

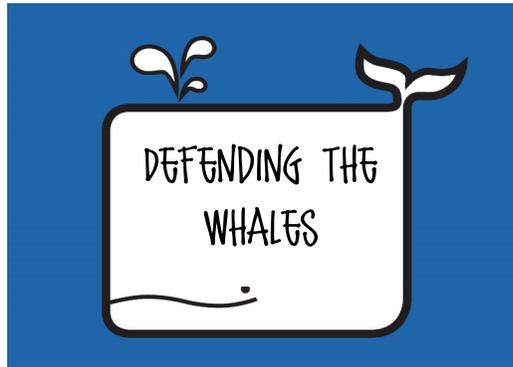
KIDS FOR WHALES TOOLKIT

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1. LETTER OF INTRODUCTION

Dear Students and Teachers,

It's amazing to think that it was over thirty years ago that Greenpeace first set out to confront the whalers and save the whales. Three decades later, the image of Greenpeace activists placing themselves in front of the harpoons and putting their bodies on the line to defend the whales remains as powerful as ever. And it remains our most effective technique for shutting down the whalers when we are on the front lines in the Antarctic whaling grounds.

Even though most people don't think so, thousands of whales are hunted each year across our oceans. But as crucial as it is to get between the whalers and their harpoons, there is much more to saving the whales than pounding through the waves in an inflatable boat. Because ultimately, an end to commercial whaling will only come about through political pressure on the countries that support it. And no country is better positioned to apply that pressure than the United States.

The US has historically been among the leading voices defending the whales, and this year, with the International Whaling Commission (IWC) meeting in Alaska in May, there are signs that it is rediscovering that voice.

But the whales need the U.S. to do more. For too long, the US and other conservation minded countries have allowed the whaling nations—Japan, Norway, and Iceland—to set the agenda. We need them to take the lead again, to get out in front of the whalers, and put some serious pressure on the governments of the whaling countries so that they hang up their harpoons for good!

To do this, it's going to take the biggest crew ever – a crew of whale defenders from around the world, putting pressure on key decision makers, reminding people that plenty of work still has to be done to save the whales, and doing so in our own communities – each of our voices joining together in a huge chorus, singing (like the humpbacks) to end whaling for once and for all!

Are you up for the task? By utilizing this **Kids for Whales** activist kit, you can make a big difference!! We are hoping to add the voices of students of all ages from across the country as whale defenders. We need for you to work together in your classrooms and communities.



We have included a sample letter you can hand-write and send to your Representatives and the Bush Administration as well tips for writing your own letters. You can get the word out by following the tips for writing a letter to the editor of your local paper as well. Ask your friends and family to sign on to the enclosed petition so their voices can also be heard. You can have other classes at your school sign the petition as well.

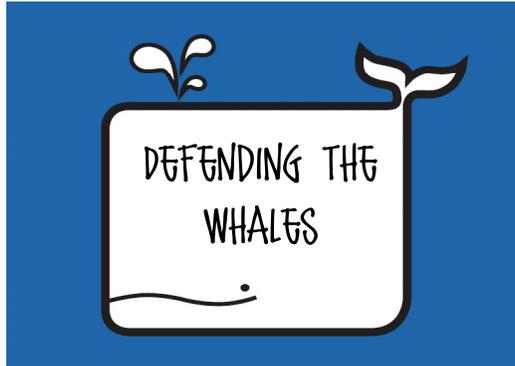
Take pictures of your activities and upload them onto our website at greenpeace.whales.org/us for the world to see. Enclosed in the kit are other suggestions for what you can do to get the word out on stopping the whale hunt. We are certain that you have many more cool and exciting ways to start your own campaign to defend the whales. So we've designed a hot new website where you can post your campaign ideas and get others to join your campaign. Sign up as a class or youth group-or as yourself. Go to whales.greenpeace.org/us. Your actions can help end whaling for once and for all!

The whales need U.S. The whales need you.

Let's do it!



