, resource use, and the environment and

discuss the connections among people worldwide.

Exercises ask students to think about the use of land, water, and forest resources in Africa, Asia, and Latin America, as well as in the students' own community. Students develop skills in geography, science, math, social studies, and language arts while learning about people, land, water, and forest resources in urban and rural environments. They practice basic skills in math, language, data presentation, communications, and analysis as they participate in simulations, role-playing activities, and data analysis. For more information on the kit, contact the Population Reference Bureau, 1875 Connecticut Ave., N.W., Suite 520, Washington, DC 20009, or call (202) 483-1100.

## Interdisciplinary Learning

Laser Learning Technologies (LLT) now offers for preview selected

laserdiscs and CD-ROM discs suitable for a wide variety of content areas. A formal letter or accompanying purchase order is required for previewing. You may request a maximum of three titles from LLT's list of more than 100 titles for a period of up to two weeks (including shipping time). For more information about the review program or for a list of titles, phone (800) 722-3505, FAX (206) 723-3497, or write Laser Learning Technologies Preview Library, 3114 37th Place South, Seattle, WA 98114.

## Science

■ The Agency for Instructional Technology (AIT) has produced two series of video programs designed to help teachers invigorate science lessons with hands-on, meaningful explorations of natural phenomena.

*Minds on Science*, a series of ten 20-minute programs, uses video field trips, computer graphics, and questioning to develop students' thinking skills. The programs examine the key scientific concepts of organization, systems, and change, and stress that answers are not as important as the process of determining them. The series also encourages students to make logical connections between science and other disciplines; it is accompanied by a 42-page teacher's guide that includes lesson suggestions, assessment questions, extension activities, and a curriculum correlation.

*Science for You* is a series of fifteen

15-minute video programs with an 88-page teacher's guide. These programs explore basic questions about the life and physical sciences. Student demonstrations and examples from nature introduce students to the scientific method and encourage development of thinking, hands-on, and procedural skills. Each program's "You Try It!" experiment challenges students with a problem and invites them to use scientific methods in the classroom or at home to answer it.

Free previews may be arranged by contacting AIT, Box A, Bloomington, IN 47402-0120, or phoning (800) 457-4509, or FAXing (812) 333-4218.

■ The Texas Learning Technology Group's (TLTG) Chemistry I technology-based high school curriculum has been approved for adoption in Texas. The interactive curriculum will be available for ordering by school districts in the spring of 1993, and state textbook funds will pay for the courseware.

Thirty Texas independent school districts were involved in the design and development of this innovative chemistry curriculum, which is a combination of technology-based lessons, print materials, and laboratory experiments. The courseware is being marketed nationally by the Glencoe Division of Macmillan/McGraw-Hill. For more information on the Chemistry I materials or about TLTG's efforts to bring advanced learning technology to the classroom, contact Mike Rains, (512) 467-0222 or (800) 866-8582. □

# Curriculum Handbook Update

BY JUDY WALTER,  
CTRC CURRICULUM SPECIALIST

The fall 1992 supplement to the *ASCD Curriculum Handbook* included a section on foreign language learning and instruction. For subscribers and other interested readers who frequently are asked questions about languages, here are some popular queries with their answers:

### 1. Does anyone keep a list of languages? How many are there?

The Modern Language Association, New York City, lists 216 languages as of 1991, including 14 that are "commonly taught"—Arabic, Chinese, English, French, German, Ancient Greek, Ancient Hebrew, Modern Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. The "less commonly taught" list ranges from Acholi (spoken in Uganda) to Zezeru (spoken in Zimbabwe, Mozambique, and Zambia).

### 2. Which languages are considered "modern"?

All except Latin and Ancient Greek.

### 3. How many students are enrolled in modern languages in the United States?

Statistics for 1990 show the following enrollments:\*

High school (grades 9-12):.....38.4%  
(4.25 million students)

Junior high (grades 7-8):.....2.4%

Elementary (grades K-6):.....4.2%

# PRESS BRIEF

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Contact: Kimberly Crews,  
Population Reference Bureau,  
(202) 483-1100

Population Reference Bureau, Inc  
1875 Connecticut Ave., NW, Suite 520  
Washington, D.C. 20009-5728

## **PRB Releases New Teaching Kit on the Environment, for Elementary Teachers**

The Population Reference Bureau's newest teaching kit, **Making Connections: Linking Population and the Environment**, helps teachers introduce upper elementary students (grades 4-6) to population and environment issues. The materials show students the links between population growth, resource use, and the environment, and discuss the connections among people worldwide.

