Creating Connection as the Sure Bet Against Bullying

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What is it?
- Hands on learning, that begins with a concrete experience, after which learners process experience and then apply lessons more broadly to their life.

Four Stages:
- Concrete Experience
- Reflective Observation
- Abstract Conceptualization
- Active Experimentation (Kolb, 1984, 2014)
Experiential Education

- How does it relate to bullying prevention?
  - Thru the experiential learning process, especially during the shared concrete experience, relationships and connections are often formed.
  - Building connections can be a protective factor in bullying behavior.
  - Building relationships can increase awareness, empathy and promote resiliency in students that previously did not have a connection with each other.
Inherent risk of injury is a part of all activities, whether it be physical or emotional.

Facilitators make reasonable effort address risk management.

Participation is encouraged, but is voluntary.

Participants assume all risk and liability for any losses or damages as a result of participation or facilitation.

Presenters are not responsible for the misuse of any information or activities.
Sequencing Activities

- Assess group needs and level of functioning and select appropriate activities accordingly.

- “Connect, before Content” – share simple experiences before, engaging in more complex activities.

- Ex: It would not make sense to ask a group to trust each other, before they know each others names.
Types of Activities

- **GET TO KNOW YOU** – “The more I know you, the less likely I am to hurt you.” ~ Chris Cavert
- **PROBLEM SOLVING** – Experience solving problems together in a safe environment.
- **TRUST BUILDING** – Builds trust within a group and addresses how participants treat one another.
- **PROCESSING/REFLECTING** – Bring it all together! Discuss the purpose and meaning of the activities and how it is applicable to real life.
Sample 5 Day Sequence
(1–1.5 hours each day)

- **Day 1**
  - I’m in Charge, Hi, Lo, Yo, All My Neighbors Who..

- **Day 2**
  - Handshakes, Protector/Destructor, Step Left, Just 1 Word

- **Day 3**
  - Are you more like..., Biggest Fan, Lily Pads, Peach & Pit

- **Day 4**
  - Hey Cool, Me too!, People–2–People, Who was my Guide?, If I had a Camera

- **Day 5**
  - Connections, Group Juggle, Barnyard Music, Raccoon Circle
Get to Know You

Icebreakers, Break down walls, Learn names, Establish connections and commonalties

- I’m in Charge
- Handshakes
- Are you more like…
- Hey Cool! Me too!
- Connections
Problem Solving

Work together to solve a problem, Identify group and individual strengths and challenges, giving and receiving help.

- Hi, Lo, Yo!
- Protector / Destroyer
- Step Left
- Lily Pads
- Group Juggle
Building trust in the group and with oneself. Trusting group members with physical and emotional safety. Learning to rely on each other and feeling vulnerable in a safe setting.

- People–2–People
- Biggest Fan
- Who was my guide?
- Barnyard Music
Processing / Reflecting

Discuss what just happened, the behaviors and the emotions on an individual and at a group level. Find meaning in the metaphor.

- All my neighbors who..
- Just 1 Word
- Peach & Pit
- If I Had a Camera
- Raccoon Circle
WHAT? – What just happened? What did you do or experience?

SO WHAT? – Why did I ask you to do that? What was the meaning or lesson behind the activity?

NOW WHAT? – What are we going to do with what we have learned? How is this applicable to real life? To school? To your classroom?
References