

# Class Meetings That Matter

A Year's Worth of Resources for **Grades 9-12**



Marlene Snyder, Ph.D.

Jane Riese, L.S.W.

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**Hazelden®**

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We thank our friends at Hazelden Publishing for their guidance and support. We are pleased to add *Class Meetings That Matter: A Year’s Worth of Resources for Grades 9–12* to our earlier collections of class meetings for grades K–5 and grades 6–8.

At the time of this publication, we have been inspired by the work of over 1,100 Olweus Certified Trainers and outstanding educators in over 8,000 Olweus Schools in the United States. We thank the educators, parents, and students who have worked with us over the years. Our work with school systems, from kindergarten to grade 12, has been exciting, and we look forward to hearing about your high school implementation.

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## **Introduction**

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### **What Is the Purpose of This Manual?**

This manual is intended to be used by high school teachers implementing the *Olweus Bullying Prevention Program (OBPP)*. *Class Meetings That Matter* should be used to supplement concepts and materials provided in the *OBPP Teacher Guide*. Classroom teachers will want to review and apply the class meeting guidelines outlined in the *Teacher Guide* (particularly chapter 6) before implementing the class meetings in this manual. In addition, it is recommended that schools obtain training and consultation from a certified *OBPP* trainer before moving forward with this effort.

### **What Is the *Olweus Bullying Prevention Program*?**

The *Olweus Bullying Prevention Program (OBPP)* is the most researched and best-known bullying prevention program available today. With over forty years of research and successful implementation all over the world, *OBPP* is a whole-school program that has been proven to prevent or reduce bullying in schools. It is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. *OBPP* is a long-term systems change framework for bullying prevention and intervention. It is a universal program that engages all students and works well with other safe-school and social and emotional programming initiatives common in schools today. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place that promotes students' health, development, and academic achievement.

### **Why Is Bullying Prevention Important at the High School Level?**

We know that bullying is commonplace among high school students, running the gamut from physical acts, to verbal taunts and put-downs, to more indirect behaviors such as spreading rumors or manipulating social relationships and exclusion. Bullying ranges from personal face-to-face



encounters to anonymous cyber-bullying situations. For teens, bullying is also more likely to include forms of harassment and discrimination that may be illegal and pose significant liability risks to school personnel if not handled properly. Effective ways to prevent and intervene in bullying behavior should be an important part of staff development each year.

High school faculty may raise questions about the value of addressing bullying behavior, or they may express concern about taking time away from required academic curricula. Research shows that bullying can have an adverse impact on academic achievement.<sup>1</sup> When schools implement effective schoolwide bullying prevention strategies, students feel more welcome. These efforts create a healthy school climate that can positively impact academic achievement.

An important reason to continue bullying prevention efforts through high school is that bullying, sometimes described as a “gateway behavior,” can become more established over time if not stopped, and may take the form of illegal antisocial behaviors in adulthood. High school may provide the last educational opportunity to address these issues with teens in a formal and concerted way. As this manual goes to press, forty-seven states plus Puerto Rico have specific laws pertaining to school bullying prevention; these states require public schools (K–12) to develop policies and procedures to address bullying. As a result, schools could face potential legal challenges if they fail to ensure that students are part of a safe learning environment.

School personnel must carefully distinguish and respond appropriately to all forms of abuse characterized by combinations of power and aggression (including assault, stalking, sexual harassment, or discrimination based on race, sex, or disability, to name a few). Some of these behaviors may initially be identified as bullying; however, they may also violate state or federal civil or criminal law. It is essential that school staff become familiar with relevant state and federal laws. For further information, refer to U.S. Department of Education, Office for Civil Rights “Dear Colleague” Letters, 2010 and 2011;<sup>2</sup> Title IX Educational Amendments of 1972;<sup>3</sup> Section 504 of the American Rehabilitation Act of 1972; and Title II of the Americans with Disabilities Act of 1990.<sup>4</sup> Finally, bullying prevention is a wise investment: Research-based bullying prevention programs could save the country between \$1.7 million and \$2.3 million per the lifetime of each at-risk youth kept out of the justice system and in school.<sup>5</sup>

### **How Is Bullying Prevention Different from Suicide Prevention?**

According to the Centers for Disease Control, suicide is the third-leading cause of death among youth ages fifteen to twenty-four, and that rate is even higher for certain groups of young people, including those who are gay or questioning their sexual orientation or gender identity. Fifteen percent of high school students seriously considered suicide in the previous twelve months, and 7 percent reported making at least one suicide attempt in the previous year.<sup>6</sup>