Developed by PRB and teachers nationwide, the kit introduces students to child 5-billion. His or her birth brought the world's population to 5 billion people in 1987. The effect that child 5-billion has on the environment will be greatly influenced by where he or she was born. Through the teaching kit, students will explore the demographic and environmental issues that will influence the quality of life of child 5-billion and all the world's people. Exercises ask students to think about use of land, water, and forest resources in Africa, Asia, and Latin America, as well as in the student's own community.

The multidisciplinary topics are addressed in a series of exciting and diverse lessons. Students develop skills in geography, science, math, social studies, and language arts while learning about people, land, water, and forest resources in urban and rural environments. They hone basic skills in math, language, data presentation, communications, and analysis as they participate in simulations, role-playing activities, and data analysis and presentation.

The colorful, 150-page resource includes:

- 28 complete lessons, including reproducible readings and worksheets;
- graphs, maps, and illustrations;
- 8 full-color 8" x 10" photographs for classroom use; and
- PRB's World Population Data Sheet.

The kit can be purchased from the Population Reference Bureau, Inc., 1875 Connecticut Ave., NW, Suite 520, Washington, D.C. 20009. Phone: 202-483-1100 or 1-800-877-9881. The price is \$15.00 per copy plus postage (\$1 or 4% of order, whichever is greater).

Since 1972, PRB has been active in developing classroom materials and training teachers to increase the level and quality of instruction about world population. The manager of the CONNECTIONS project, Kimberly A. Crews, is director of the Population Education Program at PRB.



## **Appendix B**

# Workshop Evaluation RESULTS

THE WAY WE LIVE

December 4, 1993

Please use the following to rate the first four questions below:

4 - Excellent  
3 - Above average

2 - Generally adequate and satisfactory  
1 - Unsatisfactory

Average response (4=best-1=worst)

1. How clear was your understanding of the announced objectives of the workshop?

4                      3                      2                      1                      3.18

2. How appropriate were the program objectives in terms of your professional needs?

4                      3                      2                      1                      3.65

3. To what extent was the program successful in achieving its stated objectives?

4                      3                      2                      1                      3.5

4. How effective were the presenters?

4                      3                      2                      1                      3.8

5. Check one to indicate your judgement of the length of the program.

Too long   5   Too short            About right   13  

6. What have you learned in the program that will be of greatest value to you in your teaching?

*Cost/Benefit Analysis Table*

*Sample scenarios that are representative of MSPAP [MD standards] tasks*

*Think more economically when dealing with history*

*Activities to use in economics/world*

*Gave me excellent suggestions for a unit for my Human Relations class*

*Various uses of materials-always new insight*

*Methods for incorporating this type of information*

*Student involvement*

*Global perspective*

*Stakeholding, different perspectives*

*"The Way We Live" will fit in well w/ the Economics unit in 9th grade*

*New teaching methods for group/cooperative activities that orient current events to historical precursors*

*Role playing, activities, simulations*

*The prepared lesson plans and the procedures explained (taught) to us. Actual demonstrations. Things you could apply to your class.*

*Methods of incorporating the material into difficult programs*

*Good activities for the classroom, integrating economics into other social studies areas*

7. What was the greatest strength of the program?

*Variety of materials (teaching/reference) given to participants*

*Working through lessons (teachers as students*

*Presenters*

*The lesson plans*

*Many topics, good activities, high levels of teacher/trainer excitement and group interaction/participation.*

*Information presented and materials given*

*Hands-on approach*

*The amount of participation for the attendants*

*Well organized. Wealth of information.*

*Interesting Activities*

*Presenters*

*Ability to network w/ other educators, discussion. Group work. Flexible. Dynamic*

*Instructional materials distributed and flexible, comfortable atmosphere that lent itself to easy group and class participation*

*Flexible atmosphere*

*I like meeting the people and learning the various opportunities available.*

*Group work-qualifications of presenters*

*Hands-on activities*

**8. What was the most serious weakness of the program?**

*Somewhat too lengthy*

*Start on time*

*More background information needed-bring in college professors for academic presentation*

*Same format for all lessons (i.e. groups) group is effective, but so are other strategies*

*Perhaps, packed with too much information. Cover less in more depth.*

*Scope. Many topics.*

*Too rushed.*

*The chart that went along with the role-playing seemed too demanding for standard classes.*

