

DANIEL PACKARD

The Teenage Survival Guide

TEACHER'S STUDY GUIDE

ABOUT THE PERFORMER

Daniel Packard is an internationally touring comedian, groovy dancer and general all around good guy. In 2007, Daniel was named *Speaker of the Year* by the Canadian Organization of Campus Activities for his inspiring work with young audiences (Previous winners include, George Stroumboulopoulos, Gloria Steinem and Jean Chretien). At 16, on a dare, he hit the comedy stage for the first time. The experience was both petrifying and exhilarating, but that first taste of connecting with total strangers hooked him for life. He has performed for audiences in England, Ireland, Australia, New Zealand, Asia, the US, and Canada. He has twice been selected as one of the top acts at two different Fringe festivals (Vancouver and San Francisco), has been the headline act at both the Van-



cover International Comedy Festival and the Vancouver Jewish Festival, and in 2004 was awarded the Helling Prize for Creative Innovation.

Over the course of his career, Daniel has found that the best part of being a stand-up comedian isn't just that he gets to tour the globe getting paid

to make people laugh (although that *is* pretty cool), but that he has become a better person from the experience. As a result of becoming a comedian, Daniel has found that he has become a more confident, thoughtful, unrepressed, spontaneous, and—most of all— a happy person.

WHAT TO EXPECT

Expect a very fun and funny event. Because Daniel connects with and engages the students with playful and funny spontaneity, expect some weirdness and occasional ridiculousness. With a humorous, interactive approach, Daniel gets us thinking about topics such as bullying, peer pressure, and

homophobia. By taking real-life examples from the audience, combined with his skill as a stand-up comic, Daniel uses his hip, playful style to get us to consider ideas we might otherwise ignore. *Teenage Survival Guide* has been developed in consultation with educators to provide a relevant, current,

and accessible event that deals with issues that are important to today's young people.

*"Your students will completely get into this. I cannot recommend him more highly." Tim McGeer (VP)
Lord Byng Secondary School,
Vancouver*

THEMES:

- Bullying
- Communication
- Cyber-bullying
- Dating
- Emotions
- Gender Politics
- Homophobia
- Peer pressure
- Popular Culture
- Relationships
- Self-esteem
- Social Studies



Bullying and Cyber-Bullying in the News

Recent Articles from Canadian News Sources

Teachers Rule Out Cyber Bullying

KRISTINE OWRAM, CANADIAN PRESS

July 8, 2007

TORONTO — Teachers across Canada have expressed serious concerns about online bullying and will develop a national policy to protect the nation's students and educators when they gather this week in Toronto.

Winston Carter, president of the Canadian Teachers' Federation, says teachers are struggling to catch up in their understanding of the new technologies that can allow bullying to fester among the technically savvy generation that populates their classrooms, but they are preparing to take action.

"It's fair to say that students have gotten there first when it comes to technology, and as educators we are really playing catch-up to the knowledge that's out there," Mr. Carter said.

"Cyber bullying is without boundaries, it's without borders."

The issue of cyber bullying — which bullying expert Bill Belsey says can happen over any form of information technology imaginable, including e-mail, cell phones and social networking sites like Facebook and MySpace — has gained a higher profile in Canada after a series of incidents over the last few months.

In February, 19 Toronto-area students were suspended for griping online about their principal. In November, two 13-year-old girls were suspended from a school in Gatineau, Que., for posting a video on YouTube of their teacher shouting at a student. The teacher is on medical leave and the school has since banned personal electronic devices.

Partially in response to such incidents, Ontario introduced the Safe Schools Act at the beginning of June. Under the new legislation, students who engage in physical or online bullying could be suspended or expelled.

But Mr. Belsey, who runs the website cyber-bullying.ca, says the threat of suspension or expulsion isn't necessarily going to be enough to stop kids from hurting their peers.

He says that kids first need to recognize they're not anonymous online, and "you can't take back" what you say on the Internet.

Mr. Belsey added that cyber bullying can affect students and teachers, kids and adults alike.

"What we write and post and do online has real implications for real people," he said.