Many parents, educators, and members of the media continue to directly connect cases of student suicide to bullying behavior and to the lack of bullying prevention policies and practices in school. It is therefore crucial to understand the relationships between these issues. There is a

growing body of research examining the association between involvement in bullying and suicide among children and youth. Most studies show that children who are involved in bullying (as victims of bullying, perpetrators of bullying, or both) are more likely than those who are not to have depressive symptoms.<sup>7</sup> Children who are involved in bullying are at apparent increased risk of suicidal thoughts and behavior, but it is critical to recognize that suicide is a complex phenomenon and that numerous individual, relational, community, and societal factors may contribute to youths' risk of suicide. Experiences with bullying are just one factor. While bullying may appear to trigger a suicide attempt by a student who is struggling, it is inappropriate to specifically imply that bullying or cyber bullying causes youth suicide.

It is important to emphasize that bullying prevention is not synonymous with suicide prevention. While school personnel who actively work to prevent suicide should be watchful for bullying behavior and take quick actions to stop victimization, these actions do not constitute comprehensive suicide prevention programming. *OBPP* is a bullying prevention and intervention program that is designed to reduce bullying behavior, but it is not a suicide prevention program. We strongly recommend that schools also explore and implement research-based suicide prevention, intervention, and postvention programs as well, such as the *Lifelines* three-part program available from Hazelden.

### **Has *OBPP* Been Implemented and Evaluated in High School?**

*OBPP* was developed in Norway in 1983 and evaluated with students in grades 3–10. Its beneficial effects have been evaluated and documented in numerous studies with Norwegian students.<sup>8</sup> Since it was first piloted and evaluated in the United States in the mid-1990s, *OBPP* has been used with diverse populations of students in grades K–12.

A review of *OBPP* practices in high schools in the United States was conducted by Clemson University in 2010, with generous funding provided by the Highmark Healthy High 5, a Highmark Foundation Initiative. Results of that work have shown that *OBPP* is being successfully used in U.S. high schools with minimal adaptations to the original model and recommended practices. In addition, preliminary success with *OBPP* has been observed in high school data. For example, results of a study of 3,383 students in Pennsylvania high schools implementing *OBPP* between 2008 and 2010 showed the following results:

- 13 percent decrease in students who reported being bullied on a regular basis (including 21 percent decrease in verbal bullying, 17 percent decrease in social exclusion, and 22 percent decrease in physical bullying)
- 41 percent decrease in the number of students bullying others (including 43 percent decrease in verbal bullying of others, 30 percent decrease in social exclusion of others, and 30 percent decrease in physical bullying of others)
- 33 percent decrease in the numbers of students who reported they would just watch
- 19 percent decrease in those who said they'd join in to bully someone they didn't like

In addition, students reported that both adults and students were more responsive to bullying problems and were more likely to step in to stop the bullying.<sup>9</sup> Authors in the United States have worked closely with program developer Dr. Dan Olweus to ensure that program materials for both younger students and now high school students (through grade 12) meet rigorous program standards. Because *OBPP* is a research-based program and a long-term systems change program as opposed to a curriculum, it is essential that high schools work closely with a certified *OBPP* trainer to ensure program fidelity and successful implementation.

### **What Are Class Meetings and How Are They Different from Curriculum Lessons?**

Class meetings are an essential component of *OBPP*. This method is not new; for years those in the education field have researched and documented the use of class meetings. The purpose of *OBPP* class meetings is to build class cohesion and community, teach the four anti-bullying rules, help students understand the consequences of bullying and their role in bullying situations, and help students and adults know how to address bullying issues as they arise. At first, class meetings should focus on various aspects of bullying, but teachers will also want to use these meetings to address a broader range of related topics with the intention of improving peer relationships and overall school climate.

Class meetings are different from curriculum lessons in three key ways. First, the primary purpose of class meetings is to establish communication among all members of your class and improve peer relationships. Information is not the only focus; instead, the process in a class meeting is central—particularly allowing ample time for students to share their feelings and opinions, assess options, and suggest solutions as they learn how to follow the rules, interact as a community, and handle bullying situations appropriately.