*The cost benefit graph was difficult to use for us and our students*

*Some of the activities were "too rushed"*

**9. If this workshop is repeated for others groups of educators, what topics should be expanded?**

*Lesson 1 "The Way We Live"*

*International Trade*

*Enough time for "The Way We Could Live" [final lesson in packet]*

*Population growth, Third World Development*

*Environmental-global impact*

*MSPAP applications*

*More situations*

*Ms. Graves presentation needs more purpose, streamlined*

*Lesson plans*

*Population*

*added?*

*policy-making, role playing*

*More Jack Tuttle*

*Problems in U.S. economics*

*deleted?*

**10. Do you have other suggestions for improving future programs?**

*Advance information (sampling of materials to be provided)*

*No, very good*

*Localize the topic to Maryland/VA or Chesapeake Bay*

*Not as much on the environment as I had expected*

*More lesson plans*

*Shorter lunch.*

**Overall comments about the workshop:**

*Quite informative*

*Very well done, it was very helpful*

*Enjoyable*

*A worthwhile and positive day. Well invested time.*

*Very interesting and a mine of ideas, information, materials*

*Excellent*

*Great, very informative*

*Well Done and well organized*

*Good crowd*

*Very Impressed*

*Thank you for having a vegetarian item at lunch*

*I felt extremely comfortable, knowing no one and will participate again. Food was extremely generous and delicious.*

*Very informative and impressive*

*An excellent workshop*

*Good*

## WORKSHOP EVALUATION RESULTS

Please rate each activity according to whether you think it will be useful to you in your teaching and whether its presentation was clear to you. Also consider the clarity of the economic and geographic objectives. Please suggest changes to the activities or their presentation that would make them more useful.

Activity #1 Measuring Human Well Being Average Response (1= best--5= worst)

Informative	1	2	3	4	5	Uninformative	1.1
Useful	1	2	3	4	5	Not Useful	1.2
Clear	1	2	3	4	5	Unclear	1.1

**Economic Objectives**

Clear	1	2	3	4	5	Unclear	1.3
-------	---	---	---	---	---	---------	-----

**Geographic Objectives**

Clear	1	2	3	4	5	Unclear	1.1
-------	---	---	---	---	---	---------	-----

**Comments:**

*A little advance for junior high, but with time adjustments, could easily be adapted and very useful. Very useful—we're going to 8-block next year and I think these will be very helpful with longer class periods. Excellent. Materials are very good and useful.*

Activity #2 Where are the Humans?

Informative	1	2	3	4	5	Uninformative	1.05
Useful	1	2	3	4	5	Not Useful	1.05
Clear	1	2	3	4	5	Unclear	1.16

**Economic Objectives**

Clear	1	2	3	4	5	Unclear	1.7
-------	---	---	---	---	---	---------	-----

**Geographic Objectives**

Clear	1	2	3	4	5	Unclear	1.2
-------	---	---	---	---	---	---------	-----

**Comments:**

*Really like this one. It goes well with #1 and would be a great follow-up. Very useful and adds a new perspective for geography classes. Mr. Walk, I would be very interested to get any more of your creative Geographic material. Should stress (to students) difference between correlation and cause.*

**Would you use the materials presented in your classroom?**

Yes 15 No     

**Comments:**

*Some good cooperative ideas—good thinking ideas. Some simplification necessary for elementary classes. (I came to the H.S. meeting because I thought it would be more interesting. It was interesting.)*

**10. Would you recommend any changes in the materials?**

*Match project to state goal.*

*Include blank spreadsheets for "The Way We Live" so teachers can adapt for classroom situation.  
Let's work on C.D. Rom  
Excellent materials*

Background Information

Stud. Teach. K-5 6-8 9-12  
Present position 4 1 6 4

What grades do you teach? \_\_\_\_\_

What subjects do you teach?

Geography	History	Social Studies	Economics	Civics	Science	All	Other
9	7	2	1	2	1	1	2

**Other Comments:**

Fred did a great job. He was well prepared, well thought out, and clear in his explanations. I thought the conference was outstanding in all areas. Thank you!!

Solid use of overhead. I liked both lessons very much.

Population Reference Bureau, Inc., 1875 Conn. Ave. NW Suite 520, Washington, D.C. 20009.

## WORKSHOP EVALUATION RESULTS

Please rate each activity according to whether you think it will be useful to you in your teaching and whether its presentation was clear to you. Also consider the clarity of the economic and geographic objectives. Please suggest changes to the activities or their presentation that would make them more useful.

Activity #1 Measuring Human Well-Being Average Response (1=best-5=worst)

Informative	1	2	3	4	5	Uninformative	1.9
Useful	1	2	3	4	5	Not Useful	2.2
Clear	1	2	3	4	5	Unclear	2.0

**Economic Objectives**

Clear	1	2	3	4	5	Unclear	1.6
-------	---	---	---	---	---	---------	-----

**Geographic Objectives**

Clear	1	2	3	4	5	Unclear	1.5
-------	---	---	---	---	---	---------	-----

Comments: *Very pragmatic and helpful  
 Excellent, can provoke much conversation  
 Must be modified to work in my class  
 Very informative  
 This form of "low human development" could be seen as racist*

Activity #2 Where Are the Humans?