Karen Sack
Greenpeace US
Whales Project Leader
e-mail: Whaledefenders@wdc.greenpeace.org

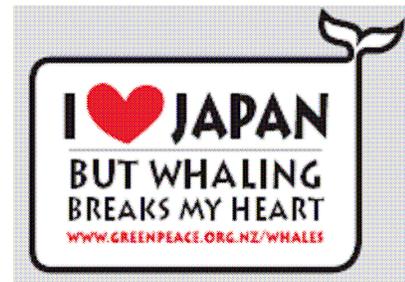


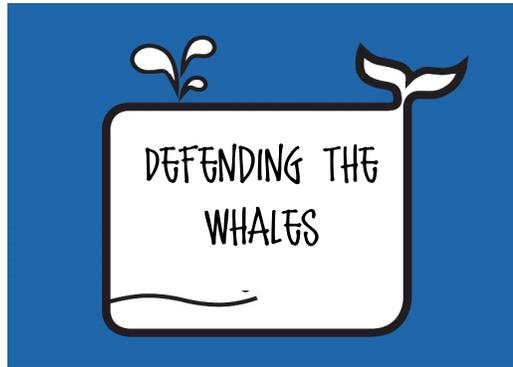
2. WHAT CAN YOU DO TO DEFEND THE WHALES?

- Draft a Petition to be sent to the International Whaling Commission expressing your thoughts about Japanese Commercial Whaling
- Write letters to your Congressmen and the Bush Administration asking them to stand up to Japan on the Commercial Whaling issue. Find a sample letter at <http://oceans.greenpeace.org/en/take-action> in the actions toolkit
- Log on to <http://whaledefenders.org> and become a Whale Defender and learn new ways to save the whales. Learn new ways to defend the whales. You can also submit your own ideas for new campaigns.
- Host a “Save the Whales” rally at your school. Make signs and bring pictures of endangered whales that are being hunted. Invite local politicians and local media outlets to attend
- View current photos of whale defenders campaigning around the world at <http://oceans.greenpeace.org/en/photo-audio-video/photos>



- Create your own Whale Tale and send it to your friends and family, then ask them to sign a petition defending the whales
- Visit www.whalelove.jp to see a series that is being shown in Japan to raise awareness of the commercial whaling issue there
- Watch Whale Defender TV at <http://whaledefenders.org> to catch whale defenders in action all over the world.
- Hang posters and drawings of whales in your classroom and school to promote whale awareness
- Defend the whales every time you turn on your computer with a Defend the Whales wallpaper which can be downloaded at http://oceans.greenpeace.org/en/fun-stuff/wallpapers?MM_URL=moreWallpapers
- Try your hand at personally saving the whales while playing the games at <http://oceans.greenpeace.org/en/fun-stuff/games>
- Download a Whales Defender screensaver for your classroom or personal computers at <http://oceans.greenpeace.org/en/fun-stuff/screensavers>
- Watch videos of Greenpeace in the Southern Ocean defending the whales at <http://oceans.greenpeace.org/en/photo-audio-video/videos>





3. HOW TO PETITION

Petitioning is crucial for any campaign because it allows you to demonstrate broad support for an issue, create an organizational and campaign identity, identify and train volunteers, pressure a target (petition outside a Congressional office, corporate headquarters or university administration building), gain public and media attention and sometime fundraise.

Basic Tips

Petition everyone, be friendly and use a short pitch. Something like, "Have you signed our petition to defend the whales?" You can follow up with "The ban on commercial whaling is under attack, and Greenpeace is working to make sure that whales will be protected across the oceans." As you petition, make sure each person understands the basic facts and principles behind the campaign. Answer their questions concisely (this is not a time for lengthy debates or conversations!). Be sure to get complete contact information. If you have a table always stand in front of the table (there's no sitting in tabling); rather, use the table for visibility, spare materials, and to attract attention. An ironing board works well as a table, and you'll probably want paperweights or rocks to keep your flyers from blowing away. Be creative!

Step One: Develop goals and a timeline. An average petitioner can get 15-20 signatures per hour. An above-average petitioner can get around 35 signatures per hour.

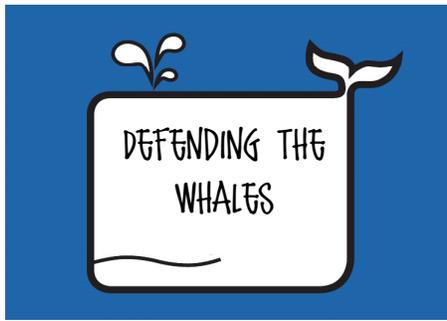
Step Two: Develop your petition strategy. Determine a high-flow area of foot traffic (e.g. busy street corners, public squares, arrival and dismissal time at school) and the time when the most people will be out (e.g. during lunchtime or right after work).