Second, class meetings are ongoing, rather than part of a unit of study. Topics, while related to bullying, are intended to focus on a much broader range of concepts and skills aimed at building student relationships.

Third, your role in leading class meetings is as a facilitator rather than instructor. As a facilitator, your role is one of an attentive listener; student contributions are the main focus of class meetings. Teachers gain critical information about their students as individuals through this process.

Think about how you can reach your discussion goals through the careful use of probing and open-ended questioning. High school students can be encouraged to take some leadership and responsibility for planning and facilitating class meetings over time; this is another strategy for keeping these sessions fresh and interesting for you and your students.

Although *OBPP* class meetings are not the same as academic curricula, learning is still occurring during these sessions. Learner outcomes are provided with each meeting for this reason. Teachers are also encouraged to make connections between class meeting topics and

relevant academic content whenever possible. Bullying prevention themes can readily be linked to academic content, using curriculum standards in subjects such as English, mathematics and statistics, history and civics, social and life sciences, health and human development, arts and media, community service, and others. When teachers make additional connections to these academic areas, student learning experiences and their ability to apply information in different settings will deepen.

### **How Should I Conduct Class Meetings with High School Students?**

As part of *OBPP*, classroom teachers are asked to hold regular class meetings with students. At the high school level, this means at least every other week for a full class period. The *OBPP* Teacher Guide provides class meetings intended as part of the initial implementation of *OBPP*; they can also be used at the start of each school year. High school faculty may want to adjust some of the language and examples presented in those initial class meetings to match the cognitive and verbal skills of the teens in their classrooms.

Setting basic ground rules (or guidelines for discussion) is important so that students feel safe sharing their concerns and all members of the class feel respected and heard. Suggested class meeting ground rules can be found on page 70 of the *OBPP* Teacher Guide and should be reviewed each year to ensure that all students have the conceptual framework for topics presented in this manual. Here are a few guidelines to keep in mind with teens:

- Structure discussions so the viewpoints of all students are heard.
- Ensure that everyone has the opportunity to speak and that certain individuals do not dominate the conversation.
- Remind students who have a tendency to interrupt about the ground rules set up at the beginning of your class meetings.

There is no one right way to lead a class meeting. Some teachers prefer to have a step-by-step plan for what is going to be discussed. Others are comfortable with a more open-ended style that provides flexibility to discuss issues as they come up. In this case, you may want to just use the class meeting activities as an outline. Either approach is fine.

When adults frame class meeting discussions in ways that encourage adolescents to share their ideas and viewpoints, and facilitate rather than instruct, they find teens are quite willing to participate. It may take some time for students to learn that adults really want to hear what they have to say, but it is worth the effort. High school students, with some guidance from adults, have the verbal skills and cognitive capacity to reflect on their own behaviors and those of their peers, to analyze a broader range of social dilemmas, and to contribute solutions to problems they face. In addition, their desire to be part of a peer group can be utilized to garner social support needed to change norms around bullying and related behavior. This manual suggests a variety of methods to keep class meetings fresh and interesting for students and adults alike.

Most teachers find these meetings relatively easy to conduct and a rewarding way to get to know their students better.

### **How Should I Use This Manual?**

*Class Meetings That Matter* is to be used as a supplement to the *OBPP* Teacher Guide. Together, they provide content for well over a year’s worth of class meetings across grades 9–12.

While it is not necessary to follow topics or class meetings in the order they are presented in this manual, be aware that they are listed here in a logical sequence so that concepts build on each other. Note that many class meetings offer multiple options to address a particular topic, either presented over two or more class meetings or as options for students at different grade or developmental levels. You will want to ensure that your students have covered “prerequisite” class meetings first to establish a foundation for the discussion and content.

Students will certainly benefit from revisiting concepts more than once, but we recommend that class meetings not be repeated verbatim; that is, class meetings for grades 11 or 12 should not repeat exactly what was presented in grades 9 or 10. Students and teachers need variety in materials, activities, and follow-up discussion to keep class meetings fresh and interesting. We encourage teachers to be creative, and particularly to rely on student ideas and concerns, and to include student writing and age-appropriate literature as springboards for discussion. Each class meeting provides numerous discussion questions so that teachers can tailor the conversations to the needs and interests of their particular group of students.