"There have been suicides in this country, there are people who are afraid to go to school, there are adults who are feeling overwhelmed and intimidated and don't want to be part of their workplace because of cyber bullying."

Cyber bullying is a particularly dangerous form of bullying because of its reach, Mr. Belsey said.

"One of the things that makes cyber bullying different is the speed with which this can happen," he said. "The bully's audience can be as wide as the Internet itself, where traditionally it might have been in a classroom or a school yard or a hockey locker room."

Mr. Belsey added that anyone who is being bullied online should resist the temptation to reply to the messages, but instead should keep copies of them and tell someone what's happening, whether it's a parent, police, or their Internet service provider.

Mr. Carter says the solution to online bullying must be collaborative.

"This isn't something that should come from the top down," he said.

"This is a collaboration with the teachers, the parents, the law-enforcement agencies, the policy-makers, the students themselves to ensure that this type of bullying is in check and schools become a safe place for teachers to teach and for students to learn."

The annual general meeting of the Canadian Teachers' Federation, which represents over 215,000 teachers, will be held Wednesday through Saturday.

Bullies tend to relate poorly with parents, study finds

Promoting healthy relationships key to preventing 'career' path of bullying

JILL MAHONEY, EDUCATION REPORTER, The Globe and Mail

March 25, 2008

About 10 per cent of children bully persistently through adolescence, and many bullies have troubled relationships with their parents and friends, according to new research.

The study is the first to follow the development of bullying patterns from late elementary to the end of high school, the researchers say.

"These are the highest-risk youths in our society. They haven't learned the essential lesson of how to get along with others in relationships. ... They persistently use power and aggression to control and distress others," lead author Debra Pepler, a psychology professor at Toronto's York University, said in an interview.

The study also found that children who consistently bully tend to be morally disengaged and lack compassion for their victims and guilt for their actions.

The paper, published today in the journal *Child Development*, urges two types of early intervention for severe bullying: help with behaviour and problem-solving skills, and assistance to improve relationships with parents and friends.

"By providing intensive and ongoing support starting in the elementary school years to this small, high-risk group, it may be possible to promote healthy relationships and prevent their 'career path' of bullying that leads to numerous criminal and relationship problems in adolescence and adulthood," the study says.

In recent years, parents and teachers have placed increased importance on identifying and curbing bullying, in which most youngsters engage at some point.

In identifying patterns, the researchers at York and Queen's University in Kingston questioned 871 Toronto students from ages 10 to 18 about their bullying behaviour and relationships every year for seven years starting in 1995, when most were aged 10 to 12.

During that period, 9.9 per cent of students engaged in consistently high levels of bullying. Another 13.4 per cent reported some bullying in early adolescence, which dropped to almost none by the end of high school. Thirty-five per cent said they bullied at consistently moderate levels over time, and 41.6 per cent said they almost never bullied.

Boys were overrepresented in the high and moderate groups, while girls dominated the category that almost never bullied, which the study found could be because the questionnaire did not focus on social forms of aggression.

The researchers compared different levels of bullying with students' individual risk factors, including physical aggression; family issues, such as the amount of parental monitoring, trust and conflict; and peer bullying, including conflicts and peer pressure.

Adolescents who lacked supportive family and peer relationships were overrepresented in the categories of bullies. Elementary students who had problems in their relationships with parents were two to four times more likely to land in the high-bullying group. (Previous research has found links between harsh, punitive parenting and children's aggressive behaviour.)

The study noted possible limitations, including that bullying and relationship data were primarily self-reported; the link between bullying and relationships is not exact; and the data sample was from urban, largely middle-class schools where most students were white.

The Power of Love: How a teen saved herself

First a victim, then a bully. Now she's turned it around

DENISE RYAN, VANCOUVER SUN

Wednesday, February 27, 2008

At 16 years old, Jenn Turner has already saved her own life. Now she's trying to save others.

Turner was a victim of bullying at Vancouver's Lord Selkirk elementary school. She was teased, verbally abused and eventually stalked by a group of vicious girls.

Finally she was cornered in the girls' bathroom and physically attacked, yanked by the arm and flipped over on her head.

