

1. Depending on skill level and software availability, have students develop an interactive game, quiz, or automatic slide show/presentation dealing with:
  - Bullying
  - Youth violence
  - Teen dating violence awareness
  - Accepting diversity
  - Lesbian, gay bisexual, trans-sexual, queer (LGBTQ) issues
2. Students could create brochures to be placed in the school office, restrooms and locker rooms; an announcement could be aired on the school television broadcast system; or a web page could be featured on the school's website.
3. Math Class - Help students to develop an anonymous school survey that will measure their peers' attitudes and behaviours concerning dating relationships. After administering the survey, compile the results and calculate the probability that a student in the school will be a victim (or perpetrator) of bullying/violence. Present your findings to your class, school administration, school board, or parent group.
4. Math Class - Work with your students to develop an anonymous school survey that will measure their peers' attitudes and behaviours concerning Bullying violence. Data from the survey can be used to practice additional skills such as:
  - measures of central tendency (mean, median, mode)
  - graphing data in a variety of formsapplying probability ratios to different populations (i.e. school, city/town, province, country) to determine the number of people affected; for example, if there is a probability that 1 in 5 teens will be a victim of bullying/violence, how many teens will be affected in your province?
5. Have the student's debate the schools discipline practices concerning bullying behaviours.
6. Have students review existing school policies concerning bullying/violence.
7. Discuss whether additional policies are needed to protect students who have been targets of these behaviours. They may wish to put their thoughts in writing in the form of a proposal to the school administrator or school board.
8. Drama/Theatre class - Assist students to enact a mock bullying/violence incident, demonstrating how violent behavior escalates. Include the roles that friends, family, teachers, bystanders and others may play in these situations. Follow-up with a discussion about what occurred. Discuss the obligation of all those involved.

9. Invite your students to create a dramatic scene in which they confront a friend who is being bullied, or is in an abusive relationship or a friend who is bullying or treating a boyfriend or girlfriend in a hurtful or disrespectful manner.
10. Bring a representative from an appropriate community organization into the classroom to talk about bullying/violence. Students can write an article for the school newsletter or webpage on the presentation.
11. Art Class - Divide the class into pairs or groups and assign each pair/group a door in the school. Conduct a “Healthy Relationships” door decorating contest! To encourage student body awareness/participation, the student body can vote on their favourite door.
12. Make a collage with pictures and words to illustrate the messages students hear and see about relationships in the media, music, from parents, and peers, to illustrate healthy vs. bullying or abusive relationships, or to illustrate what they want from a healthy relationship.
13. Health Class - Discuss bullying or the spectrum of violence (physical, social, emotional, psychological, verbal) and the continuum of violence. Have the students research the effects of bullying or the health problems associated with violence, such as eating disorders, depression, suicide, etc.
14. English Class - Ask your students to read and analyze reports from newspapers and websites about bullying/violence and discuss how these stories are told. What words are used to describe acts of bullying/violence?
15. Invite students to interview one or more older relatives or neighbours about their experiences with bullying/violence. They might tape-record the interview, with permission, and write a report about what they learned.
16. Ask your class to write poetry about the meaning of friendship, respect, acceptance or other related topics.
17. Help the students prepare an informational school or community presentation, on bullying/violence. Assist them to look for other opportunities to present this information to the public.