### **How Is This Manual Organized?**

Class meetings are organized into topic categories designed to meet the developmental needs and interests of typical adolescents in grades 9–12. These content areas are arranged to build on each other and include

- Building a Positive School and Classroom Climate (three class meetings)
- Confronting Bullying (six class meetings)
- Building Positive Relationships (six class meetings)
- Understanding and Managing Feelings (five class meetings)
- Respecting Differences (five class meetings)
- Communication and Technology (five class meetings)
- Serving the Community/Reaching Outward (two class meetings)

Within this manual, class meetings are structured according to a particular format as follows:

#### **Background**

This section provides insight into the purpose of the class meeting and issues teachers should be aware of as they facilitate the meeting. Information regarding prerequisite activities and whether

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a particular class meeting provides different options for presenting activities will also appear in this section.

### Learner Outcomes

This section identifies the learning objectives for the class meeting.

### Materials Needed

This list contains the resources needed to conduct the class meeting. These materials include worksheets and scenarios to enhance student participation and make implementation easier. Any handouts on the materials list are found on the accompanying *Class Meetings That Matter for Grades 9–12* CD-ROM.

### Preparation Needed

This list will give you step-by-step instructions to prepare the Introduction, Activity, and Discussion portions of the class meeting.

### Class Meeting Outline

Each class meeting outline contains the following four components: an *Introduction*, one or more *Activity* options, *Discussion Questions*, and *Wrap-Up*. Generally, all class meetings should be conducted with students sitting as a group in a circle. Whenever a particular meeting presents opportunities for students to work in pairs or small groups, it is recommended that they be gathered together into a circle for the discussion and wrap-up portions of the meeting.

All text in the outline that is **bold** is scripted text; facilitators may choose to read this text from the manual, use it as a guide, or not use it at all. Possible student responses or ideas for probing appear as examples italicized in parentheses.

#### *Introduction*

This brief, instructional piece is set apart in most class meetings. The introduction provides vocabulary and background information as a foundation for student activities and discussion and gets students motivated and thinking about the topic. This section is limited to 5 to 10 minutes of the total class meeting time.

#### *Activity*

Each class meeting includes at least one activity that is usually about 15 to 25 minutes in length. This portion of the class meeting is highly interactive and engages students in problem-solving with scenarios or large- or small-group discussion. In some cases, the class meeting includes a second activity that may either be carried over into a subsequent session or used as an alternate activity with older students. Several meetings provide opportunities for longer-term projects or activities that can be conducted across disciplines. Teachers are encouraged to work together to make these sessions as meaningful and relevant to students as possible.

### *Discussion Questions*

Student discussion and debriefing is a key part of every class meeting. It is generally recommended that, depending on the class meeting topic, teachers allow between 15 and 20 minutes for the students to process the activity and apply it to their lives in and outside of school. Questions are arranged in a sequential order from most basic to more in-depth. Facilitators may not get through all of the discussion questions within the allotted time in any one meeting; rather, a range of questions is offered to facilitate different levels of discussion, depending on students' particular developmental needs and interests.

### *Wrap-Up*

Each class meeting includes a short wrap-up (approximately 5 minutes in length) that should be used to summarize the key concepts discussed and provide an opportunity to extend the activity or student thinking about the topic. Facilitators will want to refer to key points raised by student discussion in their summary.

## **Additional Components**

### *Teacher Tips*

These include strategies and resources, including references and selected websites, offered to help educators ensure that the class meeting will run smoothly. They are located in the margins.

### *Notes*

This manual references research materials that can enhance teacher understanding of the topics presented. These citations (many of which are available as online resources) are numbered in the text and can be found in the Notes section on pages 256–58.

### *Curriculum Connections*


This section, found at the end of each class meeting outline, provides ideas for integrating the class meeting topic into other subject areas. Linking bullying prevention topics from class meetings to academic curricula is an important strategy to reinforce concepts for students and to provide opportunities for students to explore themes more thoroughly and apply them to their own experiences.

### *Suggested Supplemental Resources and Curriculum Support Materials for High Schools*

A list of annotated resources is provided on pages 259–69 of this manual. We encourage you to explore these resources to provide variety to your class meetings and help with curriculum extensions.