Step Three: If you're petitioning with friends or volunteers, give them a little training. Give a demonstration and practice the pitch together a few times.

Step Four: Prepare your materials. You can make clipboards out of 8 ½ x 11" sheets of cardboard, place your petitions on the board, and wrap it all together at the top and bottom with rubber bands. Be sure to bring extra pens, and fact sheets to give to people who want more information. You can download materials from whales.greenpeace.org/us – look for the big blue whale.

Step Five: Have fun! Don't get discouraged by the people who keep walking – people are busy and you've done the same yourself! But if you're friendly and you smile and make eye contact and deliver your pitch, the odds are that you'll be able to find a lot of people who are willing to take the time to stop and sign.

Step Six: Please mail your completed petitions to the Greenpeace office c/o Karen Sack at 702 H Street, NW, Washington D.C. 20001. While you're out there collecting signatures, don't forget that you are one of many others across the country who are doing the same thing. Together, our petition signatures add up, and Greenpeace will deliver them all en masse to the Bush Administration.



Dear Mr. President,

For more than three decades, the United States led international efforts to save whales by adopting a moratorium on commercial whaling. The moratorium's implementation in 1986 was both a victory for whale conservation and a milestone for U.S. environmental diplomacy. But the U.S. government seems to have forgotten about the whales and the huge amount of support that there is for whale conservation among the American public. As a citizen and voter, I ask that your Administration use all the diplomatic means at its disposal to defend and secure the international moratorium on commercial whaling and immediately stop all whaling in the Southern Ocean Whale Sanctuary.

Sincerely,

Name _____ City, State _____

Email _____ Phone _____

Interested in getting involved?

Name _____ City, State _____

Email _____ Phone _____

Interested in getting involved?

Name _____ City, State _____

Email _____ Phone _____

Interested in getting involved?

Name _____ City, State _____

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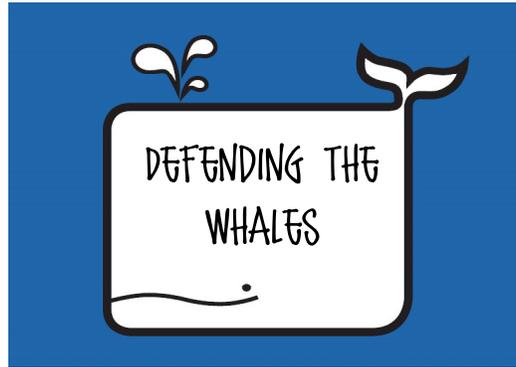
Name _____ City, State _____

Email _____ Phone _____

Interested in getting involved?

Please return completed petitions to:
Greenpeace USA – Grassroots Department
702 H Street, NW, Suite 300
Washington D.C. 20001

GREENPEACE
Whaledefenders.org



4. HOW TO WRITE AND PLACE A LETTER TO THE EDITOR

Letters to the editor appear on the editorial page, which is the most read section of the newspaper.

Letters, unlike press releases, should be opinionated rather than seeming balanced. Every letter to the editor should convey your campaign message, should be under 250 words and must include your name, address, and phone number. Your letter can be typed or hand written and is best sent via fax or email.

First, read your local paper! Anytime you see a story, editorial or op-ed on anything related to your issue you should submit a letter to the editor in response to it. **Writing a letter that directly responds to something that was in the paper dramatically increases the chance that your letter will be published.**

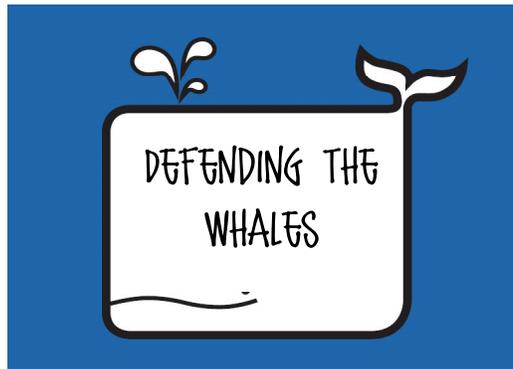
Second, read your paper's letter to the editor policies. Very often your paper will tell you the best way to submit a letter, the email address or fax to which you should send it, and who they accept letters from. **Most newspapers prefer letters that come from local residents and are on local issues.**

Third, write your letter! Make sure that your letter is under the word limit, that you make your point clearly in the first paragraph and that the first sentence is referring to something that was in the paper. Also be sure to include your name, your address, and how the paper can contact you to confirm that you wrote the letter. Be sure to include the fact that you are a class or group of students from a local school and include your teacher's and school names as well.