Informative	1	2	3	4	5	Uninformative	1.3
Useful	1	2	3	4	5	Not Useful	1.4
Clear	1	2	3	4	5	Unclear	1.3

**Economic Objectives**

Clear	1	2	3	4	5	Unclear	1.5
-------	---	---	---	---	---	---------	-----

**Geographic Objectives**

Clear	1	2	3	4	5	Unclear	1.24
-------	---	---	---	---	---	---------	------

Comments: *Much more useable and the plus is that the students enjoy coloring  
 This way very useful for all age levels  
 Good classroom activity  
 Poorly named since all data is referenced by nation-state*

Would you use the materials presented in your classroom?

Yes 22      No 1      Maybe 1

Comment: *Great  
 Everything was very informative and well-presented  
 Good for building a new course for college bound students  
 Seem to be easy to use. Gives me a pattern to make up my own activities.*

*Wonderful materials—interesting, informative, creative and great for critical thinking skills and developing questions from students* *divergent*  
*Creative and informative*  
*Most definitely!*  
*Gives me more direction for classroom activities*  
*Some modifications would be necessary*  
*It was nice to receive material we could actually use in the classroom.*  
*Definitely*

10. Would you recommend any changes in the materials?

*Use a better world map for "Where are the Humans?"*

*More time*

*May have to simplify more for better comprehension*

*Not until I use them*

*These are good maps that show distributions as they really exist, by the high school level students should be more precise.*

*I haven't sifted through them to really know—I do love the World Population and Environmental Data boxes already— saves me time from the library.*

*Good hands-on materials*

*No. But any and all additional ditto lessons would be appreciated. The exchange of ideas was great.*

*No, everything was complete, well-organized and terrific*

#### Background Information

Stud. Teach. 6-8 9-12

Present position 1 2 19

History (18); Geography (15); Economics (2); Psychology (5); Government (4); Social Studies (2)

### CONNECTIONS WORKSHOP EVALUATION

1. Did this workshop improve your knowledge of population issues?  Yes  No  
 Comment: Yes. I have never truly understood the charts, but I now feel I could explain this to my students.

2. Did this workshop improve your understanding of some of the connections between population growth and the environment?  Yes  No  
 Comment:

3. Which two activities were most useful?  
 1. Global Connections (using cards + facts)  
 2. The Stork vs. the Grim Reaper  
 Why?: I feel these would help the students to visually see how the world is connected.

4. Which two activities were least useful?  
 1.  
 2. n/a  
 Why?

5. Are there any activities that you will definitely use in your classroom this fall?  
 Yes  No If so, in what subject and context.  
 I teach gifted, so I can incorporate this into every area.

6. Which videos were most informative?  
 "Spaceship Earth" + "World Population"  
 Will you use any in your class?

Please add additional comments on the back.

Grade Level 2-4 Subject(s) Gifted

### CONNECTIONS WORKSHOP EVALUATION

1. Did this workshop improve your knowledge of population issues?

Yes  No

Comment: \_\_\_\_\_

2. Did this workshop improve your understanding of some of the connections between population growth and the environment?

Yes  No

Comment: I have concrete ways to tie things together.

3. Which two activities were most useful?

1. Living on the Edge
2. Millionaire Latin American Cities

Why?: Ready to use as is in my class

4. Which two activities were least useful?

1. Global connections
2. ?

Why? Too much for my 3rd graders

5. Are there any activities that you will definitely use in your classroom this fall?

Yes  No If so, in what subject and context.

- Global Factory
- Living on the Edge
- Millionaire Latin American Cities

I study both World Geography & Ecology. These tie them together.

6. Which videos were most informative?

World Population

Will you use any in your class?

Yes

Please add additional comments on the back. Self-contained

Grade Level 3rd Subject(s) Classroom (Gifted)

CONNECTIONS  
WORKSHOP EVALUATION

1. Did this workshop improve your knowledge of population issues?

Yes  No

Comment: I knew very little about pop. before this workshop.

2. Did this workshop improve your understanding of some of the connections between population growth and the environment?

Yes  No

Comment:

3. Which two activities were most useful?

1. Living on the Edge
2. The Stock vs the Grim Reaper

Why?: The students could see the results.

4. Which two activities were least useful?

1. ~~Connecting the Pop.~~ ~~Clues~~ (worksheet)

Why? The students couldn't graphically see these results like they could in your other activities.

5. Are there any activities that you will definitely use in your classroom this fall?

Yes  No If so, in what subject and context.

Since I'm in a self-contained classroom, I teach all subjects. I can relate lots of the ~~pop~~ lessons, in my teacher's guide that you gave me, to my curriculum.

6. Which videos were most informative?

- "World Population" "For your Pleasure"

Will you use any in your class?

If I can get my school media center to purchase <sup>any</sup>

Please add additional comments on the back.

Grade Level 2 Subject(s) all

A great workshop! Thanks,

### CONNECTIONS WORKSHOP EVALUATION

1. Did this workshop improve your knowledge of population issues?  Yes  No

Comment: Wonderful ideas!