## Tips for Organizing and Leading Successful Class Meetings

When planning and leading class meetings with high school students, it may help to keep the following in mind:

- Class meetings are most effective when students sit in a circle or half circle, so that they can see as well as hear each other. Students can sit on the floor, in chairs, or at desks. Many of the meetings in this manual suggest opportunities to move between both large-group and small-group activities. However, it is recommended that students be brought back together into a circle for the discussion and wrap-up portions of each meeting to better facilitate student interaction and participation. This icon  indicates when students should be in a circle in each class meeting.
- Class meetings should be held regularly, preferably once a week, but at least every other week at the high school level. For high school students, class meetings should last a full class period, or approximately 45 minutes. In most high schools, class meetings are designated during a specific class period so they can be held regularly, be integrated into the academic schedule, and engage as many adults in the school as possible. Your Bullying Prevention Coordinating Committee will advise you as to the schedule and when to begin conducting your meetings. In situations where *OBPP* class meetings must be designated as graded instructional time, it is recommended that they be graded as a Pass/Fail (with all participating students receiving a passing grade).
- It is essential to promote an environment where all students feel safe sharing their thoughts and opinions. Don't allow students to intimidate others during the meetings. Take the lead in reinforcing the message that all bullying incidents will be taken seriously and addressed either by you or by other staff at your school. Also stress that any threats or acts of retaliation for reporting bullying behavior or comments in class discussion are not acceptable. Students will be held accountable for acts or threats of retaliation through the school's established discipline procedures.
- Evaluating your class meetings will help to refine them and improve their effectiveness. Use the Class Meeting Activity Log on the *OBPP* Teacher Guide CD-ROM (document 19) for evaluation purposes. Always communicate concerns and questions to members of your Bullying Prevention Coordinating Committee. They are available to support and advise teachers in implementation of *OBPP*, including class meetings.
- During every class meeting, feel free to suspend the discussion outline for relevant digressions and thoughtful questions. Students may have immediate issues related to bullying behavior or other concerns or interests that they want to discuss in a safe environment. Offer students the opportunity to suggest class meeting topics they would like to explore.



### **Should I Incorporate Role-Playing in My Class Meetings?**

Several of the activities in this manual use scenarios to encourage student problem-solving. Whenever possible, teachers are encouraged to use these scenarios, or scenarios generated by students, as opportunities for role-playing. Modify them as needed to reflect the culture of your classroom by changing names and including activities representative of your students. An *OBPP* research study has shown that teachers who systematically used role-playing in their anti-bullying work obtained larger reductions in bullying problems than those who did not. Before using this technique with your students, refer to chapter 7 on role-playing in the *OBPP* Teacher Guide for detailed information about how to conduct role-plays so that students are respected and positive messages are conveyed.

The benefits of role-playing include

- giving students insights into the different types of bullying and what roles bystanders, followers, and defenders might take in each situation
- helping students develop a better emotional understanding of how the different participants feel in bullying situations and what motivates them to do what they do
- providing valuable opportunities for students to practice, test, and evaluate solutions to bullying situations. When students act out positive behaviors, they also model them for others. It can be especially powerful for students to see social leaders in the classroom reject bullying or intervene in a bullying situation.
- providing students with less threatening ways to express feelings and concrete options that they can use in real-life situations. When students have a variety of options to draw on, they are more likely to make prosocial choices to support others and to respond in nonaggressive ways.

### **What Should You Do If, during a Class Meeting, a Student Reveals That He or She Has Been Bullied or Subjected to Another Form of Abuse?**

Be aware that you will likely have students who are being bullied by others in your group. Occasionally during a class meeting a student may reveal that he or she is being bullied. It is generally best to speak privately with this student about his or her situation after the class meeting. Be sure to follow up with the bullied student to find out what has been happening. You may need to report this incident to your school's administration. Check with your school's Bullying Prevention Coordinating Committee or administration to determine the appropriate reporting procedures.

Do not force students to talk about their experiences during a class meeting unless they feel comfortable doing so, and unless you are prepared to facilitate this discussion. Be sensitive to the pain of bullying and the tremendous impact it can have on students. Do not make light of bullying situations and do not allow any of your students to do so either.