Fourth, submit your letter. Email is best for dailies because a letter referring to an article four days ago may not be a fast enough response.

Fifth, follow up. Call them. The New York Times receives over 1,000 letters to the editor per day. **If you don't call to pitch your letter and make sure that they received it you will likely never get printed.**



SAMPLE LETTER TO THE EDITOR

To the Editor:

This May the International Whaling Commission (IWC) will be meeting on US soil for the first time in 18 years, when it convenes in Anchorage, Alaska. The meeting marks a vital opportunity for the Bush Administration to lead the international community and help bring commercial whaling to a close.

In 1982, in response to decades of over-hunting of whale populations, the IWC voted for an indefinite global moratorium on commercial whaling. Yet 25 years later commercial whaling continues and is even increasing.

Two countries—Iceland and Norway— have objected to the moratorium and now hunt whales in the North Atlantic. Japan hunts whales in the Antarctic and the North Pacific under the guise of “scientific research.” However, the whale meat is packaged for sale in restaurants and supermarkets in Japan, and even included in school lunch programs there. So the commercial nature of Japan’s whaling operation is undeniable.

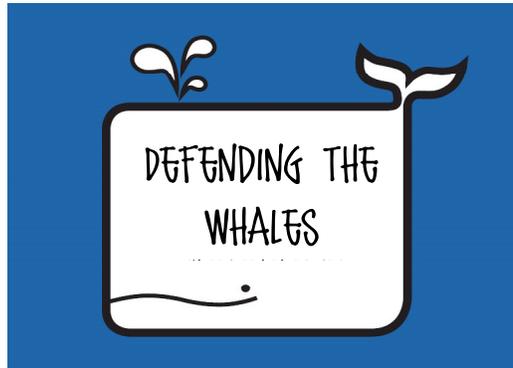
Despite the claims of all three governments, there is no demand for whale meat in their countries. Greenpeace recently discovered that much of the meat from last year’s Icelandic commercial catch of endangered fin whales was discarded in a public waste dump outside Reykjavik. The 2006 Norwegian whaling season was halted halfway through by the government because the whale meat market was saturated. And in Japan, more than 5,000 tons of whale meat sits in cold storage, unsold, unused, and unwanted. Yet the Japanese Government’s whaling fleet is on the high seas right now, targeting 935 minke whales and 10 endangered fin whales this whaling season alone.

Contrary to the whalers’ claims, the great majority of whale populations remain depleted, some almost to the point of extinction. And now whales must also contend with the additional threats facing the world’s oceans, including industrial fisheries, toxic pollution, ocean noise pollution and climate change.

The United States alone can exert diplomatic pressure on all three governments to bring this outdated industry to an end.

There is no place for commercial whaling in the 21st century. The Bush Administration must act now to finally bring it to an end.

Respectfully,



5. HOW TO WRITE A LETTER TO YOUR SENATOR, REPRESENTATIVE, AND THE BUSH ADMINISTRATION

Keep It Simple! Typed, one-page letters are best!

Here is a sample three paragraph format:

1. Say why you are writing and who you are. Be sure to specify that you are representing your entire class.
2. Provide more detail. Be factual not emotional. Provide specific rather than general information about how the topic affects you and others.
3. Close by requesting the action you want taken: Defend the whales.

The best letters are courteous, to the point, and include specific supporting examples.

Always

1. Be courteous and respectful without "gushing."
2. Clearly and simply state the purpose of your letter.
3. Say who you are. Anonymous letters go nowhere. Even in email, include your correct name, address, phone number, and email address. If you don't include at least your name and address, you will not get a response.
4. State that you are a student and be sure to include your grade and the name of your school.
5. Keep your letter short -- one page is best.
6. Use specific examples or evidence to support your position.
7. State what it is you want done or recommend a course of action.
8. Thank the reader for taking the time to read your letter.

Never

1. Use vulgarity, profanity, or threats. Don't let your passion get in the way of making your point.
2. Fail to include your name and address, even in email letters.
4. Demand a response.