2. Did this workshop improve your understanding of some of the connections between population growth and the environment?  Yes  No

Comment:

3. Which two activities were most useful?

1. STORK & GRIM REAPER

2. Pyramid Building

Why?: These activities are very appropriate ~~by~~ for my grade level and will help make ~~the~~ these concepts more understandable.

4. Which two activities were least useful?

1. NONE - LOVED THEM ALL

2.

Why?

5. Are there any activities that you will definitely use in your classroom this fall?

Yes  No If so, in what subject and context.

(which ones)  
UNSURE AT THIS POINT - but I can adapt quite a few of these. Math, Creative writing, Social Studies

6. Which videos were most informative?

Spaceship Earth, World Population, A Popular Little Planet

Will you use any in your class?

yes

Please add additional comments on the back.

Grade Level 6<sup>th</sup> Subject(s) S.S., Math English, Spelling

Population Reference Bureau, Inc., 1875 Conn. Ave. NW Suite 520, Washington, D.C. 20009. (202) 483-1100.

Very impressive day - Thanks for everything!



CONNECTIONS  
WORKSHOP EVALUATION

1. Did this workshop improve your knowledge of population issues?  Yes  No

Comment: Definitely, it was presented in an easy to understand format. I always learn more by doing the activities!

2. Did this workshop improve your understanding of some of the connections between population growth and the environment?  Yes  No

Comment: I never realized how interesting this all is or how relevant it is to today's teaching. It will fit nicely into my gifted curriculum

3. Which two activities were most useful?

1. Yarn population map of South America w/ charts
2. Yorna village simulation

Why?: I could clearly see how to implement the program. Everything I need is here or is easy to make myself.

4. Which two activities were least useful?

1. Bangladesh / Greenhouse
- 2.

Why? Only because I teach 2nd grade, I will however keep this on file for use by my peers.

5. Are there any activities that you will definitely use in your classroom this fall?

Yes  No If so, in what subject and context.

The How much is 5 billion - math, social studies, etc.. Fabulous!

6. Which videos were most informative?  
World population, A popular little planet

Will you use any in your class?

yes, I am already plotting ways to come up with the money to purchase these videos

Please add additional comments on the back.

Grade Level 2nd grade gifted Subject(s) Everything!!

(over)



CONNECTIONS  
WORKSHOP EVALUATION

1. Did this workshop improve your knowledge of population issues?

Yes  No

Comment: *It made me realize what a problem we will have if we don't educate our children*

2. Did this workshop improve your understanding of some of the connections between population growth and the environment?

Yes  No

Comment: *It gave me some connections so I could understand the relationship between the 2!*

3. Which two activities were most useful?

- 1. *Yoma Village simulation*
- 2. *Pyramid Building*

Why?: *Both of these will give the students the connection between population & the environment.*

4. Which two activities were least useful?

- 1.
  - 2.
- Why? *I found them all useful!!*

5. Are there any activities that you will definitely use in your classroom this fall?

Yes  No If so, in what subject and context.

*Pyramid Building*

6. Which videos were most informative?

*Spaceship Earth & World population*

Will you use any in your class?

*yes*

Please add additional comments on the back.

Grade Level 10<sup>th</sup> Subject(s) World Geography

CONNECTIONS  
WORKSHOP EVALUATION

1. Did this workshop improve your knowledge of population issues?  Yes  No

Comment: You did a wonderful job hitting middle school, high school, and elem. all at the same time. Kept all of interests

2. Did this workshop improve your understanding of some of the connections between population growth and the environment?  Yes  No

Comment:

3. Which two activities were most useful?

- 1. Population demonstration - using the measuring cups ← really brings it home!
- 2. Roma - good to see how the leader handled the situation and involved everyone.

Why?: and involved everyone. My students love the hands on. We bribe them to do the researching as a "buy off" to the finished fin project (which is always the hands on.) My students like to do demonstrations for their regular classrooms.

4. Which two activities were least useful?

- 1.
- 2.

Why?

5. Are there any activities that you will definitely use in your classroom this fall?

Yes  No If so, in what subject and context.

I hope to use many of these. You did a superb job.

6. Which videos were most informative?

A Popular Little Planet - I am going to strongly ~~see~~ suggest that we purchase this for our school.

Will you use any in your class?

Yes

Please add additional comments on the back.

Grade Level K-6 Subject(s) Int'd

## **Appendix C**

July 26, 1994

Kim Crews  
Population Education Program  
Population Reference Bureau  
1875 Connecticut Ave.  
Suite 520  
Washington, D.C. 20009-5728

Dear Kim,

Enclosed are photographs and a sampling of evaluations from your presentation to the New York Summer Geography Institute. On behalf of the New York Geographic Alliance I wish to thank you for your time, effort and energy. You were exceptional!