4. **What do these patterns tell you about the people in this class?** *(They might think the same way as you about some things and they might think differently about others; we have a lot in common; we have different ways of expressing ourselves; we have similar or different experiences; some people may be more humorous or more unique in some way, but that does not make them “better”; there were no “right” or “wrong” answers.)*
5. **What did you learn about the people in this class from doing this exercise?** *(One person is not better than another, we all have our own experiences and right to our own opinions, we may all have different perspectives about these questions. We may have different interpretations of a question. We can learn a lot about each other by asking questions. It can be fun to hear what people think and what they’ve experienced.)*
6. **What surprised you more, the things you had in common or the ways you experienced things differently?**
7. **What are different assumptions teens might make about each other without knowing each other that well? Why do you think that happens?**
8. **How can getting to know classmates better help improve the way we work together as a class?** *(We are more comfortable with each other when we know someone’s point of view or something about their life experiences; we can learn to respect each other’s perspective on various issues; we know that in spite of our differences, we have a lot in common with each other; we can build a sense of belonging to the group, build trust and confidence to share with each other, to help us all experience positive feelings while we are learning together.)*

### Activity 2 (30 minutes)

1. Ask each student to draw one question from the container.
2. Get the entire class on their feet and tell them to find a partner to start the activity. Explain that they will be changing partners several times during this activity. **Please try to find a partner that you don’t know well or don’t know at all.**
3. **Partners, introduce yourselves and then take turns asking each other the question on each of your papers. The person asking the question first is the person whose last name is closer to the beginning of the alphabet. The person answering will talk for about 30 seconds—then they will ask their partner to answer the question they drew.**

### Teacher Tip



Determine how long each pair will have to ask and answer questions depending on the number of students in the class. Smaller classes can have more time for each question.

4. **After both people have asked and answered their questions, exchange the paper with the question with your partner, and then we'll repeat the activity with a new partner each round. We'll do several rounds. You may get the same question to ask others that you had earlier. That won't matter. Keep up the conversation with your partner until I call "time."**
5. For the first two or three rounds, you may need to remind students to ask a question, answer a question, or exchange the paper with the question so that they will have a different question to ask when they find their new partner. Continue for about 25 minutes, and then call time and ask students to return to their meeting circle for discussion.



### Teacher Tip

Agree on a signal for students to change partners, such as flicking the lights in the room, ringing a bell, or just announcing "Change partners."



### Activity 2 Discussion Questions (10 minutes)

1. **What was this experience like? Were some questions harder or easier to ask or answer than others? What were they? Why?** (*Easier not to have the same questions, the questions were random, sometimes it was hard to answer the question, sometimes I felt shy about answering and sometimes I felt more confident, it made a difference how well I knew the other person.*)
2. Ask volunteers to share the most interesting or surprising answers they received.
3. **Were any of you surprised at things you had in common with each other? Or were you surprised about different experiences or points of view? What are some examples?**
4. **How can practicing asking and answering questions like this help us feel more comfortable in social situations?**
5. **What are some examples of questions that might be more appropriate for some settings or situations than others?**

### Wrap-Up

1. **We just found out a little more about each other. There is so much more to learn about each other. When we take the time to get to know each other, we might be surprised to find that we have more in common than differences.**
2. **We can build community, a sense of belonging to the group, and trust and confidence to open up real communication with each other, and we can respect each other's views and opinions. That will help us all experience positive feelings while we are learning together.**

## Curriculum Connections

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### Health/Human Development:

- As part of discussions about dating, problem-solve scenarios that explore setting healthy boundaries in relationships. Ask: When people ask you personal questions, how much should you answer? Consider possible links between this discussion and one about cyber safety.

### Social Science/Civics:

- Students may debate issues like privacy and confidentiality versus the public right to access information about individuals.

### Foreign Language:

- Encourage students to explore the influences of culture on things like privacy or asking/sharing personal information with others.

### English:

- Instruct students to write about a book, story, or movie that had a character that was misunderstood by others but later revealed to have surprising character traits or experiences. For example: Jean Valjean or Javert in *Les Misérables*; Boo Radley in *To Kill a Mockingbird*; Elphaba in *Wicked*.

# Class Meetings That Matter



Schools across the country are finding success with the world-renowned *Olweus Bullying Prevention Program (OBPP)* to reduce bullying and create a safe and caring school climate. Class meetings are a core part of this award-winning program—and *Class Meetings That Matter* is an ideal component to any school using *OBPP*. Developed by the authors of the *Olweus Bullying Prevention Program*, this easy-to-use manual provides high-school teachers and students with almost an entire year's worth of engaging, thought-provoking ideas and topics to conduct meaningful class meetings.

Topic categories include

- building a positive school and classroom climate
- confronting bullying
- building positive relationships
- understanding and managing feelings
- respecting differences
- communication and technology
- serving the community/reaching outward

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