Finding Their Addresses:

For a complete listing of Senate office addresses please visit
http://www.senate.gov/general/contact_information/senators_cfm.cfm

To find your representative and a complete list of office addresses please visit
http://clerk.house.gov/member_info/index.html

Many members of Congress have one or more offices in their home states where they can also be contacted. These addresses are typically listed on the members' web sites.

Other important addresses are:

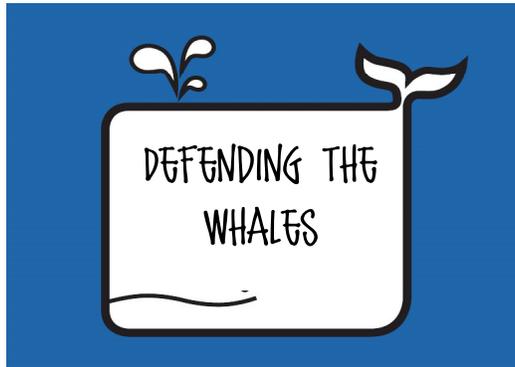
The Hon. Condoleezza Rice, Secretary of State
U.S. Department of State
2201 C Street NW
Washington, DC 20520

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

The Hon. Carlos Gutierrez, Secretary of Commerce
US Department of Commerce
1401 Constitution Avenue, NW
Washington, DC 20230

On the next page is a sample letter that you can hand-write and mail in separate envelopes to the Secretary of State, your Senators and Representative, the Secretary of Commerce, and President Bush. We encourage you to put this in your own words. Be sure to include the fact that you are students, and include your school name as well as that of your teacher.

Our plan is to send hundreds of letters from across the country, to demonstrate support for U.S. action to save the whales. Can you think of anyone else that you could get to write a letter? Your family members or friends? Other classes at your schools? A group you belong to? Maybe you could hold a letter-writing party, or set up a table with extra pens, paper, and envelopes at an event? Be creative!



SAMPLE LETTER

[INSERT ADDRESS HERE]

Dear [Madam Secretary/ Mr. Secretary/ Mr. President/ Senator.../Representative...],

For more than three decades, the United States led international efforts to protect the world's whales from commercial whaling. This led to the commercial whaling moratorium of 1986, which was both a victory for whale conservation and a milestone for U.S. environmental diplomacy. But the U.S. government seems to have forgotten about the whales and the huge amount of support that there is for whale conservation among the American public.

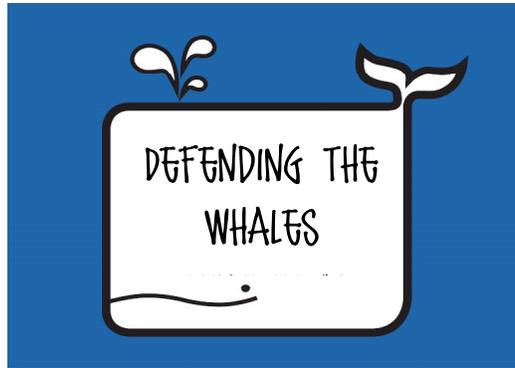
Since 1986, more than 25,000 whales have been killed. Of these, 9,220 whales were killed under the guise of 'scientific research' by the Fisheries Agency of Japan's 'scientific' whaling fleet, including nearly 8000 whales within the Southern Ocean Whale Sanctuary. Before the IWC convenes on U.S. soil in May of this year, the same fleet plans to kill another 1325 whales in the Southern and North Pacific Oceans, including endangered fin and sperm whales. A growing number of whales are also being killed commercially by Norway and Iceland.

The whales clearly need the U.S.

In May this year, the IWC will take place on U.S. soil. Please stand up and lead the way in defending the whales so that whale hunting for commercial purposes under whatever guise is stopped, calm returns to the Southern Ocean Whale Sanctuary, and the government of the United States can stand up with its citizens for the whales and the oceans that give them life.

Sincerely,

[Your Name]



6. A WHALE TALE

Instructions: Fill in the blanks with the assigned parts of speech to create your own personal whale tale. Circle the appropriate pronoun (he or she) depending on whether your whale is a female or male.

Noun: person, place or thing. Examples: Car, Florida Hat, Fork.

Verb: a word that expresses an action or state of being. Examples: Jump, Swim, Cry.

Adjective: describes a noun. Examples: Purple, Sad, Big, Smelly,

Plural: means more than one. Examples: (noun, plural)= chairs, Beans, Classrooms.