As you requested, we mailed a letter to Peter Donaldson thanking him for the opportunity to witness your program. I hope you have a "restful" vacation with your nephew after Oregon. I'm sure I'll see you in Kentucky. If there's anything else I can do for you, let me know!

An aside, the participants noted that "Goma" was the name of the village in Zaire that the refugees from Rwanda were fleeing to. It must be a sign! Now they think they went through a geographic and "religious" experience.

Thanks again!

John Crawford



Director  
Summer Geography Institute  
New York Geographic  
Alliance

Global Studies  
Lake Shore Central Schools  
Angola, New York 14006  
(716) 549-2300

## **Appendix D**



**Population Reference  
Bureau, Inc.**

1875 Connecticut Ave., N.W.  
Suite 520  
Washington, D.C. 20009-5728  
Phone: (202) 483-1100  
Fax: (202) 328-3937  
Telex: 4900010456 (PRB UI)

October 1994

Dear Geographic Alliance Educator:

During the past 15 months, you participated in a workshop on Population and the Environment, presented by Kimberly Crews of the Population Reference Bureau (PRB). In an effort to evaluate the value and effectiveness of the workshops, I am writing to ask you to take a few minutes to respond to the enclosed questionnaire.

Your responses will help us better understand:

- how teachers use the workshop materials in the classroom;
- how students respond to the materials and activities; and
- how these activities have increased student understanding of global issues.

In addition, we are interested in hearing how we can improve the **CONNECTIONS** and **MAKING CONNECTIONS** teaching kits. Please write your suggestions and comments on the back of the questionnaire. Feel free to share other interesting or illuminating experiences.

I appreciate your time to attend the workshop and to respond to this questionnaire. As a token of our appreciation, I have enclosed a copy of PRB's U.S. Metro Area Data Sheet. The data and the map will provide valuable information for you and your students.

If you have any questions or comments, please feel free to contact me or Kimberly Crews at 800/877-9881.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter J. Donaldson', with a long horizontal flourish extending to the right.

Peter J. Donaldson  
President

Enclosures

**Population Reference Bureau-MAKING CONNECTIONS  
Post-Workshop Evaluation**

1. Where did you attend a Population Reference Bureau (PRB) workshop? \_\_\_\_\_  
\_\_\_\_\_ Approximately when? \_\_\_\_\_

2. How much did you teach population issues before attending the PRB workshop?  
None\_\_\_ One or two lessons per year/semester\_\_\_  
Three to five lessons per year/semester\_\_\_ More than five lessons per year/semester\_\_\_

3. Have you taught more about population issues as a result of attending the PRB workshop?  
Yes\_\_\_ No\_\_\_

a. If yes, about how much do you now teach?  
None\_\_\_ One or two lessons per year/semester\_\_\_  
Three to five lessons per year/semester\_\_\_ More than five lessons per year/semester\_\_\_

4. Which workshop activities do you remember? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Have you used activities from the CONNECTIONS or MAKING CONNECTIONS (circle one) teaching kit that were not introduced in the workshop? Yes\_\_\_ No\_\_\_ Not sure\_\_\_ (If no, skip to # 6)

a. If so, list the titles or content of three to five activities that you remember. (Refer to attached table of contents)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What impact did the population activities have on your students? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. If you received the CONNECTIONS kit (secondary), please answer the questions in this section. If not, go to question #8. Note: Please attach a page with specific recommendations for improving CONNECTIONS.**

a. In general, the level of the articles was:

Too High.....Suitable.....Too Low

b. On the whole, my students found the activities:

Very Interesting.....Somewhat Interesting.....Uninteresting

Too Difficult.....Difficult.....Easy

c. Did you adapt any of the materials to better suit your students? Yes\_\_ No\_\_

How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. If you received the MAKING CONNECTIONS kit (elementary), please answer the questions in this section. If not, go to question #9. Note: Please attach a page with specific recommendations for improving MAKING CONNECTIONS.**

a. In which subjects have you used the MAKING CONNECTIONS kit? (circle all that apply)

science   social studies   geography   environmental studies   math   reading  
language arts   other\_\_\_\_\_

b. In general, the level of the articles was:

Too High.....Suitable.....Too Low

c. On the whole, my students found the activities:

Very Interesting.....Somewhat Interesting.....Uninteresting

Too Difficult.....Difficult.....Easy

d. Did you adapt any of the materials to better suit your student's needs? Yes\_\_ No\_\_

How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9. Have you purchased any materials from PRB since you attended the workshop? Yes\_\_ No\_\_**

**10. As a result of the workshop, did you purchase materials from other organizations? Yes\_\_ No\_\_ If yes, what did you purchase?** \_\_\_\_\_  
\_\_\_\_\_

**Background Information**

Name \_\_\_\_\_

Address \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject \_\_\_\_\_

Please answer the following questions so that we may appropriately respond to your needs for classroom resources.