"When I went to the principal's office for help, I was called a snitch," she says.

With the help of police and support from the school's zero-tolerance policy, the girl who led the attack on Turner was expelled.

But Turner had been branded a "snitch." Out of teachers' earshot, the insults, abuse and nastiness continued.

Turner toughened under the pressure. By the time she was in high school, she had started lashing out.

"I became a bully," she told The Vancouver Sun. "I turned on others."

Turner's open, heart-shaped face is framed by a riot of braided, cherry-red hair extensions, and her neck is roped with a choke-chain dog

collar. She is as tough as she is vulnerable.

The transformation from victim to victimizer is just one of the ways kids become bullies, according to Barbara Coloroso, author of *The Bully, The Bullied and the Bystander*.

"The bully wants to belong," said Coloroso.

"Bullies are often very popular, high-status kids," Coloroso explained. "Bullies often have great leadership skills. They lead gangs. They lead armies."

Turner, who now works to educate kids on bullying, explains her own metamorphosis.

"You get fed up. Someone's done it to you, there's a hole, a void you want to fill. You feel high, good, powerful by instilling that fear in someone else.

"There was a kid once, and I didn't like his shoes. So I dragged him down the hallway by his backpack and beat him up."

"Bullying isn't about being mad," said Coloroso. "That's why it can't be dealt with through conflict resolution. Bullying is about having contempt for another human being. It's about intimidation."

Turner had learned contempt for others because of the way she had been treated herself.

"We have to say, 'No more, not here, never,'" said Coloroso. "Kids have to know a classroom, a school is a safe harbour."

The message, she said, has to be "I hear you, I believe you, you're not in this alone."

Turner, now a Grade 11 student at New Westminster secondary school, finally reached out by joining Leave Out Violence, or LOVE BC. LOVE, a group dedicated to turning around violence and bullying, had come to her school for an outreach program.

Turner became a regular at LOVE meetings, and when she opened up by sharing a journal LOVE leaders had encouraged her to keep, she found acceptance -- and help.

"Kids are dying every day. We need to act now," said Michael Maxwell of LOVE BC.

Technology has only increased the range and scope of bullying behaviours, said Maxwell. "There's always been name-calling. Shunning. Violence. Now we've got cyber-bullying."

Cyber-bullying is an increasingly common method of targeting a victim. It can include rumour-mongering via e-mail or social networking sites, harassment via cell phone, and other attempts to harm or humiliate a victim using electronic media.

The damage done by cyber-bullying is made more profound by its permanence: once something is posted on the Internet, it's there forever.

For anyone who still believes that cyber- or schoolyard-bullying is an unavoidable rite of passage that kids should just "tough out," Maxwell throws out three names: Dawn Marie Wesley, Hamed Nastoh, Reena Virk.

Eight years ago, at the age of 14, Hamed Nastoh of Surrey filled his backpack with rocks and jumped off the Pattullo Bridge after being mercilessly teased in school.

Fourteen-year-old Dawn Marie Wesley of Mission hanged herself later that year, unable to endure the cruelty of three girls she had to face every day at school.

Reena Virk was also just 14 years when she was swarmed by seven schoolmates -- six girls and a boy -- and then beaten and murdered.

Peer intervention is a powerful tool that might have helped in each of these cases, said Maxwell.

"I could have been Dawn Marie," said Turner, bluntly. "Kid-on-kid, and especially girl-on-girl, is mean and vicious."

It's that kind of honesty that makes kids sit up and listen when Turner speaks. Kids listen, said Maxwell, because she's a peer.

"Peer pressure isn't always bad," said Maxwell. "It only takes one voice to stand up and say, 'That's wrong,' or 'Stop it.' Look at the pink T-shirt campaign."

In September 2007, a Grade 9 student at Central Kings rural high school in Nova Scotia turned up on the first day of school wearing a pink polo shirt. He was immediately targeted by bullies hurling homophobic taunts and physical threats.

When Grade 12 students David Shepherd and Travis Price heard about the incident they immediately went to a local discount store and bought every pink T-shirt they could find.