Once upon a time, there was a wonderful whale named (name)_____. He/She was a (type of whale)_____ and had (adjective)_____ eyes, pointy flippers and a large (part of a whale)_____. (Whale's name)_____ lived in (place)_____ with her/his pod. Every winter morning she/he loved to (noun)_____ in the ocean with all the other marine species. He/She loved the bright colors of the coral, especially the (color) _____ and (color) _____ ones that looked like underwater gardens. Blending in with their surroundings, the coral fish would (verb)_____ behind the sponges, playing hide and seek with the (type of fish, plural)_____. In the early morning sun, all the ocean's (noun, plural)_____ would begin to stir and get ready for the day. The sea turtles would smile as they got a good washing from the cleaner fish, and the lobsters would munch on their breakfast of (food)_____. The (adjective) _____ tubeworms would always poke their heads out of the sand to report the news from under the sea floor, while diving sea birds reported from above. She/He would spend the rest of the day adventuring throughout the ocean, discovering (noun, plural)_____, new seamounts and old shipwrecks, until nightfall.

Every summer, (whale's name)_____ and her/his family would travel many, many miles to the southern ocean with lots of their other whale friends. The ocean surrounding the Antarctic was a special whale resort, where whales came together to feast, share stories of their winter, relax and (noun)_____.

One summer when all the whales arrived in the southern ocean, there were huge ships parked on top of the sea where the whale feast usually took place. Confused as to what the ships were doing there, the whales kept their distance and went about their business. Soon the ships starting moving and following the whales where ever they went. (Whale's name)_____ was at a concert of the famous rock band, 'The Rolling Waves' with her/his friends when all of a sudden a giant spear pierced the water and zoomed by her/his tail. The long sharp object was then quickly pulled back out of the water and before they knew it another one was fired into the sea. (Whale's name)_____ and her/his friends took off swimming as fast as they could but the huge ship traveled close behind. Another spear was fired and this time it hit the (part of whale body)_____ of (whale's name)_____ 's best friend. All of a sudden a smaller orange boat appeared at the surface in front of the huge ship. Nervous at first, the whales continued to swim as fast as they could, carrying their injured friend. Confused by what the orange boat was doing, the whales soon realized that the strange creatures on board were trying to block the spears.

Luckily, they were successful long enough for (whale's name) _____ and her/his friends to get away.



Scared and angry at what had happened, the whales wanted to take action. During a trip to the coast to take his/her friend to see Dr. Sealion, (whale's name)_____ saw a sign for an international meeting on whales. After asking her/his mother what and where the meeting was, he/she decided that all the whales should go to the meeting and express their concern over what had happened in the southern ocean. All the whales agreed and returned home to pack their bags for Alaska.

The whales gathered at bus stops, train stations, and ferry terminals to purchase their tickets. While waiting in line they told the other travelling creatures about what had happened and many families of other marine species such as (marine species) _____ and _____ decided to come along to the meeting to support the whales. A flock of sea birds flying over head heard the story and traveled far and wide telling animals all over the world of the evils in the southern ocean. (Adjective) _____ African lions and hundreds of (reptile, plural) _____ in China, spread the word of the meeting and set off for Alaska.

Along the way, the whales and their newfound friends stopped in various cities and towns to tell their story. While in (city) _____, they had lunch in the dessert with a group of (animal, plural) _____ and had tea on a mountaintop with a herd of sheep. They stopped at a farm to tell the chickens and (animal, plural) _____ and held a meeting in a meadow with snakes and (insects, plural) _____. As they headed north, they stopped along the coast where more whales joined the group, sharing similar stories of their summer in the North Pacific



Ocean. Over rivers, along hillsides, through valleys and snow, they made their way to Alaska. Finally, many days later they arrived at the meeting.

(Whale's name)_____ and her/his family was the first to arrive and greeted the millions of other species that came to show their support. With posters, and (noun)_____, the species stood outside the meeting in the chilly Alaskan weather. A human from inside came outside to see what all the commotion was about and couldn't believe his eyes. All the world's creatures had gathered to tell the terrible story of the whales. When (whale's name)_____ was asked by the human why he/she was there, he told him about his summers in the southern ocean, his wounded friend and the ships that fired strange objects at them. He asked the human what the huge ship was doing and why it was there. The human stood silent. Then (whale's name)_____ told the human to make the huge ships stop. The human shook the whale's flipper and said "I will see what I can do". And (whale's name)_____ replied, "it's all up to you".