**1. What materials would help you more effectively teach about population issues in your classroom?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Would you like to receive any of the following resources? (Check all that apply.)**

- \_\_\_ Special data sheets (e.g., Women in the World, The Environment, \_\_\_\_\_)
- \_\_\_ Population Density Map (wall-sized)
- \_\_\_ Poster Kits
- \_\_\_ 12-20 page teaching unit
- \_\_\_ Newsletters for 4-12 teachers with: (check items of interest to you)
  - \_\_\_ lessons      \_\_\_ new materials      \_\_\_ data w/applications
  - \_\_\_ events      \_\_\_ articles on world population trends
  - \_\_\_ articles on U.S. population trends      \_\_\_ info. to update data in older teaching kits
  - \_\_\_ other

**3. What would you be willing to pay for a special teacher membership which included the following?**

**World Population Data Sheet**

**Special Population Data Sheet (e.g., U.S., Women, Environment, Metro area)**

**(3) Newsletters (as described above)**

**20 percent discount on purchases of single publications**

- \_\_\_ Nothing    \_\_\_ \$10    \_\_\_ \$15    \_\_\_ \$20



# PRESS BRIEF

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Contact: Kimberly Crews,  
Population Reference Bureau,  
(202) 483-1100

Population Reference Bureau, Inc  
1875 Connecticut Ave., NW, Suite 520  
Washington, D.C. 20009-5728

## **PRB Releases New Teaching Kit on the Environment, for Elementary Teachers**

The Population Reference Bureau's newest teaching kit, **Making Connections: Linking Population and the Environment**, helps teachers introduce upper elementary students (grades 4-6) to population and environment issues. The materials show students the links between population growth, resource use, and the environment, and discuss the connections among people worldwide.

Developed by PRB and teachers nationwide, the kit introduces students to child 5-billion. His or her birth brought the world's population to 5 billion people in 1987. The effect that child 5-billion has on the environment will be greatly influenced by where he or she was born. Through the teaching kit, students will explore the demographic and environmental issues that will influence the quality of life of child 5-billion and all the world's people. Exercises ask students to think about use of land, water, and forest resources in Africa, Asia, and Latin America, as well as in the student's own community.

The multidisciplinary topics are addressed in a series of exciting and diverse lessons. Students develop skills in geography, science, math, social studies, and language arts while learning about people, land, water, and forest resources in urban and rural environments. They hone basic skills in math, language, data presentation, communications, and analysis as they participate in simulations, role-playing activities, and data analysis and presentation.

The colorful, 150-page resource includes:

- 28 complete lessons, including reproducible readings and worksheets;
- graphs, maps, and illustrations;
- 8 full-color 8" x 10" photographs for classroom use; and
- PRB's World Population Data Sheet.

The kit can be purchased from the Population Reference Bureau, Inc., 1875 Connecticut Ave., NW, Suite 520, Washington, D.C. 20009. Phone: 202-483-1100 or 1-800-877-9881. The price is \$15.00 per copy plus postage (\$1 or 4% of order, whichever is greater).

Since 1972, PRB has been active in developing classroom materials and training teachers to increase the level and quality of instruction about world population. The manager of the CONNECTIONS project, Kimberly A. Crews, is director of the Population Education Program at PRB.



# STUDENT TEACHER EVALUATION FORM CONNECTIONS

## Background Information

Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Address \_\_\_\_\_

University \_\_\_\_\_ Methods Instructor \_\_\_\_\_

Assigned School for Student Teaching \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Brief description of the characteristics of school \_\_\_\_\_

Which Population Reference Bureau teaching kit are you using? \_\_\_\_\_

Please complete one box for each CONNECTIONS lesson used. Please include explanations, where appropriate. Feel free to add additional pages.

<p>Lesson Title and Number _____</p> <p>Subject _____ Number of students in class _____</p> <p>Did you consider this lesson successful? Circle one response. Yes Somewhat No ?</p> <p>Were you comfortable with the content? Circle one response. Yes Somewhat No ?</p> <p>Were the procedures clear and easy to follow? Circle one response. Yes Somewhat No ?</p> <p>Did your students find the lesson interesting? Circle one response. Yes Somewhat No ?</p> <p>If you had any trouble with any part of the lesson (preparation, procedure, resource material, etc.) please explain.</p> <p>If you thought that the lesson was particularly successful, which characteristics made it so?</p>
---

Lesson Title and Number \_\_\_\_\_

Subject \_\_\_\_\_ Number of students in class \_\_\_\_\_

Did you consider this lesson successful? Circle one response. Yes    Somewhat    No    ?