They also launched an overnight campaign by e-mail and through social networking sights.

"Wear a pink shirt. . . . It's nothing hard and it's ending one of the worst things about high school," said the Facebook site that urged students to participate. The next day 400 students showed up to school wearing pink T-shirts. Shepard and Price distributed more pink shirts to anyone who wanted to join in.

The bullies, cowed by the sea of pink, backed down.

It was an extraordinary example of kids standing up for kids -- one that's garnered world-wide attention.

"Students rallied and put positive pressure on the situation," said Maxwell.

"A high school in B.C. might have 75 teachers and staff, but it will have 1,800 kids," she added. When kids are supportive and empowered, "it's hard to find a bad apple in the bunch."

Coloroso agrees, and identifies "witnesses, resisters and defenders" as keys to resolving bullying issues.

"There are no innocent bystanders," said Coloroso. "We can't have a bullying situation without a bully's henchmen."

The bystander who becomes involved in "the bully circle," the parent or teacher that turns a blind eye, falls into what Coloroso calls "the trap of comradeship."

The bullied youth is often an outsider, separated from the group by manner of dress, nationality, sexuality, grades or confidence levels, explained Coloroso. Anything can function as an excuse for a bully who wants to feel powerful by belittling someone else.

Like many kids who are bullied or who become bullies, Max Paquin, now 20, was an outsider, a visible minority with an economically challenged family.

Paquin had arrived in B.C. from Montreal at the age of eight, shortly after the unexpected death of his two-year-old sister. His single mother was on disability and struggling to

raise Paquin and another little sister.

Paquin was awkward and tall for his age, brown-skinned, and he spoke no English.

From the beginning, "the teachers mocked my heritage," he said. "They didn't believe I only spoke French."

There were no ESL classes for Paquin. "One teacher asked in front of the whole class if I only spoke 'spagilliquack,'" he said. He still feels the sting of that public humiliation. It was a case, he said, of a kid being bullied by his teachers.

Paquin struggled in school, held back by the language barrier and undiagnosed dyslexia. He was teased by peers for being "ghetto" and labelled by the school board as a kid with behavioural and anger-management problems.

While his mother fought with officials to get him the help he needed in school, he fought in the schoolyard.

"Drug-dealing, fighting, bullying," says Paquin. "With kids I was a bully, with adults I was being bullied."

When he was 16, Paquin's mother died of cancer, and he was left to care for his young sister.

Things might have spun out of control, but the fighting spirit that made Paquin a bully had found a positive channel.

Two years before she died, his mother had sent a note to Maxwell at LOVE BC asking him to allow her son to join.

"Violence is the language of the unheard," said Maxwell. "It only takes one adult who cares, one person who listens to help these kids."

For Paquin, Maxwell was one of those people.

Maxwell helped Paquin get involved in LOVE's photojournalism project, in which kids are given cameras and sent out to record their experience of the world.

Through the program, kids become "reporters on youth culture," examining and discussing violence in their own environments. They find a voice by sharing what they see.

Paquin is now a senior youth leader with LOVE. At 6-4, 280 pounds, the dreadlocked young man cuts an imposing figure. But among the kids he works with he's known as the "big teddy bear."

"I never really wanted to bully," he said. "Mike pulled me in and LOVE showed me I could take positive steps to make changes."

Although his mother didn't live to see it, he graduated from high school.

Paquin said every kid needs to find that one thing that will give them hope. "Poetry, photography, sports, whatever," he said.

Turner gives this advice to kids: "If you're a bystander, speak up. Stop it. Look for a program like LOVE that can help. Tell someone what's going on. Wear pink."

dryan@png.canwest.com

HOSTING DANIEL AT YOUR SCHOOL

Sound One voice mic, preferably wireless; levels set to project voice crisply (low bass) and relatively loudly.

Lighting Basic lighting for a stationary solo performance

Props Chair or stool, bottled water

Stage Chair center stage as close to students as possible.

Seating Audience should be as close to the stage as possible – as close as 6 feet
Please have a student or a teacher introduce Daniel to begin the show.