Were you comfortable with the content? Circle one response. Yes    Somewhat    No    ?

Were the procedures clear and easy to follow? Circle one response. Yes    Somewhat    No    ?

Did your students find the lesson interesting? Circle one response. Yes    Somewhat    No    ?

If you had any trouble with any part of the lesson (preparation, procedure, resource material, etc.) please explain.

If you thought that the lesson was particularly successful, which characteristics made it so?

## **Appendix E**



U.S. AGENCY FOR  
INTERNATIONAL  
DEVELOPMENT

## NEGOTIATED INDIRECT COST RATE AGREEMENT

Date: 5 October, 1994

SUBJECT: Indirect Cost Rates for Use in Cost Reimbursement Type Agreements With the U.S. Agency for International Development (USAID)

REFERENCE: USAID IG/A/FA Audit Report No. 0-000-94-078R dated February 16, 1994 and Contractor letter dated September 16, 1994 requesting revised provisional indirect cost rates and transmitting their fiscal year end September 30, 1993 OMB-133 audit report

CONTRACTOR: Population Reference Bureau, Inc.  
or  
1875 Connecticut Avenue, N.W., Suite 520  
GRANTEE: Washington, D.C. 20009

### PART I- NEGOTIATED INDIRECT COST RATES (%)

Type	<u>Effective Period</u>		<u>Fringe</u>	<u>Overhead</u>
	From	Through	<u>Benefits</u> (a)	(b)
Final	01/01/91	12/31/91	37.19%	81.96%
Final	01/01/92	9/30/92	35.35%	87.58%
Final	10/01/92	9/30/93	38.95%	91.75%
Provisional	10/01/93	9/30/94	41.00%	98.00%

### Base of Application

- a. Total direct and indirect salaries and wages.
- b. Total direct salaries and wages.

Acceptance of the rate(s) agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the grantee/contractor were included in its indirect cost rate proposal and that such costs are legal obligations of the grantee/contractor; (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs; (3) that similar types of costs have been accorded consistent treatment; and (4) that the information provided by the grantee/contractor which was used as the basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially incomplete or inaccurate.

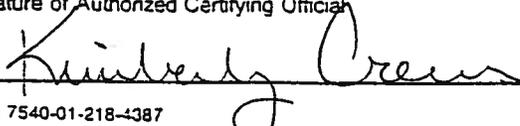
AID 1420-47 (8-80)

(See Reverse)

# FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted  AID FHA /PVC Room 709 SA-8		2. Federal Grant or Other Identifying Number Assigned By Federal Agency  FAO-0230-G-00-2051-00		OMB Approval No.  0348-0039	Page  1	of  pages
3. Recipient Organization (Name and complete address, including ZIP code) Population Reference Bureau, Inc. 1875 Connecticut Ave. NW Suite 520 Washington, DC 20009-5728						
4. Employer Identification Number  53-0214030		5. Recipient Account Number or Identifying Number  52-0214030		6. Final Report <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> X		7. Basis <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual
8. Funding/Grant Period (See Instructions) From: (Month, Day, Year) 09-15-1992		To: (Month, Day, Year) 09-14-1994		9. Period Covered by this Report From: (Month, Day, Year) 03-31-1994		To: (Month, Day, Year) 09-14-1994
10. Transactions:				I Previously Reported	II This Period	III Cumulative
a. Total outlays				234,682	84,121	322,787
b. Recipient share of outlays				149,660	17,121	166,781
c. Federal share of outlays				85,022	67,000	156,006
d. Total unliquidated obligations						-0-
e. Recipient share of unliquidated obligations						-0-
f. Federal share of unliquidated obligations						-0-
g. Total Federal share (Sum of lines c and f)						156,006
h. Total Federal funds authorized for this funding period						152,851
i. Unobligated balance of Federal funds (Line h minus line g)						-3,155
11. Indirect Expense						
a. Type of Rate (Place "X" in appropriate box) <input type="checkbox"/> Provisional <input type="checkbox"/> Predetermined <input checked="" type="checkbox"/> Final <input type="checkbox"/> Fixed						
b. Rate .9800		c. Base Direct Salaries		d. Total Amount \$20,173		e. Federal Share \$20,173
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.  Differences in totals due to adjustment of Fringe Benefit and Indirect Expense rates. Revision of Negotiated Indirect Cost Rates. See attached "Negotiated Indirect Cost Rate Agreement."						
13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.						
Typed or Printed Name and Title  Makoto Hatanaka, Comptroller Kimberly Crews, Director Population Education Program				Telephone (Area code, number and extension)  202/483-1100		
Signature of Authorized Certifying Official  				Date Report Submitted  October 19, 1994		

## **Appendix Z**